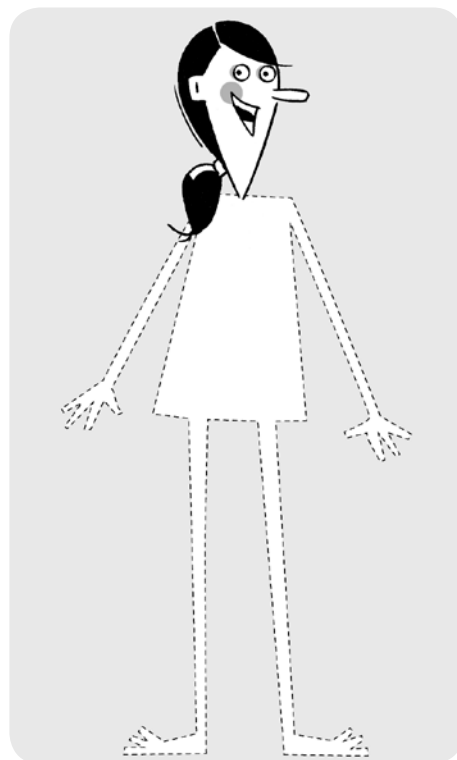
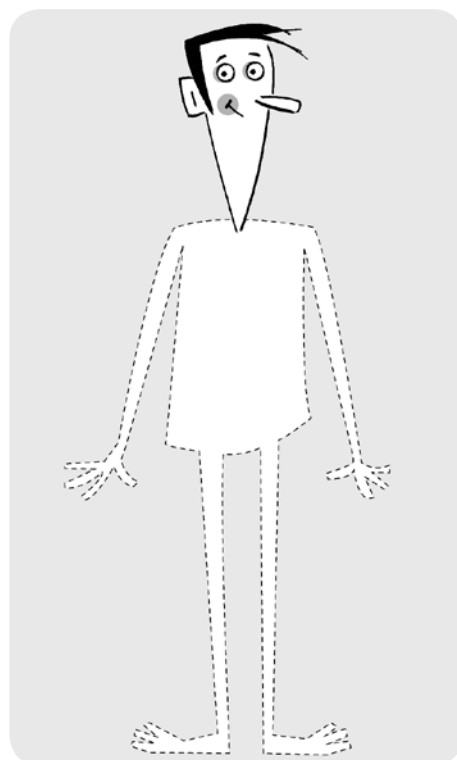


Student A



Student B



Student A

Grammar (lesson 1.2)

3a Complete the sentences with the correct forms of the verbs in brackets. Use the Present Simple or the Present Continuous. Use short forms.

- 1 _____ (Helen/need) to go to city centre now?
- 2 I _____ (never/send) text messages to my mum.
- 3 Can you call in fifteen minutes? I _____ (have) lunch right now.
- 4 Paul and Mike are in the shopping centre but they _____ (not/shop) for clothes today.
- 5 What _____ (you/think) of their new video clip?
- 6 I really _____ (hate) when my sister borrows my clothes.

3b Read your sentences to Student B.

3c Listen to Student B and check his/her answers.

- 1 I don't believe anything that George is saying!
- 2 You should wear a suit more often – you look very handsome.
- 3 What are you thinking about?
- 4 Do your parents want you to go on holiday with them this year?
- 5 The shop near my school sells the best cakes in the world.
- 6 Gary has put on some old clothes because he's doing the housework tonight.



Student B

Grammar (lesson 1.2)

3a Complete the sentences with the correct forms of the verbs in brackets. Use the Present Simple or the Present Continuous. Use short forms.

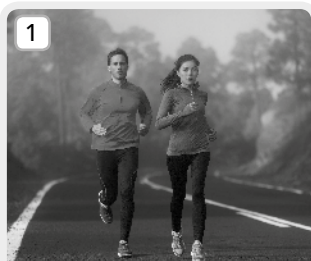
- 1 I _____ (not/believe) anything that George is saying!
- 2 You should wear a suit more often – you _____ (look) very handsome.
- 3 What _____ (you/think) about?
- 4 _____ (your parents/want) you to go on holiday with them this year?
- 5 The shop near my school _____ (sell) the best cakes in the world.
- 6 Gary has put on some old clothes because he _____ (do) the housework tonight.

3b Listen to Student A and check his/her answers.

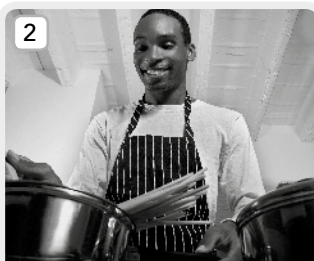
- 1 Does Helen need to go to city centre now?
- 2 I never send text messages to my mum.
- 3 Can you call in fifteen minutes? I 'm having lunch right now.
- 4 Paul and Mike are in the shopping centre but they aren't shopping for clothes today.
- 5 What do you think of their new video clip?
- 6 I really hate when my sister borrows my clothes.

3c Read your sentences to Student A.

Student A



Jim and Sarah _____
(run) for forty minutes.



Matt _____ (cook)
_____.



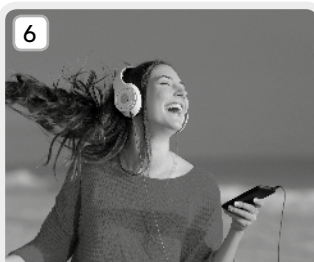
He _____ (wait) for
a bus for nearly an hour.



Katie _____ (learn)
Spanish for _____.



Mike _____ (ride) his
bike all day.



Debbie _____ (listen)
to music for _____.



Sam _____ (go) to
the same hairdresser's
for six years.



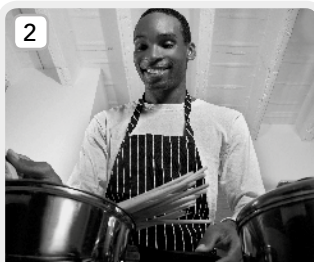
Dan and Maggie _____
(play) video games
_____.



Student B



Jim and Sarah _____
(run) for _____.



Matt _____ (cook) all
morning.



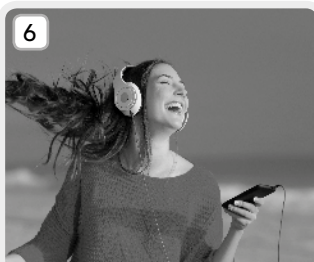
He _____ (wait) for
a bus for _____.



Katie _____ (learn)
Spanish for three years.



Mike _____ (ride) his
bike _____.



Debbie _____ (listen)
to music for two hours.



Sam _____ (go) to
the same hairdresser's
for _____.



Dan and Maggie
_____ (play) video
games all afternoon.

You're expecting a visit from your teenage cousin from the UK. She's preparing a photo project about teens in different countries and their interests. One of your friends would like to take part.

Write an email including the following points:

- Describe your friend's appearance and character,
- Give information on her interests,
- Express your certainty your cousin and your friend will get on well.

In my email:

- I have started with a friendly greeting, e.g. *Dear James or Hi Gemma*.
- I have said why I am writing.
- I have described my friend's appearance (hair, eyes, face, height, build, clothing), personality and interests.
- I have used contractions (e.g. *I'm/aren't/that's*).
- I have perhaps used some emoticons (☺) and abbreviations (*info/CU/gr8*) – but not too many!
- I have finished with a friendly ending, e.g. *Bye 4 now, All the best, Lots of love*, etc.
- I have checked my spelling and punctuation.
- My text is neat and clear.

Hi Sally,

It's great you're coming here! I know somebody here who would love to take part in your project. Let me tell you about her.

Her name's Anna and she's my age, but she looks a bit older. She's quite short and slim, and has wavy dark hair. She dresses artistic: long skirts, beanies and huge earrings.

She's the sort of person you love to be around. She's cheerful and easy-going so she often comes off as absolutely carefree. But she's actually a very down-to-ground person, who knows what she wants.

I'm thinking you'll get along well.

CU soon,

Julia



Hi Sally,

It's great you're coming here! I know somebody here who would love to take part in your project. Let me tell you about her.

Her name's Anna and she's my age, but she looks a bit older. She's quite short and slim, and has wavy dark hair. She dresses ~~artistic~~: artistically [1]: long skirts, beanies and huge earrings.

She's the sort of person you love to be around. She's cheerful and easy-going so she often ~~comes off~~ comes across [2] as absolutely carefree. But she's actually a very ~~down-to-ground~~ down-to-earth [3] person, who knows what she wants.

~~She's into art and she's in a drama club. She'll make a fantastic actress one day.~~ [4]

~~I'm thinking~~ I think [5] you'll get along well.

CU soon,

Julia

[1] Incorrect word form (adjective instead of adverb). [2] Wrong preposition. [3] Wrong adjective.

[4] Missing information on Anna's interests. [5] Wrong tense.

medium
height

shows

imagine

as if

in the
background

matches

hair

silk

their late
teenscomes
across

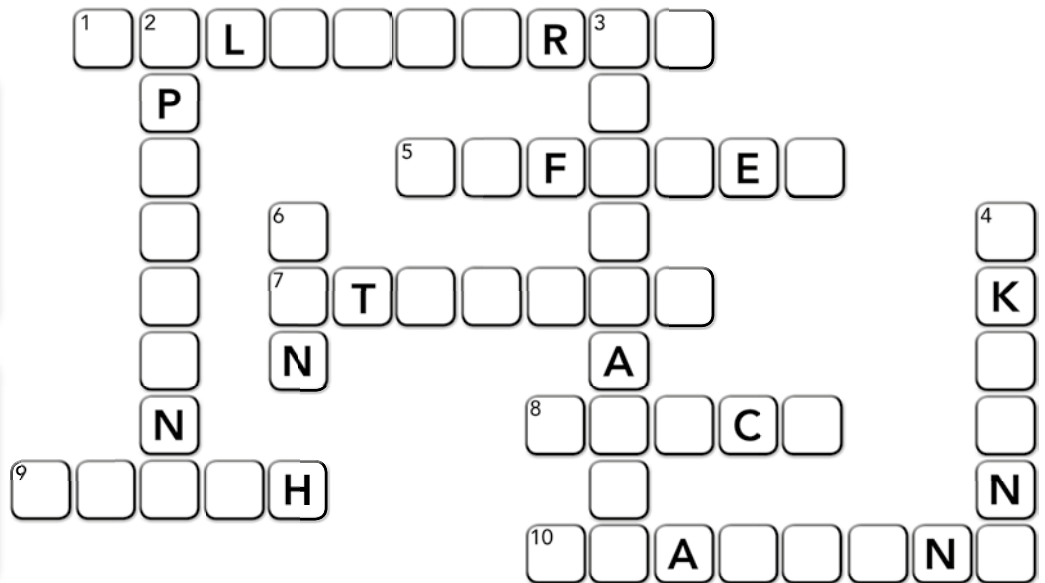
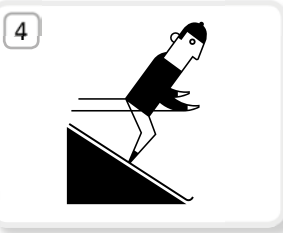
is wearing

is commenting

The picture ¹ _____ two young women, probably a customer and a shop assistant. They are in a clothes shop because ² _____. I can see dresses and tops, I guess all in different colours. The assistant is holding up a ³ _____ dress and the other woman ⁴ _____ on it. She is smiling, so it looks ⁵ _____ she is enjoying herself. Both women are in ⁶ _____ or early twenties and they've got long ⁷ _____. They are also ⁸ _____ and slim. I ⁹ _____ both are pretty dynamic and outgoing, but the customer ¹⁰ _____ as shy. She ¹¹ _____ a long-sleeved dress. It definitely ¹² _____ her long straight hair.

Student A

Down

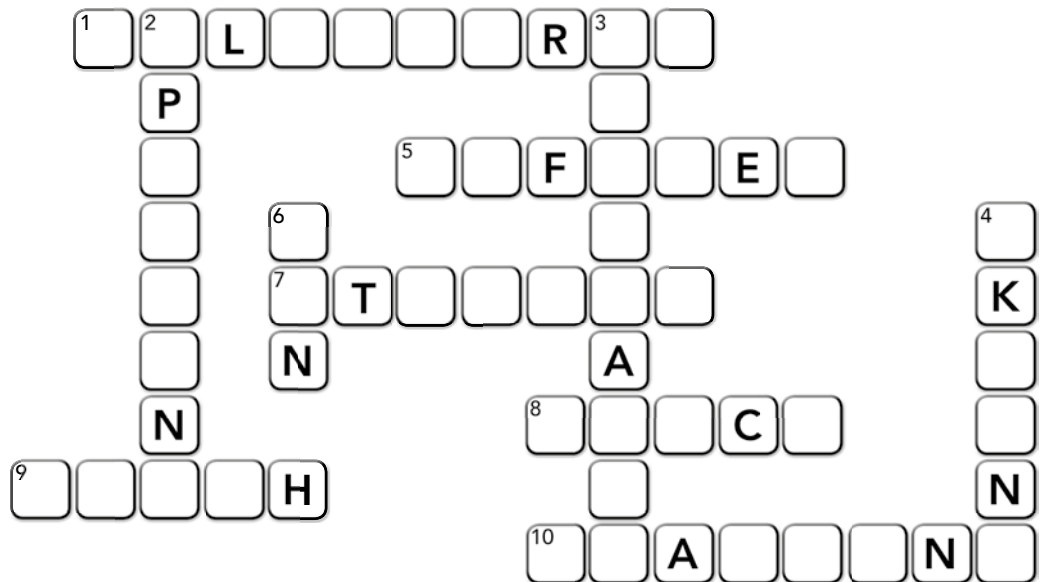
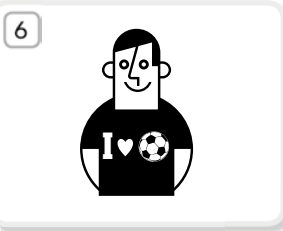


Across

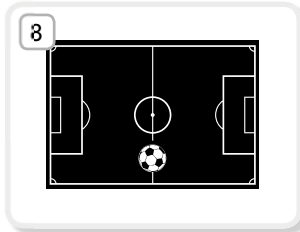


Student B

Down



Across



✂

✂

1 I jumped into the lake and began	to swim as soon	as I heard the whistle.
Because the water was cold, I was	wearing	a special wetsuit.
When I got out of the lake, I	put on a helmet	and got on my bike
Halfway through the race, when I was	cycling downhill, I saw	a group of my fans.
They were	sitting on a tree and	cheering me on so I waved at them.
Because I didn't want to let them	down, I sped up and	got to the transition area in no time.
After I got off	the bike, I changed	my shoes and started to run.
While I was running, I felt that I'd	burnt all my energy	and I needed a snack.
So I ate a chocolate bar and after	a while I crossed the finishing	line like lightning.
Because only my fans were at the finishing line, I realised that I'd	beaten all	my opponents.
Strangely, I couldn't remember when	exactly I overtook them or	how my fans overtook me.

Student A

3a Complete the sentences with the correct forms of the words in brackets. Use the Present Simple or the ~~Present Continuous~~. the Past Simple

- 1 My coach always _____ (make/I/train) very hard.
- 2 Last night Monica _____ (decide/not/participate) in the race in France.
- 3 Everyone _____ (should/do) some physical exercise at least twice a week.
- 4 I _____ (can't afford/buy) a new tennis racket this month.
- 5 My father _____ (teach/I/ski) when I was just seven years old.
- 6 Some athletes _____ (avoid/talk) to the press before a competition starts.

3b Read your sentences to Student B.

3c Listen to Student B and check his/her answers.

- 1 Robert stopped playing football after a serious injury.
- 2 Too few doctors encourage us to do physical exercise.
- 3 Bruno might win the competition next week.
- 4 Olga seems not to remember that her coach is a very good professional.
- 5 When I was a child, my mum never let me swim in the river.
- 6 Ann managed to break a world record on the last day of the Olympic Games.



Student B

3a Complete the sentences with the correct forms of the words in brackets. Use the Present Simple or the ~~Present Continuous~~. the Past Simple

- 1 Robert _____ (stop/play) football after a serious injury.
- 2 Too few doctors _____ (encourage/we/do) physical exercise.
- 3 Bruno _____ (might/win) the competition next week.
- 4 Olga _____ (seem/not/remember) that her coach is a very good professional.
- 5 When I was a child, my mum never _____ (let/I/swim) in the river.
- 6 Ann _____ (manage/break) a world record on the last day of the Olympic Games.

3b Listen to Student A and check his/her answers.

- 1 My coach always makes me train very hard.
- 2 Last night Monica decided not to participate in the race in France.
- 3 Everyone should do some physical exercise at least twice a week.
- 4 I can't afford to buy a new tennis racket this month.
- 5 My father taught me to ski when I was just seven years old.
- 6 Some athletes avoid talking to the press before a competition starts.

3c Read your sentences to Student A.

You have decided to write a short story for a teen magazine. The theme of the next edition is 'Adventures on land or at sea.' Write your story and include and develop these points:

- Begin your story by setting the scene and introducing a problem or interesting situation.
- Describe what happened using a range of tenses.
- Use direct speech and different words and phrases to make the story interesting for the reader.
- Give your story an exciting, funny or unexpected ending.

In my story:

- have given my story an interesting title.
- I have started my story by setting the scene and introducing a problem or interesting situation, e.g. *What could possibly go wrong?*
- I have described what happened using a range of tenses, e.g. *As the sun was setting, another boat arrived.*
- I have used different words and phrases to make the story interesting for the reader, e.g. *We were completely exhausted, Eventually ...*
- I have included direct speech to make the story come alive, e.g. *What are you doing?*
- I have given my story an exciting, funny or unexpected ending.
- I have divided my story into paragraphs.
- I have checked my spelling and punctuation.
- My text is neat and clear.



How to ruin a great day!

What's the best way to enjoy the sea? By boat, of course! Last summer, when my older cousin Lena and I went to an island, we were renting a small motorboat. We were so excited! The sky was blue, the sun was shining and the sea was calm. What could possibly go wrong?

We chatted and relaxed on the boat. After a couple of hours, we stopped near a tiny island and jumped into the water. It was deep, but incredible clear, so we could see the sandy bottom and little fish. The first, we swam and then we decided to explore the area more, so we got back on the boat.

That's when we suddenly realised we had a huge problem! Why didn't the boat start? We'd run out of fuel! Call the boat company I said to Lena. We tried and tried, but we weren't able getting a signal. So we sat on the boat all day in the hot sun, waiting for someone to see us.

Eventually, as the sun was setting, another boat arrived. It was the man from the boat company, who had become worried and decided to look for us. We explained what had happened; he had looked at us and shook his head. We felt so stupid!



How to ruin a great day!

What's the best way to enjoy the sea? By boat, of course! Last summer, when my older cousin Lena and I went to an island, we ~~were renting~~ rented [1] a small motorboat. We were so excited! The sky was blue, the sun was shining and the sea was calm. What could possibly go wrong?

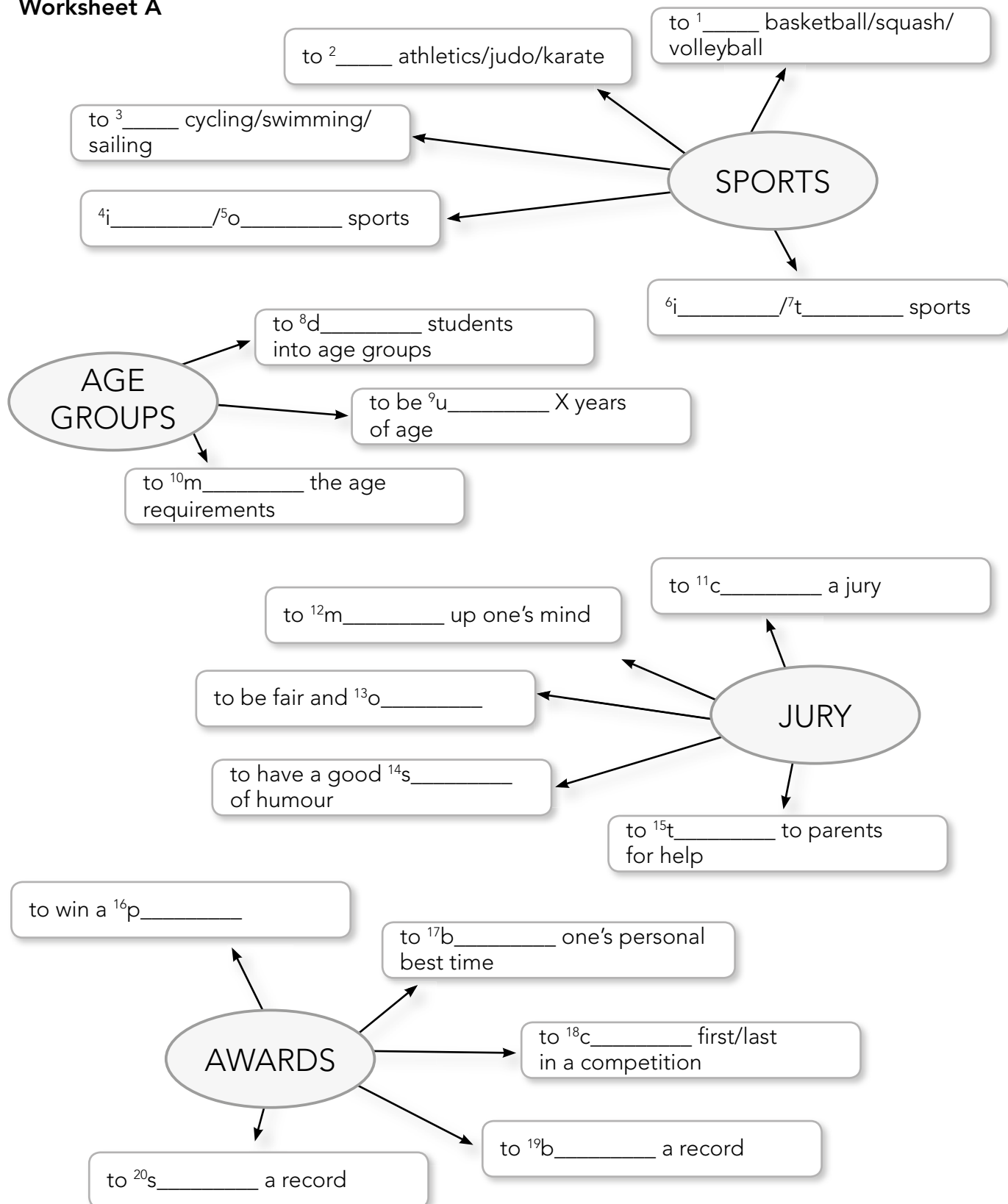
We chatted and relaxed on the boat. After a couple of hours, we stopped near a tiny island and jumped into the water. It was deep, but ~~incredible~~ incredibly [2] clear, so we could see the sandy bottom and little fish. ~~The first~~ At first [3], we swam and then we decided to explore the area more, so we got back on the boat.

That's when we suddenly realised we had a huge problem! Why didn't the boat start? We'd run out of fuel! ~~Call the boat company~~ 'Call the boat company.' [4] I said to Lena. We tried and tried, but we weren't able ~~getting~~ to get [5] a signal. So we sat on the boat all day in the hot sun, waiting for someone to see us.

Eventually, as the sun was setting, another boat arrived. It was the man from the boat company, who had become worried and decided to look for us. We explained what had happened; he ~~had looked~~ looked [6] at us and shook his head. We felt so stupid!

[1] Wrong tense. [2] Incorrect word form (adjective instead of adverb). [3] Incorrect linker. [4] Missing punctuation. [5] Wrong verb form. [6] Wrong tense.

Worksheet A



Worksheet B answers:

a thought **b** afraid **c** What / unconvincing **d** exactly / mean **e** consider / options **f** honest / appeal **g** explain

Disagreeing: b, c, f Asking for clarification/more detail: d, g Suggesting an alternative: a, e

Worksheet B

explain consider exactly honest afraid options mean appeal thought what unconvincing

- a Have you _____ about ...?
- b I'm _____ it's not a good idea because ...
- c _____ you are saying is rather _____.
- d What _____ do you _____ by ...?
- e Why don't we _____ other _____ too?
- f To be _____ your suggestion doesn't _____ to me.
- g Can you _____ why ...?

Disagreeing	• • •
Asking for clarification/more detail	• •
Suggesting an alternative	• •

Worksheet A answers:

1 play 2 do 3 go 4 indoor 5 outdoor 6 individual 7 team 8 divide 9 under 10 meet
11 choose 12 make 13 objective 14 sense 15 turn 16 prize 17 beat 18 come
19 break/beat 20 set

bridge bus car downhill river short stuck tour track winding



- 1 I'd never take a _____ cut through a forest at night.

You ☐You partner ☐

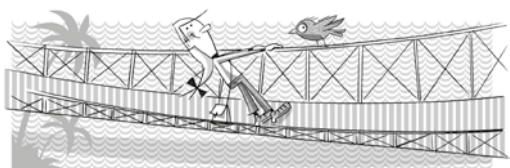
- 2 I wouldn't mind walking barefoot along a dirt _____.

You ☐You partner ☐

- 3 I'd like to take a ride in a cable _____ with a glass floor.

You ☐You partner ☐

- 4 I'd be afraid to ride a skateboard along a _____ path.

You ☐You partner ☐

- 5 I wouldn't cross a bamboo suspension _____ on a windy day.

You ☐You partner ☐

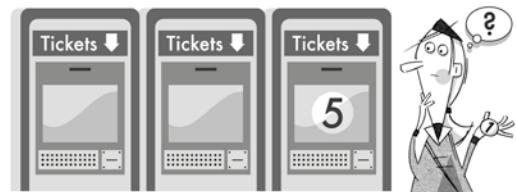
- 6 I'd like to take a helicopter _____ over my hometown.

You ☐You partner ☐

- 7 I'd cycle _____ on a tandem bike with my best friend.

You ☐You partner ☐

- 8 I wouldn't cross a fast-flowing _____ in a kayak.

You ☐You partner ☐

- 9 I wouldn't catch the last _____ home if I didn't have a ticket.

You ☐You partner ☐

- 10 I'd panic if I got _____ on a crowded underground train.

You ☐You partner ☐

Student A

3a Three of these sentences contain mistakes. Find and correct them. If a sentence is correct, put a tick (✓).

- 1 The person who called you may have wanted to sell something to you.
- 2 You lived in Paris for two years – you must see all the sights.
- 3 I'm waiting for an important letter – it may arrive today.
- 4 They must be at the train station – they've just left their apartment.
- 5 Liz can't have travelled to China on holiday last month – she doesn't have a passport!
- 6 That building can't have been the US embassy – look at the American flags.

3b Read your sentences to Student B.

3c Listen to Student B and check his/her answers.

- 1 Dad might be late tonight – it's very foggy so he can't drive fast.
- 2 correct
- 3 Gina can't have left her tablet on the plane because she used it later at the hotel.
- 4 correct
- 5 correct
- 6 They must have had a great time on holiday last year – they look happy in this photo.



Student B

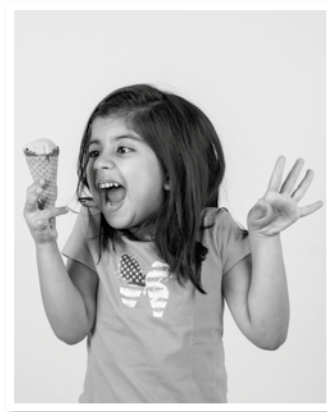
3a Three of these sentences contain mistakes. Find and correct them. If a sentence is correct, put a tick (✓).

- 1 Dad might have been late tonight – it's very foggy so he can't drive fast.
- 2 That can't be Julie's suitcase – hers is bright red.
- 3 Gina must have left her tablet on the plane because she used it later at the hotel.
- 4 I must have some sun cream in my bag – I always take it to the beach.
- 5 The animal you saw may have been a squirrel – they live in the park.
- 6 They can't have a great time on holiday last year – they look happy in this photo.

3b Listen to Student A and check his/her answers.

- 1 correct
- 2 You lived in Paris for two years – you must have seen all the sights.
- 3 correct
- 4 They can't be at the train station – they've just left their apartment.
- 5 correct
- 6 That building must be the US embassy – look at the American flags.

3c Read your sentences to Student A.



In this group ...

Statements	My guess	In fact ...
1 Only one person _____ go skiing every winter when he/she was a child.		
2 Two people _____ visit their grandparents every summer when they were younger.		
3 Nobody _____ have long hair.		
4 One person _____ live in another town.		
5 Three people _____ watch TV every Saturday morning when they were younger.		
6 One person _____ read comics but now he/she prefers novels.		
7 Everyone's favourite colour _____ be blue, but now it's red.		
8 Three people _____ listen to pop music when they were younger.		
9 One person _____ often play video games, but now he/she doesn't.		
10 Nobody _____ like ice cream, but now everybody does.		

Me:

.....

Person 1:

.....

Person 2:

.....

Person 3:

.....

Your teenage cousin from the USA has written to you asking for advice. Three months ago she adopted a dog from an animal rescue shelter, but it keeps misbehaving. Her parents say she will need to find it a new home if the problem is not solved. Your cousin has asked for your help, because you also adopted a dog two years ago. Write an email of reply including the following points:

- Express sympathy for your cousin's situation,
- Offer advice,
- Mention another, more cheerful topic,
- Once more, show support and reassure your cousin.

In my personal email:

- I have used a friendly greeting, e.g. *Dear Sam* or *Hi Charlotte*.
- I have started with some general news and/or a reference to what my friend wrote in their last email.
- I have included everything in the bullet points in the question, i.e. expressed sympathy, offered advice, changed the subject and given some positive news, and reassured my friend at the end.
- I have used contractions (e.g. *I'm/aren't/that's*).
- I have perhaps used some emoticons (☺) and abbreviations (*info/CU/gr8*) – but not too many!
- I have checked my spelling and punctuation.
- My text is neat and clear.

Hi Samantha,

I'm so sorry to hear that Dingo's behaviour hasn't changed :(I can't see why you're upset. I know having a dog which barks at everyone is difficult. But you must fight for him!

By the way, I'm coming to visit you this summer! I can't wait. And I might be able to help. My dog, Chichi, also would be aggressive in the beginning. But now – she's an angel <3.

Have you tried going to special dog training with him? Or maybe hiring a dog behaviourist might be a good idea. If I were you, I search for some info on the Internet and also try working with him at home.

Just find Dingo some professional help. Everything will be OK – you'll see

Xoxo

Eva



Hi Samantha,

I'm so sorry to hear that Dingo's behaviour hasn't changed :(I ~~can't~~ can [1] see why you're upset. I know having a dog which barks at everyone is difficult. But you must fight for him!

Have you tried going to special dog training with him? Or maybe hiring a dog behaviourist might be a good idea.

If I were you, I ~~search~~ 'd/would search [2] for some info on the Internet and also try working with him at home. [3]

By the way, I'm ~~coming~~ coming [4] to visit you this summer! I can't wait. And I might be able to help. My dog, Chichi, also ~~would~~ used to [5] be aggressive in the beginning. But now – she's an angel <3.

Just find Dingo some professional help. Everything will be OK – you'll see. [6]

Xoxo

Eva

[1] Wrong verb form (negative instead of affirmative). [2] Wrong verb form. [3] Wrong paragraph order.

[4] Wrong spelling. [5] Wrong verb form. [6] Missing punctuation (no period).

Part 1

travel get arrive reach board catch

1 Getting to a place

- _____ one's destination
- _____ by train/bus/plane, etc.
- _____ (an express/the first/the wrong) train/bus/plane
- _____ a ship/a plane
- _____ just in time

youth campsite cottage four-star forested budget ski resort

2 Accommodation

- to stay in a _____ hostel
- to book a _____/_____ hotel
- to stay in a _____ in the mountains
- to stay in a small _____ in the country
- to put up a tent on a _____

3 Equipment**A**

- 1 a pair of snow
- 2 a windproof
- 3 earphones for
- 4 a tent and
- 5 a pair of anti-fog
- 6 light

B

- a your smartphone
- b goggles
- c boots
- d comfortable clothes
- e jacket
- f a pillow

4 Preparations**A**

- 1 to go
- 2 to take
- 3 to work
- 4 to cut
- 5 to sign
- 6 to look

B

- a out in a gym
- b down on unhealthy food
- c for a jog every day
- d up for fitness classes
- e up swimming
- f through a guidebook

Part 2

1

A: **Would** _____ ? (join)

B: Yes, I'd love to. That's very kind of you.

2

A: **How** _____ ? (get)

B: Well, the best thing would be to take an overnight train.

3

A: **What** _____ ? (take)

B: Something warm and a pair of good hiking boots will do.

4

A: **Do** _____ ? (fit)

B: Well, just average. If I were you, I'd do some workout twice a week before we go.

5

A: **Where** _____ ? (stay)

B: We're going to sleep in tents.



Part 2

1

A: **Would** _____ ? (join)

B: Yes, I'd love to. That's very kind of you.

2

A: **How** _____ ? (get)

B: Well, the best thing would be to take an overnight train.

3

A: **What** _____ ? (take)

B: Something warm and a pair of good hiking boots will do.

4

A: **Do** _____ ? (fit)

B: Well, just average. If I were you, I'd do some workout twice a week before we go.

5

A: **Where** _____ ? (stay)

B: We're going to sleep in tents.

Student A

1 cooked beetroot -or- 	2 stale homemade pizza -or- bread	3 a sour kiwi-apple smoothie -or- juice	4 a ripe avocado -or- an pear
5 some fatty ham -or- some smoked	6 spicy pumpkin soup -or- soup	7 a bunch of crunchy radishes -or- fried with	8 bland rice pudding -or- super rice



Student B

1 -or- raw cauliflower	2 pizza -or- stale wholemeal bread	3 -apple smoothie -or- bitter grapefruit juice	4 a avocado -or- an unripe pear
5 some -or- some lean smoked fish	6 soup -or- mild mushroom soup	7 a bunch of -or- fried spinach with garlic	8 pudding -or- super hot chilli rice

Student A

3a Choose the correct option.

- 1 I'll have / 'm having the vegetable omelette, please.
- 2 Keep frying the onions until they'll be / 're golden brown.
- 3 I don't think I will order / shall order this soup again. It was rather bland.
- 4 I've already decided. I'll find / 'm going to find a summer job as a waiter.
- 5 You're going to burn / burn the eggs. Turn down the heat!
- 6 Tim and I will go / are going to that new Indian restaurant on Sunday. Would you like to join us?

3b Read your sentences to Student B.

3c Listen to Student B and check his/her answers.

- 1 It's important to learn to cook before you start living on your own.
- 2 I can't meet up with you next Sunday. We're having friends over for dinner.
- 3 I don't feel like cooking tonight. Shall we go out for a pizza or something?
- 4 Do you think the new fruit diet will become popular?
- 5 Oh, the milk's sour. I'll drink my coffee black then.
- 6 We need to order right now. The kitchen closes at 10.



Student B

3a Choose the correct option.

- 1 It's important to learn to cook before you start / will start living on your own.
- 2 I can't meet up with you next Sunday. We're having / 'll have friends over for dinner.
- 3 I don't feel like cooking tonight. Will / Shall we go out for a pizza or something?
- 4 Do you think the new fruit diet will become / becomes popular?
- 5 Oh, the milk's sour. I'm going to drink / 'll drink my coffee black then.
- 6 We need to order right now. The kitchen closes / will close at 10.

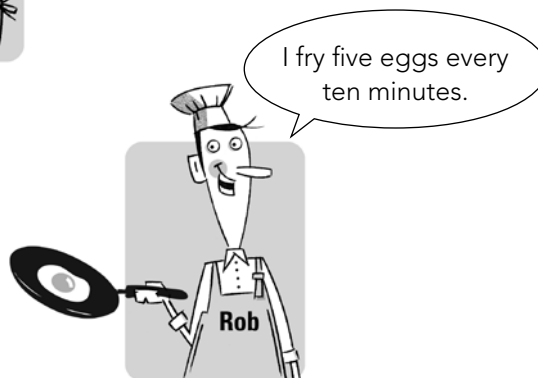
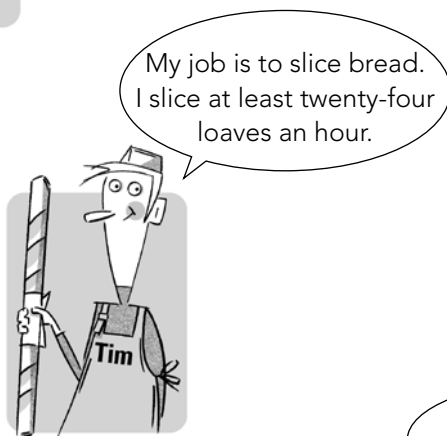
3b Listen to Student A and check his/her answers.

- 1 I'll have the vegetable omelette, please.
- 2 Keep frying the onions until they're golden brown.
- 3 I don't think I will order this soup again. It was rather bland.
- 4 I've already decided. I'm going to find a summer job as a waiter.
- 5 You're going to burn the eggs. Turn down the heat!
- 6 Tim and I are going to that new Indian restaurant on Sunday. Would you like to join us?

3c Read your sentences to Student A.

Student A

Our kitchen is open from 6 p.m. to 11 p.m. Today is a typical busy day.

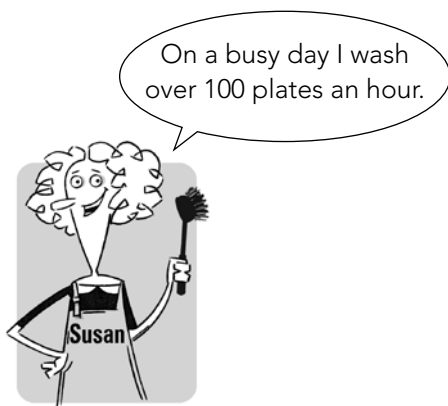
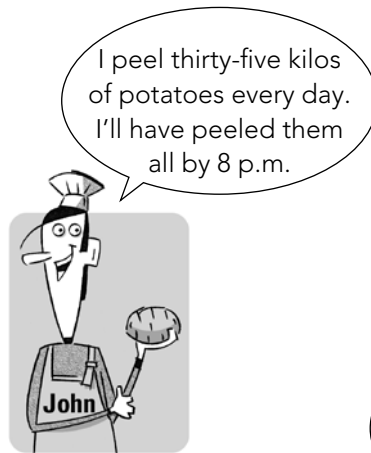


Ask your partner these questions:

- 1 How many vegetables will Lucy have cut by 10 p.m.?
- 2 Will John be peeling potatoes at 9 p.m.?
- 3 How many plates will Susan have washed by the end of her working day?
- 4 Will Tom be baking pizzas at 10.45 p.m.?
- 5 How many coffees will Maggie have made by 7 p.m.?

Student B

Our kitchen opens from 6 p.m. to 11 p.m. Today is a typical busy day.



Ask your partner these questions:

- 6 How much rice will Jim have boiled by the end of the day? _____
- 7 Will Maria be chopping onions at 8.30 p.m.? _____
- 8 How many loaves of bread will Tim have sliced by 8 p.m.? _____
- 9 Will Kate be cooking pasta at 10 p.m.? _____
- 10 How many eggs will Rob have fried by 7.30 p.m.? _____

You're spending your summer holidays at your friend's house just outside London. You've seen an advertisement in a local newspaper for a foundation distributing leftover food among people in need.

Write an email to the organisation including the following points:

- Refer to the advertisement,
- Describe how you would like to help,
- Ask for clarification on a few issues,
- Mention that you would like a reply.

In my formal email:

- I have started the email with a polite greeting appropriate to the gender, age and marital status of the person I am writing to, and the beginning matches the end (*Dear Mr Smith* → *Yours sincerely*; *Dear Sir or Madam* → *Yours faithfully*).
- I have mentioned the advert I saw in the first paragraph.
- I have given a reason for writing in the same paragraph.
- I have provided the information required and politely asked for information and clarification (e.g. with indirect questions) in the main body paragraphs.
- I have made it clear that I would like the person to respond to my email in the final paragraph.
- I have only used formal language and have avoided abbreviations (*info/CU/gr8*), emoticons (☺) and contractions (e.g. *I'm/aren't/that's*).
- I have checked my spelling and punctuation.
- My text is neat and clear.



Dear Mr or Mrs,

I am writing in response to the advert of your food-sharing programme. I want to help. I'm planning to collect food waste from the neighbourhood and donate it to people in need through your foundation.

There are seven household interested in this project. However, I have some questions. Could you clarify if there is a chance you can pick the food up or do we have to arrange the transport? Also could you confirm the address of the Community Fridge we should deliver the food to? I would also like to know can we donate only unprocessed food or also meals that have already been cooked.

I am looking for your response and hope we will have done some good together.

Yours sincerely,

Mark Dul

~~Dear Mr or Mrs~~ Dear Sir or Madam [1]

I am writing in response to the advert of your food-sharing programme. I want to help. I'm I am [2] planning to collect food waste from the neighbourhood and donate it to people in need through your foundation.

There are seven ~~household~~ households [3] interested in this project. However, I have some questions. Could you clarify if there is a chance you can pick the food up or do we have to arrange the transport? Also could you confirm the address of the Community Fridge we should deliver the food to? I would also like to know ~~can we~~ if we can [4] donate only unprocessed food or also meals that have already been cooked.

I am ~~looking for your response~~ looking forward to your response [5] and hope we ~~will have done~~ will do some good together [6].

~~Yours sincerely~~ Yours faithfully [7]

Mark Dul

[1] Incorrect greeting. [2] Contraction. [3] Incorrect word form (singular instead of plural). [4] Wrong verb form.

[5] Wrong phrase. [6] Wrong tense. [7] Incorrect ending.



Part 1

probably seems as if is chatting allergies
waiter are standing group fussy eaters side

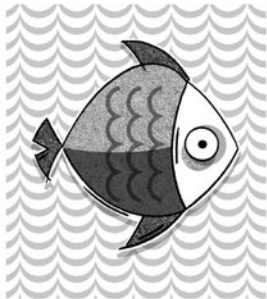
The photo shows a ¹_____ of people at a party, ²_____ in an office. Most of them are dressed casually and ³_____ and talking. On the left ⁴_____ there is a large table with many different dishes. The food range ⁵_____ very wide and it all looks delicious, so probably even ⁶_____ or people with ⁷_____ are satisfied. I don't think there is a ⁸_____ – the people are helping themselves. Everyone ⁹_____ and smiling so it looks ¹⁰_____ they are having a good time.

Part 2

1 photo standing? people the do Why think you in are the
2 of? like people a for you party organise group Would large to a
3 somebody large know a you when me Tell or time party. you
about a attended



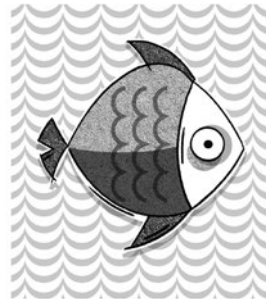
Word Formation



Vocabulary



Word Formation



Vocabulary



Vocabulary



Word Formation



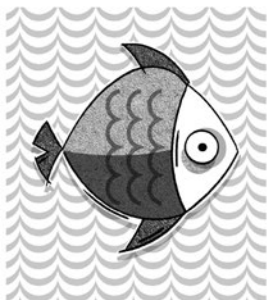
Vocabulary



Word Formation



Word Formation



Vocabulary



Word Formation



Word Formation



Word Formation



Vocabulary



Word Formation



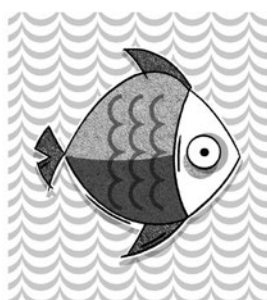
Vocabulary



Vocabulary



Word Formation



Vocabulary



Vocabulary



What's the noun form of broad ? <i>breadth</i>	What do you call an island with no people living on it? <i>a desert island</i>
What's the noun form of long ? <i>length</i>	What is the opposite of rough seas? <i>calm seas</i>
What's the noun form of strong ? <i>strength</i>	What's the phrasal verb for becoming extinct ? <i>die out</i>
What's the noun form of high ? <i>height</i>	What do you call a continuous movement of water? <i>a current</i>
What's the noun form of wide ? <i>width</i>	What is the adjective to describe a very big wave, e.g. a tsunami wave? <i>huge or gigantic</i>
What's the noun form of deep ? <i>depth</i>	What is the adjective to describe an island that is far away from the mainland ? <i>remote</i>
What's the verb form of deep ? <i>deepen</i>	What do you call a group of mountains that usually forms a line? <i>a (mountain) range</i>
What's the verb form of wide ? <i>widen</i>	What's another word for the top of a mountain or a single mountain? <i>a peak</i>
What's the verb form of long ? <i>lengthen</i>	What's the word for the land at the bottom of the sea ? <i>the seabed</i>
What's the verb form of broad ? <i>broaden</i>	What's the opposite of a slow-moving river? <i>a fast-flowing river</i>
What's the adjective form of volcano ? <i>volcanic</i>	What does it mean that the tide is coming in ? <i>the tide is rising</i>
What's the adjective form of tide ? <i>tidal</i>	What do you call a long river with a lot of smooth bends ? <i>a winding river</i>

GeoQuiz

1 What's ____ capital city of ____ Australia?

- a Canberra
- b Sydney
- c Melbourne

2 Which of the cities is not in ____ UK?

- a Glasgow
- b Dublin
- c Cardiff

3 Which is ____ smallest country in ____ world?

- a Vatican City
- b Monaco
- c San Marino

4 Which is ____ largest state by area in ____ USA?

- a Texas
- b California
- c Alaska

5 Which of these islands is ____ independent country?

- a Tasmania
- b Borneo
- c Madagascar

6 Naples in Italy lies near ____ active volcano. Its deadly eruption in the year 79 destroyed ____ Roman city. What's ____ name of ____ volcano?

- a Mount Vesuvius
- b Mount Etna
- c Hekla

7 When did ____ world population reach one billion for ____ first time?

- a Around 1650
- b At ____ beginning of ____ 19th century
- c In 1935

8 In which of these countries do more people live in ____ countryside than in ____ cities?

- a Kenya
- b New Zealand
- c Iceland

9 ____ Researchers predict that ____ climate change will affect a lot of coastal cities. Which city is at greatest risk?

- a Rio de Janeiro
- b Miami
- c Copenhagen

10 Which of these countries doesn't offer ____ free university education?

- a Canada
- b Brazil
- c Finland

Student A

2a Use the information in brackets to add a non-defining clause to each sentence.

- This book explains the reasons why many governments don't care about the environment. (Its author is an ex-minister.)

- Next month I'm going to Tokyo with Jenny. (Her father is Japanese.)

- Tom decided to go to bed early. (He was going to have an important exam the following day.)

- This TV series tells a story of a group of people living on a desert island. (They have a lot of adventures there.)

- Central Park is the favourite place of many people. (It is in the middle of Manhattan).

2b Read your sentences to Student B.

2c Listen to Student B and check his/her answers.

- This documentary about polar bears, which was on Channel 1 last night, has won many awards.
- Ann and Phil, who have worked together for ten years, are starting a new environmental project in Africa.
- Scientists are still concerned about global warming, whose results cannot be predicted accurately.
- I remember that when I was six years old my parents took me to the zoo, where I saw an elephant.
- A group of experts, whose identities haven't been revealed, have decided that it's safe to build a dam on the river.



Student B

2a Use the information in brackets to add a non-defining clause to each sentence.

- This documentary about polar bears has won many awards. (It was on Channel 1 last night.)

- Ann and Phil are starting a new environmental project in Africa. (They have worked together for ten years.)

- Scientists are still concerned about global warming. (Its results cannot be predicted accurately.)

- I remember that when I was six years old my parents took me to the zoo. (I saw an elephant there.)

- A group of experts have decided that it's safe to build a dam on the river. (Their identities haven't been revealed.)

2b Listen to Student A and check his/her answers.

- This book, whose author is an ex-minister, explains the reasons why many governments don't care about the environment.
- Next month I'm going to Tokyo with Jenny, whose father is Japanese.
- Tom, who was going to have an important exam the following day, decided to go to bed early.
- This TV series tells a story of a group of people living on a desert island, where they have a lot of adventures.
- Central Park, which is in the middle of Manhattan, is the favourite place of many people.

2c Read your sentences to Student A.

Student A

1a Complete the missing words. First and last letters are given.

- 1 I'm going to study e_____l issues in the future. I'm interested in o_____c farming.
- 2 When an e_____e strikes in the countryside, it usually causes a lot of damage e.g. to c_____s.
- 3 The authorities ordered the e_____n of everyone from the village when the river burst its b_____s.
- 4 Scientists hope that if global w_____g slows down, there will be fewer t_____s and extreme weather conditions in the future.
- 5 The sea may look c_____m, but there are very strong c_____s. You should never swim alone.

1b Listen to Student B and check his/her answers.

- 1 The Earth's climate is changing. For example, there are many more hurricanes than twenty years ago.
- 2 At low tide, you can walk to one of the small desert islands.
- 3 This is the biggest peak in this mountain range. It's a long hike to the top, around seven hours.
- 4 The rivers which flow through this area are all very deep and dangerous.
- 5 This volcano isn't active – it hasn't erupted for two centuries now.

1c Read your sentences to Student B.

Student B

1a Complete the missing words. First and last letters are given.

- 1 The Earth's c_____e is changing. For example, there are many more h_____s than twenty years ago.
- 2 At low t_____e, you can walk to one of the small d_____t islands.
- 3 This is the biggest p_____k in this mountain range. It's a l_____g hike to the top, around seven hours.
- 4 The rivers which f_____w through this area are all very d_____p and dangerous.
- 5 This v_____o isn't active – it hasn't e_____d for two centuries now.

1b Read your sentences to Student A.

1c Listen to Student A and check his/her answers.

- 1 I'm going to study environmental issues in the future. I'm interested in organic farming.
- 2 When an earthquake strikes in the countryside, it usually causes a lot of damage e.g. to crops.
- 3 The authorities ordered the evacuation of everyone from the village when the river burst its banks.
- 4 Scientists hope that if global warming slows down, there will be fewer tsunamis and extreme weather conditions in the future.
- 5 The sea may look calm, but there are very strong currents. You should never swim alone.

You are an animal lover and co-founder of the international *Animal Awareness* blog on which, together with other young people from all over the world, you publish texts on animal protection. Recently you've encountered the view that animal testing for medical purposes is necessary for the development of science. Write a for and against essay on this topic, presenting arguments supporting and opposing the thesis.

In my 'for and against' essay:

- The first paragraph begins with general or factual comments about the topic.
- The first paragraph ends with a statement that mentions both sides of the issue.
- The second paragraph presents arguments for the topic and supports them with examples.
- The third paragraph presents arguments against the topic and supports them with examples.
- The final paragraph includes a summarising statement and my personal opinion.
- I have used formal language and have avoided abbreviations (*info/CU/gr8*) or contractions (e.g. *I'm/aren't/that's*).
- I have used linkers to present my arguments in a clear and logical order (e.g. *First of all, However, In my opinion, To sum up*),
- I have checked my spelling and punctuation.
- My text is neat and clear.



It is estimated that every year over 500,000 animals are tested on worldwide. Some people believe it is necessary, as this way new medicines, cosmetics and other substances can be approved for human use. Others object to these procedures because of the incredible pain and distress most animals suffer. So is animal testing really necessary? On the one hand, testing medicine on animals has led to many scientific breakthroughs, for instance the discovery of insulin or the polio vaccine. Furthermore, a scientists claim that animals also benefit from such tests, as they've led to the development of a rabies vaccine. Supporters of animal testing also say that since animals have no rights and are similar to humans, it would be unethical not to use them for scientific purposes. On the other side, even though there is some law regulating humane test procedures, the vast majority of animals suffer unbearably during badly conducted experiments. And it's very bad when you just take poor animals and do tests on them – it's just wrong! Finally, opponents of testing say it is not as beneficial as the proponents claim, as most of the substances which passed animal tests were not approved for human use. In conclusion, animal testing is not easy to judge as it is often connected to saving human lives.



It is estimated that every year over 500,000 animals are tested on worldwide. Some people believe it is necessary, as this way new medicines, cosmetics and other substances can be approved for human use. Others object to these procedures because of the incredible pain and distress most animals suffer. So is animal testing really necessary? On the one hand, testing medicine on animals has led to many scientific breakthroughs, for instance the discovery of insulin or the polio vaccine. Furthermore, ~~a scientists~~ scientists [1] claim that animals also benefit from such tests, as ~~they've~~ they have [2] led to the development of a rabies vaccine. Supporters of animal testing also say that since animals have no rights and are similar to humans, it would be unethical not to use them for scientific purposes. ~~On the other side~~ On the other hand [3], even though there is some law regulating humane test procedures, the vast majority of animals suffer unbearably during badly conducted experiments. ~~And it's very bad when you just take poor animals and do tests on them – it's just wrong!~~ What is more, taking advantage of helpless animals is considered unethical. [4] Finally, opponents of testing say it is not as beneficial as the proponents claim, as most of the substances which passed animal tests were not approved for human use. In conclusion, animal testing is not easy to judge as it is often connected to saving human lives. *However, in my personal opinion, we have an obligation to do what we can to minimise this horrible practice, especially since science offers us alternative solutions, such as artificial skin and in vitro tests.* [5]

[1] Unnecessary article. [2] Contraction. [3] Incorrect linker. [4] Informal language. [5] Missing opinion.

- 1 **To my** / option / X / be / the / would / mind / best / **because** ...
- 2 **Well, the reason** / me / picture / is / does / to / X / appeal / not / **that** ...
- 3 **Frankly** / go / definitely / I / speaking / would / **for picture X because** ...
- 4 **Well, out of** X / pictures / choose / these / would / three / I / **because** ...
- 5 **Personally, I** / like / X / not / picture / do / **because** ...
- 6 **Picture** / than / more ... / X / other / much / is / the / **pictures.**
- 7 **Picture X** / as / not / other / is / as ... / the / **pictures.**
- 8 **The** / is / with / problem / X / picture / **that** ...

Describing, comparing, contrasting	• •
Choosing one of the options and justifying	• • •
Explaining reasons for rejecting other options	• • •

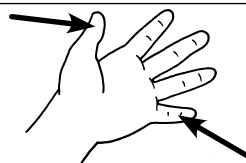
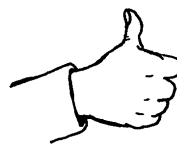
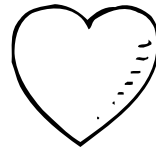
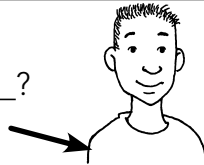


- 1 **To my** / option / X / be / the / would / mind / best / **because** ...
- 2 **Well, the reason** / me / picture / is / does / to / X / appeal / not / **that** ...
- 3 **Frankly** / go / definitely / I / speaking / would / **for picture X because** ...
- 4 **Well, out of** X / pictures / choose / these / would / three / I / **because** ...
- 5 **Personally, I** / like / X / not / picture / do / **because** ...
- 6 **Picture** / than / more ... / X / other / much / is / the / **pictures.**
- 7 **Picture X** / as / not / other / is / as ... / the / **pictures.**
- 8 **The** / is / with / problem / X / picture / **that** ...

Describing, comparing, contrasting	• •
Choosing one of the options and justifying	• • •
Explaining reasons for rejecting other options	• • •

hand thumb calf fingers shoulder leg heart jaw eyes
head eyebrows tongue thigh ankle rib knee

	You	Your partner
1 When was the last time you laughed your _____ off? Why?		
2 Have you ever dislocated your _____?		
3 Do your friends ever pull your _____?		
4 Has anyone you know ever sprained their _____?		
5 How can you help somebody with a broken _____?		
6 If someone has a problem, do you usually try to give them a _____?		
7 When was the last time you dislocated your _____?		
8 How do you try to remember things when they are on the tip of your _____?		
9 Have you ever seen something really surprising and not been able to believe your _____?		
10 Do you know anyone who has burnt their _____?		



START

1

The neighbours
are making a lot
of noise.
(**WOULD**)

2



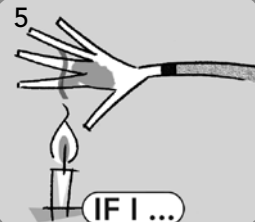
3

You don't
understand your
Maths homework.
(**IF ONLY ...**)

4

You aren't very
good at football.
(**I WISH ...**)

5



10

You love the sea
but you live in the
mountains.
(**I WISH ...**)

9

There's a mosquito
in your room and
you can't sleep.
(**IF ONLY ...**)

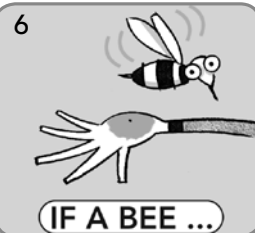
8

You don't have
a laptop.
(**IF ONLY ...**)

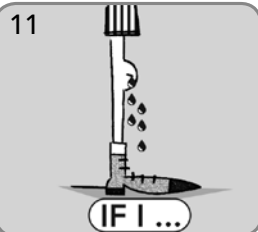
7

You love
strawberries, but
you are allergic to
them.
(**IF ONLY ...**)

6



11



12

There's a good film
on TV but you have
a lot of homework.
(**IF ONLY ...**)

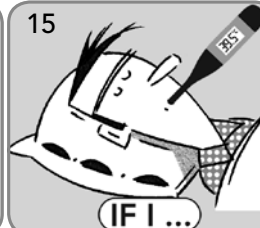
13

Your brother often
borrows your MP3
player without
asking.
(**I WISH ...**)

14



15



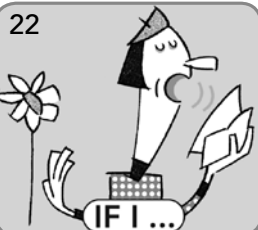
16

You are very
clumsy.
(**I WISH ...**)

17

You want to be
a famous singer
but you are not
good at singing.
(**IF ONLY ...**)

22



21

You haven't got
any money.
(**IF ONLY ...**)

20

You are allergic to
dogs, so you can't
have one. You love
dogs!
(**IF I ...**)

19



18

Your parents don't
allow you to stay
out late at the
weekends.
(**I WISH ...**)

FINISH

Student A

3a Use the prompts to write sentences in the Third Conditional.

- 1 I / call the emergency number – I / not leave / my mobile at home

- 2 we / take / a map – we / know / where to go

- 3 you / know about the traffic jams – you / listen to the radio

- 4 he / not fall asleep – he / not have an accident

- 5 they / travel around the world – they / have lots of money / ten years ago?

3b Read your sentences to Student B.

3c Listen to Student B and check his/her answers.

- 1 The hurricane would have caused a lot of damage if it had reached this part of the US.
- 2 If we hadn't lost the key, we wouldn't have had to get a new one.
- 3 He wouldn't have gone on the expedition if he had accepted that job offer.
- 4 If the wind had been be gentler, we would have crossed the bay easily.
- 5 Would she have had an accident if she had been more careful?



Student B

3a Use the prompts to write sentences in the Third Conditional.

- 1 the hurricane / cause a lot of damage – it / reach / this part of the US

- 2 we / not lose / the key – we / not have to / get a new one

- 3 he / not go / on the expedition – he / accept that job offer

- 4 the wind / be gentler – we / cross the bay easily

- 5 she / have an accident – she / be more careful?

3b Listen to Student A and check his/her answers.

- 1 I would have called the emergency number if I hadn't left my mobile at home.
- 2 If we had taken a map, we would have known where to go.
- 3 You would have known about the traffic jams if you had listened to the radio.
- 4 If he hadn't fallen asleep, he wouldn't have had an accident.
- 5 Would they have travelled around the world if they had had lots of money ten years ago?

3c Read your sentences to Student A.

An online teen magazine has asked for articles on the importance of getting enough sleep and how this benefits young people's health, academic progress and general well-being.

Include and develop these points:

- Give your factual article a catchy title.
- Include experts' opinions and official data.
- Use direct questions and different words and phrases to make the article interesting for the reader.
- Finish your factual article with a summary.

In my factual article:

- I have included a catchy title.
- I have given experts' opinions and/or official data, e.g. *According to research ... Statistics show ...*
- I have asked direct questions to engage the reader, e.g. *But what do we really know about it?*
- I have used a range of linkers to make my text clear and logical, e.g. *Additionally, As a result, In contrast*
- I have used a range of vocabulary and synonyms to avoid repeating words, e.g. *teenagers/young people*.
- I have ended the text with a summary.
- I have divided my work into paragraphs.
- I have checked my spelling and punctuation.
- My text is neat and clear.



Sleep: what is it good for?

It may seem obvious that we need sleep, but why is it so important? Sleep makes us healthier, smarter and ready for all of life's challenges. In contrast, to get all the benefits, you need to get enough sleep.

Good sleep is necessary for good health. Sleep helps your body to fight bacteria and viruses that you don't get sick as often. Addition, sleep reduces stress, and that's important because stress can damage your heart.

What is as well as interesting is the effect of sleep on learning and memory. Without enough sleep, we can't think clearly. As a result, it becomes more difficult to learn and to remember new information. In fact, students who don't sleep enough have worse grades than those who sleep more.

Naturally, you don't need to be told that if you sleep better, you'll feel better. You're happier and enjoy life more. As well as that, good sleep can help you to be more creative or become a better athlete.

Hopefully, more young people will realise that a little more sleep can lead good health, better academic performance and improved quality of life.



Sleep: what is it good for?

It may seem obvious that we need sleep, but why is it so important? Sleep makes us healthier, smarter and ready for all of life's challenges. ~~In contrast~~ However [1], to get all the benefits, you need to get enough sleep.

Good sleep is necessary for good health. Sleep helps your body to fight bacteria and viruses ~~that so/so that~~ [2] you don't get sick as often. ~~Addition~~ In addition/Additionally [3], sleep reduces stress, and that's important because stress can damage your heart.

What is ~~as well as~~ also interesting/interesting as well [4] is the effect of sleep on learning and memory. Without enough sleep, we can't think clearly. As a result, it becomes more difficult to learn and to remember new information. In fact, recent research has shown that [5] students who don't sleep enough have worse grades than those who sleep more.

Naturally, you don't need to be told that if you sleep better, you'll feel better. You're happier and enjoy life more. As well as that, good sleep can help you to be more creative or become a better athlete.

Hopefully, more young people will realise that a little more sleep can ~~lead~~ lead to [6] good health, better academic performance and improved quality of life.

[1] Incorrect linker. [2] Wrong phrase. [3] Incorrect word form (noun instead of adverb). [4] Wrong phrase.

[5] Missing expert opinions or official data. [6] Missing preposition.

in prescribe delicious down enjoy listen take pills get appointment
for go herbal diet out full see allergic bed from remain have

- | | |
|--|---------------------------------|
| 1 be _____ good health | 12 go on a _____ to lose weight |
| 2 _____ to my favourite CD | 13 enjoy life to the _____ |
| 3 take _____ medicine | 14 hang _____ with friends |
| 4 _____ healthy till old age | 15 make an _____ |
| 5 _____ medicine | 16 _____ good health |
| 6 prepare a _____ meal | 17 _____ a doctor |
| 7 recover _____ a disease | 18 go shopping _____ clothes |
| 8 wind _____ in front of a computer | 19 _____ sb's temperature |
| 9 _____ better thanks to the treatment | 20 stay in _____ for a few days |
| 10 _____ a blood test | 21 be _____ to sth |
| 11 _____ for a jog | 22 take the _____ twice a day |

1 What do you do to get better when you have a cold?

- | | |
|---------|---------|
| • _____ | • _____ |
| • _____ | • _____ |
| • _____ | • _____ |
| • _____ | • _____ |
| • _____ | • _____ |
| • _____ | • _____ |

2 What do you do to relax after a stressful day?

- | | |
|---------|---------|
| • _____ | • _____ |
| • _____ | • _____ |
| • _____ | • _____ |

3 Do you ever worry about your health? Why?/Why not?

- | | |
|---------|---------|
| • _____ | • _____ |
| • _____ | • _____ |
| • _____ | • _____ |

Group A

AUDIENCE

Don't use:

- watch
- concert
- show

CAST

Don't use:

- play
- people
- star

VOCALIST

Don't use:

- person
- song
- band

TV SERIES

Don't use:

- film
- programme
- show

BOX OFFICE

Don't use:

- film
- sell
- tickets

TO PERFORM

Don't use:

- act
- sing
- audience



Group B

MUSICIAN

Don't use:

- perform
- music
- person

LIVE GIG

Don't use:

- play
- perform
- occasion

VIEWER

Don't use:

- person
- watch
- TV

TO ENTERTAIN

Don't use:

- performance
- people
- enjoy

**SINGER-
SONGWRITER**

Don't use:

- job
- person
- write

PERFORMER

Don't use:

- person
- perform
- performance

Student A

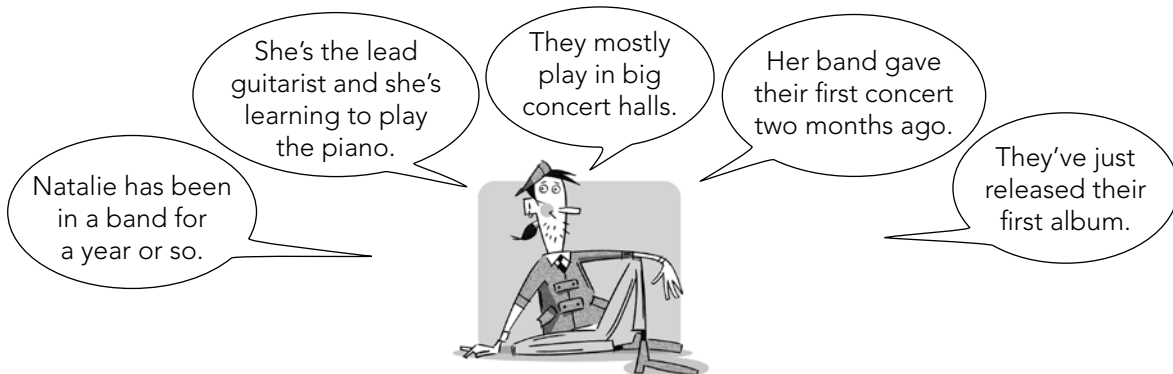
You met Natalie a month ago. This is what she told you about Jack.



This is what Natalie told you about herself:

**Student B**

You met Jack a month ago. This is what he told you about Natalie:



This is what Jack told you about himself:



Student A

3a Rewrite the sentences in Reported Speech.

- 1 'Why did you decide to become an actress?'
he asked Jennifer.

- 2 'What are you going to wear to the ceremony?'
Diane asked her.

- 3 'Please, don't be late tomorrow,' Liam told him.

- 4 'Have you worked with this director before?' Paul
asked me.

- 5 'Can you press the RECORD button?' I asked
Andrew.

3b Read your sentences to Student B.

3c Listen to Student B and check his/her answers.

- 1 Mr Jones asked Helen not to forget her lines the following day.
- 2 He asked me where I had bought that DVD.
- 3 The director asked me to record that scene again.
- 4 She asked Bob who his favourite actor was.
- 5 The producer asked Rebecca if/whether she could ride a horse.



Student B

3a Rewrite the sentences in Reported Speech.

- 1 'Helen, please, don't forget your lines tomorrow,'
Mr Jones said.

- 2 'Where did you buy this DVD?' he asked me.

- 3 'Can we record this scene again, please?' the
director asked me.

- 4 'Who is your favourite actor?' she asked Bob.

- 5 'Can you ride a horse?' the producer asked
Rebecca.

3b Listen to Student A and check his/her answers.

- 1 He asked Jennifer why she had decided to become an actress.
- 2 Diane asked her what she was going to wear to the ceremony.
- 3 Liam told him not to be late the following day.
- 4 Paul asked me if/whether I had worked with that director before.
- 5 I asked Andrew to press the RECORD button.

3c Read your sentences to Student A.

Student A

1a Complete the gaps with the correct noun forms of the words in capitals.

- 1 Tony was better liked than all his _____ (COMPETE) in the programme.
- 2 In your essay, remember to analyse the _____ (PRESENT) of the film's main character.
- 3 John has worked as a film _____ (PRODUCE) for five years now.
- 4 The concert hall opens at 6 o'clock but the _____ (PERFORM) will start an hour later.
- 5 We're looking for a good _____ (ENTERTAIN), like a clown, for Tania's birthday party.

1b Read your sentences to Student B.

1c Listen to Student B and check his/her answers.

- 1 People who work in the ENTERTAINMENT business often have to work irregular hours.
- 2 I think special effects are a DISTRACTION. You can't concentrate on the plot.
- 3 The costs of film PRODUCTION in the US are very high.
- 4 Our company is preparing a new music COMPETITION for a major TV channel.
- 5 People come to Janet and Lily's shows as they're excellent PERFORMERS.

2a What do these extreme adjectives mean? Write the base adjectives with similar meanings. First letters are given.

- 1 starving = very **h** _____
- 2 fascinating = very **i** _____
- 3 devastated = very **d** _____
- 4 amazing = very **g** _____
- 5 ecstatic = very **s** _____

2b Listen to Student B and check his/her answers.

- 1 talented
- 2 bad
- 3 funny
- 4 difficult
- 5 tasty

2c Read your answers to Student B.



Student B

1a Complete the gaps with the correct noun forms of the words in capitals.

- 1 People who work in the _____ (ENTERTAIN) business often have to work irregular hours.
- 2 I think special effects are a _____ (DISTRACT). You can't concentrate on the plot.
- 3 The costs of film _____ (PRODUCE) in the US are very high.
- 4 Our company is preparing a new music _____ (COMPETE) for a major TV channel.
- 5 People come to Janet and Lily's shows as they're excellent _____ (PERFORM).

1b Listen to Student A and check his/her answers.

- 1 Tony was better liked than all his COMPETITORS in the programme.
- 2 In your essay, remember to analyse the PRESENTATION of the film's main character.
- 3 John has worked as a film PRODUCER for five years now.
- 4 The concert hall opens at 6 o'clock but the PERFORMANCE will start an hour later.
- 5 We're looking for a good ENTERTAINER, like a clown, for Tania's birthday party.

1c Read your sentences to Student A.

2a What do these extreme adjectives mean? Write the base adjectives with similar meanings. First letters are given.

- 1 brilliant = very **t** _____
- 2 terrible = very **b** _____
- 3 hilarious = very **f** _____
- 4 impossible = very **d** _____
- 5 delicious = very **t** _____

2b Read your answers to Student A.

2c Listen to Student A and check his/her answers.

- 1 hungry
- 2 interesting
- 3 dissappointed
- 4 good
- 5 happy

Last weekend you attended a dance competition in another town with your friends. Review this event for the school website. Describe the competition and express your opinion.

In my article reviewing an event:

- I have begun with an interesting, funny or unusual title to attract the reader's attention.
- I have held the reader's attention with an introduction which asks a question or gives interesting facts.
- I have described the event using a variety of adjectives and modifiers.
- I have made my descriptions interesting by describing what I saw, heard, smelled and tasted.
- I have included personal opinions and suggestions.
- I have finished with a recommendation for the reader.
- I have checked my spelling and punctuation.
- My text is neat and clear.



Confused crowds, crackling loudspeakers and the smell of dirty socks – that's what I experienced at Future of Dance, a street dance competition I attended last week.

That's not all. There was so few space in the temporary changing rooms that most of the 900 dancers had to change on the floor of the bathrooms, the state of which was simply dreadful. And the greatest surprise: a sporting event with no catering services! All the very exhausted dancers could buy were sweet snacks – no nutritious food at all.

First of all, the venue was a misunderstanding: a gymnasium at a local school, with a sound system which sounded like a gramophone. The announcements the presenters made were unclear and many dancers missed their turn. They were assured that they will get another chance, but they didn't. Why? Because the horrible organisation caused delays, and there was simply no time for retakes.

I have a request for the competition's organisers: find a better venue and hire a catering company, because next time there will be only a handful of dancers. It's just common sense to take care of the needs of the participants, who pay high entrance fees.

If nothing changes, I definitely do not recommend going to Future of Dance next season. The event calls itself a national competition, but it sounds like a joke to those who took place.



How to Host a Horrible Event: a manual [1]

Confused crowds, crackling loudspeakers and the smell of dirty socks – that's what I experienced at Future of Dance, a street dance competition I attended last week.

First of all, the venue was a misunderstanding: a gymnasium at a local school, with a sound system which sounded like a gramophone. The announcements the presenters made were unclear and many dancers missed their turn. They were assured that they ~~will get~~ would get [2] another chance, but they didn't. Why? Because the horrible organisation caused delays, and there was simply no time for retakes. [3]

That's not all. There was so ~~few~~ little [4] space in the temporary changing rooms that most of the 900 dancers had to change on the floor of the bathrooms, the state of which was simply dreadful. And the greatest surprise: a sporting event with no catering services! All the ~~very exhausted~~ absolutely exhausted [5] dancers could buy were sweet snacks – no nutritious food at all.

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If nothing changes, I definitely do not recommend going to Future of Dance next season. The event calls itself a national competition, but it sounds like a joke to those who ~~took place~~ took part [6].

[1] Missing title. [2] Wrong verb form. [3] Incorrect paragraph order. [4] Wrong quantifier. [5] Incorrect adverb.

[6] Wrong phrase.

Part 1

reality show documentary soap opera current affairs chat show music programme



1 _____



2 _____



3 _____

For
•
•
Against
•
•

For
•
•
Against
•
•

For
•
•
Against
•
•

List of arguments	
a boring narration	g biased / not objective
b too much politics and sensational information	h interesting facts about the environment
c a waste of time	i banal, unrealistic plot
d brilliant photography of landscapes	j the latest news about the world
e can give you a lot of information about world events	k includes too much violence in the natural world
f an escape from your own daily life	l can teach you a lot about people's motivations

Part 2

The best TV programme for an elderly lady would be _____ because ...

She wouldn't like the other two TV programmes because ...



Q: Is a shoplifter a thief?

A: Yes. A shoplifter is someone who steals from a shop.

Q: Can we call arson a kind of vandalism?

A: Yes. Arson is the crime of damaging buildings or things by setting fire to them.

Q: Do muggers break into houses?

A: No. Burglars break into houses. Muggers attack and rob people in public places.

Q: Do burglars rob people in the street?

A: No. Muggers attack and rob people in public places. Burglars break into houses.

Q: Is online piracy an Internet crime?

A: Yes. It involves the illegal copying and distributing of films, music, books etc. on the Internet.

Q: Are robbers charged with theft?

A: Yes. Robbery is a kind of theft.

Q: Do the police sentence criminals?

A: No. The judge sentences criminals. The police arrest criminals and charge them with a crime.

Q: Is the accused innocent when found guilty?

A: No. Innocent means not guilty.

Q: Do witnesses collect evidence?

A: No. Detectives collect evidence.

Q: Does a criminal case go to court when there is no suspect?

A: No. It can only go to court if the suspect has been charged with a crime.

Q: Is a victim someone who has committed a crime?

A: No. A criminal is someone who has committed a crime. A victim is someone who has suffered from a crime.

Q: Can a thief rob a place?

A: Yes. A thief can rob a person or a place, e.g. a bank.

Student A

3a Complete the sentences with passive forms of the verbs in brackets.

- 1 This book _____ (write) almost 300 years ago.
- 2 It's the most popular attraction here – it _____ (visit) by a million people so far.
- 3 These cakes _____ (love) by everyone in my family.
- 4 You cannot drive that car – it _____ (repair) at the moment.
- 5 The minister has promised that a skating park _____ (build) here next year.
- 6 The prisoner escaped while he _____ (take) to see the judge.

3b Read your sentences to Student B.

3c Listen to Student B and check his/her answers.

- 1 This is the biggest library here – it is visited by hundreds of readers every day.
- 2 I don't believe the new stadium will be finished on time.
- 3 Two suspects have been arrested so far.
- 4 When I last visited my home town, new street lamps were being installed in the main square.
- 5 I think that last night the door was locked at around 10 p.m.
- 6 The new lawyer is being shown around the office right now.



Student B

3a Complete the sentences with passive forms of the verbs in brackets.

- 1 This is the biggest library here – it _____ (visit) by hundreds of readers every day.
- 2 I don't believe the new stadium _____ (finish) on time.
- 3 Two suspects _____ (arrest) so far.
- 4 When I last visited my home town, new street lamps _____ (install) in the main square.
- 5 I think that last night the door _____ (lock) at around 10 p.m.
- 6 The new lawyer _____ (show) around the office right now.

3b Listen to Student A and check his/her answers.

- 1 This book was written almost 300 years ago.
- 2 It's the most popular attraction here – it has been visited by a million people so far.
- 3 These cakes are loved by everyone in my family.
- 4 You cannot drive that car – it is being repaired at the moment.
- 5 The minister has promised that a skating park will be built here next year.
- 6 The prisoner escaped while he was being taken to see the judge.

3c Read your sentences to Student A.

Work cards

1 - You need to have your hair cut. - You also want to have your house painted.	2 - You want to get a burglar alarm installed. - You would also like to have a piercing done.	3 - You want to get security lights installed. - You also want to have your laptop repaired.	4 - You want to have some programs installed on your new computer. - You also want to get your hair dyed.
5 - You would like to have your car repaired. - You also want to have your eyes tested.	6 - You need to have a new table made. - You also need to have your motorbike repaired.	7 - You need to have your glasses repaired. - You would also like to get a new kitchen door made.	8 - You want to have a painting framed. - You also want to get a tattoo.



Role cards

5 You are a hairdresser. You charge €20 for a haircut. You also dye people's hair for €30.	6 You are a painter. You charge €350 to paint a house. You also fit new doors for €100.	7 You install burglar alarms for €150 and you also install security lights for €90.	8 You are an IT specialist. You repair desktop and laptop computers for €60. You also install new programs for people for €10.
1 You are a tattoo artist. You do tattoos for €30. You also do body piercings for €15.	2 You are an optician. You test people's eyes for €10. You also repair people's glasses for €15.	3 You are a carpenter. You make tables for €50. You also frame paintings and photos for €30.	4 You are a mechanic. You repair cars for €100 and motorbikes for €50.

State school head teachers are introducing compulsory uniforms in their schools more often. Write an opinion essay on the issue for the school paper, expressing your ideas and taking teenagers' self-image problems and freedom of expression into account.

In my opinion essay:

- In the introductory paragraph I have introduced the topic and clearly stated my point of view.
- In the body of the essay I have included two or three paragraphs with more detailed personal opinions and supported these with reasons and examples.
- In the conclusion I have included a summary of my main point of view and used different words to the statement in the introduction.
- In the conclusion I have included a final comment which leaves the reader with something to think about.
- I have used a variety of linkers to help the reader to follow my essay.
- I have used formal language and have avoided abbreviations (*info/CU/gr8*) or contractions (e.g. *I'm/aren't/that's*).
- I have checked my spelling and punctuation.
- My text is neat and clear.



More and more state schools are deciding to introduce school uniforms. They claim this will stop unjust 'fashion wars', where more affluent students appear to be better dressed than poorer ones. Uniforms are also said to help young people focus on education.

Furthermore, telling students to wear the same uniform seems to me a violation of their freedom of expression. In my opinion, we all have the right to manifest our personalities and clothes are a way to do this. Adolescence is a period when students' true selves are shape and if we do not let them show that through clothing, their transition to adulthood may be delayed.

Next, teens often struggle with self-image issues. They do not feel pretty or strong enough. They try too find ways to feel better in their own skins. I am afraid school uniforms may slow down this process greatly.

Lastly, recent studies have suggested that students who wore uniforms were not more committed to learning than students wearing whatever they wanted. So it seems to me that teenagers do not turned into model students by the uniforms.

In summary, I am of the opinion that unflattering school uniforms are quite oppressive and limit young people's freedom to show their true colours.



More and more state schools are deciding to introduce school uniforms. They claim this will stop unjust 'fashion wars', where more affluent students appear to be better dressed than poorer ones. Uniforms are also said to help young people focus on education. *I, however, strongly disagree with this view and believe uniforms are harmful.* [1]

~~Furthermore~~ *To begin with* [2], telling students to wear the same uniform seems to me a violation of their freedom of expression. In my opinion, we all have the right to manifest our personalities, and clothes are a way to do this. Adolescence is a period when students' true selves ~~are shape~~ *are shaped* [3] and if we do not let them show that through clothing, their transition to adulthood may be delayed.

Next, teens often struggle with self-image issues. They do not feel pretty or strong enough. They try ~~too~~ *to* [4] find ways to feel better in their own skins. I am afraid school uniforms may slow down this process greatly.

Lastly, recent studies have suggested that students who wore uniforms were not more committed to learning than students wearing whatever they wanted. So it seems to me that teenagers ~~do not turned~~ *are not turned* [5] into model students by the uniforms.

In summary, I am of the opinion that unflattering school uniforms are quite oppressive and limit young people's freedom to show their true colours. *Let us give them a chance to tell their story through clothing. After all, many great personalities were the unusually dressed students in class photos.* [6]

[1] Missing opinion. [2] Incorrect linker. [3] Wrong verb form. [4] Wrong spelling. [5] Wrong verb form.

[6] Missing conclusion.

guard barred barbed wire aggressive window dogs fence
to pose a threat to put sb off to discourage sb from to protect to alert
to look scary to bark to get injured to sense danger to remove to climb over



- 1 To my mind, the best option is shown in picture X because ...
- 2 Well, the reason why picture X appeals to me the most is that ...
- 3 I'd definitely go for picture X because ...
- 4 Well, out of these three pictures, I'd choose picture X because ...
- 5 Personally, I don't like picture X because ...
- 6 Picture X is much more ... than the other two pictures because ...
- 7 Picture X is not as ... as the other two pictures because ...
- 8 The problem with picture X is that ...

Read texts 1–4. Choose the correct answer, a, b or c.

TEXT 1

ARE CHEAP AIRLINES REALLY CHEAP?

Go to Majorca now for only £10! Pay €5 to fly to Crete! Budget airlines ¹_____ your attention with bargain ticket prices in their eye-catching advertisements. What they will not tell you, however, is ²_____ they have all kinds of tricks up their sleeve to make much more money out of you later.

To start with, the price of a cheap air fare only looks attractive at the beginning. It often does not include obligatory costs such as taxes, an online check-in charge, service charge or credit card usage fee. ³_____ they are added, the final bill is far from what you expected. Then there are luggage fees. If your hand luggage is not the correct size or your suitcase is too heavy, the excess baggage fee you will have to pay at the airport ⁴_____ ruin your holiday mood. Not to mention high extra charges if you forget to print your boarding pass at home or make a spelling mistake in your name.

So next time you are sitting at your desk to ⁵_____ that online booking, make sure you are well-rested and ready to face a very tough opponent.

- | | | |
|------------|----------|-----------|
| 1 a draw | b pay | c turn |
| 2 a why | b that | c such |
| 3 a Unless | b Once | c Whereas |
| 4 a must | b should | c may |
| 5 a make | b do | c prepare |

TEXT 2

MOBILES AND HEALTH ISSUES

Forty years ago mobile phones did not even exist and soon more than 2 billion people will be using them on a daily basis. This fairly recent ¹_____ has proved very useful but the fact that we are constantly bombarded by electromagnetic waves may have long-term effects on our health.

²_____ suggests that our favourite gadget, which we look at 150 times a day, contributes to all kinds of health issues. Staring at your phone for too long may lead to serious problems with your eyesight. ³_____, mobile phone users suffer from headaches, neck and shoulder pains, tiredness, poor hearing as well as problems with sleeping.

So maybe it is worth ⁴_____ our personal habits when it comes to using mobile phones? Experts suggest holding the devices a few centimetres away from your ear and switching ears every few moments. It is recommended not to use them for more than fifteen minutes at a time and to leave them ⁵_____ your bedroom at night.

And don't forget to clean your phone every once in a while. The average phone is a paradise for all kinds of bacteria.

- | | | |
|----------------|-----------------|-----------------|
| 1 a discovery | b invention | c creativity |
| 2 a Research | b Opinion | c Examination |
| 3 a All in all | b Firstly | c Moreover |
| 4 a reconsider | b reconsidering | c to reconsider |
| 5 a opposite | b behind | c outside |

TEXT 3

SMART HOUSE

Have you ever left your house wondering if you had locked the front door or turned off the cooker? Now you can stop worrying if you decide to turn your home ¹_____ a smart one. Technology that was once reserved for the rich is becoming more and more available ²_____ the popularity of mobile phones and tablets.

Setting up a smart home is all about connecting all the devices and household ³_____ into a network that you can control from any place in the world. Whether you are at work or on holiday, you can check what is going on in your house and react accordingly. A security system will detect a fire or inform you in case a burglar ⁴_____ to break in. A smart home will control the lighting and room temperature, resulting in lower electricity and heating bills. Once the house knows that you are getting up, it will turn on the coffee maker in the kitchen or put on your favourite news programme on TV.

The list of cool smart home tricks goes on and they are all ⁵_____ at making your life easier and more convenient.

- | | | |
|--------------|---------------|---------------|
| 1 a up | b on | c into |
| 2 a owing to | b in spite of | c apart from |
| 3 a tools | b furniture | c appliances |
| 4 a tries | b will try | c tried |
| 5 a aiming | b aimed | c being aimed |

TEXT 4

READING BOOKS CAN BE COOL

At present many publishing houses are experiencing a crisis, libraries are not as popular as they ¹_____ be and fewer and fewer people are buying books. That is why in 1995 UNESCO started World Book Day, an annual event celebrated worldwide on 23 April ²_____ main aim is to encourage and promote reading. It was decided that it would be held on this day because the date is also the anniversary of the birth and death of William Shakespeare and the death of Miguel de Cervantes.

Every year hundreds of interesting book-related events ³_____ place in bookshops, schools and libraries. In Spain, for example, Cervantes's *Don Quixote* is read during a two-day reading marathon. In Catalonia, where this day is called *The Day of the Rose*, traditionally men gave women roses and ⁴_____ women gave men books. Nowadays it is still customary to exchange books on this day and in the main streets of Barcelona and other cities in the region you can buy something to read for your loved ones.

UNESCO believes that reading books ⁵_____ to the social and cultural progress of humanity and leads to building peace around the world.

- | | | |
|------------------|---------------|----------------|
| 1 a were used to | b used to | c got used to |
| 2 a which | b that | c whose |
| 3 a take | b have | c give |
| 4 a on average | b in return | c for instance |
| 5 a helps | b contributes | c provides |

Choose the correct answer, a, b or c, to complete both sentences.

EXERCISE 1

- I think you're overreacting. I'm not laughing _____ you.
Thanks for telling me all this. Now I know that _____
least you're honest with me.
a for
b at
c from
- The lift is out of _____. We need to take the stairs.
All the books in the library are in alphabetical _____.
a function
b operation
c order
- Why are you trying to change the _____?
Maths is not my favourite school _____.
a topic
b subject
c theme
- I've _____ on a diet many times in my life.
The company has _____ bankrupt after three months.
a gone
b been
c put
- The _____ from the balcony was amazing.
His point of _____ is quite interesting.
a sight
b view
c look

EXERCISE 2

- I desperately need a job. Where can I get information
on job _____?
I'm sorry, we have no _____ at the moment. We're fully
booked for the weekend.
a adverts
b vacancies
c offers
- The party was a disaster because nobody showed _____.
It's _____ to you what subjects you want to study in the
future.
a over
b up
c in
- This puzzle is too difficult for me. I can't _____ out the
answer.
We need to get rid of that old printer. It doesn't _____
anymore.
a think
b make
c work
- It is commonly believed that nurses are _____ paid.
My grandfather was _____ injured in the war.
a poorly
b slightly
c badly
- I should get an alarm _____ in my car.
There was a nice _____ carpet on the floor in her room.
a fitted
b installed
c fixed

EXERCISE 3

- How did you come up _____ this solution?
Is hip hop still popular _____ young people?
a for
b about
c with
- Josh, could you _____ the table before dinner, please?
How many eggs do sea turtles normally _____?
a set
b lay
c have
- I promised my parents that I'd do the _____ after dinner.
The restaurant opposite our house serves delicious Italian
_____.
a meals
b plates
c dishes
- There were about sixty guests at my sister's wedding
_____.
Ask the man at _____ what time we should leave the
room tomorrow.
a ceremony
b party
c reception
- He's been _____ with shoplifting three times so far.
I think the plumber _____ us too much for the repairs.
a charged
b accused
c released

EXERCISE 4

- I'm afraid the meat has gone _____. It smells horrible.
It's really hot in here. You can take _____ your jacket.
a out
b over
c off
- I think I'll _____ another glass of orange juice, please.
You look really tired. Why don't you _____ a rest?
a order
b take
c have
- Unfortunately the situation soon got out of _____ and
we had to call the police.
Could you give me a _____ here? I can't do it on my own.
a control
b hand
c help
- They've just bought a lovely house _____ the suburbs.
One _____ three people thinks that he will be the next
president.
a in
b on
c over
- He'll _____ his A-level exams in May.
I've never managed to _____ through that film.
a sit
b pass
c take

Choose the correct answer, a, b or c..

EXERCISE 1

- 1 X: Thank your mum from me, OK?
Y: I will, _____ I get home.
a provided that
b until
c as soon as
- 2 X: My wife and I were born on the same day.
Y: What a _____!
a difference
b coincidence
c disturbance
- 3 X: Can I take a photo of you?
Y: _____
a Sure, where do you want me to stand?
b OK, take it easy, won't you?
c Of course, what is it?
- 4 X: Could you hold the door for me, please?
Y: _____
a It's hard to tell.
b No problem.
c It doesn't matter.
- 5 X: Are you into sports?
Y: _____
a Not really.
b I'd love to.
c Yes, I agree.

EXERCISE 2

- 1 X: How about _____ a short break?
Y: I couldn't agree more.
a giving
b making
c taking
- 2 X: I'm not sure I understand.
Y: _____
X: Why don't you explain it to me again?
a What can I do?
b I see what you mean.
c OK, why not?
- 3 X: I used to fight with my brother a lot.
Y: _____
a Nor did I.
b But I did.
c So did I.
- 4 X: You look great in that pullover.
Y: Really? I only paid £4 for it.
X: _____
a What a pity!
b That's incredible!
c Shame on you!
- 5 X: I think the best idea would be to stay here.
Y: _____ The teacher won't like it.
a I couldn't agree more.
b I wonder if you could tell me something.
c Are you sure it's the right thing to do?

EXERCISE 3

- 1 X: Would you like more coffee?
Y: _____
a You're right.
b Me too.
c I'm OK, thanks.
- 2 X: _____
Y: I haven't got a clue.
a Do you speak English?
b Could you give me a hand?
c Where was this photo taken?
- 3 X: Can I help you, madam?
Y: Thanks, someone _____.
a will serve me
b is already serving me
c hasn't served me yet
- 4 X: Could you copy it for me?
Y: _____
X: Thanks, you're very kind.
a With pleasure.
b That's a pity.
c I could have done that.
- 5 X: Why don't we _____ till tomorrow?
Y: I'm all for it.
a put it aside
b put it off
c put it out

EXERCISE 4

- 1 X: Will Sally and Mark join us tomorrow?
Y: Unfortunately they won't. They _____ yesterday.
X: Sorry to hear that.
a broke up
b went out
c broke down
- 2 X: I didn't do well, I'm afraid.
Y: _____
a What a shame!
b You're right!
c Actually, I do.
- 3 X: Could you show me the way to the city centre, please?
Y: _____
a You can always use the lift.
b It's quite easy, you can't miss it.
c Just go straight on for about 5 minutes.
- 4 X: How old is he?
Y: _____
X: Well, he used to be your neighbour, didn't he?
a Why should I tell you that?
b What makes you think so?
c How am I supposed to know that?
- 5 X: What _____ his children like?
Y: Comedies and cartoons, I think.
a do
b are
c were

Complete the second sentence so that it has a similar meaning to the first. Use up to four words in each gap.

EXERCISE 1

- I said I would never trick anybody like that.
I _____ to treat anybody like that.
- Please take an onion and cut it into tiny pieces.
Please take an onion and _____ it.
- Next year Mr and Mrs Talbott will celebrate their thirtieth wedding anniversary.
Next year Mr and Mrs Talbott _____ married for thirty years.
- I think it's time we start saving for the summer holiday. What do you think?
Let's start saving for the summer holiday, _____?
- Why did she stop dancing?
Why did she _____ dance lessons?

EXERCISE 2

- I can't wait to hear from you.
I am looking _____ to hearing from you.
- You may only take five pieces of clothing into the changing room.
You may only take five _____ into the changing room.
- We had a huge fight and we're not speaking.
We've _____ and we're not speaking.
- They had to hide in a café because of the rain.
The rain _____ them hide in a café.
- I believe this is the best solution.
I _____ this is the best solution.

EXERCISE 3

- You'll never persuade me to ride a roller coaster.
You can't _____ riding a roller coaster.
- Look at the sky – I feel a storm coming!
Look, it _____ heavily any second now.
- She started writing for this travel magazine seven years ago.
She _____ for this travel magazine for seven years.
- She hates her job – it doesn't bring her any satisfaction.
She hates her job, because it's very _____.
- Greg won against his opponent in the match.
Greg _____ his opponent and won the match.

EXERCISE 4

- Mary looks up to her older sister.
Mary _____ her older sister.
- Noise pollution in the city has reached its highest level.
Noise pollution in the city has reached _____ levels.
- X: I've never lied about my age. Y: I haven't done it either.
X: I've never lied about my age. Y: _____
- It's impossible that she ate anything, because her lunchbox is full.
She _____, because her lunchbox is full.
- Can you drive to my house, let me into your car and drive me to the doctor's on Friday?
Can you _____ and drive me to the doctor's on Friday?

EXERCISE 5

- This equipment is the most modern and technologically advanced.
This equipment is absolutely _____.
- Tom has nothing against commuting to work every day.
Tom _____ commuting to work every day.
- Millie never wanted to disappoint you.
Millie never wanted to _____.
- You behave exactly like your grandmother when she was younger.
You _____ your grandmother.
- There's a chance the dog is still outside.
The dog _____ outside.

EXERCISE 6

- Don't stop being so open-minded and creative, please.
Please, _____ being so open-minded and creative!
- My grandparents took a trip by ship.
My grandparents went on a _____.
- At university he was a very hard-working student. Sadly that has changed.
At university he _____ a very hard-working student.
- They spent a year travelling before going to university.
They took _____ before going to university.
- I love visiting completely unknown places.
I love visiting _____ places.

Read the sentences. Use the word in capitals to complete the second sentence so that it has a similar meaning to the first. Do not change the word in capitals. The completed fragment must have correct grammar and spelling. Use up to six words in each gap, including the word in capitals.

EXERCISE 1

- Over the next year the city council will build a few new houses. **BUILT**
This time next year the city council _____ a few new houses.
- Doctors believe that the patient was infected with the disease through blood transfusions. **HAVE**
The patient is _____ with the disease through blood transfusions.
- Don't shout at the dog; it just wants to play with you. **ALL**
Don't shout at the dog; _____ is play with you.
- Our friends say that our son is a younger version of his grandfather – they look so alike! **AFTER**
Our friends say that _____ grandfather – they look so alike!

EXERCISE 2

- You will get a certificate but you have to complete the course first. **UNTIL**
You won't get a certificate _____ the course.
- It wasn't necessary for you to wait for me. I know how to get to your place. **NEED**
You _____ me. I know how to get to your place.
- After a long and heated discussion, the staff managed to persuade the council not to shut down the youth centre. **SUCCEEDED**
After a long and heated discussion, the staff _____ not to shut down the youth centre.
- The actress was incredibly angry when her ex-boyfriend appeared at the party uninvited. **UP**
The actress was incredibly angry when her ex-boyfriend _____ uninvited.

EXERCISE 3

- "I believe I am a charming person", Matthew said.
Matthew _____ person.
CONSIDERS
- As usual, Mary's father told her to lay the table for dinner. **MADE**
As usual, Mary's father _____ for dinner.
- Unfortunately, we sold fewer craft supplies than we expected last weekend. **AS**
Unfortunately, we didn't sell _____ expected last weekend.
- It was quite an upsetting moment when they used explosives to demolish the old bridge. **UP**
It was quite an upsetting moment when the old bridge _____.

EXERCISE 4

- "Why don't we organise the reception in the garden?" suggested Joan. **WE**
Joan suggested _____ the reception in the garden.
- You should learn how to operate the dishwasher. **HIGH**
It _____ how to operate the dishwasher.
- The jewellery was so gorgeous that he decided to buy it for his bride-to-be. **THAT**
It was _____ he decided to buy it for his bride-to-be.
- I only found this article by chance while I was looking through the paper. **ACROSS**
I only _____ accident while I was looking through the paper.

Read the gapped texts and complete each gap with one word so that the texts are logical and grammatically correct.

EXERCISE 1

THE WRONG CLOTHES

My friend's wedding reception was definitely a memorable event for me. Expecting a lavish party, I bought a fabulous evening dress with a pair of shoes to ¹_____. I was terribly determined to make a good impression and I felt it was important to be dressed properly for such an occasion.

On the big day, I turned up at the hotel where the reception was ²_____ held. I knew I looked gorgeous. However, the moment I stepped into the reception room, I couldn't believe my eyes. ³_____ was wearing any formal clothes. The guests were dressed in Hawaiian shirts and skirts or shorts with garlands of flowers around their necks. I looked at the invitation again and realised that I hadn't read it properly. ⁴_____ the bottom of the invitation, in small print, the hosts clearly stated what type of clothes we were expected to be wearing on that occasion.

EXERCISE 2

COLOUR YOUR HOME

When we think about doing ¹_____ our home, we usually concentrate on the furniture, carpets and curtains, but we tend to ignore the need to choose suitable colours for the walls in ²_____ of the rooms of the house.

Most interior designers agree that the choice of colours should always be the starting point when it comes to decorating. But they also say that since the days of having so ³_____ choice are gone, making the right decision which colour to choose for which space seems an incredibly difficult thing to do. That's why, before you attempt to decorate any of the walls, you ⁴_____ better learn some basic rules. For example, red is good for a dining-room; but if you use it in the bedroom, it may actually stop you from sleeping. Another example might be to apply yellow to cheer a place up, especially one that doesn't get much sunlight.

EXERCISE 3

A CHOCOLATE TASTER

Being a chocolate taster sounds like a dream job, especially for a chocoholic like me. I ¹_____ probably enjoy staying at work all day long if my job just consisted of tasting chocolate every single day. So what do you need to become a taster? The job hardly requires any formal qualifications but many tasters usually obtain a university ²_____ such as a BSc or MSc in food technology. They attend many workshops to develop their skills. However, you can't do the job effectively ³_____ you have an acute sense of taste and smell, as they are crucial in assessing the product. Large companies have several tasters whose job is to taste the chocolate in ⁴_____ to determine whether it's too bitter or too sweet and also to comment on texture and the visual impression. So, if you think you're good at tasting different flavours, you might be wise to consider it as a career.

EXERCISE 4

TWINS

It was great fun having an identical twin sister at school. We used to dress in the same way, which ¹_____ our teachers feel cross because they would mix us up and we rarely bothered to correct them. On the other ²_____, we were never that harmonious at home. As very independent girls, we used to argue at least once a day and we even had fights with ³_____ other.

We exhibited the worst behaviour on our birthday and at Christmas. Most people either bought us identical presents or one to share between us and it used to infuriate us. Once we even told our aunt that we would ⁴_____ have received no present than the same one. It took us a long time to understand that we shouldn't have behaved like that. We all laugh at it now but then we were dead serious about that problem.

Read the gapped texts and complete each gap with the correct form of the word given in capital letters so that the texts are logical and grammatically correct.

EXERCISE 1

FOCUS ON ADHD

For many years, ADHD (attention-deficit hyperactivity disorder) has been the favourite catchphrase of all those whose children are loud, ¹_____ (OBEY), hard to control and awkward in social situations. But scientific research of the brain actually confirms that people suffering from this disorder have lower levels of dopamine – a hormone responsible for feeling good. They also have slight changes in the composition of the brain, as they have a less-developed part of the brain responsible for ²_____ (ATTEND) span, response control and emotional regulation. That's why those teens seem less stimulated, less interested and often unable to ³_____ (CONCENTRATION). They often seem more ⁴_____ (CONNECT) from the outside world, as they simply lose interest in everything around them easily. This, in turn, may lead to problems with ⁵_____ (SOCIETY) with peers. If we do not want the problem to ⁶_____ (DEEP) we should help teens by introducing some structure and routine into their lives and teach them to break up tasks into smaller pieces, which are more manageable.

EXERCISE 2

TOUGH BEGINNING

LeBron James, one of the all-time best NBA basketball players in history, is one of the greatest examples of how far you can get if you have a strong will and unbelievable ¹_____ (RESILIENT). When he was born, his mother was only sixteen. They suffered real poverty and had to move house frequently. Luckily, pretty early on, LeBron was noticed by a ²_____ (TRAIN), who saw potential in the little boy. When James was only nine, he moved in with the coach because the man wanted to offer the boy some stability in life. That was a smart decision, as the neighbourhood James lived in would ³_____ (AVOID) lead to him coming into conflict with the law. And we all know what happened later. LeBron ⁴_____ (SUCCESS) in becoming an NBA star. He has ⁵_____ (ACHIEVEMENT) such spectacular success because he told himself that ⁶_____ (FAIL) was not an option. And it wasn't.

EXERCISE 3

TINY TITANS

I'm a football coach to a bunch of kindergarten children, and, believe it or not, I find it the most ¹_____ (REWARD) job there is. It's hard to find a group of more motivated and focused players, who treat every word you say as the absolute truth. They are a team who know why they are on the pitch and who never question my decisions – that's incredible for five-year-olds. We have been meeting twice a week for the past ten months and it's unbelievable what a great ²_____ (IMPROVE) they've made. They are faster, more precise and psychologically stronger than when we started out. After every ³_____ (loss) match they were so ⁴_____ (DISAPPOINTING), they cried, they were angry. It took hours of talks, exercises, coaching and showing massive ⁵_____ (ENCOURAGE) to turn them into the winners they are. They rarely lose now, but even if they do, they congratulate the ⁶_____ (OPPOSE) team and leave the pitch proud.

EXERCISE 4

COMPETITIVE ADVANTAGE

There are many theories on how to self-develop and get better at a task we are still ¹_____ (HOPE) at. One of them suggests that we should start to ²_____ (COMPETITOR) with those more proficient at a subject as early as possible. But why? Isn't it frustrating and demotivating? Apparently not. Competition makes you a quicker and better learner. Competition sets you a 'visible' goal you want to reach as fast as possible. It's often impossible to ³_____ (IMAGINATION) how quickly you can improve at a subject when you try to beat somebody at it. It's a great motivating factor. Being competitive also opens your mind and makes you more ⁴_____ (CREATOR). It ⁵_____ (BREADTH) your horizons and lets you see options you didn't see before. That's why coaches and teachers strongly ⁶_____ (ADVICE) getting a study partner who is more advanced at a subject than you are and to do your best to catch up with them. You'll be shocked with the speed of your progress!

Read the gapped texts and complete each gap with the correct form of one of the words from the box so that the texts are logical and grammatically correct. There are two extra words in each exercise.

EXERCISE 1

(GET HOPE HOT REACH WEAR WET)

WATERPROOF CLOTHING

There's nothing worse than feeling bitterly cold and wet, especially when you are sailing because the chances of ¹_____ a warm and dry place quickly are usually pretty thin. However, there is good news. There have been new developments in the materials used to make waterproof clothes which ²_____ will put an end to the misery of those who work outdoors in wet conditions.

The new fabric, which is made from polyester fibres with some silicone elements, makes the clothes more water-repellent. It helps you to keep warm and dry and can ³_____ comfortably for several days as it is very durable. Unlike previous designs, clothes made from this type of material do not leave you feeling hot and sticky even after a massive amount of action. The fabrics used allow the clothes to breathe which means that excess ⁴_____ can escape while you stay warm and dry.

EXERCISE 2

(ACCEPT DEPENDENT ENTER GET MAKE TRUE)

STUDENT LIFE

As soon as my brother ¹_____ by the university in a town 200 km away from home, he had to decide whether to request university accommodation or share a flat with friends. He talked to other people who had studied away from home and they all recommended ²_____ a flat because of the greater freedom he would have. After moving, he embarked on a new life in which he suddenly became fully responsible for himself.

The ³_____ is that at first I didn't believe he would manage on his own for very long. I thought he would be coming home every weekend with loads of washing and the flat would end up really filthy. How surprised I was when I went to visit him and realised that gaining ⁴_____ from our parents was doing him good. It made him a mature person able to cope with everyday chores perfectly well.

EXERCISE 3

(BIG COLLECT INFLUENCE KEEP LONG TAKE)

DICTIONARIES

Dictionaries – whether on paper or online – are one of the most important tools for learning vocabulary.

A *Dictionary of the English Language*, published in 1755, is still regarded as an incredibly authoritative and ¹_____ reference book. Surprisingly, this dictionary was the work of one man, Samuel Johnson. Defining the meanings of some 40,000 words ²_____ him busy for about seven years!

Nowadays, most dictionaries are put together by teams of lexicographers who work from a large ³_____ of written and spoken examples, which is known as a corpus. The authors also have to refer to articles and books about language and they need to ask experts in particular subjects about more specialised words and expressions.

Although contemporary work is done more quickly than in the past, it is still a ⁴_____ process which requires a great deal of time and effort.

EXERCISE 4

(ABLE DISTRACT GET MANAGE STRONG TAKE)

A GOOD BOSS

Since leaving school, I ¹_____ on a number of short-term jobs, and I know how important it is to have the right sort of person directing your work. What I learnt is that a good boss must definitely be knowledgeable and bring energy to the job. At the same time the person in charge must be able to decide on important issues without ²_____ by other things. What's more, a responsible leader must be good at creating an environment in which others can shine. Employees need to be provided with feedback about their ³_____ and weaknesses and how to work on them so that they develop their full potential. I also think that what really matters is the ³_____ to bring people together and focus them on a common goal. It's definitely a real challenge to lead well but when it's done properly it can be very rewarding for both employees and employers.

Read the gapped sentences and complete each gap with the correct forms of the words given in brackets. Do not change the order of the words. You can add other words if necessary. The sentences must be logical and grammatically correct. Use up to six words in each gap, including the words given in brackets.

EXERCISE 1

- Jeremy (*always / talk / he*) _____, which annoys me a lot.
- The young boy (*think / steal*) _____ from a local grocery for a long time but the footage from CCTV didn't provide any evidence.
- Don't you think we should have a snack before we go just (*case / they / not / give*) _____ us dinner after all?
- Do you realise that the weather (*likely / change*) _____ the worse tomorrow?

EXERCISE 2

- It's ages (*I / ride*) _____ a scooter so I'd love to go with you for a little spin.
- And (*suppose / Carol / not / come*) _____ to meet you, what would you have done?
- Just a couple of hours ago the police confirmed that (*woman / hit*) _____ a baseball bat but they still haven't found out who did it.
- I'm so glad you rang, I (*about / call / you*) _____ myself to find out more about the sailing holiday.

EXERCISE 3

- What an appalling smell! What on earth (*you / do*) _____ the last few hours?
- Matilda won't listen to anybody anyway, so I guess (*not / use / try*) _____ to talk her out of buying a new digital camera.
- I'm pretty sure it'll be ages before I (*accustom / live*) _____ in such a hot climate.
- Why don't you have Richard (*organise / Gina / mum*) _____ birthday party? He's really excellent at it!

EXERCISE 4

- When we met, I (*already / run*) _____ the café for six years.
- Are you telling me that (*be / worth / write*) _____ to the council about the condition of the road?
- Judging by Emily's excellent results in her A-levels, she (*must / study*) _____ for weeks before the exam.
- The soup tasted (*though / somebody / add*) _____ too much garlic.

EXERCISE 5

- I won't have time to pick mum up from the airport so I was wondering (*you / do*) _____ that for me.
- We won't get in without an invitation as (*bound / be*) _____ guards checking the guest list.
- Marion lost her sight at the age of five as a result of an accident but she seems to (*get / walk*) _____ around the city with a white stick.
- If we (*suppose / not / leave*) _____ the hotel, how can we get to the conference?

EXERCISE 6

- My mother keeps (*suggest / I / not / study*) _____ nursing because it's a very demanding profession.
- If we hadn't missed the plane, (*we / lie*) _____ a sandy beach by now.
- My grandparents (*use / milk / deliver*) _____ to their doorstep, but it doesn't happen now.
- If you're struggling with insomnia, why don't you (*try / take / pills*) _____ help you sleep?

EXERCISE 7

- We saw a beautiful picture in the gallery on Sunday, but when we went back on Monday it was gone, so we guess (*it / must / sell*) _____.
- (*know / dangerous / area*) _____ was, we decided to stay indoors.
- I get really irritated by those people who get on buses (*if / nobody / else / exist*) _____ and just barge their way through.
- Hopefully, our team (*succeed / qualify*) _____ for the finals one day.

EXERCISE 8

- You (*need / not / prepare*) _____ such a lavish meal because we've already eaten.
- When Rob went to live abroad, he had to acquire the language (*addition / learn / drive*) _____ on the right.
- If only I (*not / buy / car*) _____ which you recommended – it's costing us a fortune now.
- The lecturer started with a general introduction to the course and (*go on / talk*) _____ our assignments.

1 What are they wearing?

(1.1 Vocabulary)

Aim: To practise words related to clothes and accessories.

Interaction: Pairs.

Type of activity: Describing and drawing.

Time: 10 minutes.

Materials: One worksheet per student (A or B).

In class: (1) Divide students into pairs, Student A and Student B. (2) Give Students A their worksheet and Students B their worksheet. (3) Explain that students should NOT look at each other's worksheets. Student A has to describe the clothes and accessories that Sam is wearing for their partner to draw on their blank model. Then Student B describes the clothes and accessories that Lucy is wearing for their partner to draw on their blank model. (4) Choose a strong Student A and demonstrate the activity, e.g. B: *So what is Sam wearing?* A: *He's wearing shorts and ...* (5) At the end of the activity, students compare pictures and check they got all the details right.

Optional follow-up: Bring different pictures of people from magazines and stick them on the walls. Students take turns in pairs to describe one of the people's clothes and accessories for their partner to identify the person they are describing.

Answers: Sam is wearing jeans, trainers, a sweatshirt, sunglasses, a necklace and he's carrying a tie in his hand. Lucy is wearing ankle boots, a beanie, a denim jacket over a dress or blouse, a leather belt, sunglasses and two bangles on her left arm.

2 Test yourselves

(1.2 Grammar)

Aim: To practise dynamic and state verbs.

Type of activity: Gap filling.

Time: 10 minutes.

Materials: One worksheet per student (A or B).

In class: **(1)** Copy the worksheet for Student A and Student B. Cut the worksheet along the dotted line. **(2)** Divide students into pairs and hand out their worksheets. Instruct students not to show their worksheets to each other. **(3)** Tell students to read the instructions on the page and follow them for each activity. **(4)** Provide help if students have any questions or have trouble understanding the activities.

3 Busy people (1.5 Grammar)

Aim: To practise Present Perfect Continuous.

Interaction: Pairs.

Type of activity: Completing information.

Time: 10 minutes.

Materials: One worksheet per student (A or B).

In class: (1) Divide students into pairs, Student A and Student B. (2) Give Students A their worksheet and Students B their worksheet. (3) Explain that students should NOT look at each other's worksheets. They should first look at the pictures and complete the gaps with the verbs using the Present Perfect Continuous. (4) Students then work in pairs. They ask and answer questions using *How long ...?* in order to complete the times in the boxes. Choose a strong Student B and demonstrate the activity, e.g. A: *How long has Matt been cooking?* B: *He's been cooking all morning.* (5) If you like, elicit the question form and write examples on the board: *How long + has/have + subject + been + ... ing? How long has Jane been working? How long have they been studying?*

Optional follow-up: Students write sentences about themselves, some true and some false, e.g. *I have been learning Chinese for a year. I have been going to this school for six years. I've been wearing this watch for ten years*, etc. They work in pairs or groups and read out their sentences. Their partner or the others in the group guess if the sentences are true or false.

Answers: 1 Jane and Sarah have been running for forty minutes. 2 Matt has been cooking all morning. 3 They have been waiting for a bus for nearly an hour. 4 Katie has been learning Spanish for three years. 5 Mike has been riding his bike all day. 6 Debbie has been listening to music for two hours. 7 Sam has been going to the same hairdresser's for six years. 8 Dan and Maggie have been playing video games all afternoon.

4 Describing a person (1.7 Writing)

Aim: To practise correcting and completing a personal email with a description of a person, following a checklist.

Interaction: Individual, pairs.

Type of activity: Correcting and completing.

Time: 15 minutes.

Materials: One worksheet per student.

In class: (1) Tell students they are going to work individually at first and hand out the worksheet. (2) Tell them to read the writing task and the checklist. Then students read the sample writing text. (3) Ask the class to correct any mistakes in the email, such as missing information, incorrect style or other mistakes (lexical, grammar, spelling etc.). Say that there are five mistakes. (4) Students work individually and then check the task in pairs. (5) Hand out the corrected text and ask students if they have found all mistakes. Ask students to present their corrections and discuss them with the class.

Optionally, if students have difficulty finding all the mistakes you can write on the board: one incorrect word form, one wrong preposition, one wrong adjective, missing information on Anna's interests, one instance of wrong tense.

5 How do I look?

(Focus Review 1, Speaking)

Aim: To practise describing photos.

Interaction: Individual/Pairs/Groups.

Type of activity: Gap filling.

Time: 7 minutes.

Materials: One worksheet per student.

In class: (1) Tell students that they are going to work individually. Hand out the worksheet and tell them to take three minutes to fill in the gaps in the text.

(2) Then ask students to check the task in pairs. **(3)** Check the answers with the whole class. **(4)** You can expand the task by getting students to add more information about the photo.

Answers: 1 shows 2 in the background 3 silk
4 is commenting 5 as if 6 their late teens 7 hair
8 medium height 9 imagine 10 comes across
11 is wearing 12 matches

6 A sports crossword

(2.1 Vocabulary)

Aim: To practise words related to sport.

Interaction: Pairs.

Type of activity: Crossword and guessing game.

Time: 15 minutes.

Materials: One worksheet per student (A or B).

In class: (1) Divide students into pairs, Student A and Student B. (2) Give Students A and Students B their worksheets and ask them not to show them to each other. (3) Students look at the pictures and individually complete their part of the crossword. (4) Students work in pairs. They take turns to define the nouns they already have in their crosswords so that the other student can complete the missing words, e.g. A: *It's a place where you can play a game with a ball and a club. It's big and it's got a lot of grass.* B: *Is it a golf course?* A: *That's right!* (5) When everyone has finished, check the answers with the whole class.

Answers:

Across: 1 golf course 5 referee 7 athlete 8 pitch
9 match 10 training

Down: 2 opponent 3 spectator 4 skiing 6 fan

7 A solitary triathlete (2.2 Grammar)

Aim: To practise narrative tenses.

Interaction: Pairs.

Type of activities: Ordering.

Time: 15 minutes.

Materials: One worksheet per pair.

In class: (1) Tell students that they are going to work in pairs. Give each pair one set of cards, cut and shuffled.

(2) Ask students to put the story in the correct order, by reconstructing eleven sentences about a triathlon race. Each sentence consists of three cards. At this point you may want to ask students what disciplines a triathlon consists of and what the order of them in a race is (NB. It's: swimming, cycling and running). If necessary, explain the terms: *wetsuit* and *transition area*. Point out that the story starts with the card *I jumped into the lake and began*. Set a time limit of seven minutes. **(3)** Get students to compare the answers with other pairs. **(4)** Check the answers with the whole class.

Optional follow-up: With stronger groups you can take advantage of the slight absurdity of the story. Ask students to discuss if the athlete really won the race and who his fans might have been. You may give a hint by writing the title of the exercise on the board and explaining its meaning.

Answer: An explanation of the story might be that the triathlete only imagined competing with others. The fans were probably some birds.

8 Test yourselves (2.5 Grammar)

Aim: To practise verb patterns.

Type of activity: Gap filling.

Time: 10 minutes.

Materials: One worksheet per student (A or B).

In class: (1) Copy the worksheet for Student A and Student B. Cut the worksheet along the dotted line.

(2) Divide students into pairs and hand out their worksheets.

Instruct students not to show their worksheets to each other. (3) Tell students to read the instructions on the page and follow them for each activity. (4) Provide help if students have any questions or have trouble understanding the activities.

9 A story (2.7 Writing)

Aim: To practise correcting and completing a story.

Interaction: Individual, pairs.

Type of activity: Correcting and completing.

Time: 15 minutes.

Materials: One worksheet per student.

In class: **(1)** Tell students they are going to work individually at first and hand out the worksheet. **(2)** Tell them to read the writing task and the checklist. Then students read the sample writing text. **(3)** Ask the class to correct any mistakes in the story, such as missing information, incorrect style or other mistakes (lexical, grammar, spelling, etc.). Say that there are six mistakes. **(4)** Students work individually and then check the task in pairs. **(5)** Hand out the corrected text and ask students if they have found all mistakes. Ask students to present their corrections and discuss them with the class.

Optionally, if students have difficulty finding all the mistakes you can write on the board: two instances of wrong tense, one incorrect word form, one incorrect linker, one missing punctuation, one wrong verb form.

10 Family sports day (Focus Review 2, Speaking)

Aim: To practise words related to sport and functional language of disagreeing, asking for clarification and suggesting.

Interaction: Individual/Pairs.

Type of activity: Gap filling and classifying.

Time: 15 minutes.

Materials: One worksheet per student (A or B).

In class: (1) Tell students they are going to prepare for two different roles in the speaking task from Focus Review 2. (2) Divide students into two groups: A and B. Give worksheet A to students from Group A, and worksheet B to students from Group B, one worksheet per student. (2) Tell students to work individually. Students from Group A complete the missing elements in the mind map. Students from Group B complete the missing words in the sentences using the box and then put the sentences into the right category in the grid. (3) Now tell students to work in AB pairs to check each other's answers.

Answers:

Students A: 1 play 2 do 3 go 4 indoor 5 outdoor
6 individual 7 team 8 divide 9 under 10 meet
11 choose 12 make 13 objective 14 sense 15 turn
16 prize 17 beat 18 come 19 break/beat 20 set

Students B: a thought b afraid c What / unconvincing
d exactly / mean e consider / options f honest /
appeal g explain

Disagreeing: b, c, f Asking for clarification/more detail: d,
g Suggesting an alternative: a, e

11 Travel thrills

(3.1 Vocabulary)

Aim: To practise vocabulary related to means of transport.

Interaction: Individual/Pairs.

Type of activities: Gap filling and information exchange.

Time: 15 minutes.

Materials: One worksheet per person.

In class: (1) Tell students that at first they are going to work individually and hand out the worksheets. Tell them to take three minutes to fill in the gaps with the words from the box. (2) Check the answers with the whole class. (3) Tell students to mark the sentences that are true for them and the ones they think are true for their partners by ticking the appropriate boxes. (4) Students work in pairs and say which sentences they think their partners marked as true, e.g. A: *I suppose you'd like to take a ride in a cable car with a glass floor.* B: *No, I wouldn't. I'm afraid of heights.*

Answers: 1 short 2 track 3 car 4 winding 5 bridge
6 tour 7 downhill 8 river 9 bus 10 stuck

12 Test yourselves

(3.2 Grammar)

Aim: To practise present and past speculation.

Type of activity: Gap filling.

Time: 10 minutes.

Materials: One worksheet per student (A or B).

In class: (1) Copy the worksheet for Student A and Student B. Cut the worksheet along the dotted line.

(2) Divide students into pairs and hand out their worksheets.

Instruct students not to show their worksheets to each other. (3) Tell students to read the instructions on the page and follow them for each activity. (4) Provide help if students have any questions or have trouble understanding the activities.

13 True or false?

(3.5 Grammar)

Aim: To practise *used to* and *would*.

Interaction: Groups of four.

Type of activity: Gap filling and information finding.

Time: 15 minutes.

Materials: One worksheet per student.

In class: (1) Divide students into groups of four. (2) Give each student a worksheet. Ask them to complete the sentences with *used to* or *would*. If both are possible, they should write both. (3) Check the answers with the class. (4) Then students guess if the sentences are true or false for their group and complete the first column with their guesses. (5) When all the group members have written their guesses, they check to see if they are correct. To do this, each person says a true sentence about themselves for each of the sentences, e.g. *I didn't use to go skiing when I was a child. I would visit my grandparents every summer. I used to have long hair*, etc. The others listen and note down if each sentence is true/false for that person. Then they complete the final column to say if the sentence is true or false for the group. (6) When everyone has finished, ask different students to report to the class about what they found out.

Optional follow-up: Students interview each other in pairs to find out different things they used to do/didn't use to do when they were younger.

Answers: 1 used to/would 2 used to/would 3 used to
4 used to 5 used to/would 6 used to/would 7 used to
8 used to/would 9 used to/would 10 used to

14 A personal email

(3.7 Writing)

Aim: To practise correcting and completing a personal email, following a checklist.

Interaction: Individual, pairs.

Type of activity: Correcting and completing.

Time: 15 minutes.

Materials: One worksheet per student.

In class: (1) Tell students they are going to work individually at first and hand out the worksheet. (2) Tell them to read the writing task and the checklist. Then students read the sample writing text. (3) Ask the class to correct any mistakes in the email, such as missing information, incorrect style or other mistakes (lexical, grammar, spelling etc.). Say that there are six mistakes. (4) Students work individually and then check the task in pairs. (5) Hand out the corrected text and ask students if they have found all mistakes. Ask students to present their corrections and discuss them with the class.

Optionally, if students have difficulty finding all the mistakes you can write on the board: three wrong verb forms, wrong paragraph order, one wrong spelling, one missing punctuation mark.

15 Holiday with a difference

(Focus Review 3, Speaking)

Part 1

Aim: To revise phrases related to travelling.

Interaction: Individual.

Type of activity: Gap filling and matching.

Time: 5 minutes.

Materials: One worksheet per student.

In class: (1) Tell students that they are going to work individually. Hand out the worksheets and tell them to take two minutes to fill in the gaps in the expressions in 1 and 2 with the correct words from the boxes. Explain that in each box there is one word they do not need.

(2) In categories 3 and 4 get students to match items from columns A and B to create correct expressions.

(3) Check the answers with the whole class.

Answers: 1 reach, travel, catch, board, arrive

2 youth, four-star/budget, ski resort, cottage, campsite

3: 1c, 2e, 3a, 4f, 5b, 6d 4: 1c, 2e, 3a, 4b, 5d, 6f

Part 2

Aim: To practise asking questions.

Interaction: Individual/Pairs.

Type of activity: Question formation.

Time: 7 minutes.

Materials: One worksheet per student.

In class: (1) Tell students they are going to ask questions connected with travelling and hand out the worksheets.

(2) Explain that first they have to read the answers taken out from a conversation in which two people are talking about a hiking trip. **(3)** Now ask students to write one question for each answer beginning with the word given in bold and including the word given in brackets. **(4)** Give students some time to compare their questions in pairs.

(5) Check with the whole class.

Sample Answers: 1 Would you like to join me?

2 How can I get there? 3 What clothes should I take?

4 Do I have to be very fit? 5 Where are we going to stay?

16 Odds and ends from the fridge

(4.1 Vocabulary)

Aim: To practise vocabulary related to food.

Interaction: Pairs.

Type of activities: Jigsaw dictation and information exchange.

Time: 15 minutes.

Materials: One worksheet per student (A or B).

In class: **(1)** Divide students into pairs, Student A and Student B. Give each student their worksheet. Tell them not to look at each other's worksheets. **(2)** Students take turns to dictate the words in bold to each other and fill in the gaps. **(3)** When a pair has finished, ask them to compare their texts. **(4)** Ask students to tell each other what they would choose from each fridge if they were very hungry (or thirsty) and didn't have other options. Encourage students to justify their choices.

17 Test yourselves

(4.2 Grammar)

Aim: To practise future forms.

Type of activity: Gap filling.

Time: 10 minutes.

Materials: One worksheet per student (A or B).

In class: (1) Copy the worksheet for Student A and Student B. Cut the worksheet along the dotted line.

(2) Divide students into pairs and hand out their worksheets.

Instruct students not to show their worksheets to each other. (3) Tell students to read the instructions on the page and follow them for each activity. (4) Provide help if students have any questions or have trouble understanding the activities.

18 A kitchen race against time (4.5 Grammar)

Aim: To practise the Future Perfect and Future Continuous.

Interaction: Pairs.

Type of activities: Information exchange.

Time: 10 minutes.

Materials: One worksheet per student (A or B).

In class: (1) Divide students into pairs, Students A and Students B. (2) Give students their worksheets. Tell them that they must not look at each other's worksheets. (3) Explain that each pair has five minutes to answer all ten questions using the information from each other's worksheets. Students may use any strategy to complete the task provided they don't show their worksheets to each other. Draw students' attention to the key information about the opening hours for the kitchen. You may want to point out that the pace of this exercise resembles the fast-paced work in a busy restaurant kitchen. (4) Say *Ready? Go!* to start the game. After four minutes, remind students that they have one minute left. Say *Stop* when the time is up. (5) Check the answers with the whole class. Tell students that every correct answer is worth one point. Ask each pair about their score.

Answers: 1 Twenty-four kilos of vegetables.

2 No. (He'll have peeled them all by 8 p.m.)

3 500 plates. 4 No. (Orders are taken until 10.30 p.m.)

5 Thirty coffees. 6 Ten kilos of rice. 7 No. (She'll have chopped them all by 7.30 p.m.) 8 Forty-eight loaves.

9 Yes. 10 Forty-five eggs.

19 A formal email asking for information and clarification (4.7 Writing)

Aim: To practise correcting and completing a formal email asking for information and clarification, following a checklist.

Interaction: Individual, pairs.

Type of activity: Correcting and completing.

Time: 15 minutes.

Materials: One worksheet per student.

In class: (1) Tell students they are going to work individually at first and hand out the worksheet. (2) Tell them to read the writing task and the checklist. Then students read the sample writing text. (3) Ask the class to correct any mistakes in the email, such as missing information, incorrect style or other mistakes (lexical, grammar, spelling etc.). Say that there are seven mistakes. (4) Students work individually and then check the task in pairs. (5) Hand out the corrected text and ask students if they have found all mistakes. Ask students to present their corrections and discuss them with the class.

Optionally, if students have difficulty finding all the mistakes you can write on the board: incorrect greeting, one contraction, one incorrect word form (singular instead of plural), one wrong verb form, one wrong phrase, one wrong tense, incorrect ending.

20 You are what you eat

(Focus Review 4, Speaking)

Part 1

Aim: To practise describing photos.

Interaction: Individual/Pairs.

Type of activity: Gap filling.

Time: 7 minutes.

Materials: One worksheet per student.

In class: (1) Tell students that they are going to work individually. Hand out the worksheet and tell them to take three minutes to fill in the gaps in the text. (2) Then ask students to check the task in pairs. (3) Check the answers with the whole class.

Optional follow-up: You can expand the task by getting students to add more information about the photo, or/ and you can get students to practise time clauses. Ask: *What are the women in the background going to do when they finish their meal?* Put students in groups of three/four and get them to answer the question creating a chain story. They should use as many conjunctions (*when/as soon as/unless/if/before/after/as long as*) as possible. Set a time limit, e.g. *When they finish the meal, the woman on the left will move to the right. As soon as she moves to the right, she will ...*

Answers: 1 group 2 probably 3 are standing 4 side
5 seems 6 fussy eaters 7 allergies 8 waiter
9 is chatting 10 as if

Part 2

Aim: To practise sentence formation.

Interaction: Individual/Pairs.

Type of activity: Ordering.

Time: 3 minutes.

Materials: One worksheet per student.

In class: (1) Ask students to create correct sentences connected with the photograph in Part 1. (2) Check with the whole class and explain that they should expect to get similar questions during the Matura exam.

Optional follow-up: Students discuss the Matura-like questions they have just formed.

Answers: 1 Why do you think the people in the photo are standing? 2 Would you like to organise a party for a large group of people?/Would you like to organise a large party for a group of people? 3 Tell me about a time when you or somebody you know attended a large party.

21 Fishing for words

(5.1 Vocabulary)

Aim: To practise word formation and words related to geographical features.

Interaction: Pairs.

Type of activities: Board game.

Time: 15 minutes.

Materials: One worksheet and one set of cards per pair.

In class: (1) Give each pair a worksheet, one set of narrow cards with word formation questions and one set of wide cards with vocabulary questions. Explain card categories clearly. Tell students to put the cards face down in two respective columns. (2) Tell students that they are going to play a game. The aim of the game is to catch four fish of any type in one horizontal, vertical or diagonal line. To catch a 'word formation fish' (WF) or a 'vocabulary fish' (VOC) students have to answer a question from the respective pile. Each question may be asked only once. (3) Students take turns. One player chooses a fish on the board and asks the opponent to read them a question. If the answer is correct, the player colours in their fish on the board. If the player makes a mistake, their opponents can try to catch the same fish when it's their turn. (4) When everyone has finished, ask students about the results of their games.

22 GeoQuiz

(5.2 Grammar)

Aim: To practise *a/an, the* and no article.

Interaction: Pairs.

Type of activities: Gap filling and quiz.

Time: 15 minutes.

Materials: One worksheet per student.

In class: (1) Divide students into small teams of three to five students. (2) Give each student a worksheet. Ask them to fill in the gaps with *a/an, the* or no article (Ø). Check the answers with the class. Award 1 point for each correct answer. (3) Teams then decide on the answers to the questions. Do the quiz as a class and give points for each correct answer. Questions 1–5 are worth 2 points each and questions 6–10 are worth three points each. The team with the most points at the end is the winner.

Answers: Articles: 1 the, Ø 2 the 3 the, the
4 the, the 5 an 6 an, a, the, the 7 the, the, the, the
8 the, Ø 9 Ø, Ø 10 Ø

Quiz Answers: 1a, 2c, 3a, 4c, 5c, 6a, 7b, 8a, 9b, 10a

23 Test yourselves

(5.5 Grammar)

Aim: To practise non-defining relative clauses.

Type of activity: Gap filling.

Time: 10 minutes.

Materials: One worksheet per student (A or B).

In class: (1) Copy the worksheet for Student A and Student B. Cut the worksheet along the dotted line.

(2) Divide students into pairs and hand out their worksheets.

Instruct students not to show their worksheets to each other. (3) Tell students to read the instructions on the page and follow them for each activity. (4) Provide help if students have any questions or have trouble understanding the activities.

24 Test yourselves

(5.1 Vocabulary, 5.3 Listening
and 5.6 Use of English)

Aim: To practise vocabulary from lessons 5.1, 5.3 and 5.6.

Type of activity: Gap filling.

Time: 10 minutes.

Materials: One worksheet per student (A or B).

In class: (1) Copy the worksheet for Student A and Student B. Cut the worksheet along the dotted line.

(2) Divide students into pairs and hand out their worksheets.

Instruct students not to show their worksheets to each

other. (3) Tell students to read the instructions on the

page and follow them for each activity. (4) Provide help

if students have any questions or have trouble understanding the activities.

25 A 'for and against' essay (5.7 Writing)

Aim: To practise correcting and completing a 'for and against' essay, following a checklist.

Interaction: Individual, pairs.

Type of activity: Correcting and completing.

Time: 15 minutes.

Materials: One worksheet per student.

In class: (1) Tell students they are going to work individually at first and hand out the worksheet. (2) Tell them to read the writing task and the checklist. Then students read the sample writing text. (3) Ask the class to correct any mistakes in the email, such as missing information, incorrect style or other mistakes (lexical, grammar, spelling etc.). Say that there are five mistakes. (4) Students work individually and then check the task in pairs. (5) Hand out the corrected text and ask students if they have found all mistakes. Ask students to present their corrections and discuss them with the class.

Optionally, if students have difficulty finding all the mistakes you can write on the board: one unnecessary article, one contraction, one incorrect linker, one instance of informal language, one piece of missing information.

26 If I were to choose ...

(Focus Review 5, Speaking)

Aim: To practise comparing, contrasting, choosing one option and explaining the reasons for rejecting the others.

Interaction: Individual/Pairs.

Type of activity: Ordering and classifying.

Time: 7 minutes.

Materials: One worksheet per student.

In class: (1) Hand out the worksheets. Tell students to work individually and unjumble the sentences. Make it clear that the beginnings and endings of each sentence are in bold. (2) Get the students to compare their sentences in pairs and check the answers with the whole class. (3) Tell the students to put each sentence in the correct place in the grid. (4) Check the answers with the whole class.

Answers:

Describing, comparing, contrasting:

6 Picture X is much more ... than the other pictures.

7 Picture X is not as ... as the other pictures.

Choosing one of the options and justifying:

1 To my mind, the best option would be X because ...

3 Frankly speaking, I would definitely go for picture X because ...

4 Well, out of these three pictures, I would choose X because ...

Explaining reasons for rejecting other options:

2 Well, the reason picture X doesn't appeal to me is that ...

5 Personally, I do not like picture X because ...

8 The problem with picture X is that ...

27 All about the body

(6.1 Vocabulary)

Aim: To practise body idioms and words related to body parts and injuries.

Interaction: Pairs.

Type of activity: Gap filling and interview.

Time: 10 minutes.

Materials: One worksheet per student.

In class: (1) Divide students into pairs, Student A and Student B, and give each student a worksheet.

(2) Students complete the questions using the words in the box. Point out that there are extra words they do not need. **(3)** Check the answers with the class.

(4) Students answer the questions for themselves.

(5) Students interview their partner. **(6)** When everyone has finished, check the answers with the whole class.

Answers: 1 head 2 shoulder 3 leg 4 ankle 5 heart
6 hand 7 thumb 8 tongue 9 eyes 10 fingers

28 Just imagine!

(6.2 Grammar)

Aim: To practise the Second Conditional, *wish* and *if only*.

Interaction: Groups of three.

Type of activity: Board game.

Time: 15 minutes.

Materials: One worksheet, one dice and three coloured counters per group of three.

In class: (1) Divide students into groups of three. (2) Give each group a worksheet and a dice. Each student places a different coloured counter (or small object, e.g. a rubber, paper clip, pen top, etc.) on the START square. (3) Explain that they have to make sentences using the words in brackets – they should be sentences with the Second Conditional, *wish* or *if only*. Students take turns to throw the dice. The one with the highest score starts, throws again and moves the counter forward the number of squares shown on the dice. When they land on the square, they must make a sentence using the correct form of the words in brackets. E.g., a student lands on square 2: *If I had a black eye, I would put some ice on it*. If the rest of the group agree that the sentence is correct, the student stays on the square and it is the next student's turn. If the sentence is not correct, the student moves back to the START or five spaces if they are further along in the game.

Optional follow-up: Groups write an example sentence for each square, or choose ten squares to write sentences for.

Sample Answers: 1 I wish the neighbours wouldn't make a lot of noise. 2 If I had a black eye, I'd put some ice on it. 3 If only I understood my Maths homework. 4 I wish I was good at football. 5 If I burnt my hand, I would go to hospital. 6 If a bee stung me, I'd take an antihistamine tablet. 7 If only I wasn't allergic to strawberries! 8 I wish I had a laptop. 9 If only there wasn't a mosquito in the room. 10 I wish I didn't live in the mountains. 11 If I cut my knee, I would put a plaster on it. 12 If only I didn't have a lot of homework. 13 I wish my brother wouldn't borrow my MP3 player. 14 If I got sunburnt, I'd put some cream on it. 15 If I had the flu, I'd stay in bed. 16 I wish I wasn't clumsy. 17 If only I was good at singing. 18 I wish my parents would let me stay out late. 19 If I had a nosebleed, I would hold my nose and put my head forward. 20 If I wasn't allergic to dogs, I would buy one. 21 If only I had some money. 22 If I had hay fever, I'd take an antihistamine tablet.

29 Test yourselves

(6.5 Grammar)

Aim: To practise the Third Conditional.

Type of activity: Gap filling.

Time: 10 minutes.

Materials: One worksheet per student (A or B).

In class: **(1)** Copy the worksheet for Student A and Student B. Cut the worksheet along the dotted line. **(2)** Divide students into pairs and hand out their worksheets. Instruct students not to show their worksheets to each other. **(3)** Tell students to read the instructions on the page and follow them for each activity. **(4)** Provide help if students have any questions or have trouble understanding the activities.

30 A factual article

(6.7 Writing)

Aim: To practise correcting and completing a factual article.

Interaction: Individual, pairs.

Type of activity: Correcting and completing.

Time: 15 minutes.

Materials: One worksheet per student.

In class: (1) Tell students they are going to work individually at first and hand out the worksheet. (2) Tell them to read the writing task and the checklist. Then students read the sample writing text. (3) Ask the class to correct any mistakes in the article, such as missing information, incorrect style or other mistakes (lexical, grammar, spelling etc.). Say that there are six mistakes. (4) Students work individually and then check the task in pairs. (5) Hand out the corrected text and ask students if they have found all mistakes. Ask students to present their corrections and discuss them with the class.

Optionally, if students have difficulty finding all the mistakes you can write on the board: one incorrect linker, two wrong phrases, one incorrect word form (noun instead of adverb), missing expert opinions or official data, one missing preposition.

31 A few words about myself

(Focus Review 6, Speaking)

Aim: To revise phrases related to health and ways of spending one's free time.

Interaction: Individual/Pairs.

Type of activity: Gap filling and classifying.

Time: 7 minutes.

Materials: One worksheet per student.

In class: (1) Tell students that they are going to work individually. Hand out the worksheets and tell them to take three minutes to fill in the gaps in expressions 1–22 with the correct word from the box. **(2)** Get students to compare their answers in pairs. **(3)** Check the answers with the whole class. **(4)** Get students to match the expressions to the relevant question (1–3). Point out that for question 3 they need topics for discussion rather than direct answers. **(5)** Check the answers with the whole class.

Answers: 1 in 2 listen 3 herbal 4 remain 5 prescribe
6 delicious 7 from 8 down 9 get 10 have 11 go
12 diet 13 full 14 out 15 appointment 16 enjoy
17 see 18 for 19 take 20 bed 21 allergic 22 pills

Sample Answers: 1 take herbal medicine, prescribe medicine, recover from a disease, get better thanks to the treatment, have a blood test, make an appointment, see a doctor, take sb's temperature, stay in bed for a few days, take pills twice a day 2 listen to my favourite CD, wind down in front of a computer, go for a jog, hang out with friends, prepare a delicious meal, go shopping for clothes 3 enjoy good health, be allergic to sth, be in good health, enjoy life to the full, remain healthy till old age, go on a diet to lose weight.

32 Taboo words

(7.1 Vocabulary)

Aim: To practise words related to TV shows.

Interaction: Groups.

Type of activity: Defining and guessing game.

Time: 15 minutes.

Materials: Two–three sets of six cards for Group A and Group B.

In class: (1) Divide the class into two groups: A and B. Tell them they are going to compete in inventing definitions. (2) Each group gets together in one place. Tell the students they have eight minutes to write six definitions of the words on their cards. Explain that in these definitions they are not allowed to use the three words given below, e.g. *AUDIENCE: These are the people who go to the cinema or theatre to see a play or film.* (3) When both groups are ready, start the guessing game. Group A reads their first definition. If Group B guesses the word straightaway, Group A gets a point. Then it is Group B's turn to do the same. They take turns until all the definitions have been read. If any of the prohibited words appears in the definitions, groups get penalty points. The group with the most points wins.

33 Tall stories

(7.2 Grammar)

Aim: To practise reported speech.

Interaction: Pairs.

Type of activities: Information exchange.

Time: 15 minutes.

Materials: One worksheet per student (A or B).

In class: (1) Divide students into pairs, Students A and Students B. (2) Give students their worksheets. Remind them that they must not look at each other's worksheets. (3) Tell students they should verify the information they have in their worksheets and note down any differences.

At this stage students should assume that the information that comes straight from the horse's mouth is correct.

Student A starts and tells Student B what Natalie said about Jack. Student B corrects the information by saying what she/he was told by Jack himself. Remind students that they both have to use reported speech, e.g. A:

Natalie told me that Jack had appeared in one episode of a soap opera. B: *But Jack said that he'd appeared in five TV series.* Write different reporting verbs on the board, e.g. *Natalie added ...*, *Jack claimed ...* and encourage students to use them. Students swap when Student A has verified all the information. (4) When everyone has finished, ask students what they think of Natalie or Jack and why they think Jack tends to embellish stories.

Optional follow-up: Explain to students the meaning of *Tall stories*. Ask them if they often embellish their stories.

34 Test yourselves

(7.5 Grammar)

Aim: To practise Reported Speech – questions and imperatives.

Type of activity: Gap filling.

Time: 10 minutes.

Materials: One worksheet per student (A or B).

In class: **(1)** Copy the worksheet for Student A and Student B. Cut the worksheet along the dotted line. **(2)** Divide students into pairs and hand out their worksheets. Instruct students not to show their worksheets to each other. **(3)** Tell students to read the instructions on the page and follow them for each activity. **(4)** Provide help if students have any questions or have trouble understanding the activities.

35 Test yourselves

(7.1 Vocabulary, 7.4 Reading
and 7.7 Writing)

Aim: To practise vocabulary from lessons 7.1, 7.4 and 7.7.

Type of activity: Gap filling.

Time: 10 minutes.

Materials: One worksheet per student (A or B).

In class: (1) Copy the worksheet for Student A and Student B. Cut the worksheet along the dotted line.

(2) Divide students into pairs and hand out their worksheets.

Instruct students not to show their worksheets to each

other. (3) Tell students to read the instructions on the

page and follow them for each activity. (4) Provide help

if students have any questions or have trouble
understanding the activities.

36 An article reviewing an event

(7.7 Writing)

Aim: To practise correcting and completing an article reviewing an event, following a checklist.

Interaction: Individual, pairs.

Type of activity: Correcting and completing.

Time: 15 minutes.

Materials: One worksheet per student.

In class: (1) Tell students they are going to work individually at first and hand out the worksheet. (2) Tell them to read the writing task and the checklist. Then students read the sample writing text. (3) Ask the class to correct any mistakes in the email, such as missing information, incorrect style or other mistakes (lexical, grammar, spelling etc.). Say that there are six mistakes. (4) Students work individually and then check the task in pairs. (5) Hand out the corrected text and ask students if they have found all mistakes. Ask students to present their corrections and discuss them with the class.

Optionally, if students have difficulty finding all the mistakes you can write on the board: one piece of missing information, one wrong verb form, incorrect paragraph order, one wrong quantifier, one incorrect adverb, one wrong phrase.

37 What shall I watch? (Focus Review 7, Speaking)

Part 1

Aim: To practise words related to TV.

Interaction: Individual/Pairs.

Type of activity: Matching.

Time: 5 minutes.

Materials: One worksheet per student.

In class: (1) Hand out the worksheet. Tell students to work individually and decide what programmes the pictures show (choose the right options from the box). **(2)** Get students to compare their answers in pairs and check the answers with the whole class. **(3)** Tell students to look at the list of arguments, choose the ones that match the pictures and put them in the grids. **(4)** Get students to check the answers in pairs and then check the answers with the whole class.

Answers: 1 soap opera For: f, l Against: c, i
2 documentary For: d, h Against: a, k
3 news bulletin For: e, j Against: b, g

Part 2

Aim: To practise comparing, contrasting, choosing one option and explaining the reasons for rejecting the others.

Interaction: Pairs.

Type of activity: Guided speaking.

Time: 10 minutes.

Materials: One worksheet per student.

In class: (1) Tell students to work in pairs and decide which of the three TV programmes in Part 1 would be the most suitable for an elderly lady and why they would reject the other two programmes. Encourage them to use the arguments from the grids.

Sample Answers: 1 If I were to choose the most suitable programme for an elderly lady, I'd definitely go for a soap opera. To my mind, it offers an escape from our own daily lives because you can identify with the characters and follow their lives. Another plus is that it can teach you a lot about people's motivations. I think that a news bulletin wouldn't be the best choice because there's too much politics and sensational news there and news bulletins tend to be biased so they might be quite misleading. Wildlife documentaries could be a bit risky because they might include too much violence and some people tend to find the narration rather boring.

2 If I were to choose, I'd probably opt for a wildlife documentary as this kind of programme can be quite educational and informative so an elderly lady could learn a lot of interesting facts about the environment. What's more, wildlife documentaries are pleasant to watch because they have brilliant photography of landscapes. Unlike documentaries, soaps tend to be rather silly. They have banal, unrealistic plots, which makes them just a waste of time. That's why I don't think it would be a good option for an elderly lady. When it comes to a news bulletin, it seems to me there's too much politics and sensational news there so an elderly lady might find them irritating or even stressful. And besides, news bulletins tend to be biased so they might be misleading, too.

3 To my mind, the best option would definitely be a news bulletin because such programmes address local, national and global issues. As a result, elderly ladies can be up-to-date with what's going on in politics, economy and other spheres of life. They won't feel alienated from the world. Wildlife documentaries are a worse choice because they might include too much violence and some people tend to find the narration rather boring. I wouldn't recommend soap operas either because their plots are usually banal and unrealistic so watching them is just a waste of time.

38 In legal terms

(8.1 Vocabulary)

Aim: To practise vocabulary related to crime and criminals.

Interaction: Pairs.

Type of activities: Concept check questions.

Time: 10 minutes.

Materials: One worksheet per pair.

In class: **(1)** Tell students they're going to work in pairs. Give each pair one set of cards and ask them to put the shuffled cards face down in a draw pile. **(2)** Students take turns to pick up one card at a time. They ask each other the questions. It's important that the questions are read out and not shown (and neither are the answers!) **(3)** Students get one point for every question they answered correctly. In order to get a point, however, students must justify their answer, not just answer Yes or No. **(4)** Ask students about the result of their games.

39 Test yourselves

(8.2 Grammar)

Aim: To practise the Passive.

Type of activity: Gap filling.

Time: 10 minutes.

Materials: One worksheet per student (A or B).

In class: **(1)** Copy the worksheet for Student A and Student B. Cut the worksheet along the dotted line. **(2)** Divide students into pairs and hand out their worksheets. Instruct students not to show their worksheets to each other. **(3)** Tell students to read the instructions on the page and follow them for each activity. **(4)** Provide help if students have any questions or have trouble understanding the activities.

40 Can you help me?

(8.5 Grammar)

Aim: To practise have something done.

Interaction: Groups of eight.

Type of activity: Mingling and asking questions.

Time: 15 minutes.

Materials: One worksheet per group.

In class: (1) Divide students into groups of eight.

(2) Give each student a work card (the things they need to have done). (3) Students read their work cards. They silently practise saying what they need to have/get done.

(4) Then give students their role cards (the things they can do). The numbers on both cards should be the same – the student with work card 1 should have role card 1 and so on. (5) Students mingle in their groups and try to find someone who can do the things they need to have done. To do this they say what they need to have done and then ask *Can you help?* When they find someone who can help, they find out how much it will cost and note that down. If you like, demonstrate with a strong student, e.g. A: *I need to have my hair cut. Can you help?* B: *Yes, I'm a hairdresser. I can cut your hair.* A: *How much does it cost?* B: *It costs 20 euros.* (6) At the end of the activity, students report back to the class if they found someone to do the jobs and how much it cost.

41 An opinion essay (8.7 Writing)

Aim: To practise correcting and completing an opinion essay, following a checklist.

Interaction: Individual, pairs.

Type of activity: Correcting and completing.

Time: 15 minutes.

Materials: One worksheet per student.

In class: (1) Tell students they are going to work individually at first and hand out the worksheet. (2) Tell them to read the writing task and the checklist. Then students read the sample writing text. (3) Ask the class to correct any mistakes in the email, such as missing information, incorrect style or other mistakes (lexical, grammar, spelling etc.). Say that there are six mistakes. (4) Students work individually and then check the task in pairs. (5) Hand out the corrected text and ask students if they have found all mistakes. Ask students to present their corrections and discuss them with the class.

Optionally, if students have difficulty finding all the mistakes you can write on the board: two pieces of missing information, one incorrect linker, two wrong verb forms, one wrong spelling.

42 Crime prevention

(Focus Review 8, Speaking)

Aim: To practise words related to crime, choosing one option and explaining the reasons for rejecting the others.

Interaction: Individual/Groups of three.

Type of activity: Matching and discussing.

Time: 15 minutes.

Materials: One worksheet per student.

In class: (1) Put students into groups of three and tell each person in the group to choose one picture. (2) Tell students to work individually and prepare arguments to convince the other two students in the group that their method of securing the house against burglary is the most effective. Encourage them to use relevant vocabulary from the box and the beginnings of the sentences below the photos. Set a time limit of five minutes. (3) Get students to present their arguments within their groups. (4) When all the arguments have been presented, tell students to choose the best option. (5) Get students to present their choice to the rest of the class.

Sample Answers: 1 If I were to choose, I'd definitely opt for the guard dogs. The reason why the picture with the dogs appeals to me the most is that they look really aggressive and scary. I think they might put potential burglars off so they wouldn't try to break into the house. The dogs seem to be much more effective than, e.g. barred windows because if the dogs sense danger, they might bark and in this way alert the neighbours. The problem with the barbed wire above the fence is that it is quite easy for a fit person to climb over it so I don't think it is likely to discourage burglars from entering the property.

2 Out of these three options I'd choose barred windows. First of all, they are likely to discourage potential burglars because it would take some time to remove them and thieves are always pressed for time. What's more, someone would probably see them dismantling the bars and call the police. I don't like the idea of guard dogs as they are not as effective as the barred windows. You can easily put dogs to sleep or 'bribe' them with some delicious dog food. The idea of a barbed wire above the fence doesn't appeal to me either because it is quite easy for a fit person to climb over it so I don't think it is likely to discourage burglars from entering the property.

3 In my view, the best option is shown in the picture with a barbed wire above the fence. The fence looks high and scary and I believe climbing over it might pose a threat to health and potential burglars could risk getting injured. I don't think that guard dogs can protect the house well enough. You can easily put them to sleep or 'bribe' them with some delicious dog food. The problem with the barred windows is that they make you feel trapped inside your own house.

43 Multiple-choice cloze

(Focus Review 1, 3 & 6,
Use of English)

Aim: To practise Use of English tasks.

Interaction: Individual.

Type of activity: Multiple choice.

Time: 20 minutes.

Materials: One worksheet per student.

In class: (1) Copy the worksheet for each student.

(2) Tell students that they are going to work individually and hand out the worksheets. (3) Ask them to read the four gapped texts and to choose one correct answer (a, b or c) for each gap. (4) Give students twenty minutes to do the tasks. (5) Check the answers with the whole class.

Answers:

1: 1 a, 2 b, 3 b, 4 c, 5 a

2: 1 c, 2 a, 3 c, 4 a, 5 b

3: 1 b, 2 a, 3 c, 4 b, 5 c

4: 1 b, 2 c, 3 a, 4 b, 5 b

44 Gapped sentences

(Focus Review 2, Use of English)

Aim: To practise Use of English tasks.

Interaction: Individual.

Type of activity: Lexical pairs.

Time: 12 minutes.

Materials: One worksheet per student.

In class: (1) Copy the worksheet for each student. (2) Tell students that they are going to work individually and hand out the worksheets. (3) Ask them to read the pairs of gapped sentences and to choose one answer (a, b or c) that completes both sentences in each pair correctly.

(4) Give students twelve minutes to do the tasks.

(5) Check the answers with the whole class.

Answers:

1: 1 b, 2 c, 3 b, 4 a, 5 b

2: 1 b, 2 b, 3 c, 4 c, 5 a

3: 1 c, 2 b, 3 c, 4 c, 5 a

4: 1 c, 2 c, 3 b, 4 a, 5 a

45 Multiple choice

(Focus Review 1, 3 & 4,
Use of English)

Aim: To practise Use of English tasks.

Interaction: Individual.

Type of activity: Mini-dialogues.

Time: 12 minutes.

Materials: One worksheet per student.

In class: (1) Copy the worksheet for each student.

(2) Tell students that they are going to work individually and hand out the worksheets. (3) Ask them to read the short gapped dialogues and to choose one answer (a, b or c) that completes each dialogue correctly.

(4) Give students twelve minutes to do the tasks.

(5) Check the answers with the whole class.

Answers:

1: 1 c, 2 b, 3 a, 4 b, 5 a

2: 1 c, 2 a, 3 c, 4 b, 5 c

3: 1 c, 2 c, 3 b, 4 a, 5 b

4: 1 a, 2 a, 3 c, 4 c, 5 a

46–47 Sentence transformation

(Focus Review 2, 4 and 6,
Use of English)

Aim: To practise Use of English tasks.

Interaction: Individual.

Type of activity: Transformations.

Time: 20 minutes.

Materials: One worksheet per student.

In class: (1) Copy the worksheet for each student.

(2) Tell students that they are going to work individually and hand out the worksheets. **(3)** Ask them to read the pairs of sentences and to complete the gapped sentence (in Resource 47, using the word given in capital letters) so that the meaning of both sentences in each pair is the same. Tell them they are allowed to fill each gap with a maximum of four (Resource 46) or six (Resource 47) words. In Resource 47, this includes the one given under the first sentence. They are not allowed to change the form of this word. **(4)** Give students twenty minutes to do the tasks. **(5)** Check the answers with the whole class.

Answers:

Worksheet 46:

1: 1 refused 2 chop 3 will have been 4 shall we
5 give up

2: 1 forward 2 garments 3 fallen out 4 made 5 think

3: 1 talk me into 2 's going to rain 3 has been writing
4 unrewarding 5 defeated

4: 1 admires 2 record 3 Nor have I. 4 can't have
eaten 5 pick me up

5: 1 cutting-edge 2 doesn't mind 3 let you down
4 take after 5 may be

6: 1 keep 2 cruise 3 used to be 4 a gap year
5 unfamiliar

Worksheet 47:

1: 1 will be built; 2 believed/thought to have been
infected; 3 all it wants (to do), 4 our son takes after his

2: 1 until you complete/have completed; 2 need not
have waited for; 3 succeeded in persuading the council;
4 showed/turned up at the party

3: 1 considered himself (to be) a charming; 2 made her
lay the table; 3 as many craft supplies as (we/was);
4 was blown up

4: 1 (that) we (should/could) organise; 2 is high time you
learned/learnt; 3 such gorgeous jewellery that;
4 came across this article by

48 Open cloze

(Focus Review 8, Use of English)

Aim: To practise Use of English tasks.

Interaction: Individual.

Type of activity: Translation.

Time: 20 minutes.

Materials: One worksheet per student.

In class: (1) Copy the worksheet for each student.

(2) Tell students that they are going to work individually and hand out the worksheets. (3) Ask them to read the gapped texts and complete each gap with one word so that the texts are logical and grammatically correct.

(4) Give students fifteen minutes to do the tasks.

(5) Check the answers with the whole class.

Answers:

1: 1 match 2 being 3 Nobody/No-one 4 At

2: 1 up 2 each 3 little 4 had

3: 1 would 2 degree 3 unless 4 order

4: 1 made 2 hand 3 each 4 rather

49 Word building

(Focus Review 5, Use of English)

Aim: To practise Use of English tasks.

Interaction: Individual.

Type of activity: Translation.

Time: 20 minutes.

Materials: One worksheet per student.

In class: (1) Copy the worksheet for each student. (2) Tell students that they are going to work individually and hand out the worksheets. (3) Ask them to read the gapped texts and complete each gap with the correct form of the word given in capital letters so that the texts are logical and grammatically correct. (4) Give students twenty minutes to do the tasks. (5) Check the answers with the whole class.

Answers:

1: 1 disobedient 2 attention

3 concentrate 4 disconnected 5 socialising 6 deepen

2: 1 resilience 2 trainer 3 unavoidably/

inevitably 4 succeeded 5 achieved 6 failure

3: 1 rewarding 2 improvement 3 lost

4 disappointed 5 encouragement 6 opposing

4: 1 hopeless 2 compete

3 imagine 4 creative 5 broadens 6 advise

50 Cloze

(Focus Review 7, Use of English)

Aim: To practise Use of English tasks.

Interaction: Individual.

Type of activity: Translation.

Time: 20 minutes.

Materials: One worksheet per student.

In class: (1) Copy the worksheet for each student.

(2) Tell students that they are going to work individually and hand out the worksheets. (3) Ask them to read the gapped texts and complete each gap with the correct form of one of the words given above so that the texts are logical and grammatically correct. (4) Give students twenty minutes to do the tasks. (5) Check the answers with the whole class.

Answers:

1: 1 reaching 2 hopefully 3 be worn 4 heat

2: 1 was accepted 2 getting 3 truth 4 independence

3: 1 influential 2 kept 3 collection 4 lengthy

4: 1 have taken 2 being distracted 3 strengths

4 ability

51 Sentence formation

(Focus Review 5 and 7,
Use of English)

Aim: To practise Use of English tasks.

Interaction: Individual.

Type of activity: Translation.

Time: 20 minutes.

Materials: One worksheet per student.

In class: (1) Copy the worksheet for each student.

(2) Tell students that they are going to work individually and hand out the worksheets. **(3)** Ask them to read the gapped sentences and to complete each gap with the correct forms of the words given in brackets. Tell them not to change the order of the words. They can add other words if necessary. The sentences must be logical and grammatically correct. **(4)** Give students twenty minutes to do the tasks. **(5)** Check the answers with the whole class.

Answers:

1: 1 is always talking about himself 2 was thought to have been stealing 3 in case they do not give 4 is likely to change for

2: 1 since I have ridden 2 supposing Carol had not come 3 the woman had been hit with 4 was about to call you

3: 1 have you been doing for 2 it/there is no use trying 3 get accustomed to living 4 organise Gina's mum's

4: 1 had already been running 2 it is worth writing, 3 must have been studying 4 as though somebody had added

5: 1 if/whether you could/would do 2 there are bound to be 3 have got used to walking 4 are supposed not to leave

6: 1 suggesting (that) I should/do not study 2 we would be lying on 3 used to have milk delivered 4 try taking some/these pills to

7: 1 it must have been sold 2 Knowing how dangerous the area 3 as if nobody else existed 4 will succeed in qualifying

8: 1 need not have prepared 2 in addition to learning to drive 3 had not bought the car 4 went on to talk about