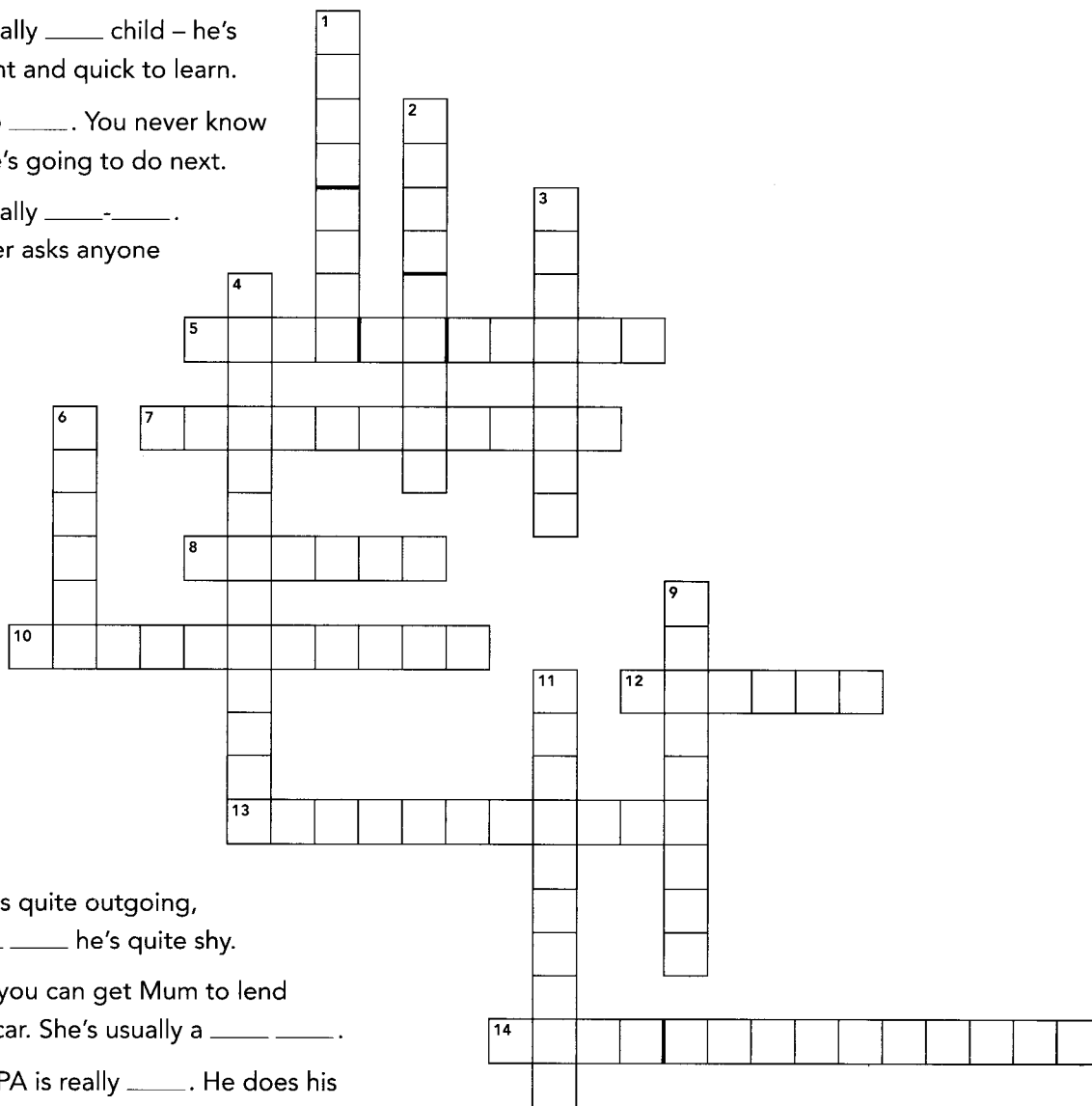


1A VOCABULARY Personality

Look at the clues and fill in the crossword.

Across →

- 5 Despite being really famous, I couldn't believe how _____ he was. He was just so 'normal'.
- 7 Louisa's very _____. She's great at solving problems.
- 8 Be _____ with your sister. Just stay calm and be kind to her.
- 10 Mark was very _____ when I lost my job. He really tried to understand how I was feeling.
- 12 He's a really _____ child – he's intelligent and quick to learn.
- 13 Eliza's so _____. You never know what she's going to do next.
- 14 She's totally _____-_____. She never asks anyone for help.



Down ↓

- 1 He seems quite outgoing, but _____ he's quite shy.
- 2 I'm sure you can get Mum to lend you the car. She's usually a _____.
- 3 My new PA is really _____. He does his work really carefully and pays attention to detail.
- 4 Tim's so _____. He never forgets to do his homework, and he usually gets all the answers right!
- 6 I know I can always rely on Sarah. She's really _____ and sensible.
- 9 My English teacher at school was very _____. She always used to say 'What a brilliant answer!' when we had said something stupid.
- 11 I think Tom will go far. He's so _____ – nothing will stop him from doing what he wants.

ACTIVATION

Cover the crossword. In pairs, take turns reading out a clue. Try to remember the answers.

Vocabulary activity instructions

1A Personality

A crossword

Sts read the definitions and write the answers into the crossword. Copy one worksheet per student.

LANGUAGE

personality adjectives, phrases, and idioms

- Give out the worksheets to individual Sts or to pairs. Focus on the instructions and set a time limit (e.g. five minutes) for Sts to fill in the words.
- If Sts worked individually, they can compare with a partner when they've finished.
- Check answers. Elicit or model the pronunciation of the words and phrases.

ACROSS

5 down to earth 7 resourceful 8 gentle 10 sympathetic
12 bright 13 spontaneous 14 self-sufficient

DOWN

1 deep down 2 soft touch 3 thorough 4 conscientious
6 steady 9 sarcastic 11 determined

- Now focus on **Activation** and put Sts in pairs, **A** and **B**. Sts **A** read a clue from the worksheet, replacing the gaps with a 'beep'. Sts **B** (not looking at the worksheet) guess the word(s). They can look at the **Vocabulary Bank** on p.162 if they need to. Make sure they swap roles.

1B Work

A paraphrasing activity

Sts rewrite sentences to practise expressing work-related concepts in different ways. Copy one worksheet per student.

LANGUAGE

adjectives describing a job, collocations, words and phrases that are often confused

- Give out the worksheets and focus on the instructions. Elicit the answer to 1 (maternity leave). Then set a time limit for Sts to complete the sentences.
- Get Sts to compare with a partner, and then check answers.

2 work experience 3 off work 4 fixed-term
5 career ladder 6 freelance 7 colleagues / co-workers
8 academic qualifications 9 made redundant / laid off
10 staff 11 perks / benefits 12 resign 13 out of work
14 civil servant 15 dead-end 16 repetitive

- Now focus on **Activation**. Give an example of a sentence using one of the gapped words (*My sister has very good academic qualifications*). Then ask Sts to write six sentences using the gapped words, and compare with a partner.

3A Phrases with get

A rewriting activity

Sts replace words and phrases using phrases with *get*. Copy one worksheet per student.

LANGUAGE

expressions, idioms, and phrasal verbs with *get*

- Give out the worksheets to individual Sts or to pairs. Focus on 1 and elicit that you could substitute *growing older* for *getting on*. Point out that Sts must use the correct form of *get* (gerund, past simple, etc.) depending on the sentence.
- Set a time limit. If Sts worked individually, get them to compare with a partner, and then check answers.

2 get on with 3 got together 4 get around 5 get rid of
6 got the wrong end of the stick 7 get a move on
8 get on my nerves 9 get through to him
10 get her own way 11 gets me down 12 get her own back
13 got the chance 14 get the message
15 get your act together 16 get hold of 17 getting by
18 get out of the / my way

- Now focus on **Activation**. Tell Sts to cover the column on the right and read the sentences. Can they remember the missing words?

3B Conflict and warfare

A gap-fill activity

Sts complete sentences using *Conflict and warfare* vocabulary. Copy one worksheet per student.

LANGUAGE

conflict and warfare: people and events, conflict verbs, metaphorical uses of conflict verbs

- Give out the worksheets to individual Sts or to pairs. Focus on the instructions and set a time limit for Sts to complete as many sentences as possible.
- If Sts worked individually, get them to compare with a partner, and then check answers. The first student or pair to write all the words correctly wins, or the student or pair with the most correct answers at the end of the time limit wins.

2 executed 3 blow up 4 broke out 5 treaty
6 commander 7 defeated 8 sniper 9 wounded
10 Civil War 11 civilians 12 ceasefire 13 casualties
14 captured 15 survivors 16 declared 17 released
18 surrender 19 forces 20 refugees

- Now focus on **Activation**. Tell Sts to cover the column on the right and read the sentences. Can they remember the missing words?

EXTRA IDEA Ask Sts which fact(s) they found most interesting or surprising.