

SUMMER HOMEWORK
EXTENSION
4 ESO

NAME: _____

COURSE: _____

DATE: _____

UNIT 1

Vocabulary

1 The words in bold are in the wrong sentences. Write them next to the correct sentences.

1. A **return ticket** is more expensive than a standard-class ticket.
2. I'm very late. I hope I don't **catch a train**.
3. I want to see what time the train is leaving. I will check the **route**.
4. The train is leaving from **timetable** three.
5. I'm sorry I can't talk now. I'm running to **miss the train**.
6. I'd like to buy a **platform** to London. I'm only travelling in one direction.
7. I'll check my map and decide which is the best **single ticket** to take.
8. A **first-class ticket** allows you to travel in both directions.

Grammar

2 Write questions with the words below. Use the Present Perfect Simple.

1. you / ever / be / to America

.....

2. your friends / ever / make / you / a surprise party

.....

3. you / have / dinner / yet

.....

4. your best friend / ever / forget / your birthday

.....

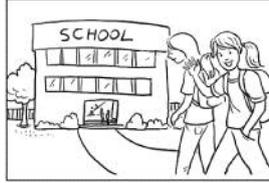
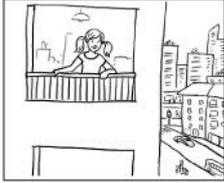
5. you / ever / miss / a train

.....

3 Answer the questions in Exercise 2. Make them true for you.

1.
2.
3.
4.
5.

4 Look at pictures of Sally from her childhood. Complete the sentences with the words in brackets and the correct form of *used to*.



1. Sally (live / in the countryside)
2. Sally and her friends (walk / to school)
3. Sally's parents (have / a big car)
4. Sally (play / a guitar)

5 Complete the text with the verbs in brackets. Use the Present Perfect Simple or Past Simple.

I ¹ (want) to be a pilot all my life. When I ² (be) a child, I
³ (live) near an airport and I used to watch the planes as they ⁴ (fly) over
my house. My mother ⁵ (not like) the loud noise but I ⁶ (love) hearing
and seeing the planes. Today I'm a pilot. I ⁷ (work) for many airlines since 1990 and I
⁸ (travel) around the world. However, I ⁹ (never fly) over my own house!

READING AND WRITING UNIT 1

1 Read the text. Then answer the questions.

THE LONELY PLANET TRAVELLER

In 1972, Maureen and Tony Wheeler travelled across Asia. It wasn't easy. They didn't have a lot of money, they drove an old car, but they had a sense of adventure. When they returned, they wrote a book about their travel experiences. The book was completed in 1973 and it was a huge success. The Wheelers realised that many other people with only a small amount of money wanted to travel around the world, and they needed guidebooks to make it easier for them to do it. This is how the Lonely Planet guidebook series began.

Since those early days, Lonely Planet guidebooks have become the most popular travel guides in the world. Today, there are over 500 different Lonely Planet travel guides in eight different languages. Maureen and Tony have got hundreds of travel writers.

Lonely Planet guidebooks used to be for young travellers without money, but things have changed in the last 30 years. Today, the Lonely Planet company has got photography books, food guides, a monthly magazine and a popular website for travellers.

Some people are critical of the guidebooks. They feel that Lonely Planet guides are destroying many beautiful places in the world. They say that if a place is written about in a Lonely Planet guidebook, many travellers will probably go there. As a result, quiet and beautiful places do not stay quiet and beautiful.

Although the Lonely Planet guidebooks have caused certain places to change, the company is also trying to make a positive difference to the world. It donates 5% of its profits to organisations in poor countries. No one can be critical of that!

1. How did the Wheelers' first guidebook help travellers?

.....

2. Why do hundreds of travel writers work for the Wheelers?

.....

3. Why do some people criticise the Lonely Planet books?

.....

4. How does the Lonely Planet company help the world?

.....

2 Write questions with the words below. Use the Present Perfect Simple. Then answer the questions according to the information in the text.

1. how long / the Lonely Planet company / exist

.....

2. how / the Lonely Planet company / change / over the years

.....

3. how / Lonely Planet guidebooks / affect / places around the world

.....

3 Imagine you are a Lonely Planet travel guide writer. Write an entry for the website describing how to travel in your area without a lot of money. Think of where to go to eat and sleep.

UNIT 2

Vocabulary

1 Match the beginnings in A to a logical continuation in B. Pay attention to the words in bold.

A

1. The boy has been **missing** for three days and
2. There are many **homeless** people
3. We need to find **shelter** and
4. Many countries are sending **aid**
5. It took over two hours to **put out**
6. The little girl almost **drowned**
7. There was a lot of **smoke** in the room so
8. I **searched** for hours but

B

- a. to the earthquake victims.
- b. get out of the rain.
- c. in the swimming pool.
- d. I couldn't breathe.
- e. his parents are very worried.
- f. I couldn't find my keys.
- g. after a natural disaster happens.
- h. the fire.

Grammar

2 Complete the text with *who, which, when* or *where*.

Pompeii was a big and busy city in the year 79 AD. That was also the year ¹..... a volcano erupted and destroyed it. Pompeii was completely covered in ash and was only discovered in the 1700s by archeologists ²..... wanted to find out more about the volcano. Before it was destroyed, Pompeii was a port city ³..... was located on the Bay of Naples. The ships brought items from all over the world, so it was a place ⁴..... people could buy almost anything they wanted. For this reason, archeologists have found many interesting objects at Pompeii.

3 Join the sentences using relative pronouns. Make any necessary changes.

1. John Owens is a firefighter. He has saved many people.
.....

2. He was watching television that evening. He felt the earth move then.
.....

3. Rescue workers are still searching for survivors. They are trapped under the rocks.
.....

4. I ran to find shelter. I would be warm there.
.....

5. This was a tragedy. It must not happen again.
.....

4 Choose the correct answer.

1. I can't find my keys **somewhere** / **anywhere**.
2. I need **anyone** / **someone** to help me.
3. Can he stay with you tonight? He needs **somewhere** / **something** to sleep.
4. I don't know **anyone** / **someone** who lives here.
5. I must tell you **something** / **someone**.
6. Is there **anything** / **anyone** I can do to help?

5 Complete the answers to the questions. Use *some* or *any* compounds.

1. What did she say?
She didn't say , not one word.
2. Where is he?
I think he's over there.
3. What are you doing tomorrow?
I'm not doing special.
4. Who's in the house?
There isn't in the house.
5. Are you hungry?
No, I'm not. I just ate

READING AND WRITING UNIT 2

1 Read the text. Then complete the sentences below with the correct relative pronouns. There may be more than one correct answer. Then tick (✓) the sentences T (true) or F (false).

THE MOUNT ST HELENS DISASTER

Mount St Helens is a volcano in the northwest of the USA. Until 1980, the countryside around the mountain had magnificent forests and lakes, which were home to many animals and fish. Thousands of visitors came to Mount St Helens to enjoy its natural beauty. All that changed on 18th May, 1980. When the side of the mountain collapsed, Mount St Helens erupted with the energy of a nuclear explosion.

The eruption did not come as a surprise to the experts. In 1980, there were many events which indicated something terrible was going to happen. On 15th March, there was an earthquake under the mountain. A week later, an eruption occurred, and a gigantic crater opened on the top of the mountain. From then until May, there were more earthquakes and more eruptions. The situation was so dangerous that the authorities warned people to stay away from the region near the volcano.

Fifty-seven people died on 18th May and hundreds of people became homeless. Tragically, many of them were in areas that were considered safe!

Forests burned to the ground within minutes, and more than 7,000 bears, deer and other animals were killed. Millions of fish also died, but many frogs survived! The beautiful mountain region now resembled the moon – it was all grey stone.

More than 30 years have passed since that terrible day, and nature is slowly returning to Mount St Helens. Visitors can see some trees and other plants and deer. And what will happen in the future? By the year 2200, the region will again have beautiful forests filled with all kinds of animals, unless there is another terrible eruption.

1. 1980 was the year there was a nuclear explosion on Mount St Helens.
2. There were hundreds of people were left without a home.
3. All the people died were in dangerous areas.
4. Today, Mount St Helens is a place there aren't any animals.

T	F
.....
.....
.....
.....

2 Describe an event that happened for each date below.

1. 15th March 1980	
2. March-May 1980	
3. 18th May 1980	

3 Complete the sentences.

1. The region of Mount St Helens used to have
2. From March to early May, people couldn't
3. Almost all the animals and fish in the region were killed, but

4 It's the year 2200. Write a travel advert about Mount St Helens. Describe its past and what you can see and do there today.

UNIT 3

Vocabulary

1 Tick tick (✓) the sentences true (T) or false (F). Then correct the false sentences.

	T	F
1. There is often violence in crime dramas
2. A current affairs programme tells you what happened in the world.
3. Documentaries are true stories.
4. Today, there are many channels on television.
5. Cartoons are usually sad.
6. There is a lot of romance in soap operas
7. Adverts try to get people to buy things.
8. A sitcom is a serious TV programme.
.....		
.....		
.....		

Grammar

2 Answer the questions. Use the Past Perfect Simple.

- John lied to his mother. When she found out the truth, she was very angry.
Why was John's mother angry?
.....
- Jason ate all the ice cream. When Laura opened the fridge, there was none left.
Why didn't Laura have any ice cream?
.....
- Paul forgot to send Debby an invitation to his party. Debby missed the party.
Why did Debby miss Paul's party?
.....
- Lisa's parents went to bed early. They were sleeping when she got home.
Why was the house quiet when Lisa got home?
.....

3 Complete the sentences using the verbs in brackets. Use the Past Perfect Simple or Past Simple.

1. My friends (eat) before I (arrive).
2. Tom (not pass) the test because he (not study).
3. There (be) a lot of mud outside because it (rain) earlier in the day.
4. I (go) to bed after I (watch) my favourite show.
5. By the time I (get) to the party, everyone (begin) dancing.

4 Complete the text using the verbs in brackets. Use the Past Perfect Simple or Past Simple.

On 10th December, 1968, a car filled with a large amount of money was on its way to a Japanese bank. A young policeman on a police motorbike ¹ (stop) the car. He ² (tell) the bank workers in the car that someone ³ (put) a bomb under the car. The four workers ⁴ (get out) of the car and the policeman ⁵ (go) under it to look for the bomb. A few minutes later, the workers ⁶ (notice) smoke and flames under the car. They ⁷ (not realise) that the police officer ⁸ (be) really a thief. He ⁹ (start) the fire before he ¹⁰ (appear) from under the car. After the workers ¹¹ (run) far away, the "policeman" quickly ¹² (put out) the fire. He ¹³ (get) into the car and ¹⁴ (drive) away with all the money. By the time the "real" policemen ¹⁵ (arrive), the thief ¹⁶ (disappear). He was never arrested.

READING AND WRITING UNIT 3

1 The words below appear in the text in Exercise 2. Find the words and guess their meanings in your own language. Use a dictionary to check your guesses.

- | | |
|-----------------------|---------------------|
| 1. ransom money | 4. suspicious |
| 2. parachuted | 5. jets |
| 3. boarded | 6. trace |

2 Read the text. Then answer the questions.

THE PERFECT CRIME?

DB Cooper hijacked an aeroplane in the United States on 24th November, 1971. He received \$200,000 in ransom money and parachuted from the plane. He was never arrested. In fact, he was never found, and neither was most of the money. The FBI continued to investigate the incident for many years. They investigated more than a thousand suspects. In the end, they decided that Cooper hadn't survived the jump, but many people believe that Cooper managed to escape. They would like to know what happened to him.

Cooper boarded the aeroplane in Seattle. Witnesses said that he didn't look suspicious in any way. After the plane had taken off, he handed a note to a flight attendant. The note said: "I have a bomb." It also demanded \$200,000 in cash and some parachutes.

The pilot didn't take any chances. He quickly landed at Seattle International Airport, where Cooper was given \$200,000 and the parachutes that he had asked for. Cooper then ordered the flight crew to take the plane back into the air. Once the plane was back in the air, Cooper attached something to his body. He ran to the door of the plane, opened it and jumped out. He was never seen again.

At the time Cooper jumped, the plane was flying through a heavy rainstorm and it was very difficult to see anything. That is why the jets that were instructed to follow the plane didn't notice him when he jumped. Although the FBI carefully searched the area, no trace of Cooper or his parachute was ever found. Did he die or did he commit the perfect crime and escape? It seems we will never know.

1. What does the FBI think happened to Cooper?
.....
2. Why did the pilot quickly land the aeroplane?
.....
3. How did the weather help Cooper?
.....

3 Complete the sentences according to the information in the text. Use the Past Perfect Simple.

1. Cooper didn't give the ransom note to the flight attendant until
2. Cooper jumped out of the plane after he
3. Some people believe that before the FBI arrived to search the area, Cooper

4 Imagine you were one of the passengers on the plane that Cooper hijacked. Describe what happened on that day.

UNIT 4

Vocabulary

1 Find eight verbs in the word search below.

i	d	e	n	t	i	f	y	i	i	p	H	o
i	m	o	n	v	e	n	i	e	n	t	A	p
r	s	a	w	e	t	e	o	e	c	e	l	r
l	p	i	g	n	s	i	r	s	l	s	W	e
p	g	d	r	i	n	c	l	u	u	e	O	s
p	h	g	o	t	n	p	e	a	d	g	R	e
o	o	j	l	p	d	e	i	t	e	v	P	r
r	f	w	o	s	i	g	n	i	d	e	X	v
t	p	r	o	p	b	e	s	e	n	t	W	e
r	k	w	o	n	d	e	r	p	t	u	H	p
a	l	a	v	y	a	w	p	b	s	i	V	e
y	w	r	b	r	e	p	r	e	s	e	N	t

1.
2.
3.
4.
5.
6.
7.
8.

2 Complete the sentences with the verbs in Exercise 1.

1. I can't life in a hundred years' time.
2. I where he is. He hasn't called all day.
3. The witnesses were able to the suspect.
4. His new novel will a young girl's life in India.
5. I don't understand what all these numbers
6. Please your name here.
7. Does the price the flight?
8. The time capsule will the objects that are inside.

Grammar

3 Write another sentence about what might have happened in the situations below. Use the Third Conditional and the words in brackets.

1. Greg missed the bus this morning.
(catch the bus / wake up on time)
.....
2. Diane fell and broke her leg.
(not fall / the floor not be wet)
.....
3. I enjoyed the party because you were there.
(you not come / not have a good time)
.....
4. We didn't know you were in hospital.
(visit you / someone tell us)
.....
5. Luckily no one was killed in the fire.

(firefighters not arrive quickly / many people not survive)

.....

4 Read Emily's e-mail and complete the correct form of the verb in brackets. Use the First, Second or Third Conditional.

Hi, Jack! It's a pity you couldn't come to the Inventors' Fair with me. If you ¹ (be) there, you ² (have) a great time. If you ³ (see) all the amazing inventions, you ⁴ (want) to buy all of them!

My favourite invention was the MI3 robot. If I ⁵ (not see) this robot, I ⁶ (not believe) this machine existed. The MI3 does everything. If you ⁷ (tell) it to wash the dishes, it ⁸ (do) it in five minutes. If your mother ⁹ (ask) you to take out the rubbish, the MI3 ¹⁰ (take) it out for you. That isn't all – the MI3 can also do your homework for you! If I ¹¹ (own) an MI3, I ¹² (receive) excellent marks at school. If I ¹³ (be) a genius, I ¹⁴ (build) one myself. OK, OK, I know what you're thinking. But my parents definitely ¹⁵ (not buy) me one if I ¹⁶ (ask) them!

READING AND WRITING UNIT 4

1 Read the text and underline a First and Second Conditional sentence.

THE FIRST MODERN TIME CAPSULE

What would you expect to see if you found a time capsule from thousands of years ago? Well, at the Ogelthorpe University in Georgia, USA there is a room that was locked more than 70 years ago and it is intended to stay locked for the next 6,000 years. The room is filled with objects that are meant to portray modern civilisation.

This project was the idea of Dr Thornwell Jacobs. He was a teacher of ancient history and it disturbed him that there was not a lot of information about how people lived in ancient times. He decided to preserve modern civilisation because he wanted to make it easy for the historians of the future to understand life in the early 20th century. So, he decided to store items which represent modern civilisation.

Jacobs and his students included famous books, such as the Bible and the Koran, in the time capsule. They also collected photographs, films and voice recordings of world political leaders. In addition, they collected items from daily life, including a sewing machine, an early television and a telephone.

Jacobs was very worried that someone would open the room, so he put a sign over the locked door. The sign requests that nobody open the room until the year 8113. However, if the time capsule remains locked for the next 6,000 years, how useful will it be when it's finally opened? It's possible that the items in the room won't survive for such a long time. What's more, we won't know if the people in the future will be able to identify the objects, and understand what they were used for. However, if people do make sense of them, they will certainly learn a lot about life in the 20th century.

2 Answer the questions.

1. Why did Dr Jacobs create the time capsule?

.....

2. Why are the Bible and the Koran mentioned?

.....

3. How did Dr Jacobs try to make sure that the room would remain locked for 6,000 years?

.....

4. What are some problems of the time capsule?

.....

3 Complete the sentences according to the text. Use conditionals in your answers.

1. If someone opened the time capsule,

.....

2. Dr Jacobs wouldn't have been disturbed if

.....

3. Dr Jacobs wouldn't have put a sign over the room if

.....

4. Unless people make sense of the items,

4 Imagine that it's the year 8113 and the time capsule is opened. Write a news article describing this event. Use information from the text to help you.

UNIT 5

Vocabulary

1 Choose the correct adjective.

1. I don't like modern furniture. I prefer **cheerful** / **rough** / **traditional** furniture.
2. This painting is hard to understand because it's **lovely** / **complex** / **simple**.
3. This painting has got pieces of metal in it, so it's **three-dimensional** / **shiny** / **curved**.
4. This material is comfortable to wear because it's **smooth** / **cheerful** / **traditional**.
5. I can't write on this table. It's not **rough** / **flat** / **complex**.

Grammar

2 Complete the sentences. Use the Present Simple Passive or Past Simple Passive.

1. The project (not finish) yesterday.
2. Penicillin (discover) by Alexander Fleming.
3. English (speak) all over the world.
4. The Internet (use) for many things.
5. I (not teach) to swim until I was a teenager.
6. The library (open) on Saturdays.
7. Which materials (use) to make this ancient sculpture?
8. their pictures (take) yesterday?

3 Complete the answers to the questions with the verbs below. Use the Past Simple Passive or Present Simple Passive affirmative or negative.

make • advertise • keep • invite • announce

1. Where is the chocolate?
It in the fridge.
2. Why didn't David come to the party?
Because he
3. When will you know if you passed your exam?
I already know. The results last week.
4. How did you hear about the exhibition?
It in the newspaper.
5. Will this cup break if I drop it?
No, it of glass.

4 Complete the text with the verbs in brackets. Use the Present Simple or Past Simple active or passive.

The Taj Mahal ¹..... (build) in 1631 by Shah Jahan. He ²..... (dedicate) it to his wife, who had died. A thousand elephants ³..... (use) to carry the materials that ⁴..... (need) to complete the building. To this day, the Taj Mahal ⁵..... (consider) to be one of the most beautiful buildings in the world. The white walls of the monument ⁶..... (cover) with precious stones. It ⁷..... (visit) by four million people every year. Some people are worried that air pollution will damage the Taj Mahal one day. They are looking for ways to protect the famous monument.

READING AND WRITING UNIT 5

1 The words below appear in the text in Exercise 2. Find the words and guess their meanings in your own language. Use a dictionary to check your guesses.

- | | |
|-------------------|-----------------|
| 1. sunset | 3. dust |
| 2. evidence | 4. bright |

2 Read the text. Then answer the questions.

BEAUTIFUL LANDSCAPES – MORE THAN JUST A PAINTING

When most people look at a painting of a sunset, they see a beautiful work of art. When Professor Christos Zerefos looks at a painting of a sunset, he sees valuable scientific evidence. He believes that these paintings contain important information about the effect of volcanoes on the climate.

Scientists know that after a volcanic eruption, sunsets are very red. This is caused from the dust and ash that is sent into the sky. Volcanoes also lower the temperature of the Earth.

Professor Zerefos and his team decided to study paintings of sunsets before and after volcanic eruptions. They wanted to use the paintings to measure how the volcanoes had affected the climate in the past.

The team studied 554 watercolours and oils of sunsets that were painted between 1500 and 1900. The scientists used a computer to calculate the amount of red in each picture. They found that the sunsets that were painted after a volcanic eruption were bright red.

Many scientists are not convinced by this theory. According to them, it is impossible to make scientific conclusions based on art that was painted so long ago, because it is possible that the colours have changed since they were originally painted. What is more, artists often try to make something look very impressive when they paint. As a result, they may not always paint an accurate picture of nature.

Professor Zerefos disagrees. He is certain that artists accurately copy the actual colours of the sunsets they see. He is now studying paintings that were painted in the 20th century.

So the next time you look at a painting of a beautiful sunset, examine the colours more carefully.

1. Why did Professor Zerefos decide to study paintings of sunsets?

.....

2. Why are sunsets very red after a volcanic eruption?

.....

3. Why do some scientists disagree with this study?

.....

4. Explain the meaning of the title.

.....

3 Complete the first part of the sentences using the appropriate passive form of the verb in brackets. Then complete the second part of the sentences according to the information found in the text.

- The Earth's temperature (lower) by
- In the past, bright red sunsets (paint)
- In the study, a computer (use) to
- According to some scientists, nature (not copy)

4 Describe a painting that you have seen. Explain why you like it and how it makes you feel.

UNIT 6

Vocabulary

1 Read the sentences and choose a suitable verb that describes each one.

admit • complain • explain • announce • warn • promise • shout • mention • agree

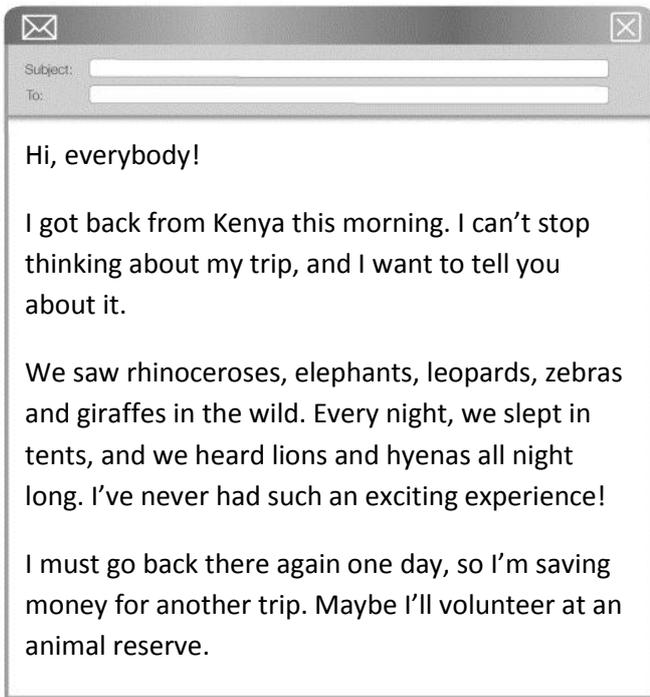
1. "The exhibition ended last night."
2. "Can you hear me now?"
3. "Yes, I think that's a good idea."
4. "I forgot to feed the dog today."
5. "I'll help you find a home for these puppies."
6. "Rescue Ink is an organisation that helps animals."
7. "Don't touch the dog."
8. "I saw Pam at the shopping centre."
9. "The food isn't hot enough."

Grammar

2 Complete the mini-dialogues with the correct form of the verbs in brackets. Use reported speech.

1. A: The zoo will be open tomorrow.
B: Tomorrow? But you said that it (be) closed until September.
2. A: I'm reading a book about lions.
B: Lions? You said that you (study) elephants.
3. A: We saw *The Lion King* on television last night.
B: Really? But you told me that you (not like) cartoons.
4. A: My dog can open the door with his mouth.
B: Oh, come on! Last week you told me that he (do) it with his feet.
5. A: There's Susan's cat.
B: What? She told me that she (be) allergic to cats.

3 Read Andrea's e-mail. Then complete the phone conversation below in reported speech.



C U,

Andrea said that she ¹ back from Kenya ² She said that she ³ stop thinking about ⁴ trip, and that she ⁵ to tell ⁶ about it. She told us that they ⁷ rhinoceroses, elephants, leopards, zebras and giraffes in the wild. She said that every night, they ⁸ in tents, and that they ⁹ lions and hyenas all night long. She said that she ¹⁰ such an exciting experience. She told us that she ¹¹ back there again one day, so she ¹² money for another trip. She said that maybe she ¹³ at an animal reserve.

READING AND WRITING UNIT 6

1 Read the text and decide if the following statements are T (true) or F (false). Then find evidence in the text to support your answers.

A TOUGH DOG

In November 2009, Jan and Dave Griffith decided to take their dog, Sophie, on a sailing trip off the coast of Queensland, Australia. They weren't watching Sophie, and suddenly she was gone. She had fallen into the water. They began to search the area but there was no sign of the dog. "We didn't find her because it was such a grey day," said Mrs Griffith.

The Griffiths were sure that Sophie had drowned. They were very upset and decided to return home without their dog. But four months later, they received some good news. Sophie had not drowned. She was alive.

After she had fallen off the ship, Sophie continued to swim. She swam about 10 kilometres through a rough sea. She arrived at a small island where she survived for more than four months by killing baby goats and other animals.

The people who were living on the island saw a dog running around, and thought that it must be a wild dog. When they saw that there were many dead goats on the island, they called animal rescue workers to come and investigate.

When the Griffiths heard that the animal rescue workers had caught a dog on an island, they wondered if it could be Sophie. As soon as Sophie saw the Griffiths, she immediately recognised them.

"We called her name and she got really excited. She began to bark and banged on the cage. They opened the cage and she ran over to us. It was wonderful!" Mrs Griffith said.

Sophie's story really is extraordinary and she is very lucky to be alive.

"There are a lot of dangerous animals in the sea," said a local fisherman. "It's amazing that they didn't attack Sophie."

	T	F
1. The Griffiths didn't see Sophie fall off the boat.
2. The Griffiths always believed that Sophie was alive.
3. People on the island gave Sophie food.
4. Sophie remembered the Griffiths.

2 Choose the correct answer. Then complete the sentence according to the information found in the text. Use reported speech.

1. The **rescue workers / weather conditions** made it difficult for the Griffiths to find Sophie.
We know this because Mrs Griffith said that
2. The fisherman **was / wasn't** surprised that the sharks didn't attack Sophie. We know this because the fisherman said that

3 You are a reporter who is interviewing one of the local people who found Sophie. Write your questions to him and his answers in direct speech. Then write a report of what he told you using reported speech.

UNIT 7

Vocabulary

1 Choose the correct answer. Pay attention to the words in italics.

1. I'm going to hire a *personal trainer* to help me **study for the exam / train for the marathon**.
2. You will *put on weight* if you **eat too much / exercise every day**.
3. *Stretching* is good for your **muscles / weight**.
4. John should *relax*. He **sleeps / works** all the time.
5. I hope to *get in shape* before the **exam / race**.
6. I *work out* at the **new supermarket / sports club** in my neighbourhood.

2 Complete the sentences to show that you have understood the meaning of the words in bold.

1. People go to the **gym** to
2. You should to **lose weight**.
3. You will **get fit** if you
4. People change their **lifestyle** when they
5. If you **achieve your goals**, you will feel

Grammar

3 Choose the correct answers.

Dear Mary,

I'm so sorry, but I ¹ **must / can't** meet you tomorrow. I have got a runny nose and I ² **can't / don't have to** breathe so I ³ **have to / can** go to the doctor. He ⁴ **must / may** tell me that I ⁵ **should / mustn't** take some medicine and stay in bed. He ⁶ **has to / might** also tell me that I ⁷ **should / can** stay away from other people because they ⁸ **have to / might** catch my illness.

Anyway, I'll call you next week when I'm feeling better. I have so much to tell you.

Speak soon,

Amy

4 Complete the sentences so they are true for you.

1. When I'm older, I might
2. At our school, the students have to
3. People my age can't
4. I'm lucky because I can
5. This year at school, I don't have to
6. There was a time when I couldn't
7. Tomorrow, I might not
8. I think my best friend should

5 What would you say in the following situations? Use a suitable modal in each sentence.

1. You ask your teacher permission to leave the room.
.....
2. You tell your friend that you need to leave the party or you will miss the bus home.
.....
3. Your sister asks permission to use your camera and you agree.
.....
4. Your sister is playing her music very loudly and it is bothering you.
.....
5. You think your best friend is too thin.
.....
6. You are invited to a swimming party, but you don't know how to swim.
.....

UNIT 8

Vocabulary

1 Complete the statements. Use an appropriate expression.

come round • keep in touch • can't make it • make plans
sounds good • stay in • go out • take a rain check

1. Let's I hope to hear from you soon.
2. Tomorrow isn't good for me. Can I ?
3. His idea Let's do it.
4. Let's to meet next week.
5. I to the party tonight. I have to study.
6. I'm too tired to do anything. Let's
7. Let's to eat. How about that new Chinese restaurant?
8. Do you want to to my house tonight and study?

Grammar

2 Choose the correct answer.

1. Elizabeth goes out to eat a lot because she can't stand **cooking** / **to cook**.
2. Ann made plans to go to the cinema because she enjoys **watching** / **to watch** films.
3. I offered **to help** / **helping** him but he wanted to do it by himself.
4. He didn't answer me when I called. He pretended not **seeing** / **to see** me.
5. It's better to avoid **to go out** / **going out** when it's raining.
6. **Shopping** / **To shop** in New York City is exciting.

3 Complete the sentences with the gerund or infinitive form of the verbs in brackets.

1. Bob refused (help) me.
2. I love (swim).
3. You can go out after you finish (tidy) your room.
4. Where's Ruth? She promised (come) on time.
5. I'd like to learn (speak) Chinese.

4 Complete the text with the gerund or infinitive form of the verbs in brackets.

In the past, if businesspeople wanted to have a meeting with someone in a different country, they had to arrange ¹..... (go) and see them. They had to worry about ²..... (be) away from their offices and their families, and many of them hated ³..... (travel) so much.

Today, businessmen can have their meetings online. Virtual business meetings are a way for businesspeople ⁴..... (talk) to their colleagues around the world without ⁵..... (leave) their offices.

Although virtual meetings are very convenient, many businesspeople still prefer ⁶..... (meet) with people face to face. ⁷..... (have) business meetings online may seem ⁸..... (be) a good idea. However, it's always easier ⁹..... (build) up a good working relationship with someone you have actually met.

5 Write a subject and object question for each sentence.

1. Athletes eat a lot of carbohydrates.

.....
.....

2. My parents bought me an MP4 player.

.....
.....

3. Carrie is dating Phil.

.....
.....

READING AND WRITING UNIT 8



1 Read the text. Then answer the questions.

1. Why are some schools trying to prevent **GIVE ME A HUG** hugging?
 For American teenagers, hugging has become a popular way of greeting.....
 their friends. Teachers joke that students hug each other in between classes
2. Why do some teenagers hug other people even though they're uncomfortable
 in the hallways as if they haven't met for months. They claim that all this
 hugging makes it impossible to maintain a serious atmosphere in school and students are often
 late for lessons. As a result, some schools have prohibited hugging. One school has even put
3. How is it possible to experience a virtual hug?
 a three-second time limit on hugs.
 So, why has hugging become so popular amongst teenagers?

2 Complete the sentences. Use gerunds and infinitives.

1. It is possible that teenagers hug one another because they spend so much of their time
 communicating virtually. Texting and talking on Facebook may not give teens the human contact
 they need. That is why they like hugging their friends when they actually meet them face to face.
2. Teenagers don't always receive enough human contact because of
3. However, not all teenagers are comfortable with hugging. Some admit that they don't want to be
 different from their friends, so they hug people even if they don't really feel like it. So, for those
 teens who are uncomfortable with real hugs, there's online hugging. Tens of thousands of young
 people regularly send their friends virtual hugs on Facebook. There is even a new machine which

3 Write a message to your friends on a social networking site. Make arrangements to get together.

Instead of real hugs, some people prefer

will allow people to virtually experience the hugging. If a person wants to send
 a friend a hug online, he will be able to trigger a robot to touch his or her friend. By wearing
 a special jacket, the friend will experience a feeling similar to that of a real hug.

Today's hugs are sometimes just another way of saying hello. It seems that hugging, whether real
 or virtual, still makes a lot of people feel good.

1. Why are some schools trying to prevent students from hugging?

2. Why do some teenagers hug other people even though they're uncomfortable?

3. How is it possible to experience a virtual hug?

2 Complete the sentences. Use gerunds and infinitives.

1. One school reduced the amount of hugging by
2. Teenagers don't always receive enough human contact because of
3. Instead of real hugs, some people prefer

3 Write a message to your friends on a social networking site. Make arrangements to get together.

UNIT 9

Vocabulary

1 Complete the sentences with a suitable collocation below.

keep in touch • get upset • have an accident • get well • make plans • get lost

1. If we tell her about the accident, she will
2. Take a map or you will
3. Let's to meet next week.
4. You will if you continue to drive so fast.
5. I hope you soon.
6. Let's and speak to each other every week.

2 The words in bold are in the wrong sentences. Write them next to the correct sentences.

1. Don't **get up**. Try again.
2. I'm exhausted so I'm going to **grow up** tonight.
3. It's complicated but I'm sure we can **give up** the problem.
4. Please **put out** all your clothes from the floor.
5. What do they want to be when they **stay up**?
6. It's important to **deal with** the fire before it spreads.
7. There's no school tomorrow so I don't have to **stay in** early.
8. If you **pick up** late, you will be tired tomorrow.

Grammar

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

1. If you knew the answer, you (tell) me?
2. If I (not be) so tired, I would go out.
3. He won't succeed unless he (work) harder.
4. If I (get) home soon, I will call you.
5. If I (not go) to the park, I would never have met you.

4 Choose the correct answers.

Summerhill School is one of the most famous schools in the world. It ¹ **built / was built / is built** by AS Neill in 1929. Neill believed that school should be a place ² **who / where / which** suits all types of students. That is why he ³ **created / creates / is creating** a democratic school. At Summerhill, all decisions ⁴ **is made / are made / made** at school meetings. Students and teachers ⁵ **decide / are deciding / have decided** everything together. In addition, students at Summerhill ⁶ **can / mustn't / shouldn't** choose not to go to lessons. In recent years, more and more democratic schools like Summerhill ⁷ **have opened / opened / open** all over the world. Now, many parents ⁸ **are choosing / were choosing / had chosen** to send their children to these schools. It seems that they ⁹ **will continue / continue / are continuing** to be popular for many years to come.

READING AND WRITING UNIT 9

1 Read the text. Then tick (✓) the statements T (true) or F (false). Copy the sentences that helped you decide.

DOING HOMEWORK ON FACEBOOK

Many teachers around the world feel that popular networking sites, like Facebook and Twitter, are stopping students from studying. Kids are going online all the time to keep in touch with their friends. This leaves them with very little time to concentrate on their schoolwork.

However, some teachers are starting to believe that networking sites could actually help students learn better. In England, a group of educators have thought of an idea to introduce a new subject called Digital Communications into secondary schools. This new subject would teach students to read, discuss and plan different types of text. These texts would include advertisements, podcasts, videos, websites, social networks, wikis and blogs.

Some teachers are very excited about this new subject. Robert Sevitt, a secondary school teacher, believes that any language study in the modern world should include digital communication. He said, "Students are interested in digital texts. If teachers want to excite and interest teenagers, they will need to include these texts in the school curriculum."

However, many teachers believe that if we start teaching English in this way, students will no longer study the important skills they need. Nick Seaton is one of them. He said, "Most youngsters learn about this sort of thing in their own time. It's certainly not something that teachers and schools should spend time on."

If schools in Britain decide to introduce Digital Communication Studies, Facebook, Twitter and other social networking websites will become an essential part of the school curriculum. However, the new subject will not completely replace traditional language studies. It will be offered as an additional subject for students who are interested in taking it.

	T	F
1. A lot of teenagers forget to keep in touch with their friends on Facebook.
2. Digital Communications is a new networking site.
3. Robert Sevitt is in favour of Digital Communication Studies.
4. Nick Seaton does not believe in including digital texts in the English curriculum.
5. All students in Britain will have to study Digital Communication Studies if it is introduced.

2 Complete the sentences according to the information in the text.

1. Students are spending time on Facebook instead of
2. If students study Digital Communications, they
3. According to Nick Seaton, teachers and schools
4. Traditional language studies

3 Write a paragraph about how networking sites are a part of your life. Explain what you need them for the most / the least.