

1A Phrasal verbs on the spot

Aims

- to practise prepositional phrases from the unit
- to practise open cloze task skills

Activity type

a gap-fill activity where students complete sentences with the correct preposition

Classroom dynamics

individual and pairwork

Time taken

10 minutes

Preparation

You will need a copy of the activity sheet per pair.

Procedure

- 1 Divide the class into pairs and give each student one half of the activity sheet.
- 2 Tell students that they and their partner each have a different set of sentences, but with the same phrasal verbs missing prepositions. Students must first work individually to complete their own set of sentences with the correct prepositions. Set a time limit of 4 to 5 minutes for this stage.
- 3 When completed, Student A reads their sentence 1 aloud. Student B confirms whether they wrote the same preposition to complete *their* sentence 1. If not, Student B reads aloud their own completed sentence and Student A accepts or rejects Student B's answer. If they are unsure, students can check with you, or just confirm answers at the end of the activity.
- 4 Student B then reads their completed sentence 2, and Student A compares it with their answer for sentence 2. Students continue in this way, taking turns reading out sentences and checking that they have used the same preposition in each case.
- 5 Conduct class feedback to check answers and deal with any queries.

Adaptation and extension

For weaker groups, write the necessary prepositions on the board for them to refer to. This could also be done to aid self-checking after the task has been completed.

Answer key

- 1 with 2 forward 3 to 4 on 5 up 6 into
7 on 8 for 9 down 10 in 11 with 12 for

1A Phrasal verbs on the spot

Student A

- 1 Italy is associated _____ many types of food, such as pasta, pizza and ice cream.
- 2 Everyone in the group had to put _____ some ideas for how to solve the problem.
- 3 In her later years, she devoted herself _____ writing her autobiography.
- 4 This new type of wearable technology will never catch _____!
- 5 Now that it's early spring, flowers have begun to spring _____ everywhere in my garden!
- 6 When she got a promotion, she really threw herself _____ her work – she sometimes worked 14 hours a day!
- 7 It's the exam tomorrow, so don't forget to read up _____ phrasal verbs!
- 8 Don't forget to pay your brother back _____ the meal; he paid for everything on his credit card!
- 9 My father is so stubborn! Even when he knows he's wrong, he never backs _____!
- 10 The man was totally taken _____ by the scam and lost a lot of money as a result.
- 11 My little sister is always coming out _____ such funny words – she's only four so she invents most of them!
- 12 When I'm playing with my dog, sometimes I pretend to throw the ball but really, I hide it. He falls _____ it every time!

Student B

- 1 Many people associate studying architecture _____ a lot of hard work.
- 2 His boss put him _____ for a promotion thanks to his fantastic work.
- 3 He devoted himself _____ his family and spent every possible moment with them.
- 4 He worked hard on designing his new gadget, but it never really caught _____.
- 5 Have you noticed how many new coffee shops have sprung _____ in the town centre recently?
- 6 Whenever I take up a new hobby, I always throw myself _____ it for a few months, but I usually end up losing interest.
- 7 Before playing Charles Darwin in a play, the actor decided to read up _____ the biologist's life.
- 8 My friend never pays me back _____ anything when we go out together – I hate it!
- 9 When the boy realised he had made a mistake, he reluctantly backed _____ and accepted his friend was right.
- 10 Don't be taken _____ by his stories – he exaggerates so much!
- 11 I like spending time with her, but she does come out _____ some strange ideas sometimes!
- 12 It can be very difficult to avoid falling _____ an internet scam – they can be so convincing!

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1B Sneaky speeches

Aim

to practise using the unit vocabulary

Activity type

a group activity to practise talking about a topic for 30 seconds

Classroom dynamics

groups of four or five

Time taken

10 minutes

Preparation

You will need one copy of the activity sheet per group, cut up into cards.

Procedure

- 1 Divide the class into groups of four or five and give each group a set of cards face down in a pile on the desk. Each group nominates one student to be the timekeeper and another to keep score.
- 2 Students take it in turns to take a card and silently read the phrase on it, without letting anyone else see. The student then has 30 seconds to speak about a subject of their choice, using the phrase on the card at some point. The aim is to 'sneak' their phrase past their classmates. The other students in the group try to guess what phrase is on the card. They can interrupt the talk at any time while the clock is ticking and make a guess. If they are correct they win a point, but if they are wrong, they lose a point and the speaker continues. If the speaker continues to the end of their 30 seconds and no one correctly guesses the words on the card, the speaker gets a point. It's then the turn of the next student.
- 3 Students take turns to repeat step 2 until all the cards have been used, or as time allows. At the end the winner is the student with the most points.

Adaptation and extension

- To make the activity more challenging, write a topic on the back of each card, i.e. on the side that is facing *up* in the pile, which the student must talk about.
- For a shorter game, reduce the number of cards. Ensure that all the students in the group still have an equal number of turns.

1B Sneaky speeches



a step too far	all things considered	at the forefront	be inclined to think
capture the public's attention	come to blows about	get cold feet	get stuck for words
get stung by	in retrospect	in the same breath	let alone
out of your comfort zone	play on ignorance	roll off the tongue	while I'm on the subject
pose a threat to	release tension	realise an ambition	exceed my expectations

1C Perfect and continuous tenses – Match Dash!

Aim

to review perfect and continuous tenses

Activity type

a game involving matching and then rewriting sentences

Classroom dynamics

pairwork

Time taken

20 minutes

Preparation

You will need one copy of the activity sheet per pair.

Procedure

- 1 Tell students that they are going to do an activity which requires them to connect sentence halves and rewrite them using perfect/continuous tenses.
- 2 Write *Recently* and *By next week* on the board. Ask students to make a sentence beginning with each. Which tense do they use? Is there more than one correct option?
- 3 Divide the class into pairs. Hand out one copy of the activity sheet to each pair, but make sure they are face down. Explain that the pairs will compete against each other. They must connect the sentence halves in the grid (a–l and 1–12). They must then rewrite the sentences using the correct tense for each one, paying attention to the time markers. The fastest pair will get three bonus points, then all pairs win a point for each correct answer.
- 4 Set a time limit of 10 minutes for pairs to complete the task. When a pair has finished they must put up their hands.
- 5 Each pair swaps their activity sheet with another pair to check their sentences. The winning pair reads out their sentences one by one, and the other pairs check whether the sentences are correct and have used the right tense. This is also a good opportunity to identify areas of confusion to be checked at the end as a class.

Adaptation and extension

- Rather than writing down their answers, the activity can be done verbally. Put students into groups of four divided into pairs. One pair gives their first answer and the other pair checks it, and awards points accordingly. The pairs then swap roles. This removes the whole-class plenary aspect so will shorten the activity, but also requires more teacher circulation to resolve doubts.
- Students could be challenged to make their own, smaller grid for another pair. In this case, they should use the time markers already in the activity grid but use their own ideas to write the rest of the sentence halves.

Answer key

- a 2 are travelling
- b 5 am working
- c 6 have been reading
- d 7 am reading
- e 3 have started
- f 1 will be preparing
- g 10 will have already arrived
- h 12 will have finished
- i 11 will be sitting
- j 8 have been studying
- k 9 have been sleeping
- l 4 will have bought

FORMULA C1
ADVANCED

Grammar

1C Perfect and continuous tenses – Match Dash!

a They (travel) around the country ...	b Currently, I (work) double shifts ...	c Recently, I (reading) a novel, ...	d At the moment I (read) ...
e This month I (start) going to the gym ...	f At half past twelve tomorrow I (prepare) lunch ...	g At this time on Saturday we (already arrived) ...	h I (finish) this work project ...
i I (sit) on a beach in the Caribbean ...	j I (study) extra hard over the last few weeks ...	k I (sleep) really badly lately ...	l Before I turn 60 ...
1 ... for my whole family – I hope they like it!	2 ... in a van right now.	3 ... to get fit.	4 ... I (bought) my own home.
5 ... to earn some extra cash for the holidays.	6 ... but I haven't finished it yet.	7 ... a book about dinosaurs.	8 ... because I have an exam coming up.
9 ... so I'm exhausted today!	10 ... at the holiday house in Crete.	11 ... by this time next week – hopefully relaxing in the sunshine!	12 ... for my boss by next week.

a _____

b _____

c _____

d _____

e _____

f _____

g _____

h _____

i _____

j _____

k _____

l _____

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1D Perfect and continuous tenses – This is me

Aim

to review perfect and continuous tenses

Activity type

providing personal information and guessing the question

Classroom dynamics

pairwork or groups of three

Time taken

25 minutes

Preparation

You will need one copy of the activity sheet per pair or group.

Procedure

- Write the following two topics on the board, underlining the key phrases.
 - Talk about an important person from your town or country who you have met in person.*
 - Talk about a person you have been meeting a lot recently.*

Choose one (without telling the class) and talk about it for up to a minute. Do not say the underlined key phrase.
- Ask students to guess which of the two topics you were discussing. Bring their attention to the fact you didn't use the underlined key phrase (but, most probably, a paraphrase of it).
- Divide students into pairs or groups of three and give them a copy of the activity sheet. Taking turns, the first student chooses one of the nine *Talk about ...* boxes in secret and then one of the topics (A–C). They then discuss this topic for up to a minute while their group listens. They should not use the exact phrase in bold in the question when doing this.
- Once finished, the other students try to guess which *Talk about ...* box and topic was being answered, and then ask one follow-up question about the topic.
- This continues until all the boxes have been discussed or as time allows. The boxes should not be chosen more than once during the activity.
- At the end of the activity, ask students to evaluate how well their group members discussed the items in terms of the content and language used (e.g. Did they expand their answers? How well were the answers organised? Were they easy to follow? Was the grammar used correctly?). Conduct whole-class feedback.

1D Perfect and continuous tenses – This is me

<p>1 Talk about one of the following:</p> <p>A something you have changed in your house recently</p> <p>B something you are changing in your house at the moment</p> <p>C something you will have changed in your house in the next year</p>	<p>2 Talk about one of the following:</p> <p>A a place you have visited many times in your town/city</p> <p>B a place you are visiting in your town/city in the near future</p> <p>C a place you have been visiting in your town/city since you were a child</p>	<p>3 Talk about one of the following:</p> <p>A Something that will have changed in your home town/city by the time you have retired</p> <p>B Something that is changing in your town/city</p> <p>C Something that has changed in your town/city in the last ten years</p>
<p>4 Talk about one of the following:</p> <p>A a tradition the people in your country will still be upholding long into the future</p> <p>B a tradition the people in your country have started upholding in recent years</p> <p>C a tradition the people in your country have stopped upholding recently</p>	<p>5 Talk about one of the following:</p> <p>A something you have been planning to do for a while</p> <p>B something you planned to do in the past, but never did</p> <p>C something you have always planned to do that you will have done by this time next year</p>	<p>6 Talk about one of the following:</p> <p>A something you've been spending a lot of time on</p> <p>B something you are spending a lot of time on at the moment</p> <p>C something you will be spending a lot of time on in the future</p>
<p>7 Talk about one of the following:</p> <p>A something in your life you have wanted to give up recently</p> <p>B something in your life you are giving up</p> <p>C something in your life you will have given up in 20 years' time</p>	<p>8 Talk about one of the following:</p> <p>A a group or society you are part of in your town/city</p> <p>B a group or society you have been part of since you were young</p> <p>C a group or society you will be part of in the near future</p>	<p>9 Talk about one of the following:</p> <p>A something you have done for your community that you are proud of</p> <p>B something you are doing for your community that you are proud of</p> <p>C something you will have done for your community in five years' time that will make you proud</p>

2A Can you rephrase that, please?

Aim

to practise phrases from the unit

Activity type

a matching activity

Classroom dynamics

pairwork

Time taken

10 minutes

Preparation

You will need one copy of the activity sheet for each pair, cut up into one set of white cards and one set of grey cards.

Procedure

- 1 Divide the class into pairs. Give each pair one set of grey cards and one set of white cards, face down in two piles on the desk.
- 2 Explain to students that the grey cards show useful phrases from the unit, and the white ones show the definitions. In their pairs, students have 5 minutes to match the words with their definitions. Tell students that this is a race and the pair to correctly match the most cards wins. If they have finished matching before the time is up, they should put their hands up.
- 3 Start the race. Monitor students but do not provide any help at this stage. Make a note of the order in which pairs raise their hands, as the first to finish might not be the winners if they haven't matched all the cards correctly.
- 4 Stop the activity after 5 minutes. Ask the fastest pair to read out their first phrase and definition. If students have matched the cards correctly, they can put them on a 'correct pile'; incorrect cards are put aside. Go around the class to check the rest of the words and definitions. The pair with the most correctly matched cards wins.

Adaptation and extension

- To extend the activity, ask pairs to take turns making sentences with the phrases. Monitor to make sure students are using the phrases in the correct context.
- For weaker classes, the activity can be completed with fewer pairs of cards.
- This activity can also be done individually or in groups of three.

Answer key

See the activity sheet.

FORMULA C1
ADVANCED

Vocabulary

2A Can you rephrase that, please?

to be in someone's best interests	the option which will benefit someone most	to be in two minds	to be undecided
come to a standstill	to stop moving	know full well (that)	to be very aware of something
raise someone's profile	to make someone better (or more positively) known	take someone/something for granted	to not appreciate someone/something
take something as read	to assume something without checking because it appears obvious	to cut straight to the chase	to speak directly about an issue, often to save time
to foil an attempt	to stop someone from doing something bad	to produce from scratch	to make something from the very beginning
to take (something/someone) seriously	to treat something/someone sincerely	two heads are better than one	working in a pair is preferable when thinking of ideas
be prone to	to be at risk of something	be down to	the reason for something

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2B Prefix hot potato

Aim

to review negative prefixes

Activity type

a group speaking game

Classroom dynamics

groups of four

Time taken

15 minutes

Preparation

You will need one copy of the activity sheet for each group, cut into four wordlists.

Procedure

- 1 Divide the class into groups of four and give each group a set of four wordlists, one for each student.
- 2 Tell students that they must first look at their own wordlists and write down the negative prefix for each word. They must not change the original word form. Point out that in some instances a word on the list does not have a negative prefix form. Students should indicate these with a dash. Be sure to circulate at this stage and ensure students are writing the correct prefixes.
- 3 Once completed, tell students they are going to play a fast-paced speaking game in their groups. Explain that each student begins with five points. Student A must choose a word from their wordlist, say it to the group, and then make a sentence with it. Student B then has 30 seconds to make a sentence using the keyword with the negative prefix added. For example:
A: 'Decisive'. A good leader must always be decisive.
B: I have always been an indecisive person.
- 4 If Student B is able to make a correct sentence, they then choose a word from their own list to make a new sentence, which will then pass to Student C to add the negative prefix and make a sentence. This process is repeated until a student makes an error with a prefix, or tries to make a sentence with a word which does not take a prefix, whereupon they lose a point and have to start the next round.
- 5 Play continues as time allows, with students repeating their words in order to get extra practice. Alternatively, the game can end when a student has used up all of their words.

Adaptation and extension

- If the class cannot be split evenly into groups of four, the activity can also be completed in groups of three.
- In weaker classes, you may wish to allow the use of dictionaries in step 2 of the activity. You can also remove the time limit element for each word, although the activity will likely last longer.
- Students can be encouraged to add their own words to their wordlists in order to challenge both them and their fellow students with new language.

Answer key

Student A: discomfort; indecent; unlearn; dislike; irrational; insignificant; antisocial/unsocial/asocial

Student B: inaction; uncomfortable; illogical; immoral; unreal; irregular; –

Student C: inability; inaccurate; underestimate; misleading; –; imperfect; irresistible

Student D: incompetent; undoubted; irreversible; misplace; improbable; insane; –

FORMULA C1 ADVANCED		Vocabulary	
2B Prefix hot potato			
<p>Student A</p> <p>comfort _____</p> <p>decent _____</p> <p>learn _____</p> <p>like _____</p> <p>rational _____</p> <p>significant _____</p> <p>social _____</p>	<p>Student B</p> <p>action _____</p> <p>comfortable _____</p> <p>logical _____</p> <p>moral _____</p> <p>real _____</p> <p>regular _____</p> <p>tired _____</p>		
<p>Student C</p> <p>ability _____</p> <p>accurate _____</p> <p>estimate _____</p> <p>leading _____</p> <p>loud _____</p> <p>perfect _____</p> <p>resistible _____</p>	<p>Student D</p> <p>competent _____</p> <p>doubted _____</p> <p>reversible _____</p> <p>place _____</p> <p>probable _____</p> <p>sane _____</p> <p>think _____</p>		

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2C Passive forms – It is said

Aims

- to practise grammar from the unit: the passive
- to practise word transformation skills

Activity type

a game in which students rephrase active sentences in the passive

Classroom dynamics

pairwork

Time taken

10 minutes

Preparation

You will need one copy of the activity sheet per pair, cut into cards.

Procedure

- 1 Divide the class into A/B pairs and give each pair a set of cards placed face down in a pile on the desk. Tell students that they are going to play a sentence rephrasing game.
- 2 Student A takes a card and reads the sentence aloud. They then repeat the sentence, but rephrasing it in the passive. If you think it necessary, demonstrate with the first sentence.
- 3 If Student B accepts that the rephrased sentence is correct, Student A keeps the card. If the sentence is incorrect, Student B can propose a correct alternative. If the alternative is accepted by Student A, Student B keeps the card.
- 4 Student B now picks a card and reads it, repeating steps 2 and 3.
- 5 Students continue taking turns until all the sentence cards have been used, or as time allows. At the end, the student with the most cards in each pair is the winner.
- 6 Monitor students' production and then review and correct the activity as a whole class, comparing possible answers.

Adaptation and extension

- This activity is also suitable for individual fast finishers as a written transformation exercise.
- To challenge stronger groups, ask students to consider whether the agent is necessary to our understanding in each sentence, and in which sentences it would sound unnatural to use the agent.

Answer key

- 1 A revolutionary new mobile phone will be launched next week.
- 2 Are e-books still considered to be less popular than printed books?
- 3 Several cases of avian flu were reported in the area (by the local news).
- 4 A local cat was accused of stealing clothes (by residents).
- 5 A well-known celebrity was seen dining alone in a restaurant last night.
- 6 Mobile phones are still believed (by many people) to interfere with an aeroplane's equipment.
- 7 A number of new animal and plant species are found every year.
- 8 A new planet in the Milky Way was discovered (by a young amateur astronomer).
- 9 Einstein is often quoted as saying things he never actually said.
- 10 How long has it been known that the Earth is round?
- 11 When is the first bicycle believed to have been invented?
- 12 The news that water had been found on Mars was confirmed (by NASA).
- 13 Proof that the dinosaurs were wiped out by an asteroid has been published (by scientists).
- 14 The number 13 is considered to be unlucky (by some people).

Extension: Including the agent would sound unnatural in sentences 1, 2, 5, 7, 9, 10, and 11.

FORMULA C1
ADVANCED

Grammar

2C Passive forms – It is said

1 They will launch a revolutionary new mobile phone next week.	8 A young amateur astronomer discovered a new planet in the Milky Way.
2 Do people still consider e-books to be less popular than printed books?	9 People often quote Einstein as saying things he never actually said.
3 The local news reported several cases of avian flu in the area.	10 How long have people known that the Earth is round?
4 Residents accused a local cat of stealing their clothes.	11 When do people believe that someone first invented the bicycle?
5 Many people saw a well-known celebrity dining alone in a restaurant last night.	12 NASA confirmed the news that they had found water on Mars.
6 Many people still believe that mobile phones interfere with an aeroplane's equipment.	13 Scientists have published proof that an asteroid wiped out the dinosaurs.
7 They find a number of new animal and plant species every year.	14 Some people consider the number 13 to be unlucky.

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2D Passive forms – A myth or not?

Aim

to review passive forms

Activity type

a sentence completion activity using passive forms

Classroom dynamics

pairwork and groups of four

Time taken

25 minutes

Preparation

You will need one copy of the activity sheet per pair, cut into halves.

Procedure

- 1 Divide the class into pairs and give each pair a copy of the activity sheet. Tell students they are going to read some gapped sentences which they will later discuss in groups.
- 2 Firstly, ask students to complete each statement with a passive form. Give them around 5 or 10 minutes to do this stage. Go through the answers as a class and make sure they are correct.
- 3 Then, give students a few minutes in their pairs to consider the sentences and decide whether they agree with them or not.
- 4 Put pairs together to create groups of four. Pair A starts by reading out sentence 1 from their activity sheet. As a group, the students discuss what they know about the statement, and whether they agree with it or not. Students should give their own opinion and listen carefully to what other members of the groups say in order to respond appropriately.
- 5 This process is then repeated with sentence 1 from Pair B's activity sheet. Pairs take turns until all the sentences have been discussed. Monitor carefully, but do not intervene. Make a note of any errors (especially with the passive forms) in order to give feedback after the class.

Answer key

Pair A

- 1 is said, can be influenced
- 2 have been referred to
- 3 is sought / is being sought
- 4 are taken, have been painted

Pair B

- 1 are regularly told, should be given
- 2 are thought
- 3 were targeted, aren't shown / aren't being shown
- 4 is believed

2D Passive forms – A myth or not?

Pair A

- 1 It _____ (say) that your mood _____ (can/influence) by your diet, especially if you limit yourself to eating only healthy food.
- 2 Dogs _____ (refer to) as 'man's best friend' for centuries because they are loyal and loving companions.
- 3 These days people get less enjoyment out of more common forms of entertainment, and for that reason it _____ (seek) through more extreme activities.
- 4 Millions of selfies _____ (take) around the world daily, and this is considered to be the sign of a new modern-day narcissism. However, self-portraits _____ (paint) since ancient times, and they aren't much different.



Pair B

- 1 Employees _____ (regularly/tell) what to wear and what not to wear. This isn't fair since they _____ (should/give) the opportunity to express themselves and their personalities through the way they dress.
- 2 The youth nowadays _____ (think) to spend too much time using their mobile devices.
- 3 In the past, as potential customers we _____ (target) at random with products. Nowadays, with the advent of social media, advertisers can analyse our personalities and interests just by monitoring our search histories and online behaviour. This is a good thing because it means we _____ (not show) items that don't interest us.
- 4 It _____ (believe) that suddenly coming into a lot of money tends to change people's lives for the worse.

3A Collocations dominoes

Aim

to review verb + noun collocations from the unit

Activity type

a game of dominoes, matching verb + noun collocations

Classroom dynamics

pairwork

Time taken

10 minutes

Preparation

You will need one copy of the activity sheet per pair, cut up into dominoes.

Procedure

- 1 Divide the class into pairs and give each pair a set of domino cards in a pile face down on the desk. Each student takes five cards which they can look at, but must not show to their partner. The top card in the pile is then placed face up on the desk.
- 2 Tell students they are going to play a game of dominoes where they must form verb + noun collocations, matching the verb on the white end of the domino card with the correct noun on the grey end of a card.
- 3 Student A places a domino face up on the desk and Student B places one of their dominoes at either end of the first domino to form a correct verb + noun collocation. If Student B cannot place a domino to form a collocation, they take a new one from the pile and miss a turn.
- 4 Play continues with students taking turns to put down their dominoes at either end of the chain. Students should challenge their partner if they think an incorrect collocation has been used. If students cannot agree, they can ask for help.
- 5 The game continues until one player wins by using all of their dominoes, or until neither player can make a correct collocation and there are no cards remaining in the pile. In this case, the student who has the fewest dominoes remaining wins.

Adaptation and extension

- Either in pairs or individually, fast finishers can write their own sentences in their notebooks using the collocations.
- To extend the activity and make it more communicative, add a rule that students laying a domino card must make a sentence using the verb + noun collocation correctly, or they miss a turn.

Answer key

accumulate knowledge
boost energy
complicate matters
deepen understanding
determine the facts
draw on experience
establish a rapport
exude confidence
heed advice
meet the criteria
strike up a friendship
thwart expectations
distinctive feature
heartfelt emotion
highly thought of

FORMULA C1
ADVANCED

Vocabulary

3A Collocations dominoes

knowledge	boost	energy	complicate
matters	deepen	understanding	determine
the facts	draw on	experience	establish
a rapport	exude	confidence	heed
advice	meet	the criteria	strike up
a friendship	thwart	expectations	distinctive
feature	heartfelt	emotion	highly
thought of	accumulate		

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3B Crossword links

Aim

to review phrasal verbs

Activity type

writing crossword clues, then completing a crossword

Classroom dynamics

individual, pairwork

Time taken

30 minutes

Preparation

You will need one copy of the activity sheet per pair, cut into two halves (Student A and Student B).

Procedure

- 1 Divide the class into A/B pairs. Give one half of the activity sheet to each student and ask them not to look at each other's papers.
- 2 Ask students to try to recall the meanings of the phrasal verbs on their crossword. They shouldn't write anything down at this point. Write this example on the board:
When something slows you down or makes a process last longer than it should. Give students a minute in their pairs to guess what the phrasal verb is. Elicit the answer (set back).
- 3 Students should now individually create their own clues for the words in their crossword, writing them in the clues section of the activity sheet next to the correct number. Remind students that they should not use any form of the answer in the clue. Monitor closely here to ensure clues are well written and clear.
- 4 Once completed, ask students to cut or tear along the dotted line and exchange their clues with their partner. Students then try to complete the gaps in their crossword using their partner's clues. The first pair to correctly complete both of their crosswords wins.

Answer key

See the activity sheet.

FORMULA C1
ADVANCED

Vocabulary

3B Crossword links

Student A

Clues

1 across: _____

3 down: _____

5 down: _____

7 across: _____

8 across: _____

Student B

Clues:

2 down: _____

4 down: _____

6 across: _____

9 down: _____

10 across: _____

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3C Conjunctions – What's the link?

Aim

to practise and review using conjunctions in context

Activity type

completing sentences with conjunctions, then taking part in a debate

Classroom dynamics

pairwork and small groups/whole class

Time taken

30 minutes

Preparation

You will need one copy of the activity sheet per pair.

Procedure

- 1 Tell the class they are going to prepare arguments and proposals for a debate. The debate will be about the best ways to improve the city or town they live in.
- 2 Divide the class into pairs and give each pair a copy of the activity sheet. Tell students they have about 10–15 minutes to complete the sentences, keeping the debate topic in mind.
- 3 Once complete, divide students into small groups to carry out the debate. Ask students to imagine that they are members of the local council and to go through the six points on the activity sheet one by one, presenting the proposals they wrote down. Encourage students to give their own opinions and respond to other students' ideas.
- 4 Monitor throughout the discussions, aiding with sentence completion as necessary and making a note of any common errors related to content or language. Conduct whole-class feedback at the end of the activity.

Adaptation and extension

Alternatively, instead of in groups, a whole-class debate may be conducted.

3C Conjunctions – What's the link?

What are the best ways to improve the city or town you live in?

1 As the number of inhabitants increases, the need for ...

2 As long as we have enough money, we should invest more in ...

3 Provided that there is sufficient time, we could ...

4 Closing down smaller schools and increasing class sizes is not beneficial.
Nor is ...

5 While it's a good idea to encourage people to use public transport rather than their own cars to cut pollution, first we must ...

6 Since this is a relatively small city, we need to consider ...

3D Conjunctions – Can you continue?

Aim

to review linking adverbials

Activity type

a card game in which students add to sentences using linking adverbials

Classroom dynamics

groups of four, divided into pairs

Time taken

20–25 minutes

Preparation

You will need one copy of the activity sheet per group of four, cut up into two sets of cards (white and grey).

Procedure

- 1 Divide the class into groups of four, each divided into pairs. Give each group two sets of cards (one white and one grey). Both sets should be spread out face down on the desk. Explain that the aim of the activity is to be the first pair in each group to collect ten white (sentence) cards.
- 2 A student in the first pair turns over the first sentence card and reads the sentence on it. They then turn over one of the adverbial cards. The pair decide together if they can use the linking adverbial on the card to add another relevant sentence to the sentence card. For example:
A lot of the advice out there about public speaking doesn't actually help at all.
+ **What's more**, it's important to make your own mistakes and learn from them.
Point out that in some cases it may not be possible to add another relevant sentence with the adverbial they pick up.
- 3 The other pair decide whether the follow-on sentence is correct in that context. If they decide it is, the first pair keeps the sentence card and returns the adverbial card to the desk face down. If the first pair are unable to give a follow-on sentence, both cards are returned to the desk. Both pairs should try to remember the position of the card(s) for subsequent turns, as it may be chosen again. You could make a rule that adverbials can only be used a certain number of times so that they are not overused.
- 4 Steps 2 and 3 are repeated, with the second pair of students picking a sentence card and an adverbial card and attempting to add a follow-on sentence. Monitor to resolve any doubts as to the relevance and grammatical accuracy of the follow-on sentence.
- 5 In each group, the first pair to collect ten sentence cards is the winner.

Adaptation and extension

As an alternative game, place all the white (sentence) cards face down in a pile, and divide the shaded (adverbial) cards evenly amongst the students in the group, putting any extras to one side. Student A turns over the first white card and tries to use one of their shaded cards to make a follow-on sentence. If they can use it, they put their shaded card into a second pile on the table. This step is repeated with students taking turns, until a student cannot make an appropriate sentence with their remaining shaded cards. They must then pick up all of the shaded cards which have accumulated on the table. The aim of the game is to use all of one's shaded adverbials. The white cards can either be recycled until this happens, or the winner is the student with fewest shaded cards left when the white cards run out.

FORMULA C1
ADVANCED

Grammar

3D Conjunctions – Can you continue?

Alternatively, ...	Apart from ...	As well as this, ...	Besides this, ...
Consequently, ...	Despite this, ...	Even so, ...	For this reason, ...
Furthermore, ...	Given ..., ...	In contrast, ...	In view of ..., ...
Moreover, ...	On the contrary, ...	On the other hand, ...	What's more, ...

If you do away with your mobile phone, you'll achieve a lot more in your day.	A lot of the progress which has come about in the last 20 years hasn't improved our lives.	People who persevere after setbacks are the most likely to be successful in the end.	Some people's difficulty in learning new things stems from a lack of effort.
People should never mess about with electronics if they don't understand them.	A lot of the advice out there about public speaking doesn't actually help at all.	It's totally normal to find speaking in front of lots of people to be nerve-wracking.	People take stories like the Bermuda Triangle far too seriously.
There are a lot of things about our world that we haven't discovered yet.	People working to solve the mysteries of nature deserve more credit in our society.	People who have siblings grow up to be different from only children.	Success is celebrated too much in our society.
Behind every successful person there is a group of supportive friends and family.	Being unsuccessful at something shouldn't be demotivating.	To become an Olympic champion, you have to work hard from an early age.	Some sports stars are hugely overpaid.
Having a crowd cheering them on has a massive impact on a sportsperson's performance.	Being able to share our location with friends has made our lives much easier.	Using techniques like the 'rule of three' is an effective way to influence people.	Money invested in satellites is well spent, as they improve our lives noticeably.

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4A Saying it with phrasal verbs

Aim

to practise using phrasal verbs from the unit

Activity type

a sentence creation game using phrasal verbs

Classroom dynamics

pairwork

Time taken

10 minutes

Preparation

You will need one copy of the activity sheet per pair, cut up into two sets of cards (white and grey).

Procedure

- 1 Divide the class into pairs and give each pair a set of cards placed face down in two piles on the desk. One pile contains the white phrasal verb cards, and the other pile the grey situation cards. Tell students they are going to play a game in which they will make sentences using the given phrasal verbs and situations.
- 2 Student A turns over a card from each pile, then has to make a correct sentence using both the phrasal verb and the situation.
- 3 Student B monitors that the phrasal verb and the situation are included in the sentence correctly. If so, Student A keeps the cards. If not, they are returned to the bottom of each pile and it is Student B's turn.
- 4 Play continues with students taking turns turning over cards and making sentences until the cards have all been used, or as time allows. At the end, the student with the most cards wins.

Adaptation and extension

To simplify this activity you could remove the situation cards, so that students focus only on the phrasal verbs, or use them as topic cards, so the actual words do not have to be included in the sentences.

Suggested answers

The football players need to warm up before the match.
When Gary was bored in class, he would often switch off and think about something different altogether.
The host plied us with local specialities during our stay and we must have gained at least five pounds each.
As much as I enjoy cooking, I'll often just rustle up some baked beans with eggs if I'm out of ideas.

4A Saying it with phrasal verbs

date back to	elaborate on	indulge in	lay on	mess up
pass on something	ply someone with	rustle something up	set someone back	stave off
stay over	switch off	tide someone over	warm up	work up

work	exam	class	a dream	football match
friend's house	festival	vacation	park	bus ride
university	restaurant	dancing	cooking	art gallery

4B This word means ...

Aim

to review the nature and seasons vocabulary from the unit

Activity type

a game in which students guess the correct word for a given definition

Classroom dynamics

pairwork

Time taken

10 minutes

Preparation

You will need one copy of the activity sheet per pair, cut up into cards.

Procedure

- 1 Divide the class into pairs and give each pair a set of cards, placed face down in a pile on the desk. Tell students they are going to play a game where they have to guess the correct word for a definition.
- 2 Student A takes a card and reads the definition out to their partner (but not the word/phrase in brackets!). Student B must provide the correct word or phrase (in brackets on the card) to match the definition. If the word/phrase is correct, Student B keeps the card. If not, it is placed aside and it is Student B's turn to take a card and read out the definition for Student A to guess the word/phrase.
- 3 Students take turns reading the definitions and guessing the correct answers until the cards run out. The student with the most cards wins.
- 4 Students then review any cards they placed aside.

Adaptation and extension

To extend the activity, or for fast finishers, pairs can think of other vocabulary items related to nature and the seasons and write their own definitions. These can be exchanged with another pair for them to guess the missing words/phrases.

4B This word means ...

This word refers to the level of acid in a liquid. (acidity)	This word refers to an area of the planet with a community of plants and animals. (biome)
This word means a connection between two or more things. (correlation)	This word means a process which repeats over time. (cycle)
This word means a long period without rainfall. (drought)	This word refers to the way in which cows and other animals eat grass. (graze)
This word refers to the action of collecting plants, fruits or vegetables, often in the autumn. (harvest)	This word refers to distance of a location from the equator or the North/South Pole. (latitude)
This word means the way that you earn money to survive. (livelihood)	This word refers to animals, often on a farm, which produce money either from their products or from their meat. (livestock)
This word refers to something (usually an animal) which is undesirable or damaging. (pest)	This word means to severely damage something. (ravage)
This is a period of the year which usually has its own distinct weather and temperatures. (season)	This phrase refers to changes in the normal weather and temperature patterns around the world. (seasonal shift)
This word means to grow very well. (thrive)	This word refers to something which happens at an unusual time of year. (unseasonable)
This word means undesirable plants. (weeds)	This word refers to an area of land which has a lot of water, and supports certain types of animals and plants. (wetland)

4C Reported speech – Environmental report

Aims

- to practise using reporting verbs from the unit
- to practise word formation skills

Activity type

a speaking activity in which students turn sentences into reported statements

Classroom dynamics

pairwork

Time taken

10 minutes

Preparation

You will need one copy of the activity sheet per pair, cut up into cards.

Procedure

- 1 Divide the class into pairs and give each pair a set of cards placed face down in a pile on the desk. Tell students they are going to play a game taking turns to read out the spoken sentence on the card, which their partner then has to turn into reported speech.
- 2 Student A takes a card and reads out the sentence to Student B, along with any pronoun or verb prompts that follow in brackets. Student B repeats the sentence, transforming it into reported speech using the verb and a correct pronoun. If Student A agrees that the sentence has been correctly changed into reported speech then Student B wins the card. If not, the card is put aside to review later. Demonstrate with the first card if you think this would be helpful.
- 3 It is then Student B's turn to pick up and read a card, for Student A to try to reform the sentence in reported speech. The game continues until all the cards are used, or as time allows.
- 4 Review and check answers as a class.

Adaptation and extension

- As a variation, when students take a card they can read it silently and then say the sentence in reported speech to their partner. Their partner then has to repeat the sentence, but transforming it back into active speech. As a pair, students then check whether the second sentence differs from the card.
- To make this activity more individual, or for fast finishers, each student in the pair takes seven cards each. On a piece of paper, they rewrite the sentences in reported speech. Students exchange their papers (not the cards) and check that their partner's sentences make sense and are grammatically correct. They then rewrite their partner's sentences on the same piece of paper in direct speech. Finally, pairs work together to compare the new sentences they have written in direct speech to those on the cards.

Answer key

Possible answers:

He admitted that he had thrown the glass bottle in the wrong bin.

The teacher recommended that we unplug devices that we're not/we weren't using.

The minister agreed that we (were right, and that we) should avoid wasting water.

They blame people being irresponsible for climate change happening.

They boasted that they were the most eco-friendly company in the region.

The company claimed it was taking measures to protect the environment.

The student admitted throwing / that they had thrown the paper on the floor.

They insisted that I/we need to stop using the car so much.

She confessed that she never rode/rides her bicycle.

She refused to change her car just because it was old.

They regretted that they hadn't paid more attention to climate change earlier.

The scientist urged all countries to stop burning fossil fuels as soon as possible.

He denied that he had left the lights on all night.

She advised us/me to use both sides of the sheet to save paper.

FORMULA C1
ADVANCED

Grammar

4C Reported speech – Environmental report

'I threw the glass bottle in the wrong bin,' he admitted.	'You really need to stop using the car so much,' they insisted.
'You should unplug the devices you're not using,' the teacher recommended.	'I never ride my bicycle,' she confessed.
'You're right – we should avoid wasting water,' the minister agreed.	'I'm not going to change my car just because it's old!' (she / refuse)
'Climate change is happening because people are irresponsible.' (they / blame)	'We should have paid more attention to climate change earlier,' they regretted.
'We are the most eco-friendly company in the region!' they boasted.	'All countries should stop burning fossil fuels as soon as possible.' (the scientist / urge)
'We are taking measures to protect the environment,' the company claimed.	'It wasn't me who left the lights on all night!' (he / deny)
'It was me who threw the paper on the floor,' the student admitted.	'What about using both sides of the sheet to save paper?' (she advised)

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4D Reported speech – Interviews with the famous

Aim

to review reported speech, reporting verbs and structures

Activity type

preparing and carrying out an interview, reporting, article writing

Classroom dynamics

pairwork

Time taken

40 minutes

Preparation

You will need one copy of the activity sheet per pair.

Procedure

- 1 Tell students that they are going to roleplay being university researchers. They are going to create and conduct interviews with different famous people in order to find out the answers to the following questions:
 - *What are the secrets of the rich and famous?*
 - *What are the best ways to become and stay successful?*
- 2 Divide the class into pairs and give each pair a copy of the activity sheet. Assign each pair a different role from Part A. Then, give students around 5 minutes to read through Part B. They should think of at least three or four more interview questions which will help them answer the research questions in the box.
- 3 Students take turns to interview each other, with one student role playing the interviewer and the other the famous person. Allow around 5 or 10 minutes for this stage. Students should take some brief notes in order to remember what was said during the interview. Remind the interviewers that they should keep the research questions in mind, as they will need to answer these later.
- 4 Divide students into new pairs. Give them 5 or 10 minutes to tell each other about the famous person they interviewed and what they said, using reported speech. They should then collate their ideas and discuss which are best, using their interview notes to support them. At the end, the students should answer the research questions.
- 5 Tell students they are going to write a short report on the research questions using their research from the interviews. Give them around 15 minutes to plan what they want to include and then write the report together. Monitor closely and take notes in order to give feedback at the end of the activity.
- 6 Ask pairs to swap reports and make comments on the research.

Adaptation and extension

As an alternative format for smaller classes, create a 'press conference' by dividing the class into two groups. Half of the students in each group take on the roles of the famous people and are interviewed by the other half of their group, who will act as journalists. Make sure that each 'journalist' makes notes of the answers to all questions. Let this stage continue for 5 minutes, then students can swap roles. Once complete, students write sentences reporting what the famous people said in the press conference. At the end of the activity students share the sentences. Check whether each 'famous person' is in agreement that they really said that!

FORMULA C1 ADVANCED		Grammar
<h3>4D Reported speech – Interviews with the famous</h3>		
Part A		
A billionaire property tycoon	An Olympic gold-medal winner	An international supermodel
The leader of a powerful country	An Oscar-winning actor	A chart-topping classical musician
Part B		
Research questions <ul style="list-style-type: none"> • What are the secrets of the rich and famous? • What are the best ways to become and stay successful? 		
<ol style="list-style-type: none"> 1 Ask some basic personal details. 2 Ask for suggestions on how to become successful. 3 Ask about some of the possible downfalls of becoming famous. 4 Ask about some of their regrets. 5 Ask about any good advice they were given. 6 Ask if they have any new projects they are going to announce in the near future. 		
Extra questions <hr/> <hr/> <hr/> <hr/> <hr/>		
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5A Idioms by half

Aim

to review idioms from the unit

Activity type

a word reordering and sentence halves matching activity

Classroom dynamics

pairwork

Time taken

10 minutes

Preparation

You will need one copy of the activity sheet per pair.

Procedure

- 1 Divide the class into pairs and give each pair a copy of the activity sheet.
- 2 Tell students that in this activity they need to reorder the words in the second half of the sentences, writing the new sentence halves underneath the jumbled words. Explain that each of the words in bold are part of an idiom from the unit. Allow 4 minutes for this stage and then check answers as a class.
- 3 Students should now match the sentence halves. Allow 5 minutes for this stage.
- 4 Check answers as a class.

Adaptation and extension

- For fast finishers, this activity can be done individually.
- As an extension, students can write their own sentences with the idioms, which can then be exchanged with another student or pair. This can be done either individually or in pairs.

Answer key

- 1 d go hand in hand with learning.
- 2 c are always in the public eye.
- 3 a he is a real pain in the neck.
- 4 f as a rule of thumb it's polite to bring a gift.
- 5 e you have to face the music.
- 6 b to turn a blind eye.

5A Idioms by half

1 Both failure and success should ...	a pain / a / the / real / he / in / neck / is
2 It must get very tiring for celebrities – they ...	b to / eye/ a / turn / blind
3 My little brother is always shouting in the house – ...	c always / eye / are / in / public / the
4 When you go to a birthday party at a friend's house, ...	d go / hand / learning / hand / in / with
5 There's no way of escaping punishment for what you did – ...	e face / you / have / music / to / the
6 The teacher wasn't happy that her students were talking in class, but she decided ...	f a / polite / to / it's / as / thumb / gift / of / a / bring / rule

5B Vocabulary match up!

Aim

to review vocabulary from the unit

Activity type

a matching game in which students match words and phrases with their definitions

Classroom dynamics

pairwork

Time taken

10 minutes

Preparation

You will need one copy of the activity sheet per pair, cut up into two sets of cards (white and grey).

Procedure

- 1 Divide the class into pairs and give each pair a set of cards, spread out face down on the desk in two sets (white and grey). Tell students they are going to play a game in which they have to match each word or phrase (the grey cards) with its definition (the white cards).
- 2 Student A turns over a card from each set, reads them aloud and decides whether the word matches the definition. If they do and Student B agrees, Student A keeps the cards. If not, they are turned back over and both students try to remember their positions for subsequent turns.
- 3 Student B now turns over a card from each set, repeating step 2.
- 4 The game continues until all the cards have been correctly matched. The student with the most cards wins.

Adaptation and extension

- To extend the activity, after students have completed matching the cards, ask them to spread out the grey word/phrase cards and take it in turns to make a sentence using one of them. When a correct sentence has been made the card is turned over, and the next student chooses a word/phrase.
- Alternatively, you could ask students to work individually to write their own sentences using some of the words and phrases. They then exchange their sentences with their partner for checking.

Answer key

See the activity sheet.

FORMULA C1
ADVANCED

Vocabulary

5B Vocabulary match up!

consistently choose to buy products from one particular company	to exchange something for money or goods	to mark with spots
the way something appears on its surface	a brief view of something	when evidence/an argument remains convincing even after close examination
to not stand straight or to bend at the waist, perhaps due to age or pain	being used in the country to buy things (e.g. banknotes)	priced higher than usual
small amounts of coins which are not intended to be spent on a specific object	'zigzag' patterns – high and low, good and bad; regularly changing from one state to the other	a way to decide between two options, often used in sport

brand loyalty	cash something in	dapple
face value	glimpse	hold up
hunch over	in circulation	inflated
loose change	peaks and troughs	toss a coin

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5C Conditional forms – What if ... ?

Aim

to review and practise the conditional expressions from the unit

Activity type

a card game in which students form conditional questions and then ask and answer them

Classroom dynamics

pairwork

Time taken

10 minutes

Preparation

You will need one copy of the activity sheet per pair, cut up into two sets of cards (white and grey).

Procedure

- 1 Divide the class into pairs, and give each Student A a set of grey cards and each Student B a set of white cards. Tell students that some of the cards they have are the beginnings of questions and some are the endings, but that their partner has the cards that match theirs. Give students a minute or two to look at their cards.
- 2 To start, Student A chooses a card (either the beginning or the ending of a question) and places it on the desk. Student B then matches it with one of their cards, reading out the completed question.
- 3 If the cards match, i.e. the question is correctly formed, Student A must answer it. If the cards are not matched correctly, then Student A replaces their first card with one that matches Student B's card correctly. Student A then reads out the question for Student B to answer.
- 4 The roles are then reversed and steps 2–3 are repeated.
- 5 Students take turns matching the cards and answering the questions until all cards are used, or as time allows. Monitor and support as necessary if students are unable to agree.

Adaptation and extension

- As an extension, or for fast finishers, students can use the first half of the questions as prompts to write their own complete questions. They can then ask their partner their questions.
- Alternatively, students can choose one correctly matched pair of cards and write a paragraph in answer to the question.

Answer key

See the activity sheet.

5C Conditional forms – What if ... ?

Student A cards

Imagine that you could visit ...	... any city in the world. Where would you go? Why?
Supposing that all ...	... books disappeared; do you think life would change very much?
What if you ...	... could meet any fictional character – who would you like to meet?
If you should happen to ...	... win the lottery in the future, what would you change about your life?
Had you ...	... been born 100 years earlier, would you be the same person you are today? If not, how would you be different?

Student B cards

Imagine if you could ...	... rewrite any film ending. What would you change?
Supposing that ...	... you went vegan, what food would you miss the most?
What if you ...	... had superpowers – what would they be and what would you do?
If your country should happen to ...	... host the Olympic Games, what preparations would have to be made?
Had you ...	... been to a lovely restaurant, would you leave an online review? What about a poor restaurant?

5D Conditional forms – Just supposing ...

Aim

to practise different forms of conditionals

Activity type

discussing and qualifying decisions based on moral dilemmas

Classroom dynamics

groups of three or four, pairwork

Time taken

30–40 minutes

Preparation

You will need one copy of the activity sheet for each group of three or four students, cut up into cards and shuffled.

Procedure

- 1 Tell your class that you are going to give them a dilemma to think about. The dilemma is this:

It is dark, and you are driving home from work along a lonely stretch of road. You see a desperate-looking young couple hitch-hiking by the side of the road. You are alone. Do you stop to pick them up?

Ask students if they would stop, and encourage them to qualify their answers using a conditional sentence. For example:

It depends – if there was someone else in the car with me, I probably would but if I was on my own, I wouldn't.

- 2 Divide the class into groups of three or four. Give each group a set of cards which they should place face down in a pile on the desk. All the students in the group should each pick a card and take a few minutes to prepare their answer to the dilemma. They then take turns to read out the dilemma on their card, say what they would do in this situation and qualify their answer with at least one conditional sentence. Then, the other students should join in the discussion and give their own ideas.
- 3 Monitor closely at this stage of the lesson, noting down any errors made with the conditional structures, or any other advanced conditional structures that could have been used. Let this stage continue for about 20 minutes.
- 4 Now put students into pairs with a student from a different group. Then, ask them briefly to report back to each other on which dilemmas they discussed, and the best answers they heard from other group members.
- 5 Conduct feedback on language and content as a class.

Adaptation and extension

Students can be asked to think of their own moral dilemmas (either imagined or based on a situation they have been in themselves), which they then put to the group.

5D Conditional forms – Just supposing ...

You have a meal in a restaurant and then leave. Halfway home, you realise you didn't pay for the meal. Do you return to the restaurant and pay?	A group of friends is coming over to your house to have one of your famous vegetable curries. You remember at the last minute that one of them is a vegetarian and you have used meat stock in the curry. Do you tell them?
You have been invited to a dinner party with some friends, but one person in your group is being excluded after they had an argument with the host. The excluded friend doesn't know about the dinner, so asks you to go to the cinema with them. Do you go to the dinner or the cinema?	You find a wallet on the bus. It has clearly been dropped by the man you saw getting off a few stops back. As there is no address in it, the only way you can return it is by getting off the bus and walking back a few stops. Do you?
While the waiter in the restaurant where you are having dinner is being very polite and helpful to you, he is being extremely rude to a couple at the next table. You suspect that this is because they are foreign tourists and aren't trying to speak the local language. Do you say something to the waiter?	You see a woman shoplifting in a supermarket. She looks like she has little money and has three small children with her. Do you report her to a shop assistant?
An unemployed friend has had a successful job interview and asks you for a reference. You know from past experience that your friend is not a good worker. Do you provide a reference for her?	While cycling down the street, you accidentally hit a parked car, leaving a long scratch down the side. Do you leave a note on the windscreen explaining what you have done and offering to pay for the damage?
Your friend didn't see a big film that was on at the cinema last month. It's not possible to buy or rent it yet, but another friend knows where you can download it for free. Do you download the film for your friend?	You are using your friend's computer without her permission and you accidentally erase some important files. Do you tell your friend what you have done?
You are using a cash machine to withdraw cash. You want to take out £100 but the machine gives you £150. The receipt says you have only withdrawn the £100 you wanted. Do you return the money to the bank?	A friend has bought a new suit and wants to know what you think of it. You think it looks terrible on him. Do you say so?
While walking down the street, you see a paper bag on the pavement. Looking inside, you find £500 in £20 notes. There is no indication who the money belongs to. Do you hand it in to the police?	The only parking space available outside the supermarket is for disabled drivers. You are only going into the shop for some milk, so won't be more than a few minutes. Do you park there?

6A Road trip race

Aim

to review road trip vocabulary

Activity type

a story ordering and sentence completion activity

Classroom dynamics

pairwork

Time taken

15 minutes

Preparation

You will need one copy of the activity sheet per pair, cut up into a set of story strips and a vocabulary list.

Procedure

- 1 Divide the class into pairs. Tell students they are going to reorder a story into a clear narrative. Hand out a set of story strips to each pair.
- 2 Give students time to organise the story. Tell them to ignore the gaps at this stage. You can do this stage as a race between pairs.
- 3 Once students have completed the task, check answers as a class. If you chose to do the first part of the activity as a race, decide on a winner at this point.
- 4 Ask students to complete the sentences with a word or phrase that they think would make sense in the context. Challenge them to use vocabulary from the unit, but do not allow them to look at their vocabulary list.
- 5 Each pair swaps their story strips with another pair. Hand out a vocabulary list to each pair. Students then use these words to complete the sentences, altering the tenses and verb forms as necessary. They should then discuss whether they think the other pair's answers are also appropriate and correct, given the context.


Adaptation and extension

- You can challenge students to write a similar story using their own ideas. They can use the vocabulary set to help them, as well as the vocabulary list in their Coursebook.
- For a shorter activity, you may give out the vocabulary set at the same time as the story strips. In this case, students complete the ordering and vocabulary tasks simultaneously.

Answer key

Story order: 11, 7, 2, 4, 8, 10, 1, 6, 12, 3, 9, 5

- 1 heading for
- 2 fallen into disrepair
- 4 decommissioned
- 5 bypass
- 6 make a diversion
- 7 drive the length of
- 8 memorabilia
- 9 sprang up
- 12 go off track; gravel

FORMULA C1 ADVANCED		Vocabulary
6A Road trip race		
bypass decommissioned drive the length of fall into disrepair go off track gravel head for make a diversion memorabilia spring up		
		
11	I've got to tell you about my road trip adventure last year!	
7	My friends and I decided to _____ the south coast of the UK during our summer holidays, stopping in different places every night.	
2	It seemed like a great idea. We'd get to see the beautiful, well-known areas and also the areas that have _____ over the years – so a full view of that part of the country's good and not so good sides!	
4	The first day of the trip we rented a car on the cheap. It was a 4x4, and looked like a _____ military vehicle! It certainly wasn't much to look at, but its hardness would come in useful ...	
8	We drove the car to our starting point, Land's End in Cornwall. Everything was great! The sun was shining, and we spent the day buying souvenirs to keep as _____ of our visit to show off about the fantastic places we'd been when we got home.	
10	It was for this same reason that we decided to go to Sandbanks next – it's some of the most expensive land to buy in the whole world, apparently!	
1	It was when leaving Sandbanks and _____ the South Downs that things started to go wrong.	
6	What annoyed us first was that we had to _____ because of some roadworks.	
12	We followed our satnav, which told us to _____ and take a _____ road.	
3	In no time at all we were hopelessly lost! We had to drive for 20 km at only 15 km an hour as it was getting dark. We were really lucky that the 4x4 was well suited to this sort of difficult terrain!	
9	In the end, a new route _____ on the satnav. We were saved – we had been about to stop and sleep in the car!	
5	Thankfully, for the rest of the journey we managed to _____ any more trouble, and we arrived in Margate with lots of souvenirs and a great story to tell!	
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6B Word converters!

Aim

to practise forming adjectives and nouns with prefixes and suffixes from root words

Activity type

a timed word formation activity

Classroom dynamics

individual or pairwork

Time taken

10 minutes

Preparation

You will need one copy of the activity for each individual or pair, cut into grids. Alternatively, to save paper you can write the root words on the board and have students do the activity in their notebooks.

Procedure

- 1 Divide the class into pairs, or tell students they will be working individually. Give each student or pair a grid.
- 2 Tell students that they must make as many adjectives and nouns as possible from the words in the grid by adding prefixes or suffixes.
- 3 Elicit some suffixes and prefixes from the class. Demonstrate with one of the words if you think this will be helpful.
- 4 Give students 6 minutes for this part of the activity. Once completed, tell them to count up their words.
- 5 Ask students or pairs how many words they found. Ask the individual or pair with the most words to read them out, including the spelling. Record these on the board, asking the class to help correct any spelling errors. Ask the rest of the class if they found any other words and record these on the board as well. Tell students to note down any extra words they didn't find.

Adaptation and extension

- This activity can be done by fast finishers individually.
- As an extension, ask fast finishers to come up with their own root words and make new words from them. They can write these in the extra space on the activity sheet. Students can also add other parts of speech to their word families (e.g. verbs, adverbs).

Answer key

Possible answers:

curious: curiosity
 convention: conventional, unconventional
 depend: dependence, dependency, independence, dependent, dependant, independent, dependable, undependable
 defeat: defeatist
 empathy: empathetic, unempathetic
 flaw: flawed, flawless
 initiate: initiative
 provoke: provoked, unprovoked, provoking
 sight: sighted, unsighted, unsightly, sightless, insight
 tact: tactless, tactful, tactile, tactility
 deny: denial, deniable, undeniable
 dignify: dignified, undignified
 manage: management, manageable, unmanageable, manager
 promote: promotion, promotional
 value: valuable, invaluable, valued, valuation
 rival: rivalry, rivalled, unrivalled
 continue: continuous, continuing, continuation, continuity, continual, discontinue
 empathise: empathy, empathetic

6B Word converters!

curious	tact
convention	deny
depend	dignify
defeat	manage
empathy	promote
flaw	value
initiate	rival
provoke	continue
sight	empathise



curious	tact
convention	deny
depend	dignify
defeat	manage
empathy	promote
flaw	value
initiate	rival
provoke	continue
sight	empathise



curious	tact
convention	deny
depend	dignify
defeat	manage
empathy	promote
flaw	value
initiate	rival
provoke	continue
sight	empathise

6C Verb and noun phrases – Words against the clock!

Aim

to review modified word forms (including prefixes and suffixes)

Activity type

a speaking activity in which students describe and guess words

Classroom dynamics

groups of four divided into pairs

Time taken

20 minutes

Preparation

You will need one copy of the activity sheet per group of four, cut up into four columns.

Procedure

- 1 Divide the class into groups of four, and then split each group into pairs.
- 2 Ask two volunteers to come to the front of the class, Student A with their back to the board and Student B facing it. Write the following on the board:
athlete
ADJECTIVE
(*athletic*)
- 3 Tell Student B that they have 30 seconds to explain the first word to Student A, using neither the word itself, nor any other form of the word. Once Student A has guessed the word, tell them they must give the adjective form. They must then make a sentence using this adjective. If this is done correctly and within the time limit, explain that they win a point for their pair.
- 4 Hand out a set of four cut-outs to each group, being sure to tell students not to show their cut-out to anyone else.
- 5 Each pair then takes turns trying to explain the base word to their partner without using the word itself, as in the example. The opposing team can look at the card before they begin. Once their partner knows the word, they must convert it to the word form given in capitals in the box and make a sentence. They are timed by the other pair, who must also listen to ensure that the base word is not used in the description. Students win a point every time they are able to complete the task correctly. If they are unable to do so, they lose that point. Circulate, making a note of any recurring errors to cover after the activity.
- 6 Once both pairs have completed their columns, the pair with the highest score in the group is the winner. Conduct whole-class feedback using your notes.

Adaptation and extension

- When students have finished the activity, challenge them to swap cut-outs with their opponents. Tell them that they will win a bonus point for every additional word they can think of that is formed from the five root words on their opponents' sheet. It may be advisable to add a rule that all incorrect words guessed will result in losing a point.
- For weaker groups, the 30 second limit to complete the task can be extended to a minute per word.
- In classes that cannot be split equally into groups of four, three students can act as a pair, sharing one cut-out.

FORMULA C1
ADVANCED

Grammar

6C Verb and noun phrases – Words against the clock!

Student A	Student B	Student C	Student D
complain NOUN (complaint)	annoy NOUN (annoyance)	relate ADJECTIVE (relatable)	prevent NOUN (prevention)
respect ADJECTIVE (respectful)	accident ADVERB (accidentally)	assign NOUN (assignment)	pure VERB (purify)
sure VERB (ensure/assure/insure)	store NOUN (storage)	force VERB (enforce)	organisation VERB (organise)
frustration ADJECTIVE (frustrating)	minimal VERB (minimise)	excel NOUN (excellence)	science ADVERB (scientifically)
value ADJECTIVE (valuable)	dramatic ADVERB (dramatically)	melody ADJECTIVE (melodic)	long VERB (lengthen)

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6D Verb and noun phrases – Four in a row

Aim

to review modified word forms (including prefixes and suffixes)

Activity type

a board game in which students complete gapped sentences

Classroom dynamics

groups of four, divided into pairs

Time taken

25 minutes

Preparation

You will need one copy of the activity sheet per group of four, cut into two sets of grey and white squares (Part A) and the board game (Part B).

Procedure

- 1 Divide the class into groups of four and then into two teams (Pair A and Pair B). Hand out a set of the grey and white cards (Part A) and a board (Part B) to each group. One pair in the group takes the grey cards and the other pair takes the white cards, spreading them out face up on the desk.
- 2 Explain that they are going to use these cards in a board game, completing the sentences with a modified version of one of the words at the top of the board.
- 3 Give students 5 minutes to look at their cards and try to think which words might complete each sentence. At this point, they should not write anything down. They should not discuss this with any other pairs, or reveal their answers.
- 4 Once completed, explain that each pair will try to create a connected line of four cards in any direction (horizontally, vertically, or diagonally). They can also block the opposing team's lines. Pair A begins by choosing a card and completing the sentence with the correct form of one of the base words at the top of the board. If the group agree this is correct, then Pair A can 'claim' a square anywhere on the board by placing their card anywhere on it.
- 5 This process is then repeated with Pair B. Students must think tactically by either starting their own four-in-a-row line, or by choosing a square which blocks the other pair's line. This stage continues until all the squares on the board are taken, or until one of the pairs has created a line of four. If neither of the pairs complete a line, the pair with the most cards on the board is the winner.
- 6 Monitor closely throughout the activity and make any notes of any errors. Review the answers as a class at the end of the activity.

Suggested answers

- | | |
|---------------------------|-------------------------|
| 1 Analysts/Manufacturers | 16 reviewed |
| 2 accidents | 17 respective |
| 3 analysis | 18 reviewing |
| 4 respected | 19 uncharacteristically |
| 5 manufactured | 20 (re)reviewed |
| 6 characteristic | 21 captivated |
| 7 intensely | 22 intensify |
| 8 captivatingly/intensely | 23 manufacturer |
| 9 intensively | 24 readied |
| 10 readily | 25 analyses |
| 11 disrespectful | 26 captivity |
| 12 readiness | 27 manufactures |
| 13 realisation | 28 realised |
| 14 characterised | 29 accidentally |
| 15 accidental | 30 realistic |

FORMULA C1 Grammar

6D Verb and noun phrases – Four in a row

Part A

1 I have been working on the problem for some time, but can't find a solution.	2 She tried to explain that the whole disaster had been caused by a series of _____.	3 I find it so boring listening to economic _____ being discussed on the news.	4 She is highly _____ in her field of expertise.	5 Many centuries ago, people _____ tools from iron.
6 One well-known _____ of oil is that it floats on water.	7 The teacher watched her students _____ to make sure nobody was cheating on the test.	8 The performer spoke so _____ about the issue people couldn't look away.	9 When people farm land more _____, it can produce more food, but also cause more environmental problems.	10 He was surprised by how _____ his boss agreed to give him time off work.
11 It was extremely _____ of her to arrange a meeting without telling us beforehand.	12 People always remember him for his _____ to laugh and tell jokes.	13 He gradually came to the _____ that he could succeed if he really tried.	14 The nineteenth century in the UK was _____ by industrial expansion.	15 The referee decided that the foul had been _____ and didn't punish the player.
16 The law was _____ as a result of the incident.	17 At the end of the evening, everyone went back to their _____ homes.	18 The police are _____ the security camera recording to see whether there are any clues as to the identity of the thief.	19 Tim was _____ late – he was normally on time.	20 She _____ her article before publishing it, even though she had checked it for mistakes ten times already.
21 The boy was _____ by the beautiful butterfly.	22 The coach told his players to _____ their efforts in order to win the match.	23 Sometimes you can get a better deal for a product if you order it directly from the _____.	24 He _____ himself for the important day ahead.	25 My brother always _____ a situation carefully before making a decision.
26 She would never go to the zoo, as the sight of animals in _____ depressed her.	27 Supposedly, _____ the best watches in the world.	28 By the time she was 35, she had _____ all of her aims.	29 He apologised after _____ his friend's drink.	30 We should always be _____ when setting our goals for the future.

Part B

accident analyse
captive character intense
manufacture ready realise
respect review

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7A Phrasal verb hunt

Aims

- to review the phrasal verbs from the unit
- to practise word formation skills

Activity type

a pairwork activity in which students complete sentences and find a hidden phrasal verb

Classroom dynamics

pairwork

Time taken

10 minutes

Preparation

You will need one copy of the activity sheet per pair.

Procedure

- 1 Divide the class into pairs, and give each pair a copy of the activity sheet.
- 2 Explain to students that they need to work in pairs to rephrase the sentences, completing them using the correct phrasal verb from the unit.
- 3 Once students have completed all the sentences, they use the numbers at the bottom of the activity sheet to make the hidden phrasal verb. Give students about 8 minutes to complete the task.
- 4 If pairs finish before the time limit, have them write a sentence that uses the hidden phrasal verb to share with the class. Review the answers as a class at the end of the activity.

Adaptation and extension

- If you feel it is appropriate for your class, you can set this activity up as a race.
- If students are struggling to remember the phrasal verbs from the unit, after a few minutes you can allow pairs to share their answers, or you could write the verbs (or only the particles) on the board as prompts.
- To extend the activity, have pairs write three of their own gapped sentences with the phrasal verbs missing. They then exchange their sentences with another pair and complete them.

Answer key

- 1 dispose of 2 make up 3 draw on 4 die out
5 tap into 6 track down 7 speed up 8 go into

Hidden phrasal verb: keep (something) from (someone)

7A Phrasal verb hunt

- 1 You should always discard your old batteries responsibly!
You should always _____ your old batteries responsibly!
- 2 You shouldn't invent excuses, just be honest.
You shouldn't _____ excuses, just be honest.
- 3 I try and use all my experience when solving problems at work.
I try and _____ all my experience when solving problems at work.
- 4 There are a number of theories about what caused the dinosaurs to go extinct.
There are a number of theories about what caused the dinosaurs to _____.
- 5 The politician tried to express the mood of the voters so that they would vote for her.
The politician tried to _____ the mood of the voters so that they would vote for her.
- 6 The police are trying to find the criminals, who escaped this morning.
The police are trying to _____ criminals, who escaped this morning.
- 7 Why are you driving so slowly on the motorway? You should go faster!
Why are you driving so slowly on the motorway? You should _____!
- 8 I don't really want to tell you about what happened. I'm too upset.
I don't really want to _____ what happened. I'm too upset.

Hidden phrasal verb:

6 4 7 5 something 1 3 8 2 someone

7B What's the word?

Aims

- to review vocabulary from the unit
- to practise open cloze task skills

Activity type

a game in which students guess the missing words to complete sentences

Classroom dynamics

pairwork

Time taken

10 minutes

Preparation

You will need one copy of the activity sheet per pair, cut up into cards.

Procedure

- 1 Divide the class into pairs and give each pair a set of cards placed face down in a pile on the desk.
- 2 Tell students they are going to play a game in which they guess the word that completes a sentence.
- 3 Student A takes a card and reads the sentence out to their partner, indicating where the missing word is with a pause. Remind them not to read out the word in brackets, which is the answer! Student B then repeats the sentence, trying to complete it with the missing word. Student B has two chances to guess the word on the card. If they guess correctly then Student B keeps the card. If not, Student A reveals the missing word and places the card to one side.
- 4 Students continue guessing the hidden words until the cards run out, or as time allows. The winner is the student with the most cards.

Adaptation and extension

- To extend the activity, or for fast finishers, students can work individually or in pairs to write their own gapped sentences for other students/pairs to complete, using vocabulary from the unit.
- Weaker students could complete the task with the unit wordlist open on the table. Emphasise that the language for the task has been taken from across the whole list.

Answer key

See the activity sheet.

7B What's the word?

Although the document is largely correct, I would like you to _____ a few sections. (amend)	This area of town is really _____ it is full of fashionable shops and expensive restaurants. (classy)	Having more _____ in a team can help you get a variety of perspectives on the issue, rather than everyone having more or less the same ideas. (diversity)
After he lied about what had happened he gained the reputation of being a _____ person. (duplicitous)	Please _____ you have taken your luggage with you. Do not leave it unattended in the train station. (ensure)	Every tragic Shakespearean character has a _____. For example, Othello is jealous and Hamlet procrastinates rather than acting. (fatal flaw)
If you want to master a skill, it is important to _____ the basics first. (hone)	I hate the _____ that this advert uses! It's so annoying but I can't get it out of my head! (jingle)	She won the gold medal by managing to _____ her opponents. (outrun)
Scientists are very excited by this new _____ of dinosaur bone, which was discovered in the desert last month. (specimen)	Sea water becomes _____, and rises to become clouds in the sky. This is an important part of the water cycle. (vapour)	My grandfather told us an old _____ about his childhood – it was entertaining, but I don't know if I believe it 100 percent! (yarn)

7C Future tenses – Advertising strategy

Aim

to practise using future forms and to analyse their usage

Activity type

a group activity creating and presenting an advertising strategy for a new product in the year 2030

Classroom dynamics

groups of three or four

Time taken

20 minutes

Preparation

You will need one copy of the activity sheet per group.

Procedure

- 1 Divide the class into groups of three or four. Explain to students that they are going to come up with an advertising strategy for a new product for the year 2030. Brainstorm with the class what products people might need in 2030 and write their ideas on the board. Spend no more than a minute on this stage.
- 2 Tell students to choose one of the product ideas from the brainstorm. They need to answer the prompts on the activity sheet to devise their advertising strategy. When they have finished, they will present their strategy to the class or to another group, depending on the time you have available.
- 3 Ask students to use a variety of future forms appropriately. It may be helpful to brainstorm the future forms from the Grammar reference (page 110) on the board.
- 4 Give each group a copy of the activity sheet and have them nominate one student to write. Allow students around 10 minutes to come up with their strategy. Monitor groups to make sure they are using the future forms correctly.
- 5 Invite students to present their products and advertising strategies to the class. Depending on your class, you could ask students to decide who in the group will deliver the presentation: it could be one student or the whole group. Invite the rest of the class to provide constructive feedback on each group's presentation, including their use of a variety of future forms. When all the groups have finished presenting, take a class vote on the best overall strategy (not just the best product).

Adaptation and extension

For a shorter activity or for larger classes, ask groups to take it in turns presenting their ideas to another group. At the end, conduct a short class feedback session in which each group reports back to the class on another group's strategy.

7C Future tenses – Advertising strategy

You have been asked to create an advertising strategy for a new product for the year 2030. Complete the advertising strategy template. You will then present your product strategy. Remember to use a variety of future tenses.

Product <ul style="list-style-type: none"> What will consumers' needs be in 2030, and how will you meet these needs? What is your product going to be called? Does your product have any USPs (unique selling points)? Think about branding and packaging – how will it be different from the competition? 	
Customer profile <ul style="list-style-type: none"> Who will your customers be? What will they be interested in? What will they like buying? How will they be buying it? How much will they be prepared to pay for the product? 	
Advertising strategy <ul style="list-style-type: none"> By 2030 consumers will have been using social media for advertising for over 20 years. How will buying habits have changed? How will you need to respond? How are you going to launch your product? 	
Action plan <ul style="list-style-type: none"> Bring your ideas together to form a precise plan to present. 	

7D Future tenses – How might things change?

Aim

to practise speculating about the future using expressions and future forms from the unit

Activity type

a card prompt speaking activity

Classroom dynamics

pairwork

Time taken

10 minutes

Preparation

You will need one copy of the activity sheet per pair, cut up into two sets of cards (grey and white).

Procedure

- 1 Divide the class into pairs. Give each pair a set of cards placed face down in two piles on the desk: one set of grey cards (the topics) and one set of white cards (the expressions).
- 2 Write *How might things change?* on the board and explain that in this activity students are going to talk about the future. Elicit some initial ideas at this stage if you think it is helpful.
- 3 Student A begins by taking a card from each pile and placing both face up on the desk so that Student B can also read them. Student A has 10 seconds to prepare, and then must speak for at least 30 seconds about the topic on the grey card, using the expression on the white card. Student B listens, checking that Student A is on topic and that the expression is used correctly. Student B can also ask Student A to explain or expand on certain points.
- 4 Students swap roles and repeat step 3, taking turns to take cards and use the expressions until the cards are all used, or as time allows.
- 5 If you have time at the end, conduct whole-class feedback and ask about any interesting ideas students had.

Adaptation and extension

Fast finishers can complete the sentence *By the time I'm fifty ...* They write down their ideas first, then exchange and discuss them with another student.

FORMULA C1
ADVANCED

Grammar

7D Future tenses – How might things change?

By the middle of this century,	the entertainment industry
In ten years, we	the radio
By 2030,	the internet
By the time we reach 2070	technology
It's possible that when this century ends,	robots
is/are on the verge of	artificial intelligence
is/are due to	video games
is/are set to	real life vs. the virtual world
is/are just at the point of	the news

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8A Find the right word!

Aims

- to review and practise compound words from the unit
- to practise multiple choice cloze skills

Activity type

a competitive sentence completion game in which students make compound nouns and adjectives

Classroom dynamics

pairwork

Time taken

10 minutes

Preparation

You will need one copy of the activity sheet per pair, cut up into a set of cards and two word grids.

Procedure

- Divide the class into pairs, and give each pair a set of cards placed face down in a pile on the desk, and a Student A and Student B word grid.
- Tell students they are going to play a game in which they have to complete sentences with the correct compound words. Student A turns over the top card from the pile and reads out the sentence, choosing a word from their word grid to complete the compound. If both students agree that the word is a correct compound, Student A keeps the card and crosses out the word from their list. If the compound is not correct, the card is returned to the bottom of the pile. Then, students swap roles and repeat.
- Tell students that they will not use all the words in their word grids. Point out that each student has a different set of words on their grid, so they might not have the answer for a particular card. In this case they can pass, returning the card to the bottom of the pile.
- Students A and B take turns until all the sentence cards have been completed with the correct compound, or as time allows. The winner is the student with the most cards.

Adaptation and extension

- To extend the activity, after finishing the game students can use the three extra words from their grids (or any others they didn't have time to use) and decide what word each one collocates with. They can then write a sentence for each compound.
- For stronger students, the activity could be completed without the support of the word grids.

Answer key

downside; drawback; forego; meantime; never-ending; outlook; overcome; overview; ownership; setback; shortcoming; upbeat

Activity extension

Possible answers: doubtless; troublesome; viewpoint

FORMULA C1
ADVANCED

Vocabulary

8A Find the right word!

Although it's a beautiful place to live, one down _____ is that it is a long drive to get to the nearest supermarket.	I love my new job. That said, one serious draw _____ is the two hour commute every morning!	I think we will have to fore _____ dessert – I only brought £15 with me to pay for the meal!
I need to finish this project. In the mean _____ you can start making dinner.	The last six months have felt like a never _____ series of frustrating events for me!	I've always admired his positive out _____ on life.
If we want to finish this project, we will have to over _____ a number of issues.	Before I begin this presentation, I will give you a brief over _____ of what I am going to cover.	Police haven't been able to confirm owner _____ of the expensive necklace found last week in the train station.
Losing the file is certainly a set _____, but I hope we can still finish the project on time.	My disorganisation is a serious short _____ – it has caused me a number of issues in the past.	Whenever the sun comes out I always feel more up _____ and positive about life.

Student A

point	back	some
beat	less	look
time	side	go

Student B

coming	less	view
back	some	ending
ship	come	point

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8B Collocations quiz – True or false?

Aim

to review collocations from the unit

Activity type

a pairwork activity matching sentence halves, then a discussion on whether they are true

Classroom dynamics

pairwork

Time taken

10 minutes

Preparation

You will need a copy of the activity sheet per pair, cut up into cards.

Procedure

- 1 Divide the class into pairs, and give each pair a set of cards. Ask students to shuffle the cards then spread them out on the desk facing up.
- 2 Students work together to match the sentences halves. Each white card matches a grey one, and the bold words form collocations from the unit.
- 3 Students then discuss in their pairs whether they think the statements are true or false, separating them into two groups. If they think a statement is false, challenge them to give you a correct sentence using the collocation.
- 4 As a whole class, check the matching answers and whether they are true or false. Give students the correct answers to the false statements after asking for their input.

Adaptation and extension

- You can also turn this exercise into a memory game. Students place the cards in their two sets (white and grey) face down and spread out on the desk. They take it in turns to turn over two cards, one from each set, and read them out. If the cards match to make a correct collocation, the student keeps the cards. If they do not match, the cards are turned back over in the same place and both students try to remember their position for subsequent turns.
- Step 3, where students decide whether statements are true or false in their groups, could be conducted in a quiz format. Students can compete in pairs or groups of four.

Answer key

blisteringly hot: False (Death Valley in California had the highest temperature ever recorded on earth)

derives from: True

disposed of: True

drop off: False (it takes the average person 10–20 minutes to fall asleep)

exclusively used: False (there were no horses in Aztec society before the arrival of the Spanish)

fiercely competitive: True

heavy-duty: True

intricately carved: True

painstakingly decorated: False (the whole structure was completed in 22 years)

pass on: False (there are many examples of animals learning new skills and then communicating this learning to their young)

run in families: True

shut-eye: False (the amount of sleep needed varies between people and depends on many different factors)

take on: True

wind down: False ('blue light' from electronic devices keep the brain awake)

FORMULA C1
ADVANCED

Vocabulary

8B Collocations quiz – True or false?

The Sahara Desert is the most blisteringly	hot place on earth.
The English word 'sandwich' derives	from the name of the man who invented this snack.
Because they are dangerous, batteries must be disposed	of carefully at designated recycling locations.
At night, most people are able to drop	off within five minutes of going to bed.
In Aztec society, before the Spanish arrived horses were exclusively	used for sport – never for lifting or working in the fields.
Robins, the little birds with red chests, are actually fiercely	competitive and often fight other birds!
The Pyramids were built without any heavy	-duty lifting equipment, despite the weight of the stones.
Many ancient tribes used intricately	carved masks in their religious ceremonies.
The Taj Mahal in India was painstakingly	decorated over several centuries before it was completed.
Animals are unable to pass	on learned information to their young.
Both physical and personality traits are sometimes believed to run	in families – although scientists are still unsure about this.
Everyone should get eight hours of shut	-eye every night in order to feel good.
It can be very stressful if you take	on more work than you can complete – always remember to be realistic!
Watching a series or film is a great way to wind	down just before going to bed.

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8C Clause patterns: subordinate clauses – Inversion chat

Aim

to practise using adverbials and inversion for emphasis

Activity type

answering and discussing questions using adverbials and inversion for emphasis

Classroom dynamics

pairwork

Time taken

20 minutes

Preparation

You will need one copy of the activity sheet per pair, cut up into two grids (Part A) and a set of cards (Part B).

Procedure

- 1 Divide the class into A/B pairs. Give each pair the two Part A grids, which they should place face up on the desk. Ask students to go through the adverbs/adverbials in the grid in order to recall their meaning. Then, hand out a set of cards to each pair, which students should place in a pile face down on the desk.
- 2 Student A picks up the first card and asks Student B the questions on it. Student B answers, trying to use one or more of the adverbials in the grid in their answer. If Student B successfully does this and their partner agrees that they have used the adverbials correctly, they can put a tick next to the adverbial.
- 3 Students swap roles, repeating step 2 until all the questions have been asked and answered. Explain to students that the adverbs/adverbials can be used more than once, so by the end some boxes may have more than one tick. Monitor closely and make notes in order to give feedback at the end of the activity. The winning student is the one with the most ticks at the end of the activity.

8C Clause patterns: subordinate clauses – Inversion chat

Part A

Hardly	Never before	No sooner	Little
Not until	Only when	Scarcely	In no way

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Part B

How often did you get involved in extracurricular activities when you were at school? What were they?	Should we encourage children to have an interest in science? Why? How can we do this?
Did you ever go on a school camp when you were younger? What kind of camp? Did you learn a lot?	What do you remember about the science experiments you did in school with your teachers? How often did you do them?
Did you study a science at school or at university? What advice would you give to young people who are thinking of going into science now?	In your opinion, what is the most important invention that has ever been created? What do you know about the history of this invention?
Why do phone companies bring out new models so often? How often do you buy new products that come onto the market?	Why are fewer people studying sciences at university these days? Has this been the case among your friends?
Which technological devices are the most useful? Would you ever give them up in order to live more simply?	What are the most useless inventions you have seen on the market and why?

8D Clause patterns: subordinate clauses – The it race

Aim

to review and practise the use of introductory *it*

Activity type

a competitive game identifying sentences that can be rewritten using introductory *it*

Classroom dynamics

pairwork and groups of four

Time taken

25 minutes

Preparation

You will need one copy of the activity sheet per pair.

Procedure

- 1 Ask students what they consider to be the main stages of life, and what the main difficulties or advantages of each stage are.
- 2 Divide the class into pairs and give each pair an activity sheet. Tell students they have a few minutes to quickly read the four texts and check whether the stages and difficulties/advantages mentioned match the ideas shared in step 1. Allow around 3 minutes for this before conducting whole-class feedback.
- 3 Write this example on the board and ask students how the sentence could be rephrased using introductory *it*:
Finding time to work out when you have a full-time job is difficult.
(*It is difficult to find time to work out when you have a full-time job.*)
- 4 Now tell the students to race to highlight or underline sentences in the four texts that can be transformed using introductory *it*. Give them at least 10 minutes to do this and tell them there are a possible 13 in total.
- 5 Once completed, go through the answers. The pairs get ten points for each correctly transformed sentence. The pair with the most points wins. Point out that you wouldn't necessarily use *all* these examples of introductory *it* in one text.
- 6 Now put students into groups of four and ask them to discuss whether they agree with the opinions expressed in the texts or not. Within their groups, they should debate what they believe to be the easiest/most difficult stage of life and why.

Suggested answers

- 1 It is (definitely) young children who have the easiest lives.
I find it frustrating to explain this to children while they are young.
It is a dream come true to have someone cook all your meals for you ...
- 2 I hated it when I was expected to know what I wanted to do when I grew up.
It is ridiculous to ask a 16-year-old to choose subjects which affect their future choices.
It was my parents (not me) who picked which exams I was going to take.
It is thought that teenagers aren't bothered by these things ...
- 3 It is the responsibility of being an adult that frightens me the most.
It is always said that you are more comfortable in your own skin as an adult, but what about the stress that comes with age?
It's exhausting to work all day to provide for yourself and other people.
It is even frightening for me having a pet sometimes, because of the responsibility it brings.
- 4 It is amusing to think about the fact that we start and finish our lives in a very similar way.
It is good that elderly people spend their days just relaxing.

8D Clause patterns: subordinate clauses – The it race

1
So, which stage of our lives is the easiest and most stress-free? Young children definitely have the easiest lives, don't you think? However, explaining this to children while they are young is something I find frustrating. They just don't understand how good they have it! Having someone to cook all your meals for you, take you where you want to go, and who lets you play all day with your friends is a dream come true.

2
At school, I really hated being expected to know what I wanted to do when I grew up. Asking a 16-year-old to choose subjects which affect their future choices is ridiculous. My parents picked which exams I was going to take, not me. I was too immature, but I remember being really stressed about it. People think that teenagers aren't bothered by these things, but believe me – they are.

3
The responsibility of being an adult frightens me the most. People always say you are more comfortable in your own skin as an adult, but what about the stress that comes with growing older? And having a family? Wow! Working all day to provide for yourself and other people is exhausting, both physically and mentally. Even having a pet dog sometimes frightens me because of the responsibility it brings.

4
Thinking about the fact that we start and finish our lives in a very similar way is amusing. Like children, old people don't really have to worry about much. Elderly men and women spend their days just relaxing, and that's good. If you're careful with your money when you're working, this last stage in our lives could truly be the best.