



# Entry test key

- 1** 2 don't understand 3 are learning 4 spends  
5 think 6 Are ... having
- 2** 2 feels left out 3 fitting in 4 settle in  
5 bonded with 6 join in
- 3** 2 say 3 tell 4 tell 5 say 6 tell 7 tell  
8 say 9 say 10 tell 11 tell
- 4** 2 studied 3 bought 4 has been  
5 Have ... eaten 6 did ... go
- 5** 2 have you known 3 has had 4 been writing  
5 been working 6 has made
- 6** 2 turned up 3 broke up 4 looked ... up  
5 meeting up 6 break up
- 7** 2 were driving / played 3 heard / was cooking  
4 left / was playing 5 broke / was eating  
6 were playing / ran
- 8** 2 letting me down 3 get on well  
4 stand by you 5 fell out 6 sticks up for
- 9** 2 didn't have / had ... eaten 3 realised /  
had forgotten 4 missed / hadn't heard  
5 had known / got 6 arrived / had ... started
- 10** 2 qualifications 3 part-time 4 resigned  
5 salary 6 applied
- 11** 2 's going to rain 3 're meeting 4 'll go  
5 'm going to save / 'm saving 6 won't be
- 12** 2 boarding card 3 departure lounge 4 cruise  
5 journey 6 check-in desk
- 13** 2 about 3 about 4 for 5 into 6 for
- 14** 2 have been built 3 was interviewed  
4 will be destroyed 5 are sent  
6 has been spent
- 15** 2 make 3 do 4 make 5 do 6 make  
7 make 8 make 9 make 10 make 11 make
- 16** 2 'm having my hair cut on Saturday  
3 've just had the kitchen decorated  
4 'll have / 'm having the car fixed at the weekend  
5 have my eyes tested every year  
6 're having a big party organised (for us)
- 17** 2 made 3 let 4 let 5 isn't allowed to  
6 will be / are allowed to
- 18** 2 sitcoms 3 presenter 4 contestant  
5 episode 6 audience
- 19** 2 really 3 absolutely 4 really 5 very  
6 really
- 20** 2 obligation 3 permission 4 obligation  
5 prohibition 6 permission
- 21** 2 talking 3 to see 4 telling 5 to help  
6 staying
- 22** 2 agreement 3 difference 4 kindness  
5 possibility 6 reaction 7 entertainment  
8 protection 9 preparation 10 popularity  
11 relaxation
- 23** 2 I could speak German  
3 we didn't have so much homework every day  
4 I had enough money to buy Mum a birthday  
present  
5 Tom wasn't so good-looking / I was as good-  
looking as Tom  
6 we didn't have an exam tomorrow
- 24** 2 pick-pocketing 3 pay 4 shoplifting  
5 arson 6 burglaries
- 25** 2 will pay off 3 called off 4 come across  
5 went out 6 has broken down
- 26** 2 However 3 in spite of 4 even though  
5 However 6 despite



- 27** 2 comes up with 3 ignore 4 came up  
5 talk over 6 sort ... out
- 28** 2 can't be 3 might be 4 can't be  
5 must be 6 might be
- 29** 2 can't have forgotten 3 might have gone  
4 must have been 5 can't have failed  
6 might have had
- 30** 2 off 3 on to / onto 4 about 5 against  
6 up to
- 31** 2 they couldn't come to the party  
3 what time the exam started  
4 if he had seen her MP3 player anywhere  
5 she would help Tom later  
6 why he hadn't said something / anything
- 32** face: freckles, rosy cheeks, wrinkles  
hair: highlights, straight, a fringe  
height and build: tall, broad-shouldered,  
medium height, plump
- 33** 2 considerate 3 independent  
4 determined 5 sensible 6 imaginative
- 34** 2 I had heard my alarm clock  
3 I hadn't eaten so much yesterday  
4 I hadn't forgotten my money  
5 I hadn't told my brother to get out of  
my room  
6 I hadn't left my homework at home

- 35** 2 d 3 e 4 b 5 f 6 a
- 36** 2 Our house, which is 200 years old, is by  
the sea.  
3 Jack, whose friends call him Jacko, is  
very popular.  
4 Mandy, who wants to be a vet, loves animals.  
5 Dan Brown's last book, which I really enjoyed,  
was very good.  
6 Bulgaria, where I went last summer, is  
a beautiful country.
- 37** 2 the 3 an 4 – 5 – 6 the 7 – 8 the  
9 a 10 the 11 a
- 38** 2 informal 3 impatient 4 uncomfortable  
5 illogical 6 inexpensive 7 illegal  
8 irresponsible 9 impossible 10 unhelpful  
11 irregular
- 39** 2 'm used to getting up 3 used to play  
4 're used to spending 5 used to be  
6 'm used to cooking
- 40** 2 felt stupid 3 's feeling / feels confident  
4 feels the need 5 felt strange 6 don't feel  
up to

# Teaching notes for communication activities and grammar practice key

## Unit 1

### Communication activity

#### Area practised

##### Relative clauses

- Divide the class into four groups. Tell the students to cut up the cards. Make sure students in group 1 use card A, students in group 2 use card B, etc.
- Tell the students to look at the pictures. Allow time for the group members to make sure they all know the words. They should do this without students from other groups hearing them.
- Then regroup the students so that each new group has one student with card A, one with card B, one with C and one with D.
- In groups, students play 'Taboo' by describing the items on their card without saying the name of the item. For example, A – *It's a person who films for TV programmes.* (A cameraman.); B – *It's a place that has water on all sides.* (An island.) The groups can race each other to guess the six items first, or set a time limit and tell each group to count the words they guess correctly.

### Grammar practice key

1

- 2 is a place where
- 3 is a person whose
- 4 is a thing which
- 5 is the person who is
- 6 is a thing / book that

2

- 2 The film that stars Johnny Depp is on at the Odeon.
- 3 The Maths exam that we have tomorrow is going to be difficult for me.
- 4 Matt, who lives next door to me, plays football three times a week.
- 5 The students who broke the window in the classroom have been expelled.
- 6 I saw that man whose wife is a presenter on TV today.

3

- 2 who are always late
- 3 which / that tells you how to say words in

another language

- 4 where they try to make people better
- 5 who created Microsoft
- 6 whose husband has died

4

- 3 which
- 4 who
- 5 ✓
- 6 that
- 7 ✓
- 8 that
- 9 ✓
- 10 which
- 11 ✓
- 12 ✓
- 13 who
- 14 ✓

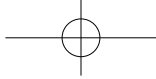
## Unit 2

### Communication activity

#### Areas practised

##### Verbs + gerund / infinitive; *what* clauses

- Ask the students to read through the statements and then to write two more in the blank spaces at the bottom.
- Demonstrate with a stronger student how to make appropriate questions to find out the information. For example, in the first statement the question could be: *Do you like / hate shopping?*
- Tell the students that the column for extra information is very important. Check that they can make a follow-up question. For example, *What can't you stand about shopping? What do you enjoy about learning English? When do you hope to go to the cinema this week?*
- When you are confident that the students understand the task, tell them they must speak to as many classmates as possible.
- Set a time limit and ask students to stand up and ask each other the questions.
- When they have completed the task, ask some students what they found out about



their classmates. Encourage them to use *what* clauses. For example, *What Mario remembers about buying his first CD is that it was very expensive.*

- You could extend this task by asking students to write a summary of their extra information.

### Grammar practice key

1

- 2 to speak
- 3 watching
- 4 playing
- 5 to lend
- 6 to buy
- 7 waiting
- 8 to drive

2

- 2 don't like about her is that she's rude to the teacher
- 3 need to remember is that English will be useful in the future
- 4 hate about shopping / when I'm shopping is waiting in queues
- 5 really need is a new pair of trainers
- 6 like about the Black Eyed Peas is that their music is original

3

- 2 to come
- 3 to buy
- 4 having
- 5 to do
- 6 to look for

4

- 3 ✓
- 4 for
- 5 ✓
- 6 ✓
- 7 a
- 8 with
- 9 ✓
- 10 of
- 11 for
- 12 ✓
- 13 to

## Unit 3

### Communication activity

#### Area practised

Reported speech

- Divide the class into groups of four. You can also have groups of three with only one

parent.

- Tell the students to imagine an English speaker is coming to stay in their home for two weeks. Discuss what problems may arise. Ask them if their parents speak English well.
- Tell the students to choose a role within the group and give the students time to understand and think about their role.
- Allow all the students with the same role to discuss the role and make notes.
- Tell the students they have ten minutes to do the roleplay. Monitor closely and help when needed. Make sure the students who chose role A use reported speech when they interpret the parents' comments. For example, *My father asked if you had a good journey. My mother would like to know if you need any towels.*
- If time allows, repeat the roleplay but change the students' roles so that those who were speaking L1 (the parents) get a chance to do the more challenging roles.

### Grammar practice key

1

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

2

- Answers will vary. Some possible answers:
- 2 suggested going to the cinema on Thursday
  - 3 encouraged me to apologise to her
  - 4 denied eating the last chocolate
  - 5 recommended that Paula took more exercise
  - 6 stated that the nation was in crisis

3

- 2 'I've never been happier.'
- 3 'How are you and the team going to celebrate winning the league?'
- 4 'We're not going to celebrate today because we have to concentrate on training for the Champions League final.'
- 5 'Good luck for the final.'
- 6 'Thank you. Can I say hello to my mum? She'll be watching the interview on TV.'
- 7 'Of course you can. Tonight you're the hero of thousands of Barcelona fans!'



- 4 2 (that) she had been to the doctor's the day before / the previous day
- 3 (that) they would be there by the following / next day
- 4 (that) she was going to Paris the following / next week
- 5 (that) he had had the worst morning of his life that day
- 6 (that) she was going to Amsterdam the following / next weekend

## Unit 4

### Communication activity

#### Areas practised

Common adverbial phrases; *used to* and *would*

- Tell the students to cut up the cards. Ensure each student chooses two or three of them.
- Form a circle with the students. Tell them you are going to make up a story as a class.
- Tell the students that they must use the words on one of the cards as they're telling the story.
- Start the story and, if possible, connect it to a topic you want to revise from a previous class. Tell the students that it doesn't matter how absurd the story is. As you say the words on your card, hold it up to show the class. The student on your right must then continue the same story, using the words on one of their cards.
- Continue round the circle until all the students have added to the story and used a card.
- If time allows, make up two or three stories with the class so that they use all their cards.

### Grammar practice key

- 1 2 used to be a fantastic football player
  - 3 we used to / would listen to the radio every Saturday afternoon
  - 4 I used to love going to the beach
  - 5 that people used to / would work without computers in the past
  - 6 I didn't use to enjoy reading, but I do now
- 2 2 [✓]
  - 3 [x] No, I didn't use to like them.
  - 4 [✓]
  - 5 [x] I used to think they were the best pop group in the world.
  - 6 [x] Did you (use to) have a Rubik's Cube when you were younger?
  - 7 [✓]

- 3 2 Did you use to have long hair?
- 3 Didn't you use to ride a bicycle?
- 4 Did you use to eat fast food?
- 5 Didn't you use to watch TV?

- 4 2 on purpose
- 3 in secret
- 4 by accident
- 5 in a row
- 6 in a panic

## Unit 5

### Communication activity

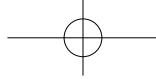
#### Area practised

Conditionals review

- Complete the three blank cards with topics that are appropriate for your students with the whole class. Personalise or localise the themes.
- Divide the class into groups of three or four.
- Ask the students to choose one card at a time and discuss it with their group.
- If necessary, set a time limit of two minutes per card.
- Monitor and check that students are using conditionals correctly. Then have class feedback on the main ideas raised.

### Grammar practice key

- 1 2 0
  - 3 2
  - 4 M
  - 5 3
  - 6 3
- 2 3 had
  - 4 to
  - 5 it
  - 6 ✓
  - 7 for
  - 8 would
  - 9 ✓
  - 10 ✓
  - 11 have



- 3**
- 2 had got enough money, we'd buy a flat
  - 3 (love to) go swimming if I had more / enough time
  - 4 write to Jonathan if he (ever) replied to my emails
  - 5 played hip-hop, I'd go to that club
  - 6 wasn't bad for my skin, I'd eat more / a lot of it

- 4**
- 2 b
  - 3 d
  - 4 a
  - 5 c
  - 6 a

## Unit 6

### Communication activity

#### Areas practised

Future perfect; future continuous; time expressions

- Tell the students they are going to think about their future, the future of the world and the future of a friend or famous person. They should specify who the friend / famous person is.
- Focus on the worksheet and ask the students to think about the future. They should make notes in the different sections and time zones. Give some examples: *In two years' time I'll have left school. By 2070 we'll have used up most of the world's resources. Ten years from now Antonia will be living in London and working in a bank.*
- When the students have made notes, divide the class into groups of three or four and ask them to tell each other about their predictions.
- Monitor and check that the students are using the future forms and time expressions correctly.

### Grammar practice key

- 1**
- 2 In two years' time
  - 3 from now
  - 4 for
  - 5 By
  - 6 during

- 2**
- 2 will be looking for
  - 3 will be making
  - 4 will have fished
  - 5 will have planted
  - 6 will be teaching

- 3**
- 3 ✓
  - 4 be
  - 5 during
  - 6 by
  - 7 ✓
  - 8 for
  - 9 ✓
  - 10 the
  - 11 being
  - 12 ✓
  - 13 ✓

- 4**
- 2 government
  - 3 reduction
  - 4 pollution
  - 5 recycle
  - 6 unplug

## Unit 7

### Communication activity

#### Area practised

Past perfect continuous

- This activity would be good practice for part 2 of the FCE writing paper in which students may have the option of writing a story that begins or ends with a given line.
- Tell the students to cut up the cards.
- Ask the students how they usually find out about what's happening in the news.
- Ask them if they can remember any strange or unusual news items they've heard recently. Give some examples of your own (include the past perfect continuous tense). For example, *A group of miners was rescued today from a mine in Tasmania. They had been waiting for a week to be rescued.* Encourage students to ask you questions about the event.
- Divide the class into pairs or groups of three and tell them they are going to invent a news story.





- Tell each pair or group to choose an opening line card and a time card. Set a time limit for the students to plan the story around the line and then ask different groups to tell the rest of the class their news story.
- As an extension activity, stronger students could write up the story as a news article.

### Grammar practice key

- 1**
- 2 'd / had been working
  - 3 had been losing
  - 4 'd / had been crying
  - 5 had been studying
  - 6 'd / had been driving

- 2**
- 2 had been made
  - 3 had been cooked
  - 4 had been done
  - 5 had been prevented
  - 6 had been invited
  - 7 had been told

- 3**
- 2 had ... been sent
  - 3 had been celebrating
  - 4 hadn't been invented
  - 5 had been waiting
  - 6 had been hoping

- 4**
- 2 He'd been looking for a job for six months when he finally got an interview.
  - 3 They'd been playing tennis for five minutes when the rain started.
  - 4 She'd been doing her homework when she got the text message.
  - 5 They'd been queuing for three hours by the time they bought the concert tickets.
  - 6 He'd been training for two years before he ran a marathon.

## Unit 8

### Communication activity

#### Areas practised

Modals review; dummy *it*

- Tell students to cut up the cards.
- Ask the students what jobs they'd like to do in the future and ask them how they could start to prepare themselves for their dream jobs.
- Show the students one of the careers advice cards and elicit answers to fill the gaps. For

example, *If you want to be a pop star you should have singing lessons. You could learn to play an instrument. It's a good idea to start a band with friends ...*

- Divide the class into groups of three or four. Ask the students to complete the cards in their groups. They should choose four more jobs for the blank cards.
- When they have finished, ask each group to read out the advice on one or more of their cards, without saying what the job is. The other groups have to guess.
- This could lead to a discussion to see if the groups agree with each other's careers advice.

### Grammar practice key

- 1**
- 2 important to speak foreign languages well these days
  - 3 forbidden to skateboard in the city centre
  - 4 wonderful to see Rachel at the weekend
  - 5 bad for your eyes to watch too much TV
  - 6 a great feeling to wake up late on a Saturday morning

- 2**
- 2 [✓]
  - 3 [X] He can speak Japanese.
  - 4 [✓]
  - 5 [X] We should listen to his opinion.
  - 6 [X] I might go to the party on Saturday.

- 3**
- 2 You shouldn't revise the new vocabulary at home.
  - 3 He can't speak Japanese.
  - 4 It won't be sunny tomorrow.
  - 5 We shouldn't listen to his opinion.
  - 6 I might not go to the party on Saturday.

- 4**
- 2 don't have to
  - 3 must not smoke
  - 4 could swim when
  - 5 you should apply
  - 6 do you think will

## Unit 9

### Communication activity

#### Area practised

Phrasal verbs

- Divide the class into groups of four or five. Ask two students in each group to cut out and make one dice each.



- Demonstrate the activity by asking a stronger student to roll a dice and to make a sentence using the phrasal verb that comes up.
- The students take it in turns to roll one of their dice. They get one point for each correct sentence.
- When the activity is finished, ask the groups to roll both dice. Two members of the group have to make a quick dialogue using both the phrasal verbs. It may help students if you give them a starting point such as *at the airport* or *in the supermarket*.
- As an extension activity, students could make their own dice with other phrasal verbs.
- The dice could also be used to create circle stories. This could be done as a class activity, or in groups. Students take it in turns to roll a dice and to make an interesting sentence with the phrasal verb that comes up. The next student has to make another sentence to continue the story, and so on.
- The dice could also be used to play a guessing game. One student sits with their back to the class. The other students roll the dice and have to define the phrasal verb so the student with their back to the group guesses the phrasal verb on the dice.

### Grammar practice key

- 1**
- 2 [✓]
  - 3 [X] When he arrives late he always tries to make up for it, but it's not good enough.
  - 4 [✓]
  - 5 [X] The doctors were trying to bring her round for an hour.
  - 6 [X] She always gets away with it when she cheats in exams.
- 2**
- 2 find out
  - 3 look it up
  - 4 put up with
  - 5 send off
  - 6 going up
- 3**
- 2 to make up for
  - 3 bring your mum round
  - 4 goes up
  - 5 looking into
  - 6 look it up

- 4**
- 3 the
  - 4 if
  - 5 ✓
  - 6 it
  - 7 it
  - 8 ✓
  - 9 on
  - 10 ✓
  - 11 for
  - 12 ✓
  - 13 on

## Unit 10

### Communication activity

#### Area practised

##### Question tags

- Divide the class into groups of three or four and tell the students to write sentences with question tags in the speech bubbles. Monitor and check they are using the question tags correctly.
- Ask each group to read out their speech bubbles one by one. The other groups have to guess which picture each one belongs to. The first group to guess correctly gets a point.
- Stronger classes could be shown how we often use question tags to express sarcasm. For example, in picture 8, the sentence could be, *They look really poor, don't they?*
- As an extension activity, stronger students could be asked to draw a new situation with a speech bubble for the others to complete.
- Alternatively, copy and cut up one set of cards (enlarged, if possible) or use an overhead projector. Divide the class into four groups and show the pictures one at a time. The first group to think of a suitable sentence and question tag gets a point.

### Grammar practice key

- 1**
- 2 isn't he
  - 3 would they
  - 4 haven't I
  - 5 aren't you
  - 6 couldn't she



**2**

- 2 You've dyed your hair, haven't you?
- 3 It was a great film, wasn't it? / The film was great, wasn't it?
- 4 You won't be late, will you? / You're not going to be late, are you?
- 5 It doesn't look good on me, does it?
- 6 You're not hungry yet, are you?

**3**

- 2 which
- 3 ~~which were~~
- 4 who
- 5 ~~who were~~
- 6 who

**4**

- 2 Marina d'Or, which is famous for its sea-water spa, is one of the biggest holiday complexes in Europe.
- 3 MP3 players, which were designed to be the modern-day 'Walkman', are really popular.
- 4 Television, which was invented in the 1920s, really changed the way people viewed the world.
- 5 Muhammad Ali, who was once the best boxer in the world, has been a peace ambassador for the UN.

## Unit 11

### Communication activity

#### Areas practised

##### Indirect questions

- Tell the students they are reporters for a local radio / TV station and they are going to collect *vox pops* about topics of their choice. Explain that *vox pops* are short interviews that are usually carried out on the street or in a public place to gather public opinion about a topic. They are often used on radio broadcasts or TV programmes.
- Brainstorm possible topics as a class. Ask the students to complete questions 1–3 and then to write one extra question for 4. Encourage them to write controversial questions that will provoke discussion.
- Monitor and check that the students are forming the questions correctly.
- Divide the class into two groups: reporters and passers-by. The reporters should have their questionnaire with them.

- Tell the passers-by to walk around the class as if they are walking along the street. The reporters have to stop the passers-by, ask them their questions and write their answers on the questionnaire.
- After a set time, the students change roles.
- When all the questionnaires have been completed, students report back to the class the more interesting answers.

### Grammar practice key

**1**

- 2 Where was the first computer invented?
- 3 What's the time?
- 4 When are you planning to tidy your bedroom?
- 5 Where did I leave my keys?
- 6 What do you think about the election results?

**2**

- 2 me whether or not
- 3 know where the teacher has
- 4 idea why she's behaving
- 5 wonder why George didn't
- 6 tell me what you did

**3**

- 2 I don't know where they will build new houses when there's no land left.
- 3 It's important to think about how we should protect our planet for future generations.
- 4 It's difficult to find out what happened to all the money from the charity concert.
- 5 I'm not sure how often it rains in the south of Spain.

**4**

- 2 what time / when she left
- 3 who she went with
- 4 when / what time she's going to be home / back
- 5 if she's going to Teresa's party / what she's going to do tomorrow
- 6 if / whether Alba is going out with Chris

## Unit 12

### Communication activity

#### Areas practised

##### Participle clauses; *didn't need to* / *needn't have*

- Ask the students to imagine they are travelling abroad for six months. Choose an exotic location that will appeal to most of your students.



- Tell them the best way to keep in touch with family and friends is by writing a weblog. They are in a town with an Internet café so they are going to update their blog.
- Tell the students to use the information on the top half of the page to write an update on their weblog on the bottom half of the page. Their blogs might include, for example, *Thanks to everyone for your emails. It's great to get news from home. Mum and Dad, you sounded worried in your message last week. You don't need to worry about me, I'm having a great time and taking care. Thanks too for the magazines you sent. You needn't have sent them though as they sell them here!*
- Encourage the students to use participle clauses to describe the events. For example, *Having arrived at the island, we had a picnic and a monkey stole some food. Having eaten my sandwiches, I was attacked by mosquitoes! Snorkelling with the fish, I saw the amazing underwater world. Having watched the sunset, I played the guitar.*
- Monitor and check the students' work.

- 4 Having trekked through the jungle, we slept really well that night.
- 5 Having learned some Thai, we practised our new phrases at the night market.
- 6 Having studied the map carefully, they set off.

## Unit 13

### Communication activity

#### Area practised

##### Passive report structures

- Divide the class into two groups. Ask each student in one group to use card A and each student in the other group to use card B.
- Give the groups time to prepare their roles. Encourage group B (the presidents) to think of some further questions they could ask the investigator. For example, they could find out more about the local family.
- Monitor group A (the investigators) and encourage them to use passive report structures. For example, *It is believed that oil supplies will run out ... There is thought to be no clean water in rural areas ...* Check that group B (the presidents) are forming their questions correctly. For example, *When will the oil supplies run out? How many people don't have clean water?*
- When both groups are ready, make A and B pairs. They then roleplay the meeting between the president and the investigator.
- When the activity is finished, ask some of the presidents to report back to the class what they have learned from the investigators. Make sure they use passive report structures as far as possible.
- As an extension activity, the students could write up the investigator's findings as a report to be given to the president.

### Grammar practice key

1

- 2 B
- 3 A
- 4 B
- 5 A
- 6 B

2

- 2 He didn't need to confirm the reservation.
- 3 She needn't have phoned her friend.
- 4 I needn't have taken my mobile phone.
- 5 We didn't need to pay to go in the museum yesterday.
- 6 She needn't have spent hours doing her hair.

3

- 2 unemployed, he hasn't got any money
- 3 had a good breakfast, she felt energetic all morning
- 4 down the street, he fell over
- 5 exhausted, I went to bed early
- 6 ridden her bike to work, she needed a shower

4

- 2 Having done a Thai cookery course, we prepared a delicious green curry.
- 3 Having ridden elephants all afternoon, we had a quiet evening in the hostel.

1

- 2 interest rates will go up again next month
- 3 kiwi fruit has a very high level of vitamin C
- 4 Mandarin Chinese is one of the most difficult languages to learn
- 5 too much fast food is bad for us
- 6 the Mediterranean diet to be one of the healthiest



- 2 [✓]  
 3 [x] The film is said to be based on a true story.  
 4 [✓]  
 5 [✓]  
 6 [x] This book is / has been said to be her finest novel.

- 3 2 is estimated to be  
 3 is thought to be making  
 4 are presumed to have  
 5 is reported to be

- 4 2 It is considered to be the best restaurant in London.  
 3 It is reported / said to be the worst road accident this year.  
 4 It is believed to be the most challenging race of all time.  
 5 It is expected to be the busiest shopping day before Christmas.

## Unit 14

### Communication activity

#### Area practised

Clauses of purpose

- Explain the expression, *Why on earth ... ?* Ask them to practise saying the expression with exaggerated intonation to express disbelief.
- Students play the game in groups of three or four. They should use a coin, not a dice, to move around the board. (Heads = two spaces, tails = one space.)
- When they land on a square, the person on their right has to ask them the question in the role of an angry parent, *Why on earth ... ?*
- The student on that square has to try and justify why they were doing whatever it is. They should use the language in the speech bubbles to help them talk their way out of the situation. Ask a stronger pair to demonstrate:

**A:** *Why on earth haven't you tidied your room for six months?*

**B:** *In order not to waste valuable studying time.*

Set a time limit of one minute for this. If they succeed, they stay where they are. If not, they move back a square.

- Monitor and check that students are forming the sentences correctly.
- The winner is the first person to reach the *Why on earth ... ?* square in the centre.

### Grammar practice key

- 1 2 a He is such a kind person that he gets on well with everybody.  
 3 d The children were so tired that they fell asleep on the sofa.  
 4 b The boss made such a big mistake that he apologised to all the employees.  
 5 c He earned so little money as an actor that he couldn't pay the rent.
- 2 2 She always arrived home on time so as not to get in trouble with her parents.  
 3 He put on sun cream so as not to get burnt.  
 4 He set his alarm clock in order not to oversleep.  
 5 He wrote himself a shopping list so as not to forget anything important.
- 3 2 People eat in restaurants so as not to have to cook at home.  
 3 I use the Internet to find out information for school projects.  
 4 He's bought a new car in order to drive to his new job.  
 5 People travel so as to learn about different cultures.
- 4 2 so as to be fit  
 3 such a good party  
 4 in order to pass  
 5 to meet