

Алгоритм успеха

FORWARD

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учебник



АНГЛИЙСКИЙ ЯЗЫК

класс

**Рабочая тетрадь
для учащихся общеобразовательных
организаций**

Под редакцией доктора филологических наук,
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Рабочая тетрадь входит в состав учебно-методического комплекта «Forward» для 9 класса и дополняет учебник системой заданий, обеспечивающих комплексное развитие умений и навыков в аудировании, говорении, чтении и письме. В тетрадь включены тесты для самопроверки с ответами.

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01

Entertain us!

GRAMMAR

Direct and reported speech

Direct speech	Reported speech
Present Simple 'Barbara doesn't like History.'	→ Past Simple Pete said (that) Barbara didn't like History.
Present Continuous 'The girls are having a great time in New York.'	→ Past Continuous Pete said (that) the girls were having a great time in New York.
Present Perfect 'The Russian swimmer has won the race.'	→ Past Perfect Pete said (that) the Russian swimmer had won the race.
Past Simple 'It didn't take much time.'	→ Past Perfect Pete said (that) it hadn't taken much time.
<i>will</i> 'Everybody will have to take the final exam.'	→ <i>would</i> Pete said (that) everybody would have to take the final exam.

1 Direct speech

We use direct speech to repeat exactly what the person said. We use quotation marks (" " or ' ') to show direct speech.

'I am sorry.'

She said, 'I am sorry.'

2 Reported speech

We use reported speech to repeat what was said in our speech.

'I am sorry.' → *She said (that) she was sorry.*

Changes to possessive adjectives and pronouns:

'It's my camera.' → *She said (that) it was **her** camera.*

'That camera's mine.' → *She said (that) the camera was **hers**.*

*'I saw her **last week**,' he said.* → *He said (that) he had seen her the **week before**.*

1 Circle the correct alternative.

1 Tim said, 'It's a great film.'

He told ___

a that it was a great film.

b said it was a great film.

c me that it was a great film.

2 Helena said, 'I'm seeing the film tomorrow.'

She said ___

a that she was seeing the film the next day.

b she would see the film tomorrow.

c that she had seen the film.

3 George said, 'This is my favourite film.'

He said ___

a it is his favourite film.

b it was his favourite film.

c me that it was his favourite film.

4 Ben said, 'I took my sister to see the film.'

He told me ___ to see the film.

a that he had taken his sister

b he was taking his sister

c he had taken my sister

5 Olivia said, 'We've seen several films in this cinema.'

She said that ___

a they saw several films in that cinema.

b they had seen several films in this cinema.

c they had seen several films in that cinema.

6 Leo said, 'You must go and see the new *Viking* film!'

He told me that ___

a I must went and see the new *Viking* film.

b I went to see the new *Viking* film.

c I had to go and see the new *Viking* film.

7 Bill said, 'The tickets in the hall are mine.'

He said that the tickets in the hall ___

a were mine.

b are his.

c were his.

2 Write the short conversations as indirect speech.



1 **Dan** I want to see the new cartoon.
Naomi I've seen it.
Dan said he wanted to see the new cartoon.
Naomi told him that she had seen it.

2 **Sarah** I love the new film of *Alice Through the Looking Glass*.
Harry I think it's terrible.

3 **Judy** We can go and see the new *Men in Black* film tonight.
Kate I've never enjoyed a science fiction film.
Judy They're very funny — I'm sure you'll like it.

4 **Ivan** My favourite film is *Legend No. 17*.
Lara It's mine too! I've seen it six times this year!

5 **James** You know a lot about films.
Ken My parents gave me an encyclopaedia of the cinema for my birthday last year!

6 **Ken** I don't think the director Alfred Hitchcock ever won an Oscar.
James I'm surprised because Hitchcock made lots of great films.

7 **Gina** The cinema is showing all of the *Masha and the Bear* cartoons films this weekend.
Tom I don't want to go. I've seen them all.

*3 Write the famous lines in direct speech.

1 Lord Baelish said that a lot could happen between now and never.

(film *Game of Thrones*)

2 Valery Kharlamov said that one had to live not for fame or prizes.

(film *Legend No. 17*)

3 President Snow said that hope was the only thing stronger than fear.

(film *The Hunger Games*)

4 Kolchak said that he had been loyal to the army and loved his soldiers.

(film *The Admiral*)

5 Stierlitz said that a small lie created big distrust.

(film *Seventeen Moments of Spring*)

6 Rosalie told Bella that she didn't hate her but envied her because she had a choice.

(film *The Twilight Saga: Eclipse*)

7 Dorothy said that there was no place like home.

(film *The Wizard of Oz*)

8 Lord Beckett said that every man had a price he would willingly accept.

(film *The Pirates of the Caribbean*)

9 Anna said that she had never been strict or intolerant as she had no time for that.

(book/film *Anna Karenina*)

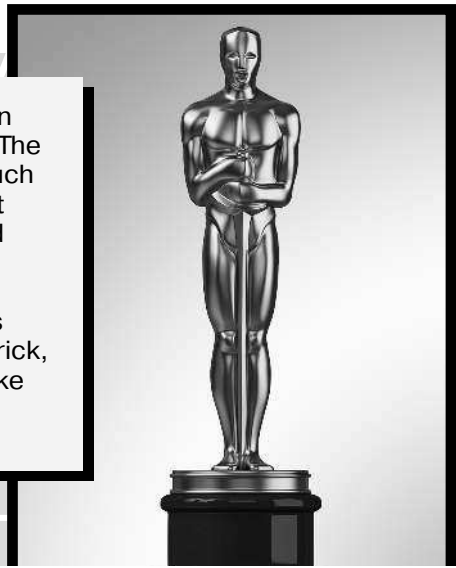
SPEAKING

4 Which quotes in Exercise 3 do you agree with? Which ones do you disagree with? Give reasons. Be ready to share your ideas with your classmates.



A

Each year Hollywood and movie fans turn their attention to the Academy Awards. The awards are for different achievements such as best director, best actor/actress, best film editing, best original soundtrack and best visual effects. However, you — like most people — probably call the awards ‘Oscars’. The reason for this nickname is that an Academy librarian, Margaret Herrick, looked at the statue and said, ‘It looks like my Uncle Oscar,’ and the name stuck.



B

When the winners collect their Oscars, they make a speech. ¹ ___ ‘There’s a lot to say, but I’m not going to say it tonight.’ Or ‘I want to thank ... everybody I’ve met in my whole life.’ Or, unfortunately, ² ___ When Cher won best supporting actress for *Moonstruck*, she thanked her hairdresser, make-up artist and personal assistant, but she forgot to thank the other actors or the director!

C

³ ___ : when Louise Fletcher was given her Oscar for playing the cruel nurse in *One Flew Over the Cuckoo’s Nest*, she said, ‘I’ve loved being hated by you.’ ⁴ ___ : the director of *Titanic* said, ‘I’m the king of the world!’ and then asked for a few moments of silence to remember the people who had died on the original ship.



D

Not surprisingly, ⁵ ___ but the occasion overwhelms some of them and they can’t say anything sensible. When Gwyneth Paltrow won the best actress Oscar for her role in *Shakespeare in Love* (1998), she cried throughout her acceptance speech and recently said that she keeps the Oscar hidden at the back of a bookshelf because it brings back unpleasant memories of the embarrassing evening.

READING

5 Quickly read the texts and circle the best answer.

- The text is about ...
a film stars.
b Hollywood films.
c Oscar speeches.
d film makers.

6 Match the sentences to the correct parts of the text.

- A** it can be long and embarrassing.
B It can be short and simple.
C most prize winners are nervous,
D Others are strange
E Some people manage to be funny

7 Which paragraph (A, B, C or D):

- 1** gives an example of a rude speech?
2 gives an example of an amusing speech?

3 is about someone who isn’t proud of their Oscar?

4 is about what the Oscars are?

5 tells you where the name came from?

8 Look at the underlined words in the text and match them to the definitions.

1 moments: a very short time

2 _____: a funny name used instead of a real name

3 _____: a prize for doing something good

4 _____: in every part of something

5 _____: something difficult or important that you do well

6 _____: if a feeling does this, you feel it very strongly

LISTENING

9 Read the information.

Langford Arts Centre

Friday 10th October

Films

- 17.30 *Ladies in Lavender* (2004) starring Maggie Smith and Judy Dench
 19.30 *Good Night, Nurse!* (1918) starring Buster Keaton.
 21.00 *Shakespeare In Love* (1998) starring Joseph Fiennes and Gwyneth Paltrow

Music

- 19.30 Handel Choir
 23.00 Techno disco

Other events

- 17.30 – 18.30 Coffee tasting sponsored by Coffee Tasting Club
 18.30 – 19.30 Free charity jazz concert (collection for the Red Cross)

10 **T02** Read. Listen and match. There is one extra idea.

- | | |
|------------|-------------------------|
| 1 Couple 1 | meet in the café. |
| 2 Couple 2 | decide to see a film. |
| 3 Couple 3 | go to the disco. |
| | go to the jazz concert. |

11 Read the sentences. Tick true and cross false.

Couple 1

- a He suggests going out that evening.
 b He wants to see a Buster Keaton film.
 c She doesn't like silent films.
 d They agree to go to the jazz concert.

Couple 2

- a She wants to stay in tonight.
 b She doesn't know what she wants to do.
 c They decide to telephone the Arts Centre.
 d They arrange to meet at half past six.

Couple 3

- a She thinks the Arts Centre is boring.
 b He says the Arts Centre has changed recently.
 c She doesn't agree to go with him.
 d He doesn't say he'll pay for her meal.
 e They arrange to meet in the disco.

12 **T02** Listen again and check your answers.

SPEAKING

13 Complete the dialogue with phrases from the box.

go for a walk going to the cinema stay in
 good idea my cup of tea not not to

- A Do you fancy going to the jazz concert tonight?
 B I'm sorry, but jazz isn't really ¹ _____
 _____.
 A How about ² _____?
 B Hmm, I'd prefer ³ _____.
 Why don't we ⁴ _____ and watch a film on TV?
 A Yes, why ⁵ _____? But there's nothing good on right now, so let's ⁶ _____.
 B That's a ⁷ _____! I'll get my coat.

14 Complete the conversation.

- A H _____ a _____ g _____ to a club tonight?
 B I'd p _____ n _____ t _____ .
 I've got a lot to do tomorrow. W _____ d _____ w _____ watch a DVD instead?
 A Th _____ a g _____ i _____ .
 B D _____ y _____ f _____ coming to my house or shall I come to yours?
 A I'll get a pizza and come to yours.
 B Th _____ s _____ g _____ !
 See you later.

15 Follow the instructions and act out a conversation. You can use the Arts Centre information or your own ideas.

- A Make a suggestion.
 B Reject it, give a reason and suggest something else.
 A Reject it, give a reason and suggest something else.
 B Accept the suggestion.
 A Suggest a time and place to meet.
 B Agree.

16 You are going to give a talk about entertainment. You will have to start in 1.5 minutes and speak for not more than 2 minutes (10–12 sentences).

Remember to say:

- why people need entertainment;
- what kinds of entertainment you know;
- what is your favourite kind of entertainment and why.

You have to talk continuously.

WORD LIST

abandoned	chewing gum	film (n, v)	movies	ruins
acceptable	choir	film director	MP (Member of Parliament)	run out of (ideas)
act (v)	cinema	for/against/on the fence	musician	salsa
actor/actress	classic	forgettable	nightclub	science fiction
admission	collection of poetry	gallery/art gallery	nonsense	sensible
affection	comedy/romantic	horror film	not keen on	silent films
after all	comedy	hospital costs	not my cup of tea	soap opera
allow	crime film	How about ...?	official art	sociologist
ancient	critic/theatre	identity	opera	soundtrack
art	critic/art critic	impressed	own (possess)	special effects
artist	dialogue	in use	perform	spray (paint)
artistic merit	direct (a film)	include	piece	stay in (not go out)
arts festival	disaster	instead	play (in theatre)	studios
awful	Do you fancy ...?	jazz concert	plot	swear words
biopic	documentary	jazz standards	poetry reading	syndrome
black-and-white films	dull	library	political opinion	talented (artist)
brilliant	Egyptian	limited	predictable	terrible
building	mummy	literature	private property	the other day
cartoon	epic	mad about	quiz show	theatre
catastrophe	episode	maniac	radical	thriller
celebrity	exhibition	masterpiece	rehearsal	tolerate
channel	exist	misunderstood	revenge	unpopular
character/main character	express	modern music	review (n)	urban
	factory	monument	risk	viewers
				western (n)

VOCABULARY

17 Complete with the words from the Word List.

Verb	Adjective	Noun
1 accept	<u>acceptable</u>	acceptance
2 admit	admissable	_____
3 _____	allowable	allowance
4 exhibit	-	_____
5 _____	-	existence
6 _____	expressive	expression
7 forget	_____	-
8 identify	identifiable	_____
9 limit	_____	limit/ limitation

18 Circle the correct parts of speech.

- Adjectives/nouns can end with *-ion, -ance/-ence*
- Adjectives/nouns can end with *-able/-ible, -ive, -ory*

19 Complete the sentences with the correct words from Exercise 17.

- Some parents don't allow their children to watch horror films.
- Julia Roberts is a popular actress because she has a very _____ face. When you look at her, you can see what she is thinking and feeling.

- I don't think it is _____ to put hidden advertisements in films.
- The man's _____ was being kept secret while he was helping police with enquiries.
- They _____ the guitars and clothes of famous rock musicians on the walls of the Hard Rock Café.
- I rarely go to the cinema, so my knowledge of recent films is _____.
- This art form has _____ for a short time only.

20 Match the words. Some matches make one new word (a compound word).

.....
 mummy property piece effects club
 cultures gum director merit track

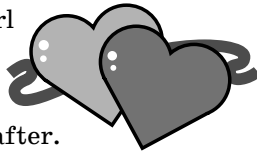
- ancient cultures _____
- artistic _____
- chewing _____
- Egyptian _____
- film _____
- master _____
- night _____
- private _____
- sound _____
- special _____

21 Complete the sentences with the word pairs from Exercise 20.

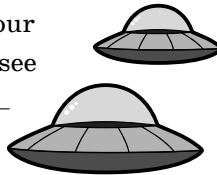
- The special effects in the *Star Wars* films are amazing.
- Troy* and *Alexander* are both epic films about _____.
- Fyodor Bondarchuk is a leading _____.
- You will be fined in Singapore if you spit out _____ in the street.
- The Bee Gees'* _____ for the film *Saturday Night Fever* (1978) has sold more than 30 million copies.
- After they had dinner in the restaurant, they went to a _____.
- Steven Spielberg has directed lots of great films — *E.T.*, *The Color Purple*, *Schindler's List*, *Indiana Jones* — but which one is his _____?

22 Complete each review with the correct type of film. Use the words from the Word List.

1 A happy story of boy-meets-girl in high school and, after some misunderstandings, they get married and live happily ever after. Ah! A must-see for all fans of _____!



2 If the idea of aliens taking over your brain frightens you, don't go and see the latest _____ film from the makers of *Star Trek*.



3 This computer-generated _____ is great fun and will entertain children aged from eight to eighty.

4 This excellent psychological _____ will keep you guessing — and on the edge of your seat — until the very last moment.



5 *Stranger in Town* has all the ingredients of a classic _____. The stranger arrives in a one-horse town, he fights with a gang of violent cowboys and marries the girl in the last ten minutes. Good if you like that sort of thing.



Extend your vocabulary

***23** Study the sentences. Then match the underlined words and phrases with the definitions.

- Ask someone else — I've run out of ideas.
- Could you run your eye over my essay and tell me if it's OK?
- The children have all got red, curly hair. It runs in the family.
- The editor decided to run the story in the 10 p.m. news broadcast.
- The play at the Bolshoi Theatre is brilliant. I think it'll run and run.
- My aunt runs a theatre company in London.
- Don't wash my jeans with your white shirt. The colour will run.

- a to appear in different generations of a family, e.g. grandparents, parents and children
- b to be performed to large audiences for a very long time
- c to broadcast or publish in the media
- d to cause the colour to come out
- e to finish, use or sell all of something
- f to look quickly at the whole thing to get a general idea
- g to manage or organise

***24** Use the correct form of the words and phrases from Exercise *23 to complete the sentences.

- You can't have a sandwich. We have run out of bread.
- Sorry your shirt is pink, Dad. I put my dress in the washing machine at the same time and the _____.
- You should _____ your notes before the exam.
- We _____ about exam cheating in next month's school magazine.
- My brothers and I always get good marks for Maths — it must _____.
- You need some experience _____ a large corporation.
- All the newspapers _____ about the new peace talks.

WRITING

25 You have received a letter from your English-speaking pen-friend Vicky. Read a part of her letter and find the questions she asks. In pairs, ask and answer these questions.

... My friend Christie and I went to see the new blockbuster the other day. It was amazing! What new films have you recently seen? What kinds of films do you and your friends like watching? What film is your favourite and why? **Resheba.com**

By the way, my sister is getting married next week. I'm so happy for her!

26 Revise the rules of letter writing before you write your reply to Vicky. Work in pairs. Read the list of the tips below and decide which ones are useful and which are not. Think of useful tips instead of the wrong ones.

A Write your address in the top left-hand corner.

B Put the date under the address.

C Start your letter with *Dear ...*

D Put an exclamation mark when you address a person.

E Thank for the letter you received and write 'something in connection with your previous communication.'

Resheba.com

F Devote a separate paragraph to answer each question of the letter.

G At the end of the letter always explain why you are going to finish it.

H Express your hopes for future communication before you finish the letter.

27 Read a draft letter to Vicky. Use Exercise 26 to correct the layout. Then find and correct 7 grammar mistakes in the letter. Compare your answers with your partner's.

Resheba.com

Moscow
Russia
20/09/2017

Dear Vicky!

Thank you very much for your letter. I always love reading about your news.

I'll be happy to answer on your questions. My friends and I enjoy to go to the cinema and watching new films. I has recently seen *Legend No.17*, which is great film about a famous Russian hockey player.

I must say my friends and I prefer watching historical films or fantasy stories.

As for my favourite film, it's surely *The Lord of the Rings* because it's got a really interesting plot, and the cast and the costumes are just perfect.

That's all for now.

Bye,
Igor

28 Write your own reply to Vicky (100–120 words). Mind the rules of letter writing.

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Health matters

GRAMMAR

Second Conditional

Condition <i>If + Past Simple</i>	Result <i>would = infinitive without to</i>
If the weather was good, If you didn't watch so much TV, If they trained more,	we would ('d) go swimming. you would ('d) have more time for sport. they wouldn't lose so many games.

Resheba.com

Yes/No questions	Short answers
Would you run a marathon if you had the chance? If you wanted to be fitter, would you join a gym?	Yes, I would./No, I wouldn't. Yes, I would./No, I wouldn't.

We use the Second Conditional for

- unlikely or impossible situations in the present:
If they were taller, they would play in the basketball team.
- unlikely or impossible situations in the future:
If African figure skaters won the next Olympic Games, I would be very surprised.
- to give advice:
If I were you, I'd tell my parents the truth.

In a conditional sentence, the two parts of the sentence can be in any order. We use a comma when the *if* clause is first.
If you exercised more, you'd feel healthier.
= *You'd feel healthier if you exercised more.*

Resheba.com


Wh-questions

Where would you live if you could live anywhere?
If you were an Olympic athlete, **what** sport would you do?

Mind the trap!


With the verb *be*, we use *was* in informal speaking and writing but *were* in formal speaking and writing.

For example, student Jane says:



If I was more careful,
I'd make fewer mistakes.

Her teacher writes:



If Jane were more careful,
she'd make fewer mistakes.

1 Circle the correct answers to form the Second Conditional sentences. Resheba.com

- If it is/was sunny, we will play/would play tennis.
- I'd go/went skiing if it be/were less expensive.
- If I meet/met a successful sportsperson, I'd ask/'ll ask them about their training programme.
- We wouldn't lose/won't lose so many matches if we train/trained more.
- If we didn't enjoy/don't enjoy volleyball, we won't play/wouldn't play it.
- I'd go/went horse-riding if horses are/were smaller and slower.

2 Complete the Second Conditional sentences with the correct form of the verbs in brackets.

- I'd help (help) you if I had (have) the time.
- If it _____ (be) windier, we _____ (go) sailing.

- If you _____ (do) an extreme sport, which one _____ it _____ (be)?
- I _____ (go) surfing every day if I _____ (live) in California.
- If you _____ (be) better at judo, you _____ (have) a black belt.
- If I _____ (run) a kilometre, it _____ (kill) me.
- If I _____ (not live) so far from the mountains, I _____ (go) skiing more often.
- Which martial art _____ you _____ (do) if you _____ (have) the time?
- How _____ you _____ (feel) if you _____ (win) an Olympic medal?
- I _____ (relax) more if I _____ (be) you. Resheba.com

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

1 If I broke my leg, I'd phone for an ambulance.
(break/phone)

2 I _____ better at rock climbing if I _____ more.
(be/practise)

3 If I _____ enough time, I _____ to the fitness centre every day.
(have/go) **Resheba.com**

4 They _____ cycling this weekend if the weather _____ better.
(go/be)

5 If you _____ an international footballer, which team _____ you _____ for?
(be/play)

6 _____ you _____ scuba diving if you _____ to the Great Barrier Reef in Australia?
(go/go)

7 She _____ aerobics if it _____ so boring.
(do/not be)

8 If I _____ to be stronger, I _____ weight-training.
(want/try)

9 Even if you _____ for a bungee jump for my birthday, I _____ to go!
(pay/refuse)

*4 Use the prompts in the box to form the First or Second Conditional sentences.

play/lend be/send not open/go
be/not play want/help not be/not be

1 The swimming pool isn't open yet. If it doesn't open soon, we'll go to the gym.

2 Ella is the best basketball player in our school. If she _____ the best player, she _____ captain of the school team.

3 Thomas hasn't got his tennis racket with him. He _____ with us if I _____ him my spare racket.

4 Rachel is good at horse-riding. If you _____ to learn to ride, she _____ you.

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5 When people do extreme sports, they often have accidents. If I _____ Minister for Health, I _____ them their hospital bills.

6 It's our sports lesson this afternoon. If it _____ too wet to go outside, we _____ football.

5 Match the two parts of the First and Second Conditional sentences.

1 If I win a gold medal at the next Olympics,

2 If I won a medal at the Olympics,

3 If I'm Minister for Education,

4 If I were Minister for Education,

5 If you want to be healthier,

6 If I were you,

a I'll make all students do regular exercise.

b you will need to eat less and exercise more.

c I'd try to eat less fat.

d I'll retire from international sport.

e I'd be very proud.

f I'd build a swimming pool for each school.

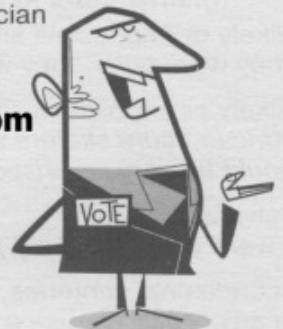
6 Decide who said each sentence in Exercise 5.



a politician

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a friend



a doctor



a secondary school student



an international athlete



a six-year-old runner

READING

monk (n) a man who lives in a religious group/
community

spiritual (adj) related to your religious thoughts
and feelings

- 7 Below are the first and last paragraphs of an article. Read them and complete the sentence. **Resheba.com**

I think the missing paragraphs will be about ...

- a the New York Marathon.
- b Greek history and legends.
- c religious men in Japan.
- d keeping fit.



- 1 We all know the legend of the first marathon: a man ran 42 kilometres from Marathon to Athens to bring news of the army's victory. Nowadays, marathon races are popular with both amateurs and professionals who run for fun, health or to raise money for charity. However, in Japan there's a group of men in a religious community who make the world's top marathon runners look like beginners.

- 2
- 3
- 4

Resheba.com

- 5 The marathon monks give a new meaning to the words 'brave', 'strong' and 'disciplined'. If they were to enter a marathon, they would beat most other runners. Luckily for international runners, they won't be competing because they vow to stay on the mountain for twelve years. For the monks, the motivation is to test their belief, not to be a top athlete.

- 8 Quickly read the other paragraphs and check your answer to Exercise 7. **Resheba.com**

A

This level of difficulty means that only thirty monks completed the challenge in the whole of the twentieth century. In previous centuries, men died and their graves are along the route of the race. For the monks who enter the race, there is no room for failure: if they don't complete the course, they have to kill themselves (although there haven't been any suicides since the nineteenth century).

B

For the first three years of training, the monks run 40 kilometres a day for 100 days. In years four and five, they have to run the same distance but for 200 days. In the last two years of training, things get even more arduous . By the sixth year, they have enough stamina to run 60 kilometres a day for 100 days and this is increased to 84 kilometres — or two marathons — a day in the seventh year. To add to the difficulty of the test, they must stop and pray at 260 temples on the route which means the run can take 20 hours, so they have very little time for sleep.

C

These Japanese monks complete a challenge in which they run two marathons every day for one hundred days. They do this incredible test of strength to increase their spiritual knowledge. To have the right level of fitness for this extraordinary challenge, they have to train for seven years.

- 9 Put the three paragraphs, A, B and C in the correct order in the article. Then read and check.
- 10 Match the underlined words in the text to the definitions.
- 1 _____ (v) to promise something
 - 2 **Resheba.com** _____ (adj) needing a lot of hard work
 - 3 _____ (n) the physical or mental strength to do something for a long time
 - 4 _____ (n) the place in the ground where a dead body is put

- 11 Read the sentences. Tick true and cross false.

- 1 The city of Marathon was named after the race.
- 2 People run marathons for different reasons.
- 3 The Japanese monks run for the same reason as top athletes.
- 4 The monks don't do much special training.
- 5 The monks are very healthy, but the challenge is not easy for them.
- 6 In the twentieth century, thirty monks killed themselves because they didn't finish.
- 7 The monks sometimes enter normal marathons.
- 8 The monks run for pleasure.

GRAMMAR

Modal verbs

must and have to

1 *must* and *have to* mean that something is necessary.

- We use *must* when the obligation comes from the speaker. **Resheba.com**

I must talk to Jim today. (It's important for me to talk to Jim.)

Anna must be home by midnight. (The speaker thinks it is important for Anna to be home at that time.)

- Use *have to/have got to* when the obligation comes from another person.

We have to write an essay every week. (It's my teacher's rule.)

In Britain, you have to be seventeen before you can take your driving test. (It's a law.)

I've got to be home by midnight. (It's my parents' rule.)

- 2 *mustn't* means that something isn't allowed. We use it for

- rules: *You mustn't bring your mobile phone into an exam.*
- obligations: *You mustn't forget to send your mother a birthday card.*

should

We use *should* and *shouldn't* to give advice, make suggestions and to say what is right or wrong.

- *They should work less and rest more.* (It's a good idea to balance work and relaxation.)
- *The children should be in bed at this time.* (They are up too late, the right thing is for them to be in bed.)
- *You shouldn't eat so many sweets.* (A suggestion that it isn't healthy to eat a lot of sugar.)
- *I shouldn't need to tell you this every time we meet.* (It is bad that you don't remember what I say.)

Mind the trap!

The opposite of *must* and *have to* is *mustn't* not *don't have to*. **Resheba.com**

*You mustn't walk on the grass. not
You don't have to walk on the grass.*

12 Circle the correct alternative.

- 1 A I've got a headache.
B You should/must take an aspirin.
- 2 A I think she's broken her leg, so we should move her.
B No! Don't be stupid! We *must/should* wait for the ambulance to arrive.
- 3 A I never go to the dentist, but I don't have any problems with my teeth.
B That's not a good idea. You *should/have to* see a dentist twice a year.
- 4 A Why aren't you going to school tomorrow?
B I *must/have to* be at the hospital at 9.00 for a minor operation.
- 5 A I feel great now. I'll stop taking these antibiotics. **Resheba.com**
B You *don't have to/mustn't* do that. You have to take all of them.
- 6 A I've got a cold. I think I'll go and see a doctor.
B You *shouldn't/should* go and see a doctor with a cold! It's a waste of time.
- 7 A Can I buy some aspirin at the supermarket?
B Yes, you can. You *don't have to/mustn't* go to a chemist's for them.
- 8 A Shouldn't you be at the doctor's now?
B No, I'm going later. I *don't have to/have to* be there until midday.

***13 Choose the correct modal verb to complete the advice for travellers.**

Travelling ¹should/must/shouldn't be relaxing and fun. However, holidays ²*can't/can/must* be terrible if you have a bad stomach, too much sun or pick up a tropical disease. Before you leave home, you ³*don't have to/mustn't/must* buy health insurance and you ⁴*shouldn't/mustn't/should* check if you need to take any health precautions. For example, if you are going to a country which has malaria, you ⁵*don't have to/should/must* take malaria pills before you go because it is a very dangerous illness. In some countries, you ⁶*must/have to/should* carry a certificate from your doctor to show you have had your typhoid, yellow fever and hepatitis injections. If you don't have the certificate, you won't be allowed into the country.

In hot countries, you ⁷*don't have to/must/shouldn't* drink lots of water but to avoid stomachaches, you ⁸*don't have to/mustn't/should* use bottled water. Also, remember the sun is very strong, so you ⁹*must/don't have to/shouldn't* spend too long in the sun. Skin cancer is becoming more common for northern Europeans, so you ¹⁰*should/have to/must* use a sunscreen to protect your skin at all times.

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WORD LIST

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a cold	chest	hay fever	painkiller	suggestion
a temperature	coast	headache	patient	surfing
accident	conditions	heart attack	physical	swallow
actually	confident	hero	education (PE)	swap
advice	cope	hiking	practise	swimming pool
aerobics	cycling	hip	prescription	sympathetic
ambulance/call for an ambulance	dentist	horrendous	previous	sympathy
Antarctic	despite	horse-riding	racket	table tennis
antibiotics	disabled	hospital	relax	take time off work
aspirin	energetic	hypochondriac	rock climbing	take up (a sport)
backache	exercise	incredible	scared of heights	take/get some exercise
bandage	exhausted	indigestion	scuba diving	team/indoor/ extreme sports
be/get/keep fit	expedition	inspiring	set out (on a walk)	toothache
booklet	explorer	jogging	shelter (v)	trek (n)
boxing	fall behind	kick-boxing	skiing	unambitious
brave Resheba.com	(with a task)	lie down	snowboarding	unassisted
brisk	fame	lose hope/weight	sore throat	unbearable
brochure	fever	martial arts	sporting event	unbelievable
bungee jumping	fitness club	Minister of Education	stay in bed/ indoors	vain
cancer	flu	modest	stomachache	virus/catch a virus
catch up with	forehead	North/South Pole	storm	volleyball
challenge	get better	nurse	stressed out	weight-training
cheer sb up	goal	operation	suffer	wild
chemist's	goalkeeper	pain		

SPEAKING

14 Put the words in the correct order and complete the conversations.

1 about/ideas/you got/Have/any/how
I/you/If/were

A Have you got any ideas about how to get fit?

B _____,
I'd do a little exercise every day.

2 me/some/you/advice?/Could/give
think/don't/should/I/you

A _____
B What about?

A I fell over and hurt my leg badly playing
volleyball.

B _____
play again until it's better.

3 how/on/you/tips/to/Have/any/got
don't/Why/you

A _____ relax?

B _____
listen to some quiet music?

4 do?/I/should/What
to/better/It's/not

A I've got a terrible headache and sore throat.

B **Resheba.com** _____ go out
in the cold. Stay at home and keep warm.

15 In pairs, role-play the following situations.

1 A You don't have enough money, ask
for advice.

B Advise them to get a weekend job.

2 A You have five big exams next week, ask
your friend for tips on revising.

B Suggest one useful way to revise.

3 A You have lost your brother's MP3 player,
ask your friend for advice.

B Tell your friend what they should do.

4 A You are not very fit, ask your friend
for advice.

B Give your friend one piece of advice.

5 A You are going to a country which has
malaria. **Resheba.com**

B Give your friend one piece of advice.

6 A You have a bad headache, ask for advice.

B Give your friend two pieces of advice.

16 You are going to give a talk about healthy
lifestyle. You will have to start in 1.5 minutes
and speak for not more than 2 minutes (10–
12 sentences).

Remember to say:

- what is meant by healthy lifestyle;
- why it is important to be fit and healthy;
- what you do to stay fit and healthy.

You have to talk continuously.

VOCABULARY

17 Write the adjectives from the Word List.

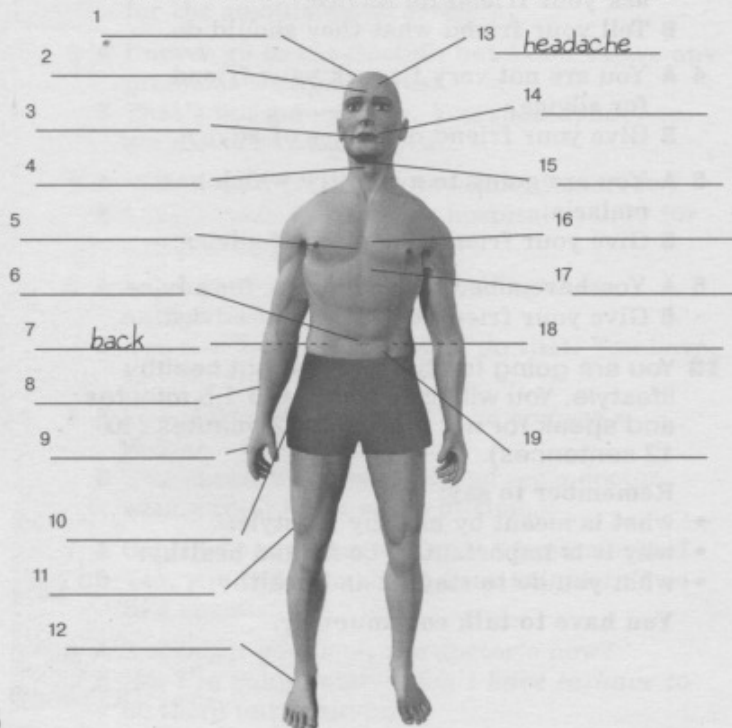
Verb	Noun	Adjective
1 depress	depression	<u>depressed</u>
2 disable	disability	_____
3 energise	energy	_____
4 exhaust	exhaustion	_____
5 inspire	inspiration	_____
6 sympathise	sympathy	_____

18 Complete the sentences with the words from Exercise 17. **Resheba.com**

- I can't run as fast as you. You've got a lot of energy.
- I felt a lot of _____ for them when their mother died.
- He's had a lot of personal problems this year and he's feeling very _____.
- The Paralympics are for _____ athletes.
- The children are very _____ — they play all day and never sit down.
- We were all _____ after we'd run the marathon.

19 Use the words from the box to label the picture. Write the parts of the body on the left and the names of illnesses on the right.

arm back backache chest foot
forehead hand head headache
heart attack hip indigestion leg
mouth neck sore throat stomach
stomachache toothache



20 Circle the 'odd one out'. **Resheba.com**

- bandage antibiotics aspirin painkiller
- dentist patient flu nurse
- sore throat ambulance virus fever
- hiking fitness aerobics cycling
- booklet brochure operation newspaper
- stressed out inspiring depressed exhausted

21 Complete the entry from a hypochondriac's diary.

I woke up this morning with a terrible ¹headache. I took ²a _____ and decided to lie down on the sofa. A bit later, I got very hot and then cold — I had a ³f _____! I was very worried. Perhaps I had caught a ⁴v _____. I sat thinking about all the horrendous illnesses I had read about in my medical encyclopaedia and I became very worried and ⁵d _____. My father came home at six o'clock and I told him I had malaria or, possibly, black death. He wasn't very ⁶s _____ — he told me to get up and do something useful. When I stood up, I fell over my medical encyclopaedia and hit my head on the glass coffee table. I woke up in hospital with a large white ⁷b _____ around my head. Before I left the hospital, the doctor wrote a ⁸p _____ for some very strong ⁹p _____s.

Extend your vocabulary

*22 Study the phrases with *stay*, then complete sentences 1–6 with the correct prepositions.

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stay away: to not go near someone or something

stay behind: to stay in a place after the other people have left

stay in: to stay in your home and not go out

stay on: to stay to do a job or study after the other people have finished

stay out: to stay away from your home during the evening or night

stay up: to not go to bed at the normal time

stay with: to visit someone for a period of time

- Her parents were very worried when she stayed out all night.
- I'm going to stay _____ late to watch the end of the film.
- This is my niece. She's staying _____ me for the holidays.
- My mother didn't stay _____ at school because she had to leave and get a job.
- Stay _____ from my sister! She doesn't like you.
- Let's stay _____ tonight and watch TV.

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Europe, Europe

GRAMMAR

Question tags

Resheba.com	Affirmative sentence + negative question tag	Negative sentence + affirmative question tag
Present Simple	Anna is very nice, isn't she? The children start school at 8.30, don't they?	You aren't ready, are you? Andy doesn't want to go, does he?
Present Continuous	Your friends are coming tomorrow, aren't they?	Sally isn't doing her homework now, is she?
Past Simple	The concert was great, wasn't it? The Browns moved here two years ago, didn't they?	The Jacksons weren't very nice, were they? You didn't tell her the truth, did you?
Present Perfect	Barbara has finished cooking, hasn't she?	The boys haven't done their homework, have they?
Past Perfect	We had visited them before, hadn't we?	Jim hadn't seen it before, had he?
Future	You will come back, won't you?	The operation won't take long, will it?
Modal verbs	You can swim, can't you? Ian and Helen should be here soon, shouldn't they?	The dog can't hear us, can it? Cathy shouldn't talk to me like that, should she?

To make a question tag, we use an auxiliary verb (*be, have, do, will*), and a pronoun (*you, he, she, it*) to match the subject of the sentence.

If there is a modal auxiliary (*can, should, must*) in the first part of the sentence, we repeat it in the tag.

We add question tags to the end of sentences to

- check and ask for agreement:
Bill doesn't eat meat, does he?
(the expected answer is 'No, he doesn't.')
- ask for an answer when we are not sure:
You haven't been to Malta, have you?
(the answer is either 'Yes, I have.' or 'No, I haven't.')
- make a polite, informal request for help (always negative + affirmative tag):
You can't give me a lift to the station, can you?

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1 Match the sentences with the correct question tags.

- Becky did the quiz with Kieran,
- Countries hold the EU presidency for six months,
- You know how many countries use the euro,
- There are twenty official EU languages,
- Nobody in Europe should be hungry,
- The EU was started by six countries,
- You learned a lot about Europe from the quiz,
- I'm able to work in other European countries,
- The EU parliament has always been in Brussels,
- Britain didn't join the EU until 1973,



a aren't there?

b don't you?

c didn't you?

d aren't I?

e hasn't it?

f didn't she?

g don't they?

h did it?

i should they?

j wasn't it?

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2 Write the question tags and short answers.

- 1 Victor Hugo talked about a United States of Europe in 1851, didn't he?
✓ Yes, he did.
- 2 Eight Central and Eastern European countries weren't in the EU in the 1980s, _____?
x **Resheba.com**
- 3 There will be more countries in the EU in the future, _____?
✓ _____
- 4 Everyone in the EU should speak another European language, _____?
✓ _____
- 5 Turkey wants to join the EU, _____?
✓ _____
- 6 The EU had existed for several decades before the euro was introduced, _____?
✓ _____
- 7 I've got a British passport, so I won't need a visa for Italy, _____?
x _____
- 8 I have a Spanish passport. I'm an EU citizen, _____?
✓ _____
- 9 Not all European countries are members of the EU, _____?
x _____
- 10 There are more people in the USA than in the EU, _____?
x _____

3 Use the prompts to write the sentences and add the correct question tags. **Resheba.com**

- 1 Vatican City/not be/member of the EU
Vatican City isn't a member of the EU, is it?
- 2 Latvia/join/EU in 2004

- 3 undemocratic/countries/can't join/the EU

- 4 some EU countries/not use/the euro

- 5 EMU/mean/European Monetary Union

- 6 there/be/two major European wars/in the twentieth century

- 7 Britain/leave/the EU

8 EU passport holders/can travel/freely in Europe

9 more than a million EU students/study/abroad since the 1980s

4 Look at the pictures and write the requests for help.



— I'm too short. You can't reach it, can you?
— Yes, I think I can.



— I can't find my bag anywhere! You _____ seen it, _____?
— No, I haven't. Sorry.



— You won't tell Mum and Dad, _____?
— No, I won't if you give me your iPod.



— You _____ driving me to the airport, _____?
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— Yes, I am. And Mum's coming too.

READING


5 Read the questions from the text.

- A Can I do my whole degree in another country?
- B Can I get help with language learning?
- C How can I find out more about ERASMUS?
- D How does it work?
- E Who can take part? **Resheba.com**
- F Why is the scheme called ERASMUS?
- G Will my studies abroad go towards my degree?

Do you think the text will be about:

- a European politics?
- b education on the Internet?
- c population growth and health care?
- d an exchange programme?

Read and check your idea.

6  Complete the text with the questions from Exercise 5. Then read and check.

7 Find the words (1–5) in the text and match them with the definitions (a–e).

- 1 scheme (*n*)
- 2 host (*n*)
- 3 parties (*n*) (formal)
- 4 charter (*n*)
- 5 context (*n*)

- a a formal list of beliefs, responsibilities and duties
- b the people involved in an agreement
- c the situation in which something happens
- d the country, city or organisation that gives the space, equipment, etc. for something to happen
- e a plan to help people

8 Write short answers to the questions about ERASMUS, using information from the text.

- 1 I am a nineteen-year-old business studies student from France. Can I do part of my degree in Spain?

Yes, you can.

- 2 My cousin has a Canadian passport and wants to study at my university. Can she come on the ERASMUS scheme?

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- 3 I'm spending three months at Athens University studying History. I want to change to another subject — do I have to tell anyone?

- 4 I'm going to study in Germany for six months, but my German isn't very good. Do I have to be fluent before I go?



What is ERASMUS?

ERASMUS is a scheme which allows EU students to study in another European country.

1 ?

Any EU university student who is interested in living and studying abroad.

2 ?

No, you can't on the ERASMUS scheme. Students on the ERASMUS scheme can only study for between three and twelve months in another country.

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3 ?

You have to have a Learning Agreement. It describes your programme of studies and it is agreed (in writing) between your home university, your host university and yourself. If you want to change the Agreement, the changes have to be agreed in writing by all three parties.

Also, before you leave home, you are given ERASMUS Student Charter. This tells you everything you need to know while you are studying abroad.

4 ?

Yes, if you meet all the requirements of your Learning Agreement, the work you do at the foreign university is part of your degree.

5 ?

Yes, you can. You can improve your language skills on one of the *ERASMUS Intensive Language Courses* (EILCs) at your host university!

6 ?

If you're interested, the international relations office of your home university will be able to help you. You can also find information on the Internet.

7 ?

Erasmus was a Dutch priest and academic who lived from 1466 to 1536.

In this context, the letters stand for **E**uropean **C**ommunity **A**ction **S**cheme for the **M**obility of **U**niversity **S**tudents

LISTENING



9 **ⓐT04** You are going to listen to a radio feedback programme with listeners' comments. Read the list of listeners' names. Listen and number them in the order in which you hear them. **Resheba.com**

- a Derek Howes
 b Gregory Thompson
 c Helen Wilkins
 d Tamsin Parker

10 **ⓐT04** Listen again. Tick the people who enjoy the programme.

11 **ⓐT04** Read the sentences. Listen and circle the correct alternative.

1 There have been ___ programmes about the European Union this week.

- a some b a few c one or two **d** lots of

2 The radio station had asked listeners to ___

- a write a letter. c email them.
 b leave a message. d get in touch.

3 The first listener thinks the Eurovision Song Contest is popular because ___

- a it's good entertainment. c it's boring.
 b the music is good. d she likes *Waterloo*.

4 Mr Howes has watched the Eurovision Song Contest ___

- a with lots of different people.
 b every year since it started.
 c since his parents bought a TV.
 d since he met his wife.

5 The radio announcer thinks her listeners ___ *The Young Musician of the Year* contest.

- a want to learn about
 b won't be interested in
 c wanted to discuss
 d know a lot about

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6 Ms Parker thinks that Junior Eurovision Song Contest is ___ the adult contest.

- a more boring than c as good as
 b better than d more interesting than

7 She likes *Save All Your Kisses for Me* because ___

- a it's got good words.
 b it's by her favourite band.
 c it was the winner in 1976.
 d it's a typical Eurovision song.

SPEAKING

12 Put the sentences in order to make the beginnings of short conversations. Then role-play the conversations adding some questions and answers. **Resheba.com**

- 1 a I want to take a year off before I go to university.
 b I'm planning to get a job, so I can save some money and travel.
 c Sounds cool. What are you going to do?
 d What are your plans for next year?
 2 a I'd really love to live and work in Moscow.
 b What are your ambitions?
 c My biggest dream is to get a job with the Yandex company.
 d Why do you want to do that?

*13 Role-play. Student A plays the role of an Electronic Assistant, reading the introduction and the questions from the exercise. Student B answers the questions with his/her book closed.

Electronic assistant: Hello! This is the electronic assistant from Education Monitoring. We kindly ask you to take part in our survey. We need to find out how secondary school students plan their future. Please answer six questions. The survey is anonymous — you don't have to give your name. So, let's get started.

Electronic Assistant: How old are you?

Student: _____

Electronic Assistant: When are you going to finish school?

Student: _____

Electronic Assistant: What are you planning to do when you finish school?

Student: _____

Electronic Assistant: What are your career plans?

Student: _____

Electronic Assistant: Have you got any short-term plans?

Student: _____

Electronic Assistant: Why do you want to do that?

Student: _____

Electronic Assistant: This is the end of the survey. Thank you very much for your cooperation.

*14 Role-play. Now Student B plays the role of an Electronic Assistant, reading the introduction and the questions from the exercise. Student A answers the questions with his/her book closed.

Electronic assistant: Hello! This is the electronic assistant from Education Monitoring. We kindly ask you to take part in our survey. We need to find out how secondary

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school students spend their summer holidays. Please answer six questions. The survey is anonymous — you don't have to give your name. So, let's get started.

Electronic Assistant: How old are you?

Student: _____

Electronic Assistant: When do classes finish this year?

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Student: _____

Electronic Assistant: How many exams do you have to take this year?

Student: _____

Electronic Assistant: What will you do if you don't pass your exams?

Student: _____

Electronic Assistant: What are you planning to do during your summer holidays?

Student: _____

Electronic Assistant: Why do you want to do that?

Student: _____

Electronic Assistant: This is the end of the survey. Thank you very much for your cooperation.

WORD LIST

absurd	debate	government	parliament	the Common
academic	degree	have an influence	pass a law	Market
agree	(academic	(on sb/sth)	peaceful	the European Court
be/become a	course)	have the right	politician	the European
member of	democracy	(to do sth)	politics	Economic
be in ruins	democratic	historian	population	Community
become an	diplomat	historic	powerful	the European
expert in	divided in two	homeless	production	Parliament
border	dominated	hunger	reality	the European
Brussels	economic	ID card	referendum	Union
calculate	economically	international law	regulate	the Netherlands
capital	economy	join (an organisation)	relatives	trade
coal	enquiry	law	republic	tradition
committee	environment	look forward to	right	treaty
compete	euro	make a speech	scenery	united
competition	European	member	serious	unlikely
competitive	Eurovision	nation	sign (an	visa
conference	exchange	national anthem	agreement/	vision
constitutional	programme	nightlife	treaty)	vote
monarchy	experiment	notice	start a family	walking boots
consultation	famine	ode	start a business	waste money
co-operate	flag	on behalf of	steel	waterproof (jacket)
currency	free market	organise	take a break	worth

VOCABULARY

15 Complete the definitions with the adjectives from the Word List.

- competitive: a person who wants to be more successful than other people
- _____ : a country where the people vote for the government they want.
- _____ : related to the way a country makes money from industry, business etc.
- _____ : important in history
- _____ : calm and quiet

***16** Complete the sentences with the words from the Word List.

- It will change their country's economy if they have the euro.
- At the end of World War I, European leaders _____ the Treaty of Versailles.

3 For a long time, Crimea was a part of the Russian Empire and after the October Revolution in 1917 it became a region of the Soviet Russia. In 1954, it became a part of the Ukrainian Soviet Socialist _____ within the Soviet Union.

4 In 2014 the people of Crimea held a _____ and made the decision to join the Russian Federation.

5 Like Britain, The Netherlands is a constitutional _____.

6 The government made some good _____ decisions, so there was more money for health and education. **Resheba.com**

7 You don't have to become a _____ of the party to vote.

17 Look at the pictures and complete the captions with the words from the Word List.



'You're working too hard. Why don't you _____ a _____ for half an hour?'

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'He's going to make a _____.'
'Oh no! The last one was three hours long.'



'Well, some people like it, but I think it's a _____ of public money.'



'If I had a pound for every _____'s promise at election time, I'd be a very rich woman.'

18 Circle the 'odd one out'.

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- 1 border scenery port capital
- 2 currency free market enquiry trade
- 3 visa passport diplomat ID card
- 4 treaty agreement decision parliament
- 5 vote nightlife referendum politics
- 6 conference committee parliament government
- 7 agree calculate debate argue
- 8 steel coal oil law

19 Complete the sentences. Form new words from the words in capital letters.

1 Eire, or the Republic of Ireland, is a democracy and the head of state is an elected president. It became an independent country in 1921. DEPEND

2 George Orwell's novel *1984* describes a state where the _____ (Big Brother) controls GOVERN everything and the people have no freedom.

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3 Democracy is a _____ system POLICY where people have the right to vote.

4 India is the world's biggest democracy. There are about 750,000 million _____. VOTE

5 Dictatorship is a system where the _____ has complete power LEAD to control the country.

6 Hitler in Germany and Mussolini in Italy were _____. DICTATE

7 The British monarch used to be the head of state in North America. However, when the _____ of DECLARE Independence was signed, the USA became a republic. Now the head of state is the elected president.

8 Japan is the world's oldest _____. The royal family MONARCH goes back through 123 emperors to 660 BC. Resheba.com

9 Following the dissolution of the Soviet Union in 1991, the Russian Soviet Socialist Republic, which was the most _____ developed ECONOMY republic of the Soviet Union, became the Russian Federation. It is governed as a federal semi-presidential republic.

WRITING

20 Read the letter below and say who wrote it to whom. Compare it with the formal letter on page 30 in your Student's Book. Discuss the differences in writing formal and informal letters.

Moscow
Russia
12 June 2017

Hi, Jane,

Thanks for your letter. I am so glad you've written back so soon!

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You write that you'll be staying at your friend's in Scotland this autumn. I'll be in Scotland in autumn too. I've applied to Invergordon High School for the exchange programme and I've been accepted! So, I'll stay for 2 weeks and we'll sure meet. They are planning a visit to Loch Ness – would you like to join me?

They write that it rains a lot in Scotland in summer – well, it's a disappointment, but I've got a big umbrella, big enough for both of us!

I am very much looking forward to these two weeks, I'm sure we'll have a great time there!

Lots of love,
Masha

21 Read again the formal (☺) and informal (😊) letters in your Student's Book on page 30 and in the Workbook in Exercise 20 above and fill in the table. Tick the right column. Sometimes both columns can be ticked.

	☺	😊
Date		
'Hi' in the address		
Thanking the sender		
Signing with a family name		
First name in the address		
The use of exclamation marks		
Final 'Lots of love'		
The use of contracted forms		
The sender's address		
Final 'Yours sincerely'		
Expressing feelings		
Questions to the addressee		
Family name in the address		
Signing with a first name		

22 You have received a letter from your English-speaking pen-friend John.

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... Last week we went to the Natural History Museum. It was very interesting! We saw dinosaurs' skeletons. Why, do you think, there are so many feature films about dinosaurs? What do you think is better and why – to read about dinosaurs or go to the museum and learn about them there? ...

Write him a letter and answer his 3 questions. Write 100–120 words. Remember the rules of letter writing.

Handwriting practice area with multiple horizontal lines for writing a letter.

LISTENING

23 Listen to a film director being interviewed. Tick true and cross false.

- Andy Fawkes is famous.
- At high school, he liked different films from his friends.
- His family didn't have a video player.
- After school, he studied English at college.
- European films are often shown in the USA.
- He has still got a film he made at college.
- His new film is a western.

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VOCABULARY AND GRAMMAR

- 1 Match the sports (1-6) with the types of activity (A-G). (6 points)

- | | |
|------------------|-------------------------------------|
| 0 kick-boxing | <input checked="" type="checkbox"/> |
| 1 bungee jumping | <input type="checkbox"/> |
| 2 aerobics | <input type="checkbox"/> |
| 3 scuba diving | <input type="checkbox"/> |
| 4 volleyball | <input type="checkbox"/> |
| 5 tennis | <input type="checkbox"/> |
| 6 skiing | <input type="checkbox"/> |

- a activity done indoors that isn't martial arts and doesn't use a ball
 b game played with a ball but no racket
 c martial arts
 d game played with a racket and ball
 e activity done under water
 f activity done in the snow
 g dangerous activity not done in snow or water

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- 2 Match the words in the box with the definitions. There is one extra word. (5 points)

.....
 biopic romantic comedy cartoon
 horror ~~crime~~ thriller science fiction

- 0 a film about the police crime
 1 an exciting film, maybe about spies or terrorists _____
 2 a frightening film about monsters or ghosts _____
 3 a film about space or the future _____
 4 a film about love which is funny _____
 5 a film about a famous person's life _____

- 3 Complete the tagged questions with the correct tag. (6 points)

- 0 You've seen Ann today, haven't you?
 1 Ann doesn't take enough exercise, _____?
 2 She hasn't played tennis for a long time, _____?
 3 John started playing tennis last year, _____?
 4 You have the same tennis coach, _____?
 5 You were so eager to join the tennis club, _____?
 6 You'll invite me to your tennis match, _____?

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- 4 Complete each sentence so that it has a similar meaning to the one given.

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- 0 I don't feel ill, so I'm not going to go to the doctor.
 If I felt ill, I would go to the doctor. _____
 1 You're not here, so you can't eat the food.
 You would _____
 2 I'm not a politician, so I can't spend more money on hospitals.
 If _____
 3 I can't swim, so I'm not going scuba diving.
 I would _____
 4 England doesn't use the euro, so the English have to change their money when they go to France.
 If England _____
 5 You're not ill, so I'm not worried about you.
 If _____

- 5 Complete the text with *must/mustn't*, *should/shouldn't* or *have to/don't have to*. (6 points)

Now, Mr Smith, I've examined you and you've got a virus. Listen carefully because it could be quite dangerous. You ⁰ must take this medicine for five days. It is very important. Don't worry. You ¹ _____ go to hospital. You'll be OK at home. You ² _____ stay in bed most of the time. You can get up if you want, but you'll feel better in bed. You ³ _____ drink any coffee while you are taking this medicine. It could be very dangerous. You ⁴ _____ go outside too much. Again, you can, if you want, but you might get tired. Now, I ⁵ _____ go to a conference in Germany this week, but, if you need me, you can call me on my mobile. Here's the number. Now, you ⁶ _____ worry too much. If you do what I tell you, you'll be alright.

READING SKILLS

- 6 Read about the story of *Butch Cassidy and the Sundance Kid*. Put sentences A–H in the correct places in the text. There is one extra sentence.

(7 points)

- A He did this by making it clear that they didn't want to hurt anybody and showing their life away from crime.
- B It won four Oscars and made Robert Redford a star.

- C He broke in and stole the clothes he wanted, but he left a note to say that he would come and pay for them the next day.
- D Maybe they needed the money or maybe they were bored.
- E They were real people who lived in the late 1800s.
- F Nobody is sure how they met.
- G At first the director wanted a more famous actor to play with Paul Newman.
- H After this they left America and went to live in Buenos Aires in Argentina.

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Total /35

FILMS ▶

Butch Cassidy and the Sundance Kid



One of the best films about criminals ever made was the 1969 story of *Butch Cassidy and the Sundance Kid*. ¹____. There is a story that Butch Cassidy's first crime was to steal some clothes. He had gone to town to buy a suit, but, when he got there, the shop was shut. ²____. This story may not be true, but it shows that he was a 'gentleman criminal' who liked stealing money but always tried not to hurt anybody.

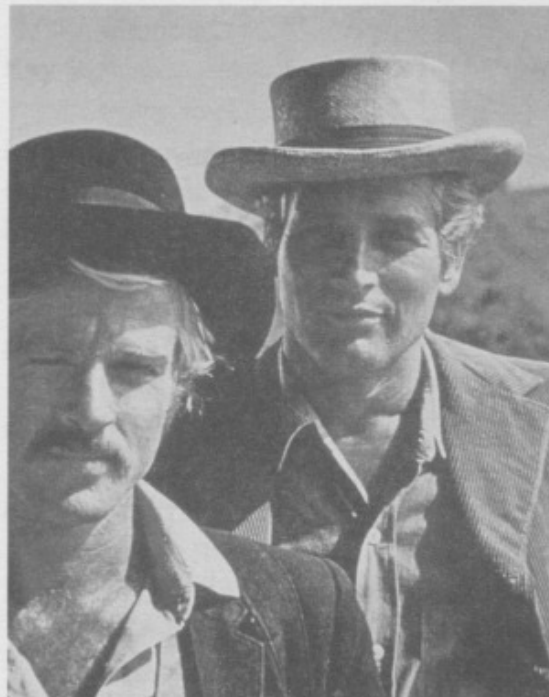
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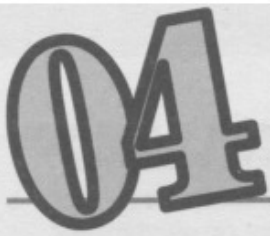
He and his gang robbed banks and trains and, in 1900, he met up with Harry Longabaugh, alias the Sundance Kid. They kept on robbing trains. In one robbery, they killed someone who worked on the railway. ³____. For a few years they lived normal lives, but then they started robbing banks again. Nobody knows why. ⁴____. In 1908 there was a bank robbery in Bolivia, and the police shot two men who had committed the crime. After that, nobody heard of Butch Cassidy and the Sundance Kid again, so everybody thinks they were the robbers, but nobody really knows.

The film starred Paul Newman and Robert Redford. Paul Newman was already very famous, but Robert Redford was almost unknown. ⁵____. He thought about Marlon Brando or Steve McQueen. In the end, Robert Redford was perfect.

The director was George Roy Hill. He made the film, so that the two criminals were the

heroes. ⁶____. One famous part is when Butch Cassidy rides a bicycle while the song *Raindrops Keep Falling on My Head* plays on the soundtrack and, in parts, it is almost a comedy with some clever dialogue. The film is also famous for its ending where, as the two criminals are shot dead, the film stops, so that you don't actually see them die. The film was very successful. ⁷____. The two actors joined up with the same director in 1973 for *The Sting*, another comedy-crime film.





Join the club!

GRAMMAR AND VOCABULARY

Present Simple

We use the Present Simple for

- habits and routines:
*I **go** to the tennis club every Monday.*
*The tennis coach **doesn't work** here in winter.*
- facts: **Resheba.com**
*You **become** a teenager when you are thirteen.*
*Do British people **have** ID cards?*
- generalisations:
*Lots of young people **are** sports fans.*
*Teenagers often **argue** with their parents.*

State verbs (*seem, like, feel, etc.*) are usually in the Present Simple:

*You **seem** interested in photography.*
*Do you **prefer** colour or black and white?*

Adverbs of frequency, (*occasionally, often, never, always, etc.*) with the Present Simple show how often things happen. We put them

- before a main verb:
*He **occasionally** goes to rock concerts.*
- after *to be*:
*She is **often** at home on Sunday evenings.*

- between auxiliary (e.g. *can, do, have*) and main verbs:
*We **don't usually** go to away games.*
*You can **always** get a taxi at the station.*

Present Continuous

We use the Present Continuous for

- things which are happening now:
*I'm **making** a poster for the school chess club now.*
*We're **not collecting** for charity today.*
- temporary situations:
*At the moment, he's **working** for a charity.*
***Are you camping** in this terrible weather?*
- changing situations:
*More people **are joining** Internet forums these days.*
***Is the chess club becoming** less popular?*

Time expressions (*now, these days, at the moment, etc.*) usually go at the beginning or end of the sentence.

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- 1 Label the words in order from all (100%) to none (0%) of the time. Some of the words have the same meaning.

always	<input checked="" type="checkbox"/>
never	<input type="checkbox"/>
occasionally	<input type="checkbox"/>
often	<input type="checkbox"/>
sometimes	<input type="checkbox"/>
usually	<input type="checkbox"/>

- 2 Put adverbs from Exercise 1 in the correct place in each sentence.

- Members of a fan club can ^{usually} buy cheap tickets. (most of the time)
- My school's societies meet on Fridays. (none of the time) **Resheba.com**
- People don't work full-time when they are studying. (most of the time)
- I feel good when I give money to charity. (all the time)
- Her favourite music is hip hop, but she listens to soul. (some of the time)
- They travel by coach to away games. (a lot of the time)

- Do you get a seat on the supporters' coach? (most of the time)
- Where do you go on Saturday evenings? (normally)
- She finishes her homework before midnight. (none of the time)
- Does he help with the younger scouts? (all of the time)
- We go walking in the Lake District. (some of the time)

- 3 Complete the sentences with the correct alternatives.

- People often join a club to make new friends.
a are joining b joins c join d aren't joining
- At the moment, I _____ lots of new friends.
a make c 'm making
b 's making d makes
- _____ you _____ the supporters club's Internet address?
a Are ... knowing c Can ... know
b Does ... know d Do ... know

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- 4 He always _____ the club's newsletter.
 a writes c write
 b is writing d doesn't write
- 5 The English club _____ this week.
 a meets c isn't meeting
 b aren't meeting d doesn't meet
- 6 _____ the fans _____ to the match
 by train today?
 a Is ... travel c Do ... travelling
 b Are ... travelling d Is ... travelling
- 7 The club's committee members _____
 a lot at the moment.
 a argue c is arguing
 b argues d are arguing
- 8 This year, the number of club members
 _____ very quickly.
 a is growing c are growing
 b grows d growing
- 9 In Britain people _____ more money to
 animal charities than to children's charities.
 a are giving c doesn't give
 b aren't giving d give
- 10 _____ he _____ to the Scouts?
 a Is ... belonging c Do ... belong
 b Does ... belong d Do ... belongs
- 11 In Great Britain there are gentlemen's clubs
 where they _____ women.
 a aren't wanting c doesn't want
 b aren't want d don't want
- 12 There are a lot of football fan clubs in Russia.
 They _____ their favourite team to other
 cities to support the footballers.
 a are following c don't follow
 b follow d doesn't follow

4 Complete the phrases. Then write GO for phrases which give an opinion, JO for phrases that justify an opinion.

- 1 In my opinion ... **Resheba.com** GO
- 2 As far as I'm c _____,
- 3 Everybody k _____ that ...
- 4 If you a _____ me,
- 5 If you t _____ about it,
- 6 It s _____ to me that ...
- 7 It's only n _____ that ...
- 8 P _____, I believe ...
- 9 The r _____ why ... is ...
- 10 The t _____ is ...
- 11 To be h _____ ...

5 Use the prompts to write sentences. Use the correct form of the verb, either the Present Simple or Present Continuous.

- 1 she/always/use/the Internet.
She always uses the Internet.
- 2 I/not support/a political party.

- 3 you/often/drive/to away games?

- 4 she/not do/a lot of work for charity
 at the moment.

- 5 my book club/not meet/this week.

- 6 he/be/ happier now/he/know/more people.

- 7 your brother/study/this weekend?

- Resheba.com**
- 8 more young people/join/the Scouts/these days?

- 9 every week/she/forget/the time of the meeting.

- 10 every summer/we/camp/in the mountains.

- 11 the club/not have/a website.

6 Complete the conversation with the correct form of the verbs in brackets.

- Kay** What ¹ do you usually do (do) at the weekends?
- Mark** I ² _____ (belong) to the Scouts and I ³ _____ (spend) a lot of my weekends camping.
- Kay** ⁴ _____ you _____ (go) camping every weekend?
- Mark** No, not every weekend.
- Kay** What about this weekend?
- Mark** I ⁵ _____ (do) exams at the moment so I ⁶ _____ (spend) this weekend revising.
- Kay** Why ⁷ _____ you _____ (belong) to the Scouts?
- Mark** I ⁸ _____ (not like) watching TV, I ⁹ _____ (prefer) outdoor activities.
- Kay** ¹⁰ _____ the organisation _____ (grow) these days?
- Mark** Yes, it is. At the moment, I ¹¹ _____ (organise) open days to attract new members.

*7 Complete the texts with the correct form of the verbs from the box.

allow be build do (x2) go grow have
join learn not live save train work

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girls worldwide say



World Association of Girl Guides and Girl Scouts
Association mondiale des Guides et des Eclaireuses
Asociación Mundial de las Guías Scouts

Raleigh International ¹ is a youth development charity that ² _____ with people aged 16–25. Young people of all nationalities take part either in their home country or abroad.

The activities ³ _____ self-confidence and skills and encourage the young people to understand more about the needs of others.

At the moment, 17 year-old Dave Richmond

⁴ _____ Operation Raleigh's Motive8

scheme in the UK and he says, 'I ⁵ _____ with my family, so life is sometimes difficult for me. The scheme is great — I'm learning a lot and my confidence ⁶ _____.'

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The World Association of Girl Guides and Girl Scouts is the sister organisation of the Scouts.

This worldwide organisation ⁷ _____ more than 10 million members in 144 countries.

Girls ⁸ _____ the Guides to develop leadership and life skills. This year, 23,000

Guides and Scouts ⁹ _____ to a big international meeting in Sweden. Guide Katy Dawes said, 'I am very excited about going to Sweden. At the moment, I ¹⁰ _____ all my spare money for a new sleeping bag and rucksack.'

The Duke of Edinburgh's Award scheme is a voluntary, non-competitive programme of activities that lead to bronze, silver and gold awards. The programme ¹¹ _____ people aged 14–25 to do individual challenges which are exciting and fun. 'I finished my bronze award when I was sixteen. Now I ¹² _____

my silver award. I ¹³ _____ a new skill: guitar making and for my community service,

I ¹⁴ _____ a junior football team.'

SPEAKING

8 Complete the conversation. Circle the correct phrases.

Mrs Collins ¹ Personally, /Everybody knows that I don't like going into town in the evenings. ² I mean /In my opinion, there are always big groups of teenagers on the streets and they frighten me.

Mrs Ellis ³ The reason why /It seems to me that they have nowhere to go. ⁴ To be honest, /If you think about it, there isn't a sports centre or a youth club and the cinema closed two years ago.

Mrs Collins ⁵ Frankly, /I mean, I think it's the parents' fault. ⁶ The thing is, /Look at parents nowadays don't care — they let their children do what they want. ⁷ Look at us /Everybody knows that forty years ago, we didn't spend all our time on the street. **Resheba.com**

Mrs Ellis ⁸ To be honest, /The reason why I spent a lot of time with my friends! ⁹ Frankly, /It's only natural that young people want to be together, they don't want to spend all their time with their parents.

9 Read the conversation in Exercise 8 again and make a list of useful expressions.

10 Role-play: a talk show. Student A plays the role of a journalist interviewing Mrs Collins/Mrs Ellis about their views on modern young people (think of at least 4 questions). Student B plays the role of Mrs Collins/Mrs Ellis. Use as many expressions from Exercises 8 and 9 as possible.

11 You are going to give a talk on spending your free time. You will have to start in 1.5 minutes and speak for not more than 2 minutes (10–12 sentences).

Remember to say:

- what people need free time for;
- how your parents spend their free time;
- how you spend your free time and what you would like to change in it.

You have to talk continuously.

GRAMMAR

Reflexive pronouns

Subject	Objective	Reflexive pronoun
I	me	myself
he	him	himself
she	her	herself
it	it	itself
we	them	ourselves
you	you	yourself (singular) yourselves (plural)
they	them	themselves

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We use reflexive pronouns **Resheba.com**

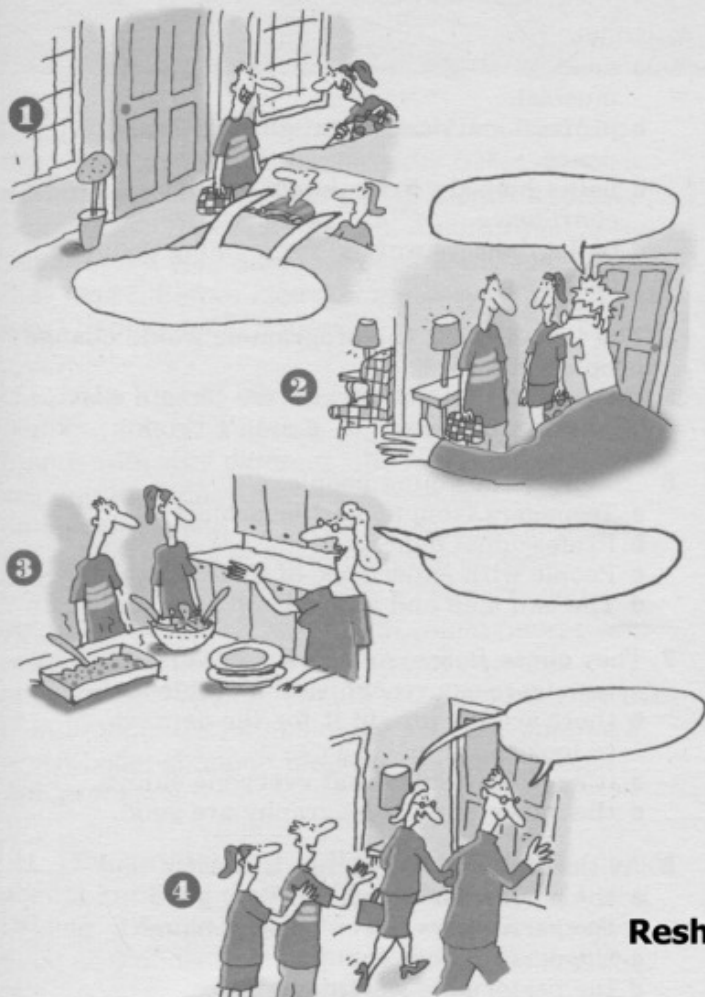
- when the subject and object of the sentence are the same person or thing:
He looks at himself in every shop window!
The cat washes itself a lot.
Did you enjoy yourself at the party?
- to stress that something is done without help/independently:
My mum's a hairdresser, but I always cut my hair myself.
Did they build the boat themselves?
My great-grandmother is ninety-two, but she drives herself everywhere.
- to stress the subject or object only:
I complained to the manager herself.
The hotel itself was quiet, but the resort was very noisy.
The dog itself wasn't the cause of the accident.

Mind the trap!

They're throwing water over each other.



They're throwing water over themselves.



12 These are all common expressions with reflexive pronouns. Match expressions A-E to pictures 1-4. There is one expression you don't need.

- A Come in! Make yourselves at home!
- B Please help yourselves.
- C Don't blame yourselves.
- D Be good, and behave yourselves!
- E See you later. Enjoy yourselves!

13 Circle the correct reflexive pronouns.

- 1 He talks about himself / herself a lot.
- 2 I hurt ourselves / myself at my judo class.
- 3 The politician lied about herself / ourselves.
- 4 The tourists carried their tents himself / themselves.
- 5 Molly, please sit down and help yourself / yourselves to a sandwich.
- 6 They enjoyed herself / themselves at the football match.
- 7 Tom and Ellen cooked themselves / ourselves a huge meal.
- 8 If the temperature drops, the heating will turn itself / himself on.
- 9 When the train starts to move, the doors lock themselves / itself.

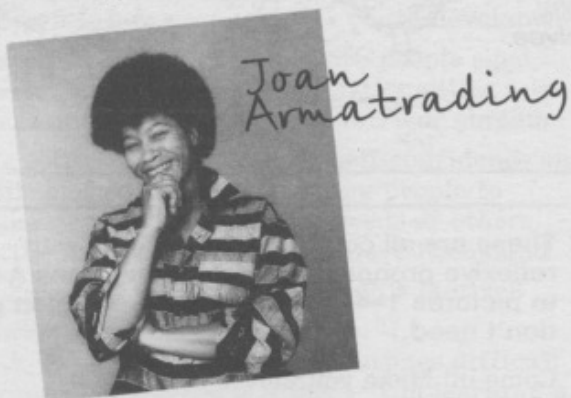
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14 Tick the sentences in Exercise 13 where the pronoun means *independently*.

15 Complete the sentences with reflexive pronouns.

- 1 My dad taught himself to play the piano.
- 2 My grandmother cut _____ when she was making lunch. **Resheba.com**
- 3 I can't forgive _____ for the terrible things I said.
- 4 The twins always buy _____ an enormous cake on their birthday.
- 5 Come to my party, Leo — you'll enjoy _____.
- 6 When Jake looked at the photograph, he could see _____ in his grandfather's face.
- 7 We'll win the match if we believe in _____.
- 8 We have a noisy pet parrot which talks to _____ all the time.

***16 Complete the paragraph with reflexive pronouns, pronouns or each other.**



My dad is a fan of Joan Armatrading, a British singer-songwriter. I don't like her very much ¹ myself, but my dad says she's fantastic. She writes most of her songs ² _____ and she always accompanies ³ _____ on the guitar. She played for Nelson Mandela ⁴ _____ at his 70th birthday party at Wembley Stadium in London.

There are lots of other Joan Armatrading fans and they send ⁵ _____ emails about her music and concerts. My dad is also a member of an Internet fan club which sends ⁶ _____ a newsletter every month. Every time he gets the newsletter he finds something he wants to buy ⁷ _____ like a new Joan T-shirt or a rare recording. ⁸ _____ think he should spend the money on ⁹ _____, not himself!

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My dad's favourite Joan Armatrading album is *Me*, ¹⁰ _____, I and he plays it all the time. When my brother and I complain, he says, 'When you have your own homes, you can please ¹¹ _____!'

READING

17 Read the article and match headings A–H with paragraphs 1–5. There are three headings you don't need.

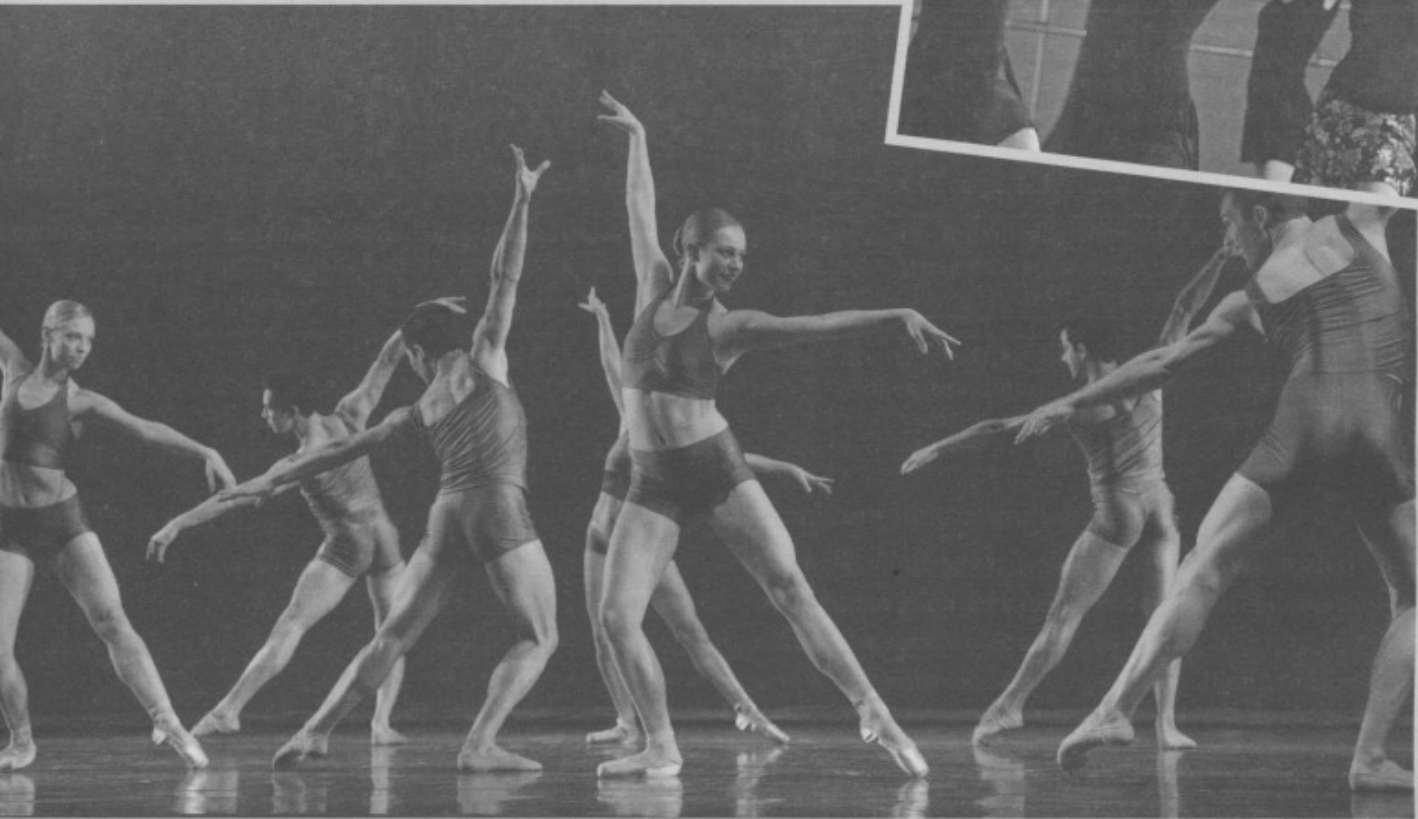
- A Why I love going to the ballet
- B Where the idea came from
- C Why I was worried
- D *Romeo and Juliet* is the perfect choice
- E A new star is born in *Chicago*
- F How they found the young people
- G My final thoughts
- H A dancer's life

18 Read the article again and circle the best alternatives.

- 1 The article is about ____
 - a a professional ballet performance.
 - b why young people become criminals.
 - c an unusual ballet performance.
 - d the ballet of *Romeo and Juliet*.
- 2 At the beginning of the evening, the critic thought the ballet was a ____ idea.
 - a great
 - b harmless
 - c crazy
 - d fascinating
- 3 The critic thought the performance was ____ going to be bad.
 - a probably
 - b possibly
 - c not
 - d definitely

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- 4 The two men wanted to make a programme in which ____
 - a amateur singers and dancers got jobs in a musical.
 - b professional dancers taught criminals to dance.
 - c ballet helped young people develop self-confidence.
 - d ballet dancers worked for a young people's charity.
- 5 The two men ____ the programme would change people's lives.
 - a thought
 - b couldn't believe
 - c were certain that
 - d didn't think
- 6 ____ chose the young people.
 - a Teenagers from an earlier project
 - b Professional dancers
 - c People with experience of difficult teenagers
 - d The two men and a television company
- 7 They chose *Romeo and Juliet* because ____
 - a teenagers can recognise the problems in it.
 - b there are mirrors in it for the dancers to look in.
 - c it's a funny story that everyone enjoys.
 - d the music and choreography are good.
- 8 At the end of the evening, the critic said ____
 - a the performance was not very good.
 - b the performers weren't good enough.
 - c the performance changed her mind.
 - d the performers weren't mad.

Can ballet change lives?



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1 **C** Last night I was worried, very worried. I had the job of going to watch amateur ballet dancers performing on stage with one of the UK's top professional ballet companies. A performance like this seemed very risky and I asked myself, 'Are they mad?' Before I tell you the answer, I'll tell you why I had such big doubts.

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2 **C** The idea of mixing amateur and professional dancers started a couple of years ago when two friends with very different jobs found a way of working together. One of the men had created an award-winning TV series, *Musicality*, in which amateurs trained to perform in the musical *Chicago*. The other man runs a charity called *Youth at Risk* which works with young people who have serious problems with aggression and antisocial behaviour. Although it was a risk, the two men thought they could make a TV programme in which ballet changed the lives of young people with problems.

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3 **C** Their idea was this: if the young people could accept the strict discipline and challenge of ballet training, it would build their self-esteem and give them new confidence in themselves. The first step

was to find suitable teenagers to take part and they asked teachers and youth workers already working professionally with young people at risk, to find candidates for the project. Through them 300 young people joined the programme and although about half dropped out, in the end sixty teenagers appeared on stage in the public performance.

4 **C** The ballet they chose was Sergei Prokofiev's *Romeo and Juliet*, choreographed by Sir Kenneth MacMillan. The story of Romeo and Juliet includes family conflict, the generation gap, gangs, murder, young love and teenage suicide, so it is the perfect mirror for the lives of troubled young people in today's society.

5 **C** Going back to my original question: 'Are they mad?' The answer is definitely 'no'. As soon as the ballet started, my worries disappeared. It was amazing how these unlikely dancers were magically transformed into their characters. At the end of the evening I was left with this thought: 'ballet *can* change lives'. It is a dancing cure, not a talking cure; it is silent so it stops arguments.

WORD LIST

absolutely
acceptance
accessories
aggression
appear (seem to)
argue with
bag
baggy
beige
believe in
bracelet
bump into
calm down
camouflage
chain

commercial
concerned
conflict (n)
countryside
cropped
denim
earring
estate
eyeliner
fashion
fashionable
fool around
frankly
generalisation
get on with

hang around
harmless
impression
independently
influence (n)
irresponsible
irritating
leather
lifestyle
lipstick
look (n)
make fun of
make-up
mascara
moustache

nervous
nylon
old-fashioned
paintball
patch (n)
pathetic
peer
persuade
Prime Minister
professional
put up with
radical (adj)
renovate
ripped
role model

silk
speculation
striped
studded
supervisors
theories
tight
tracksuit
trendy
typical
typically
unique
values (n)
wargames
woolen

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LISTENING

19 Listen to the tour guide. Tick true and cross false.

- 1 The tour is taking place in the Champagne district.
- 2 The tourists are not going to see the interior of the Council of Europe building.
- 3 People of all ages are allowed to tour the Council of Europe building.
- 4 Each member of the Parliament has an office in the building.
- 5 The Council of Europe building is used only in autumn.
- 6 All the buildings are different in shape.
- 7 After the tour the tourists are going to the city center for dinner.

20 Answer the following questions.

- 1 In what context are these years mentioned?
a 1977
b 1999
c 1983
- 2 In what context are these sums of money mentioned?
a \$400 million
b \$12 million

VOCABULARY

21 Complete the sentences with the words from the Word List.

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- 1 She has a large bag where she keeps all her make-up.
- 2 I like those jeans with patches on them — they're t_____.
- 3 Please turn the volume down, I'm finding the music really i_____.
- 4 Paris is the centre of the f_____ world.
- 5 Street fashion has an i_____ on what shops sell.

6 When she meets people, she always trusts her first i_____.

22 Complete the sentences with the correct verbs and prepositions from the Word List.

- 1 Do you believe in UFOs?
- 2 C_____ d_____ and tell me why you are crying.
- 3 On Saturdays I often b_____ i_____ school friends in town.
- 4 My parents worry because my younger sister h_____ a_____ on street corners with a gang.
- 5 We all f_____ a_____ in lessons sometimes — you can't always be serious.

23 Complete the definitions with the correct nouns from the Word List.

- 1 accessories (plural n) something which isn't necessary but makes a room, car, person, etc. more attractive
- 2 _____ (n) a statement about all the members of a group that may be true in some situations but not all the time
- 3 _____ (n) the way a person or group of people live, including the place they live in, the things they own, the kind of job they have and the activities they do
- 4 _____ (n) hair that grows on a man's top lip
- 5 _____ (n) a person who is your equal because they are the same age as you, have a similar job or social class
- 6 _____ (n) someone whose behaviour, ideas, etc. people try to copy because they want to be like them
- 7 _____ (plural n) your ideas about what is right and wrong



24 Look at the picture above. Circle the best words to complete the fashion report.

1 **Resheba.com**

Starting from the top: Geo is wearing a ¹___ with a ²___ on it. He is wearing a ³___ top with a ⁴___ and ⁵___ trousers. To complete this fantastic look, he has a ⁶___ chain around his neck.

2 Now we have Frankie in a ⁷___ skirt and a ⁸___ leather jacket. She is also wearing ⁹___ socks and trainers. She has *very* 1960s make-up with heavy ¹⁰___ and mascara.

3 Here's Natasha in ¹¹___ jeans with a fashionable ¹²___ on the knee. Her ¹³___ boots are also very fashionable. She's also wearing a trendy ¹⁴___ T-shirt. Unfortunately, I'm not so sure about those ¹⁵___ she's wearing — they look cheap and nasty.

- 1 a bracelet b fashion **c** baseball cap
 2 a chain b logo c patch
 3 a fashionable b ripped c typical
 4 a belt b hood c knife
 5 a leather b short c baggy
 6 a silk b nylon c gold
 7 a woollen b typical c denim
 8 a trendy black c black fashionable
 b bright black
 9 a baggy woollen c woollen red
 b striped woollen
 10 a lipstick b earrings c eyeliner
 11 a leather beige b ripped c baggy
 12 a chain b logo c patch **Resheba.com**
 13 a long b short c cropped
 14 a depressive black c beige cotton
 b horrible white
 15 a big round earrings c drop earrings
 b fashionable gold earrings

25 Circle the 'odd one out'.

- | | | | |
|-----------|------------|----------|----------------|
| 1 white | beige | brown | leather |
| 2 nylon | camouflage | silk | cotton |
| 3 cropped | denim | baggy | ripped |
| 4 mascara | eyeliner | lipstick | earrings |
| 5 striped | studded | tight | camouflage |

Extend your vocabulary

*26 Study the definitions of the phrasal verbs with *hang*. Complete the sentences.

hang around (inf.): to spend time somewhere doing nothing

hang on to: to keep something

hang on: used to ask someone to wait

hang out with (inf.): spend a lot of time with someone

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hang out: to put washed clothes outside to dry

hang over: if something bad is hanging over you, you are worried about it

hang up: to end a phone call

- 1 I like to hang out with my friends during the holidays.
 2 _____! I'm not ready yet.
 3 You'll need to _____ your ticket until the end of the journey.
 4 Don't _____! I haven't finished speaking!
 5 While this terrible problem _____ her, she can't relax.
 6 When we were younger, we used to _____ outside the park because there was nowhere to go.
 7 The weather was terrible, so I couldn't _____ the washing in the garden.



Keeping up-to-date

GRAMMAR

Present Perfect

The Present Perfect connects past completed actions to the present. We use it for

- news:
*Thieves **have taken** five hundred computers from a warehouse in Leeds.*
(= They stole the computers recently, the computers are missing now.)
- a finished action which has present results:
*I've **designed** and **built** lots of websites.*
(= I have done this work in the past, now I have experience in it.)
- a repeated action in the past which is linked to the present
*I've **read** his blog every day this week.*
(= I read the blog for the last few days, now I am up-to-date with its news.)

Resheba.com

Time expressions

We use *already* (sometime in the past) and *never* (at no time in the past) with the Present Perfect.

*I've seen his blog **already**. He's **never** written a blog.*

We use *since* (from a point in time) and *for* (through a period of time) with both the Present Perfect and the Present Perfect Continuous.

*She's lived here **since** 2017.
It's been raining **for** two months!*

Present Perfect Continuous **Resheba.com**

We use the Present Perfect Continuous to stress the continuous nature of a past activity, for example

- actions which started in the past and are continuing now:
*I've **been cleaning** my bedroom since ten o'clock this morning.*
(= I started cleaning at ten o'clock and I am cleaning now.)
- a recent continuous action with present results:
*I've **been practising** the song this morning, so now I know the lyrics.*
(= I practised the song for a period of time, now I know the words)
- to stress that a recent continuous action lasted a long time:
*I look tired because I've **been driving** for ten hours.*
(= I drove for ten hours, I have just stopped, now I look tired.)

Yes/No and Wh- questions

*Have you been talking on the phone? **Yes, I have.**
Has he been riding my bike? **No, he hasn't.**
This room is a mess. **What** have you been doing?
How does she know that? **Who** has she been talking to?*

	Affirmative	Negative	Main verb (-ing)
I/We/You/They	have been ('ve been)	have not been (haven't been)	practising all day.
He/She/It	has been ('s been)	has not been (hasn't been)	

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- Circle the correct words or phrases.
 - Critical Age* ___ in Japan yet.
 - don't play
 - aren't playing
 - haven't played
 - haven't been playing
 - They ___ together for ten months.
 - play
 - have playing
 - have been playing
 - don't play
 - Colin ___ the bass guitarist since Brian left.
 - has been
 - is
 - has been being
 - was
- They ___ which record company to sign a deal with.
 - don't decide
 - haven't been deciding
 - hasn't decided
 - haven't decided
- ___ the band ___ at *The Rock Garden* before?
 - Has ... been playing
 - Does ... play
 - Is ... playing
 - Has ... played
- ___ the band ___ a lot?
 - Is ... rehearse
 - Does ... rehearsing
 - Has ... been rehearsing
 - Has ... been rehearsed

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2 Complete the interview with Brian. Use the Present Perfect Continuous.



Reporter What ¹ have you been doing (do) since you left *Critical Age*, Brian?

Brian I ² _____ (not do) very much! I was really tired when I left the band, so I ³ _____ (relax) at home. **Resheba.com**

Reporter ⁴ _____ you _____ (follow) the band's success?

Brian Yes, I have. I ⁵ _____ (read) Colin's blog every day.

Reporter Do you wish you hadn't left the band?

Brian No, I made the right decision. I ⁶ _____ (think) a lot about what I want to do next.

Reporter Have you decided anything?

Brian I'm not sure. I ⁷ _____ (have) acting lessons since I was fourteen, so I may go into films.

Reporter Have you got a part in a film yet?

Brian No, not yet, but I ⁸ _____ (get in touch) with friends in the film industry.

Reporter Well, good luck!

3 Read the headlines and write the Present Perfect sentences.

1 **Brian denies playing guitar for 3 months.**

Brian hasn't played the guitar for three months.

2 **Police arrest nu metal singer**

3 **BOYBAND WIN TOP AWARD**

4 **Forty-year-old song reaches number 1 in 10 countries**

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5 **Millionth fan visits star's blog!**

4 Complete the sentences with either the Present Perfect or Present Perfect Continuous forms of the verbs in brackets. **Resheba.com**

- 1 They have spent (spend) hundreds of dollars on their favourite band's CDs.
- 2 _____ the band _____ (rehearse) all day?
- 3 He _____ (try) to learn the violin for five years — I don't think he'll ever succeed.
- 4 Since I _____ (have) an iPod, I _____ (listen) to music all the time.
- 5 I _____ (be) a fan of rock music since I was ten.
- 6 _____ many top bands _____ (play) at *The Rock Garden*?

*5 Complete the article. Use the Present Perfect or Present Perfect Continuous forms of the verbs from the box.

.....
 be become go out hang out know
 make not meet play (x 2) rehearse
 write

MUSIC >>

WIRED SISTERS

I met *Wired Sisters* in their hotel after their sell-out concert at *Riley's* in Manchester. In the last ten months, they ¹ have become the most talked about new band in Britain. I had lots of questions for them — ² _____ they _____ each other for a long time? How long ³ _____ they _____ together? Who writes their songs?

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Lead singer Sal and lead guitarist Miranda ⁴ _____ together since secondary school. Sal ⁵ _____ music since she was six, but she ⁶ _____ songs since 2003. Miranda started when she was a little older — she ⁷ _____ the guitar since she was seven.

Sal's boyfriend Stan is the band's rhythm guitarist although his first instrument is the piano. He's been playing that since he was just five. He ⁸ _____ with Sal for about a year. Their parents ⁹ _____ each other yet because the band has been too busy touring and performing.

Julie, the group's drummer, is silent while I talk to the other members of the band. I ask her, 'Why haven't you said anything?' She explains, 'I ¹⁰ _____ all day for our next music video and I ¹¹ _____ just _____ on stage for two hours — I'm exhausted!'

LISTENING



- 6 **TOB** Read summaries 1–4. Listen and match them with speakers A–D.

Summary Resheba.com

Speaker

- 1 He/She doesn't buy things on the Internet. C
- 2 He/She doesn't trust people in chat rooms.
- 3 He/She uses the Internet to find cheap things.
- 4 He/She uses the Internet for his/her studies.

- 7 **TOB** Read the questions and match them with speakers A–D from Exercise 6. Listen again and check.

- 1 Have you made any friends through the Internet? A
- 2 Do you buy things from the Internet?
- 3 How often do you use the Internet?
- 4 What do you use the Internet for?

- 8 **TOB** Read the sentences. Then listen again. Are the statements true (T) or false (F)?*

Speaker A

- 1 has never visited a chat room. F
- 2 has never looked for a friend on the Internet.
- 3 thinks everyone on the Internet is dishonest.

Speaker B

- 4 doesn't like the Internet because there is too much information.
- 5 believes everything he/she reads online.
- 6 looks at different sites to check facts.

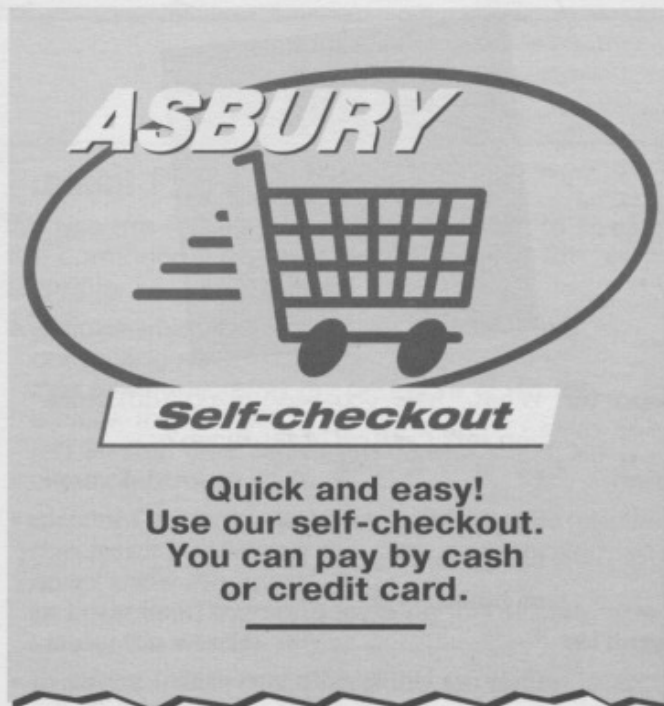
Speaker C Resheba.com

- 7 never buys things online.
- 8 buys cinema tickets online because they are cheaper.
- 9 wants his/her mum to chose his/her clothes.

Speaker D

- 10 doesn't use the Internet very often.
- 11 buys coach tickets online because they are cheaper.
- 12 likes to buy his/her own copies of his/her books for university.

SPEAKING



- 9 Complete the conversation.

Assistant ¹The first thing you've got to do is put your basket here on the left.

Customer Here? **Resheba.com**

Assistant ²Y_____, t_____
r_____. Now scan your first item.
³M_____ s_____ you move it from left to right in front of the screen.

Customer Like this?

Assistant ⁴Y_____, t_____
i_____. ⁵D_____
f_____ t_____ put your shopping in the bag on the right.

Customer How do I pay?

Assistant ⁶F_____, you have to touch the screen here.

Customer Which button do I touch?

Assistant The one with 'pay now' on it.

Customer OK.

Assistant ⁷N_____ press if you want to pay with cash or card.

Customer Thank you — I think I can manage it myself now.

- 10 Prepare a talk about the Internet (10–12 sentences).

Remember to say:

- what the advantages of using the Internet are;
- what the disadvantages of using the Internet are;
- what you use the Internet for.

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WRITING

- 11 Read the letter and study the information. Underline three things (besides the content) that tell you this is an informal letter.

1 Put your address in the top right corner of the letter. You may write here your short address: the country and the city/town/village.

Resheba.com
43 Marsh Road
Lowestoft
Suffolk
NR32 7YT

2 Write the date under the address.

26th June

3 Start with *Dear ...* You can use *Hi ...* in very informal letters.

Dear Grace,

I'm sorry I haven't been in touch recently, but my email isn't working properly, I've lost my mobile — and life has been too busy!

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5 Use a new paragraph for each main idea.

I hope you are having a great summer and that all your exams are over. I've been doing exams for ever, but the last one was this afternoon. Fantastic! I'm now free and can start to relax. While I was doing my exams, I was either in an exam room or at home trying to revise. Let's hope that all this hard work is rewarded with incredible results!

6 Say something about the reader's life.

7 Use informal phrases to get the reader's attention.

Guess what! I'm going camping in Spain with two friends from school. Do you want to come with us? It'll be better if there are four of us and I'm sure you'll like Amy and Ryan. We're leaving on the first Saturday in August and we'll be away until our money runs out. Please say 'yes'!

8 Use questions to speak directly to the reader.

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9 Express your hope for future contacts.

Looking forward to hearing from you soon.

10 Close with an informal phrase, e.g. *Best wishes, Take care, Look after yourself, Write soon.*

Best wishes,
Daniel

- *12 You are (Daniel's friend) Amy or Ryan. Your grandmother is ill, so you have gone to her home with your parents. Write a friendly letter to Daniel (you can use page 87). Remember to lay out your letter correctly and to start and end in a friendly manner. Include this information:

- explain where you are and why.
- ask about his exams.
- say you are looking forward to the holiday and explain what preparations you have made.
- give him some news about another friend.
- tell him how he can contact you while you are at your grandmother's home.


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WORD LIST

3D	delete	hard drive	paste (v)	restriction
alert (v)	desktop	icon	patented	ring tone
alien	dial (v)	impersonal	patient (n)	rival
apparently	dialled (adj)	impressed	phone book	search engine
attach	disadvantage	install	phone card	signal (n)
battery	download	interact	pick up	slot
boot	emoticons	invention	plastic	smart
button	enormous	link	plug	socket
cellular phone	exhausted	lyrics	portable	sore
click	explosive	machine	prediction	spyware
come down (in price)	extremely	manipulate	press (v)	toolbar
communicate	fix	manual	program (n)	traditional
connected	flash drive	material	(computer program)	turn down
copyright	folder	microphone	publish	turn off
create	freeware	option	receiver	version
crystal ball	go dead (the phone went dead)	oral	recharge	vibrate
cursor	go off	out of order	rehearse	voice mail
		paperclip		volume

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LISTENING

13  Listen to the presentation. Tick true and cross false.

- 1 The people at the presentation have to sit in certain seats.
- 2 *The Technoguard S3* is not on sale yet.
- 3 *The Technoguard S3* does things more quickly than a computer.
- 4 The volunteer has to connect several things to the machine.
- 5 The woman has got a camera which can play music.
- 6 The machine asks questions to find out exactly what you want it to do.
- 7 The man makes a cover for the DVD.
- 8* The volunteer isn't going to sell the machine in November because he doesn't like it.

VOCABULARY

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14 Complete with the words from the Word List.

Verb	Noun
1 <u>attach</u>	attachment
2 _____	communication
3 _____	deletion
4 _____	installation
5 _____	interaction
6 invent	_____
7 _____	manipulation
8 predict	_____
9 _____	publication
10 restrict	_____
11 _____	vibration

15 Complete the sentences with words from Exercise 14.

- 1 Do you have any predictions about how we will travel in the future? Private spaceships?
- 2 I need to _____ anti-virus software on my home computer.
- 3 The Internet has made _____ faster. **Resheba.com**
- 4 One danger of the Internet is that you can't _____ what people publish on it.
- 5 I never save emails, I _____ them.
- 6 To add _____ to emails, you need to click on the paperclip icon.
- 7 When I turn down the volume on my phone, it _____, so I can feel it ringing.
- 8 I don't like emails — I prefer to _____ with people face-to-face.
- 9 To _____ a document, click on this icon on the toolbar.

16 Complete the compound nouns with words from the box. Then check your answers in the Word List.

.....
cellular computer crystal ring free
paper phone search spy tool voice
hard
.....

- | | |
|-------------------------|----------------|
| 1 <u>cellular</u> phone | 7 _____ ball |
| 2 _____ book | 8 _____ clip |
| 3 _____ mail | 9 _____ engine |
| 4 _____ program | 10 _____ ware |
| 5 _____ bar | 11 _____ tone |
| 6 _____ ware | 12 _____ drive |

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17 Complete the text. Circle the correct alternatives. Resheba.com

E.T. is one of the most ¹___ family films ever made. It tells the story of the relationship between a little boy, Elliot, and E.T., a loveable ²___ with an ugly face and an ³___ head who gets left behind on earth. Elliot teaches E.T. some English and his first words are 'E.T. phone home'. Elliot tries to help his new friend ⁴___ with his home planet and together they build a machine to send a ⁵___ into space. Someone ⁶___ scientists and government officials to the fact that there is an alien living in L.A. and Elliot and E.T. have a lot of adventures trying to avoid the authorities before E.T. finally goes home.

To celebrate the 20th anniversary of *E.T.*, Universal Pictures, who own the ⁷___, released a longer ⁸___ of the film with new ⁹___-generated images and an improved soundtrack.

- | | |
|------------------|-------------------|
| 1 a unique | c irresponsible |
| b popular | d science fiction |
| 2 a battery | b emoticon |
| b exhausted | c toolbar |
| c enormous | d alien |
| 3 a exhausted | c portable |
| b enormous | d fashionable |
| 4 a communicate | c download |
| b fix | d manipulate |
| 5 a ring tone | c program |
| b receiver | d signal |
| 6 a attaches | c recharges |
| b alerts | d installs |
| 7 a alien | c copyright |
| b voice mail | d freeware |
| 8 a manual | c invention |
| b version | d program |
| 9 a icon | c computer |
| b plastic | d microphone |

Resheba.com
Extend your vocabulary

18 Study the dictionary entry and use the information to label the pictures.

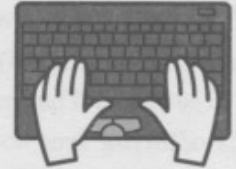
things you do with your computer: **start up** your computer | **open** a disk, document or folder | **enter** information | **click on** an icon | **cut and paste** pieces of text | **copy** files or programs | **scroll up and down** the page | **delete** things you don't want | **download** files or pictures from the Internet | **save** files to a USB flash drive | **close** a file or a document | **save** your work | **shut down** your computer



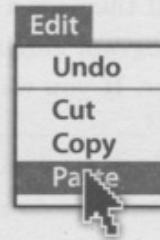
1 Start up your computer.



2 _____



3 _____



4 _____



5 _____

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***19 Study the information about the Internet and complete the text.**

WORD FOCUS: INTERNET

places on the Internet: **website/site, web page, chat room**
things you do on the Internet: **surf the net** (spend time looking at websites for fun), **visit websites and chat rooms, download files** from the Internet, **email** people or **chat** with them, **shop online** or **work online**. You can also **bookmark sites** that you want to go back to regularly or put them on your list of **favourites**.

HANWORTH LIBRARY

Members of the public are welcome to use the library's computers. If you are not sure how to access the ¹Internet, please speak to one of the librarians who will show you how to:

- ²_____ the net.
- find a particular ³_____.
- ⁴_____ files.

You are not allowed to use the library's computers to

- ⁵_____ chat rooms.
- ⁶_____ emails.
- shop ⁷_____.
- bookmark ⁸_____ or create a list of ⁹_____.

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VOCABULARY AND GRAMMAR

- 1 Complete the text with one word in each gap. The number of letters needed is shown in brackets.

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(6 points)

There are lots of free programs you can ⁰ download (8) from the Internet. Go to a ¹ _____ (6) engine and type in the word 'freeware'. That will bring up a website which is offering free software. Find what you want and move your mouse until the ² _____ (6) is over the button which says 'download' and ³ _____ (5) on it. You'll then see a little box come up showing the program moving from the website to your computer. If you want to use this software, you must ⁴ _____ (8) it on your computer. Don't worry, when it has downloaded, it will tell you what to do next. If it gives you the option to create an ⁵ _____ (4), that is a small picture with a link to the programme, on your desktop, choose that because it makes life much easier. The actual program will be hidden away in a ⁶ _____ (6) somewhere on your hard drive.

- 2 Complete the text with a preposition in each gap.

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(6 points)

I often used to be bored at the weekend. I wasn't going ⁰ out with anyone and had nothing to do. I hung ¹ _____ at the shops but didn't have any money to spend. Then, one day, I bumped ² _____ an old friend whose dad had his own business and we started chatting. We got ³ _____ well with each other and he told me that his father might give me a job, so we went to see him. He was great and I started the next day, working in his toy shop. I spent most of the first day fooling ⁴ _____ with the model trains! I don't know how he put ⁵ _____ with my behaviour, but eventually I calmed **Resheba.com** ⁶ _____ and now, five years later, I'm the manager of one of the biggest shops in our city.

- 3 Complete the text with *a, an, the* or *—* (no article) in each gap.

(6 points)

I went to see ⁰ a film yesterday. ¹ _____ film was about two men who were planning the perfect crime. ² _____ crime films are often predictable, but ³ _____ plot of this film was very good. ⁴ _____ director has made a lot of good films and he really knows how to keep the excitement going. One thing annoyed me. There was ⁵ _____ old man sitting near me in the cinema who was eating sweets and making a lot of noise. That's ⁶ _____ most annoying thing in the world when you are watching a film.

- 4 Circle the correct alternatives.

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(6 points)

My brother plays the guitar in a rock band. He's been in it ⁰ _____ he was 17 and he's now 21. They call ¹ _____ 'The crazies', but I don't think they do many crazy things. They have known ² _____ since they were small children, so, of course, I have known them for years too. They meet ³ _____ every Saturday. Tom, my brother, takes hours to get ready. At the moment, he ⁴ _____ a shower. He's been in the bathroom for ages. He always looks at ⁵ _____ in the mirror for about an hour and then smiles at ⁶ _____ with his perfectly white teeth and goes out.

- | | | | |
|--------------------------------------|------------|-------------------|--------------|
| 0 <input checked="" type="radio"/> a | since | b for | c from |
| 1 a | them | b — | c themselves |
| 2 a | themselves | b them | c each other |
| 3 a | them | b themselves | c — |
| 4 a | has | b has been having | c is having |
| 5 a | him | b himself | c — |
| 6 a | myself | b me | c I |

COMMUNICATION

5 Complete the words.

(5 points)

- 0 I'm going to study French in Paris this year.
- 1 What's your biggest d_____? Is it to travel around the world?
- 2 I've bought some guide books because I'm p_____ to go to Africa this summer.
- 3 I w_____ to be happy.
- 4 I_____ I get a good job this year, I w_____ have a long holiday next summer.
- 5 I w_____ r_____ l_____ to go to Australia one day.

Resheba.com

WRITING SKILLS

Resheba.com

6 Complete the letter with the necessary elements.

(6 points)

1 _____
2 _____

3 _____

Thank you for your letter. I'm glad to hear from you again. I'm sorry I haven't written to you for a long time. You ask me about my exams. I'm going to take exams in maths, Russian and English. I'm not afraid of the exams, but I'm a bit nervous. I work hard and do all the exercises, but you never know ... I'd like to learn more about your school life.

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4 _____

5 _____

6 _____

Total /35



An eye for an eye?

GRAMMAR

Past Simple

We use the Past Simple to talk about things which started and finished in the past:

- single events
*The judge **started** her job in 1998.*
- regular events **Resheba.com**
*She **worked** in the court every day for ten years.*
- past states
*I **didn't understand** the problem.*
- telling stories
*I **went** to the park and I **saw** a crowd of people.*

With the Past Simple we use time expressions like *yesterday, yesterday morning/afternoon/evening, last night/year/week/Saturday, when I was five/ten, ten years ago, in September/2004:*

*Where were you **yesterday**?
She spoke to the police **a week ago**.*

Past Continuous

We use the Past Continuous

- to describe things which were in progress at or around a fixed time in the past:
*At ten o'clock yesterday I **was walking** to the station.*
- for longer activities interrupted by shorter ones in the past:
*I **was jogging** in the park when I saw a crowd of people.*
- for temporary situations in the past:
*We **were staying** with our cousins.*
- to set the scene in a story or give background information:
*I **was walking** along the road one evening ...*

Past Perfect

	Affirmative/ negative	Main verb (past participle)
I/You/He/She/It	had ('d)	punished them.
We/They	had not (hadn't)	

Yes/No and Wh- questions

***Had** he **seen** the accident? Yes, he **had**.
Had you **talked** to him before the accident? No, I **hadn't**.*

*Why **had** they **lied** to the police?*

We use the Past Perfect to talk about what happened before another event in the past. It is used with the Past Simple or Past Continuous.

*The roads were dangerous because it **had snowed** in the night. **Resheba.com**
(It snowed, then the roads became dangerous.)*

*Everyone was driving slowly because they **had seen** the accident.
(They saw the accident and drove more carefully afterwards.)*

Mind the trap!

- *When we got to the court, the judge sentenced the criminals.
(= We arrived at the court, then the judge sentenced the criminals.)*
- *When we got to the court, the judge had sentenced the criminals.
(= We arrived at the court after the judge had sentenced the criminals.)*

1 Circle the correct alternatives.

- I ___ with friends when someone stole their car.
a had stayed b stayed **c was staying**
- The police asked me where I ___ the night before. **Resheba.com**
a was sleeping b slept c had slept
- When her brother was in prison, she ___ him every month.
a had visited b visited c was visiting
- I ___ her after she had spent six months in prison.
a hadn't recognised c wasn't recognising
b didn't recognise

- ___ you ___ the suspect before you saw her in court?
a Did ... meet c Had ... met
b Were ... meeting
- ___ the police ___ the men who stole the money yesterday?
a Were ... arresting c Had ... arrested
b Did ... arrest
- I had an accident because I ___ at the road.
a wasn't looking c didn't look
b hadn't looked
- The jury ___ a decision, so the judge sent them home.
a didn't make c hadn't made
b weren't making

2 Answer the questions with short answers.

- 1 Were you waiting for a bus when you saw them? **Resheba.com**
Yes, I was.
- 2 Had you eaten anything before the accident?
Yes, _____.
- 3 Did the thieves take your bike?
No, _____.
- 4 Was my dad complaining about the noise?
No, _____.
- 5 Did the boys have to go to court?
Yes, _____.
- 6 Had you seen the driver before?
No, _____.

3 Complete the article with the Past Simple or Past Continuous forms of the verbs in brackets.

My Five Year Fight to Free McGowan

by James Blake, journalist



I was working (work) as a court reporter when I became interested in the McGowan case. At the time, I ² _____ (write) for the local newspaper. Most of the court cases were boring and I ³ _____ (not enjoy) my job very much. In fact, I ⁴ _____ (think) about leaving journalism to become a teacher. Anyway, on this particular day, I ⁵ _____ (listen) to the police evidence in the McGowan trial, and I suddenly ⁶ _____ (think), 'You're lying.' The policeman ⁷ _____ (read) from notes, but he ⁸ _____ (not have) the body language of an honest person. At the end of the trial, I ⁹ _____ (be) amazed when the jury ¹⁰ _____ (find) Mr McGowan guilty. I wanted to shout, ' ¹¹ _____ you _____ (listen)?', but I couldn't. Instead, I spent every spare minute for the next five years working to get Mr McGowan out of prison. **Resheba.com**

4 Complete the report with the Past Simple or Past Continuous forms of verbs from the box.

argue be (x 2) climb go out have not close play receive relax

Last weekend the weather ¹ was very hot and while most people ² _____, the police ³ _____ very busy. People ⁴ _____ their windows when they ⁵ _____, so thieves just ⁶ _____ in and helped themselves. At parties, people ⁷ _____ their windows open while they ⁸ _____ loud music, so there were a lot of complaints from neighbours. Also, when it's hot, people have more arguments. The police ⁹ _____ more than twenty phone calls to homes where families ¹⁰ _____.

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*5 Join the sentences with the words in brackets. Use the correct verb form as necessary.

- 1 The prisoners ate breakfast. They went to the exercise area. (after)
After they had eaten breakfast, they went to the exercise area.
- 2 The bell rang. They woke up. (when)

- 3 They committed serious crimes. They were in prison. (because)

- 4 They appeared in court. They were sent to prison. (before)

- 5 The police arrested her. The shoplifter confessed. (as soon as)

- 6 She didn't tell the children. Their father went to prison. (that)

- 7 The judge didn't sentence the man. She listened to the evidence. (until)

- 6 Complete the newspaper article with the Past Simple, Past Continuous or Past Perfect forms of the verbs in brackets.

GAS EXPLOSION

It's now two days since the explosion which shook southern England. Our reporter went to the scene to speak to some of the victims and witnesses.

Leo Parker, security guard **Resheba.com**

Mr Parker ¹ was going (go) towards the main building when the explosion happened. 'I ² _____ (be) very lucky. I ³ _____ (park) my car two minutes before and ⁴ _____ (walk) to the office. Suddenly there was a great flash of light and then the loudest bang I have ever heard. I ⁵ _____ (fall over), but I ⁶ _____ (not be) hurt badly.'

Helena Aldridge, computer systems manager

'I ⁷ _____ (work) at my desk and the next second I was on the floor. My boyfriend ⁸ _____ (leave) the office five minutes before and I was very worried about him. At that moment my mobile ⁹ _____ (ring) and I ¹⁰ _____ (hear) his voice saying, "I ¹¹ _____ you _____ (hear) that?" That was a stupid question!'

Max Finkle, airline passenger

'I ¹² _____ (fly) into London from Canada and about a minute before the captain ¹³ _____ (told) us to put on our seat belts ready for landing. I ¹⁴ _____ (look) out of the window because I ¹⁵ _____ (want) to see London below us. There was suddenly a big orange light north of London — it was enormous.'

Clara Kent, local resident

Clara Kent ¹⁶ _____ (drive) to the offices to collect her fiancé, Greg. 'I ¹⁷ _____ (arrive) at 3.55 p.m. and Greg was ready, so he

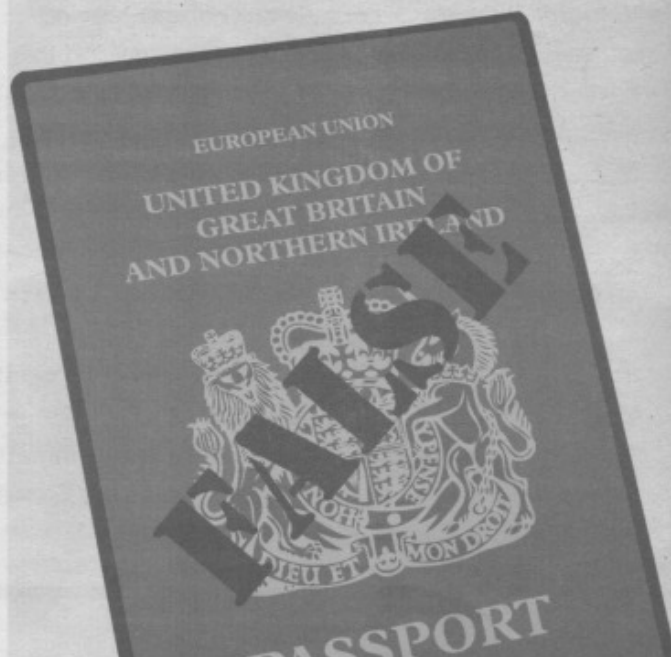
Resheba.com ¹⁸ _____ (get in) and I ¹⁹ _____ (drive) away. As we ²⁰ _____ (drive) away from the building, we ²¹ _____ (see) this huge white light, but we ²² _____ (not hear) the noise until a second later.

Tests confirmed yesterday that the so-called Christopher Edward Buckingham, who had lived a lie for 23 years, is really an American called Charles Albert Stopford III.

The man first came to the police's attention last year when his passport was checked in France. His passport details showed that he had stolen the identity of a Christopher Edward Buckingham who had died, aged eight months, in August 1963. The French officials contacted the UK and he was arrested as soon as he arrived in Britain.

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The mystery man was taken to court for using a false passport, but he wouldn't tell police his real name. He even refused to see his children, despite their requests to know the truth about their father's past.



The two children are from his thirteen-year marriage which ended in divorce. His ex-wife Amanda said that she was shocked to learn that the man she knew as Chris Buckingham was someone else. She said that she and her children were having trouble understanding the situation.

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The man's real name was finally revealed when a woman in the United States saw a picture in an online British newspaper. She thought that it looked like her long-lost brother, so she contacted the authorities. The FBI and UK Immigration Service ran some identity checks and these proved that the man's real name was Charles Albert Stopford III.

Stopford had disappeared from the States when he was working as a sailor in the US navy. At the time he had been accused of a serious crime, so he ran away to avoid being arrested. He had travelled in Japan and Germany before arriving in England where he met and married Amanda, and had two children.

Following his court appearance, Stopford, 42, was sent to prison in the UK for using a false passport. At the end of his sentence he will be held as an illegal immigrant and will probably be deported to the US. His parents and eight brothers and sisters said that they were both shocked and excited that he had finally been found.

A British detective said, 'This whole inquiry has been upsetting — for the baby's family, for Charles Stopford's former wife and his children who have been left wondering who 'Buckingham' really is, and indeed for his family in America. Now his true identity has been confirmed, hopefully this will help them all come to terms with what has happened.'

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The police officer who led the inquiry until his retirement last year, said, 'I'm pleased he has finally been identified, but there are still a lot of questions to be answered ... I'm going to write to him once more in the hope that he might provide some answers.'

READING

7 **OT10** Quickly read the article and choose the best headline.

- A **Police find baby kidnapper**
- B **End of identity theft mystery**
- C **Man changes name after divorce**
- D **French police arrest British citizen**

8 Read events A–H and put them in the correct order.

- A An American woman was reading an online newspaper when she saw his photograph.
- B He and his wife got a divorce.
- C He ran away and travelled to different countries.
- D He was arrested in Britain and taken to court.
- E He was living in the UK when he got married.
- F He was working in the US navy when he was accused of a crime.
- G Medical tests proved that the man was Mr Stopford.
- H The French police noticed that he was using a stolen identity.

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9 Find words 1–5 in the article. Match them with definitions a–e.

- 1 so-called (adj) d
- 2 identity (n)
- 3 false (adj)
- 4 long-lost (adj)
- 5 deport (v)

- a someone's name and who they are
- b to make someone leave a country
- c not real but made to trick other people
- d being something in name but not in reality
- e lost or not seen for a long time

10 Read the sentences. Are the statements true (T), false (F) or not stated (NS)?

- 1 The British police arrested him for using a false passport. T
- 2 The man stole a baby's passport.
- 3 Christopher Edward Buckingham died in France.
- 4 He was arrested after he had been to France.
- 5 He never told his wife his real name.
- 6 He hadn't told his family in the States where he was living.
- 7 Christopher's identity was confirmed after his family had been interrogated.
- 8 The police believe that the man can give them more information.

GRAMMAR

used to and would

We use *used to* + infinitive to talk about habits and states in the past which are now finished or no longer true:

I used to read children's comics. (Now, I read newspapers.)

Leo used to hate spinach. (Now, he likes it.)

What games did you use to play? (when you were a child)

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We use *would* + infinitive in the same way as *used to*,

- to talk about habits in the past:

I would get up every morning and go for a run.
(It was my habit in the past.)

- to avoid repeating *used to* when describing past habits:

We used to put everything in the car the night before our holiday. We used-to would leave before the sun was up and we used-to 'd stop for breakfast on the way.

Mind the trap!

Don't confuse *used to* (for habits/states in the past) with the regular verb *to use*:

I used to have a Star Wars rucksack for my books.

I used my old Star Wars rucksack for my books today.

Mind the trap!

Always use *used to*, not *would* for states in the past, and for questions about past habits and states:

I used to have two best friends at school.

NOT ~~*I would have two best friends...*~~

Did you use to listen in lessons?

NOT ~~*Would you listen in lessons?*~~

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11 Match the beginnings and endings of these sentences.

When I was seven ...

- | | |
|-------------------------------------|-------------------------------------|
| 1 My older brother used to make | <input checked="" type="checkbox"/> |
| 2 I used to think | <input type="checkbox"/> |
| 3 I would look | <input type="checkbox"/> |
| 4 Every night, I would make | <input type="checkbox"/> |
| 5 Some nights, my parents would sit | <input type="checkbox"/> |
| 6 My parents used to hope | <input type="checkbox"/> |
- a I would grow out of my fear.
 b my parents go upstairs with me.
 c with me until I fell asleep.
 d under the bed for monsters before I got into it.
 e horrible noises outside my bedroom.
 f monsters lived under my bed.

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SPEAKING

12 Complete the phrases.

- | | |
|---------------------------------------|--|
| 1 Come off it! | <input checked="" type="checkbox"/> X IF |
| 2 I couldn't a _____ more. | <input type="checkbox"/> |
| 3 I'm a _____ I can't agree with you. | <input type="checkbox"/> |
| 4 No d _____ about it. | <input type="checkbox"/> |
| 5 That's a good p _____! | <input type="checkbox"/> |
| 6 That may be t _____, but ... | <input type="checkbox"/> |
| 7 You've g _____ a point, but ... | <input type="checkbox"/> |
| 8 You're dead r _____. | <input type="checkbox"/> |
| 9 No w _____! | <input type="checkbox"/> |
| 10 That's so t _____. | <input type="checkbox"/> |

13 Use the key to mark the phrases in Exercise 12.

- ✓ = agreeing
- ? = partial agreement
- X = disagreeing
- F = formal
- IF = informal

14 Look at the pictures in Exercises 16 and *17 on page 47 but don't read the stories to pictures. Student A prepares a list of useful words and phrases to describe the photo in Exercise 16. Student B prepares a list of useful words and phrases to describe the picture in Exercise *17.

Useful words and phrases (Exercise 16)

*Useful words and expressions (Exercise *17)*

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15 Describe the pictures in Exercises 16 and *17 to each other. React to your partner's description using the expressions from Exercise 12.

GRAMMAR

16 Complete the paragraph with phrases from the box.

.....
 didn't use to think used to drive
 would forget ~~used to get~~ would become
 would feel would visit wouldn't do
 wouldn't speak

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In this picture I'm scoring the winning goal of the match. It was a fantastic moment. Before any big game, I used to get very nervous, so I had a routine to help me relax. For about a week before, I ² _____ anything except train and think about the match — I ³ _____ my wife mad! On the day before the match, I ⁴ _____ about anything, but the game and I ⁵ _____ very quiet. I ⁶ _____ the stadium on my own — I think it helped me to see the space and imagine the game. Then, when we were waiting in the dressing room before the match, I ⁷ _____ to the other players, but I would know what to expect so I ⁸ **Resheba.com** a bit more confident. Of course, the minute I ran onto the pitch, I ⁹ _____ all about my nerves.

This reminds me of the day when ...

*17 Read the paragraph and change the underlined verbs with *used to* or *would*.



used to go
 When I was a child, we went to my **Resheba.com** grandparents for Christmas every year. Each year, my mother did all the work. She bought and wrapped all the presents, she packed suitcases for the whole family and then she put everything in the car on Christmas Eve. My dad came home at lunchtime and he asked lots of questions like 'Have you bought all the presents? Have you packed the car properly?'. He thought he was being helpful! Then my mum got angry and they argued for the whole journey. I believed that Christmas Eve was a special day for arguing.

WORD LIST

accidentally	celebrity	fine (n)	miserable	severe
accused (n)	citizen	firecracker	mugger	shoplifter
ambulance	commit a crime	guilt	naïve	siren
anguish	community	hesitate	noise nuisance	speeding
antisocial	service	infect	original	sue (v)
behaviour	compensation	injury	panic	suspend (v)
arrest	conclude	insult	penalty	(from school)
Atlantic	confess	insurance	pensioner	suspended
automatic	courtroom	company	prison sentence	sentence
banned	damages	interrupted	property	suspicious
barbaric	(compensation)	judge	punishment	swearing in
bench	deterrent	jury	racial abuse	public
blackmail	donkey	justice	rehabilitation	trial (in court)
blackmailer	dozen Resheba.com	justified	programme	unusual
blocked	dropping litter	kidnapper	report (v)	valuables
bullying	electronic tagging	knock over	responsibility	victim
case (criminal	envelopes	lawyer	sentence (v)	wig
investigation)	evidence	lenient	serial killer	witness

VOCABULARY

18 Complete with the words from the Word List.

Verb	Noun
1 accuse	_____ <u>accused</u> (person)
2 compensate	_____ (thing)
3 deter	_____ (thing)
4 judge	_____ (person)
5 kidnap	_____ (person)
6 mug	_____ (person)
7 penalise	_____ (thing)
8 shoplift	_____ (person)
9 witness	_____ (person)*

19 Complete the sentences with the words from Exercise 18.

- The accused was a little, old lady. She didn't look like a violent criminal.
- He has been to prison eight times, so that punishment isn't a _____.
- The _____ took the rock star's baby and asked for a million dollars.
- Unfortunately, she was alone when she was attacked, so there wasn't a _____.
- In Britain, the normal _____ for drunk-driving is a fine or sometimes a prison sentence. **Resheba.com**
- The mugger had to give his victim £100 _____.

20 Complete the sentences with the word combinations from the Word List.

- A lot of immigrants complain to the police about racial abuse.

- The judge sent the young criminal on a _____ instead of to prison.
- The police always know where someone is with _____.
- If a criminal is sentenced to _____, they have to do something like gardening or street cleaning.
- We all agreed that the murderer deserved a very long _____.
- The shoplifter got a _____ because it was her first arrest and she had young children. **Resheba.com**
- After the burglary, we contacted our _____ and they gave us the money to replace the stolen things.
- When the police caught the _____, he had already murdered fifteen people.

21 For each word tick the correct column.

	Crimes and the law	People
accused		✓
blackmail		
blackmailer		
burglar		
burglary		
case		
fine		
graffiti artist		
robber		
robbery		
sentence		
sue		
vandal		
vandalism		

22 Label the people in the picture with the words from the Word List.



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23 Complete the sentences. Form new words from the words in brackets.

FROM OUR COURT REPORTER

Yesterday Judge Williams sentenced five girls for bullying a classmate. After she had listened to the ¹evidence (evident) from the victim and her family, the Judge said the girls' ²_____ (behave) had been barbaric and that their ³_____ (punish) must fit the crime. She ordered them each to pay ⁴_____ (compensate) to their victim. They also have to do fifty hours of ⁵_____ (commune) service helping ⁶_____ (pensions). The Judge said that she hoped they would learn to be better ⁷_____ (city) and that if she ever saw them in her court again she would not be so ⁸_____ (leniency).

Extend your vocabulary

24 Study the phrases and choose from them to label the pictures below.

- commit crime** (not make/do crime)
- crime prevention** = attempts to stop crimes before they happen **Resheba.com**
- crime rate** = the amount of crime that happens somewhere
- crime scene** = the place where the crime happened
- juvenile/youth crime** = crimes committed by children and teenagers
- petty crime** = crime that isn't very serious
- serious crime** = crimes involving, for example, guns or large sums of money
- street crime** = crimes committed in the street, for example, mugging
- turn to crime** = start committing crimes
- violent crime** = crimes which cause physical injuries



1 _____

2 _____



3 _____

4 _____

5 _____



*25 Complete the text. Circle the correct alternatives. **Resheba.com**

A lot of young people ¹(turn to)/hang out with crime if they are bored and have nothing to do in their spare time. They usually start with ²petty/violent crime like shoplifting or street crime such as painting graffiti on buildings. However, if they are not stopped, they can become involved in ³serious/youth crime like burglary and mugging. As part of the police and local community's crime ⁴rate/prevention campaign, we opened a youth club a year ago. This means that young people now have a place to meet, which offers a genuine alternative to ⁵committing/doing crime. The police published the annual crime figures this week and they show that the crime ⁶scene/rate has fallen by twenty percent.



(S)he

GRAMMAR

Modal and related verbs

Present Simple Affirmative Auxiliary + main verb (infinitive) Resheba.com	Negative Auxiliary + <i>not</i> + main verb (infinitive)
You ought to eat more fruit.	You ought not (oughtn't) to eat sweets.
We have to go by train.	We don't have to go by train.
He is able to dress himself.	He isn't able to dress himself.

Past Simple* Affirmative	Negative
I could play tennis when I was ten.	I couldn't play tennis when I was ten.
We were able to go out yesterday.	We weren't able to go out yesterday.
They had to pay for the tickets.	They didn't have to pay for the tickets.

**must*, *ought to* and *should* do not have Past Simple forms

Modal verbs *can*, *must* and *should* are also called modal auxiliaries. Like the related verbs *have to*, *ought to* and *be able to* they are used for rules, responsibilities and ability.

To form sentences with these verbs:

- don't add third person *s* except with *have/has to* and *am/are/is able to*.
- use *have to* instead of *must* and *should* instead of *ought to* for questions.
- don't use the auxiliary *do* in questions, negatives or short answers, except with *have to*.

We use *must* for

- written rules: *All students **must** show their ID cards.* **Resheba.com**
- things which we think are important to do: *I **must** do some revision this weekend.*
- strong advice: *You **must** stop drinking cola.*

We use *mustn't* when something is

- forbidden by law/rule: *You **mustn't** use a mobile phone in the hospital.*
- an obligation: *We **mustn't** forget to buy Jim a birthday card.*

We use *have to* for

- rules: *If you lose a library book, you **have to** buy a new one.*
- laws: *You **have to** get a visa to travel to the USA.*
- external obligation: *He **has to** do his homework first.*

Yes/No and *Wh*- questions

Should they believe her? Yes, they should.

Can she understand? No, she can't.
Do we have to get up early? No, you don't.

Does he have to pay? No he doesn't.

Where can we play tennis?

Yes/No and *Wh*- questions

Could you understand our science homework? Yes, I could.

Did they have to get 80 percent to pass the exam? No, they didn't.
What could you see from the top?

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We use *don't have to*

- when something isn't necessary: *You **don't have to** buy me a birthday present — a card is enough.*

We use *should/shouldn't* and *ought/ought not to*

- give advice: *You **shouldn't** get married after only two weeks together! You **ought to** wait at least a year.*
- explain a duty or responsibility: *If you saw the accident, you **ought to** phone the police.*
- make suggestions: *You **shouldn't** spend so much money./You **ought to** see a doctor.*

We use *can/can't* (present) and *could/couldn't* (past) for

- ability: *I **could** understand the joke, but I didn't think it was funny.*
- possibility: *You **can** go there by train, coach or plane.*
- permission: *You **can** go when the light is green.*
- laws: *People **couldn't** vote at eighteen when I was young.*
- rules: *You **can't** make noise in my house.*

We use the correct form of *be able to* for ability, in tenses where there is no appropriate form of *can*:

*I'll **be able to** paint your kitchen next weekend./They **won't be able to** come to your party.*

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1 Complete the sentences with the correct alternatives. **Resheba.com**

- 1 We ___ forget it's Dad's 50th birthday next month.
a don't have to b can't c mustn't
- 2 You ___ buy a season ticket, but a daily ticket is more expensive.
a mustn't b don't have to c can't
- 3 The law is that people ___ pay tax. If you don't pay, you could go to prison.
a don't have to b can c have to
- 4 Unfortunately, I ___ see the manager, so I wrote to her instead.
a couldn't b mustn't c didn't have to
- 5 Nineteenth century travellers ___ use credit cards because they didn't exist then.
a could b couldn't c had to
- 6 If this is a brilliant book — I think everybody ___ read it.
a oughtn't to b should c can
- 7 I'll be on holiday in the mountains at Christmas, so I ___ meet you in town.
a won't be able to b mustn't c couldn't
- 8 I ___ have friends to stay at the weekend — my parents don't mind.
a have to b can c mustn't
- 9 You ___ drive a car at night without lights.
a don't have to b shouldn't c can
- 10 We ___ forget about next week's test — the teacher reminds us in every lesson!
a can't b must c ought not to

2 Complete the questions with the correct forms of *must/have to* or *can/be able to*.

In our country,

- 1 Could women vote in the 1920s?
- 2 At what age _____ young people get married nowadays? _____
- 3 Do you _____ carry identification? _____
- 4 Will I _____ use the Euro if I visit Russia? _____
- 5 _____ all children go to secondary school a hundred years ago? _____
- 6 Did young children _____ work in factories in the past? _____
- 7 Has the government _____ solve the demographic problem? _____
- 8 _____ you leave school when you are fourteen years old? _____

3 Write short answers to the questions in Exercise 2.

- 1 Yes, they could/No, they couldn't.

Dear Ted Edwards,

Thank you for your application for the post of trainee translator. We would like to invite you to attend an interview at 10.00 on Monday 15th June. If this time is inconvenient, please let me know immediately.

Please arrive at our offices at 9.45 and ask for me. Security is strict in the building, so you must bring this letter with you and some other form of identification, for example a driving licence or passport. Please also bring your original certificates and qualifications for us to check. We will make copies of these, so you will be able to take them away with you at the end of the interview.

Enclosed with this letter there is an interview task. Please complete the task and bring it along to the interview for discussion.

I look forward to meeting you on Monday.

Yours sincerely,
Julie Ryan
Personnel Officer

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4 Read the letter and complete the conversation.

- Ted** Great! The company I applied to want me to go for an interview!
- Mum** Well done. When is it?
- Ted** Monday. She says I ¹have to (necessity) ring her if I ²_____ (ability) go.
- Mum** What time do you ³_____ (necessity) be there?
- Ted** The interview is at 10.00, but I ⁴_____ (necessity) arrive at 9.45 for a security check. I ⁵_____ (possibility) use my driving licence or passport as ID.
- Mum** Is there anything else? You ⁶_____ (strong advice) read the letter carefully. Do you ⁷_____ (necessity) do any preparation?
- Ted** Yes, I ⁸_____ (necessity) take my certificates. I don't know where they are.
- Mum** Well, you ⁹_____ (strong advice) find them! You really ¹⁰_____ (duty) keep them somewhere safe. Do they want to keep them?
- Ted** Er, no, I ¹¹_____ (not a necessity) leave them — they'll make copies. And there is a task.
- Mum** You ¹²_____ (prohibition) leave it until the last minute. You ¹³_____ (advice) start it now and do a little bit every day. And you ¹⁴_____ (advice) check that your suit is clean.
- Ted** Yeah, good idea.

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LISTENING

5 **ⓐTII** Read sentences 1–3. Then listen to a family conversation about school uniforms and circle the best alternatives.

- 1 The conversation takes place —
 a at school. **c** in a café.
 b in an office. **d** at home.
- 2 The conversation is between —
 a a brother and sister. **c** family members.
 b school friends. **d** teachers and a student.
- 3 The conversation is —
 a bad-tempered. **c** relaxed.
 b serious. **d** formal.

6 **ⓐTII** Read sentences 1–7. Listen again and circle the correct alternatives.

- 1 Molly doesn't like her skirt because it's —
 a part of a uniform.
 b like her mother's skirt.
 c unfashionable.
 d too short.
- 2 Molly's parents are —
 a amused.
 b insensitive.
 c amazed.
 d angry.
- 3 Molly's mum — that trousers are a good idea.
 a doesn't agree
 b suggests
 c argues **Resheba.com**
 d agrees
- 4 Molly's parents — each other at school when they were teenagers.
 a didn't like
 b knew
 c didn't meet
 d ignored
- 5 Molly's dad — black shoes to school.
 a could wear
 b had to wear
 c liked wearing
 d was able to wear
- 6 Molly's mum thinks school uniforms —
 a create differences.
 b are too expensive.
 c are old-fashioned.
 d are a good idea.
- 7 Callum, Molly's brother, —
 a has gone to school already.
 b is asleep in bed.
 c is doing his homework.
 d is in the bathroom.

SPEAKING

7 Look at the picture and circle the best alternatives.



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Molly ¹*Is it OK / I was wondering if I could leave early this Thursday afternoon?*

Teacher ²*I'm afraid you can't. / If you must. There's a test at 3.30 — if you miss it, you will have to do the course again.*

Molly Sorry, I'd forgotten about that. ³*Can I / Do you mind if I come in late on Friday morning?*

Teacher No, ⁴*I don't / I'm afraid you can't*, but you must get the notes from another student.

Molly Thank you. I've one more question. ⁵*Could I possibly / I can* come to your after-school debating society?

Teacher ⁶*Sure. / Yes, of course.*

Molly Thank you very much.

***8** Role-play. Student A follows the instructions in this Exercise. Student B reads the instructions on page 54 (Exercise *14).

You want to learn to play tennis. You've come to a tennis school. You would like to take several classes with a professional coach.

You can have classes after your school lessons. You don't have your tennis racket yet, and you don't know how to choose the right size.

Before making a decision ask the tennis school administrator about the following:

- how much you have to pay;
- the timetable;
- whether someone in the school can help you choose the racket to buy.

You begin the conversation.

Remember to:

- be active and polite;
- ask questions and find out all the information you need;
- make an appointment.

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SPEAKING AND READING

- 9 In pairs, discuss the essay question, give some arguments 'for' and 'against'. Make notes of your main ideas and report them to the class. Do your classmates have the same ideas?

'There is too much testing in our schools.'

- 10 Read a student's notes and classify them as 'for' and 'against', putting the signs '+' and '-'.

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- teachers have to test: formal test/exams and/or assessment over the year?
- fair – all on same day at same time, all marked together, people outside understand the marks
- assessment is better for students who get exam nerves, not fair to judge everything on one day
- conclusion: need both

- 11 Read the essay below. Does it reflect the ideas in the notes in Exercise 10? Find sentences corresponding to the notes. In pairs, compare the author's ideas with your own ideas and discuss the similarities and differences. Pay no attention to the boxes around the essay.

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- 12 Read the information in the boxes and connect them with the corresponding sentences in the essay.

- 13 Write out linking words or phrases which do these things:

- 1 introduce a different idea:

- 2 put the points in order:

- 3 show the essay is ending:

'There is too much testing in our schools'. Write an essay giving arguments 'for' and 'against' this statement and state your own opinion.

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All teachers agree that it is important to check students' progress. However, not everyone agrees on the best way to do this: should students have exams every year, or should all their work from a school year be included in their final mark?

Some people argue that exams are fair. Firstly, all the students take the exam on the same day, at the same time and in the same conditions. Secondly, all the papers are marked at the same time so the examiners can compare the students. Finally, universities and employers can look at a student's results and know immediately how they compare with others.

However, there are many arguments against too much testing. For example, a lot of students suffer from exam nerves, so they don't do well. This is one of the biggest disadvantages of formal testing: students are judged on one day when they may be feeling ill or nervous.

In conclusion, testing is necessary, but too much is unfair because it is easier for students who are good at exams. In my opinion, there should be a mix of formal testing and continuous assessment so all students can do well.

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1 A statement that most people will agree with.

2 Arguments 'for'

3 Arguments 'against'

4 A conclusion that pulls together both sides of the argument.

5 Explanation why the issue is controversial

6 Linking words to introduce each point and to sequence the points made

7 The author's own opinion

WORD LIST

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ability	controlled	get on with	permission	socialise
academically	controversial	gloomy	personal	state (v)
adapt	convincing	gorgeous	possibility	statement
adolescence	critic	gossip	(im)practical	stereotypical
advantages	crucial	host	(un)predictable	stressed out
aggressive	debate	hostess	prohibition	strict
appreciated	(in)decisive	impression	protest (n)	stubborn
balanced	details	influence	quick-tempered	summary
behaviour	diplomatic	intuition	rehearsal	superior
big-headed	disgusting	laid-back	reputation	(un)sympathetic
challenging	duty (n)	literature	request (n)	sympathise
characteristic	emotional	make fun of	research	system
cheeky	encourage	manual	researcher	toddler
comforting	faux pas	mechanical	(un)romantic	(in)tolerant
(un)complicated	forgetful	military service	sensible	upbringing
concentrate	formal	moralistic	(in)sensitive	vain
(in)considerate	gadget	nonsense	separate	vehicle
construct	gender	organise	separately	violent

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***14 Role-play.** Student B follows the instructions in this Exercise. Student A reads the instructions on page 52 (Exercise *8).

You are an administrator in the tennis school. After the student's greetings start the conversation, 'Hello! Can I help you?'

You've got the following information about the courses available at the moment:

Course: Tennis beginners (free for school students)

Days of the week:

Tuesday, Friday 10 a.m. — 11 a.m.

Monday, Thursday 5 p.m. — 6 p.m.

Additional information: There is a sporting goods shop near the school. Teachers can help their students choose the right racket before the first lesson.

To finish the conversation, say, 'Well, can I write down your name? Which days do you prefer?'

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VOCABULARY

15 Complete the sentences. Form new words from the words in brackets.

- 1 Although she is academically (academic) clever, she has no social skills.
- 2 Now my great-grandfather is getting older, he's becoming more _____ (forget).
- 3 Amy spends hours getting ready every day because she's so _____ (vanity).
- 4 I can _____ (sympathy) with people who suffer from exam nerves.
- 5 When she asked if I liked her dress, I quickly thought of a _____ (diplomacy) answer.

6 You need to make important decisions quickly in this job, so you must be _____ (decide).

7 I knew you would say that! You are so _____ (predict).

8 Poor Leo can never make up his mind — he's the most _____ (decide) person I know.

9 You're in trouble — you borrowed the car without Dad's _____ (permit).

16 Circle the correct alternatives.

This is a really "interesting" programme, you should watch it.

No thanks, dad. You know I'm not "interested" in gardening.



1 I love mountain climbing because it is so challenged / challenging.

2 Mr Reynolds was convincing / convinced that his daughter was doing the right thing.

3 Nick was comforting / comforted when he read her sympathetic note.

4 I can't eat that food — it looks disgusting / disgusted.

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5 Maggie got encouraging / encouraged news from the doctor.

17 Complete the conversations with the correct words from the Word List.

- Steve** I think Kirsten Dunst is beautiful.
Dylan She's more than beautiful — she's 1 *gorgeous*!
- Bob** I think a woman should stay at home and learn to be a good 2 _____, so she can entertain her husband's colleagues.
Mia Are you mad? Why talk about gender like that? That's such a 3 _____ view of the world! **Resheba.com**
Bob Ha! I knew you'd get angry — you are so 4 _____-tempered!
- Anna** Have you heard any good 5 _____ recently?
Rachel Well, did you know that Lauren invited Joe to go to a party with her?
Anna Did she? I thought she was going out with his brother — the one who's away in the army doing 6 _____.
Rachel Exactly!
Anna Anyway, I don't like Joe — he's so 7 _____, always wanting to start an argument or a fight.
Rachel Yes, everyone says that. I'm afraid he's got a rather bad 8 _____.
Harry What's the new teacher like?
Amy Well, he's rather 9 _____ — he doesn't tolerate lateness or cheeky 10 _____ in class.
Harry Not like Mr Haynes then.
Amy Oh no! He was the most 11 _____-back teacher I've known. **Resheba.com**

18 Circle the correct alternatives.

- I won't buy a digital TV yet — the price will *come over/down/up* soon.
- Don't make fun *with/in/of* your little sister — it upsets her.
- I've been working too hard. I'm completely stressed *over/out/through*.
- My brother and I *get in/out/on* well.
- Please turn off your mobile phone, so it doesn't go *on/off/up* during the film.
- To build a successful business nowadays, you need to set *at/over/up* a website.
- You need to switch *at/on/in* the printer at the socket.

19 Circle the words which refer to people and match them with definitions a–d.

- | | | |
|-----------------|-----------|----------|
| 1 critic | 2 debate | 3 host |
| 4 researcher | 5 service | 6 system |
| 7 toddler | 8 vehicle | |

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- a someone who invites people to a party, etc. and gives them food and drinks
- b someone whose job it is to comment on art, music, films, etc.
- c someone who studies things in detail to discover new information
- d a very young child who is learning to walk

Extend your vocabulary

Common French expressions in English

English has lots of loan ('borrowed') words and phrases from other languages, for example, *faux pas* is from French. The phrases may have the same meaning in both languages or they may have evolved differently in the two languages, e.g. Souvenir (Fr) = a memory; souvenir (Eng) = a small gift or 'reminder' of a place visited.

*20 Study the definitions. Use them to complete sentences 1–6.

- faux pas** \,fəʊ 'pɑ:\ an embarrassing social mistake
au pair \əʊ 'peɪ\ young person who lives with a family in another country to learn the language and to look after the children
bon appetit \,bɒn æpə'ti:\ said at the beginning of a meal, means 'enjoy your food'
bon voyage \,bɒn vɔɪ'ɑ:ʒ\ said before someone goes on a journey, means 'have a good journey'
critique \kɪ'ti:k\ a detailed analysis of the problems of, for example, political ideas
cuisine \kwɪ'zi:n\ a particular style of cooking, for example, Indian cuisine is often spicy
en suite \ɛn 'swi:t\ an en suite bedroom has an attached, private bathroom
fiancé (male)/fiancée (female) \fɪ'ɒnseɪ\ the person someone is engaged to marry

- 'Goodbye! This time tomorrow, we'll be on the beach in Australia!' 'Bon voyage!'
- We're going to employ an _____ to help with the children and housework.
- This is my _____, Adam. He asked me to marry him on Valentine's Day.
- I love pasta — I think Italian _____ is the best in the world.
- I made a terrible **Resheba.com** at the party — I asked George about his girlfriend and they'd split up that afternoon. It was so embarrassing.



The world ahead

GRAMMAR

Future predictions

1 *Be going to* for evidence-based predictions

We use *be going to* for predictions based on evidence that we can

- see: **Resheba.com**

*The space shuttle is 1000 m above the earth ...
It's **going to land** very soon.*

- hear:

*Can you hear that thunder? There's **going to be** a terrible storm.*

- feel:

*Please stop the car. I'm **going to be sick**.*

2 *Will* for opinion-based predictions

We use *will* for predictions based on

- opinions:

*I think that film **will win** the Oscar for best movie.*

- beliefs:

*I believe that people **will live** on other planets one day.*

- knowledge:

*I know she **won't be late** because she never is.*

3 *Might* for uncertain predictions

We use the modal verb *might* for predictions we are less sure about:

*He **might win** the Oscar for best actor.*

*She **might not want to see** a disaster film.*

Note: The modal verb *may* is also used for uncertain predictions.

*He **may win**. = He might win.*

Expressing degrees of certainty

We use adverbs of certainty, e.g. *definitely, certainly, probably, possibly* to say how sure we are about something in the future. They go

- between *will* and the main verb in positive sentences:

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*They'll **definitely** get married next year.*

- before *won't* in negative sentences:

*They **probably** won't get married next year.*

1 Match the adverbs with the level of certainty.

- | | | |
|--------------|--------------------------|--------|
| 1 possibly | <input type="checkbox"/> | a 100% |
| 2 definitely | <input type="checkbox"/> | b 100% |
| 3 certainly | <input type="checkbox"/> | c 75% |
| 4 probably | <input type="checkbox"/> | d 50% |

2 Use the prompts to write predictions. Put the appropriate adverb of certainty in each sentence.

1 cars/not use petrol (50%)

Cars possibly won't use petrol.

2 international companies/be more powerful than governments (75%)

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3 people/buy everything from the Internet (50%)

4 robots/not do all the work in factories (100%)

5 water/be as expensive as petrol (75%)

6 everyone/work at home on computers (100%)

7 people/not live to 150 years old (75%)

8 we/control computers with our thoughts (100%)

9 cars/drive themselves (75%)

10 everyone/have a private plane (50%)

11 people/travel to other planets (100%)

12 space travel/not be an everyday event (50%)

13 people/not eat junk food (75%)

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3 Complete the sentences with the correct alternatives.

1 Mrs Porter's heart is very weak and she is very ill. The doctors say she ___ die soon.

- a) 's going to
- b will
- c might

2 Let's not take the children to the science museum — I think they probably ___ enjoy it.

- a won't
- b will
- c aren't going to

3 Scientists are certain that the sea level ___ rise in the next 200 years.

- a is going to
- b may
- c will

4 Look at that car! It ___ hit the cyclist.

- a will
- b might
- c is going to

5 Do you think aliens ___ visit us one day?

- a won't
- b might
- c are going to

6 Tanya Evans has fallen over and hurt her leg! She's out of the race. She ___ win.

- a 'll probably
- b isn't going to
- c possibly won't

7 Look very carefully at the sky tonight. You ___ be lucky and see a meteor shower.

- a may
- b are going to be
- c will

8 There are problems with the spaceship's door, so the astronauts ___ do a space walk on this voyage.

- a will definitely
- b probably won't
- c will certainly

4 Complete the captions with *will* or *be going to* and the verb in brackets.

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1



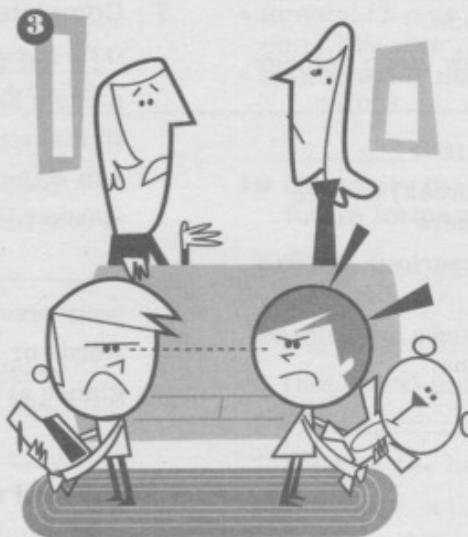
'Stand back, it's going to explode in 5 seconds.' (explode)

2



'Don't do that! They _____ _____!' (explode)

3



'They probably _____ _____ when they grow up!' (not get married)

4



'Please go home. They _____ _____ today.' (not get married)

5



'I think it _____ _____.' (rain)

6



'Look! I told you so. It _____ _____.' (rain)

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*5 Complete the extracts from film scripts. Use *will, might or be going to* and the correct form of the verbs in brackets.

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1 *The Great Storm*



Scientist Mr President, sir! There is a massive storm over the Atlantic Ocean. It's moving west and it ¹ is going to hit (hit) the coast!

President When ² _____ it _____ (reach) us? Do you know?

Scientist No later than midnight — and with these wind speeds, it ³ _____ (be) sooner, maybe 10 p.m.

President What do you think? How much damage ⁴ _____ it _____ (do)?

Scientist I can't say exactly, but it ⁵ _____ probably _____ (break) the sea defences. That means there ⁶ _____ (be) serious floods along the whole coast.

President Call the emergency services and contact the radio and TV stations.

Scientist ⁷ _____ you _____ (speak) to the people, sir?

President Yes, I am. **Resheba.com**

2 *The Titanic Story*



Man This ship is the strongest in the world — it ¹ _____ never _____ (sink).

Woman But look at that enormous iceberg! ² _____ we _____ (hit) it?

Man The captain knows his job, my dear. Of course, we ³ _____ (not hit) it!

Woman I hope you're right. I ⁴ _____ (feel) happier when this trip is over!

Man You worry too much. We ⁵ _____ (be) in New York in three days.

SPEAKING

6 Put the presentation in the correct order.

A Secondly, ... where was I ... secondly, the thing is, activities like watching TV and spending hours in front of computers are making us very unhealthy.

B Good morning. My presentation this morning is about health care in the next ten years. I've chosen this topic because I am interested in public health.

C To sum up: unless we get out of our cars, eat better food and exercise more, we will destroy our health.

D One of the biggest threats to health in developed countries is our lifestyle. Firstly, a lot of people eat too much and don't exercise enough.

7 Complete the presentation. **Resheba.com**

'I'd like to begin by introducing myself: my name's Ed Lambert and I teach people how to make presentations. Today I'm going to give you some tips on how to be a confident public speaker.

² _____, it is important to plan your presentation. My advice is to write single words or phrases on small cards, so you can glance at them while you are speaking.

³ _____, practise your presentation out loud at home and get some feedback from your family or friends.

⁴ _____ the big day. Remember to look at your audience and to speak slowly and clearly. Be confident — the ⁵ _____, you've got your cards if you forget what you wanted to say.

To ⁶ _____ up: preparation is the key to success, communicate with your audience. And ⁷ _____ but not _____, take two or three calm, deep breaths before you start — it makes all the difference!

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Now, any questions?'

GRAMMAR

Future forms

1 *be going to*

We use *be going to* to talk about ideas for the future that we have thought about before, such as

- plans: **Resheba.com**
How are you going to celebrate the end of term?
We're going to have a big party.
- intentions:
I'm going to finish all my work before the weekend.
- ambitions:
When I leave school, I'm going to apply to university.

2 Present Continuous

We use the Present Continuous to talk about definite plans for the future.

- appointments:
I'm seeing the dentist at three o'clock tomorrow.
- meetings/arrangements:
Are you playing tennis at the weekend?

- 8 Choose one of the following topics and prepare a short presentation (10–12 sentences). Write a plan for your presentation (3 main points).

- 1 The world of future
- 2 New challenges of the 21st century
- 3 Future achievements of the 21st century
- 4 New occupations and professions of the 21st century

Topic: _____

Plan:

- 1 _____
- 2 _____
- 3 _____

- 9 Complete the sentences with the correct alternatives. **Resheba.com**

- 1 My uncle *drives* / (*s going to drive*) from New York to San Francisco next summer.
- 2 Next weekend, I *have/am having* a party.
- 3 My parents *are going to/will* buy me a digital camera for my birthday.
- 4 The last train *goes/will go* 5 minutes before the film *finishes/is finishing*.
- 5 I *won't ring/'m not ringing* you unless there is a problem.
- 6 'Ten people *will come/are coming* for dinner tonight!' 'Don't get stressed out, I *'ll help/'m helping* you cook.'
- 7 'Here's a letter addressed to you.' 'Thanks, I *'m going to read/'ll read* it later.'
- 8 I've decided that I *don't use/'m not going to use* my credit card for six months.

- events:

The play's starting in five minutes, please take your seats.

Note: With the verbs *come* and *go*, we often use the Present Continuous instead of *be going to* to avoid confusion or repetition.

The president's coming going-to-come to our town next week.

The spaceship is going to-go to Mars.

3 Present Simple

We use the Present Simple for events in the future which are on a timetable or part of a fixed routine.

They publish the exam results on 8th August.

Is there a bus at half past six on Sundays?

4 *will*

We use *will* for decisions made at the moment we speak.

- offers: *I'll help you.* **Resheba.com**
- promises: *I won't lie to you again.*
- threats: *I'll give all your clothes to charity if you don't tidy your room.*
- spontaneous decisions: *I'll make some coffee.*

- 10 Complete the sentences with the correct future forms of the verbs in brackets.

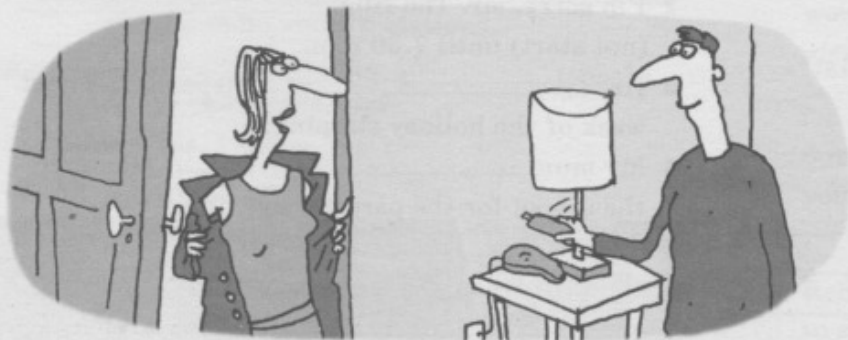
- 1 When are you going to do (do) the washing-up?
- 2 I'm sorry, sir. The film _____ (not start) until 7.30 p.m.
- 3 He _____ (spend) the first week of the holiday sleeping.
- 4 My mum _____ (come) to the school for the parents' evening.
- 5 She _____ (work) in the USA when she leaves university.
- 6 We _____ (not meet) at the pizza restaurant until 9.30 p.m.
- 7 Our bus _____ (leave) at 4.30 on Saturday morning.
- 8 The phone's ringing. I _____ (answer) it.
- 9 We cross the dateline, so our plane _____ (land) before it _____ (take off)!
- 10 Your bag looks very heavy — I _____ (help) you carry it to the car.
- 11 I promise I _____ (do) my homework after this programme.
- 12 _____ the ship **Resheba.com** (arrive) in New York on 3rd September?

11 Complete the dialogues with the correct future forms of the verbs in the boxes.



arrive do have leave meet ~~not~~ be phone see

Dad Hello? **Resheba.com**
Holly Hi, Dad! it's me, Holly. I'm still at Manchester Station. There ¹ isn't a train at 6 o'clock — they've cancelled it.
Dad Oh, dear. When's the next one?
Holly I've got the timetable. The next fast one ² _____ in two hours and ³ _____ in Glasgow at midnight.
Dad Get that one and I ⁴ _____ you at the station.
Holly Thanks Dad.
Dad What ⁵ _____ you _____ for two hours?
Holly I think I ⁶ _____ something to eat, so don't worry about cooking for me.
Dad OK — I ⁷ _____ you at midnight.
Holly Bye, Dad. I ⁸ _____ you again if there are any more problems.



arrive catch eat get (x 2) meet

Dad Hello, love! You look tired. I ⁹ _____ you a cup of tea.
Mum Thanks, I'm exhausted. Is Holly here?
Dad No, she isn't — she ¹⁰ _____ later. Her train was cancelled, so she ¹¹ _____ the next fast one.
Mum That's a nuisance. What time does it get here?
Dad Midnight.
Mum That's very late. How ¹² _____ she _____ here from the station? **Resheba.com**
Dad Don't worry. I ¹³ _____ her.
Mum And what about dinner? Do you want to wait for her?
Dad No, it's OK. She ¹⁴ _____ something before she gets the train.

READING

12 **©T12** Quickly read the texts and circle the correct answers. **Resheba.com**

- 1 All the books are about —
 a the future.
 b science fiction.
 c science and technology.
 - 2 The books were written —
 a recently.
 b a long time ago.
 c at different times.
 - 3 Each text gives you — the book.
 a a detailed summary of
 b a brief description of
 c an academic review of
- 13 Read the texts again. Are the statements true (T) or false (F)?
- 1 Frankenstein is the name of a doctor.
 - 2 *Frankenstein* was the first science fiction story. **Resheba.com**
 - 3 Frankenstein is happy with the results of his experiment.
 - 4 In *The Strange Case of Dr Jekyll and Mr Hyde*, Dr Jekyll tells his own story.
 - 5 Dr Jekyll and Mr Hyde are two sides of one man.
 - 6 *Nineteen Eighty Four* predicts a better world.
 - 7 In *Nineteen Eighty Four*, thinking independently is dangerous.
 - 8 In *Brave New World* people are happy because they take medicine.
 - 9 The author of *Brave New World* wanted to explain why the future will be perfect.
 - 10 *The Children of Men* is set in a time quite soon.
 - 11 In *The Children of Men* people stop having children because they don't want them.
 - 12 *Oryx and Crake* is about problems that probably won't happen in the future.

A



Frankenstein by Mary Shelley (1818)

The original sci-fi novel in which a young Swiss doctor, Frankenstein, builds an enormous man from the parts of other bodies. As soon as the doctor brings the creature to life he realises he has made a terrible mistake and runs from his laboratory. When he returns the next day, the monster has gone and several months later the doctor's brother is found dead, killed by the monster. **Resheba.com**

B



The Strange Case of Dr Jekyll and Mr Hyde
by Robert Louis Stevenson (1886)

The story is told from the point of view of several friends of Dr Jekyll. The doctor wants to separate the good and bad parts of his character, so he secretly develops a drug which allows him to have a second personality, the evil Mr Hyde. At first the doctor can control when he becomes Mr Hyde, but eventually he can't. The evil Mr Hyde commits murder, so the good Dr Jekyll kills himself. When the body is found, it is Mr Hyde. However, the doctor has left a confession which explains that the two men are the same person.

C



Brave New World by Aldous Huxley (1932)

Brave New World is set in the 26th century. It predicts a kind of utopia where everyone works according to their abilities and is given what they need. However, to achieve this, people are genetically engineered, so they are satisfied with their role in life. Universal happiness is possible because everyone takes mind-altering drugs. The novel attacks the idea that a perfect world can be found through technology and science.

D



Nineteen Eighty Four by George Orwell (1949)

Nineteen Eighty Four foresees a grey, controlled Britain where everyone lives in fear. The country, now part of Oceania, is run by the Party and an imaginary leader, Big Brother, watches people all the time. The Party rewrites history and tries to control every aspect of people's lives, including what they think. The central character, Winston Smith, commits thought-crimes because he keeps a secret diary and falls in love with a woman called Julia. He is arrested and taken to Room 101 where he is tortured until he loses his individuality and learns to love Big Brother.

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E

The Children of Men by P.D. James (1992)

The Children of Men looks at a not-too-distant future in which every adult in the world has become infertile. No babies have been born for about two decades, so the world has an aging population. Adults have toys and pets as substitute children, but there is no purpose in life and suicide is common. People are brought to Britain from developing countries to work, but the government deports them when they are sixty.

F

Oryx and Crake by Margaret Atwood (2003)

This book gives a terrible warning of what the future may be like if we don't do something now about problems such as global warming and social divisions. Genetically engineered animals supply food and the important people live in high-tech, luxury homes with controlled climates while the poor and uneducated live in dangerous, decaying areas.

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14 Match novels A–F with sentences 1–7. There is one extra sentence.

- 1 This nineteenth century book predicts transplant surgery. **A**
- 2 This pessimistic book warns us that we shouldn't ignore current problems.
- 3 This book predicts the constant surveillance that has come true with security cameras on many British streets.

- 4 This book describes a world where space travel is an everyday event.
- 5 The main idea was very modern because it was written when psychiatry and psychology were new sciences.
- 6 In this book, the author warns us of the problems that too much technology could bring.
- 7 The author suggests that without a future, we lose interest in the present.

WORD LIST

adaptable	disaster	heading for	optimist	servant
advanced	drought	HIV	pandemic	snowdrift
alter	earthquake	humanity	pause	species
ash	enormous	hurricane	predict	storm
aspect	epidemic	impact	presentation	sulphuric acid
bank (of a river)	erupt	influenza	probability	summarise
biological	evolve	irrational	probable	terrorist
block out	exhibition	jumble sale	publisher	threat
carry out	extinct	marathon	put out	tsunami
celebrate	fantasy	mass migration	quantity	vast
chemical	flood	material	region	virus/viral
climate	flu	meteorite	resolution	volcanic eruption
cockroaches	forest fire	molten lava	resources	wave (n)
complex	gig	mud	Richter scale	weapon
concert	global	nuclear	SARS	whimper
consequences	greenhouse gas	observe	scratch card	wipe out

VOCABULARY

15 Complete with the words from the Word List.

Verb	Noun	Adjective
1 adapt	adaptor	<u>adaptable</u>
2 advance	advance	_____
3 _____	alteration	-
4 _____	celebration	celebratory
5 -	complexity	_____
6 -	_____	disastrous
7 _____	eruption	-
8 _____	evolution	evolutionary
9 -	extinction	_____
10 fantasise	_____	fantastic
11 _____	prediction	predictable
12 _____	summary	-
13 threaten	_____	threatening

16 Complete the sentences with the correct forms of the words from Exercise 15.

- I'll make a cake to celebrate your birthday!
- The issue of global warming is a _____ one, so there are lots of different opinions.
- When Mount Vesuvius _____ in AD 79, the city of Pompeii was buried in ash.
- Earthquakes and volcanic eruptions are just two examples of natural _____.
- Some people _____ that climate change will wipe out humanity.
- It's New Year's Eve: what are your _____ for the coming year?
- The idea of a mass migration to space is a _____.
- The World Wildlife Fund is a charity which tries to save animals from _____.

9 You have to _____ your main points at the end of your essay or presentation.

10 Many low-lying countries are _____ by floods.

11 Many scientists say that birds _____ from flying dinosaurs.

17 Circle the 'odd one out'.

- earthquake (climate) volcanic eruption tsunami
- vast quantity massive enormous
- flu HIV mud SARS
- drought forest fire hurricane disaster
- species molten lava mud ash
- servant exhibition terrorist optimist
- exhibition gig wave presentation
- predict adapt evolve change

18 Match the beginnings and endings of these sentences.

- The cloud of ash from the volcanic eruption blocked b
 - If we don't change the way we live in the developed world, we're heading
 - Sometimes helicopters are used to put
 - Machines can now carry
 - Don't get stressed
 - If a meteorite hits the earth, it will probably wipe
- a out most living things.
b out the sun.
c out forest fires.
d out about things which may never happen.
e for disaster. **Resheba.com**
f out many tasks that were once done by people.

19 Complete the texts with the correct alternatives.

1 ___ is a viral infection. The flu
2 ___ which caused the 1918³ ___
was 25 times more deadly than
normal and it caused more deaths
than the First World War.

- 1 a Marathon c Humanity
b Headache d Influenza

- 2 a virus c epidemic
b chemical d wave

- 3 a impact c pandemic
b disaster d eruption

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The consequences of a massive
4 ___ could be disastrous for 5 ____.
For example, a cloud of ash could
6 ___ the sun and the molten lava
would destroy everything in its
path.

- 4 a forest fire c greenhouse gas
b tsunami d volcanic eruption

- 5 a terrorists c humanity
b scientists d mass migration

- 6 a block out c put out
b head for d wipe out

It is possible that one day terrorists
will have the 7 ___ to build a nuclear
weapon. However, a bigger 8 ___
to the world may be greenhouse
gases and mass migration
as rising sea levels cause 9 ___
and force people to move.

- 7 a probability c fantasy
b resources d impact

- 8 a impact c optimist
b disaster d threat

- 9 a floods c droughts
b clouds d extinction

Tsunamis or very large 10 ___ are
caused by 11 ___ under the sea. The
word 'tsunami' comes from
Japanese because that 12 ___ has a
lot of them.

- 10 a meteorites c droughts
b waves d river banks

- 11 a floods c earthquakes
b consequences d hurricanes

- 12 a aspect c material
b world d region

Extend your vocabulary

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*20 Study the weather words and tick any conditions you have experienced in the last month.

WORD FOCUS: WEATHER

- blizzard:** a storm with lots of snow and wind
- breeze:** a gentle pleasant wind
- downpour:** a short period of very heavy rain
- drizzle:** light rain with very small drops of water
- flood:** a very large amount of water covering an area which is normally dry
- hurricane:** a violent storm with very high winds
- heatwave:** a period of unusually hot weather
- shower:** a short period of light rain
- sleet:** a mix of rain and snow
- snowdrift:** a wall of snow formed by the wind

*21 Complete the captions with the words from Exercise 20.



1 Large parts of the city of New Orleans were destroyed when a _____ hit it in 2005.



2 New York's most famous _____ was in 1888. Heavy snow and strong winds made snowdrifts of more than 10 metres high.



3 In the summer of 2005, heavy _____s caused _____s at the Glastonbury music festival, and more than a hundred tents were washed away.

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VOCABULARY AND GRAMMAR

- 1 Complete the sentences with the correct word from the box.

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(6 points)

accused sentence judge jury lawyer
witnesses sue

- 0 The judge told her she would go to prison for three months.
- 1 The _____ returned after five hours and their spokesman said that the man was guilty.
- 2 When his shelves fell down, he tried to _____ the shop which sold them to him.
- 3 The _____ was brought into court by two police officers.
- 4 Everyone was shocked by the thief's 20 year prison _____.
- 5 She said it wasn't her, but there were three _____ who had seen her do it.
- 6 Everyone knew she was guilty, but she had an excellent _____ and she was set free.

- 2 Complete the sentences with a word from the box in the correct form. There is one extra word.

(6 points)

face wipe double become rise
alter lead observe

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- 0 If we're not careful, many places in the world will become deserts.
- 1 Today there is _____ the amount of traffic on the roads compared to the late 1970s.
- 2 This new power station will _____ to health problems in the future.
- 3 The recent _____ in the Earth's temperature can't be the result of natural causes.
- 4 We have _____ worse dangers than this in the past and we have overcome them.
- 5 We are _____ the environment and don't yet know what the result of these changes will be.
- 6 I can't believe that dinosaurs could have been _____ out by a meteorite.

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

(6 points)

I started at my new school this week — a mixed comprehensive with over 1,500 students. What a shock! Before the summer holidays, I ⁰had been going to a girls' school. It was a strict school. I ¹_____ to hate the uniform and ²_____ do anything to avoid wearing it, but, now that I ³_____ moved away, I miss it. I remember that we had ⁴_____ wear a hat on Fridays and one week I ⁵_____ walking around bare-headed ⁶_____ the headmistress saw me. She called my parents in because of that! I doubt if anyone here knows what a hat is!

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- 4 Complete the sentences with a character adjective. The first letter of each word has been given.

(6 points)

- 0 He's so laid-back. Nothing worries him.
- 1 He never remembers anything. He's so f_____.
- 2 I don't think you'll get her to change her mind. She's too s_____.
- 3 Six hours of shopping and you still haven't bought any presents! You'll have to start being more d_____.
- 4 I can't believe how long she spends looking at herself in the mirror. She's so v_____.
- 5 I knew who the murderer was after about five minutes. It was one of the most p_____ films I have ever seen.
- 6 You can't have any more cake. Don't be so g_____!

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READING SKILLS

- 5 Read the story. For sentences 1–4, circle the correct answer. For sentences 5–8, decide if they are true (T) or false (F).

(8 points)

An Englishman in Poland

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It is difficult to imagine now, but once I was nearly arrested. It happened during a trip to Poland many years ago. I was travelling with an old friend who I had worked with many years before. We wanted to go to a place called Kazimierz Dolny and I remember we had to get a train to Pulawy and then a bus. The bus arrived quite quickly and, as the journey was only about 10 km, we were looking forward to arriving soon. Of course, we both had large bags, but we didn't know at the time that you had to buy an extra ticket for bags. The bus was empty except for one woman who watched us buy our tickets from the driver and punch them as you have to. Suddenly, half way to Kazimierz, she got up and asked to see our tickets, obviously not a passenger as we had thought. We handed them over in all innocence, smiling sweetly, but she was obviously unhappy about something. She pointed angrily at our bags, on two empty seats. I said sorry, and hid mine on the floor under my legs, but she got even angrier. She pointed to some rules printed out on the back of the driver's cab, but they were all in Polish. However, somehow we understood that we had to pay 1.20 zloty for tickets for the bags. I got out 2.40 and handed it over, still smiling, but it didn't help. She talked to the driver who radioed ahead and, at the next stop, there was a police car waiting for us. We were thrown off the bus with our bags and the bus driver drove off without a word. The policemen demanded to look at our passports and tried to speak in a mixture of Polish and German. After a few minutes they left us alone to talk together and then came back asking if we had a 'hotel' or 'Zimmer'. We shook our heads, rain started to fall as the evening sky began to darken. It had been such a beautiful morning when we had left Krakow. The policemen told us to get into the car, and we expected to be taken to a police station for a night in the cells. However, the next thing we knew, we were in Kazimierz outside a pleasant looking house on a hillside. 'Zimmer, gut' said one of the policemen. The landlady turned out to be his aunt and we were treated as honoured guests for the rest of our stay. Just to be safe, though, we returned to Pulawy by taxi.

- 1 The mistake the writer made was to ____
 - a buy the wrong ticket.
 - b not punch the ticket.
 - c not buy enough tickets.
 - d not buy any tickets.
- 2 When the woman asked to see their tickets, they felt ____
 - a relaxed.
 - b surprised.
 - c unhappy.
 - d nervous.
- 3 When they saw the regulations, they ____
 - a didn't understand anything.
 - b knew they were in trouble.
 - c understood everything.
 - d worked out what the problem was.
- 4 They arrived in Kazimierz ____
 - a late at night.
 - b in the evening.
 - c in the morning.
 - d at a completely unknown time.
- 5 The two people in the story had met quite recently.
- 6 They were the only real passengers on the bus. **Resheba.com**
- 7 The woman was angry because their bags were on the seats.
- 8 They didn't return to Pulawy by bus.

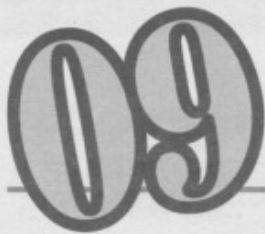
COMMUNICATION

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

(3 points)

- A Will you please be quiet and ⁰let me do my work! I've got an exam tomorrow.
- B OK. As ¹ _____ as you promise to help me later.
- A Excuse me. Do you ² _____ if I miss this lecture? I have to go to the dentist.
- B Well, if you ³ _____, but make sure you copy the notes later.

Total /35



Amazing animals

GRAMMAR

Zero, First and Second conditionals with *if* **Resheba.com**

With all conditional sentences:

- one thing must happen (condition) before the second can happen (result);
- there are two clauses (parts): the *if* clause tells you the condition and the other part tells you the result;
- either clause can be first. We use a comma when the *if* clause is first;
- there can be a mix of positive and negative verbs in the two clauses.

We use the **Zero Conditional** (*if* condition and result: Present Simple) to talk about conditions which are always true:

She always takes her dog to the beach if it's sunny. Do dogs bark if they are frightened?

We use the **First Conditional** (*if* condition: Present Simple ↔ result: *will* + infinitive) to talk about conditions that are possible or likely to happen:

*If we **leave** the dog alone all day, it **will destroy** the furniture.*

*If we **buy** you a cat, **will** you **look after** it?*

We use the **Second Conditional** (*if* condition: Past Simple ↔ result: *would* + infinitive) for unlikely or impossible situations in the present or future:

*I'd **be** surprised if my parents **bought** me a pet. They both hate animals.*

*If you **went** on a safari, where **would** you **go**?*

Note: *If he were my son, I'd send him to college. = If he was my son, I'd send him to college. If he were* is more formal. However, when the function is to give advice, we normally use the fixed phrase, *If I were you, I'd ...*

Other conditional clauses

As soon as or *when* both mean 'at that time'. We use them for conditions that are definitely going to happen:

***As soon as** he arrives, we'll have dinner.*

*We'll have dinner **when** he arrives.*

- *As long as* and *provided that* both mean 'if the condition is agreed or met'. We use them to stress the condition on which something happens:

***As long as** you need me, I'll stay here.*

*You can get a dog **provided that** it sleeps in the kitchen.*

- *Unless* is used instead of *if* + a negative statement. It means 'if the condition doesn't happen or isn't met': **Resheba.com**

***Unless** you turn off the light, the baby won't sleep.*

Mind the trap!

The First Conditional *if* clause is about the future, but we always use the Present Simple, not *will*.

*If we **go** away ... NOT ~~if we will go away~~ ...*

1 Match actions 1–6 with results a–f. Write the Zero Conditional sentences with *if* or *when* + *it*.

- 1 look after a dog properly
- 2 put oil on water
- 3 a bee stings you
- 4 crocodile loses a tooth
- 5 predator pulls a lizard's tail
- 6 an ostrich is frightened

a die

b put/head in the ground

c grow/a new one

d fall off

e float

f live/for about 12 years

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1 *If you look after a dog properly, it lives for about 12 years.*

2 _____

3 _____

4 _____

5 _____

6 _____

2 Complete the song lyrics with the Second Conditional form of the verbs in brackets.

1 If I had (have) a million dollars, I'd buy (buy) you a house. (*Barenaked Ladies*)

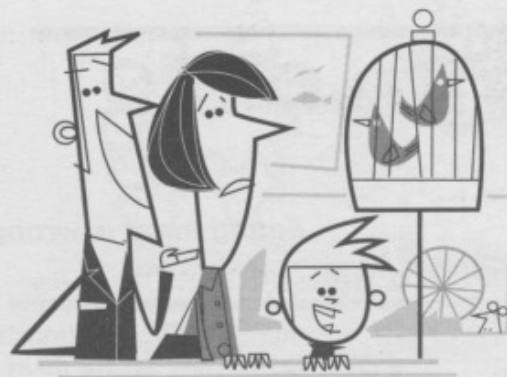
2 If I _____ (fall) in love with you, _____ you _____ (promise) to be true? (*The Beatles*) **Resheba.com**

3 _____ you _____ (know) my name if I _____ (see) you in heaven? (Eric Clapton)

4 If you _____ (know) how I missed you, you _____ (will not) stay away today. (Nina Simone)

3 Look at the situations. Write P (possible) or U (unlikely).

- 1 You have some free time this weekend. _____
- 2 You don't have time to finish your homework. _____
- 3 A dog bites you. _____
- 4 Someone gives you a million dollars. _____
- 5 A Hollywood film producer asks you to star in a movie. _____
- 6 You miss the last bus home. _____
- 7 There is an elephant in your classroom. _____



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4 Write the First or Second Conditional questions for the situations in Exercise 3. Then write true answers.

- 1 What will you do if you have some free time this weekend?
If I have some free time this weekend, I'll go to the cinema.
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____
- 7 _____

6 Complete the conversation with the Zero, First or Second Conditional sentences.

- Child** Oh, please, Mum. Can I have a dog?
Mum No, you can't. If I ¹bought (buy) you a dog, you wouldn't take (not take) it for walks. **Resheba.com**
Child Oh please, I promise. If you ²_____ (buy) me a dog, I _____ (take) it for a walk everyday.
Mum No, you won't! I know you.
Shop assistant What about a cat? If you ³_____ (have) a cat, you _____ (not have to take) it for walks.
Child Can I have a cat?
Mum No, I'm sorry, you definitely can't have a cat. Unless we ⁴_____ (keep) it indoors all the time, it _____ (bring) dead birds home.
Shop assistant What about a mouse? If you ⁵_____ (get) a mouse, it _____ (live) in a cage.
Mum Would it smell bad?
Shop assistant No, if you ⁶_____ (clean) a mouse's cage regularly, it _____ (not smell) bad.
Child Oh, please, Mum.
Mum OK provided that you ⁷_____ (promise) to look after it properly, I _____ (buy) a mouse for you.
Child I promise. Every day when I ⁸_____ (come) home from school, I _____ (feed) it and _____ (clean) the cage.
Mum As long as you do that, you can have it. If you ever ⁹_____ (forget), I _____ (bring) it back to the shop. Do you understand?

5 Complete the second sentence so it has the same meaning as the first.

- 1 We'll go on holiday at the end of term.
As soon as term ends, we'll go on holiday.
- 2 If you don't work hard, you won't pass your exams.
Unless _____
- 3 You can have a pet if you promise to look after it properly.
Provided _____
- 4 I'll go home and take the dog for a walk.
As soon as **Resheba.com** _____
- 5 If our cat has somewhere warm to sleep, she's happy.
As long as _____
- 6 You shouldn't get a big dog if you haven't got a garden.
Unless _____
- 7 The dog whines if we leave it alone.
When _____

WRITING

7 Read the title and the essay.

Eating meat is wrong. Do you agree?

A — Although many people in the world enjoy eating meat, more people are choosing to become vegetarians. They think that eating meat is wrong and that the animals are kept in cruel conditions. I agree with these people, so I stopped eating meat two years ago.

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C — First of all, a lot of farmers keep animals in environments which are unsuitable for them. For example, in factory farms the animals are indoors all the time and don't have enough space to move freely.

D — Furthermore, the animals are at risk of illness because they live close together so vets give them antibiotics which get into their meat.

E — Some meat eaters say that meat is healthy and that we can buy organic or free range meat. However, both organic and free range meat are very expensive, so only rich people can afford them. Also, meat eaters say that it is natural for us to eat meat because our teeth and stomachs are designed to eat everything. I think that modern people can choose what to eat – in ancient times, people had to eat anything they found or they died.

G — In conclusion, although a lot of people eat and enjoy meat, I believe that a vegetarian diet is healthier, kinder to animals and cheaper.

H — Above all, there are too many hungry people in the world, so we should use our resources to feed everyone.

8 Match information 1–8 with parts of the letter A–H.

- 1 Add reasons to support your opinion.
- 2 End with a strong reason for your opinion.
- 3 Finish with a short summary of the arguments on both sides.
- 4 Give more than one argument against your opinion.
- 5 Give your opinion at the end of the first paragraph to help your reader to prepare for the next part.
- 6 Start a new paragraph to show that you are moving to a new topic, in this case, the arguments 'against'. **Resheba.com**
- 7 Start with a topic sentence which summarises the main points of the essay. **A**
- 8 Use linking words and phrases to show the structure of your argument.

9 Write out words or phrases from the essay which introduce:

- 1 an additional argument: _____
- 2 the final summary of the argument: _____
- 3 the most important point: _____

*10 Choose one of the titles 1–4 and write an opinion essay (you can use page 87). Remember to:

- make notes before you start;
 - use paragraphs to structure your argument;
 - use linking words and phrases to help your reader.
- 1 It is wrong to keep animals as pets.
 - 2 Using animals for food and/or clothes is wrong.
 - 3 It is natural for humans to use animals for food and clothing.
 - 4 If cows were the dominant species, they would eat us.

LISTENING

11 **ⓐT13** Read notes 1–2. Then listen and match them to speakers A–C. There is one extra speaker.

1 ∴ means therefore **Resheba.com**
 ∵ means because
 = means equal to, same as
 ≠ means not equal to

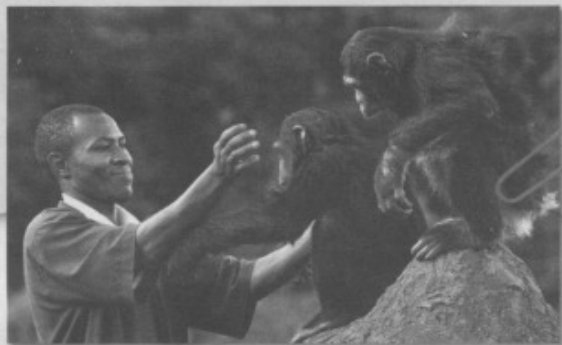
2 shorthand = writing w' signs + symbols
 speak @ 150 wpm, write 35 wpm
 (∴ = therefore) imp. write more quickly (s/h)
 > people use s/h now (∵ = because) recording equip.

12 **ⓐT13** What do you think these abbreviations mean? Listen again and check.

w' _____ imp. _____
 wpm _____ equip. _____

13 **ⓐT14** You are going to listen to part of a lecture about chimpanzees. Read the speaker's notes. Listen and put them in order.

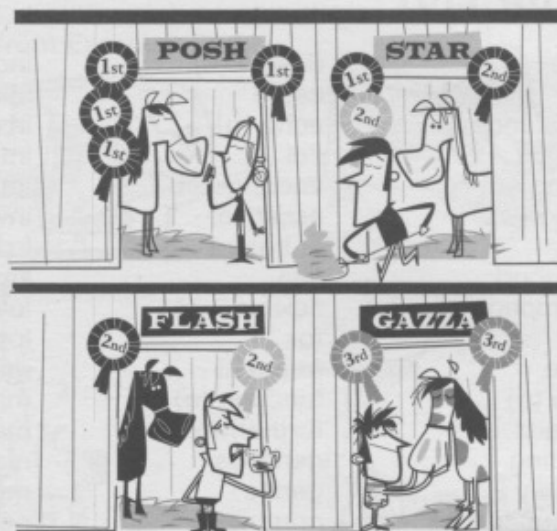
- chimps. like videos, etc.
- imp. research into language
- = useful and interesting research
- chimps. + humans – similar genes
- young chimp. watched and learned



14 **ⓐT14** Listen again and complete the student's notes. Remember to use abbreviations and symbols whenever possible.

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- Chimps. + humans share ¹90 % ²_____ genes.
- Scientists interested ³_____ close to us.
- Lang. study ⁴_____; 1970s chimp. learned ⁵_____ hand signs.
- Since used keyboards + ⁶_____.
- Young chimp. copy mother – v. ⁷_____ = baby saw and learned.
- Chimps. like human activities, ⁸_____ one 'asks' 4 video.



SPEAKING

15 Look at the cartoon. Put the first sentences in the correct order. Then complete the second sentences.

- 1 A think/I/today/are/the/that Star will/ chances/win **Resheba.com**
 I think the chances are that Star will win today.
- B She's very healthy and she _____ two races last month.
- 2 A it's/will/I think/win/unlikely/very/Gazza _____.
- B He's fifteen years old and he hasn't won anything _____ he was ten.
- 3 A I/win/it's/think/Posh/certain/will/that _____.
- B She's the best horse here and she _____ wins.
- 4 A possible/It's/Flash/will/win/that _____.
- B _____ Joe isn't well, he's a very good rider.
- 5 A win/Star/won't/definitely/come last/may not/ but/she _____.
- B She's definitely _____ than Gazza.

16 Complete the sentences so they are true for you.

- 1 I will definitely _____.
- 2 I certainly won't _____.
- 3 It's possible that I will _____.
- 4 I probably won't _____.
- 5 _____ work in a zoo.
- 6 _____ get married before I'm twenty.
- 7 _____ have a pet when I'm older.
- 8 _____ learn to drive.

WORD LIST

- | | | | | |
|----------------|--------------|----------------|---------------|-----------------------|
| adore | design (n) | independent | penguin | scorpion |
| alien | eagle | ink (n) | period | Siberian |
| appearance | echo (n) | instinctively | pest | solitary |
| arrogant | eel | interaction | plankton | sophisticated |
| as long as | endangered | intriguing | playful | sponsor (v) |
| as soon as | essential | investigate | pointless | spotted |
| bat | et cetera | irritable | predator | sprinter |
| (be) good | flea | limitation | profit | stamp (v) (your feet) |
| company | flexible | loveable | provided that | stork (n) (bird) |
| bee | fox | loyal | psychology | striking (adj) |
| beetle | frequent | major (adj) | quack (n) | striped |
| being (n) | function (n) | mammal | rare | subsonic |
| biologist | furthermore | man-made | rat | support (v) |
| breeding | genetics | maturity | raven (n) | trunk |
| butterfly | gentle | memorable | realistic | (of an elephant) |
| camouflage (n) | graphic | nervous system | recently | unless |
| championship | designer | obedient | recreate | urban |
| civilised | herd (n) | observe | reindeer | whine |
| complex | hunt | octopus | ribbon | wise |
| connected with | hypnotised | opponent | rotten | worm |
| crow (n) | ideal | ostrich | sacrifice | zebra |
| cruel | in danger of | pattern | salmon | zoology |

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VOCABULARY

17 Complete the sentences. Form new words from the words in brackets.

1 Bees adore sweet things like fruit and sugar. (ADORATION)

2 In the Arctic, foxes and bears have white fur to _____ themselves. (CAMOUFLAGE)

3 Destroying natural areas like forests _____ the animals which live there. (DANGER)

4 Some people believe that elephants have very good _____. (MEMORISE).

5 In herds of animals, there is usually a lead animal that the others _____. (OBEDIENT) **Resheba.com**

6 Cats are easy pets to keep because they are _____. (DEPEND)

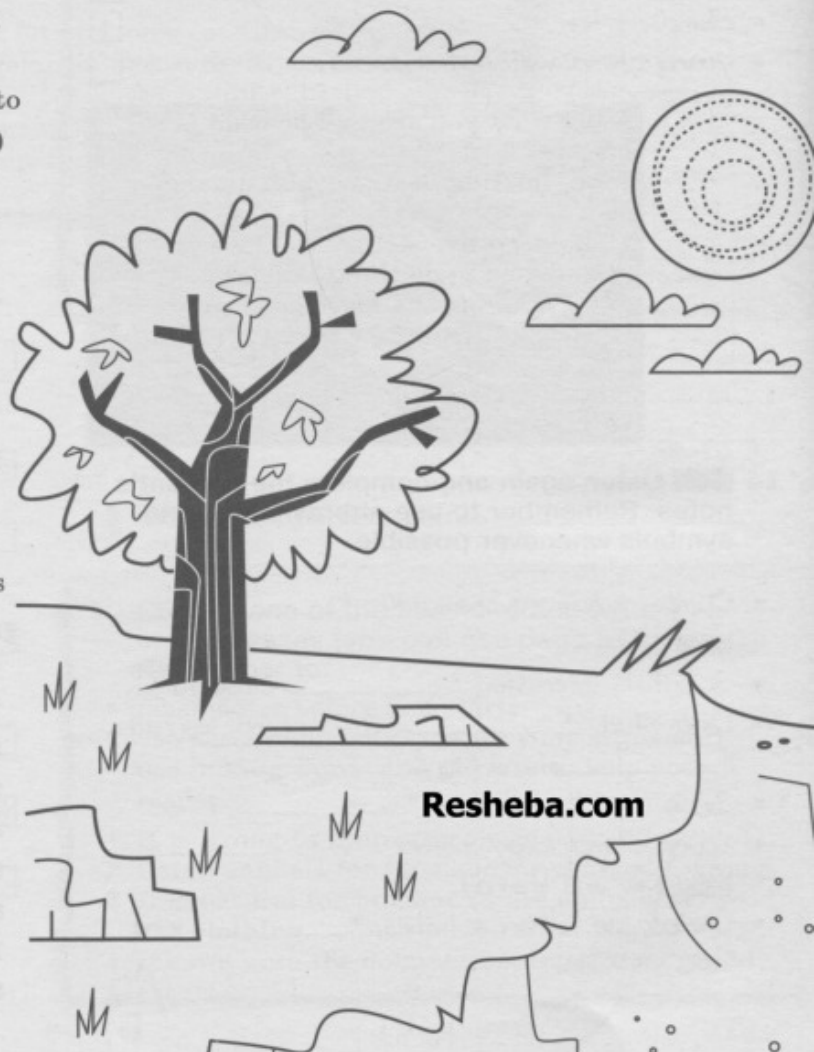
7 A pigeon is a bird that _____ knows its way home. (INSTINCT)

8 These insects are flat and grey-green in _____. (APPEAR)

18 Number the animals from largest (1) to smallest (10).

- | | | | |
|----------|-------------------------------------|----------|--------------------------|
| bat | <input type="checkbox"/> | flea | <input type="checkbox"/> |
| bee | <input type="checkbox"/> | ostrich | <input type="checkbox"/> |
| crow | <input type="checkbox"/> | plankton | <input type="checkbox"/> |
| eagle | <input type="checkbox"/> | rat | <input type="checkbox"/> |
| elephant | <input checked="" type="checkbox"/> | worm | <input type="checkbox"/> |

19 Put the animals from Exercise 18 in the correct places. Use the Word List and your own ideas to add more animals.



*20 Complete the sentences with the correct alternatives.

- 1 Tigers and zebras are both striped/spotted animals. **Resheba.com**
- 2 After a year at sea, penguins walk many miles inland to their *hunting/breeding* grounds.
- 3 Long-haired dogs are sometimes *arrogant/irritable* in hot weather.
- 4 Wolves and bears are major *predators/pests* of wild reindeer.
- 5 Plankton are *a pointless/an essential* part of the underwater food chain.
- 6 A vet is someone who has been *sponsored/trained* to work with animals.
- 7 Biologists say there is a *genetic/man-made* connection between eye and hair colour.
- 8 People sometime use *hypnosis/sacrifice* to help them kick bad habits.
- 9 Foxes have become *civilised/urban* animals in Britain, often seen on streets and in gardens.

21 Match adjectives 1–12 with definitions a–l.

- | | | | |
|---------------|-------------------------------------|------------------|--------------------------|
| 1 arrogant | <input checked="" type="checkbox"/> | 7 loveable | <input type="checkbox"/> |
| 2 cruel | <input type="checkbox"/> | 8 loyal | <input type="checkbox"/> |
| 3 gentle | <input type="checkbox"/> | 9 obedient | <input type="checkbox"/> |
| 4 independent | <input type="checkbox"/> | 10 solitary | <input type="checkbox"/> |
| 5 intriguing | <input type="checkbox"/> | 11 sophisticated | <input type="checkbox"/> |
| 6 lazy | <input type="checkbox"/> | 12 wise | <input type="checkbox"/> |

- a very interesting because it's strange or unusual
- b supporting your friends, beliefs, country, etc.
- c always doing what you are told or what is the rule or law
- d very unkind, hurting other people/animals
- e big-headed
- f friendly and attractive so easy to like a lot
- g confident and able to do things alone
- h makes good decisions and gives good advice
- i has experience of life and knows about things like art, fashion, etc.
- j kind and careful so you don't hurt other people/animals **Resheba.com**
- k usually preferring to be alone
- l not liking work or activity

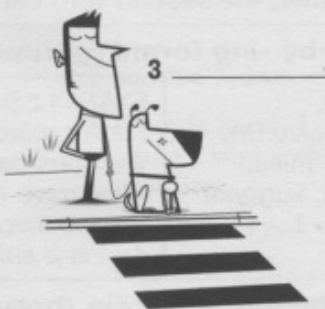
22 Label the picture. Use the correct adjectives from Exercise 21.



1 loveable



2 _____



3 _____



4 _____

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5 _____



6 _____

Extend your vocabulary

23 Complete the table.

Subject	Person
botany	1 <u>botanist</u>
biology	2 _____
3 _____	chemist
geology	4 _____
5 _____	physicist
psychology	6 _____
7 _____	zoologist

*24 Complete the sentences with words from Exercise 23.

- 1 Biology is the study of all living things.
- 2 A _____ studies animals and their behaviour.
- 3 Marie Sklodowska Curie was a famous _____.
- 4 The study of the world's rocks, earth and how they have changed is _____.
- 5 Sigmund Freud is one of the fathers of modern _____.
- 6 _____ study flowers and plants. **Resheba.com**
- 7 Charles Darwin was a famous _____ who studied plants and animals.



10

Leaders & followers

GRAMMAR

Verbs with *-ing* forms and infinitives

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When we use two verbs together, the second verb can be the *-ing* form (gerund) or the infinitive.

a. Verbs always followed by *-ing* forms (gerund)

avoid, can't help, can't stand, consider, deny, enjoy, finish, give up, imagine, involve, keep, mind, miss, practise, put off, recommend, suggest

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EXAMPLES:

*I don't mind **doing** something interesting.*
*We consider **organising** special sightseeing tours.*
*Alice gave up **eating** chocolates as she wants to slim.*
*His job involves **travelling** a lot.*
*Ann is a sales manager. She enjoys **dealing** with customers.*

b. Verbs followed either by the *-ing* form (gerund) or the infinitive with little or no change in meaning

begin, continue, hate, like, love, prefer, start, dislike

EXAMPLES:

*Jane started **learning** English at school./Jane started **to learn** English at school.*
*We continued **talking** after the class./We continued **to talk** after the class.*
*I like/love/hate **meeting** new people./*
*I like/love/hate **to meet** new people.*

c. Verbs followed either by the *-ing* form (gerund) or by the infinitive with a change in meaning

forget, go on, remember, regret, stop, try

EXAMPLES:

*I forgot **meeting** him. (I forgot that we had met.)*
*I forgot **to meet** him. (I forgot that I had to meet him.)*

1 Gerund or Infinitive? Four people are *talking* about their jobs. What areas of professional activity do they come from? Circle the correct form of the verbs.

1 I love my job, it is very stimulating and not boring at all. Besides, I love *working/to work* from home. You've got to think in a very logical way. The work may be mentally tiring, but it is very satisfying to write a programme that works. I have never considered *changing/to change* my job.

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2 My job is exciting but hard. It involves *meeting/to meet* with people, *taking/to take* interviews and *writing/to write* various articles. I enjoy *visiting/to visit* new places and *reporting/to report* on the events. Of course, there's a certain element of risk, especially when I have to broadcast from hotspots.

3 My work is fascinating and rewarding. Just imagine *standing/to stand* on the legendary stage surrounded by the beauty of the Bolshoi. I can't help *feeling/to feel* pride at such moments. So, when the orchestra begins *playing/to play*, all my heart starts *beating/to beat* in unison with every musical phrase.

I can't afford *having/to have* a cold or a sore throat. As you can understand, my throat and lungs are my vocal instruments. I would hate *hearing/to hear* my voice out of tune.

4 Of course, my job involves *getting up/to get up* quite early in the morning. But I like *being/to be* out in the open air. I get a lot of exercise! I prefer *coming/to come* to the farm before anybody else, so that I can check up on the animals and arrange treatment, if necessary. I'm pretty used to *conducting/to conduct* such routine inspections and I strongly believe that in this way we can avoid *getting/to get* into serious trouble.

2 Complete the sentences with the words from the box (sometimes more than one variant is possible).

start begin continue go on finish
stop try

1 _____ doing the task right now or you won't manage to finish it on time.

2 Before you _____ driving, always fasten the seat belt and check the side and back mirrors.

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- 3 _____ distracting me all the time,
_____ to do your work yourself.
- 4 _____ looking at the clock, there's
no need to be in a hurry.
- 5 Don't get so upset by small errors,
_____ trying and you'll certainly
succeed. **Resheba.com**
- 6 If you _____ to reload the computer,
it may work better.
- 7 The city was new to her, so she _____
every couple of minutes to take a picture.
- 8 _____ socialising more to become
more self-assured and open-minded.
- 9 After spending so much time at the sports gym
he still _____ exercising at home.
- 10 It was slowly _____ to get dark, but
the children _____ playing and
laughing merrily.

3 Which form of the verb fits the situation best?
Complete the sentences with the correct
forms of the verbs in brackets. Use the *-ing*
form or the infinitive.

- 1 I remember _____ (call) my friend
yesterday, but I don't remember what time we
actually decided to meet.
- 2 I forgot _____ (book) the tickets the
day before and booked them again by mistake.
- 3 We stopped _____ (look) at the shop
window and missed the bus.
- 4 When I stopped _____ (gaze) at the
shop window of the new electronics store, I
realised half an hour had passed.
- 5 Jane forgot _____ (book) the tickets
to the cinema in advance and had to queue for
them.
- 6 Remember _____ (turn off) the lights
before going out.
- 7 After reading the article the students went on
_____ (discuss) it.
- 8 If you want to experience a real challenge, try
_____ (climb) a rock with tennis balls
in both hands.
- 9 If you try _____ (drop) mints into a
glass of coke, it will erupt. **Resheba.com**
- 10 If you forget something when delivering a
speech, go on _____ (talk), don't
show your confusion.

*4 Complete the conversations using *like*, *would*
like, *would like to*, *used to*, *to be used to* in the
correct form.

- 1 A Good morning! I _____ a table for
two, please.

- B Certainly. _____ you
_____ have the one near the
window or in the middle of the room?
- A I _____ to sit where it's light, so
the one near the window, please.
- 2 A Hey, Jake, what about going out today?
B Sure, what _____ you
_____ to do?
- A I _____ skating, and the weather is
so nice today — sunny and snowy.
- B Sounds good. I _____ to skate a lot
when I was a child, but I'm afraid I'm out of
practice.
- A Don't worry, I can help you a bit at the
beginning. I _____ helping people.
- 3 A Are you ready for tomorrow's trip?
B Yes, I am, but I'm afraid of oversleeping.
A _____ you _____ me to
wake you up? I _____ getting up
early.
B That would be nice! I _____ wake
up early some time before, but now I
_____ sleeping in.
A I'll wake you anyway. **Resheba.com**
- 4 A What means of transport do you prefer?
B I _____ walking because I
_____ walk quite a lot when I went
to school. Now _____ going by
bus or train to work, but I also
_____ cycling.
- 5 A How do you usually spend your weekends?
B I _____ going out with my friends.
I _____ (not) sitting at home all
day long. I _____ doing some
housework in the morning, though, but in
the evening I _____ hanging out
with my best friend.
A I _____ join you some day, if you
don't mind. I _____ meeting new
people.
B Of course, come along this Saturday.
- 5 Complete the sentences with the gerund or
the infinitive of the verbs in brackets.
- 1 Avoid _____ (walk) on the grass in
this park.
- 2 Never give up _____ (try) even if
something seems impossible to you.
- 3 Somebody suggested _____ (play)
board games, so we couldn't help
_____ (stay) a little longer.

WORD LIST

ability	determination	independent	motivating	responsible
acquire	duty	individual	necessary	selfish
act	encourage	influential	negative	social life
adult	energising	informal	official	subordinate
attentive	essential	initiator	opponent	succeed
attitude	extra-curricular	innovator	organiser	success
behave	activities	inspirational	outdated	successful
behaviour	failure	inspire	patient	supervisor
career builder	famous celebrities	inventive	personal style	supporter
career	firm	issue	positive	thinking
development	follower	leadership style	progress	tolerant
charisma	forced	mainstream	rebel	value
collective	generous	modest	receive	volunteer
communicative	goal	motivate	resourceful	willing
despair	image	motivated	responsibility	willpower

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- Imagine _____ (be) all alone in a new place, what would you do first?
- To achieve a good and fast technique, a music student needs to practise _____ (play) the piano every day.
- Mind _____ (be polite) when addressing a person you don't know.
- Everyone really enjoyed _____ (listen) to the new song at the concert.
- Although it was already late, the guests at the party kept _____ (talk) and _____ (dance).
- That man made a strange impression on everyone because he avoided _____ (look) directly into your eyes.
- There is a nice pond in the park and visitors can enjoy _____ (row) a boat.
- When I am away from home, I miss _____ (chat) with my brother and _____ (eat) Mum's pancakes.

VOCABULARY

- 6 Complete with the words from the Word List.

	Noun	Verb	Adjective
1	communication	communicate	_____
2	energy	energise	_____
3	influence	influence	_____
4	success	_____	_____
5	motivation	motivate	_____
6	_____	initiate	initiative
7	inspiration	inspire	_____
8	invention	invent	_____
9	encouragement	_____	encouraging

- 7 Tick the three nouns which denote people.

ability	<input type="checkbox"/>	attitude	<input type="checkbox"/>	progress	<input type="checkbox"/>
charisma	<input type="checkbox"/>	follower	<input type="checkbox"/>	volunteer	<input type="checkbox"/>
innovator	<input type="checkbox"/>	image	<input type="checkbox"/>	value	<input type="checkbox"/>

- 8 Find and write out the opposites from the box.

attentive collective essential failure
 forced generous inattentive
 individual intolerant negative
 new opponent outdated positive
 selfish success supporter
 tolerant unnecessary willing

attentive – inattentive,

- 9 Find and write out the synonyms from the box.

acquire act behave duty essential
 inspire issue motivate necessary old
 organiser outdated question receive
 responsibility supervisor

acquire, receive;

- 10 Complete the gaps with the adjectives from the Word List.

- Followers should be _____ (*eager to act*), not forced. They should embrace change, though they may not initiate it. But they certainly shouldn't despise it.
- I don't particularly like this opposition — leaders versus followers. Following is not _____ (*secondary*) to leading — it is just different. As a matter of fact, no one can

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be a competent leader without first being a responsible follower. **Resheba.com**

3 Followers may be just _____ (*shy, not boastful*) by nature, or love stability in life. I agree with the point that followers simply want to maintain their status quo and have no wish to risk or try anything new.

4 Success in life is about believing in yourself and in the future. I want to be a good example to my children in this respect. Therefore, I try to take leadership roles like organising events and activities for school and family time, and being a good but _____ (*showing that you are in control of a situation and will not be easily forced to do something*) leader for my fellow students.

11 Match the words with their meanings.

- | | |
|------------------|---|
| 1 despair | a a duty that you have to do because it is part of your job or position |
| 2 determination | b to give someone confidence or hope |
| 3 encourage | c the refusal to let anything prevent you from doing what you have decided to do |
| 4 failure | d to experience the feeling that a situation is so bad that nothing you can do will change it |
| 5 inspire | e the way that someone behaves |
| 6 rebel | f to give someone the enthusiasm to do or create something |
| 7 responsibility | g someone who opposes people in authority or opposes accepted ways of doing things |
| 8 behaviour | h lack of success |

12 Complete the sentences with the words from Exercise 11. Resheba.com

- A leader is someone who is ready to take the _____ for his own actions.
- A leader should not _____. After a possible _____ he should be able to rise again.
- A leader should _____ people and make them follow him.
- Teenagers usually picture a leader as a _____, someone ready to go against the mainstream thinking of the adult world.
- Leaders have strong willpower and _____.
- Good leaders _____ personal growth and creativity in others.

7 Any time you try to influence the _____ of another person, you start acting as a leader.

LISTENING AND VOCABULARY

13 **OT15** Listen and complete the texts with the words that describe leadership skills (for each of the spaces add a letter).

Speaker A

As for me, the person who can be a leader should be a good ¹o_____ , should be ²t_____ and ³p_____, ⁴a_____ to people and ready to take the ⁵r_____ for his own actions. That's what makes the followers respect the leader. **Resheba.com**

Leaders should be ⁶m_____, full of good ⁷p_____ ideas and readiness to carry them out. A leader should not ⁸d_____, I mean, after a possible ⁹f_____ he should be able to rise again, and with his optimism ¹⁰i_____ people and make them follow him.

Speaker B

Teenagers usually picture a leader as a ¹r_____, someone ready to go against the mainstream thinking of the adult world. Leaders have strong willpower and ²d_____, yes! But listening to the opinion of opponents is ³e_____.

14 Make up word combinations. Which words can you make more than one word combination with?

- | | |
|---------------|---------------|
| 1 leadership | a leader |
| 2 personal | b builder |
| 3 adult | c behaviour |
| 4 mainstream | d willpower |
| 5 strong | e style |
| 6 responsible | f world |
| 7 positive | g cooperation |
| 8 true | h thinking |
| 9 career | i development |

15 Complete the sentences with the word combinations from Exercise 14.

- A _____ almost always has **Resheba.com** and determination to get big plans up and running.

- 2 Teenagers usually picture a leader as a rebel, someone ready to go against the _____ of the _____.
- 3 A selfish _____ cares little about the company's success. **Resheba.com**
- 4 The new _____ focuses on the value of people and emphasises empowering them.
- 5 Leadership means _____ among all members of the organisation.
- 6 Young people must practise _____ on social networking sites.
- 7 A _____ relates to one particular person rather than to other people. Everything matters — the way a person looks, speaks, dresses, behaves, etc.
- 8 Many young people start thinking of their professional _____ when still at school.
- 9 _____ is a valuable leadership ability.

*16 Complete the texts with the word combinations from Exercise 14. Give a title to each text.

Speaker A: _____

Looking back at my teenage days I'd like to say that my whole concept of leadership has really changed. Teenagers usually picture a leader as a rebel, someone ready to go against the ¹_____ of the ²_____. Now as an adult I realise that it was a great illusion, because even in my early twenties, I understand that leaders should be tolerant. Leaders have ³_____ and determination, yes! But listening to the opinion of opponents is essential. Sometimes I regret I came to understand it only now.

Speaker B: **Resheba.com** _____

Have you ever thought that ¹_____ are not born, but made? Leadership, to a great extent, depends on the individual's understanding that it is a collective process. For example, bosses can't manage companies without thinking of the company's success. And everyone in the company contributes to this success. That's why I believe leadership means ²_____ among all members of the organisation. One of the major differences between a ³_____ and a selfish ⁴_____ is rooted in the understanding of this issue.

17 **T16** Listen and check your answers.

18 Read the expressions in the box and decide which of the phrases characterise *Old* or *New Leadership Style*. Write them in the appropriate column. Compare your list with your partner's.

leaders are in charge, to be people oriented, to be task oriented, to empower people, to develop creativity in others, to take control, to make decisions, to encourage personal growth, to focus on the value of people, to increase personal development, to reach goals as well as develop staff professionalism, to reach organisational goals

Old Leadership Style	New Leadership Style
_____	Resheba.com _____
_____	_____
_____	_____
_____	_____

19 **T17** Listen to the recording and compare your opinion with the viewpoint of the speaker.

20 Complete the text with the new words formed from the words in capital letters.

I believe that leadership is influence and ¹_____ ABLE to use your official position in ²_____ spheres of life — politics, business, DIFFER ³_____ and so on. EDUCATE Any time you try to influence the ⁴_____ of another person, you start acting as a leader. At work, being a leader usually involves influencing ⁵_____, members, or EMPLOY 'followers' of some sort to carry out the goals of the company, ⁶_____, or group. ORGANISE Today, as the number of small businesses is growing across the globe, the number of people in charge is growing as well. So, it will be right to say that the issue of ⁷_____ is LEAD becoming more acute.

VOCABULARY AND SPEAKING

21 Look at the following words used to describe personality and character. Which words have positive meaning, which have negative meaning and which have both. Put them into the correct column. **Resheba.com**

active, aggressive, artistic, big-headed, calm, careful, caring, committed, competitive, convincing, cooperative, courageous, creative, curious, direct, dependable, enthusiastic, flexible, friendly, fun-loving, generous, greedy,

impatient, inattentive, independent, intolerant, life-of-the-party, nosy, observant, organised, polite, practical, punctual, relaxed, reliable, willing, resourceful, romantic, self-centered, selfish, serious, self-confident, shy, snobby, thoughtful, tolerant

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Positive	Negative	Both

22 Work in pairs. Choose six adjectives that you think describe your partner. Ask your partner to guess which adjectives you have chosen.

23 Reflect about yourself. Choose three words that best describe you in the following situations.

- As a student. _____
- As a friend. _____
- As a member of your family. _____
- As a member/leader of a club/society. _____
- As a passenger on public transport. _____

24 Work in pairs. How do you appear in the eye of other people? Ask your partner to describe you in similar situations. Discuss how close your descriptions are.

*25 Priorities Dilemma Test. Imagine a situation when five things are happening at the same time. In which order will you attend to them?

- Your mobile phone is ringing.
- Your baby sister is crying.
- Someone is knocking at the front door.
- You've got an email.
- You left the water running in the kitchen and need to turn it off.

Do the answers for yourself, then ask some other people in your group.

The psychological analysis is on page 86. Look up the explanation and discuss with your partners how accurately this test describes your priorities.

READING AND SPEAKING

26 Read the interview. Are the statements on page 78 true (T), false (F) or not stated (NS)?

Interviewer Could you tell us whether it is fashionable for teenagers in Britain to be active nowadays?

Guest I would say on the whole it is quite fashionable. Many athletes are famous celebrities, new technology (e.g. the Fitbit activity tracker) is constantly being introduced to encourage active lifestyles and a lot of fashions are based on sportswear.

Interviewer From what age can young people actively participate in social life?

Guest In general, children can participate in activities from 4 or 5 when primary school begins, but this is obviously in line with the parents' wishes. From the age of 11 when secondary school begins, children are more likely to become more independent and pursue their own desires.

Interviewer Do teenagers choose to belong to any society, club or voluntary group?

Guest Many teenagers choose to participate in sports and join societies, since when applying for university extra-curricular activities are taken into account as well as academic success. The Duke of Edinburgh Award is very popular and rewards participation in sports, societies and volunteering, culminating in various outdoor pursuits (usually orienteering and camping).

Interviewer In what way, would you say, does involvement in extra-curricular activities help young people to develop their personal capabilities?

Guest Many activities are a social experience, especially sports among teenage boys, which build teamwork and communication, as well as competitive spirit.

Interviewer What activities did you take up as a schoolboy? Are you involved in them now? Why?

Guest I took part in karate from a young age, which I found helped me to build personal discipline and fitness. I also played cricket and tennis a fair amount both at a local club and school, which were for enjoyment, social experience and fitness. I play both less regularly now but still enjoy them as a chance to relax during the university term.

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- 1 The Guest is a teenager.
- 2 The Guest is a university student.
- 3 The Guest is interested in fashion.
- 4 The Guest believes that being active means taking up sport.
- 5 The Guest states that universities welcome students with active lifestyles.
- 6 The Guest names a highly prestigious award in Britain.
- 27 In pairs, discuss with a partner what new things you have learned about teenage attitudes towards social activities in the UK.
- 28 Search the Internet to find out more about the Duke of Edinburgh Award and its recipients. Prepare a talk on this topic.

WRITING

- 29 You have received a letter from your English-speaking pen-friend Michael.

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... Yesterday at our Debating Society meeting we discussed active lifestyle and how to keep it up. Some of the members don't think they need to do it, they say they want to relax and enjoy life. What do you think about it? Do you think that active lifestyle is about fitness only? How do you keep up an active lifestyle?

Write him a letter and answer his 3 questions. Try to use as many words and phrases from the box below as you can. Write 100–120 words. Remember the rules of letter writing.

.....
 to be active, **Resheba.com**
 to be fashionable,
 to encourage active lifestyles,
 (not) at the desire of parents,
 to participate actively in social life,
 to participate in activities,
 social experience,
 to pursue one's own interests/desires,
 to belong to a society/club/voluntary group,
 involvement in extra-curricular activities,
 to develop one's personal capabilities,
 to build teamwork and communication,
 competitive spirit,
 to build personal discipline and fitness,
 to do sth for enjoyment/social experience/
 fitness

VOCABULARY AND GRAMMAR

- 1 Complete the words with one letter in each gap.

(5 points)

- 0 What could be done to stop a m e t e o r hitting the Earth? **Resheba.com**
- 1 With no rain for six months, this is the worst _ r _ _ g _ _ in living memory.
- 2 The _ a _ _ h _ _ a _ _ measured 7.1 on the Richter Scale.
- 3 The heavy rain caused _ _ o _ _ s in many towns.
- 4 A _ u _ _ i _ _ _ _ is approaching the coast with winds of up to 200 kilometres per hour.
- 5 A volcanic _ _ u _ _ _ o _ yesterday forced villagers to leave their homes.

- 2 Complete the second sentence so that it has a similar meaning to the first. Use the words in capital letters.

(6 points)

- 0 My cat is no less friendly than my dog. **AS**
My cat is as friendly as my dog.
- 1 It is certain that we won't be on time. **DEFINITELY**
We _____ on time.
- 2 It is unlikely that he will help us. **WON'T**
He _____ help us.
- 3 I'll only join your organisation if you are serious. **UNLESS**
I _____ you are serious.
- 4 I'll buy you a dog, but you must take it for walks every day. **LONG**
I'll buy you a dog _____ take it for walks every day. **Resheba.com**
- 5 He can sleep in the house, but you must wash him first. **THAT**
He can sleep in the house _____ him first.
- 6 Immediately after I get up, the dog wants his breakfast. **AS**
The dog wants his breakfast _____ up.

- 3 Complete the sentences with the correct form of the verbs in brackets. Use the infinitive or the gerund.

(5 points)

- A** Look at this cute dog! I can't help ⁰smiling (smile) when I see it jump like that!
- B Mum** Peter, why don't you switch TV off and start ¹_____ (do) you homework?
- Peter** Mum, let me finish ²_____ (watch) the movie, please, it'll end in 10 minutes.
- C Mum** John, I've got an email from your school headmaster. It says, 'We regret ³_____ (inform) you that Monday classes are cancelled'.

John What a pleasant surprise! Three days off instead of two!

- D Alice** I enjoy ⁴_____ (cook) when parents are not at home.

Brad I can smell something burning. Did you turn off the cooker? **Resheba.com**

Alice Oh, I forgot ⁵_____ (do) it!

- 4 Complete the sentences with the correct form of the verbs in brackets.

(6 points)

- 0 What would happen if a meteor fell (fall) in the sea?
- 1 When he _____ (get) here, we'll start the party.
- 2 If we buy you a pet, you _____ (get) to look after it.
- 3 If humans _____ (be) more careful, this planet would be much cleaner.
- 4 We probably _____ (not develop) clean energy because companies can get more profit from oil.
- 5 He _____ (not escape). Look, you can see two guards watching him.
- 6 Do you think that humans _____ (live) in peace one day?

- 5 Complete the letter with the correct alternatives.

(6 points)

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Dear Sara,

How's life at college? I think you're lucky that you're not at home any more. Mark has bought a pet rat! Why a rat? If I ⁰ ___ a pet, it would be something nice like a dog or a cat, but my brother bought a rat. Now he says that it has to run around. Apparently, if rats ¹ ___ kept in cages all day, they ² ___ unhappy. I told him that ³ ___ this rat isn't kept in a cage all day, I will be unhappy!

Anyway, other news. I ⁴ ___ work this summer - I don't know yet. Jenny knows the owners of a café by the sea and they ⁵ ___ need someone to help in July and August. It's about 80 percent sure so keep your fingers crossed. ⁶ ___ I do get the job, I'll live in a flat above the café so that will be great.

Hope all is well at university!

Love,

Beth



- 0 a buy b will buy c would buy (d) bought
 1 a were b are c will be d would be
 2 a get b got c would get d will get
 3 a if b provided that c unless, d when
 4 a will b won't c would d might
 5 a will definitely
 b will probably
 c probably won't
 d definitely won't
 6 a When b Unless c If d As long

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COMMUNICATION

- 6 Complete the words in the text with one letter in each space.

(7 points)

'I'd like to ⁰ s t a r t by explaining why I want to talk about dogs. ¹ _____, and most importantly, I've got a dog which I have had for eight years now. He's intelligent and loving and, in many ways, my best friend.

² _____, I'd like to explain some of the problems as well as the advantages of owning a dog, as anyone who is thinking of getting one should be aware of these.

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You ³ _____, dogs need exercise, not just on warm days but every day, morning and evening. Even on a day like today I was up at 6 a.m. Brr. Sorry. ⁴ _____ was I? Oh yes. Exercise is vital for dogs ...

... ⁵ _____ on to my dog, Rex. He's an Alsatian, a big dog. When you buy a dog, you need to train it, as a puppy. The ⁶ _____ is, any dog can be dangerous if it isn't trained correctly at a young age ...

... Last but not ⁷ _____, your dog can protect you from danger, barking or attacking people who try to hurt you'



Total /35