

Entry test key

1 2 don't want 3 is studying 4 Do, believe
5 are living 6 play

2 2 came, was talking 3 finished, was
cooking 4 were listening, told 5 found, was
walking 6 was washing, started

3 2 R 3 B 4 A 5 A 6 B

4 2 fat 3 interesting 4 deep 5 low
6 fast 7 quiet 8 messy/untidy
9 easy 10 new/young 11 far

5 2 will rain 3 won't hurt 4 will pass
5 will become 6 will happen

6 2 might 3 will 4 might 5 won't 6 won't

7 2 e 3 a 4 f 5 d 6 b

8 2 recycling 3 pollution 4 litter
5 rainforests 6 global warming

9 2 can't he 3 didn't they 4 have you
5 won't she 6 don't they

10 2 just 3 for 4 yet 5 already 6 since

11 2 garbage 3 pavement 4 subway
5 trousers 6 flat

12 2 Coffee is grown in Kenya.
3 Football is watched all over the world.
4 Emails are sent for many reasons.
5 Lots of junk food is eaten by children
every day.
6 The housework is done by women in
many families.

13 2 'm allowed to 3 don't let 4 lets
5 're not allowed to 6 let/don't let

14 2 make 3 make 4 have 5 make 6 have

15 2 doing 3 to help 4 to go 5 being
6 to give

16 2 soundtrack 3 director 4 science fiction
5 storyline 6 westerns

17 2 Over ten thousand people were killed in
the earthquake.
3 Hundreds of telephone calls were received
after the programme.
4 My mother was given a new job last week.
5 I was given some bad news yesterday.
6 Our flight was cancelled because of the bad
weather.

18 2 an 3 the 4 a 5 The, the 6 the

19 2 earthquake 3 avalanche 4 tsunami
5 nuclear bomb 6 volcano

20 2 too many 3 too much 4 enough
5 too much 6 too many

21 2 We're going to buy 3 are you going to do
4 I'll come 5 you'll get married
6 is going to win

22 2 bungalow 3 block, flats 4 housing,
estate 5 caravan 6 cottage

23 2 somewhere 3 everyone 4 everything
5 nothing 6 no one

24 2 doesn't have to 3 mustn't
4 must 5 don't have to 6 mustn't

25 2 memory 3 remembering 4 memorise
5 remember 6 memorable

26 2 My parents have been living here for six months.
3 What have you been doing in History this week?
4 I haven't been eating healthily recently.
5 How long have you been playing football?
6 Why have you been sleeping so much?

27 2 I've been writing 3 have you known
4 We've driven 5 have you been doing
6 I've spent

28 2 saxophone 3 keyboards 4 synthesiser
5 clarinet 6 flute

29 2 who 3 where 4 which 5 that 6 that

30 2 sore throat 3 dentist 4 ambulance
5 temperature 6 patient

31 2 Did, use to play 3 used to spend
4 used to be 5 used to watch
6 did, use to like

32 2 'd help, asked 3 were, 'd study
4 wouldn't invite, had 5 would ask,
thought 6 spoke, wouldn't have to

33 2 search engine 3 crashed 4 save
5 offline 6 downloads

34 2 didn't enjoy, 'd seen
3 got, had already left
4 hadn't eaten, recommended
5 had already gone, got
6 found, 'd bought

35 2 archaeologist 3 owner 4 decorator
5 tourist 6 photographer 7 farmer
8 journalist 9 receptionist 10 artist
11 footballer

36 2 Ben said he'd be late for school because he was going to the dentist.

3 David said he couldn't remember the answer.

4 Paul told Nancy not to call him.

5 Sarah said she'd left her keys at home.

6 Claudia said she'd never been to Italy.

37 2 improvement 3 equipment 4 calculation
5 management 6 education

38 2 if I often went to the cinema
3 if I'd seen Jill at the weekend
4 if I could play volleyball
5 if I was going to take my driving test soon
6 if I would join him for an ice cream

39 2 what I'd done for Christmas
3 when I could help him
4 where I'd bought my new trousers
5 how my brother was
6 what I usually ate for lunch

40 2 If I hadn't forgotten my homework, my teacher wouldn't have been angry.
3 If David hadn't eaten a lot of cake, he wouldn't have had a stomachache.
4 If I'd studied hard, I would have passed my exams.
5 If I'd bought my mother a birthday present, she wouldn't have been upset.
6 If we hadn't spent all our money on chocolate, we would've had money for the bus.

Teaching notes for communication activities and grammar practice key

Unit 1

Communication activity

Areas practised

Present perfect and past simple: questions and answers

- Divide the class into pairs. Use one questionnaire for every student. Tell students to follow the instructions at the top of the questionnaire. Check any unknown vocabulary in the questionnaire. Elicit examples of follow-up questions they could ask for question 1 (*Who did you meet? When did you meet him/her?*), and check students understand that they must use the past simple. Ask a stronger pair to demonstrate.
- Monitor and check that students are asking and answering the questions using the correct constructions, and that they are making notes of the answers to the follow-up questions.
- When all the questionnaires have been completed, students report back to the class the more interesting answers.

Grammar practice key

1

- 2 saw
- 3 said
- 4 have often disagreed
- 5 didn't like
- 6 thought
- 7 was
- 8 preferred
- 9 've never read
- 10 haven't decided

2

- 2 When did you move here?
- 3 Have we met before?
- 4 Where did we meet?
- 5 When did he learn to read?
- 6 How long has he been at this school?
- 7 Have you ever driven a Ferrari?
- 8 Where have you been?
- 9 When did you join the library?

3

- 2 've just finished work
- 3 a year ago

4 told him to go away

5 say sorry

6 told a lie

4

- 2 've told
- 3 tell
- 4 says
- 5 Tell
- 6 say
- 7 tell
- 8 say
- 9 say

Unit 2

Communication activity

Areas practised

Past simple, past continuous, and past perfect sentences with time expressions

- Divide the class into groups of three or four. Use one set of cards for every group (use only 15 cards for a group of three), and divide the cards among the groups.
- The first student lays a card on the table. The second student then lays one of his/her cards next to it. He/she must make a sentence combining the picture and time expression on the first card, with the picture on the card they lay down themselves. Students can use their imagination when making sentences. The sentences do not have to be 'sensible', as long as they are grammatically correct, e.g. *As soon as the phone rang I cried.* If they make a mistake they have to take their card back, otherwise if their sentence is correct, they leave their card on the table. The third student in the group then does the same. They place their card face up on top of either of the two cards on the table, then make a sentence with the pictures on the two cards they can see, and one of the time expressions.
- Ask a stronger pair to demonstrate.
A: *As soon as we had eaten dinner, we went for a walk in the park.*
B: *When we were walking in the park, we saw a man dive into the river.*
- Monitor and check that students are forming the sentences correctly.
- The first student to get rid of all their cards is the winner.

Some possible answers

A baby was crying when we were walking in the park.

We played tennis then I went to sleep.

I broke my leg while I was playing tennis.
 While we were watching TV someone knocked on the door.
 While I was taking the dog for a walk, my phone rang.
 We walked in the park then went for a swim.
 When the team scored a goal I started cheering.

Grammar practice key

- 1
 - 2 was having, told
 - 3 were singing, were playing
 - 4 opened, jumped
 - 5 was riding, realised, didn't have
 - 6 were you dreaming, woke
- 2
 - 2 When I had done my homework, I went out.
 - 3 When she had found a parking space, she went to the supermarket.
 - 4 When I had opened all my birthday presents, my parents came downstairs.
 - 5 Our team had scored five goals when the referee blew the half-time whistle.
 - 6 When he had put the children to bed, he sat down and turned on the television.
- 3
 - 2 as soon as we
 - 3 while she was watching
 - 4 was sleeping when
 - 5 then he went
 - 6 he had taken the photograph
- 4
 - 2 (X) She realised that she had already seen the film.
 - 3 (X) I loved that old TV show.
 - 4 (X) Daniel always sticks up for his friends.
 - 5 (X) Sam and Tim weren't speaking because they had fallen out.
 - 6 (✓)

Unit 3

Communication activity

Areas practised

Should, ought to and had better for giving advice

- Divide the class into groups of three. Use one set of problems for every group. Make sure each student in the group has one problem.
- Tell students to read their problems, and check any unknown vocabulary. In turn, they should read their problem to the other students in their

group, then listen to their classmates' advice. Demonstrate with a stronger student the kind of advice and structure needed, e.g. *You should talk to your brother. You should tell a teacher.*

- Students make notes of the advice given and report back to the class, e.g. *Rafael told me I should talk to my brother.*
- As an extension activity, stronger students could be asked to write their own problems and elicit advice from other group members. They then write up the problems and solutions as a writing activity.

Grammar practice key

- 1
 - 2 's been playing
 - 3 haven't been studying
 - 4 Have you washed
 - 5 hasn't finished
 - 6 have we been waiting
 - 7 hasn't been sleeping
 - 8 has stolen
 - 9 's got
- 2
 - 2 How long have you been learning to drive?
 - 3 Have you tried the new restaurant in town?
 - 4 Where's Tim been staying?
 - 5 How long have you been able to play the guitar?
 - 6 Have they been married for long?
- 3
 - 2 'd better not
 - 3 've been travelling since
 - 4 ought to
 - 5 should eat
 - 6 have you known
- 4
 - 2 (X) You had better phone for an ambulance.
 - 3 (X) John ought to watch less television.
 - 4 (X) He's been arguing with his brother all day.
 - 5 (✓)
 - 6 (X) You should get a part-time job.

Unit 4

Communication activity

Areas practised

Time conjunctions

- Divide the class into groups of three or four. Use one set of sentence cards and three sets of conjunction cards for every group. Put the cards face down in the middle of the table.
- The first student turns over the top sentence card and the top conjunction card and tries to finish the sentence using the conjunction shown. If the group agrees that the sentence is correct and sensible, the student keeps the cards. If the student fails to make a correct or sensible sentence, the turn passes to the next student. (Note that it is not possible to make sensible sentences with some of the combinations of sentences and conjunctions, e.g. *Let's not worry about this ... / as soon as ...*) This student has the choice of using the same two cards as the previous student to make a sentence, or to turn over one of the conjunction cards and try again.
- The object of the game is to collect as many cards as possible.
- Some possible answers are: *I'll stay with you until your parents get home. I won't help you unless you come to the cinema with me. Don't argue with me when I'm telling you off.*

Grammar practice key

1

2 a 3 c 4 a 5 c 6 b

2

- 2 You won't lose any weight unless you eat less chocolate.
- 3 Unless you come and eat your dinner, I'll eat it all.
- 4 I never take this road home unless the traffic is really bad.
- 5 You can't park here unless you work here.
- 6 He never goes to bed before one in the morning, unless he's really tired.

3

- 2 isn't likely that
- 3 stood up as soon as
- 4 unless you want
- 5 my exercises until
- 6 might not be

4

- 2 (X) John will probably help you.
- 3 (✓)

- 4 (X) You'll break that if you aren't careful.
- 5 (✓)
- 6 (X) How long does it take you to get ready for school?

Unit 5

Communication activity

Areas practised

Modal verbs of obligation, prohibition, and permission

- Divide the class into groups of three or four. Use one set of picture cards for each group, and make sure every student has one set of word cards. Tell them to place the picture cards face down in the middle of the table. The first student turns over the top picture card, then chooses a word card from their hand and makes a sentence about the situation.
- If the group agrees that the sentence is correct and sensible, the student puts their word card down on the table and the turn passes to the next student, who tries to make a sentence with a different word card from his/her own hand. If the student fails to make a correct or sensible sentence, he keeps the word card and the turn also passes to the next student.
- When each student has tried to make a sentence with the picture card, it is put at the bottom of the pile and the next picture card is turned up.
- Monitor and check that students are forming the sentences correctly.
- The first student to get rid of all their word cards is the winner.
- Possible sentences are: *You mustn't make any noise in the library. You must listen in class. You must wear suntan lotion in the sun. You can feed the ducks. You are allowed to sit on the grass. You aren't allowed to get out of bed. You must take your medicine. The teacher makes us work hard. They won't let you go into the swimming pool without a hat.*

Grammar practice key

1

- 2 make, eat
- 3 let, use
- 4 make, go

5 allowed to play

6 Let, explain

2

3 ✓ 4 very 5 ✓ 6 ✓ 7 to 8 are
9 ✓ 10 to 11 ✓ 12 being

3

2 don't have to book

3 are allowed to use

4 let you use

5 mustn't forget

6 had to

4

2 (X) Jeremy had to go to hospital last week.

3 (✓)

4 (X) That was a (very) bad / an absolutely awful film.

5 (X) Sorry, you can't go in there yet.

6 (X) Danny will have to / must find somewhere to live soon.

7 (✓)

8 (X) What an amazing goal!

Unit 6

Communication activity

Areas practised

Present perfect passive

- Divide the class into student A and B pairs. Students must not show each other their pictures. Explain that Student A has pictures of places as they were ten years ago. Student B has pictures of the same places today.
- Tell the students to ask each other questions about their pictures to find out what has changed in the past ten years. Ask a stronger pair to demonstrate.

A: *Is there a pond in the park?*

B: *No, there isn't. There's a swimming pool.*

A: *So, the pond has been changed into a swimming pool.*

- The pairs note down all the changes on a piece of paper, and report them back to the class. You might want to pre-teach some vocabulary (*replace, take away, clear away, remove, knock down*) to help them. Encourage students to use present perfect passive.
- Monitor and check that all the changes have been noted.

Possible answers

The cinema has been changed into a car park.

The park has been changed into a hotel. The church has been changed into a café. The café has been changed into a book shop. The record store has been sold. The pond has been changed into a swimming pool. The fence has been replaced. A new fence has been put up. The rubbish has been taken away / removed / cleared away.

Grammar practice key

1

2 was murdered

3 are produced

4 was published

5 was announced

6 is watched

7 was installed

8 was followed

9 is situated

2

2 was Martin Luther King murdered?

3 are Toyota cars produced?

4 was this novel published?

5 was announced on the radio?

6 is watched by people all over the world?

7 was this computer installed by?

8 was followed home last night?

9 is the library situated?

3

2 I'm going to have that tree removed because it makes the garden so dark.

3 We had a new phone installed in our bedroom yesterday.

4 That man is having a tiger tattooed on his arm. That must hurt!

5 She's going to have her ears pierced tomorrow.

6 Tim has had his head shaved, and now he looks a bit frightening.

7 Every Friday we have a pizza delivered to our house.

8 She had her novel published at her own expense.

4

2 will be driven

3 won't be disappointed

4 will be told

5 won't be opened

6 will be finished

7 will be announced

8 won't be reduced

Unit 7

Communication activity

Areas practised

Verbs with gerund or infinitive

- Divide the class into pairs (for stronger classes) or groups of four. Each pair or group then splits into two teams: 'noughts' and 'crosses'. Make sure each pair or group has one grid and two sets of word cards. Cut up the word cards and tell the 'noughts' to mark all their word cards with a zero, and the crosses to mark their words with a cross.
- Place the two packs of word cards face down in the middle of the table. Explain that the object of the game is to create a row of four noughts or crosses with the cards being placed horizontally, vertically, or diagonally on the grid. Opponents can block a line in the same way as in a game of noughts and crosses.
- The first student/pair picks a word card from the pack and places it on any square in the grid. They then make a sentence using that verb with either the gerund or infinitive, e.g. *My friend suggested meeting at the cinema.* If the sentence is correct, the card stays where it is. If it is wrong, the turn passes to the other student/pair, and they try to do the same.
- The turns pass back and forth between the students/pairs until one has succeeded in making a line of four cards with either noughts or crosses.

Grammar practice key

1 2 putting 3 playing 4 to speak 5 to sell
6 having to 7 to help 8 to take 9 using

2 2 He prefers having/to have showers to baths.
3 I would love to come with you.
4 We don't mind waiting.
5 They decided to stay in the hotel.
6 Please remember to lock the doors.
7 I feel like dancing.

3 3 a 4 ✓ 5 of 6 ✓ 7 like 8 be 9 ✓
10 so 11 ✓ 12 it

4

- 2 ask someone to help
- 3 would you mind moving
- 4 decided not to go
- 5 looks up to
- 6 to buy

Unit 8

Communication activity

Areas practised

I wish / if only for present situations

- Divide the class into groups of three or four. Use one sheet for each group, and place the pack of cards face down in the middle of the table.
- Tell the students to take turns overturning the cards and expressing a wish prompted by the situation on the card, e.g. *I wish those shoes weren't so expensive.* If the wish is considered by the rest of the group to be grammatically correct and sensible, the student keeps that card. The turn then passes on to the next student in the group.
- The game ends when all the cards have been collected. The winner is the student with the most cards.

Grammar practice key

1

2 c 3 a 4 a 5 c 6 b 7 a

2

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

3

3 ✓ 4 to 5 ✓ 6 been 7 will 8 ✓
9 of 10 ✓ 11 do 12 the

4

- 2 I knew, I would
- 3 I wish I was/were
- 4 What if you get caught
- 5 gets me down
- 6 only the weather wasn't

Unit 9

Communication activity

Areas practised

Modal verbs for deduction in the present: *must be, might be, could be* or *can't be*

- Divide the class into groups of three or four. Use one sheet for each group, and tell students to distribute the cards evenly between themselves.

- Tell the students they have to try to guess the objects depicted on the cards using modal verbs of deduction, e.g. *It could be a suitcase. It must be a laptop.*
- If the other students in the group agree that the sentence is correct and sensible, the card stays on the table. The winner is the first student to get rid of all their cards.
- Monitor and check that students are forming the sentences correctly.

Key

1 a radio 2 a book 3 a dog 4 a personal stereo 5 a suitcase 6 a telescope
7 a motorbike 8 a pen 9 a tennis racquet
10 a mobile phone 11 a pair of sunglasses
12 a laptop 13 a mosquito 14 a video camera 15 a map 16 a yacht 17 a tent
18 some soap 19 a sun hat 20 an umbrella

Grammar practice key

1 2 c 3 a 4 c 5 b 6 b

- 2 2 might be
3 can't be
4 might be
5 must be
6 might be
7 might be
8 can't be

3 3 with 4 ✓ 5 so 6 ✓ 7 to 8 for 9 of
10 ✓ 11 ✓ 12 that

- 4 2 in spite of having
3 even though he was
4 can't be
5 must be
6 made up your mind

Unit 10

Communication activity

Areas practised

Modal verbs for deduction in the past: *must have*, *can't/couldn't have* or *might have*

- Divide the class into groups of three or four. Use one sheet for each group. Make sure each student has one 'mystery' card.
- Tell the students to read about the situation on their card and think about what led to each of the situations, then write some ideas

using modal verbs of deduction/speculation, e.g. *The married couple might have been murdered.*

- After they have jotted down a few ideas, students take turns to read out their mystery to the rest of the group, and ask their classmates' opinions about what happened. They collate ideas and make notes.
- When the activity is finished, students report back to the class with the results, e.g. *We think that the married couple might have run out of petrol.*
- As an extension activity, stronger students could make up their own mysteries for other students to speculate about.

Grammar practice key

- 1 2 what you're talking about
3 how that got here
4 why she hasn't phoned
5 who broke the ornament
6 where Stonehenge is
7 how Tim's mother is

- 2 2 must have
3 can't have
4 can't have
5 can't have
6 must have
7 can't have
8 must have
9 can't have

- 3 2 you know
3 can't have remembered
4 must have misunderstood
5 can't have helped
6 might have gone

- 4 2 (X) Do you know when it finishes?
3 (✓)
4 (X) I can't tell you where they have gone.
5 (X) She can't have spoken to Arthur yet.
6 (✓)
7 (X) I came across an old Spice Girls CD yesterday.

Unit 11

Communication activity

Areas practised

Reporting verb patterns

- This is a memory game. Divide the class into pairs. Make sure each pair has one set of cards. Students spread out all the cards face down on the table (not in a pile).
- Explain to students that they must turn over one speech card and one verb card and see if they match. If they match, the student makes a sentence reporting what is said on the speech card, e.g. *The man apologized for losing my dog.* They can use any tense they like. If the sentence is correct, they keep the cards. Ask a stronger pair to demonstrate.
- The game continues in this way until students have matched all the speech and verb cards using their memory. The winners are the students with the most pairs of cards.
- Monitor and check that students are forming the sentences correctly.
- As an extension activity, stronger students could write their own speech cards, and play the game with those.

Alternatively, this activity could be done in small groups.

Grammar practice key

1

- 2 I was
- 3 help him
- 4 they hadn't tried
- 5 her name was
- 6 he was
- 7 he had bought
- 8 she was doing
- 9 he had been

2

- 2 Are you having fun?
- 3 Will/Can you help me please, Mark?
- 4 Why didn't they try to phone home?
- 5 What is your name?
- 6 Are you from the USA?
- 7 Did you buy me a present?
- 8 What are you doing?
- 9 Where have you been living?

3

- 2 She said she hadn't spoken to him.
- 3 He said they would break up soon.
- 4 She said that they'd been engaged for two years.
- 5 I said that we'd been decorating the living room.
- 6 He said that they couldn't get married.
- 7 I said I was leaving.
- 8 He said that she hadn't met him before.
- 9 She said that they had to try to persuade him.

4

- 2 a 3 c 4 b 5 b 6 a 7 c 8 b 9 a

Unit 12

Communication activity

Areas practised

I wish / if only for the past

You will need a dice and some counters for each group.

- Divide the class into groups of three or four. Use one game board for each group. Students place their counters on the start square. The first student rolls the dice and moves the number of squares shown on the dice.
- The student makes an *If only ...* or *I wish ...* sentence based on the picture they land on. The other students decide if the sentence is grammatically correct and makes sense. If the sentence is correct, the student stays on that square; if the sentence is wrong, they move back to the square where they started. Alternatively, students can try to correct a wrong sentence and then move back one square.
- The first to reach the finish is the winner.
- Monitor and check that students are forming the sentences correctly.

Possible answers

- 1 If only I wasn't a postman.
- 2 I wish I had been more careful!
- 3 If only I hadn't stolen that car!
- 4 I wish I had brought an umbrella.
- 5 I wish I had left the house earlier.
- 6 If only I had bought a parking ticket.
- 7 I wish I had trained harder.
- 8 I wish I had a ladder.
- 9 I wish I had a job.

- 10 If only I had mended the brakes.
- 11 If only I lived in a nicer house.
- 12 If only I hadn't forgotten the cake!
- 13 I wish I didn't have to do this.
- 14 If only the sea wasn't so rough.
- 15 I wish I had studied harder.
- 16 I wish it wasn't so hot.

Grammar practice key

- 1
 - 2 had scored, would have won
 - 3 have kept, had been
 - 4 had told, wouldn't have been
 - 5 would have bitten, had spoken
 - 6 had wanted, would have stopped
 - 7 wouldn't have been able, had locked
 - 8 had asked, would you have agreed
 - 9 Would he have been, had told

- 2
 - 2 had studied
 - 3 hadn't told
 - 4 hadn't lost
 - 5 had been
 - 6 had listened
 - 7 had asked
 - 8 hadn't sold
 - 9 had brought

- 3
 - 2 You should have studied a bit more.
 - 3 You shouldn't have told Mark the bad news.
 - 4 You shouldn't have lost your temper.
 - 5 You should have been more careful.
 - 6 You should have listened to your parents when you were young.
 - 7 You should have asked her to marry you.
 - 8 You shouldn't have sold it two years ago.
 - 9 You should have brought your swimming costume.

- 4
 - 3 been 4 ✓ 5 lot 6 of 7 ✓ 8 me
 - 9 about 10 ✓ 11 married/together 12 ✓

Unit 13

Communication activity

Areas practised

Relative pronouns; articles; punctuation, spelling and proofreading

- Divide the class into pairs. Use one sheet per pair. Tell the students that the text is unpunctuated

and contains a number of mistakes (relative pronouns, articles and spelling). They have to work together to correct the text.

- When all students have finished, put them into groups of four and get them to compare their texts and discuss the changes they have made.
- Show them a corrected copy so they can check each other's work.

Key

John Ronald Reuel Tolkien was born in South Africa in 1892. His parents, who were both English, were staying there on business. When Tolkien was four years old, his father died and the family moved back to England. He became a student of languages at Oxford University in 1911, and eventually returned there as a professor in 1925. During his time at Oxford, Tolkien did most of his writing. His first book was a children's fantasy novel called *The Hobbit*. This was quite successful and his publishers asked him to write a sequel. This sequel, which was called *The Lord of the Rings*, turned out to be a phenomenal success and made Tolkien a rich man.

Grammar practice key

- 1
 - 2 where ... ND
 - 3 that ... D
 - 4 that ... D
 - 5 who ... D
 - 6 whose ... D
 - 7 who ... ND
 - 8 whose ... ND

- 2
 - 2 an 3 the 4 / 5 an 6 a 7 the
 - 8 the 9 /

- 3
 - 2 is the hospital where
 - 3 is the car that
 - 4 which my husband bought
 - 5 turn him down
 - 6 who turned up

- 4
 - 2 (X) He got sent to prison for ten years.
 - 3 (✓)
 - 4 (X) You had better not spend too long in the sun.
 - 5 (X) A legend is a story which/that is only partly true.
 - 6 (X) Do you use the Internet very much?

Unit 14

Communication activity

Areas practised

Phrasal verbs; *feel*

- Divide the class into student A and B pairs. Tell them not to show their partner their crossword. Explain that their partner has the missing words on their crossword. Tell students they have to think of clues for the words in their puzzle so that their partner can complete their crossword. They then listen to their partner's clues and try to complete their crossword.
- Demonstrate the activity with a stronger pair, e.g.

Student A

3. *I don't ... my father. I look more like my mother.*

Student B

2. *All my friends were away in August so I felt really ...*
- Students can check their answers by looking at their partner's crossword.

Grammar practice key

1

- 2 'm used to feeling
3 wasn't/isn't used to going
4 didn't use to practise
5 'm not used to driving
6 Did we use to go
7 'm used to paying

2

- 2 take off your shoes / take your shoes off
3 put up with your behaviour
4 takes after his father
5 make it up
6 sort out the problem / sort the problem out
7 get on with his brother
8 picked it up

3

- 3 then 4 was 5 of 6 ✓ 7 it 8 ✓
9 ✓ 10 about 11 ✓ 12 with

4

- 2 used to smoke
3 have sorted your problem
4 used to put up with
5 bumped into Sally
6 put you up