Faces

VOCABULARY

1. Choose the sentence that best follows the original.
   1. Lisa is an old acquaintance of mine.
      a. We've been best friends for ten years.
      b. We grew up in the same street.
   2. Kelly's boyfriend is very muscular.
      a. He exercises in the gym every day.
      b. He knows a lot of people.
   3. Many designers make suits for women.
      a. They are very popular with businesswomen.
      b. Female tennis players often wear them in matches.
   4. In this detective novel, there are many clues to the killer's identity.
      a. The killer's identity is known from the beginning.
      b. It's easy to guess who the killer is.
   5. My younger brother is chubby.
      a. He wants to lose weight.
      b. He makes friends easily.

2. Choose the correct answer.
   1. The footballer was in pain from the injury/disorder to his knee.
   2. The reporter recorded every blind/single word the politician said during the interview.
   3. Don't look away/run off with when I'm talking to you!
   4. Hugh is generous/impulsive. He never thinks before he does anything.
   5. Why is Jane on a diet? She's already very plain/slim!

3. Complete the captions with the adjectives below. There are more words than you need.
   gorgeous • unattractive • helpful
   straight • shoulder-length • open-minded
   calm • petite • nosy • wavy

   I want my hair to be ________ wavy ________ and ________ wavy ________ like hers.

   Before you say anything, try and ________ about my new look.

   I have the feeling that our new neighbour is very ________ nosy ________.

   Why am I so ________? I want to be ________ gorgeous ________!
4. Complete the sentences with the correct form of the words and phrases below.
   look up • reply • cope with • realise
   share • remind • pretend
1. I e-mailed John yesterday, and I hope he _______ replies _______ soon.
2. I need to _______ look up _______ some information for my report.
3. David and Gill _______ shared _______ a flat last year.
4. How do people _______ cope with _______ exam stress these days?
5. I _______ didn’t realise _______ (not) it was so late.
6. I received an SMS from Sally. She _______ reminded _______ me about the meeting.
7. Sue and Kate often _______ pretend _______ they’re sisters because they look alike.

5. Complete the dialogue with the correct form of the words and phrases below.
   run into • curly • gorgeous • dark
   run after • good-looking • kind-hearted
   all in all • romantic

Susan: Hi, Kristy.
Kristy: Susan! I hardly recognised you. I see you cut your hair and coloured it black. When your hair was long, it was so straight. It’s so short and 1 _______ curly / dark _______ now. And it’s so 2 _______ dark / curly _______. I really like it!
Susan: Thanks. But I don’t think it suits me.
Kristy: I disagree. I think you look 3 _______ gorgeous _______. Listen, I want to talk to you about something.
Susan: What is it?
Kristy: I _______ ran into _______ Mark Thomas the other day. And I know he’s a friend of your brother’s ...
Susan: Yes, they’re good friends. Mark is a really nice, 4 _______ kind-hearted _______ person. He’s really fun to be with, and he’s handsome too.
Kristy: Yes – he’s really 5 _______ good-looking _______.
Susan: I agree. 6 _______ All in all _______, he’s a wonderful guy. He’s also so 7 _______ romantic _______! He gives his girlfriend flowers once a week.
Kristy: Has he got a girlfriend?
Susan: Yes, he has. So don’t 8 _______ run after _______ him!

6. Write T (True) or F (False) for each sentence.
   Correct the false sentences.
   T 1. Selfish people only think about themselves.
      Selfish people only think about others.
   F 2. Short-tempered people become angry slowly.
      Short-tempered people become angry quickly.
   F 3. It’s easy to convince stubborn people to do something they don’t want to do.
      It’s hard to convince stubborn people to do something they don’t want to do.
   F 4. Talkative people don’t speak a lot.
      Talkative people speak a lot.
   T 5. Confident people believe that they can succeed.
      Confident people believe that they can’t succeed.
   T 6. Bossy people always tell other people what to do.
      Bossy people never tell other people what to do.
   F 7. When people look through someone, they pay a lot of attention to him or her.
      When people look through someone, they don’t pay a lot of attention to him or her.
   F 8. People look forward to something in the past.
      People look forward to something in the future.

7. Complete the sentences. Make them true for you.
   I don’t feel very _______ confident _______ when I …………..
   Accept all logical and grammatically correct answers.
   1. I _______ didn’t realise _______ (not) it was so late.
   2. I received an SMS from Sally. She _______ reminded _______ me about the meeting.
   3. Sue and Kate often _______ pretend _______ they’re sisters because they look alike.
   4. I _______ looked up …………..
   5. Susan: Hi, Kristy.
      Kristy: Susan! I hardly recognised you. I see you cut your hair and coloured it black. When your hair was long, it was so straight. It’s so short and 1 _______ curly / dark _______ now. And it’s so 2 _______ dark / curly _______. I really like it!
   6. Susan: Thanks. But I don’t think it suits me.
      Kristy: I disagree. I think you look 3 _______ gorgeous _______. Listen, I want to talk to you about something.
   7. Susan: What is it?
      Kristy: I _______ ran into _______ Mark Thomas the other day. And I know he’s a friend of your brother’s …
   8. Susan: Yes, they’re good friends. Mark is a really nice, 4 _______ kind-hearted _______ person. He’s really fun to be with, and he’s handsome too.
      Kristy: Yes – he’s really 5 _______ good-looking _______.
   9. Susan: I agree. 6 _______ All in all _______, he’s a wonderful guy. He’s also so 7 _______ romantic _______! He gives his girlfriend flowers once a week.
      Kristy: Has he got a girlfriend?
   10. Susan: Yes, he has. So don’t 8 _______ run after _______ him!
1. Match I and II to form sentences.
   I
   1. Does Bob sometimes
   2. Is Cheryl
   3. She always
   4. Today, we’re
   5. Everyone is
   6. They all
   II
   a. worries about how she looks.
   b. attend the same school.
   c. going to university next year?
   d. meeting at Joe’s Café tomorrow night.
   e. not working at the office.
   f. study in the library?

2. Complete the sentences with the correct form of the verbs in brackets. Use the Present Simple or Present Continuous.
   1. Why ________ they ________ at us? Do we know them?
   2. I ________ (enjoy) this holiday! I don’t want it to end.
   3. Debbie ________ (not know) where the new cinema is.
   4. On annual White Nights, many museums and shops ________ open all night.
   5. My parents ________ (let) me use the car tomorrow.
   6. How much ________ your dog ________ (weigh)?

3. Write the words in the correct order to form sentences. Use the Present Simple or Present Continuous.
   1. at nine / open / the / office / every morning
      The office opens at nine every morning. / Every morning, the office opens at nine.
   2. the / east / sun / rise / always / the / in
      The sun always rises in the east.
   3. think / she / about / next year / travelling abroad
      She is thinking about travelling abroad next year.
   4. a / lot / both / teams / tonight / score / of / points
      Both teams are scoring a lot of points tonight.
   5. usually / I / have / at / home / breakfast / not
      I usually don’t have breakfast at home. / Usually, I don’t have breakfast at home.
   6. she / 2012 Olympics / in / the / want / to / compete
      She wants to compete in the 2012 Olympics.

4. Rewrite the sentences using the expressions in brackets. Use the Present Simple or Present Continuous. Make any necessary changes.
   1. Are you listening to music now? (every day)
      Do you listen to music every day?
   2. Jeff seldom reads the newspaper. (at the moment)
      Jeff isn’t reading the newspaper at the moment. / At the moment, Jeff isn’t reading the newspaper.
   3. I’m doing my maths homework right now. (once a week)
      I do my maths homework once a week. / Once a week, I do my maths homework.
   4. Does your band practise frequently? (later today)
      Is your band practising later today?
   5. Sam never talks to me. (never)
      Sam never talks to me.

5. Rewrite the sentences with the correct form of the verbs in brackets. Use the Present Simple or Present Continuous. Do not change the original meaning of the sentences.
   1. In my opinion, he’s not very considerate.
      (not think)
      I don’t think he’s very considerate.
   2. John is on the phone. (talk)
      Right now, John is talking on the phone.
   3. What is the price of this ring? (cost)
      How much does this ring cost?
   4. The suitcase is on the scales. (weigh)
      Cathy is weighing the suitcase.
   5. Is this your jacket? (belong)
      Does this jacket belong to you?
6. Complete the e-mail with the correct form of the verbs in brackets. Use the Present Simple or Present Continuous.

Dear Rob,

I 1. **am writing** (write) to let you know about the amazing documentary film I 2. **am watching** (watch) now on Channel Four. Don’t worry – I 3. **am not missing** (not missing) anything at the moment because the adverts are on.

The film’s about some interesting experiments that scientists 4. **are doing** (do) on animals these days. Studies 5. **show** (show) that some animals 6. **recognise** (recognise) themselves in mirrors. Apes, gorillas and chimpanzees 7. **demonstrate** (demonstrate) self-recognition by examining their faces and bodies in mirrors. It’s amazing to watch!

My mum 8. **thinks** (think) that Channel Four 9. **is broadcasting** (broadcast) the programme again tomorrow night, so try to watch it then.

The adverts 10. **are ending** (end) now, and I 11. **want** (want) to watch the rest of the programme.

I 12. **hope** (hope) you 13. **are making** (make) new friends in Leeds these days – but don’t forget all your friends here in London!

Love,

Becky

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7. Answer the questions in complete sentences. Make them true for you. Use the Present Simple or Present Continuous.

1. What type of films does your friend like?
   **Correct answer:**
   Accept all logical and grammatically correct answers.

2. What are your plans for the weekend?
   ........................................................................................................

3. What clothes are you wearing today?
   ........................................................................................................

4. How do you usually get to school?
   ........................................................................................................

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8. Correct the errors.

1. He isn’t appearing calm at the moment.
   **Correct:**
   He *doesn’t* appear calm at the moment.

2. Let’s go swimming. It doesn’t rain today.
   **Correct:**
   Let’s go swimming. *It isn’t* raining today.

3. Are you recognising him?
   **Correct:**
   Do you recognise him?

4. I don’t never go to parties by myself.
   **Correct:**
   I don’t *ever* go to parties by myself.

5. How often Jeff calls you?
   **Correct:**
   How often does Jeff *call* you?

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9. Translate the sentences.

1. I don’t usually share my clothes with friends.
   **Correct:**
   No acostumo a compartir la meva roba amb amics.

2. I am seeing an old acquaintance tonight.
   **Correct:**
   Veuré un vell conegut aquesta nit.

3. I realise that he is not coping with the situation.
   **Correct:**
   M’adono que no està fent front a la situació.

4. I always run into someone I know when I go to the shopping centre.
   **Correct:**
   Sempre em trobo amb algú que conec quan vaig al centre comercial.

5. How often does he wear a suit for work?
   **Correct:**
   Amb quina freqüència porta vestit per (anar a) treballar?

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10. Complete the sentences with the correct form of the verbs in brackets. Use the Present Simple or Present Continuous.

1. a. **Does** (belong) this DVD **belong** (belong) to Jack?
   b. No, I **think** (think) it **belongs** (belong) to Debbie.

2. a. Bill usually **enjoys** (enjoy) his work.
   b. Yes, but he **isn’t enjoying** (not enjoy) it now because he’s got too much to do.

3. a. Why **are** (taste) you **tasting** (taste) the milk?
   b. Because it **smells** (smell) strange. **Do** (want) you **want** (want) to taste it?

4. a. Susan **is talking** (talk) to her boyfriend on the phone at the moment.
   b. I can tell. She **looks** (look) very excited.
1. Look at the picture and the title, and read the first paragraph of the text. What do you think the text is about?
   a. the history of ringtones
   b. ringtones as a reflection of our personalities
   c. how to choose a ringtone

2. Now read the rest of the text and check your answer.

3. Choose the correct answer.
   1. Speciality ringtones
      a. aren’t yet popular.
      c. are being used as a fashion accessory.
      d. were downloaded by more than 60 million people in 2007.
   2. The survey
      a. asked participants to describe themselves.
      b. was conducted in Finland.
      c. questioned eighteen 34-year-olds.
      d. found that 10 per cent of mobile users change their ringtones every week.

4. Complete the sentences according to the text.
   1. The average mobile user spends about 30 minutes choosing a new ringtone.
   2. Ninety per cent of the survey respondents were criticised because of their ringtones.
   3. Survey participants felt that a mobile’s original ringtone was matched with “not trying to impress … has better things to do”.

5. Find words or expressions in the text that mean:
   1. communicate (paragraph 1) … convey…
   2. say something (paragraph 2) make a statement
   3. typical (paragraph 3) average…
   4. hide (paragraph 4) cover up…
   5. frequent or usual (paragraph 5) common
   6. of the present time (paragraph 5) current

Are You Your Ringtone?

Before leaving your home, you probably look in the mirror to make sure you’re satisfied with how you look. If you’re like many of your friends, you also want your mobile ringtone to convey a particular image of yourself.

Speciality ringtones originated in Finland in 2001 and quickly became a global phenomenon. It is estimated that in 2007, between 50 and 60 million people downloaded at least one ringtone and spent about $5 billion doing so. The reason for this huge success is that ringtones, like mobile phones, have become a fashion accessory that people use to make a statement about their personality.

So just as when choosing other accessories, people need time to make the right choice. According to a recent survey of 18- to 34-year-old mobile phone users in Britain, it takes the average user about half an hour to choose a new ringtone. In addition, 10 per cent replace their ringtones weekly, and many others change ringtones three to four times a year.

The survey also found that nearly everyone makes some sort of judgement about people based on their ringtones. Apparently, we don’t cover up those opinions: only 10 per cent of the survey respondents were not criticised because of their ringtones.

Survey participants were also asked to match ringtones with descriptions of personalities. One common response was the match between a ringtone of a current popular song and the description “moves with the times but … tries too hard to be cool”. Another common match was a sport-related ringtone, such as a team song, with the description “armchair sportsperson” – that is, someone who enjoys watching sport.

But ringtone providers may find it surprising that a mobile’s original ringtone was commonly matched with “not trying to impress … has better things to do”.

So – what’s your ringtone?
WRITING

1. Add the missing punctuation marks to the sentences. There may be more than one possible answer.

1. Are you worried about Emily's school marks?
2. That film was so frightening!
3. I’ll ask David to phone you when he’s finished eating.
4. We waited in the queue for a long time, almost three hours, but it was worth it because we got good tickets.
5. Martha's got dark shoulder-length hair, but her sister's hair is short and curly.
6. His parents, I think you've met them, are nice people.

2. Each sentence contains one error in punctuation. Find and correct it.

1. This restaurant has got great food, the pasta is amazing.
2. Do you think she's gorgeous?
3. I can't see the screen, the man in front of me is very tall.
4. We need to buy milk – cheese and some bread.
5. Come quickly! We must leave now.

3. Write a first draft.

- Write quickly. Don’t worry about spelling or punctuation as you’ll have time to check them later.

My Favourite TV Show

My favourite television comedy is “Friends”, and my favourite character on the programme is Monica Geller.

Monica is slim and petite and has got dark hair; sometimes it’s straight and sometimes it’s wavy. Her eyes are brown and she’s got a beautiful smile.

Monica’s very talkative, has got strong opinions and isn’t shy about telling everyone what she thinks. She’s usually kind-hearted and sensitive, but she can also be stubborn and bossy, especially when she’s nervous or worried about something. She is also extremely tidy and would, for example, go to sleep before she does the washing-up. And lastly, she works hard to succeed in her job as a restaurant chef.

All in all, I admire Monica and think she’s a good role model for young women.

Your Task

Write a description of a friend: Use 100-150 words.

WRITING YOUR DESCRIPTION

1. Brainstorm your description.
   - Think of people you know. Who would be easy or interesting to describe?
   - Think of words and expressions to describe the person’s:
     - physical appearance
     - personality
     - activities and interests

2. Organise your ideas. Use the model in Exercise 3 and the plan below to help you.
   - Decide which ideas to keep and which to leave out.
   - Decide how to order your ideas.

PLAN

Opening: Opening remarks, introduce the person.

Body: Describe the person’s appearance, interests and personality.

Closing: Closing remarks.

3. Write a first draft.

- Write quickly. Don’t worry about spelling or punctuation as you’ll have time to check them later.

4. Use the checklist to check your work. Then write a final draft.

Accept all logical and grammatically correct answers.

CHECKLIST

✓ I followed the plan for a description of a person.
✓ I used different adjectives and compound adjectives to describe the person.
✓ I checked grammar, spelling and punctuation.
Vocabulary

1. Choose the correct answer.

1. My neighbour’s dog spends hours running after/running into my cat.
2. Ethan said he would reply/share his cake with his friends, but in the end he ate it all himself.
3. Jane managed to stay generous/calm when she saw the snake on her bed.
4. She is so skinny/chubby. She needs to eat more.
5. When I got off the train, I realised/reminded I was at the wrong station.
6. She is a very kind-hearted/short-tempered girl who loves to help people.

2. Complete the sentences with the words below.
   injury • generous • clue • open-minded acquaintance • impulsive
   1. Connie is so impulsive. She acts first and thinks later.
   2. Is there a clue to help us solve this puzzle?
   3. Terry is an old acquaintance from my school days. I haven’t seen him for years.
   4. Open-minded people are ready to listen to different opinions.
   5. It was very generous of you to give me so much money.
   6. Tom survived the accident without an injury.

3. Match the words in I with their meanings in II.

<table>
<thead>
<tr>
<th>I</th>
<th>II</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. run off with</td>
<td>a. not straight</td>
</tr>
<tr>
<td>2. disorder</td>
<td>b. steal</td>
</tr>
<tr>
<td>3. suit</td>
<td>c. very small and thin</td>
</tr>
<tr>
<td>4. wavy</td>
<td>d. deal with successfully</td>
</tr>
<tr>
<td>5. petite</td>
<td>e. a formal set of clothes</td>
</tr>
<tr>
<td>6. cope</td>
<td>f. an illness or abnormal condition</td>
</tr>
</tbody>
</table>

Grammar

4. Complete the sentences with the correct form of the verbs in brackets. Use the Present Simple or Present Continuous.

1. How much do those sandals cost?
2. Tess doesn’t think it’s a good idea.
3. Susan is studying Russian this year.
4. Sorry, I always forget your name.
5. Why are you crying?
6. Why do you look so sad today?

5. Rewrite the sentences using the words in brackets. Use the Present Simple or Present Continuous. Make any necessary changes.

1. I have got a meeting with Janine at 6 o’clock.
   (am)
   I am meeting (with) Janine at 6 o’clock.
2. Do you see each other often? (tonight)
   Are you seeing each other tonight?
3. Our dog never barks at strangers.
   (at the moment)
   Our dog isn’t barking at strangers at the moment. / At the moment, our dog isn’t barking at strangers.
4. Are you watching that reality show again? (regularly)
   Do you watch that reality show regularly? / Do you regularly watch that reality show?
5. The baby is crying again. (often)
   The baby often cries.

Writing

6. Add the missing punctuation marks.

1. Is the new film showing at the cinema this week?
2. I’ll ask my cousin to lend you the book when he’s finished reading it.
3. Don’t touch that!
4. My younger sister is bossy, short-tempered and stubborn. But I love her.
5. I really enjoyed meeting him, or –
Progress Check Unit 1

Vocabulary

1. Choose the correct answer.
   1. He's very broad-shouldered / short-tempered so he needs a larger sweater.
   2. Where did you get that gorgeous / impulsive coat? I'd love to buy one just like it.
   3. He left his lunch at home, so his mother looked up / ran after him with the sandwiches.
   4. I enjoy swimming when the sea is calm / plain.
   5. I don't have a clue / disorder what to buy my sister for her birthday.
   6. She has got such beautiful, slim / fair hair.
   7. We ordered a big pizza and shared / pretended it among the six of us.

2. Complete the sentences with the words and phrases below. There are more words than you need.
   big-headed • reply • share • stubborn
   shoulder-length • acquaintances • remind
   pretend • muscular • plain • wavy

   1. I'll send you an invitation tonight, but please ______ reply ______ as soon as you can.

   2. ______ me to buy milk when I go shopping.

   3. She goes to the gym every day. That's why she's so ______.

   4. They don't allow boys to have __________ hair in our school. You'll have to get it cut.

   5. My sister and I ______ a room.

   6. He has got very few real friends but many ______.

   7. I don't like ______ people who think they know everything.

3. Match the adjectives in I to their opposites in II.

<table>
<thead>
<tr>
<th>I</th>
<th>II</th>
</tr>
</thead>
<tbody>
<tr>
<td>good-looking</td>
<td>4. a. stubborn</td>
</tr>
<tr>
<td>fair</td>
<td>1. b. unattractive</td>
</tr>
<tr>
<td>skinny</td>
<td>5. c. selfish</td>
</tr>
<tr>
<td>open-minded</td>
<td>2. d. dark</td>
</tr>
<tr>
<td>considerate</td>
<td>3. e. chubby</td>
</tr>
</tbody>
</table>

Grammar

4. Complete the sentences with the correct form of the verbs in brackets. Use the Present Simple or Present Continuous. Do not change the original meaning of the sentence.

   1. In my opinion, her idea is not very practical. (not think)
      I _______ her idea is very practical _______.

   2. Sandy is in the kitchen with the dishes. (wash)
      Right now, Sandy is ______ the dishes _______.

   3. What is the weight of a sack of dog food? (weigh)
      How much ______ a sack of dog food ______? (belong)

   4. Whose bike is this? (belong)
      Who ______ does this bike ______ to ______? (belong)

5. Complete the passage with the verbs in brackets. Use the Present Simple or Present Continuous.

   Faye has got an unusual job – she ______ works _______ (work) as a face painter. She ______ belongs ______ (belong) to the UK Face Painting Association, and this month she ______ is giving _______ (give) a course on basic face painting.

   It’s amazing the number of fantastic ways you can be creative, and you ______ don’t need ______ (not need) to paint the whole face. A butterfly on one eye and cheek is enough. What Faye ______ loves _______ (love) about her job is the travelling. She ______ gets _______ (get) to meet so many interesting people, who ______ invite ______ (invite) her into their homes.

   Today, she ______ is travelling _______ (travel) north to Leeds, where they ______ are having _______ (have) a face painting festival. She is very excited because she ______ knows _______ (know) there will be lots of happy faces to paint.

Writing


   1. Does he remember meeting you _______?
   2. I can’t believe you said that to me _______!
   3. Her favourite colours are red, purple and green.
Volunteers Needed!

2. Choose the logical continuation for each sentence. Pay attention to the underlined words.

1. This man’s just stopped breathing. (Help) / He’s feeling better now!
2. I made sure that I had the correct exam date. (I checked with someone) / I assumed it was correct.
3. Ellen spent all day pointing her camera at tourists in the market. (She finally sold it) / (She took over 200 photographs).
4. It was a thrill to see Arcade Fire in concert. (I’m glad I went) / It was a waste of time.
5. It was a relief when the rain stopped. (Everyone was tired of the rain) / More rain was needed.
6. John’s living on the edge. (His friends are worried about him) / His friends love his new house at the top of the hill.

3. Complete the passage with the words and phrases below.

hesitate • seriously injured • brave • deliver
middle-aged • lucky to be alive • courage
survived • risked their lives • cheer them up

Recently, I began to do voluntary work at The Royal London Hospital. I play games with some of the ill children and tell them jokes to cheer them up. I’m always amazed at how brave the children are, even before an operation. Some days, I deliver flowers and magazines to patients’ rooms.

Occasionally, I also spend time with patients who were seriously injured in accidents. Despite their pain, they are happy they survived and they feel lucky to be alive. Recently, I visited two men who were badly hurt when they risked their lives to save an elderly woman from a fire. These men, and others I have met at the hospital, have got an incredible amount of courage!

Have you got time to volunteer one day a week? Maybe the hospital needs you – whether you’re middle-aged or a teenager – so don’t hesitate. Contact the hospital’s volunteer office today!
4. Complete the sentences by adding -al, -ous, -ic, -ive, -able, -less or -ful to the words below to form adjectives. Make any necessary changes.

tradition • fury • origin • tragedy • admire • harm • use • protect

1. Sandra's boyfriend was _furious_ when someone hit his car.
2. This band's music is a mix of old, _traditional_ Chinese music and contemporary rock.
3. I think it's _admirable_ when people volunteer to help others in need.
4. Our dog is very _protective_ of her puppies. She doesn't let anyone go near them.
5. Our _original_ plan was to go on holiday in May, but we had to wait until July.
6. Did you hear about the _tragic_ accident on the motorway today? Six people were killed.
7. Smoking is _harmful_ to your health.
8. This machine is _useless_. It's broken.

5. Complete the passage by adding -ous, -ful, -less, -ed, -able, -ive or -ing to the words in brackets to form adjectives. Make any necessary changes.

Tips for Dog Owners

It’s _exciting_ (excite) to get a new puppy. But don’t be _disappointed_ (disappoint) if your new puppy doesn’t seem to feel _excited_ (excite) as well. Remember – it can be _frightening_ (frighten) for puppies when they are brought to a new home. Among the most _effective_ (effect) ways to make the situation less _threatening_ (threaten) for the puppy are to speak softly to it and give it a lot of attention. Owners should also protect their puppy and keep it out of _dangerous_ (danger) situations. In addition, it’s important to teach a puppy proper behaviour. This requires the use of rewards, such as dog treats, and _harmless_ (harm) punishments, such as a gentle tap on the nose. Vets often recommend dog-training classes. These are particularly _valuable_ (value) for new dog owners, and can help them learn _useful_ (use) techniques that really do work.

6. Complete the sentences. Make them true for you.

1. When I come home, I usually switch on ____________________________
   **Accept all logical and grammatically correct answers.**

2. I screamed at my friend because ____________________________

3. When I’m _middle-aged_, I’ll probably ____________________________

4. When I’m sad, it _cheers me up_ when ____________________________

5. I think it’s very _personal_ to ask people ____________________________

6. I think it’s _shocking_ when ____________________________
1. Complete the sentences with the correct form of the verbs in brackets. Use the Past Simple or Past Continuous.

1. Linda broke (break) her leg while she was skiing (ski) in Italy.
2. Dan was dating (date) Emily when I first met (meet) him.
3. Did it start (start) to rain during the match, or was it already raining (rain) when you arrived at the stadium?
4. It was terrible! The fire was burning (burn) out of control and people were jumping (jump) out of the windows!
5. As Julia was researching (research) her town’s history, she discovered (discover) some shocking information.

2. Write sentences with the words below, including the words in brackets. Use the Past Simple or Past Continuous.

1. Gina / move / to a new flat / and / start / a new job (last week)
   Last week, Gina moved to a new flat and started a new job.
2. David / injure / his hand / he / repair / my bike (while)
   David injured his hand while he was repairing my bike.
3. Lily / find / a puppy / she / walk / to school (as)
   Lily found a puppy as she was walking to school.
4. The police / arrest / the young man / take away / his licence (and)
   The police arrested the young man and took away his licence.
5. I / do / my homework / Tom / knock / on the door (when)
   I was doing my homework when Tom knocked on the door.
6. I / not listen / to the teacher / she / explain the homework (while)
   I wasn’t listening to the teacher while she was explaining the homework.

3. Choose the sentence that is close in meaning to the original.

1. By the time I woke up, Jim had left.
   a. I woke up before Jim left.
   b. Jim left before I woke up.
2. When Linda had written her second novel, she went on a long holiday.
   a. After finishing her second novel, Linda went on a long holiday.
   b. Linda was on a long holiday when she wrote her second novel.
3. Hugh and Cindy didn’t speak to each other in class today because they had argued.
   a. Hugh and Cindy argued before class.
   b. Hugh and Cindy argued in class.
4. We had already bought a new car when we sold our old one.
   a. We sold our old car and then bought a new one.
   b. We bought a new car before we sold our old one.

4. Complete the sentences with the correct form of the verbs in brackets. Use the Past Simple or Past Perfect Simple.

1. Mitchell was angry with me all day because I broke (break) his camera.
2. Had you read (read) the book before you lent (lend) it to Darcy?
3. We had already driven (drive) halfway home when we ran out of (run out of) petrol.
4. Kelly didn’t buy (not buy) anything at the shop because she hadn’t brought (not bring) her purse.
5. By the time I got (get) home, the dogs were very thirsty because I had forgotten (forget) to fill their water bowl.
5. Complete the passage with the correct form of the verbs in brackets. Use the Past Simple, Past Continuous or Past Perfect Simple.

6. Correct the errors.

1. He didn’t said anything because he was too frightened.

2. By the time I received the invitation, the wedding took place.

3. When you noticed the money was missing?

4. We went out for a coffee after we saw a film.

5. I was listening carefully while she told me about her life.

7. Translate the sentences.

1. He felt better after we had cheered him up.

2. John was delivering newspapers when he saw the fire.

3. The man hesitated before he answered the question.

4. I was pouring the wine when the table began to shake.

5. By the time the guests arrived, we had arranged the chairs in a circle.

8. Answer the questions in complete sentences. Make them true for you.

1. What were you doing at noon last Saturday?

2. What did you have for lunch today?

3. What do you usually do at the weekend?

4. What are you doing on Friday night?

5. What had you already done by 10 o’clock last night?

Harrison Ford is famous for his portrayal of heroic characters in such films as Star Wars and the Indiana Jones movies. But did you know (know) that he is also a hero in real life?

In 2000 and 2001, Ford, who was living (live) at the time in Wyoming, USA, often volunteered (volunteer) to fly his helicopter to help in rescues in the mountains near his home.

In July 2000, Ford rescued (rescue) a young woman who was hiking (hike) on Table Mountain. She became (become) ill after reaching the top of the 3,300-metre mountain, and felt (feel) unable to climb down. After she and her hiking companion had sent (send) a distress call to emergency services, Ford flew (fly) to the rescue with paramedics aboard his helicopter. Shortly before Ford landed at a nearby hospital, paramedics told the woman the name of the man who was flying (fly) the helicopter. She was, needless to say, quite surprised.

The following year, Ford was part of an air rescue team that searched (search) a forest for a 13-year-old boy who had got (get) lost while on a hike. The team didn’t find (not find) the boy that night, but their efforts continued. Ford and another member of the rescue team finally located (locate) him the following morning and brought him back to safety.

More Than a Film Hero

Harrison Ford on a rescue mission to save a 13-year-old boy.

Grammar Review

8. Answer the questions in complete sentences. Make them true for you.

1. What were you doing at noon last Saturday? Accept all logical and grammatically correct answers.

2. What did you have for lunch today?

3. What do you usually do at the weekend?

4. What are you doing on Friday night?

5. What had you already done by 10 o’clock last night?
What famous fictional spy is intelligent, well-dressed and highly attractive to women? James Bond, of course. The character, now known mainly through the many James Bond films, was created by English novelist Ian Fleming when he began writing the Bond books in the 1950s. Some people say that Bond was partly based on the real spy known as Sidney Reilly.

Reilly’s real name was Sigmund Rosenblum. It is believed that he was born in the Ukraine in 1874 and studied chemistry at university there. In the early 1890s, he moved first to Paris and then to London. Depending on which version of Reilly’s life you believe, he might have briefly spent some time in Brazil as well.

What is definite is that Reilly was a British spy, who used various disguises and names. He had many love affairs and marriages, was charming and persuasive, and often acted recklessly. It is also known that, following the Communist Revolution in 1918, he spied mainly in Russia, gathering intelligence on the new regime and working to overthrow it.

Although Reilly was given a military award for his work in Russia, some spy historians think it was actually given to secretly honour his work as a British spy in Germany during the First World War. Reilly claimed that, in this capacity, he had impersonated a German officer in order to obtain battle plans. This allowed him to work in a German arms factory and learn what weapons the country was producing.

Historians have not yet uncovered the full truth about Reilly’s activities. But there’s little dispute about his death. After a brief absence, Reilly returned to Russia in 1925 to work with a new anti-Communist group. In reality, this group was fake and was organised by the Russian military intelligence service. When he entered the country, Reilly was arrested and imprisoned. He was executed in November 1925.

1. What is the connection between James Bond and Sidney Reilly?
   - Some people say that James Bond was partly based on Sidney Reilly, a real spy.

2. What is said about Reilly’s personality?
   - He was charming and persuasive, and he often acted recklessly.

3. What did Reilly do as a spy in Russia?
   - He gathered intelligence on the new regime and worked to overthrow it.

4. How do some spy historians think Britain honoured Reilly for his work during the First World War?
   - Some believe that the military award he was given for his work in Russia was really to honour his work as a British spy in Germany during the First World War.

5. Find words in the text that mean the opposite of:
   - true, real (paragraph 1) fictional
   - for a long time (paragraph 2) briefly
   - safely (paragraph 3) recklessly
   - give (paragraph 4) obtain
   - agreement (paragraph 5) dispute
1. Replace the words in bold with the connectors of sequence below.
   as • in the beginning • in the end • as soon as
1. At first, I didn’t like this neighbourhood, but now I enjoy living here. In the beginning
2. When John opened the door, everyone shouted, “Surprise!” As soon as
3. Sharon was reading the instructions aloud while I was connecting wires. as
4. I had no idea what to buy Ellen for her birthday, but finally, I thought of a perfect gift. in the end

2. Choose the correct answer.
Poor John! His holiday last week began so badly!
1. All of a sudden / First of all, he forgot his passport and returned home to get it. 2. [Then] / By the time, of course, he missed his flight. 3. [Next] / Suddenly, he tried to book another flight to Rome, but they were all full. 4. [Finally] / At first, the airline clerk found a seat for him on a late-night flight. 5. As soon as / [By the time] he arrived in Rome, it was already five in the morning. John rang me and said, “At last / Eventually I’m in Rome, but I’m too tired to do anything!”

3. Complete the narrative with the connectors of sequence below.
   as • when • suddenly • in the beginning finally • while • first of all • by the time • later

An Embarrassing Experience

Last Friday night, I went to a big party at a club in London. In the beginning, I was sorry I had come.
2. First of all, I didn’t know anyone there because my friends hadn’t arrived yet. Second, I didn’t like the music the DJ was playing.
3. While everyone else was dancing, I walked around to look for my friends. By the time the next song began, I had found them. We tried to talk, but it was impossible to hear one another.
4. As I was shouting, “I hate this music!”, the sound system suddenly broke and everyone in the place heard me. I was so embarrassed!
5. When the music began again, everyone stopped paying attention to me. Later, I ended up enjoying myself because the DJ finally put on music that I liked. And, oh yes – I’ve decided never to shout in a club again!

Your Task

- Write a narrative about a funny or embarrassing experience. Use 100-150 words.

WRITING YOUR NARRATIVE

1. Brainstorm your narrative.
   • Think of something funny or embarrassing that happened to you or to someone you know. If you can’t think of something real, make up a story.
   • Think about the following questions:
     - Who was involved in the story?
     - Where and when did it take place?
     - What happened that was funny or embarrassing?
     - What were the characters doing?
     - How did the characters feel?
     - Did the story end happily or not?

2. Organise your ideas. Use the model in Exercise 3 and the plan below to help you.

PLAN
Opening: Describe where and when the story takes place and introduce the characters.
Body: Describe the events in the story and how the characters felt.
Closing: Describe how the story ended.

3. Write a first draft.

4. Use the checklist to check your work. Then write a final draft. Accept all logical and grammatically correct answers.

CHECKLIST

✓ I followed the plan for a narrative.
✓ I used connectors of sequence and time expressions.
✓ I checked grammar, spelling and punctuation.

See Writing Guide, Student’s Book page 152
Vocabulary

1. Choose the correct answer.
   1. Johnny gets up very early every day to **hesitate** / **deliver** newspapers.
   2. I was **harmless** / **furious** when the dog broke my favourite plate.
   3. It was **startled** / **startling** to hear such a loud noise in the middle of the night.
   4. Mother lions are very **protective** / **frightened** of their young.
   5. **Pour** / **Point** yourself a drink.
   6. He **warned** / **arranged** us about the dangers.

2. Replace each word or expression in bold with a suitable expression below. Make any necessary changes.

   - **make sure**  •  **seriously injured**  •  **arrange**
   - **risk your life**  •  **live on the edge**  •  **cheer up**

   1. Although he tried all night, he couldn’t **make** his son feel happy. **cheer up**
   2. My friends and I are going to **organise** the party.
   3. **Check** that all the windows and doors are locked. **Make sure**
   4. Only the pilot was **badly hurt** when the plane crashed. **seriously injured**
   5. You **put yourself in danger** every time you drive carelessly. **risk your life**
   6. Some people need to **be close to danger** in order to feel good. **live on the edge**

3. Complete the sentences by adding a suitable suffix to the words in brackets to form adjectives. Make any necessary changes.

   1. This is a very **value** painting, so take good care of it.
   2. She works as a **graphic** designer.
   3. That game is not **education** (education), so the teacher doesn’t want us to play it.
   4. I love to watch **romantic** films late at night.
   5. I’d like to thank you for an **enjoyable** experience.

Grammar

4. Choose the correct answer.

   1. I didn’t hear the phone because I **worked** / **was working** / **had worked** in the garden.
   2. The children **played** / **were playing** / **had played** basketball while their parents were talking with the new trainer.
   3. Chris knocked on the door and **entered** / **was entering** / **had entered** the office.
   4. The thief **escaped** / **was escaping** / **had escaped** by the time the police arrived.

5. Complete the passage with the correct form of the verbs in brackets. Use the Past Simple, Past Continuous or Past Perfect Simple.

Nicola is a workaholic. She is obsessed with work. Last week, Nicola **decided** (decide) to finish the project she **was working** (work) on. On Monday, she **left** (leave) the house before she **had** (have) any breakfast. She **reached** (reach) the office at 6.30, and by 6.45 Nicola **was already working** (already / work). At 3.30, Nicola’s boss **called** (call) her into the office. She was worried that Nicola **hadn’t taken** (not take) a lunch break. Her boss **warned** (warn) Nicola of the dangers of overworking. However, Nicola was determined to finish the job and **continued** (continue) to work when everyone else **had already gone** (already / go) home. Finally, leaving the building many hours later, Nicola was surprised to see that the sun **had risen** (rise). It was already morning!

Writing

6. Choose the two answers that are suitable.

   1. He lived in England **during** / **for** / while most of his childhood.
   2. We tried to keep it a secret, but **next** / **eventually** / **finally** they found out.
   3. We were sitting in complete darkness for hours when **suddenly** / **then** / **at last** we saw a light.
Vocabulary

1. Write T (True) or F (False) for each sentence.
   F 1. Cheering people up makes them sad.
   T 2. Without hesitating, he went straight to work.
   F 3. The guest invited everyone to come at 8.00 in the evening.
   T 4. You have to remind people so they don’t forget.
   F 5. Poison is given by doctors to cure illnesses.
   T 6. His problem is personal, so he won’t tell everybody about it.
   F 7. When you look away you can see things more clearly.

2. Complete the passage with the correct form of the words below.
   breathe • injury • risk your life
   excited • courage • fear • survive
   brave • personal

   In 2005, France’s Maud Fontenoy was the first woman to row across the Pacific Ocean alone – and fortunately, to 1. survive. It took great 2. courage for her to make the trip from Peru to Polynesia. For Maud, this was also a 3. personal victory.

   After rowing her seven-metre boat for 73 days, her fingers ached and her back was sore, but she had no serious 4. injuries. Maud told a French radio station that the end of the trip turned out to be the most difficult part, after her boat overturned. Her biggest 5. fear was that she might drown. She had to 6. breathe deeply to stay calm. Maud also had to watch out for sharks until she got back into the boat.

   When she arrived in Polynesia, Maud was carried ashore and decorated with flowers. Maud said that she was really 7. excited that she had finally made the trip.

   Maud Fontenoy is a very 8. brave woman who was prepared to 9. risk her life to prove that a woman can make such a dangerous journey.

Grammar

3. Complete the sentences with the correct form of the verbs in brackets.

   1. The birds ___flew___ (fly) away because I ___had forgotten___ (forget) to close their cage.
   2. The cyclists ___were riding___ (ride) along the road when a car ___crashed___ (crash) into them.
   3. Jill ___is having___ (have) a bath. Why don’t you call again later?
   4. My bus ___is leaving / leaves___ (leave) in half an hour, so we’d better hurry.

4. Rewrite the sentences using the words in brackets. Do not change the original meaning of the sentences.

   1. Rachel went home before Sonia arrived. (by the time)
      Rachel had gone by the time Sonia arrived. / By the time Sonia arrived, Rachel had gone.
   2. He had a job in a restaurant when I first knew him. (work)
      When I first knew him, he was working in a restaurant. / He was working in a restaurant when I first knew him.
   3. As Bill and Ben were on their way to school, it started to rain. (go)
      It started to rain as Bill and Ben were going to school.
   4. Julie has a habit of falling asleep in lessons. (often)
      Julie often falls asleep in lessons.

Writing

5. Complete the sentences with a logical ending. Pay attention to the connectors in bold.

   1. The show was cancelled as soon as
      Accept all logical and grammatically correct answers.
   2. He wanted to surprise them after

      3. In the end, my parents

      4. The rain had stopped. All of a sudden,

      5. Goldilocks sat in the big chair. Then,
3. Complete the speech bubbles with a suitable collocation. Use the verbs *win*, *raise* or *set* and the words below.

- table • prize • question • argument • date

1. I am determined to _______ win _______ this _______ argument _______!

2. Darling, aren’t you happy we’ve finally _______ set _______ a _______ date _______ for our wedding?

3. You won’t _______ win _______ first _______ prize _______ if you behave like this!

4. Does anyone want to _______ raise _______ a _______ question _______?

5. Don’t forget to _______ set _______ the _______ table _______!

---

1. Choose two words or phrases to form collocations with the verbs in bold.

1. take up: a meal / a sport / photography
2. join: a club / friends for lunch / a restaurant
3. overcome: a problem / an illness / an argument
4. fail: an exam / a prize / an audition

2. Choose the correct answer. Pay attention to the underlined words.

1. Scientists are seeking answers to many questions. They discovered / don’t know the answers.

2. Paula’s make-up really enhances her eyes. They look terrible / beautiful!

3. That organisation is working to overturn anti-smoking laws because they support / oppose them.

4. Carol pointed out some mistakes in the first draft of my essay. I’m glad she corrected / noticed them.

5. Dan is struggling in maths this year. It’s an easy / a difficult subject for him.

6. If they lengthen the school day, we’ll spend more / fewer hours in lessons.

7. The queue advanced very slowly, but eventually more people arrived / it was my turn.

8. Shelly’s marks improved, so she’s very happy / sad.

9. I beat my friend in the card game, so I was the winner / loser.
4. **Complete the sentences with the words below.**

   award • training • challenge • competition • request • endurance • speed • defeat

1. Jeff was sad after his _______defeat____ in the tennis match.
2. She's receiving excellent _______training____ at her new job.
3. He was driving at a very fast _______speed____ and nearly had an accident.
4. Did you e-mail a _______request____ for a meeting with the professor?
5. It was a _______challenge____ for such a young actor to play the role of an old man.
6. We participated in an art _______competition____ and won first prize.
7. Marathon runners have got great _______endurance____ – they can run for miles without stopping.
8. My friend is going to receive an _______award____ for rescuing the child who fell into the swimming pool.

5. **Complete the passage with the words below.**

   devastating • superhuman • limb • throwing in the towel • accomplishments
   champion • disability • unfair • willpower • achieved • medals

**Natalie du Toit**

Can you imagine the almost _______superhuman____ effort and the incredible _______willpower____ it takes to become a champion swimmer? Now, think of how much greater the effort must be for someone who has lost a _______limb____.

Natalie du Toit doesn’t have to imagine any of this, because she lives it.

Du Toit, from Cape Town, South Africa, began winning national swimming championships when she was nine years old. At 14, she began to compete internationally, and in 2000, she nearly _______achieved____ her goal of qualifying for the Olympics in Sydney, Australia.

In February 2001, shortly after her 17th birthday, du Toit was on her scooter, driving from swimming practice to school, when a motorist hit her. The _______devastating____ accident led to the amputation of the lower part of her left leg. Instead of _______throwing in the towel____ and saying that life was _______unfair____, du Toit returned to swimming as soon as possible.

Despite her _______disability____, du Toit began to win _______medals____ again in events for both able-bodied and disabled athletes. And in the summer of 2008, she added to her long list of _______achievements____ by competing in both the Olympic Games and in the Paralympics in Beijing. She was 16th in the 10-kilometre open-water race in the Olympics, and won five gold medals in the Paralympics. Natalie du Toit is a real _______champion____ – both in the water and out!

6. **Complete the sentences. Make them true for you.**

   1. I want to join _______Accept all logical and grammatically correct answers____.
   2. I usually _______set my alarm____.
   3. It's important to have _______strength____ in order to _______Accept all logical and grammatically correct answers____.
   4. I once bought _______equipment____ for _______Accept all logical and grammatically correct answers____.
   5. I don’t like to _______deal with____ _______Accept all logical and grammatically correct answers____.
1. **Choose the correct answer.**

1. Did you go to the cinema lately / last night / never?
   - a. have ever seen
   - b. saw
   - No, I ______ snow in the Italian Alps last year.
     - a. have seen
     - b. saw

2. The band has been together since / for / recently ten years.
   - a. didn’t … take
   - b. hasn’t … taken
   - Because she ______ driving for over a month.
     - a. hasn’t practised
     - b. didn’t practise

3. I haven’t / this morning / never met Michael’s girlfriend.

4. At the weekend, we took a city tour and then / already / recently visited friends.

5. We have / just / yesterday sold the last ticket to the school play.

6. Has Diana written to you last week / a month ago / yet?

7. It’s been over a year / for / already I met Marion.

8. Greg has / never / yet completed his homework on time!

2. **Write a logical response with the words in brackets. Use the Present Perfect Simple.**

1. Why are you standing outside? (lose / my keys)
   - I have lost my keys.

2. She’s not very fit. (not exercise / for a year)
   - Well, she hasn’t exercised for a year.

3. Should I tell you how the film ends? (not see / it / yet)
   - No, I haven’t seen it yet.

4. When did you get this car? (have / it / since June)
   - I have had it since June.

5. You look familiar. (never / see / you / before)
   - Really, I have never seen you before.

6. What time is it? (your watch / stop / ?)
   - Has your watch stopped?

3. **Choose the correct answer.**

   1. A Is this the first time you ______ snow?
      - a. have ever seen
      - b. saw

   2. B Why ______ Molly ______ her driving test yet?
      - a. didn’t … take
      - b. hasn’t … taken

   3. C Don ______ rugby when he was at school.
      - a. played
      - b. has played

   4. D … Mark already …… the washing-up?
      - a. Has … done
      - b. Did … do

   5. E Yes, and he ______ his room a few minutes ago.
      - a. has tidied
      - b. tidied

4. **Answer the questions by forming sentences with the words provided and the time expressions below. Use the Present Perfect Simple or Past Simple.**

   - never • in 2004 • yet • since • ago

   1. Do you want some coffee?
      - Yes, please! / I / not have / coffee / 10 o’clock
      - Yes, please! I haven’t had coffee since 10 o’clock.

   2. Why don’t you want to taste this?
      - I / like / fish
      - I have never liked fish.

   3. Have you ever attended the Olympics?
      - Yes, I / go / to / Athens
      - Yes, I went to Athens in 2004.

   4. How long has James known Cara?
      - He / meet / her / three months
      - He met her three months ago.

   5. Did you finish all your homework?
      - No, I / not write / my / essay
      - No, I haven’t written my essay yet.
5. Rewrite the sentences using the words in brackets. Do not change the original meaning of the sentences.

1. I last saw Barbara two years ago. (seen)
   I haven’t seen Barbara for two years.

2. Is this your first visit to New York? (ever)
   Have you ever visited New York?

3. We don’t know the election results. (heard)
   We haven’t heard the election results (yet).

4. We got our dog in April. (had)
   We’ve had our dog since April.

6. Complete the passage with the correct form of the verbs in brackets. Use the Present Perfect Simple or Past Simple.

Tom Logan 1. has played (play) football since he was six years old.
He 2. has been (be) captain of a youth team for the past two years, and he 3. led (lead) his team to victory in last year’s city championships.

However, Logan is unhappy over the current state of youth football. He believes that young players are expected to devote too much time to the sport.

Yesterday, Logan 4. brought (bring) the argument to the public when he 5. appeared (appear) on the City Youth TV programme. “In the past few years, the league 6. has scheduled (schedule) too many matches, and so the time demanded of young footballers 7. has increased (increase),” Logan said. “Too many players 8. have failed (fail) mid-term exams recently – which I’m convinced is due to not having enough study time. Most players complain about the lack of time for a social life as well. Other captains and I 9. have spoken (speak) numerous times with Youth League officials about this problem, but nothing 10. has changed (change) yet.”

When contacted by reporters, Youth League officials 11. promised (promise) to look into the problem.

7. Correct the errors.

1. Last week, I have taken up yoga.
   Last week, I _took up yoga._

2. He performs all his life.
   He _has performed all his life._

3. They haven’t set a date for the wedding already.
   They _haven’t set a date for the wedding yet._

4. I haven’t never beaten my friend at chess.
   I _haven’t ever beaten my friend at chess._

5. We have been friends since ten years ago.
   We _have been friends for ten years._

8. Translate the sentences.

1. Have you ever overcome a fear?
   Has superat mai una por?

2. I’ve just pointed out the problem to him.
   Acabo de fer-li veure el problema.

3. She hasn’t broken a record yet.
   Encara no ha batut un rècord.

4. I have raised the issue several times.
   He plantejat el problema unes quantes vegades.

5. He has struggled with a learning disability for years.
   Ha lluitat contra la seva discapacitat d’aprenentatge durant anys.

Grammar Review

9. Complete the sentences with the correct form of the verbs in brackets.

1. A: Why don’t you ask Donna to set the table?
   B: Because she ___is watching___ (watch) a DVD right now.

2. A: Did you find what you wanted at Camden Jeans?
   B: No. By the time I got there, the shop ___had closed___ (close).

3. A: When did Mark go to the airport?
   B: He ___left___ (leave) here at about noon.

4. A: Were you scared the first time you drove on the motorway?
   B: Actually, I ___haven’t tried___ (not try) it yet. I’m too nervous.

5. A: Is this your iPod?
   B: No, it’s not mine. I think it ___belongs___ (belong) to Danny.
During major sporting events, like the Tour de France or the Olympics, the use of performance-enhancing drugs – or doping – is debated in the media and by fans. I used to oppose doping, but I’ve changed my mind. I now think adult athletes should be allowed to take performance-enhancing drugs if they want.

According to recent articles in the science magazine called Nature and the British Medical Journal (BMJ), the tests for performance-enhancing drugs can be inaccurate. However, this did not help Floyd Landis, who won the 2006 Tour de France. His test results showed that he'd taken a synthetic form of the hormone testosterone. He denied it. But still, he had to give up his title. How can this be fair if the tests are unreliable?

Many scientists have pointed out that new drugs are being developed faster than detection tests. And, in the near future, athletes could be genetically modified – that is, be given specific genes to improve their performance. It may not even be possible to develop a test to detect the genes. This will increase suspicions that already exist about the tests’ reliability, according to Nature’s article.

Further, according to the BMJ article, there’s little medical evidence to back up the claims that performance-enhancing drugs, such as steroids, are dangerous. However, what can be dangerous, according to many experts, is the current situation – that some athletes take performance-enhancing drugs secretly and without medical supervision.

Today, so many people are having cosmetic surgery and taking medication to improve mental and physical health. Therefore, we shouldn’t deny athletes the chance to enhance their performance with drugs in a safe, medically supervised way.
WRITING

1. Write the words in the correct order to form sentences. There may be more than one correct answer.
   1. these / sunglasses / how much / do / cost / ?
      How much do these sunglasses cost?
   2. angrily / Mark / last night / the party / left / .
      Mark left the party angrily last night.
   3. am listening / to music / how / outside / .
      I am listening to music outside now.
   4. study / at school / he / does / hard / every day / ?
      Does he study hard at school every day?
   5. mum / cake / I / baked / yesterday / for / my / a / .
      I baked a cake for my mum yesterday.

2. Read the first paragraph of the biography. Underline the sentence with an error in word order. Rewrite the sentence correctly.

Fernando Alonso Diaz

In the competitive, dangerous sport of high-speed Formula One motor racing, Fernando Alonso Diaz is a star. He became the youngest driver to win in 2005 the World Drivers' Championship title.

Since then, Fernando’s career has been highly successful. He also, however, experienced what every racing driver fears – a high-speed crash. Luckily, he survived.

Fernando was born in Oviedo, Asturias, Spain, in 1981. His father was an amateur kart racer and encouraged his son’s interest in the sport. By the time Fernando was 17, he had won major karting competitions.

Despite all this success, he seems to know what’s really important in life. He is a Goodwill Ambassador for UNICEF. And, when he won the World Drivers’ Championship title for the first time, he dedicated it to his family and friends.

From karts, he graduated to racing cars. He competed in his first car races in 1999, setting a new speed record. In 2000, he competed in Formula 3000. He finished second in one race that season and won another, allowing him to become a Formula One driver in 2001.

Your Task

Write a biography of a famous person from your country that you admire. Use 100-150 words.

WRITING YOUR BIOGRAPHY

1. Brainstorm your biography.
   • Choose a famous person. Think of someone who is interesting or special in some way.
   • Use the Internet to find information. Start by using a search engine such as Google.
   • Look at several sites and find two or three that contain the information you want.
   • Make a list of the facts and information you found. Decide which facts to include.

2. Organise your ideas. Use the model in Exercises 2 and 3 and the plan below to help you.

PLAN

Opening: State who the person is / was and what they are famous for.

Body: Write about the person’s early life, career developments and achievements.

Closing: Sum up the person’s achievements. Include their future plans if you know them.

3. Write a first draft.

4. Use the checklist to check your work. Then write a final draft. Accept all logical and grammatically correct answers.

CHECKLIST

✓ I followed the plan for a biography.
✓ I used correct word order.
✓ I put the information from the Internet into my own words.
✓ I checked grammar, spelling and punctuation.

See Writing Guide, Student’s Book page 153
Vocabulary

1. Replace each word or expression in bold with a suitable word or expression below. Make any necessary changes.

- have a head start • break the record
- take up • seek • win the argument • unfair
- beat an opponent • achieve • willpower

1. The local tennis club is trying to find a new coach for its youth team.
   seeking

2. The aim of the game is to defeat the other player.
   beat an opponent

3. He succeeded in getting what he wanted.
   achieved

4. Sheila started knitting last year.
   took up

5. Henry didn’t give up until he convinced everyone that he was right.
   won the argument

6. It takes a lot of self-discipline for a chocoholic to give up chocolate.
   willpower

7. I thought the decision was not justified.
   unfair

8. I began before everyone else, so I was the first to finish the project.
   had a head start

2. Complete the sentences with a suitable collocation. Use the verbs set, raise or win and the words below.

- the issue • the salaries • a date
- a precedent • the competition

1. Mr Jones decided to raise the salaries of all his employees last year.

2. Although he tried his best, he didn’t win the competition


4. We want to raise the issue of teenage drivers at the next council meeting.

5. They set a date for the end-of-year party.

3. Complete the sentences with the correct form of the verbs in brackets.

1. I haven’t got (not get) my driving licence yet.

2. Julia bought (buy) a new iPod last year.

3. Have you ever taken part (take part) in a reality show?

4. Why did they leave (leave) so early last night?

4. Complete the passage with the correct form of the verbs in brackets. Use the Past Simple or Present Perfect Simple.

Paula Radcliffe 1. has been (be) a runner all her life, but her career 2. hasn’t always gone (not always go) well. On the one hand, in 2008, Paula 3. became (become) the second woman to win the New York Marathon three times. On the other hand, she 4. hasn’t achieved (not achieve) her ultimate goal yet. Paula 5. failed (fail) to win in the last two Olympics. She thought she could win in Athens in 2004, but she 6. didn’t reach (not reach) the finish line. Then an injury 7. prevented (prevent) her from preparing properly for the Beijing Olympics, where she 8. came (come) 23rd. However, she 9. hasn’t given up (not give up). “The Olympics is something that I 10. have dreamed (dream) about since I was a little girl,” she says.

Writing

5. Correct the errors in word order.

1. Does the teacher give you always homework?
   Does the teacher always give you homework?

2. Why haven’t you my book given me back?
   Why haven’t you given me back my book?

3. Sharon brought her dog to school yesterday. / Yesterday, Sharon brought her dog to school.
Progress Check Units 1–3

Vocabulary

1. Write T (True) or F (False) for each sentence. Correct the false sentences.

**F** 1. An open-minded person never changes his mind. **An open-minded person may/might change his mind.**

**T** 2. All living creatures breathe.

**F** 3. An acquaintance is someone you know very well. **An acquaintance is someone you don’t know very well.**

**F** 4. When you hesitate, you react quickly. **When you hesitate, you react slowly.**

**T** 5. Protective clothing prevents injuries.

2. Complete the passage with the correct form of the words and expressions below.

challenge • realise • endurance
survive • lucky to be alive
seriously injured • join • single

Touching the Void is a book about **endurance** and determination, as well as a great deal of luck. Written by Joe Simpson, the book tells how he and a friend, Simon Yates, climbed a 6,300-metre mountain in the Andes, Peru. This was quite a **challenge**, since it had never been done there before. They made it to the top in a terrible snowstorm. Coming down the mountain, they were tied together by a **single** rope. Joe slipped and broke his leg. He was **seriously injured** and couldn’t go on. Simon **realised** he needed to help him down, so he lowered Joe 90 metres at a time. Once, Simon lowered him too far and Joe was left hanging over the cliff, almost pulling Simon off the mountain. It was a painful decision to make, but Simon cut the rope, sending Joe down the mountain to his death. But Joe **survived**. He knew he was **lucky to be alive** in great pain, he crawled down the mountain and **joined** his friend four days later. Joe says that in Simon’s place, he would also have cut the rope.

Grammar

3. Complete the sentences with the correct form of the verbs in brackets.

1. Where **were** you **sitting** (sit) when the lesson began?

2. My brother **delivers** (deliver) newspapers very early in the mornings.

3. **Are** you **coming** (come) to the festival tonight? It’ll be fun.

4. Mark **slept** (sleep) through the entire concert last night.

5. The mechanic **had repaired** (repair) my car by the time I arrived.

6. Jane **hasn’t lost** (not lose) a game of tennis yet.

7. I **don’t understand** (not understand) what you’re saying to me.

4. Rewrite the sentences using the words in brackets. Do not change the original meaning of the sentences.

1. How long has Paul been a lawyer? (When) **When did Paul become a lawyer?**

2. This is my first time at a hockey match. (never) **I’ve never been to a hockey match.**

3. Vera is in the middle of her homework. (now) **Vera is doing her homework now.**

4. Harriet cleaned the house. Then the guests arrived. (by the time) **By the time the guests arrived, Harriet had cleaned the house. / Harriet had cleaned the house by the time the guests arrived.**

5. What’s your opinion about this idea? (think) **What do you think about this idea?**

Writing

5. Choose the correct answer.

1. There was silence when, **suddenly**/ eventually, there was a terrible scream.

2. We won the match **after**/ then I scored a goal.

3. He doesn’t **carefully** listen / **listen carefully**.

4. I joined **yesterday** a sports club / **a sports club yesterday**.
VOCABULARY

1. Complete the sentences with the most suitable adjective below.
   narrow • huge • spare • leisure • bare

   1. The city’s football stadium is _____________ – it holds 80,000 spectators.
   2. Our new house has got two _____________ rooms for guests. It’s nice to have the extra space.
   3. Some of the roads here are very _____________, so look out for other cars.
   4. I want to hang some pictures on these two _____________ walls.
   5. Walking my dog in the park is a _____________ activity that I enjoy.

2. Match the adjectives in I to their meanings in II.

<table>
<thead>
<tr>
<th>I</th>
<th>II</th>
</tr>
</thead>
<tbody>
<tr>
<td>ancient</td>
<td>4. a. beautiful, amazing</td>
</tr>
<tr>
<td>spacious</td>
<td>2. b. having plenty of room</td>
</tr>
<tr>
<td>major</td>
<td>1. c. very old</td>
</tr>
<tr>
<td>breathtaking</td>
<td>3. d. significant, important</td>
</tr>
<tr>
<td>huge</td>
<td></td>
</tr>
<tr>
<td>spare</td>
<td></td>
</tr>
<tr>
<td>narrow</td>
<td></td>
</tr>
<tr>
<td>bare</td>
<td></td>
</tr>
<tr>
<td>leisure</td>
<td></td>
</tr>
</tbody>
</table>

3. Write T (True) or F (False) for each sentence. Correct the false sentences.

   F  1. A source is the end of something.
      A source is at the beginning of something.
   F  2. A shore is the land along the edge of a road.
      A shore is the land along the edge of a body of water.
   T  3. A surface is the top of something.
   F  4. A ruler is a person who follows orders.
      A ruler is a person who gives orders.
   F  5. A skyscraper is a very low building.
      A skyscraper is a very tall building.
   T  6. A landmark is a recognisable or important building or structure.
   F  7. An engineer is a machine that designs things.
      An engineer is a person that designs things.
   T  8. A bridge connects two places or things.

4. Write a logical response with the words in brackets. Use the correct form of want. Add any necessary words.

   1. It’s Michelle’s birthday tomorrow. (buy a present)
      I want to buy her a present.
   2. Our neighbours’ television is very loud. (turn it down)
      We want them to turn it down.
   3. You’re making too much noise. (be quiet)
      I want you to be quiet.
   4. He doesn’t feel like studying. (do homework)
      He doesn’t want to do homework now.
   5. Sam insulted me. (apologise)
      I want him to apologise / want Sam to apologise to me.
5. Rewrite the sentences by changing the underlined words from British English to American English, or from American English to British English. Make any necessary changes.

1. My new apartment is next to a small movie theater.
   **My new flat is next to a small cinema.**

2. They live on the ground floor, so they never use the lift.
   **They live on the first floor, so they never use the elevator.**

3. The clothing store we’re going to is downtown.
   **The clothing shop we’re going to is in the city centre.**

4. My mother likes going to this mall because it’s got a large parking lot.
   **My mother likes going to this shopping centre because it’s got a large car park.**

5. In this neighbourhood of houses with gardens, there are no pavements.
   **In this neighbourhood of houses with yards, there are no sidewalks.**

6. Complete the passage with the words and phrases below.
   
   storeys • bridge • support • reach for • torn down
   surfaces • running out • luxury • steel

   7. Complete the sentences. Make them true for you.

   1. The most **spacious** room in my home is  
      **Accept all logical and grammatically correct answers.**

   2. In my **spare** time, I like to .................................................................

   3. At home, we sometimes **run out of** ...........................................................

   4. A **major** decision I recently made was to ..................................................

   5. One of the **landmarks** in my town is ...........................................................

   6. My parents usually **want me to** .................................................................

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**RECYCLED HOMES**

Due to a growing concern about natural resources **running out**, there is an increased interest in constructing homes and buildings with recycled materials.

One example of this type of building is an earthship. First, a basic wooden frame is constructed to **support** the structure. Then, the outer and inner walls are built with used earth-filled tyres. Doors and windows are fitted and, finally, the **surfaces** of the walls are covered with cement or adobe. An earthship can be built with one or two **storeys**, and some large earthships even resemble expensive **luxury** homes.

Does this all make you want to **reach for** the nearest tyre and start building? Perhaps, instead, you’d prefer to consider a simpler home built of plastic water bottles, as a man in Serbia built. Or you may want to build a home from an old **bridge** that’s being **torn down**, or even a highway. That’s exactly what was done in Boston, Massachusetts, USA. A home was built from the **steel** and other materials that were removed from a highway.

Creative people all over the world are coming up with new and unusual eco-friendly designs for homes and other buildings. The only limit is human imagination.
1. Choose the correct answer.
1. Careful! The coffee will spill / is going to spill.
2. Don’t worry. I am helping / will help you study for the test.
3. I invited Luke to join us, but I’m sure he isn’t coming / won’t come.
4. Are you going to wear / Will you wear your new dress tonight?
5. On Saturday, Debra is going / will go to her grandparents for dinner.
6. Let’s take the dog to the park. He is enjoying / will enjoy playing there.
7. I really like these earrings! I think I’ll buy / I’m going to buy them!
8. I am going to take / Will you take a jumper tonight in case it gets cold.

2. Complete the sentences with the correct form of the verbs in brackets. Use the Future Simple or be going to.
1. Which team do you think will win the match on Saturday?
2. The museum’s contemporary art exhibition will open at 9.00.
3. Watch out! You are going to fall / will fall. (fall).
4. We have to watch the news tonight. The Prime Minister is going to make (make) a major announcement.
5. Sue is going to feel / will feel more relaxed after her exams are over.
6. I hate to miss your party, but I am going to visit / will visit my friend in hospital tonight.
7. Don’t worry. I will help / am going to help you arrange everything.
8. Are you going to meet / will meet us this weekend?
9. There are no clouds in the sky. It isn’t going to rain / will not rain today.

3. Three sentences in Exercise 2 can also be written using Present Continuous with future meaning. Rewrite them in that form.
1. The museum’s contemporary art exhibition is opening at 9.00.
2. We have to watch the news tonight. The Prime Minister is making a major announcement.
3. I hate to miss your party, but I am visiting my friend in hospital tonight.

4. Choose the correct answer.
1. Dan ______ on Thursday morning, so let’s meet him for lunch.
   a. will have arrived  b. will be arriving
2. By tomorrow, we ______ our exam results.
   a. will be receiving  b. will have received
3. How many lessons ______ by the time you go for your driving test?
   a. will you have taken  b. will you be taking
   a. will have lived  b. will be living
5. By the time her new CD comes out, she ______ her world tour.
   a. will have started  b. will be starting

5. Answer the questions with the words in brackets. Use the Future Perfect or Future Continuous.
1. Why are you so nervous about the drive tomorrow? (drive / on / narrow mountain roads)
   Because I _____________.
2. Can you play basketball at around five today? (not finish / my homework / by then)
   No, I _____________.
3. What’s your sister going to do while she’s in Egypt? (participate / in / an archeological dig)
   She _____________.
4. Are you studying at university now? (attend / next year)
   Not yet, but I _____________.
5. Do you know why there’s a party for Mr Abbott this week? (teach / here / for 25 years)
   Because on Friday, he _____________.
6. Complete the advert with the correct form of the verbs in brackets. Use future tenses. There may be more than one correct answer.

Possible answers:
Have you got an idea for a unique house or building? 1. _______ you _______ (study) architecture next year? Well, maybe now is the time to put your imagination to work.

During July and August, the Architecture Association 2. _______ will be accepting ... (accept) entries for its 10th Student Competition. The entry forms are already available on our website.

All the entries 3. _______ will be (be) on display in the Association’s building in September and October, and professional architects 4. _______ are going to judge / will be judging (judge) each design. This year’s prizes 5. _______ will be (be) the best ever offered! The creators of the top three designs 6. _______ will receive (receive) £1,000 each, a professionally built model of his or her design and an architect-led tour of five of London’s landmark buildings.

We’re confident that by the competition’s end, we 7. _______ will have seen (see) a lot of fascinating, creative designs. Be a part of it!

7. Complete the sentences. Make them true for you. Use future tenses.

1. I hope that one day, I _______ .
   Accept all logical and grammatically correct answers.

2. I’m busy at the weekend. My friends and I _______ .

3. Hopefully, by next year I _______ .

4. It’s possible that in another five years, my parents _______ .

8. Correct the errors.
1. There is no milk left. I buy some this evening.
   There is no milk left. I will buy some this evening.

2. Look! The glasses will fall.
   Look! The glasses are going to fall.

3. By this time tomorrow, Tom will decided which house to buy.
   By this time tomorrow, Tom will have decided which house to buy.

4. He moves to Liverpool next week.
   He is going to move / is moving to Liverpool next week.

5. Don’t phone after 10 o’clock. They will are sleeping.
   Don’t phone after 10 o’clock. They will be sleeping.

9. Translate the sentences.
1. Will there be some leisure time on the trip?
   Hi haurà temps lliure al viatge?

2. They will have completed the skyscraper by the year 2012.
   Hauran acabat el gratacel l’any 2012.

3. I won’t have any spare time this weekend.
   No tindré (gens de) temps lliure aquest cap de setmana.

4. At this time tomorrow, we will be enjoying the breathtaking view from our hotel room.
   Demà a aquesta hora, estarem gaudint de la vista impressionant des de la nostra habitació de l’hotel.

5. The country’s ruler is going to make an announcement in an hour.
   El governant del país farà un anunci d’aquí a una hora.

10. Complete the sentences with the correct form of the verbs in brackets.
1. Sally has to work late tonight. By the time the shop closes, she _______ .
   These hours will have been (be) there for 12 hours.

2. By the time I arrived, everyone _______ had left (leave) the party.

3. That pizza smells good! I think I _______ will have / am going to have (have) a piece.

4. I know you’re not jogging today, but _______ are you going to jog (jog) tomorrow?

5. I love those jeans! Where _______ did you buy (you / buy) them?

6. I was so embarrassed yesterday. John arrived while I _______ was arguing (argue) with my mum.
Imagine being able to rotate your house so that you can have different views whenever you want, or so that the sun or shade can warm or cool different rooms.

In 1958, the first of three such houses built by François Massau in Wavre, Belgium, was completed. Massau had no training as a builder, architect or engineer. Nor did he have any money. But Massau had inspiration – a sick wife – and the imagination to design a house that would provide as much sunshine and warmth for her as possible.

His plan was a heliotropic house. Heliotropic, from Greek, means turning to the sun, and usually refers to a plant’s characteristic of growing towards the sun. Massau’s idea was simple. Each of his three heliotropic houses is built on a steel track on top of an immovable foundation, and under a stationary roof held up on columns. At the push of a button, an electric motor causes the house to revolve slowly. For the 130 square metre house in Wavre, one complete rotation takes an hour and a half. The house can be stopped at any point, and the movement does not affect plumbing or electricity.

Today, heliotropic buildings – also referred to as revolving, sunflower or dynamic architecture – are considered environmentally friendly. Because they can be revolved towards or away from the sun, they require less energy to heat and cool than standard buildings.

Soon, the world’s first rotating skyscraper is going to be built in Dubai. Its architect, David Fisher, is also planning two more, one in Moscow and another in New York City. In Fisher’s designs, each storey of the building will rotate independently of the others, powered by wind turbines.

If rotating architecture becomes popular, more of us can look forward to waking up to a different view each morning.
WRITING

1. Choose the adjective that does not belong.
   1. breathtaking / narrow / spectacular
   2. luxurious / elegant / frightening
   3. noisy / marvellous / wonderful
   4. beautiful / lovely / immense
   5. ancient / huge / towering

2. Write the adjectives in the correct order for each sentence.
   1. That brick, big, old building is a school.
      ____________
   2. The new shopping centre is a / an huge, glass, ugly building. ____________
   3. The village’s picturesque, ancient, long streets were crowded during the festival. ____________
   4. The restaurant has got granite, Italian, grey tables. ____________

3. Complete the description with the adjectives below.
   Do not use the same adjective twice.
   lively  •  Roman  •  difficult  •  ancient  
   spacious  •  crowded  •  unusual

Your Task

Write a description of a place in your town.
Use 100-150 words.

WRITING YOUR DESCRIPTION

1. Brainstorm your description.
   • Think of places that you have visited.
   • Decide on a place that is interesting or special in some way. You may want to use the Internet to find out facts about it.
   • Think about the following questions. Choose the points that are relevant to your essay.
     - Where is the place?
     - When was it built?
     - What does it look like?
     - What is special or interesting about it?
     - What can you do there?
     - What is the atmosphere like?
     - What impression does it give the visitor?
     - What is your opinion of the place?
     - Do you recommend that people visit it?

2. Organise your ideas. Use the model in Exercise 3 and the plan below to help you.

PLAN

Opening: Give the name and location of the place and one or two details. Say what is special or interesting about it.

Body: Describe the place in more detail and give examples of the things you can see or do there.

Closing: Write a concluding sentence and give an opinion or recommendation.

3. Write a first draft.

4. Use the checklist to check your work.
   Then write a final draft. Accept all logical and grammatically correct answers.

CHECKLIST

✔ I followed the plan for a description of a place.
✔ I used a variety of adjectives to describe the place.
✔ I followed the rules for adjective order.
✔ I checked grammar, spelling and punctuation.

Curtain Garden Piazza

crowded / lively

The Covent Garden Piazza is a shopping and entertainment area in central London. It’s hard to believe that it is built on land that was once a vegetable garden for a church.

The piazza was built in 1630, and soon became famous for its open-air fruit, vegetable and flower market. The indoor market, Covent Garden Market, was built in the piazza in 1830. This beautiful building is still there. It’s worth taking a moment to admire the exterior which looks like an ancient Roman bathhouse.

Today, the outdoor market has gone. Instead, there are shops, cafés and restaurants all around the spacious piazza. The square is usually crowded and there’s always a festive atmosphere because of the performers who entertain visitors. In both the piazza and the indoor market, shops offer everything from unusual pieces of jewellery to antique books and maps. There’s so much to choose from – it’s very difficult to make a decision!

Be sure to put the Covent Garden Piazza on your list of places to visit in London. You’ll definitely enjoy it!
**Vocabulary**

1. Write the words next to their meanings.
   - storey • skyscraper • shore • bridge
   - ruler • resort
   1. a structure across a river or road __bridge___
   2. an extremely tall building __skyscraper___
   3. land at the edge of the sea or a lake __shore___
   4. one floor or level of a building __storey___
   5. a person who has power over a country __ruler___
   6. a place where a lot of people go on holiday __resort___

2. Which noun cannot be described by the adjective in bold?
   1. huge responsibility • country • class • mark
   2. breathtaking smell • view • picture • sight
   3. ancient times • custom • person • drawing
   4. spare time • money • tyre • question

3. Rewrite the sentences by changing the underlined words from British English to American English, or from American English to British English.
   1. There are at least 100 shops in the local shopping centre.
   **There are at least 100 stores in the local mall.**
   2. The sidewalk near our local movie theater is always littered with ice-cream wrappers.
   **The pavement near our local cinema is always littered with ice-cream wrappers.**

4. Choose the correct answer.
   1. The teacher told the student, “I want __you to leave__/ to leave the classroom now, please.”
   2. Dan asked his father, “I want __to use__/ you to use the car tonight. Is that OK?”

**Grammar**

5. Complete the sentences with the correct form of the verbs in brackets. Use the Future Perfect Simple or Future Continuous.
   1. By the end of the month, we __will have finished__ (finish) our project.
   2. By this time next year, __Jimmy will have passed__ (pass) his driving test?
   3. We can go round there at three o’clock. He __won’t be working__ (not work) then.

6. Complete the passage with the correct form of the verbs in brackets. Use future tenses. There may be more than one correct answer.
   When I finish school this year, I __am going to work__ (work) in my uncle’s office. He is an architect and that’s what I want to be too. I __am going to stay__ (stay) there for a few months until the new academic year starts. By then, I __will have gained__ (gain) some experience and __will be__ (be) ready to start at the College of Architecture. My only real problem is that the college hasn’t accepted me yet because I haven’t completed my entrance project. I __am going to stay__ (stay) at home most evenings until I get it done. I __am going to ask__ (ask) Ian to help me, since he was accepted last year and knows what is required. But that means I’ve got very little time, as he __is going / is going to go__ (go) abroad soon. I hope I __will have managed__ (manage) to present my work before he leaves. I think I can do it!

**Writing**

7. Write the adjectives in the correct order for each sentence.
   1. The Parthenon is a / an __ancient, Greek, stone__ (stone / Greek / ancient) temple.
   2. My office is in a __tall, green, glass__ (glass / tall / green) skyscraper.
   3. Peter’s neighbour is a / an __unattractive, short, middle-aged__ (middle-aged / unattractive / short) man.
Progress Check Units 1–4

Vocabulary

1. Match the words in I with their meanings in II.

<table>
<thead>
<tr>
<th>I</th>
<th>II</th>
</tr>
</thead>
<tbody>
<tr>
<td>disorder</td>
<td>a. a person invited to a place or event</td>
</tr>
<tr>
<td>thrill</td>
<td>b. divide something between people</td>
</tr>
<tr>
<td>guest</td>
<td>c. an illness or abnormal condition</td>
</tr>
<tr>
<td>share</td>
<td>d. sudden strong feeling of excitement</td>
</tr>
</tbody>
</table>

2. Choose the correct answer. Pay attention to the underlined words.

1. The dog ran off with my shoe when I opened/shut the door.
2. Jean listened/didn’t listen to our conversation while she was pretending to be asleep.
3. It was such a relief to find I hadn’t/had locked the front door when we left.
4. Firefighters/Architects often risk their lives.
5. Jon took the lift to the fifth floor because he needed the exercise/was tired.

3. The following sentences don’t make sense. Make them logical by replacing the words in bold with the words below.

- furious
- confident
- skinny
- glass
- suit
- single

1. Come to the interview wearing a request and tie, please. ..........suit ..........
2. The thief was valuable when the police found the jewels he had stolen. ..........furious ..........
3. I don’t understand why muscular models are considered beautiful. They’re far too thin. ..........skinny ..........
4. Les has put in windows with special willpower that keeps out the noise. ..........glass ..........
5. Ann is impulsive she will win. ..........confident ..........
6. He answered every startled question correctly. ..........single ..........

Grammar

4. Rewrite the sentences using the words in brackets. Do not change the original meaning of the sentences.

1. How long have you been playing tennis? (start)
   - When did you start playing tennis?
2. Ben bought his horse two years ago. (for)
   - Ben has had his horse for two years.
3. They’re going to rehearse the play from 6.00 to 7.00 tomorrow. (at 6.30 tomorrow)
   - They will be rehearsing the play at 6.30 tomorrow.

5. Complete the passage with the correct form of the verbs in brackets.

Many people believe that they 1. will be (be) happier one day with more money. But 2. is (be) this really true? A 17-year-old lottery winner 3. is facing (face) that question today. A few weeks ago, he 4. went (go) into a shop and 5. bought (buy) a lottery ticket. At that time, he 6. was working (work) in a fast-food restaurant. Today, he 7. is celebrating (celebrate) his £2 million win. Unfortunately, people 8. aren’t (not be) always careful with their winnings. For example, one woman 9. won (win) a large sum of money in a lottery last year. She 10. rushed (rush) to the nearest car showroom and 11. spent (spend) the money on an expensive car. Today, she has got very little money because she 12. has already spent (already / spend) it all.

Writing

6. Write the words in the correct order to form sentences.

1. glass / unusual / I / modern / bought / table / an
   - I bought an unusual, modern, glass table.
2. didn’t / me / tell / why / truth / the / you
   - Why didn’t you tell me the truth?
3. book / finally / the / he / me / returned / to
   - He finally returned the book to me. Finally, he returned the book to me.
1. Choose the sentence that best follows the original.

1. Mary is longing for Dave to return from his holiday.
   a. She’s very excited to see him.
   b. She’s nervous about seeing him.

2. I’m very short of time today.
   a. I’m free all day.
   b. Let’s meet tomorrow instead.

3. Hold your horses!
   a. I’m not ready to go yet.
   b. We really have to hurry!

4. I felt like a fish out of water at the opera.
   a. I usually go to rock concerts.
   b. I felt ill, and it was difficult for me to breathe.

5. This plant will be better off in the kitchen.
   a. That’s why we should move it into the living room.
   b. There’s more light there.

6. Julia let the cat out of the bag.
   a. But I won’t tell anyone else.
   b. She revealed nothing.

7. No matter what you say, I’m going out with Lynda.
   a. That’s why I’d like to know your opinion.
   b. I don’t care about your opinion.

8. It was a hectic day at the shop.
   a. People came in all day.
   b. Very few people came in.

2. Complete the captions with the words and phrases below.
   cubs • in captivity • hunt • conservation
   breeds • predators • habitats • cages

Predators are animals that _____ hunt _____ other animals for food.

The safari park _____ breeds _____ lions, but doesn’t allow visitors near the _____ cubs _____.

Animals that are _____ in captivity _____ in zoos are often kept in _____ cages _____.

Many animals’ _____ habitats _____ are disappearing because conservation laws aren’t properly enforced.
3. Complete the sentences by adding **un-**, **dis-**, **im-**, **il-** or **ir-** to form the opposite meaning of the adjectives below. Use a dictionary to help you.

- responsible • legal • usual • patient • advantage • relevant

1. The only **disadvantage** of this neighbourhood is that it lacks public transport.
2. His story was **irrelevant** to the investigation. It didn’t help at all.
3. It’s **illegal** to park your car on the pavement.
4. Don’t be so **impatient**! I’m almost ready to go.
5. You always lose things. I think you’re very **irresponsible**
6. That’s an **unusual** building. I’ve never seen such an odd design before!

4. Complete the sentences by adding **inter-**, **over-**, **re-**, **ex-** or **mis-** to the words in brackets.

1. I have to **rewrite** (write) my essay because I didn’t get a good mark.
2. Our dog is **overweight** (weight), so the vet recommended low-calorie food.
3. The shop **undercharged** (charged) me for this shirt. Instead of £25, I paid £15!
4. The actor’s **ex-wife** (wife) wrote a book about their failed marriage.
5. The **intercity** (city) train between Manchester and London is fast and comfortable.
6. When young children **misbehave** (behave), it’s often because they’re tired.

5. Complete the passage with the words below.

- customers • hectic • miss • no matter what • fee • dream come true
- breed • claimed • owners • better off • lifelong • ex-president

**Dog Shows – Or People Shows?**

“My dog would **miss** the excitement if I suddenly stopped entering him in competitions,” said Patricia Graham, **ex-president** of the Newbury Dog Club.

“For my poodle Meg, it was a **dream come true** to win first place at last year’s show,” **claimed** 70-year-old Ian Witcolm, a **lifelong** participant in dog shows.

I heard these statements at two dog shows I attended last month. But **no matter what** **owners** say, I’m convinced that they participate in dog shows for themselves, not for their dogs. In general, although a few dogs seemed to enjoy the noisy, **hectic** atmosphere, most of them didn’t care when they won – although their owners were very excited.

The only people who are honest about why they attend dog shows are those who **breed** dogs. They admit that for the cost of an entry **fee**, they can display their dogs and puppies to hundreds of potential **customers** in a short time. And that’s very good for their business.

The next time you think about entering your dog in a show, think about whether your dog would be **better off** staying at home.

6. Complete the sentences. Make them true for you.

1. I feel **cosy** when **Accept all logical and grammatically correct answers**.
2. I felt like a **fish out of water** when **Accept all logical and grammatically correct answers**.
3. I would love to touch a **wild** **Accept all logical and grammatically correct answers**.
4. If I left my hometown, I would **miss** **Accept all logical and grammatically correct answers**.
5. I think it's **unfair** **Accept all logical and grammatically correct answers**.
1. Choose the correct relative pronoun. Underline the sentence in which you can omit the relative pronoun.

August is the month when we go on holiday. Every year, our dog, that is a German shepherd, comes with us. We always stay at hotels that allow dogs. Usually there are other guests whose have brought their dogs. Last year, our hotel was near a big park where the dogs could play. The guests, whose dogs were playing, talked and got to know each other.

2. Add the missing commas to the sentences where necessary. Circle the sentences that contain a non-defining clause.

1. Jan, who is an incredible dancer, is joining a dance group.
2. The tiger that the documentary was about was released into the wild.
3. I’ve never seen Madonna whose music I love, in concert.
4. I finally saw the film which everyone is talking about.
5. The King’s Head pub, where I worked for two years, closed last week.

3. Form sentences by matching I to II and adding the correct relative pronoun. There may be more than one correct relative pronoun for some sentences.

A
1. Yesterday, I ran into Dan, ________ who ________
2. On the tour, we’ll see the palace ________ where ________
3. I need a bicycle ________ that / which ________
4. I feel sorry for the families ________ whose ________
5. Many people surf in California, ________ which ________
6. My favourite season is spring, ________ when ________
7. Last Saturday, ________ when ________
8. Nobody likes people ________ who / that ________

B
1. a. I was at a friend’s, my dog ran away.
2. b. tell lies.
3. c. it gets warmer and the snow melts.
4. d. homes were destroyed in the fire.
5. e. is on the Pacific coast of the USA.
6. f. is more comfortable than this one.
7. g. I hadn’t seen for a long time.
8. h. the Queen lives.

4. Combine the sentences using the relative pronoun in brackets. Make any necessary changes. There may be more than one correct answer.

1. My brother is a vet. He fights for animal rights. (who)
   **My brother is a vet who fights for animal rights. / My brother, who fights for animal rights, is a vet.**
2. I want to see the photograph. You took it for the student magazine. (which)
   **I want to see the photograph which you took for the student magazine.**
3. I’d like you to meet Sarah. Her office is next to yours. (whose)
   **I’d like you to meet Sarah whose office is next to yours.**
4. Our DVD player broke down last week. We bought it five years ago. (which)
   **Our DVD player, which we bought five years ago, broke down last week.**
5. Last summer, I was very happy. I was in Paris with my friends. (when)
   **Last summer, when I was in Paris with my friends, I was very happy. / Last summer, when I was with my friends in Paris, I was very happy. / I was very happy when I was in Paris with my friends last summer.**
6. This is the park. Brian found a stray puppy here. (where)
   **This is the park where Brian found a stray puppy.**
5. Combine the sentences with a suitable relative pronoun. Make any necessary changes.

1. Geese can be as protective as dogs. They are sometimes used as guard animals.
   Geese, which can be as protective as dogs, are sometimes used as guard animals.

2. I’ve got a friend. His sister appeared on Pop Idol.
   I’ve got a friend whose sister appeared on Pop Idol.

   I lived here until 2005, when I moved to Leeds.

4. Robert is a DJ. He works at the new club.
   Robert is a DJ who / that works at the new club.

5. The hotel is full. The President is staying there.
   The hotel where the President is staying is full.

6. Jane knows three languages. She’s studying to be a translator.
   Jane, who knows three languages, is studying to be a translator.

6. Complete the passage with suitable relative pronouns. There may be more than one correct answer.

Royal Swans

Open a tourist brochure or visit a website about Britain, and you might also see a photo of large white swans. These water birds, 1. which are also called “mute” swans, are a much-loved sight in Britain, 2. where approximately 30,000 of them live. You may be surprised to learn that there is actually someone 3. who / that owns them. All the swans 4. that / which live on Britain’s rivers, canals and lakes belong to the Queen. This tradition began about 500 years ago, 5. when mute swans were bred for food. At the time, swan breeders had to give their birds a special mark, but unmarked birds were considered royal property.

The swans are still owned by the Queen. Among the royal staff is a Swan Keeper, 6. whose job includes organising a traditional ceremony called the “Swan-upping”. This always occurs in the third week of July, 7. when swans on the River Thames are counted and identified.

There are some people today 8. who / that think it’s silly for the swans to “belong” to the monarch, but many others attribute the survival of the species to its royal protection.

7. Correct the errors.

1. I work in an organisation that it works for the conservation of animals.
   I work in an organisation that works for the conservation of animals.

2. Bongos, that live in the mountains of Kenya, have been endangered for years.
   Bongos, which live in the mountains of Kenya, have been endangered for years.

3. There are many pets whose owners are cruel.
   There are many pets whose owners are cruel.

4. This is a wonderful zoo where none of the animals don’t live in cages there.
   This is a wonderful zoo where none of the animals live in cages.

5. We live in times where we can rent anything.
   We live in times when we can rent anything.

8. Translate the sentences.

1. You shouldn’t underestimate the animal’s pain.
   No hauries de subestimar el dolor de l’animal.

2. These animals wouldn’t be better off in animal shelters, where they’re often short of food.
   Aquests animals no estarien millor en refugis per a animals, on sovint van curts / escassos de menjar.

3. Customers, who pay a monthly fee, pick up a dog from the office.
   Els clients, que paguen una quota mensual, recullen un gos a l’oficina.

4. England is a country where hunting is legal.
   Anglaterra és un país en el qual la caça és legal.

5. A cute tiger cub will soon grow into an adult which is fierce and dangerous.
   Un bonic cadell de tigre aviat es convertirà en un adult, que és fèrotge i perillós.

9. Rewrite the sentences with the words in brackets. Make any necessary changes.

1. Sally met Jason six months ago. (know)
   Sally has known Jason for six months.

2. We’re going to visit our cousins in Rome in six days! (this time next week)
   This time next week, we will be visiting our cousins in Rome.

3. We are finishing exams in June. (by the end of June) By the end of June, we will have finished exams. / We will have finished exams by the end of June.

4. I have a meeting with Julie next month. (meet)
   I’m going to meet / I’m meeting Julie next month.

5. We met at the hotel. I work there. (where)
   We met at the hotel where I work.
Inheriting $12 million is not something that happens to most people, and certainly not to dogs. But in August 2007, that became a reality for a little Maltese dog called Trouble, when her owner, Leona Helmsley, died. Helmsley, heiress to her husband’s fortune, also left several billion dollars to a charity mainly dedicated to caring for dogs.

Although Helmsley’s bequest was possibly the largest so far to an individual animal, her wish to provide for a beloved pet was not unique. Among the well-known cases of the past 50 years are: a British woman who left her cat a house, household help and over £20,000; an Australian man whose will provided money to “improve, breed, and race homing pigeons”; and a South African woman who left money to support her pet lizards.

Many pet owners worry about what will happen to their pets when they are no longer around to take care of them. Recent surveys have revealed that up to a quarter of pet owners in the United States leave money for their pets in their wills. There is also a veterinary college programme which guarantees lifelong care for pets in exchange for a bequest of at least $25,000.

The bequests left in pet owners’ wills are often challenged in law courts by their families or other potential heirs, as happened in the case of Leona Helmsley’s will. It was also challenged by Helmsley’s own trustees, the people responsible for administering her will. They successfully proved that $2 million was enough to support Trouble, who in 2008 was already nine years old.

But money can’t buy love. Although Helmsley’s will specified that Trouble was to live with either her brother or her grandson, both refused. Helmsley’s trustees gave the dog – and funds to support her – to a Helmsley company employee who had known Trouble since she was a puppy. Perhaps pet owners should think more about who will eventually care for their animals than how much money to leave them.
1. Choose the correct connector.
1. John doesn’t enjoy his job. **(However)**/ **Moreover**, he likes the large salary.
2. Despite **(Although)** these jeans were expensive, I’m glad I bought them.
3. Linda owns three dogs **(as well as)**/ **in addition** two cats and a parrot.

2. Rewrite the sentences in Exercise 1 with the connectors in brackets below. There may be more than one correct answer. **Possible answers:**
1. **Although** John doesn’t enjoy his job, he likes the large salary.
2. **Despite** these jeans were expensive, I’m glad I bought them.
3. **Linda owns two cats and a parrot.**

3. Complete the for and against essay with the connectors below. There may be more than one correct answer.
   - **even though** • **and** • **on the other hand**
   - **but** • **in addition** • **however** • **in conclusion**

**Possible answers:**
1. **Although** John doesn’t enjoy his job, he likes the large salary.
2. **Despite** these jeans were expensive, I’m glad I bought them.
3. **Furthermore**, she owns two cats and a parrot.

**Your Task**

Write a for and against essay about the advantages and disadvantages of adopting an animal from a shelter. Use 100-150 words.

**PLANNING YOUR FOR AND AGAINST ESSAY**

1. Brainstorm your essay.
   - **Make a list of pros and cons.** Look at the statements below. Which would you put in your “pros” list? Which would you put in your “cons” list?
     - Shelters often do not know the background of the animal.
     - Animals are often kept in poor conditions in shelters and therefore are difficult to train.
     - It’s inexpensive to get an animal from a shelter.
     - You’re giving an animal a home.
     - You can return the animal if you are unhappy keeping it.

2. Organise your ideas. Use the model in Exercise 3 and the plan below.

**PLAN**

**Opening:** State the issue / controversy.

**Body:** Present arguments supporting one side of the issue.

**Closing:** Sum up the topic and state your opinion.

3. **Write a first draft.**

4. **Use the checklist to check your work.** Then write a final draft. **Accept all logical and grammatically correct answers.**

**CHECKLIST**

- ✔ I followed the plan for a for and against essay.
- ✔ I used a variety of connectors of addition and contrast.
- ✔ I followed the rules for word order with connectors.
- ✔ I checked grammar, spelling and punctuation.

---

**Recreating Extinct Animals**

The woolly mammoth, which looked like an elephant with long fur, became extinct about 10,000 years ago.

1. **But** / **However**, according to some scientists, it could, in the near future, be recreated – thanks to sophisticated cloning techniques. Is this a good thing?
2. **On the one hand**, animal cloning has provided important information on how various types of cells develop. **On the other hand**, many doctors believe that amazing medical advances will be based on this new knowledge.
3. **In addition**, what’s more, many doctors believe that amazing medical advances will be based on this new knowledge.
4. **In addition**, what’s more, many doctors believe that amazing medical advances will be based on this new knowledge.
5. **Despite** most cloning attempts fail, there are still many problems with cloning. The techniques are still not perfect and most cloning attempts fail. **Despite** many cloned animals suffer from birth defects and serious illnesses, which is why some people oppose cloning. **Despite** its potential benefits. To recreate a long-extinct animal seems especially cruel because it would lack companions, proper food, and the correct environment and climate.

In conclusion, I don’t think scientists should clone extinct species. **Even though** many people – including me – would love to be able to see a woolly mammoth and other long-extinct animals, I don’t think it’s fair to recreate them for our entertainment.

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See Writing Guide, Student's Book page 155
Vocabulary

1. Match the words in I to their meanings in II.

<table>
<thead>
<tr>
<th>I</th>
<th>II</th>
</tr>
</thead>
<tbody>
<tr>
<td>fee</td>
<td>a. the way you live</td>
</tr>
<tr>
<td>lifestyle</td>
<td>b. for all your life</td>
</tr>
<tr>
<td>short of</td>
<td>c. not afraid of people</td>
</tr>
<tr>
<td>tame</td>
<td>d. very busy</td>
</tr>
<tr>
<td>habitat</td>
<td>e. not having enough</td>
</tr>
<tr>
<td>lifelong</td>
<td>f. money paid for a job or service</td>
</tr>
<tr>
<td>hectic</td>
<td>g. natural home of an animal or plant</td>
</tr>
</tbody>
</table>

2. Choose the correct answer.

1. I’ll come and _pick up_ / _rent_ my son soon.
2. Our living room is very _cosy_ / _wild_ on cold, wet evenings.
3. Would the _cub_ / _owner_ of the blue car please move it from the entrance?
4. It’s very unkind to keep animals in small _fads_ / _cages_.
5. All big cats are _conservations_ / _predators_.
6. The shop girl was serving a _customer_ / _cub_ at the time.

3. Add a suitable prefix to form the opposite meaning of the adjectives below.

1. disadvantage  4. unfair
2. irrelevant  5. inconvenient
3. impossible  6. illogical

4. Choose the correct answer. Pay attention to the underlined words.

1. Hold your horses! Walk _slower_ / _faster_.

2. Don’t underestimate him. He’s _as strong as_ / _stronger than_ he looks.

3. She _let the cat out of the bag_. Now _everyone knows_ / _very few people know_ about it.

Grammar

5. Complete the sentences with a suitable relative pronoun.

1. I don’t like people _who / that_ lie to me.
2. He dreamed of the day _when_ he would get his first bicycle.
3. She was talking to the girl _whose_ mother works in the public library.
4. Let’s go to the area of the park _where_ we can walk our dog.
5. Did you see the magician _who / that_ made a spoon disappear?
6. I’m looking for a mobile phone _which / that_ takes photographs in the dark.

6. Complete the passage with a suitable relative pronoun.

Cesar Millan, known as “The Dog Whisperer”, is a man _who / that_ knows dogs. People _whom / whose_ dogs are badly behaved seek his help. Cesar goes into dog owners’ homes _where_ he meets their dogs and watches how the owners and their dogs interact. He reminds dog owners that dogs are pack animals _which / that_ need a leader. When a dog owner becomes the leader _that_ the dog is looking for, the dog will feel safe and behave well. Cesar claims that a dog is an animal _that / which_ lives in a pack and that’s how you should treat it.

Writing

7. Complete the sentences with a logical ending. Pay attention to the connectors in bold.

1. I’ve decided to go abroad this year _in spite of_ Accept all logical and grammatically correct answers.
2. I’ve joined a yoga class _as well as_ 
3. We’re very pleased with our new house _although_ 
4. Jason is an excellent student. _Furthermore_,
Progress Check Units1–5

Vocabulary

1. Write T (True) or F (False) for each sentence. Correct the false sentences.

F  1. He reminded his mother to buy milk because yesterday she remembered to do it.
T  2. The fact that he was breathing meant that he was alive.
F  3. When you beat an opponent, he loses the race. / When you beat an opponent, you win the race.
F  4. The luxury hotel was cheap. / The luxury hotel wasn’t cheap / was expensive.
T  5. Fads don’t last very long.

Grammar

3. Rewrite the sentences using the words in brackets. Do not change the original meaning of the sentences.

1. This is my first time in a hot-air balloon. (never)
   I’ve never been in a hot-air balloon.

2. We’re going to return home tomorrow. (by next week)
   By next week, we’ll have returned home. / We’ll have returned home by next week.

3. I haven’t flown since 2004. (the last time)
   The last time I flew was in 2004.

4. She found her purse. She thought she had left it on the bus. (which)
   She found her purse which she thought she had left on the bus.

Writing

5. Choose the correct answer.

1. We heard the news while / during our trip.
   Although / Despite he’s tired, he still wants to go out.

2. We were sleeping when suddenly / eventually, there was a loud noise outside.
1. The following sentences don't make sense. Make them logical by replacing the words in bold with the correct word in bold from a different sentence.

1. I shiver a lot when I play tennis, so I always have a shower afterwards. _______ sweat _______.
2. Please chase your books and put them in your bag. _______ gather _______.
3. Without proper warm clothing, you’ll sweat during the winter. _______ shiver _______.
4. In this scorching fog, it’s difficult to see. _______ thick _______.
5. It was warm yesterday, but there was a skilled wind at night. _______ chilly _______.
6. People often walk slowly in thick heat. _______ scorching _______.
7. My cat likes to gather dogs. _______ chase _______.
8. She’s a chilly guitarist. She learned to play when she was a child. _______ skilled _______.

2. Choose the correct answer. Pay attention to the underlined words.

1. Rather than go out to dinner tonight, let’s eat _______ at home/ in a restaurant. _______.
2. The floor is slippery. Don’t worry! _______ Be careful! _______.
3. The pollution in the river was deadly to the fish, so there are _______ no/ even more fish in it now. _______.
4. There’s a path between the school and the park so it’s _______ possible/ impossible to walk between them. _______.
5. The snow will melt when the weather is _______ warmer/ colder. _______.

3. Match each sentence in I with a logical continuation in II. Pay attention to the underlined words.

I
1. His background is very impressive.
2. He ran the business for over ten years.
3. It was overcast most of the month.
4. Last year’s heatwave broke all records.
5. He witnessed a car accident yesterday.
6. He had to go back and forth to the shops.
7. For years, he avoided the city centre.
8. He was so angry that he wanted to strike someone!

II
5. a. He told the police what he saw.
6. b. He kept forgetting things.
3. c. Finally, it’s sunny today.
4. d. It was terribly hot.
8. e. Luckily, he never actually did it.
7. f. He preferred less crowded areas.
1. g. He studied medicine and law.
2. h. He made all the major decisions.

4. Complete the sentences with the words in brackets. Use a gerund or an infinitive.

1. Katie stopped _______ smoking _______ (smoke) last month. I’m glad she finally quit!
2. We plan _______ to fly _______ (fly) to Dublin in mid-August.
3. How did you manage _______ to get _______ (get) those free tickets?
4. John remembers _______ putting _______ (put) his keys on the table, but they’re not there now.
5. He refuses _______ to discuss _______ (discuss) the problem.
6. _______ Painting _______ (paint) my room is going to be fun!
7. I’m tired of _______ playing _______ (play) this game now.
8. Ben enjoys _______ skiing _______ (ski).
5. Complete the second sentence so that it has a similar meaning to the first. Use a gerund or infinitive.

1. Jeff doesn’t eat meat.
   Jeff refuses to eat meat.

2. I don’t understand why you want to lie.
   What’s the point of lying?

3. My sister never takes the dog for a walk.
   My sister always avoids walking the dog.

4. He had never thought that he would be famous.
   He had never imagined being famous.

5. She thought she would pass the exam. She expected to pass the exam.

6. Match I to II to form collocations. Write a collocation under each picture.

<table>
<thead>
<tr>
<th>I</th>
<th>II</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. bitter</td>
<td>3. a. weather</td>
</tr>
<tr>
<td>2. soaking</td>
<td>1. b. cold</td>
</tr>
<tr>
<td>3. mild</td>
<td>5. c. heat</td>
</tr>
<tr>
<td>4. thick</td>
<td>2. d. wet</td>
</tr>
<tr>
<td>5. scorching</td>
<td>4. e. fog</td>
</tr>
</tbody>
</table>

   - bitter cold
   - scorching heat
   - thick fog
   - soaking wet

7. Complete the e-mail with the words below.

   lightning • overcast • forecast • mild
   heavy • path • degrees • drought
   flood • ordinary

   Hi Lisa,
   How are you? I’m fine – although until yesterday, I was starting to get bored on this holiday. But then, something exciting happened!

   It started out as an ordinary day here – the sun was shining and it was about 23 degrees. But then, when we were walking on a path in a nature reserve, the sky suddenly became overcast. A moment later, there were flashes of lightning, and it began to pour! The rain was so heavy that within minutes, the water rose above our shoes and it was almost impossible to walk because of the flood. We somehow managed to reach the souvenir shop, and waited inside for an hour until the storm stopped.

   We never expected to be caught in such weather! Until yesterday, there had been a drought here for over a year, with no rain at all. And the forecast we had heard yesterday morning predicted mild weather and clear skies all through the weekend.

   Has there been a lot of rain in London, too? See you next week!
   Alice

8. Complete the sentences. Make them true for you.

   1. During a heatwave, I don’t like to ____________________________
      Accept all logical and grammatically correct answers.

   2. Last week, I didn’t remember ____________________________

   3. Someone I know recently stopped ____________________________

   4. In scorching temperatures, I like to wear ____________________________

   5. I usually shiver when ____________________________
1. Choose the correct answer.
1. Linda [might / must / can’t] meet us at the café. She’ll let us know later.
2. I don’t believe that! It [shouldn’t / can’t / mustn’t] be true!
3. You [must / don’t have to / should] pass your driving test in order to get a licence.
4. Must / [Would] Should you please buy more bread today?
5. Might / May / [Could] you rollerblade when you were younger?
6. We [mustn’t / don’t have to / might not] smoke here. It’s not permitted.

2. The following sentences don’t make sense. Make them logical by replacing the modals in bold with a suitable modal. There may be more than one correct answer.
1. This [must] be the correct address. There’s no club here. [can’t]
2. At first, I was so excited I [shouldn’t] speak! [couldn’t]
3. You [mustn’t] remind me again. I won’t forget. [don’t have to / needn’t]
4. Bill [should] run the fastest of all the students in class. [could / can]
5. It’s not snowing now, but it [would] snow tonight [might / may]
6. You [might not] take photos during the performance. It’s against the rules. [mustn’t]

3. Write a sentence about something:
1. you must do at home. [Accept all logical and grammatically correct answers.]
2. you don’t have to do at weekends.
3. a friend shouldn’t do.
4. you might do next year.
5. your parents can’t help you with.

4. Complete the sentences with the correct form of the verbs in brackets. Use modal perfects.
1. Thanks! I [couldn’t have done] (could not / do) this without you.
2. Susie [shouldn’t have been] (should not / be) so rude.
3. I haven’t seen the neighbours for two days. They [must have gone] (must / go) on holiday.
4. We [might not have bought] (might not / buy) enough food for the party. Perhaps we need to buy more.
5. David [wouldn’t have ignored] (would not / ignore) you deliberately. He probably didn’t see you in the crowd.

5. Look at the pictures and complete the sentences with a suitable modal perfect.

They [should have] brought an umbrella.

Many people [must have] been injured in this accident.

He [would have] gone to the party, but he has been ill all week.

He [shouldn’t have] bought her flowers. She’s allergic to them.
6. Choose the correct answer.

Living the Cold Life

When I first moved to Minnesota, USA, I couldn’t have believed / couldn’t believe how cold the winter was, or how much it should snow / could snow. But I quickly learned how to cope with winter. For example, I learned that I had to put / was able to put special snow tyres on my car so I could drive / can drive safely. I also learned that water pipes must freeze / can freeze in cold weather when they’re not used. During my first winter in Minnesota, I went on holiday for two weeks. When I returned, the water pipes in my house were frozen. I realised I should have asked / should ask a neighbour to turn on my water for a few minutes every day in order to prevent the pipes from freezing.

Now I’ve lived here for many years, and I enjoy the winters, even when it’s bitterly cold outside. I especially love winter sports, such as cross-country skiing and ice-skating. I’m happy I moved here or I wouldn’t have tried / shouldn’t have tried these sports. Before moving here, I must not have imagined / couldn’t have imagined living in this climate, but now I can’t imagine / shouldn’t imagine living anywhere else!

7. Complete the dialogues with the correct form of the verbs in brackets. Use a modal or modal perfect. There may be more than one possible answer.

1. A: Would you like (like) some dessert?
   B: No thank you. I’m full. I shouldn’t have eaten (eat) so much.

2. A: How did the film end?
   B: I don’t remember. I must have fallen asleep (fall asleep).
   A: Well, next time you shouldn’t watch (watch) a film when you’re so tired.

3. A: Jane’s not here yet. She must have got / might have got / may have got (get) stuck in traffic.
   B: That’s a shame, because we can’t start (start) the meeting without her.

8. Correct the errors.

1. Tom might gets caught in the storm.
   Tom might get caught in the storm.

2. Peter don’t have to tell his parents. They already know.
   Peter doesn’t have to tell his parents. They already know.

3. Sue isn’t answering her mobile phone. She must have left it at home.
   Sue isn’t answering her mobile phone. She must have left it at home.

4. Tim didn’t do his best. He should has worked harder.
   Tim didn’t do his best. He should have worked harder.

5. Could have our team won the game?
   Could our team have won the game?

9. Translate the sentences.

1. Temperatures may reach 45ºC during the heatwave.
   Les temperatures potser assoliran els 45 ºC durant l’onada de calor.

2. We must drink a lot of water during a heatwave.
   Hem de beure molta aigua durant una onada de calor.

3. You should have avoided driving on that slippery road.
   Hauries d’haver evitat conducir per aquella carretera relliscosa.

4. Tornado chasers are constantly at risk because they may be struck by lightning.
   Els caçadors de tornados estan en perill constantment perquè podrien ser colpejats per un llamp.

5. The flood might have destroyed many houses.
   La inundació podria haver destruït moltes cases.

Grammar Review

10. Complete the sentences. Make them true for you.

1. I’m lucky because I can ……………………………………………………………
   Accept all logical and grammatically correct answers.

2. Last year, I should have ……………………………………………………………

3. Next year at this time, I ……………………………………………………………

4. My best friend, who ……………………………………………………………

5. Since I was a child, my parents ……………………………………………………

6. Last night at 7 o’clock, I ……………………………………………………………
1. Look at the underlined connectors in the text. Which is an example of:
   1. a connector that indicates cause? 
   2. a connector that indicates result?
   3. a connector of contrast?
   4. a connector of additional information?

2. Read the text and choose the correct answer.
   1. Monitoring devices
      a. are used to analyse satellite photos.
      b. help meteorologists make forecasts.
      c. are used to take satellite photos.
      d. provide general weather reports.
   2. Utility companies
      a. employ most of Britain’s meteorologists.
      b. work for the Met.
      c. employ fewer meteorologists than the Met.
      d. don’t employ meteorologists.
   3. Find words in the text that mean the opposite of:
      1. incorrect (paragraph 2)
      2. minority (paragraph 3)
      3. simple (paragraph 3)
      4. general (paragraph 6)

4. Write T (True) or F (False) for each sentence. Find information in the text to support your answers.
   1. A university degree is not the only requirement for becoming a meteorologist.
   2. In addition, further specialised study of meteorology is required.

5. Complete the sentences according to the text.
   1. It is a meteorologist’s responsibility to collect, analyse and update weather data.
   2. The Antarctic is one of the areas where some meteorologists monitor climate change or research weather.

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**METEOROLOGY**

Why is meteorology important?

Will there be snow for skiing in the mountains this weekend? Is it going to be warm enough to go to the beach? Should I take an umbrella or a jacket when I go out today? For answers to these questions, we check the weather forecast on the radio or television, in the newspaper, or online.

While knowing what the weather’s going to be is a convenience for most of us, it’s absolutely vital for transport industries, the military, road authorities, and providers of electricity, gas, water and the phone service. Having accurate and reliable weather information is crucial for these essential services because it allows them to prepare for potential weather-related problems.

What do meteorologists do?

Meteorologists are responsible for collecting, analysing and updating weather data. The majority of meteorologists work in forecasting. They make predictions about the weather based on complex analyses of information from satellite photos and monitoring devices throughout the world. These meteorologists provide both general weather reports to news organisations and consumers, and highly detailed speciality reports for specific industries, such as air travel.

However, forecasting is not the only career option for meteorologists. Some specialise in analysing hurricanes and other specific weather phenomena. Others monitor climate change, or research weather in particular areas, such as the Antarctic.

Where do meteorologists work?

Most meteorologists in Britain work for the Meteorological Office (the Met), but others are employed by electricity and other utility companies, environmental firms and the agriculture industry.

How can you prepare for a career as a meteorologist?

Meteorology requires strong maths skills. For this reason, if you want to study meteorology, you should plan to take an A-level in maths. You will also need a university degree in maths, meteorology or another science. In addition, further specialised study of meteorology is required.

Next week: Careers in law enforcement
1. Rewrite the sentences with the connectors in brackets. Do not change the original meaning of the sentences.

1. We couldn’t drive yesterday because there was thick fog.
   (because of)
   We couldn’t drive yesterday because of the thick fog.

2. She felt ill as a result of eating spoiled food.
   (consequently)
   She ate spoiled food. Consequently, she felt ill.

3. You must drink plenty of water since it’s very hot. (so)
   It’s very hot, so you must drink plenty of water.

4. Because it was raining, the party was held indoors rather than in the garden. (due to)
   Due to the rain, the party was held indoors rather than in the garden.

2. Read the first two paragraphs of the news report below. Choose the correct connector.

100 Vehicles in Motorway Pile-Up
The worst multi-vehicle accident ever to happen in Ireland occurred during the morning rush hour yesterday in County Kildare and involved over 100 cars. Nearly 30 people were seriously injured in the accident, which occurred 1. (because of) / (because) extremely thick fog. 2. As / Due to the difficulties in freeing people from cars and removing the wrecked vehicles, traffic jams lasted for much of the day.

The chain of accidents began when a car hit a lorry. Two more lorries then ran into those vehicles. This caused a pile-up. 3. (Consequently) / Since, there were 30 more collisions. According to police, all the accidents occurred 4. (so) / (because) drivers drove faster in the fog than they should have.

3. Complete the news report with the connectors below.
   so • for this reason • as a result of • due to

"1. _______ Due to the thick fog, it was impossible to see," said police officer George Casey.

2. _______ For this reason, drivers should have slowed down. But they didn’t, _______ so they couldn’t see the cars in front of them."

Read safety expert Laura Maloney told reporters, “We need better laws regarding driving speeds in hazardous road conditions. Passing these new laws will mean that something positive occurred _______ as a result of _______ this horrible accident.”
Vocabulary

1. Match a verb in I to a suitable continuation in II to form phrases.

<table>
<thead>
<tr>
<th>I</th>
<th>II</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. chase</td>
<td>a. on the ice</td>
</tr>
<tr>
<td>2. gather</td>
<td>b. a person hard</td>
</tr>
<tr>
<td>3. witness</td>
<td>c. people together</td>
</tr>
<tr>
<td>4. strike</td>
<td>d. in the heat</td>
</tr>
<tr>
<td>5. slip</td>
<td>e. a crime</td>
</tr>
<tr>
<td>6. sweat</td>
<td>f. the thief</td>
</tr>
</tbody>
</table>

2. Complete the sentences with the words below. Use a gerund or an infinitive.
   win • avoid • chase • exercise • buy
   1. I enjoy exercising in chilly weather.
   2. Dad stopped to buy some flowers for Mum’s birthday.
   3. Avoiding him is not the solution. It’s important to discuss the problem together.
   4. My dog is not ordinary. He refuses to chase cats.
   5. Have we got any chance of winning the game?

3. Complete the passage with the correct form of the words and phrases below.
   avoid • shiver • floods • drought
   slip • rain • rather than

People are always happy when it rains after a drought. However, in Europe, heavy rain has recently caused floods. People climb onto the roofs of their houses in order to avoid drowning. They may sit up there for hours, shivering from the cold, trying not to slip and fall into the water. But it is not only people who are in danger – animals are as well. They must find higher places to go to protect their young, rather than leave them to drown in the water.

Grammar

4. Complete the sentences with a suitable modal. There may be more than one correct answer.

   1. You’ve got a test tomorrow. You shouldn’t waste your time in front of the TV.
   2. __________________ you please pass the salt?
   3. That can’t be true. It makes no sense.
   4. There’s a possibility that it may/might snow.
   5. It’s a free concert. You don’t have to / needn’t pay.
   6. He must be rich. He owns many cars.
   7. You should wear that colour more often. It really suits you.

5. Complete the sentences with the modal perfects below and the correct form of the verbs in brackets.
   might have • must have • could have
   would have • shouldn’t have

   1. I’m sure I must have left (leave) my keys on my desk. Where else could they be?
   2. You shouldn’t have shouted at me. I was very insulted.
   3. You should have told us where you were. We were very worried.
   4. I think they may have forgotten / may have forgotten (forget) about the party. Let’s call and check.
   5. I didn’t realise the film was so popular or I wouldn’t have booked (book) tickets in advance.

Writing

6. Choose the correct connector.

   1. There was a forest fire because someone wasn’t careful.
   2. Therefore / Due to heavy snowfall, the family picnic will not take place.
   3. It’s getting very chilly, so / as I think I’ll stay indoors.
Vocabulary

1. Write T (True) or F (False) for each sentence. Correct the false sentences.
   - F 1. Snow melts when the temperature is low enough.
     Snow melts when the temperature is high enough.
   - T 2. Driving is dangerous in a blizzard.
   - F 3. If you long for something, you don’t like it.
     If you long for something, you like it.
   - F 4. If you are an ordinary person, you do unusual things.
     If you are an ordinary person, you do usual things.
   - T 5. When you run a company, you make important decisions.
   - F 6. Fierce animals make good pets.
     Fierce animals don’t make good pets.

2. Choose two correct answers for each question.
   1. What might you do when you are angry with a friend?
      a) avoid her
      b) look through her
      c) long for her
   2. Which of the following people are considered to have positive personality traits?
      a) an open-minded person
      b) a short-tempered person
      c) a kind-hearted person
   3. What can you do to someone who is sad?
      a) cheer him up
      b) remind him of good things
      c) miss him a lot
   4. Which of the following are dangerous?
      a) risking your life
      b) achieving a goal
      c) driving on a slippery road

Grammar

3. Rewrite the sentences using the words in brackets. Do not change the original meaning of the sentences.
   1. The film is about Sam. His brother is ill. (whose)
      The film is about Sam whose brother is ill.
   2. Tina can do amazing juggling tricks. (able)
      Tina is able to do amazing juggling tricks.
   3. When did you take up cooking? (How long)
      How long have you been cooking?
   4. Do you mind helping me with this? (Will)
      Will you help me with this?

4. Complete the passage with the correct form of the verb in brackets. There may be more than one correct answer.

Bill Connors ______ loves ______ (love) his job. He ______ has been ______ (be) a zookeeper at the City Zoo for the past three years. When he was only 14 years old, he ______ started ______ (start) volunteering at the zoo – cleaning, feeding and playing with the animals. He took a part-time job there while he ______ was studying ______ (study) zoology. After he ______ had finished ______ (finish) his studies, the job ______ became ______ (become) full-time. Next week, he ______ is going to go ______ (go) to Miami where he ______ will choose ______ (choose) four young female alligators to bring back to the zoo. Bill hopes he ______ will be working ______ (work) at the zoo even in 20 years’ time.

Writing

5. Complete the sentences with a suitable connector. There may be more than one correct answer.

Consequently / As a result / So
1. I didn’t invite Sally to my party. She hasn’t spoken to me all week.

Because of / Due to
2. The late hour, there weren’t many people outside.

however / although / but
3. I was frightened, I managed not to show my feelings.
2. Choose the correct answer. Pay attention to the underlined words.
1. When you rescue someone, you put them in / save them from danger.
2. When something sinks, it goes to the bottom / top.
3. When you are concerned, you feel worried / angry.
4. When you sign up for something, you are going to buy / attend it.
5. When something leaks, there is usually a hole / noise.
6. When something is treacherous, it is safe / dangerous.

3. Choose the sentence that best follows the original.
1. Many budget airlines charge an extra fee for luggage.
   a. For this reason, some people take their own food on flights.
   b. That’s why some people travel with small bags only.
2. The two passengers were badly injured in the accident.
   a. Both of them had been driving too fast.
   b. They were both in the back seat of the car.
3. I wasn’t aware of the problem.
   a. I’m glad you told me.
   b. I didn’t think it was so serious.
4. I was delayed by traffic yesterday.
   a. I hadn’t expected the roads to be so empty.
   b. I missed the beginning of the ceremony.
5. Keep in mind that Pierre isn’t fluent in English.
   a. He may have misunderstood what you said.
   b. It’s not something you need to think about.
6. The departure time is 15:00.
   a. However, we must be at the station early to buy tickets.
   b. Let’s be on time to meet Lena when she gets off the train.

VOCABULARY

1. Complete the puzzle using the clues below.
   Across
   2. a journey on a boat or ship for enjoyment
   5. the physical features of an area, such as mountains
   6. investigation into a particular subject
   Down
   1. goal, aim
   3. evenly distributed, equilibrium
   4. harm to or bad effect on something or someone
4. Complete the dialogue with the words and phrases below.

go sightseeing • flights • airline
book a room • return ticket • hotel
accommodation • youth hostel
go abroad • holiday

Susan: How about going to Greece for our summer holiday? There are 1. ______ flights ______ to Athens now for only £79!

Michelle: That’s such a low price. It must be only for one way.

Susan: No, it’s definitely a 2. ______ return ticket ______.

Michelle: Which 3. ______ airline ______ is offering that?

Susan: It’s called Wings. Let’s go online and book seats!

Michelle: Great! I’ve always wanted to go on 4. ______ holiday ______ to Greece! Where do you think we should stay?

Susan: I’m sure we can get cheap 5. ______ accommodation ______. – maybe we can stay at a 6. ______ youth hostel ______ rather than at a fancy 7. ______ hotel ______.

Michelle: Great idea. Let’s try to 8. ______ book a room ______ online.

Susan: Do you think we will need a car?

Michelle: No. We won’t need one. We’ll be able to 9. ______ go sightseeing ______ on foot or by bus.

Susan: You’re right. OK. Let’s do it. Let’s make arrangements to 10. ______ go abroad ______ this summer!

5. Complete the sentences by adding a suitable noun suffix to the words in brackets. Make any necessary changes. Use a dictionary to help you.

1. Your ______ friendship ______ is important to me. (friend)
2. There’s a ______ possibility ______ it may rain. (possible)
3. He made a good ______ impression ______. (impress)
4. There is ______ sadness ______ in the man’s eyes. (sad)
5. Have you reached an ______ agreement ______ yet? (agree)
6. Don’t worry about your ______ appearance ______. (appear)
7. He is an excellent ______ guitarist ______. (guitar)

6. Complete the passage by adding a suitable noun or adjective suffix to the words in brackets. Use a dictionary to help you.

Enjoying Time in Airports

In recent years, airports have become very 1. ______ stressful ______ places where passengers face long queues, delays and lost luggage. In addition, there now seems to be little 2. ______ difference ______ (differ) between the terminal of a 3. ______ typical ______ (type) airport and a crowded, noisy shopping centre. But airports in some cities – including Paris, Amsterdam and San Francisco – offer travellers a quieter alternative: art museums. Some feature work by contemporary local 4. ______ artists ______ (art), while others make ______ arrangements ______ (arrange) with major museums that allow them to borrow important works of art for special 5. ______ exhibitions ______ (exhibit).

Information (inform) about airport museums is available online – so why not look it up before your next flight?

7. Complete the sentences. Make them true for you.

1. I’ve got an ______ agreement ______ with my parents that I will ______ Accept all logical and grammatically correct answers. ______

2. I’d like to go on a ______ cruise ______ that ______

3. I often have to stand in a ______ queue ______ when ______

4. I once ______ signed up for ______

5. The main ______ purpose ______ of studying English is ______
GRAMMAR

1. Complete each sentence with the correct form of the verbs in brackets. Use the first or second conditional.

1. If you ........... take ................ (take) the motorway, you ........... will regret ............. (regret) it. It's rush hour now, and there's a lot of traffic.

2. We ........... won't have ............. (not have) the party outside if it ........... rains ............. (rain), but according to the forecast, the weather's supposed to be fine.

3. Brian insulted me last night. Until he ........... apologises ............. (apologise), I ........... won't talk ............. (not talk) to him.

4. Sara got angry the last time you made a suggestion to her, so if I ........... were ............. (be) you, I ........... wouldn't offer ............. (not offer) her any advice.

5. They have great clothes in this shop, but I hate the long queues. If they ........... hired ............. (hire) more assistants, the queues ........... would be ............. (be) shorter.

6. I'm sorry, sir. Ms Jones left the office for a few minutes, but when she ........... returns ............. (return), I ........... will give ............. (give) her your message.

2. Choose the correct answer.

1. If I see Michael tonight, I let / will let you know.

2. The passengers wouldn't be so angry if they knew / had known the reason for the delay.

3. If I were you, I would tell / will tell Jane the truth.

4. By the time I finish this essay, it will be / would have been midnight.

5. If James had given his ex-girlfriend a birthday present, I would be / would have been upset.

6. Unless the manager changes / will change my working hours, I will leave my job.

7. I can't come over until my parents returned / return with the car.

8. I could have afforded / can afford a new bike if I hadn't gone on holiday a few months ago.

3. Write captions with the phrases in brackets. Use the third conditional.

1. (not be so tired / not go to bed so late)

“...I wouldn't be so tired if I hadn't gone to bed so late.”

2. (go shop earlier / can buy an MP4 at half price)

“If we had gone to the shop earlier, we could have bought an MP4 at half price.”

3. (wear warm clothes / listen to the weather forecast)

“We would have worn warm clothes if we had listened to the weather forecast.”

4. (not miss bus / arrive a minute earlier)

“You wouldn't have missed the bus if you had arrived a minute earlier.”
4. Complete the sentences. Do not change the original meaning of the sentences.

1. I think you should buy the black jeans.
   If I were you, I would buy the black jeans.

2. You can’t use the gym equipment without being a member.
   Unless you’re a member, you can’t use the gym equipment.

3. Ron didn’t like the food at the party, so he didn’t eat.
   If Ron had liked the food at the party, he would have eaten.

4. I don’t mind walking the dog tonight, but will you do it tomorrow?
   If I walk the dog tonight, will you walk it tomorrow?

5. It’s important that I get up when the alarm rings.
   As soon as the alarm rings, I’ll get up.

5. Complete the e-mail with the correct form of the verbs in brackets.

Dear Laura,

I’m sorry for not writing sooner. These days, I spend most of my time studying, because I know that if I 1. don’t revise as much as possible before my exams, I 2. will regret it. If there 3. were more hours in the day, I 4. would have had time to do everything I want to do!

I’m still enjoying living in New York City – and sometimes, amazing things happen here. For instance, an hour ago, I saw a jet plane make an emergency landing on the Hudson River! If the pilot 5. hadn’t reacted so quickly, there 6. could have been a terrible disaster. If I 7. hadn’t seen it, I never 8. would have believed it! If you 9. hadn’t watched the news tonight, you 10. will get more details.

I’m looking forward to seeing you next month. Let me know your arrival date as soon as you book / have booked your ticket. I hope that by the time you 11. arrive (arrive), winter 12. will be (be) over!

Love,
Nina

6. Correct the errors.

1. We won’t drive unless the weather improves.
   We won’t drive unless the weather improves.

2. If people were more careful, there would be less damage to the environment.
   If people were more careful, there would be less damage to the environment.

3. As soon as I got to the airport, I’ll phone you.
   As soon as I get to the airport, I’ll phone you.

4. If he hadn’t got the job, I would have been upset.
   If he hadn’t got the job, I would have been upset.

5. What would you have done if you had got lost?
   What would you have done if you had got lost?

7. Translate the sentences.

1. Will you stay at a hotel if your train is delayed?
   T’alotjaràs en un hotel si el teu tren va amb retard?

2. If we go abroad, we will rent a car.
   Si anem a l’estrange, llogarem un cotxe.

3. I wouldn’t be concerned if you called more often.
   No estaria preocupat si truques més sovint.

4. If the weather conditions hadn’t been treacherous, we would have had fun.
   Si les condicions meteorològiques no haguessin estat perilloses, ens ho hauríem passat bé.

5. We’ll deliver your luggage as soon as it arrives.
   Portarem el seu equipatge tan aviat com arribi.

8. Rewrite the sentences using the words in brackets. Do not change the original meaning of the sentences.

1. I can’t print my report until I buy new ink for the printer. (as soon as)
   As soon as I buy new ink for the printer, I’ll print my report.

2. I’m sure it wasn’t Paul, because he’s in Ireland this week. (couldn’t)
   It couldn’t have been Paul because he’s in Ireland this week.

3. Jennie’s flight was delayed, so we had time to have lunch together. (if)
   If Jennie’s flight hadn’t been delayed, we wouldn’t have had time to have lunch together.

4. John and I met in 2005. (known)
   John and I have known each other since 2005.

5. My parents were born in the USA. They moved to England 20 years ago. (who)
   My parents, who were born in the USA, moved to England 20 years ago.
   My parents, who moved to England 20 years ago, were born in the USA.
1. Read the text and decide what the words in bold refer to.

1. their Clémence Cadario and Nicolas Valdivieso
2. these future trips with Mike Horn
3. its YEP’s
4. this exploring isolated and difficult terrain

2. Read the text and choose the correct answer.

1. Some YEP students have
   a. accompanied Horn to the Gobi Desert.
   b. travelled to the Arctic Peninsula with Horn.
   c. attended upcoming courses.
   d. journeyed to the South Pole and the Antarctic Peninsula.

2. To reach the source of the Amazon River, Horn
   a. rode a hydrospeed.
   b. walked to the Peruvian Andes from the Pacific Ocean.
   c. walked 7,000 kilometres from the Atlantic Ocean.
   d. began on the west coast of Africa.

3. Write T (True) or F (False) for each sentence. Find information in the text to support your answers.

   F 1. Clémence Cadario and Nicolas Valdivieso are two of the founders of YEP. “At their side was Mike Horn, a South African-born adventure traveller and the founder of the Young Explorers Programme (YEP).”

   T 2. Mike Horn has been an adventure traveller for more than ten years.
   “For over a decade, he has explored isolated and difficult terrain.”

   F 3. Mike Horn’s journey around the equator lasted for two years.
   “… in a trip that lasted a year and a half, Horn travelled around the world along the equator …”

4. Find words in the text that mean:

1. person who initiates an organisation (paragraph 1) founder
2. about to happen; in the near future (paragraph 1) upcoming
3. far away from other places or people (paragraph 3) isolated
4. excitement about something (paragraph 4) enthusiasm
WRITING

1. Complete the sentences with a suitable pronoun or possessive adjective.

1. Lucy gave me two CDs, but I haven’t listened to __________ yet.
2. These jeans don’t fit me well. I don’t think I’ll buy __________.
3. I’ve never been here before. __________ is my first visit.
4. “Let’s have a surprise party for Bob.”
   “__________ is a great idea!”
5. “Michelle, is this __________ notebook?”
   “Yes, it’s __________.”

2. Rewrite the following sentences by replacing words with pronouns where there is unnecessary repetition.

1. Danny doesn’t want to see that film because Danny has already seen it.
   Danny __________ to see that film because he’s already seen __________.

2. The Smiths invited my parents to dinner, so my parents are going to the Smiths’ house tonight.
   The Smiths __________ my parents to dinner, so __________ are going there tonight.

3. Complete the e-mail below with suitable pronouns and possessive adjectives.

Dear Mum and Dad,

Thanks for __________ e-mail. It was nice to hear all the news from home. I’m sending some photos, so that you can see how I’m doing. Most of __________ are of me falling down during my snowboarding lessons.

The sport is definitely much more difficult to learn than I thought __________ would be. My teacher, Pierre, is very patient. I’m sure that if I follow __________ advice, I’ll soon improve. My friend Jack is already “boarding” on his own, but I don’t feel ready for __________ yet.

By the way, the hotel is fantastic! __________ has got a great restaurant and pub, and we’ve met a lot of nice people. Tonight, we’re going out with some students from Germany who are the same age as __________ are, and __________ English is excellent.

See you in a few days!

Sam

Your Task

Write an e-mail or an informal letter to a friend about a class trip you have taken or are planning to take. Use 100-150 words.

WRITING YOUR E-MAIL OR LETTER

1. Brainstorm your e-mail or informal letter.
   - Decide who you are going to write to and what your trip was / will be.
   - Which of the sentences below could you use for planning a trip? Which could you use to describe a trip you have already taken?
     - I bought a really nice souvenir.
     - I haven’t packed my bag yet.
     - The queue at the museum was very long.
     - Departure time is 9 am – don’t be late!
     - We had a fantastic time.
     - We’re going to stay overnight in a youth hostel.
     - It was the best / worst trip I’ve ever had!
     - Are you going to go sightseeing every day?
     - Our bus was delayed and our luggage didn’t arrive!

2. Organise your ideas. Use the model in Exercise 3 and the plan below to help you.

PLAN

Opening: Greeting. Make opening remarks and state your reason for writing.

Body: Give information, news and details.

Closing: Make closing remarks and sign off.

3. Write a first draft.

4. Use the checklist to check your work. Then write a final draft. Accept all logical and grammatically correct answers.

CHECKLIST

✓ I followed the plan for an e-mail or informal letter.
✓ I used referencing correctly.
✓ I checked grammar, spelling and punctuation.
Progress Check Unit 7

Vocabulary

1. Complete the sentences with the words and phrases below.
   - treacherous  •  leak  •  overnight  •  delay
   - sign up for  •  belong to  •  luggage
   - go abroad  •  concerned  •  aware

1. We stayed overnight in an expensive hotel. Unfortunately, we had to leave the next day.
2. Most people are aware of the importance of protecting our environment.
3. The driver put all the luggage in the back of the taxi before he drove to the airport.
4. Don’t forget to sign up for the Tai-chi class.
5. My parents have decided they don’t want to go abroad this year. We’re going to have our holiday close to home instead.
6. These cups leak. There’s coffee all over the table.
7. Does this sweatshirt belong to you? It isn’t mine.
8. That mountain road is treacherous. There have been many accidents on it this year.
9. I’m very concerned about you. You don’t look well.
10. Don’t delay the meeting. We need to discuss everything now.

2. Complete the sentences by adding a suitable noun suffix to the words in brackets. Make any necessary changes.

1. My relationship with Mum has improved.
2. Our decision to move to Australia is not a sudden one.
3. They took powerful torches with them as the darkness was frightening.
4. You really ought to make an appointment with the dentist.
5. What’s the difference between a kangaroo and a wallaby?
6. Has he thought about the possibility of renting a car?

Grammar

3. Complete the sentences with the correct form of the verbs in brackets. Use the correct type of the conditional or a time clause.

1. Unless you tell me the truth, I won’t speak to you again.
2. If Raymond doesn’t change his mind, he will fly home at the end of the month. I would have enjoyed (enjoy) the party, if you had come.
3. If I were you, I would tell the truth.
4. As soon as she hears anything, she’ll call us.
5. Sharon would have sent e-mails to everyone if her computer hadn’t crashed.

4. Rewrite the sentences using the words in brackets. Do not change the original meaning of the sentences.

1. The family car is in the garage, so I have to walk to school. (if)
2. I won’t find a suitable present if you don’t help me. (unless)
3. You never get up in time if you didn’t go to bed so late. (as soon as)
4. I promise to visit you when I’ve got time. (as soon as)

Writing

5. Choose the correct answer.

1. I found this bag on the floor. Is it yours/ your?
2. I was looking at some shoes in a shop window today. (They)/ These were very expensive.
3. “Did you see the latest Batman film?” “Yes, he was very scary.”
Unit 7

Progress Check Units 1–7

Vocabulary

1. The following sentences don’t make sense. Make them logical by replacing the words in bold with other words in bold from a different sentence.

1. Don’t avoid to call if you need me.
   ________________

2. We won’t reveal the owner of our information.
   ________________

3. This marathon is really testing his source.
   ________________

4. Why did you hesitate me all last week?
   ________________

5. Will the acquaintance of the blue Mercedes please move it now?
   ________________

6. She is an old endurance of mine.
   ________________

2. Complete the passage with the words and phrases below. There are more words than you need.

confident • research • ordinary • ruler
concerned • blind • share • belong to
better off • unfair • request • chilly

Dennis Hope is not an ________________ man. He owns a piece of the moon, and he claims to be the ________________ of it. How did this happen? During the 1950s and 60s, world leaders were ________________ that countries might claim planets as their own. So the UN passed a law stating that all stars and planets ________________ all mankind. But Dennis Hope decided to claim the moon for himself. After much ________________, he discovered an old law which encouraged people to settle in the west of North America. All they had to do was to notify a government official. Dennis was ________________ he could do the same thing for the moon, and in 1980, he “claimed” it for himself. However, he thought it was ________________ for him to keep the whole of the moon to himself, so he decided to ________________ it with others. He sold pieces of the moon to other people. So far, over two million people have purchased pieces of the moon from Dennis Hope.

Grammar

3. Choose the correct answer.

1. While I tried / have tried / was trying to phone my brother, he walked into the house.

2. Harry didn’t save / hasn’t saved has saved enough money to buy a moped yet.

3. I thought ________________ / forgot / have forgotten her birthday party, but in fact, it’s next week.

4. Jasmine bought her new boots in the shop that / where / which her best friend worked.

4. Rewrite the sentences with the words in brackets. Do not change the original meaning of the sentences.

1. I bought the book. Its cover shows two men on a bench. (whose)
   ________________

2. I wasn’t hungry, so I didn’t have dinner. (If)
   ________________

3. Meryl dropped her keys during her run. (while)
   ________________

4. Kirsten doesn’t play basketball because she isn’t tall enough. (If)
   ________________

5. It wasn’t a good idea for me to come. (shouldn’t)
   ________________

Writing

5. Choose the incorrect answer.

1. In spite of / Although / Despite the pouring rain, we decided to walk to the train station.

2. The geography teacher cancelled the test because of / since / because she was ill.

3. They only realised how high the mountain was while / during as they were climbing it.

4. Our television has broken down, therefore / consequently / as a result of we won’t be able to watch our favourite programme tonight.
Honesty

VOCABULARY

1. Match I to II to form sentences.

I
1. Sam didn't ________________
2. The band is going to ________________
3. Martin ________________
4. Brenda wants to ________________
5. During Carnival week, events will ________________

II
3. a. speak very loudly.
2. b. notices all over town.
5. c. in the town square.
1. d. cheating in the exam.
4. e. and eat healthier food.

2. Choose the correct answer. Pay attention to the underlined words.

1. There is evidence that he's ____________, so the police arrested / released him.
2. This isn't a ____________ neighbourhood any more. It's now quite dangerous / safe.
3. We have got a small staff. There are only two owners / employees.
4. Jenny is ____________ to end up living in Paris. In fact, she probably will / won't.
5. I told Kelly a ____________ lie because I wanted / didn't want to hurt her feelings.
6. U2 are popular worldwide. No other Irish band has achieved such success globally / in North America.
7. Please ____________ that you arrive on time / late.

3. Complete the captions with the words and phrases below.

admit • it’s a pity • thief • astounding choice • stole • figures • liar

Help! Stop that man! He's a ____________ ! He ________________ my bag!

I’m happy to announce that the company’s sales ________________ have been ____________ in recent months!

I know I have to make a ____________ . ____________ . I can’t afford to buy both of them.

It's a pity I can’t afford to buy both of them.

I don’t believe you! You’re a ____________ ! You should ____________ that you did it.
4. Complete the sentences with the correct form of the verbs below.

- cheat • blame • suspect • admit • trust
- deceive • tempt • behave • plagiarise

1. What’s the matter? You _____________ strangely today.
2. Jane’s not fond of animals, so I don’t __________ her to take care of my dog while I’m on holiday.
3. This new study ___________ fast food for many health problems.
4. She finally ___________ that she had made a mistake.
5. The reporter ___________ some of his stories from other magazine articles.
6. My little brother sometimes ___________ when he plays games.
7. I saw a good film about a policewoman who ___________ her husband of being a murderer.
8. These fake jewels look so real they would even ___________ the experts.
9. Please don’t __________ me with chocolate cake. I’m trying to lose weight.

5. Complete the sentences. Make them true for you.

1. When I was a child, I once ___________
2. One of the things I’m ___________ is ___________
3. If I could have a party anywhere, I’d like it to ___________
4. I’m very ___________ of ___________
5. A difficult ___________ I once had to make was ___________
6. I once ___________ for ___________
7. In my room, I would like to ___________
8. My parents are always ___________ about ___________

6. Rewrite the sentences using the adjectives in brackets and the correct prepositions. Make any necessary changes. Do not change the original meaning of the sentences.

1. We didn’t get to the train on time. (late)
   We were late for the train.
2. I think ancient history is fascinating. (interested)
   I’m interested in ancient history.
3. I think Laurie will benefit from joining a gym. (good)
   I think joining a gym will be good for Laurie. / I think it will be good for Laurie to join a gym.
4. Dave’s jacket looks like mine. (similar)
   Dave’s jacket is similar to mine.
5. Bill does well in maths. (good)
   Bill is good at maths.
6. I like my new haircut. (pleased)
   I’m pleased with my new haircut.
7. I regret what I said to you. (sorry)
   I’m sorry about what I said to you.

7. Complete the passage with the words and phrases below. Make any necessary changes.

- guilty • figure • suspect • likely • admit
- conduct • staff • deceive

The Ministry of Health is continuing to __________ its investigation into Jones Medicines, a major pharmaceutical company. Investigators __________ that the company is __________ of providing false test results to the Ministry in order to receive approval for its new heart drug. In particular, investigators believe that Jones Medicines changed various __________ in the research studies to show that the drug is more effective and safer than it actually is.

The investigation began when two senior __________ members at Jones Medicines contacted the Ministry of Health. The two managers __________ to investigators that the drug was not safe, and that the company was deliberately trying to __________ the public in order to make a profit.

The investigation is __________ to continue for several more weeks.
1. Choose the correct answer.

**VALUABLE COINS STOLEN**

Somebody 1. (stole) / **were stolen** three valuable Greek coins from the Antiquities Museum last night. This is the second time the museum 2. **has robbed** / **has been robbed** in its 50-year history. “Our security system 3. **hasn’t updated** / **hasn’t been updated** for many years,” said Barbara Selby, the museum’s director. “Obviously, this problem 4. **will examine** / **will be examined** as soon as possible,” she added. The police 5. **have already arrested** / **have already been arrested** a suspect. However, they 6. **refuse** / **are refused** to release the name of the person. “The investigation 7. **could harm** / **could be harmed** if we release any details at this time,” said a police spokesman.

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

1. People should not allow to swim here. This water was polluted until a few years ago.
2. This photo was taken when we were in Prague last summer.
3. These days, a lot of music is being purchased through online sites.
4. While the interview was being recorded, the reporter was also taking notes.
5. Our house looks terrible. It hasn’t been painted (not paint) for five years.
6. “Can all of this be put (can / put) in one bag?” “Yes, but I prefer to carry two lighter bags.”
7. The invitations will be sent / are going to be sent to all the guests next week.
8. The dog hadn’t been fed (not feed) all day, so we gave it some food when we got home.

3. Complete an active and a passive sentence for each picture with the verbs in brackets.

**GRAMMAR**

1. (use)
   a. Right now, people are using all the computers
   b. All the computers are being used (right now)

2. (clean)
   a. Last week, my dad cleaned the windows
   b. The windows were cleaned by my dad

3. (release)
   a. In a few days, the band will release a new CD
   b. The band’s new CD will be released in a few days

4. (put up)
   a. The teachers haven’t put up the exam marks yet.
   b. The exam marks haven’t been put up (by the teachers) yet.

5. (allow)
   a. This theatre doesn’t allow cameras
   b. Cameras aren’t allowed (in this theatre)
4. Rewrite the sentences in two ways. Use the passive forms, and omit the agent when possible. Make any necessary changes.

1. They will give ten people free concert tickets.
   **Ten people will be given free concert tickets.**
   **Free concert tickets will be given to ten people.**

2. They showed everyone their holiday photos.
   **Everyone was shown their holiday photos.**
   **Their holiday photos were shown to everyone.**

3. They gave each runner a souvenir T-shirt.
   **A souvenir T-shirt was given to each runner.**
   **Each runner was given a souvenir T-shirt.**

4. The airline has offered me a first-class seat!
   **A first-class seat has been offered to me.**
   **I've been offered a first-class seat.**

5. Complete the sentences with the correct form of the words in brackets. Use have / get something done.

   1. My car is dirty, so I **will have / get** it washed later today. (wash)
   2. When did you **have / get** your room **painted**? It looks great now! (paint)
   3. John didn't like his tattoo, so he **had / got** it **removed**. (remove)
   4. It's a good idea to **have / get** your eyes **examined** once a year. (examine)

6. Complete the passage with the correct active or passive form of the verbs in brackets.

**WRITE OR TYPE – WHAT’S THE DIFFERENCE?**

A recent study, which **was conducted** (conduct) in the USA, shows that we’re more likely to be dishonest in an e-mail than in a letter. In the study, 48 students each received $89. Then, they **were told** (tell) to offer part of the money to someone else. The students **were instructed** (instruct) to write to this person and say how much money they **had been given** (give) and how much they were going to send.

Some of the students offered to send half the money. However, most students **lied** (lie). The students who wrote letters reported having received, on average, $67. The students who wrote e-mails reported, on average, that they **had received** (receive) only $56. Ninety-two per cent of the e-mailers lied, as compared to just under sixty-four per cent of the note-writers.

7. Correct the errors.

   1. Residents didn’t be warned about the storm.
   **Residents weren’t warned about the storm.**

   2. The decision will announce tomorrow.
   **The decision will be announced tomorrow.**

   3. We behave better if we think we are been watched.
   **We behave better if we think we are being watched.**

   4. When this bank was robbed?
   **When was this bank robbed?**

   5. This job should has been finished yesterday.
   **This job should have been finished yesterday.**

8. Translate the sentences.

   1. An experiment will be conducted in areas where crimes often take place.
   **Es portarà a terme un experiment en zones en què sovint tenen flocs delinqüències.**

   2. The government was blamed for the rise in crime.
   **S'ha culpat el govern de l'augment de la delinqüència.**

   3. Have you ever been told a white lie?
   **T’han dit mai una mentida piadosa?**

   4. My best friend was caught shoplifting.
   **Van enxampar el meu millor amic robant en una botiga.**

   5. The thief should be arrested for stealing our car.
   **Haurien d’arrestar el lladre per robar el nostre cotxe.**

**Grammar Review**

9. Complete the sentences with the correct form of the verbs in brackets.

   1. As soon as I know my flight number, I **will let** (let) you know.

   2. If my toothache hadn’t got worse, I **wouldn’t have gone** (not go) to the dentist.

   3. Sorry I’m late. **Have** the winners **been announced** (announce) yet?

   4. John **was suspected** (suspect) of shoplifting, but he was innocent.

   5. How often do you **have / get** your eyes **checked** (check)?
1. Read the text. Then choose the section of the newspaper it appears in.
   a. Travel
   b. National News
   c. Editorial
   d. Entertainment

2. Find words in the text that mean:
   1. pretend to be someone else (paragraph 1) impersonate
   2. not clear (paragraph 4) sketchy
   3. arguments (paragraph 5) quarrels
   4. strongly recommends (paragraph 7) urges

3. Complete the sentences according to the text.
   1. Because the boy is a juvenile, the police haven’t released his name.
   2. According to regulations, nobody without official identification can be sold a police uniform.
   3. According to a police spokesman, the boy neither carried a weapon nor drove a police car.
   4. According to television news, family quarrels were among the police work he took part in.

4. Choose the correct answer.
   1. When the boy reported for duty, he received some police equipment.
   2. He was sent on patrol with two policemen.
   3. Someone requested to see his identification.
   4. He was questioned by another policeman.

   2. Which statement about the boy is true?
   a. He doesn’t go to school.
   b. He has stood trial in juvenile court.
   c. He took part in a police youth programme.
   d. It is likely that he stole the boots and trousers.

5. What is the main purpose of the article?
   To urge the police department to make changes so that it will be more difficult to impersonate a police officer.
WRITING

1. Choose the correct connector for each sentence. There may be more than one correct answer.

1. I’m setting the alarm (in order to / so as to / so that) so that it wakes up on time.
2. She bought flour (so that / so as to / to) so she could make a cake.
3. We walked in quietly (so as not to / in order not to) disturb the class.

2. Rewrite the sentences with the connectors in brackets.
Do not change the original meaning of the sentences.

1. Since I am ill, I can’t take the exam today. (therefore)
   I’m ill, therefore I can’t take the exam today.
2. In addition to hurting my feelings, you embarrassed me. (furthermore)
   You hurt my feelings and furthermore you embarrassed me.
3. Abigail is enjoying herself in New York. Nevertheless, she’s happy that she’s coming home on Sunday. (despite)
   Despite enjoying herself in New York, Abigail is happy that she’s coming home on Sunday.
4. Let’s move these books so that we have more space to work. (so as to)
   Let’s move these books so as to have more space to work.

3. Complete the essay with the connectors below.
   in order to • so • for this reason
   because of • however

Your Task

Write an opinion essay on the following statement: Friends should never lie to one another. Use 100-150 words.

WRITING YOUR OPINION ESSAY

1. Brainstorm your essay.
   - Look at the sentences below. Which could be used to support the statement above? Which could be used against it?
     - If friends aren’t honest, they can’t really help each other.
     - I’d rather lie about something than hurt a friend’s feelings.
     - Sometimes telling the truth can be embarrassing.
     - If you can’t trust a friend to tell you the truth, who can you trust?
     - It’s fine to tell a white lie if it makes a friend feel good.
   - Add your own ideas to the list.
   - Decide whether you agree or disagree with the statement in the task.

2. Organise your ideas. Use the model in Exercise 3 and the plan below to help you.

PLAN

Opening: State the topic and your opinion.

Body: Support your opinion with facts and examples.

Closing: Summarise and restate your opinion.

3. Write a first draft.

4. Use the checklist to check your work. Then write a final draft. Accept all logical and grammatically correct answers.

CHECKLIST

- I followed the plan for an opinion essay.
- I used correct language for expressing facts and opinions.
- I used connectors.
- I checked grammar, spelling and punctuation.

Private Matters

People who use social networking sites like Facebook, Bebo and MySpace often don’t realise that it’s difficult to control who can visit and see their pages.

1. For this reason, I think people should be very selective about what they post online. Some people argue that they want their pages to be honest and reflect their personalities. 2. However, there are problems with this “honesty”.

First, posting certain photos or stories could end up embarrassing you. Second, it could harm you in the “real world” – even months or years later.

For example, some employers and universities check social networking pages in order to learn more about applicants. And some people have lost their jobs because of online photos. As I see it, the risks of posting private things online are not worth the potential consequences – so think before you post!
Progress Check Unit 8

Vocabulary

1. Choose the correct answer.
   1. Will all **staff**/thieves please make sure that their desks are clean by the end of the day?
   2. The student was embarrassed because he **got caught**/took place cheating in an exam.
   3. He told me the price, but I don’t remember the exact **figure**/signal.
   4. Volunteers **conducted**/put up notices about the missing girl all round the town.
   5. Why do you feel **likely**/guilty? You haven’t done anything wrong.
   6. The police **suspect**/deceive that the witness has not been completely honest with them.

2. Complete the sentences with a logical ending. Pay attention to the meaning of the words in bold.
   1. It’s **likely** that it will rain so **Accept all logical and grammatically correct answers.**
   2. It’s a pity that the performance
   3. He **admitted** that he
   4. Don’t **blame** him. He
   5. Sue **cheated** in her exam, so the teacher

3. Complete the sentences with the prepositions below.
   at • with • for • in • of
   1. Jeff is very pleased **with** the new motorbike his father bought him.
   2. Sharon is jealous **of** her sister’s blue eyes.
   3. I’m not good **at** sport.
   4. I feel sorry **for** the injured man.
   5. We are very interested **in** astrology.

Grammar

4. Rewrite the sentences, using the words in brackets. Do not change the original meaning of the sentences.
   1. This product is made in different colours. (They)
      **They make this product in different colours.**
   2. They are showing Twilight tonight. (being)
      **Twilight is being shown tonight.**
   3. I sent this e-mail two days ago. (was)
      **This e-mail was sent two days ago.**
   4. Why did the police arrest him? (arrested)
      **Why was he arrested (by the police)?**

5. Complete the passage with the correct active or passive form of the verbs in brackets.
   Jennifer Walterscheit **got** the strangest phone call of her life one afternoon. A voice said, “one-hundred-dollar bills **are flying** (fly) all over town. Are they yours?” Jennifer thought it was a joke, but then she looked in her bag. The bank envelope which contained her personal details and $3,000 **was gone** (go)! It **must have fallen** (must / fall) out of her bag.

   It was a windy day and the bills **were blown** (blow) all over the town. What chance did she have of getting them back? However, she was amazed to discover that by the end of the day, 29 of the 30 hundred-dollar bills **had been returned** (return) to the police. The story **appeared** (appear) in the local newspaper the next day. After the story **was published** (publish), the last banknote **was returned** (return) by a reader.

Writing

6. Choose the correct connector.
   1. We walked **so that** so that save on petrol.
   2. Leave early **in order to** arrive on time.
   3. Help me **so that** in order to I can finish my work.
Vocabulary

1. Complete the sentences with the correct form of the words and phrases below. There are more words than you need.
   hesitate • relief • rescue • witness • run off with • worldwide • superhuman • spare • skilled • bore • courage

   1. The thief grabbed her bag and ran off with it.
   2. He hesitated for a moment before he jumped into the ice cold water.
   3. Sometimes it takes a great deal of courage to tell someone how you really feel.
   4. I don’t know why you think you can do everything on your own. You’re not superhuman.
   5. Have you got a spare pair of sunglasses? I’ve left mine at home.
   6. This organisation’s aim is to rescue injured animals.
   7. Make sure you take your car to a skilled mechanic.
   8. Everybody’s heard of this company. It’s famous worldwide.

2. Answer the questions in complete sentences. Pay attention to the words in bold.

   1. When do you need to use willpower?
   2. What can you do to improve your marks?
   3. What would you like to take up next year?
   4. How do you make sure you get to school on time?
   5. What are you likely to forget this week?
   6. What are you concerned about these days?

Grammar

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

   1. Has he ever been hiking (be) hiking?
   2. Jenny should have told (should / tell) her mother she was going out.
   3. The story has been kept (keep) secret until now.
   4. I wouldn’t have called (not call) her if I had known that she was sleeping.

4. Rewrite the following sentences using the words in brackets. Do not change the original meaning of the sentences.

   1. They collect used bottles here. (are)
      Used bottles are collected here.
   2. It wasn’t a good idea for us to visit her. (shouldn’t)
      We shouldn’t have visited her.
   3. They’re building a new school. (being)
      A new school is being built.
   4. I talked to the man. His son takes part in judo competitions. (whose)
      I talked to the man whose son takes part in judo competitions.
   5. Why did they punish him? (punished)
      Why was he punished?
   6. The last time I went abroad was in 2005. (since)
      I haven’t been abroad since 2005.

Writing

5. Choose the correct answer.

   1. She didn’t get accepted to university due to / in spite of / as well as passing all her exams.
   2. Not one mobile phone rang so that / because of / during the performance.
   3. This shop doesn’t use plastic bags in order to / so / since protect the environment.
   4. I didn’t get to the cinema on time. In addition / Even though / Nevertheless, they let me in to see the film.
That’s Entertainment!

VOCABULARY

1. Complete the sentences with the words and phrases below.

- put on • take-off • land • go on
- cut off • kick off • take up • set in
- high point • pinpoint

1. When there’s fog here, it feels like we’re _______ cut off _______ from the rest of the city.
2. Seatbelts must be fastened before _______ take-off _______.
3. We’re going to rent a car after we _______ land _______ in London.
4. I can’t _______ pinpoint _______ the reason, but I’m not comfortable with Rob.
5. Beyoncé’s performance was the _______ high point _______ of the awards show.
6. I don’t like these monthly meetings. They always _______ take up _______ so much time.
7. The story is _______ set in _______ London in the late 19th century.
8. The coach will _______ kick _______ you _______ off _______ the team if you don’t attend practices.
9. The film is almost over. It doesn’t _______ go on _______ much longer.
10. Every two years, celebrities _______ put on _______ a wonderful show to raise money for Comic Relief.

2. Write T (True) or F (False) for each sentence.
   T. 1. When a programme is broadcast, it can be watched on television.
   F. 2. A review is the same thing as a sequel.
   T. 3. A sitcom is not suspenseful.
   T. 4. A plot is the story.
   T. 5. A box-office hit has got a huge audience.
   F. 6. To screen something means to transmit it on the radio.
   F. 7. A contestant is the same thing as a character.

3. Complete the dialogues with the correct form of the words in Exercise 2. Use each word only once.

1. A The cinema is going _______ to screen _______ all of George Clooney’s films this weekend. Do you want to see Ocean’s Eleven?
   B No, I saw it. But let’s see the _______ sequels _______. I’ve never seen Ocean’s Twelve and Thirteen.

2. A The theatre’s nearly empty! There are only ten of us in the _______ audience _______!
   B I suppose the _______ reviews _______ of the play have been bad.

3. A I couldn’t work out what was happening in that thriller. The _______ plot _______ made no sense!
   B I agree – and I think the main _______ character _______ should have been played by a younger actor.

4. A Why did they decide not to broadcast the last few episodes of that game show?
   B Because the _______ contestants _______ have accused the producers of manipulating the results.
4. Choose the correct answer. Pay attention to the underlined words.

1. The book had a predictable ending so I was / wasn’t surprised.
2. At first I thought the contest was a hoax, but it was actually (real) / false.
3. I greeted everyone when they left / arrived.
4. I was heartbroken when I heard the good / sad news.
5. This television / radio programme has got millions of viewers.
6. I enjoy live performances. That’s why I love the cinema / theatre.

5. Choose the correct answer.

1. When Jack coloured his hair, I ______ it for a few weeks.
   a. didn’t use to   b. didn’t get use to
2. He ______ live near us.
   a. used to  b. was used to
3. It was difficult for me to ______ driving on the right after moving from England to the USA.
   a. get used to   b. be used to
4. Jane has never lived in the city before, so she ______ so much noise.
   a. isn’t getting used to   b. isn’t used to
5. I’m ______ cold weather. I lived in Canada last year.
   a. used to   b. getting used to

6. Complete the passage with the correct form of used to, be used to or get used to.

Homes Away from Home

One of the things that people who work in film have to ______ get used to ______ is being away from home for several months at a time. In the early years of filmmaking, films ______ used to ______ be made in studios. Most of the cast and crew lived nearby, so they ______ used to ______ go home every night. But nowadays, many films are made on location.

4. ______ Getting used to ______ living somewhere new two or three times a year can be difficult. But some people in the film industry ______ are used to ______ so much travel that they ______ get used to ______ new places quickly and soon feel at home wherever they are.

7. Complete the passage with the words and phrases below.

   audiences • put on • sold out • worth seeing
   special effects • screened • go on • let down

Bands on Tour

U2 and the Rolling Stones are among the bands that have had worldwide tours in recent years. Tickets ______ sold out ______ within minutes, and the bands performed for ______ audiences ______ of hundreds of thousands of people.

Tours don’t just happen overnight. When a band decides to ______ put on ______ a new show, preparations can ______ go on ______ for months. Among the things that have to be created are the ______ special effects ______ that are used in most big rock shows these days, and the videos that are ______ screened ______ before and during the show.

These bands are determined that their fans won’t find the concert ______ let down ______, so they work hard to make sure to give concerts that are ______ worth seeing ______.

U2 in concert

8. Complete the sentences. Make them true for you.

1. One of my favourite ______ characters ______ in a film is ______.
2. My favourite programme ______ comes on ______.
3. In my room, the thing that ______ takes up ______ the most ______ space is ______.
4. I don’t like it when someone in an ______ audience ______.
5. The ______ high point ______ of my school year was ______.
6. When I was younger, I ______ used to ______.
7. I’m ______ not used to ______.
8. It was difficult / easy for me to ______ get used to ______.
1. Choose the correct answer.

   Sally said that she **lived** / **had lived** in Berlin.
2. “I moved here a few weeks ago,” she said.  
   She said that she **had moved** / **moved** there a few weeks before.
3. She told me, “I may rent a flat.”  
   She told me that she **might** / **would** rent a flat.
4. “I’m starting a new job next week!” she announced.  
   She announced that she **will start** / **was starting** a new job the following week.
5. “I hope I will make a lot of money,” she said.  
   She said she hoped she **made** / **would make** a lot of money.

2. Complete the sentences in reported speech.  
   Use each reporting verb once.
   complained • announced • warned  
   suggested • explained • admitted  
   mentioned

1. “Paula and I have decided to get married!” Tom **announced that he and Paula had decided to get married.**
2. “Let’s order pizza tomorrow night.” Debbie **suggested ordering pizza / suggested that we (should) order pizza the next night / the following night.**
3. “I forgot to do my homework last night.” Mark **admitted that he had forgotten to do his homework the previous night / the night before.**
4. “The service in this restaurant has become worse!” John **complained that the service in that restaurant had become worse.**
5. “You can get to Oxford Street on the tube or by bus.” The clerk **explained that I / we could get to Oxford Street on the tube or by bus.**
6. “I’m thinking of going to India next month.” Kate **mentioned that she was thinking of going to India the following month / next month.**
7. “Sir, it’s illegal to park here.” The policeman **warned me that it was illegal to park there.**

3. Complete the sentences in reported speech.

1. He asked me **if he could have some of my biscuits.**
2. She wanted to know **if we were having an exam that day**
3. Mum asked **who had eaten all of the chicken.**
4. The sales assistant asked me **if I had wanted to buy all of those CDs.**
4. Rewrite the sentences in reported speech with the words in brackets. Do not change the original meaning of the sentences. There may be more than one correct answer.

1. “Let’s invite Tim and Lorraine to dinner next week,” my mother suggested. (that)  
   **My mother suggested that we invite Tim and Lorraine to dinner the following week / the week after.**

2. “Don’t move!” the man ordered the boys. (not)  
   **The man ordered the boys not to move.**

3. “Do you know when the film starts?” David asked me. (if)  
   **David asked me if I knew when the film started.**

4. “You must complete the exam by noon,” the teacher reminded us. (that)  
   **The teacher reminded us that we had to complete the exam by noon.**

5. “Where were you last night?” my mother asked me. (wanted to know)  
   **My mother wanted to know where I had been the previous night / night before.**

5. Read the interview. Then complete the paragraph below using reported speech.

   Reporter: Tell me, do you hate the paparazzi?
   Paul: Yes. Most days, it’s impossible for me to go out with my children or to the shops without being followed! Once, I got so angry at a photographer that I hit him, but I’ll never do that again.
   Reporter: Do you think it should be illegal to photograph celebrities without their permission?
   Paul: I think it should be. It’s already against the law in some countries. I hope that it will become illegal in England.

First, the reporter asked Paul if he hated the paparazzi. Paul replied that it was true. He complained that most days it was impossible to go out with his children or to the shops without being followed. Then, he admitted that he had got so angry at a photographer that he had hit him. He also said that he would never do that again. Then the reporter enquired if he thought it should be illegal to photograph celebrities without their permission. Paul agreed that it should be. He mentioned that it was already against the law in some countries, and hoped it would become illegal in England.

6. Correct the errors.

1. Jim told me that he hasn’t seen me at the party the day before.  
   **Jim told me that he hadn’t seen me at the party the day before.**

2. She asked me if I liked Shrek.  
   **She asked me if I liked Shrek.**

3. My teacher asked me what I wanted to study.  
   **My teacher asked me what I wanted to study.**

4. They ordered us that we didn’t move.  
   **They ordered us not to move.**

5. Sally suggested that we went to the cinema that night.  
   **Sally suggested that we go to the cinema that night.**

7. Translate the sentences.

1. Jim claimed that he was getting used to his new job.  
   **En Jim va afirmar que s’estava acostumant a la seva nova feina.**

2. They enquired whether Sally had gone to several schools during her childhood.  
   **Van preguntar si la Sally havia anat a diverses escoles durant la seva infància.**

3. I wanted to know if he had starred in that programme.  
   **Voldia saber si havia protagonitzat aquell programa.**

4. Ann suggested that we watch that new sitcom.  
   **L’Ann va suggerir que miréssim aquella nova comèdia de situació.**

5. Dad told me not to go out that night to celebrate my birthday.  
   **El pare em va dir que no sortís aquella nit a celebrar el meu aniversari.**

8. Choose the correct answer.

1. If John asked me to help him, I would agree / will agree / would have agreed to do it.
   **I would agree.**

2. A new stadium is being built / builds / is building for the 2012 Olympics.
   **is being built**

3. Cathy told me that she had been / was / is ill the week before.
   **had been / was**

4. The nurse ordered us not to smoke / don’t smoke in the hospital waiting room.
   **not to smoke**

5. I should have left / may leave / might have left my keys on your desk. Could you please check?
   **might have left**
READING

1. Use the reading strategies below to learn as much as you can about the text.

   1. Look at the title and the picture. What do you think the text is about?
   2. Read the first sentence of each paragraph. What is the main idea of each paragraph?
   3. Scan the text and find the following information:
      - the name of the documentary
      - the number of people who work for the Royal Family

2. Choose the correct answer.

   1. Monarchy: The Royal Family at Work
      a. was shown in 15 countries.
      b. was made in 2008.
      c. is six episodes long.
      d. took six years to make.

   2. The “livery”
      a. are secretaries.
      b. are members of the Royal Family.
      c. is the term used for the royals’ cleaning staff.
      d. serve guests and family members.

3. Find words or expressions in the text that mean the opposite of:

   1. powerless (paragraph 1) influential
   2. bore (paragraph 1) intrigue
   3. exactly (paragraph 2) approximately
   4. long look at (paragraph 3) glimpse
   5. pay attention to (paragraph 4) ignore

4. Answer the questions according to the text.

   1. Why does the writer say that the series is an “eye-opener” for some people?
      Because most people don’t know what the Royal Family actually do.

   2. Why do you think two carriages are used to take the Queen and the Crown Jewels to Parliament?
      Possible Answer: To prevent a double crime – theft and kidnapping.

   * Paragraph 1: a TV series.
   * Paragraph 2: events Royal Family attends.
   * Paragraph 3: Royal Family’s staff
   * Paragraph 4: royal pageantry.
   * Paragraph 5: daily routine.
Your Task

Write a review of a film or TV programme you have seen. Use 100-150 words.

WRITING YOUR REVIEW

1. Brainstorm your review.
   - Think of a film or TV programme you have seen. What did you like / not like about it.
   - Think about the following questions:
     - Is the acting good?
     - Is the plot interesting or boring?
     - Does the film / TV programme deal with any important issues?
     - Did you enjoy the soundtrack? Were there any special effects?
     - Is the film / TV programme an adaptation of a book / sequel? How does it compare to the original?

2. Organise your ideas. Use the model in Exercise 2 and the plan below to help you.

   PLAN
   Opening: State the name of the film / TV programme, the type of film / TV programme, the director, the main characters, the leading actor/s and the setting. Describe the plot.
   Body: Give your opinion on various aspects of the film / TV programme.
   Closing: Give a general recommendation.

3. Write a first draft.

4. Use the checklist to check your work. Then write a final draft. Accept all logical and grammatically correct answers.

   CHECKLIST
   ✓ I followed the plan for a film / TV programme review.
   ✓ I used connectors and time words correctly.
   ✓ I used correct word order and referencing words.
   ✓ I used a variety of adjectives.
   ✓ I checked grammar, spelling and punctuation.

The Curious Case of Benjamin Button

“The Curious Case of Benjamin Button” is a love story, but one with a strange twist – the main character, Benjamin Button (Brad Pitt), ages backwards. Directed by David Fincher, it tells Benjamin’s story, beginning with his birth in 1917. Due to his strange appearance, Benjamin is abandoned and raised by an African-American woman called Queenie (Taraji P. Henson). When he’s a child, Benjamin meets a little girl, Daisy, who accepts him even though he’s elderly. Years later, when Benjamin looks 40 and Daisy (Cate Blanchett) is in her 20s, they fall in love. Of course, Benjamin gets younger while Daisy gets older. The plot is interesting, and the performances are amazing. In addition, the special effects are brilliant.

Also, there are some problems with the film. First, it ignores important historical events of the time. Second, the film lasts approximately two and a half hours, which is too long.

Despite these problems, the film still gives viewers much to think about, and is worth seeing.

Brad Pitt as Benjamin Button
Progress Check  Unit 9

Vocabulary

1. Write T (True) or F (False) for each sentence. Correct the false sentences.
   1. Sonia was heartbroken when her wish came true.  (F)
      Sonia was heartbroken when her wish didn’t come true.
   2. After she was kicked off the show, Marina appeared every week.  (F)
      After she was kicked off the show, Marina didn’t appear again.
   3. The film had a predictable ending, so we knew what to expect.  (T)

2. Choose two correct answers for each question.
   1. What should you do during take-off?
      a. Collect your luggage.
      b. Sit in your seat.
      c. Keep your seatbelt on.
   2. What might you hear on a film soundtrack?
      a. background music
      b. the director talking
      c. street noise
   3. How would you greet visitors to your home.
      a. I would smile and say “Hello”.
      b. I would say “Goodbye”.
      c. I would ask them in.
   4. Why might you change channels?
      a. You are bored.
      b. You don’t know what you want to watch.
      c. The programme is interesting.

Grammar

3. Choose the correct answer.
   1. “Did you run into Sam?” asked Rena.
      Rena asked her son whether he ran into / had run into Sam.
   2. “Go to your room at once,” she said.
      She told him to go / go to his room at once.
   3. “How old is your brother?” asked Jean.
      Jean asked Philip how old was his brother / his brother was.

4. Complete the sentences using reported speech.
   1. “Don’t ask Eric about his driving test.”
      Cheryl warned Dan not to ask Eric about his driving test.
   2. “Where did she hide the biscuits?”
      Cynthia wondered where she had hidden the biscuits.
   3. “I bought tickets for the concert next week.”
      Dave announced that he had bought tickets for the concert the following week / the week after.
   4. “I have decided to take up skydiving.”
      Charlie said that he had decided to take up skydiving.
   5. “Are you using the computer right now?”
      Sam’s sister wanted to know if he was using the computer then.

Writing

5. Rewrite the sentences using the words in brackets. Do not change the original meaning of the sentences.
   1. Please ask Phil if this book belongs to him. (his)
      Please ask Phil if this is his book.
   2. Read the instructions carefully so that you will be able to build the table properly. (so as to)
      Read the instructions carefully so as to build the table properly.
   3. The weather was cold, so we didn’t go out. (due to)
      Due to the cold weather, we didn’t go out.
Progress Check Units 1–9

Vocabulary

1. Write the words next to their meanings.
   There are more words than you need.
   - sitcom • staff • frank • damage
   - release • cast • hectic • take up
   - sequel • spacious

1. begin something new ... _take up_
2. all the actors in a play or film ... _cast_
3. let something go free ... _release_
4. harm or injury ... _damage_
5. a funny TV programme ... _sitcom_
6. honest and direct ... _frank_
7. very busy ... _hectic_

2. Complete the sentences by adding a suitable prefix or suffix to the words in brackets.

1. It’s ... _useless_ (use). It doesn’t work.
2. You must have ... _misunderstood_ (understood) me. I was talking about something else.
3. Don’t be so ... _impatient_ (patient). I’ll be ready.
4. Our ... _friendship_ (friend) is based on trust.
5. His haircut has changed his ... _appearance_ (appear).

3. Complete the passage with the words and phrases below. There are more words than necessary.
   - cope with • defeat • likely • better off
   - short of • high point • accomplishment
   - survive • choices • struggle • endurance

Ask any actor who has won an Oscar and it is 1. _likely_ that he will say it was the 2. _high point_ of both his career and his life.

But what happens to these actors after that night? Unfortunately, many of them don’t 3. _survive_ in the film industry. Gwyneth Paltrow says she couldn’t 4. _cope with_ the pressure after getting her Oscar and, as a result, she made many bad 5. _choices_ in her life. In many ways, she claims, she was 6. _better off_ without the Oscar. So many actors 7. _struggle_ to become famous in Hollywood, but it’s just as difficult to stay famous. Winning an Oscar is an _accomplishment_, but it’s not a guarantee for a successful future.

Grammar

4. Complete the sentences with the correct form of the verbs in brackets.

1. Mum ... _was waiting_ (wait) when I ... _came_ (come) home last night.
2. By next month, we ... _will have finished_ (finish) the scuba diving course. Then, we ... _are going to travel_ (travel) to Thailand.
3. ... _Does_ this book ... _belong_ (belong) to you? It ... _was left_ (leave) on my desk.
4. The policeman told the thief ... _not to move_ (not move) and ... _be_ (be quiet).

5. Rewrite the sentences using the words in brackets. Do not change the original meaning of the sentences.

1. They recycle plastic bottles at this factory. (are)
   Plastic bottles are recycled at this factory.
2. The last time I saw a film at a cinema was two years ago. (for)
   I haven’t seen a film at a cinema for two years.
3. Vera helped the elderly man. His daughter was on holiday. (whose)
   Vera helped the elderly man whose daughter was on holiday.
4. It wasn’t a good idea for us to miss the geography lesson. (shouldn’t)
   We shouldn’t have missed the geography lesson.
5. I don’t walk every day because I’m lazy. (if)
   If I weren’t lazy, I’d walk every day. / I’d walk every day if I weren’t lazy.

6. Correct the errors in the sentences.

1. He didn’t accept the role in the play despite he really wanted it.
   He didn’t accept the role in the play ... _although_ he really wanted it.
2. Sharon gave me yesterday a pair of earrings.
   Sharon gave me a pair of earrings ... _yesterday_.
3. Will you ask your parents to lend you them car?
   Will you ask your parents to lend you their car?
4. Those shoes were too expensive. Moreover, I didn’t buy them.
   Consequently / Therefore, I didn’t buy them.
1. Translate the following words and expressions. For translations, see Student’s Book pages 134-145.

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<th>Adjectives</th>
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2. Find the following.

1. two synonyms for “thin”
   - **skinny**
   - **slim**

2. two words that mean “not good-looking”
   - **plain**
   - **unattractive**

3. six adjectives that can be used to describe hair
   - **curly**
   - **fair**
   - **wavy**
   - **dark**
   - **spiky**
   - **straight**

4. two compound adjectives that describe appearance
   - **broad-shouldered**
   - **long-legged**

5. three compound adjectives that describe personality
   - **big-hearted**
   - **kind-hearted**
   - **open-minded**

3. In which of the following can you look something up?
   - a telephone book
   - a photograph
   - a dictionary
   - the Internet
   - a telescope
4. Translate the following sentences.
1. I’m replying to a letter from an acquaintance.
   **Estar contestant una carta d’un conegut.**
2. Do you realise that this man is blind?
   **Teus que aquest home és cec?**
3. I’m looking forward to visiting my aunt. She’s short-tempered, but very kind-hearted.
   **Tinc moltes ganes de visitar la meva tia. És irritable però té molt bon cor.**
4. The patient is trying to cope with her injuries.
   **La pacient està intentant fer front a les seves lesions.**
5. I couldn’t find a single person who would share his lunch with me.
   **No vaig poder trobar una sola persona que compartís el seu dinar amb mi.**

Vocabulary Extension

**WORD BUILDING**

5. Complete the table. Use your dictionary to help you.

<table>
<thead>
<tr>
<th>Noun</th>
<th>Verb</th>
<th>Adjective</th>
</tr>
</thead>
<tbody>
<tr>
<td>consideration</td>
<td>consider</td>
<td>considerate</td>
</tr>
<tr>
<td>help / helper</td>
<td>help</td>
<td>helpful / helpless</td>
</tr>
<tr>
<td>talk / talker</td>
<td>talk</td>
<td>talkative</td>
</tr>
<tr>
<td>attraction</td>
<td>attract</td>
<td>attractive</td>
</tr>
<tr>
<td>confidence</td>
<td>—</td>
<td>confident</td>
</tr>
</tbody>
</table>

6. Complete the sentences with a word from the chart.
1. I’m quite **confident** that I’ll pass the exam.
2. Do you need any **help** with your homework?
3. My little brother will do anything to **attract** attention.
4. You should always **consider** the feelings of other people.
5. We had a long **talk** about the situation.

**PHRASAL VERBS**

7. Read the phrasal verbs and their definitions below. Then complete the sentences with a phrasal verb from the list.

- look after – take care of
- look for – try to find
- look into – investigate
- look in on – visit for a short time
- look out – be careful

1. I can’t find my glasses. Would you help me **look for** them?
2. Diana isn’t feeling well. We should **look in on / look after** her.
3. I usually **look after** my little sister when my parents aren’t home.
4. **Look out**! There’s a car coming!
5. No one knows how the accident happened, but the police will **look into** it.
Danger!

1. Translate the following words and expressions. For translations, see Student’s Book pages 134-145.

<table>
<thead>
<tr>
<th>Nouns</th>
<th>protective</th>
<th>shocked</th>
</tr>
</thead>
<tbody>
<tr>
<td>shake</td>
<td>protective</td>
<td>shocked</td>
</tr>
<tr>
<td>courage</td>
<td>survive</td>
<td>shocked</td>
</tr>
<tr>
<td>fear</td>
<td>switch on</td>
<td>shocking</td>
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<tr>
<td>guest</td>
<td>warn</td>
<td>startled</td>
</tr>
<tr>
<td>poison</td>
<td>Adjectives</td>
<td></td>
</tr>
<tr>
<td>relief</td>
<td>startled</td>
<td></td>
</tr>
<tr>
<td>thrill</td>
<td>disappointed</td>
<td></td>
</tr>
<tr>
<td>Verbs</td>
<td>thrilled</td>
<td></td>
</tr>
<tr>
<td>arrange</td>
<td>exciting</td>
<td></td>
</tr>
<tr>
<td>breathe</td>
<td>frightened</td>
<td></td>
</tr>
<tr>
<td>cheer up</td>
<td>frightening</td>
<td></td>
</tr>
<tr>
<td>deliver</td>
<td>furious</td>
<td></td>
</tr>
<tr>
<td>hesitate</td>
<td>graphic</td>
<td></td>
</tr>
<tr>
<td>make sure</td>
<td>harmless</td>
<td></td>
</tr>
<tr>
<td>point (at)</td>
<td>middle-aged</td>
<td></td>
</tr>
<tr>
<td>pour</td>
<td>original</td>
<td></td>
</tr>
<tr>
<td>scream</td>
<td>personal</td>
<td></td>
</tr>
</tbody>
</table>

2. Find the following.

1. what you can do to a pizza or a package
   deliver

2. two expressions that mean “put oneself in danger”
   risk (your) life, live on the edge

3. four adjectives describing how you would feel if someone attacked you
   frightened, shocked, startled, threatened

4. an adjective and a noun used for people who aren’t afraid in dangerous situations
   brave, courage

5. a verb that becomes a noun when you remove the final “e”
   breathe

3. Translate the following sentences.

1. It was a relief to find out that the children had survived.
   Va ser un alleujament descobrir que els nens havien sobreviscut.

2. A middle-aged man was seriously injured while he was skiing yesterday.
   Un home de mitjana edat va ser greument ferit mentre estava esquiant ahir.

3. You didn’t listen to me when I warned you. You’re lucky to be alive!
   No em vas escoltar quan et vaig avisar. Tens sort d’estar viu!

4. We made sure that all the guests had arrived.
   Ens van assegurar que tots els convidats havien arribat.

5. Her parents were furious when she lost their valuable camera.
   Els seus pares van estar furiosos quan va perdre la seva valuosa càmera.
Vocabulary Extension

ADJECTIVE SUFFIXES

4. **Add -al, -able, -ous, -ic, -ive, -ing or -ed** to the words below to form adjectives.

1. sympathy  **sympathetic**
2. depend  **dependable**
3. courage  **courageous**
4. environment  **environmental**
5. create  **creative**
6. bore  **boring / bored**
7. interest  **interesting / interested**

5. **Complete the sentences using the adjectives formed in Exercise 4.**

1. I was so **bored** during the concert that I almost fell asleep.
2. Sara writes stories and paints. She’s very **creative**.
3. We saw an **interesting** documentary yesterday. We learned a lot from it.
4. Only a few **courageous** people stayed in the city during the war.
5. I’m sure John will keep his promise. He’s quite **dependable**.
6. Better laws would help reduce **environmental** problems such as air pollution.
7. My teacher wasn’t very **sympathetic** when I told her about my problem.

WORDS WITH TWO MEANINGS

6. **Use ONE word to complete both sentences in each pair, using the clues in brackets.**

1. A: We live quite **close** to each other. (near)
   B: It’s cold. Would you please **close** the window? (shut)
2. A: Never **point** a gun at anyone. (aim)
   B: You don’t understand the **point** of what I’m saying. (main idea)
3. A: He didn’t look **like** a secret agent. (similar to)
   B: I don’t **like** bossy people. (enjoy)
4. A: I was the first person here, and Paula was the **second**. (after the first)
   B: Wait a **second**... I’m almost ready! (1/60 of a minute)
5. A: What **kind** of ice cream would you like? (type)
   B: It’s so **kind** of you to help me. (generous and considerate)
1. Translate the following words and expressions. For translations, see Student’s Book pages 134-145.

<table>
<thead>
<tr>
<th>Nouns</th>
<th>Overcome</th>
<th>A question</th>
<th>A salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accomplishment</td>
<td>Overturn</td>
<td>Set:</td>
<td></td>
</tr>
<tr>
<td>Award</td>
<td>Seek</td>
<td>A salary</td>
<td></td>
</tr>
<tr>
<td>Challenge</td>
<td>Struggle</td>
<td>An alarm</td>
<td></td>
</tr>
<tr>
<td>Champion</td>
<td>Take up</td>
<td>A date</td>
<td></td>
</tr>
<tr>
<td>Defeat</td>
<td>Adjectives</td>
<td>A record</td>
<td></td>
</tr>
<tr>
<td>Disability</td>
<td>Devastating</td>
<td>A table</td>
<td></td>
</tr>
<tr>
<td>Endurance</td>
<td>Superhuman</td>
<td>Win:</td>
<td></td>
</tr>
<tr>
<td>Equipment</td>
<td>Unfair</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Limbs</td>
<td>Idioms</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Performance</td>
<td>Have a head start</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Request</td>
<td>Hit below the belt</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speed</td>
<td>Learn the ropes</td>
<td>A medal</td>
<td></td>
</tr>
<tr>
<td>Strength</td>
<td>The ball’s in</td>
<td>A prize</td>
<td></td>
</tr>
<tr>
<td>Training</td>
<td>Your court</td>
<td>A war</td>
<td></td>
</tr>
<tr>
<td>Willpower</td>
<td>Throw in the towel</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Adjectives                    | A precedent      |                  |                |
|                               | Devastating      |                  |                |
|                               | Unfair           |                  |                |
|                               | A table          |                  |                |
|                               | Win:             |                  |                |

<table>
<thead>
<tr>
<th>Verbs</th>
<th>Verbs</th>
<th>Verbs</th>
<th>Verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advance</td>
<td>Raise:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Enhance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fail</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lengthen</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Collocations                  |                  |                  |                |
| Achieve a goal                |                  |                  |                |
| Beat an opponent              |                  |                  |                |
| Break a record                |                  |                  |                |
| Deal with                     |                  |                  |                |
| Point out                     |                  |                  |                |

2. Find the following.

1. Two adjectives with a negative connotation
   - Devastating, unfair

2. An idiom that means “to be cruel or unfair”
   - Hit below the belt

3. At least three words that have the same form as a noun and as a verb
   - Advance, award, challenge, defeat

3. Which of the following does NOT form a collocation with the word raise?
   - A child / A glass / A plane / Money
4. Translate the following sentences.

1. Marcus has already raised this issue a few times.
   *En Marcus ja ha tret aquest tema / plantejat aquest problema unes quantes vegades.*

2. I’m thinking of taking up a new sport – have you got any ideas?
   *Estic pensant a començar a fer un nou esport, tens alguna idea?*

3. Jane has struggled with her disability for many years.
   *La Jane ha lluitat contra la seva discapacitat durant molts anys.*

4. I think it’s unfair that I can’t use the new equipment.
   *Crec que és injust que no pugui fer servir el nou equipament.*

5. He pointed out that Kyle has failed the test three times.
   *Va assenyalar que en Kyle ha suspès l’examen tres vegades.*

---

**Vocabulary Extension**

**WORD BUILDING**

5. Complete the table. Use your dictionary to help you.

<table>
<thead>
<tr>
<th>Noun</th>
<th>Verb</th>
<th>Adjective</th>
</tr>
</thead>
<tbody>
<tr>
<td>accomplishment</td>
<td>accomplish</td>
<td>accomplished</td>
</tr>
<tr>
<td>strength</td>
<td>strengthen</td>
<td>strong</td>
</tr>
<tr>
<td>devastation</td>
<td>devastate</td>
<td>devastating / devastated</td>
</tr>
<tr>
<td>equipment</td>
<td>equip</td>
<td>equipped</td>
</tr>
<tr>
<td>improvement</td>
<td>improve</td>
<td>improved</td>
</tr>
</tbody>
</table>

6. Complete the sentences with a word from the chart.

1. Charlie is really **strong** – I saw him lift some very heavy boxes.
2. Chloe trains every day because she wants to **improve** her performance.
3. My dad worked very hard to create a successful business. We’re all proud of his **accomplishment**.
4. I was **devastated** when I heard Paul’s sad news.
5. I’d like to try skiing, but the **equipment** is expensive.

---

**COLLOCATIONS**

7. Complete the common sports collocations with the words below.

- player • fans • sports • team • ball • record

1. There are loyal, devoted, big or keen **fans**.
2. You can kick, pass, throw or catch a **ball**.
3. There are indoor, outdoor, competitive, extreme, summer, winter and team **sports**.
4. A person can be a top, minor, professional, amateur or promising **player**.
5. It’s possible to break, set, keep or hold a **record**.
6. You can play for, or play against, beat, join or get into a **team**.
1. Translate the following words and expressions. For translations, see Student’s Book pages 134-145.

<table>
<thead>
<tr>
<th>Nouns</th>
<th>Verbs</th>
<th>British / American English</th>
</tr>
</thead>
<tbody>
<tr>
<td>bridge</td>
<td>reach for</td>
<td>car park / parking lot</td>
</tr>
<tr>
<td>concrete</td>
<td>run out</td>
<td>cinema / movie theater</td>
</tr>
<tr>
<td>engineer</td>
<td>support</td>
<td>city centre / downtown</td>
</tr>
<tr>
<td>glass</td>
<td>tear down</td>
<td>flat / apartment</td>
</tr>
<tr>
<td>iron</td>
<td></td>
<td>garden / yard</td>
</tr>
<tr>
<td>landmark</td>
<td>Adjectives</td>
<td>ground floor / first floor</td>
</tr>
<tr>
<td>office block</td>
<td>bare</td>
<td>lift / elevator</td>
</tr>
<tr>
<td>resort</td>
<td>breathtaking</td>
<td>pavement / sidewalk</td>
</tr>
<tr>
<td>ruler</td>
<td>huge</td>
<td>shop / store</td>
</tr>
<tr>
<td>shore</td>
<td>leisure</td>
<td>shopping centre / mall</td>
</tr>
<tr>
<td>skyscraper</td>
<td>steel</td>
<td></td>
</tr>
<tr>
<td>source</td>
<td>major</td>
<td></td>
</tr>
<tr>
<td>stone</td>
<td>narrow</td>
<td></td>
</tr>
<tr>
<td>storey</td>
<td>spacious</td>
<td></td>
</tr>
<tr>
<td>surface</td>
<td>spare</td>
<td></td>
</tr>
</tbody>
</table>

2. Find the following.

1. four building materials
   - concrete, iron, steel, stone, glass

2. three adjectives that could be used to describe a skyscraper
   - breathtaking, huge, luxury

3. an adjective that can form collocations with the following nouns: time / wheel / room / cash
   - spare

4. two nouns that are people
   - engineer, ruler

5. a word that can be used as a noun or as a verb to complete the following sentences:
   a. The floor couldn’t support the weight of the heavy furniture.
   b. The old man used the walking stick as a support.
3. Translate the following sentences.
1. The old stone bridge is being torn down next week.
   El vell pont de pedra serà enderrocat la setmana que ve.
2. I’m going to Mexico and I want to stay at a luxury resort.
   Me’n vaig a Mèxic i vull allotjar-me en un complex turístic de luxe.
3. There are 25 storeys in this building. The view from the top is breathtaking.
   Hi ha 25 plantes en aquest edifici. La vista des de (la part de) dalt és impressionant.
4. I didn’t realise that the streets downtown are so narrow.
   No m’havia adonat que els carrers del centre de la ciutat són tan estrets.
5. Charlie lives in a spacious flat, but the building hasn’t got a lift.
   En Charlie viu en un pis ampli però l’edifici no té ascensor.

Vocabulary Extension

PHRASAL VERBS

4. Read the sentences in I, paying attention to the phrasal verbs in bold. Match each phrasal verb to its meaning in II.

I

1. Sarah was having such a good time at the park. It was a pity I had to tear her away.
2. Juliet was so angry with Adam that she tore up all his letters.
3. He wrote a poem in his notebook, tore it out and gave it to Nina.
4. The country was torn apart by the civil war.
5. Sue tore off her sandals and jumped into the water.

II

a. tear something into small pieces with your hands
b. destroy or cause conflict
c. take something off quickly
d. force someone to leave
e. remove a page from a book or magazine

FALSE FRIENDS

5. Read the sentences. Replace the words in bold with words from the list below.
   luxe • biblioteca • vorera • lloc • antiga • recolzar • complexos turístics

   1. I went to the library after work to change my books. ______ biblioteca
   2. Sonia tripped on the pavement and broke her leg. ______ vorera
   3. We built a wall to support the apple tree. ______ recolzar
   4. There’s an ancient church in this village. ______ antiga
   5. Is this the place where we agreed to meet? ______ lloc
   6. There are fantastic resorts in Dubai. ______ complexos turístics
   7. Hydropolis will be a luxury underwater hotel. ______ de luxe
1. Translate the following words and expressions. **For translations, see Student’s Book pages 134-145.**

<table>
<thead>
<tr>
<th><strong>Nouns</strong></th>
<th>miss</th>
<th>tame</th>
</tr>
</thead>
<tbody>
<tr>
<td>cage</td>
<td>misunderstand</td>
<td>unfair</td>
</tr>
<tr>
<td>conservation</td>
<td>pick up</td>
<td>wild</td>
</tr>
<tr>
<td>cub</td>
<td>release</td>
<td></td>
</tr>
<tr>
<td>customer</td>
<td>rent</td>
<td></td>
</tr>
<tr>
<td>disadvantage</td>
<td>review</td>
<td></td>
</tr>
<tr>
<td>ex-president</td>
<td>underestimate</td>
<td></td>
</tr>
<tr>
<td>fad</td>
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<td></td>
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</tr>
<tr>
<td>habitat</td>
<td>endangered</td>
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</tr>
<tr>
<td>lifestyle</td>
<td>fierce</td>
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<td>illogical</td>
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<td>impossible</td>
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<tr>
<td><strong>Verbs</strong></td>
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</tr>
<tr>
<td>breed</td>
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</tr>
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<td>long for</td>
<td>overpopulated</td>
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</table>

<table>
<thead>
<tr>
<th><strong>Adjectives</strong></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
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</tr>
<tr>
<td><strong>Expressions</strong></td>
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<tr>
<td>long for</td>
<td></td>
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</tr>
<tr>
<td>claim</td>
<td></td>
<td></td>
</tr>
<tr>
<td>hunt</td>
<td></td>
<td></td>
</tr>
<tr>
<td>fad</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Find the following.

1. two nouns that refer to people
   - customer, owner, ex-president

2. two verbs that describe emotions
   - long for miss

3. two adjectives that are opposites
   - tame, wild

4. an idiom that you use when someone revealed a secret
   - let the cat out of the bag

5. six prefixes that give words a negative meaning
   - dis-, ir-, il-, in-, mis-, un-, im-
3. Traduzca las siguientes frases.

1. Los animales salvajes están mejor en sus hábitats naturales.

   **Els animals salvatges estan millor en els seus hàbitats naturals.**

2. El zoológico mantenía a los cachorros de león en pequeñas jaulas.

   **El zoo guardava els cadells de lleó en gàbies petites.**

3. Es ilegal caçar animales que están en perill d’extinció.

   **És il·legal caçar animals que estan en perill d’extinció.**

4. La mayoría de nuestros clientes son personas que tienen un estilo de vida ocupado e frenético.

   **La majoria dels nostres clients són persones que tenen un estil de vida ocupat i frenètic.**

5. Si te falta el mar, puedes alquilar una casa de vacaciones cerca de la playa.

   **Si trobes a faltar el mar, pots llogar una casa de vacances a prop de la riba / la costa.**

**Vocabulary Extension**

**PREPOSITIONAL PHRASES**

4. Forme frases preposicionales combinando un preposición en I con un término o expresión en II. Algunos de los términos en II pueden usarse con más de una preposición.

<table>
<thead>
<tr>
<th>I</th>
<th>II</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. in</td>
<td>a. captivity</td>
</tr>
<tr>
<td>2. on</td>
<td>2, 3 b. sale</td>
</tr>
<tr>
<td>3. for</td>
<td>1, 2 c. time</td>
</tr>
<tr>
<td>4. at</td>
<td>2 d. my own</td>
</tr>
<tr>
<td></td>
<td>2 e. a diet</td>
</tr>
<tr>
<td></td>
<td>1, 3 f. love</td>
</tr>
<tr>
<td></td>
<td>4 g. fault</td>
</tr>
<tr>
<td></td>
<td>1 h. shape</td>
</tr>
</tbody>
</table>

5. Complétate las frases con frases preposicionales formadas en Ejercicio 4.

1. No quiero chocolate. Estoy ______ on a diet ______.

2. Quiero llegar a tiempo. Quiero llegar a ______ on / in time ______.

3. Ann y Ben están ______ in love ______ y quieren casarse.

4. Nadie está conmigo. Estoy ______ on my own ______.

5. Hice un error. Sé ______ at fault ______.

6. Diane se ejercita todos los días. Es realmente ______ in shape ______.

7. Los animales que se mantienen ______ in captivity ______ olvidan cómo cazar.

8. Hay varias casas ______ for sale ______ en esta calle.

6. Agrega prefijos a las palabras en negrita para que tengan el mismo significado que las palabras en paréntesis.

1. El maestro castiga a los niños siempre que ______ misbehave (coman mal).

2. Los coches solares existen, pero aún no son ______ impractical (inapropiados) de usar.

3. Esta silla es ______ uncomfortable (incomoda) y, ¿hay algún sitio donde sentarse?

4. Había muchas equivocaciones en mi ensayo, así que tuve que ______ re write (escribir de nuevo) it.

5. Tienes ______ underweight (peso inferior al adecuado). Debes comer más.

6. Sus enemigos eran ______ invisible (no podían ser vistos) en la oscuridad, pero él los podía oír.
6 Extreme Weather

1. **Translate the following words and expressions.** For translations, see Student’s Book pages 134-145.

<table>
<thead>
<tr>
<th><strong>Nouns</strong></th>
<th><strong>Verbs</strong></th>
<th><strong>Expressions</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>background</td>
<td>avoid</td>
<td>soaking wet</td>
</tr>
<tr>
<td>blizzard</td>
<td>chase</td>
<td></td>
</tr>
<tr>
<td>degrees</td>
<td>gather</td>
<td>back and forth</td>
</tr>
<tr>
<td>drought</td>
<td>melt</td>
<td>bitter cold</td>
</tr>
<tr>
<td>flood</td>
<td>run (a company)</td>
<td>bitter wind</td>
</tr>
<tr>
<td>forecast</td>
<td>shiver</td>
<td>heavy rain</td>
</tr>
<tr>
<td>heatwave</td>
<td>slip</td>
<td>heavy snowfall</td>
</tr>
<tr>
<td>humidity</td>
<td>strike</td>
<td>mild temperatures</td>
</tr>
<tr>
<td>lightning</td>
<td>sweat</td>
<td>mild weather</td>
</tr>
<tr>
<td>path</td>
<td>witness</td>
<td>rather than</td>
</tr>
<tr>
<td>rainfall</td>
<td></td>
<td></td>
</tr>
<tr>
<td>weather forecaster</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Adjectives</td>
<td></td>
</tr>
<tr>
<td></td>
<td>chilly</td>
<td>scorching heat</td>
</tr>
<tr>
<td></td>
<td>deadly</td>
<td>scorching temperatures</td>
</tr>
<tr>
<td></td>
<td>ordinary</td>
<td>severe storms</td>
</tr>
<tr>
<td></td>
<td>overcast</td>
<td>thick clouds</td>
</tr>
<tr>
<td></td>
<td>skilled</td>
<td>thick fog</td>
</tr>
</tbody>
</table>

2. **Find the following.**

1. a noun that describes:
   a. the result of too much rain __flood___
   b. the result of too little rain __drought___

2. a verb that describes what you do when it’s hot and humid __sweat___

3. a verb that describes what you do when it’s cold __shiver___

4. an adjective that could describe a snake, a tornado or a disease __deadly___

3. Which of the following cannot melt?
   - ice / water / a candle / chocolate / butter / clouds / sugar / paper

4. **Translate the following sentences.**

1. They say that lightning never strikes twice in the same place.
   __Diuen que un llamp mai cau dos cops en el mateix lloc.__

2. Weather forecasters gather all the information they can.
   __Els meteoròlegs apleguen tota la informació que poden.__

3. Without an umbrella, they couldn’t avoid getting soaking wet.
   __Sense paraigua, no van poder evitar estar xops.__

4. London often has thick fog and heavy rain.
   __Londres té sovint boira densa i fortes pluges.__

5. You should have a background in business if you want to run a company.
   __Hauries de tenir experiència en els negocis si vols dirigir una empresa.__
5. Complete the table. Use your dictionary to help you.

<table>
<thead>
<tr>
<th>Noun</th>
<th>Verb</th>
<th>Adjective</th>
</tr>
</thead>
<tbody>
<tr>
<td>destruction</td>
<td>destroy</td>
<td>destructive</td>
</tr>
<tr>
<td>danger</td>
<td>endanger</td>
<td>dangerous</td>
</tr>
<tr>
<td>frustration</td>
<td>frustrate</td>
<td>frustrated / frustrating</td>
</tr>
<tr>
<td>combination</td>
<td>combine</td>
<td>combined</td>
</tr>
<tr>
<td>excitement</td>
<td>excite</td>
<td>excited / exciting</td>
</tr>
</tbody>
</table>

6. Complete the sentences with a word from the chart.
1. Why is everybody so happy? What’s all the excitement?
2. The terrible destruction was caused by the bombs.
3. I was frustrated because I couldn’t solve the maths problem.
4. People endanger themselves when they drive without seatbelts.
5. To make this cake, you combine flour and orange juice.

BINOMIALS

7. Match the words in I to the words in II to form word pairs.
Remember that the word order in these pairs cannot change.

<table>
<thead>
<tr>
<th>I</th>
<th>II</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. back</td>
<td>6. a. or less</td>
</tr>
<tr>
<td>2. ladies</td>
<td>7. b. and white</td>
</tr>
<tr>
<td>3. in</td>
<td>3. c. and out</td>
</tr>
<tr>
<td>4. peace</td>
<td>5. d. or shine</td>
</tr>
<tr>
<td>5. rain</td>
<td>1. e. and forth</td>
</tr>
<tr>
<td>6. more</td>
<td>8. f. and sour</td>
</tr>
<tr>
<td>7. black</td>
<td>4. g. and quiet</td>
</tr>
<tr>
<td>8. sweet</td>
<td>2. h. and gentlemen</td>
</tr>
</tbody>
</table>

8. Complete the sentences with the word pairs formed in Exercise 7.
1. The children were throwing a ball back and forth.
2. Ladies and gentlemen, let’s welcome our guest speaker.
3. I’m trying to concentrate. Could I please have a little peace and quiet?
4. Have you tried the sweet and sour chicken?
5. The policeman stands at that corner every day, rain or shine.
6. He’s been in and out of hospital for the past six months.
7. You think everything is black and white, but it’s not so simple.
8. “Are you feeling better now?” “Well, more or less.”
1. **Translate the following words and expressions.** For translations, see Student’s Book pages 134-145.

<table>
<thead>
<tr>
<th>Nouns</th>
<th>Verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>agreement</td>
<td>delay</td>
</tr>
<tr>
<td>airline</td>
<td>leak</td>
</tr>
<tr>
<td>appointment</td>
<td>rescue</td>
</tr>
<tr>
<td>balance</td>
<td>sink</td>
</tr>
<tr>
<td>billboard</td>
<td></td>
</tr>
<tr>
<td>cruise</td>
<td></td>
</tr>
<tr>
<td>damage</td>
<td></td>
</tr>
<tr>
<td>darkness</td>
<td></td>
</tr>
<tr>
<td>decision</td>
<td></td>
</tr>
<tr>
<td>departure time</td>
<td></td>
</tr>
<tr>
<td>difference</td>
<td></td>
</tr>
<tr>
<td>environmentalist</td>
<td></td>
</tr>
<tr>
<td>flight</td>
<td></td>
</tr>
<tr>
<td>information</td>
<td></td>
</tr>
<tr>
<td>landscape</td>
<td></td>
</tr>
<tr>
<td>luggage</td>
<td></td>
</tr>
<tr>
<td>possibility</td>
<td></td>
</tr>
<tr>
<td>purpose</td>
<td></td>
</tr>
<tr>
<td>queue</td>
<td></td>
</tr>
<tr>
<td>relationship</td>
<td></td>
</tr>
<tr>
<td>research</td>
<td></td>
</tr>
<tr>
<td>return ticket</td>
<td></td>
</tr>
<tr>
<td>tourist</td>
<td></td>
</tr>
<tr>
<td>youth hostel</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Adjectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>cruise</td>
</tr>
<tr>
<td>relationship</td>
</tr>
<tr>
<td>aware</td>
</tr>
<tr>
<td>concerned</td>
</tr>
<tr>
<td>darkness</td>
</tr>
<tr>
<td>return ticket</td>
</tr>
<tr>
<td>overnight</td>
</tr>
<tr>
<td>tourist</td>
</tr>
<tr>
<td>treacherous</td>
</tr>
<tr>
<td>belong to</td>
</tr>
<tr>
<td>keep in mind</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expressions</th>
</tr>
</thead>
<tbody>
<tr>
<td>balance cruise</td>
</tr>
<tr>
<td>damage queue</td>
</tr>
<tr>
<td>research</td>
</tr>
<tr>
<td>delay leak rescue</td>
</tr>
<tr>
<td>environmentalist</td>
</tr>
<tr>
<td>luggage tourist</td>
</tr>
<tr>
<td>return ticket</td>
</tr>
<tr>
<td>departure time</td>
</tr>
<tr>
<td>difference</td>
</tr>
<tr>
<td>environmentalist</td>
</tr>
<tr>
<td>flight</td>
</tr>
<tr>
<td>sign up (for)</td>
</tr>
</tbody>
</table>

2. **Find the following.**

1. at least five words that have got the same form as a noun and a verb
   - balance, cruise, damage, queue, research, delay, leak, rescue

2. a noun that is a job or profession
   - environmentalist

3. three nouns that name things you would see in an airport
   - luggage, queue, tourist, return ticket, departure time

4. two verbs that are bad if they happen to a ship
   - leak, sink

5. an adjective that can describe a feeling
   - concerned

3. **Translate the following sentences.**

1. The fire at the youth hostel caused a lot of damage.
   - L’incendi a l’alberg de joventut va causar molts danys.

2. Environmentalists want to preserve the natural landscape.
   - Els ecologistes volen protegir el paisatge natural.

3. What is the purpose of your research?
   - Quin és l’objectiu de la teva investigació?

4. Are you aware of the reasons for my decision?
   - Ets conscient de les raons de la meva decisió?

5. There was a long queue of people waiting for the cruise.
   - Hi havia una llarga cua de gent esperant el creuer.
4. Complete the table. Use your dictionary to help you.

<table>
<thead>
<tr>
<th>Noun</th>
<th>Verb</th>
<th>Adjective</th>
</tr>
</thead>
<tbody>
<tr>
<td>decision</td>
<td>decide</td>
<td>decisive</td>
</tr>
<tr>
<td>departure</td>
<td>depart</td>
<td>departed / departing</td>
</tr>
<tr>
<td>information</td>
<td>inform</td>
<td>informative</td>
</tr>
<tr>
<td>leak</td>
<td>leak</td>
<td>leaking</td>
</tr>
<tr>
<td>difference</td>
<td>differ</td>
<td>different</td>
</tr>
</tbody>
</table>

5. Add a noun suffix to each of the words below. Then complete the sentences with the nouns you formed.

- curious • assist • agree • entertain • friend • responsible • celebrate • piano

1. I can’t do all this work without some assistance.
2. Our friendship began five years ago.
3. It’s your responsibility to clean the kitchen.
4. We couldn’t reach an agreement on the price.
5. Children learn easily because of their natural curiosity.
6. The wedding celebration lasted all night.
7. Helen is a talented pianist.
8. What do you like doing for entertainment?

6. It’s easy to confuse the words in the following pairs. Use the correct words in brackets to complete the sentences.

1. We ______ hope ______ you enjoy your trip to Antarctica, but don’t ______ expect ______ a luxury cruise! (expect / hope)
2. ______ Watch ______ that player carefully. Can you ______ see ______ how she throws the ball? (watch / see)
3. Are you ______ sure ______ that it’s ______ safe ______ to swim so far? (safe / sure)
4. This hotel seems ______ quite ______ noisy. I’d rather stay in a ______ quiet ______ place. (quite / quiet)
5. I’m ______ all ready ______ for the trip. I’ve ______ already ______ packed my bag. (already / all ready)
8 Honesty

1. Translate the following words and expressions. For translations, see Student’s Book pages 134-145.

<table>
<thead>
<tr>
<th>Nouns</th>
<th>get caught</th>
<th>Adjective – Preposition</th>
<th>Combinations</th>
</tr>
</thead>
<tbody>
<tr>
<td>brain</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>choice</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>figure</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>liar</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>signal</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>staff</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>thief</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>white lie</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Verbs</th>
<th>trust</th>
<th>Adjectives</th>
<th>Expressions</th>
</tr>
</thead>
<tbody>
<tr>
<td>admit</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>behave</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>blame</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>cheat</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>conduct</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>deceive</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ensure</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Find the following.

1. a phrasal verb that means “occur”
   take place

2. a compound adjective
   worldwide

3. at least four verbs connected to crime
   cheat, get caught, shoplift, steal, get away with, deceive, admit

4. a noun that describes a group of people
   staff

5. an adjective that means the opposite of “dishonest”
   frank

3. Translate the following sentences.

1. Our nerves transmit signals from our brains to our limbs.
   El nostres nervis transmeten senyals des del cervell fins a les extremitats.

2. The job of the hotel staff is to ensure that all our guests are satisfied.
   La feina del personal de l’hotel és assegurar-se que tots els nostres hostes estan satisfets.

3. I was tempted to make the wrong choice.
   Vaig estar temptat de fer la tria incorrecta.

4. I’m proud of the fact that I changed my ways.
   Estic orgullosa (del fet) d’haver canviat la meva manera d’actuar.

5. It’s a pity that no one sensed the danger.
   És una pena que ningú pressentís el perill.
Vocabulary Extension

VERBS AND PREPOSITIONS

4. Match each verb with a preposition.
   for • in • to • on • at
   1. tend _______ to _______  
   2. wait _______ for / in / at / on  
   3. concentrate _______ on _______  
   4. shout _______ at / to _______  
   5. agree _______ to / on _______  
   6. depend _______ on _______  
   7. insist _______ on _______  
   8. participate _______ in _______

5. Complete the sentences with the verbs and prepositions formed in Exercise 4.
   Make any necessary changes.
   1. My mum and dad have ______ agreed to ______ share all the housework.
   2. Please don’t ______ shout at ______ me. Talk quietly!
   3. Can I ______ depend on ______ you to be there if I need you?
   4. It’s hard for me to ______ concentrate on ______ maths for more than an hour.
   5. Hurry up! Everyone’s ______ waiting for ______ you!
   6. Do you think that people ______ tend to _______ be honest most of the time?
   7. Are you going to ______ participate in ______ the contest?
   8. He ______ insisted on ______ taking a map, even though we knew the way.

PHRASAL VERBS

6. Match the phrasal verbs in I to their meanings in II.

   I                         II
   1. Please put the book back on the shelf.   5. a. arrange to have at a later date
   2. Peter put on his new jeans.               3. b. tolerate
   3. I won’t put up with your behaviour.       4. c. insult or criticise
   4. I felt terrible after you put me down.    1. d. return to its place
   5. They put off the concert because the singer was ill.  2. e. get dressed in
1. Translate the following words and expressions. For translations, see Student's Book pages 134-145.

<table>
<thead>
<tr>
<th>Nouns</th>
<th>Phrasal Verbs</th>
</tr>
</thead>
<tbody>
<tr>
<td>audience</td>
<td>come on</td>
</tr>
<tr>
<td>box-office hit</td>
<td>cut off</td>
</tr>
<tr>
<td>cast</td>
<td>go on</td>
</tr>
<tr>
<td>channel</td>
<td>kick off</td>
</tr>
<tr>
<td>character</td>
<td>put on</td>
</tr>
<tr>
<td>childhood</td>
<td>sell out</td>
</tr>
<tr>
<td>contestant</td>
<td>take up</td>
</tr>
<tr>
<td>high point</td>
<td>tune in</td>
</tr>
<tr>
<td>hoax</td>
<td></td>
</tr>
<tr>
<td>let-down</td>
<td></td>
</tr>
<tr>
<td>light bulb</td>
<td></td>
</tr>
<tr>
<td>network</td>
<td></td>
</tr>
<tr>
<td>plot</td>
<td></td>
</tr>
<tr>
<td>review</td>
<td></td>
</tr>
<tr>
<td>sequel</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Verbs</th>
<th>Adjectives</th>
</tr>
</thead>
<tbody>
<tr>
<td>sell out</td>
<td>heartbroken</td>
</tr>
<tr>
<td>tune in</td>
<td>live</td>
</tr>
<tr>
<td></td>
<td>predictable</td>
</tr>
<tr>
<td></td>
<td>remarkable</td>
</tr>
<tr>
<td></td>
<td>suspenseful</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Expressions</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>worth seeing</td>
<td></td>
</tr>
</tbody>
</table>

2. Find the following.

1. two nouns that are types of TV programmes
   sitcom, soap opera

2. a noun that means "a very popular film"
   box office hit

3. a noun that means "a disappointing film"
   let-down

4. five nouns that refer to people or groups of people
   audience, cast, character, contestant, viewer

3. Translate the following sentences.

1. The reviews say that the film will appeal to audiences of all ages.
   Les crítiques diuen que la pel·lícula atraurà el públic de totes les edats.

2. It's remarkable that they broadcast the incident on live TV.
   És sorprenent que emetessin l'incident en directe per la televisió.

3. How many channels can you watch on cable TV?
   Quants canals pots veure a la televisió per cable?

4. One of the high points of his childhood was a trip to Disney World.
   Un dels moments crusials de la seva infància va ser un viatge a Disney World.

5. Two contestants have been kicked off the show.
   Dos concursants han estat expulsats del programa.


Vocabulary Extension

WORD BUILDING

4. Complete the table. Use your dictionary to help you.

<table>
<thead>
<tr>
<th>Noun</th>
<th>Verb</th>
<th>Adjective</th>
</tr>
</thead>
<tbody>
<tr>
<td>entertain /</td>
<td>entertain</td>
<td>entertaining</td>
</tr>
<tr>
<td>entertainer</td>
<td></td>
<td></td>
</tr>
<tr>
<td>production /</td>
<td>produce</td>
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<tr>
<td>producer</td>
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<td>trained</td>
</tr>
<tr>
<td>surprise</td>
<td>surprise</td>
<td>surprising / surprised</td>
</tr>
<tr>
<td>life</td>
<td>live</td>
<td>live / alive</td>
</tr>
</tbody>
</table>

5. Complete the sentences with a word from the chart.

1. What sort of __________ do you need for your job?
2. Perhaps your workers will be more __________ if you pay them better.
3. It doesn’t __________ me that Alan was late. He never comes on time.
4. The bird is seriously injured, but it’s still __________.
5. In the evenings, they have a singer to __________ the guests.
6. I didn’t recognise him. He’s wearing a fantastic __________!

PHRASAL VERBS

6. Match the phrasal verbs in I to their meanings in II.

I
1. Don’t worry, I won’t __________ you down.
2. The rain finally __________ up in the late afternoon.
3. Sorry for __________ in, but could I say something?
4. If we don’t __________ down on our spending, we’ll be in trouble.
5. She __________ over the family business after her father died.
6. They’ve __________ the engine __________, but they can’t find the problem.
7. Several cars __________ by, but no one would stop for me.
8. We’ll have to __________ over all their suggestions.

II
4. a. reduce
3. b. interrupt
8. c. examine, think about
7. d. pass
2. e. stop, become less intense
1. f. disappoint
5. g. take control
6. h. separate into different parts
A Hunt for the Ruyi

Touring a city usually means being taken round by a guide in a group or going to the famous sights on your own with the help of a guidebook. However, if you’re planning on visiting Rome, there is now a new and entertaining way of seeing it. This new way turns a visit to the Eternal City into an exciting game with the use of a mobile phone and a guidebook known as The Ruyi. This book is written by, and based on the stories of the Venetian author, Alberto Toso Fei, who has also created a similar guidebook for touring his hometown, Venice.

The game focuses on a hunt for the Ruyi, a mythical magic sceptre. In Fei’s story, Marco Polo, the famous explorer, steals the sceptre from Kublai Khan, the Chinese emperor. To “find” the sceptre, players have to answer questions using clues sent as text messages to their mobile phones. By using the clues, players identify and then visit famous landmarks in the city, such as the Colosseum. They learn about the sights as the search for the Ruyi continues.

The entries in the guidebook that describe the places to visit cannot be understood without the help of a special code. To obtain the code, players have to send a text message to a phone number given in the guidebook. The code helps players make sense of the entry and identify the sight they will visit. When players reach the landmark, they receive another text message containing a question. The answer to this question can be found at the sight. Players text the correct reply and get a new code that enables them to move on to the next sight. And so the hunt continues.

The clues can lead to any of 60 landmarks and monuments throughout Rome. The players visit both the famous sights of the city, as well as some lesser known ones that they might not visit on a normal tour of Rome. The game can last from two to nine hours and may be played alone or in teams.

Whether or not this idea will catch on and spread to other popular European cities remains to be seen. Transforming a sightseeing tour into a “treasure hunt” will probably appeal to people who are not interested in travelling in large groups and hearing lengthy explanations. This new guidebook can certainly provide an alternative for those who are looking for new and exciting ways to sightsee in which they can also determine the pace of their trip.

Of course, the Ruyi is never found. However, this shouldn’t bother those who take part in the hunt for the mythical sceptre. The real treasure is experiencing a fun, new way to visit the Eternal City.
1. Choose the best answer according to the text. Only ONE answer is possible.
[0.5 points each correct answer. Wrong answers will be penalized by deducting 0.16 points. There is no penalty for unanswered questions.]

1. The Eternal City refers to ... .
   a. a new guidebook
   b. Rome
   c. a story
   d. an exciting game

2. Alberto Toso Fei ... .
   a. was an explorer
   b. comes from Rome
   c. is the author of The Ruyi
   d. stole the Ruyi

3. While searching for the Ruyi, players ... .
   a. send text messages to their friends
   b. learn about Rome
   c. travel around Italy
   d. stay at the Colosseum

4. The code helps players ... .
   a. read the text message
   b. use their mobile phones
   c. understand what's written in the guidebook
   d. think of questions to ask

5. When the players arrive at a landmark, ... .
   a. they have to answer a question
   b. they have to send a code
   c. they have to look for the Ruyi
   d. they have to identify it

6. The game ... .
   a. cannot be played alone
   b. is always played in teams
   c. may take up to nine hours to play
   d. includes 60 clues

7. An advantage of the game is that ... .
   a. it has spread to many cities in Europe
   b. it's for interesting people
   c. the pace is determined for you
   d. the explanations aren’t lengthy

8. According to the author, the true reward is ... .
   a. finding the Ruyi
   b. the new guidebook
   c. going on a sightseeing tour
   d. enjoying a new way of touring Rome

2. Choose ONE topic. Write about number 1 or 2. Minimum length: 100 words. [4 points]

1. A for and against essay: The advantages and disadvantages of going on an organised tour when travelling.

2. A description: Describe a city that you have visited.

Accept all logical and grammatically correct answers.
Car Clubs

A small two-door car, a four-door family-sized saloon, a van or a petrol-electric hybrid? Most people, unless they are extremely rich, don’t usually have such a choice of vehicles on a daily basis. But members of car-sharing schemes can select the car most suitable for their needs for every single journey they make.

Car-sharing schemes, or car clubs as they are known in the United Kingdom, have been steadily growing in popularity. The idea that members could share cars in some way was first proposed about 50 years ago, but, despite a few attempts, car clubs didn’t really start functioning until the 1990s. Since the millennium, they have appeared in many locations, especially in Europe and North America, and may now be found in over 600 cities worldwide.

Although exact details vary, most clubs operate in roughly the same way. Applicants, who must own a valid driving licence, usually join by paying a fee after their past driving record is checked and approved by the club. Members can then book any car belonging to their scheme, collecting it from, and returning it to, any one of several designated locations. Payment is based on the amount of time for which the car is reserved, which can vary from an hour to several weeks, and for the number of kilometres driven. And because most reservations are made over the phone, the Internet or by text messaging, members may never even have to enter an office. In many cases, the membership card itself unlocks the car door, and a personal identification number de-activates the immobiliser.

Joining a car club offers members a number of advantages. First, most agree that they save money, because they don’t have to pay for insurance, road tests, maintenance or petrol, as they would for a private car. Second, many members find that their health improves; they tend to walk or cycle more often as an alternative to driving on short journeys. Third, parking is often easier in urban areas, as more cities have begun to reserve special spaces for car-club vehicles. And then there is the prestige factor – members often say that by joining a club, they’re able to drive newer and better models of cars than they could ever afford to own.

Car-sharing schemes also benefit society as a whole. One English club claims that each one of its 28 vehicles replaces the need for between five and eight privately owned cars, reducing carbon emissions by approximately 320 tons annually. Less traffic also lowers urban noise levels and the appearance of local neighbourhoods may improve too, as more gardens and fewer garages appear.

It’s true that these schemes don’t suit everyone. Some people crave the security of knowing their car is always waiting for them outside their front door. Others who drive long distances for work may still find that owning a private car is less expensive. But for drivers who don’t mind putting a little thought into planning their journeys in order to help themselves and the environment, car clubs are an ideal solution.
1. Choose the best answer according to the text. Only ONE answer is possible.
   [0.5 points each correct answer. Wrong answers will be penalized by deducting 0.16 points. There is no penalty for unanswered questions.]

1. Members of car-sharing schemes ... .
   a. are usually extremely rich
   b. can always select a suitable vehicle
   c. make only single journeys in each car
   d. don’t usually choose the cars

2. Car clubs ... .
   a. are called car-sharing schemes in the United Kingdom
   b. have been popular for over 50 years
   c. now operate in many cities around the world
   d. are less popular in Europe than in North America

3. Applicants ... .
   a. are allowed to change their exact details
   b. rarely have to pay a fee to join the club
   c. usually check out the club before joining
   d. are required to have a valid driving licence

4. Car-club members ... .
   a. must always pick up and return the car to the same place
   b. pay according to the distance driven and the time borrowed
   c. are seldom able to reserve their car without entering an office
   d. use a personal identification number to unlock the car door

5. People who join car clubs ... .
   a. generally find it less expensive than owning a private car
   b. usually get a discount on their road test and car insurance
   c. are required to get physically fit before they can borrow a car
   d. can borrow bicycles as well as cars

6. Car-club cars ... .
   a. cannot be parked in any urban location
   b. must be parked in areas specially provided by cities
   c. include very expensive cars
   d. may be more expensive than the club can really afford

7. Society benefits from car clubs because ... .
   a. every 28 club cars replace up to 8 private vehicles
   b. they help to reduce the number of cars that pollute the air
   c. fewer garages mean more room for neighbourhood housing
   d. noise levels are spread more evenly between town and country

8. Car clubs are ideal for people who ... .
   a. find owning a private car is cheaper than joining a club
   b. like to know that a car is always ready and waiting for them
   c. are willing to make small sacrifices to benefit in the long run
   d. find it difficult to plan their driving schedules in advance

2. Choose ONE topic. Write about number 1 or 2. Minimum length: 100 words. [4 points]


2. A for and against essay: The advantages and disadvantages of owning a car.

Accept all logical and grammatically correct answers.
The Changing Face of Friendship

Until quite recently, making friends was a matter of going out and meeting people. Nowadays, thanks to social networking computer websites such as Facebook, you can meet new people without having to leave the comfort of your computer chair.

Facebook was launched in 2004 by Mark Zuckerberg, a student at Harvard University who has since been described as “the youngest billionaire on Earth”. Membership was initially restricted to Harvard students and, within the first month, more than half the student body was registered on the site. Zuckerberg and his colleagues later expanded the site so that students at other universities could register. The site was then opened to high-school students and, afterwards, to employees at several hi-tech companies. Today, anyone over the age of 13 with a valid e-mail address can join Facebook. It’s free to users, but makes a profit from online advertising.

When people sign up for Facebook, they create a personal profile and can choose to join one or more networks, for example, their school or workplace. Users can gain access to their friends’ profiles and connect with them. Facebook users may also discover that they are only two or three clicks away from re-establishing contact with friends from the past.

Today, you can count amongst your friends not only those people with whom you are in regular contact, but also those you have not seen for years. Facebook helps you keep in touch with them all. Out-of-the-ordinary friendships may be formed as well. You may have “friends” on your Facebook list who you have never met in person. Someone who has spoken to you on the phone or has communicated with you through e-mail may find your profile on Facebook and ask you to be his or her “friend”. Of course, you can refuse this “offer of friendship”, but in the virtual world of Facebook, this isn’t considered socially acceptable. People who aren’t considered especially sociable can collect hundreds of “friends” who are really no more than casual acquaintances, thereby giving the impression that they’re popular. Few people, it appears, will actually refuse a request to be counted amongst another person’s friends. By accepting the request, the number of their “friends” will increase, which then enhances their virtual popularity.

So, has Facebook changed the idea of what it is to be a friend? Once, you would choose your friends from amongst the people you saw regularly. They were those you had the most in common with and who you could share your feelings with. They were ready to help you and you were always ready to help them in return.

Is Facebook a sign of what will happen to society in the future? Will people give up the challenges of true friendship in favour of computer-generated relationships on sites such as Facebook? Virtual friends, after all, will never disappoint you.

networking: creació de xarxes / creación de redes
launch: llançar / lanzar
acquaintance: conegut / conocido
enhance: millorar / mejorar
1. Choose the best answer according to the text. Only ONE answer is possible.
[0.5 points each correct answer. Wrong answers will be penalized by deducting 0.16 points.
There is no penalty for unanswered questions.]

1. Making friends is different today because ... .
   a. you have to buy a computer
   b. you have got fewer friends
   c. you have to go out and meet people to do so
   d. you don’t have to leave your house to do so

2. In the early days of Facebook ... .
   a. anyone could register
   b. only people who studied at Harvard could register
   c. only high-school students were able to register
   d. only Mark Zuckerberg's friends could register

3. Secondary-school students ... .
   a. could register on Facebook before hi-tech employees could
   b. set up Facebook
   c. could register on Facebook only after hi-tech employees could
   d. aren’t allowed to register on Facebook

4. Facebook ... .
   a. became successful after two years
   b. never really succeeded
   c. was an immediate success
   d. was only successful at Harvard University

5. Facebook gets money from ... .
   a. advertising
   b. Harvard University
   c. Mark Zuckerberg
   d. its users

6. A friend on Facebook ... .
   a. is always someone you have met
   b. is someone you always talk to
   c. may be someone that you have never met
   d. is always someone that you meet regularly

7. People don’t often refuse “offers of friendship” on Facebook because ... .
   a. they don’t want real friends
   b. they’re popular
   c. they’re anti-social
   d. they want to be considered popular

8. According to the writer, the advantage of Facebook friends is that ... .
   a. you never see them
   b. they’ll never fail you
   c. you’ll never disappoint them
   d. they’ll never speak to you

2. Choose ONE topic. Write about number 1 or 2. Minimum length: 100 words. [4 points]

1. A for and against essay: The advantages and disadvantages of making friends on Facebook.

2. An opinion essay: Do you think that real friendship means spending time with people face-to-face? Why or why not?

Accept all logical and grammatically correct answers.
Exam Practice

Checking Spellcheckers

People who study English as a foreign language often find that one of the hardest aspects to understand is English spelling. This is a problem that faces not only non-native speakers but many native speakers too, and especially those who suffer from dyslexia. Dyslexics have got a learning disability that causes them difficulties in reading and writing.

Why is English spelling so problematic? The difficulty in English is that many of the words are not spelt phonetically. This means that they are spelt differently from the way they sound, such as the word “laugh”. English also contains many homophones, which are words that sound the same but are spelt differently, for example, “right” and “write”. In addition, there are words which contain silent letters, for instance, the letter “k” in the word “know”.

Indeed, it was thought that the increased use of computer word-processing programs would solve the English spelling problems. These programs have got a spellchecker function which points out misspelt words and, in certain cases, even corrects them automatically.

Yet, spellcheckers are far from perfect. When they cannot automatically correct a word, they give users a list of alternative words to choose from. This is helpful as long as users know which word they are looking for, or if the intended word is on the list. In addition, a spellchecker will spot an error only if the word that is typed doesn’t exist in its word bank. In a sentence like “Eye did knot go the write weigh”, the words are all spelt correctly, but the sentence makes no sense. In this sentence, the spellchecker would not be able to detect any mistakes because most of the words exist in English with other meanings.

However, technology may have found a way of helping those who find spelling in English an impossible task. A hi-tech company, Ginger Software, has developed a program with foreign students and dyslexics in mind. The idea is not just to spot mistyped words, but also to use the context and the grammatical structures of sentences as an improvement on normal spellcheckers. The program’s developers have tried to make its working processes as close to those of natural language as possible instead of focusing only on words. “When we think and write, we do so in sentences, not in terms of isolated words,” says the developer of Ginger Software. Therefore, Ginger Software’s new program should be able to detect that the writer of the sentence, “Eye did knot go the write weigh”, actually meant to write, “I did not go the right way”.

If it’s successful, Ginger Software’s program could be an amazing tool in helping people who have got real difficulties spelling English words correctly and using them in the appropriate context. Who knows, it might even spell the end of English school assignments with spelling mistakes.

word-processing: processament de textos / procesamiento de textos
spellchecker: corrector ortogràfic / corrector ortográfico
misspelt: amb errades ortogràfiques / con errores ortográficos
spot: trobar, descobrir / encontrar, descubrir
isolated: aïllat / aislado
1. Choose the best answer according to the text. Only ONE answer is possible. [0.5 points each correct answer. Wrong answers will be penalized by deducting 0.16 points. There is no penalty for unanswered questions.]

1. Dyslexics are defined as people who ....
   a. cannot read or write
   b. aren’t native English speakers
   c. find it hard to read and write
   d. can speak English

2. A homophone is ...
   a. a silent letter
   b. a word that is spelt the same as another word
   c. a word that sounds different from another word
   d. a word that sounds the same as another word

3. A spellchecker function ...
   a. can automatically correct all mistakes
   b. will identify spelling mistakes
   c. will never correct spelling mistakes
   d. helps you memorise the spelling of words

4. A spellchecker can help you ...
   a. only if you are dyslexic
   b. only if you don’t know English
   c. only if you know the word that you’re looking for
   d. only if the word has got a different meaning in English

5. The sentence “Eye did knot go the write weigh” ...
   a. has got words with no meanings in English
   b. has got misspelt words in English
   c. makes no sense
   d. is a valid sentence in English

6. Ginger Software has invented a program ...
   a. that can teach English to foreign students
   b. that may have solved the problems that regular spellcheckers cannot solve
   c. that can spot only incorrectly typed words
   d. that can teach English to dyslexic students

7. The new program is unique because it ...
   a. detects words used out of context
   b. focuses only on words
   c. automatically corrects misspelt words
   d. memorises words that are difficult to spell

8. According to the writer, ...
   a. the new program will bring an end to English assignments
   b. the new program may be an improvement on regular spellcheckers
   c. the new program may be a waste of time
   d. the new program will definitely be a success

2. Choose ONE topic. Write about number 1 or 2. Minimum length: 100 words. [4 points]

1. An opinion essay: Do you think it’s important to have English spelling tests? Explain why or why not.

2. An opinion essay: What aspect of learning English is the most difficult for you? Explain why.

Accept all logical and grammatically correct answers.
Mickey Mouse Degrees

In most countries, students attend university to study subjects such as physics, economics or history. But in Britain, it’s now possible to get a university degree in less traditional subjects. One estimate lists around 400 such courses, including equestrian studies, wine studies, cosmetic science, stained glass, boxing and the unusual combination of outdoor adventure with philosophy.

The degrees earned in these courses are known informally as “Mickey Mouse” degrees. Taken from the name of the famous cartoon character, anything termed “Mickey Mouse” is considered lightweight or amateurish. In Britain, the term also has more negative connotations, and may be used to describe something of inferior quality. But are these degrees, often offered at newly created universities, really inferior to degrees in more conventional subjects from more established universities?

Those who defend these degrees have many arguments in their favour. First, they say that it’s good for a society to have a large number of university graduates in any field. Studying promotes a love of learning and a respect for education. In addition, university graduates tend to earn more, which is good for the economy. Regarding “Mickey Mouse” degrees specifically, they claim that many critics don’t look beyond the name, which may sound silly, to see that serious study is demanded. For example, for a degree in surfing studies, students must study subjects such as marine meteorology, biology and business.

But perhaps the strongest arguments are financial. Proponents claim that Mickey Mouse courses are responding to a demand from students and employers. By providing specific training, graduates are able to find jobs easily, and companies are confident that they will have the skills necessary to do the job. For example, a degree in golf management should help graduates find jobs in the field of sports and leisure. And by offering these popular degrees, universities are able to stay open, thereby helping to guarantee students of more traditional subjects the chance to study.

However, in answer to these arguments, opponents maintain that training in subjects like floristry design or baking technology should be acquired on the job or at technical schools, and not at academic institutions. Universities, they say, exist to further knowledge for its own sake rather than to help people find jobs. They claim that politicians want to increase the number of students in institutions of higher learning, and opening Mickey Mouse courses allows this goal to be met without maintaining high educational standards. Some go further and say that if these courses were abolished, more public money would be available to those studying for “real” university degrees.

So, are Mickey Mouse degrees a helpful innovation or a waste of time? Before we make up our minds, perhaps we should remember that any change is often at first perceived as negative. Many academic subjects which are respected today were criticised when they first appeared; these include gender studies in the 1980s, sociology in the 1960s and 1970s and even English literature, when it was first taught at an English university in 1828.
1. Choose the best answer according to the text. Only ONE answer is possible.
[0.5 points each correct answer. Wrong answers will be penalized by deducting 0.16 points.
There is no penalty for unanswered questions.]

1. In Britain ... 
   a. students don’t go to university to study physics or history
   b. there are over 400 universities open to students
   c. it’s possible to obtain a university degree in stained glass
   d. students feel they must go abroad for a traditional degree

2. The term “Mickey Mouse” ... 
   a. may describe non-traditional degrees at newer universities
   b. is in no way connected to the Mickey Mouse cartoon character
   c. is only used by lightweight amateurs in Britain
   d. has got less negative connotations in Britain than elsewhere

3. People who defend these degrees ... 
   a. often argue with those in favour of such degrees
   b. think that having fewer graduates benefits a nation’s economy
   c. say that having more graduates in any subject benefits society
   d. have more respect for people who have studied education

4. Critics of Mickey Mouse degrees ... 
   a. have specific complaints about course names
   b. believe that silly courses don’t demand serious study
   c. use surfing studies as an example of a serious course
   d. may not know that these courses include serious subjects

5. Mickey Mouse degrees ... 
   a. can give students specific skills they need for jobs
   b. don’t inspire confidence in companies offering work
   c. generally cost students more money to obtain
   d. are of no benefit to students of traditional subjects

6. Opponents of these degrees think that ... 
   a. more study is needed before academic degrees in floristry design are given
   b. baking skills aren’t important
   c. universities should help people to acquire knowledge for its own sake
   d. the role of universities changed to become more practical in recent years

7. Opponents believe that governments ... 
   a. aren’t encouraging Mickey Mouse degrees for political reason
   b. care more about educational standards than the good of the people
   c. should make more money available to stop the abolition of degrees
   d. could better help other students if there were no Mickey Mouse degrees

8. The writer believes that ... 
   a. Mickey Mouse degrees symbolise a negative change in academics
   b. Mickey Mouse degrees may be more respected one day
   c. subjects like sociology and gender studies are a waste of time
   d. we should make up our minds before judging the value of these degrees

2. Choose ONE topic. Write about number 1 or 2. Minimum length: 100 words. [4 points]

1. An opinion essay: Is a “Mickey Mouse” degree a waste of time?
   Explain your answer.

2. An opinion essay: The purpose of studying at university is to get a job.
   Do you agree or disagree? Explain.

Accept all logical and grammatically correct answers.
Imagine the following scene: a firefighter runs into a blazing building to save the people trapped inside. Back at the command centre, his vital signs are being monitored and GPS readings indicate his exact positioning in the building. This can all be done because of a new, state-of-the-art uniform that he’s wearing that contains hi-tech fabrics which can transmit this vital information.

This is not a science-fiction film but new technology which is currently being developed in Italy at the Eucentre research site. The European Commission has invested €50 million to develop these smart fabrics and interactive textiles. The technology, which was initially developed in the United States, has been adopted by the EU in order to save the European textile industry, which has been badly affected by competition from Asian markets.

University researchers and well-known hi-tech companies such as Philips have been brought together with traditional clothing and textile manufacturers throughout the EU to produce models of smart-fabric clothes. These include a shirt that can monitor the heart rate of cardiac patients and sports clothes that can monitor an athlete’s breathing. The advantage of using smart fabrics for these purposes is that the wearer can be monitored without the use of wires. The aim is to make these clothes look and feel normal even though they are embedded with hi-tech devices such as microcomputers and solar panels.

One of the main problems at the moment, however, is that the market for such products is still limited. Developers hope that demand will double in the next few years. The challenge, though, will be to match the products to the markets. Smart fabrics could be most beneficial in the medical field where they could save many lives each year if they become widely used. However, it could take up to ten years for each product to become an approved medical device that can be officially recommended by doctors to their patients.

A further problem is that most consumers won’t be able to afford these high-priced products. One of the developers of hi-tech textiles is questioning how much a family will be willing to pay for a baby suit that can detect sudden infant death syndrome. This type of product could potentially prevent a terrible tragedy from occurring, yet how many parents will actually be able to afford it?

Most of the developers’ hopes for promoting hi-tech clothing are with the sports industry. Nowadays, the amount of advertising by popular sportswear companies and the employment of well-known sports stars to advertise their products means that this industry could provide the best way of getting consumers to accept these expensive new technologies. Developers, therefore, are considering adapting the smart-clothes technology for rescue workers to the world of sport. Who knows? In another few years, your tracksuit might do a lot more than help you enjoy a run in the park.
1. Choose the best answer according to the text. Only ONE answer is possible. 
   [0.5 points each correct answer. Wrong answers will be penalized by deducting 0.16 points. 
   There is no penalty for unanswered questions.]

1. Inside the command centre, ... .
   a. a firefighter is saving people
   b. a firefighter is monitoring his own vital signs
   c. it’s possible to know where a firefighter is located in a burning building
   d. people are transmitting vital information

2. The European Commission has invested a lot of money ... .
   a. in order to make science-fiction films
   b. because it wants to save the Asian textile industry
   c. in order to rescue the textile industry in Europe
   d. in order to sell smart fabrics in the United States

3. The United States ... .
   a. originally developed smart fabrics
   b. has invested €50 million in developing smart fabrics
   c. is fighting competition from the Asian markets
   d. is assisting the European textile industry

4. High-tech companies ... .
   a. are monitoring cardiac patients
   b. are working on university research
   c. are collaborating with Philips to develop smart fabrics
   d. are collaborating with university researchers to develop smart fabrics

5. A shirt is being developed that ... .
   a. helps people who have got heart problems
   b. uses lots of wires
   c. helps people run faster
   d. monitors breathing

6. The problem of using interactive textiles is that ... .
   a. no one will ever want to buy the products
   b. it could take almost a decade for each product to receive approval
   c. they can’t be used in the medical world
   d. the products will double in the next few years

7. One developer has asked ... .
   a. how many parents will need a high-tech baby suit
   b. if high-tech baby suits will actually save lives
   c. how many parents will be able to buy high-tech baby suits
   d. if parents know about sudden infant death syndrome

8. The sports industry seems to be the best way of promoting smart fabrics because ... .
   a. famous athletes will buy them
   b. they’ll save lives
   c. famous athletes will develop them
   d. famous athletes will advertise them

2. Choose ONE topic. Write about number 1 or 2. Minimum length: 100 words. [4 points]

1. An opinion essay: Do you think it’s fair when famous people are paid to advertise products? Explain why or why not.

2. An opinion essay: Do you believe that monitoring an athlete with smart-clothes technology is an invasion of privacy? Explain your answer.

Accept all logical and grammatically correct answers.
Nature’s Way to Feeling Better

Do you feel better after walking in the park or watching a beautiful sunset? If so, you may be unknowingly using your own form of “ecotherapy”, an approach designed to benefit emotional health by reconnecting people with nature and the environment.

This field of ecopsychology first became popular in the United States in the 1990s. Basically, it argues that humans are an integral part of the world of nature and should not be separated from it. Their emotional health may suffer if they are cut off from nature by urbanisation or other aspects of modern life. By not seeing themselves as part of the wider environment, people may become alienated and introverted. Some ecopsychologists also claim that the human destruction of nature can cause not only pain but guilt, possibly leading to mental-health problems in some people.

Ecotherapy, also known as environmental or green therapy, grew out of this movement. It offers strategies to help people feel better by repairing their broken relationship with nature. These remedies range from the sophisticated to the simple. For example, learning to survive alone in the wilderness can build confidence, but a walk in the park or even outdoors on a city pavement can help, too. Sometimes the therapies involve animals: swimming with dolphins is beneficial, but then, so is working on community projects with small animals like squirrels. Even interaction with your own pet or watching fish swim in a tank counts, too. And for people who find it difficult to arrange even these minimal encounters with nature, just looking at a picture of an outdoor scene can help.

Researchers believe this environmental therapy works in many ways. By watching wildlife, people may be reminded of previous positive experiences with nature. In addition, the contrast offered to city life allows people to gain greater awareness of the sights and sounds of nature, and enables them to escape from the stress and pressure of urban life. And of course, the challenge of mastering new skills, especially physical ones, can be healthy and exhilarating.

Recent studies in the United Kingdom confirmed what many ecotherapists and their clients have known for a long time. One study was designed to measure the mood, self-esteem and enjoyment of 20 people after they took two different walks, one inside a shopping centre and the other outside in a park. The results showed that self-esteem increased significantly after the outdoor walk, while tension and depression decreased. After walking through the shopping centre, many participants felt more depressed than before. Based partly on these studies, a UK mental-health charity is now proposing that ecotherapy should be made more readily available for mental-health patients as a supplement to traditional treatments. Some countries, such as Holland and Norway, already operate “care farms” for such patients.

So if you’re feeling a bit low, you may not need anti-depressant medication or costly therapy. First, try working in your garden or playing a friendly game of football. These will certainly be good for your physical health, and may boost your morale, too.

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**sunset:** posta de sol / puesta de sol  
**master:** dominar / dominar  
**exhilarating:** estimulant, excitant / estimulante, excitante  
**charity:** organització benèfica / organización benéfica  
**boost:** aixecar / levantar
1. Choose the best answer according to the text. Only ONE answer is possible. [0.5 points each correct answer. Wrong answers will be penalized by deducting 0.16 points. There is no penalty for unanswered questions.]

1. Ecotherapy . . .
   a. developed into ecopsychology
   b. can even benefit people who are unaware of it
   c. reconnects the environment to nature
   d. is unknown in the field of emotional health

2. Separating people from nature . . .
   a. was the aim of ecopsychology
   b. destroys the environment
   c. can cause people to suffer from feelings of alienation
   d. may lead to urbanisation

3. Green therapy . . .
   a. is another name for ecotherapy
   b. existed before ecopsychology became popular
   c. aims to improve the state of the environment
   d. tries to help people become sophisticated

4. Ecotherapy strategies . . .
   a. must be carried out alone by individuals
   b. work best for people who are self-confident
   c. don’t have to take place outdoors
   d. require at least minimal contact with animals

5. Environmental therapy . . .
   a. reminds people of positive encounters with nature
   b. brings the sights and sounds of nature to the city
   c. helps people cope with urban life
   d. makes people less aware of everyday pressure

6. One study in the UK . . .
   a. was conducted by ecotherapists and their clients
   b. studied the feelings of participants after 20 walks
   c. found that walking through a shopping centre depressed people
   d. increased researchers’ self-esteem

7. A UK mental-health charity . . .
   a. proposes sending patients to “care farms” in Europe
   b. is using the studies as a basis for its recommendations
   c. wants to replace traditional therapy with ecotherapy
   d. suggests that Holland use more traditional therapy

8. The writer . . .
   a. thinks expensive therapy is better than any medication
   b. doesn’t indicate any opinion at all about ecotherapy
   c. seems to believe that ecotherapy might be worth trying
   d. implies that mental health is more important than physical health

2. Choose ONE topic. Write about number 1 or 2. Minimum length: 100 words. [4 points]

1. An opinion essay: Do you think that ecotherapy could help people your age? Why or why not?

Accept all logical and grammatically correct answers.
Exam Practice

Guilt-Free Carbon

More and more people today understand that carbon emissions are a problem for the atmosphere. Many people are genuinely concerned about the environment and would like to reduce the amount of energy consumption they are responsible for, but certain lifestyle changes, such as giving up flying and driving, are simply impractical.

In order to help these people help the environment, a new industry has been born – selling “carbon offsets”. Recent years have seen the establishment of a number of companies which enable businesses and individuals to “buy” the right to emit carbon. Essentially, consumers pay these companies to counterbalance their carbon use by investing in projects, often in poor countries, that benefit the environment. These may include promoting renewable energy sources such as solar power, or planting trees to help absorb carbon from the air.

Although the basic principle seems logical, it has been criticised by some environmentalists on philosophical grounds. Estimates in the United States show that the typical household emits about one ton of CO₂ or equivalent gases every two months. Some experts believe that those who create this problem are the ones who should make the effort to control it.

However, much of the criticism concerning carbon offsets is practical; with little regulation, it’s hard to know if the companies selling offsets are actually doing as they promised, or if the measures taken are really effective. Another concern focuses on the possibility that the same offset may be sold to more than one customer.

The idea of cleaning up “carbon footprints” (the name given to the impact of human activity on the environment in terms of carbon use) is growing in popularity in the Western world. One indication is the fact that certain products and events are now labelled “carbon-neutral”; they advertise themselves as “clean” because the people in charge have paid to negate the impact of the gases emitted. Another indication is the plan now being considered by Denver International Airport in the USA, which will allow interested passengers to pay on the spot to offset the damage they will cause by flying. Help will be provided to enable participants to measure the size of their “footprint”, based on the amount of kilometres flown and the number of stopovers.

For industrial consumers, the picture may be more complicated. As a result, a growing number of companies are now hiring “carbon coaches” to help them calculate the amount of dangerous gases they emit, and to advise them on how to counter the effect. These coaches, already regularly consulted in Europe and now gaining acceptance in the US, are also helping companies to become “greener” in the long term.

It’s still too early to judge if this new trend of buying carbon offsets is mainly a way to ease the guilt caused by using too much energy, or a realistic method of helping the planet. However, while we are waiting to find out, one thing is certain – we should all remember to do as much as we can to clean up our carbon footprints.

offset: compensació / compensación
counterbalance: compensar / compensar
renewable energy source: font d’energia renovable / fuente de energía renovable
pay on the spot: pagar al comptat / pagar al contado
stopover: escala / escala
ease: disminuir / disminuir
1. Choose the best answer according to the text. Only ONE answer is possible.
[0.5 points each correct answer. Wrong answers will be penalized by deducting 0.16 points.
There is no penalty for unanswered questions.]

1. More and more people … .
   a. are unaware that they can reduce production of dangerous gases
   b. find it easy to make changes such as giving up flying
   c. generally want to try to reduce the amount of carbon they emit
   d. think carbon emissions are only a problem for poor countries

2. The carbon offset industry … .
   a. has been established by a number of businesses and individuals
   b. allows consumers to compensate the environment for carbon use
   c. essentially benefits energy consumers in developing countries
   d. was primarily designed to provide jobs for workers in poor areas

3. Some experts … .
   a. are philosophically opposed to the idea of trading in carbon offsets
   b. believe that a typical US household emits one ton of CO₂ annually
   c. criticise environmentalists
   d. are making efforts to control a problem they didn’t create

4. Carbon offsets are criticised because … .
   a. it’s hard for companies to do as they promise
   b. the same customer may be sold more than one offset
   c. this industry isn’t very well regulated
   d. the measures taken are never effective

5. Carbon footprints … .
   a. are becoming more popular and accepted in the Western word
   b. are the effects of human carbon use on the environment
   c. can be neutralised by products that clean the atmosphere
   d. negate the impact of dangerous gases emitted by consumers

6. The plan at the Denver International Airport … .
   a. will require all travellers to pay for their carbon footprint
   b. will send bills to participants at stops along their journey
   c. will help passengers offset their carbon footprint
   d. will make travellers pay on the spot for damage caused to airplanes

7. Carbon coaches … .
   a. complicate the issue of industrial air pollution
   b. are currently gaining popularity in Europe
   c. are increasing the size of the companies that hire them
   d. help reduce the immediate and future effects of gas emission

8. The writer of the text … .
   a. believes that offsets are a good way to reduce carbon footprints
   b. thinks that we don’t yet know if carbon offsets are effective
   c. feels guilty about emitting large amounts of harmful gases
   d. is unrealistic about methods proposed to help the planet

2. Choose ONE topic. Write about number 1 or 2. Minimum length: 100 words. [4 points]

1. An opinion essay: Should energy consumers be required by law to offset their carbon emission? Give reasons for your answer.

2. An opinion essay: Write a letter to your local council in which you complain about environmental problems in your town and what you would like to do about them.

Accept all logical and grammatically correct answers.
Tough Love

When Steven Hambleton, 19, started college, his parents bought him a car. His mother, Jane, told him that there were only two rules: no alcohol in the car, and keep the car locked. Unfortunately for Steven, a passenger left a bottle of alcohol under the front seat. When Jane discovered this, she placed the following advertisement in the local newspaper: “Totally uncool parents who obviously don’t love teenage son, selling his car. Only driven for three weeks before snoopy mom who needs to get a life found booze under front seat. $3,700/offer. Call meanest mom on the planet.”

While teenagers may agree that Jane was “mean”, over 70 parents called to congratulate her on this public demonstration of “tough love”. This type of discipline, where harsh measures are used to help people modify dangerous or unacceptable behaviour, has been growing in popularity in the United States since 1979. The term was first used by Phyllis and David York to describe the extreme technique they used to deal with their daughter when her out-of-control behaviour finally resulted in an arrest for armed robbery. They didn’t allow her to return home until she had completed a drug rehabilitation programme and found a job.

From the Yorks’ experience, the Tough Love movement was born, and today there are over 700 groups worldwide. For a nominal fee, parents are able to tap into a support system and attend meetings, where they are encouraged to “take a stand” (set a long-term goal) and enforce a “bottom line” (behaviour that will eventually lead to the realisation of the stand). The method works by dealing with the present situation only, rather than looking to the past or assigning blame. It also requires the cooperation of other important figures in the teenager’s life, such as friends or school authorities, so that they have nobody to turn to if they want to go against the seemingly harsh measures specified by the parents.

Today, even parents who do not formally join the network often use some of its techniques, deciding that love is best shown by standing behind non-negotiable demands rather than by accepting any type of behaviour. As a result, some of these approaches are now being used with very young children as well as with teenagers. In addition, several programmes dealing with drug or alcohol abuse and criminal activity have adopted some tough-love concepts. However, the method can be abused. For example, there are now summer camps in the US which claim to use tough love to discipline troubled teens during a few weeks in an isolated setting. But because many of these programmes tend to dismiss signs of physical illness as weakness or manipulation, there have been disturbing incidents of neglect.

So, was Jane Hambleton right to sell Steven’s car? She insists that in placing her advertisement, she raised awareness both of the drink-driving problem among teens, and of the importance of proper parental discipline. Certainly the publicity surrounding the affair has caused both parents and teenagers in the US to think very carefully about their behaviour.
1. Choose the best answer according to the text. Only ONE answer is possible. [0.5 points each correct answer. Wrong answers will be penalized by deducting 0.16 points. There is no penalty for unanswered questions.]

1. Steven Hambleton . .
   a. couldn’t drive his car for three weeks
   b. was told he must keep his car locked
   c. left a bottle of alcohol in the car
   d. was mean to his mum

2. Jane Hambleton . .
   a. thinks she was wrong to snoop in her son’s car
   b. was called the “meanest mom” by teenagers
   c. telephoned many adults about her newspaper advertisement
   d. disciplined her son by showing tough love

3. Tough love . .
   a. is a term used to describe a certain disciplinary technique
   b. was first described by Phyllis and David York in 1979
   c. was used by the Yorks’ daughter to describe her behaviour
   d. allows people to describe their own dangerous behaviour

4. The Tough Love movement . .
   a. charges parents about $700 to join
   b. can now be found in many places in the world
   c. helps teenagers to set long-term goals
   d. enforces a “bottom line” for participating parents

5. The tough-love method . .
   a. looks to see who is responsible for a teenager’s troubles
   b. works with measures already enforced by the school
   c. leaves parents without support if the teen doesn’t cooperate
   d. needs the help of people who are important to the teenager

6. The tough-love approach . .
   a. means accepting children no matter what they do
   b. can only be used in a formal setting
   c. is now not only used by parents dealing with children
   d. is sometimes used by young children dealing with teens

7. Some camps in the United States . .
   a. haven’t related to signs of physical illness
   b. will not use tough love if teens are physically ill
   c. dismiss tough love as a sign of weakness
   d. allow teens to use tough love in an isolated setting

8. Jane Hambleton’s advertisement . .
   a. established her right to sell her son Steven’s car
   b. was designed to create publicity for herself
   c. caused people to think about teenage drink-driving
   d. hasn’t raised awareness of parental discipline

2. Choose ONE topic. Write about number 1 or 2. Minimum length: 100 words. [4 points]

1. A dialogue: Write a dialogue between Jane Hambleton and her son after she placed the advertisement in the newspaper.

2. An opinion essay: Do you think Jane Hambleton was justified in placing the advertisement? Explain why or why not.

Accept all logical and grammatically correct answers.
1 Listening Practice

Staycations

In the following radio interview you are going to hear some new words. Read and listen to them. Make sure you know what they mean:

- rise: augment, pujada / aumento, subida
- survey: estudi, enquesta / estudio, encuesta
- splurge: malgastar / derrochar
- household chores: feines de la casa / tareas domésticas
- unplug: desconnectar / desconectar

Ready? Now read the following questions. Read them carefully before listening to the radio interview.

1. A staycation is ...
   a. a traditional holiday abroad
   b. a summer holiday in France
   c. a home-based holiday
   d. a cheap holiday in Britain

2. Which of the following is NOT mentioned as an example of the rise in travel costs?
   a. hotels
   b. food
   c. clothes
   d. petrol

3. Which statement is true about staycations?
   a. They’re for people who can’t afford to travel.
   b. They cause a lot of stress.
   c. They’re not really holidays.
   d. They’re becoming more popular.

4. Which of the following is NOT mentioned as a reason for a staycation?
   a. cost
   b. travel stress
   c. time spent in airports
   d. fear of flying

5. Which of the following best describes how to treat a staycation as a real holiday?
   a. Stay at home a lot.
   b. Spend a lot of money in your own city.
   c. Talk to tourists who are visiting your city for the first time.
   d. Become a tourist in your own city.

6. Preparing to actually leave on a staycation means that you ...
   a. take care of personal obligations
   b. plan a camping trip with friends
   c. plan to eat in an expensive restaurant
   d. get ready to leave your house

7. Medical appointments are an example of ...
   a. a responsibility you take care of before going on a staycation
   b. something you do so you can physically leave home on a staycation
   c. a responsibility you should take care of while on a staycation
   d. something you do as a first step in planning a staycation

8. What is meant by the words “unplugging yourself”?
   a. experiencing new and different things
   b. relaxing with friends
   c. paying your bills
   d. avoiding mobile phones and computers
2 Listening Practice

Web Literacy 📈

In the following radio interview you are going to hear some new words. Read and listen to them. Make sure you know what they mean:

- **hoax**: engany / engaño
- **literacy**: alfabetització / alfabetización
- **gather**: reunir, aplegar / reunir, recopilar
- **guideline**: directriu, pauta / directriz, pauta
- **accurate**: precis, exacte / preciso, exacto

Ready? Now read the following questions. Read them carefully before listening to the radio interview.

John: Good afternoon. I’m John Malkin with Education Matters. This week, we’re discussing Internet research with librarian Marla Thorp. Welcome, Marla.

Marla: Thanks, John.

John: I’d like to begin with the story you were telling me just before we came on air. [Now listen to the rest of the interview.]

Choose the best answer according to the recording. Only ONE answer is correct. [0.25 points each correct answer. Wrong answers will be penalized by deducting 0.08 points. There is no penalty for unanswered questions.]

1. The teacher wanted the students to write about ... .
   - a. North America
   - b. the Pacific Northwest tree octopus
   - c. an animal in danger
   - d. a dangerous animal

2. The website about the tree octopus ... .
   - a. was difficult to find
   - b. was a hoax
   - c. was created by the students
   - d. didn’t exist

3. Web literacy refers to ... .
   - a. the ability to find and judge online material
   - b. writing a website
   - c. a lack of information online
   - d. reading online

4. According to Marla, when doing online research, ... .
   - a. students should look up sensible guidelines
   - b. only one source should be used
   - c. multiple sources are necessary
   - d. prior knowledge of a subject never helps

5. Google is ... .
   - a. the name for many search engines
   - b. the only search engine
   - c. suitable for academic research
   - d. a preferred search engine

6. Which statement is true about online information?
   - a. Google displays everything available.
   - b. All search engines display everything.
   - c. No single search engine displays everything.
   - d. It can only be accessed through Google.

7. Marla recommends ... .
   - a. a specific search engine
   - b. using university sites
   - c. providing links to related sites
   - d. using sites with unfamiliar names

8. According to Marla, Wikipedia ... .
   - a. should be used as a main source
   - b. is always reputable
   - c. is never accurate
   - d. can be helpful
3 Listening Practice

Overcoming Distractions

In the following interview you are going to hear some new words. Read and listen to them. Make sure you know what they mean:

| appreciate | agrair / agradecer |
| turn into  | convertir-se en / convertirse en |
| reward     | recompensar, premiar / recompensar, premiar |
| stick to   | complir amb, respectar / cumplir con, respetar |
| willpower  | força de voluntat / fuerza de voluntad |

Ready? Now read the following questions. Read them carefully before listening to the interview.

Mr Sloan: Jane? Come on in.
Jane: Thanks, Mr Sloan. I appreciate your agreeing to give me some information for the article I’m writing for the student magazine.

[Now listen to the rest of the interview.]

Choose the best answer according to the recording. Only ONE answer is correct. [0.25 points each correct answer. Wrong answers will be penalized by deducting 0.08 points. There is no penalty for unanswered questions.]

1. Jane’s article is going to be about ...
   a. some typical student challenges
   b. the job of a school counsellor
   c. how to create distractions
   d. improving your writing

2. A major challenge for Jane is ...
   a. being more popular
   b. getting better marks
   c. becoming a school counsellor
   d. coping with distractions

3. Mr Sloan suggests ...
   a. keeping mental “to-do” lists
   b. writing “to-do” lists
   c. staying at home for two weeks
   d. ways of entertainment

4. Mr Sloan thinks it is useful to ...
   a. take pictures of distractions
   b. make a note of what is distracting
   c. take photographs when distracted
   d. tidy a room

5. When Jane does her homework, she ...
   a. never takes a break
   b. only takes one break
   c. takes several breaks
   d. always writes long e-mails

6. Jane gets angry when ...
   a. someone distracts her from work
   b. she lets herself be distracted from work
   c. she controls the way she acts
   d. she doesn’t allow herself to be distracted

7. Which of the following does Mr Sloan NOT suggest?
   a. studying in the library
   b. turning off mobile phones
   c. closing a door to limit noise
   d. setting limits for breaks

8. Mr Sloan asks Jane to ...
   a. study harder
   b. show him her lists
   c. count the hours she studies every day
   d. tell him about her progress
In the following conversation you are going to hear some new words. Read and listen to them. Make sure you know what they mean:

**issue**: exemplar, número (d’una revista); assumpte, qüestió / ejemplar, número (de una revista); asunto, cuestión

**staff**: personal, plantilla / personal, plantilla

**budget**: pressupost / presupuesto

**fund**: finançar / financiar

Ready? Now read the following questions. Read them carefully before listening to the conversation.

**Mike**: Barbara! I didn’t realise you’d be back teaching today!

**Barbara**: Hi, Mike. Yeah, I’m back. It’s hard to believe that last week I was in Chicago. What a fantastic city!

**Mike**: So, how was the conference on teen journalism?

[Now listen to the rest of the conversation.]

Choose the best answer according to the recording. Only ONE answer is correct. [0.25 points each correct answer. Wrong answers will be penalized by deducting 0.08 points. There is no penalty for unanswered questions.]

1. Barbara brought back ... .
   - a. photos of Chicago
   - b. teaching material
   - c. magazines and newspapers
   - d. a Chicago newspaper

2. Two of the publications are from ... .
   - a. New York City
   - b. San Francisco
   - c. California
   - d. Atlanta

3. Which statement about the L.A. Youth newspaper is true?
   - a. It started in the 1980s.
   - b. Libraries pay a fee to receive it.
   - c. It doesn’t have an online edition.
   - d. It’s published seven times a year.

4. YO! staff members produce ... .
   - a. only magazines
   - b. ten television programmes every year
   - c. monthly stories for radio stations
   - d. a TV programme for the San Francisco area

5. Vox ... .
   - a. was a model for New Youth Connections
   - b. has got a staff of around 100 students
   - c. started in New York City
   - d. is read online by 80,000 people

6. Among the teen jobs, Barbara does NOT mention ... .
   - a. printing
   - b. photography
   - c. budgets
   - d. writing

7. Adult staff at youth publications ... .
   - a. control the content
   - b. train and supervise the teen staff
   - c. provide all of the funding
   - d. insist on some articles on serious topics

8. The Richmond Council’s youth magazine ... .
   - a. reaches homes and schools all over England
   - b. is written by four teens
   - c. is distributed at Mike and Barbara’s school
   - d. is provided at no cost to local residents
5 Listening Practice

Doctors Without Borders

In the following interview you are going to hear some new words. Read and listen to them. Make sure you know what they mean:

| proper: adecuat, apropiat / adecuado, apropiado | set up: establir, crear / establecer, crear |
| refugee camp: camp de refugiats / campo de refugiados | gain: guanyar, obtenir, aconseguir / ganar, obtener, conseguir |
| health care: assistència sanitària / asistencia sanitaria |

Ready? Now read the following questions. Read them carefully before listening to the interview.

Tim: Good afternoon. This is Tim Wilson and welcome to Health News. Today, I'll be talking with Dr Maggie Fox, who currently works at City Hospital. Hello, Dr Fox.
Maggie: Hello, Tim. Please call me Maggie.
[Now listen to the rest of the interview.]

Choose the best answer according to the recording. Only ONE answer is correct. [0.25 points each correct answer. Wrong answers will be penalized by deducting 0.08 points. There is no penalty for unanswered questions.]

1. Which statement is true about Maggie?
   - a. She only works at City Hospital
   - b. She volunteers as a doctor in many countries.
   - c. She always works in clinics in Africa.
   - d. She flies abroad to take a break from work.

2. When Maggie arrived on her first mission, she was ... .
   - a. sorry she had come
   - b. prepared for what she saw
   - c. shocked by the number of people
   - d. impressed by the health care

3. How did Maggie feel on her first mission?
   - a. prepared
   - b. sorry
   - c. surprised
   - d. disappointed

4. The biggest challenge the medical volunteers faced in Sierra Leone was ... .
   - a. treating so many people
   - b. working for eight months
   - c. working in tents
   - d. working in the hot sun

5. The most serious problem in treating the orphans was ... .
   - a. their medical condition
   - b. their bad behaviour
   - c. their trauma
   - d. the lack of communication

6. How did the volunteers finally succeed in making the orphans feel better?
   - a. They spent lots of free time with the children.
   - b. They sent orphans to live with families.
   - c. They formed groups of older and younger children that lived together.
   - d. They put the children in tents.

7. Maggie thought that the best part of volunteering was ... .
   - a. cooperating with other volunteers
   - b. getting a better job
   - c. getting important medical experience
   - d. helping people improve their situation

8. Tim's opinion of Maggie is that she is a person who ... .
   - a. should be admired
   - b. has lots of adventures
   - c. had awful experiences
   - d. is a successful doctor
In the following interview you are going to hear some new words. Read and listen to them. Make sure you know what they mean:

- **rarrange**: canviar / cambiar
- **move forward**: avanzar / avanzar
- **assist**: ajudar / ayudar
- **encouragement**: ànim, encoratjament / ánimo, aliento
- **accomplish**: assolir / lograr

Ready? Now read the following questions. Read them carefully before listening to the interview.

1. What is the aim of life coaching?
   - a. To help people deal with their past.
   - b. To assist people in reaching a certain goal.
   - c. To help people be more organised.
   - d. To help people become better coaches.

2. Changing your career is given as an example of ... .
   - a. how to rearrange your life
   - b. a way to improve yourself
   - c. a goal a life coach can help you achieve
   - d. how to improve personal relationships

3. How can you follow your progress while you are being coached?
   - a. By considering all your options.
   - b. By writing things in a journal.
   - c. By connecting with a person you like.
   - d. By accomplishing more than you thought you could.

4. Why is telephone coaching popular?
   - a. Because the sessions are usually shorter than face-to-face meetings.
   - b. Because the coach lives near you.
   - c. Because the sessions are usually longer than face-to-face meetings.
   - d. Because it keeps you moving in the right direction.

5. The gift of coaching means that a coach ... .
   - a. likes talking with people on the phone
   - b. has the right attitude about coaching
   - c. has been coaching for ten years
   - d. cares about you more than himself / herself

6. To make coaching successful, a person must be ... .
   - a. someone his / her coach can trust completely
   - b. able to interact via e-mail
   - c. willing to accept new ideas
   - d. willing to meet face-to-face with his / her coach

7. Life coaching first began with business people who ... .
   - a. needed personal trainers
   - b. were going to retire
   - c. needed someone they could respect
   - d. had high-level jobs

8. Which of the following best describes life coaching today?
   - a. It’s used mostly for athletes.
   - b. It mostly benefits business people.
   - c. It’s used mostly for parents and families.
   - d. It can benefit anyone who wants to reach a goal.
7 Listening Practice

Identity Chips

In the following conversation you are going to hear some new words. Read and listen to them.
Make sure you know what they mean:

| wave: | bellugar, fer un signe amb / agitar, hacer un gesto con |
| device: | aparell, mecanisme / aparato, mecanismo |
| convenient: | pràctic, útil, comode / práctico, útil, cómodo |
| track: | seguir la pista, fer un seguiment / seguir la pista, hacer un seguimiento |
| agreement: | contracte, acord / contrato, acuerdo |

Ready? Now read the following questions. Read them carefully before listening to the conversation.

Mike: Hey Bill, I notice you keep waving your hand in front of your computer screen. Is there something wrong with the computer?
Bill: No, but listen to this. I’ve just had an electronic identity chip implanted in my right hand, so when I wave my hand in front of the screen, my computer can access certain files. No more mouse devices or passwords for me.

Choose the best answer according to the recording. Only ONE answer is correct. [0.25 points each correct answer. Wrong answers will be penalized by deducting 0.08 points. There is no penalty for unanswered questions.]

1. Bill’s identity chip allows him to ...
   ○ a. sign up for experiments
   ○ b. wave his right hand
   ○ c. change his password
   ✗ d. access certain files

2. Secure Watch is ...
   ○ a. a password
   ○ b. a company
   ✗ c. an experiment
   ○ d. a computer

3. Bill chose to join the program because ...
   ○ a. it didn’t hurt
   ○ b. he needed a password
   ✗ c. he thought he would enjoy it
   ○ d. he wanted a company ID card

4. Bill thinks that the chip is a great idea because ...
   ○ a. it makes his home more secure
   ○ b. his wife wants one
   ○ c. he can use it to drive the company car
   ✗ d. it makes life convenient

5. In the future identity chips might be used ...
   ○ a. in company cafeterias
   ✗ b. instead of a credit card
   ○ c. instead of a key
   ○ d. to pay for lunch

6. Mike is worried that the identity chip ...
   ○ a. is against the law
   ✗ b. may cause health problems
   ○ c. will be hard to read
   ○ d. can be easily stolen

7. Computer hackers are mentioned as an example of how ...
   ○ a. having a chip breaks the law
   ✗ b. your privacy is in danger
   ○ c. your chip can be stolen
   ○ d. they break into computers

8. Mike wants to make sure ...
   ○ a. he gets an identity chip
   ○ b. Bill leaves the programme
   ✗ c. his privacy is protected
   ○ d. he doesn’t miss lunch
Listening Practice

A Special Home in Washington

In the following interview you are going to hear some new words. Read and listen to them.
Make sure you know what they mean:

- widely: molt / muy
- remain: seguir, continuar / seguir, continuar
- passageway: passadís / pasillo, pasadizo
- lawn: gespa / césped
- be waited on hand on foot: tenir-ho tot fet / tener todo en bandeja

Ready? Now read the following questions. Read them carefully before listening to the interview.

Carol: ... and we’ll have another traffic update for you soon ... I’m Carol Everett, with Good Morning London on 89FM. My first guest on this rainy Monday is Martin Blair. Welcome to the show, Martin, and congratulations on winning the Literary Supplement’s prize for best non-fiction book of the year.

Martin: Thanks, Carol. It’s a pleasure to be here.

[Now listen to the rest of the interview.]

Choose the best answer according to the recording. Only ONE answer is correct. [0.25 points each correct answer. Wrong answers will be penalized by deducting 0.08 points. There is no penalty for unanswered questions.]

1. Martin Blair’s book is about ... .
   - a. the American elections
   - b. Barack Obama
   - c. historical homes in Washington
   - X d. the White House

2. The African-Americans who helped build the White House ... .
   - a. were all slaves
   - X b. have been linked to Obama’s family
   - c. included free men
   - d. worked mainly on the roof

3. James Hoban ... .
   - a. was a US-born architect
   - X b. moved from Ireland to the USA
   - c. was an artisan from Scotland
   - d. immigrated to Ireland

4. George Washington ... .
   - a. built the White House
   - b. lived in the White House for six years
   - c. moved into the White House in 1792
   - X d. never lived in the White House

5. During the War of 1812, the White House ... .
   - a. Became home to the British
   - X b. was burned
   - c. was still being built
   - d. was the only building destroyed in Washington

6. The White House ... .
   - a. has been white since 1901
   - X b. received its name from President Theodore Roosevelt
   - c. got its name in 1812
   - d. was rebuilt in 1946

7. Which fact below is NOT mentioned by Martin?
   - a. the year Susan Ford moved into the White House
   - X b. the number of rooms in the White House
   - c. White House sport facilities
   - d. the personal taste of the Obama family

8. Being a president’s child means ... .
   - a. you can’t date
   - X b. life is like paradise
   - c. moving a lot
   - d. you’re always protected
In the following interview you are going to hear some new words. Read and listen to them.
Make sure you know what they mean:

background: antecedents / antecedentes
stiff: dur, fort / duro, fuerte
credit: atribuir / atribuir

feedback: reacció / reacción
gently: suauent, amb delicadeza / suavemente, con delicadeza

Ready? Now read the following questions. Read them carefully before listening to the interview.

Jeremy: I’m Jeremy Rhys, with Radio 8’s Business Newsletter. My guest this afternoon is Meg Collins, owner of MC Games. Based here in London, MC Games is doing exceptionally well in the extremely competitive video-game industry. So, let’s find out how. Meg, welcome to the show.

Meg: Thanks, Jeremy. I’m glad to be here.

[Now listen to the rest of the interview.]

Choose the best answer according to the recording. Only ONE answer is correct. [0.25 points each correct answer. Wrong answers will be penalized by deducting 0.08 points. There is no penalty for unanswered questions.]

1. In the United States in 2008, ... .
   a. video-game sales fell
   b. the cost of video games rose by 20 per cent
   c. DVD and cinema ticket sales reached $22 billion
   d. there was almost a 20 per cent increase in video-game sales
   X. the cost of video games rose by 20 per cent

2. Meg credits play testers for ... .
   a. making mistakes
   b. exciting storylines and incredible graphics
   c. contributing to MC Games’ success
   d. creating popular games
   X. contributing to MC Games’ success

3. When play testers come in to test a game, they ... .
   a. aren’t alone
   b. record their comments
   c. take notes for the design team
   d. answer the design team’s questions
   X. aren’t alone

4. Videotapes of play sessions ... .
   a. are made once during the design of a game
   b. provide information to play testers
   c. reveal play testers’ body language and facial expressions
   d. provide little useful information
   X. reveal play testers’ body language and facial expressions

5. A game’s “playability” refers to things such as ... .
   a. the storyline
   b. how graphics look
   c. the sound effects
   d. feedback
   X. feedback

6. The 12-year-old play testers disliked the game because they ... .
   a. had already played it several times
   b. had to push the controls too hard
   c. weren’t able to navigate the motorbike
   d. thought it was perfect
   X. weren’t able to navigate the motorbike

7. MC Games finds play testers by advertising ... .
   a. in video arcades throughout the city
   b. in its local office
   c. in nearby shops and video arcades
   d. on its website
   X. in nearby shops and video arcades

8. Play testers for MC Games ... .
   a. are just given a free game
   b. are paid
   c. can work from home
   d. provide their own snacks and beverages
   X. are paid
Translation Exercises

UNIT 1
1. La mare té moltes ganes que arribin les seves vacances.
   Mum is looking forward to her holiday.
2. Els nens estan fingint que estan adormits.
   The children are pretending to be asleep.
3. La meva dona em recorda sovint que pagui les factures.
   My wife often reminds me to pay the bills.
4. En Tom mai contesta els meus correus electrònics.
   Tom never replies to my e-mails.
5. L’Alan s’enfada molt fàcilment perquè és irritable.
   Alan gets angry very easily because he is short-tempered.
6. La gent envanida sovint pensa que és superior.
   Big-headed people often think they are superior.
7. T’adones ara com és d’egoista el teu xicot?
   Do you now realise how selfish your boyfriend is?
8. La gent oberta de ment normalment accepta les opinions d’altres persones.
   Open-minded people usually accept other people’s opinions.

UNIT 2
1. El meu millor amic estava decebut perquè va suspendre un examen.
   My best friend was disappointed because he failed an exam.
2. Vaig donar les gràcies a la meva professora d’anglès pel seu valuós consell.
   I thanked my English teacher for her valuable advice.
3. Abans que anéssim al llit, el pare es va assegurar que havíem tancat la porta amb clau.
   Before we went to bed, Dad made sure we had locked the door.
4. Et vaig portar algunes revistes divertides per animar-te.
   I brought you some amusing magazines to cheer you up.
5. Tothom estava impactat per la notícia de l’accident de tren.
   Everybody was shocked by the news of the train accident.
6. El bomber va arriscar la seva vida per salvar la nena.
   The firefighter risked his life to save the girl.
   The taxi driver was seriously hurt, but he’s lucky to be alive.
8. Estàvem mirant el cambrer mentre estava servint el vi.
   We were looking at the waiter while he was pouring the wine.

UNIT 3
1. Crec que has estat molt injust amb en Mike.
   I think you have been very unfair to Mike.
2. Una mica de vi va millorar el gust del peix.
   A little wine enhanced the flavour of the fish.
3. El nostre cap va establir un precedent quan ens va donar un regal de Nadal.
   Our boss set a precedent when he gave us a Christmas present.
4. Per què has tret el tema de les meves notes una altra vegada?
   Why have you raised the issue of my marks again?
5. El nedador va llançar la tovallola quan es va adonar que no podia guanyar.
   The swimmer threw in the towel when he realised he couldn’t win.
   This athlete broke a world record last summer.
7. La Tessa ha pogut superar la seva por de les altures.
   Tessa has managed to overcome her fear of heights.
8. No crec que haguem aconseguit gaire aquest matí.
   I don’t feel we have achieved much this morning.
UNIT 4
1. Vull que endrecis la teva habitació al més aviat possible.
I want you to tidy your room as soon as possible.

2. La setmana que ve aquesta hora estarem allotjats en un hotel de luxe de Lanzarote.
This time next week, we’ll be staying at a luxury hotel in Lanzarote.

3. Ens estem quedant sense pa. En compro més aquesta tarda.
We are running out of bread. I’ll buy more this afternoon.

4. Al final de la reunió, haurem discutit tots els problemes de gran rellevància.
By the end of the meeting, we’ll have discussed all major issues.

5. Les paret es semblen bastant buides. Demà busco alguna cosa de decoració.
The walls look rather bare. I’ll look for some decorations tomorrow.

6. La setmana que ve ens mudem a un edifici de deu plantes.
Next week, we are moving to a ten-storey building.

7. Agafaré l’ascensor fins a la sisena planta.
I’m going to take the lift up to the sixth floor.

8. Al desembre hauran enderrocat aquest vell gratacel.
By December, they will have torn down this old skyscraper.

UNIT 5
1. La policia no va creure l’home que afirmava que havia vist un atractament a un banc.
The police didn’t believe the man who claimed he had seen a bank robbery.

2. On és el client que vol parlar amb l’encarregat?
Where is the customer who wants to speak to the manager?

3. Alguns dels detalls que vas incloure en la teva redacció són irrelevants.
Some of the details which you included in your essay are irrelevant.

4. Crec que vaig entendre malament a en John, que no pretenia insultar-me.
I think I misunderstood Tom, who didn’t mean to insult me.

5. M’he ficat en una organització que treballa per la protecció de la fauna.
I’ve joined an organisation that works for wildlife conservation.

6. El govern hauria de prohibir la caça, que és un esport cruel.
The government should prohibit hunting, which is a cruel sport.

7. La Susan era l’única convidada que se sentia fora de lloc.
Susan was the only guest who felt like a fish out of water.

8. El Regne Unit és un país on no pots criar animals salvatges de forma privada.
The UK is a country where you cannot breed wild animals privately.

UNIT 6
1. Has d’evitar parlar amb els teus pares d’aquest problema.
You must avoid talking to your parents about this problem.

2. Hauries d’haver aplegat més informació.
You should have gathered more information.

3. Potser la mitjana de precipitacions descendirà aquest any.
The average rainfall may go down this year.

4. No puc imaginar-me aconseguir aquesta feina.
I can’t imagine getting this job.

5. No vam poder dinar al jardí perquè feia fred a fora.
We couldn’t have lunch in the garden because it was chilly outside.

6. Encara podem notar els efectes de la sequera.
We can still feel the effects of the drought.

7. Deu haver plogut perquè està xop.
It must have rained because he is soaking wet.

8. Haunies de portar el negoci familiar.
You should run the family business.

UNIT 7
1. Si vols, podem anar a visitar llocs turístics avui.
If you want, we can go sightseeing today.

2. Els meus pares tindrien una relació millor si parlessin més sovint.
My parents would have a better relationship if they talked more often.

3. Si compres un bitllet d’anada i tornada, estalviaràs alguns diners.
If you buy a return ticket, you will save some money.

4. Podriem llogar un cotxe si jo tingués el carnet de conduir.
We could hire a car if I had my driving licence.

5. Anirem de vacances tan aviat com trobem un bon complex turístic.
We’ll go on holiday as soon as we find a nice resort.

6. Si les paret es semblen bastant buides, demà busco alguna cosa de decoració.
The walls look rather bare. I’ll look for some decorations tomorrow.

7. M’he ficat en una organització que treballa per la protecció de la fauna.
I’ve joined an organisation that works for wildlife conservation.

8. No puc imaginar-me aconseguir aquesta feina.
I can’t imagine getting this job.

9. No vam poder dinar al jardí perquè feia fred a fora.
We couldn’t have lunch in the garden because it was chilly outside.

10. Encara podem notar els efectes de la sequera.
We can still feel the effects of the drought.

11. It must have rained because he is soaking wet.
It must have rained because he is soaking wet.

12. You should run the family business.
You should run the family business.

13. You cannot go abroad unless you’ve got a passport.
You cannot go abroad unless you’ve got a passport.
UNIT 8

1. Em van avisar dels perills de fumar.
   I was warned about the dangers of smoking.

2. Potser triaran la Jane per a l’equip de l’escola perquè és molt bona en bàsquet.
   Jane may be chosen for the school team because she’s very good at basketball.

   Our team must have been defeated again. The fans look disappointed.

4. Es portarà a terme una investigació en les properes setmanes.
   An investigation will be conducted in the next few weeks.

5. Ningú sabia quants diners s’havien robat en l’atracament al banc.
   Nobody knew how much money had been stolen in the bank robbery.

6. El lladre de cotxes acaba de ser enxampat per la policia.
   The car thief has just been caught by the police.

7. El delinqüent va ser declarat culpable de diversos delictes.
   The criminal was found guilty of several crimes.

8. T’han enganyat mai?
   Have you ever been deceived?

UNIT 9

1. El pare va dir que s’estava acostumant a treballar a Toronto.
   Dad said that he was getting used to working in Toronto.

2. Vaig preguntar al meu veí per què es mudava a Barcelona.
   I asked my neighbour why he was going to move to Barcelona.

3. El pare em va aconsellar que no mirés aquella pel·lícula perquè tenia un final previsible.
   Dad advised me not to see that film because it had a predictable ending.

4. El concursant va explicar per què l’havien expulsat del programa.
   The contestant explained why he had been kicked off the programme.

5. El meu millor amic va suggerir que anéssim al cinema aquella nit.
   My best friend suggested that we go to the cinema that night.

6. La mare em va dir que canviés la bombeta.
   Mum told me to change the light bulb.

7. El nostre professor volia saber si ens disfressariem per a la festa.
   Our teacher wanted to know if we would disguise ourselves for the party.

8. El meu pare va esmentar que la nova comèdia de situació era divertida.
   My father mentioned that the new sitcom was funny.