**IMPROVING ENGLISH 3**

**Енглески језик за 3. разред гимназије и средњих стручних школа**

**Приручник за наставнике са решењима вежбања**

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ПРИРУЧНИК ЗА НАСТАВНИКЕ

Приручник за наставнике садржи:

* упутство за наставнике,
* решења за већину вежбања у Уџбенику и радној свесци,
* годишњи глобални план,
* месечне оперативне планове рада,
* разрађен план рада по часовима за целу школску годину.

Енглески за трећи разред гимназије и средњих стручних школа је уџбенички комплет који садржи Уџбеник с радном свеском и звучни материјал на компакт-диску. Као додатак овом комплету урађен је и електронски приручник за наставнике. Уџбенички комплет намењен је ученицима гимназија и средњих школа неједнаког знања и различитих способности.

Уџбеник се састоји од девет тематских јединица. Свака тематска јединица садржи два дела.

Текстови за читање повезани су главном темом, која се налази у називу јединице. Мада је намена текстова да се пре свега увежбава разумевање читањем, они такође служе као материјал за учење нових речи и израза, као и граматичких партија у контексту.

Исте активности провлаче се кроз све тематске јединице, али обухватају различите типове вежби:

* разумевање прочитаног,
* развијање речника,
* излагање мишљења,
* разумевање саслушаног текста,
* комуникативне вежбе,
* писање краћих састава.

**LEAD-IN**

Ова активност обухвата различите типове вежби које служе као увод у основну тему и говорног су карактера.

**READING**

**Читање писаног текста**

Током обраде текста ученик наилази на различите захтеве и нивое степена разумевања:

– препознавање и разумевање тематике – ниво глобалног разумевања,

– препознавање и разумевање појединачних информација – ниво селективног разумевања,

– читање да би се добила потпуна информација.

Пошто су и текстови за читање снимљени на компакт-диск, наставник може да користи аудитиван материјал да би ученици чули изговор и интонацију.

**VOCABULARY**

Фонд речи енглеског језика које су ученици стекли у претходним разредима требало би да прелази две хиљаде речи. Циљ овог уџбеника је да том броју дода још око 300 речи и зато се инсистирало на вежбама које проширују ученички речник енглеских речи.

Вежбама којима се од ученика тражи да пронађу реч истог или супротног значења циљ је не само проширење вокабулара већ и навикавање ученика да разликују нијансе у значењу речи сличног значења.

Сматрамо да су корисна вежбања којима се од ученика тражи да саставе кратке реченице од нових речи, да предложе колокације и слично. Не мора се то радити са свим речима, већ треба направите свој избор, а према одељењу и знању ученика.

Посебна пажња посвећена је и вежбањима као што су *Word formation,* *Key word transformations* и вежбањима са фразалним глаголима.

**SPEAKING**

Говор као продуктивна вештина посматра се с два аспекта, у виду монолошког излагања текста (овај вид је мање заступљен), или у функцији интеракције, када се размењују информације у паровима или групама. Интеракција се може реализовати бројним активностима, на пример: разменом информација, спонтаном конверзацијом, неформалном или формалном дискусијом итд. Теме су у складу с текстовима који се обрађују, о путовањима, климатским променама, писцима криминалистичких прича, моди итд.

**LISTENING**

У складу с темом коју обрађују текстови у јединицама, дате су и вежбе за разумевање слушањем у делу *Listening*. Ученици имају прилику да слушају говор који се одвија нормалном брзином за говорника коме је то матерњи језик. Сви текстови неопходни за ову врсту вежбања налазе се на компакт-диску.

**WRITING**

Свака тематска јединица садржи вежбе за писање – *Writing.*

Овим вежбама ученици се оспособљавају за писање краћих текстова (од 120 до 150 речи) различитог садржаја. Ученици треба да напишу прегледан, целовит текст, граматички и правописно коректан. Уз сваку вежбу налазе се упутства која помажу ученицима да опишу слику, модну ревију, објасне свој став у вези с неком ситуацијом, напишу неформално писмо итд.

**COMMUNICATION**

Вежбама овог типа желимо да ученици буду оспособљени да у школи и ван ње писмено и усмено остваре своје намере, сходно ситуацији.

Овевежбе омогућују им коришћење речи и израза из свакодневног говора својствених говорном језику и ситуацијама у којима се људи обично налазе. Ученицима су најчешће понуђене фразе које могу да користе у датим непотпуним дијалозима. Ова врста вежби најбоље се ради у паровима. Неке од понуђених тема су: упућивање комплимената у вези с облачењем, изражавање задовољства, прихватање или одбијање неког позива итд.

**GRAMMAR**

Уз текстове у лекцијама (два главна текста) обрађене су све граматичке партије предвиђене Програмом. Граматичка објашњења јављају се под насловом GRAMMAR, некада се уводи или проширује граматичка тема, а у неким случајевима само се обнављају раније научене граматичке категорије. После објашњења следе вежбе. У текстовима се налазе примери за одређене граматичке партије које ће се обрађивати или понављати.

Наставним планом предвиђено је обнављање бројних граматичких партија обрађиваних у претходним разредима. Аутори су се трудили да испоштују захтеве Плана, али због обиља граматичког материјала неке граматичке партије дате су с мање објашњења или само у виду вежби.

На крају сваке целине налази се SELF-ASSESSMENT TEST из граматике и вокабулара. На крају Уџбеника налазе се решења. Ове тестове ученици могу самостално да раде код куће, а могу се радити и на часу ако наставник сматра да је тако целисходније. Овим вежбама наставник може да прати успех својих ученика и да процени да ли неке јединице треба поновити.

**РАДНА СВЕСКА**

У трећем разреду радна свеска је саставни део Уџбеника, мањег је обима од радне свеске из предходног разреда, али садржи разноврсне вежбе које директно прате материјал обрађен у Уџбенику. Прва вежба у свакој целини носи назив *Reading and* *vocabulary* и састоји се из текста који служи за увежбавање вокабулара. Граматички део садржи вежбе различитих типова којима је циљ додатно увежбавање граматичких партија и могу да буду коришћене за рад на часу, или за домаћи задатак. Вежбе, овде означене као *Listening*, предвиђене су за индивидуалан рад ученика код куће, јер су снимљене на компакт-диск и служе за проверу урађених вежби.

Посебно скрећемо пажњу на то да треба урадити задатке под називом *Mediation and translation*. Медијација представља активност у оквиру које ученик не изражава сосптвено мишљење, већ функционише као посредник између особа које нису у стању да се директно споразумевају. Медијација може да буде усмена и писана а обухвата сажимање и резимирање текста и превођење.

Свака тематска јединица садржи вежбањa под називом *Expand your vocabulary,* која судата за индивидуалан рад ученика код куће или у школи када је циљ да ученици науче више речи из неких области, као, на пример, идиоме у вези с разним областима (на пример, мода), предлошке фразе, речи које су корисне када путујемо у иностранство итд.

Вежбања *For fun* kao и *Proverbs and sayings* дата су за рад ученика у школи када је преостало мало времена до краја часа.

У радној свесци су три групе вежбања под називом GENERAL REVISION дате да би се обновиле, осим нових граматичких партија, и оне мање увежбаване и знатно раније обрађиване.

**КОМПАКТ-ДИСК**

Аудитиван материјал чине снимци скоро свих текстова предвиђених за читање (*Reading*), као и текстова за слушање (*Listening*). Такође су снимљена и нека вежбања из радне свеске да би ученици проверили да ли су тачно урадили вежбу.

**НЕКОЛИКО САВЕТА НАСТАВНИЦИМА**

* Владање језиком је ствар вежбања, те зато највећи део часа треба посветити вежбању.

У Уџбенику и радној свесци налазе се бројна вежбања различите тежине, јер различите типове школа похађају ученици различитог знања и потреба за учењем језика. Препоручујемо наставнику да сам одабере које ће вежбе радити, а у складу са саставом одељења или врстом школе у којој предаје.

Аутори повремено предлажу када би одређену вежбу из радне свеске требало урадити, док је за већину вежби остављено наставницима да се определе да ли ће их радити на часу или ће их задати за домаћи задатак, као и када ће те вежбе послужити за увежбавање. Аутори сматрају да једна тематска јединица, која се састоји из два главна текста и много вежби, и то како у Уџбенику, тако и у радној свесци, може да се обради на часовима током једног месеца. Наставници ће тако, осим обраде текстова и граматике, моћи време да посвете и увежбавању и тестирању ученика.

* У процес наставе страног језика у што већој мери треба укључивати граматичке

категорије типичне и неопходне за свакодневни говор и комуникацију, и то разноврсним моделима, применом основних правила. Треба тежити да се граматика усваја и рецептивно и продуктивно, свим видовима говорних активности.

* Када приметите да се неке грешке често јављају, задржите се на том проблему и урадите додатне вежбе.
* Подстичите ученике да изразе своје мишљење кад год се раде говорне вежбе.
* Посветите много више времена вежбањима, а објашњења дати што сажетије.
* Организовати групни рад ученика или рад у паровима кад год је то могуће.
* Пожељно је да што више ученика активно учествује у раду на часу и да се

настава све време одвија на енглеском језику.

* На сваком часу организовати разноврсне активности.

**РЕШЕЊА ВЕЖБАЊА ИЗ УЏБЕНИКА и РАДНЕ СВЕСКЕ**

**STUDENT’S BOOK**

**UNIT 1 NATIONAL PARKS**

**LEAD-IN**

**1 How good are you at Geography?**

**Which continents do they belong to?**

Europe – Tara, Olympus, the Lake District

North America – Yellowstone, the Great Canyon, Yosemite, the Everglades

South America – Galapagos

Australia – the Great Barrier Reef

Africa –Kilimanjaro, Victoria Falls

**UNIT 1A**

**1 In your opinion, are these statements true (T) or false (F)?**

**1F 2T 3T 4F 5T**

**VOCABULARY**

**1) Match the highlighted adjectives from the text with the explanations in the box.**

1. incredible 2. unique 3 numerous 4. exceptional 5. recent 6. contemporary

**3) Complete the sentences with the word in the box.**

1. sheltered 2. depictions 3. span 4. threat 5. species

**4) Replace the underlined words/phrases with the word from the box in the correct form.**

1. boasts 2. diversity 3. record 4. depiction 5. remarkable

**5) Word formation**

**cal/al –** national, exceptional, cultural, chronological, natural

**tion/ion –** depiction, population, action, extinction, relation…

**THE AUSTRALIAN QUIZ**

1b 2b 3a 4b 5a 6b 7b 8a

**GRAMMAR**

PRESENT TENSES – REVISION

**1) Put the verbs in brackets into the correct tense (the present simple, present continuous**

**and present perfect tenses).**

1. invites 2. am watching 3. have passed 4. Its getting 5. is working 6. have washed 7. freezes 8. lives 9. is leaving 10. have known

**2) Match the explanations with the sentences in Exercise 1 to show that you understand the use of tenses. The first one has been done for you.**

1d 2a 3j 4i 5h 6e 7b 8f 9g 10c

**3) State and activity verbs**

**Complete the sentences using the correct form of the verb.**

**1. look**

1**.** a. What does it look like? b. I’m looking…

**2 . consider**

* + 1. The board is considering my plan for the new building area.
    2. Most people consider Elton John to be the best singer in England.

**3. think**

a. I’m thinking…..

b. What do you think of our new History teacher?

**4. see**

* + 1. I see that Mary has a new dress.
    2. Are you seeing Tom tonight?

**5. have**

1. We are having a lovely time in Yellowstone Park at the moment.
2. I’ll talk to you when I have more time.

**UNIT 1B**

**VOCABULARY**

**1) Match the adjectives with the nouns to get the correct collocations.**

1h 2g 3f 4e 5b 6c 7a 8d

**2) Match the words first with the definitions and then with the pictures.**

1. cliff 2. waterfall 3. valley 4. reptile 5. mammal

**LISTENING**

*Della Peterson talks about her visits to Yosemite Park*

**2) Listen to the text and choose the alternative.**

1. Della started visiting Yosemite Park as *a child.*
2. People who camped in the park came *from different countries.*
3. Everybody should be *careful* with a campfire.
4. Della usually takes photos of bears *from the car.*
5. She met a bear while she *was* *returning from* the dance.
6. *Both Della and the bear were scared.*
7. *The bear* ran away at once.

**GRAMMAR**

PLURAL OF NOUNS

PRACTICE

**1) Underline the correct verb form.**

1. The police has/have arrested three burglars in the museum.
2. Measles is/are a children’s disease.
3. Cattle is/are in the field.
4. His belongings was/were given to the family.
5. A lot of bird species is/are known on this mountain.
6. A lot of money is/are saved for homeless children.
7. Can you bring me the glasses which is/are on the table?
8. There is/are a lot of fish in the river near my house.

**3) Which of the nouns in italics are countable and which are uncountable? Complete the** **sentences with *a (an)* or *some.***

1. Can I give you a. some *advice*? b. a *suggestion?*
2. I’ve just heard a. some interesting *news.* b. an interesting *announcement.*
3. Do you need a. a *room?* b. some *accommodation?*
4. He’s carrying a. some heavy *luggage*. b. a heavy *suitcase.*

**The Lake District**

The Lake District, located in North West England, (1) boasts England’s highest mountain, Scafell Pike, and its longest lake, Windermere. This is (2) without doubt the country’s most beautiful outdoor playground which (3) welcomes nearly 16 million visitors every year. The countryside of **the Lake District** was the inspiration for many great artists, including the poet William Wordsworth and the painter Turner.

As its name suggests, this National Park is (4) renowned for spectacular landscape and an (5) abundance of lakes. The lakes, rivers and coastline of the Lake District National Park offer exciting opportunities for water recreation, from swimming to sailing, canoeing, kayaking and windsurfing.

The landscape is not only (6) incredibly beautiful, but it also has a rich cultural legacy, which (7) includes stone walls dating from the medieval period.

William Wordsworth loved this part of England and his poems speak of the joy he felt when surrounded by this beautiful countryside.

1. C 2. C 3. C 4. B 5. B 6. A 7. B

**2) The Daffodils**

hills, crowd, breeze, line, bay, dance

**3) Find the words in the poem which have the same meaning as the following:**

1. under – beyond 2. a quick look – glance 3. a light wind – breeze 4. a large number of – a host of 5. endless – never-ending 6. to give off light – shine

**4) Find the best explanation for the following words.**

1. wander 2. flutter 3. dance 4. stretch 5. float 6. toss

KEY WORD TRANSFORMATIONS

**Rewrite the sentences beginning with the word/words given so that the meanings remain the same.**

1. It has been years since she left her home./**ago**

She left her home years ago.

1. Richard can’t wait to hear Helen’s story. /**forward**

Richard is looking forward to hearing Helen’s story.

1. Our maths teacher explains everything clearly and precisely./**are**

Our maths teacher’s explanations are clear and precise.

1. I'm sure you'll be amused by the latest Bond film./**find**

I'm sure you’ll find the latest Bond film amusing.

1. Yosemite Falls ranks as the tallest in North America./**than**

Yosemite Falls are taller than many other waterfalls.

**COMMUNICATION**

**2) Complete this conversation between John and Mary using the sentences/questions or phrases from A, B and C. Add other words if necessary.**

John: What are we going to do next?

Mary: We can go out or stay here. Which would you prefer?

John: Perhaps, it’d be better if we go out.

Mary: What do you suggest?

John: Let me see…. How about going for a walk? Or would you prefer to go to the

Amusement Park?

Mary: What shall we do in the park? Play or just walk around?

John: It’s up to you. Either will do.

Mary: When I come to think about it, I’d prefer to go to the cinema.

**WORKBOOK**

**UNIT 1 – NATIONAL PARKS**

**VOCABULARY**

**1) Complete the sentences by using the words from the box.**

**1.** destination 2. runs 3. heart 4. diversity 5. vast 6. wildlife 7. shooting 8. offers

**2) Complete the sentences using the correct word from the box.**

1. trail 2. species 3. shelter 4. depiction 5. mature 6. contemporary

**3) Match the picture with the words.**

1. a leaf 2. a trunk 3. a bark 4. roots 5. a twig 6. a branch

**4) Complete the sentences by using the correct preposition.**

1. of 2. from 3. to 4. for 5. after 6. by 7. to

WORD FORMATION

**5) Complete the sentences with the correct form of the words in the capital letters.**

1. medical 2. creation 3. ecological 4. depiction 5. action

WORD STRESS

**6) Read the following sentences and underline the syllable which is stressed in the words in italics. Pay attention whether the word is a noun or a verb.**

1. The *protest* was fairly peaceful.
2. I want to *protest* because of your behaviour.
3. How much does it cost to *transport* all the furniture?
4. The *transport* of goods to Africa will cost you a lot.
5. We'll *present* the information using a chart.
6. This will be a perfect *present* for my mother.

**GRAMMAR**

**7) Complete the sentences with the correct tense of the verbs in brackets.**

1. Why are you carrying…? 2. …don’t resemble… 3. Are you going…?

4. …are sleeping… 5. I have opened… 6. Are you looking for…? 7. I have passed…

8. …don’t you ask…? 9. …has been… 10. …has been…

**8) Complete the sentences by putting the verbs in brackets into the correct present tense**

**and adding the adverb in italics.**

1 a. I have always believed... b. I always get up... c. She is always putting...

2. a. I never play... b. Mary has never eaten…

3. a. ...you haven’t still finished it. b. Are you still working...

**Plural of nouns**

**9) Form the plural of the nouns in the box.**

|  |  |  |  |
| --- | --- | --- | --- |
| deer – deer | knife – knives | hero – heroes | watch – watches |
| woman – women | family – families | sheep – sheep | half – halves |
| brush – brushes | tomato – tomatoes | roof – roofs | photo – photos |
| series – series | goose – geese | reply – replies | belief – beliefs |

**10) Now answer the following questions.**

1. Which nouns change -y into -i before -es? family, reply, factory, introductory
2. Which nouns change the final -f/fe in the plural? knife, half, leaf, wolf, shelf, loaf, life etc.
3. Which nouns have the same forms in the singular and plural? deer, series, sheep, fish, species, bison, salmon etc.
4. Which nouns ending in -o add -es in the plural? tomato, hero, potato
5. Which nouns have an irregular plural? woman, man, goose, mouse, tooth, child, louse

**11) Choose the correct verb form.**

1. The news about his death *was/were* on television.
2. Cattle *has/have been* sold for good prices this year.
3. There *is/are* some refreshments in the other room.
4. The team *is/are trying* on the new dresses.
5. The police *has/have* a hard job to do.
6. There *was/were* a lot of deer in the forest last winter.
7. My jeans *is/are* *torn* to pieces and I can’t repair them.
8. The information *is/are* usually received and processed immediately.
9. The furniture *was /were* bought at the store on the corner.

**12) Mediation and translation**

Hi Aunt Lisa,

My mother asked me to write an e-mail to you. She has booked a ten-day holiday for the two of you in a hotel on Kopaonik because she knows that you would like to visit one of Serbian mountains. Kopaonik is a national park of exceptional beauty and it is renowned for excellent ski slopes and other tourist conveniences. Since you love winter sports, she hopes that you will enjoy it. She is looking forward to seeing you.

Best wishes,/Sincerely yours,/Best regards,

(Name)

EXPAND YOUR VOCABULARY

**13) Idioms with *gold***

**Match the sentences on the left with the correct definitions on the right.**

**1d 2a 3e 4b 5c**

# Proverbs and sayings

**14) Complete the following sayings using the verbs from the box in the correct tense.**

1. Lightning never strikes twice in the same place.
2. A leopard doesn’t change its spots.
3. Many hands make light work.
4. Absence makes the heart grow fonder.
5. Opportunity knocks but once.

**UNIT 2 – FASHION**

**LEAD-IN**

**Fashion words**

**Match the words (1–8) with their definitions (a–h).**

1b 2e 3f 4g 5c 6h 7a 8d

**UNIT 2A**

**VOCABULAR Y**

**1) Complete the sentences with words from the box in the correct form.**

1. Some people think that it is appropriate to wear jeans in the office.
2. The new style really took off among teenagers.
3. Flu swept suddenly throughout the country.
4. It was a daring act to jump into the pool with freezing water.
5. Teenagers often rebel against their parents.
6. I’d like to buy those trousers with a striped pattern.
7. Some young people move to other countries to seek a better life.

**2) Which adverb in sentences a–e means the following?**

1b 2e 3d 4c 5a

PRACTICE

**1) Rewrite the sentences using the past participle.**

1. I saw some lovely flowers arranged in a vase.
2. This is the last photo taken of my grandfather.
3. The new club located on the beach attracts young tourists.
4. My grandfather came in disguised as a Santa Claus.
5. My company imports tea produced in India.
6. The event organized by my club was a great success.

**The past simple contrasted to the past continuous or present perfect.**

**4) Put the verbs in brackets into the correct tense.**

1. While I was phoning my mother, I got a message from her.
2. In the 1960s, the mini-skirt trend swept the whole world.
3. When she was young, she never ate meat.
4. Do you know the girl who has just left the restaurant?
5. I suddenly realized that Mary was driving in the wrong direction.
6. She is sad because she has lost her new mobile phone.
7. How often has he gone on a business trip this month?
8. When did you finish the project?

**LISTENING**

**On the catwalk**

**Find mistakes**

*What is the life of a fashion model like?*

Becoming a model is the dream of many young girls or boys who long for glamour and fame. I did all the big shows in Europe and America and I know what the life of a model is like. It is often far less glamorous than it appears. You see these girls in magazines, and you think they’re millionaires. Top models may earn millions of dollars a month, but there are also those who attend never-ending castings and struggle to make ends meet. Sometimes we are a star and sometimes a failure. This is life.

*What is required to become a top model?*

Making it to the top requires more than just a pretty face and an incredible body. There isn’t a single recipe about how to rise above the rest. Modelling might look easy, but you might be surprised to see how much hard work is necessary to make it to the top and stay there.

*Are there any bad sides of a modelling career?*

While being a model has its rewards, keep in mind that the professional cycle of a model is extremely short-lived. It’s unpredictable work, insecure, and you don't get benefits like health care or a retirement package. That’s why many of us decided to study between shoots and prepare for a life after a modelling career.

**UNIT 2 B**

READING

**2) Match the students and their opinions.**

1. Paul 2. Clara 3. David 4. Diana 5. Catherine 6. Clara 7. Diana 8. Paul 9. Catherine 10. David

VOCABULARY

**1) Complete the sentences using the words from the box.**

1. trends 2. occasion 3. wardrobe 4. trainers 5. outfit 6. casual7. latest fashion 8. sportswear

9. designers

**People’s appearance**

**2) What do these people look like?**

1. She’s wearing tights with a mini-skirt. She’s carrying a handbag in her hand.
2. She’s dressed in a long skirt and a polo-neck pullover.
3. He’s wearing a shirt with the sleeves rolled-up and a pair of trousers held up by а belt with a large buckle.

4. She’s put on a pair of cropped trousers, and she has a pair of trainers on her feet.

**4) Complete the second sentence by using the underlined word in the correct form and a prefix.**

1. mispronounce 2. disapprove 3. overcooked 4. reprinted 5. overbooked 6. underpaid

**Error correction**

**Read the text, find eight spelling mistakes in it and correct them.**

**Blue jeans**

1. origin 2. piece 3. immigrant 4. pockets

5. hundred 6. professions 7. labels 8. break

PRACTICE

**Use the conjunctions from the box above to complete the sentences.**

1. as...as 2. either...or 3. neither...nor 4. both...and 5. not only…but also

TRANSFORMATIONS

**1) Rewrite the sentences beginning with the word/words given so that the meanings remain the same.**

1. Shocked by his appearance, she started trembling.

2. Based on real events, the film tells the story of an actress.

3. Born in Hollywood, Jane knows all the famous movie stars.

4. Admired by everyone, Susan became conceited.

5. Neither Jack nor his brother played cricket on Sunday.

6. Not only does my son Simon like sweets, but also my other son John likes them.

**2) Make one sentence from the two sentences below using the word/s in brackets.**

1. You can go out tonight provided you tell us where you are going.
2. They enjoyed the trip despite the bad weather.
3. Even though television can be educational, I think it's better to read a book.
4. George is a successful businessman whereas his son is a complete failure**.**
5. Since **y**ou didn't call, we left without you.

COMMUNICATION

# Complimenting people on clothes

**Complete the dialogue using the part of student B.**

**Student A**

**A:** That’s a very nice jacket you’re wearing.

**B:** Do you really like it?

**A:** Yes, and it goes well with your new blouse, too.

**B**: Do you think this blouse really suits me?

**A:** Of course it does.

**B:** What about this scarf? Does it match my blouse?

**A**: Yes, it looks fabulous. How much did you pay for it?

**B:** You’ll never believe it, but it only costs 4 pounds.

# WORKBOOK

**UNIT 2**

**VOCABULARY**

**Young girls on the catwalk**

**1) Complete the sentences by using the correct forms of the words in the box.**

Lisa started modelling at the age of 13 and was the youngest girl *Star Agency* had ever (1) employed.

‘One day my mum came home from work with a (2) copy of the newspapers which had a *Look of the year* (3) competition. I entered it for laughs and got through tothe (4) finals, which won me a contract with *Star Agency*. I’d never thought about modelling, but I loved it right from the beginning. It is essential that your parents (5) support you. My mum went on every single (6) shoot with me. I had to work hard to (7) combine school and modelling, but the discipline was doing me good. I don’t (8) regret going for it.’

**2) Circle the correct answer.**

1B 2C 3A 4A 5A 6B

WORD FORMATION

3) **Complete the sentences using the words in capitals in the correct form and one of the prefixes from the box.**

1. disconnect 2. misbehave 3. refill 4. overheated 5. disloyal 6. underestimated

**4) Use the prefixes *over* and *under* to form the words which correspond to the following explanations.**

1. Heavier than you should be. – overweight
2. Not cooked enough. – undercooked
3. To sell more tickets than you have available. – overbooked
4. Food that has been cooked for too long. – overcooked

PREPOSITIONS

**5) Use the correct preposition to complete the sentences below.**

1. on 2. for 3. on 4. into 5. for 6. of 7. for 8. from

**Confusing words**

**7) Choose the correct word.**

1. The pattern of the blouse *matches to* theskirt*/matches* the skirt.
2. I kept a *diary/dairy* when I was in secondary school.
3. We have fresh *diary/dairy* products every morning.
4. The *advise/advice* of friends can be valuable at the moment.
5. He works *as/like* a model.
6. He looks *as/like* a pop singer.
7. Please, keep *quite/quiet.*

**Linking words**

**8) Here are a few common linking words. Complete the sentences using the words/phrases from the box.**

1. She found him physically unattractive. Nevertheless, she agreed to go out with him.
2. John is very hardworking, whereas his brother is lazy.
3. Advertising cigarettes is forbidden in the West. In many other countries, on the other hand, it is quite common.
4. With reference to your invitation to visit you, we are pleased to inform you that we can come next week.
5. Although she wasn’t very rich, she gave money to charity.
6. Despite the fact he was feeling weak, he went to work.

**GRAMMAR**

**9) Join the sentences using the past participle.**

1. Soaked to the skin, I reached the school.
2. Impressed by his exhibition, I decided to buy two pictures.
3. The painting stolen from the Art Gallery yesterday was found in the park.
4. A tree blown down by the wind was removed by the rangers.
5. Tired of her housework, she threw herself into the armchair.
6. This dress worn by a famous actress was given to the museum.

**10) Complete the sentences by putting the verbs into the past simple tense. Listen to the text and check.**

We spent four nights on different islands in the middle of the river. We dragged our canoes up onto the sand, made our camp, and ate our supper listening to the noises of the night. In four days we saw no lights and no roads; we washed in the river, drank from the river and slept in the open.

Eventually, we reached the place which was the end of our journey. I was pleased to be back on dry land, but sorry to leave this wonderful river, one of the world's last great wildernesses.

**Past simple, past continuous and present perfect**

**11) Put the verbs in brackets into the correct tense.**

1. When we first moved to this area, it was very quiet. Since then, it has become very busy and noisy.
2. Once I nearly fell asleep while I was driving.
3. When it started to rain, our dog hid under a tree.
4. When I was doing a language course in Ireland, I visited Blarney Castle.
5. What time did you arrive at the main train station last night?
6. I did not understand what they were talking about at the meeting yesterday.
7. We have visited Oxford before so we don’t want to go again.
8. Ann’s friend was running while Ann was riding her bicycle.

EXPAND YOUR VOCABULARY

**Sounds**

**Complete each sentence with the correct form of the words from the following list. There is one extra word.**

1. cheer 2. scream 3. gasp 4. chime 5. murmured

**FOR FUN**

**Comparison**

**Complete the sentences below using one of the adjectives above.**

|  |  |  |
| --- | --- | --- |
| as busy as a bee  as quiet as a mouse  as strong as an ox | as innocent as a lamb  as proud as a peacock  as hungry as a bear | as wise as an owl  as stubborn as a mule  as blind as a bat |

**UNIT 3**

**ART AND ARTISTS**

**Lead-in**

**2)** 1/e; 2/c; 3/b; 4/a; 5/d

1. **) According to the text, which sentences are true and which are false? Justify your opinion.**

1/F; 2/T; 3/F; 4/T; 5/F; 6/F

VOCABULARY

1. **) Match the highlighted words in the text with their explanations.**

1 shipwreck; 2 advance; 3 vivid; 4 set out;5foundation

1. **) Use the words from exercise 1 and the Glossary in their correct form to complete these sentences.**

1. vivid; 2. foundation; 3. engraved; 4. shipwrecks; 5.radiance; 6. advancement

WORD FORMATION

3)

|  |  |  |
| --- | --- | --- |
| Adjective | Noun | Verb |
| vivid | vividness | --- |
| recognizable | recognition | recognize |
| inspiring | inspiration | inspire |
| destructive | destruction | destruct |
| innovative | innovation | innovate |
| advanced | advance/advancement | advance |

#### innovative; 2. advancement; 3. destructive; 4. inspired

LISTENING

2) 1. daydream; 2.enrolled; 3. curly mustache; 4. overshadowed; 5. holography; 6. dealt with

**4) Negative prefixes**

**B.** irresponsible, imperfect, dishonest, unsuccessful, inappropriate,

disloyal, insensitive, irrational, impractical, unsuitable, intolerant, illogical

**C. Complete the sentences with the correct form of the words in bold using negative**

**prefixes.**

1. unexpected; 2. inconvenient; 3. dissatisfied; 4. inaccurate; 5. unlikely; 6. impatient

## PHRASAL VERBS with SET

1. set out; 2. set up;3. set off; 4. set aside; 5. set out; 6. set up

GRAMMAR

**2) Put the verbs in brackets into the past simple or past perfect tense.**

1. spent / had met; 2. remembered / hadn’t switched; 3. tore / had read; 4. stole / had bought;

5. arrived / had stopped

THE PASSIVE

**1)** 1/c; 2/a; 3/d; 4/b; 5/e

**2) Put the verbs into the correct passive form.**

1. She had been chosen; 2. …the room had already been cleaned… 3. …paintings were stolen… 4. Nothing has been done… 5. will be announced… 6. hasn’t been painted

**3) Put the verbs in brackets into the passive infinitive or gerund.**

2. … to risk being robbed… 3. …want to be informed… 4. tired of being used…

5 …looking forward to being taught… 6. I would like to be transferred…

7. People generally hate being criticized… 8. This picture must be taken…

**4) Complete the sentences with the correct passive or active form of the verbs in**

**brackets.**

1. It is expected... will be held…
2. Michael hasn’t received…
3. The bankwas beingrobbed…. went off.
4. He was impressed...
5. …the money was stolen...
6. Passengers are reminded…

**UNIT 3 B**

READING and SPEAKING

**A B**

|  |  |
| --- | --- |
| Avant-garde art is | work that is experimental or innovative, particularly with respect to art and culture. |
| Pop art is | art in which common objects (such as road signs, comic strips or soup cans) are used. |
| Commercial art is | graphic art for commercial uses such as advertising, packaging etc. |

VOCABULARY

**1)** 1. spotlight; 2. enormous; 3. turbulent; 4. dedicated; 5. shy

**2) Use the words from Exercise 1 and the Glossary in their correct form to complete these sentences.**

**1. spotlight;2*.*** extensively;**3.** pursue; **4.**venture; **5*.*** depicts

COLLOCATIONS

3) 1/g; 2/f; 3/e; 4/c; 5/ d; 6/b; 7/a

|  |  |
| --- | --- |
| 1. *unique* | *style/experience* |
| 1. pursue | a career/goal/happiness |
| 1. leading | artist/scientist/member |
| 1. turbulent | years/period/history |
| 1. vivid | colours/recollection/description |
| 1. enormous | wealth/knowledge/disappointment |
| 1. gain | fame/weight/profit |

**4) Complete the sentences with the collocations from the box.**

1. He admitted that it was *a unique experience.*
2. The nineties were a turbulent *period* in our history.
3. I have a *vivid recollection* of my early childhood.
4. Some people *gain weight* after they stop smoking.
5. It was an *enormous disappointment* when we heard the news.
6. His teacher encouraged him to *pursue a career* in art education.
7. Einstein was a *leading scientist* of his time.

GRAMMAR

PRACTICE

**1) Rewrite these sentences using participle clauses instead of the underlined parts.**

1. *Knowing* a little Russian, I could translate the letter.
2. While walking **through the park,** she lost her keys.
3. *Smiling* at Tony, she raised her glass.
4. The train *arriving* at platform 2 is from Oxford.
5. *Not knowing* what to do, I waited patiently.
6. *Not wishing* to be impolite, I decided to remain silent.

**2) Complete the sentences using the verbs from the box in the present or perfect participle.**

1. *Having delivered* the message, the boy went home.
2. Claudia entered the room *carrying* a tray of soft drinks.
3. *Having packed* our suitcases, we took a taxi to the airport.
4. *Being* unable to concentrate, I fell asleep.
5. The people *standing* at the back couldn’t see a thing.
6. *Believing* that everything David said was true, Tom agreed to him.

**3) Join the following pairs of sentences starting each new sentence with a participle clause.**

1. Being a sensible girl, Mary didn’t panic.
2. Having heard cries for help, Paul ran out of the room.
3. Having already seen the exhibition, I didn’t want to go with them.
4. Having never been/Never having been/ to London, I can hardly recommend a hotel there.
5. Knowing she didn’t like fish, I cooked some chicken.
6. Being faced with a difficult situation, Dora decided to ask for help.

KEY WORD TRANSFORMATIONS

1. The manager didn’t pay anyattention to my recommendations.

2. Do you know if the letter was sent to Mr Thomson?

3. A date for the wedding hasn’t been arranged yet.

4. It is said that most people now have access to the Internet.

5.Not wantingto quarrel with her, I apologized immediately.

6. I’m afraid smoking is forbidden here.

7. The car ­­­­­­­­­­­­­­­­­­­­­­­­­­which my brother bought has a sun-roof.

COMMUNICATION

**1. Complete the sentences by using the expressions from the box.**

**B:** I’m afraid I can’t go out tonight. I’ve got a test tomorrow.

**B:** I’d really rather not take a walk this afternoon. I’m tired.

**B:** Thank you, but it’s not my idea of a fun afternoon out.

**B:** Sorry, I’m not really fond ofplaying games.

**WORKBOOK – UNIT 3** – **ART and ARTISTS**

READING and VOCABULARY

**1) Complete the sentences using the words from the box.**

**Guernica**

1. inspired 2. art 3. innocent 4. masterpiece 5. attention 6. freedom 7. exhibition

**2) Replace the underlined words in the text with the words from the box to get the correct sentence and the right meaning.**

In 1819. Turner started (set out) on his journey to Europe. He made hundreds of drawings, and later painted a series of pictures inspired by what he had seen. These paintings show a great progress (advancement) in his style and an original access (approach) to landscape. He became increasingly interested in colourful (vivid) colours, the play of light on water and the splendour (radiance) of skies and fires. He sacrificed precision to general results (effects) of colour and experimented greatly (extensively) with light and contrast.

**3) Choose the correct word to fill in the gap in each sentence. Use a dictionary if you are not sure of the meanings of some words.**

1. The sculptor carved the stone until he got the shape he wanted.
2. The frescoes have been badly damaged in a fire and haven’t yet been restored.
3. A curator is a person whose job is to look after the objects in a museum.
4. All the museum’s exhibits were kept in glass cases.
5. All visitors to the exhibition are required to pay an admission fee.
6. A few of his paintings are on display at this exhibition.

**Word formation**

**4) Complete the following sentences using an appropriate form of the word in bold.**

1. inspiration 2. recognition 3. remarkably 4. glorious 5. endurance

**5) Complete the sentences with the correct form of the words in bold using negative prefixes.**

1. impractical 2. inconvenient 3. impolite 4. irresistible 5. disapprove 6. illegal

GRAMMAR

**Revision of tenses**

**Past simple, past continuous and past perfect**

**6) Put the verbs in brackets into the correct tense. Then listen to check.**

I (visited) Great Falls for the first time when I (was) thirty though I (became) a backpacker ten years before. We (hiked) along the trail to the Falls. My backpack was heavier than usual and a friend of mine (was leading) the way. He (had visited) the Falls before and (knew) the path well. That was the highest and hardest climb I (had ever experienced). We ( walked) slowly. Suddenly, we (broke) out of the trees and before us the Falls (were cascading) down creating the breathtaking scenery which only a poet would dare to describe. I (had never thought) I could make it so close to the Falls. I (reached) the same point many times again, but the thrill of that first moment is really unforgettable.

**7) Complete the sentences with the correct tense of the verbs in brackets.**

1. He (denied) that he (had stolen) the money.
2. The wind (destroyed) the sandcastle that our children (had built).
3. By the time I (met) Diana, she (had already finished) her studies.
4. Nina (admitted) that she (had made) a mistake.
5. The singer (sang) songs I (had never heard) before.

**Passive**

**8) Complete the sentences with the correct passive form of the verbs in brackets.**

1. The brochure will be posted to your address tomorrow.
2. He has been bitten by a dog and must be taken to hospital immediately.
3. All the pictures have been recently painted by young artists.
4. They started to leave before they were given directions. http://www.speakspeak.com/images/quiz/mark_blank.gif
5. My car is being repaired at the garage at the moment.
6. It has been repaired twice this month.
7. My great-grandfather was given a beautiful watch when he retired.

**9) Rewrite these sentences using the passive.**

1. It is said that swimming is good exercise for your back.
2. Lessons must be made more interesting by teachers.
3. Was David shown how to fill in that form?
4. He wasn’t explained what to do.
5. Do you know who was this picture painted by?

**The passive infinitive and gerund**

**10) Put the following sentences into the passive.**

1. We don’t want George to be invited to your party.
2. I’d like to be sent a copy of the contract.
3. I don’t mind being sent flowers.
4. I can’t stand being criticized.
5. I’d prefer not to be involved in the case.

**Participle clauses**

**11) Join the following pairs of sentences using the present or perfect participles. Add a**

**conjunction if necessary.**

1. Not knowing what present to buy her, I decided to let her choose herself.
2. Having learned his lesson, he went out to play with his friends.
3. Being dissatisfied, he resigned from his job.
4. We met a boy carrying a puppy in his arms.
5. He tried not to smile listening to her story.

**12) Change the verbs in brackets into either the present or past participle.**

1. **The candidate chosen for the committee was someone nobody expected.**
2. **Not wanting to hurt his feelings, she remained silent.**
3. **The man sent to fix my computer was useless.**
4. We suddenly heard the sound of glass breaking.
5. **The people injured in the accident were taken to hospital.**
6. Frozen food centres can be found in most supermarkets.
7. While peeling the onions, she started to cry.

**13) Complete the second sentence so that it has a similar meaning to the first sentence using the word given.**

1. The tests were being copied by the students when I arrived.
2. Having made a decision to retire, Clark began to feel better.
3. It is believed that the candidate was educated in Canada.
4. Not being the sort of person who enjoys parties, I declined the invitation.
5. That report definitely wasn’t written by George.

MEDIATION and TRANSLATION

**Work in groups of three.**

**14) Your friend Mila asks you to help her translate her conversation with a tourist information centre worker. You should translate her questions into English and the worker’s answers into Serbian.**

M: Ask her if she has a city ​​map free of charge.

*W: Да, имамо. Имамо такође и бесплатне информативне брошуре.*

M: Good. Ask if she can give them to me/if I can get them.

*W: Свакако. Изволите.*

M: Tell her that I'm here only for a day. What does she recommend me that I should see?

*W: Прошетајте овом улицом. У њој се налазе зграде дивне архиктетуре и изврсни*

*музеји.*

M: Does she know when the museums close and how much the admission fees are?

W: Мислим да се затварају у 7. Цена улазнице је 8 фунти.

M: Thank her for the help.

EXPAND YOUR VOCABULARY

**15) Study the meanings of the phrases in the box and use them to complete the sentences below.**

1. They both knew it would require some **give and take** if they want to find a solution.
2. I have had my share of **ups and downs**, like everyone else.
3. You can’t always **pick and choose**. Sometimes you have got to take what you are given.
4. They divided the money **fair and square**.

**GENERAL REVISION 1**

Units 1-3

**1) Choose the correct answer.**

**1C 2C 3B 4A 5A 6C 7C 8C 9B 10B 11A 12B 13A 14B 15A 16B 17A 18B**

**2) Put each verb in brackets into the correct tense,** **active or passive form.**

1. The police (found) a boy who (had disappeared) from his home a week ago.
2. She (bought) a house in the village several years ago and since then she (has made) a lot of friends.
3. Since her autobiography (was published) last month, she (has appeared) on TV twice.
4. This coat can’t (be washed), it must (be dry-cleaned).
5. I hate (being shouted) at, even if I did something wrong.

**3) Rewrite the following sentences by using the present or perfect participle.**

1. Having heard a boy shouting, I opened the door.
2. Not wanting to lie, children decided to tell the truth.
3. When hearing the good news, my sister wanted to cry.
4. Being afraid I would lose my passport, I gave it to my father.
5. Having been to England before, I knew where to find a good hotel.

**4) Complete the second sentence so that it has a similar meaning to the first sentence using the word given.**

1. We set out on the journey early next morning.

2. The flowers haven’t been watered for days.

3. Nothing is known about the missing document.

4. This is the first I’ve seen an exhibition of famous artists.

5. She wants her daughter to be taught at home.

6. We didn’t pay attention to the news broadcast.

7. Don't let me forget to invite Ronald to our party.

**UNIT 4 – MAKING DECISIONS**

**UNIT 4A**

VOCABULARY

**1) Match the words from the text with their meanings. Paragraph numbers are given in brackets.**

1b 2e 3d 4f 5c 6a

PREPOSITIONS

**Verbs + prepositions**

**2) Complete the sentences using the correct preposition.**

1. Jim was accused of a variety of offences.
2. She was complimented on her appearance.
3. She deals with second-hand clothes.
4. She introduced me to the attractive girl sitting next to her.
5. We blamed John for the bad results of the match.
6. The guards prevented a burglar from leaving the building.
7. She has recently recovered from her illness.
8. He was greeted with cheering and applause.

PHRASAL VERBS with TURN

**3) Replace the underlined phrases with the given words in the correct form.**

1. David proposed to Rebecca, but she turnedhim down. rejected
2. She has nobody to turn to when she is in trouble. has nobody to go for help
3. He promised to come on time, but so far he hasn’t turned up. hasn’t appeared
4. The day turned out to be a fine one. resulted in
5. It was freezing outside. The water turned into ice. changed into
6. If it gets too hot, turn down the heating. reduce

IDIOMS WITH *EYE*

**4) Match the expressions (1–6) with their explanations (a–f).**

1e 2f 3b 4c 5a 6d

GRAMMAR

PRACTICE

**1) Complete the sentences using the verbs given to get type 2 conditional sentences.**

1. If he knew which door to open, he would be saved.
2. He would not help you if he did not like you.
3. I would wait for Robert if I knew he was coming.
4. If there were special bicycle lanes in the city, more people would use bicycles.
5. If John smoked less, he would feel better.
6. My father would climb this mountain if he were younger.

ARTICLES

**Add an article where necessary.**

**1/- ; 2/- /a; 3/a /the; 4/ -; 5/ - ; 6/-; 7/the; 8/- ; 9/ – /a; 10/ the**

LISTENING

**Bad decisions throughout history**

|  |  |
| --- | --- |
| troop – a unit of soldiers  pretend – to give a false appearance of  confident – certain, sure | invade – to enter a country by force  march – to walk in a military style  beyond – further thanfurther than |

**3) Decide which decision(s)...**

1. Napoleon’s decision to march to Russia

2. a. Napoleon’s decision to invade Russia b. When the Trojans decided to bring in the wooden horse.

3. The Donner brothers’ to try a shorter route.

4. a. Napoleon’s decision b. the Donner brothers’ decision

5. The Trojans’

**UNIT 4B**

VOCABULARY

**1) Complete the sentences using the words from the text in their correct form. The first letter is given.**

1. It is the **custom** in some countries for people to marry young.
2. She agreed to marry him without the slightest **hesitation**.
3. His hands **trembled** while he was opening the telegram.
4. The **fate** of the group of men who went to the top of the mountain is unknown.
5. The actor **bowed** to the assembled crowd.

**2) Match the words from Exercise 1 with their synonyms below.**

destiny – fate ▪ tradition – custom ▪ to shake – tremble ▪ to bend – bow ▪

uncertainty – hesitation

WORD FORMATION

**3) Find the nouns for these verbs.**

Verb Noun Verb Noun

|  |  |  |  |
| --- | --- | --- | --- |
| decide – decision |  | imagine – imagination |  |
| breathe – breath |  | admire – admiration |  |
| hesitate – hesitation |  | move – movement |  |
| expect – expectation |  | succeed – success |  |

COLLOCATIONS

**4) Match the adjectives (1–6) with the nouns (a–f) to form collocations.**

**1e 2d 3f 4a 5b 6c**

**5) Complete the sentences with the correct forms of the verbs *rise* and *raise*.**

1. Julia got angry, rose to her feet and left the party.
2. Help me to raise the stage curtain.
3. The sun rises early in summer.
4. I’m trying to raise money for homeless children.
5. The sky got darker and the wind rose.
6. I can’t raise my left arm.

**GRAMMAR**

THE SEQUENCE OF TENSES – REVISION

**Complete the sentences with the correct tense of the verbs in brackets.**

1. She knew the woman who stood behind that door.
2. When Jason was young, his family decided that he would become an engineer.
3. He realized how sensible it was that he had told the truth.
4. He promised that he would do everything he could.
5. Nobody knew that she had graduated from Harvard.
6. I remembered that I hadn’t locked the door.
7. I hoped that she would recover from her injury by next week.
8. My brother was sorry that he hadn’t applied for that job.

CONDITIONAL SENTENCES TYPE 3

**1) Rewrite the two sentences to make one ‘unreal’ conditional sentence showing both cause and result.**

1. If we had saved some money, we would have been able to buy a house in the country.
2. If they had won the lottery, their problems would have disappeared.
3. If my husband hadn’t lost his job, we wouldn’t have come back to our country.
4. If we hadn’t have bought a large house, we wouldn’t have found it difficult to make ends meet.

**First, second and third conditionals**

**3) Complete the sentences using the correct tense of the verbs in brackets.**

1. They could have prevented the disaster if they had called the fire brigade at once.
2. If he had given his children more freedom, they would have been happier.
3. Unless he is late, we'll meet at six o'clock.
4. I would have raised my hand if I had known the answer.
5. If we surf the Internet, we will find a lot of information about famous writers.
6. Your room would look much tidier if you kept your clothes in the wardrobe.

KEY WORD TRANSFORMATIONS

**Complete the second sentence using the given word and making other necessary changes.**

1. If I had known it was you, I would have answered the phone.
2. He wouldn’t be tired if he went to bed earlier every night.
3. My life would be dull if I didn't make up things.
4. I would have phoned if I had known you were back from your holiday.
5. I would have bought you ­­­­­­a present if I had known when your birthday was.

**WORKBOOK** **UNIT 4**

 VOCABULARY

**Charles Darwin made a decision**

**1) Read the text below and decide which word or phrase A, B or C best fits each space.**

**Charles Darwin made a decision**

1. A decision 2. B consideration 3. B propose 4. A companionship 5. B on display

COLLOCATIONS

**2) What is missing? Find the words in the story *The lady or the tiger?* which best collocate with the words given in the box.**

|  |  |
| --- | --- |
| 1. love affair 2. vast audience 3. public notice 4. appointed day | 1. fair creature 2. sleepless hours 3. empty space 4. quick glance |

WORD FORMATION

**3) Complete the table with the correct adjective or noun.**

Adjective Noun Adjective Noun

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| innocent | innocence |  | obedient | obedience |
| absent | absence |  | convenient | convenience |
| patient | patience |  | confident | confidence |

**4) Complete the sentences by using the words from the table.**

1. She didn’t show obedience and respect for her parents.
2. I can come to visit you whenever it is convenient for you.
3. The architect seems confident that he will finish the project on time.
4. Everybody in the office noticed Peter’s absence from work.
5. My doctor is very patient with his patients.

6. He desperately wanted to prove his client’s innocence at the trial.

PREPOSITIONS

**5) Add the correct preposition.**

1. He is blind to the fact that she doesn’t love him.
2. He was accused of betraying his country.
3. The crowd greeted the band with cheers.
4. The actors bowed to the audience.
5. My ideas about justice differ from yours.
6. I have difficulties in learning this poem by heart.
7. She tried to find a solution to her problem.
8. He decided to apologize to Ann for his behaviour.

PHRASAL VERBS

**6) Phrasal verbs with *out***

**Complete the sentences by using one verb from the box in the correct form and the particle *out.***

1. Playing with children really tire me out.
2. When the rain stopped, we all came out of the shelter.
3. Have you found out which one is the secret door?
4. They called the fire brigade to put out the fire.
5. To keep fit, we have to work out in the gym.
6. Look, these shoes are worn out.

**GRAMMAR**

ARTICLES – REVIEW

**7) Add a/an or the where** **necessary.**

1. I hope to go to \_\_ university next year.
2. He used to study at \_\_\_\_Belgrade University.
3. I was waiting for Helen outside **the** hospital.
4. What time do you usually go to \_\_\_\_ work?
5. He put the slippers under **the** bed.
6. We were looking for **a** place to spend **the** night.
7. What are **the** Irish like?
8. \_\_\_\_ old people do not understand **the** young.
9. **The** tea in the pot is too hot.
10. She travelled with **an** African.
11. **The** clouds over **the** sea are lovely today.
12. She wanted to be **an** actress all her life.

THE SEQUENCE OF TENSES

**8) Complete the sentences with the correct tense of the verbs in brackets.**

1. The moment I heard that voice I (knew) who it (was).
2. Elizabeth was sorry that she (had not applied) for that job.
3. He realized how sensible it (was) that he (had told) the police the truth.
4. She remembered that she (had not locked) the door.
5. He promised that he (would do) everything he could.
6. Nobody knew that she (had graduated) from university.
7. I hoped that she (would recover) quickly.
8. Somehow I felt that I (had met) her before.

**9) Put the verbs in brackets into the correct form.**

1. If you (do not wear) a tie, they won’t let you into the restaurant.
2. If he(apologizes*)* for his behaviour, they will forgive him.
3. I (would forbid) smoking if I were President.
4. If you (smoked) less, you would feel better.
5. Unless you (want) to stop to eat, can we keep driving?
6. If you had used the computer, you (would have saved) time.
7. If he (did not eat) so much, he would be healthier.
8. If I (were) younger, I would climb this mountain.
9. If I (had earned) enough money, I’d have gone to India.
10. I would break a promise if I (told) you about his problems.

Top of Form

**10) Join two sentences to make one ‘unreal’ conditional sentence (type 3).**

1. If my father hadn’t lost his job, we wouldn’t have come back to Scotland.
2. If we hadn’t saved some money, we wouldn’t have been able to buy a house in the country.
3. If the plane hadn’t arrived late, we would have missed our connecting flight.
4. If Rose had had time to buy Ann a present, she would have come to her party.

EXPAND YOUR VOCABULARY

# 11) Prepositional phrases with ON and BY

**Study the phrases with prepositions *on* and *by* in the boxes and use some of them in the sentences below.**

|  |  |
| --- | --- |
| ON | on foot, on business, on holiday, on purpose, on time, on sale, on duty |
| BY | by chance, by all means, by mistake, by means of, by sight, by heart, by accident |

1. It wasn’t clear if the fire started by chance or on purpose.
2. I’m going to Japan on business with two other people from my company.
3. Liam wasn’t on duty that day when his bank was robbed.
4. It is said that Japanese trains always come on time.
5. I know my neighbours only by sight; we have never stopped to talk.
6. There is cheap stuff on sale if you know where to go.
7. An actor has to learn all his lines by heart.

**12) Complete the sentences with the correct forms of *see, look, gaze, stare, peep, watch* and *glance .***

1. She taught her child to look left and right before crossing the street.
2. I can't see very well. I need a new pair of glasses.
3. What are you watching? Is it a new film?
4. Jane was sitting on a rock, gazing out to sea.
5. 'Jamie, it's rude to stare at people.
6. Little Tom tried to peep through a hole in the door to see inside.
7. He glanced at his watch to see if his date is late.

**13) Complete the sentences using the phrases from the box.**

1. If you are heartless, it means you are cruel.
2. A person who is all fingers and thumbs is a clumsy person.
3. If something is hair-raising, then it is frightening.
4. A cheeky person is someone who is rude and impolite.
5. If someone is tongue-tied, he is too shy or nervous to speak.

**UNIT 5**

**MYTHS and LEGENDS**

VOCABULARY

**2) Match the highlighted words in the text with their explanations.**

1. smooth; 2. persuasive; 3. genuine; 4. extend; 5. pursuit

**3) Use the words from exercise 1 and the Glossary in their correct form to complete these**

**sentences.**

1. renounce 2. extend 3. eloquent 4. genuine 5. pleaded; 6. persuasive*;* 7. at a loss

COLLOCATIONS

**4) Match the words in column A with nouns in column B to make collocations.**

1/e; 2/d; 3/a; 4/c; 5/b

# 5) Think of other possible collocations with the words in columns A and B.

persuasive – argument, case, evidence, man

extend – power, time, effort, attempt, order

genuine – smile, look, expression, spirit, affection

plead – ignorance, excuse, mercy

smooth – surface, skin, water, way, glass

GRAMMAR

RELATIVE CLAUSES

**3) Join the sentences by changing the second sentence of each pair into a relative clause.**

**Underline the sentences where a relative pronoun can be omitted.**

1. I like the painting which is in his room.
2. This is the man that we spoke to last week.
3. The house in which my uncle lives in is beautiful.
4. The people I am staying with are very kind.
5. He received the letter that he was waiting for it.
6. The woman whose daughter is getting married is very happy.
7. Sheila went into the room where/in which Bob was sitting.
8. I really liked the teacher whose class I used to attend.
9. Here’s the address that you should write to.
10. The teacher spoke to the boys whose work was below standard.

**4) Add relative clauses defining the words in italics.**

1. I always feel confidence in *someone* who comes on time.
2. I detest *people* who lie.
3. Students generally like a *teacher* who is tolerant.
4. She is the only *friend* who has never betrayed her.
5. The *young man* who criticized you happens to be a cousin of mine.
6. *The excuse* which he offered was unacceptable.

# CAUSATIVE ‘HAVE’

**1) Rewrite these sentences using *have* or *get*.**

1. You can have the blankets washed at the cleaners.
2. You should have your air conditioner serviced annually.
3. We have had our house repainted.
4. I going to have my DVD player repaired next week.

ARTICLES

**Complete the sentences with *the* where necessary**.

(1)\_\_\_\_\_\_Windsor Castle, a residence for (2) \_\_\_\_\_\_English royalty throughout its history, is one of the most perfectly maintained castles in (3)\_THE\_world. Originally constructed in (4) \_THE\_ time of William the Conqueror, shortly after (5) \_THE\_Norman conquest of England in 1066, (6)\_THE\_ castle has seen a huge number of improvements over (7)\_THE\_centuries.

It became a royal residence during (8)\_\_THE\_\_reign of Henry I, who built accommodation suitable for this role. Many of his descendants expanded and improved (9) \_\_THE\_\_building, until it grew into (10) \_THE\_ complex it is today, full of (11) \_\_\_\_\_\_\_rich history and wonderful stories. Despite the fact that it is still used by (12) \_\_THE\_Queen as a royal residence, it is open to visitors.

**UNIT 5/B**

READING

**2) According to the text, which sentences are true and which are false?**

1/F; 2/ F; 3/F; 4/T; 5/T

VOCABULARY

**1) Match the highlighted words in the text with their explanations.**

1. delight; 2. striking; 3. gradually; 4. terrified; 5. puzzled

**2) Use the words from exercise 1 and the Glossary in their correct form to complete these sentences.**

1. inevitably; 2. intriguing; 3. delight; 4. puzzled; 5. striking; 6. eager; 7. [gradually](http://www.macmillandictionary.com/search/british/direct/?q=gradually); 8. terrified

**5) Match the verb on the left with a noun on the right to make a collocation.**

1/d; 2/f; 3/c; 4/e; 5/a; 6/b

GRAMMAR

PRACTICE

**2) Use must, can’t may/might to rewrite these sentences.**

1. It must have happened.
2. It can’t have happened.
3. It may/might have happened.

**3) Use an appropriate modal verb to complete the sentence.**

1 shouldn't; 2 might/could; 3 can't/couldn't; 4 must; 5 needn't

**4) Complete the sentences.**

1 could/might have applied; 2 may/might have fallen; 3 may have been; 4 can’t have seen

5 may have gone

**5) Complete the sentences.**

1 shouldn’t have refused; 2 needn’t have gone; 3 must have been; 4 should have learnt;

5 must have left

PHRASAL VERBS with PUT

1/c; 2/f; 3/a; 4/g; 5/e; 6/b; 7/d

1 put off; 2 put on; 3 put on; 4 put out; 5 put me through; 6 (have) put up

LISTENING

1. ) 1. unusual shape 2. mystical lights; 3. buried treasure; 4. gold diggers; 5. unexplained mysteries;

6. human civilization

**4)** 1/T; 2/T; 3/T; 4/T; 5/F

KEY WORD TRANSFORMATIONS

1. I decided to put off visiting her until Sunday.
2. Your father must have been furious when you told him.
3. David, whose car had broken down, had to take a bus and was late.
4. I needn’t have made dinner after all. They bought a pizza.
5. Tina’s parents can’t have bought a new house.
6. His latest book, which was published last year, became a best seller.

COMMUNICATIONS

**2**

1.missed; 2. make; 3. wouldn’t; 4. agree; 5. extent; 6. rather; 7. serious; 8. more; 9. point

**UNIT 5 – WORKBOOK**

READING and VOCABULARY

**1) Replace the underlined words in the text with the words from the box.**

Long ago, in a place called Camelot, the great King Arthur was celebrating a twelve day period of feasting. The Knights of the Round Table, the most honourable men renowned for their courage, were sitting at the table with the King.   
All were eager for the feast to begin. The king raised his cup and, thinking of the entertainment to come, wished aloud that they might have some wonderful mystery or adventure to spice up\* the feast.   
Before he had time to put his cup back on the table, the strangest man they had ever seen rode into the hall. The knights were genuinely puzzled when they had a better look at that striking man.  
The visitor was extremely tall and strong. His coat and horse were green. He held a green axe, whose handle was richly decorated in gold.  
The king invited the stranger to join them at the table but he replied that he had not come to feast but to challenge one of the famous men before him. The Knights were terrified.

**2) Complete the sentences by using the correct form of the words in the box.**

1. adjustment; 2. inevitably; 3. setting; 4. renounced; 5. consumed

PHRASAL VERBS

**3) Use the correct particle to complete the sentence.**

1. out; 2. up with; 3. up; 4. through; 5. on

WORD FORMATION

**4)** **In each pair of sentences use the correct form of the words given in bold.**

1.

a. The hotel is **conveniently** situated near the sea front.

b. We apologize for any **inconvenience** during your stay at our hotel.

**2.**

a. We admired the students’ **extensive** knowledge of the subject.

b. When you call me, you can get me on **extension** 306.

**3.**

a. We couldn’t **persuade** him to run for president again.

b. Mary needed plenty of **persuasion** before she actually agreed to help us.

GRAMMAR

**5) Complete the sentences with *which, who* or *whose*.**

1. who; 2. which; 3. who; 4. whose; 5. who; 6. which

**6) Write sentences by using the prompts.**

1. The people who work here are very friendly.

2. The dress which she bought yesterday is lovely.

3. I like the woman who lives next door.

4. The camera which is over there costs 100.

**7) Rewrite the following sentences so that the meaning remains unchanged.**

1. The road along which we drove was narrow and dangerous.

2. The man I borrowed the book from has asked for it back.

3. This is the man for whom I have great respect.

4. The boy you saw her with, is my brother.

**8)** **Add *a/an* or *the*. Put *x* where no article is necessary.**

1. The /a 2. -/a/the/- 3. The/the/- 4. -/the 5. -/- 6. a/the 7. -/-

8. The/a/the 9. an/the 10. -/the 11. an/the

**9) Complete the following sentences by using the correct form of the verb *to have* or *to get* and the past participle of the verbs in brackets.**

1. I had my flat cleaned last week.

2. She is going to have her eyes tested.

3. Sandy often has her hair done at the hairdresser’s near her house.

4. He took my car to his mechanic to have it repaired.

5. Have you made this dress yourself? No, I had it made.

6. I went to the dentist to have my tooth filled.

7. She has had her roof fixed recently.

**10) Complete the sentences by using should/shouldn’t or needn’t.**

1. You **shouldn’t** have let the children play on the road. It’s too dangerous.

2. You **needen’t** have brought wine for dinner. I bought several bottles.

3. She had no right to take the car! She **should** have asked me first.

4. We **needn’t** have taken a taxi to thestation. We arrived there half an hour early.

**11) Complete these sentences. Use a modal verb (must, should/shouldn’t, can’t) and the perfect infinitive of the verb in brackets.**

1. Of course she is angry. I shouldn’t have shouted at her like that.

2. The answers in Robert’s test are the same as in John’s. Robert must have copied them from John.

3. He can’t have passed this way! We would have seen him.

4. He should have given us that information. We would have agreed if we had known the facts.

**12) Underline the correct alternative.**

1. I had my bag stolen. I *should have kept/need have kept* it on the desk, but I didn’t.

2. He is claimed *to be/he is* the richest man in Serbia.

3. Whoever stole your file, it *can’t have been/must have been* Jim. He was with me that evening.

4. I don´t know how to repair cars, so I´*m having mine repaired/have repaired mine* at the garage.

**13)** MEDIATION AND TRANSLATION

Marko Kraljević became the king after his father’s death. He ruled a small territory.

His fortress was located on a hill north of Prilep.

There are many legends about Prince Marko and most of them are based on his strength, frightening and comical appearance. The portrait of Marko would not be complete if we did not mention his horse Šarac. In Serbian epic poetry, Marko was described as a protector of the weak and a fighter against the Turks.

**14) USEFUL PHRASES**

1on the go; 2 off the record; 3 get a kick out of; 4 at best

**UNIT 6**

**CELEBRITIES AS ROLE MODELS**

**UNIT 6/A**

**LEAD-IN**

**1) Look at these photos of** **6 people who are famous or were so at one time.**

|  |  |
| --- | --- |
| Meryl Streep – an actress Michael Jackson – a singer Amelia Earhart – a pilot Steven Spielberg – a director Leonardo di Caprio – an actor  Novak Đoković – a tennis player |  |

READING AND SPEAKING

**Exercise 2**

**Laura** 1 **George** 3 **Harry** 4

3 1.Harry 2. George 3. Laura 4. George 5. Harry 6. Laura

VOCABULARY

**1) Read the sentences with the highlighted words again and try to guess the meaning of these words from the context. Then use the words to complete these sentences.**

1. aspire 2. admired 3. inappropriate4. determination 5. objectives

**2) Match the highlighted words in the text with their synonyms.**

1. willpower – determination 2. unsuitable – inappropriate

3. goals – objectives 4. to aim – to aspire 5. to stimulate – to motivate

**3) Choose the correct collocation in these sentences.**

1. negative impact
2. for the right site
3. inappropriate behaviour
4. drug abuse
5. has set an example

**4) Complete the sentences with the correct preposition.**

1. for 2. on 3. on 4. with 5. to

WORD FORMATION

**5) Complete the sentences by using the correct form of the word in brackets.**

1*.* admiration 2. obsession 3. aspiration4. determination 5. imitation 6. affection

**GRAMMAR**

PRACTICE

**1) Complete the gaps with the correct form of the verb in brackets.**

1. had studied 2. I could drive 3. hadn’t lend 4. I hadn’t done 5. had 6. had gone 7. were

8. would

**2) Write sentences which could follow these statements, using *should have* or *shouldn’t have*. The first one has been done for you.**

1. *primer*
2. I shouldn’t have lied to her./I should’ve been honest with her.
3. I shouldn’t have eaten so much.
4. I should’ve left for the theatre earlier.
5. I shouldn’t have talked so much.

LISTENING

1. advantage2. disadvantages 3. homes 4. perfect 5. fulfill 6. fans

**UNIT 6/B**

VOCABULARY

**1) Complete the sentences using the words from the box.**

1. awards
2. ties
3. ability
4. viewers
5. performance
6. role

**Film quiz**

**2) Match the title with the most appropriate kind of film from the box below.**

|  |  |  |
| --- | --- | --- |
| The Titanic – a disaster film | Mamma Mia – a musical | Avatar – a science fiction |
| Police Academy – a comedy | The Lady and the Tramp – a cartoon | Die hard – a thriller |
| Sleepless in Seattle – a romance | Pearl Harbour – a war film | Home alone – a comedy |

**6) Match the adjectives on the left with their opposites on the right.**

1/e; 2/c; 3/d; 4/a; 5/b

**GRAMMAR**

PRACTICE

**Read each sentence. Then make two new sentences in the passive, beginning with the given words.**

1. It is said that these rocks are thousands of years old.

These rocks are said to be thousands of years old.

1. It is considered that she is the greatest living singer of country music.

She is considered to be the greatest living singer of country music.

1. Celebrities are expected to behave properly in every situation.

It is expected that celebrities behave properly in every situation.

1. It is reported that a volcano erupted in Japan.

A volcano is reported to have erupted in Japan.

1. It believed that the missing children are hiding in the forest.

The missing children are believed to have been hiding in the forest.

KEY WORD TRANSFORMATIONS

**A. Finish the second sentence without changing the meaning.**

1. The world championship in football was being watched on TV in many cafés.

2. Computers are being used in all kinds of work nowadays.

3. It is estimated that a lot of people now have access to the Internet.

4. It is said that the committee will announce the names of the winners tomorrow.

5. The letter must be sent at once.

**B. Rewrite these sentences to express wishes and regrets.**

1. I wish I had studied more.
2. I wish my brother would come back sooner.
3. I wish my neighbour’s child would stop making such noise.
4. We wish we were going to the seasidetomorrow.
5. I wish I had told my parentsthe truth about my test results.

**WORKBOOK**

**UNIT 6**

READING and VOCABULARY

The film: *T****he* *Devil Wears Prada***

**1) Complete the text by using the words in brackets in the correct form.**

The story is about the professional adventure of simple and naive Andrea, whose greatest (**aspiration**) is to become a journalist.

She is hired to work as an assistant to the powerful, posh and cynical Miranda Priestly, the chief executive of *Runway*, a top-selling fashion magazine. She is a terror to everyone around her, as it is (**depicted)** in the opening scenes of the movie. Andrea knows nothing of the fashion industry, has never read the magazine and is not (**obsessed**) with fashion like her colleagues. She sees the job only as a temporary professional challenge.

Andrea works really hard to deal with Miranda's endless demands. (**Determined)** to gain the (**acceptance**) of her boss and colleagues, she decides to change. She becomes trendy and classy. However, Miranda's tough work rhythm and nearly impossible tasks leave Andrea without a private life. Her long working hours (**affects**) the relationship with her boyfriend Nate, her family and friends. She realizes that she is losing what really matters to her. In the end, Andrea learns that life is made of choices.

**Different meanings of words**

**2) Some words have more than one meaning.**

1. objective 2. tied 3. address 4. abuse

# Phrasal verbs with *look*

**3) Circle the correct answer.**

**1C 2B 3A 4A 5D 6B 7B**

**4) Underline the word which can replace the word in bold in the sentence.**

1. A **significant** number of actors refused to take part in the show.

A comparable B considerable C small D famous

2. A colleague like him may cause you a headache in **countless** ways.

A crucial B number C innumerable D invaluable

3. The survey **indicates** that most employees are satisfied with their working conditions.

A finds out B looks out C points out D puts out

4. It’s not a big country, but it has **abundant** natural resources.

A constant B plentiful C rare D wealthy

5. She knew she would lose all her money, but she didn’t want to lose her **dignity**.

A ambition B self-respect C fame D strength

6. Young people today often go abroad in **pursuit** of work.

A anticipation B expectation C search D target

**GRAMMAR**

**Wishes and regrets**

**6) What would you say in each of the following situations? Complete the sentences. The first one has been done for you.**

1. If only I had started revising for my exams earlier.

2. If only I had been insured.

3. I wish I had taken a taxi.

4. I wish you stopped interrupting.

**7) For each situation write two sentences: оne in the third conditional and one expressing regret.**

1. I bought a big ball to my son. He played with the ball in the living room and broke an

expensive vase.

If my son hadn’t played with the ball in the living room, he wouldn’t have broken an

expensive vase.

I wish my son hadn’t played with the ball in the living room.

2. I received a visit from someone claiming to be from the telephone company. The following night my house was burgled and electrical goods were taken.

If I hadn’t received a visit from someone claiming to be from the telephone company, my

house wouldn’t have been burgled and electrical goods wouldn’t have been taken.

I wish my house hadn’t been burgled and electrical goods hadn’t been taken.

**Passive constructions**

**8) Put these sentences into the passive using both constructions, as in the example.**

1. It is claimed that he had stolen her purse. He is claimed to have stolen her purse.
2. It is thought that she is a good actress. She is thought to be a good actress.
3. It is said that the director isn’t seriously injured. The director is said not to be seriously injured.
4. It is considered that he was a corrupt politician. He is considered to have been a corrupt politician.
5. It is expected that they will give Meryl the award. Meryl is expected to be given the award
6. It is believed that hooligans were responsible for the damage. Hooligans are believed to have been responsible for the damage.

**Key word transformations**

**9) Complete the second sentence so that it has a similar meaning to the first sentence using the word given.**

1. I wish the dress wasn’t so expensive.

2. The attack may have happened after midnight.

3. It is estimated that most people now have access to the Internet.

4. It is thought that the minister will resign shortly.

5. He expects to be treated as a celebrity**.**

EXPAND YOUR VOCABULARY

**10) Fill in the gaps with the words from the list. They all refer to film. The first one has been done as an example.**

1. *The Lady and the Tramp* was *produced* by Walt Disney.
2. Horror films depend on spectacular special effects.
3. *Great Expectations* is a very good adaptation of Dickens’ novel of the same title.
4. The complete cast of characters and actors who play in a film are given at the end.
5. An extra is a person who is engaged in a crowd scene in a film.
6. A feature film is a full-length film that has a story and is acted by professional actors.
7. The soundtrack is the music for a film.
8. Films that use drawings and models are cartoons and animated films.
9. *Jurassic Park* was directed by the famous film director, Stephen Spielberg.

**GENERAL REVISION 2**

**UNITS 4–6**

**1) Circle the correct answer.**

1B 2C 3C 4B 5B 6A 7A 8B 9C 10A 11A 12B 13C 14A 15C 16A 17B 18C

**2) Rewrite the following sentences using a participle clause instead of a relative clause.**

1. The report containing wrong information was not published.
2. The man sitting over there is your witness.
3. The proposal suggesting reducing salaries won’t be considered.
4. People waiting in the queue are from my neighbourhood.

**3) Add an article where it is necessary.**

1. The Harrisons live in \_\_ Chestnut Street.
2. Sonia used to study at \_\_ London University.
3. Whenever Michael goes to San Francisco, he has dinner at \_\_\_ Gadsby’s.
4. I’d like to go to \_\_\_ Paris to see the Mona Lisa.
5. We spent a pleasant afternoon in \_\_\_St. James’s Park.

TRANSFORMATIONS

**4) Complete the second sentence so that it has a similar meaning to the first sentence using the word given.**

1. Her family is thought to be living abroad.
2. She is believed to be travelling around the world at the moment.
3. I­­­­­­­­­­­­­­­­ wish we had seen the match.
4. I really wish Tom was coming to your party tomorrow.
5. It must have been Mary who telephoned. I recognized her voice.
6. I’ll pick you up since I had my car repaired yesterday.
7. The fire was eventually put out by their neighbour.
8. Could you put me through to the Information office, please?

**UNIT 7**

**FAMOUS FICTIONAL DETECTIVES**

LEAD-IN

a. *Pride and Prejudice b. Death on the Nile c. Odyssey 2020 d. Othello*

VOCABULARY

**1) Match the words on the left with the pairs of synonyms on the right.**

1/e; 2/c; 3/a; 4/b; 5/d

**2) Use the words from the box to complete the sentences.**

**1. appeal 2.** flaws 3. dignified 4. fabulous 5. suspense 6. enduring

**3) Vocabulary on crime**

**A.**

1. testimony 2.forger; 3. verdict; 4. burglar; 5. mugger; 6. hijacker; 7. suspect

**B. Put the words from the box into the correct category. There is an example.**

|  |  |  |
| --- | --- | --- |
| **Criminals** | **Words associated with court** | **Sentences & Punishments** |
| *arsonist*  burglar  forger mugger  hijacker shoplifter | *testimony*  the accused/defendant defence trial  prosecution  suspect | *fine*  find innocent/guilty  verdict  capital punishment |

WORD FORMATION

**Pre-listening activity**

**1)** 1. immortal 2. enjoyable 3. equipment 4. medical 5. timeless 6. endlessly

**2)** 1/F; 2/F; 3/T; 4/T; 5/T

**3) Match the words in bold with their explanations (a–e).**

1/b; 2/c; 3/d; 4/a; 5/e

GRAMMAR REVIEW

**2) Which of the sentences is used…**

1. *I’ve been phoning* her, but I think she isn’t at home.

2. Susan *has been writing* her homework all evening*.*

3. Susan *has written* her homework*./I’ve just phoned her,* but I think she isn’t at home.

**3) Write sentences in the present perfect simple or continuous by using the prompts.**

1. They have been studying chemistry for four years now.
2. How long have you been smoking?
3. How many cigarettes have you smoked today?
4. She has been working since eight o’clock.
5. What have you achieved in your life?
6. She hasn’t done her room yet.
7. They have been looking for the missing dog for a week.

**4) Put the verbs into the correct tense, the present perfect simple or the present perfect continuous.**

1. They have been studying all morning.
2. They have won every match so far this season.
3. Rodger hasn’t finished painting my father’s portrait yet. He has been working on it for two weeks.
4. Somebody has spilled wine on my new carpet.
5. Who has been drinking my cola?
6. We have had the same car for twelve years.

2 VERBS AND EXPRESSIONS FOLLOWED BY THE GERUND

**2) Complete the following sentences using a verb in the gerund.**

1. I’m looking forward to seeing him.
2. We really didn’t enjoy being there.
3. She didn’t like him and avoided talking to him.
4. There’s no point in asking him for help.
5. He refused to go and suggested sending him an email.
6. She won’t agree, but I can’t help hoping for the best.

**3) Complete the following sentences by adding the correct preposition from the list below and the gerund of a suitable verb.**

1. I had some difficulty in finding a taxi at the airport.
2. My friends congratulated me on winning the race.
3. He decided to look for another job because he was fed up with working such long hours.
4. He knew he wasn’t capable of accomplishing the task himself.
5. I would never dare take the car without getting my father’s permission first.
6. We couldn’t prevent our students from taking part in the protest.
7. I must say I’m bad at remembering names.

PHRASAL VERBS with MAKE

**3/4) Match the phrasal verbs with their explanations.**

1/b; 2/a; 3/e; 4/c; 5/d (see; understand) 6/g; 7/h; 8/f

**5) Complete the second sentences using the phrasal verbs with *make.***

1. make for; 2. make out; 3 make up; 4 make out

WORD FORMATION

|  |  |
| --- | --- |
| **6 ) What are the verbs related to these nouns?**   1. indication – indicate 2. prosecution – prosecute 3. appreciation – appreciate 4. conclusion – conclude 5. deduction – deduce | **What are the adjectives related to these verbs?**   1. marvel – marvellous 2. admire – admirable 3. remark – remarkable 4. adapt – adaptable 5. respect – respectable |
|  |  |

**7) Complete the sentences by using the correct form of the word in capitals.**

1 innocence; 2 indication; 3 defence; 4 accidental; 5 offence

PRACTICE

READING

**1) Say whether the following statements are true or false. Correct the false statements.**

1/F; 2/F; 3/T; 4/F; 5/T

VOCABULARY

**1) Use the words from the Glossary in their correct form to complete these sentences.**

1. vanished 2. excels 3. abandon 4. **amiable 5.** withdraw 6. grave

**2)** COLLOCATIONS

**Try to remember which adjectives were used with these nouns in the extracts.**

**Think of at least one more collocating adjective you can use with the same nouns.**

1. correct/further/different conclusion + wrong/obvious/reasonable
2. great/remarkable power + military/economic
3. great pleasure + little/real/such
4. entirely wrong + completely
5. respectable/amiable/medical man + successful/remarkable
6. solve crimes + commit/prevent/reduce
7. logical reasoning + practical/correct
8. surgical assistance + professional/ financial/generous

**3) Words with multiple meanings**

1. grave 2. sound 3. mark 4. means

**4) Open cloze**

a / in / a / towards / mind / to / other / if / or

COMPOUNDS

2

well-known; well off

first course; first floor

middle-sized; middle-name

second best; second-floor

self-discipline; self-service; self-respect

**3) Combine the words in these two lists (A, B) to make compound nouns.**

exercise book; salad dressing; food processor; savings account; intelligence test;story telling

**4) Combine the words in these two lists to make compound nouns. (one word)**

toothache; postman; house-keeping ; chairman; seafood; dish-washer

GRAMMAR

REPORTING VERBS

**2)**

Ann advised Bill to see the doctor.

Bill admitted that he wasn’t feeling well.

Ann warned him that if he didn’t go, he would feel even worse the next day.

Bill agreed and promised to do it the first thing in the morning.

Ann suggested his going that day. She offered to give him a lift if he wanted.

**3) Choose an appropriate verb from Exercise 1 to report these sentences from the text.**

1. He suggested his reconstructing the man by examining the stick.
2. He admitted that there were certainly one or two indications.
3. He announced that most of Watson’s conclusions were wrong.
4. He agreed that it certainly seemed probable.
5. He reminded him that he was entirely wrong.

KEY WORD TRANSFORMATIONS

1. She has been training for over six months.
2. The teacher told them they had to do their homework that night.
3. I suggested his joining our team.
4. Martin told me she didn’t agree with his views on capital punishment.
5. The teacher congratulated Sarah on passing the test.

COMMUNICATION

2 B: Actually, I’ve changed my mind.

B: …after further consideration…

B: Did I really say that?

3 B: What I mean is…/Perhaps I should make that clearer by saying...

A: To put it another way…

B: In other words, ...

**WOORKBOOK – UNIT 7**

## 1) Why is crime fiction so popular? Complete the text by using the words in the box.

Generally speaking, books that belong to the crime fiction genre have elements of mystery or (1) **suspense** in them. When they’re written well, they (2) **hold** our attention right through to the end and make us want to keep reading. They have interesting characters and a story which (3) **appeals** to the reader’s sense of curiosity. This is perhaps the reason for their wide and (4) **enduring** popularity. Crime novels are designed to (5) **entertain** but they also offer readers a chance to use their brains, whether by trying to work out a character’s motive to (6) **commit** a crime or reading between the lines to pick up meanings that haven’t been explicitly (7) **stated.**

The modern crime fiction has (8) **broadened** its appeal even more by including elements of other genres such as history, romance or travel.

**2) Match the words on the left with the pairs of synonyms on the right.**

1/c; 2/e; 3/d; 4/a; 5/b

**3) Match the words on the left with their antonyms on the right.**

1/b; 2/d; 3/e; 4/c; 5/a

**4) Confusing words**

1. Ian lives in a beautiful house *besides/beside* the sea.

2. Two other children *besides/beside* Tim left for the camp.

3. We expect the price of fuel to *rise/raise* next month.

4. To *rise/raise* his spirits, Holmes praised his friend.

5. He never does the right thing. He is not a *sensible/sensitive* person.

6. Don’t criticize Watson. He is very *sensible/sensitive*.

7. The newspaper *headline /title* said ‘Five killed in a car crash.’

## 8. The *headline /title* of Tom’s latest book was unusually long.

## CRIME & THE LAW

**5)** 1/d; 2/c; 3/a; 4/e; 5/b; 6/f

**6) Complete the sentences with the words in the box.**

1. sentence 2. witnesses 3. guilty 4. victims 5. suspects 6. charge

**7) Decide which words are possible collocates and which aren’t, by simply ticking the correct combination.**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **rob** | a person | a bank |  |  | a shop |  |
| **steal** |  |  | money | a car |  | a wallet |

WORD FORMATION

**8) Respond to the following statements using a suitable verb ending with ‘-en’.**

1. My new trousers are too long. They should be shortened.
2. This knife is blunt. It should be sharpen.
3. This skirt is rather short. It should be lengthen.
4. The living room is somehow dark. It should be lightened up/brighten.
5. The tea isn’t sweet enough. I need some sugar to sweeten it.

GRAMMAR

**10) Complete the sentences with the correct form of the words in the box. Add a preposition if necessary.**

1. Tina managed to do her homework without anybody’s help.
2. It’s not worth talking to him. He won’t listen to you.
3. We succeeded in reaching the top before sunset.
4. The teacher encouraged his students to read more.
5. My son insisted on living on his own at that time.

**11) Complete the following sentences.**

1. Can you imagine being a surgeon?
2. I don’t object to his coming here.
3. Don’t worry about the children. I’m used to looking after them.
4. I don’t mind the work, but I can’t stand people gossiping.
5. If you are in two minds, I suggest putting off the trip.
6. He will never admit being wrong about my assessment.

REPORTED SPEECH

**13)**

1. Alec declared passionately he would always love Diana.
2. Collin decided to turn down the manager’s offer.
3. Rose claimed it was her book she had in her school bag.
4. Stephen insisted on paying.
5. Lucy refused to go there by bus.

**14) Report the following dialogue.**

She asked Mr Holmes to forgive her because she knew he was a busy man. But a strange thing had happened and she wanted his advice.

Holmes asked Miss Hunter to sit down and said he would be glad to help her.

She explained that she had been a teacher for five years. She had worked for Colonel Munro teaching his children. But he went abroad two months before and took the children with him. So she had no job.

**15)** **MEDIATION and TRANSLATION**

A sentimental history of the British Empire

Borislav Pekić is one of the most important writers of Serbian literature of XX century;  
a novelist, playwright and screenwriter.  
In the center of the story is the British Empire from the earliest days up to the Second World War. English history in the novel is also perceived through events and history of other European countries and countries worldwide. Pekić analyzes circumstances and events of that time and compares them with the history of the peoples of Yugoslavia.

**16)** **EXPAND YOUR VOCABULARY**

1/a; 2/d; 3/a; 4/b; 5/c; 6/e

**UNIT 8**

**PREDICTING THE FUTURE**

VOCABULARY

**2)** 2. droughts 3. crops 4. demand 5. amount 6. resources

**4)** 1. **halted 2. estimate 3. demanded** 4. shifted 5. approximately

**5)** **Uses of DUE**

1/b; 2/d; 3/a; 4/e; 5/c

**6)** **PHRASAL VERBS with RUN**

1/f; 2/d; 3/e; 4/b; 5/c; 6/a

GRAMMAR

# 1) 1/c; 2/d; 3/e; 4/a; 5/b

# 2) 1. It’s going to rain. 2. I’m going on holiday… 3. The plane lands at 10.30 in the morning.

# 4. I’m meeting my colleague this evening. 5. What are you going to do for Christmas?

# FOCUS ON

# Use the verbs from the box in the future perfect tense to complete these sentences.

# 1. We believe the scientists will have found the vaccine for this virus before the end of the year.

# 2. I hope I will have read this book by tomorrow. I want to take it back to the library.

# 3. ‘I’ll phone you at 7.’ ‘No, I will have gone out by then. Can you phone me earlier?’

# 4. They will have built the bridge by the time my daughter starts going to school.

# 5. The sales won’t have finished until the end of January.

**Pre-listening activity – track 29**

**1)** 1. research 2. piece 3. back you up 4. along the way 5. **Keep an eye**

**UNIT 8/B**

**Reading and speaking**

**1)** 1/F; 2/T; 3/F; 4/T

VOCABULARY

**2)** 1/B; 2/A; 3/B; 4/B; 5/B

WORD FORMATION

**3)**

**Noun Adjective Verb**

|  |  |  |
| --- | --- | --- |
| conclusion | **conclusive** | conclude |
| assurance | assured | assure |
| estimation/estimate | estimated | estimate |
| interaction | interactive | interact |
| conviction | convincing | convict |

1. conclusive 2. assurance 3. estimation 4. interaction

**4) Use these conjunctions to complete the sentences below*.***

1. supposing; 2. as far as; 3. unless; 4. as long as; 5. providing (or provided); 6. considering

COLLOCATIONS

**5) Choose the correct word to complete the common adverb-adjective collocation.**

1completely unacceptable; 2 virtually impossible; 3conclusive proof; 4 extremely likely

**6) Cross out two nouns that don't collocate with the verb *gain.***

certainty/accommodation

**7) Complete the sentences using the correct preposition.**

1 in; 2 at; 3 of; 4 in; 5 at

**GRAMMAR**

PRONOUNS

**2) Complete the table.**

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

**3)** 1. *some, every* 2. *any* 3. *no*

PRACTICE

**Complete the text with the words in the box. You may use some words more than once.**

1. everybody 2. anybody 3. anyone 4. no-one/nobody 5. anywhere 6. everywhere 7 anything 8. anyone

KEY WORD TRANSFORMATIONS

1. I must cut down on the amount of sweets I eat.
2. The plane is due at 8.30 p.m.
3. They had run out of petrol and couldn’t go on.
4. You can take the books providing that you return them by tomorrow.

TALKING ABOUT THE WEATHER

**1)** 1/e; 2/d; 3/b; 4/c; 5/f; 6/a

**3) Complete the dialogue by using the words or phrases from the box.**

**Mr Miles: …**Terrible weather, isn’t it?

**Shopkeeper: It’s going to** rain again, **by the looks of it.**

**Shopkeeper:** At least it’s not too windy. The weather forecast says it will brighten up after lunch.

**Mr Miles:** [Have](http://www.learnersdictionary.com/search/Have) [you](http://www.learnersdictionary.com/search/you) [heard](http://www.learnersdictionary.com/search/heard) [what](http://www.learnersdictionary.com/search/what) [the](http://www.learnersdictionary.com/search/the) [weather](http://www.learnersdictionary.com/search/weather) [is](http://www.learnersdictionary.com/search/is) [going](http://www.learnersdictionary.com/search/going) [to](http://www.learnersdictionary.com/search/to) [be](http://www.learnersdictionary.com/search/be) [like](http://www.learnersdictionary.com/search/like) [tomorrow?](http://www.learnersdictionary.com/search/tomorrow)

**Shopkeeper:** [I](http://www.learnersdictionary.com/search/I) [was](http://www.learnersdictionary.com/search/was) [watching](http://www.learnersdictionary.com/search/watching) [the](http://www.learnersdictionary.com/search/the) [news](http://www.learnersdictionary.com/search/news) [a](http://www.learnersdictionary.com/search/a) [little](http://www.learnersdictionary.com/search/little) [earlier.](http://www.learnersdictionary.com/search/earlier) [They](http://www.learnersdictionary.com/search/They) [say](http://www.learnersdictionary.com/search/said) [it](http://www.learnersdictionary.com/search/it%27s) will [probably](http://www.learnersdictionary.com/search/probably) [snow](http://www.learnersdictionary.com/search/snow) [tomorrow.](http://www.learnersdictionary.com/search/tomorrow) [I](http://www.learnersdictionary.com/search/I) [really](http://www.learnersdictionary.com/search/really) [don’t](http://www.learnersdictionary.com/search/don%27t) [like](http://www.learnersdictionary.com/search/like) [the](http://www.learnersdictionary.com/search/the) [winter.](http://www.learnersdictionary.com/search/winter) [I](http://www.learnersdictionary.com/search/I) [wish](http://www.learnersdictionary.com/search/wish) [it](http://www.learnersdictionary.com/search/it) [were](http://www.learnersdictionary.com/search/were) [summer.](http://www.learnersdictionary.com/search/summer)

**WORKBOOK – UNIT 8**

**1)** **Are UFOs real?**

Several people reported seeing a ring of blinking lights in the sky during a recent lightning storm in South California. They claimed that it was a UFO. It didn’t look like any other aircraft they were familiar with. Lots of pictures and videos were taken and shown on social networking sites over the past few days. In one of the videos, a circle of brightly coloured lights could be distinctly seen in the sky and it really looked fascinating. The lights were certainly not stars or a conventional craft; they changed colour and shape, from a sphere to a triangle and then to a straight line. It seemed to hover in the same place for ten minutes then it disappeared from the view. The craft made no noise at all.

PHRASAL VERBS

**2) Use the phrasal verbs with *run* in the correct form to complete the sentences.**

1. I **ran after** the bus, but it didn’t stop for me.
2. The girl claimed she had seen the driver who had run the dog over.
3. I ran across Tom’s brother a few minutes later and told him the news.
4. I'm afraid we have run out of apple juice. Will an orange juice do?
5. The recent crises in the family have really run her down.

**3) Phrasal verbs with *DOWN.***

**Complete the sentences by using the phrasal verbs from the box in the correct form.**

1. I suggest we stop talking and get down to business.
2. We must cut down our spending or we’ll get into serious trouble.
3. She was knocked down by a motorist.
4. Turn down that music, please! I can’t concentrate.
5. Cool down! We’ve got nothing to worry about.

**4) Correct the mistakes by crossing out the incorrect preposition and writing the correct one above it. Be careful: not all sentences have a mistake!**

1. She apologized FOR about the mistake.   
2. She always complains ABOUT on the bad service when she returns from her holiday.  
3. If your success depends on my help, I’ll do what I can.

4. We spend a lot of money ON for food every day.  
5. Gloria said Diana’s dress was similar to the one she had.  
6. I applied FOR on a job last week, but I’m afraid they won’t accept me.

7. My brother just got married with his girlfriend.  
8. This suitcase belongs TO of my sister.

**5)**

a) – They are related to feelings.

b) – of; at; by; about; for

GRAMMAR

**7) Put each verb in brackets into the most appropriate tense.**

1 What will you be doing… 2 you will finish… 3 I’ll be working…

4 arrives…/(will) have… 5 I’m flying…

**8)** 1/C; 2/B; 3/B; 4/B; 5/A; 6/B

**Talking about weather**

**9) Complete the dialogue with the words from the box. There is one extra word.**

Helen: Wow, you are soaked! Didn't you know the weather (1) forecast for today?

Sheila: I heard there would be a (2) shower, but I didn't realize it would rain

(3) cats and dogs today.

Helen: Yes, it’s really (4) pouring outside. Change the clothes quickly or you'll

(5) catch a cold.

Sheila: You’re right. I’m freezing.

|  |
| --- |
|  |

**10) Complete the dialogue with missing parts.**   
 1/a; 2/b; 3/a; 4/a

EXPAND YOUR VOCABULARY

**12)** 1/d; 2/c; 3/a; 4/b

**13) Colloquial language**

1 dark 2 bell 3 hand 4 up 5 away

**14) Match the proverbs and their explanations.**

1/b; 2/d; 3/a; 4/

**UNIT 9**

**TRAVEL AND TRANSPORT**

LEAD-IN

|  |  |  |
| --- | --- | --- |
| **2)** Land  van, truck, car, train, bus | Water  liner, yacht, ferry  boat, ship | Air  spaceship, plane,  helicopter |

VOCABULARY

**1) Complete the sentences by using these words in the correct form.**

|  |
| --- |
| 1 confined; 2 launch; 3 rescue; 4 sneaked; 5 distance; 6 has undertaken |

**2) Complete the sentences by using ONE word.**

1. set 2. at 3. turned 4. up 5. gained 6. take

**Listening –** Track 33

### 1) 1. set 2. bet 3. penniless 4. lectures 5. experiences 6. sensation

**2) True:** 3, 4, 5

**3)** 1/d; 2/c; 3/a; 4/b

GRAMMAR

**Complete the sentences by using either the past perfect or the past perfect continuous tense of the verbs in brackets.**

1. He had been working at that school for five years before he left.

2. Jack had been driving for over six hours when he finally pulled over to have lunch.

3. He had already eaten 3 burgers by the time they arrived.

4. I had been drinking coffee all morning. By lunchtime, I had felt really strange!

5. Roger wanted to go to bed because he had been standing all day at work.

6. The passengers were cross because the airline had lost everyone's bags.

7. I had to have a break. I had been cleaning since the guests had left.

8. Tom had been interviewed five times before he got his first job.

ARTICLES

1/- 2/- 3/ -; 4/the, a, the; 5/ the,-; 6/a, the; 7/ the, the; 8/the, the

**UNIT 9/B**

**Decide if the statements are true, false or you can’t find the information in the text.**

**1)** 1/F 2/T 3/T 4/T 5/F 6/DOESN’T SAY 7/T 8/DOESN’T SAY 9/T 10/T

VOCABULARY

**1) Find the words in the text with opposite meanings to the following words.**

A. high speed; commercial journey; rail networks; transport system

B. inexpensive – costly; slowly – rapidly; decrease – increase; disadvantage – advantage

**2) Complete the sentences by using the correct preposition.**

1. to 2. over 3. by 4. into 5. in

WORD FORMATION

**3) The nouns:** height; width; length; depth; strength

**4) Complete the sentences with the correct form of the words in bold.**

1. punctuality 2. introduction 3. construction 4. changeable 5. enjoyable 6. reliability

7. signature 8. success 9. recovery/costly

**5) TRAVEL WORDS**

ROAD RAIL AIR WATER

|  |  |  |  |
| --- | --- | --- | --- |
| speed limit single/return ticket | platform compartment single/return ticket | boarding pass emergency exit check-in  runway, flight  cockpit, to board baggage claim | harbour  voyage  to board |

**6) Complete the sentences using the words from the box above.**

1. harbour 2. platform 3. return 4. voyage 5.speed limit 6. runway 7. compartment

PHRASAL VERBS

**7) Complete the sentences using these phrasal verbs in the correct form.**

1. put off 2. check in 3. broke down 4. set off, 5. got on/got off 6. get out of 7. take off

ABBREVIATIONS

**8) Match the following abbreviations with the words they stand for.**

1. Kph/d
2. ssap/g
3. etc./f
4. AD/h
5. BC/b
6. a. m./i
7. p. m./j
8. BBC/a
9. Washington DC/e

10. UFO/c

**GRAMMAR**

PRACTICE

**Look at these pairs of sentences and complete them with the corresponding adverbs.**

1. a. The plane flew HIGH above the clouds.

b. Don’t touch it. It’s HIGHLY dangerous.

1. a. She was NEARLY hit by a car.

b. This school is very convenient for the children who live quite NEAR.

1. a. Though Michael tried HARD, he didn’t pass the test.

b. He HARDLY noticed my presence.

1. a. The river runs DEEP into the cave.

b. We were DEEPLY sorry for his loss.

**SPEAKING**

**What must a departing passenger do before he boards the plane if he travels abroad?**

1. Sort out the directions given below and organize them in a logical sequence.

HINTS

* get to the airport two hours before the flight
* have the ticket checked at the check-in desk
* have the luggage weighed and labelled
* get the boarding card and luggage ticket
* go through the passport control
* check on the screen the departure time of the plane
* wait in the departure lounge for further information
* wait for the final announcement of the flight
* go to the departure gate
* board the plane
* take hand luggage (a light bag) into the plane

# WORKBOOK – UNIT 9

**1) Circle the word that is most appropriate.**

1. break 2. acquire 3. broadens 4. comes 5. provided 6. indication 7. book

OPEN CLOZE2 1 for; 2 after; 3 that; 4 if; 5 fly; 6 take

**3) A tragedy or a blessing?**

1/c; 2/d; 3/a; 4/b

**5) Use a prefix to make these adjectives opposite.**

1. UNreliable 2. INcomplete 3. INdirectly 4. UNbearable

5. UNpredictable 6. UNforgettable 7. IRregular 8. ILlegal

**6) Complete the sentences using the words in the exercise 3.**

1 unbearable 2 illegal; 3 irregular; 4 unforgettable; 5 unpredictable; 6 incomplete

READING AND GRAMMAR

**7) Complete the sentences by using the verbs from the box in the correct form.**

1 called; 2 want; 3 was; 4 searching; 5 have looked; 6 knows; 7 check; 8 Having;

9 don’t mean

**Adverbs**

**8) Here are some pairs of adverbs. Decide which form should go in which sentence.**

1.

a. In our town old people travel **free** on the buses. (free of charge)

b. We can talk **freely** here, because nobody is at home.

2.

a. Her books are **widely** read.

b. His eyes were **wide** open in disbelief.

3.

a. The Minister spoke to the press **directly** after the meeting.

b. They will fly **direct** from London.

4.

a. We think **highly** of his new ideas.

b. The boy flew the kite **high** in the sky.

5.

a. She was **nearly** killed in a car crash.

b. Don’t come **near** me. Your clothes are dusty.

VOCABULARY on TRAVELLING

**10) Complete the sentences below with the words/expressions from the box.**

1 airfare; 2 baggage claim; 3 in advance; 4 accommodation; 5 book; 6 vacant; 7 declare

**12)** **Complete the dialogues with the words from the box.**

A: How much is a return ticket to Belgrade?

B: It’s 1,500 dinars.

A: Is the 4 o’clock train a direct or transfer train?

B: It is a direct train.

A: Is there a reduced fare for children?

B: Yes, it’s half price.

A: Where can we buy tickets?

B: At a ticket machine or at a ticket office. If you buy a first class ticket, you will have more comfort and services, but it will be more expensive.

A: I have three hours before I get on. Where can I leave my luggage?

B: You can leave your luggage in a left luggage locker.

**13)** **MEDIATION and TRANSLATION**

Please tell the flight attendant that I would like to watch a movie, but my  
headphones don’t work. Ask her to bring another, please. Besides, tell her that  
I am cold, and kindly ask her to bring me a blanket and some water because I have to take my medicine.

EXPAND YOUR VOCABULARY

**14) Complete the sentences with the words from the box**

1 travel; 2 tour; 3 crossing; 4 cruise; 5 Flight; 6 package tour; 7 trip 8 expedition

**GENERAL REVISION 3**

**UNITS 6–9**

**1) Circle the correct answer.**

**1B 2B 3A 4C 5A 6C 7A 8C 9A 10C 11B 12C 13A 14A 15B 16C 17A 18A**

**2) Put the verbs in brackets into the correct form.**

1. You know that I (have been waiting) for you for the past hour! What (have you been doing) all this time?
2. Our train (has not arrived) yet.
3. Wake him up. He (has been sleeping) too long.
4. How many cups of tea (have you drunk)?
5. He (has been playing) football for many years, but he must give it up now.

**3) Put these sentences into reported speech. Choose the reporting verbs from the list.**

1. He warned me that the road was slippery.
2. He reminded me that Tom’s birthday was next Sunday.
3. She apologized for being late because her car had broken down.
4. He admitted he had caused the accident.
5. She suggested moving to another flat.

**4 Add an article where it is necessary.**

1. The river Tyne runs through\_\_\_ Newcastle.
2. The Pennines are the biggest mountains in \_\_\_Great Britain
3. The English Channel lies between \_\_\_\_ England and \_\_\_France.
4. I left the British Museum and went to \_\_Oxford Street when I saw an accident just outside the department store, \_\_Harrods.
5. Joan used to work in the United Nations building.

**5) Complete the sentences by using the correct form of the words in bold.**

1. determined 2. politicians 3. variety 4. memorize 5. sensational

**6) Complete the second sentence so that it has a similar meaning to the first sentence using the word given.**

1. I think highly of your sister.
2. Do you mind my accompanying you to the party?
3. She suggested joining her at the club that evening.
4. You should really try cut down on smoking.