

# 4 Food for thought

**Grammar** ▶ *Will, be going to*, present simple and present continuous for future ▶ Future continuous and future perfect

**Vocabulary** ▶ Food ▶ Describing food ▶ Prefixes

**Speaking** ▶ Making plans

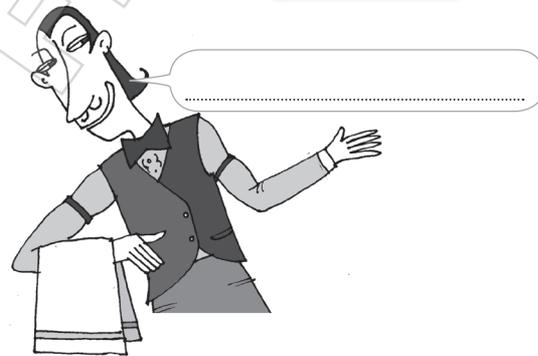
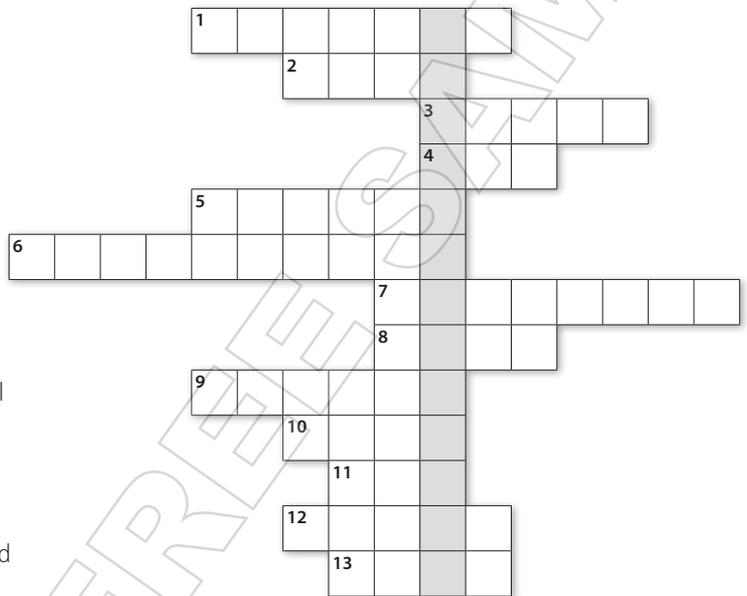
**Writing** ▶ Invitations and replies

## ▶ Vocabulary

### Food

**1** Read the clues and complete the puzzle. Then use the words in the grey column to find what the waiter is saying.

- 1 a bird that we use for eggs and meat
- 2 a tall plant that produces yellow seeds to cook and eat
- 3 the liquid that comes out of a fruit
- 4 a thick natural liquid that we cook with
- 5 a large bird similar to a chicken
- 6 a small soft red fruit
- 7 a small cake, often in the shape of a ring, that we cook in oil
- 8 a large fish that lives in the Pacific and Atlantic Oceans
- 9 a solid yellow food that we make from cream and put on bread
- 10 a small round fruit with purple, red or yellow skin and a hard stone inside
- 11 a pastry with meat, vegetables or fruit inside
- 12 a food that we make with flour and water and use to make sandwiches
- 13 a white liquid that we get from cows and goats



**2** Complete the menu with these words.

desserts dish lunch main starters

**MENU**

(a) .....  
Served between midday and 2pm

○○○○

(b) .....  
Soup of the day  
Goat's cheese and tomato salad

○○○○

(c) ..... **COURSES**  
Steak pie  
Vegetable lasagne  
Fish and chips

○○○○

(d) .....  
Chocolate ice cream  
Fresh fruit salad

○○○○

Chef's (e) special ..... of the day  
Roast tuna steak in plum sauce

### Describing food

**3** Choose the correct alternative.

- 1 In Japan, they make fantastic dishes with frozen/raw fish.
- 2 Samantha doesn't eat meat because she's a vegetable/vegetarian.
- 3 This looks and smells nice, but it isn't very tasty/nasty.
- 4 Indian curries are usually hot and salty/spicy, aren't they?
- 5 Don't throw away that stale/sweet bread; feed it to the birds.
- 6 They always buy their fresh/new fruit from the same market stall.
- 7 A balanced, healthy/heavy diet is good for you.

**4** Which words in 3 are the opposite of these?

- 1 meat eater .....
- 2 cooked .....
- 3 stale .....
- 4 tasteless .....
- 5 unhealthy .....

**1** Look at the title and the photo. What do you think the text is?

- 1 a review of a cookery book
- 2 an advertisement for a supermarket
- 3 a recipe
- 4 a scientific article about fish

**2** Read the text and check your answer.



## Feast on the tastiest fish

The latest collection of recipes from *Tailored for your plate* gives expert advice on how to go about preparing an amazing range of meals using fish. Whether it's the basic meal of fish and chips or more challenging dishes using spices and herbs, all the essential advice is here. This may be information on how to choose a fish that is *really* fresh or it may be recommending which seasonings to use with which fish. Whatever the issue is, as with other publications from *Tailored for your plate*, all advice is given in simple, practical language.

There is an additional section at the end of the book that gives a list of shops and supermarkets recommended by the authors at *Tailored for your plate* where you can buy fish nationwide. These have been chosen for two reasons: firstly, for the huge choice of the freshest fish available on the counter; secondly, for the fact that they have managed to keep alive the old-fashioned, traditional service that fishmongers used to provide in the past. This may range from helping decide on which type of fish to buy for a special meal, which vegetables to choose to serve with a particular fish or more practical advice on how long to cook the fish or whether it can be frozen. If you ask them, they will also prepare the fish for cooking, showing you how to clean and debone your fish properly in order to save you money and avoid any waste. All of these shops and supermarkets are partners in the *Tailored for your plate* campaign to only sell fish that has not been frozen.

In these days of fast food and TV dinners we at *Tailored for your plate* cannot over-emphasise the importance of getting back into the kitchen to make our own meals; neither can we stress the importance of fresh fish eaten as part of a balanced diet. It's an extremely nutritious food that provides the oils that are so important to maintaining our health and resistance to disease. It's tasty too! So what are you waiting for? Why not get down to your local bookstore or order on-line and get cooking!

**3** Match the words with the definitions.

- |                  |  |
|------------------|--|
| 1 available      | a long flat surface in a shop where customers are served       |
| 2 counter        | b someone who has a particular skill or knowledge              |
| 3 expert         | c give too much importance or attention to something           |
| 4 herbs          | d typical of the things people have usually done or used to do |
| 5 over-emphasise | e something that can be used but is not used                   |
| 6 traditional    | f plants used to add flavour to meals                          |
| 7 waste          | g free to be used or taken                                     |

**4** Choose A, B or C.

- 1 Buying fish at one of the fishmongers mentioned in the book means
  - A you won't have to prepare it yourself.
  - B you won't believe the fishmonger.
  - C you may have to spend more.
- 2 Fish at the shops recommended by the book is
  - A always fresh.
  - B never frozen but won't be fresh.
  - C frozen when you buy it.
- 3 The traditional style of selling fish means that
  - A the fishmongers are likely to be old.
  - B the fishmongers have time to talk to you and help you.
  - C you won't need anything else to go with your fish.

**5** Answer the questions with information from the text.

- 1 Count how many times the name of the publisher is mentioned. Why do you think it is mentioned so often?  
.....  
.....  
.....
- 2 Name three things that the fishmonger will be happy to do for you.  
.....  
.....  
.....
- 3 Explain why fish is good for your health.  
.....  
.....  
.....

**\*6** What about you?

- 1 Do you like eating fish? What are your favourite fish dishes?
- 2 Are there special fish counters in supermarkets in your country?



**Prefixes**

1 Complete the sentences with a prefix from the first box and the correct form of a word from the second box.

dis- re- pre- mis- over-

eat heat build fill approve hear

- 1 They had to ..... many houses after the earthquake in Chile.
- 2 My dad ..... of people using bad language on TV.
- 3 My glass is empty. Could you ..... it for me please?
- 4 The oven has to be hot before you put the pie in. So remember to ..... it.
- 5 My grandmother can't hear very well so she often ..... me when I talk to her.
- 6 I ..... at the restaurant last night. I felt so ill!

2 Re-write these sentences. Replace the words underlined with one word and a prefix.

- 1 She always pronounces the word "doughnut" incorrectly. She always mispronounces the word "doughnut".
- 2 That famous actor fell in love with the star he worked with in the movie.
- 3 They had to arrange the meeting again because the boss was late.
- 4 These children really don't like eating green vegetables.
- 5 We cannot emphasise too much the importance of a balanced diet.
- 6 Salads that are already washed save time but are usually more expensive.

**Vocabulary extension**

\*3 Here are some more words which take the prefixes *mis-* and *dis-*. Use your dictionary to help you complete the table.

agree behave connect honest inform print

*mis* = incorrect

Word	Part of speech	Meaning
1 <u>misbehave</u>	v	to behave badly
2 .....	.....	.....
3 .....	.....	.....

*dis* = opposite

Word	Part of speech	Meaning
1 .....	.....	.....
2 .....	.....	.....
3 .....	.....	.....

\*4 Use five complete words from 1 to write sentences about yourself.

- 1 I had to pre-heat the oven before roasting a chicken.
- 2 .....
- 3 .....
- 4 .....
- 5 .....
- 6 .....

**Future continuous and future perfect**

1 Complete the grammar rules with these words.

by continuous finished perfect unfinished

We use the future (a) ..... to talk about activities in progress at a particular time in the future. These activities are in progress so they are (b) .....

We use the future (c) ..... to talk about activities that will be (d) ..... before a certain time in the future. We often use the preposition (e) ..... meaning 'some time before' with the future perfect.

2 Look at these sentences. Underline the verbs and decide if the tenses are

- a future continuous
- b future perfect

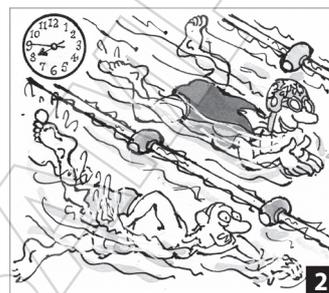
- 1 ... the distance your food will have travelled. ....
- 2 ... they will have come from New Zealand. ....
- 3 ... you will be helping reduce carbon emissions. ....
- 4 ... it is a complex question which we will be discussing. ....

3 Complete this text about life fifty years from now with these words. Use the future continuous tense.

buy not create discuss grow not tell try  
not use worry

Fifty years from now, farmers (a) ..... genetically-modified food. People in Europe (b) ..... fresh fruit from growers in other continents. Supermarkets (c) ..... shoppers where the food comes from because nobody (d) ..... about food miles any more. Planes (e) ..... dangerous fuel by then, so they (f) ..... carbon emissions. We (g) ..... to solve different problems by the second half of the century, and what those problems will be is something we (h) ..... in our next lesson.

4 Look at the pictures and make predictions about Mr and Mrs Carrington's energetic day. Use the future perfect.



- 1 they / get up / by seven o'clock  
*They will have got up by seven o'clock.*
- 2 they / swim a mile / and clean the windows / by ten  
.....
- 3 by midday / Mr Carrington / make lunch  
.....
- 4 by five o'clock / Mrs Carrington / cut the grass  
.....
- 5 by nine o'clock / they both / fall asleep in front of TV  
.....

**Grammar extension**

\*5 Six of these sentences contain mistakes. Find the mistakes and rewrite the sentences.

- 1 We'll be lived in more comfortable houses in the year 2050. ....
- 2 Many more parents will be working from home in the future. ....
- 3 Friendly robots will doing all the housework soon. ....
- 4 He will have had breakfast by the time the postman arrives. ....
- 5 We'll be travel on the train at this time tomorrow. ....
- 6 They won't had stopped serving lunch already, will they? ....
- 7 The kids will have eat all the doughnuts, I'm afraid. ....
- 8 By this time tomorrow, she will have meeting the King. ....

**Making plans**

- 1** Choose the best responses to these questions.
- Do you fancy coming to the cinema with me tonight?
    - Yes, I'd love to.
    - Why didn't you ask me?
  - Could you give me a hand cooking the food for the party?
    - Great, thanks!
    - Sorry, I can't.
  - Would you like any help writing the invitations?
    - Yes, that would be great.
    - How can I help?
  - Why don't we get an Indian takeaway?
    - Why not?
    - Thanks!
  - Could you wash the dishes, please?
    - That'd be great, thanks.
    - Why me?
  - Would you mind coming early to help with the preparations?
    - Of course not!
    - I'm going to be late.
- 2** Remember the school summer barbecue that Owen and Chris are organising (exercise 4 page 30)? It's happening tomorrow, and Chris still needs help. Use these notes and some of the expressions from 1 to complete the dialogue.

Jo to get fruit juice (she can't)  
 Phil to collect the bread from the bakery (he will)  
 Jo to help clean up afterwards (she can)

**CHRIS:** Hey, Jo! It's the school summer barbecue tomorrow.  
 (a) ..... get the fruit juice, please?

**JO:** Sorry, I (b) ..... I'm busy before the party.

**CHRIS:** Oh well. Yolanda, do (c) ..... getting the fruit juice then?

**YOLANDA:** Why (d) ..... ?

**CHRIS:** Great, (e) .....! Phil, would (f) ..... collecting the bread from the bakery?

**PHIL:** Of (g) ..... not!

**CHRIS:** That'd (h) ....., thanks.

**JO:** Would you (i) ..... cleaning up afterwards?

**CHRIS:** Yes, (j) ..... great.

**Describing photos**



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

- Who can you see in the photo?  
.....
- Where are they?  
.....
- What are they doing?  
.....
- What do you think they are celebrating?  
.....
- What do you think the people are enjoying about the event?  
.....

**\*4** Use the questions from 3 to talk about the second photo. Compare and contrast the activities in the two photos.

**Invitations and replies**

**1** Read these invitations and complete the table with examples from the invitations.

**A**

Dear **Ms Simpson** 

Mr and Mrs Jake Hewitt request the pleasure of your company at the christening of their baby daughter Clara on Sunday November 22nd. The ceremony will be held at twelve noon at All Saints Church, Great Shelford. There will be a lunch reception at the Gog Magog Golf Club immediately after the ceremony.

RSVP

**B**

Dear Sam

We're having a family lunch to celebrate your uncle Bob's birthday - it's this weekend, Nov 22nd. Sorry it's rather short notice but we've only just decided what to do! It'll be a pub lunch at the Eyre Arms in Calver - you know the one, it's the big pub at the crossroads. Be there at twelve - they do a great Sunday roast but there's a veggie option if you like. Let me know if you can make it - I'll be confirming numbers on Saturday. Hope to see you there - all your cousins are coming!

Love Aunt Christine

	A	B
Names	<i>Ms Simpson</i>	
Opening phrase		<i>We're having a family lunch</i>
Dates		
Tenses used		
End phrase		

**2a** Read these two replies to invitations and choose the correct alternative.

**A**

Dear Bruno

Nice to hear from you - it's been ages. Good idea to have a **(a)** *reunion / ceremony* before school starts again. **(b)** *thanks a lot / thank you very much* for the invitation! **(c)** *I'm sorry / I regret* but I won't be able to come. I'll still be picking grapes down in the south of France - hard work but it'll help my French! **(d)** *Hope you have / I wish you a great time* at the party.

Love Rosie

**B**

**(e)** *Dear / Hi* Mrs Williams

Thank you so much for your kind invitation. I regret to say that I **(f)** *can't come to / will be unable to attend* your wedding anniversary celebration, as I will be travelling in Slovenia on business at that time. I wish you both health and happiness for the next 20 years of marriage. I **(g)** *guess / hope* you'll have a wonderful party.

**(h)** *Enjoy! / Best wishes*

Kim Kowal

**2b** Look at the replies again and answer these questions.

- Which reply is formal and which is informal?  
 A .....  
 B .....
- What are the occasions?  
 A .....  
 B .....
- Are the invitations accepted or not?  
 A .....  
 B .....

**\*3** Now write your own invitation to one of the events below. Decide if it should be formal or informal.

- a surprise 50th birthday party for your mum or dad - invite an elderly relative or an old school friend of your parent
- a party at the local swimming pool for your eight-year-old sister - invite some of your friends to help organise the games

**1a** Read the exam task and underline the key points. What do you need to include in the task?

**Coraz więcej ludzi interesuje się programami kulinarnymi i ogląda je w telewizji. Napisz artykuł do czasopisma młodzieżowego, w którym przedstawisz swoją opinię na temat przyczyn tego zjawiska, i opiszysz program, który najbardziej ci się podoba.**

**1b** Think about what you would like to write in the article. Think about what opinion you have on the topic and make a plan of the article.

My opinion: .....

Title: .....

Introduction: .....

Paragraph 1: .....

Paragraph 2: .....

Summary: .....

**2** Read the following introduction paragraph for the exam task from exercise 1 and choose the most appropriate title (A–C).

As famous British chef, Gordon Ramsay has said: *Cooking is about passion. When you observe someone doing something with passion, you can get involved too, as you can feel the emotions and be tempted to try out the activity as well. Is this the reason behind the popularity of all sorts of cookery programmes on television, or are they just a passing fad?*

- A. Putting your heart on the plate
- B. Cooking for dummies
- C. The best cook in the world

**3** Read the paragraph below and choose the linking words/phrases.

(1.) It is common knowledge that *One of the most popular opinions is that people watch cookery shows because they want to learn to cook.* (2.) If you ask me, I'm absolutely convinced that *this point of view is not convincing at all.* (3.) After all, in fact, *you can learn how to cook from books or magazines,* (4.) because/but *I think that the best recipes usually come from our mothers, grandmothers and friends. The main attraction of cookery shows are celebrities: whether they are famous chefs like Gordon Ramsay, Nigella Lawson or Wojciech Amaro, or other famous people cooking on screen, like actors or singers. Of course, we all like to watch famous people doing ordinary things like cooking.* (5.) I suppose that on the other hand, *we are all waiting for them to make a mistake, get their hands dirty, or serve a tasteless dish.*

**4** Read the paragraph below and complete each gap with two possible adjectives or adverbs.

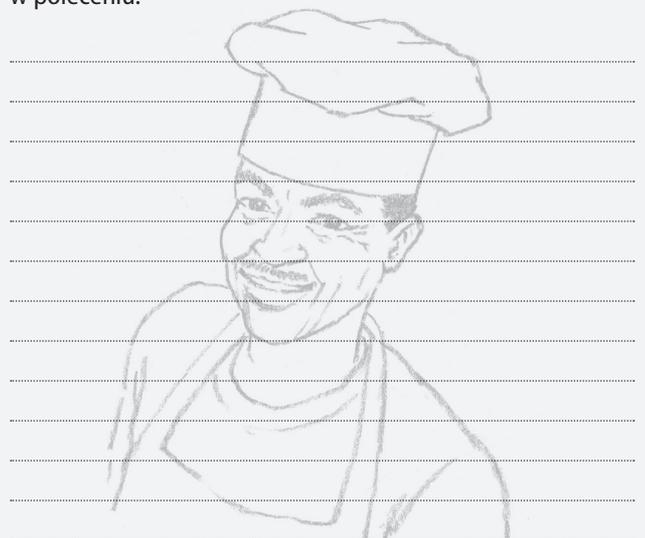
To tell the truth, I'm not a (1.) ..... fan of cookery shows where (2.) ..... people, like actors or singers, show how to prepare dishes and cook them in front of a TV audience. However, I'm (3.) ..... addicted to the American competitive show *MasterChef*. It's not like I care very much about (4.) ..... food or (5.) ..... dishes. I'm also not interested in the participants' life stories which have nothing to do with cooking. The judges, however, are a different matter. I know lots of people don't like the provocative style of Ramsay: his (6.) ..... remarks and fiery temper, but I'm convinced that he is a man with (7.) ..... passion. That is why he keeps me glued to the screen. After all, the participants knew he was going to be there, so they should be ready for his behaviour.

**5** Rewrite the following concluding paragraph so that it is more coherent.

*This is all about our emotions. We enjoy watching people go through pain, anger, sadness and happiness on screen. Maybe not everyone would admit this. We like it when people win. We like it when people lose. We like it most when we see raw emotions on screen.*

► **Zadanie maturalne**

**6** Coraz mniej nastolatków umie gotować i interesuje się gotowaniem. Napisz artykuł do czasopisma młodzieżowego, w którym przedstawisz swoją opinię na temat przyczyn tego zjawiska i zasugerujesz, co można zrobić, by zachęcić młodzież do gotowania. Wypowiedź pisemna powinna zawierać od 200 do 250 słów i spełniać wszystkie wymogi typowe dla formy wskazanej w poleceniu.



# Revision: Units 3–4

## Grammar

**1** Complete the sentences with these verbs in the present perfect simple or past simple.

- Guy ..... (live) in Dallas all his life because he really loves it there.
- We ..... (move) from Scotland to England when the children were still young.
- She is sad to see how much the city ..... (change) since she lived here.
- They ..... (spend) the whole day inside the house yesterday.
- ..... you ..... (see) my photos of Brisbane yet?

**/ 5 points**

**2** Complete the dialogue with these verbs in the present simple or the future with *will*.

**KATE:** I'm leaving, Frank! I (a) ..... (call) you when I (b) ..... (get) there, OK?

**FRANK:** Yes, please do. What time (c) ..... your flight .....? (arrive)

**KATE:** I don't know. I (d) ..... (check) my travel information as soon as I (e) ..... (find) my glasses.

**/ 5 points**

**3** Choose the correct alternative.

- It's my best friend's birthday tomorrow. He will be/is being 16.
- She won't be here because she 'll go/s going to the dentist.
- Do you think that you will win/are winning first prize?
- We 'll have/'re having a nice quiet evening watching TV, OK?
- What will you do/are you doing this weekend?

**/ 5 points**

**4** Look at these notes from Jack's diary. Complete the sentences with the verbs in the future continuous or the future perfect.

Monday, 9 o'clock – leave for school, don't be late!  
10-1.15 – history exam. Result by Friday.

- By half past nine he ..... (arrive) at school.
- By ten past ten he ..... (start) his history exam.
- At half past ten he ..... (write) the answers.
- By half past one he ..... (finish) the exam.
- By the weekend he ..... (find out) his result.

**/ 10 points**

**Total**

**/ 25 points**

## Vocabulary

**5** Match the homes and the descriptions.

- |   |                 |
|---|-----------------|
| 1 small house in the countryside or a village | a bungalow      |
| 2 row of houses connected together            | b semi-detached |
| 3 house that is connected to one other house  | c cottage       |
| 4 house on one level with no stairs           | d detached      |
| 5 house that is not joined to another house   | e terraced      |

**/ 5 points**

**6** Are the adjectives correct or not? If not, correct them.

- Their house wasn't just cold. It was absolutely freezing!
- That's a very big piece of cake. In fact, it's tiny.
- You look lovely. Absolutely dreadful.
- I can't drive that old car. It's really packed.
- The room went quiet until it was totally silent.

**/ 5 points**

**7** Put these words in the correct columns.

bread butter chicken corn milk peas pie plum  
strawberry tuna

Fruit	Vegetables	Meat/ Fish	Bakery	Dairy

**/ 5 points**

**8** Complete the sentences with these words.

junk healthy raw spicy vegetarian

- He makes lovely Indian food that is ..... but not too hot.
- Sara is ..... so she doesn't eat meat or fish.
- You can't eat that .....! You have to cook it first.
- Too much ..... food isn't good for your health.
- Do you think it costs more to have a ..... diet?

**/ 5 points**

**9** Match the prefixes with the meanings.

- |          |                |
|----------|----------------|
| 1 over-  | a not enough   |
| 2 mis-   | b too much     |
| 3 under- | c before       |
| 4 pre-   | d the opposite |
| 5 dis-   | e incorrect    |

**/ 5 points**

**Total**

**/ 25 points**



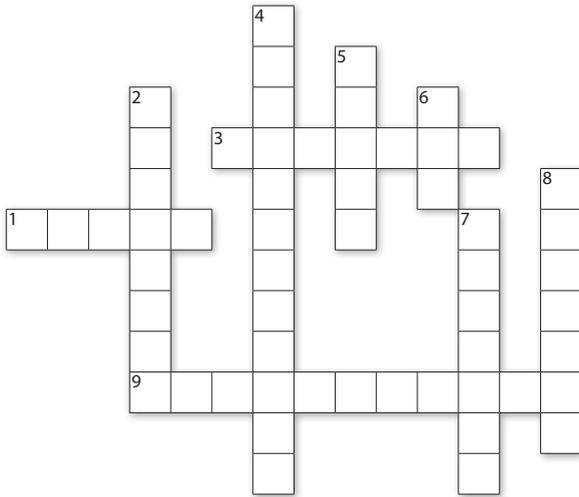
# 5 Learning for life

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

## ▶ Vocabulary

### School and university subjects

1 Complete the crossword with the missing words.



- In his ..... exam, Jonny had to sing first and then play the piano.
- To become a doctor, you have to study ..... for five years.
- They went on a trip to the Roman baths as part of their ..... project last year.
- ..... looks at the effect of advertising, newspapers and TV on society.
- I find ..... very easy, because I've always been more interested in numbers than in words.
- Their mother used to teach ..... but now she just works on her own paintings.
- Gabi wants to study in the USA, so she needs to speak good .....
- We cut open a fish in ..... lesson yesterday.
- My ..... course is mostly about designing roads and bridges.

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

- She loves doing chemical experiments, so she should study art.  
 .....
- Jason doesn't like reading so he should study literature.  
 .....
- I really dislike the theatre, so I'm going to drama school.  
 .....
- He needs to do medicine if he wants to become a great painter.  
 .....
- We learnt a lot about World War I on our geography field trip.  
 .....

3 Underline the odd one out and explain your choice.

- cheat exam fail pass  
*exam is the odd one out: the other words are verbs which can go with "exam"*
- essay exam term test  
 .....
- college school timetable university  
 .....
- grade mark resit result  
 .....
- degree grant money scholarship  
 .....
- certificate coursework degree diploma  
 .....

\*4 Write your own definitions of these words. Use your dictionary to help you.

continuous assessment coursework ICT PE biology RE

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

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



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

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

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

#### LETTER TO THE EDITOR

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

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

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

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

#### 3 Match the words with the definitions.

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

#### 4 Choose A, B or C.

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

#### 5 Answer the questions in your own words.

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

.....

.....

.....

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

.....

.....

.....

#### \*6 What about you?

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

**Modal verbs of obligation, prohibition, advice and permission**

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

don't have to    have to    must    mustn't

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

We use **(c)** ..... to talk about rules, regulations and obligations. They are often rules we have decided ourselves. To talk about prohibitions, we use the negative **(d)** .....

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

- 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.

**3** Choose the correct alternative.

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

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

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

can't    have    had better    mustn't    ought    should

**Dear Marge**

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

**Nancy**

can    don't have    must

**Dear Nancy**

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

**Marge**

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

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

**Grammar extension**

**6** Read the text and choose the correct alternative.



**How old do you have to be?**

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.

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

**1** Match the jobs to the pictures.

instructor    journalist    photographer    scientist



1 .....



2 .....



3 .....



4 .....

**2** Add the correct suffixes to make job titles.

-ee    -er    -ian    -ist    -or

- 1 lectur .....
- 2 employ (x2) .....
- 3 train (x2) .....
- 4 physic (x2) .....
- 5 technic .....
- 6 profess .....

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

- 1 *A lecturer is somebody who teaches at a university.* .....
- 2 .....
- 3 .....
- 4 .....
- 5 .....

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

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

- act..... auth..... chem..... comed..... edit.....
- hairdress..... lead..... librar..... music.....
- optic..... paint..... pay..... pian..... politic.....
- reception..... sail..... solicit..... teach.....
- telephon..... translat..... violin.....

-er	-or	-ist	-ian

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

- 1 *I think I would enjoy being a librarian because I love reading and I hate working in noisy places.* .....
- 2 .....
- 3 .....
- 4 .....
- 5 .....

**First and second conditional**

**1** Complete the rules with these words.

*if* infinitive past simple present simple *won't* *would*

The first conditional is formed with the word **(a)** .....  
+ ..... and *will* / **(b)** ..... + infinitive.

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

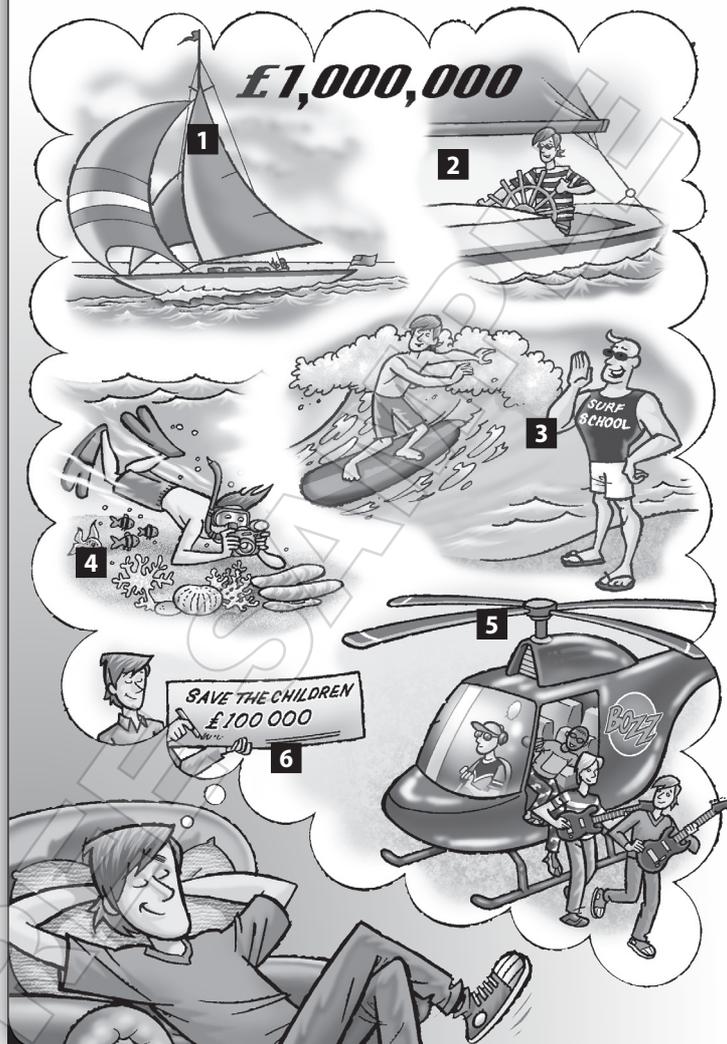
The second conditional is formed with the word *if*  
+ **(c)** ..... and **(d)** ..... / *wouldn't* +  
**(e)** .....

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

**2** Choose the correct alternative to make first conditional sentences.

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

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



- 1 win / million pounds / buy / luxury yacht  
*If I won a million pounds, I would buy a luxury yacht.*
- 2 have / yacht / sail / around the world
- 3 hire / surfing instructor / become / expert surfer
- 4 have / expensive camera / take / great photos
- 5 have / party / invite / favourite band
- 6 be / really good person / give / lots of money to charity

**4** Write sentences in the second conditional about these situations.

- 1 I want to have music lessons but I haven't got enough time.  
If I had enough time, I would have music lessons.
- 2 She drinks coffee all day and she gets terrible headaches.  
She wouldn't .....
- 3 He can't buy more CDs because he spends all his money on DVDs.  
If he .....
- 4 My sister wants to go to the college party but she feels ill.  
If my sister .....
- 5 He won't arrive on time because his train is late.  
If his .....

**Grammar extension**

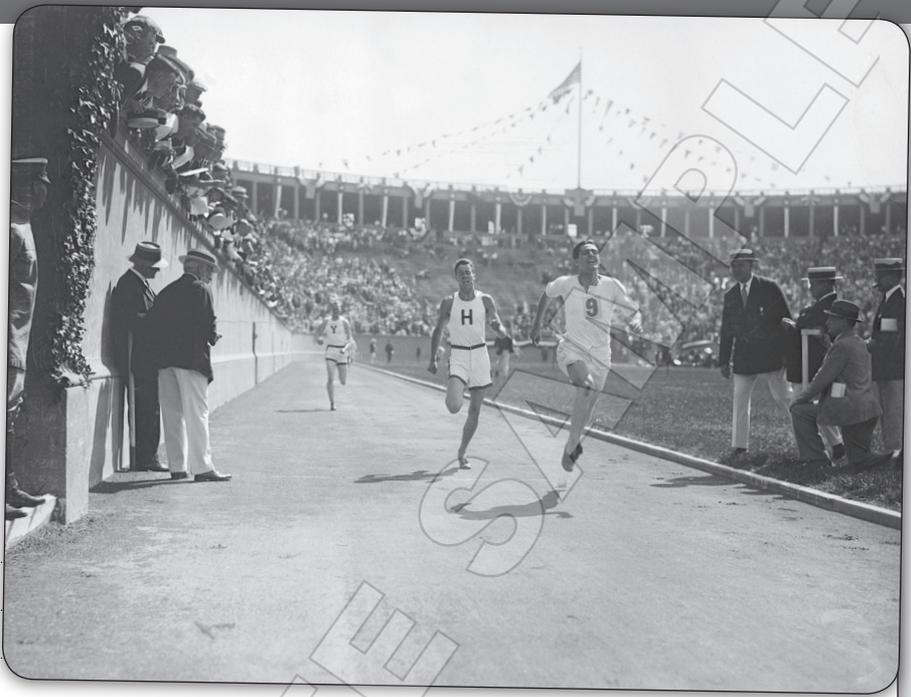
**\*5** Successful interviewees say that you have to show the college interviewer that you've got something extra to offer. Write three true sentences to describe what *you* would offer to a college if they gave you a place.

- 1 *I would be an active member of the debating club if I went to your college.*
- 2 .....
- 3 .....
- 4 .....

**Describing photos**

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

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



.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

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



.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

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

.....

.....

.....

.....

.....



**1** Use the words in the box below to write the new parts of speech. Follow the prompts.

1. differ	noun: .....
2. evaluate	noun: .....
3. lead	noun: .....
4. economy	adjective: .....
5. improve	noun: .....
6. participant	verb: .....

**2** Use the words from exercise 1 in the correct forms to complete the text below.

Since 2000, the Organisation for (1.) ..... Co-operation and Development (OECD) has been testing 15-year-olds all over the world in order to provide an (2.) ..... of their skills and knowledge. They take a test, called PISA (Programme for International Student Assessment), in three areas: reading, maths and science. Over 510,000 students from more than 50 countries (3.) ..... in the 2012 PISA test. The results provide a lot of interesting information, for example, which countries are making some (4.) ..... in education and which are not; which countries remain at the top of the ranking, or whether there are any gender (5.) ..... in test results in the three areas tested. According to the OECD report, Asian countries occupy the top seven positions, with China, Singapore and Hong-Kong being the (6.) .....



**3** Look at the underlined words in the text in 2 and match them to their functions below. Find other examples in the text.

1. an adjective that describes a noun: .....
2. an abstract noun: .....
3. a verb that denotes a state: .....
4. a noun that refers to people: .....

**4** Complete the text with the correct forms of the words from the box.

education introduce mention praise take

The OECD report shows that out of the 64 countries which (1.) ..... part in earlier PISA tests, 32 have improved their results in reading and 25 in maths. Among the countries that show the biggest improvement, the report (2.) ..... Qatar, Kazakhstan and Malaysia. Poland is also (3.) ..... in the report, too, now being ranked 14th, higher than Germany, Austria and Denmark. In reading, Poland is now ranked 9th, having gone from 459 points (which is below the OECD average) in the year 2000 to 518 in 2012. According to the researchers, this consistent improvement has been made possible thanks to (4.) ..... reform: involving an increase in the number of language classes, new curricula and the (5.) ..... of three levels of education, which has meant that students now remain within a general education stream until they are 15.

► **Zadanie maturalne**

**5** Przeczytaj tekst. Uzupełnij każdą lukę (5.1.–5.4.), przekształcając jeden z wyrazów z ramki w taki sposób, aby powstał spójny i logiczny tekst. Wymagana jest pełna poprawność gramatyczna i ortograficzna wpisywanych wyrazów. Uwaga: dwa wyrazy zostały podane dodatkowo i nie pasują do żadnej luki.

bad consistent high participate speak take

The results of the 2012 PISA test show that boys got better scores at maths than girls in 37 out of the 65 countries that (5.1.) ..... in the test. In fact, there are only five countries where the girls' results at maths were (5.2.) .....: Jordan, Qatar, Thailand, Malaysia and Iceland. However, the report also shows that the general difference between boys outperforming girls is not very significant as it should take the girls less than six months of school education to catch up. Moreover, there are 11 countries where girls have been (5.3.) ..... better than boys at reading. The data in the report also shows a correlation between the wealth of a given country and the mathematical performance of its students. Generally (5.4.) ....., the higher economic position the country occupies, the better results it gets in maths tests. An interesting exception is Qatar: despite its high national income, its 15-year-olds scored only 376 points, against the international average of 494.

# 6 Appliance of science

**Grammar** ▶ The passive ▶ *Have something done*

**Vocabulary** ▶ Everyday inventions ▶ Operating technology  
▶ Prepositional phrases with adjectives

**Speaking** ▶ A debate

**Writing** ▶ A *for and against* essay

## ▶ Vocabulary

### Everyday inventions



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

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

**2** Which inventions from 1 are described in these definitions?

You use it to:

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

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

camcorder laptop mobile phone satnav  
vacuum cleaner washing machine

- .....  
.....
- .....  
.....
- .....  
.....
- .....  
.....

**4** Choose the correct alternative.

- It's never a good idea to plug in/select a machine with wet hands.
- Select/Insert the long wash if your clothes are really dirty.
- I usually plug in/charge my mobile overnight.
- How do you connect/insert the camera to the laptop?
- Press fast forward/play if you don't want to see the adverts at the beginning.

1 What is a *myth*?

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

2 Read the text and check your answer.

# Science or myth?

## The five-second rule

Some people think that it is not dangerous to eat food that is dropped on the floor if it is picked up quickly. Not true! Even a clean floor has germs that will stick to your food as soon as it touches them. However, it is not always harmful to eat germs because they can help to strengthen the system our bodies use to protect us against diseases.

## Brain cells can't grow again

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

## Danger money

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

## Lightning never strikes twice

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



3 Find words in the text which mean:

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

4 Choose the correct alternative.

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

5 Answer the questions.

- 1 In line 6, what is *them* in: '... as soon as it touches them'?  
.....
- 2 In line 11, what does *it* refer to in: '... it is never replaced'?  
.....
- 3 What does *it* refer to in line 21: '... it will not drop fast enough'?  
.....
- 4 In line 31, what does *it* refer to in: '... it happens very frequently'?  
.....

\*6 What about you?

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

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

**The passive**

**1 Choose the alternative to make the rule correct.**

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

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

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

**3 Choose the correct alternative.**

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

**4 Rewrite these sentences in the passive.**

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

**Grammar extension**

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

dynamite



Montgolfier brothers, France, 1783

locks



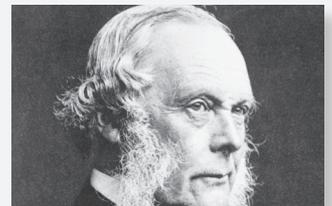
Linus Yale, USA, 1851

antiseptic



John B Dunlop, Northern Ireland, 1888

the first hot air balloon



Joseph Lister, England, 1867

reading system for the blind



Louis Braille, France, 1829

bicycle tyre



Alfred Nobel, Sweden, 1866

- Dynamite was invented by Alfred Nobel from Sweden in 1866.
- .....
- .....
- .....
- .....
- .....

**Prepositional phrases with adjectives**

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

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

about at for from in of to with

- 1 Harry was not very ..... literature.
- 2 Are you ..... the dangers of cycling without lights?
- 3 Kitchens today are very ..... kitchens a hundred years ago.
- 4 This dishwasher is ..... getting things clean, but it's noisy.
- 5 The children were not at all ..... the science museum's new exhibition.
- 6 See a doctor if you're ..... that pain in your leg.
- 7 I'm ..... the adverts, let's fast forward to the film.
- 8 She is ..... walking alone at night.
- 9 Air travel is ..... a lot of carbon emissions.
- 10 Their research was ..... ours, but theirs was shorter.
- 11 I'm not ..... lunch. I only had breakfast an hour ago.
- 12 They were very ..... their new camcorder.

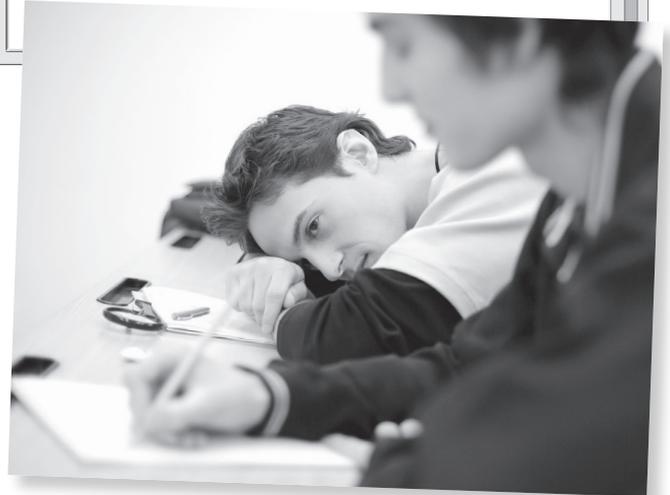
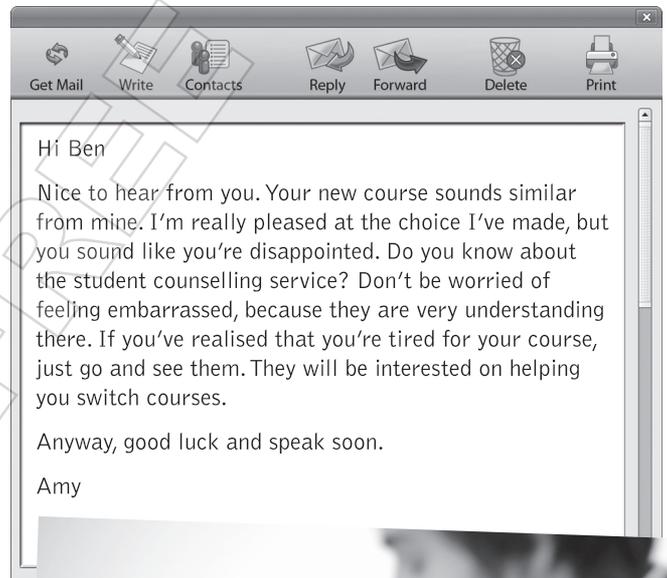
**\*2** Write a sentence about ...

- 1 something you are interested in  
.....  
.....
- 2 something you are responsible for  
.....  
.....
- 3 something you've been pleased with  
.....  
.....

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

- 1 The sisters have always been extremely ..... at maths.
- 2 He is usually out of bed and ..... for school by 7 am.
- 3 At home, my brother is ..... for loading the dishwasher.
- 4 My dad is ..... of spiders.
- 5 I'm very ..... from the rest of my family.

**\*4** Read the email. Find and correct five mistakes.



**Vocabulary extension**

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

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

**Have something done**

1 Complete the grammar rule with these words.

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

We form *have/get something done* with the (a) .....  
+ *have or get* + the (b) ..... + the  
(c) ..... We make different tenses by changing the  
tense of (d) ..... We use this structure to talk about  
actions which we (e) ..... do ourselves. Somebody or  
something (f) ..... them for us. *Get* is a little less  
(g) ..... than *have*. Both can be used with the  
(h) ..... *by* if we want to refer to the person or thing  
that does the action.

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



1 When did you last .....  
..... ?



3 When did you last .....  
..... ?

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

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

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

- |                                  |  |
|----------------------------------|--|
| 1 He can't read the small print  | a so we're going to have it serviced.    |
| 2 The car won't start            | b because she's not very good at baking. |
| 3 Our house is too small         | c by the same guy that cleans ours.      |
| 4 You can't wash this 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. |



2 Where did you last .....  
..... ?



4 How often do you .....  
..... ?

**Grammar extension**

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

- 1 *I'm going to get my car cleaned by the robot.*
- 2 .....
- 3 .....
- 4 .....
- 5 .....
- 6 .....

**A debate**

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

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

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

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

**3 Complete the dialogue with these expressions.**

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

**LIZ:** I've just read this amazing book that will change your life, it's about superfoods!

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

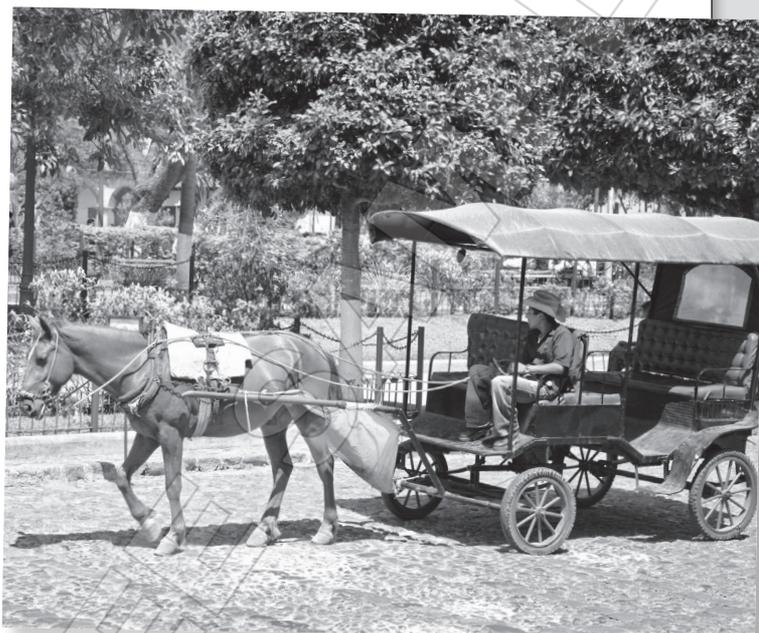
**LIZ:** No. (a) ..... It's obvious that some food is better for you than other food.  
(b) ....., fruit's better for you than chocolate, isn't it?

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

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

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

**Describing photos**



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

- 1 What can you see in the photo?  
.....  
.....
- 2 Who can you see in the photo?  
.....  
.....
- 3 What are they doing?  
.....  
.....
- 4 Where was the photo taken?  
.....  
.....
- 5 When was it taken?  
.....  
.....
- 6 Why has the man chosen this form of transport?  
.....  
.....

**\*5 Look at the statement and say if you agree or disagree. Write three reasons to support your opinion.**

"People who do not believe in modern technology are right to live without cars, electricity or computers. These people do no harm to anybody."

**A for and against essay**

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

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

For	Against

2 Read this essay about television and decide on the correct order of the four paragraphs A–D.

A 3  
 However, television has disadvantages too. People no longer read, listen to music or talk to each other because the TV is always on. What's more, there are hundreds of channels available and many of them are unsuitable for children. In addition, television advertising can be bad because it encourages viewers to want lots of things they don't really need. Personally, I think this can be very dangerous, for example, during children's television time when they advertise expensive toys or gadgets.

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

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

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

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

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

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

5 Find two expressions the writer uses to express opinions.

- 1 .....
- 2 .....

\*6 Plan an essay on this statement.

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

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

For	Against

**Paragraph plan**

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

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

- 1 Look at the picture below and read the replies to the three exam questions (ignore the gaps).



1. **What** .....?

It looks as if the robot is putting the girl to bed. The girl is probably afraid to be in her room alone at night and her parents might be too busy to sit with her so the robot is keeping her company. (a.) ..... the robot is reading a book to the girl or playing her some music. The girl looks happy so the robot is definitely doing a good job.

2. **What** .....?

(b.) ....., I think we can really well do without robots. However, if we are to use them, I guess, they could help us to do different household jobs that we don't like doing or don't have the time to do, like cleaning up or ironing. They definitely shouldn't be used to keep people company or to replace people's friends and relatives. What's more, they shouldn't be used for tasks which may have dangerous consequences for human beings.

3. **Tell us** .....

The last time I played with a robot was at Christmas. Pingo, a tiny interactive toy, was my brother's Christmas present. It was so cute that everybody at the table wanted to play with it for at least a few minutes. It could connect us to facebook and other networking websites, announce e-mails and even read the news out loud. I even bribed my brother with chocolate to let me play with Pingo for longer. I was using it for about 10 minutes when it suddenly stopped responding to my commands. I panicked because I thought it had broken down. (c.) ....., it turned out, that I had only accidentally switched it off.

**Which reply**

- gives an interpretation of the situation in the picture? .....
- gives the speaker's opinions? .....
- describes a past event? .....

- 2 Write an exam question for each reply from 1.  
 3 Which expressions could be used to complete the gaps in the replies from 1?

Finally Fortunately As soon as It's also possible that  
 To be honest It seems/appears to be It was (a month ago)  
 I really like ... because

- 4 Write your reply to the last question from 1. Use expressions from 3.

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

- 5 Read another reply reporting a past event. Choose the correct verb forms.

It (1.) had been / was / has been a month ago. A friend of mine (2.) had been visiting / visited / has visited me with his new dog. The dog (3.) didn't be / wasn't / hasn't been too big and looked really clean and cute. While we (4.) were having / had been having / had coffee, the dog (5.) sat / was sitting / had sat quietly under the table. I (6.) were / had been / was surprised to see such a quiet well-behaved puppy. When I (7.) had patted / had been patting / patted it on the back, it (8.) licked / was licking / had been licking my hand, but to my surprise, its tongue was dry. I told my friend that it (9.) didn't be / weren't / wasn't normal and suggested taking the dog to the vet. It was then that my friend started laughing and told me that it wasn't a real animal, but a robotic pet that he (10.) was getting / has got / had got for his birthday two weeks before.

► **Zadanie egzaminacyjne**

- 6 Opisz zdjęcie, a następnie odpowiedz na trzy pytania. Wykonaj zadanie pisemnie.



- 6.1. Why isn't a human doing the job?  
 6.2. Will robots take over the world one day?  
 6.3. Tell us about the last time you felt as though you were a robot.

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

# Revision: Units 5–6

## Grammar

### 1 Complete the sentences with these words.

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

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

/ 6 points

### 2 Choose the correct alternative.

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

/ 4 points

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

- The examiner ..... (not be) pleased if you started singing during your exam.
- If you ..... (not go) to university, what will you do?
- Bill ..... (learn) to fly if he had time.
- What would they say if we ..... (tell) them to be quiet?
- I ..... (help) you with your homework if you want me to.

/ 5 points

### 4 Rewrite these sentences in the passive.

- They sell thousands of illegal copies of DVDs every day.  
.....
- They will hold the next Olympics in my own country.  
.....
- Someone bought that satnav for our grandmother to use.  
.....
- Somebody has finally fixed my computer.  
.....
- They don't often teach Latin in schools these days.  
.....

/ 10 points

**Total**

/ 25 points

## Vocabulary

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

- b \_ \_ l \_ \_ gy
- l \_ \_ t \_ \_ r \_ \_ t \_ \_ r \_ \_
- \_ \_ ng \_ \_ n \_ \_ r \_ \_ ng
- m \_ \_ d \_ \_ c \_ \_ n \_ \_
- g \_ \_ \_ gr \_ \_ phy
- h \_ \_ st \_ \_ ry

/ 6 points

### 6 Choose the correct alternative.

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

/ 5 points

### 7 Add the suffixes *-er*, *-or*, *-ist*, *-ian* and *-ee* to these roots to create correct words. Two roots can be used twice.

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

-er	-or	-ee	-ist	-ian

/ 5 points

### 8 Label these pictures.



/ 4 points

### 9 Complete the sentences with the correct preposition.

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

/ 5 points

**Total**

/ 25 points

