

A grayscale background pattern of overlapping, rounded rectangular cells, resembling a microscopic view of tissue or a honeycomb structure. The pattern is denser and more detailed in the upper half, fading into a white background in the lower half.

**Science Schools**

# **Solutions**

**Kazakhstan Edition**

**Grade 11 Workbook**

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## 1

## Making connections in biology

## Vocabulary

## A

## Food science

I can talk about nutrition and health.

## 1 Choose the correct words to complete the text.



Our brains account for 2% of our weight, but <sup>1</sup>reduce / consume 20% of the energy that our bodies <sup>2</sup>produce / digest after eating. When we sleep, our brains continue to <sup>3</sup>burn / produce energy because they are still working. They <sup>4</sup>process / burn all the day's activities and create memories. The brain also repairs itself, but if we don't sleep enough, it <sup>5</sup>reduces / burns the time that our brains have for this work. Having fewer hours of sleep also affects our diets, as it is more difficult for our brains to <sup>6</sup>control / process our weight if we don't sleep enough. If we want to <sup>7</sup>consume / boost our brains' energy levels, we should do exercise. Exercise pumps blood full of oxygen to our brains.

## 2 Match the verbs below with the definitions. There is one extra verb.

ache boost consume control digest process produce reduce

- to use fuel, energy, or time, especially in large amounts \_\_\_\_\_
- to make something smaller in size, importance, amount, etc. \_\_\_\_\_
- to make something \_\_\_\_\_
- to improve or increase something \_\_\_\_\_
- to change food in your stomach into substances that your body can use \_\_\_\_\_
- the feeling you get in your muscles when you've done a lot of exercise \_\_\_\_\_
- to order, limit, or rule something \_\_\_\_\_

## 3 Complete the words in the sentences.

- Sausages, sliced ham and bacon can be tasty, but p\_\_\_\_\_ m\_\_\_\_\_ is not very good for you.
- You should avoid all types of p\_\_\_\_\_ f\_\_\_\_\_ such as pre-cooked meals.
- D\_\_\_\_\_ p\_\_\_\_\_ like milk and cheese are important for growing children because they strengthen their bones.
- It's much better to eat brown bread made from w\_\_\_\_\_ g\_\_\_\_\_ flour rather than processed white bread.
- Some p\_\_\_\_\_ farmers keep turkeys and ducks as well as chickens.

## 4 1.02 Listen to a nutritionist giving advice about the best food for people who do sport.

Tick the things he mentions.

- |                 |                          |                 |                          |
|-----------------|--------------------------|-----------------|--------------------------|
| 1 calcium       | <input type="checkbox"/> | 7 minerals      | <input type="checkbox"/> |
| 2 calories      | <input type="checkbox"/> | 8 nutrients     | <input type="checkbox"/> |
| 3 carbohydrates | <input type="checkbox"/> | 9 preservatives | <input type="checkbox"/> |
| 4 cholesterol   | <input type="checkbox"/> | 10 protein      | <input type="checkbox"/> |
| 5 fat           | <input type="checkbox"/> | 11 vitamins     | <input type="checkbox"/> |
| 6 fibre         | <input type="checkbox"/> |                 |                          |

## 5 1.02 Listen again and complete the advice with the words you ticked in exercise 4.

- \* You don't have to eat broccoli, which is full of <sup>1</sup> \_\_\_\_\_, with oil and salt, but it might help to make it tastier!
- \* Sweet potatoes and tomatoes contain a lot of <sup>2</sup> \_\_\_\_\_.
- \* You should try and avoid red meat because although it has <sup>3</sup> \_\_\_\_\_, it also has a lot of <sup>4</sup> \_\_\_\_\_.
- \* You must eat fruit – bananas are a good option because they have a lot of <sup>5</sup> \_\_\_\_\_.
- \* You mustn't eat too many nuts because although they provide you with <sup>6</sup> \_\_\_\_\_, they also contain a lot of <sup>7</sup> \_\_\_\_\_.
- \* If you have to exercise in the evening, milk will help you relax and provide your bones with <sup>8</sup> \_\_\_\_\_.

## The passive

*I can identify and use different forms of the passive.*

### 1 Choose the correct options (a–c) to complete the text.

Most of us take antibiotics for granted. They <sup>1</sup> to treat many illnesses caused by bacteria, and until now, patients <sup>2</sup> them successfully to prevent infection following minor surgery and routine operations. Now, though, the public <sup>3</sup> that some bacteria are becoming resistant to antibiotics, and unless action <sup>4</sup> soon, we could be 'back to the dark ages' when people <sup>5</sup> by common illnesses on a regular basis. Experts explain that in a large group of bacteria, there may be some which <sup>6</sup> by antibiotics; when these bacteria survive and reproduce, they increase the number of resistant bacteria to dangerous levels. Now scientists are raising concerns about a possible outbreak of a resistant infection. They predict that two in every five people who are affected by a resistant infection <sup>7</sup> .



- |                       |                    |
|-----------------------|--------------------|
| 1 a were used         | b are used         |
| c had been used       |                    |
| 2 a have been given   | b are being given  |
| c will be given       |                    |
| 3 a were being warned | b are warned       |
| c are being warned    |                    |
| 4 a will be taken     | b is taken         |
| c has been taken      |                    |
| 5 a were killed       | b had been killed  |
| c have been killed    |                    |
| 6 a are destroyed     | b aren't destroyed |
| c weren't destroyed   |                    |
| 7 a have been killed  | b are killed       |
| c will be killed      |                    |

### 2 Complete the sentences with the correct passive form of the verbs in brackets.

- Antibiotics \_\_\_\_\_ (prescribe) by doctors to fight disease for many years.
- What would our lives be like if X-ray machines \_\_\_\_\_ (not invent)?
- Scientists believe that a vaccine to prevent malaria \_\_\_\_\_ (develop) soon.
- In the past, many patients \_\_\_\_\_ (infect) each year in dirty hospitals.
- Natural plant remedies for illnesses \_\_\_\_\_ (discover) all the time.
- Anaesthetics \_\_\_\_\_ (not use) in operations until the 19th century.

### 3 Rewrite each sentence in two ways, using the underlined words as the subjects and leaving out the agent.

- The teacher gave each student a book.  
Each student was given a book.  
A book was given to each student.
- They have offered both of us a place at university.  
\_\_\_\_\_
- Mum cooked me a special dinner last night.  
\_\_\_\_\_
- She's lending the money to Zhanna.  
\_\_\_\_\_
- My best friend has just sent me a text message.  
\_\_\_\_\_
- Do you think they'll give him the job?  
\_\_\_\_\_

### 4 Complete the text with the correct passive form of the verbs below.

bite cause give improve know raise

Louis Pasteur <sup>1</sup> \_\_\_\_\_ as the scientist who proved 'germ theory' after he discovered that many illnesses <sup>2</sup> \_\_\_\_\_ by tiny organisms. He <sup>3</sup> \_\_\_\_\_ in France, and it was there that farmers asked the scientist to investigate why their wine turned sour; Pasteur discovered that heating the wine destroyed the harmful bacteria which made the wine go off. He later focused on human medicine. A woman took her son to Pasteur because the boy <sup>4</sup> \_\_\_\_\_ by a dog suffering from rabies; Pasteur cured him in the first-known attempt at vaccination, a process in which a person <sup>5</sup> \_\_\_\_\_ a small amount of a dead or weak germ, so that they produce antibodies that fight the disease. Medicine <sup>6</sup> \_\_\_\_\_ hugely thanks to Pasteur, as vaccination prevents millions of deaths every year.

### 5 Complete the second sentence using the correct passive tense so that it means the same as the first.

- I definitely didn't break the laptop.  
The laptop \_\_\_\_\_.
- Has someone invited Jan to the cinema?  
Has \_\_\_\_\_ to the cinema?
- They hadn't told us about the school trip.  
We \_\_\_\_\_ the school trip.
- Our teacher will explain the answers next week.  
The answers \_\_\_\_\_ our teacher next week.
- They were showing students around the museum.  
Students \_\_\_\_\_ around the museum.
- The government is advising people not to travel there. People \_\_\_\_\_ travel there.

## Keeping fit

I can listen to and understand people talking about exercise.



### Revision: Student's Book page 7

#### 1 Complete the sentences with the correct form of the words below.

adrenalin burn burst convert energy  
high-intensity pump

- When you are exercising, the body \_\_\_\_\_ fat and sugar into \_\_\_\_\_ so that you can keep going.
- Running fast releases \_\_\_\_\_, which helps you to \_\_\_\_\_ fat.
- The most effective way to get fit is by doing short \_\_\_\_\_ of \_\_\_\_\_ exercise.
- If you exercise hard, you can feel your heart \_\_\_\_\_.

#### 2 Complete the sentences with the correct form of the verbs below.

attend be beat do go keep lift pedal  
play push

- I play to win – I \_\_\_\_\_ quite competitive and I'm never happier than when I've \_\_\_\_\_ an opponent.
- I never \_\_\_\_\_ running alone after dark.
- I enjoy \_\_\_\_\_ fit. It makes me feel healthy.
- I train hard and always \_\_\_\_\_ myself to the limit.
- My dad regularly \_\_\_\_\_ weights in the gym, but he hurt his back last week.
- My mum \_\_\_\_\_ a lot of fitness classes at the local gym, but she likes \_\_\_\_\_ aerobics most of all.
- My brother \_\_\_\_\_ on an exercise bike in his bedroom. He says it's safer than going outside!
- He doesn't enjoy \_\_\_\_\_ football. He prefers swimming and running.

### Listening Strategy

Remember that the information in the task may be expressed in a different way in the text.

#### 3 1.03 Read the Listening Strategy. Then read the sentences and listen to five speakers. What words did the speakers actually use to express these things?

1 Speaker 1 dislikes exercising.

\_\_\_\_\_

2 Speaker 2 wonders why his chosen sport is unpopular with his peers.

\_\_\_\_\_

3 Speaker 3 talks about the body's preferred form of exercise.

\_\_\_\_\_

4 Speaker 4 describes her family's favourite pastime.

\_\_\_\_\_

5 Speaker 5 explains how what we eat is converted into fuel for the body.

\_\_\_\_\_

#### 4 1.04 Listen to four texts where people talk about their preferred form of exercising. Choose the correct answers (a–c).

##### Text 1

1 These speakers explain

- how their favourite activity doesn't involve teamwork.
- that they don't like the gym or sports.
- what it takes to succeed in their favourite activity.

##### Text 2

2 This speaker's intention is to

- detail his sport's training regime.
- explain why the sport's rules are important.
- warn that his sport is very dangerous.

##### Text 3

3 This speaker is explaining

- the effects of exercise on the various muscle groups.
- how exercise also affects the mind.
- that exercise must be regular to be beneficial.

##### Text 4

4 This speaker talks about

- how much he enjoys training with his father.
- why his father is paying for his training.
- how difficult the training is for a triathlon.

## The passive: advanced structures

*I can use advanced passive structures.*

### 1 Complete the passive sentences with the correct form of the modal verbs and verbs in brackets.

- Vitamin supplements \_\_\_\_\_ (should / take) carefully.
- It seems that more research into the new drug \_\_\_\_\_ (ought to / do) before it was made available.
- Surely the results of the tests \_\_\_\_\_ (must / check) before they were published?
- Our sleep \_\_\_\_\_ (can / disturb) by artificial lighting.
- Perhaps not all health myths \_\_\_\_\_ (should / dismiss) completely.
- We \_\_\_\_\_ (might / lie) to for decades by the drinks industry about how much water we need.
- Some health advice \_\_\_\_\_ (may / misunderstand) in the past.
- Do you think most smokers \_\_\_\_\_ (could / encourage) to quit by using e-cigarettes?

### 2 Complete the text with the correct passive infinitive or -ing form of the verb in brackets.

Imagine <sup>1</sup> \_\_\_\_\_ (wake up) by a member of your family to discover that you have not only got out of bed and turned on your computer while asleep, but have emailed your friends without knowing it. Apparently, cases of 'zzz-mailing' are starting <sup>2</sup> \_\_\_\_\_ (report) more frequently, and experts say they expect <sup>3</sup> \_\_\_\_\_ (tell) about even more of these strange events. Robert Wood, who suffers from bizarre night-time wanderings, desperately hopes <sup>4</sup> \_\_\_\_\_ (cure) after his wife, who didn't expect <sup>5</sup> \_\_\_\_\_ (meet) by such a worrying sight, found the Scottish chef cooking chips in their kitchen while fast asleep! However, another sufferer, nurse Lee Hadwin, definitely doesn't want <sup>6</sup> \_\_\_\_\_ (prevent) from sleepwalking and admits <sup>7</sup> \_\_\_\_\_ (amaze) by his unconscious talents! He certainly deserves <sup>8</sup> \_\_\_\_\_ (know) as a gifted artist after producing amazing drawings on tablecloths, clothes and walls – although it seems he has no such ability while he's awake.

Lee Hadwin with one of his night time drawings



### 3 Rewrite the sentences in two ways using passive structures. Begin with the words given.

- We know that too much sugar is bad for us.  
It is \_\_\_\_\_  
Too much sugar \_\_\_\_\_
- They estimate that a third of babies born in the UK in 2013 have a life expectancy of 100.  
It is \_\_\_\_\_  
A third \_\_\_\_\_
- They say that vitamin C is good for colds.  
It is \_\_\_\_\_  
Vitamin C \_\_\_\_\_
- People once thought that carrots were good for your eyesight.  
It was once \_\_\_\_\_  
Carrots were once \_\_\_\_\_
- People believe that the ancient Egyptians were great doctors.  
It is \_\_\_\_\_  
The ancient Egyptians \_\_\_\_\_
- They say that the actor put on ten kilos for this film.  
It is \_\_\_\_\_  
The actor \_\_\_\_\_

### 4 Complete the text with one word in each gap.

Do you hate <sup>1</sup> \_\_\_\_\_ told that you should be drinking more water? <sup>2</sup> \_\_\_\_\_ is often reported that we ought to drink at least two litres a day, but there are many people who believe this advice must have <sup>3</sup> \_\_\_\_\_ spread by companies wanting us to buy their bottled water. Humans are known to <sup>4</sup> \_\_\_\_\_ evolved in conditions of extreme heat and dryness and it <sup>5</sup> \_\_\_\_\_ now thought that too much water is worse for us than too little. According to one scientist, it's like saying we should all <sup>6</sup> \_\_\_\_\_ encouraged to breathe more oxygen, because if a little is good for us, more must be even better!

## Compound adjectives

I can use compound adjectives.



## 1 Match the sentence halves.

- 1 It was such a far-
- 2 We're taking a much-
- 3 My uncle used to be a highly
- 4 She's so single-
- 5 Your actions could have far-
- 6 The film is a light-
- 7 Being absent-
- 8 She made a half-

- a hearted look at the world of fashion.
- b needed break in the country next weekend.
- c reaching consequences for all of us.
- d minded, I often forget things.
- e fetched story that no one believed him.
- f hearted effort, but wasn't really trying.
- g trained athlete many years ago.
- h minded that you won't change her decision.

## 2 Complete the sentences with the words below.

breath high mouth old second thought time

- 1 We had a \_\_\_\_\_ taking view from the top of the mountain.
- 2 This phone is considered very \_\_\_\_\_-fashioned nowadays.
- 3 I'd never eaten such \_\_\_\_\_-watering dishes before I visited Thailand.
- 4 Last night's TV fashion documentary was informative and \_\_\_\_\_-provoking.
- 5 If you don't like \_\_\_\_\_-spirited dogs, I don't recommend this breed.
- 6 Despite all the \_\_\_\_\_-saving devices I own, I always seem to be busy!
- 7 Most people own \_\_\_\_\_-hand cars as new ones are so expensive.

## 3 Complete the sentences with a compound adjective formed from the word in brackets.

- 1 It may be an interesting article, but it's not very \_\_\_\_\_ (write).
- 2 If Zoe's as \_\_\_\_\_ (look) as her sister, she must be really beautiful!
- 3 Isn't that man sitting opposite a \_\_\_\_\_ (know) singer?
- 4 This job's only suitable for people from \_\_\_\_\_ (speak) countries such as the UK or Australia.
- 5 Japan is a very \_\_\_\_\_ (populated) country.
- 6 Travelling into space must be a \_\_\_\_\_ (blow) experience!
- 7 I'm always \_\_\_\_\_ (eye) until I've had some coffee.

It may be surprising, but scientists still have no <sup>1</sup> explanation for why we dream. There are plenty of <sup>2</sup> facts about dreams, but little agreement about their purpose. Many <sup>3</sup> scientists think that dreams allow a <sup>4</sup> opportunity for the brain to clear its 'hard disk' while we sleep. Others are more interested in the meaning of dreams, and although it may seem <sup>5</sup>, some people are said to have predicted the future while dreaming. There is much that is <sup>6</sup> about dreams, so when you next wake up <sup>7</sup> from a good night's sleep, why not try writing down your dreams as soon as you wake up? Because apparently, 95% of what you dream is forgotten before you get out of bed!

## 4 Choose the correct options (a–c) to complete the text above.

- 1 a single-minded                      b straightforward  
c far-reaching
- 2 a well-known    b good-looking    c well-written
- 3 a mind-blowing                      b highly respected  
c badly paid
- 4 a time-saving    b second-hand    c much-needed
- 5 a far-fetched    b half-hearted    c high-spirited
- 6 a upcoming                          b thought-provoking  
c old-fashioned
- 7 a light-hearted    b bleary-eyed    c absent-minded

## VOCAB BOOST!

Not all compound adjectives, especially those formed from adverb + past participle, appear in a dictionary because they are formed from other words. You should be able to work out the meaning of most of them from the words which form them. For example, a *highly paid* person is someone who is paid a lot of money.

5 Read the *Vocab boost!* box. Then complete the second part of each sentence with an explanation. Try not to repeat the words from the compound adjective.

- 1 A short-sighted person is someone \_\_\_\_\_.
- 2 A cold-blooded animal is an animal \_\_\_\_\_.
- 3 A last-minute decision is a decision \_\_\_\_\_.
- 4 A world-famous tourist attraction is one \_\_\_\_\_.
- 5 A well-behaved child is a child \_\_\_\_\_.
- 6 A deeply rooted tradition is a tradition \_\_\_\_\_.
- 7 An open-minded person is someone \_\_\_\_\_.

## Future food

I can understand a text about insects as food.

### Revision: Student's Book page 10

#### 1 Complete the text with the words below.

amounts diet dishes flavours leftovers  
menu portion slice

I'm trying to improve my <sup>1</sup> \_\_\_\_\_, but it isn't easy if you love all types of food like I do. However, I've decided that instead of not eating my favourite meals, I'll just eat smaller <sup>2</sup> \_\_\_\_\_ of them. That means that I'll eat a <sup>3</sup> \_\_\_\_\_ of pizza and not a whole one, and I'll just have one <sup>4</sup> \_\_\_\_\_ of takeaway Chinese food instead of two. At least that means there won't be any <sup>5</sup> \_\_\_\_\_ filling up the fridge!

And when I eat out at a restaurant, I'll choose the meals on the <sup>6</sup> \_\_\_\_\_ that include salads and healthy food. The problem is that I like food with strong <sup>7</sup> \_\_\_\_\_ and tastes, so I'm going to find <sup>8</sup> \_\_\_\_\_ full of lettuce a bit tasteless!

#### 2 Read the text and answer the questions.

- 1 What reasons are used to support an insect-based diet?
- 2 How are supporters of insects as food trying to persuade Americans to eat them?

#### Reading Strategy

When you do a gapped sentence task, look for clues before and after each gap. For example, if a sentence starts with *And* or *Furthermore*, it probably introduces additional information.

Other words can be used for

- contrast: *But, However*
- consequences or conclusions: *So, Therefore*

#### 3 Read the Reading Strategy. Then read the text again. Match sentences A–E with gaps 1–4. There is one extra sentence.

- A Today, 50% of the same universities promote insects as food.
- B The popularity of Mexican food in the USA is also helping, as companies such as Don Bugito offer traditional Mexican insect dishes.
- C Moreover, the amount of land needed to produce enough insects to feed the whole country is much smaller than the land needed to produce meat.
- D But will it be enough?
- E However, in parts of Asia, Africa and Central America, where there are plenty of big, juicy insects all year round, they are considered a delicious staple.

## THE INSECTS ARE COMING!

With an abundance of cheap food and a weakness for junk food, the dietary habits of many Americans (and people in other Western countries) have led to an obesity epidemic. As a result, a growing number of food experts are saying it's time to replace traditional dishes with more nutritious and also more economical and ecological dishes: dishes that contain insects.

If you put a plate of bugs (as insects are often called in the USA) in front of an American, they, like most Westerners, would probably refuse to eat them.

Insects are seen as pests that destroy food crops rather than delicacies to be eaten. <sup>1</sup>\_\_\_\_\_ The challenge for the promoters of insect-based meals is to make Americans see them in the same way.

During the 20th century, if you had visited a research department at an American food and agricultural university, you would have heard about how they were trying to reduce insect numbers due to the negative impact they have on crops and seeds. <sup>2</sup>\_\_\_\_\_ Furthermore, insect fairs such as the BugFest at the North Carolina Museum or The Great Insect Fair at Penn State University explain that grasshoppers, moths and their cousins are an excellent source of nutrients like protein, minerals and vitamins. The fairs also offer the more adventurous visitors 'bug banquets', which serve mouth-watering insect dishes.

Apart from the scientific community, a growing number of market stalls and restaurants are providing insect meals too. <sup>3</sup>\_\_\_\_\_ What is more, fans of insect-based cooking like Daniella Martin are spreading the word that bugs are good for you. Martin's blog *Girl Meets Bug*, her internet cooking videos and her newspaper columns are all contributing to changing Americans' perceptions of insects. <sup>4</sup>\_\_\_\_\_ While entomophagists (people who eat insects) agree they face an uphill struggle, with 70 million obese citizens and millions more who want to be environmentally friendly, it seems that this could be the right time for insects to invade America's kitchens.

**Role-play**

*I can role-play a conversation at the doctor's.*

**Revision: Student's Book page 12**

**1 Match the illnesses and injuries with the treatments.**

- |                   |                                 |
|-------------------|---------------------------------|
| 1 virus           | a antibiotics                   |
| 2 chest infection | b throat sweets / painkillers   |
| 3 heartburn       | c X-ray                         |
| 4 sore throat     | d antacids                      |
| 5 sprain          | e antiseptic cream              |
| 6 fracture        | f bandage / anti-inflammatories |
| 7 cut             | g antihistamine                 |
| 8 bee sting       | h rest and lots of liquids      |


**Speaking Strategy**

Do not get nervous if you're unsure whether you've understood the question or what the other person has said. Simply ask the person for clarification.

**2 Read the Speaking Strategy and complete the sentences with the phrases below.**


could repeat that?    like ... ?    mean by ... ?  
quite catch that.    same as ... ?    saying that again?

- 1 Sorry, do you think you \_\_\_\_\_
- 2 I'm afraid I didn't \_\_\_\_\_
- 3 Would you mind \_\_\_\_\_
- 4 What do you \_\_\_\_\_
- 5 Is that something \_\_\_\_\_
- 6 Is that the \_\_\_\_\_

**3  1.05 Listen to a student doing the task below. Which two sentences from exercise 2 did the student use?**

While on holiday in the UK, you go and see the doctor because you have hurt your ankle. Have a conversation with him/her and discuss the following points:

- the injury
- how you did it
- X-ray and treatment
- a follow-up visit

**4  1.05 Listen again. Make notes on the following topics.**

The injury

\_\_\_\_\_

How the person did it

\_\_\_\_\_

Treatment

\_\_\_\_\_

Follow-up visit

\_\_\_\_\_

What the student needed clarification on

\_\_\_\_\_

While on holiday in the UK, you suffer from a bad, itchy rash and go and see the doctor. Have a conversation with him/her and discuss the following points:

- when it appeared
- the possible causes
- treatment
- a follow-up visit

**5 Read the task. Prepare notes in answer to what the doctor will say. Ask for clarification on one of the questions. Try to give extra detail in your answers.**

1 What seems to be the matter?

\_\_\_\_\_

2 When did the rash appear?

\_\_\_\_\_

3 What do you think might have caused it?

\_\_\_\_\_

4 Do you have any allergies?

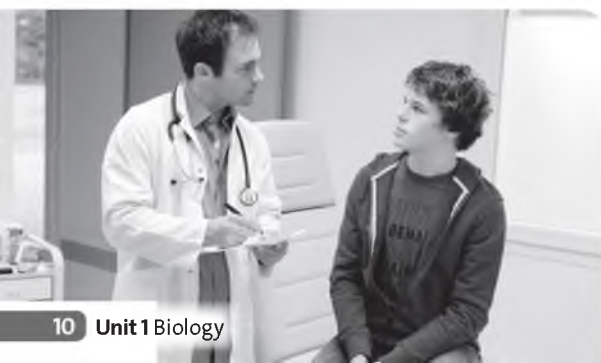
\_\_\_\_\_

5 Well, I'm not sure. I'm going to write you a prescription for some antihistamine tablets and cream.

6 If it's still bothering you, or if you feel poorly, come back in a few days.

\_\_\_\_\_

**6 Now do the task using your notes from exercise 5.**



## An article

*I can write an article for a school website.*

### Preparation

You've read a report about a decline in PE lessons for young people during school hours, especially during exam time. Write an article for your school website about the benefits of teenagers taking regular exercise at this time, and how students could incorporate more of it into their lives.

- 1 Read the task above. Identify the elements that need to be included in the article. How many paragraphs do you think it should have? Read the article and check.
- 2 Find four comment adverbs in the article. Write down four more comment adverbs.

#### Writing Strategy

Organise your ideas or opinions into a coherent argument by using linking words or phrases, for example: *therefore, although, furthermore, as a result.*

- 3 Read the Writing Strategy. Find and underline six different conjunctions in the article (excluding *and, as* and *when*).
- 4 Link the sentences using the words below.  
 although   moreover   since   so   therefore   whereas  
 1 She runs regularly. She's very fit.  
 \_\_\_\_\_
- 2 He doesn't like exercising much. He still does it.  
 \_\_\_\_\_
- 3 Exercise increases your muscle strength. It improves your brain power.  
 \_\_\_\_\_
- 4 He has a lot of fizzy drinks. His teeth aren't good.  
 \_\_\_\_\_
- 5 Sweets are unhealthy. Fruit is good for you.  
 \_\_\_\_\_
- 6 We've been exercising. We've lost weight.  
 \_\_\_\_\_

### Writing Guide

You've read an article about the increase in childhood obesity through poor diet and lack of exercise. Write an article for your school website about the risks associated with obesity and propose ways of persuading young people to make good lifestyle choices.

- 5 Read the task above and make notes on your ideas for each paragraph. Choose a title. Plan your article.



## KEEP ON MOVING!

It is said that due to academic pressures, many older students in Britain do not have the time in their school schedules for more than two hours of PE a week. Surely this is not enough for young people to maintain healthy lifestyles?

Obviously, students see studying for exams as their overriding priority, as it is vital for good grades and future careers. However, it is simply not healthy for students to spend all their time at their desks. Interestingly, research has shown that regular exercise boosts concentration, reduces stress and aids restful sleep. Consequently, it would appear that exercise is highly important when it comes to successful studying. Therefore, if the school is unable to include enough exercise in students' school timetables, the students should take responsibility for it themselves.

Naturally, I think there are other ways for students to ensure they get enough exercise, for example by walking or cycling to school. Moreover, after-school clubs offer various types of exercise. So too do local leisure centres. It is merely a question of having the will power to organise exercise and stick to it. Once students feel the benefit of regular exercise, it is easier for them to maintain it.

Personally, I think it is extremely important that young people realise that continuing exercise during periods of intense study can help them achieve higher grades. So, let's make a move today!

- 6 Write your article.

#### CHECK YOUR WORK

Have you ...

- organised your ideas into paragraphs?
- used conjunctions to link your ideas in each paragraph?
- included one or two comment adverbs?

## Vocabulary

### 1 Complete the sentences with the words below.

calories carbohydrates dairy products  
minerals preservatives pulses

- 1 People burn \_\_\_\_\_ when they do exercise.
- 2 Nuts, eggs and \_\_\_\_\_ are good sources of protein.
- 3 \_\_\_\_\_ can be found in bread, rice, pasta and potatoes.
- 4 \_\_\_\_\_ contain calcium, which makes teeth and bones stronger.
- 5 Processed food contains \_\_\_\_\_ so that it doesn't go off.
- 6 Salt is one of the most common \_\_\_\_\_ found in food, but there are many others.

Mark:  / 6

### 2 Match the verbs in A with the words in B to make collocations. Then complete the sentences.

A be beat convert keep lift pedal play push

B an opponent a team sport competitive fit  
food into energy on a bike weights yourself to  
the limit

- 1 If you want to \_\_\_\_\_ that isn't football, why not try rugby?
- 2 My mum tries to \_\_\_\_\_ by going running every morning.
- 3 The eight B vitamins help the body \_\_\_\_\_ so that we are always ready for action.
- 4 When exercising, I think you should train as intensively as you can. It's only when you \_\_\_\_\_ that you get results.
- 5 You should use the right technique to \_\_\_\_\_ so as not to injure yourself.
- 6 I'm always over the moon when I \_\_\_\_\_ at tennis, because I usually lose.
- 7 Playing sports at school encourages children to \_\_\_\_\_ which helps them to have higher expectations and achieve better results.
- 8 In my opinion, you should cycle outdoors as much as possible. It's just not the same when you \_\_\_\_\_ in the gym.

Mark:  / 8

## Word Skills

### 3 Complete the sentences with compound adjectives formed from the words in brackets.

- 1 The film was more than a little \_\_\_\_\_. It was completely unbelievable! (fetch)
- 2 I've just read a rather \_\_\_\_\_ article. I'll send it to you, if you like. (provoke)
- 3 Max is still a bit \_\_\_\_\_ because he's only just got up. (eye)
- 4 The size of the new stadium is \_\_\_\_\_. It's absolutely huge! (blow)
- 5 Once again, Usain Bolt has given another \_\_\_\_\_ performance in the 100 metres. (break)
- 6 There are so many \_\_\_\_\_ desserts on the menu. I don't know which one to choose! (water)

Mark:  / 6

### 4 Match the words below with the definitions (1–6).

diet dish flavour leftovers portion slice

- 1 Food that remains at the end of a meal. \_\_\_\_\_
- 2 How food or drink tastes. \_\_\_\_\_
- 3 A thin piece of food that is cut off a larger portion. \_\_\_\_\_
- 4 Food served as part of a meal. \_\_\_\_\_
- 5 The food that you eat and drink regularly. \_\_\_\_\_
- 6 An amount of food that is given to one person. \_\_\_\_\_

Mark:  / 6

### 5 Choose the correct answers (a–c).

- 1 The doctor says I've got a throat infection, so he's prescribing \_\_\_\_\_.  
a antibiotics      b antihistamines  
c antiseptic creams
- 2 Why don't you take \_\_\_\_\_ if you've got heartburn?  
a a painkiller      b an antacid  
c an anti-inflammatory
- 3 The best thing for itchy insect stings is \_\_\_\_\_.  
a antibiotics      b painkillers  
c antihistamines
- 4 My sprained ankle is rather swollen, so I'm taking \_\_\_\_\_.  
a antacids      b anti-inflammatories  
c antibiotics
- 5 Alex is taking \_\_\_\_\_ to stop his fractured leg from hurting so much.  
a painkillers      b antihistamines  
c antacids

Mark:  / 5

## Review Unit 1

### 6 Complete the sentences asking for clarification.

- 1 Would you \_\_\_\_\_ saying that again?
- 2 Is that something \_\_\_\_\_ lasagne?
- 3 What do you \_\_\_\_\_ by 'far-reaching'?
- 4 I'm afraid I didn't quite \_\_\_\_\_ that.
- 5 Is that the same \_\_\_\_\_ wholegrain?
- 6 Sorry, do you think you could \_\_\_\_\_ that, please?

Mark:  / 6

## Grammar

### 7 Rewrite the sentences in the passive. Do not include the agent.

- 1 Someone has stolen my mountain bike.  
\_\_\_\_\_
- 2 They are building a new sports centre.  
\_\_\_\_\_
- 3 They'll postpone the race if it rains.  
\_\_\_\_\_
- 4 They had cancelled our flight.  
\_\_\_\_\_
- 5 They're going to close the swimming pool.  
\_\_\_\_\_
- 6 They cut the grass every week.  
\_\_\_\_\_

Mark:  / 6

### 8 Rewrite the sentences in two different ways using passive structures. Begin with the words given.

- 1 People think the new coach is a woman.  
It \_\_\_\_\_  
The new coach \_\_\_\_\_
- 2 We believe the manager resigned last night.  
It \_\_\_\_\_  
The manager \_\_\_\_\_
- 3 They say the rules are straightforward.  
It \_\_\_\_\_  
The rules \_\_\_\_\_
- 4 The press reports that some athletes have made a complaint.  
It \_\_\_\_\_  
Some athletes \_\_\_\_\_

Mark:  / 8

## Use of English

### 9 Complete the text with the correct form of the words in brackets.

#### **Should I exercise when I'm sick?**

It's a question that occurs to many athletes faced with a major competition. You've worked your training programme up to the <sup>1</sup>\_\_\_\_\_ (intense) required and then you suddenly wake up <sup>2</sup>\_\_\_\_\_ (feel) ill. If it's a simple cold, it's fine to train for a short period at a much slower pace. However, if you're more <sup>3</sup>\_\_\_\_\_ (congest) than that, even the most <sup>4</sup>\_\_\_\_\_ (mind) athlete should not contemplate doing exercise. Training while sick can have <sup>5</sup>\_\_\_\_\_ (reach) consequences and there's a logical explanation for this. During an <sup>6</sup>\_\_\_\_\_ (infect), the body modifies its behaviour. Your body makes substances to fight the attack. Muscle protein, instead of fat, is <sup>7</sup>\_\_\_\_\_ (break) down for energy. At this point, there's a greater risk of <sup>8</sup>\_\_\_\_\_ (injure) if you try to continue your training regime. It may take a few weeks to recover your <sup>5</sup>\_\_\_\_\_ (fit), but this is a small price to pay compared to suffering a serious injury.

Mark:  / 9

Total:  / 60

## I can ...

Read the statements. Think about your progress and tick one of the boxes.

- ★ = I need more practice.    ★★★★★ = No problem!  
★★ = I sometimes find this difficult.

	★	★★	★★★	★★★★	★★★★★
I can talk about nutrition and health.					
I can identify and use different forms of the passive.					
I can listen to and understand people talking about exercise.					
I can use advanced passive structures.					
I can use compound adjectives.					
I can react to an article about food addictions.					
I can role-play a conversation at the doctor's.					
I can write an article for a school website.					

## 2

## Investigate and report on the animal world

## Vocabulary

## A

## The animal world

*I can describe parts of animals and their senses.*

## 1 Complete the sentences with the words below.


fur shells claws wings fin beak

- When bees fly, they beat their \_\_\_\_\_ quickly.
- An eagle has a sharp \_\_\_\_\_ to help it hunt small mammals.
- The \_\_\_\_\_ on a dolphin's back helps to keep it upright.
- When crabs grow bigger, they need to look for new \_\_\_\_\_.
- Polar bears have thick \_\_\_\_\_, which helps to keep them warm in cold temperatures.
- Otters use their \_\_\_\_\_ to catch fish.

## 2 Match the animals with the correct body parts.

crab bee bat leopard bear fish eagle deer

- Wings and a beak \_\_\_\_\_
- Hooves and fur \_\_\_\_\_
- Wings and antennae \_\_\_\_\_
- Wings and fangs \_\_\_\_\_
- Fangs and whiskers \_\_\_\_\_
- Scales and a tail \_\_\_\_\_
- Fangs and paws \_\_\_\_\_
- Claws and a shell \_\_\_\_\_

3  1.06 Listen and choose the correct answer (a–c).

- Why are fruit bats often known as flying foxes?
  - Because some fruit bats are large and some are small.
  - Because of their faces and size.
  - Because fruits bats are 16 inches long.
- Why do bats need to have wings that are big and strong?
  - Because they fly for many hours at night.
  - Because they need to be able to move in the air quickly.
  - Because they fly for very long distances.
- Why do fruit bats in different places have wings of different shapes?
  - Because their wings change to match the environment they live in.
  - Because the temperature is different in different places.
  - Because the trees are taller in some places.
- Why do bats have strong claws?
  - To catch small animals to eat.
  - To help them fly at night.
  - To hold on to branches as they sleep.
- Why do fruit bats sleep high up in trees?
  - To protect themselves from animals that eat them.
  - To keep warm at night.
  - To eat the fruit in the tree before they sleep.

## 4 Complete the sentences with the prepositions below.

about (x3) for (x2) on

- I was complimented \_\_\_\_\_ my winning entry for the poetry competition by the head teacher.
- My dad is always being teased \_\_\_\_\_ his terrible cooking.
- We were warned \_\_\_\_\_ the dangers of cycling at night.
- Sam was told off \_\_\_\_\_ not taking his medicine.
- The whole class might be lectured \_\_\_\_\_ behaving well when in public places.
- We've all been praised \_\_\_\_\_ our performance in the play.

## 5 Replace the underlined words with the correct form of the verbs below.

hunt sniff detect vibrate emit

- Most animals use their noses to inhale different smells. \_\_\_\_\_
- Dolphins send out clicking noises with their mouths to find food. \_\_\_\_\_
- Some animals can sense water many miles away. \_\_\_\_\_
- Cat's whiskers shake when they feel movements in the air. \_\_\_\_\_
- Eagles have got amazing eyesight to help them search for prey. \_\_\_\_\_

## 6 Complete the text with the correct passive form of the verbs below.

navigate see locate injure hunt hear hit

- The dog \_\_\_\_\_ when it \_\_\_\_\_ at high speed by a truck.
- The loud roar from the leopard could \_\_\_\_\_ for many miles. Many people ran to the safety of their homes because the big cat sounded much closer than it really was.
- The rabbit \_\_\_\_\_ by the eagle for over ten minutes. The bird followed the rabbit for almost a mile before it finally caught it.
- The animals in our oceans are amazing. Journeys of thousands of miles \_\_\_\_\_ by sea turtles to go back to where they were born so that they can lay their own eggs.
- The mouse was hiding in the grass, but it \_\_\_\_\_ by a capuchin monkey high up in a tree. The monkey was able to climb down and quickly catch it.
- After a search of many weeks, finally the snow leopard \_\_\_\_\_ in a small cave high up in the mountains of Katon-Karagai National Park.

## Negative structures

I can use negative structures.

### 1 Choose the correct answers (a–c) to complete the text.



We <sup>1</sup> \_\_\_ expect our family or friends to turn against us and there can <sup>2</sup> \_\_\_ be a worse betrayal than one committed by a best friend. <sup>3</sup> \_\_\_ in literature has this been more powerfully expressed than by Shakespeare in his play *Julius Caesar*. <sup>4</sup> \_\_\_ Caesar sees his best friend Brutus among his murderers does he realise the extent of the betrayal against him. <sup>5</sup> \_\_\_ has Brutus stabbed him than Caesar falls to his death, speaking the famous line 'Et tu, Brute?', meaning 'And you, Brutus?' This is now a phrase often used to express sadness and surprise when you are let down by someone considered to be a trusted friend. Perhaps, like Caesar, it's <sup>6</sup> \_\_\_ we are let down badly by a good friend that we appreciate how devastating a betrayal can be.

- |                |                          |             |
|----------------|--------------------------|-------------|
| 1 a nowhere    | b never                  | c no sooner |
| 2 a hardly     | b not until              | c only if   |
| 3 a Not only   | b In no way              | c Nowhere   |
| 4 a At no time | b Only when              | c Rarely    |
| 5 a No sooner  | b Only once              |             |
|                | c Under no circumstances |             |
| 6 a not only   | b hardly                 | c not until |

### 2 Write the words in brackets in the correct order to complete the sentences.

- Rarely (so / she / felt / unhappy / had).
- Nowhere (find / will / you / a / friend / better).
- Only (argued / have / ever / once / we).
- In no (did / to / upset / I / anyone / way / mean)!
- At (should / lies / tell / time / no / you).
- Under (can / him / no / you / circumstances / trust).
- Not (we / will / get / results / Friday / until / our).

### 3 Match the sentence halves.

- |                           |                               |
|---------------------------|-------------------------------|
| 1 She was sorry           | a split up with Nick?         |
| 2 Do you regret           | b not to keep his promise.    |
| 3 Wouldn't it be sensible | c to go to bed early?         |
| 4 Hasn't she              | d not to lose her friendship. |
| 5 Weren't you             | e at the café yesterday?      |
| 6 He is certain           | f not inviting Jane?          |
| 7 He'll be lucky          | g not to see him at the club. |

### 4 Complete the dialogue with one word in each gap. Use negative structures.

- Ada Hi, Jan! <sup>1</sup> \_\_\_ you go out with Sara last night?  
 Jan Yes, we went out for a pizza.  
 Ada I was really sorry <sup>2</sup> \_\_\_ to be able to join you. Did you have a good time?  
 Jan Not really, no. No sooner <sup>3</sup> \_\_\_ we arrived <sup>4</sup> \_\_\_ we had a row!  
 Ada Oh, that's not good.  
 Jan I know. And not <sup>5</sup> \_\_\_ that, but she isn't speaking to me now.  
 Ada <sup>6</sup> \_\_\_ it be a good idea to phone her and apologise?  
 Jan Probably – I regret not <sup>7</sup> \_\_\_ to her at the time, but I was too angry.  
 Ada Well, under <sup>8</sup> \_\_\_ circumstances should you forget to say sorry!

### 5 Complete the second sentence so that it means the same as the first. Write up to five words in each sentence.

- We mustn't under any circumstances lose this key. Under \_\_\_\_\_ lose this key.
- This band isn't at all special. In \_\_\_\_\_ at all special.
- I regretted going as soon as I got there. No sooner \_\_\_\_\_ I regretted going.
- My friends haven't judged me at any time. At no \_\_\_\_\_ judged me.
- Askar wished he'd kept his news a secret. Askar regretted \_\_\_\_\_ a secret.
- It was fortunate that we didn't get lost. We were lucky \_\_\_\_\_.
- I'm sure Jerry went into town last night. \_\_\_\_\_ town last night?
- I can't make a decision until I've spoken to Pat. Not \_\_\_\_\_ Pat can I make a decision.

## Wild tigers in Kazakhstan

I can understand a talk about the wild tiger in Kazakhstan.

### 1 Match the words (1–8) with the definitions (a–h).

- |                      |  |
|----------------------|--|
| 1 extinct (adj)      | a to act on a decision or start a plan                   |
| 2 reintroduce (v)    | b a piece of land where plants and animals are protected |
| 3 implement (v)      | c having no living members of that group                 |
| 4 ecosystem (n)      | d the natural home or environment of a plant or animal   |
| 5 nature reserve (n) | e to put back into a former habitat                      |
| 6 population (n)     | f to return something to how it was before               |
| 7 habitat (n)        | g the number of members of a particular group            |
| 8 restore (v)        | h a community of plants and animals that interact        |

### Listening Strategy

Remember that spoken English can sound quite different from written language. In fast speech, fluent speakers often shorten or omit certain elements. It is possible to train yourself to understand fast speech. You do not need to imitate fast speakers, but focus on trying to understand what they are talking about.

### 2 1.07 Read the Listening Strategy. Then listen and choose the best title for the talk.

- Wild tigers are lost to Kazakhstan forever.
- Wild tigers are to find a home in Kazakhstan once again.
- Wild tigers have always had a home in Kazakhstan.

### 3 1.07 Listen again and choose the correct numbers.

- It is \_\_\_\_\_ since wild tigers became extinct in Kazakhstan.  
a 70 years      b 17 years      c 77 years
- In the last 100 years, the numbers of tigers worldwide has decreased by \_\_\_\_\_.  
a 60%      b 96%      c 26%
- There were no wild tigers in Central Asia by the \_\_\_\_\_ due to hunting.  
a 1970s      b 1960s      c 1950s
- Kazakhstan will be the \_\_\_\_\_ country in the world to bring wild tigers back to Central Asia.  
a second      b third      c first
- The Tx2 programme involves \_\_\_\_\_ of the world's countries.  
a 13      b 30      c 33
- The Tx2 programme hopes to double the wild tiger population by \_\_\_\_\_.  
a 203      b 2042      c 2022

### 4 1.07 Listen again and answer the questions.

- Why had wild tigers disappeared from Central Asia by the 1960s?
- So far, where have tiger relocation projects been successful?
- In what other way will the project help the Ili-Balkhash area?
- What will the project restore in the Ili-Balkhash area?
- Which organisation is working with the Kazakhstan government on this project?
- What needs to stop for the programme to be successful?
- What is the Tx2 programme?

### 5 Match the features of fast speech (1–3) with the examples (a–c).

- Handbag* sounds like *hambag*; hot potato sounds like *hop potato*
  - That's my ...* sounds like *Thas my ...*; *Let's go!* sounds like *Les go!*
  - So early* sounds like *so wearily*; *my uncle* sounds like *my yuncle*
- a Consonants are sometimes inserted between two vowel sounds.
- b Consonant at the end of words (especially *n*, *d* and *t* sounds) change when the next word also begins with a consonant.
- c Sounds, usually consonants, sometimes disappear.

## Articles and quantifiers

*I can use articles and quantifiers.*

- 1 Correct the mistakes with the bold articles in the text.



Photographer Ben Moon has made **the** emotional short film about **a** best friend he's ever had: **the** dog called Denali. Denali was just two years old when Ben rescued him from an animal shelter. They spent nearly fifteen years together, travelling around **United States** in **the** camper van, going to the beach and spending time with friends. And when Ben was getting over **the** serious illness, Denali was constantly by his side, sleeping on his hospital bed. **A** film won two awards at a festival in **the** Colorado, and has taken the internet by storm with its moving story of the close friendship Ben and Denali shared for so long.

- 2 Complete the sentences with *a/an, the* or – (no article).

- \_\_\_ film we just watched must be \_\_\_ worst I've seen!
- She works as \_\_\_ volunteer, helping \_\_\_ elderly.
- Although I don't generally like \_\_\_ cats, I like \_\_\_ one next door.
- Just put \_\_\_ shopping on \_\_\_ table over there, will you?
- We met \_\_\_ family from \_\_\_ Caribbean at the carnival.
- \_\_\_ first camping trip I went on wasn't in \_\_\_ Europe.
- My dad's got \_\_\_ new job, but \_\_\_ job is in another city.
- I've got \_\_\_ idea: why don't we get \_\_\_ takeaway later?

- 3 Choose the best option (a, b or c) to complete the sentences.

- The forecast says there will be just \_\_\_ rain at the weekend.  
a little      b a little      c a lot of
- \_\_\_ the best music I've heard is on this album.  
a Some of      b Both of      c Several of
- The children didn't make \_\_\_ mess.  
a all of      b a lot of      c much of
- \_\_\_ of my shirts needs washing!  
a Every      b Every one      c All
- \_\_\_ drivers follow the new driving regulations.  
a Some of      b None      c Few
- I wouldn't recommend \_\_\_ of the cafés in town.  
a none      b either      c every one

- 4 Choose the option that is **not** possible in each sentence.

- \_\_\_ of these scarves would be a good present for Leo.  
a Either      b Both      c Every
- \_\_\_ her friends was at home when she called.  
a Every one of      b None      c None of
- There's \_\_\_ time before the next begins.  
a little      b few      c a little
- \_\_\_ of us agreed that the exercise was impossible.  
a Every      b Each      c Every one
- Let's buy \_\_\_ these cakes for the picnic.  
a both      b a few of      c several
- She organised \_\_\_ of her books into alphabetical order.  
a every      b all      c every one
- \_\_\_ buddy movies are popular in the USA.  
a Some      b Many      c A lot
- I know \_\_\_ people who are scared of snakes.  
a several      b a lot      c many

- 5 Complete the sentences with the words below. There are two extra words.

- a both    few    many    no    none    of    one
- It was a pretty boring party as there were so \_\_\_\_\_ people there.
  - Dan got every \_\_\_\_\_ of the answers right in yesterday's homework.
  - I only have \_\_\_\_\_ little cash – could you lend me some?
  - She tried on five pairs of shoes, but \_\_\_\_\_ of them fitted.
  - 'Would you prefer orange or apple juice?' 'I don't mind – I like \_\_\_\_\_ of them.'
  - The forecast says there'll be \_\_\_\_\_ sunshine today.

- 6 Complete the text with one word in each gap.

In <sup>1</sup>\_\_\_\_\_ recent survey, two thousand British men and women were asked about their friendships. <sup>2</sup>\_\_\_\_\_ women turned out to be twice as good at making friends for life, with one in three saying that their best friend was someone they had met at school. In contrast, only one in six men were best friends with <sup>3</sup>\_\_\_\_\_ school friend. Although the men had between fifty and a hundred Facebook friends and fifty friends' numbers in their phones, they only had a <sup>4</sup>\_\_\_\_\_ close friends – on average, about five. <sup>5</sup>\_\_\_\_\_ sexes admitted that there was at least one person in their friendship group that they couldn't stand; although not quite as <sup>6</sup>\_\_\_\_\_ men as women confessed to this, it was still a surprising 13%! <sup>7</sup>\_\_\_\_\_ survey concluded that all <sup>8</sup>\_\_\_\_\_ us can expect to have fewer close friends as we get older, with only about three by the time we retire.

Phrasal verbs

I can use phrasal verbs.

1 Choose the correct answers to complete the text.

In the teen movie *The Duff*, Bianca is enjoying her senior high school year until her neighbour, Wes, lets slip that she's known as a 'duff' – someone less attractive who makes her friends feel prettier and more popular.



Bianca believes that her best friends, Jess and Casey, have <sup>1</sup> by making fun of her, so she <sup>2</sup> their friendship, 'unfriending' them on social media and in person. Bianca's friendship with Wes grows when she <sup>3</sup> helping her become more popular so that she can get the attention of cool guitar-playing Toby, who she likes. However, bad girl Madison used to <sup>4</sup> Wes and she's jealous because he and Bianca <sup>5</sup> so well. And when Bianca eventually plucks up the courage to <sup>6</sup> on a date, she can't believe he doesn't <sup>7</sup> – but he's only using her to get closer to Jess and Casey! If you want to know how things turn out, you'll have to watch the film for yourself!

- 1 a put her through                      b let her down
- c turned her down
- 2 a calls off                                b puts down
- c gets over
- 3 a puts him off                          b puts him through
- c talks him into
- 4 a go out with                            b put up with
- c split up with
- 5 a turn up                                 b get on
- c look after
- 6 a make Toby up                         b mess Toby about
- c ask Toby out
- 7 a turn her down                        b put her down
- c put her through

2 Complete the sentences with the correct form of the verbs below.

get over not get on not make up not turn up  
put through talk into

- 1 I can't believe Ken asked me out on a date and then \_\_\_\_\_.
- 2 Rob had a huge row with Sam last week and they still \_\_\_\_\_.
- 3 Surprisingly, he had no trouble \_\_\_\_\_ his girlfriend when they split up.

- 4 I'm so angry. You've \_\_\_\_\_ me \_\_\_\_\_ so much recently.
- 5 I've made my mind up, so don't try \_\_\_\_\_ me \_\_\_\_\_ going!
- 6 It's difficult having friends who \_\_\_\_\_ with each other.

3 Complete the text with the correct particles.

VOCAB BOOST!

When you learn new phrasal verbs, make sure you know if they are separable or inseparable. Use *sth* or *sb* to show the position of the object or write sentences with personal examples to help you remember them.

*ask (sb) out (sb): I was pleased when my brother asked out my best friend / asked my best friend out.*

bring sth ↔ up 1 to mention a subject or start to talk about it

get over sth/sb to return to your usual state of health, happiness, etc. after an illness, shock, the end of a relationship, etc.

4 Read the *Vocab boost!* box and the dictionary entries. Are the phrasal verbs separable or inseparable? Put them in the correct column in the table. Then add the phrasal verbs below.

call off let down look after run into take after  
turn down

Separable	Inseparable

5 Write sentences to illustrate the meaning of the phrasal verbs in the table in exercise 4.

- 1 \_\_\_\_\_ (bring up)
- 2 \_\_\_\_\_ (call off)
- 3 \_\_\_\_\_ (get over)
- 4 \_\_\_\_\_ (let down)
- 5 \_\_\_\_\_ (look after)
- 6 \_\_\_\_\_ (run into)
- 7 \_\_\_\_\_ (take after)
- 8 \_\_\_\_\_ (turn down)

## Love is in the air

I can understand an article about research into relationships.

Revision: Student's Book page 20

### 1 Complete the sentences with the words below.

genes guinea pigs immune systems  
mate offspring organs paper proof

- They asked for students to be \_\_\_\_\_ for their experiment on sleep.
- Dr Smith is presenting a \_\_\_\_\_ on her new thermodynamic theory.
- What \_\_\_\_\_ have you got to show that your theory is correct?
- All animals have developed ways of attracting a \_\_\_\_\_.
- The illness can be avoided by modifying the \_\_\_\_\_ in people's DNA.
- Our \_\_\_\_\_ protect us against illness and infection.
- Birds will protect and feed their \_\_\_\_\_ until they are able to fly.
- Hospitals need more donors so that they can replace damaged \_\_\_\_\_.

### Reading Strategy

When you come across an unfamiliar word in a text, ask yourself if you need to know its meaning to do the task. If you do, first decide what part of speech it is. Then try to work out from the context what it might mean.

# Love in 36 questions

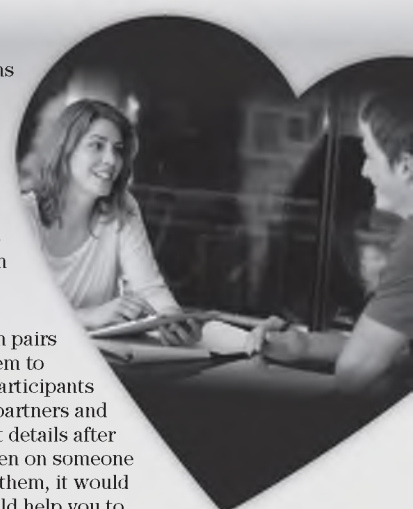
**A** Although couples will rarely believe it, scientific factors have a lot to do with falling in love. Research has shown that scent plays an important role in choosing a mate. Other experiments have demonstrated that love is caused by combinations of chemicals in the brain. Furthermore, New York psychologist Arthur Aron applied the principles of science to demonstrate that the process of falling in love could be speeded up ... to just 45 minutes!

**B** Some scientists claim that we take between ninety seconds and four minutes to decide if we fancy someone. However, the leap from being attracted to someone to falling in love with them is a big one, and Aron wanted to find out if the closeness associated with feelings of being in love could be created artificially.

**C** Aron produced a paper that included 36 questions designed to encourage intimacy if couples answered them together. The questions came in three sets with each set covering increasingly intimate ground. They

covered many personal opinions and experiences; for example, 'Would you like to be famous?', 'What does friendship mean to you?' and 'When did you last cry in front of another person?' After answering the questions together, the couples were directed to stare into each other's eyes for four minutes without saying anything.

**D** Aron tested his questions on pairs of strangers and then asked them to stare at each other. All of the participants reported feeling close to their partners and many of them swapped contact details after the experiment. So if you're keen on someone and would like to get closer to them, it would seem that Aron's questions could help you to achieve your objective.



**2** Read the Reading Strategy. Then read the text and try to guess the meanings of the underlined words from the context. Check your answers in a dictionary.

**3** Answer the questions about the article.

Which paragraph mentions ...

- relationships being formed? \_\_\_\_
- conversations about views, dreams and beliefs? \_\_\_\_
- the science of love? \_\_\_\_
- the aim of the experiment? \_\_\_\_

**4** Choose the correct answers (a–d).

- Thanks to Arthur Aron, we have learned that
  - couples are mistaken about why they fell in love.
  - smell attracts people to each other.
  - love is the result of a chemical reaction.
  - people can fall in love quickly.
- The aim of Arthur Aron's research was to see
  - if people would fall in love after four minutes.
  - if there was a big difference between fancying someone and loving them.
  - if intimacy could be provoked.
  - how many questions it would take to make people feel close.
- Aron explained that his questions
  - would make people famous.
  - should be done while people stare at each other.
  - would help people have experiences together.
  - would make people feel that they had a connection.
- The experiment that tested Aron's theory resulted in
  - some people hoping to stay in contact.
  - a few marriages.
  - all the participants quickly falling in love.
  - only a few of the partners forming a connection.

## Photo description and comparison

*I can describe and compare photos and give opinions about friendship.*

### 1 Rewrite the sentences using *must have*, *may (not) have*, or *can't have*.

1 I'm sure that they were good friends before the argument as they were always together.

2 It's possible that there was a misunderstanding.

3 It's impossible that she said that about her friend.

4 It's certain that she liked her friend's brother.

5 It's possible that he wasn't attracted to her.

6 It's impossible that they went out together.

### 2 Look at the photo and write sentences about it. Use *must be* / *may be* / *can't be*.



### 4 Look at photos A and B in exercise 5 below. Complete these sentences with your own ideas.

#### Photo A

Judging by the mother's expression, I'd say \_\_\_\_\_.

It looks as if the daughter is \_\_\_\_\_.

I might be wrong, but I think the father is \_\_\_\_\_.

#### Photo B

The photo seems to show \_\_\_\_\_.

I can't be certain, but I don't think the daughter

\_\_\_\_\_.

The son looks \_\_\_\_\_.

### 5 Look at the task and the photos below. Then read the questions (1–5) and write answers.

Compare the photos. Then say whether you think arguments between family members are more or less serious than arguments between friends. Give reasons.



### Speaking Strategy

When you talk about photos, say what you can guess or deduce as well as about what you can see. Use modal verbs of deduction and phrases such as *It appears to show...*, *I can't be certain, but...*, etc.

### 3 1.08 Read the Speaking Strategy. Listen to a student describing the photo in exercise 3 and complete the sentences.

1 The photo seems to show a family \_\_\_\_\_.

2 It looks as if the son is \_\_\_\_\_.

3 Judging by their expressions, I'd say that the parents are \_\_\_\_\_.

4 I might be wrong, but I think the mother is asking him to \_\_\_\_\_.

5 I can't be certain, but I don't think she's \_\_\_\_\_.

6 The father looks \_\_\_\_\_.

1 What is the common theme of the photos?

2 What can you see in both photos?

3 What is the main difference between the photos?

4 Which are more serious: family arguments or arguments between friends?

5 What are the reasons for your answer to question 4?

### 6 Now do the task using your notes from exercise 5.

## An opinion essay

*I can write an opinion essay on the topic of friendship.*

### Preparation

'A friend in need is a friend indeed.' This saying means that a real friend is there for you in times of trouble. Write an essay in which you give your own opinion of this view, taking into consideration the way we make friends these days and situations where you can recognise real friends.

- 1 Read the task above. How many elements are there to cover?
- 2 Read the essay. In which paragraphs does the writer cover each element of the task?

#### Writing Strategy

Use a variety of grammatical structures and vocabulary instead of simple sentences. This will make your essay more interesting and more effective.

- 3 Read the Writing Strategy and underline an example of each of the structures below in the essay.

- 1 contrasting clauses with *but* and *although*
- 2 an example of another linker
- 3 an example of preparatory *it*
- 4 a sentence starting with *Not that...*
- 5 an example of *do/did* for emphasis

- 4 Complete the second sentence so that it means the same as the first.

- 1 She's a good friend, but she can be a bit moody.  
Although \_\_\_\_\_.
- 2 People say that you must be a good friend to have a good friend.  
It \_\_\_\_\_.
- 3 Having true friends is important.  
It \_\_\_\_\_.
- 4 I tried talking to him, but he didn't understand what I was saying.  
I tried talking to him, not that \_\_\_\_\_.
- 5 I try hard, but she won't be friends with me.  
I try hard. However, \_\_\_\_\_.

- 5 Rewrite the sentences using *do/did* for emphasis.

- 1 I liked her.  
\_\_\_\_\_
- 2 'Why didn't you tell him I was here?' 'I told him!'  
\_\_\_\_\_
- 3 Although she's twice my age, we have a lot in common.  
\_\_\_\_\_
- 4 I think he is a good friend.  
\_\_\_\_\_
- 5 'You don't support me enough.' 'I support you!'  
\_\_\_\_\_



- A I find that the saying 'A friend in need is a friend indeed' is a true one and I wholeheartedly agree with it. I do think that a true friend is one who is always there for you, no matter what.
- B In the internet age, people are more sociable than ever. It's easy to make lots of friends online because no one makes any demands on you. Not that it isn't good to have a wide circle of people to socialise with. Nevertheless, it is said that most of us can count our number of true friends on the fingers of one hand, and I personally think that it is in times of trouble that you find out who your real friends are.
- C I have known my closest friend Mina since primary school and she remains the nicest, gentlest person I know. We rarely have arguments. Not that we agree on everything, but we generally have a caring and supportive relationship. When my mum was very ill in hospital, she was the truest friend of all. She never once complained that I was bad company, like one or two of my other friends, and I could always talk to her about all my fears. This type of situation really shows you who your friends are.
- D So, in my view, although you may have lots of friends to have fun with, make sure you have at least one close friend who can support you when you need it most.

### Writing Guide

There is a saying 'Age is no barrier to friendship.' Write an essay in which you give your opinion of this view, taking into consideration the generation gap and different life experience.

- 6 Read the task above. Make some notes for your opinion and personal description.
- 7 Write your essay.

#### CHECK YOUR WORK

Have you ...

- structured your essay with paragraphs?
- covered and linked the required elements?
- included a variety of structures?

## Vocabulary

### 1 Complete the sentences with the correct adjective.

- Gorillas have got thick, black \_\_\_\_\_.
- Wolves have got big fangs and sharp \_\_\_\_\_.
- Cats use their \_\_\_\_\_ to detect movement.
- Bears have got huge \_\_\_\_\_ because they do a lot of digging.
- Most goats have two \_\_\_\_\_ on their head.
- Bees use their two \_\_\_\_\_ to touch, smell and taste.

Mark:  / 6

### 2 Complete the sentences with the words below.

taste senses navigate emit hunt detect

- Dolphins use echolocation to \_\_\_\_\_ their way around.
- Animals use their \_\_\_\_\_ to hunt, stay safe, communicate and navigate.
- When eagles \_\_\_\_\_, they use their amazing eyesight to find prey.
- Seals use their whiskers to \_\_\_\_\_ fish from a long way away.
- Most animals use their tongue to \_\_\_\_\_, but catfish use their whole bodies.
- Bats \_\_\_\_\_ clicking noises to help them locate things.

Mark:  / 6

## Word Skills

### 3 Rewrite the sentences with the phrasal verbs below.

bring up get over put down turn down turn up

- We waited, but John didn't arrive.  
\_\_\_\_\_
- I didn't want to mention it.  
\_\_\_\_\_
- You're always making me feel stupid.  
\_\_\_\_\_
- Kate was upset, but she'll recover.  
\_\_\_\_\_
- They offered me a job, but I rejected it.  
\_\_\_\_\_

Mark:  / 5

### 4 Complete the sentences with one word in each gap.

- A person's eye colour depends on their g\_\_\_\_\_.
- He wrote an important p\_\_\_\_\_ that was published in a medical journal.
- She was lucky that none of her internal o\_\_\_\_\_ were damaged in the accident.
- In the animal world, one parent usually stays with the o\_\_\_\_\_ while the other searches for food.
- Scientists have formulated a theory, but as yet they have no p\_\_\_\_\_.

Mark:  / 5

### 5 Match the sentence halves.

- |               |                                    |
|---------------|------------------------------------|
| 1 He appears  | a certain, but I think he's a vet. |
| 2 It looks as | b to be selling something.         |
| 3 Judging by  | c her face, I'd say she was upset. |
| 4 Nothing     | d if she's enjoying herself.       |
| 5 I can't be  | e springs immediately to mind.     |

Mark:  / 5

## Grammar

### 6 Rewrite the sentences using inversion.

- I've never been so embarrassed in my life.  
\_\_\_\_\_
- You shouldn't leave the resort under any circumstances.  
\_\_\_\_\_
- There won't be another delivery until next week.  
\_\_\_\_\_
- I ran into an old friend as soon as I left my house.  
\_\_\_\_\_
- They didn't consider splitting up at any time.  
\_\_\_\_\_
- We hadn't seen such poverty anywhere before.  
\_\_\_\_\_

Mark:  / 6

### 7 Complete the second sentence so that it means the same as the first. Write five words in each sentence. (Contractions count as two words.)

- The plate was very hot, but I didn't drop it.  
I managed \_\_\_\_\_ although it was very hot.
- Oscar had been offered a job, so he opted out of going to university.  
Oscar chose \_\_\_\_\_ because he had been offered a job.
- Living in the country, I don't usually hear very much traffic.  
I'm used to \_\_\_\_\_ because I live in the country.

## Review Unit 2

- 4 I thought your sister took her driving test last week.  
\_\_\_\_\_ her driving test last week?
- 5 I think we should go home now.  
\_\_\_\_\_ now?

Mark:  / 5

### 8 Choose the correct answers (a–c).

#### An unusual relationship

One of <sup>1</sup>\_\_\_ strangest friendships in literature occurs in <sup>2</sup>\_\_\_ story by E.B. White called *Charlotte's Web*. <sup>3</sup>\_\_\_ story is set on a farm in <sup>4</sup>\_\_\_ USA, where Charlotte – a spider – makes friends with a pig named Wilbur and helps to save his life. Although *Charlotte's Web* was written for <sup>5</sup>\_\_\_ children, it is popular with both young and adult readers all over <sup>6</sup>\_\_\_ world, and it has sold over 45 million copies in 23 different languages.

- |       |       |              |
|-------|-------|--------------|
| 1 a a | b the | c no article |
| 2 a a | b the | c no article |
| 3 a A | b The | c no article |
| 4 a a | b the | c no article |
| 5 a a | b the | c no article |
| 6 a a | b the | c no article |

Mark:  / 6

### 9 Choose the correct words to complete the text.

#### Man's best friend

There have been 'a lot / many dogs who have saved their owners, but 'no / none of them braver than a golden retriever named Figo. Figo isn't a pet; he's a guide dog for the blind. He has had <sup>3</sup>several / much different owners, and he's helped <sup>4</sup>every / all of them get around safely outside. On Monday, he was crossing the road with his current owner, Audrey Stone, when a bus didn't stop at the crossing. Figo jumped up at the bus to protect Audrey, who ended up injured, but alive. Figo needed an operation because he had hurt his leg and paw. Luckily, there were <sup>5</sup>few / a few passengers on the bus at the time: only two schoolchildren. <sup>6</sup>Either / Neither of them were injured.

Mark:  / 6

## Use of English

### 10 Complete the sentences using the correct form of the words in brackets. Use up to six words, including the words in brackets, and do not change the order of the words.

- 1 I \_\_\_\_\_ (not / feel / close) my brother since he got married.
- 2 My friends \_\_\_\_\_ (talk / into / play) for their football team, but I got injured in the first match.
- 3 Sally's mum \_\_\_\_\_ (tell / off / come) home late last night.
- 4 The documentary I watched \_\_\_\_\_ (put / off / eat) meat for life.
- 5 Not until everyone had taken their seats in the theatre \_\_\_\_\_ (play / begin).
- 6 Hardly \_\_\_\_\_ (reach / platform) when my train arrived.
- 7 \_\_\_\_\_ (not / we / meet) somewhere before?
- 8 Ryan \_\_\_\_\_ (try / not / think) his ex-girlfriend, but sometimes he finds it impossible.
- 9 I don't mind watching this film again because \_\_\_\_\_ (none / my friends / see) it.
- 10 The comedian was hilarious. We \_\_\_\_\_ (laugh / every) his jokes.

Mark:  / 10

Total:  / 60

### I can ...

Read the statements. Think about your progress and tick one of the boxes.

- ★ = I need more practice.    ★★★ = No problem!
- ★★ = I sometimes find this difficult.

	★	★★	★★★
I can describe parts of animals and their senses.			
I can use negative structures.			
I can understand a discussion about sibling rivalry.			
I can use articles and quantifiers.			
I can use phrasal verbs.			
I can understand an article that talks about science and experiments.			
I can describe and compare photos and give opinions about friendship.			
I can write an opinion essay on the topic of friendship.			

## Vocabulary

## A

## The human brain

*I can describe the parts and functions of the brain.*

### 1 Choose the correct words (a–c) to complete the sentences.

- The brain is made up of two \_\_\_\_\_, the left and the right.  
a emotions    b hemispheres    c functions
- The brain controls our \_\_\_\_\_. It tells the muscles in different parts of our body to work when we need them to, for example, when we are walking or talking.  
a movement    b self-awareness    c logic
- Birds of prey, for example, hawks, owls, and eagles, hunt small animals on the ground from very high up in the air. So they need very good \_\_\_\_\_.  
a creativity    b speech    c vision
- Different people can have very different ways of \_\_\_\_\_. Some people like to take risks so their choices are very different to people who prefer to take the safe option.  
a decision making    b concentration  
c perception
- The brain is able to process \_\_\_\_\_ very quickly. As soon as somebody has spoken, we are able to respond to what they have said.  
a problem solving  
b language  
c sensation
- It is very difficult to measure \_\_\_\_\_. We can do tests and exams, but they usually only cover a specific area or topic and don't show how clever a person is.  
a planning    b intelligence  
c self-awareness
- When you put your hand into very hot water, the \_\_\_\_\_ of pain can be felt all the way up your arm.  
a logic    b emotion    c sensation
- Some people have very good \_\_\_\_\_ skills and are able to find a solution to any difficulties they may have.  
a speech    b problem solving  
c creativity

### 2 Match the words with their definitions.

self-awareness    perception    speech    creativity  
concentration    emotion/s    memory    planning

- The process of using words to describe your thoughts and feelings.
- The ability to design and make new things.

- The process of thinking about the future and deciding how to reach your goals.
- The process of thinking about the way you behave and the way you feel.
- The function of the brain that stores past experiences and allows you to remember them.
- The feelings that people have, such as happiness, anger, fear and excitement.
- The process of using your senses, especially sight, to be aware of something.
- The process of thinking about something for a long time and giving it all your attention.

### 3 1.09 Listen to eight short dialogues and complete the sentences with words from exercise 2.

- Jon thinks that he may fail his exam because his \_\_\_\_\_ levels were low.
- Aliya thinks that she has a bad \_\_\_\_\_.
- Sachiko is \_\_\_\_\_ to go to university next year to study engineering.
- Nurlan's favourite subject at school is art and design because he \_\_\_\_\_ is his strong point.
- Shamil thinks that her \_\_\_\_\_ of colour is different to other people.
- Ruth's \_\_\_\_\_ is strong, just like her mother.
- Madina felt lots of different \_\_\_\_\_ when she left home to go to university.
- Azat's \_\_\_\_\_ developed very late and his mother was very worried about him.

### 4 Read the sentences and circle the correct emotions.

- You can often feel **frustration / envy** when you try to do something many times but keep failing.
- If you go on a fast ride at a theme park, you can feel the **anger / thrill** of risk-taking.
- You feel **contentment / anxiety** when things are going well in your life.
- Before an exam, you can often feel a lot of **amusement / stress**.
- You can feel **shame / contentment** when you do something that you know is wrong and wish you hadn't done it.
- If you want what somebody else has, you are experiencing **misery / envy**.


## Comparison

*I can make comparisons.*

- 1 Complete the sentences with the comparative or superlative form of the adverb in brackets.**
- Who works \_\_\_\_\_ (hard) out of all the students in the class?
  - There isn't much traffic today, so we should arrive \_\_\_\_\_ (soon) than we expected.
  - If you ate \_\_\_\_\_ (slowly), you'd enjoy your food more!
  - The Swiss tennis player performed \_\_\_\_\_ (well) than his opponent and won the tournament.
  - Erik did \_\_\_\_\_ (badly) than I did in this month's test.
  - The world's population is growing \_\_\_\_\_ (fast) today than at any point in history.
  - My grandparents' house isn't far, but my aunt lives \_\_\_\_\_ (near) of all my family.
- 2 Match the two halves of the comparative sentences.**
- |                                       |                                    |
|---------------------------------------|------------------------------------|
| 1 He's far more handsome in real life | a the colder it will be.           |
| 2 The harder you work,                | b than I'd wanted to.              |
| 3 I spent more this week              | c the cheaper the tickets will be. |
| 4 The later you leave tonight,        | d than on TV.                      |
| 5 The sooner we book,                 | e than it looks.                   |
| 6 This ice cream is less tasty        | f the more we feed it!             |
| 7 Our cat's getting bigger and bigger | g the better you'll do.            |
- 3 Write the words in the correct order to make comparative sentences.**
- that / one / than / is / This / expensive / cap / more / slightly  
\_\_\_\_\_
  - will / than / much / a / taxi / longer / take / The bus  
\_\_\_\_\_
  - do / far / than / My / scarier / I / finds / brother / spiders  
\_\_\_\_\_
  - lot / cycling / energetic / Walking / is / than / less / a  
\_\_\_\_\_
  - little / planned / Her / than / a / she'd / shopping / took / longer  
\_\_\_\_\_
  - today / even / be / tomorrow / hotter / Apparently / will / than / !  
\_\_\_\_\_
  - news / you / surprised / I / the / less / than / was / no / at  
\_\_\_\_\_
- 4 Choose the correct answers (a–c) to complete the sentences.**
- A quarter is \_\_\_ much as 25%.  
a nowhere near as      b almost as  
c just as
  - A second is \_\_\_ long as a minute.  
a not quite as      b nothing like as  
c nearly as
  - Eleven forty-five p.m. is \_\_\_ late as midnight.  
a nearly as      b nowhere near as  
c just as
  - Ninety-eight cents is \_\_\_ much as a euro.  
a just as      b not quite as  
c nothing like as
  - Spain is \_\_\_ cold as Iceland.  
a nearly as      b almost as  
c nowhere near as
  - The UK is \_\_\_ big as Kazakhstan.  
a almost as      b nothing like as  
c not quite as
- 5 Complete the second sentence so that it means the same as the first.**
- That was the worst holiday I'd ever had!  
I'd never had a holiday as \_\_\_\_\_ one!
  - If we walk fast, we'll get there quicker.  
The \_\_\_\_\_ we'll get there.
  - Fast food used to be less healthy.  
Fast food is \_\_\_\_\_ used to be.
  - My jacket is nothing like as comfortable as yours.  
Your jacket is far \_\_\_\_\_ mine.
  - Your brother is the same age as me.  
Your brother is just \_\_\_\_\_ I am.
  - Indian food is far spicier than English food.  
English food is nothing \_\_\_\_\_ Indian food.
- 6 Complete the text with the words below.**  
as far fewer like more nowhere than the
- Thanks to some films and TV shows, and certain types of music, many people still regard big cities in the USA as violent and crime-filled. However, recent reports show that they're <sup>1</sup> \_\_\_\_\_ near as dangerous as some people believe. Statistics for violent crime are nothing <sup>2</sup> \_\_\_\_\_ as bad as they were in the 1990s; the chance of being robbed or murdered is much lower <sup>3</sup> \_\_\_\_\_ in the 1990s when those crimes were far <sup>4</sup> \_\_\_\_\_ common than they are today. There are also slightly <sup>5</sup> \_\_\_\_\_ property crimes than forty years ago, with a drop of 2.8% being reported by some sources. Many inner-city areas once considered 'no-go' zones are <sup>6</sup> \_\_\_\_\_ more pleasant than they used to be, and cities generally are just as safe <sup>7</sup> \_\_\_\_\_ anywhere else in the world. The problem, of course, is that the more the media focuses on the few serious crimes, <sup>8</sup> \_\_\_\_\_ more afraid people become.

## Keep calm!

*I can understand emphasis.*


1  1.10 Listen to sentences 1–5 and underline the emphasised word(s).

- 1 Do you want tea or coffee?
- 2 'Is your number 07765?' 'No, it's 07756.'
- 3 That one's my jacket. The leather one.
- 4 'Is your name Mike?' 'No, it's Mark.'
- 5 Is that yours or mine?

**Listening Strategy**

When you listen, pay attention to the words that the speaker emphasises. Usually, a speaker uses emphasis:

- a to highlight new or important information, for example: I've lost my bag. It's a cotton bag, with stripes.
- b to put contrast two alternatives, for example: Was it black or brown?
- c to contradict what someone else has said, for example: Well, that's not my bag.


2  1.11 Read the Listening Strategy. Listen to six dialogues. Underline which words are emphasised in each one. Match each one with a reason from the Strategy (a, b or c).

- 1 \_\_\_\_\_  
A Which are your shoes?  
B The ones with the laces.
- 2 \_\_\_\_\_  
A I think I need a new phone.  
B What? You've got a new phone?  
A No, I said I need a new phone!
- 3 \_\_\_\_\_  
A Can you give me a description of the thief, please?  
B Yes, he was tall and he had blonde hair.
- 4 \_\_\_\_\_  
A Shall we go shopping tomorrow or on Wednesday?  
B Let's go tomorrow.
- 5 \_\_\_\_\_  
A Don't forget your keys.  
B But they're not my keys. They must be Edward's.
- 6 \_\_\_\_\_  
A I'll get your suitcase. Is it the black one or the brown one?  
B The brown one.


3 Look at the lines of dialogue. Underline where the emphasis should go and say which reason from the Listening Strategy it matches with.

- 1 Do you want a sandwich or a burger?  
\_\_\_\_\_
- 2 A Is your locker number 14?  
B No, number 40.  
\_\_\_\_\_

- 3 Is this your drink or mine?  
\_\_\_\_\_
- 4 Have you seen my scarf? It's green. Light green.  
\_\_\_\_\_
- 5 A Are you going to the leisure centre this afternoon?  
B No, this morning.  
\_\_\_\_\_
- 6 My house has a red door and it's number 5.  
\_\_\_\_\_

4  1.12 Listen and check your answers to exercise 3.



5  1.13 Listen to the dialogue between two friends, Josh and Max. Choose the correct answers (a–d).

- 1 At the beginning of the conversation, Josh
  - a ignores Max.
  - b feels ill.
  - c pretends that everything is OK.
  - d wants to go to chemistry class.
- 2 Josh tells Max
  - a that he's sorting out a problem.
  - b that he's made some new friends.
  - c that he's done something he regrets.
  - d not to tell his father.
- 3 Max's view is that
  - a Josh's dad will be angry with him.
  - b Josh's new friends are cool.
  - c Josh should confess to his father.
  - d Josh should challenge the boys.
- 4 Josh feels
  - a his father doesn't like Max.
  - b grateful for Max's support.
  - c he can't do anything about the situation.
  - d Max's advice isn't helpful.

## Infinitives and -ing forms

*I can use infinitives and -ing forms.*

### 1 Complete the sentences with the correct form of the verbs in brackets.

- I don't remember \_\_\_\_\_ (meet) him before, although he looks familiar.
- It's very rude when people stop \_\_\_\_\_ (talk) to you and answer their phone.
- They meant \_\_\_\_\_ (get) off the bus at the last stop, but they missed it.
- Do you regret not \_\_\_\_\_ (have) a party for your birthday?
- My brother graduated from university and went on \_\_\_\_\_ (become) a vet.
- If you stopped \_\_\_\_\_ (think) for a moment, I'm sure you'd find a solution.
- He tried not \_\_\_\_\_ (make) too much noise when he got home.

### 2 Complete the sentences with the -ing form of the words below.

drive finish go keep live lose make

- Sam discovered that \_\_\_\_\_ in a city was more expensive than in a village.
- \_\_\_\_\_ to the gym twice a week will make a real difference to your fitness.
- \_\_\_\_\_ the match was disappointing after the team had tried so hard.
- My mother taught me that \_\_\_\_\_ fun of other people isn't nice.
- \_\_\_\_\_ has become quite expensive as the cost of fuel continues to rise.
- Don't worry about \_\_\_\_\_ the cleaning now – we can do it later.
- \_\_\_\_\_ cool in the summer can be a real problem in some countries.

### 3 Match the sentence halves. Then complete the sentences with the -ing form or the infinitive of the verbs in brackets.

- If you heard someone
  - We have to get out – can't you hear
  - It was a really strong earthquake; we felt
  - We stood and watched the parade
  - Did you see him
  - I was horrified to feel
- a the ground \_\_\_\_\_ (shake) for several minutes.  
 b \_\_\_\_\_ (score) that last goal? It was amazing!  
 c something \_\_\_\_\_ (crawl) slowly up my leg as I was lying in bed.  
 d \_\_\_\_\_ (shut) the door then he must have already gone out.  
 e the fire alarm \_\_\_\_\_ (ring)?  
 f \_\_\_\_\_ (come) down the street while everyone cheered.

### 4 Choose the correct words to complete the text.



Many people would rather <sup>1</sup>say / not say anything when they experience bad service. For example, in a restaurant, they would sooner <sup>2</sup>pretend / not pretend that their meal was fine, even if they didn't really enjoy it. But why <sup>3</sup>wait / not wait until afterwards, then tell your friends about it? Surely you'd sooner <sup>4</sup>let / not let those responsible know that there's a problem? For some reason, many of us think we'd better <sup>5</sup>cause / not cause a fuss, but would you really rather <sup>6</sup>leave / not leave a shop or restaurant feeling that you've been cheated? Why <sup>7</sup>be / not be more assertive next time you have a genuine complaint?

### 5 Choose the correct answers (a–d) to complete the sentences.

- If it's still snowing, why \_\_\_\_\_ a cab home?  
a not getting    b get    c not get    d getting
- I'm sure my parents would rather \_\_\_\_\_ to the theatre than a night club!  
a going    b not going    c not go    d go
- \_\_\_\_\_ in the corridor isn't allowed.  
a Running    b Not run    c Run    d Not running
- She didn't mean \_\_\_\_\_ so much salt in the curry.  
a to put    b putting    c not to put    d not putting
- Did you see anyone \_\_\_\_\_ suspiciously last night?  
a not behaving    b to behave    c behaving    d not behave
- Would you sooner \_\_\_\_\_ at home this evening or go into town?  
a staying    b stay    c to stay    d not stay

### 6 Rewrite the sentences so that they have a similar meaning. Use the word in brackets.

- If you don't understand, you should ask the teacher. (why)  
\_\_\_\_\_
- Would you prefer chips or potatoes? (rather)  
\_\_\_\_\_
- It wasn't her intention to upset anyone. (mean)  
\_\_\_\_\_
- She forgot to post the parcel yesterday. (remember)  
\_\_\_\_\_
- Don't spend ages on the computer before bed. (better)  
\_\_\_\_\_
- Alex won't talk to him since they fell out. (stopped)  
\_\_\_\_\_

## Preposition and noun phrases

I can use preposition + noun phrases.

## 1 Choose the correct answers (a–c) to complete the sentences.

- It looks as though that shop has closed \_\_\_ – it's been empty for weeks now.  
a for now    b for one thing    c for good
- The instructions should be clear, but if you're \_\_\_, just ask someone.  
a in doubt    b in vain    c in effect
- It was a horrible journey, but we got there \_\_\_.  
a in all    b in the end    c in that case
- If the staff here think you're \_\_\_, they'll ask to see some identification.  
a under arrest    b under the impression    c under age
- There's too much \_\_\_ to risk failing this exam.  
a at stake    b at fault    c at the moment
- Do you have more \_\_\_ with your father or your mother?  
a in any case    b in common    c in that case

## 2 Write the words in brackets in the correct order to complete the sentences.

- We were (the / impression / party / the / under / that) had been cancelled.  
\_\_\_\_\_
- Ruslan and Maira (a / have / for / been / while / dating).  
\_\_\_\_\_
- I'm afraid (a / moment / I'm / busy / the / bit / at). Can I call you back?  
\_\_\_\_\_
- I was going to buy the brown boots, (on / decided / second / but / thoughts / I) to get the black ones.  
\_\_\_\_\_
- 'What do you like about living in Barcelona?' 'Well, (one / a / got / for / thing / it's) great nightlife.'  
\_\_\_\_\_
- I'll lend you this book (give / on / you / that / it / condition) back next week.  
\_\_\_\_\_

## 3 Complete the sentences with the correct prepositions.

- The ticket office sold me a return rather than a single \_\_\_\_\_ mistake.
- Do you think Petra didn't invite us to her party \_\_\_\_\_ purpose?
- I heard Finn got \_\_\_\_\_ trouble for not doing his homework.
- Tina's not very keen on rock music – \_\_\_\_\_ fact, she can't stand it!
- I'd like to see you later, but \_\_\_\_\_ course, if you're busy, that's fine.
- No one was really \_\_\_\_\_ fault. It was just an accident.

## 4 Correct the mistakes in the phrases in bold. Tick the correct sentences.

- It was a long day and **at the time** I got home I was exhausted.
- The show doesn't start until eight, so we should still get there **in time**.
- Joe and Lisa were always arguing and **at the end** they split up.
- It's only **by the end** of the book that you learn the killer's identity.
- I didn't realise it **by the time**, but the girl we met last night was Terry's sister.
- We should have moved house **by the end** of the month.

## 5 Choose the correct words to complete the text.

How do you stop being friends with someone you no longer feel close to? If you've been friends for **a while / one thing**, you may simply not have anything in **effect / common** any more. It doesn't mean anyone's at **fault / last**. If you've tried in **vain / control** to make things work, maybe it's best to end the friendship. Naturally, you don't want to hurt the other person, and if you're in any **time / doubt**, don't say or do anything you might regret. Perhaps your friend doesn't realise how you feel - they may be under **control / the impression** that everything's fine. You could talk to them and suggest not seeing each other for a few weeks, and in **time / fact** you'll know whether you want your friendship to continue or not.



## VOCAB BOOST!

When you come across a new preposition + noun phrase, record it in your notebook under the preposition.

*by*: chance, mistake    *with*: (any) luck    *for*: a while

Then write an example sentence for each preposition + noun phrase to help you remember it:

*With any luck*, my parents will let me stay over at my friend's house tonight.

6 Read the *Vocab boost!* box. Complete the sentences with an appropriate noun and your own ideas.

- Although I haven't done it for a \_\_\_\_\_, I used to like \_\_\_\_\_.
- At the \_\_\_\_\_, my favourite song is \_\_\_\_\_.
- The last time I was late for something was \_\_\_\_\_, I couldn't get there on \_\_\_\_\_ because \_\_\_\_\_.
- In the future, I'd love to \_\_\_\_\_. With any \_\_\_\_\_, I'll be able to \_\_\_\_\_.
- There are several reasons why I like my best friend. For one \_\_\_\_\_, he/she \_\_\_\_\_.

# The human brain and memory

*I can understand an article about how the human brain stores memories.*

## Revision: Student's Book page 31

### 1 Complete the sentences with the words below.

branch equations curriculum approaches advocates rote

- Teachers often take different \_\_\_\_\_ when it comes to teaching spelling in primary school.
- At secondary school, children are expected to solve complicated maths problems and \_\_\_\_\_.
- Some mathematical calculations are taught by \_\_\_\_\_ learning where children simply memorise the numbers in the correct order.
- Maths is part of the \_\_\_\_\_ in most schools around the world.
- Chemistry is a \_\_\_\_\_ of science, along with physics and biology.
- In some Asian countries, many teachers are \_\_\_\_\_ of the abacus.

### 2 Read the article quickly and tick the correct summary.

- The article looks at the way the brain stores one type of memory.
- The article looks at the way the brain stores two different types of memory.
- The article looks at the way the brain stores three different types of memory.

## Reading Strategy

When you come across an unfamiliar word in a text, ask yourself if you need to know its meaning to do the task. If you do, first decide what part of speech it is. Then try to work out from the context what it might mean.

### 3 Read the Reading Strategy. Then find and underline the words below in the article.

#### What part of speech are they?

specific recognise process combine connections recalls

### 4 Look again at the words from exercise 2 in the article. Use the context to match the words to the definitions below.

- to prepare or organise something \_\_\_\_\_
- to join two or more things together \_\_\_\_\_
- clearly defined or identified \_\_\_\_\_
- to bring a memory to mind \_\_\_\_\_
- to know/identify from having seen before \_\_\_\_\_
- the links between two or more things \_\_\_\_\_

### 5 Read the article again and answer the questions.

- What do our memories allow us to do?
- Give an example of a short term memory.
- Where are our short term memories stored?
- How long are short term memories stored for?
- How many things can we store at one time in our short term memory?

### 6 Where are our long term memories stored?

### 7 What happens when memories are played through the hippocampus?

### 8 What lights up in a brain scan?

## CAN YOU REMEMBER THAT?

Think back to when you were a child – perhaps to the age of five or six. What do you remember? Often, we remember specific experiences or events such as going to the circus with family, or a birthday party with friends and a big chocolate cake. Memories are incredibly important to us as humans. Not only do they make our lives rich in terms of our memories of experiences, but they also allow us to learn, to tell stories, and to recognise each other and the world around us. Without memories our lives would be completely different. So how does the brain store our memories?

There are two ways that the human brain stores memories. Short term memories, such as a phone number or a street name, are processed in the front of the brain in a highly-developed area called the pre-frontal lobe. Scientists have shown that short-term memories usually last for around 15 to 30 seconds and the number of items, for example numbers, we can store is around seven.

Long-term memories such as a birthday party are processed and stored in a deeper area of the brain called the hippocampus. This part of the brain is able to process lots of memories and combine them into a single 'experience' of memory. So, for example, you have a single memory of the birthday party rather than lots of separate memories of how the party looked, sounded, and smelled. As memories are played through the hippocampus, the connections between the brain cells become stronger and this creates a fixed memory that can be recalled when needed.

In a brain scan, scientists can see the different areas of the brain light up as a person recalls a memory, and this helps us to understand which areas of the brain are responsible for the different types of memory.



## Role-play

I can use diplomatic language in a discussion.



### 1 Match the sentence halves to make phrases for being diplomatic.

- |                          |                        |
|--------------------------|------------------------|
| 1 Can I have a word      | a feel that ...        |
| 2 Well, it's             | b it up, but ...       |
| 3 What did you have      | c something earlier.   |
| 4 I thought              | d we resolve this?     |
| 5 You must               | e with you about ... ? |
| 6 So, how can            | f perhaps we could ... |
| 7 I didn't want to bring | g just that ...        |
| 8 You should have said   | h in mind?             |
| 9 And could we possibly  | i agree on ... ?       |

### 2 Listen to a student doing the task below. Tick the phrases in exercise 1 that you hear.

You are going on holiday with a friend for the first time. You are having problems with your friend. You feel you are taking all the responsibility. Talk with your friend about preparing for the trip and agree on a fair division of the tasks.

### 3 Put the following topics in the order they were discussed. What other topic was discussed?

- a  arranging insurance  
 b  changing money and traveller's cheques  
 c  organising transport to the airport  
 d  booking and paying for the holiday

### 4 Read the Speaking Strategy. Listen again. Note examples of the strategies you hear.

#### Speaking Strategy

In a guided conversation, listen carefully to what the other person is saying and show interest.

Use structures like *Oh, dear ... Oh, I'm sorry ... I didn't realise ...* to empathise with the other person.

Use question tags, e.g. *... don't you? ... isn't it?... are you?* to gain agreement from the other person.

### 5 Match the question tags with the statements.

- 1 You've got the money, \_\_\_ ?  
 2 I paid for the ticket, \_\_\_ ?  
 3 Holidays aren't easy to organise, \_\_\_ ?  
 4 We hadn't booked the tickets, \_\_\_ ?  
 5 She can't be telling the truth, \_\_\_ ?
- a had we?  
 b didn't I?  
 c can she?  
 d haven't you?  
 e are they?

### 6 Complete the second sentence so that it has a similar meaning to the first. Use *supposed to*.

- 1 It's important that we keep our travel documents safe at all times.  
 \_\_\_\_\_
- 2 It's expected that we leave a tip after the meal.  
 \_\_\_\_\_
- 3 We need to pay for the holiday by the 25th.  
 \_\_\_\_\_

### 7 Read the task below. Prepare your points about the issues below. Think of diplomatic phrases to use.

You are on holiday with a friend and are having problems with him/her. You feel you are taking all the responsibility for organising sightseeing trips, looking after the money and the luggage, and keeping the hotel room tidy. Talk with your friend about agree on how you can share these tasks.

- 1 organising sightseeing trips  
 \_\_\_\_\_
- 2 looking after the money and luggage  
 \_\_\_\_\_
- 3 keeping the hotel room tidy  
 \_\_\_\_\_

### 8 Think of one more topic to add and prepare a diplomatic phrase to use.

\_\_\_\_\_

### 9 Now do the task using your notes from exercises 7 and 8.

## Essay: for and against

*I can discuss both sides of a topic.*



### Preparation

#### Writing Strategy

When you write an essay, you need to ensure that it has a clear structure.

**Paragraph 1:** introduction (stating the issue)

**Paragraph 2:** arguments for the statement

**Paragraph 3:** arguments against the statement

**Paragraph 4:** summary, your own opinion

#### 1 Read the Writing Strategy and the task below. What ideas do you expect to see in the essay?

'A problem shared is a problem halved.' Write an essay in which you offer arguments for and against discussing your personal problems with a friend.

#### 2 Look at the phrases below. Find six more phrases for introducing arguments in the essay.

##### Introducing one side of the argument

1

It can be argued that ...

2

On the one hand, ...

3

Furthermore, / Moreover, ...

##### Introducing the other side of the argument

However, ...

On the other hand, ...

4

Having said that, ... / That said, ...

And yet, ...

5

6

#### 3 Write the second sentence so that it has the same meaning as the first. Use the words in brackets.

1 I'll do the dishes if you clean the kitchen. (provided that)

2 Despite the fact that he seems nice, I still don't trust him. (even though)

3 Always try everything, despite the possibility it might not work out. (even if)

4 He'll fix your bike if you lend it to him on Saturday. (on condition that)

5 If I study all week, I'll pass the exam. (provided that)

When people say that 'a problem shared is a problem halved,' they mean that it is good to talk about your issues with someone else. While this may be true, there can also be disadvantages to looking for help in this way.

The first advantage of talking to a friend about a personal problem is that you will gain sympathy and support from someone who cares about you. No one can deny that it is very helpful to have someone who listens to you and shows concern. Even if your friend can't offer practical advice, it will still make you feel better. It is also true that talking through a problem can help you come to a solution yourself.

So are there any disadvantages in confiding in friends in this way? Although it is true that it is helpful to share your problems with a friend, we should also remember that it is not a good idea to talk about your personal problems to everybody, or it can easily become gossip. It is important to pick one good friend that you can trust to keep your problem to themselves. Moreover, not everybody is kind, so you can end up feeling worse, unless you choose your friend wisely.

To sum up, talking about your problems to a friend is a very beneficial thing to do, provided that you pick the right person. A good friend is one you can trust.

### Writing Guide

'You should always paddle your own canoe.' Write an essay in which you offer arguments for and against being totally independent, not asking for help and only relying on yourself.

#### 4 Read the task and make notes.

Advantages \_\_\_\_\_

Disadvantages \_\_\_\_\_

#### 5 Write your essay.

##### CHECK YOUR WORK

Have you ...

- followed the structure in the Writing Strategy?
- included key phrases for presenting your ideas?
- used a linker where possible?

## Vocabulary

## 1 Complete the sentences with the words below.

anxious angry content frustrated envious  
miserable stressed amused

- Beth is completely \_\_\_\_\_ with the course she's doing. It's nothing like she expected it to be.
- My sister's a bit \_\_\_\_\_ about her wedding at the moment. She can't sleep at night.
- I felt utterly \_\_\_\_\_ when I fell down the stairs. The whole class saw me and laughed!
- I'm rather \_\_\_\_\_ of your new smartphone. I'd love to have one like that!
- We were very \_\_\_\_\_ when my little brother disappeared. He was missing for over an hour.
- My dad feels very \_\_\_\_\_ about losing his job. He thinks it was really unfair.
- We were quite \_\_\_\_\_ to sit and wait. We weren't in any hurry.
- Everybody was \_\_\_\_\_ by the play.

Mark:  / 8

## 2 Complete the second sentence with an idiom containing the word in brackets.

- I'm thrilled about winning the race. (moon)  
I'm \_\_\_\_\_.
- My mum is exasperated with my older brother. (hair)  
She's \_\_\_\_\_.
- Tom isn't sure if he should go to university. (minds)  
He's \_\_\_\_\_ about it.
- Our first exam is today, so we're a bit anxious. (edge)  
We're all \_\_\_\_\_.
- Waiting in queues makes me feel irritated. (nerves)  
It \_\_\_\_\_.
- Mia didn't get the job, so she's miserable. (dumps)  
She's \_\_\_\_\_.

Mark:  / 6

## Word Skills

## 3 Complete the sentences with the correct prepositions.

- You're here \_\_\_\_\_ last. I've been waiting for ages!
- My cousin's staying with us \_\_\_\_\_ now, until he finds his own place.
- The future of that company is \_\_\_\_\_ doubt because it's losing money.
- Let's meet at 8.00. \_\_\_\_\_ second thoughts, we'd better make it 7.15 so that we have time to get the tickets.
- I was \_\_\_\_\_ the impression that it was going to rain today.
- Sorry I'm late. I got on the wrong bus \_\_\_\_\_ mistake.
- \_\_\_\_\_ course she'll be upset if you don't go to her party. You're her best friend!

Mark:  / 7

## 4 Complete the text about crime. Write one word in each gap.

Despite the fact that gun possession is legal in Iceland, <sup>1</sup>v\_\_\_\_\_ crimes, like murder, are almost unheard of. Around a quarter of the country's population owns a gun, but these are hardly ever used to <sup>2</sup>c\_\_\_\_\_ crimes. Pickpocketing and other <sup>3</sup>p\_\_\_\_\_ crimes are also rare. According to experts, the country has a tradition of crime <sup>4</sup>p\_\_\_\_\_ which stops any potential issues as soon as they are detected. In the 1970s, the government dealt with a minor crime <sup>5</sup>w\_\_\_\_\_, involving drugs, by creating a separate drugs police force and drugs court. Today, there are relatively few hard drugs in Iceland compared to other countries. Politicians are currently attempting to <sup>6</sup>c\_\_\_\_\_ organised crime, which is on the increase, by passing new laws that will aid police in the fight.

Mark:  / 6

## 5 Complete the dialogue with diplomatic phrases.

- A Rose, can I have a <sup>1</sup>\_\_\_\_\_ with you?  
B Sure. What's up?  
A I didn't want to <sup>2</sup>\_\_\_\_\_ it up, but you still owe me some money.  
B Yes, I know. I'm really sorry about that.  
A I thought <sup>3</sup>\_\_\_\_\_ we could talk about when you were planning on paying me back.  
B I'm afraid I can't give it to you right now, Lily.  
A Why's that?  
B It's <sup>4</sup>\_\_\_\_\_ that my mum lost her job last month, so she's stopped giving me pocket money.  
A Oh, no! You should have <sup>5</sup>\_\_\_\_\_ something earlier.  
B You <sup>6</sup>\_\_\_\_\_ feel that you can't trust me any more!  
A No, it's not that. I just couldn't understand why you hadn't paid me back. Now I know!

Mark:  / 6

## Grammar

## 6 Complete the second sentence with a comparative or superlative so that it means the same as the first. Use the correct form of the adverb or adjective from the first sentence.

- You don't walk as fast as me.  
I walk \_\_\_\_\_.
- No one in my family sings as badly as my sister.  
My sister is \_\_\_\_\_.
- My best friend is more outgoing than me.  
I'm not \_\_\_\_\_.

## Review Unit 3

- 4 You'll be safe if you're cautious.  
The more cautious you are, \_\_\_\_\_.
- 5 My mum doesn't drive as carefully as my dad.  
My dad drives \_\_\_\_\_.
- 6 No one I know is more critical than my brother.  
My brother is \_\_\_\_\_.

Mark:  / 6

### 7 Look at the figures in the table. Then complete the sentences with the words below.

even far nearly nothing nowhere

The 100 most dangerous cities in the USA, 2015		
City	Population	Crime rate (per 1,000)
Camden, New Jersey	76,903	25.66
Chester, Pennsylvania	34,046	21.53
Detroit, Michigan	688,701	21.1
Philadelphia, Pennsylvania	1,553,165	11

- 1 The crime rate in Philadelphia is \_\_\_\_\_ near as high as it is in Camden.
- 2 Camden's population is \_\_\_\_\_ like as large as Philadelphia's.
- 3 Camden's population is quite small, but Chester's is \_\_\_\_\_ smaller.
- 4 Chester's population isn't \_\_\_\_\_ as big as Detroit's.
- 5 There are \_\_\_\_\_ more people living in Philadelphia than there are in Detroit.

Mark:  / 5

### 8 Complete the sentences with the infinitive, the infinitive without *to* or the *-ing* form of the verbs below.

argue ask get pack swim waste

- 1 I've been meaning \_\_\_\_\_ about your job interview.
- 2 I think my brother has fallen out with his girlfriend. I heard them \_\_\_\_\_ last night.
- 3 \_\_\_\_\_ is not advisable when there is a storm warning.
- 4 I'd rather \_\_\_\_\_ a takeaway than cook dinner tonight.
- 5 Why \_\_\_\_\_ time in front of the TV when you could be outside in the sunshine?
- 6 I remembered \_\_\_\_\_ my tracksuit, but I didn't bring my trainers, so I can't go running.

Mark:  / 6

## Use of English

### 9 Choose the correct answers (a–c) to complete the text.

Jet lag is a problem experienced after a long-haul flight. It occurs when people cross a number of time zones, disrupting their natural body clock <sup>1</sup> a while. One of <sup>2</sup> common symptoms is a disturbed sleep pattern, which means that they may want to sleep during the day <sup>3</sup> first. <sup>4</sup> confused and disoriented is another symptom. It usually takes one or two days to get the body clock <sup>5</sup> control again, although some people adjust to jet lag more <sup>6</sup> than others. The symptoms are usually <sup>7</sup> worse when going from west to east, because some time is lost during the journey, making the day of arrival <sup>8</sup> . This causes problems for travellers, who would sooner <sup>9</sup> sleep than try to force it. In general, the more time zones that are crossed, <sup>10</sup> severe the jet lag can become.

- 1 a during                      b for                      c in  
 2 a more                      b most                      c the most  
 3 a at                      b by                      c on  
 4 a Feel                      b To feel                      c Feeling  
 5 a over                      b in                      c under  
 6 a quick                      b quicker                      c quickly  
 7 a more                      b much                      c quite  
 8 a shortest                      b shorter                      c shortly  
 9 a delay                      b to delay                      c delaying  
 10 a more                      b the more                      c the most

Mark:  / 10

Total:  / 60

### I can ...

Read the statements. Think about your progress and tick one of the boxes.

- ★ = I need more practice.      ★★★★★ = No problem!  
 ★★ = I sometimes find this difficult.

	★	★★	★★★	★★★★	★★★★★
I can describe the parts and functions of the brain					
I can make comparisons.					
I can understand emphasis.					
I can use infinitives and <i>-ing</i> forms.					
I can use preposition + noun phrases.					
I can understand a text about crime.					
I can use diplomatic language in a discussion.					
I can discuss both sides of a topic.					

# 4

# Investigate and report on timekeeping devices

## Vocabulary

### A

## Keeping time

*I can talk about timekeeping devices*

### 1 Match the pictures with the correct timekeeping devices.

- |                     |                    |
|---------------------|--------------------|
| 1 water clock       | 2 atomic clock     |
| 3 pendulum clock    | 4 mechanical clock |
| 5 hourglass         | 6 candle clock     |
| 7 quartz wristwatch | 8 sundial          |

### 2 Put the devices in exercise 1 in order of oldest (a) to most recent (h).

- |           |         |         |
|-----------|---------|---------|
| a sundial | b _____ | c _____ |
| d _____   | e _____ | f _____ |
| g _____   | h _____ |         |

### 3 Read the sentences and then choose the correct timekeeping device (a-c).

- This device burns fat to mark the passing of time.
  - atomic clock
  - candle clock
  - hourglass
- In this device, electricity is used to make a crystal vibrate to measure time.
  - quartz wristwatch
  - water clock
  - mechanical clock
- This device uses a shadow on a flat surface to tell the time.
  - pendulum clock
  - hourglass
  - sundial
- A long metal weight swings from side to side to measure time.
  - atomic clock
  - candle clock
  - pendulum clock
- This device uses water filling up and emptying from a vessel to measure time.
  - water clock
  - mechanical clock
  - hourglass
- This device measures time by using the electromagnetic signals of electrons when they change energy levels.
  - quartz wristwatch
  - atomic clock
  - candle clock

7 Falling weights are used to measure time in this device.

- |                    |                  |
|--------------------|------------------|
| a mechanical clock | b pendulum clock |
| c water clock      |                  |

8 The time it takes sand to travel from one side of a special jar to the other is used to measure time in this device.

- |                |             |
|----------------|-------------|
| a sundial      | b hourglass |
| c atomic clock |             |

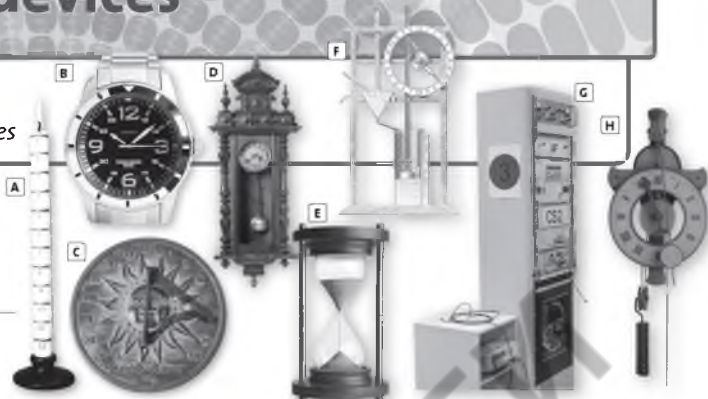
### 4 Match the words below with the descriptions. There are two extra words.

decade leap year season millisecond equinox  
lunar month solstice eon

- One thousandth of a second. \_\_\_\_\_
- A special year that has 366 days. \_\_\_\_\_
- A period of ten years. \_\_\_\_\_
- The longest and shortest days of the year. \_\_\_\_\_
- Each of the four divisions of the year. \_\_\_\_\_
- When day and night are of equal length. \_\_\_\_\_

### 5 Read the sentences using the first conditional and decide if they are grammatically correct (C) or incorrect (I).

- If you visit Kazakhstan, you might eat shashlik – roast meat served on a stick.
- If you fly to Kazakhstan on holiday, you will probably land at Almaty International airport.
- If you want to visit the village of Aral, could you go by train.
- If you go to Karkaraky National Park, you may see a golden eagle or a Eurasian linx.
- If want you to experience a fascinating culture, you won't be disappointed by Kazakhstan.
- If you want to find your way around Nursultan, you needed a map.
- If you visit the desert in the south of Kazakhstan, you see many historical monuments.
- If you go to the beautiful city of Astana, you might want to stay there for ever!



# Past perfect simple and past perfect continuous

I can use the past perfect simple and past perfect continuous.

## 1 Write the words in the correct order to make sentences.

- a / you / guidebook / buy / needn't \_\_\_\_\_
- book / table / need / don't / we / to / a \_\_\_\_\_
- apologise / her / ought / she / to / behaviour / for \_\_\_\_\_
- we / take / are / to / a / supposed / gift / ? \_\_\_\_\_
- a / don't / to / tip / you / have / leave \_\_\_\_\_
- eat / your / hand / have / you / to / with / right \_\_\_\_\_

## 2 Match the sentence halves.

- |                     |                          |                  |                          |
|---------------------|--------------------------|------------------|--------------------------|
| 1 This is supposed  | <input type="checkbox"/> | 4 He needn't     | <input type="checkbox"/> |
| 2 It can            | <input type="checkbox"/> | 5 It can't       | <input type="checkbox"/> |
| 3 You'll be able to | <input type="checkbox"/> | 6 Everyone ought | <input type="checkbox"/> |

- a take a boat trip tomorrow if the weather improves.  
 b be easy travelling on your own as you may get lonely.  
 c to be the most beautiful city in the world.  
 d to keep an open mind about other cultures.  
 e be extremely hot in Australia at Christmas.  
 f check out of the hotel yet.

## 3 Choose the correct verbs (a–d) to complete the text.

Customs in different countries <sup>1</sup> vary widely and it's sometimes difficult to know how to behave. If you're visiting Turkey, for example, and you're asked to dinner at someone's house, you <sup>2</sup> take a gift. It <sup>3</sup> be anything expensive – flowers or pastries are a good idea. Try to eat everything on your plate or you <sup>4</sup> upset your host! Remember that you <sup>5</sup> point at people with your finger – it's considered very rude. And you <sup>6</sup> show the bottoms of your feet for the same reason. Watch what other people do and follow their example and you <sup>7</sup> be fine!



- |              |                 |                   |          |
|--------------|-----------------|-------------------|----------|
| 1 a ought to | b can           | c must            | d should |
| 2 a need     |                 | b might not       |          |
|              | c mustn't       | d ought to        |          |
| 3 a must     | b needn't       | c has to          | d may    |
| 4 a could    |                 | b can             |          |
|              | c should        | d are able to     |          |
| 5 a should   |                 | b mustn't         |          |
|              | c don't need to | d have to         |          |
| 6 a may      |                 | b are supposed to |          |
|              | c shouldn't     | d must            |          |
| 7 a can      | b have to       | c should          | d might  |

## 4 Correct the mistakes in the sentences. Tick the correct sentences.

- The winters are able to be very cold in Austria. \_\_\_\_\_
- When we visit Norway next month, we should see the Northern Lights. \_\_\_\_\_
- This needs be the right house – it's got a green door and blue curtains, just as Lara described. \_\_\_\_\_
- That man mustn't be Ella's dad – he looks too old. \_\_\_\_\_
- This can be the last time I see you! I have to see you again! \_\_\_\_\_
- You have to wait for me if you're in a hurry – I'll see you there! \_\_\_\_\_
- In a year's time, I'll be able to drive. \_\_\_\_\_

## 5 Complete the second sentence so that it means the same as the first. Use modal verbs.

- Sometimes our neighbours are very noisy. Our neighbours \_\_\_\_\_ very noisy.
- You may not have another opportunity to see this film. This \_\_\_\_\_ last opportunity to see this film.
- I'm sure we're not late because we left on time. We left on time so \_\_\_\_\_ late.
- Surely you recognise that woman from TV? \_\_\_\_\_ that woman from TV!
- I hope it'll be possible to go skiing in the winter. I hope I \_\_\_\_\_ go skiing in the winter.
- It's possible that tomorrow's match will be cancelled. Tomorrow's match \_\_\_\_\_ cancelled.

## 6 Complete the text with the words below.

able might mustn't needn't should (x2) supposed

Every country around the world has its own customs and traditions, usually connected with bringing good luck or trying to avoid bad luck. For example, in Japan, if a beggar comes to your house, you are <sup>1</sup> \_\_\_\_\_ to throw salt where they've been, otherwise you <sup>2</sup> \_\_\_\_\_ have bad luck. In Brazil, you <sup>3</sup> \_\_\_\_\_ place a small container of salt in the corner of the house and this <sup>4</sup> \_\_\_\_\_ bring you good luck. In India, if there is a birth or death, the family members <sup>5</sup> \_\_\_\_\_ go to a temple or light a lamp in the house for fifteen days. Unmarried people in Russia should avoid sitting at the corner of the table or they won't be <sup>6</sup> \_\_\_\_\_ to find a life partner. And in Vietnam, you <sup>7</sup> \_\_\_\_\_ take an expensive gift to a wedding; in fact, two less expensive ones are better!

### When in Rome ...

*I can identify different types of listening text.*



**1 Write informal sentences with the same meaning. Use the words in brackets.**

- 1 Good morning. (there)  
\_\_\_\_\_
- 2 It's a pleasure to meet you. (good)  
\_\_\_\_\_
- 3 Allow me to introduce you to some of my colleagues. (meet)  
\_\_\_\_\_
- 4 Could I fetch you a coffee at all? (fancy)  
\_\_\_\_\_
- 5 It's very kind of you to offer. (why)  
\_\_\_\_\_
- 6 It was a pleasure to meet you. (great)  
\_\_\_\_\_

**2 1.15 Listen to extracts from conversations. For each one, decide if it is formal (F) or informal (I). Then write the words or phrases that helped you decide.**

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_
- 7 \_\_\_\_\_
- 8 \_\_\_\_\_
- 9 \_\_\_\_\_
- 10 \_\_\_\_\_

#### Listening Strategy

As you listen, focus on features that tell you what type of text you are hearing (e.g. news, interview, advertisement, notice, story, review, joke, etc.) and what the topic is. Such clues include register (formal or informal), subject vocabulary or the speaker's tone of voice.

**3 1.16 Read the Listening Strategy. Then listen to extracts 1–6 and match them with text types a–f.**

- |                          |                          |            |                          |
|--------------------------|--------------------------|------------|--------------------------|
| a an interview           | <input type="checkbox"/> | d a joke   | <input type="checkbox"/> |
| b a story                | <input type="checkbox"/> | e a play   | <input type="checkbox"/> |
| c a chat between friends | <input type="checkbox"/> | f a review | <input type="checkbox"/> |

**4 1.17 Listen to the beginnings of four texts. Who is speaking? Match text types 1–4 with people A–F. There are two extra people.**

- |                   |                          |                             |                          |
|-------------------|--------------------------|-----------------------------|--------------------------|
| A entertainer     | <input type="checkbox"/> | D student and professor     | <input type="checkbox"/> |
| B media presenter | <input type="checkbox"/> | E colleagues                | <input type="checkbox"/> |
| C friends         | <input type="checkbox"/> | F tourist guide and tourist | <input type="checkbox"/> |

**5 1.18 Listen to the four texts in full and choose the correct answers (a–c).**

- 1 In text 1, what is the student particularly enthusiastic about?
  - a The chance to study science using a foreign language.
  - b The challenge of learning new vocabulary quickly.
  - c Opportunities to improve her French outside of her lessons.
- 2 In text 2, what is Stella's main worry about her friends?
  - a That they won't be able to find work in the USA.
  - b That Joe won't understand Maria's problems.
  - c That Maria will not be happy in the USA.
- 3 In text 3, why is the comedian planning to do shows abroad?
  - a To help people abroad improve their English.
  - b To show that London is home to the best comedians.
  - c To show that English comedians can speak other languages too.
- 4 In text 4, what is the woman doing?
  - a She's selling tickets for the London Eye.
  - b She's giving advice on London attractions.
  - c She's offering guided tours.

## Past modals

*I can use modal verbs to talk about past actions.*

### 1 Choose the correct options (a–c) to complete the sentences.

- I can't get this tablet to work; I \_\_\_ read the instructions properly.  
a oughtn't to have                      b can't have  
c shouldn't have
- I ordered the DVD a week ago so it \_\_\_ arrived here by now.  
a should have    b could have    c may have
- I can't find my phone anywhere. I \_\_\_ left it at school.  
a should have    b may have    c ought to have
- Julie's not at home. She \_\_\_ decided to go out after all.  
a was supposed to have    b must have  
c ought to have
- You \_\_\_ promised to help Ed if you didn't have time.  
a mustn't have    b couldn't have    c shouldn't have
- You \_\_\_ told me you'd eaten all the biscuits! I'd have got some more.  
a may have    b must have    c might have

### 2 Complete the sentences with up to five words, including the words in brackets.

- Someone \_\_\_\_\_ (might / told / me) there was a hole in my jumper!
- Sandra \_\_\_\_\_ (supposed / be / here) by now. I wonder where she is.
- You \_\_\_\_\_ (ought / have / gone) swimming if you have a cold.
- Dinara didn't look very happy when I saw her; she \_\_\_\_\_ (could / worried / about) going to the dentist.
- The fridge is empty; Mum \_\_\_\_\_ (can't / been / the) shops yet.
- Last night \_\_\_\_\_ (must / been / cold) – the lake's frozen.

### 3 Complete the email with the correct form of the verbs below.

can't    could (x2)    may    must    should

To: artur@email.com

Hi Artur

Well, we're still enjoying our trip to Kazakhstan. We're staying in a great city – but someone <sup>1</sup> \_\_\_\_\_ told us that there was going to be a festival here yesterday! Perhaps we <sup>2</sup> \_\_\_\_\_ realised something was happening, because a lot of the hotels were full. The festival was great! According to the local paper, this <sup>3</sup> \_\_\_\_\_ been the biggest crowd they'd ever had. The streets were packed. I reckon there <sup>4</sup> \_\_\_\_\_ been about 30,000 people there. There was a fancy dress parade too; if we'd known, we <sup>5</sup> \_\_\_\_\_ got dressed up. Mind you, some of the people <sup>6</sup> \_\_\_\_\_ been very comfortable as some of the costumes looked really hot! I bought you a souvenir. I'll see you in a couple of weeks.  
Lena

### 4 Complete the sentences with *needn't have* or *didn't need to* and the verb in brackets. In which sentences are both modals possible?

- I managed to mend my sunglasses so luckily I \_\_\_\_\_ (get) a new pair.
- It was sunny so we \_\_\_\_\_ (take) an umbrella.
- We \_\_\_\_\_ (catch) a cab as my mum gave us a lift.
- Alison \_\_\_\_\_ (buy) a ticket – I had a spare one.
- I \_\_\_\_\_ (worry) about the test – when I saw the paper I realised I knew all the answers.
- You \_\_\_\_\_ (walk) the dog; we walked it this morning.

### 5 Complete the sentences with the words in the box.

could    didn't need to    needn't    ought not to  
was supposed to

- You \_\_\_\_\_ have reminded me to do the homework – I did it last night.
- Tanya \_\_\_\_\_ be here half an hour ago. Where is she?
- We \_\_\_\_\_ have told Jenny about Luca's party. He didn't want her to know about it.
- Someone \_\_\_\_\_ have warned me that the band's new album was so awful!
- They knew the way so they \_\_\_\_\_ ask for directions.

### 6 Rewrite the sentences using the words in brackets.

- Lunch was provided so it wasn't necessary for them to take sandwiches. (need)  
\_\_\_\_\_
- She studied hard so she probably passed the exam. (should)  
\_\_\_\_\_
- I think he's foreign so it's possible he didn't understand you. (might)  
\_\_\_\_\_
- Nurlan isn't in Rome – I saw him earlier. (can't)  
\_\_\_\_\_
- It would have been better if you'd listened to my advice. (ought)  
\_\_\_\_\_
- Why didn't you introduce me to your friends? (might)  
\_\_\_\_\_

## American English

I can recognise differences between American and British English.

### 1 Write the American English equivalents of the words in bold.

- Why don't you borrow my **mobile** to call your mum? \_\_\_\_\_
- I'll have to buy a new pair of **trainers** soon; these are almost worn out. \_\_\_\_\_
- Don't forget to take a **torch** when we go camping; it'll be dark at night. \_\_\_\_\_
- Taking the **motorway** will make our journey quicker. \_\_\_\_\_
- Would you like a **biscuit** with your tea? \_\_\_\_\_
- If everyone's finished, I'll ask the waiter for the **bill**. \_\_\_\_\_
- Her dog's very well trained and always walks on the **pavement**. \_\_\_\_\_
- I'm too tired to walk up the stairs; let's take the **lift**. \_\_\_\_\_

### 2 Complete the text with American English words. The first letters are given.

This year, my parents decided not to go away in the summer, but to wait until the <sup>1</sup>F\_\_\_\_\_ to go on <sup>2</sup>v\_\_\_\_\_ for a few days. They'd always wanted to have a city break, so they looked online for somewhere to stay and found accommodation near the center of Manhattan. The <sup>3</sup>a\_\_\_\_\_ they rented was quite small, but the bedrooms were big and there was plenty of space in the <sup>4</sup>c\_\_\_\_\_ for their clothes. There was also a small <sup>5</sup>y\_\_\_\_\_ where they could eat breakfast outside. Of course the <sup>6</sup>t\_\_\_\_\_ in New York is great for getting around; they could walk to most of the sights or take the <sup>7</sup>s\_\_\_\_\_ for longer journeys across town.

### 3 Circle the American English spellings.

- In some US states, you only need to be fourteen to hold a driver's **licence** / **license**.
- In the **neighbourhood** / **neighborhood** of Beverly Hills, many homes are worth over \$10 million.
- The world's first commercial flight took place in 1914; the **airplane** / **aeroplane** flew for 23 minutes.
- New York's oldest **theater** / **theatre** is the Lyceum, which opened in 1903.
- The **colors** / **colours** of the US flag are the same as Australia's and the UK's.
- The international Erasmus **organization** / **organisation** has already helped over three million students study in different countries.

### 4 1.19 Listen to the different words being pronounced. Write A (American) or B (British).

- |                 |                          |            |                          |
|-----------------|--------------------------|------------|--------------------------|
| 1 advertisement | <input type="checkbox"/> | 5 vitamins | <input type="checkbox"/> |
| 2 brochure      | <input type="checkbox"/> | 6 yoghurt  | <input type="checkbox"/> |
| 3 garage        | <input type="checkbox"/> | 7 zebra    | <input type="checkbox"/> |
| 4 tomato        | <input type="checkbox"/> |            |                          |

#### VOCAB BOOST!

British English often keeps the spelling of words that have come from languages such as Latin, Greek, or French, while the American English equivalent often reflects how the words sound when spoken, e.g. *centre* / *center*, *dialogue* / *dialog*. Keep a note of equivalent spellings in a vocabulary notebook. You can practise any difference in pronunciation at the same time.

### 5 Read the *Vocab boost!* box. Label the columns *American* and *British*. Then complete the equivalent spellings. Add examples from exercise 3 and more of your own.

1	English	2	English
	behaviour	3	_____
4	_____		cancelation
	centimetre	5	_____
6	_____		liter
	memorise	7	_____
8	_____		marvelous
9	_____		savory

### 6 Rewrite the American English sentences in British English using the correct vocabulary and spelling. Use a dictionary to help you.

- It's an offense to smoke on the subway.  
\_\_\_\_\_
- I bought this awesome purse for my friend's birthday.  
\_\_\_\_\_
- It seems tonight's movie has been canceled.  
\_\_\_\_\_
- Can you get me a liter of water from the faucet, please?  
\_\_\_\_\_
- There's a strange odor from the car – I hope the gas isn't leaking.  
\_\_\_\_\_
- Sorry, I hadn't realized you were waiting in the line.  
\_\_\_\_\_

## Measuring temperature

*I can read and understand an article about a scientific instrument.*

### 1 Match the words with their definitions.

- |               |   |
|---------------|---|
| 1 temperature | a to get smaller and take up less space |
| 2 invention   | b how much space something takes up     |
| 3 to expand   | c how hot or cold something is          |
| 4 to contract | d a scientific rule or theory           |
| 5 technique   | e to get bigger and take up more space  |
| 6 volume      | f a new design or creation              |
| 7 principle   | g a way of doing something              |

### 2 Find the words from exercise 1 in the article and use the context to check your answers.

### 3 Read the article quickly. Which three types of thermometer are mentioned?

- a the liquid-crystal thermometer
- b the air thermometer
- c the thermoscope
- d the gas thermometer
- e the bulb thermometer
- f the digital thermometer

### Reading Strategy

- When you do a gapped sentences task, first read the text quickly to find out what it is about.
- Then read the text more carefully and think about what information is missing in each gap.
- Look at the parts of the text before and after each gap to find words or information that link it to one of the missing sentences.
- Pay attention to vocabulary and grammar structures, which may also provide ideas.
- After you have matched a sentence to each gap, check that the remaining sentence doesn't match any of the gaps.

### 4 Read the Reading Strategy. Then read the article again. Match sentences A–E with gaps 1–5.

- A Liquids take up less space when they are cold and more space when they are hot.
- B This is the original technology behind the thermometer.
- C Later that day, often on the evening news, we are told how hot the day was, and what temperature it reached in different parts of the country.
- D The same principle works for gases and this is how hot-air balloons work.
- E This then created a scientific instrument because it now had the ability to distinguish between temperature and heat and could actually measure how hot or cold something was.

## How hot is it today?

On a hot summer's day, everyone loves to go outside into the fresh air and have fun in the sunshine.

<sup>1</sup> \_\_\_\_\_ But how do we measure the temperature?

Well, we all know that the Ancient Greeks are responsible for many life-changing inventions and scientific breakthroughs including money, maps, mathematics, and medicine. But did you know that they are also responsible for creating the first device to measure temperature – the thermometer – almost 2,000 years ago?



It was the Greeks of Alexandria who first figured out that air expands when it is exposed to high temperatures and contracts when the temperature lowers. <sup>2</sup> \_\_\_\_\_ Later the Greek engineer Philo of Byzantium applied this principle to determine the temperature and he created the first device called a thermoscope.

Many years later, in around 1603, the Italian scientist Galileo Galilei used a similar principle to create his air thermometer, but he also added a scale. <sup>3</sup> \_\_\_\_\_

Today the thermometer is an essential tool in our lives and is used in a wide variety of circumstances – from healthcare to chemistry. But how do they actually work? There are many different types of thermometer today, which use a variety of different measurement techniques, but one of the most simple is the bulb thermometer.

The bulb thermometer is a common glass thermometer that you have probably seen many times in your everyday life. Inside the glass tube there is some type of liquid, usually mercury. These thermometers use the principle that a liquid changes its volume depending on its temperature. <sup>4</sup> \_\_\_\_\_ Therefore the liquid moves up and down in the glass depending on the temperature and the numbers written on the glass tube give you the temperature measurement. <sup>5</sup> \_\_\_\_\_

So the thermometer can be a very simple device, but one that is essential in all of our lives.

**Topic-based presentation**

*I can talk about a cultural event or festival.*

- 1 **1.20** Listen to a student doing the task below. Which of the four prompts (A–D) does she not mention?

Look at the pictures. Then talk for about one minute about how people in your country celebrate International Women's Day.

- A What is the history behind the celebration?
- B Do people usually give or receive gifts and/or cards?
- C Are there any other annual traditions?
- D Do you personally take part in any celebrations?



- 4 Read Speaking Strategy 2. Match the sentence halves.

- |                        |                                   |
|------------------------|-----------------------------------|
| 1 It would be called x | a you (wear / eat / drink, etc.). |
| 2 It's like x,         | b kind of ...                     |
| 3 It's something       | c in my language.                 |
| 4 It's a               | d but (bigger / smaller, etc.).   |

- 5 Choose two things you can see in the photos on this page. Describe them using phrases from exercise 4.

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Look at the pictures. Then talk for about one minute about how people in your country celebrate New Year.

- A Does food or drink play a part in the celebration?
- B Do people usually give or receive gifts and/or cards?
- C Are there any other traditions?
- D What do you personally usually do to celebrate?



- 6 Look at the task above. Make notes for each of the four prompts.

- 1 Does food or drink play a part in the celebration?  
\_\_\_\_\_
- 2 Do people usually give or receive gifts and/or cards?  
\_\_\_\_\_
- 3 Are there any other traditions?  
\_\_\_\_\_
- 4 What do you personally usually do to celebrate?  
\_\_\_\_\_

- 7 Now do the task, using your notes from exercise 6.

**Speaking Strategy 1**

Make sure that you mention all of the prompts in the task. Learn some useful phrases for changing the subject or moving on to the next point.

- 2 Read Speaking Strategy 1. Complete phrases 1–4 with the words below.

far now something subject

- 1 As \_\_\_\_\_ as the history of the event is concerned, ...
- 2 Turning \_\_\_\_\_ to the topic of ...
- 3 That brings me to the \_\_\_\_\_ of ...
- 4 There's \_\_\_\_\_ else I'd like to talk about: ...

- 3 **1.20** Listen again. Match phrases 1–4 from exercise 2 with endings a–f below. There are two extra endings.

- a \_\_\_ marches on International Women's Day.
- b \_\_\_ home-made greetings cards.
- c \_\_\_ national holidays.
- d \_\_\_ gifts, the most common one is flowers.
- e \_\_\_ I'm not really an expert.
- f \_\_\_ celebrations at school.

**Speaking Strategy 2**

When you don't know or can't remember the words you need, use phrases for paraphrasing so that you can explain what you mean in other words.

## A blog post

I can write a blog post.



A newspaper has published an online article suggesting that the local bus service into town is no longer required. Write a blog post outlining the advantages of the bus service, giving an account of when you last used it.

## Preparation

## 1 Read the task above and the article below.

In which paragraph does the writer ...

- 1 describe a personal experience? \_\_\_\_
- 2 list reasons to keep the bus service? \_\_\_\_
- 3 give a reason for writing the letter? \_\_\_\_
- 4 suggest that money isn't the only consideration? \_\_\_\_

## Writing Strategy

Make a plan for your blog post so you allow enough space to include every element from the task instructions. Remember to include a good introduction and a summary.

- 2 Read the Writing Strategy and find the two paragraphs in the blog post that cover the elements required in the task.
- 3 Complete the sentences with the correct form of the verbs in brackets.
  - 1 Having \_\_\_\_\_ (run) to catch the bus, I got to the party in time.
  - 2 \_\_\_\_\_ (travel) together on the train, we often chatted.
  - 3 As the tourists \_\_\_\_\_ (arrive), the tourist office opened.
  - 4 After \_\_\_\_\_ (finish) his coffee, he went to the cinema.
  - 5 \_\_\_\_\_ (wait) for you, I read a book.
  - 6 Having \_\_\_\_\_ (make) the cake, they began to eat it.
  - 7 After \_\_\_\_\_ (swim) in the river, they sunbathed for an hour.
- 4 Find an example of one of the structures from exercise 3 in the blog post.

## Writing Guide

A local newspaper published an online article suggesting that the tourist office in town is an unnecessary expense. Write a blog post outlining the advantages of the tourist office and giving an account of a time you used it with a foreign visitor.

- 5 Read the task above. Make some notes for a) the advantages of the tourist office and b) your account.
 

Advantages \_\_\_\_\_

\_\_\_\_\_

Your account \_\_\_\_\_

\_\_\_\_\_
- 6 Write your blog post. Follow the paragraph plan in exercise 1.

## CHECK YOUR WORK

Have you ...

- structured your blog post in four paragraphs?
- written equally about both required elements?
- included a sequencing clause in your description?



## DON'T BAN THE BUSES!

- A Without buses, local residents will be, quite simply, stranded. Your article suggested that the service into town costs the council too much money and is not used enough. As a young person who relies on the bus, I'd like to outline some arguments against this view.
- B I strongly disagree with the suggestion that there is no value in continuing the bus service. Firstly, not everyone has a car, so won't a public service always be required? Secondly, the bus gives teenagers necessary independence and the ability to travel. Thirdly, the bus is much more environmentally friendly than cars. Therefore the cost must be weighed against the cost to the environment if there were no bus service.
- C The last time I took the bus was last weekend. I always go by bus into the town centre with my friends on Saturdays. Travelling to town, I chatted to the other passengers. They were all in agreement that the service was still necessary and that they would have great difficulty in managing without it. In fact, the point was made that if there were more buses, the service would be used even more.
- D In my view, rather than being unnecessary, the bus service is essential for those in the community without a car. They are also invaluable for bringing and keeping communities together. How can you put a price on that?

## Vocabulary

### 1 Complete the sentences with a verb from A and a body part from B.

A bowed covered crossed folded gave

pursed raised shrugged

B arms eyebrows fingers head lips mouth  
shoulders thumbs

- 1 Mike's parents \_\_\_\_\_ him a \_\_\_\_\_ up to encourage him to do his best in the race.
- 2 My brother \_\_\_\_\_ his \_\_\_\_\_ across his chest defensively when my parents asked where he'd been.
- 3 The teacher \_\_\_\_\_ her \_\_\_\_\_ in disbelief at Aaron's excuse for not doing the homework.
- 4 On the day of her driving test, Olivia \_\_\_\_\_ her \_\_\_\_\_ for luck as she was getting into the car.
- 5 My grandmother \_\_\_\_\_ her \_\_\_\_\_ in disapproval when my brother showed her his new tattoo.
- 6 The boy \_\_\_\_\_ his \_\_\_\_\_ in shame when he was expelled from school.
- 7 The girl \_\_\_\_\_ her \_\_\_\_\_ as she yawned during the ceremony.
- 8 I didn't know the answer so I just \_\_\_\_\_ my \_\_\_\_\_.

Mark:  / 8

### 2 Match 1–6 with a–f.

- 1 I can't sleep.
- 2 Eat your soup properly.
- 3 Blow your nose!
- 4 Ah, you don't approve.
- 5 Have a drink of water.
- 6 Are you allergic to that?

- a You're sniffing.
- b You're tutting.
- c You're coughing.
- d You're slurping.
- e You're snoring.
- f You're sneezing.

Mark:  / 6

## Word Skills

### 3 Replaced the underlined American English words with British English words.

- 1 Could we have the check, please? \_\_\_\_\_
- 2 Oh no! I can't find my cellphone. \_\_\_\_\_
- 3 An apple is better for you than a bag of chips.  
\_\_\_\_\_
- 4 Would you like a cookie? \_\_\_\_\_
- 5 Shall we go by bus or take the subway? \_\_\_\_\_
- 6 Have you got a flashlight? There's no electricity.  
\_\_\_\_\_
- 7 There's been an accident on the highway.  
\_\_\_\_\_
- 8 Did you get any gas before we left? \_\_\_\_\_

Mark:  / 8

### 4 Complete the sentences with compound adjectives formed using the words in brackets.

- 1 I love listening to my uncle. He's got a very rich voice and a \_\_\_\_\_ laugh. (throat)
- 2 My neighbour's high forehead and \_\_\_\_\_ eyes mean he has a rather memorable face. (set)
- 3 Your grandmother is absolutely tiny! She must be very \_\_\_\_\_. (bone)
- 4 There must be a rock concert tonight. There are hundreds of \_\_\_\_\_ men queuing outside the venue. (hair)

Mark:  / 4

### 5 Complete the dialogues with the phrases below.

In other words It's a kind of

It's something you what it's called

**Dani** We're having a birthday party for my little brother tomorrow.

**John** That's nice. Is he going to have a – oh – I don't know <sup>1</sup> \_\_\_\_\_ in English.

**Dani** Cake?

**John** No. <sup>2</sup> \_\_\_\_\_ box with sweets in it.

**Dani** A present?

**John** No! <sup>3</sup> \_\_\_\_\_ hang up high and the children hit it to get the sweets. <sup>4</sup> \_\_\_\_\_, when they break it, the sweets fall out.

**Dani** Oh, a piñata! Yes, there's going to be a piñata. It wouldn't be a party without one!

Mark:  / 4

## Grammar

### 6 Complete the text with the words below.

you don't have you must you mustn't  
you needn't you're supposed you should

**If you're planning on visiting Australia in the future, here are a few tips.** <sup>1</sup> \_\_\_\_\_ have a visa to enter the country, unless you're an Australian or New Zealand citizen. <sup>2</sup> \_\_\_\_\_ to register with the police while you're there, but <sup>3</sup> \_\_\_\_\_ to leave before your visa expires. <sup>4</sup> \_\_\_\_\_ take fresh or packaged food into the country, and plants and seeds are also banned. The greatest risk to personal safety comes from the sun, which, in Australia, is very strong. <sup>5</sup> \_\_\_\_\_ spend all of your visit indoors, but <sup>6</sup> \_\_\_\_\_ stay out of the sun in the middle of the day, when it's at its strongest.

Mark:  / 6

## Review Unit 4

## 7 Choose the correct words to complete the dialogue.

- A Spring at last! It **can / may / must** be your birthday soon.
- B It is – on 5 April. I'm having a barbecue that weekend.
- A You **can't / may / should** be serious!
- B Why? What's the problem?
- A It **can't / might / must** rain!
- B Do you think so?
- A Yes. April **can / should / must** be very showery, you know.
- B Perhaps. It **can't / must / should** be all right, though. It didn't rain last year.
- A But you won't **be able to / can / could** eat in the garden if the weather's bad!
- B No problem. We'll eat in the house instead!

Mark:  / 68 Complete the sentences with *must have*, *might (not) have*, *can't have*, *should have*, or *shouldn't have* and the verbs in brackets.

- 1 I'm not sure where Jess is, but she \_\_\_\_\_ home. She wasn't feeling well earlier on. (go)
- 2 You \_\_\_\_\_ Dave at the football match. He's away on holiday. (see)
- 3 Oh, no! Tanya knows about the surprise party. Someone \_\_\_\_\_ her. (tell)
- 4 I've missed my train. I \_\_\_\_\_ a taxi to the station instead of walking. (get)
- 5 It's been really hard to concentrate today. I \_\_\_\_\_ (stay) up late last night.
- 6 She should definitely be here by now. Her plane \_\_\_\_\_ . (delay)
- 7 I'm not sure why they didn't come. The postal service isn't very reliable so they \_\_\_\_\_ the invitation. (not receive)
- 8 There's no money in my bank account. I \_\_\_\_\_ so much on clothes last weekend. (spend)

Mark:  / 8

## Use of English

## 9 Complete the second sentence so that it means the same as the first. Write up to five words in each gap. Sometimes more than one answer may be possible.

- 1 I advise you to apologise before it's too late. You \_\_\_\_\_ before it's too late.
- 2 I'm sure my purse is at home. It isn't in my bag. My purse isn't in my bag. It \_\_\_\_\_ at home.
- 3 It isn't necessary to dress up for the dinner. It's going to be quite informal. It's quite an informal dinner. You \_\_\_\_\_ for it.

- 4 The use of mobile phones is prohibited in this hospital. You \_\_\_\_\_ your mobile phone in this hospital.
- 5 It's impossible for me to help you move house next weekend. I'm sorry. I'm afraid I won't \_\_\_\_\_ move house next weekend.
- 6 It's possible he didn't see you, so he didn't say hello. He didn't say hello because he \_\_\_\_\_ you.
- 7 It was a really bad idea to wear jeans to the wedding. I \_\_\_\_\_ jeans to the wedding.
- 8 I'm sure my sister didn't make this cake. She can't cook! My sister \_\_\_\_\_ this cake. She can't cook!
- 9 Why didn't you tell me you were vegetarian? I've made a beef lasagne. You \_\_\_\_\_ me you were vegetarian! I've made a beef lasagne.
- 10 It wasn't necessary for us to bring any towels, but we did because we didn't know. We \_\_\_\_\_ any towels.

Mark:  / 10Total:  / 60

## I can ...

Read the statements. Think about your progress and tick one of the boxes.

★ = I need more practice. ★★★★★ = No problem!

★★★ = I sometimes find this difficult.

	★	★★★	★★★★★
I can talk about timekeeping devices.			
I can use modals to talk about present and future possibility.			
I can identify different types of listening text.			
I can use modal verbs to talk about past actions.			
I can recognise differences between American and British English.			
I can understand a review of an American novel.			
I can talk about a cultural event or festival.			
I can write a blog post.			

## Vocabulary


## A

## The world of work

*I can talk about jobs in a company.*

1 Match the job titles (1–8) with some of the things they do (a–h).

- 1 blogger
- 2 company lawyer
- 3 web developer
- 4 HR manager
- 5 finance director
- 6 communications executive
- 7 sales executive
- 8 video producer
- a builds the company's websites and apps
- b recruits, trains, and supports employees
- c decides how much money to allocate to each department
- d makes promotional videos about the company
- e makes sure the company does everything legally
- f writes articles about the company and posts them on social media
- g produces external communications with the public and the media
- h is responsible for the sales team and the sales strategy

2  1.21 Listen to six people talking about what they are doing at work at the moment. Use the job titles in exercise 1 to decide what jobs they do and write them in the gaps below.

- 1 Anar is a \_\_\_\_\_
- 2 Isa is a \_\_\_\_\_
- 3 Bulat is a \_\_\_\_\_
- 4 Adam is a \_\_\_\_\_
- 5 Gulnar is a \_\_\_\_\_
- 6 Ju Yi is a \_\_\_\_\_

3  1.21 Listen again and answer the questions.

- 1 What will Anar do once he has edited his video?
- 2 What is Isa's team going to give presentations on next week?
- 3 Name one of the things Bulat's company is doing to reduce its carbon footprint.
- 4 What does Adam need to look through today?
- 5 What are Gulnar's team answering this morning?
- 6 What does Ju Yin's new app do?

4 Match the verbs (1–5) and nouns (a–e) to make work collocations.

- |             |              |
|-------------|--------------|
| 1 recruit   | a terms      |
| 2 increase  | b a campaign |
| 3 negotiate | c a strategy |
| 4 develop   | d staff      |
| 5 launch    | e sales      |



5 Read the sentences and choose the best nouns (a–c) to complete them.

- 1 We need to create more income for the company so today we are going to focus on how we can increase \_\_\_\_\_  
a decisions    b teams    c sales
- 2 Please can you write an article for the website to advise \_\_\_\_\_ on which is the best laptop for them to buy based on their requirements.  
a staff    b campaigns    c customers
- 3 I am not happy with how much we are paying for our materials. I need to phone our supplier to renegotiate the \_\_\_\_\_ of our contract.  
a terms    b strategy    c decision
- 4 As the sales manager, I need to organize the sales \_\_\_\_\_ so that together they are covering the whole area necessary.  
a customers    b teams    c companies
- 5 We really need to reduce our use of plastics across the whole company. Can we sit down and produce a \_\_\_\_\_ to determine how we will do this?  
a content    b strategy    c team
- 6 We don't have enough employees to launch our latest campaign. We really need to recruit five new members of \_\_\_\_\_ in the next few weeks.  
a sales    b customers    c staff

## Reported speech

*I can report what people have said and asked.*

### 1 Change the direct speech into reported speech.

- 'You must take these tablets twice a day.'  
The doctor says I \_\_\_\_\_.
- 'I'm going to the gym tomorrow.'  
Ben told me \_\_\_\_\_.
- 'You don't have to wait for me.'  
Liz said that I \_\_\_\_\_.
- 'I took my final exam yesterday.'  
Jack told me \_\_\_\_\_.
- 'I haven't told you the complete truth.'  
Pablo said \_\_\_\_\_.
- 'I'll meet you later today.'  
Jim tells me \_\_\_\_\_.
- 'I prefer this café to the one opposite.'  
Julia says \_\_\_\_\_.
- 'I'll always remember meeting you.'  
Ann told me \_\_\_\_\_.

### 2 Complete the sentences with the correct form of the words in brackets. Do not change the order of the words. Use a maximum of five words including the words in brackets.

- Will asked us \_\_\_\_\_ (time / game / start) the next day.
- The assistant asked him if \_\_\_\_\_ (he / like / try) on a smaller jacket.
- My teacher asked me \_\_\_\_\_ (I / finish) the exercise and I said I hadn't.
- I asked Maria \_\_\_\_\_ (which / film / seen) the night before.
- The dentist asked \_\_\_\_\_ (me / why) never used an electric toothbrush before.
- She asked him if \_\_\_\_\_ (he / going) the park and he said he wasn't.
- I asked the policeman whether \_\_\_\_\_ (he / help / us) and he said he could.

### 3 Change the direct speech into reported speech. Begin with *My mum asked me*.

- 'Why are you home so late?'  
\_\_\_\_\_
- 'Did you leave school on time today?'  
\_\_\_\_\_
- 'You've got lots of homework to do, haven't you?'  
\_\_\_\_\_
- 'When are you going to tidy your room?'  
\_\_\_\_\_
- 'Have you seen your brother this afternoon?'  
\_\_\_\_\_
- 'Will you help me with the shopping tomorrow?'  
\_\_\_\_\_
- 'Would you like me to give you some money for a pizza?'  
\_\_\_\_\_

### 4 Report the dialogue using *say* or *ask* in the past simple.



- Gani** Are you going to the concert tomorrow evening?  
**Anel** No, I'm not. I haven't got any money.  
**Gani** I'll lend you some. How much do you need?  
**Anel** That's really kind of you, but I have to finish my homework too.  
**Gani** Would you like me to help you finish it?  
**Anel** Do you speak German?  
**Gani** No, I don't. Your cousin does, doesn't she?  
**Anel** Yes, she does. Perhaps I should ask her.

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### 5 Write a second sentence that has a similar meaning to the first. Use the words in brackets.

- 'Do you know the answer to these questions?' Sally asked me. (if)  
\_\_\_\_\_
- 'I mustn't be late for the trip tomorrow,' said Bella. (next)  
\_\_\_\_\_
- 'Have you heard the band's new album yet?' asked Kostas. (me)  
\_\_\_\_\_
- 'I won't be at school next week,' said Mark. (says)  
\_\_\_\_\_
- 'Will you be getting a new phone soon?' asked Harry. (whether)  
\_\_\_\_\_
- 'My plane arrives at ten in the morning,' said Andrew. (tells)  
\_\_\_\_\_

## Urban legends

I can understand the meaning of different intonation patterns.



## Listening Strategy

Speakers often use intonation to express their opinion or attitude about the statements they make. Pay attention to the speaker's tone of voice and the intonation they use to find out how they feel about their subject.

1 **1.22** Read the Listening Strategy. Then listen to the sentences and choose the tone of voice (a or b) each speaker uses.

- Is that letter for me?  
a nervous                      b surprised
- No, that's not right. Let me show you.  
a angry                         b patient
- This is my seat.  
a certain                        b uncertain
- That makes me feel much better.  
a sarcastic                      b enthusiastic
- That didn't hurt at all.  
a surprised                      b sarcastic
- The film's quite good.  
a unsure                         b enthusiastic
- He's never on time.  
a irritated                        b patient
- This party's brilliant.  
a sarcastic                        b enthusiastic

2 **1.22** Listen again and repeat the sentences, copying the tone of voice.

3 Now try saying the sentences in exercise 1 in the other tone of voice.

4 **1.23** Listen and repeat the different intonation patterns for statements.

- |                                    |                                     |
|------------------------------------|-------------------------------------|
| 1 Certain<br>It's a great story.   | 3 Qualifying<br>It's a great story. |
| 2 Uncertain<br>It's a great story. | 4 Sarcastic<br>It's a great story.  |

5 **1.24** Listen to these statements being said in two different ways. Number them 1 and 2 in the order you hear them. Practise saying them.

- You like this kind of story.  
a certain                       b uncertain
- This is just what I wanted.  
a certain                       b sarcastic
- This isn't quite what I was expecting.  
a qualifying                       b certain
- He thinks it's a reasonable price.  
a qualifying                       b uncertain
- This steak is the best I've ever eaten.  
a sarcastic                       b certain
- That's really nice of him.  
a uncertain                       b sarcastic

6 **1.25** Listen to the conversation. Choose the correct answers (a–d).

- How does Max feel when he starts telling his story?  
a Reluctant to tell it.  
b Impatient with interruptions.  
c Unsure how the story goes.  
d Worried that it is too scary.
- What is the story about?  
a A ghost.  
b A student who is lost.  
c What to do in bad weather.  
d The inhabitants of a village in Ireland.
- What do the people listening think of the story?  
a It's gripping.  
b It's hilarious throughout.  
c It's annoying.  
d It's too similar to the first one.
- What does Caro think of Max's comment about her?  
a She's really annoyed.  
b She admits that Max's comment could be right.  
c She criticises Max in self-defence.  
d She does not trust his opinion of her.
- What does Max agree with Jill about?  
a That Caro is easily fooled.  
b That Caro is more good-natured than he is.  
c That Ian's story is better than his.  
d That Ian should buy the coffees.

## Reporting verbs

*I can report what people have said in a variety of ways.*

### 1 Report the sentences using the reporting verbs below and *that*.

admit announce argue complain deny insist promise

- Ian said 'I didn't leave the door open.'  
Ian denied that ...
- 'I think it would be dangerous to go out in this weather,' said George.  
\_\_\_\_\_
- Molly said, 'The traffic is so noisy that I can't hear myself think!'  
\_\_\_\_\_
- 'I've decided to dye my hair orange,' said Mike.  
\_\_\_\_\_
- 'Don't worry. I definitely won't tell anyone your secret,' Laura told me.  
\_\_\_\_\_
- Jackie said, 'This can't be my bag because it's the wrong colour.'  
\_\_\_\_\_
- 'Yes, it was me who took the money,' said Fred.  
\_\_\_\_\_

### 2 1.26 Listen and match the speakers with the reported speech.

- She complained that the weather was too hot. \_\_\_\_\_
- She agreed that the weather was too hot. \_\_\_\_\_
- She explained that she would be late. \_\_\_\_\_
- She promised that she wouldn't be late. \_\_\_\_\_
- She denied that she was ill. \_\_\_\_\_
- She insisted that she was ill. \_\_\_\_\_
- She argued that it was too expensive. \_\_\_\_\_
- She agreed that it was too expensive. \_\_\_\_\_

### 3 Write the words in the correct order to make sentences.

- to / for / invited / lunch / them / they / us / join  
\_\_\_\_\_
- helping / escape / to / denied / thieves / he / the  
\_\_\_\_\_
- into / on / lift / she / me / insisted / town / giving / a  
\_\_\_\_\_
- that / picnic / have / suggested / should / a / Jo / we  
\_\_\_\_\_
- Ned / losing / me / tickets / blamed / for / our  
\_\_\_\_\_
- tomorrow / that / to / me / she / promised / lend / DVD  
\_\_\_\_\_
- advised / go / not / doctor / running / the / him / to  
\_\_\_\_\_
- answer / that / didn't / admitted / she / Nina / the / know  
\_\_\_\_\_

### 4 Correct the underlined mistakes in the sentences. Use the correct reporting structures.

- She begged him not telling anyone what he'd heard.  
\_\_\_\_\_
- I suggested to meet him outside the cinema at eight.  
\_\_\_\_\_
- Belinda reminded me not forgetting the festival tickets.  
\_\_\_\_\_
- Anna recommended us to try the new burger bar in town.  
\_\_\_\_\_
- The teacher accused Jon to cheat in the test.  
\_\_\_\_\_
- Suzie apologised of not remembering to invite me.  
\_\_\_\_\_

### 5 Complete the sentences with a preposition if necessary and the correct form of the verb in brackets.

- Nick boasted \_\_\_\_\_ (come) top in the test.
- Our teacher forbade us \_\_\_\_\_ (use) a dictionary.
- My dad criticised me \_\_\_\_\_ (spend) too much.
- His neighbour demanded \_\_\_\_\_ (he / turn down) his music.
- She warned us \_\_\_\_\_ (not / stay) in that part of town.
- He confessed \_\_\_\_\_ (sell) stolen goods.
- I proposed \_\_\_\_\_ (we / find) somewhere to have a coffee.
- Clara insisted \_\_\_\_\_ (give) them a hand with the cooking.

### 6 Report the dialogue in your notebook using appropriate reporting verbs. There may be more than one answer.

- Greg** Hi, Katya. I'm so sorry I didn't come to your barbecue yesterday.
- Katya** Actually, I was quite upset about it, Greg.
- Greg** It really wasn't my fault!
- Katya** I won't listen to any more of your lies, Greg.
- Greg** But I couldn't come because I broke my wrist and had to go to hospital!
- Katya** Oh, I see ... Well, why don't you come over this afternoon?
- Greg** Great – and I'll definitely be there this time!
- Katya** OK. Oh, and don't forget to bring my birthday present with you!



# Nouns and dependent prepositions

I can use nouns and dependent prepositions.

## 1 Match the sentences halves.

- |   |  |                          |
|---|--|--------------------------|
| 1 | Nowadays there is a constant demand    | <input type="checkbox"/> |
| 2 | Do you have any objections             | <input type="checkbox"/> |
| 3 | Many people have a preference          | <input type="checkbox"/> |
| 4 | It's unlikely that the existence       | <input type="checkbox"/> |
| 5 | It's easy to develop an addiction      | <input type="checkbox"/> |
| 6 | Does anyone think our dependence       | <input type="checkbox"/> |
| 7 | The 1950s Space Age had a great effect | <input type="checkbox"/> |
- a to inviting Emma for dinner?  
 b on computers nowadays is dangerous?  
 c on people's belief in aliens.  
 d for watching sci-fi rather than fantasy films.  
 e to video games if you play them too often.  
 f for better and faster technology.  
 g of life on other planets will ever be proved.

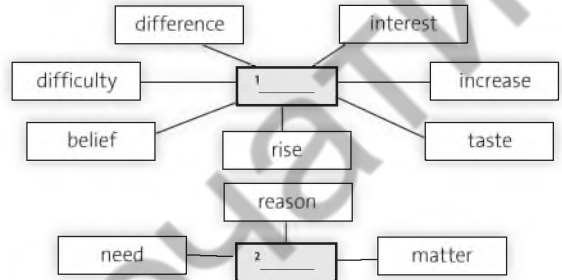
## 2 Complete the text with the words below.

belief difference evidence increase interest  
 need obsession reason

## VOCAB BOOST!

Use mind maps to organise groups of words that are connected. For example, you can group nouns around their different prepositions and quickly see which share the same preposition.

## 3 Read the *Vocab boost!* box. Then complete the mind maps with the correct prepositions.



## 4 Complete the sentences with the correct prepositions.

- Is there really no possibility \_\_\_\_ you changing your mind?
- This is probably a matter \_\_\_\_ the police.
- There's a big difference \_\_\_\_ price between taking the bus and getting a taxi.
- Is your taste \_\_\_\_ clothes the same as your friends'?
- There's been a sharp rise \_\_\_\_ temperatures this month.
- The police didn't find any evidence \_\_\_\_ a break-in.

## 5 Use a dictionary and correct the mistakes with prepositions in the sentences. Tick the two sentences that do not contain any mistakes.

- No one expected the band to rise in fame so quickly. \_\_\_\_\_
- My cousin's gap year gave her a real taste for travel. \_\_\_\_\_
- Bill and his girlfriend have had a difference in opinion and aren't speaking. \_\_\_\_\_
- You look very pale – is something the matter of you? \_\_\_\_\_
- Customers have recently been experiencing difficulty in using this website. \_\_\_\_\_
- There's no point of getting upset about it. \_\_\_\_\_

## 6 Complete the sentences with the correct preposition and your own ideas.

- I've never understood the point \_\_\_\_\_.
- Where I live, there's been a rise \_\_\_\_\_.
- Most of my friends have an interest \_\_\_\_\_.
- I wish we could find a solution \_\_\_\_\_.
- I hardly ever have trouble \_\_\_\_\_.
- I'd love to prove the existence \_\_\_\_\_.
- Nowadays, there's very little demand \_\_\_\_\_.

A few years ago, a National Geographic Society poll revealed that 36% of Americans (about 190 million people) believe in aliens, while only 17% do not, and the remaining 47% are undecided. The figures may be surprising, but people have had an <sup>1</sup> \_\_\_\_\_ in aliens since the late 1940s. A <sup>2</sup> \_\_\_\_\_ in flying saucers, backed up by apparent <sup>3</sup> \_\_\_\_\_ of these alien spaceships in the form of grainy black and white photos, soon turned into an <sup>4</sup> \_\_\_\_\_, with people claiming to have actually made contact with beings from outer space. More recently, there has been an <sup>5</sup> \_\_\_\_\_ in this fascination with extraterrestrial life forms, thanks to detailed video footage 'proof' (created with high-quality 3-D computer software). It's hard to explain the <sup>6</sup> \_\_\_\_\_ for this continued fascination; to many people, there seems to be little <sup>7</sup> \_\_\_\_\_ between thinking UFOs exist and believing in magic. Perhaps it's just that we have always had the <sup>8</sup> \_\_\_\_\_ for a little mystery in our lives.

## Media wars

I can understand an article that discusses different types of media.

Revision: Student's Book page 51

### 1 Replace the underlined words with the correct form of the phrasal verbs.

find out hole up let on make out  
play on set up take in zoom in on

- I can't believe you were deceived by his tricks!
- The criminals established false bank accounts.
- I hate advertising that takes advantage of our fears.
- Mark told us that he was planning a surprise for Anna.
- The police discovered what the criminals were planning.
- The media paid special attention to the government's military plans.
- He claimed that he was rich, but it wasn't true.
- The bank robbers were hiding in a friend's house.

### 2 Read the text. What does the real story behind *The War of the Worlds* show us?

#### Reading Strategy

In a multiple-choice task:

- Questions always appear in the same order as the information about them in the text.
- The correct answer will match the meaning of what you find in the text, but it isn't usually expressed in the same words.
- When there's a question about the main idea of the text or the author's opinion, it usually appears last.

### 3 Read the Reading Strategy and the text again and choose the correct answers (a–d).

- The announcer on the radio play in 1934
  - said American farmers were being attacked.
  - suggested that what he was saying was difficult to believe.
  - explained that America was invading Mars.
  - was suffering from a panic attack.
- HG Wells's famous novel
  - was adapted for the radio.
  - deceived millions of people.
  - became famous in 1934.
  - was about media manipulation.
- Newspapers didn't like the radio because
  - it was more exciting.
  - it controlled people.
  - it worried people.
  - it was a rival for income.
- The stories in the newspapers about the play
  - were based on information from another radio station.
  - have been forgotten about today.
  - are only being questioned today.
  - explained what really happened.
- The writer wants to show that
  - people can be made to believe that they are being attacked by aliens.
  - there wasn't enough advertising for both the radio and newspapers in the 1930s.
  - the radio and newspapers are enemies.
  - the media can create a legend that is not true.

'Ladies and gentlemen, I have a grave announcement to make. Incredible as it may seem . . . those strange beings who landed in the Jersey farmlands tonight are . . . an invading army from the planet Mars.'

This announcement in 1934 supposedly scared a million Americans into believing that thousands of their fellow citizens were fighting for their lives against giant aliens. It came from a radio play, read by Orson Welles, that was based on HG Wells's famous 1898 novel *The War of the Worlds*, and it has become an American media legend. However, as we all know, legends are rarely based on the truth.

The arrival of the radio in the 1930s provided people with an exciting new channel of communication – but it also provided newspapers with unwanted competition. Throughout the decade, more and more people had come to rely on the radio for news, and newspapers had been losing income from advertising. In addition, many people were worried about its possible use as a form of mind control. *The War of the Worlds* gave newspapers the perfect excuse to exploit these fears and attack their rival as irresponsible. The day after the play was broadcast, newspaper front pages claimed the radio play had caused panic across the country, with people rioting and even committing suicide. However, the stories were fabricated and completely false. Recent research has shown that most people were listening to another radio station that evening, and there are no records of mass hysteria.

The newspapers of the time wanted the public to believe that new technology could not be trusted, and they did an extremely good job. For decades, the story of people's reaction to *The War of the Worlds* was seen as an example of how the media could cause panic. It is only now that researchers are realising that the whole episode is an example of something even more worrying: it shows how the media could fabricate and maintain a lie for nearly a century.



Welles reading *The War of the Worlds*

## Presentation

*I can discuss the link between technology and crime.*



## GANGS STEALING 17 CARS A DAY IN HIGH-TECH SPATE OF 'KEYLESS' THEFTS ON LONDON'S STREETS

Look at the photo and the headline. Then talk for about one minute about how technology has led to an increase in some crimes, but also to new ways of fighting crime. Think about:

- the internet.
- theft of expensive items.
- surveillance and anti-theft measures.

### 1 Read the task above. Then choose the correct option, a or b, in the sentences below.

- The headline refers to how technology can
  - cause certain crimes to increase.
  - help to fight crime.
- The photo shows how technology can
  - cause certain crimes to increase.
  - help to fight crime.

### 2 1.27 Listen to a student doing the task.

Which of the topics below does he mention?

artificial intelligence car crime computers  
credit cards email scams mobile phones television

### Speaking Strategy

Avoid speaking in short, single sentences. Try to develop your statements with extra information, details and examples. Learn a variety of phrases for introducing them.

### 3 Read the Speaking Strategy. Then complete the phrases for introducing extra information and examples with the words below.

instance kind that way what words

- One example of \_\_\_\_\_ would be ...
- So, for \_\_\_\_\_, ...
- \_\_\_\_\_ I mean by that is ...
- The \_\_\_\_\_ of thing I'm talking about is ...
- In other \_\_\_\_\_, ...
- Or to put it another \_\_\_\_\_, ...

### 4 1.27 Listen again. Complete these sentences from the student's presentation with the correct phrases from exercise 3. Write a–f.

- \_\_\_ an email saying you've won millions in a lottery.
- \_\_\_ cars are much harder to steal these days.
- \_\_\_ criminals can use their knowledge of technology to commit crimes.
- \_\_\_ people don't commit crimes if there are cameras about.
- \_\_\_ crime doesn't stop; it just moves to another area.
- \_\_\_ the mobile phone.

A social media campaign using the hashtag #nomakeupsselfie has raised £8 million for charity in just six days. Huge numbers of women, including many celebrities, have posted photos of themselves wearing no make-up and nominated friends to do the same. At the same time, they encourage their friends to donate money to Cancer Research UK. However, the campaign was started by an individual, not by Cancer Research, and shows how social media can be a force for good.

**HALF of all young people say cyberbullying is part of everyday life as majority of parents admit they are scared for their children online**

Look at the news report and the headline. Then talk for about one minute about how social media can make people's lives better or worse. Think about:

- friends and networks.
- cyberbullying and lies.
- petitions and online campaigns.

### 5 Read the task above. Then make notes under the headings below.

Examples of how friendships are strengthened

Examples of cyberbullying / lies

Examples of how social media campaigns can make a difference

### 6 Now do the task using your notes from exercise 5. Remember to include phrases from exercise 3.

## A story

I can write a story on a given topic.

## Preparation

1 Read the task and the story below. Match time expressions a–f with gaps 1–4 in the text. There are two extra time expressions.

- a After a few more minutes
- b It all started one day last term
- c Looking back
- d On the day of the ceremony
- e The following year
- f Within two or three weeks

Write a story about an occasion when somebody started a rumour which caused problems.

2 Answer the questions. Which paragraph (A–D) contains:

- 1 the main event in the story? \_\_\_\_
- 2 speculation about how somebody felt? \_\_\_\_
- 3 information about how it all started? \_\_\_\_
- 4 information about different students' plans? \_\_\_\_

3 Rewrite the sentences so that they have a similar meaning. Start with the words in brackets.

- 1 I wanted to be honest with them. (What I wanted ...) \_\_\_\_\_
- 2 Her opinions hurt my feelings. (What hurt ...) \_\_\_\_\_
- 3 The possibility of failing the exam worried her. (What worried her ...) \_\_\_\_\_
- 4 We needed more time. (What we needed ...) \_\_\_\_\_
- 5 I really wanted to take the exam again. (What I really ...) \_\_\_\_\_

## Writing Guide

## Writing Strategy

When you write a story:

- you can choose to narrate the events in the first person (using *I*) or the third person (using *he, she, it, they*).
- use paragraphs to show that events happened at different times.
- include time expressions (e.g. *a week later, soon afterwards*) to move the story forwards.
- describe how people felt and reacted to the events.

Write a story about an occasion when somebody caused problems by cheating.

A <sup>1</sup> \_\_\_\_ when we heard that a special guest was going to speak to the school at the summer prize-giving ceremony. I don't know who started the rumour, but people started to say that this guest was going to be the actor Matt Damon. Of course, this was very exciting news!

B <sup>2</sup> \_\_\_\_, nearly everybody in the school had heard the rumour. What is amazing is that nearly everybody thought it was true! People started to plan what they were going to do when they saw Matt Damon. Some wanted autographs; others wanted to take selfies. One student even set up a live stream on the internet!

C <sup>3</sup> \_\_\_\_, the atmosphere in the school was electric. As we waited in the school hall, we whispered excitedly. Then the doors opened and the head teacher walked in with the special guest: the local police commander. We were stunned – and extremely disappointed! We listened while he gave a speech, but when the head teacher asked for questions at the end, nobody said a word. The only question we had in our minds was: where's Matt?

D <sup>4</sup> \_\_\_\_, I feel quite sorry for the police commander. He didn't know that we were hoping for Matt Damon, but he probably sensed our disappointment. I still don't know who started the rumour, but I sometimes wonder if they feel bad about it.

4 Read the Writing Strategy and the task above. Make notes below.

Paragraph 1: Set the scene. How did it begin?

\_\_\_\_\_

Paragraph 2: Lead-up to the main event.

\_\_\_\_\_

Paragraph 3: The main event. How did people feel / react?

\_\_\_\_\_

Paragraph 4: Ending / Looking back

\_\_\_\_\_

5 Write your story using your notes from exercise 4.

## CHECK YOUR WORK

Have you ...

- organised the events into paragraphs?
- included adjectives to describe feelings and reactions?
- used appropriate time expressions?
- checked your spelling and grammar?

## Vocabulary

## 1 Complete the sentences with the verbs below.

cheat disguise exaggerate fool  
make photoshop swear tell

- Why don't you just \_\_\_\_\_ an excuse if you don't want to go to the party?
- Don't \_\_\_\_\_! You can't have walked 100 km!
- I \_\_\_\_\_ that I didn't take your watch. It wasn't me!
- If you \_\_\_\_\_, your test paper won't be accepted.
- Mary's story didn't \_\_\_\_\_ me. I knew she was lying.
- That picture can't be real. Did you \_\_\_\_\_ it?
- Tom couldn't \_\_\_\_\_ the fact that he'd been crying.
- \_\_\_\_\_ me the truth! Did you, or did you not, delete that file from my computer?

Mark:  / 8

## 2 Complete the sentences with the adjective form of the nouns below.

bias ethic hypocrite manipulation truth trust

- If you aren't \_\_\_\_\_ with me about your part in the incident, I won't be able to trust you again.
- That shop is looking for a \_\_\_\_\_ person to look after their accounts.
- You're \_\_\_\_\_ about the referee's decision because you want your team to win.
- Is it \_\_\_\_\_ to buy expensive electronic devices when the people that make them are paid so little?
- Lola's rather \_\_\_\_\_ I don't like the way she tries to control me and my other friends.
- It would be \_\_\_\_\_ of me to accept Ruby's invitation when I don't actually like her.

Mark:  / 6

## Word Skills

## 3 Choose the correct prepositions (a–c).

- People are worried about the increase \_\_\_ knife crime.  
a of                      b in                      c on
- Sugary drinks can have a devastating effect \_\_\_ a person's health.  
a in                      b to                      c on
- Most of the students expressed a preference \_\_\_ postponing the exam for a week.  
a for                      b with                      c to
- My main objection \_\_\_ getting a part-time job is that I won't have enough time to study.  
a of                      b to                      c between

5 Rosie's obsession \_\_\_ her favourite band takes her all over the country.

a for                      b in                      c with

6 Until now, nobody has been able to prove the existence \_\_\_ life on other planets.

a of                      b for                      c to

7 The difference \_\_\_ Asian and African elephants is that the former have smaller ears.

a in                      b with                      c between

8 There is an urgent need \_\_\_ effective measures to house the world's refugees.

a for                      b with                      c in

Mark:  / 8

## 4 Complete the text with the phrasal verbs below.

find out let on make out play on taken in  
zoom in

Liars often try to <sup>1</sup> \_\_\_\_\_ our ignorance and they put on an act in order to be believed. The best way to <sup>2</sup> \_\_\_\_\_ if a person is lying is to <sup>3</sup> \_\_\_\_\_ on their body language. They tend to <sup>4</sup> \_\_\_\_\_ that they're being sincere by looking very deeply into your eyes. Don't be <sup>5</sup> \_\_\_\_\_ by this and listen carefully to what they're saying. They won't admit their guilt directly, but subconsciously they will often <sup>6</sup> \_\_\_\_\_ that they're lying by using too many negatives: 'I swear that I didn't use your tablet. Never. Not once.'

Mark:  / 6

## Grammar

## 5 Rewrite the sentences using reported speech.

- 'I'll never wear this outfit again.'  
Monica said \_\_\_\_\_.
- 'I don't believe you.'  
My dad told my sister \_\_\_\_\_.
- 'I've been talking to Frank.'  
Susanna tells me \_\_\_\_\_.
- 'You mustn't tell anyone.'  
Harry told me \_\_\_\_\_.
- 'I'll give you an answer tomorrow.'  
Jenny told Tom \_\_\_\_\_.
- 'I was at a friend's house yesterday.'  
Lisa said \_\_\_\_\_.

Mark:  / 6

## Review Unit 5

### 6 Rewrite the questions using reported speech.

- 'Did you see the football match yesterday?'  
Jimmy asked me \_\_\_\_\_.
- 'You've ordered the pizzas, haven't you?'  
I asked Eddie \_\_\_\_\_.
- 'What languages do you speak?'  
The tourist asked me \_\_\_\_\_.
- 'You're going out later, aren't you?'  
My dad asked me \_\_\_\_\_.
- 'Do you like Indian food?' 'Yes, I do.'  
They asked me \_\_\_\_\_.
- 'Where does your brother work?'  
I asked Emma \_\_\_\_\_.
- 'Were you late for school this morning?'  
My mum asked my sister \_\_\_\_\_.
- 'Are you tired?' 'No, I'm not.'  
We asked him \_\_\_\_\_.

Mark:  / 8

### 7 Complete the sentences with the correct form of the verbs in brackets.

- Kevin insisted on \_\_\_\_\_ for our meal, although I was quite happy to share the bill. (pay)
- We congratulated my uncle on \_\_\_\_\_ the photo competition. (win)
- You promised \_\_\_\_\_ anyone about our secret place. (not / tell)
- I've agreed \_\_\_\_\_ with our school's next fund-raising event. (help)
- My grandmother apologised for \_\_\_\_\_ me a birthday card. (not / send)
- Charlotte's friends encouraged her \_\_\_\_\_ the drama group. (join)
- The waiter recommended \_\_\_\_\_ two portions of chips instead of four. (order)
- The doctor advised me \_\_\_\_\_ basketball for a week. (not / play)

Mark:  / 8

## Use of English

### 8 Complete the sentences with the correct form of the words in brackets. Use up to six words, including the words in brackets. Do not change the order of the words in brackets.

- I just confronted my friend and she has finally \_\_\_\_\_ (admit / take) my laptop yesterday.
- The student tried to \_\_\_\_\_ (pass / essay) her own, despite having copied it.
- After collecting them at school, Stephen \_\_\_\_\_ (lie / mother) his exam results.

- In his letter, he explains his \_\_\_\_\_ (reasons / oppose) the new leadership.
- I don't understand your \_\_\_\_\_ (interest / read) my text messages.
- I \_\_\_\_\_ (offer / accompany) my sister to the doctor's yesterday.
- This morning, my mother \_\_\_\_\_ (remind / pack) my bag for my holiday.
- Everybody is \_\_\_\_\_ (blame / break) the window, but it wasn't my fault.
- I \_\_\_\_\_ (apologise / forget) her name, but she just laughed.
- They couldn't \_\_\_\_\_ (deny / vandalise) the bus stop because they were caught red-handed.

Mark:  / 10

Total:  / 60

### I can ...

Read the statements. Think about your progress and tick one of the boxes.

★ = I need more practice.    ★★★ = No problem!

★★ = I sometimes find this difficult.

	★	★★	★★★
I can talk about telling the truth and lies.			
I can report what people have said and asked.			
I can understand the meaning of different intonation patterns.			
I can report what people have said in a variety of ways.			
I can use nouns and dependent prepositions.			
I can understand an article that discusses different types of media.			
I can discuss the link between technology and crime.			
I can write a story on a given topic.			

## A

## Intelligent energy storage

*I can talk about types of energy and intelligent storage systems.*

**1 Match the types of energy (1–8) with what is used to create it (a–h).**

- |                    |                                      |
|--------------------|--------------------------------------|
| 1 biofuels         | a the sun                            |
| 2 fossil fuels     | b the movement of water in rivers    |
| 3 geothermal       | c the movement of air                |
| 4 hydroelectricity | d plants                             |
| 5 nuclear          | e the heat from the earth            |
| 6 solar            | f the movement of waves in the ocean |
| 7 tidal            | g coal, oil, and natural gas         |
| 8 wind             | h uranium                            |

**2 Read the sentences and complete them with the types of energy from exercise 1.**

- With \_\_\_\_\_ power, we can get twice as much energy as we use to create it.
- It takes a lot of energy to extract \_\_\_\_\_ from the ground, and when we burn them it puts a lot of CO<sub>2</sub> into the atmosphere.
- Hydroelectric and \_\_\_\_\_ power are more than 300% efficient.
- \_\_\_\_\_ power is very efficient, but it is also very controversial.
- The energy used to grow and harvest the plants needed for \_\_\_\_\_ makes them less efficient than other energy sources.
- The energy we get from \_\_\_\_\_ sources is 500% efficient.

**3 Read the text and choose the correct words to complete it.**

generated demand renewable grid sources  
supplies energy

### Kazakhstan 2050

The Kazakhstan 2050 strategy sets the goal for the country to use <sup>1</sup> \_\_\_\_\_ and alternative energy sources to create 50% of the electricity <sup>2</sup> \_\_\_\_\_ in the country. This is an ambitious target but the President is determined for the country to transfer from the power generated from fossil fuels to those that use renewable <sup>3</sup> \_\_\_\_\_ such as solar, wind, and water.

There are already 25 large renewable <sup>4</sup> \_\_\_\_\_ projects in Kazakhstan, which <sup>5</sup> \_\_\_\_\_ electricity from efficient sources such as solar, hydroelectric, and wind, and this energy is supplied straight into the national <sup>6</sup> \_\_\_\_\_.

More projects are due to start as the <sup>7</sup> \_\_\_\_\_ for clean energy increases and the country moves to a green economy and reduces its CO<sub>2</sub> emissions.

**4 Match the energy storage systems (1–4) with their definitions (a–d).**

- |                                |  |
|--------------------------------|--|
| 1 gravitational energy storage | a This system uses weights that are moved up and down to store and release energy.   |
| 2 pumped-storage               | b These absorb chemical energy, store it, and then release it when needed.   |
| 3 rechargeable batteries       | c This system takes excess heat or cold and stores it underground for later use.   |
| 4 seasonal thermal storage     | d This system uses large reservoirs of water at different levels to pump water between them, which can either store or release energy. |

**5 Read the sentences. Match the non-defining relative clauses A–E with gaps 1–5. Think about where commas would be needed in the full sentences.**

- The extraction of fossil fuels \_\_\_\_\_ costs a lot of money.
  - The nuclear power plant is located in Scotland \_\_\_\_\_
  - Clean energy \_\_\_\_\_ is becoming more and more popular.
  - Photosynthesis \_\_\_\_\_ an example of the creation of chemical energy.
  - Enrico Fermi \_\_\_\_\_ was the first person to discover the technology behind nuclear energy.
- A which uses renewable energy sources  
B who was from Italy  
C where lots of this type of energy is created  
D which uses a lot of energy  
E which occurs naturally

**6 Read the sentences and choose true or false.**

- Non-defining relative clauses give extra information about the thing we are talking about. true / false
- You don't use commas in defining relative clauses. true / false

## Second and third conditional

*I can use second and third conditionals.*

### 1 Correct the mistakes in the second conditional sentences. Tick the correct sentences.

*knew*

If I ~~knew~~ the answer, I would tell you.

1 He can save money if he didn't buy so many clothes.

2 If it snows tomorrow, we might not have to go to school.

3 I would listen to your parents' advice if I were you.

4 If Dan were older, he would be able to ride a motorbike.

5 She could go to university if she would study harder.

6 If they aren't so tired, they'd come out with us later.

7 Pat would learn to play the guitar if he has more time.

### 2 Complete the third conditional sentences with the correct form of the verbs below.

fall go help not leave lend not remember see tell

1 If he'd finished his homework, he would \_\_\_\_\_ to bed earlier.

2 I could \_\_\_\_\_ you some money if you'd asked me.

3 She might \_\_\_\_\_ if I hadn't reminded her.

4 If they \_\_\_\_\_ Sam recently, they would have invited him to the concert.

5 We could \_\_\_\_\_ him if we'd known he was in trouble.

6 If the bus \_\_\_\_\_ on time, we might have missed the start of the match.

7 You could have hurt yourself if you \_\_\_\_\_ off that ladder!

8 If Jenny didn't trust you, she wouldn't \_\_\_\_\_ you her secret.

### 3 Complete the text with the correct form of the verbs in brackets.

The internet has transformed campaigning. Campaign organisers couldn't publicise their campaigns if we <sup>1</sup> \_\_\_\_\_ (have) the internet. Many protests and demonstrations simply <sup>2</sup> \_\_\_\_\_ (not happen) if the public hadn't learned about the campaigns through social media. Many people say they would only get involved in a campaign if they <sup>3</sup> \_\_\_\_\_ (see) their online friends were too. Support for direct action such as protests <sup>4</sup> \_\_\_\_\_ (not be) so great if the organisers couldn't send details about where and when so quickly and to so many people. And in the past, if there had been a major news story like a demonstration, it <sup>5</sup> \_\_\_\_\_ (take) a whole day to be reported; today, if you <sup>6</sup> \_\_\_\_\_ (post) images from your smartphone, they could be online almost instantly for everyone to see.

### 4 Choose the correct words to complete the sentences.

1 **Supposing / Unless** we didn't have antibiotics – life would be very different.

2 She wouldn't have voted for him **supposing / unless** she really thought he could make a difference.

3 **Unless / Even if** we got rid of nuclear weapons, there would still always be wars.

4 **Unless / Supposing** everyone thought their vote didn't count? Nobody would vote!

5 I would never vote for that party, **supposing / even if** I were old enough.

6 **Unless / Supposing** I hadn't got lost, I wouldn't have found such a beautiful view!

### 5 Choose the correct options (a–c) to complete the text.

How would you feel if you <sup>1</sup> \_\_\_\_\_ the right to vote as an adult? Or <sup>2</sup> \_\_\_\_\_ you lived in a country where it was illegal **not** to vote – how would you feel then? In many countries where voting isn't compulsory the number of people doing so has fallen dramatically. If their ancestors <sup>3</sup> \_\_\_\_\_ that fewer than 60% of the public would vote during the US presidential elections, they <sup>4</sup> \_\_\_\_\_ have fought so hard for that right. But there are 22 nations around the world where you'd have to vote in an election, <sup>5</sup> \_\_\_\_\_ you didn't want to. And if you lived in Australia, you could be fined <sup>6</sup> \_\_\_\_\_ you voted!

1 a hadn't b didn't have c hadn't had

2 a unless b even if c supposing

3 a had known b knew c would know

4 a couldn't b might not c hadn't

5 a supposing b unless c even if

6 a unless b even if c supposing

### 6 Rewrite the sentences in the second or third conditional so that they have the same meaning. Use the words in brackets.

1 She didn't receive the email so she missed the meeting. (if)

2 He could beg me to go, but I'd still refuse! (even)

3 Because I'm not from Greece, I don't speak Greek. (were)

4 What would you do first if you were the President? (supposing)

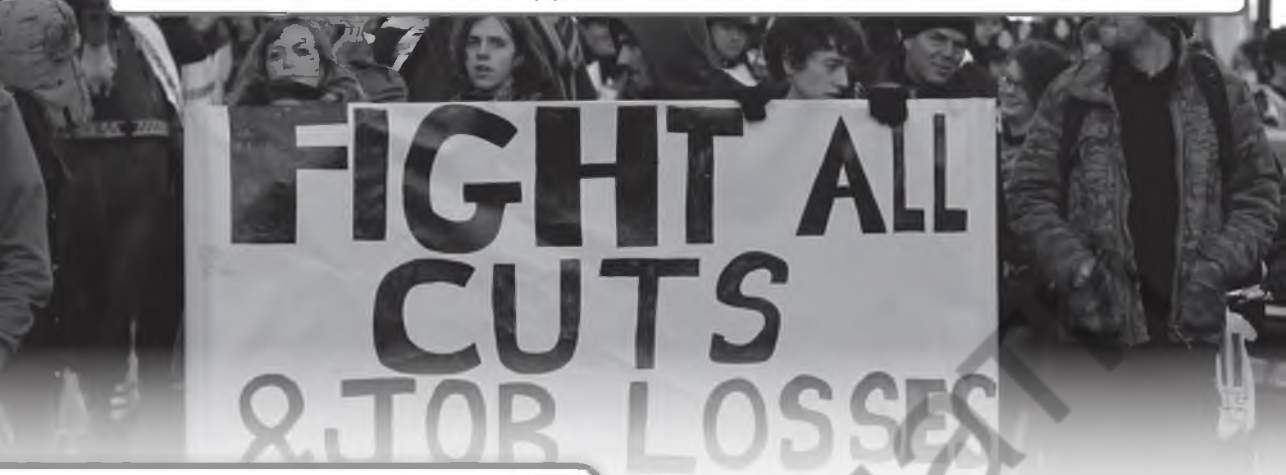
5 My computer's broken, so I can't check my emails. (could)

6 If he hadn't thought it was really important, he wouldn't have gone on the demonstration. (unless)



## Hashtag activism

I can use discourse markers to help predict what will be said next.



'I'm Charlotte. I'm seventeen and I live in Bristol, which is, <sup>1</sup>\_\_\_\_, one of the coolest cities in the south-west of England. My friends and I saw reports of the national anti-austerity demonstration in London – <sup>2</sup>\_\_\_\_, where people were protesting against the threatened cuts in welfare from the new government. It was too far for us to travel, but <sup>3</sup>\_\_\_\_ we wished we could have been there. And then one of my friends said, <sup>4</sup>\_\_\_\_, why don't we organise one here?' We put up an invitation on Facebook to all of our friends. <sup>5</sup>\_\_\_\_, we hadn't done anything like it before so we didn't know what to expect. But it just grew from there, and on the day, five thousand people turned up to demonstrate! It was a completely amazing experience. <sup>6</sup>\_\_\_\_, a lot of great things have come out of that one Facebook page. <sup>7</sup>\_\_\_\_, we are now collecting food for local food banks and women's shelters. We're only young, but <sup>8</sup>\_\_\_\_, with Facebook, we're effective!'



### 1 Choose the correct linkers (a–c) to complete the text.

- 1 a all the same    b incidentally    c for instance  
 2 a you know    b nevertheless    c well  
 3 a all the same    b by the way    c for instance  
 4 a Well    b Nevertheless    c As I was saying  
 5 a Mind you    b For instance    c Talking of which  
 6 a All the same    b By the way    c However  
 7 a Still    b Incidentally    c For instance  
 8 a even so    b for instance    c by the way

### 2 2.02 Listen and check your answers to exercise 1.

#### Listening Strategy

As you listen, pay special attention to discourse markers (linking phrases), which connect pieces of information to each other. For example, *however* introduces a contrast, whereas *for instance* introduces an example.

### 3 Read the Listening Strategy and match the sentence halves.

- 1 I am not sure who to vote for.   
 2 We couldn't go to London to demonstrate.   
 3 I don't really understand how Twitter works.   
 4 My sister went on a protest march at the weekend.   
 5 Scientists say it will be difficult to reverse global warming.   
 6 Journalists are sometimes difficult to trust.   
 a Nevertheless, I will try to use it.  
 b Even so, that's no excuse not to do it at all.  
 c Still, we managed to protest effectively in other ways.  
 d Talking of protests, did you sign that petition about equal rights?  
 e By the way, did you know that Matt is studying journalism at university?  
 f All the same, it would be better to try to do something about it.

### 4 2.03 Listen and check your answers.

### 5 2.04 Listen and match speakers 1–4 with sentences A–E. There is one extra sentence.

This speaker:

- A talks about a particular online protest and how it evolved into something else.   
 B explains that the perceived lack of interest in politics in the young is not accurate.   
 C took action to encourage young people's interest in politics.   
 D proves that social media is essential in political campaigns.   
 E feels that there is no division between social media campaigning and other forms of protest.

## Mixed conditionals

*I can use mixed conditionals.*

### 1 Write the words in brackets in the correct order to form mixed conditional sentences. Add a comma in the correct place.

- If (know / you'd / the answer / you'd / listened).  
If \_\_\_\_\_
- If (weren't / I'd / have / raining / it / walked).  
If \_\_\_\_\_
- If (he / have / Lucas / older / voted / could / were).  
If \_\_\_\_\_
- If (chips / have / hungry / I'd / those / was / eaten / I).  
If \_\_\_\_\_
- If (champions / might / scored / they'd / they / be / the).  
If \_\_\_\_\_
- If (you / I / have / that / were / done / wouldn't / I).  
If \_\_\_\_\_

### 2 Choose the correct options (a–c) to complete the mixed conditional sentences.

- If Tony \_\_\_ the lottery, he would be rich.  
a wins      b had won      c would win
- Life \_\_\_ difficult if they hadn't invented electricity!  
a would be      b had been      c was
- If you'd burned the cake, we \_\_\_ eat it.  
a can't      b weren't able to      c couldn't
- If Zoe were braver, she \_\_\_ for Ed's phone number.  
a might have asked      b might asking  
c might not ask
- We'd have gone to school if it \_\_\_ the weekend.  
a weren't      b hadn't been      c isn't
- If I \_\_\_ your advice, I'd have asked for it.  
a want      b would want      c wanted
- If I hadn't seen the news, I \_\_\_ about the accident.  
a didn't know      b wouldn't know  
c hadn't known

### 3 Complete the mixed conditional sentences with up to five words, including the correct form of the words in brackets. Do not change the order of the words.

- I would be sad if (I / never / meet) you!
- If Talgat hadn't run so fast, (he / not / exhausted).
- They wouldn't be nervous about the exam (they / study / harder).
- (you / be / poor) you'd spent all your money yesterday.
- If Mariya had used suncream on the beach, (she / burned / now)!
- I would have written to you if (I / know / address).

### 4 Complete the email with one word in each gap to make mixed conditional sentences.

To: daisy@email.com

Hi Daisy

Did you watch Comic Relief on TV last night? I might <sup>1</sup> \_\_\_\_\_ missed it if my mum <sup>2</sup> \_\_\_\_\_ such a huge fan – if she <sup>3</sup> \_\_\_\_\_ reminded me it was on, I'd be really annoyed! Of course, it <sup>4</sup> \_\_\_\_\_ have been so funny if the people taking part weren't really famous. And the amount of money they've raised wouldn't <sup>5</sup> \_\_\_\_\_ so much if the public hadn't joined in as well. Anyway, it was great fun and I watched it to the end – but I wouldn't be so tired today if I <sup>6</sup> \_\_\_\_\_ gone to bed at my usual time!

See you soon. Artur

### 5 Complete the text with the correct form of the verbs in brackets.

Oxfam is a world leader in delivering emergency relief. If it weren't for this charity, thousands of children in Europe <sup>1</sup> \_\_\_\_\_ (go) hungry during World War II. Today, desperate people

<sup>2</sup> \_\_\_\_\_ (not have) clean water if Oxfam hadn't made this a priority during humanitarian disasters. And if it <sup>3</sup> \_\_\_\_\_ (not be) for Oxfam, the NGO ActionAid might not exist either; there wouldn't be so much pressure on governments to provide healthcare and education and to combat climate change if these charities <sup>4</sup> \_\_\_\_\_ (not develop). But Oxfam might not be so successful nowadays if it <sup>5</sup> \_\_\_\_\_ (not recognise) the importance of linking business with charity. Oxfam employs thousands of people worldwide, but it couldn't have become the UK's biggest high-street seller of second-hand books if it <sup>6</sup> \_\_\_\_\_ (not be) also for the thousands of volunteers who give their time working in these important charity shops.



## Verb patterns

I am aware of and can use different verb patterns.

### 1 Write the words in the correct order to make sentences.

- 1 a / to / have / take / airport / We'll / taxi / us / the
- 2 teacher / The / again / us / our / test / made / do
- 3 you / Would / later / prefer / call / to / me / back / ?
- 4 stop / war / was / The / to / president / made / the
- 5 someone / bicycle / your / Did / fix / get / you / to / ?
- 6 check / cut / You'd / doctor / have / better / a / that
- 7 school / making / walk / Vic's / Is / mum / him / to / ?

### 2 Choose the correct words to complete the sentences.

- 1 We're having our dog **looked** / **looking** after by a neighbour.
- 2 I've left the keys **hidden** / **hiding** under the mat.
- 3 The film will keep you **guessing** / **guessed** to the end!
- 4 Don't leave that candle **burning** / **burned** when you go to bed.
- 5 They got their house **painted** / **painting** by a friend.
- 6 I don't want that painting **throwing** / **thrown** away.
- 7 I've finally got my tablet **working** / **worked** again!
- 8 Rob found his sister **waited** / **waiting** outside.

### 3 Complete the sentences with the correct form of the verb in brackets.

- 1 I'd prefer you \_\_\_\_\_ (tell) me the complete truth.
- 2 I found this bottle \_\_\_\_\_ (float) in the sea.
- 3 My parents can't get anyone \_\_\_\_\_ (buy) our flat.
- 4 I had the garage \_\_\_\_\_ (service) my car.
- 5 Would you like your meal \_\_\_\_\_ (serve) with chips or salad?
- 6 I think we should ask him \_\_\_\_\_ (help) us.
- 7 Tony was made \_\_\_\_\_ (apologise).

Most people would prefer the world's problems <sup>1</sup> through non-violent actions and there have been many successful peaceful protests over the years. One of the most famous took place when a 42-year-old African American woman changed the course of history – just by sitting on a bus. In 1955 in the United States, black people <sup>2</sup> to give up their seats on public transport for white passengers. So one day, when a white man boarded a full bus which Rosa Parks was on, the driver tried to get four black people <sup>3</sup> their seats. The law at the time said that he couldn't have a white person <sup>4</sup> while black people had seats. Rosa Parks wanted this law <sup>5</sup>, so she refused to give up her seat for the white man. Not surprisingly for that time, the authorities had the police <sup>6</sup> her. But her actions made the rest of the USA <sup>7</sup> notice, and this was the start of non-violent mass protests in support of civil rights.



### 4 Choose the correct options (a–c) to complete the text.

- |               |                |             |
|---------------|----------------|-------------|
| 1 a solved    | b to be solved | c to solve  |
| 2 a were made | b were making  | c make      |
| 3 a leaving   | b left         | c to leave  |
| 4 a to stand  | b standing     | c stood     |
| 5 a changed   | b changing     | c change    |
| 6 a to arrest | b arrest       | c arresting |
| 7 a take      | b to take      | c taken     |

### 5 Complete the second sentence so that it means the same as the first.

- 1 I want us to forget our silly argument.  
I want our \_\_\_\_\_.
- 2 They should have their photos taken by a professional.  
They should have a \_\_\_\_\_.
- 3 I don't think anyone will steal your bag.  
I don't think you'll have \_\_\_\_\_.
- 4 The police made him prove his age.  
He was \_\_\_\_\_.
- 5 I'd rather we met tomorrow evening.  
I'd prefer us \_\_\_\_\_.
- 6 We couldn't make the man understand us.  
We couldn't get \_\_\_\_\_.
- 7 She was made to leave the party by her mum.  
Her mum \_\_\_\_\_.

#### VOCAB BOOST!

When you learn verb patterns, you'll see that dictionaries usually present them with *sb / sth*, for example, *get sb / sth to do sth*. You can record new verb patterns in this way, or you can write more meaningful or personal examples and highlight the verb pattern:

My dad couldn't get the car to start this morning.

I was made to do my maths homework again.

### 6 Read the *Vocab boost!* box. Then complete the sentences with your own ideas. Use verb patterns from this page. Circle the verb patterns in your sentences.

- 1 I hate being made \_\_\_\_\_.
- 2 I plan to get my \_\_\_\_\_.
- 3 I'd prefer my parents \_\_\_\_\_.
- 4 I would never leave my \_\_\_\_\_.
- 5 I sometimes have my \_\_\_\_\_.
- 6 I've always wanted my \_\_\_\_\_.
- 7 I once found my \_\_\_\_\_.

## The Help

I can understand an extract from an American novel.

Revision: Student's Book page 60

### 1 Complete the sentences with the phrasal verbs below.

got ahead helps out set up squeeze in  
stepped down thinking up

- Sam \_\_\_\_\_ by working hard and showing enthusiasm.
- The doctor said he could \_\_\_\_\_ me \_\_\_\_\_ for a quick appointment at 11.45.
- Andy has \_\_\_\_\_ as the head of the charity and he is going to work in politics instead.
- My mum \_\_\_\_\_ the company ten years ago and it now employs over a hundred people.
- Sara's always \_\_\_\_\_ crazy new ideas for vlogs that never work!
- Harry \_\_\_\_\_ at the homeless centre by cooking in the kitchen two evenings a week.

### 2 You are going to read an extract from the novel *The Help*. The author writes dialogues using the language conventions of the southern states of the USA. Rewrite the sentences below in standard British English.

- This what she been trying to ask me the past two weeks.
- "You think Miss Leefolt gone agree to that?"
- "... do that not sound kind a dangerous to you?"

### Reading Strategy

Read all the text once and then read the questions. Match any questions that are immediately obvious, and identify and note the parts of the text that contain the evidence for your answer. Then carefully read each section of the text again and look for the answers to the remaining questions.

### 3 Read the Reading Strategy. Match sections A–C in the extract with questions 1–6 below. Each section may be matched with more than one question.

Which section ...

- gives examples of violent racism?
- talks about the number of interviews that Miss Skeeter wants to do?
- discusses the consequences of helping Miss Skeeter for the narrator?
- mentions Miss Skeeter realising that the situation is more difficult than she imagined?

## The Help



Kathryn Stockett's novel *The Help* is set in the 1960s, a time when the Civil Rights movement is campaigning all across the USA for equal rights for African Americans. Skeeter Phelan, a white woman, wants to write a book to protest against the unfair treatment of African Americans – a book about the experiences of African American maids who work for white families. In this extract, Skeeter asks Aibileen, a black maid, if she can interview her.

**A** "What can I do for you?"

"I have an idea. Something I want to write about. But I need your help."

I let all my breath out. I like Miss Skeeter, but come on. Sure, a phone call would a been nice. She never would a just shown up on some white lady's step without calling. But no, she done plopped herself down like she got ever right to barge in on me at home.

"I want to interview you. About what it's like to work as a maid." (...)

"Like the Miss Myrna column?" I say, flat as a pan. "Bout cleaning?"

"Not like Miss Myrna. I'm talking about a book," she say and her eyes is big. She excited. "Stories about what it's like to work for a white family. What it's like to work for, say ... Elizabeth."

**B** I turn and look at her. This what she been trying to ask me the past two weeks in Miss Leefolt kitchen. "You think Miss Leefolt gone agree to that? Me telling stories about her?"

Miss Skeeter's eyes drop down some. "Well, no. I was thinking we wouldn't tell her. I'll have to make sure the other maids will agree to keep it secret, too."

I scrunch up my forehead, just starting to get what she's asking. "Other maids?"

"I was hoping to get four or five. To really show what it's like to be a maid in Jackson." (...)

**C** She looks excited, like this is some kind of game. For a second, I think I might be more mad than I am tired.

"Miss Skeeter," I whisper, "do that not sound kind a dangerous to you?"

"Not if we're careful—"

"Shhh, please. Do you know what would happen to me if Miss Leefolt find out I talked behind her back?"

"We won't tell her, or anyone." She lowers her voice some, but not enough. "These will be private interviews."

I just stare at her. Is she crazy? "Did you hear about the colored boy this morning? One they beat with a tire iron for accidentally using the white bathroom?"

She just look at me, blink a little. "I know things are unstable but this is—"

"And my cousin Shinelle in Cauter County? They burn up her car cause she went down to the voting station."

"No one's ever written a book like this," she say, finally whispering, finally starting to understand, I guess. "We'd be breaking new ground. It's a brand-new perspective."

# Collaborative task

I can discuss a question with a partner and work towards an agreement.

Imagine that you are discussing practical ways in which people can help to combat pollution. How effective is each of the five measures?



1 **2.05** Read the task above and listen to two students doing the task. Answer the questions. Which three measures do the students agree will be particularly effective?

2 **KEY PHRASES** Match the sentence halves in each group below to make phrases.

**Starting a discussion**

- 1 Shall we  a with ..., shall we?
- 2 Let's begin  b by talking about ...
- 3 We could start  c start with ...?

**Expressing an opinion**

- 4 I'm of the  d chief consideration is ...
- 5 For me, the  e strongly that ...
- 6 Personally, I would  f say that ...
- 7 I feel quite  g opinion that ...

**Adding an opinion**

- 8 Not  h only that, ...
- 9 Yes, and another  i also believe that ...
- 10 Good point. And I  j thing. ...

**Agreeing and disagreeing**

- 11 Absolutely. I couldn't  k some extent. However, ...
- 12 I'm with  l agree more.
- 13 Yes, I think  m you on that.
- 14 That's true to  n you're right.
- 15 I'm not sure I  o different view on that.
- 16 I take a rather  p how I see it.
- 17 That's not quite  q agree.

3 **2.05** Listen again and tick the phrases in exercise 2 that you hear.

4 **2.06** Listen to students doing the second part of task. Which two measures do they choose?

## Speaking Strategy

In a discussion, listen carefully and respond to what your partner says. Learn phrases for interacting with your partner so that you take turns and both contribute to the discussion.

5 **KEY PHRASES** Read the Speaking Strategy. Then complete the phrases with the words below.

agree Can come interrupt moment need only reach settled think What view

**Involving your partner**

- Would you <sup>1</sup> \_\_\_\_\_ with that?
- ... , don't you <sup>2</sup> \_\_\_\_\_?
- <sup>3</sup> \_\_\_\_\_ we agree that ...?
- What's your <sup>4</sup> \_\_\_\_\_ on that?
- <sup>5</sup> \_\_\_\_\_ do you think about ...?

**Interrupting**

- Sorry to <sup>6</sup> \_\_\_\_\_, but ...
- Hang on a <sup>7</sup> \_\_\_\_\_. I think ...
- Yes, and not <sup>8</sup> \_\_\_\_\_ that, ...

**Reaching an agreement**

- So, shall we <sup>9</sup> \_\_\_\_\_ a decision?
- We need to <sup>10</sup> \_\_\_\_\_ to a decision.
- We <sup>11</sup> \_\_\_\_\_ to decide what / which ...
- That's <sup>12</sup> \_\_\_\_\_, then.

6 **2.06** Listen again and tick the phrases in exercise 5 that you hear.

7 Look at the task in exercise 1 again and the options below. Write notes about how effective each measure is.




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8 Which two measures will you choose? Make a note of your choices and your reasons.

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9 Now do the task using your notes from exercises 7 and 8.

## A report

*I can write a report about a local issue.*

### Preparation

1 Read the task and the report below. How many measures does the writer:

- a assess? \_\_\_\_ b suggest? \_\_\_\_

Last year, your town council took measures to make your town cleaner and greener. The council would like to hear your views on the measures they have taken and also any suggestions for future improvements.

Write your report.

2 **KEY PHRASES** Put the phrases in the correct groups. Which are in the article?

It is recommended that ... It was reported that ...  
It was thought that ... On balance, ...  
Taking all the points into consideration, ...  
This report is intended to ...

#### Introduction

The aim of this report is to ...  
The report is based on / draws on ...

1 \_\_\_\_\_

#### Reporting views

It would seem that ...  
According to ...  
(People) were of the opinion that ...

2 \_\_\_\_\_

3 \_\_\_\_\_

#### Summing up / Giving your opinion

In conclusion, ... To conclude, ... To sum up, ...

4 \_\_\_\_\_

5 \_\_\_\_\_

#### Recommending / Suggesting

I would suggest ...  
In my opinion, it would be worth ...

6 \_\_\_\_\_

### Writing Guide

#### Writing Strategy

When writing a report:

- think carefully about the target reader and write in an appropriate style and tone.
- state the purpose of the report in the first paragraph and any recommendations and suggestions in the final paragraph.
- consider using headings where appropriate to give the report a clear structure.

#### Introduction

The aim of this report is to assess the measures taken by the council and to put forward recommendations for further action.

#### Benefits of the measures taken

According to most residents, the new pedestrian zone is a great success. It was also thought that the bike lanes improved road safety. The coach park on the outskirts of the town has also met with approval, as coaches no longer drive into the centre where the streets are very narrow.

#### Disadvantages of the measures

The increase in parking charges has discouraged people from driving into town, but local shops and businesses are suffering because fewer people come into town to shop. What is more, it would seem that these charges adversely affect disabled people and elderly people who rely on their cars.

#### Suggestions for future improvements

The majority of residents are of the opinion that there are not enough open green spaces. In my opinion, it would therefore be worth creating a new park on the wasteland near the station. I would suggest that more free parking places for disabled and elderly people are created. In conclusion, the council has made a good start, but a lot more could be done.

3 Read the Writing Strategy and the task below. Make notes under the headings.

Last year, your school took measures to make it cleaner and greener. The head teacher would like to hear your views on the measures they have taken and also any suggestions for future improvements.

Your opinion of measures taken

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

Suggestions for further improvements

1 \_\_\_\_\_

2 \_\_\_\_\_

4 Write your report.

#### CHECK YOUR WORK

Have you ...

- divided the report into paragraphs?  
 used headings?  
 checked your spelling and grammar?

## Vocabulary

- 1 Complete the text with suitable verbs about protesting.

Human rights organisations joined together last weekend to hold a r\_\_\_\_\_ in support of refugees. The demonstration also gave people the chance to 2p\_\_\_\_\_ against the government's lack of action in the current migrant crisis. People made placards to 3h\_\_\_\_\_ up during the march and were encouraged to 4s\_\_\_\_\_ slogans, such as: 'Say it proud. Say it clear. Refugees are welcome here.' A meeting was held at the end of the march where participants could 5l\_\_\_\_\_ to speeches by leading activists. The total number of protesters is still unconfirmed, but around 90,000 people said on Facebook that they 6w\_\_\_\_\_ on the march.

Mark:  / 6

- 2 Complete the sentences with the words below.

ensorship corruption disease famine  
globalisation homelessness

- Ebola is a very contagious \_\_\_\_\_ which can spread rapidly from one place to another.
- \_\_\_\_\_ is the best thing that has ever happened to large multinational companies.
- The government has recently been involved in a number of scandals involving fraud and \_\_\_\_\_.
- One of the most common approaches to \_\_\_\_\_ is to try to put those affected into shelters.
- A lack of rain has caused a drought, which will in turn lead to widespread \_\_\_\_\_ in the area.
- Social networking sites are often prohibited in countries where there is \_\_\_\_\_ of the media.

Mark:  / 6

- 3 Match the verbs in A with the words in B to make protest collocations. Then complete the sentences.

A campaign sign stand support vote write

B a campaign against nuclear power a petition in elections outside the building to the council

- Are you allowed to \_\_\_\_\_ yet, or do you have to wait until your next birthday?
- When my friends and I \_\_\_\_\_, we tend to get very involved in it.
- Why don't you \_\_\_\_\_ if you don't agree that the local library should be closed?
- The protesters are going to \_\_\_\_\_ until the director comes out to speak to them.
- Ecology groups often \_\_\_\_\_, because they say it harms the environment.
- This morning, I was asked to \_\_\_\_\_ against the proposed new school timetable.

Mark:  / 6

## Word Skills

- 4 Complete the second sentence so that it means the same as the first.

- It would be better if the speakers had microphones. I'd prefer \_\_\_\_\_.
- They're printing the flyers this afternoon. We're getting \_\_\_\_\_.
- That article made me think about changing my diet. That article had \_\_\_\_\_.
- A professional photographer took the photos. They had a professional photographer \_\_\_\_\_.
- The teacher made us re-sit the exam. We were made \_\_\_\_\_.
- My parents refused to go to the rally. I couldn't get \_\_\_\_\_.

Mark:  / 6

- 5 Choose the correct answers (a–c).

- How many hours of revision did you \_\_\_ for your last exam?  
a put in      b set up      c think up
- I'm trying not to \_\_\_ too many extracurricular activities this year.  
a help out      b step down      c take on
- The cyclist managed to \_\_\_ of the rest and went on to win the race.  
a set up      b get ahead      c squeeze in
- Who's going to be the next president of the debating society when Grace \_\_\_?  
a steps down      b takes on      c helps out
- She always \_\_\_ really crazy inventions.  
a puts in      b helps out      c thinks up
- The organisers have asked me to \_\_\_ at the next fundraising event.  
a take on      b get ahead      c help out

Mark:  / 6

- 6 Match the sentence halves.

- To my mind,
  - It's clear to me that we should
  - I feel quite strongly that shops
  - People might say that recycling's a waste of time,
  - While it's true that fossil fuels are running out,
- a but I believe it's better than nothing.  
b should charge for plastic bags.  
c sugary drinks should be banned.  
d I don't think that nuclear power is the solution.  
e prioritise the use of oil in the future.

Mark:  / 5

## Grammar

7 Complete the second and third conditional sentences with the correct form of the verbs in brackets.

- You \_\_\_\_\_ money on your electricity bill if you didn't leave the lights on. (save)
- If I \_\_\_\_\_ the train, I wouldn't have been late for my job interview. (not miss)
- You \_\_\_\_\_ the exam if you'd bothered to study. (not fail)
- If we \_\_\_\_\_ to the head teacher, do you think it would make a difference? (speak)
- I \_\_\_\_\_ you some money if you'd asked me. (lend)
- If we \_\_\_\_\_ a car, I'd have to walk everywhere. (not have)

Mark:  / 6

8 Choose the correct words to complete the sentences.

- I wouldn't have known about the party **even if / supposing / unless** you'd told me. Shall we go together?
- Even if / Supposing / Unless** you lost your job, what would you do then? Would you look for another one?
- I would have enjoyed the concert **even if / supposing / unless** it had rained. I love that band!
- I wouldn't complain **even if / supposing / unless** there was a problem – and there is!
- Even if / Supposing / Unless** we left now, we wouldn't get to the match on time.

Mark:  / 5

9 Complete the second sentence so that it means the same as the first.

- Heidi speaks German because she went to a German school.  
If Heidi hadn't gone to a German school, \_\_\_\_\_.
- I haven't got my own room because my parents didn't buy a big house.  
If my parents had bought a big house, \_\_\_\_\_.
- He didn't apologise, so I'm angry.  
I wouldn't be angry if \_\_\_\_\_.
- I didn't pay for our coffees because I haven't got any money with me.  
If I had some money with me, \_\_\_\_\_.

Mark:  / 4

## Use of English

10 Complete the text with the correct form of the words in brackets.

One of the greatest <sup>1</sup> \_\_\_\_\_ (demonstrate) in history was the 1930 Salt March in India. At the time, there was no <sup>2</sup> \_\_\_\_\_ (democracy) rule in the country as it was governed by the British. Most government policies were <sup>3</sup> \_\_\_\_\_ (race) because they favoured British citizens over Indians. Civil rights activist Mahatma Gandhi was the leader in the campaign against this <sup>4</sup> \_\_\_\_\_ (equal) and he chose Britain's Salt Acts as a symbol for the <sup>5</sup> \_\_\_\_\_ (just) of the system. These laws prohibited Indians from collecting or selling salt and forced them to buy it from the British. Gandhi's first act was the <sup>6</sup> \_\_\_\_\_ (organise) of a peaceful march from his hometown to the coast where he would collect salt. On 12 March, he set off with less than a hundred <sup>7</sup> \_\_\_\_\_ (protest). Along the way, people listened to his <sup>8</sup> \_\_\_\_\_ (speak) at the meetings he held. Many of them <sup>9</sup> \_\_\_\_\_ (sympathise) with the cause, and by the time he reached the coast on 5 April, the crowd had swollen to tens of thousands. Although 60,000 arrests were made – including Gandhi himself – the march was <sup>10</sup> \_\_\_\_\_ (success) in raising awareness of the Civil Disobedience Movement. India was finally granted independence in August 1947.

Mark:  / 10Total:  / 60

## I can ...

Read the statements. Think about your progress and tick one of the boxes.

- ★ = I need more practice.    ★★★★★ = No problem!  
★★★ = I sometimes find this difficult.

	★	★★★	★★★★★
I can talk about local and global issues.			
I can use second and third conditionals.			
I can use discourse markers to help predict what will be said next.			
I can use mixed conditionals.			
I am aware of and can use different verb patterns.			
I can understand an extract from an American novel.			
I can discuss a question with a partner and work towards an agreement.			
I can write a report about a local issue.			

## Vocabulary

A

## Non-fiction in Kazakhstan

*I can talk about non-fiction in Kazakhstan.*

## 1 Read the sentences and then choose the type of book (a–c) each person needs.

1 I am going to spend the summer traveling along the Silk Road.

- a encyclopedia  
b cookery book  
c travel guide

2 I am having a dinner party at my home on Saturday evening.

- a cookery book  
b atlas  
c dictionary

3 I am doing a project at school on the life of Abai Qunanbaiuli.

- a diary  
b self-help book  
c biography

4 I don't understand the meaning of the word 'forensic'.

- a dictionary  
b textbook  
c travel guide

5 My family and I are going on a driving holiday across Russia.

- a biography  
b atlas  
c encyclopedia

6 I want to keep a record of everything I eat for the next month.

- a diary  
b dictionary  
c self-help book

## 2 Complete the sentences with the words below.

out-of-print author chapters title paperbacks bestsellers

- The \_\_\_\_\_ of the book I'm reading at the moment is Nalini Singh.
- I prefer reading \_\_\_\_\_ because hardbacks are more difficult to carry around.
- This book is very long – it has over 20 \_\_\_\_\_!
- It's important to choose an interesting \_\_\_\_\_ for a book, and one that is easy to remember.
- The Last Romantics by Tara Conklin is one of the \_\_\_\_\_ of 2019 so far.
- You can't buy some very old books anymore because they are \_\_\_\_\_.

## 3 Read the first paragraph of the book review below. Are these sentences true (T) or false (F)?

- Keith Rosten is the author of *Once in Kazakhstan*.
- Once in Kazakhstan* is a biography.
- Keith Rosten was a lecturer in Kazakhstan.
- Once in Kazakhstan* is about the break-up of the Soviet Union.

## Once in Kazakhstan: The Snow Leopard Emerges

by Keith Rosten is a travel guide with a difference. Not long after the break-up of the Soviet Union, Keith Rosten leaves the United States to become a Fulbright lecturer in a newly-independent Kazakhstan. In his book, Rosten writes about this very important time in the country's history and how the nation's people combine the excitement and challenges of living in a modern Kazakhstan with the history and traditions of its past.

From horse heads in the local market, to guns on the ski slopes, and the first ever government elections, Rosten takes the reader on a brief tour of a country getting used to its independence. Using his understanding of local language and customs, he provides access to the nation's history, politics and traditions and to the beauty and wonder of this fascinating land.

The book includes photographs of the country's people, places, and monuments and is a wonderful resource for anyone wanting to learn more about Kazakhstan and its people.

## 4 Now read the whole book review and answer the questions.

- What important time in Kazakhstan's history does Keith Rosten write about?
- What unusual things does the author see as he travels around Kazakhstan?
- What knowledge helped the author write the book?
- What else does the book contain, other than text?
- Who should read this book?

5 Underline the grammatical mistakes in the second conditional, *If only ...* and *I wish ...* sentences below. Then write the correct sentences in your notebook.

- If I win a lot of money, I would travel around Central Asia.
- If only I have remembered my dictionary. I would use it to write this essay.
- If I became a famous author, I will give some money to charity.
- If I were you, I'd bought a diary to write about all your experiences.
- You would pass the exam if you study more.
- If I met a film star, I will ask them for their autograph.
- I wish I've bought an Iranian dictionary with me.
- If only I'd worked harder, I'd had a better job now.

# Future continuous, future perfect and future perfect continuous

*I can use the future continuous and future perfect forms.*

## 1 Choose the correct words to complete the sentences.

- By the time I go on holiday, I'll **have saved** / **be saving** plenty of spending money.
- Could you call me back in half an hour? I expect I'll **be finishing** / **have finished** lunch by then.
- Tomorrow, we'll **be studying** / **have studied** Australia.
- I won't **be playing** / **have played** in the football match this Saturday as I'll be on my way to Spain.
- What will you **be doing** / **have done** at 7 p.m. tomorrow?
- We still won't **have finished** / **be finishing** our exams by next Monday.

## 2 Correct the mistakes in the sentences. Tick the correct sentences.

- Will you have cleaned your room by lunchtime?
- By the end of May, I'll be living here for ten years.
- It's hoped that scientists will have discovered a cure for cancer soon.
- How long will you be studying English for by the end of this year?
- They will have released the album by the end of May.
- I will be growing my hair for two years soon.

## 3 Complete the text with the future continuous, future perfect, or future perfect continuous form of the verbs in brackets.

It started life above a pizza shop in the USA, but the world's most visited travel website, TripAdvisor, <sup>1</sup> \_\_\_\_\_ (run) for over fifteen years by the end of this month. This year, millions of us <sup>2</sup> \_\_\_\_\_ (read) the online reviews and using them to help us plan our holidays. The most reviewed city is London – very soon, reviewers <sup>3</sup> \_\_\_\_\_ (post) over two million reviews and <sup>4</sup> \_\_\_\_\_ (give) the city's attractions a rating out of five 'bubbles'. Astonishingly, the website <sup>5</sup> \_\_\_\_\_ (receive) reviews for so long that very soon, the total number of words published <sup>6</sup> \_\_\_\_\_ (approach) 12,000 times the number of words in the complete works of Shakespeare!

## 4 Write the words in the correct order to form polite questions.

- going / what / will / be / you / home / time / ?  
\_\_\_\_\_
- he / party / the / inviting / who / be / will / to / ?  
\_\_\_\_\_
- coming / when / of / be / out / will / hospital / she / ?  
\_\_\_\_\_
- be / will / leaving / teacher / year / why / next / our / ?  
\_\_\_\_\_
- seeing / you / tomorrow / be / will / Marco / ?  
\_\_\_\_\_
- match / will / the / be / in / you / who / supporting / ?  
\_\_\_\_\_



Where <sup>1</sup> \_\_\_\_\_ on your next holiday? Wherever it is, you're unlikely to stay in accommodation as old as the Hoshi Ryokan hotel and spa in Japan. Next month, it <sup>2</sup> \_\_\_\_\_ guests for over 1,300 years. The same family <sup>3</sup> \_\_\_\_\_ it for 46 generations, so the hotel <sup>4</sup> \_\_\_\_\_ as one of the world's oldest continuously operating businesses: visitors have been enjoying the traditional gardens and magnificent scenery for centuries. If you're tempted to stay, guests this year <sup>5</sup> \_\_\_\_\_ around US\$190 per night, so <sup>6</sup> \_\_\_\_\_ for some time before you can afford to go!

## 5 Choose the correct options (a–c) to complete the text above.

- a will you have stayed      b will you be staying

c will you have been staying
- a will have been welcoming      b will be welcoming

c will have welcomed
- a will be owning      b will have owned

c will have been owning
- a will have run      b will be running

c will have been running
- a will be paying      b will have been paying

c will have paid
- a you'll probably have been saving

b you'll probably have saved

c you'll probably be saving

## 6 Complete the mini-dialogues with the correct form of the verbs in brackets.

- A Does Frank know about the party? Can I mention it to him?

B Wait until this afternoon. I'll \_\_\_\_\_ (speak) to him by then.
- A Have you heard from Mia recently?

B No, but I \_\_\_\_\_ (meet) her tomorrow.
- A Where shall we stop?

B At the next town. We \_\_\_\_\_ (travel) for three hours by then.
- A Are you going dancing tonight?

B Probably not. My grandparents \_\_\_\_\_ (visit) later.
- A Are you ready for Thursday's test?

B I hope so. I \_\_\_\_\_ (revise) for a week by then!

## Trip of a lifetime

I can identify the context of a conversation.

### Revision: Student's Book page 67

1 Match 1–10 with a–j to make travel collocations.

- |          |                        |
|----------|------------------------|
| 1 get    | a a local dish         |
| 2 go     | b off the beaten track |
| 3 taste  | c the tent             |
| 4 put up | d a campfire           |
| 5 light  | e away from it all     |
| 6 do     | f with your bags       |
| 7 have   | g a lovely view        |
| 8 help   | h some volunteer work  |
| 9 travel | i rough                |
| 10 sleep | j light                |

2 Complete the text with travel collocations from exercise 1.

IF YOU ARE A TRAVELLER, NOT A TOURIST – IF YOU LIKE TO  
1 \_\_\_\_\_ RATHER THAN FOLLOW THE CROWDS –  
THEN COME TO KAZAKHSTAN FOR A WHOLE NEW EXPERIENCE!

Kazakhstan is wild and exciting and you can really forget about home and just 2 \_\_\_\_\_ in this breathtaking environment. Stay in some of our lovely little hotels and you can 3 \_\_\_\_\_ of ice-capped mountains from your window. Then join us to go horseriding, or hiking through the forest. You can 4 \_\_\_\_\_ on the lakeshore to cook a freshly caught fish and take a sleeping bag to sleep under the stars! Or you can 5 \_\_\_\_\_ in one of the many wonderful restaurants, if you prefer.

### Listening Strategy

Listen carefully for who the speakers are and where they might be. This will help you to identify the context of the conversation, and also to find out what the speakers' purpose is.

3 2.08 Read the Listening Strategy. Listen to four conversations and make notes on the topics below.

a Where is each person?

1 \_\_\_\_\_ 3 \_\_\_\_\_  
2 \_\_\_\_\_ 4 \_\_\_\_\_

b What kind of relationship is it?

1 \_\_\_\_\_ 3 \_\_\_\_\_  
2 \_\_\_\_\_ 4 \_\_\_\_\_

c What is the approximate time of day of the conversation?

1 \_\_\_\_\_ 3 \_\_\_\_\_  
2 \_\_\_\_\_ 4 \_\_\_\_\_

d What is the outcome of the conversation?

1 \_\_\_\_\_ 3 \_\_\_\_\_  
2 \_\_\_\_\_ 4 \_\_\_\_\_

4 Add *just* in the correct place in the sentences.

- I have a short time. \_\_\_\_\_
- Could you close the door? \_\_\_\_\_
- I got to the train in time. \_\_\_\_\_
- It's amazing! \_\_\_\_\_
- He has left. \_\_\_\_\_
- We have to buy milk now. \_\_\_\_\_
- This film's so funny! \_\_\_\_\_
- Could you repeat your name? \_\_\_\_\_

5 Match the purpose of using *just* (a–d) with sentences 1–8 in exercise 4.

- for emphasis \_\_\_\_\_
- to mean *only* \_\_\_\_\_
- for politeness \_\_\_\_\_
- to mean *close to the time* \_\_\_\_\_

6 2.09 Listen to the conversation. Are the sentences true (T) or false (F)?

- The conversation is happening in a restaurant.
- John reacts to both of Ella's suggestions with decisiveness.
- Ella would prefer to spend the day sightseeing.
- John is worried the bus might be too hot.
- Ella's attitude is that you should make the most of a trip away.

## Future time clauses

*I can use future time clauses.*

### 1 Choose the correct options (a–c) to complete the text.

If you're thinking of volunteering abroad, why not join us on one of our conservation trips to Costa Rica this year? We take care of all your travel arrangements, so as soon as <sup>1</sup> \_\_, one of our group leaders will meet you at the airport. Then, once <sup>2</sup> \_\_ time to relax, and after <sup>3</sup> \_\_ everyone else in the group, we take you on the four-hour bus journey to the coast. You'll be working in the Tortuguero National Park on one of our conservation projects – but when <sup>4</sup> \_\_, there's plenty of time to enjoy the beautiful beaches, and while <sup>5</sup> \_\_ here you could even learn a new language. We're sure that by the time <sup>6</sup> \_\_ you'll have had an amazing experience!



- |                      |                      |                      |
|----------------------|----------------------|----------------------|
| 1 a you're arriving  | b you arrive         | c you'll be arriving |
| 2 a you've had       | b you're having      | c you'll be having   |
| 3 a you'll have met  | b you've met         | c you'll be meeting  |
| 4 a you don't work   | b you aren't working | c you haven't worked |
| 5 a you're staying   | b you'll be staying  | c you'll have stayed |
| 6 a you'll have left | b you'll be leaving  | c you leave          |

### 2 Complete the text with the correct form of the verbs in brackets.

Hi Otto

I can't wait to see you – I can't believe that by the time I <sup>1</sup> \_\_\_\_\_ (see) you, I <sup>2</sup> \_\_\_\_\_ (be) France for a month! As soon as you <sup>3</sup> \_\_\_\_\_ (arrive), we'll plan where to go, but can you bring a sleeping bag in case we <sup>4</sup> \_\_\_\_\_ (decide) to go camping? Tomorrow, I <sup>5</sup> \_\_\_\_\_ (visit) my cousins in Paris, so it's a shame we'll have to wait until Saturday to meet, but I should be there the minute your train <sup>6</sup> \_\_\_\_\_ (get) in. Just think: this time on Saturday, we <sup>7</sup> \_\_\_\_\_ (talk) to each other face to face! Lots of love until then.

Sam

### 3 Choose the best verb form to complete the first conditional sentences.

- If they go to Amsterdam, **they will have / they are having** a great time.
- If you're buying a new outfit for the party, I **get / I'm getting** one too.
- If you get out of school before me, **wait / you'll wait** for me at the bus stop.
- If we don't hurry up, we **won't be finishing / won't have finished** this exercise by the end of the lesson.
- If he gets good grades, my brother **goes / will go** to university.
- If this DVD's any good, I'll **lend / have lent** it to you.

### 4 Choose the answer that makes most sense. Sometimes both answers are possible.

- I'll let you know **as soon as / in case** I've booked my ticket.
- If it stays hot, the clothes will have dried **the minute / by the time** we leave.
- My parents will let me go camping **on condition that / once** I phone every day.
- By the time / When** she lands in New York, she'll have been travelling for two days.
- If / Unless** you need anything, just ask at reception.
- Take a book **in case / on condition that** you get bored on the flight.

### 5 Complete the second sentence so that it means the same as the first.

- I won't take suncream unless you do.  
If you don't \_\_\_\_\_ either.
- It may rain later, so take an umbrella.  
Take an umbrella in \_\_\_\_\_.
- I'll finish packing and then I'll call a cab.  
After \_\_\_\_\_ call a cab.
- You won't hear from me again until I'm in London.  
By \_\_\_\_\_ me again, I'll be in London.
- He can't go unless he finds his passport soon.  
If \_\_\_\_\_ soon, he won't be able to go.
- We can't share a room if you snore!  
We can share a room on condition \_\_\_\_\_!



# Globetrotters

I can understand a text about adventure holidays.

## Revision: Student's Book page 70

### 1 Complete the email with the correct form of the verbs below.

come get go pull set stop take

To: frank@email.com

Hi Frank

We went to Charyn Canyon yesterday. We <sup>1</sup> \_\_\_\_\_ off from Almaty very early in the morning. During the coach journey, we <sup>2</sup> \_\_\_\_\_ up at a small town for a break. We finally arrived at Charyn Canyon and it was amazing! Andy <sup>3</sup> \_\_\_\_\_ off to visit the Valley of Castles. I walked down a steep path to the river at the bottom of the ravine. It was so peaceful and <sup>4</sup> \_\_\_\_\_ across some really interesting plants and birds. Andy wanted to <sup>5</sup> \_\_\_\_\_ over in a yurt to <sup>6</sup> \_\_\_\_\_ in more of the landmarks the next day, but I wanted to <sup>7</sup> \_\_\_\_\_ back to Almaty so we could visit that too. There's so much to see in Kazakhstan! More news tomorrow!

Bye for now!

Gulnara



### 2 Read the texts. Are the sentences true (T) or false (F)?

- In the past, adventure holidays were something that only the well-off could afford to do.
- The crocodiles at Crocosaurus swim inside a glass cage that is lowered into the water.
- The spa in Israel is overcrowded.
- The visitors lie on their backs on the massage table.
- You have to walk along the 'Changong Zhando' in order to get to the top of Mount Haushan.
- The 'Changong Zhando' is through two mountains.

### Reading Strategy

When you have to match statements or questions with different texts, you must remember that some of the topics or key words from the task may appear in several of the texts. Study each text carefully to decide which of the statements or questions matches it most closely.

### 3 Read the Reading Strategy. Match texts A–C with questions 1–6 below. Each text may be matched with more than one question.

Which text mentions ...

- a route that visitors have to take?
- unexpected sensations?
- the age of the facilities?
- the chance to reduce stress?
- protective equipment?
- losing weight?

## Living dangerously!

These days, having adventure holidays is no longer for the privileged few. If you're looking for new experiences, we've got some incredible suggestions for you!

### A Crocosaurus Cove, Australia

If you think adventure is synonymous with wild animals, then you should try the Cage of Death at Crocosaurus Cove in Darwin, Australia, where you can swim with crocodiles for fifteen minutes! Visitors climb into a cage made of glass walls that are four centimetres thick and are then lowered into a pool where an enormous 'croc' (six metres long and weighing eight hundred kilos) is waiting! It's an unforgettable experience and you'll be telling your friends about it for years to come.

### B Talmei Elazar, Israel

A relaxing massage at a spa is the perfect way to chill out and escape the overcrowded tourist zones. However, this spa in northern Israel employs unusual staff members to give the massages: snakes! The owner, Ada Barack, asks clients to lie on the massage table and then drops six snakes onto their backs! Visitors say they expect the snakes to feel wet, but in fact they are cool, dry and smooth. You may feel a little tense at the beginning, but you'll be leaving the spa feeling more relaxed than you have in a long time!

### C Mount Haushan, China

Seeing the sights at the top of Mount Haushan in China is not for people who don't like heights! After climbing the hundreds of steep steps that are cut into the rock, visitors have to walk along the 'Changong Zhando'. This is the name given to the terrifying walk along two narrow pieces of wood on the side of the mountain which are only forty centimetres wide. There is just a seven-hundred-year-old chain handrail fixed into the rock to stop you from falling over two thousand metres to your death! You'll have lost a few kilos through exercise and worry by the time you reach the top!

## Interview and stimulus-based discussion

I can discuss a topic and select and justify my choice from a range of options.

- 1 When you plan travelling for leisure, what is the most important consideration for you before you make your choice? Why? Tell your partner. Use the ideas below to help you.

cost interest location safety time your own idea

- 2 Read the task below. Decide which advert is more appealing to you. Think of four reasons.

You are planning a holiday abroad. Read the adverts below. Which trip appeals to you more? Say why and explain why you are rejecting the other option.

**A**

**ONLY £20 FOR STUDENTS.**

**TRAVEL THE CANALS FOR A COUPLE OF HOURS.**

**B**

**Private day trips**

*Have lunch in the old port.*

**Only £30 for students.**

- 3 **2.10** Read the Speaking Strategy below. Listen to a student doing the task. Tick the topics she mentions. Were any of her reasons the same as yours?

comfort	<input type="checkbox"/>	boredom	<input type="checkbox"/>	convenience	<input type="checkbox"/>
cost	<input type="checkbox"/>	interest	<input type="checkbox"/>	length of trip	<input type="checkbox"/>
safety	<input type="checkbox"/>	speed	<input type="checkbox"/>	sea sickness	<input type="checkbox"/>

### Speaking Strategy

When you explain which item you are choosing, try to give a number of different reasons for your choice. When you are saying why you reject the other options, try again to give more than one reason. Do not simply give opposite reasons. Try to come up with different arguments.

- 4 **2.10** Listen again. Tick the phrases the student uses.

- |   |                          |
|---|--------------------------|
| 1 I think I'll choose ... mainly because ...                    | <input type="checkbox"/> |
| 2 I'm opting for ... and that's because ...                     | <input type="checkbox"/> |
| 3 The best option would be the ... because ...                  | <input type="checkbox"/> |
| 4 I wouldn't pick the ... for the reason that ...               | <input type="checkbox"/> |
| 5 I wouldn't go for the ... basically because ...               | <input type="checkbox"/> |
| 6 The (other) reason why I'm (not) choosing the ... is that ... | <input type="checkbox"/> |

- 5 Read the task and look at the photos below. Compare the options. Prepare the reasons for your choice under the headings (1–4) below.

You are on holiday abroad. Which of these activities would you choose and why? Say why you are rejecting the other option.

**A**

**Get ready for your first paragliding experience!**

**No experience necessary – just a head for heights!**

**Only £25 for students.**

**B**

**PARAGLIDING FOR ADVENTURE LOVERS**

**ONLY £50 FOR STUDENTS.**

- |                    |       |
|--------------------|-------|
| 1 interest for you | _____ |
| 2 location         | _____ |
| 3 cost             | _____ |
| 4 time required    | _____ |

- 6 Now do the task using your notes from exercise 5.

## A letter of complaint

*I can write a formal letter of complaint.*

### Preparation

#### 1 Rewrite the sentences in more formal language.

Use the correct form of the words in brackets.

- I got the booking information from you. (receive)
- Your company didn't say sorry. (offer / no apology)
- I really think you are to blame. (feel strongly / at fault)
- I think your online system should be looked at. (believe / review)
- I don't want other people to have the same problems that I had. (be inconvenienced / I was)
- Further problems will happen. (arise)

#### 2 Read the task and the letter below. What three things does the writer suggest?

You had a very poor train journey recently. You were rather dissatisfied with the experience. Write a letter to the train company saying why you are unhappy and suggest ways in which the service could be improved.

Dear Sir or Madam

I am writing to complain about my train journey with Great Eastern on Sunday 20 July.

I booked a return ticket, reserved seats through your website and received confirmation of the booking. However, when I boarded the train, my seat was already occupied by someone with the same reservation. I therefore had to stand for 45 minutes. To make matters worse, there was a delay in the departure of the train, but we were given no information about this. We were held up for 35 minutes, which resulted in me missing my connection and losing my second seat reservation. I therefore waited for the next train. However, the air conditioning was not functioning in this train, and it was a very hot three-hour journey. There was no apology at any point.

I feel strongly that I deserve compensation for this deeply unsatisfactory journey. Firstly, I suggest that your online booking system be reviewed, as there are clearly problems. Secondly, there should be more information and help for passengers when problems occur. Finally, I request that there be bottled water available in extremely hot conditions.

I am applying for a refund for my journey. I look forward to hearing from you.

Yours faithfully

Simon Harding

### Writing Strategy

When you write a formal letter:

- Divide your letter into paragraphs.
- In the introduction, explain why you are writing. At the end, tell the reader what you would like them to do.
- Use formal language and avoid contractions and abbreviations.
- Use the appropriate phrases to start and finish your letter, depending on whether you know the recipient by name.

Dear Sir or Madam → Yours faithfully

Dear Mr Black / Ms White, etc. → Yours sincerely

#### 3 Find two examples of the subjunctive form in the letter.

#### 4 Rewrite the requests and demands using the subjunctive and the words in brackets.

- I think you should review the booking procedure. (suggest)
- I think you should announce delays. (recommend)
- I think you should delay your decision. (propose)
- I want my ticket to be refunded. (demand)

### Writing Guide

On a recent holiday, you and a group of friends went on a sightseeing bus tour. You were very dissatisfied with the experience. Write a letter to the company saying why you are unhappy and suggest ways in which the tour might be improved.

#### 5 Read the task above and make notes about what you will complain about. Use the ideas below or your own ideas.

itinerary missed out an important place  
tour didn't run on time  
tour guide was unenthusiastic / too quiet  
no toilet on the bus

#### 6 Write your letter of complaint.

### CHECK YOUR WORK

Have you ...

- organised your letter in paragraphs?
- started and finished the letter appropriately?
- avoided contractions and informal language?

## Vocabulary

1 Use a word from A and a word from B to make compound nouns. Then complete the sentences.

A back camp camper city guest package  
self-catering youth

B apartment break holiday hostel house  
packing site van

- When my friends were in New Zealand, they hired a \_\_\_\_\_ to travel around South Island.
- The price of our \_\_\_\_\_ included the flight, the hotel and some of the excursions.
- The \_\_\_\_\_ they chose had a field for caravans as well as several for tents.
- My parents have gone on a \_\_\_\_\_ to Rome to celebrate their wedding anniversary.
- The \_\_\_\_\_ we stayed at only had six rooms, but it was very comfortable and the owners were nice.
- We prefer to do our own cooking, so we tend to rent a \_\_\_\_\_ when we go away.
- \_\_\_\_\_ is the cheapest way to see a country.
- There were ten people to a dormitory in the \_\_\_\_\_ we slept in.

Mark:  / 8

2 Replace the underlined words with the synonyms below.

dingy overcrowded remote run-down  
unspoilt vibrant

- Rio de Janeiro is at its most exciting at carnival time. \_\_\_\_\_
- Some of Britain's beach resorts are rather neglected. \_\_\_\_\_
- The isolated village we stayed in was over 30 km from the nearest big town. \_\_\_\_\_
- Many of the beaches in Menorca are completely natural. \_\_\_\_\_
- It's best to avoid the city centre at weekends because the shops are full of people. \_\_\_\_\_
- They gave us a dark and dirty room at the back of the hotel, so we asked if we could change. \_\_\_\_\_

Mark:  / 6

3 Complete the questions with travel collocations. Use one or two words.

- Would you \_\_\_\_\_ a campfire on the beach?
- Can you \_\_\_\_\_ a tent and take it down again on your own?
- Do you \_\_\_\_\_ light when you go on holiday or do you take a lot of luggage?

- Where do you go when you want to \_\_\_\_\_ from it all?
- Do you ever \_\_\_\_\_ the beaten track?
- Would you ever \_\_\_\_\_ rough if you didn't have anywhere to stay?

Mark:  / 6

## Word Skills

4 Complete the sentences with the correct adverb form of the adjectives in brackets.

- It took us \_\_\_\_\_ half an hour to get there. (rough)
- We booked the hotel \_\_\_\_\_ to ensure that we got a nice room. (early)
- Try \_\_\_\_\_ not to look like a tourist when you're alone in a foreign country. (hard)
- I looked at the bill \_\_\_\_\_ to make sure it was correct. (close)
- The weather has been terrible \_\_\_\_\_. I hope it improves for our holiday. (late)
- We're going to have to decide where to go \_\_\_\_\_ soon, or everything will be booked up. (pretty)

Mark:  / 6

5 Complete the mini-dialogues with the phrasal verbs below.

get around get back go off pull up set off  
stop over

- A What time are you leaving in the morning?  
B We're going to \_\_\_\_\_ at 6.30 a.m.
- A Did you walk everywhere in London?  
B No, we used the tourist bus to \_\_\_\_\_.
- A What time does your plane land?  
B At 6.00; we should \_\_\_\_\_ to the house around 8.00.
- A Have you got a direct flight?  
B No, it's going to \_\_\_\_\_ in Doha on the way.
- A Did you go on holiday with your parents?  
B Yes, but I could \_\_\_\_\_ and do my own thing.
- A Where shall I park?  
B Just \_\_\_\_\_ outside the hotel for now.

Mark:  / 6

6 Complete the sentences with the phrases below.

I'm opting I think I wouldn't I wouldn't pick  
The best option The reason why

- \_\_\_\_\_ for an elderly couple would be a cruise, because they wouldn't have to walk very far.
- \_\_\_\_\_ the holiday camp for the reason that it would be too noisy.
- \_\_\_\_\_ for the B&B, and that's because they tend to be cheaper.

## Review Unit 7

- 4 \_\_\_\_\_ I'm not choosing the houseboat is that it might be very cramped.
- 5 \_\_\_\_\_ go for the cycling holiday, basically because I haven't got a bike.
- 6 \_\_\_\_\_ I'll choose the winter sports holiday, mainly because I love skiing.

Mark:  / 6

### Grammar

#### 7 Choose the correct answers (a–c).

- 1 Azamat's flight from Paris to San Francisco leaves at 9 a.m. At 6 p.m., he \_\_\_ for nine hours.
- a will have flown                      b will be flying  
c will have been flying
- 2 I'm doing an online Spanish course before I go to Spain. I hope I \_\_\_ enough by the time I go.
- a will have learned                    b will be learning  
c will have been learning
- 3 My dad leaves work at 6.30 p.m. and doesn't get home until 7.15 p.m. I can't call him now because he \_\_\_.
- a will have driven                      b will be driving  
c will have been driving
- 4 We usually have dinner at 6.00. I'm sure we \_\_\_ by 7.00 so you can call me then.
- a will have finished                    b will be finishing  
c will have been finishing
- 5 I've been saving £150 a month since September. By the end of the year, I \_\_\_ £600.
- a will have saved                        b will be saving  
c will have been saving
- 6 The coach to Edinburgh leaves at 11 a.m. and takes nine and a half hours. At 6 p.m., we \_\_\_ on the coach.
- a will have sat                            b will be sitting  
c will have been sitting

Mark:  / 6

#### 8 Complete the sentences with the correct form of the verbs in brackets.

- 1 I won't go to the beach tomorrow if it \_\_\_\_\_. (rain)
- 2 Tony's going to pack his bags before he \_\_\_\_\_ to bed. (go)
- 3 I'll be able to tell you what time I'm leaving once I \_\_\_\_\_ the time of my flight. (check)
- 4 We'll be staying with my aunt when we \_\_\_\_\_ in Vancouver. (be)
- 5 Can you call me after you \_\_\_\_\_ dinner? (have)
- 6 I'm not going to tell you about my trip until I can see that you \_\_\_\_\_ to me. (listen)

Mark:  / 6

## Use of English

### 9 Complete the text with one word in each gap.

Potential space travellers will <sup>1</sup> \_\_\_\_\_ watching the progress of space tourism company Virgin Galactic closely after its spacecraft broke into pieces during a test flight. Since the accident, several customers who had booked a flight have cancelled in <sup>2</sup> \_\_\_\_\_ the trip never happens. The company is now building a replacement spaceship, and commercial operations will begin once it <sup>3</sup> \_\_\_\_\_ been fully tested. Only then <sup>4</sup> \_\_\_\_\_ the first passengers be invited to Spaceport America. But they will only be allowed to fly on <sup>5</sup> \_\_\_\_\_ that they pass rigorous medical checks. Those declared fit to fly will <sup>6</sup> \_\_\_\_\_ to do a training course in preparation for the launch. Three days will have passed <sup>7</sup> \_\_\_\_\_ the time they finally take off. During the flight, they will have a lovely <sup>8</sup> \_\_\_\_\_ of the Earth from space, and at the furthest point, they will experience floating in zero gravity <sup>9</sup> \_\_\_\_\_ six minutes. When they get <sup>10</sup> \_\_\_\_\_ to the spaceport, they will join their family and friends to celebrate having become astronauts.

Mark:  / 10

Total:  / 60

### I can ...

Read the statements. Think about your progress and tick one of the boxes.

★ = I need more practice.      ★★★ = No problem!

★★ = I sometimes find this difficult.

	★	★★	★★★
I can describe types of holidays.			
I can use future continuous and future perfect forms.			
I can identify the context of a conversation.			
I can use future time clauses.			
I can use adverbs and adverbial phrases.			
I can understand a text about adventure holidays.			
I can discuss a topic and select and justify my choice from a range of options.			
I can write a formal letter of complaint.			

## Vocabulary

## A

## Living with technology

*I can talk about recent advances in technology.*



1 Match the words 1–7 to the nouns a–g to make the names of gadgets.

- |           |             |
|-----------|-------------|
| 1 robot   | a camera    |
| 2 smart   | b tracker   |
| 3 action  | c assistant |
| 4 games   | d bank      |
| 5 power   | e speaker   |
| 6 VR      | f console   |
| 7 fitness | g headset   |

2 Read the sentences and complete them with the gadgets below.

VR headsets games console smart speaker drones robot assistants fitness tracker

- Farmers can use \_\_\_\_\_ to locate injured animals quickly.
- In many homes you can now find a \_\_\_\_\_, which keeps children entertained after school and at the weekends.
- Old people can be helped in their homes by \_\_\_\_\_ who can remind them to do things.
- A \_\_\_\_\_ can help you to achieve your health goals by monitoring the amount of exercise you do, and the food you eat.
- In the classroom, students can use \_\_\_\_\_ to explore a virtual world and visit ancient cities and monuments.
- A voice-activated \_\_\_\_\_ is now found in many homes around the world. You can tell it what you want to listen to, or ask it to give you information and news from the internet.

3 Read the definitions and choose the correct verbs (a-c).

- to determine what something or who someone is  
a capture      b inspect      c identify
- to find out where something is  
a immerse      b locate      c explore
- to transmit or receive video content over the internet  
a connect      b stream      c capture
- to completely cover or engage yourself in something  
a immerse      b explore      c inspect
- to take a photo or a video of something  
a identify      b locate      c capture
- to investigate something to find out more about it  
a explore      b stream      c connect

4 2.10 Listen to Camran talking about using the internet and technology and tick the things he mentions.

- |                     |                          |                   |                          |
|---------------------|--------------------------|-------------------|--------------------------|
| specialist websites | <input type="checkbox"/> | smart phone apps  | <input type="checkbox"/> |
| social media        | <input type="checkbox"/> | an action camera  | <input type="checkbox"/> |
| drones              | <input type="checkbox"/> | critical thinking | <input type="checkbox"/> |
| a fitness app       | <input type="checkbox"/> | a games console   | <input type="checkbox"/> |

5 2.10 Listen again and answer the questions.

- How does Camran use the internet for his university studies?
- What does Camran use the university's social media pages for?
- What helps Camran achieve his fitness goals?
- What does the fitness app keep a record of?
- How does Camran use his phone when he's at a social event?
- What does Camran use to listen to music at home?
- Name two of the games that Camran likes to play on his games console.

6 Complete the sentences using the verbs in brackets in either the present perfect or the past simple tense.

- When I was at school there \_\_\_\_\_ computers in every classroom. (be)
- Social media \_\_\_\_\_ they way young people communicate. (change)
- Last year I \_\_\_\_\_ a new games console and the graphics are really realistic. (buy)
- My brother \_\_\_\_\_ hundreds of pieces of video on his smart phone. (capture)
- I \_\_\_\_\_ a new website last week that is really useful for my studies. (identify)

## Past perfect simple and past perfect continuous

I can use the past perfect simple and past perfect continuous.

### 1 Complete the sentences with the past perfect simple form of the verbs in brackets.

- He made a dentist's appointment because he \_\_\_\_\_ (break) a tooth.
- We \_\_\_\_\_ (not leave) enough time, so we missed our train.
- After she \_\_\_\_\_ (choose) a new skirt, she looked for a top to match it.
- I couldn't make my new tablet work because I \_\_\_\_\_ (lose) the instructions.
- When I checked the receipt later, I realised I \_\_\_\_\_ (pay) too much for my shopping.
- Sam forgot to take a hat on the camping trip, but luckily his friend \_\_\_\_\_ (bring) a spare one.
- The car went off the road because it \_\_\_\_\_ (hit) a patch of ice.
- You would have saved money if you \_\_\_\_\_ (buy) that DVD in the sale.

### 2 Complete the sentences with the past perfect continuous form of the verbs below.

cook hurt learn look travel try wait work

- We \_\_\_\_\_ for less than an hour when the coach broke down.
- I \_\_\_\_\_ for my friend for an hour when he phoned to say he couldn't come.
- When I met Dean, he \_\_\_\_\_ as a teacher in Argentina since 2012.
- I could tell my mum \_\_\_\_\_ because the kitchen smelled of curry.
- They \_\_\_\_\_ for their dog for two days when it turned up outside their house.
- My cousin \_\_\_\_\_ to drive for over a year before she passed her test.
- He eventually went to the doctor because his leg \_\_\_\_\_ for a week.
- I \_\_\_\_\_ to get a ticket to the show for several minutes when the website crashed.

### 3 Write the words in the correct order to make sentences.

- you / went / eaten / Had / you / breakfast / out / before / ? \_\_\_\_\_
- long / They / bus / waiting / the / hadn't / arrived / been / when \_\_\_\_\_
- been / swimming / because / just / was / He / cold / he'd \_\_\_\_\_
- before / London / he / living / to / Where / he / had / been / moved / ? \_\_\_\_\_
- so / expected / presents / get / hadn't / She / to / many \_\_\_\_\_
- before / for / long / married / they / dating / they / Had / been / got / ? \_\_\_\_\_

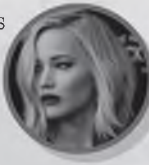
### 4 Complete the sentences with the words in brackets. Use the past perfect simple or past perfect continuous.

- I (never / snorkel) before Mia took me last year.  
\_\_\_\_\_
- Clara was annoyed because the book she'd ordered (not / arrive).  
\_\_\_\_\_
- How long (you / play) the guitar before we met?  
\_\_\_\_\_
- By the time the shops opened, (they / queue) for nearly an hour.  
\_\_\_\_\_
- I looked for my bag, but (I forgot) where I'd put it.  
\_\_\_\_\_
- Greg was tired last night because (he / play) basketball.  
\_\_\_\_\_

### 5 Complete the text with the past perfect simple or past perfect continuous form of the verbs below.

date enjoy find not imagine live star think

Jennifer Lawrence was born in the United States in 1990. Once, before she became famous, she <sup>1</sup> \_\_\_\_\_ about being a doctor and <sup>2</sup> \_\_\_\_\_ that she'd ever become an actress. That changed when she was fourteen. She <sup>3</sup> \_\_\_\_\_ a spring break with her parents when a stranger spotted her and asked to do a screen test. Then things progressed fast. Not long after she <sup>4</sup> \_\_\_\_\_ work in commercials for MTV, she appeared in a TV series. Her family <sup>5</sup> \_\_\_\_\_ in Kentucky for many years, but they moved to Los Angeles when her career took off. Two years before filming *The Hunger Games* in 2012, she <sup>6</sup> \_\_\_\_\_ in *Winter's Bone* and been nominated for an Oscar. She <sup>7</sup> \_\_\_\_\_ Nicholas Hoult, her co-star from *X-Men*, for two years when they split up in 2013.



### 6 Complete the second sentence with a past perfect tense so that it means the same as the first.

- It was months since he'd played tennis.  
He \_\_\_\_\_ for months.
- She ate her dinner and then went to bed.  
After she \_\_\_\_\_, she went to bed.
- Zoe saved for ages and then bought a new watch.  
Zoe \_\_\_\_\_ before she bought a new watch.
- Eric broke his arm so he couldn't go to school.  
Eric couldn't go to school \_\_\_\_\_.

## Press intrusion

I can identify the attitude of a speaker.



### Revision: Student's Book page 77

- 1 Complete the text with the words below.  
 harassed interest investigative journalists  
 laws libel paparazzi scandal tabloid

The pop star invited <sup>1</sup> \_\_\_\_\_ from several newspapers to discuss the stories about him in the <sup>2</sup> \_\_\_\_\_ press. The star denied taking drugs and sued the papers for <sup>3</sup> \_\_\_\_\_. He also complained of being repeatedly <sup>4</sup> \_\_\_\_\_ by the <sup>5</sup> \_\_\_\_\_ outside his house since publication of the stories. Furthermore, he said that privacy <sup>6</sup> \_\_\_\_\_ needed to be strengthened for all celebrities. However, the judge ruled that the tabloid's story was <sup>7</sup> \_\_\_\_\_ journalism rather than just a celebrity <sup>8</sup> \_\_\_\_\_, and therefore it was in the public <sup>9</sup> \_\_\_\_\_.

### Listening Strategy

When you listen, pay attention to what words each speaker uses to express his/her attitude. Words with a similar meaning may have different connotations.

- 2 2.11 Read the Listening Strategy. Then listen to five dialogues and choose the word the second speaker uses.

- The second speaker describes the new person she met as **shy** / **bad-mannered**.
- The second speaker says that the singer's costume was **creative** / **colourful**.
- The second speaker describes the footballer as being **shrewd** / **judgemental**.
- The second speaker thinks the politician is **open-minded** / **single-minded**.
- The second speaker says that newspapers offer us **propaganda** / **information**.

- 3 2.11 For each speaker, choose the correct attitude (a–c). Use your answers to exercise 2 to help you. Listen again and check.

- The second speaker was \_\_\_\_\_ when she met her friend's new partner.  
 a unimpressed    b bored    c enthusiastic
- The second speaker \_\_\_\_\_ the singer's outfit.  
 a disapproves of    b disbelieves    c admires
- The second speaker is \_\_\_\_\_ when talking about the footballer.  
 a disapproving    b unimpressed    c uninterested
- The second speaker is \_\_\_\_\_ in her attitude to the politician.  
 a critical    b approving    c disbelieving
- The second speaker is \_\_\_\_\_ with tabloid news.  
 a disappointed    b surprised    c impressed

- 4 Say these lines from the dialogues. Try to express the attitude in brackets.

- Hey, did you enjoy the party? Who was there? Tell me all about it! (enthusiastic)
- Did you see the outfit that Rihanna was wearing at the Music Awards? Rather bright, wasn't it? (critical)
- I wish that footballer would keep his views to himself. He's always got too much to say about the other players. (annoyed)
- The Education Minister is now saying that teachers deserve a pay rise. That's a complete change of opinion! (surprised)
- I'm so tired of the tabloid news. It's very one-sided. (weary)

- 5 2.12 Listen and match speakers 1–4 with sentences A–E. There is one extra sentence.

- The speaker is angry about the lack of accuracy in news reporting.
- The speaker is critical of people's lack of interest in improving society.
- The speaker admits to an interest in celebrity gossip.
- The speaker feels that news about celebrities is unrealistic.
- The speaker feels that news reporting is pessimistic.

**used to and would***I can correctly use used to and would.***1 Complete each sentence with the correct form of *used to* and the verbs below.**

be be have not have not use not want

- She \_\_\_\_\_ married, but she isn't married any more.
- He \_\_\_\_\_ short hair, but now it's really short!
- In the past, people \_\_\_\_\_ social media, but now they use it all the time.
- 'You \_\_\_\_\_ a motorbike, did you?' 'No, but I want one now.'
- My favourite actor \_\_\_\_\_ a moustache, but he shaved it off.
- I'm not scared of spiders, but I \_\_\_\_\_ when I was younger.

**2 Choose the correct answers (a or b) to complete the text.****BEFORE THEY BECAME FAMOUS**

Before they became famous, many celebrities <sup>1</sup> have the superstar lifestyles we associate with them today. Glamorous actress and three-time Oscar nominee Amy Adams <sup>2</sup> as a waitress when she was eighteen. And when Brad Pitt was employed by restaurant chain El Pollo Loco, he <sup>3</sup> to dress as a chicken and wave at passing cars. Rapper and fashion icon Kanye West <sup>4</sup> own such chic outfits when he worked for Gap, folding clothes. And Barack Obama <sup>5</sup> one summer serving ice cream in Honolulu, Hawaii. Apparently the ice cream was so hard that it <sup>6</sup> make his wrists hurt, and he confesses that, of course, he <sup>7</sup> eat too much ice cream, so he doesn't like it any more!

- |                   |                 |
|-------------------|-----------------|
| 1 a wouldn't      | b didn't use to |
| 2 a would work    | b used to work  |
| 3 a used          | b would         |
| 4 a didn't use to | b wouldn't      |
| 5 a spent         | b used to spend |
| 6 a wouldn't      | b used to       |
| 7 a would         | b used to       |

**3 Complete the second sentence with *used to* so that it means the same as the first.**

- Ten years ago, this shopping centre wasn't here. Ten years ago, this shopping centre didn't \_\_\_\_\_ here.
- I thought he once lived in New York. Didn't \_\_\_\_\_ in New York?
- When I was learning to play chess, I lost a lot of games. I \_\_\_\_\_ when I was learning to play chess.
- Originally, he wanted to be a professional footballer. \_\_\_\_\_ to be a professional footballer.

- Wasn't she a waitress in the past? Didn't \_\_\_\_\_ a waitress?
- He's only had a sports car since he became famous. Before he became famous, he \_\_\_\_\_ a sports car.

**4 Complete the text with *used to* or *would* and the verbs in brackets. Sometimes both are possible.**

In the past, people <sup>1</sup> \_\_\_\_\_ (find) fame by being an actor, a sports star, a singer and so on. And even very talented people <sup>2</sup> \_\_\_\_\_ (know) that they'd only get a 'big break' by achieving something really special that brought them to the public's attention. Before the rise of social media, people <sup>3</sup> \_\_\_\_\_ (not become) famous just for being famous. There <sup>4</sup> \_\_\_\_\_ (not be) celebrities like Justin Bieber, who rose to fame after posting videos of himself online. But there's a downside – perhaps careers <sup>5</sup> \_\_\_\_\_ (not rise) so fast, but they also <sup>6</sup> \_\_\_\_\_ (not crash) so spectacularly; nowadays a damaging story or photo can go viral on the internet in minutes.

**5 Complete the sentences with *used to* or *would* and the correct form of the verbs below. There may be more than one possible answer.**

- bite eat know make not think visit
- I \_\_\_\_\_ a lot of meat, but I prefer vegetarian food now.
  - We \_\_\_\_\_ my grandparents every week when I was a child.
  - Eva \_\_\_\_\_ about travelling the world until she went to Holland last year.
  - She \_\_\_\_\_ her fingernails, but she grew out of it.
  - My aunt \_\_\_\_\_ her own clothes when she was a student.
  - I \_\_\_\_\_ how to speak French, but I've forgotten now.

**6 Correct the underlined mistakes in the sentences. Only use the past simple when it is the only correct answer.**

- Most of us would believe in Santa Claus when we were younger. \_\_\_\_\_
- People wouldn't be so obsessed with celebrities before the internet. \_\_\_\_\_
- Would you use to enjoy eating vegetables as a child? \_\_\_\_\_
- He would study engineering for two years before he became an actor. \_\_\_\_\_



## Position and order of adjectives

I can use adjectives correctly.

1 Choose the correct answers (a–c) to complete the sentences.

- On our trip, we visited a shop selling \_\_\_ furniture.
  - old beautiful Chinese
  - Chinese beautiful old
  - beautiful old Chinese
- We ordered some \_\_\_ olives with our meal.
  - small black Greek
  - Greek black small
  - black small Greek
- My parents are buying a \_\_\_ sofa next week.
  - new red comfortable
  - red comfortable new
  - comfortable new red
- Our favourite singer has just married a \_\_\_ politician.
  - middle-aged German tall
  - tall middle-aged German
  - German tall middle-aged
- In the story, a girl finds the key to a \_\_\_ box.
  - strange black antique
  - black strange antique
  - strange antique black
- Look at those \_\_\_ kittens – they're so cute!
  - white young tiny
  - tiny young white
  - young tiny white

2 Choose the correct answers (a or b) to complete the text.

A young contestant at the Mental Calculation World Cup



There are more and more reports of child prodigies – children with exceptional talents. One of these is the <sup>1</sup> \_\_\_ maths genius Cameron Thompson. As a <sup>2</sup> \_\_\_ boy, he corrected his teacher by saying that zero isn't the lowest number, because she had forgotten about negative numbers. A(n) <sup>3</sup> \_\_\_ girl called Priyanshi Somani won the Mental Calculation World Cup in 2010, held at the relatively <sup>4</sup> \_\_\_ university of Magdeburg. And a <sup>5</sup> \_\_\_ boy from Berlin started playing the violin at the age of two. Akim Camara has performed in front of 18,000 people, wearing a <sup>6</sup> \_\_\_ suit and playing a baby-size violin.

- Welsh amazing
  - amazing Welsh
- clever four-year-old
  - four-year-old clever
- Indian young
  - young Indian
- new German
  - German new
- remarkable little
  - little remarkable
- black tiny
  - tiny black

3 Complete each sentence with the most appropriate two adjectives below in the correct order.

ancient delicious famous Greek Italian purple tiny Turkish white young

- The red and \_\_\_\_\_ flag has a moon and a star on it.
- The Parthenon is a(n) \_\_\_\_\_ temple in Athens.
- She picked up the \_\_\_\_\_ boy to stop him from crying.
- Michelangelo was a(n) \_\_\_\_\_ painter.
- Let's make a fruit salad – we can use these \_\_\_\_\_ grapes.

VOCAB BOOST!

Adjectives which are only used after a linking verb (*appear, become, feel*, etc.) often describe feelings or begin with 'a' (*asleep, alive, alone*, etc.). Your dictionary should tell you if an adjective cannot go before a noun.

4 Read the *Vocab boost!* box. Choose the correct adjective. If both are correct, put a tick.

- Don't be **afraid** / **frightened**; the dog won't hurt you.
- His only **alive** / **living** relatives live in New Zealand.
- Are you **angry** / **annoyed** because I'm late?
- It's a **lonely** / **an alone** life on that tiny island.

5 Complete the sentences with the words below. Use a dictionary to help you.

alone asleep aware content cross irritable sorry sure

- I can't be \_\_\_\_\_, but that looks like Jaime over there.
- If your brother's still \_\_\_\_\_, he's going to miss breakfast!
- When I'm on holiday, I always feel \_\_\_\_\_ just to sit on the beach and sunbathe.
- No one was \_\_\_\_\_ that the date of the test had been changed.
- Does your sister live \_\_\_\_\_ or with friends?
- She seems really \_\_\_\_\_ about the accident.
- He becomes \_\_\_\_\_ when he hasn't had enough sleep.
- Emma looks really \_\_\_\_\_. What did you say to make her so angry?

## Vloggers

I can understand an article about vloggers.

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### 1 Complete the sentences with the words below.

- accessibility channel content feedback interaction platforms provider subscribers
- Have you had any \_\_\_\_\_ from users about what they think of the new site?
  - There's not enough communication or \_\_\_\_\_ between the vlogger and his followers.
  - \_\_\_\_\_ to our blogs get regular updates every day.
  - Hopefully the new network will improve \_\_\_\_\_ to the internet in our neighbourhood.
  - His ideas are available on a number of media \_\_\_\_\_ including the internet and traditional newspapers.
  - Sam has set up his own \_\_\_\_\_ on YouTube and will start uploading videos soon.
  - His videos are very well made, but they need more original \_\_\_\_\_ to attract viewers.
  - The website is the largest \_\_\_\_\_ of Hollywood films for rent.

### 2 Read the text. What qualities do people who want to start a blog or vlog need?

#### Reading Strategy

Read the multiple-choice questions and all possible answers carefully. Find the part of the text that each question refers to. Read the answers again and choose the one that best matches the information in the text. Check that the other answers are incorrect.

### 3 Read the Reading Strategy. Then read the text again and choose the correct answers (a–d).

- Kate Ross's job involves explaining to companies
  - how they can employ bloggers and vloggers.
  - what bloggers and vloggers do.
  - how they can collaborate with bloggers and vloggers.
  - which bloggers and vloggers earn the most money.
- If you want your blog or vlog to be successful, you need
  - to write about passionate topics.
  - to really want to earn money.
  - to be interested in your viewers.
  - material that will catch people's attention.
- If you want advertisers to notice you, you need to
  - have lots of viewers.
  - work for free.
  - be well organised.
  - talk about fashion.
- The way the media presents the success that young bloggers and vloggers have had is
 

a mistaken.	b accurate.
c enthusiastic.	d positive.

## Online fame

Surely blogging or vlogging must be one of the easiest ways of finding fame and fortune? All you need is a computer and a hobby to talk about, don't you? Well, although it looks simple, being a success in the blogosphere is actually a lot more difficult than it seems. Kate Ross has been advising brands on how to work with bloggers and vloggers, and believes that if you start a blog or vlog just to earn money, it isn't going to work. Kate says you need to be passionate about your topic and you need to provide your readers or viewers with interesting content. If you don't, your vlog or blog isn't going to get positive feedback and attract subscribers.

You also need to be aware that cash isn't going to come rolling in overnight. Seventeen-year-old Rosie Bea, who has a YouTube fashion channel, says her blog only started attracting the attention of advertisers after she had put in months and months of unpaid work and built up a big fan base. Rosie was also combining her vlog work with her law studies, and she advises vloggers in the same position to make sure that they plan carefully so that they have time to do both things properly.

So, while the tabloid press often talks about the instant success of young bloggers and vloggers, it isn't really instant at all. The people who are successful have done well because they are hard-working and passionate about what they do, and it is this dedication and passion that attracts subscribers and advertisers to them. The press is only interested in them once they are in the public eye, but they have achieved their celebrity status through hours and hours of hard work.

---ASK ROSIE---

# Photo comparison

*I can compare photos and give opinions about fame.*

**1 Complete the sentences about photo A with the words below.**

- looks most likely say something sort of sure
- I can't be \_\_\_\_\_, but I don't think that it's a concert.
  - It \_\_\_\_\_ like they're in the open air.
  - There's a \_\_\_\_\_ railing in front of the fans.
  - The group could be arriving at an airport, or \_\_\_\_\_ like that.
  - The fans in front are \_\_\_\_\_ friends as well, because it seems they have made a banner together.
  - I'd \_\_\_\_\_ that they were excited about seeing their favourite band.



**2 Match the gaps in sentences 1–5 with the word and phrases below (a–f).**

- In both photos, you can see \_\_\_\_.
  - The common theme in the photos is \_\_\_\_.
  - The main difference between the photos is that \_\_\_\_.
  - In the first photo \_\_\_\_, whereas in the second photo \_\_\_\_.
  - Unlike the second photo, the first photo shows \_\_\_\_.
- a the celebrity must be there in the second photo  
 b fame and celebrities  
 c they're screaming and shouting  
 d the fans holding a large banner  
 e the fans are waiting for the celebrities to arrive  
 f a group of fans

**4 2.13 Listen again. Which two of the points (a–c) does the student mention in answer to the question in the task?**

- They find their favourite celebrities very attractive.
- The celebrities seem unreal until they see them in real life.
- They get more excited because they're in a group.

**5 Look at the task and the photos below. Then read the questions (1–4) and write notes.**



Compare the photos. Then give your own opinion about whether celebrities should spend more time with their fans.

- What is the common theme of the photos?  
\_\_\_\_\_
- What can you see in both photos?  
\_\_\_\_\_
- What is the main difference between the photos?  
\_\_\_\_\_
- Do you think celebrities should spend more time with their fans? Why? / Why not?  
\_\_\_\_\_  
\_\_\_\_\_

**6 Now do the task using your notes from exercise 5.**

**Speaking Strategy**

When you talk about a photo, try to use a range of adjectives. For example, extreme adjectives can make your description more expressive.

Compare the photos. Then give your opinion about why fans get so excited about seeing their favourite celebrities. Describe a concert or a show that you've been to recently.

**3 2.13 Read the Speaking Strategy and the task above. Then listen to a student doing the task. Which four of the extreme adjectives below does she use? Match them with adverbs 1–4.**

awful delighted ecstatic exhausted fascinated  
 hilarious miserable starving terrible terrified  
 thrilled wonderful

- absolutely \_\_\_\_\_
- really \_\_\_\_\_
- completely \_\_\_\_\_
- totally \_\_\_\_\_

## A formal letter

I can write a formal letter.

## Preparation

1 Read the task and the letter below. In which paragraph (A–D) does the writer ...

- 1 conclude the letter? \_\_\_\_
- 2 state the reason for writing? \_\_\_\_
- 3 make suggestions? \_\_\_\_
- 4 explain the reason for requesting the charity's presence? \_\_\_\_

You are helping to organise a charity week for your school. You want to invite someone who will give an inspiring talk to the students. Write a letter to the president of a local charity organisation, and suggest what topics the talk should cover.

Dear Sir or Madam

**A** I am writing to invite you or one of your members to speak to students during our school charity week.

**B** Our school is organising a week next term when all the students will do something for charity. We would like to raise as much money as possible. I wonder whether someone from your organisation would <sup>1</sup>consider making a speech to the school on this topic? <sup>2</sup>In my view, it would really <sup>3</sup>benefit us all to have someone inspire us before we take on this challenge.

**C** I am sure you have your own thoughts on what it would be useful to cover. However, in addition to your own ideas, I would <sup>4</sup>recommend including some advice on how to organise ourselves efficiently. In addition, it would be interesting to know which particular activities and events might be the most successful for raising money. Furthermore, we would appreciate some information on the best ways to advertise what we are doing. Finally, perhaps you could talk to us about the work of your charity. It would be inspiring to hear about how your organisation has <sup>5</sup>contributed to society and made a difference to people's lives.

**D** I hope you will consider my request to talk at our school about raising money for charity. <sup>6</sup>I look forward to hearing from you <sup>7</sup>at your earliest convenience.

Yours faithfully

Chris Adams, Year 13

2 Read the Writing Strategy. Match the underlined formal expressions in the letter with the informal ones below.

as soon as possible be good for I can't wait to hear given suggest I think think about talking

3 Match the underlined informal parts of sentences 1–8 with formal phrases a–h.

- 1 I am writing to give you my ideas on our project.
  - 2 Our school recycling week is happening next month.
  - 3 I want to tell you which topics should be covered.
  - 4 My reasons are these.
  - 5 I hope you like my ideas.
  - 6 I think a talk from you would be very motivating.
  - 7 I'd like it if you would consider my request.
  - 8 Please write back soon.
- a as follows  
b consider my recommendations favourably  
c takes place  
d put forward  
e I look forward to hearing from you  
f would like to suggest  
g I would be grateful  
h In my view,

## Writing Guide

4 Read the task. Then plan your letter.

You are on a committee to organise a careers advice week for your school. You want to invite someone who will give an inspiring talk about the world of work. Write a letter to the manager of the local employment centre, inviting him/her and suggesting useful topics to cover.

- 1 Why would you like someone to come and talk?  
\_\_\_\_\_
- 2 Why will it be beneficial for the school and students?  
\_\_\_\_\_
- 3 What topics would you like to hear about?  
\_\_\_\_\_

5 Write your letter.

## Writing Strategy

When you write a formal letter:

- Do not use informal words and phrases.
- Avoid contractions and abbreviations.

## CHECK YOUR WORK

Have you ...

- followed your paragraph plan?
- started and finished the letter appropriately?
- avoided contractions and informal language?

## Vocabulary

## 1 Choose the correct answers (a–c) to complete the sentences.

- My aunt's rather \_\_\_\_\_. She wears very weird clothes.  
a cautious    b eccentric    c industrious
- Thanks for waiting. It was really \_\_\_\_\_ of you.  
a stingy    b passionate    c considerate
- Mark's quite a \_\_\_\_\_ businessman. He tends to make good decisions.  
a critical    b selfless    c shrewd
- Patricia's so \_\_\_\_\_! She's always looking at herself in the mirror.  
a vain    b cruel    c affectionate
- My friends weren't very \_\_\_\_\_ when my budgie died. They just laughed!  
a bossy    b sympathetic    c outgoing
- You're so \_\_\_\_\_! I wish you were a bit more flexible.  
a stubborn    b spontaneous    c creative

Mark:  / 6

## 2 Complete the sentences with compound adjectives formed from the words below.

behave go mind skin temper work

- Nobody in my family likes visiting my grandfather. He's really \_\_\_\_\_.
- I'm quite \_\_\_\_\_, so I don't usually get upset if people are rude to me.
- Those children are very \_\_\_\_\_. They do exactly what they're told.
- My parents never judge people. They're really \_\_\_\_\_.
- She studies for four hours every night. She's very \_\_\_\_\_.
- Nothing seems to bother my best friend. She's very \_\_\_\_\_.

Mark:  / 6

## 3 Complete the sentences with a suitable media word.

- The paparazzi are always invading people's \_\_\_\_\_.
- The singer sued the newspaper for \_\_\_\_\_ after the article it published about her.
- Press \_\_\_\_\_ are in charge of what can and cannot be reported in the news.
- Investigative \_\_\_\_\_ has led to a number of political scandals being revealed recently.
- Celebrities are always in the public \_\_\_\_\_.
- Privacy \_\_\_\_\_ prevented the identity of the victim from being released.

Mark:  / 6

## Word Skills

## 4 Choose the correct adjective to complete the sentences.

- The **afraid** / **frightened** children hid during the storm.
- We heard **angry** / **annoyed** voices from next door.
- There are a lot of **alone** / **lonely** old people in the world.
- There were a lot of **glad** / **happy** faces at the party.
- He picked up the **asleep** / **sleeping** child and put her to bed.

Mark:  / 5

## 5 Choose the correct words to complete the sentences.

- The music streaming service Spotify has over 20 million **providers** / **subscribers** worldwide.
- One of the funniest things about the show is the **channel** / **interaction** between the comedian and the audience.
- Which **provider** / **subscriber** offers the best service?
- The **content** / **platform** on the website isn't good.
- Does internet **accessibility** / **feedback** decrease the further you move away from your router?

Mark:  / 5

## 6 Replace the underlined words with extreme adjectives.

- That film was very funny. \_\_\_\_\_
- We were very tired when we got home because we'd been travelling all day. \_\_\_\_\_
- My sister was really angry when I spilled coffee on her laptop. \_\_\_\_\_
- I'm really hungry because I didn't have time for breakfast this morning. \_\_\_\_\_
- The little boy couldn't take his eyes off the magic show. He was really interested. \_\_\_\_\_
- The actress was very frightened when she heard that someone was stalking her. \_\_\_\_\_

Mark:  / 6

## 7 Complete the sentences with the phrases below.

be sure    looks like    most likely    say that  
some kind

- They're \_\_\_\_\_ journalists, or something like that.
- It looks to me like a festival of \_\_\_\_\_.
- I can't \_\_\_\_\_, but I think it's Broadway.
- I'd \_\_\_\_\_ she was enjoying all the publicity.
- It \_\_\_\_\_ some kind of castle, or maybe a palace.

Mark:  / 5

## Review Unit 8

## Grammar

- 8 Complete the text with the past perfect simple or past perfect continuous form of the verbs in brackets.

Producers Neil Meron and Craig Zaidan <sup>1</sup> \_\_\_\_\_ (make) films for years before they took over the organisation of the Oscars ceremony in 2012. In fact, they <sup>2</sup> \_\_\_\_\_ (win) an Academy award themselves – for the musical *Chicago*. Once they <sup>3</sup> \_\_\_\_\_ (accept) the job, they set about giving the event a facelift. They felt that the winners <sup>4</sup> \_\_\_\_\_ (take) too long to get to the microphone in recent years, which meant that the ceremony <sup>5</sup> \_\_\_\_\_ (become) tedious. They changed the seating arrangements and they also tried to make the show more entertaining. A good example of this was with a mid-show pizza delivery during the 2014 ceremony. Meron and Zaiden <sup>6</sup> \_\_\_\_\_ (worry) about this moment since the host <sup>7</sup> \_\_\_\_\_ (suggest) it to them. They were relieved when it was over as they <sup>8</sup> \_\_\_\_\_ (not tell) the delivery boy he would be on the Oscars, so they didn't know how he would react.

Mark:  / 8

- 9 Choose the correct words to complete the dialogue. Sometimes both answers are correct.

**Girl** Tell me about your best friend at school.  
**Mum** There was a girl called Jo. She <sup>1</sup>lived / would live across the road from me and we <sup>2</sup>were / used to be best friends for about five years.  
**Girl** <sup>3</sup>Did you use to go / Would you go to the same school?  
**Mum** Yes, but she was a year younger than me, so we <sup>4</sup>didn't use to hang out / wouldn't hang out together at school. But we <sup>5</sup>used to see / would see each other every weekend.  
**Girl** What <sup>6</sup>did you use to do / would you do?  
**Mum** Oh, the usual things like listening to music. But when Eurovision was on, we <sup>7</sup>used to watch / would watch the show together. That's what I remember most about her.

Mark:  / 7

## Use of English

- 10 Complete the second sentence so that it means the same as the first. Write up to five words, including the word in brackets.

- 1 My parents don't trust us. (are)  
My parents think we \_\_\_\_\_ people.
- 2 My younger sister doesn't deny that she only has her studies on her mind – nothing distracts her from her goals. (is)  
My younger sister admits that she \_\_\_\_\_ when it comes to her studies – nothing distracts her from her goals.
- 3 I last saw Anna when we were at school, so I hardly recognised her. (hadn't)  
I hardly recognised Anna because I \_\_\_\_\_ we were at school.
- 4 He started singing many years before he got a recording contract. (had)  
He only got a recording contract after he \_\_\_\_\_ many years.
- 5 It was a habit of mine to bite my nails when I was a child. (used)  
As a child, \_\_\_\_\_ my nails.
- 6 In the past, people weren't so keen on becoming famous. (didn't)  
People \_\_\_\_\_ so keen on becoming famous.

Mark:  / 6Total:  / 60

## I can ...

Read the statements. Think about your progress and tick one of the boxes.

- ★ = I need more practice.      ★★★★★ = No problem!  
 ★★ = I sometimes find this difficult.

	★	★★	★★★
I can describe people's personalities.			
I can use the past perfect simple and past perfect continuous.			
I can identify the attitude of a speaker.			
I can correctly use <i>used to</i> and <i>would</i> .			
I can use adjectives correctly.			
I can understand an article about vloggers.			
I can compare photos and give opinions about fame.			
I can write a formal letter.			

# 9

# The science of clothes

## Vocabulary

### A

## We are what we wear

*I can talk about how clothes are made.*

### 1 Unscramble the letters to make the names of eight materials.

- |                |                   |
|----------------|-------------------|
| 1 Inyon _____  | 5 olow _____      |
| 2 ruf _____    | 6 stropelye _____ |
| 3 inmed _____  | 7 klis _____      |
| 4 tnotco _____ | 8 hrteael _____   |

### 2 Complete the text with the words below.

jeans shoes leather silk polyester materials



I have lots of different clothes in my wardrobe. I love different colours and textures so try to buy clothes that are made of a variety of different <sup>1</sup>\_\_\_\_\_. My favourite coat is a brown <sup>2</sup>\_\_\_\_\_ jacket. It is made from sheep's skin and is really soft, but incredibly warm in winter. My favourite shirt is made of a beautiful blue <sup>3</sup>\_\_\_\_\_. It is really soft and smooth and feels great to wear, unlike a nylon shirt I have which isn't soft at all and can feel quite rough against my skin. My favourite pair of <sup>4</sup>\_\_\_\_\_ is of course made of denim, but unlike most denim, which is blue, these have been dyed a deep red colour which is really attractive. I have several pairs of <sup>5</sup>\_\_\_\_\_. Some of them are practical for sports such as tennis and are made out of tough materials like nylon or <sup>6</sup>\_\_\_\_\_, but others are for socialising and most of those are made of leather, in a range of different colours.

### 3 2.15 Listen to a clothes designer called Amir talking about his designs. Tick the materials he mentions.

- |                                    |                                      |                                  |
|------------------------------------|--------------------------------------|----------------------------------|
| a leather <input type="checkbox"/> | d cotton <input type="checkbox"/>    | g denim <input type="checkbox"/> |
| b nylon <input type="checkbox"/>   | e silk <input type="checkbox"/>      | h fur <input type="checkbox"/>   |
| c wool <input type="checkbox"/>    | f polyester <input type="checkbox"/> |                                  |

### 4 2.15 Listen again and answer the questions.

- 1 What type of position did Amir get after he finished studying?
- 2 Where does Amir work today?
- 3 What is rubbed onto rabbit skins to prepare them when making leather?
- 4 How are dyes made for fur clothing?
- 5 Which materials do Amir's company import?
- 6 Which flower did Amir use for one of his scarf designs?
- 7 Why does Amir use cotton when designing children's clothes?
- 8 For Amir, what is the most rewarding part of being a clothes designer?

### 5 Match the verbs (1–8) with their definitions (a–h).

- |           |             |            |
|-----------|-------------|------------|
| 1 weave   | 4 compress  | 7 separate |
| 2 harvest | 5 saturate  | 8 plant    |
| 3 spin    | 6 transport |            |

- a to completely soak something in water or another liquid
- b to put seeds into the ground so they can grow
- c to move two things so that they are no longer joined or touching
- d to make fabric using long pieces of thread
- e to make threads by twisting pieces of wool or cotton
- f to pick and collect plants from crops
- g to press something to make it smaller
- h to move something from one place to another

### 6 Use the verbs in brackets to complete the sentences in the present perfect continuous tense.

- 1 Aina \_\_\_\_\_ shoes since she left university in 2011. (design)
- 2 How long \_\_\_\_\_ the guitar for? (you / play)
- 3 They \_\_\_\_\_ my passport application for over two weeks. (process)
- 4 Jakob \_\_\_\_\_ around Eastern Europe for ten months. (travel)
- 5 Inkar \_\_\_\_\_ for jobs since the beginning of the year. (apply)
- 6 Where \_\_\_\_\_ for the last ten years? (you / work)
- 7 I \_\_\_\_\_ for my exams all winter. (revise)
- 8 How many years \_\_\_\_\_ at university for? (you / study)

## Emphasis

*I can use sentence structure to create emphasis.*

### 1 Complete the second sentence so that it means the same as the first.

- Iskander lost his phone yesterday.  
It was Iskander \_\_\_\_\_.
- Ella is getting her hair cut tomorrow.  
It's tomorrow \_\_\_\_\_.
- His grandparents moved to New Zealand last year.  
It's New Zealand \_\_\_\_\_.
- My brother wasn't born until 2010.  
It wasn't until \_\_\_\_\_.
- Nick has been learning to ride a motorbike.  
It's a \_\_\_\_\_.
- I have guitar lessons on Saturday mornings.  
It's on \_\_\_\_\_.
- We saw Roberto at the club last night.  
It was Roberto \_\_\_\_\_.
- They don't enjoy watching sci-fi films.  
It's sci-fi films \_\_\_\_\_.

### 2 Rewrite the sentences to make a contrast. Begin with the words given and emphasise the words in bold.

- This bag is made of **leather**. It's not made of plastic.  
It's leather that \_\_\_\_\_.
- The film doesn't finish at 8 p.m. It finishes at **9 p.m.**  
It's at \_\_\_\_\_.
- My sister didn't give me this present. **Leo** did.  
It was \_\_\_\_\_.
- I prefer the **blue** dress. I don't prefer the grey one.  
It's the \_\_\_\_\_.
- Tom doesn't drive a Ferrari. He drives a **Porsche**.  
It's a \_\_\_\_\_.
- Sam isn't going on holiday to Turkey. **Dan** is.  
It's Dan \_\_\_\_\_.
- School finishes in **June**. It doesn't finish in July.  
It's in \_\_\_\_\_.

### 3 Rewrite the sentences beginning with *What* or *All*.

- This chicken needs to be cooked a bit longer.  
What \_\_\_\_\_.
- You only need to answer two of the exam questions.  
All \_\_\_\_\_.
- Jenny returned the broken watch to the shop.  
What \_\_\_\_\_.
- We'll just have to buy some drinks for the barbecue.  
All \_\_\_\_\_.
- No one can remember the name of the new café.  
What \_\_\_\_\_.
- The only thing I know about our new neighbours is that they are Swedish.  
All \_\_\_\_\_.
- You mustn't forget to turn off the TV before bedtime.  
What \_\_\_\_\_.

### 4 Write the words in the correct order to make emphatic sentences.

- who / Oksana / that / The / person / dog / owns / is  
\_\_\_\_\_.
- I / is / thing / spiders / can't / One / stand  
\_\_\_\_\_.
- often / is / A / to / they've / place / Japan / been  
\_\_\_\_\_.
- who / most / Adele / singer / she / is / The / loves  
\_\_\_\_\_.
- doesn't / green / colour / like / The / Laila / is  
\_\_\_\_\_.
- try / octopus / food / never / One / I'll / is / !  
\_\_\_\_\_.
- like / snowboarding / try / A / he'd / is / sport / to  
\_\_\_\_\_.

### 5 Choose the correct words to complete the forum post.

Why do teenagers always get the blame for everything? **'One / What** thing that really annoys me is getting blamed for all the litter in town, when **'it was / it's** often the adults who don't use the bins. **'Where / What** the authorities need to do is put CCTV cameras outside so they can see who's responsible! But **'a / the** main problem they need to address is providing somewhere for us to go. One **'place / thing** where we can hang out is at fast-food restaurants, so **'it's / what's** there that people see us in groups and assume we're causing trouble. **'All / One** we want is somewhere we can go and enjoy ourselves! **dexy33**

### 6 Complete the text with one word in each gap.

We know that plastic is to blame for much of the world's pollution, but <sup>1</sup>\_\_\_\_\_ was the news that a plastic island the size of Texas is forming in the Pacific Ocean that shocked many of us. <sup>2</sup>\_\_\_\_\_ answer that many countries have come up with is charging customers for plastic bags in shops. And <sup>3</sup>\_\_\_\_\_ some countries have done is to completely ban bags that aren't biodegradable. Since these laws were introduced, the use of plastic bags globally has dropped dramatically. <sup>4</sup>\_\_\_\_\_ thing you can do to help is to buy a 'bag for life' from a supermarket. When it wears out, <sup>5</sup>\_\_\_\_\_ you need to do is take it back to get a free replacement. In some countries, the <sup>6</sup>\_\_\_\_\_ place where you still won't be charged for a plastic bag is at an airport or on planes.

## Moneyless living

*I can distinguish between fact and opinion.*

**SOME PEOPLE  
ARE SO POOR,  
ALL THEY HAVE  
IS MONEY**

1 Read the text and decide whether sentences 1–4 are fact (F) or opinion (O).

1  2  3  4

## Rich without money

Living without money is not easy. You have to really want to do it and be prepared to give up some things. You will need to lose the impulse to just buy anything you want.

However, you will find another way of living in which you will be happy with all that you already have. And it will be a more creative life that you develop to satisfy your needs. You will be rich in other ways! In addition, you won't be contributing to the destruction of the environment caused by all the stuff we buy that we don't need.

But imagine what a whole world would be like without money. Would it even be possible? In fact, philosophers, sociologists and economists have already asked these questions. When money was introduced into our society, it made our lives so much easier in many ways. So would it be impossible to go back now?

Well, there is a middle way. There are many websites which give people tips on relying less on money, and practical advice on other ways of doing things.

Why not have a look and try some of the ideas? You can save not only money, but also the environment. What have you got to lose?

### Listening Strategy

To answer some comprehension questions, you need to be able to distinguish between fact and opinion. Listen carefully for words or phrases that may indicate whether the speaker is expressing a fact or an opinion.

- 2 Read the Listening Strategy. Then put the phrases below in the correct columns.
- actually as far as I'm concerned as I see it  
in fact in my view in reality I strongly believe  
I've a feeling that it's been proved that  
it's true that it's undeniable that my impression is  
personally the truth is to my mind undeniably

Introducing an opinion	Introducing a fact

- 3 2.16 Listen and write the words used to introduce the sentences. Are the sentences fact (F) or opinion (O)?

- \_\_\_\_\_, bank managers get paid too much.
- \_\_\_\_\_ inflation has remained at the same level for six months.
- \_\_\_\_\_, the government's policies to tackle poverty aren't working.
- \_\_\_\_\_ it's better to be a saver than a spender.
- \_\_\_\_\_ more Monopoly money is printed every year than real money.
- \_\_\_\_\_ the key to happiness is spending money on experiences rather than possessions.

- 4 2.17 Listen to three recordings and choose the correct answers (a–c).

- What is the purpose of the speaker's story?
  - To show how money changes relationships.
  - To explain why it is better to be poor.
  - To persuade people to live without money.
- The speakers can't agree that
  - people are generally nice.
  - couch-surfing has a good philosophy behind it.
  - couch-surfing doesn't cost anything.
- Which of the following is stated in the radio programme as an opinion, not a fact?
  - Streetbank is an online project.
  - The co-founders of Streetbank intended to encourage community spirit.
  - There is no negative side to Streetbank.

## Participle clauses

*I can use participle clauses.*

**1 Choose the correct words to complete the sentences.**

- Taking / Taken** with a glass of water, these tablets will cure a headache.
- That lady **talking / talked** on the phone must be the manager.
- Having slept / Sleeping** badly last night, Jaime is in a bad mood.
- Worn / Wearing** with a red shirt, these black trousers would look fabulous.
- Discovered / Having discovered** last year, the temple is thought to be thousands of years old.
- Suddenly **realised / realising** how late it was, we decided to go home.
- Being / Been** a fan of Sherlock Holmes, I have all the Conan Doyle novels.

**2 Choose the correct options (a–c) to complete the text.**

The most popular time for people to go shopping used to be during the January sales. Now, in some parts of the world there is one particular day that sees shoppers go wild! <sup>1</sup> 'Black Friday', it takes place in November. <sup>2</sup> Thanksgiving, one of the USA's biggest holidays, on the following Friday millions of Americans rush to the shops, <sup>3</sup> to save money on their Christmas shopping. Although still <sup>4</sup> mainly in the USA, Black Friday has also spread to shops in Canada, Mexico and the UK. And <sup>5</sup> to miss out on making money, online stores are also joining in, <sup>6</sup> huge bargains to their customers. <sup>7</sup> sensibly, it's a great opportunity for shoppers, but it has also been criticised by many for encouraging consumerism.

- |                      |                     |
|----------------------|---------------------|
| 1 a Calling          | b Called            |
| c Having called      |                     |
| 2 a Celebrating      | b Celebrated        |
| c Having celebrated  |                     |
| 3 a hoping           | b having hoped      |
| c hoped              |                     |
| 4 a taken place      | b taking place      |
| c having taken place |                     |
| 5 a not wanting      | b not having wanted |
| c not wanted         |                     |
| 6 a offered          | b having offered    |
| c offering           |                     |
| 7 a Approached       | b Approaching       |
| c Having approached  |                     |

**3 Write the words in the correct order to make sentences with participle clauses. Insert a comma in the correct place.**

- this / taste / Cooked / will / delicious / slowly / meat  
\_\_\_\_\_
- the / exam / celebrating / passed / are / Having / their / students  
\_\_\_\_\_
- to / Feeling / lie-in / I've / have / a / lazy / decided  
\_\_\_\_\_
- he / the / on / climbed / ladder / Holding / up / tight  
\_\_\_\_\_
- blowing / the / There / breeze / a / trees / was / through  
\_\_\_\_\_
- very / year / is / Born / nephew / cute / last / my  
\_\_\_\_\_

**4 Complete the sentences with the words below.**

After finishing    Before leaving    On checking  
Since starting    When thinking    While playing

- \_\_\_\_\_ the house, could you do the washing up?
- \_\_\_\_\_ at her new school, my sister's made lots of new friends.
- \_\_\_\_\_ breakfast, they went out for a walk.
- \_\_\_\_\_ tennis, Petra fell and hurt her ankle.
- \_\_\_\_\_ his change, he realised the shop assistant had made a mistake.
- \_\_\_\_\_ about where to go on holiday, you should consider the price as well as the location.

**5 Complete the letter with one word in each gap.**

Dear Sir

I am writing about some boots I recently purchased from your online store. <sup>1</sup>H\_\_\_\_\_ looked at all the designs available, I chose a pair of brown biker boots. The boots I received do not look like the photo on your website. <sup>2</sup>M\_\_\_\_\_ of leather, these boots should be very comfortable, but <sup>3</sup>o\_\_\_\_\_ wearing them, I found them to be quite tight and painful. <sup>4</sup>B\_\_\_\_\_ a student, I have very little money, and <sup>5</sup>s\_\_\_\_\_ receiving the boots, I've found a similar pair much cheaper elsewhere. I'm sure you must have other customers <sup>6</sup>g\_\_\_\_\_ you similar feedback, and I hope you will give me a full refund if I return the boots to you.

Yours

N Kowalski

## Money idioms

*I can use money idioms.*

### 1 Complete the sentences with the correct words.

- How much did you pay for that jacket? What a \_\_\_\_\_-off!
- If I weren't so \_\_\_\_\_, I could afford to come out tonight.
- Vic used to be \_\_\_\_\_ off before his business failed and he lost everything.
- Do you think it's possible to be \_\_\_\_\_ up, but still be very happy?
- You can often buy fruit and vegetables dirt \_\_\_\_\_ at the weekly market.
- My family aren't exactly \_\_\_\_\_ in it, but we live quite comfortably.

### 2 Match the sentence halves.

- |  |                          |
|--|--------------------------|
| 1 I'll have to tighten my                        | <input type="checkbox"/> |
| 2 You'll never make ends                         | <input type="checkbox"/> |
| 3 After living hand to                           | <input type="checkbox"/> |
| 4 Very few people make                           | <input type="checkbox"/> |
| 5 Ben's careful with money so he's never been in | <input type="checkbox"/> |
| 6 We had to pay                                  | <input type="checkbox"/> |
| 7 I often dream about living in                  | <input type="checkbox"/> |
- a the red for very long.  
 b mouth for years, she finally became a successful writer.  
 c a fortune through playing the lottery.  
 d belt next month or I'll soon run out of money.  
 e the lap of luxury, but it's unlikely to happen.  
 f meet if you spend more than you earn.  
 g through the nose for the concert tickets, but it was worth it!

### 3 Tick the pairs of idioms that have a similar meaning.

- |  |                          |
|--|--------------------------|
| 1 live hand to mouth / be well off             | <input type="checkbox"/> |
| 2 be rolling in it / live in the lap of luxury | <input type="checkbox"/> |
| 3 be hard up / be a rip-off                    | <input type="checkbox"/> |
| 4 make a killing / make a fortune              | <input type="checkbox"/> |
| 5 be broke / be in the red                     | <input type="checkbox"/> |
| 6 make ends meet / pay through the nose        | <input type="checkbox"/> |
| 7 be dirt cheap / tighten one's belt           | <input type="checkbox"/> |

### 4 Complete the text with idioms from exercise 3.

Many common idioms have interesting origins which can help to explain their meanings. For instance, <sup>1</sup>\_\_\_\_\_ apparently replaced the former 'be dog cheap' to indicate something of very little value. <sup>2</sup>\_\_\_\_\_ comes from the accounting practice of using that colour ink for debts and black for credit. <sup>3</sup>\_\_\_\_\_ may also come from accounting, when the 'ends' or bottoms of the columns for the incomes and expenses were the same amount, or 'met', showing that more wasn't being spent than was earned. <sup>4</sup>\_\_\_\_\_ comes from prison slang, in which 'rip' means 'steal', so someone who does this to others is a thief. <sup>5</sup>\_\_\_\_\_ apparently dates back to a 16th century famine when people were so poor that any food they got was eaten immediately so that no one else could have it. <sup>6</sup>\_\_\_\_\_ is thought to date from the Great Depression of the 1930s, when hungry Americans lost so much weight that their clothes became loose.

### VOCAB BOOST!

Try to find out the literal meaning of idioms to help make them more memorable. Often, although not always, this meaning has a logical or metaphorical connection to the meaning of the idiom.

### 5 Read the *Vocab boost!* box. Then match the idioms and their literal meanings (1–4) with their actual meanings (a–d).

- |   |  |
|---|--|
| 1 to be born with a silver spoon in your mouth <input type="checkbox"/> | Spoons are often given to babies as presents. Silver used to be an expensive metal and it's probable that richer children were given silver spoons.  |
| 2 a cash cow <input type="checkbox"/>                                   | This is a metaphor for a dairy cow, which produces milk.   |
| 3 to live on the breadline <input type="checkbox"/>                     | In America during the Depression, people would wait in line to be given free food, paid for by the government.   |
| 4 money for old rope <input type="checkbox"/>                           | The original meaning for this term meant to make money by selling something that has been used and ought to be worthless. It comes from the days of sailing ships, when sailors would cut damaged rope into shorter, undamaged lengths to sell on land. At sea, long ropes are needed, but on land, shorter lengths were still useful and could be sold. |
- a to be very poor  
 b to make money for very little effort  
 c to be privileged  
 d business or invention that returns a good level of profit every year

### 6 Check the meaning of these idioms in a dictionary.

- |                    |                                      |
|--------------------|--------------------------------------|
| 1 feel the pinch   | 4 cost an arm and a leg              |
| 2 cost the earth   | 5 keep your head above water         |
| 3 work for peanuts | 6 put your money where your mouth is |



## The history of the shopping mall

*I can understand a text about the design of shopping malls.*

### Revision: Student's Book page 90

#### 1 Match the words below with the definitions.

brand commercial consumer endorsement  
jingle launch logo slogan

- 1 A short song or slogan that is used in TV and radio adverts. \_\_\_\_\_
- 2 A symbol used by a company to identify its products. \_\_\_\_\_
- 3 The act of saying that you support or approve of somebody or something. \_\_\_\_\_
- 4 A type of product made by a company with a particular name. \_\_\_\_\_
- 5 An event to introduce something new. \_\_\_\_\_
- 6 A short phrase that is easy to remember, often used to advertise a product. \_\_\_\_\_
- 7 An advertisement that is broadcast on TV or radio. \_\_\_\_\_
- 8 A person who buys goods or services. \_\_\_\_\_

#### 2 Read the text. Find three ways in which shopping malls try to encourage people to spend their money.

### Reading Strategy

Read the missing sentences carefully before you match them with the gaps in the text. Look at the parts of the text before and after each gap, and try to find words that may link them to the sentences, for example synonyms, paraphrases, opposites or pronouns.

#### 3 Read the Reading Strategy. Then read the text again. Match sentences A–F with gaps 1–4 in the text. There are two extra sentences.

- A This took away a major obstacle between shoppers and the brands on sale inside.
- B Despite that, if you spend a little time looking around the next mall you visit, you'll see that Taubman's ideas are still being put into practice.
- C However, seldom do shoppers notice that the day seems to last longer in a shopping mall.
- D The layout of a modern shopping mall is very similar to the layout of those first malls from nearly seventy years ago.
- E Restaurants and cafés were placed at the end of the malls because they were only used at certain times of the day.
- F The idea was to create a space that people would feel like spending a whole day in.

## THE *kings* OF THE SHOPPING MALL

It was on 22 March 1954 that the world's first shopping mall, Northland, opened. Built in a suburb of Chicago, USA, the designer of Northland, Victor Gruen, told the press that it was the 'shopping centre of the future'. Gruen was half-right, because although Northland was the world's first purpose-built shopping centre, it was his next design, Southdale in Minnesota, that became the model that architects all over the world would copy. Opened two years after Northland, Southdale was the first shopping centre where the shops were enclosed in one enormous building, and shopping mall architects have followed Gruen's model ever since. <sup>1</sup> \_\_\_\_\_

However, if Victor Gruen invented the mall, businessman Alfred Taubman perfected it. Taubman took Gruen's design and added a few rules to encourage consumers to spend as much money as possible. Taubman decided that shops should only occupy two floors. Furthermore, the escalators to move shoppers between the floors should always be at the two ends of the mall, forcing people to walk past all the shops on a floor. He also insisted on glass safety barriers on the first floor, allowing consumers to easily see the shops above and below them, and on opening up the front of shops completely by removing their big glass windows. <sup>2</sup> \_\_\_\_\_ Taubman also wanted shoppers to spend as much time as possible in the malls so they would spend more money. He suggested letting plenty of natural light into them by constructing huge glass ceilings. Taubman also installed artificial lights next to the glass ceilings, so that as daylight faded, the artificial light increased and shoppers were unaware of the passing of time. Holding different events every week and local festivals in the space inside the mall would bring in even more people. <sup>3</sup> \_\_\_\_\_

Today, shopping malls have grown to the size of small towns and contain a lot of leisure facilities such as theme parks, artificial lakes and even ski slopes to attract customers. Khan-Shatyr, in Astana, even has an Aqua Park! <sup>4</sup> \_\_\_\_\_ Many people see a visit to a shopping mall as a leisure activity and that is perhaps Taubman's biggest legacy.



## Photo comparison

*I can compare photos.*

- 1 2.18 Read the task below. Then listen to a student doing the task. Which option does he choose and why?

Compare the photos. Say which of these places is more suitable for a birthday treat for a friend.



- 2 2.18 Listen again. Tick the phrases below that the student uses for justifying his opinion.

- 1 The reason I believe that is because ...
- 2 The main reason is that ...
- 3 For one thing, ... / Another thing is that ...
- 4 On top of that, ...
- 5 I definitely think that the ... is better, because ...
- 6 For those reasons, I think ...

**Speaking Strategy**

When performing the task, it is important that you have useful language ready at your disposal. For example:

**Introducing opinions** In my view, ...

**Making additional points** Not only that, but ...

**Giving examples** for instance

**Introducing contrasting points** However, ...

**Gaining time** That's an interesting question.

- 3 2.18 **KEY PHRASES** Read the Speaking Strategy and listen again. Add the formulaic phrases that you hear to the correct groups below.

**Introducing opinions**

To my mind, ...

1 \_\_\_\_\_

**Making additional points**

Not only that, but ...

In addition to that, ...

**Giving examples**

2 \_\_\_\_\_

**Introducing contrasting points**

3 \_\_\_\_\_

However, ...

4 \_\_\_\_\_

**Gaining time**

That's an interesting question.

5 \_\_\_\_\_

- 4 Match 1–5 with a–e to make phrases to express a tentative opinion.

- 1 I don't have any strong \_\_\_\_
  - 2 I'm not sure about \_\_\_\_
  - 3 It could be \_\_\_\_
  - 4 There might be a case \_\_\_\_
  - 5 Thinking about it, I \_\_\_\_
- a that. Let me think / see.
  - b argued that ...
  - c opinion about ...
  - d suppose that ...
  - e for arguing that ...

- 5 2.19 Listen to another student answering the examiner's follow-up question. Which of the phrases in exercise 4 does she use?

Compare the photos. Which place would you choose for a day out with a penfriend who is visiting the UK from another country?



- 6 Read the task above. Spend about a minute preparing your answer.

Your preferred option

Reasons

\_\_\_\_\_

Which place would you prefer to live in?

- 7 Read the follow-up question above and write notes. Try not to spend long on preparing your answer.

\_\_\_\_\_

- 8 Now do the task using your notes from exercises 6 and 7.

## A letter to a newspaper

*I can write a letter about solutions to a problem.*

### Preparation

A newspaper published an article saying that teenagers with part-time jobs spend the extra money wastefully and also get lower school grades due to their jobs. Write a letter to the editor where you express your opinion and suggest ways that part-time work could be beneficial to teenagers.

#### 1 Read the task above and the letter opposite.

Answer the questions below. Do you agree with the student's reaction?

- 1 What is the student's reaction to the article?
- 2 What positive reasons are given for part-time jobs?
- 3 How many suggestions are made for making part-time work beneficial?

#### Writing Strategy

Use synonyms and paraphrases to avoid repeating the same words too often, for example:  
*very angry = furious.*

#### 2 Read the Writing Strategy. Then read the words and phrases below and match them with the highlighted words with similar meanings in the letter.

- |                      |                       |
|----------------------|-----------------------|
| 1 arrive _____       | 7 refused _____       |
| 2 belief/view _____  | 8 put forward _____   |
| 3 cut back _____     | 9 function _____      |
| 4 claimed that _____ | 10 in answer to _____ |
| 5 presenting _____   | 11 giving _____       |
| 6 keep _____         | 12 urgent _____       |

### Writing Guide

A newspaper recently published an article about teenagers spending all their money on unnecessary consumer goods, blaming their obsession with the latest technology. Write a letter to the editor where you express your opinion about this, and suggest ways that teenagers can be helped to really think about their needs and to buy wisely.

#### 3 Read the task above. Make notes.

Your reaction \_\_\_\_\_

Your reasons \_\_\_\_\_

Your suggestions \_\_\_\_\_

#### 4 Write your letter to the newspapers using your notes from exercise 3.



Dear Sir or Madam

I am writing in response to the article about part-time work for teenagers. It stated that working was having a negative effect on teenagers by providing them with too much money and reducing the amount of time they spent studying.

I'd like to say that I cannot agree with the assumption that all teenagers who work are very materialistic and are failing at school. I feel that the article is projecting an unbalanced view of teenagers who work. Personally, I think that working teenagers gain experience of how to operate in the real world. They learn to turn up on time, be responsible, and deal with people. They also learn the value of money. To my mind, these are great benefits. Furthermore, many teenagers are saving for worthwhile things like hobbies or university, rather than wasting their earnings.

However, I am sure it is true that those who work very long hours have less study time, which cannot be good. So, I would like to suggest some ways that part-time work may benefit teenagers without affecting their studies. Firstly, they need to limit the hours they work and not work on too many school evenings. Secondly, they could look for casual jobs like babysitting or dog walking, which can be turned down if schoolwork is pressing. Finally, teenagers could work in the holidays rather than school time.

I believe that these suggestions would help teenagers retain the benefits of extra money from working, without putting their studies at risk.

Yours faithfully

Sophie Bennett

#### CHECK YOUR WORK

Have you ...

- covered both elements of the task in your letter?
- started and finished your letter correctly?
- used synonyms to avoid repetition where possible?

## Vocabulary

### 1 Complete the sentences with the verbs below.

afford knock down rip off shop around  
snap up splash out

- Some restaurants try to \_\_\_\_\_ their customers by demanding a 20% service charge.
- I missed the bus but I couldn't \_\_\_\_\_ a taxi so I had to walk.
- When I get paid at the end of the summer, I'm going to \_\_\_\_\_ on a new smartphone.
- You'll probably save money if you \_\_\_\_\_ before buying a new laptop.
- I'm hoping to \_\_\_\_\_ a bargain in the sales.
- They'll probably \_\_\_\_\_ the price of those watches if no one buys them.

Mark:  / 6

### 2 Complete the sentences with words related to online shopping.

- I created a w \_\_\_\_\_ I \_\_\_\_\_ on a site selling computer games. Before my birthday, I gave it to my parents.
- It's a good idea to look through the details of your order when you get to the c \_\_\_\_\_.
- I'm going to check my b \_\_\_\_\_ to make sure everything I want to order is in there.
- The great thing about that company is that you can t \_\_\_\_\_ the progress of your order.
- I usually try to order several i \_\_\_\_\_ at once to save on postage and packing.
- Most of the online r \_\_\_\_\_ said the camera wasn't very good, so I decided not to buy it.

Mark:  / 6

## Word Skills

### 3 Complete the sentences with money idioms formed from the word in brackets.

- They'll be \_\_\_\_\_ until they finish paying for their new house. (hard)
- Despite the country's supposed wealth, many of the citizens live \_\_\_\_\_. (hand)
- What must it feel like to never have to work and live in \_\_\_\_\_? (lap)
- I forgot my phone charger so I had to pay \_\_\_\_\_ for a new one at the airport. (nose)
- My sister's a single parent, so she finds it hard to \_\_\_\_\_. (ends)
- My bank notifies me if I am \_\_\_\_\_ so that I can make a deposit before I get charged. (red)

Mark:  / 6

### 4 Complete the definitions with words related to advertising.

- A l \_\_\_\_\_ is an image that represents a company.
- A c \_\_\_\_\_ is an advert on the radio or the TV.
- A b \_\_\_\_\_ is a type of product made by a company.
- A l \_\_\_\_\_ is the moment a product is made available to the public for the first time.
- A s \_\_\_\_\_ is a memorable phrase often used to draw people's attention to commercial products.
- A j \_\_\_\_\_ is a tune that is easy to remember.

Mark:  / 6

### 5 Complete the responses with the phrases below.

Another thing is For one thing For those reasons  
I definitely think I don't have any On top of that  
Thinking about it

- A Is it better to buy books online or from a bookshop?  
B <sup>1</sup> \_\_\_\_\_, I suppose that it's better to buy them online.  
C <sup>2</sup> \_\_\_\_\_ it's better to buy them from a bookshop.  
<sup>3</sup> \_\_\_\_\_, you can read the first page to make sure you like the book. <sup>4</sup> \_\_\_\_\_ that you don't have to wait for it to arrive to start reading it.  
<sup>5</sup> \_\_\_\_\_ we need to support bookshops or they might die out. <sup>6</sup> \_\_\_\_\_, I think it's better to buy books from a bookshop than to buy them online.  
D <sup>7</sup> \_\_\_\_\_ strong opinions about that.

Mark:  / 7

## Grammar

### 6 Complete the second sentence with emphasis.

- I'm just asking for a little more consideration.  
All I'm asking \_\_\_\_\_
- I cut my foot on a piece of glass.  
It was a piece of glass \_\_\_\_\_
- Everyone should recycle their waste.  
What everyone should do \_\_\_\_\_
- The oil tanker hit a rock.  
What happened \_\_\_\_\_
- You only need to take your rubbish home with you.  
All you need \_\_\_\_\_

Mark:  / 5

## Review Unit 9

### 7 Complete the second sentence with emphasis.

- I'd love to visit Hong Kong.  
One place \_\_\_\_\_ Hong Kong.
- I can't stand queuing in the supermarket.  
The thing \_\_\_\_\_ queuing in the supermarket.
- You must go to Harrods.  
One shop \_\_\_\_\_ Harrods.
- I spoke to the manager.  
The person \_\_\_\_\_ the manager.
- I feel sorry for sales staff who have to work on Sundays.  
The people \_\_\_\_\_ sales staff who have to work on Sundays.
- I avoid buying any product that is tested on animals.  
One thing \_\_\_\_\_ any product that is tested on animals.

Mark:  / 6

### 8 Choose the correct verb forms to complete the sentences.

- Being / Been** well off, Sebastian's parents could afford to send him to a private school.
- Purchasing / Purchased** online, plane tickets are usually cheaper.
- Standing / Stood** at the checkout, I remembered that I needed to buy bread.
- Having got / Had got** into debt once, Anne has limited the use of her credit card.
- The market was full of tourists **haggling / haggled** for souvenirs.
- Selling / Sold** in an attractive gift box, this perfume makes an excellent present.

Mark:  / 6

### 9 Complete the second sentence so that it means the same as the first. Use the words below and the correct participle forms. Write four words in each gap.

although before on since

- I tried the jeans on and then I bought them.  
\_\_\_\_\_, I tried them on.
- I'm getting loads of information about courses now that I've applied for university.  
\_\_\_\_\_, I'm getting loads of information about courses.
- The product didn't take off despite the fact that it had been predicted to succeed.  
\_\_\_\_\_, the product didn't take off.
- I noticed we hadn't been charged for our drinks when I checked the bill.  
\_\_\_\_\_, I noticed we hadn't been charged for our drinks.

Mark:  / 4

## Use of English

### 10 Complete the sentences with the correct form of the words below.

argue be charge consume deliver notify roll tight

- We complained about the bill because we'd been \_\_\_\_\_.
- My neighbours have just bought a Lamborghini. They must be \_\_\_\_\_ in it!
- The company hasn't got a tracking system so they can't send \_\_\_\_\_ to their customers.
- There might be a case for \_\_\_\_\_ against genetically modified food.
- We had to \_\_\_\_\_ our belts when my dad lost his job.
- These days, \_\_\_\_\_ tend to compare prices more before they decide what to buy.
- I stayed in all morning waiting for the \_\_\_\_\_, but it didn't arrive.
- \_\_\_\_\_ dirt cheap, the flip-flops sold out in no time.

Mark:  / 8

Total:  / 60

### I can ...

Read the statements. Think about your progress and tick one of the boxes.

- ★ = I need more practice.    ★★★ = No problem!  
★★ = I sometimes find this difficult.

	★	★★	★★★
I can talk about the consumer society.			
I can use sentence structure to create emphasis.			
I can distinguish between fact and opinion.			
I can use participle clauses.			
I can use money idioms.			
I can understand an article about the design of shopping malls.			
I can compare two photos.			
I can write a letter about solutions to a problem.			

### For and against essay

Many young adults choose to leave their parents' home in order to share a house with friends.

Write an essay in which you present arguments for and against this course of action.

In the past, most people lived with their parents until they got married. But in the modern world, it is more common to leave home and share accommodation with friends. This choice has both positive and negative aspects.

There are several advantages to sharing with friends. Firstly, it gives you the opportunity to spend time with your friends and to build strong relationships with them. Secondly, it allows you to develop some of the practical skills that you will need as an independent adult. For instance, you will learn how to manage household bills, how to shop and cook, and so on. And thirdly, it makes living in your own home more affordable, and the more people who share, the more cost-effective it is. For instance, a shared house for six people is far cheaper than two houses for three people.

On the other hand, sharing a home has its disadvantages. Sharing a house can often cause disagreements. For instance, housemates often argue about household chores. What is more, it can be difficult to have time alone when you need it. And finally, the houses which young people share are sometimes in poor condition and landlords are not always good at repairing appliances when they break down.

Although sharing a house with other young people is not always easy, the advantages definitely outweigh the problems. It is certainly something I would like to do in a few years' time.

- The first paragraph should be the introduction. Include a thesis statement, which summarises the main issue.
- The second paragraph should focus on the advantages. Include at least two arguments, if possible.
- Give examples where appropriate, introduced by phrases like *For example, ...* or *For instance, ...*
- The third paragraph should focus on the disadvantages. Include at least two arguments, if possible.
- Begin the third paragraph with a phrase like *On the other hand, ...* or *However, ...* to express contrast with statements in the previous paragraph.
- The fourth paragraph should be the conclusion. State your own opinion and decide whether the arguments for outweigh the arguments against the thesis statement, or the other way around.

### Article

According to the media, young people today are more interested in protests than in traditional party politics. Write an article for your local newspaper in which you give possible reasons for this preference and describe a protest which you personally witnessed or took part in.

- Choose a good title for your article.
- Start your article by getting the reader's attention. You can begin with a direct question or with a deliberately provocative statement.
- Include occasional questions where appropriate to make your style more engaging.
- Write in a simple, clear style that is appropriate to the publication (newspaper, magazine, etc.). Avoid language that is too formal or too colloquial.
- Make sure you cover all parts of the task. It is usually a good idea to put them in separate paragraphs.

## AN APPETITE FOR ACTIVISM

Young people today only care about social media, music and fashion – or at least, that's the impression you get from the media. But in fact, this description is far from the truth. Young people are interested in important issues and want to make the world a better place. But they prefer direct action to party politics. What are the reasons for this?

The first reason is the simplest: most teenagers are still too young to vote, so why should they take an interest in party politics? But there are other factors too. When young people look at traditional politics, they don't find answers to the questions that are most important to them. How can we put an end to poverty? How can we save the world from pollution and global warming? But there are other organisations that address these topics directly. They arrange protests and other forms of activism. What is more, they use social media and the internet to publicise their campaigns, so it is easy for young people to find out about them. Last month, I attended a protest against the building of a new retail park. Many of the protestors were under the age of twenty. We met near the proposed construction site and then marched into town, finishing outside the town hall. We stayed there all afternoon, giving out leaflets and talking to members of the public. It was a very successful protest and we even appeared on the local TV news.

### Opinion essay

Many people believe that it is too late to reverse the harm which humans have done to the planet. Write an essay in which you present your opinion on this topic and suggest how people could limit further damage to the environment.

- Write in an appropriately formal style, avoiding colloquial words and expressions.
- The first paragraph should be an introduction. Include your thesis statement, which is a summary of your opinion on the issue.
- The second paragraph should focus on the first part of the task (presenting your opinion).
- Use appropriate linking words or phrases like *Additionally, ...* or *However, ...* to connect your ideas in a logical way.
- Give examples where appropriate, introduced by phrases like *For example, ...*, *For instance, ...* and *such as ...*.
- The third paragraph should focus on the second part of the task (making suggestions).
- The fourth paragraph should be the conclusion. Restate your opinion from paragraph 1, but do not repeat it word for word.

For many decades, humans have been damaging the environment by polluting the atmosphere and the oceans. Global warming threatens to change the planet's climate forever and make large areas of it uninhabitable. In my opinion, it is impossible to reverse all of this damage, but we can certainly make a positive difference by changing our behaviour.

In recent years, there has been some progress in preventing pollution. For example, factories and car engines are far cleaner than they were fifty years ago. Additionally, some products that harm the atmosphere, such as aerosols that contain dangerous chemicals, are no longer available. However, some forms of pollution are more difficult to tackle. Plastic waste will remain in the environment for thousands of years. And although governments are attempting to limit carbon emissions, nobody is certain whether this will be enough to stop global warming. But it is important to remain positive and do everything we can to prevent further damage to our planet.

It is perfectly possible for individuals to limit their own impact on the environment. For example, they should save electricity by switching off lights, computers and other electrical appliances when they are not using them. As far as possible, they should avoid buying products with plastic packaging and drink water from a reusable bottle.

In conclusion, I would say that we should all do what we can to prevent more damage to our environment. However, only time will tell whether this is enough to reverse the harm that has already been done.

### Formal letter (complaint)

You and your family recently celebrated a special occasion in a small hotel, but were unhappy with the experience. Write a letter of complaint to the hotel manager in which you describe what went wrong and suggest how the hotel could improve its service to customers.

Dear Sir or Madam,

I am writing to complain about a recent stay at the White Deer Hotel in Broadford between 8 and 10 May. The holiday had been arranged to celebrate my grandfather's 75th birthday and involved twelve family members. Unfortunately, the service we received from your hotel was completely inadequate and prevented us from enjoying what should have been a very special occasion.

Our problems began as soon as we arrived. The check-in process took more than an hour and it appeared the hotel was not expecting us, even though I had phoned the week before to confirm our reservation. After that, things went from bad to worse. For example, we had asked that my grandparents be given a superior double room. In fact, they were given a standard room overlooking the car park at the back of the hotel. When we complained, we were told that the hotel was full and a change of rooms was impossible.

May I suggest that in future the hotel makes better preparations for special events of this kind? You should make guests feel welcome from the moment they arrive. I also believe that your check-in procedure needs to be improved. For example, at busy times, more than one receptionist should be at the desk.

I expect to receive an explanation for our unsatisfactory treatment and would appreciate an offer of compensation. I look forward to your reply.

Yours faithfully

M Wright

Mark Wright

- If you do not know the name of the person you are writing to, begin with *Dear Sir or Madam*.
- Begin your letter by saying why you are writing.
- Write in an appropriately formal style, avoiding colloquial words and expressions.
- The next paragraph should focus on the first part of the task (describing the situation). Remember to include details and examples.
- The following paragraph should focus on the second part of the task (making suggestions).
- End the main part of the letter by stating clearly what you expect to happen next.
- If the letter began with *Dear Sir or Madam*, it should end *Yours faithfully*, and your signature. (However, you end with *Yours sincerely*, before your signature if you addressed the recipient by name at the start.)

**Speculating and deducing**

I can't be sure, but ... (1G)
It looks like some kind of ... or maybe a ... (1G)
It looks to me like a ... of some kind. (1G)
It's / There's a sort of ... (1G)
It's / They're most likely a ... or something like that. (1G)
I'd say that ... (1G)
He's yawning, so he must be tired or bored. (5G)
She's laughing, so she can't be sad. (5G)
He may / might / could be lonely. (5G)
It looks as if ... (5G)
The photo appears to show (a canteen). (5G)
She looks like a (nice person). (5G)
Judging by (their expressions), I'd say that ... (5G)
I can't be certain, but ... (5G)
I might be wrong, but ... (5G)
The boy seems to be (writing something). (5G)

**Being diplomatic**

Can I have a word with you about ... ? (2G)
Well, it's just that ... (2G)
What did you have in mind? (2G)
I thought perhaps we could ... (2G)
You must feel that ... (2G)
So, how can we resolve this? (2G)
I didn't want to bring it up, but ... (2G)
You should have said something earlier. (2G)
And could we possibly agree on ... ? (2G)

**Presenting one side of the argument**

The first / second advantage ... (2H)
It can be argued that ... (2H)
No one can deny that ... (2H)
On the one hand, ... (2H)
It is also true that ... (2H)
Furthermore, / Moreover, ... (2H)
Some people claim / believe that ... (8H)
It is said that ... (8H)
There are a number of arguments for ... (8H)
It is sometimes argued that ... (8H)

**Presenting the other side of the argument**

However, ... (2H)
On the other hand, ... (2H)
Although it is true that ... , we should also remember that ... (2H)
Having said that, ... / That said, ... (2H)
And yet, ... (2H)
Some people take the opposite view ... (8H)
Opponents claim that ... (8H)

**Moving onto another topic**

I'd like to know / ask / hear about ... (3G)
Let's move on to ... (3G)
There's something else I'd like to talk / ask about, and that's ... (3G)
That brings me on to the subject of ... (3G)
Could I also ask you about ... ? (3G)
Is there anything else I should know about? (3G)

**Paraphrasing**

I'm not sure how to say it in English ... (3G)
I don't know what it's called in English ... (3G)
In other words ... (3G)
What I mean is ... (3G)
It's something you (use for) ... (3G)
It's a kind / sort of ... (3G)

**Making a selection**

I think I'll choose ... mainly because ... (4G)
I'm opting for ... and that's because ... (4G)
The best option would be the ... because ... (4G)
The reason why I'm (not) choosing the ... is that ... (4G)
I wouldn't go for the ... basically because ... (4G)
I wouldn't pick the ... for the reason that ... (4G)

**Pausing for thought**

Hmm, let me think. (5G)
Let me see what I can come up with. (5G)
I need a minute to recall ... (5G)
Nothing springs immediately to mind. (5G)
I suppose the last time was ... (5G)
I seem to remember it was in / at / on ... (5G)

# F

## Function Bank

### Presenting opinions

There's no doubt in my mind that ... (6F)

As far as I'm concerned ... (6F)

I believe very strongly that ... (6F)

I'm absolutely convinced that ... (6F)

Nobody can deny that ... (6F)

It's perfectly clear that ... (6F)

In my view, ... (9C)

Personally, ... (9C)

As I see it, ... (9C)

To my mind, ... (9C)

My impression is ... (9C)

I've a feeling that ... (9C)

I strongly believe ... (9C)

### Asking for clarification

Sorry, do you think you could repeat that? (6G)

I'm afraid I didn't quite catch that. (6G)

Would you mind saying that again? (6G)

What do you mean by ... ? (6G)

Is that something like ... ? (6G)

Is that the same ... ? (6G)

### Expressing a firm opinion

To my mind, ... (8G)

In my opinion, ... (8G)

I'm of the opinion that ... (8G)

I feel quite strongly that ... (8G)

It is clear to me that ... (8G)

I firmly believe that ... (8G)

### Counter claim and rebuttal

People might say that ..., but I believe ... (8G)

It could be argued that ... . However, it seems to me that, ... (8G)

Some people see it differently. For example, ... But I don't agree. (8G)

While it's true that ..., I feel that ... (8G)

While this is a fair point, I don't think that ... (8G)

### Summing up / Giving your opinion

In conclusion, ... (8H)

All things considered, ... (8H)

To sum up, ... (8H)

On balance, ... (8H)

All in all, ... (8H)

In my view / opinion, ... (8H)

### Introducing a fact

Actually, ... (9C)

In fact, ... (9C)

In reality, ... (9C)

The truth is ... (9C)

It's true that ... (9C)

It's undeniable that ... (9C)

Undeniably ... (9C)

It's been proved that ... (9C)

### Justifying your opinion

The reason I think that is because ... (9G)

The main reason is that ... (9G)

Another thing is that ... (9G)

On top of that, ... (9G)

I definitely think that the ... is better, because ... (9G)

For those reasons I think that ... (9G)

### Expressing a tentative opinion

I don't have any strong opinions about ... (9G)

I'm not sure about that. Let me think. (9G)

It could be argued that ... (9G)

There might be a case for arguing that ... (9G)

Thinking about it, I suppose that ... (9G)

## Unit 1

## 1C Adjectives with positive and negative meanings

1 The pairs of adjectives below have similar meanings, but one has a positive and the other a negative association. Copy the table and write the adjectives in the correct column.

arrogant / self-assured calculating / shrewd  
 courageous / foolhardy pushy / enthusiastic  
 reserved / antisocial stingy / thrifty

Positive	Negative

2 Complete the sentences with one adjective from each pair in exercise 1.

- Don't expect a birthday present from her – she's well-off, but so \_\_\_\_\_ with her money.
- The new sales assistant is wonderful. She's so genuinely \_\_\_\_\_ about the products that everybody buys them.
- I know you think you're being brave, but actually I think climbing that wall is just \_\_\_\_\_.
- Leo's a very \_\_\_\_\_ judge of character. He knew immediately that the journalist wasn't being honest.
- Come over and chat to the rest of the group. Don't be so \_\_\_\_\_!

## 1G Gradable and extreme adjectives

## LEARN THIS! Rules for gradable / extreme adjectives

Gradable adjectives:

- describe qualities that can be measured in degrees, such as size, beauty, age, etc.
- can be used in comparative or superlative forms.
- are used with grading adverbs: *a bit / little, slightly, fairly, rather, very, extremely, immensely*.

Extreme adjectives:

- talk about an absolute state.
- can't be used with comparative or superlative forms.
- are used with intensifying adverbs: *absolutely, completely, utterly, totally*.

NOTE: *Pretty* and *really* can be used with both types.

3 Complete the sentences with the adjectives below.

clean cold scary small starving terrible

- My room is always very \_\_\_\_\_. I tidy it every day.
- I want to go home. This party is really \_\_\_\_\_!
- I need some lunch now because I'm absolutely \_\_\_\_\_!
- The food was good, but the portions were rather \_\_\_\_\_.
- I don't want a lift with Anna – her driving's pretty \_\_\_\_\_.
- It was slightly too \_\_\_\_\_ to be sitting outside in March.

## Unit 2

## 2F Crime

1 Check the meaning of the words below. Complete the newspaper article with one word in each gap.

arrested authorities convicted court drug dealer  
 judge operation prosecutor raided sentence  
 summing up suspicion

Carl Jones, a well-known <sup>1</sup> \_\_\_\_\_, has finally been <sup>2</sup> \_\_\_\_\_ for leading a family-run drugs <sup>3</sup> \_\_\_\_\_. Carl and four relatives were brought before a high-court <sup>4</sup> \_\_\_\_\_ to hear their <sup>5</sup> \_\_\_\_\_ for their part in a drug supply ring.

<sup>6</sup> \_\_\_\_\_ Ian Wright QC told the <sup>7</sup> \_\_\_\_\_ that Carl and his wife's lavish lifestyle had made them conspicuous to the <sup>8</sup> \_\_\_\_\_, as they still claimed state benefits. The drugs network was taken apart after police <sup>9</sup> \_\_\_\_\_ their houses and the couple were immediately <sup>10</sup> \_\_\_\_\_.

In <sup>11</sup> \_\_\_\_\_, the judge told the couple that driving top-of-the-range sports cars around the housing estate where they lived was bound to cause <sup>12</sup> \_\_\_\_\_.

## 2G Household chores

2 Match the groups of verbs in A with the nouns in B.

A	B
1 wash rinse dry put away	a the floor
2 set clear wipe	b the dishes
3 buy cook put away	c the clothes
4 sweep vacuum mop scrub	d the table
5 wash dry iron fold put away	e the food

3 Complete the sentences with the phrases from exercise 2.

- I'm back from the supermarket! Max, can you take the shopping bags and \_\_\_\_\_, please?
- Sorry! I've spilled a carton of milk in the kitchen. I'll \_\_\_\_\_ if you tell me where the cleaning things are.
- Can you take everything out of the dryer, please? I've got to \_\_\_\_\_ now. I can't wear crumpled shirts to work!
- I'll wash the dishes if you can \_\_\_\_\_ them and \_\_\_\_\_ them \_\_\_\_\_ in the cupboard?
- Dinner's nearly ready. Can someone take the knives, forks and plates and \_\_\_\_\_, please?
- I've just washed and dried the laundry and folded everything. Can you all \_\_\_\_\_, please?
- Can you \_\_\_\_\_, please? It's a bit of a mess after dinner.

# V

## Vocabulary Builder

### Unit 3

#### 3C Formal versus informal language

##### LEARN THIS! Use of formal language



Phrasal verbs tend to be used in more informal situations. We tend to avoid them in written English, though they are not incorrect:  
*go away* → *depart*    *look at* → *review*    *come up* → *arise*

#### 1 Match the phrasal verbs with their formal equivalents.

- |                    |              |
|--------------------|--------------|
| 1 let someone know | a represent  |
| 2 look forward to  | b submit     |
| 3 put off          | c inform     |
| 4 hand in          | d anticipate |
| 5 stand for        | e omit       |
| 6 leave out        | f postpone   |

#### 2 Complete the sentences with the correct form of the words and phrases below. Say which sentence is formal or informal.

apologise    inform    let you know    postpone  
 put off    sorry

- \_\_\_\_\_ about breaking your vase!
- We are writing to \_\_\_\_\_ for the late delivery of your order.
- We regret to \_\_\_\_\_ you that the item you requested is no longer in stock.
- Just thought I'd better \_\_\_\_\_ that we can't make your party.
- We regret to announce that the meeting has been \_\_\_\_\_.
- We'll have to \_\_\_\_\_ that dinner till next week.

### 3E American English

#### 3 Match the American words in A with the British words in B.

- Clothes  
 A bathing suit pants sneakers sweater undershirt vest  
 B jumper swimming costume trainers trousers vest waistcoat
- School  
 A eraser hot lunch math recess teachers' lounge  
 B break time maths rubber school dinner staff room
- Food  
 A cupcake dessert eggplant jelly takeout  
 B aubergine fairy cake jam pudding takeaway

### Unit 4

#### 4A Holiday idioms

#### 1 Check the meanings of the idioms below. Then complete the sentences in the correct form.

everything but the kitchen sink    have a whale of a time  
 home from home    in the middle of nowhere  
 just what the doctor ordered    make a nice change  
 recharge one's batteries    a short break

- 'Did you have a good holiday with your friends?' 'It was brilliant, thanks. We \_\_\_\_\_.'
- Wow! That's a lot of luggage! It looks like you've packed \_\_\_\_\_!
- I feel great. Our holiday was fantastic – good food, good weather. It was \_\_\_\_\_.
- We stayed in a great apartment that was really comfortable and had everything we needed. It was a real \_\_\_\_\_.
- I've booked a relaxing holiday in a spa hotel so that I can \_\_\_\_\_ before work starts again.
- They're renting a cottage \_\_\_\_\_. The nearest village is 30 km away!
- I'm not around at the end of the week. We're taking \_\_\_\_\_ and going to Paris for a few days.
- We usually go to France on holiday, but this year we're going to Cyprus – it'll \_\_\_\_\_.

#### 4H Word building patterns

##### LEARN THIS! Word building patterns

We use suffixes to form new words.

+(t)ive / ative makes an adjective from a verb, e.g. *act* → *active*

+(t)ion makes a noun from a verb, e.g. *pollute* → *pollution*

+er / or makes a noun from a verb for a person who does an activity, e.g. *write* → *writer*

#### 2 Read the Learn this! box. Complete the letter with the correct form of the words below. There are two extra words.

appreciate    communicate    express    imagine    impress  
 organise    produce    promote    suggest

Dear Sir or Madam,

I am writing to <sup>1</sup> \_\_\_\_\_ my dissatisfaction with my recent stay in your hotel.

When I arrived, my first <sup>2</sup> \_\_\_\_\_ of your establishment was not a good one. The queues in reception highlighted the general lack of <sup>3</sup> \_\_\_\_\_ in your establishment.

The events <sup>4</sup> \_\_\_\_\_ was late for most of the excursions and the sightseeing programme wasn't particularly <sup>5</sup> \_\_\_\_\_ – we didn't even leave the town!

I complained to the receptionist, but couldn't understand his explanations as he seemed to lack basic <sup>6</sup> \_\_\_\_\_ skills.

My <sup>7</sup> \_\_\_\_\_ would be that in future, you, the manager, are available to deal with problems as they arise.

Yours faithfully,

## Unit 5

## 5E Relationship phrasal verbs

- 1 Copy the table and write the phrasal verbs in the correct columns.

ask someone out   break off something   chat someone up  
fall for someone   get over someone / something  
go off someone   go out with someone   pack something in  
run after someone   split up (with someone)

Starting a relationship	Finishing a relationship

- 2 Complete the dialogue with the correct form of the phrasal verbs from exercise 1.

- A Have you heard? Maddy and James have <sup>1</sup> \_\_\_\_\_!  
B I don't believe it! But they're engaged!  
A Well, they were, but she's <sup>2</sup> \_\_\_\_\_ the engagement.  
B But why?  
A I have no idea. She must have <sup>3</sup> \_\_\_\_\_ him all of a sudden. Why else would she <sup>4</sup> \_\_\_\_\_ it \_\_\_\_\_?  
B But that's terrible. She can't do that! He's madly in love with her, poor guy. Remember how quickly he <sup>5</sup> \_\_\_\_\_ her when he first met her? He'll never <sup>6</sup> \_\_\_\_\_ it.

## 5G Adjective suffixes

- 3 Read the Learn this! box. Add an example of your own for each type of adjective formation.

**LEARN THIS!** Adjective formation

We can add suffixes to nouns and verbs to make adjectives. These are the most common. (Note there can be spelling changes.)

- + *-ful*: beauty → beautiful, \_\_\_\_\_ → \_\_\_\_\_  
+ *-ive*: support → supportive, \_\_\_\_\_ → \_\_\_\_\_  
+ *-al*: exception → exceptional, \_\_\_\_\_ → \_\_\_\_\_  
+ *-able*: comfort → comfortable, \_\_\_\_\_ → \_\_\_\_\_  
+ *-ous*: fame → famous, \_\_\_\_\_ → \_\_\_\_\_  
+ *-y*: wit → witty, \_\_\_\_\_ → \_\_\_\_\_  
+ *-less*: effort → effortless, \_\_\_\_\_ → \_\_\_\_\_

- 4 Complete the sentences with adjectives formed from the nouns in brackets.

- 1 I didn't mean to break it. It was entirely \_\_\_\_\_ (accident)  
2 I don't know if I'll pass that exam, but I'm \_\_\_\_\_ (hope)  
3 I hope the show goes well. It could be \_\_\_\_\_ (disaster).  
4 I hope your meal is better than mine! Mine's really \_\_\_\_\_ (taste).  
5 What's the weather like? Is it \_\_\_\_\_ (wind) or just \_\_\_\_\_ (breeze)?  
6 Ask Jack. He'll do it. He's always \_\_\_\_\_ (rely) and \_\_\_\_\_ (depend).

## Unit 6

## 6A Food preparation

- 1 Complete the recipe with the verbs below. Use a dictionary to help you.

add   beat   crush   melt   pour   stir   whisk

## No-bake cheesecake

<sup>1</sup> \_\_\_\_\_ some butter in a pan over a medium heat. Finely <sup>2</sup> \_\_\_\_\_ some biscuits and <sup>3</sup> \_\_\_\_\_ to the butter in the pan. Then put the mixture into a cake tin.

<sup>4</sup> \_\_\_\_\_ some cream cheese and icing sugar together until they are soft. <sup>5</sup> \_\_\_\_\_ the cream until it is stiff and add to the cream cheese. <sup>6</sup> \_\_\_\_\_ in some chopped chocolate pieces.

Then <sup>7</sup> \_\_\_\_\_ the mixture over the biscuit base and put in the fridge to cool.

## 6C Fitness idioms

- 2 Match the idioms below with the definitions (1–8). Use a dictionary to help you.

be fighting fit   be in good / bad shape   be on the mend  
get back into shape   go down with something  
have a new lease of life   look the picture of health  
look / be under the weather

- 1 to be in poor / excellent physical condition \_\_\_\_\_  
2 to feel not quite well or in low spirits \_\_\_\_\_  
3 to get some exercise and become fit again \_\_\_\_\_  
4 to become ill \_\_\_\_\_  
5 to appear extremely well and healthy \_\_\_\_\_  
6 to be recovering after an illness \_\_\_\_\_  
7 to have an opportunity to live with greater enjoyment and satisfaction \_\_\_\_\_  
8 to be very healthy and physically fit \_\_\_\_\_

- 3 Complete the sentences with idioms from exercise 2 in the correct form.

- 1 Hello, Mrs White. I must say, you \_\_\_\_\_!  
Have you been on holiday?  
2 What's wrong with Tim? He's been looking a bit fed up and \_\_\_\_\_ lately.  
3 I've just weighed myself and I was horrified. I'm in pretty \_\_\_\_\_, it seems.  
4 Let's join the gym again. I need to \_\_\_\_\_ for the summer.  
5 I've had terrible flu, but I think I \_\_\_\_\_ now, thank goodness.  
6 She's shivering and she's got a temperature. She must be \_\_\_\_\_ with something.  
7 My grandad had \_\_\_\_\_ after his hip operation. He was so happy he could move about again.  
8 I can't wait for the 10 km race. I'm \_\_\_\_\_ and ready to go.

# V

## Vocabulary Builder

### Unit 7

#### 7E Nouns formed from phrasal verbs

##### LEARN THIS! Nouns from phrasal verbs

Compound nouns can often be formed from phrasal verbs. They are not always formed the same way:

Jen and Sam are going to break up.

Have you heard about Jen and Sam's break-up?

We passed by the park on the way home.

The town built a bypass to avoid traffic in the centre.

You often find these types of nouns in news headlines.

#### 1 Read the Learn this! box. Make compound nouns from the phrasal verbs below. Use a dictionary to help you.

crack down cut back rip off sell out stop off write off

- The show was a complete \_\_\_\_\_. The tickets were gone within minutes.
- The police are having a \_\_\_\_\_ on speeding. There are lots of police cars on the streets in the evening.
- This flight has two \_\_\_\_\_, one in Berlin and one in Bangkok.
- You paid £300 for those boots? What a \_\_\_\_\_!
- I crashed my car and it turned out to be a complete \_\_\_\_\_.
- The health service is suffering from budget \_\_\_\_\_ because of the economic climate.

#### 7F Media headlines

##### LEARN THIS! Understanding headlines

1 Headlines are often incomplete sentences:

- a noun phrase with no verb or articles: *Overwhelming response from public voters*
- a string of nouns: *Pension pay committee*
- verbs in simple tenses and no auxiliary verbs: *Missing brother reappears*
- infinitive refers to future: *Mayor to open mall*

2 Some words are particularly used in 'newspaper language' that are not used in everyday speech, e.g. *Minister vows to improve services* = promises  
*Doctors in bid to ban smoking* = attempt

#### 2 Read the Learn this! box. Match the underlined words in the headlines with their definitions.

be in charge of criticise cut promise request resign

- Bank of England slams new rules on bankers' pay
- Council to axe rural bus services
- PRIME MINISTER TO HEAD CLIMATE SUMMIT
- Desperate plea for blood donors
- FOOTBALL STAR TO QUIT AT END OF SEASON
- PRESIDENT PLEDGES MONEY FOR HOSPITALS

### Unit 8

#### 8A British politics

#### 1 Complete the text with the correct form of the words below. Use a dictionary to help you.

candidate coalition constituency general election hung parliament majority member of parliament prime minister proportional representation vote (n)

## BRITISH ELECTORAL SYSTEM

How often do elections take place?

1 \_\_\_\_\_ in Britain take place at least every five years.

How is voting in Britain organised?

The country is divided up into <sup>2</sup> \_\_\_\_\_. In each of these areas, various people offer themselves as <sup>3</sup> \_\_\_\_\_ to represent a particular political party while others stand independently. Each candidate hopes to become the <sup>4</sup> \_\_\_\_\_ for that constituency.

How are the votes for each party counted?

The British system is not <sup>5</sup> \_\_\_\_\_, where the total number for each party is taken into account. Instead, it's called 'first past the post', where the winner in each constituency is elected and all the other <sup>6</sup> \_\_\_\_\_ count for nothing. If a party wins a <sup>7</sup> \_\_\_\_\_ of seats in parliament, they form a government and their leader becomes <sup>8</sup> \_\_\_\_\_.

What happens if no party gets a clear majority?

If no party has a majority, then it is a <sup>9</sup> \_\_\_\_\_, and two parties may agree to form a <sup>10</sup> \_\_\_\_\_. But this is uncommon in a 'first past the post' system.

#### 8C Prefixes

#### 2 Complete the sentences with the correct prefixes.

anti- ex- inter- mis- over- pre- re- under- up-

- At the airport, we were \_\_\_\_graded to first class because it was our honeymoon.
- Your homework is unreadable. You'll need to \_\_\_\_write it.
- There were \_\_\_\_government demonstrations outside the House of Commons yesterday by people protesting about tax rises.
- Twenty countries attended the \_\_\_\_national conference on global warming in Geneva.
- Look at the bill. We didn't have that much. We've been \_\_\_\_charged.
- I won't speak French because I'm scared that I'll \_\_\_\_pronounce all the words.
- At the museum, we saw dinosaur bones from \_\_\_\_historic times.
- The \_\_\_\_president of the company appeared at the ceremony.
- Don't \_\_\_\_estimate me. I'm capable of a lot more than you think.

# V

## Vocabulary Builder

### Unit 9

#### 9A Phrasal verbs with *up* and *down*

##### 1 Match the verbs with the definitions.

back someone up   bring something up   calm down  
cut down (on) something   put someone down  
put something down to   put up with someone  
set something up   speak up   turn down

- |                   |                    |
|-------------------|--------------------|
| 1 tolerate        | 6 relax            |
| 2 initiate, start | 7 attribute        |
| 3 talk louder     | 8 mention          |
| 4 reduce          | 9 refuse something |
| 5 support someone | 10 criticise       |

##### 2 Complete the sentences with the correct form of the phrasal verbs from exercise 1.

- I can't believe that you didn't \_\_\_\_\_ me \_\_\_\_\_ in my argument with Jamie. I thought you were on my side.
- Remember to \_\_\_\_\_ the salary issue \_\_\_\_\_ in the meeting.
- You'll need a loan from the bank if you want to \_\_\_\_\_ your own business \_\_\_\_\_.
- I can't hear what you're saying. Can you \_\_\_\_\_ a bit?
- I don't know how you \_\_\_\_\_ him. He's so annoying!
- Stop eating so many biscuits! I think you should \_\_\_\_\_ on the amount of sugar you eat.
- Don't get overexcited. You have to \_\_\_\_\_ or you won't perform your best.
- I \_\_\_\_\_ his success \_\_\_\_\_ a lot of hard work, and being in the right place at the right time.
- Stop \_\_\_\_\_ me \_\_\_\_\_ in front of my friends! It's really mean of you.
- Why did he \_\_\_\_\_ the job \_\_\_\_\_? It was a really good offer.

#### 9H Synonyms

##### 3 Match the words and phrases (1–8) with their synonyms below.

allow   believe   criticise   get better   have to   be rude  
sort out   try

- |                 |                 |
|-----------------|-----------------|
| 1 have faith in | 5 offend        |
| 2 permit        | 6 be obliged to |
| 3 attempt to    | 7 solve         |
| 4 find fault    | 8 recover       |

##### 4 Rewrite the sentences more formally. Use the words in brackets and words and phrases from exercise 3.

- I don't believe the government can solve the issue. (ability to)
- They don't allow people to smoke in here. (smoking / not)
- I don't want to criticise your business. (wish / with / establishment)
- Hopefully you'll get better soon. (hope / in the near future)
- You have to answer that question. (respond to)
- He was rude to me on purpose. (deliberately)

## Unit 1

## 1.1 Past perfect simple and past perfect continuous

## Past perfect simple

We use the past perfect simple

- for a completed action that happened before a specific time in the past.  
*After I had showered, I had my breakfast.*
- with state verbs (*know, be, like, etc.*) and *for* or *since* to say how long an action had been in progress.  
*We'd only been at the beach for a few minutes when it started raining.*

## Past perfect continuous

We use the past perfect continuous

- for longer actions or situations before a specific time in the past.  
*They had been living in the same apartment for twelve years.*
- to show the cause of something in the past.  
*He was exhausted. He had been running.*
- with action verbs and *for* or *since* to say how long an action had been in progress.  
*They'd been playing football for half an hour before anyone scored a goal.*

## 1 Choose the correct tense.

- 1 I **had tried / had been trying** to get tickets for the show for weeks when they sold out.
- 2 She **had finished / had been finishing** her homework by dinner time.
- 3 I **had been knowing / had known** the truth for days.
- 4 He was tired because **he'd been playing / he'd played** basketball all afternoon.
- 5 Pam **had liked / had been liking** horses since she was a child.
- 6 They **were watching / had watched** TV when the telephone rang.

## 2 Complete the sentences with the verbs below. Use the past perfect simple or the past perfect continuous.

not eat have learn put up sleep think wait

- 1 He \_\_\_\_\_ for eight hours and still wasn't awake when I called.
- 2 She was hungry because she \_\_\_\_\_ since breakfast.
- 3 I \_\_\_\_\_ for half an hour outside the cinema before my friends arrived.
- 4 They \_\_\_\_\_ Spanish for five years before they visited Mexico.
- 5 I \_\_\_\_\_ Lee was at home but he was already in town.
- 6 By the age of 30, she \_\_\_\_\_ five different jobs.
- 7 We all went to sleep after we \_\_\_\_\_ the tent.

1.2 *used to* and *would*

- We use *used to* or *would* to describe habits and situations in the past that are now finished.  
*When he was young, he used to live in France.*  
*When I lived in the city, I'd go jogging in the park every morning. I didn't use to enjoy tennis, but I do now.*  
*Did there use to be a bookshop in the centre of town?*
- We do not use *used to* or *would* when we say how long a situation or habit in the past continued; we use the past simple.  
*He cycled to school for three years.*
- We can't use *would* with state verbs. We use *used to*.  
*My mum used to be a nurse.*  
(NOT *My mum would be a nurse.*)
- We do not usually use *would* with questions and negatives; we use *used to*.
- The structures *never used to* and *would never* are common negative forms.  
*I never used to like curry.*  
*She would never come swimming with us.*

1 Complete the sentences with *used to* or *would*. Sometimes more than one answer is possible.

- 1 They \_\_\_\_\_ (live) in London but they moved to Paris.
- 2 He was a bad student and \_\_\_\_\_ (forget) to do his homework.
- 3 I never \_\_\_\_\_ (enjoy) baseball but now I'm a huge fan.
- 4 He \_\_\_\_\_ (want) to be a vet but he's changed his mind.
- 5 They \_\_\_\_\_ (go) on holiday twice a year but they can't afford to nowadays.
- 6 Our old flat was near a park and we \_\_\_\_\_ (play) there at weekends.
- 7 My older brother \_\_\_\_\_ (have) a moustache but he shaved it off.
- 8 Can you believe that years ago, people \_\_\_\_\_ (not / own) smartphones!

## 1.3 Position and order of adjectives

- We can use most adjectives before a noun or after a linking verb (*be, become, feel, get, look, seem, smell, sound, taste, etc.*).  
*He's an excellent cook! His cooking is delicious.*
- When we use more than one adjective to describe a noun, we use this order:

opinion	size	age	colour	origin	noun
an interesting	small	old	silver	Roman	coin

- There are some adjectives (e.g. *alone, afraid, alive, annoyed, asleep, glad*) that we do not usually put before a noun. We can use them after a linking verb or use another adjective with a similar meaning.  
*He lived a lonely life without many friends.*  
*He lived an alone life without many friends. X*

## 1 Write the adjectives in the correct order.

- This café serves some (Spanish, tasty) \_\_\_\_\_ dishes.
- He used to own a (big, scary, black) \_\_\_\_\_ dog.
- Have you seen that (new, Mexican, funny) \_\_\_\_\_ film yet?
- We watched as a (silver, huge) \_\_\_\_\_ moon rose in the sky.
- The woman was holding a (tiny, young) \_\_\_\_\_ baby.
- Who owns that (red, French, new) \_\_\_\_\_ car over there?

## 2 Choose the correct adjective to complete the sentences.

- My grandmother lives on her own but she's not a **lonely** / **alone** person.
- Have you heard the expression 'let **asleep** / **sleeping** dogs lie'?
- The main character in this book is an **annoyed** / **angry** man at the beginning.
- Sadly, her only **living** / **alive** relatives live in Australia.
- They were **glad** / **happy** parents when their son got home safely.
- Someone ought to help that **frightened** / **afraid** child.

## Unit 2

## 2.1 Comparative structures

- Comparative and superlative adjectives are formed with *-er* and *-est* or *more* / *most* and *less* / *least*, unless they are irregular:

(regular)	difficult	more difficult	most difficult
	hot	hotter	hottest
(irregular)	good	better	best
	far	further	furthest

- Comparative and superlative adverbs are usually formed with *more* and *most*, unless they are irregular.

(regular)	slowly	more slowly	most slowly
(irregular)	badly	worse	worst
	well	better	best

- A few comparative and superlative adverbs are formed with *-er* and *-est*, like adjectives: *early*, *fast*, *hard*, *late*, *near*, *soon*.  
I arrived a lot later than I realised.

Who gets up the **earliest** in your family?

- Some determiners also have comparative and superlative forms.

*few fewer fewest*

*little less least*

*much / many more most*

## 2.2 Qualifying comparatives

- We can use (*so*) *much* or *far* to make the meaning of a comparative form more extreme.  
It's **far** hotter than I expected.  
He **eats so much** more healthily than he used to.
- We use *even* to express surprise.  
I'm tall, but you're **even** taller!
- We can use *a little*, *slightly*, *a bit*, *a lot*, or *no* to modify a comparison.  
It's **a bit** colder than I expected.  
They played **no worse** than last time.
- We can modify a comparison with *as... as* by using *just*, *almost*, *nearly*, *nowhere near*, or *nothing like*.  
He's **just as** competitive as his sister.  
Silver is **nowhere near as** expensive as gold.
- We can talk about a gradual change by repeating a comparative form.  
It's **getting harder and harder** to save money.
- We can use this comparative structure to show that two things change because they are connected.  
The **more** I exercise, the **fitter** I get.
- Comparisons often have a clause after *than*.  
Flying to Australia is **quicker than it used to be**.

## Grammar Builder and Reference

### 1 Choose the correct answer to complete the sentences.

- The **older** / **oldest** he gets, the richer he becomes.
- I'm more energetic **than** / **as** I used to be.
- We're going to be late – could you walk a bit **more fast** / **faster**?
- The film was **less** / **least** interesting than I thought it would be.
- The **more** / **less** we talk, the longer the homework will take.
- His bag is heavy but hers is even **heavier** / **heaviest**!
- My new tablet isn't as big **than** / **as** yours.

### 2 Choose the correct word or phrase to complete the sentences. Use each word or phrase once.

almost a lot more even not quite  
nowhere near slightly

- Riding a horse is \_\_\_\_\_ difficult than riding a bicycle.
- Italy is \_\_\_\_\_ as big as China.
- I'm \_\_\_\_\_ younger than my twin sister – by a few minutes!
- Let's buy this magazine – it's \_\_\_\_\_ as expensive as that one so we'll save a little money.
- I'm quite short but my mum's \_\_\_\_\_ shorter!
- It's \_\_\_\_\_ as hot as it was yesterday – it's just a few degrees cooler.

### 2.3 Infinitive and *-ing* forms

When we put two verbs together, the second verb is usually in the infinitive or *-ing* form. Sometimes it is an infinitive with *to* or a past participle. Which pattern we use depends on the first verb.

#### verb + infinitive with *to*

*agree, arrange, ask, beg, dare, decide, expect, fail, happen, hope, manage, mean, offer, prepare, pretend, promise, refuse, seem, want, wish, would like, would prefer* and *help* (can also be infinitive without *to*)

#### verb + *-ing* form

*admit, advise, avoid, can't bear, can't help, can't stand, carry on, consider, delay, dislike, deny, enjoy, envisage, fancy, feel like, finish, give up, have difficulty, like, imagine, intend, it's no good, it's not worth, justify, keep (on), mind, miss, postpone, practise, propose, put off, recollect, recommend, risk, spend (time), stop, suggest*

- Some verbs can be followed by an *-ing* form or an infinitive with little or no change in meaning: *begin, continue, hate, intend, like, love, prefer, start*.
- A few verbs (*forget, go on, regret, remember, stop, try*) change their meaning depending on whether they are followed by an infinitive or an *-ing* form.

I won't forget meeting you. / I forgot to buy any lunch.

She went on walking. / She went on to become a doctor.

We regret to inform you that you didn't pass the exam. / I regret asking for her advice.

I remember returning the book. / Please remember to return the book.

She stopped walking. / She stopped to buy a drink.

He tried phoning his friend, but he didn't answer. / He tried to phone his friend, but there was no signal.

- The verbs *see, hear, watch* and *feel* can be followed by object + infinitive without *to* to talk about a completed action, or object + *-ing* form to talk about an action in progress.  
I saw her open the door and go inside.  
I saw her talking to her neighbour.

#### verb + object + *to* infinitive

*allow, ask, command, dare, enable, encourage, expect, forbid, force, get, inspire, invite, order, permit, persuade, remind, request, teach, tell, trust, urge, warn, want, wish, would like, would prefer*

#### verb + object + infinitive without *to*

*have, make, let, help* (can also be infinitive with *to*)

#### verb + object + past participle

*get, have, need, want*

- We can use *-ing* forms as the subject or object of a verb.
- We can use an infinitive without *to* after *would rather, would sooner, had better (not)* and *why (not)*.

### 1 Complete the sentences with the correct form of the verbs in brackets.

- We saw him \_\_\_\_\_ (open) the box and \_\_\_\_\_ (take) out a camera.
- My school doesn't allow \_\_\_\_\_ (eat) in the classrooms.
- I'm sure Greg didn't mean \_\_\_\_\_ (upset) anyone.
- I heard him slowly \_\_\_\_\_ (walk) down the stairs towards the front door.
- I can't remember \_\_\_\_\_ (lock) my bike but I'm sure I did!
- Could you please stop \_\_\_\_\_ (shout)? – I'm trying \_\_\_\_\_ (read) my book.
- \_\_\_\_\_ (smoke) isn't as common as it was in the past.
- We could feel the fire \_\_\_\_\_ (get) hotter and hotter as the flames got bigger.

### 2 Choose the best verb form to complete the sentences.

- We're going into town – why not \_\_\_ with us?  
a coming    b to come    c come
- Catching the plane means \_\_\_ home early tomorrow.  
a to leave    b leave    c leaving
- He'd sooner \_\_\_ football than watch it on TV.  
a play    b playing    c to play
- She tried \_\_\_ the vase but the shelf was too high.  
a reaching    b to reach    c reach
- \_\_\_ a gym is more expensive than running in the park.  
a Join    b Joining    c To join
- You'd better \_\_\_ your teacher to explain this again.  
a to ask    b ask    c asking
- Would you rather \_\_\_ the bathroom or do the washing-up?  
a clean    b cleaning    c to clean

## 2.4 Preposition + noun phrases

A prepositional phrase is made up of a preposition and a noun phrase.

<i>at</i>	(not) at all at last at the moment
<i>for</i>	for a while for good for now for one thing
<i>in</i>	in control in doubt in effect in vain
<i>on</i>	on condition that on second thoughts on the whole
<i>under</i>	under arrest under control under the impression

### 1 Complete the phrases with the correct preposition.

- I was going to have a shower, but \_\_\_\_\_ second thoughts, I'll wait until later.
- He hasn't bought any new clothes \_\_\_\_\_ a while.
- Jenny's been training for months and \_\_\_\_\_ last she's ready to run a marathon.
- Were you \_\_\_\_\_ the impression that the test is next week?
- I'm not sure about walking into town. \_\_\_\_\_ one thing, it's pretty cold outside.
- Despite some delays, \_\_\_\_\_ the whole we had a good journey.
- He tried \_\_\_\_\_ vain to open the window but it was completely stuck.
- It seems his decision to go to university is now \_\_\_\_\_ doubt.

## 2.5 Question tags

- We use question tags to turn a statement into a question. We usually add negative question tags to affirmative statements and affirmative question tags to negative statements.  
It's hot today, isn't it?  
You don't need a lift to school, do you?
- With affirmative sentences which have a negative meaning because they include a word like *never*, *nobody* or *nothing*, we add an affirmative question tag.  
I've had nothing for breakfast, have I?  
She never says 'thank you', does she?
- If the sentence includes a modal verb (*can*, *might*, *should*, *will*, etc.), we use it in the question tag.  
She can't sing, can she?  
It won't hurt, will it?
- If the sentence includes an auxiliary verb (*is* / *are*, *have*, *had*, etc.) we use it in the question tag.  
They're leaving, aren't they?  
You haven't told her, have you?

- If the sentence includes a simple, finite verb form, we use *do* (or *did*) in the question tag.

This phone belongs to you, doesn't it?  
You went home last night, didn't you?

- Note these special cases:

Be careful, won't you?  
Don't laugh, will you?  
Let's be friends, shall we?  
There aren't any questions, are there?  
Everyone's ready, aren't they?  
Nobody wants to give up, do they?  
Everything works, doesn't it?  
Nothing matters now, does it?

- We use a rising intonation on the question tag when we need or expect an answer.

It isn't my turn, is it? (I think it might be.)

- We use a falling intonation on the question tag when we do not need or expect an answer.

Of course I'll help you. You're my best friend, aren't you?  
(We both know that.)

### 1 Complete the sentences with suitable question tags.

- Nothing's ever as simple as it seems, \_\_\_\_\_?
- It's rained a lot recently, \_\_\_\_\_?
- Don't spend too much money, \_\_\_\_\_?
- Nobody knows what you're thinking, \_\_\_\_\_?
- You haven't been listening to me, \_\_\_\_\_?
- Everything changed after he retired, \_\_\_\_\_?
- Let's start at the beginning, \_\_\_\_\_?
- Leave your bags by the door, \_\_\_\_\_?
- Your parents used to live there, \_\_\_\_\_?
- You're going to invite me, \_\_\_\_\_?

## Unit 3

## 3.1 Advice, obligation and necessity

**should and ought to**

We use *should* and *ought to* to give advice.

He *should* ask his friends to help him.

**must and have to**

We use *must* and *have to* to express obligation or to give strong advice.

We *have to* finish the homework by tomorrow.

You *must be* at the station at 8.30.

**mustn't**

We use *mustn't* to say that something is not allowed or to give strong negative advice.

We *mustn't* take food into the library.

You *mustn't miss* that film; it's brilliant!

**don't have to, don't need to, needn't**

We use *don't have to*, *don't need to* and *needn't* to express lack of obligation or necessity.

You *don't need to* pick me up. I'll get the bus.

**be supposed to**

We use *be supposed to* to talk about rules and about things that people believe or expect to happen or be true.

You're *not supposed to* wear your shoes in the house.

It's *supposed to* snow tonight.

## 3.2 Possibility, probability and certainty

**may, might and could**

We use *may*, *might* or *could* for speculating about possible future events.

Look at the sky – it *might* rain later.

**should**

We use *should* to say that something is likely to happen, in our opinion.

Our team *should* win their next match.

**must**

We use *must* for talking about things which we can deduce are definitely true.

She *must be* at home. She left school hours ago.

**can't**

We use *can't* for talking about things which we can deduce are impossible.

He *can't be* tired. He had eight hours' sleep.

**be able to**

We use *be able to* to talk about possibility in the future.

I'm sure you'll *be able to* change that shirt if it *doesn't* fit.

**can and could**

We use *can* and *could* to talk about general truths and strong possibilities.

Travelling around Europe *can be* quite expensive.

The café *could be* closed by now.

We can use a number of other structures to express possibility, probability and certainty.

The score is 4–0 with two minutes to go. They're *bound to* win.

(*bound to* = certain to)

Chances are that we won't *complete* the project on time. (*chances are (that)* = possible that)

Is it likely to rain tomorrow? (*likely to* = it's probable that it will)

## 1 Complete the sentences with the verbs below. Use each verb once.

must mustn't needn't should shouldn't  
are supposed to

- You \_\_\_\_\_ bring suncream to the beach – you can borrow mine.
- We \_\_\_\_\_ forget to invite your brother to the party. He'll be upset if we do.
- Laila \_\_\_\_\_ be wearing a coat. It's freezing outside!
- All the students at my school \_\_\_\_\_ wear a uniform – it's one of the rules.
- I think we \_\_\_\_\_ take our shoes off before we go into the temple; no one else is wearing theirs.
- You \_\_\_\_\_ really eat fruit and vegetables unless you've washed them first.

## 2 Choose the best verb form to complete the sentences.

- That boy \_\_\_ be Luke – he's got blonde hair and Luke's is dark.  
a must                      b can't                      c might
- The weather \_\_\_ be hot on our holiday; I can't wait.  
a should                      b 's able to be                      c can
- I \_\_\_ help you after I've finished eating lunch.  
a couldn't                      b should                      c 'll be able to
- Be careful – some Indian dishes \_\_\_ be very hot!  
a shouldn't                      b can                      c can't
- You \_\_\_ be delighted to have won first prize!  
a must                      b might                      c could
- I'd better answer my phone – it \_\_\_ be my dad calling.  
a can't                      b could                      c should
- I'm not sure, but it \_\_\_ be busy in town because the sales are on.  
a might                      b can                      c must

## 3.3 Modals in the past

**may, might and could have**

- We use *may*, *might* or *could have* for speculating about the past.

Maria isn't here; she *could have gone to* the shops.

- We can also use the negative forms *may not* and *might not (have)*. However, we cannot use the negative form *couldn't have* in this sense.

I've sent her a postcard, but it *may not* / *might not* arrive.

(NOT I've sent her a postcard, but it *could not* arrive.)

**should have and ought to have**

We can use *should* / *shouldn't have* or *ought (not) to have* to talk about what the right or wrong way to behave in the past was. He *shouldn't have spoken* to us like that.

**might have and could have**

We sometimes use *might have* or *could have* to tell somebody what they should have done. It is usually an exclamation. However, we cannot use *may have* or negative forms in this sense.

Honestly! You *might / could have warned* me that we had to bring a present!

(NOT You *may have* ...)

**must have and can't / couldn't have**

We use *must have* and *can't / couldn't have* to make logical deductions about the past.

We *must have taken* a wrong turn: now we're completely lost. You *can't / couldn't have read* the map properly.

**should have and was supposed to**

We use *should have* and *was supposed to* to talk about things we expect to have happened.

He *should have been here* by now.

It *was supposed to be hot* yesterday.

**needn't have and didn't need to**

- We use *needn't have* to say an action that took place was unnecessary.

You *needn't have phoned*: I was on my way over.

- We use *didn't need to* to say an action was unnecessary, whether it took place or not.

Joe *didn't need to buy* any coffee. There was plenty in the cupboard. (But Joe did buy coffee.)

**1 Choose the correct ending, a or b.**

- Pete isn't here. He
  - can't have got my email.
  - might have got my email.
- My parents aren't very happy. I
  - was supposed to have lied to them.
  - shouldn't have lied to them.
- Is your cousin driving into town? She
  - must have offered us a lift!
  - could have offered us a lift!
- The concert hasn't started yet. We
  - needn't have rushed to get here.
  - might not have rushed to get here.
- We haven't seen Zoe recently. She
  - must have gone on holiday.
  - ought to have gone on holiday.
- I already had some stamps so I
  - may not have bought any.
  - didn't need to buy any.
- If you sent her a text earlier, she
  - should have read it by now.
  - didn't need to read it by now.
- Why's the café closed? It
  - was supposed to have opened by now.
  - needn't have opened by now.

## Unit 4

## 4.1 Future continuous, future perfect simple and future perfect continuous

## Future continuous

We use the future continuous

- to talk about an action that will be in progress at a specific point in the future.  
*At three o'clock tomorrow afternoon, I'll be travelling to London.*
- to make polite enquiries. Using the future continuous instead of the future simple to ask about somebody's plans makes questions sound more polite and less direct.  
*Can you tell me when he'll be arriving?*

## Future perfect simple

We use the future perfect simple to talk about an action or event completed by a specific point in the future.

*By the time we get there, the guests will have already arrived.*

## Future perfect continuous

We normally use the future perfect continuous to say how long an action or event will have been in progress at a specific point in the future.

*By the end of this month, I'll have been living in this house for ten years.*

We can use the future perfect continuous and the future perfect simple to make predictions about the present.

*By midnight, they'll have been travelling for six hours. By midday tomorrow, their plan will have landed.*

## 1 Complete the sentences with the verbs in the future continuous, future perfect simple, or future perfect continuous.

catch learn leave live save travel wait

- By this time next month, I \_\_\_\_\_ English for five years.
- At midday tomorrow, we \_\_\_\_\_ the coach to Brussels.
- Perhaps in ten years' time, people \_\_\_\_\_ to Mars.
- He \_\_\_\_\_ enough money by Christmas to buy lots of presents.
- When I'm eighteen, I \_\_\_\_\_ in this town for most of my life and I'm not likely to leave soon.
- I think everyone \_\_\_\_\_ by the time we get to the club.
- Next week all the students \_\_\_\_\_ to get their exam results.

- Write sentences about what the students will be doing or will have done. Use the prompts and the future continuous, future perfect simple, or future perfect continuous.

## SUNDAY 7TH

- 8–9 a.m.: breakfast
- 10 a.m.: bus to beach
- 3 p.m.: back to campsite – free evening

## MONDAY 8TH

- 9.30–midday: walking tour of Rome
- 2 p.m.: train to Venice
- 6.30 p.m.: arrive hostel

8.30 a.m. / Sunday / eat

*At 8.30 a.m. on Sunday they'll be eating breakfast.*

1 9 a.m. / Sunday / finish

2 10 a.m. / Sunday / wait

3 11.30 a.m. / Monday / walk / two hours

4 1 p.m. / Monday / leave / Rome

5 2 p.m. / Monday / travel / train / Venice

6 6.30 p.m. / Monday / arrive / hostel

## 4.2 Future time clauses

- We use present tenses instead of *will* or *going to* in future time clauses after time conjunctions such as *after*, *as soon as*, *by the time*, *immediately*, *in case*, *once*, *on condition that*, *the minute*, *the moment*, *until* and *when*.

*I'll phone you as soon as we reach the hotel.*

*I'll take an umbrella in case it rains.*

*He'll let me know the minute he hears any news.*

- We usually use the present perfect (not the future perfect) for actions that are complete in the future after future time clauses.  
*We'll ring you as soon as we've got to the festival.*
- We use the present continuous (not the future continuous) for actions in progress in the future after future time clauses.  
*I'll ring you back when I'm sitting on the train.*

## 1 Choose the correct tense to complete the sentences.

- I'll email you as soon as I'll have got / I've got home.
- He wants to go for a swim immediately he'll get / he gets to the beach.
- We'll think of you when we're skiing / we'll be skiing in Switzerland next week!
- You can't have an ice cream until you're finishing / you finish your lunch!
- They should study this lesson in case it'll be / it's in the test.
- After we'll have tidied / we've tidied our room, let's go to the park.
- Don't forget to phone your cousin when you have / you're going to have time.

## 2 Complete the sentences with the correct form of the verb in brackets.

- I'll call you later when I \_\_\_\_\_ (walk) to the bus stop.
- By the time you \_\_\_\_\_ (get) her postcard she'll probably be back home!
- We should save some food in case we \_\_\_\_\_ (feel) hungry later.
- As soon as he \_\_\_\_\_ (find) his jacket, he'll meet us outside.
- You are welcome to take photos while you \_\_\_\_\_ (visit) the museum.
- Olga can go out tonight on condition that she \_\_\_\_\_ (take) the dog for a walk first.
- Once the sun \_\_\_\_\_ (go) down, it will feel very cold.

## 4.3 First conditional sentences

We use the first conditional to talk about the future, with any present tense in the *if* clause and any future form or imperative in the other clause.

*If the tickets are cheap, I'll buy one for you.*

*If you start your homework now, you'll have finished by dinner time.*

*If you're not going to the park, I'm not going either.*

*If we haven't phoned you in an hour, leave without us.*

### 1 Choose the correct verb forms.

- If it's stopped raining by 6 o'clock, I \_\_\_ for a run.  
a go                      b am going                      c have gone
- If the film's any good, I \_\_\_ you know.  
a will let                      b am letting                      c let
- If they set out early this morning, they \_\_\_ the coast by lunchtime.  
a reach                      b will have reached                      c are reaching
- If you can't get sausages, \_\_\_ some burgers instead.  
a you'll buy                      b you're buying                      c buy
- If he can't find his wallet, he \_\_\_ phone the police.  
a has to                      b will have to                      c is having to
- If we haven't got enough money, we \_\_\_ some.  
a are borrowing                      b have borrowed                      c will borrow
- If you're seeing Will later, please \_\_\_ hello from me.  
a say                      b you'll say                      c you'll have said

## 4.4 Adverbs and adverbial phrases

- Some adverbs have the same form as the adjective: *early, weekly, monthly, yearly*, etc.  
*We do a weekly shop in town.*  
*Is this magazine published weekly?*
- Other adjectives ending in *-ly* do not have an adverbial form: *friendly, lively, cowardly, motherly, lovely*, etc. Instead we put the adjective in an adverbial phrase:  
*He smiled in a friendly way and waved at us.*
- Some adverbs have two forms: one with *-ly* and one without: *close / closely, deep / deeply, late / lately, pretty / prettily*, etc. The meanings are sometimes very similar and sometimes unrelated.  
*Does your uncle live close to you?*  
*English and German are closely related languages.*  
*We're going to be late.*  
*I haven't seen my best friend lately.*

### 1 Choose the correct adverb or adverbial phrase to complete the sentences.

- It was \_\_\_ hot for the whole of our holiday.  
a pretty                      b prettily
- I find kittens so cute, especially when they play together \_\_\_\_.  
a lively                      b in a lively way
- This film gives a \_\_\_ moving account of a brilliant musician's life.  
a deep                      b deeply
- My team eventually won after a \_\_\_ fought match.  
a closely                      b close
- A policeman asked them to leave, but did it \_\_\_\_.  
a in a friendly way                      b friendly
- No one's won the lottery \_\_\_\_, so the prize money is huge.  
a lately                      b late
- She reached \_\_\_ into her bag and took out a pen.  
a deep                      b deeply

### 4.5 The subjunctive

- We use the subjunctive in formal written language for urgent requests and demands. No 's' is added in 3rd person singular. It's important that the students *be* on time. It's even more important that everyone *listen* carefully.
- The verb *be* remains unchanged in the present tense and becomes *were* in past tenses.
- Certain verbs (e.g. *ask, advise, suggest, insist, demand, recommend, and request*) are followed by *that* + subjunctive to indicate that something must be done.  
*She suggested that we arrive at the restaurant by 8 p.m.*  
*They demanded that the money be refunded immediately.*

#### 1 Complete the second sentence so that it means the same as the first. Use the subjunctive.

- She has asked them to refund her money.  
She has requested \_\_\_\_\_ her money.
- My guitar teacher says I should practise every day.  
My guitar teacher recommends \_\_\_\_\_ every day.
- Leo said we should all go for a picnic.  
Leo suggested \_\_\_\_\_ for a picnic.
- The protestors want the government to change the law.  
The protestors are demanding \_\_\_\_\_ the law.
- Our teacher told us to read the questions carefully.  
Our teacher advised \_\_\_\_\_ the questions carefully.
- Norma said we must be at her house by 7 o'clock.  
Norma insisted \_\_\_\_\_ at her house by 7 o'clock.

### Unit 5

#### 5.1 Negative adverbials

We can make a sentence more emphatic by putting a negative adverb (or adverbial phrase) at the front. These include: *never, nowhere, not since, not only ... also, no sooner ... than, hardly, rarely / seldom, under no circumstances, (in) no way, at no time, only (if / when / once), not until*. After the adverb or phrase, the word order is inverted. They are usually followed by an auxiliary verb.  
*Not since last year have there been such bad storms.*  
*Rarely has there been such an exciting concert.*

#### 1 Complete the second sentence in each pair so that it means the same as the first.

- I've never eaten such a delicious meal before!  
Never \_\_\_\_\_ such a delicious meal!
- We weren't asked for our opinion at any time.  
At \_\_\_\_\_ asked for our opinion.
- She won't speak to you until you apologise.  
Not until \_\_\_\_\_ speak to you.
- You won't see more beautiful scenery anywhere.  
Nowhere \_\_\_\_\_ beautiful scenery.
- Tickets cannot be refunded under any circumstances.  
Under \_\_\_\_\_ tickets be refunded.
- They'd hardly left the house when it began snowing.  
Hardly \_\_\_\_\_ when it began snowing.
- Ben had no sooner heard the news than he told everyone.  
No sooner \_\_\_\_\_ than he told everyone.

#### 5.2 Negative questions, infinitives and *-ing* forms

- We can use negative questions to ask for confirmation of something that we think is true or is not true.  
*Aren't you in the same class as my brother?*
- We can use negative questions to express our opinions more politely.  
*Hasn't she got a loud voice!*
- To make infinitives and *-ing* forms negative, we add *not* or *never* before *to* in front of them.  
*She promised not to stay up too late.*

#### 1 Write the words in the correct order.

- him / not / see / was / I / yesterday / to / sorry  
\_\_\_\_\_
- holiday / to / on / you / aren't / meant / be / ?  
\_\_\_\_\_
- bed / gone / earlier / he / shouldn't / have / to / ?  
\_\_\_\_\_
- do / not / she / it / promised / to / again  
\_\_\_\_\_
- not / I / the / is / prefer / what / knowing / score  
\_\_\_\_\_
- taste / this / unpleasant / doesn't / coffee / ?  
\_\_\_\_\_
- matter / rather / discuss / they / would / not / the  
\_\_\_\_\_

## 5.3 Articles

*a / an*

We use the indefinite article *a / an*

- when we say what something is or what it is like.  
*What's this? It's a 3D printer.*  
*Our aunt works in a shoe shop.*
- when we say what somebody's job is.  
*My cousin is a mechanic.*
- when we mention something for the first time.  
*I've got a new smartphone.*
- when we mean any example of something and we do not need to be more definite.  
*Is there a post office near here?*
- to mean *per* or *for each*.  
*My father earns €400 a week.*  
*The train was travelling at 100 kilometres an hour.*

*the*

We use the definite article *the*

- when it is clear what we are talking about. This can be
  - because we've already mentioned it.  
*I've bought a jumper and a scarf. The scarf is red and the jumper's blue.*
  - because there is only one of something.  
*Can you see the moon above the roofs?*
  - because it is clear from the situation.  
*Let's go to the park. (= the park that's near here)*
- with most nationality words.  
*The French have a reputation for being good cooks.*
- with the names of rivers, mountain ranges, deserts and seas.  
*the Nile the Himalayas the Sahara Desert the Baltic*
- with a few countries and most groups of islands.  
*the United Kingdom the United States*  
*the Netherlands the Czech Republic*  
*the Channel Islands*
- in various set phrases, for example:  
*go to the theatre / cinema listen to the radio / the news play the violin / the piano*
- with an adjective to refer to everybody who has that characteristic. *the poor the rich*

**No article**

We do not use an article

- when we are making generalisations.  
*Dogs need a lot of exercise.*
- with most countries, continents, towns and cities, lakes and mountains.  
*They come from Madrid in Spain.*  
*Their house is on the shores of Lake Geneva.*  
*Our friends have just been to Mount Everest.*
- with some nouns following a preposition.  
*to / at work / school at home at night by bus*  
*in bed / hospital / prison*
- with meals.  
*have breakfast / lunch / dinner*
- with superlatives.  
*the tallest man the funniest film the longest day*

1 Complete the sentences with *a / an, the* or no article (-).

- 1 My aunt works as \_\_\_\_ musician in \_\_\_\_ Canada. She plays \_\_\_\_ guitar.
- 2 Is there \_\_\_\_ bus from here to \_\_\_\_ centre of town?
- 3 Apparently \_\_\_\_ most important meal is \_\_\_\_ breakfast.
- 4 'Would you rather have \_\_\_\_ cat or \_\_\_\_ dog?' 'I prefer \_\_\_\_ dogs.'
- 5 Only \_\_\_\_ rich can afford to spend so much on \_\_\_\_ new car.
- 6 My best friend lives in \_\_\_\_ New York in \_\_\_\_ United States.
- 7 I have \_\_\_\_ niece and two nephews. \_\_\_\_ niece is \_\_\_\_ youngest.
- 8 'Is there \_\_\_\_ chemist nearby?' '\_\_\_\_ nearest one is opposite \_\_\_\_ police station.'

## 5.4 Quantifiers

- We normally use *some* in affirmative sentences and offers, and *any* in negative sentences and questions.  
*We've got some milk and sugar.*  
*We haven't got any milk or sugar.*  
*Have we got any milk or sugar?*  
*Would you like some milk and sugar in your tea?*
- We use *any* with uncountable and plural nouns in affirmative sentences where the meaning is negative.  
*He went out without any gloves on.*  
*There is never any snow in the Caribbean.*
- We can use *any* in affirmative sentences to mean *it doesn't matter which*.  
*Any songs by Taylor Swift are great!*
- We use *no* (meaning *not any*) when we want to be emphatic.  
*There's no need to be rude.*  
*No clubs in town will be open yet.*
- We use *(a) few* with plural nouns and *(a) little* with uncountable nouns.  
*He's only got a little free time this weekend.*  
*A few students have already finished the test.*
- We use *few / little* instead of *a few / a little* to emphasise the smallness of the number or quantity.  
*He has little money and few friends.*
- We normally use *whole* with singular countable nouns.  
*We've eaten a whole box of chocolates.*
- We normally use *all* with uncountable nouns and plural nouns.  
*He listened to all (of) the songs on the album.*  
*Have we finished all (of) the pasta?*
- We use *both, either* and *neither* to talk about two things.  
*Both restaurants are quite new.*  
*Neither book is very interesting.*  
*We can get off the train at either stop.*
- Most quantifiers can be followed by *of* and a determiner (*the, these, my, etc.*): *most of the ... , a few of his ... , several of those ... , all of us, each of them, many of* etc. After *both* and *all*, we often leave out *of* before *the*.  
*All (of) the children are in the playground.*

## Grammar Builder and Reference

- However, *no* and *every* cannot be followed by *of*. Instead, we say *none of* and *every one / each of*. *None of* takes a singular verb in formal contexts.

*Every one of us scored 100% in the test.*

*None of the boys in the band are over 20.*

*None of the boys in the band is over 20. (formal)*

### 1 Choose the correct quantifier to complete the sentences.

- 1 There were **few** / **a few** cakes left in the shop, but not many.
- 2 Do you recognise **either** / **neither** of those two actors?
- 3 It's so late now, there's **little** / **a little** point going out.
- 4 **No** / **None** of my family can speak French.
- 5 I can't stand cricket – there are **a few** / **few** sports I find more boring.
- 6 Look at your hands – they're **either** / **both** covered in mud!
- 7 Would you like **little** / **a little** sugar in your coffee?
- 8 **Every** / **Every one** of these peaches is rotten.

### 2 Complete the sentences with *of* or leave them blank where possible.

- 1 None \_\_\_\_\_ my friends can play the violin.
- 2 A few \_\_\_\_\_ those plants need watering.
- 3 I've seen all \_\_\_\_\_ her films at least twice!
- 4 We're going to do a lot \_\_\_\_\_ sport in the holidays.
- 5 Do both \_\_\_\_\_ your parents work in a bank?
- 6 Several \_\_\_\_\_ people I know believe in ghosts.
- 7 The teacher gave each \_\_\_\_\_ the students top marks.
- 8 I tried on three sweatshirts but none \_\_\_\_\_ them fitted.

### 5.5 *do* and *did* for emphasis

- We can use *do* and *did* to make statements stronger and to show a contrast. We stress *do* and *did* when they are used in this way.

*You do like arguing, don't you?*

*We did enjoy the ballet.*

- We can use *do* in imperatives to make them more emphatic.  
*Do be careful with that vase!*
- We can use *do* and *did* to show a contrast.  
*He's sometimes a bit rude but I do like him.*

### 1 Use *do* or *did* to rewrite the sentences to make them more emphatic or to show a contrast.

- 1 You didn't get much sleep last night. Go to bed early tonight.
- 2 It's a very important meeting. Be on time!
- 3 I don't like him much, but I like his brother.
- 4 We enjoyed the play.
- 5 I like your new top!
- 6 Be quiet, will you!
- 7 I didn't cook the meal but I did the washing up.

## Unit 6

### 6.1 The passive

- We form the passive with the verb *be* and the past participle of the main verb. The object of an active verb can become the subject of a passive verb.

*They haven't found a cure for colds yet.*

*A cure for colds hasn't been found yet.*

- We use the passive when we do not know or do not want to say who or what is responsible for the action.

*This photograph was taken in India.*

- If we mention the agent, we use *by*.

*Enormous public baths were built by the Romans.*

- With verbs that often have two objects (*ask, award, give, offer, owe, pay, send, show, teach, tell, etc.*), either object can become the subject of a passive sentence.

*They gave me my money back.*

**a** *I was given my money back.*

**b** *My money was given back to me.*

It is much more common for the indirect object (usually a person) to be the subject of the passive sentence (example a above).

- We use the past continuous and present continuous forms of the passive, but not other continuous forms as they sound unnatural.

*A celebration is being planned.*

*A celebration has been being planned. X*

*They have been planning a celebration.*

### 1 Complete the sentences with the verb in brackets in the correct passive form.

- 1 The band's new song \_\_\_\_\_ (not / release) until next month.
- 2 A cure for cancer \_\_\_\_\_ (not / discover) yet.
- 3 Those trees \_\_\_\_\_ (plant) by my grandfather last year.
- 4 Hans \_\_\_\_\_ (show) around the college this morning.
- 5 When the onions are cooked, they \_\_\_\_\_ (add) to the sauce.
- 6 Technology \_\_\_\_\_ (improve) all the time.
- 7 The Colosseum \_\_\_\_\_ (build) by the Romans over ten years.
- 8 We \_\_\_\_\_ (tell) their decision in a few days' time.

### 2 Rewrite the sentences in the passive. Remember that the indirect object usually becomes the subject.

- 1 My brother lent me the money for the ticket.
- 2 They'll allow us ten minutes to answer the questions.
- 3 A nurse has given the patient some medicine.
- 4 Your uncle is taking your parents to the airport now.
- 5 They didn't give us any information about the strike.
- 6 A local man showed them the way to the river.
- 7 No one will forgive him if he keeps on lying.

## 6.2 The passive: advanced structures

Verbs like *believe*, *consider*, *expect*, *know*, *report*, *say* and *think* are often used in passive constructions, especially in formal language.

- We can use an impersonal construction with *it* + passive: *it* + passive (present or past) + *that* ...  
It was believed by many people until the 19th century that tomatoes were poisonous.  
It is now known that they are not.
- Alternatively we use a passive construction with an infinitive: subject + passive (present or past) + *to do* / *to have done*.  
Tomatoes were believed to be poisonous.
- We can use an impersonal construction with *there* + passive (present or past) + *to do* / *to have done*.  
There are estimated to be 100,000 people at this weekend's festival.  
If the sentence refers to a present belief about a past event, we use the present simple passive followed by a perfect infinitive (*to have done*).  
The thief is believed to have escaped to Scotland.
- We can use passive structures with present and past forms of modal verbs.  
Phones should be switched off during the play.
- Verbs that are followed by an infinitive or gerund can also be followed by a passive infinitive or gerund.  
Everyone likes to be praised.  
I love being given surprise presents!

### 1 Complete the second sentence in each pair so that it means the same as the first.

- 1 They think that the thief escaped in a stolen car.  
The thief \_\_\_\_\_.
- 2 It is known that too much fried food is bad for you.  
Too much fried food \_\_\_\_\_.
- 3 The painting was thought to be an original Picasso.  
It \_\_\_\_\_.
- 4 It's reported that the earthquake caused extensive damage.  
The earthquake \_\_\_\_\_.
- 5 They say that heavy rain has caused the floods.  
Heavy rain \_\_\_\_\_.
- 6 They didn't believe that his injuries were serious.  
His injuries \_\_\_\_\_.
- 7 Some fruits are said by scientists to be 'superfoods'.  
It \_\_\_\_\_.

### 2 Complete the sentences with the verbs below in the correct form.

- award burn interview keep sell teach turn off
- 1 Use plenty of suncream to avoid \_\_\_\_\_ by the sun.
  - 2 Everyone expects her \_\_\_\_\_ an Oscar for her latest performance.
  - 3 No one wants \_\_\_\_\_ waiting in a queue.
  - 4 I can't \_\_\_\_\_ the right battery – this one doesn't fit my tablet.
  - 5 All mobile phones must \_\_\_\_\_ during the film.
  - 6 Do you remember \_\_\_\_\_ how to ride a bike as a child?

7 They don't think the singer will agree \_\_\_\_\_.

## Unit 7

### 7.1 Changes in reported speech

#### Tense changes

- When we report somebody's words rather than quoting them directly, we usually change the tense of any verbs.  
'I'm tired,' she said. She said that she was tired.  
The normal pattern of tense changes in reported speech is:

Direct speech	→	Reported speech
present simple	→	past simple
present continuous	→	past continuous
past simple	→	past perfect simple
present perfect simple	→	past perfect simple
present perfect continuous	→	past perfect continuous
past continuous	→	past perfect continuous
will	→	would
may / might	→	might
must	→	must / had to
can	→	could

- We do not normally change the tense when
  - a the reporting verb is present, future or present perfect.  
'I prefer playing basketball.'  
She says she prefers playing basketball.  
She'll say she prefers playing basketball.  
She's said she prefers playing basketball.
  - b we are reporting a past perfect verb, *would*, *could*, *should* or *had better*.  
'We should leave.'  
She said that we should leave.
- Many modal verbs are usually unchanged after past reporting verbs.  
'I might be late.'  
He said that he might be late.
- We often omit the word *that* from the beginning of the reported speech clause.  
They said it was too expensive.
- There are often changes in words which refer to the people, time or place. These are dictated more by logic than by rules.  
'I'll be here tomorrow,' she said.  
She says she'll be here tomorrow.  
(reported on the same day, in the same place)  
She says she'll be there tomorrow.  
(reported on the same day, in a different place)  
She said she'd be there the next day.  
(reported later, in a different place)

## Grammar Builder and Reference

- However, these time expressions frequently change in the following way:

Direct speech	→	Reported speech
<i>today</i>	→	<i>that day</i>
<i>tonight</i>	→	<i>that night</i>
<i>tomorrow</i>	→	<i>the next / following day</i>
<i>next week</i>	→	<i>the next / following week</i>
<i>ago</i>	→	<i>before</i>
<i>last week / month</i>	→	<i>the previous week / month the week / month before</i>

### 1 Rewrite the sentences, changing the reported speech into direct speech.

- 1 Katy said that she'd been studying since lunchtime.
- 2 Gina told me her aunt had been feeling unwell since last week.
- 3 Carla told me that she'd like to go to Africa one day.
- 4 Leo said that he had learned to ski the previous winter.
- 5 Alfie tells me that he doesn't want to go to the match because he's going to visit his cousins.
- 6 Tom says he'll bring his sister to the party.
- 7 Karl says he isn't going swimming with us tomorrow.

### 7.2 Reported questions

- When we report questions, we use affirmative word order and verb forms after the question word.  
'How old are you?' he asked me.  
He asked me how old I was.
- To report a *yes / no* question (one that has no question word) we use *whether* or *if*.  
'Is it snowing?' she asked.  
She asked if it was snowing.  
'Do you live in Bristol?' she asked me.  
She asked me whether I lived in Bristol.
- We do not include question tags in reported questions.  
'You're Mia's friend, aren't you?' he asked.  
He asked me if I was Mia's friend.
- When we report short answers, we use the auxiliary or modal verb from the short answer.  
Do you know the time?' 'I don't.'  
He asked me if I knew the time and I said I didn't.

### 1 Complete the second sentence so that it has a similar meaning to the first sentence. Use the words given.

- 1 'Have you spoken to Fatima recently?' (if)  
Ben asked me \_\_\_\_\_.
- 2 'You're going to the café later, aren't you?' (was)  
Olga asked me \_\_\_\_\_.
- 3 'Can you speak Greek?' 'I can.' (whether)  
Dan asked \_\_\_\_\_.
- 4 'Is this bag yours?' (if)  
Victor asked me \_\_\_\_\_.
- 5 'When does the festival start?' (me)  
Steve asked \_\_\_\_\_.
- 6 'You've been watching me, haven't you?' (had)  
Martha asked me \_\_\_\_\_.
- 7 'Will you call me later?' 'I will.' (her)  
Sara asked me \_\_\_\_\_.

### 7.3 Reporting verbs

We can report statements using *say* or *tell* or other reporting verbs.

#### *say* and *tell*

- The object of the verb *say* is always what was said. It is often a clause.  
'It's late,' said Tom.  
She said she was thirsty.
- If we want to mention the person who is addressed, we must use the preposition *to*.  
'I'm going now,' she said to her friend.
- The object of the verb *tell* is usually the person who is addressed. We do not use the preposition *to*.  
Have you told your mum?  
He told me he was tired.
- We also use *tell* in set phrases like *tell a lie*, *tell the truth*, *tell a story*, etc.

#### Other reporting verbs

We can use other verbs instead of *say* and *tell* when we report statements, e.g. *add*, *admit*, *agree*, *announce*, *answer*, *argue*, *boast*, *claim*, *complain*, *confess*, *confirm*, *deny*, *explain*, *insist*, *observe*, *predict*, *promise*, *reply*, *reveal*, *swear*, *warn*.

'This bread is stale.'  
He complained that his bread was stale.  
'It'll definitely be crowded in town.'  
He predicted that it would be crowded in town.

### 1 Rewrite the sentences in reported speech using the correct verb in brackets.

- 1 Jim said, 'I can't afford to go out because I've spent all my money.' (deny / explain)  
\_\_\_\_\_
- 2 Will said to Julia, 'I won't forget your birthday again.' (promise / admit)  
\_\_\_\_\_
- 3 Pablo said, 'I really did lock the door behind me.' (warn / insist)  
\_\_\_\_\_
- 4 Laura said, 'I've just won first prize in a competition!' (deny / announce)  
\_\_\_\_\_
- 5 Oscar said to the assistant, 'All of these shirts are too big for me.' (complain / announce)  
\_\_\_\_\_
- 6 Jenny said to me, 'There's going to be a test tomorrow.' (warn / argue)  
\_\_\_\_\_
- 7 Jim said, 'I didn't tell anyone what I saw.' (deny / complain)  
\_\_\_\_\_

### 7.4 Other reporting structures

We can use other structures when we report offers, promises, requests, commands, suggestions, etc.

- verb + infinitive with *to*

*agree, offer, promise, refuse, threaten*

*She offered to help with the cooking.*

To make the infinitive negative, we add *not* before *to*.

*I agreed not to tell anyone.*

- verb + object + infinitive with *to*

*advise, ask, beg, command, dare, encourage, forbid, instruct, invite, order, persuade, remind, request, tell, urge, warn*

*I reminded them to invite Liam.*

- verb + *-ing* form

*admit, deny, mention, propose, recommend, report, suggest*

*She denied taking the money.*

These verbs can also be used with a *that* clause.

*He mentioned that he'd seen you earlier.*

- verb + preposition + *-ing* form

*admit to, apologise for, boast about, confess to, insist on*

*They insisted on seeing the manager.*

- verb + object + preposition + *-ing* form

*accuse sb of congratulate sb on, warn sb against*

*He warned me against trusting Julie.*

- verb + *that* + *should* clause / verb + *that* + subjunctive clause

*advise, demand, insist, propose, recommend, request, suggest*

*He recommended that we book the tickets soon.*

- In formal English, we also occasionally use the subjunctive with these verbs.

*He insisted that we leave at once.*

*The head teacher proposed that all students be sent home early because of the storm.*

### 1 Correct the mistakes in the reported sentences.

- 1 Pat refused listening to my explanation. \_\_\_\_\_
- 2 They advised me go to hospital immediately. \_\_\_\_\_
- 3 We congratulated him that he passed his driving test.  
\_\_\_\_\_
- 4 She suggested us having a picnic in the park. \_\_\_\_\_
- 5 I confessed losing my sister's new scarf. \_\_\_\_\_
- 6 He invited us go to his party that Friday. \_\_\_\_\_
- 7 I begged him not telling anyone my secret. \_\_\_\_\_
- 8 Oli insisted to paid me half the taxi fare. \_\_\_\_\_
- 9 He encouraged us that we should keep trying. \_\_\_\_\_
- 10 Fiona threatened calling the police. \_\_\_\_\_

### 2 Complete the sentences with a preposition if necessary and the correct form of the verbs below.

drop leave lose make play spend study visit

- 1 My neighbour accused me \_\_\_\_\_ litter in his garden.
- 2 He apologised \_\_\_\_\_ so much noise.
- 3 Our teacher reminded us \_\_\_\_\_ the next chapter for homework.
- 4 Ian blamed his brother \_\_\_\_\_ his favourite T-shirt.
- 5 The manager ordered everyone \_\_\_\_\_ the building.
- 6 The fans demanded that the band \_\_\_\_\_ one more song.
- 7 I admitted \_\_\_\_\_ all my money on a leather jacket.
- 8 They recommended that we \_\_\_\_\_ the new art gallery.

### 7.5 Nouns and dependent prepositions

Some nouns are followed by certain prepositions, called dependent prepositions, e.g. *addition to, demand for, increase in, obsession with*.

The choice of preposition depends on the noun and its specific use and meaning.

When a verb follows a preposition, we use the *-ing* form.

*She had no interest in listening to what I was saying.*

### 1 Complete the sentences with *in, for, on, to* or *with*.

- 1 Scientists are still searching for a solution \_\_\_\_\_ the problem of global warming.
- 2 I don't know what the matter \_\_\_\_\_ my watch is, but it's stopped working.
- 3 What's the difference \_\_\_\_\_ price between these two pairs of boots?
- 4 Do you have a preference \_\_\_\_\_ tea or coffee?
- 5 I didn't use to like spicy food but I've got a taste \_\_\_\_\_ it since visiting India.
- 6 A recent earthquake has had a terrible effect \_\_\_\_\_ some countries.
- 7 There's been a rise \_\_\_\_\_ prices since the new government came to power.
- 8 No one could explain the reason \_\_\_\_\_ the broken window.

### 7.6 Nominal clauses with *what*

We can use nominal clauses with *what* to make the important part of a sentence more emphatic. We add a linking verb (most often an appropriate form of the verb *be*) after the clause to link it to the rest of the sentence.

*I enjoyed the set designs and the costumes the best.* → *What I enjoyed the best were the set designs and the costumes.*

*Politicians who lie make me really angry.* → *What makes me really angry are politicians who lie.*

We can use nominal clauses with *what* to introduce a new topic; to give a reason, instruction or explanation; or to correct what someone else has said.

*What I'm going to talk about today is climate change.*

*What I'd like you to focus on is learning the use of nominal clauses.*

*I didn't need a dictionary. What I would have needed was a new grammar book.*

When the object of the nominal clause is another clause, we sometimes have to include *the fact that*.

*What really broke my heart was the fact that she no longer trusted me.*

#### 1 Put the words in order to make sentences with nominal clauses with *what*.

1 attendance / compulsory / fact / is / is / need / remember / that / the / to / you

What \_\_\_\_\_

2 do / fill / first / form / in / is / must / this / to / you

What \_\_\_\_\_

3 are / colleges / in / love / most / Oxford / the / visitors

What \_\_\_\_\_

4 astonishing / always / enormous / found / have / how / I / the / universe / is / is

What \_\_\_\_\_

5 addictive / are / how / is / networks / nobody / realises / social

What \_\_\_\_\_

6 caused / conflict / know / never / probably / the / we / will

What \_\_\_\_\_

## Unit 8

### 8.1 Second and third conditional

#### Second conditional

• We use the second conditional to talk about an imaginary situation or event and its result. It can refer to the present or the future.

*If I were richer, I would buy a new bike.* (present)

*If I went on holiday to Jamaica, I'd come back with a suntan.* (future)

• We use the past tense to describe the situation or event. We use *would (not), might (not)* + infinitive without *to* to describe the result. We can use *could* instead of *would be able to*.

*If I had more time, I would stop to talk to you.*

(situation) (result)

• In the *if* clause, we can use *were* instead of *was* as the past tense of *be*, singular. It is considered to be a little formal. The meaning does not change.

*If I was fitter, I'd run in a marathon.*

*If I were fitter, I'd run in a marathon.*

• The *if* clause can come before or after the main clause. If it comes after, we do not use a comma.

*If you weren't my friend, I wouldn't forgive you.*

*I wouldn't forgive you if you weren't my friend.*

#### Third conditional

• We use the third conditional to talk about imaginary situations in the past and to say how a situation could have been different.

*If you hadn't broken the window, Dad wouldn't have been angry.* (But you did break the window and Dad was angry.)

• The *if* clause can come before or after the main clause. We use the past perfect in the *if* clause and *would / wouldn't have* in the main clause.

*She would have been amazed if you had asked her out.*

#### 1 Write second conditional sentences.

I can't play football today because I'm busy.

*If I weren't busy, I could play football today.*

1 She's from Brazil, so she speaks Portuguese.

2 Max doesn't drive because he's too young.

3 It's winter, so the weather is cold.

4 I don't remember his address, so I can't visit him.

5 They're making toast because they're hungry.

6 She can't swim, so she won't come to the beach.

7 I don't trust him, so I won't be his friend.

## 2 Complete these third conditional sentences with the past perfect and *would(n't) have* form of the verbs in brackets.

- If you \_\_\_\_\_ (not warn) us, there \_\_\_\_\_ (be) an accident.
- I \_\_\_\_\_ (eat) the cake if it \_\_\_\_\_ (not have) so much chocolate on it.
- It \_\_\_\_\_ (be) a shame if we \_\_\_\_\_ (lose) that last match.
- If the fire \_\_\_\_\_ (put out), it \_\_\_\_\_ (destroy) the houses.
- She \_\_\_\_\_ (buy) a new tablet if they \_\_\_\_\_ (not be) so expensive.
- He \_\_\_\_\_ (not stay) up all night \_\_\_\_\_ if (have) school the next day.
- I \_\_\_\_\_ (not give) you that book if I \_\_\_\_\_ (know) you already had it.
- If you \_\_\_\_\_ (apologise) at once, I \_\_\_\_\_ (forgive) you.

## 8.2 Alternatives to *if*

- We can use *unless*, *even if*, *provided that*, *providing* and *on condition that* instead of *if* in conditional sentences.  
I couldn't have done the homework unless you'd helped me.  
I wouldn't have told you the answer even if I'd known.  
I'll lend you my phone, provided that / providing / on condition that you give it back immediately.

### *even though* and *even if*

- Even though* expresses a fact, something real. It means 'despite the fact that'.  
He decided to play football even though he was tired.
- Even if* refers to an imaginary situation. It means 'despite the possibility that ...'.  
Even if that TV was half price, I wouldn't buy it.
- We can use *supposing (that)* to mean *what if*.  
Supposing we asked your mother, might she give us a lift?

## 1 Choose the correct option to complete the sentences.

- We would have been late, **supposing** / **even if** we'd hurried.
- Even if** / **Supposing** I lent you some cash, would that help?
- I wouldn't have remembered **unless** / **supposing** you'd reminded me.
- Unless** / **Supposing** we'd heard the news, we wouldn't have known what had happened.
- Even if** / **Unless** I were free tomorrow, I still couldn't go bowling.
- Supposing** / **Unless** you won the lottery, would you give some money away?

## 8.3 Mixed conditionals

- Mixed conditionals are a mixture of second and third conditionals and refer to hypothetical situations. Remember that second conditionals refer to the present or future, and third conditionals refer to the past. Mixed conditionals occur when the time reference in the *if* clause is different from the main clause.

*If we had got up earlier, you wouldn't have missed the bus.*

past (3rd conditional)    present (2nd conditional)

*If I hadn't spent all my money, I'd come with you for pizza.*

past (3rd conditional)    future (2nd conditional)

*If I could drive, I would have taken you to the station.*

present (2nd conditional)    past (3rd conditional)

- The choice of verb forms in mixed conditionals depends on the time reference.
  - If we are referring to the past in the *if* clause, we use the past perfect (simple or continuous) as we would in a third conditional; if we are referring to the present in the *if* clause, we use the past simple as we would in the second conditional.
  - Similarly, if we are referring to the past in the main clause, we use *would have*, as in a third conditional; if we are referring to the present or future in the main clause, we use *would*, as in a second conditional.

### Past regrets

- To talk about past situations that we would like to have happened differently, we use the following structures with the past perfect:  
*I (really) wish ... If only ...*  
*I'd much rather ... I'd prefer it ...*

## 1 Match the two halves of the sentences. Complete the second half with the correct form of the verb in brackets.

- If I knew her phone number,
- If you hadn't read the instructions,
- He might have seen the sign
- I'd never have believed you
- If there was an ice rink in town,
- She couldn't have become a vet
  - we \_\_\_\_\_ (go) there this evening.
  - if he \_\_\_\_\_ (have) better eyesight.
  - if you \_\_\_\_\_ (not be) my best friend.
  - I \_\_\_\_\_ (call) her now.
  - if she \_\_\_\_\_ (not love) animals.
  - you \_\_\_\_\_ (not know) how to use the equipment.

## 2 Rewrite each pair of sentences as a mixed conditional sentence.

We missed the bus. That's why we're late.

*If we hadn't missed the bus, we wouldn't be late.*

1 He doesn't like football. That's why he didn't watch the game.

2 It snowed heavily last night. That's why the roads are closed.

3 She forgot to feed the dog. That's why she has to go home.

4 He's not good at maths. That's why he didn't pass last week's test.

5 They cooked lunch. That's why the kitchen is untidy.

6 You were late for class again. That's why your teacher is annoyed.

7 She's at the theatre. That's why she didn't answer her phone.

## 3 Use the words in brackets to write a sentence expressing a past regret about the statements.

I regret the fact that ...

I didn't study for the test. (wish)

*I really wish I'd studied for the test.*

1 you told my brother about the surprise party. (rather)

2 you didn't wear jeans. (prefer)

3 I didn't ask for his phone number. (if only)

4 my football team didn't win the match. (wish)

5 we stayed in a shabby B&B. (rather)

6 you didn't lend me money for the tickets. (if only)

7 I promised to babysit my little sister. (wish)

## Unit 9

### 9.1 Emphasis

- We can make a sentence more emphatic by adding an extra clause to highlight key information.

Normal	Emphatic
You wanted to go to the beach.	It was you (that / who) wanted to go to the beach.
I'd like to meet Lady Gaga.	The person I'd like to meet is Lady Gaga.
He really wants to visit China.	A place (that) he really wants to visit is China.
I'll never understand baseball.	One thing I'll never understand is baseball.
She just walked the second half of the race.	All she did was (to) walk the second half of the race.
The fire alarm went off.	What happened was (that) the fire alarm went off.

- We often use *It is / was ...* to make a contrast.  
*Sal finished the biscuits. I didn't.*  
*It was Sal who finished the biscuits, not me.*
- After *All (I) did was ...* or *What (I) did was ...*, we use an infinitive with or without *to*.  
*What I did was (to) call the police.*  
However, after *All that happened was ...* or *What happened was ...*, we need a subject and a verb. We can put *that* before the subject.  
*All that happened was (that) they decided not to go to the café.*
- Nominal clauses starting with *that* can function as the subject of a sentence.  
*It upsets me that we're no longer friends.*  
A *that*-clause can begin a sentence, but we usually rephrase it with *The fact that ...*.  
~~*That we're no longer friends upsets me. X*~~  
*The fact that we're no longer friends upsets me.*

## 1 Rewrite the sentences with an extra clause at the start for emphasis. Begin with the words in brackets.

English is my favourite subject. (It's English ...)

*It's English that's my favourite subject.*

1 The girls' team won the quiz. (It was ...)

2 My parents stopped me from going out. (What happened ...)

3 Frank cycled to the river. (What Frank ...)

4 She gave them her opinion, that's all. (All she ...)

5 The Egyptians built the Pyramids. (It was ...)

6 We just need five more minutes. (All we ...)

## G

## Grammar Builder and Reference

## 2 Rewrite the sentences, emphasising the underlined words. Begin with the phrases below.

One idea   One person   One thing   The country  
The film   The food

1 I can't stand having a cold.

2 Neil will definitely know the answer.

3 I'm really interested in going to Thailand.

4 I really enjoyed The Hunger Games.

5 She prefers Italian to Chinese.

6 He suggested having a barbecue at his house.

## 9.2 Participle clauses

Participle clauses contain present, past or perfect participles.

They can be used

- to replace a relative clause, when a present participle replaces an active tense. The subject of the participle must be the same as the subject of the other verb.

*There were lots of fans waiting for the band to appear.*

- to indicate that two things are happening simultaneously.

*Looking through the window, I saw her talking to the teacher.*

- to show one thing happening after another.

*Locking my bike to a fence, I walked up the steep hill.*

- to express a reason or a cause.

*Not being able to reach the shelf, I stood on a chair.*

- to express a condition.

*Watered regularly, this plant will flower for weeks.*

## 9.3 Conjunctions and prepositions

Participle clauses can contain different conjunctions and prepositions, e.g. *after, although, before, on, once, since, until, when, while*.

*On hearing the news, I immediately told my friends.*

*Before having dinner, let's go for a walk.*

### 1 Complete the participle clauses with these phrases.

After packing   Being thirsty   Cooked slowly   Having read  
On hearing   Opening   Since ordering   Until knowing

1 \_\_\_\_\_ the book, I decided not to see the film.

2 \_\_\_\_\_ the news, she immediately called me.

3 \_\_\_\_\_ his suitcase, he called a cab.

4 \_\_\_\_\_, the meat will be very tender.

5 \_\_\_\_\_, I ordered a milkshake.

6 \_\_\_\_\_ a new laptop, he's found a cheaper one online.

7 \_\_\_\_\_ the door, we heard a strange sound.

8 \_\_\_\_\_ all the facts, they're not prepared to make a decision.

### 2 Complete the second sentence so that it means the same as the first. Begin with the words in brackets.

1 He took up running and is much fitter. (Since ...)

2 She laughed when she realised what had happened. (On ...)

3 Rob was the last to leave so he shut the door. (Being ...)

4 I like reggae but I prefer rock music. (Although ...)

5 If they give him a chance, he should succeed. (Given ...)

6 We watched the DVD, and then returned it to the shop. (Having ...)