

CUADERNILLO DE REFUERZO

3 ESO

INGLÉS

NOMBRE DEL ALUMNO/A: _____

CURSO ACTUAL: _____

PROFESOR EN 3 ESO: _____

PROFESOR ACTUAL: _____

INSTRUCCIONES GENERALES PARA EL ALUMNO: IMPORTANTE !

- | Este cuadernillo pretende ser una ayuda para alcanzar aquellos objetivos de 3 de ESO que no se consiguieron superar durante el curso.
- | Como cualquier trabajo extra, requiere un esfuerzo y una constancia en su realización. Ha de trabajarse con regularidad, buscando siempre las palabras nuevas en el diccionario, anotándolas y memorizándolas para ir adquiriendo vocabulario.
- | La gramática necesaria para las explicaciones se encuentra en el libro y cuadernillo de 3 ESO trabajado durante el curso.
- | Los apartados referidos a la lectura y redacción (Reading y Writing) deben ser trabajados paralelamente con cada unidad , al terminar los apartados de gramática y vocabulario.

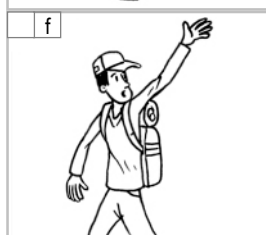
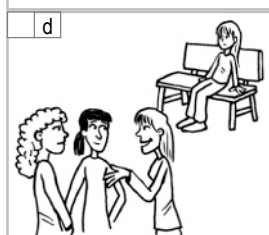
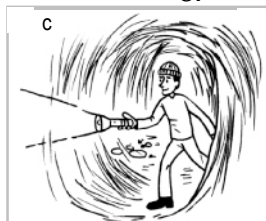
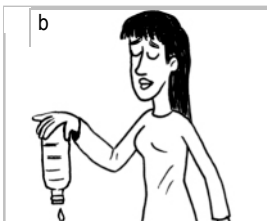
GRAMMAR AND VOCABULARY SECTION

Vocabulary

1 Match the words and phrases to the pictures.

1. run out of
2. explore
3. feel lonely

4. set off
5. reach your destination
6. overcome an obstacle



2 Complete the sentences with the words below. Then tick (✓) the sentences that are true for you.

on the way ♦♦ made my way ♦♦ on my own ♦♦ survive ♦♦ journey ♦♦ dream came true

- 1. I don't like staying at home
- 2. I'd like to go on an exciting
- 3. I really wanted to travel to the USA. This summer, my
- 4. I think I could alone in the jungle for a number of weeks.
- 5. I stopped at the newsagent to school this morning.
- 6. Yesterday, I through a large crowd of people at the market in order to buy something.

Grammar

3 Complete the text with the verbs in brackets. Use the Past Simple.

Today, I ¹ (spend) the day in London. First of all, I ² (take) a bus tour of the city. Then, I ³ (go) on a tour of Buckingham Palace. I ⁴ (love) the palace.

After that, I ⁵ (meet) my cousins at Hyde Park. It was raining, so we ⁶ (not have) a picnic. Instead, we ⁷ (order) fish and chips at a really nice restaurant in the park.

The rain ⁸ (not stop), so we ⁹ (visit) Madame Tussauds Wax Museum after lunch. We ¹⁰ (see) statues of the Queen, David Beckham, Lady Gaga and many other famous people.

4 Complete the questions with the verbs in brackets. Use the Past Simple. Then answer the questions to make them true for you.

1..... you (drink) tea yesterday?

2..... your parents (go) to the cinema at the weekend?

3.What your best friend (give) you for your last birthday?

4.How you (get) to school this morning?

5 Complete the sentences with the correct form of *used to* and the verbs below.

like ♦♦ walk ♦♦ play ♦♦ cook ♦♦ climb

- When I lived near school, I to school every day.
- I avocado, but now I love it!
- He mountains before his accident.
- your father professional football?
- I , but now I enjoy preparing all kinds of food.

Vocabulary

1 Circle eight feelings in the puzzle.

d	e	l	i	g	h	t	e	d	a	i	c	t
a	n	t	i	s	o	c	i	a	l	r	e	h
r	e	f	h	h	n	r	s	m	k	r	f	r
a	r	e	y	o	t	i	e	b	t	i	e	i
s	g	t	m	c	u	n	c	d	l	t	u	l
m	e	g	s	k	t	a	k	y	p	a	a	l
r	t	u	x	e	u	p	s	e	t	b	u	e
e	i	l	y	d	e	b	h	d	p	l	a	d
t	c	o	n	f	u	s	e	d	t	e	u	g

2 Complete the sentences with words from Exercise 1.

- I was when our old dog died.
- I feel when I am doing exercise.
- The new teacher was because there were five students with the same name.
- Liz doesn't often go out with friends. She's quite
- Pam was with the beautiful earrings. She put them on right away.

3 Complete the words.

- very unhappy: s ... r e
- angry: ... n n d
- very excited and interested: ... n ... h ... s s
- happy: ... e ... i t ... d

Grammar

4 Write sentences with the words below. Use the Past Continuous.

1. we / play / in the snow / yesterday / at noon / .
.....
2. your friends / wait / for you / at the cinema / ?
.....
3. I / not talk / about you / !
.....
4. snow / fall / all night / .
.....
5. Sharon / not cook / fish / at 3 o'clock in the morning / .
.....
6. why / Charlie / wear / strange sunglasses / ?
.....

5 Choose the correct answer.

1. Yesterday I **were riding** / **was riding** / **rode** my bike home when I saw my best friend.
2. **Were they winning** / **They won** / **Did they win** the game yesterday?
3. Jill was sailing to New Zealand while her friends **were cycling** / **was cycling** / **cycled** across Australia.
4. What happened when you **arrived** / **were arriving** / **was arriving** at the airport?
5. While Joshua **travelled** / **was travelling** / **were travelling** to Alaska, he met some interesting explorers.
6. What **was she doing** / **she was doing** / **she did** while her parents were flying around the world?

6 Complete the dialogue with the verbs in brackets. Use the Past Simple or Past Continuous.

- Lily:** Dad, who ¹..... (be) Mark Twain?
- Dad:** A famous American writer. He ²..... (live) over 100 years ago.
- Lily:** What ³..... he (write)?
- Dad:** He ⁴..... (write) a lot of books, including *The Adventures of Tom Sawyer*.
- Lily:** Oh, yes! We ⁵..... (read) it at school two or three years ago, but I ⁶..... (not remember) the author's name.
- Dad:** You see, Mark Twain ⁷..... (live) an exciting life – the life of an explorer. While he ⁸..... (travel) around the USA, he ⁹..... (have) a lot of adventures in some very exciting places. He ¹⁰..... (meet) interesting people and later, he ¹¹..... (describe) them in his books.
- Lily:** Thanks for helping me complete my school project, Dad. While you ¹²..... (talk), I ¹³..... (type) everything on the computer!

Vocabulary

1 Choose the correct verb.

1. **take part** / **appear** / **make** in an international competition
2. **perform** / **do** / **earn** a lot of money
3. **make** / **do** / **have** charity work
4. **represent** / **appear** / **donate** your country
5. **earn** / **compose** / **save** songs

2 Complete the words in the questions below. Then match the questions to the answers.

1. Who made a significant c b n to the field of communication technology in the modern world?
2. Which actor has d t ... d a lot of money to the UN's World Food Programme?
3. What famous British band a r ... d on US television in 1964?
4. What organisation does a lot to try and save the e m t ?
5. What famous singer p f d on stage in 26 European cities during her 2012 world tour?

Answers

- a. Friends of the Earth
 b. Steve Jobs
 c. Madonna
 d. George Clooney
 e. The Beatles

Grammar

3 Choose the correct answer.

1. The team hasn't won an award **yet** / **just** / **already**.
2. Have your friends **yet** / **already** / **since** flown in a hot---air balloon?
3. We have **ever** / **just** / **never** been to an open---air concert before.
4. My cousin has been a singer **for** / **since** / **already** he was eight years old.
5. I haven't watched that DVD **for** / **since** / **already** a long time.
6. The band has **ever** / **just** / **yet** played their new song.

4 Complete the sentences with the verbs in brackets. Use the Present Perfect Simple.

1. Bob is upset because he (not see) his best friend for more than a week.
2. Jane and Jill (be) circus performers since 2010.
3. Ricky ever (do) any charity work for this organisation?
4. I never (hear) of that band before. Are they famous in your country?
5. the kids already (come) home from the show?
6. How many songs Elton John (compose)?
7. They (not reach) their destination yet.

5 Complete the text with the verbs below. Use the Present Perfect Simple.

perform ♦♦ write ♦♦ create ♦♦ change ♦♦ listen ♦♦ begin

1. you ever to a song you think you've heard before? If the answer is yes, it was probably a "mashup". A mashup is a new song made from two or more old ones. It's not new, but technology

2. things. Recently, DJs 3. to make mashups by mixing recorded songs on computers. Artist DJ Reset

4. several hit songs by doing this and he is very successful. He 5. on stages around the world, and magazines and newspapers 6. about him. He does not compose songs by himself but his creations are interesting. They're both old and new. That's mashup.

Vocabulary**1 Choose two correct answers to show you understand the words in bold.**

1. You can go **canoeing** on a *lake / river / cave*.
2. You can **direct a film** for *the radio / television / the cinema*.
3. You can go **windsurfing** in the *sea / desert / ocean*.
4. You can do **rock climbing** *on a cliff / on a beach / in a canyon*.
5. You can **learn survival skills** in a *playground / forest / jungle*.

2 Read what the people said. Then complete the sentences with the words below.

- We played our most popular *Justin*
- I'm working on a 3-D *Taylor*
- We slept in a small *Bob*
- I sold 12 pairs of *Rita*
- Using a map, we reached our *Joshua*
- I played the part of *Ella*

designed fashion accessories ♦♦ orienteering ♦♦ acted in a play
studied computer animation ♦♦ performed in a band ♦♦ camping

1. Justin has
2. Taylor has
3. Bob has been
4. Rita has
5. Joshua has been
6. Ella has

Grammar**3 Choose the correct answer.**

1. I **saw / have seen** Rachel two days ago.

2. How many awards **did he win / has he won** so far?
3. **Did you have / Have you had** a lot of friends when you were my age?
4. The train **just came / has just come** into the station.
5. Mark **always wanted / has always wanted** to be an actor.
6. We **didn't hear / haven't heard** that song before.

4 Read the sentences. Write two questions for each sentence with the words below.

Use the Present Perfect Simple or Past Simple.

1. Jack lives in London.

a. How long / live / there

b. When / he / move / to London

2. Diana and I are friends.

a. How long / know / her

b. When / you / meet

3. Tracy is in Africa.

a. How long / she / be / there

b. When / she / go / to Africa

4. Jane has got a new job.

a. How long / she / have / it

b. When / she / start / her job

5. Bill and Pam are married.

a. How long / they / be married

b. When / they / get married

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

Sue: Hi, Beth. You 1. (not call) me for a week. What's the matter?

Beth: I'm sorry I 2. (not phone) you. I 3. (break) my leg last Friday.

Sue: That's terrible! How 4. it (happen)?

Beth: I 5. (fall) while I was rock climbing.

Sue: 6. your friends (visit) you yet?

Beth: No, they 7. (not come) to see me yet, but they 8. (send) some magazines and chocolate yesterday. And guess what! My teacher 9. already (give) me a lot of homework to do!

Vocabulary

1 The travellers below haven't got everything they need. Complete the sentences with the items below.

guidebook ♦♦ first-aid kit ♦♦ sunscreen ♦♦ map ♦♦ toiletries

1. After sitting on the beach, Karen is as red as a tomato. She left her at the hotel.
2. Kim can't read about the museum. She's lost her
3. Jim can't find his shampoo. He's left all his at home.
4. Robyn got lost while she was hiking. She didn't have a with her.
5. Dave fell and hurt his knee. He needed a but it was in the car.

2 A tour guide is talking to some tourists. Complete the sentences with the words below.*camera case ♦♦ suitcase ♦♦ money belt ♦♦ passport ♦♦ luggage allowance*

1. Bring no more than one with you tomorrow. This is the for the trip. We haven't got room on the bus for more than that.
2. Remember – thieves like tourists. So keep your euros in a , not in a wallet. Put your there, too.
3. Someone left a on the bus yesterday. If you were taking photographs, it could be yours.

3 Complete the letter with the words below.*backpack ♦♦ insect repellent ♦♦ sleeping bag ♦♦ sunglasses ♦♦ tent*

Dear Mum and Dad,

I'm having a great time on the camping trip. Sleeping outside in a 1. is fun. It's a little cold at night, but my 2. keeps me warm. The mosquitoes are a problem, but I make sure to put on 3. in the evening. So far, the weather has been sunny. I'm glad I brought my 4. because I need them. Yesterday we went on a long hike. My 5. was so heavy and my shoulders hurt, but I enjoyed it.

Miss you!

Sue

Grammar**4 Write about the people's plans with the words below. Use *be going to*.**

1. I / hike / on my own

.....

2. She / take / a painting course

.....

3. He / not eat / any sweets

.....

4. They / take / a tour

.....

5 Complete the sentences about the people in Exercise 4 with the phrases below and *will*.*lose weight ♦♦ do something else instead ♦♦ ask Kate to join me ♦♦ take a yoga course instead*

1. Actually, I think I
2. Perhaps she
3. He probably
4. There are too many people. Perhaps they

6 Choose the correct answer.

- 1 **A:** Are there any good restaurants in Glasgow?
B: I don't know. I **am going to look / will look** in my guidebook.
- 2 **A:** **Are you going to spend / Will you spend** the day at the beach tomorrow?
B: I don't think so. It looks like it **rains / will rain**.
- 3 **A:** **Are you going to go / Will you go** shopping in Sydney?
B: We probably **aren't going to have / won't have** time to go shopping on this trip.
- 4 **A:** **Are you going to see / Will you see** Kathy in London?
B: I don't think so. She **is probably going to be / will probably be** too busy studying for her exams.
- 5 **A:** What time **will the tour begin / does the tour begin**?
B: It **starts / will start** early – at 8.00.

Vocabulary**1 Choose the correct answers to show you understand the meaning of the words in bold.**

1. Bob likes going **sightseeing**. Tomorrow, he's going to *visit a monument / lie on the beach*.
2. Beth is **planning her itinerary** for her trip to Rome. She is *reading about important sights / packing her suitcase*.
3. Don't forget to **check the weather forecast** before your trip. You might need *a car / an umbrella*.
4. The tourists are **taking a break**. They're *visiting a museum / resting at the hotel*.
5. Karen is **travelling on business**. She's *meeting a client / visiting her sister* tomorrow.
6. We've **booked tickets online** so we *will / won't* need to get to the train station early.

2 Complete the dialogue with the phrases below.

hire a car ♦♦ make hotel reservations ♦♦ take a tour ♦♦ go for a long weekend ♦♦ book your flight

- Eric:** We'd like to 1. to Rhodes, from Friday to Monday.
- Travel Agent:** OK. First, I'll 2. You'll leave on Friday morning and fly home on Monday afternoon.
- Eric:** That's fine. Can you 3. too?
- Travel Agent:** Of course. There's a nice hotel near the beach. The rooms are lovely.
- Eric:** Sounds good.
- Travel Agent:** Would you like to 4. of the island?
- Eric:** No, we'll 5. and drive around on our own.

Grammar

3 Complete the sentences with the verbs in brackets. Use the Future Continuous.

1. Don't come at 10.00. I (sleep).
2. They (not travel) for long. Toronto is only one hour away.
3. Alice (wait) at the bus stop for you when you arrive?
4. This time next year, we (live) in Paris!
5. At what time you (serve) dinner this evening?

4 Write the words in the correct order to form sentences. Use the Future Continuous.

1. do / what / this time next year / you / ?
.....
2. yoga / this time next summer / study / in India / I / .
.....
3. my bicycle / not use / tomorrow morning / I / .
.....
4. lunch / you / at exactly 1 pm / have / ?
.....
5. sit / at this time tomorrow / we / on the plane / .
.....
6. in New York / how long / stay / you / ?
.....

5 Choose the correct answer.

1. I'm thinking about what I ¹ **will do / will be doing** this time next month. This July, my family ² **is going to hire / will hire** a boat and we ³ **sail / are going to sail** along the canals in Britain for two weeks. It's called "slow travel". We've never done anything like this before and I'm sure it ⁴ **will be / is going to be** great! ⁵ **Are you going to travel / Will you travel** anywhere this Christmas?
2. You probably ¹ **aren't going to believe / won't believe** this, but this time next week, I ² **will fly / will be flying** to Alaska with my family. We ³ **are going to spend / spend** eight days there, and we ⁴ **do / will be doing** many adventure activities in the area, such as rafting and snowmobiling. I hope it ⁵ **won't be / isn't going to be** too cold, but I'm sure we ⁶ **will be having / will have** an amazing time!

Vocabulary

1 Where can you find these people? Look at the pictures and complete the words.



p e s n



s g p l



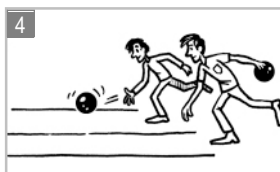
n tc b



r g t k



a ... t g y



b g a y



f l p h



t s c t

2 Complete the sentences with the words below.

market ♦♦ office block ♦♦ railway station ♦♦ hotel ♦♦ car park ♦♦ university ♦♦ playground ♦♦ airport ♦♦ newsagent

1. John is studying art at
2. I buy all my vegetables at the
3. Many people work in that big
4. Do you buy your magazines at the near your house?
5. About 20 aeroplanes arrive at this every hour.
6. There's a huge for children in the park.
7. Let's park our car in the near the cinema.
8. The train is arriving at the central at 7.30 am.
9. Uncle Dan is staying at the new for three nights.

Grammar

3 Complete the sentences with the verbs in brackets. Use the First Conditional.

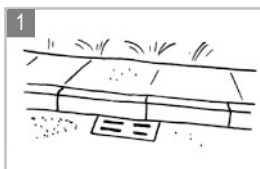
1. If it (be) cold this weekend, we (not go) to the swimming pool.
2. He (climb) up the Eiffel Tower if he (visit) Paris.
3. I (take) a taxi if the bus (not come).
4. Unless we (leave) now, we (not reach) the airport on time.
5. The bus (arrive) soon unless there (be) a lot of traffic.

4 Complete the second sentence so it means the same as the first. Use the Second Conditional.

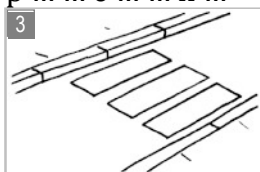
1. I want to take a picture of the fountain, but I haven't got my camera.
I a picture of the fountain if I had my camera.
2. I think you should stay on the zebra crossing.
If I were you, I on the zebra crossing.
3. I can't take the course because it's during school hours.
If the course during school hours, I would take it.
4. The guide speaks so softly that we can't hear him.
We would be able to hear the guide if he so softly.
5. Daniel is too shy to ask you out.
Daniel you out if he weren't too shy.

5 Choose the correct answer.

1. If you **go** / **went** to the swimming pool every day, you will improve your swimming.
2. Tim **will take** / **would take** a course if he had the money.
3. If they saw this playground, they will **love** / **would love** it.
4. She **won't enjoy** / **wouldn't enjoy** visiting this art gallery unless she likes modern art.
5. If I **don't have** / **didn't have** my guidebook, I would ask for directions.
6. We **will meet** / **would meet** you at the nightclub if you want.
7. I **will wait** / **would wait** for the traffic light to change if I were you.

Vocabulary**1 Complete the words according to the pictures.**

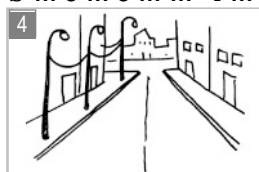
p ... e ... n ...



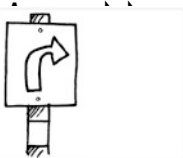
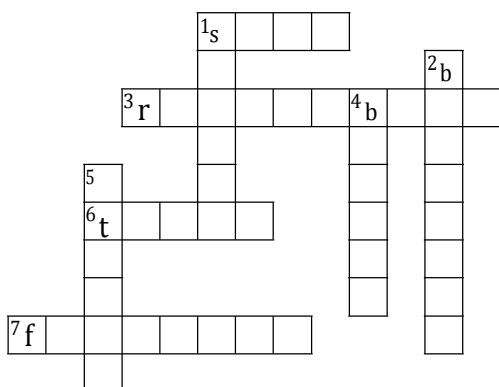
... e b ... c ... s ... i n ...



b ... c ... c ... l ... e



s ... e ...

2 Complete the puzzle. Use the clues.

1.



3.



6.



7.

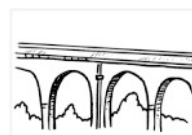
Down ↓↓



1.



2.



4.



5.

Grammar

3 Complete the sentences with the correct form of the verbs in brackets. Use the Third Conditional.

1. Jack would have gone to the nightclub if it (not cost) so much.
2. If we had left the hotel earlier, we (see) more.
3. We (not stay) at home if the weather had been sunny.
4. Lily (enjoy) her holiday more if she hadn't travelled with a group.
5. If the guide (speak) better English, we would have understood him.

4 Match A to B. Then complete the sentences with the verb in brackets. Use the Third Conditional.

A

1. If the newsagent (not close),
2. They (not go) to the open-air market
3. He (not sell) his painting
4. If we (have) more time
5. I (give) you directions

B

- a. if it had rained.
- b. we would have visited the art gallery.
- c. if he hadn't got a good price.
- d. if you had asked for them.
- e. we would have bought a newspaper

5 Write sentences with the words below. Use the Third Conditional.

1. you / not have / an accident / if / you / stop / at the traffic light
.....
2. if / we / see / the sign, / we / not get lost
.....
3. I / go / to the nightclub / if / I / not be / so busy
.....
4. if / they / have / time, / they / stop / at the fountain
.....
5. She / not ride / on the pavement / if there / be / a bicycle lane
.....

Vocabulary

1 Cross out the WRONG examples for each adjective. Then write these examples in the correct place.

These foods are usually

1. **cooked**:noodles ♦♦ cola ♦♦ fish ♦♦.....
2. **sour**:lemons ♦♦ yoghurt ♦♦ salami ♦♦
3. **salty**:cucumbers ♦♦ crisps ♦♦ anchovy♦♦
4. **raw**:strawberries ♦♦ rice ♦♦ cherries ♦♦.....
5. **sweet**:vinegar ♦♦ cake ♦♦ ice cream ♦♦

2 Complete the sentences with the adjectives below.

plain ♦♦ fresh ♦♦ frozen ♦♦ appetising ♦♦ spicy ♦♦ ripe ♦♦ tasty ♦♦ savoury

1. You can find bags of vegetables in the foods section of the supermarket.
2. This Mexican food is so ! Please bring me a glass of water.
3. Those bananas are green. They won't be for a while.
4. Perhaps it tastes good but it doesn't look very
5. You can order either sweet or crêpes.
6. It's a little for a birthday cake. Let's add some decorations.
7. The bread is It's just come out of the oven.
8. Lara is an excellent cook. Everything she makes is

3 Complete the chart with words from Exercises 1 and 2.

Reason	Result
1. You didn't put enough sugar in the lemonade.	It is too
2. The peaches are not	They are as hard as a rock.
3. You haven't cooked the steak enough.	It's still
4. There is less fruit in winter.	We sometimes eat peaches from a tin.
5. His doctor told him to stop eating sweets.	Today he only eats food.

Grammar**4 Choose the correct answer.**

1. The girl **who** / **which** sits next to me always has salad for lunch.
2. Can you recommend a restaurant **which** / **where** they serve vegetarian food?
3. Yesterday, I met someone **whose** / **who** father is a famous chef.
4. Evening is the time **where** / **when** our family eats its main meal.
5. I liked the pizza **that** / **who** we had in that restaurant.
6. The cake **where** / **which** you baked was delicious.
7. My father is the person **that** / **whose** prepares most of our meals.
8. We live in a neighbourhood **that** / **where** there are many restaurants.

5 Complete the text with relative pronouns.

Unless you are one of those lucky people ¹. **who** / **whose** / **where** family still lives on a farm, you have probably never eaten fruit and vegetables straight from the tree or the ground ². **when** / **that** / **where** they grow. Most of us can only buy products ³. **which** / **who** / **where** farmers grow on farms hundreds of kilometres away. Metro Supermarket in Berlin is trying to change this. Metro has installed a greenhouse ⁴. **who** / **that** / **where** grows vegetables inside the supermarket. Vegetables remain in the greenhouse from the time ⁵. **which** / **where** / **when** they are planted until they are ripe. There are no transport costs and the supermarket doesn't need a special place to keep the produce. Many of Metro's customers are Berlin chefs ⁶. **who** / **which** / **whose** are looking for fresh vegetables for their menu. The chefs like the greenhouse because they can see the place ⁷. **when** / **where** / **who** their vegetables come from. Many of them have never seen a vegetable ⁸. **who** / **when** / **which** is in its first fifteen days, and this new

experience has helped them see food in a different way. Thanks to its greenhouses, Metro is no longer just a supermarket, it's a place ⁹. **when** / **where** / **that** ideas are born.

Vocabulary

1 Circle eight types of food in the puzzle.

f	g	m	k	v	p	i	k	i	c	l	v
b	h	a	p	r	s	p	i	n	a	c	h
a	m	l	a	m	b	n	r	c	u	s	w
r	k	r	v	e	l	s	h	g	l	h	o
m	u	s	h	r	o	o	m	s	i	e	k
s	b	t	c	s	m	k	l	a	f	l	p
l	e	o	d	r	o	f	m	b	l	l	r
s	e	w	p	e	a	s	p	d	o	f	v
t	f	v	k	b	c	a	k	f	w	i	h
m	s	c	a	b	b	a	g	e	e	s	k
o	r	t	v	l	m	k	j	h	r	h	m

Which of the words are vegetables?

.....

2 Choose the correct answers to show you understand the words in bold.

1. You can have **baked** *lettuce / potatoes / soup*.
2. You usually put **sauce** on *meat / juice / rolls*.
3. You can eat **boiled** *cheese / grapes / carrots*.
4. You can have **roast** *eggs / turkey / pie*.
5. Most **fried** food is *oily / sweet / dry*.

3 Complete the dialogue with the words below.

main course ♦♦ dessert ♦♦ side dish ♦♦ grilled ♦♦ pork ♦♦ starter ♦♦ mashed

Waiter: Are you ready to order, sir?

Man: Yes. To begin with, I'd like a ¹.....

Waiter: Our ²..... vegetables are very good.

Man: OK, I'll have them.

Waiter: And for your ³..... ? Our roast chicken is very popular.

Man: I don't like chicken. I'll have the roast ⁴..... instead.

Waiter: Do you want a ⁵..... with that?

Man: Yes, I'd like some ⁶..... potatoes, please.

Waiter: OK then, I'll leave the menu here. You may want to order ⁷..... later.

Man: I will. I always have something sweet after my meal.

Grammar

4 Match A to B. Then choose the correct relative pronouns to create sentences with defining relative clauses.

A

1. Mexico is a country
2. He's the food blogger
3. Saturday is a day
4. I know the woman
5. The school cafeteria has got a menu

B

- a. **when** / **which** many people eat out.
- b. **which** / **where** spicy food is popular.
- c. **which** / **when** isn't very healthy.
- d. **which** / **who** owns that restaurant.
- e. **whose** / **who** post you've just read.

5 Join the sentences using defining relative clauses. Use the relative pronoun in brackets.

1. He often makes pizza. It's got four different vegetables on it. (which)
.....
2. I met the baker. Her cake won an award. (whose)
.....
3. Do you remember the day? We ate at that expensive restaurant then. (when)
.....
4. I'd like you to meet the woman. She cooks for the president's family. (who)
.....
5. There is a huge variety of fruit and vegetables in the market. I shop there. (where)
.....
6. I ate a hamburger and chips. They were very salty. (that)
.....

Vocabulary

1 Match the sentences to the pictures. Pay attention to the words in bold.

1. Bob knows how to **stand up for himself**.
2. Billy is **annoying** his sister.
3. Howard has **forgiven** his brother.
4. Ellie is **having an argument** with her parents.



2 Choose the correct answer to show you understand the meanings of the words in bold.

1. You have to learn to **compromise**. You can't *help people / get your own way* all the time.
2. On Friday nights, I enjoy **hanging out** with friends. We usually *do our homework / meet at a café*.
3. Just **ignore** him. If you *stop talking to / shout at* him, he'll go away.
4. Why is she **making fun** of that boy? She needs to *study / apologise*.
5. Kathy **fell out with** Jane. They're *not speaking / waiting for the doctor*.
6. Jane has **betrayed** her friend by saying *nice / nasty* things about her.
7. You **hurt her feelings** when you *invited / didn't invite* her to your party.

3 Complete the sentences with the words below. Then tick (✓) the sentences that are true for you.

disagree ♦♦ disappoint ♦♦ trust ♦♦ make friends ♦♦ respect ♦♦ accept

- 1. I try not to my friends.
- 2. I always older people.
- 3. It's hard for me to my parents' rules.
- 4. I can with someone even if they're different from me.
- 5. I can't someone until I know them well.
- 6. If I with someone, I usually just keep quiet.

Grammar**4 Helen is having a party. Complete what she says to her friends with the affirmative or negative form of *must, have to* or *need to*. There may be more than one correct answer.**

1. I (take) some photos. I want to remember this party.
2. You really (bring) a gift. It's not a birthday party.
3. We (call) Jane right away. We forgot to tell her about the party.
4. You (tell) Tom about the party. It's a surprise.
5. We (clean) the house after the party.

5 Learn how to make friends at a new school. Choose the correct modals to complete the tips.

1. You **should / mustn't / shouldn't** talk to everyone you meet at first.
You never know who will become a good friend.
2. You **must / mustn't / need to** try to be someone you're not. It's important for people to get to know the real you.
3. You **mustn't / should / don't have to** ask for help when you need it.
It's a good way to make a new friend.
4. You **mustn't / shouldn't / have to** try to remember people's names.
They sometimes get annoyed when you don't.
5. Remember, you **don't need to / mustn't / should** have 100 friends.
It's enough to have two or three good friends.
6. You **shouldn't / mustn't / have to** be patient. It's OK not to make 10 friends on the first day at your new school.

6 Complete the questions with suitable modals.

1. A: you go home now?
B: Yes, I promised my mum to be home by 9.00.
2. A: you study for a test today?
B: Yes, I've got a maths test tomorrow.

3 A: I forgive Max?

B: I think so. He didn't mean to hurt your feelings.

Vocabulary

1 Complete the sentences.

- Sandy thinks she's never wrong. She's so ar ... o t.
- Bob says he's right even when he knows he's wrong. He's so st o ... n.
- Terri is very popular and gets invited to a lot of parties. Her sister is j l s of her.
- Kim is always ready to help people. She is k d.
- You can't trust David to be there when you need him. He's very un l le.
- William will know how to solve the problem. He's very s s le.
- Eva never thinks of other people. She is s f
- Kyle never says "please" or "thank you". He is i l

2 Match the situations in A to the adjectives in B.

- | A | B |
|--|------------------|
| 1. inviting yourself to a party | a. sensitive |
| 2. stealing money..... | b. dishonest |
| 3. being happy one moment and sad the next..... | c. inconsiderate |
| 4. feeling bad when an animal is hurt..... | d. pushy |
| 5. thanking the waiter after he serves your meal | e. moody |
| 6. using your sister's mobile phone without asking | f. polite |

Grammar

3 Complete the sentences with the correct form of *be able to*.

- Alex go swimming tomorrow because he's broken his arm.
- you do it on your own or will you need help?
- She run a marathon in under three hours. She's had lots of experience.
- We watch the film because we had to finish our project.

4 Choose the correct answer.

Susan B. Anthony and Elizabeth Cady Stanton were friends. They also changed the lives of women in the United States. In the 19th century, women ¹ **can't / couldn't** vote in elections. They were considered too "emotional" to make important decisions. Anthony and Stanton didn't accept this idea. According to them, women ² **could / couldn't** do anything as well as men. They decided to start an organisation to improve women's lives. Together, they were an excellent team. Stanton ³ **can / could** speak and write well, so she wrote articles and spoke to women all over the country. Anthony ⁴ **could / couldn't** organise activities because she was very practical.

Today, women in the USA ⁵ **can / could** vote. But in some traditional countries, they still ⁶ **can't / couldn't**. They also ⁷ **can / can't** do many everyday activities like driving or working outside the home.

5 Complete the sentences with the correct form of *may* or *might*.

1. We go to the cinema tonight. There's a film that I want to see.
2. You should join the Scouts. You make new friends.
3. It's late. I have time to finish this today.
4. I don't know if I can do this. It be too difficult.
5. She rarely wears black clothes, so she like this black shirt.

Vocabulary**1 Choose the correct answer.**

1. There were no **judges** / **witnesses** to the murder.
2. Thieves **broke into** / **identified** our house last night.
3. The driver **obeyed** / **broke** the law when he drove through a red light.
4. The jury **committed the crime** / **found him guilty**.
5. The witness **identified** / **caused damage** the thief. She remembered what he was wearing.
6. The burglar was sent to prison by the **hooligan** / **judge**.
7. The criminal was given a **warning** / **witness** by the police.
8. The police have found fingerprints at the **scene of the crime** / **prison sentence**.
9. During the **riot** / **trial**, the lawyer showed some surprising evidence.
10. The accused was very happy when he was found **innocent** / **guilty** of the crime.

2 Complete the text with the words below.

committed crimes ♦♦ damage was caused ♦♦ hooligans ♦♦ prison sentences ♦♦ riot

Yesterday, there was a ¹ on Mercer Street. Hundreds of people were hurt. Serious ² to shops in the area when a group of ³ broke windows and started fires. Ten teenagers were arrested. According to police, four of them have ⁴ in the past, so they could receive ⁵

Grammar**3 Complete the sentences with the verbs in brackets. Use the Present Simple Passive.**

1. Evidence (collect) by the police.
2. blood samples (examine) by forensic scientists?
3. Questions (ask) by lawyers.
4. Sentences (not pass) by juries.
5. Information (give) by witnesses.

4 Write what happens when a crime is committed. Use the Present Simple Passive and the words below.

punish ♦♦ arrest ♦♦ bring ♦♦ investigate ♦♦ interview

1. The crime by detectives.
2. Witnesses and suspects
3. When the police have enough evidence, suspects
4. They to trial.
5. If they are found guilty, they

5 Use the words below and the Past Simple Passive to write questions about a robbery.

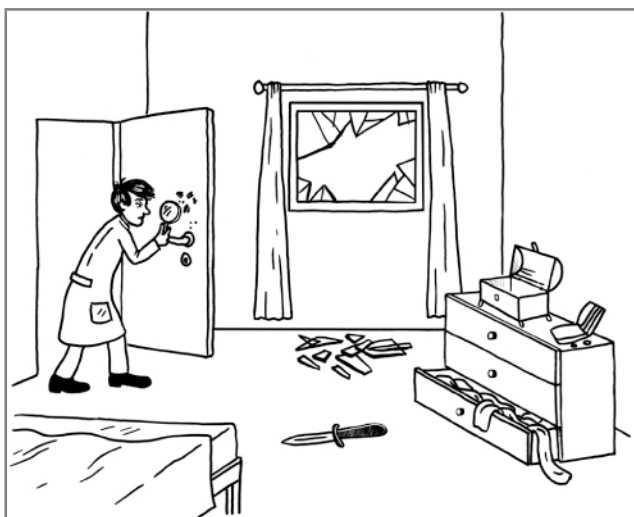
1. evidence / find / at the scene of the crime

2. weapons / use / in the robbery

3. the evidence / see / by a detective

4. any damage / cause / to the house

5. what things / steal / from the house

6 Look at the picture and answer the questions in Exercise 5. Use the Past Simple Passive.

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

Vocabulary**1 Match the words to the pictures.**

1. looking for clues
2. get---away car
3. having difficulty breathing
4. trapped
5. crash
6. serious injuries
7. run away



2 Complete the dialogues with the words below.

in pain ♦♦ cuts ♦♦ dead ♦♦ unconscious ♦♦ escaped ♦♦ losing blood

1. **A:** Was anyone killed in the accident?
B: Yes, three people are
2. **A:** Were the burglars arrested?
B: No, they before the police came.
3. **A:** How badly was Ben hurt?
B: He's broken his leg so he's
4. **A:** Can I talk to my father now?
B: No, he's Try later. He may be awake then.
5. **A:** Was she injured?
B: Yes. She's We must get her to hospital.
6. **Detective:** Did the robber break the window?
Police officer: Yes, look at those on his hand.

Grammar

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

Use the Present Simple Passive or Past Simple Passive.

1. Suspects usually (interview) by police detectives.
2. At the trial yesterday, the witnesses (asked) questions by the lawyers.
3. Laws about drinking alcohol always (not obey).
4. Luckily, they (not hurt) in the accident yesterday.
5. The jewellery shop (rob) last night. More than 100 rings, earrings and necklaces (steal).
6. the scene of the crime always (examine) carefully?
7. When the money (find)?

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

Alcatraz Island ¹ (locate) in the San Francisco Bay. This small island ² often (call) "The Rock". In the past, there was a prison on the island. From 1933 to 1963, more than 1,500 prisoners ³ (send) there. Thirty---six prisoners tried to escape from Alcatraz and all of them ⁴ (caught). Six prisoners ⁵ (kill) while they were escaping.

But in 1962, everything changed. Three prisoners escaped and they ⁶ never (find). Their story ⁷ (tell) in the 1979 film *Escape from Alcatraz*. Alcatraz ⁸ (close) in 1963 and today it ⁹ (visit) by thousands of tourists each year.

Vocabulary

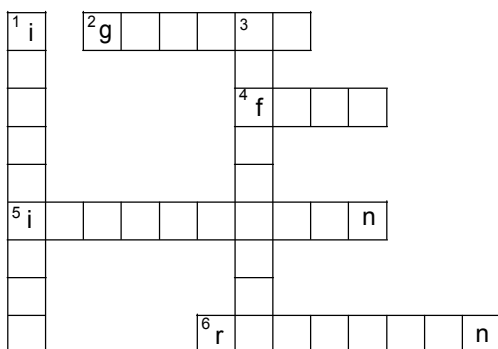
1 Complete the puzzle. Use the clues below.

Across ➡➡

- 2.a small useful tool
4.not successful
5.a new thing or idea
6.can be used again

Down ↓↓

- 1.very clever
3. works well



2 Tick (✓) the pairs of opposites.

- 1. weird – ordinary
..... 2. easy---to---use – revolutionary
..... 3. simple – complicated
..... 4. entertaining – interesting
..... 5. useful – useless

3 Complete the text with the words below.

caught on ♦ weird ♦ entertaining ♦ came up with ♦ trendy ♦ requires

The Pet Rock was invented in 1975 by Gary Dahl. He ¹ the idea while talking to friends about pets. He bought some rocks, put each one in a nest in a small box, and included instructions for taking care of the rock. The instructions were very funny and ² – because a rock, of course, ³ no care! As ⁴ as it seems, the Pet Rock quickly ⁵ and became really ⁶ Everyone wanted one!

Grammar

4 Complete the sentences about what you had and hadn't done with your mobile phone by the time you went to bed last night.

1. I (update) my apps.
2. I (turn off) the WiFi to save the battery.
3. I (charge) the phone.
4. I (put) the phone on the table and not near the bed.

5. I (silence) the ringer.

5 Complete the questions with the words in brackets. Then use the fact file below to answer the questions. Use the Past Perfect Simple.

1..... Susan (graduate) from university before she got married?

2.What Susan (do) by the time she created her first invention?

3.How many inventions Susan (sell) by the time she became a millionaire?

4. Susan (get married) before she sold her first invention?

5.How many children Susan (have) by the time she sold her second invention?

Susan Hill

1991 graduated from university

1993 created her first invention

1995 sold her invention

1997 got married

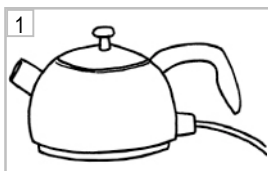
2000 had a child

2002 sold her second invention

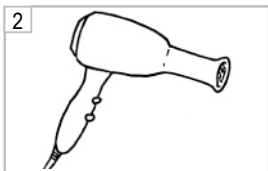
2005 became a millionaire

Vocabulary

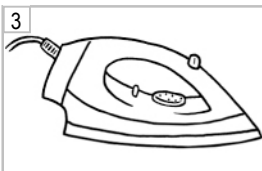
1 Unscramble the letters to write the correct words.



tetkel



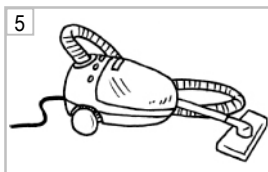
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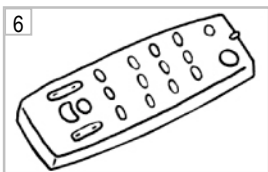
nior



crielect varseh



umvcaw arceeln



sga vteos



erezefr



merote olntcor

2 Choose the correct answers to show you understand the words in bold.

- I'm using the **cordless phone**. I *can't* / *can* take it into the other room.
- It's really hot. I'll close the window and turn *off* / *on* the **air conditioner**.
- If you *keep* / *don't keep* fresh milk in the **fridge**, it will go bad.

4. I can't *hear / type* very well on this mobile phone's **keyboard**.
5. We had no electricity during the storm, so we *used / couldn't use* the **microwave oven**.
6. Can you please take the *plates / clothes* out of the **dishwasher**?
7. Have you got any *paper / maps* for the **printer**?
8. Use the **food processor** to *cook / cut* the cabbage.

Grammar

3 Choose the correct answer.

1. After he **reprogrammed / had reprogrammed** the computer, it **worked / had worked** better.
2. By the time we **got / had got** to the shop, the technician **repaired / had repaired** my phone.
3. He **found / had found** the site after he **searched / had searched** online for hours.
4. The cinema **sold / had sold** all of the tickets by the time we **arrived / had arrived** at the ticket office.

4 Complete the questions with the verbs in brackets. Use the Past Perfect Simple or Past Simple. Then answer the questions.

1. How much time you (spend) on the Internet before you got to school today?
.....
2. How many text messages had you received by the time the lesson (begin)?
.....
3. any of your friends (receive) a mobile phone before they started secondary school?
.....
4. What you (do) after you had finished your homework yesterday?
.....

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

Did you know that there are vampires in your house? These vampires are electrical appliances, and by the time you ¹ (wake up) this morning, they ² (use) a lot of energy and had cost you a lot of money.

³ you (turn off) your game console and your TV last night before you went to bed? Unfortunately, after you ⁴ (do) this, these and other appliances

⁵ (continue) using electricity. In fact, around 10% of a family's electricity bill is for "vampire appliances" – items that use electricity even when you aren't using them. Your grandparents ⁶ (not have) as many electrical gadgets to make their life easy. But at least they ⁷ (not worry) about vampires hiding in their home!

Vocabulary

1 Match the words to the pictures.

-1. hunt
.....2. catch
.....3. hibernate

- 4. crawl
..... 5. hide
..... 6. lay eggs



2 Complete the sentences.

1. Some animals d e t s when an e y is near.
2. At night, gorillas b n s in trees to sleep in.
3. How many babies does a tiger g b to at one time?
4. Zebras run in groups as a way to d d t s when lions a k them.
5. If a p s snake b s you, you must get to hospital immediately.
6. How long can a person s a without food?
7. My dog is usually h , but he can be dangerous if he f t d.

Grammar

3 Choose the correct answers.

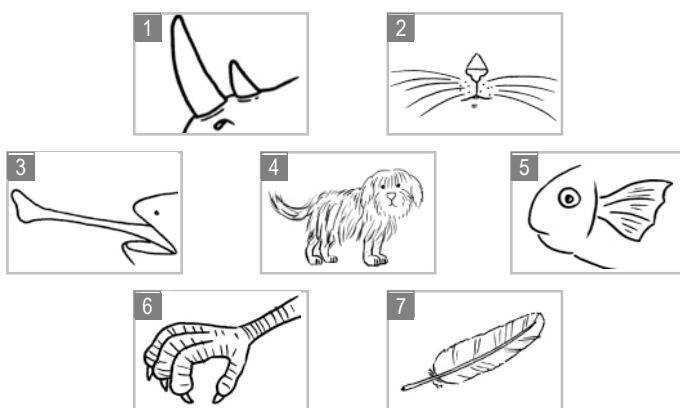
1. "Lions run faster than tigers."
The teacher said that lions **ran** / **had run** faster than tigers.
2. "Our puppy has adapted to her new home."
My friend told me that their puppy **adapted** / **had adapted** to her new home.
3. "I'm taking the dog out now."
I told my mum that I **was taking** / **would take** the dog out **the following day** / **then**.
4. "I'll wash the dog tomorrow."
Jill said that she **will wash** / **would wash** the dog **the day after** / **the previous day**.
5. "We must feed these animals."
Jake said that we **have to** / **had to** feed **these** / **those** animals.

4 Complete the questions in reported speech.

1. "Can you come with us?"
They asked Dan if he with them.
2. "Who does this dog belong to?"
She asked who that dog
3. "What are you eating?"
Her friend asked what she
4. "Why didn't you fix your computer yesterday?"
My mother asked why I my computer the previous day.
5. "Will you wait for me here?"
I asked my friends whether they

5 Correct the mistakes on bold.

1. He asked if we would work at the animal shelter **tomorrow**.
.....
2. I told my brother that I **lost** my phone.
.....
3. The technician said that he **can** fix my computer.
.....
4. Jessica asked when **was I** leaving for school.
.....
5. My grandfather said that he **doesn't think** he could learn to use the Internet.
.....

Vocabulary**1 Complete the puzzle according to the pictures and find the hidden animal. Then answer the question.**

- | | | | |
|------|-----|-----|-----|
| 1. h | ... | ... | ... |
| 2. w | ... | ... | ... |
| 3. t | ... | ... | ... |
| 4. f | ... | ... | ... |
| 5. f | ... | ... | ... |
| 6. c | ... | ... | ... |
| 7. f | ... | ... | ... |



The animal is the
 What three body parts above has it got?.....

2 Complete the sentences with the words below.

beak ♦ trunk ♦ tusks ♦ scales ♦ wing ♦ jaw ♦ paws ♦ tails

1. A bird can't fly with a broken
2. are actually long front teeth.
3. Many fish have got colourful
4. Some monkeys have got very long, strong
5. My dog doesn't like walking in the snow. His get cold.
6. An elephant uses its to eat and drink.
7. A bird's is suited to the type of food it eats.
8. The hippo's allows it to open its mouth to almost 180 degrees.

Grammar

3 Choose the correct answer.

1. "Don't touch the snake," the teacher said to me.
The teacher told me **to not touch** / **not to touch** the snake.
2. "Can you help me?" the old lady asked us.
The old lady asked us **to help** / **help** her.
3. "I can give a talk about tigers."
The student offered **that he could give** / **to give** a talk about tigers.
4. "Why don't we watch the documentary?"
My friend suggested **watching** / **to watch** the documentary.
5. "Don't eat now because dinner is in one hour."
My mother said not **eating** / **to eat** then because dinner was in one hour.
6. "Let's volunteer at the animal shelter," Amy said.
Amy suggested that they **volunteer** / **volunteering** at the animal shelter.

4 Correct the mistakes in bold.

1. He **suggested** his parents to get him a dog.
.....
2. He told us **to not** worry.
.....
3. She offered **that she will** take care of our dog.
.....
4. I suggested that **we will** visit the aquarium.
.....

5 Complete the sentences in reported speech.

- 1 "I'll show you how this fish disguises itself."
The guide offered me how that fish disguised itself.
- 2 "Don't buy this bird food here."
My uncle told us that bird food there.
- 3 "Can you please help this cat?"
I asked the vet that cat.
- 4 "Let's discuss our science project today."
Leo suggested our science project that day.
- 5 "Take the dog to the vet tomorrow."
Dad told me the dog to the vet

READING AND WRITING SECTION

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

1.goal 2. waterhole

- 2** Read the text and complete the sentences with the verbs below.
Use the Past Simple or Past Continuous.

Crossing the Sahara

The Sahara Desert in Africa is more than 9,400,000 square kilometres. In summer, temperatures reach 45°C and in winter, they can fall to 0°C. On windy days, the air fills with sand, so it's hard to see. Does that sound like a good place to go running?

In 2007, marathon runners Charlie Engle, Ray Zahab and Kevin Lin ran 6,920 kilometres across the Sahara in 111 days. Every day they woke up at 4.00 am, ran until lunch, stopped to eat and then ran again until 9.30 pm. The men overcame many obstacles along the way. The high desert temperatures often made them tired. In some places, there were no roads so they ran in deep, dry sand.

So why did they decide to set out on such a difficult journey? All three men loved extreme sports. Kevin Lin, a famous athlete in his home country, Taiwan, ran 241 kilometres across the Atacama Desert in Chile in 2004. For him, running across the Sahara was a dream come true. Americans Charlie Engle and Ray Zahab used to have problems as young men. Running gave them a goal and helped them improve their lives.

But there was another reason why the men came to the Sahara. They wanted to help Africa. Hollywood director James Moll made a film about their journey and the money from it went to an organisation called H2O Africa. H2O Africa brings clean drinking water to people all over the continent. For many Africans, clean water is hard to find. Ray Zahab learned this in the African country of Mali when he ran past a group of women and some camels. They were all drinking from the same waterhole. Experiences like that gave the men a reason to run. Their journey was making a difference to people's lives.

help ♦♦ not have ♦♦ get ♦♦ make ♦♦ use ♦♦ be

1. The men tired easily because of the hot weather.
2. Kevin Lin excited about running across the Sahara.
3. While the men their way across the Sahara, they met many African people.
4. The film about the journey African people.
5. When Ray saw the women and the camels, they the same waterhole.
6. The women in Mali clean drinking water.

- 3** Answer the questions.

1. List three difficulties in running across the Sahara.

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

2. How did running help Charlie Engle and Ray Zahab?

.....

3. How did the run help African people?

.....

4 Imagine you went on a difficult journey. Write a page from your diary about your experiences. Include information about:

- where you went
- what you did
- what obstacles you overcame
- how you felt

.....

.....

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

1. cancelling 3. study (n)

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2. benefits 4. progress

2 Read the text and answer the questions.

Are Summer Holidays Good for Teens?

Have you always wanted to go windsurfing or learn archery? Or maybe you've dreamed about visiting Paris or Rome? Summer is the perfect time to try new things. It's also a chance to forget about school. But according to some people, that's just the problem – the summer holidays are all about forgetting. They hurt school achievements, they say, because students can't remember what they've learned. What do you think? Are the summer holidays good for teens? Read the opinions below to help you decide.

YES!

Teens need summer holidays. Several schools in the USA have tried cancelling them and the idea has failed. The teens are miserable and even parents are unhappy. Besides, teens can learn things outside the classroom too. Psychologists have studied the benefits of summer activities. They say teens learn important social skills by taking part in team sports and other group activities. Summer is also a time when teens learn about themselves. themselves by choosing activities they enjoy. So do summer holidays hurt students' achievements? If an achievement is a mark in a maths test, then yes, they do. But if an achievement is making pottery or performing in a band, then summer holidays are just what teens need.

NO!

Some teens can learn a lot during the summer holidays, but most don't. Instead, they spend hours each day watching television or playing on the computer. Not all neighbourhoods have got activities for teens. In some, a shopping centre is the only attraction. In addition, teens forget a lot of what they've learned at school during the summer. According to one study, by the end of August many children have lost almost three months of progress in maths and reading. To help teens, the summer holidays should be shorter. The Japanese understand this. They've made the summer holidays five weeks long and have started giving students a lot of homework during their break. Students also come to school during the holidays for special activities.

1. What are windsurfing and archery examples of?

.....

2. What can students learn from team sports?

.....

3. What do some teens spend too much time doing in the summer?

.....

4. How much material do students forget during the summer, according to one study?

.....

5. What is unusual about the summer holidays in Japan?

.....

3 Write questions about the text with the words below. Use the Present Perfect Simple. Then answer the questions according to the text.

1. What / several schools in the USA / try / to do

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2. this idea / be / successful

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3. Why / the Japanese / make / summer holidays shorter

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4 Imagine your school has decided to make students take summer courses in July. Write a letter to your school newspaper, expressing your opinion on this topic.

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

1. participants 2. raise money 3. most importantly

2 Read the text and write questions. Use *will*, *be going to* or the Future Continuous. There may be more than one correct answer. Then answer the questions according to the text.

A Holiday on Mars

The Dutch are planning a new reality TV programme. A group of people will live together while cameras film them 24 hours a day. Sounds familiar, doesn't it? The new show is similar to the popular show *Big Brother*. But there's one important difference – some of the participants will travel to Mars. Yes, that's right. A Dutch company, Mars One, wants to create a colony on Mars. To raise money, they are going to make a reality TV programme about it.

In many ways, the planet Mars is similar to Earth. A day on Mars is 24 hours and 39 minutes, less than an hour longer than a day on Earth. The temperature on Mars is around -55°C. That's cold, but consider this: scientists in Antarctica live and work in similar weather. A summer day on Mars can be a pleasant 20°C. But most importantly, there is water on Mars. It's frozen, but it's there. And with water, people can survive.

There is still a lot we don't know about Mars. For this reason, Mars One is going to do a lot of preparation before sending astronauts there. Their reality TV programme will show both the preparations and the journey to Mars.

Here are their plans:

• In 2022, the company will send exploration vehicles to Mars to select a suitable place to live.

• In 2024, they will send 2,500 kilogrammes of food to Mars.

• In 2025, they will send homes for astronauts to live in.

• In 2026, the first astronauts will leave on their flight. They will be travelling for many months and will reach Mars in 2027.

According to scientists, space travel like this will be possible one day. In the future, lots of people will be going to Mars. They will book a flight, make hotel reservations and go for long weekends to the Red Planet.

1. all the participants in the programme / travel / to Mars

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2. the Dutch company / create a colony / on the moon

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3. the reality TV programme / raise money / for the mission

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.....

4. astronauts / build / their own homes / on Mars

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.....

5. people / travel / to Mars / one day

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3 Complete the sentences.

1.Scientists believe people can live on Mars because

2.The temperature on Mars is as cold as

3. Before the astronauts go to Mars, the company will send and to Mars.

4.The first astronauts will arrive on Mars in

4 Imagine you are a participant on the new reality TV programme and you have just arrived on Mars. Write a blog entry describing your experience.

[illegible]

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

1. mad about 2. symbol 3. point

2 Read the text and tick (✓) the sentences T (true) or F (false). Then correct the false sentences.

See Amsterdam on Two Wheels

The Dutch are mad about bicycles. Today, if you visited Amsterdam, you would see bicycles everywhere. Amsterdam has got a population of about 780,000, but there are more than 880,000 bikes! People of all ages have got bikes and they don't wait for sunny weather to use them. On even the rainiest day, you can see teens, young children, grandparents and even mothers with babies riding their bikes. If I hadn't seen it with my own eyes, I wouldn't have believed it!

As a tourist, why not be Dutch for a day and ride a bike in the city? Amsterdam is small, so you can reach most places in 15 minutes. But first, there are a few things you need to know.

- i You can hire bikes at shops all over the city for about €9 to €20 a day. There are several large shops near the railway station.
- i Amsterdam has got many bicycle lanes. Since the 1970s, the city has invested a lot of money in making cycling safe. These lanes are usually part of the pavement and they've got the bike symbols.
- i Cars and bikes have got different traffic lights and they don't always work together. The light for cars might be red when the light for bikes is green. So always look at the correct light at junctions.
- i Use your hands to indicate to drivers where you're going. When turning left, point left; when turning right, point right.
- i Use a map. As a tourist, it's a good idea to plan your itinerary for the day before you begin riding. You can get a bike map at the Amsterdam Tourist Centre for about €4 or you can find one online.
- i Amsterdam has got a lot of bicycle thieves, so don't take an expensive bike into the city. There's an old Amsterdam joke – if you hear someone scream, "Hey ... that's my bike!", you will see at least five people get off "their" bikes and start running away.

1. here are more people than bicycles in Amsterdam.

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2. The Dutch ride bicycles only in good weather.

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3. It doesn't take long to reach places by bike in Amsterdam.

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4. In Amsterdam, bicycle lanes are usually in the street.

.....

5. Cyclists have got their own traffic lights.

.....

6. People often steal bikes in Amsterdam.

.....

T	F
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3 Complete the questions with the verbs in brackets. Use suitable conditionals. Then complete the information according to the text.

1. If tourists hire a bike in Amsterdam, they (pay)
2. If you (cycle) in Amsterdam before 1970, you wouldn't have seen as many
3. A tourist will go to the if he (need) a bike map.

4 Write a letter to a friend, describing a holiday in a city. Make sure you answer these questions.

- i Where are you?
- i What are you doing?
- i Who is with you?
- i Where are you staying?

This image shows a full page of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page, providing a template for writing. There are no margins, text, or other markings on the page.

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

1.crumbs 2.space 3. spoil

2 Read the text and answer the questions.

Beef Sandwiches in Space?

John Young didn't like the food that he ate at work. It looked and tasted a lot like cereal for babies. So the next morning, he brought a beef sandwich with him. He enjoyed it, but there was one problem. Crumbs started flying around the room. That day Young learned that astronauts can't eat everything.

This incident happened in 1965 on a US mission into space. Young didn't like the food that the astronauts got and wanted something tastier for the trip. At the time, all astronaut foods were wet, to prevent them from breaking into pieces. The astronauts had to drink everything from plastic tubes, even meat and vegetables. Most of the food looked and tasted the same. Many everyday foods were too dangerous for space. Salt, for example, could fly into an astronaut's nose or into important instruments. Crumbs were a problem for the same reason, as Young learned.

In the 1970s, however, astronaut food improved. Scientists learned that they could cook food and dry it so it didn't spoil. Before eating, the astronauts just added water to make it fresh again. For the first time, they could eat foods which looked real, such as chicken or rice. But there was still one problem. Since they were eating from plastic tubes, the food had no smell. Smell and taste go together. When there's less of one, there's less of the other.

To solve the problem, scientists started to make astronaut food spicy. Today, foods from South America and Asia are popular in space. Astronauts who work together in space stations come from different countries, so their food is more international. There are still no beef sandwiches in space, but no one cares. Some astronauts even say the food is tasty.

1. Where was John Young when he ate his beef sandwich?

.....

2. How did astronauts eat in the 1960s?

.....

3. Why were crumbs a problem in space?

.....

4. How did astronauts prepare their meals in the 1970s?

.....

5. Why is a lot of astronaut food spicy today?

.....

6. Why do astronauts today eat food from all over the world?

.....

3 Complete the sentences with the relative clauses below.

- ◆◆ who brought a beef sandwich to work
- ◆◆ that could break into pieces
- ◆◆ when astronaut food improved
- ◆◆ which looked like cereal for babies

1. In the past, astronauts ate food
2. John Young was the astronaut
3. Food was dangerous in space.
4. The decade was the 1970s.

**4 You are on holiday and you have just eaten an unusual meal in a restaurant.
Write an e-mail to a friend describing the experience.**

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

- | | |
|----------------|----------------|
| 1.egging | 3. rules |
| 2.survey | 4. turn |

2 Read the text and complete the chart.

Can I Have a Dog?

Most kids have asked their parents for a dog at least once. When parents say no, the kids often start begging – “I’ll take care of it – you won’t have to do a thing”. The begging can continue for weeks. Tired of fighting, some parents agree in the end. “We’ll get a dog”, they say, “and we won’t have any more arguments, right?” Wrong. According to a new survey, an average dog causes about 2,000 family arguments in its life.

Most frequently, families argue about where to put the dog during a holiday or where it should sleep. Sometimes they fight about who should walk it or clean up its mess. And when the dog eats a shoe, a pair of sunglasses or a child’s favourite ball, they fight about who let it happen.

For some owners, dogs are more important than friends. Friends are often unreliable, they say, and can disappoint. These people often treat their dogs like members of the family, feeding them at the dinner table and letting them sleep in their bed. For others, very often on farms, a dog is no more than a guard. These people put their dogs outside to protect the house from thieves. But even in the same family, people have got different relationships with their pets and this is the main reason they argue about them.

The best way to prevent arguments is to make decisions about what the dog can and can’t do before getting one. The rules need to be clear from the beginning. But whatever your family decides, there’s one thing you’ll have to accept – teens are old enough to take care of their dogs. So when it’s your turn, don’t argue. Just do it.

Reason	Result
1.	Some parents let their children have dogs.
The dog eats something it shouldn’t.	2.
Some people think dogs are part of the family	3.
4.	Some people keep their dogs outside.

3 Choose the correct modal according to the information in the text.

- Parents **shouldn’t** / **should** / **are able to** buy a dog to end family arguments.
- Many families don’t know what they **must** / **should** / **could** do with their dog when they’re on holiday.
- Families don’t always agree on who **can’t** / **may** / **has to** walk the dog.
- Some people believe friends **should** / **could** / **can** be unreliable.
- According to many farmers, dogs **must** / **mustn’t** / **can’t** protect homes. They **should** / **shouldn’t** / **couldn’t** eat with the family.
- Families **can** / **need to** / **can’t** make decisions about a new dog before it arrives.
- Teens **are able to** / **can’t** / **could** take care of their dogs.

4 Your parents brought home a dog last week and you've just had your first dog-related argument. Post a message on a pet care forum, describing what happened. Ask for tips on how to prevent arguments in the future.

[illegible]

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

- 1.regularly 3. leaders
 2.poor 4. self---confidence

2 Read the text and answer the questions.

Criminals Read Books

Mitchell Rouse was arrested for taking drugs. A judge found him guilty of the crime, but surprisingly, Rouse didn't receive a prison sentence. The judge sent him to read instead. Rouse participated in a special programme called Changing Lives Through Literature. This programme helps criminals change their lives through reading books.

Participants in the programme read books and meet regularly in groups to talk about them. For criminals, the reading is not just a fun hobby. It's a kind of therapy. It teaches them important skills and helps them learn about themselves and others. "It changed the way I look at life," says Rouse.

The books help the criminals because they are connected to their lives. For example, some groups read *Of Mice and Men*, about two poor young men looking for jobs. Many of the criminals come from poor families too, so they can understand the characters. In the group meetings, these criminals share their feelings about being poor. They also look at the characters' mistakes and talk about how they can do things differently in their lives. The group leaders, mostly teachers, make sure the criminals feel comfortable talking about their ideas. This gives the criminals self-confidence.

Robert Waxler, an English teacher, started Changing Lives Through Literature in 1991 with his friend, Judge Robert Kane. Their first reading group was for eight criminals. Since then, the programme has grown and become very successful. In the US state of Texas, for example, about 600 participants have completed the programme and only 6% of them have returned to crime. When criminals leave prison, about 60% of them continue to commit crime.

Today, Rouse doesn't take drugs and he has got a good job. He is even thinking about studying philosophy at university. For him, the reading group was a "miracle". Literature, it seems, can change lives.

1. Why did the police arrest Mitchell Rouse?

2. What do the participants in reading groups do? Name two things.

3. What do the participants learn from the reading group? Name two things.

4. How are the criminals and the characters in *Of Mice and Men* similar?

5. How do we know Changing Lives Through Literature works?

3 Complete the sentences about the text with the verbs below.

Use the Present Simple Passive or Past Simple Passive affirmative.

Then tick (✓) the sentences T (true) or F (false) according to the text.

help ♦♦ find ♦♦ give ♦♦ start ♦♦ choose

	T	F
1.ouse guilty of a crime.
2.ouse a prison sentence.
3.Books connected to the criminals' lives for the groups.
4.Changing Lives Through Literature by two literature teachers.
5.Rouse by Changing Lives Through Literature.

4 Write a blog entry by Mitchell Rouse, describing his experience in Changing Lives Through Literature.

[illegible]

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

1. accidental 3. flavoured 5. wheat
2. treat 4. dough

2 Read the text and complete the sentences with the verbs below. Use the Past Simple or Past Perfect Simple.

Delicious Accidental Inventions

Some inventions are the result of creating a solution to a specific problem. And some are accidental – including these very popular foods.

Crisps

These were meant to be a flop! Crisps were invented in a New York restaurant in 1853 when a customer wanted thinner, crispier fried potatoes than he was served. Although he was annoyed by the request, George Crum, the chef, prepared what the customer wanted. He cut the potatoes extremely thin, fried them, and put too much salt on them. He wanted the customer to hate them, but the man loved them. Crum's new potatoes soon caught on!

The Ice-Lolly

This sweet treat of flavoured frozen water was invented in 1905 in California by 11-year-old Frank Epperson. After he had made a drink of fruit flavouring and water, he took it outside and forgot to bring it in. When Epperson went out the next morning, he saw that the drink had frozen during the night. He tasted it – and it was delicious! Epperson started to produce his frozen drinks for the public in the 1920s.

The Chocolate-Chip Cookies

These were invented in 1930 by Ruth Wakefield in her Massachusetts restaurant. Wakefield had planned to make chocolate cookies, but she didn't have any of her usual chocolate. She came up with an ingenious solution: she added little pieces of a Nestlé chocolate bar to the cookie dough. Her customers loved the new dessert. Wakefield became famous after Nestlé had begun selling chocolate chips – with her recipe printed on the packet.

Cornflakes

William Kellogg and his brother John worked at a Michigan hospital. One day in the 1890s, the brothers were making a special kind of wheat dough for the patients. Something went wrong, and the dough started to break into pieces. The brothers baked these pieces, or "flakes". The flakes tasted delicious, and became very popular with the patients. William Kellogg went on to create cornflakes and other breakfast cereals.

prepare ♦♦ break ♦♦ not plan ♦♦ complain ♦♦ bake ♦♦ find ♦♦ freeze ♦♦ start

1. After a customer about his potatoes, Chef Crum very thin crispy potatoes.
2. By the time Epperson his drink, it
3. Ruth Wakefield to make chocolate chip cookies before she baking.
4. William and John Kellogg the dough after it
..... into pieces.

3 Answer the questions.

1. What is common to all the foods in the text?
.....
2. Why did Crum make such thin salty potatoes?
.....

3. Why did Epperson's drink freeze?

.....

4. Where did Wakefield's recipe appear?

.....

5. What did William Kellogg do after he saw that the patients liked the flakes?

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4 Imagine you are living in the year 2099. Write a brief description of a food or kitchen gadget you have invented.

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

1. active 3. reintroduce
2. rate 4. increase

2 Read the text and tick (✓) the sentences T (true) or F (false). Then complete the sentences in reported speech, correcting the false sentences.

Calling all Dingoes and Tasmanian Devils!

Australia is famous for its unique native animal species, including kangaroos, koalas and platypuses. The country is less well known for this sad fact: it has got the world's highest rate of extinction of mammals.

One cause of this is non-native animals. Foxes, cats, rats and other animals were brought to Australia by European explorers and settlers, beginning in the 17th century. Conservation experts explained that those animals threatened many native species by hunting them and by competing with them for food and habitat. This resulted in a dramatic change in the country's natural environment.

In order to change this, some experts have recommended a natural solution. They want to reintroduce the Tasmanian Devil, a carnivorous marsupial, to many parts of Australia, and to try to increase the population of dingoes, a wild Australian dog. These animals are natural enemies of many non-native species. Today, the Tasmanian Devil lives in the wild only in Tasmania, an island in Australia. The dingo lives in many parts of Australia, but its population has become smaller in recent years.

Reintroducing animals in order to improve the natural environment has succeeded in many places, including in Yellowstone National Park in the United States. Wolves disappeared from Yellowstone before 1940 because so many people hunted them. Without the wolf – the main natural enemy of elk, or large deer – the elk population grew large enough to destroy other animals' habitats. Doug Smith, a wildlife biologist, said that some of those other animals, including beavers, had nearly disappeared in Yellowstone. Wolves were reintroduced in the late 1990s, and the result has been amazing. The wolves are now controlling the elk population and as a result, the population of beavers and other animals has grown.

If Australia decides to follow the experts' advice and reintroduce dingoes and Tasmanian Devils, it will be good news for other native species!

	T	F
1. "Europeans started to bring non---native animals to Australia in the 1700s."
He told us that		
2. "Why don't we increase the population of foxes in Australia?"
Experts suggested		
3 "Yellowstone National Park is an example of reintroducing native animals to save the environment."	
Experts said that		
4. "The elks are controlling the wolf population in Yellowstone National Park."
Experts said that		

3 Complete the sentences.

1. The koala is one of
2. Non---native animals for food and habitat.
3. Experts want to control the number of non---native species in Australia by
.....
.....

4. The number of dingoes in Australia is it once was.

5. Animals such as beavers almost disappeared from Yellowstone National Park because

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4 Imagine you are a reporter about to interview an Australian conservation expert about reintroducing Tasmanian Devils and dingoes. Write five questions to ask the expert.

[illegible]