



АНГЛИЙСКИЙ ЯЗЫК

9 КЛАСС

СБОРНИК ТРЕНИРОВОЧНЫХ И ПРОВЕРОЧНЫХ ЗАДАНИЙ

(В ФОРМАТЕ ЕГЭ)



Ю.С. Веселова

**СБОРНИК ТРЕНИРОВОЧНЫХ
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В сборнике представлены различные типы заданий для развития и совершенствования коммуникативных умений учащихся по английскому языку в четырех основных видах деятельности (аудирование, чтение, письмо, говорение), а также для отработки лексических и грамматических навыков с учетом требований для сдачи Единого Государственного экзамена.

Сборник предназначен для учащихся 9 классов школ разного типа, некоторые задания имеют уровень повышенной сложности. Также сборник может быть использован для самостоятельной подготовки к ЕГЭ по английскому языку и для повторения изученного материала, полученного на уроках английского языка, и индивидуальных занятий с учащимися.

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Введение

«Сборник тренировочных и проверочных заданий. Английский язык. 9 класс» предназначен для использования в процессе повторения изученного материала, полученного на уроках английского языка учащимися 9 класса общеобразовательных школ разного типа, а также для самостоятельной подготовки к Единому Государственному Экзамену по английскому языку и индивидуальных занятий.

Сборник составлен с учетом современных требований Стандарта и Примерных Программ по английскому языку. Задания варьируются по содержанию и формату, и хотя некоторые из заданий имеют уровень повышенной сложности, все они соответствуют требованиям Единого Государственного Экзамена. Также нам представляется, что представленные в сборнике материалы будут интересны учащимся 9 класса.

Сборник состоит из 6 разделов:

Раздел 1 – Listening

Раздел 2 – Reading

Раздел 3 – Grammar

Раздел 4 – Use of English

Раздел 5 – Writing

Раздел 6 – Speaking

В приложении содержатся ключи и тексты аудиозаписи.

Раздел Listening представляет собой различные по тематике и типологии тексты для прослушивания, в которые включены задания для формирования и тренировки навыка распознавания информации из текстов: буквы алфавита, цифры, даты и т.п. Также в процессе слушания текстов и в выборе правильных ответов на вопросы и заполнении таблиц тренируются такие навыки аудирования как общее понимание текста, извлечение нужной информации, полного понимания диалогов и сообщений.

В разделе Reading представлены аутентичные тексты различных жанров, с помощью которых формируются и отрабатываются навыки общего понимания текстов и объявлений, умение понимать логические связи между предложениями и между частями текста, делать выводы из прочитанного с помощью послетекстовых заданий, а также работа с выражениями и их дефиницией.

Раздел Grammar построен по типологии повторения грамматического материала за курс основной школы и содержит задания множественного выбора, упражнения на нахождение ошибок в предложении. Упражнения на употребление времен даются в сравнении, что позволяет учащимся осмысленно выполнять задания. Упражнения раздела можно использовать для закрепления изученного материала, повторения и контроля.

В разделе Use of English включены упражнения на словообразование с последующими заданиями на закрепление изученного материала и тексты с пропусками, в которые нужно вставить слова, а также задания на видовременные формы глаголов. С помощью представленных в сборнике заданий учителю удобно контролировать навыки по распознаванию учащимися смысловых связей в предложении и тексте, навыки употребления лексических единиц с учетом сочетаемости слов в соответствии с коммуникативными намерениями.

В разделе Writing представлены различные виды письменных заданий: написание писем личного характера, рассказа, эссе, электронного письма, описание людей и мест. В задания на отработку навыков написания писем и сочинений на заданные темы также включены слова и выражения для употребления в письменной речи, что способствует их запоминанию и грамотному оформлению письменного высказывания. Работа над письменными заданиями также предполагает парную работу, что дает возможность учащимся обсуждать написанное.

В разделе Speaking представлены задания на работу в парах и группах, с помощью которых развиваются навыки чтения и умения правильно формировать и задавать вопросы собеседнику, поддерживать диалог, работа со словарными статьями и словарями различных типов. В сборнике содержатся тематические разделы по 18 темам, тематика которых соответствует программам основной школы: спорт, наука и техника, музыка. В упражнениях отрабатываются навыки монологической и диалогической речи, а также работа над тематической лексикой и грамматикой. Задания также предполагают высказывания мнения, согласие и несогласие, диалоги этикетного характера.

При оценивании заданий автор рекомендует использовать балльную систему и критерии, разработанные для Единого Государственного Экзамена по английскому языку. Примеры оценочных таблиц и пояснения к ним учитель может найти в конце сборника. Более подробную информацию по оцениванию работ можно найти на сайте www.egeinfo.ru и www.ege.edu.ru.

Автор и составитель Ю.С. Веселова

Part 1. LISTENING

Exercise 1

Listen to the conversation between two friends Jane and Steve and answer the questions.



You will hear two friends talking about a trip they plan to take.

First look at the example:

Example: What is Jane pleased about?

A meeting Steve

B her holiday

C the semester ending

D her exam results

Jane is pleased about it being the end of semester, so you choose C "the semester ending".

Circle the correct answer

1. What does Jane plan to do during the break?

A fly home to stay with her family

B take summer courses

C take an overseas holiday

D go on a camping trip

2. Why can't Steve go home during the break?

A he has to earn some money to pay his fees

B he can't afford it

C he is taking a summer course

D he wants to study for next semester

3. Where will Jane and her friends go during the semester break?

A to Royal Island Park

B to the mountains

C to Royal National Park

D to Great Southern Park

4. Which route will the train follow?

A Central, Sutherland, Garie

B Sutherland, Caringbah, Waterfall

C Central, Waterfall, Sutherland, Garie

D Central, Sutherland, Waterfall

Circle TWO letters for each answer

5. What of the following does Jane suggest Steve should bring?

A diving gear

B cooking equipment

C swimsuits

D a sleeping bag

E plenty of food

F his bicycle

6. What activities are they planning?

A boating

B scuba diving

C bungee jumping

D horse riding

E hiking

F surfboard riding

Write a NUMBER for the answer

7. If Steve joins them, how many people will be going on the trip? _____



Now you will hear the text again. Listen carefully and check your answers.

Exercise 2

Complete the notes. Use no more than three words for each answer.



You will hear two students talking to the Counsellor about their settling in Cambridge and their studies.

First look at questions 1 to 10. You should answer the questions as you listen.

| | |
|--|------------------------------|
| Kate | |
| Her first impression of the town | Example <i>Quiet</i> |
| Type of accommodation | (1) |
| Her feelings about the accommodation | (2) |
| Her feelings about the other students | (3) |
| Name of course | <i>Environmental Studies</i> |
| Difficulties experienced on the course | (4) |
| Suggestions for improving the course | (5) |

| | |
|---------------------------------------|---------------------------|
| Luki | |
| First type of accommodation | (6) |
| Problems with the first accommodation | (7) |
| Second type of accommodation | (8) |
| Name of course | (9) |
| Comments about the course | <i>Computer room busy</i> |
| Suggestions for improving the course | (10) |



Now you will hear the text again. Listen carefully and check your answers.

Exercise 3

Complete the table comparing two towns. Use no more than three words for each answer.

Answer questions 1-6.

| | Albany | Watford |
|--------------------------------|--------------------------------------|----------------------------------|
| Distance from the nearest city | Example <i>150 miles</i> | 17 miles |
| Population | (1) | 80-90,000 |
| Advantages | friendly, relaxed, slow pace of life | good entertainment |
| Disadvantages | (2) _____ no jobs | (4) _____ crime |
| Main industry | (3) | electronics light engineering |
| Climate | wet and windy | (5) |
| Main attractions | beautiful beaches | (6) |

Write no more than three words for each answer.

7. What does Gordon like about the where he is living now?

8. When does Maureen think she might go back to Albany?

9. How long is Gordon's new contract?



Now you will hear the text again. Listen carefully and check your answers.

Exercise 4

Listen and answer the questions below according to the responses you hear. Write your answers as you hear them the first time.

1. Could you spell your last name please?

2. What's your student number?

3. Do you have a fax number?

4. What's the registration number of your car?

5. When do I have to return these books?

6. What's the number of the bus?

7. What time should we be there?

8. Where are they going?

9. Could you spell that for me please?

10. How long before that will be ready?

11. Do you have your membership number handy?

12. What's the flight number?

13. What time does it leave?

14. Do you know her medical card number?

15. When are your exams?

16. Can I have your passport number?

17. I'll need your account number for that?

18. What is the number of the part of the washing machine?

19. How old did you say he was?

20. What percentage of men would you say actually help with housework?



Now you will hear the text again. Listen carefully and check your answers.

Part 2. READING

Text 1

Read the following advertisement and answer the multiple-choice questions.

CAVRON

Sureshot M

Ideal pocket autofocus, compact, fully automatic,
high quality lens

NOW ONLY
£89

1. *This is an advertisement for:*

- | | |
|------------------------|--------------|
| A a pocket calculation | B binoculars |
| C a camera | D sunglasses |

Text 2

Read the following advertisement and answer the multiple-choice questions.

TRAVELS WITH A MEXICAN CIRCUS

Tuesday
13th September
at 7.30 pm

Travel writer **Katie Hickman**
recalls remote and beautiful parts
of Mexico and its people,
during the year she spent with
a circus troupe.

TICKETS REQUIRED

1. *What sort of event is being advertised?*

- | | |
|---------------------|----------|
| A a circus | B a film |
| C a fashion display | D a talk |

Text 3

Look at the three restaurant advertisements on the following page. Answer the questions below by writing the letters of the appropriate restaurants (A-C).

DINING OUT

| A | B | C |
|---|---|--|
| <p>Aboyne The original Luigi's Italian Restaurant is now back in Aboyne 231 Beach Road, Aboyne (ample parking available) Open: Luncheon 12 to 3pm Dinner 6 to 10pm</p> <p>TUESDAY TO SUNDAY Entrees \$5.50 Mains \$8.00 Free ice cream for the kids</p> <p>Special functions Up to 120 people Reservations: Phone 9763 3501</p> | <p><i>Mermaids</i> Italian & Seafood Cuisine Lunch: Dinner: Tuesday - Friday 7 nights 12 noon - 2.30 pm 6.00 pm - 11.30 pm Tel & Fax: 9784 1234 54 Shore Street Kempton</p> | <p>RIVIERA CRUISING BOAT CLUB <i>Breakfast by the waiter</i> \$5.00</p> <p>Saturday & Sunday 8.00 am to 11.00 am</p> <ul style="list-style-type: none"> • Australian • Continental • American <p>At Riviera Cruising Boat Club 9753 5544 The Quay, Gateside</p> |

1. It is open for breakfast. _____
2. It is open every night for dinner. _____
3. It is only open for lunch on weekdays. _____
4. It has recently returned to its previous location. _____
5. It welcomes families. _____
6. It caters for large groups. _____
7. It only opens at weekends. _____

Text 4

Read the following advertisement and answer the multiple-choice questions.

BOTHERED BY INSECTS?

Don't let mosquitoes ruin your holiday sleep or your health!

A lightweight (500g) mosquito net for travellers complete with spreader frame, supports and compact (80cm x 30cm) zippered bag. Pre-treated with a synthetic pyrethoid permethrin (as recommended by the World Health Organization) adding repellency to the physical barrier.

Total cost delivered £ 29 Impregnation kits £6.50

APPROPRIATE APPLICATIONS
Call Tel: 01452 42936

1. The price for this mosquito net includes

- A** something to carry it in. **B** a tube of repellent.
- C** an impregnation kit. **D** a treated pillow.

2. The advertisement suggests that the net can

- A** be used by children. **B** fold up to a small size.
C be enlarged to fit any bed. **D** be zipped or sewn.

Text 5

Read the advertisement below and answer the Questions.

| | |
|-----------|---------------------------------------|
| TRUE | if the statement is true |
| FALSE | if the statement is false |
| NOT GIVEN | if no information is given about this |

CHESTFIELD CARS

- **AIRPORT SERVICES** a speciality
 - Well established & reliable
 - Up to 4 persons

£35 to GATWICK AIRPORT
£45 to HEATHROW AIRPORT

- No destination too far!
- Discount for return bookings
- 8-seater minibus available

(0227) 70 30 90

1. It will cost £35 for two people to go to Gatwick. _____
2. Chestfield Cars is a new organisation. _____
3. Chestfield Cars will go anywhere. _____
4. A discount is available for bookings of eight or more. _____

Text 6

Read the information below and answer Questions 8-14

A Wild Rose (Tuesday 19.00)

This TV drama is about a young private detective employed by a team of New York businessmen who send her to Brazil to look into a series of hotel robberies. When she gets there, she discovers that the hotels, which are owned by the businessmen, have been empty for the last two years and the local authorities have no record of any robberies.

B Animal Planet (Wednesday 23.00)

This is a classic black-and-white film from the forties in which astronaut Charlie Huston crash-lands on a planet ruled entirely by animals. It is a first-class suspense adventure which also looks at the human condition, although this is not always a successful part of the film.

C Strange Encounter (Saturday 21.00)

Suspense is built up in this clever supernatural story. A young couple view a deserted old house that they are interested in buying. They meet a strange old lady who tells them of the mystical powers of the house and how previous owners have been able to travel back through the centuries to meet their ancestors.

D The Longest Walk (Tuesday 21.30)

Ffiona Campbell is nearly there. All she has to do now is walk the length of France and Britain and she has succeeded in walking around the world. Tonight she drinks coffee in a tent and tells her story to Janet Street-Porter before she sets off for the Pyrenees mountains.

E (Thursday 20.30)

This is a TV film being used to launch a new science fiction series. It has impressive special effects and a strong, believable cast of characters who travel to the twenty-third century. The action takes place in underground cities where the environment is controlled by computers.

F (Friday 19.30)

This popular half-hour science magazine continues into its twenty-ninth year, proving itself to be a hardy survivor in the television world. Tonight it is presented by Carol Vorderman who introduces five reports, which include computer-driven cars and in-flight ten-pin bowling.

G There and Back Again (Sunday 22.00)

Paul Theroux's account of his recent journey from London to Japan and back makes ideal material for this evening's travel slot. Based on his own novel, the progress of his journey on the railways of Europe and Asia (Victoria station, Paris, Istanbul...) acts as a fascinating travelogue as the inhabitants gradually shift from the West to the East.

1. For which programme are the following statements true? Write the correct letter A-G. You may use any letter more than once.

1. This programme is in the form of a personal interview. _____
2. This programme is a documentary about technological developments. _____
3. These TWO programmes are about time travel. _____
4. This programme is taken from a book. _____
5. This film is the introduction to a set of programmes. _____
6. These TWO programmes are about present-day travellers. _____
7. This programme is about investigating a possible crime. _____

Text 7

Read the text.

Every day Peru's Machu Picchu, the Lost City of the Incas, is rediscovered by at least 1,000 tourists who are slowly destroying one of the wonders of the world. More people now come to this sacred citadel in a week than ever lived there in its 15th-century prime. The attempt to improve facilities for international visitors - better hotels, a helicopter service, and a planned cable car to replace the bus trip up the mountain - has only made the wear and tear worse.

For nearly 500 years Machu Picchu was covered by impenetrable rainforests until in 1911, an American scholar-explorer, Hiram Bingham, stumbled upon it whilst he was looking for Vilacamba, the last refuge of the Incas from the Spanish conquerors.

It's easy to see why so many want to flock here. The sight of the emerald green grass slopes and stone-coloured remains of Machu Picchu, flanked by its awesome, snow-capped peaks, is utterly breathtaking.

It seems now, however, that Machu Picchu is falling victim to its own success. The primary concern is that the high volume of visitors is harming the site's infrastructure. A survey by Japanese geologists at Kyoto University has suggested the earth beneath the city is moving at a rate of up to one centimetre per month. There

are also fears for the welfare of the porters who carry travelers' backpacks in all weathers along the high altitude Inca Trail.

As a result, the United Nations cultural agency wants visitor numbers more than halved, which means that visitors must now wait four to five days before getting a place on a trek.

Despite this, Machu Picchu remains the number one must-see in South America. And, as such, the hunt is now on for new Inca ruins as a viable, ecologically sound alternative.

Are the statements true (T) or false (F)?

1. Machu Picchu used to have a population of over 7,000. _____
2. The improvement of facilities for tourists is causing environmental damage. _____
3. Hiram Bingham set out to discover Machu Picchu in 1911. _____
4. Machu Picchu is surrounded by mountains. _____
5. Machu Picchu has been too successful as a tourist destination. _____
6. Tourists must carry their own bags whilst they are walking along the Inca Trail. _____
7. The United Nations cultural agency would like to reduce the number of tourists who visit Machu Picchu. _____
8. Machu Picchu is no longer the most popular tourist attraction in South America because many tourists have now found some more ecological ruins to visit. _____

Text 8

Read the text.

Is it easy to spot a liar?

According to psychologists, the average human being lies to others once or twice a day. This is because deception – or 'untruthfulness' – is a natural tendency amongst all living things. Many animals deceive others around them in order to get ahead in life. Birds, for example, pretend to be injured in order to distract predators from baby birds in their nest. Chimpanzees, when they are foraging for food and come across something tasty, will occasionally pretend not to have noticed the food so as not to alert the chimps nearby and lose their prize. So it is no surprise that human beings often deceive for exactly the same reasons: to save their own skins or to get something they can't get by other methods.

Despite how often they engage in it, most people aren't experts at lying. People often make inconsistent facial expressions and body movements in a desperate attempt to seem believable and to suppress what they are really thinking. Because the muscle structure of the face is directly connected to the areas of the brain that process emotion, very few people – most notably, actors and politicians – are able to consciously control all of their facial expressions. Other signs of lying are an increased heartbeat, a faster rate of breathing, and a higher voice pitch.

It would be logical to think that with these sorts of symptoms, we would be able to spot a liar easily. However, just as we are poor liars, it seems that we are equally hopeless at detecting lies. In a survey carried out at the University of Portsmouth in the UK, participants were able to detect a lie 44 percent of the time, and able to detect the truth 67 percent of the time.

So are we better at detecting the truth than detecting lies? High-tech lie detectors or 'polygraphs' are not much more accurate. They cannot detect lies as such; they merely detect the physical effects of emotions. These machines measure breathing, heart rate, and skin conductivity, which tend to increase when people are nervous, as they usually are when lying. On the other hand, the idea of being hooked up to a machine like this could easily produce symptoms of fear, anxiety and anger which are very similar to those responses used to detect a lie, which is one reason lie detector tests are inadmissible in court.

Now answer the questions:

1. Birds protect their young by ...

- a) injuring themselves.
- b) injuring the predators.
- c) behaving as if they are injured.

2. Human beings often tell lies to ...

- a) protect their skin.
- b) to avoid difficult situations,
- c) to get away from other people.

3. The author says that actors ...

- a) tell more lies than most people.
- b) are good at lying.
- c) are good at recognizing liars.

4. According to the text...

- a) people are better at telling lies than detecting lies.
- b) people are better at detecting lies than telling lies.
- c) people are bad at telling and detecting lies.

5. Lie detectors cannot be used in court because they...

- a) are not totally accurate.
- b) break down very frequently.
- c) can be bad for the health.

Text 9

Read the text.

The House of the Future

1 In the new village of Hamborne, in Kent, Robert Pickford goes to the bathroom and prepares for a new day. It is 2020.

There is a slight hum as the family water purifier switches on, and as he walks down the hallway he taps the electricity meter and sees it shows that the family is in credit: his own windmill generator and solar panels are putting more energy into the electricity grid than the household is using, adding to the family income. Downstairs his wife, Ela, is complaining. The so-called 'smart fridge' has malfunctioned and the order for milk and bread which should have reached the local delivery service has not been sent. The grocer, who employs a refugee from Vasalu, a Pacific island country that disappeared three years previously as sea levels rose, will have to be telephoned instead.

Richard normally works from home, but today is going in a shared hydrogen-powered car to the office on an industrial estate in the next town.

When working at home, a telephone gadget in his ear, which operates on electricity generated by his brain, allows his manager to speak to him at any time during working hours. Today as he drives to work he carefully picks his route to avoid traffic congestion charges on the motorway, or in any of the towns on the way. His company long ago moved out of its central London headquarters to cut costs.

The clampdown on preservatives in food and high oil prices mean that sending fresh food long distances is prohibitively expensive. The family keep chickens to have a supply of fresh eggs and grow vegetables because so much imported food is now an expensive luxury. The warmer climate means melons can be grown outdoors, although it also has led to a malaria outbreak in nearby Tunbridge Wells.

But life in Britain in 2020 is not all bad. The air is cleaner, public transport is much better, and because of congestion charges and home working, traffic jams are becoming a distant 35 memory.

Are the statements true (T) or false (F)?

1. Every morning Robert Pickford switches the water purifier on. _____
2. The house uses energy from the wind and the sun. _____
3. If the family uses less energy than they produce they can make a profit. _____
4. Ela will call the man from Vasalu to ask him to come and fix the fridge. _____
5. Richard has his own car. _____
6. It is necessary to pay money to travel by car on all roads and through all towns. _____
7. The use of food preservatives is not permitted. _____
8. The family keeps chickens because they prefer fresh eggs. _____
9. A rise in temperature has led to the existence of new diseases in England. _____
10. There are far fewer traffic jams than there used to be because more people work from home. _____

Text 10

Read the text.

Running a business can be stressful at any age, but when you're just 15 and have to juggle it with going to school and doing your homework, it's even more remarkable. And that's exactly what young entrepreneur, Luisa Bundy, designer of a range of soft toys called Little Bundles, has done.

It all started when Luisa's mother bought her some modelling clay for her 12th birthday and she began experimenting with making small model figures based on her friends at school. The first batch went down a storm, and her friends encouraged her to make more. So she did, handing them out at Easter instead of eggs. As word spread around the school, Luisa introduced a form so she could take orders during the day and make the figures over the weekend. Her mother used to come home to find piles of order forms spread out on the kitchen table. She thought Luisa was going to get into serious trouble for doing business in the playground. But teachers' names were on the order forms too.

Two years later, Luisa had made 13,000 Little Bundles. Prior to this, she had spent most weekends and holidays researching craft fairs across the south of England. At one fair she sold 250 figures in an hour at £2 a go. And she even researched the number of people that usually turned up to each fair, so she knew exactly the number she needed to make for the customers there. When she noticed that the majority of customers were buying the toys as gifts she designed a range of gift cards to accompany them.

At this point, the volume of work was becoming overwhelming and she decided to seek advice from Sir Richard Branson, who had begun his Virgin empire as a teenager. On his advice she set up Bundy Creations Ltd, with her mother as director.

Last year they took on the cost of exhibiting at a craft fair in the north of England, and it paid off. They were spotted by a major toy manufacturer, which quickly signed the figures to a three-year soft toy licensing deal. According to the manufacturer, they have already practically sold out.

Task 1. Answer the Questions 1-8. Use short answers.

1. How old was Luisa when she first started making clay models?

2. Did the first figures she made get a positive reaction at school?

3. What did Luisa's mother find on the kitchen table?

4. Did Luisa get into trouble at school for doing business in the playground?

5. How much did Luisa charge for each figure?

6. How did Luisa know how many people would come to the gift fairs?

7. Who did Luisa contact to ask for advice?

8. Who discovered Luisa's model figures at a gift fair last year?

Task 2. Find words or expressions in the text which match the definitions.

1. do several important things at the same time (paragraph 1)
2. amazing (paragraph 1)
3. a number of things that have been produced (paragraph 2)
4. were extremely popular (paragraph 2)
5. before (paragraph 3)
6. exhibitions where people show things they have made (paragraph 3)
7. too much to deal with (paragraph 4)
8. discovered (paragraph 5)

Text 11

Read the text.

Living with 'boomerang kids'

1/ Leaving school or college used to mean leaving home for good - but no longer. High property prices, student debt, and broken relationships mean that your child is highly likely to return home several times before finally making a go of it on their own.

4/ A survey last year for the Social Market Foundation revealed that one in four people aged between 20 and 30 said they had gone back twice or more since leaving home. One in eight had returned home more than three times! Perhaps unsurprisingly, the survey of 1,044 people showed that men were more likely to do this than women -

8/ 28 per cent of men, as opposed to 18 per cent of women.

Suzie Hayman, counsellor, broadcaster, and author says that, while high property prices and student debt are both compelling factors pushing twenty-somethings back into the arms of their parents, it's not the whole story. She believes that many parents have brought

12/ this situation on themselves by not bringing their children up to be independent. She feels that mothers are often guilty of this with sons, doing all their washing, cooking, and clearing up into adulthood, leaving them ill-equipped for a life on their own. Today's children are driven everywhere and generally expect everything to

15/ come easily. Little wonder, then, that they race back to the security of home when things don't go well in the outside world.

Despite this, most parents don't dread having their children return home - far from it. Many may secretly be delighted, because the child's departure may have revealed glaring holes in their relationship

19/ with each other. Other parents are keen for children to return because it makes them feel more valued. Often parents find it quite tough to go from being the whole world to their child to suddenly becoming unnecessary when they leave home. On the other hand, it can be enormously frustrating for parents,

22/ who may have only just adjusted to having an adult relationship again, to find themselves sharing their home with another adult - who insists on behaving as if they were still a child.

Task 1. Are the statements true (T) or false (F)?

1. Children often return to live with their parents because they can't afford to rent or buy a place to live. _____

2. The majority of people who come back to live with their parents are female. _____
3. According to research, the majority of men in their twenties return home to live with their parents. _____
4. Suzie Hayman believes that for many parents it is their own fault that their children return home to live. _____
5. Many parents are very happy when their children return home to live. _____

Task 2. Match these expressions from the text with their meanings a-h.

- | | |
|--------------------------------------|---------------------------------|
| 1. making a go of something (line 3) | a) strong and persuasive |
| 2. compelling (line 10) _____ | b) being extremely important |
| 3. bringing up (line 12) _____ | c) huge problems |
| 4. ill-equipped (line 14) _____ | d) unprepared |
| 5. little wonder (line 15) _____ | e) no surprise |
| 6. dread (line 17) _____ | f) feel very worried about |
| 7. glaring holes (line 18) _____ | g) doing something successfully |
| 8. being the whole world (line 20) | h) raising |

Text 12

Read the text.

Englishwoman Sets a Sailing Record

February 8, 2005

Ellen MacArthur yesterday became the fastest person to sail solo around the world after enduring stormy seas, 65-mile-an-hour winds, a broken sail, burns, bruises, and exhaustion - even a close encounter with a whale.

MacArthur, a 28-year-old Englishwoman, completed the 26,000-mile circumnavigation by crossing an imaginary finishing line between Ushant, France, and Cornwall, on the south coast of England. Her final time was 71 days, 14 hours, 18 minutes, and 33 seconds. Her 75-foot trimaran, B & Q, broke the record set by Francis Joyon, who finished in 72 days, 22 hours, 54 minutes, and 22 seconds in February 2004.

Later, she told her team, 'I feel absolutely exhausted but I'm elated to be here. The whole voyage has been very draining, and there's a lot of things going round in my head. But it's great that I can finally switch my brain off and relax in the company of others, which I've really missed.'

British Prime Minister Tony Blair and Queen Elizabeth II both paid tribute to MacArthur. French President Jacques Chirac, in whose country MacArthur is already a household name, also sent his congratulations.

MacArthur's journey began on November 28, and from then on, she slept an average of 30 minutes at a time and four hours in any day. She reheated freeze-dried meals on a single burner stove while living in an area measuring 5 feet by 6 feet. Her water supply was desalinated from the sea.

She spent Christmas Day in a storm, but after crossing the half-way mark at Cape Horn on New Year's Eve, she built a four-day lead on the pace set by rival Francis Joyon. A week later, during the worst storms of MacArthur's career, she badly burned her arm on a generator.

Buffeted by heavy storms in the southern ocean, MacArthur slipped a day behind Joyon. By late January, she was back in contention after crossing the equator. Her 75-foot boat hit a large fish and nearly struck a whale, and then light winds threatened. But a storm helped push her back into the lead.

Task 1. Answer the Questions 1-12. Use short answers.

1. On which date did Ellen MacArthur break the record?
2. Did she sail with a team?
3. What was the name of the boat?
4. Where did the race end?
5. What kind of animal did she nearly hit?
6. How did she feel when she arrived home?
7. What had she missed?
8. How well known is she in France?
9. What kind of food did she eat?
10. When did she reach the half way mark?
11. Where was she when she fell behind the pace set by Joyon?
12. What eventually helped her to gain speed?

Task 2. Find words or phrases in the text with these meanings.

1. suffering something unpleasant (paragraph 1)
2. a dangerous experience or meeting (paragraph 1)
3. extremely happy and excited (paragraph 3)
4. exhausting (paragraph 3)
5. likely to succeed in a competition (paragraph 7)

Text 13

Read the text.

Touching the Void, a drama documentary directed by Ken Macdonald, tells the story of two young men from the North of England, Joe Simpson and Simon Yates, both in their early twenties, who in 1985 set out to climb the 21,000-foot Siula Grande in the Peruvian Andes. It's a modest 'Alpine-style' climb with no back-up team, no helicopters, and no equipment other than what they carry in their packs.

They make it to the top in three days, but on the way down (when apparently 80 per cent of accidents occur) they run into terrible weather and a treacherous ridge.

Simpson has a bad fall that drives a bone up through his shattered knee and Yates tries to lower him down the mountain, 150 feet at a time. But there comes a point when Simpson is hanging in mid-air, irretrievable, and probably dead. To save his own life, Yates cuts the rope and returns to base camp, a decision he will have to live with for the rest of his life. Simpson actually survives in a crevasse the size of St Paul's dome. Crippled and in terrible pain, he makes the journey back in four days, one of the great stories of survival.

This story has been on moviemakers' minds for some years. Then, in 2003, Macdonald had the brilliant idea of shooting the movie using actors to play Simpson and Yates, and to have the real Simpson and Yates talking both to camera and over the action, as a form of commentary. The actors hardly say a word.

The film was shot entirely on location in Peru and in the Alps with some very evocative music, and we never see the men in their domestic contexts.

We experience the effort, the exhaustion, the pain, and the triumph of the climbers - and it is a breathtakingly beautiful film as we watch these small figures crossing glaciers and climbing rock faces in the majestic mountains. Is there 'some evil force' in the mountains that's out to get you, Simpson wonders? It is also a film about taking control of your life and subjecting yourself to extreme challenges that involve complex practical and moral choices.

Task 1. Are the statements true (T) or false (F)?

1. The film, Touching The Void, is based on a true story. _____
2. The climbers experienced serious difficulties on their way up the mountain. _____
3. Simon Yates cut the rope because he thought that Simpson had died. _____
4. Simpson had to be rescued from the crevasse. _____

5. The voices of Simpson and Yates were those of actors. _____
6. All of the filming took place in Peru. _____
7. Simpson sometimes had the feeling that the mountains were a kind of enemy that wanted to kill him. _____

Task 2. Match these words and phrases from the text with their meanings a-f.

- | | |
|------------------------|-------------------------------|
| 1. _____ treacherous | a) impossible to save |
| 2. _____ shattered | b) broken into pieces |
| 3. _____ irretrievable | c) forcing yourself to suffer |
| 4. _____ crevasse | d) a very deep crack in ice |
| 5. _____ evocative | e) extremely dangerous |
| 6. _____ subjecting | f) reminding you of something |

Text 14

Read the text and answer the questions.

A dream come true

If money was not an issue and you could choose any job you wanted, what would it be? Actor? Model? Or a footballer like David Beckham? A new survey by adult education specialists, Learndirect, asked people across the UK what their dream job would be.

The results suggest that not only do people aspire to modest professions such as working for a charity or gardening, but often at the top of their list of dream jobs are the very professions others are leaving in droves - such as nursing or teaching.

The survey also reveals that there are striking parallels between men and women's dream jobs, and that they have an equally similar list of nightmare occupations. While day-dreaming about the perfect vocation is common among people of all ages and professions, very few people fantasize about having glamorous jobs.

The Guardian newspaper teamed up with Learndirect to send a few volunteers into their dream job for a day.

One of the volunteers, Michael Mutton, used to work in sales, but found this was not making him happy. He felt the high demands and targets made for an unattractive atmosphere to work in. He had always dreamed of running his own pub, so he went to work at a pub in Hertfordshire for a day.

'I didn't realize how much behind the scenes work there was. I knew the obvious things like pouring a pint, and I had an idea what it would be like meeting people you didn't know. But there was more to it than I'd imagined,' he says.

Changing beer barrels wasn't as easy as he'd anticipated and within minutes he found himself covered in beer.

'I was a bit daunted in the first hour or so, but once I settled, in I loved every minute of it. When I got home, I realized I needed a couple of hours to wind down as I was on such an adrenaline rush.'

A week later, Michael may be in the position to make his dream job a reality. The pub where he worked is on the market and Michael's father has decided to make an offer.

According to the research ...

1. a) many people would like to become a nurse or a teacher.
b) many people found their jobs too modest.
c) many young people would like to be an actor or a footballer.
2. a) many teachers and nurses have moved into gardening or charity work.
b) many teachers and nurses are moving out of their professions.
c) most people never think about their dream job.

3. a) men dream about changing jobs more than women.
b) men and women have similar ideas about the perfect job.
c) men and women often have nightmares about their jobs.
4. *Michael Hutton was unhappy in his job because ...*
a) his office was unattractive.
b) he could never meet his sales targets.
c) he found the pressure of having to meet sales targets unpleasant.
5. *Michael Hutton ...*
a) was fully aware of what the job of running a pub involved.
b) had no idea about what the job of running the pub involved.
c) was surprised about how much work was involved in running a pub.
6. *He found the experience of working in the pub ...*
a) enjoyable.
b) relaxing.
c) strange.

Text 15

Read the text.

World's oldest man dies in Japan aged 114

The secret of a long and healthy life could lie in a daily glass of milk.

Yukichi Chuganji, who was the world's oldest man when he died, aged 114, at his home on the island of Kyushu in south-west Japan on Sunday 28th October 2003, never touched alcohol, preferring a daily glass of milk, hard toffee, and the occasional apple juice.

The former silkworm breeder was born in a farming village on Kyushu on March 23 1889. He later worked in a bank and as a community welfare officer. He married in 1914 and had four sons and a daughter, seven grandchildren, and 12 great-grandchildren.

He was recognized as the world's oldest man by the Guinness Book of Records in January 2002 but the record was challenged by several claims by the Russian authorities.

In recent years he rarely ventured from his bed, mainly because of failing eyesight. But he was mentally alert and able to chew toffee with his own full set of teeth. And it was in his bed that he died, just hours after uttering his final words, thanking his daughter Kyoko, aged 72, for a glass of homemade apple juice.

The oldest person in the world, 116-year-old Kamato Hongo, lives on the southern tip of Kyushu in Japan. There are an estimated 20,000 Japanese centenarians, and about 80% of these, like Kamato, are women. In a country with the longest life expectancy in the world – 85 years for women and 78 for men – about one person in five is over 65.

The figures are often cited as proof of the life-giving qualities of the traditional low-fat Japanese diet of fish, vegetables, and rice. But they also point to a future population crisis for Japan. By 2025 there will be one person over 65 for every two of working age, making Japan the greyest society on earth.

Mr Chuganji's predecessor as the world's oldest man was an Italian, Antonio Todde, who swore that the secret of longevity was a daily glass of red wine. He died aged 112 in Sardinia in January 2002. According to their families, the two men had one thing in common: a stress-free life.

1. Are the statements true (T) or false (F)?

1. He had a glass of apple juice every day. _____
2. He had several different jobs. _____

3. He was universally recognized to be the oldest man in the world. _____
4. He spent most of his last few years in bed. _____
5. He had not lost his teeth. _____
6. Kamato Hongo is a woman. _____
7. By 2025 there will be twice as many working people as retired people. _____
8. Neither Yukichi Chuganjin nor Antonio Todde ever touched alcohol. _____
9. Neither of the men led stressful lives. _____

2. Match these words from the text with their definitions a-h.

- | | |
|-----------------------|---|
| 1. occasional _____ | a) saying |
| 2. former _____ | b) was brave enough to leave a safe place |
| 3. ventured _____ | c) the person who held a position before the current person |
| 4. failing _____ | d) people aged 100 or over |
| 5. uttering _____ | e) happening sometimes but not frequently |
| 6. predecessor _____ | f) ex |
| 7. centenarians _____ | g) living for a long time |
| 8. longevity _____ | h) getting worse |

Text 16

Choose the most appropriate title for the book from the list of book titles below.

New Book Releases

- A** This book describes the creativity of Aboriginal people living in the driest parts of Australia. Stunning reproductions of paintings, beautiful photography and informative text.
- B** Pocket-sized maps and illustrations with detailed information on the nesting sites and migration patterns of Australia. This is a classic booklet suitable for both beginner and expert.
- C** Packed full of information for the avid hiker, this book is a must. Photographs, maps and practical advice will guide your journeys on foot through the forests of the southern continent.
- D** More than an atlas – this book contains maps, photographs and an abundance of information on the land and climate of countries from around the globe.
- E** Australia's premier mountain biking guidebook – taking you through a host of national parks and state forests.
- F** Here's the A-Z of Australian native animals – take an in-depth look at their lives and characteristics, through fantastic photographs and informative text.
- G** Graphic artists have worked with researchers and scientists to illustrate how these prehistoric animals lived and died on the Australian continent.
- H** A definitive handbook on outdoor safety – with a specific focus on equipment, nutrition, first aid, special clothing and bush skills.
- I** Detailed guides to 15 scenic car tours that will take you onto fascinating wilderness tracks and along routes that you could otherwise have missed.

List of Book Titles

- i Field Guide to Native Birds of Australia
- ii The Bush on Two Wheels: 1 00 Top Rides
- iii Bush Foods of Australian Aborigines
- iv A Pictorial History of the Dinosaur in Australia
- v Bushwalking in Australia
- vi World Geographica
- vii Driving Adventures for 4-wheel -drive Vehicles
- viii Survival Techniques in the Wild
- ix Encyclopaedia of Australian Wildlife
- x Guide to the Art of the Australian Desert
- xi Field Guide to Animals of the World

- 1 Book A
- 2 Book B
- 3 Book C

| | | |
|---------|--------|--------|
| Example | | Answer |
| | Book D | vi |

- 4 Book E
- 5 Book F
- 6 Book G
- 7 Book H

| | | |
|---------|--------|--------|
| Example | | Answer |
| | Book I | vii |

Part 3. GRAMMAR
EXPRESSING QUANTITY

Exercise 1

Countable or Uncountable?

Underline the noun that is usually uncountable in each group. Use your dictionary to look up any new words.

Example: shirt fashion skirt tie blouse

- a) holiday journey flight luggage suitcase
- b) meal dish food menu dessert
- c) cheque coin cash salary bonus
- d) tractor corn barn field orchard
- e) raspberry plum fruit fig mango
- f) job employee boss unemployment profession
- g) basement attic cellar bedsit accommodation
- h) health pill disease operation prescription
- i) disco musical music opera concert
- j) motorway traffic jam lorry rush hour traffic

Exercise 2

Some or any?

- a) I did exercise 1 without _____ help.
- b) Would you like _____ more fizzy mineral water?
- c) I don't want _____ more.
- d) _____ people don't have _____ problems learning foreign languages.
- e) Why don't you ask your father to lend you _____ money? I haven't got _____.
- f) My teenage sister never has _____ trouble learning the words of the latest pop songs. There are hardly _____ she doesn't know by heart.
- g) I didn't realize that there were still _____ sandwiches left. I've made _____ more.

Exercise 3

Complete the following sentences with a combination of these words.

| | |
|-------|-------|
| some | one |
| any | body |
| no | thing |
| every | where |

- a) I don't care where we go on holiday as long as it's _____ hot.
- b) Does _____ want a cup of tea?
- c) I've looked _____ for my contact lens, but I can't find it _____.
- d) "What do you want for dinner, Harry?" "Oh, _____, I don't care!"
- e) This sale is fantastic! There's 50% off _____ in the shop.
- f) It's really boring at Auntie Martha's, there's absolutely _____ to do.

- g) I'm a very sensitive person. _____ understands me.
 h) I'll go _____ as long as I'm with you.
 i) Jane's getting married to _____ she met on holiday.
 j) Sue is such a chatterbox, she's always got _____ to say but never says _____ interesting.
 k) Tommy is so nice. _____ likes him.

Exercise 4

All or every?

Choose the correct alternative.

- a) Anna is such a show-off, she thinks she knows *all / everything*.
 b) My driving test was a complete disaster. *All / everything* went wrong.
 c) Kate didn't say where she was going. *All / everything* she said was that she was going out.
 d) *All / every* child in the class failed the exam.
 e) *All / everything* those children need is a bit of discipline, then they wouldn't be so naughty.
 f) *All / everything* I want for my birthday is to lie in bed until midday.
 g) I'm starving. *All / everything* I've eaten today is a packet of crisps.
 h) We both work full time, but my husband never lifts a finger. He expects me to do *all the / every* housework.
 i) I really don't get on with my new boss. I disagree with *all / everything* she says.
 j) I can't go higher than \$ 500 for the car. That's *all / everything* I can afford.
 k) Megan couldn't believe her luck. *All / every* topic she had revised the night before came up in the exam.

Exercise 5

Choose the correct alternative.

1. Hurry up. We have *very little / a little* time.
 2. *All people / Everyone* wished me a happy birthday.
 3. *Less / Fewer* people have big families these days.
 4. *All / everything* I want is to go home.
 5. I dropped a box of cups and glasses. *All / everything* broke.
 6. Can I borrow a tie? *Any / Some* colour will be fine.
 7. I've never been abroad in *my all life / my whole life*.
 8. I can't offer you the job because you have *little / a little* experience.
 9. Don't buy any more cheese. We have *a little / little* left.

Exercise 6

Much or many?

Rewrite the sentences using the words in brackets and *much* or *many*. Make any other necessary changes.

Example

I'm not sure how much drink to buy. (cans of beer)
I'm not sure how many cans of beer to buy.

- a) Are there many jobs to be done in the garden? (work)

- b) I didn't spend many hours on the homework. (time)

c) Did they do many experiments before they found a cure?(research)

d) They couldn't give me many details about the delay in our flight. (information)

e) There are too many cars and lorries on the streets of our town. (traffic)

f) I didn't have too much difficulty with this exercise (problems)

Exercise 7

Choose the correct word or phrase to fill each space in this passage.

Last week I made the mistake of revisiting the village where I grew up. It was a small, friendly community with two farms and a number of old cottages round the village green. I realized very quickly that although in (1) many / few ways it appears unchanged, in reality hardly (2) nothing / anything is the same. (3) All / Every the pretty cottages are there, of course, and (4) both / most the picturesque farmhouses. But (5) none of the / none of inhabitants are country people. All of they / them are commuters, who leave early (7) every morning / all the mornings for the nearby town. (8) Neither of / Neither the farmhouses is attached to a farm these days; the land has been sold and is managed by (9) somebody / anyone in an office (10) anywhere / somewhere who has (11) little / a little interest in the village itself. There are (12) few / a few new houses, but they have (13) no / none of local character; you can see the same style (14) anywhere / somewhere in the country. (15) The whole / Whole of the village, in fact, has been tidied up so much that it has become (16) anything / nothing more than just another suburb.

Exercise 8

Complete these sentences with little / a little / few / a few

1. I didn't have any money but Tom had _____.
2. He doesn't speak much English. Only _____ words.
3. Nora's father died _____ years ago.
4. "Would you like some more cake?" "Yes, please, but only _____."
5. This town isn't very well known and there isn't much to see, so _____ tourists come here.
6. I don't think Jill would be a good teacher. She's got _____ patience with children.
7. This is not the first time the car has broken down. It has happened _____ times before.
8. The cinema was almost empty. There were very _____ people there.
9. There is a shortage of water because there has been very _____ rain recently.

TENSES

Exercise 1

Complete each sentence with a suitable form of the verb given. Use the Present Simple or Continuous, or the Past Simple or Continuous.

- 1) I remember the day you got engaged. We were having tea in the garden when you came out of the house and told us. (have)
- 2) I tried to explain the situation to my parents, but they just _____ what I was talking about. (not / understand)
- 3) What have you put in this sauce? It _____ absolutely disgusting. (taste)

- 4) Peter always claimed that he was innocent, but for many years no one _____ him. (believe)
- 5) – It's a lovely shawl.
– I know, but unfortunately it _____ to me. I'm just borrowing it for the party this evening. (not / belong)
- 6) Why _____ that thin dress? You'll freeze to death in this cold wind! (you / wear)
- 7) Molly's fed up because she injured her ankle when she _____ this morning, so she can't dance. (jog)
- 8) While I was admiring the view, someone stole the bag which _____ all my traveller's cheques. (contain)
- 9) Look! _____ that man standing beside the cash desk? I'm sure he's planning to steal something. (you / see)
- 10) Tea or coffee? I'm making both, so just say which you _____. (prefer)
- 11) The boys didn't want to come shopping with us because they _____ the football on television. (watch)

Exercise 2

Use the verbs in the box to complete the following dialogue. Use the Present Simple or Continuous. Read the whole conversation before you start.

do give go have revise see shake try not / go not / use not / work

Fred is phoning his friend Jane.

FRED: Hello, Jane, it's Fred here.

JANE: Oh, hello Fred. What (1) are you doing?

FRED: Nothing much. I (2) was revising but I had to stop because my computer (3) isn't working.

JANE: Oh dear. Well, I (4) _____ mine. Would you like to come and borrow it?

FRED: Thanks, but I'd rather go out. Would you like to come to the cinema? They (5) _____ two tickets for the price of one this afternoon.

JANE: What's on?

FRED: I'm not sure.

JANE: Well, I (6) _____ if I don't know what film we'll see.

FRED: Wait a minute. I (7) _____ to find the right page in the newspaper. Oh, it's a horror films. We (10) _____ to see one last year and by the end I (11) _____ with terror.

FRED: Oh, all right. Well, see you on Monday I suppose.

JANE: Yes, OK. Bye.

FRED: Bye.

Exercise 3

Past Simple and Past Perfect

Complete the sentences with the verb in bold in either the Past Simple or the Past Perfect. All the verbs are irregular.

fall

a) Harry _____ in love with a beautiful Greek girl while he was working in Athens.

b) At last there was silence from the back of the car. All the children _____ asleep.

feel

c) She told me that she _____ sick with nerves before making that speech.

d) Tom _____ really sorry for himself. Not only had his girlfriend gone off with his best friend, but he didn't get the promotion he wanted.

have

e) It was clear from the tense atmosphere that Susie and Gary _____ yet another row.

f) We _____ breakfast on the veranda every morning whilst we were staying in Venice.

tear

g) Camilla _____ his letter into tiny pieces and threw it onto the fire.

h) Johnny's mother asked him how he _____ his trousers.

cost

i) I didn't ask the price of Ted's new car, but I knew it _____ a fortune.

j) It _____ more to have our word processor fixed than to buy a new one.

fly

k) My father _____ into a temper when he heard I'd failed my exams.

l) I went to visit my brother in Australia. I was nervous because I _____ (never) before.

catch

m) We _____ a taxi outside the restaurant, and it took us to our hotel.

n) She wondered how she _____ a cold in the middle of summer.

be

o) They _____ held hostage for over six weeks when they finally escaped.

p) Talks _____ held in New York last week to discuss global warming.

Exercise 4

Past Simple or Past Perfect?

Put the verb in brackets in either the Past Simple or Past Perfect Simple.

a) I cooked a chicken curry for some friends, but I _____ (not find) out until the next day that I _____ (give) them all food poisoning.

b) Sandra _____ (ring) her friend Dawn to ask about her holiday. Dawn _____ just _____ (return) from a cruise in the Caribbean.

c) Since he was a little boy, Mark _____ (want) to go to Oxford University and study to become a doctor. Imagining his delight when he _____ (do) really well in all his exams! His childhood dream _____ (come) true.

d) Kenneth _____ (have) a very difficult week. On Monday a water pipe _____ (burst) and flooded the kitchen, on Wednesday the central heating _____ (break) down, and on Friday his wife _____ (leave) him.

e) Keith and Fiona _____ (go) to Brighton for their holiday last year. They _____ (be) there the year before and they _____ (have) an awful time, so I can't understand why they _____ (decide) to go back again.

f) Rachel _____ (be) a successful model before she _____ (become) a teacher. She _____ (earn) a lot of money, but then she _____ (give) it all up for the classroom.

Exercise 5

Use the Present Simple or Continuous, or the Past Simple or Continuous.

Fill the gaps in this letter with suitable verbs. Use the Present Simple or Continuous, or the Past Simple or Continuous.

Dear Anita,

Thank you for your entertaining letter, which (1) arrived yesterday. I (2) am beginning to feel much better now although my leg still (3) _____ if I (4) _____ too far. Last weekend I (5) _____ some friends who (6) _____ their summer holidays just up the road from here. They're very nice – I hope you'll meet them if you come here next month. I (7) _____ to their house quite easily, but while I (8) _____ home, my leg (9) _____ to ache really badly. So this week I (10) _____ more careful.

I'm very pleased you (11) _____ to find that book about Indian music that you (12) _____ for. I have some cassettes you can borrow if you (13) _____ I must stop now, because I (14) _____ rather tired.

Please write again and send me some books. This is a lovely place, but you know me, I (15) _____ bored very quickly!

Write much love,
Alice

Exercise 6

Present Perfect Simple and Continuous, and Simple Past (I have done, I have been doing and I did)

Rewrite each of the following sentences without changing the meaning, beginning in the way shown. You may need to use the present perfect or the simple past.

1. We haven't been to a concert for over a year.

The last time we went to a concert was over a year ago.

2. Your birthday party was the last time I really enjoyed myself.

I _____

3. It's nearly twenty years since my father saw his brother.

My father _____

4. James went to Scotland last Friday and is still there.

James has _____

5. When did you last ride a bike?

How long is it _____

6. The last time I went swimming was when we were in Spain.

I haven't _____

7. You haven't tidied this room for weeks.

It's _____

Exercise 7

Present Perfect, Present Perfect Continuous, Present Simple and Present Continuous (I have done / I have been doing and I do / I am doing)

Complete the sentences with one of the verbs in the box in a suitable form. Be careful some of them are negative.

| | | | | |
|------|-------------|---------------|-------|--------|
| be | <u>deal</u> | <u>finish</u> | know | have |
| make | see | speak | stare | suffer |
| suit | want | seem | | |

1. I'm afraid I haven't finished typing those letters. I've been dealing with customers all morning.
2. That jacket really _____ you. How long _____ you _____ your own clothes?
3. Thank you, but I really _____ any more juice. I _____ two large glasses already.
4. I can't find my watch. _____ you _____ it recently?
5. Paul _____ from earache since the weekend. He _____ to the doctor twice, but it's still not better.
6. We _____ why Sara is upset, but she _____ to us for ages.
7. Why _____ you _____ at me? I suppose you _____ a woman on a motorbike before!

Exercise 8

Chose the correct form of the verbs.

1. My sister has been / ~~was~~ interested in medicine ever since she has been / ~~was~~ a child.
2. How long have you studied / did you study before you have qualified / qualified?
3. Where have you studied / did you first meet your husband?
4. Is this the first time you've cooked / you cooked pasta?
5. We have wanted / wanted to go the theatre last night, but there haven't been / weren't any seats.
6. Oh, dear. What can we do? I'm sure something dreadful has happened / happened; we've been waiting / we waiting over an hour and he hasn't phoned / hasn't been phoning yet.
7. We have posted / posted the parcel three weeks ago. If you still haven't received / didn't receive it, please inform us immediately.

Exercise 9

Complete the dialogue. Past Simple or Past Perfect?

Alex wants to go to an art college and is being interviewed by Tom Smith, one of the lecturers. Complete the questions which Tom asks him. Read the whole conversation before you start.

TOM: Right, Alex, let's find out something about you. You're obviously not a teenager, so when (1) did you leave school?

ALEX: Five years ago, actually.

TOM: And where (2) have you been since then?

ALEX: Well I've had several jobs.

TOM: What (3) _____ first?

ALEX: I worked in a café for about a year. I needed to save some money.
 TOM: Why (4) _____ money?
 ALEX: I wanted to travel a bit before I started studying.
 TOM: Where (5) _____ to go?
 ALEX: Well, the Middle East, Latin America, Australia –
 TOM: Good Lord! And (6) _____ all those places?
 ALEX: No, not yet. I've been to Brazil and Peru so far. And I spent some months in Turkey.
 TOM: What (7) _____ there?
 ALEX: I stayed with some friends near Izmir. It was Wonderful.
 TOM: You're very lucky. And now you want to come to college. (8) _____ some pictures to show me?
 ALEX: Um, yes, I have a small portfolio here.
 TOM: Where (9) _____ this work?
 ALEX: Mostly in Turkey.
 TOM: Why (10) _____ any in South America?
 ALEX: I didn't have time really. And I was traveling light, I just did some pencil sketches.
 TOM: (11) _____ them here with you?
 ALEX: They're at the back of the portfolio.
 TOM: Well, Alex, I'm very impressed. When (12) _____ interested in painting and drawing?
 ALEX: I think I always have been.
 TOM: I can believe that. Will you come with me? I want to show this work to my colleagues right away.
 ALEX: Of course. Thank you very much.

Exercise 10

Past Simple, Past Continuous, Past Perfect and Past Perfect Continuous (I did / I was doing / I had done / I had been doing)

Correct the sentences, if there is no mistake, write RIGHT.

1. I was pleased to see my old college friends at the conference last week as we didn't see each other since we finished our course. ... as we hadn't seen each other....

2. We had to wait for hours at the airport because the bad weather had delayed all the flights.

RIGHT

3. Many modern medicines were not invented by western scientists but by tribal people who had been used them for generations before the Europeans arrived.

4. We missed our train, so by the time we reached the theatre, the play ended and the audience was leaving the theatre. _____

5. At the end of their meal they found they couldn't pay the bill because they didn't bring any money with them. _____

6. The children were thrilled when they unwrapped the electronic toys, but when they discovered that nobody bought a battery they were very disappointed.

7. When I came out of the cinema I had found that a thief had taken my car radio.

8. At first the authorities thought the athlete had been taking drugs, but they soon realized they mixed up the results of the tests.

9. When the film star came into the restaurant I didn't recognize her because I didn't see any of her films.

10. When we reached the city centre we couldn't find a parking space, so we had decided to go by bus the next time.

Exercise 11

Past Simple, Past Continuous and Used to

Choose the correct form of the verbs.

- Mary met her husband while she *worked* / *was working* / *used to work* in the States.
- Why does Warren keep shouting at people? He *wasn't* / *wasn't being* / *didn't use to be* so bad-tempered.
- How long is it since you *had* / *were having* / *used to have* a holiday?
- The government *provided* / *were providing* / *used to provide* much more help for disabled people than they do now.
- It's all very well complaining you haven't any money, but while you were travelling around the world, I *studied* / *was studying* / *used to study* sixteen hours a day for my exams.
- The only time I ever *rode* / *was riding* / *used to ride* a horse, I *fell* / *was falling* / *used to fall* off in the first five minutes.

Exercise 12

Present, Present Perfect and Past

Choose the correct form of the verbs. Read through each conversation before you start.

- A** TERRY: What (1) *did you do* / *have you done* / *had you done* last night?
ANGIE: Well, I (2) *have hoped* / *have been hoping* / *had been hoping* to go out, but I (3) *have had* / *had* / *had had* too much work.
- B** PETE: What part of Birmingham (4) *do you live* / *did you live* / *have you lived* in when you (5) *were* / *have been* / *were being* a student?
PATRICK: A place called Selly Oak. (6) *Do you know* / *Did you know* / *Have you known* it?
PETE: Oh, yes. I (7) *was living* / *have been living* / *were lived* there.
- C** GILLIAN: (9) *Do you write* / *Have you written* / *Were you writing* to the bank manager yet?
MARK: I (10) *haven't finished* / *hadn't finished* / *didn't finish* yet. (11) *I've been trying* / *I've tried* / *I tried* to decide what to say.
GILLIAN: Hurry up! He (12) *is expecting* / *has expected* / *has been expecting* your reply since last week.
- D** BRIAN: Our teacher (13) *invites* / *has invited* / *invited* the class to his house on Saturday. (14) *Do you go* / *Are you going* / *Have you gone*?
LUKE: I'm afraid not. I (15) *work* / *used to work* / *am working* for my father on Saturdays.

- E PHILIPPA: When (16) *did you hear / have you heard / had you heard* your exam results?
 CLARA: When I (17) *had phoned / phoned / have phoned* my teacher. She (18) *has been checking / has checked / was checking* the list when I (19) *had rung / rang / am ringing*, so she (20) *was telling / told / tells* me then.
 PHILIPPA: (21) *Have you expected / Have you been expecting / Had you been expecting* to do so well?
 CLARA: Not really, to be honest!

Exercise 13

Present Tenses for the Future and Will/Shall (I do / I am doing / I'll do)

Choose the correct form of the verb.

- A BEN: Are you busy this week, Sam?
 SAM: Not particularly. (1) *I revise / I'm revising* until Wednesday because I've got an exam, but (2) *that only lasts / that is only lasting* until midday and then I'm free.
- B PAT: Oh dear, I've split my coffee.
 ALAN: (3) *I get / I'll get* a cloth.
- C WILL: What time (4) *does your evening class finish / is your class finishing*?
 LIZ: Half past nine.
 WILL: (5) *Shall I come / Do I come* and collect you?
 LIZ: Thanks, but (6) *I meet / I'm meeting* my sister for a drink.
- D MIKE: Mum, (7) *will you talk / are you talking* to Dad for me?
 MUM: What's the problem?
 MIKE: Last week he said I could use the car at the weekend but now (8) *he doesn't let / he won't let* me after all. I need it to get to the match (9) *I play / I'm playing* on Sunday.
 MUM: OK. (10) *I try / I'll try* to make him change his mind. I expect (11) *he's agreeing / he will agree* when I explain.
- E VALERIE: How soon (12) *are you / will you be* ready to leave?
 SOPHIE: Oh I can't go out until (13) *it will stop raining / it stops raining*. I haven't got a coat.
 VALIRIE: OK. I don't think (14) *it goes / it will go* on for long. (15) *I tidy / I'll tidy* my desk while (16) *we're waiting / we wait*.

Exercise 14

Choose the correct verb form.

- This bag is very heavy. *Will you help / Are you going to help* me carry it?
- Shall we invite / Will we invite* the neighbours to the party next week?
- I've decided I need to get fit, so *I'm going to cycle / I will cycle* to work from now on.
- "I've cut my finger" "Don't worry. *I'm getting / I'll get* you a plaster!"
- She is very emotional. *She's going to cry / She's going to be crying*.
- It will be / It's* my birthday tomorrow.
- This time next week, *we're going to lie / we'll be lying* on a beach in Italy.
- I can't wait for next month. *I'll finish / I'll have finished* my exams by then.

Exercise 15

Complete the sentences with a suitable linking word from the box.

1. unless in case if as long as

- Let's take some sandwiches with us _____ we get hungry later.
- Your English won't get any better _____ you speak more.
- You can take the dictionary back to the shop _____ you've got a receipt.
- _____ you don't hurry up, we're not going to make the beginning of the match.

2. so ... that such ... that since so
- a) It was _____ a slow film _____ I fell asleep watching it.
- b) I haven't had anything to eat all day, _____ I'm absolutely starving.
- c) I have decided to cancel the meeting _____ so few people can make it.
- d) She was _____ angry _____ refused to speak to him.

Exercise 16

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

- As soon as it _____ (stop) raining, I _____ (leave).
- When we _____ (arrive) in London tomorrow we _____ (go) straight to Oxford Street.
- They _____ (not speak) to you unless you _____ (apologize).
- Don't worry. He _____ (send) you a reply as soon as he _____ (read) your mail.
- When I _____ (watch) the video, I _____ (give) it back to you, I promise!

Exercise 17

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

A funny thing (1 happen) _____ to me while I was at a local music festival with my boyfriend, who (2 win) _____ two festival tickets earlier that week. It was Saturday afternoon at about 3 o'clock when we (3 arrive) _____ at the festival and hundreds of people (4 already get) _____ there. I (5 spend) _____ the first couple of hours just looking at all the different styles of clothes that people (6 wear) _____ and the amazing hairstyles they (7 have) _____.

At about 7 o'clock, we joined a huge crowd of people at the main stage after one of the most popular bands (8 start) _____ to play. After about half an hour, I (9 realize) _____ I wanted to go to the toilet, so I left my boyfriend enjoying the music. It took about ten minutes to walk to the toilets and there was a big queue when I got there. After about three quarters of an hour I (10 make) _____ my way back to the concert. There was an even bigger crowd of people by then, so I just looked for a tall guy with dark hair, jeans, and a black leather jacket, which was what my boyfriend (11 wear) _____. I spotted a guy who looked like this, pushed my way into the crowd and stood in front of him. After the band (12 finish) _____, I turned round to kiss him, and it was only then that I realized he wasn't my boyfriend! I (13 stand) _____ with a complete stranger for over an hour. I (14 go) _____ very red, mumbled an apology and then saw my boyfriend who (15 look) _____ for me for ages. "Where (16 you disappear) _____ to?" he asked. He never believed my story!

CORRECTIONS

Exercise 1

Correct the mistakes in these sentences.

- We are not agree with you.
- He didn't have no idea what I was talking about.
- I haven't already done the washing up.

4. What were you talking to them?

5. I don't hope they cancel the tennis match.

6. Do you know when is the next bus to Oxford?

7. He told me to not worry.

8. They didn't knew what to do next.

Exercise 2

Correct the mistakes in these sentences.

1. I wasn't allowed go out late when I was younger.

2. Nowadays, with low cost of airlines, you mustn't pay a fortune to go abroad.

3. I can't be able to meet you on Friday.

4. My car isn't start.

5. May you lend me some money?

6. You better see a doctor.

7. The teacher said we haven't to do any homework tonight.

8. Did you succeed in get to the station on time?

Exercise 3

Correct the mistakes in these sentences.

1. It's a beautiful day. Let's have the lunch in the garden.

2. He's captain in the army.

3. He has written two books but neither books have been published yet.

4. Have you got the time for a drink?

5. We got on very well with one other on holiday.

6. I went to Portugal a month before last.

7. I hardly have any free time so I have a few hobbies.

8. I've got two sons but none of them looks like me.

Exercise 4

Put the words in order to make sentences.

1. you well one might as new buy a
2. say that again you can
3. me you told have was Tony coming might
4. couldn't just it help I
5. cup I could tea do of a
6. me, I would I could believe if

Exercise 5

Correct the sentences, if there is no mistake, write RIGHT.

1. The coffee is smelling wonderful. ... smells wonderful.
2. Last year we visited the States. RIGHT
3. The ship sank because the engineer wasn't calling for help until it was already sinking. _____
4. The reason I get fat is that I'm always tasting things while I'm cooking. _____
5. How is Jennifer? Does her health improve? _____
6. You're quite right, I'm completely agreeing with you. _____
7. What did you after you left school? _____
8. Now I understand what you're trying to say! _____
9. I can't imagine why you were believing all those rumours. _____
10. Martin looked forward to a peaceful weekend, when his brother arrived with all his friends from the football club. _____
11. Philippa heard the result of the election as she was driving to work? So she phoned me when she got there. _____
12. Oh, I'm so sorry, I've spilt some tea. Where are you keeping the paper towels? _____

Exercise 6

Are the underlined parts of the sentences right or wrong?

1. Who has written the play Hamlet? _____
2. Aristotle has been a Greek philosopher. _____
3. Ow! I've cut my finger. It's bleeding. _____

- Look at George! He had a haircut.
- My grandparents got married in London.
- Einstein was the physicist who has developed the theory of relativity.

MODALS

Exercise 1

must / can't / may / might

Choose the correct form of the verbs.

- You must be / can't be very proud of your son winning so many prizes.
- We thought our cousins would visit us when they were in town last week, but they didn't even phone. I suppose they must be / must have been too busy.
- The film has been such a big success I guess it must be / can't be easy to get tickets to see it.
- I'm sure you could mend this if you really tried. You must be / can't be using the right tools.
- I've just rung the garage to check whether they've fixed my car, but I can't get an answer. I suppose they may have / may be having a tea-break out in the yard.
- I don't know why you wanted to stay at the party. You might have enjoyed / can't have enjoyed talking to all those boring people.
- I can't go out this morning. We're getting a new sofa and the store may be delivering / must be delivering it today.
- You will have to check these figures again. They're not accurate. You might have been concentrating / can't have been concentrating when you added them up.
- You must be / must have been thirsty after carrying those heavy boxes. Shall I make some tea?

Exercise 2

must / can't / may / might

Match the two halves of these sentences.

- | | |
|--|---------------------------------------|
| 1. You can't have lived in Tunisia for ten years | a) after all your hard work. |
| 2. You must know Tokyo is expensive | b) after touring the world for years. |
| 3. You must have met some fascinating people | c) if you've lived there. |
| 4. You can't be tired | d) without learning some Arabic. |
| 5. You must exhausted | e) when you've just had a holiday. |
| 6. You may find it difficult to settle down | f) during your trip to Africa. |

Exercise 3

must(n't) / need(n't) / should(n't) / don't have to

Match the two halves of these sentences.

- | | |
|---|---|
| 1. She should be working | a) when she was supposed to be working. |
| 2. She shouldn't stay in bed all day | b) because she woke up early anyway. |
| 3. She shouldn't have fallen asleep | c) but she's too tired. |
| 4. She mustn't oversleep | d) or she'll miss her interview. |
| 5. She doesn't have to get up yet | e) unless she is ill. |
| 6. She didn't need to rest | f) if she's not going to work today. |
| 7. She needn't have set the alarm clock | g) because she wasn't feeling tired. |

Exercise 4**Which modals fit?**

| | | | | | | | | |
|------|--------|-----|----------|-------|------|-----|---------|-------|
| will | should | can | ought to | could | must | may | have to | might |
|------|--------|-----|----------|-------|------|-----|---------|-------|

1. You _____ get your hair cut. It's much too long.
2. _____ I ask you a question?
3. Young children _____ be carried on this escalator.
4. You _____ never get a seat on this train. It's always packed.
5. I _____ be studying Mandarin Chinese next year.
6. I _____ already speak five languages fluently.
7. You'll _____ work much harder if you want to pass.
8. It's Saturday night. There _____ be something good on TV.
9. You _____ leave your valuables in the hotel safe.
10. You _____ be over 1m 60 cm tall to be an air hostess.

Exercise 5**Underline the correct answer.**

1. You *mustn't / shouldn't* have any problems with Jack. He's such a good baby.
2. You *don't have to / mustn't* use cream in this sauce, but it makes it much tastier.
3. I *couldn't / wouldn't* watch my favourite TV programme because Sue rang up for a long chat.
4. Timmy is so stubborn. He just *can't / won't* do what he's told.
5. I'm afraid I *cannot / may not* come to your wedding as I'm on holiday in Australia.
6. I *was able to / could* get 10% off the market price by paying in cash.
7. I *should have gone / had to go* to visit Uncle Tom in hospital after work, but I was too tired.
8. You *don't have to / mustn't* say a word about this to your mother. It's a surprise.

THE PASSIVE**Exercise 1****Put the verbs in the correct form.**

1. I've collected all the documents that _____ (need) for the house sale. Can you take them to the lawyer's office to _____ (sign)?
2. Look, this is a secret. Come into the garden where we _____ (not / overhear).
3. If you hadn't been so late for work, you _____ (sack).
4. This office is very inefficient. The telephone _____ (never / answer) promptly, no proper records _____ (keep), and, worst of all, no reports _____ (write) for weeks.
5. I was so worried about my garden while I was in hospital, but I have very good neighbours. When I got home I could see that the vegetables _____ (water) every day and the grass _____ (cut) regularly.

6. Can you come to the police station? The man who _____ (suspect) of stealing your wallet _____ (arrest), and _____ (question) at the moment. The police hope he _____ (identify), either by you or another witness.
7. We had hoped to see several famous paintings, but the gallery _____ (re-organised) at the time of our visit and most of the really valuable works _____ (move) for safe keeping.

Exercise 2

Most of the sentences contain one mistake. Correct it or write RIGHT.

1. My neighbour is very proud of her new grandson who born last week.

2. I'm very fond of this old brooch because it was belonged to my grandmother.

3. My family live in Scotland but I was educated in France.

4. I'm afraid I can't lend you my camera. It's repairing this week.

5. The bridge was collapsed during the floods but fortunately no one was using it at the moment.

6. If you aren't careful what you're doing with that hammer someone will hurt in a minute!

7. The word "stupid" was in my report but it wasn't referred to you.

8. I'm sorry I'm late. I got held up in the traffic. _____
9. When did you discover that the money had been disappeared?

10. Children under the age of seven do not allow in this pool.

PREPOSITIONS

Exercise 1

Verb + object + preposition

Put a verb in its correct form and a preposition into the gaps.

Example: He thanked the nurse for all her help.

| Verb | | | Preposition | |
|--------------|---------|--------|-------------|------|
| thank | forgive | invest | against | into |
| accuse | hide | invite | at | of |
| brainwash | hold | model | for | on |
| congratulate | inherit | remind | from | to |
| compensate | insure | shout | in | |

- a) You _____ me so much _____ your father. You look just like him.
- b) We are going to _____ all our money _____ stocks and shares.
- c) We have _____ our car _____ fire and theft.
- d) Everyone _____ me _____ passing my driving test at the fourth attempt.
- e) She _____ by the insurance company _____ the injuries she received in the car crash.
- f) My teenage daughter always _____ herself _____ her latest pop idol. She's just had a ring put through her nose, just like him.
- g) Don't _____ the truth _____ me. I want to know everything.
- h) He picked up the crying baby and _____ her tightly _____ his chest.
- i) We've _____ 300 guests _____ our wedding.
- j) I think that TV advertising _____ people _____ buying things that they don't really want.
- k) I didn't _____ a penny _____ my Great uncle when he died.
- l) The spectators _____ abuse _____ the referee when he disallowed the goal.
- m) How can I ever _____ him _____ telling me all those lies?
- n) I _____ by my employers _____ stealing, which I denied strongly.

Exercise 2

Adjective + Preposition

Put the correct preposition into each gap.

- a) Are you afraid _____ the dark?
- b) She was angry _____ me _____ not telling her the news.
- c) Canterbury is famous _____ its cathedral.
- d) Bill is jealous _____ me because I'm cleverer than him.
- e) I'm very proud _____ my two daughters.
- f) I'm disappointed _____ you. I thought I could trust you.
- g) You're very different _____ your brother. I thought you'd be similar _____ each other.
- h) Are you excited _____ going on holiday?
- i) Visitors to Britain aren't used _____ driving on the left.
- j) Visitors to hot countries need to be aware _____ the risk of malaria.
- k) You should be ashamed _____ what you did.
- l) I am most grateful _____ all your help.
- m) Who is responsible _____ this mess?
- n) My son is crazy _____ a pop group called *Hanson*.
- o) What's wrong _____ you? You don't look well.

Questions and prepositions

1. Complete the questions with a preposition from the box.

| | | | | | | | | | |
|----|----|----|------|----|------|----|-------|-----|----|
| in | of | by | with | to | from | at | about | for | on |
|----|----|----|------|----|------|----|-------|-----|----|

- Who was that book written _____?
- Who does this dictionary belong _____?
- What are you looking _____?
- What did you spend all your money _____?
- What is your home town famous _____?
- What sort of books are you interested _____?
- What are you talking _____?
- What are you so afraid _____?
- "You've got a postcard." "Oh. Who is it _____?"
- Who are you angry _____? James or me?

2. Write a short question with a preposition in reply to these sentences.

Example: I went to the cinema last night. *Who with?*

- I'm very cross with you. _____?
- We are going away for a weekend. _____?
- I'm very worried. _____?
- I'm going to Australia. _____ for? A week? A month?
- I bought a present today. _____?
- Have you heard? Jane has got engaged. _____?
- Can you cut this thread for me? _____? I haven't got any scissors.

Exercise 1

Words that go together. Choose the best answer, A, B, C or D.

a) He said I hadn't given him his book, but I was _____ sure I had.

A entirely B totally C quite D rather

b) If you want to _____ success in life, you have to work hard.

A achieve B receive C award D earn

c) He was homesick, and he _____ all his family and friends.

A lost B lacked C desired D missed

d) I wanted to put my new stereo together, but I couldn't make _____ of the instructions.

A sight B sense C reality D understanding

e) If I breath in, I get a sharp _____ in my chest.

A hurt B wound C ache D pain

f) The _____ of living goes up and up. It'll never go down.

A price B value C cost D expense

g) Use your time sensibly. Don't _____ it.

A spend B waste C pass D lose

h) First you lost your job, now your car's been stolen. You've had a lot of bad _____ recently.

A luck B chance C fortune D risk

i) You look worried. What's on your _____?

A brain B head C mind D thoughts

j) If you park your car in the wrong place, you have to pay a _____.

A fine B ticket C caution D fee

k) I like watching political _____ on television.

A rows B debates C arguments D conversations

l) This hotel really tries hard to look after its _____.

A clients B patients C customers D guests

m) I got some holiday _____ from the travel agents.

A albums B manuals C brochures D handbooks

n) I'm _____ a small flat for the three months I'm in London.

A hiring B letting C booking D renting

Exercise 2***Antonyms and synonyms.***

For each of the adjectives or verbs in A, write its opposite in B using a prefix.

| A | B | C |
|---------------|----------|----------|
| kind | unkind | cruel |
| honest | | |
| credible | | |
| appear | | |
| fair (=equal) | | |
| pleased | | |
| continue | | |
| fasten | | |
| normal | | |
| employed | | |
| friendly | | |
| trust | | |
| professional | | |
| known | | |
| cover | | |
| safe | | |
| use | | |
| probable | | |
| important | | |
| emotional | | |

Task 2. In column C, write a synonym for the words in B, choosing one of the words in the box.

| | | | | |
|--------------|-----------|-----------|---------|---------|
| exceptional | reserved | damage | vanish | trivial |
| unbelievable | annoyed | biased | reveal | halt |
| hazardous | redundant | unlikely | cruel | undo |
| anonymous | amateur | deceitful | suspect | hostile |

Exercise 3

Fill the gaps with one of the adjectives from the box.

| | | | |
|-------|-----------|-------------|------------|
| sorry | delighted | safe | mean |
| kind | nice | interesting | impossible |

- a) It's _____ to cut with this knife. It's blunt.
b) It was very _____ to meet you. Goodbye.
c) Is it _____ to walk here alone at night?
d) It was very _____ of John to buy such a cheap present.
e) We were all _____ to hear your good news.
f) It was very _____ of you to give me a lift.
g) I'm _____ to hear that your mother isn't well.
h) She's very _____ to talk to. We had some good chats.

Exercise 4

Fill the gaps with a noun and an infinitive.

| | |
|---------|--------|
| anyone | things |
| nothing | way |
| money | time |
| need | idea |

| | |
|----------|---------|
| to visit | to pay |
| to do | to go |
| to shout | to talk |
| to wear | to skin |

- a) It's _____. Hurry up, or we'll be late.
b) The chef showed me the correct _____ a fish.
c) It's a good _____ the dentist twice a year.
d) I'm lonely. I haven't got _____ to.
e) There's no _____. I can hear you just fine.
f) I have so many _____. I don't know where to start.
g) Have you got enough _____ for the tickets?
h) My clothes are all old. I have _____ for the party.

Exercise 5

The words in bold are all parts of the body, and usually used as nouns. They can also be used as verbs. Match a verb with a line on the right.

| | | |
|----|-----------------|-----------------------------------|
| | arm | out the books to the class |
| | back | the bill for the meal |
| | elbow | the material gently |
| | eye | someone with suspicion |
| | finger | someone out of the way |
| To | foot | out of an agreement/ |
| | hand | the car out of the garage |
| | head | the ball into the net |
| | shoulder | through a book quickly |
| | thumb | the line in a job or organization |
| | toe | the responsibility/ blame |

Complete the sentences with a "body" verb in its correct form.

- The teacher _____ out the exam papers and told the class to begin writing.
- I managed to _____ my way to the front of the crowd, so I got a good view of the procession.
- I haven't read the magazine yet, I just _____ through it to see if there were any interesting pictures.
- We all _____ the new member of class with curiosity. We were eager to see what she was like.
- They ordered the most expensive things on the menu because they knew that I _____ the bill.
- In the final seconds of the match Benson _____ the ball into the back of the net making it one-nil.
- The soldiers _____ with rifles and ready for battle.
- In our company all employees have to _____ the line or be sacked.
- I love the feeling of real silk. I can't stop _____ it.
- We've just learnt that the investors _____ out of deal, so now we don't know where the money is coming from.
- I'd hate to be Prime Minister. I don't think I could _____ the responsibility of making so many important decisions.

Exercise 6

Fill the gaps with a preposition and an -ing form.

| | |
|---------|------|
| about | like |
| without | by |
| with | of |
| at | for |

| | | |
|--------|-------------|--------|
| having | remembering | doing |
| making | being stung | coming |
| buying | arriving | |
| asking | going | |

- I got into trouble _____ at school late.

- b) You can lose weight _____ exercise.
 c) How _____ out for a meal tonight?
 d) How dare you take my money _____ me?
 e) I'm fed up _____ no money.
 f) This machine is used _____ pasta.
 g) I'm hopeless _____ people's names.
 h) I'm thinking _____ a new car.
 A Renault, maybe.
 i) Thank you _____ to see me.
 j) Yuk! Monday morning! I don't feel _____
 _____ to work!
 l) I'm always afraid _____ by a wasp.

Exercise 7

Are these adjectives connected with physical appearance or personality? Write them in the correct column. Careful! There is one that can go in both columns.

| | | | |
|----------------|--------------|----------|------------|
| bespectacled | moody | freckled | two-faced |
| big-headed | brainy | graceful | wrinkled |
| quick-tempered | skinny | nosy | bald |
| absent-minded | cheeky | spotty | well-built |
| narrow-minded | affectionate | smart | curly |
| hard-hearted | agile | chubby | |

| Physical appearance | Personality |
|---------------------|-------------|
| | |

General knowledge quiz

Test your general knowledge on topics related to Britain. Circle the correct answer.

1. A Beefeater is ...

- a) a man who guards Buckingham Palace.
- b) a man who guards the Tower of London.
- c) someone who prepares the Queen's food.

2. Yorkshire pudding is ...

- a) a batter that is baked in the oven and eaten with beef.
- b) a pudding that is only eaten in Yorkshire, in the north of England.
- c) a pudding that is eaten only on bank holidays.

3. Whisky is a strong alcoholic drink made from malt,

- a) which is only made in Scotland.
- b) which is Britain's biggest export.
- c) which is also used as a substitute for petrol.

4. Concorde is ...

- a) the fastest plane that has ever flown.
- b) the heaviest plane that has ever flown.
- c) the only commercial aircraft that can go faster than sound.

5. Ben Nevis is a mountain in Scotland,

- a) which is also the highest mountain in Europe.
- b) which is also the highest mountain in the UK.
- c) which is also the highest mountain in the world.

6. Virgin is a well-known British company,

- a) whose chairman is one of the wealthiest people in the UK.
- b) whose staff have to be under forty years old.
- c) whose shareholders get free flights on Virgin planes.

7. Downing Street is the house...

- a) where the Mayor of London lives.
- b) where Prince Charles lives.
- c) where the Prime Minister lives.

8. Agatha Christie is a well-known British author,

- a) who is famous for writing romantic stories.
- b) who is famous for writing detective stories.
- c) who is famous for writing children's books.

9. 1066 is the year when...

- a) the Great Plague happened.
- b) the Great Fire took place.
- c) William the Conquerer invaded Britain.

10. Stratford-upon-Avon is a provincial English town ...

- a) where William Shakespeare was born.
- b) where King Henry VIII died
- c) where you can bathe in hot, underground springs.

WORD BUILDING

Exercise 1

Make as many words as you can by combining different parts of the box.

| | | |
|------|---------|---------|
| dis- | excite | -ful |
| un- | appoint | -lessly |
| im- | honest | -able |
| | patient | -ly |
| | success | -y |
| | direct | -ship |
| | kind | -ment |
| | profit | -ness |
| | help | -ion |
| | friend | |
| | luck | |
| | like | |

Exercise 2

Match a prefix in Column A with a word in Column B. Use each prefix and word once only.

Column A

- 1. il
- 2. re
- 3. under
- 4. sub
- 5. un
- 6. ir
- 7. ex
- 8. dis

Column B

- a) organized
- b) responsible
- c) write
- d) line
- e) wife
- f) legal
- g) titles
- h) comfortable

Now fill the gaps in the following sentences with an appropriate word formed above.

- a) You wouldn't be so _____ if you had a diary and wrote down all the things you have to do.

- b) This letter is very badly written. I'm afraid you'll have to _____ it.
- c) I prefer to see American films in English with _____ in my own language.
- d) This sofa is really _____. It makes my back ache.
- e) In most countries it is _____ to open a bank account in a false name.
- f) It was very _____ of you to go out and leave your younger brothers and sisters alone in the house.
- g) After you've read the book once straight through, read it again and _____ some of the words you want to look up in your dictionary.
- h) He has been divorced for ten years now, but he still has a good relationship with his _____.

Exercise 3

Fill the gaps in the following sentences with the words in the box.

| | | | | | | | | | |
|------------|------------|------------|--------|---------|------|------|--------|------|--------|
| playground | truant | cheat | heart | correct | term | give | absent | hard | degree |
| break | university | headmaster | report | board | | | | | |

- Our teachers _____ our homework in the evening and _____ it out the next day.
- My brother tried to _____ in the exam, but he was caught and sent to the _____.
- I like to play football in the _____ with my friends during the lunch _____.
- She got a very good school _____ because she worked so _____ this _____.
- I'd like to go to _____ when I finish school and do a _____ in Economics.
- The teacher wrote the rules on the _____ and told us to learn them by _____.
- Were you _____ for a good reason yesterday or were you playing _____?

Exercise 4

Make new words with the base words, using the suffixes and/or negative prefixes. Sometimes you need to make small changes to the spelling. Use your dictionary if necessary.

| PREFIX | BASE WORD | SUFFIX |
|--------|------------|------------|
| in- | conscious | -able/ible |
| | help | |
| | kind | |
| un- | literate | -ful |
| | loyal | |
| im- | mature | -(t)ive |
| | measure | |
| il- | polite | -less |
| | popular | |
| | relevant | |
| ir- | rely | -cy |
| | respect | |
| dis- | sense | -(i)ty |
| | success | |
| mis- | thought | -ment |
| | understand | |
| | use | |
| | | -ness |

Complete the sentences with the correct form of the word in brackets.

- What I appreciate most about my grandfather is his wisdom. His advice is always _____ (HELP) and _____ (SENSE).
- Never go to Sue with a serious problem. She is very _____ (MATURE) and _____ (SENSE).
- I think that boxing is a _____ (SENSE) sport. What is the point of trying to hit another person until they are _____ (CONSCIOUS).
- We'd been walking along the _____ (USE) railway track for hours before we realized that the map was out-of-date and _____ (USE).
- The only thing poverty leads to is _____ (HAPPY) and _____ (LITERATE).
- My aunt isn't fond of today's children. She thinks that they are all _____ (POLITE) and _____ (RESPECT).

Exercise 5

Complete the following sentences with the correct form of the word in brackets. Use your dictionary if necessary.

1. My mother was such an _____ person, always busy, always in a hurry. (ENERGY)
2. I made a stupid _____ and so things didn't turn out as planned. (CALCULATE)
3. I'd like to do it _____ this time. I hope you don't mind. (DIFFERENT)
4. If you ate more _____ food, you wouldn't have all these problems with your skin. (HEALTH)
5. I want to be an important _____ when I grow up. (SCIENCE)
6. It is almost impossible to actually measure _____. (INTELLIGENT)
7. He's _____ at mending things. I'll just have to do it myself. (USE)

Exercise 6

Fill in the gaps in the following sentences with an appropriate word from the box.

| | | | | | | |
|--------|---------|------------|---------|----------|---------|-----------|
| floods | drought | earthquake | injures | refugees | charity | emergency |
|--------|---------|------------|---------|----------|---------|-----------|

1. Many have suffered terrible _____ as a result of fighting.
2. The latest San Francisco _____ measured 4.5 on the Richter scale.
3. In case of _____ break the glass and push the button.
4. Half a million _____ have now crossed the border in an attempt to find food.
5. I never give to _____. I think it should be the government's responsibility.
6. There has been a _____ in certain parts of the country due to the lack of rain.
7. There has been so much rain that some rivers have burst their banks and there have been _____.

Exercise 7

Use the words given in capitals at the end of each line to form a word that fits in each space in the same line. There is an example at the beginning (0).

THE DRIVING TEST

I knew I would have to (0) retake my driving test as soon as I saw the
 (1) _____. He didn't even say "hello" and seemed very
 (2) _____. I was a little bit late I suppose as I had slightly
 (3) _____ how long it would take me to get there. As usual
 in this (4) _____ city all the buses were packed and I had had
 to wait more than twenty minutes before a (5) _____ would let
 me get on a bus. I knew apologizing would be (6) _____ so I
 just got in the car. (7) _____ I wasn't feeling particularly
 nervous but this horrible man stared at me in (8) _____ as I
 began to drive off. I put the car into gear, but it went (9) _____
 so fast I couldn't believe it – straight into a wall. I was so (10) _____
 when he told me I had failed that I thought I might cry.

TAKE
 EXAMINE
 FRIEND
 ESTIMATE
 CROWD
 CONDUCT
 USE
 LUCK
 BELIEF
 BACK
 APPOINT

Exercise 8

Use the words given in capitals at the end of each line to form a word that fits in each space in the same line. There is an example at the beginning (0).

FATHER FIRES SON

A businessman sacked his own son because of (0) laziness, incompetence and (1) _____. Stuart Bidwell received dozens of letters of (2) _____ about his work during the ten years he was his father's employee. "He got (3) _____," said Stephen Bidwell, Stuart's father. And the (4) _____ of the company. "He was absolutely (5) _____ at his job and he didn't even have the right (6) _____. Eventually he was asked to hand in his (7) _____ after being caught making phone calls to a girlfriend in Australia. His (8) _____ to resign forced his father to sack him, (9) _____ according to Stuart, who is now suing his father.

LAZY
HONEST
COMPLAIN
NUMBER
MANAGE
USE
QUALITY
RESIGN
REFUSE
FAIR

Exercise 9

Fill the gaps in the following text with the correct form of the words in capitals.

I always wanted to be a great (1) _____. I had these dreams of discovering a (2) _____ new drug that would save the lives of hundreds of people. Unfortunately, I was never very good at (3) _____ at school and kept producing these horrible smells and the teacher used to get very cross with me. After a while, I decided I would become an (4) _____ and design an amazing new (5) _____ which would become a household name. My parents were quite encouraging, but told me to be a little more (6) _____ and not quite so (7) _____. A few weeks later I had a brilliant idea for a pen that, at least (8) _____, would write upside down. To my (9) _____ a friend of mine pointed out that it was not a new (10) _____.

SCIENCE
REVOLUTION
CHEMIST
INVENT
PRODUCE
REAL
AMBITION
THEORY
DISAPPOINT
DISCOVER

Exercise 10

Use the words given in capitals at the end of each line to form a word that fits in each space in the same line. There is an example at the beginning (0).

ADVERTISING

Many people find their work rather (0) boring I get a lot of (1) _____ from my job. Advertising can be very (2) _____ because you have to think of new ways to attract people's (3) _____. The best way to do this is by surprising them. (4) _____ is boring

BORE
SATISFY
CREATE
ATTEND
FAMILIAR

and people soon get fed up with an (5) _____ they have seen many times before. (6) _____ they want to be shocked. Apart from (7) _____, the other really important (8) _____ of a good campaign is (9) _____. After all if people don't remember what was being advertised, they won't buy the (10) _____.

ADVERTISE
CONSCIOUS
ORIGINAL
CHARACTER
MEMORABLE
PRODUCE

Exercise 11

Use the words given in capitals at the end of each line to form a word that fits in each space in the same line. There is an example at the beginning (0).

NOT FIT, BUT SMART

In my family we don't worry about (0) fitness. I suppose you could say I'm rather (1) _____. I only eat junk food and I never do any exercise. I'm not very (2) _____ and I'm completely (3) _____ at sports. My two sisters are not (4) _____ to me when it comes to leading active lives. Neither of them has played any kind of sport since (5) _____. What they lack in sporting ability, they make up for in (6) _____. They are two of the (7) _____ people I know. One of them works as a research (8) _____ and the other designs electronic equipment like (9) _____ and mobile phones. They have both done extremely well in what are very (10) _____ professions.

FIT
HEALTH
ENERGY
USE
SIMILAR
CHILD
INTELLIGENT
CLEVER
SCIENCE
CALCULATE
COMPETE

Exercise 12

Use the words given in capitals at the end of each line to form a word that fits in each space in the same line. There is an example at the beginning (0).

AMATEUR ATHLETICS

Events like city marathons are (0) increasingly popular. You don't have to be a (1) _____ person to take part in (2) _____, though you do need to be fairly (3) _____ and reasonably fit. You can build up fitness by jogging. It's not the (4) _____ that matters, but how long you jog for. You can improve your (5) _____ gradually over a period of weeks. In (6) _____ for a long race like a marathon it's (7) _____ to run more than a couple of kilometers most days. (8) _____ marathon runners work on the (9) _____ aspects of running long races. Mental (10) _____ is just as important as being physically fit.

INCREASE
COMPETE
ATHLETE
ENERGY
DISTANT

PERFORM
PREPARE
NECESSARY
SUCCESS
PSYCHOLOGY
STRONG

Words commonly confused

These words are often confused. Fill the gaps with the correct word. Put the verbs into the correct forms.

1. expect wait for look forward to

We _____ the rain to stop so that we can play tennis.

The weather forecast says a lot of rain _____ over the next few days.

The children _____ opening their presents on Christmas Day.

2. floor ground

The _____ was wet from all the rain.

We have tiled the _____ in our kitchen.

The Men's Department is on the _____ floor.

3. alone lone lonely

I like living _____, I never feel _____.

A _____ survivor could be seen in the life raft.

4. bring take fetch

I _____ usually _____ to school by my father when I was a child.

My mother always _____ me back home.

Our dog can _____ sticks if you throw them for him.

5. see watch look at

_____ you _____ that new Spielberg film yet?

The police sat in their car. They _____ every move the man made.

_____ this lovely picture little Emma has painted!

6. actually at the moment really

"What a shame James lost the match." "_____, he won"

The children are out playing in the garden _____.

You _____ shouldn't have bothered.

7. ashamed embarrassed nervous

The actors were really _____ before the first performance.

He was _____ when his trousers split.

I feel so _____. I shouldn't have lied.

Exercise 1

Look at the example of an informal letter.

1. Answer to the following question:

You have recently got back from a holiday. You decide to write back to an English friend who wrote to you some time ago. Apologize for the delay in replying and tell her/him about your holiday.

Unfortunately, the letter contains a number of spelling, grammar and vocabulary mistakes. Try to find and then correct them. The number of mistakes is indicated at the end each sentence.

Apartado 134,
02640 Almansa, (Albacete),
Spain, 5/8/95

Dear Chris,

Thanks for your letter. I am really sorry (didn't write back earlier, but I have only just got back from holiday. I went with three friends to a little place called Mojacar which is near of Almeria, but it wasn't exactly that we expected (2)!

We booked some rooms in hotel in the village, but when we arrived to the hotel, we were very disappointing (3). It was very old, rather dirty and we couldn't to see the sea (1). So, we decided change (1).

The next hotel was perfectly (1). It was very clean and it had the biggest swimming pool I ever seen (3). But it was one problem - it was so much expensive (2)! We stay one night, but then there was time to change again (2)!

On the end we found the beautiful apartment with a balcony and it was cheap (2). Unfortunately, we only had four days of our holiday left (1)!

Anyway, I must go and unpack my suitcase! I will write again soon.

Love,

Natalia.

2. Before you practice writing an informal letter, answer the following questions about how you write informal letters in English.

1. Where do you write your address?
2. Do you write the address of the person you are writing to in the letter?
3. Where do you write your name?
4. Where do you write the date?
5. How do you usually begin an informal letter?
6. How can you finish an informal letter?
7. Do you need to write you address in the exam?

3. Now write an informal letter in answer to the question in Exercise 1 in 80 -100 words. Your letter should follow this order:

- a) Apologise for not writing sooner and explain why.
- b) Say where you went on holiday and who with.
- c) Say why you enjoyed/ didn't enjoy your holiday and describe any special things you did.
- d) Say when you hope to see or contact your friend.

4. When you have finished, show your work to a partner who should check your grammar and spelling.

Exercise 2

You are studying English in the UK and are staying with a host family. You've been studying hard, but you've also taken the opportunity to travel around and discover more of the country.

Write a letter (120-150 words) to your family at home. Give information about:

- your school
- the town where you are studying in England
- your host family
- what you have been doing
- your plans for the next weekend

Read Kim's letter to Rachel.

Hi, Rachel

How's it going? Is everything still OK for your visit next weekend? I'm dying to see you again and catch up on all your news.

Anyway, I'm just writing to say that I won't actually be there to pick you up at the airport, but John'll come and get you, and I'll be back as soon as my course finishes at about 7. Your flight lands at 5 o'clock, doesn't it?

By the way, I've booked us a table at a really fabulous seafood restaurant by the sea for Saturday night.

So see you next Friday.

Lots of love

Kim

Now write Rachel's reply to Kim. Write 120-150 words.

Tell her you have just found out that your plane will now land at 2.30 p.m., not 5 p.m.

Explain that you are allergic to seafood.

Apologize for any inconvenience.

Suggest a new plan.

Exercise 3

What should we do to make people think about pets and their rights.

Which would be most effective in your country?

Read the following question asks to write an article.

An international magazine for young people who keep pets is concerned about the health and safety of animals bought as presents. The editor has asked you to write an article offering advice to people about choosing suitable pets and looking after them properly.

a) Work with a partner and decide on an interesting title for your article, note down ideas and divide them into paragraphs.

b) Write a first draft of the article together in 80 - 100 words. Use informal language.

Include at least four of the following words and phrases: *although, unless, however, as long as, despite, so ... that.*

- c) Exchange articles with another pair of students. Read their article and mark parts that you do not understand and where you would like some more information. Return the article.
- d) Rewrite your article with your partner, responding to the comments of other students.
- e) Go through your final version and check carefully for mistakes of grammar, spelling, punctuation, word order and vocabulary.

Exercise 4

You will probably need to write a story in the past.

The key elements for this are:

- a) correct use of past tenses
- b) linking expressions
- c) interesting and varied vocabulary
- d) imagination!

1. Read the following story and put the different parts in the correct order. Then compare your answers with a partner and say which words helped you to decide.

A They included maps with distant stars which were not known to astronomers at that time, but which have since been discovered.

B Few people believed the Lawsons until some astronomers were shown the pictures the Lawsons had drawn of the inside of the spaceship.

C Suddenly(1), an enormous(8) spaceship with flashing Lights landed right in front of their car and a strange(3), glowing figure got out.

D They say that they were well-treated and that the aliens just wanted to find out about human beings.

E After that (4), the Lawsons claim they were taken aboard spaceship and a series of tests.

F Bill and Betty Lawson had been driving along a lonely road in New Hampshire when an amazing thing happened.

G In the end, the Lawsons were left on the same road unharmed but 30 kilometres further on.

2. The following words and phrases can help to make your narrative writing more interesting and clearer to read. Decide if they are similar to words (1), (2), (3), or (4) in the story in the text above.

- | | |
|--------------------|------------------------|
| a) gigantic | i) out of the blue |
| b) following this | j) vast |
| c) weird | k) massive |
| d) all of a sudden | l) some time later |
| e) afterwards | m) from out of nowhere |
| f) without warning | n) after a while |
| g) odd | o) peculiar |
| h) huge | |

3. Read the following question which asks you to write a short story.

You have decided to enter a short story competition. The competition rules say that the story must begin or end with the following words :

They left Planet Earth surprised and rather disappointed by what they had found.

Write your story for the competition.

4. Now work with a partner and write the story together in 120–180 words. Follow this procedure:

- First decide whether you want to begin or end your story with the words provided.
- Then write a series of questions such as: *Where did they come from? Why did they come to Earth?*
- Next make notes to answer your questions. Arrange your notes in paragraphs.
- Now write your story. Try to include appropriate linking expressions e.g. *then, next* and interesting vocabulary e.g. *all of a sudden*.
- Finally check your work very carefully, particularly for errors with narrative tenses.

Exercise 5

Write a story (120–180 words).

The story must end with these words: ... and then I woke up and realized that the whole thing had been a dream.

Use these questions to help you write your story.

Background

- Where were you?
- Were you with anyone?
- What were you doing?
- When did it happen?

Main event

- What happened?
- How did you feel?
- What did you do next?
- How did you feel afterwards?

Exercise 6

Write an essay about your favourite book.

1. Pre-writing task.

- Explain the basic story to another student (in English!).
- Make notes in a notebook under headings.

Example: Characters Relationships Places Events

- Make a list of questions that you might be asked about your book and discuss them with other students.

2. When you have done all of the above, write an answer to one of the following questions in 100–120 words.

1. What do you think is the most important event that takes place in the book you have read? Write an account of it and why it is important for a student who has not yet read the book.

2. Who do you think is the most interesting person in the book you have read? Write a report for your school magazine, explaining why this person is interesting and how she/he contributes to the story as a whole.

Give your opinion on a particular question.

Here is an example of the type of question you may have:

An international young people's magazine is investigating the question:

Should students only be judged by their results in end-of-year exams?

Write a short article for the magazine on this topic, based on your own experience.

You are going to read a sample answer to this question, but first look at the following sentences and say what the names are of the different punctuation marks.

How do you spell 'competitive'?

"It's time to stop writing," she said.

Stop throwing those paper - clips!

1. Now look at the following sample answer to the question above.

1. In the first and second paragraphs there are ten mistakes of punctuation. Find and correct them.

2. In the third paragraph there is no punctuation. Rewrite it, putting in the correct punctuation as necessary.

"more and more in my country, student achievement is being based on a mixture of continuous assessment and end-of-year exams some people claim that this is leading to lower standards in schools' but I don't believe this is true.

In my opinion, it is much fairer to allow the work students do during their school year to count towards their final result for various reasons. Firstly, it is possible to have a bad day when you take your exams and not show your true ability secondly, exams don't encourage real learning as students just memorise lots of information for the exam and then immediately forget it all as this, it is much more realistic to spend time thinking about a question or problem discussing it with other people and researching it in books. This is, of course something you cannot do in an exam.

in conclusion then i believe that we should make coursework an increasingly important part of students final marks this will give a fairer and more accurate picture of each students real ability"

3. Now read the sample answer again and decide:

1. what is the purpose of the each paragraph is.

2. If you agree in general with the views of the person who wrote it.

4. You are going to write your own answer either to the question preceding Exercise 1 or the one below in 100-120 words.

You should follow this procedure:

a) Work with a partner and think of ideas to include.

b) Organise your ideas into sensible paragraphs.

c) Write a rough draft.

d) Read through the draft and make sure you have included appropriate linking expressions.

e) Check your punctuation.

f) Show the draft to another student and ask them if everything is clear and easy to understand. If not, discuss how you might reword it.

g) Write a final version.

An international young people's magazine is investigating the view that:

There is no point in making students repeat a school year if they fail their exams.

Write a short article for the magazine on this topic, based on your own experience.

Exercise 8

Writing emails.

1. Look at the following task and underline any key words.

Imagine that you have had a chance encounter with a famous person you admire. Write an e-mail message to a friend describing what happened.

Will you write in a formal or informal style? Why?

1. Write your e-mail message.
2. Check it carefully for spelling and grammar mistakes.

Read Andrea's e-mail to Ali.

From: andrea.hoyle@nowadoo.es
Date: Saturday 15 March, 4.39 p.m.
To: AliLew99@hola.com
Subject: Trip to Barcelona!

Hi Ali

Great to chat to you on the phone the other night. I'm so glad we finally managed to get hold to each other.

Just wondering if you mentioned to Jason the idea of you to coming over to stay with us for a long weekend here in Barcelona. It'd be so brilliant if you could make it. I spoke to James and he thinks that the best time for you to come would be in June cos the new kitchen'll be done by then.

Oh yeah. Just one other thing. Max hasn't stopped going on about those toy trains that he played with when we came to England – he just loved them, you know what kids are like... Could you do me a massive favour and send one over for him? Let me know how much it costs and I'll send you the money. Cheers!

Email me soon and let me know if you can come.

Lots of love

Andrea

Now write Ali's email (120-150 words) in reply.

- Reply positively to the invitation.
- Suggest arrangements for the trip.
- Agree to her request.
- Ask if Andrea can recommend a hotel to a friend of yours who is going to Barcelona next month.

Writing a description of a person.

1. Read the question and the answer below. In seven lines of the answer there is an extra incorrect word which should not be there. Find the extra word and correct the lines.

A local radio station is running a Best Friend of the Year competition. To enter, you must write a short composition describing someone you really like.

1. *I suppose the first one notices about Sarah is her long black hair and her dark brown eyes. She has a lovely smile and doesn't generally wear much make-up. She's not very much tall, but she is quite slim and has got some very slender arms and hands.*
2. *What I particularly like about her is the way she thinks of carefully about what she says and always makes interesting, intelligent comments. She's got a great sense of humour and when I'm with her I can never stop to laughing. Once you get to know her a little, however, you realize that she is not as quite as confident as she first seems.*
3. *She loves wearing clothes from the 60s and has lots of long dresses with 'hippy' patterns and bead necklaces to go with them. She's also got some silver bracelets which she wears all the time and you always know where she is because you can to hear them clinking together!*
4. *The most distinctive thing about her is her laugh. She is actually a very cheerful person and she has a very optimistic view of the world. After I've been with her for a little while I am always feel great!*

2. Find words in the text which have similar meanings to the words/phrases.

- | | |
|-------------------------|------------------------|
| 1. fairly (para. 1) | 6. initially (para. 2) |
| 2. especially (para. 2) | 7. appears (para. 2) |
| 3. remarks (para. 2) | 8. adores (para. 3) |
| 4. marvellous (para. 2) | 9. numerous (para. 3) |
| 5. a bit (para. 2) | 10. in fact (para. 4) |

Now write a description of someone you admire in 100-120 words. First, underline any words or expressions from the above text that you think you might find useful. It could be someone famous, or someone that you know. Use the paragraph plan to help you. You may wish to include sections on:

- | | |
|----------------------------|----------------|
| a) physical appearance | c) personality |
| b) special characteristics | d) clothes |

Paragraph 1

- Who is he/she?
- Age?
- Early life?
- How long have you known each other/ about him/her?
- If it's a famous person, why is he/she famous? Is he/she popular in your country?

Paragraph 2

- What is the best thing e/ she has done?
- What has he/ she been doing recently?

Paragraph 3

- What do you particularly like or admire about this person?

Exercise 10

Writing a description of a place.

- A**
1. Introduction: where the place is, how to get there and why it became famous.
 2. What you can do there.
 3. Things to go and see nearby.
 4. Conclusion: sum up opinion of place and make a suggestion.
- B**
1. Introduction: when you visited the place and why.
 2. What happened while you were visiting the place.
 3. Another thing that happened during your visit.
 4. Conclusion: how you felt about the trip when you got home.
- C**
1. Introduction: factual information about the place.
 2. What there is to see and do there.
 3. Why it is well-known.
 4. Conclusion: some advice.

1. Read the following task and decide which of the plans above would not be suitable. Why?

You work for the local tourist information service. Your boss has asked you to write an article about a place of interest in your area for a tourist information magazine that is distributed free to young travelers. Write a description of a place you know well for the magazine.

2. You are going to write an answer to the question above. You should follow this procedure:

1. Choose a place to describe. Remember, it should interest young travelers and you should know it well.
2. Choose one of the two possible plans in Exercise 1. (You may change it if you wish.)
3. Make a list of points to include. Answer questions like these and think of others: *Where is it? How do you get there from the airport / centre of town? What is the first thing you notice about the place? When was it discovered / built? When did it become popular / famous? What do people usually do there?* Decide in which paragraph you will include these details.
4. As soon as you have decided on the details and where to put them, you can begin to write. Include some conditional sentences with these patterns:

If you take the road / train / bus from..., you reach / get to ...

If you have a little more time, you can also ...

If you visit...during / in / at / on..., you'll be able to ...

Exercise 11

Write a description of place you know well.

Write 120–180 words. Include some of these details.

Paragraph 1

- where it is located
- general impressions
- personal impressions

Paragraph 2

- history
- bars/ restaurants/ shops
- interesting places to visit
- places nearby
- the type of people/ lifestyle
- atmosphere in the day/ evening

Paragraph 3

- conclusion
- anecdote
-

Write a description of your country for an International Students Magazine. Your story should include information about the geography, the climat, the food, the people, famous attractions, the best time to visit, or anything else you think would be of interest to an international student audience.

Structure your work like this:

1. introduce the topic
2. mention which aspects of your country you are going to cover
3. explain each aspect in turn
4. conclude

Exercise 12

Write a composition in 120–180 words on the topic.

Is the Internet the best source of information?

Before you start to write, think about these questions.

- How much does the Internet cost to use?
- How easy is it to use?
- Can it be accessed at any time, and in any place?
- How up-to-date is the information available on the Internet?
- How reliable is the information?
- Is it enjoyable to use?

Decide which of the ideas above you will include, and then use this paragraph plan to organize your writing.

| | |
|-------------|----------------------------------|
| Paragraph 1 | introduction – present the topic |
| Paragraph 2 | points in favour of the Internet |
| Paragraph 3 | points against of the Internet |
| Paragraph 4 | conclusion – your opinion |

Part 6. SPEAKING

1. Jobs

Task 1. Describe what these different people do in their jobs.

Example: A nurse takes care of people who are not well.

| | | | | | |
|------------------|------------------|---------------|-----------|------------------------|-------------|
| a nurse | a debt collector | an undertaker | a referee | a tax inspector | a plumber |
| a traffic warden | a conductor | a bookmaker | a doctor | an editor | a lifeguard |
| a vet | an artist | a dentist | a chef | a private investigator | a librarian |

Task 2. Work with a partner.

1. Choose one of the jobs, but don't tell your partner which one you have chosen.
2. Your partner must ask you questions to find out what the job is.

Example: A: Do you wear a uniform? B: Yes.

3. You can only answer "yes" or "now" to the questions. When your partner has discovered the job, change over.
4. See who can discover the other person's job in the least number of questions.

2. Sports

Task 1. Match the words in the box to one of the listed sports below. Some of the items go with more than one sport.

| | | | | | | | | | |
|---------|---------|------------|--------|-----------|----------|--------|----------|---------|-----------|
| a glove | a net | a hole | a set | a ring | a green | a goal | a racket | a round | an umpire |
| a court | a pitch | a linesman | a club | a referee | to serve | | | | |

1. tennis
2. golf
3. football
4. volleyball
5. boxing

Task 2. Describe how the following pairs of sports are similar to and different from each other.

1. volleyball/basketball
2. tennis/table-tennis
3. boxing/wrestling
4. football/American football
5. surfing/windsurfing

Task 3. Discuss the following questions:

1. What sport do you enjoy playing most? Are there any other sports that you would like to try?
2. What sport do you enjoy watching most? Do you prefer going to sports events or watching them on TV?

Task 4. Work in a group with other students and describe a sport that you know.

Refer to the following if appropriate:

- where you play
- what you play with
- what you wear

- who you play with
- the object of the game
- the basic rules
- what makes a good player

Use some of the words and structures from the text to describe this kind of sport.

If the other students know how to play the sport, they should imagine they don't and make you explain very clearly!

3. Describing people

Task 1. Look at the following relations and decide which once:

- can be other male or female.
- cannot be related to you by blood.

| | | | | | |
|-------------|-------|--------|---------------|--------|-------------------|
| stepmother | twin | niece | sister-in-law | nephew | great-grandfather |
| half-sister | uncle | cousin | aunt | | |

Task 2. Look at the adjectives for describing people and match each one to the definitions 1-14 opposite.

- | | |
|-------------------|----------------|
| a) hard-working | h) open-minded |
| b) generous | i) thoughtful |
| c) stubborn | j) naughty |
| d) self-confident | k) attractive |
| e) reliable | l) sensitive |
| f) loyal | m) modest |
| g) strict | n) ambitious |

1. showing that you are thinking deeply.
2. willing to give money, help, and kindness.
3. having a strong desire to be successful, powerful, and reach.
4. willing to consider new ideas and opinions.
5. determined and having good will.
6. severe in demanding obedience to rules of behaviour.
7. that may be trusted; dependable.
8. behaving badly, or not obeying parents, teachers, or rules.
9. having a belief in one's own value and abilities.
10. pretty or handsome, pleasant to look at.
11. faithful to people, places, or things.
12. having or expressing a lower opinion of your own abilities than you deserve.
13. showing delicate feelings.
14. dedicating a lot of time and energy to work.

Task 3. Try to think of one person you know who is like each adjective. Tell a partner who it is and give examples of their behaviour.

Example: My brother's very hard-working. He sometimes doesn't get home from the office until midnight.

Task 4. Work in a group with other students and think of an opposite for each adjective. Use a dictionary where necessary.

Task 5. Describe the different members of your family to a partner. Compare yourself with the members of your family using appropriate language for describing people and making comparisons.

Task 6. Choose one adjective to describe each of the following people.

- a) Once Hans has decided to do something, it's impossible to make him change his mind.
- b) Tom is very keen to do well in his job. He wants to get to the top of the company by the time he is thirty.
- c) Anna is not fixed in her opinions. She is always ready to consider new ideas.
- d) Anita is the sort of person that if she says she will do something, you know she will do it.
- e) Once you are a friend of Paul's, you are a friend for life.
- f) Maria never does any work. She just sits around doing nothing all day.

Task 7. Fill the gaps with an appropriate word from the box. You do not need to use all the words.

A man and woman were seen running away from a post office which had just been robbed. This is the report that an eye-witness wrote for the police.

| | | | | | | | | |
|-----|---------|-----------|------------|---------|--------|----------|----------------|------|
| at | looking | moustache | well-built | as | much | like | contact lenses | wavy |
| lot | bald | in | wearing | putting | looked | ponytail | sunglasses | |

DATE: 27.05.08
CRIME: Robbery of Mare Street Post Office
WITNESS: M. Stewart

I was just getting out of my car, when I saw these two people, a man and a woman, running fast down the other side of the street from me. They were being chased by one or two people who ran out of the post office. The man was (1) _____ taller than the woman. He was wearing black (2) _____ and he had a long (3) _____. He was carrying a red leather bag. He had long black hair, a beard and a (4) _____. He had on a green anorak with badges on the sleeves. He was quite (5) _____ and muscular. The woman was quite small and very slim, but she could run just as fast (6) _____ the man. She had (7) _____ shoulder-length hair and was probably (8) _____ her late teens. She was (9) _____ a dark blue t-shirt and jeans. They both (10) _____ quite scared.

4. Joke

Divide into two groups. Students from Group A should complete Joke A by filling in the gaps with the correct form of the verbs in the box. Students from Group B at Joke B do the same.

tell call go fell never be ask finish do stare come hop put

Joke A

I was having a drink in my local pub the other day when to everybody's amazement this pink and purple spotted kangaroo (1) _____ through the door, hopped up to the bar and onto one of the bar stools.

The barman, who (2) _____ his best not to show how astonished he was, (3) _____ over and asked him what he wanted to drink.

The kangaroo (4) _____ a twenty pound note down on the bar and said he'd have a pint of beer. The barman served him and the kangaroo began to drink his pint. All the other customers (5) _____ in disbelief.

As soon as the kangaroo (6) _____ his pint, he (7) _____ the barman how much he owed him. The barman was almost certain that the kangaroo (8) _____ in a pub before and couldn't possibly have any idea of the price of a pint of beer so he (9) _____ him he owed twenty pounds. The kangaroo handed over the money and jumped down from his stool.

As he (10) _____ towards the door of the pub, the barman, who (11) _____ a bit guilty about overcharging him so much, (12) _____ out to him: 'See you again some time! We don't get many pink and purple spotted kangaroos drinking in this pub, you know.'

'I'm not surprised,' said the kangaroo, 'considering that you charge twenty pounds for a pint!'

1. Now tell a student from the other group your joke using appropriate tenses.

Joke B

have seem be go sit reserve enjoy remark like read reply

A wealthy man (1) _____ in the theatre with his pet elephant. He (2) _____ the best seats so they could (3) _____ a good view. Everyone (4) _____ very surprised at how interested the elephant (5) _____ to be in the play and at the end of the play the manager of the theatre (6) _____ up to the wealthy man and (7) _____ on this. 'Your elephant certainly seemed (8) _____ himself. I must say I was surprised he (9) _____ the play so much.' 'So was I, (10) _____ the wealthy man. 'When he (11) _____ the book the play was based on, he didn't like it at all.'

Task 1. Work with a partner and make a list of all the useful information that a dictionary can give you.

Task 2. Look at the dictionary entries below from the *Longman Active Study Dictionary of English* to see if they give more or less information than you have in your list.

Task 3. Now fill in the gaps in the following sentences with an appropriate word from the dictionary entries.

1. Please try and be _____. We have no chance of arriving by 8 p.m.
2. This is an incredible discovery. It is doing to _____ the way we treat our patients.
3. I'm afraid there's been a small explosion in the _____ and it can't be used at the moment.
4. If you mix these two _____ together, you will _____ a very nasty smell.
5. I suppose, _____ speaking it's possible, but it will never work in practice!
6. There have been some important _____ in the search for a cure for cancer.
7. I think the dishwasher is the best _____ ever!
8. We need to increase the rate of _____ of this new drug. Demand is very high.

chemical - *n* any substance used in or produced by chemistry

chemistry - *n* (U) 1 the study of the substances which make up the universe and the way in which they change and combine with each other: *She's got a degree in chemistry.*

develop - *v* (I) 1 to grow: *The fighting could easily develop into a fullscale war. / This flower developed from a tiny seed.* 2 (T) to improve something or make it grow: *a campaign to develop the local economy*

development - *n* 1 (C) a new event: *There has been an important new development in the political situation.* 2 (C) a new invention to an existing machine or process: *recent developments in the treatment of cancer*

theory - *n* **theories** 1 (C) an explanation for something which is reasonable or scientifically acceptable, but which has not yet been proved to be true: *Darwin's theory of evolution / The detective's theory is that the murderer was well known to the victim.* 2 (U) the general principles for the study of an art or science as opposed to practical skill in it: *musical theory / There will be two chemistry exams: one on theory and one will be practical.*

theoretical *adj*: *theoretical science / a theoretical possibility*

theoretically *adv*: *Theoretically it's my job, but in fact I don't do it.*

discover - *v* to find or learn about something for the first time: *Columbus discovered America in 1492. / The stolen goods were discovered in their garage.*

discovery - *n* **discoveries** 1 (U) the action of finding something: *The discovery of oil on made the family rich.* 2 (C) something that is found out: *He made an important archaeological discovery.*

laboratory - *n* **laboratories** (also *lab infml*) a building or room which contains scientific apparatus and which a scientist works.

real - *adj* 1 actually existing and not imagined: *The new system has real advantages...* 2 not false or artificial; GENUINE: *real gold / real leather*

realistic - *adj* 1 judging and dealing with situations in a sensible practical way because you realize which things are possible: *It's not realistic to expect my parents to lend us any more money.*

invent - *v* (T) 1 to make up, think of, or produce something for the first time: *Alexander Graham Bell invented the telephone in 1876.* 2 to make up something unreal or untrue: *The whole story was invented. / I tried to invent an excuse.*

invention - *v* 1 (U) the act of inventing something: *The invention of the telephone was the start of modern telecommunications systems.* 2 (C) something that has been invented: *The telephone is a wonderful invention.*

inventor - *n* a person who invents something new

produce - *v* **produced**, **producing** (T) 1 to have as result or effect: *Gordon's jokes produced a great deal of laughter.* 2 to make something, especially in large quantities: *Gas can be produced from coal. / The factory produces 500 cars a week.* 3 to grow or supply: *Canada produces good wheat.*

product - *n* 1 something that is produced or made somewhere: *a new range of kitchen products* -see PRODUCTION (USAGE). 2 the result of experiences or certain situations: *Criminals are sometimes the product of bad homes.*

production - *n* 1 (U) the act of producing something, especially for sale: *This factory specializes in the production of larger cars.* 2 the amount of something which is produced: *Oil production is falling world-wide.*

revolution - *n* 1 (C,U) great social change, especially the changing of a ruler or political system by force: *the Russian revolution.* 2 (C) a complete change in ways of thinking or acting: *The invention of the aeroplane caused a revolution in travel and communication.*

revolutionary - *adj* 1 connected with revolution (1): *a revolutionary leader / revolutionary ideas*

revolutionize - (also **revolutionize** BrE) *v* **revolutionized**, **revolutionizing** (T) to cause a complete change: *The discovery of the new drug has revolutionized the treatment of many diseases.*

Task 4. Look again at the words you used to fill in the gaps. Check how many syllables each word has in natural speech and where the main stress falls. Then say the words, with good pronunciation, to a partner.

6. Music in Our Life

Task 1. Discuss the following questions:

1. What kinds of music do you like?
2. Do you have any favourite singers/musicians/groups at the moment?
Why do you like them?
3. Do you ever go to see them in concert?
4. Do you ever watch pop videos? What makes a 'good' pop video?
5. Do you play/Have you ever played any musical instruments?
Which ones? Do you/Did you enjoy playing them? Are there any instruments that you would like to learn?

Task 2. Fill the gaps in the following sentences with an appropriate word. You are given the first part of each word and the number of letters.

1. I like sitting in the front r- - in the cinema because like to be really near the scr- - -.
2. The best sc- - - in the film is where she escapes.
3. He is a great dir- - - - and really inspires his act- - - -.
4. In general the pl- - was quite original, but the en- - - - was terrible. Everyone got married and they all lived happily ever after!
5. It's the first Shakespeare pl- - I have seen in the th- - - -.
6. I am happy! They gave me a pa- - . Reh- - - - - start on Monday. It's all very exciting!
7. The first per- - - - - is in eight week's time.
8. Some of the cri- - - - from the top newspapers were there. I hope the rev- - - - will be good. They should be. The aud- - - - - app- - - - - for ages.
9. We went to a wonderful con- - - - last night. It was a new sym- - - - - by that Russian com- - - - - .
He actually con- - - - - the orc- - - - - himself.
10. They are my favourite pop gr- - - . I've got their last album. I really like the lead sin- - - and the bass guit- - - - in particular.

7. The World of Literature

The following words are related to either prose, poetry, or drama. Put them into correct columns. Some words fit two or all three categories.

| | | | | | | | |
|---------------|---------------|-----------|-----------|-----------------|------------------|-----------|-----------|
| nursery rhyme | chapter | critic | backstage | science fiction | review | act | leading |
| role | blockbuster | verse | scenery | rehearsal | standing ovation | ballade | |
| performance | autobiography | plot | director | best-seller | props | script | character |
| novelist | fairy tale | whodunnit | stalls | thriller | playwright | paperback | |

| Poetry | Prose | Drama |
|--------|-------|-------|
| | | |

8. Put What ..., What a ..., or How... to complete the exclamations.

- a _____ silly mistake!
- b _____ brilliant idea!
- c _____ ghastly weather!
- d _____ utterly ridiculous!
- e _____ terrific!
- f _____ rubbish!
- g _____ mess!
- h _____ dreadful!
- i _____ absolutely fabulous!
- j _____ appalling behaviour!
- k _____ hell of a journey!
- l _____ terrible thing to happen!

Which are positive reactions? Which are negative?

9. Being Polite

1. Make these requests more polite. Use the expressions below.

- | | |
|--------------------------|-------------------------|
| Give me a lift. | What's the time? |
| Lend me your pen. | Where is there a phone? |
| Help me find my glasses. | When do we have lunch? |

| | |
|-----------------------------------|------------------------------------|
| <i>Could you ...?</i> | <i>Do you think you could ...?</i> |
| <i>Would you mind ...?</i> | <i>Do you know ...?</i> |
| <i>I wonder if you could ...?</i> | <i>Do you happen to know ...?</i> |

2. Read the requests and invitations, and refuse them politely. Use one of these expressions.

That's very kind of you, but ...
I'm terribly sorry. I'm afraid I...
Believe me, I would if I could, but ...
I'd love to, but ...

10. Giving opinions, agreeing/disagreeing.

Task 1. Look at the following ways of giving opinions and fill in the gaps.

I think (that)

..... my opinion

..... my point of view

As as I'm concerned

Task 2. Put the following ways of agreeing and disagreeing in order from strong agreement to strong disagreement. Decide which two are similar in strength.

- a) I don't really agree.
- b) I completely agree.
- c) I agree up to a point, but....
- d) I couldn't agree more.
- e) I don't agree at all.
- f) That's right.

Task 3. Work with a partner and briefly give your opinion about each of the following. Your partner should say if she/he agrees or disagrees and why.

1. the weather at the moment
2. smacking young children
3. banning smoking in restaurants
4. the need to look after the environment
5. the quality of the programmes on TV

Task 4. Work in a group with other students and discuss whether you agree or disagree with the following statements. Give reasons.

1. Exams are not an accurate measure of a person's ability.
2. A mixture of exams and coursework is a good idea.
3. You should repeat a school year if you fail your exams.
4. You should be told the questions a little time before you go into the exam.
5. Exams should involve an oral and a written part.

11. Giving advice

You should

You ought to

If I were you, I would.....

You really must

You would better

It would be a good idea if you....

Task 1. Look at the following situations and give one or two sentences of advice for each of them, using some of the different forms above.

1. A friend of yours wants to learn English as quickly as possible, but needs advice about what to do to be most effective.
2. A friend of yours wants to lose a lot of weight very quickly.

Task 2. Choose one people's fear. What advice would you give to someone who wanted to overcome this particular fear?

- looking down from a great height
- spiders
- small, enclosed spaces e.g. lifts
- the dentist
- exams
- snakes

12. Present habit

Match a sentence in A with a sentence in B. Use your dictionary to check any new words.

| A | B |
|----------------------------------|---|
| 1. She's really generous. | a He's always working overtime. |
| 2. He's so disorganized. | b She never thinks before she speaks. |
| 3. She's so fashionable. | c He won't ever do what he's told. |
| 4. He's so dishonest. | d She's always buying me presents. |
| 5. She's incredibly house-proud. | e He's always telling lies. |
| 6. He's really stubborn. | f She'll only wear designer clothes. |
| 7. She's so rude. | g He never finishes anything he starts. |
| 8. He's so gullible. | h She's always dusting and polishing. |
| 9. She's very energetic. | i He'll believe anything you say. |
| 10. He's very ambitious. | j She jogs to work every day. |

13. Clothes

Task 1. Put the words in the box below into one of the following categories.

| Types of clothes | Types of shoe | Accessories | Patterns |
|------------------------------------|--|---|------------------------------------|
| belt socks earrings dress | sandals slippers bow-tie leggings | jacket brooch waistcoat pyjamas | anorak T-shirt suit scarf |
| pullover vest bracelet | skirt tights shorts blouse | cardigan Wellington boots high-heeled shoes | trainers |

Task 2. Describe some of the items above to a partner, who should tell you their names.

Example: *A: You wear it around your neck to keep warm or to look nice.*
 B: A scarf.

Task 3. Look around the class. Can you name what the other students are wearing?

Task 4. Discuss the following questions.

1. What kind of clothes do you generally wear to school /to go out with friends in the evening /around the house at weekends?
2. Do you prefer any particular kind of clothes?
3. Do you have a piece of clothing that you particularly like wearing?

14. Shopping

Task 1. Match each of the following statements to a shop below in which you might hear it being said.

1. I only bought these last week and already the hill has come off.
2. Could I have a dozen red roses, please?
3. Do you have anything to help with a sore throat and runny nose?
4. A large, brown loaf and a couple of jam doughnuts, please.
5. I'd like to send this first class – and do you have any of those special airmail letters?
6. I'm afraid this check-out is only for customers with fewer than ten items.
7. Could you give me a couple of those avocados and a pound of the mushrooms, please?

- | | |
|--------------------|------------------|
| a) a florist's | e) a supermarket |
| b) a greengrocer's | f) a post office |
| c) a baker's | g) a shoe shop |
| d) a chemist's | |

Task 2. Discuss the following questions.

1. What are your favourite shops?
2. When was the last time you really enjoyed going shopping? What did you buy?
3. Have you ever had any bad experiences while shopping? (For example, have you ever had to complain?) If so, what happened?

Task 3. Complete the missing words in the following sentences. You have been given the correct number of letters in each case.

1. There are always good bar - - - - in the January sa - - - .
2. I had to qu - - - for ages, but the food is very good va - - - in that shop.
3. I'm afraid these trousers are too large around the waist. Do you have a slightly smaller si--?
4. Do you know, I think the shop assi - - - - gave me \$ 1 too much cha - - - .
5. Oh, this colour really su - - you.
6. Did you see on the la - - - that this shirt is made of si - - and has to be handwashed?
7. Oh no! I've lost my wal - - - and it's got all my cre - - - cards in it.
8. If anything goes wr - - , all parts are fully covered by the one-year guar - - - - .

Task 4. Now roleplay these situations, taking it in turns to be the person who is complaining.

- a) You bought a new coat from a local shop. Soon after, you discover that there is a tear under one of the arms and that two of the buttons have fallen off. You have taken it back to the shop.
- b) You bought a board game from a shop. You gave it to a friend as a present but, very embarrassingly, some of the pieces and cards are missing. You have taken it back to the shop.
- c) You bought a new radio-system. After some days you found out that it wouldn't work. You decide to go to the shop and ask them to mend it.

15. Weather

1. Put the words in the box into one of the category below. Some of the words can go in more than one category.

| | | | | | | |
|--------|----------|--------|------|---------|-------|------|
| damp | freezing | breeze | snow | drizzle | pour | hail |
| shower | warm | chilly | cool | frost | sunny | mild |

- rain

- wind

- heat

- cold

- wet

2. Tell your partner what kind of weather you love and hate.

3. Look at the idioms *in italic* below and try to work out what they mean. Do you have similar idioms in your own language?

1. I'm feeling a bit *under the weather* today.
2. *Make hay while the sun shines*.
3. *It never rains but it pours*.
4. Don't worry. He'll be *as right as rain* in no time.
5. It's just *a storm in a teacup*.
6. He really *put the wind up me* when he said we might lose our jobs.

16. Media

Task 1. Discuss the following questions.

1. Do you regularly read newspapers and magazines? Which one? Why do you like it?
2. Do you often listen to the radio? What stations do you listen to and what kind of programmes?
4. What are your favourite TV programmes? Are there any TV programmes you can't stand? Why?

Task 2. Work with a partner and imagine that you have been put in charge of a new TV channel. Decide the following:

1. What kinds of programmes you want to have on your channel e.g. sports, documentaries, quiz shows, films, news, soap operas.
2. How you are going to make it different from existing TV channels.
3. What are you going to call the channel.
4. What a typical evening's viewings will consist of.

17. Animals

Task 1. The words in the box are all parts of different animals. Decide which of the animals listed below have which parts. Use a dictionary where necessary.

| | | | | | | | |
|--------|---------|--------|---------|--------|------|-------|--------|
| wings | fur | claws | a trunk | hooves | paws | a fin | a tail |
| a beak | feather | a mane | a hump | a horn | | | |

- | | | | |
|---------------|----------|-----------|-----------|
| 1. bat | 5. cow | 9. cat | 13. snake |
| 2. rhinoceros | 6. shark | 10. eagle | |
| 3. dog | 7. lion | 11. fly | |
| 4. elephant | 8. horse | 12. camel | |

Task 2. Read the following sentences and try to work out the meaning of the expressions in *italic*. Use a dictionary where necessary.

1. They were trying to keep their wedding a secret, but his father *let the cat out of the bag*.
2. As I was on the way to the shops I thought I would *kill two birds with one stone* so I went in and saw Mary.
3. I've decided to get out of *the rat race* and give up working in advertising. I'm going to move away and grow vegetables in Wales.
4. I am sorry that you and Steve have split up but there are *plenty more fish in the sea*.
5. When I tell my parents that I have failed my exams, they are going to *have kittens*.
6. I'm afraid you are just going to have to *take the bull by the horns* and tell him you want to leave.
7. If she tells him what she knows, it *will really put the cat among the pigeons*.
8. You know, I heard it *strait from the horse's mouth*, so it must be true.

18. Crime

Task 1. Work in four groups A, B, C and D. Each group should check that they know the meaning and pronunciation of the words in the appropriate box. Use a dictionary where necessary.

Group A

| | | | | | |
|-------------|-------------|------------|--------------|--------------|-------------|
| a thief | a kidnapper | a mugger | a shoplifter | a pickpocket | a |
| blackmailer | a hijacker | a smuggler | a rapist | a forger | an arsonist |

Group B

| | | | | | |
|--------------------|---------|-------------|-----------|------------------|---|
| a court | a judge | a jury | a witness | a defence lawyer | a |
| prosecution lawyer | | the accused | a verdict | a plea | |

Group C

| | | | | |
|--------------------|-------------------|--------------------|---------------------|---|
| a fine | Community Service | capital punishment | corporal punishment | a |
| suspended sentence | a jail sentence | | | |

Group D

| | | | | | |
|--------------|-------------|--------------------|---------|-----------|--------|
| to arrest | to question | to accuse | to deny | to admit | to put |
| on probation | to execute | to release on bail | | to acquit | |

Task 1. Now work in groups of four, one student from Group A, one from Group B, one from Group C and one from Group D. Explain the meaning and pronunciation of your words to the other students in the group.

Task 2. Work with a partner and correct the mistakes in the following sentences, putting the stress on the corrected information.

Example: A: *A forger sets fire to buildings.*

B: No, an arsonist sets fire to buildings. A forger makes copies of things in order to deceive people.

1. A mugger threatens to make secrets known to the public.
2. A shoplifter steals things from people's pockets, especially in a crowd.
3. A hijacker takes goods or people from one country to another illegally.
4. A jury questions the witness.
5. The judge pleads guilty or not guilty at the beginning of a trial.
6. You normally get a jail sentence if you are caught driving too fast on the motorway.

7. Some people think capital punishment is a more useful and positive way of punishing people than giving a jail sentence.
8. He denied stealing the car when he saw all the evidence against him.
9. He was put on probation until the case could be heard,
10. They executed him when they found the police had been lying.

Task 3. Discuss what, if any, punishment you think would be appropriate for the following people.

1. Three children aged ten, eleven and twelve who deliberately damaged a railway line. As a result, a train came off the line and several people were injured.
2. A single unemployed parent with four children who stole \$ 20 worth of food from a supermarket.
3. A successful businessman who was found to have deliberately not paid \$ 20.000 a year in taxes for the last five years.
4. An animal rights activist who put a bomb in a university laboratory which experiments on animals. The laboratory was destroyed, but no animals or people were hurt.
5. A doctor who had been working for thirty hours without a break and gave the wrong drugs to a patient. As a result the patient died.

KEYS TO THE TASKS

1. Listening

Exercise 1

First look at the example:

Jane Hello, Steve. How are you?

Steve Oh, I'm not too bad today, thank you Jane. And you? How did you go in the exams?

Jane I'm not sure. I haven't got all my results yet, but I'm so glad we're coming up to the end of the semester. I really need a holiday, so I'm going camping with some friends.

Jane is pleased about it being the end of semester, so you choose C "the semester ending".

You will hear two friends talking about a holiday trip they plan to make. First, look at questions 1 to 7 (30 seconds).

Now we shall begin. You should answer the questions as you listen. You have another chance to look at questions 1-7 (15 seconds).

Now listen and answer questions 1-7.

Jane Hello, Steve. How are you?

Steve Oh, I'm not too bad today, thank you Jane. And you? How did you go in the exams?

Jane I'm not sure. I haven't got all my results yet, but I'm so glad we're coming up to the end of the semester. I really need a holiday, so I'm going camping with some friends. What are you doing over the semester break?

Steve I haven't got any plans yet. I don't really have enough money to fly home. I suppose I could get a part-time job and earn some money, but I don't really want to. Then again, maybe I could start studying for next semester.

Jane Mmm. I thought about doing some summer courses, but I decided that's not a good idea. I need a break or I'll get stale. I need to do something completely different. You do too. Why don't you join me and my friends on the camping trip?

Steve Well, I don't know really. Would your friends mind?

Jane No, of course not. They'd be happy to have you along. We're going down to the Royal National Park. Have you been there yet?

Steve No, I haven't. It's somewhere south of Sydney, isn't it?

Jane Yes, it's about 30 kilometres south of Sydney. We'll be getting an early train from Central to Sutherland. It leaves Central at seven and goes to Waterfall via Sutherland. Amin and Lucy are joining us there because they live in Caringbah.

Steve Oh, I see. That is very early. And who did you say will join the train at Caringbah?

Jane No, not at Caringbah. At Sutherland. Amin and Lucy. Then, from Waterfall, we'll hike to where we're going to be spending the first few days. That's at Garie beach.

Steve What's the park like? Is it on the coast, or island?

Jane It's on the coast, but it's very big, over 15 000 hectares and there are a couple of rivers, especially one big one, the Hacking.

Steve Can we do anything on this river? Can we go on it?

Jane Oh yeah, lots. You can hire boats – go boating – row boats.

Steve Row boats. Hey, that sounds fun! Um, and what about scuba diving or horse riding? Can we do any of these things?

Jane Well, there isn't much point in scuba diving around there aren't any reefs or anything, so there's not much underwater life. And because it's a national park, domestic animals aren't allowed.

Steve So what equipment do we need to bring with us if we're going? Do we carry all our food for a week?

Jane No. We've organized for the food to go down with a van, so we don't have to carry too much. You know Dave's van. It's a camper with a fridge and cooking things, so we needn't bother with that. But you'll need to bring a sleeping bag. I've got an extra one I can lend you if you haven't got one.

Steve And what type of clothes should I bring? Like, what's the weather going to be like?

Jane Bathers. Definitely bathers 'cause there are beaches, and the river. You can swim in the river. There's some beautiful little swimming holes with waterfalls in the river. Um... good hiking boots, strong boots and socks. I think you need a few pairs of socks because if they get wet it's often difficult to dry them. Otherwise, whatever you prefer to hike in. If you like shorts that's OK.

Steve And what about my bicycle? Should I bring that?

Jane Not really. Well, you could. There are places to cycle, but none of us are cycling this time. But you will need a warm sweater or jacket for the evenings.

Steve So that's a bit of a pity. I rather like cycling, but not really on my own. And do we have to book anything? Like the train, maybe?

Jane No, we don't need to book the train. And we've already booked beds in the youth hostel. We've booked eight beds and so far we've only got six people, so it's fine for you to come along.

Now you will hear the text again. Listen carefully and check your answers.

Key: 1 D, 2 B, 3 C, 4 D, 5 C and D, 6 A and E, 7 seven

Exercise 2

You will hear the conversation between a Counsellor and two students, Kate and Luki. First, look at questions 1 to 5 (25 seconds).

Now we shall begin. You should answer the questions as you listen. You have another chance to look at questions 1-5 (10 seconds).

Now listen and answer questions 1-5.

C - Counsellor

K - Kate

C: Hi there, Kate. Come on in. How are you today?

K: Fine, thanks.

C: Hi, Luki. How's things?

L: OK

C: Well, as I explained on the phone, I'm a Counsellor here at the Student Services section of the university and I'm interviewing overseas students to help me draw up a guide for new students so I'd be very grateful if you could tell me a little about your time since you've been here in Cambridge.

K: Right.

L: Good idea.

C: Now, Kate let's start with you. OK, um ... this is your second semester, isn't it? Could you tell us something about your first impressions of the town when you arrived?

K: Yeah, well, first of all I was struck by how quite it is here in the evening

C: Yes, I suppose Cambridge is a quite place. Where did you live when you first arrived?

K: Well, I went straight into student accommodation; it was a kind of student hostel.

C: Ah right, so you didn't have to worry about your own cooking or anything like that?

K: No, but sometimes I wished I had! The food at the hostel was awful.

C: Oh dear. But how were the other students?

K: To be honest I haven't managed to make many friends even though the place is full. People seem to keep to themselves; they're not really very friendly.

C: Oh I'm sorry to hear that. Well, what about the actual course? You're studying ... uh?

K: I'm doing a Masters by coursework in Environmental Studies.

C: Ah, right, and how are you finding that?

K: Yeah, well, it's been pretty good really. I've enjoyed the course, but I feel here hasn't been enough contact with the lecturers. They all seem to be incredibly busy. The only chance I've really had to talk to them was on the field trip.

C: Well that's no good. Could anything be done to improve the course in your opinion?

K: Well ... I think it would be helpful to have meetings with lecturers on the course. Say once a fortnight — something like that.

C: Regular meetings. Yes that could certainly help. Now Kate, we'll come back to you in a minute, but I'd just like to ask Luki some questions.

C: Luki, Where are you from?

L: I am from Indonesia.

C: And how did you find Cambridge when you first arrived?

L: Well, I like it here. I think the city is very beautiful.

C: What about your accommodation? Was that OK?

L: Yes, OK. At first I stayed with a family for three months. They were very kind to me but they had three young children and I found it difficult to study.

C: Right, I see.

L: So after three months I moved out and now I live with two other students in a student house. It's much cheaper and we like it there.

C: Good, and what about your studies? What are you studying?

L: I'm doing a Bachelor of Computing.

Example

Q 1

Q2

Q3

Q4

Q5

Q6

Q7

Q8

Q9

- C: Computing. I see. Um, apart from the language difficulties, if you can separate them, how have you found the course?
- L: OK, but ...
- C: Yes, go on.
- L: Well, the main difficulty for me is getting time on the computers in the computer room. It's always busy and this makes it very hard to do my practical work.
- C: Yes, I'm sure it would. Can you reserve time in the computer room?
- L: No, you can't ... but it would certainly help if we could reserve computer time.
- C: Yes. I'll look into that and see if something can't be done to improve things over there. Now let's go back to Kate...

Q10

Now you will hear the text again. Listen carefully and check your answers.

Key: 1 student accommodation / hostel, 2 awful food, 3 not friendly / kept to themselves, 4 lecturers (too) busy, 5 regular meetings / meetings with, 6 family / homestay, 7 lots of noise / children made noise / difficult to study, 8 student house, 9 (Bachelor of) Computing, 10 reserve computer time

Exercise 3

You will hear two people talking about the towns where they grew up. First, you will have some time to look at questions 1-9 (30 seconds).

You will see that there is an example. Listen carefully.

- Maureen** Time goes so quickly – I can't believe that I will have been here for five years on Saturday.
- Gordon** That's a long time. Where did you live before that?
- Maureen** I lived in a small town, about 150 miles from Perth, on the south-west coast of Australia, called Albany.
- Gordon** When you say "small", how small do you mean?
- Maureen** Oh, around 12 000 people.
- Gordon** What is it like growing up somewhere that small?

Maureen said that the town is about 150 miles from Perth, so you should write 150 miles in your booklet.

Now we shall begin. You should answer the questions as you listen. You have another chance to look at questions 1-3 (10 seconds). Now listen and answer questions 1-3.

- Maureen** Time goes so quickly – I can't believe that I will have been here for five years on Saturday.
- Gordon** That's a long time. Where did you live before that?
- Maureen** I lived in a small town, about 150 miles from Perth, on the south-west coast of Australia, called Albany.
- Gordon** When you say "small", how small do you mean?
- Maureen** Oh, around 12 000 people.
- Gordon** What is it like growing up somewhere that small?
- Maureen** Well, it has advantages. People tend to be much more friendly in small towns. You seem to get to know more people. The pace of life is much slower, everyone seems to have more time to talk and generally the lifestyle is much more relaxed. On the other hand, small-town life can be pretty boring. Obviously, you haven't got the same range of entertainments available as in the city, and unless you want to go into farming you have to move elsewhere to look for a job.
- Gordon** So farming is the main industry then?
- Maureen** Well, actually, no. There is a lot of sheep and cattle farming and more recently a lot of people have started to grow potatoes. However, the town was first established as a whaling base and although there isn't any whaling today, most people are still employed by the fishing industry.
- Gordon** What's the weather like?
- Maureen** In summer you get some fairly days, but it gets very windy. In winter, I guess the average temperature is about 15 degrees Celsius, and it gets really windy and it's very, very wet.
- Gordon** Sounds lovely, I can see why you are here.
- Maureen** Oh, come on, it's not all that bad. It's got a beautiful coastline, and beautiful beaches. You can drive for about 45 miles and you will come to absolutely deserted white beaches. You can be the only person swimming there.
- Gordon** With that wind I'm not surprised!
- Maureen** Don't be like that, we do get some good days. Anyway, where do you come from?
- Maureen goes on to ask Gordon about his home town. Look at questions 4-9 (30 seconds).*
- Now answer questions 4-9.*
- Gordon** I come from a town called Watford, about 17 miles from the centre of London.
- Maureen** Is it a big town?
- Gordon** Not really. It has a population of around 80-90 000 but the whole area is built up so it is hard to say where Watford finishes and the other towns begin.

- Maureen** Did you enjoy living there?
- Gordon** Well, being so close to London has advantages. You get the latest films and music. There is always something going on and there is such a wide variety of different people and cultures that it is difficult to get bored. Of course all this has its downside – the cost of living is very expensive and most people cannot afford to go out very often. So although the entertainment is available you have to have a lot of money to enjoy it. Another problem is like most big cities there is a lot of crime and there are areas of London that are very dangerous.
- Maureen** What are the main industries in Watford?
- Gordon** Of course a lot of people commute into London but there is also a lot of local industry. Before desktop publishing, Watford used to be the centre of the printing industry in Britain. Also, there used to be a big factory manufacturing helicopter engines but that closed down about two years ago. Nowadays the biggest industries are electronics and light engineering.
- Maureen** I suppose that it gets a lot of snow in England?
- Gordon** Not really. It usually snows once a year and it rarely lasts for more than two or three days. The weather is mainly cold and wet. Sometimes you get a light rain that lasts for weeks.
- Maureen** Is there anything you miss particularly about living there?
- Gordon** Near my parents' house there is a large park. I suppose it is about 10 square miles in size and it has a canal and a river running through the middle of it. There are some nice walks, you can go fishing and there are good sport facilities. Sometimes I miss that.
- Maureen** Would you like to go back?
- Gordon** I don't know, I'm quite happy here at the moment. I like the weather. It's great to get up in the morning and know that it is going to be sunny. What about you?
- Maureen** Probably but not for a long time yet. At the moment I enjoy the excitement of the city. My work and most of my friends are here and it is nice to know that there are so many facilities available. However, I think that Albany might be a good place to retire. It's safe and it's easy to make friends there.
- Gordon** I'm going to be here for a while too. I have just signed a new contract for my job which means that I'll be living here for at least another five years.

Now you will hear the text again. Listen carefully and check your answers.

Key: 1 12 000 / 12 thousand, 2 boring / no entertainment, 3 fishing, 4 cost of living / expensive, 5 cold and wet, 6 (large park), 7 the weather, 8 when she retires, 9 five years

Exercise 4

- | | |
|--|--|
| 1. Could you spell your last name please? | Yes, certainly. It's G-R-E-A-V-E-S. |
| 2. What's your student number? | J 3 0 4 W-M-B. |
| 3. Do you have a fax number? | It's 02 173 926. |
| 4. What's the registration number of your car? | B-V 9 2 5 8 J-G |
| 5. When do I have to return these books? | By 15 July. |
| 6. What's the number of the bus? | Seventy. The number 17? Seventy. |
| 7. What time should we be there? | Not too early. About 9:00. |
| 8. Where are they going? | To Budapest. Was that Bucharest? No, Budapest. |
| 9. Could you spell that for me please? | V-E-X-A-T-I-O-U-S. |
| 10. How long before that will be ready? | It usually takes a couple of weeks, so I'd say the 30 th . |
| 11. Do you have your membership number handy? | Yeah. J 1 2 3 I-A. |
| 12. What's the flight number? | QF 518. |
| 13. What time does it leave? | 14:00 hours. |
| 14. Do you know her medical card number? | P-N 9 6 K-J. |
| 15. When are your exams? | On the 16th and the 19 th . |
| 16. Can I have your passport number? | 9 1 2 00 8 C-Y. |
| 17. I'll need your account number for that? | Fine. It's 300674 – 4115 – 18. |
| 18. Can I help you madam? | I need a new spindle for a washing machine. Do you know the part number? Yeah, It's A-7 5 U-T 9 0. |

19. How old did you say he was?

Eighty.

Only 18?

No, eighty.

20. What percentage of men would you say actually help with housework?

Oh about 15 per cent.

Did you say 50?

No, fifteen.

2. Reading

Text 1

1. C.

Text 2

1. D.

Text 3

1. C, 2. B, 3. B, 4. A, 5. A, 6. A, 7. C.

Text 4

1. A, 2. B.

Text 5

1. T, 2. F, 3. T, 4. NG.

Text 6

1. D, 2. F, 3. C or E, 4. G, 5. E, 6. D or C, 7. A.

Text 7

1. F, 2. T, 3. F, 4. T, 5. T, 6. F, 7. T, 8. F.

Text 8

1. C, 2. B, 3. B, 4. C, 5. B, 6. A.

Text 9

1. F, 2. T, 3. T, 4. F, 5. F, 6. F, 7. T, 8. F, 9. T, 10. T.

Text 10

Task 1. 1. 12 years old, 2. Yes, they did, 3. piles of order forms, 4. No, she didn't, 5. £2, 6. She did some research, 7. Sir Richard Branson, 8. a major toy manufacturer.

Task 2. 1. juggle, 2. remarkable, 3. batch, 4. went down a storm, 5. prior to, 6. craft fairs, 7. overwhelming, 8. spotted.

Text 11

Task 1. 1. T, 2. F, 3. F, 4. T, 5. T.

Task 2. 1. g, 2. a, 3. h, 4. d, 5. e, 6. f, 7. c, 8. b.

Text 12

Task 1. February 7th 2005, 2. no, 3. B & Q, 4. between Ushant (France) and Cornwall (England), 5. a whale, 6. exhausted and elated, 7. the company of others, 8. very well known / a household name, 9. freeze-dried meals, 10. New Year's Eve, 11. the southern ocean, 12. a storm.

Task 2. 1. enduring, 2. a close encounter, 3. elated, 4. draining, 5. in contention.

Text 13

Task 1. 1. T, 2. F, 3. T, 4. F, 5. F, 6. F, 7. T.

Task 2. 1. e, 2. b, 3. a, 4. d, 5. f, 6. c.

Text 14

1 a, 2. b, 3. b, 4. c, 5. c, 6. a.

Text 15

Task 1. 1. F, 2. T, 3. F, 4. T, 5. T, 6. T, 7. T, 8. F, 9. T.

Task 2. 1. e, 2. f, 3. b, 4. h, 5. a, 6. c, 7. d, 8. g.

Text 16

1. x, 2. i, 3. v, 4. ii, 5. ix, 6. iv, 7. viii.

3. Grammar

Expressing quantity

Exercise 1

a) luggage, b) food, c) cash, d) corn, e) fruit, f) unemployment, g) accommodation, h) health, i) music, j) traffic.

Exercise 2

a) any, b) some/any, c) Some, d) some, e) any, f) some, some.

Exercise 3

a) somewhere, b) anyone, c) everywhere, d) anywhere, e) anything, f) everything, g) nobody/ no one, h) anywhere, i) someone, j) something, k) everyone/ everybody.

Exercise 4

a) everything, b) Everything, c) All, d) Every, e) All, f) All, g) All, h) all the, i) everything, j) all, k) Every.

Exercise 5

1. very little, 2. Everyone, 3. Fewer, 4. All, 5. everything, 6. Any, 7. my whole life, 8. little, 9. a little.

Exercise 6

| | |
|----------------------------------|---|
| a) Is there much work...? | b) I didn't spend much time... |
| c) Did they do much research...? | d) They couldn't give me much information |
| e) There is too much traffic... | f) I didn't have too many problems... |

Exercise 7

1. many, 2. anything, 3. All, 4. both, 5. none of the, 6. them, 7. every morning, 8. Neither of, 9. somebody, 10. somewhere, 11. little, 12. a few, 13. no, 14. anywhere, 15. The whole, 16. nothing.

Exercise 8

1. a little, 2. a few, 3. a few, 4. a little, 5. few, 6. little, 7. a few, 8. few, 9. little.

Tenses

Exercise 1

2. didn't understand, 3. tastes, 4. believed, 5. doesn't belong, 6. are you wearing, 7. was jogging, 8. contained, 9. Do you see, 10. prefer, 11. were watching.

Exercise 2

4. 'm not using, 5. 're giving, 6. 'm not going, 7. 'm trying, 8. have, 9. see, 10. went, 11. was shaking.

Exercise 3

a) fell, b) had fallen, c) had left/felt, d) felt, e) had had, f) had, g) tore, h) had torn, i) had cost, j) cost, k) flew, l) had never flown, m) caught, n) had caught, o) had been, p) were.

Exercise 4

a) didn't find had given
b) rang had just returned
c) had wanted did had come
d) had/had had burst/ had burst broke/had broken left/had left
e) went had been had had decided
f) had been/was became had earned gave
g) had eaten didn't fit

Exercise 5

3. hurts/aches, 4. walk/go, 5. visited/saw, 6. are spending, 7. walked/got, 8. was coming/ was walking, 9. began/started, 10. am being, 11. managed, 12. were looking, 13. like/want, 14. am feeling/feel, 15. get.

Exercise 6

1. haven't really enjoyed myself since your birthday party.
2. hasn't seen his brother for nearly twenty years.
3. been in Scotland since last Friday. / gone to Scotland.
4. since you rode a bike?
5. been swimming since we were in Spain.
6. weeks since you tidied this room. / been weeks since you tidied this room.

Exercise 7

2. suits have (you) been making, 3. don't want 've had, 4. Have (you) seen, 5. has been suffering 's been, 6. don't know hasn't spoken, 7. are (you) staring haven't seen

Exercise 8

2. did you study qualified, 3. did you first meet, 4. you've cooked, 5. wanted weren't, 6. has happened we've been waiting hasn't phoned, 7. posted haven't received

Exercise 9

3. did you do / was the, 4. did you need, 5. did you want, 6. have you been to / have you visited, 7. did you do, 8. Have you brought / Do you have / Did you bring / Have you got, 9. did you do, 10. didn't you do, 11. Have you got / Do you have, 12. did you become

Exercise 10

3. right, 4. ... the play had ended..., 5. ... they hadn't brought..., 6. ... nobody had bought..., 7. ... I found..., 8. ... they had mixed up..., 9. ... I hadn't seen..., 10. ... we decided...

Exercise 11

1. was working, 2. didn't use to be, 3. had, 4. used to provide, 5. was studying, 6. rode...fell

Exercise 12

1. did you do, 2. had been hoping, 3. had, 4. did you live, 5. were, 6. Do you know, 7. used to pass, 8. was living, 9. Have you written, 10. haven't finished, 11. I've been trying, 12. has been expecting, 13. has invited, 14. Are you going, 15. work, 16. did you hear, 17. phoned, 18. was checking, 19. rang, 20. told, 21. Had you been expecting.

Exercise 13

1. I'm revising, 2. that only lasts, 3. I'll get, 4. does your evening class finish, 5. Shall I come, 6. I'm meeting, 7. will you talk, 8. he won't let, 9. I'm playing, 10. I'll try, 11. he'll agree, 12. will you be, 13. it stops raining, 14. it will go, 15. I'll tidy, 16. we're waiting.

Exercise 14

1. Will you help, 2. Shall we invite, 3. I'm going to cycle, 4. I'll get you, 5. she is going to cry, 6. It's, 7. we'll be lying, 8. I'll have finished.

Exercise 15

1. a) in case, b) unless, c) as long as, d) if 2. a) such ... as, b) so, c) since, d) so ... that

Exercise 16

1. stops, I'll leave, 2. arrive, 'll go, 3. won't speak, apologize, 4. 'll send, has read/read, 5. I've watched, I'll give.

Exercise 17

1. happened, 2. had won, 3. arrived, 4. had already got, 5. spent, 6. were wearing, 7. had, 8. started / had started, 9. realized, 10. made, 11. was wearing, 12. finished, 13. had been standing, 14. went, 15. had been looking, 16. did you disappear.

Exercise 18

| | |
|---|--|
| 1. I have been ill twice so far this year. | 2. How many times were you ill last year? |
| 3. I haven't drunk any coffee so far today. | 4. He has been late three times this week. |
| 5. How many games did the team win last season? | 6. How many games has the team won so far this season? |
| 7. How many games did the team win last season? | 8. How many games did the team win last season? |

Corrections

Exercise 1

1. We do not agree with you.
2. He didn't have any idea / He had no idea what I was talking about.
3. I haven't done the washing up yet.
4. What were you talking to them about? / Why were you talking to them?
5. I hope they don't cancel the tennis match.
6. Do you know when is the next bus to Oxford is?
7. He told me not to worry.
8. They didn't know what to do next.

Exercise 2

| | |
|-------------------------|----------------------------------|
| 1. allowed to go | 2. don't have to / don't need to |
| 3. I can't meet | 4. won't start |
| 5. Can / Could you lend | 6. You'd better see |
| 7. don't have to do | 8. succeed in getting to |

Exercise 3

1. It's a beautiful day. Let's have lunch in the garden.
2. He's a captain in the army.
3. He has written two books but neither book has been published yet.
4. Have you got some time for a drink?
5. We got on very well with each other / one another on holiday.
6. I went to Portugal the month before last.
7. I hardly have any free time so I have few hobbies.
8. I've got two sons but neither of them look like me.

Exercise 4

1. You might as well buy a new one.
2. You can say that again.
3. You might have told me Tony was coming.
4. I just couldn't help it.
5. I could do with a cup of tea.
6. Believe me, I would if I could.

Exercise 5

3. ... because the engineer didn't call for help...
4. right
5. Is her health improving?
6. I completely agree with you.
7. What did you do after you left school?
8. right
9. ... why you believed...
12. where do you keep

Exercise 6

1. Who wrote, 2. Aristotle was..., 3. right, 4. He has had, 5. right, 6. ...who developed...

Modals

Exercise 1

1. must be, 2. must have been, 3. can't be, 4. can't be, 5. may be having, 6. can't have enjoyed, 7. may be delivering, 8. can't have been concentrating, 9. must be

Exercise 2

1. d, 2. c, 3. f, 4. e, 5. a, 6. b

Exercise 3

1. c, 2. e, 3. a, 4. d, 5. f, 6. g, 7. b

Exercise 4

1. should/ought to, 2. Can/Could/ May/ Might, 3. must/ have to/should, 4. can, 5. will/ could/ may/ might/ should/ ought to, 6. can, 7. have to, 8. could/ may/ might/ should/ ought to/ must, 9. can/ could/ may/ should/ ought to/ must/ have to, 10. must/have to

Exercise 5

1. shouldn't, 2. don't have to, 3. could, 4. won't, 5. cannot, 6. was able to, 7. should have gone, 8. mustn't

The Passive

Exercise 1

1. are/will be needed ... be signed?
2. can't/won't be overheard.
3. wouldn't have been sacked.
4. is never answered ... are kept ... have been written
5. had been watered ... had been cut
6. ... is suspected ... has been arrested ... is being questioned ... can/will be identified
7. was being re-organised ... had been moved

Exercise 2

1. ... her new grandson who was born last week.
2. ... because it belonged to my grandmother.
3. right
4. ... my camera. It's being repaired this week.
5. The bridge collapsed during the floods.
6. ... someone will get hurt in a minute. Or ... will be hurt ...
7. ... but it didn't refer to you.
8. right
9. ... the money had disappeared?
10. Children under the age of seven are not allowed in this pool.

Prepositions

Exercise 1

- | | |
|----------------------------|--------------------------------|
| a) remind me so much of | h) held her tightly against/to |
| b) invest all our money in | i) invited 300 guests to |
| c) insured our car against | j) brainwashes people into |
| d) congratulated me on | k) inherit a penny from |
| e) was compensated ... for | l) shouted abuse at |
| f) models herself on | m) forgive him for |
| g) hide the truth from | n) was accused ... of |

Exercise 2

- a) of, b) with, for, c) for, d) of, e) of, f) with/in, g) from, to, h) about, i) to, j) of, k) of, l) for, m) for, n) about, o) with

Exercise 3

1. a) by, b) to, c) at, d) on, e) for, f) in, g) about, h) of, i) from, j) with
2. a) What about? b) Where to? c) What about? d) How long for? e) Who for? f) Who to? g) What with?

4. Use of English

Exercise 1

- a) C, b) A, c) D, d) B, e) D, f) C, g) B, h) A, i) C, j) A, k) B, l) D, m) C, n) D

Exercise 2

| A | B |
|------------------|--------------|
| unkind | cruel |
| dishonest | deceitful |
| incredible | unbelievable |
| disappear | vanish |
| unfair | biased |
| displeased | annoyed |
| discontinue | halt |
| unfasten | undo |
| abnormal | exceptional |
| unemployed | redundant |
| unfriendly | hostile |
| distrust | suspect |
| unprofessional | amateur |
| unknown | anonymous |
| discover/uncover | reveal |
| unsafe | hazardous |
| abuse/misuse | damage |
| improbable | unlikely |
| unimportant | trivial |
| unemotional | reserved |

Exercise 3

- a) impossible, b) nice, c) safe, d) mean, e) delighted, f) kind, g) sorry, h) interesting

Exercise 4

- a) time to go, b) way to skin, c) idea to visit, d) anyone to talk, e) need to shout, f) things to do, g) money to pay, h) nothing to wear

Exercise 5

a) handed, b) elbow, c) thumb, d) eyed, e) was footing, f) headed, g) were armed, h) toe, i) fingering, j) have backed, k) shoulder

Exercise 6

a) for arriving, b) by doing, c) about going, d) without asking, e) with having, f) for making, g) at remembering, h) of buying, i) for coming, j) like going, k) of being stung

Exercise 7

Physical appearance: curly, spotty, skinny, freckled, wrinkled, bald, well-built, graceful, bespectacled, agile, chubby, smart

Personality: brainy, nosy, cheeky, moody, two-faced, absent-minded, narrow-minded, quick-tempered, affectionate, hard-hearted, big-hearted, smart

Exercise 8

1. b, 2. a, 3. a, 4. c, 5. b, 6. a, 7. c, 8. b, 9. c, 10. a

Word Building

Exercise 2

a) disorganized, b) rewrite, c) subtitles, d) uncomfortable, e) illegal, f) irresponsible, g) underline, h) ex-wife

Exercise 3

1. correct, give, 2. cheat, headmaster, 3. playground, break, 4. report, hard, term, 5. university, degree, 6. board, heart, 7. absent, truant

Exercise 4

a) helpful, sensible, b) immature, sensitive, 3. senseless, unconscious, 4. unused, useless, 5. unhappiness, illiteracy, 6. impolite, irrespective

Exercise 5

1. energetic, 2. calculation, 3. differently, 4. healthy, 6. scientist, 7. useless

Exercise 6

1. injured, 2. earthquake, 3. emergency, 4. refugees, 5. charity, 6. drought, 7. floods

Exercise 7

1. examiner, 2. unfriendly, 3. underestimated, 4. crowded, 5. conductor, 6. useless, 7. luckily, 8. disbelief, 9. backward, 10. disappointed.

Exercise 8

1. dishonesty, 2. complaint, 3. numerous, 4. manager, 6. useless, 7. qualification, 8. resignation, 9. refusal, 10. unfairly.

Exercise 9

1. scientist, 2. revolutionary, 3. chemistry, 4. inventor, 5. production, 6. realistic, 7. ambitious, 8. theoretically, 9. disappointment, 10. discovery.

Exercise 10

1. satisfaction, 2. creative, 3. attention, 4. familiarity, 5. advertisement, 6. unconsciously, 7. originality, 8. characteristics, 9. memory, 10. product.

Exercise 11

1. unhealthy, 2. energetic, 3. useless, 4. similar, 5. childhood, 6. intelligence, 7. cleverest, 8. scientist, 9. calculators, 10. competitive.

Exercise 12

1. competitive, 2. athletics, 3. energetic, 4. distance, 5. performance, 6. preparation, 7. unnecessary, 8. successful, 9. psychological, 10. strength.

Exercise 13

1. a) are waiting for, b) is expected, c) are looking forward to.
2. a) ground, b) floor, c) ground
3. a) alone, lonely, b) lone
4. a) was usually taken, b) brought/brings, c) fetch
5. a) Have you seen, b) were watching, c) Look at
6. a) Actually, b) at the moment, c) really
7. a) nervous, b) embarrassed, c) ashamed

Speaking

Exercise 3

Task 2. 1. i, 2. b, 3. n, 4. h, 5. c, 6. g, 7. e, 8. j, 9. d, 10. k, 11. f, 12. m, 13. l, 14. a.

Task 7. 1. much, 2. sunglasses, 3. ponytail, 4. moustache, 5. well-built, 6. as, 7. wavy, 8. in, 9. wearing, 10. looked.

Exercise 4

A 1. came, 2. was doing, 3. hopped, 4. put, 5. were staring, 6. finished, 7. asked, 8. had never been, 9. told, 10. was going, 11. felt, 12. called.

B 1. was sitting, 2. had reserved, 3. have, 4. was, 5. seemed, 6. went, 7. remarked, 8. to enjoy, 9. liked, 10. replied, 11. read.

Exercise 5

Task 3. 1. realistic, 2. revolutionize, 3. laboratory, 4. chemicals, produce, 5. theoretically, 6. developments, 7. invention, 8. production.

Exercise 6

Task 2. 1. row, screen, 2. scene, 3. director, actors, 4. play, ending, 5. play, theatre, 6. part, rehearsal, 7. performance, 8. critics, reviews, audience, applause, 9. concert, symphony, composer, conducted, orchestra, 10. group, singer, guitarist.

Exercise 7

Poetry: nursery rhyme, character, ballad, verse, paperback, hardback.

Prose: plot, chapter, autobiography, character, best-seller, review, science fiction, novelist, critic, blockbuster, fairy tale, hardback, whodunit, paperback, thriller.

Drama: plot, act, director, character, backstage, leading role, science fiction, script, review, blockbuster, props, scenery, critic, rehearsal, playwright, whodunit, stalls, thriller, standing ovation, performance.

Exercise 12

1. d, 2. g, 3. f, 4. e, 5. h, 6. c, 7. b, 8. l, 9. j, 10. a.

Exercise 14

Task 3. 1. bargains, sales, 2. queue, value, 3. size, 4. assistant, charge, 5. suit, 6. label, silk, 7. wallet, credit, 8. wrong, guarantee.

КРИТЕРИИ ОЦЕНИВАНИЯ ВЫПОЛНЕНИЯ ЗАДАНИЙ РАЗДЕЛА «ПИСЬМО» (Максимум 20 баллов)

| Баллы | Решение коммуникативной задачи (содержание) | Организация текста |
|-------|---|---|
| 3 | Задание выполнено полностью: содержание отражает все аспекты, указанные в задании; стилевое оформление речи выбрано правильно с учетом цели высказывания и адресата; соблюдены принятые в языке нормы вежливости. | Высказывание логично; средства логической связи использованы правильно; текст разделен на абзацы; оформление текста соответствует нормам, принятым в стране изучаемого языка. |
| 2 | Задание выполнено: некоторые аспекты, указанные в задании, раскрыты не полностью; имеются отдельные нарушения стилевого оформления речи; в основном соблюдены принятые в языке нормы вежливости. | Высказывание в основном логично; имеются отдельные недостатки при использовании средств логической связи; имеются отдельные недостатки при делении текста на абзацы; имеются отдельные нарушения формата высказывания. |
| 1 | Задание выполнено не полностью: содержание отражает не все аспекты, указанные в задании; нарушения стилевого оформления речи встречаются достаточно часто; в основном не соблюдаются принятые в языке нормы вежливости. | Высказывание не всегда логично; имеются многочисленные ошибки в использовании средств логической связи, их выбор ограничен; деление текста на абзацы отсутствует; имеются многочисленные ошибки в формате высказывания. |
| 0 | Задание не выполнено: содержание не отражает те аспекты, которые указаны в задании, или не соответствует требуемому объему. | Отсутствует логика в построении высказывания; формат высказывания не соблюдается. |

| Баллы | Лексика | Грамматика | Орфография и пунктуация |
|-------|--|--|--|
| 3 | Используемый словарный запас соответствует поставленной задаче; практически нет нарушений в использовании лексики. | Используются грамматические структуры в соответствии с поставленной задачей. | |
| 2 | Используемый словарный запас соответствует поставленной задаче, однако встречаются отдельные неточности в употреблении слов либо словарный запас ограничен, но лексика использована правильно. | Имеется ряд грамматических ошибок, не затрудняющих понимание текста. | Орфографические ошибки практически отсутствуют. Текст разделен на предложения с правильным пунктуационным оформлением. |
| 1 | Использован неоправданно ограниченный словарный запас; часто встречаются нарушения в использовании лексики, некоторые из них могут затруднять понимание текста. | Либо часто встречаются ошибки элементарного уровня, либо ошибки немногочисленны, но затрудняют понимание текста. | Имеется ряд орфографических и/или пунктуационных ошибок, которые незначительно затрудняют понимание текста. |
| 0 | Крайне ограниченный словарный запас не позволяет выполнить поставленную задачу. | Грамматические правила не соблюдаются. | Правила орфографии и пунктуации не соблюдаются. |

Примечание: Выполнение задания «Письмо» оценивается по критериям **Содержание** и **Организация текста**. Задание «Эссе» оценивается по всем пяти критериям: **Содержание**, **Организация текста**, **Лексика**, **Грамматика** и **Орфография**. Критерий **Орфография и пунктуация** оценивается максимум в 2 балла. При получении экзаменуемым 0 баллов по критерию **Содержание** все задание оценивается в 0 баллов.

КРИТЕРИИ ОЦЕНИВАНИЯ ВЫПОЛНЕНИЯ ЗАДАНИЙ
РАЗДЕЛА «ГОВОРЕНИЕ»
(Максимум 20 баллов)

| Баллы | Решение коммуникативной задачи (содержание) | Взаимодействие с собеседником |
|--------------|--|---|
| 3 | Задание полностью выполнено: цель общения успешно достигнута, тема раскрыта в заданном объеме, социокультурные знания использованы в соответствии с ситуацией общения. | Демонстрирует способность логично и связно вести беседу: начинает, при необходимости, и поддерживает ее с соблюдением очередности при обмене репликами, проявляет инициативу при смене темы, восстанавливает беседу в случае сбоя. |
| 2 | Задание выполнено: цель общения достигнута, однако тема раскрыта не в полном объеме, в основном социокультурные знания использованы в соответствии с ситуацией общения. | В целом демонстрирует способность логично и связно вести беседу: начинает, при необходимости, и в большинстве случаев поддерживает ее с соблюдением очередности при обмене репликами, не всегда проявляет инициативу при смене темы, демонстрирует наличие проблемы в понимании собеседника. |
| 1 | Задание выполнено частично: цель общения достигнута не полностью, тема раскрыта в ограниченном объеме, социокультурные знания мало использованы в соответствии с ситуацией общения. | Демонстрирует неспособность логично и связно вести беседу: не начинает и не стремится поддержать ее, не проявляет инициативы при смене темы, передает наиболее общие идеи в ограниченном контексте; в значительной степени зависит от помощи со стороны собеседника. |
| 0 | Задание не выполнено: цель общения не достигнута. | Не может поддерживать беседу. |

| Баллы | Лексическое оформление речи | Грамматическое оформление речи | Произношение (максимум 2 балла) |
|--------------|--|--|---|
| 3 | Демонстрирует словарный запас, адекватный поставленной задаче. | Использует разнообразные грамматические структуры в соответствии с поставленной задачей; практически не делает ошибок. | |
| 2 | Демонстрирует достаточный словарный запас, в основном соответствующий поставленной задаче, однако наблюдается некоторое затруднение при подборе слов и отдельные неточности в их употреблении. | Использует грамматические структуры, в целом соответствующие поставленной задаче; допускает ошибки, не затрудняющие понимания. | Речь понятна: соблюдает правильный интонационный рисунок; не допускает фонематических ошибок; практически все звуки в потоке речи произносит правильно. |
| 1 | Демонстрирует ограниченный словарный запас, в некоторых случаях недостаточный для выполнения поставленной задачи. | Делает многочисленные ошибки или допускает ошибки, затрудняющие понимание. | В основном речь понятна: не допускает грубых фонематических ошибок; звуки в потоке речи в большинстве случаев произносит правильно, интонационный рисунок в основном правильный. |
| 0 | Словарный запас недостаточен для выполнения поставленной задачи. | Неправильное использование грамматических структур делает невозможным выполнение поставленной задачи. | Речь почти не воспринимается на слух из-за большого количества фонематических ошибок и неправильного произнесения многих звуков. |

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ИНТЕЛЛЕКТ-ЦЕНТР



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