

## 1.1 Come and join me!

<p>NOW ...</p> <p>watch a film</p> <p>☺ skateboard</p>	<p>NOW ...</p> <p>skateboard</p> <p>☺ hike</p>	<p>NOW ...</p> <p>hike</p> <p>☺ play football</p>	<p>NOW ...</p> <p>listen to music</p> <p>☺ chat with friends</p>
<p>NOW ...</p> <p>chat with friends</p> <p>☺ watch films</p>	<p>NOW ...</p> <p>play a video game</p> <p>☺ go shopping</p>	<p>NOW ...</p> <p>go shopping</p> <p>☺ listen to music</p>	<p>NOW ...</p> <p>cook for friends</p> <p>☺ play video games</p>
<p>NOW ...</p> <p>play football</p> <p>☺ cook for friends</p>	<p>NOW ...</p> <p>relax at the beach</p> <p>☺ have a picnic</p>	<p>NOW ...</p> <p>have a picnic</p> <p>☺ watch sports matches</p>	<p>NOW ...</p> <p>watch a sports match</p> <p>☺ have pizzas</p>
<p>NOW ...</p> <p>have a pizza</p> <p>☺ surf</p>	<p>NOW ...</p> <p>surf</p> <p>☺ go bowling</p>	<p>NOW ...</p> <p>go bowling</p> <p>☺ go to a concert</p>	<p>NOW ...</p> <p>go to a concert</p> <p>☺ relax at the beach</p>

## 1.2 How well do you know me?

**A** Think of things that make you feel different emotions and complete the first column for you.

**B** Predict (or guess) things for your partner and write them in the second column.

When do you ...	You	Partner's name _____
get really bored?		
feel really happy?		
get a little upset?		
get nervous?		
feel afraid?		
get excited?		
feel a little worried?		
get a little sad?		
get really frightened?		

**C** Ask your partner questions to see if any of your predictions were correct.

A: Do you feel really bored when \_\_\_\_\_?

B: Yes! You got that right!

OR

A: Do you feel bored when \_\_\_\_\_?

B: No, that's not my answer.

A: Oh, OK. When do you feel bored?

B: I feel bored when I \_\_\_\_\_.

**D** Find out what makes other people in your class feel different emotions.

# Communicative activities

## Teacher's notes

### 1.1 Come and join me!

#### Activity

Whole class: mingling; speaking and listening

#### Aim

To call friends and ask them to do an activity

#### Language

Present simple to talk about likes and dislikes, present continuous to talk about things you are doing now

#### Time

30 minutes (or longer if you do the extension activity)

#### Preparation

Make copies of the cards and cut them up. With classes of more than sixteen students, make two sets of cards.

#### Procedure

- Give students a card each and ask them to look at it secretly. Tell them to ask you if they do not understand any of the words on their card. Tell them to imagine they are doing the first activity written on the card.
- Tell students to pretend to call each other and invite friends to join them in their activity. The objective is to get as many friends as possible doing their activity. Students respond *yes* only to the second activity on their cards, i.e. the one next to the smiley face, but they can be persuaded to join other activities. If a friend says *no*, the student inviting has to try to persuade him/her. Each student can only say *yes* three times, i.e. to three different activities.
- Write or project the conversation below on the board. Ask a volunteer to bring their card and model the conversation with you. You start the conversation (A). The student (B) should agree if the activity they are asked to do is on their card next to the happy face. They should say *no* if the activity is not on their card. Ask for two more volunteers and ask them to model the conversation. Make sure they understand that the objective is to persuade friends to do their activity.

A: *What are you doing?*

B: *I'm (watching a film / chatting with friends / watching a football match). What are you doing?*

A: *I'm relaxing at the beach. Do you want to come and join me?*

B: *Yes, I love the beach.* OR *No thanks. I'm not really into the beach.*

A: *(If they say no) Oh come on! (It's fun. / It's a really good film! / I'm cooking your favourite food!)*

B: *No, sorry. I can't.* OR *OK, That sounds good. I'm coming now.*

- Put students into pairs and ask them to practise accepting and saying *no* to the invitations.
- Tell students to walk around and speak to as many other students as they can.
- Tell students to sit down in pairs. Ask them to tell their partner how many people said *yes* and who is doing their activity.
- Ask the class who did the best job of making their activity sound fun.

#### Extension

Ask students to write their own cards with one thing they are doing now that is fun and one other thing they like doing. Then, repeat the activity.

## 1.2 How well do you know me?

### Activity

Pair work: sentence completion

### Aim

To use adjective complements to talk about how you feel

### Language

Adjective complements

### Time

20–30 minutes

### Preparation

Make a copy of the worksheet for each student.

### Procedure

- Give each student a copy of the worksheet and ask them to complete the 'You' column with things or activities that make them feel the emotion in the first column. (Step A)
- Copy the first couple of rows of the worksheet on the board and do a model for yourself.
- Put students into pairs and ask them to complete the second column for their partner, guessing what they might say. (Step B)
- Tell students to ask and answer questions from the worksheet in their pairs and see if they predicted any correctly. (Step C) You could model the dialogue with a student first.
- As a follow up, ask them to repeat the activity with another student.
- To finish the activity, ask the class what the most common answers are and share information. (Step D)

## 2.1 I remember it well!

### Activity

Pair or group work: writing a dialogue

### Aim

To create a dialogue about the past

### Language

Past simple, *used to*, past continuous

### Time

Approximately 45 minutes

### Preparation

Make a copy of the worksheet for each pair or group.

### Procedure

- Give each pair or group a worksheet and ask them to decide who will record the answers.
- Explain the situation: they are twenty years in the future, and they are meeting for the first time since they were at school together. They have to create a dialogue about what things were like when they were younger.
- Ask students to read the first sentence stem and discuss what to write. They can do more than just finish the stem. Model it on the board if you wish, e.g. *Remember when we were kids and we all lived in [Tarragona]? We all lived only a few minutes from each other.* Give a time limit of two to three minutes.
- Tell them to fold the paper where shown so what they have written is hidden, and pass their papers to the next pair/group. You could ask them to pass it to the group on their right, and each group does the same. They must not look at the previous group's writing on the new paper they get.
- Tell them to read the next sentence stem and continue their original discussion, but on the new paper. They pass this to the next pair/group. They repeat this until all the boxes have been completed.
- Tell students to hand back their papers to the original groups.
- Pairs or groups should take turns to read the stories to the rest of the class and vote on the best/funniest/strangest dialogue.