

ISPITNI KATALOG ZA EKSTERNU Maturu U ŠKOLSKOJ 2018./2019. GODINI

ENGLESKI JEZIK

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siječanj, 2019. godine

Sadržaj

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1.a OPĆI CILJEVI ISPITA

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1. UVOD

Na osnovi članka 79. Uredbe o odgoju i obrazovanju u Sustavu katoličkih škola za Europu, učenici nakon završene srednje škole, polažu eksternu maturu. Eksternom maturom se provjeravaju znanja, sposobnosti i vještine stečene tijekom devetogodišnjeg osnovnog odgoja i obrazovanja. U tom cilju napravljen je Katalog zadataka za polaganje ispita eksterne mature iz predmeta engleski jezik koji obuhvaća najvažnije programske sadržaje iz engleskog jezika, što će poslužiti učenicima kao kvalitetna osnovica za nastavak daljnjeg školovanja.

Katalog zadataka za polaganje eksterne mature temeljni je dokument ispita u kojem su navedeni opći ciljevi ispita, struktura testa zasnovana na programskim odrednicama Nastavnog plana i programa za osnovnu školu Sustava katoličkih škola za Europu, pravila izrade testa, literatura i zadatci.

1.a Opći ciljevi ispita

Znanje engleskog jezika danas je oblik osnovne pismenosti i nastava ima za cilj učenika osposobiti za međunarodne kontakte, znanstvena istraživanja, sakupljanja obavijesti i komuniciranje putem elektroničkih tehnologija i općenito služi kao instrument za stjecanje znanja.

Cilj učenja engleskog jezika je učenika osposobiti za aktivno i pozitivno življenje u suvremenom svijetu, uz zahtjeve i izazove koji se neprestano mijenjaju:

- njegovati razvoj pozitivnog stava prema učenju jezika,
- poticati motiviranje odgovornog i aktivnog stava,
- poticati radoznalost i kreativnost,
- njegovati razumijevanje i logičko pamćenje,
- poticati temeljitost, predanost i preciznost u učenju jezika,
- njegovati samostalnost u govoru i vlastitom reproduciranju naučenog primjereno dobi,
- njegovati samostalnost u pisanju i vlastitom reproduciranju naučenog primjereno dobi,
- postupno i odmjereno prelaziti ka čitanju i pisanju od najjednostavnijih riječi i rečenica ka složenijim i najsloženijim.

1. b Obrazovni ishodi

- Njegovanje i daljnje poticanje želje i ljubavi prema učenju engleskog jezika u srednjoj školi
- Razumijevanje primjerenih sadržaja na engleskom jeziku
- Prihvatanje logičkog pristupa uporabi naučenog
- Izražavanje slobode i samostalnosti u govoru i izravnom reagiranju
- Čitanje riječi pojedinačno povezano s konkretnim pojmovima
- Čitanje jednostavnih rečenica te pisanje istih
- Prepisivanje, kratki pismeni odgovori, dugi pismeni odgovori (cjelovite rečenice), popuna slova i riječi uz uporabu gramatičkih područja za danu razinu i predloženog vokabulara u sklopu danih tema kao zacrtani cilj na određenoj razini

2. UPUTA ZA TESTIRANJE

Ispit iz engleskog jezika će se održati u isto vrijeme, pod jednakim uvjetima i na isti način za sve učenike koji pristupe eksternoj maturi.

- Na ispitu koji traje 135 minuta, dopuštena je uporaba grafitnih olovaka i gumica tijekom rješavanja testa.
- Konačna verzija urađenog testa koji se predaje mora biti napisana neizbrisivom kemijskom olovkom, crne ili plave boje. Crvena nije dopuštena.

Nije dopušteno:

- lažno predstavljanje
- ometanje drugih učenika
- prepisivanje
- uporaba mobilnih telefona i drugih elektronskih uređaja
- uporaba rječnika

Zadatak će se vrjednovati s 0 bodova ako je:

- netočan
- zaokruženo više ponuđenih odgovora, a traži se jedan
- nečitko i nejasno napisan

ZADACI

Tenses

Exercise 1 (Supply the correct tense)

1. Hi, I _____ (be) Matt Rotell, a friend of Alice's.
- 2-3. Oh, yes. Alice _____ (mention) you the other day. Gee, you _____ (not look) like a detective.
4. Well, that's good, I _____ (guess).
- 5-6. I'm curious. Tell me, how _____ you _____ (decide) to become an undercover cop?
- 7-12. Well, when I _____ (be) a kid, I _____ (love) to read detective novels. By the time I _____ (be) ten, I _____ (read) every book in the *Hardy Boys* series. I _____ (know) that I _____ (want) to go into law enforcement.
13. But according to Alice, you _____ (attend) law school nowadays.
- 14-18. Right. I _____ (get) married last month. I _____ (not mind) being on the police force when I _____ (be) single, but ever since I _____ (meet) Nicole, my wife, I _____ (want) to do something less dangerous.
- 19-21. I _____ (understand). By the way, _____ you _____ (have) any luck yet with those counterfeiters?
- 22-24. Well, I _____ (follow) them for more than a month now, but so far I _____ (not be able to) catch them in the act. Sometimes I _____ (worry) that by the time they're caught, I'll have my law degree and I'll be defending them!

Exercise 2 (Supply the correct tense)

1. Hardly had the minister finished his speech when gunshots _____ (storm) the stadium.
2. Everybody will be at the office at about 08:30 tomorrow as the meeting _____ (start) at nine o'clock.
3. That candidate who had been interviewed before we _____ (speak) to all the others is still my favourite.
4. While climbing onto the mountain top, I _____ (encounter) a strange animal which I _____ (not see) before.
5. The chairman was sure that his plan would work out fine as no other member _____ (oppose) it up to that time.
6. I wasn't surprised to hear that Monica _____ (have) an accident as she is a very reckless driver.

7. Since the very first day when the Umbrella Company embarked upon such a dangerous and risky lab-research, very strange incidents _____ (take place) within the research complex.

8. Urbanization _____ (always / be) a problem which causes several environmental challenges ever since the rate of migration _____ (increase) after the industrial revolution.

9. When I _____ (come) home this evening, my parents had gone out for a walk.

10. By the time the troops _____ (arrive), the war will have ended.

11. By the year 2020, linguists _____ (study) the Indo-European language family for more than 200 years.

12. Gasoline _____ (become) a major problem for people for the last ten years, therefore, during this time many people have preferred to sell their cars and buy smaller ones.

13. By the time he was 14, Wolfgang Mozart _____ (compose) an enviable number of musical pieces.

14. Nothing in my life _____ (be) so strong to prevent me from achieving my goals so far and I don't think anything will be.

15. Archaeologists _____ (explain) recently that an ancient underground city around Cappadocia has long wide corridors where there are many special areas for making cheese and wine.

16. I was amazed when he accepted a drink, since I _____ (always / assume) that he was a teetotaler.

17. I _____ (play) tennis tomorrow but I won't be able to do that because I have injured my right ankle.

18. We _____ (visit) the seashore many times before but last summer we enjoyed ourselves more than ever.

19. According to a survey, thousands of vending machines _____ (have to be converted) before the new coins come into circulation.

Exercise 3 (Supply the correct tense)

1. I _____ (never come) across such a big snake in my life. What about you?

2. By Saturday next week, I _____ (work) on this painting for exactly one month.

3. My wife and I _____ (have) a few problems recently and I have to admit that our relationship _____ (get) a bit boring since our daughter _____ (leave) for university.

4. Even though I _____ (like) singing, I can say that I _____ (have) a terrible voice.

5. By the year 2020, the population of London _____ (grow) substantially.
6. My grandparents _____ (come) to see us next weekend. They _____ (not visit) us for two years.
7. We _____ (look for) her ring for two hours when we found it in the bathroom.
8. They were very tired in the evening because they _____ (help) on the farm all day.
9. I _____ (lead) a very busy life these days. I _____ (prepare) for my final exams and at the same time I _____ (try) to move to my new apartment. You can't imagine how tired I am.
10. Do you know what time the 10:45 plane _____ (arrive) in Chicago?

Exercise 4 (Supply the correct tense)

1. Jessica _____ (never fall) in love until she _____ (meet) Ben two years ago.
2. Bruce _____ (not stop) studying until he _____ (cover) all of the exam topics.
3. When the old woman heard that her grandson _____ (arrest) for robbery, she _____ (shock).
4. When Megan _____ (have) problems at school, her parents _____ (usually help) her to cope with them.
5. We _____ (wait) for the bus for nearly half an hour, but it _____ (not arrive) yet so I don't think we _____ (be able to) attend the meeting on time.
6. When Sarah _____ (graduate) from university next year, she _____ (study) English for nearly four years.
7. While the children _____ (play) by the lake, one of them _____ (drop) his ball and _____ (try) to get it out himself.
8. Tomorrow at around 7.30 pm, I _____ (drive) through America.
9. Builders _____ (finish) the Majestic Dome by the end of the year 2030.
10. When I _____ (have) another look I _____ (realize) the shirt in the laundry _____ (shrink).

Exercise 5 (Supply the correct tense)

1. We _____ TV when it started to rain. (to watch)
2. I _____ to visit you yesterday, but you _____ not at home. (to want) (to be)
3. Look! It _____, so we can't _____ to the beach. (to rain) (to go)
4. There are a lot of clouds! It _____ soon. (to rain)
5. The sun _____ in the east. (to rise)
6. Since 2011 they _____ their son every year. (to visit)
7. While the doctor _____ Mr Jones, his son _____ outside this morning. (to examine) (to wait)
8. I _____ for my girlfriend for two hours. (to wait)

9. After Larry _____ the film on TV, he decided to buy the book. (to see)
 10. Wait a minute, I _____ this box for you. (to carry)

Exercise 6

a) (Identify the tense)

- | | |
|----------------------------|----------------------------|
| 1. has been talking | present perfect continuous |
| 2. will speak | ..... |
| 3. is talking | ..... |
| 4 talked | ..... |
| 5 will be talking | ..... |
| 6 has talked | ..... |
| 7 had talked | ..... |
| 8 were talking | ..... |
| 9 will have talked | ..... |
| 10. will have been talking | ..... |
| 11 does not talk | ..... |
| 12 is going to talk | ..... |
| 13 had been talking | ..... |
| 14 was | ..... |
| 15 did not make | ..... |

b) (Supply the verb in the required form) (she / make)

- | | |
|-----------------------------|--------------------|
| 1 past simple | she made |
| 2 future continuous | she will be making |
| 3 past perfect | ..... |
| 4 past continuous | ..... |
| 5 future perfect | ..... |
| 6 present perfect | ..... |
| 7 future perfect continuous | ..... |

- 8 past perfect continuous
- 9 present continuous
- 10 future simple

Conditionals

Exercise 1 - Identify these sentences: (zero conditional, type 1, type 2, type 3)

1. If you make a promise, keep it. (*type 0*)
2. I think we wouldn't have travelled to Greece if she hadn't had a friend there
.....
3. I wish I could speak more languages!
4. I'd have enjoyed the party much more if there'd been some African music.
.....
5. If you lend it to me, I'll give it back to you next Monday.
6. If by any chance you die before me, I'll hate you forever! (lovers' dialogue!)
.....
7. If I saw a house on fire, I'd call the fire brigade
8. If only you would stop making such a noise!
9. Give me some time, and I'll give her a ring.
10. If she'd taken the medicine, she'd have felt much better sooner.
11. If they get the letter in time, they'll be able to change their plans.
12. If they'd been paying attention, they'd have understood what was going on.
.....
13. If you heat ice, it melts.
14. What will you do if he refuses to give you a rise?
15. If we bought this PC, we'd have to be paying for it for years!

Exercise 2 (Type 1)

1. If I find your passport I (phone) you at once.
2. If he (read) in bad light he will ruin his eyes.
3. What will happen if my parachute (not open)?
4. If you (not go) away I'll send for the police.
5. If you come late, they (not let) you in.
6. If you (not believe) what I say, ask your dad.
7. She won't open the door unless she (know) who it is.
8. If we leave the car here it (not be) in anybody's way.
9. If you (not be) sure what to do, call me.
10. If she (not come) on time, she (be fired).

Exercise 3 (Type 2)

1. If I had a typewriter I (type) it myself.
2. If I were sent to prison you (visit) me?
3. If you (see) someone drowning what would you do?
4. I (offer) to help if I thought I could be any use.
5. I (keep) a horse if I could afford it.
6. I could get a job easily if I (have) a degree.
7. I wouldn't drink that wine if I (be) you.
8. What you (do) if you (find) a burglar in your house?
9. Mary (buy) that expensive dress if she (have) enough money.
10. If I (be) you, I (think) twice before lending him my car.

Exercise 4 (Type 3)

1. If I had known that you were in hospital I (visit) you.
2. If I had realised that the traffic lights were red I (stop).
3. If you (speak) more slowly he might have understood you.
4. If I (try) again I think that I would have succeeded.

5. If he had asked you, you (accept)?
6. If I (have) a map I would have been OK.
7. If she (know) that you were coming, she'd have baked a cake.
8. If he had known the river was dangerous he (not try) to swim across it.
9. You (not get) into trouble if you had obeyed my instructions.
10. He (achieve) better results if he had worked more.
11. If you (not cough) he wouldn't have known that we were there.
12. He obviously didn't follow my advice. But if he (follow) my advice, he (become) the CEO last year.

Exercise 5 (Conditional Sentences type I, II and III)

1. You (be) ill if you eat all that food.
2. If my boss (come), I would leave the party.
3. It will probably break if he (drop) it.
4. She would quickly learn to use a computer if somebody (help) her.
5. The house would soon get dirty if we (not have) a good housekeeper.
6. Those flowers (grow) better if you water them regularly.
7. If you had told me, I (give) you money.
8. I would have helped you if you (ask) me.
9. You will be late unless you (take) a taxi.
10. She (win) that race easily, if she had entered.
11. If you (try) a little bit harder, you would remember where you left your bag.
12. If they manage to sell at least 60% of the shares, they (be saved).
13. If she (not be) so careless, she would have kept her job.
14. He would make a number of changes if he (become) our manager.
15. She would have known it if she (read) that book.

Exercise 6 Conditional Sentences type I, II and III)

1. If I hear a thief, I (catch) him.
2. He would go to the cinema if he (have) more time.
3. I (phone) her if I knew her number.
4. If they were rich, they (stay) at a hotel.
5. I would have been glad if he (visit) me in hospital.
6. I would pass the exam if I (learn) harder.
7. If she explains him the situation, he (understand) it.
8. If we had gone to London, we (see) the Tower.
9. I (have to) invite Bob if I had invited Linda.
10. If I did not visit him, he (be) angry.
11. If he had offered me the job, I (take) it.

12. If it (stop) raining, we will play tennis.
13. If I (have) some money, I will buy a new car.
14. If he offers me a job, I (take) it.
15. If he (drive) more carefully, he would not cause an accident.
16. If Mr Brown (sell) his car last year, he would have got more money for it.
17. If Susan takes her driving lessons regularly, she (pass) her driving test.
18. If Mr Jones (watch) the news every evening, he would know more about politics.
19. If Charlie (not stop) eating these green apples, he'll soon feel sick.
20. If you had told me the truth, I (help) you.

PASSIVE

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

1. This wonderful gadget _____ first _____ (sell) in 1897.
2. This journal _____ still _____ (publish) twice a year.
3. Some very interesting research _____ already _____ (do) on Alzheimer's.
4. Do you think the prize _____ (win) by the same person again next year?
5. The first automatic dishwasher _____ (invent) by a woman.
6. Look! Plant extracts _____ (use) to make these cosmetics.

2. Choose the correct alternative.

1. If food *dropped / is dropped* on the floor, it will be unsafe to eat.
2. The first prize was *gave / given* to Chris McCarroll.
3. Languages *are / have been* learned this way for hundreds of years.
4. We *taught / were taught* by university graduates.
5. These myths *have been / are* believed for a long time now.
6. How many times has that man *been bitten / bitten* by his dog?

3. Rewrite these sentences in the passive.

1. An undercover policeman arrested the criminal.

2. Anna Williams is reading the news tonight.

3. The Japanese team has already published the best research.

4. A student will meet the visiting professor at the station.

5. A British journalist wrote a book called *Bad Science*.

4. Match 1-6 with a-f to make sentences.

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

5. Active or passive? Choose the correct alternative in *italics*.

1. The soil on the slopes of volcanoes *used* / *is used* for agricultural purposes.
2. Molten lava *ranges* / *is ranged* from 700° to 1,200° in temperature.
3. Lava glows red hot to white hot as it *flows* / *is flowed* from the volcano.
4. Mountains *form* / *are formed* by movements of the Earth's crust.
5. Last week, the children *showed* / *were shown* pictures of volcanoes by their teacher.
6. Local people should *be warned* / *warn* where there is a high risk of a tsunami.
7. During the last flu epidemic, many children and old people *were vaccinated* / *vaccinated* against it.
8. Since the floods last Friday, three refugee camps *have been set up* / *have set up*.

6. Rewrite each sentence beginning with the person or people.

1. Flowers were given to the wedding guests.

2. Some sponsorship money is still owed me.

3. A letter was sent to all students at the school.

4. Refunds will be offered to customers who return the faulty item.

5. More funding has been promised to the scientists.

7. Correct one word in each sentence. Underline the wrong word and write the correct word on the line.

1. It has believed that the moon was flat. _____

2. It was say that the moon was made of cheese. _____

3. It has be claimed that flood defences didn't work. _____

4. He was thought that elephants never forget. _____

5. It is known like train travel is safer than travel by road. _____

8. Rewrite the active sentences in the passive.

1. People used to think the Earth was flat. Now we know it is round.

It was thought that the Earth was flat. Now it is known that the Earth is round.

2. People used to think everything was made of fire, earth, air and water. Now we know there are over a hundred elements.

3. People used to think the moon was a smooth ball. Now we know it has valleys and mountains.

4. People used to say feelings came from your liver. Now people say they come from your heart.

5. People used to think having a bath once a month was enough. Now we believe we need a bath or shower every day.

6. People used to believes kings were gods. Now we know they were only humans.

-
7. People used to think our bodies constantly made new blood. Now we know that the body circulates blood.
-
-

9. Complete the sentences so that they have a similar meaning to the first sentence, using the word given. Do not change the word given. Use between two and five words.

1. The newspaper report said no one had been killed in the tsunami. REPORTED
It was reported that no one was killed in the tsunami.
The tsunami *was reported to have killed* no one.
2. People always say that this town is boring but I don't think so. SAID
It _____ this town is boring but I don't think so.
This town _____ boring but I don't think so.
3. People know dinosaurs lived on Earth millions of years ago. KNOWN
It _____ that dinosaurs lived on Earth millions of years ago.
Dinosaurs _____ on Earth millions of years ago.
4. Everyone believes the team needs a new manager. BELIEVED
It _____ the team needs a new manager.
The team _____ a new manager.
5. People have claimed the landslide was the worst this century. CLAIMED
It _____ the landslide was the worst this century.
The landslide _____ the worst this century.
6. Parents expected their children to learn Latin at school. EXPECTED
It _____ that children learnt Latin at school.
Children _____ Latin at school.

REPORTED SPEECH

1. Complete the second sentence so that it has a similar meaning to the first sentence. Use reported speech.

1. "I never buy DVDs."
Steve says _____
2. "We must leave if we want to get to the cinema on time."

- Sam told _____
3. "These CDs are mine."
Emma said _____
 4. "I'm going to record a new album."
Alicia said _____
 5. "The crowd were screaming throughout the concert."
Juliet said _____
 6. "I'll see you tomorrow, Simon."
Dave told _____

2. Complete the sentences with the correct form of these verbs. Use each verb once only.

add / admit / agree / announce / claim / promise / warn

1. He _____ that he had once downloaded a film illegally.
2. She _____ that she would remember to do her homework.
3. The government _____ that there would be general elections the following year.
4. Cinemas and film studios _____ that they needed to do something to get more people watching films.
5. Film critics _____ parents that the film was violent in places.
6. The film director told them that the film had great special effects and _____ that it was all in 3D.
7. The public didn't like it but the actor _____ it had been his best film ever.

3. Rewrite the sentences in reported speech using these verbs.

admit / announce / claim / complain / promise / remind / warn

1. Tom: "The film was too short."

2. Andy: "I'm not very good at remembering film titles."

3. Danny: "I'll remember to give you your DVD back."

4. U2: "We're going to record a new album in our studio in Dublin."

5. Jack: "I didn't know it was illegal to sell pirate DVDs."

6. Kate: "Josh, it's dangerous to sit too close to the screen."

4. Report the questions and answers.

1. JIMMY: What music are you listening to?

BELLA: I'm listening to Green Day.

(ask / say)

2. JIMMY: Have you seen Green Day in concert?

BELLA: Yes, I saw them two years ago and I'm going to see them again next month.

(want to know / tell)

3. JIMMY: Who's the drummer in Green Day?

BELLA: It's Tre Cool, who's been playing in the band since 1990 but it was someone else before that. I've forgotten his name.

(want to know / tell)

4. JIMMY: Is Green Day your favourite band?

BELLA: No, I like lots of different bands.

(ask / tell)

5. Complete the reported questions.

1. "Did you see the portrait of the Queen?"

He asked him _____

2. "Why are you putting your chewing gum under the desk?"

She wanted to know _____

3. "Who is your favourite singer?"

He wanted to know _____

4. "Do you often go to the theatre?"

He asked him _____

5. "Where are the paintings by Lowry?"

They wanted to know _____

6. "Will you be able to clean the marks off the painting?"

He wanted to know _____

6. Rewrite the sentences in direct speech.

1. The painter asked her to stand still.

2. He told her to shut the door.

3. The teacher told the kids not to go near the water.

4. He asked her to wait for him.

5. He told them not to take photos.

6. The man told her to turn her music down.

7. Their mother asked them to sing their song.

8. She asked the cleaners not to touch the sculpture.

7. Report the commands.

1. "Don't touch the sculptures!" the man told the boys.

2. "Please don't talk in the library," the librarian asked us.

3. "Don't mix all the colours at the same time," the teacher told me.

4. "Get your tickets from me, please," the girl at the desk told the visitors.

5. "Don't use flash photography in the Vermeer room," the woman told the photographer.
-

MODAL VERBS

1. Complete the sentences with these verbs.

don't have to have to must mustn't

1. You _____ do the extra project. It's optional.
2. You _____ talk after the exam has started.
3. You _____ forget to read all the questions before you start writing.
4. You _____ answer all the questions in this exam so don't miss any.
5. You _____ remember to check all your answers carefully.
6. You _____ stay in the exam room: leave quietly when you've finished.

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

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

3. Read the text and choose the correct alternative.

How old do you have to be?

Did you know that in Italy, you **(a)** *can/should* drink alcohol when you're 16, but in Japan you **(b)** *have to/should* be 20? And what about getting married? In England, Wales and Slovenia, you **(c)** *mustn't/have to* be 18 but you **(d)** *can/must* get married at 16 if your parents agree. In Japan, girls **(e)** *can/should* get married without parental consent at 16 but boys

(f) have to/has to be 18. If you want to get married at 16 without parental consent, then you (g) 'd better/shouldn't go to Scotland where you (h) can/can't get married without it.

4. Choose the correct alternative.

1. These days DNA evidence *can't/can* be used to solve crimes.
2. Charles *must/might* be a prince because his mother is a queen.
3. He *might/mustn't* be a descendant of King Edward but nobody really knows.
4. The history book on the table *can't/must* be yours because I've got mine.
5. This *can't/must* be Swiss chocolate - look, there's a Swiss flag on it!
6. That *may/must* be their national anthem but I don't know for sure.
7. It *must/can't* be snowing, it's summer!
8. The capital of Greenland *can't/could* be Riga but I'll have to check.

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

1. Nancy and Donna _____ be twins, they look identical.
2. That man _____ be Prince Charles, he's not tall enough.
3. They _____ be rich. They live in a castle and own a yacht.
4. He _____ be our new history teacher but I'm not sure.
5. It _____ be our national flag, not with those colours.

6. Correct any mistakes with the modal verbs in the sentences.

1. You shouldn't go to the dentist when you've got toothache.

2. You mustn't do your homework on a Saturday.

3. My dad ought to lose weight because he's getting a bit fat.

4. Sorry, my mum said I don't have to come to your party.

5. We had better cheat in the exams, it's against the rules.

6. You can't do a degree in almost any subjects these days.

7. Choose the correct alternative.

1. Pete *may not/can't* be Sam's father because he isn't old enough.
2. It *must/might* be raining because the cat's all wet.
3. We *might/can't* come to your party but we are not sure yet.
4. This *may/must* be the right answer but I could be wrong.
5. She *might not/can't* know the address - you'd better ask her to be certain.

8. Choose the correct alternative.

1. They don't accept cards or cheques in that shop: you *ought to /have to* pay with cash.
2. When you have a job, you *must /should* open a current account.
3. Gemma and her brothers take it in turns to cook and Gemma *ought to/has to* cook on Mondays.
4. Freddie's parents say he *doesn't have /isn't allowed to* go out this week because he was really late home on Saturday night.
5. Cathy works as a waitress on Saturdays and she *has to /should* wear a black jacket and skirt.
6. If you haven't arranged an overdraft with your bank, you'd *better not/mustn't* spend more than you have in your account.
7. When someone takes a photo of you, you *shouldn't/needn't* close your eyes.
8. If you travel within your own country, you don't *have to/mustn't* carry your passport.

9. Complete the second sentence so that it has a similar meaning to the first, using the verb given.

1. Ivan tried to open a bank account but couldn't because he didn't take his passport. **(should)**

Ivan _____ his passport.

2. Mia felt sick because she ate four cakes and an ice cream. **(should not)**

Mia _____ four cakes and an ice cream.

3. The wind was so strong that the ferry didn't go to the island for three days. (**could not**)

The ferry _____ so windy.

4. "I'm sorry the swimming pool is full - you can't go in," the woman said to Ben.

(**not allowed**)

Ben _____ because it was full.

5. The cows escaped from the field because the walkers didn't close the gate. (**ought to**)

The walkers _____ the gate.

6. "Thanks for handing in your homework today, Jake! It's a day early!" (**not need to**)

Jake _____ homework.

10. Complete the sentences with *could*, *can't* or *must*.

1. That food has got meat in it. It _____ be for vegetarians.

2. I don't know where Peter is. He _____ be in the kitchen or he _____ be in his bedroom.

3. I've lost my mobile. It _____ be at home because I used it on the bus on my way to school.

4. Greta didn't come to football practice today. She _____ be ill because she wouldn't miss it otherwise.

5. I'm not sure which teacher we've got this morning. It _____ be Mr Marks if he's not teaching the other class.

6. The match _____ finish soon: they've already played an extra ten minutes.

11. Complete the sentences with *might not* or *can't*.

1. I _____ come to the concert - it depends on what time my basketball match finishes.

2. Jim definitely _____ be in the race because he's twisted his ankle.

3. My mum is going out with her friends tonight so she _____ give us a lift.

4. We've only got a few minutes before the train leaves, but if we run, we _____ miss it.

5. Mr Taylor _____ be the new School Director - he's too young!

6. This tree _____ be an oak tree because its leaves are the wrong shape.

12. Modals of advice, prohibition and obligation. Choose a, b or c.

1. You _____ open a bank account before you start university.
a need b should c ought
2. You _____ to be 17 before you can apply for a driving licence.
a had better b are allowed c have
3. At home, I _____ to eat my meals in my bedroom.
a am not allowed b can't c don't have
4. We _____ to the beach yesterday; the weather was much better than today.
a needed to go b should have gone c could have gone
5. They _____ to the station because the train was minutes late.
a weren't allowed to rush b couldn't rush c needn't have rushed
6. Do you think we _____ our neighbours about the party?
a had to tell b could tell c ought to have told

13. Modals of speculation and deduction. Choose the correct alternative.

1. My phone *must/could* be out of charge because it won't allow me to make calls.
2. The house with all the plants in front of it *can't/ may not be* Diana's house: she hasn't got a garden.
3. Henry said he *might/must* go to the concert because it depends on whether he can get a ticket.
4. The clock *must/can't* have got broken when the shelf fell down.
5. Lily *can't/ might not* have been the killer in the film because she was somewhere else when it happened.
6. Russell *may/must* have been the one who sent me the card, but I'm not sure.

14. Complete the sentences with one of these words. Use each word once. There is one extra word you do not need.

can't had have 'll have might mustn't ought shouldn't wasn't

1. If we drive to the shop now, we _____ get there before it closes.
2. Do you think I _____ to text Jane to ask her to come with us?

3. It _____ a photo of me: I haven't got a T-shirt like that.
4. Skating in the park _____ allowed last Saturday because of concert there.
5. If we want to get there before 6 o'clock, we _____ to take a taxi. The bus is too slow.
6. We don't _____ to pay for the concert: it's free for everyone.
7. I _____ have bought this jacket: it's too small for me.
8. We didn't have any money for the bus, so we _____ walk home.

PHRASAL VERBS

Phrasal verbs

1. Match the phrasal verbs a-h with their meanings 1-8.

- | | |
|---------------------------------------|---------------------|
| 1. start a journey | a break down |
| 2. stop | b get on/ off |
| 3. arrive | c take off |
| 4. show your ticket at an airport | d set off |
| 5. enter/ leave a train, bus or plane | e get in to/ out of |
| 6. start flying | f check in |
| 7. enter/ leave a car | g get away |
| 8. go somewhere for a rest | h get in |

2. Complete the sentences with the correct prepositions.

back down in off on out of

1. We'll be on the platform when the train gets _____ at five past ten.
2. The police asked the man to get _____ the car.
3. If you get _____ the car.
4. I really hope the car doesn't break _____ again while I'm driving.
5. Please make sure you have all your luggage before you get _____ the train.
6. Have a great holiday! I'll see you when you get _____.

3. Complete the sentences with the correct phrasal verb using *get*.

get along with get around get around to get down get through to get across

1. She was shocked to find the only way to _____ the river was to swim.
2. You can easily _____ London on the Unnderground if you use the map.
3. My bags were high up in the luggage rack and I couldn't _____ them _____.
4. Phone the consulate - if you _____ the right person, you'll get your visa in no time.
5. You really have to _____ somebody if you're sharing a tent for a month.
6. They didn't _____ visiting the Louvre, but they saw almost everything else in Paris.

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

1. He was knocked _____ of the tournament in the quarterfinals.
2. I really wanted to join _____ but I didn't have my swimming costume with me.
3. Rob goes to the gym every morning to work _____.
4. My mother took _____ hill walking when she was over 70.
5. It was a real challenge but he decided to go _____ it.

You're more likely to have an injury if you don't warm _____ properly.

5. Make sentences with words from each column.

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

6. Match these phrasal verbs with their definitions.

1. catch up a leave something before the end
2. carry on b reach someone or something after being behind

- 3. drop out c continue doing something
- 4. keep up d start doing a new activity
- 5. send off e do something at the same speed as somebody or something
- 6. take up f tell a player to leave the game

7. Choose the correct alternative.

- 1. When the car broke *up/down*, we had to stay the night in the motel.
- 2. The young people set *in/off* earlier because they were cycling there.
- 3. What time does your father's flight get *down/in*?
- 4. It's time we got *away/off* from the office and had a little holiday.
- 5. She checked *in/out* her big bags but took her laptop on the plane.

8. Complete the sentences with these prepositions.

*up in out(*2) for*

- 1. The marathon was really hard but he didn't give _____.
- 2. Look at that girl run! She's certainly going _____ gold.
- 3. Guy works _____ in the gym most mornings.
- 4. The boxer who was expected to win was knocked _____ in the first round.
- 5. Why don't you get off the bench and come and join _____?

9. Write these words under the correct heading to make expressions.

a course an assignment breakfast a decision an exam an excuse friends the housework a mistake a noise a promise the shopping sport a suggestion well

do	make

10. Match the verbs in *italics* (1-6) with their definitions (a-f).

- 1. I think they need to *do up* the old parts of the university. _____
- 2. I take my mobile phone everywhere. I couldn't *do without* it. _____

3. Can you *make out* who that is in the photo? It's not clear.
4. I'm going to *make* this part of my bedroom *into* an office. _____
5. I'm going to take Helen some flowers to *make up* for missing my party when she was ill. _____
6. I like *making up* stories to tell my nieces and nephews.

- a be able to hear, see or understand something, but with difficulty
- b say or write something that is not true
- c make something bad become good, or reduce the effect of something bad
- d repair or decorate a building so that it looks attractive
- e change one thing so it becomes another thing,
- f manage, despite not having something

11. Match the phrasal verbs with their meanings.

- | | |
|--------------|--------------------------------|
| 1 drag on | a make arrangements for |
| 2 stick to | b record |
| 3 draw up | c write down in a list |
| 4 set up | d take too much time |
| 5 carry out | e distribute to several people |
| 6 follow up | f do something about |
| 7 send out | g complete |
| 8 write down | h stay with |

12. Write *do* or *make*.

1. How often do you _____ dinner?
2. Just _____ your best and you'll be fine.
3. Can I _____ a suggestion?
4. If you _____ a promise, you should keep it.
5. Can you _____ me a favour?

13. Write a word from each box in each gap. There are two extra words in each box that you do not need.

fill get keep set take turn work

ahead at down in on over up

1. You need to _____ this form before you see the doctor.
2. I don't want to work at night so I will _____ the job.
3. There is only one school in our town but some parents are planning to _____ a new one.
4. Some students have worked all weekend so they can _____ with their exam preparation.
5. My dad's firm is going to _____ another firm because its owner wants to retire.

14. Match each sentence (1-6) with the sentence which means the same (a-h). There are two extra sentences in a-h that you do not need to use.

- 1 I'm spending less money than usual.
2. I'm spending lots of money on these things.
3. I'm keeping my money until I have enough to buy something I want.
4. I let my sister have my old CDs and she didn't pay me any money for them.
5. I bought these things on the way home.
6. I gave Jane the money that I borrowed last week.

- a I picked up a few things.
- b I gave away some things.
- c I'm saving up.
- d I paid back some money.
- e I couldn't get them because the shop had sold out.
- f I'm cutting back on my spending.
- g I bought some things which came to \$ 2.50.
- h I'm splashing out.

15. Complete the text by writing the correct form of the verb in each gap.

pick give cut save splash sell

At the moment, I'm trying to (1) _____ up some money to go on a camping holiday with my friends. So I have to (2) _____ back on all my spending. However, last week I heard that there was going to be a sale in a clothes shop that I love. I don't often (3) _____ out on clothes from there because it's not a cheap shop. Anyway, I just had to go to the sale. There were massive discounts and they were (4) _____ away free scarves with every purchase..

I got there an hour after the sale had started but they had nearly (5) _____ out of the jeans that I wanted. Luckily, they still had one pair in my size, so I bought them. I also (6) _____ up a lovely T-shirt in the sale. Unfortunately, I spent most of my holiday money. I thought very quickly and asked the owner for a Saturday job in her shop... and she said yes!

16. Match the phrasal verbs in *italics* (1-7) with their definitions a-g.

1. If you buy online, it's quick and easy to *shop around* on lots of different sites.
2. That shop *ripped you off*. I only paid half the price for the same book.
3. My mom says you should *put* some money *away* every month rather than spending it all.
4. Many students *run up* large debts when they are at university.
5. It will take me many years to *pay off* my student debts.
6. Both my parents have good jobs so we never have to *go without*.
7. My brother doesn't earn much. He has enough to *get by* but he can't buy any luxuries.

- a save money for the future
- b not have something you need
- c treat someone unfairly over money
- d add money to be paid as a debt or on a bill
- e finish paying back a debt completely
- f just manage to survive
- g look around for the best buy

17. Complete each sentence with one word from each box. The words may be used more than once.

print scroll back go hack log pick
use down into off on out up run

1. Some new cars _____ a combination of petrol and electricity.
2. I need to _____ my application form so I can sign it then post it.
3. If I hadn't bothered to _____ my files, I would have lost them all.
4. If you _____ to the bottom of the page, you will see the information you want.
5. If I open a bank account online, I'm worried that someone might _____ it.
6. My mobile can't _____ enough signal at Dave's house.
7. I was late because my alarm didn't _____ this morning.
8. Don't forget to _____ and then shut down your computer before you go home.
9. My phone's about to _____ of charge. Can I use yours, please?
10. Mobile phones _____ charge more quickly if you make a call than if you text.

18. Complete the sentences with these phrasal verbs.

free up go down key in pop up set up

1. Thank you for joining Ringting! Click here to _____ your profile.
2. In this box, you have to _____ your user name and password.
3. Advertisements _____ on sites all the time. It can be annoying.
4. Websites may _____ because of a sudden peak in visitor numbers.
5. Delete some of your photos if you need to _____ some memory space.

19. Write *do* or *make* in the correct form to complete the sentences.

1. I don't go out much when I'm _____ an assignment.
2. I don't care about _____ lots of money, I just want to be happy.
3. They haven't _____ their homework so they'll have to stay late at school.
4. Could I _____ a quick call on your phone, please?
5. I didn't really feel like going to the party, so I _____ an excuse.

6. He usually _____ very well in his coursework.

ADJECTIVES

Exercise 1 (provide the comparative form of the adjectives in brackets)

1. The river is much here than down the stream. (*shallow*)
2. He isthan his father. (*educated*)
3. This exercise isthan that one. (*boring*)
4. His pullover isthan his jeans. (*dark*)
5. Susan's haircut isthan mine. (*intricate*)
6. George is..... than Robert. (*entertaining*)
7. My result in the test wasthan Harry's. (*surprising*)
8. Gold isthan silver because it is much (*expensive/rare*)
9. Christine isthan Alice but Alice dresses in a way (*attractive/stylish*)
10. Football isthan handball. (*popular*)

Exercise 2 (Provide a comparative or a superlative form of the adjectives in bold)

1. This is a **nice** cat. It's muchthan my friend's cat.
2. Here is Emily. She's six years **old**. Her brother is nine, so he is
3. This is a **difficult** exercise. But the exercise with an asterisk (*) is exercise on the worksheet.
4. He has an **interesting** hobby, but my sister has hobby in the world.
5. In the last holidays I read a **good** book, but father gave me an evenone last weekend.
6. School is **boring**, but homework isthan school.
7. Skateboarding is a **dangerous** hobby. Bungee jumping isthan skateboarding.
8. This magazine is **cheap**, but that one is
9. We live in a **small** house, but my grandparents' house is eventhan ours.
10. Yesterday John told me a **funny** joke. This joke was joke I've ever heard.

Exercise 3 (Complete the sentences, using the positive, comparative and superlative of the adjectives in brackets)

1. Dad's car is much..... than mine but it is also (fast, expensive)
2. I think scuba diving isthan climbing. (fascinating)
3. His thirst grewand..... (big / big)
4. He thinks this test was andthan the last

one. (difficult, complicated)

5. They live in a reallyhouse. However, ours is one in the whole neighbourhood. (beautiful, beautiful)
6. She is thetennis player of the world. (promising)
7. Susan is a verygirl. She's muchthan her sister. (nice / attractive)
8. This suitcase isthan the others. (heavy)
9. Hotels in London arethan in Vienna but of a much quality. (expensive/low)
10. Bob isthan Keith but Keith is the (tall / handsome)
11. Doris readsbooks than Peter but Frank reads the..... (many / many)
12. France is asas Spain. (beautiful)
13. They live in a..... house but Fred lives in thehouse I have ever seen. (big / splendid)
14. My sister is three monthsthan me but I am much (young/mature)
15. This was thefilm I have ever seen. (bad)
16. I think tennis isthan cycling. (interesting)
17. I talked to Claire and she is a really..... girl. (smart)
18. His company earnedmoney than the years before. The business seems to be than earlier. (little, productive)
19. She was the girl at college. (popular)
20. They didn't stay out asas last Saturday. (late)

Exercise 4 (Use the supplied adjective either as an adjective or as an adverb)

1. Lucy is shy, so she cannot make friends..... (easy)
2. The dog looked..... , so we gave him some food. (hungry)
3. There was long applause because she sang (beautiful)
4. I asked her why she was , but she didn't tell me. (sad)
5. They spokebecause the baby was asleep. (quiet)
6. My aunt is adriver. (slow)
7. Was the exercise..... ? (easy)
8. He couldswim across the river. (easy)
9. You don't look very..... . Are you ill? (good)
10. He drives too..... . (dangerous)
11. This is my..... car. (new)
12. The soup tastes really..... . (good)
13. Take an umbrella. It's raining..... (heavy)
14. What aday! (beautiful)
15. She is atennis player, but her brother plays(bad / skilful)

Exercise 5 (Adjectives and prepositions 1)

1. I'm angryhim for telling lies about me.
2. Are you afraidhim?
3. It's very niceyou to lend me your car.
4. He is married his sister.
5. It's very typical you speak like that.
6. Why are you always so rude your parents?
7. It wasn't very politehim to leave without saying thank you.
8. I can't understand people who are cruelanimals.
9. I have to stop to talk to you. I'm a bit short time.
10. Are you interestedfootball?
11. Your shoes are similar mine but they are not exactly the same.
12. We've got enough to eat. The fridge is full food.
13. I felt sorry the children because it rained every day.
14. He said he was sorry the situation but there was nothing he could do.
15. He is good playing chess.

Exercise 6 (adjectives and prepositions 2)

1. She is very terrified spiders.
2. We enjoyed our holiday but we were disappointed our hotel.
3. I was surprised the way he behaved.
4. He is very fond animals.
5. She doesn't often go out in the night because she's afraid the dark.
6. I learn Spanish but I'm not very satisfied my progress.
7. I've never seen so many people before. I'm astonished the crowds.
8. She is nice but I don't want to get married her.
9. I don't feel sorry her because her problems are her own fault.
10. He is responsible what appears in his newspaper.
11. He wasn't very keen going to the cinema.
12. She is brilliant repairing things.

PRONOUNS

1. Complete the table.

some-	any-	no-	every-
	anything		
somebody/ someone			
		nowhere	

2. Complete the sentences with words from the table.

1. My mother never buys _____ that she can't afford.
2. A shopaholic is _____ who enjoys going to shops and buying things.
3. _____ smells as good as newly baked bread.
4. She waited at the checkout for ages but _____ came to serve her.
5. Cigarettes are bad for you and a waste of money. _____ knows that!
6. He couldn't find the trainers he wanted _____ in the department store.
7. Harry was sure he'd put his credit card down _____ near the cash desk.
8. I never know what to choose. I like _____.

3. Choose the correct alternative.

1. That child is always pestering me for *anything/something*.
2. I can't go *anywhere/nowhere* without seeing that stupid advertisement.
3. She's looked *everywhere/somewhere* for the brand of face cream she likes.
4. We're not going to buy each other *nothing/anything* for Christmas this year.
5. Have you ever seen *somebody/anybody* wearing trainers with lights on the back?
6. Not *everybody/somebody* noticed she was wearing expensive perfume.
7. Sorry, *someone/no-one* has just bought the last signed copy.
8. You don't get *anything/nothing* for *anything/nothing* these days!

IDIOMS

- | | |
|--------------------------------------|--------------------------|
| 1 be fully recovered from an illness | a be on the mend |
| 2 stay healthy and fit | b feel under the weather |
| 3 be getting better | c black out |
| 4 get very dizzy and faint | d be as right as rain |
| 5 be slightly unwell | e keep in shape |

ARTICLES

Fill in the blank with the appropriate article, *a*, *an*, or *the*, or leave the space blank if no article is needed.

1. I want ____ apple from that basket.
2. ____ church on the corner is progressive.
3. Miss Lin speaks ____ Chinese.
4. I borrowed ____ pencil from your pile of pencils and pens.
5. One of the students said, "____ professor is late today."
6. Eli likes to play ____ volleyball.
7. I bought ____ umbrella to go out in the rain.
8. My daughter is learning to play ____ violin at her school.
9. Please give me ____ cake that is on the counter.
10. I lived on ____ Main Street when I first came to town.
11. Albany is the capital of ____ New York State.
12. My husband's family speaks ____ Polish.
13. ____ apple a day keeps the doctor away.
14. ____ ink in my pen is red.
15. Our neighbors have ____ cat and ____ dog.

DETERMINERS *all, each, every, few, little, etc.*

1. Choose the correct answer:

1. They were bored because there was *little/a little* to do.
2. We invited *few/a few* friends over to our house for a barbecue.
3. *Most/Every* of the cakes had been baked the day before.
4. Sally didn't take *many of/many* photos when she went on holiday.
5. The teacher gave *every/each* of the students a piece of paper.
6. Every one of *my friends/my friend* sent me a birthday card, but none of them bought me a present.
7. Henry had *any/no* idea what the answer to the question was.
8. I like many of her songs, but not *some/all* of them are good.

2. Choose the correct word to complete the sentence.

1. That pile of books looks *awkward/awkwardly* balanced.
2. That breed of dog has very *powerful/powerfully* jaws.
3. Quentin gave the teacher a *blank/blankly* look when she asked him the question.
4. If you take that route, you will get there more *quick/quickly*.
5. That cat is a *frequent/frequently* visitor in our backyard.
6. Hank was *easy/easily* able to reach the boxes on the high shelf.
7. After dropping her lunch tray, Pam looked around *sheepish/sheepishly*.
8. The *simple/simply* design of the dress flattered all the members of the choir.
9. The restaurant's owner *gracious/graciously* invited us in for a sample of his food.
10. My great-aunt has always been very *generous/generously* on our birthdays.

MODIFIERS

Decide whether the underlined word is an adjective or an adverb.

1. Those **stylish** glasses look good on you.
adjective/adverb
2. It looks like you have been working **hard**.
adjective/adverb

3. Your **short** haircut looks cute.
adjective/adverb
4. The kids were playing **loudly** in the stairwell.
adjective/adverb
5. The **two** papers on my desk don't have names on them.
adjective/adverb
6. All the **college-bound** students in this class must take the placement exam.
adjective/adverb
7. Those cookies smell **incredibly** delicious.
adjective/adverb
8. You need to work **quickly** in order to finish on time.
adjective/adverb
9. That truck holds an **amazing** amount of stuff.
adjective/adverb
10. **Our** friends love ice cream.
adjective/adverb

TEXT 1

Instructions

You are going to read a magazine article about John Prince, a dancer, dance teacher and choreographer. Six sentences have been removed from the article on the left. Choose the most suitable sentence from the list A-G on the right for each part (1-6) of the article. There is one extra sentence which you do not need to use.

Career success in the arts

John Prince, famous dancer and choreographer, gives advice on how to succeed in a career in the arts.

I asked John how he got started and what requirements there are. "Well, to be a professional dancer it's useful to have had acting lessons or some background in drama. If you want to succeed in musical theatre you have to have a good singing voice as well. When you approach an agent you should take a portfolio with your CV, your statistics sheet and some good photos and reviews of past performances. You'll need dance clothes, ballet shoes, tap shoes, and even roller skates depending on what kind of show you are going to go for."

1

"Of course, you need to be extremely fit if you want to be a professional dancer. I dance or move about for about six hours a day. There are great health benefits to being a dancer. I can eat a lot of pasta without gaining weight because dancing increases your metabolism so much."

2

John has a very busy schedule in the next few months. He took time out to speak to me today from the making of a pop video to promote N-ergy's latest record. "I choreographed the dance routine for the boys and they only had 2 days in which to learn it! I am going to be working on a video for another well known band - but that's top secret. Next month I'll be touring Spain in a production of a musical that was written by a friend of mine, Michaela Evans.

3

As for the future, I've come to realise that I would never be content to be just a chorus dancer - I'm too much of an individual for that. Like all artists I'd love to become a household name by writing and choreographing my own musicals."

John was born in Jamaica to a Jamaican father and a Scottish mother but the family emigrated to England 20 years ago. "I have a little sister I adore, who is also training to be a dancer." How does it feel to have

A It's fine, but I try not to give out too much advice as it gets irritating!

B And if nothing you like comes out of it, then come back and be an actor or dancer.

C Without a strict daily timetable like this you find yourself wasting too much time.

D After that it's back to England to start a new term of dance classes.

E When it comes to coping with stress, I find that exercise helps me to cope with my problems, so I stay in good shape mentally as well.

F Like any profession where you're always travelling, you tend to acquire something new almost every day.

G Being fully equipped with all this stuff beforehand makes it easier when you go for auditions.

someone else following in your footsteps?

4

Has he much more to learn, I wondered. "I've spent an incredible amount of my life training to get where I am. I went to college for two years in England, I trained for six months in Paris and about eight months in America. But you never really stop training or learning your art."

5

So, would you say it's been plain sailing? "I feel I've been lucky to a degree; many people hit problems breaking into the arts. It can be a vicious circle really. You can't become a member of Equity, which is the actors' and dancers' union, without good contracts and you can't get good contracts without being a member of Equity. My advice to people who want to get into the arts would be to go out into the world, and try everything else first."

6

What has a dance career done for you as a person? "Thanks to dancing, I've visited and performed in 23 countries so far. This has opened my eyes to the world, and I've been able to understand issues like racism and inequality from a wider perspective. Hopefully this has enabled me to become a better and more tolerant person as a result." "So all in all I'm really happy to be a dancer!"

TEXT 2

Instructions

You are going to read a selection of letters from a motoring magazine. For questions 1-10, choose from the people (A-E). The people may be chosen more than once.

Your Letters

This month we feature your early driving experiences.

A

I'd been taking lessons for a year before I passed my driving test at the age of eighteen, but my dad never gave me any help. Even after I'd passed he never let me use the car. So I used to take my dad's keys before leaving the apartment block where we lived and would run round to the car park at the back where my father left the car at night. He hardly ever used the car after getting in from work. I used to go and see my girlfriend or just drive around and then come back and leave the car in exactly the same place. One night though, I got back at around ten thirty only to find there were no parking spaces left. I suppose because I went in and told my dad the truth straight away he was quite good about it. Although he did stop my allowance for four weeks.

Terry

B

My most unfortunate driving experience happened ages ago, before I'd actually passed my driving test. My girlfriend's father used to let her borrow his car whenever we were going to the cinema or something. Anyway, I'd been thinking about learning to drive and I persuaded her to let me have a go. We took the car down to the beach on the sand where no one could see us and she let me take the wheel. We were having such fun that we didn't notice the tide was coming in until the car was actually swimming in the water. We had to leave the car where it was and catch the bus back to tell her dad. By the time the three of us returned, the car was almost covered in water. Needless to say, her father wasn't too pleased. The funny thing is her dad ended up selling me the car after I passed my test.

Carl

C

I was teaching my mum to drive and we were coming down a rather narrow road which had cars parked on both sides. Suddenly, from nowhere there was a young man on a bike coming towards us. Mum slammed the brakes on but she crashed into us, landed on the car and then rolled off. My mother and I both jumped out of the car to see if he was all right. Fortunately, he stood up and said he was OK, just a little shaken. My mum offered to give him some money for the repair of the bike, and then an old lady came along. When she saw what had happened, she began shouting at my mother, saying she must have been driving too fast and that it was a bad example to set her young daughter. Poor old mum didn't say a word and I had to explain that she was still learning to drive.

Sarah

D

My advice about learning to drive would be to have proper lessons from a qualified instructor and never to let a friend or family member try to teach you. It's a guaranteed way to spoil a good relationship. Every Sunday, when the traffic was quieter, my father would pick me up and take me for a drive along the streets of our hometown and give me a lecture on how to drive, explaining everything he was doing and why. Eventually it was my turn to have a go. My dad was so nervous that he panicked before I'd even started up the engine. He used to shout at the slightest mistake, and when the lesson was finally over he'd come home and have a large glass of whisky to calm down.

Karen

E

I didn't start learning to drive until I was twenty one. I'd spent lots of money on lessons but I was a terrible driver, I must admit. The first time I took my driving test nobody expected me to pass. But after failing another four times the pressure was really on. I took my test for a sixth time and failed yet again, but I was too embarrassed to admit it to my family, so I just pretended that I'd passed after all. My family were delighted and my mother went out and bought me a car the next day. I didn't know what to do so I just got in and drove. I continued to drive - illegally - for three months. Fortunately I was never stopped by the police and the next time I took my driving test I passed.

Mike

EXERCISE 1: Multiple Matching

Which person(s)

- 1) had a parent who was accused of driving dangerously?
- 2) bought a car?
- 3) drove his girlfriend's dad's car?
- 4) drove alone without a license?
- 5) had to defend one of their parents?
- 6) drove the family car without permission?
- 7) used to make their father nervous?
- 8) paid for driving lessons?
- 9) had no driving instruction from their father?
- 10) was given driving lessons by an older member of their family?

TEXT 3

You are going to read a magazine article about a type of fruit. Six sentences have been removed from the article on the left. Choose the most suitable sentence from the list A-G on the right for each part (1-6) of the article. There is one extra sentence which you do not need to use.

Tongue Trickster

**Never mind the tongue twister – here’s the tongue trickster
Frank Parsons reports on the craze for a strange type of fruit.**

Imagine drinking a glass of pure, freshly-squeezed lemon juice with nothing added. It’s enough to turn your stomach.

1

I watch as one-by-one they down the drink, tentative at first, and then smiling broadly as they declare, “It tastes just like grandma’s lemonade.”

Fifty or so people crowd around a table on the rooftop terrace of Larry’s small but swish apartment. I edge my way forward and arrive at the table that positively groans with the array of food piled high.

2

My host appears at my shoulder, and says, “Here, have this.” This turns out to be a small red berry about the size of a blueberry, but slightly elongated, the shape of a coffee bean.

He looks at the expression on my face. “It’s known as the miracle fruit. Just put it in your mouth,” he instructs, “and chew it slightly to separate the pulp from its seed.

3

I obey his command and then discreetly spit the remains into my handkerchief while his

A. These range from wedges of fruit, strong cheeses and pickles to plates of Brussel sprouts.

B. It’s like I’ve been transported back to childhood, sitting on the porch with Grandma and her delicious homemade pop.

C. According to scientists the result happens because of a protein called miraculin.

D. Then push it around your mouth like you’d do with a piece of gum for about sixty seconds.

E. Yet that is what the guests of host, Larry Walters, are given on their arrival at one of his tasting parties in an upmarket district of New York.

F. Not everyone is a fan of the berry’s strange effect, however.

G. They first noticed its distinctive property when they saw local people chewing the berry before a meal.

glance is averted.

“Done?” he asks, turning back to me. I nod. He grabs a glass of the lemon juice from a passing waiter and offers it to me. “Now drink.” I take a small sip, and close my eyes. The guests are right.

4

My host states knowingly I have experienced first-hand the phenomenon of the *Synsepalum Dulcificum*, or the Miracle Fruit. This small berry has the amazing effect of causing bitter or sour foods to taste as sweet as sugar candy.

5

When it comes into contact with acidic foods, like vinegar, it starts to behave like a sweetener.

A native fruit of West Africa, the fruit was discovered by western explorers around 1725.

6

Left uncultivated, the miracle fruit grows in bushes reaching six metres in height. It produces crops twice yearly, usually after the rainy season, and has attractive white flowers.

Despite being around for centuries it is only in recent years that the miracle fruit has been cultivated as a potential sweetener. There has been some albeit limited interest from the diet food industry. Not only that – the fruit can aid patients receiving medical treatment that may leave an unpleasant taste in the mouth.

TEXT 4

Instructions

You are going to read an extract from a writer's journal. For Questions 1-6, choose the correct answer A, B, C or D.

Extract

Six months ago I made a rash promise. The leader of the youth club in our village rang me in March saying, "We're thinking of running a children's playscheme for a day in October half-term. Would you be prepared to help?" My response was "Sure, why not?" In truth I was a little flattered to be asked, even though working as a care assistant with old people hardly qualified me for the role. Still, I duly put the date in my diary and of course I forgot all about it. I don't know if you've noticed this but time has a habit of speeding along faster than a police car chasing a robber and, before I knew it, the day was dawning.

I arrived at the youth centre that morning feeling full of trepidation. There was a gang of 12 helpers including me and each pair had been allocated a particular age group. Mine was the 10 to 11 year olds. Even with the planning meeting I had attended the week before, I worried about whether I was up to the task. Why hadn't I read through the copious lesson plans we were given beforehand? And wasn't the average 10-year-old more interested in the latest Play Station game than making things with paper and glue?

All too quickly the children began arriving. The look of relief on parents' faces as they handed their offspring over to us was quite comical. A handful of the children were already members of the club but the other forty five or so were from the local primary schools. Again I asked myself why I had elected to spend a day with all these 'little monsters' especially when I have two all of my own to contend with! I needn't have worried of course as it turned out to be a marvellous day. We watched entertaining dvd clips, learned 'action' songs, made clay pyramids, decorated biscuits, played memory games and spent some time in quiet reflection. I say 'we' because I rediscovered my inner child and joined in all the activities.

The particular highlight for me was the final rendition of "He's got the whole world in his hands" in the closing part of the day. The children knew the words and actions off by heart and sang so loudly it was almost enough to bring the roof down. It's difficult to explain those moments; only that the body tingles with the pleasure of having witnessed something so magical.

Of course there were also moments of great poignancy. I found it difficult to stop thinking of one little girl, who mentioned oh-so-casually that her mum was in hospital and would be there for a long time. It's easy for us adults to idealise childhood and forget that some children have their own burden of anxieties and concerns. When I got home utterly exhausted, still with modelling clay under my fingernails, I reflected on what a privilege it had been.

There was one disappointment for the children and that was that the playscheme was only running for a day, and not the whole week. As I said farewell to my group, one of the children

turned and said “Can we do it again in the next holiday, Miss?” My response was, “Sure, why not?”

Part 5: Multiple Choice

1 When the first day of the job arrived the writer was surprised

- that the day had come round so quickly.
 - because she'd forgotten to write down the date.
 - because she witnessed a car chase on the way.
 - that she woke up at dawn.
-

2 When the writer arrived to start her job she

- put the children into pairs.
 - realised she should have done more preparation.
 - felt confident she could deal with 10 and 11 year olds.
 - saw the children had brought their own electronic games to play with.
-

3 According to the writer, the parents were

- happy to stay with their children all day.
 - worried about children from the other schools.
 - nervous that their children might not behave themselves.
 - glad to leave their children.
-

4 The writer's best moment

- occurred in the middle of the day.
 - took her by surprise.
 - was hard to put into words.
 - was when the day was over.
-

5 According to the writer, adults

- think that being a child is a privilege.
 - sometimes forget that children have worries too.
 - are usually exhausted by bringing up their children.
 - don't have a stressful life.
-

6 What is the writer's attitude by the end of the day?

- She could imagine doing the job again next time.

- She was sad to say good bye to the children.
- She was disappointed with the experience.
- She hopes the playscheme will be longer in future.

TEXT 5

You are going to read a selection of letters from a problem page in an International English Language magazine. For questions 1-10, choose from the people (A-H). The people may be chosen more than once.

This Month's Letters

See this month's problems and questions submitted to us by learners of English:

A

I study English for 6 hours per week in secondary school. For 1 hour each week we have conversation classes with a native speaker of English where we talk about topics such as drugs, politics and culture. I know it's a really good opportunity to practise my spoken English, but I never make a contribution to the discussion. It's not that I don't have an opinion, or that I'm shy, but more that I don't have the vocabulary to express my views. I feel really frustrated at the end of the lesson. Nobody else in the group seems to have the same problem.

Katalin

B

I'm a 24-year-old business student from Malaysia and I've been attending English classes at night school for the past 5 years. Up to now I've considered myself to be a good student. Last month I went to Britain to visit my relatives over there and it was awful. People found my pronunciation difficult to follow and I couldn't understand them either. What went wrong? My English teacher is very good and I always score the highest in grammar tests.

Fazlinda

C

I'm writing to ask your opinion on a matter which is really annoying me. My English teacher never corrects my mistakes when I am speaking. Isn't that her job? How am I going to improve otherwise? Also she's always telling me that now I'm an advanced student, I should forget all the rules of grammar that I learnt when I was younger.

Gunther

D

Can you help me? I really want to speak English the right way, with the correct accent. Do you have any good ideas? I have a particular problem with sounds like 's'. I plan to work in the UK in the future and nobody will take me seriously if my English pronunciation is anything short of excellent.

Jose

E

I am working as an au pair in London looking after 2 small children. I love my job but the way that English people speak is a little puzzling. For example, I often hear them say things

like 'more friendlier', whereas I thought it should be 'more friendly'. It also seems to be common for them to say 'we was' instead of 'we were'. Can you explain this? Would it be impolite of me to correct them?

Lana

F

I am an intermediate student of English (I have been studying it for 3 years). I'm quite good at reading and writing but listening is very difficult for me. My teacher suggested that I listen to the BBC World Service every day in order to improve my listening. The problem is that it's hard for me to understand every word. Do you have any ideas about how to make listening to the radio less difficult? I like listening to the news and knowing what's going on in the world.

Yuki

G

I have studied English for 5 years at school but for the past 6 months I have been doing self-study using the Internet and books to improve. There are lots of materials to choose but I'm not sure what is best for me and how I should use them. I really would like to take the FCE examination but don't know how to study on my own. Should I take a course in my local school - which is a little expensive for me now - or is it possible to prepare for the exam doing self-study?

Paula

H

Could you please give me some advice on a problem I have at the moment with my English studies. I decided to go to the UK to improve my English but the college I am studying in at present is full of people from my own country. Although the teachers tell us we should only try to speak in English with each other, it is very difficult to do this, especially in our free time when we go out together. I am worried that my speaking will not improve.

Maria

Part 7: Multiple Matching

Which person:

- 1) would appear not to have an English teacher?
- 2) doesn't like studying with people from their own country?
- 3) has a job in the UK?
- 4) enjoys keeping up with current affairs?
- 5) feels that the teacher isn't doing their job properly?
- 6) uses English speaking radio stations to practise English?
- 7) had a shock when they visited Britain?
- 8) wants to avoid speaking their own language?
- 9) wants to speak English like a native speaker?

10) feels they are the only person with their difficulty?

TEXT 6

You are going to read an article about online safety. For questions 1-6, choose the answer (A, B, C or D) which you think fits best according to the text.

BE WEB WISE

Protect your computer, by all means, but don't forget to protect yourself, advises web safety expert, Amanda Knox.

We're always being urged to stay safe online. But in an era where the internet is part of our everyday lives - for work, fun, study, shopping, even managing finances - it's not always easy to spot the dangers. Web safety expert, Amanda Knox, explores some of the issues lurking in cyberspace.

Her first piece of advice is to install software and a firewall to protect your computer from viruses, hackers and criminals who want to steal your data or financial information. "Think of these as your first line of defence," says Amanda.

So much for protecting yourself against intruders, but what about other problems? Say you've accidentally deleted an important file or you've been at the mercy of a natural disaster. Katy Marsh runs an online photography business from home and when a fire destroyed part of her house it could easily have spelled ruin for her business too. "Luckily I keep a regular back-up of my data so it wasn't a catastrophe." Amanda advises that while back-ups are good to have we must ensure we protect our computers to start with.

Whilst most of us are aware of the need to protect our computers, it seems we're more lax when it comes to looking out for ourselves, at least according to a recent web awareness survey. Web safety specialists say better personal awareness is needed and this is due in part to the rise of 'Social Networking' sites like 'Facebook' or 'Twitter', which allow us to connect with people around the world with similar interests and professional backgrounds. Chris Simpson, a computer programmer, learnt the hard way. "I joined a free online networking group in the hope of making some professional contacts to help me find a new job. After a month, one of my online contacts invited me to take out a subscription to a club that promised access to a network of job recruiters. It turned out to be a waste of money. I ended up a laughing stock with my mates - they couldn't believe that someone in my job could get taken in so easily." No wonder then that Amanda warns, "It's easy to get complacent and let our guard down when we meet someone with the same interests online."

This brings us to other potential pitfalls. Are the people you meet online who they really claim to be? Can you be sure the person you're chatting with is in fact a 22-year-old Maths undergraduate from London and not someone merely masquerading as a student to win your trust? Khaled, a postgrad from Manchester University, quickly realised that it was unwise of him to post his phone number and email address in the public forum of an online academic

discussion group. He was soon bombarded with unwanted emails and nuisance phone calls. Yet, it's astonishing how many highly educated people do this without considering the consequences that anyone in the world could use the information to make (unwanted) contact.

When networking and joining online communities it's better to be cautious about the amount of personal information you share. For example, it isn't always necessary to use your real name as a username when registering for a service. You could instead use a pseudonym, or a name that doesn't give away your real identity to other users. And is it really important to tell the world details about your school, college or any local clubs you're a member of? Sometimes it pays to be a little vague and simply say something like 'I'm studying at college in Madrid at the moment and I'm a member of a local tennis club'.

If you do experience problems from another user be prepared to report them for misusing the service. You'll be doing other users a favour too. And if all else fails, check to see if it is easy to delete your account and leave the service if you choose to and that you have the option to delete all your details. A general rule of thumb is not to post any information about yourself that you would not be happy for the world to know - not just now but in years to come. This includes photographs of yourself, particularly embarrassing shots of you at that party which you may later regret! It's not always easy to remove information after it's been posted so you - not to mention your future employer - may have an unpleasant surprise a few years down the line.

Part 5: Multiple Choice

1 In the second paragraph the phrase 'first line of defence' suggests something

is the only option.

offers protection.

is an instruction.

shows weakness.

2 The effect of the fire was

worse for Katy's business than her home.

to ruin Katy's business.

not as serious for Katy's business as it could have been.

to make Katy start to back up her data.

3 According to the web awareness survey, our attitude to our personal safety is rather

relaxed.

concerned.

positive.

uncertain.

4 Regarding Khaled's experience, the writer is surprised that

people telephone complete strangers.

people don't think of the results of their actions online.

university students take part in online discussions.

people sent emails to Khaled without asking permission.

5 What tip does the writer give for joining an online community?

Always use a false name.

Make sure you are properly registered.

Limit the information you give to others.

Tell other users where you're studying.

6 In the final paragraph, the writer advises people

not to put photos online.

to apply for a job online.

not to have any personal information online.

to consider what may cause problems in the future.

KEYS (rješenja)

Tenses

Key (Exercise 1): 1. am 2. mentioned 3. don't look 4. guess 5. did 6. decide 7. was 8. loved 9. was 10. had read 11. knew 12. wanted 13. are attending 14. got 15. didn't mind 16. was 17. met 18. have wanted 19. understand 20. have 21. had 22. have been following 23. haven't been able to 24. Worry

Key (Exercise 2): 1. stormed 2. starts 3. spoke 4. encountered/had not seen 5. had opposed 6. had had 7. have taken place/have been taking place 8. has always been/increased 9. came 10. arrive 11. will have been studying 12. has become 13. had composed 14. has been 15. have explained 16. had always assumed 17. was going to play 18. had visited 19. will have to be converted

Key (Exercise 3): 1. have never come 2. will have been working 3. have had, has got/has gotten, left 4. like, have 5. will have grown 6. are coming, haven't visited 7. had been looking for 8. had been helping 9. am leading, am preparing, am trying 10. arrives

Key (Exercise 4) : 1. had never fallen, met 2. won't stop, covers 3. had been arrested, was shocked 4. has, usually help 5. have been waiting, hasn't arrived, will be able to 6. graduates, will have been studying 7. were playing, dropped, tried 8. will be driving 9. will have finished 10. had, realized, had shrunk

Key (Exercise 5): 1. were watching 2. wanted, were 3. is raining ; go 4. is going to rain 5. rises 6. have visited 7. was examining 8. have been waiting 9. had seen 10. will carry

Key (Exercise 6 –a): 1. 2. future simple 3. present continuous 4. past simple 5. future continuous 6. present perfect 7. past perfect 8. past continuous 9. future perfect 10. future perfect continuous 11. present simple 12. going to future 13. past perfect continuous 14. past simple 15. past simple

Key (Exercise 6-b): 1. 2. 3. she had made 4. she was making 5. she will have made 6. she has made 7. she will have been making 8. she had been making 9. she is making 10. she will make

CONDITIONALS

Key (Exercise 1) 1. 2. type 3 3. type 2 4. type 3 5. type 1 6. type 1 7. type 2 8. type 2 9. type 1 10. type 3 11. type 1 12. type 3 13. zero 14. type 1 15. type 2

Key (Exercise 2): 1. I will phone 2. reads 3. does not open 4. do not go 5. will not let 6. do not believe 7. knows 8. will not be 9. are not sure 10. does not come

Key (Exercise 3): 1 I would type 2 would you visit 3 saw 4 would offer 5 would keep 6 I had 7 I were you 8 would you do ; if you found 9 would buy ; if she had 10 were you; I would think

Key (Exercise 4): 1 would have visited 2 would have stopped 3 had spoken 4 had tried 5 would you have accepted 6 had had 7 had known 8 would not have tried 9 would not have got 10 would have achieved 11 had not coughed 12 had followed ; would have become

Key (Exercise 5): 1 will be 2 came 3 drops 4 helped 5 did not have 6 will grow 7 would have given 8 had asked 9 take 10 would have won 11 tried 12 will be saved 13 had not been 14 became 15 had read

Key (Exercise 6): 1 will catch 2 had 3 would phone 4 would stay 5 had visited 6 learnt 7 will understand 8 would have seen 9 would have had to invite 10 would be 11 would have taken 12 stops 13 have 14 will take 15 drove 16 had sold 17 will pass 18 watched 19 does not stop 20 would have helped

PASSIVE

Exercise 1:

1. was sold
2. is still published / is still being published
3. has already been done
4. will be won
5. was invented
6. are used / have been used

Exercise 2:

1. is dropped
2. given
3. have been
4. were taught
5. have been
6. been bitten

Exercise 3:

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

Exercise 4:

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

Exercise 5:

1. is used
2. ranges
3. flows
4. are formed

5. were shown
6. be warned
7. were vaccinated
8. have been set up

Exercise 6:

1. The wedding guests were given flowers.
2. I'm still owed some sponsorship money.
3. All students at the school were sent a letter.
4. Customers who return the item will be offered refunds.
5. The scientists have been promised more funding.

Exercise 7:

1. It *has* believed that the moon was flat. WAS
2. It was *say* that the moon was made of cheese. SAID
3. It *has be* claimed that flood defenses didn't work. BEEN
4. *He* was thought that elephants never forget. IT
5. It is known *like* train travel is safer than travel by road. THAT

Exercise 8:

1. It was thought that the Earth was flat. Now it is known that the Earth is round.
2. It was taught that everything was made of fire, earth, air and water. Now it is known that there are over a hundred elements.
3. It was thought that the moon was a smooth ball. Now it is known that it has valleys and mountains.
4. It was said that feelings came from your liver. Now it is said they come from your heart.
5. It was thought that having a bath once a month was enough. Now it is believed that we need a bath or shower every day.
6. It used to be believed that kings were gods. Now it is known they were only human.
7. It used to be thought that our bodies constantly made new blood. Now it is known that the body circulates blood.

Exercise 9:

2. It *is said that* this town is boring but I don't think so.
This town *is said to be* boring but I don't think so.
3. It *is known* that dinosaurs lived on Earth millions of years ago.
Dinosaurs *are known to have lived* on Earth millions of years ago.
4. It *is believed that* the team needs a new manager.
The team *is believed to need* a new manager.
5. It *has been claimed that* the landslide was the worst this century.
The landslide *was claimed to have been* the worst this century.
6. It *was expected* that children learnt Latin at school.
Children *were expected to learn* Latin at school.

REPORTED SPEECH

Exercise 1:

1. Steve says he never buys DVDs.
2. Sam told us that we had to leave if we wanted to get to cinema on time.
3. Emma said those CDs were hers.
4. Alicia said she was going to record a new album.
5. Juliet said the crowd had been screaming throughout the concert.
6. Dave told Simon that he would see him the next day.

Exercise 2:

1. admitted
2. promised
3. announced
4. agreed
5. warned
6. added
7. claimed

Exercise 3:

1. Tom complained that the film had been too short.
2. Andy admitted that he wasn't very good at remembering film titles.
3. Danny promised that he would remember to give me my DVD back.
4. U2 announced that they were going to record a new album in their studio in Dublin.
5. Jack claimed that he hadn't known it was illegal to sell pirate DVDs.
6. Kate warned Josh that it was dangerous to sit too close to the screen.
7. Jamie reminded Dave that the match started at 7 pm.

Exercise 4:

1. Jimmy asked Bella what music she was listening to. She said she was listening to Green Day.
2. Jimmy wanted to know if Bella had seen Green Day in concert. Bella told him that she had seen them two years previously and she was going to see them the following month.
3. Jimmy wanted to know who the drummer in Green Day was. Bella told him that it was Tre Cole who had been playing in the band since 1990 but it had been someone else before that. She had forgotten his name.
4. Jimmy asked if Green Day was Bella's favourite band. Bella told him that she liked lots of different bands.

Exercise 5:

1. ... if he had seen the portrait of the Queen.
2. ... why he/she was putting his/her chewing gum under the desk.
3. ... who his/her favourite singer was.
4. ... if he often went to the theatre.
5. ... where the paintings by Lowry were.
6. ... if they/he/she would be able to clean the marks off the painting.

Exercise 6:

1. "Stand still!"
2. "Shut the door!"

3. "Don't go near the water!"
4. "Please wait for me."
5. "Don't take photos!"
6. "Turn your music down!"
7. "Please sing your song!"
8. "Please don't touch the sculpture."

Exercise 7:

1. The man told the boys not to touch the sculptures.
2. The librarian asked us not to talk in the library.
3. The teacher told me not to mix all the colors at the same time.
4. The girl at the desk told the visitors to get their tickets from her.
5. The woman told the photographer not to use flash photography in the Vermeer room.

MODAL VERBS

1. 1 don't have to 2 mustn't 3 mustn't 4 have to 5 must 6 don't have to
2. 1 c 2 h 3 g 4 e 5 a 6 d 7 f 8 b
3. a can b have to c have to d can e can f have to g 'd better h can
4. 1 can 2 must 3 might 4 must 5 must 6 may 7 can't 8 could
5. 1 must 2 can't 3 must 4 may 5 can't
6. 1 ~~shouldn't~~ should
 2 ~~mustn't~~ don't have to
 3 (is correct)
 4 ~~don't have to~~ can't
 5 ~~had better~~ mustn't
 6 ~~can't~~ can
7. 1 can't 2 must 3 might 4 may 5 might not
8. 1 have to 2 should 3 has to 4 isn't allowed 5 has to 6 mustn't 7 shouldn't
 8 don't have to
9. 1 should have taken
 2 shouldn't have eaten
 3 couldn't go to the island for three days because it was
 4 wasn't allowed to go in the swimming pool

5 ought to have shut the gate.

6 needn't have handed in his

10. 1 can't 2 could/might/may, could/might/may 3 can't 4 must 5 could/might/may
6 must

11. 1 might not 2 can't 3 can't 4 might not 5 can't 6 can't

12. 1 b 2 c 3 a 4 b 5 c 6 c

13. 1 must 2 can't 3 might 4 must 5 can't 6 may

14. 1 might 2 ought 3 can't 4 wasn't 5 'll have 6 have 7 shouldn't 8 had

PHRASAL VERBS

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

2. 1 in 2 out of 3 on 4 down 5 off 6 back

3. 1 get across 2 get around 3 get...down 4 get through to 5 get along with
6 get around to

4. 1 out 2 in 3 out 4 up 5 for 6 up

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

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

3. Professional athletes always warm up before a race.

4. She's a confident diver who goes for gold!

5. The smaller boxer was knocked out in the first round.

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

7. 1 down 2 off 3 in 4 away 5 in

8. 1 up 2 for 3 out 4 out 5 in

9. do: an assignment, an exam, a course, the housework, the shopping, sport, well

make: breakfast, a decision, an excuse, friends, a noise, a mistake, a promise, a suggestion

10. 1 d 2 f 3 a 4 e 5 c 6 b

11. 1 d 2 h 3 c 4 a 5 g 6 f 7 e 8 b

12. 1 make 2 do 3 make 4 make 5 do

13. 1 fill in 2 turn down 3 set up 4 get ahead 5 take over

14. 1 f 2 h 3 c 4 b 5 a 6 d Unused: e,g

15. 1 save 2 cut 3 splash 4 giving 5 sold 6 picked

16. 1 g 2 c 3 a 4 d 5 e 6 b 7 f

17. 1 run on 2 print off 3 back up 4 scroll down 5 hack into 6 pick up

7 go off 8 log off/out 9 run out 10 use up

18. 1 set up 2 key in 3 pop up 4 go down 5 free up

19. 1 doing 2 making 3 done 4 make 5 made 6 does

ADJECTIVES

Key (Exercise 1) : 1 shallower/more shallow 2 more learned 3 more boring 4 darker 5 more intricate 6 more entertaining 7 more surprising 8 more expensive/rarer 9 more attractive/more stylish 10 more popular

Key (Exercise 2) : 1 nicer 2 older 3 the most difficult 4 the most interesting 5 an even better one 6 more boring 7 more dangerous 8 cheaper 9 smaller 10 the funniest

Key (Exercise 3): 1 faster, more expensive 2 more fascinating 3 bigger and bigger 4 more difficult ; more complicated 5 beautiful, the most beautiful 6 most promising 7 nice; more attractive 8 heavier 9 more expensive; lower 10 taller; handsomer/more handsome 11 more; the most 12 beautiful 13 big; most splendid 14 younger ; more mature 15 worst 16 more interesting 17 smart 18 less ; less productive 19 most popular 20 late

Key (Exercise 4): 1 easily 2 hungry 3 beautifully 4 sad 5 quietly 6 slow 7 easy 8 easily 9 well 10 dangerously 11 new 12 good 13 heavily 14 beautiful 15 bad ; more skilfully

Key (Exercise 5): 1 with 2 of 3 of 4 to 5 of 6 to 7 of 8 to 9 of 10 in 11 to 12 of 13 for 14 for 15 at

Key (Exercise 6): 1 of 2 with 3 by 4 of 5 of 6 with 7 at 8 to 9 for 10 for 11 on 12 in

PRONOUNS

Exercise 1:

some-	any-	no-	every-
SOMETHING	anything	NOTHING	EVERYTHING
somebody/ someone	ANYONE/ ANYBODY	NO – ONE/ NOBODY	EVERYONE/ EVERYBODY
SOMEWHERE	ANYWHERE	nowhere	EVERYWHERE

Exercise 2:

1. something
2. someone / somebody
3. nothing
4. nobody / no-one
5. everybody / everyone
6. anywhere
7. somewhere
8. everything

Exercise 3:

1. something
2. anywhere
3. everywhere
4. anything
5. anybody
6. everybody
7. someone
8. anything; nothing

IDIOMS

1. 1 under the weather
2. keep in shape
3. blacked out
4. back on your feet
5. fit as a fiddle
6. as right as rain

7 dropping like flies

8 on her last legs

2. 1 b 2 b 3 a 4 a 5 b

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

ARTICLES

1. an
2. The
3. no article needed
4. a
5. The
6. no article needed
7. an
8. the
9. the
10. no article needed
11. no article needed
12. no article needed
13. An
14. The
15. a, a

DETERMINERS

1. Little
2. A few
3. Most
4. Many
5. Each
6. My friends
7. No
8. All

MODIFIERS

Exercise 1:

1. Adjective

2. Adverb
3. Adjective
4. Adverb
5. Adjective
6. Adjective
7. Adverb
8. Adverb
9. Adjective
10. Adjective

Exercise 2:

1. Awkwardly
2. Powerful
3. Blank
4. Quickly
5. Frequent
6. Easily
7. Sheepishly
8. Simple
9. Graciously
10. Generous

TEKSTOVI

TEXT 1

1. G
2. E
3. D
4. A
5. F
6. B

TEXT 2

1. C
2. B
3. B
4. E
5. C

6. A
7. D
8. E
9. A
10. D

TEXT 3

1. E
2. A
3. D
4. B
5. C
6. G

TEXT 4

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

TEXT 5

1. G
2. H
3. E
4. F
5. C
6. F
7. B
8. H
9. D
10. A

TEXT 6

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

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