

B1 ACTIVITY 1.1.21

WHAT’S YOUR DAILY ROUTINE?

First, write your daily routine activities. With a partner, discuss your routines. Talk about the start of your day until the end of your day. Include the time of day, and use adverbs of time when you can. As you listen to your partner, write his/her activities.

Time	My Daily Routine	My Partner’s Daily Routine
6:00 a.m.		
7:00		
8:00		
9:00		
10:00		
11:00		
12:00 p.m.		
1:00		
2:00		
3:00		
4:00		
5:00		
6:00		
7:00		
8:00		
9:00		
10:00		
11:00		

B1 ACTIVITY 1.1.23

COMPLETE THE ROUTINE!

PARTNER 1

Take turns asking and answering questions about Amber's daily routine. Make sure to use complete sentences when you speak.

Time	Schedule
6:00 a.m.	wake up and brush teeth
6:15	
6:45	shower and get ready
7:15	
7:30	eat breakfast and pack lunches
8:15	
8:30	arrive at elementary school
9:00	
12:00 p.m.	eat lunch
1:00	
5:00	leave work
5:15	
5:30	arrive home and cook dinner
6:00	
6:30	clean up and wash dishes
7:00	
7:30	kids' bedtime routine (take baths, brush teeth, read books)
8:00	
9:45	get ready for bed (wash face, brush teeth, etc.)
10:00	

B1 ACTIVITY 1.1.23

COMPLETE THE ROUTINE!

PARTNER 2

Take turns asking and answering questions about Amber's daily routine. Make sure to use complete sentences when you speak.

Time	Schedule
6:00 a.m.	
6:15	exercise
6:45	
7:15	wake up kids
7:30	
8:15	drive kids to school
8:30	
9:00	start work
12:00 p.m.	
1:00	start work again
5:00	
5:15	pick up kids from after school care
5:30	
6:00	eat dinner
6:30	
7:00	watch family T.V. show or play a board game
7:30	
8:00	read a book or watch T.V.
9:45	
10:00	fall asleep

B1 ACTIVITY 1.2.22

DESCRIBE YOUR FAMILY!

Describe your family members. Then, find out about your partner's family members.



My Partner's Family Members		
	Name and Relationship of Family Member	Notes About the Family Member
1.		
2.		
3.		
4.		
5.		
6.		

B1 ACTIVITY 1.2.24

A PICTURE IS WORTH A THOUSAND WORDS.

PARTNER 1

Write four questions about your image. Then, ask your partners the questions and write their answers. Switch partners and do it again.



<div>My Image</div> 	<div>My Questions</div> <div></div> <div></div> <div></div> <div></div>
<div>Partner 2 Image</div> 	<div>Partner 2 Answers</div> <div></div> <div></div> <div></div> <div></div>
<div>Partner 3 Image</div> 	<div>Partner 3 Answers</div> <div></div> <div></div> <div></div> <div></div>

B1 ACTIVITY 1.2.24

A PICTURE IS WORTH A THOUSAND WORDS.

PARTNER 2

Write four questions about your image. Then, ask your partners the questions and write their answers. Switch partners and do it again.




Partner 1 Image	Partner 1 Answers
	
My Image	My Questions
	
Partner 3 Image	Partner 3 Answers
	

B1 ACTIVITY 1.2.24

A PICTURE IS WORTH A THOUSAND WORDS.

PARTNER 3

Write four questions about your image. Then, ask your partners the questions and write their answers. Switch partners and do it again.

<div>Partner 1 Image</div> 	<div>Partner 1 Answers</div> <div></div> <div></div> <div></div> <div></div>
<div>Partner 2 Image</div> 	<div>Partner 2 Answers</div> <div></div> <div></div> <div></div> <div></div>
<div>My Image</div> 	<div>My Questions</div> <div></div> <div></div> <div></div> <div></div>

B1 ACTIVITY 1.3.22

TECHNOLOGY TODAY

Have a discussion with two different adults about the role of technology. Try to have them be different ages, like a parent and a grandparent. It is okay if they do not speak English, but you need to write your answers on this sheet in English. Write one more question to ask them. Discuss the answers as a class.

Questions	Answers
What is your main way to communicate with others?	My answer: Adult 1: Adult 2:
What do you think about cell phones?	My answer: Adult 1: Adult 2:
What do you think about social media?	My answer: Adult 1: Adult 2:
How often do you use social media?	My answer: Adult 1: Adult 2:
What is your favorite technology?	My answer: Adult 1: Adult 2:
What is your least favorite technology? Why?	My answer: Adult 1: Adult 2:
Additional Question:	My answer: Adult 1: Adult 2:

B1 ACTIVITY 1.3.24

WHICH BLOG INTERESTS YOU?

First, find a blog that interests you. Answer the following questions about it. Then, discuss your answers in a group of three.

What is the name of the blog?	
What is it about?	
What type of audience is the blog trying to engage?	
Why does it interest you?	

B1 ACTIVITY 2.1.21

GUESS THE WORD!

PARTNER 1

Two of you work together with the **Partner 1** worksheet and two with the **Partner 2** worksheet. Look at the words and come up with a way to describe each one without saying the word itself. Write down the descriptions.

For example:

Word	Description
the goalkeeper	This person stops a ball from going in the goal.

Take turns describing and guessing the words with the other partners. Write down their guesses.

Add up how many words the other partners guessed correctly. Talk about the words they did not guess and come up with descriptions together that may have helped them guess the word. This is great practice to talk around words you do not know.

Partner 1 Words	Descriptions	Partner 2 Guesses
to catch		
the helmet		
to hit		
the goal		
the basket		
the track		
the racket		
the ball		

CORRECT ANSWERS: _____

B1 ACTIVITY 2.1.21

GUESS THE WORD!

PARTNER 2

Two of you work together with the **Partner 1** worksheet and two with the **Partner 2** worksheet. Look at the words and come up with a way to describe each one without saying the word itself. Write down the descriptions.

For example:

Word	Description
the goalkeeper	This person stops a ball from going in the goal.

Take turns describing and guessing the words with the other partners. Write down their guesses.

Add up how many words the other partners guessed correctly. Talk about the words they did not guess and come up with descriptions together that may have helped them guess the word. This is great practice to talk around words you do not know.

Partner 2 Words	Descriptions	Partner 1 Guesses
to pass		
the jersey		
the locker room		
to miss		
the equipment		
to score		
the goalkeeper		
the bat		

CORRECT ANSWERS: _____

B1 ACTIVITY 2.1.22

WHAT'S YOUR FAVORITE SPORT?

First, complete the answers to the questions about your favorite sport. Then, ask two partners the same questions to learn about their favorite sports.

Questions	Answers
What is your favorite sport to play or watch?	My answer: Partner 1: Partner 2:
Why do you like it?	My answer: Partner 1: Partner 2:
What type of equipment do you need for it?	My answer: Partner 1: Partner 2:
What type of uniform do you wear for it?	My answer: Partner 1: Partner 2:
How do you play this sport? (Do you use a ball and hit or kick the ball?)	My answer: Partner 1: Partner 2:
Is it an individual or team sport?	My answer: Partner 1: Partner 2:

B1 ACTIVITY 2.2.22

WHO PLAYS WHICH SPORT?PARTNER 1

This group of friends all have **one** sport that they each play. You and your partner are each given a set of clues to help you match each friend to the sport that he/she plays. **Partner 1**, read your clues out loud first. Based on the clue, put an **X** in the box for any sport that does not go with the person. **Partner 2**, now read your clues out loud. Put an **X** in the boxes for any sport that does not go with the person. Put an **O** in the box for the person and the sport he/she plays.

For example:

Partner 1 reads: Tom likes to play all sports where he has to run.
You would put an **X** in the boxes for hockey and golf because you don't have to run in those sports.
Partner 2 reads: Tom likes to shoot lots of goals by kicking the ball as hard as he can.
You would put an **X** in the boxes for football, tennis and running. Put an **O** in the soccer box because that is the only sport choice where you kick the ball into a goal.

	Hockey	Football	Soccer	Golf	Tennis	Running
Tom	X	X	O	X	X	X

Partner 1 Clues:

- Rachel played this sport when she was younger. In this sport, she used something to hit the ball to score points.
- Ross and Joey like to play a sport without a net.
- Monica and Chandler love to run. They are both very fast.
- Joey and Phoebe both play a sport where the players wear helmets.

	Hockey	Football	Soccer	Golf	Tennis	Running
Monica						
Rachel						
Phoebe						
Joey						
Chandler						
Ross						

B1 ACTIVITY 2.2.22

WHO PLAYS WHICH SPORT?

PARTNER 2

This group of friends all have **one** sport that they each play. You and your partner are each given a set of clues to help you match each friend to the sport that he/she plays. **Partner 1**, read your clues out loud first. Based on the clue, put an **X** in the box for any sport that does not go with the person. **Partner 2**, now read your clues out loud. Put an **X** in the boxes for any sport that does not go with the person. Put an **O** in the box for the person and the sport he/she plays.

For example:

Partner 1 reads: Tom likes to play all sports where he has to run.

You would put an **X** in the boxes for hockey and golf because you don't have to run in those sports.

Partner 2 reads: Tom likes to shoot lots of goals by kicking the ball as hard as he can.

You would put an **X** in the boxes for football, tennis and running. Put an **O** in the soccer box because that is the only sport choice where you kick the ball into a goal.

	Hockey	Football	Soccer	Golf	Tennis	Running
Tom	X	X	O	X	X	X

Partner 2 Clues:

- Chandler does not play a sport with any equipment.
- Phoebe prefers to play the sport where players do not use a ball.
- Ross has to try to hit a small ball into a hole far away. There is no running nor goals to be scored.
- Rachel hits a ball over the net to score points. Monica kicks a ball into the net.

	Hockey	Football	Soccer	Golf	Tennis	Running
Monica						
Rachel						
Phoebe						
Joey						
Chandler						
Ross						

B1 ACTIVITY 2.2.24

HAVE YOU EVER ...?

Below are questions using the present perfect. Find someone in the class who has done the following activities. Write the name of the person in the box. Then, ask your partner another question about that freetime activity.

For example:

You ask:

How long have you played baseball?

Have you done that more than once?

You write:

I have played baseball for 6 years and I hit 2 home runs per game.

I have done that at least ten times.

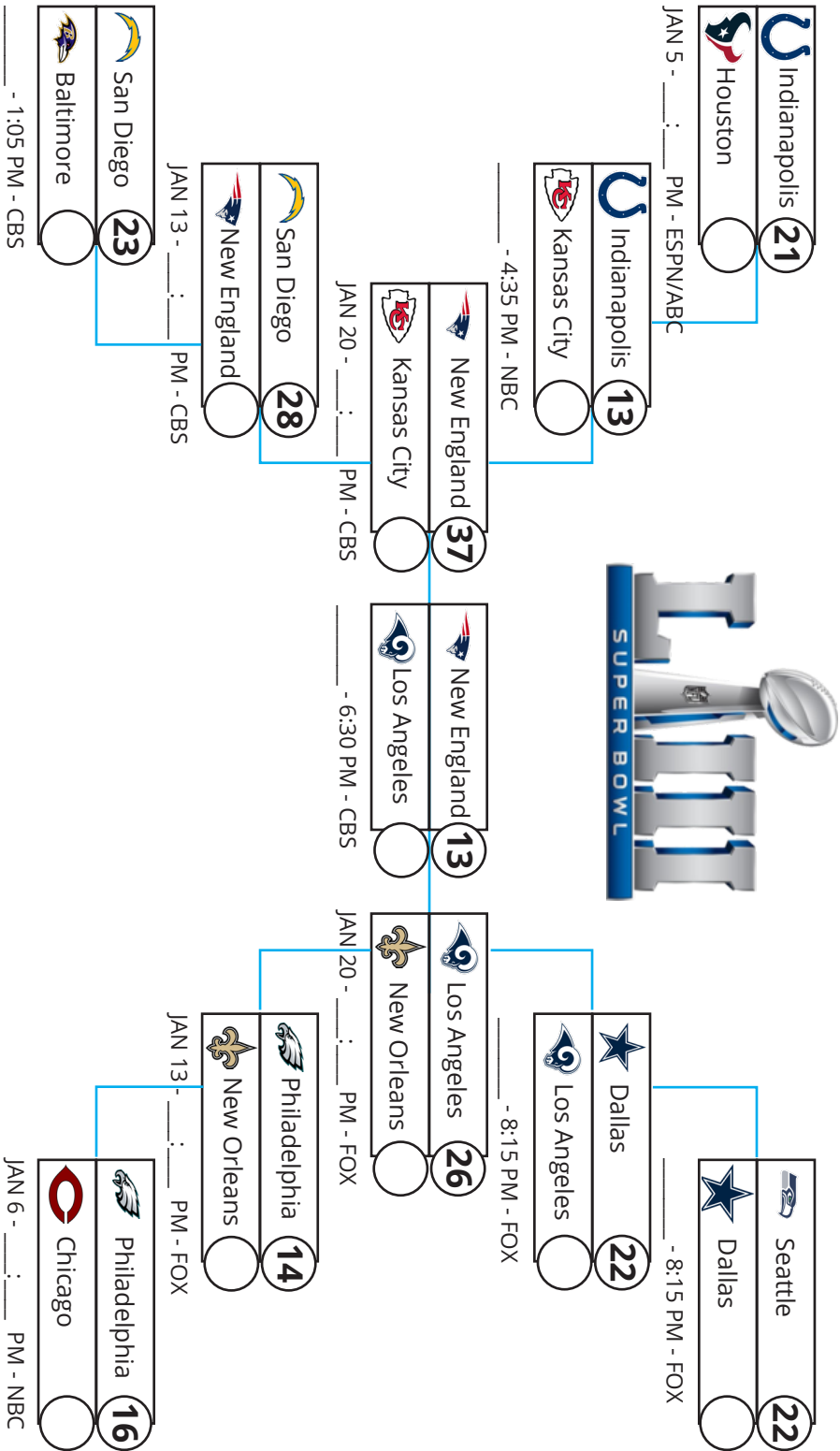
Have you ever played basketball?	Have you ever been skiing? (water or snow)	Have you ever been _____boarding?	Have you ever been horseback riding?
Have you ever hit a ball with a baseball bat?	Have you ever been ice skating?	Have you ever watched auto racing on T.V. or in person?	Have you ever jumped off something high into the water?
Have you ever done an extreme sport?	Have you ever tried surfing or sailing?	Have you ever been in a race?	Have you ever gone on a long run or bike ride?

B1 ACTIVITY 2.3.21

AMERICAN NFL SUPER BOWL BRACKET

PARTNER 1

Take turns asking and answering questions about the American NFL Super Bowl.

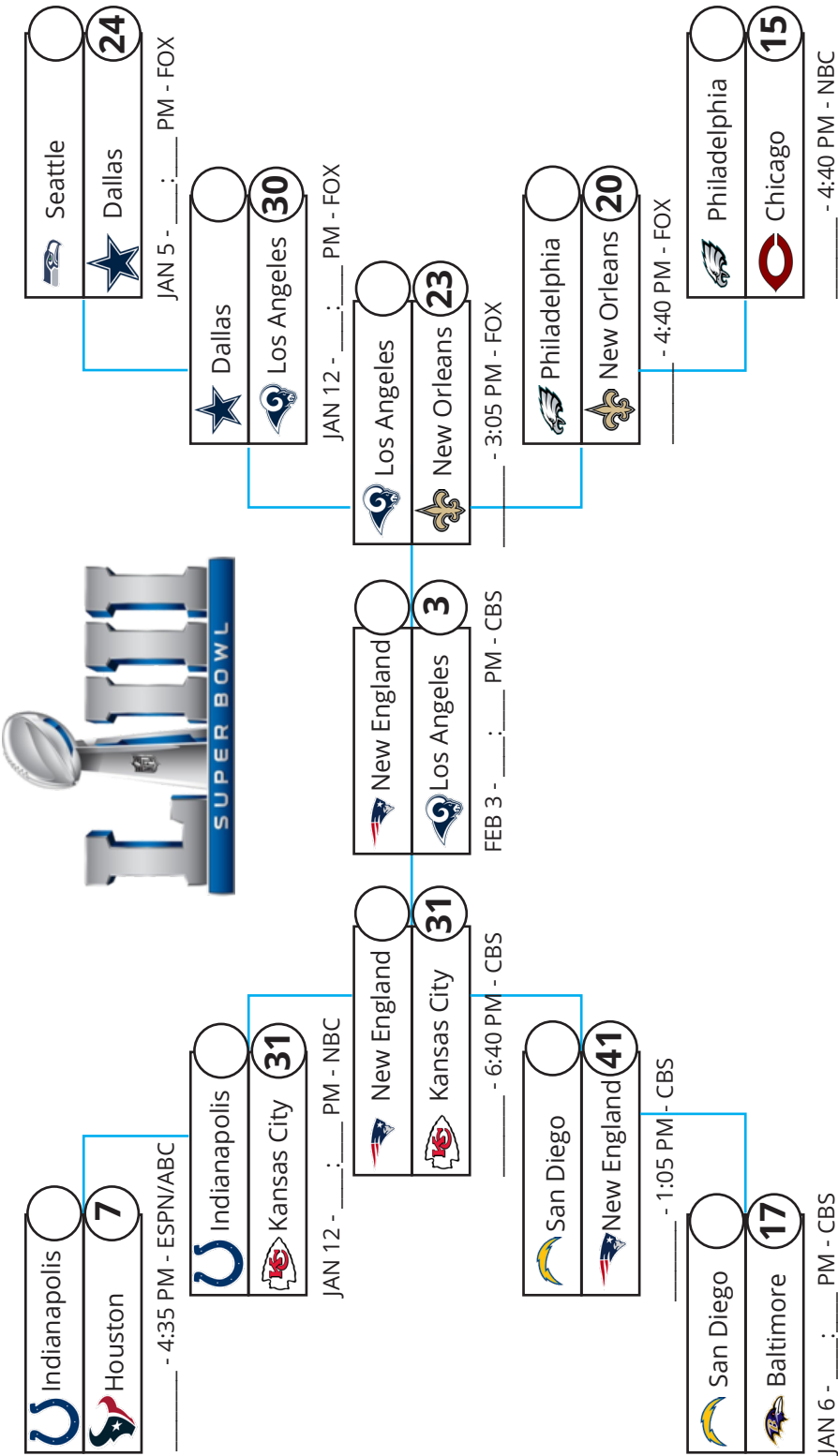


B1 ACTIVITY 2.3.21

AMERICAN NFL SUPER BOWL BRACKET

PARTNER 2

Take turns asking and answering questions about the American NFL Super Bowl.



B1 ACTIVITY 2.3.22

BRITISH SOCCER PLAYER

Arsenal F.C. and Chelsea F.C. are two professional football (soccer) teams from England.

Go to <https://www.arsenal.com/> or <https://www.chelseafc.com/en>, click on the category "TEAMS", and scroll through the players. Click to view a player's profile. Fill in your chart the night before the conversation activity so that you and your partner can talk about your answers.

Compare your player with your partner's player, and discuss who you think is the better player.

Questions	My Answers
Name of player	
Team he plays for	
Position he plays	
How many games he has played this season ("appearances")	
Number of goals this season	
Name of the coach	

Partner's Questions	My Partner's Answers
Name of player	
Team he plays for	
Position he plays	
How many games he has played this season ("appearances")	
Number of goals this season	
Name of the coach	

B1 ACTIVITY 3.1.19

PLAN A PARTY!

With your partner(s), plan a party for an important person or couple in your life. Discuss the different party planning topics, and then write the party plans.

Questions to Discuss	Final Plans
Who is the party for?	
When is the party?	
Where is the party?	
What decorations will you have?	
What food and drinks will you have?	
What games or traditions will you have?	
Who are you inviting?	

B1 ACTIVITY 3.1.21

I START ... YOU FINISH

Write four interesting sentence starters that include one of the following conjunctions: **after, before, once, until, when, while, here, wherever, if, even if, unless, that**. Then, say each sentence starter to three different partners, and write down their sentence endings.

Sentence Starter 1:

Partner 1 sentence ending: _____

Partner 2 sentence ending: _____

Partner 3 sentence ending: _____

Partner 4 sentence ending: _____

Sentence Starter 2:

Partner 1 sentence ending: _____

Partner 2 sentence ending: _____

Partner 3 sentence ending: _____

Partner 4 sentence ending: _____

Sentence Starter 3:

Partner 1 sentence ending: _____

Partner 2 sentence ending: _____

Partner 3 sentence ending: _____

Partner 4 sentence ending: _____

Sentence Starter 4:

Partner 1 sentence ending: _____

Partner 2 sentence ending: _____

Partner 3 sentence ending: _____

Partner 4 sentence ending: _____

B1 ACTIVITY 3.2.21

WHAT'S MY TRAIT?

A group member chooses one of the characteristics from the chart and acts it out using words, facial expressions, or hand movements to get their partners to guess the characteristic. The partner who guesses the word correctly is awarded one point. That person can then try to use the word in an alternative comparative form to receive another point.

For example: **Partner 1** chooses "bossy"

Partner 1 says: Buy me a coffee. Bring me the laptop. Drive me to the store.

Partner 2 says: My little sister is just as bossy as my older sister.

Therefore, **Partner 2** is awarded two points for guessing the word and using it correctly in a sentence.

For fun, see who has the most points at the end.

angry	excited	intelligent	outgoing	silly
beautiful	famous	jealous	patient	strong
bored	fast	laid-back	romantic	surprised
brave	friendly	lazy	rude	sweet
busy	frustrated	loud	scared	tired
depressed	generous	lucky	serious	unhappy
dramatic	happy	mean	shy	worried

Partner 1	Partner 2	Partner 3	Partner 4
Name:	Name:	Name:	Name:
Points:	Points:	Points:	Points:

B1 ACTIVITY 3.2.22

WHICH PERSON WOULD BE YOUR FRIEND?

PARTNER 1

Many friendships start because people have things in common. For this activity, **Partner 4** will question the others about their traits, likes, dislikes, and interesting facts. You should use the information given below to answer questions asked of you. At the end of the activity, the questioner will choose the person who would be the best friend based on the answers. For fun, you should try to act like the traits given in the chart.

	Person 1
Personality Traits	outgoing, laid-back, brave, energetic
Likes	the outdoors, going camping, hiking in the mountains
Dislikes	watching TV, sitting around indoors
Interesting Facts	hiked Mount Fuji

B1 ACTIVITY 3.2.22

WHICH PERSON WOULD BE YOUR FRIEND?

PARTNER 2

Many friendships start because people have things in common. For this activity, **Partner 4** will question the others about their traits, likes, dislikes, and interesting facts. You should use the information given below to answer questions asked of you. At the end of the activity, the questioner will choose the person who would be the best friend based on the answers. For fun, you should try to act like the traits given in the chart.

	Person 2
Personality Traits	quiet, independent, smart
Likes	cooking, going out to restaurants, going to see movies, different cultures and languages
Dislikes	running, playing sports
Interesting Facts	lived in Canada, France, and Britain

B1 ACTIVITY 3.2.22

WHICH PERSON WOULD BE YOUR FRIEND?

PARTNER 3

Many friendships start because people have things in common. For this activity, **Partner 4** will question the others about their traits, likes, dislikes, and interesting facts. You should use the information given below to answer questions asked of you. At the end of the activity, the questioner will choose the person who would be the best friend based on the answers. For fun, you should try to act like the traits given in the chart.

	Person 3
Personality Traits	shy but talkative with friends and family, kind, generous
Likes	helping others, reading, spending time with friends and family, animals
Dislikes	speaking in front of others, extreme sports
Interesting Facts	gave gifts to children who were in the hospital during the holidays

B1 ACTIVITY 3.2.22

WHICH PERSON WOULD BE YOUR FRIEND?

PARTNER 4

Many friendships start because people have things in common. For this activity, **you** will question the others about their traits, likes, dislikes, and interesting facts. You should use the information given below to answer questions asked of you. At the end of the activity, the questioner will choose the person who would be the best friend based on the answers. For fun, you should try to act like the traits given in the chart.

	Person 1	Person 2	Person 3
Personality Traits?			
Likes?			
Dislikes?			
Interesting Facts?			

B1 ACTIVITY 3.3.21

WHAT SHOULD I DO?

Often in America, people call in to a radio station to talk about a problem and then listeners can call in to give them advice. First, write a problem you have or had, real or made up.

For example: Write about a fight with a friend, a disagreement with a parent, etc. Next, tell your partner your problem. He/she will give you advice. Write down the advice he/she gives you. Then, your partner will tell you his/her problem and you have to give the advice. When you both have given advice, switch partners. You will talk with three different people.

I need advice about:	
Partner 1:	
Partner 2:	
Partner 3:	

B1 ACTIVITY 3.3.23

SILLY STORY

Do not read the story until all words are filled in! Take turns adding words to the story. Have one partner write the words down but come up with the words as a group. Read the type of word missing in the word bank. Write your group answers in the story next to the correct number. When you are done, read the story out loud. The point of this is to make a silly, random story!

Word Bank

- | | | |
|----------------------|-------------------------|-------------------------------|
| 1. ordinal number | 10. plural noun | 19. male name |
| 2. plural noun | 11. another plural noun | 20. pet's name from #8 |
| 3. name | 12. a meal time | 21. body part |
| 4. place | 13. type of food | 22. color |
| 5. adjective | 14. type of business | 23. adjective |
| 6. adjective | 15. type of food | 24. verb in past simple tense |
| 7. animal | 16. same food as #15 | 25. same body part as #21 |
| 8. female pet's name | 17. pet's name from #8 | |
| 9. adjective | 18. verb in "-ing" form | |

Last weekend, my family celebrated my grandparents' **1.** _____ wedding anniversary. Friends, neighbors, and **2.** _____ were invited, and all of our relatives came into town for the party. I hadn't seen my aunt **3.** _____ in a few years because she lives in **4.** _____, but she flew in just for the celebration. She is my **5.** _____ aunt, so I was extremely **6.** _____ to see her! My grandparents' pet **7.** _____ named **8.** _____ was also at the party because she is considered part of the family. There were **9.** _____ decorations, such as balloons, **10.** _____, **11.** _____, and pictures of the couple hung up around the room. For **12.** _____, we ordered **13.** _____ from a local **14.** _____.

We ordered a large cake as well as **15.** _____ for dessert. Even though it wasn't a birthday party, there were candles on top of the **16.** _____ that my grandma and grandpa had to blow out. After the candles were blown out, everyone clapped and cheered. This noise scared **17.** _____ and she began **18.** _____ and acting crazy. My uncle **19.** _____ tried to grab **20.** _____ to calm her down, but instead he tripped over her and fell right into the cake. When he stood up, his **21.** _____ was completely covered in **22.** _____ frosting! It was so **23.** _____, and everyone laughed so hard they **24.** _____. From then on, everyone called him "Uncle Frosting-**25.** _____." It was such a fun weekend!

B1 ACTIVITY 4.1.19

WILL YOU BE FREE?

Choose **five** of the following activities, and put them anywhere on your schedule for next week.

- Go to sleep

Take a shower

Rock climb

Bike ride

Attend a wedding

Watch fireworks
- Complete internship application

Celebrate parents' anniversary

March in a parade

Practice piano

Watch championship baseball game

Volunteer with animals

	Monday	Tuesday	Wednesday	Thursday	Friday
9:00 a.m.					
3:00 p.m.					
9:00 p.m.					

You and a partner need to work on an essay, go to the movies, study for your final exam, and play soccer together next week. Ask questions in the future tense to find out when your partner will be free. If you're busy when your partner wants to meet, tell him/her what you'll be doing at that time using the future continuous tense. When you find a time that's free for both of you, add the activity to your schedule.

For example:

- Partner 1:

Will you be free on Thursday at 3:00 to work on our essay?
- Partner 2:

No, sorry, I'll be marching in the parade. How about Monday at 9:00 a.m.?
- Partner 1:

I'll be rock climbing. Will you be busy at 3:00 on Monday?
- Partner 2:

No, I'll be free to work on our essay then.

B1 ACTIVITY 4.1.20

25 YEARS FROM NOW ...

Write **three** predictions about the life of each partner in your group 25 years from now in the given categories. Without telling the group who your prediction is for, read all three of your predictions for each student out loud. Let the other students in your group guess who your predictions describe.

For example: You read: Family
You write: **I bet this person will be married and have 4 kids.**
Don't say the name when you read your answers!

Partner 1	Partner 2	Partner 3
Career	Appearance	Home
Hobbies	Family	Travel
Pets	Money	Friends

B1 ACTIVITY 4.2.18

CAUSE AND EFFECT

First, write four causes in your chart. With your first partner, take turns reading the causes that you each wrote down and then coming up with an effect for each cause. Fill in the answers as he/she says the effects to your causes. When you both have said your four causes and told your partner four effects for their causes, you will switch partners. Repeat the activity with your second partner.

	My Causes	Partner 1 Effects	Partner 2 Effects
1.			
2.			
3.			
4.			

B1 ACTIVITY 4.2.19

MY FIRST YEAR IN COLLEGE

PARTNER 1

Look at Peter Fox's transcript from his first year in college. You and your partner each have half of the information. Ask your partner questions to fill in the missing information.



STUDENT TRANSCRIPT

NAME: **Peter Fox**

FALL 2018

Dept.	Course #	Class Title	Schedule (Days/Times)	Professor	Earned Credits	Grade	GPA
		Introduction to Speech Communication		Ebert	3.0		3.3
CSC	101		MWF: 8:50-10:10		4.0	A	4.0
		Intermediate French 3		Monroe	3.0		4.0
MTH	316		MWF: 10:30-11:50		0.0	F	0.0
		Introduction to Computer Programming		TA-Carlson	2.0		4.0
SEMESTER TOTALS:					12.0		3.06

SPRING 2018

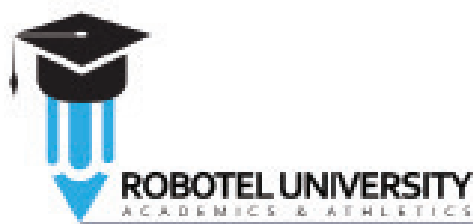
Dept.	Course #	Class Title	Schedule (Days/Times)	Professor	Earned Credits	Grade	GPA
CSC	102		TTH: 17:00-18:30		3.0	A	4.0
		Network Design and Management		Seely	3.0		4.0
FRN	202		MWF: 13:00-14:00		3.0	A+	3.3
		Calculus 2 - Dropped		-	-	-	0.0
CSC	Lab 1		TTH: 14:30-15:30		2.0	A	4.0
		Beginner Algorithm and Network Lab		Mascitti	2.0		3.3
MTH	316		MWF: 14:30-15:30		4.0	C	2.0
SEMESTER TOTALS:					14.0		

B1 ACTIVITY 4.2.19

MY FIRST YEAR IN COLLEGE

PARTNER 2

Look at Peter Fox's transcript from his first year in college. You and your partner each have half of the information. Ask your partner questions to fill in the missing information.



STUDENT TRANSCRIPT

NAME: **Peter Fox**

FALL 2018

Dept.	Course #	Class Title	Schedule (Days/Times)	Professor	Earned Credits	Grade	GPA
ENG	121		TTH: 11:00-12:30		3.0	B+	3.3
		Introduction to Computer Programming		Richardson	4.0		4.0
FRN	201		MWF: 13:00-14:00		3.0	A	4.0
		Calculus 1		Jensen	0.0		0.0
CSL	Lab 1		TTH: 14:30-15:30		2.0	A	4.0
SEMESTER TOTALS:					12.0		3.06

SPRING 2018

Dept.	Course #	Class Title	Schedule (Days/Times)	Professor	Earned Credits	Grade	GPA
		Parallel Computing		Richardson	3.0		4.0
CSC	103		MWF: 8:50-10:10		3.0	A	4.0
		Intermediate French 4		Roth	3.0		3.3
MTH	318		-	-	-	-	0.0
		Beginner Computer Programming Lab	TTH: 14:30-15:30	TA-Herriges	2.0		4.0
CSL	Lab 2				2.0	B+	3.3
		Calculus 1 - Added due to 1st semester F	MWF: 14:30-15:30	Wainio	4.0		2.0
SEMESTER TOTALS:					14.0		3.5

B1 ACTIVITY 4.3.20

IF I ..., I WOULD

As a group, write a clause to complete each sentence starter. Try to challenge your group and say "Why?" by adding a "because" or "because of" clause.

If I lived in another country ...	
If I had my own house ...	
If I spoke another language ...	
If I had a million dollars ...	
If I had a pet ...	
If I had a job ...	
If money didn't matter ...	
If I had a brother/sister ...	
If I were a teacher ...	
If I lost an assignment that was due today ...	
If I were a professional athlete ...	
If I were a politician ...	
If I changed one thing about the world ...	

B1 ACTIVITY 4.3.21

WHO STUDIED WHAT AND WHERE?

PARTNER 1

There are many paths to take after high school. Find out where these five friends decided to study after graduation. Each person has a different school, major, and country in which they studied abroad. You and your partner have different clues. Read the clues out loud and work together to solve this logic problem. Based on the clues, put an **X** in the box for any information that does not go with the person. Put an **O** in the box when you have solved a clue.

Partner 1 Clues:

1. One female student is studying engineering; the other is at the University of Oxford.
3. The future lawyer studies at Cardiff University.
5. The student from Bristol studies business and did not study in Spain.
7. Sometimes William's friend Elizabeth calls him to help her with her Italian homework.
9. The student who studies at the college visited Germany. She enjoyed her time there very much.

[illegible]

B1 ACTIVITY 4.3.21

WHO STUDIED WHAT AND WHERE?

PARTNER 2

There are many paths to take after high school. Find out where these five friends decided to study after graduation. Each person has a different school, major, and country in which they studied abroad. You and your partner have different clues. Read the clues out loud and work together to solve this logic problem. Based on the clues, put an **X** in the box for any information that does not go with the person. Put an **O** in the box when you have solved a clue.

Partner 2 Clues:

2. The two female students studied abroad in the countries closest to each other.
4. Oliver traveled the furthest away to study abroad. He will miss Cardiff a lot.
6. William is fluent in many languages, but Spanish is his favorite because of his time abroad.
8. Jacob studied at Bristol and in Beijing.
10. The student who studied abroad in Italy is studying to be an artist.

[illegible]

B1 ACTIVITY 5.1.20

SHOPPING LIST

PARTNERS 1, 2 & 3

Partners 1-3 are the customers shopping for items on their list. Partners 4-9 are the sales clerks at stores who have a list of items they sell with the prices of the items at their store. The customers need to go around asking the different sales clerks for items and prices as each item may be available at different stores for different prices. The customers are looking for the lowest price for each item, so they must ask questions of several sales clerks to determine where to buy each item. When customers decide to buy an item, they record the price on their list.


To end the activity: Customers write the total they paid on their lists. Sales clerks then report what they charged for each item, and the customers determine the cheapest amount they could have paid. The winners are the customers whose actual total equals the cheapest total for the items they needed to buy.

Partner 1	
LIST A	PRICE
3 golf balls	\$ _____
athletic shoes - size 9	\$ _____
3 pairs of socks	\$ _____
4 pieces of cake	\$ _____
4 rolls	\$ _____
jeans	\$ _____
TOTAL:	\$ _____
CHEAPEST TOTAL:	\$ _____

Partner 2	
LIST B	PRICE
skateboard	\$ _____
10 golf balls	\$ _____
sunglasses	\$ _____
2 pieces of cake	\$ _____
cup of tea	\$ _____
sweatshirt	\$ _____
TOTAL:	\$ _____
CHEAPEST TOTAL:	\$ _____

Partner 3	
LIST C	PRICE
tennis racket	\$ _____
6 pairs of socks	\$ _____
sweatshirt	\$ _____
cup of coffee	\$ _____
bread	\$ _____
athletic shoes - size 9	\$ _____
TOTAL:	\$ _____
CHEAPEST TOTAL:	\$ _____

B1 ACTIVITY 5.1.20

 Only one partner needs to cut these out.

SHOPPING LIST

PARTNERS 4 - 9

Partners 1-3 are the customers shopping for items on their list. Partners 4-9 are the sales clerks at stores who have a list of items they sell with the prices of the items at their store. The customers need to go around asking the different sales clerks for items and prices as each item may be available at different stores for different prices. The customers are looking for the lowest price for each item, so they must ask questions of several sales clerks to determine where to buy each item. When customers decide to buy an item, they record the price on their list.

To end the activity: Customers write the total they paid on their lists. Sales clerks then report what they charged for each item, and the customers determine the cheapest amount they could have paid. The winners are the customers whose actual total equals the cheapest total for the items they needed to buy.

Partner 4	
SPORT SHOP 1	PRICE
12 pack golf balls	\$ 15.00
athletic shoes -size 10	\$ 29.50
skate board	\$ 40.00

Partner 7	
SPORT SHOP 2	PRICE
1 golf ball	\$ 0.75
athletic shoes - size 9	\$ 22.50
tennis racket	\$ 30.00

Partner 5	
CLOTHING STORE 1	PRICE
sweatshirt	\$ 17.50
1 pair of socks	\$ 1.25
jeans	\$ 35.00

Partner 8	
CLOTHING STORE 2	PRICE
sweatshirt	\$ 20.00
6 pairs of socks	\$ 7.00
sunglasses	\$ 20.00

Partner 6	
BAKERY 1	PRICE
bread	\$ 3.50
a piece of cake	\$ 4.00
roll	\$ 0.50

Partner 9	
BAKERY 2	PRICE
bread	\$ 4.50
a piece of cake	\$ 4.00
coffee/tea	\$ 3.50

B1 ACTIVITY 5.1.21

✂ Cut the clothing items out.

SORT THE CLOTHES

- 1. Cut the images on the dotted lines.
- 2. Discuss with your partner what you think you will do with that item. Do you want to keep it, try to sell it to a second-hand shop, give it away to a friend or family member, or throw it away? Don't forget to say why you will do that.
- 3. Place the item in the correct box so that you can see which items go where. Move onto the next item until all images are in a box.
- 4. Discuss with your partner at the end what you and he/she did differently.

Keep	Sell	Give Away	Throw Away

B1 ACTIVITY 5.2.19

YOUR FASHION PREFERENCES

Take turns asking and answering questions with your partners about clothing preferences and fashion trends. Write two of your own questions to ask your partners for numbers nine and ten. Take notes on their responses to each question.

Interview Questions

1. What is your favorite clothing item you own? Why is it your favorite?

Partner 1: _____

Partner 2: _____

2. Do you have a favorite color to wear?

Partner 1: _____

Partner 2: _____

3. What kind of clothes do you like? (workout clothes, comfortable, baggy, tight ...)

Partner 1: _____

Partner 2: _____

4. What kind of clothes would you never wear and why?

Partner 1: _____

Partner 2: _____

5. Do you prefer clothes with pockets, zippers, or buttons? Or none of these features?

Partner 1: _____

Partner 2: _____

6. What do you normally like to wear to school?

Partner 1: _____

Partner 2: _____

7. Do you have a favorite brand?

Partner 1: _____

Partner 2: _____

8. What's your favorite material for clothes? (leather, cotton, silk, wool ...?)

Partner 1: _____

Partner 2: _____

9. Your question:

Partner 1: _____

Partner 2: _____

10. Your question:

Partner 1: _____

Partner 2: _____

B1 ACTIVITY 5.2.21

CAN I HELP YOU FIND SOMETHING?

PARTNER 1

You and your partner are given sentences to form a conversation between a salesperson and a customer in a department store. One has the sentences from the customer; the other one has the sentences from the sales assistant. The salesperson will start the conversation, followed by the customer. Each sentence can only be used once. Write the number of the sentences in the correct order. (The salesperson gets the odd numbers: 1, 3, 5 ..., the customer gets the even numbers: 2, 4, 6 ...)

# Order	Salesperson
<input type="text"/>	We have these pink and black ones or these polka dot pants only.
<input type="text"/>	Okay, not a problem. So the leggings and shoes then? That's \$47.99.
<input type="text"/>	Good afternoon. Can I help you find something?
<input type="text"/>	All of these shirts are on sale, and they come in every color you could imagine.
<input type="text"/>	You're very welcome.
<input type="text"/>	Absolutely. How about these? They are a size 8.
<input type="text"/>	Yes, we do. Everything from Tommy Hilfiger is on sale this week.
<input type="text"/>	What about these black ones then? They are only \$25, too!

B1 ACTIVITY 5.2.21

CAN I HELP YOU FIND SOMETHING?

PARTNER 2

You and your partner are given sentences to form a conversation between a salesperson and a customer in a department store. One has the sentences from the customer; the other one has the sentences from the sales assistant. The salesperson will start the conversation, followed by the customer. Each sentence can only be used once. Write the number of the sentences in the correct order. (The salesperson gets the odd numbers: 1, 3, 5 ..., the customer gets the even numbers: 2, 4, 6 ...)

# Order	Customer
<input type="text"/>	Great, I like black and the price is great! Now some workout pants. These can be a little colorful. Maybe stripes or floral?
<input type="text"/>	The pink and black ones then. Now, I am only missing a shirt.
<input type="text"/>	Good afternoon! Yes, I am looking for workout clothes. Do you have any on sale?
<input type="text"/>	Here is my card. Thanks for the help!
<input type="text"/>	I don't really like the logo on the front here. Maybe I'll get the shirt somewhere else this time.
<input type="text"/>	Hmm, right size, but I don't like the pattern. Maybe some single colored ones instead.
<input type="text"/>	Perfect! First, can you help me find size 8 shoes?

B1 ACTIVITY 5.3.20

BUILD PASSIVE SENTENCES

First, fill in the blanks A-J with the names of animals or people (real, celebrity, or fictional) of your choice. Then choose four of the given verbs and use them to fill in blanks K-O.

kiss	buy	choose	pick up	eat
throw away	keep	love	throw	carry

- | | | |
|------------------|------------------------|-------------------|
| A. _____ | F. the princess | K. _____ |
| B. _____ | G. _____ | L. to love |
| C. _____ | H. _____ | M. _____ |
| D. horses | I. _____ | N. _____ |
| E. _____ | J. _____ | O. _____ |

Now make passive sentences using the given combinations of nouns and verbs. Say them to your partners. Make up some of your own combinations for numbers 6-7. Write three of your own passive sentences without help from the words above for numbers 8-10.

For example: You see: D + L + F You say: **Horses are loved by the princess.**

1. J + M + B = _____ is/are _____ by _____.
2. C + K + E = _____.
3. G + O + D = _____.
4. I + N + F = _____.
5. H + L + A = _____.
6. ____ + ____ + ____ = _____.
7. ____ + ____ + ____ = _____.
8. _____.
9. _____.
10. _____.

B1 ACTIVITY 5.3.21

DESCRIBE IT!

PARTNER 1

Two of you work with the **Partner 1** worksheet and two with the **Partner 2** worksheet. Write down the four famous people you and your partner will describe. **1 Partners** will start describing a word or famous person from their worksheet. You are only allowed to describe these things using relative clauses. Switch off saying a relative clause with the other **Partner 1** until the **2 Partners** have guessed the word or person correctly. Then, switch roles, and the **2 Partners** now describe a word or person on their worksheet to the **1 Partners**.

For example:

Word	Description
the purse	This is an object that women carry to hold a wallet.
our teacher	This is a person whose English is very good.

Add up how many words the other partners guessed correctly. Talk about the words they did not guess and come up with descriptions together that may have helped them guess the word.

Words	Famous People
flower shop	1.
brand	
perfume	2.
cash register	
toy store	3.
a good deal	
	4.

CORRECT ANSWERS: _____

B1 ACTIVITY 5.3.21

DESCRIBE IT!PARTNER 2

Two of you work with the **Partner 1** worksheet and two with the **Partner 2** worksheet. Write down the four famous people you and your partner will describe. **1 Partners** will start describing a word or famous person from their worksheet. You are only allowed to describe these things using relative clauses. Switch off saying a relative clause with the other **Partner 1** until the **2 Partners** have guessed the word or person correctly. Then, switch roles, and the **2 Partners** now describe a word or person on their worksheet to the **1 Partners**.

For example:

Word	Description
the purse	This is an object that women carry to hold a wallet.
our teacher	This is a person whose English is very good.

Add up how many words the other partners guessed correctly. Talk about the words they did not guess and come up with descriptions together that may have helped them guess the word.

Words	Famous People
list	1.
dressing room	2.
jewelry shop	3.
price tag	4.
outfit	
sale price	

CORRECT ANSWERS: _____

B1 ACTIVITY 6.1.20

WHAT'S YOUR FAVORITE?

Ask each partner the following questions and write down their answers:

Question	Partner 1 Answers	Partner 2 Answers
1. What's your favorite movie or show?		
2. What type of movie/show is it? Sci-fi, horror, comedy, etc.?		
3. Where do you watch it?		
4. Who do you usually watch it with?		
5. Why do you love it?		
6. What is it about?		
7. Who stars in it? Do you follow them on social media?		
8. <i>(movie)</i> How many times have you seen it?		
9. <i>(TV show)</i> Do you have a favorite episode or character?		
10. Other question:		

B1 ACTIVITY 6.1.22

TELL ME A JOKE!

Who knew grammar could be so funny? Look at these past perfect jokes. The questions and the answers are not together. You both have all of the questions up top and all of the answers down below. Find the “punch line” (answer) to each joke. Write the letter of the answer next to the joke. If your partner doesn’t think it is funny, explain it to him/her if you can. Most of these are idiomatic expressions and might be hard to understand, but good luck! These jokes are quite punny! (pun + funny = punny)

Jokes	Answers
1. Why did the orange stop in the middle of the hill?	<input type="text"/>
2. Why did the boy throw a clock out the window?	<input type="text"/>
3. Why did the computer squeak?	<input type="text"/>
4. Why was the math book sad?	<input type="text"/>
5. Why did the girl throw the butter out the window?	<input type="text"/>
6. Why was the baseball game so hot?	<input type="text"/>
7. Why didn’t the bike stand on its own?	<input type="text"/>
8. Why did the golfer wear two pairs of pants?	<input type="text"/>
9. Why did the man put a clock under his desk?	<input type="text"/>
10. Why did the student eat her homework?	<input type="text"/>

Answers	
A	Because the teacher had said it was a piece of cake!
B	Someone had stepped on its mouse.
C	Because he had wanted to work overtime!
D	He had wanted to see time fly.
E	It had run out of juice!
F	He had gotten a hole in one!
G	Because the student hadn’t solved all of its problems.
H	Because it had been too tired.
I	She had wanted to see a butterfly.
J	Because all the fans had left!

B1 ACTIVITY 6.2.19

THE BEATLES ON TOUR

PARTNER 1

You and your partner each have half of the information for The Beatles 1966 North American tour. Take turns asking and answering questions in order to complete your worksheets.

Date	City	Country	Venue / Theater
	Chicago	United States	International Amphitheatre
13 August 1966			
	Cleveland	United States	Cleveland Stadium
15 August 1966		United States	D.C. Stadium
	Philadelphia		John F. Kennedy Stadium
17 August 1966		Canada	
	Boston	United States	Suffolk Downs Racetrack
19 August 1966			Mid-South Coliseum
	Cincinnati	United States	Crosley Field
22 August 1966		United States	
	New York City	United States	Shea Stadium
25 August 1966			Seattle Center Coliseum
	Los Angeles	United States	
29 August 1966		United States	Candlestick Park

B1 ACTIVITY 6.2.19

THE BEATLES ON TOUR

PARTNER 2

You and your partner each have half of the information for The Beatles 1966 North American tour. Take turns asking and answering questions in order to complete your worksheets.

Date	City	Country	Venue / Theater
12 August 1966			International Amphitheatre
	Detroit	United States	Olympia Stadium
14 August 1966		United States	
	Washington, DC	United States	D.C. Stadium
16 August 1966		United States	
	Toronto		Maple Leaf Gardens
18 August 1966		United States	Suffolk Downs Racetrack
	Memphis	United States	Mid-South Coliseum
21 August 1966		United States	
	St. Louis	United States	Busch Stadium
23 August 1966			Shea Stadium
	Seattle	United States	Seattle Center Coliseum
28 August 1966		United States	Dodger Stadium
	San Francisco	United States	Candlestick Park

B1 ACTIVITY 6.3.22

OPINIONS AND ENTERTAINMENT

Speak with classmates to find out their opinions on entertainment. Write their names in the boxes.
Find someone who ...

does not like the opera.	has been to a concert this year.	knows how to dance ballet.	likes going to the symphony.	has been to a musical.
has acted on stage before.	prefers watching movies at a theater.	prefers watching movies at home.	dislikes watching TV.	thinks the singer is the best in a band.
likes going to the circus.	dislikes going to the circus.	prefers movies over TV.	prefers TV over movies.	thinks the drummer is the best in a band.
likes plays better than musicals.	has the same favorite movies as you.	has the same favorite TV show as you.	prefers listening to music instead of watching TV.	prefers music on an album instead of in concert.

B1 ACTIVITY 6.3.23

UPCOMING LOCAL EVENTS

Find an upcoming local event that you would be interested in attending. Then, answer the questions about this event. Finally, speak with three classmates about the local events they found. Take notes as you listen.

Interview Questions	My Event	Partner 1	Partner 2	Partner 3
1. What type of event is it?				
2. Where will it be?				
3. When does it start?				
4. How much is admission?				
5. Are there an opening act and a main act?				
6. Are there any reviews about this event? If yes, read a couple. Based on the reviews, would you go see this show?				