

GRAMMAR

1A
2B
3B
4A
5C
6A
7B
8C
9C
10B
11B
12A
13C
14B
15B
16A
17C
18C
19B
20A
21A
22A
23C
24A
25A

VOCABULARY

1C
2A
3B
4C
5A
6A
7B
8C
9A
10A
11C
12A
13C
14C
15A
16B
17C
18B
19A
20A
21B
22B
23C
24B
25B

Test 1

GRAMMAR

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

VOCABULARY

- a** 1 C
- 2 B
- 3 B
- 4 A
- 5 C
- b** 6 A
- 7 B
- 8 B
- 9 A
- 10 C
- 11 B
- 12 C
- 13 C
- c** 14 C
- 15 B
- 16 B
- 17 C
- 18 C
- 19 A
- 20 C

PRONUNCIATION

- a** 1 A
- 2 B
- 3 C
- 4 A
- 5 C
- b** 6 B
- 7 A
- 8 B
- 9 A
- 10 B

Test 2

GRAMMAR

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

VOCABULARY

- a** 1 B
- 2 C
- 3 A
- 4 C
- 5 A
- b** 6 B
- 7 C
- 8 C

- 9 A
10 A

- c** 11 A
12 C
13 B
14 C
15 B

- d** 16 A
17 A
18 C
19 B
20 A

PRONUNCIATION

- a** 1 C
2 B
3 C
4 C
5 A

- b** 6 A
7 B
8 A
9 A
10 C

Test 3**GRAMMAR**

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

- 19 C
20 A

VOCABULARY

- a** 1 B
2 C
3 B
4 C
5 A
6 C
7 A
8 A
9 C
10 B

- b** 11 A
12 B
13 B
14 C
15 C
16 B
17 C
18 B
19 C
20 B

PRONUNCIATION

- a** 1 B
2 B
3 B
4 C
5 C

- b** 6 A
7 B
8 B
9 A
10 B

Test 4**GRAMMAR**

- 1 A
2 C
3 B
4 B
5 C
6 B
7 C

- 8 A
9 A
10 B
11 A
12 B
13 C
14 B
15 B
16 B
17 B
18 C
19 A
20 C

VOCABULARY

- a** 1 B
2 B
3 A
4 C
5 A

- b** 6 B
7 A
8 C
9 B
10 A
11 C
12 B

- c** 13 C
14 C
15 B
16 A
17 B
18 C
19 A
20 B

PRONUNCIATION

- a** 1 C
2 A
3 C
4 C
5 B

- b** 6 B
7 A
8 C
9 C
10 B

Test 5**GRAMMAR**

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

VOCABULARY

- a** 1 A
2 C
3 B
4 B
5 C
6 B

- b** 7 B
8 A
9 C
10 A
11 B
12 C
13 A
14 C
15 C

- c** 16 C
17 B
18 A
19 C
20 A

PRONUNCIATION

- a** 1 A
2 B
3 C
4 B
5 C

- b** 6 A
7 B
8 B
9 C
10 B

Test 6

GRAMMAR

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

VOCABULARY

- a** 1 A
2 B
3 C
4 A
5 B
6 A
7 B
8 B
9 A
10 C

- b** 11 C
12 B
13 A
14 C
15 B

- c** 16 C
17 B
18 A
19 B
20 C

PRONUNCIATION

- a** 1 C
2 A
3 C
4 B
5 A

- b** 6 A
7 B
8 C
9 C
10 A

Test 7

GRAMMAR

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

VOCABULARY

- a** 1 B
2 A
3 C
4 A
5 A
6 B
7 C
8 B
9 A
10 A

- b** 11 A
12 C
13 C
14 B
15 B
16 B
17 A
18 C
19 C
20 A

PRONUNCIATION

- a** 1 B
2 A
3 B
4 A
5 C

- b** 6 C
7 C
8 B
9 A
10 B

Test 8

GRAMMAR

- 1 C
2 C
3 A
4 B
5 A
6 B
7 B
8 C
9 B

- 10 C
11 B
12 C
13 C
14 C
15 A
16 C
17 C
18 B
19 B
20 A

VOCABULARY

- a** 1 C
2 A
3 C
4 B
5 A
6 C
7 B
8 C
9 A
10 B

- b** 11 C
12 C
13 A
14 B
15 B

- c** 16 C
17 C
18 A
19 A
20 B

PRONUNCIATION

- a** 1 B
2 B
3 B
4 C
5 A

- b** 6 B
7 A
8 B
9 A
10 C

Test 9

GRAMMAR

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

VOCABULARY

- a** 1 A
- 2 A
- 3 A
- 4 C
- 5 A
- 6 B
- 7 C
- 8 B
- 9 A
- 10 B

- b** 11 A
- 12 B
- 13 C
- 14 B
- 15 B

- c** 16 C
- 17 B
- 18 C
- 19 A
- 20 A

PRONUNCIATION

- a** 1 A
- 2 C
- 3 B
- 4 C
- 5 C

- b** 6 A
- 7 A
- 8 B
- 9 B
- 10 B

Test 10

GRAMMAR

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

VOCABULARY

- a** 1 A
- 2 C
- 3 A
- 4 B
- 5 C
- 6 B
- 7 C
- 8 B
- 9 C
- 10 A

- b** 11 B
12 A
13 C
14 B
15 C

- c** 16 C
17 B
18 A
19 A
20 C

PRONUNCIATION

- a** 1 B
2 A
3 B
4 C
5 C

- b** 6 B
7 A
8 C
9 A
10 B

Test 11

GRAMMAR

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

VOCABULARY

- a** 1 B
2 A
3 C
4 C
5 A

- b** 6 C
7 B
8 B
9 C
10 B
11 B
12 C
13 A
14 B
15 A

- c** 16 B
17 A
18 C
19 C
20 B

PRONUNCIATION

- a** 1 A
2 B
3 C
4 A
5 C

- b** 6 B
7 B
8 A
9 C
10 B

Test 12

GRAMMAR

- 1 A
2 B
3 C
4 A
5 B
6 B
7 B
8 C

- 9 C
- 10 A
- 11 A
- 12 B
- 13 C
- 14 C
- 15 A
- 16 B
- 17 C
- 18 B
- 19 C
- 20 B

VOCABULARY

- a**
- 1 C
 - 2 A
 - 3 B
 - 4 A
 - 5 B
 - 6 C
 - 7 B
 - 8 B
 - 9 A
 - 10 C

- b**
- 11 A
 - 12 B
 - 13 C
 - 14 C
 - 15 B

- c**
- 16 A
 - 17 B
 - 18 A
 - 19 B
 - 20 C

PRONUNCIATION

- a**
- 1 C
 - 2 A
 - 3 B
 - 4 B
 - 5 C

- b**
- 6 B
 - 7 C
 - 8 C
 - 9 B
 - 10 A

Grammar, Vocabulary, and Pronunciation**GRAMMAR**

- 1**
- 1 Do you read the news headlines every day?
 - 2 Why are they wearing tracksuits?
 - 3 How many cups of tea did you drink?
 - 4 Can Eryk play any musical instruments?
 - 5 Which school does Tessa go to?
 - 6 What are you studying at university? / What university are you studying at?
- 2**
- 1 love
 - 2 Do ... prefer
 - 3 'm not studying
 - 4 'm working
 - 5 want
 - 6 don't speak
 - 7 'm having
 - 8 Are ... learning
- 3**
- 1 have
 - 2 don't know
 - 3 does Tarik finish
 - 4 is playing
 - 5 aren't working
 - 6 are you using

VOCABULARY

- 4**
- 1 a ring
 - 2 a suit
 - 3 a T-shirt
 - 4 gloves
 - 5 boots
 - 6 a coat
- 5**
- 1 in front
 - 2 on
 - 3 near
 - 4 in
 - 5 behind
 - 6 between
- 6**
- 1 medium
 - 2 lazy
 - 3 extrovert
 - 4 overweight
 - 5 friendly
 - 6 bald
 - 7 long
 - 8 funny

PRONUNCIATION

- 7**
- 1 belt
 - 2 hard-working
 - 3 occasion
 - 4 wears
 - 5 laughs
- 8**
- 1 generous
 - 2 unkind
 - 3 overweight
 - 4 accessory
 - 5 cardigan

Reading and Writing

READING

- 1**
- 1 A
 - 2 B
 - 3 C
 - 4 B
 - 5 A
 - 6 B
 - 7 C
- 2**
- 1 F
 - 2 T
 - 3 F
 - 4 F
 - 5 F
 - 6 T
 - 7 F
 - 8 T

WRITING

Student's own answers.

Task completion: The task is fully completed and the answer easy to understand. (4 marks)

Grammar: The student uses appropriate structures to achieve the task. Minor errors do not obscure the meaning. (3 marks)

Vocabulary: The student uses a sufficient range of words and phrases to communicate the message clearly. (3 marks)

Listening and Speaking

LISTENING

- 1** 1 C
2 A
3 B
4 B
5 C

- 2** 1 D
2 B
3 A
4 G
5 F

SPEAKING

Interactive communication and oral production: The student communicates effectively with his / her partner, asking and answering simple questions, and where necessary initiating conversation, and responding. The student uses appropriate strategies to complete the task successfully. (5 marks)

Grammar and Vocabulary: The student uses a sufficient range of vocabulary and structure to communicate clearly. Minor occasional errors do not impede communication. (5 marks)

Pronunciation: The student's intonation, stress, and articulation of sounds make the message clear and comprehensible. (5 marks)

Grammar, Vocabulary, and Pronunciation

- 1**
- 1 wasn't snowing
 - 2 did ... pass
 - 3 didn't come
 - 4 were ... doing
 - 5 wasn't studying
 - 6 bought
 - 7 saw
 - 8 Was ... wearing

- 2**
- 1 did you stay
 - 2 did you go
 - 3 happened
 - 4 did she do
 - 5 did they say
 - 6 found

- 3**
- 1 because
 - 2 Although
 - 3 so
 - 4 so
 - 5 because
 - 6 but

VOCABULARY

- 4**
- 1 run
 - 2 have
 - 3 invite
 - 4 drive
 - 5 be
 - 6 wait
 - 7 play

- 5**
- 1 abroad
 - 2 delicious
 - 3 sunny
 - 4 booked
 - 5 spend
 - 6 buy
 - 7 away

- 6**
- 1 at
 - 2 on
 - 3 in
 - 4 in
 - 5 on
 - 6 at

PRONUNCIATION

- 7 1 started
2 read
3 called
4 understood
5 asked

- 8 1 comfortable
2 invite
3 apartment
4 birthday
5 abroad

Reading and Writing

READING

- 1 1 B
2 A
3 C
4 B
5 B
6 A
7 C
8 A
9 B
10 A

- 2 1 Looking at wedding photos online / Helping his sister find a wedding photographer
2 beautiful / light pink
3 a new camera
4 He slept well / well
5 the picture of a little boy looking at the flowers and laughing / a picture of a little boy

WRITING

Student's own answers.

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Vocabulary: The student uses a sufficient range of words and phrases to communicate the message clearly. (3 marks)

Listening and Speaking**LISTENING**

- 1** 1 H
2 H
3 H
4 L
5 L

- 2** 1 C
2 B
3 E
4 G
5 D

SPEAKING

Interactive communication and oral production: The student communicates effectively with his / her partner, asking and answering simple questions, and where necessary initiating conversation, and responding. The student uses appropriate strategies to complete the task successfully. (5 marks)

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Pronunciation: The student's intonation, stress, and articulation of sounds make the message clear and comprehensible. (5 marks)

Grammar, Vocabulary, and Pronunciation

GRAMMAR

- 1** 1 I'm spending New Year's Eve in Scotland.
2 We aren't going away at Christmas.
3 They're travelling to Basel on Saturday.
4 When is Simon getting a new car?
5 I'm not having dinner with Marco tonight.
6 Where are you meeting Oianru?

- 2** 1 which
2 where
3 which
4 who
5 where
6 who

- 3** 1 'm going to travel
2 are ... going to do
3 aren't going to finish
4 is going to pass
5 're going to miss
6 isn't going to rain
7 'm not going to enjoy
8 are ... going to stay

VOCABULARY

- 4** 1 terminal
2 gate
3 baggage
4 control
5 trolley
6 customs
7 lift

- 5** 1 opposite
2 for example
3 kind
4 place
5 something
6 similar

- 6** 1 for
2 in
3 about
4 to
5 on
6 for
7 with

PRONUNCIATION

- 7** 1 sign
2 general, emergency
3 garden, organize
- 8** 1 passenger
2 definition
3 baggage
4 departures
5 example

Reading and Writing

READING

- 1** 1 C
2 A
3 A
4 B
5 A
6 C
- 2** 1 H
2 I
3 A
4 I
5 H
6 A
7 A
8 I
9 H

WRITING

Student's own answers.

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Vocabulary: The student uses a sufficient range of words and phrases to communicate the message clearly. (3 marks)

Listening and Speaking

LISTENING

- 1** 1 A
2 B
3 A
4 C
5 B

- 2** 1 B
2 D
3 G
4 E
5 A

SPEAKING

Interactive communication and oral production: The student communicates effectively with his / her partner, asking and answering simple questions, and where necessary initiating conversation, and responding. The student uses appropriate strategies to complete the task successfully. (5 marks)

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Pronunciation: The student's intonation, stress, and articulation of sounds make the message clear and comprehensible. (5 marks)

Grammar, Vocabulary, and Pronunciation

GRAMMAR

- 1** 1 have been
2 Have you planned
3 went
4 have been
5 didn't stay
6 hired
7 travelled
8 Have you ever gone

- 2** 1 yet
2 already
3 already
4 yet
5 just
6 already

- 3** 1 anything
2 nobody
3 something
4 nothing
5 anywhere
6 Someone

VOCABULARY

- 4** 1 changing
2 checkout
3 receipt
4 online
5 suit
6 size
7 auction

- 5** 1 doing
2 made
3 lay
4 cleaned
5 washing up
6 take
7 pick

- 6** 1 tiring
2 bored
3 interested
4 exciting
5 boring
6 relaxed

PRONUNCIATION

- 7**
- 1 jumper
 - 2 anything
 - 3 dust
 - 4 key
 - 5 nobody
- 8**
- 1 cus|to|mer
 - 2 re|ceipt
 - 3 ru|bbish
 - 4 house|work
 - 5 a|ccount

READING

- 1**
- 1 B
 - 2 A
 - 3 B
 - 4 C
 - 5 A
 - 6 B
 - 7 C
 - 8 B
 - 9 A
 - 10 A
- 2**
- 1 The same jumpers and trousers.
 - 2 That the clothes were clean and nearly new.
 - 3 A black skirt and a white shirt.
 - 4 She didn't need any more shoes.
 - 5 Everyone.

LISTENING

- 1**
- 1 B
 - 2 A
 - 3 B
 - 4 C
 - 5 B
- 2**
- 1 D
 - 2 F
 - 3 A
 - 4 C
 - 5 E

Grammar, Vocabulary, and Pronunciation

GRAMMAR

- 1**
- 1 lot of
 - 2 much
 - 3 little
 - 4 too much
 - 5 a few
 - 6 enough
- 2**
- 1 harder than
 - 2 less expensive
 - 3 as
 - 4 more carefully
 - 5 busier
 - 6 worse
 - 7 as well as
- 3**
- 1 the best
 - 2 the friendliest
 - 3 the biggest
 - 4 the most exciting
 - 5 The furthest
 - 6 the worst
 - 7 the most expensive

VOCABULARY

- 4**
- 1 interesting
 - 2 statue
 - 3 market
 - 4 palace
 - 5 population
 - 6 on
 - 7 polluted
 - 8 empty
- 5**
- 1 b
 - 2 e
 - 3 a
 - 4 f
 - 5 d
 - 6 c
- 6**
- 1 skin
 - 2 teeth
 - 3 cause
 - 4 active
 - 5 fast
 - 6 healthy
 - 7 reduces

PRONUNCIATION

- 7** 1 polluted
2 cinema
3 terrible
4 museum
5 good
- 8** 1 exciting
2 cathedral
3 palace
4 interesting
5 romantic

Reading and Writing

READING

- 1** 1 B
2 C
3 A
4 C
5 A
6 A
7 A
8 B
9 B
- 2** 1 A
2 V
3 V
4 M
5 M
6 A

WRITING

Student's own answers.

Task completion: The task is fully completed and the answer easy to understand.
(4 marks)

Grammar: The student uses appropriate structures to achieve the task. Minor errors do not obscure the meaning. (3 marks)

Vocabulary: The student uses a sufficient range of words and phrases to communicate the message clearly. (3 marks)

Listening and Speaking**LISTENING**

- 1**
- 1 T
 - 2 F
 - 3 T
 - 4 T
 - 5 F
- 2**
- 1 Mexico City
 - 2 Seoul
 - 3 Venice
 - 4 Cuzco
 - 5 Istanbul

SPEAKING

Interactive communication and oral production: The student communicates effectively with his / her partner, asking and answering simple questions, and where necessary initiating conversation, and responding. The student uses appropriate strategies to complete the task successfully. (5 marks)

Grammar and Vocabulary: The student uses a sufficient range of vocabulary and structure to communicate clearly. Minor occasional errors do not impede communication. (5 marks)

Pronunciation: The student's intonation, stress, and articulation of sounds make the message clear and comprehensible. (5 marks)

Grammar, Vocabulary, and Pronunciation

- 1** 1 Will we miss the bus?
2 There will / There'll be heavy rain this evening.
3 She won't pass the exam.
4 I'm sure I won't enjoy Rebecca's party.
5 What time will Harriet and Stan arrive?
6 I don't think we'll find anywhere to park.

- 2** 1 Shall ... make
2 won't drive
3 'll open
4 won't forget
5 'll go
6 Shall ... have

- 3** 1 Has ... been
2 doesn't work
3 won't be
4 've / have ... had
5 is going to look
6 'm seeing
7 didn't sleep
8 were ... going

VOCABULARY

- 4** 1 find a key
2 sell a car
3 remember a name
4 stop/finish work
5 fail an exam
6 catch the train
7 teach English
8 send a postcard

- 5** 1 take
2 pay
3 call
4 Give
5 go
6 send

- 6** 1 quite
2 really
3 a bit
4 incredibly
5 really
6 not very

PRONUNCIATION

- 7 1 sweater
2 beach, easy
3 idea, theatre

- 8 1 practise
2 prefer
3 promise
4 happen
5 complain

Reading and Writing

READING

- 1 1 A
2 B
3 B
4 A
5 C
6 B
7 C
8 A
9 A
10 A

- 2 1 negative things
2 when you are feeling sad or depressed
3 one hour before you go to bed / one hour
4 'I'll try my best.'
5 at university, at parties, when he meets new people

WRITING

Student's own answers.

Task completion: The task is fully completed and the answer easy to understand.
(4 marks)

Grammar: The student uses appropriate structures to achieve the task. Minor errors do not obscure the meaning. (3 marks)

Vocabulary: The student uses a sufficient range of words and phrases to communicate the message clearly. (3 marks)

Listening and Speaking

LISTENING

- 1** 1 C
2 C
3 A
4 B
5 A

- 2** 1 F
2 C
3 A
4 D
5 B

SPEAKING

Interactive communication and oral production: The student communicates effectively with his / her partner, asking and answering simple questions, and where necessary initiating conversation, and responding. The student uses appropriate strategies to complete the task successfully. (5 marks)

Grammar and Vocabulary: The student uses a sufficient range of vocabulary and structure to communicate clearly. Minor occasional errors do not impede communication. (5 marks)

Pronunciation: The student's intonation, stress, and articulation of sounds make the message clear and comprehensible. (5 marks)

Grammar, Vocabulary, and Pronunciation

GRAMMAR

- 1**
- 1 to tell
 - 2 saying
 - 3 walking
 - 4 Doing
 - 5 to spend
 - 6 to make
 - 7 Dancing
 - 8 to learn
- 2**
- 1 don't have to
 - 2 don't have to
 - 3 mustn't
 - 4 has to
 - 5 must
 - 6 must
- 3**
- 1 going
 - 2 Playing
 - 3 cooking
 - 4 winning
 - 5 Travelling
 - 6 being

VOCABULARY

- 4**
- 1 love
 - 2 stopped
 - 3 spend
 - 4 mind
 - 5 finished
 - 6 enjoy
- 5**
- 1 for
 - 2 in
 - 3 to
 - 4 at
 - 5 with
 - 6 from
- 6**
- 1 to rain
 - 2 to make
 - 3 to be
 - 4 to play
 - 5 to buy
 - 6 to look for
 - 7 to turn off
 - 8 to learn

PRONUNCIATION

- 7 1 decide
2 remember
3 reports
4 finish
5 interview
- 8 1 money
2 programme, radio
3 before, organizing

Reading and Writing

READING

- 1 1 A
2 B
3 B
4 B
5 C
6 A
7 A
8 B
9 C
10 A
- 2 1 sitting on his board and watching the sea
2 Two of: how long people live / how rich people are / how much damage people do to the environment
3 The Happy Planet Index
4 World leaders and politicians
5 99%

WRITING

Student's own answers.

Task completion: The task is fully completed and the answer easy to understand. (4 marks)

Grammar: The student uses appropriate structures to achieve the task. Minor errors do not obscure the meaning. (3 marks)

Vocabulary: The student uses a sufficient range of words and phrases to communicate the message clearly. (3 marks)

Listening and Speaking

LISTENING

- 1**
- 1 students
 - 2 other video bloggers
 - 3 pronunciation
 - 4 don't have to
 - 5 twice

- 2**
- 1 D
 - 2 A
 - 3 G
 - 4 F
 - 5 B

SPEAKING

Interactive communication and oral production: The student communicates effectively with his / her partner, asking and answering simple questions, and where necessary initiating conversation, and responding. The student uses appropriate strategies to complete the task successfully. (5 marks)

Grammar and Vocabulary: The student uses a sufficient range of vocabulary and structure to communicate clearly. Minor occasional errors do not impede communication. (5 marks)

Pronunciation: The student's intonation, stress, and articulation of sounds make the message clear and comprehensible. (5 marks)

Grammar, Vocabulary, and Pronunciation**GRAMMAR**

- 1**
- 1 If Harry rings me, I'll tell you.
 - 2 Yasuko will be upset if she doesn't pass the exam.
 - 3 If you catch the 11.15 train, you'll get to London at 12.30.
 - 4 I won't be able to go to work if it snows.
 - 5 Louise will arrive on time if she takes a taxi.
 - 6 They won't go to the beach if it rains.
 - 7 If Pablo misses the meeting, his boss will be angry.
 - 8 If we don't take a map, we'll get lost.
- 2**
- 1 yours
 - 2 theirs
 - 3 her
 - 4 Its
 - 5 mine
 - 6 his
- 3**
- 1 You shouldn't drive
 - 2 he should study
 - 3 Should we buy
 - 4 You shouldn't go
 - 5 People should be
 - 6 should I do

VOCABULARY

- 4**
- 1 made
 - 2 wear
 - 3 borrow
 - 4 earns
 - 5 met
 - 6 waiting
- 5**
- 1 well
 - 2 quietly
 - 3 beautifully
 - 4 happily
 - 5 angrily
 - 6 slowly
- 6**
- 1 get on well with
 - 2 get home
 - 3 get a ticket
 - 4 get married
 - 5 get up
 - 6 get better
 - 7 get nervous
 - 8 get fit

PRONUNCIATION

7 wood, could, football, woman, put

- 8 1 umbrella
2 advice
3 decision
4 surprisingly
5 conditional

Reading and Writing

READING

- 1 1 A
2 C
3 B
4 A
5 A
6 C
7 C
8 A
9 B

- 2 1 F
2 R
3 C
4 R
5 F
6 C

WRITING

Student's own answers.

Task completion: The task is fully completed and the answer easy to understand.
(4 marks)

Grammar: The student uses appropriate structures to achieve the task. Minor errors do not obscure the meaning. (3 marks)

Vocabulary: The student uses a sufficient range of words and phrases to communicate the message clearly. (3 marks)

Listening and Speaking**LISTENING**

- 1** 1 T
2 T
3 F
4 F
5 T

- 2** 1 E
2 D
3 C
4 A
5 B

SPEAKING

Interactive communication and oral production: The student communicates effectively with his / her partner, asking and answering simple questions, and where necessary initiating conversation, and responding. The student uses appropriate strategies to complete the task successfully. (5 marks)

Grammar and Vocabulary: The student uses a sufficient range of vocabulary and structure to communicate clearly. Minor occasional errors do not impede communication. (5 marks)

Pronunciation: The student's intonation, stress, and articulation of sounds make the message clear and comprehensible. (5 marks)

Grammar, Vocabulary, and Pronunciation**GRAMMAR**

- 1** 1 since
2 for
3 since
4 since
5 for
- 2** 1 haven't seen
2 bought
3 have ... worked
4 didn't say
5 has lived
6 didn't study
7 did ... arrive
- 3** 1 had, 'd buy / would buy
2 'd travel / would travel, didn't have
3 would be, didn't do
4 'd get / would get, worked
5 were, 'd stop / would stop
6 wouldn't get, used
7 'd lose / would lose, stopped
8 saw, 'd scream / would scream

VOCABULARY

- 4** 1 panic
2 suffers
3 phobia
4 frightened
5 heights
6 fear
- 5** 1 have
2 start
3 get
4 fall
5 go
6 be
7 get
8 retire
- 6** 1 chicken
2 tiger
3 spider
4 snake
5 mice
6 bat

PRONUNCIATION

- 7**
- 1 crocodile
 - 2 sheep
 - 3 pig
 - 4 butterfly
 - 5 lion
- 8**
- 1 frightened
 - 2 crocodile
 - 3 kangaroo
 - 4 divorced
 - 5 giraffe

Reading and Writing

READING

- 1**
- 1 B
 - 2 A
 - 3 B
 - 4 C
 - 5 A
 - 6 C
 - 7 A
 - 8 B
 - 9 A
 - 10 A

- 2**
- 1 as much as three small cars
 - 2 that they are slow and lazy
 - 3 they can become aggressive
 - 4 to the closest and safest possible location
 - 5 when/if you meet an animal that seems nervous

WRITING

Student's own answers.

Task completion: The task is fully completed and the answer easy to understand. (4 marks)

Grammar: The student uses appropriate structures to achieve the task. Minor errors do not obscure the meaning. (3 marks)

Vocabulary: The student uses a sufficient range of words and phrases to communicate the message clearly. (3 marks)

Listening and Speaking

LISTENING

- 1**
- 1 since she was five
 - 2 a black dog
 - 3 hasn't
 - 4 about 25 years ago
 - 5 heights

- 2**
- 1 B
 - 2 C
 - 3 B
 - 4 A
 - 5 A

SPEAKING

Interactive communication and oral production: The student communicates effectively with his / her partner, asking and answering simple questions, and where necessary initiating conversation, and responding. The student uses appropriate strategies to complete the task successfully. (5 marks)

Grammar and Vocabulary: The student uses a sufficient range of vocabulary and structure to communicate clearly. Minor occasional errors do not impede communication. (5 marks)

Pronunciation: The student's intonation, stress, and articulation of sounds make the message clear and comprehensible. (5 marks)

Grammar, Vocabulary, and Pronunciation

GRAMMAR

- 1**
- 1 round
 - 2 along
 - 3 through
 - 4 down
 - 5 past
 - 6 in
- 2**
- 1 it off
 - 2 look after my cat
 - 3 her back
 - 4 they get up
 - 5 them on
 - 6 pick you up
- 3**
- 1 was decorated by my mother
 - 2 weren't written by me
 - 3 is spoken by millions of people
 - 4 are polluted by rubbish
 - 5 isn't done by the cook
 - 6 was won by our school
 - 7 isn't taught by Miss Stuart
 - 8 was invented by Alexander Graham Bell

VOCABULARY

- 4**
- 1 directed
 - 2 designed
 - 3 based
 - 4 painted
 - 5 opened
 - 6 produced
 - 7 discovered
- 5**
- 1 cycling
 - 2 golf
 - 3 basketball
 - 4 windsurfing
 - 5 motor racing
 - 6 skiing
- 6**
- 1 down
 - 2 on
 - 3 in
 - 4 over
 - 5 up
 - 6 out
 - 7 up

PRONUNCIATION

- 7** 1 energetic
2 questionnaire, watch
3 Swedish, relationship
- 8** 1 customer
2 technology
3 relationship
4 invention
5 windsurfing

Reading and Writing

READING

- 1** 1 C
2 A
3 C
4 A
5 B
6 B
7 B
8 A
9 C
- 2** 1 T
2 F
3 T
4 F
5 F
6 T

WRITING

Student's own answers.

Task completion: The task is fully completed and the answer easy to understand.
(4 marks)

Grammar: The student uses appropriate structures to achieve the task. Minor errors do not obscure the meaning. (3 marks)

Vocabulary: The student uses a sufficient range of words and phrases to communicate the message clearly. (3 marks)

Listening and Speaking

LISTENING

1 1, 3, 5, 6, and 8 are true.

- 2**
- 1 G
 - 2 A
 - 3 D
 - 4 B
 - 5 E

SPEAKING

Interactive communication and oral production: The student communicates effectively with his / her partner, asking and answering simple questions, and where necessary initiating conversation, and responding. The student uses appropriate strategies to complete the task successfully. (5 marks)

Grammar and Vocabulary: The student uses a sufficient range of vocabulary and structure to communicate clearly. Minor occasional errors do not impede communication. (5 marks)

Pronunciation: The student's intonation, stress, and articulation of sounds make the message clear and comprehensible. (5 marks)

Grammar, Vocabulary, and Pronunciation**GRAMMAR**

- 1**
- 1 It might snow tomorrow.
 - 2 You might meet someone interesting at the party.
 - 3 I might phone Simone later.
 - 4 She might not pass the exam.
 - 5 Sergio's parents might buy him a bike.
 - 6 We might not go out tonight.
- 2**
- 1 Did ... use to
 - 2 didn't use to
 - 3 used to
 - 4 did ... use to
 - 5 didn't use to
 - 6 used to
- 3**
- 1 have
 - 2 did
 - 3 can
 - 4 would
 - 5 am
 - 6 did
 - 7 have
 - 8 do

VOCABULARY

- 4**
- 1 sight
 - 2 invitation
 - 3 information
 - 4 decision
 - 5 life
 - 6 success
- 5**
- 1 history
 - 2 physical education
 - 3 information technology
 - 4 science
 - 5 literature
 - 6 foreign languages
 - 7 geography
 - 8 art
- 6**
- 1 identical
 - 2 neither
 - 3 like
 - 4 both
 - 5 so
 - 6 similar

PRONUNCIATION

- 7 1 into
2 off
3 athletics
4 away
5 football
- 8 1 neither
2 identical
3 similar
4 different
5 remarkably

Reading and Writing

READING

- 1 1 A
2 B
3 A
4 C
5 A
6 A
7 C
8 B
9 A
10 B
- 2 1 30 children in her class, 1,000 kids in the school
2 'try harder'
3 They don't share information or problems
4 leaders and thinkers from history who were quiet
5 He is more confident than her

WRITING

Student's own answers.

Task completion: The task is fully completed and the answer easy to understand. (4 marks)

Grammar: The student uses appropriate structures to achieve the task. Minor errors do not obscure the meaning. (3 marks)

Vocabulary: The student uses a sufficient range of words and phrases to communicate the message clearly. (3 marks)

Listening and Speaking

LISTENING

- 1**
- 1 have a similar personality
 - 2 a school play
 - 3 stressful
 - 4 with a list
 - 5 if they try clothes on

- 2**
- 1 A
 - 2 D
 - 3 F
 - 4 G
 - 5 E

SPEAKING

Interactive communication and oral production: The student communicates effectively with his / her partner, asking and answering simple questions, and where necessary initiating conversation, and responding. The student uses appropriate strategies to complete the task successfully. (5 marks)

Grammar and Vocabulary: The student uses a sufficient range of vocabulary and structure to communicate clearly. Minor occasional errors do not impede communication. (5 marks)

Pronunciation: The student's intonation, stress, and articulation of sounds make the message clear and comprehensible. (5 marks)

Grammar, Vocabulary, and Pronunciation**GRAMMAR**

- 1** 1 Have...washed
2 like
3 goes out
4 were watching
5 'll/will call
6 do...do
7 'll/ will make
8 was raining
9 's standing
10 have sold
- 2** 1 What did you do last weekend?
2 Do you have any pets?
3 What kind of music do you listen to?
4 Can you speak any other languages?
5 Have you ever been to Hong Kong?
- 3** 1 has been
2 exercise every day
3 was eating
4 cycles
5 are you doing
6 as good as
7 They're meeting
8 he needs
9 going to be
10 is doing
- 4** 1 Dani didn't go to Nigeria.
2 You haven't finished your homework.
3 They didn't write those emails.
4 We won't see you later.
5 I'm not going to climb a mountain.
- 5** 1 after
2 Although
3 anywhere
4 where
5 enough
6 much
7 when
8 nothing
9 ever
10 which/ that

VOCABULARY

- 6** 2 i
3 g
4 h
5 j
6 c
7 f
8 b
9 a
10 k
11 d

- 7** 1 basket
2 failed
3 bridge
4 luggage
5 next-day
6 looking
7 ironing
8 polluted
9 harbour
10 name

- 8** 1 about
2 with
3 at
4 to
5 in
6 on
7 for
8 of
9 next
10 middle

- 9** 1 curly
2 lazy
3 lies
4 serious
5 talkative
6 relaxing
7 hired
8 interested
9 dirty
10 crowded

PRONUNCIATION**10**

- | | |
|---------------------|---------------------|
| 1 <u>cardigan</u> | 6 <u>tomorrow</u> |
| 2 <u>romantic</u> | 7 <u>attractive</u> |
| 3 <u>machine</u> | 8 <u>handsome</u> |
| 4 <u>photograph</u> | 9 <u>prefer</u> |
| 5 <u>divorced</u> | 10 <u>pyjamas</u> |

11

houses: matches, glasses
computer: trousers, occasion, concert
chair: parent, wear
bird: curly, early, circle.

Reading and Writing**READING**

- 1**
- | | |
|----|---|
| 1 | A |
| 2 | B |
| 3 | C |
| 4 | A |
| 5 | B |
| 6 | A |
| 7 | B |
| 8 | C |
| 9 | A |
| 10 | A |

- 2**
- | | |
|---|-----------|
| 1 | customs |
| 2 | challenge |
| 3 | removes |
| 4 | festival |
| 5 | smash |

WRITING

Student's own answers.

Task completion: The task is fully completed and the answer is easy to understand. (4 marks)

Grammar: The student uses appropriate structures to achieve the task. Minor errors do not obscure the meaning. (3 marks)

Vocabulary: The student uses a sufficient range of words and phrases to communicate the message clearly. (3 marks)

Listening and Speaking**LISTENING**

- 1** 1 A
2 B
3 A
4 B
5 A

- 2** 1 E
2 C
3 B
4 A
5 D

SPEAKING

Interactive communication and oral production: The student communicates effectively with his / her partner, asking and answering simple questions, and where necessary initiating conversation and responding. The student uses appropriate strategies to complete the task successfully. (5 marks)

Grammar and Vocabulary: The student uses a sufficient range of vocabulary and structure to communicate clearly. Minor occasional errors do not impede communication. (5 marks)

Pronunciation: The student's intonation, stress, and articulation of sounds make the message clear and comprehensible. (5 marks)

Grammar, Vocabulary, and Pronunciation**GRAMMAR**

- 1**
- 1 speak
 - 2 to get on
 - 3 will understand
 - 4 was...discovered
 - 5 Wearing
 - 6 invented
 - 7 Had...eaten
 - 8 knew
 - 9 has written
 - 10 hadn't met
- 2**
- 1 He has to
 - 2 round the city
 - 3 to find
 - 4 can I
 - 5 up
 - 6 is often called
 - 7 usually
 - 8 have they worked
 - 9 wants
 - 10 ours
- 3**
- 1 They said they would/ they'd see Fahad later.
 - 2 Shaun said he would/ he'd bought a bicycle.
 - 3 Aisha/ She said she didn't eat meat.
 - 4 They said they could see the sea.
 - 5 Mum said she wanted to believe me.
- 4**
- 1 should
 - 2 since
 - 3 into
 - 4 Did
 - 5 So
 - 6 used
 - 7 were
 - 8 might/ may
 - 9 down
 - 10 mustn't
- 5**
- 1 I don't think you should leave.
 - 2 Gabriela hasn't lived in Mexico City for five years.
 - 3 Nikolai didn't use to enjoy skiing.
 - 4 Skateboards weren't invented in the 1970s.
 - 5 You ought not to say things like that.

VOCABULARY

- 6** 2 j
3 f
4 d
5 h
6 k
7 i
8 e
9 g
10 b
11 a

- 7** 1 at
2 with
3 through
4 past
5 from

- 8** 1 wasp
2 decision
3 PE
4 angrily
5 straight away
6 choice
7 invention
8 in Sweden
9 mice
10 lend
11 physics
12 hopes
13 cool
14 bring
15 crowds

- 9** 1 sting
2 away
3 left
4 out
5 identical
6 Polish
7 similar
8 since
9 married
10 of

PRONUNCIATION**10**

- | | |
|-------------------------|------------------------|
| 1 <u>p</u> rimary | 6 inspi <u>r</u> ation |
| 2 rel <u>a</u> tionship | 7 <u>s</u> axophone |
| 3 pap <u>a</u> razzi | 8 comp <u>e</u> tition |
| 4 mos <u>q</u> uito | 9 ex <u>p</u> erience |
| 5 <u>p</u> aragraph | 10 <u>n</u> ewspaper |

11

show: musician, option
brother: together, weather, rhythm
nothing: author, thirsty, therapy
rich: match, invention

Reading and Writing**READING**

- 1**
- | | |
|----|---|
| 1 | B |
| 2 | B |
| 3 | A |
| 4 | C |
| 5 | A |
| 6 | B |
| 7 | A |
| 8 | B |
| 9 | C |
| 10 | A |

- 2**
- | | |
|---|----------|
| 1 | calm |
| 2 | benefits |
| 3 | recover |
| 4 | stroke |
| 5 | active |
| 5 | mend |

WRITING

Student's own answers.

Task completion: The task is fully completed and the answer is easy to understand. (4 marks)

Grammar: The student uses appropriate structures to achieve the task. Minor errors do not obscure the meaning. (3 marks)

Vocabulary: The student uses a sufficient range of words and phrases to communicate the message clearly. (3 marks)

Listening and Speaking**LISTENING**

- 1** 1 B
2 C
3 A
4 A
5 C

- 2** 1 D
2 E
3 A
4 C
5 B

SPEAKING

Interactive communication and oral production: The student communicates effectively with his / her partner, asking and answering simple questions, and where necessary initiating conversation and responding. The student uses appropriate strategies to complete the task successfully. (5 marks)

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Pronunciation: The student's intonation, stress, and articulation of sounds make the message clear and comprehensible. (5 marks)

Grammar, Vocabulary, and Pronunciation

GRAMMAR

1

- 1 Do you think we should get a taxi?
- 2 How does Michael usually get to work?
- 3 Who wants to do the washing-up?
- 4 Where did you use to live?
- 5 Is this coat yours?
- 6 How long is the flight going to take?

2

- 1 is writing
- 2 worked
- 3 isn't wearing
- 4 'll clean
- 5 didn't call
- 6 Have ... lent
- 7 isn't training
- 8 found
- 9 wasn't
- 10 was invented
- 11 isn't going to rain
- 12 had woken up

3

- 1 would/'d
- 2 as
- 3 for
- 4 Neither
- 5 didn't
- 6 Shall
- 7 already
- 8 to
- 9 use
- 10 mine

4

- 1 worse
- 2 just
- 3 too much
- 4 don't have to
- 5 enough
- 6 nothing
- 7 Swimming
- 8 should
- 9 might
- 10 wouldn't
- 11 anyone
- 12 later

VOCABULARY

- 5** 1 straight
2 sell
3 awake
4 married
5 upload

- 6** 1 pretended
2 offered
3 polluted
4 deer
5 bald
6 sightseeing
7 listen

- 7** 1 happiness
2 washing machine
3 goal
4 rabbit
5 geography
6 tie

- 8** 1 back
2 fit
3 away
4 off
5 got
6 out
7 interested

- 9** 1 dust
2 get
3 have
4 look
5 make
6 tell
7 catch
8 play
9 know
10 fall

- 10** 1 talented
2 lazily
3 flight
4 arrive
5 success

PRONUNCIATION

- 11** 1 cool
2 some
3 chain, checkout
4 good, should
5 chemist, mosquito
6 home, nowhere

- 12** 1 assistant
2 dishwasher
3 confusion
4 moustache
5 towards
6 energetic
7 inferior
8 jellyfish
9 belong
10 athletics

Reading and Writing

READING

- 1** 1 B
2 C
3 A
4 C
5 A
6 A
7 B
8 B
9 A
10 A
- 2** 1 creative and positive
2 beds and showers, and breakfast
3 Thailand
4 inside your head
5 from the balcony area

WRITING

Student's own answers.

Task completion: The task is fully completed and the answer easy to understand. (4 marks)

Grammar: The student uses appropriate structures to achieve the task. Minor errors do not obscure the meaning. (3 marks)

Vocabulary: The student uses a sufficient range of words and phrases to communicate the message clearly. (3 marks)

Listening and Speaking

LISTENING

- 1**
- 1 A
 - 2 B
 - 3 A
 - 4 B
 - 5 A

- 2**
- 1 B
 - 2 E
 - 3 A
 - 4 C
 - 5 D

SPEAKING

Interactive communication and oral production: The student communicates effectively with his / her partner, asking and answering simple questions, and where necessary initiating conversation, and responding. The student uses appropriate strategies to complete the task successfully. (5 marks)

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Pronunciation: The student's intonation, stress, and articulation of sounds make the message clear and comprehensible. (5 marks)

Grammar, Vocabulary, and Pronunciation

GRAMMAR

- 1**
- 1 don't have to
 - 2 anyone
 - 3 too much
 - 4 might
 - 5 just
 - 6 worse
 - 7 later
 - 8 Swimming
 - 9 nothing
 - 10 enough
 - 11 should
 - 12 wouldn't
- 2**
- 1 Is this bag yours?
 - 2 Who wants to do the vacuuming?
 - 3 How does Daniel usually get to work?
 - 4 How long is the flight going to take?
 - 5 Where did you use to live?
 - 6 Do you think we should get a taxi?
- 3**
- 1 as
 - 2 would/'d
 - 3 Shall
 - 4 for
 - 5 didn't
 - 6 Neither
 - 7 use
 - 8 mine
 - 9 to
 - 10 already
- 4**
- 1 worked
 - 2 'll clean
 - 3 isn't wearing
 - 4 Have ... lent
 - 5 found
 - 6 is writing
 - 7 isn't training
 - 8 wasn't
 - 9 was invented
 - 10 didn't call
 - 11 had woken up
 - 12 isn't going to rain

VOCABULARY

- 5** 1 know
2 make
3 look
4 dust
5 catch
6 tell
7 have
8 play
9 fall
10 look like

- 6** 1 rabbit
2 happiness
3 goal
4 washing machine
5 tie
6 geography

- 7** 1 competition
2 flight
3 arrive
4 lazily
5 success

- 8** 1 bald
2 pretended
3 offered
4 polluted
5 listen
6 sightseeing
7 deer

- 9** 1 awake
2 straight
3 sell
4 upload
5 married

- 10** 1 got
2 back
3 fit
4 interested
5 away
6 off
7 out

PRONUNCIATION

- 11** 1 energetic
2 assistant
3 jellyfish
4 dishwasher
5 borrow
6 moustache
7 athletics
8 inferior
9 belong
10 confusion

- 12** 1 some
2 cool
3 good, should
4 chain, checkout
5 nowhere, home
6 chemist, mosquito

Reading and Writing

READING

- 1** 1 B
2 A
3 B
4 C
5 B
6 A
7 B
8 B
9 A
10 C

- 2** 1 more than 24 hours
2 watch the film
3 the sea and rivers
4 a circle
5 their dreams/the dreams they had in the Sleep Cinema Hotel

WRITING

Student's own answers.

Task completion: The task is fully completed and the answer easy to understand.
(4 marks)

Grammar: The student uses appropriate structures to achieve the task. Minor errors do not obscure the meaning. (3 marks)

Vocabulary: The student uses a sufficient range of words and phrases to communicate the message clearly. (3 marks)

Listening and Speaking

LISTENING

- 1** 1 B
2 A
3 B
4 A
5 A

- 2** 1 E
2 A
3 B
4 D
5 C

SPEAKING

Interactive communication and oral production: The student communicates effectively with his / her partner, asking and answering simple questions, and where necessary initiating conversation, and responding. The student uses appropriate strategies to complete the task successfully. (5 marks)

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Grammar activity answers

1A word order in questions

- a 2 What year were you born?
3 How are you today?
4 How many brothers and sisters do you have?
5 Do you live with your family?
6 What do your parents do?
7 Why are you learning English?
8 When did you start learning English?
9 Can anyone in your family speak English?
10 What kind of films do you like?
11 How often do you go out for dinner?
12 Are you reading a book at the moment?
13 Where did you go for your last holiday?
14 Did you do any sport yesterday?
15 Where were you at ten o'clock last night?

1B present simple

- 2 do you see, visit
3 Does it snow; rains
4 does Sam's new girlfriend look like; has
5 do you go; don't like
6 Is; doesn't eat
7 does your Italian class finish; finishes
8 looks; doesn't talk
9 's your English teacher like; 's
10 Do you always do; forget
11 don't get on; Do they make
12 does the supermarket open; don't know

1C present simple or present continuous?

- 1 2 want 3 don't understand 4 play
5 love 6 'm selling 7 want
2 8 Do you need 9 'm just looking 10 Are...looking
11 'm thinking 12 have 13 wear
3 14 're reading 15 don't believe 16 hate 17 need 18 's
studying 19 's walking 20 isn't walking 21 's flying

2A past simple: regular and irregular verbs

- 1 2 did...stay 3 stayed 4 booked 5 arrived 6 didn't
like 7 left 8 rented 9 were 10 started 11 didn't
finish 12 loved
2 13 was 14 wasn't 15 didn't sleep 16 watched
17 Did...like 18 was 19 had 20 met 21 didn't want
22 Did...take 23 took
3 24 Did...have 25 was 26 stayed 27 thought
28 didn't go 29 did...do 30 Did...go 31 visited
32 argued 33 bought 34 didn't buy

2B past continuous

- a 2 was travelling; met
3 found; were cleaning
4 were waiting; saw
5 started; were cycling
6 ran; was driving
b 2 woke up
3 was
4 was shining
5 felt
6 didn't need
7 decided
8 were working
9 was visiting
10 went

- 11 arrived
12 was
13 were sunbathing
14 were playing
15 were swimming
16 was enjoying
17 put
18 began
19 shouted
20 couldn't
21 saw
22 didn't attack
23 swam
24 didn't stay
25 went

2C time sequencers and connectors

- a 2 d; because 3 e; although 4 a; so 5 i; but 6 h;
because
7 j; so 8 f; but 9 b; although 10 c; but
b 2 when 3 although / but 4 because 5 but
6 One evening 7 so 8 Although 9 suddenly 10 so
11 two minutes later 12 so 13 because 14 The next day
15 but

3A be going to (plans and predictions)

- a 2 Are...going to do
3 'm not going to do
4 're going to visit
5 are...going to go
6 're going to get
7 's going to work
8 Is...going to have
b 2 're going to crash
3 's going to make
4 's going to cry
5 aren't going to win
6 is going to eat
7 's going to be late
8 's going to break

3B present continuous (future arrangements)

- 3 Who's he taking to the hospital on Tuesday? He's taking his mum.
4 When is he working? He's working on Monday morning and Wednesday afternoon.
5 Is he having dinner with Frank on Monday? Yes, he is.
6 What's he doing on Sunday morning? He's meeting Ellie at the station.
7 What's he doing on Friday night? He's going to Frank's party.
8 When is he going to the dentist? He's going on Friday morning.
9 What's he doing on Saturday morning? He's going shopping / buying Ellie's present.
10 When is he playing tennis? He's playing tennis on Tuesday afternoon.
11 Who's he seeing on Saturday afternoon? He's seeing George.
12 When is he helping his dad? He's helping his dad on Thursday afternoon.
13 Is he going to the theatre on Wednesday? Yes, he is.
14 Is he meeting George at the museum? No, he isn't.
15 What's he doing on Sunday afternoon? He's driving to Wales with Ellie.

3C defining relative clauses

- a 2 who cuts 3 where...borrow 4 where...sleep
5 which...keeps 6 which changes 7 who designs
8 where...see 9 where...look at 10 which help
11 where...buy 12 which has 13 which opens
14 who flies 15 who visits
b 1, 2, 5, 6, 7, 10, 12, 13, 14, 15

4A present perfect + yet, just, already

- a 2 He's just been on holiday.
3 They've just arrived.
4 She's just washed her hair.
5 He's just bought a ring.
6 We've just had lunch.
b 3 He hasn't done the ironing yet.
4 He hasn't taken out the rubbish yet.
5 He's already done the shopping.
6 He's already done the washing.
7 He hasn't cleaned the windows yet.
8 He hasn't tidied his desk yet.
9 He's already laid the table.
10 He hasn't made his bed yet.

4B present perfect or past simple? (1)

- a 2 I've never flown in a helicopter.
3 Has she ever been late for work?
4 Luke hasn't answered my messages.
5 She's met a lot of famous people.
6 We've never been to South America.
7 She's won a lot of prizes for her novels.
8 Have you ever lost a credit card?
9 I've never worked in a shop or a restaurant.
10 Have you ever sold something on eBay?
b 2 have
3 went
4 've...wanted
5 Did...enjoy
6 had
7 were
8 loved
9 Have...heard
10 have
11 Have...ever seen
12 saw
13 Was

4C something, anything, nothing, etc.

- 2 anywhere; somewhere
3 anything; nowhere
4 nobody
5 something
6 anywhere
7 Somebody; anybody
8 anything; nothing; anything
9 somewhere
10 Somebody; anything; anybody

5A comparative adjectives and adverbs, as...as

- a 2 Belgium is hotter than France.
3 Surfing is more exciting than fishing.
4 Sophie plays tennis better than Emily.
5 Sydney is further / farther from London than Delhi.
6 Jason gets up earlier than his wife.
7 Claire works harder than Sally.
8 The traffic is worse at 8.30 than at 9.30.
9 Harry writes more quickly than Paul.
10 Life in the city is more stressful than life in the country.

- b 2 France isn't as hot as Belgium.
3 Fishing isn't as exciting as surfing.
4 Emily doesn't play tennis as well as Sophie.
5 Delhi isn't as far from London as Sydney is.
6 Jason's wife doesn't get up as early as him.
7 Sally doesn't work as hard as Claire.
8 The traffic at 9.30 isn't as bad as at 8.30.
9 Paul doesn't write as quickly as Harry.
10 Life in the country isn't as stressful as life in the city.

5B superlatives (+ ever + present perfect)

- a 2 the cheapest
3 the most boring
4 the meanest
5 the most impatient
6 the quietest
7 the emptiest
8 the laziest
9 the furthest / farthest
10 the easiest
11 the least stressed
12 the healthiest
b 2 What's the most difficult language you've ever learnt?
3 What's the best restaurant you've ever eaten at?
4 What's the most expensive thing you've ever bought?
5 What's the hardest thing you've ever learnt to do?
6 What's the longest journey you've ever made?
7 What's the most interesting historic building you've ever visited?
8 What's the most beautiful place you've ever been to?
9 What's the most exciting film you've ever seen?
10 What's the furthest / farthest you've ever run?
11 What's the coldest place you've ever been to?
12 What's the most important exam you've ever taken?

5C quantifiers, too, (not) enough

- 2 a lot of 3 too 4 enough money 5 much
6 too 7 a little 8 a few 9 much 10 patient enough
11 Too much 12 many 13 too much 14 enough time
15 too many 16 a few 17 well enough 18 very little
19 a little 20 too many

6A will / won't (predictions)

- 2 h; won't understand 3 g; won't be 4 i; won't have
5 a; won't get 6 e; 'll feel 7 k; 'll lose 8 l; 'll get
9 d; 'll wear 10 f; 'll be 11 c; 'll pass 12 j; 'll love

6B will / won't / shall (other uses)

- 2 Shall...turn on 3 won't forget 4 'll call 5 'll have
6 'll take 7 'll be 8 'll help 9 won't happen 10 'll think
11 'll ask 12 'll make

6C review of verb forms: present, past, and future

- 2 doesn't work; 'll call
3 haven't made
4 'm going to sell
5 did...get; got
6 'll help
7 was driving
8 don't drink
9 Have...spoken
10 came; weren't; was having
11 won't hurt
12 'm not working
13 've...offered
14 are...doing; Do...want
15 did...take; was walking

7A uses of the infinitive with to

- 2 to pass 3 not to tell 4 to build 5 to use 6 to print
7 to turn off 8 to go 9 to be 10 to swim
11 not to worry 12 to learn 13 to lock 14 to see
15 to get 16 to rain 17 to make 18 to say
19 to ask 20 not to remember

7B infinitive with to or verb + -ing?

- 3 to come
4 not talking
5 to see
6 to earn
7 relaxing; not doing
8 to give
9 to learn
10 winning
11 not to hit
12 drinking; talking
13 to go
14 stopping
15 going
16 to be
17 to go
18 Eating
19 not to understand
20 remembering

7C have to, don't have to, must, mustn't

- 2 don't have to pay 3 must wear 4 mustn't touch
5 mustn't put 6 mustn't take 7 have to be 8 mustn't play
9 don't have to pay 10 don't have to come 11 must drive
12 must wear

8A should / shouldn't

- 2 should ask 3 should tell 4 should get 5 shouldn't sit
6 should get up 7 shouldn't think 8 shouldn't go
9 should learn 10 should go

8B if + present, will / won't + infinitive (first conditional)

- 1 3 get 4 'll catch 5 catch 6 won't do 7 don't do
8 won't get
2 9 lend 10 'll buy 11 have 12 'll start 13 have
14 'll lend 15 lend 16 'll be able to buy
3 17 can't 18 won't go 19 don't go 20 won't meet
21 don't meet 22 'll never get 23 don't get 24 won't have
4 25 talk 26 'll miss 27 miss 28 'll be 29 'm 30 will be
31 is 32 'll lose

8C possessive pronouns

- a 2 her
3 your; my
4 ours
5 My; Our
6 yours; mine
b 2 you; My; it; It; it; me
3 She; her; her
4 They; their; them
5 your; mine; hers
6 Our; we

9A if + past, would + infinitive (second conditional)

- a 2 would you say; asked; 'd say
3 wouldn't have; went
4 knew; 'd tell
5 'd cycle; lived
6 'd buy; had; 'd have; didn't go
7 won; would you spend; 'd buy
8 'd sleep; didn't cry
b 3 studied
4 'll lend
5 weren't / wasn't
6 don't see
7 won't say
8 don't hurry up
9 wouldn't go
10 would...do

9B present perfect + for and since

- a 2 has...worked; 's worked; for
3 have...been married; 've been married since
4 has...been; 's been; since
5 have...known; 've known; for
6 have...lived; 've lived; since
7 have...had; 've had; since
8 have...played; 've played; since

9C present perfect or past simple? (2)

- a 1 've loved; was; started
2 Has...finished; finished; hasn't decided
3 've lived; lived; did...leave; retired; wanted
4 saw; told; Have...lived; 've never been; 's visited
5 Have...heard; 've separated; thought
6 's been; met; got; were

10A expressing movement

- 2 down 3 under 4 (a)round 5 towards 6 along
7 through 8 up 9 into 10 across 11 out of / through
12 down

10B word order of phrasal verbs

- a 2 putting on 3 writing down 4 picking up 5 going away
6 throwing away 7 looking for 8 getting up 9 taking off
10 getting on
b 2 turn it up 3 looking after them 4 call her back 5 ✓
6 pick them up 7 look for them 8 pay me back

10C the passive: be + past participle

- a 2 was designed 3 are spoken 4 were built 5 are shown
6 was discovered 7 weren't used 8 were written
9 was invented 10 is played 11 was painted 12 is visited

11A *used to / didn't use to*

- a 3 She used to play
4 She used to wear
5 She didn't use to have
6 She didn't use to have
7 She didn't use to wear
8 She didn't use to play
9 He used to watch
10 He didn't use to do
11 He didn't use to wear
12 He used to have
13 He used to be
14 He used to wear
15 He didn't use to eat
16 He used to have

11B *might / might not* (possibility)

- a 2 might be
3 might like
4 might not go
5 might meet
6 might buy
7 might not have
8 might phone
9 might go
10 might not tell
11 might be

11C *so, neither + auxiliaries*

- a 3 Neither can I
4 Neither am I
5 So have I
6 Neither did I
7 So was I
8 Neither do I
9 So am I
10 So do I
11 Neither do I
12 So did I
13 So was I
14 Neither have I
15 So do I
16 Neither will I
17 So am I
18 So would I
19 So will I
20 So do I

12A *past perfect*

- 2 was; hadn't taken
3 didn't work; hadn't turned it on
4 couldn't take; had forgotten
5 'd never flown; were
6 arrived; hadn't brought
7 wasn't; 'd just had
8 had to; 'd lost
9 ran; hadn't paid
10 arrived; had put out
11 could; 'd learnt
12 was; 'd been

12B *reported (or indirect) speech*

- a 2 he didn't like the music
3 he'd tidied his room
4 it would be expensive
5 she wasn't going to the party
6 he'd lost the match
7 he loved her
8 she'd found his keys
b 2 'It won't hurt.'
3 'It's my mother's car.'
4 'I've finished my homework.'
5 'I can't swim.'
6 'I'll always love you.'
7 'We want to check out.'
8 'I'm lost.'

12C *questions with and without auxiliaries*

- 2 Francis Ford Coppola
3 Who painted *The Scream*? Edvard Munch
4 Where do manga comics come from? Japan
5 Which country produces more coffee? Brazil
6 Which country has a blue and yellow flag? Sweden
7 When did the Second World War end? 1945
8 Which country won the most gold medals at the 2016 Olympics? USA
9 Which character did Ian Fleming create? James Bond
10 How many countries belonged to the original European Economic Community in 1957? 6
11 Which company did Kevin Systrom and Mike Krieger start? Instagram
12 Where do people speak Yorùbá? West Africa
13 Which film won the Oscar for best film in 2017? *Moonlight*
14 Which fruit contains more sugar? Orange

Vocabulary activity instructions

1B Describing people

A pairwork vocabulary race

Sts look at photos and definitions and complete the missing words. Copy one sheet per pair or one sheet per student.

LANGUAGE

Appearance and personality adjectives

- Put Sts in pairs and give out the sheets. Tell Sts to read the definitions, look at the photos and write as many words as they can within a time limit. The lines indicate how many letters are in each word. Set the time limit.
- The first pair to complete all the words correctly is the winner. Check answers.

1 moustache 2 funny 3 slim 4 bald 5 mean
6 medium-height 7 blonde 8 beard 9 clever
10 hard-working 11 overweight 12 curly 13 dark
14 quiet 15 nice

- Now focus on **Activation** and get Sts to cover the words on the right and say the words.

1C Things you wear

A pairwork brainstorm activity

Sts think of one, two, or three words connected to clothes. Copy one sheet per pair or one sheet per student.

LANGUAGE

Clothes

- Put Sts in pairs and give out the sheets. Don't go through all the questions, but demonstrate the activity, eliciting the answer to the first question (*gloves*).
- Set a time limit, and tell Sts to start. Give more time if you can see that Sts need it.
- When the time limit is up, check answers and find out which pair has the most correct answers.

1 gloves 2 jumper 3 hat, cap 4 sandals, boots, shoes, socks
5 trousers, jeans 6 scarf, tie 7 leggings, tights 8 necklace, bracelet, ring 9 T-shirt, shorts, trainers, tracksuit 10 hat, jacket, sweater

- Now focus on **Activation** and point out the example. Give Sts time to write five sentences about what they are wearing. Make sure they include colours.
- Finally, put Sts in pairs and get them to read their sentences to each other.

2A Holidays

A gapfill activity

Sts complete three texts connected to holidays. Copy one sheet per student.

LANGUAGE

Holiday verbs and phrases

- Give out the sheets. Tell Sts to complete the texts with an appropriate word or verb in the correct form. Point out that the first letter(s) is given to help them.
- Set a time limit for Sts to complete the task.
- Get Sts to compare with a partner and then check answers.

Story 1 1 away 2 go 3 stay 4 book 5 camping

Story 2 1 skiing 2 hired 3 rent 4 had

Story 3 1 sightseeing 2 swimming 3 sunbathe
4 spend 5 take

- Now focus on **Activation** and give Sts time to write about their last holiday.
- Finally, put Sts in pairs and get them to read their texts to each other. You could get some Sts to read their text in front of the class.

2B Prepositions at, in, on

A preposition gapfill activity

Sts complete sentences which have missing prepositions. Copy one sheet per student.

LANGUAGE

Prepositions of time and place

- Give out the sheets. Tell Sts to write the correct preposition in the **PREPOSITION** column. They should complete as many sentences as they can. Set a time limit.
- Check answers.

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

- Now focus on **Activation** and tell Sts to cover the **PREPOSITION** column and say the sentences.

3B What's the preposition?

An error correction activity

Sts correct preposition mistakes. Copy one sheet per student.

LANGUAGE

Prepositions

- Put Sts in pairs and give out the sheets. Point out that the first two have been done for them.
- Sts continue in pairs. Check answers.

3 ✓
4 ✓
5 ✗ Can you ask the teacher **for**...?
6 ✗ When I arrive **at**...
7 ✓
8 ✓
9 ✗ He worries **about**...
10 ✗ Does this coat belong **to**...?
11 ✓
12 ✗ How often do you speak **to**...?
13 ✗ Maria's invited me **to**...
14 ✗ She's fallen in love **with**...
15 ✗ He depends **on**...

- Now focus on **Activation** and make sure Sts understand all the lexis, e.g. *arguments*. Give Sts time to complete the five sentences.
- Put Sts in pairs and get them to read their sentences to each other. Find out if any pairs completed a sentence in the same way.

4A Housework, make or do?

A gapfill revision activity

Sts complete sentences with the correct form of the verb. Copy one sheet per student.

LANGUAGE

Housework phrases, *make or do*

- Put Sts in pairs and give out the sheets. Make sure Sts know they have to use the right form of the verb. Elicit the answer to 1 (*make*).
- Tell Sts to complete as many sentences as they can.
- Check answers.

1 make 2 puts 3 doing 4 does 5 made 6 do 7 lay 8 do
9 made 10 doing 11 make 12 making 13 tidy 14 put /
take 15 did 16 pick 17 make 18 do 19 do 20 made

- Now focus on **Activation** and give Sts time to write their sentences.
- Finally, put Sts in pairs and get them to read their sentences to each other.
- Find out if any Sts do or don't do the same housework jobs.

4B Shopping

A crossword puzzle activity

Sts read clues and complete the crossword. Copy one sheet per student or one sheet per pair.

LANGUAGE

Shopping and online shopping

- Explain to Sts that they are going to complete a crossword. Make sure Sts understand *across* and *down*.
- Either give each student a sheet or put Sts in pairs and give each pair a sheet. Tell Sts to write the words in the crossword. Point out that the first one (*shelf*) has been done for them.
- Give Sts time to complete the crossword.
- Check answers.

ACROSS 3 basket 8 shop assistant 10 size 11 receipt
12 checkout 13 account 14 customer
DOWN 1 suit 2 fit 5 trolley 6 changing room 7 sales
9 take...back

- Now focus on **Activation** and get Sts to cover the crossword and read the clues. Can they remember the answers? You could put Sts in pairs. **A** reads a clue from the sheet and **B** (not looking at the sheet) guesses the word. Make sure they swap roles.

5B Describing a town or city

A gapfill activity

Sts read the blog posts and complete the missing words. Copy one sheet per student or one sheet per pair.

LANGUAGE

Adjectives and nouns connected to towns and cities

- Either give each student a sheet or put Sts in pairs and give each pair a sheet. Tell Sts to complete the blog posts with the correct words. The first letter is given and the lines indicate how many letters are in each word. Set a time limit.
- Check answers.

Valencia: 1 coast 2 medium-sized 3 crowded 4 noisy
5 historic 6 town hall 7 Cathedral
Shanghai: 8 south 9 modern 10 Temple 11 Museum
12 exciting 13 market 14 harbour
St Petersburg: 15 Palace 16 lake 17 department store
18 centre 19 Bridge

- Now focus on **Activation** and put Sts in pairs to discuss the questions.
- With a show of hands, find out which city Sts would most like to visit. Ask a few Sts to say why.

6A Opposite verbs

A memory activity

Sts read the sentences and write the opposite of the verb in bold. Copy one sheet per student or one sheet per pair.

LANGUAGE

High frequency verbs and their opposites

- Either give each student a sheet or put Sts in pairs and give each pair a sheet. Elicit the answer to 1 (*lent...to*). Point out that the verb must be in the correct form.
- Give Sts time to complete the task.
- Check answers.

1 lent...to 2 failed 3 lose 4 pull 5 forgets 6 got / received... from 7 arrive 8 finishes 9 teach 10 sell 11 Turn on 12 lost 13 fixing 14 miss 15 drop...off 16 upload

- Now focus on **Activation** and put Sts in pairs to test each other. **A** reads a sentence or just says a verb from the sheet to **B**, who (not looking at the sheet) says the opposite verb. Make sure they swap roles.

7B Verbs + infinitive to and verbs + -ing

A sentence completion activity

Sts complete the sentences in conversations with the correct form of the verb. Copy one sheet per student.

LANGUAGE

Verbs + infinitive with *to* and verbs + *-ing*: *like, want*, etc.

- Give out the sheets. Tell Sts to complete the conversations with the verbs from the list. Point out that these verbs are either followed by an infinitive or a gerund. Point out that the first one (*started*) has been done for them.
- Give Sts time to complete the task.
- Get Sts to compare with a partner, and then check answers.

2 stop 3 want 4 like 5 try 6 mind 7 Remember 8 forget 9 promise 10 spend 11 feel like 12 need 13 hoping 14 offer 15 go on 16 wants

- Now focus on **Activation** and get Sts to practise the conversations in pairs.

8A get

A sentence completion activity

Sts complete sentences with the correct form of *get* and a word from the list. Copy one sheet per student or one sheet per pair.

LANGUAGE

get + its different collocations, e.g. *get divorced, get colder, get a job, get up, get home, get a text message*

- Give out the sheets. In pairs or individually, Sts choose the correct word from the list and the correct form of *get* to complete the sentences.
- If Sts did the activity individually, get them to compare answers.
- Check answers.

1 get fit 2 got divorced 3 get...present 4 get home 5 getting up 6 get tickets 7 get lost 8 get married 9 get on 10 get...nervous 11 Get better 12 get...newspaper 13 gets colder 14 get to 15 getting worse 16 get...job 17 got...message 18 gets...angry

- Now focus on **Activation** and get Sts to discuss the questions in pairs.
- Get some feedback from various pairs.

8B Confusing verbs

A vocabulary discrimination activity

Sts circle the correct verb. Copy one sheet per student or one sheet per pair.

LANGUAGE

Verbs with similar meanings

- Either give each student a sheet or put Sts in pairs and give each pair a sheet. Give Sts time to circle the verbs.
- If Sts did the activity individually, get them to compare answers.
- Check answers.

1 won 2 wearing 3 met 4 watching 5 bring 6 looks like 7 found 8 telling 9 take 10 lend 11 hope 12 missed 13 known 14 looking at 15 earn 16 look 17 looking for 18 carrying 19 said 20 waiting 21 borrow 22 lose 23 hear 24 expect

- Now focus on **Activation** and give Sts time to write their six sentences.
- Put Sts in pairs and get them to read their sentences to each other.
- Get some feedback from various pairs.

9A Animal quiz

A pairwork vocabulary quiz

Sts read a series of definitions and write the words. Copy one sheet per student or one sheet per pair.

LANGUAGE

Animals

- Put Sts in pairs and give out the sheets. Tell Sts that they have to write as many words as they can. Set a time limit.
- Check answers.

1 kangaroo 2 bee 3 dolphin 4 camel 5 rabbit 6 jellyfish
7 giraffe 8 cows / goats 9 sheep 10 mosquito 11 mouse
12 crocodile 13 elephant 14 snake 15 horse 16 lion
17 tiger 18 pig 19 bull 20 bat

- Now focus on **Activation** and get them to cover the **ANIMAL** column and read the definitions. They can test themselves or a partner.

10A Expressing movement

A pairwork vocabulary race

Sts race to think of 1, 2, or 3 answers to questions containing a preposition of movement. Copy one sheet per student or one sheet per pair.

LANGUAGE

Expressing movement

- Put Sts in pairs and give out the sheets. Tell Sts to read the questions and write down the answers. Set a time limit, but give Sts more time if you see they need it.
- Check answers.

Possible answers

1 river, swimming pool
2 stairs, hill, mountain
3 a road, a room
4 tennis, badminton, volleyball
5 a lipstick, keys, phone
6 a (white) rabbit
7 cinema, theatre
8 bus, train
9 marathon
10 tree, umbrella
11 The London Eye, St Paul's Cathedral
12 waiter, driver
13 Formula 1, athletics
14 monkey, cat, bear
15 chess

- Now focus on **Activation** and put Sts in pairs. **A** asks a question about something on the sheet to **B**, who (not looking at the sheet) answers. Elicit an example. Make sure they swap roles.

10B Phrasal verbs

A vocabulary discrimination activity

Sts circle the correct phrasal verb. Copy one sheet per student or one sheet per pair.

LANGUAGE

Phrasal verbs

- Either give each student a sheet or put Sts in pairs and give each pair a sheet. Point out that the first one (*look after*) has been done for them. Set a time limit for Sts to circle the phrasal verbs.
- If they did the activity individually, get them to compare answers with a partner.
- Check answers.

2 set off 3 throw it away 4 turn the music down 5 give it up
6 fill in 7 try it on 8 run out of 9 look after
10 looking forward to 11 turn up 12 find out 13 go off
14 go on 15 put on 16 send it back 17 drop you off
18 write down 19 looking for 20 looked it up

- Now focus on **Activation** and give Sts time to think of their answers.
- Put Sts in pairs and get them to tell each other their answers.
- Get some feedback from various pairs.

Communicative activity instructions

1A Student profile

A pairwork activity

Sts interview each other and complete a profile of their partner. The profile revises question forms and provides the teacher with useful information about Sts. Copy one sheet per student.

LANGUAGE

What's your name? What do you do? Where were you born?, etc.

- Give out the sheets. Focus on the question beginnings in **a**. Give Sts, in pairs, a few minutes to decide what each question should be.

EXTRA SUPPORT Remind Sts about the present continuous and its question form. Tell Sts that they need it for question 8.

- Check answers. Model and drill the questions for Sts to copy the rhythm.

- | | |
|------------------------------|---|
| 1 What's your first name? | 8 Why are you learning English? |
| 2 What's your surname? | 9 What languages do you speak? |
| 3 Where are you from? | 10 What do you like doing in your free time? |
| 4 Where do you live? | 11 Which social networking sites do you use? / Which social networking sites do you like? |
| 5 What's your email address? | |
| 6 What do you do? | |
| 7 Where were you born? | |

- Now focus on **b**. Demonstrate the activity by getting Sts to ask you the first two questions. Encourage them to ask you to spell your name and surname. Put Sts in pairs to interview each other and tell them to write the information in the profile. You could tell Sts that they can invent their address and email address if they want to.
- You could collect in the forms for your own reference.

EXTRA CHALLENGE Get Sts to interview each other. They could cover the questions and ask them from memory.

1B Ask me some questions...

A group board game

Sts practise making questions using the present simple tense. Make one copy for every three or four Sts. You will also need one dice per group, and one counter per student.

LANGUAGE

*What does your mother look like?
What do you do to relax?, etc.*

- Put Sts in groups of three or four. Give each group a copy of the board game, a dice, and some counters. Demonstrate the activity by writing on the board WHAT TIME / YOU GET UP? WHERE / YOUR MOTHER WORK? Elicit the completed questions and write *do* and *does* in the missing space. Ask a few Sts the questions.

- In their groups, Sts take turns to roll the dice and move the counter. They then ask the questions to the student on their right.
- Encourage Sts to ask for and give as much information as possible.
- When Sts have finished, get some feedback from various groups.

EXTRA IDEA If you want to make it longer, Sts can play with coins (heads = move 1 square, tails = move 2).

1C What are they doing?

A class guessing activity

Sts draw on the board and the others have to guess. Copy and cut up one sheet per 18 Sts.

LANGUAGE

Prepositions of place, clothes
He's wearing a big hat.

- Draw a man walking in the park. Ask: *What is the man doing?* Elicit the answer and only accept *A man is walking in the park*. Give each student one card.
- Call Sts to the board and let them draw what they have on their cards. Give other Sts a minute or two to guess. Sts guess the sentence until someone gets it exactly right. Remind Sts that they must get the sentence exactly right.

NON-CUT ALTERNATIVE Cut it in half and Sts play in pairs, taking turns to draw and guess.

2A Truth or lie?

A group guessing activity

Sts create two stories, one real and one false, while practising the past simple. Copy and cut up one sheet per group of four or five Sts.

LANGUAGE

Past simple

- Write on the board: A TIME WHEN I WAS LATE TO WORK AND A TIME WHEN I ARGUED WITH MY BROTHER. Tell them a short story about those two times and tell them one is true and one isn't. Let Sts decide which one they think is true and give them the correct answer. Tell them they are going to tell two stories in their groups.
- Put Sts in groups of four or five. Give each group a set of cards and tell Sts to take two cards each. Give Sts time to look at their cards and think of two stories.
- Sts tell each other the stories and try to guess which ones are true and which ones are false.
- Get some feedback from various groups.

2B Who did it?

A group mingle activity

Sts try to find out who is guilty by asking and answering questions using the past continuous. Copy and cut up one sheet per 12 Sts.

LANGUAGE

Past continuous

At four o'clock, I was having a bath.

- Read the paragraph from the top of the sheet. Elicit the relevant information from Sts and write on the board. Tell Sts that they are all characters in this mystery and they have to find out who stole Sophie Hatcher's money. Elicit from Sts the questions they should ask: *What's your name? What do you do? Why are you in the hotel?.* Now tell them the police are interested in two times: four o'clock and 4.30. Elicit the question: *What were you doing at...?.* Leave the questions on the board for Sts to refer to. Tell them they all have to tell the truth, except for the thief.
- Now give out the cards. **Tell Sts they mustn't show their cards to other Sts!** You could choose a stronger student to play Alex Cameron (the thief). If you have fewer than 12 Sts, make sure one of them is Alex Cameron (the thief). If you have more than 12 Sts, make two big groups and have them work separately – make sure one student in each group is the thief. Give Sts a couple of minutes to look at their cards and think about their answers to the questions on the board. This also gives the thief time to invent one lie.
- Give Sts a fixed amount of time, e.g. ten minutes, to move around asking questions. Encourage them to write down the information they find out.
- When the time runs out, give Sts a couple of minutes to decide, using their information, who stole Sophie's money.
- Find out who Sts think is the thief. Reveal who stole the money. If any Sts guessed correctly, they win!

2C Sentence race

A group activity

Sts race to complete sentences. Copy and cut one sheet per four or five Sts.

LANGUAGE

Connectors: *so, because, but, although*

- Put Sts in groups of four or five. Give each group one strip, face down. Put the other strips on your desk in separate piles for each group.
- Tell Sts they have to finish the sentence as quickly as they can in a logical and correct way and then bring it to you. If it is correct, they will get another one. If it isn't, they will have to correct it.
- Say *Go!* and tell Sts to turn over their strip and start writing.

- Check sentences when Sts bring them to you. If the sentence is correct, give them another one. If it isn't, let them take it back and try to correct it. When the time limit is up (or when one group has completed 20 sentences), stop the activity. The group with the most correct sentences is the winner.

NON-CUT ALTERNATIVE

Put Sts in pairs and give them a sheet face down. Tell Sts they have to finish the sentences as quickly as they can in a logical and correct way. Say *Go!* and tell Sts to turn over their sheet and start writing. Set a time limit and monitor while Sts are writing. When the time limit is up or a pair has finished, stop the activity and check answers. The pair with the most correct sentences is the winner.

3A A day in...

A pairwork/group activity

Sts choose a city and plan a day using the information given. Copy one sheet per pair.

LANGUAGE

be going to

We're going to have breakfast at New York Bagels.

- Put Sts in pairs. Tell them they're going to plan a day in Paris or New York. Give each pair a sheet.
- Explain that first they should decide together whether they want to go to New York or Paris. Then, they can choose any activities from the list, or any of the shopping options, but they have to pay attention to the time they take (in brackets) and the times they have on the schedule. Give them a set time, e.g. ten minutes, to plan their day. Monitor to make sure they're doing the activity correctly.
- Now put two pairs of Sts together. Sts have to explain their plan for the day to the other group using *be going to* and, where appropriate, explain why they have decided to do each of the things in their plan. Put an example on the board: *WE'RE GOING TO VISIT THE MUSEUM OF MODERN ART BECAUSE IT'S ONE OF THE BEST ART MUSEUMS IN THE WORLD.* Elicit further questions from Sts, e.g. *Where are you going to go after that? What are you going to do there?.* Encourage them to ask extra questions.
- Now ask Sts to talk about the plan they heard in pairs and decide if they would like to go on that trip or not, and why. Get feedback.

EXTRA IDEA Cut the sheet in half, so half the groups will do Paris and the other half New York. Get some Sts to explain their plan to the class.

3B Come fly with me!

A pairwork information gap activity

Sts complete questions and ask each other for some missing information. Copy one sheet per pair and cut into **A** and **B**.

LANGUAGE

Present continuous for future arrangements

Who are you flying with? How much are you taking?

Travel vocabulary

- Put Sts in pairs, **A** and **B**, and give out the sheets. Sit Sts face to face if possible. Explain that they have one completed boarding card and another boarding card with missing information.
- Give Sts time to read both boarding cards and deal with any vocabulary problems.
- Focus on the questions in **a**. Tell Sts to look at the boarding card with the missing information and point out that the first question has been done for them. They have to complete questions 2–7 individually using the present continuous to find out the missing information from their partner.
- Check all the questions before starting the activity. Write them on the board if necessary.

- | | |
|------------------------------|-------------------------------|
| 2 Where are you flying from? | 6 What time are you arriving? |
| 3 Where are you flying to? | |
| 4 When are you leaving? | 7 Where are you sitting? |
| 5 What time are you leaving? | |

- Now focus on **b**. **A** asks **B** his / her questions and completes his / her boarding card with the missing information. Then Sts swap roles.

EXTRA IDEA Fast finishers could look at the boarding cards, cover the questions and ask the questions from memory.

3C Can you explain the word?

A group card game

Sts practise giving definitions using relative pronouns. Copy and cut up one set of cards per group of four Sts.

LANGUAGE

*It's a thing which... / a person who... It's a kind of... It's like...
You do it when...*

- If necessary, revise language for giving definitions before you start. Put Sts in groups of four. Give each group a set of cards face down or in an envelope.
- Demonstrate the activity. Pick up a card and describe the word/phrase until Sts guess it. Insist they say the exact word/phrase on the card with the correct pronunciation before showing them the card.
- Sts play the game, taking turns to take a card and define the word. Tell Sts they must not use the word on the card. The first student in the group who says the word or phrase correctly gets the card. The winner is the student with the most cards.

NON-CUT ALTERNATIVE Copy one sheet per pair and cut in half. Put Sts in pairs and give them one half each. **A** begins by defining one of the words on his / her sheet. If **B** can say the word, then it's **B**'s turn to give a definition.

4A Find the response

A pairwork activity

Sts match sentences to appropriate responses. Copy one sheet per student.

LANGUAGE

Present perfect

yet, just, already

I've just spoken to her. I haven't met her yet. They've already gone home.

- Give out the sheets and focus on **a**. Point out that the first one (1h) has been done for them. Now get Sts to match 1–14 to responses a–n.
- Check answers.

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

- Now focus on **b**. Elicit or teach the meaning of *fold*, and tell Sts that they should fold their sheets vertically.
- Put Sts in pairs **A** and **B**. Ask them to look only at the sentences and not to look at the responses. Read out the first one and see who can remember what the response was, e.g. *Have you done your English homework?* (Yes, I've just finished it.)
- Sts continue in pairs. Sts **A** read out the sentences first and Sts **B** have to remember what the responses were (without looking at the sheet).
- They then swap roles. Monitor and check pronunciation.

4B Have you ever...?

A group activity

Sts practise making questions from prompts and describe events, contrasting the present perfect and the past simple. Copy and cut up one sheet per group of three or four Sts.

LANGUAGE

Have you ever + past participle...?

Past and present tense follow-up questions

Past tense ☐ and ☐ forms

Have you ever been to London? Yes, I have. No, I haven't.

When did you go there?

- Copy the exchange in the **Language** box on the board and elicit that this is a typical exchange which begins in the present perfect, and then goes on to the past simple to ask for details.
- Put Sts in groups of three or four and give each group an envelope with a copy of the strips. Sts take it in turns to take a strip out of the envelope and ask the other Sts in their group the question.
- Demonstrate the activity first by getting a student to ask you the question they've drawn out of the envelope. Answer the question and elicit a follow-up question.
- Encourage the Sts to ask follow-up questions.
- Get some feedback from various groups.

NON-CUT ALTERNATIVE Make one copy per pair and cut in half horizontally. Give Sts half each and get them to ask and answer the questions.

4C The same or different?

A pairwork activity

Sts compare information about their lifestyle and practise using *something, anything, nothing*, etc. They agree with or contradict a series of statements and explain why. Copy one sheet per student.

LANGUAGE

something, nothing, anything, somebody / someone, anyone, etc.

I don't usually watch anything on TV in the evenings.

- Put Sts in pairs and give out the sheets. Focus on **a**. Demonstrate the activity by completing the first sentence, *I always have something to eat...*, and writing it on the board.
- Ask Sts to complete the sentences individually or in pairs. Give Sts enough time to complete their sheets.
- Check answers and write them on the board if necessary.

1 something 2 anywhere 3 something 4 anything
5 anything 6 nobody / no one 7 somewhere 8 anything
9 something 10 nothing 11 nobody / no one
12 anywhere 13 anyone / anybody 14 somewhere
15 nowhere 16 anything 17 somebody / someone
18 somewhere

- Now focus on **b**. Demonstrate the activity by telling the class about the first statement, e.g. *Sentence 1 isn't true for me because I never eat anything*. Encourage the class to ask for more information, e.g. *What do you drink? When do you have something to eat?*
- Sts talk about each statement and say if it's true or not true for them and why not.
- Stop the activity when most pairs seem to have finished and get some feedback.

5A Which do you prefer? Why?

A pairwork / group speaking activity

Sts say which of two things or activities they prefer and why. Personalize the activity by writing local things to compare on the last two cards. Copy and cut up one sheet per group of four or five Sts.

LANGUAGE

Comparative forms

I prefer swimming in a pool because it's cleaner.

- Put Sts in groups of four or five and give out a set of cards face down.
- Demonstrate the activity by asking a student to pick a card and ask you. Sts take turns to pick a card and ask the other Sts: *Which do you prefer, ...or...? Why?*
- Monitor while Sts are talking, correcting any mistakes with comparative forms. When Sts have finished, get feedback from a few pairs or groups.

NON-CUT ALTERNATIVE Give out one uncut sheet to each pair or group. Get them to discuss the topics on each card saying which they prefer and why.

5B Superlative questions

A pairwork quiz

Sts practise forming superlatives to complete questions to ask their partner. Copy one sheet per pair and cut into **A** and **B**.

LANGUAGE

Superlatives: *the biggest, the heaviest*, etc.

- Put Sts in pairs, **A** and **B**, and give out the sheets.
- Focus on **a** and tell Sts to complete the questions using the superlative form of the adjective in brackets. Explain that sometimes the question asks about the superlative in the world / history and sometimes it's the superlative from the three options (*Which of these...*). Point out that the answer is in bold.

A

1 the richest 2 the most populated 3 the most dangerous
4 the largest 5 the most recent 6 the most popular

B

1 the noisiest 2 the smallest 3 the most popular
4 the largest 5 the youngest 6 the longest

- Sts **A** asks Sts **B** their questions, giving the three options. When **A** has finished, they swap roles. The student with the most correct answers wins.

5C How much / How many...?

A group activity

Sts read out and answer questions using *How much / How many*. Copy and cut up one sheet per group of three or four.

LANGUAGE

Quantifiers: *how much / how many, too much / (not) enough*

- Write on the board: HOW ____ CLASSES DO YOU TEACH A WEEK? Elicit the missing word (*many*) and ask Sts to guess. Write down, as they say them (*a lot, quite a lot, not many, too many, not enough, a few*). Give them the answer and write possible answers on the board for Sts to use as reference.
- Put Sts in groups of three or four and give each group a set of cards. Each student takes a turn taking a card, asking the question (using *much* or *many*) to the student to their left. Then they ask the follow-up questions for more information. Sts take cards and ask questions until the cards or the time run out.

6A Positive or negative?

A pairwork activity

Sts practise making positive predictions. Copy one sheet per pair or per student.

LANGUAGE

will / won't (predictions)

It'll be great! It won't work.

- Give out one sheet per pair or per student. Go through sentences 1–12 in **You say** and **The optimist says**.

- Tell Sts to imagine that they are all optimists. Focus on sentence 1 and elicit a prediction, e.g. *Don't worry. I'm sure you'll find it.*
- Sts continue in pairs, writing positive predictions. Monitor and help.
- When Sts have finished, get them to mingle (alone or in pairs) and read sentences from **You say** to another student/pair and listen to their answers.
- Get feedback. You could get Sts to tell you which answer they liked best or get them to volunteer their own answers.

EXTRA IDEA Repeat the activity, but ask Sts to be pessimists this time. Give them some alternative starts *That's not good, That sounds awful/boring, Oh no!*, etc. Give them enough time to write the responses. Monitor and help. You could get Sts to decide which sentences (optimistic or pessimistic) they would use.

6B Guess my sentence

A pairwork activity

Sts practise *will / shall* sentences by trying to guess the missing part of the sentence. Copy one sheet per pair and cut into **A** and **B**.

LANGUAGE

will / shall + verb

I think I'll buy them.

Shall I call you on your mobile?

- Demonstrate the activity. On a piece of paper, write the sentence, *I'm very tired. I think I'll sit down for half an hour.* Then write on the board the sentence: *I'M VERY TIRED. I THINK I _____ FOR HALF AN HOUR.*
- Tell the class they have to guess the missing phrase, which is a verb or a verb phrase with *'ll*. Elicit a possibility, making sure Sts say the whole sentence. If their guess is not the same as you have on your piece of paper, say *Try again* until someone says your sentence. Then show them your piece of paper and say *That's right.*
- Put Sts in pairs, **A** and **B**, and give out the sheets. Sit **A** and **B** face to face if possible.
- Focus on the sheets and explain that half of their sentences have gaps, and their partner has the complete sentences.
- Give Sts a minute or so to read their sentences and think of possible completions, but not to write them in the gaps.
- Sts take turns to guess the missing parts of the sentences. Stress that Sts should say the whole sentence each time, not just the missing words. Their partner should help and prompt if necessary. When a student correctly guesses the exact sentence he / she writes in the missing words.

6C Talk about it

A group board game

Sts revise past, present, and future forms. Make one copy of the board game for groups of three or four Sts. You also need one dice per group and one counter per student.

LANGUAGE

Sentence formation in past and present forms

- Put Sts in small groups of three or four. Give each group a copy of the board game and a dice.
- ! If you don't have a dice, give each group a coin. Sts toss the coin for their go and move 1 for heads and 2 for tails.
- Explain the rules of the game. Sts throw a dice and move the corresponding number of circles on the board. When they land on a circle, they must talk for 30 seconds about the topic. Then each of the other Sts in the group must ask them a question about the topic.
- Sts play the game in their groups. The game finishes when someone reaches the *Finish* square.

7A I'm going to tell you about...

A pairwork discussion activity

Sts choose six topics to discuss with a partner. Copy one sheet per student.

LANGUAGE

Verbs + *to*

- Put Sts in pairs and give out the sheets.
- Focus on the instructions. Tell Sts to choose six topics they want to talk about with a partner. Tell them to think about what they want to say. Set a time limit.
- Tell Sts to discuss the topics, taking turns to choose the topic. Encourage Sts to ask for and give as much information as possible.
- Monitor and help where necessary, particularly with the verb forms.
- When Sts have finished, get feedback on some of the topics.

7B Questions with gerunds

A pairwork question and answer activity

Sts complete the questions and then ask a partner. Copy one sheet per pair and cut into **A** and **B**.

LANGUAGE

Verb + *-ing*

Do you enjoy reading in bed? Are you good at cooking?

- Put Sts in pairs, **A** and **B**, and give out the sheets.
- Focus on **a**. Give Sts time to complete their questions with verbs from the list in the gerund. Then check answers.

A

1 getting up 2 flying 3 waiting 4 going 5 reading
6 cooking 7 doing 8 doing

B

1 walking 2 doing 3 going 4 going 5 playing 6 eating
7 getting 8 being

- Elicit that the answer to the question *Do you mind...?* is either *No, I don't mind* or *Yes, I hate it.*
- Focus on **b**. Sts take turns asking their questions and asking for more information.

7C In the UK

A pairwork speaking activity

Sts decide if sentences about laws in the UK are true or false, and then talk about the situation in their own country. Copy one sheet per student.

LANGUAGE

You have to... You don't have to... / You mustn't... You must...

- Put Sts in pairs and give out the sheets.
- Focus on **a** and give Sts a few minutes to read all the sentences and make sure they understand them. Set a time limit, e.g. ten minutes, for pairs to discuss each sentence and decide if it is true or not true.
- Now focus on **b** and elicit ideas. Find out if any pair identified all the false sentences.

1 F 2 F (The age limit is 18.) 3 T 4 F 5 F (Nobody has to do military service.) 6 F (You can ride a 50cc motorbike at 16.)
7 T 8 F 9 T 10 F 11 F (You have to be 18.) 12 T 13 F 14 F 15 T
16 T 17 F 18 T

- Finally, focus on **c**. Tell Sts to go through each law and say if the laws are the same or different in their country, and which ones they'd like to have in their country.
- Get some feedback from various pairs.

8A I need some advice

A group speaking activity

Sts practise giving advice to each other. Copy and cut up one sheet per group of four or five Sts.

LANGUAGE

What should I do? I think you should... You shouldn't...

- Put Sts in groups of four or five. Give each group a set of cards, face down.
- Sts take turns reading the situations. Each student in the group has to give a different piece of advice. The person who the reader thinks gave the best advice keeps the card. Demonstrate by picking up a card and reading the problem. Let Sts give you advice, get as many to talk as possible. Then choose one of the options and say *I'll do that*.
- Sts continue until the cards are finished. The student with the most cards is the winner.

NON-CUT ALTERNATIVE Copy one sheet per pair and cut it in half. Put Sts in pairs and give them half each. They alternate reading their problems and giving advice.

8B Conditionals race

A pairwork activity

Sts complete first conditional sentences as fast as they can and then compare them with a different pair. Copy one sheet per pair.

LANGUAGE

First conditional

If we win, we'll go out and celebrate.

- Write on the board: IF I GIVE YOU AN EXERCISE,... and elicit different answers (e.g. *we'll do it / we won't know how to do it / we won't have a break*).
- Put Sts in pairs and give them a copy of the sheet. Sts then try to complete the sentences in **a** as fast as they can. Declare the first pair to finish the winners (but make sure you give an extra minute or so for all the pairs to finish).
- Now focus on **b** and put two pairs together. Get them to compare their sentences and choose the ones they like best. Get some feedback.
- Finally, in **c**, get the pairs to cover the second part of the conditional and try to remember their sentences.

EXTRA IDEA Make this into a group activity by cutting up the sentences and giving each group one sentence at a time. When they complete a sentence they have to bring it to you and, if it's correct, get another sentence. The first group to complete all the sentences are the winners.

8C Reading questionnaire

A pairwork activity

Sts answer questions about their reading habits. Copy one sheet per pair.

LANGUAGE

Talking about reading tastes / habits

Do you read online? Are you a fast or a slow reader?

- Put Sts in pairs. Give out the sheets and focus on the pictures. Ask *What / Who can you see?*
- Give Sts a time limit to read the questions. Help with any vocabulary problems.
- Get one student to ask you the main question, *Do you like reading books?* Answer *Yes, I do* or *No, I don't*. Then get Sts to ask you the first question (depending on what you said). Answer the question giving as much information as possible and encourage Sts to ask follow-up questions.
- Sts **A** ask the main question and then ask all the questions in the **Yes** or **No** column to Sts **B** with follow-up questions, if possible. They then swap roles.
- Get feedback from the class.

9A I think you'd...

A pairwork activity

Sts practise second conditional sentences by trying to complete sentences about their partner. Copy one sheet per pair and cut into **A** and **B**.

LANGUAGE

Second conditional

If you bought a new car today, I think you'd buy a...

- Demonstrate the activity by writing on the board: IF SOMEBODY OFFERED YOU A DRINK NOW, I THINK YOU'D ORDER A _____.
- Elicit that you need to complete the sentence with a noun. Then tell Sts to guess which drink you'd order. Elicit answers and then tell the class which drink you really would order.

- Put Sts in pairs, **A** and **B**, face to face if possible, and give out the sheets. Focus on **a** and tell Sts to complete the sentences, trying to guess how their partner would complete each one. They must not look at what their partner writes. Monitor and check that they are using the right words.
- Now focus on **b** and tell Sts to take turns to read their completed sentences to their partner, who tells them if they have guessed correctly or not. Encourage them to react by contradicting what their partner has said, and then giving the real answer if the guess is wrong, e.g. *No, I wouldn't. I don't like cats! But I love dogs.*
- Get feedback from various pairs and find out who in the pair had more correct guesses.

EXTRA CHALLENGE If you want to give more practice, get Sts to repeat the activity, but swapping roles **A** and **B**.

9B Famous phobias

A pairwork speaking activity

Sts practise using the present perfect simple + *for* or *since* by reading about famous people and their phobias. Copy one sheet per pair and cut into **A** and **B**.

LANGUAGE

Present perfect simple + *for* or *since*

- Put Sts in pairs, **A** and **B**, and give out the sheets. Tell Sts not to look at each other's sheets.
- Set a time limit for Sts to read about the famous people and their phobias. Monitor and help with any comprehension or pronunciation problems.
- Now get **A** to tell **B** about his / her three people. Encourage Sts to improvise and only look at their sheet if absolutely necessary. Then **A** and **B** decide together which two phobias are true.
- Sts then swap roles.
- Get feedback to find out which ones they think are true.

They are all true.

9C Like father, like son

A pairwork information gap activity

Sts question each other to discover missing biographical information about a famous father and son using the present perfect simple and past simple. Copy one sheet per pair and cut into **A** and **B**.

LANGUAGE

Past simple and present perfect

- Put Sts in pairs, **A** and **B**, and give out the sheets. Tell them not to look at each other's sheets. Explain that they have one complete biography and one with missing information.
- Give Sts time to read both biographies. Monitor and deal with any vocabulary problems.
- Focus on the questions in **b**. Tell Sts **A** and **B** to read the first biography they have again and to complete questions 1–7. Set a time limit. Monitor and check that Sts are writing the correct questions.

- Now focus on **c** and get Sts to ask and answer their questions to complete their biographies.

Bob Dylan

1 When was he born? 2 Where did he go to in 1961? 3 What was his real surname? 4 How did Joan Baez help him become famous? 5 How many albums has he recorded? 6 What kind of books has he written? 7 What prize did he win / receive in 2016?

Jakob Dylan

1 What does he do? 2 When was he born? 3 How many brothers and sisters does he have? 4 How many albums have The Wallflowers released? 5 Which David Bowie song have they recorded? 6 Who has Jakob Dylan composed music for? 7 How long has he been married?

10A The race

A pairwork activity

Sts practise giving instructions using prepositions of movement. Copy one sheet per pair and cut into **A** and **B**.

LANGUAGE

Prepositions of movement: *into, over, through, past*, etc.

- Put Sts into pairs, **A** and **B**, and give out the sheets. If possible, put Sts face to face.
- Focus on the instructions in **a**. Tell Sts that they have a map with a route on it. Their routes are different. They have to describe it to each other and draw it on their second map.
- Give Sts time to plan how to describe the route.
- Sts take it in turns to describe their route to their partner, who draws it in the blank map. Monitor and help.
- When they have finished, get Sts to compare routes to see if they drew them correctly.

EXTRA IDEA Get Sts to use pencil when they draw. They can then erase the route on the blank map and draw their own routes.

10B Phrasal verb conversations

A pairwork activity

Sts practise using phrasal verbs by choosing the correct response to a situation. Copy one sheet per pair and cut into **A** and **B**.

LANGUAGE

Phrasal verbs: *fill in, take off, take back*, etc.

- Put Sts in pairs, **A** and **B**. Tell them to look at sentences 1–8 and especially the phrasal verb sentences. Give them a minute or two.
- Sts **A** start by reading the first sentence. Sts **B** choose an answer from the speech bubbles. They both decide if they think it's right or wrong. Student **A** reads all his / her sentences and then they swap roles. Monitor to make sure Sts are doing the activity correctly.

A reads, B responds

1 OK, I'll pick it up. 2 Sorry, I'll give it back tomorrow. 3 Sorry, I'll turn it down. 4 Look it up in the dictionary! 5 Sorry, I threw it away. 6 The film will be over in ten minutes, I promise! 7 Don't worry. I'll look after him. 8 Why don't you take it back?

B reads, A responds

1 I think you should give it up. 2 Don't worry, I'll take them off. 3 Yes, I get on very well with her. 4 We've run out. 5 Yes, I'm really looking forward to it. 6 I'll help you look for it. 7 OK, I'll put them away. 8 Sorry, I'll fill it in now.

- Now focus on **c**. Sts **A** read their sentences again and this time Sts **B** respond without looking at their sheet. Then they swap roles.

10C General knowledge quiz

A pairwork general knowledge quiz

Sts practise using the present simple passive and past simple passive by asking and answering questions. Copy one sheet per pair and cut into **A** and **B**.

LANGUAGE

Questions in the present simple passive and past simple passive

Which month is named after a Roman emperor?

In which city was the Titanic built?

- Put Sts in pairs, **A** and **B**. Get them to sit face to face and make sure that they can't see each other's questions.
- Set a time limit, e.g. five minutes, for Sts to read their questions. Monitor and help if necessary.
- Sts **A** start. Highlight that they should give the three alternatives each time and note down which answers **B** gets right. (The correct answers are in **bold** on the sheet.) Sts then swap roles.
- Get feedback to see who got the most correct answers.

11A My past

A pairwork speaking activity

Sts complete some boxes and then use the information to talk about past habits using *used to* and *didn't use to*. Copy one sheet per student.

LANGUAGE

I used to listen to Justin Bieber, but I don't now.

I didn't use to like cabbage, but now I love it.

- Put Sts in pairs and give out the sheets. Sit them so they can't see each other's sheets. Focus on **a**. Go through phrases 1–14 and make sure Sts know what they have to do. Demonstrate by giving some personal examples for 1–3. Make it clear that Sts only have to do this with words or phrases, e.g. *spiders*, *a Barbie doll*, *Justin Bieber*, and not complete sentences.
- Give Sts time to write something in as many boxes as they can (sometimes they may not be able to think of anything). Monitor and help.
- Focus on **b**. Sts use what they have written in the boxes to tell their partner about their past habits using *I used to* / *I didn't use to*. Again, demonstrate the activity yourself and

give more information, e.g. *I used to have a cat. He was black, and his name was Max.* If necessary, remind Sts of the pronunciation of *used to* / *didn't use to*.

- Sts work together, talking about their past habits.
- Get some feedback from various pairs.

11B I might...but I might not

A board game activity

Sts practise using *might* and *might not* by completing sentences. Copy one sheet per group of three or four Sts. You will also need one counter per student and a dice per group.

LANGUAGE

He might lose his job. We might not find it.

- Write the first sentence on the board: **THE WEATHER IS REALLY NICE TODAY. WE...** and ask Sts to complete it using *might*. Choose an answer and write it on the board. Now ask Sts to complete the sentence using *might not*. Choose an answer and write it on the board.
- Put Sts in groups of three or four. Give out the sheets and tell Sts to take turns to roll the dice and then create two sentences for each prompt, one with *might* and one with *might not*. If they can't make two sentences, they go back to their previous square. Monitor and help.

Possible answers

- 1 might go to the beach. / might not need a jacket.
- 2 might forget it. / might not remember it.
- 3 might stay at home more. / might not go out very much.
- 4 might be angry with me. / might not have her phone.
- 5 might get hungry. / might not find a restaurant.
- 6 might go to Spain. / might not go abroad.
- 7 might win. / might not lose.
- 8 might see the new Star Wars film. / might not go.
- 9 might wear the black dress. / might not wear the pink dress.
- 10 might stay in bed. / might not go to work tomorrow.
- 11 might order a takeaway. / might not have dinner.
- 12 might record it. / might not watch it today.
- 13 might throw it away. / might not tell her I don't like it.
- 14 might go to the park. / might not go out.
- 15 might take it back. / might not read it.

- Sts play until one of them finishes or time runs out.

11C So do I!

A class mingle activity

Sts practise agreeing using *So do I* / *Neither do I* and disagreeing. Copy and cut up one sheet per group of six Sts.

LANGUAGE

So can I. / Neither have I.

- Give each student a card. Ask them to fill in the gaps with things that are true for them.
- Write **I LIKE...** and complete the sentence with an animal. Get Sts to agree or disagree with you. Elicit *So do I. / I don't.* Now write **I DIDN'T GO OUT YESTERDAY.** Elicit *Neither did I. / I did.*
- Get Sts to stand up and mingle, reading their sentences to each other and agreeing or disagreeing. Monitor and help.
- Get feedback about things Sts agreed / disagreed with.

NON-CUT ALTERNATIVE Cut the sheet in half and put Sts in pairs. Give each student half a sheet and ask them to complete the sentences. They can then read the sentences to their partner and agree / disagree with their choices.

12A What had happened?

A group activity

Sts practise using the past perfect by giving reasons for situations they read on cards. Copy and cut up one sheet for groups of four or five Sts.

LANGUAGE

Past perfect

We couldn't use our car because someone had stolen it.

- Write on the board I WENT TO SEE MY BROTHER YESTERDAY. HE WAS SAD BECAUSE... and try to elicit answers using the past perfect (e.g. *his football team had lost* / *his dog had died*). Now put Sts in groups of four or five and give them a set of cards, face down.
- Sts take turns taking a card, reading the situation and completing the sentence. Remind Sts that they must use the past perfect. The rest of the group decide if the sentence is correct and think of alternatives. Monitor and help.
- Sts repeat the activity until they run out of cards. Sts then decide in their groups who was the best at inventing reasons.

Possible answers

- 1 I left the house in a hurry, and when I got to the airport, I suddenly remembered that I had forgotten my passport.
- 2 I was angry with my husband because he hadn't taken out the rubbish.
- 3 When I looked at my phone, I realized that Sarah had called me ten times.
- 4 I couldn't read the menu because I had left my glasses at home.
- 5 I didn't do well in my exam because I hadn't studied very hard.
- 6 I couldn't use my credit card because I had forgotten my pin.
- 7 The burglars got into our house while we were on holiday because we had left the door open.
- 8 The police got to the bank very quickly, but the robbers had already left.
- 9 My dad was very happy when he arrived because his team had won the match.
- 10 I went back to the shop to buy you that shirt you liked, but it had gone.
- 11 When we got to Joe and Hannah's house we were very surprised because they hadn't got up yet.
- 12 We decided not to go to the London Eye that day because we had heard it wasn't very good.
- 13 I was incredibly tired that day because I had watched TV until really late.
- 14 The moment I pressed 'send' I realized that I had sent the text message to the wrong person.
- 15 When I saw Mary at the school reunion, I didn't recognize her because she had lost weight.

12B The celebrity interview

A pairwork speaking activity

Sts practise using reported speech by interviewing their partner and then telling another student about the interview. Copy one sheet per pair and cut into **A** and **B**.

LANGUAGE

Reported statements

Jay-Z said that his best work had been his album, 4:44.

- Put Sts in pairs, **A** and **B**, and give out the sheets. Focus on the instructions and tell Sts to choose a famous person. They will then give an interview as that famous person.
- Give Sts some time to read the questions and imagine the answers their famous person would give.
- Sts **B** start by asking Sts **A** the questions and writing down the answers. Then they swap roles.
- Make Sts swap partners. They now talk about their interview using the answers their first partner gave and putting them in reported speech. Monitor and help.
- You could get confident Sts to report their interview to the class.

EXTRA IDEA Ask Sts to write an article about their partner's celebrity using the information they have and reported speech.

12C Hollywood quiz

A pairwork information gap activity

Sts practise forming past simple and subject and object quiz questions to ask their partner. Copy one sheet per pair and cut into **A** and **B**.

LANGUAGE

Past simple and subject and object questions

Which actor appeared in most of Hitchcock's films?

- Put Sts in pairs, **A** and **B**, and give out the sheets. Give Sts time to complete the questions.
- Check answers, but don't write them on the board.

Student A

1 lived / lives 2 did / does an actor say 3 did Walt Disney win
4 appeared / appears 5 did / does Marty McFly go 6 did / does Tony fall 7 played / plays 8 does Batman have

Student B

1 did Peter Jackson film 2 appeared / appears 3 does an Oscar weigh 4 played / plays 5 won 6 played / plays 7 did / does Arnold Schwarzenegger say 8 directed

- Sts **A** start by asking Sts **B** the questions, without giving the three options (the option in bold is the correct answer). If **B** can answer correctly, he / she gets two points. If **B** can't answer, **A** gives him / her the three options. If **B** gets the correct answer, he / she gets one point.
- **A** asks all of his / her questions first. Sts then swap roles.
- Find out who scored the most points in the class.