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Flying High Plus
Level 5
Workbook
Third grade
Secondary

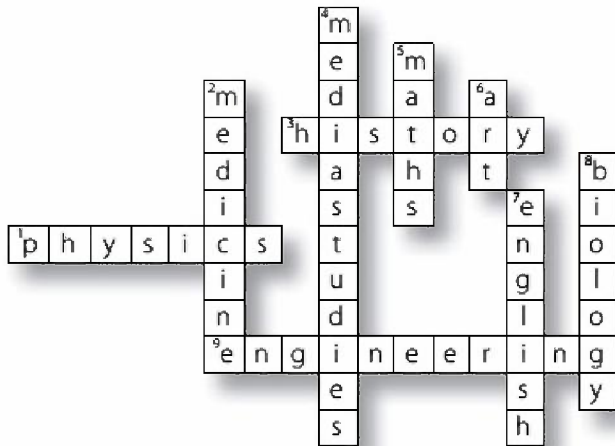
Learning for life

- Grammar** • Modal verbs of obligation, prohibition, advice and permission
• First and second conditional
- Vocabulary** • School and university subjects
• Words connected with school and university
• Noun suffixes *-ist, -er, -or, -ian, -ee*
- Speaking** • Describing photos 1
- Writing** • A formal letter applying for a scholarship

Vocabulary

School and university subjects

1 Complete the crossword with the missing words.



- We studied magnets today in our **physics** lesson.
- To become a doctor, you have to study **medicine** for five years.
- They went on a trip to the ancient castle as part of their **history** project last year.
- media** looks at the effect of advertising, newspapers and TV.
- I find **maths** very easy, because I've always been more interested in numbers than in words.
- Their mother used to teach **art** but now she just works on her own paintings.
- Gabi wants to study in the USA, so she needs to speak good **English**.
- We cut open a fish in **Biology** yesterday.
- My **Engineering** course is mostly about designing roads and bridges.

2 Change one word in each sentence so that it makes sense.

- She loves doing chemical experiments, so she should study art.
art- chemistry
- Ahmed doesn't like reading so he should study literature.
should- shouldn't
- I dislike talking about money, so I'm going to study economics.
dislike- love
- He needs to do medicine if he wants to become a great painter.
medicine- art
- We learnt a lot about the first world war on our geography field trip.
geography- history

3 Underline the odd one out and explain your choice.

- cheat exam fail pass
exam is the odd one out: the other words are verbs which can go with 'exam'
 - essay exam term test
term: the other words are things you have to do as part of a course
 - college school timetable university
timetable: the other words are places you study
 - grade mark resit result
re-sit: the other words are synonyms for 'score'
 - degree grant money scholarship
degree: the other words are to do with university finance
 - certificate coursework degree diploma
coursework: the other words are things you are awarded at the end of a course
- 4 Write your own definitions of these words. Use your dictionary to help you.

~~continuous assessment~~ coursework ICT PE biology law

Continuous assessment means your teachers judge you by looking at the work you do during the year. They do not only look at your exam results.

Coursework: work assigned to and done by a student during a course of study;

usually it is evaluated as part of the student's grade in the course

ICT: Information and Communications Technology - PE: physical education

Biology: The science of life and of living organisms, including their structure, function, growth, origin, evolution, and distribution. It includes botany and zoology and all their subdivisions - Law: A rule of conduct or procedure established by custom, agreement, or authority.

▶ Reading

- 1 Look at the newspaper headline. The author mentions 'soft' A-level subjects. A-levels are the exams students take to get into university. What do you think 'soft' A-level subjects are? Can you think of examples?
- 2 Read the newspaper extract and the letter to the editor. Check your answers to 1.

British universities say no to 'soft' A-level subjects



Britain's top universities and colleges are no longer accepting sixth-formers who have taken non-academic subjects at A-level. They say schools should not teach the easier subjects because they do not prepare students for the academic difficulty of university life.

Some schools advise students to take 'easy' A-levels, such as drama or PE because students have a better chance of getting higher grades than if they take maths or physics. However, top institutions like Oxford and Cambridge University and the London School of Economics have now said they cannot accept these subjects because they are not good preparation for degrees.

LETTER TO THE EDITOR

I have worked in education for 30 years, so I feel I can speak with some authority on yesterday's article about 'soft' subjects.

In my opinion, there is no such thing as a 'soft' A-level subject. When I was in the sixth form 40 years ago, I had to take two three-hour exams in each of my subjects – English, French and German. I did not have to do any coursework at all. Pupils studying today have to sit several exams after the first and the second years of the sixth form.

On top of that, they have to complete demanding coursework. This can often take more time in subjects like art or textiles, as pupils have to spend hours of their own time preparing their work to show. Young people have many different skills and talents, and the A-levels of today make it possible for them to concentrate on what they enjoy and are good at. We should not think less of students who choose media studies or art rather than geography or physics.

Today's students are not less hard-working than we were. People who say students don't work as hard today should try taking a psychology or ICT examination. I would actually prefer my exams to what students have to do today, which leaves them little time for extracurricular activities. We should congratulate students on what they achieve.

- 3 Match the words with the definitions.

- | | | | |
|------------------|---|---|---|
| 1 academic | → | a | succeed in doing something that is not easy |
| 2 achieve | → | b | difficult to do but interesting |
| 3 authority | → | c | students in their last two years of school |
| 4 challenging | → | d | takes a long time to do |
| 5 sixth-formers | → | e | somebody who is an expert in a certain subject |
| 6 time-consuming | → | f | relating to education, especially in college and university |

- 4 Choose the correct alternative using information from the text.

- 1 Subjects like media studies and travel and tourism are called 'soft' because
 - a students who study them are too kind.
 - b you cannot pass them easily.
 - c some people say they are too easy.
- 2 To prepare for university studies, A-level exams must be
 - a easy.
 - b academic.
 - c less demanding.
- 3 The writer of the letter
 - a sat two exams and did coursework.
 - b did no coursework but wishes she had done.
 - c had fewer exams than students today.
- 4 In the writer's opinion, today's A-level students
 - a should study what they are interested in.
 - b would be different if they had coursework.
 - c expect to specialise in 'soft' subjects.
- 5 The writer thinks students today
 - a have lots of time for other things.
 - b never have time for extracurricular activities.
 - c have less time for extracurricular activities than she did.

- 5 Answer the questions in your own words.

- 1 Which top institutions are mentioned in the text, and what do you think makes them 'top'?

Oxford and Cambridge University and London School of Economics. I think they are 'top' because they are more difficult to get into and have higher standards.

- 2 Write down the 'soft' subjects you can find in the text and add any more that you think might be soft.

PE, media studies, art, textiles, design technology.

- 6 What about you?

Do you study any 'soft' subjects? Do you agree with the professors about soft subjects, or do you agree with the writer of the letter? Give reasons for your answer.

Yes, I do. - I agree with the writer

▶ Grammar in context

Modal verbs of obligation, prohibition, advice and permission

- 1 Complete the rules with these verbs of obligation and prohibition.

don't have to have to must mustn't

We use (a) **Have to** to talk about things which are obligatory or necessary. They are often rules decided by other people. To talk about things which are not obligatory or necessary, we use the negative (b) **Don't have to**.

We use (c) **must** to talk about rules, regulations and obligations. They are often rules we have decided ourselves. To talk about prohibitions, we use the negative (d) **Mustn't**.

- 2 Complete the sentences with the correct verbs from 1.

- You **Don't have to** do the extra project. It's optional.
- You **Mustn't** talk after the exam has started.
- You **Mustn't** forget to read all the questions before you start writing.
- You **have to** answer all the questions in this exam so don't miss any.
- You **Must** remember to check all your answers carefully.
- You **Don't have to** stay in the exam room: leave quietly when you've finished.

- 3 Choose the correct alternative.

We use *can* to (a) give/refuse permission and *can't* to (b) give/refuse permission.

We use *should*, *shouldn't*, *ought to* and *had better* to give and ask for (c) advice/permission and (d) regulations/recommendations.

- 4 Read the letters from the problem page of a magazine. Complete the gaps with the correct verbs.

can't have had better mustn't ought should

Dear Marge

My teacher says I **Can't** (1) study the subjects I want because my grades aren't very good. I know I **should** (2) spend longer on my homework but it's hard. I **have** (3) to help a lot at home. I've got a younger sister and she **ought** (4) to help too, but she doesn't. My mum says we **Mustn't** (5) talk about family problems to strangers. But I think I **Had better** (6) tell my teachers. What do you think?

Nancy

can don't have must

Dear Nancy

I think your sister really **must** (7) help in the house – it's unfair if she doesn't. And in my opinion, you **can** (8) explain the situation to your teachers. You **Don't have** (9) to talk about anything private, just tell them why you don't have much time. I'm sure they will be very understanding.

Marge

- 5 Complete the sentences by matching 1–8 with a–h.

- | | | |
|--------------------------------------|---|----------------------------|
| 1 In Britain, you can't leave school | a | because I passed! |
| 2 You have to be 17 | b | but I'm not tired. |
| 3 You shouldn't go to school | c | until you're 16. |
| 4 You ought to go to bed early | d | or he'll be late. |
| 5 I don't have to resit the exam | e | the night before an exam. |
| 6 He'd better hurry | f | in the classroom. |
| 7 They mustn't use their mobiles | g | when you're very ill. |
| 8 I should really go to bed now | h | to drive a car in Britain. |

Grammar extension

- 6 Read the text and choose the correct alternative.



How old do you have to be?

There are a lot of differences between countries about the age when you are old enough to do certain things. In many countries, for example, you (a) can/should leave school when you are quite young, but in Germany you (b) have to/should do at least part-time education until you are 18. What about getting a job? In many places you (c) mustn't/have to be 16, but in Sri Lanka you (d) can/must work when you're only ten. When it comes to driving, in some states of the USA you (e) can/should get a driving licence when you're as young as ten, whereas in most countries you (f) have to/has to be 18. But if you really want to learn to drive something at a young age in the USA, you (g) d better/shouldn't start training to be a pilot, because there's no official limit – in theory at least, you (h) can/can't learn at any age.

▶ Developing vocabulary

Noun suffixes: -er, -or, -ist, -ian, -ee

1 Match the jobs to the pictures.

instructor journalist photographer scientist



1 _____ **photographer**



2 _____ **scientist**



3 _____ **instructor**



4 _____ **journalist**

2 Add the correct suffixes to make job titles.

-ee -er -ian -ist -or

- | | |
|---------------|-------------------------------|
| 1 lectur | lectuer |
| 2 employ (x2) | Employer / employee |
| 3 train (x2) | Trainer / trainee |
| 4 physic (x2) | -physician / physicist |
| 5 technic | technician |
| 6 profess | professor |

3 Write your own definitions for four of the words in 2.

- 1 *A lecturer is somebody who teaches at a university.*
- 2 **Employer: a person, business, firm, etc., that employs workers**
- 3 **Trainer: One who trains, especially one who coaches athletes, racehorses, or show animals**
- 4 **Physician: A person licensed to practice medicine; a medical doctor.**
- 5 **Technician: An expert in a technique -**
Professor: A college or university teacher who ranks above an associate professor

Vocabulary extension: more words with suffixes -er, -or, -ee, -ist, -ian

4 Add one of the suffixes to make words. Then write the words in the correct columns. Use your dictionary to check your answers.

act _____ auth _____ chem _____ comed _____ edit _____
 hairdress _____ lead _____ librar _____ optic _____
 paint _____ pay _____ econom _____ politic _____
 reception _____ sail _____ solicit _____ teach _____
 telephone _____ transl _____

-er	-or	-ee	-ist	-ian
Hairdresser	Actor	payee	Chemist	Comedian
Leader	Author		Economist	Librarian
Painter	Editor		Receptionist	Optician
teacher	Sailor		telephonist	politician

Solicitor - translator

5 Choose two jobs that you would like and two that you would hate from 4. Write sentences to explain why.

I think I would enjoy being a librarian because I love reading and I hate working in noisy places.

1 **I think I would enjoy being painter because I love art**

2 **I think I would enjoy being author because I love writing**

3 **I think I wouldn't like being receptionist because I don't like questions and treating people.**

4 **I think I wouldn't like being actor because I love living away from fame, newspapers and magazine**

First and second conditional

1 Complete the rules with these words.

if infinitive past simple present simple won't would

The first conditional is formed with the word (a) if **present simple** and will / (b) won't + infinitive.

If you work hard, you will pass all your exams.

The second conditional is formed with the word if + (c) **Past simple** and (d) would *wouldn't* + (e) infinitive

If I had a lot of money, I would study in the USA.

2 Choose the correct alternative to make first conditional sentences.

- If you join our sailing club, you *will have/have* really good fun. **Will have**
- She won't have time to enjoy herself if she *studies/will study* too hard. **studies**
- If you *arrive/will arrive* late, the lecturer will not let you in. **arrive**
- I *help/'ll help* you with your application if you want me to. **'ll have**
- If she *'ll go/goes* to a summer school in London, she'll improve her English. **goes**
- He *'ll learn/learns* to ski if he goes to university in Canada. **'ll learn**

3 Look at the pictures and make sentences in the second conditional.



- win / million pounds / buy / luxury yacht
If I won a million pounds, I would buy a luxury yacht.
- have / yacht / sail / around the world

If I had a yacht, I would sail around the world.

- hire / surfing instructor / become / expert surfer
If I hired a surfing instructor, I would become an expert surfer.
- have / expensive camera / take / great photos
If I had an expensive camera, I would take great photos.
- buy / private helicopter / employ pilot
If I bought a private helicopter, I would employ a pilot.
- be / really good person / give / lots of money to charity
If I were a really good person, I would give lots of money to charity.

4 Write sentences in the second conditional about these situations.

- I want to have tennis lessons but I haven't got enough time.
If I **had enough time, I would have tennis lessons.**
- She drinks coffee all day and she gets terrible headaches.
She wouldn't **get terrible headaches if she didn't drink coffee all day.**
- He can't buy more books because he spends all his money on magazines.
If he **didn't spend all his money on magazines, he could buy more books.**
- My sister wants to come to the wedding but she feels ill.
If my sister **didn't feel ill, she would come to the wedding.**
- He won't arrive on time because his train is late.
If his **train wasn't late, he would arrive on time.**

Grammar extension

5 Successful interviewees say that you have to show the college interviewer that you've got something extra to offer. Write three true sentences to describe what you would bring to a college if they gave you a place.

I would be an active member of the debating club if I came to your college.

- I would participate in many activities if I came to your college**
- I would make social events if I came to your college**
-

► Developing speaking

Describing photos

- 1 Look at the photo on the right of a scene in Cambridge. Complete five of the expressions to describe the picture.

Expressions to talk about pictures:

- In the picture, I can see ...
- The picture shows ...
- In the foreground ...
- In the background ...
- At the top/bottom of the picture ...
- In the middle of the picture ...
- On the right/left ...
- In the top/bottom right/left corner ...
- It looks/doesn't look like ...



In the picture I can see a race and many people standing. On the right and left of the picture, there're many people encouraging. In the middle of the picture, there're two people are running. It looks like running race.

- 2 Now look at the photo below of students on the river in Cambridge. Use the expressions that you didn't use in 1 to talk about this picture.



The picture shows some students on the river in Cambridge. In the foreground, there's a bridge. There's also an old palace. it looks like race.

- 3 Compare the two photos of Cambridge. Use your sentences and any new ideas. Who is having more fun? What do you think the people are doing in the pictures and why? Would you like to do what they are doing? Make notes and then practise orally. If you are not 100% sure of something, use *I think* and/or *I imagine*.

Picture 2 is more fun.

I think it's a competition.

I would like to do it.

A formal letter applying for a scholarship

1 Read the sentences. Are they formal or informal? Write F or I.

- 1 Give us a ring soon. I
- 2 It'd be great if you could help me. I
- 3 I look forward to hearing from you. F
- 4 I am writing to ask for some information. F
- 5 I'd really like to do your course. I

2 Re-write the sentences in 1. Change the formal to informal and vice versa.

- 1 Please telephone us.
- 2 I would be grateful for your help.
- 3 I can't wait to hear from you.
- 4 I need some info.
- 5 I am very interested in the course you offer.

3 Read Harry's letter of application for the Central College Society Scholarship. Underline three inappropriate phrases or sentences. Why are they inappropriate?

Dear Sir or Madam,

I am writing to apply for the Central College Society Scholarship.

I believe I'd be perfect for this scholarship and I'll tell you why. Firstly, I have had very good grades this year in all my subjects but especially in media studies. Also, I would very much like to improve my English, because I hope to study further in the UK.

I'm really into writing and journalism and I've been helping to produce the school literary magazine. As assistant editor, I am responsible for choosing the content, getting advertising money and advising on the layout.

I would be very grateful for the chance to study with a Central College Society Scholarship.

I can't wait to hear from you.

Yours faithfully I'm really into
 Harry Brown I can't wait to hear from you
They are all informal phrases in a formal letter.

4 Replace the phrases or sentences you have underlined with more formal expressions.

- 1 for these reasons
- 2 I'm very interested in
- 3 I look forward to hearing from you

5 Read this information about a scholarship for the City University summer school. What two things does the perfect candidate need?

- 1 a good level of spoken and written English
- 2 a special interest in any of the class topics

CITY UNIVERSITY is based in the heart of the capital, close to the historic City of London. We run a range of undergraduate and postgraduate courses as well as eight-week summer courses. We welcome applicants whose first language is not English, but you will need a good level of both spoken and written English.

The following classes are offered on our summer courses:

- British Architecture
- Creative Writing in London
- Museums and Galleries
- Shakespeare's London

We are able to offer a limited number of scholarships to students who demonstrate a special interest in any of the class topics. Please send a letter of application to the Admissions Tutor at the address given.

6 Decide which of the summer course classes you would like to join, and write a letter of application for a scholarship. Include information to convince the Admissions Tutor that you are an ideal candidate for the scholarship. Write between 100 and 150 words. Make sure you use the appropriate language from 1-4.

Dear Sir or Madam,
 I am writing to apply for the Combined English Scholarship.
 I believe that I would be the perfect candidate for this scholarship. My chosen subject is journalism and English has always been one of my favourite subjects. I would love to study at a university in the UK or the US one day. My academic marks have been excellent this year in all subjects. I am also a member of a reading club. I enjoy all types of team sports and play hockey for the school team. I would be very grateful to receive the chance to study on the Combined English Scholarship programme and am sure that I would take advantage of this fantastic opportunity.
 I look forward to receiving your reply.

2 Appliance of science

- Grammar** › The passive › *Have something done*
Vocabulary › Everyday inventions › Operating technology
 › Prepositional phrases with adjectives
Speaking › A debate
Writing › A *for and against* essay

► Vocabulary

Everyday inventions



1 Match 1–8 with a–h to make everyday inventions.

- | | | |
|-------------|---|-----------|
| 1 digital | → | a machine |
| 2 mobile | → | b camera |
| 3 microwave | → | c control |
| 4 dish | → | d oven |
| 5 vacuum | → | e phone |
| 6 remote | → | f washer |
| 7 DVB | → | g cleaner |
| 8 washing | → | h player |

2 Which inventions from 1 are described in these definitions?

You use it to:

- control something such as a television from a short distance away.
remote control
- cook food very quickly without using heat.
microwave oven
- wash plates, cups, knives and forks.
dishwasher
- take photos.
digital camera

3 Choose four of these words and write your own definitions. Then use a dictionary to check your answers.

camcorder laptop mobile phone satnav
 vacuum cleaner washing machine

- Laptop: it is a computer but it is small and we can carry it everywhere.**
- Washing machine: it is a machine used to wash clothes**
- Vacuum cleaner: it is used to clean things**
- Mobile phone: it is a small phone. We can take it everywhere. We can use it to talk to anyone every where.**
- Choose the correct alternative.
 - It's never a good idea to *plug in/select* a machine with wet hands. **plug in**
 - Select/Insert* the long wash if your clothes are really dirty. **Select**
 - I usually *plug in/charge* my mobile overnight. **charge**
 - How do you *connect/insert* the camera to the laptop? **connect**
 - Press *fast forward/play* if you don't want to see the adverts at the beginning. **fast forward**

1 What is a 'myth'?

- a something that you don't understand.
- b something that people believe is true but isn't.
- c an extremely large number of people.

2 Read the text and check your answer.



1 **Science or myth?**

The five-second rule

Although there may be more germs on the floor, people can still eat food after it has been dropped. Just remove any dust! Any germs can help to strengthen the system our bodies use to protect us against diseases.

Brain cells can't grow again

For a long time, scientists said that brain cells can't regenerate – if you kill a brain cell, it is never replaced. New cell growth was thought to be impossible, and this was the reason for memory loss and confusion in illnesses like Alzheimer's or in old age. However, scientists in California discovered that the part of the brain which controls memory and learning can, after all, create new cells.

Danger money

Many people believe that if you are hit on the head by a coin that is dropped from the top of a skyscraper, you will be killed by the impact. This is quite believable, but it is not true. A study of the aerodynamics of a coin will show that it will not drop fast enough to be dangerous. The person who was hit would probably feel something like an insect bite but they certainly wouldn't die as a result.

Lightning never strikes twice

It is often said that lightning never strikes the same place twice. But lightning can and does strike the same place more than once. Indeed, research has shown that it happens very frequently. Because lightning strikes tall structures or buildings, the highest place in an area is often struck several times in a few seconds. The Empire State Building in New York, the Hancock Building in Chicago and the CN Tower in Toronto are all hit many times every year.



3 Find words in the text which mean:

- 1 forms of bacteria that spread disease (paragraph 1)
_____ **germs** _____
- 2 to develop or make something again (paragraph 2)
_____ **regenerate** _____
- 3 the organ inside your head that controls your body (paragraph 2) **brain** _____
- 4 the force of one object hitting another (paragraph 3)
_____ **impact** _____
- 5 the science of how things move through the air (paragraph 3)
_____ **aerodynamics** _____
- 6 attack or hit (paragraph 4)
_____ **strike** _____

4 Choose the correct alternative.

- 1 Food that is *dropped on the floor/used to protect us* can still be eaten. **dropped on the floor**
- 2 Adult brain cells *can be/used to be* replaced by new ones. **can be**
- 3 An illness like Alzheimer's probably *damages memory/creates new cells*. **damages**
- 4 It is commonly believed that *picking up/being hit by* a falling coin will kill you. **being hit by**
- 5 If a falling coin hit you, you would *be OK/never survive it*. **be ok**
- 6 The tallest buildings in the world are *unlikely to be/regularly struck by lightning*. **regularly**

5 Answer the questions.

- 1 In line 6, what is *them* in: '... as soon as it touches them?'
_____ **germs** _____
- 2 In line 11, what does *it* refer to in: '... it is never replaced?'
_____ **a brain cell** _____
- 3 What does *it* refer to in line 21: '... it will not drop fast enough?' **a coin**
- 4 In line 31, what does *it* refer to in: '... it happens very frequently?' **lightning striking the same place more than once**

6 What about you?

Which of these myths have you heard of before? Do you know any others?

Danger money _____

Yes, I do _____

The passive

1 Choose the alternative to make the rule correct.

We form the passive with the verb **(a) to be/to have** + the **(b) past simple/past participle** form of the main verb. We use it when we are more interested in the **(c) agent/action** than in the **(d) agent/action**, that is, the person or thing which does the action. We use the preposition **(e) by/from** to talk about the agent. We also use the passive when we **(f) know/do not know** exactly who the agent is, or when it is **(g) obvious/not obvious** who the agent is.

2 Complete these passive sentences with the correct form of the verb *to be* and the verbs given.

- (sell) This wonderful gadget **was** first **sold** in 1897.
- (publish) This journal **is still published/is still being published** still _____ twice a year.
- (do) Some very interesting research _____ already **has already been done** on Alzheimer's.
- (win) Do you think the prize **will be won** by the same person again next year?
- (invent) The first automatic dishwasher **was invented** by a woman.
- (use) Look! Plant extracts **are used/have been used** to make these cosmetics.

3 Choose the correct alternative.

- If food **dropped/is dropped** on the floor, it will not be unsafe to eat. **is dropped**
- The first prize was **gave/given** to Chris McCarroll. **given**
- Languages **are/have been** learned this way for hundreds of years. **have been**
- We **taught/were taught** by university graduates. **were taught**
- These myths **have been/are** believed for a long time now. **have been**
- How many times has that man **been stung/stung** by a bee? **been stung**

4 Rewrite these sentences in the passive.

- An undercover policeman arrested the criminal.
The criminal was arrested by an undercover policeman.
- Anna Williams is reading the news tonight.
The news **tonight is being read by Anna Williams.**
- The Japanese team has already published the best research.
The best research **has already been published by the Japanese team.**
- A student will meet the visiting professors at the station.
The visiting professors **will be met at the station by a student.**
- A British journalist wrote a book called *Bad Science*.
A book **called Bad Science was written by a British journalist.**

Grammar extension

5 What do you know? Match the invention to the inventor. Then write sentences in the passive about them.

dynamite

locks

antiseptic

the first hot air balloon

reading system for the blind

bicycle tyre



Montgolfier brothers, France, 1783



Linus Yale, USA, 1851



John B Dunlop, Northern Ireland, 1888



Joseph Lister, England, 1867



Louis Braille, France, 1829



Alfred Nobel, Sweden, 1866

- Dynamite was invented by Alfred Nobel from Sweden in 1866.*
- Yale locks were invented by Linus Yale from the USA in 1851.*
- Antiseptic was invented by Joseph Lister from England in 1867.*
- The first hot air balloon was invented by the Montgolfier brothers from France in 1783.*
- A reading system for the blind was invented by Louis Braille from France in 1829.*
- The bicycle tyre was invented by John B Dunlop from Northern Ireland in 1888.*

▶ Developing vocabulary

Prepositional phrases with adjectives

- 1 Complete the sentences with an adjective from box 1 and a preposition from box 2.

afraid aware bored different good interested
pleased ready responsible similar tired worried

about at for from in of to with

- Khalid was not very **intereste** literature.
- Are you **Aware of** the dangers of cycling without lights?
- Kitchens today are very **Different from** kitchens a hundred years ago.
- This dishwasher's **Good at** getting things clean, but it's noisy.
- The children were not at all **Bored with** the science museum's new exhibition.
- See a doctor if you're **Worried about** that pain in your leg.
- I'm **Tired of** cooking – let's eat out tonight.
- She is **Afraid of** walking alone at night.
- Air travel is **Responsible for** a lot of carbon emissions.
- Their research was **Similar to** ours, but theirs was shorter.
- I'm not **Ready for** lunch. I only had breakfast an hour ago.
- They were very **Pleased with** their new camcorder.

- 2 Write a sentence about ...

- 1 something you are interested in

I'm interested in painting.

- 2 something you are responsible for

I'm responsible for cooking lunch.

- 3 something you've been pleased with

I'm pleased with buying a new phone.

- 3 Complete the sentences with the correct adjective from 1.

- The sisters have always been extremely **good** at maths.
- He is usually out of bed and **ready** for school by 7 am.
- At home, my brother is **responsible** for loading the dishwasher.
- My dad is **afraid** of spiders.
- I'm very **different** from the rest of my family.

- 4 Read the email. Find and correct five mistakes.



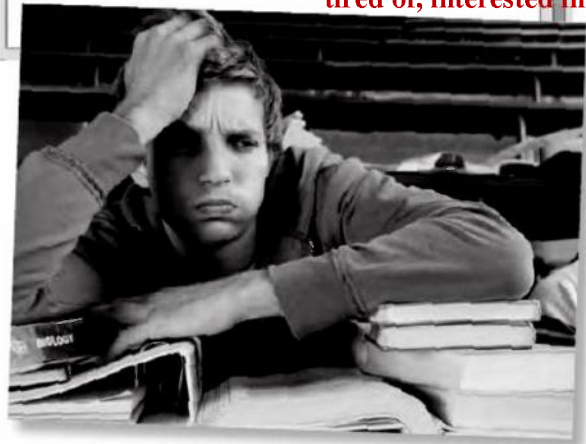
Hi Ben

Nice to hear from you. Your new course sounds similar from mine. I'm really pleased at the choice I've made, but you sound like you're disappointed. Do you know about the student advice service? Don't be worried of feeling embarrassed, because they are very understanding there. If you've realised that you're tired for your course, just go and see them. They will be interested on helping you switch courses.

Anyway, good luck and speak soon.

Faisal

similar to, pleased with, worried about, tired of, interested in



Vocabulary extension

- 5 Match 1–9 with a–i to make sentences.

- | | | |
|---------------------------------------|---|--|
| 1 My uncle was very fond | → | a for you all at this sad time. |
| 2 I'm not very keen | → | b for walking in the rain. |
| 3 Hilary was amused | → | c of their children's achievements. |
| 4 The teacher wasn't very impressed | → | d with the student's poor exam results. |
| 5 The old woman was shocked | → | e on their parents until they're 18. |
| 6 Most parents are proud | → | f on eating out at restaurants. |
| 7 We feel sorry | → | g of eating chocolate when he was a child. |
| 8 I don't think my shoes are suitable | → | h by that funny story you told her. |
| 9 Children are dependent | → | i by the price of the latest mobile phone. |

Have something done

1 Complete the grammar rule with these words.

does don't formal have or get object
past participle preposition subject

We form *have/get something done* with the **(a) subject** + *have or get* + the **(b) object** + the **(c) Past participle**. We make different tenses by changing the tense of **(d) Have or get**. We use this structure to talk about actions which we **(e) Don't** do ourselves. Somebody or something **(f) does** them for us. *Get* is a little less **(g) formal** than *have*. Both can be used with the **(h) preposition** *by* if we want to refer to the person or thing which does the action.

2 Match 1–6 with a–f to make sentences.

- | | | |
|----------------------------------|---|--|
| 1 He can't read the small print | a | so we're going to have it serviced. |
| 2 The car won't start | b | because she's not very good at baking. |
| 3 Our house is too small | c | by the same guy that cleans ours. |
| 4 You can't wash this shirt | d | so we're getting an extension built. |
| 5 She had the cake made | e | so he's getting his glasses changed. |
| 6 They get their windows cleaned | f | so you'll have to have it dry cleaned. |

3 Look at the pictures and complete the questions with the correct form of *have* or *get*.



1 When did you last have/get your hair cut??



2 Where did you last have/get your photograph taken??



3 When did you last have/get a tooth taken out??



4 How often do you have/get your eyes tested??

4 Now write full answers to the questions in 3 so they are true for you.

- 1 i got my haircut last week.
- 2 I got my last photograph taken at the park
- 3 I had my tooth taken out last month
- 4 once a year

Grammar extension

5 Imagine that you have a robot that works for you. Write five sentences to describe what you are going to have/get done.

I'm going to get my car cleaned by the robot.

- 1 I'm going to get my room tidied by the robot.
- 2 I'm going to get my clothes washed by the robot.
- 3 I'm going to get my lunch cooked by the robot
- 4 I'm going to get my dishes washed by the robot
- 5 I'm going to get my house hovered by the robot.

▶ Developing speaking

A debate

1 Match 1–5 with a–e to make expressions for agreeing.

- | | | | |
|--------------|---|---|----------------|
| 1 That's | → | a | what you mean. |
| 2 You're | → | b | true. |
| 3 You've got | → | c | your point. |
| 4 I take | → | d | right. |
| 5 I see | → | e | a point. |

2 Read the statements 1–5 and match each with one of the responses a–e.

- 1 I can see nothing wrong with modern medicine. Recent advances have only made life better for everyone.
 - 2 Tennis is the greatest sport in the world. There's no other sport that compares to its excitement.
 - 3 Everything has already been invented. There's nothing more for us to do.
 - 4 Mobile phones are fantastic. Nobody could live without one these days.
 - 5 Cycling is a waste of time. Everyone should learn to drive a car.
- a I see what you mean, but I think there *are* more things we can do. What about finding a cure for cancer, for example? **3**
 - b That's true, a driver's licence can be very useful, but I don't think it is a waste of time to have a cheaper, greener way of getting around. **5**
 - c I take your point, but what about Formula One? That's just as exciting in my opinion. **2**
 - d You've got a point, but it is wrong that only the rich countries can afford the best drugs, don't you think? **1**
 - e You're right and I wouldn't like to live without mine. But, actually, about 40% of the world hasn't got a mobile phone. **4**

3 Complete the dialogue with these expressions.

I mean I see what you mean, but ...
you've got a point I totally disagree with you That's true

ALI: I've just read this amazing book that will change your life – it's about superfoods!

SAM: Oh yeah? Like tuna and olive oil? I don't believe in superfoods. Food's food, isn't it?

ALI: No. **(a) I totally disagree with you**. It's obvious that some food is better for you than other food.
(b) I mean, fruit's better for you than chocolate, isn't it?

SAM: **(c) That's true**, but why not eat a bit of both? I think a mixed diet is a healthy diet.

ALI: Yes, **(d) you've got a point**. But it's been proven that school children who drink fizzy chemical drinks concentrate less in class than kids who drink milk.

SAM: **(e) I see what you mean, but** you can't say that any particular kind of food is the best, only that too much of some food isn't good for you.

Describing photos



4 Look at the photo and answer the questions. If you are not sure of something, say *I think* or *I imagine*.

1 What people or things can you see in the photo?

I can see a man in Saudi clothes standing in a field.

2 What is the person doing?

He is holding a hosepipe, which is attached to a machine. It seems to be some kind of pump because water is coming out of the pipe.

3 How does the person feel?

It's hard to see from his expression, but he's probably pleased because he can now pump water to where he needs it.

4 What is the problem?

The problem might be that part of his field is flooded, or that he needs to move the water to another area.

5 What technology is he using?

It looks as if the pump is powered by two solar panels which are on the grass behind the man. The pump works on energy from the sun.

5 Look at the statement and say if you agree or disagree. Write three reasons for your opinion.

'It's impossible to avoid modern technology, even in traditional communities.'

I agree

Modern technology makes life easier

▶ Developing writing

A for and against essay

- 1 Look at these notes about television, and put them into two columns, for and against.

stops people reading, talking to each other
fascinating programmes e.g. nature, culture
company for lonely people
advertising – bad influence
unsuitable programmes for children
educational e.g. language learning
relaxing e.g. makes people laugh

For	Against
fascinating programmes e.g. nature, culture - company for lonely people - educational e.g. language learning- relaxing e.g. makes people laugh	stops people reading, talking - advertising – bad influence- unsuitable programmes for children

- 2 Read this essay about television and indicate the correct order for the four paragraphs A–D.

A 3

However, television has disadvantages, too. People no longer read or talk to each other because the TV is always on. What's more, there are hundreds of channels available and many of them are unsuitable for children. In addition, television advertising can be bad because it encourages viewers to want lots of things they don't really need. Personally, I think this can be very dangerous, for example, during children's television when they advertise expensive toys or gadgets.

B 1

In the early 1950s, very few people had a television. By the end of the century, almost every household in the western world had one television set, and many had several. Is this a good or a bad thing?

C 4

In conclusion, television is not necessarily a bad thing but parents should be careful how much their children watch. In my opinion, good programmes that are well made are fantastic but, on the other hand, they do prevent people from taking part in other activities and some of the output is unsuitable.

D 2

Television can be interesting and useful in a number of ways. Firstly, nature or cultural programmes are fascinating, and viewers can experience places and events they might never see in real life. Furthermore, soaps or comedy programmes can make people laugh and allow them to relax after a day at work. What's more, many programmes are educational and can help students of foreign languages, for example. Finally, television is a comfort to old people or those who live on their own.

- 3 Which statement do you think was given to the writer of this essay?

- Children today watch too much television.
- Television advertising is more important than the programmes.
- The advantages and disadvantages of television.

- 4 Underline the linkers that introduce and order the arguments the writer used.

- 5 Find two expressions the writer uses to express opinions.

- Personally, I think
- In my opinion

- 6 Plan an essay on this statement.

'The invention of the Internet is the best thing that has ever happened.'

Make notes for and against, and organise your ideas into the paragraphs below.

For	Against

Paragraph plan

- Paragraph 1:** introduce your essay
Paragraph 2: two arguments for the Internet
Paragraph 3: two arguments against the Internet
Paragraph 4: conclude your essay

Write the essay using linkers and other expressions from this unit. Don't forget to say if you agree or disagree with the statement and give your reasons.

4-

However; What's more; In addition; Personally, I think; In conclusion; In my opinion; on the other hand; Firstly; Furthermore; What's more Finally

6-

When we talk about the most important invention ever, it is important to explain what we mean. As far as I am concerned, this means the invention that has most changed the life of all humanity. Almost everyone would say that the computer is a very important invention. But is it the most important invention ever?

Firstly, when we talk about internet, we can say that it is very important to our life. People can now use it for work and pleasure any time, anywhere and for almost anything. What's more, we can talk through the World Wide Web. Because of this anyone can access information from anywhere in the world. This revolution in sharing information has changed the world dramatically.

On the other hand, the internet would not have been possible without computer or phone.

To sum up, it is difficult to say what the most important invention ever is. There are many arguments for and against the internet. Personally, I think internet are incredibly important for our generation and will continue to be important in the future. However, we cannot forget all the other important inventions that have changed the way we live today.

Revision: Units 1–2

Grammar

1 Complete the sentences with these words.

can can't don't have to have to must mustn't

- There's no school tomorrow so I **Don't have to** do any homework tonight.
- You **Mustn't** copy your answers straight off the Internet – it's not allowed.
- I **Can't** come today but I can tomorrow.
- I **Have to** finish this homework tonight for the class tomorrow.
- She **must** write more clearly or the examiner won't mark her paper.
- The teacher said I **can** have an extra week to finish the essay.

/ 6 points

2 Choose the correct alternative.

- Fatima should *talk/to talk* to her teacher about her results. **talk**
- I think you ought *work/to work* a bit harder next term. **To work**
- We *would/had* better not be late for the interview. **had**
- The boy who cheated *shouldn't/hadn't better* win a prize. **Shouldn't**

/ 4 points

3 Complete the sentences with the verbs given in the first or second conditional.

- The examiner **Wouldn't be** (not be) pleased if you started texting in your exam.
- If you **Don't go** (not go) to university, what will you do?
- Bill **Would learn** (learn) to fly if he had time.
- What would they say if we **told** (tell) them to be quiet?
- I **Will help** (help) you with your homework if you want me to.

/ 5 points

4 Rewrite these sentences in the passive.

- They sell thousands of illegal copies of DVDs every day.
Thousands of illegal copies of DVDs are sold every day.
- They will hold the next Olympics® in my own country.
The next Olympics will be held in my own country.
- Someone bought that satnav for our grandfather to use.
That satnav was bought for our grandfather to use.
- Somebody finally fixed my computer.
My computer has finally been fixed.
- They don't often teach Latin in schools these days.
Latin isn't often taught in schools these days.

/ 10 points

Total

/ 25 points

Vocabulary

5 Complete the words with the missing vowels (a, e, i, o, u) to make the names of school and university subjects.

- b **I** o l o g y
- l **e** t e r a t u r e
- e n g **I** n e e r i n g
- m **E** d **I** c **I** n e
- g **E** o g r a p h y
- h **I** s t o r y

/ 6 points

6 Choose the correct alternative.

- I'm afraid you got 34% so you'll have to *cheat/re-sit*.
- She studied hard, so she'll get a *good mark/fail*.
- Look at your *timetable/continuous assessment* and see what lesson is next.
- When he gets a *grant/certificate*, he hangs it on the wall.
- They prefer to do *coursework/scholarships* because they don't like exams.

/ 5 points

7 Add the suffixes *-er*, *-or*, *-ist*, *-ian* and *-ee* to these roots to make jobs. Two roots can be used twice.

employ- histor- instruct- journal- lectur-
photograph- profess- scient- train- technic-

-er	-or	-ee	-ist	-ian
Employer-	Instructor-	Employee-	Journalist-	Historian-
Lecturer-	professor	trainee	scientist	technician

trainer-
photographer

/ 5 points

8 Label these pictures.



dishwasher, vacuum cleaner, satnav, remote control

/ 4 points

9 Complete the sentences with the correct preposition.

- She is responsible **for** taking care of the kids.
- How we find information is different **from** the way you used to do it.
- Are you aware **of** the phrase 'lightning never strikes twice'?
- I'm tired **of** this programme. What's on the other channels?
- She's worried **about** breaking her MP3 player.

/ 5 points

Total

/ 25 points

Reading

- 1 Read this text. What might happen to drivers if roads didn't have cat's eyes? **Drivers might not drive in the correct lane and have an accident**



What are *cat's eyes*?

Cat's eyes are a cheap and effective invention that mark roads without lights. They are fixed to the middle of roads and help drivers see the road when there are no streetlights. Cat's eyes reflect cars' lights, so they make it easier for drivers to see in bad weather or at night. You can see the cat's eyes 90 metres away, which makes driving much less dangerous.

Who invented cat's eyes?

Percy Shaw invented cat's eyes in the 1930s. He lived in Halifax, England, where fog was common. Like many inventions, there are several stories about how Shaw had his brilliant idea. One romantic story is that Shaw invented the cat's eyes when he saw a cat sitting beside the road. Shaw was driving in the fog, and his headlights reflected from the eyes of the cat and saved him from an accident. That, they say, is how the invention got its name.

How do cat's eyes work?

Cat's eyes are made from two glass spheres, which go down into a metal box in the road when a car drives over them.

These spheres do not break because they push against soft white rubber. But they do make a sound as a car drives over them. This is useful because it warns drivers that they are driving into the middle of the road.

Colour codes

Cat's eyes in the centre of the road are white. On motorways in the UK, red cat's eyes mark the inside lane. Green cat's eyes show where a smaller road leaves or joins the motorway. Blue cat's eyes mark the places on the motorway that only the police can use. These colour codes are more recent inventions, but the original idea is still the same as Shaw designed all those years ago.

- 2 Choose a, b or c.

- Cat's eyes reflect the light from cars
 - because they are safe.
 - where there are no street lights.
 - in the daylight or bad weather.
- Cat's eyes are fixed in the middle of a road
 - so drivers can see other cars.
 - every 90 metres.
 - to make the roads safer.
- Some people believe Shaw's invention is called cat's eyes because
 - he heard a story about a cat in the fog.
 - it looks like a cat
 - his invention reflects light like a real cat's eyes.
- Cat's eyes are made of
 - metal and glass.
 - rubber and metal.
 - rubber, metal and glass.
- If you drive over cat's eyes,
 - they produce a warning light.
 - there is a warning sound.
 - you simply kill the cat.
- Cat's eyes on motorways are
 - blue and red.
 - green and blue.
 - blue, red and green.

Writing

- 3 Write a short essay giving arguments for or against the statement. Remember to give your own opinion. Use these questions and your own ideas.

'The car is the most important invention ever.'

Why do you agree (or disagree) with the statement?

What is the best (or worst) thing about cars?

What would be better (or worse) today if cars had never been invented?

What good (or bad) future events will happen because of cars?

/ 7 points

/ 8 points

Total

/ 15 points

3 Game on!

- Grammar** ▶ Defining relative clauses ▶ Non-defining relative clauses
Vocabulary ▶ Sports ▶ Sports venues and equipment
 ▶ Phrasal verbs connected with sport
Speaking ▶ Giving a presentation
Writing ▶ A book review

▶ Vocabulary

Sports

1 Look at the pictures and write the name of the sport. Use the word in the shaded column to complete sport number 14.

1 snowboarding 2 basketball 3 skiing 4 golf 5 hockey 6 athletics 7 8 diving 9 football 10 tennis 11 boxing 12 sailing 13 gymnastics 14 gymnastics

2 Put the sports from 1 in the correct column. Some sports can go in both.

Indoor sports	Outdoor sports
basketball – athletics- volleyball – diving- tennis – boxing- gymnastics – weightlifting	snowboarding – basketball – skiing – golf – hockey- athletics – volleyball – diving – football – tennis – sailing

3 Complete the questions with the verbs *do*, *go* or *play*. Then write the answers.

- Where do you go swimming? In a pool.
- Where do you play ice hockey? On a rink.
- Where can you play golf? On a golf course.
- Where do professionals play football? On a pitch.
- Where's the best place to play tennis? On a court.
- Where can I go skiing? Down a slope of course.

4 Complete the sentences with the correct piece of equipment.

boots goal goggles net rackets skis trainers

- He was so hopeless at tennis, he couldn't get the ball over the net.
- If you want to ski safely, your boots must fit onto your skis securely.
- You should wear goggles to protect your eyes in the water.
- Top tennis players have several rackets in case one gets broken.
- The ball hit the goal post and bounced in.
- Don't run a marathon in new trainers or your feet will hurt.

▶ Reading

1 Look at the title of the article. Tick the information you expect to read.

- 1 How and when the frisbee was invented.
- 2 How many frisbees are sold every year.
- 3 How to play frisbee in a team.
- 4 The rules of a frisbee game.
- 5 The advice of a champion frisbee player.

ULTIMATE:

the team game with a Frisbee®

In the late 1800s, a man called William Russell Frisbie had a pie shop in Bridgeport, Connecticut. This grew into a successful family business, producing over 80,000 pies a day by the mid 1950s. Hungry students from Yale University used to buy the pies and when they were finished, toss the metal pie tins around the campus for fun. And so, a simple game was born! It was an inventor called Walter Morrison who made the plastic version, which was easier to catch. And it was two young guys fresh from the University of Southern California who bought his design for their toy company, Wham-O. For their product, they used the name Frisbie (which they spelled Frisbee) from the Yale students who called their game 'Frisbie-ing'.

Ultimate is a team game for two teams of seven frisbee players. Like in American football, there are two 'endzones' at

both ends of the large rectangular pitch. This is where goals are scored. In Ultimate, the frisbee is called the disc. To score a goal, a player has to catch the disc while he or she is standing in or running into their endzone.

The rules are simple. In Ultimate, like in netball, you cannot run with the disc. When you catch it, you must stop running and throw it to another player. Players pass the disc towards their endzone. If the disc is dropped or knocked down by the opposition, they take the disc (like in American football). The opposition also gets the disc if a player is outside the pitch when he or she catches it.

Ultimate is also similar in many ways to football and basketball. The defending team tries to stop the opposing team by



marking them. If you mark a player well, they will not be able to receive the disc from one of their teammates.

Ultimate is basically a non-contact sport – you are not allowed to touch your opponent and if you do, this can be called a foul. What makes Ultimate different from all other team sports is that there is no referee, even at the highest level. Instead, there is a code of conduct, which is called 'the Spirit of the Game'. This means that the players referee themselves and trust each other to play fair. Amazingly, Ultimate's unique code of conduct works perfectly.

2 Now read the article and check your answers.

3 Find words in the text which have similar meanings to these explanations.

- 1 throw in a gentle or careless way (paragraph 1) toss
- 2 win a point in a game or sport (paragraph 2) score
- 3 person or team that someone is competing against (paragraph 3) opposition
- 4 stay close to a member of the other team to stop them getting the disc or ball (paragraph 4) mark
- 5 something that a player does in a game that is against the rules (paragraph 5) foul
- 6 person whose job it is to make sure players obey the rules (paragraph 5) referee

4 Choose the correct answers.

- 1 The first flying discs were made of
a pies.
b metal.
c plastic.
- 2 Wham-O was the name of
a one of the Yale students.
b a toy company.
c the inventor of frisbees.

- 3 Players of Ultimate are not allowed to
a knock the frisbee down.
b run with the frisbee.
c catch the frisbee in the endzone.

- 4 'The Spirit of the Game' is used
a in every Ultimate game.
b in international level Ultimate only.
c by Ultimate referees.

5 Four other sports are mentioned in the text. Write down what they are and why they are mentioned.

1 **American football – both games have "endzones"**

2 **netball – in netball, you cannot run with the ball**

3 **football – as in Ultimate, you mark an opposing player**

4 **basketball – as in Ultimate, you mark an opposing player**

6 What about you?

- 1 What do you think of the game of Ultimate?
- 2 Would you like to play a team game without a referee? Why/Why not?

Defining relative clauses

1 Complete the rules with these words.

person, thing, place or time *when where*
which and that who and that who, which or that whose

In defining relative clauses, we use (a) **Who and that** for people, (b) **Which and that** for things, (c) **Whose** for possessions, (d) **Where** for places and (e) **When** for times.

In defining relative clauses we can omit (f) **who, which or that** when a noun or pronoun comes immediately after it. We use defining relative clauses to give essential information about the (g) **person, thing, place or time** in the first half of the sentence.

2 Circle the relative pronouns. Then tick the sentences where the pronoun can be omitted.

- 1 The referee is the only person who can send a player off. **Who** ✓
- 2 Skiing and snowboarding are winter sports that are very popular in Canada. **That**
- 3 Many sports people that I know have a favourite piece of equipment. **That** ✓
- 4 The trainers that he wore for the Wimbledon Final were sold for £5,000. **That** ✓
- 5 The spectators who are wearing orange are from the Netherlands. **Who**
- 6 A puck is a round flat disc that you hit in ice hockey. **That** ✓
- 7 Both players have favourite shoes that they wear for every match. **That** ✓
- 8 Is he the person who invented judo? **Who**

3 Complete the sentences with *where, when* or *whose*.

- 1 The endzones are the areas **Where** goals are scored.
- 2 William Frisbie was a baker **Whose** name became famous.
- 3 Wimbledon is the place **Where** the grass court tennis championships are held.
- 4 Saturday is the day **When** football teams play most of their games.
- 5 Can you remember the year **When** Usain Bolt set a new 100m record?
- 6 These days, it is hard to find a pool **Where** you are allowed to dive in.
- 7 He's the jockey **Whose** horse won the King's Cup.
- 8 I've got a friend **Whose** brother is a jockey.

4 Choose the correct alternative. Choose both if both are possible.

- 1 A golf club is the thing which/who you use to hit a golf ball.
- 2 They used a plastic disc that/which was easier to catch.
- 3 'Turnover' is the time where/when the other team gets possession of the ball.
- 4 Do you know anybody who/- has played professionally?
- 5 The goggles which/- I wore were completely useless.
- 6 This is the place which/where he fell through the thin ice.
- 7 Saturday is the day when/which Jack plays for the local football team.
- 8 Ultimate is a game that/which I played at university.

5 Match the columns to make sentences. Use a relative pronoun in the middle.

- | | | |
|-------------------------------|---|-----------------------------------|
| 1 Ultimate is a game | a | the points are scored. |
| 2 The winner was the swimmer | b | the Olympics were in London. |
| 3 A caddy is a person | c | is played without a referee. |
| 4 2012 was the year | d | I first played table football. |
| 5 The endzones are the places | e | ankle was broken in the marathon. |
| 6 Spring is the time | f | carries a player's golf clubs. |
| 7 He's the athlete | g | start was the fastest. |
| 8 That beach café is | h | most people take up jogging. |

Grammar extension

6 Read this short newspaper article. Find and correct five mistakes with the relative pronouns.

Tens of thousands of Brazilians have held celebrations to mark Rio de Janeiro winning its bid to host the 2016 Olympics. A special event was held at the famous Copacabana beach whose fifty thousand people turned up to celebrate the win. Brazil's President said that Rio was ready for these Games who he promised would be 'unforgettable'.

Brazil is the first South American country where has ever been picked to host the Games.

Lord Sebastian Coe is the former athlete who led London's bid for the 2012 Games. He said it was a good decision. 'We're really happy to hand over to a country whose that puts young people at the heart of its bid, and to a continent who has never before hosted the Games,' he said.

Beach whose -where / Games who- which/that / country where -which/that / country whose - which/that / continent who - which/that

▶ Developing vocabulary

Phrasal verbs connected with sport

1 Complete the sentences with *for*, *in*, *out* or *up*.

- 1 He was knocked **out** of the tournament in the quarterfinals.
- 2 He really wanted to join **in** but he didn't have his swimming costume with him.
- 3 Rob goes to the gym every morning to work **out**.
- 4 My father took **up** hill walking when he was over 70.
- 5 It was a real challenge but he decided to go **for** it.
- 6 You're more likely to have an injury if you don't warm **up** properly.

2 Make sentences with words from each column.

- | | | |
|--------------------------------------|-----|---------------------|
| 1 He was tired and hungry so he gave | | gold! |
| 2 That shy girl never joins | in | with the others. |
| 3 Professional athletes always warm | out | in the first round. |
| 4 He's a confident diver who's going | up | before a race. |
| 5 The smaller boxer was knocked | for | and went home. |

1 *He was tired and hungry so he gave up and went home.*

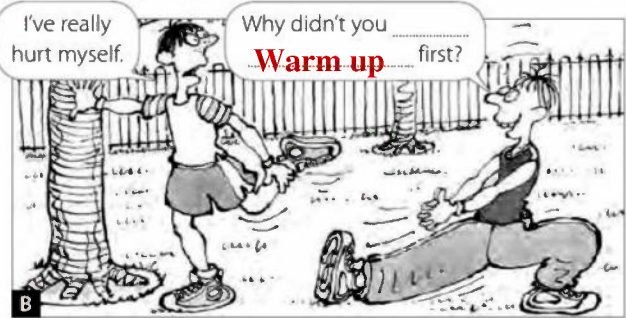
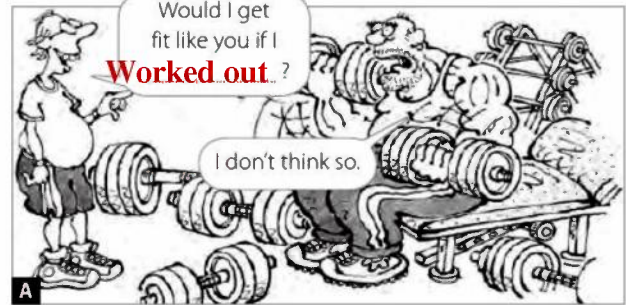
2 **That shy girl never joins in with the others.**

3 **Professional athletes always warm up before a race.**

4 **He's a confident diver who's going for gold!**

5 **The spectator was knocked out by a golf ball.**

3 Look at the pictures. Complete the questions and answers with a phrasal verb from 1.



Vocabulary extension

4 Match these phrasal verbs with their definitions. Use your dictionary to check your answers.

- | | | |
|------------|-----|---|
| 1 catch up | → a | leave something before the end |
| 2 carry on | → b | reach someone or something after being behind |
| 3 drop out | → c | continue doing something |
| 4 keep up | → d | start doing a new activity |
| 5 send off | → e | do something at the same speed as somebody or something |
| 6 take up | → f | tell a player to leave the game |

5 Finish the sentences with ideas of your own.

- 1 If you are behind with your studies, the best way to catch up is **to organize your team and study well**.
- 2 When I finish school, I'm going to carry on **studying Master**.

Non-defining relative clauses

1 Choose the alternative to make the rule correct.

In non-defining relative clauses, we use **who** for (a) *people/things*, **which** for (b) *people/things*, **whose** for possessions, **where** for (c) *places/times* and **when** for (d) *places/times*. We (e) *can/cannot* use **that** in non-defining relative clauses. We (f) *can/cannot* omit the relative pronoun and we (g) *always/never* use commas in non-defining clauses.

2 Complete the sentences with the correct relative pronoun.

- The Indian boy, **who** was only four, was running very long distances.
- That young diver goes to an Olympic-size pool, **where** he practises for hours.
- The game, **which** is played without a referee, is called Ultimate.
- Running, **which** is his favourite activity, is not an expensive sport.
- Uncle Khaled, **whose** racket I borrowed, used to play squash professionally.
- Last year, **when** they went skiing together, he broke his leg.
- The boys, **whose** names I forget, are both talented rowers.

3 Use a non-defining relative clause to change the two sentences into one.

1 Usain Bolt is a great sprinter.
He comes from Jamaica.
Usain Bolt, who comes from Jamaica, is a great sprinter.

2 The university sports centre is brand new.
My son works out there.
The university sports centre, where my son works out, is brand new.

3 Ahmed Al-Bahri looks just like my uncle.
Ahmed is a Saudi tennis player.
Ahmed Al-Bahri, who is a Saudi tennis player, looks just like my uncle.

4 In 2008 they were already building an Olympic® village in London.
We moved to London in 2008.
In 2008, when we moved to London, they were already building an Olympic village (there).

5 The French runner surprised us all by coming first.
His family were sitting next to us.
The French runner, whose family were sitting next to us, surprised us all by coming first.

4 Do these sentences have defining (D) or non-defining (ND) relative clauses?

- Saudi Arabia is the country where the King's Cup is held. **D**
- That's the game I've been telling you about. **D**
- New Zealand, where rugby is really popular, has more sheep than people. **ND**
- Is your uncle the swimmer whose picture I keep seeing? **D**
- In the 1970s, when I was your age, I used to play Ultimate. **ND**

Grammar extension

5 Use the sentence in brackets to add information to the main sentence with a relative clause. Then decide if the sentences are true or false. Check at the bottom of the page.

- Baseball is played on a diamond-shaped field.
(Baseball is a national sport in Japan and Cuba, as well as the United States.)
Baseball, which is a national sport in Japan and Cuba, as well as the United States, is played on a diamond-shaped field.
- In badminton, the shuttlecock is usually made from feathers from a goose or duck, using only the right wing of the bird.
(The shuttlecock is the thing that players hit instead of a ball.)

In badminton, the shuttlecock, which is the thing that players hit instead of a ball, is usually made from feathers from a goose or duck, using only the right wing of the bird.

3 In England, football was once prohibited by law and anyone found playing it could be sent to prison for a week.
(Football used to be a very violent game.)

In England, football, which used to be a very violent game, was once prohibited by law and anyone found playing it could be sent to prison for a week.

4 In basketball, a team scores 2 points every time they manage to get the ball into their opponents' hoop (or basket).
(Basketball was invented in 1891.)

In basketball, which was invented in 1891, a team scores two points every time they manage to get the ball into their opponents' hoop (or basket).

5 In netball, players are allowed to run with the ball.
(Netball was first played in England in 1895.)

In netball, which was first played in England in 1895, players are allowed to run with the ball.

Answers: 1 True 2 False: feathers are taken only from the left wing of the goose or duck. 3 True 4 False: 3 points are scored if the ball is thrown from the other side of the three-point line; and 1 point is awarded for penalty free throws. 5 False: players can only take one and a half steps while holding the ball, and are not allowed to hold it for more than three seconds.

▶ Developing writing

Giving a presentation

- 1 Put these expressions in the correct column.

Finally I'd like to begin by saying
I'm going to talk about In short Last but not least
The point I'd like to make is To sum up

Beginning a presentation	Concluding a presentation
<p>I'd like to begin by saying- I'm going to talk about - The point I'd like to make is</p>	<p>Finally- In short- Last but not least - To sum up</p>

- 2 Complete the presentation with these expressions.

Firstly For example It's also true
Look at the case of Secondly To sum up

I'm going to talk about sports in schools and why I think they are a good idea.

I think all schools should offer sports lessons for two main reasons. **(a) Firstly** _____, sports are good for teenagers in many ways. **(b) For example** _____, teenagers who are active are fitter and healthier, and they don't get fat. Sport can also be a good way to relax after academic work. **(c) It's also true** _____ that if teenagers play sports, they are less likely to get bored and spend time on the streets.

(d) Secondly _____, I believe we would produce more top-class athletes and sportspeople if we had better facilities at school. **(e) Look at the case of** Russian gymnasts who get professional coaching from a very young age. They have a lot more stars than we do.

(f) To sum up _____, I feel it is important for the happiness and success of our teenagers, and for the future of our professional sports that we do more sport in our schools.

- 3 What about you?

What sport or leisure activities do you do? Why do you enjoy it/them? **Reading and drawing/ Because I want to know more information**

Describing photos



- 4 Look at the first photo and answer the questions. If you are not sure of something, say *I think* and/or *I imagine*.

- 1 Who can you see in the photo?

I can see three young men.

- 2 Where are they?

I imagine they're in an open space in a town or city.

- 3 What are they doing?

They're playing football, but probably just for fun, not in a match.

- 4 When do you think this photo was taken?

I think it was probably taken in the middle of the day.

- 5 Now use the questions in 4 to compare the two photos. For each question, use expressions from 2 to give at least two examples of how they are different. Which photo shows people more like you and your friends?
- 6 You have to do a short presentation on the subject of young people who do sport and young people who do not. Divide these notes into two logical paragraphs and prepare your talk.

spend time in front of TV / get fitter / make friends / get fatter / enjoy being a team / learn a new skill

▶ Developing speaking

A book review

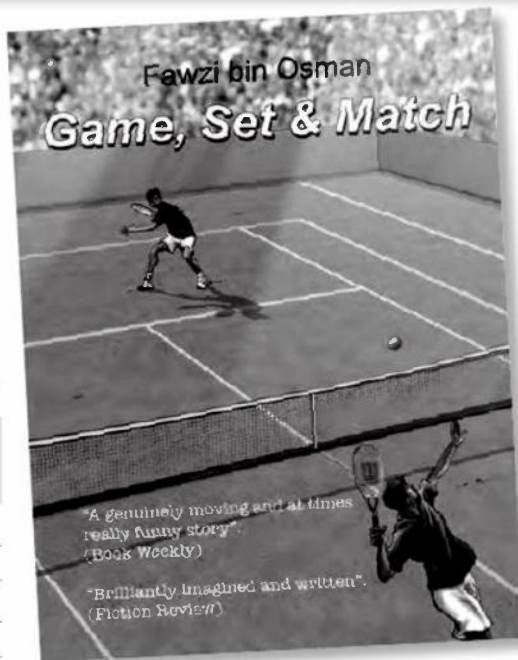
1 Match the words with the definitions.

- | | | | |
|-------------|---|---|--|
| 1 plot | → | a | where and/or when the action takes place |
| 2 style | → | b | a way of showing what happened before the main story |
| 3 setting | → | c | how characters talk to each other |
| 4 flashback | → | d | a surprise at the end of a book |
| 5 dialogue | → | e | the main story in a book |
| 6 twist | → | f | the way the author writes |

2 Look at the cover of a book. What type of book is it? Choose one or more types from the list, and write two sentences, giving reasons for your choice.

action comedy science fiction suspense
human drama adventure historical novel reference

- 1 I think it is a **human drama** because it talks about people and the picture shows this.
- 2 **I think it is a comedy** because they write that it is a funny story



3 Read this review of the book *Game, Set and Match* and check your answers.

Game, Set and Match is a fascinating story about a young tennis player from North Africa. It is about family ties, the sacrifices needed for success and whether they are worth making. It is also very moving and, in places, very funny.

The plot is quite simple. Young Samir is the son of a successful businessman, who wants Samir to follow in his footsteps and eventually take over his import-export business. As he grows up though, Samir discovers a love for tennis and shows he has an unusual talent for the sport. He practises whenever he can and becomes the regional champion when he is only 14. A problem quickly emerges, though: if he wants to get to the very top, he can't stay at home. Sooner or later, he will need to go abroad to train, and this of course will cost a lot of money. Can he really expect his father to pay for him to achieve his dreams, and is he really as good as everyone says he is?

The way the story is managed by the writer is different from a straightforward narrative. The setting for the action is a training camp in the USA, where Samir is playing the biggest match of his life, and the family story that leads up to it is told in a series of flashbacks between games. The big question, of course, is whether he will win. I won't reveal the answer, but I can say there is an interesting twist in the final chapter.

The writer, Fawzi bin Osman, has a brilliant writing style: the descriptive passages are quite poetic, while the dialogue is natural and humorous. Even the minor characters are very believable. To sum up, I think most young people would love this book (and you don't need to know anything about tennis to enjoy it). They could also learn something about life, family relationships and the meaning of success.

The book is a human drama, with some comedy

4 Underline four useful book review words or expressions in the text.

5 There are four main sections to the review. Write 1–4 to show the order in which they occur.

- a how the plot develops **3** _____ c why you should read it **4** _____
b what book it is **1** _____ d what the plot is **2** _____

6 In your own words, write three things that the reviewer likes about the book.

- 1 **The pilot is quite simple** _____

- 2 **The way the story is managed by the writer is different from a straightforward narrative** _____

- 3 _____
writer has a brilliant writing style _____

7 Write a short review of the best TV programme you've seen recently. Use words and expressions from 1 and 2, and ideas from 3. Don't forget to say why you liked the programme so much.

Probably one of the best casts ever assembled on TV, Modern Family is a brilliantly funny, fast-paced comedy that revolutionized TV with its display of a highly unconventional family. Actually it's three families who are all interrelated.

4- a fascinating story - very moving- plot - narrative- an interesting twist - final chapter - descriptive passages - minor characters

4 Culture, old and new

- Grammar** › Reported speech – statements
 › Reported speech – questions and commands
- Vocabulary** › Art and design, crafts, poetry › Artists
 › Adjectives ending in *-ing* and *-ed*
- Speaking** › Describing a past event
- Writing** › An announcement

► Vocabulary

Art and design, crafts, poetry

1 Can you find these words in the word search?

lyrics craftsman architect poetry design
 writer stage lighting verse

a	w	p	o	t	t	h	w	r	i	v
r	r	l	i	s	c	i	r	y	l	e
t	i	i	c	t	e	v	i	r	y	r
r	t	g	y	r	t	e	o	p	n	d
r	e	h	r	c	i	r	s	t	g	e
s	r	t	a	s	h	c	t	a	i	s
t	r	i	f	y	c	h	o	g	s	r
e	n	n	e	s	r	e	v	m	e	v
o	i	g	h	g	a	r	c	a	d	a
g	n	i	c		s	t	a	g	e	r
e	g	n	a	m	s	t	f	a	r	c

2 Add the missing vowels (a, e, i, o, u) to form words connected with art.

- calligraphy
- skatch
- maaterials
- aabstract
- teextiles
- draowing
- stuudio
- exehibition

3 Now match the words in 2 with the definitions.

- place where a painter works studio
- general word for things used for making crafts or artworks
materials
- picture made with a pen or pencil drawing
- public show of art that people can go to look at
exhibition
- writing in a decorative style calligraphy
- types of cloth often used in craft work textiles
- art that expresses ideas or feelings, not exact appearances.
abstract
- drawing done quickly without many details sketch



4 Who does what? Put these names in the correct columns. Then add two more of your own in each column.

Ibn Arabi William Shakespeare Jackson Pollock
 Abdulrahman Munif Charles Dickens Adrian Smith

Writer	Artist	Poet	Architect
William Shakespeare	Jackson Pollock	Ibn Arabi	Adrian Smith

▶ Reading

- 1 Look at the picture and the title of the text. What type of text do you think this is?
- a a review of a famous exhibition
b a scientific report on creativity
c an autobiography
d a guide to using brains in modern art
- 2 Now read the text and check your answer.

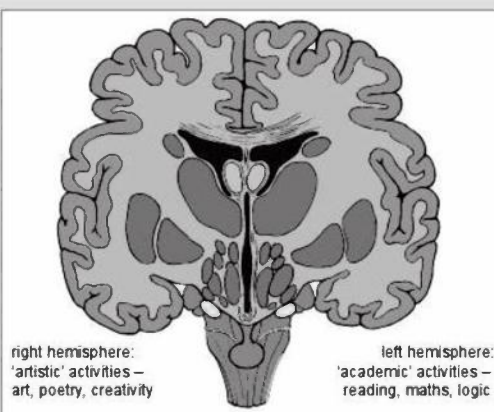
Advanced brain activity in creative people

Many people who are not artistic believe that trained artists and other creative people think differently from them – and they are right. Psychologists have discovered that professionally trained artists use both the left and the right sides of their brain more than the average person.

People whose left hemisphere is well developed are known to be strong in academic areas such as reading, maths and logic. More creative people often have better developed right hemispheres, so they are talented in creative areas like art. Experiments to discover how different types of people solve different types of problems have shown that artistic people use both sides of the brain more often than those who are not creative.

Those of us who are not creative are often convinced that artists and poets see the world in a different way from us and research seems to show that there is some truth in this. Apparently, children up to a certain age (generally around seven) tend to use both sides of their brains. This can be seen from the vivid imagination they show when writing stories, for example. After that, in most people, the logical left-hand side starts to dominate, telling them that certain things are impossible in 'real life'. The theory is that in great poets, for example, this process doesn't happen.

Great poetry, therefore, is the result of right hemisphere activity or, to put it less technically, an



imaginative and emotional freedom that 'ordinary' people have lost. How exactly this brain activity marks some people out as being creative is still the subject of a lot of research.

Researchers wanted to see how creative people solved problems by thinking 'outside the box'. To compare the thinking processes of creative and non-creative people, a group of students were shown some everyday objects and

asked to invent new uses for them. They were then given a word test. The artistic people showed more advanced language skills in the word test, and they also had more original ideas for alternative uses for the objects.

What the research does not prove is whether artistic skill is something that you are born with, or whether it can be learnt. A child who starts to draw or write poetry at a very early age and continues doing so for many years may be changing his or her brain activity by doing so. This suggests that the differences in a creative brain are caused as much by training as by genetics.

- 3 Find words in the text which mean:

- 1 people who study how the human mind works
(paragraph 1) psychologists
- 2 very good at something (paragraph 2) talented
- 3 scientific tests (paragraph 2) experiments
- 4 related (paragraph 4) associated
- 5 at the same time (paragraph 3) simultaneously

- 4 Choose the correct alternative.

- 1 Creative people use both sides of the brain more artistically/often than average.
- 2 The researchers say that creative thinking is normal for psychologists/artists.
- 3 Children tend to be more logical/imaginative than adults.
- 4 The research showed that artistic people were better with words/thinking processes than non-artistic people.
- 5 Non-creative people had more/fewer original ideas for uses of common objects.

- 5 Answer the questions with information from the text.

- 1 Who have always believed that artistic people don't think in the same way as people with no artistic talent?
— many people who are not artistic —
- 2 The psychologists concentrated on problems that could be solved by thinking 'outside the box'. What do you think this expression means?
a logically b creatively c emotionally
- 3 Find a sentence in the text which gives an example of what the right side of the brain does, and what the left side of the brain does.

People whose left hemisphere is well developed are known to be strong in academic areas such as reading, maths and logic.

- 6 What about you?

Are people you know who are creative or artistic good at other things? If so, what? Great poetry, therefore, is the result of right hemisphere activity

Reported speech – statements

1 Complete the table with the reported speech.

Direct speech	Reported speech
'I listen to the CD a lot.'	He said he <i>listened to the CD a lot.</i>
'I'm listening to the CD.'	He said he was listening to the CD
'I have listened to the CD.'	He said he had listened to the CD
'I listened to the CD.'	He said he had listened
'I had listened to the CD.'	He said he had listened
'I will listen to the CD.'	He said he would listen
'I can listen to the CD.'	He said he could listen
'I may listen to the CD.'	He said he might listen
'I must/have to listen to the CD.'	He said he had to listen

2 Complete the sentences in reported speech.

- 'You have to be careful!'
The museum guide told us that we *had to be* careful.
- 'I don't know anything about modern art.'
Grandad said that he **Didn't know.**
- 'It may take a while for the paint to dry.'
The artist told him that it **Might take.**
- 'I can get you cheap tickets for the exhibition.'
My friend said that he **Could get.**
- 'Non-creative people did not do so well on the tests.'
The researcher told us that non-creative people **had not done.**

3 Complete the reported sentences.

- 'I'll be here at ten.'
She said she'd be *there* at ten.
- 'We saw the exhibition yesterday.'
They said they'd seen the exhibition **The day before.**
- 'I'll never forget tonight's performance.'
She said she'd never forget **That night's** performance.
- 'I may go to the gallery next month.'
She said she might go to the gallery **The following month**
- 'We went to the same gallery a week ago.'
They told me they'd been to the same gallery **The week before.**

- 'I'm having a new front door carved next week.'
He said he was having a new front door carved **The next day.**
- 'We had a much friendlier audience last year.'
They said they'd had a much friendlier audience **The day before.**

4 Rewrite the direct sentences in reported speech.

- 'I've always hated modern art.'
She told me (that) **she had always hated modern art.**
- 'We are going to the old castle next week.'
They said (that) **they were going to the old castle the following week.**
- 'I'm painting a picture just for you.'
He told me (that) **he was painting a picture just for me.**
- 'I'm hoping to write a new book this year.'
The author said (that) **he was hoping to write a new book.**
- 'I can't write any more tonight, I'm too tired.'
She said (that) **she couldn't write any more that night, she was too tired.**

Grammar extension

5 Rewrite the sentences in reported speech. Use the reporting verbs given.

advise invite ~~offer~~ refuse remind suggest

- Don said to me: 'I'll carry your suitcases.'
Don offered to carry my suitcases.
- Faisal asked us: 'Would you like to come to my poetry reading?'
Faisal **Faisal invited us to his poetry reading.**
- Salima said: 'I won't wear a coat!'
Salima **Salima refused to wear a coat.**
- Ali said to me: 'Why don't we learn calligraphy together?'
Ali **Bernie suggested learning calligraphy together.**
- The doctor told me: 'You should rest your leg for two weeks.'
The doctor **The doctor advised me to rest my leg for two weeks.**
- She said to her son: 'Don't forget to tidy your room.'
She **She reminded her son to tidy his room.**

▶ Developing vocabulary

Adjectives ending in *-ing* and *-ed*

1 Choose the correct alternative.

- 1 She was amazed/amazing when her poem won the poetry prize.
- 2 The lecture wasn't very interested/interesting, but the show was.
- 3 The success of his first book was really surprised/surprising.
- 4 I'm afraid I was rather uninspired/uninspiring by the works of art I saw.
- 5 The horror story I read last night wasn't very frightened/frightening.
- 6 The poet wasn't very relaxed/relaxing at the start of his reading.
- 7 The kids got bored/boring waiting for the show to open.
- 8 They had the best seats in the hall, but the performance itself was disappointed/disappointing.

2 Look at the pictures and make two sentences for each with the words given.



- 1 embarrassed
I get very embarrassed when I talk to the class.
embarrassing
Talking to the class is always so embarrassing.
- 2 confused
I get very confused with/by my maths homework.
confusing
I find my maths homework very confusing.
- 3 disappointed
I was disappointed with my maths results.
disappointing
My maths results were disappointing.
- 4 excited
We were very excited when we visited the old castle.
exciting
Visiting the old castle was very exciting.

3 Look at the example, then complete the six sentences so that they are true for you.

satisfy

- 1 The most satisfying experience I've had is winning a poetry prize.
- 2 I was most satisfied when I won a poetry prize.

terrify

- 1 The most terrifying book I've ever read is Fair's doors.
- 2 I was terrified the other day when the light turned off.

horrify

- 1 The most horrifying news I've heard recently is The crash of the plane.
- 2 I was horrified when I traveled by plane.

worry

- 1 The most worrying thing about school for me is The test.
- 2 The last time I got really worried about something was last month.

Vocabulary extension

- 4 Here are more adjectives ending in *-ing* and *-ed*. Check you know the meaning of each one, then complete the sentences.

amusing annoyed exhausted
fascinated pleased thrilling

- 1 The last book he ever wrote was really thrilling.
 - 2 I was absolutely fascinated by the way he used rhyme.
 - 3 She was totally exhausted after her visit to the museum, but still couldn't sleep.
 - 4 The architect was very pleased with the finished building.
 - 5 The security guard in the art gallery gets annoyed if you touch anything.
 - 6 Some people find her work amusing but personally, I don't find it funny at all.
- 5 Write four sentences about yourself using adjectives from 4 and your own ideas.
- 1 The novel I took from you is very amusing
 - 2 They were very exhausted when they visited the museums
 - 3 I was fascinated by your novel.
 - 4 The visitor was very pleased with the painting

Reported speech – questions and commands

1 Complete the grammar rules with these words.

do not same statements subject whether

- Tenses and pronouns in reported questions change in the **same** way as with reported **statements**.
- There is no inversion of **subject** and verb as in direct questions, and question marks are **not** needed.
- We do not use the auxiliary verb **do** in reported questions.
- If there is no question word, we use *if* or **whether**.

2 Complete the reported questions.

- 'Did you see the royal palace?'
He asked him **if he had seen the royal palace.**
- 'Why are you putting your book in your bag?'
The teacher wanted to know **why he/she was putting his/her book in his/her bag.**
- 'Who is your favourite writer?'
He wanted to know **who his/her favourite writer was.**
- 'Do you often go to poetry readings?'
He asked him **if he often went to poetry readings.**
- 'Where are the paintings by Jackson Pollock?'
They wanted to know **where the paintings by Jackson Pollock were.**
- 'Will you be able to clean the marks off the painting?'
He wanted to know **if they/he/she would be able to clean the marks off the painting**



3 Look at the grammar rule and choose the correct alternative.

For reported commands we use *asked to* or *not to* + (a) *auxiliary/infinite*. If (b) *necessary/possible*, we change pronouns and other words in the same way as in reported statements. We use (c) *asked/told* to report stronger commands and (d) *asked/told* for more polite commands.

4 Rewrite the sentences in direct speech.

- The teacher asked her to stand still.
'Please stand still.'
- He told the driver to shut the door.
'Shut the door!'
- The teacher told the kids not to go near the water.
'Don't go near the water!'
- He asked her to wait for him.
'Please wait for me.'
- He told them not to take photos.
'Don't take photos!'
- Her mother told her to turn the TV down.
'Turn the TV down!'
- Their mother asked them to tidy their bedroom.
'Please read your poems.'
- She asked the cleaners not to touch the carving.
'Please don't touch the carving.'

Grammar extension

5 Complete Ali's email using these new reporting verbs.

accuse apologise congratulate insist promise warn

Hi Hassan

Well, my first wood-carving lesson didn't go very well at the beginning. First, the teacher (a) **insisted** on showing us all the different tools. He (b) **warned** us not to leave them uncovered or they could get damaged. Then he (c) **accused** me of looking bored (which I was, a bit). He (d) **promised** that we could actually do some carving soon, but then went on talking for another half an hour. I started to get impatient, but then he (e) **apologised** to us for talking so long and let us start. It wasn't all bad though: in the end he (f) **congratulated** me on what I'd done!

So maybe I'll keep going.

See you soon,

Ali

▶ Developing speaking

Describing a past event

- 1 Put these useful words and expressions into the correct column.

a few minutes later after a while after that
at first finally first in the end next then

at the beginning of a description	in the middle of a description	at the end of a description
At first – first	After while – a few minutes later – next – then – after that	In the end – finally

- 2 Read this dialogue and choose the correct alternative.

JAKE: What's the most embarrassing thing that's happened to you?

SAM: That's easy! It was when my mum asked me to go to a poetry reading with her.

JAKE: So what happened?

SAM: (a) At first/Next, I said I didn't want to go, but she was disappointed so I went and it was awful. (b) After a while/First, we missed the bus and were nearly late. (c) In the end/Next, we realised that everybody was wearing smart clothes – I was in jeans and trainers! Then, the curtain went up and nothing happened for ages. (d) After a while/After that, I asked Mum what was going on, and people behind me told me to be quiet and I started laughing. I know it was bad but I couldn't stop. (e) First/Finally, Mum got so angry that she said we had to leave. (f) In the end/A few minutes later, we stayed until the interval but she's never forgotten that evening. And she'll never take me to a poetry reading again ...

- 3 Write some notes about an embarrassing event that happened to you. Remember to use the words and expressions from 1.

My mother asked me to go to a poetry reading. At first I refused but she was angry so I accepted to go with her. First we missed the bus and we were late. Next, we realized that everybody was wearing smart clothes but we were wearing casual clothes. After a while, I talked to my mother but people asked me not to talk and I started laughing. Finally my mother got angry and mother decided to leave.

Describing photos

- 4 Look at this photo and answer the questions. If you are not sure of something, say *I think* and/or *I imagine*.



- Who is in the photo?
There is a man in the photo who looks like an artist.
 - Where is he?
He is in a room. I imagine it is his studio.
 - What is he doing?
He is dropping paint onto a big canvas which is on the floor.
 - How do you think the artist is feeling?
I think he is concentrating on his painting. He looks very serious.
- 5 Now look at this photo and answer the same questions.



- 6 What about you?

What are your reactions to the two artists' work? Write two questions that you would like to ask each artist.

- what do you mean by this photo?**
- what's your feeling about it?**
- what do you mean by this photo?**
- what's your feeling about it?**

4-

1- There is a man in the photo who looks like an artist.

2- He is in a room. I imagine it is his studio.

3- He is dropping paint onto a big canvas which is on the floor.

4- I think he is concentrating on his painting. He looks very serious

An announcement

1 Look at these tips for writing announcements and correct the mistakes.

1 Use long complicated sentences.

Use short, clear sentences.

2 Don't have a slogan.

Have a slogan.

3 Remember that a title that attracts attention is not usually necessary.

Remember that a title that attracts attention is usually necessary.

4 Give as much information as possible.

Give only the important information

2 Complete the announcement with these words.

categories contact December 1st
December 10th read shy

A GREAT poetry competition!

Saturday (a) **December 1st** in the school hall.

Have you got a talent for writing poetry? Could you

(b) **read** it at our poetry competition?

Don't be (c) **shy**! We need poems for the competition, and people to read them!

There are three (d) **categories**:

History, Religion and The Natural World.

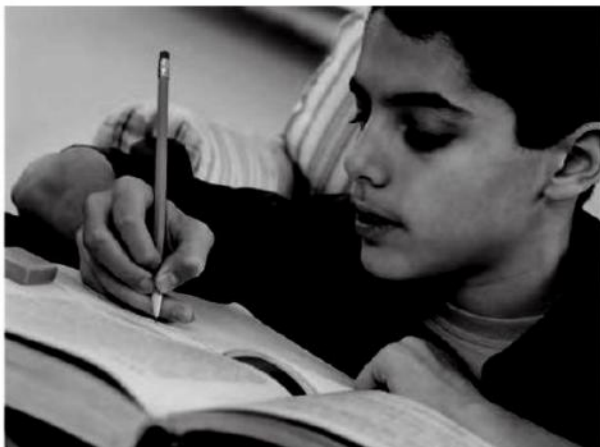
Send us examples of your original work by

(e) **December 1st**.

There will be prizes for the best poems in each category.

For more information, (f) **contact** Munir on

056 5483005



3 Look at these notes about another event in the school calendar. Make a poster announcing this event, using the space below.

talent competition

organisers want artists / wood carvers / crafts people

names in by Dec 3rd

chance to appear on local TV for winner

event on Dec 17th

over-16s only

talk to Mr Rashid for more info

Talent Competition

Organizers want artist, wood carvers, crafts people

You can book on Dec 3rd

There is a chance to appear on local TV for winner

The event is on Dec 17th

Competitors are over – 16s only

Talk to Mr. Rashid for more information

4 Think of an event of your own – funny or serious. Write an announcement in which you give all the necessary information and try to get all your friends to participate.

Talent Competition

Organizers want artist, wood carvers, crafts people

You can book on Dec 3rd

There is a chance to appear on local TV for winner

The event is on Dec 17th

Competitors are over – 16s only

Talk to Mr. Rashid for more information

Revision: Units 3–4

Grammar

1 Complete the defining relative clauses with these words.

that when where who whose

- A rink is a place **where** you go to ice-skate.
- Clubs are things **that** golfers use to hit balls.
- The goalkeeper is the person **whose** job it is to stop goals.
- Summer is the season **when** most people play tennis.
- He is the athlete **who** won the most medals last year.

/ 5 points

2 Choose the correct alternative.

- The player that/who lost the game threw down his racket.
- In the 1950s, where/when television was black and white, snooker wasn't so popular.
- Golf started in Scotland, which/where many people still play today.
- My neighbour, who/- is over eighty, walks to the town every day.
- Road bikes, which/whose have very thin tyres, go very fast.

/ 5 points

3 Put the words in the correct order to make reported questions.

- if visited He gallery wanted I the to had know
He wanted to know if I had visited the gallery.
- he him They born asked was where
They asked him where he was born.
- we asked us teacher if touched The had it
The teacher asked us if we had touched it.
- there wanted how to She long had know been we
She wanted to know how long we had been there.
- planning owner buy asked The if were us we to anything
The owner asked us if we were planning to buy anything.

/ 5 points

4 Report the commands.

- 'Don't touch the exhibits!' the man told the boys.
The man **told the boys not to touch the exhibits.**
- 'Please don't talk in the library,' the librarian asked us.
The librarian **asked us not to talk in the library.**
- 'Don't mix all the colours at the same time,' the teacher told me.
The teacher **told me not to mix all the colours at the same time.**
- 'Get your tickets from me, please,' the receptionist told the visitors.
The receptionist **told the visitors to get their tickets from her.**
- 'Don't use flash photography in the Vermeer room,' the guide told the photographer.
The guide ... **told the photographer not to use flash photography in the Vermeer room.**

/ 10 points

Total

/ 25 points

Vocabulary

5 Complete the sports with the missing vowels.

- icee hockey
- football
- sailing
- athetics
- snowboarding

/ 5 points

6 Complete the sentences with these words.

boots club course court goggles
net pitch rink slope skates

- You play football on a **pitch** wearing **boots**.
- You ski down a **slope** with **goggles** on your eyes.
- You skate on a **rink** wearing **skates**.
- You play golf on a golf **course** with a **club**.
- You hit a tennis ball over a **net** on a **court**.

/ 5 points

7 Match the words and definitions.

- | | | |
|----------------|---|--|
| 1 abstract art | a | a way of designing buildings |
| 2 crafts | b | a decorative style of writing |
| 3 architecture | c | public place where you can look at paintings or works of art |
| 4 calligraphy | d | art that expresses ideas rather than exact appearances |
| 5 gallery | e | creating artistic objects |

/ 5 points

8 Complete the sentences with suitable words from the units.

- My teacher is also a skilled **Wood cover** who makes model boats.
- The **audience** are the people who watch the performance.
- Charles Dickens was the **author/writer** of *Great Expectations*.
- He is a **poet** who invented a new style of verse.
- He designed several smaller buildings before he became a famous **architect**.

/ 5 points

9 Choose the correct alternative.

- The performance was bored/boring but luckily not very long.
- The author was disappointed/disappointing by the critics' reviews.
- I was totally uninspired/uninspiring by the works in the new gallery.
- Our team played badly and the result was embarrassed/embarrassing.
- Her father finds swimming very relaxed/relaxing after a day's work.

/ 5 points

Total

/ 25 points

Reading

1 Read the book review.

When he was growing up, it often seemed to Hamad Mansour that he would never be able to escape from his background. His mother died when he was young and he and his older brother Kareem were brought up by their father, in a poor area of Doha. His father worked as a builder whenever he could find a job, but there was never enough money for anything more than basic survival.

This heartwarming novel by Nasser Sulaiman follows Hamad's story. He soon proves himself to be a clever boy, with a special talent for all things electrical. With financial help from Faoud Asker, his father's employer who seems to like him, Hamad goes to college and gets a good degree, followed by a technician's job at a TV studio. Within a year, his hard work, technical knowledge and a new-found skill at organisation earn him promotion to a responsible position

Nasser Sulaiman

Full Circle

on a hugely popular cultural review show, where he is befriended by the show's star presenter, Ramzi Houssam.

For a time, Hamad lives in the glamorous world he used to dream of. One day, though, he hears that

his brother has been in an accident and is seriously ill in hospital. Almost overnight, he starts to look at life differently and see his rich and famous friends in a new light. They, and the life they lead, suddenly seem empty and meaningless. He returns home to look after his father and rediscovers the values he thought he had lost. He has, as the title says, turned 'full circle'.

If you've read the famous Charles Dickens novel *Great Expectations*, you will probably recognise the outline of this story, and in fact Demir admits that his book owes a debt to the 19th century classic. *Full Circle*, though, is a great novel in itself, full of social observation and psychological insight. I strongly recommend it.

2 Decide if the statements are true (T) or false (F).

- 1 Hamad's father is a builder who has lost his wife. T F
- 2 Hamad had to finish his education early because his family were poor. T F
- 3 It takes Hamad a long time to be promoted. T F
- 4 Hamad always knew the lives of famous people were empty. T F
- 5 The reviewer compares this book with an earlier novel. T F

/ 5 points

3 Fill in the person from the list.

Hamad	Faoud Asker	Nasser Sulaiman
Ramzi Houssam	Hamad's father	

- 1 **Hamad's father** finds it hard to earn enough money.
- 2 **Faoud Asker** helps to pay for Hamad's education.
- 3 **Ramzi Houssam** is a famous TV presenter.
- 4 **Nasser Sulaiman** wrote the novel.
- 5 **Hamad** is a good electrician and organiser.

/ 5 points

4 Match the definitions with words from the text.

- 1 get away escape
- 2 staying alive survival
- 3 making you feel happy heart-warming
- 4 skill or ability talent
- 5 a rise in position at work promotion
- 6 well-liked by a lot of people popular
- 7 luxurious and attractive glamorous
- 8 finds again rediscovers
- 9 find something familiar recognize
- 10 deep understanding insight

/ 5 points

Writing

5 Write a short review of a book you have read recently. Use these questions and your own ideas.

What is the book?	What did you like or not like about it?
What is it about?	Would you recommend it to a friend?
Who are the main characters?	

/ 10 points

Total

/ 25 points

5-

The White Tiger is the story of Balram, the son of a rickshaw puller, who lives in a small Indian village. He finds the destitution of his family repulsive and decides to break away from it. He is constantly on the lookout of opportunities that could alleviate his poverty. He learns how to drive and manages a driver's job with the landlord of his village. Lady Luck smiles upon him when Balram is asked to accompany the landlord's son to Delhi as a driver. In Delhi, Balram learns the ways of the urban society. A Keen observer and a fast learner, Balram realizes very soon that a little dishonesty can bring him enough money for a secure future. So he robs and murders his employer, runs away to Bangalore with his loot and starts his own business there. Years later, Balram is seen as an influential member of the Bangalore power circle successfully steering his career from one height to another.

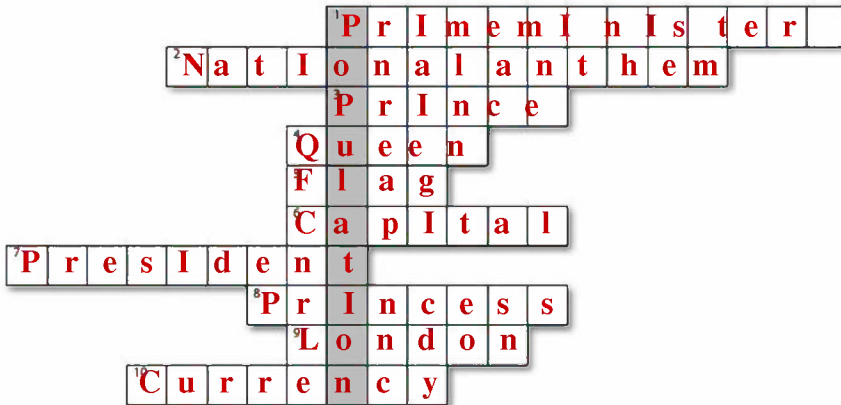
5 History's mysteries

- Grammar** ▶ Modal verbs of speculation and deduction – present and past
 ▶ Third conditional
- Vocabulary** ▶ Nations ▶ State and politics ▶ Adjective suffixes
- Speaking** ▶ Describing photos 2
- Writing** ▶ A story

▶ Vocabulary

Nations

- 1 Read the clues and complete the puzzle. Then complete clue 11 for the word in the shaded column.



- 1 leader of the government (e.g. in Greece, UK)
- 2 country's song
- 3 son of the head of the monarchy
- 4 woman who is head of the monarchy
- 5 piece of material with a design that represents a nation
- 6 city where a country usually has its government
- 7 leader of a government that does not have a monarchy (e.g. Poland, USA)
- 8 daughter of the head of the monarchy
- 9 city where you will find the British Houses of Parliament
- 10 the type of money used in a particular country
- 11 _____

- 2 Match these countries to the facts.

Argentina India Spain Wales England USA

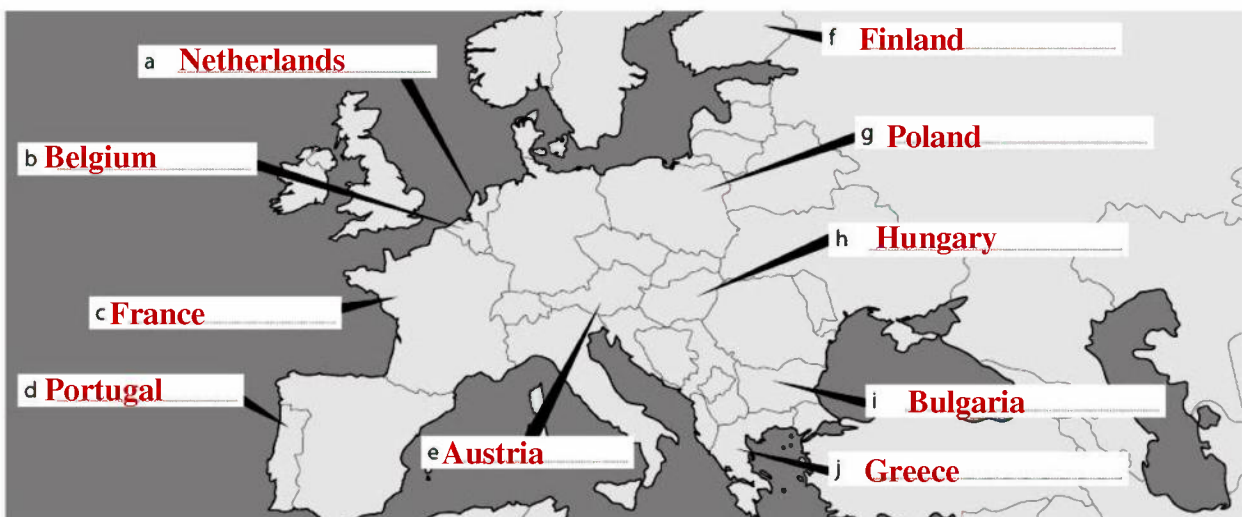
- 1 Its flag has 50 stars and 13 stripes. **USA**
- 2 The currency of this country is the peso. **Argentina**
- 3 The king of this country has a son called Felipe. **Spain**
- 4 This country has a princess who was an Olympic horsewoman. **England**
- 5 The city with the highest population in the world is here. **India**
- 6 Its national anthem is called 'Land of Our Fathers'. **Wales**

- 3 Match 1–4 with a–d to complete the definitions.

- 1 A democracy is where **b**_____
 - 2 A constitutional monarchy is where **a**_____
 - 3 A republic is a country ruled by **c**_____
 - 4 A monarchy is where **d**_____
- a the king or queen has limited powers.
 b people vote for their leader in elections.
 c a president or leader, not a king or queen.
 d the king or queen rules the country.

- 4 Complete the names of these countries and write them in the map below.

- | | | | |
|---------------|-------------------|------------------------|-----------------------|
| 1 Au__str__ia | 4 Finlan a _____ | 7 Gr ee c e | 10 Po rt ug a l _____ |
| 2 Be lg ium | 5 Fr anc e | 8 Po Land _____ | |
| 3 Bu lgar ia | 6 Hu ng ary _____ | 9 Ne Th erl ands _____ | |



- 1 Look at the picture and the title of the article.
What do you think you will learn?
 - a What happened to the Mary Celeste
 - b When it happened
 - c What is mysterious about it



- 2 Read the text and check your answers.

THE MYSTERY OF THE *Mary Celeste*

One of the best-known historical mysteries is the strange story of a ship called the Mary Celeste. It was over a century ago that this ship was found floating in the Atlantic Ocean without her crew. The ship herself did not appear to be damaged in any way, but the fate of the sailors and passengers has never been known.

The Mary Celeste started life in Canada in the 1860s as a ship called Amazon. After an accident, she was repaired and given a new name. In November 1872, she left for Europe with a full cargo. There were seven seamen on board as well as the ship's captain, Benjamin Briggs, Briggs' wife Sarah and their little daughter Sophia Matilda.

Nobody knows what happened between that day in November and December 4, when another ship discovered the Mary Celeste floating towards Gibraltar. The captain's log was found, undamaged, and the last thing he had written in it was dated November 24. Nothing in the log suggested that anything awful had happened, but Captain Briggs, his family and the whole crew had disappeared.

At first, it was thought that there might have been a pirate attack. However, this can't have happened, because the pirates would have taken the ship's cargo, which remained untouched. Another mystery was the fact that the single lifeboat had not been used. Wouldn't Briggs have put his wife and daughter into a lifeboat if they had been in danger?

In a famous short story based on this event, the writer Arthur Conan Doyle changed the name of the ship to the Marie Celeste. He called the story 'J. Habakuk Jephson's Statement' and added many fictional details. He made it more colourful by describing half-eaten breakfasts on the table and tea still warm in the cups.

Fact has been mixed with fiction and the legend was born. People have even suggested that creatures from outer space must have visited the ship. We do not know, and perhaps we never will.

- 3 Match the words and definitions.

- | | |
|------------|--|
| 1 cargo | a written record of what happens on a ship |
| 2 fate | b small boat on a ship that is used in emergencies |
| 3 lifeboat | c someone who steals things from ships at sea |
| 4 log | d things sent by ship, plane, train or truck |
| 5 pirate | e the things that will happen to someone in their life |

- 4 Choose the correct alternative.

- 1 We know/do not know for sure what happened to the crew of the Mary Celeste.
- 2 The writer tells/does not tell us what cargo the ship was carrying.
- 3 We definitely know/do not know that the captain's log was found.
- 4 We know/do not know for sure that people had been hurt on the ship.
- 5 We definitely know that the ship's cargo was/wasn't stolen.
- 6 The writer tells/does not tell us what happened to the Mary Celeste.

- 5 Explain the following names in your own words. What or who were they?

- 1 Amazon, Mary Celeste and Marie Celeste
- 2 Benjamin Briggs, Sarah and Sophia Matilda
- 3 Arthur Conan Doyle and J. Habakuk Jephson

- 6 What about you?

What do you think could have happened to the crew of the Mary Celeste?

The pirates might kidnapped them _____

5-

1- They are all different names that were used for the ship in the article.

2- Benjamin Briggs was the captain of the ship, Sarah was his wife and Sophia Matilda was his daughter.

3- Arthur Conan Doyle was an author who wrote a story about the ship, and J Habakuk Jephson was the name of the man in the story who told him about what had happened

Grammar in context

Modals of speculation and deduction – present and past

1 Complete the rule with these words.

100% 50% *can't* *must* without

After modal verbs of speculation and deduction, we use an infinitive (a) **without** to.

We use (b) **must** when we are 90% sure that something is true.

We use *may*, *might*, *could*, *may not*, *mightn't* when there is a (c) **50%** possibility that something is (or is not) true.

We use (d) **Can't** when we are 90% sure that something is not true.

When we are (e) **100%** sure about something, we do not use these modal verbs at all.

2 Choose the correct alternative.

- 1 These days, DNA evidence can't/can be used to solve crimes.
- 2 Charles must/might be a prince because his mother is a queen.
- 3 Some of the stories people tell might/mustn't be true.
- 4 The history book on the table can't/must be yours because I've got mine.
- 5 This can't/must be Swiss chocolate – look, there's a Swiss flag on it.
- 6 That may/must be their national anthem but I don't know for sure.
- 7 It must/can't be snowing, it's summer!
- 8 The capital of Greenland could/can't be Riga but I'll have to check.

3 Match 1–4 with a–d to make sentences about the Mary Celeste story.

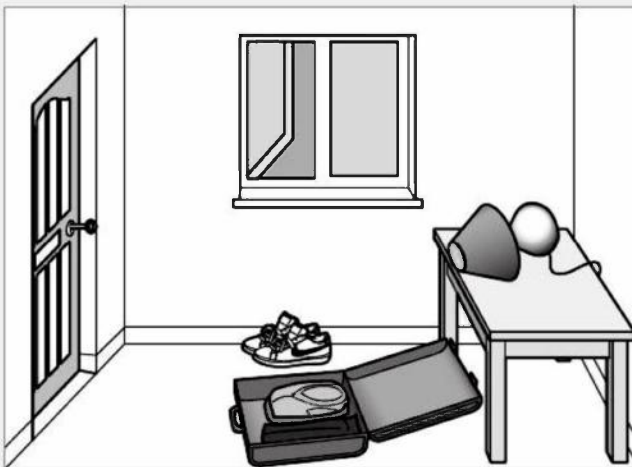
- | | | |
|---------------------------------|---|---|
| 1 The family may have | a | kidnapped the family but I don't think so. |
| 2 Conan Doyle's story must have | b | been attacked by pirates because the cargo was still there. |
| 3 The crew might have | c | made the people's disappearance even more mysterious. |
| 4 The ship can't have | d | fallen into the sea, but what about the crew? |

4 Answer the questions with the words given. Use the modals *may*, *might*, *must*, *can*, etc.

- 1 Who do you think lives here?
somebody young / lots of children's toys
It must be somebody young because there are lots of children's toys.
- 2 Where do you think this photo was taken?
not in England / signs all in Russian
It can't be in England because the signs are all in Russian.
- 3 Which port did the Mary Celeste sail from?
not Plymouth / not in England
It couldn't have been Plymouth because it wasn't in England.
- 4 When did the family disappear?
After November 24th / entry in log to prove it
It must have been after November 24th because there's an entry in the log to prove
- 5 Do you think Victor Emmanuel II was really the son of Charles Albert?
his true son / never know for sure
He might have been Charles Albert's son but we'll never know for sure.

Grammar extension

5 A man has disappeared from his house. Look at the picture of his room. Write five sentences to deduce what happened.



- 1 **The man must have ... the man must have prepared to leave the house.**
- 2 **The man might attend to travel**
- 3 **The man might be kidnapped**
- 4 **He could go out from the window**
- 5 **He might not go out from the door**

▶ Developing vocabulary

Adjective suffixes -y, -ous, -able, -ible, -ful, -less, -al, -ic

1 Look at the words in **bold**. Circle the nouns and underline the adjectives in the sentences (**bold** words only).

- I've just read an interesting book about the **aristocracy** of Spain. (**circle**)
- The king was in great **danger** and had to escape quickly.
- The **official** story couldn't have been true.
- The weather has been very **changeable** this month.
- He returned to his **native** country after living abroad for years.
- If she's got any **sense**, she'll leave before there's trouble.
- Don't hesitate to ask for **help**.
- Under his rule, the people lived in **peace**. **terror**

2 Choose the correct alternative.

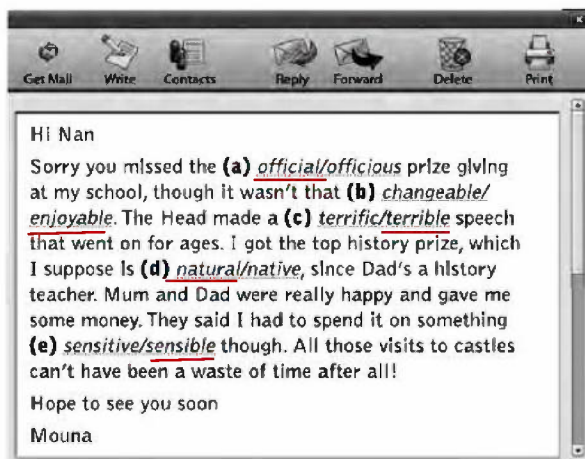
- The baby animals were blind and helpful/helpless when they were first born.
- You have been very helpful/helpless, thank you very much.
- Please be careless/careful when you cross that busy road.
- My printer doesn't work any more. It's quite useful/useless.
- It was careless/careful of him to throw a lighted cigarette end into the bin.
- A dictionary is useless/useful if you don't know the meaning of a word.

3 Add a suffix to these nouns to make adjectives and make any necessary spelling changes. Then use them to complete the sentences.

comfort danger fame hunger mystery thirst

- The poor guests must have been **thirsty** because they weren't given water.
- The boys can't have disappeared into thin air – that's so **mysterious**.
- Lee Harvey Oswald was **famous** for shooting JFK.
- Being a builder can be quite a **dangerous** job.
- Sleeping on a yacht can't be very **comfortable** but I've never done it.
- They might have been **hungry** because there was no evidence of any food in the house.

4 Read the email and choose the correct alternative.



Hi Nan

Sorry you missed the (a) official/officious prize given at my school, though it wasn't that (b) changeable/enjoyable. The Head made a (c) terrific/terrible speech that went on for ages. I got the top history prize, which I suppose is (d) natural/native, since Dad's a history teacher. Mum and Dad were really happy and gave me some money. They said I had to spend it on something (e) sensitive/sensible though. All those visits to castles can't have been a waste of time after all!

Hope to see you soon

Mouna

Vocabulary extension

5 Make adjectives from these nouns with the suffix -ic. Then write a sentence with one of the adjectives in each.

democracy drama hero poet economy

- The political system in the UK is democratic.*
- Dramatic - The film is very dramatic**
- Heroic - This character is heroic**
- Poetic - They like poetic writing**
- Economic - They study economic studies**

6 Which of these nouns can be changed into adjectives with the suffixes -ful and -less? Put the adjectives into the correct column. Some words may go in both. Use your dictionary if necessary.

beauty fear home hope meaning
peace thought wonder worth

-ful	-less
<i>beauty</i> beautiful – fearful – hopeful – meaningful – peaceful – thoughtful – wonderful	fearless – homeless – hopeless- meaningless- thoughtless- worthless

7 Now choose three adjectives from 6 to use in three sentences of your own.

- Last year, I visited Egypt and went to a lot of beautiful places**
- These boys are homeless**
- We all hope to live in a peaceful world**

▶ Grammar in context

Third conditional

1 Look at the grammar rules and choose the correct answers.

- We use the third conditional to talk about _____ situations in the past.
a actual **b imaginary**
- We form the third conditional with _____ and *would/wouldn't have* + past participle.
a *If* + present perfect **b *If* + past perfect**
- When the part of the sentence with *if* goes at the start of the sentence, we _____ use a comma.
a **must** b must not

2 Match 1–6 with a–f to make conditional sentences.

- | | |
|--|---|
| 1 If you had studied harder, | a he would have met my family. |
| 2 If he had come to my house last night, | b you would have sold it quicker. |
| 3 If the house had been tidy, | c it wouldn't have sunk. |
| 4 If he had run a bit faster, | d more passengers would have been saved. |
| 5 If the <i>Titanic</i> hadn't hit an iceberg, | e he would have won the race. |
| 6 If there had been more lifeboats, | f you would have passed the test. |

3 Choose the correct alternative.

- He wouldn't have had an accident if he has/had been more careful.
- If she hadn't called the ambulance immediately, it wouldn't have/had come in time.
- There wouldn't have been so much damage if the *Titanic* wouldn't have/hadn't been going so fast.
- If you'd would lent me your history book, I would have passed the test.
- We would have/have understood the lesson if Mr Crook had explained it more clearly.

Grammar extension

4 Look at the pictures and write five excuses to explain why you haven't done your homework.

- I would have done my homework if ... *I hadn't broken my arm.* **I would have done my homework if** _____
- I hadn't tripped and dropped my school book in the bath.** _____
- I hadn't broken my glasses.** _____
- my little brother hadn't drawn on the pages.** _____
- I hadn't spilled my tea on my school bag** _____

5 Complete the sentences with your own ideas.

- If I had seen a space ship on my way to school, I **would have gone with them** _____
- If the teacher had told me there was no homework last weekend, **would have hung out with my friends** _____
- If you had gone to bed earlier last night, you **wouldn't have missed the bus** _____



▶ Developing writing

Describing photos 2

1 Put these expressions of deduction into the correct columns.

it might be it looked as if it probably is it may be
 it probably isn't it may have been it must have been
 it might have been it seems that it couldn't have been

You are:

90% sure it is ...	90% sure it isn't ...	90% sure it was ...	90% sure it wasn't ...
<i>it must be</i>	<i>it can't be</i>	it must have been	<i>it can't have been</i>
it probably is	it probably isn't		it couldn't have been

You are:

50% sure it is ...	50% sure it was ...
<i>it could be</i>	<i>it could have been</i>
it might be - it may be - it seems that	it looked as if - it may have been - it might have been

2 Use the expressions of deduction to write sentences about these situations.

- You can see an animal lying in the road.
A car must have hit the animal.
- Two people are shouting at each other on the train.

It seems that they are having an argument.

- A man is pushing a car down the road.
His car might have broken down.
- A friend comes into school with a new haircut.

It looks as if he's been to the hairdresser's.

- Your father comes home with a present for your mother.
It is probably their anniversary.
- You studied hard for a test but you still did badly.

It couldn't have been a very easy test.

3 Write sentences to explain what the speakers could be describing.

- 'Wow! It must have been snowing all night.'
There is thick snow on the ground.
- 'She looks as if she's had an argument with her best friend.'
Her eyes are red.
- 'They must have been hungry. It's all gone!'
There are empty plates on the table.
- 'The bus must have been early.'
There is nobody waiting at the bus stop.
- 'It could be a wedding celebration.'
There is a big crowd and people are wearing very smart clothes



4 Look at the first photo and answer these questions. If you are not sure of something, say *I think* and/or *I imagine*.

- Where could the people in the photo be?
conference
- Who must they be?
Saudian
- What might they be doing?
They might be discussing some issues
- What can you see in the centre of the photo?
People are sitting
- What can you say about the way people are dressed?
They wear official wear of Saudian

5 Now look at the second photo and answer the same questions.

▶ Developing speaking

A story

- 1 What grammar do we use to tell a story? Complete the rules with these words.

modals past continuous
past perfect past simple used to

- We use the **past perfect** to talk about actions that happened before other actions in the past.
- For the main events and actions in the story, we use the **past simple**.
- To describe scenes or say what was in progress at a particular time, we use the **past continuous**.
- We use **used to** to talk about past habits.
- We use the **modals** *must/may/might/can't have* to make speculations or deductions about what happened.

- 2 Read the four parts of the story and put them in the correct order.

A 3

Later, when we were cycling back, I invited Mahmoud to come to my place and play some computer games. But he smiled and said that he had to get home. I was feeling tired anyway, so we said goodbye and left each other at the end of my road.

B 2

Mahmoud had made some sandwiches and had packed fruit and drinks for us. The sun was shining, so it was a perfect day to be in the park. As we cycled to the park, I began to feel happier, light-hearted, more the way I used to feel. The game was fun and we played for hours. After that, we had our picnic. Mahmoud was nice. He didn't talk much, but I just thought he might be shy.

C 4

When I was walking up to my front door I started to feel that something was wrong again. The door was wide open. I might have forgotten to lock it, but I can't have left it open. My heart was beating quickly as I walked slowly inside. I said 'hello!' but nobody answered. When I went into the kitchen, I saw that the microwave was on. Somebody must be in the house. I called out again, and that's when ...

D 1

If I had known what was going to happen, I would never have left the house. My parents were away for the weekend. A new boy in my class had asked me to go and play football with him. I used to love football, but something made me uncertain. I don't know why. I could have said no, but I didn't want to be unfriendly so I agreed.

- 3 What narrative tenses are used in the story? Read the story again and find the words or expressions that tell you when and in what order the events happened.

past simple

past simple invited, smiled, said, had to, left, was, cycled, began, swam, had, didn't talk, thought, started, walked, answered, went, saw, called, were made, didn't want, agreed

past continuous

past continuous were cycling, was feeling, was shining, was walking, was beating

past perfect

past perfect had made, had packed, had known, had asked

used to

used to used to feel, used to love

modals

modals might be, might have forgotten, can't have left, must be, would never have left, could have said

- 4 How do you think this story might end? Write a final paragraph to end the story in any way you choose. What must have happened? What can't have happened? Use your imagination!

I saw someone was sleeping in the room. He got up and I asked him not to move. I called the police because I thought he was a thief. The police came and asked him what he was doing in my house. He told him that he came here because his uncle gave him the key of his house to come and sleep. He was confused. He entered the wrong house but it easy a strange that the key opened my door.

- 5 Now write your own story with this opening sentence. Use narrative tenses where possible and don't forget words and expressions that tell your reader when and in what order the events happened.

If I had known what was going to happen, I wouldn't have gone ...

6 Shop until you drop

- Grammar** ▶ Indeterminate pronouns: *some-, any-, no-, every-*
 ▶ *So and such* ▶ *I wish and If only*
- Vocabulary** ▶ Shops and shopping ▶ Collocations with *money*
- Speaking** ▶ At a clothes shop
- Writing** ▶ A formal letter of complaint

▶ Vocabulary

Shops and shopping



1 Where can you buy these things? Match the things 1–10 with the shops a–j.

- | | | |
|-----------------|---|--------------------------|
| 1 shampoo | → | a greengrocer's |
| 2 newspaper | → | b jeweller's |
| 3 headphones | → | c clothes shop |
| 4 chicken | → | d electrical goods store |
| 5 T-shirt | → | e butcher's |
| 6 bananas | → | f baker's |
| 7 cake | → | g sports shop |
| 8 tennis racket | → | h stationery shop |
| 9 necklace | → | i chemist's |
| 10 pens | → | j newsagent's |

2 Choose six shops from 1 and write two more things that you could buy there.

- In a chemist's, you could also buy some toothpaste and a hairbrush.*
- In the clothes shop, you can buy all your clothes and dresses**
- In the butcher's, you can buy meat**
- In the newsagent's, you can buy newspapers and magazines**
- In the baker's, you can buy bread**
- In the greengrocer's, you can buy vegetables and fruits**
- In the electric good stores, you can buy radio and cassette**

3 Choose the correct alternative.

- I can't buy any more, my trolley/shelves is completely full.
- That shop will only give you a receipt/refund if you take back your receipt/refund.
- You don't normally have to afford/queue in expensive shops.
- Just go into the changing room/checkout to try the dress on, Madam.
- They were offering a huge discount/bargain on digital cameras, which made them a great discount/bargain.
- I think you have to be 21 to have a gift/debit card, don't you?
- There's no need to pay now by cash/cashier, we'll send you a bill/receipt at the end of the month.

4 Write full sentences to answer these questions.

- What is one difference between a post office and a bank?

In the bank, we can transfer money to any account in any bank

- In what ways are a supermarket and a department store similar? How are they different?

They are goods similar.

We can buy vegetables and meat from Supermarket,

▶ Reading

1 Look at the photos and read the title of the article. Which photo do you think illustrates 'pester power' and which illustrates 'buzz marketing'?

2 Now read the article and check your answers.



Pester power and buzz marketing

Advertisers now spend billions of dollars every year on advertisements that just target children. Children are extremely important to advertisers for three reasons: they influence what their parents buy, they have their own money to spend and they are tomorrow's adult shoppers.

Advertisers know how important it is for buyers to recognise brand names and logos. They also know that brand recognition in very young children will lead to lifetime shopping habits. A child may not buy anything now, but that does not stop aggressive marketing to children. It has been found that six-month-old babies can already recognise company logos. Loyalty to brands can start when children are still only babies, and by the time they go to school, most children can recognise many brand names.

Here are two of the marketing methods advertisers use to attract children:

Pester power

Advertisers know that children will often pester their parents to buy a toy or some sweets, so the advertisements are aimed at them, and not at the adult with the money. 'Pester power' is the term used to describe how children ask for something repeatedly until they get what they want. A small child who really wants something will nag until the parent finally gets tired of saying no. Advertisers also know that guilt can influence buying, as parents want to provide the best for their families. Stressed parents who don't have any time to spend with their children will often spend more money on them instead.

Buzz marketing

The huge teenage market is a challenge for advertisers who want to be recognised among all the other brands in young people's lives. Marketing companies often use 'buzz marketing' to target this age group. They want their product to appear trendy and cool, so they get the coolest teenagers to wear or carry it for them. This type of advertising is seen more and more on the Internet, where social networking sites can be used to create a buzz about fashion and games among teenagers. A big advantage of the Internet for advertisers is that they can reach a wide range of shoppers and push their products much harder.

Left photo = pester power

3 Complete the sentences with the underlined words from the text.

- The shop had sold out of the leading brand of breakfast cereal.
- Do you think that the weather can influence people's behaviour?
- Which big sports company has a logo that looks like a tick?
- Cheating on my diet has only left me with feelings of guilt.

4 Find words or expressions in the text that mean:

- using certain methods to persuade somebody to buy something (paragraph 1) advertising / marketing
- frequently ask someone to do something they do not want to do (paragraph 3) pester / nag
- many times (paragraph 3) repeatedly

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

- Money spent on advertising in the last 20 years has increased children's buying power. T F
- Children who are too young to buy anything themselves are important to advertisers. T F
- School children will certainly be loyal to brands they recognised as babies. T F
- A child often asks for a certain product when he or she is getting tired. T F
- Parents who feel guilty can sometimes spend money rather than time on their children. T F
- Teenagers see so much advertising that they are a difficult market for the advertisers. T F
- Only the coolest kids on the street are interesting for people in marketing. T F
- Today's teens use the Internet to find out about the latest fashions. T F

6 What about you?

- Have you ever pestered your parents to buy anything for you?
- Name three places where you have seen good advertisements that have influenced you to buy something. What did you buy?

1- Yes, I have

2- Supermarket, internet, clothes shop

I bought dresses, laptop, mobile phone and camera

▶ Grammar in context

Indeterminate pronouns: *some-, any-, no-, every-*

1 Complete the table.

some-	any-	no-	every-
something	anything	nothing	everything
somebody/ someone	anybody/ anyone	no one/ nobody	everyone/ everybody
Somewhere	anywhere	nowhere	everywhere

2 Complete the sentences with words from the table.

- My mother never buys anything that she can't afford.
- A shopaholic is Somebody who enjoys going to shops and buying things/someone
- Nothing smells as good as newly baked bread.
- She waited at the checkout for ages but nobody/no one came to serve her.
- Cigarettes are bad for you and a waste of money.

Everybody/everyone knows that!

- He couldn't find the trainers he wanted anywhere in the department store.
- Hassan was sure he'd put his wallet down somewhere near the cash desk.
- I never know what to choose. I like everything

3 Choose the correct alternative.

- That child is always pestering me for anything/something.
- I can't go anywhere/nowhere without seeing that stupid advertisement.
- She's looked everywhere/somewhere for the brand of face cream she likes.
- I spent two hours looking around the shops without buying nothing/anything.
- Have you ever seen somebody/anybody wearing trainers with lights on the back?
- Not everybody/somebody noticed he was wearing new shoes.
- Sorry, someone/no one has just bought the last signed copy.
- You don't get anything/nothing for anything/nothing these days!

Concession, result and purpose

4 Complete each of these rules with one of the following words:

contrast result purpose

- 'so' is used to show a result
- 'even though' is used to show b contrast
- 'Therefore' is used to show c result
- 'so that' is used to show d purpose
- 'However' is used to show e contrast
- 'In order to' is used to show f purpose

5 Put the following words in the correct order. The words beginning with capital letters are important!

1 baker's / She / to / bread / went / the / to / some / buy.



2 saving / car / was / money / to / a / He / get.



3 traffic / were / in / They / so / flight / they / missed / caught / their.

4 the / went / interview / she / job / didn't / well / get / the / Although.

5 sleep / He / even / was / he / couldn't / tired / though.

6 Write some sentences about yourself using the connectives below. Use your imagination.

- _____ in order to _____
- _____ However, _____
- _____ so that _____
- _____ Therefore _____
- _____ so _____
- _____ although _____

The answers:

5

- 1 She went to the baker's to buy some bread.
- 2 He was saving money to get a car.
- 3 They were caught in traffic so they missed their flight.
- 4 Although the interview went well, she didn't get the job.
- 5 He couldn't sleep even though he was tired.

6

- 1 I have to read in order to excel
- 2 I would have run from the witch however the door was bolted shut.
- 3 We played at the rain, so that we got illness.
- 4 There has been an increase in greenhouse gases. Therefore global warming is happening.
- 5 He hasn't arrived yet, so we will have to go without him.
- 6 He's arriving today, although I don't know exactly when.

▶ Developing vocabulary

Collocations with *money*

1 Match these words with the definitions below.

earn win spend save waste
donate lend borrow

- 1 give money to somebody but they pay you back later
lend
- 2 use money in a stupid way waste
- 3 get money in a competition win
- 4 give money to a charity donate
- 5 get money for the job you do earn
- 6 use money to buy something spend
- 7 take money from somebody but pay them back later
borrow
- 8 keep money save

2 Choose the correct alternative.

- 1 It was a complete saving/waste of money to buy those skis when you never go skiing.
- 2 I've never won/donated any money in a competition.
- 3 You wouldn't believe how much everybody spent/borrowed in London last weekend.
- 4 They opened a special bank account to save/spend money for their wedding.
- 5 She could make/lend some money by designing and selling jewellery.
- 6 Jihad's father wastes/lends him money when he needs it sometimes, but he always pays his father back.
- 7 We decided to donate/make some money to a charity for the blind.
- 8 Don't forget that if you borrow/win money you have to pay it back.

Vocabulary extension

3 Match these money idioms 1–8 with the definitions a–h. Use a dictionary to help you if necessary.

- | | | |
|--------------------------|---|---------------------------------------|
| 1 spend money like water | a | an amount of money you have saved |
| 2 have money to burn | b | be very expensive |
| 3 a nest egg | c | not be too expensive |
| 4 get your money's worth | d | a rich or powerful person in business |
| 5 cost the earth | e | have a lot of money |
| 6 not break the bank | f | spend a lot of money very quickly |
| 7 a fat cat | g | pay a fair price for something |

4 Write the number of the idiom in 3 that you could use to describe these situations.

- 1 My grandfather isn't worried about his old age. He's worked hard all his life and has saved enough money to cover anything he might need. **3 a nest egg**
- 2 Our neighbours, Mr and Mrs Jenkins, are so rich that they have three Jaguars: one for him, one for her and one for visitors! **2 have money to burn**
- 3 The cost of the meal was 100 SAR, but it was really good value because we could eat all we wanted. Marek went back for more at least four times. **4 get your money's worth**
- 4 Kim was careful with her money, but she decided that she really needed a new pair of winter shoes, and that she could afford to buy some. **6 not break the bank**
- 5 The world cruise was the most expensive holiday he's ever had – it cost 40,000 SAR! **5 cost the earth**
- 6 They don't care how much their electricity costs. They still leave the heating on all day and all through the night. **1 spend money like water**
- 7 The most important business person in our town lives in a luxury apartment where he has meals with other important people. **7 a fat cat**

5 Complete the sentences so that they are true for you.

- 1 If I had money to burn, I would ... give it to the poor
- 2 The last thing I bought which cost the earth was ... my laptop
- 3 I really didn't feel I got my money's worth when ... I worked hard
- 4 I don't think it would break the bank if I ... Threw it



I wish and If only

1 Match the rules 1–3 with the sentences a–c.

- 1 We use *I wish/If only* + the past to talk about imaginary situations in the present. It expresses wishes for things to be different in the present.
- 2 We use *I wish/If only* + the past perfect to talk about past situations that we would have liked to be different. It expresses regret.
- 3 We use *I wish/If only* with *would/wouldn't* + infinitive to talk about somebody's habitual behaviour that we want to criticise or change.

- a If only it was a sunny day. Rule 1
- b I wish my brother wouldn't talk so loudly in the morning. Rule 3
- c I wish my parents had made me study harder when I was young. Rule 2

2 Look at the photo. What do you think Felipe wishes was different? Write four sentences.



- 1 He wishes he hadn't... **missed the train**
- 2 **He wishes he hadn't leave the home late**
- 3 **He wishes he had come early**
- 4 **He wishes he had caught the train**

3 Choose the correct alternative.

- 1 I wish I hadn't/had bought such an expensive pair of shoes yesterday.
- 2 If only we had knew/known the restaurant was so awful.
- 3 I wish he wouldn't/hadn't speak to the customers so rudely.
- 4 If only I learned/had learned more about finance when I was at school.
- 5 I wish I had/hadn't heard about the sale earlier.
- 6 If only you had told/telled me that you were going to the shopping mall.
- 7 If only he had listened to me about borrowing/lending people money.

4 Bryan's brother annoys him. Use the information to write five sentences with 'He wishes he would/wouldn't ...'



- 1 he uses my computer without asking
He wishes he wouldn't use his computer without asking.
- 2 he is always asking me to lend him money
He wishes he wouldn't always ask him to lend him money.
- 3 he doesn't keep his room tidy
He wishes he would keep his room tidy.
- 4 he makes noise when I'm studying
He wishes he wouldn't make a noise while he's studying.
- 5 he doesn't like my friends
He wishes he wouldn't be rude to his friends.

Grammar extension

5 Complete the sentences so that they are true for you.

- 1 I wish I hadn't **gone shopping** last week.
- 2 If only I had **studied hard** yesterday.
- 3 I wish my brother/sister/friend wouldn't **fail**.
- 4 I wish my brother/sister/friend would **pass the exam**.

▶ Developing speaking

At a clothes shop

1 Complete the dialogue with these expressions.

Have you got anything in _____ can I bring them back
I'm looking for _____ I'm just looking _____ I'll take these _____

SHOP ASSISTANT: Hello, can I help you?

KHALID: No, thanks. **(a) I'm just looking** _____.

SHOP ASSISTANT: OK. Call me if you need anything.

KHALID: Oh! Actually, yes, **(b) I'm looking for** _____ some sports socks.

SHOP ASSISTANT: What size are you?

KHALID: They're for my dad, so ... size 45, 46 maybe?

SHOP ASSISTANT: What about these?

KHALID: **(c) Have you got anything in** _____ white?

SHOP ASSISTANT: Of course. We have them in a pack of four.

KHALID: That's great, thanks. **(d) I'll take these** _____
But **(e) can I bring them back** _____
if they're the wrong size?

SHOP ASSISTANT: Yes, we can replace them if you bring your receipt.

2 Choose the best response.

1 I'd like to make a complaint.

- a I'm afraid that's your problem.
b What seems to be the problem?

2 I washed it and all the colours have run.

- a If only you hadn't washed it.
b I am sorry about that.

3 It's the wrong size, I'm afraid.

- a You can choose another one.
b OK, we've got some in blue or grey.

4 It makes a funny noise. I think it must be damaged.

- a Oh dear, we haven't had anybody else with that problem.
b I wish you'd never bought it.

5 Please can I have a refund?

- a Which would you prefer?
b Of course. Have you got the receipt?

3 Write a short dialogue for the following situation. Use the expressions from 1 and 2.

Our aunt bought you a great T-shirt, but it's too big. You'd like to replace it but you don't have the receipt.

YOU: _____

I would like to make a complaint _____

SHOP ASSISTANT: _____

What seems to be a problem? _____

YOU: _____

My aunt bought me a t-shirt, but it's _____

SHOP ASSISTANT: **big. Can I replace it?** _____

Yes, you can choose any one _____

Describing photos



4 Look at the first photo and answer the questions. If you are not sure of something, say *I think* and/or *I imagine*.

1 What kind of place do you think this is?

It is a clothes shop. _____

2 Who can you see in the photo?

I can see two men looking at clothes. _____

3 Do you think this is an expensive place? Give reasons for your answer.

Yes, I think it is expensive because there are only two people and there aren't many clothes. It looks very smart and new.

4 Do you think there is anything unusual about this place?

I think it is unusual that you can only see trousers. Maybe the shop doesn't sell anything else. _____

5 Have you ever been to a place like this?

Yes _____

5 Now look at the second photo and answer the same questions.

6 What about you?

Where do you buy your clothes from? Give reasons for your answer.

5-

1-it is a clothes shop

2- I can see a woman looking at the clothes

3- No, because the clothes aren't expensive and popular

4- yes, I think it is popular

5- No, I haven't

▶ Developing writing

A formal letter of complaint

1 Read this letter of complaint. What was the problem?

Dear Sir,

I am writing to complain about the goods and service in your shop.

I went into your Marina Mall branch in Dammam on June 25th and bought a double CD of short stories. However, when I got home, I discovered that there was only one CD in the box and the other one was missing. As a result, I had to go back to the shop the next day. What is more, when I showed the assistant, he refused to believe that the CD was missing and said that I had taken it out.

He was very unhelpful and so **I asked to see the manager**. Although I could see there was another member of staff in the back of the shop, the assistant told me the manager was not

The customer bought a double CD, but only one CD was in the box when he opened it. When he took it back to the shop, the assistant was rude and unhelpful

there. Next he told me that he was there but was busy. In the end, I left and that is why I am writing to you now.

The box had not been opened when I bought it, and there was only one CD in it when I opened it. Therefore, there must have been a fault with the production or packing company. **I will never use your shop again**, since I am not used to being called a liar. Furthermore, I **demand a full refund immediately**. In addition, I **would appreciate an apology** from the assistant because he was both unhelpful and rude.

If I do not hear from you soon I will take my complaint to your Head Office.

I look forward to hearing from you soon.

Yours faithfully

Dabir Farish

2 Are the statements true (T) or false (F)? If you can't find the information in the text, write not mentioned (NM).

- | | |
|---|--|
| 1 Dabir enjoys reading short stories. <u>T/F/NM</u> | 4 Somebody had opened the CD before Dabir got it home. <u>T/F/NM</u> |
| 2 Dabir went back to the shop the following day because one CD was missing. <u>T/F/NM</u> | 5 Dabir used to be a liar but he isn't now. <u>T/F/NM</u> |
| 3 The manager was no help because he wasn't in the shop. <u>T/F/NM</u> | 6 Dabir wants the shop to do two things. <u>T/F/NM</u> |

3 Read the letter again and underline eight different types of linkers that Dabir uses. Put them into the correct column.

Addition	Contrast	Reason	Consequence	Time and sequence
<i>what is more</i> -furthermore - in addition	<i>however</i> -but – although	<i>since</i> -because	<i>as a result</i> – and so – therefore	<i>next</i> – in the end

4 Look at these pictures of some faulty goods. Match the words with the pictures.

- 1 two different sizes A
2 back pocket torn C
3 one side not working B



5 Choose one of the faulty goods from 4 and write a letter of complaint about it. Use some of the phrases in bold from Dabir's letter, and as many linking expressions as you can from 3. Remember, write in a logical order, saying:

- when and where you bought the item
- what the problem is
- what you want to happen
- what you will do if it doesn't happen

Be firm but stay polite. Good luck!

Revision: Units 5–6

Grammar

1 Complete the sentences with *must*, *may* or *can't*.

- Nour and Dima must be twins, they look identical.
- That man Can't be a policeman, he's not tall enough.
- They must be rich. They live in a hotel and own a yacht.
- He may be our new history teacher but I'm not sure.
- It Can't be our national flag, not with those colours.

/5 points

2 Choose the correct alternative.

- We would have sent/send you a card if we'd known it was your wedding day.
- The damage would have been less serious if the ship hadn't/wouldn't have gone so fast.
- He wouldn't have gone to the park if the museum had/has been open.
- If she would have/hadn't spent all her money, she would have stayed longer.
- If the jeans hadn't been on special offer, they would/wouldn't have bought them.

/5 points

3 Complete the sentences using words with indeterminate pronouns: *some-*, *any-*, *no-*, or *every-*.

- My father never goes anywhere without his debit card.
- Look! There's something interesting in that shop window.
- The queue was enormous and Everyone-everybody was angry.
- nothing is more boring than maths homework.
- There can't be Anyone-anybody at home. I've been ringing for ages.

/5 points

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

- It was such an interesting story. We were all fascinated.
- It's been so cold. I really need some new winter boots.
- She found shopping so boring that she never had any new clothes.
- The new cashier is such a nice, friendly boy.
- He wrote such funny answers that we couldn't stop laughing.

/5 points

5 Complete the sentences with these verbs.

- If only we hadn't listened (not listen) to their terrible advice.
- I wish I had bought (buy) those shoes yesterday.
- She took her son to the mall but she wished she hadn't agreed (not agree) to do it.
- If only you 'd/had arrived (arrive) in time to have lunch.
- I wish I hadn't wasted (not waste) all that money on a car.

/5 points

Total

/25 points

Vocabulary

6 Complete the sentences with suitable words from the units.

Facts about Turkey:

- The capital is Ankara.
- The national anthem is called 'Independence March'.
- The flag has a red background.
- The population is nearly 73 million.
- The currenc is the Turkish lire.

/5 points

7 Complete the sentences with these words plus the correct suffix.

care comfort help nature sense

-less -al -able -ible -ful

- It was really careless of me to sit on your glasses – I'm so sorry.
- He's a very sensible young man and won't do anything stupid.
- Welcome! We hope you will be very comfortable here.
- Suraya only eats natural foods and never buys sugary drinks.
- It would be most helpful if you could write your address here for me.

/5 points

8 Where would you buy the following things?

- pens, notebooks, cards stationery shop
- bread, cakes, pies baker's
- lamb, chicken, beefburgers butcher's
- rings, necklaces, watches jeweler's
- TV, DVD player, laptop electrical goods store

/5 points

9 Match the words and definitions.

- | | | |
|--|---|---------------|
| 1 notes and coins | → | changing room |
| 2 small plastic card used to buy things | → | gift |
| 3 present | → | cashier |
| 4 person who takes your money in a shop | → | cash |
| 5 place in a shop where you try on clothes | → | debit card |

/5 points

10 Choose the correct alternative.

- She never enters competitions so she'll never earn/win. **win**
- Please can you borrow/lend me some cash until tomorrow? **lend**
- I'm saving/wasting some money for next year's holiday. **saving**
- Mr Kassam donates/makes hundreds of riyals to charity. **donates**
- Do you earn/spend more per hour when you work in the evening? **earn**

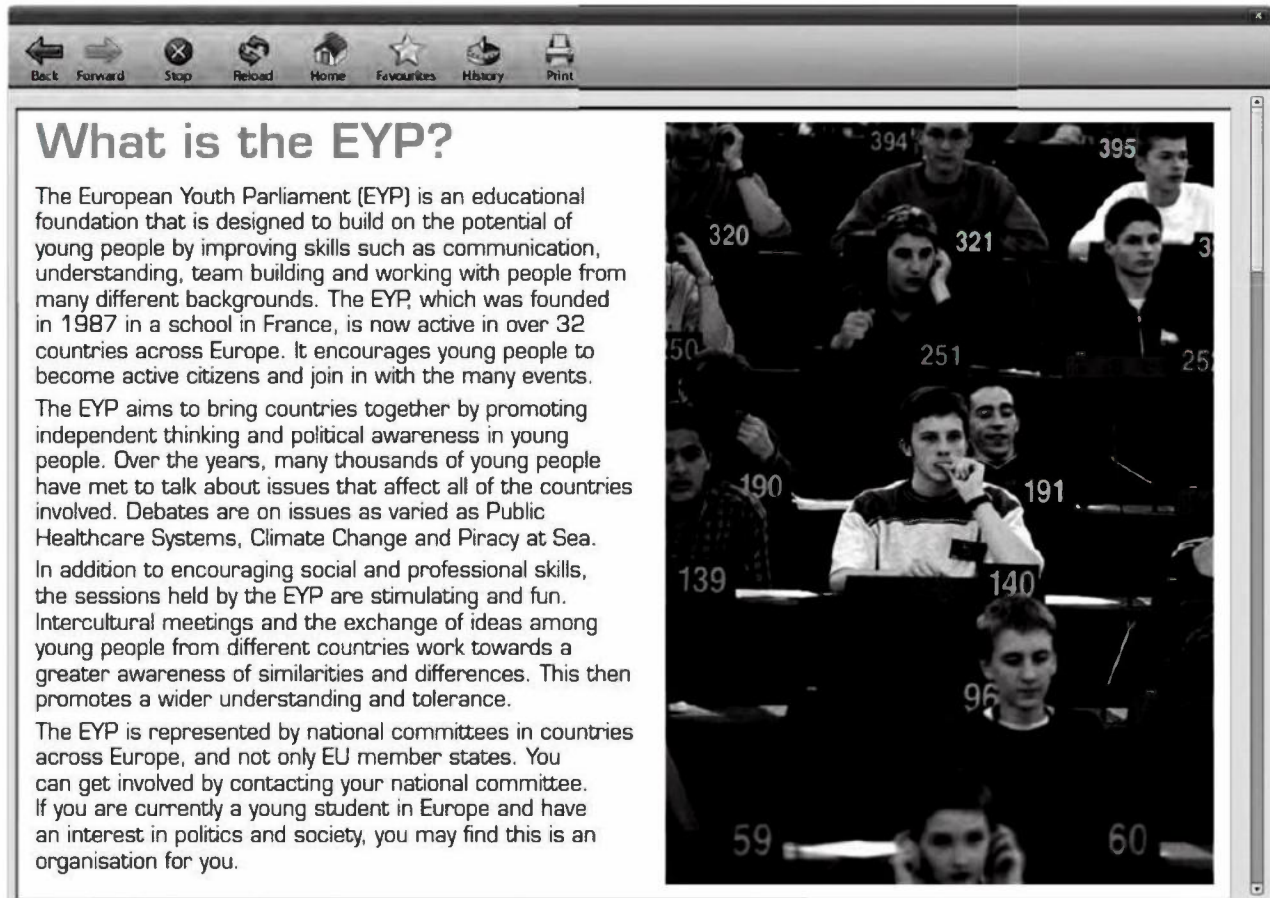
/5 points

Total

/25 points

Reading

1 Read the European Youth Parliament web page and answer the questions.



What is the EYP?

The European Youth Parliament (EYP) is an educational foundation that is designed to build on the potential of young people by improving skills such as communication, understanding, team building and working with people from many different backgrounds. The EYP, which was founded in 1987 in a school in France, is now active in over 32 countries across Europe. It encourages young people to become active citizens and join in with the many events.

The EYP aims to bring countries together by promoting independent thinking and political awareness in young people. Over the years, many thousands of young people have met to talk about issues that affect all of the countries involved. Debates are on issues as varied as Public Healthcare Systems, Climate Change and Piracy at Sea.

In addition to encouraging social and professional skills, the sessions held by the EYP are stimulating and fun. Intercultural meetings and the exchange of ideas among young people from different countries work towards a greater awareness of similarities and differences. This then promotes a wider understanding and tolerance.

The EYP is represented by national committees in countries across Europe, and not only EU member states. You can get involved by contacting your national committee. If you are currently a young student in Europe and have an interest in politics and society, you may find this is an organisation for you.

- The EYP was started
 - by an educational designer.
 - in a French school.
 - by a young European.
- The EYP has debates on
 - the three most important issues.
 - the differences between various countries.
 - a variety of different subjects.
- The EYP helps young people to
 - think of new sessions.
 - take part in funny professions.
 - make social contacts with other nationalities.
- The EYP events are organised
 - nationally.
 - internationally.
 - in EU countries only.
- To be involved in the EYP, you have to be
 - in contact.
 - interesting and sociable.
 - young and interested.

/ 5 points

Writing

- You bought an expensive item of clothing last week but it was damaged so you tried to take it back to the shop. The shop assistant was unhelpful and did not believe you. Write a letter of complaint to the shop manager. Use these questions and your own ideas.

What did you buy?

When and where did you buy it/them?

What happened when you took it/them back to the shop?

What do you want to happen now?

What will happen if you are still not satisfied?

Dear Sir or Madam, I am writing to complain about your service.

I bought an expensive dress. I've done this many times before, and I am usually very happy with your service (although your dresses are very expensive!). However, this time the dress is damaged, and as a result I couldn't wear it. When I tried to take it back to the shop, the shop assistant was unhelpful and didn't believe me. I want to replace it. If I do not hear from you in the next two weeks, I will take my complaint to the Consumer Advice Centre. I look forward to hearing from you soon

Yours faithfully,

/ 10 points

Total

/ 15 points