



1 FAQ

(1.1 Vocabulary)

Aim: To practise words related to education and character.

Interaction: Pairs.

Type of activity: Concept-checking questions.

Time: 10 minutes.

Materials: One set of 12 cards per pair.

In class: (1) Copy the worksheet and cut out the cards as indicated. (2) Tell students they're going to work in pairs. Give each pair one set of cards. Put the cards face down in a pile. (3) Students take turns to pick up one card at a time. They ask each other the questions. It is important that the questions are read out and not shown. There are only yes/no questions. Students have to justify their answers and get one point for each correct explanation. (4) Ask students about the result of their games.



2 Test yourselves

(1.2 Grammar)

Aim: To practise grammar from lesson 1.2.

Type of activity: Sentence correction.

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 In love with my bike (1.5 Grammar)

Aim: To practise verb patterns.

Interaction: Individual/Pairs.

Type of activity: Gap filling and information exchange.

Time: 12 minutes.

Materials: One worksheet per student.

In class: (1) Tell students they are going to work individually at first. Ask them to complete the gaps with the correct form of the verbs in brackets. (2) When everyone has finished, check the answers with the whole class. (3) Students answer the questions for themselves. (4) Then they interview their partner and take notes of their answers to find out what they have in common. (5) Ask students to report their findings, e.g. *We both fancy riding our bikes today. (We may well go somewhere together.)*

Answers:

1 learning 2 to ride 3 to wear 4 to listen 5 cycling
6 biking 7 ride 8 to lend 9 going 10 riding

4 Learning how to ... (1.6 Speaking)

Aim: To practise describing photos.

Interaction: Individual/Pairs.

Type of activity: Gap filling and guided speaking.

Time: 15 minutes.

Materials: One worksheet per student.

In class: (1) Tell students they are going to work individually. Hand out the worksheets, ask students to look at Photo 1 and complete its description with words from the box. Point out that there are two extra words. (2) Ask students to compare their answers in pairs and then check them with the whole class. (3) Tell students to look at Photo 2 and complete its description with their own ideas. (4) Ask students to compare their answers in pairs and then check them with the whole class.

Answers:

Photo 1: 1 really 2 chances 3 seems 4 be
5 obvious 6 hard 7 on 8 Clearly

Photo 2 (example): This is a photo of a college or university professor talking to some students. Based on what is written on the board, the students must have just attended a lecture on Maths or Physics. It looks to me as if the professor has just finished explaining something difficult and the students could be asking additional questions. It's hard to say which year the students are in, but judging by how self-confident the students feel, the chances are that they might be studying science for an MSc. I can't really tell but they could be talking to the professor about his lecture or their understanding of science.

5 Verb pairs (1.7 Use of English)

Part 1

Aim: To practise formal and informal language.

Interaction: Individual.

Type of activity: Matching.

Time: 2–3 minutes.

Materials: One worksheet per student.

In class: (1) Tell students that they are going to work individually and hand out the worksheets. (2) Tell them to match verbs with similar meaning into pairs. (3) Then ask students to compare their answers in pairs. (4) Check the answers with the whole class.

Answers:

1 a 2 f 3 b 4 h 5 e 6 d 7 i 8 c 9 g

Part 2

Aim: To practise formal and informal language.

Interaction: Pairs.

Type of activity: Gap filling.

Time: 4–5 minutes.

Materials: One worksheet per student.

In class: (1) Ask students to work in pairs and complete the sentences with the verbs from Part 1. Point out they should decide whether they need a more/less formal word in each case. Remind them to look at the words before and after each gap (e.g. prepositions), and use the verbs in the correct form. (2) Once they have finished, check the answers with the whole class. In each case, ask students to give reasons for their choices. Explain that sometimes both options are possible, depending on the context.

Suggested answers:

1 telling (e.g. somebody telling their friend about their grandmother) 2 start (e.g. two friends talking)
3 need (e.g. a teacher talking to students)/are required (e.g. in school regulations) 4 take back (e.g. two friends talking) 5 tolerated (e.g. in an official speech)
6 request (e.g. on a university website) 7 have been omitted (e.g. in a scientific journal) 8 memorise (e.g. in a newspaper article)/learn by heart (e.g. in a class discussion) 9 thought about (e.g. two friends talking)/considered (e.g. a school councillor talking to a student)



6 A covering email

(1.8 Writing)

Aim: To practise correcting and completing a covering 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 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) Ask students to present their corrections and discuss them with the class. Hand out the corrected text and ask students if they have found all the mistakes.

Optionally, if students have difficulty finding all the mistakes, you can write on the board: one wrong word form, one wrong verb, one wrong preposition, one incorrect spelling, one instance of incorrect register, one grammatical error.

7 My best mate (2.1 Vocabulary)

Aim: To practise collocations related to personality.

Interaction: Pairs.

Type of activity: 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. Tell students they are going to read short texts people wrote about their best friends. **(2)** Students take turns to dictate the highlighted words or phrases to each other and fill in the gaps. **(3)** When a pair has finished, ask them to compare their texts. **(4)** Tell students to talk to each other and say who they would like to get to know and/or who they would like to make friends with and why.

Optional follow-up: Ask students to match the descriptions to the pictures. Any interpretation is correct as long as it can be justified.



8 Test yourselves (2.2 Grammar)

Aim: To practise grammar from lesson 2.2.

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 To put or not to put a comma, that is the question (2.5 Grammar)

Aim: To practise the use of commas in relative clauses.

Interaction: Individual.

Type of activity: Matching.

Time: 10 minutes.

Materials: One worksheet per student.

In class: (1) Tell students that they are going to work individually and hand out the worksheets. (2) Tell them to match sentence halves by writing letters next to the numbers at the bottom of the page. If a comma is needed, students draw a line between the sentence halves. The lines should go through the big comma in the middle. Set a time limit of 5 minutes. (3) Then ask students to compare their answers in pairs and check in which sentences they used a comma. (4) Check the answers with the whole class.

Optional follow-up: Students rewrite the sentences in which they misused commas or which they mismatched, changing the sentences so that they are true for them.

Answers:

Sentences with a comma: 1c My cousin has moved to New Zealand, where I'd love to go one day. 3k My parents always ask me how school was, which is very irritating. 4h My mum looks a lot like her sisters, who are twins and have the same eyes and hair as her. 6b My father often talks about his grandma Mary, whose life became an inspiration for him. 10d My grandpa died in 2005, when I was just four. 11f My immediate family live in Gdansk, which is the sixth largest city in Poland.

Sentences without a comma: 2e My grandma makes a cheesecake that tastes like nothing else in the world. 5i I couldn't make friends with people that never admit when they're wrong. 7a Uncle Rob is the kind of person you take an instant liking to. 8l I'm in touch with my whole extended family living abroad. 9g I've never been to the village my great-grandparents were born in. 12j I've got some black-and-white photos taken by my great-grandfather in the 1930s.

10 Tell me about a family celebration (2.6 Speaking)

Part 1

Aim: To practise describing photos.

Interaction: Individual.

Type of activity: Gap filling.

Time: 2–3 minutes.

Materials: One worksheet per student.

In class: (1) Tell students they are going to work individually. Hand out the worksheets and ask students to fill in the gaps with the appropriate words. (2) Check the answers with the whole class.

Answers:

1 shows 2 obvious 3 clearly 4 about 5 though

Part 2

Aim: To practise answering questions related to a photo.

Interaction: Individual/Pairs.

Type of activity: Multiple choice, matching, gap filling and guided speaking.

Time: 10–12 minutes.

Materials: One worksheet per student.

In class: (1) Tell students they are going to work individually at first. Ask them to look at question 1 and at the picture in Part 1 again. (2) Students read the sample answer to the question and choose the correct words. Ask students to check their answers in pairs. (3) Students look at question 2, match the expressions and use them to complete the gaps in the sample answer. Check the answers with the whole class. (4) Students look at question 3 and fill in the gaps in the sample answer with the words from the box. There are two extra words. Check the answers with the whole class. (5) Ask students to prepare their own answers to questions 2 and 3 and share them in pairs.

Answers:

1: 1 To 2 Judging 3 excited 4 reason

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

a Generally speaking, b family gathering

c What's more, d catch up with all the news

e On the other hand, f people of my age

3: 1 place 2 begin 3 just 4 as 5 sudden 6 turned

7 doubt 8 enough



11 Just think of someone

(2.7 Use of English)

Aim: To practise collocations.

Interaction: Individual/Pairs.

Type of activity: Gap filling and information exchange.

Time: 10 minutes.

Materials: One worksheet per student.

In class: (1) Tell students that they are going to work individually at first and then hand out the worksheets. Tell them to take 3 minutes to fill in the gaps with the words from the box. (2) Check the answers with the whole class. (3) Ask students to choose five people from the 'Think of' list and write their names in the notes at the bottom of the page in a random order. Set a time limit of 1–2 minutes. (4) Tell students to work in pairs and to swap their worksheets. (5) Students ask each other questions to find out who the people in the notes are, e.g. *Who's Adam?/How about Mr Patel?* Encourage students to give their answers from memory instead of reading them. Suggest asking follow-up questions, e.g. *So which team is he bitterly disappointed with?/How do you know he has a vivid imagination?* With weaker students, get them to ask yes/no questions, e.g. *Is Marjan a casual acquaintance that you'd like to get to know better?*

Answers:

1 vivid 2 baby 3 roar 4 shares 5 tidy 6 set
7 healthy 8 painfully 9 bitterly 10 casual



12 An article

(2.8 Writing)

Aim: To practise correcting and completing an article, 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 article, such as 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) Ask students to present their corrections and discuss them with the class. Hand out the corrected text and ask students if they have found all the mistakes.

Optionally, if students have difficulty finding all the mistakes you can write on the board: one grammatical error, one wrong relative pronoun, one wrong verb, one wrong adjective, one instance of incorrect register, one wrong preposition.



13 A whistle-stop tour of European cities

(3.1 Vocabulary)

Aim: To practise words related to cities.

Interaction: Pairs.

Type of activity: Matching.

Time: 10 minutes.

Materials: One set of 24 cards per pair.

In class: (1) Copy the worksheet and cut up the cards as indicated. Mix up the city cards and then the description cards, but keep the two types of cards separate. (2) Tell students that they're going to work in pairs and hand out the cards. Place the description cards face down in a pile. Place the city cards face up. (3) Tell students that the cards contain some clues about the cities to be visited during a whistle-stop tour called *A Dozen European Cities in Less Than a Fortnight*. (4) Students take turns to pick up one card at a time and read it out loud. They match it to a city to work out the actual itinerary. They should discuss their choices if in doubt. (5) Check answers with the whole class. (6) Tell students to tell each other their itineraries and say which three cities they would like to visit most. You can expand the task by getting students to repeat the descriptions of the chosen cities from memory.

Optional follow-up: You may ask students what they think of this particular itinerary and whistle-stop tours in general.



14 Text a fortune-teller

(3.2 Grammar)

Aim: To practise future forms.

Interaction: Individual/Pairs.

Type of activity: Gap filling and evaluating.

Time: 10 minutes.

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

In class: (1) Copy the worksheets for Students A and B and cut off the bottom parts (the instructions). (2) Divide students into pairs, Student A and Student B. Fold the worksheets along the dotted line and give them to Students A and Students B respectively, the question side up. Ask students not to unfold the worksheets or look at the other side. (3) Get students to complete the questions with one word in each gap. Set a time limit of 4 minutes. (4) Check the answers briefly with the whole class. (5) Ask students to turn over and swap the folded worksheets. (6) Hand out the previously cut off fragments to Students A and Students B respectively. Ask them to follow the instructions and to complete the answers section on the worksheet they got from the other student. Set a time limit of 1 minute. (7) Once they have finished, they swap worksheets again. (8) Students unfold the worksheets and read the answers to each other. They decide which answers seem (il)logical and evaluate how trustworthy the fortune telling service is.

Answers:

Student A: 1 be / time 2 have been 3 be / time
4 have been 5 time

Student B: 6 have / by 7 be / in 8 been / time
9 have been 10 times



15 Test yourselves

(3.5 Grammar)

Aim: To practise grammar from lesson 3.5.

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.

16 Doing up a flat

(3.6 Speaking)

Part 1

Aim: To practise words related to home.

Interaction: Individual/Pairs.

Type of activity: Gap filling and matching.

Time: 7–8 minutes.

Materials: One worksheet per student.

In class: (1) Tell students they are going to work individually at first. Hand out the worksheets and tell students to complete the *for and against* table with their own ideas. (2) Get students to compare their ideas and check them with the whole class. (3) Ask students to complete the mind maps with the verbs from the box. Draw their attention to the fact that some verbs can be used more than once. Check comprehension, if necessary. (4) Check the answers with the whole class.

Answers:

Redecoration on your own (examples):

FOR: cheap, satisfaction, the end result is exactly what you want

AGAINST: involves a lot of time and effort, things might go wrong

Jobs to do:

walls: paint, wallpaper

carpet: fit, lay, vacuum

curtains: hang, put up

new bookshelves: dust, fill, fit, put up

lights: fit, install

Part 2

Aim: To practise suggesting, objecting, compromising and agreeing.

Interaction: Individual/Pairs.

Type of activity: Gap filling and matching.

Time: 6–7 minutes.

Materials: One worksheet per student.

In class: (1) Tell students they are going to work individually at first. Ask them to complete the missing letters in the expressions. (2) Get students to compare their answers in pairs. (3) Tell students to complete the grid with the expressions. (4) Check the exercise with the whole class.

Answers:

1 Why / half 2 halves 3 absolutely 4 Given / rather
5 wouldn't 6 would / say 7 agree 8 convinced / idea

Suggesting a course of action: 4, 6

Objecting: 5, 8

Compromising: 1, 2

Agreeing: 3, 7

17 Check the door

(3.7 Use of English)

Aim: To practise determiners.

Interaction: Individual/Groups of ten.

Type of activity: Choosing the correct option and mingling.

Time: 15 minutes.

Materials: One worksheet per person.

In class: (1) Hand out the worksheets. Divide students into groups of ten. Assign a number from 1 to 10 to each student in the group and tell them to write their name on the corresponding door in the worksheet. Alternatively, you can write in the names yourself before handing out the worksheets. This might be a practical solution if you have an uneven number of students or if you want to assign one task to two weaker students. **(2)** Tell students that at first they are going to work individually. Ask them to circle or tick the correct form in each sentence. Set a time limit of 4 minutes. **(3)** Check the answers with the whole class. Students cross out the wrong options. **(4)** Ask students to read the sentence that is on their door. Tell students that they will have to check whether the statement is true. Students decide what question they are going to ask. Monitor their work and answer any queries. **(5)** Students mingle in their groups and ask each person the same question to verify the statement. **(6)** At the end of the activity, students report back to the class whether their sentences were true. They correct the untrue statements.

Answers:

1 every 2 both 3 Each 4 Every one of 5 All
6 whole 7 other 8 the others 9 another
10 The others

Possible questions: 1 Do you tidy up your room every other day? / How often do you tidy up your room?
2 Do you think that both men and women should do their equal share of housework? 3 Do you sometimes do the washing yourself? 4 Do you hate (doing the) ironing? 5 Have you decorated your room yourself?
6 Would you like to have your whole room painted black? 7 Would you like to live in a hall of residence with other students? 8 Do you like the idea of sharing a fridge with others? 9 Do you want to study in another country/abroad? 10 Would you like to live on your own? / Do you want to continue living with your family?

18 A 'for and against' essay (3.8 Writing)

Part 1

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 essay, such as 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) Ask students to present their corrections and discuss them with the class. Hand out the corrected text and ask students if they have found all the mistakes.

Optionally, if students have difficulty finding all the mistakes you can write on the board: one wrong quantifier, one wrong vocabulary item, one wrong subordinate conjunction, one wrong quantifier, one wrong future form, one structural error.

19 Read the comments

(4.1 Vocabulary)

Aim: To practise vocabulary related to shopping.

Interaction: Pairs.

Type of activity: Information and opinion exchange.

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 their worksheets. (3) Explain that students should not look at each other's worksheets. (4) Students take turns to dictate the highlighted parts of the comments to each other. (5) Once they have finished, ask them to assess how relevant the comment related to a given item of clothing is. Tell students that they must repeat the comment out loud and avoid short responses such as *I agree./I don't think so*. You may want to demonstrate the assessment part, e.g. *I think it's greatly/slightly exaggerated. I wouldn't say that this is a bargain price. It is a bit expensive even for a pair of branded trainers.*

Follow-up: Get students to recap on which comments they found greatly exaggerated. Ask them if they had different opinions about any of the comments.



20 Hurried dominoes

(4.2 Grammar)

Aim: To practise question tags.

Interaction: Pairs.

Type of activity: Matching game.

Time: 10 minutes.

Materials: One set of 18 cards per pair.

In class: (1) Copy the worksheet and cut up the dominoes as indicated. (2) Tell students that they are going to play dominoes in pairs. They'll have to find matching sentences and question tags or reply questions. Give each pair one set of cards. Place all the dominoes face down except for one, which will serve as the beginning of the sequence.

(3) Students pick up three dominoes each from the pile.

(4) They take turns to put down a domino which completes the sentence with a correct question tag/reply question or the question tag/reply question with a correct sentence.

(5) If a student doesn't have a suitable domino, they pick up one domino from the pile, or miss a turn when there are no dominoes left in the pile. (6) Walk around the class to monitor the game. (7) The first student to put down all the dominoes is the winner provided there are none left in the pile. (8) When all pairs have finished, ask students what their story is about.

Answers:

The complete sequence is a dialogue between two people who are in a hurry to go to a concert. The first sentence of the dialogue is *I'm already late, aren't I?*



21 Test yourselves

(4.5 Grammar)

Aim: To practise grammar from lesson 4.5.

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.

22 What would you do if you won a lot of money?

(4.6 Speaking)

Aim: To practise words related to money.

Interaction: Individual/Pairs.

Type of activity: Matching.

Time: 8–10 minutes.

Materials: One worksheet per student.

In class: (1) Tell students they are going to work individually at first. Hand out the worksheets and tell students to complete the descriptions of ideas on what to do after winning the lottery with words or phrases from the box.

There are two extra options. (2) Get students to compare their ideas and check the answers with the whole class.

(3) Ask students to complete the *for and against* tables with the expressions from the list of arguments. Tell them that box number 4 has to be filled with their own ideas.

(4) Ask students to add one *for* and one *against* argument to boxes 1–3. (5) Get students to compare their ideas and check the answers with the whole class.

Answers:

1 bank account; FOR: d, h AGAINST: e

2 world tour; FOR: b, i AGAINST: g, k

3 charity; FOR: a, f AGAINST: c, j

4 university

23 The focus of our debate today is ... (4.7 Use of English)

Aim: To practise modality structures.

Interaction: Individual/Pairs.

Type of activity: Gap filling and discussing.

Time: 15 minutes.

Materials: One worksheet per person.

In class: (1) Tell students that they are going to work individually at first. Hand out the worksheet and tell them to complete the sentences so that they mean the opposite of the sentences with a corresponding number. Students have to use 3 or 4 words to fill in the gaps, including the word in capitals in the correct form. Set a time limit of 5 minutes. (2) Check the answers with the whole class. (3) Tell students to read the statements again and tick the ones they agree with. (4) Get students to work in pairs and to compare their choices. When they find the topic they disagree on, they should try to convince each other to their point of view.

Answers:

1B be banned from advertising 2A be permitted to try
3B are bound to 4A be obliged to 5B are unlikely
to stop 6A succeed in getting 7B are meant to
8A are sure to go



24 A formal email

(4.8 Writing)

Aim: To practise correcting and completing a formal 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 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) Ask students to present their corrections and discuss them with the class. Hand out the corrected text and ask students if they have found all the mistakes.

Optionally, if students have difficulty finding all the mistakes you can write on the board: one structural error, four grammatical errors, one wrong adjective.

25 What the frogs said

(5.1 Vocabulary)

Aim: To practise vocabulary related to work.

Interaction: Individual/Pairs.

Type of activity: Gap filling and discussing.

Time: 15 minutes.

Materials: One worksheet per student.

In class: (1) Tell students that they are going to work individually and hand out the worksheet. (2) Ask students to read the sentences and complete them with words in the top section of the worksheet. Point out that there are two groups of words (A: nouns/adjectives and B: verbs), and students need to think which word they need in each gap. The word *day* needs to be used twice. Students' task is to find out what the frogs said (i.e. complete the sentences correctly). Set a time limit of 5 minutes.

(3) Check the answers with the whole class. Ask students how many sentences they managed to complete.

A sentence only counts if the answer is correct. (4) Ask students to work in pairs. Students take turns to read one sentence at a time and say whether they think it is true or false. Allow students to decide which sentences they want to discuss. You may suggest, however, that they should start with the sentences they made mistakes in or failed to complete within the allotted time.

Answers:

1 deadline 2 day, day 3 increase 4 put 5 mind
6 think 7 prospects 8 conscientiousness 9 enter
10 achieve 11 purposeful 12 overworked 13 single
14 map 15 get 16 reach

26 Who said it?

(5.2 Grammar)

Aim: To practise reported speech.

Interaction: Pairs.

Type of activity: Sentence completion and information exchange.

Time: 12 minutes.

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

In class: (1) Tell students that they are going to work in pairs. They will have to match the six quotations to the famous people and check if the other student's answers are correct. (2) Ask students to complete the sentences using reported speech. Set a time limit of 6 minutes. (3) Students take turns to read their answers to each other. They award each other points: one for the right match and one for a grammatically correct answer. Students should correct their mistakes in the answers. Remember to point out that the context of each sentence is always important in reported speech, e.g. compare the Winston Churchill quote with Confucius. (4) When everyone has finished, ask students about their scores.

Optional follow-up: Ask students which quotations were the easiest to guess and which were too vague to be associated with a particular person.

Answers:

Student A: see the worksheet for Student B.

Student B: see the worksheet for Student A.



27 Test yourselves (5.5 Grammar)

Aim: To practise grammar from lesson 5.5.

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.

28 Problem solving

(5.6 Speaking)

Part 1

Aim: To practise expressions used for talking about problems and solutions and expressing annoyance.

Interaction: Pairs.

Type of activity: Gap filling.

Time: 4–5 minutes.

Materials: One worksheet per student.

In class: (1) Tell students they are going to work in pairs. Hand out the worksheets and ask students to fill in the gaps with the words from the box. (2) Check the answers with the whole class.

Answers:

1 wrong 2 seem 3 tried 4 doubt 5 difference
6 supposed 7 know 8 should 9 matter 10 wish
11 knew 12 Perhaps 13 worth 14 suppose
15 solved

Part 2

Aim: To practise expressions used for talking about problems and solutions and expressing annoyance.

Interaction: Individuals/Pairs.

Type of activity: Gap filling and matching.

Time: 3–4 minutes.

Materials: One worksheet per student.

In class: (1) Ask students to complete the missing words. (2) Check the answers with the whole class. (3) Ask students to match the expressions in Part 2 to similar phrases in the dialogues in Part 1.

Answers:

Talking about a problem: What's **up**? = What's wrong / the matter? I haven't got a **clue**. = I wish I knew. I **appear** to have ... = I seem to have ...

Talking about a solution: It's worth a **try**. = It's worth a go.

Expressing annoyance: Why on **earth** didn't you ...? = You should have ...

29 Let's focus on phrasal verbs (5.7 Use of English)

Aim: To practise phrasal verbs.

Interaction: Individual/Pairs.

Type of activity: Matching and drilling.

Time: 10 minutes.

Materials: One worksheet per person.

In class: (1) Tell students that they are going to work individually at first. Hand out the worksheet and tell students to match questions 1–14 with answers a–n and write the numbers in the boxes. Set a time limit of 5 minutes. **(2)** Check the answers with the whole class.

(3) Tell students to work in pairs. Student A folds their worksheet in half lengthwise along the dotted line and looks at the answers. They have to say the phrasal verbs from memory and use them with the given collocations, e.g.: *We look up to honest, successful and famous people.* Student B looks at their unfolded page and checks the answers, prompting Student A if necessary.

(4) Get students to swap the roles. This time Student B folds their worksheet in half, looks at the questions with the phrasal verbs and says the collocations from memory, e.g.: *What can make up for bad service? An apology, a discount or a gift can make up for bad service.*

Optional follow-up: Students write their own examples with the phrasal verbs they had difficulty remembering.

Answers:

1 d 2 j 3 l 4 c 5 m 6 g 7 f 8 e 9 k 10 h 11 i
12 b 13 n 14 a



30 An opinion essay

(5.8 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 essay, such as 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) Ask students to present their corrections and discuss them with the class. Hand out the corrected text and ask students if they have found all the mistakes.

Optionally, if students have difficulty finding all the mistakes you can write on the board: no stated opinion, one wrong vocabulary item, one wrong word form, one wrong conjunction, one wrong verb, one wrong expression.



31 Too true! Absolutely!

(6.1 Vocabulary)

Aim: To practise vocabulary related to the media, truth and falsehood.

Interaction: Pairs.

Type of activity: Memory game and discussion.

Time: 15 minutes.

Materials: One set of 24 cards per pair.

In class: (1) Copy the worksheet and cut up the cards as indicated. (2) Tell students that they are going to play a memory game in pairs. Give each pair of students one set of shuffled wide cards and one set of narrow cards. Tell students to put the cards face down in two columns according to width. The wide cards should be placed on the left. (3) Students take turns to turn over one wide and one narrow card at a time in order to find pairs of sentences with similar meanings. The sentence pairs are short conversations between two people sharing the same opinions. Explain that we say *too true* when we think something is true although we wish it wasn't. (4) If students find a matching pair, they remove it from the game as a trick. If not, they put the cards back in exactly the same place they were. Get students to read the cards out every time they turn them over, to reinforce the target vocabulary. (5) The game is over when all the matching pairs have been found. The student with the most tricks is the winner. (6) Ask students to talk to each other and say which of the opinions they disagree with.

Optional follow-up: You may ask students if they know people who tend to agree with everyone on everything.



32 Test yourselves

(6.2 Grammar)

Aim: To practise grammar from lesson 6.2.

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.

33 Mix them well together (6.5 Grammar)

Aim: To practise mixed conditionals.

Interaction: Individual/Class competition.

Type of activity: Writing sentences using prompts.

Time: 10 minutes.

Materials: One worksheet per person.

In class: (1) Tell students that they are going to work individually at first. Hand out the worksheet and tell them to write five mixed conditional sentences using the given prompts. Point out that the sentences must be both grammatically correct and logical. Give students an additional example by writing two sentences on the board: *I'm watching a film (present). A friend recommended it to me (past).* Tell students that they can be logically linked into one sentence: *I'm watching the film because a friend recommended it to me*, which can then be expressed as a mixed conditional: *If a friend hadn't recommended the/this film to me, I wouldn't be watching it (now).* Remind them that they only need to write a conditional sentence. You may point out that the task resembles Exercise 7 in Unit 6.5, SB. Set a time limit of 3–5 minutes. **(2)** Get students to compare their sentences in pairs. **(3)** Check the answers with the whole class. You may also award students points for correct answers, e.g. 1 point for every correct answer plus 2 bonus points for an original sentence that no one else in the class has written.

Optional follow-up: Students write more examples of mixed conditional sentences at home.

Example Answers:

- 1 I wouldn't be broke if I hadn't splashed out on new clothes.
- 2 I'd be sleepy if I'd gone to bed late.
- 3 I'd have bags under my eyes if I hadn't slept well last night.
- 4 I wouldn't be really busy if I hadn't failed the exam.
- 5 I'd be lying in the sun if I'd gone to Egypt.
- 6 I'd be in my forties now if I'd been born in 1979.
- 7 I'd have gone to the beach if it wasn't raining.
- 8 I wouldn't have stayed home if I was well.
- 9 I'd have saved up enough for the trip if I was careful with money.
- 10 I'd have rented a car if I could drive.
- 11 I'd have taken that job if I didn't have to go to school.
- 12 I wouldn't have gone there by bus if I enjoyed flying.

34 Expressing opinions (6.6 Speaking)

Part 1

Aim: To practise beginning your answers, expressing opinions tentatively and expressing opinions with comment adverbials.

Interaction: Individual.

Type of activity: Gap filling.

Time: 3–4 minutes.

Materials: One worksheet per student.

In class: (1) Tell students they are going to work individually. Hand out the worksheets and ask students to fill in the gaps with the words from the box. **(2)** Check the answers with the whole class.

Answers:

1 Sadly 2 Of 3 vital 4 main 5 suppose
6 advantage 7 clearly 8 honest 9 opinion 10 well
11 particularly 12 firmly 13 argued 14 Frankly

Part 2

Aim: To practise beginning your answers, expressing opinions tentatively and expressing opinions with comment adverbials.

Interaction: Individual/Pairs.

Type of activity: Classifying.

Time: 5–6 minutes.

Materials: One worksheet per student.

In class: (1) Tell students they are going to work individually at first. Ask them to complete the grid with the phrases from Part 1. **(2)** Ask students to compare answers in pairs and then check it with the whole class.

Answers:

Beginning your answer: 2, 3, 4, 6, 10, 12

Expressing opinions tentatively: 5, 9, 11, 13

Expressing opinions with comment adverbials: 1, 7, 8, 14



35 What about you?

(6.7 Use of English)

Aim: To practise compound nouns and adjectives.

Interaction: Pairs.

Type of activity: Gap filling and interview.

Time: 10 minutes.

Materials: One worksheet per person.

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. (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 anchor 2 copy 3 checker 4 grey 5 blood 6 snow
7 company 8 checks 9 art 10 heartwarming 11 blow
12 foreign 13 sunburnt 14 weatherproof 15 hearted
16 commercial 17 bathroom 18 mouth 19 station



36 A review of a TV series or a film

(6.8 Writing)

Aim: To practise correcting and completing a review of a TV series or a film, 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 review, such as 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) Ask students to present their corrections and discuss them with the class. Hand out the corrected text and ask students if they have found all the mistakes.

Optionally, if students have difficulty finding all the mistakes you can write on the board: one incorrect compound form, one wrong expression, one grammatical error/wrong tense, two wrong word forms, no recommendation given.

37 Science crossword

(7.1 Vocabulary)

Aim: To practise words related to science.

Interaction: Individual/Pairs.

Type of activity: Crossword and guessing game.

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 and Students B their worksheets and ask them not to show them to each other. (3) Students work individually first and match the clues to the answers in their part of the crossword. Set a time limit of 2 minutes. (4) Write the correct sequence of clues for Students A and Students B on the board and get students to check their answers. (5) Students work in pairs. They take turns to read the definitions of the words they have in their crosswords so that the other student can complete the missing words. (5) When they have finished, tell students to compare their answers.

Answers:

Student A: 11, 4, 1, 13, 6, 3, 10, 8

Student B: 9, 12, 2, 15, 5, 16, 7, 14



38 Quick teen survey

(7.2 Grammar)

Aim: To practise advanced passive forms.

Interaction: Groups of 8–12.

Type of activity: Mingling and asking questions.

Time: 15 minutes.

Materials: One set of 12 cards per group of 8–12.

In class: (1) Divide students into groups of 8 to 12 students. (2) Give each student a work card. (3) Students read their work cards and decide what question they are going to ask. Monitor their work and clear up any doubts. (4) Students mingle in their groups and ask every single student to find how many people in their group give the anticipated answer. (5) At the end of the activity, students report the results of their survey back to the class.

Optional follow-up: Discuss the results. Since some of the points in the exercise seem controversial, the interpretation of the results may allow students to express their otherwise hidden views in public. Teenagers are not always able to make their voices heard after all.

Answers:

1 Do you like being praised? 2 Have you been reminded to study harder today? 3 Do you agree that students shouldn't be told what to wear to school? 4 Do you think you're being taught useless things at school? 5 Do you feel you're not being prepared well for life? 6 Do you feel tired of being made to read books you don't like? 7 Would you like to not be given any marks at school? 8 Do you understand why laptop computers can't be used by students in the classroom? 9 Do you often avoid answering the teacher's questions because you don't want to be laughed at? 10 Have you ever been caught browsing the net on your phone during a lesson? 11 Do you think you should have been given less homework last week? 12 Do you mind being asked to read something out loud in class?



39 Test yourselves (7.5 Grammar)

Aim: To practise grammar from lesson 7.5.

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 How has technology developed?

(7.6 Speaking)

Part 1

Aim: To practise words related to technology.

Interaction: Individual/Pairs.

Type of activity: Matching and gap filling.

Time: 5–6 minutes.

Materials: One worksheet per student.

In class: (1) Tell students they are going to work individually at first. Hand out the worksheets and ask students to match the inventions with the reasons why they are important. (2) Tell students to compare answers in pairs. (3) Tell students to imagine they are preparing a school exhibition on how technology has developed. There are two mind maps on the worksheet with some ideas on how to organise the exhibition. Ask students to complete the gaps in the mind maps with the words from the box. (4) Check the exercise with the whole class.

Answers:

1 f 2 g 3 e 4 d 5 b 6 a 7 c

PRESENTATION: 1 posters 2 objects 3 displays

ATTRACTIONS: 4 gadgets 5 ticket 6 experiments

7 lecture

Part 2

Aim: To practise explaining points of view and justifying opinions.

Interaction: Individual/Pairs.

Type of activity: Gap filling and classifying.

Time: 5–6 minutes.

Materials: One worksheet per student.

In class: (1) Tell students to work individually at first and ask them to complete gaps a–n with the words from the box. (2) Check the exercise with the whole class. (3) Ask students to work in pairs and complete gaps 1–4 in the grid with the headings A–D. (5) Check the exercise again with the whole class.

Answers:

a with b follow c lost d mean e words f saying

g correctly h exactly i much j meant k was

l instead m How n should

1 B 2 D 3 A 4 C

41 Nought on the confusion scale

(7.7 Use of English)

Aim: To practise easily confused words.

Interaction: Individual/Pairs.

Type of activity: Gap filling and information exchange.

Time: 12–20 minutes.

Materials: One worksheet per student.

In class: (1) Fold the worksheets along the dotted line.

(2) Tell students that they are going to work individually at first. Hand out the folded worksheet and ask students to choose the correct options in questions 1–12. Remind them not to unfold their sheets. Set a time limit of 4 minutes. (3) When everyone has finished, get students to place the numbers of the questions below the 'ruler', which is supposed to help them realise how clear the highlighted words are to them. Alternatively, students can write scale values next to the sentences. (4) Check the answers with the whole class. Ask students if they actually made any mistakes with the words they thought of as particularly confusing. (5) Ask students to read all the questions again in silence, paying special attention to those they made mistakes in. (6) Tell students to turn the folded page over and complete the same questions from memory. Set a time limit of 2 minutes. When they are ready, get them to unfold their worksheets and check the words against the first part. (7) The final stage depends on how much time you want to devote to the exercise. For example, you can tell students to work in pairs and ask each other only those questions that they made mistakes in (either in both parts or only in one of them). If students did not make any mistakes, they can ask each other the questions of their choice. Alternatively, students can work in pairs and take turns to answer all the questions.

Answers:

1 loose 2 present 3 alone 4 raise 5 advise

6 breath 7 lay 8 economical 9 affect

10 conscientious 11 late 12 compliment



42 A narrative

(7.8 Writing)

Aim: To practise correcting and completing a narrative, 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 narrative, such as

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)** Ask

students to present their corrections and discuss them

with the class. Hand out the corrected text and ask

students if they have found all the mistakes.

Optionally, if students have difficulty finding all the mistakes you can write on the board: one wrong preposition, one wrong verb, one grammatical error/wrong passive form, one wrong word form, one grammatical error/wrong tense, one sentence with missing punctuation.



43 Rescue the turtle



(8.1 Vocabulary)

Aim: To practise vocabulary with environmental issues and landscapes.

Interaction: Pairs.

Type of activity: Board game.

Time: 15 minutes.

Materials: One board, one set of 16 questions.

In class: (1) Divide students into pairs. (2) Give each pair a worksheet and a set of questions. Put the questions face down in a pile. (3) Tell students their task is to rescue the turtle trapped in plastic waste. They can remove one piece of rubbish every time they give the correct answer to a question. Once they have removed all fourteen pieces of plastic, the turtle will be free. (4) Tell students they are going to work together, not against each other as cooperation is needed to solve environmental problems. Students take turns picking up one card at a time. One of the students reads the question and options A and B to the other student, who has to choose the right answer. If the answer is correct (the underlined option on the card), students remove one plastic item from the board by crossing it out. They can only remove the rubbish piece by piece. (5) The game is over when students have set the turtle free or when they have run out of questions, which means the turtle remains trapped. (6) Ask the class how many turtles they managed to save.



44 Vote for us (8.2 Grammar)

Aim: To practise unreal past and regrets.

Interaction: Pairs/Groups.

Type of activity: Gap filling.

Time: 15 minutes.

Materials: One worksheet per pair (pair A and pair B).

In class: (1) Divide students into pairs, Pairs A and Pairs B. Give Pairs A their worksheet and Pairs B their worksheet. Ask them NOT to show them to each other. **(2)** Tell students they are going to write a political manifesto. Ask students to read the notes and complete the sentences accordingly. They have to write an extra sentence with their own ideas. Each pair should also think of the name for their party. Monitor students' work and answer any questions raised. Set a time limit of 8 minutes. **(3)** Get each Pair A to work with Pair B. The pairs read their manifestos to each other. 'The voters' ask questions to find out more about the party's programme. 'The party members' elaborate on the programme. **(4)** When they have finished, ask students if they would vote for the other party.

Optional follow-up: Ask students how politically-minded they are. Have they ever voted? If they have never been to the polls, do they think it would be easy for them to decide who to vote for?

Example answers:

Pair A: 1 ... didn't belong to drivers. (belonged to pedestrians and cyclists.) **2** ... people travelled free on public transport. **3** ... parking prices hadn't gone down last year. **4** ... there were cycle lanes everywhere. **5** ... were properly protected. / ... we made the wearing of helmets compulsory.

Pair B: 1 ... were treated with the same respect as humans. **2** ... we raised the tax on meat. **3** ... children had free vegetarian meals at school. **4** ... a new zoo hadn't opened in the capital last year. **5** ... didn't buy dogs. / ... people were paid for adopting dogs from animal shelters.



45 Test yourselves (8.5 Grammar)

Aim: To practise grammar from lesson 8.5.

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.

46 Different shades of green (8.6 Speaking)

Part 1

Aim: To practise words related to the environment.

Interaction: Individual.

Type of activity: Gap filling.

Time: 2–3 minutes.

Materials: One worksheet per student.

In class: (1) Tell students they are going to work individually. Hand out the worksheets and ask students to complete the missing letters in the expressions.

(2) Check the answers with the whole class.

Answers:

1 considered 2 wondering 3 aware 4 Perhaps
5 realise 6 know

Part 2

Aim: To practise presenting your opinion.

Interaction: Groups of 3.

Type of activity: Guided speaking.

Time: 10–12 minutes.

Materials: One worksheet per group.

In class: (1) Ask students to get in groups of 3 and to choose one picture A–C. Make sure each photo has been chosen by at least one group. **(2)** Tell students to look at the phrases and to note down ideas about the benefits of the environmental action as shown in the chosen photo. **(3)** Get each group to present their points of view and to defend their choices using the expressions from Part 1.

47 We're word builders! We're bricklayers! (8.7 Use of English)

Aim: To practise word formation.

Interaction: Groups of 3.

Type of activity: Board game.

Time: 15 minutes.

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

In class: (1) Divide students into groups of 3. (2) Give each group a worksheet and a dice. Each student places a different coloured counter (or a small object, e.g. a rubber, a paper clip, a pen top) on the START brick. (3) Students take turns to throw the dice. The one with the highest score starts – they throw again and move the counter forward the number of bricks shown on the dice. When they land on the brick, they must complete the sentence with the correct form of the root word in capitals. Draw their attention to the fact that apart from adding a prefix other changes may be necessary, e.g. *RE+MARRY+ED=REMARRIED*. If another student lands on the same brick, they have to answer the question in a full sentence. When a player lands on a brick with a prefix, they have to say a word with the prefix and use it in a meaningful sentence. If the other players agree that the answers are correct, the student stays on the brick and it is the next student's turn. If the answer is not correct, the student moves back to their previous position. There are three penalty bricks called *Replay*, which mean having to move back to the previous position. (4) Monitor the game and help to clear any doubts concerning the correctness of the answers.

Answers:

1 disallowed 2 misbehave 3 illogical 4 reconsider
5 illegal 6 overworking/overworked 7 renewable
8 irrelevant 9 disapprove 10 misjudged 11 rewrite
12 undoing 13 immature 14 outnumber
15 misinformed 16 unfairly 17 self-esteem
18 unsafe 19 underpaid 20 incapable 21 disabilities
22 understaffed 23 illiterate 24 irresponsible



48 A letter to an editor

(8.8 Writing)

Aim: To practise correcting and completing a letter to an editor, 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 letter, such as

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)** Ask

students to present their corrections and discuss them

with the class. Hand out the corrected text and ask

students if they have found all the mistakes.

Optionally, if students have difficulty finding all the

mistakes you can write on the board: wrong greeting,

lack of point of view, one incorrect emphatic structure,

one incorrect inversion, one wrong vocabulary item, one

wrong word form.

49–50 Multiple-choice cloze

(Focus Review 1, 4, 5 and 6,
Use of English)

Aim: To practise Use of English tasks.

Interaction: Individual.

Type of activity: Multiple choice.

Time: 20 minutes/worksheet.

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 to choose one correct answer (a, b, c or d) for each gap. (4) Give students twenty minutes to do the tasks. (5) Check the answers with the whole class.

Answers:

Worksheet 49

1: 1 a, 2 d, 3 a, 4 b

2: 1 d, 2 d, 3 b, 4 a

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

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

Worksheet 50

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

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

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

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

51 Multiple choice

(Focus Review 2 and 8, Use of English)

Aim: To practise Use of English tasks.

Interaction: Individual.

Type of activity: Multiple choice.

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 gapped sentences and to choose one correct answer (a, b, or c) for each gap. (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 a

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

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

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



52–53 Open cloze

(Focus Review 3, Use of English)

Aim: To practise Use of English tasks.

Interaction: Individual.

Type of activity: Gapped text.

Time: 20 minutes/worksheet.

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 twenty minutes to do the tasks.

(5) Check the answers with the whole class.

Answers:

Worksheet 52

1: 1 mine, 2 on/for, 3 have, 4 wishes

2: 1 forward, 2 which/that, 3 if, 4 own

3: 1 like, 2 up, 3 a, 4 if/whether

4: 1 at, 2 either, 3 not/never, 4 whose

Worksheet 53

1: 1 into, 2 so, 3 like, 4 have

2: 1 only, 2 our, 3 it, 4 are

3: 1 what, 2 until, 3 more, 4 matters/things

4: 1 there, 2 What, 3 have/get, 4 although

54 Word building

(Focus Review 8, Use of English)

Aim: To practise Use of English tasks.

Interaction: Individual.

Type of activity: Word building.

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 complete each gap with the correct form of the word given in capital letters so that the sentences 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 electrician, 2 miraculous, 3 activate, 4 irresponsible

2: 1 generosity, 2 risky, 3 lengthen, 4 illegal

3: 1 approval, 2 active, 3 clarify, 4 autobiography

4: 1 racism, 2 skilful, 3 darken, 4 disbelief

5: 1 partnership, 2 worthless, 3 simplify, 4 inability

6: 1 employees, 2 terrifying, 3 relief, 4 misunderstanding

7: 1 economists, 2 inseparable, 3 sympathised,
4 retirement

8: 1 bravery, 2 unwritten, 3 memorise, 4 viewers

55–56 Cloze

(Focus Review 2 and 7,
Use of English)

Aim: To practise Use of English tasks.

Interaction: Individual.

Type of activity: Word building cloze.

Time: 20 minutes/worksheet.

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:

Worksheet 55

1: 1 deaths, 2 making, 3 broader, 4 was dreaming

2: 1 was taken, 2 to having, 3 tasteless, 4 unlike

3: 1 arose, 2 uncommon, 3 spending, 4 advisable

4: 1 being encouraged, 2 Having seen, 3 creativity,
4 viewers

Worksheet 56

1: 1 be seen, 2 abilities, 3 applying, 4 incredibly

2: 1 representation, 2 has been modified, 3 accuracy,
4 made

3: 1 to have been, 2 has come/came, 3 exception,
4 thoughts

4: 1 taking, 2 permission, 3 would have ended, 4 owner(s)

57–58 Sentence transformation

(Focus Review 1 and 4,
Use of English)

Aim: To practise Use of English tasks.

Interaction: Individual.

Type of activity: Transformations.

Time: 20 minutes/worksheet.

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 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 six words, including 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 57

- 1:** 1 would always take us, 2 may have been stolen by, 3 older you get, the worse, 4 (that) they have gone off
2: 1 have your lawyer prepare, 2 would/might have passed if, 3 whose author is my friend, 4 hit it off
3: 1 denied taking/having taken my laptop, 2 Little did we know/realise that, 3 is the least complex, 4 not able/unable to make out
4: 1 have got Chris to fit, 2 It is no use talking, 3 so as not to miss, 4 be called off because of/due to

Worksheet 58

- 1:** 1 time I had (ever) been, 2 in case he does not get, 3 went skydiving in spite of, 4 was looking forward to seeing
2: 1 wish I had not given, 2 is no point (in) asking, 3 What you must/need to do is (to), 4 should be cut down
3: 1 is always playing loud music, 2 would rather you did not ask, 3 feels as though it was, 4 can always turn to Tom
4: 1 do not remember unplugging the iron, 2 If only I had not left, 3 None of the delegates want(s) to, 4 put you up

59–60 Sentence formation

(Focus Review 3, 6 and 7,
Use of English)

Aim: To practise Use of English tasks.

Interaction: Individual.

Type of activity: Sentence formation.

Time: 12 minutes/worksheet.

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 twelve minutes to do the tasks. **(5)** Check the answers with the whole class.

Answers:

Worksheet 59

- 1:** 1 ought not to have criticised, 2 that job meant/would mean moving to, 3 people would/did not throw litter, 4 would not walk along
- 2:** 1 had better not attempt to, 2 will/does not mind being asked, 3 you had not disappeared without, 4 (that) he will let me take
- 3:** 1 did not use to do, 2 unless she apologises for, 3 we were not sitting, 4 which meant we had
- 4:** 1 was the news broadcast, 2 advised me not to pay, 3 it had to be locked, 4 not knowing how to drive

Worksheet 60

- 1:** 1 the personnel were being evacuated, 2 insists on me sampling/(that) I (should) sample, 3 Was it my fault (that), 4 heard Claudia practising
- 2:** 1 are believed to be following, 2 should/if you require any further, 3 was forbidden from eating, 4 whether/if he should replace
- 3:** 1 we will have been on, 2 nothing is known about, 3 wanted him to study, 4 me about Jenny always failing
- 4:** 1 loves being listened to, 2 would have bought her son, 3 were having the boiler installed, 4 all of which were built