

CAMBRIDGE

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# English in Mind

\* Workbook 4



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# Contents

Unit 1	<b>Super brains</b>	4	Unit 14	<b>The wonders of the world</b>	82
	Exam tip: writing a transactional letter			Listening tip: filling in gaps to complete a text	
Unit 2	<b>Mind over matter</b>	10	Unit 15	<b>Movie magic</b>	88
	Exam tip: multiple choice cloze			Reading tip: reading a play or film script	
Unit 3	<b>Brainwaves</b>	16	Unit 16	<b>Music in the air</b>	94
	Exam tip: matching opinions with pictures			Exam tip: justifying an opinion	
Unit 4	<b>Time travellers</b>	22	Grammar reference		100
	Exam tip: multiple choice		Acknowledgements		111
Unit 5	<b>Me, myself and others</b>	28	CD-ROM instructions		112
	Exam tip: writing a story				
	Reading tip: getting the general meaning				
Unit 6	<b>In and out of fashion</b>	34			
	Exam tip: question types in listening				
Unit 7	<b>Kindness matters</b>	40			
	Listening tip: listening to stories				
Unit 8	<b>Peacemakers</b>	46			
	Writing tip: writing an entry for a competition				
Unit 9	<b>Get involved</b>	52			
	Exam tip: true/false exercises				
Unit 10	<b>SOS Earth</b>	58			
	Writing tip: rhetorical questions				
Unit 11	<b>When stars step in</b>	64			
	Exam tip: before you listen and do a task				
Unit 12	<b>The global village</b>	70			
	Exam tip: balancing fact and opinion in writing				
Unit 13	<b>Language</b>	76			
	Reading tip: putting paragraphs in order				

# 1 Super brains

## 1 Grammar

Present tenses review

- a Read and **circle** the correct form of the verb.

Joshua Whitehouse <sup>1</sup> has just turned / has just been turning 15 and he has an incredible gift for art. Joshua <sup>2</sup> has / has had Asperger's Syndrome. He is classed as an 'autistic savant' which <sup>3</sup> is meaning / means he has a rare aspect of autism and is extraordinarily talented in a particular area. Josh <sup>4</sup> is drawing / has been drawing since he was a toddler and <sup>5</sup> has been taking / has taken part in many exhibitions both in Britain and abroad. Josh's paintings <sup>6</sup> are selling / sell for up to £1,000. Famous owners <sup>7</sup> include / are including the popular artist Rolf Harris and Her Majesty the Queen. Joshua <sup>8</sup> has also published / has also been publishing a book of line drawings, each one annotated by Joshua's thoughts. He <sup>9</sup> is wanting / wants to become a famous artist like the New York artist Keith Haring, another autistic savant.

- b Complete the sentences with the verbs in the box.

has been exhibiting    has met    has appeared  
is studying    **lives**    is working

- 1 Joshua lives in Birmingham with his family.
- 2 He ..... for his GCSEs.
- 3 He ..... the Queen and a group of New York firefighters.
- 4 He ..... on a documentary for a Korean TV network.
- 5 He ..... at the well-known '9' Gallery in Birmingham since 2001.
- 6 He ..... on a new book at the moment.

- c Write sentences about yourself.

- 1 something you do regularly

.....  
.....  
.....

- 2 something you are doing now

.....  
.....  
.....

- 3 something you've done recently

.....  
.....  
.....

- 4 something you've been doing for some time

.....  
.....  
.....



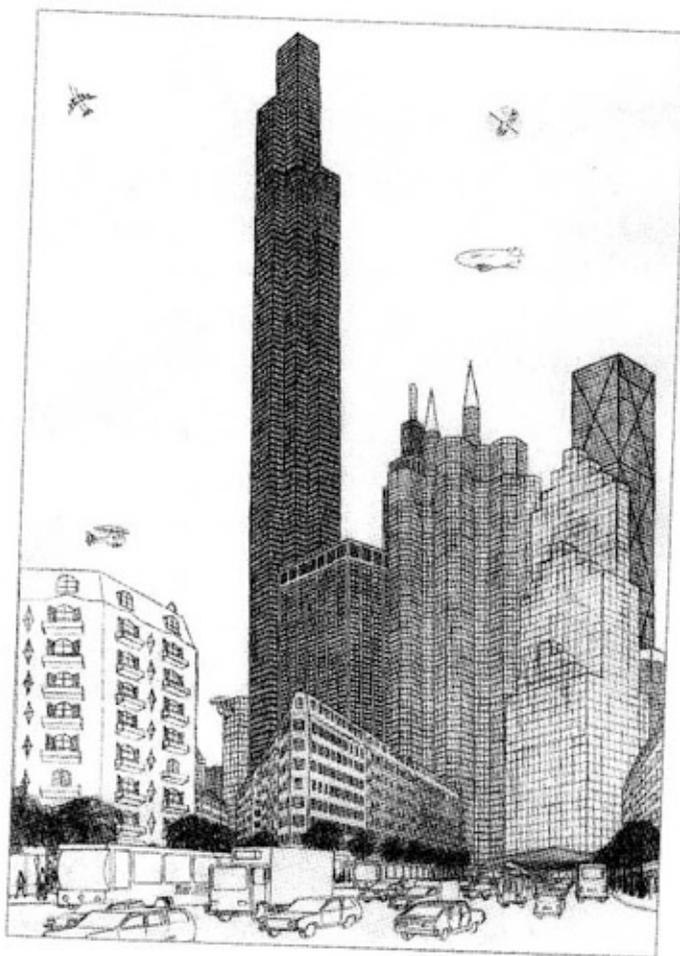
## 2 Grammar

### Past tenses review

- a Read and complete the text with the correct form of the verbs.

Gilles Trehin was born in 1972. His family  
 1 moved (move) to the USA. While they  
 2 ..... (live) in America, doctors  
 ..... (diagnose) Gilles with autism.  
 Since he was a young child, he 3 .....  
 (develop) great talents for music, mental calculation  
 and drawing. He 4 ..... (begin) to  
 draw plans of his imaginary city Urville in 1984 and  
 by 1987 he 5 ..... (create) detailed  
 drawings of the city's buildings and streets.  
 While he 6 ..... (work) on the city's  
 present plans, he 7 ..... (start)  
 creating a culture and history for it. Gilles says that  
 the Romans 8 ..... (give) Urville its  
 name but that it was founded by the Phoenicians  
 who 9 ..... (call) it Sea Horse City  
 before the Roman invasion.

- b Read and **circle** the correct form of the verb.



A THREE-YEAR-OLD 1 has become / *was becoming* the youngest member of Mensa, the organisation for extremely intelligent people.

Last month, Mikhail Ali, from Leeds, 2 *had sat* / *sat* a series of tests at the University of York. A Mensa representative said that independent psychologists 3 *have tested* / *had tested* Mikhail at the university because Mensa do not usually test young people below the age of 10. When Mensa rang Mikhail's parents to tell them about their son's results, he 4 *was playing* / *played* with his toys. His parents 5 *decided* / *have decided* to test Mikhail's intelligence after they had spoken to his nursery school teacher, who said he was the most gifted child she 6 *ever taught* / *had ever taught*.

# Intelligence Tests

## 3 Pronunciation

/θ/ thing and /ð/ the

- a Listen and put the words in the correct place.

other bath month  
 brother theatre clothes  
~~thin~~ weather Thursday  
 thirsty

/θ/ thing

/ð/ the

thin

- b Listen and repeat.

- I think their brother is thin.
- There are three rooms with a bath.
- I thought I saw them at the theatre last month.
- My mother bought new clothes on Thursday.

## 4 Vocabulary

Expressions with *mind* and *brain*

- a Rewrite the sentences using one of the expressions with *mind* in the box. Change the word *your* if necessary.

~~keep it in mind~~ speak your mind be out of your mind make up your mind slip your mind  
read your mind change your mind have something on your mind

- 1 Try not to forget about it – it's always a possibility.  
*Try to keep it in mind – it's always a possibility.*
- 2 Ralph was crazy when he resigned from that job.  
.....
- 3 I'm sorry, I must have forgotten about it.  
.....
- 4 You knew what I was thinking! Let's have lunch now.  
.....
- 5 Have you made a different decision already?  
.....
- 6 Kay looks tired; she's worried about something.  
.....
- 7 Don't worry. Andy will say what he thinks.  
.....
- 8 OK! I've decided where I'm going on my holidays.  
.....

- b Match the correct sentence, a or b, with the people in the pictures.



- 1 'Then Anna said ... and when Anna arrived ... then I saw Anna...'  
a 'That's enough! You've got Anna on the brain!'  
b 'That's enough! Anna's your brainchild!'



- 2 'So, how are we going to get out of this mess?'  
a 'Hey, I've had a brainstorm!'  
b 'Hey, I've had a brainwave!'



- 3 'OK, what are we going to do our poetry project on?'  
a 'Let's have poetry on the brain!'  
b 'Let's pick Lisa's brains. She loves poetry.'



- 4 'This Maths problem is impossible.'  
a 'Let's ring Andy. He's the mind in the class.'  
b 'Let's ring Andy. He's the brains in the class.'

- c Complete the sentences with *mind*, *brain* or *brains*.

- 1 Have you made your *mind* up yet?
- 2 Let's *storm* this idea and see if it's worth developing.
- 3 Janet always speaks her *mind*.
- 4 Can I pick your *brains* for ideas on my English project?
- 5 Just when we thought we were stuck, Ray had a *brain* wave.
- 6 Carla's not herself, she must have something on her *mind*.

## 5 Literature in mind

a Read these two poems. How are they similar?

**A**

**Autism Is**

The world for me,  
Where I can be.  
Where I can see.  
Where I am free. 4

Autism is who I am,  
What I can.  
Why I ran.  
Because I can. 8

Your world is different.  
You don't run.  
You know what is meant.  
Life can be such fun. 12

You hide your fear well,  
So no one can see.  
I haven't learned this,  
I can only be me. 16

**B**

**Autism Is (Also)**

Autism Is: being present in this world,  
But not entirely of it.  
I am one step removed and curled,  
The switch just doesn't click. 5

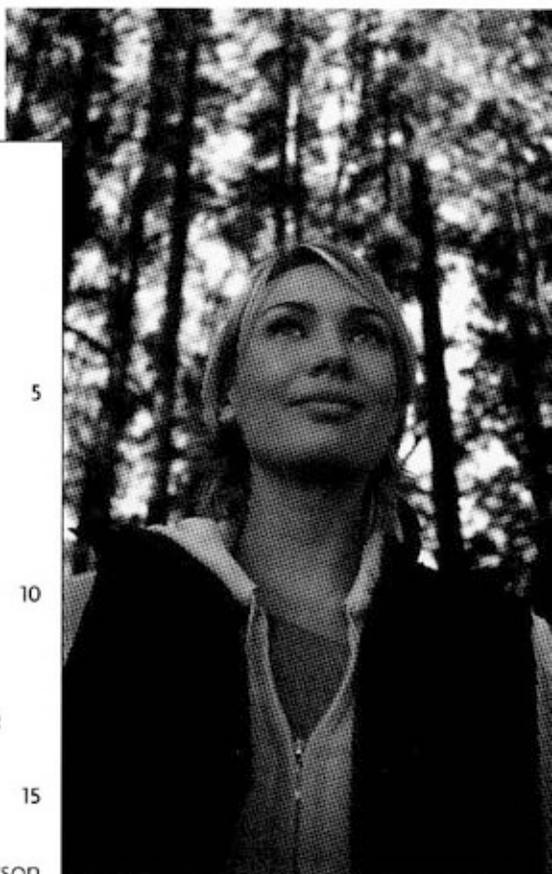
I perform the role of my perception,  
And play many parts so well.  
But minus files for my redemption,  
My part in life I cannot tell.

Life is like a video,  
I watch but cannot partake. 10

My uneven skills are but an echo  
Of the frustrations which I hate!

However, my focused use of time and space  
I would not give away.  
I know that I am especially placed 15  
For some developed career one day!

Wendy Lawson



b Read the poems again and find where the poet says:

- she does not feel completely part of the world. ....
- her condition defines who she is. ....
- she cannot disguise her feelings. ....
- she is frustrated by things she can't do and by her feelings. ....
- she is good at seeing and noticing things. ....
- she cannot pretend to be someone she is not. ....
- she is confident that she will find what she wants to do in the future. ....

c Find the words or phrases 1–10 which are underlined in poem B. Match them with the definitions a–j.

- |                    |   |
|--------------------|---|
| 1 focused          | a participate                                     |
| 2 perform          | b positioned                                      |
| 3 partake          | c concentrated                                    |
| 4 one step removed | d not regular                                     |
| 5 curled           | e idea of what we experience with our senses      |
| 6 placed           | f being saved                                     |
| 7 uneven           | g without   |
| 8 redemption       | h do  |
| 9 minus            | i close to being something but a little different |
| 10 perception      | j in a bent and rounded position                  |

d Find lines in poem B that mean the same as sentences 1–3.

- I'm good at doing lots of different things. (line \_\_\_\_)
- I'm not sure what my role is. (line \_\_\_\_)
- I'm good at concentrating on things and I wouldn't change that for anything else. (lines \_\_\_\_)

# Skills in mind

## 6 Write

- a Read and underline the words that show this is an informal letter. What is the aim of the letter?

Dear James,

Thanks for your letter. I'm delighted you're coming over and we're all looking forward to seeing you again.

I can understand you are nervous about travelling on your own. Don't worry, we'll pick you up at the airport. Let me know your flight number and arrival time and we can meet you as soon as you arrive.

Karina wondered if you could bring her some of that wonderful cheese we ate in your parents' house. She keeps raving about it. I don't think it should be a problem bringing it into the country.

Let me know as soon as you book your flight.

Love,  
Sandra

## Exam tip

### Writing a transactional letter

The letter may be formal or informal. You may have to do a number of things: request or give information, give an explanation, make an apology or a suggestion, persuade someone to do something. You should use the usual conventions of letter writing (salutation, paragraphing, closing phrases). You do not have to include addresses.

- The letter must include all the points in the notes.
- Choose the appropriate register (in this case informal).
- Make sure your letter is clear and well organised. Explain immediately why you are writing and check that all the information is easy to understand.

- b You would like to take part in *Chicken Shed Inclusive Theatre Company's Summer School* with your English friend Paul. Read the advertisement and your notes. Use the information to write a letter (120–180 words) to Paul. Persuade him to join you.

http://www.chickenshedtheatre/projects.html

### How can inclusive theatre include everyone?

## SUMMER SCHOOL IN THE INCLUSIVE PERFORMING ARTS

3rd July to 7th July [Behind the Scenes at Chicken Shed] I'm free then Paul?  
£275 for the week, per person Expensive, but if we start saving now...

The course, *Behind the Scenes at Chicken Shed*, offers an introduction to inclusive theatre and a chance to explore what inclusive theatre really is. Students will experience the Chicken Shed inclusive theatre method and see how the theatre develops from workshops through to performance. Students will work across different age groups and different ideas in theatre, in order to ask and begin to answer the question "How can inclusive theatre include everyone?" Always wanted to do drama

The course is run daily (times vary between 10 am and 8 pm) Monday to Friday and is led by Chicken Shed's professional performing and teaching staff. Busy! At least we'll have weekends free.

**News from last year's Summer School** Meet loads of cool people

Last year Chicken Shed Theatre Company's Summer School had an international flavour for the first time. Amongst its 36 participants were students from Norway, Barbados and New Zealand who had travelled to north London to learn about the unique philosophy of inclusive theatre with Chicken Shed.



# Unit check

## 1 Fill in the spaces

Complete the text with the words in the box.

asked went had playing forgotten standing ~~was~~ did stood told

I was in primary school, I <sup>1</sup> was maybe four or five years old. It was break time, and all the kids were <sup>2</sup> \_\_\_\_\_ in the school yard. Once the bell <sup>3</sup> \_\_\_\_\_ rung, everyone ran happily into the classroom. Well, maybe not everyone, but I certainly <sup>4</sup> \_\_\_\_\_. The teacher told me off for running indoors, and said "Go outside again."

So I <sup>5</sup> \_\_\_\_\_ outside. She didn't say "go outside and walk in again slowly" or "go outside and come in when you feel calmer" or anything like that. So I just <sup>6</sup> \_\_\_\_\_ there outside the door, waiting. While I was <sup>7</sup> \_\_\_\_\_ there, the headmistress saw me and <sup>8</sup> \_\_\_\_\_ me what I was doing. I explained to her that the teacher had <sup>9</sup> \_\_\_\_\_ me to go outside. She laughed and took me inside the classroom. The teacher had <sup>10</sup> \_\_\_\_\_ all about me, and she called me a "silly billy" for not coming back inside.

9

## 2 Choose the correct answers

Circle the correct answers a, b or c.

- By the time he was six, he \_\_\_\_\_ to speak four foreign languages.  
a learned b have learned c had learned
- She was in two \_\_\_\_\_ about what to do.  
a mind b brains c minds
- \_\_\_\_\_ then they have travelled all over Europe and North Africa.  
a Since b Just c After
- \_\_\_\_\_ is a developmental condition that affects social relationships.  
a Autistic savant b Autism c Autistic
- He saw them as he \_\_\_\_\_.  
a left b had left c was leaving
- The *Music for All Project* is Sally's \_\_\_\_\_.  
a brainwave b brainchild c brainstorm
- Karen's acting strangely, she must have something \_\_\_\_\_ her mind.  
a on b in c at
- Kevin \_\_\_\_\_ all his homework already.  
a has finished b finished c is finishing
- \_\_\_\_\_ up your mind yet?  
a Did you make b Do you make c Have you made

8

## 3 Correct the mistakes

In each sentence there is a mistake with the verb in the present or past tense. Underline the mistakes and write the correct sentence.

- He changes jobs twice since last year. He has changed jobs twice since last year.
- By the time he was 12, he broke his leg five times. \_\_\_\_\_
- Enrico's busy. He studies for his Maths test on Monday. \_\_\_\_\_
- Are you doing anything good recently? \_\_\_\_\_
- Are they liking their new school? \_\_\_\_\_
- When I got home I was hearing your message on the answering machine. \_\_\_\_\_
- When I arrived at the office he waited for me. \_\_\_\_\_
- I hope he's knowing what he's doing. \_\_\_\_\_
- When the film started I realised I saw it before. \_\_\_\_\_

8

## How did you do?

Total:  25



Very good  
20 - 25



OK  
14 - 19



Review Unit 1 again  
0 - 13

## 2

## Mind over matter

## 1 Grammar

## Passive forms review

- a Complete the text with the correct passive tense.

will be checked   were guided   ~~have been found~~   are being made   had been avoided

News is just in that lots of new animals and plants <sup>1</sup> *have been found* by a team of scientists in an unexplored Indonesian jungle. Bruce Beehler, a member of the team, said that new discoveries <sup>2</sup> ..... each day. The scientists <sup>3</sup> ..... to the area by people from native tribes. The area <sup>4</sup> ..... in the past by the local tribes because of ancient superstitions.

The new findings <sup>5</sup> ..... by other scientists as soon as they receive them.



- b Rewrite the sentences using the correct passive tense.

1 Last year, scientists discovered a new type of bird in Indonesia.

*Last year, a new type of bird was discovered in Indonesia.*

2 They have also seen tree kangaroos in the area.

.....

3 In the past, local tribes had hunted and killed nearly all the tree kangaroos.

.....

4 Conservation International organised the expedition.

.....

5 The scientists will discover new types of plants.

.....

6 They will send examples of all their discoveries to other scientists.

.....

- c Circle the correct answers a, b, c or d.

1 Plants ..... as the basis of most of today's medicines.

a use   b will be used   c is used   d are used

2 However, herbal medicine ..... by modern doctors until recently.

a is not accepted   b was not accepted   c will not be accepted   d is not being accepted

3 The British Herbal Medicine Association ..... in 1964.

a is formed   b has been formed   c was formed   d had been formed

4 Health expert Jan de Vries says that, since he opened his clinic, many people ..... by his remedies.

a are cured   b have been cured   c were cured   d will be cured

5 Alternative remedies ..... by almost nine million people in Britain next year.

a are chosen   b have been chosen   c will choose   d will be chosen

## 2 Vocabulary

Health and medicine

- a Find four words or phrases to do with health and medicine in the wordsnake.



- 1 ..... 3 .....  
2 ..... 4 .....

- b Complete the dialogue with the words in the box.

symptoms recovering doctor diet get better check-up suffer diagnosed

Woman: Hello, you must be the new <sup>1</sup> doctor .

Doctor: Yes, I'm Doctor Lane. Are you here for a <sup>2</sup> .....

Woman: No, I haven't been feeling well recently.

Doctor: What are your <sup>3</sup> .....

Woman: I often <sup>4</sup> ..... from headaches and I'm <sup>5</sup> ..... from the flu at the moment.

Doctor: Have you ever been <sup>6</sup> ..... with any serious illnesses?

Woman: No.

Doctor: Let me see. I think you may need some vitamins.

Woman: Will I need to change my <sup>7</sup> .....

Doctor: No, just take these tablets and you should <sup>8</sup> ..... soon.



## 3 Pronunciation

Consonant clusters

- a Match the words with the definitions. Listen and check.

- |                         |   |
|-------------------------|---|
| 1 A placebo             | a is a doctor's opinion about a patient's illness.                                |
| 2 A scientist           | b is a drug that makes you sleep during an operation so you do not feel anything. |
| 3 A diagnosis           | c is a sign of illness in the body.   |
| 4 A symptom             | d is a substance with no active ingredients that is given to a patient.           |
| 5 A general anaesthetic | e is someone who does research, usually in a laboratory.                          |

- b Listen and repeat.

## 4 Grammar

### Passive tenses

Join the words to make sentences using a passive tense.

- 1 The first pyramids / build / the Egyptians ..... *The first pyramids were built by the Egyptians.*.....
- 2 Cacao / produce / Ghana .....
- 3 One in six people in Britain / affect / stress .....
- 4 A British schoolgirl / choose / star in the last Harry Potter film .....
- 5 Old cans / recycle / make fridges .....
- 6 11% of Americans / not give healthcare / last year .....

## 5 Grammar

### Passive continuous tenses

a Rewrite the sentences using a passive continuous tense.

- 1 Large forest companies are forcing thousands of Indians to move out of the rainforest.

*Thousands of Indians are being forced to move out of the rainforest by large forest companies.*

- 2 The companies are buying the land from the Indians at low prices.

.....

- 3 Now some Indian tribes and medical companies are reaching a deal.

.....

- 4 Man is destroying 137 plant and animal species every day.

.....

- 5 Many medical companies are using rainforest plants in their products.

.....

- 6 Researchers are studying less than 1% of the plants in the rainforest.

.....

b Circle the correct form of the verb.

For centuries, the rights of indigenous tribes <sup>1</sup> have been ignored / was being ignored. Now they <sup>2</sup> were considered / are being considered important to future projects by many companies that produce medicine. The ingredients for many new medicines to cure illnesses such as cancer and AIDS <sup>3</sup> are being found / were being found in the rainforest. The search for new plants <sup>4</sup> is being called / is called bio-prospecting, and the best way to carry it out is to work with local tribes who really know how the plants can be used to make medicines. Researchers say that 75% of today's plant-based medicines <sup>5</sup> was previously being used / were previously used by indigenous people for treating illnesses. Experts hope that the future of many endangered tribes <sup>6</sup> will be saved / are being saved by bio-prospecting.



## 6 Vocabulary

### Feelings

a Complete the sentences with the noun form of the adjective. Use your dictionaries if necessary.

- Anika is being treated for depression (depressed).
- Twice as many women as men are prone to ..... (panicky) attacks.
- Exchange students often suffer from ..... (homesick).
- The new manager seems to have got his ..... (confident) back after a bad start.
- Many athletes drop out of the marathon because of ..... (exhausted).
- What is the difference between ..... (envious) and ..... (jealous)?
- ..... (nostalgic) is fine as long as you don't live in the past.

b Listen to the conversation and match the two parts of the sentences. Write a–f in the boxes.

- |  |                          |  |
|--|--------------------------|--|
| 1 Katy's feeling sorry for herself     | <input type="checkbox"/> | a and it's making him exhausted.                 |
| 2 Dilshan's over-anxious about work    | <input type="checkbox"/> | b and then she gets panicky.                     |
| 3 Nick feels guilty                    | <input type="checkbox"/> | c and it's getting her down.                     |
| 4 Julia's got no confidence in herself | <input type="checkbox"/> | d when he gets jealous.                          |
| 5 My grandma's very nostalgic          | <input type="checkbox"/> | e because she's homesick.                        |
| 6 Abby is absent-minded                | <input type="checkbox"/> | f and she always talks about when she was young. |

c Read the text about emotional wellbeing. Some lines are correct and some have a word which should not be there. If a line is correct, put a tick (✓) in the space at the end of the line. If a word should not be there, cross it out and write the word in the space.

- |  |             |
|--|-------------|
| If you are feeling <del>is</del> anxious or depressed you may consider | 1 <u>it</u> |
| keeping a thought diary. The first thing you should do is              | 2 ✓         |
| think about your problem and decide what can it is that is             | 3 .....     |
| making you panicky or depressed. It's not important to work on         | 4 .....     |
| out what that the cause is at this stage. The next step is to          | 5 .....     |
| rate how very bad the problem is and pay attention to when it          | 6 .....     |
| occurs. You may notice that a pattern. Now you need to                 | 7 .....     |
| decide what action you need to take and what behaviours you            | 8 .....     |
| should to change first. Don't lose your confidence at this             | 9 .....     |
| stage. It's easy to feel sorry for yourself and to think you'll        | 10 .....    |
| never manage to change. Once you have decided on to your goals         | 11 .....    |
| you need to work towards them at in your own time. Don't feel          | 12 .....    |
| guilty if you are not going as fast as you hoped you would.            | 13 .....    |

# Skills in mind

## 7 Read and write

Complete the dialogue with the correct words a, b, c or d.



Paula: Hi Joe, <sup>1</sup> *how come* you're so early?

Joe: I'm nervous <sup>2</sup> the computer exam.

Paula: Don't worry, you'll be fine.

Joe: No, I'm just <sup>3</sup> the money for the exam. I'm not ready for it yet.

Paula: Don't say that, Joe. You're giving up before you try.

Joe: I can't see myself passing.

Paula: Well, Joe, if you want to pass, you need to change that. You need to see yourself passing.

Joe: <sup>4</sup> than done.

Paula: <sup>5</sup> a minute and listen to me!

Joe: OK, go ahead.

Paula: If you see yourself failing, you'll fail. If you see yourself passing, you'll pass.

Joe: I might as well try. I'll try <sup>6</sup> at this stage.

Paula: If you think positive, you're <sup>7</sup> to success!

- |                   |                   |                    |
|-------------------|-------------------|--------------------|
| 1 a how long      | b <u>how come</u> | c come on          |
| 2 a of            | b with            | c about            |
| 3 a throwing away | b throwing out    | c throwing up      |
| 4 a Easy to       | b Easier          | c Better to say    |
| 5 a Hang in       | b Hang out        | c Hang up          |
| 6 a everything    | b anything        | c something        |
| 7 a well on       | b well done       | c well on your way |

## Exam tip

### Multiple choice cloze

- Read the piece all the way through before you try to complete the sentences.
- Then read each sentence very carefully and try to understand what it will mean when the gap is filled.
- When you think you have found the correct answer, check that both the grammar and meaning are correct. If you are unsure, try saying the sentence to yourself with the other options in the gap. Do any of them sound right?
- Remember, you should always write something, even if you really don't know the answer. A sensible guess is better than no answer at all.

## 8 Study help

### Learning new words

When you learn new words and phrases in English, notice word combinations. Notice the difference between expressions such as *You're well* and *You're well on your way*. It's important to understand how words are used, not just their individual meanings. When you are reading a text, underline or highlight any unexpected or unusual combinations of words. See if you can work out the meaning from the context, then check it in a good dictionary. Fix the meaning by making sentences that are meaningful to you using that particular word combination.

# Unit check

## 1 Fill in the spaces

Complete the text with the words in the box.

were interrupted symptoms were affected specialised was prescribed  
felt ~~had been diagnosed~~ was hypnotised condition was increased

Jonathan <sup>1</sup> had been diagnosed with a rare skin problem when he was a child. He <sup>2</sup> ..... a strong medicine, which he had to take every day. As he grew older, his <sup>3</sup> ..... gradually got worse. Both his school and social life <sup>4</sup> ..... He couldn't take part in sports and his medication <sup>5</sup> ..... so much that lessons <sup>6</sup> ..... often ..... Then one evening he went to see a hypnotist who was performing at the town hall. Jonathan put his hand up to volunteer, and he <sup>7</sup> ..... at the front of the hall by the hypnotist. The next day he felt much better than usual. He even forgot to take his medicine but he <sup>8</sup> ..... fine. Jonathan told his doctor, who told him to see a medical hypnotist who <sup>9</sup> ..... in Jonathan's problem. That was three years ago. Jonathan has stopped taking most of his medicine and his <sup>10</sup> ..... have disappeared. This definitely looks like a case of mind over matter.

9

## 2 Choose the correct answers

Circle the correct answers a, b or c.

- Her car ..... in last week's crash.  
a is destroyed b destroyed c was destroyed
- The classrooms ..... during the school holidays.  
a are painted b is painted c painted
- The Olympic Games ..... every four years.  
a are held b are holding c hold
- She had her temperature ..... by the nurse.  
a taken b done c made
- When was your last ..... at the doctor's?  
a check-up b check-in c check out
- I ..... from car sickness since I was a child.  
a was suffering b have suffered c am suffering
- Many people think that currently too much public money ..... on security.  
a is being spent b is spending c was spent
- Five percent of the population of Britain ..... with depression every year.  
a are suffered b are operated c are diagnosed
- Their kitchen ..... while they were away.  
a is fixed b was being fixed c will be fixed

8

## 3 Correct the mistakes

In each sentence there is a mistake with the passive. Underline the mistakes and write the correct sentence.

- When exactly are you born? When exactly were you born?
- Ireland was been changed from a farming society to an important economy. ....
- 1.5 billion cans have been recycled in Britain every year. ....
- This made for us by a factory in Berlin. ....
- Thousands of people have given the wrong medicine every week. ....
- The TV has been repaired last week by a technician. ....
- When we walked into the vet's surgery a dog is being examined. ....
- Everyone are being informed about the risks. ....
- The thief will be send to prison when he's caught. ....

8

## How did you do?

Total:  25



Very good  
20 - 25



OK  
14 - 19



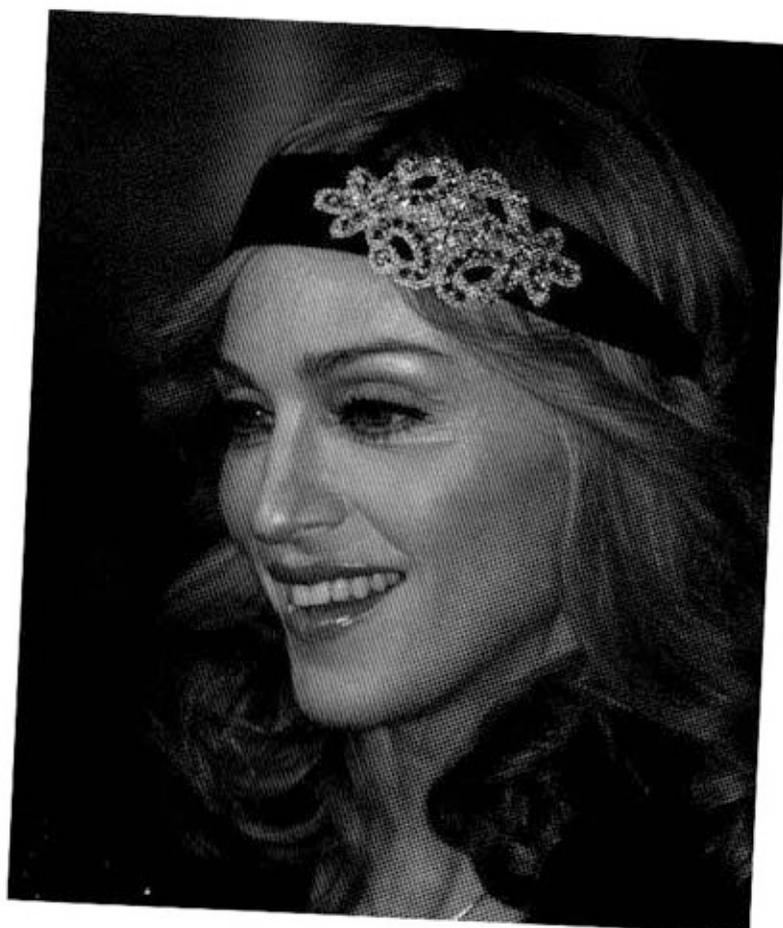
Review Unit 2 again  
0 - 13

## 1 Grammar

Relative pronouns and clauses

- a Complete the text about the singer Madonna with the correct relative pronouns.

Madonna is a singer, composer and actor  
 1 who was born in Detroit in 1958.  
 In 1977, she moved to New York  
 2 ..... she hoped to start her  
 singing career. After a few months in New York  
 she met a DJ, 3 ..... contacts in  
 Warner Brothers gave Madonna the  
 opportunity she was hoping for. *Holiday*,  
 4 ..... was one of her first songs,  
 became an international hit. She starred as Eva  
 Perón in the film *Evita*, a role 5 .....  
 won her many awards. She is not afraid to sing  
 songs 6 ..... are controversial.  
 Madonna, 7 ..... personal life is  
 always in the news, has two children, Lourdes  
 and Rocco. In 2001 she moved with her family  
 to England, 8 ..... she now lives.  
 Her latest album, *Confessions on a Dance  
 Floor*, went straight to number one in forty  
 different countries, breaking a record  
 9 ..... , until then, had only ever  
 been held by The Beatles.



- b ~~Cross out~~ the relative pronoun where it is unnecessary.

- The concert ~~that~~ I wanted to go to had already sold out.
- Those students who have passed their exams don't need to come to the revision course.
- The man who Tony was speaking to is my sister's boyfriend.
- Saturday, which is my day off, is the closing date for the competition.
- The pasta that I had for lunch was delicious.
- The sauce that came with the pasta was amazing.
- I got an email from the lady who I contacted about the youth hostel.
- I have to take a train that stops in Birmingham.
- The restaurant where we ate was very expensive.
- The book that I'm reading is about the human mind.

- c Circle the correct relative pronouns.

- It's the first time that / what we've met, isn't it?
- The girl who / whose place you're sitting in is coming back in a minute.
- The place that / where I live is too quiet for me.
- Everyone which / who replies will get a free CD.
- What's the name of the film that / who won the Oscar?
- I did a computer course what / which was really helpful.
- The girl which / whose parents own that shop is in my class.
- Did you understand that / what he was saying?

**d** Join the two sentences to make one sentence using relative pronouns.

1 He's doing a course. The course lasts for three months.

*He's doing a course that lasts for three months.*

2 Kate won the tennis match. She played against Akeela.

3 I spoke to the man. The man works at the information desk.

4 Yesterday I met Jenny. Jenny's sister was in my class in college.

5 They've started training for the match. The match will decide the championship.

6 Suren has moved to London. He lived next door for three years.

7 I asked him to post the letter. I had written the letter to my cousin.

8 My brother booked a holiday to New York. He lived in New York for six months.

**e** Tick (✓) the sentence, a or b, which means the same as the first statement in **bold**.

1 **Not all the children got flu.**

a The children who went to the party got flu.

b The children, who went to the party, got flu.

2 **They were looking for a restaurant with a smoking area.**

a They were hungry so they went into the first restaurant which had a smoking area.

b They were hungry so they went into the first restaurant, which had a smoking area.

3 **I wanted to go to Florence.**

a I booked the first holiday I found which was in Florence.

b I booked the first holiday I found, which was in Florence.

4 **No one was allowed into the room.**

a The people who were late weren't allowed into the room.

b The people, who were late, weren't allowed into the room.

**f** Read the sentences. Some are correct and some have a word which should not be there. If a sentence is correct, put a tick (✓) in the space at the end of the line. If a word should not be there, cross it out and write the word in the space.

1 The girl who I was talking to is her sister.

1

2 The person whose his car is blocking yours is over there.

2 .....

3 The place where I used to live that was called Newtown.

3 .....

4 There were some good new bands at the concert that what I went to.

4 .....

5 The bus that goes into town leaves from the corner.

5 .....

6 The company that it makes these products is based in France.

6 .....

7 My sister used to go out with a guy who drove a Ferrari.

7 .....

8 The guesthouse where we stayed it had a lovely view.

8 .....

## 2 Grammar

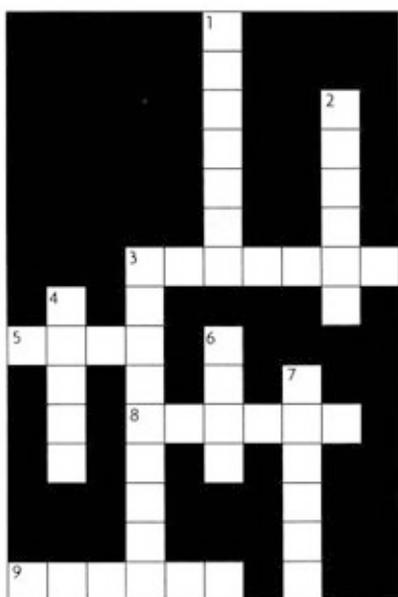
Which referring back to an idea

Match the two parts of the sentences.

- |   |   |                          |
|---|---|--------------------------|
| 1 You don't know what you are going to be asked on the day of the exam, | a which means I'll have to start saving.                  | <input type="checkbox"/> |
| 2 Some scientists say men and women are becoming more alike,            | b which means that opportunities could become more equal. | <input type="checkbox"/> |
| 3 He moved to Edinburgh last year,                                      | c which means we hardly get to see him.                   | <input type="checkbox"/> |
| 4 I need to buy a new car,  | d which makes preparation very difficult.                 | <input type="checkbox"/> |

## 3 Vocabulary

- a Complete the crossword, using the clues 1–9.



Across

- 3 Glasses you wear when you are swimming.  
5 Where you go to ice-skate or to play ice hockey.  
8 You need one of these to hit the ball in tennis.  
9 Group of teams that compete together in a sport.

Down

- 1 For this sport, your board is no good if there aren't any waves.  
2 You wear these when it's cold or if you're a boxer.  
3 It's like racing cars, but it's slower.  
4 Another name for a football field.  
6 The name for the 'ball' in ice hockey.  
7 This protects your head in aggressive or dangerous sports.

- b Circle the correct words to complete the dialogue.

Paul: Who <sup>1</sup> got sent off / won the match on Saturday?

Rob: Rovers. They <sup>2</sup> beat / scored United by two goals to one.

Paul: Who <sup>3</sup> drew / scored?

Rob: Paul Smith <sup>4</sup> scored / won the first goal. United got a goal back and it looked like it was going to end in a <sup>5</sup> draw / win.

Paul: Then what happened?

Rob: Five minutes before the end, one of the United defenders <sup>6</sup> beat / fouled Smith and he was <sup>7</sup> beaten / sent off. Smith scored the penalty. But if that player hadn't been sent off, I don't think United would have <sup>8</sup> beat / lost.



## 4 Pronunciation

Intonation in questions

- a Look at the questions. Do you think the voice goes up ↑ or down ↓ at the end of each one of them?

- |   |  |
|---|--|
| 1 What time does the flight take off?<br>In about half an hour.   | 4 Where do we get off the bus for the museum?<br>It's the next stop.   |
| 2 Are you going away for the weekend?<br>No, I'm staying at home. | 5 Will you send me a postcard when you get there?<br>Of course I will. |
| 3 Do you want to go for a drive in my new car?<br>I'd love to.    | 6 Are you leaving for Paris tonight?<br>Yes, at about ten thirty.      |

- b Listen and check.

- c Listen again and repeat the questions.

## 5 Culture in mind

- a This is an extract from a letter, written in 1854, from the Native American Chief Seattle to the US President. Read the text quickly and tick (✓) the statement that is most similar to Chief Seattle's message.

- 1 Chief Seattle is willing to sell his land.
- 2 Chief Seattle is afraid he won't get a good price for his land.
- 3 Chief Seattle doesn't believe that land is something that can be sold.
- 4 Chief Seattle expects the Government to respect the land if he decides to sell it.


*How can you buy or sell the sky, the warmth of the land? The idea is strange to us. If we do not own the freshness of the air and the water, how can you buy them? Every part of this earth is special for my people. Every leaf, every sandy shore, every shadow in the dark woods, every clearing and humming insect is special in the memory experience of my people. The juice which runs through the trees carries the memories of the red man.*

*The white man's dead forget the country of their birth when they go to walk among the stars. Our dead never forget this beautiful earth, for it is the mother of the red man. We are part of the earth and it is part of us. The flowers are our sisters; the deer, the horses, the great eagle, these are our brothers. The rocks, the juices in the meadows, the body heat of the young horses, and man – they all belong to the same family.*

*So when the Great Chief in Washington sends word that he wishes to buy our land, he asks us to do a difficult thing. The Great Chief sends word he will reserve us a place so that we can live comfortably. He will be our father and we will be his children. So we will consider your offer to buy our land. But it will not be easy. Because this land is special for us. This shining water that moves in the streams and the rivers is not just water but the blood of our ancestors. If we sell you land, you must remember that it is special and holy, and you must teach your children that it is special and that each reflection in the clear water of the lakes tells of events and memories in the life of my people. The water's music is the voice of my father's father.*

*We know that the white man does not understand our ways. One piece of land is the same to him as the next, for he is a stranger who comes in the night and takes what he needs from the land. The earth is not his brother but his enemy, and when he has taken what he needs from it, he moves on. He treats his mother the earth and his brother the sky as things to be bought, stolen, sold like sheep or bright jewellery. He will destroy the earth and leave behind only a desert.*

- b Read the text again and **circle** the correct answer a, b or c.

- 1 Chief Seattle says that
  - a the area where he lives is special for the Native Americans.
  - b all of the earth is special for the Native Americans.
  - c the area which the white man wants to buy is special for the Native Americans.
- 2 When Native Americans die,
  - a they forget the earth.
  - b they live in the rivers.
  - c they never forget the earth.
- 3 It will not be easy for the Native Americans to sell the land because
  - a they feel that they do not own it.
  - b they want too much money for it.
  - c no one wants to buy it.
- 4 How is the white man different from the Native Americans in his attitude towards the land?
  - a He uses the land for sheep farming.
  - b He takes what he needs from the land and then moves on.
  - c He steals the land.

- c Read the text again and mark the sentences **T** (true) or **F** (false).

- 1 Chief Seattle thinks you can buy and sell land.
- 2 The land is special to Chief Seattle's people, the Native Americans.
- 3 The Native Americans believe the land is like a brother.
- 4 Chief Seattle thinks the white man understands him.
- 5 The land is special for the white man too, writes Chief Seattle.
- 6 Chief Seattle is worried that the land will be destroyed by the white man.

# Skills in mind

## 6 Listen

- a Look at the pictures. What are the sports? Write down any words you know associated with these sports.



A .....



B .....



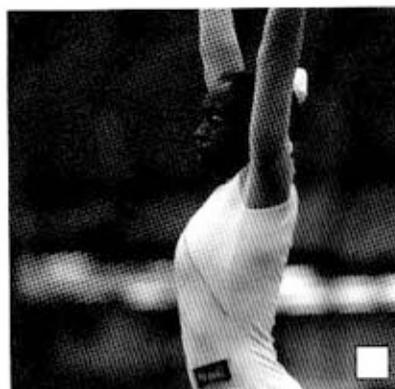
C .....



D .....



E .....



F .....

- b Listen to these five short sports commentaries. Match the correct sport with each speaker. Write 1–5 next to the photos. There is one photo you won't use.

- c Now write the words you heard that helped you choose each answer.

- 1 .....
- 2 .....
- 3 .....
- 4 .....
- 5 .....

### Exam tip

#### Matching opinions with pictures

In this type of task you hear five short extracts which have a common theme.

- Before you start listening, look at all the information you have already.
- Think of everything you know about the subject and try to predict the words the speaker will use.
- Try to choose the answers during the first listening and check them during the second one.
- Some of the vocabulary can be difficult. Don't worry if you don't understand every word; just try to understand the general meaning.

# Unit check

## 1 Fill in the spaces

Complete the text with the words in the box.

which whose who it where why ~~who~~ what when that

Sabrina Cohen, <sup>1</sup> who is one of Wales' top martial arts fighters, has fought 101 rounds to raise money for cancer charities. 22-year-old Cohen, <sup>2</sup> ..... father Meir died of cancer <sup>3</sup> ..... she was nine years old, fought the marathon in Cardiff, <sup>4</sup> ..... she lives. She had planned to fight 100 rounds, but in the end she did an extra one <sup>5</sup> ..... she dedicated to her father's memory. 'This is for the man <sup>6</sup> ..... inspired me to do this,' she said as she headed into her final round. It is thought to be the first time <sup>7</sup> ..... such an event has been staged in the sport. 'It doesn't matter <sup>8</sup> ..... you do,' she said. 'The important thing is to make the effort. I'd definitely do <sup>9</sup> ..... again.' Her friends commented: 'We were concerned about Sabrina but we understood <sup>10</sup> ..... she wanted to do this and supported her all the way.'

9

## 2 Choose the correct answers

Circle the correct answers a, b or c.

- The man ..... I was speaking to is from Chile.  
a which b whose c who
- She didn't pass the exam, ..... means she has to repeat the year.  
a which b what c that
- The person ..... lent me that film wants it back.  
a which b whose c that
- The skateboard ..... you ordered has arrived.  
a that b it c what
- I don't understand ..... he's saying.  
a which b that c what
- They couldn't give us the information ..... we need.  
a it b that c what
- ..... they need is a new managing director.  
a Who b That c What
- The pitch ..... we played the match on was in really poor condition.  
a who b that c what
- The boy ..... dog bit you phoned to apologise.  
a whose b who c which

8

## 3 Correct the mistakes

In each sentence there is a mistake with a relative clause or pronoun. Underline the mistakes and write the correct sentence.

- The shop that I bought my wedding dress has closed.  
The shop where I bought my wedding dress has closed.
- The bus it goes to Oxford leaves in half an hour. ....
- Everyone what I asked said I should do the exam again. ....
- Have you seen the camera who I left there? ....
- I asked her which she was thinking. ....
- There are lots of people which lives will be improved by the new drug. ....
- Can you remember whose introduced us? ....
- The News is the TV programme what I prefer. ....
- She's the girl who bike was stolen. ....

8

## How did you do?

Total:  25



Very good  
20 - 25



OK  
14 - 19



Review Unit 3 again  
0 - 13

## 1 Grammar

## Reported speech

## a Match the two parts of the sentences in each group.

- |                      |  |
|----------------------|--|
| 1 Caroline told Sara | a Sara that Caroline was making a mistake.                           |
| 2 Sara said,         | b that she was going to move to Canada.                              |
| 3 Marco told         | c 'I'm going to miss you.'   |
| 4 John said          | d that Russian was quite difficult.                                  |
| 5 The teacher told   | e to me that he wanted to study Russian next year.                   |
| 6 I told him         | f him he would have to learn the Russian alphabet before he started. |
| 7 My dad told        | g him that I was scared of horses.                                   |
| 8 He said            | h me he wanted to take me horse riding at the weekend.               |
| 9 I told             | i he had booked us a lesson at 11 o'clock on Saturday.               |



## b Underline the correct words in the second sentence.

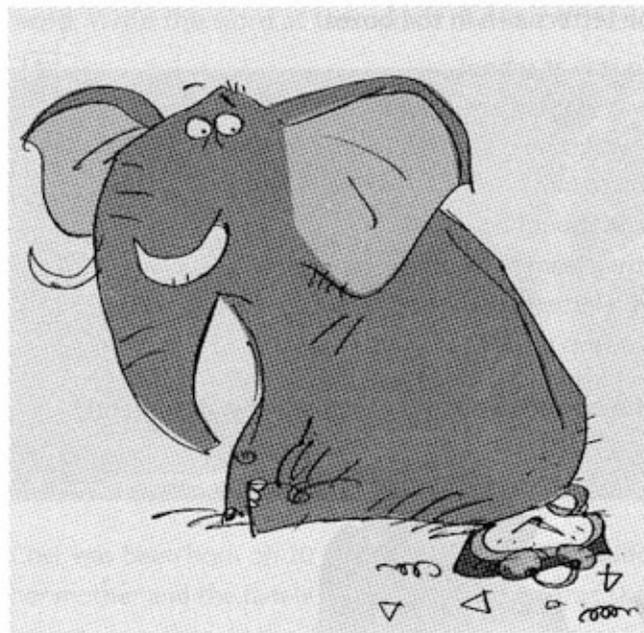
- |  |   |
|--|---|
| 1 She told me that she couldn't come to the meeting.<br>'I <u>can't</u> / couldn't come to the meeting.'   | 4 He said he would call to see her the following day.<br>'I <u>d call</u> / I'll call to see you tomorrow.'                 |
| 2 He told me to call him if I needed help.<br>'You <u>call</u> / Call me if you need help.'  | 5 Steven said he had seen Murad the previous day.<br>'I <u>ve seen</u> / I saw Murad yesterday.'                            |
| 3 The teacher asked her if she had taken the letter to the head teacher.<br>' <u>Did you take</u> / Would you take this letter to the head teacher?' | 6 He told me that he was going out with Susana that evening.<br>'I <u>go out</u> / I'm going out with Susana this evening.' |

## c Rewrite these sentences using direct speech.

- He asked me if I had seen *Harry Potter and the Goblet of Fire*.  
Have you seen Harry Potter and the Goblet of Fire?
- I replied that I hadn't but that I was reading the book.  
.....
- He asked me if I would lend him the book when I had finished with it.  
.....
- I asked him what he knew about the author.  
.....
- He told me that the author, J. K. Rowling, had always wanted to write books.  
.....

## 2 Vocabulary

### Expressions with *time*



- a Look at the cartoon and read the first line of the joke. Tick (✓) the funniest answer 1, 2 or 3.

Q: What time was it when the elephant sat on the clock?

A: .....

- 1 I don't know.
- 2 Two o'clock?
- 3 Time to get a new clock!

- b Complete the sentences using the correct tense of the verbs in the box.

give spend take waste

- 1 There was no deadline on the project, so we ..... our time.
- 2 I hate visiting my brother. He ..... always ..... me a hard time about my job.
- 3 He's really fit. He ..... most of his free time at the gym.
- 4 'So far this evening, you ..... a lot of time watching TV. Do some homework!'

- c Circle the correct preposition.

- 1 I'm taking some time *off* / *on* work to redecorate the house.
- 2 I phoned just *at* / *in* time to get the last tickets.
- 3 The new teacher never arrives *at* / *on* time.
- 4 We didn't get the painting finished properly because we ran *off* / *out* of time.

- d Complete the second sentence so that it has a similar meaning to the first sentence. Use the word in **bold** at the end. You will need to use more than one word.

- 1 Use your time well during the exam. Don't ..... **waste time** ..... during the exam. (**waste**)
- 2 He's taking a break because he's been working hard recently. He's taking some ..... because he's been working hard recently. (**off**)
- 3 You don't need to hurry, the train doesn't leave until 6 o'clock. You can ..... , the train doesn't leave until six. (**take**)
- 4 I don't think I passed the test. There wasn't enough time and I didn't answer all the questions. I don't think I passed the test. I ..... and I didn't answer all the questions. (**ran**)
- 5 She arrived at the last moment before he started his speech. She arrived ..... to hear his speech. (**just**)

## 3 Pronunciation

### The schwa /ə/

- a Listen to the sentences. Underline the unstressed syllables. These all contain the schwa /ə/ sound.

- 1 Teachers don't often have a lot of time.
- 2 He wastes a lot of time on the Internet.
- 3 Michael arrived just in time to have dinner with us.
- 4 You can take some time off next week when we're not so busy.
- 5 Have you got time for a cup of tea?

- b Listen again and repeat.

## 4 Grammar

### Reporting verbs

a Match the two parts of the sentences. Write the letters a–h in the boxes.

- |                                  |  |                          |
|----------------------------------|--|--------------------------|
| 1 Cathy reminded her father      | a her to stay at school.                               | <input type="checkbox"/> |
| 2 In the letter he had persuaded | b she was worried about him.                           | <input type="checkbox"/> |
| 3 She said that                  | c over-worked and stressed people to relax.            | <input type="checkbox"/> |
| 4 And she advised                | d a book to him.                                       | <input type="checkbox"/> |
| 5 She recommended                | e to think about her advice.                           | <input type="checkbox"/> |
| 6 The book encourages            | f that they learn to do things more slowly.            | <input type="checkbox"/> |
| 7 It also suggests               | g about a letter he wrote to her when she was fifteen. | <input type="checkbox"/> |
| 8 Cathy asked her dad to promise | h him to stop working so hard.                         | <input type="checkbox"/> |

b  Cathy rings her father. Listen and **circle** the correct words to complete the statements.



- Cathy rings her father and asks if he has **received** / *sent* her letter.
- He says that he *got* / *sent* it the week before.
- He says *he didn't read it* / *he didn't read it properly*.
- Cathy tells him to *take time off* / *work hard*.
- At first, her father *refuses* / *wants* to listen to her.
- He promises to *read the letter* / *take time off* once they have finished the phone call.

c Rewrite the sentences so they have the same meaning. Use the verb in **bold** at the end.

- 'I'll be on time tomorrow morning!' (**promise**)  
*He promised that he would be on time the next morning.*
- 'You should buy the latest Coldplay album.' (**recommend**)  
Laura .....
- 'Don't ever do that again!' (**warn**)  
Their mum .....
- 'Let's go to the cinema at the weekend.' (**suggest**)  
She .....
- 'I wouldn't buy that mobile phone.' (**advise**)  
Jane .....
- 'If you join our gym you'll be super fit in just a month.' (**claim**)  
The instructor .....
- 'I didn't break the vase.' (**deny**)  
She .....
- 'And I won't accept homework that isn't done on time.' (**emphasise**)  
The teacher .....

## 5 Culture in mind

- a Read Cher's biography. Some of the lines of text have an extra, unnecessary word. Write the word at the end of the line. If the line is correct, put a tick (✓).



Cher was been born on 20 May 1946 in El Centro, California. She grew up with her mother and the family was poor. Cher says that she will never forget her poverty as a child. In the 1964 she married the singer Sonny Bono and soon Sonny and Cher were one of the most popular acts in the US. The couple didn't waste on time and soon they had their own television show, *The Sonny and Cher Comedy Hour*, which lasted until 1974 when they have got divorced.

In 1979, Cher moved in to New York to study acting. Her first big film was *Silkwood* where she played opposite Meryl Streep. After the some time, this led to a series of other hits including *Mask*, *The Witches of Eastwick* and *Moonstruck*.

Cher didn't stop singing and in 1999 she released *Believe*, which became the best-selling album of her most long career.

The public has always given to Cher a hard time about her appearance, but the singer has refused that to listen to criticism. Her career has spanned more than forty years and she has reached the top as a singer, television star, film actress, director, author, model, spokesperson and businesswoman. What will she to do next? Maybe she'll take on some time off.

- 1 ..... *been* .....
- 2 ..... ✓ .....
- 3 .....
- 4 .....
- 5 .....
- 6 .....
- 7 .....
- 8 .....
- 9 .....
- 10 .....
- 11 .....
- 12 .....
- 13 .....
- 14 .....
- 15 .....
- 16 .....

- b Write the direct speech for the reported speech to find out what Cher originally said.

1 Cher told her fans that if they really wanted something they would find a way to make it happen.

' *If you really want something, you'll find a way to make it happen.* .....

2 She emphasised that she didn't need a man.

' ..... '

3 She denied worrying about what the world thought of her.

' ..... '

4 And she claimed that there were lots of things that she would like to be.

' ..... '

5 Cher encouraged people to live the life they wanted to, saying it was the most important thing that they could do.

' ..... '

6 And finally she recommended not listening to advice, as most advice was useless.

' ..... '

# Skills in mind



## 6 Read

- a This is from the *Hitch-hiker's Guide to the Galaxy* by Douglas Adams. Read the text quickly. Is it about the past, the present or the future? Give reasons for your answer.

It is an important and popular fact that things are not always what they seem. For instance, on the planet Earth, man had always assumed that he was more intelligent than dolphins because he had achieved so much – the wheel, New York, wars and so on – whilst all the dolphins had ever done was muck about in the water having a good time. But conversely, the dolphins had always believed they were far more intelligent than man – for precisely the same reasons.

Curiously enough, the dolphins had long known of the impending destruction of the planet Earth, and had made many attempts to alert mankind to the danger; but most of their communications were misinterpreted as amusing attempts to punch footballs or whistle for titbits, so they eventually gave up and left the Earth shortly before the Vogons arrived.

The last ever dolphin message was misinterpreted as a surprisingly sophisticated attempt to do a double-backwards somersault through a hoop whilst whistling *The Star-Spangled Banner*, but in fact the message was this: *So long, and thanks for all the fish.*

In fact there was only one species on the planet more intelligent than dolphins, and they spent a lot of time in research laboratories running around inside wheels and conducting frighteningly elegant and subtle experiments on man. The fact that once again man completely misinterpreted this relationship was entirely according to these creatures' plans.

- b Replace the underlined phrases with the words from the box.

conversely   titbits   elegant   subtle  
misinterpreted   sophisticated

- The table was set with lots of delicious small pieces of food.
- All mothers are women, but on the other hand not all women are mothers.
- His aunt Audrey was a very graceful and attractive lady.
- Computer game characters like Lara Croft show how clever and complicated computer games are.
- Not many people could understand his sense of humour: it was very clever and not at all obvious.
- I tried to say it clearly but she still understood something different from what I said.

- c Tick (✓) the correct answers a, b, c or d.

- Why did man think he was more intelligent than dolphins?
  - Because dolphins were only interested in having a good time.
  - Because man didn't understand dolphins.
  - Because man thought he had achieved more than dolphins.
  - Because New York was an important city.
- What does 'muck about' mean?
  - Make dirty.
  - Swim.
  - Perform tricks.
  - Play.
- What did the dolphins know that man didn't?
  - That the planet Earth was going to be destroyed.
  - That *The Star-Spangled Banner* had a secret meaning.
  - That the Vogons liked fish.
  - That it was fun to punch footballs.
- What was "entirely according to these creatures' plans"?
  - The fact that they spent a long time in labs.
  - The fact that man did not understand what they were really doing.
  - The fact that they were more intelligent than dolphins.
  - The fact that man carried out experiments on them.

### Exam tip

#### Multiple choice

- Always skim through the text to get a general idea of its meaning.
- Read the questions carefully before reading the text again.
- If you are unsure, eliminate any obviously incorrect answers first. When you decide that a sentence is correct or incorrect, try to find a logical reason for your choice.

# Unit check

## 1 Fill in the spaces

Complete the text with the words in the box.

has promised time that asked on spent ~~last~~ warned denied offering

This is a report from <sup>1</sup> last Friday's Student Council meeting. Everyone arrived <sup>2</sup> \_\_\_\_\_ time. The chairperson, Pete, <sup>3</sup> \_\_\_\_\_ everyone to give their opinion on the quality of the food in the school canteen. Caroline said <sup>4</sup> \_\_\_\_\_ she thought the meals were quite good. She also suggested <sup>5</sup> \_\_\_\_\_ more vegetarian and organic meals. Karl <sup>6</sup> \_\_\_\_\_ that organic food in particular would be more expensive. Jonathan said they had <sup>7</sup> \_\_\_\_\_ enough time talking about organic food during the last meeting. Pete asked Jonathan not to waste <sup>8</sup> \_\_\_\_\_ arguing with the others and Jonathan left. Some people claimed that insects had been found in some meals recently but a representative from the canteen <sup>9</sup> \_\_\_\_\_ this. Pete wrote a report and the head teacher <sup>10</sup> \_\_\_\_\_ to read it as soon as possible.

9

## 2 Choose the correct answers

Circle the correct answers a, b or c.

- Catherine asked us \_\_\_\_\_ our opinions on the play.  
a give b to give c giving
- She denied \_\_\_\_\_ about the letter.  
a knowing b to know c know
- He convinced her \_\_\_\_\_ it.  
a doing b to do c do
- The teacher warned us not \_\_\_\_\_ it.  
a doing b to do c that do
- He said that he \_\_\_\_\_ I would be happy.  
a hopes b is hoping c hoped
- She \_\_\_\_\_ Angela all about her holiday.  
a said b told c told to
- She promised \_\_\_\_\_ the next time she was in the area.  
a calling b that she call c to call
- I decided not \_\_\_\_\_ anything about the misunderstanding.  
a saying b to say c that I say
- He told \_\_\_\_\_ that he had tickets for the concert.  
a to me b I c me

8

## 3 Correct the mistakes

In each sentence there is a mistake with the reporting verbs and time expressions. Underline the mistakes and write the correct sentence.

- John asks me if I was going to go to the match. John asked me if I was going to go to the match.
- Karlien promised that arrive on time. \_\_\_\_\_
- The teacher encouraged she to go in for the competition. \_\_\_\_\_
- He refused to paying for his ticket. \_\_\_\_\_
- I explained Terence how to get to the party. \_\_\_\_\_
- The doctor recommended for I take some rest. \_\_\_\_\_
- She's taken some time on to look after her mum. \_\_\_\_\_
- We might catch the train if it doesn't leave at time. \_\_\_\_\_
- Remind me that call her before we<sup>1</sup>leave. \_\_\_\_\_

8

## How did you do?

Total:  25



Very good  
20 - 25



OK  
14 - 19



Review Unit 4 again  
0 - 13

## 1 Grammar

what clauses

- a  Listen to the embarrassing stories A–D. Write the correct letter beside the quote that matches it.



- 1 'What was really embarrassing was that it took a couple of days for the colour to wash off.'
- 2 'What was even worse was that I had to sing it all over again.'
- 3 'What annoyed me most was my dad's reaction! I'll never forgive him.'
- 4 'What made me feel bad was that the teacher had a bump on his head for the next week.'

- b There is an extra word in some of these sentences. ~~Cross out~~ the extra word or tick (✓) if the sentence is correct.

- 1 This is what I like ~~that~~ best about the job. ....
- 2 What annoys me is about Josie is that she's always talking. ....
- 3 What you see is what you get. ....
- 4 What I need to concentrate on that is grammar. ....
- 5 I like what thing she says about the course. ....
- 6 It doesn't matter what you say, she never listens. ....

- c Join the two sentences to make one sentence using *what*.

- 1 Anne is always late. It annoys me.  
*What annoys me about Anne is that she is always late.*
- 2 John always changes his mind. It's very frustrating.  
.....
- 3 She argues a lot with her sister. It makes life difficult for her parents.  
.....
- 4 The teachers ask you to do things. It's essential to do them.  
.....
- 5 That restaurant has a good atmosphere. This makes it special.  
.....
- 6 You should do certain things when people are hurt. It's good to know them.  
.....

## 2 Pronunciation

Sentence stress and rhythm

- a  Listen and underline the stressed words.

- 1 What I really want to do is have a rest.
- 2 I never listen to what he says.
- 3 What really impressed me was her presentation.
- 4 I never know what to say in these situations.
- 5 What I would like to know is where are we all going to stay.
- 6 This isn't what you were saying last week.

- b  Listen again and repeat.

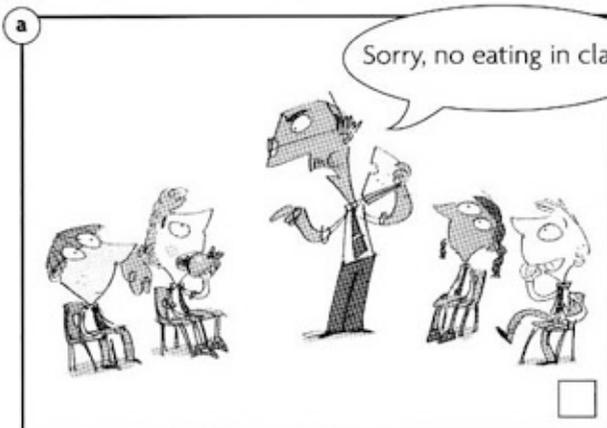
### 3 Vocabulary

#### Personality adjectives

a Match the descriptions 1–6 with the adjectives a–f.

- |   |               |
|---|---------------|
| 1 Someone who is caring and understanding.        | a bubbly      |
| 2 Someone who is superficial.                     | b smug        |
| 3 Someone who is silly and forgetful.             | c shallow     |
| 4 Someone who is clever and funny.                | d sympathetic |
| 5 Someone who is very pleased and self-satisfied. | e witty       |
| 6 Someone who is happy and full of energy.        | f scatty      |

b Which person do the quotes refer to? Write the numbers 1–4 in the boxes.



- Ralph is so pretentious. He's always talking about famous people that he's met and pretending he's important.
- He's so hypocritical!

- Karl is so careless. He never looks where he's going!
- I love meeting up with Mike. He's so charming. He always makes me feel good.

c Read and **circle** the correct adjectives a, b or c.

- Walter loves learning and thinking. He's really .....  
a **intellectual** b cheeky c boring
- Don't be ..... It's not nice to answer back to people.  
a cheeky b scatty c smug
- Be careful. She's very ..... She'll try to get you to do what she wants.  
a cheeky b pushy c pretentious

- Rachel's very ..... these days. She must have been given a promotion.  
a pushy b scatty c smug
- The teacher was very ..... when she heard my bag had been stolen.  
a careless b shallow c sympathetic
- Don't expect her to understand if you've got a problem. She's quite .....  
a shallow b pushy c scatty

## 4 Grammar

### Verbs with gerunds or infinitives

- a Circle the correct form of the verb to complete the horoscopes.

*this month's horoscope ...*

	<b>Aquarius</b> You'll enjoy <i>to be / being</i> the centre of attention today.		<b>Leo</b> Don't stop <i>to talk / talking</i> to a stranger you'll meet today. They'll waste your time.
	<b>Pisces</b> Try not <i>to repeat / repeating</i> the same mistakes over and over again.		<b>Virgo</b> Can you ever remember <i>to feel / feeling</i> so happy? Make the most of this special time!
	<b>Aries</b> You can't stand <i>to follow / following</i> the crowd. Today is no exception.		<b>Libra</b> It's time you stopped <i>to think / thinking</i> about the past. You need to live in the present.
	<b>Taurus</b> Have you borrowed any money from anyone recently? Remember <i>to pay / paying</i> them back today or you could get into trouble.		<b>Scorpio</b> You enjoy <i>to be / being</i> outdoors. Take time off work and go for a walk.
	<b>Gemini</b> Don't stop <i>to believe / believing</i> in yourself, and you'll get what you want.		<b>Sagittarius</b> Take time to stop <i>to think / thinking</i> about what's going on around you. You might miss something important if you don't.
	<b>Cancer</b> Don't refuse <i>to meet / meeting</i> a friend today. They could be important for your future.		<b>Capricorn</b> Try not <i>to lose / losing</i> your temper with a friend or someone in your family. You'll be glad you made the effort.

- b Complete the dialogue with the correct forms of the verbs.



Dave: What took you so long?

Jane: I stopped <sup>1</sup> *to buy* (buy) some food on the way.

Dave: Oh good! Did you remember <sup>2</sup> \_\_\_\_\_ (get) some milk?

Jane: Yes! Guess who I met at the supermarket ... Sally Watson!

Dave: Sally Watson? I remember

<sup>3</sup> \_\_\_\_\_ (be) friends with her. In fact, we used to go out with each other when we were about eighteen.

Jane: Really? Why did you stop

<sup>4</sup> \_\_\_\_\_ (go out) with her?

Dave: We were just different. I enjoyed

<sup>5</sup> \_\_\_\_\_ (go) to parties and

<sup>6</sup> \_\_\_\_\_ (meet) people. She

couldn't stand <sup>7</sup> \_\_\_\_\_

(hang around) with my friends. I haven't heard from her for ages.

Jane: Well, she was asking about you. She gave me her new phone number.

Dave: Really?

Jane: Yeah, here it is. Don't forget

<sup>8</sup> \_\_\_\_\_ (call) her! It sounds like she wants to meet up again.

## 5 Literature in mind

- a Read this extract from Jane Austen's novel, *Emma*. As you read, underline all the adjectives that describe personality.

Emma Woodhouse was handsome, clever and rich. She had a comfortable home and a happy <sup>1</sup> disposition and seemed to possess some of the best gifts of life, having lived nearly twenty-one years in the world with very little to stress or worry her.

She was the youngest of two daughters of a most loving and <sup>2</sup> indulgent father. Since her sister's marriage she had been in charge of the house. Her mother had died a long time ago and she had little more than an <sup>3</sup> indistinct memory of her love. Her mother's place had been filled by an excellent governess, who had been just like a mother in love and affection.

Miss Taylor had been in Mr Woodhouse's family for sixteen years. She was less of a governess than a friend, and was very <sup>4</sup> fond of both daughters, but particularly of Emma. Between *them* it was more the relationship of sisters. Even while Miss Taylor was still officially working as governess, her good nature had hardly allowed her to put any <sup>5</sup> restraint on Emma. And now that the shadow of authority had long gone away, they were living together as very good friends, with Emma doing just what she liked; <sup>6</sup> highly esteeming Miss Taylor's judgement, but directed <sup>7</sup> chiefly by her own.

The real evils of Emma's situation were the power of having rather too much her own way, and a tendency to think a little too well of herself. These dangers, however, were at present unknown to Emma; and they did not by any means <sup>8</sup> rank as misfortunes with her.



- b Circle the word a, b or c, that is closest in meaning to the words numbered 1–8 in the text.

1 a situation b position c nature

2 a too kind b strict c mean

3 a false b not clear c small

4 a proud of b loving towards c jealous of

5 a rules b friendship c relaxation

6 a respecting a lot b not liking c liking

7 a loudly b mainly c strongly

8 a mean b count c become

- c Read the text again and answer the questions.

1 Why was Emma in charge of the house?

.....

2 What was the relationship between Emma and Miss Taylor like?

.....

3 Was Miss Taylor Emma's governess at that moment? Quote from the text.

.....

4 Had Miss Taylor been a strict governess, with a lot of rules about how Emma should behave?

.....

5 Did Emma take Miss Taylor's advice?

.....

6 Are there any things that are negative about Emma's personality?

.....

### Reading tip

#### Getting the general meaning

- When you're reading, don't worry if you don't understand the exact meaning of every word. Try not to stop when you are unsure. Read on to get the general meaning.
- Once you have a general idea of what the text means, read it again, using a dictionary to help you with more difficult words.

# Skills in mind

## 6 Write a story

- a Read these two texts. Do they contain the same information?

### Text 1

He opened the door. The room was dark and untidy. He turned on the light. The room was bigger than it seemed. There were books everywhere. Bookshelves were on the walls and there were books on the table and on the chairs. Books covered the floor.

John panicked. He would never find the book he was looking for.



### Text 2

Slowly he turned the key in the door. His hand was shaking, but, carefully, he pushed the door open. The heavy curtains were drawn and it was dark and gloomy inside.

It was obvious, even in the half-light, that no one had been in here for a long time. He stepped in and almost fell over a mountain of books on the floor. The room was in a complete mess. There were books everywhere. Old books were packed into the bookshelves that lined the walls of the room. Every surface was covered with books and papers.

Dictionaries and reference books were lying all over the centre table. He took one of these books from the table and turned towards an armchair.

It was also covered with books of every sort: atlases, novels, and dictionaries in languages he didn't recognise.

Everywhere he looked there were books. Where had they all come from? And where was the cosy library that he used to go in as a young boy? Where had it disappeared to?

John felt his heart fill with fear and panic. How was he going to find his mother's diary amongst all these books? Would he never find out the truth about what happened that night?

- b Read the two texts again and answer the questions.

- 1 What is the difference between the texts?
- 2 What does the descriptive language in Text 2 tell us about John?
- 3 What does the descriptive language in Text 2 tell us about the room?
- 4 Do you think that John has been in the room before?
- 5 Why do you think he is looking for his mother's diary?

- c Now continue the story.

*Then, suddenly, he saw it on the table beside his mother's favourite chair. Of course... He was shaking as he walked over and picked it up, holding his breath as he turned to the first entry.*

## Exam tip

### Writing a story

- Don't start writing immediately, but first spend a few minutes noting down your ideas.
- List the characters and make notes on their appearance and personality.
- Decide where they live, the important events in their lives and choose adjectives to describe them.
- Think of where the story takes place and the atmosphere. Try to imagine yourself there. How would you feel?
- Now decide what action happens.
- Always remember to check your story for spelling, grammar and punctuation mistakes.

# Unit check

## 1 Fill in the spaces

Complete the text with the words in the box.

spotlight shallowness ending loved excitement charming ~~shy~~ witty embarrassed tried to

Jane Austen was born in Steventon in 1775. She was <sup>1</sup> shy as a child and didn't enjoy being in the <sup>2</sup> ..... Austen's life was quite boring and without great <sup>3</sup> ..... or change. She was mostly educated at home by her father, and <sup>4</sup> ..... reading and writing. She kept her writing a secret and wrote on small pieces of paper which she hid, <sup>5</sup> ..... , if anyone came into the room. Her father supported her and <sup>6</sup> ..... find a publisher for her.

Her novels are famous for being quietly <sup>7</sup> ..... , making fun of anyone who is smug or pretentious. In her writing, she is very critical of <sup>8</sup> ..... , and her heroines are always intelligent as well as <sup>9</sup> ..... and attractive. Although Austen never married, her novels always have a traditional <sup>10</sup> ..... with a wedding for the hero and heroine.

9

## 2 Choose the correct answers

Circle the correct answers a, b or c.

- I ..... my boyfriend at a party.  
a knew b met c made
- Karl has got a terrible ..... of humour.  
a sensitive b mood c sense
- Did you enjoy ..... to her?  
a talk b talking c to talk
- Sally refused ..... at the conference.  
a speak b speaking c to speak
- Don't go near Stuart. He's in a really bad .....  
a mood b nature c sense
- I've ..... her since I was at primary school.  
a found b met c known
- Tell Anne about your problem. She's very .....  
a sympathetic b smug c scatty
- I can't stand ..... this any longer.  
a do b doing c to do
- Please, try ..... There was nothing else I could do.  
a understand b to understand  
c understanding

8

## 3 Correct the mistakes

In each sentence there is a mistake with *what* clauses, the gerund or the infinitive, or an adjective of personality. Underline the mistakes and write the correct sentence.

- Roger is uninteresting in anything I say or do. Roger is uninterested in anything I say or do.
- She always forgets what she needs doing. ....
- Which I'm trying to say is we need more money for the project. ....
- Shyness people often find it hard to speak in public. ....
- To make a good first impression is what Laura does best. ....
- I wish Tom looked a bit scruffier. He's always so untidy and careless. ....
- He came across as to be quite pretentious. ....
- I can't stop to smoke, I've tried everything, but it's useless! ....
- My kids are really bubbling in the morning. ....

8

## How did you do?

Total:  25



Very good  
20 - 25



OK  
14 - 19



Review Unit 5 again  
0 - 13

## 6

## In and out of fashion

## 1 Grammar

*used to and would*

- a Tick (✓) the sentences if you can replace *used to* with *would*.

- During the holidays we used to play outside until it was dark.
- My dad used to whistle while he was working.
- The dog used to follow her everywhere.
- They used to arrive at the end of June and stay until September.
- She used to have green hair.
- I used to have a horse but I sold it last year.

- b Complete the table with information about what we do now.



then	now
1 sent telegrams	<u>send emails</u>
2 used candles	.....
3 made their own toys	.....
4 travelled in carriages	.....
5 wrote letters	.....
6 wore long skirts and dresses	.....
7 listened to records	.....
8 had lots of children	.....

- c Write sentences using the information in the table.

1 In the past, people used to send telegrams, now they send emails.

2 .....

3 .....

4 .....

5 .....

6 .....

7 .....

8 .....

- d Complete the sentences with the verbs in the box. Use *would* where you can and *used to* when you have no choice.

spend not go drive  
find be ~~want~~

- I used to want to be a teacher but now I think I'll be a doctor.
- They ..... hours playing cards every evening.
- I ..... languages quite difficult, but now I speak Italian and Russian fluently.
- You're a successful businesswoman now. It's hard to believe you ..... a punk.
- When I was a kid I ..... anywhere without my teddy.
- He ..... a Ford. Now he's got a BMW.

## 2 Vocabulary

In and out of fashion

- a Complete the article with the words in the box.

catch on hooked overwhelming craze spread ~~launched~~

Shoppers looking for a natural high were able to satisfy their needs by inhaling, or breathing in, flavoured oxygen from the first oxygen bar to be <sup>1</sup> launched in Cardiff.

Inhaling oxygen through a tube is a new <sup>2</sup> \_\_\_\_\_ which is expected to <sup>3</sup> \_\_\_\_\_ in nightclubs across the UK. The trend started in Tokyo, but it has

<sup>4</sup> \_\_\_\_\_ quickly to Britain and the US. 'The demand has been <sup>5</sup> \_\_\_\_\_,' says the manager of the bar, Neil Lucas.

Some customers say they are already <sup>6</sup> \_\_\_\_\_ on the experience. 'You feel really good and full of energy afterwards,' says Ray, a local businessman.



- b Circle the word that is different in each list. Why is it different?

- |                    |                  |                 |
|--------------------|------------------|-----------------|
| 1 a trend          | b craze          | c hook          |
| 2 a compulsive     | b overwhelming   | c addictive     |
| 3 a addictive      | b immediate      | c instantaneous |
| 4 a became popular | b were hooked on | c caught on     |

## 3 Vocabulary

Adverbial phrases

- a Join the two sentences to make one, using adverbial phrases. There is sometimes more than one possibility.

- He looked at me. He seemed surprised.  
He looked at me with surprise.
- The dog barked at us. It sounded horrible.  
.....
- He teaches English. His way of teaching is fun.  
.....
- They listened to her. They were enthusiastic.  
.....
- We found the house. It was difficult to find.  
.....
- He said hello to me. He was friendly.  
.....
- We need to do this again. We need to do something different.  
.....
- The children waited for the clown to arrive. They were excited.  
.....

- b Circle the correct adverbial phrase to complete the sentences.

You might be told it's wrong to look at people <sup>1</sup> *in a rude way / in a surprising way*, but a new craze called Stare Master is winning fans across America. People are queuing up <sup>2</sup> *with difficulty / with enthusiasm* to take part in staring contests. The Stare Master contests are held <sup>3</sup> *in public / on purpose* and have really strict rules – you aren't allowed to laugh, close your eyes, nod or move. 'It's great,' said one fan, 'because it tests your self-control <sup>4</sup> *in a different way / in a horrible way*.' It was invented by two friends because they were bored and wanted to spend their free time in <sup>5</sup> *a fun way / a friendly way*.



## 4 Grammar

### Comparing adverbs

Make sentences comparing the actions using the adverbs.

- Mary (eats / drinks / quickly)  
*Mary eats as quickly as she drinks.* .....
- He (reads / talks / slowly)  
.....
- Frank (doesn't work / plays / hard)  
.....
- She (plays the guitar / sings / nicely)  
.....
- We (arrived / could / soon)  
.....
- I (don't speak French / speak Spanish / well)  
.....

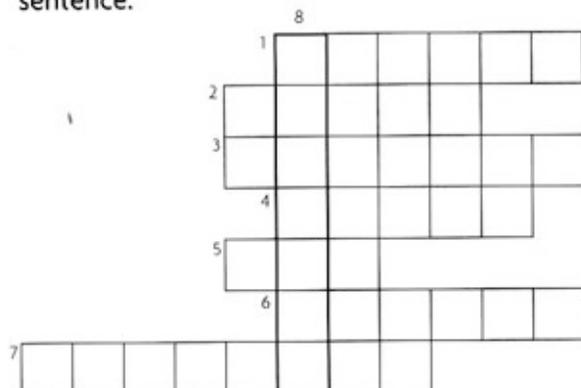
## 5 Vocabulary

### Common adverbial phrases

a Circle the correct adverbial phrase.

- She's the first person to be voted chairperson three years *in public* / *in a row*.
- They held the meeting *on purpose* / *in private* and no one knew anything about it.
- Can you call a taxi for me? I'm *in a hurry* / *in a row* to get to the station.
- Please don't tell anyone, I was told *on purpose* / *in secret*.
- Can you help Janet? She's *in a panic* / *in a hurry* about the exam.
- I don't like talking *in public* / *in private*. Crowds make me nervous.
- I think he said it *by accident* / *on purpose* to make everyone laugh.
- Don't be angry. She did it *by accident* / *on purpose*. It's not like her to cause problems.

b Complete the puzzle using the clues 1–7. Use the mystery word to complete the last sentence.



- When you do things in front of other people, you do them in .....
- When you have to do something quickly you're in a .....
- When you don't want everyone to see what you're doing, you do it in .....
- If you worry and get anxious about something, you are in a .....
- If you do the same thing lots of times, you do it several times in a .....
- If you hide something from other people, you do it in .....
- If you don't mean to do something, you do it by .....
- When you do something on ....., you mean to do it.

## 6 Pronunciation

/æ/ sat and /e/ set

a Listen and circle the correct word.

- He lost his bat / bet.
- Have you got my *pan* / pen?
- It's *Dad* / dead!
- There's a *band* / bend in the road.
- The cat *sat* / set by the fire.
- The *man* / men can stay.

b Listen and repeat.

## 7 Everyday English

Complete the dialogue with the phrases in the box.

besides for a start out of order real

Tony: Hi Rosie, where are you going?

Rosie: To the park to practise my poi.

Tony: Poi? What's that?

Rosie: Haven't you heard of it? It's a <sup>1</sup> ..... craze. Take a look!

Tony: What do you do with them?

Rosie: Well, you swing them to make different shapes and movements. Some people even have fire poi. They're amazing – all you can see are circles of flames.

Tony: Fire? Isn't that a bit <sup>2</sup> ..... ? It sounds dangerous. Are these fire poi?

Rosie: No, I'm still learning how to use the ordinary ones. <sup>3</sup> ....., I don't like the idea of throwing fire around my head! The ordinary ones are difficult enough!

Tony: Really? Can I have a go?

Rosie: Sorry, no. <sup>4</sup> ....., these are my poi – and secondly, you need some instruction first, and I haven't got time. Sorry!



## 8 Study help

Using a range of vocabulary when writing

- One way of improving your writing skills is to avoid repeating yourself by using an appropriate range of vocabulary. This is particularly important when writing a story or an essay.
- Before you start writing, think of key words that you will use, then write down synonyms for them. You can also write adjectives or nouns that you associate with the key words.
- When you have finished, re-read your text and find an alternative for repeated words or phrases. You can use the words from your list. Use a dictionary to check the exact meaning of the synonyms.

Match the underlined words with their meanings a–d.

- 1 Poi is the hottest pastime of the year among British teenagers. Everyone is doing it.
  - 2 The Harry Potter craze has made reading very popular with young people and helped bookshops greatly increase their sales.
  - 3 Last year's fashion fad, wearing coloured braces on your teeth, has passed. What's going to replace it?
  - 4 When something is in fashion, it's popular and lots of people want to buy or have it.
- a a passing trend or one that lasts for a short time
  - b a trend that is followed with great enthusiasm
  - c the current trend
  - d latest and most exciting

# Skills in mind

## 9 Listen

**a**  Listen to the radio presenter introduce Philippa Chandler. Make notes about who she is and what she does.

**b** Answer *T* (true), *F* (false) or *D* (doesn't say) below.

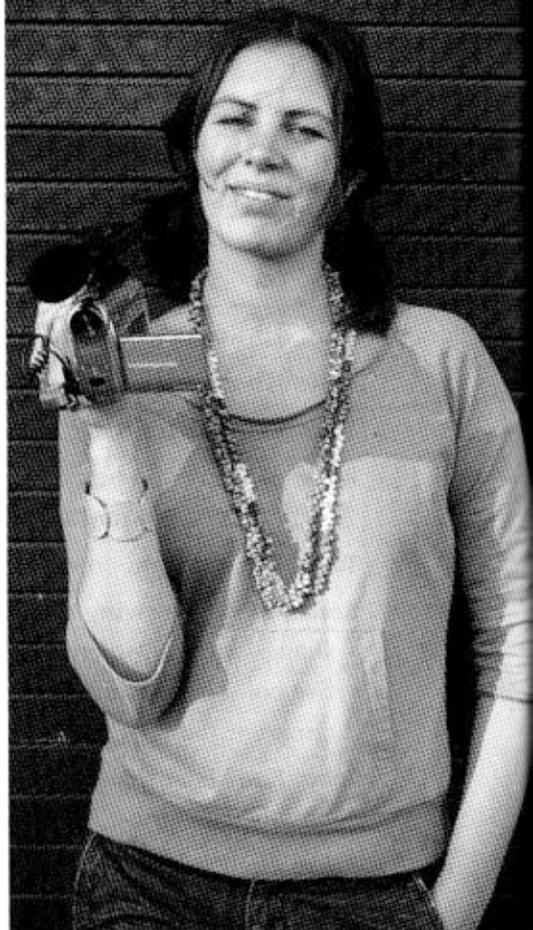
- 1 Philippa Chandler is a radio presenter.
- 2 *The People Show* features fashionable people.
- 3 Next Big Thing is a company that predicts new trends.

**c**  Before you listen again, **circle** the best answer, a, b or c, to complete the sentences below. Then listen to check.

- 1 Philippa's job is to
  - a write about new trends.
  - b start new trends.
  - c help her clients create new trends.
- 2 A regular part of Philippa's work is to
  - a join clubs.
  - b go to popular surf resorts.
  - c carry out surveys.
- 3 Philippa found out about her current job
  - a thanks to a newspaper article.
  - b from a friend.
  - c through a freelance job agency.
- 4 Philippa believed she was perfect for the job because
  - a she loved clubbing and surfing the net.
  - b she is sociable and had done research on why we buy things.
  - c she is curious and likes asking people questions.

**d** Answer the questions. You may need to listen again.

- 1 Explain, in your own words, what is meant by the 'next big thing'?  
.....  
.....
- 2 Why are Philippa's clients interested in the information she collects?  
.....  
.....
- 3 When is Philippa's research not productive?  
.....  
.....
- 4 What advice does Philippa give young people looking for a job?  
.....  
.....



### Exam tip

#### Question types in listening

- Before you start, read the questions thoroughly and make sure you understand them. Underline key words and try to predict what you will hear.
- There may be different types of question. In Exercise 9, there are three question types.

**Type 1** You decide if the statement is true or false or if you don't have enough information to answer it.

**Type 2** You decide which answer completes the phrase best. Remember in this type, you may hear all the phrases given, but only one is relevant to the question.

**Type 3** You answer the questions, usually with a short or complete sentence. Always check your spelling, grammar and punctuation.

# Unit check

## 1 Fill in the spaces

Complete the text with the words in the box.

popular fashion are concerned ~~hottest~~ potentially demand for a start warnings sharing group

Bebo is one of the <sup>1</sup> hottest websites among young people. It is aimed at people aged 13–30 but it's most <sup>2</sup> ..... with students. Bebo allows you to chat with your friends, <sup>3</sup> ..... space on the web together. 'There is a huge <sup>4</sup> ..... for this type of service,' says Bebo's boss, Michael Birch. When you join Bebo you choose a school or college and join its <sup>5</sup> ..... of members. Some teachers <sup>6</sup> ..... about the service and have stopped their students using it during school hours. <sup>7</sup> ..... , students are wasting study time. But, more importantly, the site is <sup>8</sup> ..... dangerous because students can share personal details. Students might think this <sup>9</sup> ..... is just a bit of fun but things can go wrong if they give information to the wrong person,' says one worried head teacher, who wants the site to have more <sup>10</sup> ..... about the risks.

9

## 2 Choose the correct answers

Circle the correct answers a, b or c.

- I ..... have long hair.  
a would b used to c was used to
- He smiled at me in a ..... way.  
a friendly b friends c friendliness
- Rachel sang as nicely ..... she did the last time I heard her.  
a than b more c as
- I ..... have a dog when I was a child but I haven't got any pets now.  
a would b should c used to
- She does ..... what you're talking about.  
a knows b know c knew
- They're completely hooked ..... that new TV series.  
a on b to c up
- The craze caught ..... immediately.  
a up b in c on
- The fashion ..... swept through schools in Britain.  
a quick b in a quickly way c quickly
- Fans reacted ..... when they discovered that the tickets were sold out.  
a angrily b with angrily c angry

8

## 3 Correct the mistakes

In each sentence there is a mistake in the adverbial phrases or *would* and *used to*. Underline the mistakes and write the correct sentence.

- Last year I use to go swimming every morning. Last year I used to go swimming every morning.
- That was no accident, she did it in purpose. ....
- The class reacted with exciting when the teacher told them about the class trip. ....
- He would be the sales manager before he changed jobs. ....
- She's won the gold medal for three years in rows. ....
- I'm sorry, I knocked over the vase by accidentally. ....
- He looked at me with surprising when I asked him about Marco. ....
- She didn't react as bad as we had expected when we told her the news. ....
- They must have organised it as secret because everyone was shocked. ....

8

## How did you do?

Total:  25



Very good  
20 – 25



OK  
14 – 19



Review Unit 6 again  
0 – 13

## 1 Grammar

Dummy *it*

a Put the words in the correct order to make sentences.

1 to / it / lonely / feel / hurts

*It hurts to feel lonely.*

2 wonderful / it's / kind / be / to

3 it / good / people / to / see / smile / feels

4 to / you're / it's / say / sorry / important

5 isn't / be / difficult / it / nice / to / people / other / to

6 help / it / anything / cost / to / doesn't / people

7 stressed / not / unusual / to / who / are / see / people / it's

8 difficult / it's / don't / to / why / each / other / people / talk / to / understand

c Rewrite the sentences to start with *It*.

1 Cycling in the traffic? That's crazy!

*It's crazy to cycle in the traffic.*

2 Having a good time in this town is hard.

3 Making new friends is fun.

4 Helping other people is nice.

5 Smiling doesn't hurt.

6 You forget people's names sometimes. That's normal.

7 Being kind to other people doesn't cost anything.

8 Seeing other people smile when you help them is wonderful.

b Match the sentences with the people in the pictures. Write 1-6 in the boxes.

1 It's difficult to see where we're going.

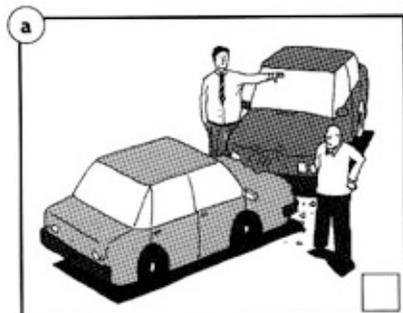
2 It's important to exchange our details.

3 It isn't easy to live in the city.

4 It's difficult to know which to get.

5 It's fun to try new things.

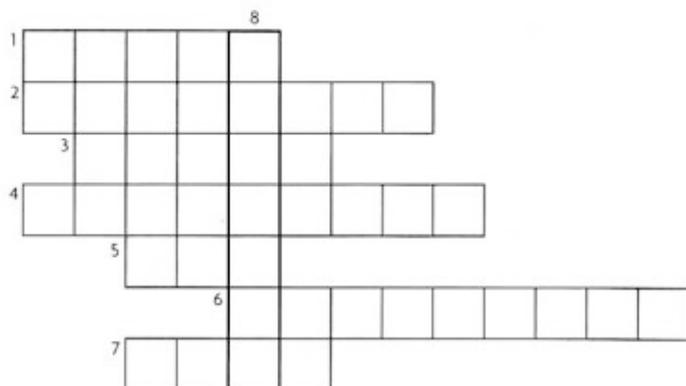
6 It's great to see you again!



## 2 Vocabulary

Making an effort

- a Complete the puzzle using the clues 1–8.



- We were lost and we didn't have a map, but we found our way home by ..... and error.
- If I do a job, I always want to do it .....
- My brother looked ashamed of himself, so I knew he'd done something .....
- The instructions were really complicated and I ..... for hours to understand them.
- I loved the drama classes and I think I got a lot ..... of doing them.
- I wasn't really interested in the game, so I only played half-.....
- I don't always find it ..... to solve problems.
- My parents went to great ..... to pay for me to go to university.

- b Complete the text with the expressions in the box. There is one expression you won't use.

struggled ~~find it easy~~ got a lot out of it trial and error did the job properly  
half-heartedly go to great lengths done something wrong

Last week there was a problem with my computer. Now, I don't <sup>1</sup> ..... *find it easy* ..... to work with computers, but I will <sup>2</sup> ..... not to spend money, so I decided to try to fix it myself. I <sup>3</sup> ..... to find out what the problem was, and finally I fixed it – not really with any knowledge, just by <sup>4</sup> ..... . But I must have <sup>5</sup> ..... because two days later, the problem was back – and worse! Although I knew I wouldn't be able to fix it, I tried <sup>6</sup> ..... for about an hour, but it was no good. So I called a computer technician, and he came round and <sup>7</sup> .....

## 3 Pronunciation

Connecting sounds (intrusive /w/ and /j/)

- a Read the sentences aloud to yourself. Write *w* or *y* – *w* if the underlined sounds have a linking 'w' sound, *y* if they have a linking 'y' sound.

- You and I have to talk about it. .... *w* .....
- Our uncle sent it for me and my sister. ....
- I think I'm too old to play those games. ....
- I wish he'd go away. ....
- It's the easiest thing to do. ....
- She used to study more. ....

- b Listen and check. Then listen again and repeat.

## 4 Grammar

### Modals review

a Match the sentences 1–8 with the explanations a–h.

- |  |   |
|--|---|
| 1 We couldn't leave school before we were 16.              | a making a prediction                   |
| 2 I think it'll rain tomorrow.                             | b asking for permission                 |
| 3 I must remember to phone her today.                      | c talking about a possible future event |
| 4 You could try being nice to people.                      | d expressing a past prohibition         |
| 5 May I borrow your newspaper?                             | e talking about ability in the past     |
| 6 It must have been difficult to live in the 19th century. | f expressing an obligation              |
| 7 I've invited him, but he might not come.                 | g making a deduction about the past     |
| 8 I could already play the violin when I was eight.        | h making a suggestion                   |

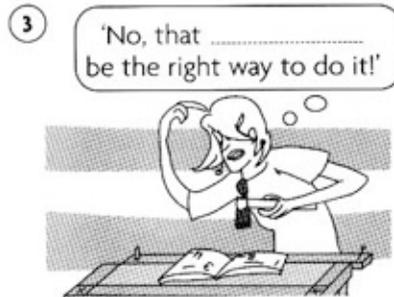
b Circle the correct answers.

- |   |  |
|---|--|
| 1 I'm not sure yet, but I <i>will</i> / <i>might</i> go to Spain for my birthday. | 5 I forgot her birthday last year, so I <i>must</i> / <i>can't</i> forget it again this year.      |
| 2 Let's give him a book – he 'll / <i>can</i> like that.                          | 6 I'm sorry I forgot, but I promise I 'll / <i>should</i> get you a present tomorrow.              |
| 3 If we don't go to her party, she 'll / 'd feel awful.                           | 7 Thank you for the present – <i>can</i> / <i>will</i> I open it now?                              |
| 4 She's a terrible dancer – you <i>shouldn't</i> / <i>won't</i> dance with her.   | 8 Well, we haven't been invited to the party, so I think we <i>couldn't</i> / <i>shouldn't</i> go. |

c Underline the correct verb to complete each dialogue.

- |   |   |
|---|---|
| 1 'What am I going to get my dad for his birthday?'<br>'Well, he likes music, so I think you <i>may</i> / <u><i>should</i></u> get him a CD.' | 4 'I'm going to the shop to get stuff for the party.'<br>'OK – <i>can</i> / <i>would</i> I come with you?'  |
| 2 'Jill's going to be 19 next week.'<br>'That <i>can't</i> / <i>shouldn't</i> be right – she's still at school!'                              | 5 'I wonder how old our teacher is.'<br>'Well, you <i>won't</i> / <i>mustn't</i> ask her, she might not like it.'                                     |
| 3 'Did you like the book I gave you? I haven't read it myself yet.'<br>'Yes, it's wonderful – you really <i>can</i> / <i>must</i> read it.'   | 6 'My grandfather's 75 next week, and he's throwing a party.'<br>'Great. If I were 75, I <i>won't</i> / <i>wouldn't</i> have the energy for a party!' |

d Complete what each person is saying with an appropriate modal verb. There is sometimes more than one possible answer.



## 5 Culture in mind

a Read the texts quickly. Match the titles 1–6 with the paragraphs A–D. There are two titles that you won't use.

- 1 World-famous – and worth a lot of money!
- 2 Pleasing the gods
- 3 A brief history of birthday parties
- 4 The origins of birthdays
- 5 Choosing presents for birthdays
- 6 The origins of birthday cakes

### Birthday facts

A  At first it was only kings who were recognised as important enough to have a birthday celebration. To protect them, friends and family would visit the king to bring good thoughts and birthday wishes.

As time went by, children became included in birthday celebrations. The tradition of children's birthday parties first started in Germany.

One of the largest private birthday parties that ever happened was in 1970 for Colonel Harland Sanders' (the founder of KFC) 80th birthday – it was attended by over 35,000 people.

B  Many centuries ago, birthdays were considered a time when the bad spirits were able to harm you. It was believed that you should have your friends and family around you, so that their good wishes and present-giving would keep the bad spirits away. The custom of lighting candles also had a spiritual origin. People believed that the gods lived in the sky, and that by lighting candles and torches, people were sending a signal or prayer to the gods.

C  Later on, candles started to be used to decorate birthday cakes. One theory about the origin of the birthday cake is that it started with the Greeks, who baked round cakes representing the full moon for their moon goddess, Artemis. They also placed candles on the cake to make it glow, again like the moon.

However, the Germans are also credited with the first cakes and candles. They used a sweet cake and they put a large candle in the centre of the cake to represent 'the light of life'.



D  The 'Happy Birthday' song is more than a hundred years old. The music was written in 1893 by two sisters, Patty and Mildred Hill, who were schoolteachers in Louisville, Kentucky. The music was originally a morning greeting to their students entitled 'Good Morning To All'. In 1935, the words were copyrighted (that is, the words legally belonged to the Hill sisters), and the copyright has been bought and sold in multi-million dollar deals ever since. The current copyright is owned by Warner Communications. They bought it in 1989 for more than \$22 million.

'Happy Birthday to You' is recognised around the world and has been translated into many different languages. And children still love to make new versions of it.

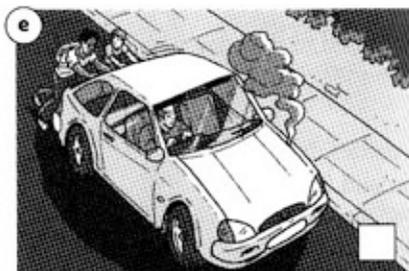
b Read the texts again and **circle** the correct answer a, b or c.

- 1 Why was it thought to be important to have friends and families with you on your birthday?
  - a To get presents.
  - b To keep bad spirits away.
  - c To light the candles.
- 2 Why did the Greeks put candles on their cakes?
  - a To see where the cakes were.
  - b To make the cakes shine.
  - c To make the cakes look like the moon.
- 3 Why did the Hill sisters first write their song?
  - a To make money.
  - b To say hello to their students in the morning.
  - c To celebrate the school's 100th birthday.
- 4 Which of these statements about 'Happy Birthday to You' is not true?
  - a People all over the world know the song.
  - b Children sometimes rewrite the words.
  - c The copyright has had two owners.

# Skills in mind

## 6 Listen

a Listen to the story and put the pictures in the correct order. There are two pictures you won't use.



b Listen again and answer the questions.

- 1 Where was the speaker going, and what was he going to do?
- 2 What was the title of the song he was listening to?
- 3 Why was the man pushing his car?
- 4 How old was the small boy?
- 5 How far did they push the car?
- 6 Why was the speaker so surprised at the end?

### Listening tip

#### Listening to stories

When you listen to someone telling a story or an anecdote in a casual conversation, you'll notice many important things that can help you understand better.

- The verb tense that the person uses might be past, or it might be present, or it might be a mixture of both. Which is it in this story?
- The person telling the story hasn't usually planned what to say, so sometimes he or she will start to say something, then start again in a different way. Can you hear examples of this in the story?
- If it's a casual conversation, you'll often hear people use 'fillers' – sounds or words which give them a little time to think. In English, these are things like *erm*, *you know* or *kind of*. Listen to the story and notice when this happens.
- The person telling the story will sometimes mention things which are not very important, before going back to the main points of the story. The word *anyway* is often used to show that the story is going back to what's important. Listen to the story again and see how the speaker does this here.

# Unit check

## 1 Fill in the spaces

Complete the text with the words in the box.

arguments wrong struggled half-heartedly ~~important~~ lengths properly must find couldn't

I know that it's <sup>1</sup> important to have friends and be nice to them, but I don't always <sup>2</sup> ..... it easy. A few weeks ago, for example, I was really angry with a friend of mine and shouted at her. Normally I hate <sup>3</sup> ..... and I go to great <sup>4</sup> ..... not to argue, but this time I just <sup>5</sup> ..... avoid it, especially because I felt that I hadn't done anything <sup>6</sup> ..... I'd borrowed a DVD from this friend and after I'd given it back she said that I hadn't looked after it <sup>7</sup> ..... because it was scratched. She said I <sup>8</sup> ..... have left it lying around, which of course wasn't true at all. I <sup>9</sup> ..... to keep my temper, but I didn't succeed and in the end we just shouted at each other. The next day she apologised, but very <sup>10</sup> ....., so I didn't really believe her. I guess I need to learn how to deal with people better!

9

## 2 Choose the correct answers

Circle the correct answers a, b or c.

- I don't find ..... easy to meet new people.  
a the b (it) c them
- They went to ..... lengths to help me.  
a great b big c long
- Sometimes the best way to find the answer is through trial and .....  
a mistake b result c error
- I don't really like dancing, so if I dance at all, I dance .....-heartedly.  
a semi b part c half
- You paid £25.00 for this CD? You ..... be crazy!  
a must b can't c can
- ..... I borrow your pen, please?  
a May b Will c Should
- The sky's very dark – I think it ..... rain later this afternoon.  
a would b must c will
- I know it's bad news, but I think we ..... tell him anyway.  
a should b would c can't
- If you come to Britain, you ..... come and visit us. We'd love to see you!  
a will b must c may

8

## 3 Correct the mistakes

In each sentence there is a mistake with dummy *it* or a modal verb. Underline the mistakes and write the correct sentence.

- It's hard to being alone sometimes. It's hard to be alone sometimes.
- Is not easy to travel if you don't speak English. ....
- It important to be nice to other people. ....
- It isn't cost anything to smile. ....
- It's his birthday, so we should to buy him something. ....
- Waiter, this bill is for £10. It mustn't be right – we only had two lemonades! ....
- When I was younger, I can walk on my hands. ....
- I don't know exactly when, but he would arrive sometime in the morning. ....
- She worked really hard today. She can be exhausted. ....

8

## How did you do?

Total:  25



Very good  
20 – 25



OK  
14 – 19



Review Unit 7 again  
0 – 13

## 1 Grammar

## Past perfect passive

- a Circle the correct tenses to complete the sentences.

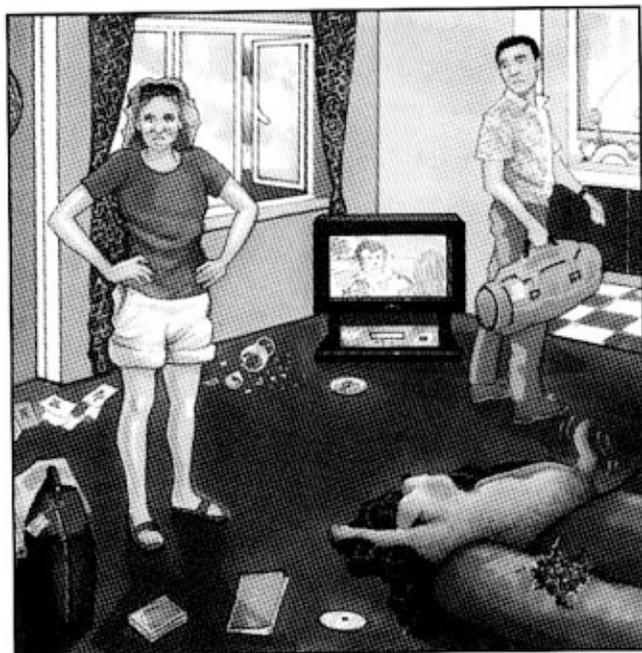
- I couldn't believe it – I was / had been chosen to play in the school football team.
- I was / *had been* told off at school today for not paying attention.
- The lottery winnings were / *had been* shared by ten people this week.
- When they opened the door, they saw the painting was / *had been* stolen.
- I was so angry when I found that my diary was / *had been* read by someone.
- The concert was / *had been* cancelled yesterday because of the rain.
- Everyone in the Olympic stadium stood up and clapped. The world record was / *had been* broken.
- When she said 'no' all my dreams were / *had been* instantly destroyed.

- b Tim wasn't in when his parents returned home early from their holiday. Look at the picture and use the words to make sentences.

- vase / break  
*A vase had been broken.*
- dog / not take for a walk
- front window / leave open
- sofa / tear
- washing up / not do
- TV / leave on
- books and CDs / not tidy away
- letters / not collect

- c Rewrite the sentences using the past perfect passive. Use the word in **bold** at the end.

- When we got to the party, there wasn't any food left. (**eaten**)  
*When we got to the party, all the food had been eaten.*
- I opened my bag and saw that my wallet wasn't there. (**stolen**)
- I woke up and saw that I was covered in mosquito bites. (**bitten**)
- The street was very different – there were no more trees there. (**cut down**)
- We arrived too late – there were no more tickets for the concert. (**sold**)
- When I got home, the TV was working again. (**fixed**)
- I didn't go to the party because no one sent me an invitation. (**invited**)
- We didn't watch the programme because we didn't know about it. (**told**)



## 2 Grammar

### Past perfect continuous

- a Read the text about Wangari Maathai and her Green Belt Movement and complete the text with the words in the box.

been causing not studied become known  
been developing spent played  
~~always been~~ been fighting

Kenyan President Daniel Arap Moi and his government had <sup>1</sup> *always been* happy to help out big business even if this wasn't always best for the environment. At the same time, Wangari Maathai and her Green Belt Movement had <sup>2</sup> \_\_\_\_\_ to save the land.

Ever since the organisation started in 1977, it had <sup>3</sup> \_\_\_\_\_ the Kenyan government problems. In 1989 the two sides met for their biggest showdown.

That year, the Green Belt Movement learned that powerful friends of the President had <sup>4</sup> \_\_\_\_\_ plans to build a 60-floor office building in the heart of Uhuru Park in the capital city Nairobi. The park had <sup>5</sup> \_\_\_\_\_ an important part in city life for many years, and it

was the only place in Nairobi where families could go and enjoy the outdoors. When the Movement launched its campaign against the 'monster-park' as the building had <sup>6</sup> \_\_\_\_\_, Wangari Maathai was often laughed at in public for not understanding development. Although she was the first to admit that she had <sup>7</sup> \_\_\_\_\_ town planning at university, she was smart enough to know that you need such spaces in large cities. Luckily, so were thousands of other Kenyans who joined the campaign and the park was saved. But the victory didn't finish there. The very same government who had <sup>8</sup> \_\_\_\_\_ so much time laughing at Maathai and her movement have now made Uhuru Park a national park.

- b Use the verb in **bold** and the past perfect simple (once) or the past perfect continuous (once) to complete each pair of sentences.

1 (walk)

- a We were hungry because we *had been walking* all day.  
b When we got back to the hotel we *had walked* 20km.

2 (read)

- a By the end of the school holidays I \_\_\_\_\_ the three *Lord of the Rings* books.  
b I \_\_\_\_\_ for two hours so when I turned out the light I fell asleep immediately.

3 (save)

- a I started in March and by October I \_\_\_\_\_ enough money to buy a round-the-world air ticket.  
b I \_\_\_\_\_ for two years but I still didn't have enough money.

4 (eat)

- a We \_\_\_\_\_ all day and I couldn't eat any more.  
b When he arrived we \_\_\_\_\_ everything so I made him a quick sandwich.

5 (watch)

- a He got a headache because he \_\_\_\_\_ TV all day.  
b By the end of the evening, we \_\_\_\_\_ all six *Star Wars* films.

6 (talk)

- a When I saw her yesterday she \_\_\_\_\_ to her teacher and she was feeling better.  
b She \_\_\_\_\_ on the phone for so long, she was really thirsty.

7 (cook)

- a He \_\_\_\_\_ all morning and there was a great smell coming from the kitchen.  
b He \_\_\_\_\_ me a birthday meal. I was so happy.

8 (write)

- a My hand was aching because I \_\_\_\_\_ since 10 o'clock.  
b I \_\_\_\_\_ the letter but was I brave enough to send it?

### 3 Vocabulary

#### Conflicts and solutions

- a Read the newspaper article and **circle** the correct answer a, b, c or d.

- |             |           |              |               |
|-------------|-----------|--------------|---------------|
| 1 a up      | b in      | c <b>out</b> | d on          |
| 2 a out     | b over    | c with       | d for         |
| 3 a in      | b up      | c on         | d down        |
| 4 a get     | b have    | c look       | d reach       |
| 5 a resolve | b finish  | c break      | d fix         |
| 6 a issues  | b part    | c sides      | d perspective |
| 7 a waiting | b staying | c having     | d finding     |
| 8 a stuck   | b broken  | c missing    | d fixed       |

- b Complete the letters to Claire with the words in the box.

stuck reach sort take resolve stay fell make

Dear Claire,  
John and I have been best friends for 3 years. A couple of weeks ago we <sup>1</sup> fell out. He told me that he fancied Sue, a girl in our class, and I accidentally told someone else. Well, now everyone knows and John won't talk to me. I tried to <sup>2</sup> ..... things out by saying I was sorry but he won't speak to me. Now I'm <sup>3</sup> ..... for ideas. I really want to <sup>4</sup> ..... up with him but I don't know how. Can you help?

- c Write a reply to one of the letters in Exercise 3b. Use vocabulary from 3a and 3b when possible.



Have you fallen <sup>1</sup> out with an old friend? Do you need to sort things <sup>2</sup> ..... with a member of your family? Or do you want to make <sup>3</sup> ..... with your boyfriend or girlfriend? If

your answer to any of these questions is 'yes', then don't worry – help is at hand. *The Record* is proud to welcome one of the country's top agony aunts, Claire Hands, who will be writing exclusively for our paper as of next week. Claire has more than 20 years' experience of helping people <sup>4</sup> ..... compromises and <sup>5</sup> ..... conflicts. Claire knows that there are always two people to listen to and promises not to take <sup>6</sup> ..... By <sup>7</sup> ..... neutral, Claire is confident she can give you the advice you need to get your life back on track.

So if you've got a problem and are <sup>8</sup> ....., drop Claire a line today.

Dear Claire,  
We've lived next door to our neighbours, the Millers, for about ten years and never had a problem. However, the other day the fence got damaged in a storm. My husband says it's their responsibility, the Millers think it's ours. I'm not sure what to think. I want to <sup>5</sup> ..... neutral but my husband says I should <sup>6</sup> ..... his side. I just wish they could <sup>7</sup> ..... a compromise and <sup>8</sup> ..... this conflict before it gets too serious. What should I do?

### 4 Pronunciation

#### Consonants at the end of words

- a Listen and look at the underlined sounds. Tick (✓) the sentence in each pair where the hard consonant sound disappears.

- |  |                          |   |                          |
|--|--------------------------|---|--------------------------|
| 1 a Have they <u>made</u> up yet?              | <input type="checkbox"/> | 3 a Why do you always <u>take</u> sides?              | <input type="checkbox"/> |
| b She <u>made</u> Paul say sorry.              | <input type="checkbox"/> | b Can you <u>take</u> out the rubbish?                | <input type="checkbox"/> |
| 2 a Let's try and <u>sort</u> out the problem. | <input type="checkbox"/> | 4 a I always <u>get</u> stuck with my Maths homework. | <input type="checkbox"/> |
| b Let's try and <u>sort</u> the problem out.   | <input type="checkbox"/> | b <u>Get</u> out of my room. I'm working.             | <input type="checkbox"/> |

- b Listen and repeat.

## 5 Culture in mind

*(What's so funny about) Peace, Love and Understanding?* is one of the most famous protest songs of all time. Although it was written by Nick Lowe, it is the version by Elvis Costello on his 1979 album *Armed Forces* that actually became more famous. In fact, when Lowe heard Costello's version, he admitted that this was the way the song should really sound. The song was more recently brought to the attention of younger audiences when Bill Murray sang a funny karaoke version of it in the film *Lost in Translation*.



a Read the text about protest songs and complete the sentences with one word.



Music <sup>1</sup> has always been used to express all the different human feelings, from love and happiness, to sadness and anger. It is generally agreed that music as a form of protest probably <sup>2</sup> ..... in the cotton fields of America, with African slaves singing songs of freedom. Of course, in those days there was no way of recording the music, so songs were passed <sup>3</sup> ..... through the generations until recordings could be made.

With the arrival of rock and pop in the second half of the last century, the protest song became more and <sup>4</sup> ..... popular as artists discovered they could get their message <sup>5</sup> ..... immediately to a wide audience. Music proved an extremely effective way of getting people to think and challenge political decisions. One of the <sup>6</sup> ..... famous examples of this was the importance of music in the 1960s counterculture movement – a movement

<sup>7</sup> ..... played an enormous part in events such as getting American soldiers out of Vietnam and fighting for the civil rights of African-Americans.

Over the years, singers and song writers <sup>8</sup> ..... continued to complain about social conditions and as the world changes, what they sing about changes too. The 1980s saw a number of songs calling for an end to nuclear weapons, for example. In the <sup>9</sup> ..... way, many songs of the 1990s and the new millennium focus on the environment and the way we are destroying it so quickly.

However, whereas certain issues may come and go, one theme has remained popular over the years – man's inability to live in peace with his neighbour. So when Nick Lowe or Elvis Costello <sup>10</sup> ..... *(What's so funny about) Peace, Love and Understanding?*, you can be sure they're not joking.

b Listen to the radio show and complete the table.

	Why the radio DJ likes the songs	Song name	Artist
4.	This sounds sweet, but it's actually a serious song, a warning and a protest against nuclear war.	.....	.....
....	This is direct and you can shout along to it. You know exactly what the message is.	.....	.....
....	This is not only a great protest song, but it's also a great Christmas song.	.....	.....
....	This is a great song. You can hear the protest powerfully in the music and in their voices.	.....	.....

# Skills in mind

## 6 Write

- a What do you think a Samaritan is? Tick (✓) the best definition 1, 2 or 3. Read the advert to check.
- 1 someone who works for charity
  - 2 someone who helps other people
  - 3 a good friend
- b Read the advert again and underline four pieces of information that should be included in every competition entry.
- c A student has written a reply to the competition advert. Read the email and answer the questions.
- 1 Who is Paul Scott?
  - 2 Why is he being nominated?
  - 3 What charity will the money go to and why?



## Wanted – Samaritan of the Year

Do you have a colleague at work or school who is always ready to help out anyone in need? Is your next-door neighbour a tireless campaigner for charity? Do you know anyone who'd never say "I'm sorry, I'm too busy"?

If your answer to any of these questions was 'yes', then you might just be the person to help us find our Samaritan of the Year.

Send us an email (no longer than 300 words), telling us who this person is and exactly why they deserve the title, and you could find yourself on the front page of our paper with your Samaritan.

And there's more. As well as instant fame, your Samaritan will win £1,000 to donate to a charity of his or her choice – so don't forget to tell us what this charity is and why your Samaritan has chosen it.

This time last year I was sitting in my small London hotel room wondering if I would ever be able to adapt to my new home. I had come to the UK from Poland to start a new life. There was only one problem – I couldn't speak a word of English. Now, one year later, I have a great job, a new circle of friends and I couldn't be happier. All because one person took the time and care to help me learn my new language. Paul Scott is a professional English teacher. It is his job to help immigrants to the UK to learn English. But for Paul it is more than a job – it is a personal challenge to help each and every one of us. Besides the long hours he works in the classroom, Paul arranges extra lessons. Each student has his phone number and can call him whenever they have a problem. In the evenings and at the weekends, Paul arranges social activities for us. Paul is more than a teacher, he is a friend and he really cares. He knows how lonely life can be when you start living in a new country and he does all that he can to make the process easier. Paul is the friendly face of the UK, making all of us feel at home the moment we meet him, and for this reason I would like to nominate him for Samaritan of the Year.

If Paul wins, he will donate the money to New Home, a charity that works to help immigrants adapt to their new life, because it is a charity that has helped many people and Paul would like to give them something back.

## Writing tip

### Writing an entry for a competition

- As always, read through the instructions carefully and underline or highlight the key points. Make sure you answer all of these.
- It is good to use the key points to help you organise your writing. How and in what order are you going to answer them?
- Can you think of a way of making your entry stand out from the rest? Perhaps you could start with a funny story or a quotation. Or you could use anecdotes – little stories about your experiences. This will make your writing more personal and interesting to the reader.

- d Write your entry for the competition.

# Unit check

## 1 Fill in the spaces

Complete the text with the words in the box.

with travelling about had for ~~was~~ been arrived what from

The very first Nobel Peace prize <sup>1</sup> was awarded to Jean Henri Dunant, a Swiss businessman <sup>2</sup> ..... Geneva. In 1859, Dunant's travels took him to the small town of Solferino, which today is in Italy. He had been <sup>3</sup> ..... all day when he <sup>4</sup> ..... and found that the town had <sup>5</sup> ..... the scene of a battle between Napoleon's French army and the Austrian army. More than 30,000 men <sup>6</sup> ..... been killed or seriously wounded. Dunant was shocked by <sup>7</sup> ..... he saw, and he decided to stay on to help <sup>8</sup> ..... the injured. He wrote <sup>9</sup> ..... his experiences in a book called *A Memory of Solferino*. This book became the inspiration <sup>10</sup> ..... the creation of the International Red Cross, whose mission is to protect human life and health.

9

## 2 Choose the correct answers

Circle the correct answers a, b or c.

- Do you know if Steve and Janice have made ..... yet or are they still not speaking?  
a to b on c up
- When we got to the show, all the seats had ..... taken so we had to stand.  
a be b been c being
- Why do you always ..... his side in every argument?  
a go on b make c take
- When we arrived we were exhausted because we ..... for nearly 15 hours.  
a had flown b had flying c had been flying
- I've fallen ..... with my dad because he won't let me go to the party this weekend.  
a out b on c in
- We were late and when we arrived at the party they ..... already ..... 'Happy Birthday'.  
a had sung b have been singing  
c had been singing
- I'm a bit ..... with this problem and need some help.  
a caught b stuck c frozen
- I think we need to ..... a few things out before we go any further.  
a sort b decide c mend
- Their wedding cake ..... made by his mother. It was beautiful.  
a had b has been c had been

8

## 3 Correct the mistakes

In each sentence there is a mistake with the past perfect passive or past perfect continuous. Underline the mistakes and write the correct sentence.

- When I got to the shop, the painting was sold. When I got to the shop, the painting had been sold.
- I had been waited for an hour before the doctor arrived. ....
- Her eyes were red because she had cried. ....
- When I tried to open the door with my key, I found the lock had changed. ....
- He was angry because his car had being hit. ....
- By the end of the tour, the band had been playing in 20 different countries. ....
- This ring had been given to me by my grandmother. ....
- She had spoken all day and had lost her voice. ....
- When I last looked in the fridge, the cake hasn't been eaten. ....

8

## How did you do?

Total:  25



Very good  
20 - 25



OK  
14 - 19



Review Unit 8 again  
0 - 13

## 1 Grammar

## Conditionals review

## a Match the two parts of the sentences.

- |  |  |                          |
|--|--|--------------------------|
| 1 If you want to get involved with a charity,  | a she'll get a really bad headache.          | <input type="checkbox"/> |
| 2 If you wanted to be useful in some way,      | b we'll raise lots of money for the charity. | <input type="checkbox"/> |
| 3 If she walks too fast at this altitude,      | c he wouldn't have played.                   | <input type="checkbox"/> |
| 4 If she'd walked any faster at this altitude, | d there are lots of things you can do.       | <input type="checkbox"/> |
| 5 If we get lots of sponsors,                  | e he won't play.                             | <input type="checkbox"/> |
| 6 If we had more sponsors,                     | f there'd be lots of things you could do.    | <input type="checkbox"/> |
| 7 If he's feeling ill,                         | g she'd have got a really bad headache.      | <input type="checkbox"/> |
| 8 If he'd been feeling ill,                    | h we'd raise lots of money for the charity.  | <input type="checkbox"/> |

## b Match the sentences with the pictures. Write 1-6 in the boxes.



- |   |   |
|---|---|
| 1 It won't be difficult if you get fit.     | 4 If you were fit, it wouldn't be difficult.        |
| 2 If they'd played better, they'd have won. | 5 If they play better than last week, they'll win.  |
| 3 You'd enjoy yourself more if you danced.  | 6 You'd have enjoyed yourself more if you'd danced. |

## c Complete the sentences with the correct form of the verbs.

- If we'd found more sponsors, we would have raised (raise) more money for the charity.
- I'd be a volunteer if I ..... (have) more time.
- If Jackie ..... (go) on the sponsored walk next week, I'll go with her.
- If I could go anywhere in the world, I ..... (visit) the Himalayas.
- I think I'd freeze to death if I ..... (not have) my sleeping bag in the tent.
- If I ..... (not go) on the Himalayas trip, I'll regret it for the rest of my life.
- If anyone makes a racist comment during tomorrow's match, we ..... (throw) them out of the stadium.
- We'd have won the match if the coach ..... (make) us train harder.

## 2 Vocabulary

### Ways of getting involved

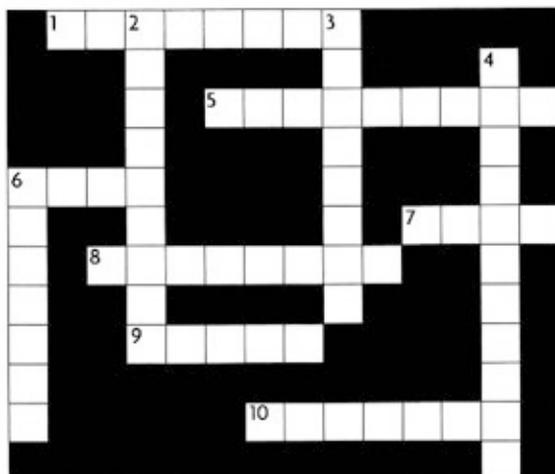
- a Complete the crossword using the clues 1–10.

#### Across

- 1 Don't just sit around and do nothing – get ..... !
- 5 They're going on a ..... walk for the charity.
- 6 We need lots of people to ..... our petition.
- 7 We went to the town centre to ..... out leaflets.
- 8 We've got over five hundred names in our ..... .
- 9 We're trying to ..... £5,000 for sick children.
- 10 Let's write a ..... about our project.

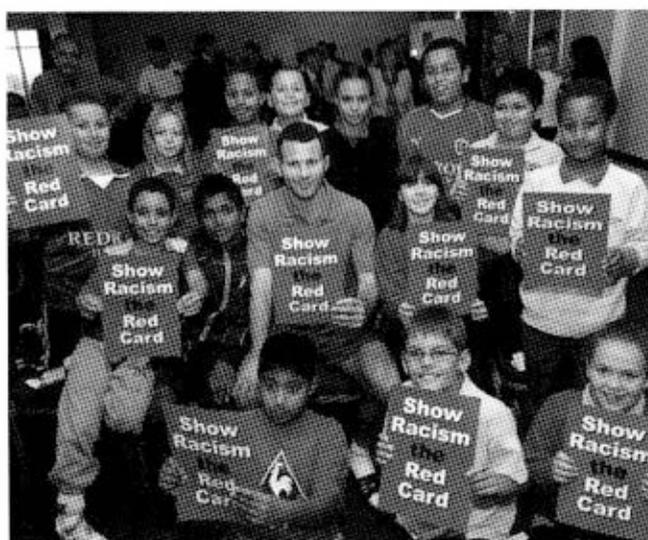
#### Down

- 2 I don't get paid for this – I'm a ..... .
- 3 Our charity needs money, so please make a ..... .
- 4 We're going to ..... against the new law.
- 6 Charities need lots of people to ..... them.



- b Complete the text with the correct form of the words from the crossword.

At our school, there's a big mixture of kids from different cultures, so for our charity work this year we decided to <sup>1</sup> raise money for 'Show Racism the Red Card' – it's an organisation that works against racism in football. We played a <sup>2</sup> ..... football match between two teams, both of which had black and white players in them, and we raised almost £1,000. Some other kids gave up their free time to be <sup>3</sup> ..... who went into the town centre to hand out <sup>4</sup> ..... . These explained why racism is a bad thing, and asked people to make <sup>5</sup> ..... to the organisation. Then the next weekend, lots of us went to a football match and we <sup>6</sup> ..... outside the stadium before the match started. We also got lots of people to sign our <sup>7</sup> ..... against racism – we got over 500 signatures! So it was a great experience, and we all learned that it's brilliant to get <sup>8</sup> ..... in this kind of thing.



## 3 Pronunciation

### Contractions in third conditionals

- 🔊 Listen and repeat. How do you pronounce the underlined sounds?

- 1 If you'd eaten that, you'd have been ill.
- 2 If you'd asked me, I'd have told you.
- 3 If you hadn't told him, he wouldn't have known!
- 4 I'd have been delighted if you'd come.
- 5 It would have been difficult if he'd been there.
- 6 Would you have come if we'd invited you?

## 4 Grammar

### Mixed conditionals

- a Read the sentences. If a sentence refers to the *past only*, write 'PO' at the end. If a sentence refers to the *past and present*, write 'PP' at the end.

- If we'd stayed in a different hotel, our holiday would've been better. PO
- I wouldn't have had such a good time if you hadn't come with me. ....
- If I hadn't played in the match yesterday, I wouldn't be so tired today. ....
- I'd have taken more photos if I'd had more time. ....
- I'd be happier if the exam had been a bit easier. ....
- I'd have gone on the sponsored walk if I wasn't so busy. ....

- b Match the pictures with the sentences. Write 1–6 in the boxes. There are three sentences you won't need.



- If I hadn't gone on holiday, I'd be able to buy a motorbike.
- If I'd gone on holiday, I wouldn't be able to buy a motorbike.
- If I had a good memory, I'd have passed.
- If I didn't have a good memory, I wouldn't have passed.
- If I didn't speak Japanese, I wouldn't have understood.
- If I spoke Japanese, I would have understood.

- c Match the two parts of the sentences.

- |                                 |   |                          |
|---------------------------------|---|--------------------------|
| 1 If it wasn't a great DVD,     | a if I'd remembered to bring my CDs along.      | <input type="checkbox"/> |
| 2 If it was a great DVD,        | b she would've phoned you.                      | <input type="checkbox"/> |
| 3 If he was a good student,     | c I wouldn't have bought it.                    | <input type="checkbox"/> |
| 4 If he wasn't a good student,  | d he wouldn't have failed the exams.            | <input type="checkbox"/> |
| 5 The party would be better     | e I would've bought it.                         | <input type="checkbox"/> |
| 6 The party wouldn't be so good | f if I hadn't remembered to bring my CDs along. | <input type="checkbox"/> |
| 7 If she liked you,             | g she wouldn't have phoned you.                 | <input type="checkbox"/> |
| 8 If she didn't like you,       | h he would've failed the exams.                 | <input type="checkbox"/> |

- d Combine the two sentences to make one sentence using a mixed conditional.

- She doesn't speak Spanish. She didn't understand. If she spoke Spanish, she would have understood.
- I don't swim well. I didn't win the race. ....
- She has worked extremely hard. She's successful. ....
- My brother loves U2. He spent \$200 on a ticket for their concert. ....
- I hate action films. I didn't go to see *Star Wars Episode III*. ....
- His grandfather is a multi-millionaire. He has never needed to work. ....

## 5 Literature in mind

Here is another extract from *Lord of the Flies* by William Golding. Ralph, who was the leader, is being chased by other boys.

a Circle the word or phrase which is closest in meaning to the underlined words in the text.

- 1 a followed b covered c hurt
- 2 a pair of scissors b small boat c sailor
- 3 a Smiling b Without speaking c Laughing
- 4 a smiled b shouted c waved
- 5 a for sure b as an officer c usually
- 6 a group b school c number

He stumbled over a root and the cry that <sup>1</sup>pursued him rose even higher. [...] Then he was down, rolling over and over in the warm sand, crouching with arm up to ward off, trying to cry for mercy.

He staggered to his feet, tensed for more terrors, and looked up at a huge peaked cap. [...]

A naval officer stood on the sand, looking down at Ralph in wary astonishment. On the beach behind him was a <sup>2</sup>cutter, her bows hauled up and held by two ratings. In the stern-sheets another rating held a sub-machine gun. [...]

The officer looked at Ralph doubtfully for a moment, then took his hand away from the butt of the revolver.

'Hullo.'

Squirming a little, conscious of his filthy appearance, Ralph answered shyly.

'Hullo.'

The officer nodded, as if a question had been answered.

'Are there any adults – any grown-ups with you?'

<sup>3</sup>Dumbly, Ralph shook his head. He turned a half-pace on the sand. A semicircle of little boys, their bodies streaked with coloured clay, sharp sticks in their hands, were standing on the beach making no noise at all.

'Fun and games,' said the officer. [...]

The officer <sup>4</sup>grinned cheerfully at Ralph.

'We saw your smoke. What have you been doing? Having a war or something?'

Ralph nodded.

The officer inspected the little scarecrow in front of him. The kid needed a bath, a hair-cut, a nose-wipe and a good deal of ointment.

'Nobody killed, I hope? Any dead bodies?'



'Only two. And they're gone.'

The officer leaned down and looked closely at Ralph.

'Two? Killed?'

Ralph nodded again. Behind him, the whole island was shuddering with flames. The officer knew, <sup>5</sup>as a rule, when people were telling the truth. He whistled softly. [...]

'We'll take you off. How many of you are there?'

Ralph shook his head. The officer looked past him to the group of painted boys.

'Who's boss here?'

'I am,' said Ralph loudly.

A little boy who wore the remains of an extraordinary black cap on his red hair and who carried the remains of a pair of spectacles at his waist, stepped forward, then changed his mind and stood still.

'We saw your smoke. And you don't know how many of you there are?'

'No, sir.'

'I should have thought,' said the officer as he visualized the search before him, 'I should have thought that a <sup>6</sup>pack of British boys – you're all British, aren't you? – would have been able to put up a better show than that – I mean –'

'It was like that at first,' said Ralph, 'before things –' He stopped.

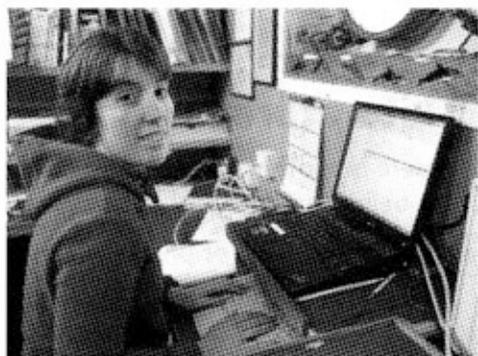
'We were together, then –'

The officer nodded helpfully.

b Read the text again and answer the questions.

- 1 The officer takes his hand away from his revolver. Why do you think his hand was on the revolver?
- 2 When Ralph says 'Hullo', he answers an unspoken question. What do you think is the question?
- 3 The officer says 'Fun and games' and then he smiles. What does he think is happening?
- 4 Does the officer believe it when Ralph says two boys were killed? How do you know?
- 5 Ralph says 'before things –' but he doesn't finish the sentence. What do you think he was going to say?

# Skills in mind



## 6 Read

- a Greenpeace is an international environmental organisation. Complete their webpage with the phrases in the box.

let your imagination run wild  
saved ancient forests from logging

informs or inspires you  
speak with one voice

who want to get involved  
will make all the difference

**GREENPEACE** International – Get Involved!

home | campaigns | donate  
about | news | links

**Make a donation**  
We don't accept donations from governments or corporations, so the money we need to do our work comes from people like you. Your donation 1 \_\_\_\_\_.

**Become a Cyberactivist**  
Our global community of Greenpeace people comes from 125 countries. We have a long list of successes to prove that when people 2 \_\_\_\_\_, they can change the world. Sign up and you'll get our e-zine, a monthly electronic magazine, which is full of ways you can help. It's all free. Sign up!

**Visit our Action Forum**  
Take part in the online community that has changed climate-damaging policies, stopped the killing of hundreds of whales in Iceland, 3 \_\_\_\_\_, and had

many other successes. You'll get a free homepage, and a chance to meet other people 4 \_\_\_\_\_.

**Spread the word!**  
Any time you see something on the Greenpeace site that interests, 5 \_\_\_\_\_, send it to a friend. Write letters to the editor of your local paper. Buy a Greenpeace T-shirt and wear it!

**Green computer users**  
Are you into computers? You can help us spread the word by creating something for us. A screensaver, perhaps? A game about the environment? 6 \_\_\_\_\_ !! Send us your ideas at supporter.services@int.greenpeace.org, and if it's cool and it works, we'll use it and send you a gift to say thank you.

- b Read the text again. Mark each sentence T (true) or F (false).

- Greenpeace gets money from governments.  F
- If you join Greenpeace, you'll get a free electronic magazine every week.
- Greenpeace has prevented whales in Iceland from being killed.
- Greenpeace suggests that you write letters to the editor of their newspaper.
- Greenpeace wants people to send all kinds of information technology ideas.
- Greenpeace will pay you if they use your ideas.

### Exam tip

#### True / false exercises

- Read the statements carefully, so that you know what each one really means.
- Find the relevant part of the text for each statement.
- Watch out for expressions which are similar in meaning, for example *get money* and *receive donations*.
- There will be a mixture of true and false statements.

# Unit check

## 1 Fill in the spaces

Complete the text with the words in the box.

involved volunteers sponsored I finished I'd finished handed support I'd be raise donation

This is the story of how I tried to get <sup>1</sup> involved in fund-raising for a good cause. A few weeks ago, I saw an article in the newspaper about a 20 km run to <sup>2</sup> \_\_\_\_\_ money for a little girl who needs an operation to save her life. At first, I thought I could just make a <sup>3</sup> \_\_\_\_\_, but then I read that they wanted <sup>4</sup> \_\_\_\_\_ to join the run. And I thought: 'If I needed an operation, <sup>5</sup> \_\_\_\_\_ really happy if people tried to help me.' So I decided to join the run. A lot of people <sup>6</sup> \_\_\_\_\_ me – if <sup>7</sup> \_\_\_\_\_ the run, I'd get £100 for the charity. On the day of the run, my family and some friends came to <sup>8</sup> \_\_\_\_\_ me. The organisers of the run <sup>9</sup> \_\_\_\_\_ out numbers to each of us, and we started running. But after about 12 km, I was exhausted and I had to stop, so I didn't get any money from the sponsors. I was furious with myself – if <sup>10</sup> \_\_\_\_\_ the run, that little girl would have £100 more for her operation. I decided to send a cheque to the charity anyway.

9

## 2 Choose the correct answers

Circle the correct answers a, b or c.

- We're trying to \_\_\_\_\_ £1000 for charity.  
a raise b rise c rest
- Would you like to \_\_\_\_\_ a donation?  
a do b make c pay
- We're going into town to \_\_\_\_\_ out leaflets.  
a hand b look c take
- On Saturday I'm going on a big \_\_\_\_\_ against experiments on animals.  
a petition b manifestation c demonstration
- We need people to \_\_\_\_\_ our work.  
a support b involve c sign
- If you'd worn a coat, you \_\_\_\_\_ cold now.  
a wouldn't be b hadn't been c weren't
- The charity has paid employees, but it also needs \_\_\_\_\_ to help with things.  
a frees b involvers c volunteers
- I'd have less trouble with these questions if they \_\_\_\_\_ easier.  
a will be b would be c were
- If I was a climber, I \_\_\_\_\_ to the top of the mountain.  
a had gone b would have gone c went

8

## 3 Correct the mistakes

In each sentence there is a mistake with conditionals or mixed conditionals. Underline the mistakes and write the correct sentence.

- If you will want to raise money for charity, there are lots of ways to do it. If you want to raise money for charity, there are lots of ways to do it.
- If I run too fast, I usually got bad pains in my stomach. \_\_\_\_\_
- It'd be better if we would rest for a little while. \_\_\_\_\_
- If I were you, I went to the doctor immediately. \_\_\_\_\_
- If more people had made donations, they'd bought the new heart machine. \_\_\_\_\_
- If more people would sign the petition, the government would have changed the law. \_\_\_\_\_
- If I would have listened to you, I wouldn't have all this trouble now. \_\_\_\_\_
- If I wasn't so lazy, I'd gone on the sponsored walk yesterday. \_\_\_\_\_
- If John Lennon didn't die in 1980, he'd still be writing great songs. \_\_\_\_\_

8

## How did you do?

Total:  25



Very good  
20 – 25



OK  
14 – 19



Review Unit 9 again  
0 – 13

## 1 Grammar

## Future continuous

- a Here is Sara's diary page for tomorrow. Write a sentence about what she will be doing at each of the times.

15<sup>th</sup> August

08.00 – 08.55	<i>Fly to Paris</i>
10.00 – 11.30	<i>Discuss the new Paris shop with George</i>
12.00 – 13.30	<i>Have lunch with Alain Dupont</i>
14.00 – 17.00	<i>Interview people for the shop manager's job</i>
17.00 – 18.00	<i>Visit the Le Clerc factory</i>
18.15 – 19.30	<i>Look at the new designs</i>
21.10 – 21.55	<i>Fly back to Manchester</i>
23.00 – 00.30	<i>Watch the film on TV!</i>

- At 8.30 tomorrow *she'll be flying to Paris.*
- At 10.45 tomorrow
- At 13.00
- At 16.00
- At 17.30
- At 19.00
- At 21.30
- At midnight

- b Write sentences about the year 2030.

- People / live / houses under the sea  
*People will be living in houses under the sea.*
- We / not eat / any natural food
- Children / study / at home on computers
- We / drive / electric cars
- We / not use / telephones
- People / not work / more than 25 hours a week

## 2 Grammar

## Future perfect

- a Complete the sentences using the future perfect.

- I *will have finished* (finish) my homework by 10 o'clock.
- I think they ..... (find) a cure for cancer by 2015.
- By 2090, the world's population ..... (increase) to about 30 billion.
- Please don't phone me at 3.00 – I ..... (not leave) school by then.
- Next year, my parents ..... (be) married for 25 years.
- How ..... (our lives / change) by the year 2050?
- Go and buy a ticket before midday, otherwise they ..... (sell) them all.

b Use the words to write sentences about the future of the town in the pictures.

- They / build / airport  
*They will have built an airport.*
- The school / disappear  
.....
- The river / dry up  
.....
- The shops / become / supermarket  
.....
- They / close down / factory  
.....
- They / put / car park underground  
.....
- People / put / solar panels / the roofs of their houses  
.....



Today



20 years' time

c Circle the correct tense, future continuous or future perfect.

- Don't phone me at 8 tonight – we'll be having / *have had* dinner then.
- When I'm 25, we'll *be living* / *have lived* in the USA for five years.
- At 11 o'clock tomorrow morning, I *will have done* / *will be doing* an examination.
- By the end of the weekend, my brother *will have played* / *will be playing* five football matches!
- If you want to see the game, call this afternoon, when we *will be watching* / *will have watched* it.
- Next Wednesday morning, we *will be sitting* / *will have sat* on the beach in Greece!

### 3 Pronunciation

Reduced forms of *will have*

- a Listen to the sentences. Circle *will* when it is weak. Underline *will* when it is strong.
- They will have built a new factory by next year.
  - The school will have disappeared.
  - I will have finished in 30 minutes' time.
  - People will have stopped using cars by 2050.
  - He will have arrived by six o'clock.
  - My aunt and uncle will have been married for 30 years next year.
- b Why is *will* weak in some of the sentences? Listen again and repeat.

### 4 Vocabulary

Global issues

a Complete the text with the words in the box.

waste starvation species temperature  
resources atmosphere

#### Making the future brighter?

Many of the world's natural <sup>1</sup> ..... are running out and the <sup>2</sup> ..... of the sea is going up, increasing the chances of polar ice melting. Global warming is also increasing due to pollution in the <sup>3</sup> ....., mainly because of the use of fossil fuels like coal and oil. We could use more nuclear energy – but what do we do with the <sup>4</sup> .....? And then there is the fact that many <sup>5</sup> ..... of animal are becoming extinct, and members of our own human race are dying through <sup>6</sup> ..... and war. What can we do? Well, let's look at some ideas...

- b Replace the words in *italics> with the correct form of a verb from the box.*

~~bring about~~ die out use up get rid of foul up  
go up

- 1 Support organisations which are trying to ~~cause~~ *bring about* an end to trade in rare animals.
- 2 Don't buy medicines and other products which result in animals *becoming extinct*.
- 3 Remember that every time you travel by car or plane, you cause the temperature of the air to *increase*.
- 4 Let's stop *polluting* our air, water and land.
- 5 You don't need all those electrical machines – *dispose of* some of them!
- 6 Remember that if we go on using oil and coal the way we do, they will be *completely finished* in a few years' time.

## 5 Vocabulary

### Conserving energy

- a Find eight verbs in the wordsnake.



- b Complete the sentences with verbs from Exercise 5a.

- 1 *Cut* down on the amount of electricity you use every day.
- 2 the stairs instead of the lift if you can.
- 3 TVs, videos and DVD players when you aren't using them.
- 4 in cold water whenever you can.
- 5 glass, plastic and paper.
- 6 your car for a bicycle!
- 7 Don't lights on until you need to.
- 8 Don't planes unless it is 100% necessary!

## 6 Grammar

### Future time expressions

- a Complete the sentences with the words in the box.

time by until for ~~during~~  
from now

- 1 I was so tired last night that I fell asleep *during* the film.
- 2 My brother's started a trip round the world – I won't see him again next year!
- 3 Two months , I'll be on holiday.
- 4 If you're late, I'll wait twenty minutes, but not a minute more!
- 5 I'm a bit busy right now, but I'll call you back in about fifteen minutes' , OK?
- 6 Sorry, I can't come out tonight – I have to finish this essay tomorrow morning.

- b Complete the text with one or two words from Exercise 6a in each space.

Many scientists are predicting that <sup>1</sup> *by* the year 2050, there will be no more oil as a source of energy. This means that during the next decade or so, we have to consider alternative sources of energy. It's possible that in about fifteen years' <sup>2</sup> , we will all be driving cars powered by electricity or other fuels, and that a few years <sup>3</sup> the majority of homes will be heated by solar power. Some people believe that if solutions are not found soon, there will be a huge energy crisis that will go on <sup>4</sup> a very long time. Some people thought that this was all science fiction <sup>5</sup> a few years ago, but unfortunately it will probably come true <sup>6</sup> our lifetime.

## 7 Everyday English

- a Complete the dialogue with the phrases in the box.

point taken    so what  
 come off it    stuff like that  
 since when

Rebecca: Hi Jordan. Come in. I'm just watching the last bit of *Coronation Street*.

Jordan: What? You're watching a soap opera?

Rebecca: Yes –  
 1 ..... ? I like it.  
 I watch it all the time.

Jordan: How can you watch that? It's awful! I just can't stand soaps, reality TV, serials,  
 2 .....

Rebecca: Well, fine, but that doesn't mean I can't watch them.

Jordan: Yeah, you're right. Sorry.

Rebecca: And in fact they're quite educational, soap operas.

Jordan: Oh <sup>3</sup> ....., Rebecca! Educational? What can possibly be educational about a soap?

Rebecca: Well, as it happens, our psychology teacher says that you can learn quite a lot about people and their behaviour if you watch soaps.

Jordan: And <sup>4</sup> ..... do you listen to his opinions?

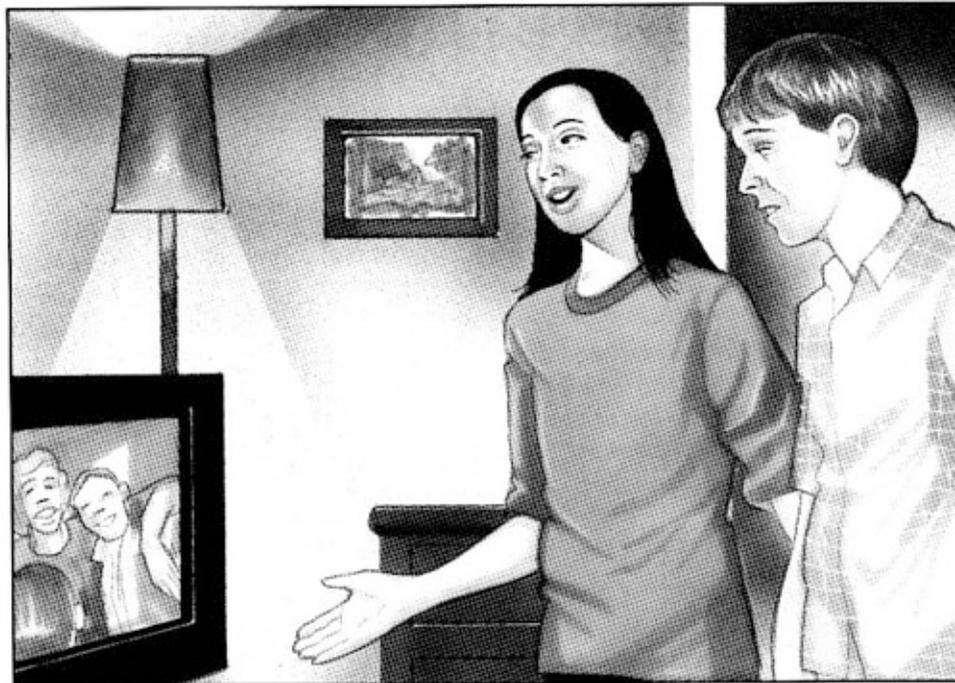
Rebecca: Hang on, Jordan. I thought you came round to do some studying with me. Why are we having this argument?

Jordan: <sup>5</sup> ..... Sorry. Let's stop this, go to the computer and get some work done.

Rebecca: Well, not right now! I'm not going anywhere until my programme's over!

- b Rewrite the sentences, putting the main noun at the end of the sentence.

- Soap operas are quite educational.  
*They're quite educational, soap operas.* .....
- This soap opera's really funny.  
 .....
- Pollution's a really serious problem.  
 .....
- Mrs Drake teaches us really well.  
 .....
- Mike and Sally get on well together.  
 .....
- That film went on too long.  
 .....



## 8 Study help

### Noticing language

- When you read texts in English or listen to people speaking English, you will mainly be trying to understand the message. But it can be very useful to notice not only *what* people say or write, but also *how* they say or write it.
- You probably know that there are some areas of English that you are unsure about. This could be to do with tenses (for example, the present perfect) or with words (for example, the difference between *until* and *by*).
- Make a note of any areas you feel unsure about. Then, when you are reading something, see if the text has any examples of this. If it does, stop and read again. Which words or verb tense did the person use to express their meaning? Try to remember these examples.
- You will remember these things better when you have noticed enough examples. You will notice more if you read and listen to as much English as you can.

# Skills in mind

## 9 Write

a Read this letter quickly and answer the questions.

- 1 What is the person writing about?
- 2 What does he hope will happen?

b Read the letter again. Mark the statements T (true) or F (false). Correct the false statements.

- 1 The writer says he is completely against the proposal for a new supermarket.   
.....  
.....
- 2 He thinks it's important to look at the positive and negative sides of the question.   
.....  
.....
- 3 He does not believe that the supermarket will bring jobs for young people.   
.....  
.....
- 4 The writer will find shopping more convenient if there is a supermarket.   
.....  
.....
- 5 There are lorries in the roads of Whitefields estate at night.   
.....  
.....
- 6 The writer hopes that the local authority will listen to what people think.   
.....  
.....

c Imagine a large change to the area where you live. This could be:

- an airport
- a new road
- new buildings (factories / shops / supermarkets)
- an idea of your own

Write a letter to a newspaper. Describe the planned change and its possible effects, and how you feel about them.

# Readers' thoughts

Dear Sir,

There is a plan to build a new supermarket on the edge of the Whitefields housing estate, on the land where the local library now is. I live at Whitefields, and I would like to express my concern about this plan. It is not that I am completely against the idea of building a supermarket – I just think that as a community we need to weigh up the advantages and disadvantages before committing ourselves.

It is clear that the library is under-used and in poor condition. It is also clear that there are very few shops near here and a supermarket would be a good thing to have. But the people who want to build the supermarket seem to think that no one wants the library any more, that it isn't needed because of the internet and so on. Is this necessarily true, especially for elderly people? What about young people who don't have the internet at home and need to go to the library to do their homework? Where can they study if they have to share a room with a younger brother or sister?

On the other hand, there is an argument that a new supermarket would not only bring more choice of shopping and more convenience for local residents, but it would also bring some much-needed jobs for younger people in the town – and this is a good point.

What we need to do is consider the effect a supermarket will have on our quality of life. Certainly the residents of the housing estate (including me) will find shopping a lot easier and more convenient. But there will also be extra traffic. In a few years from now, the roads in and around the estate will be full of cars in the daytime and delivery lorries at night, and not only that – we will have got used to it, too. Are more jobs and more convenience worth such an impact on our daily lives? Perhaps, but this is what we have to ask ourselves.

I believe that all the residents of Whitefields, and the local authority, need to discuss this question in an open-minded way – and I hope that by the time a decision is taken, we will have had a full and fair discussion of the issues involved, and that the local authority will have really listened to everyone's views. Is that too much to ask?

Yours faithfully,  
Tom Watkins (by email)

## Writing tip

### Rhetorical questions

- A rhetorical question is a question that we ask without really expecting an answer from anyone – it is a question asked to make an impact on the listener or reader.
- Find and underline three rhetorical questions that Tom asks in his letter. For each one, decide what he wanted to ask.

# Unit check

## 1 Fill in the spaces

Complete the text with the words in the box.

resources will be species will have bring about until starvation dying is going time

Animals are one of the most important <sup>1</sup> resources for human beings, especially farm animals. But in the past 100 years, over 1,000 breeds of animal have become extinct. Still today, some <sup>2</sup> \_\_\_\_\_ of farm and domestic animals are <sup>3</sup> \_\_\_\_\_ out. This is a major problem, because the number of people in the world <sup>4</sup> \_\_\_\_\_ up – some scientists say that by 2050, the population <sup>5</sup> \_\_\_\_\_ doubled. This means that in 40 years' <sup>6</sup> \_\_\_\_\_ we will need more food to feed the world. 'It's a serious problem,' said a UN representative. 'We probably have <sup>7</sup> \_\_\_\_\_ 2020 to stop the process. If we don't, then we <sup>8</sup> \_\_\_\_\_ losing some species at the rate of two a week. We have to <sup>9</sup> \_\_\_\_\_ a change of attitude and make sure that farmers continue to use many different kinds of animal. If we don't, this will increase the risk of <sup>10</sup> \_\_\_\_\_ in the future.'

9

## 2 Choose the correct answers

Circle the correct answers a, b or c.

- By 2030, many species will have \_\_\_\_\_  
a used up b died out c gone up
- If the world's \_\_\_\_\_ goes any more, there won't be enough cold water in the sea.  
a temperature b atmosphere c pollution
- My DVD player's really old so I'm going to \_\_\_\_\_ it for a newer model.  
a swap b recycle c unplug
- I need to \_\_\_\_\_ some old clothes.  
a foul up b bring about c get rid of
- I've \_\_\_\_\_ the time I spend watching TV.  
a cut down b switch off c take up
- It's crazy that so many people die of hunger when we have the \_\_\_\_\_ to end it.  
a resources b starvation c species
- If we go on like this, we're going to \_\_\_\_\_ all our planet's resources and then there won't be any left.  
a die out b recycle c use up
- I've been recycling glass bottles \_\_\_\_\_ years.  
a for b during c in
- We hope to recycle all kinds of plastic in Cambridge \_\_\_\_\_ the year 2008.  
a by b until c during

8

## 3 Correct the mistakes

In each sentence there is a mistake with the future continuous, future perfect, or future time expressions. Underline the mistakes and write the correct sentence.

- Tomorrow at eight, I'll be fly to New York. Tomorrow at eight, I'll be flying to New York.
- By next year, they have built a new library in town. \_\_\_\_\_
- Call me at four. I will arrive home by then. \_\_\_\_\_
- I can't talk now – I have to finish this work until tomorrow. \_\_\_\_\_
- She talked to me during an hour, non-stop! \_\_\_\_\_
- Fifty years now, we'll all be living on another planet. \_\_\_\_\_
- The exam starts at nine tomorrow, so at ten I write as fast as I can! \_\_\_\_\_
- I'll leave school by the next time I see you. \_\_\_\_\_
- I'll call you back on 15 minutes' time. <sup>1</sup> \_\_\_\_\_

8

## How did you do?

Total:  25



Very good  
20 – 25



OK  
14 – 19



Review Unit 10 again  
0 – 13

## 1 Grammar

## Reduced relative clauses

- a Read the text. At the end of each line, put a ✓ if the underlined words are needed or an X if the underlined words are not needed.

Roger Federer, <sup>1</sup> who is a top \*ATP player and a strong supporter of children's charities, became a UNICEF Goodwill Ambassador in April 2006. Like other Goodwill Ambassadors such as David Beckham and Youssou N'dour, Federer will work to support UNICEF in its efforts to bring attention and resources to children around the world <sup>2</sup> who need help.

'I am happy to become one of UNICEF's Goodwill Ambassadors,' Federer said. 'I've been lucky in life, and able to play tennis seriously since I was six years old. It's important to me to help the many children throughout the world <sup>3</sup> who do not have the everyday things they need.'

Federer has used his success in tennis to remind the world that children are important. In 2003, he started the Roger Federer Foundation, <sup>4</sup> which raises money for disadvantaged children, mainly in South Africa (where his mother was brought up), and to promote sports for young people.

After the terrible tsunami of 2004, Federer started several fund-raising campaigns, including the ATP 'All-Star Rally for Relief', a tennis event <sup>5</sup> which was supported by many of the top men and women players. All the money <sup>6</sup> that was raised went to UNICEF.

That event started a worldwide partnership between the ATP and UNICEF called ACE ('Assisting Children Everywhere'), <sup>7</sup> which aims to use the power of tennis to help provide health, education and protection to the poor children of the world.

\*ATP = Association of Tennis Professionals

1. X

2. ....

3. ....

4. ....

5. ....

6. ....

7. ....

- b In each sentence, write ↑ in the place where the relative pronoun and the verb are missing. Then write the missing words at the end of the sentence.

- Bob Geldof and Midge Ure performed a song ↑ called *Do They Know it's Christmas?* which was .....
- Here is an extract taken from the first chapter of the book. ....
- The Great Sphinx is a famous statue, half-human, half-lion, built by the Egyptians. ....
- Harry Potter is a fictional character created by J. K. Rowling. ....
- The A380 plane, built by Airbus Industries, can seat over 550 passengers. ....
- The Live 8 concert attended by 15,000 people was a success. ....

## 2 Vocabulary

## Fame

- a Circle the correct words a, b or c.

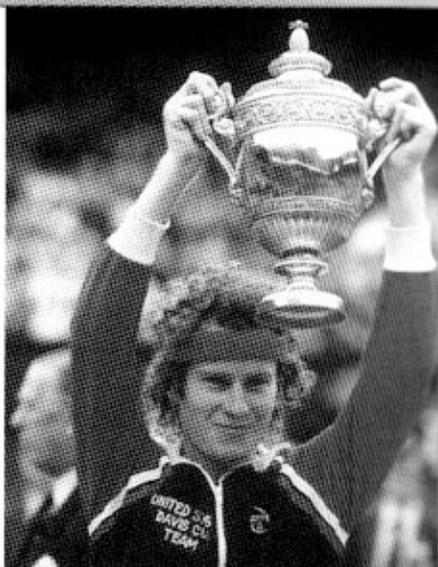
- He's famous ..... making fun of politicians.  
a from b (for) c by
- Some people ..... a name for themselves by doing crazy things.  
a have b do c make
- Her career started slowly, but then she really ..... it big in 2004.  
a made b did c hit
- Roger Federer is such a successful tennis player that now he's a ..... name.  
a house b home c household
- Not many people know her now, but she ..... a lot of success back in the 1990s.  
a made b enjoyed c liked
- Kylie Minogue became a singing ..... a few years ago.  
a sensation b sense c excitement

**b** Complete the text with words from Exercise 2a.

**John McEnroe**

John McEnroe was an American tennis player in the 1980s and 1990s who became famous <sup>1</sup> *for* shouting at umpires and throwing his racket around. Born in 1959, he was a teenage tennis <sup>2</sup> who won the French junior championship at the age of only 18. Later in 1977, he reached the semi-finals at Wimbledon and became a <sup>3</sup> name all over the world. He really <sup>4</sup> it big in 1979 when he won the US Open title in front of his home crowd. By that time, he had also <sup>5</sup> a name for himself as a player who regularly lost his temper and shouted at opponents and officials. His most famous phrase was 'You cannot be serious!'.

After he retired from playing tennis in 1992, McEnroe <sup>6</sup> a lot of success as a TV tennis commentator.



**3 Vocabulary**

Expressing your opinion

**a** Complete the sentences with the words in the box.

thought mind concerned ask way **opinion**

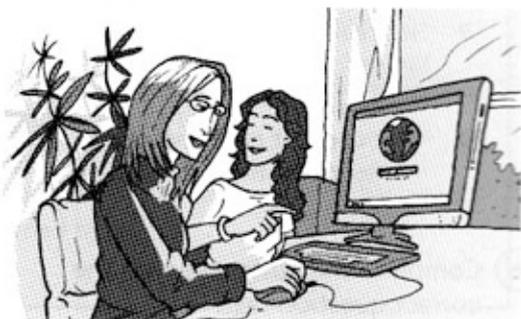
- In my *opinion*, celebrities should keep out of politics.
- I'd have \_\_\_\_\_ that film stars could help quite a lot with world problems.
- The \_\_\_\_\_ I see it, poor people need help from anywhere in the world.
- As far as I'm \_\_\_\_\_, the celebrities just want publicity for themselves.
- To my \_\_\_\_\_, celebrities should do as much as they can to help charities.
- If you \_\_\_\_\_ me, footballers are the best people to be Goodwill Ambassadors.

**b** Put the words in the correct order to make expressions that give opinions.

- for / I'm / all / it  
*I'm all for it.*
- less / care / couldn't / I  
\_\_\_\_\_
- matter / it / really / doesn't  
\_\_\_\_\_
- not / it's / a / idea / good  
\_\_\_\_\_
- against / completely / I'm / it  
\_\_\_\_\_
- thing / it / be / can't / a / bad  
\_\_\_\_\_

**c** Next to each expression in Exercise 3b, write a ✓ if it gives a positive opinion, an X if it gives a negative opinion, or Ø if it gives a neutral opinion.

**d** Complete the dialogues with an expression from Exercise 3b. Use the symbols ✓, X and Ø to help you.



- A: 'Shall we go to the cinema or just stay at home tonight?'  
B: '*It really doesn't matter.*'
- A: 'How do you feel about letting people who are 16 vote?'  
B: 'I \_\_\_\_\_.'
- A: 'Do you think banning smoking in all public places is a good thing?'  
B: 'Well, it \_\_\_\_\_.'
- A: 'I really hate the idea of experiments on animals, don't you?'  
B: 'Well, in fact, I \_\_\_\_\_.'
- A: 'What do you think about starting our own website?'  
B: 'To be honest, I think it \_\_\_\_\_.'
- A: 'I'm going to complain to the neighbours about the noise last night.'  
B: 'Good. I \_\_\_\_\_.'

## 4 Grammar

### Question tags review

- a Some of these question tags are incorrect. If the question tag is correct, write ✓. If the question tag is incorrect, write X and the correct tag.
- It's an important issue, isn't it?
  - Harry Potter's known all over the world, isn't it?  *isn't he?*
  - You aren't sure what to do, do you?
  - Angelina Jolie works for UNICEF, don't she?
  - He went to Africa to see the problem, hasn't he?
  - She must have made a lot of money, mustn't she?
  - The film didn't do very well, didn't it?
  - They enjoyed a lot of success in the 1990s, weren't they?
  - He's really made a name for himself, hasn't he?
  - They couldn't raise enough money, could they?

- b Complete the sentences with the correct question tags.

- They don't help out very much, *do they?*
- It's boring to read about all these film stars, \_\_\_\_\_?
- They haven't enjoyed much success, \_\_\_\_\_?
- She doesn't mind being famous, \_\_\_\_\_?
- She'll do anything to get more publicity, \_\_\_\_\_?
- They tried everything they could to help, \_\_\_\_\_?
- We should try to raise money for them, \_\_\_\_\_?
- They couldn't get help to all the starving people, \_\_\_\_\_?

- c Complete the dialogue with the correct question tags.

Harry: Did you see the programme about celebrity charity work last night?

Carol: Yes, it was interesting,  
1 *wasn't it?*

Harry: Not really. It didn't tell you much you didn't already know,  
2 \_\_\_\_\_?

Carol: What do you mean?

Harry: We already know everything there is to know about Brad Pitt, 3 \_\_\_\_\_? People don't want to see his face on TV again, 4 \_\_\_\_\_?

Carol: Oh Harry – you can be really boring sometimes.

Harry: Sorry, but you asked me what I thought.

Carol: Well, yes – but if you always talk like that, people won't ask you for your opinion very often,  
5 \_\_\_\_\_?

Harry: OK, I'm sorry. Let's talk about something else.

Carol: But Harry, you don't really think charity work's silly, 6 \_\_\_\_\_?



- d Listen and check.

## 5 Pronunciation

### Intonation in question tags

- a Listen to the dialogue in Exercise 4c again. In one of the question tags, the voice goes up at the end – which one is it?

- b Listen to the sentences. For each one, write A if the person is asking a real question to check information (the voice goes up at the end), or B if the person is just trying to start a conversation (the voice goes down at the end).

- You're new here, aren't you? B
- You speak French, don't you? A
- I'm being boring, aren't I? .....
- It was an interesting programme, wasn't it? .....
- You didn't enjoy it very much, did you? .....
- This is a great party, isn't it? .....
- They won't be late, will they? .....
- You don't like this kind of music, do you? .....

- c Listen again and repeat.

## 6 Culture in mind

a Complete the text with the correct form of the words 1–11.

### Fighting for animals

There are <sup>1</sup> *countless* celebrities in the world working to help people – and there are many who work to stop the killing of animals for their fur. Every year, millions of animals, from baby seals in Canada, to minks on mink farms, are killed for their fur, which is used almost exclusively in the fashion industry.

One famous person who campaigns against the fur trade is Stella McCartney, daughter of ex-Beatle Sir Paul McCartney and a highly <sup>2</sup> fashion designer. McCartney's feelings towards animals are reflected in her work, which avoids using fur.

'Everything in [my] store and every single piece of clothing and accessory that you see is free of <sup>3</sup>, which means that no animal has died to make any of them,' she says. 'I just think that a lot of people out there don't want <sup>4</sup> that an animal has had to die for.'

Although she thinks fur is beautiful, her <sup>5</sup> is 'to feel it on a living creature'. McCartney's mother Linda was also an animal <sup>6</sup>, and produced a range of vegetarian food. Stella followed in her mother's footsteps. Shortly after her mother's <sup>7</sup> in 1998, Stella worked with PETA (People for the Ethical <sup>8</sup> of Animals) to release a video which promoted animal rights.

Stella apparently also persuaded her friend Madonna to stop wearing fur, and in 2006 she launched an accessories <sup>9</sup> in which everything (including shoes, bags and belts) was made from non-animal products, not from leather.

'The idea that every bag and shoe needs to be made from leather should be questioned,' she said. It is her <sup>10</sup> that there is a market for non-leather accessories and she regrets that 'there aren't 20 other fashion houses making non-leather products'.

But the animal rights message is facing <sup>11</sup> making the fashion industry change. Even McCartney's impact is limited. Her label is 50% owned by Gucci, which sells leather handbags.

- 1 COUNT
- 2 SUCCEED
- 3 CRUEL
- 4 PRODUCE
- 5 PREFER
- 6 ACTIVE
- 7 DIE
- 8 TREAT
- 9 COLLECT
- 10 BELIEVE
- 11 DIFFICULT

b Read the text again. Mark the statements *T* (true) or *F* (false). Correct the false statements.

- 1 Most fur from animals is used in the fashion industry.
- 2 Stella McCartney does not use fur in the clothes she makes.
- 3 She thinks fur is horrible to look at.
- 4 When her mother died, Stella began to do what her mother had done.
- 5 Madonna never wore fur.
- 6 Stella does not believe that all shoes and bags need to be made of leather.
- 7 Stella wishes that there were more fashion houses not using leather.
- 8 Gucci sells 50% of Stella McCartney's handbags.



# Skills in mind

## 7 Listen

- a  Listen to an interview with an expert about UNICEF. Mark the statements *T* (true) or *F* (false).



- 1 UNICEF's ambassadors include photographers.
- 2 A Goodwill Ambassador's commitment begins when s/he starts working for UNICEF.
- 3 Youssou N'Dour became an ambassador in 1987.
- 4 Shakira had already worked in the area of children's education.
- 5 The two important things about ambassadors are: they get attention and they make decisions.
- 6 UNICEF wants children to have health, education, equality and protection.
- 7 Danny Kaye became Ambassador at Large in 1954.
- 8 Audrey Hepburn was also Ambassador at Large.

- b  Listen again and answer the questions.

- 1 What do all UNICEF's celebrities share?  
.....  
.....
- 2 Before he became a UNICEF ambassador, Youssou N'Dour took part in an immunisation programme. What else did he do?  
.....  
.....
- 3 Why is it important that UNICEF's ambassadors have access to politicians? .....
- 4 Why do politicians sometimes not pay much attention to children? .....

### Exam tip

#### *Before you listen and do a task*

- Good preparation is very important, especially for a listening task. You might not have time to read through all the questions before you listen. But try to read and really think about as many of the questions as possible.
- With true / false tasks, like in Exercise 7a, read each sentence and consider what could be true or false about it. Key words will help you again.
- With open-ended questions, like in Exercise 7b, read and again decide what the key words are. For example, in the first sentence, the key words are *celebrities* and *share*. You might not hear these exact words when you listen: what other words might you hear?

# Unit check

## 1 Fill in the spaces

Complete the text with the words in the box.

will won't myself see concerned enjoying bad make borrowed household

I've always dreamed of making a real name for <sup>1</sup> myself in the music industry. I decided to get started with a guitar <sup>2</sup> \_\_\_\_\_ from a friend, who said: 'I really love that guitar, so you'll give it back to me, <sup>3</sup> \_\_\_\_\_ you?' 'Sure,' I said. 'When I <sup>4</sup> \_\_\_\_\_ it big, I'll give it back to you!' He looked a bit worried. 'Look,' I said, 'the way I <sup>5</sup> \_\_\_\_\_ it, in a year or two I'm going to be a <sup>6</sup> \_\_\_\_\_ name! I'm going to be rich! Then I'll buy you all the guitars you want.'

'Well,' he said, 'I guess that can't be a <sup>7</sup> \_\_\_\_\_ thing. But listen – when you're <sup>8</sup> \_\_\_\_\_ all that success, you won't forget that I helped you, <sup>9</sup> \_\_\_\_\_ you?'

'It's OK, Jack,' I replied. 'As far as I'm <sup>10</sup> \_\_\_\_\_, you're the best friend I've ever had, and of course I won't forget you.' He looked me in the eye. 'My name isn't Jack – it's Joe!' He took the guitar back, and that was the end of my musical career.

9

## 2 Choose the correct answers

Circle the correct answers a, b or c.

- They really \_\_\_\_\_ in 2003 with their first CD.  
a made it large b made it big c did it big
- In my \_\_\_\_\_, it's a complete waste of time.  
a mind b concern c opinion
- Their last record didn't \_\_\_\_\_ a lot of success.  
a make b win c enjoy
- A holiday in Spain? I'm all \_\_\_\_\_ it!  
a with b on c for
- He's really worried about the exam tomorrow, but I couldn't care \_\_\_\_\_.  
a less b least c last
- To my \_\_\_\_\_, UNICEF does great work all over the world.  
a mind b view c thought
- They're \_\_\_\_\_ names all over the country now.  
a house b household c home
- I'd have \_\_\_\_\_ that the money could be spent in better ways.  
a concerned b asked c thought
- She's made a name \_\_\_\_\_ by working for children.  
a for herself b for she c for her

8

## 3 Correct the mistakes

In each sentence there is a mistake with reduced relative clauses, question tags or expressions of opinion. Underline the mistakes and write the correct sentence.

- The programme last night was really good, isn't it? The programme last night was really good, wasn't it?
- They did a concert attending by 15,000 people. \_\_\_\_\_
- You've been to Australia, aren't you? \_\_\_\_\_
- The cinema or the theatre? It isn't really matter to me. \_\_\_\_\_
- We shouldn't listen to them, don't we? \_\_\_\_\_
- She doesn't really like me, likes she? \_\_\_\_\_
- As long as I'm concerned, it's a wonderful place. \_\_\_\_\_
- They must have been really angry, haven't they? \_\_\_\_\_
- It's a competition holds once every four years. \_\_\_\_\_

8

## How did you do?

Total:



Very good  
20 – 25



OK  
14 – 19



Review Unit 11 again  
0 – 13

## 1 Grammar

## Phrasal verbs review

a Match the sentences with the pictures. Write 1–6 in the boxes.



- 1 He's always taking off his father.
- 2 You won't get away with this!
- 3 I can't put up with it any more.
- 4 How can I make up for it?
- 5 It's awful when the planes take off.
- 6 Don't worry, madam – we're looking into it.

b Circle the correct phrasal verb. Then complete the sentences with the correct form of the phrasal verb.

- 1 I don't know who did this, but I'm going to find out! (find out / get by)
- 2 I didn't have much money on my holiday, but I ..... without too many problems.  
(give back / get by)
- 3 They didn't like my idea at first, but in the end I ..... them .....  
(bring round / make up for)
- 4 Can I borrow your jacket? I promise I'll ..... it ..... to you tomorrow. (give back / take off)
- 5 My computer stopped working, so I've got a technician here who's ..... it. (bring round / look into)
- 6 I think I treated you badly yesterday, so I've bought you a present to ..... it.  
(make up for / put up with)
- 7 She's always late for school but the teachers never say anything – I don't know how she ..... it!  
(put up with / get away with)
- 8 He's so rude to his friends sometimes! I don't know why they ..... it! (put up with / get away with)

c Put the words in order to make sentences or questions.

- 1 back / she / it / give / won't She won't give it back.
- 2 out / I'm / trying / find / to .....
- 3 rude / being / with / away / they / got .....
- 4 my / looking / buying / into / a / parents / are / car / new .....
- 5 off / sales / of / have / recently / taken / fair trade goods .....
- 6 do / what / I / to / can / it / for / up / make .....
- 7 enough / have / by / got / get / money / to / you .....
- 8 does / mother / your / how / you / put / with / up .....

d Replace the underlined noun with *it* or *them*. Change the word order if necessary.

- 1 The police looked into the robbery. *The police looked into it.*
- 2 He never gave back the money.
- 3 It's hard to put up with my brothers and sisters.
- 4 I got away with not doing my homework.
- 5 I looked up the word in my dictionary.
- 6 The referee sent off the two players.
- 7 I didn't make up the story.
- 8 Some songs take my parents back to the 1980s.

## 2 Vocabulary

a Complete each dialogue with the correct phrasal verbs from the box.

are going up   came across   come across   make up   bring round   send off  
~~making up~~   take back   takes back   went up   sent off   brought round

- 1 A: 'No! I don't believe you! That can't be true.'  
 B: 'Well, it is true! I'm not making it up, I promise you!'
- 2 A: 'I don't remember that building over there.'  
 B: 'No, it's really new. It was built last year. It came across in about six months.'
- 3 A: 'I love listening to this song – it was my favourite when I was a teenager.'  
 B: 'I know – it really came across me too.'
- 4 A: 'That was a horrible thing to say to me – and it isn't true!'  
 B: 'I know. I'm sorry. I made up it too.'
- 5 A: 'Look, I'm sorry we had that argument.'  
 B: 'Me too. Can we bring round and try not to fight again?'
- 6 A: 'Last week this was £2.50, and now it's £2.75!'  
 B: 'I know – prices went up all the time these days!'
- 7 A: 'What have you got there?'  
 B: 'They're my old school reports – I sent off them in a drawer in my room this morning.'
- 8 A: 'Do you like your new neighbours?'  
 B: 'They're OK. They take back as a bit snobbish when you first meet them, but they're not really.'
- 9 A: 'They don't like the idea very much.'  
 B: 'Don't worry – I'll talk to them and bring round them too.'
- 10 A: 'How was the football match?'  
 B: 'Awful! We lost 2–0 and I was sent off!'

- 11 A: 'Did you see the job advertisement in the paper?'  
 B: 'Yes, and I'm going to bring round my application as soon as possible.'
- 12 A: 'Was she unconscious?'  
 B: 'For a few minutes, but the doctors soon sent off her too.'

b Complete each sentence with a phrasal verb from the box. Use the correct form of the verb. You may use some of the verbs more than once.

~~take off~~   send off   bring round   make up  
 go up   take back

- 1 His plane took off at eleven last night.
- 2 I finished writing that letter and I sent off it too this morning.
- 3 Let me talk to her. I think I can bring round her too to our way of thinking.
- 4 My mother's very creative. She made up really good stories to tell my little sister.
- 5 The smell of apples came across me too to when I was five years old.
- 6 The cost of bread went up by 25% last year.
- 7 It looks like he's unconscious. We should throw cold water on his face to bring round him too.
- 8 I don't think she likes me. When she saw me yesterday, she just sent off the other way.

### 3 Pronunciation

#### Shifting stress

- a  Listen to the sentences which are said in different ways. Number the different meanings as you hear them.

In some countries of the world, about 50% of adults can't read or write.

- not all countries
- not 10%
- not children

80% of young people believe that fair trade is a good idea.

- not 25%
- not older people
- not a bad idea

She spends roughly £15 a month on fair trade goods.

- not exactly £15
- not £25
- not a week

- b  Listen again and repeat the sentences, using the different stress that you hear.

### 4 Study help

#### Learning phrasal verbs

- The meanings of phrasal verbs

You should make a note of new phrasal verbs in a vocabulary notebook, including the new item in a sentence which clearly shows its meaning.

*My sister and I made up five minutes after we argued.*

Other methods you can use include synonyms. However, you must remember that these words will not always be directly interchangeable. It's also a good idea to make a note of some of the common collocations you'll find with the phrasal verb.

*make up with someone*

You should also note any other meanings. *Make up* can also mean to invent a story, e.g. *My father made up lots of stories to tell me when I was little.*

Check the register (degree of formality). Phrasal verbs are often (but not always) quite colloquial and more commonly used in spoken language.

Finally you might like to use translation.

- Grouping phrasal verbs

Some students like to use grouping to help them learn 'sets' of new phrasal verbs.

- grouping by verb (e.g. *stand by someone / stand up for something / stand in for someone* etc.)
- grouping by preposition (e.g. *turn on / bring on / get on* etc.)
- grouping by topic (e.g. *journeys - a plane takes off / set off on an adventure / get back from holiday* etc.)

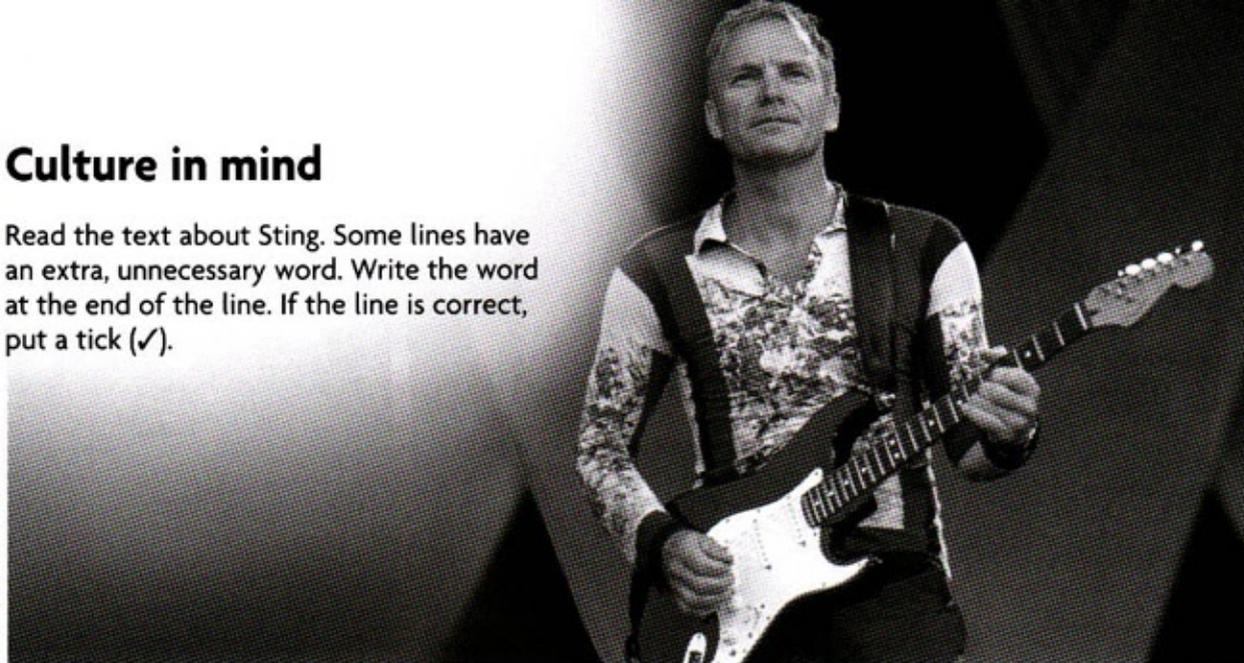
-  the correct phrasal verbs to complete the text.

## OUR GLOBAL VILLAGE

Wherever you are these days, you will <sup>1</sup> come across / *meet up with* products that are available globally, even if you are a long way from home. Fast food restaurants <sup>2</sup> *take up* / *turn up* in smaller towns as well as cities, you are never far from a can of Coca Cola or Pepsi, and there is always a Hollywood film at a cinema near you to <sup>3</sup> *sit out* / *sit back* and enjoy. Supporters of globalisation say it gives developing countries a chance to <sup>4</sup> *bring round* / *turn into* richer, more powerful economies through tourism and trade. Why should people <sup>5</sup> *turn down* / *take back* the chance to have a better lifestyle? Others say that workers in developing countries continue to <sup>6</sup> *take on* / *put up* lower paid jobs, even if they may now work for a global company. Can globalisation help to end poverty? Or does it just make the rich even richer? Whatever the answer, we should <sup>7</sup> *stand up for* / *put up with* people in poverty. We have to <sup>8</sup> *look into* / *look up* the ways that big, international companies work and try to make sure that they are as fair as possible for everyone.

## 5 Culture in mind

- a Read the text about Sting. Some lines have an extra, unnecessary word. Write the word at the end of the line. If the line is correct, put a tick (✓).



### Gordon Sumner – better known as ‘Sting’

Sting is ~~the~~ best described as an adventurer, a risk-taker. As he himself said, ‘I love to put myself in new situations. I’m not afraid to be a beginner.’ Father of six, guitarist and bassist, a keen follower of yoga, and a writer who has published his autobiography, he has made on a career of new beginnings.

Born in the Newcastle, Sting was a teacher and soccer coach before turning to music. He was met Stewart Copeland and, along with guitarist Andy Summers, they formed The Police in 1977. The band quickly became a success with No. 1 hits including *Roxanne* and *Every Breath You Take*. The Sting also showed his inventiveness and creativity when he did started his solo career. With the release of his first solo album, *Dream of the Blue Turtles* in 1985, followed by various other albums, but Sting became one of the world’s best-known and most highly respected solo performers, collecting many awards.

He has remained popular for four decades. Sting has also appeared in over than 10 films, and he even starred in a play on Broadway called *The Threepenny Opera*.

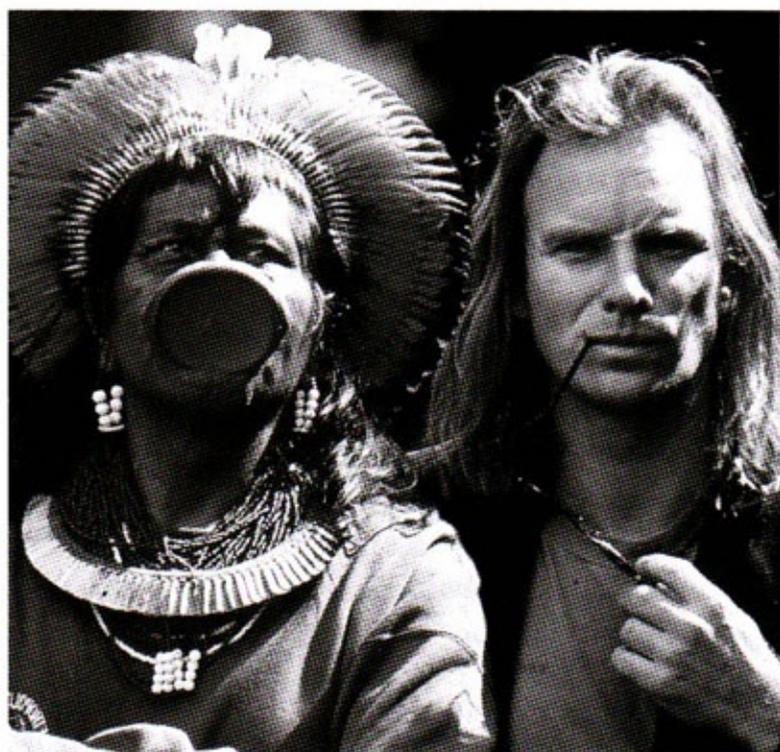
- 1 the
- 2 ✓
- 3 .....
- 4 .....
- 5 .....
- 6 .....
- 7 .....
- 8 .....
- 9 .....
- 10 .....
- 11 .....
- 12 .....
- 13 .....

- b Read the text again. Mark the statements T (true) or F (false). Correct the false statements.

- 1 Sting likes being a beginner.
- 2 He once worked as a teacher.
- 3 There were three musicians in The Police.
- 4 The Police had only two No. 1 hits.
- 5 Sting has worked in the cinema and in the theatre.

- c Listen to a radio programme about Sting’s work with *The Rainforest Foundation* and answer the questions.

- 1 When did *The Rainforest Foundation* start? .....
- 2 What two things does the charity try to protect? .....
- 3 How much money has the charity raised so far? .....
- 4 How many countries does the charity work in? .....



# Skills in mind

## 6 Write

- a Read the profile of Bono and answer the questions.



http://www.music-facts.co.uk/bono.html

### Bono – a social hero

**Date of Birth:** 10 May 1960  
**From:** Dublin, Ireland



- A Paul Hewson (also known as Bono) is the lead singer, guitarist and primary songwriter of one of the biggest musical acts in the world – U2. Bono joined the group after answering an advert on a school notice board asking people who were interested in starting a group to meet at Larry Mullen's house after school; he turned up, as did Dave Evans (the Edge) and Adam Clayton. The year was 1976 and the rest is history. Over 30 years later, U2 are Ireland's biggest-ever music export, having sold more than 120 million records, and Bono is one of the most famous people in the world.
- B Famous for wearing goggle-like sunglasses, Bono took his name from a hearing aid named 'Bono Vox', which roughly translates from Latin as 'Good Voice'. He is the only person who has been nominated for an Oscar, a Grammy, a Golden Globe and the Nobel Peace prize (for his efforts towards relieving Third World debt). Although he's made a name for himself by not being afraid of arguments, he is also seen as a generous man whose fame has not stopped him being friendly with fans.
- C Wherever Bono goes these days, he can meet with almost whoever he wants and is close to politicians and 'movers' – people who can influence politics – of every kind. As a social activist, he travels to most of the big political events around the world.
- D As well as writing U2's hits, Bono also wrote the screenplay for *The Million Dollar Hotel*, directed by Wim Wenders, and Bono himself makes a brief appearance in the film. He has worked with Wenders on other films, too, by writing the soundtrack for them.
- E Bono is married to his childhood sweetheart Ali, and they have four children. They still live in Dublin.

- 1 Who do you think put the advertisement on the school notice board?  
.....
- 2 How many people responded to it?  
.....
- 3 What two things does the text say Bono is famous for? .....
- 4 Why does Bono travel around the world?  
.....
- 5 What has Bono written apart from songs?  
.....

- b Where in the text could the writer write something about these topics?

- 1 What is Bono like as a writer?
- 2 Is Bono's relationship with his fans a good thing?
- 3 Is U2's music good?
- 4 What is Bono like as a person?

- c Write a profile (200–250 words) of a person you admire for his/her work for people around the world.

### Exam tip

#### Balancing fact and opinion in writing

- Make sure you have enough facts about the person or topic you are going to write about – use the Internet, reference books or magazines to help you.
- Choose the facts that will make your writing as interesting as possible.
- Decide which aspects of the topic or the person's life or work you will give your opinion about.
- Try to organise the paragraphs in your writing to have a balance of facts and opinions, for example: *I think that Roger Federer is one of the best sports people of recent years.* [opinion] *To give just one example, in 2005 he won the ATP's sportsmanship award.* [fact]

# Unit check

## 1 Fill in the spaces

Complete the text with the words in the box.

farmers trade ~~across~~ get by countries make up brought round less started put up

A few weeks ago I came <sup>1</sup> across an Internet site about Fair Trade and how it all started with coffee. The site said that coffee is grown in roughly fifty <sup>2</sup> ..... along the Equator, and that it's very important for most of them – around 80% of Burundi's foreign <sup>3</sup> ..... is in coffee. There are about 200 million <sup>4</sup> ..... growing coffee, but it isn't easy for them to <sup>5</sup> ..... If the price of coffee on world markets goes up, they're happy – but if it goes down, they are in trouble, because they have nothing else to <sup>6</sup> ..... for the money they lose. The farmers' profits are also very low – if you buy a cup of coffee in London for £1.75, the farmer usually gets 5p or sometimes even <sup>7</sup> ..... The farmers have <sup>8</sup> ..... with this situation for years. But in 1989, Fair Trade was <sup>9</sup> ..... by coffee growers in Mexico and buyers in the Netherlands. By 2001, Fair Trade coffee was around 10% of all coffee sold in the UK. Today more and more people are being <sup>10</sup> ..... to the idea of fair trade.

9

## 2 Choose the correct answers

Circle the correct answers a, b or c.

- Prices have recently taken .....  
a off b away c up
- He was unconscious for a few minutes but they soon brought him .....  
a off b up c round
- He paid the bill to make ..... being late.  
a away with b up with c up for
- What I said was true, so I won't take it .....  
a back b away c out
- Look what I came ..... in my room.  
a away b off c across
- The noise is terrible – I can't ..... up with it any more.  
a take b go c put
- We had a party to send my parents ..... on their round-the-world trip.  
a off b down c up
- The family's quite poor. It isn't easy for them to get .....  
a up b by c off
- The number of people who live in São Paulo has gone ..... very fast.  
a up b by c off

8

## 3 Correct the mistakes

In each sentence there is a mistake with phrasal verbs. Underline the mistakes and write the correct sentence.

- Cold water on his face will bring him away. Cold water on his face will bring him round.
- You've had my books for a week – please give back them. ....
- It's so noisy in here – I can't put it up with any more. ....
- He came some old letters across in a drawer. ....
- The referee sent three players out. ....
- The police are looking up last night's bank robbery. ....
- I don't believe you – you're making up that! ....
- It's not possible to get through on £25 a week. ....
- He's never even tried to make up it for. ....

8

## How did you do?

Total:  25



Very good  
20 – 25



OK  
14 – 19



Review Unit 12 again  
0 – 13

## 1 Grammar

Passive report structures

- a Read the text and underline six examples of passive report structures.

## How dolphins communicate

*Bottle-nosed dolphins are known to be the most intelligent mammals after humans.* One of the reasons for this is because of their amazing ability to 'speak' with each other. A large part of their brain is believed to be used for a communication system, which is very well developed in dolphins.

Although experts are not 100% sure, dolphins are also thought to have their own formal language. Each dolphin is believed to have his own whistle, almost as if it was their name.

Dolphins can't produce sounds in the same way as humans. They don't have vocal cords at the back of their necks, like we do.

Instead they use a complicated system of sounds such as whistles, squeaks, moans and clicks produced by the muscles in the blowhole, a small hole on the top of the dolphins' head. This sound system is known to be particularly useful at night or in dark waters as it also allows the dolphin to find his way even if he can't see very well. Dolphins are known to be able to produce sound frequencies from 0.25 to 200 kHz, with the lower frequencies used for communication.



- b Read the text again and decide if these statements are *DT* (definitely true), *PT* (probably true) or *NT* (not true at all).
- Dolphins are the second most intelligent mammals on Earth. ....
  - Dolphins use a lot of their brain for communication. ....
  - Dolphins have their own language. ....
  - Dolphins have vocal cords. ....
  - Dolphins can't swim very well at night. ....
  - Dolphins can produce frequencies as high as 200kHz. ....
- c Rewrite the sentences using passive report structures.
- Experts know that there are more than 2,700 languages in the world.  
There are known to be more than 2,700 languages in the world.
  - They also believe that more than a third of these are spoken on the continent of Africa.  
More than a third of these ..... on the continent of Africa.
  - People say that, with 74 letters, the Cambodian alphabet is the largest in the world.  
With 74 letters, the Cambodian alphabet ..... the largest in the world.
  - And people think that, with only 12 characters, the Hawaiian alphabet is the shortest.  
And with only 12 characters, the Hawaiian alphabet ..... the shortest.
  - Linguists know that many languages in Africa have a 'click' sound.  
Many languages in Africa ..... a 'click' sound.
  - They say that this 'click' sound is impossible to learn as an adult.  
This 'click' sound ..... impossible to learn as an adult.

d Read the newspaper extracts. Do the underlined parts of each sentence refer to the past or the present? Write *past* or *present*.

- The million pound lottery winner is believed to live in the Manchester area. *present*
- Over fifty people are believed to have been killed by the storm. ....
- The terrorists are thought to have entered the country last May. ....
- The Queen is said to have been very happy about the news. ....
- The man is known to be dangerous. ....
- The film, which is believed to have cost over \$100 million, opens on Friday. ....
- The painting, which is said to be worth more than £10 million, was stolen last night. ....
- Mills, who is believed to want to move to Chelsea, has refused to play for Leeds. ....



e Read the text. Some lines are correct and some have a word which should not be there. If a line is correct, put a tick (✓) in the space at the end of the line. If a word should not be there, cross it out and write the word in the space.

Parrots are known ~~for~~ to be one of the cleverest species of birds and everyone knows that they can talk but can they really communicate? Ask Peter Taylor, from Mirfield, that question and he'll tell you they are most definitely can.

Mr Taylor, who is deaf, was saved from a fire that had broken out in his home when his pet parrot Merlin woke him up by running up and down his legs. Although the smoke alarm had gone off, but Mr Taylor failed to hear it because he had taken out his hearing aid and was asleep when the fire broke out. Merlin heard the alarm and he is being believed to have had known that it meant danger, which is why he woke up his owner.

Mr Taylor who says he owes his life to Merlin, who has now also learnt to copy the sound of the smoke alarm. 'Sometimes when I'm cooking he'll make the noise,' said Mr Taylor. 'I have to tell him that there isn't a fire and then he stops to doing it.'

- for* .....
- .....
- .....
- .....
- .....
- .....
- .....
- .....
- .....
- .....
- .....

## 2 Pronunciation

*-ough* /u:/, /ʌ/, /ɒ/ or /əʊ/

a Draw lines between the words ending in *-ough* and the words they sound like.

<i>-ough</i> sounds	sounds like...
enough	blue /u:/
through	stuff /ʌ/
tough	know /əʊ/
cough	off /ɒ/
though	
rough	

b Listen and check.

c Listen and repeat.

- I didn't have enough money though.
- That's a nasty cough you've got.
- This steak is tough right through.
- The sea's not rough enough for surfing.

### 3 Vocabulary

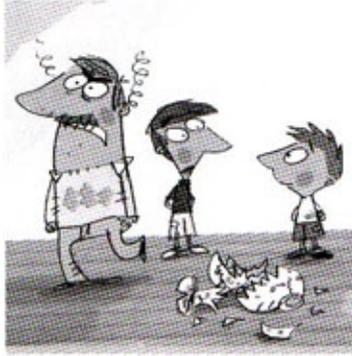
#### Understanding language

a Complete the sentences with the words in the box.

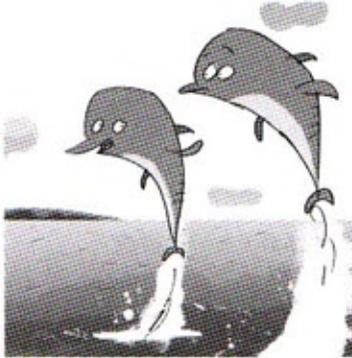
get out ~~make~~ lost gist totally



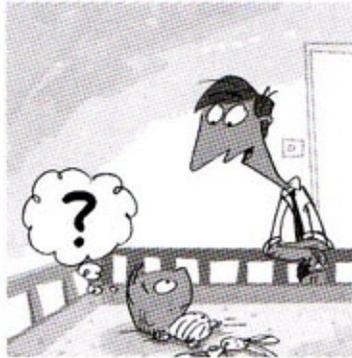
1 I can't make out a word of it.



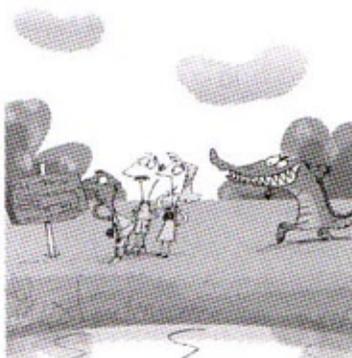
2 Well, I didn't get all of it but I think I got the .....



3 I'm sorry, you ..... me completely at the second 'click'.



4 Is it just me or is my dad ..... incomprehensible?



5 I can pick ..... a couple of words. This might be 'crocodile' but I'm not 100% sure.

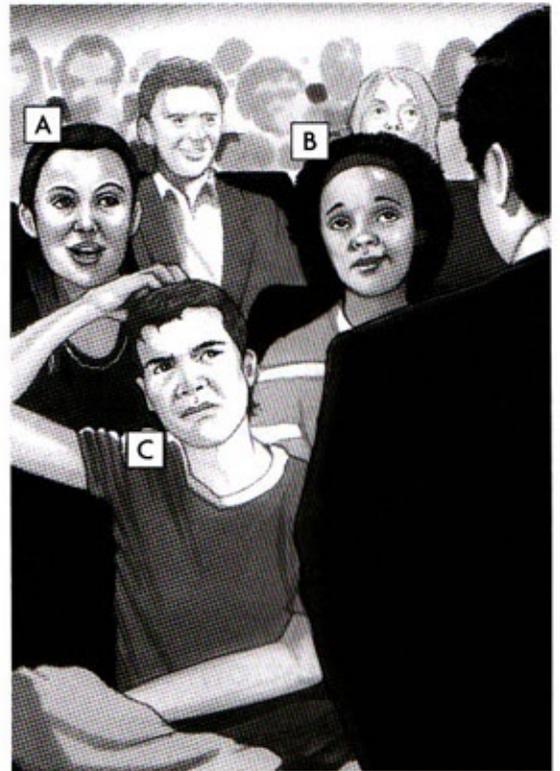


6 I don't really ..... it.

b Put the words in order to make sentences.

- lost / completely / me / he's  
*He's completely lost me.* .....
- understand / to / managing / it / most / I'm / of  
.....
- I / the / gist / about / just / can / catch  
.....
- saying / I / lot / understand / a / of / what / he's  
.....
- can't / I / make / much / very / out  
.....
- incomprehensible / totally / the / he / gives / are / talks  
.....

c Match two of the sentences in Exercise 3b with each of the people in the picture.



- A might say sentences 2 and .....
- B might say sentences ..... and .....
- C might say sentences ..... and .....

## 4 Literature in mind

- a Read the poem. Did the boy enjoy his first day at school?

### First Day at School by Roger McGough

A millionbillionwillion miles from home  
Waiting for the bell to go. (To go where?)  
Why are they all so big, other children?  
So noisy? So much at home they  
Must have been born in uniform 5  
Lived all their lives in playgrounds  
Spent the years inventing games  
That don't let me in. Games  
That are rough, that swallow you up.

And the railings. 10

All around, the railings.  
Are they to keep out wolves and monsters?  
Things that carry off and eat children?  
Things you don't take sweets from?

Perhaps they're to stop us getting out 15

Running away from the lessins. Lessin.  
What does a lessin look like?

Sounds small and slimy.

They keep them in the glassrooms.

Whole rooms made out of glass. Imagine. 20

I wish I could remember my name

Mummy said it would come in useful.

Like \*wellies. When there's puddles.

Yellowwellies. I wish she was here.

I think my name is sewn on somewhere 25

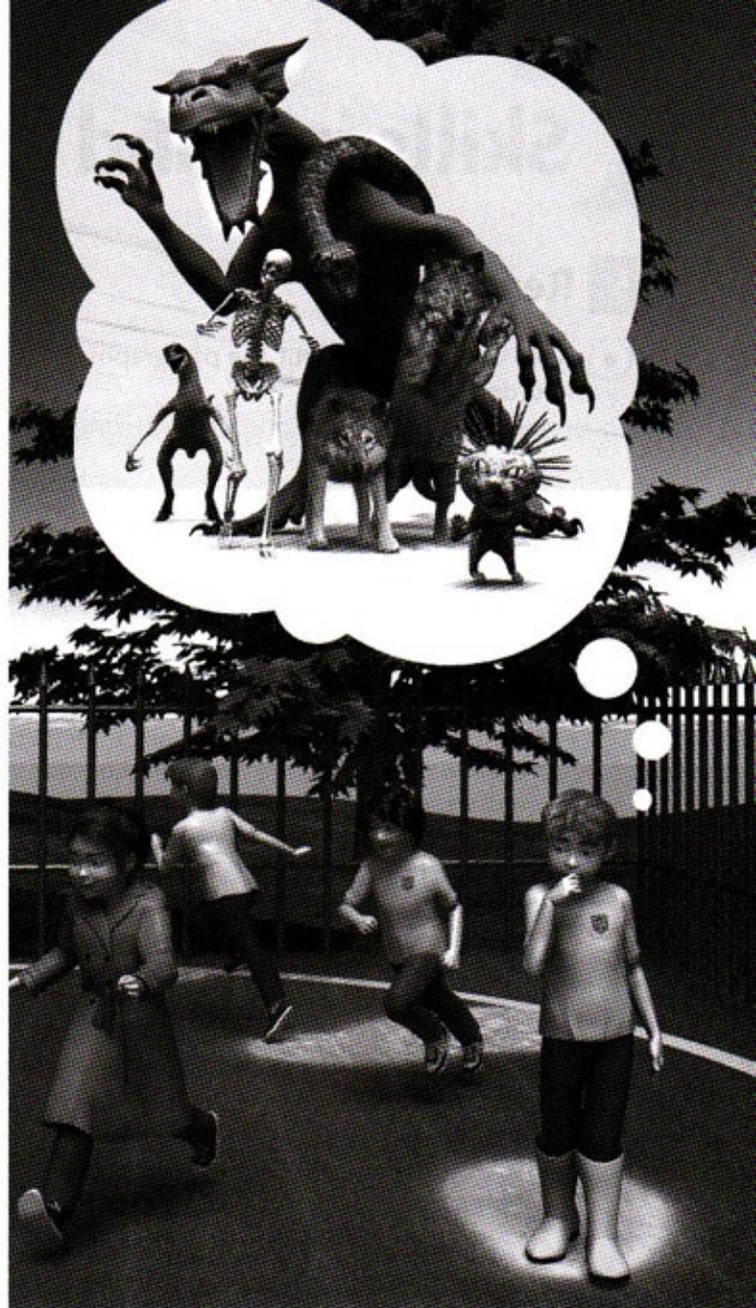
Perhaps the teacher will read it for me.

Tea-cher. The one who makes the tea.

\*wellies (short for Wellingtons) – rubber boots used to protect feet from water

- b Read the poem again and circle the correct answer a, b or c.

- What does he feel about the other children?
  - They are unfriendly.
  - They have less experience of school life than him.
  - They don't want him to join in their games.
- What does he think the railings which surround the school are for?
  - To stop things getting in.
  - To stop things getting out.
  - He's not completely sure.
- Why does he start to think about wellies?
  - Because it's raining.
  - Because he misses his mum.
  - Because he's forgotten his name.

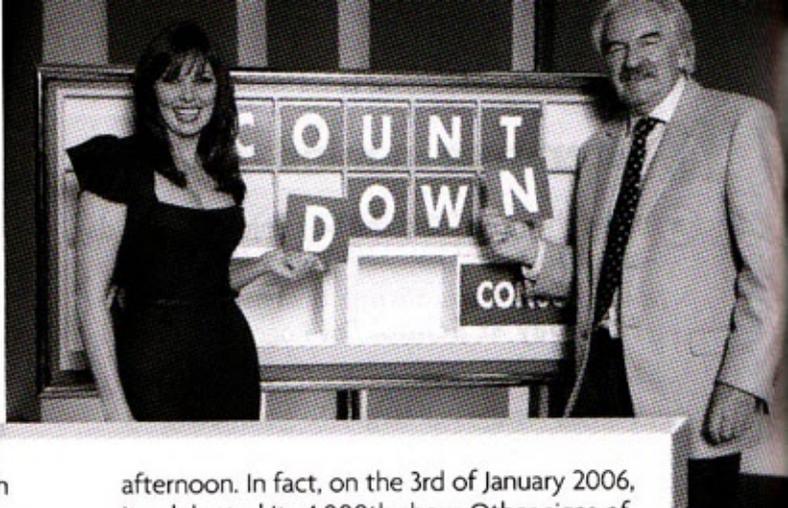


- c Which lines in the poem have the same meaning as these sentences?
- My house seems so far away. ....
  - I feel so small here. ....
  - Are there bad things outside the school? .....
  - I'm not sure who I am any more. ....
  - I miss my mummy. ....
- d What do you think 'glassrooms' and 'lessins' are?
- e Complete the little boy's definitions for these things.
- A 'lessin' is a kind of animal that .....
  - 'Glassrooms' are rooms that .....
  - The teacher is a person who .....

# Skills in mind

## 5 Read

- a Read the article and put the paragraphs in order.



- But luckily for *Countdown*, there were enough old people, university students and other people with nothing much to do each afternoon to keep the show alive. When the show began, Carol Vorderman won over fans with her amazing mathematical abilities. *Countdown* made a celebrity out of Carol, and these days she's a familiar face on British TV. Despite her fame, Carol still loyally turns up on *Countdown* each day to turn over the letters and show the contestants how to solve the numbers game.
- The rules of this new game show were as follows: two contestants faced each other over several rounds of games with letters and with numbers. Finally, there was the Conundrum round, where contestants had to work out a nine-letter anagram. At the end of the show, the contestant with the highest score won and was invited back the next day to face a new challenger.
- Yes, that is correct – nearly a quarter of a century since it began, *Countdown* continues to keep its audience's brains working every

afternoon. In fact, on the 3rd of January 2006, it celebrated its 4,000th show. Other signs of its success include the increase in the length of each programme to 45 minutes, the addition of a show on Saturdays and the number of British celebrities who have made an appearance.

- However, despite the simplicity of the rules, those who watched the early editions of the 30-minute show, which was on five days a week, could hardly have imagined that it would last any longer than the original seven weeks that had been planned for it. The first contestants and guests were not exactly the most exciting people on television.
- On 2 November 1982, the British public turned on their television sets for the arrival of the nation's fourth TV station, called Channel 4. They were greeted by the smiling face of local TV news presenter Richard Whiteley, who welcomed them with the words: 'As the countdown to a new channel ends, a brand new countdown begins.' And with this sentence, the words and numbers game show *Countdown* was launched.

- b Read the text again. Mark the statements *T* (true) or *F* (false). Correct the false statements.

- 1 *Countdown* was the first programme ever shown on Channel 4.
- 2 Originally only 35 programmes of *Countdown* were planned.
- 3 The early shows were popular with working people.
- 4 Carol Vorderman is involved in several other TV shows.
- 5 These days *Countdown* is on for four and a half hours every week.
- 6 Every day two new contestants compete to become *Countdown* champion.

## Reading tip

### Putting paragraphs in order

- First read through all the text quickly.
- Next highlight the first line of each paragraph, which provides a link back to the previous paragraph.
- From your highlighted sentences, find the one which is the beginning of the text as a whole.
- Read carefully through your first paragraph and make sure you understand what it is talking about. Then look at your other first lines. Which one refers back to the topics mentioned in the opening paragraph?
- Repeat this process until you have all the paragraphs in order.
- Finally, read carefully through the text using the paragraph order you have chosen. This is your final check to see if it really makes sense.

# Unit check

## 1 Fill in the spaces

Complete the text with the words in the box.

speaks to speaking to speak catch which paid make ~~said~~ would trying

The English are often <sup>1</sup> said to be the worst language learners in the world. They think that because everyone else <sup>2</sup> ..... English, they don't need to learn any other languages. When it comes <sup>3</sup> ..... languages – I'm terrible. In my German lessons at school I <sup>4</sup> ..... spend most of the time <sup>5</sup> ..... not to fall asleep. Now I live in Germany I wish I had <sup>6</sup> ..... more attention. When I try <sup>7</sup> ..... German I don't think people can <sup>8</sup> ..... out much of what I say. And when people speak to me, I'm lucky if I can just <sup>9</sup> ..... the gist. Of course, because most Germans speak English well, they soon start speaking it, <sup>10</sup> ..... means I never practise speaking German!

9

## 2 Choose the correct answers

Circle the correct answers a, b or c.

- 1 She talks so fast that I can't ..... the gist.  
a get b find c see
- 2 The new CD shop ..... to be excellent.  
a says b is said c saying
- 3 Many idioms are ..... incomprehensible until you learn what they mean.  
a very b totally c so
- 4 I ..... to pick out a few words.  
a managed b could c able
- 5 Children are often ..... to be faster language learners than adults.  
a said b saying c have said
- 6 He's known to ..... six languages.  
a be spoken b be speaking c have spoken
- 7 You've ..... me completely. What exactly are we talking about?  
a caught b missed c lost
- 8 It is ..... by some scientists that humans developed from dolphins.  
a thought b have thought c be thinking
- 9 I ..... most of what she said but not everything.  
a picked b got c listened

8

## 3 Correct the mistakes

In each sentence there is a mistake with the passive report structures or the vocabulary (understanding language). Underline the mistakes and write the correct sentence.

- 1 He's believed to be the oldest man in the world. He's believed to be the oldest man in the world.
- 2 This painting is thought to have be very valuable. ....
- 3 I didn't got very much of what he was saying. ....
- 4 The whole lecture was very incomprehensible. ....
- 5 The thieves are believed to leave the country yesterday. ....
- 6 The Rolling Stones are said being the greatest band in the world. ....
- 7 I caught the understanding of what she said but not the exact details. ....
- 8 He had a strange accent. I couldn't make off what he was saying. ....
- 9 William Shakespeare said to have spent a night in this bed. ....

8

## How did you do?

Total:  25



Very good  
20 – 25



OK  
14 – 19



Review Unit 13 again  
0 – 13

## 1 Grammar

## Participle clauses

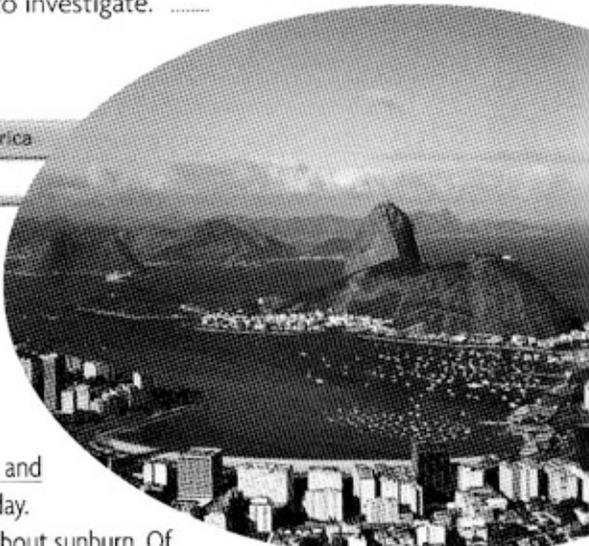
a Tick (✓) the correct sentences.

- 1 Watching the late-night film on TV, we fell asleep. ✓  
 2 Walking down the road, the sun was shining. ....  
 3 Sitting in a chair, the book was very interesting. ....  
 4 Having seen the film, I decided not to go to the cinema. ....
- 5 Having arrived two hours early, I had to wait in the airport. ....  
 6 Knowing no one there, the party was a bit boring. ....  
 7 Hearing a strange noise in the kitchen, I went to investigate. ....

b Join the underlined sentences to make five new sentences using participle clauses.

My travel blog - South America  
 http://www.myplace.co.uk/mytravels.php

1I'm looking out over Guanabara Bay and I can't imagine anywhere else I'd rather be. The Sugar Loaf Mountain rises out of the sea at an impossible angle. You have to see it to believe it. 2The city of Rio de Janeiro hugs the hillsides behind me. It's one of the most beautiful places I've ever seen. Sand, sea and nightlife - I think I'm really going to enjoy this week of my South American adventure. We arrived here yesterday morning. 3We booked into a cheap hotel in the Gloria district and then made our way immediately to the beach. We lay there the whole day. 4Dave spent all day in the sun and then he spent all night complaining about sunburn. Of course, I was more sensible. 5I hired a deck-chair and an umbrella on the beach and spent most of the time reading my Rio de Janeiro guide. I found out that this whole area was discovered by the Portuguese, which is why Brazilians today don't speak Spanish like the rest of South America.



1 Looking out over Guanabara Bay,  
I can't imagine anywhere else I'd  
rather be.

- 2 .....
- 3 .....
- 4 .....
- 5 .....

## 2 Vocabulary

## Natural wonders

a Complete the sentences with the words in the box. There are three that you won't use.

glacier lake cliffs ~~coral reef~~ plain desert  
 mountain range bay canyon

- 1 The Great Barrier Coral Reef is off the coast of Australia / New Zealand.
- 2 ..... Titicaca is in Bolivia and Peru / Mexico and the USA.
- 3 The Grand ..... is in the USA / Mexico.
- 4 The Andes ..... is in South America / Europe.
- 5 The white ..... of Dover are on the coast of Ireland / England.
- 6 The Gobi ..... is in China / Japan.

b Now underline the correct country/countries to make the sentences true.

### 3 Grammar

*didn't need to / needn't have*

a Tick (✓) the sentence which matches the picture best. Choose *needn't have* where possible.



- 1
- a I didn't need to take a coat because it was a nice day.
- b I needn't have taken a coat because it was a nice day.



- 2
- a We needn't have arrived so early – there's no one here.
- b We didn't need to arrive so early – there's no one here.



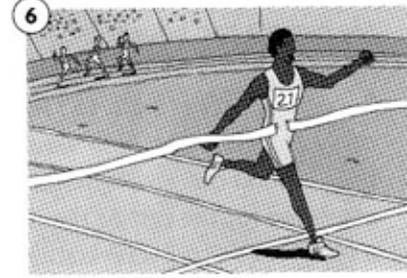
- 3
- a You didn't need to take the stairs. The lift's working again.
- b You needn't have taken the stairs. The lift's working again.



- 4
- a I didn't need to get up so early because it was Sunday.
- b I needn't have got up so early because it was Sunday.



- 5
- a I didn't need to use the pay phone. I had my mobile.
- b I needn't have used the pay phone. I had my mobile.



- 6
- a He didn't need to run so fast. He won easily.
- b He needn't have run so fast. He won easily.

b Match the two parts of the sentences.

- |                                   |   |
|-----------------------------------|---|
| 1 We didn't need to run           | a because we knew there'd be food at the party.                 |
| 2 We needn't have run             | b because we already knew the subject so well.                  |
| 3 We didn't need to eat at home   | c because the test was so easy.                                 |
| 4 We needn't have eaten at home   | d because when we arrived we found there was food at the party. |
| 5 We needn't have revised so hard | e because we had plenty of time to get to the station.          |
| 6 We didn't need to revise hard   | f so I put my money back in my wallet.                          |
| 7 We needn't have paid            | g because the train was late anyway.                            |
| 8 We didn't need to pay           | h because Don had free tickets we could have used.              |

c Complete the dialogues using your own ideas.

- 1 A: Did you do your English homework?  
B: Yes, but I needn't have .....
- 2 A: Did you buy a new stereo?  
B: No, I didn't need to .....
- 3 A: Did you tell Paul about the party?  
B: No, I didn't need to .....
- 4 A: Did you ask Dawn if she wanted to go out with you?  
B: Yes, but I needn't have .....

## 4 Vocabulary

### Travel verbs

- a Complete the story with the prepositions in the box. You will use some more than once.

for on to ~~back~~ out away  
off in

All I wanted was to get <sup>1</sup> back home. I had been <sup>2</sup> ..... for two weeks, acting in a Chicken Shed Theatre show in London. Now I was tired, and I had a big bag of washing to do! Besides, a group of friends from school and I were all going <sup>3</sup> ..... holiday the next day. We were going <sup>4</sup> ..... the ferry to Amsterdam and we were all really excited. My parents had bought me a ticket so that I could fly home to Newcastle, to save time. I got <sup>5</sup> ..... the airport at 1 pm. My flight took <sup>6</sup> ..... at 3 pm so I had plenty of time. When I got to the check-in I learned my flight had been delayed an hour. An hour was no big deal so I went <sup>7</sup> ..... a walk around the airport. When I got back I found out my flight had been cancelled altogether. In fact all flights to Newcastle had been cancelled for the rest of the day. I couldn't waste a minute. I ran out of the airport and got <sup>8</sup> ..... a taxi. 'King's Cross train station, quickly please!' I told the man. We set <sup>9</sup> ..... immediately. 'Good,' I thought. There was only one problem. The taxi driver was new to the job and got completely lost in central London. Three hours later I finally got <sup>10</sup> ..... of the taxi and ran into the station. I was in luck. There was a train leaving <sup>11</sup> ..... Newcastle in ten minutes. It was the last one of the day and would get me there at 4 am. At least I would get home. I got <sup>12</sup> ..... the train, found my seat, sat down and fell straight to sleep. The next thing I knew someone was talking to me loudly. I woke up with a jump. It was the train guard. 'Time to get <sup>13</sup> ..... the train, young man,' he said. 'What?' I replied. 'Are we in Newcastle already?' 'Newcastle?' he said. 'We're in Edinburgh. We passed Newcastle an hour and a half ago.'



- b ~~Cross out~~ the incorrect word.

- 1 I'm just going out for a quick *walk* / ~~trip~~ / *drive*.
- 2 We're thinking of going on a *cruise* / *taxi* / *boat* for our holiday.
- 3 I think you should go away for *this afternoon* / *the weekend* / *a few days*.
- 4 Can you give me a hand getting in the *horse* / *car* / *taxi*?
- 5 Give me a call when you get *there* / *home* / *the airport*.
- 6 The *plane* / *helicopter* / *bus* takes off in two hours.

## 5 Pronunciation

/i:/ *seat* and /ɪ/ *sit*

- a Listen and **circle** the word you hear.
- 1 She *beat* / **(bit)** her sandwich.
  - 2 I'll *heat* / *hit* the chicken.
  - 3 Can you *feel* / *fill* it?
  - 4 The *sheep* / *ship* is leaving in the morning.
  - 5 The *peach* / *pitch* was in bad condition.
  - 6 Where did you put the *beans* / *bins*?
  - 7 Did he *leave* / *live* in the car?
  - 8 Don't *sleep* / *slip*!
- b Listen again and repeat.

## 6 Everyday English

a Put the words in order to make expressions from the Everyday English story.

- 1 easy / it / take .....
- 2 does / how / grab / that / you .....
- 3 bit / a / nightmare / of / a .....
- 4 out / here / get / of .....

b Complete the dialogue with the expressions from Exercise 6a.

Harry: What's up, Oliver? You don't look so happy.

Oliver: I'm not. I've just got my report card. It's <sup>1</sup> ..... My dad's going to kill me when I show him.

Harry: <sup>2</sup> ..... It can't be that bad.

Oliver: You don't know my dad. He's very strict.

Harry: Well, I've got some good news that might make you feel better.

Oliver: I doubt it. What is it?

Harry: You know that radio competition for free tickets to the Green Day show?

Oliver: You didn't.

Harry: I did. I won them.

Oliver: <sup>3</sup> ..... I don't believe you.

Harry: Well, what are these then? Free tickets to the show and we get to meet the band afterwards.

<sup>4</sup> ..... ?

Oliver: Great idea. And I think my report card can wait until Monday before I show it to Dad.



## 7 Study help

### Checking your writing

It's not always easy to spot the mistakes in your own writing. Ideally, you should get someone else to have a look and help you if you can. If this isn't possible, try to follow these guidelines:

- As soon as you finish, quickly read through and correct any obvious mistakes you see. Do not try to do a complete check now. Often you will only see exactly what you think you have written.
  - Wait for a while (a day or two if you have time) and return to your writing with fresh eyes. Read through your work at a normal speed. This is just to remind you of what you have written and for you to get an overall impression of your work. Do not correct anything at this stage.
  - Now read it again more carefully. Take each sentence one at a time and read it to yourself slowly. Read exactly what you see on the page – not what you think should be there. Make corrections.
  - Read through one last time. It's a good idea to do this out loud if possible, because then you can hear if it sounds natural and reads easily.
  - If you have any questions about the organisation of the writing, or the grammar or vocabulary, ask your teacher if you can write these questions at the bottom of your writing. Then your teacher can answer them.
- Now your writing should be ready to hand in.

## 8 Listen

🎧 Listen and complete the news report about holiday destinations and activities with a word or a number.

### Beautiful Beaches

In our special beach survey we found that the beach is still the top holiday destination for American holiday-makers. Of the more than <sup>1</sup>..... people who answered our questionnaire, <sup>2</sup>.....% said they would 'definitely' or 'very likely' pay a visit to the beach sometime in the next year. And <sup>3</sup>.....% chose the beach as the perfect place for taking a holiday.

And what will they do when they get there? The top answer was have a party or a barbeque, while only 68% said they will get in the sea for a swim. Another 27% said they would get their <sup>4</sup>..... wet, leaving 5% with no intention of getting in the water at all. Perhaps it's the thought of all those jellyfish, which just beat sharks as the nation's biggest fear about the sea.

#### Top five things to do on the beach

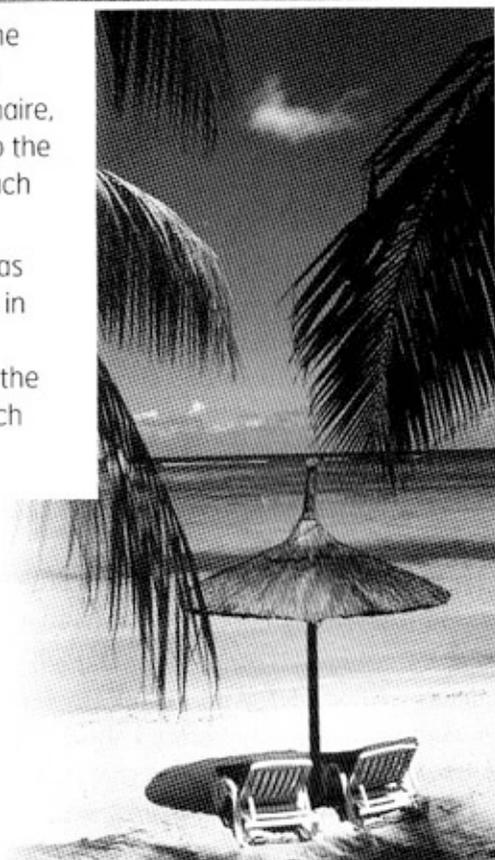
- |                                       |                     |
|---------------------------------------|---------------------|
| 1 Have a party / barbeque             | 44%                 |
| 2 Build a <sup>5</sup> .....          | 39%                 |
| 3 Relax                               | 32%                 |
| 4 Hanging out with <sup>6</sup> ..... | 21%                 |
| 5 Fly a kite                          | <sup>7</sup> .....% |

#### Things to keep you out of the water



39% are concerned about jellyfish when getting in the sea – 2% more than those who are concerned about sharks.

5% of people who go to the beach do not get anywhere near the sea.



#### Most important qualities of a beach

- |                      |                     |
|----------------------|---------------------|
| 1 Cleanliness        | <sup>8</sup> .....% |
| 2 View               | 46%                 |
| 3 <sup>9</sup> ..... | 34%                 |
| 4 Water temperature  | 23%                 |

And the most popular beach in the nation is ...  
Waikiki in <sup>10</sup>.....

### Listening tip

#### Filling in gaps to complete a text

- Read the question carefully, so you know what the topic is going to be.
- Find the blanks and look carefully at the words before and after them. Then guess what kind of information you will be listening out for. For example, is it a number, or the name of a country?
- Listen carefully for numbers. If you are very unsure, write the number which makes the most sense.
- Finally, it might sound obvious, but if the question asks you to fill in the gap with one word, then only use one word – not more.

# Unit check

## 1 Fill in the spaces

Complete the text with the words in the box.

beaches islands for off ~~lying~~ on in reefs thunder ever

<sup>1</sup> Lying just off the coast of Lombok, the Gili <sup>2</sup> \_\_\_\_\_ must be the most beautiful place I've  
<sup>3</sup> \_\_\_\_\_ seen. These three tiny islands were like jewels sparkling in the middle of the ocean. They were  
so perfect that it was hard to believe they were real. Beautiful white <sup>4</sup> \_\_\_\_\_, clear blue sea and  
wonderful coral <sup>5</sup> \_\_\_\_\_ nearby for snorkelling. We went <sup>6</sup> \_\_\_\_\_ holiday there last year and had  
a great time. Getting there was quite an adventure though. We left <sup>7</sup> \_\_\_\_\_ Indonesia from Heathrow late  
on a Sunday evening and arrived Monday afternoon in Bali in the middle of a huge <sup>8</sup> \_\_\_\_\_ storm. We got  
<sup>9</sup> \_\_\_\_\_ the plane and then we got <sup>10</sup> \_\_\_\_\_ a taxi to Lombok. This also involved getting on a  
ferry. Then we got on a boat to the Gili islands. After 36 hours' travelling, we finally arrived.

9

## 2 Choose the correct answers

Circle the correct answers a, b or c.

- They've gone \_\_\_\_\_ for a few days.  
a in b out c away
- Don't get too close to the edge of that \_\_\_\_\_.  
It's a long way down to the sea.  
a spring b cliff c canyon
- We needn't have worried \_\_\_\_\_ the test  
was easy.  
a so b because c but
- We were trapped on \_\_\_\_\_ surrounded  
by nothing but sea.  
a a bay b an island c a lake
- \_\_\_\_\_ on the beach, I wondered if life  
could get any better.  
a Read b Reading c To read
- We were in the middle of a \_\_\_\_\_,  
nothing but sand for miles around.  
a desert b glacier c bay
- We arrived late because we set \_\_\_\_\_  
later than we had planned.  
a for b on c off
- I didn't need to get up early the next day  
\_\_\_\_\_. I watched the late-night film.  
a because b so c but
- We went snorkelling on the most amazing  
\_\_\_\_\_. The fish were beautiful.  
a plain b waterfall c coral reef

8

## 3 Correct the mistakes

In each sentence there is a mistake with participle clauses, *needn't have* vs. *didn't need to* or travel verbs. Underline the mistakes and write the correct sentence.

- Rising high in the sky, the plane it disappeared. Rising high in the sky, the plane disappeared.
- I was going to phone her but I needn't have because she called me. \_\_\_\_\_
- We're going for holiday tomorrow. I can't wait. \_\_\_\_\_
- Having eating dinner, we turned on the TV. \_\_\_\_\_
- We got in the car and drove for home. \_\_\_\_\_
- Whistle a happy tune, he walked out of the house. \_\_\_\_\_
- I wasn't hungry so I needn't have eaten until dinner. \_\_\_\_\_
- Have got into the car, we drove off. \_\_\_\_\_
- I'm just going out on a quick walk. \_\_\_\_\_

8

## How did you do?

Total:  25



Very good  
20 - 25



OK  
14 - 19



Review Unit 14 again  
0 - 13

## 1 Grammar

Clauses of purpose: *to / in order to / so as to*

## a Match the two parts of the sentences.

- |  |   |
|--|---|
| 1 I got up at 5 am in order to                       | a give them the chance to raise the money.      |
| 2 Dad took the car to the mechanic to                | b take some photos of the sunrise.              |
| 3 The kidnappers gave them an extra week so as to    | c create a public panic.                        |
| 4 The government kept it a secret in order not to    | d waste time looking for one when we got there. |
| 5 Mum told us to turn the music down in order not to | e get the brakes checked.                       |
| 6 We booked a hotel online so as not to              | f wake up Dad.                                  |

## b Circle the correct words to complete the story.

*X-Men III* was going to be the biggest film of the year. I had to be there at the cinema on the day that it opened <sup>1</sup> so as not to / *so as to* lose my status of being the world's biggest X-Man fan.

I bought my ticket two weeks before on the Internet <sup>2</sup> *so as not to / so as to* make sure I'd get one. I didn't want to arrive at the cinema and find they'd sold out. I got a ticket right at the front <sup>3</sup> *in order not to / in order to* run the risk of a big tall man sitting in front of me and blocking the screen.

On the day, I left home at 1 pm <sup>4</sup> *in order not to / in order to* arrive at the cinema early and avoid the queue. I stopped on the way at the newsagent's <sup>5</sup> *not to / to* buy crisps, sweets and cola. I bought loads <sup>6</sup> *so as not to / so as to* have to leave the film in the middle if I got hungry.

I got to the cinema and found my seat. I turned off my mobile phone <sup>7</sup> *in order not to / in order to* be



disturbed and because a big advert on the screen told me to. Then the film started and I sat back in my seat <sup>8</sup> *not to / to* enjoy the film. It was only then that I realised I'd left my glasses at home.

c Join the two sentences to make one. Use the word in **bold** at the end.

- 1 I got up at 6 am. I wanted to drive my friend to the airport. (**to**)

I got up at 6 am to drive my friend to the airport.

- 2 We got to the stadium early. We didn't want to miss the start of the game. (**in order not to**)

- 3 I phoned Michelle. I wanted to invite her to my party. (**so as to**)

- 4 I didn't tell Ahmed about the accident. I didn't want to worry him. (**so as not to**)

- 5 I took the train. I didn't want to get caught in a traffic jam. (**in order not to**)

- 6 I'd like to speak to her. I want to apologise. (**so as to**)

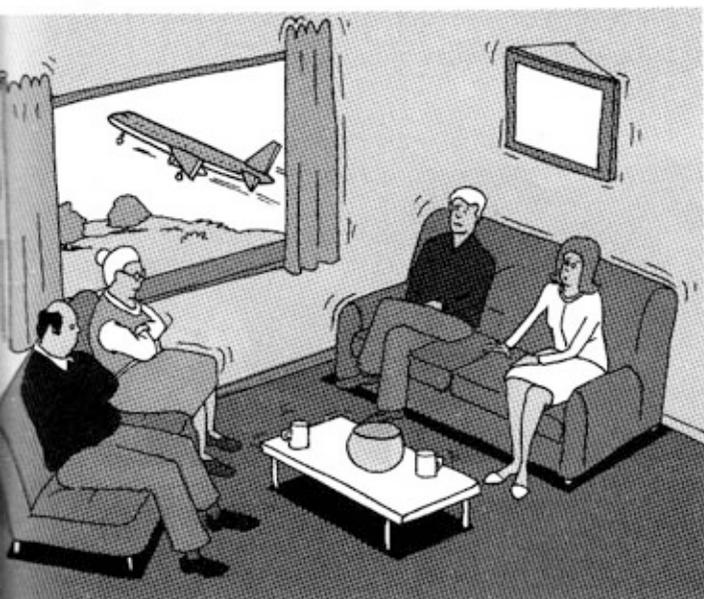
- 7 He's saving all his money. He wants to buy a new computer. (**to**)

- 8 Can you speak quietly? You are disturbing other people. (**so as not to**)

## 2 Grammar

Result clauses with *so / such (that)*

a Underline the correct option.



- 1 We've lived here *so / such* long that we don't even notice the planes any more.
- 2 It was *so / such* an easy test that everyone passed.
- 3 It was *so / such* dark that we couldn't see a thing.
- 4 I've eaten *so / such* much food I could explode.
- 5 He was *so / such* tired that he just wanted to go to bed.
- 6 It was *so / such* a long film that most people fell asleep before the end.

b Complete the sentences with *so* or *such*.

- 1 I've got such a bad memory that things just slip my mind all the time.
- 2 I'm so scared of pain that I always ask the dentist to give me an injection.
- 3 She spends so much time on the phone that I never get a chance to use it.
- 4 Dave's such a witty man that I can't help laughing whenever I'm with him.
- 5 She went to such great lengths to arrange this party for you, you should at least say 'thank you'.
- 6 They've fallen out so badly that I don't think they'll ever make up again this time.
- 7 We've got so many signatures on our petition that they'll have to take notice.
- 8 I'm so tired that I can't stop yawning.

c Join the two sentences to make one. Use *so / such ... that*.

- 1 I'm really tired. I'm going to bed early tonight.  
I'm so tired that I'm going to bed early tonight.
- 2 Nigel's really careless. He breaks something every time he comes to my house.  
.....
- 3 We set out very late. We didn't arrive until midnight.  
.....
- 4 That's a nasty cough. You should see a doctor.  
.....
- 5 United played badly. They were beaten 5-1.  
.....
- 6 Rob's a really intellectual person. It's difficult to understand everything he talks about.  
.....
- 7 The sponsored walk was a great success. We're going to organise another one.  
.....
- 8 He snored really loudly. I couldn't get to sleep.  
.....

## 3 Pronunciation

Word stress in multi-syllabic words

a Listen and mark the stress on each word.

- 1 million
- 2 millionaire
- 3 confront
- 4 confrontation
- 5 problem
- 6 problematic
- 7 adapt
- 8 adaptation
- 9 recommend
- 10 recommendation

b Listen and repeat.

## 4 Vocabulary

### Reacting to films

a Read the sentences and write the numbers 1–8 in the correct boxes.

- |                                   |                                      |
|-----------------------------------|--------------------------------------|
| 1 Jessica jumped out of her seat. | 5 Carol cried her eyes out.          |
| 2 Frank fell about laughing.      | 6 Erika was on the edge of her seat. |
| 3 Yves couldn't stop yawning.     | 7 Sara screamed.                     |
| 4 Charlie chuckled.               | 8 Brian bit his lip.                 |



b What real films do you think each of these people might be watching? Give your reasons.

- Jessica might be watching *Scream III* because it's a very scary film.
- Frank might be watching .....
- Yves might be watching .....
- Charlie might be watching .....
- Carol might be watching .....
- Erika might be watching .....
- Sara might be watching .....
- Brian might be watching .....

c Complete the sentences with the words in the box.

laughing crying sitting screaming jumping chuckling yawning biting

- The lesson was so boring that I couldn't stop *yawning*.....
- We fell about ..... I don't think I've ever seen anything quite so funny.
- You could hardly hear the band play because there were so many teenage girls .....
- We spent the whole game ..... on the edge of our seats, it was so exciting.
- Why are you ..... to yourself? What's so funny?
- I spent the whole film ..... my lip. I was determined not to cry.
- My dad spent the whole wedding ..... his eyes out.
- The film had us ..... out of our seats every five minutes.

## 5 Culture in mind

a Read the three texts about film festivals around the world. How are they similar?

# The Guide to – Film Festivals



### Cannes Film Festival

Cannes, France in May

**Top prize:** Palme d'Or

**History:** The first Cannes Film Festival took place in September 1939, but it didn't happen again until after World War II. The Palme d'Or prize was introduced in 1955. The festival became established during the 1960s, and is now known as the world's most important and influential film festival.

**Did you know?** About 20 feature films compete each year for the Palme d'Or. Previous winners include Michael Moore and Quentin Tarantino. Unlike the Oscars, the top prize is frequently shared between two films. Famous films that have won the Palme d'Or include *Apocalypse Now*, *Taxi Driver*, *La Dolce Vita* and *The Third Man*. The festival attracts more than 40,000 people every year.

### Venice Film Festival

Venice, Italy in August/September

**Top prize:** Golden Lion

**History:** The Venice Film Festival is the oldest film festival still in existence. The first festival was in 1932 and it attracted over 25,000 people. The first film to be shown was Rouben Mamoulian's *Dr Jekyll and Mr Hyde*. The festival did not appear again until 1934, when there was a competition between 19 countries. The festival was held three times during World War II and has been held almost every year since then.

**Did you know?** Films at the 61st Venice Film Festival in 2004 were nominated for 16 awards at the Oscars – the highest ever for the festival. These films included *Vera Drake*, *Shark Tale*, *Collateral* and *Finding Neverland*.

### The London Film Festival

London, UK in October/November

**Top prize:** Non-competitive

**History:** The London Film Festival started in 1956 when a group of film critics led by the famous Dilys Powell, the film critic for *The Sunday Times*, got together over dinner. They discussed the festivals at Cannes and Venice, and they agreed that London needed one too. They wanted to give people the opportunity to see films from around the world that were not being shown in the cinemas. The first festival showed 20 films at the National Film Theatre on the South Bank.

**Did you know?** The festival is one of Europe's largest public film events, screening about 280 films from 60 countries. Although it is non-competitive, the British Film Institute awards the Sutherland Trophy to the most original and imaginative first feature film screened at the festival.

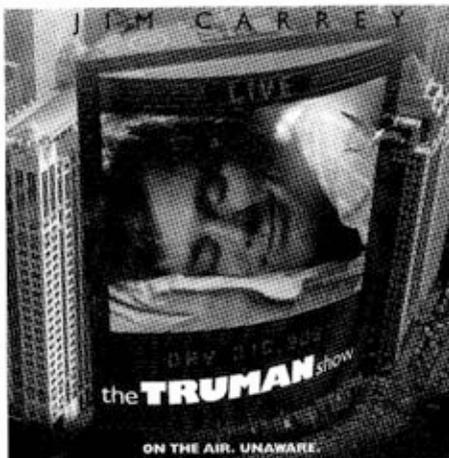
b Read the texts again and answer the questions. Which festival:

- 1 has been running longer than any other festival? .....
- 2 sometimes has more than one winner for its top prize? .....
- 3 was started by journalists? .....
- 4 is considered the most important? .....

# Skills in mind

## 6 Read

- a Read through the DVD recommendations and for each one, underline the names of the director and the leading actors.
- b Read the texts again. Put phrases 1–6 into the correct places.
- 1 to stop being part of the programme
  - 2 has no idea about how he is exploited
  - 3 to save a failing TV station
  - 4 to stay in the real world forever
  - 5 to take a break from everyday life
  - 6 to be seen by millions of viewers



### Reading tip

*Putting parts of a text into the correct place*

- Make sure you read all the text first.
- Read again before (and after, if appropriate) each space. Read carefully and look for clues about what might go in the space.
- Sometimes there might be grammatical clues to help. In exercise 6b above, for example, number 2 can only fit, grammatically, into space D.
- Usually though, you will need to pay close attention to meaning more than anything else. For example, number 1 refers to 'the programme' so look for a piece of text which has already referred to 'a programme', and then you are more likely to find the correct place for the phrase.

## DVD Decisions – looking for a good film to rent? Let us help you.

### Fiction or Reality?

Here are some recommendations for classic films to watch this weekend – each of them explores the themes of cinema, fiction and reality.

#### **The Purple Rose of Cairo (1985)**

One reason to go to the movies is <sup>A</sup> ..... and lose yourself in the magic of the silver screen. In *The Purple Rose of Cairo*, Woody Allen turns this idea on its head.

Mia Farrow plays Cecilia, a New Jersey waitress looking for escape from her boring life in the local cinema. Jeff Daniels is Tom Baxter, the handsome archaeologist hero in a film called *The Purple Rose of Cairo*, which Cecilia has already seen several times. One day Baxter decides he's had enough of being a character in a film, and he walks out of the screen to join Cecilia in the cinema. Can Hollywood find Tom and get him back into the film or will he manage <sup>B</sup> ..... ?

#### **The Truman Show (1998)**

As a movie fan, do you also enjoy TV reality shows? In reality shows, people choose <sup>C</sup> ..... – but what if they didn't even know they were in a show? Peter Weir's *The Truman Show* takes this idea and plays with it wonderfully.

Jim Carrey is Truman, a man whose life is fake. His home town is really a huge studio with hidden cameras everywhere, and all his friends and the people around him (even his wife, played by Laura Linney) are actors in the most popular TV series in

the world: 'The Truman Show', directed by Christof (the actor Ed Harris), the man who actually runs Truman's life. Truman believes he is an ordinary man with an ordinary life and <sup>D</sup> ..... – until one day, he finds out everything. His attempt to break away and start his own, unwatched life is moving and thought-provoking.

#### **EDtv (1999)**

A television studio executive (Ellen DeGeneres) has an idea about how <sup>E</sup> ..... – film and broadcast a normal person's life 24 hours a day. 'EDtv' is born the moment her eye falls on Ed Pekurny, a friendly video store clerk played by Matthew McConaughey. After the programme's first week on air, Ed's fame grows and grows, but then conflicts start up, particularly with Ed's girlfriend and his family. After a while, Ed decides he wants <sup>F</sup> ....., but he finds out his contract can't be reversed. But in a country that switches the TV set on at breakfast and off at bedtime, anything can happen... Ron Howard's comedy is well worth watching.

# Unit check

## 1 Fill in the spaces

Complete the text with the words in the box.

such   chuckled   order   should   not   a   so   ~~comedy~~   which   about

The last film I saw was a <sup>1</sup> comedy called *The Pink Panther*. It's about a detective called Inspector Clouseau. He is called in by the French police in <sup>2</sup> \_\_\_\_\_ to solve a diamond robbery. The only problem is that Clouseau has <sup>3</sup> \_\_\_\_\_ many accidents that whatever he does always ends in disaster. It stars Steve Martin who is such <sup>4</sup> \_\_\_\_\_ good actor that I fell <sup>5</sup> \_\_\_\_\_ laughing every time he walked onto the screen. It was <sup>6</sup> \_\_\_\_\_ a funny film! I won't say any more so as <sup>7</sup> \_\_\_\_\_ to give the ending away. <sup>8</sup> \_\_\_\_\_ is brilliant, by the way. I went with my dad. He only <sup>9</sup> \_\_\_\_\_ to himself a few times. He told me that I <sup>10</sup> \_\_\_\_\_ see the original from the 1960s with an actor called Peter Sellers. He says it's a much better film.

9

## 2 Choose the correct answers

Circle the correct answers a, b or c.

- I didn't want to cry so I bit my \_\_\_\_\_ .  
a mouth   b cheek   c (lip)
- I spoke to the manager \_\_\_\_\_ order to complain.  
a for   b as   c in
- It was \_\_\_\_\_ a hot day that I felt ill.  
a so   b such   c really
- The game was so exciting that we were on the \_\_\_\_\_ of our seats for ninety minutes.  
a side   b top   c edge
- I phoned him \_\_\_\_\_ invite him to my party.  
a to   b for   c so
- He must have said something funny because everyone fell \_\_\_\_\_ laughing.  
a about   b over   c out
- We're \_\_\_\_\_ happy that we're going out tonight to celebrate.  
a too   b so   c such
- The film was so sad that I cried my eyes \_\_\_\_\_ .  
a over   b out   c up
- We set off really early \_\_\_\_\_ as not to get stuck in the traffic.  
a for   b to   c so

8

## 3 Correct the mistakes

In each sentence there is a mistake with clauses of purpose or result clauses with *such* or *so*. Underline the mistakes and write the correct sentence.

- He's such famous that he can't go anywhere without someone recognising him.  
He's so famous that he can't go anywhere without someone recognising him.
- I wrote him a quick email in order tell him when I'll arrive. \_\_\_\_\_
- We left early so not as to be late. \_\_\_\_\_
- It was so a boring lecture that I left half-way through. \_\_\_\_\_
- I didn't eat all the fish to leaving room for dessert. \_\_\_\_\_
- That's such good film that I've got to buy the DVD when it comes out. \_\_\_\_\_
- I studied for three weeks on order to get a good grade in the exam. \_\_\_\_\_
- He speaks such fast that I don't understand a word of what he says. \_\_\_\_\_
- I didn't say anything for as not to upset him. \_\_\_\_\_

8

## How did you do?

Total:  25



Very good  
20 - 25



OK  
14 - 19



Review Unit 15 again  
0 - 13

## 1 Grammar

## Indirect questions

## a Put the words in the correct order.

- |  |  |
|--|--|
| 1 you / can / where / tell / post office / me / is / the<br><i>Can you tell me where the post office is?</i> | 5 arrived / you / when / know / do / they<br>.....                   |
| 2 you / much / costs / do / how / this / know<br>.....   | 6 speak / know / can / you / who / I / to / do<br>.....              |
| 3 tell / us / starts / you / what / film / can / the / time<br>.....   | 7 you / them / teacher / will / be / tell / who / the / can<br>..... |
| 4 you / can / him / test / he / what grade / got / ask / in / the<br>.....                                   | 8 is / you / name / what / know / do / his<br>.....                  |

## b Write the indirect questions in Exercise 1a as direct questions.

- |   |         |
|---|---------|
| 1 <i>Where is the post office?</i><br>..... | 5 ..... |
| 2 .....                                     | 6 ..... |
| 3 .....                                     | 7 ..... |
| 4 .....                                     | 8 ..... |

## c Anne Jacobs is responsible for choosing the music at Globo Gym in London. Read the interview with her and match the questions with the replies.

- |   |   |
|---|---|
| 1 What kind of music do you play at the gym?                              | a None, incredibly. I guess I must be doing something right.  |
| 2 What type of music is popular in the early mornings, for example?       | b Well, that's usually our busiest time, so something upbeat is good to get our clients moving and ready for the working day. |
| 3 What did you play this morning when you opened the gym?                 | c Let me see. Yes, I remember. It was a collection of remixed songs by Madonna, Girls Aloud and people like that.             |
| 4 What do people like to listen to while they exercise in the afternoons? | d The gym starts filling up around 6 pm with people dropping in on their way home from work.                                  |
| 5 What time does it start getting busy again?                             | e Over 500, I think.  |
| 6 And what kind of music can we hear then?                                | f All types. It depends on the time of the day.   |
| 7 How many clients has the gym got at the moment?                         | g After lunch is our quietest time of the day so we usually play slower, more relaxing music. Chill-out music, for example.   |
| 8 And how many complaints have you had about the music you play?          | h Rock's pretty popular in the early evening. It helps people get in the mood for a night out.                                |



## d Make the questions in Exercise 1c indirect questions.

- |  |                         |
|--|-------------------------|
| 1 Can you tell us <i>what kind of music you play at the gym?</i> | 5 Do you know .....     |
| 2 Can you tell us .....  | 6 Can you tell us ..... |
| 3 Do you remember .....  | 7 Do you know .....     |
| 4 Can you tell us .....  | 8 Can you tell us ..... |

## 2 Vocabulary

Making comparisons stronger

- a At the Glastonbury music festival, Jenny saw several bands. Put the bands she mentions in order of who she liked most.

'The White Stripes were a bit better than Fat Boy Slim, but not much.'

'Keane were nearly as good as Coldplay but neither was as good as Elvis Costello.'

'Although Echo and the Bunnymen are a big influence on Coldplay, Coldplay were far better. Echo and the Bunnymen were a lot better than the other 80s band New Order.'

'The Magic Numbers were the best. They were just fantastic.'

'Fat Boy Slim wasn't nearly as good as I thought he would be. It was definitely the worst show.'

- |   |                          |   |       |
|---|--------------------------|---|-------|
| 1 | <i>The Magic Numbers</i> | 5 | ..... |
| 2 | .....                    | 6 | ..... |
| 3 | .....                    | 7 | ..... |
| 4 | .....                    | 8 | ..... |

- b Complete the sentences with the words in the box.

just nothing lot nearly far better ~~more~~ a

- 1 I find classical music much more relaxing than any pop music.
- 2 Music these days is not ..... as imaginative as it was 20 years ago.
- 3 I think techno is a ..... more exciting than the dance music of the 1970s.
- 4 Country music is ..... as boring as folk music. I don't really like either.
- 5 The Beatles are ..... better than Oasis. I don't know how you can compare them.
- 6 Bands' images are ..... lot more important than their music these days. It's a shame.
- 7 Pop music is ..... like as good as jazz.
- 8 The live version of this song is even ..... than the studio version.

## 3 Pronunciation

*record* (noun) vs. *record* (verb)

- a Listen and mark the stress on the words in *italics*.

- 1 We *export* a lot of coffee to Europe.
- 2 Sugar is our biggest *export*.
- 3 There's been an *increase* in car theft recently.
- 4 The graph shows that the number of university students *increases* every year.
- 5 I'm sorry, I didn't mean to *insult* you.
- 6 Don't do that with your hand. It's considered an *insult* here.
- 7 What a lovely *present*. Thank you.
- 8 We'd like to *present* you with the 'student of the month' certificate.

- b Listen again and repeat.

## 4 Vocabulary

### Listening to music

Put the letters in order to make words that complete the sentences.

- I love dance music – anything with a good beat (təb) to it.
- Most ..... (sɜrli) these days are a bit silly but occasionally you get a songwriter with something to say.
- Living in a small town, we don't get much ..... (vile) music, a couple of shows a year if we're lucky.
- It's a great ..... (neut) It's so easy to sing along to.
- I haven't got a great voice so I tend not to sing – I just ..... (muh) along.
- I used to work in a supermarket but that ..... (kmauz) playing all day drove me crazy so I left.
- We ..... (decorred) our first CD in my dad's garage in three days.
- ..... (unranmtliest) music is great to play in the background when you're working.

## 5 Grammar

### Embedded questions

a Complete the sentences with the correct question word, *who*, *when*, *why*, *where*, *what* or *how*.

- I can't imagine ..... *who* ..... told him.
- I've forgotten ..... her birthday is.
- I wonder ..... much it costs.
- He didn't say ..... he lives.
- I don't know ..... she didn't phone to say 'happy birthday'.
- I don't understand ..... she likes about him.

b Match the two parts of the sentences. Then add question marks or full stops.

- |                                   |                              |
|-----------------------------------|------------------------------|
| 1 It's easy to                    | a how it works               |
| 2 Can you tell                    | b they went                  |
| 3 Who told you                    | c me why he did that         |
| 4 I'm thinking about where I want | d come to my party           |
| 5 Why didn't you                  | e know where he went         |
| 6 I don't know where              | f to go on holiday this year |
| 7 I don't understand              | g see why he's so happy      |
| 8 Do you                          | h where I live               |

c Use the first sentence to complete the second sentence.



1 I can't remember

.....  
.....



2 I don't understand

.....  
.....



3 I can't imagine

.....  
.....



4 I don't know

.....  
.....

## 6 Culture in mind



a Read the CD review for Sister Sledge's *We are Family*. Which one of these things does the critic not mention?

- 1 the production of the CD
- 2 the photo on the CD cover
- 3 the vocals
- 4 the original songs
- 5 the playing of the instruments
- 6 the new songs on the CD

DISC Reviewer – Release of the week  
<http://www.discreview.co.uk/discoftheweek.html>

**DISCREVIEW** Release of the week

Without a doubt this CD is essential for anyone who has an interest in music. One of the classic records of the 1970s disco, Sister Sledge's *We are Family* has finally been <sup>1</sup> *re-released* with the addition of four <sup>2</sup> *remixed tracks* to keep modern audiences happy. What made this recording so special was the excellent production of Nile Rodgers and Bernard Edwards and the smooth voices of Sister Sledge. For a record that was so perfectly put together, the final result could not be happier or more <sup>3</sup> *spontaneous*.

The original album contained eight songs – all of them great. But of course, most people who buy this will be hitting the fast forward button to play the <sup>4</sup> *hits*, and they are all here: *We are Family*, *He's the Greatest Dancer*, *Lost in Music* and *Thinking of You*. Lovers of dance music will not be disappointed. Everything that made 70s disco so fine is here: <sup>5</sup> *funky* guitar and bass, strong sing-along melodies and an energy which will get even the most unenthusiastic dancers up on the dance floor. What is also great about this re-release is the <sup>6</sup> *extended* sections in many of the songs. *We are Family*, for example, is a fantastic eight minutes long to include Kathy Sledge's <sup>7</sup> *vocal improvisation*.

It's true that Sister Sledge are no longer quite as popular as they once were in nightclubs around the world, but the huge number of times their music has been <sup>8</sup> *sampled* and imitated shows how important they were. Modern fans of dance music should check them out.

b Write the words or phrases in *italics* in the text next to the definitions.

- ..... *funky* ..... a used to describe fashionable music that is influenced by jazz
- ..... b done in a natural way without any planning
- ..... c when part of a song is copied and used in another song
- ..... d an old song that is put out in the shops for sale again
- ..... e singing that was not planned, that just happened during the recording
- ..... f the famous songs that everyone knows
- ..... g songs that have been recorded again differently from the original versions
- ..... h made longer

c Listen to a biography of the band. Are the sentences true or false? Tick (✓) the correct column.

- |  | true  | false |
|--|-------|-------|
| 1 Their early career was organised by their grandmother.                     | ✓     | ..... |
| 2 The young girls sang at a variety of social events.                        | ..... | ..... |
| 3 The girls chose the first name of the band in honour of their grandmother. | ..... | ..... |
| 4 The final version of their name happened by accident.                      | ..... | ..... |
| 5 <i>We are Family</i> was not popular at first.                             | ..... | ..... |
| 6 Their success was mainly in the US and Europe.                             | ..... | ..... |
| 7 Not all the sisters are still in the band today.                           | ..... | ..... |

# Skills in mind

## 7 Write

a Read the concert review and underline the names of:

- 1 the two bands that played
- 2 two members of the main band
- 3 five songs that they played

Fenway Park doesn't see many rock concerts. It's in a residential area and can't hold loud concerts late at night, for example. It seemed strange then, that the Rolling Stones chose this place to start the tour for their new CD, *A Bigger Bang*. A  Indeed, council workers were there to measure sound levels. If the 'bang' was 'bigger' than 73 decibels, then it would have to be turned down.

Luckily, that wasn't necessary – although it might have been fun to see an official walk on stage to tell Keith Richards and the band to keep quiet. Imagine what the reaction would have been from the thousands of fans who had queued for hours to get into the stadium. Not nearly as polite as it was for The Black Eyed Peas, who played enthusiastic and energetic opening songs, I'm sure. But while the Peas did their best, it was clear who everyone was waiting for.

Just after eight, a huge roar erupted as the Stones began their show with *Start Me Up*. The crowd went wild. Five songs into the show and the band introduced *Rough Justice*, the first of several new tracks. I think this CD is going to be a huge hit.

B

As the show continued with the band playing a mixture of old and new, I had to admire the energy of these men, who are all in their sixties now. Amazingly, they sound just as young and fresh as they did twenty years ago. Mick Jagger was quite amazing. C

Then, while the band were playing *Miss You*, the huge stage opened up and a mini-stage came out taking the band into the heart of the audience. It was here that they played the best song of the night, *Satisfaction*. D  Each song that Mick Jagger and the band played was accompanied by amazing special effects.

The lively *Jumping Jack Flash* made sure the show finished on a high note while the encores *You Can't Always Get What You Want* and *It's Only Rock 'n' Roll* sent the crowd home singing happily. This might have been the opening night but the band couldn't have sounded more professional. E  It looks like the Stones are going to have a long and happy US tour.



b Read the text again and add the sentences. Write 1–6 in the boxes A–E. There is one sentence that you won't need.

- 1 No one knows better than him how to entertain.
- 2 The song would have taken the roof off the stadium, if it had had one.
- 3 Apparently they rehearsed for weeks for this tour and it showed.
- 4 Their music has taken the Stones all over the world.
- 5 They are, after all, a band that like to rock and roll as loud as possible.
- 6 And from their reaction, I think the crowd would agree with me.

c Write a review (200–250 words) of a show you've seen either live or on TV.

### Exam tip

#### Justifying an opinion

- When you give an opinion in your writing, always write a supporting sentence to back it up. This will make your opinion sound more interesting.
- Look at Exercise 7b again. All the sentences that you added into the text support the writer's opinions. With these sentences, the text is more complete.

# Unit check

## 1 Fill in the spaces

Complete the text with the words in the box.

sensation household best success which name ~~have~~ far live charts

The Arctic Monkeys<sup>1</sup> have confirmed themselves as the latest Indie music<sup>2</sup> ..... with the release of their first CD *Whatever people say I am, that's what I'm not*. It entered the album<sup>3</sup> ..... at number one and became the<sup>4</sup> .....-selling album of all time. The CD sold 360,000 copies,<sup>5</sup> ..... more than Richard Ashcroft's second-placed *Keys to the World*. In a couple of months, the band from Sheffield had gone from being almost unknown to being a<sup>6</sup> ..... name in the UK. The four boys started to make a<sup>7</sup> ..... for themselves locally with their<sup>8</sup> ..... shows in 2003. People could then get their songs for free on the Internet,<sup>9</sup> ..... is how their popularity really grew. They then had a couple of number one singles, *I bet you look good on the dance floor* and *When the sun goes down*, but no one was quite expecting the huge<sup>10</sup> ..... of their debut album.

## 2 Choose the correct answers

9

Circle the correct answers a, b or c.

- Do you know how ..... ?  
a old is she b old her is c old she is
- Their new CD is ..... like as good as their first one.  
a nowhere b not c nothing
- What an annoying tune! I just can't get it out of my .....  
a head b mouth c ears
- Can you tell me what language ..... in Brazil?  
a they speak b speak they c do they speak
- My dad thinks he's really cool singing ..... to my music. I think he's embarrassing.  
a on b along c out
- Do you know what ..... ?  
a did he say b he said c said he
- It's ..... as hot today as it was yesterday.  
a far b just c even
- I didn't understand what .....  
a said he b did he say c he said
- If you forget the words, just ..... along.  
a hum b sing c yawn

8

## 3 Correct the mistakes

In each sentence there is a mistake with embedded or indirect questions, or vocabulary (making comparisons stronger). Underline the mistakes and write the correct sentence.

- He's nothing nearly as famous as his brother. He's nothing like as famous as his brother.
- Can you tell me who is she? .....
- It's far difficult than I thought. ....
- I can't remember where did I meet him. ....
- Do you know where have they gone? .....
- I'm thinking about how should we tell her. ....
- It's easy to see why are they so rich. ....
- Can you remember when do we meet? .....
- She's very happier today than she was yesterday. ....

8

## How did you do?

Total:  25



Very good  
20 - 25



OK  
14 - 19



Review Unit 16 again  
0 - 13

# Grammar reference

## Unit 1

### Present tense review

- 1 We use the **present simple** to talk about regular actions (habits) and to talk about things that are always or usually true (facts).  
*Stephen Wiltshire **paints** pictures. (habit)*  
*We **get up** at 6.30 every day. (habit)*  
*Autism **causes** difficulty with learning. (fact)*  
*Autistic people often **have** extraordinary abilities. (fact)*
- 2 We use the **present continuous** for actions or temporary situations happening at or around the moment of speaking.  
*People **are starting** to take autism more seriously.*  
*What **are** you **working** on at the moment?*  
*The BBC **are making** a programme about learning disorders.*
- 3 We use the **present perfect** to talk about actions in a period of time that started in the past and continues to the present.  
*Stephen **has published** several books of paintings.*  
*Scientists **have discovered** more facts about autism.*  
*I've always **wanted** to be a painter.*
- 4 We use the **present perfect continuous** in a similar way to the present perfect simple, but emphasising the activity itself and its duration, not the result of the activity (it may not be finished).  
*He's **been painting** amazing pictures since the age of eight.*  
*I've **been waiting** here for an hour!*  
*How long **have** you **been learning** English?*

### Past tense review

- 1 We use the **past simple** to talk about events or situations which occurred at a time before the moment of speaking, i.e. in the past.  
*Tom **reproduced** the music perfectly.*  
*Over the next 40 years, Tom **played** all over the US.*  
*Yesterday we **went** to a really good restaurant.*  
*People **didn't have** computers in the 1970s.*
- 2 We use the **past continuous** to describe background actions in progress around a time in the past.  
*At eight o'clock last night I **was doing** my homework.*  
*He **was walking** around his garden when he heard music coming from the house.*  
*He went inside the house. Tom **was playing** the piano.*  
*I **wasn't looking** and the bicycle hit me.*
- 3 We use the **past perfect** when we need to emphasise that one action in the past happened before another one.  
*Tom reproduced the music he **had heard**.*  
*I knew that we **had met** before.*  
We sometimes need to use the past perfect to make the sequence of actions very clear.  
Compare the following.  
*When we got there, she **left**. (= We got there and then she left.)*  
*When we got there, she'd **left**. (= She left before we got there.)*

## Unit 2

### Passive forms review

We use the passive when we do not know who or what does/did something, or when we do not want to say who does/did something. Compare the following.

Someone **delivers** the newspapers.

The newspapers **are delivered**.

I **made** a mistake.

A mistake **was made**.

Passives are formed with the appropriate tense of *be* + the past participle of the main verb.

Present simple passive

Patients **are treated** in hospital.

New medicines **are discovered**.

Present perfect passive

An experiment **has been done** to find the answers.

Since the beginning of the century, many improvements **have been made** in medicine.

Past simple passive

A lot of research **was done**.

Many patients **were given** placebos in the experiments.

Future passive

A new hospital **will be opened** next year.

Two hundred people **will be employed** there.

### Passive continuous tenses

The passive can be used with continuous tenses as well. These are formed with the appropriate tense of *be* + *being* + the past participle of the main verb.

Present continuous passive

My mother **is being treated** for a problem with her knee.

Some new houses **are being built** in our town.

Past continuous passive

Ten years ago, a lot of money **was being made** from medical research.

New plants **were being discovered** in the Amazon almost every day.

It is rare to find the passive used with the present perfect or past perfect because they are very complex structures.

## Unit 3

### Relative clauses review

1 We use relative clauses to add information about the subject or object of a sentence.

2 Relative clauses are introduced with words like *who*, *that*, *which*, *where* and *whose*.

We use *who* or *that* to refer to people.

He's the man **who / that** wrote the article.

We use *which* or *that* to refer to things.

The newspaper **which / that** gives the best news is *The Daily Standard*.

We use *where* to refer to places.

That's the building **where** my sister works.

We use *whose* to refer to possession.

She's the woman **whose** house got destroyed in the flood.

- 3 A defining relative clause gives essential information about the thing or person we are talking about. In this case we do not use a comma.  
*The man **who** works in this office is very intelligent.*  
 (= I am talking about the only man who works in this office.)
- 4 A non-defining relative clause gives information that is simply additional about the things or person we are talking about. The extra information is between commas.  
*The man, **who** works in this office, is very intelligent.*  
 (= I am talking about an intelligent man and adding the non-essential information that he works in this office.)

## Unit 4

### Reported speech review

- 1 When we report what someone said, there is often a change in verb tense between the direct speech (the person's actual words) and the indirect (reported) speech. The verb goes 'one step back', e.g.  
*'I'm tired,' he said yesterday.* → *He said yesterday that he **was** tired.*  
*'Someone's stolen my bicycle!' he said.* → *He said someone **had stolen** his bicycle.*  
*'I can't lift this,' she said.* → *She said that she **couldn't** lift it.*
- 2 We do not necessarily change the verb tense if the information in the direct speech is still true.  
*'He's Italian,' she told me.* → *She told me that he's Italian.*  
*'I was born in London,' Amanda said.* → *Amanda said that she **was born** in London.*

### Reporting verbs review

We can use many different verbs to report speech. Note that the patterns that follow the verbs are different.

- 1 Some verbs (e.g. *say / claim / state / emphasise*) are followed by *that* + clause.  
*He **emphasised that** the work was very important.*  
*The Prime Minister **claimed that** the economy had improved.*
- 2 Some verbs (e.g. *promise / refuse*) are followed by the infinitive with *to*.  
*She **promised to help** me in the evening.*  
*My father **refused to let** me stay out late.*  
 Note that we can also use *promise* with the structure *promise + person + that*.  
*She **promised me that I could** take her to the cinema.*
- 3 Some verbs (e.g. *encourage / advise / persuade*) are followed by an object (person) + the infinitive with *to*.  
*He **advised me to relax** sometimes.*  
*I **persuaded them to come** with me.*
- 4 Some verbs (e.g. *recommend / suggest / deny*) are followed by a noun or gerund.  
*I **recommended the new Green Day CD / listening** to their new CD.*  
*They **suggested the French restaurant / eating** at the French restaurant.*

## Unit 5

### what clauses

- 1 The word *what* can be used to mean *the thing that*, and can be used as the subject or object of a verb.  
***What** (the thing that) makes me angry is the way he talks to people. (subject)*  
*I can't remember **what** (the thing that) he said. (object)*

- 2 When *what* begins the sentence, we can use words like *that* / *why* / *when* (etc.) to join the second part of the sentence.

*What you don't understand is that people are all different.*

*What I don't like is when people want me to be the same as them.*

## Verbs + gerund/infinitive review

Some verbs (*remember, stop, try*) can be followed by a second verb in either the gerund form or the infinitive form. The form of the second verb depends on the meaning of the sentence.

Remember

*I remember phoning her to invite her. (= I phoned, and I remember that I did that.)*

*I remembered to phone her and invite her. (= I nearly forgot to phone, but I remembered and then I phoned.)*

Stop

*The teacher stopped talking and left the room. (= The teacher was talking, then she stopped and left the room.)*

*When I was walking down the street, I stopped to talk to a friend of mine. (= I stopped walking, and after I stopped I began to talk to a friend.)*

Try

*I tried closing the door but I could still hear the noise. (= It was noisy outside. I closed the door. When the door was closed, I could still hear the noise outside.)*

*I tried to close the door but it was stuck. (= I wanted to close the door, and I tried, but I was unsuccessful.)*

## Unit 6

### *used to and would*

- We can use the expression *used to* + verb to talk about habits and customs in the past (things that are no longer true).  
*My father used to smoke. (= My father smoked in the past but he doesn't any more.)*  
*When I was young, I used to go swimming every day. (= That was my habit but I don't do this any more.)*
- It is also possible to use *would* + verb to talk about habits and customs in the past.  
*My mother would cook chicken every Sunday. (= This was a custom of my mother's.)*  
*At school, I would always ask the teacher questions. (= This was a habit of mine when I was a schoolchild.)*
- The difference between *used to* and *would* is that we can only use *would* for repeated actions – we cannot use it for a permanent state or situation.  
*We used to live in London. (A permanent state or situation: We would live in London is not possible.)*  
*I used to visit my grandparents every weekend. (A repeated action: I would visit my grandparents every weekend is possible.)*

### Adverbial phrases

- We use adverbs to describe verbs – often, to say how an action is/was performed.  
*They played well.*  
*Drive more slowly!*  
*He reacted angrily to what I said.*
- We can also use phrases to describe a verb and to say how an action is/was performed. These phrases are called **adverbial phrases** because they are like adverbs but are more than one word.

- One structure for adverbial phrases is *with* + noun.  
*My brother looked at me **with surprise**.*  
*I finished my homework **with difficulty**.*  
*I listened to the programme **with great interest**.*
- Another structure for adverbial phrases is *in a(n)* + adjective + *way*.  
*They asked me lots of questions, but **in a friendly way**.*  
*We worked hard, but **in a fun way**.*  
*I like listening to her because she talks **in an interesting way**.*

Adverbial phrases are often used when an adjective (e.g. *friendly, difficult, interesting, fun*) has no adverb form.

## Unit 7

### Dummy *it*

- We often use the word *it* to introduce sentences in English, and often it does not refer to an actual thing. For example, we use *it* when we say hello:  
*It's nice to meet you.*
- The structure is often *It + be + adjective + infinitive with to*.  
*It's interesting to listen to her ideas.*  
*It's wonderful to see people smile.*  
*It's important to understand this point.*
- The structure can also be *It + verb + to infinitive*.  
*It hurts to see people cry.*  
*It feels great to be back in the town where I was born.*

### Modals review

- Modal verbs say how the speaker or writer views a situation or action, in the present, the past or the future. They are used to say something about certainty, possibility, or whether something is necessary, permitted or forbidden.  
*I **might** see you tomorrow. (possible)*  
*I **will** see him tomorrow. (certain)*  
*You **must** come and see us. (necessary)*  
*You **can't** come in here. (forbidden)*
- We use modal verbs to express a wide range of functions.  
*I think it **will** rain tonight. (prediction)*  
***May** I come in? ([asking for] permission)*  
*They **might not** arrive on time. (possibility)*  
*You **mustn't** do that. (prohibition)*  
*She **can** run a marathon in three hours. (ability)*  
*I **must** remember to buy some stamps. (obligation)*  
*They **must have been** tired at the end of the race. (deduction, past)*  
*You **could** phone Peter and ask him. (suggestion)*
- All modal verbs are followed by the infinitive without *to*. They are auxiliaries and do not need (e.g.) *do/does/did* to make negatives and questions.

## Unit 8

### Past perfect passive

- 1 We use the past perfect to make it very clear that a past action happened before another action.  
*When we got to the party, James **had left**.*
- 2 We use the past perfect passive to say that a past action happened before another one, but also when we do not know who did the action, or that it is not important.  
*I got to the shop late, and all the ice cream **had been sold**.*  
*I was surprised to find this old book – I thought it **had been thrown away**.*  
*My home town looked different because several new shops **had been built**.*
- 3 The past perfect passive is formed with the past perfect of the verb *to be* (*had (not) been*) + the past participle of the main verb.

### Past perfect continuous

- 1 We use the past perfect continuous to talk about ongoing actions that began before another action in the past.  
*When I got to the party, my friends **had been dancing** for more than an hour.*  
*Her eyes were red, so he knew that she **had been crying**.*  
*When my mother called me for dinner, I **had been reading** for two hours.*
- 2 The past perfect continuous is formed with the past perfect of the verb *to be* (*had (not) been*) + the *-ing* form of the main verb.

## Unit 9

### Conditionals

- 1 We use the **zero conditional** to talk about a condition and consequence that are always true.  
*If you **don't eat**, you **die**.*
- 2 We use the **first conditional** to talk about a possible present situation and its possible future consequence.  
*If we **raise enough money**, we'll **build a hospital**.*
- 3 We use the **second conditional** to talk about a hypothetical situation in the present and its future consequence, which may be very unlikely or impossible.  
*If I **was Prime Minister**, I'd **increase the money we spend on helping other countries**.*
- 4 We use the **third conditional** to talk about a hypothetical situation and consequence in the past which is, therefore, impossible to change.  
*If the food **had got there quicker**, we'd **have saved thousands of lives**.*

### Mixed conditionals

Conditional sentences do not always follow the four patterns described above. For example, it is common to find mixtures of second and third conditionals.

- 1 If we want to talk about a past action and its present consequence, then the *if* clause follows the pattern of a third conditional and the consequence clause follows the pattern of a second conditional.  
*If more people **had signed the petition**, the shopping centre **wouldn't be here**. (= Not many people signed the petition so the shopping centre is here.)*  
*If I **hadn't missed the plane**, I'd **be in Egypt now**. (= I missed the plane. I'm not in Egypt.)*

- 2 If we want to talk about how a universal truth affected a past action, then the *if* clause follows the pattern of a second conditional and the consequence clause follows the pattern of a third conditional.

*If the world **was** a fairer place, those people **wouldn't have died**. (= The people died because the world is not a fair place.)*

*If I **spoke** Indonesian, I **would have understood** what he said. (= I didn't understand what he said, because I don't speak Indonesian.)*

## Unit 10

### Future continuous

- 1 If we want to talk about an action that will be in progress at a specified future time, we use the future continuous tense.

*Twenty years from now people **will be living** under the sea.*

*Later this month I'll **be visiting** a project in the Sudan.*

- 2 The future continuous is formed by *will + be + the -ing form of the verb*.

### Future perfect

- 1 If we want to talk about an action that will have been completed by a specified future time, we use the future perfect tense.

*By 2050 ninety percent of the Amazon **will have vanished**.*

*By the time the World Cup finishes, I'll **have watched** more than 60 hours of football.*

- 2 The future perfect tense is formed by *will + the present perfect*.

### Future time expressions

There are a number of words we can use to show that we are talking about a future time, e.g. *during, for, by, until, XXX from now* and *in XXX's time*.

- 1 *XXX from now* and *in XXX's time* both refer to a specific time in the future.

*Twenty years from now, no one will be using petrol cars.*

*The film starts in ten minutes' time.*

- 2 *During* is used to refer to a period of future time when something will happen.

*Scientists will be working on a solution **during** the next three years.*

- 3 *For* refers to how long a future event will last.

*They'll be studying climate change **for** the next five years.*

- 4 *By* refers to a future deadline – the action will be completed before this time.

*I'll have finished my report **by** Thursday. (= some time between now and Thursday.)*

- 5 *Until* also refers to a future deadline. It emphasises that a continuous action will stop at the specified time.

*We'll be working **until** three. (= We will stop working at three.)*

## Unit 11

### Reduced relative clauses

When a relative clause is passive, we can leave out the relative pronoun and the verb *to be*.

*The shopping centre, **(that was)** opened by the Queen, is the biggest in the country.*

*The book **(that was)** written by Madonna has become a huge success.*

## Question tags review

Question tags are commonly used in conversation to confirm what we think is true.

*You're interested in politics, aren't you? (= If I remember correctly, you're interested in politics.)*

We also use question tags to make conversation.

*Young people should show more interest in politics, shouldn't they? (= This is not a question but what I believe.)*

When the main clause is positive, the tag is negative.

*Footballers get paid too much, don't they?*

*You will come to my party, won't you?*

Similarly, if the main clause is negative, the tag is positive.

*Pop stars like Bono can't make a real difference, can they?*

*You don't live around here, do you?*

## Unit 12

### Phrasal verbs review

These points may help you remember how to use phrasal verbs correctly.

- 1 Can the phrasal verb be split?

There is no problem here if the verb is intransitive (this means that the verb doesn't take an object) because there is no object.

*We find it hard to get by on just one salary. (There is no object to split get and by.)*

- 2 If the verb is transitive, we need to know if the verb is separable or not. If it is not separable, then the two parts need to keep together.

*The report looks into problems facing workers in poor countries.*

NOT: ~~The report looks problems facing workers in poor countries into.~~

Note how the *Cambridge Advanced Learners Dictionary* identifies this kind of verb: *look into sth*

- 3 With separable phrasal verbs, the object can come between the two parts.

*We looked his name up on the Internet.*

*We looked up his name on the Internet.*

Note how the *Cambridge Advanced Learners Dictionary* identifies this kind of verb: *look sth up*

- 4 If we use a pronoun with a separable phrasal verb, then it must come between the two parts.

*I don't believe you. You made it up.*

NOT: ~~I don't believe you. You made up it.~~

- 5 Finally, some phrasal verbs have three (or more) parts. These cannot be split.

*The big companies get away with murder.*

*I don't know why people put up with it.*

## Unit 13

### Passive report structures

- 1 We use passive report structures when we want to report information and the agent is not important.

*Chinese is thought to be the most spoken language in the world. (It is not important to say who thinks this.)*

- 2 We commonly use passive report structures with verbs such as *say, think, believe, know* and *consider*.

- If we use a passive report structure to talk about beliefs or knowledge in the present we use *to be* + past participle of the reporting verb + infinitive.  
*He is believed to be the last man who speaks this language.*  
*English is known to have an extremely large vocabulary.*
- If we use a passive report structure to talk about beliefs or knowledge in the past we use *to be* + past participle of the reporting verb + *to* + present perfect.  
*He is thought to have spoken more than 12 languages. (= He is dead.)*  
*They are said to have been a highly sophisticated tribe. (= The tribe no longer exists.)*
- Passive report structures are quite formal and are more commonly used in news reports than in spoken language.

## Unit 14

### Participle clauses

In participle clauses, we use the *-ing* form of the verb to combine two clauses that share the same subject. They can be used:

- to talk about two events that happen(ed) at the same time.  
*Looking out across the sea, I couldn't imagine a more beautiful view. (= At the same time as looking out across the sea, I was also thinking about how beautiful the view was.)*  
*Drinking a cool lemonade, he stretched out on the sand. (= At the same time as sunbathing on the sand he was drinking a lemonade.)*
- to talk about an action that happened before the other action in the sentence.  
*Having paid the bill, we left the hotel. (= We paid the bill and then left the hotel.)*  
*Having written the postcard, I looked for a post office to buy a stamp. (= I wrote the postcard and then looked for a post office.)*  
NB in this case we use *having* followed by the past participle.
- Remember, the subject of both clauses must be the same.  
~~*Looking up in the sky, the moon was beautiful.*~~  
This suggests the moon was looking up into the sky, which does not make sense.  
*Looking up in the sky, I noticed how beautiful the moon was.*  
This sentence is acceptable as the subject (*I*) is the same in both clauses.
- Participle clauses are more common in writing than in spoken language.

### *Didn't need to / needn't have*

We use *didn't need to* and *needn't have* to talk about the necessity of past actions. There is a subtle difference between the two structures.

- Didn't need to* usually suggests that we didn't do something because it wasn't necessary.  
*We didn't need to call an ambulance because he wasn't hurt badly. (= We didn't call the ambulance.)*  
*He didn't need to book a hotel because it wasn't the holiday season. (= He didn't book a hotel.)*
- Needn't have* means that we did something but actually it wasn't necessary.  
*We needn't have put on sun lotion because it rained all day. (= We put on sun lotion but it wasn't necessary because it rained all day.)*  
*She needn't have worried because the test was really easy. (= She worried about the test but it wasn't necessary because the test was easy.)*

## Unit 15

### Clauses of purpose: *to* / *in order to* / *so as to*

- 1 When we want to give the reason why someone did something, we can use a number of different linking words, e.g. *to*, *in order to* and *so as to*.  
*We arrived early in order to get a good seat.*  
*I phoned him to cancel the appointment.*  
*I told him about my problems so as to help him understand.*  
NB *to* is less formal than *in order to* and *so as to*.
- 2 When we want to make these sentences negative, we put *not* before *to*.  
*He didn't tell me too much so as not to spoil the film for me.*  
*I didn't say anything not to disappoint them.*  
*We left early in order not to get there too late.*

### Result clauses with *so* / *such (that)*

- 1 We use *so* / *such (that)* to show how one thing is the result of another thing.
- 2 We use *so* with an adjective or an adverb.  
*He spoke so quickly (that) I didn't understand a word he said.*  
*The film was so bad (that) we left before the end.*
- 3 We use *such* with a noun.  
*It was such an interesting film (that) I thought about it for days.*  
*They are such boring people (that) I'd be happy never to see them again.*

## Unit 16

### Indirect questions

- 1 We often use indirect questions to ask people for information. They are considered more polite. Indirect questions often start with expressions like *Can you tell me ... Do you know ...* and *Could I ask you ...*
- 2 When we use indirect questions, the word order that follows the question word is that of a statement and **not** a question.  
*Can you tell me when the film starts?* (NOT: ~~Can you tell me when does the film start?~~)  
*Could I ask you where you got my name from?* (NOT: ~~Could I ask you where did you get my name from?~~)  
*Do you know why she said that?* (NOT: ~~Do you know why did she say that?~~)
- 3 If we are expecting a yes/no answer, we use *if* or *whether*.  
*Can you tell me if the film has started yet?*  
*Do you know whether she still lives there?*

### Embedded questions

Words such as *who*, *when*, *where* and *why* are not always used to ask questions. They are often found as part of a statement. In these cases they are not followed by the question word order.

*I can't remember where I heard that song before.*

(NOT: ~~I can't remember where did I hear that song before.~~)

*I don't know why you like that song – it's terrible.* (NOT: ~~I don't know why do you like that song.~~)

*I want to know who he is.* (NOT: ~~I want to know who is he.~~)

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2	1	3a	13	6	9a	24	12	5c
3	1	3b	14	7	3b	25	13	2b
4	2	3a	15	7	6a	26	13	2c
5	2	6b	16	8	4a	27	14	5a
6	3	4	17	8	5b	28	14	8
7	3	6b	18	9	3	29	15	3a
8	4	3a	19	10	3a	30	16	3a
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Herbert Puchta, Jeff Stranks  
and Peter Lewis-Jones

# English in Mind

\* Workbook 4

*English in Mind* is a six-level course for teenagers which combines engaging content with a strong focus on grammar and vocabulary. It takes students from beginner to advanced level and is ideal for mixed-ability classes.

## Organised learning

- Each level contains 16 units, grouped into four modules
- Clear learning objectives and 'Check your progress' sections help students plan their learning and monitor progress
- 'Unit check' sections after every unit in the Workbook

## Imaginative content

- Thought-provoking reading and listening topics expand students' knowledge of the world
- 'Culture in Mind' sections give an insight into different aspects of English-speaking life
- 'Literature in Mind' introduces unabridged extracts from classic and contemporary novels and poetry

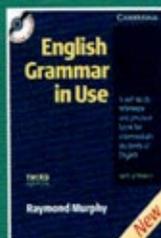
## Dual entry

- Starter level is for complete beginners
- Level 1 is for elementary students and contains a 16-page 'Starter section' to revise key language
- Levels 2–5 take students from pre-intermediate to advanced level

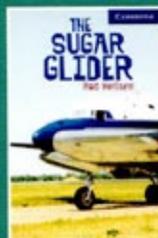
## Independent learning

- Free self-study CD-ROM with the Workbook
- Class projects and real-life writing tasks help students create language portfolios
- 'Exam Tips' in the Workbook to develop study skills and exam techniques

We recommend for use  
with *English in Mind* 4:



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ISBN 978 0 521 68651 8

Council of Europe level:	Cambridge ESOL exams:	
A1	English in Mind Starter	
A2	English in Mind 1	KET
	English in Mind 2	
B1	English in Mind 3	PET
B2	English in Mind 4	FCE
C1	English in Mind 5	CAE

## Student's Book

### Workbook

\* Free Audio CD/CD-ROM

### Teacher's Book

### Teacher's Resource Pack

- \* Extra photocopiable materials
- \* Diagnostic and progress tests

### Class Audio CDs

### Class Cassettes

### Web support

\* [www.cambridge.org/elt/englishinmind](http://www.cambridge.org/elt/englishinmind)



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