

Contents

	Pages	Title	Topic	Exam link
1A	136, 158	If this is the answer, what's the question?	talking about yourself	Speaking: Part 1
1B	136, 159	Over to you	simple and continuous forms in the present; <i>would</i> and <i>used to</i> for past habit	Reading and Use of English: Part 6
2A	137, 160	Dialogue pairs	adjective forms	Reading and Use of English: Part 3
2B	138, 161	Hit or miss	verb patterns with <i>-ing</i> and infinitive	
3A	139, 162	True or false?	<i>-ed</i> adjectives + past simple/present perfect	Speaking: General
3B	139, 163	I couldn't live without ...	writing about something that is important to you	Writing: Part 2 (article)
4A	140, 164	Four stories	narrative forms	Reading and Use of English: Part 7
4B	141, 166	A good start	writing suitable introductions	Writing: Part 1 (essay)
5A	142, 168	Countable and uncountable combinations	countable and uncountable nouns; expressions of quantity	
5B	142, 169	What's the connection?	'grammar' words in sentences	Reading and Use of English: Part 2
6A	143, 170	Listen carefully	listening for specific information	Listening: Part 1
6B	144, 172	First to 30	future forms	Reading and Use of English: Part 2
7A	145, 173	It looks like ...	language of description and speculation	Speaking: Part 2
7B	145, 175	Putting it all together	relative pronouns; language for emphasis and adding interest	Writing: Part 2 (article)
8A	146, 176	You say, we report	reported speech	Reading and Use of English: Part 4
8B	146, 177	Right word crossword	using correct word forms in sentences	Reading and Use of English: Part 3
9A	147, 178	You're just like me	collocations: success	Speaking: Parts 2, 3 or 4
9B	148, 179	Completely conditional	future, present and past conditionals	
10A	149, 180	Best friends	expressions: friendship; listening for specific information	Listening: Part 3
10B	149, 182	Rejected words	<i>-ing</i> and <i>-ed</i> participles in participle clauses	
11A	150, 183	Party on	conditionals, including mixed conditionals	Reading and Use of English: Part 6
11B	151, 184	Just supposing	talking about a specific subject; hypothetical language	Speaking: Part 4
12A	152, 185	All part of the job	modals of obligation, prohibition and necessity	
12B	153, 186	Cops and robbers	prepositions and particles	Reading and Use of English: Part 2
13A	154, 187	Useful expressions	useful expressions for the Speaking Test	Speaking: Parts 3 and 4
13B	154, 188	Reflexive revelation	reflexive pronouns	Reading and Use of English: Part 2
14A	155, 189	Speak up	speaking verbs	
14B	156, 190	Context and meaning	working out meaning from context with animal idioms	Reading and Use of English: Parts 5–7

Teaching notes

IA If this is the answer, what's the question?

Aim

to practise talking about yourself and giving personal information

Exam link

Speaking: Part 1

Activity type

answering questions and identifying questions from the answers other students give

Classroom dynamics

individual and teams

Time taken

25 minutes

When to use

after Speaking Focus Activity 10 on page 7

Preparation

Make one copy of the activity and cut into cards.

Procedure

- 1 Give each student one of the cards and ask them to read it carefully. They should not show it to anyone else. Note that if you have more than 24 students, some will need to 'double up'. If you have fewer than 24 students, you will not need all of the cards.
- 2 Divide your class into two teams, Team A and Team B.
- 3 Explain that they are going to take turns to answer the question on their card. Another student in their team is going to guess what the question is. They will do this as follows:
 - One student in Team A chooses another student in their team. They then give the *answer* to the question on their card, *but they must not say what the question is*. They should avoid one word answers and their answer should be 20–30 seconds long.

- The student they chose then tries to decide what the *question* was that prompted that answer. Note that they do not need to give the exact wording of the question. You should decide if the question they give is acceptable.
- If that student is able to identify the question, Team A wins 1 point.
- Play then alternates between Team A and Team B until all the students have given the answer to their question. Keep a record of the scores on the board.
- The winning team is the team with the most points.

- 4 If you have 12 students or fewer in your class, you could choose to do a second round with the rest of the cards, repeating the steps above.

IB Over to you

Aim

to practise simple and continuous forms in the present, *would* and *used to* for past habit

Exam link

Reading and Use of English: Gapped text (Part 6)

Activity type

completing a text using appropriate sentences

Classroom dynamics

pairwork

Time taken

20 minutes

When to use

after Grammar Focus Activity 3 on page 13

Preparation

Make one copy of the activity for each pair of students in your class. Cut into three sections: the gapped description, and the Student A and Student B cards.

Procedure

- 1 Divide your class into pairs and give each pair a copy of the gapped text. Explain that it is a description of a person, but there are lots of missing sentences.
- 2 In their pairs, students should read through the description and briefly discuss what sort of information might go in the gaps. Allow them about three or four minutes for this. You can then extend this into a whole-class discussion, with students sharing their ideas about the missing information. You could also ask them to focus on some of the words in the description and ask them what they might refer to, e.g. Who does *her* refer to in the second sentence? What do you think *some* refers to in the fifth sentence?
- 3 Give each student in each pair a Student A or Student B card and ask them to look at the sentences. Tell them they should *not* show their sentences to their partner.
- 4 Explain that they are going to complete the description with their sentences. They will do this as follows:
 - When a gapped sentence is preceded by (A), Student A should look for an appropriate sentence on their card. They should then *read* that sentence to Student B, who writes it in the gap. When a gapped sentence is preceded by (B), Student B chooses and reads out the appropriate sentence and Student A writes it down. They should spell any unusual words and say if there is any punctuation within the sentence.
 - The winning pair is the first pair in the class to complete the description correctly. Alternatively, it is the pair with the most complete sentences after 15 minutes.

Answer key

- 1 He's always listening to it on the radio.
- 2 My mum is always complaining that he plays it far too loud.
- 3 Of course, he usually ignores her.
- 4 As a result, they're always arguing!
- 5 He likes *JTV*, which is dedicated to reggae, and *Life!*, which specialises in dance music.
- 6 However, his favourite one is *Rock Universe*, which shows all the latest rock videos.
- 7 When he finds a song he likes, he downloads it onto his MP3 player.
- 8 He's probably got over five thousand songs stored on it.
- 9 He listens to part of one, then moves on to the next.

- 10 He's probably getting really good at recognising songs from the first few notes!
- 11 He used to go to a concert once a week, sometimes twice.
- 12 And he would queue for hours to get a ticket to see a band he really liked.
- 13 He would wait outside the theatre after each concert, hoping to meet them.
- 14 Unfortunately, most of them used to ignore him!
- 15 He plays the guitar, and he's learning to play the drums.
- 16 In fact, he's practising as I speak.

2A Dialogue pairs

Aim

to practise adjective forms

Exam link

Reading and Use of English: Word formation (Part 3)

Activity type

playing a board game in which sentence pairs are matched and completed with an appropriate adjective

Classroom dynamics

groups of four, divided into teams of two

Time taken

15–20 minutes

When to use

after Use of English Focus Activity 7 on page 17

Preparation

Make one copy of the activity for each group of four students in your class. You will also need dice (one per group) and counters (two per group).

Procedure

- 1 Write on the board: *It's a lovely day today, isn't it?* Ask your students to call out suitable responses. Then write on the board: *I disagree, it's really and I think it's going to rain.* Ask which words might fit in the gap, e.g. *cold, windy, humid*, etc.

- 2 Now divide your class into groups of four and give each group a copy of the activity, a die and two counters. Ask each group to divide into pairs and each pair to place a counter on any one of the shaded spaces.
- 3 Explain that the sentences in the shaded spaces form the *first* part of a short dialogue. The sentences in the white spaces are the *second* part of each dialogue. The aim is to collect as many complete dialogues as possible. They do this as follows:
 - Both pairs look at the sentence that their counter is on. They then look for the follow-on sentence that forms the second part of the dialogue.
 - Pairs then take it in turns to roll their die and move towards their follow-on sentence. They can move across the board horizontally or vertically (but they *cannot* cross the black spaces). They can move in any direction on one throw. For example, if they throw a five, they can move two spaces right, then three spaces up or down. They must throw an exact number to land on their follow-on sentence.
 - When they land on their follow-on sentence, students must complete it with an appropriate adjective form of one of the nouns in the box at the top of the activity sheet. In some cases they will need the prefix *un-* or the suffix *-less*. The pair should then read out the completed dialogue. If the other pair thinks there is a mistake, the group should ask you. If a mistake has been made, tell them so, but don't give them the correct answer.
 - If the dialogue is correct, the pair write their initials in both the shaded and unshaded spaces, thus 'claiming' that dialogue (which cannot be used by the other pair). They then roll the die to move to another shaded space and repeat the procedure.
- 4 Let your students do the activity for about 15 minutes, then tell them to stop and review their answers. The winning pair in each group is the pair with the most *correctly* completed dialogues.

Answer key

1 + 16 (cautious), 2 + 15 (uncomfortable),
 3 + 32 (personal), 4 + 25 (hopeful), 8 + 28 (predictable),
 10 + 21 (generous), 12 + 30 (pessimistic),
 13 + 31 (dramatic), 17 + 36 (adventurous),
 19 + 5 (harmless), 22 + 29 (thoughtful),
 23 + 7 (sympathetic/thoughtful), 24 + 18 (meaningless),
 26 + 14 (unreliable), 27 + 20 (unsociable),
 33 + 9 (different), 34 + 6 (unrealistic),
 35 + 11 (emotional)

2B Hit or miss

Aim

to practise the use of verb patterns with *-ing* and infinitive

Exam link

none

Activity type

completing sentences with an appropriate verb form in a 'Battleships'-style game of chance

Classroom dynamics

groups of four and pairwork

Time taken

15 minutes

When to use

after Grammar Focus Activity 7 on page 22

Preparation

Make one copy of the activity for each group of four students in your class. Cut it into two sections (Team A and Team B).

Procedure

- 1 Divide your class into groups of four and ask each group to divide into teams of two. Give each team a Team A or Team B paper.
- 2 Explain that they are going to complete the sentences on their paper by adding a verb. Allow them a minute or two to read their sentences and think in their teams about (a) what verb might be missing, and (b) what *form* that verb will take: an infinitive on its own; an infinitive + *to*, or an *-ing* form. You should also explain at this stage that they should ignore the words in the grid, as these refer to the *other team's* sentences.
- 3 Now tell them that the other team has the words they need. The aim of the activity is to complete their sentences as quickly as possible. They will do this as follows:
 - Team A gives Team B a grid reference, e.g. C3. Team B reads out the word(s) in that space on their grid. Team A should then decide if the word(s) can be used to complete one of their sentences. If so, they write it in the gap. Note that they should only write the word(s) they hear. For example, if Team B says *work*, Team A should not write *working* or *to work*.

- It is then Team B's turn to do the same. Play then alternates between the two teams until one of them has completed all of their sentences or the allocated time (15 minutes) runs out.
- The winning team is the first team to *correctly* complete all of their sentences or the team with the most correctly completed sentences at the end of the allocated time.

Answer key

Team A

1 take 2 meeting 3 staying 4 talking 5 hitting
6 travelling 7 to do 8 to ring 9 working 10 to get
11 to become 12 remembering

Team B

1 to call 2 seeing 3 going 4 working 5 speak
6 to visit 7 to enter 8 flying 9 to have 10 looking
11 to get 12 to inform

3A True or false?

Aim

to practise *-ed* adjectives + past simple/present perfect

Exam link

Speaking: General, but with more relevance to Part 1

Activity type

giving other students information about yourself (which may or may not be true), and identifying which sentence is true

Classroom dynamics

whole class, with students divided into three groups

Time taken

30–40 minutes

When to use

after Grammar Focus Activity 9 on page 28

Preparation

Make two copies of the activity. Cut into two parts: Part 1 and Part 2.

Procedure

- 1 Divide your class into two teams, Team A and Team B. Students will need to rearrange themselves so that they are sitting closely together in their teams. Ask each team to choose a captain and give each captain a copy of Part 1 of the activity.

- 2 Explain that the captain has 14 instructions. They should give each student in their team (including themselves) one of the instructions. That student should then follow their instruction and write three sentences. One of the sentences should be *true*, and the other two should be *false*. Note that they should write complete sentences and their sentences should contain as much information as possible.
- 3 Allow your students about five minutes to write their sentences, then tell them to stop. Give Part 2 of the activity to the captains.
- 4 Explain that students are going to read out their three sentences in turn and the other team is going to try to guess which sentence is true. They will do this as follows:
 - Team A begins. One student reads out the instruction they were given, followed by their three answers.
 - Team B decides which sentence is true. The Team B captain then writes that student's name in the answer grid on their Part 2 paper and circles the sentence the team thinks is true. Team B can ask questions to the Team A student to help them decide, e.g. *Hitoshi, you say you're interested in photography. What sort of camera do you have?*
 - A student from Team B then reads out their three sentences to Team A, and so on.
- 5 Let your class do the activity until all of the students have read out their three sentences. Then review their answers. The teams win 1 point for each true sentence they identified and the winning team is the team with the most points.

3B I couldn't live without ...

Aim

to practise writing about something that is important to you and explaining why it is important

Exam link

Writing: Article (Part 2)

Activity type

writing about something that is important, then identifying what other people are talking about while playing a 'Connect 4'-type game

Classroom dynamics

individual and whole class

Time taken

30–40 minutes

When to use

after Writing Focus Activity 8 on page 34

Preparation

Make one copy of the activity for each student in your class. Then make an extra copy and cut this into individual cards along the lines. Make sure that you shuffle these cards well.

Procedure

- 1 Give each student one card (if you have fewer than 30 students in your class, some students will have more than one card. If you have more than 30 students, some of them will have to share a card. In either case, you must hand out *all* of the cards). They must *not* show their cards to the other students.
- 2 Tell them to imagine that the object on their card is of great value to them and they could not live without it.
- 3 Students should write a brief description of their object and why it is important to them, without mentioning the name of the object.
- 4 When they have written their descriptions, give each student a copy of the whole activity sheet. Allow students a couple of minutes to look up any words that they don't know. Students should then find their own object and draw a large X through it.
- 5 Explain that they are now going to play a game. The aim is to collect four squares in a row, horizontally, vertically or diagonally. They will do this as follows:
 - One student asks another student at random to read out their description (or one description, if they have more than one). That student reads out their description but *should not say what their object is*. Everyone listens, then draws an X through the object they think is being described.
 - The student who read out their description then asks *another* student at random to read out one of *their* descriptions. Again, everyone listens carefully and draws an X through the object on their sheet. This is repeated around the class.
 - At some point, one student will get four objects in a row crossed out, horizontally, vertically or diagonally. They should then call out 'Four in a row!' The first student to do this is the winner assuming they correctly identified which objects were described. Check with each student that the 'winner's' answers are correct.

Note that if one student calls out 'Four in a row' early in the game, you can continue playing until other students do likewise.

4A Four stories

Aim

to review and practise narrative forms: past simple, past continuous and past perfect (simple and continuous)

Exam link

Reading and Use of English: Multiple matching (Part 7)

Activity type

completing stories with correct verb forms, then answering questions based on the stories

Classroom dynamics

groups and whole class

Time taken

30 minutes

When to use

after Reading Focus Activity 5 on page 40

Preparation

Make one copy of Part 1 of the activity. Make four copies of Part 2 of the activity on page 165.

Procedure

- 1 Divide your class into four teams, A, B, C and D. Give each team a copy of the appropriate text from Part 1 of the activity.
- 2 In their teams, students complete the text with the correct forms of the verbs in brackets (past simple, past continuous, past perfect simple or past perfect continuous).
- 3 Let them do this for about ten minutes, then tell them to stop and give each team a copy of the Part 2 table. In the table, there are *four* sentences that are true about *their* text. They should try to find these sentences and circle the appropriate text letter in the left-hand column of the table. Let them do this for three minutes.
- 4 When the three minutes is up, you should call out 'Change!'. The teams then pass their text to another team, who then try to find four sentences in the table that are true about that text. They circle the appropriate text letter in the left-hand column of the table.
- 5 Step 4 is repeated two more times, so that each team looks at *all* of the texts and gets a chance to match the texts with the sentences in the table. At the end, the texts are then passed back to their original team.

- 6 You should then review their answers and award them points as follows:
 For each correct verb form in their text, award the teams 1 point. (Total: 20 points)
 For each sentence in the table that they correctly matched, award them 1 point. (Total: 16 points) The winning team is the team with the most points.

Answer key

Part 1

A: 1 called 2 heard/had heard 3 believed 4 were
 5 became/had become 6 was blowing 7 started
 8 became/had become 9 began 10 thought
 11 had ended/was ending 12 decided
 13 had fallen 14 had blown 15 was 16 heard
 17 watched 18 lifted 19 came
 20 were standing/stood

B: 1 had been flying 2 travelled 3 went 4 was flying
 5 entertained 6 decided 7 opened 8 had started
 9 was 10 looked 11 was 12 had gone 13 said
 14 hit 15 sounded 16 was telling 17 were
 18 expected 19 remained 20 smiled

C: 1 almost decided/had almost decided 2 had said
 3 went 4 was 5 fell 6 spent
 7 had planned/had been planning/were planning
 8 decided 9 were packing 10 heard
 11 sounded 12 thought 13 shouted 14 looked
 15 was pointing 16 were moving 17 knew 18 was
 19 stood 20 were running

D: 1 had 2 destroyed 3 introduced 4 warned
 5 happened 6 had made 7 had bought
 8 had made 9 was celebrating 10 hit
 11 lived/were living 12 felt 13 started 14 tried
 15 were 16 believed 17 ended/had ended
 18 escaped 19 continued 20 looked

Part 2

1 D 2 B 3 A 4 B 5 C 6 A 7 A 8 B 9 C 10 D 11 D
 12 B 13 A 14 D 15 C 16 C

4B A good start

Aim

to focus on suitable introductions for Part 1 essays

Exam link

Writing: Essay (Part 1)

Activity type

matching sentences and sentence clauses to form essay introductions

Classroom dynamics

groups of four

Time taken

20 minutes and writing time

When to use

after Writing Focus Activity 7 on page 44

Preparation

Make one copy of the activity for each group of 4 students, and cut into cards. Keep the larger question cards separate from the smaller clause cards. Shuffle the clause cards.

Procedure

- 1 Divide your class into groups of four and give each group a set of cards. They should place the sixteen small clause cards face down in a single pile on their desk. They should read the four essay question cards, then place them face up on their desk. At this stage, they should not worry about the numbered spaces on these cards.
- 2 Explain that the smaller cards will build up into introductory paragraphs for the essay questions. Each introduction is divided into two sentences and each sentence is divided into two clauses. The aim of the activity is to pair the clauses to make sentences and to match the sentences with their appropriate essay question. Your students will do this as follows:
 - They take it in turns to take a clause card and read it out to the others in their group. They discuss and decide which question that clause might form part of the introduction to, and place the card next to the relevant question card. This will be difficult at first, but will become progressively easier as they work through the clause cards: students can place any clauses they are not sure about aside until they have 'revealed' more of the paragraph.
 - The first group in the class to correctly match all of their clause cards with the question cards and put them in the correct order is the winner.
- 3 Activity follow-on: In Cambridge English: First, Writing Part 1, essay questions are followed by notes, which students have to use in their answer. They are given two notes and must add a third of their own. To follow on from the activity, your students can each take one essay card and work on their own for a few minutes to think of some notes that the question might include. They then share their ideas with the others in their group. The discussion can then be extended to include the whole class, who can choose the best three notes for each question. The students could then write one of

the essays for their homework, using the notes chosen. They can either use the introductions from this activity, or write their own (note that these introductions indicate the opinion the writer will take later in the essay, so might not be appropriate in every case).

Answer key

Essay 1: B, H, M, N

Essay 2: D, F, I, P

Essay 3: A, E, J, L

Essay 4: C, G, K, O

5A Countable and uncountable combinations

Aim

to practise use of countable and uncountable nouns and expressions of quantity

Exam link

none

Activity type

matching expressions of quantity with countable and uncountable nouns in a board game

Classroom dynamics

groups of four, divided into teams of two

Time taken

15–20 minutes

When to use

after Grammar Focus Activity 9 on page 47

Preparation

Make one copy of the activity for each group of four students in your class. Cut the top part of the activity into cards along the dotted lines. You will also need dice (one per group) and counters (two per group).

Procedure

- 1 Divide your class into groups of four. Ask the groups to divide into two teams of two.
- 2 Give each group a set of cards (which they should place face down on their desk), a copy of the playing board, a die and two counters (which they should place in the shaded 'Start here' area).

- 3 Explain that the cards contain words and expressions of quantity and that students are going to match these with the words on the board, then use them to write sentences. The aim is to write as many sentences as possible in a set time limit. They will do this as follows:
 - The group turns over one of the quantity cards. In their teams, they look for a word on the board that they think the word/expression on the card can be used with.
 - Each team then takes it in turns to roll the die and move their counter towards the word of their choice on the board. They can move horizontally or vertically. They cannot move diagonally and they cannot cross any of the black spaces, but they can cross the 'Start here' space. In order to land on their word of choice, they must throw an exact number but they can move in more than one direction with one throw of their die, e.g. if they throw a five, they can move two spaces left and three up or down.
 - As soon as one team lands on their word of choice, they use that word and the quantity word/expression on the card to write a sentence. Once they have done this, the word on the playing grid is crossed out (which means it cannot be used again) and the card is set aside. Both teams' counters remain where they are.
 - They turn over the next 'quantity' card, and continue playing.
 - When they have used up all of the cards, students put the cards back together as a set again, shuffle them and place them face down. They then play a second round.

- 4 Let them do the activity for about 15–20 minutes, then tell them to stop and review their answers. The winning team is the team in each group with the most correct sentences.

5B What's the connection?

Aim

to practise the use of 'grammar' words in sentences

Exam link

Reading and Use of English: Open cloze (Part 2)

Activity type

completing sentences with grammar words, then taking letters from these words to reveal two 'mystery' names

Classroom dynamics

pairwork and whole class

Time taken

15 minutes

When to use

after Use of English Focus Activity 6 on page 48

Preparation

Make one copy of the activity and cut into cards.

Procedure

1 On the board, draw the following and ask students to copy it onto a sheet of paper:

1	2	3	4	5

6	7	8	9	10	11

12	13	14	15	16

17	18	19	20	21	22	23

2 Divide your class into pairs and distribute the cards to the pairs as evenly as possible.

3 Explain that their cards contain sentences which each have a missing word. Students are going to find the missing words and use the first letters of these words to reveal the names of two people who have some sort of connection. They will do this as follows:

- One student in the pair with the sentence 1 card reads out the gapped sentence on that card. They should indicate the gap by pausing or knocking on their desk.
- The other student pairs listen and decide (but don't say) which word is missing. They write this down (together with the sentence number) on a separate sheet of paper. The student pair with the sentence 1 card should also write that word down.
- They should then take the *first* letter of that word, and write it down in the appropriate space on the grid they copied from the board, e.g. space 1.
- This is repeated with all of the other cards. When the sentences have all been read out, your students should be left with the names of two people in

their grid. They should decide in their pairs what the connection is between the two people. Your students may not know who these people are, so if you have internet access in your classroom, or if your students have smart phones, they can look the people up on the internet.

- The winning pair is the first pair in the class to say what the connection is.

Answer key

1 just 2 are 3 many 4 it 5 every/each 6 over/on 7 last 8 in 9 very 10 each 11 really 12 all 13 little 14 any 15 in 16 no 17 despite 18 until 19 can 20 about 21 so 22 some 23 enough
The two names your students should reveal are *Jamie Oliver* and *Alain Ducasse*. They are both internationally famous chefs. (The word *chefs* is the important connection here. Your students do not need to say that they are famous or celebrities.)

6A Listen carefully

Aim

to practise listening for specific information

Exam link

Listening: Multiple choice (Part 1)

Activity type

listening to situations and using the information heard to choose from a list of possible answers

Classroom dynamics

groups of four

Time taken

20 minutes

When to use

after Listening Focus Activity 4 on page 60

Preparation

Make one copy of the activity for every four students in your class.

Procedure

- 1 Divide your class into groups of four and ask each group to divide into pairs (Students A and B, and Students C and D). Give each pair in each group a Student A and B paper or a Student C and D paper. They should not show these to the other pair in their group.
- 2 Tell them to look at Part 1 of the activity. The first box contains the first part of three short conversations (1–3) and the second box contains the second part of those conversations (A–C). Students work in their pairs to match the conversation halves. Monitor and make sure they have matched the halves correctly.
- 3 When they have done this, they should read out their complete conversations to the other pair in their group. That pair should listen carefully and decide which answer to choose for the questions in Part 2 of the activity.
- 4 The winning group is the first group to answer all six questions correctly or the group to answer most questions correctly in a fixed time of 15–20 minutes.

Answer key

Students A and B

Part 1: 1 B 2 C 3 A

Part 2: 1 a 2 c 3 b

Students C and D

Part 1: 1 B 2 A 3 C

Part 2: 1 b 2 c 3 a

6B First to 30

Aim

to review tenses used to talk about the future

Exam link

none, but useful for Reading and Use of English Part 2

Activity type

competitive sentence completion

Classroom dynamics

groups of four/pairwork

Time taken

25–30 minutes

When to use

after Grammar Focus Activity 6 on page 64

Preparation

Make one copy of the activity per two students.

Procedure

- 1 Divide your class into groups of four and ask each group to divide into two teams, Team A and Team B.
- 2 Give each team a copy of the activity and tell them to look at their section. Explain that each dialogue can be completed with the words from the box. Some words will be used more than once. They should look at their words and dialogues and, in their teams, discuss which words they think they will need for each dialogue. Allow them about five minutes for this. Note that at this stage, they should *not* write anything.
- 3 Explain that the aim of the activity is to be the first team to complete all their dialogues, while trying to prevent the other team from doing so. They will do this as follows:
 - Team A chooses a numbered gap from Team B's section. Team B then have a maximum of 20 seconds to decide which word from their box goes in that gap (Team A should time them). If they know the missing word, they write it in the gap. If not, they leave it blank. Tell students that they don't have to choose gaps in order, but can choose them at random to make it more difficult for the other team.
 - Team B then does the same for Team A. Play then alternates between the two teams until one team has completed all of their dialogues.
- 4 The winning team is the first team to complete all of their dialogues or the team to complete the most gaps in their dialogues in a set time of 20 minutes.

Answer key

Team A

1 I'm 2 going 3 to 4 see 5 I'll 6 make 7 you
8 I'm 9 meeting 10 I'll 11 have 12 finished 13 I
14 expect 15 it 16 will 17 rain 18 I'll 19 be
20 sitting 21 Our 22 train 23 leaves 24 I 25 might
26 visit 27 they're 28 going 29 to 30 get

Team B

1 I'm 2 going 3 to 4 study 5 I'll 6 help 7 you
8 I'm 9 seeing 10 I'll 11 have 12 spent 13 I
14 imagine 15 it 16 will 17 be 18 I'll 19 be
20 getting 21 The 22 doors 23 open 24 he
25 may 26 arrive 27 it's 28 going 29 to 30 be

7A It looks like ...**Aim**

to practise language of description and speculation (including modals of deduction)

Exam link

Speaking: (Part 2)

Activity type

picture matching activity

Classroom dynamics

pairwork

Time taken

15 minutes

When to use

after Speaking Focus Activity 1 on page 71

Preparation

Make one copy of the activity for each pair of students in your class.

Procedure

- 1 Divide your class into pairs and give each student a Student A or Student B paper. They should not show their pictures to each other.
- 2 Explain that they have the same pictures, but in a different order. The aim of the activity is to match their pictures with their partner's pictures. They will do this as follows:
 - Student A begins by describing one of his/her pictures to Student B, using the expressions for speculating from the Coursebook. Student B listens and decides which picture Student A is describing. They then both write the number 1 next to their relevant picture on their sheet.
 - It is then Student B's turn to do the same thing, while Student A listens and identifies the picture. They then write the number 2 next to that picture.
 - They then take it in turns to repeat this for their other pictures, numbering them 3–12. The winning pair is the first pair to correctly match all the pictures.

7B Putting it all together**Aim**

to practise relative pronouns, language of emphasis (*so*,

such, *too*, etc.) and language used for adding interest in articles and stories

Exam link

Writing: Article (Part 2)

Activity type

collaborative writing task with a competitive element

Classroom dynamics

groups of three or four

Time taken

30–40 minutes

When to use

after Writing Focus Activity 6 on page 76

Preparation

Make one copy of the activity for each group of three or four students in your class.

Procedure

- 1 Divide your class into groups of three or four. Explain that they are going to write an article about a memorable event. Write on the board: *Last summer I decided to ...*
- 2 Explain that this incomplete sentence should begin their article. The article should describe something that they did and can relate to any topic, e.g. a trip, an important event, etc. It does not have to be true. Allow the groups a couple of minutes to think of some ideas and complete the sentence.
- 3 Give each group a copy of the activity. Explain that they are now going to continue their article. The aim is to use as many of the words or expressions in the box as they can in a set time limit. Each sentence must contain one of these words or expressions and should be written on its own line. Students should underline the words and expressions they use. At this stage, they should ignore the 'Points won/lost' column, but advise them that it may be in their best interests to use the expressions with the highest numbers, since these indicate the number of points they could win.
- 4 Let them work on their article for about 20 minutes.
- 5 When their 20 minutes are up, tell them to stop and ask each group to read out their article. If their sentences are structurally correct and if they have used the words/expressions appropriately, they win the points indicated by the numbers after them (1 letter = 1 point). If, however, they have made a mistake with the words/expressions, they *lose* these points. The winning group is the group with the most points.

8A You say, we report

Aim

to practise reported speech

Exam link

Reading and Use of English: Key word transformations (Part 4)

Activity type

completing sentences with appropriate reporting verbs and other words

Classroom dynamics

groups of four, divided into teams of two

Time taken

20 minutes

When to use

after Grammar Focus Activity 7 on page 84

Preparation

Make one copy of the activity for each group of four students in your class. Cut into two parts, Team A and Team B.

Procedure

- 1 Divide your class into groups of four and ask them to divide into teams of two, Team A and Team B. Give each team a Team A or Team B paper. They should not show their paper to the other team.
- 2 Explain that each team has five direct speech sentences. They also have five gapped, reported speech sentences. The aim of the activity is to complete their gapped sentences using information given to them by the other team. They do this as follows:
 - Team A read out their first direct speech sentence. Team B must then change that direct speech sentence to reported speech and complete their first gapped sentence. They must use the correct form of one of the words from their box. They can only use the same number of letters as there are spaces (1 letter = 1 space). Note that no gaps are shown between the words. Team B should spend no more than 90 seconds trying to complete their sentence (timed by Team 1).
 - Team B then read out *their* first direct speech sentence and Team A complete their first gapped sentence. Play then alternates between both teams until all of their sentences are complete, or as many as they can do.

- Review their answers. The teams can award themselves one point for each word they wrote in their sentences (maximum: 20 points) and the winning team is the team with the most points.

Answer key

Team A

- 1 accused me (or *us*) of using
 2 asked me (or *us*) to help 3 denied breaking my
 4 explained he had been 5 told me to leave my

Team B

- 1 offered to make me (or *us*) 2 suggested going out
 3 reminded me (or *us*) to call
 4 advised me (or *us*) to leave 5 asked me how I was

8B Right word crossword

Aim

to practise using correct word forms (especially concrete and abstract nouns) in sentences

Exam link

Reading and Use of English: Word formation (Part 3)

Activity type

identifying incorrect words in sentences, correcting them and using the answers to complete a crossword

Classroom dynamics

groups of four and pairwork

Time taken

15–20 minutes

When to use

after Use of English Focus Activity 4 on page 85

Preparation

Make one copy of the activity for each student pair in your class.

Procedure

- 1 Divide your class into groups of four and ask each group to divide into pairs (Students A and B, and Students C and D).
- 2 Give each pair a copy of the Students A and B or Students C and D section of the activity. They should not show their sentences to the other pair. Also give them a copy of the crossword grid, which they should place between them.

- 3 Explain that each sentence on their paper contains a wrong word form. They are going to identify the wrong word and then write the correct word in the crossword grid. They will do this as follows:
- Students A and B read their first sentence to Students C and D. Students C and D should listen carefully and try to identify the wrong word. They can ask for the sentence to be repeated if necessary. They should then write the correct word in the crossword grid. If they are unable to do this yet, they should pass: they can return to it later.
 - Students C and D then do the same with their first sentence. Play then alternates between the two pairs until they have completed the crossword. Note that, apart from reading out their sentences, the student pairs cannot help each other.
- 4 The first group of four to correctly complete their crossword, or the group with the most words in the crossword after a set time of 15 minutes, is the winner.

Answer key

1 knowing = knowledge 2 employee = employer
 3 musical = musician 4 Tourist = Tourism
 5 journalist = journalism 6 behaving = behaviour
 7 difficult = difficulty 8 application = applicants
 9 creativity = creation 10 arriving = arrival
 11 advice = advisors 12 permit = permission
 13 confident = confidence
 14 represent = representatives

9A You're just like me

Aim

to review and practise collocations connected with success

Exam link

none, although the follow-on activity is useful practice for the Speaking Test

Activity type

completing sentences with appropriate words, then matching sentences to form short dialogues

Classroom dynamics

groups of three

Time taken

15–20 minutes

When to use

after Reading Focus Activity 7 on page 89

Preparation

Make one copy of the activity for each group of three students in your class. Cut into two parts (Part 1 and Part 2).

Procedure

- 1 Divide your class into groups of three and give each group a Part 1 paper.
- 2 Explain that each sentence on their paper is the *second* part of a short dialogue. They will hear the first part of each dialogue shortly, but first they should complete the sentences with the words in the box. Note that at this stage they should ignore the brackets at the end of the sentences.
- 3 Allow them five or ten minutes for this, then tell them to stop. Give *one* student in each group a copy of Part 2 and tell them not to show it to the other students in their group. Explain that these sentences (1–12) form the *first* part of each dialogue. Explain that students are going to match the two parts of the dialogues. They will do this as follows:
 - The student with the Part 2 sentences reads each sentence out twice, including its number (1–12). The other two students should listen and look for the 'follow-on' sentence on the Part 1 paper. They then write the appropriate number in the space at the end of the sentence.
 - Let them do this for about ten minutes, then tell them to stop and review their answers. Award them points as follows:
 For each correct word in the sentences in Part 1, they get 1 point.
 For each correct dialogue number they write, they get 1 point.
 The winning group is the group with the most points.
- 4 As a follow-on activity, your students could read the dialogue beginnings in Part 2 to one another and should respond using their own ideas.

Answer key

(a) set, 6 (b) aim, 10 (c) be, 9 (d) overcome/face, 2
 (e) fulfil, 5 (f) make, 1 (g) cope, 7 (h) let, 4 (i) face, 12
 (j) focus, 11 (k) take, 3 (l) give, 8

9B Completely conditional**Aim**

to review and practise future, present and past conditionals

Exam link

none

Activity type

writing conditional sentences using prompts provided by other students and using these sentences in a game of risk

Classroom dynamics

whole class, divided into two teams

Time taken

30 minutes

When to use

after Grammar Focus Activity 6 on page 95

Preparation

Make one copy of the activity per two students in your class. Cut into two sections (Team A and Team B).

Procedure

- 1 Divide your class into two teams and give each student a Team A or Team B paper.
- 2 Explain that they each have six sentences which they are going to give to the other team. The other team is then going to use those sentences as prompts to write conditional sentences. Begin by giving them this example:

Prompt: *I want to visit my friends at the weekend, but they might not be at home.*

Possible answers: *I'll visit my friends at the weekend if they're at home. Unless my friends are at home this weekend, I won't visit them. If my friends are at home this weekend, I might visit them.*

Explain that they are going to use the conditional sentences they write to collect points. They will do this as follows:

- One student from Team A and one student from Team B come to the front of the class with their activity sheet. The Student from Team A reads their prompt sentence 1 to Team B, and the Student from Team B reads their prompt sentence 1 to Team A.
- With the help of his/her team, the students at the front of the class then write a conditional sentence on

the board based on the prompt they have been given. They have 90 seconds to do this (timed by you).

- When each team is happy with their sentence, they write it in the appropriate space in their score card. They then decide as a team how certain they are that they have produced a grammatically correct sentence, and award themselves points (three points if they are *very* sure, two points if they are *quite* sure, one point if they are *not very* sure). They write the appropriate number in the 'Points risked' column of their table.
- The above steps are repeated with the other prompt sentences. For each sentence, a different student should come to the front of the class.
- Review their sentences and tell the teams if they are right or wrong. For each grammatically correct sentence, a team wins the points they awarded themselves for that sentence. However, for each sentence that contains a mistake, they *lose* the points they awarded themselves for the sentence. The winning team is the team with the most points.

Answer key

A large variety of answers are possible for this activity. Here are a few:

Team A

- 1 If I'd seen Peter, I would have asked him for some advice about language courses.
- 2 I wouldn't have been late for school if I had taken the bus instead of walking.
- 3 If I were more confident, I'd become a famous actor.
- 4 If my parents liked having animals in the house, I'd get a cat.
- 5 If I don't have too much homework tonight, I'll go to the cinema.
- 6 I'll do a painting course at my local college if there are any free places.

Team B

- 1 If the weather's good at the weekend, I'll go to the beach.
- 2 I'll go to the USA next year if my parents let me.
- 3 If I had enough money, I'd buy a new computer.
- 4 If I had the time and money, I'd travel around the world.
- 5 If I had gone to bed earlier last night, I would have woken up on time this morning.
- 6 If I hadn't gone for a walk in the rain, I wouldn't have caught a cold.

10A Best friends**Aim**

to review expressions relating to friendship, and to practise listening for specific information

Exam link

Listening: Multiple matching (Part 3)

Activity type

matching people with characteristics, then using letters in the expressions they use to reveal a 'hidden' expression

Classroom dynamics

pairwork + and whole class

Time taken

20–25 minutes

When to use

after Vocabulary and Listening Focus Activity 10 on page 99

Preparation

Make one copy of the first page (the cards) and cut it into six cards. Make one copy of the second page (the activity sheet) for each student pair in your class.

Procedure

- 1 Divide your class into pairs and give each pair a copy of the activity sheet. Hand out the cards at random to individual students in the class (you might want to choose confident students for this, as they are going to be reading the information on the cards out to the rest of the class). These students should look at the cards they are given but they should not show them to their partner.
- 2 Tell students to look at Part 1 of the activity only. Explain that they are going to hear six people talking about a friendship.
- 3 Ask the student with card 1 to come to the front of the class and read out his/her card to the class. They should do this twice, then return to their partner. The student pairs write that student's name in the space before sentence 1, then decide which expression in the box can be used to complete it and write this in the space at the end. There are three expressions they will not need.
- 4 Step 3 is then repeated with the other five cards.
- 5 When your students have completed all of their sentences, they should follow the instructions in Part 2. The aim is to use the letters they write down to reveal a 'hidden' expression which can be used to complete the

sentence at the bottom of their sheet. The first student pair to reveal this expression and complete the sentence is the winner.

Answer key

1 have shared memories 2 do not often see eye to eye
3 are self-confident 4 share the same taste in music
5 have a lot in common
6 enjoy having a laugh together
The letters that your students write down should reveal the expression *sense of humour*.

10B Rejected words**Aim**

to practise use of participles (*-ing* and *-ed* forms) in participle clauses and other structures

Exam link

none

Activity type

shortening sentences using *-ing* and *-ed* participles

Classroom dynamics

pairwork + and whole class

Time taken

25 minutes

When to use

after Grammar Focus Activity 7 on page 104

Preparation

Make one copy of the activity and cut into 14 cards.

Procedure

- 1 Divide your class into pairs and give each pair a card (in any order – the numbers on the cards are for your reference only). If you have fewer than 14 pairs in your class, give more than one card to one pair. If you have more than 28 students in your class, some students will have to work in groups of three instead of in pairs.
- 2 Explain that the sentence on their card can be reduced by between one and five words *without any change in meaning*. The aim is to rewrite the sentences, removing these words and making any other necessary changes to the sentences. Tell students that in some cases, this may mean changing the form of one of the words or adding

a new word. Each of their new sentences *must* contain a verb ending in *-ed* or *-ing*. They will do this as follows:

- In their pairs, students look at the sentence on their card and write it down on a separate sheet of paper. They then decide how they can reduce it, i.e. which words can be removed and which words, if any, need to be changed.
 - They then rewrite their sentence. They should make a separate note of any 'rejected' words. Note that any words which change their form do *not* count as rejected words; students should only make a note of the words they discard completely from the sentence.
 - Let them do this for 90 seconds, then call out 'Change'. The cards are passed clockwise around the classroom, and students do the same with their new sentence. This is repeated until all the student pairs have looked at all of the cards.
- 3 In all, it would be possible to write down 34 rejected words. Review their answers and ask students how many words they managed to reject. The pair with the most is the winner, provided their new sentences are correct.

Answer key

(Rejected words are shown in brackets.)

- 1 The man selling newspapers in the town square is very friendly. (who)
- 2 This is just another website claiming to find customers the best deals. (which)
- 3 My uncle has a long beard reaching down to his chest. (which)
- 4 My father grows wonderful strawberries bursting with flavour. (which)
- 5 He was angry with me for leaving without him. (because I had)
- 6 We live in a world obsessed with celebrity. (which is)
- 7 I have a sword believed to have been used by Napoleon. (which is)
- 8 I broke my arm playing football last Saturday. (while I was)
- 9 He told us about a lost city discovered by explorers in the 18th century. (which had been)
- 10 Walking to work yesterday, I saw something very strange. (when I was)
- 11 For my birthday she gave me a cake baked by her mother. (which had been)
- 12 I had a part-time job last summer taking people on guided tours of my town. (in which I)
- 13 There weren't enough sandwiches for everyone to have one each, which meant sharing. (we had to)
- 14 Driving into town the other day, I saw a boy standing in the middle of the road. (while I was, who was)

11A Party on

Aim

to review and practise conditionals (especially mixed, but also future, present and past conditionals)

Exam link

Reading and Use of English: Gapped text (Part 6)

Activity type

'Bingo'-type game involving identifying sentences that can come between two other sentences and putting the verbs in those sentences into their correct form

Classroom dynamics

groups of five or six

Time taken

20 minutes

When to use

after Grammar Focus Activity 6 on page 112

Preparation

Make one copy of the activity for each student in your class. Cut into two parts (Part 1 and Part 2).

Procedure

- 1 Ask your students to draw a large 2 × 4 grid on a sheet of paper, then give each student a copy of Part 1 of the activity. Tell them to choose *eight* of the sentences from Part 1 and write them into their grid. They should write them down exactly as they see them. Set a time limit of about five minutes for this.
- 2 Now tell them to put their Part 1 paper where they cannot see it and give them each a copy of Part 2 of the activity. They should now get into groups of five or six.
- 3 Explain that they are going to play a game of Bingo. They will do this as follows:
 - One student in the group looks for a situation in the Part 2 table that can be completed with one of the sentences they wrote in their grid. They should then read out the box number from the Part 2 table to the rest of their group. They should also rewrite the relevant sentence in their grid so that the verb forms are correct.

- At the same time, the other students in their group look at *their* grid to see if they have the same sentence in their grid. If so, they rewrite their sentence as well.
- The situation in the Part 2 table is then crossed out. It cannot be 'called' again.
- Students then take it in turns to choose one of the Part 2 numbers, read it out and rewrite their sentence, while the others check to see if they can do the same.
- The first student to have rewritten all of their eight sentences calls out 'Bingo'. You should check their answers and if they are grammatically correct, that student is the winner.

Answer key

- 1 If I had left earlier, I wouldn't be so tired this morning.
- 2 I would have seen my friend Rob if I had stayed a bit longer.
- 3 I would have gone if I liked parties, but I don't, so I didn't.
- 4 I would have gone if I liked seafood.
- 5 If I hadn't had so much of it, I wouldn't have had such a sore stomach this morning.
- 6 It would be cheaper if I did it all myself.
- 7 If I had spent more time talking instead, I wouldn't be in such pain this morning.
- 8 I would be much happier if they had organised a meal out with my friends.
- 9 If he invites me, I'll probably go.
- 10 I'll go if we're allowed to bring a guest.
- 11 If I asked them to throw me a big party, I wonder if they would agree (or: If I ask them to throw me a big party, I wonder if they'll agree).
- 12 However, if it rains, we'll have to do something else.
- 13 If we have one illegally, we'll probably get into trouble.
- 14 I wouldn't have gone if I had known how bored I was going to be.

IIB Just supposing

Aim

to practise talking about a specific subject and to practise the use of hypothetical language

Exam link

none, but useful for Part 4 of the Speaking test

Activity type

identifying what people are talking about and using the information heard to form sentences

Classroom dynamics

pairwork + and whole class

Time taken

20–30 minutes

When to use

after Grammar Focus Activity 7 on page 116

Preparation

Make one copy of the activity for each pair of students in your class. You will also need to make one copy of the answer key below which you should cut into individual sentences.

Procedure

- 1 Before you begin, write on the board: *I wish I had a car.* Then read out the following: *I usually get around by bus and sometimes I use my bike. The problem is that where I live the buses are very unreliable and they cost a lot to use. My bicycle is only good for short distances and I hate cycling when it's raining.*
Elicit that this follows on from the sentence on the board.
- 2 Divide your class into pairs and give each pair *one* of the sentences from the answer key. They should not show their sentence to anyone else. If you have more than 20 students in your class, some will have to work in groups of three. If you have fewer than ten pairs, you will not need to give out all of the sentences.
- 3 In their pairs, students write a follow-on paragraph to their sentence, in the same way that you provided a follow-on paragraph to the sentence on the board. Tell them that they are not allowed to use the words in **bold**. Let them do this for about five minutes.

4 Now hand out a copy of the activity sheet to each pair. They will see ten sentences (one of which is their own) but the words have been jumbled up. The aim is to rearrange the words to make hypothetical sentences and to match the sentences with the students talking about them. They will do this as follows:

- One student from one of the student pairs reads out the follow-on paragraph they prepared. The other student pairs then try to identify the prompt sentence on their activity sheet. When they think they have found it, they arrange the words to make the sentence and then write the names of the students who gave them the follow-on paragraph underneath. Alternatively, you could allow your students about ten minutes to rearrange the words in the prompt sentences *before* they start listening.
- This is repeated, with the other pairs in the class taking turns to read out their follow-on paragraphs while the others listen and identify the prompt sentence as before.
- When they have all spoken, review their answers by getting pairs to read out their prompt sentence and follow-on paragraph together. Pairs get one point for each correct sentence and one point for correctly identifying the students who responded to that prompt. The winning pair is the pair with the most points.

Answer key

- 1 If only I hadn't been so **rude** to my **teacher** **yesterday**.
- 2 I feel as though I've just **eaten** enough **food** for **ten**.
- 3 Suppose **mobile phones** hadn't been **invented**.
- 4 If only I had enough **money** to **buy** some **new clothes**.
- 5 I wish my **friends** would **visit** me **more often**.
- 6 I'd rather you didn't **play** your **music** so **loud**.
- 7 Suppose we all **refused** to **obey** the **school rules**.
- 8 I wish I didn't have **so much work** to do this **weekend**.
- 9 I'd rather **stay** at **home** than go **out tonight**.
- 10 It's time we all did **more** to **help** the **environment**.

12A All part of the job

Aim

to practise modals of obligation, prohibition and necessity

Exam link

none

Activity type

board game with a productive language element

Classroom dynamics

pairwork

Time taken

15–20 minutes

When to use

after Grammar Focus Activity 5 on page 122

Preparation

Make one copy of the activity for each pair of students in your class. Cut into three sections (the Student A cards, Student B cards and the playing board). You will also need two counters per pair (your students can use coins if you do not have counters).

Procedure

- 1 Divide your class into pairs and give each student a Student A or Student B card.
- 2 Tell them to choose ten of the jobs on their card and number them 1–10 in the boxes.
- 3 Give each pair a playing board and two counters and tell them to place their counters in the 'Start' space at the top of the board. Explain that the aim of the activity is to be the first to get their counter to the 'Finish' space. They will do this as follows:
 - Students take it in turns to move their counter *one* space. They can move horizontally or vertically. They cannot move diagonally, and they cannot cross the black spaces.

- Each time they land on a space, they must say a sentence about their chosen jobs using one of the modal verbs in the box. The number in the space refers to the job number on their card and the letter refers to the function of the modal verb. For example, if a student has chosen *pilot* as their number 1 job and they land on a space with 1A in it, they could say: *I must get plenty of sleep before a long flight.* For function E, they will need to think of an imaginary situation in the past, e.g. *I needn't have got up so early because my flight was delayed.*
- Each time they land on a space and say a correct sentence, they must put a tick (✓) in the space. This space is now 'dead' and no player can cross it again.
- Your students may reach a point where they cannot think of a sentence to go with their next space. This is where they may need to change direction, so that they move around or away from that difficult space.

12B Cops and robbers

Aim

to review and practise prepositions and particles, including those used in phrasal verbs (general, from Units 1–12)

Exam link

Reading and Use of English (Part 2)

Activity type

board game requiring students to complete gapped sentences while chasing or being chased by other players

Classroom dynamics

groups of four, divided into teams of two

Time taken

15–20 minutes

When to use

after Use of English Focus Activity 2 on page 127

Preparation

Make one copy of the activity for each group of four students in your class. Also make two or three copies of the answer key below. You will also need one die and four counters per group, two each of a different colour. Alternatively, your student groups could use coins of two different denominations.

Procedure

- 1 Choose two or three students to be monitors. Divide the rest of the class into groups of four and tell them to divide into pairs. Explain that one pair will be police (the 'cops') and one pair will be robbers. They should decide who is who.
- 2 Give each group a copy of the activity, a die and four counters. They should place their counters in the appropriate 'Cop start' or 'Robber start' spaces. Give the two monitors a copy of the answers.
- 3 Explain that the aim of the activity is for the police to try to capture the robbers and for the robbers to try to evade capture by the police. They will do this as follows:
 - The robbers begin by rolling their die and moving one of their counters to one of the spaces on the board. Note that they can only move in one direction on one throw of the die and they can only move horizontally or vertically, *not* diagonally. They then decide which preposition or particle from the box at the top of the activity sheet can be used to complete the sentence, and write this into the sentence.
 - The monitors' job is to check their answers. They should tell the players whether their answers are correct or incorrect, but they should *not* give them the correct answer. The players are only allowed to move on from the space when they give a correct answer. They must remain where they are until they answer it correctly.
 - The cops and robbers then take it in turns to repeat the steps above. The aim is for the cops to land one of their counters on top of one of the robbers' counters, thus 'capturing' it. Note that sentences which have already been answered are 'free' spaces: players can land on one of these without having to answer anything. Also note that players can have both of their counters on the board at the same time.
 - Let students do the activity for about ten minutes. The robbers win the game if they have one or both of their counters still on the board when you tell them to stop. The cops win if they capture both the robbers' counters. They can then play a second game. The students who were monitors the first time can now be replaced with other students, so that everyone gets a chance to play.

Answer key

1 off 2 off 3 over 4 from 5 up 6 across 7 up 8 off
9 to 10 up 11 out 12 away 13 in 14 ahead 15 at
16 about 17 in 18 on 19 of 20 about 21 over
22 of 23 up 24 down 25 after 26 with 27 off 28 up
29 out 30 in 31 out 32 on 33 off 34 away 35 out
36 on 37 over 38 down 39 off 40 off

13A Useful expressions

Aim

to review useful expressions for the Speaking Test

Exam link

Speaking (Parts 3 and 4)

Activity type

matching spoken expressions to their functions and completing them with an appropriate word

Classroom dynamics

groups of three

Time taken

15–20 minutes

When to use

after Speaking Focus Activity 3 on page 133

Preparation

Make one copy of the activity for each group of three students in your class. Cut into three sections (Student A, Student B and Student C).

Procedure

- 1 Divide your class into groups of three and give each student a Student A, Student B or Student C paper. They should not show these to one another.
- 2 Explain that Student A has a list of useful expressions. However, these expressions are each missing a word, which Student B has. To make it more challenging, there are ten words on Student B's sheet that do not fit in any of the expressions. Each expression has a function and Student C has a list of these. The aim of the activity is for groups to complete the expressions with the missing words and match the expressions to their functions, without looking at one another's papers. They will do this as follows:

- Student A reads out the first of their gapped expressions.
 - Student B then suggests a word from their list to complete the sentence.
 - Student C then says which function the sentence is performing. One of the students in the group should write down their answer, e.g. Sentence 1 matches Function E and the missing word is *repeat*. If they are not sure, they should move on to the next one.
 - This is repeated for the other expressions.
- 3 Let them do the activity for about 10–15 minutes, then tell them to stop and review their answers. The winning group is the group with the most correct matches.
 - 4 As a follow-on activity, your students could write short conversations using five or six of the expressions, then read their conversation out to the rest of the class.

Answer key

1 E repeat 2 H Both 3 O basically 4 K true 5 B kind
6 F while 7 N suppose 8 M view 9 I Anyway
10 G go 11 A meant 12 C see 13 J mean 14 D sorry
15 L point

13B Reflexive revelation

Aim

to review reflexive pronouns

Exam link

none, but useful for Reading and Use of English (Part 2)

Activity type

identifying where reflexive pronouns go in sentences and using them to reveal an idiomatic English expression

Classroom dynamics

pairwork

Time taken

15–20 minutes

When to use

after Grammar Focus Activity 5 on page 137

Preparation

Make one copy of the activity for each pair of students in your class. Cut into three sections.

Procedure

- 1 On the board, write the following sentence: *I was expecting to be met by one of the President's assistants, but it was the President who was at the airport waiting for me.*
- 2 Explain that this sentence would benefit from the addition of a reflexive pronoun somewhere in the sentence. Ask your students if they can tell you which pronoun could be added and where it would go in the sentence (*himself*, which would come between *President* and *who*).
- 3 Divide your class into pairs and give each pair a copy of the grid. Point out that the first line of the grid contains the word *President* from your sample sentence and also the pronoun which follows it. Then explain that they are going to see more sentences that require, or would benefit from, a reflexive pronoun. They are going to use these to complete the grid. The aim is to reveal a 'mystery' expression that is connected in some way with the theme of their Coursebook unit.
- 4 Give the students in each pair a Student A or Student B paper. They will then do the activity as follows:
 - Student A reads out their sentence 1 to Student B. Student B listens carefully and decides which reflexive pronoun can be used and where it should go in the sentence. They then write the word *preceding* the pronoun and the pronoun itself, in the appropriate space in the grid, as in the example.
 - Student B then reads out their first sentence to Student A, who listens and then writes the preceding word and pronoun.
 - This is repeated until students have completed the grid. They should then use the letters in the shaded spaces to complete the sentence under the grid (one letter for each space). If they have done the exercise correctly, they should reveal an idiomatic English expression which means 'forgets things easily'. The winning pair is the first pair in the class to reveal this expression.

Answer key

0 President himself 1 buy yourselves
 2 players themselves 3 make yourself 4 about herself
 5 reminded myself 6 studied himself 7 turns itself
 8 England herself 9 prepared ourselves
 10 introducing themselves
 The expression is 'a *memory* like a *sieve*' (your students will find this expression under *sieve* in the Longman Exams Dictionary).

14A Speak up

Aim

to review and practise speaking verbs

Exam link

none

Activity type

completing a crossword using appropriate words and word forms

Classroom dynamics

pairwork

Time taken

25–30 minutes

When to use

after Vocabulary Focus Activity 10 on page 141

Preparation

Make one copy of the activity for each pair of students in your class. Cut into two sections (Part 1 and Part 2).

Procedure

- 1 Divide your class into pairs and give each pair a copy of Part 1 of the activity. Write the words *say*, *speak*, *talk*, *tell*, *mumble*, *mutter*, *whisper* and *yell* on the board.
- 2 Explain that you are going to read them some sentences with one of the words on the board missing. After you read each sentence, students should decide which word they think is missing and what *form* the verb should be (infinitive, past simple, etc.). In some cases, more than one answer may be possible, so they should write down as many options as they can, e.g. Number 1 could be *mumbled*, *muttered*, *said* or *whispered*.
- 3 Read out the sentences in the answer key, but do *not* say the word in **bold**. Indicate the missing word by pausing or tapping on your desk. Read each sentence twice, at normal speed.
- 4 Now hand out Part 2 (the crossword). In their pairs, your students should now transfer the words they wrote into the crossword grid. In cases where more than one answer is possible, only one of them will fit into the crossword.
- 5 The first pair to complete their crossword (or the pair with the most words in the crossword after a set time limit) is the winner.

Answer key

- 1 Sarah **mumbled** something I couldn't hear, and walked away.
- 2 Can you **tell** the difference between lemon juice and lime juice?
- 3 She shook my hand and **said** her name was Ann.
- 4 My sister always **tells** the truth, even if she knows she'll get into trouble.
- 5 What I liked the most about him was that he always **spoke** his mind.
- 6 My sister **speaks** five languages fluently.
- 7 When I was a child, my parents always **told** me a story before I went to bed.
- 8 'Help me!' she **yelled** in terror.
- 9 Tom always **mumbles** when he stands up to talk in class, so it's really difficult to hear what he's saying.
- 10 Generally **speaking**, technology has improved our lives a lot.
- 11 I don't believe you. You're **talking** rubbish, as usual!
- 12 He sat in the corner **muttering** something under his breath about people coming late.
- 13 It **says** on the label that you should take this medicine twice a day.
- 14 I want to hear your secret. Come here and **whisper** it in my ear.
- 15 We want someone who works hard and **talks** sense.
- 16 My brother is always **saying** that he wants to become a famous actor.
- 17 If someone attacks you in the street, the best thing to do is **yell** at the top of your voice.
- 18 Stop **whispering**. Talk normally. No one can hear us.
- 19 Please stop **yelling** like that. I'm not deaf.
- 20 When I walked into the room, Michael was **telling** a joke about a man and a chicken.

14B Context and meaning

Aim

to practise identifying meaning from context using animal idioms

Exam link

none (but useful for Reading and Use of English Parts 5–7)

Activity type

identifying and matching task

Classroom dynamics

groups of three or four

Time taken

30–35 minutes

When to use

after Reading focus Activity 5 on page 144

Preparation

Make one copy of the activity for each student pair or small group. Cut the numbered and lettered boxes into cards, but keep both sets separate.

Procedure

- 1 Divide your class into groups of three or four, and give each group a set of cards. They should place the numbered cards face down in a single pile on their desk. They should distribute the lettered cards among themselves. Do not give them the answer key yet.
- 2 Tell them to take it in turns to read out the sentence on one of their lettered cards. Explain that these sentences each contain an animal idiom or colloquialism in bold. In their groups, they should decide if they know what any of the idioms mean. They should be able to guess some of them but for many, the meaning will not be obvious. Let them do this for about 5–10 minutes, placing each card face up on their desk when they have done so.
- 3 Explain that they are now going to match the lettered sentences with the numbered sentences on the other pile of cards. Each numbered card contains two sentences, with a gap between each one: the gaps can each be completed with one of the lettered sentences.
- 4 Working together, the students turn each numbered card over, and try to decide which lettered sentence can complete the gap, pairing the cards up. Then, looking at the three sentences as a whole, they should be able to work out what the idiom means. This is useful practise for the Cambridge English: First Reading and Use of English paper, where it is sometimes necessary to refer to the previous and following sentences in order to work out what a word or phrase means.
- 5 Let them do this for about 15 minutes, then give each group a copy of the answers. The groups award themselves one point for each correct answer and one point for each meaning they correctly identified.

Answer key

- 1 I Something that **gets your goat** annoys you.
- 2 E If you **make a dog's breakfast** of something, you do it really badly
- 3 M **A dark horse** is someone with a skill, talent or achievement that surprises you when you discover it.
- 4 A If you **have a bee in your bonnet** about something, especially something that annoys you, you can't stop talking about it.
- 5 H Someone who **looks like something that the cat dragged in** is very untidy or scruffy.
- 6 D Someone who **looks like a drowned rat** is very wet.
- 7 L If you **smell a rat**, you are suspicious about something.
- 8 B Someone who is or feels **like a fish out of water** is uncomfortable because they feel they do not belong in a place or situation.
- 9 O Someone who is **the bee's knees** is wonderful.
- 10 G **A cold fish** is someone who is not very friendly.
- 11 K If you **do the donkey work**, you do the jobs that are boring and/or difficult.
- 12 C If you **have bigger fish to fry**, you have more important things to do.
- 13 N If you **have a whale of a time**, you have a very good time.
- 14 F Someone who is **like a dog with two tails** is extremely happy.
- 15 J Someone who **wouldn't say boo to a goose** is very shy and timid.



Why are you studying English?	What could I see or do if I visited your home town?	What sorts of things do you like doing with your friends?
What do you think you'll use your English for in the future?	What subject do/did you enjoy most at school?	What do you like doing in your free time?
What kind of music do you enjoy listening to?	What subject do/did you find most difficult at school?	What are your plans for the weekend?
What was the last film you saw at the cinema or on television?	What do you think you'll be doing in five years' time?	How much television do you usually watch in a week?
What kind of books do you enjoy reading?	What job would you most like to do?	What sorts of things do you use your computer for?
Tell me a bit about your family.	Where do you think you'll go on holiday this year?	Tell me about a favourite website, or websites, that you often visit.
Talk about a family member that you get on well with.	What sorts of things do you enjoy doing when you go on holiday?	Are there any famous people you would really like to meet?
What do you like about the place where you were brought up?	Tell me about your best friend.	Would you like to be famous?

My brother is absolutely mad about music.

1 (A)

2 (B)

Her favourite phrase is 'Turn that noise down this instant!'

3 (B)

4 (A)

He also watches a lot of music channels on television.

5 (A)

6 (B)

When there's nothing he likes on television, he surfs the internet for new and exciting stuff.

7 (B)

8 (A)

To tell you the truth, I think there are some he's never even heard all the way through..

9 (A)

10 (B)

He also loves going to concerts whenever he can, although he can't really afford to go very often these days.

11 (B)

12 (A)

He really loved meeting his favourite artists whenever possible.

13 (A)

14 (B)

His big ambition now is to play in his own rock band.

15 (B)

16 (A)

I can hear him now. He's a terrible musician!

Student A

(Do not show your sentences to Student B)

- As a result, they're always arguing!
- And he would queue for hours to get a ticket to see a band he really liked.
- He listens to part of one, then moves on to the next.
- He would wait outside the theatre after each concert, hoping to meet them.
- In fact, he's practising as I speak.
- He likes *JTV*, which is dedicated to reggae, and *Life!*, which specialises in dance music.
- He's probably got over five thousand songs stored on it.
- He's always listening to it on the radio.

Student B

(Do not show your sentences to Student A)

- However, his favourite one is *Rock Universe*, which shows all the latest rock videos.
- He's probably getting really good at recognising songs from the first few notes!
- Unfortunately, most of them used to ignore him!
- He plays the guitar, and he's learning to play the drums.
- When he finds a song he likes, he downloads it onto his MP3 player.
- My mum is always complaining that he plays it far too loud.
- Of course, he usually ignores her!
- He used to go to a concert once a week, sometimes twice.

adventure caution comfort difference drama emotion generosity harm hope meaning person
pessimism prediction realism reliability sociability sympathy thought

1 I've been driving for 20 years and never had an accident.	2 The chairs in our classroom are really hard.	3 You're getting rather fat, aren't you?	4 Do you think it will be a nice day tomorrow?	5 No, he looks fierce, but he's completely	6 Do you? I think it's to expect such a big promotion so soon.
7 Did she? That wasn't very		8 Sarah's always doing surprising and unexpected things, isn't she?	9 Nothing at all. We're completely		10 I usually give about 10 percent of my salary to local charities.
11 So does mine. She can get quite	12 I think I failed my exam yesterday.	13 That was an incredible storm last night.	14 Well, don't wait for him too long. He's very and will probably forget.	15 I agree. They're so	16 I can believe that. You're a very driver.
17 Chris is planning to sail around the world next year.	18 Not at all. It's just a lot of noise to me.			19 Does your dog bite?	20 Did he? That was a bit
21 Do you? That's very of you.	22 It's your birthday today, isn't it? Happy birthday!	23 When I told Alice my pet rabbit had died, she just laughed.	24 Do you like listening to classical music?	25 Well, I'm not very The forecast isn't very good.	26 Michael's promised to come over and help me with my homework at the weekend.
27 At the party, Joe just sat in the corner playing games on his mobile.		28 I disagree. I think she's always a bit	29 Thank you. It's very of you to remember.		30 Don't be so I'm sure you've done really well.
31 It certainly was. It was really very	32 Don't be so ! I've only put on a kilo or two.	33 Do you and your brother have anything in common?	34 I'm only a sales assistant, but I reckon that I'll be the manager this time next month.	35 My sister always cries when she watches sad films.	36 That's brave of him. Well, he's always been quite

Team A

	1	2	3	4	5	6
A	Having	speak	to call	to see	getting	go
B	to go	visit	flying	look	to visit	have
C	See	going	to work	seeing	to speak	call
D	speaking	get	calling	to get	entering	working
E	looking	fly	to have	visiting	to look	to fly
F	informing	to enter	to inform	work	enter	inform

- 1 My parents always make us our shoes off when we come into the house.
- 2 I really enjoy new people.
- 3 I really regret up so late to watch the film last night.
- 4 I feel nervous about to people I don't know very well.
- 5 There's a big scratch on my car, but I don't remember anything.
- 6 We had a great time across the USA by train last year.
- 7 I want a photography course at our local college, but there are no free places.
- 8 Our teacher expects us her if we think we're going to be absent.
- 9 As soon as the bell rings, everyone stops and goes home.
- 10 I tried the book off the top shelf, but it was too high.
- 11 His first film was a big success, and he went on very famous.
- 12 I hate not people's names when I see them.



Team B

	1	2	3	4	5	6
A	Do	to work	meet	talk	ringing	to do
B	talking	take	hitting	ring	to meet	to remember
C	Hit	to get	doing	to take	get	travel
D	to ring	travelling	become	stay	to travel	work
E	meeting	getting	to talk	working	taking	to hit
F	becoming	staying	remember	to become	remembering	to stay

- 1 She promised me as soon as she got home, but I didn't hear from her.
- 2 After school I suggested a film, but everyone said they were too busy.
- 3 It was a waste of time for the interview, as they had already offered the job to someone else.
- 4 Most of his colleagues retired when they were in their sixties, but he went on into his seventies.
- 5 Our English teacher won't let us our own language in her lessons.
- 6 I would like my friends me more often, but they all live so far away.
- 7 She told me not the room without first knocking on the door.
- 8 I've always been frightened of and travel by train when possible.
- 9 She was very busy, but stopped a chat.
- 10 If you don't know what a word means, try it up in a dictionary.
- 11 Did you remember me some stamps when you went to the post office?
- 12 We regret passengers on flight BG241 to Munich that their flight has been delayed until 8 o'clock.

Part 1

- 1 Describe something that you are interested in.
- 2 Describe something that you find really boring.
- 3 Describe something that you are frightened of.
- 4 Describe something that you often feel worried about.
- 5 Describe something that you get annoyed by.
- 6 Describe something embarrassing that once happened to you.
- 7 Describe something really exciting that you once did.
- 8 Describe something that you have done for a long time.
- 9 Describe something interesting or unusual that you once did, or which once happened to you.
- 10 Describe something that you did regularly in the past, but don't do now (e.g., something that you used to do).
- 11 Describe something that you have never done, but which most people have done.
- 12 Describe something that you have been doing for some time.
- 13 Describe something that you haven't done yet, but plan to do in the future.
- 14 Describe something that you have just done.

**Part 2**

Student name	Which of their sentences is true?
	first / second / third
	first / second / third
	first / second / third
	first / second / third
	first / second / third
	first / second / third
	first / second / third
	first / second / third
	first / second / third
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a laptop	a mobile phone	a camera	a teddy bear	a Swiss army knife
a watch	an mp3 player	a bicycle	a sports car	a credit card
sunglasses	trainers	a dictionary	cheese	a bed
a shower	lipstick	a hair dryer	a television	a video games console
a servant	a washing machine	coffee	an alarm clock	friends
a diary	a hot water bottle	an umbrella	a passport	a pet snake

Part 1

Team A

The weatherman on the evening news had sounded very confident. 'Some viewers (1) (call) me earlier today to say they (2) (hear) there is a hurricane on its way. Well, don't worry, there isn't.' We all (3) (believe) him, of course, so we (4) (be) completely surprised when, a few hours later, the wind (5) (become) really strong. By midnight, it (6) (blow) so hard that trees outside (7) (start) falling over. Sleep (8) (become) impossible, especially when the wind (9) (begin) hitting the windows so hard that we (10) (think) they would break. By 7 o'clock in the morning, it seemed like the storm (11) (end) so we (12) (decide) to go outside to see how bad things were in the street. It was a terrible sight. Tiles from the roofs of the buildings (13) (fall) into the street, and a lot of trees (14) (blow) over, some of them onto people's cars. All of a sudden, and without warning, there (15) (be) a terrific blast of wind. We (16) (hear) a terrible tearing sound, and (17) (watch) in horror as the roof of our house (18) (lift) into the air and (19) (come) crashing down into the street just metres away from where we (20) (stand).

Team B

Our flight left Sydney at seven o'clock, and by the time we were over Indonesia, we (1) (fly) for several hours. As the aircraft (2) (travel) through the night, most of the passengers (3) (go) to sleep. The friends I (4) (fly) with (5) (entertain) themselves in various ways, listening to music, playing cards and watching the in-flight movie. I (6) (decide) to read for a bit, so I (7) (open) the book I (8) (start) a few hours earlier. Suddenly, there (9) (be) a loud bang, and everyone (10) (look) around in confusion. It (11) (be) obvious that something (12) (go) wrong, but we couldn't work out what it was. A few seconds later, there was an announcement over the speakers. 'Hello everyone,' a quiet, calm voice (13) (say). 'This is your captain speaking. We have a slight problem. A few moments ago, a bird (14) (hit) our number 2 engine, which is now out of action, and we need to make an emergency landing.' It was incredible how calm he (15) (sounded). It was like he (16) (tell) us dinner would soon be served or something. We (17) (be) frightened, of course, and I (18) (expect) everyone to start shouting and screaming. Instead, they (19) (remain) strangely calm. My friend in the seat next to mine even (20) (smile) slightly, and just said 'Whoops!'

Team C

Last summer, my friends and I went camping in the hills above Red Creek. We (1) (almost / decide) not to go, because the man on the local radio station a few days earlier (2) (say) that the weather was going to turn bad and people should avoid the hills. We (3) (go) anyway, and of course the weather (4) (be) terrible! The rain (5) (fall) continuously, and as a result, we (6) (spend) most of the time in our tents reading or sleeping. We (7) (plan) to spend a week in the hills, but after three days of continuous rain, we (8) (decide) to give up and go home. We (9) (pack) up our tents when we (10) (hear) a loud rumbling noise. It (11) (sound) like a train, and at first we (12) (think) there must be a railway line nearby. Suddenly, one of my friends (13) (shout), 'Look up there!' We (14) (look) to where he (15) (point) and saw that the trees on the slopes above (16) (move) down the hill towards us. We (17) (know) immediately that it was a landslide, but there was no feeling of shock or surprise. In fact, it (18) (be) quite a beautiful sight, and for a few seconds we just (19) (stand) there watching it. Then the first trees reached our campsite. The next moment, we (20) (run) down the hill as fast as our legs could carry us.

Team D

The area where I live experiences a lot of earthquakes, and we all accept them as a normal part of everyday life. Most of them are quite small, but in 2003 we (1) (have) one that (2) (destroy) some of the older buildings, and shortly after that the local government (3) (introduce) rules saying that all new buildings must be earthquake-proof. A couple of years ago, scientists (4) (warn) us that a big earthquake was due soon. As a result, when it finally (5) (happen), everyone (6) (make) plans. We (7) (buy) extra supplies of food and water and we (8) (make) arrangements for somewhere to go if our homes were damaged or destroyed. I remember the day very well, because I (9) (celebrate) my 18th birthday with friends and family when the first tremors (10) (hit) us. At that time, we (11) (live) on the 18th floor of an apartment block, and that high up we really (12) (feel) it, so of course we all (13) (start) panicking! My father (14) (try) to assure us that we (15) (be) quite safe in our earthquake-proof apartment block, but none of us (16) (believe) him. As a result, as soon as the earthquake (17) (end), everyone (18) (escape) to the safety of the street. And believe it or not, that's where we (19) (continue) celebrating my birthday, while all our neighbours (20) (look) at us in astonishment!

Part 2

1	A / B / C / D ...	... are used to natural disasters.
2	A / B / C / D ...	... were all doing different things when something happened.
3	A / B / C / D ...	... accepted someone's explanation.
4	A / B / C / D ...	... didn't know at first what was happening.
5	A / B / C / D ...	... ignored someone's advice.
6	A / B / C / D ...	... spent the whole night awake.
7	A / B / C / D ...	... were shocked at the damage they saw.
8	A / B / C / D ...	... were surprised at how someone reacted to a situation.
9	A / B / C / D ...	... changed their plans.
10	A / B / C / D ...	... were prepared for an emergency.
11	A / B / C / D ...	... felt safer outside than inside.
12	A / B / C / D ...	... managed not to panic, despite being afraid.
13	A / B / C / D ...	... wrongly assumed that something had finished.
14	A / B / C / D ...	... carried on doing something that they had started earlier.
15	A / B / C / D ...	... mistook one thing for something else.
16	A / B / C / D ...	... didn't react as quickly as they should.

Essay 1

In your English class you have been discussing the benefits of living as part of a large family. Now your teacher has asked you to write an essay.

Write an essay using all the points, and give reasons for your point of view. Write 140–190 words.

Is it better to be part of a large or small family group?

Write about:

- 1
- 2
- 3

Essay 2

In your English class, you have had a discussion about fame and the advantages and disadvantages it brings. Now your teacher has asked you to write an essay.

Write an essay using all the points, and give reasons for your point of view. Write 140–190 words.

Does being famous have more disadvantages than advantages?

Write about:

- 1
- 2
- 3

Essay 3

In your English class, you have been talking about friendship. Now your teacher has asked you to write an essay.

Write an essay using all the points, and give reasons for your point of view. Write 140–190 words.

Is it better to have a lot of friends you know reasonably well, or just a few friends you are very close to?

Write about:

- 1
- 2
- 3

Essay 4

In your English class, you have been talking about personality. Now your teacher has asked you to write an essay.

Write an essay using all the points, and give reasons for your point of view. Write 140–190 words.

Are confident people more likely to be successful than those who are less confident?

Write about:

- 1
- 2
- 3

<p>A While many of us look with envy on people who have a wide circle of acquaintances ...</p>	<p>B In some countries and cultures, different generations of the same family live together or in close proximity ...</p>
<p>C Many say that you need self-assurance and a strong belief in yourself in order to get on in life, ...</p>	<p>D Most people are under the impression that film stars, sporting personalities and rock musicians lead an enviable lifestyle, ...</p>
<p>E ... we often tend to forget that friendship means much more than just <i>knowing</i> people.</p>	<p>F ... and would gladly achieve fame for all the privileges it brings.</p>
<p>G ... otherwise you will never get anywhere.</p>	<p>H ... whereas in others they tend to be dispersed across a wide area.</p>
<p>I However, I believe that the reality for them is quite different ...</p>	<p>J In fact, it could be argued that the more people we know ...</p>
<p>K On the other hand, they point out, there is such a thing as over-confidence.</p>	<p>L ... the less we could call them friends in the proper sense of the word.</p>
<p>M I think it is hard to say which of these situations is better ...</p>	<p>N ... but as one of five children who grew up surrounded by uncles, aunts, grandparents, etc., I would probably argue in favour of the first.</p>
<p>O ... and this can be just as harmful, if not more so, than shyness and inhibition.</p>	<p>P ... with the problems and challenges they face greatly outweighing the perceived benefits.</p>

many	much	a lot of
lots of	some	a few
very few	hardly any	a little (bit of)
very little	any	no



- You *can* move horizontally left or right, or vertically up or down.
- You *cannot* move diagonally.
- You *cannot* cross the black spaces.
- You can move in more than one direction each time (for example, if you roll a five, you can move three spaces left or right, then two spaces up or down).

salad	honey	advice	salt	snack	fat
calorie		vegetable	coffee		
fruit	meat		chicken	knowledge	
child		START HERE			egg
	rice	fish		information	cake
		cheese	water		news
luggage	curry	juice	bread	person	chocolate



<p>1 Oh no, I've spilt some orange juice down the front of my new shirt!</p>	<p>2 The restaurants in my town are good, but some of them really expensive.</p>	<p>3 There aren't calories in salad, so it's a good thing to eat if you're on a diet.</p>
<p>4 I love chocolate, even though I know can be bad for you if you eat too much.</p>	<p>5 I love seafood, but time I eat it, red spots appear on my face.</p>	<p>6 Who spilt their coffee my computer?</p>
<p>7 This restaurant is terrible. It's the time I come here!</p>	<p>8 The waiters stood the corner talking and ignoring the customers.</p>	<p>9 The pizza was tasty, but it wasn't well cooked. (<i>Do not use 'particularly' in this sentence.</i>)</p>
<p>10 My uncle used to take me and my sister to Burger World, give us £10 and tell us to get whatever we wanted.</p>	<p>11 I like eating out, especially if someone else is paying! (<i>Do not use 'do' in this sentence.</i>)</p>	<p>12 People say that fast food is unhealthy, but not of it is bad for you.</p>
<p>13 We have very money, so I'm afraid we can't eat out.</p>	<p>14 Are there restaurants near here that serve good vegetarian food?</p>	<p>15 If you're hungry, there's a packet of biscuits the cupboard.</p>
<p>16 I'm afraid there's coffee left. Would you like tea instead?</p>	<p>17 I really like this restaurant the terrible service.</p>	<p>18 He waited no one was looking, then started putting the sweets into his pocket.</p>
<p>19 I'm not sure exactly what's in this pie, but I taste chicken and some sort of herb.</p>	<p>20 There's an excellent Italian restaurant a kilometre away from our house.</p>	<p>21 It was hot in the kitchen that I could hardly breathe.</p>
<p>22 The soup's a bit tasteless, I'm afraid. Try putting salt in it.</p>	<p>23 I had £40 in cash on me, but it wasn't to pay for the meal, so I had to use my credit card.</p>	

Students A and B

Part 1

Situation 1

Speaker 1: So, what did you think?

Speaker 2: Disappointed, I guess. There were a few good moments, and I thought that bit at the end with the dog was great. But to tell you the truth, I'm not really sure what was happening most of the time.

Situation 2

Speaker 1: So, what did you think?

Speaker 2: I wasn't impressed. Nothing really happened, did it? And just when you thought something exciting *would* happen, the screen went blank, the credits rolled and the cinema lights went on! And that was it, you know?

Situation 3

Speaker 1: So, what did you think?

Speaker 2: Well, the first seventy minutes or so were great, but then nothing really happened after that. It was just people talking.

Speaker 1: I know. I don't understand why it didn't just end when the man finally found the person he was looking for.

A

Speaker 2: I agree. It certainly went on a bit, didn't it?

Speaker 1: Well, at least it had a happy ending. I love a happy ending.

Speaker 2: Yes, I have to say, it made me smile.

B

Speaker 1: Me neither. I mean, that long scene with the computer near the beginning of the film really confused me. And after that I couldn't follow the story.

Speaker 2: I guess we'll have to read the book to find out.

C

Speaker 1: Right. I was longing for the woman with the red hair to do something dramatic. But all she did was talk! And I had real problems understanding her accent.

Speaker 2: Yes, I'm not sure what the accent was supposed to be, but it was from nowhere I recognised.

Part 2

- 1 In their first situation, students C and D are talking about
 - (a) ... a photograph.
 - (b) ... a painting.
 - (c) ... a statue.
- 2 In their second situation, students C and D are talking about
 - (a) ... a photograph.
 - (b) ... a painting.
 - (c) ... a statue.
- 3 In their third situation, students C and D are talking about
 - (a) ... a photograph.
 - (b) ... a painting.
 - (c) ... a statue.

Students C and D**Part 1****Situation 1**

Speaker 1: It's great, isn't it?

Speaker 2: I'm not so sure. To be honest, I could have done a better job myself. And I've only got a cheap camera.

Speaker 1: How?

Situation 2

Speaker 1: It's great, isn't it?

Speaker 2: Yes, it is. I wonder why it's painted.

Speaker 1: People used to do that hundreds of years ago.

Situation 3

Speaker 1: It's great, isn't it?

Speaker 2: I agree. I love the way the artist has just used different shades of blue and yellow. Who's it supposed to be?

Speaker 1: You mean the person in the picture? I don't know. He's standing next to a movie camera. That should be a clue.

A

Speaker 2: But it's only been painted on the front. If you go round to the back, it's just plain stone.

Speaker 1: Yes, that's a bit strange. Still, I like it.

Speaker 2: Me too. Go on, stand next to it, and I'll take your photo.

B

Speaker 2: Well, I would have taken it with the sun behind me, for a start. This has been taken looking into the sun, so you can't see any details.

Speaker 1: That's why I like it. It makes you study it more closely. You have to look closely to see if it's a man or a woman, if it's a real person or something made of wood or stone.

C

Speaker 2: There's a description underneath. OK, it says it's a portrait of film director Tom Carver by the artist Sara Walton.

Speaker 1: Tom Carver? Oh, he's the one who directed *The Dreaming Statues*, isn't he?

Part 2

- 1** In their first situation, Students A and B
 - (a) ... thought the film was too long.
 - (b) ... didn't understand the film.
 - (c) ... didn't like the way the film ended.
- 2** In their second situation, Students A and B
 - (a) ... thought the film was too long.
 - (b) ... didn't understand the film.
 - (c) ... didn't like the way the film ended.
- 3** In their third situation, Students A and B
 - (a) ... thought the film was too long.
 - (b) ... didn't understand the film.
 - (c) ... didn't like the way the film ended.

Team A

be expect finished get going have I I'll I'm it leaves make meeting
might our rain see sitting they're to train visit will you

(1) (2) (3) (4) my favourite rock group at the weekend.

Lucky you! Where are they performing?

I'm really hungry. I haven't eaten a thing since this morning.

OK, sit down and (5) (6) (7) a sandwich.

(8) (9) my friends for a meal after school.

Oh, can I come along too?

This time next week, (10) (11) (12) all my exams.

I bet you'll be glad when they're all over.

I hope the weather stays good for our picnic on Saturday.

(13) (14) (15) (16) (17) It usually does at the weekend.

This time next week, (18) (19) (20) on a beach in the south of Spain.

Good for you. You really deserve a holiday.

We ought to hurry. (21) (22) (23) in half an hour.

Don't worry. The station is only ten minutes' walk away.

Have you got any plans for the weekend?

I'm not sure yet. (24) (25) (26) the new art gallery on West Street.

Tim and Susan seem really happy together.

Did you know (27) (28) (29) (30) married in the summer?

Team B

arrive be doors getting going have he help I I'll I'm
imagine it it's may open seeing spent study the to will you

I've decided that (1) (2) (3) (4) French and German at university.

Good idea! You've always been good at languages.

I'm having real problems with my homework.

Let me finish mine, then (5) (6) (7)

(8) (9) Jo and Mike at the weekend.

When you do, please give them my best wishes.

I hear you have a trip planned to London. It's very expensive there, you know.

I do. By the time I get back, (10) (11) (12) all my money.

I'm worried about our English exam next week.

Don't worry. (13) (14) (15) (16) (17) quite easy.

Are you looking forward to your holiday?

I certainly am! This time tomorrow (18) (19) (20) on a plane to Turkey.

What time does the show begin?

(21) (22) (23) at 8 o'clock, so we should be there by 7.30.

Is Roger coming to the party tonight?

Yes, but he's got to get across the city, so (24) (25) (26) a bit late.

According to the weather forecast, (27) (28) (29) (30) a lovely day tomorrow.

I'll believe that when I see it!

Student A



Student B



but instead (10) but unfortunately (16) enough (6) imagine how (10) not only ... but also (14)
 on top of that (11) so (2) such (4) to make matters worse (18) to my amazement (13) too (3)
 very (4) what's more (9) where (5) which (5) who (3) whose (5) why (3)

Your article or story	Points won/lost
Last summer I decided to ...	
1	
2	
3	
4	
5	
6	
7	
8	
9	
10	
11	
12	
13	
14	
15	
16	
17	
18	
Total points	

Team A

Here are your sentences to read to Team B:

- 1 Let me make you something to eat.
- 2 Let's go out for a meal on Saturday.
- 3 Don't forget to call your mother.
- 4 You should leave as early as possible.
- 5 How are you going to get to London?

Use these verbs in their correct form to complete your own sentences.

accuse	ask	deny	explain	tell
--------	-----	------	---------	------

- 1 He _____ his computer without asking him first.
- 2 He _____ him.
- 3 He _____ camera.
- 4 He _____ absent on Monday because he had been ill.
- 5 He _____ keys with the receptionist.

**Team B**

Here are your sentences to read to Team A:

- 1 You used my computer without asking me first.
- 2 Could you help me, please?
- 3 I didn't break your camera.
- 4 I was absent on Monday because I was ill.
- 5 Leave your keys with the receptionist.

Use these verbs in their correct form to complete your own sentences.

advise	ask	offer	remind	suggest
--------	-----	-------	--------	---------

- 1 He _____ something to eat.
- 2 He _____ for a meal on Saturday.
- 3 He _____ my mother.
- 4 He _____ as early as possible.
- 5 He _____ going to get to London.

Students A and B

Here are your sentences to read to students C and D.

- 1 I've often heard people say that if you have knowing, you have power.
- 2 I don't particularly like my job, but I think my employee pays me quite well.
- 3 I love playing the piano and would love to be a professional musical one day.
- 4 Tourist plays an important role in my town, but the current economic crisis means that we are getting far fewer visitors than normal.
- 5 I've always been interested in a career in journalist, and I would love to work for a national newspaper.
- 6 I'm afraid I find your behaving completely unacceptable!
- 7 On the whole my pronunciation is quite good, but I have real difficult pronouncing words that begin with *th*.



Students C and D

Here are your sentences to read to students A and B.

- 8 Over 20 people were interested in the job, but we felt that none of the application were suitable.
- 9 A new industrial estate in the suburbs led to the creativity of over 600 new jobs.
- 10 People attending an interview are requested to report to reception on their arriving.
- 11 If you need to find accommodation, we suggest arranging a meeting with one of our student advice.
- 12 Unless a teacher is present, you need to ask for permit to use the computer room.
- 13 I would love to be an actor, but I lack the confident to perform in front of an audience.
- 14 Represent from all the main departments held a meeting to discuss plans for the future of the company.



The crossword puzzle grid is composed of empty squares. The numbered starting points are as follows:

- 1: Top-left corner, 1 square.
- 2: Row 2, Column 7, 1 square.
- 3: Far right edge, 1 square.
- 4: Row 3, Column 3, 1 square.
- 5: Row 5, Column 5, 1 square.
- 6: Row 6, Column 7, 1 square.
- 7: Row 7, Column 1, 1 square.
- 8: Row 8, Column 4, 1 square.
- 9: Row 9, Column 5, 1 square.
- 10: Row 10, Column 5, 1 square.
- 11: Row 10, Column 8, 1 square.
- 12: Row 12, Column 1, 1 square.
- 13: Row 13, Column 3, 1 square.
- 14: Bottom row, Column 1, 1 square.

Part 1

aim	be	cope	face	focus	fulfil	give	let	make	overcome	set	take
-----	----	------	------	-------	--------	------	-----	------	----------	-----	------

- (a) Same here. It's good to yourself a deadline. (.....)
- (b) You're just like me. I always for the top as well. (.....)
- (c) Me too. I need to motivated if I'm to get anywhere. (.....)
- (d) I've had to a lot of setbacks as well. (.....)
- (e) I'm the same. Like you, I really don't think I can my potential until I've studied more. (.....)
- (f) I agree. If you don't a go of it, you'll never know. (.....)
- (g) I find it hard to under pressure as well. (.....)
- (h) I agree. It feels bad when you your team down. (.....)
- (i) Same here. It's better to up to problems rather than hide from them. (.....)
- (j) Me too. I on achieving my goals, and nothing else matters. (.....)
- (k) Right. Things get boring if you can't on new rivals from time to time. (.....)
- (l) Me too. I never in to pressure. (.....)



Part 2

- 1 I think it's important to try anything once, even if you don't think you'll be successful.
- 2 It wasn't easy becoming a successful tennis player. Earlier in my career, I had a lot of failures.
- 3 I enjoy playing chess, but I'm getting fed up with playing the same people every day.
- 4 I hate making mistakes when I'm working, especially if it causes problems for the people I work with.
- 5 Everyone tells me I'm a good photographer, but I really think I need to learn more. I could do a lot better.
- 6 When I'm given a job to do, I always make a mental note of when I intend to get it finished, and then stick to it.
- 7 I'm a good worker when I'm allowed to work at my own pace, but I hate it when people say things like 'Come on, hurry up, we need that work now!'
- 8 Once I've started something, I never stop, even if I find it really difficult.
- 9 I can only get things done if there are people around me who can encourage me and tell me that I'm doing well.
- 10 Whenever I take part in something, I just have to win, I have to be the best. Nothing else will do.
- 11 When I have a difficult or demanding job to do, I ignore everything else that is going on around me.
- 12 Whenever I do something wrong, I don't ignore it. I look at where I've gone wrong and then try not to make the same mistake again.

Team A

Here are your sentences to read to Team B:

- 1 I want to go to the beach at the weekend, but it depends on the weather.
- 2 I hope to go to the USA next year, but my parents might not let me.
- 3 I would like to buy a new computer, but I don't have enough money.
- 4 I want to travel around the world, but I don't have enough time or money.
- 5 I went to bed late last night, and as a result I didn't wake up on time this morning.
- 6 I went for a walk in the rain last week, and as a result I caught a cold.

Answer/score card

3 points: You are *very* sure your answer is grammatically correct.

2 points: You are *quite* sure your answer is grammatically correct.

1 point: You are *not very* sure your answer is correct.

Sentence number	Your conditional sentences	Points risked	Total points
1			
2			
3			
4			
5			
6			



Team B

Here are your sentences to read to Team A:

- 1 I wanted to ask Peter for some advice about language courses, but I didn't see him.
- 2 I decided to walk to school instead of taking the bus, and as a result I was late.
- 3 I want to become a famous actor, but I'm not very confident.
- 4 I would like a cat, but my parents don't like having animals in the house.
- 5 I want to go to the cinema tonight, but it depends on the amount of homework I have.
- 6 I plan to do a painting course at my local college, but there might not be any free places.

Answer/score card

3 points: You are *very* sure your answer is grammatically correct.

2 points: You are *quite* sure your answer is grammatically correct.

1 point: You are *not very* sure your answer is correct.

Sentence number	Your conditional sentences	Points risked	Total points
1			
2			
3			
4			
5			
6			

1

My best friend and I go back a long time. We've known each other since primary school, in fact. It's strange that we're such good friends, because we're very different in so many ways. I'm quite a quiet person, and my friend is one of those people who's always in a crowd talking and laughing. I guess the thing that makes us such good friends is that we've done a lot together over the years. And while we spend a lot of time talking about the good times we've had together in the past, we also talk a lot about the things we want to do in the future.

2

If you asked me what I like about my best friend, it would be very difficult to give you an answer. We aren't interested in the same things, we don't like the same music, we rarely rely on each other for help when we need it, and we disagree on so many things. In fact, when we meet up, we seem to spend a lot of our time arguing! I suppose the reason is that we feel comfortable in each other's company. We feel we can be ourselves, if you know what I mean.

3

I think the thing I like about my best friend is that we share one common feature. We're both very sure of ourselves. Some people walk into a room full of strangers and feel very uncomfortable, or very conscious of everything they say and do. They worry that they might say something stupid. But we're not like that at all. We can go up to strangers, people we've never met, and start a conversation. Or we can stand up in a room full of people and make a speech.

4

I never really expected my best friend to become my best friend. In fact, for years we didn't even like each other very much. There was absolutely nothing we had in common. And then one day, on a school trip, he was listening to something on his MP3 player, and I said 'What are you listening to?', so he passed me one of the earphones and I put it in my ear and, well, it was great. He said it was a band called 'Nuclear Muffin'. Anyway, after that he lent me some of his albums, and I realised that we both liked the same kind of stuff. And since then we've got on really well.

5

People like each other for different reasons, don't they? Sometimes it's because they both find the same things funny, or perhaps it's because they've done a lot of the same things, so you can relate to them a lot. In the case of my best friend and I, I think we get on so well because we like doing the same things, and we have a similar view of the world. For example, we're both concerned about the environment, we're both vegetarians, we're both keen on old black and white films, little things like that.

6

Whenever my best friend and I are together, the time just goes by so quickly! He's great fun to be with. In all the years I've known him, I don't think we've ever had a serious conversation, probably because we don't share any interests. But we tell each other jokes, play tricks on each other, and things like that. And he's always saying and doing the most outrageous things. I promise you that when you meet him, you won't be able to stop smiling. He's also very generous. If he's got something, like a bar of chocolate or a pizza, he'll insist on sharing it with you.

Activity sheet

Part 1

Complete the sentences by writing the name of the speaker and a correct expression from the box. There are three expressions that you do not need.

... share the same taste in music	... are often there for each other	... are self-conscious
... are self-centred	... do not often see eye to eye	... have shared memories
... enjoy having a laugh together	... have a lot in common	... are self-confident

- 1 and his/her best friend
- 2 and his/her best friend
- 3 and his/her best friend
- 4 and his/her best friend
- 5 and his/her best friend
- 6 and his/her best friend

Part 2

Now look at the expressions you wrote in sentences 1–6, and write down the letters indicated below (note that if your expression includes a hyphen (-), you should not count this as a letter).

Sentence 1: write the 5th and 12th letters from the expression.

Sentence 2: write the 3rd and 11th letters from the expression.

Sentence 3: write the 5th, 9th and 11th letters from the expression.

Sentence 4: write the 2nd and 21st letters from the expression.

Sentence 5: write the 13th and 15th letters from the expression.

Sentence 6: write the 15th letter and the last letter from the expression.

Finally, write the letters above in the sentence below in the same order to reveal a hidden expression.

The reason why I get on with my best friend is that we both have the same _____.



<p>1 The man who sells newspapers in the town square is very friendly.</p>	<p>2 This is just another website which claims to find customers the best deals.</p>
<p>3 My uncle has a long beard which reaches down to his chest.</p>	<p>4 My father grows wonderful strawberries which burst with flavour.</p>
<p>5 He was angry with me because I had left without him.</p>	<p>6 We live in a world which is obsessed with celebrity.</p>
<p>7 I have a sword which is believed to have been used by Napoleon.</p>	<p>8 I broke my arm while I was playing football last Saturday.</p>
<p>9 He told us about a lost city which had been discovered by explorers in the 18th century.</p>	<p>10 When I was walking to work yesterday, I saw something very strange.</p>
<p>11 For my birthday she gave me a cake which had been baked by her mother.</p>	<p>12 I had a part-time job last summer in which I took people on guided tours of my town.</p>
<p>13 There weren't enough sandwiches for everyone to have one each, which meant we had to share.</p>	<p>14 While I was driving into town the other day, I saw a boy who was standing in the middle of the road.</p>

Part 1

If he (invite) me, I (probably / go).

If I (not / had) so much of it, I (not/have) such a sore stomach this morning.

I (go) if I (like) seafood.

I (not/go) if I (know) how bored I was going to be.

It (be) cheaper if I (do) it all myself.

If I (ask) them to throw me a big party, I wonder if they (agree).

If we (have) one illegally, we (probably get) into trouble.

However, if it (rain), we (have to) do something else.

I (go) if we (be allowed) to bring a guest.

If I (spend) more time talking instead, I (not/be) in such pain this morning.

I (be) much happier if they (organised) a meal out with my friends.

I (see) my friend Rob if I (stay) a bit longer.

I (go) if I (like) parties, but I don't, so I didn't.

If I (leave) earlier, I (not/be) so tired this morning.

**Part 2**

1 I stayed at the party until 2 o'clock this morning. I really don't know how I'm going to stay awake in class.	2 I didn't know many people at the party, so I left early. Apparently he turned up a few minutes after I had gone.
3 My friends Jo and Tim had a party last night. Instead, I stayed at home and watched television.	4 Alice had a dinner party last night in which every course she served was fish. Unfortunately, I get terribly ill if I eat it.
5 The food at the party last night was absolutely delicious. I don't think I'll be able to eat anything today.	6 I'm thinking of asking a local restaurant to prepare the food for my party at the weekend. Unfortunately, I'm not very good in the kitchen.
7 I danced for hours at the party last night. My feet and legs are absolutely killing me!	8 My parents say they've planned a party for my next birthday. A picnic at the beach would also have been quite nice.
9 Mike is having a party tonight. There's nothing I like more than a good party.	10 At the end of the term, the school is going to hold a big party for all the students. However, I'm pretty sure the invitation will say 'school students only'.
11 My parents have asked me what I'd like to do on my birthday. They might not want a lot of strangers in their house.	12 My friends and I have planned a big beach party at the weekend. The weather at this time of year can be so unpredictable.
13 There's a big sign on the beach that says 'No parties'. I really don't want to spend my evening at the police station!	14 The party I went to last night was absolutely terrible. There was no food, no music, no dancing, and everyone just talked about their jobs!

1 my only I rude hadn't yesterday been If so to teacher

.....

Student names:

2 feel I as though I've just for enough ten eaten food

.....

Student names:

3 phones hadn't mobile invented Suppose been

.....

Student names:

4 I had clothes some enough If to money buy new only

.....

Student names:

5 friends wish visit my more would often I me

.....

Student names:

6 didn't I'd play rather music loud you your so

.....

Student names:

7 school refused we all rules to Suppose the obey

.....

Student names:

8 work wish I didn't I so weekend much to have do this

.....

Student names:

9 at tonight rather I'd than go stay out home

.....

Student names:

10 we all environment more It's to time the help did

.....

Student names:

Student A

actor artist athlete bank manager bank robber call centre worker chef doctor
 electrician explorer farmer fashion designer film director hairdresser hotel receptionist
 journalist mechanic model parent photographer pilot police officer postman/woman
 rock star shop manager soldier student taxi driver teacher television presenter
 travel agent vet waiter writer



Student B

actor artist athlete bank manager bank robber call centre worker chef doctor
 electrician explorer farmer fashion designer film director hairdresser hotel receptionist
 journalist mechanic model parent photographer pilot police officer postman/woman
 rock star shop manager soldier student taxi driver teacher television presenter
 travel agent vet waiter writer



don't have to	have to	must	needn't have	not allowed to
---------------	---------	------	--------------	----------------

- A = an obligation you feel is necessary
- B = an obligation someone else says is necessary
- C = things that aren't permitted
- D = a lack of necessity/obligation
- E = something that you did but wasn't necessary

↓ START ↑						
1A	2C	3B	4C	5A	6E	7D
	8B	9A	10C	1B	2E	
3A	4A	5C	6B	7C	8B	9E
10E		1C	2D	3D		4B
5B	6B	7A	8C	9E	10A	1A
1D	2E		4D		5A	6B
7A	8D	9E	10C	1E	2E	3B
4C	5E	6D		7C	8B	9D
10B	1D	2B	3D	4C	5C	6E
7E	8C		9E		10A	1C
2C	3A	4C	5D	6A	7B	8A
9D		10E	1D	2D		3B
4C	5B	6D	7E	8C	9E	10D
	1D	2A	3B	4E	5B	
6A	7B	8E	9A	10D	1C	2A
FINISH						

about across after ahead at away down from in of off on out over to up with

	Cop 1 Start		Cop 2 Start	
1 His acting career really took after he had made his first film.	2 I used to like coffee, but I've gone it recently.	3 My father travels all the world selling medical equipment.	4 My leg injury prevented me taking part in the race.	5 I'm sorry I forgot your birthday, but I promise to make for it.
6 When I was clearing out the house, I came a box of old photos.	7 I have always looked to my older brother.	8 When I left my country to work in Australia, all my friends came to the airport to see me	9 My brother is also my best friend. He means the world me.	10 We were only expecting about twenty people, but over a hundred turned
11 I must sort my files – they're in a terrible mess.	12 I need a holiday. I really need to get for a week or two.	13 I've always been interested history.	14 I have some good news – we've been told we can go with the project.	15 She was a creative young artist with the world her feet.
16 You're always complaining the food in the college canteen!	17 I didn't want to get involved the argument, but unfortunately I did.	18 This place is a mess. What's been going?	19 I don't mind snakes, but I'm frightened spiders.	20 Like many other people, I worry the state of the environment.
21 The night before the exam, I went my course notes in detail.	22 When I passed all my exams, I was on top the world.	23 I get very worked when people are rude to me for no reason.	24 I'm afraid I'll have to turn your offer.	25 I take my mother in many different ways.
26 I was so angry her that several days went by before I could talk to her again.	27 The pills I took reduced the pain in my knee, but the effect soon wore	28 I took singing professionally after I had won a talent competition.	29 I was expecting the evening to be very boring, but it turned to be great fun.	30 He doesn't notice what's happening around him. He's a world of his own.
31 I can't work why Helen is so angry all the time.	32 I've never been very keen seafood, but I quite like prawns.	33 We had to put the start of the race because not all the competitors were present.	34 We tried to get into the concert, but we were turned	35 With your new job and new flat, things have worked really well for you, haven't they?
36 He was very friendly at first, but then he suddenly turned me and said I was stupid.	37 I hope to take my father's business when he retires.	38 Oh no, the computer system has gone again!	39 The horrible smell in the restaurant really put me my food.	40 During the winter, the village becomes completely cut from the outside world.
Robber 1 Start				Robber 2 Start

Student A

- 1 I'm sorry, could you that, please?
- 2 of these photos show people on holiday.
- 3 So you're saying most teenagers don't enjoy reading?
- 4 That's very
- 5 The object in the picture is a of camera that sees if people are driving too fast.
- 6 One picture shows an expensive restaurant, the other shows a fast food restaurant.
- 7 I the people in the pictures are either packing to go on holiday or moving house.
- 8 So, what's your on that?
- 9, I think we've reached a decision on that, haven't we?
- 10 The most important point, oh, I'm sorry, please on.
- 11 I don't think I explained that very well. What I to say was, most students want a good job.
- 12 OK, let me Well, I think that ...
- 13 I see what you, but I see things differently.
- 14 I'm, did you ask me why people like travelling?
- 15 I agree up to a, but there are other things to consider.

**Student B**

all	anyway	apologise	basically	both	continue	correct	go	however	intend	kind	mean	
meant	point	repeat	right	say	see	sorry	speak	suppose	true	view	while	wonder

**Student C**

- A** correcting yourself or making something clearer
- B** saying something in a different way if you don't know the word
- C** giving yourself time to think after being asked a question
- D** checking you understand what someone has said
- E** asking someone to say something again
- F** talking about differences
- G** interrupting someone when you think they have finished speaking
- H** talking about how two things are similar
- I** bringing a discussion to an end
- J** disagreeing with someone
- K** agreeing with someone
- L** partly agreeing with someone
- M** asking someone what they think
- N** saying what you think people are doing (in a photograph, for example)
- O** confirming you understand what someone has said by summarising what they've said

0	p	r	e	s	i	d	e	n	t	h	i	m	s	e	l	f
---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---	---

1																
2																
3																
4																
5																

6																
7																
8																
9																
10																

I can never remember anything. I've got a **m**_____ like a _____!



Student A

Here are your sentences to read to Student B:

- 1 Here's £5, children. Go to the shop on the corner and buy something nice and cold to drink.
- 2 There are so many rules for cricket that even professional cricket players are unable to remember all of them.
- 3 Susan, I'm worried that you'll make ill if you don't start eating properly and getting more exercise.
- 4 The visiting speaker stood up, said hello and told us a little bit about before explaining what she expected to do during our session.
- 5 I wasn't looking forward to the exam, but I reminded there was nothing to worry about, as I had done plenty of revision.



Student B

Here are your sentences to read to Student A:

- 6 Robert studied closely in the mirror and thought, 'I look terrible. I must have a shave and get my hair cut.'
- 7 You don't need to worry about leaving the computer on because it turns off when it isn't used for more than an hour.
- 8 We tidied the room so thoroughly before my mother came that you would have thought the Queen of England was coming to visit.
- 9 The flight from London to Singapore would take thirteen hours, so Alice and I prepared for a long, boring journey.
- 10 The two men walked into the room without introducing and sat down without asking me for permission.

Part 1

- | | | | |
|----------|----------|----------|----------|
| 1 | 2 | 3 | 4 |
| 5 | 6 | 7 | 8 |
| 9 | 10 | 11 | 12 |
| 13 | 14 | 15 | 16 |
| 17 | 18 | 19 | 20 |



Part 2

The crossword puzzle grid consists of 20 numbered starting points for words:

- 1: Down, 5 squares
- 2: Down, 2 squares
- 3: Down, 3 squares
- 4: Across, 4 squares
- 5: Across, 4 squares
- 6: Down, 3 squares
- 7: Across, 4 squares
- 8: Across, 5 squares
- 9: Across, 6 squares
- 10: Across, 6 squares
- 11: Down, 3 squares
- 12: Down, 3 squares
- 13: Across, 4 squares
- 14: Across, 7 squares
- 15: Across, 4 squares
- 16: Down, 5 squares
- 17: Down, 2 squares
- 18: Across, 8 squares
- 19: Across, 5 squares
- 20: Across, 7 squares

A She's got a real bee in her bonnet about it.	B As you can imagine, I felt like a fish out of water .	C I'm afraid I've got bigger fish to fry .
D She stood there in the middle of the room looking like a drowned rat .	E In fact, I've made a complete dog's breakfast of it .	F She's like a dog with two tails .
G A lot of her colleagues think she's a bit of a cold fish .	H Except Rick, that is, who looked like something that the cat dragged in .	I That's the one thing about him that really gets my goat .
J They get the impression he's the kind of person who wouldn't say boo to a goose .	K Why do I always have to do the donkey work ?	L However, to be honest, I smelt a rat .
M I never realised he was such a dark horse .	N Everyone had a whale of a time !	O They all think she's the bee's knees .

Answer key

- I Something that **gets your goat** annoys you.
- E If you **make a dog's breakfast of** something, you do it really badly
- M A **dark horse** is someone with a skill, talent or achievement that surprises you when you discover it.
- A If you have a **bee in your bonnet** about something, especially something that annoys you, you can't stop talking about it.
- H Someone who **looks like something that the cat dragged in** is very untidy or scruffy.
- D Someone who **looks like a drowned rat** is very wet.
- L If you **smell a rat**, you are suspicious about something.
- B Someone who is or feels **like a fish out of water** is uncomfortable because they feel they do not belong in a place or situation.
- O Someone who is **the bee's knees** is wonderful.
- G A **cold fish** is someone who is not very friendly.
- K If you **do the donkey work**, you do the jobs that are boring and/or difficult.
- C If you have **bigger fish to fry**, you have more important things to do.
- N If you have a **whale of a time**, you have a very good time.
- F Someone who is **like a dog with two tails** is extremely happy.
- J Someone who **wouldn't say boo to a goose** is very shy and timid.



<p>1 Chris has a lot of good points, but punctuality isn't one of them.</p> <p>.....</p> <p>But he won't change, I know, even though he knows how I feel about it.</p>	<p>2 I've just read the essay I wrote last night, and I'm not at all happy.</p> <p>.....</p> <p>I wonder if I should write it again before I hand it in.</p>	<p>3 I found out the other day that Tommy can speak ancient Greek and Latin.</p> <p>.....</p> <p>I wonder what other talents he's hiding from us.</p>
<p>4 Vivienne won't stop going on about the terrible service we got in that restaurant last night.</p> <p>.....</p> <p>I really wish she'd change the subject.</p>	<p>5 It was an expensive restaurant, so we all wore our best clothes.</p> <p>.....</p> <p>Quite frankly, I'm surprised they let him in dressed like that.</p>	<p>6 Just as the storm ended, the front door flew open and Carol crashed into the room.</p> <p>.....</p> <p>'The weather forecast got it wrong again!' she said angrily, dripping all over the floor.</p>
<p>7 Samantha told us that she was late because her car had broken down and she had to take the bus.</p> <p>.....</p> <p>If that had been the case, I wondered, why was she holding her car keys?</p>	<p>8 On the first day in my new job, I had no idea what I was supposed to be doing.</p> <p>.....</p> <p>Eventually, I found someone who was prepared to show me what my duties were.</p>	<p>9 Everyone in my English class likes our teacher, Mrs Searle.</p> <p>.....</p> <p>Personally, I don't think she's as good as they think she is.</p>
<p>10 Alison doesn't talk much, and she never socialises after work.</p> <p>.....</p> <p>Actually, I just think she's a bit shy.</p>	<p>11 I'm utterly fed up being asked to tidy up everyone's mess.</p> <p>.....</p> <p>I think someone else should do it for a change.</p>	<p>12 I won't be going to the office party tonight.</p> <p>.....</p> <p>The boss wants me to help him organise this year's conference.</p>
<p>13 Your party last Saturday was great fun.</p> <p>.....</p> <p>I haven't enjoyed myself so much in years.</p>	<p>14 Jane hasn't stopped smiling since she got her exam results.</p> <p>.....</p> <p>I haven't seen her this happy since she won the writing competition last year.</p>	<p>15 A lot of people have the wrong idea about my brother.</p> <p>.....</p> <p>However, anyone who has seen him lose his temper when he's angry will know that that isn't the case!</p>

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