6 Progress Review (SB pages 159-160)

Objectives
• To revise vocabulary and grammar from Units 11 and 12.

Revision
• Tell students that Progress Review 6 revises the material they saw in Units 11 and 12.
• Explain to students that they can ask you for help with the questions or refer back to the relevant sections of the units if they're not sure about an answer. Stress that the Progress Review section is not a test.
• Decide how the Progress Review will be carried out. Students could do the vocabulary items first and then correct them immediately, or they could do all the items together and correct them at the end.
• Give students about 40 minutes to complete the review. Reduce this progressively as you work through the book.
• Tell students to answer every question.
• When checking their answers, make a note of any problem areas in vocabulary and grammar they still have. Assign some time to deal with these areas.

Vocabulary Revision

Revise compound nouns.
• Unit 11, Vocabulary 1, Exercise 1: Write all of the words on the board (in mixed up order). Ask individual students to form compound nouns and to give you sentences using them. *(dress rehearsal, entertainment value, film industry, art installation, oil painting, product placement, production costs, subject matter, theme tune)*

Revise words with multiple meanings.
• Unit 11, Vocabulary 1, Exercise 2: Read out the following questions and ask individual students to answer them.
1 What does it mean to make a scene? (make a public display of emotion or anger)
2 What is a plot to overthrow the government? (a plan made in secret by a group of people)
3 What is a feature film? (a full-length film)
4 What is an act of kindness? (a display of caring and compassion for others)
5 What is a plot of land? (a small piece of ground for building)
6 What is a scene in the theatre? (a small part of a play)
7 What is a safety feature? (something in a product that makes it safer to use)
8 What is an act in terms of a person's behaviour? (a pretence)
9 What are facial features? (parts of the face, such as the mouth or eyes)
10 What is the plot of a book? (the story)
11 What is an act in the theatre? (a part of a play that is longer than a scene)
12 What is the scene of a crime? (where the crime takes place)

Revise the adjectives.
• Unit 11, Vocabulary 1, Exercise 3: Read out the adjectives, one by one, and ask individual students to give you an example of what they can be used to describe. *(action-packed, breathtaking, captivating, clichéd, compelling, complex, contrived, demanding, enigmatic, far-fetched, gripping, hilarious, iconic, jaw-dropping, melodramatic, memorable, moving, much-hyped, outrageous, overrated, poignant, powerful, unconvincing, witty)*

Revise verbs with similar meanings and usage.
• Unit 12, Vocabulary 1, Exercise 1: Write the verbs on the board and ask individual students to choose one and give you a sentence using it. As each verb is used, cross it out. Continue until all of the verbs have been used in sentences. *(accentuate, adjust, boost, command, compliment, comply, conform, convey, coordinate, create, demand, denote, design, detract, dictate, divulge, enhance, express, flatter, heighten, impress, praise, project, utter)*

Revise the adjectives.
• Unit 12, Vocabulary 1, Exercise 2: Write all of the adjectives on the board (in mixed up order) and ask students to match the synonyms. *(chic/posh; contemporary/current; dashing/elegant; flamboyant/extravagant; scruffy/shabby; in/trendy; ragged/threadbare; flashy/ostentatious)*

Revise verbs with multiple meanings.
• Unit 12, Vocabulary 1, Exercise 4: Write the verbs on the board *(bear, set, take, wear)*. Read out the following definitions and ask students to tell you which verb has those meanings.
1 wear a particular shoe size / collocates with other words to mean understand sth as wrong or insulting / receive money from sales (take)
2 start a trend / where or when a story or film takes place / decide on a date for a special event (set)
3 collocates with 'fruit' to mean have a successful result / seem to be similar to sb/sth / when used in the negative it means to dislike sth very much (bear)
4 use a particular decoration on your body / get thinner because it has been used a lot / form a hole by rubbing or using sth a lot (wear)

Revise prepositions.
• Unit 11, Vocabulary 2, Exercise 1: Write all of the prepositions on the board *(above, along, around, behind, below, besides, beyond, down, for, from, on, to, with, within, without)*. Then write the gapped phrases they pair with and ask students to complete the phrases with the correct prepositions in their notebooks. *(**beyond** your abilities, be well **within** reach, **from** the very beginning, organise your time **around** other commitments, something to think about **besides** the acting, **behind** the scenes, deal **with**, at **below** the normal price, keep costs **down**, have a word **with** someone, recoup money **from** your expenses, be in line **with**, even **without** support, in exchange **for**, as you go **along**, dedicate time **to**, be*

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Revise collocations and expressions.
• Unit 11, Vocabulary 2, Exercise 2: Ask students the following questions.
1 Does a performance hit or strike a chord with an audience? (strike)
2 Does an exhibition run or go for a period of time? (run)
3 Do you read an accumulation or a collection of short stories? (collection)
4 Can you be absolutely or extremely amazed? (absolutely)
5 Is something a roaring or a screaming success? (roaring)
6 Does an actor do or make a debut? (make)
7 Do we say the secret of one's achievement or success? (success)
8 Do we say totally or very incapable of doing something? (totally)
9 Does an audience applaud mildly or wildly? (wildly)
10 Does someone have impeccable or untarnished taste? (impeccable)

Revise word formation.
• Unit 11, Vocabulary 2, Exercises 3 and 4: Read out a word and ask individual students to write the noun form on the board. *(accomplish/accomplishment; acknowledge/acknowledgement; child/childhood; complex/complexity; empty/emptiness; fearless/fearlessness; free/freedom; neighbour/neighbourhood; popular/popularity; star/stardom)*
• Unit 12, Vocabulary 2, Exercises 1 and 2: Read out the first word of each set and ask individual students to write it and the other derivative forms on the board. *(emerge/emergence/emergent/emerging; tend/tendency; trend/trend/trendsetter/trendy; escalate/escalation/escalating; originate/origin/original)*

Revise phrasal verbs.
• Unit 12, Vocabulary 2, Exercises 3 and 4: Write these phrasal verbs on the board. Then read out or write the definitions on the board and ask students to match them with the correct phrasal verb.
blend into, carve out, cash in on, churn out, latch onto, pack up, pick up on, rake in, reel in, snap up
1 attach to or become interested in something or someone (latch onto)
2 attract; lure, eg customers into a shop (reel in)
3 get money from a situation, often in an unfair way (cash in on)
4 seem the same as other people or things, so not easily noticeable (blend into)
5 notice; give particular attention to something (pick up on)
6 buy something quickly because it is cheap or exactly what you want (snap up)
7 break down; stop working, eg of a machine (pack up)
8 create a route into something, eg a market or a career (carve out)
9 earn or get a large amount of money (rake in)
10 produce large amounts of something quickly, usually something of low quality (churn out)

Revise commonly confused words.
• Unit 12, Vocabulary 2, Exercise 5: Read out the words, one by one, and ask individual students to use them in sentences. *(crazy, novelty, innovation, brand, logo, make, component, garment, item, costume, suit, suite)*

Grammar Revision

Revise articles.
• Ask students to tell you set phrases with the indefinite article *(eg a hundred, a couple of, 10 euros a kilo, 30 kilometres an hour, twice a day, etc)*.
• Ask students when we have to use *the* and to give examples *(when talking about sb/sth for the second time; the names of unique phenomena – the moon/sun; oceans – the Pacific; rivers – the Danube; seas – the Aegean; deserts – the Kalahari; mountain ranges – the Dolomites; some countries – the USA, the UK, the Netherlands; hotels – the Ritz; cinemas; theatres; museums – the National Archaeological Museum; newspapers – the Guardian; buildings or monuments – the Parthenon; ships – the Titanic; adjectives with a plural meaning – the rich/poor; musical instruments – I play the piano.)*.
• Ask students which nouns do not take an article *(the names of people – Barack Obama; continents – Oceania; some countries – Spain; cities and towns – Leeds; languages – German; areas of study – economics; illnesses – heart disease; nationalities – Australian; mountains – Mount Everest; street names – Oxford Street; parks – Central Park; sports – basketball; games – chess; school subjects – history; meals – lunch)*.

Revise nouns.
• Ask students to write down one example each of a countable noun, an uncountable noun, a plural noun, a compound noun, a collective noun for a group of people, a collective noun for a group of animals and a collective noun for a group of things. When they are ready, ask them to swap with a partner and check each other's work. Ask students to read them out to the class and as they do so, write them on the board.

Revise clauses.
• Ask students to tell you if the following words and phrases are used in clauses of reason, purpose, result, or contrast and concession. Then ask them to write four sentences, one each using the four different kinds of clauses.
1 in order to / for fear that / so as not to (purpose)
2 although / nonetheless / despite / whereas / all the same (contrast and concession)
3 since / on account of / because of the fact that / owing to / due to the fact that (reason)
4 therefore / as a result / such a … that / so little … that / such a lot of (result)

Revise question tags, echo questions, short responses, *-ever* words.
• Read out the following statements and ask students to complete them with a question tag.
1 It's a thrilling film, (isn't it/is it?)
2 I'm early, (aren't I?)
3 No one went to see the band, (did they?)
4 Those were the best books, (weren't/were they?)
5 Don't forget to book a table, (will you?)
6 Everyone is talking about the exhibition, (aren't/are they?)
• Read out the following statements and ask students to respond with an echo question or short response in agreement.
1 Becky can't stand reality TV shows. (Can't she? / Neither can I. / I can't either.)
2 I found this book online. (Did you? / So did I. / I

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3 Tom's decided to go to the concert. (Has he? / So have I. / I have too.)
4 I don't listen to rap music. (Don't you? / Neither do I? / I don't either.)

- Write the *-ever* words on the board and ask students to give you sentences using them. *(whatever, whenever, wherever, whoever, whichever, however)*

- Students are now ready to do Progress Review 6.
- Set a time limit and let students know every so often how much time they have left to complete the questions.
- Check answers as a class.

Vocabulary

Answers

1
1 Why don't you have a word with Sarah's dad about your idea for a new fashion label – he knows lots about the fashion industry.
2 What she wants above all is to become a famous actress.
3 Jason has been offered a position with the London Philharmonic Orchestra – it looks like all those years of hard work are finally bearing fruit.
4 Don't take this the wrong way, but I don't think you'll ever become a successful singer because you haven't got a very good voice.
5 That colour really flatters you – you should wear it more often.
6 Crystal is making her debut in a big West End musical – this could be the beginning of a brilliant career in show business.

2
1 struck
2 dedicate
3 applauded
4 create
5 denotes
6 projects

3
1 far-fetched
2 overdressed
3 ostentatious
4 witty
5 moving
6 extravagant
7 hilarious
8 ragged

4
1 in
2 as
3 In
4 on
5 up
6 out

Grammar

Answers

1
1 –
2 A
3 The
4 The
5 an
6 the
7 –
8 –

2
1 don't
2 some
3 scenes
4 is
5 tube
6 herd
7 times
8 a pair of
9 huge popularity
10 was

3
1 so
2 though
3 on
4 whereas/but
5 such
6 so

4
1 doesn't she
2 wherever
3 Has he
4 neither do
5 aren't I
6 either
7 whatever you
8 Did you

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