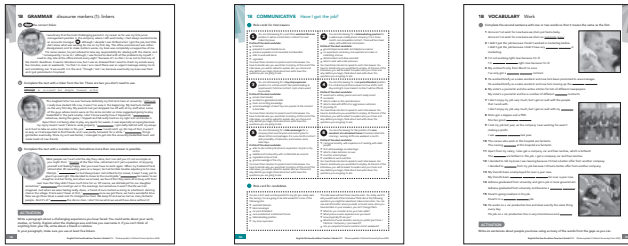


Photocopiable activities

Overview



- There is a **Grammar activity** for each main (A and B) lesson of the Student's Book.
- There is a **Communicative activity** for each main (A and B) lesson of the Student's Book.
- There is a **Vocabulary activity** for each Vocabulary Bank in the Student's Book. There are also some revision activities for **Vocabulary**.

The photocopiable material is also available on the **Teacher's Resource Centre (TRC)** and the **Classroom Presentation Tool (CPT)**, allowing you to display the worksheets on an interactive whiteboard or projector. This will make it easier to set up and demonstrate the activities, and show answers.

Using extra activities in mixed ability classes

Some teachers have classes with a very wide range of levels, and where some Sts finish Student's Book activities much more quickly than others. You could give these fast finishers a photocopiable activity (Grammar, Vocabulary, or Communicative) while you help the slower Sts. Alternatively, some teachers might want to give faster Sts extra oral practice with a communicative activity while slower Sts consolidate their knowledge with an extra grammar activity.

Tips for using Grammar activities

- The grammar activities are designed to give Sts extra practice in the main grammar points from each lesson. How you use these activities depends on the needs of your Sts and the time available. They can be used in the lesson if you think all of your class would benefit from the extra practice or you could set them as homework for some or all of your Sts.
- Before using the worksheets in class, check for any vocabulary that may be either new or difficult for your Sts.
- All of the activities start with a writing stage. If you use the activities in class, get Sts to work individually or in pairs. Allow Sts to compare before checking answers.
- If Sts are having trouble with any of the activities, make sure they refer to the relevant Grammar Bank in the Student's Book.
- All of the activities have an **Activation** section. Some of them have a task that gets Sts to cover the sentences and test their memory. If you are using the activities in class, Sts can work in pairs and test their partner. If you set them for homework, encourage Sts to use this stage to test themselves. Alternatively, you could set the main activity

for homework and then get Sts to do the **Activation** at the start of the next class.

- Make sure that Sts keep their worksheets and that they review any difficult areas regularly. Encourage them to go back to activities and cover and test themselves.

Tips for using Communicative activities

- Before using the worksheets in class, check for any vocabulary that may be either new or difficult for your Sts.
- We have suggested the ideal number of copies for each activity. However, you can often manage with fewer, e.g. one worksheet per pair instead of one per student.
- When Sts are working in pairs, if possible get them to sit face to face. This will encourage them to really talk to each other and also means they can't see each other's worksheet.
- If your class doesn't divide into pairs or groups, take part yourself, get two Sts to share one role, or get one student to monitor, help, and correct.
- If some Sts finish early, they can swap roles and do the activity again, or you could get them to write some of the sentences from the activity.

Tips for using Vocabulary activities

- These worksheets are intended to recycle and consolidate Sts' understanding of the vocabulary in the Student's Book Vocabulary Banks. As such, we suggest not using them directly after doing these exercises. Instead, get Sts to do them in a subsequent lesson.
- If Sts are having trouble with any of the activities, make sure they refer to the relevant Vocabulary Bank page.
- You could ask Sts to check their answers by referring to the relevant Student's Book Vocabulary Bank.
- All the activities are suitable for use in class. However, you may wish to set some of the tasks for homework.
- Most of the Vocabulary worksheets have an **Activation** task and this can be treated in a similar way to the Grammar ones.
- Make sure that Sts keep their worksheets and that they review any difficult areas regularly. Encourage them to go back to activities and cover and test themselves.

Customisable worksheets

There are customisable versions of some of the Grammar, Communicative, and Vocabulary activities on the **Teacher's Resource Centre**. These allow you to adapt the material to make it more applicable and/or relevant to your Sts. For instance, you could:

- change some of the names to the names of Sts in your class.
- change place names to ones that are more relevant and/or familiar to your Sts.
- change items of grammar or vocabulary to focus on the needs and interests of your Sts and/or adapt the level of challenge.
- reduce the number of items if you are short of time.

1A GRAMMAR have: lexical and grammatical uses

a Circle the correct answer.

- 1 Would it be OK if I left work a bit early this afternoon? I _____ go to the dentist's.
a got to b have to c 'm having to
- 2 _____ an umbrella? I can lend you one, if you like.
a Don't you have b Haven't you c Hadn't you
- 3 I wouldn't get them a toaster as a present because they _____ one.
a already have b have already had c are already having
- 4 If you want to get rid of those stains, I reckon you'll need to _____ professionally.
a clean the carpet b have the carpet cleaned c have cleaned the carpet
- 5 Would you mind not calling me between seven and eight, because I _____ dinner?
a 'll have b 'll have had c 'll be having
- 6 Once the kids were older, we _____ give them a lift to school every day.
a hadn't got to b didn't have to c hadn't to
- 7 I _____ loads of friends when I was at school, but I've lost touch with most of them now.
a had got b was having c used to have
- 8 Did you hear about Sally? She _____ last night.
a had her car broken into b broke into her car c had broken into her car

b Read the conversation below. Complete each gap with one word (contractions count as one word).

Doctor Good morning. So, why ¹ have you come to see me today

Patient Well, I ² _____ been feeling very well recently.

Doctor What symptoms have you ³ _____?

Patient I ⁴ _____ had a terrible headache for the last few days and my eyes hurt a lot. It's worse when I read or watch TV.

Doctor Have you ⁵ _____ taking anything for the headache?

Patient I've been ⁶ _____ paracetamol every four hours, but it ⁷ _____ made any difference yet.

Doctor OK. Can you look at the eye chart and read this line for me?

Patient Oh, I ⁸ _____ a clue what those letters are! They're all blurred!

Doctor I think I ⁹ _____ found the problem! The first thing you've ¹⁰ _____ to do is go to the optician's for an eye test. I think you need glasses!



c Add one word to the idioms to make the sentences correct.

- 1 To be honest, I'm not sure Sarah has got it in ^{her} ~~to~~ go travelling alone.
- 2 I love spending time with my old school friends. We always ~~such~~ a laugh together.
- 3 If you think your colleagues are treating you unfairly, you should have it with them.
- 4 I've never ridden a horse before, but I'm willing to have go.
- 5 I can't believe the neighbours are having another party! I've really had with them.
- 6 My brother's teacher has really it in for him because he's failed his exams again.
- 7 Is Tom really taking dancing lessons or was he having us?

ACTIVATION

Work in pairs. Tell your partner about the following:

someone you have a close relationship with
something you've had done recently
a time you had it out with a friend

something you've got to do after class today
something you've wanted to do for ages
an activity you'd like to have a go at

1B GRAMMAR discourse markers (1): linkers

- a Circle the correct linker.



I would say that the most challenging period in my career so far was my first junior management position in the company where I still work today. I had always wanted to be an accounts manager, ¹so/ *although* / *despite* I was thrilled when I got the job, but little did I know what was waiting for me on my first day. The office environment was rather disorganized, and to make matters worse, my boss was completely unsupportive of me. For some reason, he just refused to take any responsibility for dealing with the clients, and ²consequently / *so as to* / *although*, I was forced to deal with all the problems by myself. I used to stay late at the office almost every night ³*because of* / *so that* / *so as not to* miss any of the clients' deadlines. It seems ridiculous now, but I was so stressed that I used to check my emails every five minutes, even at weekends, ⁴*so that* / *in case* / *as a result* there was an urgent message asking me to sort something out. It was worth it in the end, ⁵*though* / *but* / *as*, because eventually my boss was fired and I got promoted in his place!

- b Complete the text with a linker from the list. There are two you don't need to use.

although as as a result but despite however so that



The toughest time I've ever had was definitely my first term here at university. ¹*Although* I really love student life now, it wasn't so easy in the beginning. My bad luck started on the very first day. My parents had just dropped me off with all my stuff when some of the guys whose rooms were on the same corridor as mine suggested going to play basketball in the park nearby. I don't know exactly how it happened, ² _____ somehow, during the game, I tripped and fell really hard on my right arm and broke it. Apart from not being able to play any sports for weeks, it was especially annoying because my injury meant I wasn't able to write properly. ³ _____, I got really behind with my essays and I had to take an extra class later in the year ⁴ _____ I could catch up. On top of that, it wasn't as easy as I had expected to find friends, and I was pretty homesick for a while. ⁵ _____, things got better eventually. Once my arm was better, I managed to get into the university basketball team and made loads of new friends.

- c Complete the text with a suitable linker. Sometimes more than one answer is possible.



Most people can't wait until the day they retire, but I can tell you it's not as simple as you might think. ¹*Despite* all the free time, retirement isn't just a question of enjoying yourself and feeling happy that you never have to work again. When my husband Frank retired after 40 rewarding years as a lawyer, he had terrible trouble adjusting to his new lifestyle. ² _____ he had always been committed to his career, it wasn't easy just to give it up overnight. We decided to move to the countryside ³ _____ be nearer to our daughter and her family, but when we arrived, we found that they were all so busy with their own lives that they didn't have much time for us. Of course, we did babysit for our daughter sometimes ⁴ _____ she could go out in the evenings, but somehow it wasn't the life we had imagined. Just when we were feeling really down, a friend of ours invited us along to a ballroom dancing class in the village. Frank wasn't keen at first, ⁵ _____ once we got there, we had a wonderful time. Now we go three times a week and it's changed our lives. We keep fit and we've met so many fantastic people. And it's all ⁶ _____ the dance class. I don't know what we would have done without it!

ACTIVATION

Write a paragraph about a challenging experience you have faced. You could write about your work, studies, or family. Explain what the challenge was and how you overcame it. If you can't think of anything from your life, write about a friend or relative.

In your paragraph, make sure you use at least five linkers.

2A GRAMMAR the past: habitual events and specific incidents

Read the story and put the verb in brackets in the most appropriate form. Sometimes more than one answer is possible.



I started school at the age of four at my local primary. I ¹ 'd been looking forward (look forward) to starting school for some time because I ² _____ (not have) any siblings, so I thought it was going to be the perfect opportunity to make new friends and have fun. On the first day, I ³ _____ (play) with my new classmates when the teacher ⁴ _____ (interrupt) us and asked us to pay attention. We all stopped what we had been doing and she introduced us to the class pet – Hammy the Hamster. He was the pet I ⁵ _____ always _____ (want), but ⁶ _____ never _____ (allow) to have.

The teacher told us that each child – in strict alphabetical order – could take Hammy home with them for one weekend and then bring him back the following Monday. I could hardly wait for it to be my weekend. I ⁷ _____ (get) to school very early every day and I ⁸ _____ (feed) and play with him. I ⁹ _____ (not want) to let the other children near him because I wanted Hammy to be my new best friend!

After three weeks, my weekend finally arrived. My mum hadn't been too keen on having a hamster in the house, but I'd been very persuasive – I ¹⁰ _____ (be) very resourceful as a child – and finally she agreed. I was so happy.

Saturday was a beautiful, sunny day, so I thought Hammy would appreciate a morning walk in the garden. However, as I ¹¹ _____ (take) him out of his cage, he ¹² _____ (bite) me, I ¹³ _____ (drop) him, and Hammy ran away!

I ¹⁴ _____ (not be) a child who ¹⁵ _____ (cry) very often, but on that occasion I spent all weekend crying and looking for Hammy. Sadly, though, Hammy ¹⁶ _____ (go) forever and I never saw him again.

The worst was yet to come, however. On Monday, I had to go back to school with an empty cage. As I ¹⁷ _____ (explain) to the teacher what ¹⁸ _____ (happen), I realized that the rest of the class were looking at me with hatred in their eyes; after all, I had lost the adored class pet! Nobody ¹⁹ _____ (speak) to me for at least a week and I remember it being the worst feeling I ²⁰ _____ (experience) in the four short years of my life.

ACTIVATION

Think of a time in your childhood when you did something wrong.
Write a paragraph describing the incident.

2B GRAMMAR pronouns

a Read the travel guide and **circle** the correct pronoun.



Why visit

¹ **There's / (It's)** often referred to as the world's 'coolest little capital' and for good reason. Despite its compact size, Wellington offers tourists a vibrant arts scene, world-class dining options, and excellent outdoor activities. It's also a safe city with a great atmosphere; a place where locals are always ready to help ² **one another / themselves** and visitors.

When to visit

³ **They / You** say that you can't beat Wellington on a good day. However, ⁴ **it's / there's** hard to say when that day might be. The city is renowned for its wild, windy weather, which ⁵ **they / you** can be subjected to in any season. Generally speaking, though, late January and February provide the sunniest, calmest days.

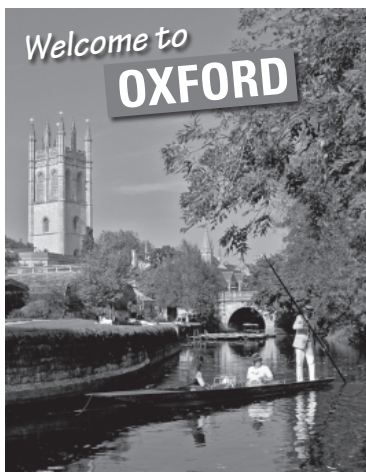
Getting around

One of the best ways to explore Wellington is on foot. ⁶ **There's / It's** only two kilometres from one side of the city centre to the other, meaning ⁷ **you / they** can walk across it in under half an hour. ⁸ **It's / There's** also an excellent, well-used public transport system.

What to see and do

Naturally, everyone has ⁹ **his / their** own idea about what constitutes a great day out, but you'll find that ¹⁰ **there's / it's** plenty to do in Wellington, whatever your interests. If history is your thing, a trip to *Te Papa* Museum is a must. Active travellers may like to climb to the top of Mount Victoria and appreciate the 360-degree views around ¹¹ **them / themselves**. If you're into good food, you should make your way to Cuba Street to try out some of the city's best restaurants and cafés. However you decide to spend your time in Wellington, you can't fail to enjoy ¹² **you / yourself**.

b Complete the travel guide with a suitable pronoun.



Why visit

¹ **They** say that one always learns something when ² _____ visits Oxford. With its world-famous university and numerous other institutes of learning, ³ _____ can't be denied that the 'city of dreaming spires' is significant not only academically, but also historically and culturally.

When to visit

⁴ _____ really isn't a bad time of year to visit the city, since the weather is rarely extreme. As with much of the UK, however, it can be unpredictable, so anyone planning a trip ought to check the forecast before ⁵ _____ arrive.

Getting around

Due to its modest size, the simplest ways to get around the city's streets are walking or cycling. And while in Oxford, you must of course have a go at punting (boating) on the River Thames. You can either hire a punt with a chauffeur or, if you're more adventurous, you can do the punting ⁶ _____.

What to see and do

Oxford is home to one of Europe's oldest libraries – the fascinating Bodleian Library. Unfortunately, visitors cannot look around the library by ⁷ _____; ⁸ _____'s necessary to join a guided tour. However, these are reasonably priced and very informative. If ⁹ _____ enjoy being outdoors, head to Christ Church Meadow. ¹⁰ _____'s a popular spot for tourists, students, and locals, with riverside walking trails and stunning views back to the city. If you fancy a drink, ¹¹ _____'s a fabulous, traditional British pub – *The Eagle and Child* – that's well worth a visit. The pub has been a favourite with famous writers, such as J.R.R. Tolkien and C.S. Lewis, since the seventeenth century, so you never know who might end up sitting next to ¹² _____!

ACTIVATION

Write your own travel guide about a city you know well. Use the same headings as above. Try to include at least six of the pronouns from **a** and **b**.

3A GRAMMAR *get*

- a Complete the sentences with the correct form of a word from the list.



agree break call check ~~do~~ make pay redesign tidy use

- 1 She was in the middle of getting her hair done, so I said I'd call her back.
- 2 Quite a few of our things got _____ when we were moving into our new house.
- 3 I got the children _____ their rooms whilst I put away the shopping.
- 4 It took my brother a long time to get _____ to living in a different country.
- 5 Top bosses often get _____ substantial bonuses at the end of the year.
- 6 I was wondering if you could get Elena _____ the figures for me.
- 7 We got the kitchen _____ by a professional.
- 8 Do you think you could get Paul _____ me later?
- 9 The meeting wasn't great; we couldn't get the managers _____ to our plans.
- 10 Unfortunately, Martin got _____ redundant when the factory closed.

- b Rewrite the sentences using a form of *get*.

- 1 Women should always receive the same pay as men.
Women should always get paid the same as men.
- 2 Some business owners have enriched themselves at the expense of their workforce.

- 3 You need to go for an eye test.

- 4 He received ten years in prison for fraud.

- 5 Buying food from farmers' markets is eco-friendly, but much more expensive.

- 6 He's becoming more accustomed to the weather here.

- 7 Someone stole my bike last night.

- 8 You'll never make him understand.

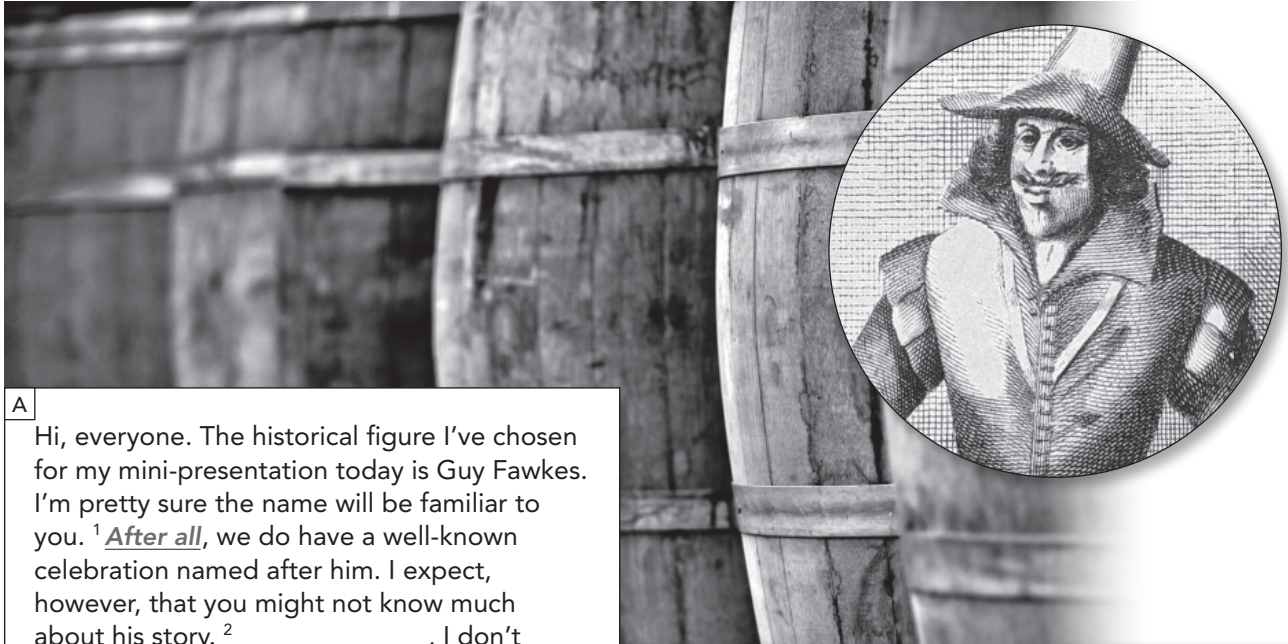
ACTIVATION

Write six sentences using *get* where the meaning is different in each one.

3B GRAMMAR discourse markers (2): adverbs and adverbial expressions

Complete the extracts from the presentation with a discourse marker from the list.

after all all in all anyway as far as at least basically by the way in fact obviously that is to say



A

Hi, everyone. The historical figure I've chosen for my mini-presentation today is Guy Fawkes. I'm pretty sure the name will be familiar to you. ¹ After all, we do have a well-known celebration named after him. I expect, however, that you might not know much about his story. ² _____, I don't have time to tell you everything about him in just five minutes, but let's start with some information about his early life...

B

...Despite his parents being members of the Church of England, ³ _____ Protestants, Fawkes's mother remarried a Catholic after his father's death. Several years later, Fawkes became influenced by his stepfather's religious practices, and those of his school friends, and converted to Catholicism, even though it was ⁴ _____ a crime to be a Catholic at that time in England...

C

...While fighting for the Spanish in 1604, Fawkes met Thomas Wintour, who encouraged him to join a group of conspirators in a plot to assassinate the new Protestant king of England. ⁵ _____, interestingly, the king was both James VI and I. He was King of Scotland as James VI and then later King of England as James I. ⁶ _____, back to what I was saying about Guy Fawkes...

D

...So, over the next 18 months, Fawkes and 12 others worked out a careful plan. ⁷ _____, they plotted to blow up the Houses of Parliament, kill the King, and replace him with a Catholic monarch. ⁸ _____ the method was concerned, they decided to use gunpowder. Thirty-six barrels of it, to be precise. They placed these in the cellar and planned to set them alight when the King opened parliament on 5 November. The plan was bound to succeed, or ⁹ _____ that's what the conspirators thought!

E

...Fawkes was sentenced to death and executed. Now, every year on 5 November, people mark the anniversary of the failure of the Gunpowder Plot by setting off fireworks and building large bonfires. And that brings me to the end of my presentation. ¹⁰ _____, I think it's fair to say that Guy Fawkes led a very eventful life, driven by his cause. If you have any questions, I'll do my best to answer them.

ACTIVATION

Prepare a five-minute mini-presentation about a famous historical figure who interests you. If you need to find information, try searching on the internet in English. Use discourse markers in your mini-presentation.

4A GRAMMAR adding emphasis (1): inversion

- a Read the online reviews. Complete them with a word from the list. There are four words you don't need to use.

again but hardly never no not only rarely ~~sooner~~ than until when

Restaurant reviews



Fantastic service! No ¹ sooner had we sat down at our table than we were offered a drink. ★★★★★



Hardly had we finished our starters ² _____ the waiter brought us our main courses. It was almost as if they wanted to get rid of us! ★★

Book reviews



⁵ _____ have I read such a gripping book. I just couldn't put it down! ★★★★★



⁶ _____ when I compared the original to the translated version did I see just how bad the translation really was. ★

Film reviews



³ _____ have I seen such a moving film. There are only a few that can compare. ★★★★★



Never ⁴ _____ will I watch a war film on a laptop. I think it's essential to see them at the cinema to appreciate the special effects. ★

Hotel reviews



Not only were our rooms not available when we arrived, ⁷ _____ there was also nowhere to leave our luggage. ★★



Not ⁸ _____ you stay at this hotel do you really understand the meaning of the word 'luxury'. 10/10. ★★★★★

- b Rewrite the sentences to make them more emphatic.

- We only received our drinks when we reminded the waiter for the third time.
Only when we reminded the waiter for the third time did we receive our drinks.
- I've rarely had the opportunity to eat at such a high-class restaurant.
Rarely _____ at such a high-class restaurant.
- The novel has an implausible storyline and the characters are really dull as well.
Not only _____ really dull.
- I'll never read another book by that author again.
Never again _____ by that author.
- The film had scarcely started when I was moved to tears.
Scarcely _____ moved to tears.
- Until you've watched the film two or three times, you can't fully understand the plot.
Not until _____ the plot.
- The bed was so comfortable! I fell asleep as soon as my head hit the pillow.
The bed was so comfortable! No sooner _____ fell asleep.
- We were only given a different room after we asked to speak to the manager.
We asked to speak to the manager. Only then _____ a different room.

ACTIVATION

Write a short online review about a restaurant / film / book / hotel experience you have had. In your review, use one or two negative adverbial expressions followed by inversion to emphasize your point.

4B GRAMMAR speculation and deduction

- a** Complete the conversation. Rewrite the phrases in brackets using *must*, *may*, *might*, *can't*, *could*, or *should*, and a verb.

Paul What's wrong, Helena? You look a bit worried.

Helena I think I ¹ *must have lost* (am almost sure I lost) my phone.
I can't find it anywhere.

Paul Isn't it in your bag?

Helena No, I don't think so. I've double-checked.

Paul You ² _____ (perhaps left) it at work.

Helena No, it ³ _____ (almost certainly isn't) there
because I remember having it when I was shopping after work today.

Paul Somebody ⁴ _____ (perhaps took) it from your bag in the supermarket.

Helena Oh no! I hope it's not a hacker who ⁵ _____ (is perhaps trying) to steal my identity.

Paul You'd better contact the bank and cancel all your credit cards just in case. It ⁶ _____
(probably won't be) a problem if you tell them what's happened – they can just block your account.

Helena Good idea. Can I use your phone?

Paul Here you are. Hey! Isn't that your ringtone? It's coming from the sofa.

Helena Ah, thank goodness! Here it is. It ⁷ _____ (almost definitely fell) out of my pocket
when I sat down after I came home from work.

Paul Yes, it ⁸ _____ (almost certainly did). Lucky you didn't ring the bank!



- b** Add one word in the right place to make the sentences correct.

- 1 The traffic is heavy today, so they're sure ^{to} be late for the meeting.
- 2 Medical experts say that the disease likely to spread all over the world.
- 3 Without an experienced guide, you probably be able to get to the top of the mountain.
- 4 The company is unlikely be in a position to make a profit this year.
- 5 If we play as badly as we did last week, we bound to lose in the semi-final.
- 6 It's very that you'll win anything. I'd say there's only a two per cent chance.
- 7 With her presentation skills, she's bound be able to convince the company to choose her proposal.
- 8 If Sophie doesn't get to the gate in the next ten minutes, she definitely miss the flight.

ACTIVATION

Prepare a short presentation about what you think life might be like in 20 years' time. Try to use the grammar from **a** and **b** above. Include two or three of these topics:

Entertainment Family and friends Shopping The economy The environment Technology Transport Work

*'First of all, I think it's **very likely** that 20 years from now I'll still have a small group of very close friends, although if I'm married, I **might not** see them as often as I do now. People will **definitely** still want to meet each other face to face, and I don't believe that email or chatting online will ever replace that. Families are **bound to** become smaller in the future as nowadays people are having fewer children and I think that the tradition of a large extended family **is likely** to disappear. Moving on to work, I think...'*

5A GRAMMAR distancing

a Rewrite the sentences with *It* + clause.

1 The government appears to be planning to raise taxes.

It appears that the government is planning to raise taxes.

2 Men seem to be more at risk from this disease than women.

3 She appears to have changed her mind since I last spoke to her.

4 You seem to be unable to deal with this problem effectively.

5 The weather seems to be about to improve.

6 The robbers appear to have been wearing face masks.

b Rewrite the sentences beginning with the **bold** phrases.

1 It is thought that **the finance minister** is about to resign from his post.

The finance minister is thought to be about to resign from his post.

2 It is expected that **a spokesperson** will make an announcement later today.

3 It is believed that **more than half of the population** suffers from headaches.

4 It is said that **St Petersburg** is one of the most majestic cities in the world.

5 It is understood that **at least 70 people** have been injured as a result of the explosion.

6 It is reported that **there are** around 250 fake universities in the UK.

ACTIVATION

You are a TV newsreader. Use the following pieces of gossip to prepare an official news report about a famous actress, Blanche Devoy. Be careful to distance yourself from the people's claims using a range of structures from **a** and **b** above.

Actress Blanche Devoy was said to be close to a nervous breakdown last night. It has been suggested that...

She's close to a nervous breakdown because the paparazzi follow her everywhere.

Her husband Jeff left her last week, and she was seen at a party last night with another man.

Jeff's going to file for divorce and Blanche won't have anything left after she's paid the lawyers.

Blanche doesn't have any real friends, only people who want to be famous like her.

The box office earnings from her new film were very low and her career is in ruins.

There are rumours that a former personal assistant is taking her to court.

5B GRAMMAR unreal uses of past tenses

Circle the correct answer.

- 1 That job of yours is so dead-end. Isn't it time _____ a new one?
a you found
b you find
c you had found
- 2 If only our neighbours _____ a dog, life would be much more peaceful.
a wouldn't have
b don't have
c didn't have
- 3 What a lovely view! I wish _____ my camera.
a I brought
b I'd brought
c I've brought
- 4 I'm too tired to go out tonight. I'd rather _____ at home.
a we would stay
b we'd stayed
c we stayed
- 5 If only _____ Mike the car, we'd be able to drive there.
a you hadn't lent
b you lent
c you didn't lend
- 6 Come on, kids! It's time _____ for school.
a you leave
b you had left
c you left
- 7 I'd rather _____ your shoes off at the door, if you don't mind.
a you took
b you take
c you had taken
- 8 I'd love to be able to sing in a choir. If only _____ a better voice!
a I'd have
b I had
c I have
- 9 As soon as I said it, I wished _____.
a I wouldn't
b I hadn't
c I didn't
- 10 Diane thinks it's high time her daughter _____ out.
a had moved
b moves
c moved
- 11 Those children look freezing. I bet they wish _____ indoors.
a they were
b they had been
c they would be
- 12 As you're busy, _____ we postponed the meeting?
a had you rather
b would you rather
c do you rather
- 13 I'd wear these jeans more often if only _____ so tight.
a they were
b they weren't
c they wouldn't be
- 14 I've just had a text from Anna. She'd rather _____ at 6.30, as she's running late.
a we had met
b we were meeting
c we met
- 15 I wish those people in the front row _____ talking. I can't hear the film!
a would stop
b stopped
c will stop
- 16 I'd rather _____ anything to him – he's such a gossip!
a you not to say
b you didn't say
c you wouldn't say

ACTIVATION

Look at the context in brackets and complete the sentences in a logical way.

- 1 It's high time _____. (parent to teenager)
- 2 I wish you _____. (wife to husband)
- 3 I'd rather you _____. (boss to employee)
- 4 If only our teacher _____. (student to student)
- 5 If you hadn't _____. (doctor to patient)

6A GRAMMAR verb + object + infinitive or gerund

a Circle the correct form. Tick (✓) if both are possible.

- 1 Our teacher taught **us that we should check** / **us to check** new words in a dictionary. ✓
- 2 Mark begged **us that we took** / **us to take** him to the nearest village.
- 3 I didn't mean **you be offended** / **you to be offended**. I'm very sorry.
- 4 Luckily the doctor didn't advise **me to change** / **me that I should change** my lifestyle.
- 5 I vividly remember **my grandmother to teach** / **my grandmother teaching** me how to cook.
- 6 I would hate **you to feel** / **that you feel** uncomfortable about the proposed changes.
- 7 Having an extra team member helped **us complete** / **us to complete** the project ahead of schedule.
- 8 We'd always planned **our children to go** / **for our children to go** to university.
- 9 Phil persuaded **me that I should give up** / **me to give up** riding my motorbike.

b Complete the sentences with the verb in brackets in the infinitive (with or without to) or the gerund.

- 1 I'm afraid I can't let you check (check) in until I see proof of your identity.
- 2 Any student who fails will be made _____ (retake) the test.
- 3 It shouldn't take you more than five minutes _____ (get) here. We're just round the corner.
- 4 We have arranged for Jack _____ (attend) the meeting.
- 5 I really dislike people _____ (stop) me in the street to ask for money.
- 6 My dad would always make us _____ (do) our homework before watching TV.
- 7 Any task that involves my mother _____ (use) a computer makes her panic.
- 8 We strongly advise guests _____ (leave) their valuables in the hotel safe.
- 9 Henry reminded everyone _____ (not arrive) late for the welcome tour.
- 10 Fortunately, her injury won't prevent her from _____ (take) part in the competition.



ACTIVATION

Choose one of the questions and write a paragraph giving your opinion.

- Do you mind buskers playing music on the street?
- Should we really expect students to be responsible for their own learning?
- Should local governments force people to use public transport in cities where there is a traffic problem?
- How can governments encourage people to respect the environment?
- Can you imagine yourself living in another country for the rest of your life?

6B GRAMMAR conditional sentences

a Complete the conversation with the correct form of the verb in brackets.

Sara What are you up to, Rosie?

Rosie I'm just having a look at some vegetarian recipes. I was reading somewhere recently that if everyone ¹ **gave up** (give up) eating meat, the world's carbon emissions ² _____ (go down) by about 60%.

Sara Wow! So does that mean you and Ben are becoming vegetarians?

Rosie No, but we're going to have a go at not eating meat on Mondays. Today's the first day!

Sara Oh, good on you! If I ³ _____ (suggest) the same thing to Robert, he ⁴ _____ (laugh) in my face. Was it difficult to persuade Ben?

Rosie It was pretty tough. It ⁵ _____ (be) far easier to convince him if he ⁶ _____ (be) such a big meat lover, of course!

Sara Definitely! Anyway, I've got a fantastic veggie cookbook at home. If I ⁷ _____ (know) about this sooner, I ⁸ _____ (bring) it in for you. I ⁹ _____ (lend) it to you tomorrow though if you ¹⁰ _____ (want).

Rosie That would be great, thanks. In the meantime, I'd better get on with finding a dish to cook tonight. If I ¹¹ _____ (not make) something really tasty, Ben ¹² _____ (probably / change) his mind about the whole idea!

b Rewrite the sentences using the word in **bold**.

1 Had we been aware of the situation, we would have changed our plans. **if**
If we had been aware of the situation, we would have changed our plans.

2 My dad says that I can borrow the car provided that I promise to drive carefully. **condition**

3 I'm going to go to the party – it doesn't matter if I'm invited or not. **whether**

4 The exam will be fine as long as you do enough revision. **providing**

5 If you hadn't found your passport, what would you have done? **supposing**

6 I'm in favour of contact sports providing nobody gets seriously injured. **long**

7 I would never wear fur, however cold it was. **even**

8 You can go out tonight as long as you're back by midnight. **provided**

ACTIVATION

Write a paragraph on one of the following topics. Give clear examples to support your ideas.

- If everyone were forced to give up eating meat one day a week, what impact would this have?
- Do you agree that if people in the past had been more careful with our planet's resources, the environment would be in a better state today?
- Supposing everybody earned the same amount of money, do you think the world would be a happier place today?

7A GRAMMAR permission, obligation, and necessity

a Right (✓) or wrong (X)? Correct the mistakes in the **bold** phrases.

- 1 These shoes are too tight. I **should have tried** them on before buying them. ✓
- 2 Emma's still very upset about the argument, so you **hadn't better ask her** about it.
- 3 The invitation said we **didn't need to wear** formal clothes, so we wore jeans.
- 4 Employees **don't have to download** any software as it's against company rules.
- 5 We're **supposed to finish** early on Fridays, but we always end up staying late.
- 6 If you want to be sure of passing your exam, you really **ought study more**.
- 7 The boss is in a bad mood today, so you **better watch out**.
- 8 You **don't need to show** your passport for domestic travel within the UK.
- 9 We **ought to think** of that solution earlier. It's too late now.
- 10 You **needn't have washed up**, but thank you anyway.

b Circle the correct alternative in each pair. Tick (✓) if both are possible.

Customer Hi, my laptop hasn't been working properly for a few days now. Could you help?

Technician Yes, of course. First of all, I'd **need to** / **need** look at it. Have you brought it with you?

Customer Yes, here it is. It's been really slow since I opened up an email attachment. I know I **mustn't** / **shouldn't** have done that, but I did and now I feel really stupid – I just wasn't thinking.

Technician Mmm, we always tell people that you're **not supposed to** / **not meant to** open up attachments unless you know who the sender is, but people do. The other thing we always tell customers is that they **mustn't** / **don't have to** forget to back up their files before they bring a laptop in, just in case we have to reinstall programs. You have backed yours up, haven't you?

Customer Oh yes, I've done that. But what do you think the problem is?

Technician I'm just having a look now, but you **needn't to** / **don't need to** worry...Right, got it. The memory on the laptop is full and that's why it's been working so slowly. Try restarting it first. That will clear the memory and reset the programs. Also, you **should** / **ought to** delete any apps that you don't need. That will free up some memory.

Customer Is there anything else that I **could** / **may** do?

Technician It's probably worth scanning for viruses.

Customer Can you recommend some software for that?

Technician Well, I'm not really **permitted to** / **allowed to** recommend one brand over another, but perhaps do an internet search to see which providers are trustworthy. That **should** / **must** help you decide which one to use.

Customer That's great, thanks.



ACTIVATION

Write five rules that you think would make your English class (even) better! Use the grammar from **b** above.
I think it would be really good if we were allowed to use our phones more in class.

7B GRAMMAR perception and sensation

Complete the sentences using the word in **bold**.

- The situation sounds worse than we'd expected. **though**
It sounds as though the situation is worse than we'd expected.
- This herb has a similar smell to garlic, but it isn't garlic. **like**
This herb _____, but it isn't garlic.
- I could see that she had probably been crying. **if**
She looked _____ been crying.
- Your manager has been telling me good things about you. **hearing**
I've _____ from your manager.
- You can really taste the almonds in this ice cream. **tastes**
This _____ almonds.
- The neighbour says that no one left the house after 9.00 p.m. that night. **see**
The neighbour says she didn't _____ after 9.00 p.m.
- A viola makes a noise similar to a violin, but its range is lower. **sounds**
A viola _____, but its range is lower.
- It seems as though the city hasn't changed much since I left. **have**
The city doesn't seem _____ since I left.
- The alarm went off at exactly eight o'clock. **heard**
I _____ at exactly eight o'clock.
- Adam seems not to have slept very well judging by the amount he's yawning. **looks**
Adam _____ judging by the amount he's yawning.
- She seemed to be delighted with the outcome of the meeting. **though**
It seemed _____ with the outcome of the meeting.
- According to neighbours, the couple were arguing for more than an hour. **heard**
Neighbours _____ for more than an hour.

ACTIVATION

Read the following poem.

Sitting in my kitchen

I can	see	sunbeams dancing on the curtains.
The birds outside	sound	as if they're having a serious conference today.
The air	smells	of the coffee I've just made.
The cup	feels	warm in my hand,
And the coffee	tastes	deliciously sweet.



Now write your own poem about any place you like or dislike. Write a title and five lines, one for each of the senses, paying particular attention to the grammar in the exercise above. Use this table to help you:

(your title)		
I can	see	
	sound(s)	
	smell(s)	
	feel(s)	
	taste(s)	

8A GRAMMAR advanced gerunds and infinitives

a Right (✓) or wrong (X)? Correct the mistakes in the **bold** phrases.

- 1 I expect **to have finished** the report by Friday afternoon. ✓
- 2 It's no use **sitting** around talking about it. We need actions, not words.
- 3 Your remarks really offended me. I will not put up with **speaking to** like that.
- 4 We would love **to be able to** stay longer in Bangkok, but it just wasn't possible.
- 5 Julia doesn't have much experience, so it's difficult for her **understanding** your point of view.
- 6 I wasn't aware of **having been introduced** to her before.
- 7 There's no point **to invite** George because he never goes to parties.
- 8 **Having studied abroad** will certainly be an advantage when you come to apply for a job.
- 9 What's that noise? Someone seems **to try** to open the door.
- 10 We quite enjoyed the holiday, but to be honest, we would rather **have stayed** at home.

b Complete the second sentence with a gerund or infinitive so that it means the same as the first.

- 1 We can't get a taxi because we don't have enough cash.
We don't have enough cash to get a taxi.
- 2 It won't do you any good to feel guilty about what happened.
It's no good _____ guilty about what happened.
- 3 He was fed up with his mum telling him what to wear.
He was fed up with _____ what to wear by his mum.
- 4 It would have been better if the director had informed me personally.
I would rather _____ by the director in person.
- 5 He's unsure about what he should do after he graduates.
He's unsure about what _____ after he graduates.
- 6 It is thought that the police are searching the whole area.
The police are thought _____ the whole area.
- 7 She was the first female prime minister.
She was the first woman _____ elected prime minister.
- 8 I'm concerned that I haven't been contacted about an interview yet.
I'm concerned about _____ about an interview yet.

c Match 1–8 to a–h to make questions.

- | | |
|---|--|
| 1 <input checked="" type="checkbox"/> d How easy is it for you | a to have achieved by the time you're 50? |
| 2 <input type="checkbox"/> Do you think there is any point in | b have gone to a different university? |
| 3 <input type="checkbox"/> What do you hope | c telling a white lie is ever justifiable? |
| 4 <input type="checkbox"/> Do you think | d to tell people how you really feel? |
| 5 <input type="checkbox"/> What would it have been like | e regretting something after you've done it? |
| 6 <input type="checkbox"/> Do you mind | f to have lived 100 years ago? |
| 7 <input type="checkbox"/> Would you admire someone for | g being asked about your age? |
| 8 <input type="checkbox"/> Would you rather | h dedicating their whole life to their career, but neglecting their family? |

ACTIVATION

Choose a question from **c** and write a paragraph answering it.

8B GRAMMAR expressing future plans and arrangements

a Complete the news report with one word in each gap.

One of the most talked-about matches in the history of tennis ¹ **is** due to take place this afternoon in New York. Current world number one Arturo Villa is ² _____ face his long-term rival Bill Everard in what is going to ³ _____ a long and tough struggle for the top spot, according to commentators. Their last match was a narrow defeat for Everard. 'I have worked so hard to get this far, and I'm ⁴ _____ the point of becoming the most highly-ranked player in the world,' he commented in a pre-match press conference. When asked about his predictions for the match, Villa replied: 'I've never been in better shape and I'm ⁵ _____ to show him who's boss, just like last time.' The match ⁶ _____ at 5.00 p.m. local time.

b Right (✓) or wrong (X)? Correct the mistakes in the **bold** phrases.

Keith So, what ¹ **are you and Wendy doing** this weekend? ✓
Tom Well, ² **the school holidays start** on Friday and ³ **we will go** to the seaside with the kids. We can't stay away for long, though. ⁴ **Wendy's due go** into hospital on Monday.
Keith Really? ⁵ **Is she having** an operation?
Tom Yes, but it's nothing serious. It's just a minor operation on her wrist. ⁶ **She'll be home** again in the evening. What ⁷ **do you and Jennifer do** this weekend?
Keith Unfortunately, ⁸ **Jennifer is working** all weekend. ⁹ **Her company is about to be** taken over by a big multinational, so everyone is worried ¹⁰ **they're losing** their jobs. So it looks like ¹¹ **I'll be spending** the weekend on my own. I've decided that ¹² **I'm painting** the outside of the house if the weather stays nice.
Tom That doesn't sound like much fun!



ACTIVATION

Use the information below to write a one-paragraph local news report about a planned museum opening. Use some of the structures from a and b.

- 11.30 a.m. Arrival of mayor and husband at museum, greeted by director
- 12.00 p.m. Tour of museum for mayor and husband
- 1.30 p.m. Formal lunch with staff and volunteers
- 3.00 p.m. Official opening ceremony by mayor
- 3.30 p.m. Drinks reception with members of the public
- 5.00 p.m. End of visit; departure of mayor and husband



The mayor and her husband **are due to** arrive at the museum at 11.30 a.m. and **are to be** greeted by the director. At 12.00 p.m., they **will be having** a tour of the museum, and then...

9A GRAMMAR ellipsis

- a Read the story. What difference do you notice between the two paragraphs?

A happy ending

Ever since she had been a small girl, Nicky had wanted to get to know her father, but she had never been able to. Whenever Nicky used to ask about him, her mother would shake her head and look angry. Every year on her birthday, Nicky used to hope that he would come to visit, but he never did. Nicky's mother told her he was always busy working abroad, but Nicky didn't believe he was. She was constantly talking about him, even though her mother begged her not to. Although Nicky had never met her father, she always felt that one day she would. Sometimes she used to close her eyes and wish that he would contact her. But when he finally phoned on her 21st birthday and asked her if she wanted to see him, Nicky wasn't sure if she did.

Nicky's father gave her his phone number and he said she could contact him whenever she wanted to contact him. Nicky said goodbye and then she hung up. At first, she was angry that he had got in touch and she wished that he hadn't got in touch. But a few weeks later, she called him and she arranged to see him because she felt they needed to talk. She got on well with him, although she hadn't expected to get on well with him. Nicky decided that she wanted them to meet regularly, and her father promised that they would meet regularly. Five years later, when Nicky got married, no one imagined that her father would be walking her up the aisle, but he was walking her up the aisle.

- b Read the second paragraph again and ~~cross out~~ any words that can be left out.
- c Rewrite the **bold** sentences using *so* or *not*.

1 A Do classes start at the usual time next week?

B I ~~presume they do start at the usual time~~^{so}. Otherwise the director would have mentioned it.

2 A Do you have any batteries?

B I'm afraid we **haven't got any batteries**. We sold the last pack yesterday.

3 A Are you going to go skiing next week?

B I **guess I'll go skiing**, though I'm not very excited about it.

4 A Do you think they'll accept the contract as it is?

B I **suspect they won't accept it**. They'll ask us to change some sections.

5 A Do you think Chris and Angie will come tomorrow?

B I **don't imagine they will come**. They're very busy right now.

6 A John won't be interested in coming along, will he?

B I **suppose that he won't be interested in coming along**. He has other plans for the summer.

ACTIVATION

Complete the sentences about yourself.

- _____, but I've always wanted to.
- _____, but my parents didn't.
- _____, but I'm not.
- _____, but I used to.
- _____, even though I should have.
- _____, but my friend can.

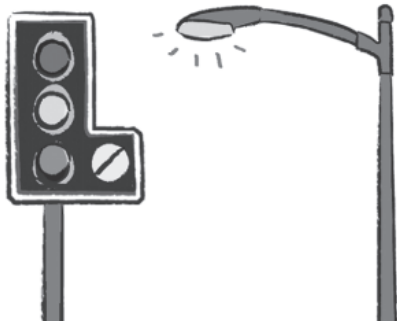
9B GRAMMAR nouns: compound and possessive forms

● Right (✓) or wrong (✗)? Correct the mistakes in the **bold** phrases.

- 1 There's a small garden at **the back of the house**. ✓
- 2 She's always sticking her nose into **other peoples' business**.
- 3 We're going to be at **Paula and James's house** for dinner tonight.
- 4 Does anyone have a **tins opener**? I want to open this soup.
- 5 I'd say it's at least **an hours walk** to the city centre from here.
- 6 Mrs Ramirez has always been **a very dear friend of my aunt's**.
- 7 Have you got a **coat hanger**? This jacket creases easily.
- 8 This painting is regarded as **her career's high point**.
- 9 Opticians usually sell accessories like **glasses cases** and cleaning products.
- 10 Please put the sugar back in the **kitchen's cupboard** when you've finished with it.
- 11 Be careful when you wash the **glasses of champagne** as they're very fragile.
- 12 I'm just going to **the doctor's**. I'll be back in an hour.
- 13 To play this game, we need to form a circle in **the room's middle**.
- 14 His partner is a **physics teacher** at one of the local high schools.

ACTIVATION

Try to think of at least two nouns that collocate with the **bold** words to make compound nouns.



traffic
street

lights

knife

book

player

key

machine

water

cake

centre

card

cup

board

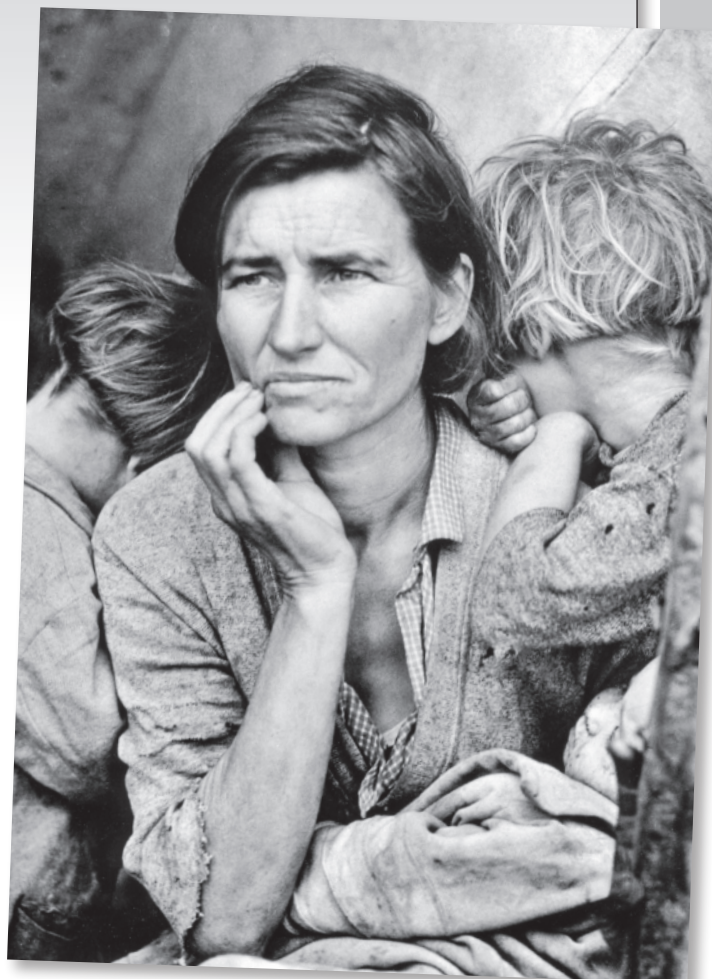
frame

10A GRAMMAR relative clauses

Complete the article with relative pronouns.

The story behind the photo

This photo, ¹ *which* shows a destitute woman with her children, was taken in 1936 by the photographer Dorothea Lange. Only three of the woman's seven children, ² _____ ages ranged from a few months to ten years, can be seen in the photo. The woman, ³ _____ was 32 years old at the time, and her children became the subjects of the photo, ⁴ _____ later came to be known as 'Migrant Mother'. The camp ⁵ _____ they were staying was located in California, and after the publication of this photo in the newspapers, the US government was prompted to deliver food aid to the camp, in ⁶ _____ several thousand hungry people were living in squalid conditions. ⁷ _____ was ironic was the fact that the woman and her family ⁸ _____ had caused the government to react were no longer at the camp. They had moved on.



Lange's photo, ⁹ _____ became a defining image of the Great Depression in the US, was, in a sense, a mystery. For decades, no one knew ¹⁰ _____ had become of this woman and her family. Why? Well, because the woman ¹¹ _____ Lange had talked to and photographed had never told Lange her name. Lange had never asked her for it, either.

In the late 70s, a reporter tracked down the 'mystery' woman, ¹² _____ last name was then Thompson, at her California home. Thompson was critical of Lange, ¹³ _____ had died in 1965, saying she had felt exploited and wished the photo had never been taken. ¹⁴ _____ she and her children, some of ¹⁵ _____ were still alive, also regretted was that none of them had made any money from the image. It seems unfair that 'Migrant Mother', ¹⁶ _____ is one of the most iconic photos in American history, was able to help so many people, yet did nothing for the woman ¹⁷ _____ face was able to express so much.

In 1998, 15 years after Thompson died at the age of 80, a print of the image, ¹⁸ _____ had been signed by Lange, sold for \$244,500 at auction.

ACTIVATION

Write a short description of a photo or painting that you like based on the article above. Try to use a variety of relative pronouns.

10B GRAMMAR adding emphasis (2): cleft sentences

- a** Rewrite the sentences starting with *The person, The place, The first / last time, or The reason*. Keep the emphasis on the **bold** word or phrase.

1 I've always wanted to visit **Istanbul** more than anywhere else.

The place I've always wanted to visit more than anywhere else is Istanbul.

2 He married her **for her money**.

3 She loves **her niece** more than anyone else in the world.

4 I saw her for the last time in **October**.

5 It's **my sister** who really understands how I feel.

6 We retired early **in order to have time to enjoy life**.

7 I relax most in **the garden**.

8 I met David for the first time **just after I graduated**.

- b** Complete the second sentence so that it emphasizes the **bold** phrase.

1 **His unhealthy diet** really worries me.

What really worries me is his unhealthy diet.

2 My son is crazy about **skateboarding**.

What _____.

3 They just want to **lie on a beach and relax**.

All _____.

4 I'm desperate for a **nice cup of tea**.

What _____.

5 The restaurant was made special by **the atmosphere** rather than the food.

It _____.

6 I don't want to **be late for work tomorrow**.

What _____.

7 She only asked for a **glass of water**.

All _____.

8 **Alec** was a professional footballer when he was young, not Darren.

It _____.

9 I asked her a question, but **she refused to answer it**.

What happened _____.

ACTIVATION

Complete the sentences about yourself.

- The reason I'm learning English is _____.
- What I most like about my English class is _____.
- The thing that bothers me most in the cinema, theatre, or at a concert is _____.
- The person I spend the most time with is _____.
- What really annoys me on trains, planes, or buses is when people _____.
- When I'm on holiday, all I want to do is _____.