

Year 3
(Entry into Year 4)
25 hour revision course
English as a Foreign Language



Section 1 – Phrasal verbs

5 hours

Lesson 1 – Phrasal Verbs – 2.5 hours

This section is designed to revise phrasal verbs you already know and expose you to some that you have not studied previously. Remember, phrasal verbs do not translate in a literal sense. Because of their common usage in spoken and written English, however, it is important to memorize and practice them. You may use a dictionary to look up words in the definitions.



These children have ‘dressed up’ for a Halloween costume party.

Exercise 1: Read the phrasal verb and definition. Then, read the example sentence. Last, write a sentence of your own using the given phrasal verb properly. You can change the tense of the phrasal verb if you prefer.

1. 'ask around'

To ‘ask around’ means to ask many different people the same question to get information.

Ex. I asked around about the location of the party, but no one knew where it was.

2. 'add up to'

To 'add up to' means to equal.

Ex. When I went to pay at the shop, the juice, bread, and eggs added up to three pounds.

3. 'back up'

To 'back someone or something up' means to support their decision or narrative.

Ex. My parents backed me up on my decision to study art in university.

4. 'blow up'

To 'blow up' means to explode.

Ex. In the movie, the car blew up because there was a bomb inside of it.

5. 'break into'

To 'break into' means to enter without permission, usually by force.

Ex. During the robbery, the thief broke into the shop and took all of the money.

6. 'call back'

To 'call back' means to return a phone call that you or someone else missed.

Ex. I have to call my mom back. I missed her call because I was flying on an airplane.

7. 'calm down'

To 'calm down' means to relax after being angry.

Ex. The baby screamed, but it calmed down after receiving a bottle.

8. 'check out'

To 'check out' means to investigate. *Note: It can also refer to leaving a hotel and settling the bill.*

Ex. After hearing the loud noise in the park, my friends and I decided to check it out.

9. 'chip in'

To 'chip in' means to contribute to a larger cause.

Ex. If we all chip in two pounds, we can order a large pizza with pepperoni.

10. 'come across'

To 'come across' something means to find something unexpectedly.

Ex. When I was cleaning my room, I came across my favourite Pokémon card. I thought it was lost.

11. 'come down with'

To 'come down with' something means to become ill.

Ex. I ate some bad fish and came down with a stomach ache.

12. 'count on'

To 'count on' someone means to depend on them.

Ex. I count on my older sister to take me to school in the morning. She has her drivers' license.

13. 'dress up'

To 'dress up' means to wear formal or fancy clothing for a special occasion. It can also mean to put on a costume.

Ex. We dressed up for the yule ball. I wore a very smart suit.

OR

I dressed up as Harry Potter for Halloween.

14. 'get away with'

To 'get away with' means to do something against the rules (not allowed) without consequences.

Ex. My brother got away with eating the whole bowl of sweets, but only because my father was too busy to do anything about it.

15. 'get back at'

To 'get back at' someone means to retaliate or get revenge.

Ex. My friend played a joke on me this morning, but I am going to get back at him this afternoon.

16. 'get over something'

To 'get over something' means to not allow something to bother you any more.

Ex. I was upset that I did not make the football team, but I got over it.

17. 'get up'

To 'get up' means to become awake and leave your bed in the morning.

Ex. I get up at 7:00 am on days when I have school. Then I have breakfast and take a shower.

18. 'give up'

To 'give up' means to stop trying or attempting to do something.

Ex. I played the game for three hours, but I gave up. It was too difficult to understand.

19. 'go ahead'

To 'go ahead' means permission to start something.

Ex. Go ahead and eat dinner now. I don't want it to get cold.

20. 'go over'

To 'go over' means to review.

Ex. Please go over your essay before you submit it to the teacher. Check for spelling and punctuation mistakes.

21. 'grow back'

To 'grow back' means to grow again after being cut or otherwise reduced.

Ex. I cut off all of my hair today, but it will grow back in a few months.

22. 'grow into'

To 'grow into' means to become the right size to fit something properly.

Ex. My mother bought me a pair of trousers, but they are too big now. I will have to grow into them.

23. 'grow out of'

To 'grow out of' means the opposite of 'grow into.' If you grow out of something, you have become too large to fit something properly.

Ex. I grew three inches last year. Consequently, I grew out of all of my jeans.

24. 'hand in'

To 'hand in' means to give or submit an assignment to a teacher, professor, or boss for assessment.

Ex. My grade on the research paper was not very good because I handed it in three days late.

25. 'let in'

To 'let in' means to allow someone to enter.

Ex. My mother let the nanny into our house.

Lesson 2 – Phrasal Verbs (continued) – 2.5 hours

This lesson is a continuation of the previous lesson.



The boy is ‘thinking something over.’

Exercise 1: Read the phrasal verb and definition. Then, read the example sentence. Last, write a sentence of your own using the given phrasal verb properly. You can change the tense of the phrasal verb if you prefer.

1. 'look after'

To 'look after' means to take care of someone.

Ex. My grandmother is very old. She needs someone to look after her.

2. 'look into'

To look into means to investigate.

Ex. My mobile phone bill was thirty pounds higher than normal last month. I'm going to call the company and look into it.

3. 'look up to'

To 'look up to' someone means to admire them.

Ex. I look up to my father because he is a hard worker and honest.

4. 'make up'

To 'make something up' means to give an answer that is not true and a product of one's imagination.

Note: 'make up' can also refer to repairing a broken relationship

Ex. The boy did not want to explain that he had eaten all of the biscuits, so he made up a story about the dog eating them instead.

5. 'pass away'

To 'pass away' is a polite expression used when someone dies.

Ex. My grandfather passed away last night. His funeral will be in two days at a church.

6. 'pay back'

To 'pay someone back' means to repay money to a person who has lent it to you. Note: 'pay back' is also an informal term for getting revenge.

Ex. I paid back the credit card company the thousand pounds I owed them.

7. 'pick out'

To 'pick out' means to make a choice.

Ex. Out of all of the dresses at the shop, I picked out a black one with short sleeves.

8. 'put off'

To 'put off' means to delay or procrastinate.

Ex. I put off doing my homework all weekend to play, but now it is Sunday night and I have to do it.

9. 'put together'

To 'put together' means to combine pieces of information to form a conclusion.

Ex. The police put facts together to determine who had robbed the bank.

10. 'put up with'

To 'put up with' means to tolerate.

Ex. We had to put up with the noise from the construction work near the office. It was terribly noisy.

11. 'run into'

To 'run into' means to encounter someone unexpectedly.

Ex. I ran into a old friend from preschool at the mall yesterday. It was nice to see him.

12. 'shop around'

To 'shop around' means to compare prices.

Ex. It is a good idea to shop around when buying a car to make sure you get the best price possible.

13. 'sort out'

To 'sort out' means to organize a resolution or solution.

Ex. My mother is sorting out our flights and hotel reservation for our holiday in France.

14. 'take after'

To 'take after' someone means to resemble them. It usually refers to a family member.

Ex. I take after my Uncle Tom. We are both tall, have black hair, and green eyes.

15. 'think over'

To 'think over' means to think about a decision thoroughly, and in detail.

Ex. Moving to China is a big decision. I am going to take some time to think it over.

16. 'turn on'

To 'turn on' means to start supplying power to something, usually involving a switch.

Ex. Please turn on the television. My favourite programme is about to begin.

17. 'turn off'

To 'turn off' is the opposite of 'turn on.'

Ex. Please turn off the lights when you go to bed. It saves energy.

18. 'turn up'

To 'turn up' means to increase the level of something, such as volume, water, or heat. Note: 'turn up' can also mean to arrive unexpectedly.

Ex. Can you turn up the music? I can barely hear it.

19. 'turn down'

To 'turn down' is the opposite of 'turn up.' Note: 'turn down' can also mean to refuse an offer.

Ex. Can you please turn down the air conditioning? I'm freezing.

20. 'try on'

To 'try on' means to put on clothing, usually in a shop, to check if it fits properly.

Ex. Try on those jeans before you buy them. They look too small.

21. 'try out'

To 'try out' means to test something. Note: 'Try out' can also mean to audition for a sports team.

Ex. I'm excited to try out my motorbike for the first time. I think it will be a lot of fun!

22. 'wake up'

To 'wake up' means to become alert after sleeping, usually in the morning.

Ex. I need coffee to help me wake up in the morning.

23. 'work out'

To 'work out' means to exercise intentionally.

Ex. I go to the gym to work out every day.

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Section 2 – Present perfect

5 hours

Lesson 3 –Present Perfect – 3 hours

This section will revise the concept of the present perfect tense and review vocabulary associated with it.



‘Have you been to France?’

‘ Yes, I have. I have also been to Germany.’

The present perfect is used to describe an action that has taken place at any time in the past. The period of time is not determined. Remember, we form the present perfect by adding has/have to the past participle of the verb. Some past participles are regular (-ed) others are not. We will review these in this section.

Ex. 1: ‘I have written a book about birds.’ We don’t know when I wrote the book, just that it happened at some point in the past.

Ex. 2: ‘She has worked in Paris, London, and New York.’ We don’t know when she worked in these cities, just that she has done so at some point in the past.

Ex. 3: ‘The chef has prepared the meal especially for us.’ We don’t know when the chef prepared the meal, just that it took place at some point in time before the present.

Exercise 1: Before we begin to use the present perfect, we will review verbs that are irregular in the past participle form. Please complete the following table for each verb.

PRESENT SIMPLE	PAST SIMPLE	PAST PARTICIPLE
awoke		awoken
be	was	
		become
	began	
bent	bent	
	blew	
		broken
bet		
	brought	
build		
buy	bought	
	caught	

		chosen
come		
	cut	
do		
		drunk
drive	drove	
	ate	
		fed
fly		flown
forget		
		forgiven
	froze	
		got/ gotten
	gave	
grow		
have		
	heard	

		hidden
	hit	
hold	held	
		kept
	knew	
lay		
		led
	left	
lend	lent	
light		
		lost
make		
		meant
met	met	
	paid	
		put
quit		

read		
	rode	
ring		
		run
say		
	saw	
sell		
		sent
	set	
shake		
	shot	
		shown
shut		
	sang	
sit		
	slept	
		spoken

spend		
		spilled/ spilt
	stood	
	stole	
strike		
		swum
take		
	thought	
understand		
		upset
	woke/ waked	
win		
	wrote	

Exercise 2: We use the phrase 'have you ever' to ask if someone has done something at any point in the past. Answer the following questions in either the past simple or present perfect.

Ex. Have you ever eaten sushi?

Yes, I have eaten sushi. I tried it at a restaurant last year.

1. Have you ever jumped out of an airplane?

2. Have you ever gone fishing?

3. Have you ever been to a rock concert?

4. Have you ever worn a dress?

5. Have you ever baked a pie?

6. Have you ever taken the metro?

7. Have you ever been to the beach?

8. Have you ever lost a tooth?

9. Have you ever been in hospital?

10. Have you ever touched a lizard?

11. Have you ever worked on a farm?

12. Have you ever gone bowling?

13. Have you ever called the police?

14. Have you ever run in a race?

15. Have you ever bought a gift?

16. Have you ever fed an animal?

17. Have you ever told a lie?

18. Have you ever made coffee?

19. Have you ever painted a picture?

20. Have you ever won a football game?

Lesson 4 –Present Perfect – 2 hours

This section will continue to revise the concept of the present perfect tense and review vocabulary associated with it.



She *has studied* ballet *for* eight years.

She *has studied* ballet *since* she was six.

We use the present perfect with ‘for’ to specify a period of time during which something has occurred in the past that continues to through the present.

We use the present perfect with ‘since’ to specify a specific time at which an action began that continues through the present.

Ex. The manager has worked in that office for ten years.

The manager has worked in that office since 2004.

I have hated mushrooms for many years.

I have hated mushrooms since I was a child.

John has played football for that team for three years.

John has played football for that team since year eight.

Exercise 1: Fill the gap with the given verb in the present perfect.

Ex. The town _____ quiet since dark. (be)

The town has been quiet since dark.

1. My cousin _____ at the laboratory for five months
(work)

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2. The girl _____ biology since she started university.
(study)

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3. The dog _____ happy since it was a puppy. (be)

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4. I _____ a headache for three days. (have)

5. The bank _____ problems with its ATMs for several hours. (have)

6. He _____ for the exam for three weeks. (prepare)

7. She _____ stories for that magazine for ten years. (wrote)

8. My brother _____ at that restaurant since he was 18. (cook)

9. The woman _____ the same car for three years. (drive)

10. The teenager _____ his phone by dropping it in the toilet. (broken)

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Section 3 – Conditionals

5 hours

Lesson 5 – Zero Conditional – 1 hour

This section will revise the concept of the first conditional, which is used when describing outcomes that are always true.



'If the temperature falls below 0 degrees C, water freezes.'

The zero conditional is used for statements that are always true, like facts, habits, daily routines, and rules. The structure for the zero conditional is 'if' + verb in the present simple + verb in the present simple.

If I eat too much, I get sick.

If it is Monday today, it is Tuesday tomorrow.

If I cannot use my phone, I am angry.

Exercise 1: Write sentences using the zero conditional using the words given.

Ex. breakfast/ hungry

If I forget to eat breakfast, I am hungry later in the day.

1. plants/ die

2. babies/ cry

3. late/ trouble

4. swim/ wet

5. tired/ irritable

6. kitten/ eat

7. walk/ look

8. ice cream/ melt

9. fire/ burn

10. spend/ save



Exercise 2: Pretend an alien has landed in your backyard. He has never been to Earth before. Give him information about Earth using the zero conditional. For example, 'If you are in public, you wear clothes.' Be as imaginative as you want, so long as the statements you write are always true.

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Lesson 6 – First Conditional – 2 hours

This section will revise the concept of the first conditional, which is used for situations that seem real to the speaker.



‘If it rains, I will use an umbrella.’

The first conditional is used for situations that are likely to occur in reality. To use the first conditional, we use ‘if’ + verb in present tense + will + verb in present tense.

Ex. ‘If I eat fewer sweets, I will be healthier.’

‘If she spends all of her money on clothing, she will not have any left for toys.’

‘If it is nice outside, I will play in the park.’

Exercise 1: Finish the sentences using the structure of the first conditional. Remember, your sentences must represent likely possibilities in reality. Thus, 'If it is dark outside, I will fly to the moon' would be incorrect.

Ex. If it snows....

If it snows, I will drink hot cocoa.

1. If the computer breaks...

2. If she misses her flight...

3. If my sister crashes the car...

4. If I drink too much coke...

5. If the bread is old...

6. If my bedroom is messy...

7. If he studies a lot...

8. If the musician practices the piano...

9. If my father cannot watch his favourite television programme...

10. If I am late for school...

11. If I cheat on an exam...

12. If I break my leg...

13. If there is a fire...

14. If there is a new government...

15. If my mother is cross with me...

16. If it is my best friend's birthday...

17. If I do my chores...

18. If there is a war...

19. If I learn many languages...

20. If I forget my homework...



To review, the first conditional can be used for threats or warnings:

'If you don't clean your room, you won't be able to go to the movies tonight with your friends.'

It is also used for promises:

'If you help me move into my flat, I will pay you twenty quid.'

And consequences:

'If you don't wear a jumper, you will get cold.'

Finally, the first conditional can be used to make a deal or decide an arrangement:

'If you take out the trash, I will wash the dishes.'

Exercise 2: Write your own sentences using the first conditional. Try to write at least one sentence for each usage of the structure listed above.

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Lesson 7 – Second Conditional – 2 hours

This section will revise the concept of the second conditional, which is used for situations that are unlikely or have a low degree of probability of occurring.



‘If I had a million dollars, I would buy a big house, a new car, and travel to Antarctica to see the penguins.’

We use the second conditional to discuss ideas that are unlikely to occur in reality. The structure for the second conditional is ‘if’ + past simple+ would/could+ stem verb.

Ex. ‘If I were a famous actor, I would live in Hollywood.’

‘If the Earth were square, ships would fall off the edges into space.’

‘If she had a pet dragon, she would name it ‘Scarlet.’



Exercise 1: Pretend you are a powerful wizard with unlimited magical abilities. You can do anything you like. Write about what you would do with this power. How would you change your life? How would you change your city? How would you change the world? How would you change the universe? In the second conditional, the possibilities are endless. In your story, use the second conditional in addition to all of the other tenses and structures we have revised so far in this booklet. Fully explain your ideas and use proper punctuation and correct spelling.

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Exercise 2: Describe your ‘dream house.’ Where would it be located? What would it look like? Would it have a swimming pool, garden, amusement park, or other fun additions? What materials would it be made of? What kind of furniture would it have? Would it have any special technology? Write in detail about your planned design. Remember, the second conditional uses would + stem verb. Feel free to use your dictionary.

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Section 4 – ‘Must’ and ‘should’

5 hours

Lesson 8 – ‘Must’ as a modal verb – 2 hours

This section will revise the use of the word ‘must’ as a modal verb. ‘Must’ is used to designate an action that is mandatory. ‘Must not’ is used for actions that are strictly prohibited. In the affirmative, ‘must’ is used with a verb in the stem form. For example, ‘You must go to the hospital if you have a broken leg.’ In the negative, we use ‘must not’ plus a verb in the stem form. For example, ‘You must not wake the baby when she is sleeping.’

Exercise 1: Match the signs with their meanings.



no littering



no photography



no eating or drinking



no smoking



no dogs allowed

Exercise 2: Write sentences using 'must not' and the vocabulary from the previous page.

Ex. You must not take photos here.

1.

2.

3.

4.

5.



Exercise 3: Pretend a police officer is coming to your school to tell you about the things you must and must not do to avoid breaking the law. Write a list of things you think he or she will discuss. For example, 'You must drive on the right side of the road.'

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Exercise 4: Write a list of things you must or must not do if you want to be accepted into a very good university when you are older. Think about subjects to study, how to prepare for exams, extra-curricular activities, and leadership skills. Discuss personality traits (like determination, for example) that would help you in this journey. Use 'must' or 'must not' when appropriate.

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Lesson 9 – ‘Should’ as a modal verb – 3 hours

This section will revise the use of the word ‘should’ as a modal verb. ‘Should’ is used to designate an action that is suggested or offered as advice. ‘Should not’ is used for actions that are recommended against. In the affirmative, ‘should’ is used with a verb in the stem form. For example, ‘You should study eat breakfast in the morning.’ In the negative, we use ‘shouldn’t’ plus a verb in the stem form. For example, ‘You shouldn’t eat sweets before dinner.’



‘You shouldn’t talk on your mobile in the cinema. It is very rude.’



‘You should usually choose healthy snacks over unhealthy ones.’



‘You shouldn’t fight with your brothers and sisters, even if they are annoying.’



‘You should save money for the future, in case you need it later.’



‘You shouldn’t make a mess with your food. It’s impolite and not a very nice thing to do.’



‘You should recycle. It’s good for the environment.’

Exercise 1: You have been invited to a formal tea party with your parents. Describe what you should or shouldn't do in this type of social setting. For example, 'You should say please and thank you.' Feel free to use your dictionary to look up words you may need.



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Exercise 2: You are going on a camping expedition with your class in Alaska that will last for one week. There will be no electricity or internet connection. Describe what you should and shouldn't bring on the trip. Also, describe what you should or shouldn't do to be able to survive in such an extreme environment. For example, 'You should bring a camp stove to heat water.' Alternately, 'You shouldn't leave the campsite alone; you may get lost.' Feel free to use your dictionary to help you write this assignment.

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Section 5 – Reading comprehension

2.5 hours

Lesson 10 – Reading comprehension – 2.5 hours

Exercise 1: Read the extract from *Little Red Cap* below, and answer the questions

Once upon a time there was a little girl who was loved by everyone who looked at her, but most of all by her grandmother. Once her grandmother gave her a little cap of red velvet, which suited her so well that she would never wear anything else; so she was always called 'Little Red-Cap.'

One day her mother said to her: 'Come, Little Red-Cap, here is a piece of cake and a bottle of apple juice; take them to your grandmother. Your grandmother is sick and weak, and they will do her good. Walk there before it gets too hot, and when you are going, walk nicely and quietly and do not run off the path, or you may fall and break the bottle. When you go into her room, don't forget to say, 'Good morning'.'

'I will,' said Little Red-Cap to her mother.

The grandmother lived out in the wood, half a mile from the village, and just as Little Red-Cap entered the wood, a wolf met her. Red-Cap did not know what a bad animal he was, and was not at all afraid of him.

'Hello, Little Red-Cap,' he said.

'Hello, wolf.'

'Where are you going so early, Little Red-Cap?'

'To my grandmother's.'

'What have you got in your bag?'

'Cake and apple juice; yesterday was baking-day, so poor sick grandmother is to have something good, to make her stronger.'

Read the story carefully and answer the following questions.

1. Why is the girl called little red cap?

2. What two things does her mother give her to take to her grandmother?

3. What is wrong with Little Red Cap's grandmother?

4. What must Little Red Cap not forget?

5. How far away is her grandmother's house?

6. Who does Little Red Cap meet?

7. What does Little Red Cap tell the wolf?

What happens next in the story? Write down your ideas on the lines below.

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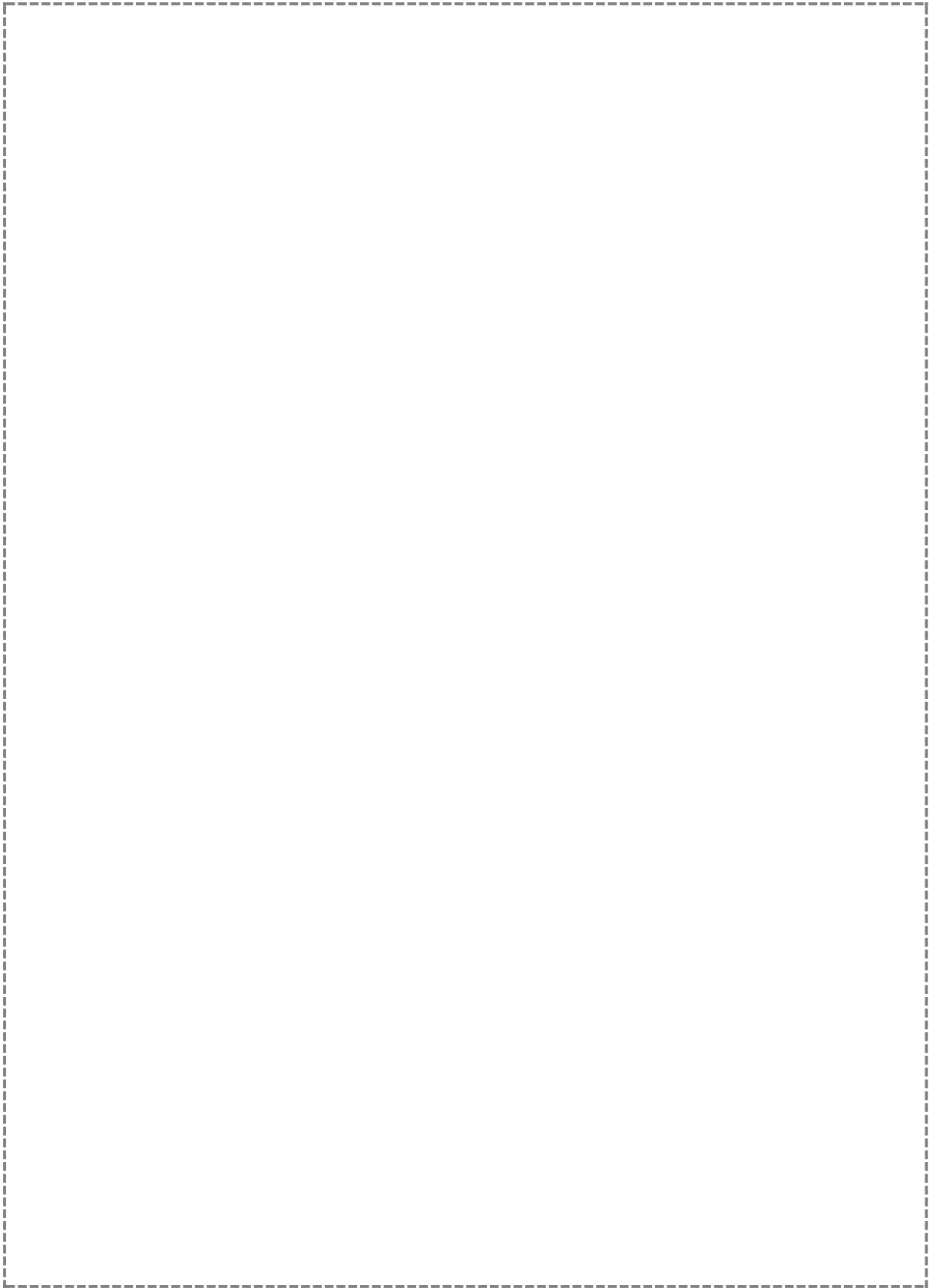
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Draw a picture of Little Red Cap and the wolf in the box below.



Read the next part of the story carefully and answer the following questions.

After he said goodbye to Little Red Cap, the wolf ran straight to the grandmother's house and knocked at the door.

'Who is there?'

'Little Red-Cap,' replied the wolf. 'She is bringing cake and apple juice; open the door.'

'The door is open,' called out the grandmother, 'I am too sick, and cannot get up.'

The wolf opened the door and without saying a word he went straight to the grandmother's bed, and ate her. Then he put on her clothes, dressed himself in her cap, laid himself in bed and drew the curtains.

Little Red-Cap, however, had been running about picking flowers. Suddenly she remembered her grandmother, and started walking towards her house.

She was surprised to find the cottage-door standing open, and when she went into the room, she had such a strange feeling that she said to herself: 'Oh dear! how strange I feel today, and at other times I

like being with grandmother so much.' She called out: 'Good morning,' but received no answer; so she went to the bed and drew back the curtains. There was her grandmother with her cap pulled far over her face, and looking very strange.

'Oh! grandmother,' she said, 'what big ears you have!'

'The better to hear you with, my child,' was the reply.

'But, grandmother, what big eyes you have!' she said.

'The better to see you with, my dear.'

'But, grandmother, what large hands you have!'

'The better to hug you with.'

'Oh! but, grandmother, what a terrible big mouth you have!'

'The better to eat you with!'

Little Red-Cap – The Brothers' Grimm

Read the story carefully and answer the following questions

1. Where does the wolf go after he says goodbye to Little Red Cap?

2. What happens to Little Red Cap's Grandmother?

3. What does the wolf do with Grandmother's clothes?

4. Why does little Red Cap feel strange when she gets to her grandmother's house?

5. What does Little Red Cap find strange about her grandmother's appearance?

What happens to Little Red Cap? Does she get eaten by the wolf? Write the next part of the story on the lines below.

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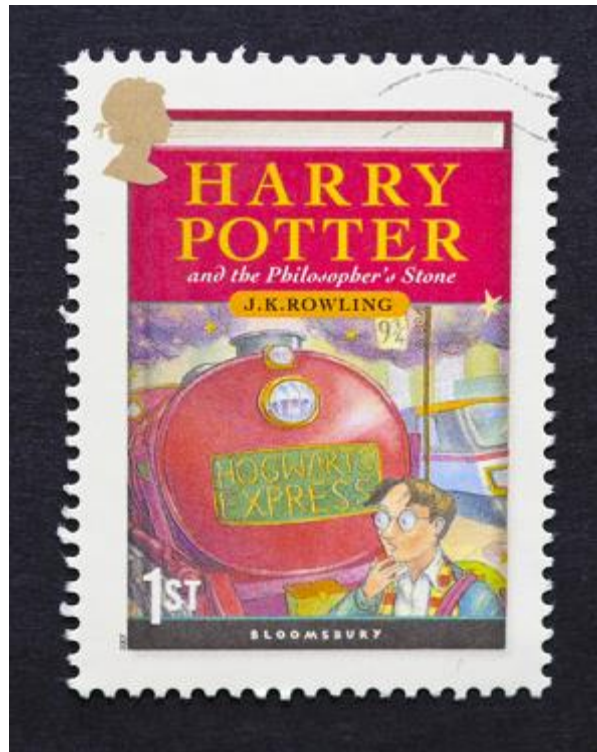
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Section 6 – Creative writing

2.5 hours

Lesson 11 – Creative writing – 2.5 hours

This section will allow the pupil to incorporate all of the grammatical concepts and vocabulary he or she has amassed throughout his or her career studying and writing in English. There are no correct answers for this section, only proper usage of grammar and vocabulary.



Activity 1: Write a review of a book you have read recently. Describe the characters, setting, plot, and genre of the book. Then, discuss the best and worst things about the book in your opinion. Finally, make a recommendation about the book: Would you encourage other pupils to read it? Why or why not?

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Activity 2: If you could be any celebrity (a famous person), who would you be? Why? Describe the profession, image, and hobbies of your chosen celebrity. Where does he or she live? How does he or she behave? Why is he or she talented? Defend your choice. Pay close attention to use of the present perfect and various conditionals we have discussed throughout the course of this booklet.

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