

WORKSHEETS- 4TH YEAR revision

- 1- **Participle Clauses-** This is a straightforward reminder of present and participle clauses including a brief introduction to Perfect Participle phrases. Remember that these structures are more common in written language.

Answers: 1. Camille, dressed in a black Chanel dress, was the sensation that evening 2. Taking a long nap after its dinner, the cat was curled in the couch 3. The boy, wearing a long scarf, shot the man at the bus stop 4. I never drink coffee being more than a day old 5. The Queen, sitting in a big throne, received politely her guests.

- 2- **Get used to/be used to/ used to.** Two cards with situations to form questions with these structures. You need to consider every situation and think which grammar structure is more suitable in each case.
- 3- **Vague conversations-** This worksheet is ideal to work in conjunction with pages 14 and 46 of your textbook. Also, try to use the expressions included here and talk about some or many of the following topics:
'Music I can't stand, a first date, queues I've been in, supermarkets, car racing, computers, celebrities that drive me mad, social networking sites, reality shows, toys I had to use when I was young...'
- 4- **Second conditional questions.** Risks Questionnaire. This worksheet is ideal to work in pairs and divide the questions in two sets. You should try to use real and unreal conditionals when possible (page 51 of your textbook) to answer the questions including expressions such *as; unless, as long as, provided/providing, even if, etc.*
- 5- **Office trouble-** This is a role play for groups of four or more students. Office rules must be given to bosses and staff members. Reporter One will interview a Boss. Reporter Two will interview staff members. Afterwards all students create a group to make new office rules. The language expected here is mainly the polite discussion phrases you already have from a previous handout.
- 6- **Interaction questions to work in pairs:** These questions work on structures such as *the second and third conditional, get used to, be used to and used to.* You are expected to ask follow-up questions to keep the conversations going. You can also find this on downloads.
- 7- **Grammar auction-** I was going to do this worksheet in pairs in the classroom but you can also do it at home. 1,3,5,8,9,14,15,16,18,20 and 21 are correct. 2. *Her name's Marta, isn't it?* 4. *She has beautiful long dark hair.* 6. *She's a wonderful student and she works hard.* 7. *The missing man is thought to be from Manchester* 10. *I would have enjoyed the film more if it hadn't had subtitles* 11. *He can't have seen you or he would've said hello.* 12. *It looks as if it's going to rain* 13. *We'd better go now* 17. *I need to buy some new furniture for my living room* 19. *I wish I had more free time.*
- 8- **Questions on different topics-** Answer the questions on a range of topics with a partner. Remember to ask additional questions.
- 9- **Strips with pictures for a guessing game-** These are to practise relative pronouns and vocabulary of the different units in pairs. You can find a reminder of relative pronouns on page 138, Grammar Reference in your textbook.
- 10- **In groups of three. Defend your position: You are for, against or have a divided opinion. Talk about the following statement:**
Because of privacy problems social networking sites should be forbidden

Some activities to revise vocabulary and grammar points from your textbook

1- Revise adverbs, on page 18 of your textbook. Write a short story 80 words or so and read it to your partner. Remember that adverbs describe the way somebody performs an action (verb). Eg. *She reacted furiously, choose carefully.*

2 - Unit 4. Pages 33/35/36. To do in pairs. a- Think of different landmarks: buildings, statues, sculptures and so on in the world. Use the passive voice and the vocabulary of the unit. b- Think of a special occasion or event in any town, city, or country in the world. Think about how it has changed along the years

3- Talk about ...what you used to/would do when you were a child /... what a friend of yours will do repetitively or is always doing.

Grammar tips!

Would/used to / will /be always v-ing

Remember that to talk about past habits we use both *would/used to*, the only difference is that *would* is not used with state verbs. E.g. ~~*I would love eating out*~~

Will/be always v-ing

We use *will* to narrate repetitive actions in the present. We use the present or past continuous with “always” for actions that we consider repetitive, annoying or surprising in the past or in the present.

4- Page 45. In pairs. Write, read and check...

a) Write five sentences using expressions with the conjunction *as*

b) Write three sentences with *such as* (more formal) / *like*

c) Write three sentences with *as (a)* for identity or purpose

d) Tell your partner about a person who looks like another person.

5- Page 49. In pairs. Write, read and check. Write 5 sentences with *otherwise, or else, then, that way* and *or*