



# Photocopiable activities

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+ TESTS

## Instructions

### Tips for using photocopiable activities

- We have suggested the ideal numbers of copies for each activity. However, you can often manage with fewer, e.g. one copy per pair instead of both having one (except A/B activities).
- Many of the activities will provide useful reference for SS, e.g. **Functional quiz**, **Prepositions of time**, etc. Encourage SS to keep these activities in their files.
- Card sets are best stored in envelopes (and preferably covered with plastic) as they can then be re-used.
- Most of the cut-up activities also work without cutting up. TT in a hurry should follow the alternative instructions.
- SS in pairs who are using A/B sheets should sit **face to face** if possible. This encourages them to talk to each other as well as not letting them see each other's information.
- If a class doesn't divide equally into pairs/groups either:
  - take part yourself.
  - ask two SS to share one role.
  - ask the extra student to monitor, help, and correct.
- Stop and re-start an activity if SS obviously don't understand what to do.
- If some SS finish early they can:
  - swap roles and do it again.
  - do it again but focusing on correct pronunciation.
- With some activities you may want to add your own examples of locally famous names and places to make them more relevant to your SS.

#### 1 Functional quiz

#### Revision

A quiz to revise functional language that SS should know at this level. Copy one sheet per student. These functions were taught in the International English lessons in *English File Intermediate*.

#### LANGUAGE

*Sorry, could you repeat that?*  
*I'd like my money back, please.*

- Explain to SS that for each situation they have three alternatives. One is right; one is grammatically correct but not right for the situation, usually because it is too direct; one is grammatically incorrect (but when corrected would also be fine for the situation).
- Give out the copies, and give SS ten minutes in pairs to go through the situations. They should tick the right one, cross out the inappropriate one, and correct the mistake in the third.
- Check answers. SS should now be left with two possible sentences for each situation.
  - 1 a) Sorry, could you repeat **that**? b) Rude, too direct c) ✓
  - 2 a) ✓ b) Rude, too direct c) I didn't ask **for** chicken, I asked **for** ...
  - 3 a) ✓ b) Rude, too direct c) Can you ~~to~~ call me ...
  - 4 a) Can you tell him I'll call back ... b) ✓ c) Rude, too direct

- 5 a) Rude, too direct b) ✓ c) Could I have my money back ...
- 6 a) ✓ b) Not right for the situation, too formal c) ... do we get to Oxford?
- 7 a) ✓ b) How do I get to the station? c) Rude, too direct
- 8 a) ✓ b) May I ~~to~~ use ... c) Rude, too direct
- 9 a) Not right for the situation, used when someone calls you b) ✓ c) It's David.
- 10 a) Not right for the situation, used to attract attention, not to apologize b) ✓ c) **terribly** sorry
- 11 a) ... **taking** a photo ... b) ✓ c) Rude, too direct
- 12 a) ✓ b) Not right for the situation, a decision, not a suggestion c) **Why don't we** ...
- 13 a) Not right for the situation, refers to a habit, not a specific situation b) ✓ c) ... **can we** ...
- 14 a) Rude, too direct b) ✓ c) I'm afraid you've made a mistake.

- Get SS to test each other. A (looking at sheet) explains the situation, and B (not looking at the sheet) gives the two possibilities.

#### 2 Phrasal verb pictures

1 A

Pictures to revise phrasal verbs. Copy one sheet per student or pair.

#### LANGUAGE

*hurry up, go up/down, find out, etc.*

- Give out a sheet to each student or one per pair.
- Explain that each picture represents a phrasal verb, and the first letter of the verb is always given. Sometimes the picture shows two verbs (normally opposites), in which case there are two blanks for the two prepositions (\_\_\_/\_\_\_).
- Give SS five minutes to write the phrasal verb on each card. Check answers.

1 hurry up 2 go up/down 3 find out 4 break down  
5 run out of 6 look forward to 7 try on 8 turn up/down  
9 turn on/off 10 be over 11 get on with  
12 take off 13 set off 14 put on 15 throw away  
16 look out 17 look up 18 give up 19 look up to  
20 give out 21 write down 22 cross out 23 get on/off  
24 get in(to)/out(of)

- SS now make sentences to describe each picture using the phrasal verb. Choose a number at random, ask one student to describe it, e.g. 6 *He's looking forward to his holidays*. Continue until SS have described all the pictures.
- With a good class you could do this in pairs, e.g. A says a number and B says the sentence.

#### Alternative activity

You could cut the cards up and make this activity into a game:

- Copy and cut up one set of cards per four SS.
- Give out the cards and tell SS to put them in a pile face down.
- Explain that each card represents a phrasal verb, and the first letter of the verb is always given. Sometimes the picture shows two verbs (normally opposites), in which case there are two blanks for the two prepositions (\_\_\_/\_\_\_).
- Take a card yourself. Show it to SS. Elicit the phrasal verb.

- SS continue in groups of four. A picks up a card and shows it to the others. Then he/she says the phrasal verb(s) that the card represents.
- If the other SS agree that the phrasal verb is correct, A keeps the card and it's B's turn. If A doesn't know the verb, (or the other SS say that his/her try was wrong) it's passed to B who has a try.
- SS continue until all the cards have been used. The winner is the person who has the most cards.
- When SS have finished get them to put all the cards face up on the table and check answers. If you have an overhead projector you could make a transparency of the sheet and use this to check answers.

### 3 Phrasal verbs crossword

1 A

A split crossword to revise phrasal verbs. Copy one sheet per pair and cut into A and B.

#### LANGUAGE

*It's what you do when ...*  
*It means for example ...*

- In pairs, SS sit face to face. Give out the copies to A and B and stress that they **mustn't** look at each other's sheets. Give them a minute to read their instructions. If they're not sure of one of their phrasal verbs, they should check with **Vocabulary Builder 2** or with you.
- In pairs, A asks B to define, e.g. 5 across. Encourage SS to listen to each other and not just make random guesses. Then B asks A to define, e.g. 1 down.
- When they've both finished they can check they've got the words right by comparing their crosswords.

### 4 Guess the question

1 B

A pairwork activity to practise question formation. Copy one sheet per student.

#### LANGUAGE

Question formation

- 1 Give out the copies. Tell SS they have five minutes in pairs to decide what the missing words are for each question. They must **NOT** write the missing words in.
- Check answers.

#### Your home

- 1 Where *do you live*?
- 2 How long *have you lived* there?
- 3 Who *do you live with*?
- 4 *Do you get on well with each other*?
- 5 What *do you argue about*?

#### Getting around

- 1 How *do you get to work or school*?
- 2 How long *does it take*?
- 3 What car *do you have/have you got*?
- 4 *Are you happy with it*?
- 5 What's *your favourite form of transport*? Why?

#### Free time

- 1 What *do you enjoy doing* in your free time?
- 2 What *kind of music do you like*?
- 3 How *often do you go out* during the week?

#### Lifestyle

- 1 *Do you smoke*?
- 2 How *much coffee do you drink* a day?
- 3 How *many hours do you sleep*?
- 4 What sport or exercise *do you do*?

#### Travel

- 1 *Have you ever been to Britain or America*?
- 2 Where *did you stay*?
- 3 Who *did you go with*?
- 4 *Did you enjoy/like it*? Why (not)?

#### Childhood and school

- 1 Where *were you born*?
- 2 Which primary *school did you go to*?
- 3 *Did you have to wear a uniform*?
- 4 What *was your best/worst subject*?

#### A female relative

- 1 What's *her name*?
- 2 How old *is she*?
- 3 What *does she do*?
- 4 What *does she look like*?
- 5 What's *she like*?

- 2 In pairs, SS choose topics and interview each other, completing the questions from memory. Encourage them to ask for more information where appropriate.
- Get feedback from a few pairs.

### 5 Indirect questions quiz

1 B

A pairwork quiz to practise indirect questions. Copy one sheet per pair and cut into A and B.

#### LANGUAGE

*Do you know what ...?*  
*Can you tell me if ...?*

- Divide the class into two groups, A and B.
- Give out the copies. Focus on the example and remind SS of the rules for forming indirect questions.
- Now give the two groups five minutes to write their questions. They should help each other in pairs.
- Check that each group have formed the questions correctly (preferably without the other group hearing).

#### A

- 1 Do you know what the capital of Australia is?
- 2 Can you remember who sang *Delilah*?
- 3 Do you know what VAT on a bill means?
- 4 Do you know what Che Guevara studied at university?
- 5 Can you tell me where Oscar Wilde died?
- 6 Do you know how many wives King Henry VIII had?
- 7 Can you remember how many times Germany has won the World Cup?
- 8 Have you got any idea which American singer was killed in 1959 in a plane crash?

#### B

- 1 Do you know what Madonna's daughter's called?
- 2 Can you tell me when the Munich Beer Festival is?
- 3 Do you remember who sang *I will survive* in 1979?
- 4 Can you tell me what K2 is?
- 5 Do you know how many people there are in Leonardo da Vinci's painting 'The Last Supper'?
- 6 Have you any idea which French novelist played football for Algeria?



- 7 Can you tell me who directed the film *A Clockwork Orange*?
- 8 Do you know what a person with agoraphobia is afraid of?

- Now put SS into pairs, one A and one B, and get them to ask each other the questions.

## 6 Adverbs bingo

1 C

A game to practise adverb meaning and position. Copy and cut up one sheet per every eight SS. If you want to play the game more than once (it doesn't take very long), cut up two or three sheets per eight SS.

- Give SS a card each. Then explain that you are going to read out individual adverbs. You will repeat each adverb twice, and if they think an adverb fits in one of their sentences they should write it in. As soon as they have one in each of the five sentences, they should shout 'Bingo!'.
- Give SS a few minutes to read their sentences and think what the missing adverbs might be.
- Now start reading out adverbs **at random** from the box below, saying each one clearly twice. Tick each one as you read it so that you don't repeat any.

absolutely	especially	late	probably
actually	eventually	lately	rarely
always	fluently	luckily	seriously
as well	gradually	much	slightly
at once	hard	nearly	terribly
basically	hardly	nowadays	unfortunately
carefully	just	often	very

- Get the student who has called 'Bingo' to read out the sentences and check that they are correct.
- For extra practice you could give SS a copy of the whole sheet for them to complete for homework.

### Suggested answers

Card 1 1 terribly 2 Luckily 3 at once 4 especially  
5 slightly

Card 2 1 hard 2 absolutely 3 gradually 4 always  
5 carefully

Card 3 1 nowadays 2 as well 3 nearly 4 just  
5 lately

Card 4 1 much 2 hardly 3 often 4 seriously  
5 unfortunately

Card 5 1 carefully 2 basically 3 late 4 luckily  
5 probably

Card 6 1 lately 2 hardly 3 very 4 always  
5 eventually

Card 7 1 absolutely 2 rarely/hardly 3 Nearly  
4 as well 5 gradually

Card 8 1 fluently 2 unfortunately 3 seriously  
4 eventually/luckily 5 actually

## 7 Match the caption

1 C

A pairwork speaking activity where SS describe cartoons to their partners, who have to choose the best captions. Copy one sheet per pair and cut into A and B.

## LANGUAGE

### Describing pictures

- 1 In pairs, SS sit face to face. Give out the copies. A describes his/her two cartoons **in as much detail as possible** to B. B listens and then chooses the funniest caption for each picture, from the six in the box. SS **mustn't** look at each other's pictures.
- 2 They swap roles.
- Get feedback to find out which captions SS chose. Then tell them what the original captions were.

1 Well, I'm afraid we have to say goodbye to Jeff ...

2 How was your first day at the bank?

1 Why does the phone always ring when you're in the bath?

2 It's the only place in the building where he's allowed to smoke.

## 8 Vocabulary revision race

1 Revision

Revision of new vocabulary from File 1. Copy one sheet per pair.

- Give a copy to each pair. Tell them to keep their copy face downwards until you say *Start!*
- Tell SS that this is a race to see how many pairs can get all the words in five minutes.
- Say *Start!* SS turn over their sheets and start reading the definitions and writing the words.
- When the time is up say *Stop*.
- Check answers with the whole class to see how many pairs 'beat the clock'.

1 nickname 2 lyrics 3 charge 4 comedy 5 tip  
6 biased 7 tendency 8 ironic 9 sense of humour  
10 headline 11 cartoon 12 journalist 13 aware  
14 made up 15 fortunately 16 take into account  
17 slightly 18 sold out 19 gradually 20 turn up

## 9 Revision questions

1 Revision

Question cards in topic groups for speaking practice and revision of topic vocabulary from File 1. Copy one sheet per pair and cut into A and B.

- SS in pairs. Give out the copies, and give SS a moment to read the instructions and their questions. Tell them they must always use the questions as the basis of a conversation, and to ask for more information/carry on the conversation as appropriate.
- A begins by choosing a number between 1 and 6. B then asks the questions from that box. Then B chooses a number, etc.
- Stop the activity when you think it has gone on long enough, and get some feedback from individual pairs.

## 10 Health and medicine revision race

2 A

Revision of Vocabulary Builder 5 *Health and Medicine*. Copy one sheet per student/per pair.

- Give a copy to each SS, or one per pair. Tell them to keep their copy face downwards until you say *Start!*
- Tell SS that this is a race to see who can get all the words first. Set the time limit of five minutes.
- Say *Start!* SS turn over their sheets and start reading the definitions and writing the words.
- When one SS or pair has got them all they should call out *Finished!* Check their answers while the other SS finish. If all their answers are right, declare them the winner.
- Check answers with the whole class.

1 prescription 2 virus 3 swollen 4 blood pressure  
 5 allergy 6 treatment 7 takes overdose 8 dizzy  
 9 ward 10 homeopathy 11 get over 12 hangover  
 13 operating theatre 14 make appointment  
 15 side effects 16 have a check-up 17 what's wrong  
 18 heart attack 19 family doctor 20 get better

- Get SS to test each other with the definitions. For two minutes A reads definitions and B (with the sheet face down) says the words. Then they swap.

### 11 Connect the sentences

2 A

A pairwork activity to practise conditionals and future time clauses. Copy one sheet per pair and cut into A and B.

#### LANGUAGE

Future time clauses and connectors:

*He'll go back to work as soon as he feels better.*

*They won't operate unless it's absolutely necessary, etc.*

- In pairs, SS sit face to face. Give out the copies and give SS a few minutes to read their sentences and instructions. They **mustn't** look at each other's copies.
- Check that SS understand the activity. A reads his/her sentences to B, who completes them with a phrase from the box. If A agrees that B's continuation makes sense, he/she writes it down. Then they swap roles.
- Check answers.

A

- 1 You'll never get a table in that restaurant unless you book early.
- 2 You should always take insect repellent with you on holiday in case there are mosquitoes.
- 3 I'll take a few days off work when the baby is born.
- 4 You can begin the exam as soon as all the papers have been given out.
- 5 I'd enjoy talking to him more if he didn't talk about himself so much.
- 6 You wouldn't forget things if you wrote them down.

B

- 1 Please write down your name and address in case we need to get in touch with you.
- 2 I always change channels as soon as the adverts come on.
- 3 The teacher won't start the class until everyone has stopped talking.
- 4 I'll look after your dog when you're away on holiday.
- 5 Carry on taking the tablets unless you feel any side effects.
- 6 I'd stop smoking if the doctor told me to.

- Now tell A and B to swap papers. B reads to A the first part of his/her sentence (*You'll never get a table in that restaurant ...*). A tries to finish it from memory.

### 12 It's my party

2 A

**T2.3** A listening activity based on the song first made famous by Lesley Gore. Copy one sheet per student. For copyright reasons this recording is not the original version. If you have the original version you could use it instead.

- Give out the song and give SS a minute to read the task. Emphasize that the first time they listen they should simply write the missing verbs in the verb column, not in the gaps in the lyrics.
- 1 Play the song, and let SS compare. Then check answers.

1 cry, want 2 cry, happen 3 go 4 leave 5 hold  
 6 suppose 8 leave 9 dance 11 walk 14 wear

- 2 Now give SS five minutes in pairs to read the lyrics and decide what tense they think the verbs should be in. Play the song again.
- Check answers (see the lyrics below).
- If your class like singing play the song again and get them to sing along.

It's my party and I'll cry if I want to (x3)

2 You would cry too if it happened to you.

Nobody knows where my Johnny has gone

4 but Judy left the same time

Why was he holding her hand

6 When he's supposed to be mine?

Play all my records, keep dancing all night,

8 But leave me alone for a while,

Till Johnny's dancing with me

10 I've got no reason to smile

Judy and Johnny just walked through the door

12 Like a queen with her king

Oh what a birthday surprise

14 Judy's wearing his ring.

### 13 Future perfect?

2 B

A 'mini test' to practise using the different future forms. Copy one sheet per student.

#### LANGUAGE

All future forms

- Give out the copies. Choose a verb, e.g. *work* and elicit all the future forms that SS know and write them on the board: *I'll work, I'm going to work, I'm working, I'll be working, I'll have worked.*
- Tell SS they have ten minutes to put the verbs in the right future forms.
- After ten minutes SS compare answers in pairs.
- Check answers and get SS to calculate and tell you their scores, and read what they mean. They get one point for each correct verb.

- 1 will have been married 2 won't be 3 're going to be/ll be 4 will be doing 5 know 6 will have learned 7 'll be doing 8 Are you going/Are you going to go 9 will have started 10 are having/are going to have 11 'll do 12 will arrive/is going to arrive 13 will be wearing 14 'll look after 15 are you going to wash 16 'll be watching/'m going to watch

- If any SS get between 0 and 7, make sure they do all the exercises on the futures in the **Workbook**.

**14 Prepositions of time** **2 B**

An activity to revise prepositions of time. Copy one sheet per student.

**LANGUAGE**

*on Monday, in the summer, at the weekend*

- 1 Give out the copies and tell SS they've got ten minutes to write the missing prepositions in the preposition column on the right. Stress that they **mustn't** write them in the sentences. Get SS to compare before you check answers.

1 for 2 since 3 during 4 while 5 from, to/until/ till 6 on, at 7 by 8 during, at 9 on 10 in 11 from, to 12 at, until/till 13 At, at 14 in, at 15 In, at 16 in, on 17 in 18 in

- SS may need reminding of some of the more basic rules for prepositions of time. Remind them to use:
  - *on* for specific days and dates.
  - *at* for times of the day and festivals.
  - *in* for parts of the day, months, years, seasons, and decades (exceptions are *at night/the weekend*).
  - *during* to say *in the middle of a period of time*.
  - *for* to say *over the whole period of time*.
  - *since* with a point in time.
  - *while* to say *at the same time as*.
- 2 SS cover the preposition column and test themselves.

**15 Usually, used to, get used to** **2 C**

A pairwork activity to practise *usually*, *get used to* and *used to*. Copy one sheet per pair and cut into A and B.

**LANGUAGE**

*Did you use to be naughty when you were a child?  
Could you get used to getting up at 5.00 a.m. every day?  
Do you usually have a sleep after lunch?*

- Give out the copies and give SS a minute to read the instructions and check they understand the prompts.
- Focus on the three possible questions in the speech bubbles. Ask an A student to ask you the first question, and elicit that as it refers to when you were a child, the only possible question is *Did you use to be naughty when you were a child?* Answer and elicit a few follow-up questions.
- Now ask a B to ask you a question with their first prompt *Do you think you could get used to living alone on an island?* Highlight that for each prompt SS must use the most appropriate question form.

- In pairs, SS sit face to face if possible and continue asking and answering the questions.
- Get some feedback from individual pairs.

**16 Key word transformations** **2 C**

An activity which revises the grammar and vocabulary of 2C. Copy one sheet per student.

**LANGUAGE**

*used to, get/be used to  
adjectives + prepositions, e.g. mad about, keen on, etc.*

- Give out the copies and go through the instructions.
- Do the first one with SS on the board, emphasizing that they can't change the form of the word in bold.
- SS complete the exercise. Check answers.

- ... 'm fed up with ...
- ... was mad about/used to be mad about ...
- ... get used to living ...
- Did you use to be afraid ...
- ... she (often) used to look after ...
- ... used to wearing ...
- ... didn't use to call ... (NOT ~~never used to~~ because you can't change the form of *use*)
- ... very keen on ...
- ... got used to ...
- ... 's obsessed with ...

**17 The describing game** **2 Revision**

A fluency game to give SS more practice in paraphrasing and to revise vocabulary from File 2. Copy and cut up one set of cards per group.

**LANGUAGE**

*Describing and paraphrasing*

- SS in small groups. Give each group a set of cards face down or in an envelope.
- Demonstrate by taking a card and defining the word on it. Give the card to the first student to say the word with correct stress and pronunciation.
- SS play in groups, taking turns to take a card and define the word. The student describing mustn't use the word on the card. SS should wait until the person has finished his/her description before they say what they think the word is.
- Get feedback from the class to see who has the most cards.

**Non-cut alternative activity**

If you don't have time to cut up sets of cards, make one copy per pair and just cut it in half horizontally. Give A and B half a page each. In pairs, they define the words to each other as above.

**18 At the doctor's** **2 Revision**

Four roleplays which revise the language of File 2. Copy one sheet per pair and cut into A and B.

**LANGUAGE**

*How long have you been feeling like this?  
I've got a terrible cough.  
If you smoked less ...*

- In pairs, SS sit face to face (if you have odd numbers, make one pair a three and have two As). Give out the copies and give SS a couple of minutes to read the instructions for **Roleplay 1** only. SS should think about their role and what they're going to say. Tell them that anything in brackets refers to where they need to invent details, questions, etc., and that they should underline or highlight the important points.
- When SS are ready, tell the As to begin. Encourage them to do the roleplay without looking at their role card.
- When SS have finished repeat the process for the other three roleplays.
- If you don't have time to do all four, choose the ones you think will work best with your class. When SS have finished get feedback to find out what solutions were proposed.

**19 Narrative consequences****3 A**

A group writing activity where SS create stories. Copy one sheet for each student.

**LANGUAGE**

Narrative tenses

- Put SS in groups of 4 (or 3), if possible sitting in a circle, and give out the copies. Explain that they're going to write group stories. For each part of the story they have a question to answer. Check SS understand *fold*.
- Tell SS to begin their stories by writing an introduction (setting the scene) and answering the first questions (*What was the date?/What was the weather like?*) They can write as much as they like. Set a time limit, e.g. one minute.
- When SS have answered the first question tell them to fold the sheet on the dotted line so that the next person can't read what they've written, and then to all pass their papers to the person on their left. They now answer the second question, i.e. think of a famous man and imagine what he was doing. Set a time limit as before.
- SS continue answering the questions and passing the papers on until they've answered the final one.
- Now tell SS to unfold the sheets, and to each read their stories to the others in their group. Tell them to decide which of the three/four stories is the best/funniest.
- If time, ask a spokesperson from each group to read out their best story.

**20 Two stories****3 A**

A pairwork activity where SS complete a story by putting the verbs in the correct tense, and then re-tell the stories from memory. This activity is on two different sheets, one for A and one for B. Copy one of each story per pair.

**LANGUAGE**

Narrative tenses

- SS in pairs. Give out one A story and one B story to each pair. Tell SS to read their stories right through once, and then to put the verbs into the correct narrative tense. Set a time limit, e.g. five minutes.
- Check answers either by writing them on the board or going through them orally.

**A**

1 set off 2 had been travelling 3 broke 4 managed  
5 had been 6 had found 7 was jogging 8 appeared  
9 had been 10 disappeared 11 had disappeared  
12 was feeling 13 had gone 14 thought 15 made

**B**

1 was walking 2 was wearing 3 had been living/had lived  
4 had been 5 had changed 6 had disappeared  
7 decided 8 had become 9 was paying 10 found  
11 had taken 12 turned 13 had been living/had lived  
14 had forgotten 15 came back

- Give SS five minutes to read their stories again and memorize them. They then tell each other the stories in their own words, e.g. A *This story is about three men ...*

**21 What would have happened?****3 B**

A board game. SS move round the board making third conditional sentences. Copy one game board per group.

**LANGUAGE**

*If I'd known he was going to be there, I wouldn't have gone.  
I wouldn't have found out he was ill if he hadn't phoned.*

- SS in groups of three or four. They need markers, e.g. paper clips or bits of paper, and a coin to toss.
- Each player puts a marker on the **START** circle.
- S1 tosses the coin. *Heads* = move two circles, *Tails* = move one circle.
- S1 now has to make a correct third conditional sentence by completing the sentence stem on the circle where he/she lands. The rest of the group have to decide if the sentence is correct and makes sense. Be the final judge in case of dispute.
- If the sentence is wrong, S1 moves back a circle. If it's correct, he/she stays on the circle.
- S2 now has his/her turn, then S3, etc. If they land on a circle where another student has been before, they must complete the sentence stem in a different way.
- The first student to reach the end is the winner.

**Alternative activity**

If you think SS need more written practice of the third conditional, you could do this as a written race. When you say *Go!* SS in pairs have ten minutes to complete as many of the sentences as possible, starting with number one. Get the pair who have completed most to read out their sentences. Other pairs should read theirs too if they're different. The pair with the most correct sentences wins.

**22 You shouldn't have ...****3 B**

A speaking game to give SS further practice with *should have*. Make one copy per group of four and cut up into cards.



**LANGUAGE**

*You shouldn't have mixed your drinks.  
You should have worn a suit.*

- Divide the class into groups of three or four and give them each a pile of cards face down.
- Demonstrate the activity. Pick a card. Tell SS that you've got a card with a sentence on it beginning *You should have ...* or *You shouldn't have ...* You're going to tell them about something that happened to you and they must criticize you by saying, *You should/shouldn't have ...* Whoever says exactly the sentence on your card keeps it.
- Now tell them a quick story to elicit the sentence on your card, e.g. if your card says *You shouldn't have parked there* tell them a story about how last night you went out to dinner and you parked on a yellow line so your car was towed away by the police. Then elicit sentences from the SS until someone comes up with the one on the card.
- SS continue in groups. Tell them to pick a card each and take a moment to plan their stories. Then one by one they tell them to the others in the group. At the end of each story the other SS in the group make *should/shouldn't have* sentences until one comes up with the right one.
- SS continue with new cards.

**Non-cut alternative activity**

If you don't have time to cut up sets of cards, make one copy per pair and just cut it in half horizontally. Give **A** and **B** half a page each. In pairs, SS choose a sentence and invent a story as above.

**23 I will survive**

**3 B**

**T3.8** A listening activity based on the song made famous by Gloria Gaynor. Copy one sheet per student. For copyright reasons this recording is not the original version. If you have the original version you could use it instead.

- Give out the song and explain the task. SS have to first listen to hear if the bold words are right or wrong, and if they are wrong, correct them. Give them a few minutes to read the lyrics. Explain that the song is quite fast and they are going to hear it twice. The first time they should only try to hear if the words are right or wrong.
- **1** Play the song once, and let SS compare.
- **2** Play the song again. Check answers.
- If your class like singing you could play the song again for them to sing along.

**Verse 1**

At first I was afraid, I was **horrified** **petrified**  
Kept thinking I could **never** live without you by my side  
But then I spent so many **days** **nights**  
Thinking how you did me **wrong**  
And I grew **strong**, and I learned how to get along  
So you're **here**, from outer space **back**  
I just walked in to find you here with that sad look upon your face  
I should have changed that **stupid** lock  
I **would** have made you leave your key **should**  
If I'd have known for just one **minute** you'd be back to bother me **second**

**Chorus**

Go on now go,  
Walk out the **flat** door  
Just turn around now, 'cos you're not **wanted** any more  
**welcome**  
Weren't you **the one** who tried to hurt me with goodbye  
Did you think I'd crumble? Did you think I'd lay down and **die**?  
Oh no, not I, I will survive  
For as long as I know how to **eat** I know I'll feel alive **love**  
I've got all my **days** to live, and I've got all my love to give **life**  
And I'll survive, I will survive, hey, hey  
**Verse 2**  
It took all the strength I had not to **fall** apart  
Though I tried hard to mend the **bits** of my broken heart **pieces**  
And I spent oh so many **nights**  
Just feeling sorry for **you** **myself**  
I used to cry, but now I hold my head up **high**  
And you see me, **somebody else** **somebody new**  
I'm not that chained up little **girl** still in love with you **person**  
And so you **felt like** dropping in  
And just expect me to be **here** **free**  
Well now I'm **saving** all my loving for someone who's loving me.

**24 Logical explanations**

**3 C**

A pairwork activity to practise deductions about the past. Copy one sheet per pair (or per student).

**LANGUAGE**

*He can't/must/might have ...*

- Give out the copies. Focus on sentence 1 and elicit possible sentences beginning, *He can't have/must have*, e.g. *He can't have met him/been telling the truth/been alive then*. Accept all possible sentences.
- Now tell SS in pairs to complete the deductions for the other nine situations. Monitor while SS are writing to check that they are writing correct sentences.
- When SS have finished get them to test other to see if they can remember the sentences. **A** reads one of the ten sentences to **B**. **B** with the paper face down tries to remember the two responses. They swap roles.

**25 Mystery history words**

**3 C**

An activity to revise **Vocabulary Builder 8 History and politics**. Copy one sheet per student or per pair.

- Give out the copies. Tell SS they have five minutes to write down the words. Tell them they must write them in their notebooks, not on the sheet.
- Check answers.

1 Prime Minister 2 defeated, battle 3 reigned  
4 political parties 5 World War, surrendered  
6 multi-ethnic 7 government, general election 8 right wing party  
9 dictatorship 10 heir, throne  
11 monarch, revolution 12 Civil War 13 Soldiers, armies  
14 policies 15 autonomous government

- Now get SS to cover or put away the answers. Just looking at the sheet, they take turns to read the sentences putting in the missing words. Monitor to correct pronunciation.

## 26 What's the difference?

3 Revision

A team game for SS to revise confusing words, e.g. *story/history* from File 3. Make one copy and cut up into cards.

- Divide the class into two teams (or more if you have a lot of SS) and explain the activity. You give a card to each team and they have 30 seconds to decide what the difference is between the two words or phrases. A spokesperson from the team explains it to the rest of the class. If the explanation is correct, they get a point. Then give them another card each, etc.
- Write up the teams' points on the board as they answer correctly, and add up the points to see which team wins.

### Non-cut alternative activity

Copy one sheet per pair/group. SS ask each other *What's the difference between ...?* choosing random pairs of words. When they've finished, check answers with the whole class.

## 27 TV political debate

3 Revision

A roleplay to revise the language of File 3. Copy one sheet per pair and cut it into A and B.

### LANGUAGE

*We are planning to ...*

*We believe that people should ...*

*If the previous government had ...*

- Divide the class into groups of four. Give out two As and two Bs to each group. If you have odd numbers, have a three with one A and two Bs, or have one pair.
- Go through the instructions with SS. Highlight that they have to decide first how to defend their policies, and second how to attack the opposition's policies.
- 1 Give SS ten minutes for the two As and the two Bs in each group to prepare together. Stress that SS are playing the role of politicians, and it does not matter if they don't personally agree with the policies they have to defend.
- When they have prepared, go through the **Useful language** box and demonstrate the expressive intonation they should use with expressions like *That's ridiculous!* You could also teach *That's nonsense* or *That's rubbish*.
- 2 Set the scene by reminding them that it's a live TV debate the day before elections, and it's the politicians last chance to convince viewers to vote for them.
- SS now have their debate. They can either debate in pairs (one A and one B) or in fours. A begins the debate by proposing his/her first policy, which B then attacks, then B proposes his/her first policy and so on.
- When SS have debated all the policies, ask SS which ones they think would be a good idea in their country and why.

## 28 Guess the drawing!

4 A

A group game. SS draw people/things for their partner to identify. Copy one sheet per group of four and cut it up.

### LANGUAGE

*a long checked skirt*

*an ancient Egyptian monument*

- SS in groups of three or four. Give each group a set of cards face down.
- Demonstrate yourself. Pick a card and try to draw it on the board. Tell SS that they must say exactly what it is. They will always need to use two adjectives, and they must get them in the right order. The first person to identify your drawing correctly gets the card. (Don't worry if you can't draw very well – this just makes the game more fun.)
- SS play in groups, taking turns to pick a card, draw it, and give it to the first person to say what's on the card.
- Stop the activity when one group has used up all the cards. Find out who was the winner in each group.

### Non-cut alternative activity

If you don't have time to cut up sets of cards, make one copy per pair and just cut it in half horizontally. Give A and B half a page each. In pairs, they draw for their partner to say the phrases as above.

## 29 Clothes and fashion vocabulary

4 A

An activity to revise **Vocabulary Builder 9 Fashion**. Copy one sheet per student or per pair.

- Give out the copies. Tell SS they have five minutes individually or in pairs to complete the words. Highlight that the missing letters are all consonants.
- Check answers.
 

1 sandals 2 slippers 3 department store 4 suit, tie  
5 suits 6 match 7 high-heeled 8 smart  
9 window-shopping 10 get changed 11 fur 12 fit, size  
13 short-sleeved 14 take off 15 in fashion
- Now get SS to cover the words and test their memory.

## 30 I wish things could be different!

4 B

A pairwork speaking activity to give SS more practice with *wish*. Copy one sheet per student.

### LANGUAGE

*I wish I hadn't bought that shirt! I wish I could speak Polish!*

- Give out the copies. SS individually write an *I wish ...* sentence in each 'cloud'. Monitor as SS write to check that they are forming the sentences correctly.
- In pairs, SS choose numbers and compare their wishes. Encourage them to explain why. You could demonstrate yourself first by giving a number, saying what your wish is and explaining it, and asking individual SS about theirs.
- Stop the activity when one pair has finished or when you think it has gone on long enough. Get feedback from the class about some of their wishes.

**31 That don't impress me much**

**4 B**

**T4.8** A listening activity based on the song made famous by Shania Twain. Copy one sheet per student. For copyright reasons this recording is not the original version. If you have the original version you could use it instead.

- Give out the song and explain the first task. SS have to read and listen to the song and complete the lyrics.
- 1 Play the song once and check answers.

1 I'm a rocket scientist 117 Brad Pitt 127've got a car  
The chorus should be *That doesn't impress me much.*

- 2 Play the song again and tell SS to try to follow the lyrics. Then give them a moment in pairs to discuss how to answer the question. Check answers.

The first man thinks he's a genius and always thinks he's right and knows everything.

The second man is very vain, obsessed with his appearance.

The third man is in love with his car.

- 3 Remind SS that it is typical for songs to have a lot of colloquial words and expressions. Ask them to look at the first verse and find a colloquial word meaning men (*guys*). Elicit the correct pronunciation /gəiz/.
- In pairs, SS now scan the lyrics to find more colloquial expressions. You could play the song again while they do this.
- Check answers and help with the pronunciation.

1 guys 2 pretty smart 3 you drive me up the wall  
4 a know-it-all 5 don't get me wrong 6 Heaven forbid.  
7 shine his machine (US) 8 You must be joking. 9 cool

**32 A room with a view**

**4 C**

A pairwork fluency activity to revise **Vocabulary Builder 11 Houses and decoration**. In pairs, SS have to find twelve differences between two similar pictures of a room by describing their pictures to each other.

**LANGUAGE**

*There's a mirror over the fireplace. A man and a woman are sitting at the table having breakfast.*

- Get SS to sit in pairs face to face. Give out the copies and stress that **they mustn't look at** each other's pictures.
- Get SS to draw a vertical line (in pencil) down the middle of the picture.
- Explain the activity. A describes the left-hand side of his/her picture to B, in as much detail as possible. B listens and tells A what's different in his/her picture. Then B describes the right-hand side and A listens for differences.
- Continue until one pair has found the twelve differences. Then let SS compare their pictures. Elicit the twelve differences from the class.

- 1 In picture A through the French window in the garden there is a fence.  
In picture B it's a hedge.
- 2 In picture A there are curtains.  
In picture B there are blinds.
- 3 In picture A there's one piece of toast in the toaster.  
In picture B there are two.
- 4 In picture A the mirror above the fireplace is oval.  
In picture B it's rectangular.
- 5 In picture B there's a pair of dogs on the shelf above the fireplace.  
In picture B there's a pair of ducks.
- 6 In picture A there is a cactus in a pot on the bookcase.  
In picture B it's a flowering plant.
- 7 In picture A the family photo has one child.  
In picture B it has two children.
- 8 In picture A there are books on the middle shelf.  
In picture B there are no books on the middle shelf.
- 9 In picture A there is a painting of a seascape.  
In picture B it's of a tiger.
- 10 In picture A there is a ceiling light.  
In picture B there is a hanging lamp.
- 11 In picture A the woman is sitting opposite the man.  
In picture B she is sitting next to him.
- 12 In picture A the clock says 7.15.  
In picture B it says 7.00.

- If SS recently read the *feng shui* text, you could ask them what is good/bad *feng shui* about the rooms (Bad: the cactus, Good: the family photos, the plant in B, the pair of ducks/dogs).

**33 Penny Lane**

**4 C**

A practice activity to revise *have something done*. Make one copy per student or per pair.

**LANGUAGE**

*You can have your photo taken.  
You can have your car repaired.*

- Give a copy to each student, or one per pair. Tell them to look at the picture of a street scene, focus on a shop, and elicit one thing you can have done, e.g. you can have your passport photo taken in Photomania.
- Then give SS five minutes to find ten more things they can have done and where. They should write the sentences for each thing. Stop when one pair has ten and check answers.

**Suggested answers**

- You can...
- 1 have your hair cut.
  - 2 have your legs waxed.
  - 3 have colour photocopies made.
  - 4 have your clothes cleaned.
  - 5 have the stains removed from your clothes.
  - 6 have small repairs done.
  - 7 have your shopping delivered to your house.
  - 8 have your old photos restored.
  - 9 have your films developed in one hour.
  - 10 have a passport photo taken in 10 minutes.
  - 11 have your eyes tested.
  - 12 have your car repaired.
  - 13 have your oil changed.
  - 14 have your brakes checked.

**34 Talk for a minute****4 C**

A group speaking activity to practise using countable/uncountable/plural nouns correctly. Copy one sheet per student.

**LANGUAGE**

*I like wearing clothes that are in fashion but also comfortable ...*

*I don't think politics is a very interesting subject of conversation ...*

- Give out the copies and explain how the activity works. SS should sit in groups of three or four, and decide in what order they're going to speak. The group then chooses a topic for the first speaker, and he/she has to try to talk for a minute about the topic without making any of the mistakes on that topic card and without repeating the same thing. The other members of the group listen and check for mistakes.
- It is important to use some means of timing, either one of the group looking at his/her watch or using a classroom clock.
- When the first student has finished, the others say whether he/she made any of the mistakes on the card. It is then the next person's turn.
- Continue the activity until each student has talked about at least two topics. Get feedback.

**35 Vocabulary revision****4 Revision**

A fluency activity to revise the vocabulary of File 4. Copy one sheet per pair and cut into A and B.

**LANGUAGE**

*It's an adjective which means ...*

*It's a thing that you buy ...*

*It's what happens when ...*

- In pairs, SS sit face to face. Give out the copies to A and B and give them a minute to read their instructions. If they're not sure of the meaning of one of their words, they should check with you or with their book before they start.
- In pairs, A asks B to define, e.g. 1 across. Encourage SS to listen to each other and not just make random guesses. Then B asks A to define, e.g. 1 down.
- When they've both finished they can check they've got the words right by comparing their crosswords.

**36 Communication breakdown!****4 Revision**

An argument roleplay to give fluency practice and revise some of the language from File 4. This can either be done after 4B or when SS have finished the whole file. Make one copy per pair and cut into A and B.

**LANGUAGE**

*you used to ... but you don't ... any more.*

*I wish you wouldn't ...*

- This roleplay works best if you can actually put SS in pairs with one male and one female student, though obviously

this will not always be possible, and it will work well even if some SS are taking on the role of the opposite sex.

- First set the scene. Explain that you have two friends, Natalie and Kevin. Tell SS that they got married two years ago and at first they were very happy but now they are having problems. Elicit what problems you think they might have after two years of marriage.
- Now write up on the board:  
*They \_\_\_\_\_ to be happy, but now they aren't.*  
*They don't understand \_\_\_\_\_ any \_\_\_\_\_.*  
Elicit the missing words (*used, each other, more*).
- Now tell SS that they're going to take the parts of Kevin and Natalie and try to discuss and solve their problems. Give out the copies and give SS five minutes to read their instructions. **They must not look at their partner's sheet at all.** Tell them to highlight what they think is key information and try to memorize it. (They should not refer to their role cards during the conversation unless absolutely necessary.)  
As a memory aide they should turn over the sheet and note down the four points they have to discuss on the back.
- When SS are ready, get them to sit face to face and they turn their role cards over. Set the scene, *It is after dinner and you are sitting at the dinner table.*
- Set a time limit, e.g. ten minutes and highlight the instruction *Keep calm and don't lose your temper.* Emphasize that they should try to come to an agreement on each point.
- Kevin begins the conversation. SS should soon begin discussing their problems very animatedly! Let the conversations/arguments carry on until you think most pairs have discussed all the points. Give a three-minute warning for SS to come to some kind of agreement.
- Say *Stop!* and then get each pair to quickly tell the class what decision they have come to and what was the main problem(s) they had.

**37 Old friends: Test your tenses****5 A**

A controlled practice activity to revise tenses.

**LANGUAGE**

Revision of the present simple/continuous, past simple and present perfect simple/continuous

- 1 SS can do this individually or in pairs. Give out the copies. Go through the instructions and highlight that they should write the verbs in the VERB column and which tenses they should choose from.
- Allow at least ten minutes for SS to finish, and then check answers. See how many SS got right.

1 didn't recognize 2 haven't seen 3 met 4 was  
5 are you doing 6 'm living/live 7 've just come back  
8 have you been living/have you lived 9 've been  
10 bought 11 are wearing 12 have you been  
13 had 14 broke 15 went back 16 Do you still live/  
Are you still living 17 'm living 18 've been looking  
19 've seen 20 haven't found 21 'm meeting

- 2 Now get SS to read the dialogue in pairs to practise sentence rhythm. Fast finishers could try to repeat this from memory covering the VERB column.



**38 Idioms: animals and more****5 A**

An activity to revise the animal idioms from **Vocabulary Builder 12 Animals and conservation** and to teach SS some new idioms. Copy one sheet per student.

- First tell SS that native speakers often use idioms to make their language more colourful, but they can be difficult for foreign speakers to use correctly. If you just make a small mistake, the idiom sounds completely wrong.

- 1 Give out the copies and give SS a few minutes in pairs to correct the animal idioms. Check answers.

1 black sheep 2 hen party 3 guinea pig  
4 pig-headed 5 zebra crossing 6 snail mail

- 2 SS match the classroom idioms to their meanings. Check answers.

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

- 3 Focus on the pictures of the parts of the body and tell SS that these represent the missing words. Tell them to try to make a logical guess for each one, even if they've never heard the expression before. Check answers.

1 foot 2 fingers 3 leg 4 hand 5 eye 6 head

- 4 SS test each other in pairs. Encourage SS to use the classroom idioms in the future.

**39 Each, every, all, any, both, either, neither****5 B**

A controlled activity to give SS more practice with quantifiers. Copy one sheet per student or per pair.

**LANGUAGE**

*each, all, every, any, both, either, neither*

- Give out the copies. Focus on the picture and elicit that it shows a health centre. SS have to read each sentence and then look at the picture to decide what quantifier to use to complete it. SS can do this either individually or in pairs.
- If you like you can set a time limit, e.g. five minutes and do this as a race.
- Check answers.

1 Everybody 2 Anybody 3 every 4 Neither  
5 anybody 6 both 7 anywhere 8 no 9 each  
10 anything 11 nothing 12 anything 13 all  
14 All 15 any 16 Nobody 17 Every

**40 Word-building****5 B**

A pairwork activity to give SS oral practice with word formation. Make one copy per pair and cut into A and B.

- Give out the copies and get SS to sit face to face. Give them a few moments to read the instructions and then check that they understand. They each have to read out a sentence slowly, saying 'bleep' where there is a missing word. Their partner has to form a word from one of the bold words in his/her box to complete the sentence.
- You could begin by eliciting the suffixes for forming

nouns, verbs, adjectives and adverbs SS learned in 5B (SB p. 75) and writing them on the board.

- B reads out his/her first sentence, repeating it as many times as necessary for A to get the right word.
- A then reads his/her first sentence, or if SS prefer they could do all A's sentences first, and then all B's.
- SS continue until they've finished all the sentences.

**41 You're so vain****5 B**

**T5.5** A listening activity based on the song made famous by Carly Simon. Copy one sheet per student. For copyright reasons this recording is not the original version. If you have the original version you could use it instead.

- Give out the song and explain the task. SS have to listen to the song and complete the lyrics. They are given the category of the missing word to help them, so that they know that for example 1 is a form of transport
- Give SS a few minutes to read the song lyrics with the glossary.
- Play the song once and SS compare answers.
- Play it again, stopping if necessary after each verse or after the relevant lines. Check answers.

1 yacht 2 eye 3 scarf 4 mirror 5 years 6 naive  
7/8 clouds 9 horse 10 eclipse 11 spy

- Get SS to read the biodata as it will help them to understand the song and why it was written. If your class like singing you could play the song again for them to sing along.

**42 Relatively speaking****5 C**

A controlled practice activity to revise relative pronouns. Copy one sheet per student.

**LANGUAGE**

*who, which, whose, what*

- Give out the copies.
- 1 Set a time limit, e.g. ten minutes for SS in pairs to write the relative pronouns in the column. Emphasize that they must use one of the four given, i.e. *who, what, whose, or which* (not *that* or *whom*). Get SS to compare with a partner.
- 2 Check answers.

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

- 3 SS answer the two questions in pairs.

a A 2, 3, 9 B 12, 16, 18 C 19, 20, 21, 24  
b A 3 C 19

- 4 To test their memory, get SS to work in pairs. A covers the **RELATIVE(S)** column and reads the first text, putting

in the missing relative pronouns from memory. B listens and corrects. They swap roles for the second text.

**43 Words with two meanings** **5 C**

An activity to give more practice with words which have two meanings. Copy one sheet per student or per pair.

**LANGUAGE**

Words with two meanings

- Give out the copies, and set a time limit, e.g. five minutes for SS to complete the words in pairs. Before they start remind them that the word must work for both definitions.
- Check answers.

- 1 park 2 book 3 bank 4 sign 5 train 6 fly  
7 ring 8 right 9 arms 10 make up 11 run  
12 save 13 hard 14 mouse 15 tip 16 station

**44 Odd word out** **5 Revision**

A quiz to revise the vocabulary of File 5. Copy one sheet per student or pair.

- SS in pairs decide which word is different in each group of four and say why. Set a time limit, e.g. ten minutes.
- Check answers. Accept any reasonable answer as to why one word is different as there may be more than one.

- 1 goat (it's a farm animal)
- 2 eel (the others are all insects)
- 3 wolf (the others are all pets)
- 4 sheep (the others are all words for young animals)
- 5 paws (the other are all parts of birds)
- 6 zoo (the others are all places where animals live in their natural habitat)
- 7 old (the others are physical handicaps)
- 8 memorable (the others are verbs)
- 9 survival (the others are adjectives)
- 10 forgive (the others are adjectives)
- 11 friendly (the others are adverbs)
- 12 foreign (the others are all synonyms)
- 13 coincidence (the others all are or were people)
- 14 eat (all the others have more than one meaning)
- 15 milk (the others all have a silent l)

**45 Do you agree?** **5 Revision**

A pairwork speaking activity to revise the topics and language of File 5. Copy one sheet per student.

- 1 Give out the copies and tell SS to spend a moment looking at the pictures, which will prepare them for what they are going to discuss. They then read the opinions and mark them 1-3.
- 2 SS compare their marks in pairs and explain why. Monitor, correcting especially any mistakes which relate to grammar or vocabulary from File 5.
- Get feedback from individual pairs.

**46 Gerunds and infinitives dominoes** **6 A**

A card game to practise gerunds and infinitives. Copy and cut up one set of dominoes per group of four students.

**LANGUAGE**

Gerunds and infinitives

- In groups of four, SS sit round a small table if possible. Give out one set of dominoes to each group and get SS to shuffle them and deal them all out. SS should try to have their dominoes in front of them so that they can see them but others can't. Give SS a moment to read the sentences on their dominoes.
- The youngest student in each group starts by placing a domino in the middle of the table. Then the student on his/her left tries to put another domino either in front of or behind the first one to make a correct sentence. When he/she has done so, or if none of his/her dominoes fit, the next player has a try.
- SS continue placing dominoes on the table until either one student has no dominoes left and so has won, or until they reach a situation where nobody can place a domino. In this case the student with the least number of dominoes left is the winner.
- When the game has finished tell SS to leave the dominoes on the table and check that they have all been placed correctly.

**Non-cut alternative activity**

If you don't have time to cut up dominoes, copy one sheet for each pair.

- Get them to write number 1 on the right-hand part of the first domino, where the sentence begins *Before doing your driving test ...*
- They must then find a domino where the left-hand side matches, i.e. is a continuation of the sentence (... *parking your car in small spaces*), and write 1 on it. They then write number 2 on the right-hand side of the same domino (*Martin's family ...*) and then look for the continuation.
- SS continue until they have linked up all the dominoes. The first pair to finish wins. Check answers by getting SS to read out all the complete sentences.

**47 The alphabet race: Crime vocabulary** **6 A**

An activity to revise **Vocabulary Builder 13 Crime and punishment**. You could use this as a vocabulary test for SS after they have learned the words for homework. Copy one sheet per student (or per pair).

- Give out the copies. Tell SS they have five minutes in pairs to complete the words. Highlight that each word begins with a different letter of the alphabet. You may want to give SS a bit longer than five minutes, until at least one pair has finished.
- Check answers.

A arrested B blackmail C clues D denied  
E evidence F fine G guilty H hijacked I illegal  
J jury K kidnapped L life M magistrate  
N noticed O offence P pickpocket Q question  
R release S shoplifters T trial U under V verdict  
W witness X X-ray Y Young Z zebra

- Now get SS to test each other. A (with sheet) says a letter of the alphabet and the gapped sentence/definition, B (with sheet face down) has to remember the word. After a couple of minutes they swap roles.

#### 48 You're the judge!

6 A

A discussion activity to give SS more practice with the vocabulary of crime. Copy one sheet per student.

##### LANGUAGE

*I think he should be given a life sentence because his crime is very serious ...*

- Give out the copies. Explain to SS that they have five situations and for each one they must decide on the punishment. Give them five minutes to read the situations and make their choices. Emphasize that if they choose a fine they must also decide how much (in local currency) and if they choose a prison sentence they should specify how long.
- In small groups of three or four, SS debate the best 'punishment' for each situation, giving their reasons. They should try to agree between them on one 'sentence'.
- Monitor and correct any misuse of the crime vocabulary they have just studied.
- Get feedback to see what sentences SS proposed for each situation.

#### 49 Guess the sentence

6 B

A pairwork activity to revise reported speech. Copy one sheet per pair and cut into A and B.

##### LANGUAGE

*I apologized to Ros for losing the book ...  
We regretted staying in that hotel ...*

- In pairs, SS sit face to face. Give out the copies to A and B.
- Demonstrate first by writing on the board.  
*The teacher suggested \_\_\_\_ after class.*  
Write the complete sentence in big letters *The teacher suggested having a coffee after class* on a piece of paper but **don't show it to the class.**  
Tell the class they have to guess the missing words. Elicit possible completions from SS until someone says *having a coffee*, and then show them the piece of paper so they can see they've said exactly what you had written down.
- Explain that half of their sentences have gaps, and their partner has the complete sentence. In turns, they must read their sentences to each other, completing the gap in a logical way, until they say the exact sentence that their partner has, e.g.  
A *I apologized to Ros for forgetting the book she'd lent me.*  
B *No. Nearly. Try again.*  
A *... for losing the book she'd lent me.*  
B *That's right.*
- If you like, you could tell SS that if their partner is completing the sentence with the right verb but in the wrong form, they can say 'Wrong grammar' so that their

partner realizes he/she needs to change the form of the verb.

- Now give SS a minute to read their sentences and think of possible completions, but **not to write them in.**
- SS sit face to face. They **mustn't** look at each other's copies. A says his/her sentences to B. Stress that students should say the whole sentence each time, not just the missing words, and they **should do the whole exercise orally** without writing anything.
- Now B says his/her sentences to A.
- When they've finished they could swap papers and repeat the activity.

#### 50 Reporting verbs crossword

6 B

A split crossword to revise the meaning of the different reporting verbs. Copy one sheet per pair and cut into A and B.

##### LANGUAGE

*I'm terribly sorry about ... = apologize  
If you do that again ... = threaten*

- In pairs, SS sit face to face. They **mustn't** look at each other's copies. Give out the copies to A and B and give them a minute to read their instructions.
- Highlight that they must **not** give a definition of the verb, but they use examples in direct speech. Demonstrate yourself first by making various suggestions, e.g. *Why don't we have a coffee? How about watching a video?* to elicit the verb *suggest*.
- Then give SS five minutes to think of sentences for each of their verbs. Tell them that they can write them down if they like.
- In pairs A gives examples in direct speech to elicit *regret*. Then B gives examples in direct speech to elicit *refuse*.
- When they've both finished they can check they've got the words right by reading the 'mystery phrase' (*Reporting words*).

#### 51 Connect the sentences

6 C

A pairwork activity to practise connectors. Copy one sheet per pair (or each).

##### LANGUAGE

Clauses expressing purpose/contrast  
*although, in spite of, so as to, etc.*

- Before you give out the copies remind SS of the meaning of *fold*, and show SS how they should fold their sheets (or fold them beforehand yourself).
- Give out the copies and make sure that SS fold them correctly, and are looking at the left-hand column. Then tell them they have five minutes to complete each sentence in what they think is the most logical way. SS could do this in pairs or individually, and should write their continuations on the sheet after the three dots.
- Check what they have written, accepting all suggestions that make sense and are grammatically correct.
- Now get SS to unfold the sheet and match the continuations a-l with the first parts of the sentences.

Then they check how many are exactly the same as what they wrote. Check answers.

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

- Get feedback to see if any pairs wrote sentences the same as continuations a–l.
- Now get SS to fold the sheet again and look only at the continuations a–l. Read out the first one and see who can remember how the sentence began, e.g.  
T *a check-up*  
SS *I went to the doctor's yesterday for a check-up.*
- SS continue in pairs.
- Check with the whole class.

## 52 Wonderful tonight

6 C

**T6.14** A listening activity based on a song by Eric Clapton. Copy one sheet per student. For copyright reasons this recording is not the original version. If you have the original version you could use it instead.

- First ask SS if they can remember the story behind the song *Wonderful tonight* (Eric Clapton wrote it for Patti Boyd after they got married). Then give out the copies.
- Play the song once for SS to mark where the missing words go.
- Play the song again for SS to identify what the missing words are. Check answers (see the tapescript below).
- If your class like singing you could play the song again for them to sing along.

It's late in the evening, she's wondering what clothes to wear.

She puts on her make up and brushes her long, blonde hair

And then she asks me, 'Do I look all right?'

And I say, 'Yes. You look wonderful tonight.'

We go to a party and everyone turns to see

This beautiful lady that's walking around with me

And then she asks me, 'Do you feel all right?'

And I say, 'Yes, I feel wonderful tonight.'

I feel wonderful because I see the love light in your eyes

And the wonder of it all is that you just don't realize

How much I love you.

It's time to go home now and I've got an aching head

so I give her the car keys, she helps me to bed.

And then I tell her as I turn out the light I say,

'My darling you were wonderful tonight.' (repeat).

## 53 Remember the phrase

6 Revision

An activity to revise verb phrases mainly from File 6 but also from earlier files. Copy one sheet per student.

### LANGUAGE

*keep a secret, take an overdose, etc.*

- Give out the copies. Either give SS two minutes to complete the phrases in 1 and then check answers and do 2, or give them five minutes to do both sections.

- Check answers.

- 1 keep 2 market 3 pay 4 pretend 5 cheat  
6 rob 7 set up 8 steal 9 tell 10 go 11 commit  
12 be
- 2 make sense, an effort, a profit, sb redundant  
do business, the housework, an experiment, marketing  
take sb to court, an overdose, into account, sth seriously  
have an alibi, an operation, your hair cut, a sense of humour

- In pairs SS test each other. A says an expression without the verb, B says the verb, e.g.  
A *a secret*  
B *keep a secret.*  
After two minutes they swap roles.

## 54 to go, go or going?

6 Revision

A controlled practice activity to revise verb forms (gerund or infinitive with/without *to*). This activity could be used as a quick test. Make one copy per student.

### LANGUAGE

Verb forms

- Give out the copies. Tell SS that they have ten minutes to decide what form of *go* each sentence requires – *to go*, *go* or *going*. Remind SS to write in the VERB column, not in the shaded boxes.
- Get SS to compare with a partner and then check answers.

1 going 2 to go 3 go 4 going 5 to go 6 going  
7 going 8 to go 9 going 10 going 11 to go  
12 to go 13 going 14 to go 15 going 16 going  
17 go 18 to go 19 go 20 going 21 to go  
22 going 23 to go 24 to go 25 going 26 to go  
27 to go 28 going 29 to go 30 Going

- SS cover the VERB column and test themselves. They could also test each other in pairs, e.g.

A *I love ...*

B *... going*

## 55 Break their alibi

6 Revision

A roleplay which revises question forms, crime vocabulary, reported speech and verb forms in general. This activity will probably take at least half an hour, but it will give SS listening and speaking practice, will recycle language from the file, and is usually very enjoyable. Copy one sheet per four SS and cut into three.

### LANGUAGE

*What was your friend wearing?*

*A said he met a friend – but B denied it.*

- Before giving out the photocopies, set the scene. Tell SS that there was a robbery last night at the school at 8 o'clock, and the End of Year exam and a large amount of money was stolen from the school safe in the director's office. The police have been called to investigate. One of the suspects is a student in this class, but he (or she) has an alibi, a friend who says they spent the evening together ...



- Divide the class into groups of four. Each group should consist of two pairs. Give one pair an **A** and a **B** role card, the other pair a Police Inspector card. (If you have odd numbers, you could have three police inspectors in one group.) Give SS a few minutes to read their instructions.
- Now tell all the suspects (**A** and **B**) to move to one side of the classroom, and all the police inspectors to move to the other side. They both have ten minutes, the suspects to plan their alibis, and the police officers to plan what questions to ask to try to catch the suspects out. It's **important that the two police inspectors have copies of the questions they write, which should be the same, as they will each interview a different suspect.** Move round the class monitoring and helping.
- Now set up the interrogations. Get each **A** suspect to go with one of the police inspectors from their group to one side of the classroom, and each **B** to go with the other inspector as far away as possible on the other side. The police inspectors now interview the suspects with their questions and take notes of their answers.
- Allow ten minutes for the interrogation. When these interviews have finished, the two police inspectors from each group compare **A** and **B**'s answers to see if they have found the differences in the suspects' stories.
- Finally, for each group find out if **A** and **B** are innocent (all the details were identical) or guilty (differences).
- With a small class you could do this as a whole class activity with the two suspects going outside.

### 56 Like, as or nothing?

7 A

A controlled practice activity to revise *as* and *like*. Make one copy per student.

#### LANGUAGE

*She swims like a fish.*

*He works as a doctor.*

- Give out the copies. Tell SS that they have five minutes to write *as*, *like*, or *-* in the column on the right. Remind SS not to write in the shaded boxes, and that in one sentence both are possible.
- SS compare with a partner and then check answers.

1 like 2 as 3 like 4 - 5 as 6 as 7 like 8 as  
9 like 10 like 11 as 12 like 13 as 14 - 15 like  
16 - 17 as 18 - 19 as 20 like 21 like 22 -  
23 like 24 like/as 25 as 26 like 27 like 28 as  
29 like 30 like

- SS cover the *like/as/-* column and test themselves.

### 57 More forbidden words

7 A

More cards for SS to play the game from 7A **Making conversation** but this time in teams. Make one copy per group of four and cut into cards.

#### LANGUAGE

*It looks/looks like ...*

*It feels/feels like ...*

*It tastes/tastes like ...*

*It looks/feels/tastes as if ...*

- Put SS in groups of four, two **As** (one team) and two **Bs** (the other team). Give out one set of cards to each group which SS place face down on a desk.
- Explain carefully the rules of the game:
  - One **A** picks a card. He/she has to define in one minute the **bold** word at the top of the card to the other **A** (his team partner), but without using any of the four 'forbidden words' in the definition. **A** must use at least one of the verbs of the senses, e.g. *feels*, *smells*, etc.
  - One of the **Bs** sits behind **A** looking at the card and making sure that he/she doesn't use any of the forbidden words.
  - The other **B** times the minute.
  - If **A** communicates the word successfully to his/her team partner within a minute, they keep the card.
  - Now one of the **Bs** picks a card and they continue as above, until all the cards have been used. The team who were able to keep the most cards are the winners.
- Demonstrate the game by getting one group to play with one card in front of the whole class.

#### Non-cut alternative activity

If you don't have time to cut up sets of cards, make one copy per pair and just cut it in half horizontally (or if you haven't got scissors get students to fold each page half horizontally). Give **A** and **B** half a page each (or different halves of the folded page). In pairs they try to define the words to each other within a minute without using the forbidden words.

### 58 The passive: American trivia

7 B

A controlled practice activity to revise the passive. Make one copy per student or per pair.

#### LANGUAGE

Different passive tenses

- Give out the copies. Tell SS that they have five minutes to complete the seven texts with the verbs in the correct tense of the passive. They can do this individually or in pairs.
- Check answers but don't tell SS yet if the texts are true or false. Sometimes there is more than one possibility so accept whatever makes sense.

1 was captured, is said, was painted,  
2 is believed, is/was based, was first played, was introduced  
3 is being filmed, will be told, has been asked/was asked  
4 is said, were (being) given away/are given away, has been sent  
5 are made, be detected  
6 is believed, were called, were made  
7 has been included/will be included, will be sent/is going to be sent, will be left

- Now tell SS to reread the texts and decide which ones they think are true and which are false. Check answers.

1 T 2 F 3 F 4 F 5 F 6 T 7 F

**59 US or British English?****7 B**

An activity to revise and extend SS' knowledge of US vocabulary. Make one copy per student.

**LANGUAGE**

American and British vocabulary

- Give out the copies. Tell SS to look at each picture and then find the British and American word for it in the circles below. Set a time limit, e.g. five minutes.
- Check answers.

1 UK rubbish US garbage 2 UK pavement  
US sidewalk 3 UK flat US apartment 4 UK shop  
US store 5 UK lorry US truck 6 UK petrol US gas  
7 UK lift US elevator 8 UK garden US yard  
9 UK sweets US candy 10 UK autumn US fall  
11 UK chemist's US pharmacy 12 UK wardrobe  
US closet 13 UK underground US subway  
14 UK trousers US pants 15 UK tap US faucet

- SS test each other. A says a British word and B says the US word. After a couple of minutes get B to test A by saying the US word for A to say the British word.

**60 So/such race****7 C**

A controlled practice activity to revise *so* and *such*. Make one copy per student.

**LANGUAGE**

*She's so boring that ...*

*It was such a nice day that ...*

- Give out the copies. Tell SS that they have ten minutes in pairs to complete the sentences in a logical way.
- Get them to compare with another pair and then check answers. Accept all answers that make good sense.

**Suggested answers**

1 fast/badly/dangerously/slowly 2 an awful day/a rainy/  
cold/horrible day 3 comfortable/soft 4 a difficult/  
hard exam/test 5 tall 6 delicious wine 7 much  
traffic 8 a terrible voice 9 a boring match 10 mean/  
selfish 11 a fascinating book/interesting magazine  
12 good-looking 13 easy questions 14 a boring class  
15 vain

- Check SS scores out of 15. Then tell them to cover the sentences and look only at the pictures, and try to remember the sentences.

**61 Shakespeare quiz****7 C**

A light-hearted quiz about Shakespeare's life and works. Use it if SS enjoyed the texts in 7C and you think they would like to know a bit more about Shakespeare. Make one copy per group of three/four.

- Give out one copy of the quiz to each group. Set a time limit, e.g. ten minutes for the whole quiz, or do it round by round.
- When the time is up, check answers and get SS to work out their scores.

Round 1 1 a 2 b 3 b 4 c 5 b 6 a 7 c 8 b

Round 2 9 *The Merchant of Venice* 10 *King Lear*  
11 *Antony and Cleopatra* 12 *A Midsummer Night's*  
*Dream* 13 *King Henry the Fifth*

Round 3 14 *Romeo and Juliet* 15 *Julius Caesar*  
16 *Richard III* 17 *Hamlet* 18 *Othello*

**62 Quick test: Grammar revision****1-7 Revision**

A quick test to revise grammar from the whole book. This could be used as revision before SS do their final end-of-course exam. Copy one sheet per student.

- SS either in pairs or individually. If SS are going to do a final test later, it may be a good idea for SS to do this test in pairs and discuss which tense is needed, though this will probably take longer than if they do it on their own. You could give SS time to look through the **Grammar Summary** on p. 146-152 before they start.
- Give out the copies and set a time limit, e.g. ten minutes.
- Get SS to compare with a partner if they've done the test on their own. Check answers and find out SS' scores.

1 will have finished 2 'll be wearing 3 have it cut  
4 have told 5 hadn't forgotten 6 wouldn't have  
missed 7 had come 8 have got lost 9 have been  
watching 10 had 11 have you had 12 happened/  
had happened 13 arrives 14 getting up 15 finishes  
16 stealing 17 not to travel 18 have you been waiting  
19 had been crying 20 have known

**63 The describing game****1-7 Revision**

Vocabulary revision cards in topic groups. Copy and cut up one set of cards per pair.

- SS in pairs or small groups. Give each pair a set of cards face down. Demonstrate by taking a card, telling SS what the group is, and defining the first word.
- SS continue in pairs, picking a card, saying a topic, and defining the words and expressions on it. They should try to take no longer than two minutes per card.

**Non-cut alternative activity**

Copy one sheet per pair and cut it in half vertically. Give A and B half each and continue as above, but with A and B choosing which group to define in random order.

**64 Phrasal verbs revision****1-7 Revision**

An activity to revise phrasal verbs from the whole book. This could be used as revision before SS do their final end-of-course exam. Copy one sheet per student.

- SS either in pairs or individually. You could give them time to look through **Vocabulary Builder 2** and the **Remember Phrasal Verbs** sections at the end of each C lesson before they start.
- Give out the copies and set a time limit, e.g. ten minutes. Remind SS to put the phrasal verbs in the right tense for the sentence (usually the past).
- If you see that SS are finding it hard to remember the phrasal verbs, you could help them either by telling them

the verb (but not the particle) for each one, or by writing the verbs and prepositions (jumbled as below) in two boxes on the board.

break	carry	get	go
feel	make	pay	pick
put	run	sell	set
take	turn	wear	work

away	away with	back	into
like	on	out	over
up	up with	with	

- Get SS to compare with a partner if they've done the activity on their own. Check answers and find out SS' scores.

1 turned up 2 broke up/split up 3 sold out  
 4 made up 5 worn out 6 worked out 7 taken over  
 8 gave/paid back 9 put up with 10 feel like 11 went on/carried on  
 12 go with 13 set up 14 got away with 15 picked up  
 16 Put ... away/Tidy ... up  
 17 turned into 18 put out 19 getting over  
 20 ran away

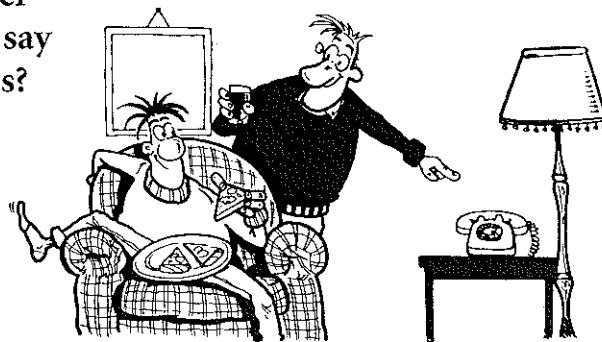
<b>65</b>	<b>Speaking game: Hide your sentence!</b>	<b>1-7</b>	<b>Revision</b>
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A game to give SS speaking practice and to revise the language of the whole book. Copy and cut up one sheet.

- SS in pairs. Explain the activity. They will be given a strip of paper with a sentence on it. They have to invent a conversation between them where the sentence on the card is totally integrated, and thus hidden. They will then act out the conversation and the rest of the class have to identify the 'hidden sentence'.
- You could demonstrate the activity by taking one of the sentences and incorporating it into a monologue.
- Then give one sentence to each pair and allow them at least five minutes to plan their conversation.
- Get one pair to have their conversation in front of the class. Other pairs listen and write down what they think was the hidden sentence. If the class is very big, you could divide it in half and have two pairs doing their conversation, each to half the class.



Can you remember what to say / not to say in these situations?



1 You're at the airport checking in. The airline steward says something about your flight being delayed, but you don't understand her. What could you say?

- a) Sorry, could you repeat?
- b) What did you say?
- c) Could you say that again, please?

8 You're in a friend's house and need to make a phonecall. What could you say?

- a) Do you mind if I use your phone?
- b) May I to use your phone?
- c) I want to make a call, OK?

2 You're at a restaurant. The waiter has brought you chicken but you asked for steak. What do you say to the waiter? Excuse me, ...

- a) I ordered steak, not chicken.
- b) I don't want this chicken.
- c) I didn't ask chicken, I asked steak.

9 You phone your friend Sally in Britain. Someone you don't know answers the phone. What do you say?

- a) Who's calling?
- b) Is Sally there, please?
- c) Can I speak to Sally? I'm David.

3 You're staying at a hotel, and you have to get up at 7.15 the next morning. What do you say to the receptionist?

- a) Could you wake me up at 7.15 tomorrow, please?
- b) Call me at 7.15 tomorrow.
- c) Can you to call me tomorrow at 7.15, please?

10 You are staying with a family in the UK. You break one of their glasses and you want to apologize. What do you say?

- a) Excuse me.
- b) I'm really sorry.
- c) I'm terrible sorry.

4 You phone a friend's house. His mother, who you've never spoken to before, answers and says he's out. What could you say to her?

- a) Can you tell him I call back later?
- b) Can I leave a message?
- c) Oh no! Where is he?

11 You're on holiday with a friend. You've got a camera but you'd like a photo with both of you in it. You stop a stranger. What do you say to him/her?

- Excuse me, ...
- a) would you mind take a photo of us?
- b) do you think you could you take a photo of us?
- c) sir! Take a photo of us, please.

5 You bought some jeans yesterday but when you got home you saw the zip was broken. You take them back the next day. What do you say to the shop assistant?

- a) Give me back my money.
- b) I'd like my money back, please.
- c) Could I have back my money, please?

12 You're with some friends after class. You haven't decided what to do in the evening, so you suggest going to the cinema. What could you say?

- a) Let's see a film.
- b) We'll see a film.
- c) Why we don't see a film?

6 You have just bought a ticket from London to Oxford. The train leaves at 11.15 and you want to know more or less what time you'll arrive. What could you say to the ticket clerk?

- a) How long does it take?
- b) What time does the train I am going to catch arrive at its destination?
- c) What time we get to Oxford?

13 You've arranged to go out with some friends but you're not sure where to meet. What do you say?

- a) Where do we meet?
- b) Where shall we meet?
- c) Where we can meet?

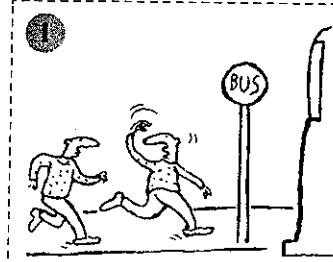
7 You're on holiday and you're trying to find the station but you've got lost. You stop someone in the street. What could you say? Excuse me, ...

- a) could you tell me the way to the station?
- b) how do I get the station?
- c) you! Tell me where the station is.

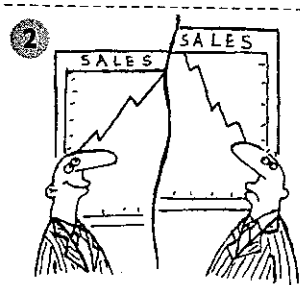
14 You're in a restaurant and the waiter has just brought you the bill. It isn't right. What do you say to him?

- a) Hey waiter! This bill's wrong.
- b) Excuse me. I think there's a mistake in the bill.
- c) I'm frightened you've made a mistake.

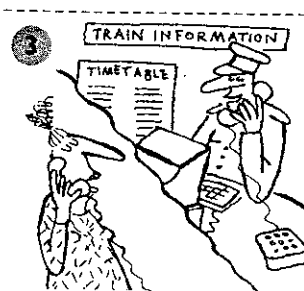




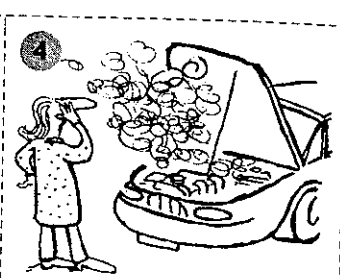
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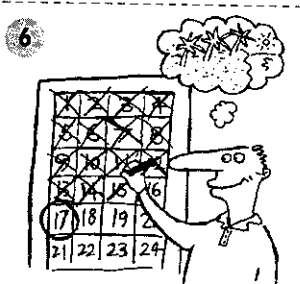
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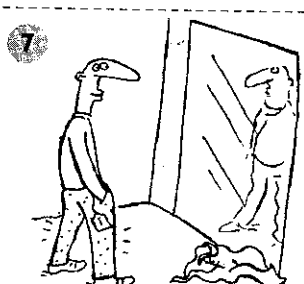
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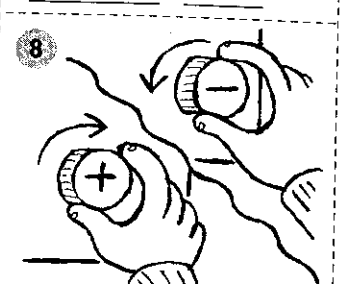
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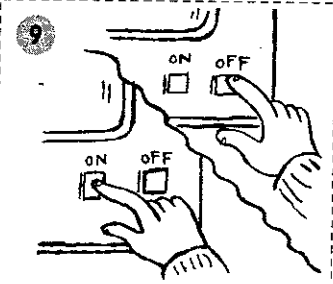
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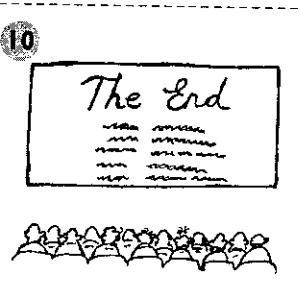
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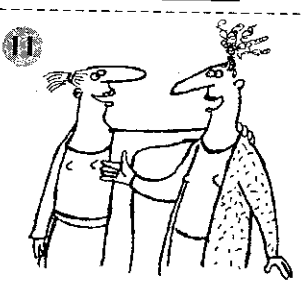
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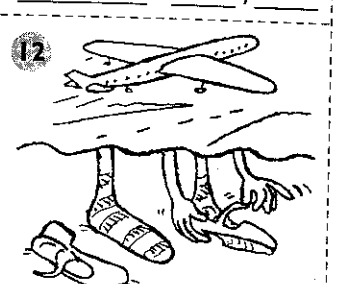
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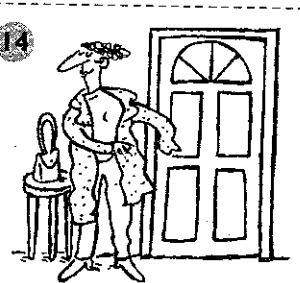
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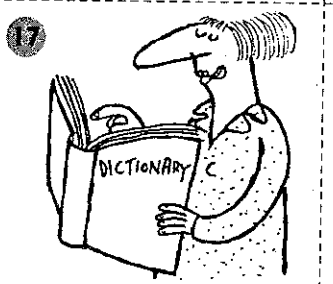
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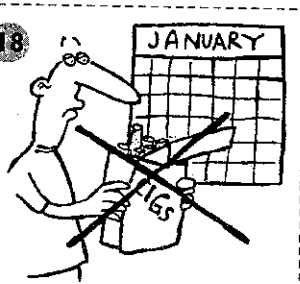
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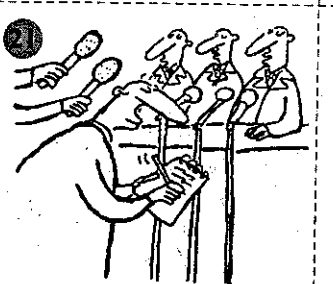
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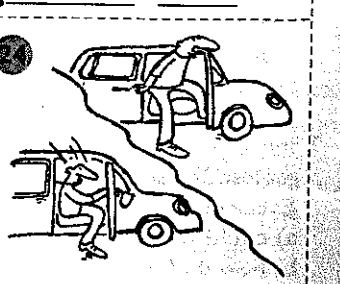
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g

## A

- 1** Ask B for definitions of your missing phrasal verbs, e.g.

*What's 2 down?*

- 2** Look at your crossword. Answer B's questions. Don't say the word but give a definition, e.g.

It's what you do when ...

It means ...

For example ...



## B

- 1** Look at your crossword. Answer A's questions. Don't say the word but give a definition, e.g.

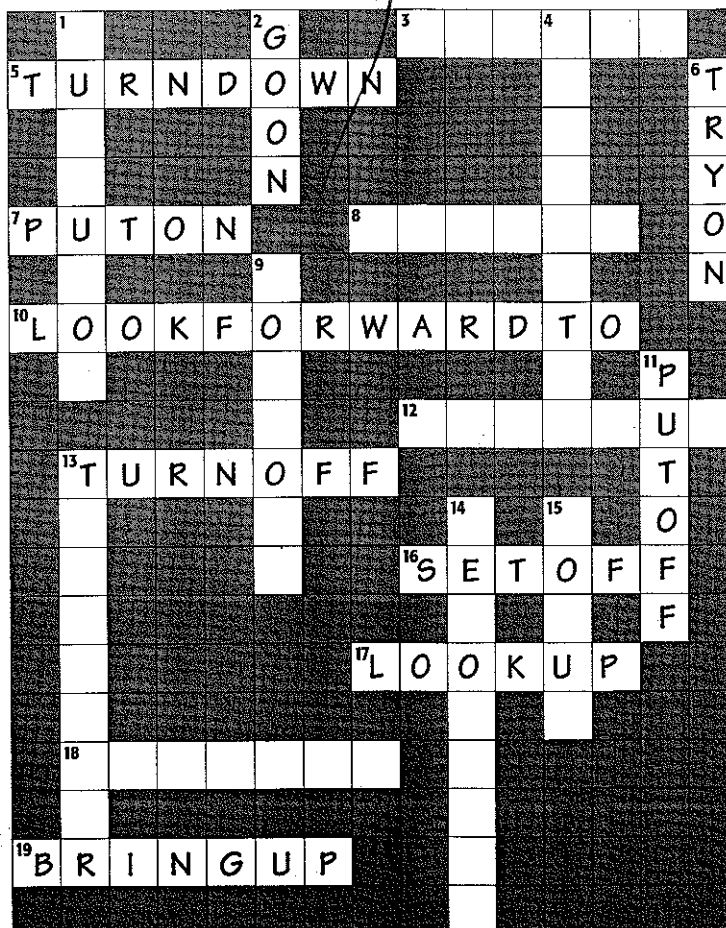
It's what you do when ...

It means ...

For example ...

- 2** Ask A for definitions of your missing phrasal verbs, e.g.

*What's 1 down?*



1 In pairs, guess the missing words in the questions. Don't write them.

2 Choose a topic. Interview a partner.

### Your home

- |                          |  |
|--------------------------|--|
| 1 Where _____ ?          | 4 _____ get _____ well with _____ other? |
| 2 How long _____ there?  | 5 What _____ argue _____ ?               |
| 3 Who _____ live _____ ? |  |

### Getting around

- |                                |   |
|--------------------------------|---|
| 1 How _____ to work or school? | 4 _____ happy _____ it?                     |
| 2 How long _____ take ?        | 5 What _____ favourite form of _____ ? Why? |
| 3 What car _____ ?             |   |

### Free time

- |   |                                  |
|---|----------------------------------|
| 1 What _____ enjoy _____ in your free time? | 3 How _____ out during the week? |
| 2 What _____ of music _____ like?           |                                  |

### Lifestyle

- |                               |                                  |
|-------------------------------|----------------------------------|
| 1 _____ smoke?                | 3 How _____ hours _____ sleep?   |
| 2 How _____ coffee _____ day? | 4 What sport or exercise _____ ? |

### Travel

- |                                  |                            |
|----------------------------------|----------------------------|
| 1 Have _____ Britain or America? | 3 Who _____ go _____ ?     |
| 2 Where _____ stay?              | 4 _____ it? Why ( _____ )? |

### Childhood and school

- |                                  |                                    |
|----------------------------------|------------------------------------|
| 1 Where _____ born?              | 3 _____ have _____ wear a uniform? |
| 2 Which primary _____ go _____ ? | 4 What _____ best/worst _____ ?    |

### A female relative (mother, sister, aunt, niece, cousin)

- |                   |  |
|-------------------|--|
| 1 What's _____ ?  | 4 What _____ look _____ ? (appearance) |
| 2 How old _____ ? | 5 What _____ like? (personality)       |
| 3 What _____ do?  |  |

**A 1** Write the question for the answer in CAPITALS.

Example: The capital of Scotland is (EDINBURGH).

*Can you tell me what the capital of Scotland is?*

- 1 The capital of Australia is (CANBERRA).  
*Do you know what* \_\_\_\_\_ ?
- 2 (TOM JONES) sang 'Delilah'.  
*Can you remember who* \_\_\_\_\_ ?
- 3 VAT on a bill means (VALUE ADDED TAX).  
*Do you know* \_\_\_\_\_ ?
- 4 Che Guevara studied (MEDICINE) at university.  
*Do you know* \_\_\_\_\_ ?
- 5 The Irish author Oscar Wilde died in (PARIS).  
*Can you tell me* \_\_\_\_\_ ?
- 6 The English king Henry VIII had (SIX) wives.  
*Do you know* \_\_\_\_\_ ?
- 7 Germany has won the World Cup (THREE TIMES).  
*Can you remember* \_\_\_\_\_ ?
- 8 The American singer (BUDDY HOLLY) was killed in 1959 in a plane crash.  
*Have you got any idea which* \_\_\_\_\_ ?

**2** Ask a partner the questions.**B 1** Write the question for the answer in CAPITALS.

Example: The capital of Scotland is (EDINBURGH).

*Can you tell me what the capital of Scotland is?*

- 1 Madonna's daughter is called (LOURDES).  
*Do you know what* \_\_\_\_\_ ?
- 2 The Munich Beer Festival is in (OCTOBER).  
*Can you tell me* \_\_\_\_\_ ?
- 3 Gloria Gaynor sang (I WILL SURVIVE) in 1979.  
*Do you remember* \_\_\_\_\_ ?
- 4 K2 is a (MOUNTAIN).  
*Can you tell me* \_\_\_\_\_ ?
- 5 There are (13) people in Leonardo da Vinci's painting 'The Last Supper'.  
*Do you know* \_\_\_\_\_ ?
- 6 The French novelist (ALBERT CAMUS) played in goal for Algeria.  
*Have you got any idea which* \_\_\_\_\_ ?
- 7 (STANLEY KUBRICK) directed the film 'A Clockwork Orange'.  
*Can you tell me* \_\_\_\_\_ ?
- 8 A person with agoraphobia is afraid of (OPEN/PUBLIC SPACES).  
*Do you know* \_\_\_\_\_ ?

**2** Ask a partner the questions.



- 1 I'm \_\_\_\_\_ sorry – I didn't realize it was your seat.
- 2 The small child ran across the road to get the ball. \_\_\_\_\_ there were no cars were coming.
- 1 3 You must phone the office \_\_\_\_\_ . It's urgent.
- 4 I love reading in bed, \_\_\_\_\_ on Sunday mornings.
- 5 Maria's \_\_\_\_\_ taller than me – about a centimetre.

- 1 If you work \_\_\_\_\_ I think you can pass the exam first time.
- 2 I couldn't take another step! I was \_\_\_\_\_ exhausted.
- 2 3 Don't try to learn everything at once. You have to do it \_\_\_\_\_ .
- 4 I don't \_\_\_\_\_ have time for breakfast in the mornings.
- 5 The vet picked up the injured dog \_\_\_\_\_ and put it on the table.

- 1 Cars used to be a luxury but \_\_\_\_\_ most families have one.
- 2 The weather forecast says it's going to be cold tomorrow, and very windy \_\_\_\_\_ .
- 3 3 We \_\_\_\_\_ missed the train. It left the station 30 seconds after we got on.
- 4 'Coffee?' 'No thanks. I've \_\_\_\_\_ had one.'
- 5 She has been feeling very stressed \_\_\_\_\_ .

- 1 I don't drink \_\_\_\_\_ . Just a glass of wine at weekends.
- 2 I'm so tired I can \_\_\_\_\_ keep my eyes open.
- 4 3 We don't \_\_\_\_\_ go to the cinema, only about once every three months.
- 4 It was a terrible accident but luckily nobody was \_\_\_\_\_ injured.
- 5 I'd love to come but \_\_\_\_\_ I've got to work all weekend.

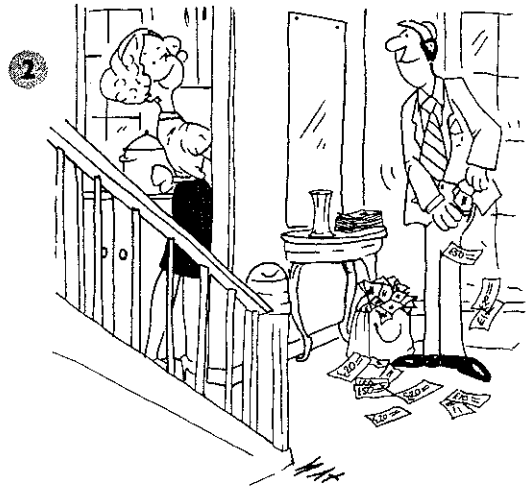
- 1 Drive very \_\_\_\_\_ because it's a very dangerous road.
- 2 I won't give you all the details now but \_\_\_\_\_ the plan is very simple.
- 5 3 There was a lot of traffic so we arrived \_\_\_\_\_ for the meeting.
- 4 The house was completely destroyed by the explosion but \_\_\_\_\_ nobody was at home.
- 5 I don't know what to do about the job offer but I think I'll \_\_\_\_\_ accept it.

- 1 My husband's been acting strangely \_\_\_\_\_ .
- 2 He'd grown a beard and was much fatter so I \_\_\_\_\_ recognized him when he walked in.
- 6 3 It looked expensive but in fact it was \_\_\_\_\_ cheap.
- 4 He's so generous. He \_\_\_\_\_ buys all his employees a Christmas present.
- 5 After looking for the car keys all morning \_\_\_\_\_ I found them under the sofa.

- 1 In the brochure the hotel looked wonderful but when we got there it was \_\_\_\_\_ awful.
- 2 We \_\_\_\_\_ see each other – we're both so busy.
- 7 3 \_\_\_\_\_ everyone has a mobile phone nowadays.
- 4 Oh no! I've left my wallet at home, and my keys \_\_\_\_\_ .
- 5 At first we couldn't hear the music but \_\_\_\_\_ it got louder and louder.

- 1 She speaks several languages \_\_\_\_\_ .
- 2 The view from the top of the mountain was fantastic.  
But \_\_\_\_\_ I'd forgotten to bring my camera.
- 6 3 Don't take things so \_\_\_\_\_ . Try to relax more!
- 4 We got really lost but \_\_\_\_\_ we managed to find their house.
- 5 He looks unfriendly but \_\_\_\_\_ he's very nice.

A



- 1 Describe your cartoons to B. He/she will tell you what he/she thinks is the best caption for each cartoon. Write the caption under the cartoon.
- 2 Listen to B describe his/her cartoons. Choose the caption you think is best from the ones in the box.

Don't worry. He isn't going to fall.

It's the only place in the building where he's allowed to smoke.

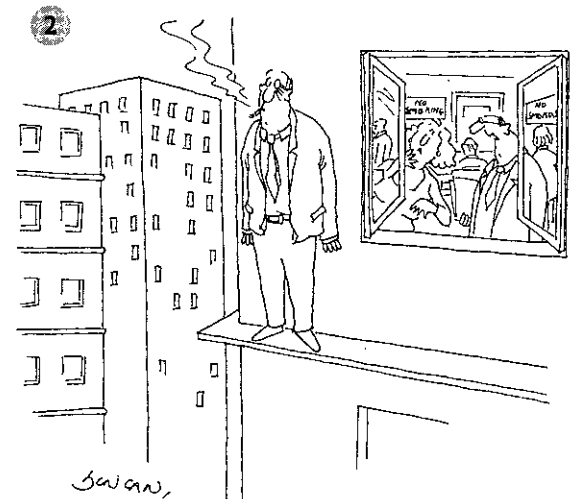
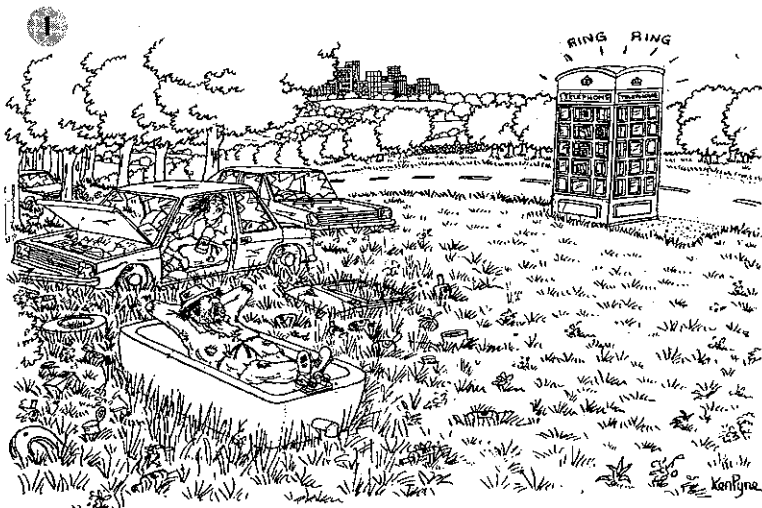
I think Frank is a bit depressed about his job.

Why does the phone always ring when you're in the bath?

It's your turn to answer the phone, dear.

Just another wrong number!

B



- 1 Listen to A describe his/her cartoons. Choose the caption you think is best from the ones in the box.

I think I'm going to shoot myself.

Well, I'm afraid we have to say goodbye to Jeff . . .

And the winner is . . .

Dinner's nearly ready!

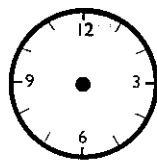
Did you remember to buy the wine?

How was your first day at the bank?

- 2 Describe your cartoons to A. He/she will tell you what he/she thinks is the best caption for each cartoon. Write the caption under the cartoon.



How many words from File 1 can you remember in five minutes? Read the clues and fill in the missing letters in the boxes.



- 1 When I was a child my \_\_\_\_\_ was *Dumbo* because I had big ears.
- 2 The words of a song.
- 3 How much did the taxi driver \_\_\_\_\_ to take you to the airport?
- 4 Which American \_\_\_\_\_ do you like best? My favourite is *Friends*. It's very funny.
- 5 A piece of useful advice.
- 6 That newspaper obviously supports the government. Its reports and editorials are very \_\_\_\_\_.
- 7 The noun from the verb *tend*.
- 8 He didn't mean what he said – he meant the opposite! He was being \_\_\_\_\_!
- 9 My brother's funny. He's got a great \_\_\_\_\_.
- 10 The title of a newspaper article, usually printed in big letters.
- 11 A funny drawing or an animated film.
- 12 A person who writes for a newspaper or magazine.
- 13 I don't think you are \_\_\_\_\_ of how important this is.
- 14 I don't think that story's true. I'm sure the newspaper \_\_\_\_\_ it \_\_\_\_\_!
- 15 \_\_\_\_\_ the customs officer didn't look in the boot of my car. In fact it was full of bottles of wine.
- 16 If you're choosing a name for a child, you should \_\_\_\_\_ whether it's a name that will go out of fashion or not.
- 17 My best friend's \_\_\_\_\_ older than me, just a month or two.
- 18 I couldn't get any tickets for the concert – they were all \_\_\_\_\_.
- 19 An adverb which means *little by little*.
- 20 I thought Matthew would come to class but in fact he didn't \_\_\_\_\_.

		C				M	
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		R			S
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		H			G
--	--	---	--	--	---

		M			Y
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		P
--	--	---

B				E
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T			D			
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	R		N	
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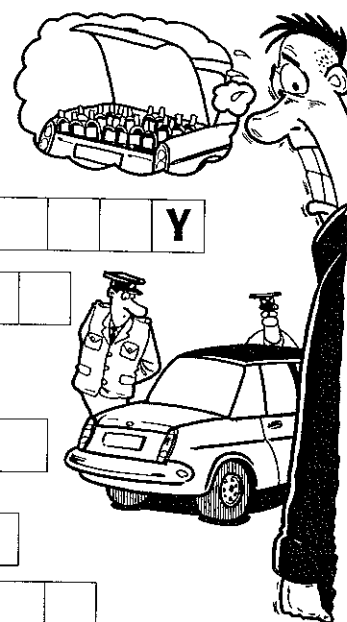
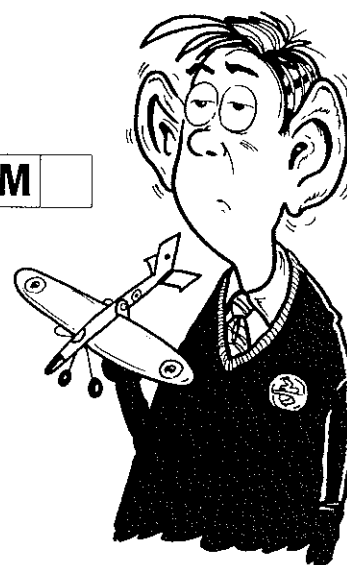
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		R			P
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## A

Ask B to choose a number from 1–6.

Then ask him/her the questions in the box. Invent more questions to keep the conversation going.

<p><b>1 Names</b></p> <p>Do you like your name? Why did your parents call you that? Have you got a nickname? What's your favourite name? a for a boy b for a girl</p>	<p><b>2 Fame</b></p> <p>Do you think there are more 'famous' people nowadays than in the past? Do you think people often suffer because they are famous? Do you think it is right that the media intrude in the private lives of famous people?</p>	<p><b>3 Music</b></p> <p>What kind of music/singers did you like when you were younger? Have your tastes changed much? Do you play a musical instrument? Have you ever played or sung in front of a big audience?</p>
<p><b>4 The media</b></p> <p>How much TV do you watch in typical week? What kind of programmes do you especially like/dislike? What would you do to improve the programmes on TV in your country? Do you think having more TV channels is a good or bad thing?</p>	<p><b>5 Humour</b></p> <p>Have you got a good sense of humour? Who's the funniest person in your family? Are you good at telling jokes? What or who makes you laugh?</p>	<p><b>6 National stereotypes</b></p> <p>What do you like most about people from your country? What do you like least? What nationality(ies) do you admire?</p>

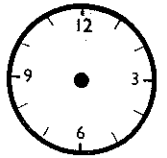
## B

Ask A to choose a number from 1–6.

Then ask him/her the questions in the box. Invent more questions to keep the conversation going.

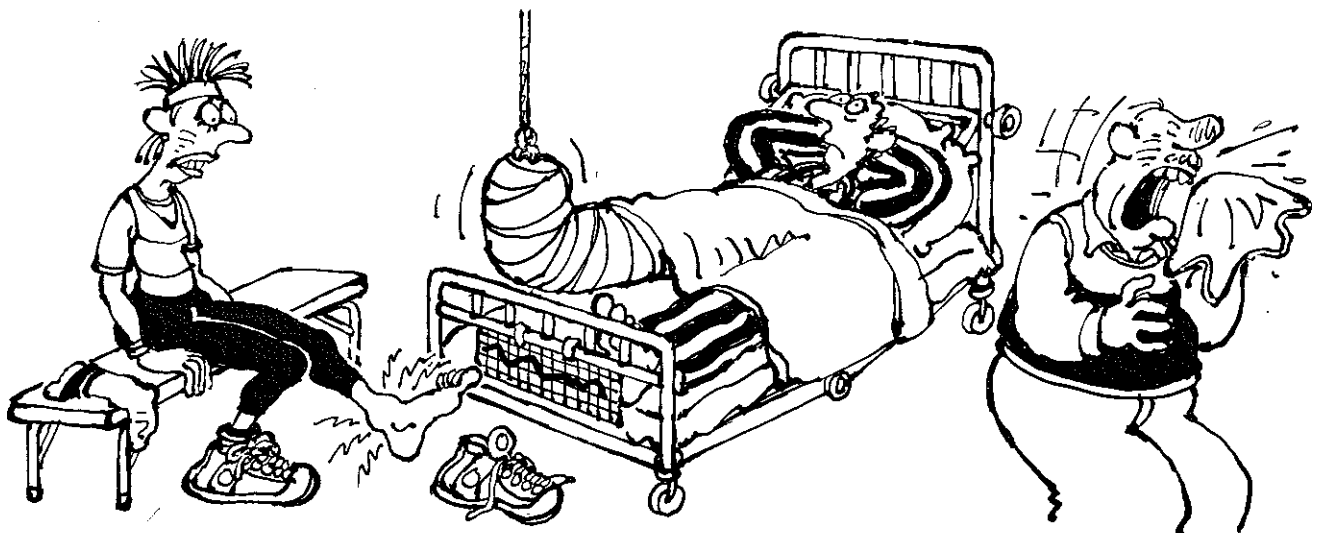
<p><b>1 Music</b></p> <p>What kind of music do you like listening to ...? a when you're tired b at a party c in a 'live' concert What singer/composer do you have most CDs/cassettes of? Do you think classical music is difficult to enjoy? Why (not)?</p>	<p><b>2 The media</b></p> <p>Are newspapers in your country biased or objective? Do most people read a daily newspaper? How often do you listen to the radio? What's your favourite radio station? Do you think the standard of radio programmes is better or worse than TV programmes?</p>	<p><b>3 Fame</b></p> <p>Why do you think some people are so interested in the lives of famous people (e.g., the people who buy magazines about them)? Do famous people today provide a good model for young people? Would you like to be famous? Why (not)?</p>
<p><b>4 National stereotypes</b></p> <p>What's the stereotype image other nationalities have of people from your country/region? How much of the stereotype is true? Do you feel very (French/Spanish/Italian, etc.)?</p>	<p><b>5 Names</b></p> <p>What factors should parents take into account when they choose a name for a child? Are there any names you find unattractive? Do you think your name affects the way other people think of you?</p>	<p><b>6 Humour</b></p> <p>What's the funniest film you've ever seen? Who's your favourite comedian? What's your favourite comedy programme? Which do you prefer, British or American humour?</p>

1 How many of the words can you complete in five minutes?



- 1 You won't be able to get the antibiotics unless you have a pr\_\_\_\_\_ from the doctor.
- 2 Flu and colds are caused by a kind of v\_\_\_\_\_.
- 3 She fell over when she was training and now her ankle is really sw\_\_\_\_\_.
- 4 You should eat less salt with your meals as your b\_\_\_\_\_ p\_\_\_\_\_ is very high.
- 5 I can't eat nuts – I have an a\_\_\_\_\_ to them.
- 6 He was slightly injured but he needed to go to hospital for some medical tr\_\_\_\_\_.
- 7 When someone t\_\_\_\_\_ an o\_\_\_\_\_ it means that they take more pills or tablets than they should.
- 8 I feel d\_\_\_\_\_. My head's going round in circles.
- 9 A w\_\_\_\_\_ is a room in a hospital.
- 10 Natural medicine which treats the cause of an illness not the symptoms is called h\_\_\_\_\_.
- 11 He had really bad flu. It took him two weeks to g\_\_\_\_\_ o\_\_\_\_\_ it.
- 12 My brother drank too much last night and now he's got a terrible h\_\_\_\_\_.
- 13 A surgeon does an operation in the o\_\_\_\_\_ th\_\_\_\_\_.
- 14 To see a doctor you normally need to m\_\_\_\_\_ an ap\_\_\_\_\_.
- 15 Some tablets give you strange symptoms. These are called s\_\_\_\_\_ e\_\_\_\_\_.
- 16 People over 40 should h\_\_\_\_\_ a c\_\_\_\_\_ -u\_\_\_\_\_ at least once every two years.
- 17 Hello, Mr Binns. Now, can you tell me exactly w\_\_\_\_\_ w\_\_\_\_\_ with you?
- 18 If you smoke, are overweight, and do no exercise you run the risk of having a h\_\_\_\_\_ a\_\_\_\_\_.
- 19 If you don't feel well the person you should see is your f\_\_\_\_\_ d\_\_\_\_\_.
- 20 If you stay in bed for a day or two, you'll soon g\_\_\_\_\_ b\_\_\_\_\_.

2 Use the definitions to test your partner's memory.  
Can he/she remember all the words in two minutes?



## A

- 1** Read your half sentences to **B** who will try to finish them.  
Listen and check they make sense before you write them down.

- 1 You'll never get a table in that restaurant \_\_\_\_\_  
 2 You should always take insect repellent with you on holiday \_\_\_\_\_  
 3 I'll take a few days off work \_\_\_\_\_  
 4 You can begin the exam \_\_\_\_\_  
 5 I'd enjoy talking to him more \_\_\_\_\_  
 6 You wouldn't forget things \_\_\_\_\_

- 2** Listen carefully to **B**'s sentences.  
Choose the correct ending from the box below and say it clearly for **B** to write down.

- |   |   |
|---|---|
| ... until everyone has stopped talking. | ... if we want to contact you.                |
| ... if you stayed at our house.         | ... in case we need to get in touch with you. |
| ... as soon as the adverts come on.     | ... when you're away on holiday.              |
| ... if the doctor told me to.           | ... unless you feel any side effects.         |
| ... if the symptoms go away.            | ... in case you all sit down.                 |
| ... if this programme finishes.         | ... unless I was pregnant.                    |

## B

- 1** Listen carefully to **A**'s sentences.  
Choose the best ending from the box below and say it clearly for **A** to write down.

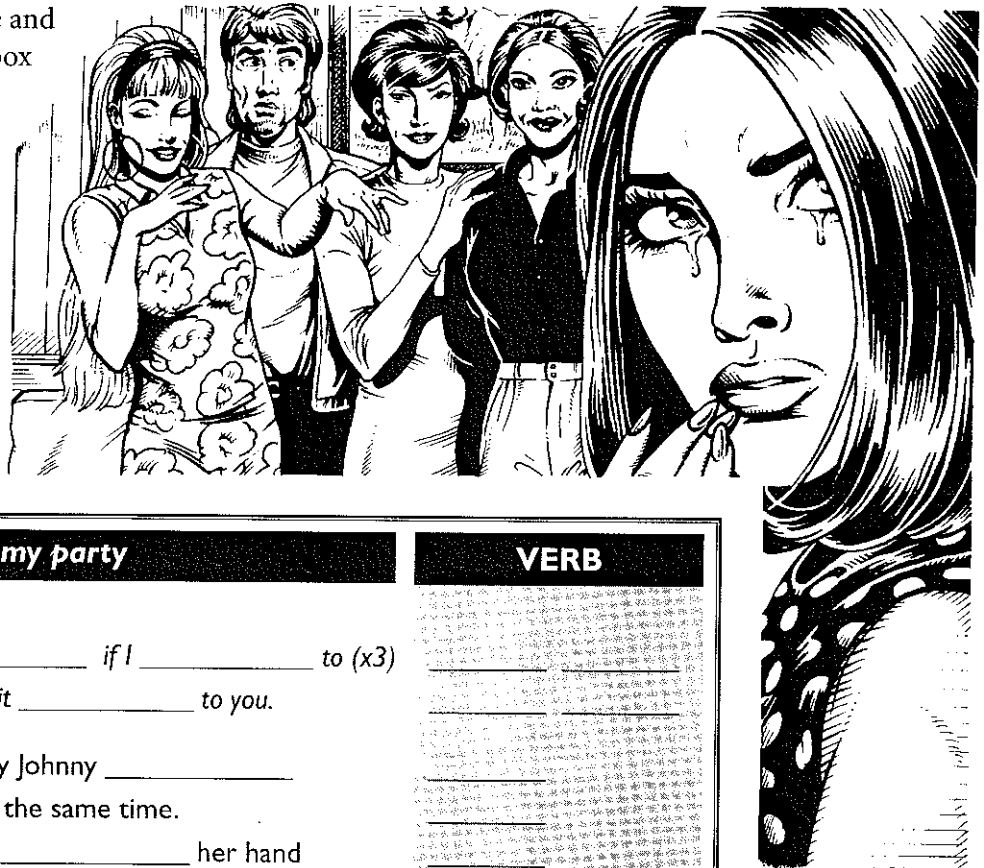
- |  |  |
|--|--|
| ... as soon as all the papers have been given out. | ... unless you book early.               |
| ... if he was more boring.                         | ... when the baby is born.               |
| ... if he didn't talk about himself so much.       | ... in case there are mosquitoes.        |
| ... if you're bitten by a mosquito.                | ... unless the teacher says 'start now'. |
| ... in case I'm feeling better.                    | ... if you are more organised.           |
| ... if you wrote them down.                        | ... as soon as you ask the waiter.       |

- 2** Now read your half sentences to **A** who will try to finish them.  
Listen and check they make sense before you write them down.

- 1 Please write down your name and address \_\_\_\_\_  
 2 I always change channels \_\_\_\_\_  
 3 The teacher won't start the class \_\_\_\_\_  
 4 I'll look after your dog \_\_\_\_\_  
 5 Carry on taking the tablets \_\_\_\_\_  
 6 I'd stop smoking \_\_\_\_\_?

1 Listen to the song once and write a verb from the box in the **VERB** column.

- cry (x 2)
- leave (x 2)
- hold
- go
- happen
- dance
- suppose
- wear
- walk
- want



<i>It's my party</i>	<b>VERB</b>
<b>Chorus</b>	
1 <i>It's my party and I _____ if I _____ to (x3)</i>	
2 <i>You _____ too if it _____ to you.</i>	
3 <i>Nobody knows where my Johnny _____</i>	
4 <i>but Judy _____ the same time.</i>	
5 <i>Why _____ he _____ her hand</i>	
6 <i>When he _____ to be mine?</i>	
<b>Chorus</b>	
7 <i>Play all my records, keep dancing all night,</i>	
8 <i>But _____ me alone for a while</i>	
9 <i>'Till Johnny _____ with me</i>	
10 <i>I've got no reason to smile.</i>	
<b>Chorus</b>	
11 <i>Judy and Johnny just _____ through the door</i>	
12 <i>Like a queen with her king.</i>	
13 <i>Oh what a birthday surprise</i>	
14 <i>Judy _____ his ring.</i>	
<b>Chorus</b>	

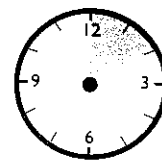
2 Now read the lyrics and decide what tense the verb should be. Listen again and check.

*It's my party* was first recorded by Lesley Gore in 1969 and was number one in both the UK and the USA. The song has since been re-recorded by many other artists including Brian Ferry.

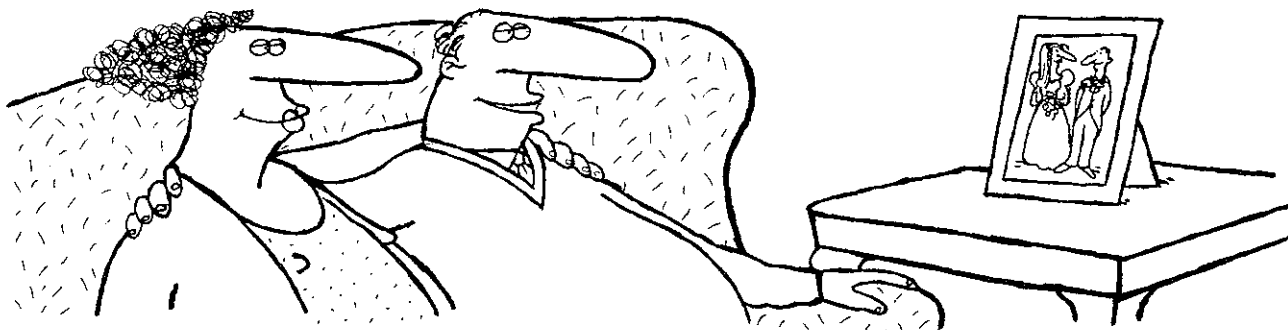


Lesley Gore

How well can you use future tenses in English? Do the test in ten minutes.



1 Complete the sentences with the verb in brackets in the correct future form.



- 1 I can't believe that in June we \_\_\_\_\_ married for 20 years! (be)
- 2 We \_\_\_\_\_ back before six unless we catch the earlier train. (not be)
- 3 Oh no! Look at that traffic jam! We \_\_\_\_\_ ! (be late)
- 4 What do you think we \_\_\_\_\_ this time next year? (do)
- 5 I'll tell you what the plans are as soon as I \_\_\_\_\_ them. (know)
- 6 By the end of this course you \_\_\_\_\_ 1,000 new words. (learn)
- 7 I can't meet you at 9.00. I \_\_\_\_\_ my physics exam. It starts at 8.30. (do)
- 8 \_\_\_\_\_ you \_\_\_\_\_ anywhere interesting this weekend? (go)
- 9 If we don't hurry up, by the time we get there the concert \_\_\_\_\_ ! (start)
- 10 Don't forget we \_\_\_\_\_ dinner at your sister's this evening. (have)
- 11 I \_\_\_\_\_ all my homework after dinner – I promise! (do)
- 12 Do you think the flight \_\_\_\_\_ on time? It took off a bit late. (arrive)
- 13 You're sure to recognize me at the station. I \_\_\_\_\_ a pink tie. (wear)
- 14 Don't worry about your dog. I \_\_\_\_\_ it while you're away. (look after)
- 15 When \_\_\_\_\_ wash your car? It looks really dirty. (wash)
- 16 Don't phone me between 5 and 7. I \_\_\_\_\_ the cup final. (watch)

2 Work out your score.

SCORE /16

12–16 Excellent. You really know how to use the future tenses.

8–11 Quite good, but check the rules in the **Grammar Summary p. 147** in your Student's Book for the ones you got wrong.

0–7 This is obviously a problem area for you. Read through the rules again. Then ask your teacher for another photocopy and do the test again at home.



1 Complete the sentences with a preposition from the box. Write them in the PREPOSITION column.

at	by	during	for	from	to
in	on	since	until / till	while	

PREPOSITION

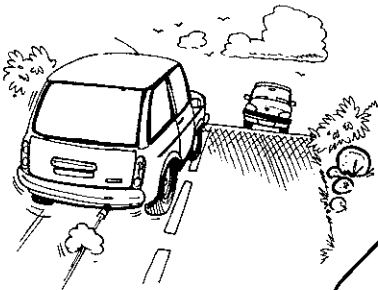
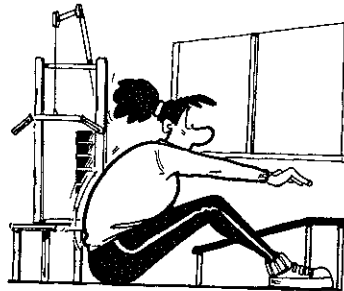
- 1 I haven't seen a good film \_\_\_\_\_ months. \_\_\_\_\_
- 2 We've known each other \_\_\_\_\_ we were children. \_\_\_\_\_
- 3 A lot of people walked out \_\_\_\_\_ the film because it was so boring. \_\_\_\_\_
- 4 I'll start cooking the dinner \_\_\_\_\_ you go to the supermarket. \_\_\_\_\_
- 5 He works \_\_\_\_\_ 8.00 \_\_\_\_\_ 7.00. \_\_\_\_\_
- 6 I was born \_\_\_\_\_ the 11th June \_\_\_\_\_ 2.00 in the morning. \_\_\_\_\_
- 7 You must send in the application form \_\_\_\_\_ next Friday at the latest. \_\_\_\_\_
- 8 I don't go out \_\_\_\_\_ the week, only \_\_\_\_\_ the weekend. \_\_\_\_\_
- 9 The trains are terrible these days. They never arrive \_\_\_\_\_ time. \_\_\_\_\_
- 10 Our flight was delayed but we still arrived \_\_\_\_\_ time for dinner. \_\_\_\_\_
- 11 We see each other \_\_\_\_\_ time \_\_\_\_\_ time – about twice a year. \_\_\_\_\_
- 12 I can't pay you back \_\_\_\_\_ the moment. I won't have the the money \_\_\_\_\_ I get paid. \_\_\_\_\_
- 13 \_\_\_\_\_ the beginning of the film I thought I wasn't going to enjoy it but I cried \_\_\_\_\_ the end so it must have been good. \_\_\_\_\_
- 14 I'm never at home \_\_\_\_\_ the morning or afternoon, I'm only there \_\_\_\_\_ night. \_\_\_\_\_
- 15 \_\_\_\_\_ winter the weather's usually bad, so all the hotels close down except for a few days \_\_\_\_\_ Christmas. \_\_\_\_\_
- 16 I'm arriving \_\_\_\_\_ three days' time, \_\_\_\_\_ Friday. \_\_\_\_\_
- 17 I couldn't make up my mind but \_\_\_\_\_ the end I decided not to go. \_\_\_\_\_
- 18 I always go on holiday \_\_\_\_\_ August. \_\_\_\_\_

2 Cover the PREPOSITION column. Test yourself.

## A

- Choose questions to ask your partner.  
Ask for more information too.

! Remember to put the verb in the *-ing* form after *get used to*.



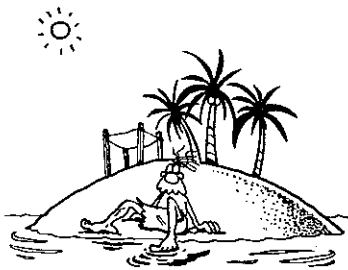
Do you usually . . . ?  
Did you use to . . . ?  
Do you think you could get used to . . . ?

- (be) naughty when you were a child
- (get up) at 5.00 a.m. every day
- (live) in another country
- (eat) a lot of fresh fruit
- (go out) on Saturday nights
- (do) exercise every day
- (argue) with your parents
- (drive) on the left
- (eat) with chopsticks
- (watch) Sesame Street
- (work) without a computer
- (live) without TV

## B

- Choose questions to ask your partner.  
Ask for more information too.

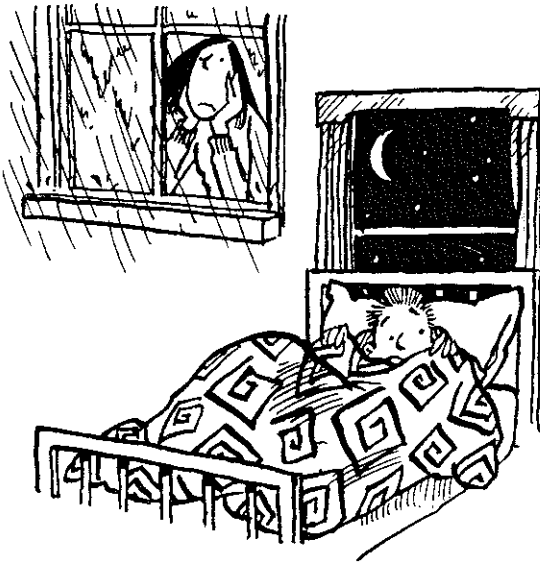
! Remember to put the verb in the *-ing* form after *get used to*.



Do you usually . . . ?  
Did you use to . . . ?  
Do you think you could get used to . . . ?

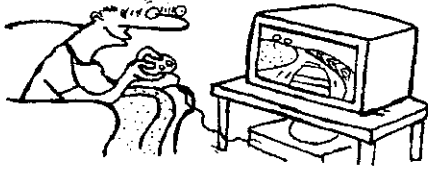
- (live) alone on an island
- (read) comics when you were a child
- (be) a complete vegetarian
- (have) a sleep after lunch
- (study) with music on
- (go out) on Saturday nights
- (read) a newspaper
- (live) without coffee or coke
- (play) in the street
- (do) all your shopping online [= on the internet]
- (work) at night
- (like) school when you were a child

- Rewrite the following sentences using the word in capital letters.  
You **mustn't** change the word in any way.

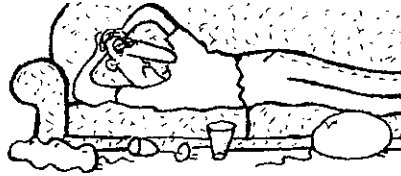


- 1 I've had enough of the weather. It's been raining for weeks!  
I \_\_\_\_\_ the weather. It's been raining for weeks. **FED**
- 2 She loved horses when she was a teenager.  
She \_\_\_\_\_ horses when she was a teenager. **MAD**
- 3 I find it difficult to adapt to living in a flat.  
I can't \_\_\_\_\_ in a flat. **GET**
- 4 Were you afraid of the dark when you were a child?  
\_\_\_\_\_ of the dark when you were a child? **USE**
- 5 When she studied in Britain she often looked after children at weekends.  
When she studied in Britain \_\_\_\_\_ children at weekends. **USED**
- 6 At first she found it strange wearing contact lenses but now it's no problem.  
Now she's \_\_\_\_\_ contact lenses. **USED**
- 7 When I was at school we never called the teachers by their first names.  
When I was at school we \_\_\_\_\_ the teachers by their first names. **USE**
- 8 I don't like football very much. I prefer rugby.  
I'm not \_\_\_\_\_ football. I prefer rugby. **KEEN**
- 9 Have you adjusted to your new job?  
Have you \_\_\_\_\_ job? **GOT**
- 10 He can't stop talking about his new car.  
He \_\_\_\_\_ his new car. **OBSESSED**

(be) addicted to (something)



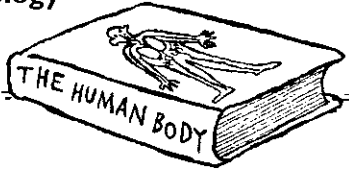
(have) a hangover



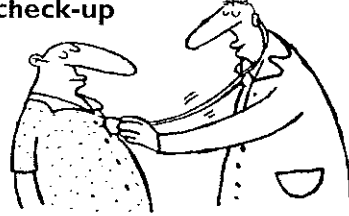
a (computer) mouse



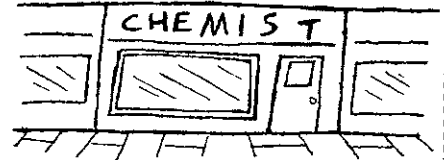
biology



a check-up



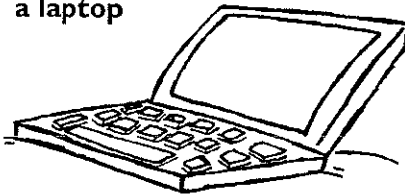
a chemist's/pharmacy



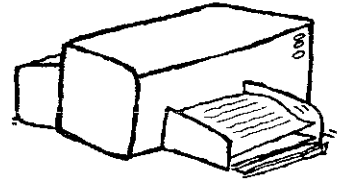
a hypochondriac



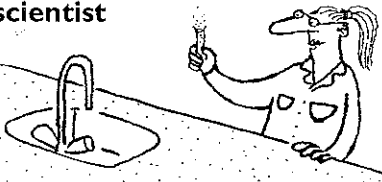
a laptop



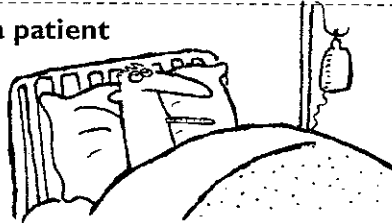
a printer



a scientist



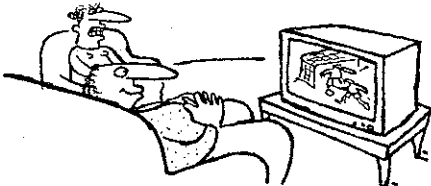
a patient



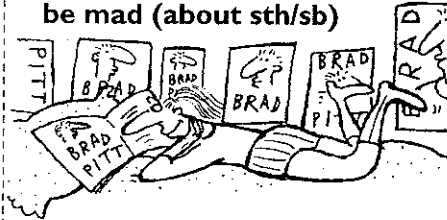
a website



be fed up (with sth/sb)



be mad (about sth/sb)



cough



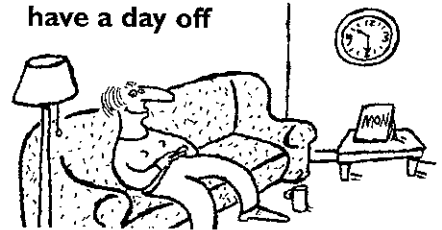
feel dizzy



feel sick



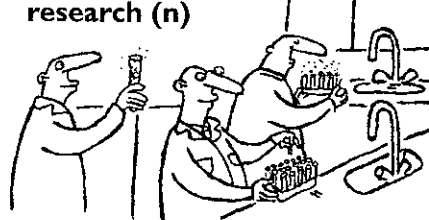
have a day off



make an appointment



research (n)



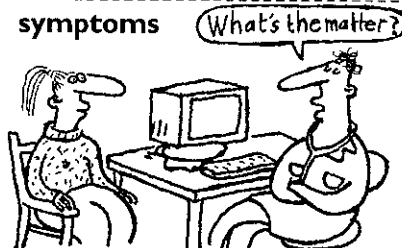
side effects



swollen



symptoms



an operating theatre



**A Roleplay 1**

**You are a family doctor.** The person who has just come into your surgery is **B**, a patient you've seen a couple of times before. You think **B** may be a hypochondriac. Find out what his/her problems are (symptoms, how long, etc.) and ask about his/her general health (e.g. diet, sleeping, smoking, exercise, stress). If you think **B** is really ill prescribe the necessary treatment. If you think **B** is a hypochondriac don't say anything but don't give him/her any tablets.

**You begin:**

*Good morning. What's the problem?/  
What's the matter?*

**Roleplay 2**

**You are a patient.** **B** is your family doctor. You recently had a check-up and you have come to get the results of your tests and X-rays. You smoke 30 cigarettes a day. You have tried to give up a few times but you can't. However you have started doing exercise recently (you play squash three times a week). You have a bad cough and also get a pain in your chest very often. You want some medicine for your cough but nothing homeopathic as you don't believe in alternative medicine. **B** will start the conversation.

**Roleplay 3**

**You are a family doctor.** **B** is one of your patients. You can see from your notes that he/she has previously had problems with insomnia, and you think this is probably why he/she is here again. You don't believe in prescribing sleeping pills, and would like to find out the cause (stress/too much caffeine/personal problems?).

**You begin:**

*Good morning. What's the problem?*

**Roleplay 4**

**You are a patient.** **B** is your family doctor. You have gone to see the doctor because although you are only in your mid-thirties, your partner is ten years younger than you and you are very worried about looking older than your age. You have heard that there is a wonderful new drug called *Juvental* which makes people look and feel much younger than their age and you want a prescription for it. You think you have a right to get it as you hardly ever use the national health service but you pay your taxes like everybody else. **B** will begin the conversation.

**B Roleplay 1**

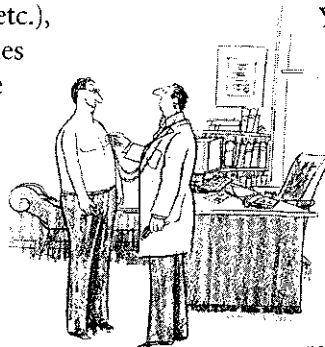
**You are a patient.** **A** is your family doctor. You haven't been feeling well recently (for about two weeks). These are your symptoms: you feel very tired and sometimes you feel dizzy; you think your blood pressure is very low and you often get headaches. You think you need to have a full check-up (blood tests, X-rays, etc.), to see a brain specialist about the headaches (it could be something serious), and some strong tablets for your headaches. Make sure the doctor takes your problems seriously. You are not a hypochondriac. **A** will begin the conversation.

**Roleplay 2**

**You are a family doctor.** **A** is one of your patients. You can see from the results of his/her recent check-up (X-rays and tests) that he/she has dangerously high blood pressure. **A** is a smoker. (How many cigarettes? How long for?) He/she must give up smoking as soon as possible. You think that the best way for people to stop smoking is acupuncture. **A** must also start doing exercise (what?).

**You begin:**

*Good morning. I've got the results of your check-up here ...*

**Roleplay 3**

**You are a patient.** **A** is your family doctor. You have gone to see the doctor because you have been having problems sleeping for a long time. You have tried various things (what?) but none of them have worked, and now you want some sleeping pills. You have a very stressful job (what?) and it's very important that you get a good night's sleep. **A** will begin the conversation.

**Roleplay 4**

**You are a family doctor.** **A** is a new patient. He/she is about 35 years old. There have been a lot of financial cuts in the Health Service recently, and one of the results is that certain new medicines can only be prescribed in very special cases. These include *Viagra*, *Xenical* (a slimming pill) and *Juvental*, a new medicine for the over-70s which helps to stop the ageing process. *Juvental* is incredibly expensive and has some serious side effects. (What are they?)

**You begin:** *Good morning. How can I help you?*

It was \_\_\_\_\_

What was the date? What was the weather like?

FOLD

As usual \_\_\_\_\_

(famous man)

was \_\_\_\_\_

What was he doing?

FOLD

He was exhausted because \_\_\_\_\_

What had he been doing?

FOLD

Suddenly he saw \_\_\_\_\_

(famous woman)

who \_\_\_\_\_

What was she doing?

FOLD

He was incredibly surprised because \_\_\_\_\_

What had (or hadn't) happened?

FOLD

Unfortunately \_\_\_\_\_

What was the problem?

FOLD

But luckily \_\_\_\_\_

How did they solve the problem?

FOLD

In the end \_\_\_\_\_

What happened?



A



## THREE WISHES AND A WINDSURF BOARD

A Frenchman, an Italian and an Englishman wanted to be the first people to windsurf across the Pacific. They <sup>1</sup> \_\_\_\_\_ (set off) one morning in July. When they <sup>2</sup> \_\_\_\_\_ (travel) for a month the weather suddenly changed dramatically. It became very windy and the waves were enormous. Unfortunately one of the waves <sup>3</sup> \_\_\_\_\_ (break) their windsurf boards in two.

Luckily the three men <sup>4</sup> \_\_\_\_\_ (manage) to swim to a small island. They <sup>5</sup> \_\_\_\_\_ (be) on the island for several weeks when one morning the Italian came back with a bottle he <sup>6</sup> \_\_\_\_\_ (find) on the beach while he <sup>7</sup> \_\_\_\_\_ (jog).

When they opened it there was a big flash and a genie suddenly <sup>8</sup> \_\_\_\_\_ (appear). 'Thank you! Thank you!' said the genie. 'I am free thanks to you!' He told the three men that he <sup>9</sup> \_\_\_\_\_ (be) a prisoner in the bottle for fifty years. 'To show how grateful I am you can each have one wish – anything you want.' Then he <sup>10</sup> \_\_\_\_\_ (disappear).

Immediately the Italian shouted, 'This is my wish! I'd love to be in Rome eating a big plate of my mother's spaghetti!' At once there was a big flash and a cloud of smoke and when it cleared the other two saw that the Italian <sup>11</sup> \_\_\_\_\_ (disappear).

Next, the Frenchman said, 'Genie, please take me to my favourite restaurant with my wife near the Eiffel Tower.' Immediately there was a flash and he too disappeared. The Englishman, who wasn't very intelligent, sat down on a rock.

He <sup>12</sup> \_\_\_\_\_ (feel) a bit unhappy and lonely now that both his friends <sup>13</sup> \_\_\_\_\_ (go). He <sup>14</sup> \_\_\_\_\_ (thought) for a moment then he <sup>15</sup> \_\_\_\_\_ (make) his wish. 'Genie! Please ... bring my friends back!'

There was a big flash ...

B



## SOME THINGS NEVER CHANGE

It was three o'clock. A man <sup>1</sup> \_\_\_\_\_ (walk) down a high street in the north of England. He <sup>2</sup> \_\_\_\_\_ (wear) a dark suit and carrying a suitcase. His name was Terry and he <sup>3</sup> \_\_\_\_\_ (live) away from home for the last twenty years. In fact he <sup>4</sup> \_\_\_\_\_ (be) in prison.

Terry was feeling totally depressed because everything in his home town <sup>5</sup> \_\_\_\_\_ (change). The park where he used to play was now a car park.

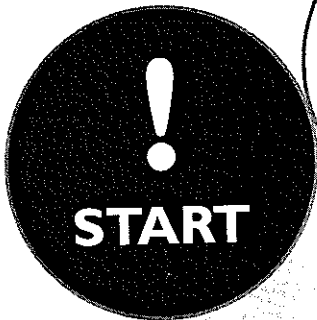
The house where he was born <sup>6</sup> \_\_\_\_\_ (disappear) and in its place, ironically, was a bank. Terry <sup>7</sup> \_\_\_\_\_ (decide) to have a cup of coffee in the old snack bar where he used to go with his friends after school but it <sup>8</sup> \_\_\_\_\_ (become) a burger bar.

While <sup>9</sup> \_\_\_\_\_ (pay for) the coffee he <sup>10</sup> \_\_\_\_\_ (find) an old ticket in his wallet. It was for a pair of shoes he <sup>11</sup> \_\_\_\_\_ (take) to be repaired the day before the bank robbery 20 years ago. The shoe repairer was an old man then so Terry was sure that he must be dead. But when he <sup>12</sup> \_\_\_\_\_ (turn) the corner of the street he couldn't believe his eyes. The shop was still there! And it was the same shoe repairer! He looked about a hundred years old. Terry was so happy! Terry told him that he <sup>13</sup> \_\_\_\_\_ (live) in Australia for the past twenty years and that he <sup>14</sup> \_\_\_\_\_ (forget) to pick up some shoes before he left England. The shoe repairer disappeared into the back of the shop. After ten minutes he <sup>15</sup> \_\_\_\_\_ (come back).

'Were they dark brown, Italian shoes, size 42?' he asked slowly.

'Yes!' said Terry, excitedly.

'They'll be ready tomorrow afternoon,' said the shoe repairer.



**1**  
If she'd known  
he was going  
to be at the  
party ...

**2**  
I wouldn't  
have found  
out he was  
ill if ...

**3**  
If the sea  
hadn't been  
so cold ...

**4**  
We would  
have picked  
you up at the  
airport if ...

**13**  
If he hadn't  
been the  
boss's son ...

**14**  
We wouldn't  
have run out  
of petrol if ...

**15**  
I would have  
bought you a  
present if ...

**5**  
If the taxi  
had come on  
time ...

**12**  
I wouldn't  
have worn  
jeans if ...

**11**  
If you'd told  
me my radio  
was bothering  
you ...

**FINISH**

**6**  
She wouldn't  
have taken the  
tablets if ...

**10**  
You would  
have laughed  
if ...

**7**  
If we had had  
more time in  
London ...

**9**  
Jack and  
Anna wouldn't  
have broken  
up if ...

**8**  
I would have  
taken some  
photos if ...

**You shouldn't have mixed your drinks.**

**You should have taken a good map.**

**You shouldn't have said that you spoke French.**

**You should have taken a credit card with you.**

**You should have tried it on before you bought it.**

**You shouldn't have told anybody.**

**You shouldn't have gone to the beach at midday.**

**You should have worn a suit.**

**You should have taken a mobile phone with you.**

**You should have said no.**

**You shouldn't have insulted the policeman.**

**You shouldn't have told the truth.**

**You should have read the instructions.**

**You shouldn't have parked there.**

**You shouldn't have gone swimming after lunch.**

**You should have taken some water with you.**

- 1 Read the song lyrics and then listen to the song.  
Are the bold words/phrases right or wrong?  
Circle the ones that are wrong.

### *I will survive*

#### Verse 1

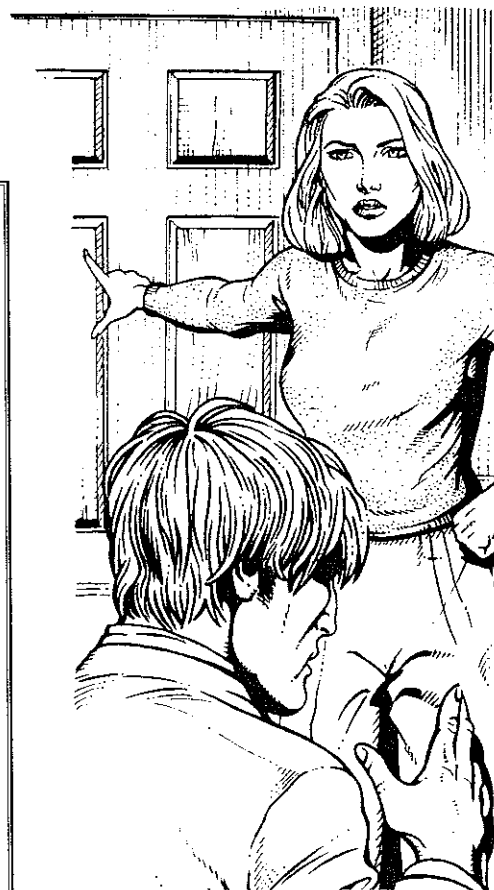
- At first I was afraid, I was **horrified**  
 2 Kept thinking I could **never** live without you by my side  
 But then I spent so many **days**  
 4 Thinking how you did me **wrong**  
 And I grew **strong**, and I learned how to get along  
 6 So you're **here**, from outer space  
 I just walked in to find you here with that sad look upon your **face**  
 8 I should have changed that **stupid** lock  
 I **would** have made you leave your key  
 10 If I'd have known for just one **minute** you'd be back to bother me.

#### Chorus

- Go on now **go**,  
 12 Walk out the **flat**  
 Just turn around now, 'cos you're not **wanted** any more  
 14 Weren't you **the one** who tried to hurt me with goodbye  
 Did you think I'd crumble? Did you think I'd lay down and **die**?  
 16 Oh no, not I, I will survive  
 For as long as I know how to **eat** I know I'll feel alive  
 18 I've got all my **days** to live, and I've got all my love to give  
 And I'll survive, I will survive, hey, hey

#### Verse 2

- 20 It took all the strength I had not to **fall apart**  
 Though I tried hard to mend the **bits** of my broken heart  
 22 And I spent oh so many **nights**  
 Just feeling sorry for **you**  
 24 I used to cry, but now I hold my head up **high**  
 And you see me, **somebody else**  
 26 I'm not that chained up little **girl** still in love with you  
 And so you **felt like** dropping in  
 28 And just expect me to be **here**  
 Well now I'm **saving** all my loving for someone who's loving me.



#### Glossary

- 15 crumble = to break or make sth break into very small pieces  
 20 fall apart = to break into pieces  
 27 drop in = to go to sb's house on an informal visit without having told him/her you were coming



Gloria Gaynor

*I will survive* was first recorded by Gloria Gaynor in 1979 and in 1980 it won the Grammy award for 'Best Disco recording'. The French World Cup Football team appointed her the team's 'godmother' in 1998 and the song became their anthem.

- 2 Listen again. Correct the wrong words.

1 My grandfather told me he had met Napoleon Bonaparte.

He can't have ...  
He must have ...

2 The lights were on in Kate's house and her car was there but she didn't answer the door.

She might have ...  
She can't have ...

3 I left an urgent message with my wife's secretary to phone me as soon as she arrived at the office. She hasn't phoned me.

The secretary might (not) have ...  
My wife can't have ...

4 You are the best in the class at English. On the list of exam results it says *failed* by your name. You don't believe it.

I can't have ...  
The teacher must have ...

5 Your friend always phones you on your birthday. Yesterday was your birthday. She didn't phone.

She can't have ...  
She must have ...

6 Last night a bus passed you in the street. You saw a face at the window which looked exactly like your uncle's. Your uncle died two years ago.

It can't have ...  
It might have ...

7 You invited two friends to dinner at your house in the country. They've both got a good sense of direction and clear instructions from you. Their car is 30 years old. They're half an hour late.

They can't have ...  
Their car must have ...

8 Yesterday Jim spent the whole day phoning his ex-girlfriend on her mobile phone but she didn't answer it.

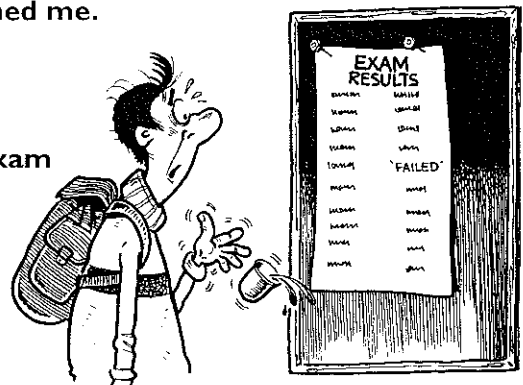
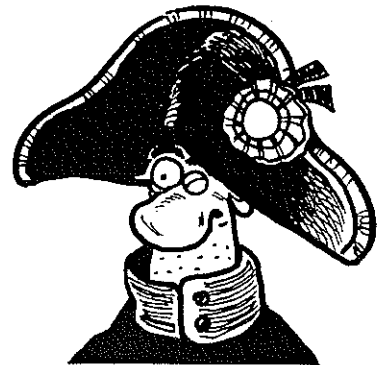
She might have ...  
She might not have ...

9 Your teacher gives you a long exercise to do. After one minute you say 'Finished!'. Your teacher says:

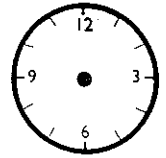
You can't have ...  
You must have ...

10 Yesterday evening you had a meal in a restaurant and ordered a prawn cocktail, chicken casserole and chocolate cake. You ate a lot. Later you were sick in the night. The next day you say:

I must have ...  
The \_\_\_\_\_ might (not) have ...

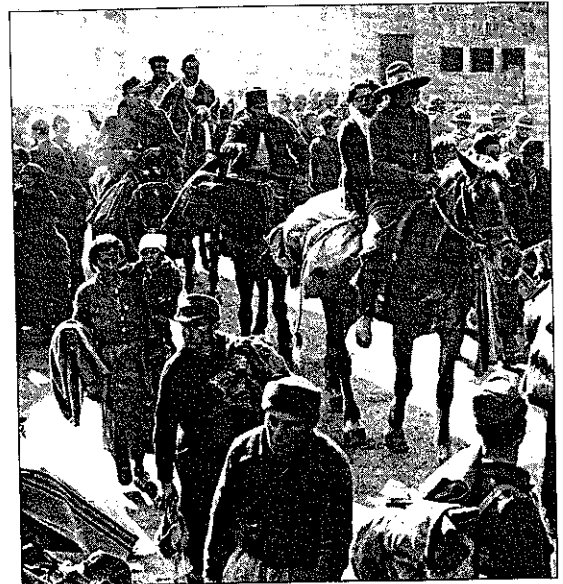






How many words can you identify in five minutes?

- 1 Tony Blair became **PM** of Britain in 1997.
- 2 Napoleon was **D** at the **B** of Waterloo.
- 3 Queen Victoria **R** for eighty years.
- 4 There are two main **PP** in the USA, the Democrats and the Republicans.
- 5 The Second **WW** ended in 1945 when the German army **S**.
- 6 Britain is a **ME** society which means it has people from many different racial groups.
- 7 In a democratic country people choose their **G** by voting in a **GE**.
- 8 In Britain the Conservatives are the **RWP**.
- 9 Italy under Mussolini was a **D**.
- 10 Prince Charles is the **H** to the British **T**.
- 11 Russia hasn't had a **M** since the **R** in 1919.
- 12 The Spanish **CW** lasted from 1936 to 1938.
- 13 **S** in modern **A** use guns, not swords.
- 14 The things governments plan to do are called their **P**.
- 15 Since 1999, Scotland has had an **AG**.

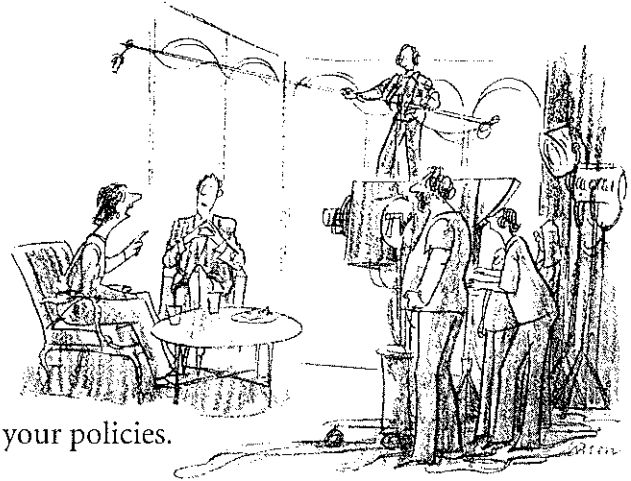


a blizzard / a storm	a crown / a throne	a democracy / a dictatorship
a diary / a newspaper	a cliff / a mountain	a victory / a defeat
a war / a civil war	run / run away	argue / discuss
expect / hope	history / a story	left / left wing
look / seem	MP / PM	meet / know
miss / lose	notice something / realize something	pleased / delighted
politics / a policy	remember / remind	small / tiny
ugly / hideous	a tent / a campsite	rob / steal

## A

You are the leader of a political party. Tonight you are going to appear 'live' on national TV in a face to face debate with the leader of the opposition party.

- 1 Spend at least ten minutes preparing with another member of your party how you are going to defend your five policies. Think of reasons and make notes. Then spend another five minutes preparing to attack your opponent's policies.
- 2 Sit opposite B and take turns to present and debate your policies.

**Useful language**

We are intending to ...  
 We are planning to ...  
 We want to ...  
 We believe (that) ...  
 I'm sorry but I don't agree with you.  
 That's ridiculous!  
 You can't be serious!  
 You must be joking!

**Your policies**

- Have all British and American TV programmes and films in original version with subtitles in our language (not dubbed)
- Ban dogs from the town
- Promote tourism in the city by organising a big sporting event (which?)
- Make it compulsory for everyone to vote in general elections
- Increase the tax on cigarettes by 100%

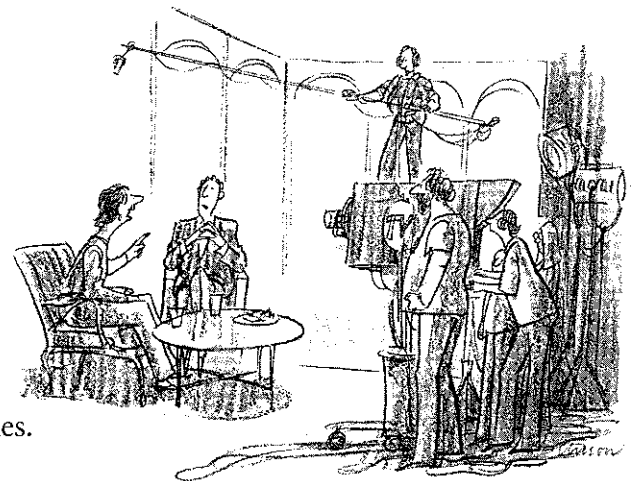
**Your opponent's policies**

- Make it illegal to use mobile phones in public places
- Ban cars from the city centre
- Make it illegal for anyone to get married until they are 25 years old
- Allow bars and restaurants to open as late as they want
- Offer families money to have more children (and more if the woman stays at home to look after them)

## B

You are the leader of a political party. Tonight you are going to appear 'live' on national TV in a face to face debate with the leader of the opposition party.

- 1 Spend at least ten minutes preparing with another member of your party how you are going to defend your five policies. Think of reasons and make notes. Then spend another five minutes preparing to attack your opponent's policies.
- 2 Take turns with A to present and debate your policies.

**Useful language**

We are intending to ...  
 We are planning to ...  
 We want to ...  
 We believe (that) ...  
 I'm sorry but I don't agree with you.  
 That's ridiculous!  
 You can't be serious!  
 You must be joking!

**Your policies**

- Make it illegal to use mobile phones in public places
- Ban cars from the city centre
- Make it illegal for anyone to get married until they are 25 years old
- Allow bars and restaurants to open as late as they want
- Offer families money to have more children (and more if the woman stays at home to look after them)

**Your opponent's policies**

- Have all British and American TV programmes and films in original version with subtitles in our language (not dubbed)
- Ban dogs from the town
- Promote tourism in the city by organising a big sporting event (which?)
- Make it compulsory for everyone to vote in general elections
- Increase the tax on cigarettes by 100%

a long checked skirt

short curly hair

black and white striped pyjamas

a short-sleeved wool sweater

a dirty old car

big dark eyes

long straight hair

an ancient Egyptian monument

a tight leather jacket

a round glass table

a long fur coat

a bald Japanese businessman

a big red bus

a tall slim model

a long wool scarf

high-heeled leather boots

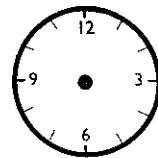
delicious French wine

an ugly modern building

an American baseball cap

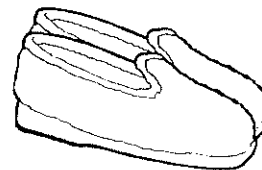
a V-necked patterned T-shirt

1 Complete the clothes and fashion words with the missing consonants. How many can you do in five minutes?



1 are summer shoes. British men sometimes wear socks with them!

A A



2 I always put on my feet when I get up in the morning.

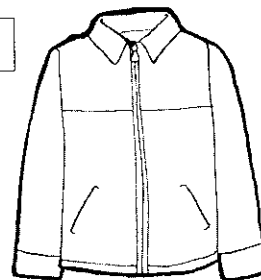
I E

3 You can buy anything in a place like this.

E A E O E

4 Businessmen normally wear a and to work.

U I , I E



5 That jacket is beautiful – it really you.

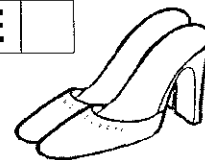
U I

6 Your green jacket doesn't your green top at all. It's too dark.

A

7 It's difficult for a woman to walk fast when she's wearing shoes

I - E E E



8 is the opposite of casual.

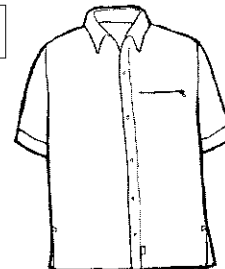
A

9 means looking in shops without buying.

I O - O I

10 You can't wear those awful jeans to school. Go and .

E A E



11 People shouldn't wear coats. I think it's cruel to animals.

U

12 Her shoes won't you. You take a 38 and she takes a 34.

I , I E

13 In summer men often wear shirts.

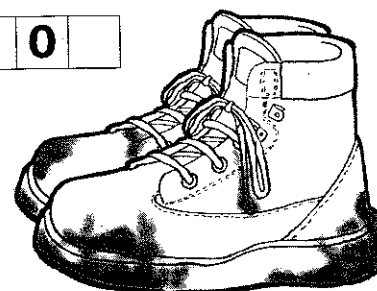
O - E E E

14 those dirty boots before you come in the house!

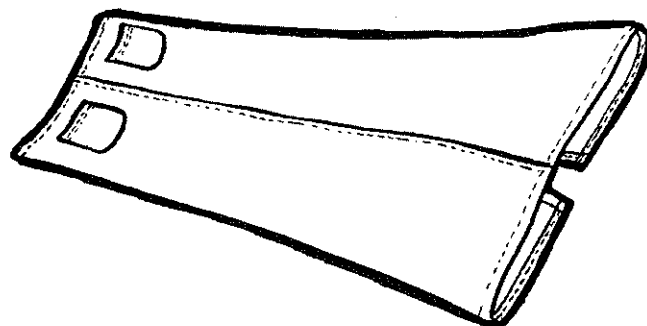
A E O

15 Long skirts are this autumn. Everyone is wearing one.

I A I O



2 Cover the words. Test your memory.



- 1 Write an 'I wish ...' sentence in as many clouds as possible.
- 2 Take turns to choose a number 1–12. Compare your wishes for that number.



1 A famous group or singer from the past you wish you had seen (in concert).

7 A famous person you wish you could meet.

2 Something you wish they would do to improve your town.

8 A sport you wish you were very good at.

3 A foreign language (apart from English) you wish you could speak.

9 An aspect of your personality you wish you could change (I wish I were more/less ...).

4 Something you wish a member of your family wouldn't do.

10 Something you wish people in your country wouldn't do (which annoys you).

5 Something you wish had never been invented/discovered.

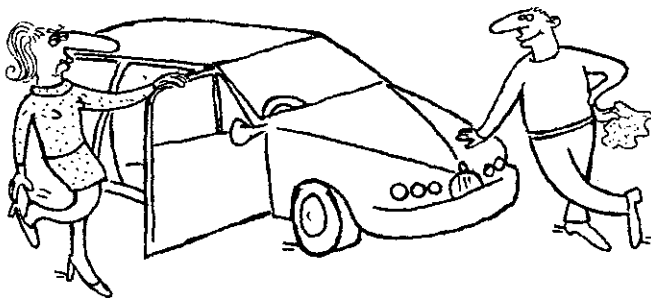
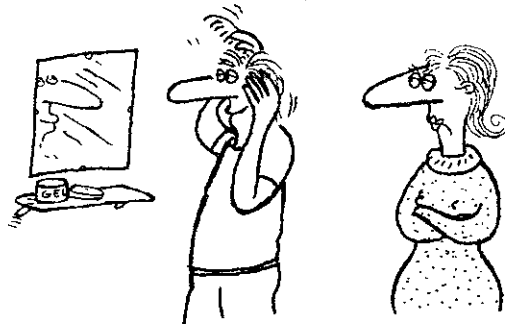
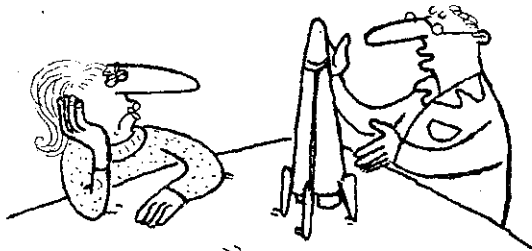
11 Something you wish you had learnt how to do (but still can't do).

6 A very expensive possession you wish you had.

12 Something you wish you hadn't bought.



- 1 Read and listen to the song. Complete the missing words. What is ungrammatical about the chorus?
- 2 Read and listen to the song again. According to the singer, what's wrong with the three men?
- 3 Find colloquial words or expressions which mean:
  - 1 men \_\_\_\_\_
  - 2 quite clever \_\_\_\_\_
  - 3 you irritate me \_\_\_\_\_
  - 4 a person who knows everything \_\_\_\_\_
  - 5 don't misunderstand me \_\_\_\_\_
  - 6 Please God don't let it happen. \_\_\_\_\_
  - 7 polish his car \_\_\_\_\_
  - 8 You can't be serious. \_\_\_\_\_
  - 9 attractive, fashionable \_\_\_\_\_



Shania Twain

*That don't impress me much* was originally recorded by the Canadian singer Shania Twain. It was a hit single from her best-selling album *Come on Over* (1999).

## That don't impress me much

### Verse 1

- I've known a few guys who thought they were pretty smart  
 2 But you've got being right down to an art  
 You think you're a genius – you drive me up the wall  
 4 You're a regular original, a know-it-all

### Chorus

- Oh-oo-oh, you think you're special  
 6 Oh-oo-oh, you think you're something else  
 Okay, so you're \_\_\_\_\_  
 8 That don't impress me much  
 So you've got the brains but have you got the touch?  
 10 Now don't get me wrong, yeah I think you're all right  
 But that won't keep me warm in the middle of the night  
 12 That don't impress me much

### Verse 2

- I never knew a guy who carried a mirror in his pocket  
 14 And a comb up his sleeve – just in case  
 And all that 'extra hold' gel in your hair ought to lock it  
 16 'Cause Heaven forbid it should fall out of place

Oh-oo-oh etc.

- Okay, so you're \_\_\_\_\_  
 18 That don't impress me much  
 So you've got the looks but have you got the touch?  
 20 Now don't get me wrong, yeah I think you're all right  
 But that won't keep me warm in the middle of the night  
 22 That don't impress me much

### Verse 3

- You're one of those guys who likes to shine his machine  
 24 You make me take off my shoes before you let me get in  
 I can't believe you kiss your car good night  
 26 Now come on baby tell me – you must be joking, right?

Oh-oo-oh etc.

- Okay, so you \_\_\_\_\_  
 28 That don't impress me much  
 So you've got the moves but have you got the touch?  
 30 Now don't get me wrong, yeah I think you're all right  
 But that won't keep me warm in the middle of the night  
 32 That don't impress me much

You think you're cool but have you got the touch?

- 34 Now don't get me wrong, yeah I think you're all right  
 But that won't keep me warm on the long, cold, lonely nights  
 36 That don't impress me much

Okay, so what do you think you're Elvis or something?

- 38 That don't impress me!

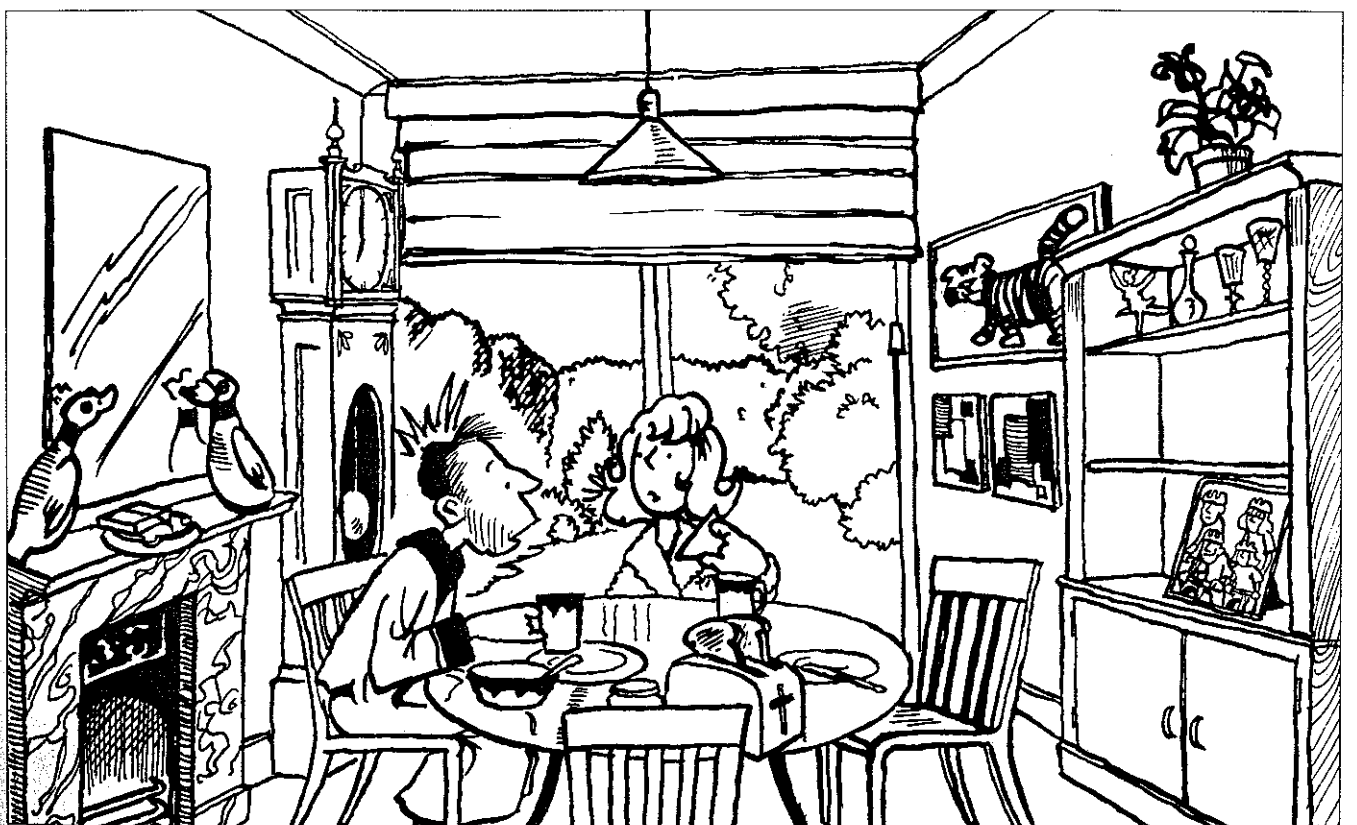
A

Describe your picture to B. Find twelve differences between the pictures.

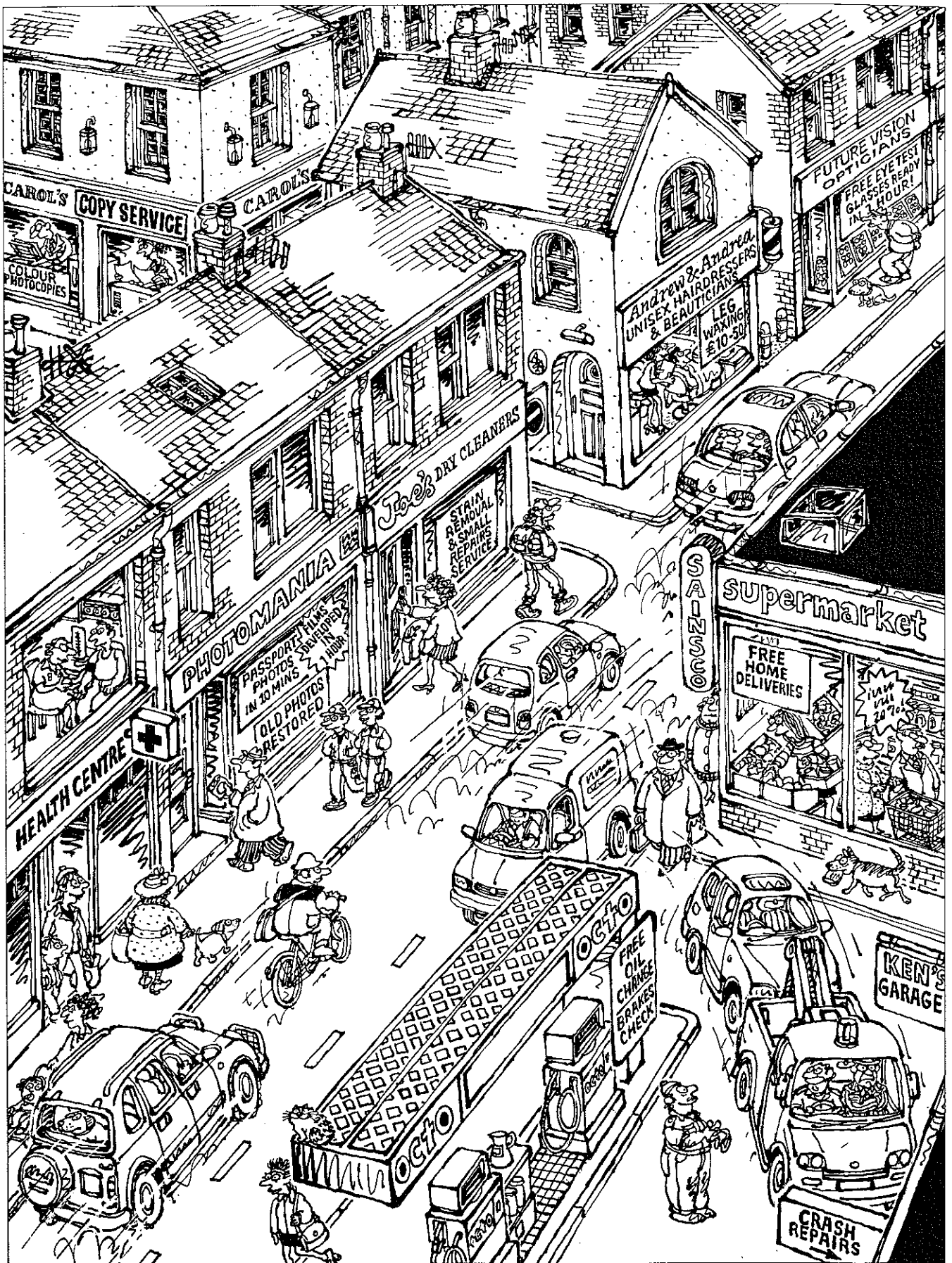
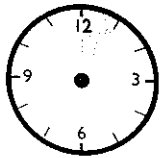


B

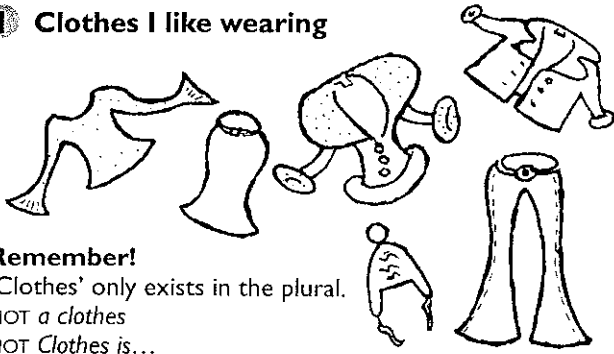
Describe your picture to A. Find twelve differences between the pictures.



In five minutes find ten things you can have done in Penny Lane. Write sentences.

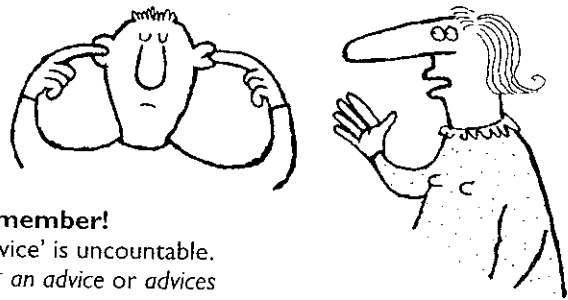


1 Clothes I like wearing



**Remember!**  
 'Clothes' only exists in the plural.  
 NOT a clothes  
 NOT Clothes is...

2 The problems of giving people advice



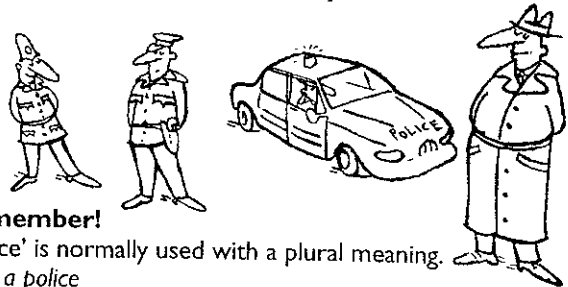
**Remember!**  
 'Advice' is uncountable.  
 NOT an advice or advices

3 The sort of furniture I like/don't like



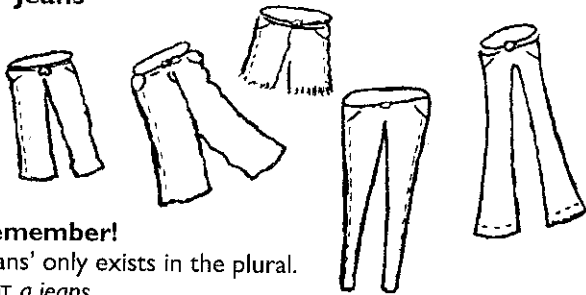
**Remember!**  
 'Furniture' is uncountable.  
 NOT a furniture or furnitures

4 The police in my country



**Remember!**  
 'Police' is normally used with a plural meaning.  
 NOT a police  
 NOT The police is...

5 Jeans



**Remember!**  
 'Jeans' only exists in the plural.  
 NOT a jeans  
 NOT Jeans is...

6 I hate people who ...



**Remember!**  
 'People' is a plural noun.  
 NOT a people NOT People is...

7 Tourist accommodation in my town



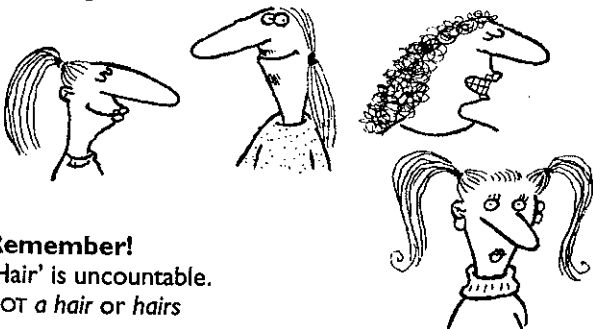
**Remember!**  
 'Accommodation' is uncountable.  
 NOT an accommodation NOT accommodations

8 Politics



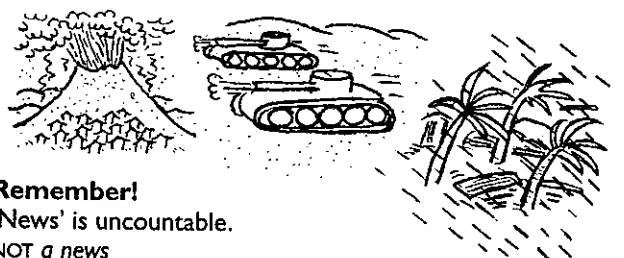
**Remember!**  
 'Politics' is uncountable.  
 NOT a politics  
 NOT Politics are...

9 Long hair



**Remember!**  
 'Hair' is uncountable.  
 NOT a hair or hairs

10 Why the news on TV is always bad



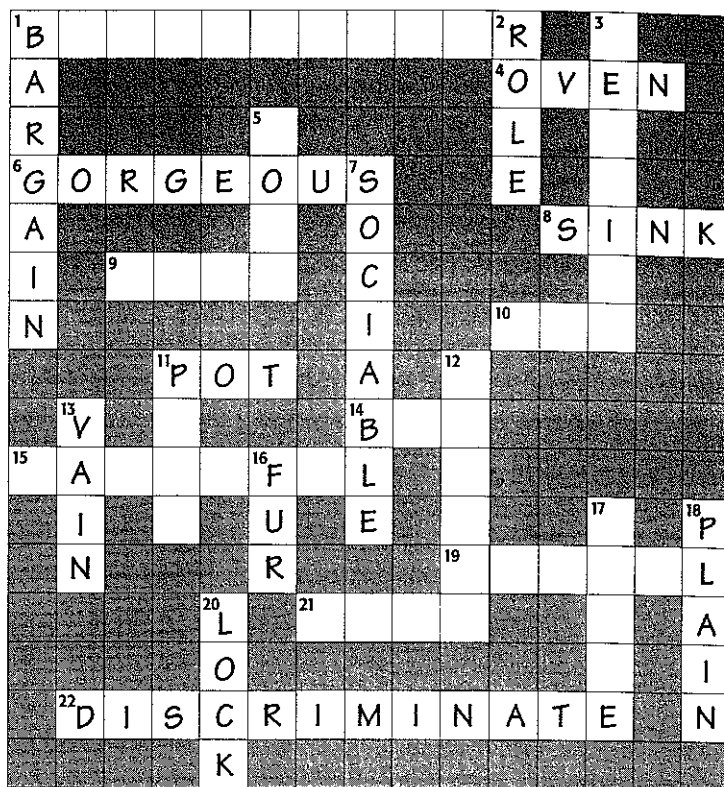
**Remember!**  
 'News' is uncountable.  
 NOT a news  
 NOT The news are...

**A**

**1** Ask B for definitions of your missing words, e.g.

*What's 1 across?*

**2** Look at your crossword.  
Give definitions of the words B asks for.



**B**

**1** Look at your crossword.  
Give definitions of the words A asks for.

**2** Ask A for definitions of your missing words, e.g.

*What's 1 down?*





**A** You are **Kevin**. You have been married to Natalie for two years. You are feeling a bit unhappy about some aspects of your relationship.

**1 Your wife isn't the same woman you married.**

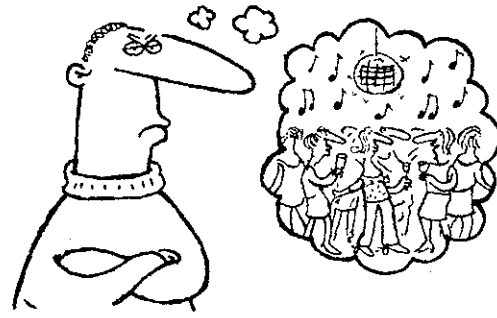
Your wife has changed a lot since you got married, and you don't understand why. You haven't changed at all. She seems cold, distant and uncommunicative. You used to get on really well and do lots of things together, but now you never do. You don't understand each other any more. You wish Natalie were more like she used to be.

**2 Bowling – what's the problem?**

You have a very stressful job selling cars. To relax, you go bowling. It's your only hobby. You're the best player in the team. You play twice a week and sometimes on Saturday night. Your wife used to go with you and be really enthusiastic about it. Why doesn't she like bowling any more? Why doesn't she like it when **you** go bowling? Is it because the captain of the team is a **woman**? You really wish she would start going bowling with you again.

**3 Housework – she's never happy!**

You get home from work an hour later than your wife and you're always exhausted. Your wife cooks during the week but you cook at weekends and you usually wash up. You do 50% of the housework (but you never do it well enough for Natalie). You don't do the ironing (Natalie does it quicker) but you always do the shopping in the supermarket.



**4 Natalie's night life – you don't like it!**

Your wife works for British Airways at the airport. Recently when you go bowling she has started going out with a group of her friends from work. They go dancing in a club where many of the pilots go. You aren't very happy about this at all. You wish she wouldn't go out with her friends.

**Tonight, after dinner you are going to talk to Natalie about these problems. Keep calm and don't lose your temper.**

- Try to find out why Natalie has changed.
- Try and persuade her to go bowling with you instead of going out with her friends.
- Make her realize that you do your share of the housework.

*P.S. Don't forget it's your wedding anniversary tomorrow!*

*Why not surprise her and invite her to her favourite restaurant?*

You start by saying: 'We've got to talk.'

**B** You are **Natalie**. You have been married to Kevin for two years. You are feeling a bit unhappy about some aspects of your relationship.

**1 Your husband isn't the same man you married.**

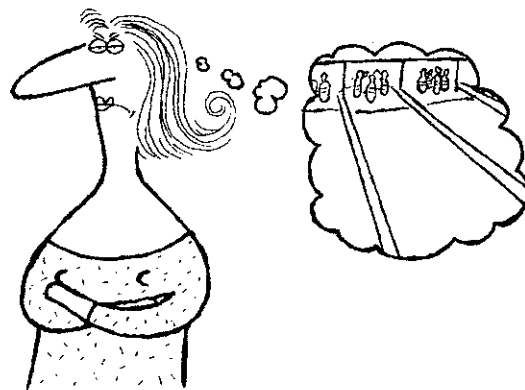
Your husband has changed a lot since you got married, and you don't understand why. You haven't changed at all. He seems cold, distant and uncommunicative. You used to get on really well and do lots of things together, but now you never do. You don't understand each other any more. You wish Kevin was still like he used to be.

**2 Bowling – you hate it!**

This is Kevin's passion. He's just like a little boy! He plays twice a week and often has cup matches on Saturday night. You used to go with him and watch but you soon realised that bowling is the most boring sport in the world. Why does he have to play three times a week? Is it because the captain of the team is a **woman**? You wish he wouldn't go bowling so much.

**3 Housework – he doesn't do his share!**

You work for British Airways at the local airport. Your husband is a car salesman. You get home an hour earlier than your husband but you're always exhausted. You **always** have to cook during the week and Kevin sometimes cooks at weekends. He helps with the housework but he isn't very enthusiastic and he doesn't clean very well. Why do you always have to do the **ironing**? You hate ironing! He does the shopping but you have to make the list and think what you need. You wish Kevin would do more housework!



**4 Your social life – you just want to have fun!**

When Kevin goes bowling you go out now with your friends from work. You go dancing at a club near the airport where you know a lot of people. Kevin hasn't said anything but you know he doesn't like it. Why not? Is it because all the pilots go to that club too?

**Tonight, after dinner you are going to talk to Kevin about these problems. Keep calm and don't lose your temper.**

- Try to find out why Kevin has changed.
- Try and persuade him not to go bowling.
- Convince him that he has to do more housework.

*P.S. Yesterday was your wedding anniversary and Kevin forgot ... He was bowling, of course.*

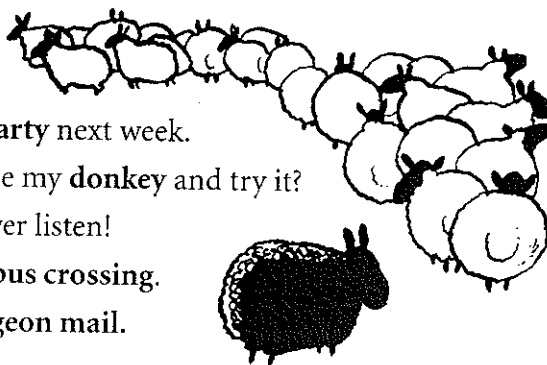
Kevin's going to start by saying: 'We've got to talk.'



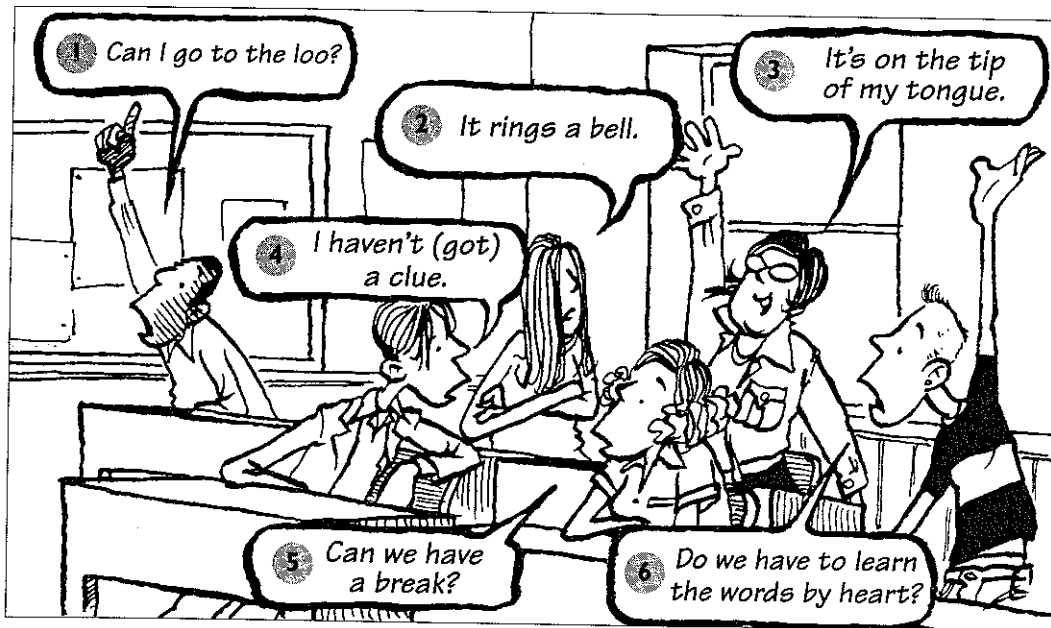


1 In pairs, correct the animal idioms.

- 1 My cousin Betty is the **black cow** of the family.
- 2 Bea's getting married next month. She's having her **duck party** next week.
- 3 This is the first time I've tried to make this dish. Will you be my **donkey** and try it?
- 4 We told you not to do it but you're so **frog-headed** you never listen!
- 5 The driver failed his test because he didn't stop at the **octopus crossing**.
- 6 I haven't got e-mail at home. I'll have to write to you by **pigeon mail**.



2 Match the classroom idioms to their meaning.

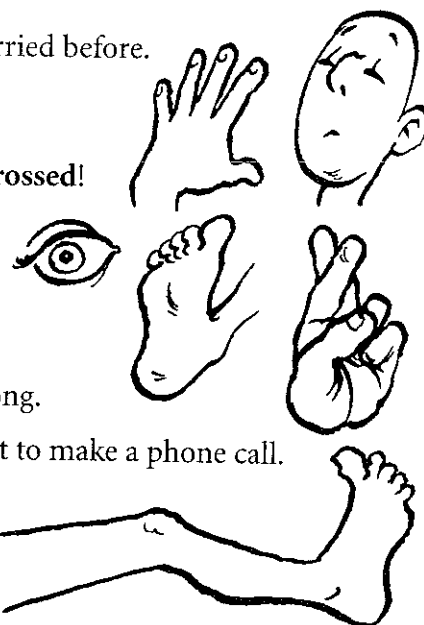


- a memorize
- b I don't know.
- c go to the toilet
- d I can nearly remember it.
- e stop and rest
- f It sounds familiar.

3 Complete the body idioms with one of the parts of the body you can see in the pictures.

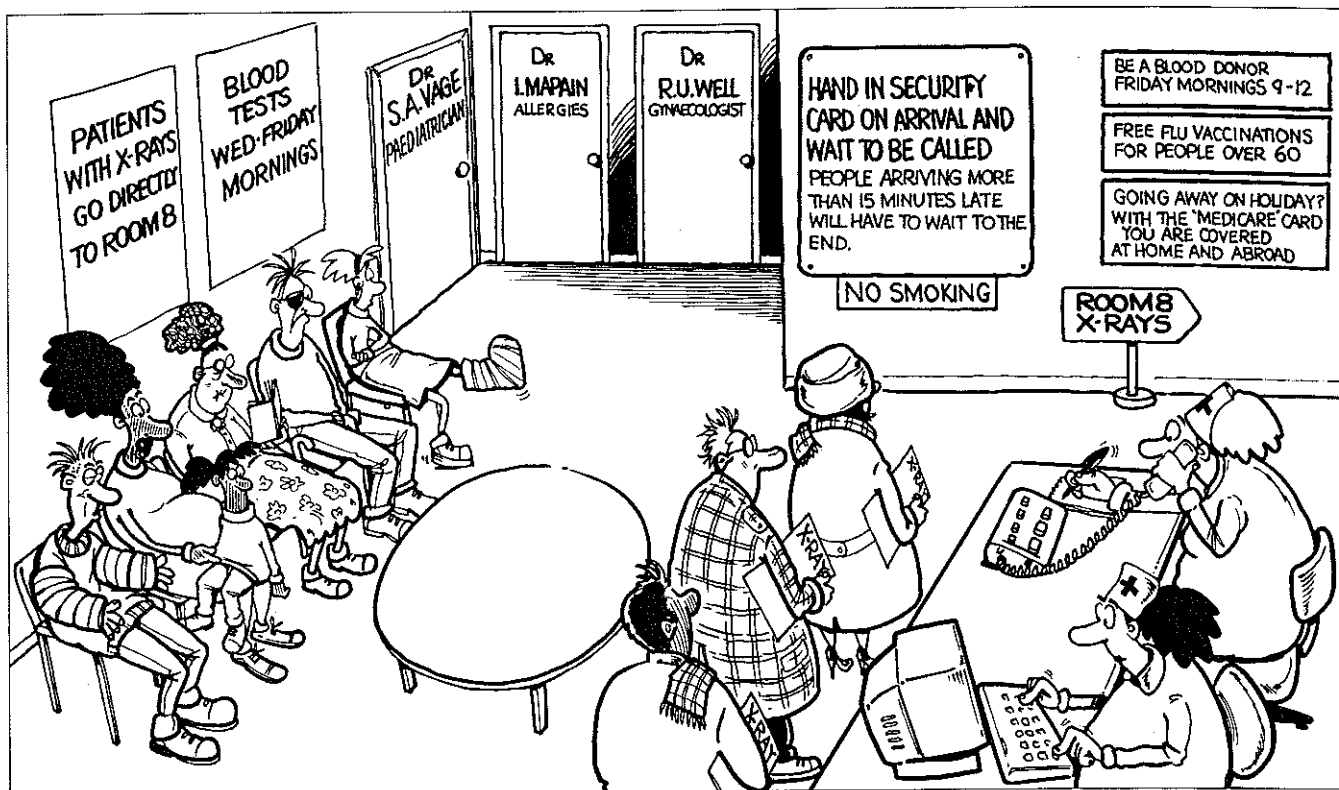
In pairs, say what they mean from the context, and decide if you've got an equivalent idiom in your language. Then look only at the pictures and remember the idiom.

- 1 A You really **put your** \_\_\_\_\_ **in** it when you said he'd been married before.  
His wife's parents didn't know!  
B Oh my God! I didn't realize ...
- 2 A I've got my driving test this afternoon so **keep your** \_\_\_\_\_ **crossed**!  
B I will! Good luck!
- 3 A I don't believe it. You're **pulling my** \_\_\_\_\_!  
B No, it's true. I promise. There's a picture of you in the newspaper.
- 4 A I'm never going to finish translating this article!  
B I'll **give you a** \_\_\_\_\_. If there are two of us it won't take so long.
- 5 A Could you **keep an** \_\_\_\_\_ **on** the baby for a moment? I've got to make a phone call.  
B Yes, of course. I'll look after her.
- 6 A I like Jim but he's very **big-**\_\_\_\_\_ **ed**.  
B Yes, he thinks he's God's gift to the company, doesn't he?



4 Test each other.

- A Choose any six idioms from this page.  
Explain what each idiom means to B without using the exact words.
- B (Paper face down) Try to remember the idiom.



Look at the picture then complete the sentences below with a word from the box. Sometimes there are two possibilities.

all	any	anybody	anything	no	nothing	nobody
each	every	everybody	neither	anywhere	both	

- 1 \_\_\_\_\_ (except patients with X-rays) must wait to be called.
- 2 \_\_\_\_\_ who arrives 15 minutes late will have to wait until after the last patient has been seen.
- 3 There are blood tests \_\_\_\_\_ Wednesday and Friday.
- 4 \_\_\_\_\_ of the nurses is speaking to the patients.
- 5 Flu vaccinations are free for \_\_\_\_\_ over 60.
- 6 The boy on the left has broken \_\_\_\_\_ arms.
- 7 The new medical card will cover you \_\_\_\_\_ you go.
- 8 There are \_\_\_\_\_ blood tests on Mondays.
- 9 There are three doctors, \_\_\_\_\_ with a different speciality.
- 10 People over 60 don't have to pay \_\_\_\_\_ for flu vaccinations.
- 11 There is \_\_\_\_\_ on the round table.
- 12 If \_\_\_\_\_ happens to you while you are on holiday the new medical card will cover you.
- 13 The patients at the desk are \_\_\_\_\_ carrying X-rays.
- 14 \_\_\_\_\_ of the patients on the left are waiting to see a doctor.
- 15 To donate blood you can come on Fridays at \_\_\_\_\_ time between 9 and 12.
- 16 \_\_\_\_\_ can smoke in the health centre.
- 17 \_\_\_\_\_ person in the room is either a nurse or a patient.

## A

- 1 B is going to read a sentence to you. Listen and change a word from the box below to form a noun/adjective/adverb/verb to complete B's sentence.

admire	extinct	happy	modern
person	repeat	wide	wonder

- 2 Read your first sentence to B but don't say the word in CAPITALS, say 'bleep'. B will complete the sentence with the appropriate word.

- 3 Continue taking turns to read your sentences.

- 1 The weather in Britain is very *bleep*. In one day you can have sun, wind and rain. **CHANGEABLE**
- 2 This is a secret message. *bleep* it and then burn it. **MEMORIZE**
- 3 You can imagine my *bleep* when I heard I'd failed the exam. **DISAPPOINTMENT**
- 4 I could never be a teacher. I'm too *bleep*. **IMPATIENT**
- 5 Many people are against using animals in *bleep* experiments. **MEDICAL**
- 6 Nobody can understand what our teacher says. He should *bleep* his language. **SIMPLIFY**
- 7 I've never had an accident because I drive very *bleep*. **CAREFULLY**
- 8 I love shopping in hypermarkets because of the wide *bleep* of products. **VARIETY**

## B

- 1 Read your first sentence to A but don't say the word in CAPITALS, say 'bleep'. A will complete the sentence with the appropriate word.

- 2 Now A will read a sentence to you. Listen and change a word from the box below to form a noun/adjective/adverb/verb to complete A's sentence.

care	vary	disappoint	memory
medicine	patience	simple	change

- 3 Continue taking turns to read your sentences.

- 1 Many animals such as the tiger and the whale are in danger of *bleep*. **EXTINCTION**
- 2 That's a *bleep* idea! Let's go to Paris for the weekend. **WONDERFUL**
- 3 The man's complaint was so serious that the hotel manager decided to write to him *bleep*. **PERSONALLY**
- 4 This song's awful. The lyrics are so *bleep* – they just say the same thing again and again. **REPETITIVE**
- 5 The company will lose money if it doesn't *bleep* its machinery soon. **MODERNIZE**
- 6 After years of *bleep* they eventually divorced. **UNHAPPINESS**
- 7 I've got a lot of *bleep* for your mother. She's a marvellous person. **ADMIRATION**
- 8 They're going to *bleep* the motorway and have three lanes instead of two. **WIDEN**

Listen to the song and complete the gaps in the lyrics.

## You're so vain

### Verse 1

You walked into the party

2 Like you were walking onto a <sup>1</sup> \_\_\_\_\_ (form of transport).

Your hat strategically dipped below one <sup>2</sup> \_\_\_\_\_ (part of body).

4 Your <sup>3</sup> \_\_\_\_\_ it was apricot (something you wear).

You had one eye in the <sup>4</sup> \_\_\_\_\_ (household object)

6 As you watched yourself gavotte.

And all the girls dreamed that they'd be your partner, they'd be  
your partner and . . .

### Chorus

8 You're so vain you probably think this song is about you

You're so vain I'll bet you think this song is about you,

10 Don't you, don't you?

### Verse 2

You had me several <sup>5</sup> \_\_\_\_\_ ago (period of time),

12 When I was still quite <sup>6</sup> \_\_\_\_\_ (adjective of personality).

Well, you said that we made such a pretty pair

14 And that you would never leave.

But you gave away the things you loved

16 And one of them was me.

I had some dreams, they were <sup>7</sup> \_\_\_\_\_ (natural phenomenon)  
in my coffee,

18 <sup>8</sup> \_\_\_\_\_ in my coffee, and . . . (natural phenomenon)

### Chorus

### Verse 3

Well, I hear you went up to Saratoga,

20 And your <sup>9</sup> \_\_\_\_\_ naturally won (animal).

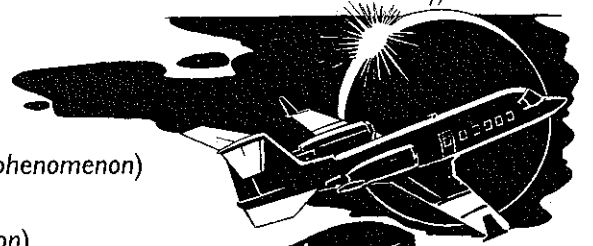
Then you flew your Lear jet up to Nova Scotia

22 To see the total <sup>10</sup> \_\_\_\_\_ of the sun (natural phenomenon).

Well, you're where you should be all the time

24 And when you're not you're with some underworld <sup>11</sup> \_\_\_\_\_  
(occupation) or the wife of a close friend, wife of a close friend, and . . .

### Chorus



Carly Simon

You're so vain was originally recorded by the American singer Carly Simon in 1972. The song was clearly autobiographical and there was much speculation about the identity of the man, (most probably the actor Warren Beatty, an ex-boyfriend of the singer).

### Glossary

3 strategically dipped

= carefully put, facing downwards

6 gavotte = way of dancing

9 bet = be very sure of something

24 underworld = the world of criminals

**1** Complete the sentences with a relative pronoun *who, which, whose, or what*. Write the pronoun in the **RELATIVE** column.

**A**

' 1 I most hate in the world are people  
 2 talk loudly on mobile phones when they are  
 on a train. There's a man 3 I see almost every evening  
 on the train 4 mobile phone rings about three  
 times on the journey, 5 really annoys me. Do  
 we really want to know 6 he's going to do tonight  
 or 7 he's going to have for dinner or in  
 8 restaurant he ate at lunchtime? Recently I read an  
 article 9 said that mobile phones boil your brains.  
 I wonder if it's true.'

**B**

'The hotel, 10 had been recommended by a  
 friend 11 opinion I can usually rely on, was absolutely  
 awful. First, it was next to a pub 12 was open until about  
 2.00 in the morning and 13 customers all seemed to have  
 motorbikes. The receptionist, 14 obviously had a personality  
 problem, was really unfriendly. She said the hotel was full and  
 so she charged me for a double room, 15 was ridiculous.  
 And on top of that it was a room 16 didn't even have a  
 window. But 17 really annoyed me was that it was absolutely  
 filthy and had an old TV 18 didn't work properly.'

**C**

**A** The person 19 I get on with best in my family  
 is my elder brother.  
**B** Is he the one 20 is married to the woman whose  
 sister used to go out with the singer of *Oasis*?  
**A** No, that's my younger one 21 works for the company  
 22 designs websites. No, I'm talking about the  
 one 23 wife left him. Anyway he's the only person  
 24 really understands me and I can talk to about  
 anything, 25 is really nice.

RELATIVE(S)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_

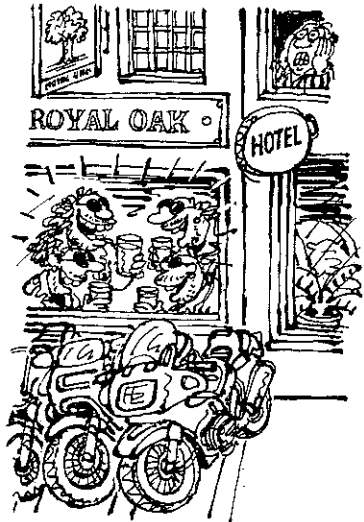
\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

\_\_\_\_\_



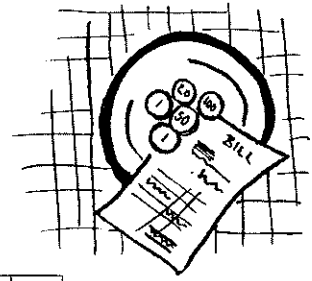
**2** Look at the sentences again. In which sentences ...  
 a could you also use *that*? Underline them.  
 b can you leave out the relative pronoun? Put brackets ( ) around it.

**3** Check your answers. Work out your score. /25

**4** Cover the **RELATIVE** column. Can you remember them?

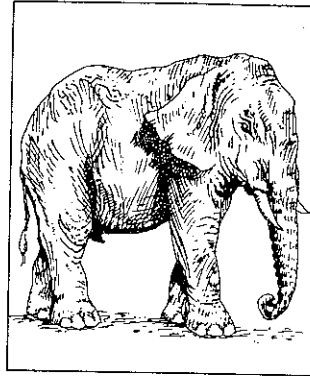
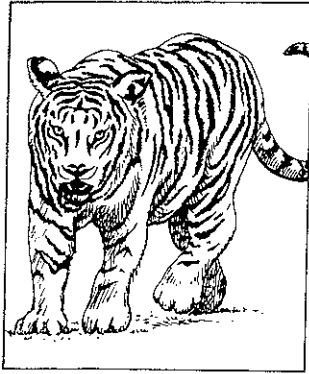


Look at the two definitions for the same word.  
Write as many as you can in five minutes.



- 1 a a green area in a city  
b put your car in a space (vb) [ ][ ][ ][ ]
- 2 a a collection of printed pages fastened together  
b reserve, e.g. a table, a hotel room (vb) [ ][ ][ ][ ]
- 3 a the sides of a river  
b a building where you keep money [ ][ ][ ][ ]
- 4 a put your name on a document (vb)  
b a notice giving information or warning [ ][ ][ ][ ]
- 5 a a form of transport  
b do exercise to prepare for a sport [ ][ ][ ][ ][ ]
- 6 a move through the air (vb)  
b a small insect with two wings [ ][ ][ ]
- 7 a a piece of jewellery that you wear on your finger  
b make a sound like a bell (vb) [ ][ ][ ][ ]
- 8 a correct  
b the opposite of left [ ][ ][ ][ ][ ]
- 9 a things you use to fight with  
b the long parts of your body that connect your shoulders to your hands [ ][ ][ ][ ]
- 10 a to put e.g. lipstick on your face  
b to invent e.g. a story [ ][ ][ ][ ] [ ][ ]
- 11 a organize a company (vb)  
b move very fast on your legs (vb) [ ][ ][ ]
- 12 a store, e.g. a document in a computer  
b not spend money so that you can use it later [ ][ ][ ][ ]
- 13 a difficult  
b not soft [ ][ ][ ][ ]
- 14 a a very small animal with fur and a long thin tail  
b a piece of equipment used to move round a computer screen [ ][ ][ ][ ][ ]
- 15 a a piece of advice  
b extra money you give e.g. a waiter, a taxi driver [ ][ ][ ]
- 16 a a company that broadcasts radio or TV programmes  
b the place where you catch a bus or train [ ][ ][ ][ ][ ][ ]

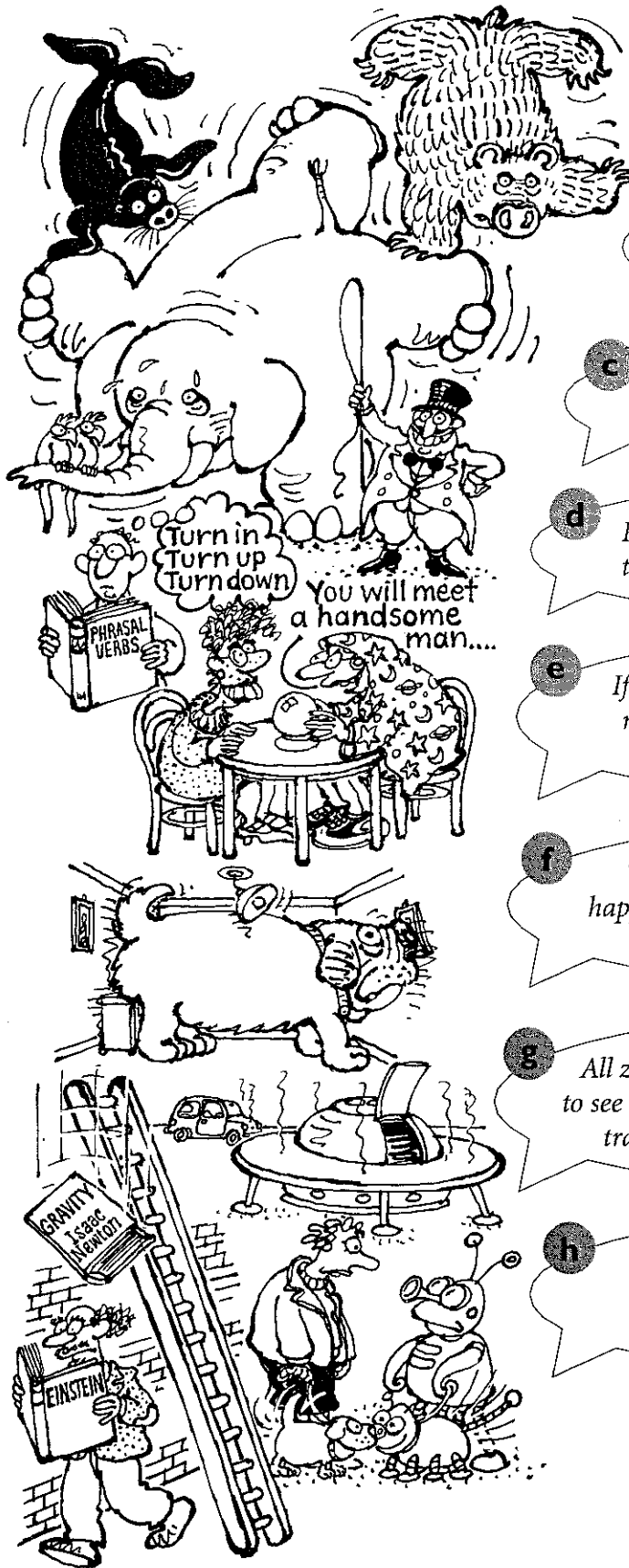
Which one is different? Why?



1	tiger	panda	elephant	goat
2	ant	fly	eel	bee
3	wolf	puppy	kitten	guinea pig
4	lamb	sheep	calf	foal
5	paws	wings	feathers	beak
6	zoo	national park	safari park	conservation area
7	deaf	old	dumb	blind
8	remember	memorable	remind	memorize
9	personal	gradual	practical	survival
10	forgive	possessive	aggressive	creative
11	carefully	hardly	friendly	cruelly
12	strange	foreign	bizarre	weird
13	faith-healer	clairvoyant	ghost	coincidence
14	sink	match	fit	eat
15	walk	milk	should	half

1 Mark the opinions 1-3.

1 = I agree. 2 = I disagree. 3 = I think it depends.



a Animals should not be used in films or circuses.

b Learning things by heart is a waste of time.

c Clairvoyants and faith-healers are mostly frauds.

d People shouldn't be allowed to keep a large dog in a flat.

e If you meet someone and you can't remember their name, it's best to admit it immediately.

f There are many 'paranormal' happenings which can't be explained by science.

g All zoos should be closed. People who want to see animals should watch documentaries or travel to the animals' natural habitats.

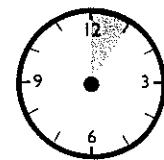
h It's impossible to really remember things that happened to you before you were three years old.

i The more educated people are, the less superstitious they are.

2 Compare with a partner. Explain why.

to come to your party.	Before doing your driving test you should practise	trying the new Mexican restaurant?	Does he expect	cheating in the exam.	If you want to be a good driver you must remember
to work for the rest of his life.	It's been proved that girls tend	seeing you again after all this time.	The guard on the door didn't let us	to persuade her parents to buy a dog.	When you go out, don't forget
eating red meat for a month.	I don't remember	living without a car?	She loves kids. She won't mind	buying a return ticket.	I wish you wouldn't keep
not to go back there.	Why did Kirsty and Colin stop	to take out travel insurance.	I'm absolutely fed up with	to do things and then never does.	Do you fancy
lie on the floor.	The teacher accused me of	parking your car in small spaces.	Martin has inherited so much money that he won't need	to get the job?	We're really looking forward to
to look in your mirror all the time.	The child eventually managed	to be better at languages than boys.	The doctor's advice was to avoid	take any photos of the group.	Do you think you could get used to
to lock the windows.	The travel agent said it wasn't worth	meeting him before.	It was such an awful meal we decided	looking after your children.	If you're going to travel abroad it's important
interrupting me all the time.	He always promises	speaking to each other?	The bank robbers made everyone	working fifteen hours a day.	I'm afraid I won't be able

Can you find the 26 words in five minutes?  
Each one begins with a different letter of the alphabet.



**A**  
The police  
arrested  
him at the scene  
of the crime.

**B**  
She tried to  
\_\_\_\_\_ him by saying she would  
send the photos  
to the press.

**C**  
The detective searched  
the house looking for  
\_\_\_\_\_.

**D**  
He  
\_\_\_\_\_ robbing the bank and  
said he had an alibi.

**E**  
There wasn't enough  
\_\_\_\_\_ to charge them  
with the crime.

**F**  
I had to pay a parking  
\_\_\_\_\_.

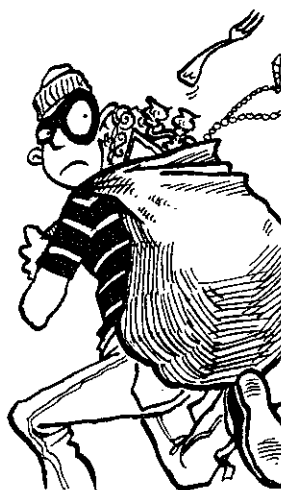
**G**  
The opposite of  
*innocent* is  
\_\_\_\_\_.

**H**  
The terrorists  
\_\_\_\_\_ the plane and  
threatened to kill  
all the passengers.

**I**  
Something which is  
\_\_\_\_\_ is against the law.

**J**  
The twelve people  
who vote to decide a  
court case are the  
\_\_\_\_\_.

**K**  
The gang  
\_\_\_\_\_ a businessman and  
demanded money  
for his return.



**L**  
For very serious  
crimes people  
are given a  
\_\_\_\_\_ sentence.

**M**  
The name of the  
judge who decides  
minor offences.  
\_\_\_\_\_

**N**  
Nobody  
\_\_\_\_\_ that the burglar had  
stolen the video.

**O**  
Another word for  
a *crime* is  
\_\_\_\_\_.

**P**  
A  
\_\_\_\_\_ steals your wallet.

**Q**  
The detective  
wanted to  
\_\_\_\_\_ me again.

**R**  
If the police decide  
not to charge you they  
\_\_\_\_\_ you.

**S**  
They steal from shops.  
\_\_\_\_\_

**T**  
O.J. Simpson's  
\_\_\_\_\_ was on American  
TV for months.

**U**  
The bank robbers  
tunnelled  
\_\_\_\_\_ the road to rob  
the bank.

**V**  
The decision of  
the court is called the  
\_\_\_\_\_.

**W**  
A person who sees  
a crime is a  
\_\_\_\_\_.

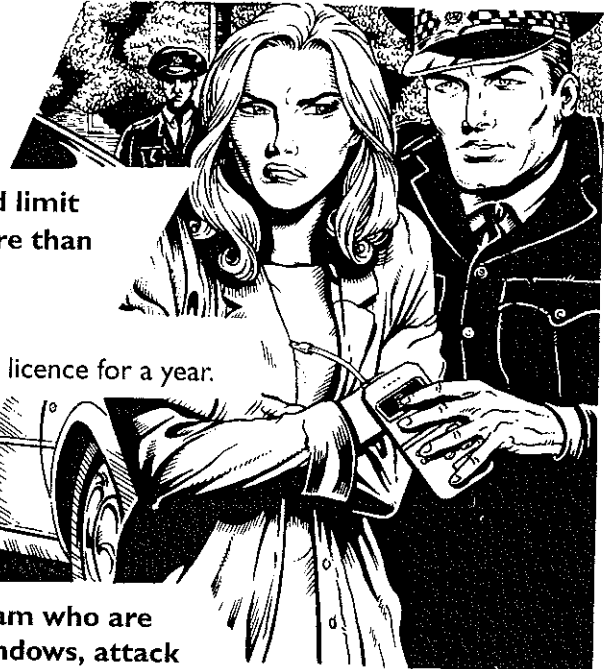
**X**  
Security guards use  
\_\_\_\_\_ machines at airports  
to catch smugglers.

**Y**  
\_\_\_\_\_ people who commit  
crimes are often given  
community service.

**Z**  
The drunk driver  
ran over a man on a  
\_\_\_\_\_ crossing.

**1 A local politician is found guilty in court of taking a bribe and giving a building contract to his brother-in-law. What does the politician deserve?**

- a) He should be made to resign from his party.
- b) He should go to prison for \_\_\_\_\_. (How long?)
- c) He should be fined \_\_\_\_\_. (How much?)
- d) (Other?) \_\_\_\_\_



**2 A business executive is stopped for breaking the speed limit and breathalysed by the police. The executive has more than three times the legal level of alcohol in her blood. What punishment does she deserve?**

- a) She should be fined \_\_\_\_\_ (How much?) and lose her licence for a year.
- b) She should go to prison for \_\_\_\_\_. (How long?)
- c) She should lose her licence for life.
- d) (Other?) \_\_\_\_\_

**3 Football hooligans arrive in a town to support their team who are playing in a cup match. They get drunk, break shop windows, attack football fans from the local team and terrorize the town. 150 are arrested. What punishment do they deserve?**

- a) They should be fined \_\_\_\_\_. (How much?)
- b) They should go to prison for \_\_\_\_\_. (How long?)
- c) They should be banned for life from all football matches.
- d) (Other?) \_\_\_\_\_

**4 A group of armed political activists (from a country which has an extreme military dictatorship) hijack a plane full of tourists and in return for their release demand political asylum in Europe. They are arrested by soldiers at Heathrow Airport in London. What punishment do they deserve?**

- a) They should be sent back to their country.
- b) They should be sent to prison for \_\_\_\_\_. (How long?)
- c) They should be given political asylum.
- d) (Other?) \_\_\_\_\_

**5 A fifteen-year-old girl on a school trip abroad is arrested outside a department store. She has five CDs in her bag which have not been paid for. She is taken to court and is charged with shoplifting. What should happen?**

- a) She should be sent home without punishment.
- b) She should be made to stay in the country and do community service.
- c) Her parents should be made to pay a fine. (How much?)
- d) (Other?) \_\_\_\_\_





## A

- 1 I apologized to Ros \_\_\_\_\_ the book she'd lent me.
- 2 We regretted staying in that hotel – it was awful.
- 3 Antonio promised \_\_\_\_\_ to her after the holiday.
- 4 The hijackers threatened to kill all the passengers.
- 5 Harry admitted \_\_\_\_\_ about his age.
- 6 The bank robber told the customers not to move.
- 7 She asked me if \_\_\_\_\_ to Paris before.
- 8 The shoplifter denied stealing the clothes.
- 9 I asked my neighbour \_\_\_\_\_ the music because we couldn't sleep.
- 10 The police asked me what my name was and where I lived.
- 11 The doctor advised me (-) \_\_\_\_\_ so much coffee.
- 12 Our teacher insisted on buying everybody a drink after the class.

## B

- 1 I apologized to Ros for losing the book she'd lent me.
- 2 We regretted \_\_\_\_\_ that hotel – it was awful.
- 3 Antonio promised to write to her after the holiday.
- 4 The hijackers threatened \_\_\_\_\_ all the passengers.
- 5 Harry admitted lying about his age.
- 6 The bank robber told the customers (-) \_\_\_\_\_.
- 7 She asked me if I had been to Paris before.
- 8 The shoplifter denied \_\_\_\_\_ the clothes.
- 9 I asked my neighbour to turn down the music because we couldn't sleep.
- 10 The police asked me what \_\_\_\_\_ and where I lived.
- 11 The doctor advised me not to drink so much coffee.
- 12 Our teacher insisted \_\_\_\_\_ everybody a drink after the class.

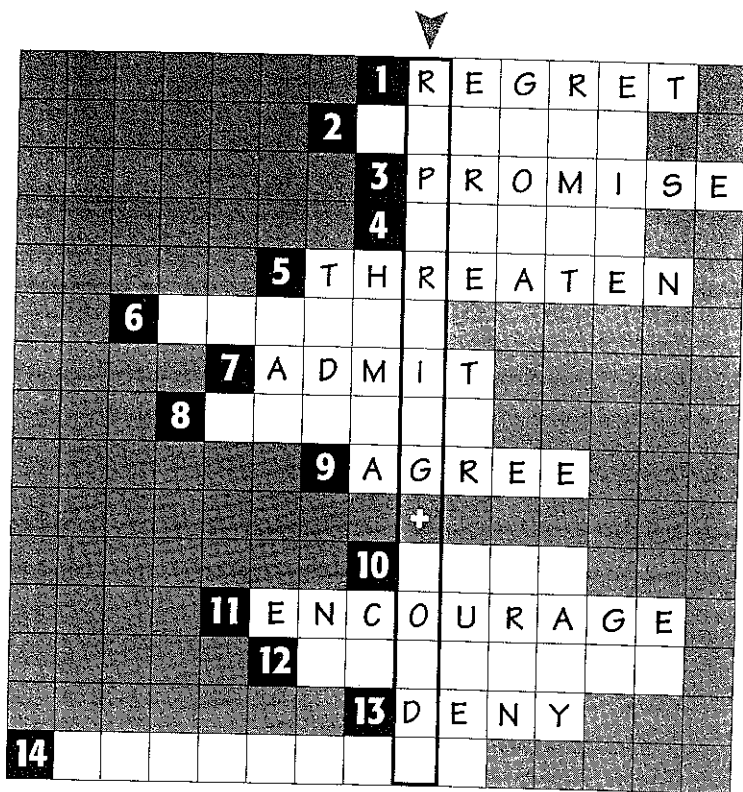
A

- 1 Look at your first verb. Communicate it to B by giving examples in direct speech of this verb, e.g. for word 1 REGRET:

*I wish I hadn't spent so much money yesterday.*

Carry on until B guesses it. You mustn't say the verb itself.

- 2 Listen to B's example sentences. Try to guess what verb you would use to report the sentence. Write the verb in 2.
- 3 Continue with the other verbs. What's the mystery phrase?



B

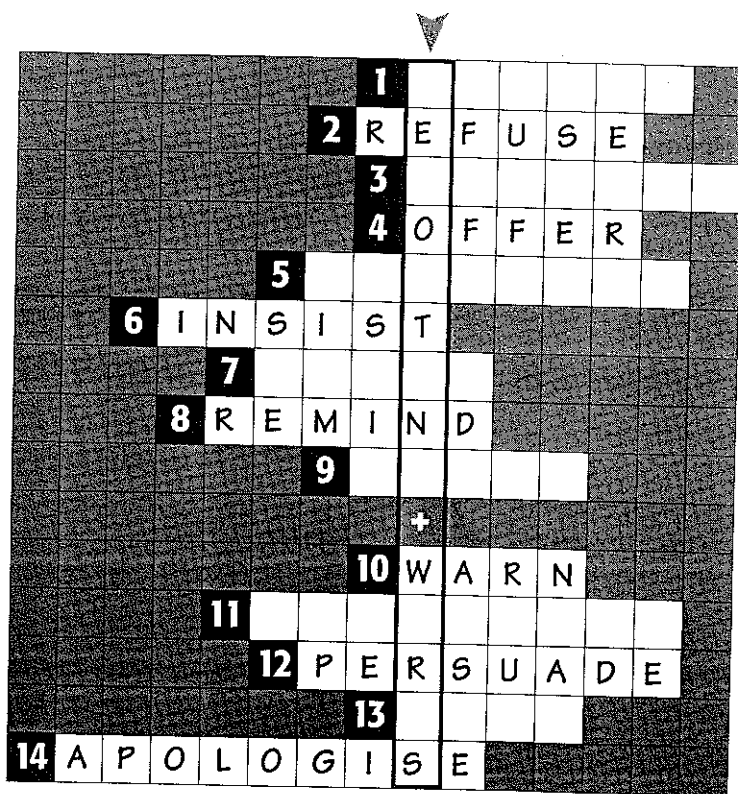
- 1 Listen to A's example sentences. Try to guess what verb you would use to report the sentence. Write the verb in 1.

- 2 Look at your first verb. Communicate it to A by giving examples in direct speech of this verb, e.g. for word 2 REFUSE:

*No, I won't do it.*

Carry on until A guesses it. You mustn't say the verb itself.

- 3 Continue with the other verbs. What's the mystery phrase?



FOLD HERE  
▼

1 <b>Although</b> we advertised the product on TV ...	a a check-up.
2 He cheated in the exam <b>because</b> ...	b lost.
3 Her dress was awful but I said I liked it <b>so as not to</b> ...	c wouldn't leave fingerprints.
4 <b>In spite of</b> playing brilliantly, England ...	d it didn't sell very well.
5 There was a terrible traffic jam on the motorway <b>because of</b> ...	e he hadn't studied for it.
6 She admitted she had married him <b>for</b> ...	f hurt her feelings.
7 I must remember to phone the restaurant <b>to</b> ...	g somebody stole my car.
8 <b>Despite the fact that</b> they're divorced now ...	h an accident.
9 I went to the doctor's yesterday <b>for</b> ...	i the bad weather.
10 The burglar wore gloves <b>so that</b> he ...	j his money.
11 <b>Even though</b> I had a very expensive car alarm ...	k book a table.
12 The airport was closed yesterday <b>because of</b> ...	l they still get on very well.

- 1 Read the lyrics of the song. In most lines there is one word missing. Listen once and mark where the missing words go.
- 2 Listen again. What are the missing words?

### Wonderful tonight

It's late in the evening, she's wondering what to wear.

2 She puts on her make up and brushes her long hair.

And then she asks me, 'Do I look all right?'

4 And I say, 'You look wonderful tonight.'

We go to a party and everyone turns to

6 This beautiful lady that's walking with me.

And she asks me, 'Do you feel all right?'

8 And I say, 'Yes, I feel wonderful tonight.'

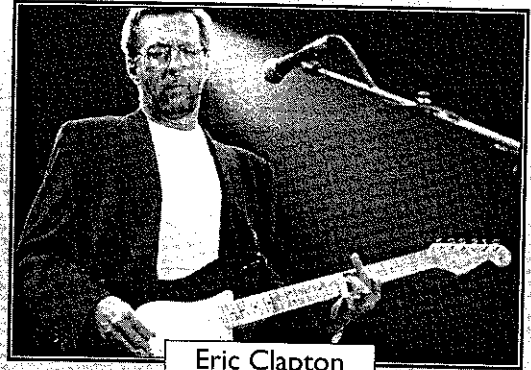
I feel wonderful because I see the love in your eyes.

10 And the wonder of it all is that you don't realize

How I love you.

12 It's time to go home and I've got an aching head,  
so I give her the keys, she helps me to bed.

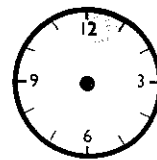
14 And then I tell her as I turn out the light, I say,  
'Darling, you were wonderful tonight.'



Eric Clapton

*Wonderful tonight* was written by the blues guitarist Eric Clapton about his wife, the model Patti Boyd in 1977. It became one of his biggest hits.





1 In five minutes try to make twelve phrases matching a verb from the box with a phrase below.

be	cheat	commit	go	keep	market
pay	pretend	rob	set up	steal	tell

- 1 \_\_\_\_\_ a secret
- 2 \_\_\_\_\_ a product
- 3 \_\_\_\_\_ a fine
- 4 \_\_\_\_\_ to be ill
- 5 \_\_\_\_\_ in an exam
- 6 \_\_\_\_\_ a bank
- 7 \_\_\_\_\_ a company
- 8 \_\_\_\_\_ somebody's wallet
- 9 \_\_\_\_\_ a lie
- 10 \_\_\_\_\_ bankrupt
- 11 \_\_\_\_\_ a crime
- 12 \_\_\_\_\_ successful

2 In five minutes try to make sixteen phrases by putting the words in the box in the right column.

an alibi	your hair cut	an operation	sb to court
business	the housework	an overdose	sense
an effort	into account	a profit	a sense of humour
an experiment	marketing	sb redundant	sth seriously

make	do	take	have

3 Test a partner. Say an expression for your partner to say the verb phrase.

Example: A *a fine* B *pay a fine*

1 In pairs, complete the sentences with the correct form of *go* (*to go*, *go* or *going*). Use your instinct.

**VERB**

- |   |       |
|---|-------|
| 1 I like/love/enjoy _____ to parties.                                 | _____ |
| 2 I'd really like _____ to Kenya.                                     | _____ |
| 3 I might _____. I'm not sure.  | _____ |
| 4 I insisted on _____ with them.                                      | _____ |
| 5 I can't afford _____ out every night.                               | _____ |
| 6 I really miss _____ to yoga classes but I don't have time any more. | _____ |
| 7 I like/love/enjoy _____ for long walks.                             | _____ |
| 8 I need _____ to the hairdresser's.                                  | _____ |
| 9 I mustn't stop! I must keep _____.                                  | _____ |
| 10 I regret _____ to a boarding school. I hated it.                   | _____ |
| 11 I used _____ abroad a lot.   | _____ |
| 12 I wasn't allowed _____ out after 10 p.m. when I was a teenager.    | _____ |
| 13 I'm afraid of _____ out on my own at night.                        | _____ |
| 14 I'm lost. I haven't got a clue where _____.                        | _____ |
| 15 I'm looking forward to _____ on holiday.                           | _____ |
| 16 I don't think it's worth _____ to see my bank manager.             | _____ |
| 17 I won't let my children _____ to the pop concert.                  | _____ |
| 18 Don't worry! I'll remind you _____ to the bank.                    | _____ |
| 19 I must _____ and see my bank manager.                              | _____ |
| 20 I can't get used to _____ to work by car.                          | _____ |
| 21 I refused _____ with them.   | _____ |
| 22 I accused him of _____ home early.                                 | _____ |
| 23 I advised them not _____ to that hotel.                            | _____ |
| 24 I invited her _____ to the opera.                                  | _____ |
| 25 I apologised to the boss for _____ home early yesterday.           | _____ |
| 26 I'm planning _____ to Scotland next summer.                        | _____ |
| 27 Did you remember _____ to the post office?                         | _____ |
| 28 I remember _____ to that village when I was a child.               | _____ |
| 29 I think it's important _____ to the dentist regularly.             | _____ |
| 30 _____ to bed late makes you feel tired the next day.               | _____ |

2 Cover the VERB column. Test yourself. Can you say the sentences correctly?

**A You are the suspect.**

You have been accused of committing a **robbery** which took place last night at 8.00 p.m. when the end-of-year exam and a large amount of money was stolen from the school safe in the director's office. You have denied the charges and your alibi is that you spent all evening with your friend B. You are going to be interviewed separately by the police and you must tell exactly the same story. If the police find **TWO** or more differences in your stories they will decide that they have enough evidence and that you are guilty of committing the crime.

You have ten minutes to prepare together a detailed alibi for last night from **6.00 p.m.** (when you left the school) **until 11.00 p.m.** During that time you also **went shopping, had a meal and saw a film**. Be prepared to also answer questions about:

- what you were both wearing
- what you had to eat and drink
- how you travelled
- how much you spent, etc.

**B You are A's friend and alibi.**

Your friend has been accused of committing a **robbery** which took place last night at 8.00 p.m. when the end-of-year exam and a large amount of money was stolen from the school safe in the director's office. Your friend has denied the charges and says he/she spent all evening with you. You are going to be interviewed separately by the police and you must tell exactly the same story. If the police find **TWO** or more differences in your stories they will decide that they have enough evidence and that your friend is guilty of committing the crime.

You have ten minutes to prepare together a detailed alibi for last night from **6.00 p.m.** (when you left the school) **until 11.00 p.m.** During that time you also **went shopping, had a meal and saw a film**. Be prepared to also answer questions about:

- what you were both wearing
- what you had to eat and drink
- how you travelled
- how much you spent, etc.

**You are police inspectors**

Last night at 8.00 p.m. there was a **robbery** at the school when the end-of-year exam and a large amount of money was stolen from the school safe in the director's office.

You are going to interview **A** (the suspect) and **B** (his/her alibi), who are both students at the school. They say that **they were together all evening**. You have to try to prove that they are lying. If you can find at least **TWO** differences in their story then you have enough evidence that they are lying and that **A** is guilty of the crime.

You have ten minutes to prepare questions to ask the suspects. According to their alibi they **left the school at 6.00 p.m.**, they **went shopping, had a meal and saw a film** and were together until **11.00 p.m.** You can also ask questions about:

- what they were both wearing
- what they had to eat and drink
- how they travelled
- how much they spent, etc.



1 Complete the sentences with *like, as* or *-*.

LIKE/AS/-

- 1 He smokes \_\_\_\_\_ a chimney. \_\_\_\_\_
- 2 Please do exactly \_\_\_\_\_ I say. \_\_\_\_\_
- 3 I look \_\_\_\_\_ my mother. \_\_\_\_\_
- 4 This sauce smells \_\_\_\_\_ wonderful. Can I try some? \_\_\_\_\_
- 5 This tastes \_\_\_\_\_ if you haven't put any salt in. Have you? \_\_\_\_\_
- 6 \_\_\_\_\_ I was saying, we need to increase our sales this year. \_\_\_\_\_
- 7 Fortunately our new boss is nothing \_\_\_\_\_ our old one. \_\_\_\_\_
- 8 We can use my office \_\_\_\_\_ a meeting room. \_\_\_\_\_
- 9 The beds in the hotel were so hard it was \_\_\_\_\_ sleeping on the floor. \_\_\_\_\_
- 10 That sounds \_\_\_\_\_ Pat's car. Go and see if he's arrived. \_\_\_\_\_
- 11 I worked \_\_\_\_\_ a waiter in London. \_\_\_\_\_
- 12 You can't go out dressed \_\_\_\_\_ that! \_\_\_\_\_
- 13 \_\_\_\_\_ usual, he turned up fifteen minutes late. \_\_\_\_\_
- 14 Your hair feels \_\_\_\_\_ very soft. Have you washed it? \_\_\_\_\_
- 15 \_\_\_\_\_ most people, I hate all household jobs. \_\_\_\_\_
- 16 You look \_\_\_\_\_ a bit pale. Are you feeling OK? \_\_\_\_\_
- 17 \_\_\_\_\_ we expected, sales went up after the advertising campaign. \_\_\_\_\_
- 18 This wine's delicious. It tastes \_\_\_\_\_ really smooth and fruity. \_\_\_\_\_
- 19 That cake smells \_\_\_\_\_ if it's burning. \_\_\_\_\_
- 20 There are a few points to discuss, \_\_\_\_\_ who will organize the food. \_\_\_\_\_
- 21 I didn't recognize your voice. You sound just \_\_\_\_\_ your sister. \_\_\_\_\_
- 22 This film sounds \_\_\_\_\_ interesting. Shall I read you the review? \_\_\_\_\_
- 23 The air-conditioning wasn't working and the office was \_\_\_\_\_ an oven. \_\_\_\_\_
- 24 Let's have a big party, \_\_\_\_\_ we used to do years ago. \_\_\_\_\_
- 25 Cruel sports such \_\_\_\_\_ fox hunting should be banned. \_\_\_\_\_
- 26 Are you sure this is coffee? It tastes \_\_\_\_\_ tea. \_\_\_\_\_
- 27 When I stayed in the five star hotel I felt \_\_\_\_\_ a pop star! \_\_\_\_\_
- 28 Stop treating me \_\_\_\_\_ if I was ten years old. \_\_\_\_\_
- 29 You can do many water sports here, \_\_\_\_\_ waterskiing and surfing. \_\_\_\_\_
- 30 I don't feel \_\_\_\_\_ going out tonight. Let's stay in. \_\_\_\_\_

2 Work out your score.

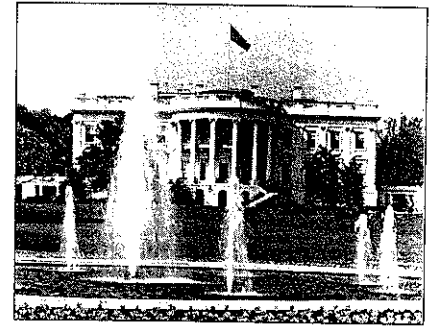
/30

<b>snow</b> cold white winter Christmas	<b>ghost</b> dead spirit white spooky	<b>ambulance</b> hospital accident ill van	<b>mirror</b> glass yourself wall reflection
<b>perfume</b> bottle expensive women nice	<b>headache</b> aspirin stress pain eyes	<b>zebra</b> horse stripes black Africa	<b>onions</b> vegetable white cry cut
<b>flamenco</b> Spain/Spanish guitar dance gypsy	<b>vinegar</b> salad liquid sour wine	<b>an (open) fire</b> cosy warm wood burn	<b>moon</b> bright night planet sky
<b>plane</b> pilot fly(ing) sky travel	<b>wheel</b> round car move bike	<b>rubbish bin</b> throw away kitchen sink empty	<b>cactus</b> plant desert water thorn
<b>candle</b> light burn birthday cake	<b>camembert</b> strong cheese France/French round	<b>lemon</b> fruit yellow sour citrus	<b>violin</b> instrument strings orchestra play
<b>mosquito</b> insect fly bite summer	<b>curry</b> spicy dish India rice	<b>a sheep</b> animal white wool lamb	<b>spaghetti</b> pasta Italy food long

1 Complete the sentences with the correct form of the passive.

2 In pairs, decide if the information is T (true) or F (false).

1 The American president's residence, the White House used to be grey. After a battle in 1814, the city of Washington \_\_\_\_\_ (capture) by the British. It \_\_\_\_\_ (say) that the White House \_\_\_\_\_ (paint) white to cover up the smoke stains.



2 It \_\_\_\_\_ (believe) that the American national sport baseball \_\_\_\_\_ (base) on an Australian game called 'Hit and Run' which \_\_\_\_\_ first \_\_\_\_\_ (play) by prisoners. The expression 'home run' \_\_\_\_\_ (introduce) because many of these convicts managed to escape while playing the game.



3 *Titanic 2* \_\_\_\_\_ (film) at the moment in Iceland. The story of the survivors in the lifeboats \_\_\_\_\_ (tell) in the film. Mary Chapin, 102, the only living survivor of the tragedy, \_\_\_\_\_ (ask) to help with the details of the tragedy.

4 It \_\_\_\_\_ (say) that the film director Woody Allen has one of the largest collections of matchboxes in the U.S.A. He began collecting at the age of nine when he became fascinated by the variety of matchboxes which \_\_\_\_\_ (give away) in hotels and restaurants. Since this fact became public he \_\_\_\_\_ (send) hundreds more by fans.

5 All guests entering Microsoft boss Bill Gates' mansion \_\_\_\_\_ (make) to wear an electronic badge which says 'Microsoft is King'. In this way guests can easily \_\_\_\_\_ (detect) when they move round the huge house.



6 It \_\_\_\_\_ (believe) that Levi jeans \_\_\_\_\_ originally \_\_\_\_\_ (call) 'Genes' because the material they \_\_\_\_\_ (make) from came from Genoa in Italy.

7 One of Carl Lewis' Olympic gold medals \_\_\_\_\_ (include) in a box of famous American objects which \_\_\_\_\_ (send) on the spaceship for the next lunar mission. All the objects, which represent great moments in American history, \_\_\_\_\_ (leave) on the moon. They also include one of Madonna's bras.

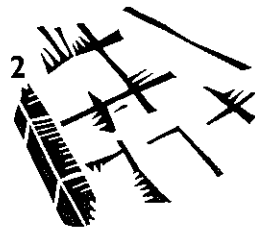


Write the words for each picture in British (UK) and American English (US).



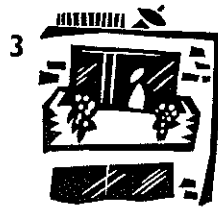
UK \_\_\_\_\_

US \_\_\_\_\_



UK \_\_\_\_\_

US \_\_\_\_\_



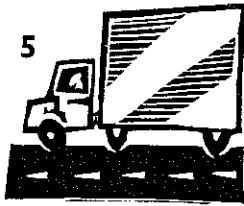
UK \_\_\_\_\_

US \_\_\_\_\_



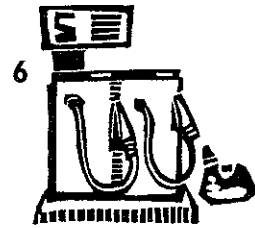
UK \_\_\_\_\_

US \_\_\_\_\_



UK \_\_\_\_\_

US \_\_\_\_\_



UK \_\_\_\_\_

US \_\_\_\_\_



UK \_\_\_\_\_

US \_\_\_\_\_



UK \_\_\_\_\_

US \_\_\_\_\_



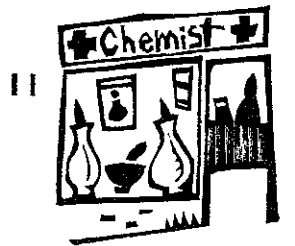
UK \_\_\_\_\_

US \_\_\_\_\_



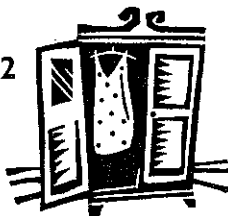
UK \_\_\_\_\_

US \_\_\_\_\_



UK \_\_\_\_\_

US \_\_\_\_\_



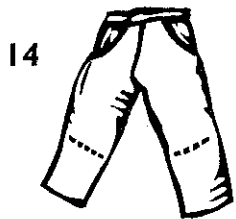
UK \_\_\_\_\_

US \_\_\_\_\_



UK \_\_\_\_\_

US \_\_\_\_\_



UK \_\_\_\_\_

US \_\_\_\_\_



UK \_\_\_\_\_

US \_\_\_\_\_

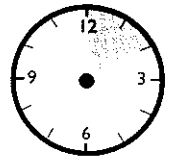
**British English**

sweets	lorry
trousers	tap
autumn	garden
pavement	rubbish
shop	underground
flat	lift
wardrobe	chemist's
petrol	

**US English**

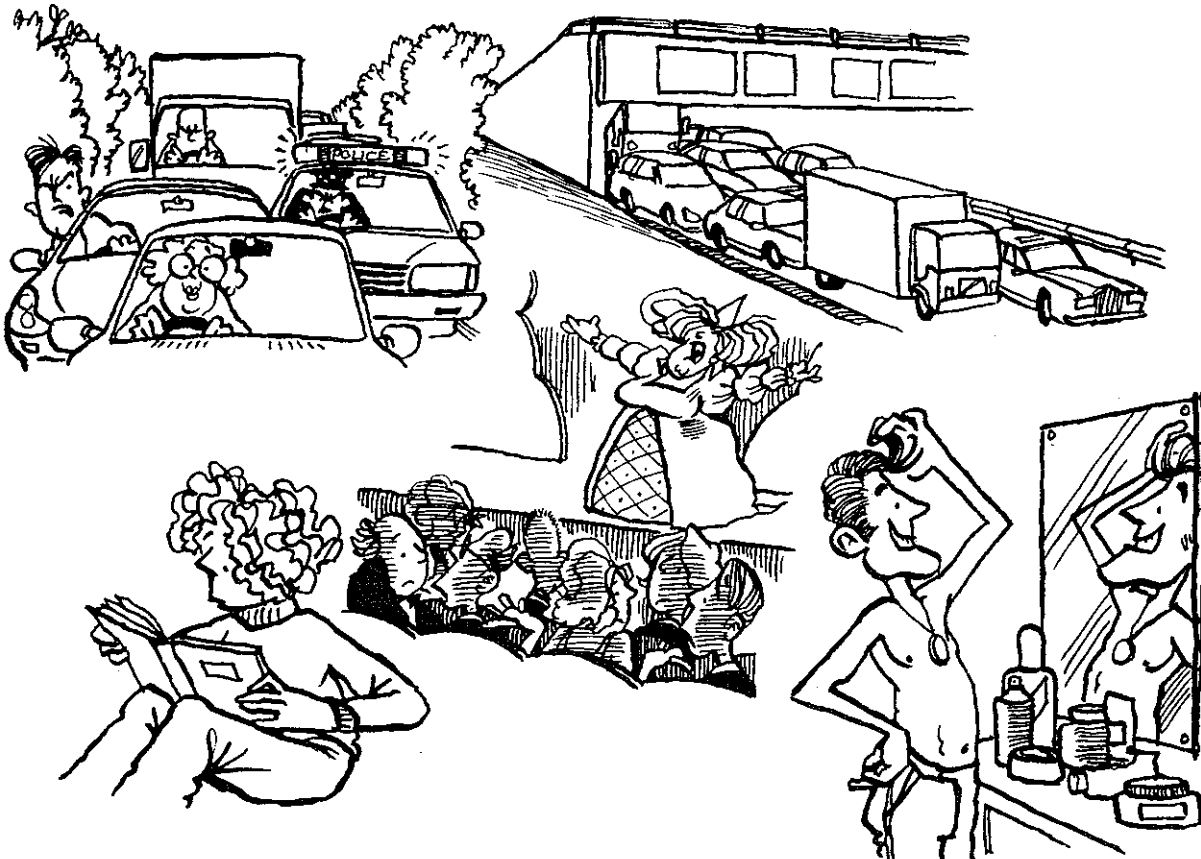
apartment	pants
candy	pharmacy
closet	sidewalk
elevator	store
fall	subway
faucet	truck
garbage	yard
gas	

1 Try to complete all the sentences in ten minutes.



- 1 My grandmother drives so \_\_\_\_\_ that the police keep stopping her.
- 2 It was such \_\_\_\_\_ that we decided not to go out.
- 3 The hotel bed was so \_\_\_\_\_ that I didn't wake up until 11 in the morning.
- 4 It was such \_\_\_\_\_ that everybody failed it.
- 5 Look at that man over there! He's so \_\_\_\_\_ he must be a basketball player.
- 6 It was such \_\_\_\_\_ that we ordered another bottle.
- 7 There was so \_\_\_\_\_ that it took me hours to get here by car.
- 8 The soprano had such \_\_\_\_\_ that the audience started shouting.
- 9 It was such \_\_\_\_\_ that the spectators left early.
- 10 My sister's so \_\_\_\_\_ that she never buys anybody a present.
- 11 It was such \_\_\_\_\_ that I immediately re-read it.
- 12 He's so \_\_\_\_\_ he must be a model or an actor.
- 13 In that quiz show they ask such \_\_\_\_\_ that everyone always knows the answers.
- 14 It was such \_\_\_\_\_ that all the students went to sleep.
- 15 You're so \_\_\_\_\_ you probably think this song is about you.

2 Look at the pictures and remember the sentences.



## Round 1

■ Answer the questions.



- 1 When was William Shakespeare born?  
a) 1564 b) 1664 c) 1764
- 2 Which British monarch was on the throne when Shakespeare was born?  
a) Henry VIII b) Elizabeth I c) Charles I
- 3 Where was he born?  
a) Oxford b) Stratford c) London
- 4 What was Shakespeare's original profession?  
a) a builder b) a lawyer c) an actor
- 5 How many plays did Shakespeare write?  
a) 7 b) 37 c) 57
- 6 What was the name of Shakespeare's theatre in London?  
a) The Globe b) The Apollo c) The Cambridge
- 7 When Shakespeare died, which of these things did he leave his wife?  
a) his plays b) a lot of money c) his bed
- 8 Who played the part of Shakespeare in the film *Shakespeare in Love*?  
a) Laurence Olivier  
b) Joseph Fiennes  
c) Kenneth Branagh



## Round 2

■ Correct the names of the plays.

- 9 The Merchant of Amsterdam
- 10 Queen Lear
- 11 Andrew and Cleopatra
- 12 A Midsummer Day's Dream
- 13 King Kevin the Fifth



## Round 3

■ Match the quotation to the correct play.

*'What's in a name?  
That which we call a rose by any  
other name would smell as sweet.'*

14

*'Friends, Romans, countrymen,  
lend me your ears.'*

15

*'A horse, a horse,  
my kingdom for a horse.'*

16

*'To be or not to be,  
that is the question.'*

17

*'O, beware my lord, of jealousy.  
It is the green-eyed monster.'*

18

King Richard III

Julius Caesar

Hamlet

Othello

Romeo and Juliet

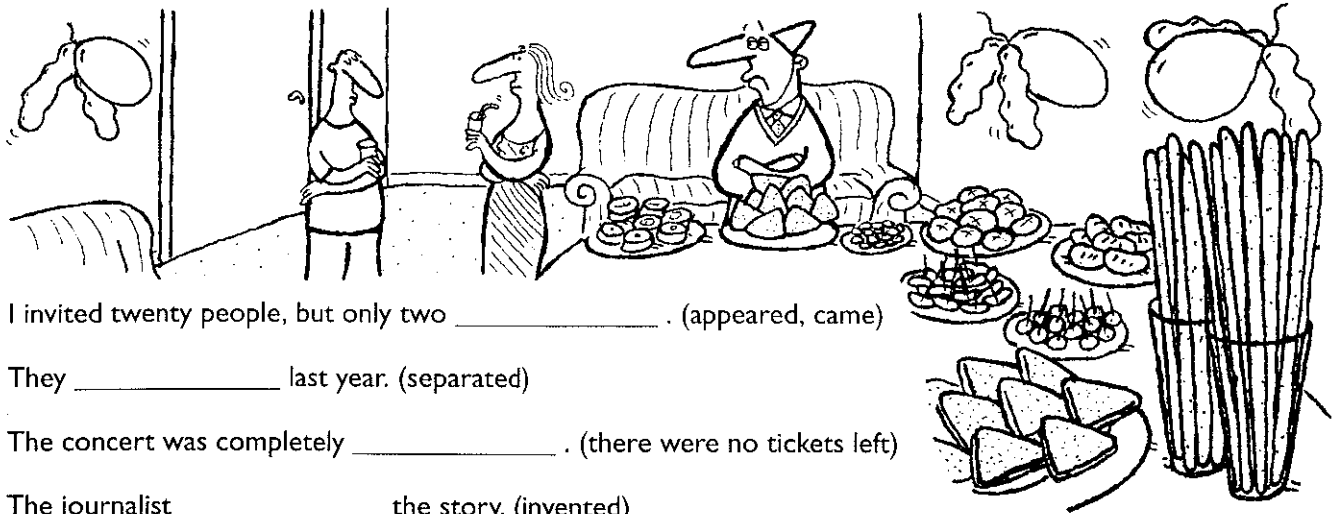
Put the verbs in the correct tenses.

- 1 By this time next week we \_\_\_\_\_ our exams. (finish)
- 2 You'll easily recognize me. I \_\_\_\_\_ a white jacket and a blue tie. (wear)
- 3 My hair's too long. I'm going to \_\_\_\_\_ it \_\_\_\_\_ this afternoon. (cut)
- 4 You shouldn't \_\_\_\_\_ him. You knew he couldn't keep secrets. (tell)
- 5 I wish I \_\_\_\_\_ my camera. The view is amazing from here! (not forget)
- 6 It was my fault. If I hadn't had that cup of coffee we \_\_\_\_\_ the train. (not miss)
- 7 You would have seen them if you \_\_\_\_\_ five minutes earlier. (come)
- 8 Karen's very late. She might \_\_\_\_\_. The house is difficult to find. (get lost)
- 9 Switch the TV off! You \_\_\_\_\_ for at least three hours. (watch)
- 10 I think he wishes he \_\_\_\_\_ more free time. (have)
- 11 I didn't recognize you! How long \_\_\_\_\_ a beard? (have)
- 12 You would cry too if it \_\_\_\_\_ to you. (happen)
- 13 I'll tell him as soon as he \_\_\_\_\_. (arrive)
- 14 I can't get used to \_\_\_\_\_ at 5.00 a.m. every day. (get up)
- 15 Do you know what time the show \_\_\_\_\_? (finish)
- 16 The pickpocket denied \_\_\_\_\_ my wallet. (steal)
- 17 The travel agent advised us \_\_\_\_\_ in that region. (not travel)
- 18 A Sorry I'm late. How long \_\_\_\_\_? (wait)  
B For half an hour!
- 19 As soon as I saw her red eyes I realised she \_\_\_\_\_. (cry)
- 20 We \_\_\_\_\_ about it since last week. (know)

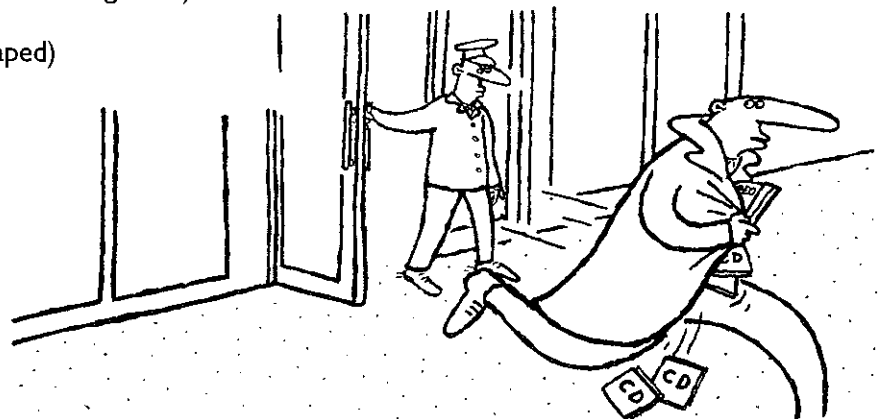
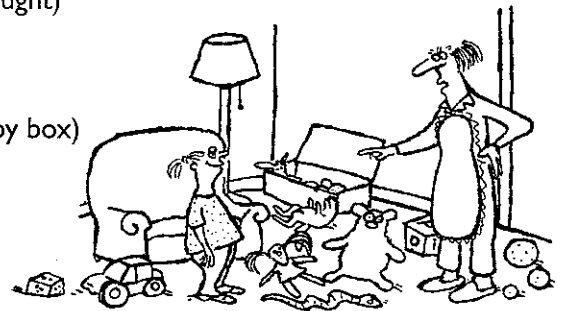
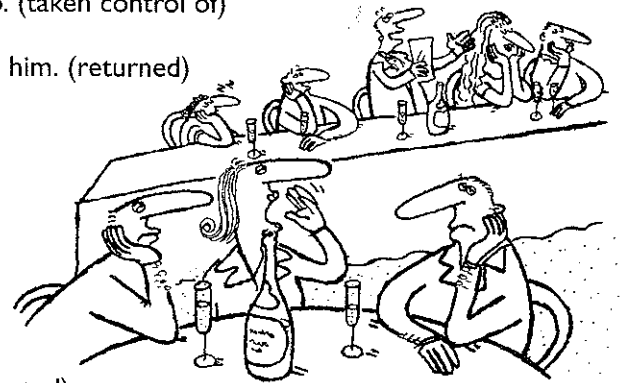
TOTAL  /20



<p><b>Phrasal verbs</b></p> <p>take after bring up break down go on (talking) cross out (a word) look forward to look up (a word) write down</p>	<p><b>The media</b></p> <p>the headlines biased the front page the press take a photo commercials/adverts a chat show TV channels</p>	<p><b>Adverbs</b></p> <p>especially in the end gradually ideally nearly unfortunately slightly rather</p>	<p><b>Health and medicine</b></p> <p>a hypochondriac side effects have a day off blood pressure take an overdose the operating theatre a ward pregnant</p>
<p><b>Science and computers</b></p> <p>do research a guinea pig do an experiment a laptop search for information a keyboard software a website</p>	<p><b>Verbs</b></p> <p>remind (sb to do sth) it doesn't matter argue recommend apologise encourage deny threaten</p>	<p><b>History and politics</b></p> <p>a dictator a civil war defeat (vb) surrender a political party left-wing general elections a citizen</p>	<p><b>Fashion</b></p> <p>designer clothes out of fashion window shopping hang your coat up it suits you a silk scarf a tight skirt a dressing gown</p>
<p><b>Men and women</b></p> <p>equal rights discrimination politically correct the breadwinner selfish vain communicative a 'new man'</p>	<p><b>Houses and decoration</b></p> <p>blinds a fireplace the ceiling a detached house a gate cosy lock the door tidy your room</p>	<p><b>Animals and conservation</b></p> <p>an owl a kitten feathers a pet a stag night the black sheep of the family hunting a cage</p>	<p><b>Crime and punishment</b></p> <p>kidnapping smuggle a burglar guilty pay a fine the jury evidence a trial</p>
<p><b>Business</b></p> <p>export (vb) set up a company expand make a loss go bankrupt the staff a colleague a client</p>	<p><b>Humour</b></p> <p>have a sense of humour tell a joke a comedian witty make fun of somebody irony pull someone's leg have fun</p>	<p><b>Adjectives</b></p> <p>hooked on mad about starving filthy spooky damp rough devastated</p>	<p><b>Truth and lies</b></p> <p>tell the truth a liar cheat in an exam pretend keep a secret be caught out a white lie deceive someone</p>



- 1 I invited twenty people, but only two \_\_\_\_\_ . (appeared, came)
- 2 They \_\_\_\_\_ last year. (separated)
- 3 The concert was completely \_\_\_\_\_ . (there were no tickets left)
- 4 The journalist \_\_\_\_\_ the story. (invented)
- 5 These shoes have \_\_\_\_\_ in two months. (become too old to use)
- 6 I \_\_\_\_\_ the cost of the holiday. (calculated)
- 7 An international chain has \_\_\_\_\_ the coffee shop. (taken control of)
- 8 I \_\_\_\_\_ him \_\_\_\_\_ the money I owed him. (returned)
- 9 I can't \_\_\_\_\_ that noise any more. (tolerate)
- 10 I don't \_\_\_\_\_ going out tonight. (want to)
- 11 He \_\_\_\_\_ speaking for an hour. (continued)
- 12 His jacket doesn't \_\_\_\_\_ his trousers. (match)
- 13 She \_\_\_\_\_ a new software company last year. (started)
- 14 The bank robber \_\_\_\_\_ the crime. (did it but wasn't caught)
- 15 He \_\_\_\_\_ his friend outside the bank. (collected)
- 16 \_\_\_\_\_ your toys \_\_\_\_\_ ! (put them in the toy box)
- 17 The cinema has been \_\_\_\_\_ a burger bar. (converted)
- 18 She \_\_\_\_\_ her cigarette. (extinguished)
- 19 He's \_\_\_\_\_ his operation. (recovering from)
- 20 The shoplifter \_\_\_\_\_ . (escaped)



TOTAL  /20

I was named after my grandmother.

Unfortunately I'm not very good at telling jokes.

I've never met such a hypochondriac.

I used to be addicted to ice cream.

If I'd known how dangerous it was, I wouldn't have gone.

It must have been awful to be married to Henry VIII.

She was wearing high-heeled black boots.

I wish men were better at ironing.

You shouldn't have put a picture above your bed – it's bad *feng-shui*.

Chimpanzees are more intelligent than some people I know.

Every time I hear that song I remember our first kiss.

What the clairvoyant told me came true.

I was accused of shoplifting.

Everything he told me was a lie.

In spite of being a boy he wanted a Barbie doll.

INFINITIVE	PAST	PAST PARTICIPLE
be	was/were	been
beat	beat	beaten
become	became	become
begin	began	begun
bend	bent	bent
bet	bet	bet
bite	bit	bitten
blow	blew	blown
break	broke	broken
bring	brought	brought
broadcast	broadcast	broadcast
build	built	built
burn	burned/burnt	burned/burnt
burst	burst	burst
buy	bought	bought
can	could	
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
deal	dealt /dɔlt/	dealt
dig	dug	dug
do	did	done
draw	drew	drawn
dream	dreamed/dreamt	dreamed/dreamt
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forbid	forbade	forbidden
forget	forgot	forgotten
forgive	forgave	forgiven
freeze	froze	frozen
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
kneel	knelt	knelt
know	knew	known
lay	laid	laid
lead	led	led

INFINITIVE	PAST	PAST PARTICIPLE
learn	learned/learnt	learned/learnt
leave	left	left
lend	lent	lent
let	let	let
lie	lay	lain
light	lit	lit
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
shake	shook	shaken
shine	shone	shone
shoot	shot	shot
show	showed	shown
shrink	shrank	shrunk
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
smell	smelled/smelt	smelled/smelt
speak	spoke	spoken
spend	spent	spent
spill	spilled/spilt	spilled/spilt
spoil	spoiled/spoilt	spoiled/spoilt
spread /spred/	spread	spread
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
swear /sweə/	swore	sworn
swim	swam	swum
take	took	taken
teach	taught	taught
tear /teə/	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written

## Verb + preposition

- Cover the PREPOSITION column. Test yourself.

### EXAMPLE

	PREPOSITION
1 I don't agree <input type="text"/> you.	with
2 She accused him <input type="text"/> lying.	of
3 I've applied <input type="text"/> a new job.	for
4 He apologized <input type="text"/> arriving late.	for
5 I asked <input type="text"/> a cup of coffee.	for
6 We arrived <input type="text"/> Paris at 4.00.	in
7 She arrived <input type="text"/> the airport.	at
8 Do you believe <input type="text"/> UFOs?	in
9 This house belongs <input type="text"/> my mother.	to
10 He borrowed some money <input type="text"/> his sister.	from
11 The course consists <input type="text"/> five days of practical classes.	of
12 The car crashed <input type="text"/> a tree.	into
13 Everything depends <input type="text"/> the weather.	on
14 We're going to divide the house <input type="text"/> two flats.	into
15 Could you explain that <input type="text"/> me again, please?	to
16 Have you heard <input type="text"/> a composer called Messiaen?	of
17 Have you heard <input type="text"/> your mother recently?	from
18 She fell <input type="text"/> love <input type="text"/> an Italian boy.	in, with
19 I got <input type="text"/> London at 6.00.	to
20 What happened <input type="text"/> him in the end?	to
21 Don't laugh <input type="text"/> me! It's not funny.	at
22 Can you pay <input type="text"/> my coffee?	for
23 I prefer doing sport <input type="text"/> watching it.	to
24 The smell of candles reminds me <input type="text"/> Christmas.	of
25 Did you speak/talk <input type="text"/> the boss <input type="text"/> your contract?	to, about
26 She's going to specialize <input type="text"/> paediatrics.	in
27 I hope you succeed <input type="text"/> finding a job.	in
28 He's suffering <input type="text"/> a broken heart.	from
29 I'm thinking <input type="text"/> going to Ireland this summer.	of/about (= plans)
30 What do you think <input type="text"/> my new shoes?	of (= opinion)
31 What are you thinking <input type="text"/> ?	about (= reflection)
32 Her book has been translated <input type="text"/> 20 languages.	into
33 Don't worry <input type="text"/> anything.	about

- Add more verbs + prepositions to this page.

## Adjective + preposition

- Cover the PREPOSITION column. Test yourself.

### EXAMPLE

	PREPOSITION
1 She's addicted <input type="text"/> coffee.	to
2 I'm afraid/frightened <input type="text"/> flying.	of
3 He's very angry <input type="text"/> his son <input type="text"/> the party.	with, about
4 We're bored <input type="text"/> doing this.	with
5 I'm fed up <input type="text"/> you complaining all time.	with
6 The square was full <input type="text"/> tourists.	of
7 We were fascinated <input type="text"/> the exhibition.	by
8 She's very fond <input type="text"/> her nephew.	of
9 He's good/bad <input type="text"/> languages.	at
10 I'm hooked <input type="text"/> that programme.	on
11 She's interested <input type="text"/> politics.	in
12 I'm not very keen <input type="text"/> fish. I prefer meat.	on
13 She's mad <input type="text"/> that new pop group.	about
14 He's married <input type="text"/> a Chinese woman.	to
15 They were very nice/kind <input type="text"/> us.	to
16 It's very nice/kind <input type="text"/> you to help us.	of
17 He's obsessed <input type="text"/> football.	with
18 I'm really pleased <input type="text"/> my new flat.	with
19 Your jacket is similar <input type="text"/> mine.	to
20 I'm sorry <input type="text"/> the weather, but it's not my fault!	about
22 I'm tired <input type="text"/> doing the washing up. It's your turn.	of
24 I'm worried <input type="text"/> my exam tomorrow.	about

- Add more adjectives + prepositions to this page.

- There are seven **Check your progress** tests in the **Student's Book**, one after each File.
- There are four **photocopiable Teacher's Book** tests. **Test 1** covers **Files 1 and 2**, **Test 2** covers **Files 3 and 4**, **Test 3** cover **Files 5 and 6**, and **Test 4** is an end-of-book test which covers the whole book. They can be used as
  - informal tests to provide you with feedback on how well your SS have assimilated the language of the preceding files, OR
  - formal tests to assess your SS' progress and to decide if they are ready to move on to the next level in your school.

## ■ Before the tests

Tell SS they will be tested on **grammar, vocabulary, pronunciation, reading, writing, listening and speaking** (if you do an oral test).

To help SS revise refer them to:

- The **Grammar Summary**, pp. 146–152.
- The **BUILD YOUR VOCABULARY** sections throughout the book and the **Vocabulary Builder**, pp. 126–139.
- The pronunciation exercises throughout the book.

## ■ How to give and mark the tests

- Copy and give out one test per student.
- Quickly go through each part of the test. Explain that the marks for each part are indicated under the heading.
- SS work individually and write their answers on the test paper. The writing exercise should be written on a separate sheet with their name.
- The tests will take 75–90 minutes if SS do all parts under exam conditions. However, the writing could be set for homework if you don't want to spend more than an hour of class time on the test.
- Collect and correct the tests. All three tests have a total of 100 marks. If you give an oral test you could give a separate mark out of ten (or twenty), or if required work out a global mark between the oral and written parts of the test.

## ■ Writing

The writing task is marked out of 20. We suggest you allocate:

- 10 marks for grammar, vocabulary and spelling.
- 10 marks for content, presentation and layout.

## ■ Listening

The recordings for the tests are on the Class cassette after **Files 2, 4, 6, and 7**. The tapescripts are with the keys for each test.

## ■ Oral tests

If you want to encourage your SS to speak, you should include speaking in their evaluation, and give oral tests from time to time. This is very motivating for SS, although it can be time-consuming and is sometimes difficult to set up. Here are two simple options:

## 1 Continuous assessment

Give a mark from 1–5 for general willingness and ability to speak in class, and/or for a specific activity (e.g. some of the photocopiable revision speaking activities). This works best if you tell SS in advance that they're going to be assessed. Position yourself in the middle of the class so that you can hear and mark the maximum number of SS without intimidating.

## 2 Short oral interviews

Interview SS in pairs for three to five minutes, giving them a topic to discuss. Meanwhile the rest of the class can revise together, do a written exercise, or read. Tell SS that they're going to be asked to talk about the different topics they have covered during the course (or part of the course), and encourage them to prepare by talking together. Some external examinations, e.g. the Cambridge FCE exams, require SS to talk about a picture, and you might like to include this activity as a way of getting students to talk. Ideally the pictures would be related to the topics SS have studied in the book.

## Suggested topics for an oral test

Always begin by chatting to SS for a minute or two to relax them about what they do, why they're learning English, etc. Then choose at least two topics from the suggestions below for SS to discuss in pairs.

### Test 1

#### Files 1 and 2

- 1 What is the stereotype of people from your country? To what extent do you personally conform to the stereotype?
- 2 What ingredients do you think a music group need to be successful?
- 3 Have people from your country got a good sense of humour? What kind of things make them laugh?
- 4 What do you think of the national health service in your country? Do you agree with private medicine?
- 5 What do you think are the most important things to keep yourself young mentally and physically?
- 6 Do you know any people who are addicted to their work or to a hobby? Describe them.

### Test 2

#### Files 3 and 4

- 1 How important do you think reading is in today's world? What is the best way to encourage children to read?
- 2 Do you consider ... to be dangerous? Why(not)?
  - a) using mobile phones
  - b) skiing or sailing
  - c) travelling on your own
- 3 What's your favourite period of history? Why?
- 4 Do you think that the fashion industry has a good or a bad influence on young people today?
- 5 'Even today there are still certain jobs that are better done by just men or just women.' Do you agree?
- 6 If you could design your ideal home, what would it be like?



## Test 3

## Files 5 and 6

Recycle questions from above and add from the following:

- 1 Do you think people treat animals well in your country? Why(not)?
- 2 Do you think you have a good memory? Why(not)? Describe one of the happiest memories from your childhood.
- 3 Are people in your country superstitious? What kind of things do they believe in? What's your opinion of the following:  
a) faith-healers b) clairvoyants c) UFOs
- 4 What kind of crimes have increased in your country in recent years? Why do think this is? Have you ever been witness to a crime? What happened?
- 5 In what circumstances do you think it is justifiable to tell a lie? Why?
- 6 Are young people in your country addicted to 'brand names'? Which ones? Why do you think these brands are so successful?

## Test 4

## Files 1 to 7

Either use a selection of questions from 1–3 below and from the ones from the previous tests above.

- 1 Describe a favourite shop or restaurant. What is it about it that makes you want to go back there?
- 2 In what ways does the American way of life influence your country?
- 3 Have you ever seen any film or theatre productions of Shakespeare's plays? Which one(s)? Did you enjoy it/them? Why(not)?

### ■ Marking oral tests

Marking an oral test is always very subjective. We recommend giving 1–5 marks for fluency and vocabulary, and 1–5 marks for accuracy and pronunciation.

## Grammar

### A Put the verbs in the correct form.

One mark for each correct verb.

Example: If you *don't feel* better in two days,  
come back and see me. (not feel)

- 1 You wouldn't make so many mistakes if you \_\_\_\_\_ more time with your work. (take)
- 2 Do you ever ask yourself what you \_\_\_\_\_ in five years' time? (do)
- 3 By this time next week everyone \_\_\_\_\_ about the newspaper article. (forget)
- 4 I'll leave my mobile phone on in case you \_\_\_\_\_ to get in touch with me urgently. (need)
- 5 As soon as we get your e-mail we \_\_\_\_\_ you the information. (send)
- 6 People didn't use to \_\_\_\_\_ so much about what they ate. (worry)
- 7 Unless they get more financial help, the scientists \_\_\_\_\_ to go on with their research. (not be able)
- 8 After living at home all his life he couldn't get used to \_\_\_\_\_ by himself. (live)
- 9 If I spoke two languages, I \_\_\_\_\_ for that job in yesterday's newspaper. (apply)
- 10 If you \_\_\_\_\_ children before, you'll find being an au pair quite stressful. (not look after)

### B Right (✓) or wrong (X)? Correct the wrong sentences.

One mark for each correct answer.

- 1 When I don't know a word I always look up it in a dictionary.
- 2 I enjoyed very much the film.
- 3 Your shoes are dirty. Take off them!
- 4 Did you throw yesterday's paper away?
- 5 I'm used to getting up early in the morning.
- 6 They even haven't told their families what happened.
- 7 I never am late for an appointment.
- 8 Where did you used to go on holiday when you were a child?

- 9 She plays beautifully the piano.
- 10 I work long hours and I'm used to getting home at 8.00 or 9.00.

### C Write the questions.

Half a mark for for each correct question.

Example: Martin was born in [?] on May 4th.

*Where was Martin born?*

- 1 Amanda was named after [?].  
\_\_\_\_\_?
- 2 The plane is taking off late because [?].  
\_\_\_\_\_?
- 3 [?] viewers watched the tennis final.  
\_\_\_\_\_?
- 4 It will take [?] if we go by car.  
\_\_\_\_\_?
- 5 I'm thinking about [?].  
\_\_\_\_\_?

### D Rewrite the questions.

Half a mark for each correct question.

Example: What time does the film start?

*Do you know what time the film starts?*

- 1 When's Karen's party?  
Do you know \_\_\_\_\_?
- 2 How many copies of your CD have you sold?  
Can you tell us \_\_\_\_\_?
- 3 Have they got tickets for the concert?  
Do you know \_\_\_\_\_?
- 4 Where did she put the documents?  
Have you got any idea \_\_\_\_\_?
- 5 Does this bus go the city centre?  
Could you tell me \_\_\_\_\_?

**Vocabulary**

**A Complete the phrasal verbs with the correct particle (on, off, etc) or the verb in the correct tense.**

One mark for each correct word.

Example: My car *broke down* on the motorway yesterday.

- 1 I \_\_\_\_\_ after my father – we're both very independent.
- 2 Would you fill \_\_\_\_\_ this form, please?
- 3 The party was great fun. We \_\_\_\_\_ on dancing until 4.30 in the morning.
- 4 The journalist made \_\_\_\_\_ the story to sell more magazines.
- 5 I've decided to \_\_\_\_\_ up drinking coffee.
- 6 As usual half the class turned \_\_\_\_\_ late.
- 7 \_\_\_\_\_ out! There's a car coming!
- 8 I was brought \_\_\_\_\_ mainly by my mum because my dad was away a lot.
- 9 It took me two weeks to get \_\_\_\_\_ the flu.
- 10 The quiz show contestant \_\_\_\_\_ out of time and lost the game.

**B Write the word(s) for the definitions.**

One mark for each correct word or phrase.

- 1 the first page of a newspaper:  
f \_\_\_\_\_
- 2 a name given to you by friends or family, not your real name: n \_\_\_\_\_
- 3 unpleasant symptoms you can get from taking medicine, e.g. nausea:  
s \_\_\_\_\_
- 4 a film or programme which makes you laugh:  
c \_\_\_\_\_
- 5 an adjective describing sb who is funny and clever with words: w \_\_\_\_\_
- 6 an adverb meaning *in the end, in spite of difficulty*: e \_\_\_\_\_
- 7 the piece of paper the doctor gives you to take to the chemist's: p \_\_\_\_\_
- 8 a person who studies plants and animals:  
b \_\_\_\_\_

- 9 a portable computer: l \_\_\_\_\_
- 10 an adjective meaning *tired and frustrated*:  
f \_\_\_\_\_

**C Circle the correct word(s).**

One mark for each correct answer.





- 1 I didn't think I'd enjoy skiing but it was *fun/funny*.
- 2 At first, the doctor thought she was really ill. *At the end/In the end* he decided she was a hypochondriac.
- 3 I'm afraid he's not in *at the moment/actually*. He'll be back at 3.00.
- 4 I love all music but *especially/especially* jazz.
- 5 He's not very punctual – he's never *on time/in time*.

Vocabulary **25**

**Pronunciation**

**A Which word has a different sound?**

One mark for each correct answer.

- 1  journalist glamorous allergy genetics surgeon
- 2  choice chemist channel research chat show
- 3  virus hypochondriac psychiatrist symptoms scientist
- 4  physics dizzy tired healthy addicted

**B Write the words. (They are all related to medicine.)**

One mark for each correct answer.

- 1 /'peɪʃnt/
- 2 /ɒpə'reɪʃn/
- 3 /wɔ:d/
- 4 /'əʊvəðəʊs/
- 5 /'mæsa:ʒ/
- 6 /'blɪdpreʃə/

Pronunciation **10**

**Reading**

**A Read the article and match the headings to each paragraph. The first one is done.**  
One mark for each correct answer.

- A Pre-match preparations
- B Winning isn't everything
- C A painful mistake
- E 'We're only amateurs!'
- F Not what they expected
- G Why the mistake happened

**Gladiators thrown to the lions**

1

A slight error in translation left a team of veteran rugby players from Dorset with aching muscles and bruises after a match against a top Romanian rugby club.

2

The British team, most of them in their 40s, found themselves playing against a professional team including nine internationals in a national stadium, in front of thousands of spectators and a live television audience. They had expected to have a friendly match against a team of similarly ageing Romanians.

3

Two of the players (aged 43 and 49) were surprised when they were asked by their Romanian hosts if they wanted to do a training session the night before. The Dorchester Gladiators were used to doing their 'training' in the bar the night before their matches, and in fact this match was no different. The team went to bed at 4 a.m. and the match began at 11 a.m. in the morning.

4

Nigel Jones, a Gladiator player, said, 'We tried to convince them we weren't very good but they thought we were pulling their leg and they refused to believe us.

Half an hour before the match the Romanians started warming up like real professionals and we just stood and watched knowing we were in real trouble!'

5

Afterwards, the Gladiators, who were actually in Bucharest to deliver financial help and toys to a Romanian orphanage, found out that because of a confusion in translation the Romanians thought they were going to play against a top professional side from Britain.

6

The Gladiators felt that losing 60-17 wasn't a bad result. 'If you take into account that their players were all in their 20s and incredibly fit, we didn't do too badly. After the match they told us we had done brilliantly under the circumstances,' said Dave Scaddon, 45 proudly. 'Let's see what happens when we visit Latvia next year!'

**B Mark the sentences T (true) or F (false).**  
One mark for each correct answer.

- 1 The Gladiators thought they were going to play a match against professionals.
- 2 They usually have a drink after their pre-match training.
- 3 They began to feel worried before the match started.
- 4 Their main reason for being in Romania was to do some charity work.
- 5 The Gladiators were disappointed with the result.

Reading **10**

**Writing**

**Write a composition (120-150 words) about:**  
*The advantages and disadvantages of mobile phones*  
Write at least four paragraphs including an introduction and conclusion.

Writing **20**

**Listening**

**You're going to listen to part of a radio report. Listen twice and complete the missing information.**

One mark for each correct answer.

*Is he the world's oldest man?*

Mr Chaudhuri claims he is <sup>1</sup> \_\_\_\_\_ years old. His age can't be proved because there are no documents, and he hasn't got a

<sup>2</sup> \_\_\_\_\_. He was born in November,

<sup>3</sup> \_\_\_\_\_. He was 107 when <sup>4</sup> \_\_\_\_\_ was assassinated. The village where he lives is

<sup>5</sup> \_\_\_\_\_ hours' drive from Kathmandu.

He spends his day eating <sup>6</sup> \_\_\_\_\_.

He can't remember what his wives'

<sup>7</sup> \_\_\_\_\_ were. He thinks he has lived so long mainly because of his <sup>8</sup> \_\_\_\_\_, and

having naps. The only thing he worries about is his <sup>9</sup> \_\_\_\_\_. His one ambition is to

<sup>10</sup> \_\_\_\_\_.

Listening **10**

Final Total **100**

**Grammar**

**A Complete the second sentence so that it means the same as the first.**

One mark for each correct sentence.

Example: Peter is younger than I thought.

Peter *isn't as old as* I thought.

1 That's the garage where they repaired my car.  
I had \_\_\_\_\_ in that garage.

2 I'm sure they haven't got lost. I gave them a clear map.  
They can't \_\_\_\_\_.  
I gave them a clear map.

3 She decided to leave after waiting for 45 minutes.  
She had \_\_\_\_\_  
45 minutes when she decided to leave.

4 I'm sure they were at home because the lights were on.  
They must \_\_\_\_\_  
because the lights were on.

5 Why didn't you tell me it was your birthday?  
You should \_\_\_\_\_ it  
was your birthday.

6 It was a mistake not to try on the jeans before I bought them.  
I wish I \_\_\_\_\_  
the jeans before I bought them.

7 Perhaps King Arthur didn't exist.  
King Arthur might \_\_\_\_\_.

8 If you work fast you'll earn more money.  
The faster you work \_\_\_\_\_.

9 The climbers didn't get to the top because the weather changed.  
The climbers \_\_\_\_\_  
if the weather hadn't changed.

10 I want you to stop phoning me at home.  
I wish \_\_\_\_\_ me at home.

**B Right (✓) or wrong (X)? Correct the wrong sentences.**

One mark for each correct answer.

- 1 He always wears a brown old tracksuit.
- 2 We want to have redecorated our kitchen.
- 3 He mustn't have forgotten – he never forgets anything.
- 4 The soon you tell me the better.

- 5 I bought a beautiful silk scarf.
- 6 People thinks that I am stupid.
- 7 The news isn't very good.
- 8 Can you give me an advice?
- 9 I wish you would help more in the house.
- 10 I can't find my bag. I might leave it in the restaurant.

**C Put the verbs in brackets in the correct form.**  
Half a mark for each correct verb.

This happened last year when one afternoon my husband and I <sup>1</sup> \_\_\_\_\_ (decide) to repaint our kitchen ceiling. It was about three o'clock and our two young children <sup>2</sup> \_\_\_\_\_ (play) in their room quite happily. I <sup>3</sup> \_\_\_\_\_ (send) them there while we <sup>4</sup> \_\_\_\_\_ (decorate) so that they wouldn't get in our way. We <sup>5</sup> \_\_\_\_\_ (paint) for about twenty minutes when we suddenly <sup>6</sup> \_\_\_\_\_ (realize) that they <sup>7</sup> \_\_\_\_\_ (stop) talking and laughing. The silence was very worrying!  
I <sup>8</sup> \_\_\_\_\_ (rush) upstairs and opened the door of their room. They <sup>9</sup> \_\_\_\_\_ (admire) their wall which they <sup>10</sup> \_\_\_\_\_ (just/finish) painting blue, green and yellow. 'We're painting too, Mummy,' they said, smiling.

**Vocabulary**

**A Write the word(s) for the definitions.**

One mark for each correct answer.

- 1 when the people of a country vote:  
\_\_\_\_\_
- 2 men or women who fight in an army:  
\_\_\_\_\_
- 3 the opposite of *tight*: \_\_\_\_\_
- 4 shoes you wear in the house: \_\_\_\_\_
- 5 something that costs less than usual and is good value is a \_\_\_\_\_
- 6 the opposite of *mature*: \_\_\_\_\_
- 7 being treated the same: \_\_\_\_\_ rights
- 8 a wall made of wood or metal that surrounds a garden: \_\_\_\_\_
- 9 close with a key: \_\_\_\_\_
- 10 a house which is not joined to another is a \_\_\_\_\_ house

**B Complete with a strong adjective.**

One mark for each correct answer.

Example: A Is the new swimming pool big?

B Yes, it's *huge/enormous*.

- 1 A Was your father angry?  
B Yes, in fact he was \_\_\_\_\_.
- 2 A Were all the beaches dirty?  
B Yes, they were absolutely \_\_\_\_\_.
- 3 A Were you frightened?  
B Frightened? I was \_\_\_\_\_.
- 4 A Was she pleased?  
B Yes, she was \_\_\_\_\_.
- 5 A Are you hungry?  
B Yes, I'm \_\_\_\_\_.

**C Complete the phrasal verbs with a particle or a verb in the correct form.**

One mark for each correct answer.

- 1 Your sofa \_\_\_\_\_ very well with your curtains.
- 2 Kevin was at the party showing \_\_\_\_\_ his new girlfriend.
- 3 It's no smoking here. Could you \_\_\_\_\_ out your cigarette, please?
- 4 By the time I arrived the match was \_\_\_\_\_ and everyone had gone home.
- 5 I'm \_\_\_\_\_ forward to seeing you.

**D Circle the correct word.**

Half a mark for each correct verb.





- 1 If you hadn't *lost/missed* your way you wouldn't have *lost/missed* the beginning of the film.
- 2 When he phoned he didn't *look/seem* worried, but when we saw him he *looked/seemed* white with anxiety.
- 3 Robin Hood *robbed/stole* rich people. He *robbed/stole* their money and gave it to the poor.
- 4 I don't *mind/matter* which film we see and it doesn't *mind/matter* if it finishes late.
- 5 I wish we could *argue/discuss* this calmly but we always end up *arguing/discussing*.

**Vocabulary** **25**

**Pronunciation**

**A Which word has a different sound?**

One mark for each correct answer.

- 1  iron cooker practical gloves arrange
- 2  bossy jealous lose divorce socks
- 3  size cosy looks blinds freezing
- 4  share fashion furniture patient communication

**B Underline the stress.**

One mark for each correct answer.

- 1 immature 2 discount 3 designer
- 4 discrimination 5 luxurious
- 6 government.

**Pronunciation** **10**

**Reading**

**Girl saves father with biscuit and cuddles**

A five-year-old girl helped to save her father's life after he lapsed into a diabetic coma while having a bath.

Charlotte Carter found her father John slumped unconscious with his head under water. She realized that if he stayed under the water he would drown, and tried to lift his head up. When that failed, she had the presence of mind to pull out the bath plug to let out the water. She then ran to the kitchen and found a chocolate biscuit, which she pushed between his teeth and into his mouth. She then noticed that he was turning blue with cold, and tried to climb up the side of the bath to close the window. But she couldn't reach it, so she covered him with a thick towel, wrapped herself in another, got into the bath and hugged and cuddled her father for 90 minutes to keep him warm until help arrived. Mr Carter, a supermarket worker, had been looking after Charlotte and her four-year-old sister while his wife was visiting a friend.

Charlotte's vigil ended when her older sister Laura came home, and went to fetch their mother. Mrs Carter immediately ran home where she found her tearful daughter clinging to an unconscious Mr Carter. She was able to revive her husband within 10 minutes after giving him a glucose injection and Mr Carter suffered no ill effects from the incident. Mrs Carter said, 'Charlotte must have got the idea of the chocolate from seeing me giving John chocolate when he has gone into less serious comas. But I'd never thought of telling her to do it,' she said. 'It must have been awful for her, lying there all that time with her dad unconscious. When I arrived she was very upset and scared.' 'It is just amazing,' said Mr Carter. 'The chocolate biscuit she gave me, the towels and her cuddles all helped me survive. But if she hadn't pulled out the plug I would definitely have drowned. There aren't many fathers who can say they owe their life to their five-year-old daughter.'

**Read the text and mark the sentences T (true) or F (false).**

One mark for each correct answer.

- 1 John Carter became ill before he got into the bath.
- 2 Charlotte did not know how to get the water out of the bath.
- 3 John Carter ate the chocolate biscuit that Charlotte gave him.
- 4 She wasn't tall enough to close the window.
- 5 Charlotte put her arms around her father to keep him warm.
- 6 Charlotte has two sisters.
- 7 Mr Carter was seriously ill as a result of the incident.

- 8 Charlotte's mother had taught her to give her father chocolate.
- 9 Charlotte kept calm all the time.
- 10 Mr Carter thought that the chocolate biscuit was the main thing which saved his life.

Reading **10**

**Writing**

**You have entered a short story competition. The story must be 120–150 words and must start with these words.**

I sat in the hotel lounge and nervously looked at my watch. It was half past three, and my friend should have arrived at two o'clock....

Writing **20**

**Listening**

**Listen to an interview with Charlie Griffin, a mountain climber. Choose a, b or c.**

Two marks for each correct answer.

- 1 Charlie Griffin has
  - a) climbed Everest three times.
  - b) climbed K2 twice.
  - c) climbed K2 three times.
- 2 Charlie is sorry that
  - a) he doesn't have a more normal job.
  - b) he has not spent more time with his family.
  - c) some of his friends aren't alive any more.
- 3 He never thought of being a professional climber when he was young because he
  - a) didn't take it seriously as a job.
  - b) really wanted to be a teacher.
  - c) didn't do very well at school.
- 4 He wishes he had
  - a) become a teacher.
  - b) continued with his studies.
  - c) been better at sport.
- 5 When he was at school he
  - a) was better at football than at climbing.
  - b) was better at climbing than at football.
  - c) only liked climbing.

Listening **10**

Final Total **100**



**Grammar**

**A Put the verbs in the correct form.**

One mark for each correct verb.

Example: If you *don't feel* better in two days, come back and see me. (not feel)

- 1 I don't know where Maureen is. I \_\_\_\_\_ her for ages. (not see)
- 2 Jim suggested \_\_\_\_\_ to the new Indian restaurant tonight. What do you think? (go)
- 3 The jury \_\_\_\_\_ since 3 o'clock but they still can't agree on their verdict. (argue)
- 4 Her parents warned her \_\_\_\_\_ to strangers. (not talk)
- 5 They'll very pleased \_\_\_\_\_ they have been chosen to represent the company. (hear)
- 6 Why do you keep \_\_\_\_\_ about this? (lie)
- 7 I don't remember \_\_\_\_\_ my books there. Someone must have moved them. (leave)
- 8 If you can't see the TV from here then your eyes need \_\_\_\_\_ ! (test)
- 9 She started her diet last week and she \_\_\_\_\_ already \_\_\_\_\_ three kilos. (lose)
- 10 He \_\_\_\_\_ tennis for over two hours now. He must be exhausted! (play)

**B Choose a, b or c.**

One mark for each correct answer.

- 1 I really liked my sister's new boyfriend, \_\_\_\_\_ was lucky.  
a) who      b) which      c) what
- 2 \_\_\_\_\_ students doing the exam should wait here.  
a) Each      b) Every      c) All
- 3 I'm afraid that \_\_\_\_\_ of your answers are right.  
a) no      b) none      c) nothing
- 4 I've done \_\_\_\_\_ - the shopping, the cleaning and the cooking.  
a) everything      b) all      c) every
- 5 She really enjoyed the film, \_\_\_\_\_ of the sad ending.  
a) although      b) in spite      c) despite

- 6 I left the door open \_\_\_\_\_ the cat could get out.  
a) so that      b) so as to      c) in order to
- 7 Be careful when you drive back \_\_\_\_\_ the wet road.  
a) because      b) because of      c) so that
- 8 That's the neighbour \_\_\_\_\_ dog bit my daughter.  
a) whose      b) who      c) whom
- 9 A Where shall we go tonight?  
B \_\_\_\_\_ . I don't mind.  
a) Anywhere      b) Nowhere      c) Somewhere

**C Complete the second sentence so that it means the same as the first.**

One mark for each correct sentence.

Example: This restaurant is cheaper than I thought.

This restaurant *isn't as expensive as* I thought.

- 1 Despite not having much money, Tess bought an expensive car.  
Tess bought an expensive car, even though \_\_\_\_\_.
- 2 People usually install alarms because they don't want to be burgled.  
People usually install alarms so \_\_\_\_\_ be burgled.
- 3 The thing I most want for Christmas is a new coat.  
What \_\_\_\_\_ is a new coat.
- 4 'I think you should go to a gym,' Sara said to Jane.  
Sara advised \_\_\_\_\_ to a gym.
- 5 All dog owners should make sure their pets are vaccinated.  
Everybody \_\_\_\_\_ should make sure it is vaccinated.
- 6 I haven't got any time for myself.  
I've got \_\_\_\_\_ for myself.

**Vocabulary**

**A Complete the sentences by changing the words in brackets.**

One mark for each correct word.

- 1 You can't believe a word he says. He's a terrible \_\_\_\_\_. (lie)
- 2 It was a really \_\_\_\_\_ meal. I'll never forget it. (memory)
- 3 The company has made a \_\_\_\_\_ this year and may close. (lose)
- 4 The cases of \_\_\_\_\_ have gone up recently. (vandal)
- 5 After the hurricane many people were left \_\_\_\_\_. (home)

**B Complete the sentences with a verb.**

One mark for each correct verb.

- 1 People who \_\_\_\_\_ crimes should be punished.
- 2 If you \_\_\_\_\_ me another lie, I'll never speak to you again.
- 3 We're going to \_\_\_\_\_ business with some French companies.
- 4 The company hopes to \_\_\_\_\_ a profit.
- 5 A car thief \_\_\_\_\_ my car last night.

**C Write the word(s) for the definitions.**

One mark for each correct word.

- 1 a person who steals things from a house: \_\_\_\_\_
- 2 these cover a bird's body: \_\_\_\_\_
- 3 in zoos animals are kept in these: \_\_\_\_\_
- 4 the area where you play tennis, or a room or building where law cases are heard: \_\_\_\_\_
- 5 to go under the surface of water, or where you put dishes to be washed up: \_\_\_\_\_
- 6 to say you didn't do something: \_\_\_\_\_
- 7 to look in shops without buying anything: \_\_\_\_\_
- 8 Nike, Ariel and Nescafé are all: \_\_\_\_\_
- 9 the natural world, including land, air and water: \_\_\_\_\_
- 10 the twelve people who decide if someone is innocent or guilty in court: \_\_\_\_\_

**D Complete the phrasal verbs with the correct particle or verb.**

One mark for each correct word.

Example: My car *broke down* on the motorway.




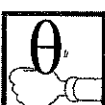

- 1 The old coffee shop has been turned \_\_\_\_\_ a sandwich bar.
- 2 This multinational was originally \_\_\_\_\_ up as a small family business.
- 3 The witness admitted he had lied and that he had made \_\_\_\_\_ the whole story.
- 4 They're going to \_\_\_\_\_ over the smaller company next month.
- 5 If I were a scientist I think I would refuse to carry \_\_\_\_\_ research using live animals.

Vocabulary 25

**Pronunciation**

**A Which word has a different sound?**

One mark for each correct answer.

- 1  cough what profit company
- 2  taught bought enough thought
- 3  through clue judge zoo
- 4  truth though thief both
- 5  theory then weather together

**B Underline the stress.**

One mark for each correct answer.

- 1 assassination
- 2 natural
- 3 pretend
- 4 unforgettable
- 5 evidence

Pronunciation 10

**Reading**

Put the sentences back into the text. One is done, and there is one extra sentence you don't need to use.

Two marks for each correct answer.

- A The first thing I notice when I arrive is the noise of barking dogs and clinking of food bowls.
- B who has been a van driver with the Battersea Dogs' Home for 21 years,
- C If I've got time in the afternoon I go and see the dogs and talk to them.
- D As soon as my dogs hear the key in my front door they run to meet me.
- E Unfortunately, this only happens to 13% of them.
- F Christmas is also a busy time for us because of unwanted presents.
- G I've only once been bitten by a dog.

Reading	<b>10</b>
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**A Day in the Life of Pauline Martignetti**

In 1860 Mary Tealby founded what was later to become known as the Battersea Dogs' Home, which gives a home to lost, abandoned or unwanted dogs.

Pauline Martignetti, 43, <sup>1</sup>**B** lives near London with four dogs of her own, which she brought from the Home.

'After 21 years in this job I have a deep distrust of human beings. I've seen dogs in terrible conditions. Some are lost but most of them are abandoned. August is a hectic month because people go on holiday and throw their dogs out on the street before they leave. <sup>2</sup>

On a normal day I get up at 5 am, feed my four dogs and take them for a walk. I get to work at about 6 am. <sup>3</sup> I'm out in the van about 7 am but before that I speak to the night staff and check the faxes that have come from the police stations around London.

On a really busy day I'll have to pick up between 15 and 20 dogs, mostly from police

stations where the injured or abandoned dogs have been handed in. When I take the dogs to the Home they are kept in the Tealby block for seven days in case their owner comes for them. <sup>4</sup> About half of them are sold. Others are in such a terrible state they go to a special treatment block to be looked after. The longest we've kept a dog here is two years.

When I've finished my round and filled in all the paperwork, I have a sandwich and wash the van. <sup>5</sup> What breaks my heart is, even though another human being has been cruel to them, they are always pleased to see me.

It's about 4 pm when I get home. <sup>6</sup> I'm exhausted – emotionally and physically – but the welcome I get helps me to forget I'm tired. We go for a walk and then we all sit in front of the TV and watch something, preferably a documentary about animals.

What annoys me is that despite the popularity of these programmes we still take in about 12,000 dogs a year!

**Writing**

Write a composition between 120–150 words for your school magazine on the following:

*Keeping animals in zoos is cruel. What's your opinion?*

Write at least four paragraphs including an introduction and conclusion.

Writing	<b>20</b>
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**Listening**

You're going to hear part of a local news broadcast. Listen twice. Mark the sentences T (true) or F (false).

One mark for each correct answer.

- 1 The parrot showed that he recognized his owner.
- 2 Eric Buckley said he had bought the parrot at a pet shop.
- 3 The parrot was blue and green.
- 4 Buckley argued that the parrot could say his name.
- 5 The people in court found the case very funny.
- 6 When the parrot saw Miss Morgans he flew to her.
- 7 He is worth over 500 pounds.
- 8 Miss Morgans is unemployed.
- 9 The jury took a long time to reach a verdict.
- 10 The judge believed Miss Morgans not Mr Buckley.

Listening	<b>10</b>
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Final Total	<b>100</b>
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**Grammar**

**A Choose a, b or c.**

One mark for each correct answer.

- 1 a) What are you talking about?  
b) About what are you talking?  
c) What you are talking about?
- 2 Did you remember \_\_\_ the door?  
a) lock b) locking c) to lock
- 3 Phone me when \_\_\_ home.  
a) you get b) you'll get c) you got
- 4 I'm not used \_\_\_ in a team.  
a) to work b) to working c) work
- 5 Don't leave your clothes there. Put \_\_\_\_.  
a) them away b) away them c) it away
- 6 Everyone says I \_\_\_ my father.  
a) look b) look as if c) look like
- 7 No tickets were left, \_\_\_ was disappointing.  
a) which b) that c) what
- 8 \_\_\_ enjoy having free time.  
a) All b) The most people c) Most people
- 9 Open a window. This room is \_\_\_ a sauna.  
a) as b) like c) how
- 10 It was \_\_\_ boring film that I fell asleep.  
a) so b) such c) such a

**B Put the verbs in the correct form.**

One mark for each correct verb.

Example: If you *don't feel* better in two days,  
come back and see me. (not feel)

- 1 I'm exhausted. I'm not used to \_\_\_\_\_ so hard! (work).
- 2 I wish I \_\_\_\_\_ my sister.  
She can't keep a secret. (not tell)
- 3 When we arrived they \_\_\_\_\_  
for half an hour. (wait)
- 4 This time next week we \_\_\_\_\_  
in the Caribbean. (sunbathe)
- 5 If you \_\_\_\_\_ him now you  
wouldn't recognize him. (see)
- 6 The pickpocket admitted  
\_\_\_\_\_ my wallet. (steal)
- 7 Haven't you finished that book yet? You  
\_\_\_\_\_ it for ages! (read)

- 8 I would have gone if I \_\_\_\_\_  
about it. (know)
- 9 Carol's really late. I think she  
\_\_\_\_\_ about the meeting. (forget)

**C Complete the second sentence so that it means the same as the first.**

One mark for each correct sentence.

Example: Peter is younger than I thought.  
Peter *isn't as old as* I thought.

- 1 'I'm sorry I forgot to phone.'  
Jo apologized \_\_\_\_\_ to phone.
- 2 If you practise, you'll speak better.  
The more \_\_\_\_\_.
- 3 It was a mistake to change jobs.  
I shouldn't \_\_\_\_\_.
- 4 Take a map because you might get lost.  
Take a map in case \_\_\_\_\_.
- 5 We lost although we played well.  
We lost despite \_\_\_\_\_.
- 6 They say that the prime minister will resign.  
It \_\_\_\_\_ the prime  
minister will resign.

**Vocabulary**

**A Write the word(s) for the definitions.**  
One mark for each correct answer.

- 1 a phrasal verb meaning to have the same personality as your mother/father: \_\_\_\_\_
- 2 the general word for newspapers and magazines: \_\_\_\_\_
- 3 a doctor who does operations: \_\_\_\_\_
- 4 adverb meaning little by little: \_\_\_\_\_
- 5 study or investigation, e.g. done by scientists: \_\_\_\_\_
- 6 a verb meaning to make somebody remember: \_\_\_\_\_
- 7 the military forces of a country: \_\_\_\_\_
- 8 when shops sell things at a lower price than usual: \_\_\_\_\_
- 9 the door of a garden: \_\_\_\_\_
- 10 the general word for cleaning, washing up, making the beds, etc.: \_\_\_\_\_
- 11 a baby dog: \_\_\_\_\_
- 12 another word for prison: \_\_\_\_\_
- 13 the general word for the employees of a company: \_\_\_\_\_

**B Complete the sentences by making a new word from the word in brackets. (One of the words is negative.)**  
One mark for each correct answer.

- 1 These jackets are very \_\_\_\_\_ this year. Everyone's wearing them. (fashion)
- 2 His uncle was a brilliant \_\_\_\_\_. (science)
- 3 She had a very happy \_\_\_\_\_. (child)
- 4 We are going to \_\_\_\_\_ our kitchen. (modern)
- 5 It was a serious accident but \_\_\_\_\_ nobody was injured. (luck)
- 6 He doesn't speak to anybody. He's very \_\_\_\_\_. (communicate)
- 7 There is still \_\_\_\_\_ of TV and newspapers in many countries. (censor)

**C Complete the phrasal verbs with a particle or a verb in the correct form.**

One mark for each correct answer.

Example: Could you *look* after my dog this weekend, please?

- 1 Is that true or did you make it \_\_\_\_\_ ?
- 2 Do you \_\_\_\_\_ like seeing a film tonight?
- 3 After he stole the bag, the pickpocket ran \_\_\_\_\_ as fast as he could.
- 4 I don't like it but I'll just have to \_\_\_\_\_ up with it.
- 5 The hotel has been taken \_\_\_\_\_ by a big chain.

Vocabulary 25

**Pronunciation**

**A Underline the word with a different sound.**  
Half a mark for each correct answer.

- 1 enjoy hug genetics German
- 2 furniture chat headache match
- 3 physics stylish terrified byte
- 4 said meant paid dreamt
- 5 accused smuggled hated murdered
- 6 fashion passion shoes socks
- 7 picture cooker perfect modern
- 8 ceiling believe quiet receive
- 9 sceptical scared scientist scarf
- 10 caught cough bought daughter

**B Underline the stressed syllable.**  
Half a mark for each correct answer.

- 1 petrified 2 irresponsible 3 embarrassing
- 4 comfortable 5 eventually

**C Write the words.**  
Half a mark for each correct answer.

- 1 /'kɒmədi/ \_\_\_\_\_
- 2 /'pʌnɪfɪkənt/ \_\_\_\_\_
- 3 /'dʒɜ:nəlɪst/ \_\_\_\_\_
- 4 /ə'pɪərəns/ \_\_\_\_\_
- 5 /'naɪðə/ \_\_\_\_\_

Pronunciation 10

**Reading**

Read this text about Anna Wintour. Choose a, b or c.  
Two marks for each correct answer.

The popular image of Anna Wintour is of a cold and terrifying woman. She is often referred to as an 'ice queen'. At the offices of Vogue in New York, where she has reigned now for twelve years, the younger members of staff tremble in her presence and have difficulty speaking. Why does Anna frighten them so much? According to her friends (and she has lots of them) it isn't her character that gives her this reputation. They describe her as an amiable person. She is neither rude nor does she do horrible things. But, she is very powerful. Nowadays, she is recognized as the most powerful woman in fashion.

One explanation for Anna's coldness is simply that she is extremely shy. When she was young, before she started wearing dark glasses all the time, she used to cover much of her face with a fringe. However, a company colleague of hers insists that the dark glasses are prescribed by an optician to protect her eyes.

In a recent TV documentary on the BBC she was seen without her glasses, giving a feeling of wanting to show her uncovered face to the world. The reason for this has been attributed to her new relationship with a Texan mobile phone millionaire. It is said the 'ice queen' has at last found romance.

Whether she has found romance or not, she hasn't allowed it to affect her hard-headed approach to her job. Her responsibility is to sell as many copies of her magazine as possible and to maximize the advertising profits. Wintour has resisted making changes to Vogue in order to make it more accessible to a greater number of people and for the moment she has been proved right.

Under Wintour's management Vogue sells 1.2 million copies a month and earns about 130 million dollars a year in advertising. She is highly respected by the chairman of the company which owns the magazine, Si Newhouse, who people say is in love with her. She has become a huge celebrity in New York where people stop her in the street or in restaurants to ask her for an autograph.

Wintour is happy with her career. She is often asked how long she plans to stay in her job. She has earned enough to be able to live without working. Her answer is, 'As a woman who has always wanted to be in fashion and has reached the top, why should I want to give it all up now?'

- 1 The text is mainly about
  - a) Anna's personality.
  - b) the effect she has on her staff.
  - c) the way she does her job.
- 2 Anna frightens her employees
  - a) because of her aggressive personality.
  - b) because of her position in the fashion world.
  - c) because she wants to keep her distance.
- 3 She seems to wear dark glasses
  - a) because she feels more secure behind them.
  - b) despite the fact that she doesn't need them.
  - c) because it makes her image more frightening.
- 4 Since she started a new relationship
  - a) Vogue has become less accessible to its readers.
  - b) she has changed her marketing plans.
  - c) she has continued working in the same way.

- 5 After twelve years as editor of *Vogue*, Anna
  - a) has no plans to retire.
  - b) wants to go higher in the fashion world.
  - c) wants to earn more money.

Reading **10**

**Writing**

You have just received this letter from Kelly, an American friend you met two years ago.

Remember me? We met two years ago at the camp in Ireland. How are you? What have you been doing? I wrote to you last Christmas but I didn't get a reply. My company are sending me to your country next month to present our new product. Would you be able to work as my interpreter for a couple of days? They'll pay you of course! I really hope you can help and I'm looking forward to seeing you again  
Write soon,  
Kelly

Answer Kelly's letter in 120–150 words.

Writing **20**

**Listening**

- A You're going to hear five people speaking about situations in which they had to lie. Listen once and match each speaker to what they lied about. Write 1–5 in the boxes. There is one extra sentence.

One mark for each correct answer.

Which speaker lied ...?

- a about what he/she could do
- b about someone's age
- c about someone's appearance
- d about money
- e about a relationship
- f about who had done something

- B Listen again and match the speakers to their reason for lying. There is one extra sentence.

Which speaker lied ...?

- a to avoid being punished
- b so as not to hurt someone's feelings
- c in order to save money
- d because they really wanted something
- e to protect someone
- f to hide a crime they'd committed

Listening **10**

Final Total **100**

## Test 1

### Files 1 and 2

#### Grammar

- A 1 took 2 'll be doing 3 will have forgotten 4 need  
5 'll send 6 worry 7 won't be able 8 living  
9 'd apply 10 haven't looked after
- B 1 ... look it up in a dictionary.  
2 I enjoyed the film very much.  
3 Take them off!  
4 ✓  
5 ✓  
6 They haven't even told ...  
7 I am never late  
8 Where did you use to go ...  
9 She plays the piano beautifully.  
10 ✓
- C 1 Who was Amanda named after?  
2 Why is the plane taking off late?  
3 How many viewers watched the tennis final?  
4 How long will it take if we go by car?  
5 What/Who are you thinking about?
- D 1 when Karen's party is?  
2 how many copies of your CD you have sold?  
3 if/whether they have got tickets for the concert?  
4 where she put the documents?  
5 if/whether this bus goes to the city centre?

#### Vocabulary

- A 1 take 2 in 3 went/carried 4 up 5 give 6 up  
7 Look/Watch 8 up 9 over 10 ran
- B 1 front page 2 nickname 3 side effects 4 comedy  
5 witty 6 eventually 7 prescription 8 biologist  
9 laptop 10 fed up
- C 1 fun 2 In the end 3 at the moment 4 especially  
5 on time

#### Pronunciation

- A 1 glamorous 2 chemist 3 symptoms 4 tired  
B 1 patient 2 operation 3 ward 4 overdose  
5 massage 6 blood pressure

#### Reading

- A 1 C 2 F 3 A 4 E 5 G 6 B  
B 1 F 2 F 3 T 4 T 5 F

#### Listening

- 1 141 2 passport 3 1856 4 President John F  
Kennedy 5 12 6 grapes 7 names 8 diet  
9 teeth 10 reach 150

#### Tapescript Test 1

He may be, but he may not be – we'll probably never be able to prove it, but according to people in a tiny village in Nepal, Bir Narayan Chaudhuri is the oldest living person in the world, a remarkable 141 years old. Last week the Nepalese government accepted his claim, but he will never go into the *Guinness Book of Records* as there are no documents to testify to his age, and he has no passport either, as the one trip he has made in his life was only over the border to India. Mr Chaudhuri claims to have been born in November 1856. If this is true it means he was born before the American Civil War, and before the jet plane and the motorcar were invented. He was 58 when the First

World War broke out, 107 when President J F Kennedy was assassinated, and 140 when Princess Diana died. The research team who went to interview him had to drive for 12 hours from the Nepalese capital Kathmandu, down dirt roads and dust trails, to the anonymous village of Biratnagar, close to the Indian border. It was very hard to tell whether he was impressed by being a celebrity. He rarely moves, spending his day sitting on a bed eating grapes, in a grass hut almost identical to the one where he was born. He has outlived both his wives, whose names he has actually forgotten, and his son and his four grandchildren are all pensioners. He has 16 great-grandchildren, and five great-great-grandchildren. When asked why he thought he had lived so long he said that it was because of his diet – mainly pork and rice – and having four short naps every day. His life also seems relatively free of stress – there is no radio or television in his village, and Mr Chaudhuri has never read a paper, as he is unable to read or write. His one worry in life is his teeth – he is now on his fourth set of false ones. He does not remember ever seeing a car, though he did once travel by train for a pilgrimage to India. The interview was short, as Mr Chaudhuri tires easily. The last thing our reporter asked him was if he had any remaining ambitions. He answered, 'Only one: to reach 150.' What a birthday party that should be!

## Test 2

### Files 3 and 4

#### Grammar

- A 1 my car repaired 2 have got lost 3 been waiting for 4 have been at home 5 have told me  
6 had tried on 7 not have existed 8 the more money you'll earn 9 would have got to the top  
10 you wouldn't phone
- B 1 ... an old brown tracksuit 2 ... have our kitchen redecorated 3 He can't have forgotten ...  
4 The sooner you ... 5 ✓ 6 People think that ...  
7 ✓ 8 ... give me some advice 9 ✓ 10 I might have left it ...
- C 1 decided 2 were playing 3 had sent  
4 were decorating 5 had been painting 6 realized  
7 had stopped 8 rushed 9 were admiring  
10 had just finished

#### Vocabulary

- A 1 general election 2 soldiers 3 loose 4 slippers  
5 bargain 6 immature 7 equal rights 8 fence  
9 lock 10 detached
- B 1 furious 2 filthy 3 terrified 4 delighted  
5 starving
- C 1 goes 2 off 3 put 4 over 5 looking
- D 1 lost; missed 2 seem; looked 3 robbed; stole  
4 mind; matter 5 discuss; arguing

#### Pronunciation

- A 1 gloves 2 lose 3 looks 4 furniture  
B 1 immature 2 discount 3 designer  
4 discrimination 5 luxurious 6 government



# Tests key

## Reading

1 F 2 F 3 F 4 T 5 T 6 T 7 F 8 F 9 T  
10 F

## Listening

1 c 2 c 3 a 4 b 5 b

### Tapescript Test 2

- A With us this week on *Living Dangerously* we have Charlie Griffin, a man whose name is synonymous with adventure, and with mountains, and perhaps especially associated with Mount Everest, and with K2, a mountain which he has climbed no fewer than three times. Welcome to the programme, Charlie.
- B Thank you.
- A Charlie, have you ever regretted having dedicated your life to mountain climbing? Have you ever thought that it might have been nice to have an ordinary job, see more of your family, live a more normal life?
- B No, I have never felt like that – though perhaps my wife has. I have the same love and enthusiasm for climbing today as I had when I began. Of course I have sometimes worried about my family – I mean, I know that what I do is physically very dangerous, but I continue because I enjoy doing it. My only regret about my job is that I have lost so many of my close friends in climbing accidents, and that's very hard. But I don't think I'll ever stop climbing. When I'm older I'll just climb smaller, slightly easier things.
- A Did you always want to climb mountains, I mean when you were a child?
- B No, not at all. When I was 18 I was planning to go to university, to study English literature, and then perhaps become a teacher. At that time, although I already loved climbing, I never thought that anyone could make a living from it, it was just a hobby.
- A What made you change your mind?
- B Circumstances! I didn't get a place at university, and although I went back to school to study for my exams again, I gave up and left after six months. Now I regret it. I wish now I had gone to university and enjoyed those years of being a student. I think it's an experience all young people should have, if they can.
- A Do you regret not becoming a teacher?
- B No, not at all!
- A Were you good at sport at school?
- B Not particularly. I was an enthusiastic but not very talented footballer. Climbing was the only thing I found I was really good at. I'd been very good at climbing trees as a child, and from the moment I started climbing rocks I found I could do it relatively easily. And I've never looked back!
- A Charlie Griffin, thank you very much, and good luck.
- B Thank you.

## Test 3

Files 5 and 6

### Grammar

- A 1 haven't seen 2 going 3 have been arguing  
4 not to talk 5 to hear 6 lying 7 leaving  
8 testing 9 has already lost 10 's been playing
- B 1 b 2 c 3 b 4 a 5 b 6 a 7 b 8 a 9 a
- C 1 she didn't/doesn't have much money  
2 that they won't  
3 I want most for Christmas  
4 Jane  
5 who owns/has a dog  
6 no time

### Vocabulary

- A 1 liar 2 memorable 3 loss 4 vandalism  
5 homeless
- B 1 commit 2 tell 3 do 4 make 5 stole
- C 1 burglar 2 feathers 3 cages 4 court 5 sink  
6 deny 7 window shop 8 brand names  
9 environment 10 jury
- D 1 into 2 set/started 3 up 4 take 5 out

### Pronunciation

- A 1 company 2 enough 3 judge 4 though  
5 theory
- B 1 assassination 2 natural 3 pretend  
4 unforgettable 5 evidence

### Reading

1 B 2 F 3 A 4 E 5 C 6 D

### Listening

1 T 2 F 3 F 4 F 5 T 6 F 7 T 8 F 9 F  
10 T

### Tapescript Test 3

And last on Thames Valley news, the story of the parrot who solved a crime. At Kingston Crown Court yesterday a parrot convinced a judge and jury that he knew who his real owner was. As soon as the parrot, whose name was Barney, saw the woman from whom he had been stolen, he started to whistle and puff up his feathers.

Mr Eric Buckley, from Surbiton, had been accused of stealing the bird. He denied it, and said that he had bought the parrot for his children at an auction. He said that the parrot's name was Blue, though in fact he is bright green, with a red flash on his forehead, and insisted that he could prove that the parrot was his because it could say the names of his children, Jennifer, Martin, and Doreen.

However, everyone in court burst out laughing when the parrot, who was in a cage, started to whistle loudly as soon as he saw Miss Georgina Morgans in the witness box. She insisted that the parrot, whose real name was Barney, and who is worth at least £625, had been stolen from her home in Surrey. Miss Morgans, a garden centre manager, said that she had recognized Barney as soon as the police showed him to her.

The jury only took an hour to find Buckley guilty. The judge himself said that there was one key fact: the only word the bird had spoken while at the police station was Barney! Mr Buckley will be sentenced next month.

## Test 4

Files 1 to 7

### Grammar

- A 1 a 2 c 3 a 4 b 5 a 6 c 7 a 8 c 9, b  
10 c
- B 1 working 2 hadn't told 3 had been waiting  
4 'll be sunbathing 5 saw 6 stealing 7 've been  
reading 8 had known 9 's forgotten
- C 1 for forgetting  
2 you practise, the better you'll speak  
3 have changed jobs  
4 you get lost  
5 playing/having played well  
6 is said that

### Vocabulary

- A 1 take after 2 press 3 surgeon 4 gradually  
5 research 6 remind 7 army 8 sale 9 gate  
10 housework 11 puppy 12 jail 13 staff
- B 1 fashionable 2 scientist 3 childhood  
4 modernize 5 luckily 6 uncommunicative  
7 censorship
- C 1 up 2 feel 3 off/away 4 put 5 over

### Pronunciation

- A 1 hug 2 headache 3 physics 4 paid 5 hated  
6 socks 7 perfect 8 quiet 9 scientist 10 cough
- B 1 petrified 2 irresponsible 3 embarrassing  
4 comfortable 5 eventually
- C 1 comedy 2 punishment 3 journalist  
4 appearance 5 neither

### Reading

- 1 a 2 b 3 a 4 c 5 a

### Listening

- A a 2 b 4 c 5 e 3 f 1  
B a 1 b 5 c 4 d 2 e 3

### Tapescript Test 4

1

When I was a child I was at my grandmother's house on Sunday morning. My grandmother had to go out for a few minutes and I was left alone in the house. She told me to stay in the living room with the dogs and watch TV till she came back and not to touch anything. Unfortunately, when I switched on the TV I knocked over one of my grandmother's favourite vases which fell and broke. I felt terrible and was sure she'd be furious even though it had been an accident. When she came back I told her one of the dogs had done it. I know it wasn't very fair but at the time I was so worried about getting into trouble ...

2

I had applied for a job I desperately hoped to get, because I'd been unemployed for a while and during the interview I was asked if I had worked with a particular computer program before. Although I hadn't, I said I had used it for quite some time. After the interview I was offered the job, which was great. Then in my first week I was asked to put some statistics into a report. I was horrified because I had absolutely no idea how to do it. In the end, I had to explain to my boss, who was not very sympathetic.

3

Last month, when I was on my way to the gym one afternoon, I saw my best friend, Graham, going into the cinema with a girl from our school called Sharon. They were holding hands. Well, Graham has been going out with my sister, Ruth, for a year. Ruth was away at the time doing a course. When Graham saw me he rushed over and told me not to say anything to Ruth. It wasn't easy – after all she is my sister. But Graham is my best friend, so I haven't said anything to her yet. I mean Graham swears there was nothing in it, it was just a bit of fun, but I'm not sure if ...

4

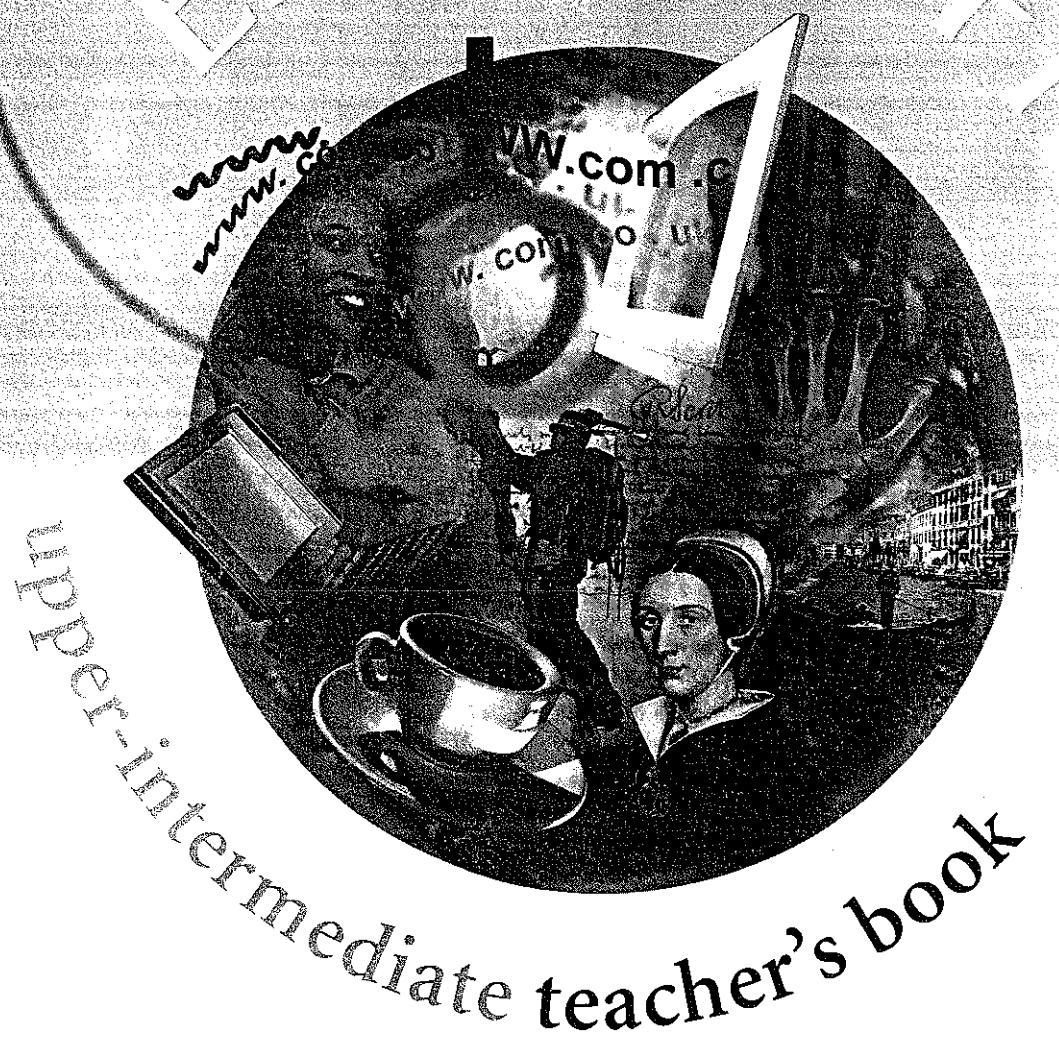
I was flying to London with my three kids, and the whole trip was going to work out really expensively because all kids over the age of two pay 50% of the full fare. So I decided to pretend that my youngest child, my daughter Anna, was under two, and get her what's called an 'infants ticket', which costs only 10% of the fare. Anyway, everything had gone fine until I had to show the boarding passes at the gate and the stewardess asked me how old my daughter was. I had to make my mind up in a split second – I mean whether to lie and say she wasn't two yet, and risk being caught out or whether to tell the truth and probably have to pay the full price. I decided to lie and amazingly I got away with it – the stewardess let me go. But it was a really nasty moment.

5

An eccentric aunt of mine from the States came to stay with in Britain last year. She's 76 but she behaves and dresses like someone half her age. On her last evening she said she wanted to take me out for dinner and asked me to choose a good restaurant. I chose my favourite fish restaurant which I can't normally afford. She turned up dressed in a pair of jeans and a new orange top she'd bought that afternoon. She looked ridiculous, and completely out of place in that restaurant. When she asked me how she looked I didn't have the heart to tell her the truth, and I said she looked great. I mean I didn't want to be unkind, but ...

Clive Oxenden  
Christina Latham-Koenig  
with Gill Hamilton

# ENGLISH FILE



OXFORD

# Photocopiable activities

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|--------------------------------------|------------|
| 28 Guess the drawing!                | 4 A        |
| 29 Clothes and fashion vocabulary    | 4 A        |
| 30 I wish things could be different! | 4 B        |
| 31 <i>That don't impress me much</i> | 4 B        |
| 32 A room with a view                | 4 C        |
| 33 Penny Lane                        | 4 C        |
| 34 Talk for a minute                 | 4 C        |
| 35 Vocabulary revision               | 4 Revision |
| 36 Communication breakdown!          | 4 Revision |

### File 5

- |  |            |
|--|------------|
| 37 Old friends: Test your tenses                       | 5 A        |
| 38 Idioms: animals and more                            | 5 A        |
| 39 <i>Each, every, all, any, both, neither, either</i> | 5 B        |
| 40 Word-building                                       | 5 B        |
| 41 <i>You're so vain</i>                               | 5 B        |
| 42 Relatively speaking                                 | 5 C        |
| 43 Words with two meanings                             | 5 C        |
| 44 Odd word out  | 5 Revision |
| 45 Do you agree?                                       | 5 Revision |

### File 6

- |  |            |
|--|------------|
| 46 Gerunds and infinitives dominoes    | 6 A        |
| 47 The alphabet race: Crime vocabulary | 6 A        |
| 48 You're the judge!                   | 6 A        |
| 49 Guess the sentence                  | 6 B        |
| 50 Reporting verbs crossword           | 6 B        |
| 51 Connect the sentences               | 6 C        |
| 52 <i>Wonderful tonight</i>            | 6 C        |
| 53 Remember the phrase                 | 6 Revision |
| 54 <i>to go, go or going?</i>          | 6 Revision |
| 55 Break their alibi                   | 6 Revision |

### File 7

- |                                       |              |
|---------------------------------------|--------------|
| 56 <i>Like, as or nothing?</i>        | 7 A          |
| 57 More forbidden words               | 7 A          |
| 58 The passive: American trivia       | 7 B          |
| 59 US or British English?             | 7 B          |
| 60 <i>So/such</i> race                | 7 C          |
| 61 Shakespeare quiz                   | 7 C          |
| 62 Quick test: Grammar revision       | 1-7 Revision |
| 63 The describing game                | 1-7 Revision |
| 64 Phrasal verbs                      | 1-7 Revision |
| 65 Speaking game: Hide your sentence! | 1-7 Revision |

+ TESTS

## Instructions

### Tips for using photocopiable activities

- We have suggested the ideal numbers of copies for each activity. However, you can often manage with fewer, e.g. one copy per pair instead of both having one (except A/B activities).
- Many of the activities will provide useful reference for SS, e.g. **Functional quiz**, **Prepositions of time**, etc. Encourage SS to keep these activities in their files.
- Card sets are best stored in envelopes (and preferably covered with plastic) as they can then be re-used.
- Most of the cut-up activities also work without cutting up. TT in a hurry should follow the alternative instructions.
- SS in pairs who are using A/B sheets should sit **face to face** if possible. This encourages them to talk to each other as well as not letting them see each other's information.
- If a class doesn't divide equally into pairs/groups either:
  - take part yourself.
  - ask two SS to share one role.
  - ask the extra student to monitor, help, and correct.
- Stop and re-start an activity if SS obviously don't understand what to do.
- If some SS finish early they can:
  - swap roles and do it again.
  - do it again but focusing on correct pronunciation.
- With some activities you may want to add your own examples of locally famous names and places to make them more relevant to your SS.

#### 1 Functional quiz

#### Revision

A quiz to revise functional language that SS should know at this level. Copy one sheet per student. These functions were taught in the International English lessons in *English File Intermediate*.

#### LANGUAGE

*Sorry, could you repeat that?*  
*I'd like my money back, please.*

- Explain to SS that for each situation they have three alternatives. One is right; one is grammatically correct but not right for the situation, usually because it is too direct; one is grammatically incorrect (but when corrected would also be fine for the situation).
- Give out the copies, and give SS ten minutes in pairs to go through the situations. They should tick the right one, cross out the inappropriate one, and correct the mistake in the third.
- Check answers. SS should now be left with two possible sentences for each situation.
  - 1 a) Sorry, could you repeat **that**? b) Rude, too direct c) ✓
  - 2 a) ✓ b) Rude, too direct c) I didn't ask **for** chicken, I asked **for** ...
  - 3 a) ✓ b) Rude, too direct c) Can you ~~to~~ call me ...
  - 4 a) Can you tell him I'll call back ... b) ✓ c) Rude, too direct

- 5 a) Rude, too direct b) ✓ c) Could I have my money back ...
- 6 a) ✓ b) Not right for the situation, too formal c) ... do we get to Oxford?
- 7 a) ✓ b) How do I get to the station? c) Rude, too direct
- 8 a) ✓ b) May I ~~to~~ use ... c) Rude, too direct
- 9 a) Not right for the situation, used when someone calls you b) ✓ c) It's David.
- 10 a) Not right for the situation, used to attract attention, not to apologize b) ✓ c) **terribly** sorry
- 11 a) ... **taking** a photo ... b) ✓ c) Rude, too direct
- 12 a) ✓ b) Not right for the situation, a decision, not a suggestion c) **Why don't we** ...
- 13 a) Not right for the situation, refers to a habit, not a specific situation b) ✓ c) ... **can we** ...
- 14 a) Rude, too direct b) ✓ c) I'm afraid you've made a mistake.

- Get SS to test each other. A (looking at sheet) explains the situation, and B (not looking at the sheet) gives the two possibilities.

#### 2 Phrasal verb pictures

1 A

Pictures to revise phrasal verbs. Copy one sheet per student or pair.

#### LANGUAGE

*hurry up, go up/down, find out, etc.*

- Give out a sheet to each student or one per pair.
- Explain that each picture represents a phrasal verb, and the first letter of the verb is always given. Sometimes the picture shows two verbs (normally opposites), in which case there are two blanks for the two prepositions (\_\_\_/\_\_\_).
- Give SS five minutes to write the phrasal verb on each card. Check answers.

1 hurry up 2 go up/down 3 find out 4 break down  
5 run out of 6 look forward to 7 try on 8 turn up/down  
9 turn on/off 10 be over 11 get on with  
12 take off 13 set off 14 put on 15 throw away  
16 look out 17 look up 18 give up 19 look up to  
20 give out 21 write down 22 cross out 23 get on/off  
24 get in(to)/out(of)

- SS now make sentences to describe each picture using the phrasal verb. Choose a number at random, ask one student to describe it, e.g. 6 *He's looking forward to his holidays*. Continue until SS have described all the pictures.
- With a good class you could do this in pairs, e.g. A says a number and B says the sentence.

#### Alternative activity

You could cut the cards up and make this activity into a game:

- Copy and cut up one set of cards per four SS.
- Give out the cards and tell SS to put them in a pile face down.
- Explain that each card represents a phrasal verb, and the first letter of the verb is always given. Sometimes the picture shows two verbs (normally opposites), in which case there are two blanks for the two prepositions (\_\_\_/\_\_\_).
- Take a card yourself. Show it to SS. Elicit the phrasal verb.



- SS continue in groups of four. A picks up a card and shows it to the others. Then he/she says the phrasal verb(s) that the card represents.
- If the other SS agree that the phrasal verb is correct, A keeps the card and it's B's turn. If A doesn't know the verb, (or the other SS say that his/her try was wrong) it's passed to B who has a try.
- SS continue until all the cards have been used. The winner is the person who has the most cards.
- When SS have finished get them to put all the cards face up on the table and check answers. If you have an overhead projector you could make a transparency of the sheet and use this to check answers.

### 3 Phrasal verbs crossword

1 A

A split crossword to revise phrasal verbs. Copy one sheet per pair and cut into A and B.

#### LANGUAGE

*It's what you do when ...*  
*It means for example ...*

- In pairs, SS sit face to face. Give out the copies to A and B and stress that they **mustn't** look at each other's sheets. Give them a minute to read their instructions. If they're not sure of one of their phrasal verbs, they should check with **Vocabulary Builder 2** or with you.
- In pairs, A asks B to define, e.g. 5 across. Encourage SS to listen to each other and not just make random guesses. Then B asks A to define, e.g. 1 down.
- When they've both finished they can check they've got the words right by comparing their crosswords.

### 4 Guess the question

1 B

A pairwork activity to practise question formation. Copy one sheet per student.

#### LANGUAGE

Question formation

- 1 Give out the copies. Tell SS they have five minutes in pairs to decide what the missing words are for each question. They must **NOT** write the missing words in.
- Check answers.

#### Your home

- 1 Where *do you live*?
- 2 How long *have you lived* there?
- 3 Who *do you live with*?
- 4 Do you get *on well* with each other?
- 5 What *do you argue about*?

#### Getting around

- 1 How *do you get* to work or school?
- 2 How long *does it take*?
- 3 What car *do you have/have you got*?
- 4 Are you happy *with it*?
- 5 What's *your favourite form of transport*? Why?

#### Free time

- 1 What *do you enjoy doing* in your free time?
- 2 What *kind of music do you like*?
- 3 How *often do you go out* during the week?

#### Lifestyle

- 1 Do you *smoke*?
- 2 How *much coffee do you drink* a day?
- 3 How *many hours do you sleep*?
- 4 What sport or exercise *do you do*?

#### Travel

- 1 Have you *ever been* to Britain or America?
- 2 Where *did you stay*?
- 3 Who *did you go with*?
- 4 Did you *enjoy/like it*? Why (not)?

#### Childhood and school

- 1 Where *were you born*?
- 2 Which primary *school did you go to*?
- 3 Did you *have to wear* a uniform?
- 4 What *was your best/worst subject*?

#### A female relative

- 1 What's *her name*?
- 2 How old *is she*?
- 3 What *does she do*?
- 4 What *does she look like*?
- 5 What's *she like*?

- 2 In pairs, SS choose topics and interview each other, completing the questions from memory. Encourage them to ask for more information where appropriate.
- Get feedback from a few pairs.

### 5 Indirect questions quiz

1 B

A pairwork quiz to practise indirect questions. Copy one sheet per pair and cut into A and B.

#### LANGUAGE

*Do you know what ...?*  
*Can you tell me if ...?*

- Divide the class into two groups, A and B.
- Give out the copies. Focus on the example and remind SS of the rules for forming indirect questions.
- Now give the two groups five minutes to write their questions. They should help each other in pairs.
- Check that each group have formed the questions correctly (preferably without the other group hearing).

#### A

- 1 Do you know what the capital of Australia is?
- 2 Can you remember who sang *Delilah*?
- 3 Do you know what VAT on a bill means?
- 4 Do you know what Che Guevara studied at university?
- 5 Can you tell me where Oscar Wilde died?
- 6 Do you know how many wives King Henry VIII had?
- 7 Can you remember how many times Germany has won the World Cup?
- 8 Have you got any idea which American singer was killed in 1959 in a plane crash?

#### B

- 1 Do you know what Madonna's daughter's called?
- 2 Can you tell me when the Munich Beer Festival is?
- 3 Do you remember who sang *I will survive* in 1979?
- 4 Can you tell me what K2 is?
- 5 Do you know how many people there are in Leonardo da Vinci's painting 'The Last Supper'?
- 6 Have you any idea which French novelist played football for Algeria?

- 7 Can you tell me who directed the film *A Clockwork Orange*?
- 8 Do you know what a person with agoraphobia is afraid of?

- Now put SS into pairs, one A and one B, and get them to ask each other the questions.

## 6 Adverbs bingo

1 C

A game to practise adverb meaning and position. Copy and cut up one sheet per every eight SS. If you want to play the game more than once (it doesn't take very long), cut up two or three sheets per eight SS.

- Give SS a card each. Then explain that you are going to read out individual adverbs. You will repeat each adverb twice, and if they think an adverb fits in one of their sentences they should write it in. As soon as they have one in each of the five sentences, they should shout 'Bingo!'.
- Give SS a few minutes to read their sentences and think what the missing adverbs might be.
- Now start reading out adverbs **at random** from the box below, saying each one clearly twice. Tick each one as you read it so that you don't repeat any.

absolutely	especially	late	probably
actually	eventually	lately	rarely
always	fluently	luckily	seriously
as well	gradually	much	slightly
at once	hard	nearly	terribly
basically	hardly	nowadays	unfortunately
carefully	just	often	very

- Get the student who has called 'Bingo' to read out the sentences and check that they are correct.
- For extra practice you could give SS a copy of the whole sheet for them to complete for homework.

### Suggested answers

Card 1 1 terribly 2 Luckily 3 at once 4 especially  
5 slightly

Card 2 1 hard 2 absolutely 3 gradually 4 always  
5 carefully

Card 3 1 nowadays 2 as well 3 nearly 4 just  
5 lately

Card 4 1 much 2 hardly 3 often 4 seriously  
5 unfortunately

Card 5 1 carefully 2 basically 3 late 4 luckily  
5 probably

Card 6 1 lately 2 hardly 3 very 4 always  
5 eventually

Card 7 1 absolutely 2 rarely/hardly 3 Nearly  
4 as well 5 gradually

Card 8 1 fluently 2 unfortunately 3 seriously  
4 eventually/luckily 5 actually

## 7 Match the caption

1 C

A pairwork speaking activity where SS describe cartoons to their partners, who have to choose the best captions. Copy one sheet per pair and cut into A and B.

## LANGUAGE

### Describing pictures

- 1 In pairs, SS sit face to face. Give out the copies. A describes his/her two cartoons **in as much detail as possible** to B. B listens and then chooses the funniest caption for each picture, from the six in the box. SS **mustn't** look at each other's pictures.
- 2 They swap roles.
- Get feedback to find out which captions SS chose. Then tell them what the original captions were.

1 Well, I'm afraid we have to say goodbye to Jeff ...

2 How was your first day at the bank?

1 Why does the phone always ring when you're in the bath?

2 It's the only place in the building where he's allowed to smoke.

## 8 Vocabulary revision race

1 Revision

Revision of new vocabulary from File 1. Copy one sheet per pair.

- Give a copy to each pair. Tell them to keep their copy face downwards until you say *Start!*
- Tell SS that this is a race to see how many pairs can get all the words in five minutes.
- Say *Start!* SS turn over their sheets and start reading the definitions and writing the words.
- When the time is up say *Stop*.
- Check answers with the whole class to see how many pairs 'beat the clock'.

1 nickname 2 lyrics 3 charge 4 comedy 5 tip  
6 biased 7 tendency 8 ironic 9 sense of humour  
10 headline 11 cartoon 12 journalist 13 aware  
14 made up 15 fortunately 16 take into account  
17 slightly 18 sold out 19 gradually 20 turn up

## 9 Revision questions

1 Revision

Question cards in topic groups for speaking practice and revision of topic vocabulary from File 1. Copy one sheet per pair and cut into A and B.

- SS in pairs. Give out the copies, and give SS a moment to read the instructions and their questions. Tell them they must always use the questions as the basis of a conversation, and to ask for more information/carry on the conversation as appropriate.
- A begins by choosing a number between 1 and 6. B then asks the questions from that box. Then B chooses a number, etc.
- Stop the activity when you think it has gone on long enough, and get some feedback from individual pairs.

## 10 Health and medicine revision race

2 A

Revision of Vocabulary Builder 5 *Health and Medicine*. Copy one sheet per student/per pair.



- Give a copy to each SS, or one per pair. Tell them to keep their copy face downwards until you say *Start!*
- Tell SS that this is a race to see who can get all the words first. Set the time limit of five minutes.
- Say *Start!* SS turn over their sheets and start reading the definitions and writing the words.
- When one SS or pair has got them all they should call out *Finished!* Check their answers while the other SS finish. If all their answers are right, declare them the winner.
- Check answers with the whole class.

1 prescription 2 virus 3 swollen 4 blood pressure  
5 allergy 6 treatment 7 takes overdose 8 dizzy  
9 ward 10 homeopathy 11 get over 12 hangover  
13 operating theatre 14 make appointment  
15 side effects 16 have a check-up 17 what's wrong  
18 heart attack 19 family doctor 20 get better

- Get SS to test each other with the definitions. For two minutes A reads definitions and B (with the sheet face down) says the words. Then they swap.

### 11 Connect the sentences

2 A

A pairwork activity to practise conditionals and future time clauses. Copy one sheet per pair and cut into A and B.

#### LANGUAGE

Future time clauses and connectors:

*He'll go back to work as soon as he feels better.*

*They won't operate unless it's absolutely necessary, etc.*

- In pairs, SS sit face to face. Give out the copies and give SS a few minutes to read their sentences and instructions. They **mustn't** look at each other's copies.
- Check that SS understand the activity. A reads his/her sentences to B, who completes them with a phrase from the box. If A agrees that B's continuation makes sense, he/she writes it down. Then they swap roles.
- Check answers.

A

- 1 You'll never get a table in that restaurant unless you book early.
- 2 You should always take insect repellent with you on holiday in case there are mosquitoes.
- 3 I'll take a few days off work when the baby is born.
- 4 You can begin the exam as soon as all the papers have been given out.
- 5 I'd enjoy talking to him more if he didn't talk about himself so much.
- 6 You wouldn't forget things if you wrote them down.

B

- 1 Please write down your name and address in case we need to get in touch with you.
- 2 I always change channels as soon as the adverts come on.
- 3 The teacher won't start the class until everyone has stopped talking.
- 4 I'll look after your dog when you're away on holiday.
- 5 Carry on taking the tablets unless you feel any side effects.
- 6 I'd stop smoking if the doctor told me to.

- Now tell A and B to swap papers. B reads to A the first part of his/her sentence (*You'll never get a table in that restaurant ...*). A tries to finish it from memory.

### 12 It's my party

2 A

**T2.3** A listening activity based on the song first made famous by Lesley Gore. Copy one sheet per student. For copyright reasons this recording is not the original version. If you have the original version you could use it instead.

- Give out the song and give SS a minute to read the task. Emphasize that the first time they listen they should simply write the missing verbs in the verb column, not in the gaps in the lyrics.
- 1 Play the song, and let SS compare. Then check answers.

1 cry, want 2 cry, happen 3 go 4 leave 5 hold  
6 suppose 8 leave 9 dance 11 walk 14 wear

- 2 Now give SS five minutes in pairs to read the lyrics and decide what tense they think the verbs should be in. Play the song again.
- Check answers (see the lyrics below).
- If your class like singing play the song again and get them to sing along.

It's my party and I'll cry if I want to (x3)

2 You would cry too if it happened to you.

Nobody knows where my Johnny has gone

4 but Judy left the same time

Why was he holding her hand

6 When he's supposed to be mine?

Play all my records, keep dancing all night,

8 But leave me alone for a while,

Till Johnny's dancing with me

10 I've got no reason to smile

Judy and Johnny just walked through the door

12 Like a queen with her king

Oh what a birthday surprise

14 Judy's wearing his ring

### 13 Future perfect?

2 B

A 'mini test' to practise using the different future forms. Copy one sheet per student.

#### LANGUAGE

All future forms

- Give out the copies. Choose a verb, e.g. *work* and elicit all the future forms that SS know and write them on the board: *I'll work, I'm going to work, I'm working, I'll be working, I'll have worked.*
- Tell SS they have ten minutes to put the verbs in the right future forms.
- After ten minutes SS compare answers in pairs.
- Check answers and get SS to calculate and tell you their scores, and read what they mean. They get one point for each correct verb.

1 will have been married 2 won't be 3 're going to be/ll be 4 will be doing 5 know 6 will have learned 7 'll be doing 8 Are you going/Are you going to go 9 will have started 10 are having/are going to have 11 'll do 12 will arrive/is going to arrive 13 will be wearing 14 'll look after 15 are you going to wash 16 'll be watching/'m going to watch

- If any SS get between 0 and 7, make sure they do all the exercises on the futures in the **Workbook**.

## 14 Prepositions of time 2 B

An activity to revise prepositions of time. Copy one sheet per student.

### LANGUAGE

*on Monday, in the summer, at the weekend*

- 1 Give out the copies and tell SS they've got ten minutes to write the missing prepositions in the preposition column on the right. Stress that they **mustn't** write them in the sentences. Get SS to compare before you check answers.

1 for 2 since 3 during 4 while 5 from, to/until/ till 6 on, at 7 by 8 during, at 9 on 10 in 11 from, to 12 at, until/till 13 At, at 14 in, at 15 In, at 16 in, on 17 in 18 in

- SS may need reminding of some of the more basic rules for prepositions of time. Remind them to use:
  - *on* for specific days and dates.
  - *at* for times of the day and festivals.
  - *in* for parts of the day, months, years, seasons, and decades (exceptions are *at night/the weekend*).
  - *during* to say *in the middle of a period of time*.
  - *for* to say *over the whole period of time*.
  - *since* with a point in time.
  - *while* to say *at the same time as*.
- 2 SS cover the preposition column and test themselves.

## 15 Usually, used to, get used to 2 C

A pairwork activity to practise *usually*, *get used to* and *used to*. Copy one sheet per pair and cut into A and B.

### LANGUAGE

*Did you use to be naughty when you were a child?*  
*Could you get used to getting up at 5.00 a.m. every day?*  
*Do you usually have a sleep after lunch?*

- Give out the copies and give SS a minute to read the instructions and check they understand the prompts.
- Focus on the three possible questions in the speech bubbles. Ask an A student to ask you the first question, and elicit that as it refers to when you were a child, the only possible question is *Did you use to be naughty when you were a child?* Answer and elicit a few follow-up questions.
- Now ask a B to ask you a question with their first prompt *Do you think you could get used to living alone on an island?* Highlight that for each prompt SS must use the most appropriate question form.

- In pairs, SS sit face to face if possible and continue asking and answering the questions.
- Get some feedback from individual pairs.

## 16 Key word transformations 2 C

An activity which revises the grammar and vocabulary of 2C. Copy one sheet per student.

### LANGUAGE

*used to, get/be used to*  
 adjectives + prepositions, e.g. *mad about, keen on*, etc.

- Give out the copies and go through the instructions.
- Do the first one with SS on the board, emphasizing that they can't change the form of the word in bold.
- SS complete the exercise. Check answers.

- 1 ... 'm fed up with ...
- 2 ... was mad about/used to be mad about ...
- 3 ... get used to living ...
- 4 Did you use to be afraid ...
- 5 ... she (often) used to look after ...
- 6 ... used to wearing ...
- 7 ... didn't use to call ... (NOT ~~never used to~~ because you can't change the form of *use*)
- 8 ... very keen on ...
- 9 ... got used to ...
- 10 ... 's obsessed with ...

## 17 The describing game 2 Revision

A fluency game to give SS more practice in paraphrasing and to revise vocabulary from File 2. Copy and cut up one set of cards per group.

### LANGUAGE

Describing and paraphrasing

- SS in small groups. Give each group a set of cards face down or in an envelope.
- Demonstrate by taking a card and defining the word on it. Give the card to the first student to say the word with correct stress and pronunciation.
- SS play in groups, taking turns to take a card and define the word. The student describing mustn't use the word on the card. SS should wait until the person has finished his/her description before they say what they think the word is.
- Get feedback from the class to see who has the most cards.

### Non-cut alternative activity

If you don't have time to cut up sets of cards, make one copy per pair and just cut it in half horizontally. Give A and B half a page each. In pairs, they define the words to each other as above.

## 18 At the doctor's 2 Revision

Four roleplays which revise the language of File 2. Copy one sheet per pair and cut into A and B.

**LANGUAGE**

*How long have you been feeling like this?  
I've got a terrible cough.  
If you smoked less ...*

- In pairs, SS sit face to face (if you have odd numbers, make one pair a three and have two As). Give out the copies and give SS a couple of minutes to read the instructions for **Roleplay 1** only. SS should think about their role and what they're going to say. Tell them that anything in brackets refers to where they need to invent details, questions, etc., and that they should underline or highlight the important points.
- When SS are ready, tell the As to begin. Encourage them to do the roleplay without looking at their role card.
- When SS have finished repeat the process for the other three roleplays.
- If you don't have time to do all four, choose the ones you think will work best with your class. When SS have finished get feedback to find out what solutions were proposed.

**19 Narrative consequences****3 A**

A group writing activity where SS create stories. Copy one sheet for each student.

**LANGUAGE**

Narrative tenses

- Put SS in groups of 4 (or 3), if possible sitting in a circle, and give out the copies. Explain that they're going to write group stories. For each part of the story they have a question to answer. Check SS understand *fold*.
- Tell SS to begin their stories by writing an introduction (setting the scene) and answering the first questions (*What was the date?/What was the weather like?*) They can write as much as they like. Set a time limit, e.g. one minute.
- When SS have answered the first question tell them to fold the sheet on the dotted line so that the next person can't read what they've written, and then to all pass their papers to the person on their left. They now answer the second question, i.e. think of a famous man and imagine what he was doing. Set a time limit as before.
- SS continue answering the questions and passing the papers on until they've answered the final one.
- Now tell SS to unfold the sheets, and to each read their stories to the others in their group. Tell them to decide which of the three/four stories is the best/funniest.
- If time, ask a spokesperson from each group to read out their best story.

**20 Two stories****3 A**

A pairwork activity where SS complete a story by putting the verbs in the correct tense, and then re-tell the stories from memory. This activity is on two different sheets, one for A and one for B. Copy one of each story per pair.

**LANGUAGE**

Narrative tenses

- SS in pairs. Give out one A story and one B story to each pair. Tell SS to read their stories right through once, and then to put the verbs into the correct narrative tense. Set a time limit, e.g. five minutes.
- Check answers either by writing them on the board or going through them orally.

**A**

1 set off 2 had been travelling 3 broke 4 managed  
5 had been 6 had found 7 was jogging 8 appeared  
9 had been 10 disappeared 11 had disappeared  
12 was feeling 13 had gone 14 thought 15 made

**B**

1 was walking 2 was wearing 3 had been living/had lived  
4 had been 5 had changed 6 had disappeared  
7 decided 8 had become 9 was paying 10 found  
11 had taken 12 turned 13 had been living/had lived  
14 had forgotten 15 came back

- Give SS five minutes to read their stories again and memorize them. They then tell each other the stories in their own words, e.g. A *This story is about three men ...*

**21 What would have happened?****3 B**

A board game. SS move round the board making third conditional sentences. Copy one game board per group.

**LANGUAGE**

*If I'd known he was going to be there, I wouldn't have gone.  
I wouldn't have found out he was ill if he hadn't phoned.*

- SS in groups of three or four. They need markers, e.g. paper clips or bits of paper, and a coin to toss.
- Each player puts a marker on the **START** circle.
- S1 tosses the coin. *Heads* = move two circles, *Tails* = move one circle.
- S1 now has to make a correct third conditional sentence by completing the sentence stem on the circle where he/she lands. The rest of the group have to decide if the sentence is correct and makes sense. Be the final judge in case of dispute.
- If the sentence is wrong, S1 moves back a circle. If it's correct, he/she stays on the circle.
- S2 now has his/her turn, then S3, etc. If they land on a circle where another student has been before, they must complete the sentence stem in a different way.
- The first student to reach the end is the winner.

**Alternative activity**

If you think SS need more written practice of the third conditional, you could do this as a written race. When you say *Go!* SS in pairs have ten minutes to complete as many of the sentences as possible, starting with number one. Get the pair who have completed most to read out their sentences. Other pairs should read theirs too if they're different. The pair with the most correct sentences wins.

**22 You shouldn't have ...****3 B**

A speaking game to give SS further practice with *should have*. Make one copy per group of four and cut up into cards.

**LANGUAGE**

*You shouldn't have mixed your drinks.  
You should have worn a suit.*

- Divide the class into groups of three or four and give them each a pile of cards face down.
- Demonstrate the activity. Pick a card. Tell SS that you've got a card with a sentence on it beginning *You should have ...* or *You shouldn't have ...* You're going to tell them about something that happened to you and they must criticize you by saying, *You should/shouldn't have ...* Whoever says exactly the sentence on your card keeps it.
- Now tell them a quick story to elicit the sentence on your card, e.g. if your card says *You shouldn't have parked there* tell them a story about how last night you went out to dinner and you parked on a yellow line so your car was towed away by the police. Then elicit sentences from the SS until someone comes up with the one on the card.
- SS continue in groups. Tell them to pick a card each and take a moment to plan their stories. Then one by one they tell them to the others in the group. At the end of each story the other SS in the group make *should/shouldn't have* sentences until one comes up with the right one.
- SS continue with new cards.

**Non-cut alternative activity**

If you don't have time to cut up sets of cards, make one copy per pair and just cut it in half horizontally. Give **A** and **B** half a page each. In pairs, SS choose a sentence and invent a story as above.

**23 I will survive**

**3 B**

**T3.8** A listening activity based on the song made famous by Gloria Gaynor. Copy one sheet per student. For copyright reasons this recording is not the original version. If you have the original version you could use it instead.

- Give out the song and explain the task. SS have to first listen to hear if the bold words are right or wrong, and if they are wrong, correct them. Give them a few minutes to read the lyrics. Explain that the song is quite fast and they are going to hear it twice. The first time they should only try to hear if the words are right or wrong.
- **1** Play the song once, and let SS compare.
- **2** Play the song again. Check answers.
- If your class like singing you could play the song again for them to sing along.

**Verse 1**

At first I was afraid, I was **horrified** *petrified*  
Kept thinking I could **never** live without you by my side  
But then I spent so many **days** *nights*  
Thinking how you did me **wrong**  
And I grew **strong**, and I learned how to get along  
So you're **here**, from outer space *back*  
I just walked in to find you here with that sad look upon your face  
I should have changed that **stupid** lock  
I **would** have made you leave your key *should*  
If I'd have known for just one **minute** you'd be back to bother me *second*

**Chorus**

Go on now go,  
Walk out the **flat** *door*  
Just turn around now, 'cos you're not **wanted** any more  
*welcome*  
Weren't you **the one** who tried to hurt me with goodbye  
Did you think I'd crumble? Did you think I'd lay down and **die**?  
Oh no, not I, I will survive  
For as long as I know how to **eat** I know I'll feel alive *love*  
I've got all my **days** to live, and I've got all my love to give *life*  
And I'll survive, I will survive, hey, hey  
**Verse 2**  
It took all the strength I had not to **fall** *apart*  
Though I tried hard to mend the **bits** of my broken heart *pieces*  
And I spent oh so many **nights**  
Just feeling sorry for **you** *myself*  
I used to cry, but now I hold my head up **high**  
And you see me, **somebody else** *somebody new*  
I'm not that chained up little **girl** still in love with you *person*  
And so you **felt like** dropping in  
And just expect me to be **here** *free*  
Well now I'm **saving** all my loving for someone who's loving me.

**24 Logical explanations**

**3 C**

A pairwork activity to practise deductions about the past. Copy one sheet per pair (or per student).

**LANGUAGE**

*He can't/must/might have ...*

- Give out the copies. Focus on sentence 1 and elicit possible sentences beginning, *He can't have/must have*, e.g. *He can't have met him/been telling the truth/been alive then*. Accept all possible sentences.
- Now tell SS in pairs to complete the deductions for the other nine situations. Monitor while SS are writing to check that they are writing correct sentences.
- When SS have finished get them to test other to see if they can remember the sentences. **A** reads one of the ten sentences to **B**. **B** with the paper face down tries to remember the two responses. They swap roles.

**25 Mystery history words**

**3 C**

An activity to revise **Vocabulary Builder 8 History and politics**. Copy one sheet per student or per pair.

- Give out the copies. Tell SS they have five minutes to write down the words. Tell them they must write them in their notebooks, not on the sheet.
- Check answers.

1 Prime Minister 2 defeated, battle 3 reigned  
4 political parties 5 World War, surrendered  
6 multi-ethnic 7 government, general election 8 right wing party  
9 dictatorship 10 heir, throne  
11 monarch, revolution 12 Civil War 13 Soldiers, armies  
14 policies 15 autonomous government

- Now get SS to cover or put away the answers. Just looking at the sheet, they take turns to read the sentences putting in the missing words. Monitor to correct pronunciation.

## 26 What's the difference?

3 Revision

A team game for SS to revise confusing words, e.g. *story/history* from File 3. Make one copy and cut up into cards.

- Divide the class into two teams (or more if you have a lot of SS) and explain the activity. You give a card to each team and they have 30 seconds to decide what the difference is between the two words or phrases. A spokesperson from the team explains it to the rest of the class. If the explanation is correct, they get a point. Then give them another card each, etc.
- Write up the teams' points on the board as they answer correctly, and add up the points to see which team wins.

### Non-cut alternative activity

Copy one sheet per pair/group. SS ask each other *What's the difference between ...?* choosing random pairs of words. When they've finished, check answers with the whole class.

## 27 TV political debate

3 Revision

A roleplay to revise the language of File 3. Copy one sheet per pair and cut it into A and B.

### LANGUAGE

*We are planning to ...*

*We believe that people should ...*

*If the previous government had ...*

- Divide the class into groups of four. Give out two As and two Bs to each group. If you have odd numbers, have a three with one A and two Bs, or have one pair.
- Go through the instructions with SS. Highlight that they have to decide first how to defend their policies, and second how to attack the opposition's policies.
- 1 Give SS ten minutes for the two As and the two Bs in each group to prepare together. Stress that SS are playing the role of politicians, and it does not matter if they don't personally agree with the policies they have to defend.
- When they have prepared, go through the **Useful language** box and demonstrate the expressive intonation they should use with expressions like *That's ridiculous!* You could also teach *That's nonsense* or *That's rubbish*.
- 2 Set the scene by reminding them that it's a live TV debate the day before elections, and it's the politicians last chance to convince viewers to vote for them.
- SS now have their debate. They can either debate in pairs (one A and one B) or in fours. A begins the debate by proposing his/her first policy, which B then attacks, then B proposes his/her first policy and so on.
- When SS have debated all the policies, ask SS which ones they think would be a good idea in their country and why.

## 28 Guess the drawing!

4 A

A group game. SS draw people/things for their partner to identify. Copy one sheet per group of four and cut it up.

### LANGUAGE

*a long checked skirt*

*an ancient Egyptian monument*

- SS in groups of three or four. Give each group a set of cards face down.
- Demonstrate yourself. Pick a card and try to draw it on the board. Tell SS that they must say exactly what it is. They will always need to use two adjectives, and they must get them in the right order. The first person to identify your drawing correctly gets the card. (Don't worry if you can't draw very well – this just makes the game more fun.)
- SS play in groups, taking turns to pick a card, draw it, and give it to the first person to say what's on the card.
- Stop the activity when one group has used up all the cards. Find out who was the winner in each group.

### Non-cut alternative activity

If you don't have time to cut up sets of cards, make one copy per pair and just cut it in half horizontally. Give A and B half a page each. In pairs, they draw for their partner to say the phrases as above.

## 29 Clothes and fashion vocabulary

4 A

An activity to revise **Vocabulary Builder 9 Fashion**. Copy one sheet per student or per pair.

- Give out the copies. Tell SS they have five minutes individually or in pairs to complete the words. Highlight that the missing letters are all consonants.
- Check answers.
 

1 sandals	2 slippers	3 department store	4 suit, tie
5 suits	6 match	7 high-heeled	8 smart
9 window-shopping	10 get changed	11 fur	12 fit, size
13 short-sleeved	14 take off	15 in fashion	
- Now get SS to cover the words and test their memory.

## 30 I wish things could be different!

4 B

A pairwork speaking activity to give SS more practice with *wish*. Copy one sheet per student.

### LANGUAGE

*I wish I hadn't bought that shirt! I wish I could speak Polish!*

- Give out the copies. SS individually write an *I wish ...* sentence in each 'cloud'. Monitor as SS write to check that they are forming the sentences correctly.
- In pairs, SS choose numbers and compare their wishes. Encourage them to explain why. You could demonstrate yourself first by giving a number, saying what your wish is and explaining it, and asking individual SS about theirs.
- Stop the activity when one pair has finished or when you think it has gone on long enough. Get feedback from the class about some of their wishes.

**31 That don't impress me much**

**4 B**

**T4.8** A listening activity based on the song made famous by Shania Twain. Copy one sheet per student. For copyright reasons this recording is not the original version. If you have the original version you could use it instead.

- Give out the song and explain the first task. SS have to read and listen to the song and complete the lyrics.
- 1 Play the song once and check answers.

1 I'm a rocket scientist 1 I'm Brad Pitt 1 I've got a car  
The chorus should be *That doesn't impress me much.*

- 2 Play the song again and tell SS to try to follow the lyrics. Then give them a moment in pairs to discuss how to answer the question. Check answers.

The first man thinks he's a genius and always thinks he's right and knows everything.

The second man is very vain, obsessed with his appearance.

The third man is in love with his car.

- 3 Remind SS that it is typical for songs to have a lot of colloquial words and expressions. Ask them to look at the first verse and find a colloquial word meaning men (*guys*). Elicit the correct pronunciation /gəiz/.
- In pairs, SS now scan the lyrics to find more colloquial expressions. You could play the song again while they do this.
- Check answers and help with the pronunciation.

1 guys 2 pretty smart 3 you drive me up the wall  
4 a know-it-all 5 don't get me wrong 6 Heaven forbid.  
7 shine his machine (US) 8 You must be joking. 9 cool

**32 A room with a view**

**4 C**

A pairwork fluency activity to revise **Vocabulary Builder 11 Houses and decoration**. In pairs, SS have to find twelve differences between two similar pictures of a room by describing their pictures to each other.

**LANGUAGE**

*There's a mirror over the fireplace. A man and a woman are sitting at the table having breakfast.*

- Get SS to sit in pairs face to face. Give out the copies and stress that **they mustn't look at** each other's pictures.
- Get SS to draw a vertical line (in pencil) down the middle of the picture.
- Explain the activity. A describes the left-hand side of his/her picture to B, in as much detail as possible. B listens and tells A what's different in his/her picture. Then B describes the right-hand side and A listens for differences.
- Continue until one pair has found the twelve differences. Then let SS compare their pictures. Elicit the twelve differences from the class.

- 1 In picture A through the French window in the garden there is a fence.  
In picture B it's a hedge.
- 2 In picture A there are curtains.  
In picture B there are blinds.
- 3 In picture A there's one piece of toast in the toaster.  
In picture B there are two.
- 4 In picture A the mirror above the fireplace is oval.  
In picture B it's rectangular.
- 5 In picture B there's a pair of dogs on the shelf above the fireplace.  
In picture B there's a pair of ducks.
- 6 In picture A there is a cactus in a pot on the bookcase.  
In picture B it's a flowering plant.
- 7 In picture A the family photo has one child.  
In picture B it has two children.
- 8 In picture A there are books on the middle shelf.  
In picture B there are no books on the middle shelf.
- 9 In picture A there is a painting of a seascape.  
In picture B it's of a tiger.
- 10 In picture A there is a ceiling light.  
In picture B there is a hanging lamp.
- 11 In picture A the woman is sitting opposite the man.  
In picture B she is sitting next to him.
- 12 In picture A the clock says 7.15.  
In picture B it says 7.00.

- If SS recently read the *feng shui* text, you could ask them what is good/bad *feng shui* about the rooms (Bad: the cactus, Good: the family photos, the plant in B, the pair of ducks/dogs).

**33 Penny Lane**

**4 C**

A practice activity to revise *have something done*. Make one copy per student or per pair.

**LANGUAGE**

*You can have your photo taken.  
You can have your car repaired.*

- Give a copy to each student, or one per pair. Tell them to look at the picture of a street scene, focus on a shop, and elicit one thing you can have done, e.g. you can have your passport photo taken in Photomania.
- Then give SS five minutes to find ten more things they can have done and where. They should write the sentences for each thing. Stop when one pair has ten and check answers.

**Suggested answers**

- You can...
- 1 have your hair cut.
  - 2 have your legs waxed.
  - 3 have colour photocopies made.
  - 4 have your clothes cleaned.
  - 5 have the stains removed from your clothes.
  - 6 have small repairs done.
  - 7 have your shopping delivered to your house.
  - 8 have your old photos restored.
  - 9 have your films developed in one hour.
  - 10 have a passport photo taken in 10 minutes.
  - 11 have your eyes tested.
  - 12 have your car repaired.
  - 13 have your oil changed.
  - 14 have your brakes checked.



**34 Talk for a minute****4 C**

A group speaking activity to practise using countable/uncountable/plural nouns correctly. Copy one sheet per student.

**LANGUAGE**

*I like wearing clothes that are in fashion but also comfortable ...*

*I don't think politics is a very interesting subject of conversation ...*

- Give out the copies and explain how the activity works. SS should sit in groups of three or four, and decide in what order they're going to speak. The group then chooses a topic for the first speaker, and he/she has to try to talk for a minute about the topic without making any of the mistakes on that topic card and without repeating the same thing. The other members of the group listen and check for mistakes.
- It is important to use some means of timing, either one of the group looking at his/her watch or using a classroom clock.
- When the first student has finished, the others say whether he/she made any of the mistakes on the card. It is then the next person's turn.
- Continue the activity until each student has talked about at least two topics. Get feedback.

**35 Vocabulary revision****4 Revision**

A fluency activity to revise the vocabulary of File 4. Copy one sheet per pair and cut into A and B.

**LANGUAGE**

*It's an adjective which means ...*

*It's a thing that you buy ...*

*It's what happens when ...*

- In pairs, SS sit face to face. Give out the copies to A and B and give them a minute to read their instructions. If they're not sure of the meaning of one of their words, they should check with you or with their book before they start.
- In pairs, A asks B to define, e.g. 1 across. Encourage SS to listen to each other and not just make random guesses. Then B asks A to define, e.g. 1 down.
- When they've both finished they can check they've got the words right by comparing their crosswords.

**36 Communication breakdown!****4 Revision**

An argument roleplay to give fluency practice and revise some of the language from File 4. This can either be done after 4B or when SS have finished the whole file. Make one copy per pair and cut into A and B.

**LANGUAGE**

*you used to ... but you don't ... any more.*

*I wish you wouldn't ...*

- This roleplay works best if you can actually put SS in pairs with one male and one female student, though obviously

this will not always be possible, and it will work well even if some SS are taking on the role of the opposite sex.

- First set the scene. Explain that you have two friends, Natalie and Kevin. Tell SS that they got married two years ago and at first they were very happy but now they are having problems. Elicit what problems you think they might have after two years of marriage.
- Now write up on the board:  
*They \_\_\_\_\_ to be happy, but now they aren't.*  
*They don't understand \_\_\_\_\_ any \_\_\_\_\_.*  
Elicit the missing words (*used, each other, more*).
- Now tell SS that they're going to take the parts of Kevin and Natalie and try to discuss and solve their problems. Give out the copies and give SS five minutes to read their instructions. **They must not look at their partner's sheet at all.** Tell them to highlight what they think is key information and try to memorize it. (They should not refer to their role cards during the conversation unless absolutely necessary.)  
As a memory aide they should turn over the sheet and note down the four points they have to discuss on the back.
- When SS are ready, get them to sit face to face and they turn their role cards over. Set the scene, *It is after dinner and you are sitting at the dinner table.*
- Set a time limit, e.g. ten minutes and highlight the instruction *Keep calm and don't lose your temper.* Emphasize that they should try to come to an agreement on each point.
- Kevin begins the conversation. SS should soon begin discussing their problems very animatedly! Let the conversations/arguments carry on until you think most pairs have discussed all the points. Give a three-minute warning for SS to come to some kind of agreement.
- Say *Stop!* and then get each pair to quickly tell the class what decision they have come to and what was the main problem(s) they had.

**37 Old friends: Test your tenses****5 A**

A controlled practice activity to revise tenses.

**LANGUAGE**

Revision of the present simple/continuous, past simple and present perfect simple/continuous

- 1 SS can do this individually or in pairs. Give out the copies. Go through the instructions and highlight that they should write the verbs in the VERB column and which tenses they should choose from.
- Allow at least ten minutes for SS to finish, and then check answers. See how many SS got right.

1 didn't recognize 2 haven't seen 3 met 4 was  
5 are you doing 6 'm living/live 7 've just come back  
8 have you been living/have you lived 9 've been  
10 bought 11 are wearing 12 have you been  
13 had 14 broke 15 went back 16 Do you still live/  
Are you still living 17 'm living 18 've been looking  
19 've seen 20 haven't found 21 'm meeting

- 2 Now get SS to read the dialogue in pairs to practise sentence rhythm. Fast finishers could try to repeat this from memory covering the VERB column.



**38 Idioms: animals and more****5 A**

An activity to revise the animal idioms from **Vocabulary Builder 12 Animals and conservation** and to teach SS some new idioms. Copy one sheet per student.

- First tell SS that native speakers often use idioms to make their language more colourful, but they can be difficult for foreign speakers to use correctly. If you just make a small mistake, the idiom sounds completely wrong.

- 1 Give out the copies and give SS a few minutes in pairs to correct the animal idioms. Check answers.

1 black sheep 2 hen party 3 guinea pig  
4 pig-headed 5 zebra crossing 6 snail mail

- 2 SS match the classroom idioms to their meanings. Check answers.

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

- 3 Focus on the pictures of the parts of the body and tell SS that these represent the missing words. Tell them to try to make a logical guess for each one, even if they've never heard the expression before. Check answers.

1 foot 2 fingers 3 leg 4 hand 5 eye 6 head

- 4 SS test each other in pairs. Encourage SS to use the classroom idioms in the future.

**39 Each, every, all, any, both, either, neither****5 B**

A controlled activity to give SS more practice with quantifiers. Copy one sheet per student or per pair.

**LANGUAGE**

*each, all, every, any, both, either, neither*

- Give out the copies. Focus on the picture and elicit that it shows a health centre. SS have to read each sentence and then look at the picture to decide what quantifier to use to complete it. SS can do this either individually or in pairs.
- If you like you can set a time limit, e.g. five minutes and do this as a race.
- Check answers.

1 Everybody 2 Anybody 3 every 4 Neither  
5 anybody 6 both 7 anywhere 8 no 9 each  
10 anything 11 nothing 12 anything 13 all  
14 All 15 any 16 Nobody 17 Every

**40 Word-building****5 B**

A pairwork activity to give SS oral practice with word formation. Make one copy per pair and cut into A and B.

- Give out the copies and get SS to sit face to face. Give them a few moments to read the instructions and then check that they understand. They each have to read out a sentence slowly, saying 'bleep' where there is a missing word. Their partner has to form a word from one of the bold words in his/her box to complete the sentence.
- You could begin by eliciting the suffixes for forming

nouns, verbs, adjectives and adverbs SS learned in 5B (SB p. 75) and writing them on the board.

- B reads out his/her first sentence, repeating it as many times as necessary for A to get the right word.
- A then reads his/her first sentence, or if SS prefer they could do all A's sentences first, and then all B's.
- SS continue until they've finished all the sentences.

**41 You're so vain****5 B**

**T5.5** A listening activity based on the song made famous by Carly Simon. Copy one sheet per student. For copyright reasons this recording is not the original version. If you have the original version you could use it instead.

- Give out the song and explain the task. SS have to listen to the song and complete the lyrics. They are given the category of the missing word to help them, so that they know that for example 1 is a form of transport
- Give SS a few minutes to read the song lyrics with the glossary.
- Play the song once and SS compare answers.
- Play it again, stopping if necessary after each verse or after the relevant lines. Check answers.

1 yacht 2 eye 3 scarf 4 mirror 5 years 6 naive  
7/8 clouds 9 horse 10 eclipse 11 spy

- Get SS to read the biodata as it will help them to understand the song and why it was written. If your class like singing you could play the song again for them to sing along.

**42 Relatively speaking****5 C**

A controlled practice activity to revise relative pronouns. Copy one sheet per student.

**LANGUAGE**

*who, which, whose, what*

- Give out the copies.
- 1 Set a time limit, e.g. ten minutes for SS in pairs to write the relative pronouns in the column. Emphasize that they must use one of the four given, i.e. *who, what, whose, or which* (not *that* or *whom*). Get SS to compare with a partner.
- 2 Check answers.

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

- 3 SS answer the two questions in pairs.

a A 2, 3, 9 B 12, 16, 18 C 19, 20, 21, 24  
b A 3 C 19

- 4 To test their memory, get SS to work in pairs. A covers the **RELATIVE(S)** column and reads the first text, putting

in the missing relative pronouns from memory. B listens and corrects. They swap roles for the second text.

**43 Words with two meanings** **5 C**

An activity to give more practice with words which have two meanings. Copy one sheet per student or per pair.

**LANGUAGE**

Words with two meanings

- Give out the copies, and set a time limit, e.g. five minutes for SS to complete the words in pairs. Before they start remind them that the word must work for both definitions.
- Check answers.

- 1 park 2 book 3 bank 4 sign 5 train 6 fly  
7 ring 8 right 9 arms 10 make up 11 run  
12 save 13 hard 14 mouse 15 tip 16 station

**44 Odd word out** **5 Revision**

A quiz to revise the vocabulary of File 5. Copy one sheet per student or pair.

- SS in pairs decide which word is different in each group of four and say why. Set a time limit, e.g. ten minutes.
- Check answers. Accept any reasonable answer as to why one word is different as there may be more than one.

- 1 goat (it's a farm animal)
- 2 eel (the others are all insects)
- 3 wolf (the others are all pets)
- 4 sheep (the others are all words for young animals)
- 5 paws (the other are all parts of birds)
- 6 zoo (the others are all places where animals live in their natural habitat)
- 7 old (the others are physical handicaps)
- 8 memorable (the others are verbs)
- 9 survival (the others are adjectives)
- 10 forgive (the others are adjectives)
- 11 friendly (the others are adverbs)
- 12 foreign (the others are all synonyms)
- 13 coincidence (the others all are or were people)
- 14 eat (all the others have more than one meaning)
- 15 milk (the others all have a silent l)

**45 Do you agree?** **5 Revision**

A pairwork speaking activity to revise the topics and language of File 5. Copy one sheet per student.

- 1 Give out the copies and tell SS to spend a moment looking at the pictures, which will prepare them for what they are going to discuss. They then read the opinions and mark them 1-3.
- 2 SS compare their marks in pairs and explain why. Monitor, correcting especially any mistakes which relate to grammar or vocabulary from File 5.
- Get feedback from individual pairs.

**46 Gerunds and infinitives dominoes** **6 A**

A card game to practise gerunds and infinitives. Copy and cut up one set of dominoes per group of four students.

**LANGUAGE**

Gerunds and infinitives

- In groups of four, SS sit round a small table if possible. Give out one set of dominoes to each group and get SS to shuffle them and deal them all out. SS should try to have their dominoes in front of them so that they can see them but others can't. Give SS a moment to read the sentences on their dominoes.
- The youngest student in each group starts by placing a domino in the middle of the table. Then the student on his/her left tries to put another domino either in front of or behind the first one to make a correct sentence. When he/she has done so, or if none of his/her dominoes fit, the next player has a try.
- SS continue placing dominoes on the table until either one student has no dominoes left and so has won, or until they reach a situation where nobody can place a domino. In this case the student with the least number of dominoes left is the winner.
- When the game has finished tell SS to leave the dominoes on the table and check that they have all been placed correctly.

**Non-cut alternative activity**

If you don't have time to cut up dominoes, copy one sheet for each pair.

- Get them to write number 1 on the right-hand part of the first domino, where the sentence begins *Before doing your driving test ...*
- They must then find a domino where the left-hand side matches, i.e. is a continuation of the sentence (... *parking your car in small spaces*), and write 1 on it. They then write number 2 on the right-hand side of the same domino (*Martin's family ...*) and then look for the continuation.
- SS continue until they have linked up all the dominoes. The first pair to finish wins. Check answers by getting SS to read out all the complete sentences.

**47 The alphabet race: Crime vocabulary** **6 A**

An activity to revise **Vocabulary Builder 13 Crime and punishment**. You could use this as a vocabulary test for SS after they have learned the words for homework. Copy one sheet per student (or per pair).

- Give out the copies. Tell SS they have five minutes in pairs to complete the words. Highlight that each word begins with a different letter of the alphabet. You may want to give SS a bit longer than five minutes, until at least one pair has finished.
- Check answers.

A arrested B blackmail C clues D denied  
E evidence F fine G guilty H hijacked I illegal  
J jury K kidnapped L life M magistrate  
N noticed O offence P pickpocket Q question  
R release S shoplifters T trial U under V verdict  
W witness X X-ray Y Young Z zebra

- Now get SS to test each other. A (with sheet) says a letter of the alphabet and the gapped sentence/definition, B (with sheet face down) has to remember the word. After a couple of minutes they swap roles.

#### 48 You're the judge!

6 A

A discussion activity to give SS more practice with the vocabulary of crime. Copy one sheet per student.

##### LANGUAGE

*I think he should be given a life sentence because his crime is very serious ...*

- Give out the copies. Explain to SS that they have five situations and for each one they must decide on the punishment. Give them five minutes to read the situations and make their choices. Emphasize that if they choose a fine they must also decide how much (in local currency) and if they choose a prison sentence they should specify how long.
- In small groups of three or four, SS debate the best 'punishment' for each situation, giving their reasons. They should try to agree between them on one 'sentence'.
- Monitor and correct any misuse of the crime vocabulary they have just studied.
- Get feedback to see what sentences SS proposed for each situation.

#### 49 Guess the sentence

6 B

A pairwork activity to revise reported speech. Copy one sheet per pair and cut into A and B.

##### LANGUAGE

*I apologized to Ros for losing the book ...  
We regretted staying in that hotel ...*

- In pairs, SS sit face to face. Give out the copies to A and B.
- Demonstrate first by writing on the board.  
*The teacher suggested \_\_\_\_ after class.*  
Write the complete sentence in big letters *The teacher suggested having a coffee after class* on a piece of paper but **don't show it to the class.**  
Tell the class they have to guess the missing words. Elicit possible completions from SS until someone says *having a coffee*, and then show them the piece of paper so they can see they've said exactly what you had written down.
- Explain that half of their sentences have gaps, and their partner has the complete sentence. In turns, they must read their sentences to each other, completing the gap in a logical way, until they say the exact sentence that their partner has, e.g.  
A *I apologized to Ros for forgetting the book she'd lent me.*  
B *No. Nearly. Try again.*  
A *... for losing the book she'd lent me.*  
B *That's right.*
- If you like, you could tell SS that if their partner is completing the sentence with the right verb but in the wrong form, they can say 'Wrong grammar' so that their

partner realizes he/she needs to change the form of the verb.

- Now give SS a minute to read their sentences and think of possible completions, but **not to write them in.**
- SS sit face to face. They **mustn't** look at each other's copies. A says his/her sentences to B. Stress that students should say the whole sentence each time, not just the missing words, and they **should do the whole exercise orally** without writing anything.
- Now B says his/her sentences to A.
- When they've finished they could swap papers and repeat the activity.

#### 50 Reporting verbs crossword

6 B

A split crossword to revise the meaning of the different reporting verbs. Copy one sheet per pair and cut into A and B.

##### LANGUAGE

*I'm terribly sorry about ... = apologize  
If you do that again ... = threaten*

- In pairs, SS sit face to face. They **mustn't** look at each other's copies. Give out the copies to A and B and give them a minute to read their instructions.
- Highlight that they must **not** give a definition of the verb, but they use examples in direct speech. Demonstrate yourself first by making various suggestions, e.g. *Why don't we have a coffee? How about watching a video?* to elicit the verb *suggest*.
- Then give SS five minutes to think of sentences for each of their verbs. Tell them that they can write them down if they like.
- In pairs A gives examples in direct speech to elicit *regret*. Then B gives examples in direct speech to elicit *refuse*.
- When they've both finished they can check they've got the words right by reading the 'mystery phrase' (*Reporting words*).

#### 51 Connect the sentences

6 C

A pairwork activity to practise connectors. Copy one sheet per pair (or each).

##### LANGUAGE

Clauses expressing purpose/contrast  
*although, in spite of, so as to, etc.*

- Before you give out the copies remind SS of the meaning of *fold*, and show SS how they should fold their sheets (or fold them beforehand yourself).
- Give out the copies and make sure that SS fold them correctly, and are looking at the left-hand column. Then tell them they have five minutes to complete each sentence in what they think is the most logical way. SS could do this in pairs or individually, and should write their continuations on the sheet after the three dots.
- Check what they have written, accepting all suggestions that make sense and are grammatically correct.
- Now get SS to unfold the sheet and match the continuations a-l with the first parts of the sentences.

Then they check how many are exactly the same as what they wrote. Check answers.

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

- Get feedback to see if any pairs wrote sentences the same as continuations a–l.
- Now get SS to fold the sheet again and look only at the continuations a–l. Read out the first one and see who can remember how the sentence began, e.g.  
T *a check-up*  
SS *I went to the doctor's yesterday for a check-up.*
- SS continue in pairs.
- Check with the whole class.

## 52 Wonderful tonight

6 C

**T6.14** A listening activity based on a song by Eric Clapton. Copy one sheet per student. For copyright reasons this recording is not the original version. If you have the original version you could use it instead.

- First ask SS if they can remember the story behind the song *Wonderful tonight* (Eric Clapton wrote it for Patti Boyd after they got married). Then give out the copies.
- Play the song once for SS to mark where the missing words go.
- Play the song again for SS to identify what the missing words are. Check answers (see the tapescript below).
- If your class like singing you could play the song again for them to sing along.

It's late in the evening, she's wondering what clothes to wear.

She puts on her make up and brushes her long, blonde hair

And then she asks me, 'Do I look all right?'

And I say, 'Yes. You look wonderful tonight.'

We go to a party and everyone turns to see

This beautiful lady that's walking around with me

And then she asks me, 'Do you feel all right?'

And I say, 'Yes, I feel wonderful tonight.'

I feel wonderful because I see the love light in your eyes

And the wonder of it all is that you just don't realize

How much I love you.

It's time to go home now and I've got an aching head

so I give her the car keys, she helps me to bed.

And then I tell her as I turn out the light I say,

'My darling you were wonderful tonight.' (repeat).

## 53 Remember the phrase

6 Revision

An activity to revise verb phrases mainly from File 6 but also from earlier files. Copy one sheet per student.

### LANGUAGE

*keep a secret, take an overdose, etc.*

- Give out the copies. Either give SS two minutes to complete the phrases in 1 and then check answers and do 2, or give them five minutes to do both sections.

- Check answers.

- 1 keep 2 market 3 pay 4 pretend 5 cheat  
6 rob 7 set up 8 steal 9 tell 10 go 11 commit  
12 be
- 2 make sense, an effort, a profit, sb redundant  
do business, the housework, an experiment, marketing  
take sb to court, an overdose, into account, sth seriously  
have an alibi, an operation, your hair cut, a sense of humour

- In pairs SS test each other. A says an expression without the verb, B says the verb, e.g.  
A *a secret*  
B *keep a secret.*  
After two minutes they swap roles.

## 54 to go, go or going?

6 Revision

A controlled practice activity to revise verb forms (gerund or infinitive with/without *to*). This activity could be used as a quick test. Make one copy per student.

### LANGUAGE

Verb forms

- Give out the copies. Tell SS that they have ten minutes to decide what form of *go* each sentence requires – *to go*, *go* or *going*. Remind SS to write in the VERB column, not in the shaded boxes.
- Get SS to compare with a partner and then check answers.

1 going 2 to go 3 go 4 going 5 to go 6 going  
7 going 8 to go 9 going 10 going 11 to go  
12 to go 13 going 14 to go 15 going 16 going  
17 go 18 to go 19 go 20 going 21 to go  
22 going 23 to go 24 to go 25 going 26 to go  
27 to go 28 going 29 to go 30 Going

- SS cover the VERB column and test themselves. They could also test each other in pairs, e.g.

A *I love ...*

B *... going*

## 55 Break their alibi

6 Revision

A roleplay which revises question forms, crime vocabulary, reported speech and verb forms in general. This activity will probably take at least half an hour, but it will give SS listening and speaking practice, will recycle language from the file, and is usually very enjoyable. Copy one sheet per four SS and cut into three.

### LANGUAGE

*What was your friend wearing?*

*A said he met a friend – but B denied it.*

- Before giving out the photocopies, set the scene. Tell SS that there was a robbery last night at the school at 8 o'clock, and the End of Year exam and a large amount of money was stolen from the school safe in the director's office. The police have been called to investigate. One of the suspects is a student in this class, but he (or she) has an alibi, a friend who says they spent the evening together ...

- Divide the class into groups of four. Each group should consist of two pairs. Give one pair an **A** and a **B** role card, the other pair a Police Inspector card. (If you have odd numbers, you could have three police inspectors in one group.) Give SS a few minutes to read their instructions.
- Now tell all the suspects (**A** and **B**) to move to one side of the classroom, and all the police inspectors to move to the other side. They both have ten minutes, the suspects to plan their alibis, and the police officers to plan what questions to ask to try to catch the suspects out. It's **important that the two police inspectors have copies of the questions they write, which should be the same, as they will each interview a different suspect.** Move round the class monitoring and helping.
- Now set up the interrogations. Get each **A** suspect to go with one of the police inspectors from their group to one side of the classroom, and each **B** to go with the other inspector as far away as possible on the other side. The police inspectors now interview the suspects with their questions and take notes of their answers.
- Allow ten minutes for the interrogation. When these interviews have finished, the two police inspectors from each group compare **A** and **B**'s answers to see if they have found the differences in the suspects' stories.
- Finally, for each group find out if **A** and **B** are innocent (all the details were identical) or guilty (differences).
- With a small class you could do this as a whole class activity with the two suspects going outside.

### 56 Like, as or nothing?

7 A

A controlled practice activity to revise *as* and *like*. Make one copy per student.

#### LANGUAGE

*She swims like a fish.*

*He works as a doctor.*

- Give out the copies. Tell SS that they have five minutes to write *as*, *like*, or *-* in the column on the right. Remind SS not to write in the shaded boxes, and that in one sentence both are possible.
- SS compare with a partner and then check answers.

1 like 2 as 3 like 4 - 5 as 6 as 7 like 8 as  
9 like 10 like 11 as 12 like 13 as 14 - 15 like  
16 - 17 as 18 - 19 as 20 like 21 like 22 -  
23 like 24 like/as 25 as 26 like 27 like 28 as  
29 like 30 like

- SS cover the *like/as/-* column and test themselves.

### 57 More forbidden words

7 A

More cards for SS to play the game from 7A Making conversation but this time in teams. Make one copy per group of four and cut into cards.

#### LANGUAGE

*It looks/looks like ...*

*It feels/feels like ...*

*It tastes/tastes like ...*

*It looks/feels/tastes as if ...*

- Put SS in groups of four, two **As** (one team) and two **Bs** (the other team). Give out one set of cards to each group which SS place face down on a desk.
- Explain carefully the rules of the game:
  - One **A** picks a card. He/she has to define in one minute the **bold** word at the top of the card to the other **A** (his team partner), but without using any of the four 'forbidden words' in the definition. **A** must use at least one of the verbs of the senses, e.g. *feels*, *smells*, etc.
  - One of the **Bs** sits behind **A** looking at the card and making sure that he/she doesn't use any of the forbidden words.
  - The other **B** times the minute.
  - If **A** communicates the word successfully to his/her team partner within a minute, they keep the card.
  - Now one of the **Bs** picks a card and they continue as above, until all the cards have been used. The team who were able to keep the most cards are the winners.
- Demonstrate the game by getting one group to play with one card in front of the whole class.

#### Non-cut alternative activity

If you don't have time to cut up sets of cards, make one copy per pair and just cut it in half horizontally (or if you haven't got scissors get students to fold each page half horizontally). Give **A** and **B** half a page each (or different halves of the folded page). In pairs they try to define the words to each other within a minute without using the forbidden words.

### 58 The passive: American trivia

7 B

A controlled practice activity to revise the passive. Make one copy per student or per pair.

#### LANGUAGE

Different passive tenses

- Give out the copies. Tell SS that they have five minutes to complete the seven texts with the verbs in the correct tense of the passive. They can do this individually or in pairs.
- Check answers but don't tell SS yet if the texts are true or false. Sometimes there is more than one possibility so accept whatever makes sense.

1 was captured, is said, was painted,  
2 is believed, is/was based, was first played, was introduced  
3 is being filmed, will be told, has been asked/was asked  
4 is said, were (being) given away/are given away, has been sent  
5 are made, be detected  
6 is believed, were called, were made  
7 has been included/will be included, will be sent/is going to be sent, will be left

- Now tell SS to reread the texts and decide which ones they think are true and which are false. Check answers.

1 T 2 F 3 F 4 F 5 F 6 T 7 F

**59 US or British English?****7 B**

An activity to revise and extend SS' knowledge of US vocabulary. Make one copy per student.

**LANGUAGE**

American and British vocabulary

- Give out the copies. Tell SS to look at each picture and then find the British and American word for it in the circles below. Set a time limit, e.g. five minutes.
- Check answers.

1 UK rubbish US garbage 2 UK pavement  
US sidewalk 3 UK flat US apartment 4 UK shop  
US store 5 UK lorry US truck 6 UK petrol US gas  
7 UK lift US elevator 8 UK garden US yard  
9 UK sweets US candy 10 UK autumn US fall  
11 UK chemist's US pharmacy 12 UK wardrobe  
US closet 13 UK underground US subway  
14 UK trousers US pants 15 UK tap US faucet

- SS test each other. A says a British word and B says the US word. After a couple of minutes get B to test A by saying the US word for A to say the British word.

**60 So/such race****7 C**

A controlled practice activity to revise *so* and *such*. Make one copy per student.

**LANGUAGE**

*She's so boring that ...*

*It was such a nice day that ...*

- Give out the copies. Tell SS that they have ten minutes in pairs to complete the sentences in a logical way.
- Get them to compare with another pair and then check answers. Accept all answers that make good sense.

**Suggested answers**

1 fast/badly/dangerously/slowly 2 an awful day/a rainy/  
cold/horrible day 3 comfortable/soft 4 a difficult/  
hard exam/test 5 tall 6 delicious wine 7 much  
traffic 8 a terrible voice 9 a boring match 10 mean/  
selfish 11 a fascinating book/interesting magazine  
12 good-looking 13 easy questions 14 a boring class  
15 vain

- Check SS scores out of 15. Then tell them to cover the sentences and look only at the pictures, and try to remember the sentences.

**61 Shakespeare quiz****7 C**

A light-hearted quiz about Shakespeare's life and works. Use it if SS enjoyed the texts in 7C and you think they would like to know a bit more about Shakespeare. Make one copy per group of three/four.

- Give out one copy of the quiz to each group. Set a time limit, e.g. ten minutes for the whole quiz, or do it round by round.
- When the time is up, check answers and get SS to work out their scores.

Round 1 1 a 2 b 3 b 4 c 5 b 6 a 7 c 8 b

Round 2 9 *The Merchant of Venice* 10 *King Lear*  
11 *Antony and Cleopatra* 12 *A Midsummer Night's*  
*Dream* 13 *King Henry the Fifth*

Round 3 14 *Romeo and Juliet* 15 *Julius Caesar*  
16 *Richard III* 17 *Hamlet* 18 *Othello*

**62 Quick test: Grammar revision****1-7 Revision**

A quick test to revise grammar from the whole book. This could be used as revision before SS do their final end-of-course exam. Copy one sheet per student.

- SS either in pairs or individually. If SS are going to do a final test later, it may be a good idea for SS to do this test in pairs and discuss which tense is needed, though this will probably take longer than if they do it on their own. You could give SS time to look through the **Grammar Summary** on p. 146-152 before they start.
- Give out the copies and set a time limit, e.g. ten minutes.
- Get SS to compare with a partner if they've done the test on their own. Check answers and find out SS' scores.

1 will have finished 2 'll be wearing 3 have it cut  
4 have told 5 hadn't forgotten 6 wouldn't have  
missed 7 had come 8 have got lost 9 have been  
watching 10 had 11 have you had 12 happened/  
had happened 13 arrives 14 getting up 15 finishes  
16 stealing 17 not to travel 18 have you been waiting  
19 had been crying 20 have known

**63 The describing game****1-7 Revision**

Vocabulary revision cards in topic groups. Copy and cut up one set of cards per pair.

- SS in pairs or small groups. Give each pair a set of cards face down. Demonstrate by taking a card, telling SS what the group is, and defining the first word.
- SS continue in pairs, picking a card, saying a topic, and defining the words and expressions on it. They should try to take no longer than two minutes per card.

**Non-cut alternative activity**

Copy one sheet per pair and cut it in half vertically. Give A and B half each and continue as above, but with A and B choosing which group to define in random order.

**64 Phrasal verbs revision****1-7 Revision**

An activity to revise phrasal verbs from the whole book. This could be used as revision before SS do their final end-of-course exam. Copy one sheet per student.

- SS either in pairs or individually. You could give them time to look through **Vocabulary Builder 2** and the **Remember Phrasal Verbs** sections at the end of each C lesson before they start.
- Give out the copies and set a time limit, e.g. ten minutes. Remind SS to put the phrasal verbs in the right tense for the sentence (usually the past).
- If you see that SS are finding it hard to remember the phrasal verbs, you could help them either by telling them

the verb (but not the particle) for each one, or by writing the verbs and prepositions (jumbled as below) in two boxes on the board.

break	carry	get	go
feel	make	pay	pick
put	run	sell	set
take	turn	wear	work

away	away with	back	into
like	on	out	over
up	up with	with	

- Get SS to compare with a partner if they've done the activity on their own. Check answers and find out SS' scores.

1 turned up 2 broke up/split up 3 sold out  
 4 made up 5 worn out 6 worked out 7 taken over  
 8 gave/paid back 9 put up with 10 feel like 11 went on/carried on  
 12 go with 13 set up 14 got away with 15 picked up  
 16 Put ... away/Tidy ... up  
 17 turned into 18 put out 19 getting over  
 20 ran away

<b>65</b>	<b>Speaking game: Hide your sentence!</b>	<b>1-7</b>	<b>Revision</b>
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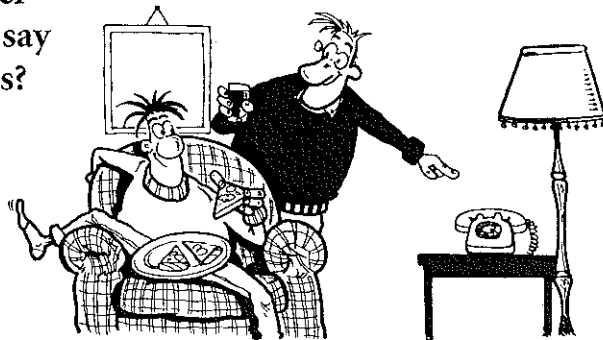
A game to give SS speaking practice and to revise the language of the whole book. Copy and cut up one sheet.

- SS in pairs. Explain the activity. They will be given a strip of paper with a sentence on it. They have to invent a conversation between them where the sentence on the card is totally integrated, and thus hidden. They will then act out the conversation and the rest of the class have to identify the 'hidden sentence'.
- You could demonstrate the activity by taking one of the sentences and incorporating it into a monologue.
- Then give one sentence to each pair and allow them at least five minutes to plan their conversation.
- Get one pair to have their conversation in front of the class. Other pairs listen and write down what they think was the hidden sentence. If the class is very big, you could divide it in half and have two pairs doing their conversation, each to half the class.





Can you remember what to say / not to say in these situations?



1 You're at the airport checking in. The airline steward says something about your flight being delayed, but you don't understand her. What could you say?

- a) Sorry, could you repeat?
- b) What did you say?
- c) Could you say that again, please?

8 You're in a friend's house and need to make a phonecall. What could you say?

- a) Do you mind if I use your phone?
- b) May I to use your phone?
- c) I want to make a call, OK?

2 You're at a restaurant. The waiter has brought you chicken but you asked for steak. What do you say to the waiter? Excuse me, ...

- a) I ordered steak, not chicken.
- b) I don't want this chicken.
- c) I didn't ask chicken, I asked steak.

9 You phone your friend Sally in Britain. Someone you don't know answers the phone. What do you say?

- a) Who's calling?
- b) Is Sally there, please?
- c) Can I speak to Sally? I'm David.

3 You're staying at a hotel, and you have to get up at 7.15 the next morning. What do you say to the receptionist?

- a) Could you wake me up at 7.15 tomorrow, please?
- b) Call me at 7.15 tomorrow.
- c) Can you to call me tomorrow at 7.15, please?

10 You are staying with a family in the UK. You break one of their glasses and you want to apologize. What do you say?

- a) Excuse me.
- b) I'm really sorry.
- c) I'm terrible sorry.

4 You phone a friend's house. His mother, who you've never spoken to before, answers and says he's out. What could you say to her?

- a) Can you tell him I call back later?
- b) Can I leave a message?
- c) Oh no! Where is he?

11 You're on holiday with a friend. You've got a camera but you'd like a photo with both of you in it. You stop a stranger. What do you say to him/her?

- Excuse me, ...
- a) would you mind take a photo of us?
  - b) do you think you could you take a photo of us?
  - c) sir! Take a photo of us, please.

5 You bought some jeans yesterday but when you got home you saw the zip was broken. You take them back the next day. What do you say to the shop assistant?

- a) Give me back my money.
- b) I'd like my money back, please.
- c) Could I have back my money, please?

12 You're with some friends after class. You haven't decided what to do in the evening, so you suggest going to the cinema. What could you say?

- a) Let's see a film.
- b) We'll see a film.
- c) Why we don't see a film?

6 You have just bought a ticket from London to Oxford. The train leaves at 11.15 and you want to know more or less what time you'll arrive. What could you say to the ticket clerk?

- a) How long does it take?
- b) What time does the train I am going to catch arrive at its destination?
- c) What time we get to Oxford?

13 You've arranged to go out with some friends but you're not sure where to meet. What do you say?

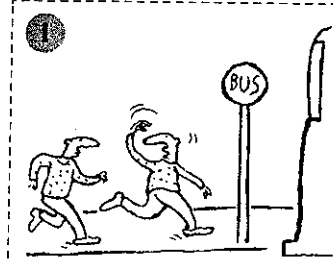
- a) Where do we meet?
- b) Where shall we meet?
- c) Where we can meet?

7 You're on holiday and you're trying to find the station but you've got lost. You stop someone in the street. What could you say? Excuse me, ...

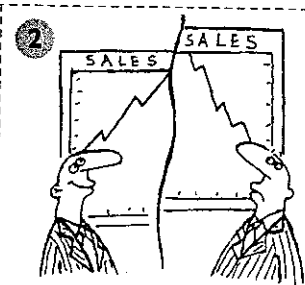
- a) could you tell me the way to the station?
- b) how do I get the station?
- c) you! Tell me where the station is.

14 You're in a restaurant and the waiter has just brought you the bill. It isn't right. What do you say to him?

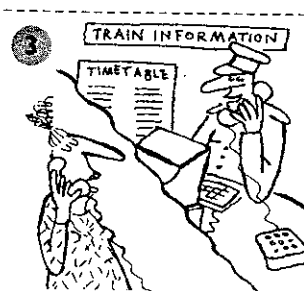
- a) Hey waiter! This bill's wrong.
- b) Excuse me. I think there's a mistake in the bill.
- c) I'm frightened you've made a mistake.



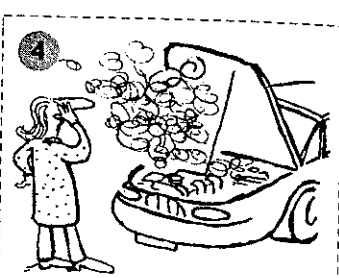
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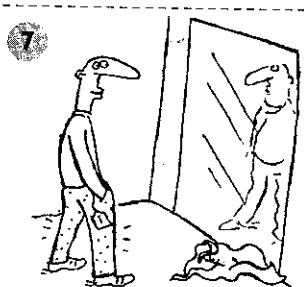
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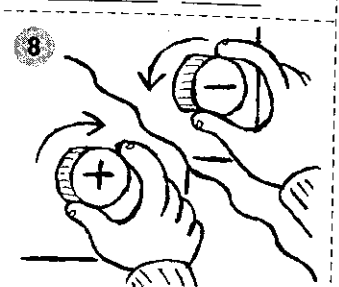
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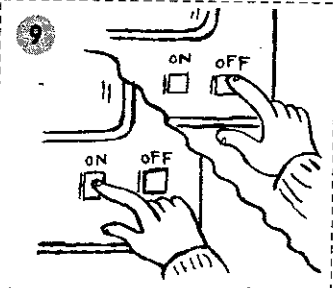
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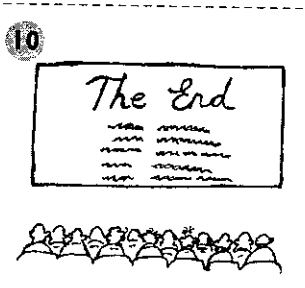
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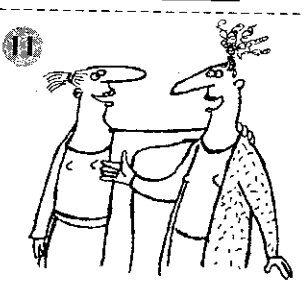
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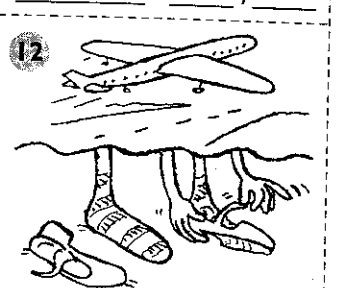
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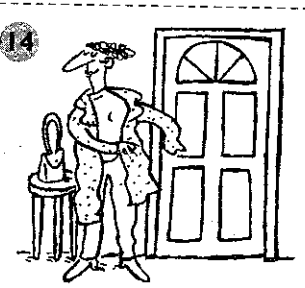
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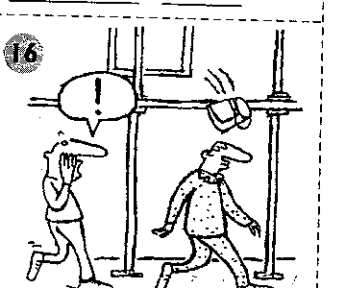
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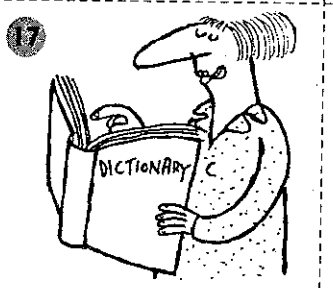
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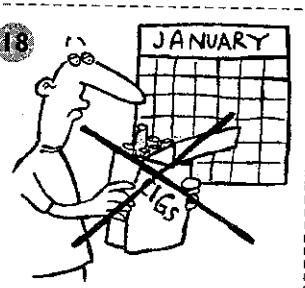
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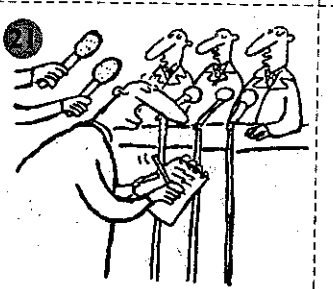
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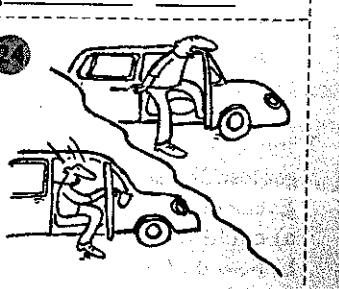
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1 In pairs, guess the missing words in the questions. Don't write them.

2 Choose a topic. Interview a partner.

### Your home

- |                          |  |
|--------------------------|--|
| 1 Where _____ ?          | 4 _____ get _____ well with _____ other? |
| 2 How long _____ there?  | 5 What _____ argue _____ ?               |
| 3 Who _____ live _____ ? |  |

### Getting around

- |                                |   |
|--------------------------------|---|
| 1 How _____ to work or school? | 4 _____ happy _____ it?                     |
| 2 How long _____ take ?        | 5 What _____ favourite form of _____ ? Why? |
| 3 What car _____ ?             |   |

### Free time

- |   |                                  |
|---|----------------------------------|
| 1 What _____ enjoy _____ in your free time? | 3 How _____ out during the week? |
| 2 What _____ of music _____ like?           |                                  |

### Lifestyle

- |                               |                                  |
|-------------------------------|----------------------------------|
| 1 _____ smoke?                | 3 How _____ hours _____ sleep?   |
| 2 How _____ coffee _____ day? | 4 What sport or exercise _____ ? |

### Travel

- |                                  |                            |
|----------------------------------|----------------------------|
| 1 Have _____ Britain or America? | 3 Who _____ go _____ ?     |
| 2 Where _____ stay?              | 4 _____ it? Why ( _____ )? |

### Childhood and school

- |                                  |                                    |
|----------------------------------|------------------------------------|
| 1 Where _____ born?              | 3 _____ have _____ wear a uniform? |
| 2 Which primary _____ go _____ ? | 4 What _____ best/worst _____ ?    |

### A female relative (mother, sister, aunt, niece, cousin)

- |                   |  |
|-------------------|--|
| 1 What's _____ ?  | 4 What _____ look _____ ? (appearance) |
| 2 How old _____ ? | 5 What _____ like? (personality)       |
| 3 What _____ do?  |  |

**A 1** Write the question for the answer in CAPITALS.

Example: The capital of Scotland is (EDINBURGH).

*Can you tell me what the capital of Scotland is?*

- 1 The capital of Australia is (CANBERRA).  
*Do you know what* \_\_\_\_\_?
- 2 (TOM JONES) sang 'Delilah'.  
*Can you remember who* \_\_\_\_\_?
- 3 VAT on a bill means (VALUE ADDED TAX).  
*Do you know* \_\_\_\_\_?
- 4 Che Guevara studied (MEDICINE) at university.  
*Do you know* \_\_\_\_\_?
- 5 The Irish author Oscar Wilde died in (PARIS).  
*Can you tell me* \_\_\_\_\_?
- 6 The English king Henry VIII had (SIX) wives.  
*Do you know* \_\_\_\_\_?
- 7 Germany has won the World Cup (THREE TIMES).  
*Can you remember* \_\_\_\_\_?
- 8 The American singer (BUDDY HOLLY) was killed in 1959 in a plane crash.  
*Have you got any idea which* \_\_\_\_\_?

**2** Ask a partner the questions.**B 1** Write the question for the answer in CAPITALS.

Example: The capital of Scotland is (EDINBURGH).

*Can you tell me what the capital of Scotland is?*

- 1 Madonna's daughter is called (LOURDES).  
*Do you know what* \_\_\_\_\_?
- 2 The Munich Beer Festival is in (OCTOBER).  
*Can you tell me* \_\_\_\_\_?
- 3 Gloria Gaynor sang (I WILL SURVIVE) in 1979.  
*Do you remember* \_\_\_\_\_?
- 4 K2 is a (MOUNTAIN).  
*Can you tell me* \_\_\_\_\_?
- 5 There are (13) people in Leonardo da Vinci's painting 'The Last Supper'.  
*Do you know* \_\_\_\_\_?
- 6 The French novelist (ALBERT CAMUS) played in goal for Algeria.  
*Have you got any idea which* \_\_\_\_\_?
- 7 (STANLEY KUBRICK) directed the film 'A Clockwork Orange'.  
*Can you tell me* \_\_\_\_\_?
- 8 A person with agoraphobia is afraid of (OPEN/PUBLIC SPACES).  
*Do you know* \_\_\_\_\_?

**2** Ask a partner the questions.



- 1 I'm \_\_\_\_\_ sorry – I didn't realize it was your seat.
- 2 The small child ran across the road to get the ball. \_\_\_\_\_ there were no cars were coming.
- 1 3 You must phone the office \_\_\_\_\_ . It's urgent.
- 4 I love reading in bed, \_\_\_\_\_ on Sunday mornings.
- 5 Maria's \_\_\_\_\_ taller than me – about a centimetre.

- 1 If you work \_\_\_\_\_ I think you can pass the exam first time.
- 2 I couldn't take another step! I was \_\_\_\_\_ exhausted.
- 2 3 Don't try to learn everything at once. You have to do it \_\_\_\_\_ .
- 4 I don't \_\_\_\_\_ have time for breakfast in the mornings.
- 5 The vet picked up the injured dog \_\_\_\_\_ and put it on the table.

- 1 Cars used to be a luxury but \_\_\_\_\_ most families have one.
- 2 The weather forecast says it's going to be cold tomorrow, and very windy \_\_\_\_\_ .
- 3 3 We \_\_\_\_\_ missed the train. It left the station 30 seconds after we got on.
- 4 'Coffee?' 'No thanks. I've \_\_\_\_\_ had one.'
- 5 She has been feeling very stressed \_\_\_\_\_ .

- 1 I don't drink \_\_\_\_\_ . Just a glass of wine at weekends.
- 2 I'm so tired I can \_\_\_\_\_ keep my eyes open.
- 4 3 We don't \_\_\_\_\_ go to the cinema, only about once every three months.
- 4 It was a terrible accident but luckily nobody was \_\_\_\_\_ injured.
- 5 I'd love to come but \_\_\_\_\_ I've got to work all weekend.

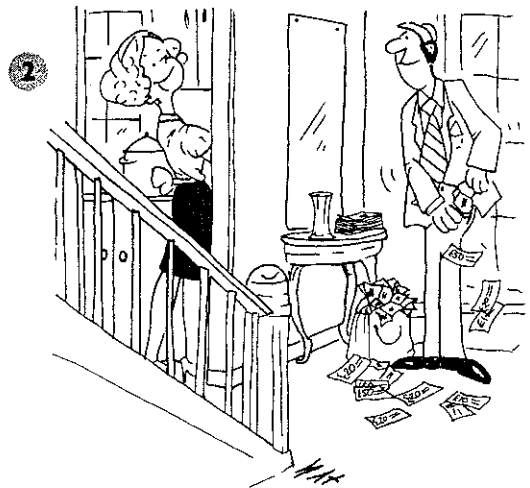
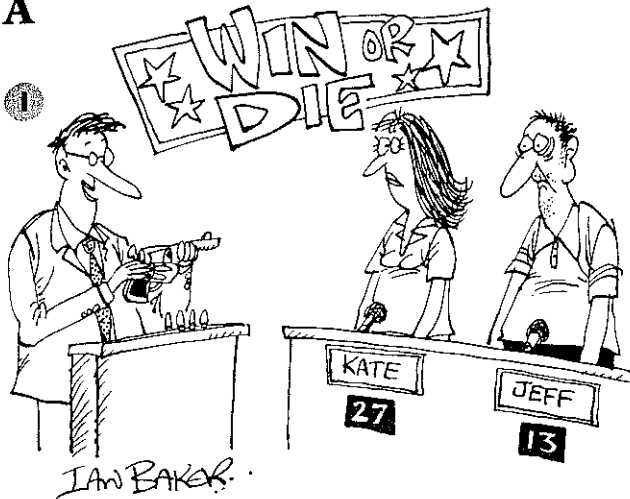
- 1 Drive very \_\_\_\_\_ because it's a very dangerous road.
- 2 I won't give you all the details now but \_\_\_\_\_ the plan is very simple.
- 5 3 There was a lot of traffic so we arrived \_\_\_\_\_ for the meeting.
- 4 The house was completely destroyed by the explosion but \_\_\_\_\_ nobody was at home.
- 5 I don't know what to do about the job offer but I think I'll \_\_\_\_\_ accept it.

- 1 My husband's been acting strangely \_\_\_\_\_ .
- 2 He'd grown a beard and was much fatter so I \_\_\_\_\_ recognized him when he walked in.
- 6 3 It looked expensive but in fact it was \_\_\_\_\_ cheap.
- 4 He's so generous. He \_\_\_\_\_ buys all his employees a Christmas present.
- 5 After looking for the car keys all morning \_\_\_\_\_ I found them under the sofa.

- 1 In the brochure the hotel looked wonderful but when we got there it was \_\_\_\_\_ awful.
- 2 We \_\_\_\_\_ see each other – we're both so busy.
- 7 3 \_\_\_\_\_ everyone has a mobile phone nowadays.
- 4 Oh no! I've left my wallet at home, and my keys \_\_\_\_\_ .
- 5 At first we couldn't hear the music but \_\_\_\_\_ it got louder and louder.

- 1 She speaks several languages \_\_\_\_\_ .
- 2 The view from the top of the mountain was fantastic.  
But \_\_\_\_\_ I'd forgotten to bring my camera.
- 6 3 Don't take things so \_\_\_\_\_ . Try to relax more!
- 4 We got really lost but \_\_\_\_\_ we managed to find their house.
- 5 He looks unfriendly but \_\_\_\_\_ he's very nice.

A



- 1 Describe your cartoons to B. He/she will tell you what he/she thinks is the best caption for each cartoon. Write the caption under the cartoon.
- 2 Listen to B describe his/her cartoons. Choose the caption you think is best from the ones in the box.

Don't worry. He isn't going to fall.

It's the only place in the building where he's allowed to smoke.

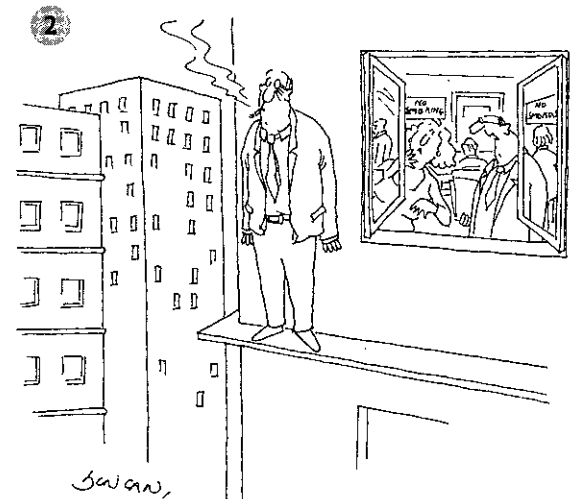
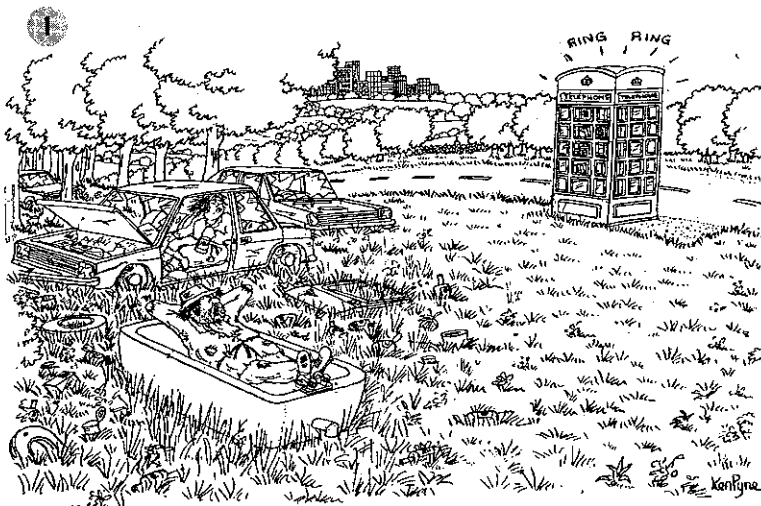
I think Frank is a bit depressed about his job.

Why does the phone always ring when you're in the bath?

It's your turn to answer the phone, dear.

Just another wrong number!

B



- 1 Listen to A describe his/her cartoons. Choose the caption you think is best from the ones in the box.

I think I'm going to shoot myself.

Well, I'm afraid we have to say goodbye to Jeff . . .

And the winner is . . .

Dinner's nearly ready!

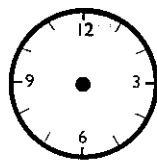
Did you remember to buy the wine?

How was your first day at the bank?

- 2 Describe your cartoons to A. He/she will tell you what he/she thinks is the best caption for each cartoon. Write the caption under the cartoon.



How many words from File 1 can you remember in five minutes? Read the clues and fill in the missing letters in the boxes.



- 1 When I was a child my \_\_\_\_\_ was *Dumbo* because I had big ears.
- 2 The words of a song.
- 3 How much did the taxi driver \_\_\_\_\_ to take you to the airport?
- 4 Which American \_\_\_\_\_ do you like best? My favourite is *Friends*. It's very funny.
- 5 A piece of useful advice.
- 6 That newspaper obviously supports the government. Its reports and editorials are very \_\_\_\_\_.
- 7 The noun from the verb *tend*.
- 8 He didn't mean what he said – he meant the opposite! He was being \_\_\_\_\_!
- 9 My brother's funny. He's got a great \_\_\_\_\_.
- 10 The title of a newspaper article, usually printed in big letters.
- 11 A funny drawing or an animated film.
- 12 A person who writes for a newspaper or magazine.
- 13 I don't think you are \_\_\_\_\_ of how important this is.
- 14 I don't think that story's true. I'm sure the newspaper \_\_\_\_\_ it \_\_\_\_\_!
- 15 \_\_\_\_\_ the customs officer didn't look in the boot of my car. In fact it was full of bottles of wine.
- 16 If you're choosing a name for a child, you should \_\_\_\_\_ whether it's a name that will go out of fashion or not.
- 17 My best friend's \_\_\_\_\_ older than me, just a month or two.
- 18 I couldn't get any tickets for the concert – they were all \_\_\_\_\_.
- 19 An adverb which means *little by little*.
- 20 I thought Matthew would come to class but in fact he didn't \_\_\_\_\_.

		C				M	
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		R			S
--	--	---	--	--	---

		H			G
--	--	---	--	--	---

		M			Y
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		P
--	--	---

B				E
---	--	--	--	---

T			D			
---	--	--	---	--	--	--

	R		N	
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	E		D			
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	A			O
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		U		A			T
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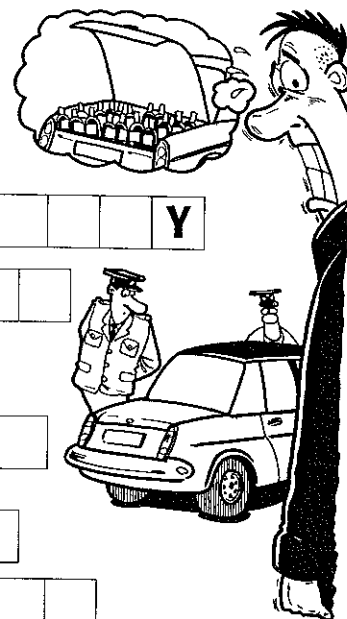
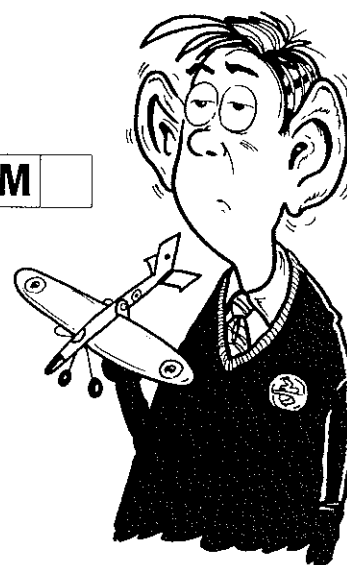
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		L				U
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		R			U			
--	--	---	--	--	---	--	--	--

		R				P
--	--	---	--	--	--	---



## A

Ask B to choose a number from 1–6.

Then ask him/her the questions in the box. Invent more questions to keep the conversation going.

<p><b>1 Names</b></p> <p>Do you like your name? Why did your parents call you that? Have you got a nickname? What's your favourite name? a for a boy b for a girl</p>	<p><b>2 Fame</b></p> <p>Do you think there are more 'famous' people nowadays than in the past? Do you think people often suffer because they are famous? Do you think it is right that the media intrude in the private lives of famous people?</p>	<p><b>3 Music</b></p> <p>What kind of music/singers did you like when you were younger? Have your tastes changed much? Do you play a musical instrument? Have you ever played or sung in front of a big audience?</p>
<p><b>4 The media</b></p> <p>How much TV do you watch in typical week? What kind of programmes do you especially like/dislike? What would you do to improve the programmes on TV in your country? Do you think having more TV channels is a good or bad thing?</p>	<p><b>5 Humour</b></p> <p>Have you got a good sense of humour? Who's the funniest person in your family? Are you good at telling jokes? What or who makes you laugh?</p>	<p><b>6 National stereotypes</b></p> <p>What do you like most about people from your country? What do you like least? What nationality(ies) do you admire?</p>

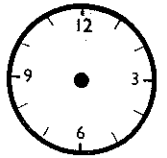
## B

Ask A to choose a number from 1–6.

Then ask him/her the questions in the box. Invent more questions to keep the conversation going.

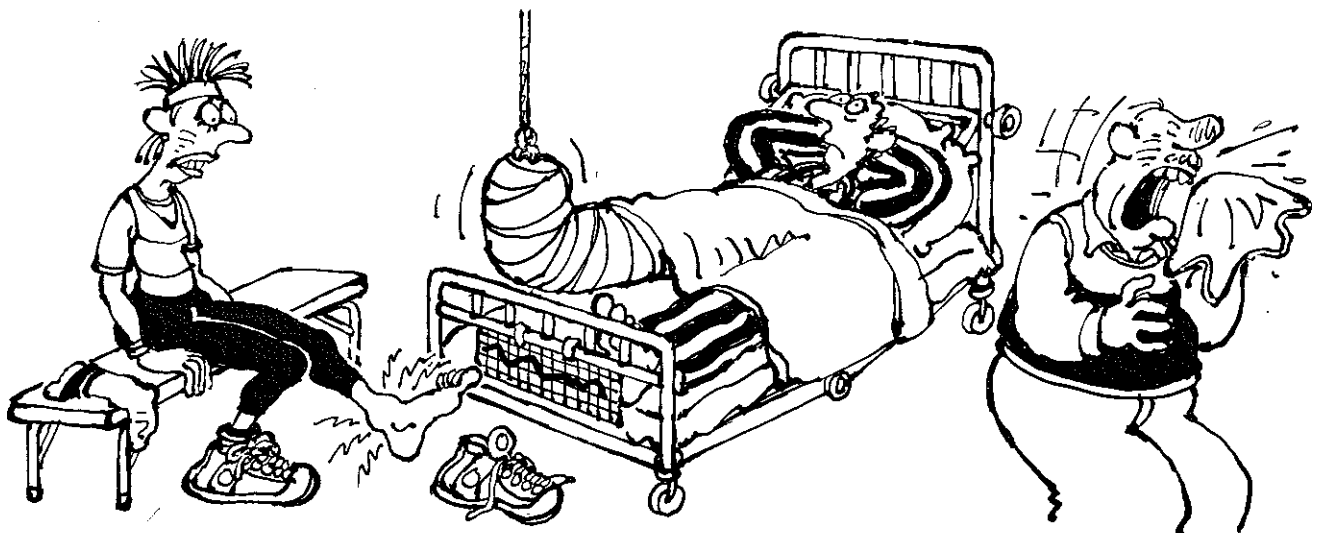
<p><b>1 Music</b></p> <p>What kind of music do you like listening to ...? a when you're tired b at a party c in a 'live' concert What singer/composer do you have most CDs/cassettes of? Do you think classical music is difficult to enjoy? Why (not)?</p>	<p><b>2 The media</b></p> <p>Are newspapers in your country biased or objective? Do most people read a daily newspaper? How often do you listen to the radio? What's your favourite radio station? Do you think the standard of radio programmes is better or worse than TV programmes?</p>	<p><b>3 Fame</b></p> <p>Why do you think some people are so interested in the lives of famous people (e.g., the people who buy magazines about them)? Do famous people today provide a good model for young people? Would you like to be famous? Why (not)?</p>
<p><b>4 National stereotypes</b></p> <p>What's the stereotype image other nationalities have of people from your country/region? How much of the stereotype is true? Do you feel very (French/Spanish/Italian, etc.)?</p>	<p><b>5 Names</b></p> <p>What factors should parents take into account when they choose a name for a child? Are there any names you find unattractive? Do you think your name affects the way other people think of you?</p>	<p><b>6 Humour</b></p> <p>What's the funniest film you've ever seen? Who's your favourite comedian? What's your favourite comedy programme? Which do you prefer, British or American humour?</p>

1 How many of the words can you complete in five minutes?



- 1 You won't be able to get the antibiotics unless you have a pr\_\_\_\_\_ from the doctor.
- 2 Flu and colds are caused by a kind of v\_\_\_\_\_.
- 3 She fell over when she was training and now her ankle is really sw\_\_\_\_\_.
- 4 You should eat less salt with your meals as your b\_\_\_\_\_ p\_\_\_\_\_ is very high.
- 5 I can't eat nuts – I have an a\_\_\_\_\_ to them.
- 6 He was slightly injured but he needed to go to hospital for some medical tr\_\_\_\_\_.
- 7 When someone t\_\_\_\_\_ an o\_\_\_\_\_ it means that they take more pills or tablets than they should.
- 8 I feel d\_\_\_\_\_. My head's going round in circles.
- 9 A w\_\_\_\_\_ is a room in a hospital.
- 10 Natural medicine which treats the cause of an illness not the symptoms is called h\_\_\_\_\_.
- 11 He had really bad flu. It took him two weeks to g\_\_\_\_\_ o\_\_\_\_\_ it.
- 12 My brother drank too much last night and now he's got a terrible h\_\_\_\_\_.
- 13 A surgeon does an operation in the o\_\_\_\_\_ th\_\_\_\_\_.
- 14 To see a doctor you normally need to m\_\_\_\_\_ an ap\_\_\_\_\_.
- 15 Some tablets give you strange symptoms. These are called s\_\_\_\_\_ e\_\_\_\_\_.
- 16 People over 40 should h\_\_\_\_\_ a c\_\_\_\_\_ -u\_\_\_\_\_ at least once every two years.
- 17 Hello, Mr Binns. Now, can you tell me exactly w\_\_\_\_\_ w\_\_\_\_\_ with you?
- 18 If you smoke, are overweight, and do no exercise you run the risk of having a h\_\_\_\_\_ a\_\_\_\_\_.
- 19 If you don't feel well the person you should see is your f\_\_\_\_\_ d\_\_\_\_\_.
- 20 If you stay in bed for a day or two, you'll soon g\_\_\_\_\_ b\_\_\_\_\_.

2 Use the definitions to test your partner's memory.  
Can he/she remember all the words in two minutes?



## A

- 1** Read your half sentences to **B** who will try to finish them.  
Listen and check they make sense before you write them down.

- 1 You'll never get a table in that restaurant \_\_\_\_\_  
 2 You should always take insect repellent with you on holiday \_\_\_\_\_  
 3 I'll take a few days off work \_\_\_\_\_  
 4 You can begin the exam \_\_\_\_\_  
 5 I'd enjoy talking to him more \_\_\_\_\_  
 6 You wouldn't forget things \_\_\_\_\_

- 2** Listen carefully to **B**'s sentences.  
Choose the correct ending from the box below and say it clearly for **B** to write down.

- |   |   |
|---|---|
| ... until everyone has stopped talking. | ... if we want to contact you.                |
| ... if you stayed at our house.         | ... in case we need to get in touch with you. |
| ... as soon as the adverts come on.     | ... when you're away on holiday.              |
| ... if the doctor told me to.           | ... unless you feel any side effects.         |
| ... if the symptoms go away.            | ... in case you all sit down.                 |
| ... if this programme finishes.         | ... unless I was pregnant.                    |

## B

- 1** Listen carefully to **A**'s sentences.  
Choose the best ending from the box below and say it clearly for **A** to write down.

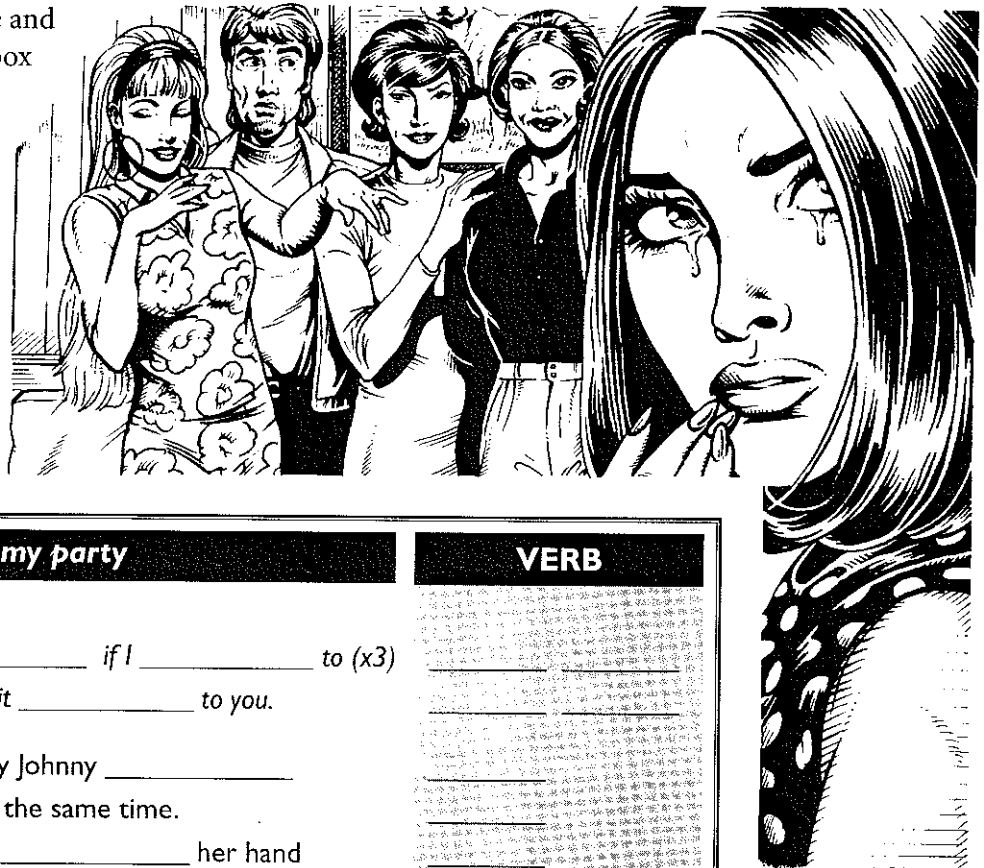
- |  |  |
|--|--|
| ... as soon as all the papers have been given out. | ... unless you book early.               |
| ... if he was more boring.                         | ... when the baby is born.               |
| ... if he didn't talk about himself so much.       | ... in case there are mosquitoes.        |
| ... if you're bitten by a mosquito.                | ... unless the teacher says 'start now'. |
| ... in case I'm feeling better.                    | ... if you are more organised.           |
| ... if you wrote them down.                        | ... as soon as you ask the waiter.       |

- 2** Now read your half sentences to **A** who will try to finish them.  
Listen and check they make sense before you write them down.

- 1 Please write down your name and address \_\_\_\_\_  
 2 I always change channels \_\_\_\_\_  
 3 The teacher won't start the class \_\_\_\_\_  
 4 I'll look after your dog \_\_\_\_\_  
 5 Carry on taking the tablets \_\_\_\_\_  
 6 I'd stop smoking \_\_\_\_\_?

1 Listen to the song once and write a verb from the box in the **VERB** column.

- cry (x 2)
- leave (x 2)
- hold
- go
- happen
- dance
- suppose
- wear
- walk
- want



<i>It's my party</i>	<b>VERB</b>
<b>Chorus</b>	
It's my party and I _____ if I _____ to (x3)	
2 You _____ too if it _____ to you.	
Nobody knows where my Johnny _____	
4 but Judy _____ the same time.	
Why _____ he _____ her hand	
6 When he _____ to be mine?	
<b>Chorus</b>	
Play all my records, keep dancing all night,	
8 But _____ me alone for a while	
'Till Johnny _____ with me	
10 I've got no reason to smile.	
<b>Chorus</b>	
Judy and Johnny just _____ through the door	
12 Like a queen with her king.	
Oh what a birthday surprise	
14 Judy _____ his ring.	
<b>Chorus</b>	

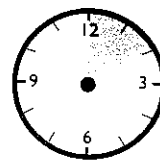
2 Now read the lyrics and decide what tense the verb should be. Listen again and check.

*It's my party* was first recorded by Lesley Gore in 1969 and was number one in both the UK and the USA. The song has since been re-recorded by many other artists including Brian Ferry.

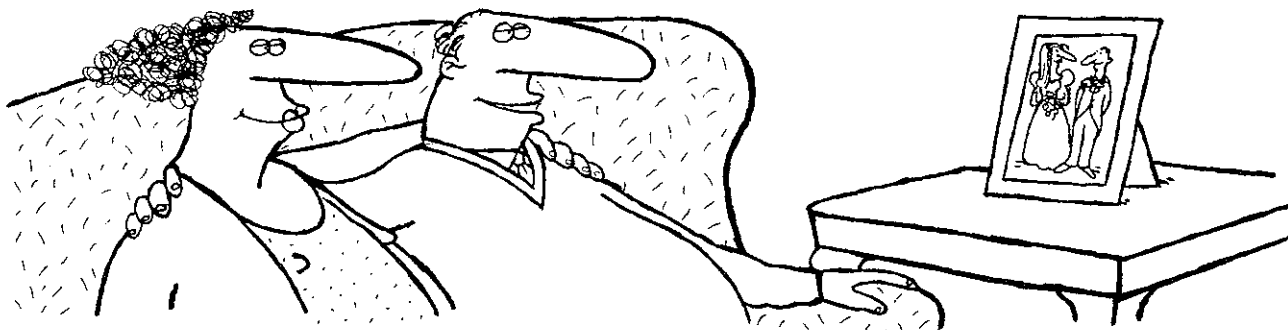


Lesley Gore

How well can you use future tenses in English? Do the test in ten minutes.



1 Complete the sentences with the verb in brackets in the correct future form.



- 1 I can't believe that in June we \_\_\_\_\_ married for 20 years! (be)
- 2 We \_\_\_\_\_ back before six unless we catch the earlier train. (not be)
- 3 Oh no! Look at that traffic jam! We \_\_\_\_\_ ! (be late)
- 4 What do you think we \_\_\_\_\_ this time next year? (do)
- 5 I'll tell you what the plans are as soon as I \_\_\_\_\_ them. (know)
- 6 By the end of this course you \_\_\_\_\_ 1,000 new words. (learn)
- 7 I can't meet you at 9.00. I \_\_\_\_\_ my physics exam. It starts at 8.30. (do)
- 8 \_\_\_\_\_ you \_\_\_\_\_ anywhere interesting this weekend? (go)
- 9 If we don't hurry up, by the time we get there the concert \_\_\_\_\_ ! (start)
- 10 Don't forget we \_\_\_\_\_ dinner at your sister's this evening. (have)
- 11 I \_\_\_\_\_ all my homework after dinner – I promise! (do)
- 12 Do you think the flight \_\_\_\_\_ on time? It took off a bit late. (arrive)
- 13 You're sure to recognize me at the station. I \_\_\_\_\_ a pink tie. (wear)
- 14 Don't worry about your dog. I \_\_\_\_\_ it while you're away. (look after)
- 15 When \_\_\_\_\_ wash your car? It looks really dirty. (wash)
- 16 Don't phone me between 5 and 7. I \_\_\_\_\_ the cup final. (watch)

2 Work out your score.

SCORE /16

12–16 Excellent. You really know how to use the future tenses.

8–11 Quite good, but check the rules in the **Grammar Summary p. 147** in your Student's Book for the ones you got wrong.

0–7 This is obviously a problem area for you. Read through the rules again. Then ask your teacher for another photocopy and do the test again at home.

1 Complete the sentences with a preposition from the box. Write them in the PREPOSITION column.

at	by	during	for	from	to
in	on	since	until / till	while	

PREPOSITION

- 1 I haven't seen a good film \_\_\_\_\_ months. \_\_\_\_\_
- 2 We've known each other \_\_\_\_\_ we were children. \_\_\_\_\_
- 3 A lot of people walked out \_\_\_\_\_ the film because it was so boring. \_\_\_\_\_
- 4 I'll start cooking the dinner \_\_\_\_\_ you go to the supermarket. \_\_\_\_\_
- 5 He works \_\_\_\_\_ 8.00 \_\_\_\_\_ 7.00. \_\_\_\_\_
- 6 I was born \_\_\_\_\_ the 11th June \_\_\_\_\_ 2.00 in the morning. \_\_\_\_\_
- 7 You must send in the application form \_\_\_\_\_ next Friday at the latest. \_\_\_\_\_
- 8 I don't go out \_\_\_\_\_ the week, only \_\_\_\_\_ the weekend. \_\_\_\_\_
- 9 The trains are terrible these days. They never arrive \_\_\_\_\_ time. \_\_\_\_\_
- 10 Our flight was delayed but we still arrived \_\_\_\_\_ time for dinner. \_\_\_\_\_
- 11 We see each other \_\_\_\_\_ time \_\_\_\_\_ time – about twice a year. \_\_\_\_\_
- 12 I can't pay you back \_\_\_\_\_ the moment. I won't have the the money \_\_\_\_\_ I get paid. \_\_\_\_\_
- 13 \_\_\_\_\_ the beginning of the film I thought I wasn't going to enjoy it but I cried \_\_\_\_\_ the end so it must have been good. \_\_\_\_\_
- 14 I'm never at home \_\_\_\_\_ the morning or afternoon, I'm only there \_\_\_\_\_ night. \_\_\_\_\_
- 15 \_\_\_\_\_ winter the weather's usually bad, so all the hotels close down except for a few days \_\_\_\_\_ Christmas. \_\_\_\_\_
- 16 I'm arriving \_\_\_\_\_ three days' time, \_\_\_\_\_ Friday. \_\_\_\_\_
- 17 I couldn't make up my mind but \_\_\_\_\_ the end I decided not to go. \_\_\_\_\_
- 18 I always go on holiday \_\_\_\_\_ August. \_\_\_\_\_

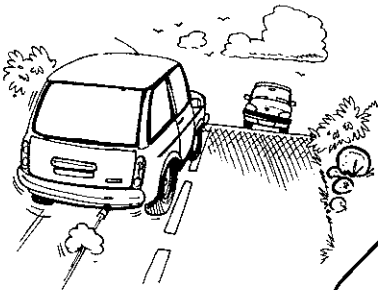
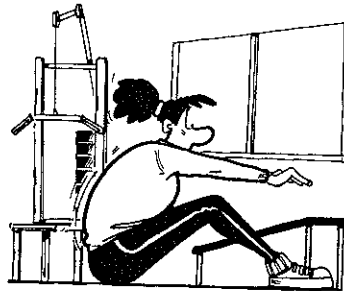
2 Cover the PREPOSITION column. Test yourself.



## A

- Choose questions to ask your partner.  
Ask for more information too.

! Remember to put the verb in the *-ing* form after *get used to*.



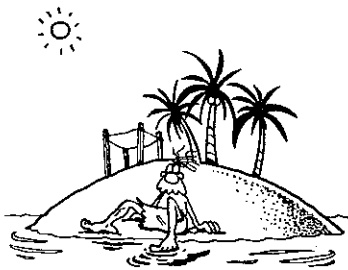
Do you usually . . . ?  
Did you use to . . . ?  
Do you think you could get used to . . . ?

- (be) naughty when you were a child
- (get up) at 5.00 a.m. every day
- (live) in another country
- (eat) a lot of fresh fruit
- (go out) on Saturday nights
- (do) exercise every day
- (argue) with your parents
- (drive) on the left
- (eat) with chopsticks
- (watch) Sesame Street
- (work) without a computer
- (live) without TV

## B

- Choose questions to ask your partner.  
Ask for more information too.

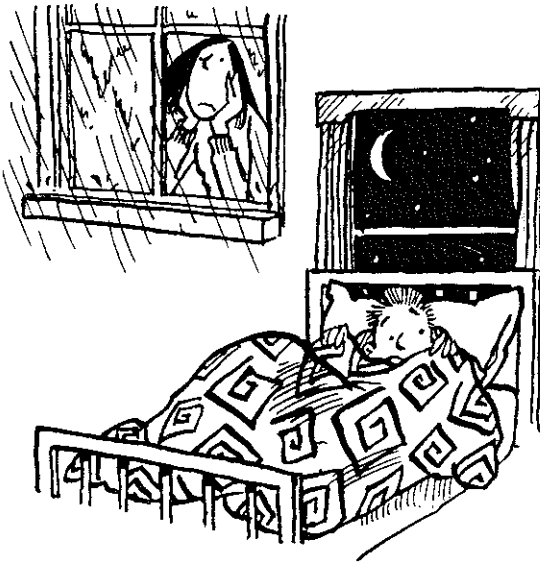
! Remember to put the verb in the *-ing* form after *get used to*.



Do you usually . . . ?  
Did you use to . . . ?  
Do you think you could get used to . . . ?

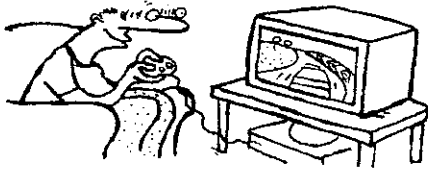
- (live) alone on an island
- (read) comics when you were a child
- (be) a complete vegetarian
- (have) a sleep after lunch
- (study) with music on
- (go out) on Saturday nights
- (read) a newspaper
- (live) without coffee or coke
- (play) in the street
- (do) all your shopping online [= on the internet]
- (work) at night
- (like) school when you were a child

- Rewrite the following sentences using the word in capital letters.  
You **mustn't** change the word in any way.

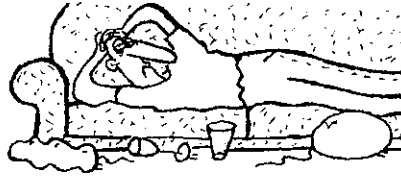


- 1 I've had enough of the weather. It's been raining for weeks!  
I \_\_\_\_\_ the weather. It's been raining for weeks. **FED**
- 2 She loved horses when she was a teenager.  
She \_\_\_\_\_ horses when she was a teenager. **MAD**
- 3 I find it difficult to adapt to living in a flat.  
I can't \_\_\_\_\_ in a flat. **GET**
- 4 Were you afraid of the dark when you were a child?  
\_\_\_\_\_ of the dark when you were a child? **USE**
- 5 When she studied in Britain she often looked after children at weekends.  
When she studied in Britain \_\_\_\_\_ children at weekends. **USED**
- 6 At first she found it strange wearing contact lenses but now it's no problem.  
Now she's \_\_\_\_\_ contact lenses. **USED**
- 7 When I was at school we never called the teachers by their first names.  
When I was at school we \_\_\_\_\_ the teachers by their first names. **USE**
- 8 I don't like football very much. I prefer rugby.  
I'm not \_\_\_\_\_ football. I prefer rugby. **KEEN**
- 9 Have you adjusted to your new job?  
Have you \_\_\_\_\_ job? **GOT**
- 10 He can't stop talking about his new car.  
He \_\_\_\_\_ his new car. **OBSESSED**

(be) addicted to (something)



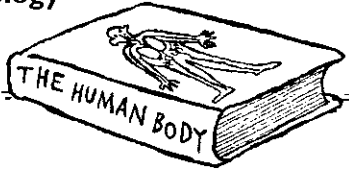
(have) a hangover



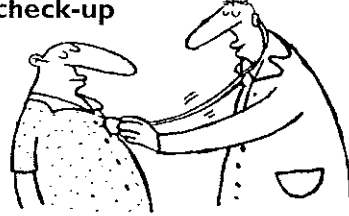
a (computer) mouse



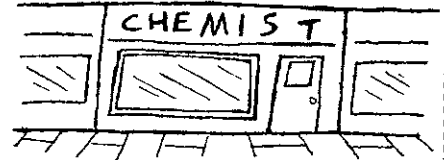
biology



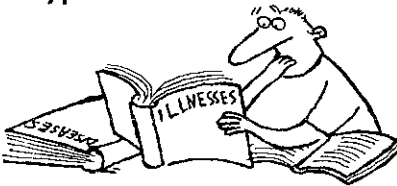
a check-up



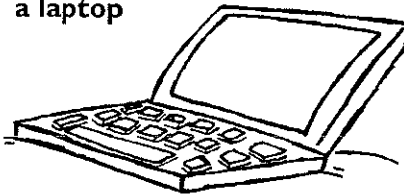
a chemist's/pharmacy



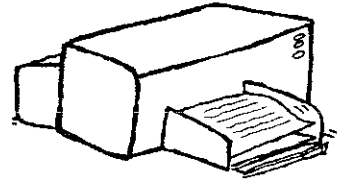
a hypochondriac



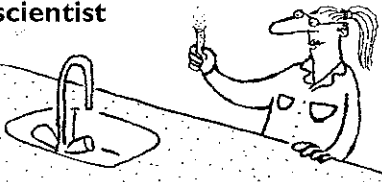
a laptop



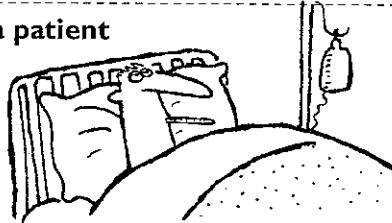
a printer



a scientist



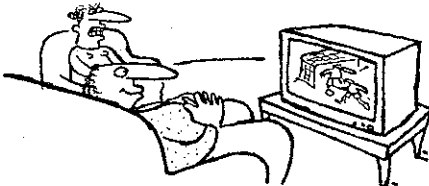
a patient



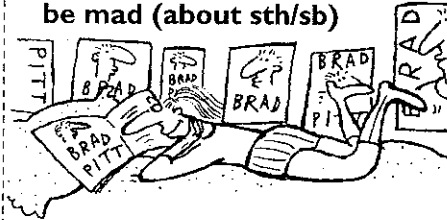
a website



be fed up (with sth/sb)



be mad (about sth/sb)



cough



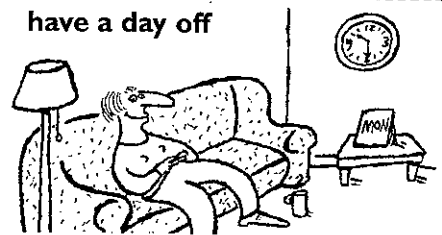
feel dizzy



feel sick



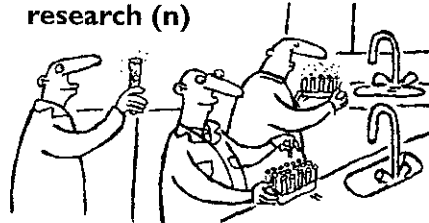
have a day off



make an appointment



research (n)



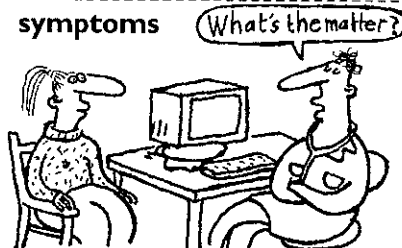
side effects



swollen



symptoms



an operating theatre



**A Roleplay 1**

**You are a family doctor.** The person who has just come into your surgery is **B**, a patient you've seen a couple of times before. You think **B** may be a hypochondriac. Find out what his/her problems are (symptoms, how long, etc.) and ask about his/her general health (e.g. diet, sleeping, smoking, exercise, stress). If you think **B** is really ill prescribe the necessary treatment. If you think **B** is a hypochondriac don't say anything but don't give him/her any tablets.

**You begin:**

*Good morning. What's the problem?/  
What's the matter?*

**Roleplay 2**

**You are a patient.** **B** is your family doctor. You recently had a check-up and you have come to get the results of your tests and X-rays. You smoke 30 cigarettes a day. You have tried to give up a few times but you can't. However you have started doing exercise recently (you play squash three times a week). You have a bad cough and also get a pain in your chest very often. You want some medicine for your cough but nothing homeopathic as you don't believe in alternative medicine. **B** will start the conversation.

**Roleplay 3**

**You are a family doctor.** **B** is one of your patients. You can see from your notes that he/she has previously had problems with insomnia, and you think this is probably why he/she is here again. You don't believe in prescribing sleeping pills, and would like to find out the cause (stress/too much caffeine/personal problems?).

**You begin:**

*Good morning. What's the problem?*

**Roleplay 4**

**You are a patient.** **B** is your family doctor. You have gone to see the doctor because although you are only in your mid-thirties, your partner is ten years younger than you and you are very worried about looking older than your age. You have heard that there is a wonderful new drug called *Juvental* which makes people look and feel much younger than their age and you want a prescription for it. You think you have a right to get it as you hardly ever use the national health service but you pay your taxes like everybody else. **B** will begin the conversation.

**B Roleplay 1**

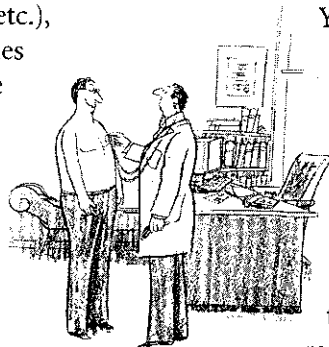
**You are a patient.** **A** is your family doctor. You haven't been feeling well recently (for about two weeks). These are your symptoms: you feel very tired and sometimes you feel dizzy; you think your blood pressure is very low and you often get headaches. You think you need to have a full check-up (blood tests, X-rays, etc.), to see a brain specialist about the headaches (it could be something serious), and some strong tablets for your headaches. Make sure the doctor takes your problems seriously. You are not a hypochondriac. **A** will begin the conversation.

**Roleplay 2**

**You are a family doctor.** **A** is one of your patients. You can see from the results of his/her recent check-up (X-rays and tests) that he/she has dangerously high blood pressure. **A** is a smoker. (How many cigarettes? How long for?) He/she must give up smoking as soon as possible. You think that the best way for people to stop smoking is acupuncture. **A** must also start doing exercise (what?).

**You begin:**

*Good morning. I've got the results of your check-up here ...*

**Roleplay 3**

**You are a patient.** **A** is your family doctor. You have gone to see the doctor because you have been having problems sleeping for a long time. You have tried various things (what?) but none of them have worked, and now you want some sleeping pills. You have a very stressful job (what?) and it's very important that you get a good night's sleep. **A** will begin the conversation.

**Roleplay 4**

**You are a family doctor.** **A** is a new patient. He/she is about 35 years old. There have been a lot of financial cuts in the Health Service recently, and one of the results is that certain new medicines can only be prescribed in very special cases. These include *Viagra*, *Xenical* (a slimming pill) and *Juvental*, a new medicine for the over-70s which helps to stop the ageing process. *Juvental* is incredibly expensive and has some serious side effects. (What are they?)

**You begin:** *Good morning. How can I help you?*

It was \_\_\_\_\_

What was the date? What was the weather like?

FOLD

As usual \_\_\_\_\_

(famous man)

was \_\_\_\_\_

What was he doing?

FOLD

He was exhausted because \_\_\_\_\_

What had he been doing?

FOLD

Suddenly he saw \_\_\_\_\_

(famous woman)

who \_\_\_\_\_

What was she doing?

FOLD

He was incredibly surprised because \_\_\_\_\_

What had (or hadn't) happened?

FOLD

Unfortunately \_\_\_\_\_

What was the problem?

FOLD

But luckily \_\_\_\_\_

How did they solve the problem?

FOLD

In the end \_\_\_\_\_

What happened?

A



## THREE WISHES AND A WINDSURF BOARD

A Frenchman, an Italian and an Englishman wanted to be the first people to windsurf across the Pacific. They <sup>1</sup> \_\_\_\_\_ (set off) one morning in July. When they <sup>2</sup> \_\_\_\_\_ (travel) for a month the weather suddenly changed dramatically. It became very windy and the waves were enormous. Unfortunately one of the waves <sup>3</sup> \_\_\_\_\_ (break) their windsurf boards in two.

Luckily the three men <sup>4</sup> \_\_\_\_\_ (manage) to swim to a small island. They <sup>5</sup> \_\_\_\_\_ (be) on the island for several weeks when one morning the Italian came back with a bottle he <sup>6</sup> \_\_\_\_\_ (find) on the beach while he <sup>7</sup> \_\_\_\_\_ (jog).

When they opened it there was a big flash and a genie suddenly <sup>8</sup> \_\_\_\_\_ (appear). 'Thank you! Thank you!' said the genie. 'I am free thanks to you!' He told the three men that he <sup>9</sup> \_\_\_\_\_ (be) a prisoner in the bottle for fifty years. 'To show how grateful I am you can each have one wish – anything you want.' Then he <sup>10</sup> \_\_\_\_\_ (disappear).

Immediately the Italian shouted, 'This is my wish! I'd love to be in Rome eating a big plate of my mother's spaghetti!' At once there was a big flash and a cloud of smoke and when it cleared the other two saw that the Italian <sup>11</sup> \_\_\_\_\_ (disappear).

Next, the Frenchman said, 'Genie, please take me to my favourite restaurant with my wife near the Eiffel Tower.' Immediately there was a flash and he too disappeared. The Englishman, who wasn't very intelligent, sat down on a rock.

He <sup>12</sup> \_\_\_\_\_ (feel) a bit unhappy and lonely now that both his friends <sup>13</sup> \_\_\_\_\_ (go). He <sup>14</sup> \_\_\_\_\_ (thought) for a moment then he <sup>15</sup> \_\_\_\_\_ (make) his wish. 'Genie! Please ... bring my friends back!'

There was a big flash ...

B



## SOME THINGS NEVER CHANGE

It was three o'clock. A man <sup>1</sup> \_\_\_\_\_ (walk) down a high street in the north of England. He <sup>2</sup> \_\_\_\_\_ (wear) a dark suit and carrying a suitcase. His name was Terry and he <sup>3</sup> \_\_\_\_\_ (live) away from home for the last twenty years. In fact he <sup>4</sup> \_\_\_\_\_ (be) in prison.

Terry was feeling totally depressed because everything in his home town <sup>5</sup> \_\_\_\_\_ (change). The park where he used to play was now a car park.

The house where he was born <sup>6</sup> \_\_\_\_\_ (disappear) and in its place, ironically, was a bank. Terry <sup>7</sup> \_\_\_\_\_ (decide) to have a cup of coffee in the old snack bar where he used to go with his friends after school but it <sup>8</sup> \_\_\_\_\_ (become) a burger bar.

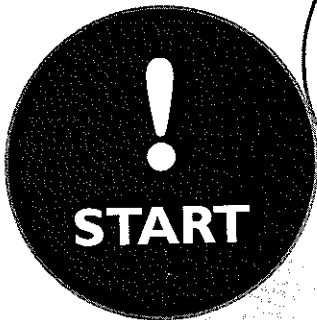
While <sup>9</sup> \_\_\_\_\_ (pay for) the coffee he <sup>10</sup> \_\_\_\_\_ (find) an old ticket in his wallet. It was for a pair of shoes he <sup>11</sup> \_\_\_\_\_ (take) to be repaired the day before the bank robbery 20 years ago. The shoe repairer was an old man then so Terry was sure that he must be dead. But when he <sup>12</sup> \_\_\_\_\_ (turn) the corner of the street he couldn't believe his eyes. The shop was still there! And it was the same shoe repairer! He looked about a hundred years old. Terry was so happy! Terry told him that he <sup>13</sup> \_\_\_\_\_ (live) in Australia for the past twenty years and that he <sup>14</sup> \_\_\_\_\_ (forget) to pick up some shoes before he left England. The shoe repairer disappeared into the back of the shop. After ten minutes he <sup>15</sup> \_\_\_\_\_ (come back).

'Were they dark brown, Italian shoes, size 42?' he asked slowly.

'Yes!' said Terry, excitedly.

'They'll be ready tomorrow afternoon,' said the shoe repairer.





**1**  
If she'd known  
he was going  
to be at the  
party ...

**2**  
I wouldn't  
have found  
out he was  
ill if ...

**3**  
If the sea  
hadn't been  
so cold ...

**4**  
We would  
have picked  
you up at the  
airport if ...

**13**  
If he hadn't  
been the  
boss's son ...

**14**  
We wouldn't  
have run out  
of petrol if ...

**15**  
I would have  
bought you a  
present if ...

**5**  
If the taxi  
had come on  
time ...

**12**  
I wouldn't  
have worn  
jeans if ...

**11**  
If you'd told  
me my radio  
was bothering  
you ...

**FINISH**

**6**  
She wouldn't  
have taken the  
tablets if ...

**10**  
You would  
have laughed  
if ...

**7**  
If we had had  
more time in  
London ...

**9**  
Jack and  
Anna wouldn't  
have broken  
up if ...

**8**  
I would have  
taken some  
photos if ...

**You shouldn't have mixed your drinks.**

**You should have taken a good map.**

**You shouldn't have said that you spoke French.**

**You should have taken a credit card with you.**

**You should have tried it on before you bought it.**

**You shouldn't have told anybody.**

**You shouldn't have gone to the beach at midday.**

**You should have worn a suit.**

**You should have taken a mobile phone with you.**

**You should have said no.**

**You shouldn't have insulted the policeman.**

**You shouldn't have told the truth.**

**You should have read the instructions.**

**You shouldn't have parked there.**

**You shouldn't have gone swimming after lunch.**

**You should have taken some water with you.**

- 1 Read the song lyrics and then listen to the song.  
Are the bold words/phrases right or wrong?  
Circle the ones that are wrong.

### *I will survive*

#### Verse 1

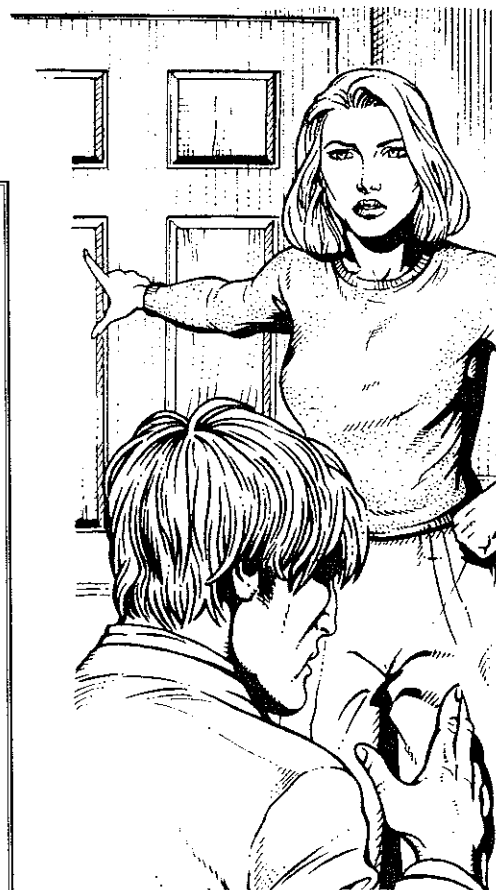
- At first I was afraid, I was **horrified**  
 2 Kept thinking I could **never** live without you by my side  
 But then I spent so many **days**  
 4 Thinking how you did me **wrong**  
 And I grew **strong**, and I learned how to get along  
 6 So you're **here**, from outer space  
 I just walked in to find you here with that sad look upon your **face**  
 8 I should have changed that **stupid** lock  
 I **would** have made you leave your key  
 10 If I'd have known for just one **minute** you'd be back to bother me.

#### Chorus

- Go on now **go**,  
 12 Walk out the **flat**  
 Just turn around now, 'cos you're not **wanted** any more  
 14 Weren't you **the one** who tried to hurt me with goodbye  
 Did you think I'd crumble? Did you think I'd lay down and **die**?  
 16 Oh no, not I, I will survive  
 For as long as I know how to **eat** I know I'll feel alive  
 18 I've got all my **days** to live, and I've got all my love to give  
 And I'll survive, I will survive, hey, hey

#### Verse 2

- 20 It took all the strength I had not to **fall apart**  
 Though I tried hard to mend the **bits** of my broken heart  
 22 And I spent oh so many **nights**  
 Just feeling sorry for **you**  
 24 I used to cry, but now I hold my head up **high**  
 And you see me, **somebody else**  
 26 I'm not that chained up little **girl** still in love with you  
 And so you **felt like** dropping in  
 28 And just expect me to be **here**  
 Well now I'm **saving** all my loving for someone who's loving me.



#### Glossary

- 15 crumble = to break or make sth break into very small pieces  
 20 fall apart = to break into pieces  
 27 drop in = to go to sb's house on an informal visit without having told him/her you were coming



Gloria Gaynor

*I will survive* was first recorded by Gloria Gaynor in 1979 and in 1980 it won the Grammy award for 'Best Disco recording'. The French World Cup Football team appointed her the team's 'godmother' in 1998 and the song became their anthem.

- 2 Listen again. Correct the wrong words.

1 My grandfather told me he had met Napoleon Bonaparte.

He can't have ...  
He must have ...

2 The lights were on in Kate's house and her car was there but she didn't answer the door.

She might have ...  
She can't have ...

3 I left an urgent message with my wife's secretary to phone me as soon as she arrived at the office. She hasn't phoned me.

The secretary might (not) have ...  
My wife can't have ...

4 You are the best in the class at English. On the list of exam results it says *failed* by your name. You don't believe it.

I can't have ...  
The teacher must have ...

5 Your friend always phones you on your birthday. Yesterday was your birthday. She didn't phone.

She can't have ...  
She must have ...

6 Last night a bus passed you in the street. You saw a face at the window which looked exactly like your uncle's. Your uncle died two years ago.

It can't have ...  
It might have ...

7 You invited two friends to dinner at your house in the country. They've both got a good sense of direction and clear instructions from you. Their car is 30 years old. They're half an hour late.

They can't have ...  
Their car must have ...

8 Yesterday Jim spent the whole day phoning his ex-girlfriend on her mobile phone but she didn't answer it.

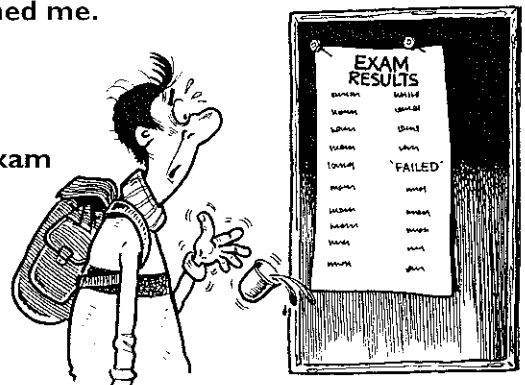
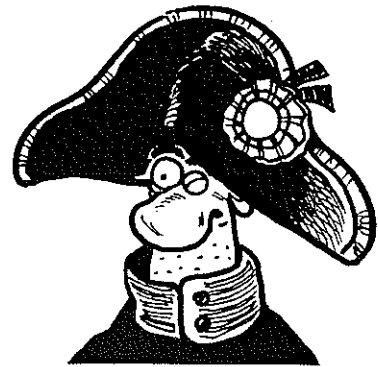
She might have ...  
She might not have ...

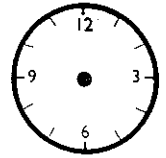
9 Your teacher gives you a long exercise to do. After one minute you say 'Finished!'. Your teacher says:

You can't have ...  
You must have ...

10 Yesterday evening you had a meal in a restaurant and ordered a prawn cocktail, chicken casserole and chocolate cake. You ate a lot. Later you were sick in the night. The next day you say:

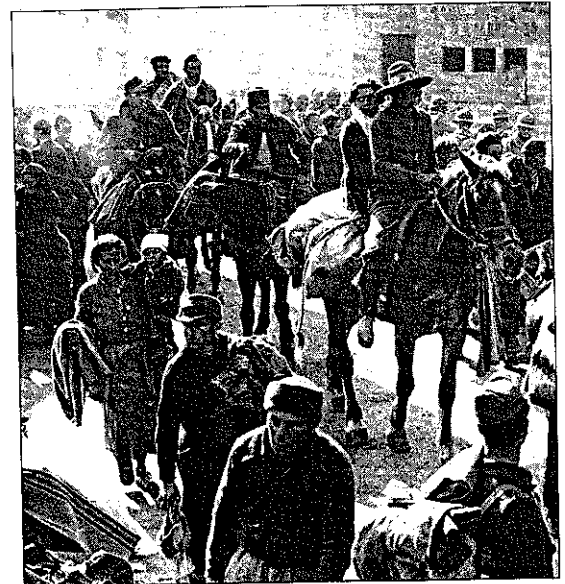
I must have ...  
The \_\_\_\_\_ might (not) have ...





How many words can you identify in five minutes?

- 1 Tony Blair became **PM** of Britain in 1997.
- 2 Napoleon was **D** at the **B** of Waterloo.
- 3 Queen Victoria **R** for eighty years.
- 4 There are two main **PP** in the USA, the Democrats and the Republicans.
- 5 The Second **WW** ended in 1945 when the German army **S**.
- 6 Britain is a **ME** society which means it has people from many different racial groups.
- 7 In a democratic country people choose their **G** by voting in a **GE**.
- 8 In Britain the Conservatives are the **RWP**.
- 9 Italy under Mussolini was a **D**.
- 10 Prince Charles is the **H** to the British **T**.
- 11 Russia hasn't had a **M** since the **R** in 1919.
- 12 The Spanish **CW** lasted from 1936 to 1938.
- 13 **S** in modern **A** use guns, not swords.
- 14 The things governments plan to do are called their **P**.
- 15 Since 1999, Scotland has had an **AG**.

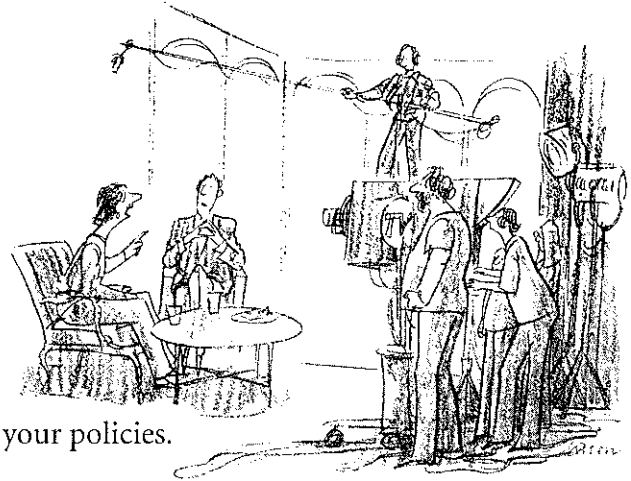


a blizzard / a storm	a crown / a throne	a democracy / a dictatorship
a diary / a newspaper	a cliff / a mountain	a victory / a defeat
a war / a civil war	run / run away	argue / discuss
expect / hope	history / a story	left / left wing
look / seem	MP / PM	meet / know
miss / lose	notice something / realize something	pleased / delighted
politics / a policy	remember / remind	small / tiny
ugly / hideous	a tent / a campsite	rob / steal

## A

You are the leader of a political party. Tonight you are going to appear 'live' on national TV in a face to face debate with the leader of the opposition party.

- 1 Spend at least ten minutes preparing with another member of your party how you are going to defend your five policies. Think of reasons and make notes. Then spend another five minutes preparing to attack your opponent's policies.
- 2 Sit opposite B and take turns to present and debate your policies.

**Useful language**

We are intending to ...  
 We are planning to ...  
 We want to ...  
 We believe (that) ...  
 I'm sorry but I don't agree with you.  
 That's ridiculous!  
 You can't be serious!  
 You must be joking!

**Your policies**

- Have all British and American TV programmes and films in original version with subtitles in our language (not dubbed)
- Ban dogs from the town
- Promote tourism in the city by organising a big sporting event (which?)
- Make it compulsory for everyone to vote in general elections
- Increase the tax on cigarettes by 100%

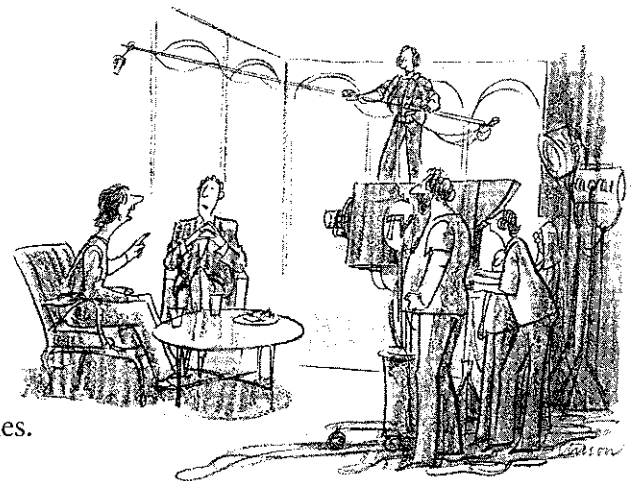
**Your opponent's policies**

- Make it illegal to use mobile phones in public places
- Ban cars from the city centre
- Make it illegal for anyone to get married until they are 25 years old
- Allow bars and restaurants to open as late as they want
- Offer families money to have more children (and more if the woman stays at home to look after them)

## B

You are the leader of a political party. Tonight you are going to appear 'live' on national TV in a face to face debate with the leader of the opposition party.

- 1 Spend at least ten minutes preparing with another member of your party how you are going to defend your five policies. Think of reasons and make notes. Then spend another five minutes preparing to attack your opponent's policies.
- 2 Take turns with A to present and debate your policies.

**Useful language**

We are intending to ...  
 We are planning to ...  
 We want to ...  
 We believe (that) ...  
 I'm sorry but I don't agree with you.  
 That's ridiculous!  
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- Allow bars and restaurants to open as late as they want
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**Your opponent's policies**

- Have all British and American TV programmes and films in original version with subtitles in our language (not dubbed)
- Ban dogs from the town
- Promote tourism in the city by organising a big sporting event (which?)
- Make it compulsory for everyone to vote in general elections
- Increase the tax on cigarettes by 100%



a long checked skirt

short curly hair

black and white striped pyjamas

a short-sleeved wool sweater

a dirty old car

big dark eyes

long straight hair

an ancient Egyptian monument

a tight leather jacket

a round glass table

a long fur coat

a bald Japanese businessman

a big red bus

a tall slim model

a long wool scarf

high-heeled leather boots

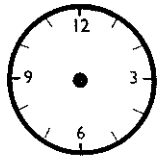
delicious French wine

an ugly modern building

an American baseball cap

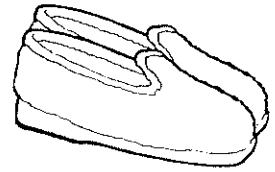
a V-necked patterned T-shirt

1 Complete the clothes and fashion words with the missing consonants. How many can you do in five minutes?



1 are summer shoes. British men sometimes wear socks with them!

A A



2 I always put on my feet when I get up in the morning.

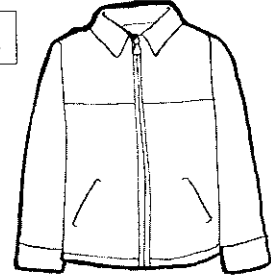
I E

3 You can buy anything in a place like this.

E A E O E

4 Businessmen normally wear a and to work.

U I, I E



5 That jacket is beautiful – it really you.

U I

6 Your green jacket doesn't your green top at all. It's too dark.

A

7 It's difficult for a woman to walk fast when she's wearing shoes

I - E E E



8 is the opposite of casual.

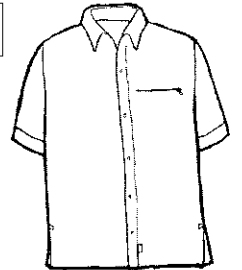
A

9 means looking in shops without buying.

I O - O I

10 You can't wear those awful jeans to school. Go and .

E A E



11 People shouldn't wear coats. I think it's cruel to animals.

U

12 Her shoes won't you. You take a 38 and she takes a 34.

I, I E

13 In summer men often wear shirts.

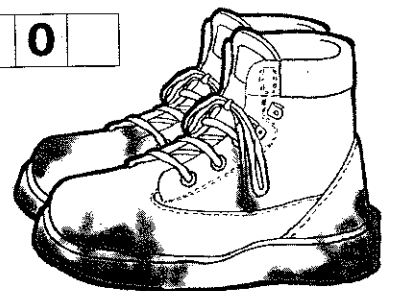
O - E E E

14 those dirty boots before you come in the house!

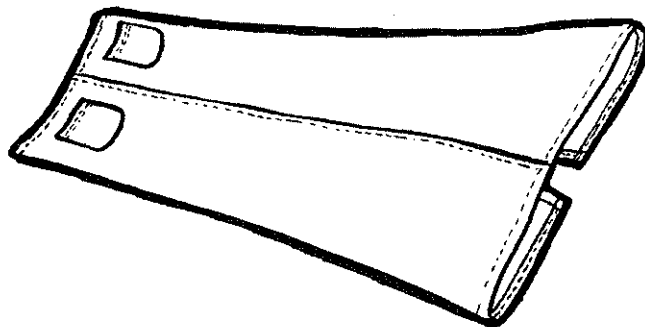
A E O

15 Long skirts are this autumn. Everyone is wearing one.

I A I O



2 Cover the words. Test your memory.



- 1 Write an 'I wish ...' sentence in as many clouds as possible.
- 2 Take turns to choose a number 1–12. Compare your wishes for that number.



1 A famous group or singer from the past you wish you had seen (in concert).

7 A famous person you wish you could meet.

2 Something you wish they would do to improve your town.

8 A sport you wish you were very good at.

3 A foreign language (apart from English) you wish you could speak.

9 An aspect of your personality you wish you could change (I wish I were more/less ...).

4 Something you wish a member of your family wouldn't do.

10 Something you wish people in your country wouldn't do (which annoys you).

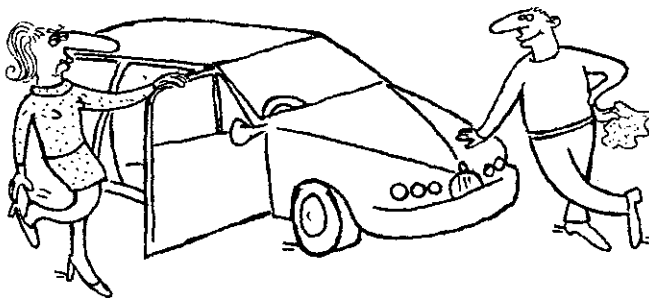
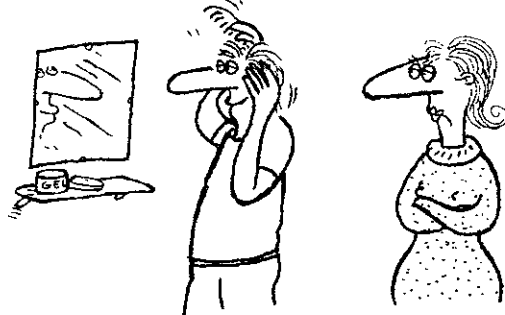
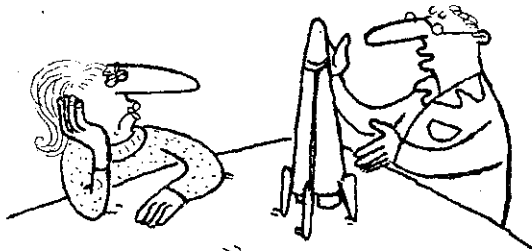
5 Something you wish had never been invented/discovered.

11 Something you wish you had learnt how to do (but still can't do).

6 A very expensive possession you wish you had.

12 Something you wish you hadn't bought.

- 1 Read and listen to the song. Complete the missing words. What is ungrammatical about the chorus?
- 2 Read and listen to the song again. According to the singer, what's wrong with the three men?
- 3 Find colloquial words or expressions which mean:
  - 1 men \_\_\_\_\_
  - 2 quite clever \_\_\_\_\_
  - 3 you irritate me \_\_\_\_\_
  - 4 a person who knows everything \_\_\_\_\_
  - 5 don't misunderstand me \_\_\_\_\_
  - 6 Please God don't let it happen. \_\_\_\_\_
  - 7 polish his car \_\_\_\_\_
  - 8 You can't be serious. \_\_\_\_\_
  - 9 attractive, fashionable \_\_\_\_\_



Shania Twain

*That don't impress me much* was originally recorded by the Canadian singer Shania Twain. It was a hit single from her best-selling album *Come on Over* (1999).

## That don't impress me much

### Verse 1

- I've known a few guys who thought they were pretty smart  
 2 But you've got being right down to an art  
 You think you're a genius – you drive me up the wall  
 4 You're a regular original, a know-it-all

### Chorus

- Oh-oo-oh, you think you're special  
 6 Oh-oo-oh, you think you're something else  
 Okay, so you're \_\_\_\_\_  
 8 That don't impress me much  
 So you've got the brains but have you got the touch?  
 10 Now don't get me wrong, yeah I think you're all right  
 But that won't keep me warm in the middle of the night  
 12 That don't impress me much

### Verse 2

- I never knew a guy who carried a mirror in his pocket  
 14 And a comb up his sleeve – just in case  
 And all that 'extra hold' gel in your hair ought to lock it  
 16 'Cause Heaven forbid it should fall out of place

Oh-oo-oh etc.

Okay, so you're \_\_\_\_\_

- 18 That don't impress me much  
 So you've got the looks but have you got the touch?  
 20 Now don't get me wrong, yeah I think you're all right  
 But that won't keep me warm in the middle of the night  
 22 That don't impress me much

### Verse 3

- You're one of those guys who likes to shine his machine  
 24 You make me take off my shoes before you let me get in  
 I can't believe you kiss your car good night  
 26 Now come on baby tell me – you must be joking, right?

Oh-oo-oh etc.

Okay, so you \_\_\_\_\_

- 28 That don't impress me much  
 So you've got the moves but have you got the touch?  
 30 Now don't get me wrong, yeah I think you're all right  
 But that won't keep me warm in the middle of the night  
 32 That don't impress me much

You think you're cool but have you got the touch?

- 34 Now don't get me wrong, yeah I think you're all right  
 But that won't keep me warm on the long, cold, lonely nights  
 36 That don't impress me much

Okay, so what do you think you're Elvis or something?

- 38 That don't impress me!

A

Describe your picture to B. Find twelve differences between the pictures.

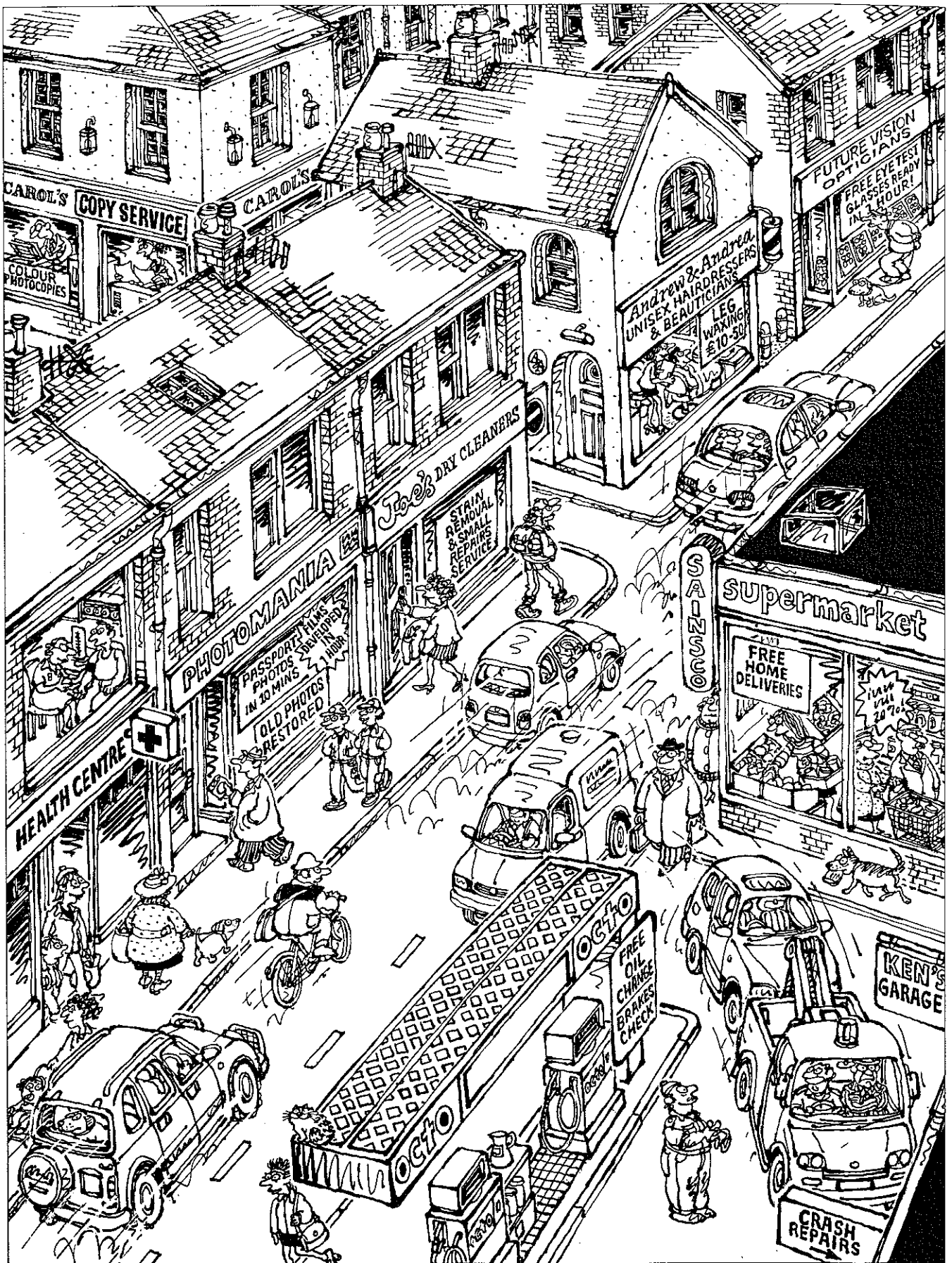
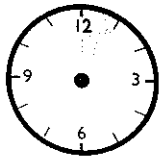


B

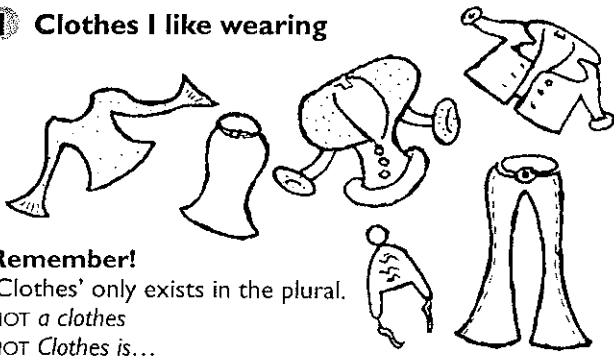
Describe your picture to A. Find twelve differences between the pictures.



In five minutes find ten things you can have done in Penny Lane. Write sentences.

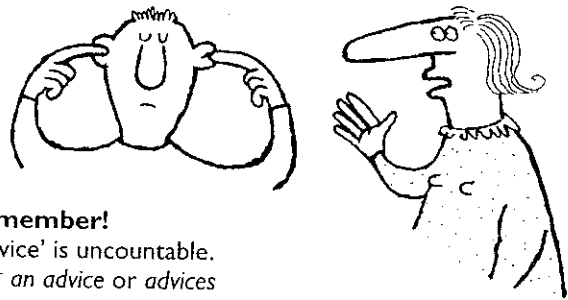


1 Clothes I like wearing



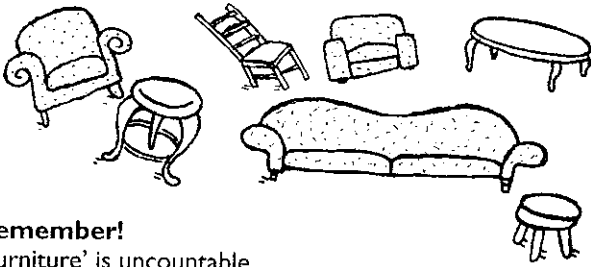
**Remember!**  
 'Clothes' only exists in the plural.  
 NOT a clothes  
 NOT Clothes is...

2 The problems of giving people advice



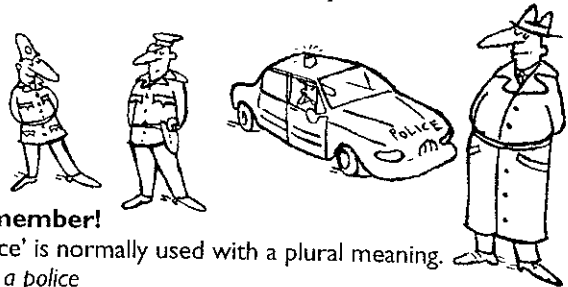
**Remember!**  
 'Advice' is uncountable.  
 NOT an advice or advices

3 The sort of furniture I like/don't like



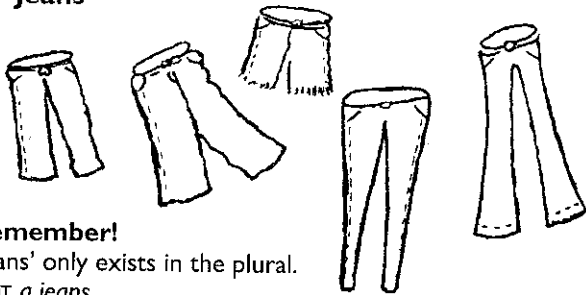
**Remember!**  
 'Furniture' is uncountable.  
 NOT a furniture or furnitures

4 The police in my country



**Remember!**  
 'Police' is normally used with a plural meaning.  
 NOT a police  
 NOT The police is...

5 Jeans



**Remember!**  
 'Jeans' only exists in the plural.  
 NOT a jeans  
 NOT Jeans is...

6 I hate people who ...



**Remember!**  
 'People' is a plural noun.  
 NOT a people NOT People is...

7 Tourist accommodation in my town



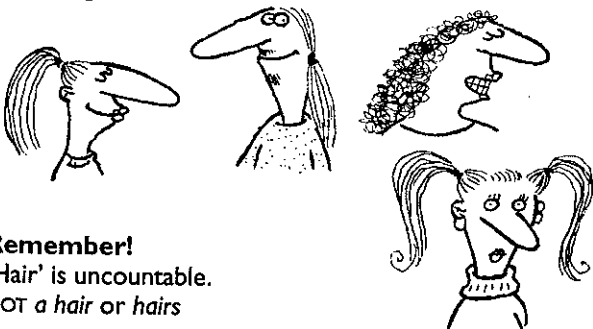
**Remember!**  
 'Accommodation' is uncountable.  
 NOT an accommodation NOT accommodations

8 Politics



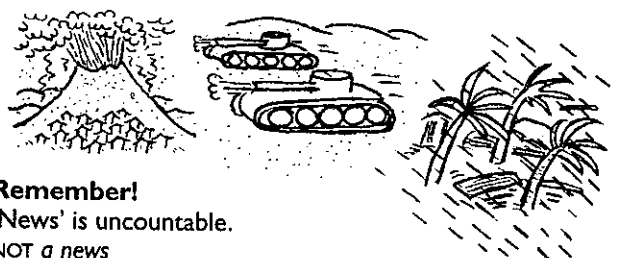
**Remember!**  
 'Politics' is uncountable.  
 NOT a politics  
 NOT Politics are...

9 Long hair



**Remember!**  
 'Hair' is uncountable.  
 NOT a hair or hairs

10 Why the news on TV is always bad



**Remember!**  
 'News' is uncountable.  
 NOT a news  
 NOT The news are...

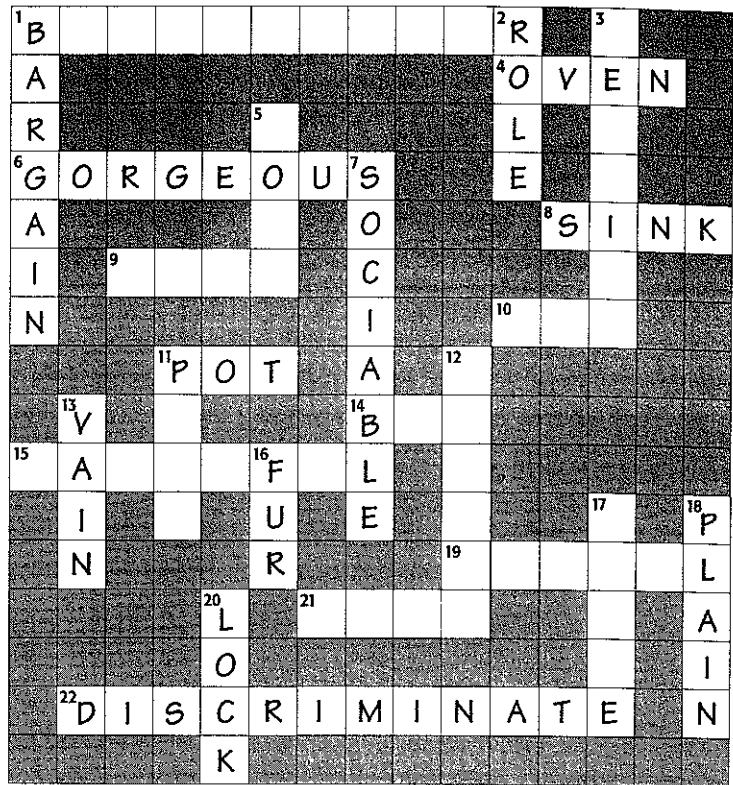


**A**

**1** Ask B for definitions of your missing words, e.g.

*What's 1 across?*

**2** Look at your crossword.  
Give definitions of the words B asks for.



**B**

**1** Look at your crossword.  
Give definitions of the words A asks for.

**2** Ask A for definitions of your missing words, e.g.

*What's 1 down?*



**A** You are **Kevin**. You have been married to Natalie for two years. You are feeling a bit unhappy about some aspects of your relationship.

**1 Your wife isn't the same woman you married.**

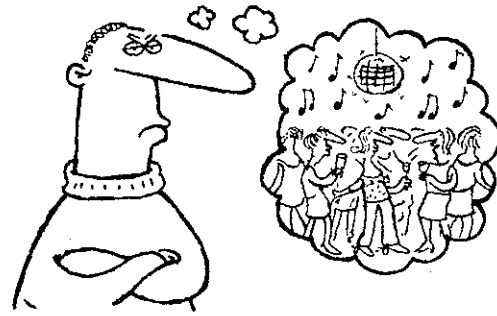
Your wife has changed a lot since you got married, and you don't understand why. You haven't changed at all. She seems cold, distant and uncommunicative. You used to get on really well and do lots of things together, but now you never do. You don't understand each other any more. You wish Natalie were more like she used to be.

**2 Bowling – what's the problem?**

You have a very stressful job selling cars. To relax, you go bowling. It's your only hobby. You're the best player in the team. You play twice a week and sometimes on Saturday night. Your wife used to go with you and be really enthusiastic about it. Why doesn't she like bowling any more? Why doesn't she like it when **you** go bowling? Is it because the captain of the team is a **woman**? You really wish she would start going bowling with you again.

**3 Housework – she's never happy!**

You get home from work an hour later than your wife and you're always exhausted. Your wife cooks during the week but you cook at weekends and you usually wash up. You do 50% of the housework (but you never do it well enough for Natalie). You don't do the ironing (Natalie does it quicker) but you always do the shopping in the supermarket.



**4 Natalie's night life – you don't like it!**

Your wife works for British Airways at the airport. Recently when you go bowling she has started going out with a group of her friends from work. They go dancing in a club where many of the pilots go. You aren't very happy about this at all. You wish she wouldn't go out with her friends.

**Tonight, after dinner you are going to talk to Natalie about these problems. Keep calm and don't lose your temper.**

- Try to find out why Natalie has changed.
- Try and persuade her to go bowling with you instead of going out with her friends.
- Make her realize that you do your share of the housework.

*P.S. Don't forget it's your wedding anniversary tomorrow! Why not surprise her and invite her to her favourite restaurant?*

You start by saying: 'We've got to talk.'

**B** You are **Natalie**. You have been married to Kevin for two years. You are feeling a bit unhappy about some aspects of your relationship.

**1 Your husband isn't the same man you married.**

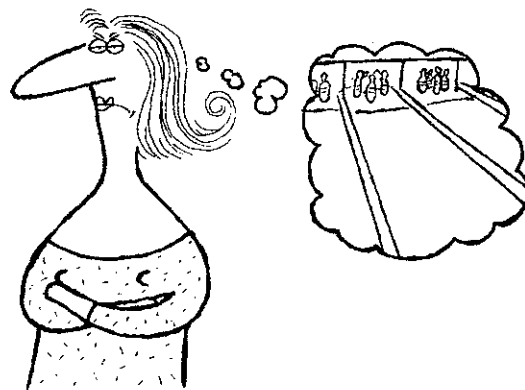
Your husband has changed a lot since you got married, and you don't understand why. You haven't changed at all. He seems cold, distant and uncommunicative. You used to get on really well and do lots of things together, but now you never do. You don't understand each other any more. You wish Kevin was still like he used to be.

**2 Bowling – you hate it!**

This is Kevin's passion. He's just like a little boy! He plays twice a week and often has cup matches on Saturday night. You used to go with him and watch but you soon realised that bowling is the most boring sport in the world. Why does he have to play three times a week? Is it because the captain of the team is a **woman**? You wish he wouldn't go bowling so much.

**3 Housework – he doesn't do his share!**

You work for British Airways at the local airport. Your husband is a car salesman. You get home an hour earlier than your husband but you're always exhausted. You **always** have to cook during the week and Kevin sometimes cooks at weekends. He helps with the housework but he isn't very enthusiastic and he doesn't clean very well. Why do you always have to do the **ironing**? You hate ironing! He does the shopping but you have to make the list and think what you need. You wish Kevin would do more housework!



**4 Your social life – you just want to have fun!**

When Kevin goes bowling you go out now with your friends from work. You go dancing at a club near the airport where you know a lot of people. Kevin hasn't said anything but you know he doesn't like it. Why not? Is it because all the pilots go to that club too?

**Tonight, after dinner you are going to talk to Kevin about these problems. Keep calm and don't lose your temper.**

- Try to find out why Kevin has changed.
- Try and persuade him not to go bowling.
- Convince him that he has to do more housework.

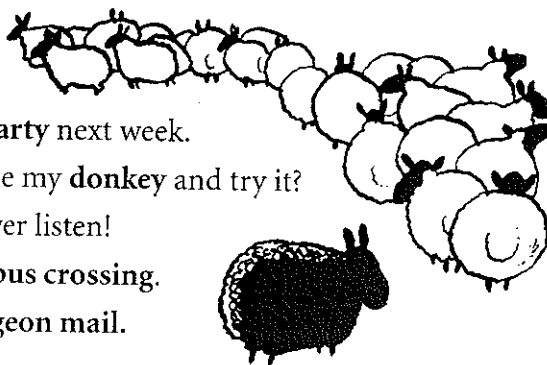
*P.S. Yesterday was your wedding anniversary and Kevin forgot ... He was bowling, of course.*

Kevin's going to start by saying: 'We've got to talk.'

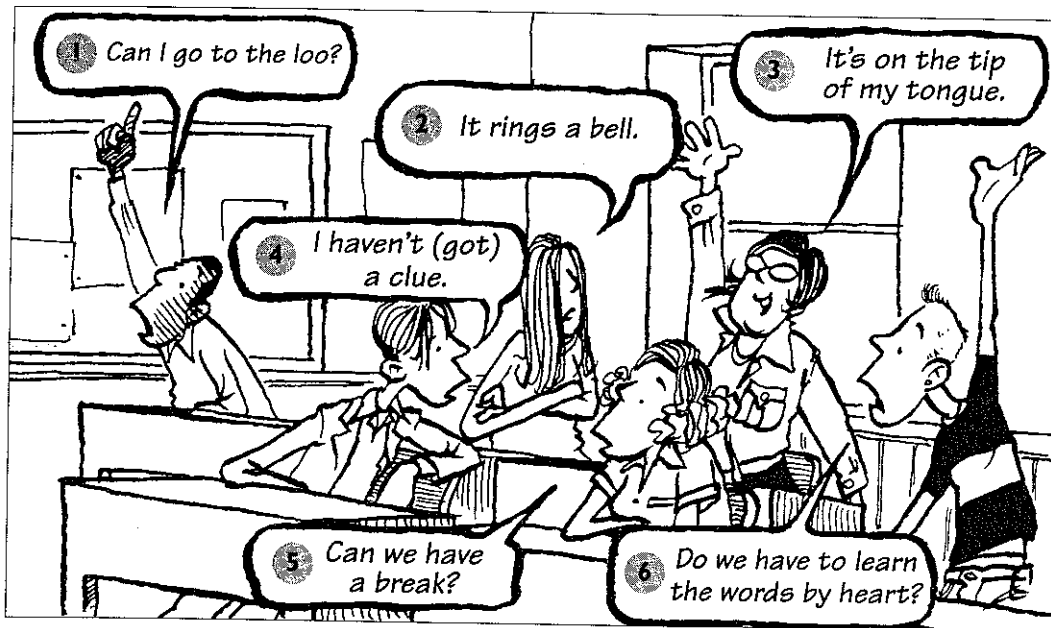


1 In pairs, correct the animal idioms.

- 1 My cousin Betty is the **black cow** of the family.
- 2 Bea's getting married next month. She's having her **duck party** next week.
- 3 This is the first time I've tried to make this dish. Will you be my **donkey** and try it?
- 4 We told you not to do it but you're so **frog-headed** you never listen!
- 5 The driver failed his test because he didn't stop at the **octopus crossing**.
- 6 I haven't got e-mail at home. I'll have to write to you by **pigeon mail**.



2 Match the classroom idioms to their meaning.

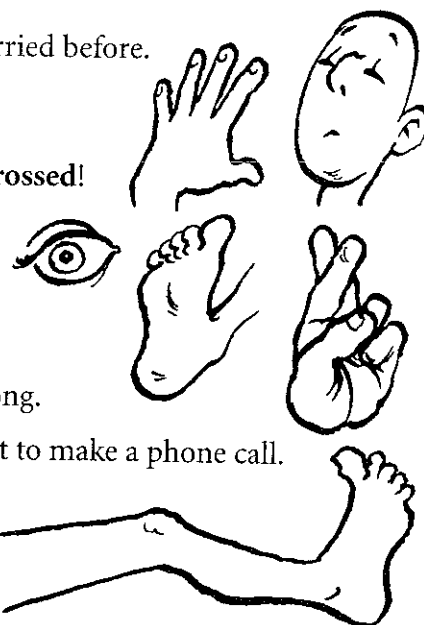


- a memorize
- b I don't know.
- c go to the toilet
- d I can nearly remember it.
- e stop and rest
- f It sounds familiar.

3 Complete the body idioms with one of the parts of the body you can see in the pictures.

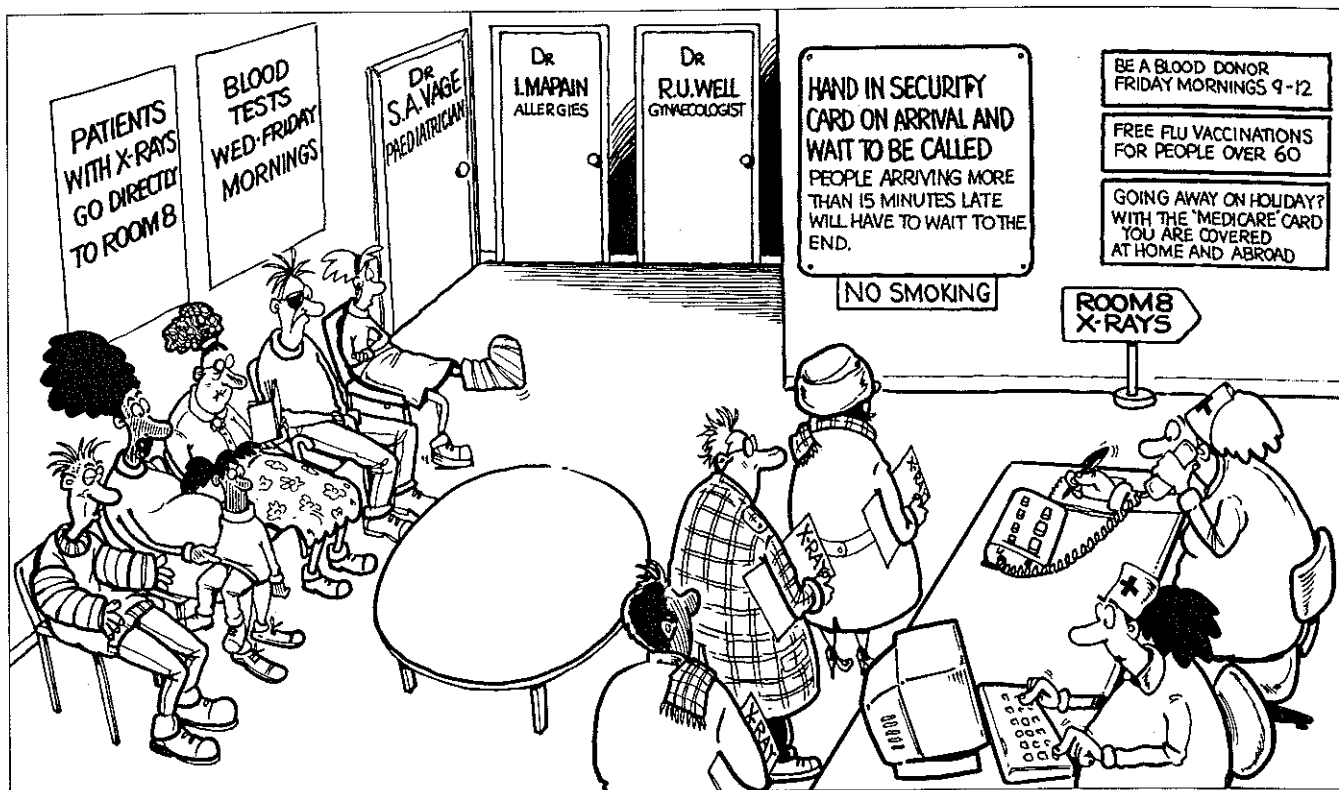
In pairs, say what they mean from the context, and decide if you've got an equivalent idiom in your language. Then look only at the pictures and remember the idiom.

- 1 A You really **put your** \_\_\_\_\_ **in** it when you said he'd been married before.  
His wife's parents didn't know!  
B Oh my God! I didn't realize ...
- 2 A I've got my driving test this afternoon so **keep your** \_\_\_\_\_ **crossed**!  
B I will! Good luck!
- 3 A I don't believe it. You're **pulling my** \_\_\_\_\_!  
B No, it's true. I promise. There's a picture of you in the newspaper.
- 4 A I'm never going to finish translating this article!  
B I'll **give you a** \_\_\_\_\_. If there are two of us it won't take so long.
- 5 A Could you **keep an** \_\_\_\_\_ **on** the baby for a moment? I've got to make a phone call.  
B Yes, of course. I'll look after her.
- 6 A I like Jim but he's very **big-**\_\_\_\_\_ **ed**.  
B Yes, he thinks he's God's gift to the company, doesn't he?



4 Test each other.

- A Choose any six idioms from this page.  
Explain what each idiom means to B without using the exact words.
- B (Paper face down) Try to remember the idiom.



Look at the picture then complete the sentences below with a word from the box. Sometimes there are two possibilities.

all	any	anybody	anything	no	nothing	nobody
each	every	everybody	neither	anywhere	both	

- \_\_\_\_\_ (except patients with X-rays) must wait to be called.
- \_\_\_\_\_ who arrives 15 minutes late will have to wait until after the last patient has been seen.
- There are blood tests \_\_\_\_\_ Wednesday and Friday.
- \_\_\_\_\_ of the nurses is speaking to the patients.
- Flu vaccinations are free for \_\_\_\_\_ over 60.
- The boy on the left has broken \_\_\_\_\_ arms.
- The new medical card will cover you \_\_\_\_\_ you go.
- There are \_\_\_\_\_ blood tests on Mondays.
- There are three doctors, \_\_\_\_\_ with a different speciality.
- People over 60 don't have to pay \_\_\_\_\_ for flu vaccinations.
- There is \_\_\_\_\_ on the round table.
- If \_\_\_\_\_ happens to you while you are on holiday the new medical card will cover you.
- The patients at the desk are \_\_\_\_\_ carrying X-rays.
- \_\_\_\_\_ of the patients on the left are waiting to see a doctor.
- To donate blood you can come on Fridays at \_\_\_\_\_ time between 9 and 12.
- \_\_\_\_\_ can smoke in the health centre.
- \_\_\_\_\_ person in the room is either a nurse or a patient.

## A

- 1 B is going to read a sentence to you. Listen and change a word from the box below to form a noun/adjective/adverb/verb to complete B's sentence.

admire	extinct	happy	modern
person	repeat	wide	wonder

- 2 Read your first sentence to B but don't say the word in CAPITALS, say 'bleep'. B will complete the sentence with the appropriate word.
- 3 Continue taking turns to read your sentences.

- 1 The weather in Britain is very *bleep*. In one day you can have sun, wind and rain. **CHANGEABLE**
- 2 This is a secret message. *bleep* it and then burn it. **MEMORIZE**
- 3 You can imagine my *bleep* when I heard I'd failed the exam. **DISAPPOINTMENT**
- 4 I could never be a teacher. I'm too *bleep*. **IMPATIENT**
- 5 Many people are against using animals in *bleep* experiments. **MEDICAL**
- 6 Nobody can understand what our teacher says. He should *bleep* his language. **SIMPLIFY**
- 7 I've never had an accident because I drive very *bleep*. **CAREFULLY**
- 8 I love shopping in hypermarkets because of the wide *bleep* of products. **VARIETY**

## B

- 1 Read your first sentence to A but don't say the word in CAPITALS, say 'bleep'. A will complete the sentence with the appropriate word.
- 2 Now A will read a sentence to you. Listen and change a word from the box below to form a noun/adjective/adverb/verb to complete A's sentence.

care	vary	disappoint	memory
medicine	patience	simple	change

- 3 Continue taking turns to read your sentences.
- 1 Many animals such as the tiger and the whale are in danger of *bleep*. **EXTINCTION**
- 2 That's a *bleep* idea! Let's go to Paris for the weekend. **WONDERFUL**
- 3 The man's complaint was so serious that the hotel manager decided to write to him *bleep*. **PERSONALLY**
- 4 This song's awful. The lyrics are so *bleep* – they just say the same thing again and again. **REPETITIVE**
- 5 The company will lose money if it doesn't *bleep* its machinery soon. **MODERNIZE**
- 6 After years of *bleep* they eventually divorced. **UNHAPPINESS**
- 7 I've got a lot of *bleep* for your mother. She's a marvellous person. **ADMIRATION**
- 8 They're going to *bleep* the motorway and have three lanes instead of two. **WIDEN**

Listen to the song and complete the gaps in the lyrics.

## You're so vain

### Verse 1

You walked into the party

2 Like you were walking onto a <sup>1</sup> \_\_\_\_\_ (form of transport).

Your hat strategically dipped below one <sup>2</sup> \_\_\_\_\_ (part of body).

4 Your <sup>3</sup> \_\_\_\_\_ it was apricot (something you wear).

You had one eye in the <sup>4</sup> \_\_\_\_\_ (household object)

6 As you watched yourself gavotte.

And all the girls dreamed that they'd be your partner, they'd be your partner and . . .

### Chorus

8 You're so vain you probably think this song is about you

You're so vain I'll bet you think this song is about you,

10 Don't you, don't you?

### Verse 2

You had me several <sup>5</sup> \_\_\_\_\_ ago (period of time),

12 When I was still quite <sup>6</sup> \_\_\_\_\_ (adjective of personality).

Well, you said that we made such a pretty pair

14 And that you would never leave.

But you gave away the things you loved

16 And one of them was me.

I had some dreams, they were <sup>7</sup> \_\_\_\_\_ (natural phenomenon) in my coffee,

18 <sup>8</sup> \_\_\_\_\_ in my coffee, and . . . (natural phenomenon)

### Chorus

### Verse 3

Well, I hear you went up to Saratoga,

20 And your <sup>9</sup> \_\_\_\_\_ naturally won (animal).

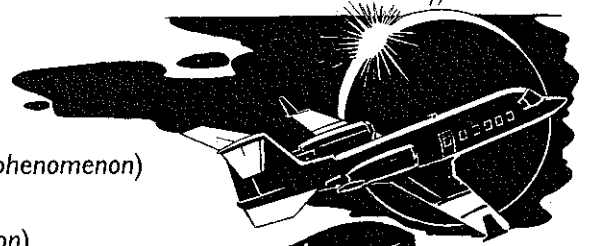
Then you flew your Lear jet up to Nova Scotia

22 To see the total <sup>10</sup> \_\_\_\_\_ of the sun (natural phenomenon).

Well, you're where you should be all the time

24 And when you're not you're with some underworld <sup>11</sup> \_\_\_\_\_ (occupation) or the wife of a close friend, wife of a close friend, and . . .

### Chorus



Carly Simon

You're so vain was originally recorded by the American singer Carly Simon in 1972. The song was clearly autobiographical and there was much speculation about the identity of the man, (most probably the actor Warren Beatty, an ex-boyfriend of the singer).

### Glossary

3 strategically dipped

= carefully put, facing downwards

6 gavotte = way of dancing

9 bet = be very sure of something

24 underworld = the world of criminals



**1** Complete the sentences with a relative pronoun *who, which, whose, or what*. Write the pronoun in the **RELATIVE** column.

**A**

' 1 I most hate in the world are people  
 2 talk loudly on mobile phones when they are  
 on a train. There's a man 3 I see almost every evening  
 on the train 4 mobile phone rings about three  
 times on the journey, 5 really annoys me. Do  
 we really want to know 6 he's going to do tonight  
 or 7 he's going to have for dinner or in  
 8 restaurant he ate at lunchtime? Recently I read an  
 article 9 said that mobile phones boil your brains.  
 I wonder if it's true.'

**B**

'The hotel, 10 had been recommended by a  
 friend 11 opinion I can usually rely on, was absolutely  
 awful. First, it was next to a pub 12 was open until about  
 2.00 in the morning and 13 customers all seemed to have  
 motorbikes. The receptionist, 14 obviously had a personality  
 problem, was really unfriendly. She said the hotel was full and  
 so she charged me for a double room, 15 was ridiculous.  
 And on top of that it was a room 16 didn't even have a  
 window. But 17 really annoyed me was that it was absolutely  
 filthy and had an old TV 18 didn't work properly.'

**C**

**A** The person 19 I get on with best in my family  
 is my elder brother.  
**B** Is he the one 20 is married to the woman whose  
 sister used to go out with the singer of *Oasis*?  
**A** No, that's my younger one 21 works for the company  
 22 designs websites. No, I'm talking about the  
 one 23 wife left him. Anyway he's the only person  
 24 really understands me and I can talk to about  
 anything, 25 is really nice.

RELATIVE(S)

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



\_\_\_\_\_

\_\_\_\_\_

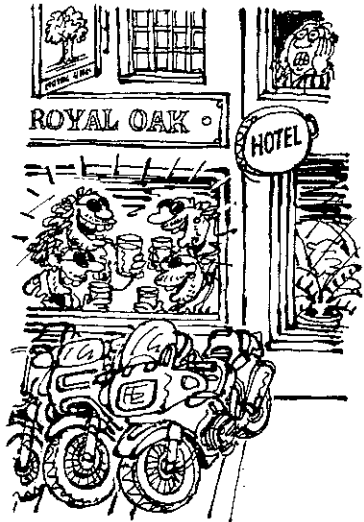
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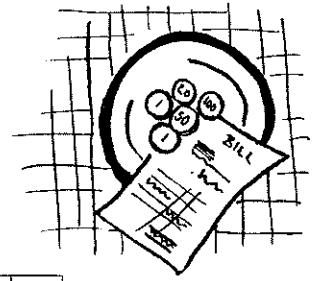


**2** Look at the sentences again. In which sentences ...  
 a could you also use *that*? Underline them.  
 b can you leave out the relative pronoun? Put brackets ( ) around it.

**3** Check your answers. Work out your score. /25

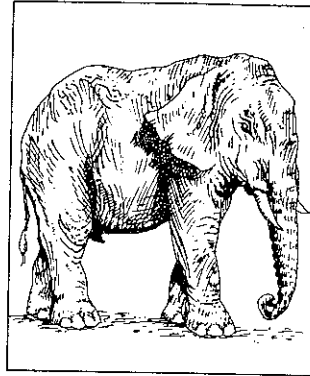
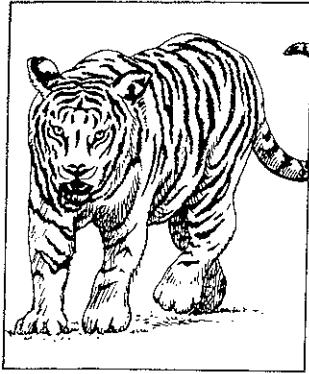
**4** Cover the **RELATIVE** column. Can you remember them?

Look at the two definitions for the same word.  
Write as many as you can in five minutes.



- 1 a a green area in a city  
b put your car in a space (vb)
- 2 a a collection of printed pages fastened together  
b reserve, e.g. a table, a hotel room (vb)
- 3 a the sides of a river  
b a building where you keep money
- 4 a put your name on a document (vb)  
b a notice giving information or warning
- 5 a a form of transport  
b do exercise to prepare for a sport
- 6 a move through the air (vb)  
b a small insect with two wings
- 7 a a piece of jewellery that you wear on your finger  
b make a sound like a bell (vb)
- 8 a correct  
b the opposite of left
- 9 a things you use to fight with  
b the long parts of your body that connect your shoulders to your hands
- 10 a to put e.g. lipstick on your face  
b to invent e.g. a story
- 11 a organize a company (vb)  
b move very fast on your legs (vb)
- 12 a store, e.g. a document in a computer  
b not spend money so that you can use it later
- 13 a difficult  
b not soft
- 14 a a very small animal with fur and a long thin tail  
b a piece of equipment used to move round a computer screen
- 15 a a piece of advice  
b extra money you give e.g. a waiter, a taxi driver
- 16 a a company that broadcasts radio or TV programmes  
b the place where you catch a bus or train

Which one is different? Why?



1	tiger	panda	elephant	goat
2	ant	fly	eel	bee
3	wolf	puppy	kitten	guinea pig
4	lamb	sheep	calf	foal
5	paws	wings	feathers	beak
6	zoo	national park	safari park	conservation area
7	deaf	old	dumb	blind
8	remember	memorable	remind	memorize
9	personal	gradual	practical	survival
10	forgive	possessive	aggressive	creative
11	carefully	hardly	friendly	cruelly
12	strange	foreign	bizarre	weird
13	faith-healer	clairvoyant	ghost	coincidence
14	sink	match	fit	eat
15	walk	milk	should	half

1 Mark the opinions 1-3.

1 = I agree. 2 = I disagree. 3 = I think it depends.



a Animals should not be used in films or circuses.

b Learning things by heart is a waste of time.

c Clairvoyants and faith-healers are mostly frauds.

d People shouldn't be allowed to keep a large dog in a flat.

e If you meet someone and you can't remember their name, it's best to admit it immediately.

f There are many 'paranormal' happenings which can't be explained by science.

g All zoos should be closed. People who want to see animals should watch documentaries or travel to the animals' natural habitats.

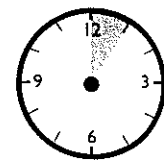
h It's impossible to really remember things that happened to you before you were three years old.

i The more educated people are, the less superstitious they are.

2 Compare with a partner. Explain why.

to come to your party.	Before doing your driving test you should practise	trying the new Mexican restaurant?	Does he expect	cheating in the exam.	If you want to be a good driver you must remember
to work for the rest of his life.	It's been proved that girls tend	seeing you again after all this time.	The guard on the door didn't let us	to persuade her parents to buy a dog.	When you go out, don't forget
eating red meat for a month.	I don't remember	living without a car?	She loves kids. She won't mind	buying a return ticket.	I wish you wouldn't keep
not to go back there.	Why did Kirsty and Colin stop	to take out travel insurance.	I'm absolutely fed up with	to do things and then never does.	Do you fancy
lie on the floor.	The teacher accused me of	parking your car in small spaces.	Martin has inherited so much money that he won't need	to get the job?	We're really looking forward to
to look in your mirror all the time.	The child eventually managed	to be better at languages than boys.	The doctor's advice was to avoid	take any photos of the group.	Do you think you could get used to
to lock the windows.	The travel agent said it wasn't worth	meeting him before.	It was such an awful meal we decided	looking after your children.	If you're going to travel abroad it's important
interrupting me all the time.	He always promises	speaking to each other?	The bank robbers made everyone	working fifteen hours a day.	I'm afraid I won't be able

Can you find the 26 words in five minutes?  
Each one begins with a different letter of the alphabet.



**A**  
The police  
arrested  
him at the scene  
of the crime.

**B**  
She tried to  
\_\_\_\_\_ him by saying she would  
send the photos  
to the press.

**C**  
The detective searched  
the house looking for  
\_\_\_\_\_.

**D**  
He  
\_\_\_\_\_ robbing the bank and  
said he had an alibi.

**E**  
There wasn't enough  
\_\_\_\_\_ to charge them  
with the crime.

**F**  
I had to pay a parking  
\_\_\_\_\_.

**G**  
The opposite of  
*innocent* is  
\_\_\_\_\_.

**H**  
The terrorists  
\_\_\_\_\_ the plane and  
threatened to kill  
all the passengers.

**I**  
Something which is  
\_\_\_\_\_ is against the law.

**J**  
The twelve people  
who vote to decide a  
court case are the  
\_\_\_\_\_.

**K**  
The gang  
\_\_\_\_\_ a businessman and  
demanded money  
for his return.



**L**  
For very serious  
crimes people  
are given a  
\_\_\_\_\_ sentence.

**M**  
The name of the  
judge who decides  
minor offences.  
\_\_\_\_\_

**N**  
Nobody  
\_\_\_\_\_ that the burglar had  
stolen the video.

**O**  
Another word for  
a *crime* is  
\_\_\_\_\_.

**P**  
A  
\_\_\_\_\_ steals your wallet.

**Q**  
The detective  
wanted to  
\_\_\_\_\_ me again.

**R**  
If the police decide  
not to charge you they  
\_\_\_\_\_ you.

**S**  
They steal from shops.  
\_\_\_\_\_

**T**  
O.J. Simpson's  
\_\_\_\_\_ was on American  
TV for months.

**U**  
The bank robbers  
tunnelled  
\_\_\_\_\_ the road to rob  
the bank.

**V**  
The decision of  
the court is called the  
\_\_\_\_\_.

**W**  
A person who sees  
a crime is a  
\_\_\_\_\_.

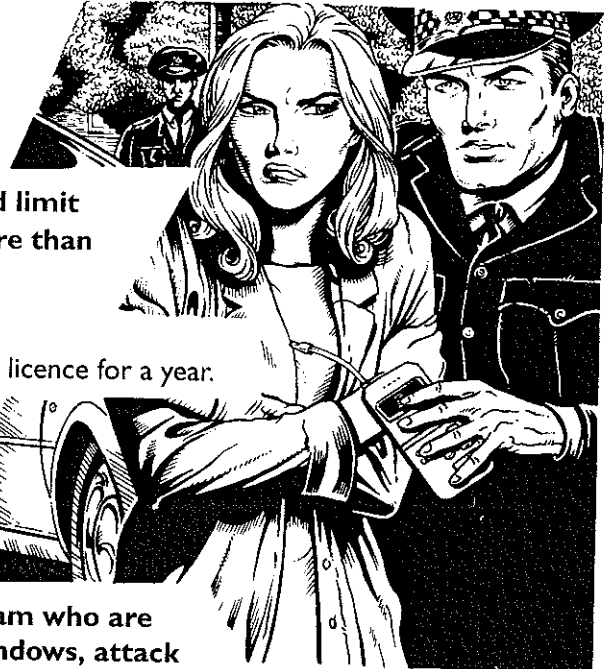
**X**  
Security guards use  
\_\_\_\_\_ machines at airports  
to catch smugglers.

**Y**  
\_\_\_\_\_ people who commit  
crimes are often given  
community service.

**Z**  
The drunk driver  
ran over a man on a  
\_\_\_\_\_ crossing.

1 A local politician is found guilty in court of taking a bribe and giving a building contract to his brother-in-law. What does the politician deserve?

- a) He should be made to resign from his party.
- b) He should go to prison for \_\_\_\_\_. (How long?)
- c) He should be fined \_\_\_\_\_. (How much?)
- d) (Other?) \_\_\_\_\_



2 A business executive is stopped for breaking the speed limit and breathalysed by the police. The executive has more than three times the legal level of alcohol in her blood. What punishment does she deserve?

- a) She should be fined \_\_\_\_\_ (How much?) and lose her licence for a year.
- b) She should go to prison for \_\_\_\_\_. (How long?)
- c) She should lose her licence for life.
- d) (Other?) \_\_\_\_\_

3 Football hooligans arrive in a town to support their team who are playing in a cup match. They get drunk, break shop windows, attack football fans from the local team and terrorize the town. 150 are arrested. What punishment do they deserve?

- a) They should be fined \_\_\_\_\_. (How much?)
- b) They should go to prison for \_\_\_\_\_. (How long?)
- c) They should be banned for life from all football matches.
- d) (Other?) \_\_\_\_\_

4 A group of armed political activists (from a country which has an extreme military dictatorship) hijack a plane full of tourists and in return for their release demand political asylum in Europe. They are arrested by soldiers at Heathrow Airport in London. What punishment do they deserve?

- a) They should be sent back to their country.
- b) They should be sent to prison for \_\_\_\_\_. (How long?)
- c) They should be given political asylum.
- d) (Other?) \_\_\_\_\_

5 A fifteen-year-old girl on a school trip abroad is arrested outside a department store. She has five CDs in her bag which have not been paid for. She is taken to court and is charged with shoplifting. What should happen?

- a) She should be sent home without punishment.
- b) She should be made to stay in the country and do community service.
- c) Her parents should be made to pay a fine. (How much?)
- d) (Other?) \_\_\_\_\_





## A

- 1 I apologized to Ros \_\_\_\_\_ the book she'd lent me.
- 2 We regretted staying in that hotel – it was awful.
- 3 Antonio promised \_\_\_\_\_ to her after the holiday.
- 4 The hijackers threatened to kill all the passengers.
- 5 Harry admitted \_\_\_\_\_ about his age.
- 6 The bank robber told the customers not to move.
- 7 She asked me if \_\_\_\_\_ to Paris before.
- 8 The shoplifter denied stealing the clothes.
- 9 I asked my neighbour \_\_\_\_\_ the music because we couldn't sleep.
- 10 The police asked me what my name was and where I lived.
- 11 The doctor advised me (-) \_\_\_\_\_ so much coffee.
- 12 Our teacher insisted on buying everybody a drink after the class.

## B

- 1 I apologized to Ros for losing the book she'd lent me.
- 2 We regretted \_\_\_\_\_ that hotel – it was awful.
- 3 Antonio promised to write to her after the holiday.
- 4 The hijackers threatened \_\_\_\_\_ all the passengers.
- 5 Harry admitted lying about his age.
- 6 The bank robber told the customers (-) \_\_\_\_\_.
- 7 She asked me if I had been to Paris before.
- 8 The shoplifter denied \_\_\_\_\_ the clothes.
- 9 I asked my neighbour to turn down the music because we couldn't sleep.
- 10 The police asked me what \_\_\_\_\_ and where I lived.
- 11 The doctor advised me not to drink so much coffee.
- 12 Our teacher insisted \_\_\_\_\_ everybody a drink after the class.

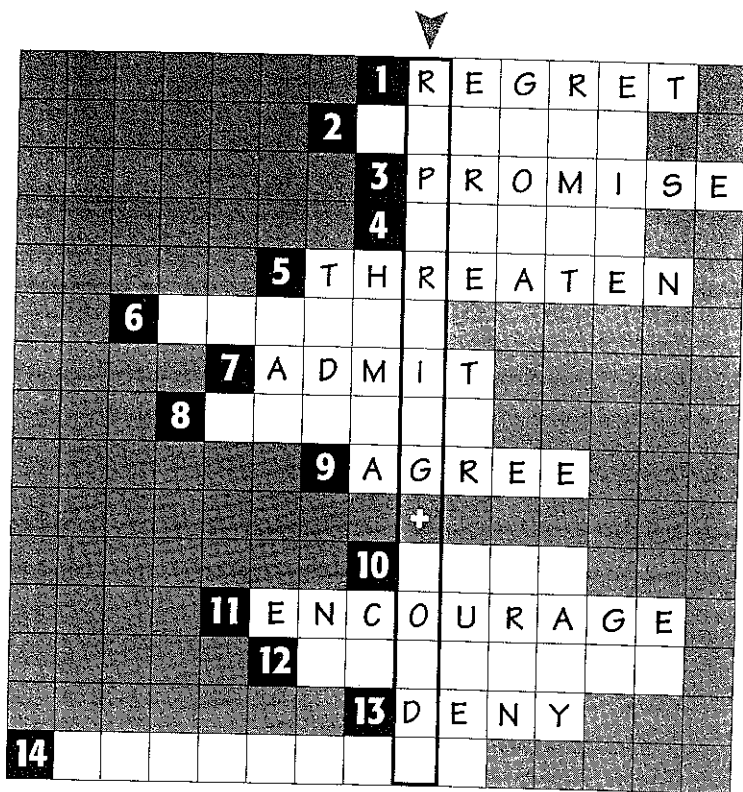
A

- 1 Look at your first verb. Communicate it to B by giving examples in direct speech of this verb, e.g. for word 1 REGRET:

*I wish I hadn't spent so much money yesterday.*

Carry on until B guesses it. You mustn't say the verb itself.

- 2 Listen to B's example sentences. Try to guess what verb you would use to report the sentence. Write the verb in 2.
- 3 Continue with the other verbs. What's the mystery phrase?



B

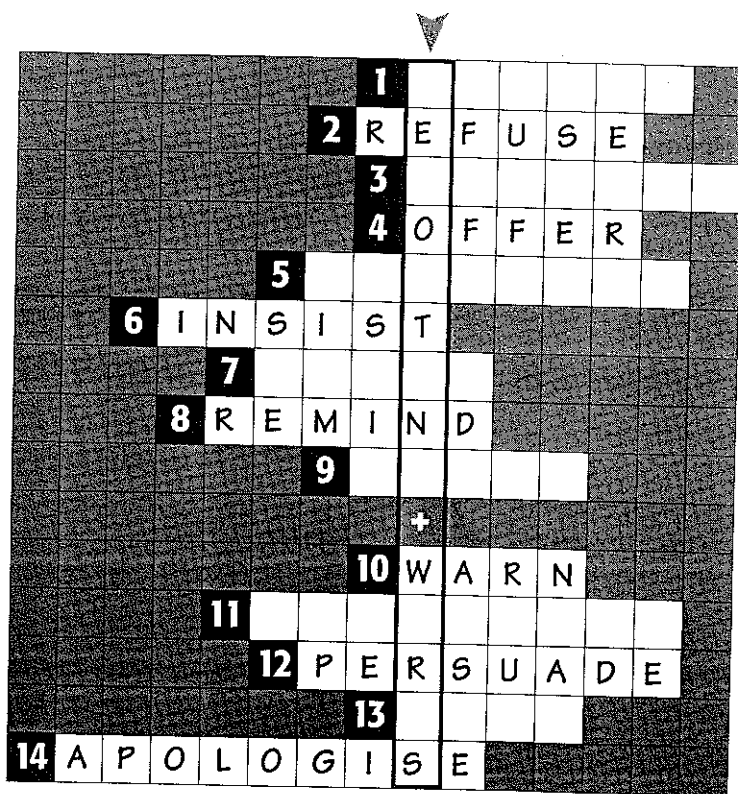
- 1 Listen to A's example sentences. Try to guess what verb you would use to report the sentence. Write the verb in 1.

- 2 Look at your first verb. Communicate it to A by giving examples in direct speech of this verb, e.g. for word 2 REFUSE:

*No, I won't do it.*

Carry on until A guesses it. You mustn't say the verb itself.

- 3 Continue with the other verbs. What's the mystery phrase?



FOLD HERE  
▼

1 <b>Although</b> we advertised the product on TV ...	a a check-up.
2 He cheated in the exam <b>because</b> ...	b lost.
3 Her dress was awful but I said I liked it <b>so as not to</b> ...	c wouldn't leave fingerprints.
4 <b>In spite of</b> playing brilliantly, England ...	d it didn't sell very well.
5 There was a terrible traffic jam on the motorway <b>because of</b> ...	e he hadn't studied for it.
6 She admitted she had married him <b>for</b> ...	f hurt her feelings.
7 I must remember to phone the restaurant <b>to</b> ...	g somebody stole my car.
8 <b>Despite the fact that</b> they're divorced now ...	h an accident.
9 I went to the doctor's yesterday <b>for</b> ...	i the bad weather.
10 The burglar wore gloves <b>so that</b> he ...	j his money.
11 <b>Even though</b> I had a very expensive car alarm ...	k book a table.
12 The airport was closed yesterday <b>because of</b> ...	l they still get on very well.

- 1 Read the lyrics of the song. In most lines there is one word missing. Listen once and mark where the missing words go.
- 2 Listen again. What are the missing words?

### Wonderful tonight

It's late in the evening, she's wondering what to wear.

2 She puts on her make up and brushes her long hair.

And then she asks me, 'Do I look all right?'

4 And I say, 'You look wonderful tonight.'

We go to a party and everyone turns to

6 This beautiful lady that's walking with me.

And she asks me, 'Do you feel all right?'

8 And I say, 'Yes, I feel wonderful tonight.'

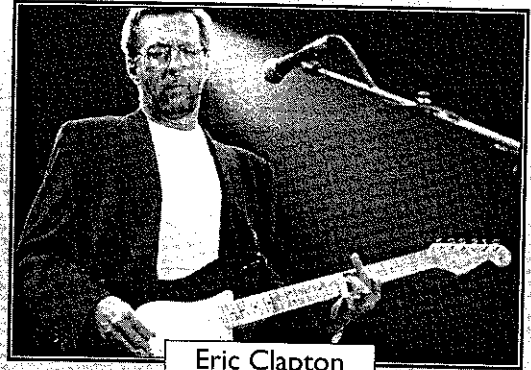
I feel wonderful because I see the love in your eyes.

10 And the wonder of it all is that you don't realize

How I love you.

12 It's time to go home and I've got an aching head,  
so I give her the keys, she helps me to bed.

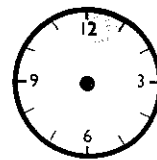
14 And then I tell her as I turn out the light, I say,  
'Darling, you were wonderful tonight.'



Eric Clapton

*Wonderful tonight* was written by the blues guitarist Eric Clapton about his wife, the model Patti Boyd in 1977. It became one of his biggest hits.





1 In five minutes try to make twelve phrases matching a verb from the box with a phrase below.

be	cheat	commit	go	keep	market
pay	pretend	rob	set up	steal	tell

- 1 \_\_\_\_\_ a secret
- 2 \_\_\_\_\_ a product
- 3 \_\_\_\_\_ a fine
- 4 \_\_\_\_\_ to be ill
- 5 \_\_\_\_\_ in an exam
- 6 \_\_\_\_\_ a bank
- 7 \_\_\_\_\_ a company
- 8 \_\_\_\_\_ somebody's wallet
- 9 \_\_\_\_\_ a lie
- 10 \_\_\_\_\_ bankrupt
- 11 \_\_\_\_\_ a crime
- 12 \_\_\_\_\_ successful

2 In five minutes try to make sixteen phrases by putting the words in the box in the right column.

an alibi	your hair cut	an operation	sb to court
business	the housework	an overdose	sense
an effort	into account	a profit	a sense of humour
an experiment	marketing	sb redundant	sth seriously

make	do	take	have

3 Test a partner. Say an expression for your partner to say the verb phrase.

Example: A *a fine* B *pay a fine*

1 In pairs, complete the sentences with the correct form of go (to go, go or going). Use your instinct.

VERB

- 1 I like/love/enjoy \_\_\_\_\_ to parties. \_\_\_\_\_
- 2 I'd really like \_\_\_\_\_ to Kenya. \_\_\_\_\_
- 3 I might \_\_\_\_\_. I'm not sure. \_\_\_\_\_
- 4 I insisted on \_\_\_\_\_ with them. \_\_\_\_\_
- 5 I can't afford \_\_\_\_\_ out every night. \_\_\_\_\_
- 6 I really miss \_\_\_\_\_ to yoga classes but I don't have time any more. \_\_\_\_\_
- 7 I like/love/enjoy \_\_\_\_\_ for long walks. \_\_\_\_\_
- 8 I need \_\_\_\_\_ to the hairdresser's. \_\_\_\_\_
- 9 I mustn't stop! I must keep \_\_\_\_\_. \_\_\_\_\_
- 10 I regret \_\_\_\_\_ to a boarding school. I hated it. \_\_\_\_\_
- 11 I used \_\_\_\_\_ abroad a lot. \_\_\_\_\_
- 12 I wasn't allowed \_\_\_\_\_ out after 10 p.m. when I was a teenager. \_\_\_\_\_
- 13 I'm afraid of \_\_\_\_\_ out on my own at night. \_\_\_\_\_
- 14 I'm lost. I haven't got a clue where \_\_\_\_\_. \_\_\_\_\_
- 15 I'm looking forward to \_\_\_\_\_ on holiday. \_\_\_\_\_
- 16 I don't think it's worth \_\_\_\_\_ to see my bank manager. \_\_\_\_\_
- 17 I won't let my children \_\_\_\_\_ to the pop concert. \_\_\_\_\_
- 18 Don't worry! I'll remind you \_\_\_\_\_ to the bank. \_\_\_\_\_
- 19 I must \_\_\_\_\_ and see my bank manager. \_\_\_\_\_
- 20 I can't get used to \_\_\_\_\_ to work by car. \_\_\_\_\_
- 21 I refused \_\_\_\_\_ with them. \_\_\_\_\_
- 22 I accused him of \_\_\_\_\_ home early. \_\_\_\_\_
- 23 I advised them not \_\_\_\_\_ to that hotel. \_\_\_\_\_
- 24 I invited her \_\_\_\_\_ to the opera. \_\_\_\_\_
- 25 I apologised to the boss for \_\_\_\_\_ home early yesterday. \_\_\_\_\_
- 26 I'm planning \_\_\_\_\_ to Scotland next summer. \_\_\_\_\_
- 27 Did you remember \_\_\_\_\_ to the post office? \_\_\_\_\_
- 28 I remember \_\_\_\_\_ to that village when I was a child. \_\_\_\_\_
- 29 I think it's important \_\_\_\_\_ to the dentist regularly. \_\_\_\_\_
- 30 \_\_\_\_\_ to bed late makes you feel tired the next day. \_\_\_\_\_

2 Cover the VERB column. Test yourself. Can you say the sentences correctly?

**A You are the suspect.**

You have been accused of committing a **robbery** which took place last night at 8.00 p.m. when the end-of-year exam and a large amount of money was stolen from the school safe in the director's office. You have denied the charges and your alibi is that you spent all evening with your friend B. You are going to be interviewed separately by the police and you must tell exactly the same story. If the police find **TWO** or more differences in your stories they will decide that they have enough evidence and that you are guilty of committing the crime.

You have ten minutes to prepare together a detailed alibi for last night from **6.00 p.m.** (when you left the school) **until 11.00 p.m.** During that time you also **went shopping, had a meal and saw a film**. Be prepared to also answer questions about:

- what you were both wearing
- what you had to eat and drink
- how you travelled
- how much you spent, etc.

**B You are A's friend and alibi.**

Your friend has been accused of committing a **robbery** which took place last night at 8.00 p.m. when the end-of-year exam and a large amount of money was stolen from the school safe in the director's office. Your friend has denied the charges and says he/she spent all evening with you. You are going to be interviewed separately by the police and you must tell exactly the same story. If the police find **TWO** or more differences in your stories they will decide that they have enough evidence and that your friend is guilty of committing the crime.

You have ten minutes to prepare together a detailed alibi for last night from **6.00 p.m.** (when you left the school) **until 11.00 p.m.** During that time you also **went shopping, had a meal and saw a film**. Be prepared to also answer questions about:

- what you were both wearing
- what you had to eat and drink
- how you travelled
- how much you spent, etc.

**You are police inspectors**

Last night at 8.00 p.m. there was a **robbery** at the school when the end-of-year exam and a large amount of money was stolen from the school safe in the director's office.

You are going to interview **A** (the suspect) and **B** (his/her alibi), who are both students at the school. They say that **they were together all evening**. You have to try to prove that they are lying. If you can find at least **TWO** differences in their story then you have enough evidence that they are lying and that **A** is guilty of the crime.

You have ten minutes to prepare questions to ask the suspects. According to their alibi they **left the school at 6.00 p.m.**, they **went shopping, had a meal and saw a film** and were together until **11.00 p.m.** You can also ask questions about:

- what they were both wearing
- what they had to eat and drink
- how they travelled
- how much they spent, etc.



1 Complete the sentences with *like, as* or *-*.

LIKE/AS/-

- 1 He smokes \_\_\_\_\_ a chimney. \_\_\_\_\_
- 2 Please do exactly \_\_\_\_\_ I say. \_\_\_\_\_
- 3 I look \_\_\_\_\_ my mother. \_\_\_\_\_
- 4 This sauce smells \_\_\_\_\_ wonderful. Can I try some? \_\_\_\_\_
- 5 This tastes \_\_\_\_\_ if you haven't put any salt in. Have you? \_\_\_\_\_
- 6 \_\_\_\_\_ I was saying, we need to increase our sales this year. \_\_\_\_\_
- 7 Fortunately our new boss is nothing \_\_\_\_\_ our old one. \_\_\_\_\_
- 8 We can use my office \_\_\_\_\_ a meeting room. \_\_\_\_\_
- 9 The beds in the hotel were so hard it was \_\_\_\_\_ sleeping on the floor. \_\_\_\_\_
- 10 That sounds \_\_\_\_\_ Pat's car. Go and see if he's arrived. \_\_\_\_\_
- 11 I worked \_\_\_\_\_ a waiter in London. \_\_\_\_\_
- 12 You can't go out dressed \_\_\_\_\_ that! \_\_\_\_\_
- 13 \_\_\_\_\_ usual, he turned up fifteen minutes late. \_\_\_\_\_
- 14 Your hair feels \_\_\_\_\_ very soft. Have you washed it? \_\_\_\_\_
- 15 \_\_\_\_\_ most people, I hate all household jobs. \_\_\_\_\_
- 16 You look \_\_\_\_\_ a bit pale. Are you feeling OK? \_\_\_\_\_
- 17 \_\_\_\_\_ we expected, sales went up after the advertising campaign. \_\_\_\_\_
- 18 This wine's delicious. It tastes \_\_\_\_\_ really smooth and fruity. \_\_\_\_\_
- 19 That cake smells \_\_\_\_\_ if it's burning. \_\_\_\_\_
- 20 There are a few points to discuss, \_\_\_\_\_ who will organize the food. \_\_\_\_\_
- 21 I didn't recognize your voice. You sound just \_\_\_\_\_ your sister. \_\_\_\_\_
- 22 This film sounds \_\_\_\_\_ interesting. Shall I read you the review? \_\_\_\_\_
- 23 The air-conditioning wasn't working and the office was \_\_\_\_\_ an oven. \_\_\_\_\_
- 24 Let's have a big party, \_\_\_\_\_ we used to do years ago. \_\_\_\_\_
- 25 Cruel sports such \_\_\_\_\_ fox hunting should be banned. \_\_\_\_\_
- 26 Are you sure this is coffee? It tastes \_\_\_\_\_ tea. \_\_\_\_\_
- 27 When I stayed in the five star hotel I felt \_\_\_\_\_ a pop star! \_\_\_\_\_
- 28 Stop treating me \_\_\_\_\_ if I was ten years old. \_\_\_\_\_
- 29 You can do many water sports here, \_\_\_\_\_ waterskiing and surfing. \_\_\_\_\_
- 30 I don't feel \_\_\_\_\_ going out tonight. Let's stay in. \_\_\_\_\_

2 Work out your score.

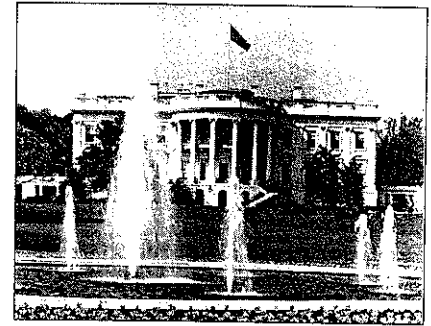
/30

<b>snow</b> cold white winter Christmas	<b>ghost</b> dead spirit white spooky	<b>ambulance</b> hospital accident ill van	<b>mirror</b> glass yourself wall reflection
<b>perfume</b> bottle expensive women nice	<b>headache</b> aspirin stress pain eyes	<b>zebra</b> horse stripes black Africa	<b>onions</b> vegetable white cry cut
<b>flamenco</b> Spain/Spanish guitar dance gypsy	<b>vinegar</b> salad liquid sour wine	<b>an (open) fire</b> cosy warm wood burn	<b>moon</b> bright night planet sky
<b>plane</b> pilot fly(ing) sky travel	<b>wheel</b> round car move bike	<b>rubbish bin</b> throw away kitchen sink empty	<b>cactus</b> plant desert water thorn
<b>candle</b> light burn birthday cake	<b>camembert</b> strong cheese France/French round	<b>lemon</b> fruit yellow sour citrus	<b>violin</b> instrument strings orchestra play
<b>mosquito</b> insect fly bite summer	<b>curry</b> spicy dish India rice	<b>a sheep</b> animal white wool lamb	<b>spaghetti</b> pasta Italy food long

1 Complete the sentences with the correct form of the passive.

2 In pairs, decide if the information is T (true) or F (false).

1 The American president's residence, the White House used to be grey. After a battle in 1814, the city of Washington \_\_\_\_\_ (capture) by the British. It \_\_\_\_\_ (say) that the White House \_\_\_\_\_ (paint) white to cover up the smoke stains.



2 It \_\_\_\_\_ (believe) that the American national sport baseball \_\_\_\_\_ (base) on an Australian game called 'Hit and Run' which \_\_\_\_\_ first \_\_\_\_\_ (play) by prisoners. The expression 'home run' \_\_\_\_\_ (introduce) because many of these convicts managed to escape while playing the game.



3 *Titanic 2* \_\_\_\_\_ (film) at the moment in Iceland. The story of the survivors in the lifeboats \_\_\_\_\_ (tell) in the film. Mary Chapin, 102, the only living survivor of the tragedy, \_\_\_\_\_ (ask) to help with the details of the tragedy.

4 It \_\_\_\_\_ (say) that the film director Woody Allen has one of the largest collections of matchboxes in the U.S.A. He began collecting at the age of nine when he became fascinated by the variety of matchboxes which \_\_\_\_\_ (give away) in hotels and restaurants. Since this fact became public he \_\_\_\_\_ (send) hundreds more by fans.

5 All guests entering Microsoft boss Bill Gates' mansion \_\_\_\_\_ (make) to wear an electronic badge which says 'Microsoft is King'. In this way guests can easily \_\_\_\_\_ (detect) when they move round the huge house.



6 It \_\_\_\_\_ (believe) that Levi jeans \_\_\_\_\_ originally \_\_\_\_\_ (call) 'Genes' because the material they \_\_\_\_\_ (make) from came from Genoa in Italy.

7 One of Carl Lewis' Olympic gold medals \_\_\_\_\_ (include) in a box of famous American objects which \_\_\_\_\_ (send) on the spaceship for the next lunar mission. All the objects, which represent great moments in American history, \_\_\_\_\_ (leave) on the moon. They also include one of Madonna's bras.

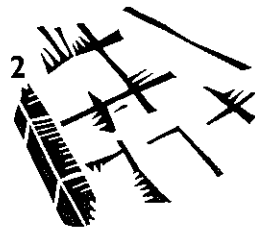


Write the words for each picture in British (UK) and American English (US).



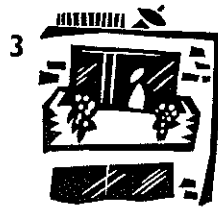
UK \_\_\_\_\_

US \_\_\_\_\_



UK \_\_\_\_\_

US \_\_\_\_\_



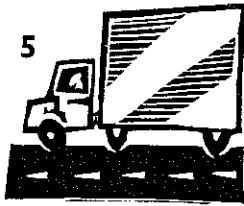
UK \_\_\_\_\_

US \_\_\_\_\_



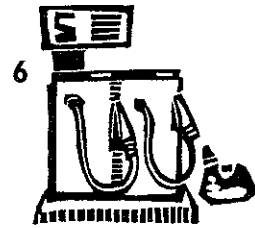
UK \_\_\_\_\_

US \_\_\_\_\_



UK \_\_\_\_\_

US \_\_\_\_\_



UK \_\_\_\_\_

US \_\_\_\_\_



UK \_\_\_\_\_

US \_\_\_\_\_



UK \_\_\_\_\_

US \_\_\_\_\_



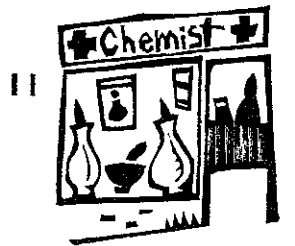
UK \_\_\_\_\_

US \_\_\_\_\_



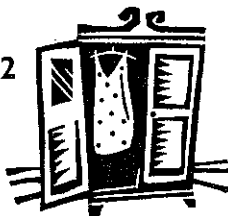
UK \_\_\_\_\_

US \_\_\_\_\_



UK \_\_\_\_\_

US \_\_\_\_\_



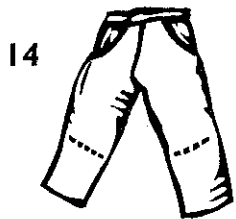
UK \_\_\_\_\_

US \_\_\_\_\_



UK \_\_\_\_\_

US \_\_\_\_\_



UK \_\_\_\_\_

US \_\_\_\_\_



UK \_\_\_\_\_

US \_\_\_\_\_

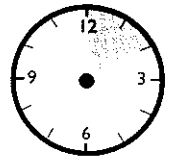
**British English**

sweets	lorry
trousers	tap
autumn	garden
pavement	rubbish
shop	underground
flat	lift
wardrobe	chemist's
petrol	

**US English**

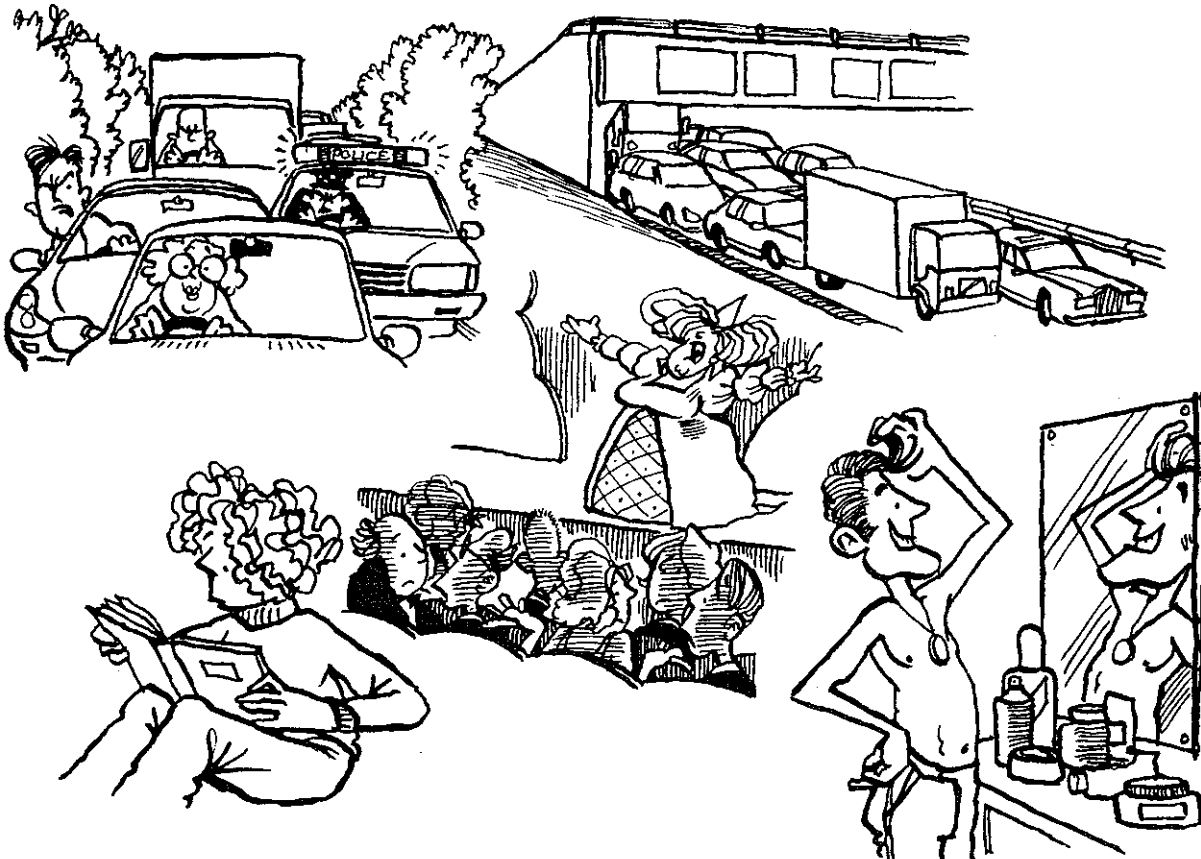
apartment	pants
candy	pharmacy
closet	sidewalk
elevator	store
fall	subway
faucet	truck
garbage	yard
gas	

1 Try to complete all the sentences in ten minutes.



- 1 My grandmother drives so \_\_\_\_\_ that the police keep stopping her.
- 2 It was such \_\_\_\_\_ that we decided not to go out.
- 3 The hotel bed was so \_\_\_\_\_ that I didn't wake up until 11 in the morning.
- 4 It was such \_\_\_\_\_ that everybody failed it.
- 5 Look at that man over there! He's so \_\_\_\_\_ he must be a basketball player.
- 6 It was such \_\_\_\_\_ that we ordered another bottle.
- 7 There was so \_\_\_\_\_ that it took me hours to get here by car.
- 8 The soprano had such \_\_\_\_\_ that the audience started shouting.
- 9 It was such \_\_\_\_\_ that the spectators left early.
- 10 My sister's so \_\_\_\_\_ that she never buys anybody a present.
- 11 It was such \_\_\_\_\_ that I immediately re-read it.
- 12 He's so \_\_\_\_\_ he must be a model or an actor.
- 13 In that quiz show they ask such \_\_\_\_\_ that everyone always knows the answers.
- 14 It was such \_\_\_\_\_ that all the students went to sleep.
- 15 You're so \_\_\_\_\_ you probably think this song is about you.

2 Look at the pictures and remember the sentences.



## Round 1

■ Answer the questions.



- 1 When was William Shakespeare born?  
a) 1564 b) 1664 c) 1764
- 2 Which British monarch was on the throne when Shakespeare was born?  
a) Henry VIII b) Elizabeth I c) Charles I
- 3 Where was he born?  
a) Oxford b) Stratford c) London
- 4 What was Shakespeare's original profession?  
a) a builder b) a lawyer c) an actor
- 5 How many plays did Shakespeare write?  
a) 7 b) 37 c) 57
- 6 What was the name of Shakespeare's theatre in London?  
a) The Globe b) The Apollo c) The Cambridge
- 7 When Shakespeare died, which of these things did he leave his wife?  
a) his plays b) a lot of money c) his bed
- 8 Who played the part of Shakespeare in the film *Shakespeare in Love*?  
a) Laurence Olivier  
b) Joseph Fiennes  
c) Kenneth Branagh



## Round 2

■ Correct the names of the plays.

- 9 The Merchant of Amsterdam
- 10 Queen Lear
- 11 Andrew and Cleopatra
- 12 A Midsummer Day's Dream
- 13 King Kevin the Fifth



## Round 3

■ Match the quotation to the correct play.

*'What's in a name?  
That which we call a rose by any  
other name would smell as sweet.'*

14

*'Friends, Romans, countrymen,  
lend me your ears.'*

15

*'A horse, a horse,  
my kingdom for a horse.'*

16

*'To be or not to be,  
that is the question.'*

17

*'O, beware my lord, of jealousy.  
It is the green-eyed monster.'*

18

King Richard III

Julius Caesar

Hamlet

Othello

Romeo and Juliet

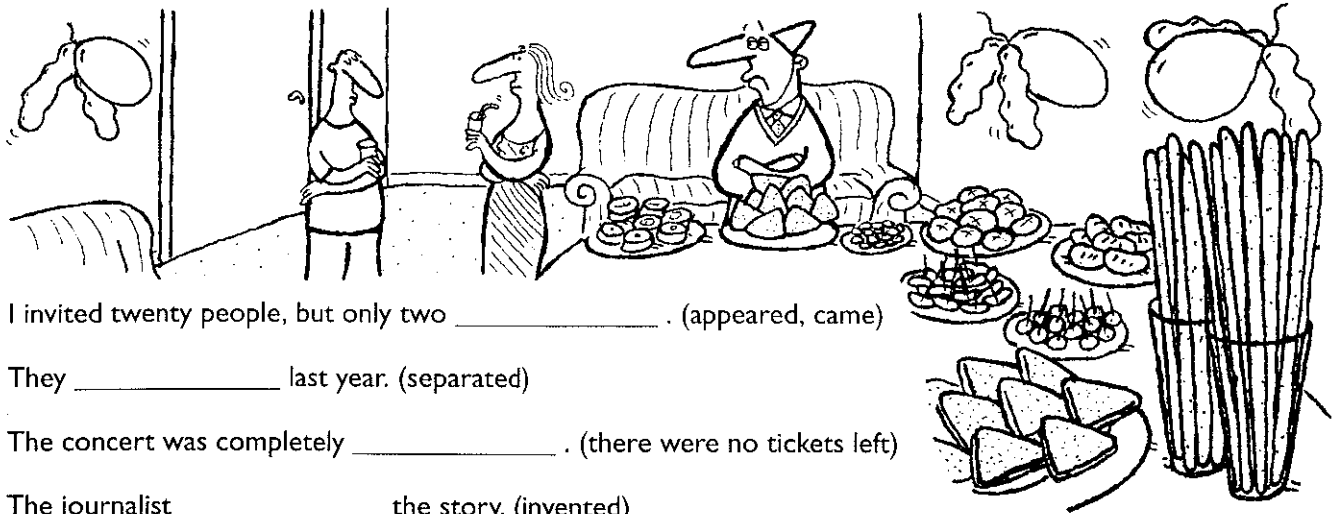
Put the verbs in the correct tenses.

- 1 By this time next week we \_\_\_\_\_ our exams. (finish)
- 2 You'll easily recognize me. I \_\_\_\_\_ a white jacket and a blue tie. (wear)
- 3 My hair's too long. I'm going to \_\_\_\_\_ it \_\_\_\_\_ this afternoon. (cut)
- 4 You shouldn't \_\_\_\_\_ him. You knew he couldn't keep secrets. (tell)
- 5 I wish I \_\_\_\_\_ my camera. The view is amazing from here! (not forget)
- 6 It was my fault. If I hadn't had that cup of coffee we \_\_\_\_\_ the train. (not miss)
- 7 You would have seen them if you \_\_\_\_\_ five minutes earlier. (come)
- 8 Karen's very late. She might \_\_\_\_\_. The house is difficult to find. (get lost)
- 9 Switch the TV off! You \_\_\_\_\_ for at least three hours. (watch)
- 10 I think he wishes he \_\_\_\_\_ more free time. (have)
- 11 I didn't recognize you! How long \_\_\_\_\_ a beard? (have)
- 12 You would cry too if it \_\_\_\_\_ to you. (happen)
- 13 I'll tell him as soon as he \_\_\_\_\_. (arrive)
- 14 I can't get used to \_\_\_\_\_ at 5.00 a.m. every day. (get up)
- 15 Do you know what time the show \_\_\_\_\_? (finish)
- 16 The pickpocket denied \_\_\_\_\_ my wallet. (steal)
- 17 The travel agent advised us \_\_\_\_\_ in that region. (not travel)
- 18 A Sorry I'm late. How long \_\_\_\_\_? (wait)  
B For half an hour!
- 19 As soon as I saw her red eyes I realised she \_\_\_\_\_. (cry)
- 20 We \_\_\_\_\_ about it since last week. (know)

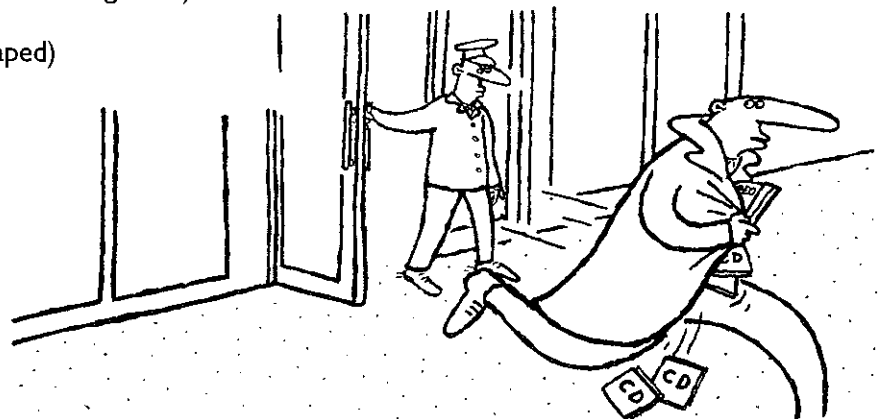
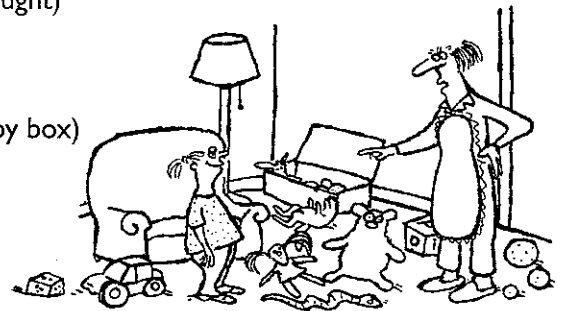
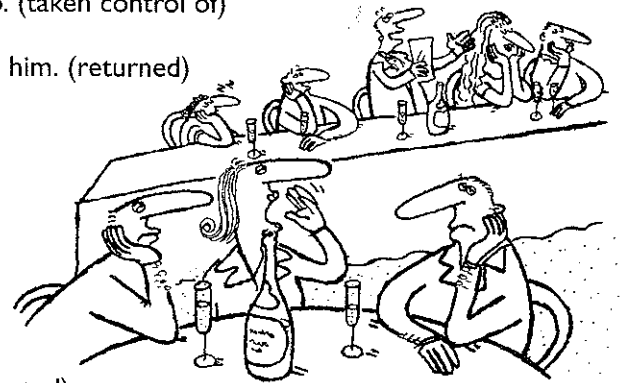
TOTAL  /20



<p><b>Phrasal verbs</b></p> <p>take after bring up break down go on (talking) cross out (a word) look forward to look up (a word) write down</p>	<p><b>The media</b></p> <p>the headlines biased the front page the press take a photo commercials/adverts a chat show TV channels</p>	<p><b>Adverbs</b></p> <p>especially in the end gradually ideally nearly unfortunately slightly rather</p>	<p><b>Health and medicine</b></p> <p>a hypochondriac side effects have a day off blood pressure take an overdose the operating theatre a ward pregnant</p>
<p><b>Science and computers</b></p> <p>do research a guinea pig do an experiment a laptop search for information a keyboard software a website</p>	<p><b>Verbs</b></p> <p>remind (sb to do sth) it doesn't matter argue recommend apologise encourage deny threaten</p>	<p><b>History and politics</b></p> <p>a dictator a civil war defeat (vb) surrender a political party left-wing general elections a citizen</p>	<p><b>Fashion</b></p> <p>designer clothes out of fashion window shopping hang your coat up it suits you a silk scarf a tight skirt a dressing gown</p>
<p><b>Men and women</b></p> <p>equal rights discrimination politically correct the breadwinner selfish vain communicative a 'new man'</p>	<p><b>Houses and decoration</b></p> <p>blinds a fireplace the ceiling a detached house a gate cosy lock the door tidy your room</p>	<p><b>Animals and conservation</b></p> <p>an owl a kitten feathers a pet a stag night the black sheep of the family hunting a cage</p>	<p><b>Crime and punishment</b></p> <p>kidnapping smuggle a burglar guilty pay a fine the jury evidence a trial</p>
<p><b>Business</b></p> <p>export (vb) set up a company expand make a loss go bankrupt the staff a colleague a client</p>	<p><b>Humour</b></p> <p>have a sense of humour tell a joke a comedian witty make fun of somebody irony pull someone's leg have fun</p>	<p><b>Adjectives</b></p> <p>hooked on mad about starving filthy spooky damp rough devastated</p>	<p><b>Truth and lies</b></p> <p>tell the truth a liar cheat in an exam pretend keep a secret be caught out a white lie deceive someone</p>



- 1 I invited twenty people, but only two \_\_\_\_\_ . (appeared, came)
- 2 They \_\_\_\_\_ last year. (separated)
- 3 The concert was completely \_\_\_\_\_ . (there were no tickets left)
- 4 The journalist \_\_\_\_\_ the story. (invented)
- 5 These shoes have \_\_\_\_\_ in two months. (become too old to use)
- 6 I \_\_\_\_\_ the cost of the holiday. (calculated)
- 7 An international chain has \_\_\_\_\_ the coffee shop. (taken control of)
- 8 I \_\_\_\_\_ him \_\_\_\_\_ the money I owed him. (returned)
- 9 I can't \_\_\_\_\_ that noise any more. (tolerate)
- 10 I don't \_\_\_\_\_ going out tonight. (want to)
- 11 He \_\_\_\_\_ speaking for an hour. (continued)
- 12 His jacket doesn't \_\_\_\_\_ his trousers. (match)
- 13 She \_\_\_\_\_ a new software company last year. (started)
- 14 The bank robber \_\_\_\_\_ the crime. (did it but wasn't caught)
- 15 He \_\_\_\_\_ his friend outside the bank. (collected)
- 16 \_\_\_\_\_ your toys \_\_\_\_\_ ! (put them in the toy box)
- 17 The cinema has been \_\_\_\_\_ a burger bar. (converted)
- 18 She \_\_\_\_\_ her cigarette. (extinguished)
- 19 He's \_\_\_\_\_ his operation. (recovering from)
- 20 The shoplifter \_\_\_\_\_ . (escaped)



TOTAL  /20

I was named after my grandmother.

Unfortunately I'm not very good at telling jokes.

I've never met such a hypochondriac.

I used to be addicted to ice cream.

If I'd known how dangerous it was, I wouldn't have gone.

It must have been awful to be married to Henry VIII.

She was wearing high-heeled black boots.

I wish men were better at ironing.

You shouldn't have put a picture above your bed – it's bad *feng-shui*.

Chimpanzees are more intelligent than some people I know.

Every time I hear that song I remember our first kiss.

What the clairvoyant told me came true.

I was accused of shoplifting.

Everything he told me was a lie.

In spite of being a boy he wanted a Barbie doll.

INFINITIVE	PAST	PAST PARTICIPLE
be	was/were	been
beat	beat	beaten
become	became	become
begin	began	begun
bend	bent	bent
bet	bet	bet
bite	bit	bitten
blow	blew	blown
break	broke	broken
bring	brought	brought
broadcast	broadcast	broadcast
build	built	built
burn	burned/burnt	burned/burnt
burst	burst	burst
buy	bought	bought
can	could	
catch	caught	caught
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
deal	dealt /dɔːlt/	dealt
dig	dug	dug
do	did	done
draw	drew	drawn
dream	dreamed/dreamt	dreamed/dreamt
drink	drank	drunk
drive	drove	driven
eat	ate	eaten
fall	fell	fallen
feed	fed	fed
feel	felt	felt
fight	fought	fought
find	found	found
fly	flew	flown
forbid	forbade	forbidden
forget	forgot	forgotten
forgive	forgave	forgiven
freeze	froze	frozen
get	got	got
give	gave	given
go	went	gone
grow	grew	grown
hang	hung	hung
have	had	had
hear	heard	heard
hide	hid	hidden
hit	hit	hit
hold	held	held
hurt	hurt	hurt
keep	kept	kept
kneel	knelt	knelt
know	knew	known
lay	laid	laid
lead	led	led

INFINITIVE	PAST	PAST PARTICIPLE
learn	learned/learnt	learned/learnt
leave	left	left
lend	lent	lent
let	let	let
lie	lay	lain
light	lit	lit
lose	lost	lost
make	made	made
mean	meant	meant
meet	met	met
pay	paid	paid
put	put	put
read	read	read
ride	rode	ridden
ring	rang	rung
rise	rose	risen
run	ran	run
say	said	said
see	saw	seen
sell	sold	sold
send	sent	sent
set	set	set
shake	shook	shaken
shine	shone	shone
shoot	shot	shot
show	showed	shown
shrink	shrank	shrunk
shut	shut	shut
sing	sang	sung
sink	sank	sunk
sit	sat	sat
sleep	slept	slept
smell	smelled/smelt	smelled/smelt
speak	spoke	spoken
spend	spent	spent
spill	spilled/spilt	spilled/spilt
spoil	spoiled/spoilt	spoiled/spoilt
spread /spreɪd/	spread	spread
stand	stood	stood
steal	stole	stolen
stick	stuck	stuck
swear /sweə/	swore	sworn
swim	swam	swum
take	took	taken
teach	taught	taught
tear /teə/	tore	torn
tell	told	told
think	thought	thought
throw	threw	thrown
understand	understood	understood
wake	woke	woken
wear	wore	worn
win	won	won
write	wrote	written

## Verb + preposition

- Cover the PREPOSITION column. Test yourself.

### EXAMPLE

	PREPOSITION
1 I don't agree <input type="text"/> you.	with
2 She accused him <input type="text"/> lying.	of
3 I've applied <input type="text"/> a new job.	for
4 He apologized <input type="text"/> arriving late.	for
5 I asked <input type="text"/> a cup of coffee.	for
6 We arrived <input type="text"/> Paris at 4.00.	in
7 She arrived <input type="text"/> the airport.	at
8 Do you believe <input type="text"/> UFOs?	in
9 This house belongs <input type="text"/> my mother.	to
10 He borrowed some money <input type="text"/> his sister.	from
11 The course consists <input type="text"/> five days of practical classes.	of
12 The car crashed <input type="text"/> a tree.	into
13 Everything depends <input type="text"/> the weather.	on
14 We're going to divide the house <input type="text"/> two flats.	into
15 Could you explain that <input type="text"/> me again, please?	to
16 Have you heard <input type="text"/> a composer called Messiaen?	of
17 Have you heard <input type="text"/> your mother recently?	from
18 She fell <input type="text"/> love <input type="text"/> an Italian boy.	in, with
19 I got <input type="text"/> London at 6.00.	to
20 What happened <input type="text"/> him in the end?	to
21 Don't laugh <input type="text"/> me! It's not funny.	at
22 Can you pay <input type="text"/> my coffee?	for
23 I prefer doing sport <input type="text"/> watching it.	to
24 The smell of candles reminds me <input type="text"/> Christmas.	of
25 Did you speak/talk <input type="text"/> the boss <input type="text"/> your contract?	to, about
26 She's going to specialize <input type="text"/> paediatrics.	in
27 I hope you succeed <input type="text"/> finding a job.	in
28 He's suffering <input type="text"/> a broken heart.	from
29 I'm thinking <input type="text"/> going to Ireland this summer.	of/about (= plans)
30 What do you think <input type="text"/> my new shoes?	of (= opinion)
31 What are you thinking <input type="text"/> ?	about (= reflection)
32 Her book has been translated <input type="text"/> 20 languages.	into
33 Don't worry <input type="text"/> anything.	about

- Add more verbs + prepositions to this page.

## Adjective + preposition

- Cover the PREPOSITION column. Test yourself.

### EXAMPLE

	PREPOSITION
1 She's addicted <input type="checkbox"/> coffee.	to
2 I'm afraid/frightened <input type="checkbox"/> flying.	of
3 He's very angry <input type="checkbox"/> his son <input type="checkbox"/> the party.	with, about
4 We're bored <input type="checkbox"/> doing this.	with
5 I'm fed up <input type="checkbox"/> you complaining all time.	with
6 The square was full <input type="checkbox"/> tourists.	of
7 We were fascinated <input type="checkbox"/> the exhibition.	by
8 She's very fond <input type="checkbox"/> her nephew.	of
9 He's good/bad <input type="checkbox"/> languages.	at
10 I'm hooked <input type="checkbox"/> that programme.	on
11 She's interested <input type="checkbox"/> politics.	in
12 I'm not very keen <input type="checkbox"/> fish. I prefer meat.	on
13 She's mad <input type="checkbox"/> that new pop group.	about
14 He's married <input type="checkbox"/> a Chinese woman.	to
15 They were very nice/kind <input type="checkbox"/> us.	to
16 It's very nice/kind <input type="checkbox"/> you to help us.	of
17 He's obsessed <input type="checkbox"/> football.	with
18 I'm really pleased <input type="checkbox"/> my new flat.	with
19 Your jacket is similar <input type="checkbox"/> mine.	to
20 I'm sorry <input type="checkbox"/> the weather, but it's not my fault!	about
22 I'm tired <input type="checkbox"/> doing the washing up. It's your turn.	of
24 I'm worried <input type="checkbox"/> my exam tomorrow.	about

- Add more adjectives + prepositions to this page.

- There are seven **Check your progress** tests in the **Student's Book**, one after each File.
- There are four **photocopiable Teacher's Book** tests. **Test 1** covers **Files 1 and 2**, **Test 2** covers **Files 3 and 4**, **Test 3** cover **Files 5 and 6**, and **Test 4** is an end-of-book test which covers the whole book. They can be used as
  - informal tests to provide you with feedback on how well your SS have assimilated the language of the preceding files, **OR**
  - formal tests to assess your SS' progress and to decide if they are ready to move on to the next level in your school.

## ■ Before the tests

Tell SS they will be tested on **grammar, vocabulary, pronunciation, reading, writing, listening and speaking** (if you do an oral test).

To help SS revise refer them to:

- The **Grammar Summary**, pp. 146–152.
- The **BUILD YOUR VOCABULARY** sections throughout the book and the **Vocabulary Builder**, pp. 126–139.
- The pronunciation exercises throughout the book.

## ■ How to give and mark the tests

- Copy and give out one test per student.
- Quickly go through each part of the test. Explain that the marks for each part are indicated under the heading.
- SS work individually and write their answers on the test paper. The writing exercise should be written on a separate sheet with their name.
- The tests will take 75–90 minutes if SS do all parts under exam conditions. However, the writing could be set for homework if you don't want to spend more than an hour of class time on the test.
- Collect and correct the tests. All three tests have a total of 100 marks. If you give an oral test you could give a separate mark out of ten (or twenty), or if required work out a global mark between the oral and written parts of the test.

## ■ Writing

The writing task is marked out of 20. We suggest you allocate:

10 marks for grammar, vocabulary and spelling.

10 marks for content, presentation and layout.

## ■ Listening

The recordings for the tests are on the Class cassette after **Files 2, 4, 6, and 7**. The tapescripts are with the keys for each test.

## ■ Oral tests

If you want to encourage your SS to speak, you should include speaking in their evaluation, and give oral tests from time to time. This is very motivating for SS, although it can be time-consuming and is sometimes difficult to set up. Here are two simple options:

## 1 Continuous assessment

Give a mark from 1–5 for general willingness and ability to speak in class, and/or for a specific activity (e.g. some of the photocopiable revision speaking activities). This works best if you tell SS in advance that they're going to be assessed. Position yourself in the middle of the class so that you can hear and mark the maximum number of SS without intimidating.

## 2 Short oral interviews

Interview SS in pairs for three to five minutes, giving them a topic to discuss. Meanwhile the rest of the class can revise together, do a written exercise, or read. Tell SS that they're going to be asked to talk about the different topics they have covered during the course (or part of the course), and encourage them to prepare by talking together. Some external examinations, e.g. the Cambridge FCE exams, require SS to talk about a picture, and you might like to include this activity as a way of getting students to talk. Ideally the pictures would be related to the topics SS have studied in the book.

## Suggested topics for an oral test

Always begin by chatting to SS for a minute or two to relax them about what they do, why they're learning English, etc. Then choose at least two topics from the suggestions below for SS to discuss in pairs.

### Test 1

#### Files 1 and 2

- 1 What is the stereotype of people from your country? To what extent do you personally conform to the stereotype?
- 2 What ingredients do you think a music group need to be successful?
- 3 Have people from your country got a good sense of humour? What kind of things make them laugh?
- 4 What do you think of the national health service in your country? Do you agree with private medicine?
- 5 What do you think are the most important things to keep yourself young mentally and physically?
- 6 Do you know any people who are addicted to their work or to a hobby? Describe them.

### Test 2

#### Files 3 and 4

- 1 How important do you think reading is in today's world? What is the best way to encourage children to read?
- 2 Do you consider ... to be dangerous? Why(not)?
  - a) using mobile phones
  - b) skiing or sailing
  - c) travelling on your own
- 3 What's your favourite period of history? Why?
- 4 Do you think that the fashion industry has a good or a bad influence on young people today?
- 5 'Even today there are still certain jobs that are better done by just men or just women.' Do you agree?
- 6 If you could design your ideal home, what would it be like?



## Test 3

## Files 5 and 6

Recycle questions from above and add from the following:

- 1 Do you think people treat animals well in your country? Why(not)?
- 2 Do you think you have a good memory? Why(not)? Describe one of the happiest memories from your childhood.
- 3 Are people in your country superstitious? What kind of things do they believe in? What's your opinion of the following:  
a) faith-healers b) clairvoyants c) UFOs
- 4 What kind of crimes have increased in your country in recent years? Why do think this is? Have you ever been witness to a crime? What happened?
- 5 In what circumstances do you think it is justifiable to tell a lie? Why?
- 6 Are young people in your country addicted to 'brand names'? Which ones? Why do you think these brands are so successful?

## Test 4

## Files 1 to 7

Either use a selection of questions from 1–3 below and from the ones from the previous tests above.

- 1 Describe a favourite shop or restaurant. What is it about it that makes you want to go back there?
- 2 In what ways does the American way of life influence your country?
- 3 Have you ever seen any film or theatre productions of Shakespeare's plays? Which one(s)? Did you enjoy it/them? Why(not)?

### ■ Marking oral tests

Marking an oral test is always very subjective. We recommend giving 1–5 marks for fluency and vocabulary, and 1–5 marks for accuracy and pronunciation.

## Grammar

### A Put the verbs in the correct form.

One mark for each correct verb.

Example: If you *don't feel* better in two days,  
come back and see me. (not feel)

- 1 You wouldn't make so many mistakes if you \_\_\_\_\_ more time with your work. (take)
- 2 Do you ever ask yourself what you \_\_\_\_\_ in five years' time? (do)
- 3 By this time next week everyone \_\_\_\_\_ about the newspaper article. (forget)
- 4 I'll leave my mobile phone on in case you \_\_\_\_\_ to get in touch with me urgently. (need)
- 5 As soon as we get your e-mail we \_\_\_\_\_ you the information. (send)
- 6 People didn't use to \_\_\_\_\_ so much about what they ate. (worry)
- 7 Unless they get more financial help, the scientists \_\_\_\_\_ to go on with their research. (not be able)
- 8 After living at home all his life he couldn't get used to \_\_\_\_\_ by himself. (live)
- 9 If I spoke two languages, I \_\_\_\_\_ for that job in yesterday's newspaper. (apply)
- 10 If you \_\_\_\_\_ children before, you'll find being an au pair quite stressful. (not look after)

### B Right (✓) or wrong (X)? Correct the wrong sentences.

One mark for each correct answer.

- 1 When I don't know a word I always look up it in a dictionary.
- 2 I enjoyed very much the film.
- 3 Your shoes are dirty. Take off them!
- 4 Did you throw yesterday's paper away?
- 5 I'm used to getting up early in the morning.
- 6 They even haven't told their families what happened.
- 7 I never am late for an appointment.
- 8 Where did you used to go on holiday when you were a child?

- 9 She plays beautifully the piano.
- 10 I work long hours and I'm used to getting home at 8.00 or 9.00.

### C Write the questions.

Half a mark for for each correct question.

Example: Martin was born in [?] on May 4th.

*Where was Martin born?*

- 1 Amanda was named after [?].  
\_\_\_\_\_?
- 2 The plane is taking off late because [?].  
\_\_\_\_\_?
- 3 [?] viewers watched the tennis final.  
\_\_\_\_\_?
- 4 It will take [?] if we go by car.  
\_\_\_\_\_?
- 5 I'm thinking about [?].  
\_\_\_\_\_?

### D Rewrite the questions.

Half a mark for each correct question.

Example: What time does the film start?

*Do you know what time the film starts?*

- 1 When's Karen's party?  
Do you know \_\_\_\_\_?
- 2 How many copies of your CD have you sold?  
Can you tell us \_\_\_\_\_?
- 3 Have they got tickets for the concert?  
Do you know \_\_\_\_\_?
- 4 Where did she put the documents?  
Have you got any idea \_\_\_\_\_?
- 5 Does this bus go the city centre?  
Could you tell me \_\_\_\_\_?

**Vocabulary**

**A Complete the phrasal verbs with the correct particle (on, off, etc) or the verb in the correct tense.**

One mark for each correct word.

Example: My car *broke down* on the motorway yesterday.

- 1 I \_\_\_\_\_ after my father – we're both very independent.
- 2 Would you fill \_\_\_\_\_ this form, please?
- 3 The party was great fun. We \_\_\_\_\_ on dancing until 4.30 in the morning.
- 4 The journalist made \_\_\_\_\_ the story to sell more magazines.
- 5 I've decided to \_\_\_\_\_ up drinking coffee.
- 6 As usual half the class turned \_\_\_\_\_ late.
- 7 \_\_\_\_\_ out! There's a car coming!
- 8 I was brought \_\_\_\_\_ mainly by my mum because my dad was away a lot.
- 9 It took me two weeks to get \_\_\_\_\_ the flu.
- 10 The quiz show contestant \_\_\_\_\_ out of time and lost the game.

**B Write the word(s) for the definitions.**

One mark for each correct word or phrase.

- 1 the first page of a newspaper:  
f \_\_\_\_\_
- 2 a name given to you by friends or family, not your real name: n \_\_\_\_\_
- 3 unpleasant symptoms you can get from taking medicine, e.g. nausea:  
s \_\_\_\_\_
- 4 a film or programme which makes you laugh:  
c \_\_\_\_\_
- 5 an adjective describing sb who is funny and clever with words: w \_\_\_\_\_
- 6 an adverb meaning *in the end, in spite of difficulty*: e \_\_\_\_\_
- 7 the piece of paper the doctor gives you to take to the chemist's: p \_\_\_\_\_
- 8 a person who studies plants and animals:  
b \_\_\_\_\_

- 9 a portable computer: l \_\_\_\_\_
- 10 an adjective meaning *tired and frustrated*:  
f \_\_\_\_\_

**C Circle the correct word(s).**

One mark for each correct answer.





- 1 I didn't think I'd enjoy skiing but it was *fun/funny*.
- 2 At first, the doctor thought she was really ill. *At the end/In the end* he decided she was a hypochondriac.
- 3 I'm afraid he's not in *at the moment/actually*. He'll be back at 3.00.
- 4 I love all music but *especially/especially* jazz.
- 5 He's not very punctual – he's never *on time/in time*.

Vocabulary **25**

**Pronunciation**

**A Which word has a different sound?**

One mark for each correct answer.

- 1  journalist glamorous allergy genetics surgeon
- 2  choice chemist channel research chat show
- 3  virus hypochondriac psychiatrist symptoms scientist
- 4  physics dizzy tired healthy addicted

**B Write the words. (They are all related to medicine.)**

One mark for each correct answer.

- 1 /'peɪʃnt/
- 2 /ɒpə'reɪʃn/
- 3 /wɔ:d/
- 4 /'əʊvəðəʊs/
- 5 /'mæsa:ʒ/
- 6 /'blɪdpreʃə/

Pronunciation **10**

**Reading**

**A Read the article and match the headings to each paragraph. The first one is done.**  
One mark for each correct answer.

- A Pre-match preparations
- B Winning isn't everything
- C A painful mistake
- E 'We're only amateurs!'
- F Not what they expected
- G Why the mistake happened

**Gladiators thrown to the lions**

1

A slight error in translation left a team of veteran rugby players from Dorset with aching muscles and bruises after a match against a top Romanian rugby club.

2

The British team, most of them in their 40s, found themselves playing against a professional team including nine internationals in a national stadium, in front of thousands of spectators and a live television audience. They had expected to have a friendly match against a team of similarly ageing Romanians.

3

Two of the players (aged 43 and 49) were surprised when they were asked by their Romanian hosts if they wanted to do a training session the night before. The Dorchester Gladiators were used to doing their 'training' in the bar the night before their matches, and in fact this match was no different. The team went to bed at 4 a.m. and the match began at 11 a.m. in the morning.

4

Nigel Jones, a Gladiator player, said, 'We tried to convince them we weren't very good but they thought we were pulling their leg and they refused to believe us. Half an hour before the match the Romanians started warming up like real professionals and we just stood and watched knowing we were in real trouble!'

5

Afterwards, the Gladiators, who were actually in Bucharest to deliver financial help and toys to a Romanian orphanage, found out that because of a confusion in translation the Romanians thought they were going to play against a top professional side from Britain.

6

The Gladiators felt that losing 60-17 wasn't a bad result. 'If you take into account that their players were all in their 20s and incredibly fit, we didn't do too badly. After the match they told us we had done brilliantly under the circumstances,' said Dave Scaddon, 45 proudly. 'Let's see what happens when we visit Latvia next year!'

**B Mark the sentences T (true) or F (false).**  
One mark for each correct answer.

- 1 The Gladiators thought they were going to play a match against professionals.
- 2 They usually have a drink after their pre-match training.
- 3 They began to feel worried before the match started.
- 4 Their main reason for being in Romania was to do some charity work.
- 5 The Gladiators were disappointed with the result.

Reading **10**

**Writing**

**Write a composition (120-150 words) about:**  
*The advantages and disadvantages of mobile phones*  
Write at least four paragraphs including an introduction and conclusion.

Writing **20**

**Listening**

**You're going to listen to part of a radio report. Listen twice and complete the missing information.**

One mark for each correct answer.

*Is he the world's oldest man?*

Mr Chaudhuri claims he is <sup>1</sup> \_\_\_\_\_ years old. His age can't be proved because there are no documents, and he hasn't got a <sup>2</sup> \_\_\_\_\_. He was born in November, <sup>3</sup> \_\_\_\_\_. He was 107 when <sup>4</sup> \_\_\_\_\_ was assassinated. The village where he lives is <sup>5</sup> \_\_\_\_\_ hours' drive from Kathmandu. He spends his day eating <sup>6</sup> \_\_\_\_\_. He can't remember what his wives' <sup>7</sup> \_\_\_\_\_ were. He thinks he has lived so long mainly because of his <sup>8</sup> \_\_\_\_\_, and having naps. The only thing he worries about is his <sup>9</sup> \_\_\_\_\_. His one ambition is to <sup>10</sup> \_\_\_\_\_.

Listening **10**

Final Total **100**

**Grammar**

**A Complete the second sentence so that it means the same as the first.**

One mark for each correct sentence.

Example: Peter is younger than I thought.

Peter *isn't as old as* I thought.

1 That's the garage where they repaired my car.  
I had \_\_\_\_\_ in that garage.

2 I'm sure they haven't got lost. I gave them a clear map.  
They can't \_\_\_\_\_  
I gave them a clear map.

3 She decided to leave after waiting for 45 minutes.  
She had \_\_\_\_\_  
45 minutes when she decided to leave.

4 I'm sure they were at home because the lights were on.  
They must \_\_\_\_\_  
because the lights were on.

5 Why didn't you tell me it was your birthday?  
You should \_\_\_\_\_ it  
was your birthday.

6 It was a mistake not to try on the jeans before I bought them.  
I wish I \_\_\_\_\_  
the jeans before I bought them.

7 Perhaps King Arthur didn't exist.  
King Arthur might \_\_\_\_\_.

8 If you work fast you'll earn more money.  
The faster you work \_\_\_\_\_.

9 The climbers didn't get to the top because the weather changed.  
The climbers \_\_\_\_\_  
if the weather hadn't changed.

10 I want you to stop phoning me at home.  
I wish \_\_\_\_\_ me at home.

**B Right (✓) or wrong (X)? Correct the wrong sentences.**

One mark for each correct answer.

- 1 He always wears a brown old tracksuit.
- 2 We want to have redecorated our kitchen.
- 3 He mustn't have forgotten – he never forgets anything.
- 4 The soon you tell me the better.

- 5 I bought a beautiful silk scarf.
- 6 People thinks that I am stupid.
- 7 The news isn't very good.
- 8 Can you give me an advice?
- 9 I wish you would help more in the house.
- 10 I can't find my bag. I might leave it in the restaurant.

**C Put the verbs in brackets in the correct form.**  
Half a mark for each correct verb.

This happened last year when one afternoon my husband and I <sup>1</sup> \_\_\_\_\_ (decide) to repaint our kitchen ceiling. It was about three o'clock and our two young children <sup>2</sup> \_\_\_\_\_ (play) in their room quite happily. I <sup>3</sup> \_\_\_\_\_ (send) them there while we <sup>4</sup> \_\_\_\_\_ (decorate) so that they wouldn't get in our way. We <sup>5</sup> \_\_\_\_\_ (paint) for about twenty minutes when we suddenly <sup>6</sup> \_\_\_\_\_ (realize) that they <sup>7</sup> \_\_\_\_\_ (stop) talking and laughing. The silence was very worrying!  
I <sup>8</sup> \_\_\_\_\_ (rush) upstairs and opened the door of their room. They <sup>9</sup> \_\_\_\_\_ (admire) their wall which they <sup>10</sup> \_\_\_\_\_ (just/finish) painting blue, green and yellow. 'We're painting too, Mummy,' they said, smiling.

**Vocabulary**

**A Write the word(s) for the definitions.**

One mark for each correct answer.

- 1 when the people of a country vote:  
\_\_\_\_\_
- 2 men or women who fight in an army:  
\_\_\_\_\_
- 3 the opposite of *tight*: \_\_\_\_\_
- 4 shoes you wear in the house: \_\_\_\_\_
- 5 something that costs less than usual and is good value is a \_\_\_\_\_
- 6 the opposite of *mature*: \_\_\_\_\_
- 7 being treated the same: \_\_\_\_\_ rights
- 8 a wall made of wood or metal that surrounds a garden: \_\_\_\_\_
- 9 close with a key: \_\_\_\_\_
- 10 a house which is not joined to another is a \_\_\_\_\_ house

**B Complete with a strong adjective.**

One mark for each correct answer.

Example: A Is the new swimming pool big?

B Yes, it's *huge/enormous*.

- 1 A Was your father angry?  
B Yes, in fact he was \_\_\_\_\_.
- 2 A Were all the beaches dirty?  
B Yes, they were absolutely \_\_\_\_\_.
- 3 A Were you frightened?  
B Frightened? I was \_\_\_\_\_.
- 4 A Was she pleased?  
B Yes, she was \_\_\_\_\_.
- 5 A Are you hungry?  
B Yes, I'm \_\_\_\_\_.

**C Complete the phrasal verbs with a particle or a verb in the correct form.**

One mark for each correct answer.

- 1 Your sofa \_\_\_\_\_ very well with your curtains.
- 2 Kevin was at the party showing \_\_\_\_\_ his new girlfriend.
- 3 It's no smoking here. Could you \_\_\_\_\_ out your cigarette, please?
- 4 By the time I arrived the match was \_\_\_\_\_ and everyone had gone home.
- 5 I'm \_\_\_\_\_ forward to seeing you.

**D Circle the correct word.**

Half a mark for each correct verb.





- 1 If you hadn't *lost/missed* your way you wouldn't have *lost/missed* the beginning of the film.
- 2 When he phoned he didn't *look/seem* worried, but when we saw him he *looked/seemed* white with anxiety.
- 3 Robin Hood *robbed/stole* rich people. He *robbed/stole* their money and gave it to the poor.
- 4 I don't *mind/matter* which film we see and it doesn't *mind/matter* if it finishes late.
- 5 I wish we could *argue/discuss* this calmly but we always end up *arguing/discussing*.

**Vocabulary** **25**

**Pronunciation**

**A Which word has a different sound?**

One mark for each correct answer.

- 1  iron cooker practical gloves arrange
- 2  bossy jealous lose divorce socks
- 3  size cosy looks blinds freezing
- 4  share fashion furniture patient communication

**B Underline the stress.**

One mark for each correct answer.

- 1 immature 2 discount 3 designer
- 4 discrimination 5 luxurious
- 6 government.

**Pronunciation** **10**

**Reading**

**Girl saves father with biscuit and cuddles**

A five-year-old girl helped to save her father's life after he lapsed into a diabetic coma while having a bath.

Charlotte Carter found her father John slumped unconscious with his head under water. She realized that if he stayed under the water he would drown, and tried to lift his head up. When that failed, she had the presence of mind to pull out the bath plug to let out the water. She then ran to the kitchen and found a chocolate biscuit, which she pushed between his teeth and into his mouth. She then noticed that he was turning blue with cold, and tried to climb up the side of the bath to close the window. But she couldn't reach it, so she covered him with a thick towel, wrapped herself in another, got into the bath and hugged and cuddled her father for 90 minutes to keep him warm until help arrived. Mr Carter, a supermarket worker, had been looking after Charlotte and her four-year-old sister while his wife was visiting a friend.

Charlotte's vigil ended when her older sister Laura came home, and went to fetch their mother. Mrs Carter immediately ran home where she found her tearful daughter clinging to an unconscious Mr Carter. She was able to revive her husband within 10 minutes after giving him a glucose injection and Mr Carter suffered no ill effects from the incident. Mrs Carter said, 'Charlotte must have got the idea of the chocolate from seeing me giving John chocolate when he has gone into less serious comas. But I'd never thought of telling her to do it,' she said. 'It must have been awful for her, lying there all that time with her dad unconscious. When I arrived she was very upset and scared.' 'It is just amazing,' said Mr Carter. 'The chocolate biscuit she gave me, the towels and her cuddles all helped me survive. But if she hadn't pulled out the plug I would definitely have drowned. There aren't many fathers who can say they owe their life to their five-year-old daughter.'

**Read the text and mark the sentences T (true) or F (false).**

One mark for each correct answer.

- 1 John Carter became ill before he got into the bath.
- 2 Charlotte did not know how to get the water out of the bath.
- 3 John Carter ate the chocolate biscuit that Charlotte gave him.
- 4 She wasn't tall enough to close the window.
- 5 Charlotte put her arms around her father to keep him warm.
- 6 Charlotte has two sisters.
- 7 Mr Carter was seriously ill as a result of the incident.

- 8 Charlotte's mother had taught her to give her father chocolate.
- 9 Charlotte kept calm all the time.
- 10 Mr Carter thought that the chocolate biscuit was the main thing which saved his life.

**Reading** **10**

**Writing**

**You have entered a short story competition. The story must be 120–150 words and must start with these words.**

I sat in the hotel lounge and nervously looked at my watch. It was half past three, and my friend should have arrived at two o'clock....

**Writing** **20**

**Listening**

**Listen to an interview with Charlie Griffin, a mountain climber. Choose a, b or c.**

Two marks for each correct answer.

- 1 Charlie Griffin has
  - a) climbed Everest three times.
  - b) climbed K2 twice.
  - c) climbed K2 three times.
- 2 Charlie is sorry that
  - a) he doesn't have a more normal job.
  - b) he has not spent more time with his family.
  - c) some of his friends aren't alive any more.
- 3 He never thought of being a professional climber when he was young because he
  - a) didn't take it seriously as a job.
  - b) really wanted to be a teacher.
  - c) didn't do very well at school.
- 4 He wishes he had
  - a) become a teacher.
  - b) continued with his studies.
  - c) been better at sport.
- 5 When he was at school he
  - a) was better at football than at climbing.
  - b) was better at climbing than at football.
  - c) only liked climbing.

**Listening** **10**

**Final Total** **100**



**Grammar**

**A Put the verbs in the correct form.**

One mark for each correct verb.

Example: If you *don't feel* better in two days, come back and see me. (not feel)

- 1 I don't know where Maureen is. I \_\_\_\_\_ her for ages. (not see)
- 2 Jim suggested \_\_\_\_\_ to the new Indian restaurant tonight. What do you think? (go)
- 3 The jury \_\_\_\_\_ since 3 o'clock but they still can't agree on their verdict. (argue)
- 4 Her parents warned her \_\_\_\_\_ to strangers. (not talk)
- 5 They'll very pleased \_\_\_\_\_ they have been chosen to represent the company. (hear)
- 6 Why do you keep \_\_\_\_\_ about this? (lie)
- 7 I don't remember \_\_\_\_\_ my books there. Someone must have moved them. (leave)
- 8 If you can't see the TV from here then your eyes need \_\_\_\_\_ ! (test)
- 9 She started her diet last week and she \_\_\_\_\_ already \_\_\_\_\_ three kilos. (lose)
- 10 He \_\_\_\_\_ tennis for over two hours now. He must be exhausted! (play)

**B Choose a, b or c.**

One mark for each correct answer.

- 1 I really liked my sister's new boyfriend, \_\_\_\_\_ was lucky.  
a) who      b) which      c) what
- 2 \_\_\_\_\_ students doing the exam should wait here.  
a) Each      b) Every      c) All
- 3 I'm afraid that \_\_\_\_\_ of your answers are right.  
a) no      b) none      c) nothing
- 4 I've done \_\_\_\_\_ – the shopping, the cleaning and the cooking.  
a) everything      b) all      c) every
- 5 She really enjoyed the film, \_\_\_\_\_ of the sad ending.  
a) although      b) in spite      c) despite

- 6 I left the door open \_\_\_\_\_ the cat could get out.  
a) so that      b) so as to      c) in order to
- 7 Be careful when you drive back \_\_\_\_\_ the wet road.  
a) because      b) because of      c) so that
- 8 That's the neighbour \_\_\_\_\_ dog bit my daughter.  
a) whose      b) who      c) whom
- 9 A Where shall we go tonight?  
B \_\_\_\_\_ . I don't mind.  
a) Anywhere      b) Nowhere      c) Somewhere

**C Complete the second sentence so that it means the same as the first.**

One mark for each correct sentence.

Example: This restaurant is cheaper than I thought.  
This restaurant *isn't as expensive as* I thought.

- 1 Despite not having much money, Tess bought an expensive car.  
Tess bought an expensive car, even though \_\_\_\_\_.
- 2 People usually install alarms because they don't want to be burgled.  
People usually install alarms so \_\_\_\_\_ be burgled.
- 3 The thing I most want for Christmas is a new coat.  
What \_\_\_\_\_ is a new coat.
- 4 'I think you should go to a gym,' Sara said to Jane.  
Sara advised \_\_\_\_\_ to a gym.
- 5 All dog owners should make sure their pets are vaccinated.  
Everybody \_\_\_\_\_ should make sure it is vaccinated.
- 6 I haven't got any time for myself.  
I've got \_\_\_\_\_ for myself.

**Vocabulary**

**A Complete the sentences by changing the words in brackets.**

One mark for each correct word.

- 1 You can't believe a word he says. He's a terrible \_\_\_\_\_. (lie)
- 2 It was a really \_\_\_\_\_ meal. I'll never forget it. (memory)
- 3 The company has made a \_\_\_\_\_ this year and may close. (lose)
- 4 The cases of \_\_\_\_\_ have gone up recently. (vandal)
- 5 After the hurricane many people were left \_\_\_\_\_. (home)

**B Complete the sentences with a verb.**

One mark for each correct verb.

- 1 People who \_\_\_\_\_ crimes should be punished.
- 2 If you \_\_\_\_\_ me another lie, I'll never speak to you again.
- 3 We're going to \_\_\_\_\_ business with some French companies.
- 4 The company hopes to \_\_\_\_\_ a profit.
- 5 A car thief \_\_\_\_\_ my car last night.

**C Write the word(s) for the definitions.**

One mark for each correct word.

- 1 a person who steals things from a house: \_\_\_\_\_
- 2 these cover a bird's body: \_\_\_\_\_
- 3 in zoos animals are kept in these: \_\_\_\_\_
- 4 the area where you play tennis, or a room or building where law cases are heard: \_\_\_\_\_
- 5 to go under the surface of water, or where you put dishes to be washed up: \_\_\_\_\_
- 6 to say you didn't do something: \_\_\_\_\_
- 7 to look in shops without buying anything: \_\_\_\_\_
- 8 Nike, Ariel and Nescafé are all: \_\_\_\_\_
- 9 the natural world, including land, air and water: \_\_\_\_\_
- 10 the twelve people who decide if someone is innocent or guilty in court: \_\_\_\_\_

**D Complete the phrasal verbs with the correct particle or verb.**

One mark for each correct word.

Example: My car *broke down* on the motorway.

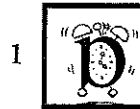
- 1 The old coffee shop has been turned \_\_\_\_\_ a sandwich bar.
- 2 This multinational was originally \_\_\_\_\_ up as a small family business.
- 3 The witness admitted he had lied and that he had made \_\_\_\_\_ the whole story.
- 4 They're going to \_\_\_\_\_ over the smaller company next month.
- 5 If I were a scientist I think I would refuse to carry \_\_\_\_\_ research using live animals.

Vocabulary 25

**Pronunciation**

**A Which word has a different sound?**

One mark for each correct answer.



- 1 cough what profit company



- 2 taught bought enough thought



- 3 through clue judge zoo



- 4 truth though thief both



- 5 theory then weather together

**B Underline the stress.**

One mark for each correct answer.

- 1 assassination 2 natural 3 pretend  
4 unforgettable 5 evidence

Pronunciation 10

**Reading**

Put the sentences back into the text. One is done, and there is one extra sentence you don't need to use.

Two marks for each correct answer.

- A The first thing I notice when I arrive is the noise of barking dogs and clinking of food bowls.
- B who has been a van driver with the Battersea Dogs' Home for 21 years,
- C If I've got time in the afternoon I go and see the dogs and talk to them.
- D As soon as my dogs hear the key in my front door they run to meet me.
- E Unfortunately, this only happens to 13% of them.
- F Christmas is also a busy time for us because of unwanted presents.
- G I've only once been bitten by a dog.

Reading	<b>10</b>
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**A Day in the Life of Pauline Martignetti**

In 1860 Mary Tealby founded what was later to become known as the Battersea Dogs' Home, which gives a home to lost, abandoned or unwanted dogs.

Pauline Martignetti, 43, <sup>1</sup>B lives near London with four dogs of her own, which she brought from the Home.

'After 21 years in this job I have a deep distrust of human beings. I've seen dogs in terrible conditions. Some are lost but most of them are abandoned. August is a hectic month because people go on holiday and throw their dogs out on the street before they leave. <sup>2</sup>

On a normal day I get up at 5 am, feed my four dogs and take them for a walk. I get to work at about 6 am. <sup>3</sup> I'm out in the van about 7 am but before that I speak to the night staff and check the faxes that have come from the police stations around London.

On a really busy day I'll have to pick up between 15 and 20 dogs, mostly from police

stations where the injured or abandoned dogs have been handed in. When I take the dogs to the Home they are kept in the Tealby block for seven days in case their owner comes for them. <sup>4</sup> About half of them are sold. Others are in such a terrible state they go to a special treatment block to be looked after. The longest we've kept a dog here is two years.

When I've finished my round and filled in all the paperwork, I have a sandwich and wash the van. <sup>5</sup> What breaks my heart is, even though another human being has been cruel to them, they are always pleased to see me.

It's about 4 pm when I get home. <sup>6</sup> I'm exhausted – emotionally and physically – but the welcome I get helps me to forget I'm tired. We go for a walk and then we all sit in front of the TV and watch something, preferably a documentary about animals.

What annoys me is that despite the popularity of these programmes we still take in about 12,000 dogs a year!

**Writing**

Write a composition between 120–150 words for your school magazine on the following:

*Keeping animals in zoos is cruel. What's your opinion?*

Write at least four paragraphs including an introduction and conclusion.

Writing	<b>20</b>
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**Listening**

You're going to hear part of a local news broadcast. Listen twice. Mark the sentences T (true) or F (false).

One mark for each correct answer.

- 1 The parrot showed that he recognized his owner.
- 2 Eric Buckley said he had bought the parrot at a pet shop.
- 3 The parrot was blue and green.
- 4 Buckley argued that the parrot could say his name.
- 5 The people in court found the case very funny.
- 6 When the parrot saw Miss Morgans he flew to her.
- 7 He is worth over 500 pounds.
- 8 Miss Morgans is unemployed.
- 9 The jury took a long time to reach a verdict.
- 10 The judge believed Miss Morgans not Mr Buckley.

Listening	<b>10</b>
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Final Total	<b>100</b>
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**Grammar**

**A Choose a, b or c.**

One mark for each correct answer.

- 1 a) What are you talking about?  
b) About what are you talking?  
c) What you are talking about?
- 2 Did you remember \_\_\_ the door?  
a) lock b) locking c) to lock
- 3 Phone me when \_\_\_ home.  
a) you get b) you'll get c) you got
- 4 I'm not used \_\_\_ in a team.  
a) to work b) to working c) work
- 5 Don't leave your clothes there. Put \_\_\_\_.  
a) them away b) away them c) it away
- 6 Everyone says I \_\_\_ my father.  
a) look b) look as if c) look like
- 7 No tickets were left, \_\_\_ was disappointing.  
a) which b) that c) what
- 8 \_\_\_ enjoy having free time.  
a) All b) The most people c) Most people
- 9 Open a window. This room is \_\_\_ a sauna.  
a) as b) like c) how
- 10 It was \_\_\_ boring film that I fell asleep.  
a) so b) such c) such a

**B Put the verbs in the correct form.**

One mark for each correct verb.

Example: If you *don't feel* better in two days,  
come back and see me. (not feel)

- 1 I'm exhausted. I'm not used to \_\_\_\_\_ so hard! (work).
- 2 I wish I \_\_\_\_\_ my sister.  
She can't keep a secret. (not tell)
- 3 When we arrived they \_\_\_\_\_  
for half an hour. (wait)
- 4 This time next week we \_\_\_\_\_  
in the Caribbean. (sunbathe)
- 5 If you \_\_\_\_\_ him now you  
wouldn't recognize him. (see)
- 6 The pickpocket admitted  
\_\_\_\_\_ my wallet. (steal)
- 7 Haven't you finished that book yet? You  
\_\_\_\_\_ it for ages! (read)

- 8 I would have gone if I \_\_\_\_\_  
about it. (know)
- 9 Carol's really late. I think she  
\_\_\_\_\_ about the meeting. (forget)

**C Complete the second sentence so that it means the same as the first.**

One mark for each correct sentence.

Example: Peter is younger than I thought.  
Peter *isn't as old as* I thought.

- 1 'I'm sorry I forgot to phone.'  
Jo apologized \_\_\_\_\_ to phone.
- 2 If you practise, you'll speak better.  
The more \_\_\_\_\_.
- 3 It was a mistake to change jobs.  
I shouldn't \_\_\_\_\_.
- 4 Take a map because you might get lost.  
Take a map in case \_\_\_\_\_.
- 5 We lost although we played well.  
We lost despite \_\_\_\_\_.
- 6 They say that the prime minister will resign.  
It \_\_\_\_\_ the prime  
minister will resign.

**Vocabulary**

**A Write the word(s) for the definitions.**  
One mark for each correct answer.

- 1 a phrasal verb meaning to have the same personality as your mother/father: \_\_\_\_\_
- 2 the general word for newspapers and magazines: \_\_\_\_\_
- 3 a doctor who does operations: \_\_\_\_\_
- 4 adverb meaning little by little: \_\_\_\_\_
- 5 study or investigation, e.g. done by scientists: \_\_\_\_\_
- 6 a verb meaning to make somebody remember: \_\_\_\_\_
- 7 the military forces of a country: \_\_\_\_\_
- 8 when shops sell things at a lower price than usual: \_\_\_\_\_
- 9 the door of a garden: \_\_\_\_\_
- 10 the general word for cleaning, washing up, making the beds, etc.: \_\_\_\_\_
- 11 a baby dog: \_\_\_\_\_
- 12 another word for prison: \_\_\_\_\_
- 13 the general word for the employees of a company: \_\_\_\_\_

**B Complete the sentences by making a new word from the word in brackets. (One of the words is negative.)**  
One mark for each correct answer.

- 1 These jackets are very \_\_\_\_\_ this year. Everyone's wearing them. (fashion)
- 2 His uncle was a brilliant \_\_\_\_\_. (science)
- 3 She had a very happy \_\_\_\_\_. (child)
- 4 We are going to \_\_\_\_\_ our kitchen. (modern)
- 5 It was a serious accident but \_\_\_\_\_ nobody was injured. (luck)
- 6 He doesn't speak to anybody. He's very \_\_\_\_\_. (communicate)
- 7 There is still \_\_\_\_\_ of TV and newspapers in many countries. (censor)

**C Complete the phrasal verbs with a particle or a verb in the correct form.**

One mark for each correct answer.

Example: Could you *look* after my dog this weekend, please?

- 1 Is that true or did you make it \_\_\_\_\_ ?
- 2 Do you \_\_\_\_\_ like seeing a film tonight?
- 3 After he stole the bag, the pickpocket ran \_\_\_\_\_ as fast as he could.
- 4 I don't like it but I'll just have to \_\_\_\_\_ up with it.
- 5 The hotel has been taken \_\_\_\_\_ by a big chain.

Vocabulary 25

**Pronunciation**

**A Underline the word with a different sound.**  
Half a mark for each correct answer.

- 1 enjoy hug genetics German
- 2 furniture chat headache match
- 3 physics stylish terrified byte
- 4 said meant paid dreamt
- 5 accused smuggled hated murdered
- 6 fashion passion shoes socks
- 7 picture cooker perfect modern
- 8 ceiling believe quiet receive
- 9 sceptical scared scientist scarf
- 10 caught cough bought daughter

**B Underline the stressed syllable.**  
Half a mark for each correct answer.

- 1 petrified 2 irresponsible 3 embarrassing
- 4 comfortable 5 eventually

**C Write the words.**  
Half a mark for each correct answer.

- 1 /'kɒmədi/ \_\_\_\_\_
- 2 /'pʌnɪfɪkənt/ \_\_\_\_\_
- 3 /'dʒɜ:nəlɪst/ \_\_\_\_\_
- 4 /ə'pɪərəns/ \_\_\_\_\_
- 5 /'naɪðə/ \_\_\_\_\_

Pronunciation 10

**Reading**

Read this text about Anna Wintour. Choose a, b or c.  
Two marks for each correct answer.

The popular image of Anna Wintour is of a cold and terrifying woman. She is often referred to as an 'ice queen'. At the offices of Vogue in New York, where she has reigned now for twelve years, the younger members of staff tremble in her presence and have difficulty speaking. Why does Anna frighten them so much? According to her friends (and she has lots of them) it isn't her character that gives her this reputation. They describe her as an amiable person. She is neither rude nor does she do horrible things. But, she is very powerful. Nowadays, she is recognized as the most powerful woman in fashion.

One explanation for Anna's coldness is simply that she is extremely shy. When she was young, before she started wearing dark glasses all the time, she used to cover much of her face with a fringe. However, a company colleague of hers insists that the dark glasses are prescribed by an optician to protect her eyes.

In a recent TV documentary on the BBC she was seen without her glasses, giving a feeling of wanting to show her uncovered face to the world. The reason for this has been attributed to her new relationship with a Texan mobile phone millionaire. It is said the 'ice queen' has at last found romance.

Whether she has found romance or not, she hasn't allowed it to affect her hard-headed approach to her job. Her responsibility is to sell as many copies of her magazine as possible and to maximize the advertising profits. Wintour has resisted making changes to Vogue in order to make it more accessible to a greater number of people and for the moment she has been proved right.

Under Wintour's management Vogue sells 1.2 million copies a month and earns about 130 million dollars a year in advertising. She is highly respected by the chairman of the company which owns the magazine, Si Newhouse, who people say is in love with her. She has become a huge celebrity in New York where people stop her in the street or in restaurants to ask her for an autograph.

Wintour is happy with her career. She is often asked how long she plans to stay in her job. She has earned enough to be able to live without working. Her answer is, 'As a woman who has always wanted to be in fashion and has reached the top, why should I want to give it all up now?'

- 1 The text is mainly about
  - a) Anna's personality.
  - b) the effect she has on her staff.
  - c) the way she does her job.
- 2 Anna frightens her employees
  - a) because of her aggressive personality.
  - b) because of her position in the fashion world.
  - c) because she wants to keep her distance.
- 3 She seems to wear dark glasses
  - a) because she feels more secure behind them.
  - b) despite the fact that she doesn't need them.
  - c) because it makes her image more frightening.
- 4 Since she started a new relationship
  - a) Vogue has become less accessible to its readers.
  - b) she has changed her marketing plans.
  - c) she has continued working in the same way.

- 5 After twelve years as editor of *Vogue*, Anna
  - a) has no plans to retire.
  - b) wants to go higher in the fashion world.
  - c) wants to earn more money.

Reading **10**

**Writing**

You have just received this letter from Kelly, an American friend you met two years ago.

Remember me? We met two years ago at the camp in Ireland. How are you? What have you been doing? I wrote to you last Christmas but I didn't get a reply. My company are sending me to your country next month to present our new product. Would you be able to work as my interpreter for a couple of days? They'll pay you of course! I really hope you can help and I'm looking forward to seeing you again  
Write soon,  
Kelly

Answer Kelly's letter in 120–150 words.

Writing **20**

**Listening**

- A You're going to hear five people speaking about situations in which they had to lie. Listen once and match each speaker to what they lied about. Write 1–5 in the boxes. There is one extra sentence.

One mark for each correct answer.

Which speaker lied ...?

- a about what he/she could do
- b about someone's age
- c about someone's appearance
- d about money
- e about a relationship
- f about who had done something

- B Listen again and match the speakers to their reason for lying. There is one extra sentence.

Which speaker lied ...?

- a to avoid being punished
- b so as not to hurt someone's feelings
- c in order to save money
- d because they really wanted something
- e to protect someone
- f to hide a crime they'd committed

Listening **10**

Final Total **100**

## Test 1

### Files 1 and 2

#### Grammar

- A 1 took 2 'll be doing 3 will have forgotten 4 need  
5 'll send 6 worry 7 won't be able 8 living  
9 'd apply 10 haven't looked after
- B 1 ... look it up in a dictionary.  
2 I enjoyed the film very much.  
3 Take them off!  
4 ✓  
5 ✓  
6 They haven't even told ...  
7 I am never late  
8 Where did you use to go ...  
9 She plays the piano beautifully.  
10 ✓
- C 1 Who was Amanda named after?  
2 Why is the plane taking off late?  
3 How many viewers watched the tennis final?  
4 How long will it take if we go by car?  
5 What/Who are you thinking about?
- D 1 when Karen's party is?  
2 how many copies of your CD you have sold?  
3 if/whether they have got tickets for the concert?  
4 where she put the documents?  
5 if/whether this bus goes to the city centre?

#### Vocabulary

- A 1 take 2 in 3 went/carried 4 up 5 give 6 up  
7 Look/Watch 8 up 9 over 10 ran
- B 1 front page 2 nickname 3 side effects 4 comedy  
5 witty 6 eventually 7 prescription 8 biologist  
9 laptop 10 fed up
- C 1 fun 2 In the end 3 at the moment 4 especially  
5 on time

#### Pronunciation

- A 1 glamorous 2 chemist 3 symptoms 4 tired  
B 1 patient 2 operation 3 ward 4 overdose  
5 massage 6 blood pressure

#### Reading

- A 1 C 2 F 3 A 4 E 5 G 6 B  
B 1 F 2 F 3 T 4 T 5 F

#### Listening

- 1 141 2 passport 3 1856 4 President John F  
Kennedy 5 12 6 grapes 7 names 8 diet  
9 teeth 10 reach 150

#### Tapescript Test 1

He may be, but he may not be – we'll probably never be able to prove it, but according to people in a tiny village in Nepal, Bir Narayan Chaudhuri is the oldest living person in the world, a remarkable 141 years old. Last week the Nepalese government accepted his claim, but he will never go into the *Guinness Book of Records* as there are no documents to testify to his age, and he has no passport either, as the one trip he has made in his life was only over the border to India. Mr Chaudhuri claims to have been born in November 1856. If this is true it means he was born before the American Civil War, and before the jet plane and the motorcar were invented. He was 58 when the First

World War broke out, 107 when President J F Kennedy was assassinated, and 140 when Princess Diana died. The research team who went to interview him had to drive for 12 hours from the Nepalese capital Kathmandu, down dirt roads and dust trails, to the anonymous village of Biratnagar, close to the Indian border. It was very hard to tell whether he was impressed by being a celebrity. He rarely moves, spending his day sitting on a bed eating grapes, in a grass hut almost identical to the one where he was born. He has outlived both his wives, whose names he has actually forgotten, and his son and his four grandchildren are all pensioners. He has 16 great-grandchildren, and five great-great-grandchildren. When asked why he thought he had lived so long he said that it was because of his diet – mainly pork and rice – and having four short naps every day. His life also seems relatively free of stress – there is no radio or television in his village, and Mr Chaudhuri has never read a paper, as he is unable to read or write. His one worry in life is his teeth – he is now on his fourth set of false ones. He does not remember ever seeing a car, though he did once travel by train for a pilgrimage to India. The interview was short, as Mr Chaudhuri tires easily. The last thing our reporter asked him was if he had any remaining ambitions. He answered, 'Only one: to reach 150.' What a birthday party that should be!

## Test 2

### Files 3 and 4

#### Grammar

- A 1 my car repaired 2 have got lost 3 been waiting for 4 have been at home 5 have told me  
6 had tried on 7 not have existed 8 the more money you'll earn 9 would have got to the top  
10 you wouldn't phone
- B 1 ... an old brown tracksuit 2 ... have our kitchen redecorated 3 He can't have forgotten ...  
4 The sooner you ... 5 ✓ 6 People think that ...  
7 ✓ 8 ... give me some advice 9 ✓ 10 I might have left it ...
- C 1 decided 2 were playing 3 had sent  
4 were decorating 5 had been painting 6 realized  
7 had stopped 8 rushed 9 were admiring  
10 had just finished

#### Vocabulary

- A 1 general election 2 soldiers 3 loose 4 slippers  
5 bargain 6 immature 7 equal rights 8 fence  
9 lock 10 detached
- B 1 furious 2 filthy 3 terrified 4 delighted  
5 starving
- C 1 goes 2 off 3 put 4 over 5 looking
- D 1 lost; missed 2 seem; looked 3 robbed; stole  
4 mind; matter 5 discuss; arguing

#### Pronunciation

- A 1 gloves 2 lose 3 looks 4 furniture  
B 1 immature 2 discount 3 designer  
4 discrimination 5 luxurious 6 government



# Tests key

## Reading

1 F 2 F 3 F 4 T 5 T 6 T 7 F 8 F 9 T  
10 F

## Listening

1 c 2 c 3 a 4 b 5 b

### Tapescript Test 2

A With us this week on *Living Dangerously* we have Charlie Griffin, a man whose name is synonymous with adventure, and with mountains, and perhaps especially associated with Mount Everest, and with K2, a mountain which he has climbed no fewer than three times. Welcome to the programme, Charlie.

B Thank you.

A Charlie, have you ever regretted having dedicated your life to mountain climbing? Have you ever thought that it might have been nice to have an ordinary job, see more of your family, live a more normal life?

B No, I have never felt like that – though perhaps my wife has. I have the same love and enthusiasm for climbing today as I had when I began. Of course I have sometimes worried about my family – I mean, I know that what I do is physically very dangerous, but I continue because I enjoy doing it. My only regret about my job is that I have lost so many of my close friends in climbing accidents, and that's very hard. But I don't think I'll ever stop climbing. When I'm older I'll just climb smaller, slightly easier things.

A Did you always want to climb mountains, I mean when you were a child?

B No, not at all. When I was 18 I was planning to go to university, to study English literature, and then perhaps become a teacher. At that time, although I already loved climbing, I never thought that anyone could make a living from it, it was just a hobby.

A What made you change your mind?

B Circumstances! I didn't get a place at university, and although I went back to school to study for my exams again, I gave up and left after six months. Now I regret it. I wish now I had gone to university and enjoyed those years of being a student. I think it's an experience all young people should have, if they can.

A Do you regret not becoming a teacher?

B No, not at all!

A Were you good at sport at school?

B Not particularly. I was an enthusiastic but not very talented footballer. Climbing was the only thing I found I was really good at. I'd been very good at climbing trees as a child, and from the moment I started climbing rocks I found I could do it relatively easily. And I've never looked back!

A Charlie Griffin, thank you very much, and good luck.

B Thank you.

## Test 3

Files 5 and 6

### Grammar

- A 1 haven't seen 2 going 3 have been arguing  
4 not to talk 5 to hear 6 lying 7 leaving  
8 testing 9 has already lost 10 's been playing  
B 1 b 2 c 3 b 4 a 5 b 6 a 7 b 8 a 9 a  
C 1 she didn't/doesn't have much money  
2 that they won't  
3 I want most for Christmas  
4 Jane  
5 who owns/has a dog  
6 no time

### Vocabulary

- A 1 liar 2 memorable 3 loss 4 vandalism  
5 homeless  
B 1 commit 2 tell 3 do 4 make 5 stole  
C 1 burglar 2 feathers 3 cages 4 court 5 sink  
6 deny 7 window shop 8 brand names  
9 environment 10 jury  
D 1 into 2 set/started 3 up 4 take 5 out

### Pronunciation

- A 1 company 2 enough 3 judge 4 though  
5 theory  
B 1 assassination 2 natural 3 pretend  
4 unforgettable 5 evidence

### Reading

1 B 2 F 3 A 4 E 5 C 6 D

### Listening

1 T 2 F 3 F 4 F 5 T 6 F 7 T 8 F 9 F  
10 T

### Tapescript Test 3

And last on Thames Valley news, the story of the parrot who solved a crime. At Kingston Crown Court yesterday a parrot convinced a judge and jury that he knew who his real owner was. As soon as the parrot, whose name was Barney, saw the woman from whom he had been stolen, he started to whistle and puff up his feathers.

Mr Eric Buckley, from Surbiton, had been accused of stealing the bird. He denied it, and said that he had bought the parrot for his children at an auction. He said that the parrot's name was Blue, though in fact he is bright green, with a red flash on his forehead, and insisted that he could prove that the parrot was his because it could say the names of his children, Jennifer, Martin, and Doreen.

However, everyone in court burst out laughing when the parrot, who was in a cage, started to whistle loudly as soon as he saw Miss Georgina Morgans in the witness box. She insisted that the parrot, whose real name was Barney, and who is worth at least £625, had been stolen from her home in Surrey. Miss Morgans, a garden centre manager, said that she had recognized Barney as soon as the police showed him to her.

The jury only took an hour to find Buckley guilty. The judge himself said that there was one key fact: the only word the bird had spoken while at the police station was Barney! Mr Buckley will be sentenced next month.

## Test 4

Files 1 to 7

### Grammar

- A 1 a 2 c 3 a 4 b 5 a 6 c 7 a 8 c 9, b  
10 c
- B 1 working 2 hadn't told 3 had been waiting  
4 'll be sunbathing 5 saw 6 stealing 7 've been  
reading 8 had known 9 's forgotten
- C 1 for forgetting  
2 you practise, the better you'll speak  
3 have changed jobs  
4 you get lost  
5 playing/having played well  
6 is said that

### Vocabulary

- A 1 take after 2 press 3 surgeon 4 gradually  
5 research 6 remind 7 army 8 sale 9 gate  
10 housework 11 puppy 12 jail 13 staff
- B 1 fashionable 2 scientist 3 childhood  
4 modernize 5 luckily 6 uncommunicative  
7 censorship
- C 1 up 2 feel 3 off/away 4 put 5 over

### Pronunciation

- A 1 hug 2 headache 3 physics 4 paid 5 hated  
6 socks 7 perfect 8 quiet 9 scientist 10 cough
- B 1 petrified 2 irresponsible 3 embarrassing  
4 comfortable 5 eventually
- C 1 comedy 2 punishment 3 journalist  
4 appearance 5 neither

### Reading

- 1 a 2 b 3 a 4 c 5 a

### Listening

- A a 2 b 4 c 5 e 3 f 1  
B a 1 b 5 c 4 d 2 e 3

### Tapescript Test 4

1

When I was a child I was at my grandmother's house on Sunday morning. My grandmother had to go out for a few minutes and I was left alone in the house. She told me to stay in the living room with the dogs and watch TV till she came back and not to touch anything. Unfortunately, when I switched on the TV I knocked over one of my grandmother's favourite vases which fell and broke. I felt terrible and was sure she'd be furious even though it had been an accident. When she came back I told her one of the dogs had done it. I know it wasn't very fair but at the time I was so worried about getting into trouble ...

2

I had applied for a job I desperately hoped to get, because I'd been unemployed for a while and during the interview I was asked if I had worked with a particular computer program before. Although I hadn't, I said I had used it for quite some time. After the interview I was offered the job, which was great. Then in my first week I was asked to put some statistics into a report. I was horrified because I had absolutely no idea how to do it. In the end, I had to explain to my boss, who was not very sympathetic.

3

Last month, when I was on my way to the gym one afternoon, I saw my best friend, Graham, going into the cinema with a girl from our school called Sharon. They were holding hands. Well, Graham has been going out with my sister, Ruth, for a year. Ruth was away at the time doing a course. When Graham saw me he rushed over and told me not to say anything to Ruth. It wasn't easy – after all she is my sister. But Graham is my best friend, so I haven't said anything to her yet. I mean Graham swears there was nothing in it, it was just a bit of fun, but I'm not sure if ...

4

I was flying to London with my three kids, and the whole trip was going to work out really expensively because all kids over the age of two pay 50% of the full fare. So I decided to pretend that my youngest child, my daughter Anna, was under two, and get her what's called an 'infants ticket', which costs only 10% of the fare. Anyway, everything had gone fine until I had to show the boarding passes at the gate and the stewardess asked me how old my daughter was. I had to make my mind up in a split second – I mean whether to lie and say she wasn't two yet, and risk being caught out or whether to tell the truth and probably have to pay the full price. I decided to lie and amazingly I got away with it – the stewardess let me go. But it was a really nasty moment.

5

An eccentric aunt of mine from the States came to stay with in Britain last year. She's 76 but she behaves and dresses like someone half her age. On her last evening she said she wanted to take me out for dinner and asked me to choose a good restaurant. I chose my favourite fish restaurant which I can't normally afford. She turned up dressed in a pair of jeans and a new orange top she'd bought that afternoon. She looked ridiculous, and completely out of place in that restaurant. When she asked me how she looked I didn't have the heart to tell her the truth, and I said she looked great. I mean I didn't want to be unkind, but ...