

**I.E.S. GÓMEZ
PEREIRA**

Departamento de Inglés

ENGLISH REVIEW

1º BACHILLERATO



KEY TO BACHILLERATO 1

Starter unit – Unit 7

STARTER UNIT Grammar practice



Present tense review

1 Choose the correct options.

Sorry, I can't talk because we **eat** / **'re eating** dinner at the moment.

- The students **take** / **are taking** the bus to school every day.
- We **celebrate** / **'re celebrating** our wedding anniversary today.
- I **don't want** / **'m not wanting** to go to the party.
- Yiannis **doesn't play** / **isn't playing** football at the moment.
- Do you go** / **Are you going** to concerts very often?
- Do you prefer** / **Are you preferring** Chinese or Indian food?

2 Complete the dialogue with the words in the box.

haven't travelled ~~have you been~~
 have you been living have you travelled
 've been living 've been working

- A: So, how long *have you been* a teacher?
 B: I (1) as a teacher for six years.
 A: OK, and how long (2) in Madrid?
 B: I (3) here since 2012.
 A: Right, and (4) abroad for work very often?
 B: No, I (5) abroad for work before.

Subject & object questions

3 Write subject or object questions. Use the verb tenses in brackets.

Where / you / go / now? (present continuous)
Where are you going now?

- Who / help / me / today? (present continuous)

- Where / she / learn / French? (present simple)

- Who / visit / Paris? (present perfect simple)

- Who / you / see / yesterday? (past simple)

- Why / she / cry? (present perfect continuous)

ever, never, for, since, still, yet, already, just

4 Order the words to form sentences.

worked / shoe shop / I've / never / in / before. / a
I've never worked in a shoe shop before.

- yet. / isn't / Lunch / ready

- since / this / been / He's / watching TV / morning.

- seen / We've / this / already / film.

- waiting / you / Are / doctor? / still / see / to / the

- 45 minutes. / been / We've / for / dancing

- been / Have / ice-skating? / ever / you

- started / just / exam. / The / have / students / their

none, both, all, neither & indefinite pronouns

5 Choose A, B or C to complete the sentences.

- The students ... passed their exams.
 A neither B all C none
- We saw ... them at the party.
 A both B both of C neither
- ... us could believe the news.
 A Neither B None C None of
- I've lost my keys. I've searched ...
 A anywhere B everywhere C anyone
- I'm starving. Can you get me ... to eat, please?
 A something B nothing C anything
- The house is empty – there's ... here.
 A anybody B everybody C nobody

Comparatives & superlatives, (not) as ... as, less & least

6 Choose the correct options.

People in Monaco have **higher than** / **the highest** life expectancy in the world at 89.63 years, and people in Chad have (1) **lower than** / **the lowest** life expectancy at just 49.07 years. Monaco is one of (2) **richer than** / **the richest** and (3) **more densely populated than** / **the most densely populated** countries in the world, while Chad is one of (4) **poorer than** / **the poorest** countries. People who live in developed countries usually live (5) **longer than** / **the longest** average. In Spain, the average life expectancy is 81.37, which is (6) **higher than** / **the highest** Portugal, but (7) **not as high as** / **least high as** France and Italy.



STARTER UNIT Grammar practice



Present tense review

1 Complete the dialogue. Use the present simple or present continuous forms of the verbs in brackets.

- A: Hey, where *are you going* (go)?
 B: I (1) (go) to the gym. I (2) (do) yoga every Tuesday morning – I really (3) (love) it!
 A: Me too! I (4) (want) to come with you, but I (5) (wait) for the postman now.
 B: What (6) (wait) for?
 A: My exam results! The postman usually (7) (arrive) by 9 a.m., but he's late today!

2 Write sentences. Use the present perfect simple or the present perfect continuous.

- we / work / Tenerife / for two months.
We've been working in Tenerife for two months.
- she / learn / Mandarin / for three years.
.....
 - Jo and Sam / know each other / for 20 years.
.....
 - I / not play / tennis / since March.
.....
 - the students / complete / their application forms?
.....
 - you / wait / for a long time?
.....

Subject & object questions

3 Complete the questions for these answers.

- Pierre lives in Cuba.
 Where *does Pierre live*?
 1 Jenna sent me this present.
 Who ?
 2 The boys have gone to the cinema.
 Where ?
 3 Leonardo da Vinci painted *The Last Supper*.
 Who ?
 4 Paul is waiting for the train.
 What ?

ever, never, for, since, still, yet, already, just

4 Complete the sentences with the words in the box.

already ~~ever~~ for just never since still yet

Have you *ever* cried because of a piece of music?

- I've been living in Japan 25 years but I've been to Tokyo.
- My sister isn't ready – she's doing her hair.
- I've been learning to drive March and I've passed my test today!
- He's applied for seventeen jobs.

none, both, all, neither & indefinite pronouns

5 Complete the text with the words in the box.

all of anyone ~~everyone~~ none of some
 someone somewhere

Interview tips

Everyone gets nervous before an interview, but remember that you have just as good a chance as

- of getting the job. Here are
 - tips to help you.
- Preparation: Ask (3) to help you prepare for the interview by playing the role of the interviewer – you may not be able to predict (4) the questions you will be asked, but the more practice you can do, the better.
 - Presentation: Dress smartly and wear nice shoes – (5) the interviewers we talked to said that they would hire someone who looked badly dressed.
 - Punctuality: Allow plenty of time to get to the interview, especially if it's (6) you haven't been before.

Comparatives & superlatives, (not) as ... as, less & least

6 Complete the sentences with two or three words each. Use the words in bold.

Spain is larger than Italy. Italy is *smaller than* Spain. **(small)**

- My French isn't as good as yours. Your French is mine. **(good)**
- Nobody is as good as Lionel Messi at football. He's footballer in the world. **(good)**
- It's cheaper here than at La Perla. This restaurant isn't La Perla. **(expensive)**
- J.K. Rowling is a very successful author. She's one of authors of all time. **(successful)**
- My shoes were very expensive. Yours were mine. **(less)**
- The first exam was very easy. It was the of all the exams. **(least)**



UNIT 1 Vocabulary practice



Get, go, make & do

1 Match the activities in the box with the pictures.

do homework do housework go camping
go climbing ~~go hang-gliding~~ go sailing
go trekking go windsurfing



- go hang-gliding 1
- 2 3
- 4 5
- 6 7

2 Put the words in the box in the correct column.

a course a fortune a meal ~~a tattoo~~ a website
backpacking friends good grades married
on a date voluntary work

get	go	make	do
a tattoo			

Phrasal verbs (go)

3 Choose A, B or C to complete the sentences.

She went **B** a bad time after her climbing accident.

A without **B through** C back

1 The trekker said that he wouldn't go into the jungle ever again.

A without **B through** C back

2 When you've gone food for several days, you start to feel very unwell.

A without **B through** C back

3 I heard a strange noise. What's going in there?

A without **B through** C on

4 The campers have been some difficult times in the last few days.

A without **B through** C back

Verbs & -ed / -ing adjectives

4 Choose the correct options.

Send Now Send Later Link Delete

Hi Peter,
I'm having such an **interested** / **interesting** holiday in Cuba. I saw something really (1) **surprised** / **surprising** yesterday. A French man called Alain Robert climbed the outside of the hotel where I'm staying, which is 27 storeys tall! It was very (2) **excited** / **exciting** to watch but I was (3) **frightened** / **frightening** that he would fall because he wasn't wearing any safety equipment. It was (4) **annoyed** / **annoying** because the batteries in my camera were dead, so I couldn't take any photos!
I hope you're having a good week and you're not too (5) **bored** / **boring** without me! I'll give you a call and maybe we can meet up on Sunday if I'm not too (6) **exhausted** / **exhausting** from the flight.
Love, Sue

5 Complete the adjectives with the suffixes -ed or -ing.

He was very embarrass**ed** because he forgot to pay the bill in the restaurant.

- Louis was depress..... when he found out that he'd failed his exams.
- Riding a motorbike along the Pacific Coast Highway in the USA is a very excit..... experience.
- I always find it really relax..... when we go camping in Italy.
- Jane thought that she would be too frighten..... to bungee jump off the Macau Tower in China.
- The students were very disappoint..... because they didn't get tickets for the final.
- We went on a really interest..... tour of Buckingham Palace.



UNIT 1 Vocabulary practice

Get, go, make & do

1 Complete the sentences with the correct forms of *get*, *go*, *make* or *do*.

At the moment, Carlo is *doing* a course in computer science.

- I really want to hang-gliding when I'm older.
- Maria a fortune in New York when she was in her twenties.
- I've joined the gym so that I can fit this year.
- Oscar is planning to a meal for his parents tomorrow.
- He can't trekking today because he has to his homework.
- She's working hard because she wants to good grades in her exams – I'm sure that she'll well.

2 Correct the underlined mistakes in the sentences.

It's always been my dream to get sailing. *go*

- Lionel and Rafaella have just made married.
.....
- When I start university, I want to get friends.
.....
- Max started to think he was never going to go a girlfriend.
- I wasn't very good at playing the guitar last year, but now I'm making better.
- The students are going to get climbing on Mt Rainier.
.....
- Jill is busy today making housework.
.....
- I'm doing a website for my best friend.
.....

3 Translate the sentences into your language.

- He went sailing along the Atlantic coast last year.
.....
.....
- They've made a film about the history of Seville.
.....
.....
- She went camping last summer and is going windsurfing this summer.
.....
.....
- It's time you got a job and made some money.
.....
.....

Phrasal verbs (*go*)

4 Replace the underlined words with the correct forms of the phrasal verbs in the box. Use each phrasal verb *twice*.

go back go on go through (x2) go without

She suffered a lot when she went trekking. *went through*

- We decided to not have any chocolate during Lent.
.....
- I'm very keen to return to my childhood home.
.....
- They experienced some difficult times when they were in France.
- What's happening outside?
.....
- It's hard to know what really took place there.
.....
- The climber got lost and didn't have any water for two days.
- I promise that one day I will return to France.
.....

Verbs & *-ed* / *-ing* adjectives

5 Complete the dialogue with the correct *-ed* or *-ing* adjective forms of the verbs in brackets.

- A: I had such an *exciting* (excite) weekend – I went to the carnival in Cadiz.
- B: Oh, I've never been. That must have been really (1) (interest).
- A: Yes, it was great. I was (2) (surprise) to see how many people were there. There were a few moments where it was a bit (3) (frighten) because the narrow streets were very crowded. But everyone was so friendly and (4) (relax) that it felt like a big party!
- B: Oh, I'm really (5) (annoy) that I couldn't come. I just had a (6) (bore) weekend at home.

6 Complete the sentences with your own ideas.

- I sometimes feel depressed when *I watch the news*.
- I feel excited when
 - It's surprising that
 - I felt embarrassed when
 - It's worrying that
 - I find really boring.
 - I'm frightened of



UNIT 1 Grammar practice



Past simple & past continuous

1 Choose the correct options.

The students **did** / **were doing** an exam at ten o'clock yesterday morning.

- This time last week, I **walked** / **was walking** along the Great Wall of China!
- While we **waited** / **were waiting** for our bus in Delhi, we **saw** / **were seeing** three cows walking past us.
- Did Mark break** / **Was Mark breaking** his arm while he **skied** / **was skiing**?
- My mobile phone **rang** / **was ringing** when we **watched** / **were watching** the film.
- When I last **spoke** / **was speaking** to Lisa, she **travelled** / **was travelling** around Europe.
- I **didn't hear** / **wasn't hearing** the doorbell because I **listened** / **was listening** to loud music.

Past simple, *used to* & *would*

4 Order the words to form sentences.

live / Mario / Lanzarote? / use / Did / to / in
Did Mario use to live in Lanzarote?

- every / school / football / day. / after / We / play / would

- a bakery. / work / in / Sandra / used / to

- guitar? / use / play / Did / to / you / the

- iPads / 1990s. / didn't / the / They / use / have / to / in

- ten miles / walk / He / day. / would / to / every / school

- uncle. / with / used / Rafael Nadal / to / train / his

- live / these / Did / caves? / people / use / in / to

- much / get / We / use / homework. / didn't / to

Past simple & present perfect simple

2 Match 1–5 with A–F.

- Pedro started
- Jason has started
 - Have you eaten
 - Did you eat
 - I haven't seen
 - I didn't see
- A Tom since last summer.
 B your lunch yesterday?
 C Ella last Tuesday.
 D his homework and he'll be finished soon.
 E university in 2010.
 F anything since breakfast?

Past simple & past perfect simple

3 Complete the sentences with the words in the box.

bungee jumped ~~had already left~~ had been
 had checked hadn't studied had overslept
 Had you seen passed was went were
 woke up

- By the time we *woke up*, he *had already left* the house.
- Before he off the bridge, Leo the ropes were secure.
 - He late for school because he
 - the film before you to the cinema?
 - He his exam even though he at all!
 - In 2010, a group of 33 Chilean miners underground for 69 days before they rescued.

Past tense review

5 Choose A, B or C to complete the text.

Earlier today, hiker Mary Owen *B* rescued from Mount Hood in Oregon after she (1) stranded on the mountain alone for six days. She (2) to the top of the mountain when she (3) lost and (4), injuring her leg. She (5) by eating cereal bars and drinking melted snow. She is now recovering in hospital, and she (6) a lot of messages from people around the world.

- | | | | |
|---|----------------|----------------------|----------------------|
| | A has been | B was | C had been |
| 1 | A has been | B used to be | C had been |
| 2 | A was climbing | B used to climb | C would climb |
| 3 | A had got | B has got | C got |
| 4 | A slipped | B was slipping | C had been slipping |
| 5 | A survived | B had been surviving | C used to survive |
| 6 | A had received | B has received | C had been receiving |



UNIT 1 Grammar practice

Past simple & past continuous

1 Complete the sentences with the correct forms of the verbs in the box. Use the past simple or the past continuous.

arrest ~~arrive~~ deliver ~~drink~~ eat listen
not rain ring try walk

I *was drinking* coffee when my friend *arrived*.

- While we to music, the phone
- The postman the package when we our breakfast.
- The policeman the suspect while he to escape.
- It when the actress down the red carpet.

Past simple & present perfect simple

2 Write sentences. Use the past simple or the present perfect simple.

I / never / go sailing / before.
I've never been sailing before.

- he / go / China / last year.
.....
- she / finish / school / yet?
.....
- you / ever / work for / a charity?
.....
- they / not go / backpacking / last summer.
.....
- we / not eat / breakfast / yet.
.....

Past simple & past perfect simple

3 Complete the sentences with the correct forms of the verbs in bold. Use the past simple or the past perfect simple.

Before Chris *came* home from work, it *had started* to rain.
(**come** / **start**)

- By the time the students , the film (**arrive** / **begin**)
- Celia ever Chinese food before she to Shanghai? (**try** / **move**)
- Jan English before he high school. (**not study** / **start**)
- I that you India before. (**not know** / **visit**)

Past tenses, *used to* & *would*

4 Complete the sentences with the correct forms of the verbs in the box. Use suitable past tenses with *used to* or *would*.

eat go have live ~~travel~~

I *used to travel* all the time, but now I stay at home.

- When I was a child, I meat, but now I'm vegetarian.
- Five years ago, Alex in London, but now he's in New York.
- In the 1970s, nobody a mobile phone, but now everybody has one.
- When he was younger, my father hang-gliding.

Consolidation

5 Write sentences. Use suitable past or present tenses.

By the time / we / arrive / the dive centre / the diving lesson / already / start

By the time we arrived at the dive centre, the diving lesson had already started.

- I / wait for / my girlfriend / to call / now – she / phone / every day / 8 p.m.
.....
- She / never / go snowboarding, / but / she / go skiing / every year.
.....
- When / I / be / child, / I / sleep / with / my teddy bear.
.....
- While / he / wait / for / me / to arrive, / he / fall / asleep.
.....

6 Complete the email with the correct forms of the verbs in brackets. Use suitable past or present tenses. Sometimes there is more than one possible answer.



Send Now Send Later Link Delete

Hi Fran,
I'm *emailing* (email) you from Paris. I (1) (have) such a great holiday so far – I (2) (love) France! Yesterday, we (3) (go) to the Palace of Versailles and I (4) (never / see) anything like it! My favourite room (5) (be) the Hall of Mirrors where King Louis XIV (6) (display) his royal power. We had a great day, but when I got back to the hotel, I (7) (realize) that I (8) (leave) my phone on the train. I (9) (call) my number and discovered that somebody (10) (found) it and left it in the lost property office at St Michel station! It was my lucky day!
See you soon,
Pat



UNIT 1 Writing practice

Writing skills: step 1

1 Choose the correct options.

- 1 **After** / **By the time** she texted me, I called her.
- 2 **At first**, / **Before**, most of the students didn't talk to each other, but **after** / **eventually** they became more confident.
- 3 He'd done a lot of painting **before** / **as soon as** he decided to go to university to study art.
- 4 **Before** / **By the time** I arrived at the cinema, the film had already started.
- 5 **Later** / **As** I walked past her house, I decided to go and say 'hello' to her.
- 6 **At first** / **While** you're here, you should meet Rebecca. She's really nice.
- 7 We had a barbecue in the afternoon. **In the end**, / **Later**, we went inside because it started to get cold.

2 Rewrite the sentences. Use the correct tense and the time expressions in bold.

- 1 Anja made a snack at the same time as we watched a film. (**while**)
.....
.....
- 2 I felt homesick when I first moved abroad, but after a long time I got used to it. (**eventually**)
.....
.....
- 3 The first thing you need to do is clean the kitchen, then you can start cooking. (**before**)
.....
.....
- 4 When the phone rang, I guessed it would be Michael. (**as soon as**)
.....
.....
- 5 In the beginning, I didn't enjoy studying history, but now it's my favourite subject. (**at first**)
.....
.....
- 6 We couldn't decide what to cook, so we finally ordered a pizza. (**in the end**)
.....
.....

Writing skills: step 2

3 Read the text and put paragraphs A–E in the correct order.

- 1 C
- 2
- 3
- 4
- 5

- A (1) **As soon as** / **At first** we arrived in the mountains, it started raining heavily. (2) **While** / **As soon as** we were waiting to get on to a bus, I dropped my rucksack in a big puddle of water. Everything was soaked! We could see that the weather wasn't good enough to climb. We stood around, getting wet, discussing what we should do.
- B I had joined the climbing club a few months earlier, and (3) **as soon as** / **after** practising on climbing walls I decided to try the real thing. (4) **Before**, / **At first**, I had to wait for the club to organize a trip. When I saw the poster, I signed up straight away. (5) **By the time**, / **Eventually**, the weekend of the trip arrived. We all met at the station, but the train was very late. When it arrived, there were no seats available so we had to stand up most of the way!
- C I remember a very eventful trip a few years ago. I went with the members of my climbing club to the Cairngorm mountains in Scotland. (6) **While** / **As** I was there, I had a great time but lots of things went wrong.
- D (7) **Eventually** / **By the time** the weekend was over, I had become good friends with all the other climbers. We often talk about the trip, and I think it made us stronger people!
- E (8) **At the end**, / **In the end**, we decided to stay in the hostel all of that day. It was extremely boring and we were all in a bad mood. Then I went out to buy some food, but discovered I'd left my wallet on the train. One of the other people on the trip gave me some money. Luckily, the next day was sunny and we did some great climbing.

4 Circle the correct options in the text.



UNIT 2 Vocabulary practice



The future

1 Complete the sentences with the words in the box.

catastrophe ~~climate change~~ epidemic
overpopulation pollution war

What do you think are the biggest threats to the future of our planet?

I think *climate change* is a real threat – the summers are getting hotter and the winters are getting wetter every year. And we're not helping with the amount of (1) that we put into the atmosphere every year with our cars, aeroplanes and factories.

I'm most scared about a(n) (2) of a new disease. I think it could be a (3) which would cause lots of deaths. An outbreak of flu in 1918–19 killed 20–40 million people, which is more than died in the First World War (4)

My biggest concern for the future is (5) – there are over 7 billion humans already, so how will our planet cope with even more people in the future? There might not be enough food and water for everyone.

2 Complete the compound nouns.

virtual *world*

- space s.....a.....io.....
- space t.....v.....l
- artificial i.....t.....ll.....g.....n.....e
- crime w.....v.....

3 Complete the sentences with the compound nouns from exercise 2.

Tom spends so much time on his computer in the *virtual world* that he's forgotten how to live in reality.

- The local police are worried about the in the area – there have been lots of burglaries recently.
- The astronauts have landed safely on the
- These days, many robots are powered by, which copies the way the human brain works.
- In the future, will be so easy that we'll go to the moon for our holidays.

Reflexive verbs

4 Choose the correct options.

Jane called herself / himself Mrs Patterson after she got married.

- We need to defend **themselves** / **ourselves** against attack from other countries.
- Sophia and Alex consider **themselves** / **himself** to be intelligent.
- My sister is teaching **myself** / **herself** Mandarin.
- You should prepare **yourself** / **himself** for the worst.
- Maybe he should arm **himself** / **themselves** before he checks what the noise is outside.
- The doctor said I should look after **myself** / **himself** better.

Phrasal verbs: socializing

5 Match 1–5 with A–F.

- | | |
|-------------------------|--------------------------------|
| Do you want to come | A with me some time? |
| 1 Shall I pick | B round for dinner? |
| 2 Do you want to go out | C into Mark at school today. |
| 3 I just want to stay | D you off at 7 p.m.? |
| 4 She bumped | E in and watch TV tonight. |
| 5 Shall I drop | F you up after lunch tomorrow? |

6 Choose A, B or C to complete the sentences.

His sister picked him *B* from the airport.

- | | | |
|--------|-------------|------|
| A down | <u>B up</u> | C in |
|--------|-------------|------|
- I'll come tonight and help you with your homework.
A through B over C under
 - Jack's going to the concert – why don't you go too?
A along B around C up
 - I'll call at your house after I've finished work tomorrow.
A into B up C round
 - They're meeting with some friends tomorrow.
A down B around C up
 - We must have you for dinner soon.
A up B round C down
 - We decided to stay and get a pizza.
A in B round C under
 - Sue bumped Max in the street today.
A out B into C under
 - Where shall I drop you ?
A in B on C off



UNIT 2 Vocabulary practice

The future

1 Write the bold words in the text next to the correct definitions below.

What's the biggest threat to our planet?
 Professor Chris Rapley and Professor John Guillebaud believe that the biggest threat to the planet is **overpopulation**. They think that other issues such as **climate change** and **pollution** cannot be addressed unless we look first at the world's ever-increasing population. Professor Guillebaud believes that we have to reduce the human population, or nature will do it for us through violence, **epidemics** or starvation.

overpopulation a very large number of people living in an area

- 1 contamination with harmful substances
- 2 the outbreak and spread of contagious diseases
- 3 changes in the world's weather

2 Translate the sentences into your language.

- 1 Robots with artificial intelligence will become as clever as humans.
.....
- 2 Virtual worlds can help children to practise skills they need in real life.
.....
- 3 The biggest space station is the International Space Station.
.....

Reflexive verbs

3 Complete the sentences with reflexive pronouns and the correct forms of the verbs in the box.

arm call ~~consider~~ defend prepare teach

I *consider myself* to be Spanish, even though I wasn't born here.

- 1 Kate for the bungee jump by taking some deep breaths.
- 2 They decided to in case a war starts soon.
- 3 James learnt how to in case he's attacked.
- 4 We should French over the summer.
- 5 Are you going to Mrs Rogers after you get married?

Phrasal verbs: socializing

4 Complete the sentences with suitable prepositions.

I bumped *into* Damien today.

- 1 The students are meeting up their friends after college today.
- 2 Do you want to come for dinner on Saturday?
- 3 Carlo's mum picked him after the party.
- 4 Can you drop me on your way to work?
- 5 We'll have you for lunch next month.
- 6 I really want to stay and go to bed early tonight.
- 7 We're going to London tomorrow. Do you want to come ?

Consolidation

5 Correct the underlined mistakes in the sentences.

He did good grades at university. *got*

- 1 She made well in her exams last year.
.....
- 2 I felt so relaxing when I was on holiday.
.....
- 3 We're getting camping next week.
.....
- 4 Will you go in with me to the cinema tonight?
.....
- 5 You should consider herself very lucky to be alive.
.....
- 6 Susie thought hang-gliding was very frightened.
.....
- 7 He got a fortune when he was a footballer.
.....

6 Complete the sentences with suitable verbs.

- 1 Why don't you over tomorrow so we can our homework together?
- 2 Shall I you up from your house when we on our date?
- 3 John is going to a website to show how you can yourself for a war.
- 4 Do you want to out later, or are you exhausted from voluntary work today?
- 5 Simon a computer course last year and he's just a job as a programmer.
- 6 Let's in tonight and I'll a meal.
- 7 I've decided to fit and without fattening foods next year.



UNIT 2 Grammar practice



will, going to, present simple & present continuous

1 Choose the correct options.

I'll live / **'m going to live** in Rome next year.

- I'll call / **'m going to call** you when I get there, I promise.
- We'll see / **'re going to see** the launch of the new spaceship tomorrow.
- In 2100, people **will take** / **are going to take** holidays on the moon.
- Nicholas **will study** / **is going to study** chemistry at Harvard University.
- Look at the sky – it'll rain / **'s going to rain**.
- Will you text** / **Are you texting** me tomorrow?
- The aeroplane **will land** / **lands** at 9.45 p.m.
- They're going / **go** to the cinema on Saturday evening.

2 Match 1–5 with A–F.

The film

- | | |
|--------------------------|-------------------------------|
| 1 The students | A are taking their exam |
| 2 The spaceship | tomorrow morning. |
| 3 Harry | B opens on Tuesday. |
| 4 I | C is meeting his mother after |
| 5 The science exhibition | work. |
| | D launches at 6.30 p.m. |
| | E 'm not starting my new job |
| | until next week. |
| | F finishes at 10.15 p.m. |

3 Complete the text with the words in the box.

is speaking leaves 'll arrive ~~'m going to buy~~
'm going to think starts will happen

- A: I think I'm *going to buy* this book. Do you know it?
 B: Yes, I do. I read it recently. It's really interesting. It's all about whether we can ever predict what
 (1) in the future.
 A: It sounds good. Did you know that the author
 (2) at the bookshop in town next week?
 B: Really? Shall we go and see him?
 A: Yes, that's a good idea. Well, his talk
 (3) at 7.30 p.m.
 There's a train that (4) here at 6.45 p.m., so let's catch that and then we
 (5) in time to hear him.
 B: Great. I (6) of some questions to ask him.

Future continuous

4 Order the words to form sentences.

we'll / tomorrow / time / This / skiing. / be

This time tomorrow, we'll be skiing.

- working / week? / you / Will / be / next
.....
- the / new / this / I'll / watching / evening. / film / be
.....
- week / astronauts / the / be / This / next / orbiting / will / Earth. / time
.....
.....
- Saturday. / coming / your / Emma / be / to / on / won't / party
.....

Future perfect

5 Complete the sentences. Use the future perfect forms of the verbs in bold.

They *will have travelled* to more than twelve countries by the end of the summer. (**travel**)

- dinner by 8 p.m.? (**you / finish**)
- The package before Wednesday. (**arrive**)
- The students the course by June. (**complete**)
- I the whole book by tomorrow. (**not / read**)

Tenses in future time clauses

6 Choose A, B or C to complete the dialogue.

- A: What are you going to do after you **C** school?
 B: I'm going to go travelling around Australia as soon as I
 (1) my exams.
 A: That sounds great! Will you be working while you
 (2) round the country?
 B: Yes, but I'll wait until my money (3) out first!
 A: Will you let me know your departure date when you
 (4) your ticket?
 B: Sure, I'm not going to leave before school (5), so it'll probably be early July when I (6) out there.
- | | | |
|-------------------------|----------------------|----------------------|
| A are leaving | B left | C <u>leave</u> |
| 1 A 've finished | B will finish | C finished |
| 2 A are going to travel | B will travel | C travel |
| 3 A runs | B will run | C will have been run |
| 4 A are buying | B 've bought | C will be buying |
| 5 A is finishing | B will have finished | C has finished |
| 6 A have flown | B will fly | C fly |



UNIT 2 Grammar practice

will, going to, present simple & present continuous

1 Complete the sentences with the correct forms of the verbs in bold. Use the future with *will* or *going to*.

How *are you going to celebrate* your birthday next year? (you / celebrate)

- When I finish school, I physics in Madrid. (**study**)
- I promise I you when we arrive. (**call**)
- Sophia her friends in Terrassa tomorrow. (**visit**)
- It's so cold. I think it (**snow**)
- Do you think astronauts on Mars before 2020? (**walk**)
- Sit down and relax. I you a coffee. (**get**)

2 Write sentences. Use the present simple or the present continuous.

the train / to Nice / leave / 12.45 p.m.

The train to Nice leaves at 12.45 p.m.

- we / go / the cinema / with / Javi / this evening.
- the plane / from Switzerland / land / 2.45 a.m.
- the school day / not end / 3.45 p.m.
- the / students / take / their exams / Saturday.
- we / meet / the coach station / 6.15 p.m.
- the train / leave / 7.30 p.m.

Future continuous & future perfect

3 Complete the sentences with the correct forms of the verbs in the box. Use the future continuous or the future perfect.

eat finish ~~not receive~~ not wear play work

The students *won't have received* their results by Friday.

- you late tonight?
- Stop it – you all the food for the picnic!
- the film by 8 p.m.?
- I look terrible in that photo – I definitely that dress again.
- Luca can't meet you tomorrow morning – he football.

Tenses in future time clauses

4 Translate the sentences into your language.

- In the future, doctors will be able to predict what diseases people will get before they become ill.
.....
.....
- Scientists believe they will find evidence of life on Mars when a spaceship lands there.
.....
.....
- Doctors will start using the new drugs after they've been tested.
.....
.....

5 Complete the sentences with the correct forms of the verbs in bold.

We'll collect our bags after the plane *has landed*. (**land**)

- I'll call you as soon as I my results. (**get**)
- Thomas is going to Madrid as soon as the term (**finish**)
- Jane is going to stay in Rome until her money (**run out**)
- Slow down or you'll have finished all the popcorn before the film! (**start**)
- My brother will send me an email when he in Paris. (**arrive**)

Consolidation

6 Complete the dialogue with the correct forms of the verbs in brackets. Use the correct past, present or future form. Sometimes there is more than one possible answer.

- A: Look at this magazine article. It's called 'Things to do before you're 21!' Let's see, *will you have been* (you / go) hang-gliding by the time you're 21?
- B: Yes! I (1) (go) hang-gliding off Mount Baba next month! What else does it say?
- A: (2) (you / pass) your driving test by the time you're 21?
- B: Well, I hope so! I (3) (take) my test next Tuesday!
- A: Good luck with that! I (4) (have) my licence for three years and I (5) (love) my car! While I (6) (drive) yesterday, I (7) (notice) a dog at the side of the road. Somebody (8) (run) over it and then they (9) (drive) away.
- B: What (10) (happen) next?
- A: I took it to the animal rescue centre and, luckily, it was fine. I (11) (adopt) it if it doesn't have an owner!



UNIT 2 Writing practice

Writing skills: step 1

1 Rewrite the sentences using the clauses of purpose and result in the box.

as a result consequently for that reason
in order to so

- 1 He stopped drinking coffee. It helps him to sleep better.
.....
- 2 I lost my job. Then I couldn't afford to live in London.
.....
- 3 He's only six years old. He can't watch this DVD.
.....
- 4 It snowed all morning. We didn't go outside.
.....
- 5 Those laptops are very fragile. They often stop working.
.....

2 Correct the mistakes in the sentences.

- 1 I go running every day in order to staying healthy.
.....
- 2 They put a lot of salt in popcorn in order that sell more drinks in the cinema.
.....
- 3 She's studying really hard in order that she'll pass her exams this summer.
.....
- 4 It's expensive to study medicine. For this, you have to be sure you want to do it.
.....
- 5 They packed everything very carefully so as not breaking any of the plates.
.....
- 6 They'll need to get some more food in order to that they can cook for everyone.
.....

Writing skills: step 2

3 Read the text and match paragraphs A–D with the descriptions 1–4.

- | | | |
|---|--------------------------|-------|
| 1 | Opinions about the film | C |
| 2 | Recommendations | |
| 3 | Summary of the plot | |
| 4 | Introduction to the film | |

- A *Ender's Game* is a science-fiction film which is based on the novel by Orson Scott Card. It is directed by Gavin Hood and stars Asa Butterfield as the main character. The film is set in the near future, after planet Earth has only just survived two attacks from an alien race.
.....
- B The future that's shown in the film is a frightening one, where another alien invasion is going to happen. The military decide that they need to develop a weapon which the aliens won't expect. Therefore, they begin training the best young children to find a leader who can beat the aliens. Ender Wiggin is much more intelligent than the other children and, as a result, he is chosen to defend our planet in a final battle.
.....
- C The plot of *Ender's Game* is interesting and the characters are very believable. Although there are lots of incredible action sequences and battles in space, the most memorable scenes are when the film explores the characters' relationships. One criticism is that these scenes are quite slow, but they show some excellent acting from a great cast. For example, in one major scene, Ender has to let some people die in order to save the planet. As a result, he feels very guilty, but he learns that by doing this he saved many more people.
.....
- D *Ender's Game* is a great film for anyone with an interest in science-fiction or action films.
.....

4 Complete paragraphs A–D with sentences 1–4.

- 1 However, if you like films which have interesting characters and plenty of drama, you should watch this one too.
- 2 This emotional side of the story will definitely appeal to many people.
- 3 This battle decides the future of Earth and the entire human race.
- 4 It tells the story of a boy called Ender Wiggin, and his involvement in protecting the planet.



UNIT 3 Vocabulary practice



Entertainment: nouns

1 Complete the text with the words in the box.

~~album~~ audiences charts hits tracks

Shakira's *album* *The Sun Comes Out* contains fifteen (1), including the (2) 'Loca' and 'Addicted to You', which did very well in the (3) around the world. She followed up the album with a tour, which played to very large (4) in many different countries.

2 Complete the nouns.

A person who directs films is called a *director*.

- 1 A frightening film is called a h.....rr.....r film.
- 2 A very successful book is called a b.....stell.....r.
- 3 A very successful film is called a b.....oc.....b.....s.....e..... .
- 4 A person who reads books is called a r.....ad.....r.
- 5 A person who watches a TV show is called a v.....e.....e..... .

Body idioms

3 Match 1–5 with A–F to make body idioms.

- | | |
|------------------|---------------------|
| pain in | A blood boil |
| 1 butterflies in | B swallow |
| 2 turn your | C the neck |
| 3 hard to | D back on something |
| 4 makes my | E up to something |
| 5 face | F your stomach |

4 Complete the sentences with the correct forms of the body idioms from exercise 3.

My little brother is so annoying – he's a complete *pain in the neck*.

- 1 I can't believe the news – it's very
- 2 I'm so nervous about performing in the show – I've got
- 3 It's time to deal with the problem – I've got to it.
- 4 I get very angry about the situation – it
- 5 Help me, don't me.

Adjectives and prefixes

5 Complete the adjectives with the prefixes in the box.

dis- il- ~~im-~~ in- ir- un-

That goes against all my principles – it's *immoral*.

- 1 The children were veryobedient when the teacher left the room.
- 2 This film may not be suitable for children because it's thecensored version.
- 3 Film piracy islegal in this country.
- 4 There's nothing wrong with the language in that book – it's completelyoffensive.
- 5 He shouldn't have let his child see that violent film – it was reallyresponsible of him.

6 Choose **A** or **B** to complete the sentences.

The film has been banned because it's **A**.

- | | |
|--------------------|---------------|
| <u>A offensive</u> | B inoffensive |
|--------------------|---------------|
- 1 He's very grown up for his age – he's
A mature B immature
 - 2 My dog never does what I tell him to do – he's very
A obedient B disobedient
 - 3 I don't think you should go climbing because the rocks look
A safe B unsafe
 - 4 I hated the humour in that film. I found it very
A distasteful B tasteful
 - 5 This film contains some scenes. I don't think the children should watch it.
A decent B indecent
 - 6 Their new computer game is very violent. I don't think it's for children under the age of sixteen.
A suitable B unsuitable
 - 7 His parents always check what he downloads from the internet. They're very
A irresponsible B responsible



UNIT 3 Vocabulary practice

Entertainment: nouns

1 Complete the text with the correct forms of the nouns in the box.

box office comedy genre romance
TV show ~~viewer~~

Mila Kunis is an American actress who was born in Ukraine but moved to Los Angeles when she was seven years old. She first came to the attention of *viewers* when she voiced the character of Meg Griffin in the (1) *Family Guy*. She has also appeared in films from many different (2) : amusing (3) such as *Forgetting Sarah Marshall*, (4) such as *Friends with Benefits*, and also exciting thrillers such as *Black Swan*. Many of her films have been successful at the (5) , most notably *Oz the Great and Powerful*, which made \$491 million worldwide.

Body idioms

2 Complete the sentences with body idioms.

- I find the idea of him working alone in America hard to *swallow*.
- Xavi loves-raising horror films and-chilling thrillers!
 - The actress always gets in her stomach before the performance.
 - The fact that small independent films can't make any money makes my boil.
 - Frankie never turns her on her friends.
 - I know it's difficult, but you need to up to the problem.

Adjectives and prefixes

3 Correct the sentences with antonyms for the underlined words.

- The obedient children were running around the restaurant and making a lot of noise. *disobedient*
- The police are trying to stop legal immigration in Spain.
 - These teenagers are very mature and are behaving more like ten-year-olds.
 - We need to make sure that the building is unsafe before people start living in it.
 - This film has got a lot of violence so it's suitable for young viewers.
 - The students have found the violent censored version of the video game.

4 Complete the sentences with your own ideas.

I think it's offensive to *spit in the street*.

- I think it's distasteful to
- I think it's immature to
- I think it's immoral to
- I think it's irresponsible to

Consolidation

5 Correct the underlined mistakes in the sentences.

- My teacher has given me loads of homework – he's a pain in the head. *neck*
- I think my sister is thick-skinned because she's very easily offended by criticism.
 - One Direction's album did well in the tracks, reaching as high as number three.
 - You need to be able to defend herself in case you're attacked.
 - Anne's mum is going to pick her on from the train station.
 - I'm studying hard so that I can do good grades.
 - He's very disappointing that he didn't get into university.
 - The direct of the new film is Steven Spielberg.
 - He decided to make a job instead of going to university.

6 Complete the sentences. Use the correct form of a phrasal verb made from the word in bold.

Kim *met up with* her cousin last night. (**meet**)

- I think you need to your mistakes and apologize to your friends. (**face**)
- He his mobile phone for a whole week after he lost it. (**go**)
- Jemma wasn't expecting to Leo in the street. (**bump**)
- I'm tired – can we just tonight and watch TV? (**stay**)
- He's some difficult times in recent months. (**go**)
- I hated the hotel. I'm never there. (**go**)
- She at her friend's house last night. (**call**)



UNIT 3 Grammar practice

Relative pronouns & adverbs

1 Choose the correct options.

The actor **who** / **which** stars in this film is Dutch.

- 1 This is the studio **who** / **where** *Star Wars* was filmed.
- 2 4 October is the date **when** / **which** the film is being released.
- 3 This is the dress **which** / **where** I want.
- 4 I think that people **who** / **where** live in Barcelona are very lucky.
- 5 Winter is **which** / **when** I like to go on holiday.
- 6 Hollywood is **who** / **where** lots of films are made.
- 7 June is the month **when** / **who** school finishes.

who, whose, who's

2 Choose A, B or C to complete the text.

Jack Nicholson is an American actor, producer, screenwriter and director, *C* career has lasted for several decades. As an actor, he's someone (1) best known for his performances in the films *Batman* and *The Shining*. He's one of only three men (2) have won three Academy Awards for either Best Actor or Best Supporting Actor. He is also one of only two actors (3) have been nominated for an Academy Award in every decade since the 1960s. Now in his seventies, he's a Hollywood legend (4) films continue to have a huge influence on today's cinema.

- | | | |
|---------|---------|----------------|
| A who | B who's | <u>C whose</u> |
| 1 A who | B who's | C whose |
| 2 A who | B who's | C whose |
| 3 A who | B who's | C whose |
| 4 A who | B who's | C whose |

Using *that* in relative clauses

3 Rewrite the sentences. Use *that* instead of the bold relative pronouns. Remember to add prepositions where necessary.

This is the college **where** I used to study.

This is the college that I used to study at.

- 1 The man **who** I saw in the street was Nicholas Cage!
.....
- 2 Paris is a city **where** he's always wanted to live.
.....
- 3 Is this the house **where** you grew up?
.....
- 4 The keys **which** she found belong to Christina.
.....

- 5 The boy **who** I was telling you about is called Henry.
.....
- 6 The hotel **where** I usually stay has closed down.
.....
- 7 The cinema **where** we saw the film is in London.
.....
- 8 The woman **who** you met is an actress.
.....

Omitting relative pronouns

4 Cross out the relative pronoun in each sentence if it can be omitted.

This is the house ~~that~~ I was telling you about.

- 1 Meryl Streep is an actress who I really admire.
- 2 Daniel Day Lewis is an actor who always works very hard.
- 3 *Carrie* is a film which is really terrifying.
- 4 *Star Trek* is a film which my brother loves.
- 5 Fishing is a hobby that I've done since I was a child.
- 6 Football is a sport that helps keep you fit.
- 7 Reading books is something that I really enjoy doing.
- 8 James Cameron is a director whose films I really enjoy.
- 9 Leonardo di Caprio is an actor who has been very successful.
- 10 *Ted* is a film that I thought was very funny.

Defining & non-defining relative clauses

5 Tick (✓) the sentences that contain non-defining relative clauses.

Jane's aunt, who's called Rita, is from New York. ✓

- 1 The screenplay, which I really loved, was written by Ben Affleck.
- 2 It was the special effects which really made the film successful.
- 3 Next March is when we're getting married.
- 4 I'm coming back from holiday on 31 October, which is Halloween.
- 5 Berlin is the place where they got engaged.
- 6 He came to see us in Denia, where we were staying at Christmas.
- 7 *Before Midnight*, which is a film starring Julie Delpy, is a sequel to *Before Sunset*.
- 8 Hugh Jackman is the actor who stars in the lead role of *The Wolverine*.
- 9 Angelina Jolie starred in *Mr and Mrs Smith* with Brad Pitt, who's her husband.
- 10 *Speed* is a film which was released in 1994.



UNIT 3 Grammar practice

Relative pronouns & adverbs

1 Complete the sentences with a relative pronoun or adverb.

This is the film *which* I really want to see.

- That's the park I lost my watch.
- March is we usually go on holiday.
- April is my parents will celebrate their wedding anniversary.
- This is the cinema I saw my first film.
- I only listen to pop music has been downloaded legally.
- South America is *The Motorcycle Diaries* was filmed.

who, whose, who's

2 Complete the sentences with *who, whose* or *who's*.

Kiera is the girl *who* scored the goal.

- That's the boy I was telling you about.
- That's the woman dog got lost.
- This is the actress starring in the latest film.
- Ben is the student been learning Hindu.
- Clara is the girl didn't pass her exam.
- Leo is the boy brother came to this college.

Using *that* in relative clauses; omitting relative pronouns

3 Complete the sentences with a relative pronoun only if necessary. Use *that* if it can be used instead of another relative pronoun.

This is the car *that* won the 'Best New Car' award last year.

- The man they're talking to now is French.
- The girl 's visiting us next week is from Spain.
- This is the dog bit my daughter.
- There's the DVD my sister wants to borrow.
- He's the actor comes from Mexico.
- Here's the pop star my brother saw at the Glastonbury festival last year.

Defining & non-defining relative clauses

4 Rewrite the sentences with non-defining relative clauses.

Kristen Stewart starred in *Twilight*. She's American.
Kristen Stewart, who's American, starred in Twilight.

- I think that Robert de Niro is a great actor. He was born in 1943.
.....
- My car was given to me by my aunt. It's very small.
.....
- My new TV was given to me by my grandfather. He's very generous.
.....
- Kim spent a year in Geneva. She met her husband there.
.....
- We're arriving on 16 March. There's a film festival on that day.
.....

Consolidation

5 Complete the sentences with your own ideas and relative clauses.

My favourite actress is *Nina Dobrev, who stars in The Vampire Diaries.*

- The first film I
- The best film I
- When I was young, my favourite film
- My favourite actor
- My favourite cinema

6 Complete the dialogue with the words in the box.

have you heard like 'll star 're making saw since 've seen was living when which who

- A: Hey, *have you heard* that they (1) a new *Star Wars* film?
- B: Brilliant! I really (2) *Star Wars*! I (3) the first film (4) I (5) in Paris in 1977, and I (6) all the others (7) then. Which is your favourite film?
- A: *The Empire Strikes Back*, (8) was the second film.
- B: Good choice. Harrison Ford, (9) plays Han Solo, is brilliant in that.
- A: I agree. I hope he (10) in the new films too!



UNIT 3 Writing practice

Writing skills: step 1

1 Choose the correct options.

- 1 **No sooner** / **Just** had we arrived than it started to rain heavily.
- 2 **By the time** / **Just** I heard the phone, it was too late to answer it.
- 3 Hi Ana, would you like a coffee? I've **just** / **now** switched the kettle on.
- 4 **No sooner** / **As soon as** the film started in the cinema, my mobile phone rang loudly. I was very embarrassed.
- 5 She was working as a waitress **when** / **just** the film director first noticed her.

2 Join the sentences using the time expressions in bold.

- 1 He left the house. A parcel arrived for him. **(no sooner)**
.....
.....
- 2 She started her new job. She got a promotion in the first week. **(as soon as)**
.....
.....
- 3 I started watching a DVD. The doorbell rang. **(when)**
.....
.....
- 4 He was eighteen years old. He was earning more money than both his parents. **(by the time)**
.....
.....
- 5 I had gone to bed. I heard a strange sound outside. **(just)**
.....
.....

Writing skills: step 2

3 Read the text and match paragraphs A–D with the headings 1–4.

- | | |
|-----------------------------|-------|
| 1 Early career | B |
| 2 Background | |
| 3 Strengths | |
| 4 Recent career and success | |

- A Logan Lerman was born in Beverly Hills, California on 19 January 1992. Just a young boy he was interested in acting, and by the age of two he told his mother that he wanted to be an actor.
- B Logan spent his early career acting just for fun and appearing in TV commercials. Then, when he was eight years, he appeared in two films with Mel Gibson. This led to more TV work, and in his early teens he was nominated for a Young Artist Award for Best Performance. By the time had he won one award than he won another. Film studios suddenly became more interested in him.
- C Logan's first big film was *3.10 to Yuma*, which he starred in with Christian Bale and Russell Crowe in 2007. It was very successful. Logan's next big role came in 2010 when *Percy Jackson and the Lightning Thief* was released. In the time the sequel was released, Logan was on his way to becoming a big star. Recently, he has performed alongside Emma Watson and won many more nominations.
- D Many people admire Logan's ability to express the difficulties of being a young adult. However, Logan seems very confident. He doesn't feel that he has to choose the most commercial option, and he often appears in independent films because of the directors. Logan has said that he is constantly trying to find out more about the film-making process. In his free time, he writes. So perhaps a bit late in his career, he might write and direct films of his own.

4 Find and correct the six errors in the text.

- 1
- 2
- 3
- 4
- 5
- 6



UNIT 4 Vocabulary practice



Values

1 Complete the sentences with the words in the box.

equality honesty ~~kindness~~ loyalty respect

What's the most important thing in a relationship?

For me, the most important thing is *kindness* – simply being nice to one another and considerate of each other's feelings.

I think the most important thing in a relationship is (1) You need to be able to trust your partner or the relationship will never work.

I value (2) most of all. I want to know that my partner will always be faithful to me.

I think the most important thing in a relationship is (3) – you should think highly of each other.

I believe that you need (4) in a successful relationship, which means that there is balance and neither partner dominates the other.

2 Complete the table.

Noun	Adjective	Adverb
respect	<i>respectful</i>	<i>respectfully</i>
disrespect		
loyalty		
disloyalty		
honesty		
dishonesty		
kindness		
unkindness		

Idiomatic expressions

3 Choose the correct options.

I'm feeling a bit unwell today – I'm under / over the weather.

- You look sad – why are you **up** / **down** in the dumps?
- Since he broke the window, Manuel has been **on** / **in** the doghouse.
- Just stay calm and **keep** / **have** your cool.
- I keep getting all the answers right – I'm **on** / **of** a roll.
- Jane wasn't expecting to receive his email – it came **out of** / **in** the blue.
- Cameron is so happy he passed his exams – he's **on** / **over** the moon!
- They went **through** / **down** thick and thin together.
- Paul became very angry and he completely **lost** / **kept** his head.
- At first, the date went well, but later they realized they **knew** / **had** nothing in common.

Relationships: verbs

4 Choose A, B or C to complete the text.

Sam and Lisa C to know each other after some friends introduced them. Sam asked Lisa to (1) out with him and they discovered that they (2) something in common. They (3) in a relationship for eight months and eventually they got married in 2012. Unfortunately, after a year of marriage, they were no longer (4) on well, so they (5) up with each other. It took them both a long time to (6) over the end of the relationship.

- | | | | |
|---|-----------|---------|--------------|
| | A did | B made | <u>C got</u> |
| 1 | A be | B go | C walk |
| 2 | A were | B did | C had |
| 3 | A were | B had | C made |
| 4 | A getting | B doing | C having |
| 5 | A made | B had | C broke |
| 6 | A did | B get | C had |



UNIT 4 Vocabulary practice

Values

1 Correct the sentences with antonyms for the underlined words.

The boy was very honest – he stole my wallet, then he lied about it. *dishonest*

- 1 Max was very rude and respectful towards his neighbour.
- 2 Kat always tells Steve what to do. Their relationship is very equal.
- 3 Cats are loyal compared to dogs.
- 4 James is very kind and mean.
- 5 He didn't say 'thank you' when his friend helped him. I thought he was grateful.

2 Translate the sentences into your language.

- 1 I had a lot of respect for Daniel because he spoke honestly about his mistakes.
.....
- 2 Pablo's girlfriend acted disloyally during their relationship.
.....
- 3 Sergio behaved very disrespectfully to his friends.
.....
- 4 Antonio spoke unkindly to Maria when she asked him about trust.
.....

Idiomatic expressions

3 Replace the underlined words with the idioms and phrasal verbs in the box.

down in the dumps end up
have nothing in common in the doghouse
keep your cool on a roll out of the blue
over the moon under the weather

Sarah has been really unhappy since Jay broke up with her. *down in the dumps*

- 1 My brother has been in trouble since he stayed out late last week.
- 2 I'm very happy that we're going to Granada on holiday.
- 3 I've passed all my exams and my driving test – I'm having a lot of good luck at the moment!
.....
- 4 You have to remain calm in that situation.
.....
- 5 I think Sandra and Steve have completely different interests.
- 6 Their engagement came as a surprise.
.....
- 7 I don't want to go out tonight – I'm feeling a bit ill.
.....

Relationships: verbs

4 Complete the text with the correct forms of the verbs in the box.

be break ~~get~~ go

George Clooney

George Clooney *got* married to actress Talia Balsam in 1989, but they divorced in 1993. Next, he (1) in a relationship with British model Lisa Snowden for a few years until they finally (2) up with each other in 2005. Since then he has (3) out with many glamorous women including Krista Allen.

Consolidation

5 Correct the two underlined mistakes in each sentence.

My girlfriend and I go on well because we make a lot in common. *get have*

- 1 Alejandro and Sara have done in a relationship since August, but they broke around with each other yesterday.
- 2 Carlo behaved diskindly towards his misobedient sister.
- 3 I can't believe that you're going to call herself Mrs di Vincenzo when you're married – I find it very soft to swallow.
- 4 I'm having a course so that I can do a better job.
.....
- 5 I'm exciting because I'm getting hang-gliding tomorrow.
- 6 I think it's unresponsible of parents to let young children watch incensored films.
- 7 Freya is under the moon because Alex asked her in. They're going on a date tomorrow.

6 Complete the adjectives with the correct prefixes.

It's *dis*respectful to lose your temper with people.

- 1 It'skind to talk about people behind their backs.
- 2 It'shonest to take money from your parents without asking.
- 3 Thistasteful film issuitable for children under the age of sixteen.
- 4 It's not onlylegal to make pirated copies of films, it's alsomoral.
- 5 I don't like this viral video. I think it'sdecent.
- 6 She was veryloyal towards her boyfriend. She told everyone in the class about his secret.



UNIT 4 Writing practice

Writing skills: step 1

1 Complete the email with the phrases in the box. Add punctuation where necessary.

anyway got any news hey I almost forgot

(1) Pete,
 Just a quick email to see how you are. Have you
 (2) ? It's been a bit crazy
 here this summer. There's loads of things going on –
 Jen's got a new boyfriend, and Mum and Dad don't
 like him. They told her that she couldn't go to Ibiza
 with him in August. She was really annoyed. Saw
 your Facebook status has changed – single?? Have
 you and Emma split up then, or what?
 (3) , I'll be down near you
 in a couple of weeks – maybe we could meet up?
 (4) – I've got a new
 phone number. It's 07700900912. Give me a call
 when
 you can!
 Ellie

2 Rewrite the sentences and expressions using an informal style.

- 1 Have you got anything new to tell me?
.....
- 2 Do you remember that I told you about the school trip?
.....
- 3 It should be very enjoyable.
.....
- 4 Have you been anywhere interesting lately?
.....
- 5 These new shoes will be useful for the party.
.....

Writing skills: step 2

3 Read the email and match paragraphs A–C with the best description. Two descriptions are not needed.

- 1 An apology
- 2 An apology and explanation
- 3 A description of what has been happening, and an invitation
- 4 An invitation
- 5 A request for more news

(1) Abby,
 A It was really good to (2)
 Sorry it's taken ages for me to get in touch, but
 I've had (3) of things
 to do since arriving here at the summer camp.
 First, lots of kids are coming soon. It's strange to
 think I'll be teaching an art class tomorrow
 afternoon! (4) , I put
 some new photos on Facebook so you can see
 the place. Have you checked them out yet?
 B Remember I told you that there were some really
 nice people here? Well, on Friday night I went to a
 party at my new friend Jessica's house. It was
 (5) She hangs out
 with a couple of musicians. There was a live band
 and loads of dancing. We're all going to a gig next
 week. Can't wait for that! Why don't you come
 too? There's (6) for
 you to stay.
 C Have you got any news? Been anywhere
 interesting? I heard that Becky's decided to go
 travelling. (7) ? OK
 then, I need to go now. Send me an email or text
 to let me know your plans.
 Amy

4 Choose the correct options to complete the text in the most appropriate style.

- 1 Dear / Hey
- 2 hear from you / receive your news
- 3 loads / a great number
- 4 Anyway / Incidentally
- 5 very enjoyable / a laugh
- 6 a lot of room / loads of space
- 7 What's that about then / Why is she doing that

UNIT 5 Vocabulary practice



Attitudes

1 Complete the table.

noun	adjective
<i>innocence</i>	innocent
assertiveness	
	impatient
	shy
frustration	
	sensitive
nervousness	

2 Write the adjectives from exercise 1 next to the correct definition.

not guilty: *innocent*

- unable to wait patiently:
- disappointed at a lack of success:
- not confident:
- confident / self-assured:
- being concerned about other people's feelings:
- worried / scared:

3 Choose A or B to complete the text.

Your body language can reveal a lot about what you're really thinking:

- Standing with your hands on your hips can be seen as a sign of A.
- Sitting with your hands behind your head is sign that you feel (1)
- Showing an open palm is a sign of (2) or (3)
- Having your arms crossed over your chest is a sign that you might be (4)
- Putting your hands together behind your back is a sign of (5)

A aggression B aggressive

- A confidence B confident
- A openness B open
- A innocence B innocent
- A defensiveness B defensive
- A frustration B frustrated

each other / one another

4 Choose the correct options.

As soon as they **looked** / **trusted** at each other, they fell in love.

- Dimitri and Saul find it hard to **understand** / **play** one another.
- The children have been **copying** / **playing** with each other very nicely.
- Why aren't you **smiling** / **trusting** at one another in the photo?
- Friends must be able to **smile** / **trust** one another.
- The students were **copying** / **laughing** each other in the test.
- They **laughed** / **smiled** with each other during the day.

Gestures & manners

5 Match the words in the box with the pictures.

answer the phone bow hold hands hug
kiss queue shake hands wave



shake hands

-
-
-
-
-
-
-



UNIT 5 Vocabulary practice

Attitudes

1 Complete the sentences with antonyms of the adjectives in the box.

confident guilty ~~insensitive~~ nervous
patient secretive

My brother is very *sensitive* – he always cares about what people think.

- The man said he was He didn't commit the crime.
- My worst quality is that I hate waiting for anything – I'm very
- Jan's sister is very – she always tells him everything.
- He doesn't like meeting new people. He feels very
- Philip can be forceful when it comes to getting what he wants – he's very

2 Translate the sentences into your language.

- Diane is very self-conscious and nervous when she goes for interviews.
.....
.....
- Paul gets frustrated with himself because he's not very assertive.
.....
.....
- Sally was very defensive when someone asked about her innocence.
.....
.....
- Sylvia is sensitive and doesn't like talking about her feelings.
.....
.....

each other / one another

3 Correct the underlined mistakes in the sentences.

- Tom and John smiled at one other. *another*
- Peter and I understand every other.
 - My mother and Simon trust two another.
.....
 - Fiona and Theo looked at each another.
.....
 - Harry and Leah played to one another.
.....
 - The teacher told them not to copy one other.
.....
 - The children laughed to each other while they played.
.....

Gestures & manners

4 Complete the dialogue with the correct forms of the verbs in the box.

bow ~~greet~~ kiss hold shake

- A: We've got a Korean exchange student coming to stay – do you know how I should *greet* him?
- B: Yes, when you're meeting somebody for the first time, you should (1) hands and (2) from the waist at the same time.
- A: Should I tell him about etiquette in Spain?
- B: Yes, otherwise, he might be quite surprised to see people (3) on the cheek when they say hello. He might also think it's strange to see couples (4) hands in the street.

Consolidation

5 Correct the mistakes in the prepositions. Two sentences are correct.

Maisie and Jenna looked ~~on~~ one another. *at*

- The girls were laughing on each other.
.....
- Pete and John were playing at each other.
.....
- The two girls get in well with their parents.
.....
- I'm not feeling very well today – I'm a bit on the weather.
- Yiannis has been through some really hard times recently.
- My little brother is so annoying – he's a real pain on the neck.
- I'd never turn my back on my friends.
- I'll drop you on at the station.

6 Replace the underlined words with the correct forms of the phrasal verbs in the box.

break up with bump into come over ~~face up to~~
get over go without

Vanessa finally accepted the truth. *faced up to*

- Kieran finished the relationship with his girlfriend.
.....
- Why don't you visit my house tonight?
.....
- They didn't have any chocolate for a month.
.....
- Joe unexpectedly saw Tina at the cinema.
.....
- Louis eventually recovered from his divorce.
.....





Ability & requests

1 Complete the questions with the correct forms of **can**, **can't** and **be able to** and the verbs in bold.

Can you play the piano? (you / play)

- Arabic? (he / speak)
- well when you were a child? (you / swim)
- The music that you're playing is a bit loud – it down, please? (you / turn)
- I'm quite cold – the window, please? (you / shut)
- They're starving – a sandwich, please? (they / have)

Obligation, prohibition & advice

2 Choose the correct options.

Understanding cultural etiquette

How **should** / **may** you behave when you're in China?

- You (1) **should** / **might** greet people formally, starting with the eldest person first.
- You (2) **can** / **mustn't** look people directly in the eyes because this is thought to be disrespectful.
- If you're invited to somebody's house, you (3) **shouldn't** / **couldn't** arrive late and you (4) **should have** / **ought to** take a small present for your host.
- When eating, you (5) **could** / **should** try everything that you're offered, but you (6) **don't have to** / **must be** finish all the food in your bowl.

Possibility & certainty

3 Order the words to form sentences.

working / tomorrow / I / might / night. / be / late

I might be working late tomorrow night.

- nervous / his / must / interview. / be / He / very / about
- offended / Kim / we / take / present. / be / may / don't / if / a
- be / She / happy / can't / looking / job. / if / for / another / she's
- might / if / bored / People / you're / think / you / early. / leave

Modal perfects

4 Choose **A**, **B** or **C** to complete the sentences.

I'll call him because he **B** got our message about tonight.

- A could have B may not have
C shouldn't have

1 Carlo didn't say much – he been feeling shy.

- A shouldn't have B needn't have
C must have

2 You told me you were going to the cinema – you know I love Robert Pattinson.

- A can't have B shouldn't have
C could have

3 I shook hands instead of bowing in Japan – I read about etiquette before I went.

- A should have B shouldn't have
C needn't have

4 They're going to Brazil on holiday – in fact they left already.

- A may have B couldn't have
C shouldn't have

5 He passed his driving test. He looked really sad.

- A might have B can't have C must have

6 He didn't answer me, so he heard what I said.

- A might have B should have
C may not have

5 Complete the sentences with the phrases in the box.

can't have had could have stolen
couldn't have won might have stayed
should have gone shouldn't have eaten
~~shouldn't have stayed~~

I'm very tired – I *shouldn't have stayed* up late last night.

- We on holiday when the weather was nice.
- I that seafood because it didn't taste good.
- They at home today. I'm not sure.
- Katie didn't smile at the party last night. She a good time.
- I can't find my mobile phone. I suppose someone it.
- He didn't practise at all this month, so he the match.



UNIT 5 Grammar practice

Ability & requests

1 Complete the sentences with the correct forms of **can, could or be able to**. Sometimes there is more than one possible answer.

I *used to be able to* play the piano really well when I was a child, but now I *can't* remember anything at all!

- you pass me the salt, please?
- I'm sorry, but I go to Geneva next week. I'm too busy.
- I remember his name – what is it?
- Will you email me when you're on holiday?
- I hear what you were saying earlier – you give me the message again, please?

Obligation, prohibition & advice; possibility & certainty

2 Complete the text with the words in the box.

~~can reveal~~ may help might tell ought to make
should make sure should notice shouldn't use

Body language

A person's body language *can reveal* what they are really trying to say. These tips (1) you to understand other people's body language.

- You (2) the differences between what people say and what they do with their bodies and faces – for example, somebody (3) you they're happy while frowning.
- In some countries, you (4) eye contact to show that you are interested in what a speaker is saying.
- You (5) that your own tone of voice is appropriate – if you're saying sorry, you (6) a happy tone of voice.

Modal perfects

3 Complete the sentences with the correct forms of the verbs in bold. Use an affirmative or negative modal perfect.

I *shouldn't have offered* pork to my Muslim neighbour. (**should / offer**)

- I my right hand for eating in India because the left hand is considered unclean. (**should / use**)

- He showed the bottom of his foot in the United Arab Emirates – he that this is rude. (**can / realize**)
- They the 'thumbs up' gesture in the Middle East because it's very offensive in some countries in that region. (**should / use**)
- His etiquette was perfect during his trip to China – he about correct forms of behaviour before he went. (**must / read**)
- She her Greek friend because she didn't eat much when she had dinner at his house. (**may / offend**)

Consolidation

4 Complete the sentences with the correct forms of the verbs in the box. Sometimes there is more than one possible answer.

attend come ~~finish~~ go live never meet
~~read~~ understand

This book is absolutely amazing – you *must read* it when I've *finished* it.

- This time next Tuesday, all the students in the final year a course on exam skills.
- I in Germany since 2010, so I how people behave here.
- He said that he anyone like Carlo before.
- I'm not sure what I'm doing next Friday, but I to your party.
- I fishing all the time when I was a child.

5 Rewrite the sentences with the words in bold. Sometimes there is more than one possible answer.

It's possible that I'll come to college tomorrow. (**may**)

I may come to college tomorrow.

- It's essential that students arrive on time for their exam. (**must**)
.....
- It was wrong of the man to shake hands with the Japanese woman. (**shouldn't**)
.....
- 'I think you should see the doctor,' Neil's sister said to me. (**suggested**)
.....
- Janet started working here eight months ago. (**for**)
.....
- This is the man that told me about the festival. (**who**)
.....
- The meeting started before we arrived. (**already**)
.....



UNIT 5 Writing practice

Writing skills: step 1

1 Choose the correct options to complete the formal sentences.

- 1 I **look forward to hearing from you / really want to hear from you.**
Yours faithfully, Mark Smith.
- 2 I **would be grateful / It would be great** if you could contact me at the above address.
- 3 I am sorry to tell you that we are not recruiting any part-time staff **right now / currently.**
- 4 Please refer to my letter **about / regarding** the job advertisement.
- 5 I **was wondering if it would be possible / want to know if it's possible** to visit your office next week.
- 6 I **appreciate your assistance / am happy that you helped me** with my problem.

2 Complete the sentences with the formal expressions from exercise 1.

- 1 I to visit the manager tomorrow.
- 2 You have been very helpful. I really
- 3 Please could you contact me by email?
I you.
- 4 I am interested in learning more and if you could send me an information pack.
- 5 I am writing the job that was advertised on your website.
- 6 I am studying at university and will graduate this summer.

Writing skills: step 2

3 Read the email and match paragraphs A–C with 1–3.

- 1 A description of Dan's skills
- 2 The reason why Dan is writing
- 3 Extra information that Dan wants

Send Now Send Later Link Delete

(1)

A I am writing (2) the job vacancy at your leisure centre, which I saw advertised in this week's *Courier* newspaper.

B I am interested in this opportunity because I will have finished school at the start of the summer and would like to gain some work experience before going to university. I am a keen swimmer, with life-saving qualifications, and I have very good communication skills. I think that I have a lot to offer the leisure centre, and I would be a useful member of your team.

C (3) to organize an interview so I could discuss the vacancy in more detail. In the meantime, (4) you could send me more information about the job. I (5) with this, and I (6) in the near future.

(7)

Dan Wilson

4 Complete the email with the correct words and phrases.

UNIT 6 Vocabulary practice



Invention & discovery

1 Put the words in the box into the correct category.

develop developer development discover
discoverer discovery invent invention
~~inventer~~ observation observe observer
revolution revolutionary revolutionize

Verb: ,
..... ,
Noun (person): *inventor*, ,
..... ,
Noun (idea or object): ,
..... , ,
.....

2 Complete the text with the words in the box.

designed developing inspired
invention ~~research~~

Use your body heat to charge your phone!
Research has led to the (1) of a new product by Vodafone called the 'Recharge Sleeping Bag'. It was (2) by people at music festivals who haven't got access to electricity. It has been (3) to collect heat energy from your body as you sleep and use it to charge your phone. Vodafone are also (4) the 'Power Shorts', which collect energy that's created by dancing.

Prefixes

3 Choose the correct meanings for the bold prefixes.

- re-think**
A very small B very large C again
- 1 **multi-talented**
A connected with biology B again C many
- 2 **microwave**
A very small B very large C in favour of
- 3 **overcook**
A too much B too little C enough
- 4 **international**
A between / connected B not enough / below C again
- 5 **bioterrorism**
A very large B connected with biology C in favour of
- 6 **anti-technology**
A in favour of B very large C against
- 7 **underestimate**
A between / connected B not enough / below C again

4 Choose the correct options.

- My college has lots of people from different countries – it's very **international** / **bionational**.
- The meat is burnt – you've **overcooked** / **pro-cooked** it.
 - He's very talented, so don't **underestimate** / **overestimate** what he might do.
 - She's in favour of genetically modifying food. She's definitely **pro-GM** / **anti-GM**.
 - You need to **rethink** / **antithink** your decision to move to New York. It sounds like a bad idea.
 - Her dress is beautiful – it's so **over-coloured** / **multicoloured**.
 - We can't see **microorganisms** / **superorganisms** because they're too small.

Describing objects

5 Reorder the letters to make adjectives for describing objects.

- f / t / a / a / l / b / i / e / n / l : *inflatable*
- d / w / o / e / o / n :
 - c / r / m / c / a / e / i :
 - t / b / y / a / t / e / r :-operated
 - t / e / h / r / a :-shaped
 - r / f / w / o / p / a / e / o / t / r :
 - l / s / a / r / o :-powered

6 Match the adjectives from exercise 5 with the pictures.



- inflatable* 1
- 2 3
- 4 5
- 6



UNIT 6 Vocabulary practice



Invention & discovery

1 Complete the second sentence so that it has the same meaning as the first sentence. Use noun forms of the bold adjectives.

Electricity was **invented** by Thomas Edison.

Thomas Edison was the *inventor* of electricity.

- Ken **observed** something very interesting.
Ken made a very interesting
- This piece of music was **inspired** by the composer's daughter.
The for this piece of music was the composer's daughter.
- Ben **replaced** Joe in the second half of the match.
Ben was Joe's in the second half of the match.
- Those shoes are **designed** by Manolo Blahnik.
The of those shoes is Manolo Blahnik.
- This technology was **developed** very quickly.
The of this technology was very quick.

Prefixes

2 Complete the text with the prefixes in A and the nouns in B.

- A anti ~~bio~~ inter pro re under
B estimating GM national technology (x2)
think

Genetic modification of food is the latest form of *biotechnology*. People who are (1) think that traditional agriculture is damaging the environment and genetically modified crops are more eco-friendly – for example, insect-resistant crops help us to reduce the use of insecticides. They also say that some anti-GM protesters are (2) because they don't want to find new solutions to problems. However, anti-GM protesters claim that we need to (3) our attitudes to GM crops because we don't know if this sort of farming could damage the environment. In fact, some people believe that scientists are (4) the possible dangers of GM food and that we should have (5) laws to control it.

3 Correct the mistakes in the prefixes. Two sentences are correct.

Please put the food in the ~~multi~~wave. *micro*

- This essay isn't good enough – please overwrite it.
- I don't like new gadgets – I'm very inter-technology.

- The fish is burnt on both sides. Why did you undercook it?
- I'm terrified of bioterrorism because it uses viruses and bacteria as weapons.
- There are so many things she can do – she's microtalented.
- I failed the exam because I misunderstood the questions.

Describing objects

4 Complete the sentences using compound adjectives formed with a word from A and a word from B.

- A ~~battery~~ eye- low- pocket- solar-
B catching cost ~~operated~~ powered sized

This *battery-operated* light is very easy to use.

- Everybody stopped to look at the sculpture.
- The boat doesn't release any pollution into the air.
- The speakers are practical because you can take them with you anywhere.
- These sunglasses are much cheaper than the designer ones.

Consolidation

5 Complete the sentences with antonyms for the underlined words.

This product is going to be very useless. *useful*

- I think his clothes are very attractive.
- Stephanie finds Max's humour tasteful.
- Bertie's mother thought that the film was suitable for children under the age of sixteen.
- I thought that his story was boring.
- Jessica found Leo's actions very loyal.
.....
- My cousin Jack is very shy.
- It was responsible to drive so quickly.

6 Complete the sentences with appropriate forms of the words in bold.

America was *discovered* by Christopher Columbus. (**discovery**)

- This book is quite (**revolutionize**)
- I'd like to the product before I buy it. (**tester**)
- There's no need to behave in such an way. (**aggression**)
- The family agreed that the holiday was very (**relax**)
- I think his behaviour is very (**embarrass**)



UNIT 6 Grammar practice



The passive: use & tenses

1 Underline *four* more passives in the text.

The iPad was created by Apple, Inc. It was launched in April 2010 and was an instant success. The iPad is built around a touch screen, and it has a camera, video and music player. It can be used to surf the internet and there are over 900,000 apps available to download. There are now many generations of iPad and new versions will be released in the future.

2 Complete the sentences with the words in the box.

are performed have been taking was cooked
~~was developed~~ was played wasn't invented

The electric light bulb *was developed* for the first time in the nineteenth century.

- Chess for the first time in India.
- Plays by William Shakespeare all over the world.
- The hamburger for the first time in 1900 by Louis Lassen in Connecticut.
- The first can was made in 1810, but the first can opener until 1870.
- People photos since the nineteenth century.

3 Order the words to form sentences. Then cross out *by + agent* if it is not necessary.

stolen by / yesterday. / My / wallet / somebody / was
My wallet was stolen by somebody yesterday.

- people / the world. / read by / e-Books / being / all / are / over

- designed by / the Wright brothers / The / in / aeroplane / 1903. / was / first

- had / AD 105. / somebody / Paper / invented by / been / by

- painted by / 1931. / *The Persistence of Memory* / Salvador Dali / in / was

- opened by / tomorrow. / The design museum / will / the Prime Minister / be

Active-passive transformations

4 Choose the correct options.

Millions of people have bought iPhones since their release in 2007.

iPhones **are being bought / have been bought** by millions of people since their release in 2007.

- Alexander Fleming discovered penicillin in 1928. Penicillin **is discovered / was discovered** by Alexander Fleming in 1928.
- Millions of people are watching the World Cup final at this moment. The World Cup final **is being watched / has been watched** by millions of people at this moment.
- They will be releasing the new iPad next year. The new iPad **will be released / was released** next year.
- When we arrived at the cinema, we discovered that they had cancelled the film. When we arrived at the cinema, we discovered that the film **was being cancelled / had been cancelled**.
- I didn't know that they were listening to our private conversation. I didn't know that our private conversation **is being listened to / was being listened to**.
- Bill Gates and Paul Allen started Microsoft in 1975. Microsoft **was started / was being started** by Bill Gates and Paul Allen in 1975.
- A journalist is writing the story. The story **is being written / was being written** by a journalist.

Causative: *have / get something done*

5 Choose *A* or *B* to complete the sentences.

She *A* her hair done this morning.

A had B have C having

- We're having our living room at the moment.
 A painting B painted C paint
- They're some new flowers planted in the garden next week.
 A got B get C getting
- I'm having my blood pressure tomorrow.
 A checking B have checked C checked
- She her car repaired here since 2009.
 A 's having B 's had C have
- My sister's car broke down, even though she it checked at the garage the day before.
 A 'd had B 's having C will have
- I want to get my computer before my exams start.
 A fixed B fix C fixing



UNIT 6 Grammar practice

The passive: use & tenses

- 1 Complete the sentences with the correct passive forms of the verbs in the box. Then cross out **by + agent** if it is not necessary. Sometimes there is more than one possible answer.

clean launch not know not pay open
publish use

The new smartphone *is being launched* ~~by the company~~ today.

- This road by cyclists for years.
- A new book on the subject by somebody next June.
- I by the company since I started my new job.
- The new hospital by the health minister last week.
- The long-term effects of GM food on our health by people.
- your hotel room by the cleaner at the moment?

Active–passive transformations

- 2 Read the text. Then complete the paragraph underneath, rewriting the bold verbs in the passive.

Can scientists really **clone** extinct animals?
Scientists recently revealed that they (1) **had brought** an extinct animal back to life for the first time, but it died seven minutes after it was born. They (2) **created** a clone of a *bucardo* (or Pyrenean ibex). The last living *bucardo* died in 2000, when a falling tree (3) **hit** it. Scientists (4) **used** frozen skin cells from this animal to make clone embryos, which they (5) **inserted** into eggs from a domestic goat.

Can extinct animals really *be cloned*?
Scientists recently revealed that an extinct animal (1) back to life for the first time, but it died seven minutes after it was born. A clone of a *bucardo* (or Pyrenean ibex) (2) The last living *bucardo* died in 2000 when it (3) by a falling tree. Frozen skin cells from this animal (4) to make clone embryos, which (5) into eggs from a domestic goat.

Causative: *have / get something done*

- 3 Complete the sentences with the correct forms of the words in bold.

We're *having our kitchen renovated* at the moment.

(**have / kitchen / renovate**)

- At the moment, my neighbours in their garden.
(**get / a swimming pool / build**)
- I've just got back from the garage. I've finally in my car.
(**have / the oil / change**)
- These clothes and shoes are so dirty – you must
(**get / them / clean**)
- My dad might last week. (**have / a new suit / make**)
- I need to be at home this morning because I
(**get / a new sofa / deliver**)
- She the day before the wedding. (**have / her hair / cut**)
- Some time next year, my brother is going to
(**get / his front door / paint**)

Consolidation

- 4 Complete the sentences with *has, have or had*.

Lucien *has* been living in France since 2007.

- Karl his car serviced the day before the accident happened.
- Sophie never ridden a horse before.
- The iPad been used by all the students in the class before it was broken.
- you ever visited Venice?
- In 2020, I will been living in London for ten years.
- It must been a mistake.

- 5 Choose the correct options.

While I **was visiting** / **had visited** my Chinese friend yesterday, he (1) **told** / **said** me that tea had first (2) **being** / **been** drunk in China. Apparently, they (3) **don't know** / **aren't knowing** exactly when tea was (4) **discovering** / **discovered**, but it was (5) **been** / **being** drunk by the time of the Shang Dynasty, from 1600 to 1046 BC. The leaves (6) **used to be** / **were being** dried and baked into solid bricks, which (7) **could** / **must be** used to sell. I (8) **feel** / **be feeling** thirsty now – I think (9) **I'll make** / **I'm making** a cup of tea!



UNIT 6 Writing practice

Writing skills: step 1

1 Complete the text with the words in the box.

Although despite the fact that however in spite of

(1) the Sony Playstation 4 is one of the most expensive games consoles ever to be released, sales are extremely high. In recent years, Microsoft's Xbox 360 has become more popular than it was, (2) sales of the Playstation are still slightly higher.

(3) the fact that developing and releasing games makes a lot of money for Sony, the company recently announced that it would make its system more accessible to independent companies, so they could 'self-publish' using the Playstation online games platform. That means that smaller games designers have greater freedom and access to larger audiences. (4) , there will still be many restrictions on what they can do.

2 Rewrite the sentences using the linkers in bold.

- I don't agree with his ideas. He's an intelligent politician. (**despite the fact that**)
.....
.....
- Technological developments make life easier. But they cause pollution. (**despite**)
.....
.....
- He wouldn't recommend buying a smartphone. But he owns one. (**although**)
.....
.....
- He's got a degree from Oxford University. But he can be a bit stupid. (**nevertheless**)
.....
.....
- We studied hard for the exam. We failed it. (**even though**)
.....
.....

Writing skills: step 2

3 Read the essay and order the paragraphs A–D.

- B
-
-
-

'Technology is the only thing that can solve environmental problems.' Discuss.

- A So, (1) an increased demand for technology causes problems, I believe that technology can help the situation. (2) , we need to invest more money in technology to help improve our future rather than seeing it as the cause of our problems.
- B Over the last 50 years, the environment has been greatly affected by technology. (3) , there are many ways in which technology can be used to solve environmental problems.
- C On the other hand, it seems that technology can be used to repair the damage that has been done to the environment. Communications equipment, (4) satellites, can be used to find people who are cutting down forests illegally. Developments in nano-technology have made it possible to use special materials to clean up oil spills. (5) , bioengineering also offers some interesting solutions, such as genetically modified trees that remove pollution from the soil.
- D (6) , a lot of pollution is caused by technology. Companies that make computers and mobile phones have increased the demand for some types of metal, (7) coltan. (8) these substances are natural, when mobile phones or computers are thrown away they can still cause pollution. The increase in the use of technology has also meant that more and more electricity is needed. This affects the environment because more pollution is released by power stations.

4 Complete the text with the words in the box.

despite the fact that even though for example
however in conclusion on the one hand
such as what's more



UNIT 7 Vocabulary practice



Charity work

1 Choose A, B or C to complete the sentences.

Would you like to **C** to help raise money for cancer research?

A protest B raise C volunteer

- 1 My sister is doing work in a school in Africa.
A sponsorship B volunteer C aware
- 2 I would make a to charity if I could afford it.
A donate B donor C donation
- 3 It's important to raise of the problem.
A fundraising B awareness C volunteer
- 4 Would you like to me for a ten-kilometre run? I'm doing it for the Red Cross.
A sponsor B sponsorship C charity
- 5 I'm going to to help our local arts foundation.
A campaign B sponsor C donation

2 Complete the sentences with the words in the box.

appeal campaigning donated donations
raise awareness ~~sponsored~~

We *sponsored* James to do a half marathon.

- 1 The students are trying to of environmental problems.
- 2 People have food and clothes to help those affected by the hurricane.
- 3 They launched an for a young boy who's suffering from cancer.
- 4 Marie is for better rights for prisoners.
- 5 The students are asking for to Water Aid.

Compound nouns

3 Complete the compound nouns with the words in the box.

attack ~~project~~ research school service stars

volunteer *project*

- 1 inner-city
- 2 sports
- 3 cancer
- 4 terrorist
- 5 community

4 Complete the sentences with the compound nouns from exercise 3.

None of these people are being paid to work – a charity organized this *volunteer project*.

- 1 Pierre goes to a(n) , which is in the middle of Paris. There isn't much outdoor space where children can play.
- 2 The offender was given 150 hours of instead of being sent to prison.
- 3 The police think that the explosion was the result of a(n)
- 4 Usain Bolt is one of the most famous in the world.
- 5 There have been some incredible breakthroughs in in recent years.

Issues & action

5 Complete the sentences with the words in the box.

cuts equality (x2) rights (x3)

It's important to protect women's *rights*.

- 1 Racism won't be tolerated in this organization. We support racial
- 2 Some people are fighting for workers' by protesting against unsafe conditions at work.
- 3 The government is trying to save money, so it has announced some health
- 4 Gender is an important part of a fair society.
- 5 Those animal protesters are trying to get people to sign a petition. They want the government to do more to protect endangered species.

6 Choose the correct options.

- A: Can you believe that the government has just announced more **education cuts** / **human rights**? We have to (1) **protester** / **protest** against it.
- B: Yes, let's organize a (2) **march** / **demonstrator** through the streets near our college.
- A: Good idea, and we can all wear T-shirts with (3) **slogans** / **petitions** on them saying 'No to education cuts'. We could carry (4) **banners** / **rallies** saying the same thing.
- B: Brilliant. Let's start a (5) **march** / **petition** at college too – we should be able to get hundreds of signatures.



UNIT 7 Vocabulary practice

Charity work

1 Complete the text with the correct forms of the verbs in the box.

donate raise money (x2) take part volunteer

Stop the music!

Two American high school students thought of an unusual way to *raise money* for a non-profit café and arts centre near their school in Illinois. The students, Charlotte Runzel and Jesse Chatz, (1) to do the activity, which involved playing Justin Bieber's song 'Baby' repeatedly over the intercom between classes. They did this for three days, until the other school students (2) enough money to charity and reached the goal of \$1,000. The song started playing on Monday and, by Wednesday, the students had (3) enough to turn it off. The students finished by (4) in a song and dance routine to 'Baby'.

Compound nouns

2 Complete the sentences with the correct forms of compound nouns formed with a word from A and a word from B.

A cancer high school ~~ice-cream~~ social terrorist volunteer

B attack ~~flavour~~ media project research seniors

My favourite *ice-cream flavour* is strawberry.

- I'm organizing a(n) to help raise funds for this inner-city school.
- The English teacher wished the good luck for the future.
- I'm doing a sponsored run for
- The journalist said that the explosion was a(n)
- News of the revolution spread by before it appeared on TV.

Issues & action

3 Match the bold words in the dialogue to the following definitions.

- A: What does your brother do?
 B: He's a (1) **human rights activist**, so he organizes (2) **marches** and (3) **protests** to raise awareness of important issues.
 A: Wow, that's amazing. I'd like to get involved. Is there anything I can do to help?
 B: Yes, you can sign this (4) **petition** that he's organizing in support of women in Nepal. And you can help me write the (5) **slogans** on the (6) **banners** for the march this weekend.

- walks that are organized to promote a cause or protest about something
- 1 someone who fights against injustice and inequality
- pieces of paper or cloth with messages supporting or protesting about something
- ways of showing of your disapproval of something
- phrases that are easy to remember
- a document that people sign, asking someone in authority to do or change something

4 Complete the sentences with your own ideas.

- I believe that workers have *the right to be safe at work*.
- I think that animal rights are
 - I believe that the most important human right is
 - In my opinion, women's rights include
 - I think that education cuts are

Consolidation

5 Correct the underlined mistakes in the sentences.

- Yves Saint Laurent was a famous French design. *designer*
- The scientists made some interesting observers in the laboratory.
 - The students were very frustration with their teacher.
 - I scratched my dad's car so now I'm in the cathouse.
 - Julia's boyfriend is very confident and assertiveness.
 - They always laugh when they look at each another.

6 Replace the underlined words with collocations formed using the correct forms of the verbs in A and the words in B.

A come end face ~~get~~ go take

B ~~fit~~ on part round up up to

- Lucy is going to the gym to become healthy. *get fit*
- Finn studied law and continued to become a solicitor.
 - Why don't you visit my house for dinner?
 - It's time you accepted your responsibilities.
 - James will finish by being out of a job.
 - Kim gets involved in lots of volunteer activities.





Types of conditional

1 Order the words to make first conditional sentences.

Add commas where necessary.

complete / will / raise / a lot of / charity. / If / for / the / they / they / money / marathon

If they complete the marathon, they will raise a lot of money for charity.

- finish / faster. / I'll / me / much / job / the / If / helps / he
.....
- difference / work / We / together. / if / will / a / we / make
.....
- the event / tweets / Ashton Kutcher / lots of / will / turn up. / If / about / people
.....
.....
- he / university. / doesn't / to / won't / If / study / go / he
.....
- will / don't / starve. / If / we / send / food / people
.....

2 Write sentences. Use the second conditional.

I / buy / a racing car / if / I / win / lottery.

I would buy a racing car if I won the lottery.

- I / volunteer / if / you / ask me to.
.....
- He / come / if / you / invite / him.
.....
- If / we / raise / some money, / the charity / be able to help / more people.
.....
- If / he / not play / for Chelsea, / the team / not be / so successful.
.....
- I / try / bungee jumping / if / I / be braver.
.....

3 Match 1–5 with A–F to make third conditional sentences.

If I hadn't fallen asleep, C

- If we hadn't called the police,
- The charity event wouldn't have been so successful
- If Jessie J hadn't shaved her head on TV,
- More people would have been killed
- He wouldn't have stayed for dinner

- A she wouldn't have raised so much money for charity.
 B if the hurricane had started during the day.
 C ~~I would have heard the doorbell.~~
 D if we hadn't had so many volunteers.
 E if you hadn't invited him.
 F the burglar would have got away.

if & unless, provided that, as long as

4 Choose the correct options.

You don't have to volunteer **if** / **unless** you don't want to.

- Charlie would never give money to charity **if** / **unless** he knew it was going to help people who need it.
- I would have baked a cake **if** / **unless** I'd known you were coming.
- We'll play the match tomorrow, **provided that** / **unless** it isn't raining.
- We won't reach the disaster area in time **unless** / **as long as** we leave immediately.
- The cat will die **provided that** / **unless** we take it to the animal shelter.
- He'll complete the marathon **as long as** / **unless** he continues his training.
- The school wouldn't have improved **if** / **unless** they hadn't had such an excellent head teacher.
- He'll help out at the shop **provided that** / **unless** you pay him for his time.

Contracted forms of would & had

5 Do the contracted forms mean would or had? Choose A or B.

- A: I'd have helped you to fill the shoe box for Operation Christmas Child if (1) I'd known you were doing it.
 B: Oh, I'm sorry – (2) I'd have told you before but I didn't think (3) you'd be interested.
 A: Well, (4) I'd heard of the charity, but didn't know much about it. What do you do?
 B: Well, we fill shoe boxes with gifts, such as school supplies, toys or clothes. Then the boxes are sent to girls and boys in over 130 countries around the world. My box is for a boy between five and nine years old.
 A: That's great. (5) I'd love to see the boy's face when he opens it.
 B: Me too! If you want to know more, (6) it'd probably be better if you looked at their website.
- | | | | |
|---|-----------|---|-----------|
| A | I had | B | I would |
| 1 | A I had | B | I would |
| 2 | A I had | B | I would |
| 3 | A you had | B | you would |
| 4 | A I had | B | I would |
| 5 | A I had | B | I would |
| 6 | A it had | B | it would |



UNIT 7 Grammar practice

Types of conditional

1 Complete the sentences. Use the first or second conditional forms of the verbs in bold.

If she doesn't get home in time, she'll *miss* her favourite TV show. (**miss**)

- If they volunteer at the homeless shelter, they a big difference to people's lives. (**make**)
- What would you do differently if you young again? (**be**)
- Gerard would donate some money if you him. (**ask**)
- If it rains, on our sponsored hike? (**we / still / go**)
- some money to charity if you won the lottery? (**you / give**)
- Endangered animals if we don't do something to help them now. (**not / survive**)

2 Complete the sentences with the correct forms of the verbs in the box. Use the third conditional.

be call give go kill leave not ban
~~not miss~~ not protest study

If they'd left earlier, they *wouldn't have missed* the bus.

- I economics if I to university.
- The film if people
- He if you him your phone number.
- The earthquake thousands more people if the epicentre in a populated area.

if & unless, provided that, as long as

3 Complete the second sentence so that it has a similar meaning to the first sentence. Use the words in bold.

The students won't pass their exams. They need to study. (**unless**)

The students *won't pass their exams unless they study*.

- Wake up early or you'll miss the train. (**don't**)
 You'll
- We must support the shelter or the residents will become homeless. (**unless**)
 The residents
- He ate some bad food, then he was sick. (**hadn't**)
 He wouldn't

- She won't come to the party. You have to invite her. (**unless**)
 She
- He won the lottery, then he gave 100,000 euros to charity. (**hadn't**)
 He wouldn't
- He would only book a holiday if he wanted to go. (**unless**)
 He
- We'll stay if you let us pay for food. (**provided that**)
 We
- You can go hiking if you wear your boots. (**as long as**)
 You

Contracted forms of would & had

4 Complete the sentences. Use full forms of the contractions in bold.

If **I'd** had time, **I'd** have bought you a present.

If *I had* had time, *I would* have bought you a present.

- They'd** have called you if **they'd** needed something.
 have called you if needed something.
- He'd** have wanted you to have this.
 have wanted you to have this.
- If **she'd** had more money, **she'd** have made a bigger donation.
 If had more money, have made a bigger donation.
- It'd** have been better if **you'd** called earlier.
 have been better if called earlier.

Consolidation

5 Choose the correct options.

- A: I'm reading / I would read this magazine article. It says that Don Sugg from Florida (1) **has done** / **did** a skydive for charity last year. (2) **Would you be** / **Had you been** surprised if I told you that Don Sugg is 98 years old?
- B: I don't believe you! A guy (3) **who** / **when** is nearly 100 (4) **can't have** / **must have** jumped out of a plane! You (5) **must** / **can't** be joking.
- A: Well, it's true! I don't think I (6) **'d do** / **'ll do** that that if I (7) **was** / **'d been** nearly 100!
- B: Me neither!
- A: All the money he raised (8) **is being donated** / **is donating** to a local homeless shelter. The magazine says Sugg (9) **skydived** / **has skydived** for the first time (10) **where** / **when** he was 82 years old and, apparently, he (11) **'d jumped** / **'s jumped** regularly since then.
- B: So it's not too late to start. I (12) **'ll sign you up** / **sign you up** for skydiving lessons straight away!



UNIT 7 Writing practice

Writing skills: step 1

1 Choose the correct options.

- 1 The policy will be very unpopular. **In addition,** / **To sum up,** it will be extremely expensive to run.
- 2 He doesn't understand politics. **Secondly,** / **What's more,** his arguments are extremely weak.
- 3 **In the first place,** / **Moreover,** increasing taxes for big businesses can result in job losses. Secondly, it might make these businesses relocate abroad.
- 4 **All in all,** / **After all,** it seems like a very bad idea to build another airport near London.
- 5 Well, you've heard all my arguments, so **to sum up** / **finishing** I'd like to ask you to vote for me.

2 Correct the mistakes in the sentences.

- 1 As a conclusion, I believe that cigarette advertising should be banned completely.
.....
- 2 Firstly, drilling for oil has polluted the ocean. Second, it is an extremely expensive way of getting fuel.
.....
- 3 Their strategy is very risky. Adding to that, people are not happy about spending a lot of money right now.
.....
- 4 Lots of people believe that it's a waste of time. To sum up, it hasn't been very successful elsewhere.
.....
- 5 From my opinion, we should be investing more money in solar energy.
.....

Writing skills: step 2

3 Match paragraphs A–D with descriptions 1–4.

- 1 Summarizes an opinion
- 2 Gives a general opinion
- 3 Provides reasons
- 4 Provides additional arguments

'Giving money to charities should be compulsory, just like paying taxes.'
Discuss.

- A There are many charities that do extremely important work around the world. (1) **All in all,** / **In my opinion,** the work that they do is vital, but (2) **I believe that** / **in the first place,** everyone has a right to choose which charities they donate to. It is not fair for governments to take more money from us. Giving to charity should be a free choice.
- B (3) **Moreover,** / **Firstly,** the government might choose to give my money to charities that I disagree with. For some people, animal charities have an important role in society. However, I disagree with this. (4) **Personally, I feel that** / **To sum up,** animal welfare issues should be dealt with by the law, not through charity. (5) **In the first place,** / **Secondly,** there are many charities which raise money for research into cures for serious illnesses. This work is very important too, but (6) **I don't think that** / **I'm not sure, but** the government should ask charities to pay for it. (7) **In the first place, but** / **In addition,** I think the government would reduce its own spending on healthcare if charities were given more money.
- C (8) **In conclusion,** / **Moreover,** I believe that if giving money to charity was compulsory, the charities themselves would end up getting less. The government would need to employ people who decide which charities should receive the money, and these people would have to be paid. This would take away money that could be used to help charities instead.
- D (9) **To sum up,** / **Moreover,** I think that donating money to charity is an important part of maintaining a good society, but it is not like paying taxes. It should be something people do because they want to do it, not because they have to do it.

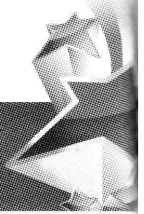
4 Circle the correct options in the text.





READING

Promoting the Stars



1. Look at the title of the text and the pictures. What do you think the text is about?

2. Now read the text and check your answer.

3. Find words in the text that mean:

- 1. harmful (paragraph 2)
- 2. not obvious (paragraph 2)
- 3. planned (paragraph 3)
- 4. necessary (paragraph 4)

4. Choose the correct answer.

- 1. When a celebrity gets "ink", it means ...
 - a. they've got a problem
 - b. they receive only bad publicity
 - c. they have got a publicist
 - d. they're written about
- 2. *The Wall Street Journal* ...
 - a. published the first photo of Tom Cruise's wife
 - b. denied publishing fake paparazzi pictures
 - c. orchestrated fake paparazzi photos
 - d. reported on the phenomenon of fake paparazzi photos

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

- 1. Surprisingly, new technology has had little effect on media coverage of celebrities.
.....
- 2. A subtle response to bad publicity is to issue a statement.
.....
- 3. Fake paparazzi photos account for about 50% of published celebrity photos.
.....

6. Answer the question according to the text.

Why do some stars hire photographers to "surprise" them in a private moment?

.....
.....

Public relations (PR) is the business of promoting a person, company, product or idea by generating media and public interest. And personal publicists to the stars seem to have the easiest job in PR because "getting ink" (receiving media coverage) for celebrities is seldom a problem. In fact not surprisingly, in this age of tabloids, paparazzi, mobile-phone cameras and especially the Internet, there's often too much "ink", and it's not always positive or to the stars' liking.

That's why a big part of a celebrity publicist's job is to help stars respond to false, damaging or embarrassing articles and photos. This can be done directly, such as by releasing a statement responding to the published information. Or a more subtle approach can be taken by gradually shifting attention to different, positive aspects of the stars' lives, such as their involvement with charitable or social causes.

In addition, some stars and their publicists have found a way to try to control coverage and to beat the tabloids at their own game: they hire their own photographers or give paparazzi advance notice so they can "catch" a star in a supposedly private moment. The editor of an American gossip magazine recently estimated that about half of the celebrity photos we see fall into this category. According to an article in the respected business newspaper, *The Wall Street Journal*, examples of these carefully orchestrated fake paparazzi moments include photos of Gwyneth Paltrow leaving hospital with her first baby and the world's first glimpse of Tom Cruise with his wife, Katie Holmes.

Of course, many celebrities claim not to care about their public image or what the tabloids print. But for those who do care, publicists are essential.





READING

1. Read the article quickly, ignoring difficult words. Then answer the questions.

1. What problem does the writer describe?
.....
2. What are some of the causes of the problem?
.....

2. Read the text again and choose the best answer according to the text.

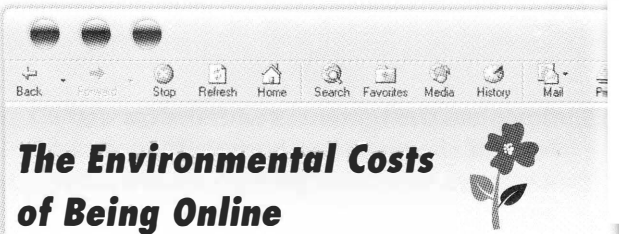
1. The information technology industry ...
 - a. produces about 2% less CO₂ than airlines
 - b. generates a similar amount of greenhouse gas as airlines do
 - c. emits 2% more carbon dioxide than the airline industry
 - d. creates much less greenhouse gas than the airline industry
2. According to Evan Mills, computer data centres ...
 - a. are among the most energy-saving facilities
 - b. consume a great deal of energy
 - c. don't need a lot of electricity
 - d. help Google conserve energy
3. Compared to an electric kettle, a 15-minute Google search ...
 - a. uses more energy
 - b. creates about two-thirds more CO₂
 - c. produces fewer grams of carbon dioxide
 - d. generates 10 g more CO₂

3. Complete the sentences according to the text.

1. By using e-mail, we're able to save
2. The average Brazilian consumes about the same amount of electricity in a year as
3. Every day, more than 200 million

4. Find words in the text that mean:

1. things that are bought (paragraph 1)
2. the cause of a problem (paragraph 3)
3. create (paragraph 4)



The Environmental Costs of Being Online



There's no doubt that the Internet has got environmental benefits. E-mails, for instance, save on paper, electricity costs for processing ordinary letters and the fuel needed to pick up and deliver them. Online purchases mean fewer car trips to shops. As we increasingly get more news and music online, energy costs of producing and transporting newspapers, magazines and CDs are being reduced. And video-conferencing brings together people who, a few years ago, couldn't have met without travelling long distances.

But online activity itself has definitely got a carbon footprint. You might be surprised to learn that, according to a recent study, the information technology industry emits approximately 2% of the world's CO₂ (carbon dioxide), creating about the same amount of greenhouse gases as the global airline industry.

The culprit, of course, is the electricity needed to run the huge server computers of Google and other data centres, which are, says researcher Evan Mills, "among the most energy-intensive facilities imaginable".

But what does this mean for the average computer user? Estimates are that every 15 minutes we spend online performing a Google search or viewing web pages can generate up to 10 g of CO₂. This is about two-thirds of the amount created by boiling a cup of water in an electric kettle. And players of online virtual-reality games can use nearly the same amount of electricity in one year as a typical citizen in Brazil uses over the same period.

With more than 200 million Internet searches performed each day, billions of web pages being viewed and new online services such as Twitter gaining in popularity, many scientists believe it's time to find ways to cut down the Internet's environmental cost.



Million-dollar idea

- A** Twenty-one-year-old Alex Tew of Great Britain is a determined character. He needed money to be able to go to university but wasn't sure how he could find it. So he sat down one day with a notepad and wrote on a page: 'How do I become a millionaire?' In two and a half weeks he had raised enough money to pay for his time at university and had cash to spare.
- B** After he left school, Alex worked as a freelance web designer. He knew about the power of the internet and he had the skills to help him fulfil his dream. Alex decided that he had to come up with an idea that was easy to understand and cheap to set up. He also knew that he would have to find a name for his idea that was catchy and would grab people's attention, so he called it the Million Dollar Homepage.
- C** He decided to sell advertising space on the internet, but with a difference. Normally, adverts on the internet are banner adverts, text links or video ads that fill the whole screen. However, Alex's plan was to sell smaller amounts of advertising space. First, he set up his own web page. Then he divided his homepage into 10,000 small squares of about 100 pixels each. (Pixels are the tiny dots of light and colour that every screen is made up of.) Advertisers could buy a minimum of 100 pixels for one dollar per pixel.
- D** In just two months he sold \$60,000 of advertising space for anything from mortgages to music. His web page is now a digital billboard. He wants to keep the website running for at least five years and more than 1.5 million visitors have visited his web page. But will he become a millionaire? We'll have to wait and see.

1 Read the text. Then choose A, B or C.

- Alex Tew wanted to ...
 - A become a billionaire.
 - B get enough money to go to university.
 - C spend all his money.
- After leaving school, Alex ...
 - A went to a local college.
 - B worked for an advertising company.
 - C designed web pages.
- Alex didn't want his idea to be ...
 - A complicated to do or expensive.
 - B cheap and easy to understand.
 - C expensive and catchy.
- People buying advertising space couldn't ...
 - A buy more than 100 pixels.
 - B buy less than 100 pixels.
 - C use more than 100 pixels.
- He hopes to keep the website going ...
 - A until he makes 1.5 million dollars.
 - B until more than a million visitors have visited it.
 - C for no less than five years.

2 Read the text again and answer the questions in your own words. Use complete sentences.

- Why was going to university a problem for Alex?

- What experience did Alex have that would help him set up his web page?

- Why did Alex call his site the 'Million Dollar Homepage'?

- What are pixels?

3 Find words and phrases in the text that mean:

- person (*paragraph A*) _____
- that was more than he needed (*paragraph A*) _____
- achieve (*paragraph B*) _____
- easy to remember (*paragraph B*) _____
- very small circle (*paragraph C*) _____
- active; working (*paragraph D*) _____



READING

ALL IN THE FAMILY

1. Read the opening sentence in the text. What can you infer from it?

- a. The writer has finished school.
- b. The writer hasn't finished school.

2. Read the rest of the text and choose the correct answer.

1. *The New York Times* ...
 - a. is owned by Rupert Murdoch
 - b. was owned by a different family a century ago
 - c. is an important part of Murdoch's company
 - d. has been run for over 100 years by one family
2. Joely Richardson ...
 - a. is Vanessa Redgrave's granddaughter
 - b. belongs to a well-known acting family in Britain
 - c. is part of a famous American acting family
 - d. is Sir Michael Redgrave's daughter

3. Find words or expressions in the text that mean the opposite of:

1. unlikely, improbable (paragraph 3)
2. minor (paragraph 3)
3. achieved a goal (paragraph 5)

4. Find words or phrases in the text that mean the same as:

1. pair (paragraph 4)
2. inherited, genetic (paragraph 4)
3. determination (paragraph 6)

5. Complete the sentences according to the text.

1. Dudley Singleton & Daughter is an example of
2. Julian and Sean Lennon have not

When I think about how my life will be after I finish school, I can't help thinking about how things might be if I had a different family ...

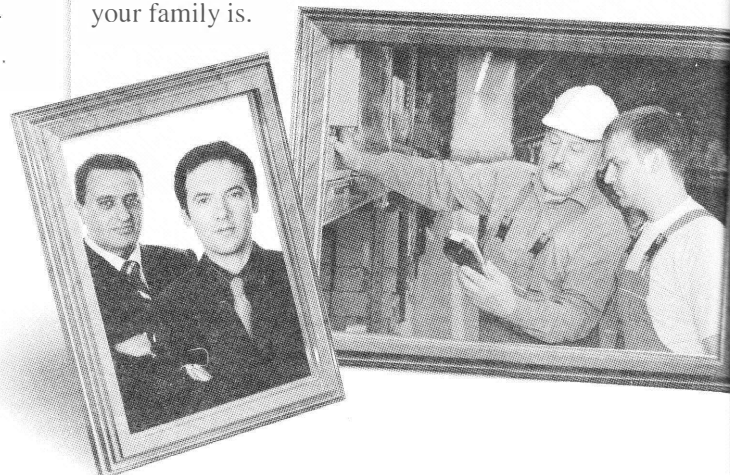
If my parents were small-business owners, I could aspire to be the "son" in one of those companies with names like "Smith & Sons". Wherever I go, I'm noticing this on signs all over London. I've even seen a "Dudley Singleton & Daughter", for an estate agent's firm.

If my parents were media tycoons, I might have a realistic chance of running a newspaper or television station. The respected newspaper *The New York Times* has been controlled by generations of the same family for more than a century. And some of the children of Rupert Murdoch – founder and head of a worldwide media company – have held key positions in their father's businesses. Note to Mr Murdoch: if you'd like to adopt a teenager, I'm available!

If my parents were actors, I'm sure I could be a famous film star like many of the actors today. Ben Stiller's parents were a comedy duo for years; Kate Hudson's mother is actress Goldie Hawn; Michael Douglas' father is actor Kirk Douglas. Drew Barrymore comes from a long line of American actors, and Joely Richardson is part of a distinguished British acting dynasty that includes her mum, Vanessa Redgrave, and grandfather, Sir Michael Redgrave. In these cases, talent seems to be in the blood!

If my parents were in the music business, I might be a singer like Enrique Iglesias, the son of world-famous singer Julio Iglesias. On the other hand, John Lennon's sons, Julian and Sean, have released CDs, but have fallen far short of the success of their Beatle father – to whom they're inevitably compared.

Obviously, family connections can help. But we shouldn't ignore the fact that success requires drive, ability, talent and, of course, some luck – no matter who your family is.





READING



WHAT ARE THEY REALLY SELLING YOU?

There seems to be no escape from advertising. We're exposed to **it** through hoardings, on public transport, in newspapers, magazines, in the cinema, on television and radio, online, and even on some mobile phones. Although the aim of advertising is to sell a product, the message is rarely as simple as, "Buy This!" Instead, adverts are usually designed to subtly influence a consumer by selling something beyond the product, such as an attitude, a personality, a lifestyle or a feeling of belonging.

Think about adverts you've seen recently. Most likely, many of **them** involve humour or sex appeal – two popular approaches. Surprisingly, some advertising professionals say that humour can be more effective than sex appeal, which is perhaps why it's estimated to have a role in nearly a third of adverts. Apparently, humour quickly captures our attention and makes the product memorable. Conversely, adverts that rely on sex appeal – with, for instance, provocative photos of good-looking men or women – often focus people's attention on the models rather than on the product or brand name.

However, for luxury or designer brands, **that** is not necessarily a disadvantage. In adverts for high-end products like expensive cars and clothing, sex appeal is often paired with snob appeal. These types of adverts treat the brand as already so well-known, respected and desired, that it's unnecessary to try to "sell" it to the targeted consumers. All that's necessary is to remind **them** of the privileged lifestyle that the brand represents.

Among the other advertising approaches used are celebrity spokespeople (George Clooney selling coffee machines), self-improvement (a favourite in cosmetics adverts), nostalgia (often used for everyday, "unexciting" products, such as breakfast cereals), and crowd appeal (often used to sell gadgets, by implying that "everyone" is buying and talking about them).

The next time an advertisement touches your emotions, makes you feel envious, or tempts you to buy a product, stop for a moment and analyse why!

1. Read the text and decide who or what the words in bold refer to.

1. it (paragraph 1)
2. them (paragraph 2)
3. that (paragraph 3)
4. them (paragraph 3)

2. Find words in the text that mean the opposite of:

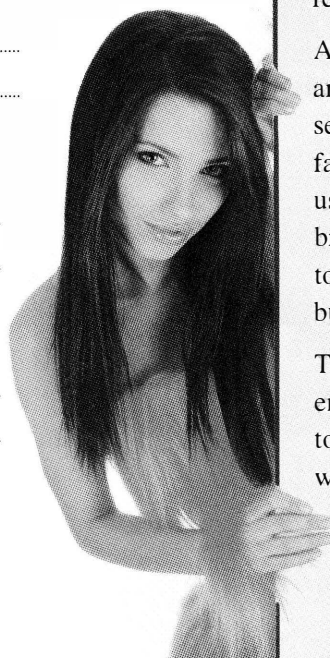
1. in an obvious way (paragraph 1)
2. easy to forget (paragraph 2)
3. in the same way (paragraph 2)

3. Choose the correct answer according to the text.

1. Mobile phones are mentioned because
 - a. they're simple to advertise
 - b. of the way they're advertised
 - c. adverts are sent to some of them
 - d. they all advertise products
2. Humorous advertisements
 - a. are less effective than adverts with sex appeal
 - b. account for approximately one-third of adverts
 - c. don't succeed in helping people remember a product
 - d. are the third most successful type

4. Answer the questions according to information in the text.

1. Why is sex appeal not always successful in an advert?
.....
.....
2. What is the message in some adverts for luxury brands?
.....
.....
3. What is breakfast cereal an example of?
.....
.....



1 Read the text quickly. Then choose an alternative title.

- 1 An important scientific discovery
- 2 How to win a Nobel prize
- 3 Putting humour into science

THE IG NOBEL PRIZE



A People don't usually associate scientific research with humour, but one organization is trying to change that. Recently, at a ceremony at Harvard University (USA), a scientist won an award for showing that it's dangerous to stand under a palm tree because a falling coconut might hit you. Organizers of the Ig Nobel award gave the peace prize to the inventor who designed a computer that can translate dog language into human language. They declared that he had helped to bring peace between the species.

B As everyone knows, the real Nobel prize ceremony takes place in Stockholm (Sweden) every year. Prizes are given for outstanding work in subjects such as medicine, physics and literature, as well as the famous peace prize. In a recent interview, Marc Abrahams, the editor of a science magazine and founder of the Ig Nobel prizes, said that his aim was to bring some fun into the world of science. The idea began when people asked him how they could win a real Nobel prize. He invited them to show him examples of research that they had done. He soon realized that although they weren't going to win a Nobel prize, their research would certainly make people laugh.

C Abrahams explained that he wasn't trying to make fun of scientists, but to bring humour into the profession. In 1999, for example, the British Standards Institute won the literature prize for a six-page report explaining how to make a cup of tea. In another study, two Scottish doctors examined why people occasionally fall off toilet seats.

D There are no cash prizes for the winners, and all those who attend the ceremony have to pay their own travel expenses. But nobody minds. They're all there to prove that science doesn't have to be boring.

2 Answer the questions using your own words.

- 1 Who won a peace prize and why?

- 2 What is the aim of the organizer of the Ig Nobel awards?

- 3 How did the idea for the Ig Nobel prizes begin?

- 4 Why did two Scottish doctors win a prize?

3 Read the text again and write *True* or *False* for sentences 1–7. Give evidence for your answers from the text.

People don't normally associate scientific research with humour.

True. They don't think that science is funny.

- 1 One invention helps dogs to understand human language.

- 2 The Ig Nobel prize ceremony takes place in Stockholm.

- 3 People asked Abrahams for advice about winning a Nobel prize.

- 4 Abrahams was sure that people would find unusual research funny.

- 5 A recipe won the prize for literature in 1999.

- 6 People fall off toilet seats at the Ig Nobel prize ceremony.

- 7 Participants complain that they have to pay to go to the ceremony.

4 Match 1–8 with words or expressions in the text.

- 1 investigation, study *paragraph A* _____
- 2 prize *paragraph A* _____
- 3 exceptional *paragraph B* _____
- 4 intention *paragraph B* _____
- 5 ridicule *paragraph C* _____
- 6 money *paragraph D* _____
- 7 be present at an event *paragraph D* _____
- 8 costs *paragraph D* _____

1 Choose two words that you would not expect to see in a text about cheating in schools.

- cameras ■ copy ■ dishonest ■ phones ■ punishment
 ■ weapon ■ websites

2 Read the text and check your answers to exercise 1.

3 Underline the key words in questions 1–7. Then read the text again and answer the questions using your own words.

1 According to the writer, when did cheating begin?

2 How do students use the internet to cheat?

3 How do teachers catch students who cheat online?

4 How do students use mobile phones to cheat?

5 Why did teachers in California cheat?

6 What reasons does the writer give for cheating?

7 How can we stop people cheating?

4 Match words 1–5 with definitions A–E.

- | | |
|------------------------------|---------------------------|
| 1 fee <i>line 5</i> | A marked, coloured |
| 2 highlighted <i>line 11</i> | B helping the progress of |
| 3 accomplice <i>line 16</i> | C fall |
| 4 decline <i>line 24</i> | D payment, price |
| 5 promoting <i>line 37</i> | E helper |

5 Find words 1–5 in the text. Identify the parts of speech (*noun / verb / adjective*) and guess the meanings.

- 1 plagiarism *line 8* _____
 2 submit *line 8* _____
 3 perform *line 20* _____
 4 behaviour *line 27* _____
 5 blame *line 33* _____

6 Complete the expressions with the verbs in the list.

- catch ■ do ■ make ■ set ■ take

- 1 _____ a problem better / worse
 2 _____ time / a photo
 3 _____ somebody cheating
 4 _____ well / badly
 5 _____ a good / bad example

Cheating in schools



A Cheating in schools has existed for centuries, of course, but in the last 10–15 years, technology has made the problem worse. Students used to simply copy their friends' work. But now, students can cheat by downloading essays for a small fee from a number of special students' websites.

B A new website for teachers is the latest weapon in the fight against plagiarism. Teachers submit students' essays and the site searches the internet for a similar text. If any part of a student's work has been copied, it is highlighted in a different colour. Then the essays are sent back to the teacher.

C Mobile phones with cameras offer students opportunities for cheating. Exam candidates can take photos of the test and transmit them to an accomplice, who can then send the answers back via a text message. And it isn't only students who cheat. In a recent case in California, 200 teachers were caught cheating, trying to help their students perform better in new tests.

D But what is the reason that some people cheat? The answer may be that they see cheating all around them in the modern world. Many argue that there has been a general decline in moral values. Young people often need older generations to set a moral standard, but if they don't see one, they see no need to aim at higher standards of behaviour. Moreover, there is often pressure on students to do well academically. Some worry that unless they cheat, they won't get the university place or job that they want.

E So what can be done to stop cheating? It may not be the technology itself that is to blame, but the culture that seems to say that cheating is permitted. Perhaps, instead of trying to catch dishonest students, teachers and society in general need to spend more time promoting honesty and integrity, and setting a good example to younger generations.

1 Look at the photo and the title of the text. What type of discrimination is taking place?

2 Read the text and check your answer to exercise 1.

3 Read the text again and answer the questions using your own words.

- 1 Why do some people humiliate others?

- 2 What is 'rankism'?

- 3 What is the difference between a 'somebody' and a 'nobody'?

- 4 What could the question 'What do your parents do?' really mean?

- 5 Which type of discrimination do we most need to eliminate? Why?

4 Match 1–8 with words or expressions in the text.

- 1 social position *paragraph A* _____
- 2 embarrasses *paragraph A* _____
- 3 being male or female *paragraph B* _____
- 4 find the size of something *paragraph C* _____
- 5 paid no attention *paragraph C* _____
- 6 stop *paragraph C* _____
- 7 danger *paragraph D* _____
- 8 at the same time as *paragraph E* _____

5 Rewrite sentences 1–4.

- 1 The boss insulted an employee.
An employee _____
- 2 Rankism is a form of discrimination. It is common at all levels of society.
Rankism, which _____
- 3 Despite being admired, he often exploits others.
Although _____
- 4 'What mark did you get in the exam?' she asked.
She asked him _____

Rankism



- A** We've all seen examples of people using their status to make others feel smaller. A boss insults an employee, a teacher humiliates a student, or a group of students exclude another student. In all these cases, people who think they are in some way superior bully others to consolidate their own position. The American writer Robert Fuller has described this phenomenon as 'rankism'.
- B** Rankism isn't as easy to understand as racism or sexism, in which the discrimination is based on a person's ethnic origins or their gender. Rankism is more subtle: it is discrimination based on a person's position or rank in society.
- C** According to rankism, people measure others on a somebody–nobody scale. People who are 'somebodies' are powerful and admired. 'Nobodies', on the other hand, are insulted, exploited and generally ignored because they are of 'low' rank. Low rank can stop someone progressing in society in the same way that sexism might prevent a woman's social progress.
- D** Although rankism can be more difficult to define than other forms of discrimination, when we look around, we see it everywhere. People are constantly trying to discover how much power other people have by asking questions such as 'What mark did you get in the exam?' or 'What do your parents do?'. Sometimes they just want to work out if someone is a threat, or if they can be abused.
- E** Attacking commonly recognized forms of discrimination such as racism and sexism is important, but eliminating racism or sexism will not solve all of society's problems. However, if we can eliminate rankism at all levels of society, we will simultaneously eliminate every other form of social discrimination too.