

5 Share and share alike

Vocabulary focus ▶ p.48

Aim

- to introduce the topic of sharing

- 1** Focus students on the unit title, *Share and share alike*, and elicit what it means. (It's a spoken phrase, used to say that you should share things fairly and equally between everyone.) Organise students into pairs to discuss the questions for a few minutes. Conduct whole-class feedback. Make sure students understand that the verb *share* has a range of related meanings, including to divide something between two or more people, to let someone have or use something that belongs to you, or to have or use something with other people.
- 2** Give students a few minutes to read the article and answer the questions. Then ask students to discuss their answers in pairs before checking as a class. Elicit the difference between *rent* (to regularly pay money to live in a house or room that belongs to someone else, or to use something that belongs to someone else), *borrow* (to use something that belongs to someone else and that you must give back to them later), and *exchange* (the act of giving someone something and receiving something else from them).
- 3** Read through the first question with the class and find out if students can work out what an *unwanted item* means (something that is not wanted or needed any more). Students discuss the questions in pairs. To develop fluency and confidence, students could swap partners and discuss the questions again.

Teaching tip: Explain the purpose

Be clear about why students are doing a certain activity. For example, if you do ask students to repeat the discussion questions with a new partner, point out that this is aimed at helping them develop fluency and speaking confidence.

Answers

- 1** Students' own answers
- 2** 1 All of them.
2 A system where people share resources; they rent, borrow or exchange items rather than owning them.
3 The internet because people can advertise and find items to lend or borrow easily.
- 3** Students' own answers

Verbs related to clothes ▶ p.49

Aim

- to understand and use a set of verbs related to clothes

Warmer: Clothing list

Ask students to work in pairs or small groups and make a list of as many clothes words as they can in two minutes. They may like to look around the classroom at what people are wearing. Ask one group to read their list to the class, and the other groups add any items that weren't mentioned.

- 1 Start by reading the question aloud, demonstrating the pronunciation of *clothes* /kloʊðz/. Elicit that *lent* is the past tense of *lend* (to give something to another person, knowing that you will get it back later). Put students into pairs to discuss the question. Ask: *In what situations would you borrow or lend clothes?* Elicit a few responses.
- 2 Get students to read the rubric and questions before you play the recording. Play the recording then elicit the answers.
- 3 Students form sentences individually then compare in pairs before you play the recording again for them to check. Elicit or teach the pronunciation of *ironed* /aɪənd/.
- 4 In their pairs, students discuss the questions. Elicit a few responses.
- 5 Elicit the word that fits the first gap as an example. Students complete the remaining sentences. Don't check the answers yet, as this will be done in Activity 6.
- 6 Play the recording for students to check their answers.
- 7 Students take turns to ask and answer the questions. Encourage students to ask follow-up questions to find out more about each other.

Answers

- 4 Students' own answers
 5-6 1 put on 2 go; with 3 take off 4 try; on 5 iron
 6 fit
 7 Students' own answers

ADDITIONAL PRACTICE | Maximiser p.30-31, Vocabulary 1-5 | MEL Unit 5, Vocabulary 1-5 | MEL Extra practice, Vocabulary 17 Shopping | Photocopiable 5A *My catwalk show*

Order of adjectives ► p.49

Aim

- to understand and practise the correct order of adjectives

- 8 Focus students on Lara's description. Point out that the adjective that shows opinion here is *lovely*. Give students time to complete the rule, then check answers as a class and check that students understand the rule. Point out that it is uncommon to use long lists of adjectives, but the order is important, whether there are two or more than two.
- 9 Check students understand *silk*, *cotton*, *woollen*, *tight* and *leather*. Do the first sentence with the class to demonstrate the activity, and check that students understand the rule fully. Students then work alone to order the adjectives in the remaining sentences. Put students into pairs to compare their answers, then check answers with the class.

Teaching tip: Image search

Using image searches can be an efficient way to teach words. The materials *silk*, *cotton*, *woollen* and *leather* can be effectively and quickly illustrated using an image. If using this technique, it is advisable to check the image search before class (and/or ensure safe settings are on) to make sure no inappropriate images are shown.

- 10 Focus students on the example sentence. Play the recording and point out the intonation. Play the remaining sentences in Activity 9 and ask students to mark whether the intonation goes up or down on the adjectives and nouns. Play the recording again if necessary. Check the correct intonation with the class.
- 11 Ask students to turn to p.135 and read the instructions. Demonstrate the activity by choosing one of the people and asking students to ask *yes/no* questions until they guess who it is. Put students into pairs to do the activity themselves. Monitor and prompt corrections for any errors, especially related to the order of adjectives.

Answers

- 8 1 opinion, size, colour, material
 9 1 I've bought Mike a lovely green silk tie.
 2 Can I borrow a white cotton shirt?
 3 Look at that awful red woollen jumper!
 4 I like those unusual brown leather trainers.
 5 Hanna's wearing a horrible tight yellow tracksuit.
 6 I need a small black leather laptop bag.
 10 Refer to the recording for the answers.
 11 Students' own answers

ADDITIONAL PRACTICE | Maximiser p.31, Vocabulary 6-7 | MEL Unit 5, Vocabulary 6-7 | MEL Extra practice, Speaking 15A Giving a full description, Speaking 15B Giving a full description | ActiveTeach Game: Sheep Out!

Listening focus

Gap-fill (Part 3) ▶ p.50

Aim

- to develop strategies for an exam-style gap-fill task. (Listening, Part 3)

Warmer: Role-play

Focus students on the photos of cars on p.50. Put students into pairs and allocate one person the role of car sales person and the other the role of a customer. Explain that the customer can afford to buy any of the cars, but they want to buy a family car that is comfortable and sensible. The salesperson must try to persuade the customer to buy the sports car. Students role-play the conversation for five minutes. In open class, find out the outcome of the conversation and whether the salesperson was successful.

- Put students into pairs to discuss the questions. Elicit answers from one or two students in open class.
- Refer students to the **Exam focus** on p.168. Read through it with the students, making sure they understand what happens in Part 3 of the Listening paper. Ask students to look at the first gap in Activity 4 and read the whole sentence. Elicit what kind of word fits the gap, e.g. verb, number, etc. (it's probably a number in this case). Read out the **Exam tip** and make sure that students understand it. Students then read the other sentences and predict the kind of word that fits in each gap.
- Put students into pairs to discuss their predictions.
- Play the recording twice for students to complete the gaps, then check the answers as a class.
- Put students into pairs to discuss the questions. Conduct feedback as to whether this was a helpful exam strategy. Point out that although it's impossible to predict exactly what you will hear, it's always useful before a listening task to spend a short time deciding what you need to listen out for.
- Put students into pairs to discuss the questions. Monitor and note down any common errors you hear. Elicit answers from one or two students in open class and elicit corrections to any errors you noted down.

Answers

- Students' own answers
- 1 a number/age. Key vocabulary: more than, years old; Paraphrases: over, older than, age
- 2 noun. Key vocabulary: search, by travel. Paraphrases: look for, find, use ... to find
- 3 verb. Key vocabulary: Pay extra, want, owner. Paraphrases: pay more, an extra fee, would like, person who owns
- 4 noun. Key vocabulary: present, owner. Paraphrases: give, person who owns
- 5 noun. Key vocabulary: write, online. Paraphrases: via the internet, electronic.
- 6 noun. Key vocabulary: During, charges, increase. Paraphrases: in, costs, fees, prices, go up, be higher.
- 4 1 25 2 dates 3 deliver 4 driving licence
5 review 6 weekend
- 5–6 Students' own answers

ADDITIONAL PRACTICE | Maximiser p.31–32, Listening 1–3 | MEL Unit 5, Listening 1–2 | MEL Extra practice, Listening 12 Gap completion A, Listening 13 Predicting content of gaps, Listening 14 Gap completion B

Grammar focus

Comparatives and superlatives ▶ p.51

Aim

- to review comparatives and superlatives and practise using them

Warmer: The most ...

Write on the board *the most expensive*, *the most comfortable*, and *the easiest to park*. Ask students to look at the three cars on p.50. Ask students to work in pairs to discuss which they think fits each category. Elicit a few responses. Point out that the words you put on the board are examples of superlatives.

- Give students time to read the questions, then ask them to read the text. Put students into pairs to discuss their answers, then check the answers with the class.
- Focus students on the bold words and phrases in the text. Students match these with the rules. Put students into pairs to check their answers, then refer them to the **Grammar reference** on p.143 to read the notes and check their answers. Set **Grammar reference** exercise 5.1 on pp.143–144 for homework.

Grammar reference answers

Exercise 5.1

- 1 the most amazing 2 as good 3 tastier 4 fresher
5 best 6 hardest 7 worst 8 more delicious 9 least difficult

Make sure students understand how to form the different comparative and superlative forms. Read out the **Language tip**. Finally, deal with the use of weak forms used when we say *than* /ðən/ and *as ... as* /əz/. Drill the sentences *It was cheaper than running my own car* and *It was as easy as borrowing my mum's car* to help students pronounce the weak forms appropriately.

- 3** Do the first sentence with the class to demonstrate the activity. Students work alone to complete the other sentences. Put students into pairs to check their answers, then check the answers with the class.
- 4** Go through the example with the class. Elicit some possible sentences for question 1 then get students to write their own sentences using the remaining prompts. Put students into pairs to compare their answers, then elicit some possibilities for each in open class.

Additional activity: Fast finishers

Fast finishers could write more sentences, using the adjective in brackets with a different pair of items, e.g. *public transport / private transport (expensive)*

- 5** Give students up to three minutes to complete the sentences. In class feedback, write the answers on the board for students to check their spelling.
- 6** Put students into different pairs to ask and answer the questions in Activity 5. Monitor and listen for errors, especially related to comparatives and superlatives. Elicit any interesting or surprising answers in open class, and elicit corrections to any errors you noted down.

Answers

- 1** 1 To persuade new customers to use the site.
2 It's easy to use; convenient; cheaper than buying your own and you don't need to pay for insurance.
- 2** A cheaper B easier C more convenient; less stressful
D as easy as E not as expensive as
- 3** 1 most/least important 2 more/less enjoyable 3 healthier
4 the quietest 5 cheaper
- 4** Possible answers
1 Public transport is less convenient than private transport.
2 Renting a car is less expensive than owning a car.
3 Cars in the past weren't as safe as cars today.

- 4 Small cars are as popular as big cars.
5 Riding a bike is not as dangerous as riding a motorbike.
- 5** 1 more convenient 2 easier 3 most expensive
4 most unusual 5 healthy 6 furthest
- 6** Students' own answers

Additional activity: Discussion

Put students into pairs. Each pair is given one form of transport, e.g. *car, train/underground, bus, bike or motorbike*. Students must plan how to persuade a group that their form of transport is the best for the future. This could be in relation to the city/town where they are, but it could also be as a means of transport in general. Put students into groups of four or five students who each think about a different mode of transport. Students present their arguments. The discussion continues until students finally agree on the best form of transport for the future. Ask each group to report the result of their discussion to the class. This could be repeated with other topics such as: holidays (city breaks, beach holidays, adventure holidays, working holidays, walking holidays) and food (French, Italian, Chinese, Indian, Mexican).

ADDITIONAL PRACTICE | **Maximiser** p.32, Grammar 1–2 | **MEL** Unit 5, Grammar 1–2 | **MEL** Extra practice, Grammar 16 Comparatives and superlatives | **ActiveTeach** Extra activity: Grammar Focus 1; Game: Noughts and Crosses | Photocopiable 5B *Top five*

Reading focus

Multiple matching (Part 2) ► pp.52–53

Aim

- to develop strategies for the multiple matching exam task (Reading, Part 2)

- 1** Focus students on the photos of homes on pp.52–53. Put students into pairs or small groups to discuss the questions. Elicit answers from one or two students in open class, and check students understand the words in the box.
- 2** Elicit one or two ideas in open class. Then ask students to read the advertisement to check their ideas. Check the answers with the class. Point out the idiom in the first sentence *breaking the bank*, and elicit what it means (when something costs a lot of money, or more money than you have).
- 3** Ask students to read expression 1 and find something in the advertisement that means the same thing but

uses different words. Check the answer. Once students are clear on the activity, ask them to match the other expressions. Put them into pairs to compare their answers, then check the answers as a class. Finally, read out the **Exam tip**. Point out ways in which a text might express the same idea in different words (e.g. with synonyms, using a few different words to say the same as one word, using noun phrases rather than verb phrases, or using passive forms rather than active forms).

- 4** Elicit from students what they have to do in Part 2 of the Reading paper. Put them into pairs and ask them to remember the best strategy to use for this task. Elicit ideas in open class, then refer students to the **Exam focus** on p.166 to check their ideas. Remind students that they should underline the needs and wants of the five people/couples and match these with the homes in the text, but different words will be used in the text. Give students time to underline the needs and wants of the five people/couples first, then check these with the class. Ask students to read the text and match the homes with the five people/couples. Put students into pairs to discuss their answers, then check the answers with the class.
- 5** Put students into pairs to discuss the question. Elicit answers from a few students in open class.

Answers

- 1** Students' own answers
- 2** People live in each other's homes for a short time. It's a cheap way of having a holiday, seeing a different place and meeting local people.
- 3** 1 It's not just about saving money.
2 Visit our house exchange website
3 Just add a description of your home
4 from a few days to a few weeks
5 It gives you a chance to see places that aren't on the tourist map
6 explain where you'd like to stay
- 4** 1 D (enjoy views of the city centre – *see many famous buildings*; hoping to see several musicals – *several popular London theatres are just a short walk away*; Manuela doesn't like cats – *No pets are allowed in the building*)
2 A (from which they can drive to places ... and learn about how people used to live – *offers easy access to several beautiful historic places by road*; want to be able to play tennis and go swimming – *leisure centre and pool just ten minutes away*; They don't mind pets – *a dog that needs looking after*)
3 G (want to see both the countryside and central London – *opposite a large forest*; *get around the area or take one of the regular trains to the city centre*; don't have a car – *can borrow our bikes, regular trains*)
4 C (learn about history of art and watch plays – *many theatres and galleries*; safe and peaceful – *quiet, good security*; has pets at home – *a cat to feed*)

5 F (go out dancing and try food from different countries – *nightclubs and restaurants serving meals from around the world*; Taking regular exercise is important – *a gym and pool*)

5 Students' own answers

ADDITIONAL PRACTICE | **Maximiser** p.32–33, Reading 1–3 | **MEL** Unit 5, Reading 1–3 | **MEL** Extra practice, Reading 5 What information matches best? | **ActiveTeach** Extra activity: Reading Focus | Photocopiable 5C *Pet sitters*

Vocabulary ► p.53

House and home

Aim

- to understand and use a set of vocabulary related to houses and homes

- 6** Focus students on the bold words and phrases in the advertisement. Students categorise the words and phrases, either individually or in pairs. Check answers with the class and make sure students understand the meaning and pronunciation of the words and phrases.
- 7** Complete the first sentence with the class to demonstrate the activity. Students then complete the sentences alone before checking answers in pairs. Check answers as a class.
- 8** Tell students to include the type of home it is, what parts there are, and what things are in it. Students could write their description in class or for homework. Collect the descriptions and number them. Place them around the classroom for students to walk around and read. Ask a few students to share about one of their classmate's houses they would like to stay in and why.

Alternative: Online post

Students could write their description and post it to a forum in your class online area. They could accompany it with an image. Ask each student to read and comment on the descriptions they liked.

Answers

- 6** Types of home: town house, flat, cottage
Parts of a home: garage, garden, floor, balcony, entrance, office
Things you find in a home: antique furniture, blinds, wooden floors, curtains, carpets, air conditioning, central heating, duvet, blanket, fan
- 7** 1 town house/flat; cottage 2 antique furniture 3 garden; balcony 4 carpets 5 blanket; duvet 6 air conditioning; central heating
- 8** Students' own answers

Additional activity: Your perfect holiday home

Put students into pairs to swap the descriptions they wrote in Activity 8. Then ask students to do some online research to match their partner's preferences to a real-life holiday home, either in class or for homework. Students can present the chosen holiday home to their partner, who says if it matches their description well or not.

ADDITIONAL PRACTICE | **Maximiser** p.34, Vocabulary 1–2 | **MEL** Unit 5, Vocabulary 1–2 | **MEL Extra practice**, Vocabulary 9 House and home A, Vocabulary 10 House and home B | **ActiveTeach** Game: Pelmanism

Speaking focus

Individual long turn (Part 2) ► p.54

Aim

- to use a good range of vocabulary when describing pictures

Warmer: Discussion

Put students in pairs to talk about the most recent time they...

- 1 painted something
- 2 baked something
- 3 played a musical instrument
- 4 learned a new skill (not including English!)

Ask a few students to share something they said with the class.

- 1 Direct students to the photos. Elicit a description of the first photo. Then get students to discuss the questions in relation to the other photos in pairs. Ask students what they remember about the individual long turn activity, then ask them to turn to the **Exam focus** on p.169 to check their ideas.
- 2 Play the recording and elicit the answer.
- 3 Get students to read the adjectives in the box and check they know what each one means. Play the recording for students to tick the adjectives. Elicit which ones were used, and the answer to the question.
- 4 Get students to work in pairs to decide which word in each pair shows a better level of English. Elicit the answers. Check students know how to pronounce the words, especially *cosy* /kəʊzi/ and *dull* /dʌl/.

- 5 Ask students to read the **Exam tip**. Then, get students to work in pairs to decide which adjectives could be used for each photo. Elicit answers.
- 6 Go through the instructions with the class, then get students to time each other for the activity. If time allows, students could practise again, swapping pictures.
- 7 Students discuss the questions in pairs. As a follow up, students could discuss: *What other skills would you like to learn?*

Answers

- 1 In the first photo, people are learning how to paint.
In the second photo, a mother is teaching her daughter how to bake.
In the third photo, a teacher is teaching students at a school how to play the keyboard.
 - 2 You could describe the place, the people, their actions and the objects you can see.
 - 2 She describes the people, what they're doing, what they're wearing and look like, and what's on the table.
 - 3 huge, silver-haired, colourful, plain, striped, serious, middle-aged, bright.
These are less common than the unused ones and show a good intermediate level of English.
 - 4 1 cheerful 2 experienced 3 helpful 4 attractive
5 cosy 6 neat 7 dull 8 enormous
 - 5 Photo B – cheerful, helpful, attractive (child), cosy (kitchen). Also: messy (hands), delicious-looking (cake), cute (jumper), calm/patient (mother), wavy (hair)
Photo C – experienced (teacher), helpful (teacher), neat (classroom/uniform), enormous (keyboard). Also: serious/hard-working (girls), patient (teacher), light blue (top), bright blue (jumper), medium-length, wavy (hair), plain (jacket), shiny, black (keyboard).
- 6–7 Students' own answers

ADDITIONAL PRACTICE | **Maximiser** p.34, Speaking 1–3 | **MEL** Unit 5, Speaking 1–3 | **MEL Extra practice**, Speaking 5A Making comparisons, Speaking 5B Making comparisons

Grammar focus

too and enough, so and such ► p.55

Aim

- to review *too* and *enough*, *so* and *such* and practise using them

- 1 Ask students to discuss the first question in pairs before reading the article. Students read the article then discuss whether they were right, and what skills they could swap. Elicit answers from one or two students in open class.
- 2 Give students time to read the question, then play the recording. Elicit the answer.
- 3 Get students to read the quotes and see if they can remember any of the gapped words. Play the recording again for students to complete the quotes. Put students into pairs to discuss their answers, then play the recording a second time if necessary.
- 4 This activity focuses on *too* and *enough*. Ask students to underline the examples of these words in the quotes in Activity 3 and complete the rules. Refer students to the **Grammar reference** section 5.2 on p.144 to check their answers. They should focus on just points 1 and 2 in both the Use and Form sections. Read out the **Language tip** and make sure that students understand it. You might want to draw students' attention to the difference between *too* and *very* at this stage (*very* means *to a large degree*, whereas *too* means *more than I would like / more than is acceptable*).
- 5 Students complete the activity then check as a class. Students could discuss in pairs whether any of the sentences are true for them.
- 6 Ask students to underline the examples of *so*, *such a*, *such* in the quotes in Activity 3 and complete the rules. Refer students to points 3 and 4 of the **Grammar reference** on p.144 to check their answers. Set Exercise 5.2 in class or for homework.

Grammar reference answers

Exercise 5.2

- 1 so 2 enough 3 such a 4 too 5 such 6 enough
7 so 8 such an

- 7 Do the first sentence with the class to demonstrate the activity and check students' understanding of the language. Students work alone to complete the remaining sentences. Put them into pairs to discuss their answers, then check answers as a class.
- 8 Go through the example to demonstrate the activity and elicit another possibility from the prompts (e.g. *Sharing skills is so useful. I often learn things from other people.*). Students work alone to do the remaining sentences.
- 9 Put students into pairs to compare and discuss their answers. Circulate, monitoring for correct use of *too*, *enough*, *so* and *such*.

Answers

- 1 Students' own answers
- 2 Speaker 1 – not positive, skill too unusual, couldn't find people to swap with
Speaker 2 – positive, useful, found person to look after dog, feels part of a really useful community
- 3 1 wonderful 2 attractive 3 hard 4 useful
5 time 6 helpful
- 4 1 before 2 after; before
- 5 1 too 2 enough skills 3 good enough 4 aren't
5 very 6 don't have
- 6 1 so 2 such a 3 such
- 7 1 such a 2 such 3 so 4 such a 5 so 6 so
- 8–9 Students' own answers

Additional activity: Love it or hate it

Put students into pairs. Write some places that students will be familiar with on the board, e.g.

- beaches
- shopping centres
- airports
- expensive restaurants
- big cities

Students take it in turns to make sentences about the place using *so*, *such*, *too*, *enough*. For example, *There are too many people there. The weather's so great all the time.* Tell students that one person in each pair must say good things about the place, and the other must say negative things about the place. Elicit some ideas. Write up a different place type and have students swap roles within their pair so they both get the chance to list positive or negative points.

ADDITIONAL PRACTICE | Maximiser p.35, Grammar 1–2 | MEL Unit 5, Grammar 1–2 | ActiveTeach Extra activity: Grammar Focus 2; Game: Stepping Stones

Writing focus

Email (Part 1) ► p.56

Aims

- to practise analysing the requirements of a writing exam task
- to use a range of appropriate phrases for giving suggestions in an informal email

- 1 Put students into pairs to discuss the questions. Elicit ideas in open class. If it doesn't come up, point out that many language exchanges take place online these days.
- 2 Remind students that Part 1 of the exam tests ability to write an email (see the **Writing reference** on p.163).

Ask students to read the email to find out why Marzia is writing to Adam, and then to read the email again to read Adam's notes in red. Elicit the answers.

- 3 Give students time to read Adam's reply and check whether he included all four points. Go through the **Exam tip** with the class. Elicit or suggest some strategies for making sure they include all the information (e.g. reading the task carefully to make sure they understand what needs to be included, planning their answer using the notes, ticking the notes as they are included).
- 4 Ask students to find and underline the four suggestions Adam makes. Rewrite them on the board. Ask students to notice the verb forms after *How about*, *I suggest*, *Why don't we*, *You could*. Point out that the first two are followed by an *-ing* verb, and the last two are followed by an infinitive without *to*.)
- 5 Students complete the suggestions then compare their answers in pairs before checking as a class.
- 6 Refer students to the **Writing reference** on p.163 to see another exam task, model answer, and advice (or ask them to read it for homework). Use Section 1.5 of the **Writing reference** section on pp.156–157 to give students more information and practice in planning a piece of writing, either in class or for homework. Back on p.56, give students five minutes to read the exam task and plan their writing. Then up to 20 minutes to write their email.

Writing reference answers

Practice 1.5

Suggested answers:

- a) Hi Ronny
- b) Congratulations! That's fantastic news!
- c) I'd love to be there / I wouldn't miss it for the world!
- d) The weather's so great / awful, I'd go for ... / A barbecue would be ...
- e) I'd definitely go for ... / I think your guests would prefer to listen to ...
- f) Let me know if there's anything I can bring.

Answers

- 1 Students' own answers
- 2 1 To ask if he'd like to do a language exchange.
2 He wants to say it's a great idea, suggest a day to meet, say which place he'd prefer to meet and what things he'd like to learn.
- 3 Yes

- 4 How about meeting on Tuesday at 6 p.m.?
I suggest meeting in a café.
Why don't we talk about it when we meet next week?
You could email me your ideas, though.
- 5 1 start 2 having 3 giving 4 spend
- 6 Model answer
Hi Emma,
Thanks for your email. This will be my first skills swap and I'm so pleased to be able to help.
Thank you also for offering to teach me something creative – that sounds fantastic! Anyway, I'm open to ideas, but how about painting or photography?
Now, I suggest we meet on the weekend because I usually work during the week. Would this Saturday at 3 o'clock suit you?
And, as you'll have the computer with you, why don't I come to you? I think that would probably be the easiest way. Don't forget to let me know your address.
I'm looking forward to meeting you.
Yasmine

ADDITIONAL PRACTICE | **Maximiser** p.35, Writing 1–4 | **MEL** Unit 5, Writing 1–4 | **MEL** Extra practice, Writing 14 Organising an informal email

Review ▶ p.57

Aim

- to revise the structures, vocabulary and exam tasks covered in Unit 5

- 1–5 Ask students to complete the activities, monitoring them to provide assistance. Alternatively, set this as a homework activity. Ask students to compare their answers in pairs before doing a class check.

Answers

- 1 1 most useful 2 hardest 3 more interested
4 as important 5 best 6 as scary as 7 easier
8 less important
- 2 1 take 2 fit 3 trying 4 go 5 iron 6 puts
- 3 1 nice long purple 2 correct 3 big blue woollen
4 lovely white silk 5 correct 6 short black leather
- 4 1 such a 2 enough 3 so 4 such an 5 too 6 so
7 such 8 enough
- 5 1 central heating 2 blind 3 antique furniture 4 garage
5 entrance 6 cottage 7 duvet 8 air conditioning
9 flat