

Vocabulary in context and reading

Body idioms and human interaction

1 ☆ Choose the correct alternative.

- 1 Have you got a minute? I want to pick your brains/ears about something.
- 2 Come on! Tell me, then! I'm all thumbs/ears!
- 3 Why don't you get it off your chest/shoulder? You'll feel better afterwards.
- 4 What's the matter with Jo and Sam? They've been at each other's throats/necks all day.
- 5 Yesterday Lee behaved like my best friend, but today he's giving me the cold shoulder/back.
- 6 Don't let me down. I'm really sticking my neck/leg out for you.

2 ☆☆ Substitute the underlined words with an idiom that includes a part of the body from the box.

back • foot • hand • leg • nerves

- 1 It isn't true, I'm only joking!
- 2 I'm having trouble downloading this app. Could you help me?
- 3 I think we should tell Jodie. I don't like discussing this without her knowing.
- 4 Carl always interrupts when I'm speaking. It really makes me annoyed.
- 5 You can't let Felix speak to you like that. You need to refuse to accept it.

Vocabulary extension ☆☆☆


3 Read the text and match the underlined verbs to the meanings 1–6.

I always seem to do stupid things in front of our physics teacher, Mrs Connor. Yesterday I was heading for the teachers' room with my friend Cleo. Just as we got there, the door opened and Mrs Connor came out. She eyed us suspiciously and asked what we were doing. For a moment I didn't say anything, but then Cleo elbowed me and I explained that I'd come to hand in my homework and Cleo backed me up. Mrs Connor didn't look convinced, but fortunately at that moment the bell rang, so we legged it to class.

- 1 pushed someone with that particular part of your body to get their attention
- 2 ran, hurried
- 3 going towards
- 4 supported someone
- 5 looked at something with interest
- 6 gave something to someone in authority

4 Read the article and number the aspects of social isolation a–d in the order the text mentions them.

- a Isolation due to imprisonment
- b Scientists working in remote locations
- c People whose sport means they live in isolation
- d Social isolation caused by a pandemic

5  01 Read the article again. For questions 1–8, choose from the four sections (A–D) in the text. The sections may be chosen more than once.

Which section ...

- 1 mentions the need for regular activities throughout the day?
- 2 refers to a study of people living in isolation?
- 3 mentions a situation which may change human behaviour in the future?
- 4 suggests finding new interests as a way to cope with isolation?
- 5 mentions the dangers of becoming unwell with no one to help?
- 6 mentions health problems as a consequence of isolation?
- 7 mentions something good that came out of a bad situation?
- 8 mentions the need for good social skills in a certain situation?

6 Match the underlined words and phrases in the article to the meanings.

- 1 a lack of something your body needs
- 2 a situation when people are ordered to stay at home because of some danger
- 3 likely to cause someone to die
- 4 people you care about very much
- 5 without help
- 6 small, limited



Critical thinkers

7 Tick (✓) the opinions which are expressed in the article.

- 1 People might not like being alone as much as they think.
- 2 Most social interactions are a waste of time.
- 3 Being alone is better than being with other people.
- 4 It's better not to contact people in the outside world when in remote places.
- 5 Being alone can be bad for your physical health.
- 6 It's important not to concentrate on situations and events you can't change.

Life in isolation

Have you ever had one of those days when everyone is getting on your nerves and all you want to do is to be by yourself? Most of us feel like this sometimes, but how long do you think you could *really* survive alone before wishing you were back with your friends and family – despite their irritating habits?

A By nature, humans are social animals: we live in groups and we spend a lot of time simply talking, without any real purpose. We like doing things together and giving each other a hand. So being alone is something many people struggle with. This has never been more evident than during the recent Coronavirus pandemic in countries where a lockdown was introduced. Despite being able to communicate online, many people found that social isolation was one of the hardest things to deal with. Experts say this may have long-term effects on the way we interact with others, though these effects are likely to be unique to individuals, rather than necessarily affecting the whole of society in the same way. While some people benefitted from the opportunity to refocus aspects of their lives while alone, according to research by vox.com, one thing many people vowed to change after the pandemic was to stay more in touch with family and friends.

B Some people *choose* isolation, or rather their occupation requires them to live away from society and civilisation for long periods at a time. When it comes to selecting the right people to work in remote environments, like the Polar regions or space, great care needs to be taken to ensure that those chosen will be able to deal with spending long periods of time far away from their loved ones. Whether living alone or sharing a very restricted space with unfamiliar colleagues, isolation in these faraway places can be hard going. The unique environment of the International Space Station is especially challenging for the six astronauts on board, and it's important that team members are socially compatible. Among the psychological qualities which NASA looks for in its astronauts are a capacity for teamwork, self-control and a calm disposition to deal with serious technical problems that could arise far from Earth. Scientists who have spent time in remote environments recommend taking up a hobby, being tolerant of your colleagues and also making an effort to keep in touch with people from the outside world – though obviously that isn't always possible!



C For some people, social isolation takes place in far less impressive and beautiful surroundings than outer space. According to solitarywatch.org, anywhere between 60,000 and 100,000 prisoners in the US are currently living in 'restricted housing', which can sometimes mean living in solitary confinement, or being alone in their cell for over 22 hours per day. In some cases, this lasts for only a few days, but there are other prisoners who live in a small space without human contact for many years. This has a significant effect on both their mental and physical well-being, with around a third of prisoners showing symptoms of serious psychological problems, according to US Bureau of Justice Statistics. The impact of solitary confinement on prisoners' mental health includes an increase in anxiety and stress, difficulty concentrating and an increased level of anger. But prisoners also experience physical symptoms such as headaches, problems with eyesight, vitamin D deficiency and an increased sensitivity to light and noise.



D By its very nature, crossing the oceans alone is a solitary business: solo-sailors and rowers live for weeks in limited space, often with little sleep. Moreover, they have to face potentially life-threatening situations, such as technical problems, extreme weather conditions or illness, unaided and alone. So how do they cope with the social isolation their sport brings? Anxiety could become a big problem in this type of situation, but solo-sailor Dee Caffari says there is little point worrying about things which are outside your control. Instead, she stresses the need to have a routine to give purpose, structure and a sense of achievement to each day. She also highlights the importance of using technology to keep in touch, something which she also recommends for people separated from their friends and family as a result of the pandemic.

Past tenses

1 ☆ Match the underlined phrases in the text to the tenses below.

CHRISTINA HAMMOCK KOCH is an astronaut who (a) has been working on various space projects for NASA since 2013. As a child, Christina was always certain that she (b) was going to become an astronaut. She first (c) joined NASA as an engineer after graduating in electrical engineering and physics. Although she (d) was mostly working in the NASA laboratory during the period from 2004 to 2007, she also spent a year with a team of scientists who (e) had been conducting research at the South Pole as part of the United States Antarctic Program. So, she (f) had already had experience of living in an isolated environment before she became an astronaut in 2015. Christina (g) has now been to the International Space Station three times and holds the record for the longest single spaceflight by a woman, with 328 days in space.



- | | | | |
|--------------------------|-------|------------------------------|-------|
| 1 future in the past | ..... | 5 past perfect continuous | ..... |
| 2 past continuous | ..... | 6 past simple | ..... |
| 3 past perfect simple | ..... | 7 present perfect continuous | ..... |
| 4 present perfect simple | ..... |  |  |

2 ☆ Put the words in the correct order to make sentences.

- on the phone / Helen / six o'clock / talking / had / since / been / .
.....
- on her own / wasn't happy / living / when / The scientist / she was / .
.....
- for / solitary confinement / been / two years / The prisoner / has / in / .
.....
- see / I knew / going to / my friends / I was / not to / find it hard / .
.....
- space programme / ten years / been / the / working / for / She's / on / .
.....

3 ☆☆ Complete the table with the correct first-person plural form of the verb *speak*.

Present perfect simple	(1) <i>we have spoken</i>
Present perfect continuous	(2)
Past simple	(3)
Past continuous	(4)
Past perfect simple	(5)
Past perfect continuous	(6)
Future in the past with <i>about to</i>	(7)

4 ☆☆ Choose the correct alternative.



Over the past few years, many of us (1) have had/ were going to have to learn a new skill: communicating successfully in a face mask. Back in January 2020, people had no idea how much their lives (2) were going to change/were changing in just a short time. And one of the things many people (3) have never had/had never had to do before was to wear a face mask.

While in many countries in Asia, wearing a face mask to guard against pollution and spreading illness (4) was/ had been part of everyday life for many years, in Europe, people (5) were not previously using/had not previously used face masks. At the beginning, many people reported that they (6) have found/were finding communication more difficult with only half the face visible. However, people soon (7) adapted/were adapting by using body language and speaking louder.

Since then, scientists (8) studied/have been studying the effect of face masks on communication. And so far, their results (9) have shown/were showing that many of us have more difficulty identifying emotions on masked faces.

Grammar challenge ☆☆☆

5 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. Use between three and five words.

- Emma started reading an hour ago and she is still reading. (for)
Emma has been reading for an hour.
- We were having dinner when Ahmed arrived. (while)
Ahmed dinner.
- We were going to go home. (about)
We home.
- I play hockey and I started playing when I was ten. (since)
I I was ten.
- The film started before we got to the cinema. (already)
The film when we got to the cinema.
- Ben was practising the piano for hours, then he went to bed. (been)
Ben the piano for hours before he went to bed.

Developing vocabulary and listening

Word formation – noun suffixes

1 ☆ Complete the table with the noun form of these words. Make any necessary changes to spelling.

act • coincide • fail • important • kind • move • partner • psychology

-ance	.....	-ment	.....
-ence	.....	-ness	.....
-ion	.....	-ship	.....
-ist	.....	-ure	.....

2 ☆☆ Complete the sentences with the noun form of the word given.

- (honest) is always best when you've made a mistake.
- (research) working at the university found the results were inconclusive.
- Some people think that the (punish) should always fit the crime.
- In (conclude), good social skills are needed when living together in confined spaces.
- Sometimes there's a big (different) between what's right and what's easy.

3 ☆☆☆ Complete the text with the correct noun form of the words in the box.

decide • fail • important • possible • probable • real • speak

Bringing up children bilingually

When a couple who are (1) of two different languages have a child, they need to make a (2) about whether they are going to bring their child up bilingually. Some parents fear that this could result in confusion, but there is little evidence to support this, and in (3), although some bilingual children are a little slower to speak initially and there is a (4) that they will switch between the languages in a sentence, later on they will have little difficulty in managing two languages. In fact, there is a high (5) that the child will have an even greater capacity to learn a third language, compared to monolingual children. One key factor is the (6) of consistency in the bilingual environment: it is a good idea for each parent to stick to their mother tongue. (7) to do this will not 'damage' the child, but it can result in one language dominating, meaning that bilingualism is less likely to be achieved.

4 02 ☆ Listen to an interview about the importance of food in social relationships. Put the topics in the order they are mentioned.

- Food at social events
- Food's importance to our health
- The importance of mealtimes for families
- The effects of sharing food
- The effects of climate on mealtimes

Great students' tip

Listening: Completing a summary

When you listen and complete a summary, before you listen, read the summary and look at the gaps. For each gap, decide what might be missing. Is it a name? A country? A number? If you can, write down a couple of appropriate words or phrases to fill each gap, then listen and check your ideas.

5 02 ☆☆ Listen again and complete the summary with a word or short phrase.

Food is important because it give us energy, helps our (1) to work and grow, and stops us feeling the cold. It can also affect moods and (2) Marga refers to food as a cultural object because it has the same significance as the (3) and (4) of the country where it's eaten.

People tend to (5) in northern Europe because of shorter daylight hours and cooler temperatures. One reason Spain eats later is that it's not in the correct (6) for its geographical position.

Marga believes that food gives us a foundation which we can build our (7) with family and friends around.

Research has shown that families that don't eat together may not (8) as well as other families.

Sharing food from the same dish is seen as a way to show (9) in some cultures.

One study showed that business people who didn't share food took (10) longer to agree than business people who did share.

Critical thinkers

6 According to the interview, are these sentences True (T) or False (F)?

- The weather can affect what time we eat. T / F
- Conducting negotiations whilst eating can be good for business. T / F
- Family meals can help to improve relationships. T / F
- Ordering different dishes at a restaurant can help build relationships. T / F

Vocabulary extension ☆☆☆

7 Write adjectives formed from the verbs and nouns in the box and put them in two groups: those that end -ant and those that end -ent.

appear • confide • depend • ignore • innocence • insist • obey • please • resist • tolerate • vibrate

adjectives that end -ant:

adjectives that end -ent:

apparent

Present and past habits

1 ☆ Read the sentences and decide if they are about present (PR) or past (PA) habits.

- 1 My parents **will usually come in** my bedroom without knocking on the door.
- 2 When I was younger, we **would celebrate** our birthdays at a fast-food restaurant.
- 3 In my country, people **don't normally form** a queue when waiting.
- 4 **I'm used to sharing** a bedroom. I've done it all my life.
- 5 When she lived at home, my sister **was always borrowing** my clothes.
- 6 I **used to really enjoy** video games, but I don't play so much now.
- 7 My best friend **is always posting** things online. It takes up so much time.

2 ☆ Match the two parts of the sentences.

- | | | |
|------------------------|-------|--|
| 1 My brother always | ..... | a usually work late a couple of days a week. |
| 2 We used | ..... | b spends ages in the bathroom. |
| 3 My mother will | ..... | c would go on a trip once a year. |
| 4 I'm used to | ..... | d to have a dog, but now we have a cat. |
| 5 My dad was always | ..... | e going to school by bus. |
| 6 At my last school we | ..... | f teasing me when I was little. |

3 ☆☆ Choose the correct alternative.

- 1 We are often having/will often have a takeaway on a Friday evening.
- 2 My friend Billy used to be/would be a vegetarian when he was younger.
- 3 I'm used to making/I used to make my own lunch. I do it every day.
- 4 My sister is always leaving/used to leave the kitchen in a mess. It drives me mad.
- 5 We are usually eating out/usually eat out when it's someone's birthday.

4 ☆☆ Complete the sentences with one word in each gap.

- 1 LaTisha and Clare always complaining about something.
- 2 When they visited their uncle's house, they to stay up late with their cousins.
- 3 I like Ray, but he tell you other people's secrets. It's a habit I really don't like.
- 4 My parents always be watching the news when I wanted to watch a film.
- 5 Tyler often forget important dates; he always remembers my birthday.
- 6 When I moved home after I had been living in Spain for a year, I used to eating dinner later in the evening, and actually preferred it.

5 ☆☆☆ Choose the correct alternative. Sometimes two answers are correct.

Nim the SIGNING CHIMP



People (1) for similarities between humans and monkeys. Like humans, monkeys are sociable animals. They (2) their day in the company of others, sleeping, hunting, eating and cleaning each other. Of course, thousands of years ago, primitive humans (3) the same. One big difference between humans and monkeys, though, is our ability to use language. Monkeys (4) with each other using visual signals, auditory sounds and even smells, but they can only communicate about the present. Humans on the other hand (5) referring to the past and future as well. In the 1970s, scientist Herbert Terrace tried to teach chimpanzee Nim Chimpsky to communicate using sign language. It wasn't easy - Nim (6) to living with humans and he (7) things in the house! Eventually, Nim learnt around 125 different hand signs, but he only (8) the signs to react, rather than to start a conversation. Some people believed that Nim was only copying what humans did, rather than engaging in a conversation!

- 1 a are always looking b always look
c always are looking
- 2 a are spending b will spend c spend
- 3 a would do b used to do c were doing
- 4 a would usually communicate
b are usually communicating
c usually communicate
- 5 a are used to b are use to c used to
- 6 a wasn't use b wasn't used c didn't used
- 7 a always was breaking b used to break
c was always breaking
- 8 a used to use b was using c would use

Grammar challenge ☆☆☆

6 Are these sentences correct? If not, correct them.

- 1 We didn't used to live in Leeds - we moved there two years ago.
.....
- 2 If you will eat so quickly, it's not surprising you feel ill.
.....
- 3 My grandmother lives near us and I use to see her every week.
.....
- 4 I would live by the coast when I was a child.
.....
- 5 I don't think I'll ever get used to drive on the left.
.....

Developing speaking

Personal interviews

1 ☆ Tick (✓) the topics which are **not** typical topics in an interview or exam?

- a The place where you live
- b Family and friends
- c Religion
- d Education and work
- e Free time and hobbies
- f Your political opinions
- g The future

2 ☆☆ Match the questions 1–10 to the topics in 1.

- 1 Do you plan to study anything when you leave school?
- 2 What's the best place to spend a free afternoon in your town?
- 3 Do you prefer studying on your own or with other people?
- 4 Do you prefer to spend your weekends inside or outside?
- 5 How do you think robots will change our lives?
- 6 Is there a good range of sports facilities in your area?
- 7 What kind of job would you like to have in the future?
- 8 Which of your relations are you most similar to?
- 9 Does anyone you know have an interesting hobby?
- 10 Who are the most important people in your life?

3 🎧 03 ☆☆ Listen to three students answering some of the questions in 2. Which question does each speaker answer?

- Speaker 1:
- Speaker 2:
- Speaker 3:

4 ☆☆ Complete the table with the expressions in the box.

Apart from that, ... • As a matter of fact, ... •
 As far as I'm concerned, ... • For instance, ... •
 I reckon ... • Let me see. •
 Let me think about that for a second. •
 Personally, ... • That's an interesting question.

Expressing opinions	Adding examples and ideas	Playing for time
I think ... To my mind, ...	In fact, ... Also, ...	Well, ... The thing is, ...

✓ Great students' tip

Speaking: Playing for time

In exam speaking tasks, try not to leave a long pause before answering a question or responding to a partner. You can play for time while you gather your thoughts by using fillers such as 'Let me think about that for a second' or 'That's an interesting question'. Remember, you are being assessed on your abilities in English, not the content of your answers.



5 🎧 04 ☆☆☆ Read this answer to question 2 in 2 and choose the correct alternative. Listen and check.

(1) *For instance, / As far as I'm concerned,* the best place is outside. (2) *I reckon / The thing is,* I'm really into team sports like hockey and cricket and, (3) *to my mind, / in fact,* I spend a lot of time in the open air, training and playing matches. But, (4) *apart from that, / for instance,* we all spend too much time indoors anyway. (5) *Well, / To my mind,* if I'm in class all morning, the last thing I want to do after that is to sit in front of a screen all afternoon. (6) *For instance, / I reckon* it's much healthier for us to spend our free time in a completely different environment.

🗣️ Pronunciation

6 🎧 05 ☆ Listen to how the speaker stresses the underlined words for emphasis. Then listen again and repeat.

As far as I'm concerned, the best place is outside.

7 🎧 06 ☆☆ Listen to the phrases and underline the words that are stressed. Then listen again and repeat.

- 1 To my mind
- 2 As a matter of fact
- 3 For instance
- 4 Apart from that
- 5 That's an interesting question.
- 6 Let me think about that for a second.

8 ☆☆☆ Choose two questions from 2 and think of your own answers to the questions. Then practise answering the questions. If possible, record yourself.

Developing writing: a story

Haven't we met before?

It was the first day of the school year. As usual, Leah and Marco were looking out for any new students. Both of them had joined the school after their classmates, so they knew how hard it could be.

It wasn't easy to miss the new girl, Aisha. She was carrying a huge pile of books and papers and looking thoroughly lost. The two friends went over and asked if she needed some help. **As soon as** she got a closer look at her, Leah realised that Aisha seemed very familiar. She was sure she knew the new girl, but she couldn't think how.

The three of them met again at lunch **(later that day)**. Marco was telling Aisha about some of the activities at the school and mentioned that Leah was on the athletics team. Aisha **(sighed)**. She said she **used to do a lot** of athletics but had had a bad fall and broken her knee. 'Wait a minute!' **(gasped Leah)**. 'That's how I know you!'

When Leah was 13, she **was always going** to athletics competitions and one runner always stuck in her mind – she was so good! One day, at a race, that girl was out in front, running like the wind, when suddenly she fell. Leah could remember the ambulance coming and everybody being very upset. That girl was Aisha.

Aisha told them she couldn't run anymore, so Marco suggested she go to the photography club with him. In time, the three became great friends and whenever Leah had an athletics competition, Marco and Aisha would be there.



Make sure your story has a beginning, a middle and an end.

Use a variety of past tenses.

Include some background to the story.

Use linkers and expressions of time and sequence.

Use direct speech and verbs expressing different ways of speaking.

Vocabulary – Similes

- 1 ☆ Complete the similes with the words in the box. Include an article if necessary.

bird • gold • mouse • mud • sheet

- It was no problem babysitting. Your daughter was as good as
- A:** Did you understand that? **B:** Not really. It was about as clear as
- I can't wait till my exams are over and I can do what I want. I'll be as free as
- Ellen turned as white as when she realised her phone was missing.
- A:** Did you hear your brother come home last night? **B:** No, he was as quiet as

Vocabulary – Ways of talking

- 2 ☆☆ Complete the sentences with the past simple form of the verbs in the box.

groan • mutter • sigh • whisper • yell

- 'We'd better speak quietly as we're in the library,' Coleen
- 'Get out of my room!' Toby loudly at his younger brother.
- 'Oh, no! Not more homework! We've already got maths and biology to do tonight!' the students
- 'I wish I was old enough to go to the concert,' Lydia sadly.
- 'I don't know where your jacket is,' Mikki said to his sister. 'Not that I would tell you if I did,' he under his breath.

- 3 ☆ Read the story and choose the correct answer: **L (Leah), M (Marco) or A (Aisha)**. Sometimes more than one answer is possible.

Who ...

- looked for new students at the start of term? L / M / A
- had started school later than their classmates? L / M / A
- felt they had met before? L / M / A
- suffered an injury? L / M / A
- was in the athletics team at the end of the story? L / M / A

- 4 ☆ Match the extracts from the story (1–5) with the tips for story-writing (a–e).

- ... They were looking out for any new students. Both of them had joined the school
 - 'Wait a minute!'; 'That's how I know you!'
 - Aisha sighed.; ... gasped Leah
 - ... that girl was out in front, running like the wind
 - As soon as she got a closer look ...; One day, at a race,
- Use direct speech.
 - Use linkers and expressions of time to connect your writing.
 - Use a variety of past tenses.
 - Use a variety of verbs to express different ways of speaking.
 - Use similes with *as ... as* or *like ...*.

Task

Write a story that includes three of the things you can see in the photographs below. Write between 200 and 250 words.

Writing bank

Useful linguistic devices in a story

Stories can be made more interesting by including:

- a variety of past tenses, including the past continuous, past perfect simple and continuous, and the future in the past
- a variety of adjectives and adverbs
- direct speech using a variety of verbs expressing different ways of speaking
- similes with *as ... as* or *like ...*
- linkers and expressions of time and sequence



Prepare

5 Read the writing task and plan your story. Make notes.

Choose three things in the photographs and decide on the connection between them.

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

Decide the main characters in your story.

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

Think of a title.

.....

6 Use this paragraph plan in your story.

Paragraph 1: Beginning: Describe the background – where, when and who.

Paragraphs 2–4: Middle: Tell the main events of the story and how the characters react.

Paragraph 5: Ending: Say how the story ended.

Write

7 Write your story in your notebook. Use your notes, the paragraph plan, the writing model on the opposite page and the Writing bank to help you.

✓ Check

8 Read your story and complete this checklist.

- 1 I made sure my story has a beginning, a middle and an end.
- 2 I used a variety of past tenses.
- 3 I used direct speech and verbs expressing different ways of speaking.
- 4 I used linkers and expressions of time and sequence.
- 5 I included some background to the story.

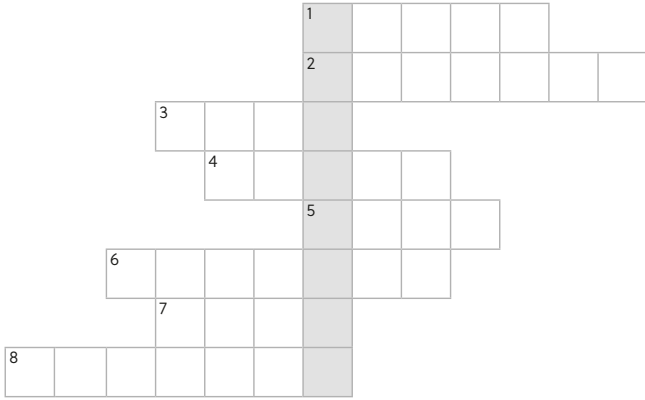
2 SPEED LIMITS

Vocabulary in context and reading

Compound nouns: cars and the road

1 ☆ Complete the puzzle with the missing words in the compound nouns (1–8). Which compound noun can you make with the word in grey? Write it below.

- 1 ... camera 3 ... up 5 ... rage 7 road ...
2 ... lights 4 ... limit 6 ... station 8 ... licence



2 ☆☆ Complete the questions with compound nouns formed from the words in the box.

jam • lights • round • safety • speed • station

- When did you last get stuck in a
- What's the on motorways in your country? Is it 120 kph?
- What other things does a sell, apart from fuel?
- Which way do you drive round a in your country?
- Do children in your country learn at school?
- How many sets of are there between your home and your school?

Vocabulary extension ☆☆☆

3 Complete the expressions with *car* or *road*. Some are written as one word.

-sick (adj): feeling ill from travelling in a vehicle
- movie (n): a film in which the main characters go on a journey together by car
- crash (n): an accident in which two or more vehicles crash into each other
-side (n/adj): the area at the edge or side of a street
-block (n): a barrier where police or soldiers stop traffic, especially to make checks
- pool (n): a group of drivers who agree to travel together to work, college, etc., so that only one car is used each time

4 Read the article quickly, ignoring the gaps. Choose the best title.

- Why young people need to drive
- Is learning to drive easier when you're young?
- Driving on the school curriculum?
- The importance of road safety

5 07 Read the article again. Choose from sentences a–g the one which fits each gap.

- In the UK, the pass rate for 17-year-olds is around 55%, according to passmefast.co.uk, but this drops as your age increases.
- Learning to drive was a popular subject right through the 60s and 70s, and many students passed their test thanks to high-school classes.
- On the other, they are also highly aware that driving is a very important skill in today's world.
- Moreover 20% of young drivers have an accident in the first 12 months after passing their test, according to GAP insurance broker, ALA.
- They feel that these subjects would better prepare school-leavers for the real challenges of life.
- Since many young people want to find employment as soon as they leave school, having the right skills in place when they do so is vital.
- While history and maths have their place, so too do parking and reversing!

6 Match the underlined words and phrases in the article to the meanings.

- an organisation or company that makes a service available to the public
- the degree to which something works well
- reducing the amount of something
- negatively, causing a problem or danger
- having a position on a list that shows how good something is compared to others



Critical thinkers

7 According to the article, are the sentences facts (F) or opinions (O)?

- The older you are, the harder it is to get your driving licence. F / O
- Learning to drive is more useful than some academic school subjects. F / O
- Younger people are more likely to have a car accident than older people. F / O
- The most important reason for young people to learn to drive is road safety. F / O

Are you eager to get behind the steering wheel? If so, you're not alone. Many young people today are keen to learn to drive. On the one hand, they see driving as a way to gain greater autonomy and reduce dependence on their parents. **(1)** Being able to drive is as necessary as being able to use a computer or speak another language. In fact, in a survey of more than 17,000 young motorists, conducted by motoring association, the AA, 15% of those who replied thought that driving was the most valuable life experience, ranking higher than either marriage or having a university degree!

Aside from increased independence, one of the main arguments in favour of learning to drive young is that young people need to be able to drive for the world of work. **(2)** Some people feel that an inability to drive could close avenues of opportunity and adversely affect their chances of getting a job offer. And, indeed, a recent study by the Royal Automobile Club shows this to be true. Of over 800,000 jobs in the UK, 15% of vacancies for jobs as diverse as chef, security guard and electrician, listed having a driving licence as a requirement.

Many of those who struggle to pass their driving test later in life think they ought to have taken driving lessons when they were younger. Statistically, the older you get, the harder it is to get your driving licence. **(3)** As we get older, we don't learn as quickly, and our eyesight, hearing and reflexes all get worse. In contrast, early contact with cars and driving is thought to make children and teens better informed about road safety and more likely to become confident drivers when they reach the legal driving age.

It's no surprise, then, that in a survey carried out by Young Driver – the UK's largest provider of driving lessons for under 17s – 44% of respondents thought that driving should be taught in school. A few years ago, various motoring organisations in the UK tried to get the government to put driving on the school curriculum and a lot of people take the view that schools should place just as much emphasis on practical life skills like driving, cookery and money-management, as they do on more traditional academic subjects. **(4)** Some people even argue that learning to drive would be considerably more useful than other subjects currently on young people's timetables. **(5)**

In Britain, driving has never been an official school subject, but in the USA, things are a bit different. Drivers' education or 'drivers' ed' classes first started in the 1920s, and by the 1940s the first driving simulators were seen in American schools. **(6)** During the 1980s and 90s, however, many school districts began eliminating drivers' ed classes because of doubts about their effectiveness and the inevitably high costs involved. School districts in some states do continue to offer tuition in schools, but nowadays a lot more of this has to take place online due to cost.



But perhaps the most important reason for teaching young people to drive is safety. Every year, 400 people are killed in the UK in collisions involving young drivers, according to academytoday.co.uk. **(7)** In an independent study, Young Driver, the UK company which offers driving lessons to children as young as 11, found that when its pupils reached the legal driving age and qualified as new drivers, they were half as likely to have an accident.

Whether your motivation is teenage independence, having an advantage when looking for work or dramatically cutting back the number of road accidents, there seems to be little doubt that driving lessons could be a great addition to the typical school timetable.



Grammar in context 1

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

1 ☆ Match the verb forms in sentences 1–6 to functions a–f.

- 1 Students **are not allowed to take** mobile phones into the exam.
 - 2 I **should have studied** more for the maths test – it didn't go well.
 - 3 That cake looks lovely, but you **needn't have brought** anything.
 - 4 **Are we allowed to use** a computer or do we have to do it by hand?
 - 5 I **have to leave** early – I've got a doctor's appointment.
 - 6 You **ought to go** and talk to Leila. She looks really upset.
- a lack of obligation d lack of permission
b obligation e criticism of a past action
c permission f advice

2 ☆ Choose the correct alternative.

THE CRAZY WORLD OF DRIVING LAWS

- 1 You're not allowed to/You don't have to have a dirty car in Russia. If you do, you may have to pay a fine!
- 2 Drivers in Cyprus mustn't/don't have to eat or drink when they're behind the wheel.
- 3 According to driving legislation in California, if you are supposed to/have to jump from a moving car, it's OK, as long as the car is going slower than 100 kph!
- 4 Even though it barely gets dark in Sweden during the summer, you must/are supposed to keep your car headlights on 24 hours a day. It's the law!
- 5 In Switzerland, you don't need/aren't allowed to wash your car on a Sunday – it's against the law.
- 6 On holiday in Copenhagen, you got in your car and drove off. Why did the police stop you? Because according to Danish law, you'd better not/you should have checked under your car for children first!

3 ☆☆ Complete the sentences with the missing words and the correct form of the verbs in the box.

call • drive • get • pay • study • tell

- 1 It's getting late and my parents will worry if I'm late home. I'd them.
- 2 We've got an exam tomorrow, so I need tonight.
- 3 You should me you didn't understand. I could have helped you.
- 4 You don't have for the book now – tomorrow's OK.
- 5 You an early night if you slept badly yesterday.
- 6 They needn't you home. I could have come to get you.

4 ☆☆ Rewrite the sentences with the correct form of the verbs given. Do not change the meaning.

- 1 You must bring your passport or identity card. (need)
.....
- 2 It's better to talk to the teacher if you have a problem (ought)
.....
- 3 You needn't have brought your laptops today. (have)
.....
- 4 Residents are not allowed to play loud music after 11 pm. (must)
.....
- 5 You ought to ask if you want to bring a friend to school. (better)
.....
- 6 You needn't wait for me if you want to get the early bus. (have)
.....
- 7 You shouldn't be in the teachers' room. (supposed)
.....

Grammar challenge ☆☆☆

5 Are these sentences correct? If not, correct them.

- 1 We needn't have paid for the meal. Ben's parents kindly paid for us.
.....
- 2 They mustn't have put that pedestrian crossing there because it's far too dangerous.
.....
- 3 We mustn't finish this project on road accidents until the end of the week.
.....
- 4 It's going to rain soon, so Dad says you've got to bring the washing in.
.....
- 5 Oh, no! Look at the traffic! I told you we may have gone on the motorway.
.....
- 6 You hadn't better hand in your essay before you've checked it.
.....
- 7 In the driving test, I ought to drive on the motorway. I found it terrifying!
.....

✓ Great students' tip

Grammar: Working on mistakes

It's normal to make mistakes when learning a new language. Learning from our mistakes and improving is part of the process of learning. Make a note of the grammar mistakes you often make: think about whether they are with the form, spelling or meaning of the structure. You can keep a section in your notebook for recurring mistakes and use it to check your work.

Developing vocabulary and listening

Collocations with *take, make* and *do*

1 ☆ Choose the correct alternative.

- | | |
|----------------------------|----------------------------|
| 1 <i>make/do</i> a comment | 5 <i>take/make</i> control |
| 2 <i>make/do</i> business | 6 <i>take/do</i> power |
| 3 <i>take/make</i> effect | 7 <i>make/do</i> a course |
| 4 <i>make/do</i> a mistake | 8 <i>take/make</i> a test |

✓ Great students' tip

Vocabulary: Using spidergrams

It can be useful to group nouns that go with the same verb together when you record phrases in your notebook. Using a spidergram is a quick and easy way to do this. Put the key verb in the centre circle of your spidergram and add each noun that collocates with it at the end of a line radiating from the circle.

2 ☆☆ Complete the sentences with the correct form of *take, make* or *do*.

- I often find it difficult a decision.
- Do you ever use of the school library?
- Smoking not only damages your health, but it harm to the environment, too.
- My mother research into new types of energy.
- Can you wait five minutes? I just need to a phone call to someone.
- They had to cover under a tree when it started raining.

3 ☆☆☆ Find and correct five mistakes in the text.

Car ownership in the future

According to a report by ING.com, most cars are parked for about 95% of the time: maybe we have too many cars? It is certainly true that more and more people today are taking an interest in the idea of car-sharing or using a car pool, and an increasing number of people are doing the decision not to have their own car. But how many people are ready to do this choice? Are the majority of people prepared to take a change to their car-owning habits?

It seems the answer is 'Yes'. The ING.com study made research into attitudes towards car-ownership in Europe; around 13,000 people in 13 countries took part in the study. The researchers discovered that 30% of respondents were interested in the idea of car-sharing.

ING thinks that new technology could mean that there will be as many as 7.5 million shared cars by 2035, which could do an improvement to the current levels of congestion on Europe's roads and reduce pollution.

- | | |
|---------|---------|
| 1 | 4 |
| 2 | 5 |
| 3 | |

4 🎧 08 ☆☆ Listen to an interview. What does Frankie like about her job?

5 🎧 08 ☆☆ Listen again and choose the best answers.

- Frankie ...
 - always wanted to be a mountain climber or an astronaut.
 - would prefer to be a firefighter.
 - loves her job, even though there are dangers involved.
- According to Frankie, learning to drive today is ...
 - harder because there is far more traffic than there used to be.
 - more difficult because you have to make more instant decisions.
 - the same as in the past; nothing has changed at all.
- Frankie thinks that a lot of drivers today ...
 - get very angry with learner drivers.
 - get impatient because driving conditions are more challenging.
 - shouldn't be on the road because they are unsafe.
- Frankie describes a road rage incident when ...
 - a man refused to move his car from the junction.
 - Frankie's main feeling towards the man was anger.
 - a man was probably worried about getting to the hospital.
- Frankie says that ...
 - you should never listen to music in the car.
 - most accidents are caused by distractions.
 - it's OK to eat a simple snack while driving.



Critical thinkers

6 Being a driving instructor may involve some risks, but it's not in the top-ten most dangerous jobs in the US. Tick (✓) the jobs you think are on that list.

- delivery driver farmer firefighter
 miner pilot police officer
 rubbish collector

Vocabulary extension ☆☆☆

7 Complete the expressions with the correct form of *take, make* or *do*.

- I'd like to an appointment to see the doctor, please.
- Could you me a favour? I need to make a quick call and my phone's dead.
- You're a chance putting Chantelle on the team. She's not very reliable.
- How are you doing with your project? Have you any progress today?
- Benny really you for granted. You're always helping him, but I don't think he appreciates it.
- We're getting the first train to London so we can the most of the morning.

Modal verbs of speculation, deduction, possibility and probability

- 1 ☆ Read the sentences and write the sentence number in the correct position in the table.
- The driving test was really easy. I **must have passed**.
 - That's an unusual number plate. They **can't be** from round here.
 - Petra's very late. There **must be** a lot of traffic.
 - Josie's on holiday – you **can't have seen** her in town.
 - Jasper's not on the bus today. His dad **might be** driving him to school.
 - Do you think Lula **could have taken** my book home by mistake? This is her book, so where's mine?

	Present	Past
Certain/Very strong probability		7
Possibility		
Definitely not/Very improbable		

2 ☆ Choose the correct alternative.

- A: Is this Arthur's mobile phone?
 B: No, it can't be/can't have been. He just texted me a minute ago.
- A: Are you coming shopping with us?
 B: You must be/might be joking! I hate the shops on Black Friday.
- A: What's the matter?
 B: I can't find my bus pass. I can't leave/must have left it at home.
- A: I don't recognise this road.
 B: We can have taken/may have taken the wrong turning.
- A: I heard that Kim has left the school.
 B: She can't have/must have – I just saw her in chemistry class.
- A: Do you think Lisa will come round today?
 B: I'm not sure. She may do/can do. I guess it depends how much work she has.

3 ☆☆ Complete the sentences with **must, might/could/may** and **can't**.

- David's parents were both born in Manchester, so they be Spanish.
- Chloe be in her bedroom – I've looked everywhere else.
- Ali live in that block of flats – he told me he lives in a house.
- The dog be in the living room or in the garden, but I'm not sure.
- There are only two history teachers, so it be either Ms Chapel or Mr Gupta.
- We can go round to Felix's house, but he be out.

4 ☆☆☆ Complete the text with modal verbs and the correct form of the verbs given.


Latest news Articles More ▾ 🔍

Keep it in the family

There (1) (be) lots of children who take up the same profession as their father or mother – it often feels like the natural choice to some, but one example you (2) (not think) about is Formula 1® racing drivers.

This is not necessarily an easy career choice for a child. While you (3) (have) a name that people associate with success, you won't necessarily be as successful as your parent. And there (4) (be) a lot of pressure on people like Carlos Sainz Jr or Mick Schumacher to live up to the family name.

In reality, only two father and son duos have actually both won the World Championship. The first duo was Graham and Damon Hill, whose wins were 34 years apart. Damon started racing quite late, after Graham had died. It (5) (not be) easy following in the footsteps of his famous father, but Damon also managed to become a champion, and although his career was quite short, people say he (6) (be) even better if he had started younger.



Grammar challenge ☆☆☆

5 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given.

- It's possible I won't have time to call you today. (not)
 I
- Luke wouldn't often play video games on his own. (use)
 Luke
- You should take an umbrella – I think it's going to rain. (better)
 You
- They started the exam before we arrived. (had)
 We arrived
- It wasn't necessary to hurry – we've got plenty of time. (have)
 You
- It doesn't look like Fern spent a lot of time on her project. (can't)
 Fern
- Carmen started playing handball three years ago. (for)
 Carmen

Developing speaking

Discussing photos 1



- 1 09 ☆ Read the task and look at the photos. Then listen to a student doing the task. Which two photos does he talk about? Does he include all the points mentioned in the task?

Here are your pictures. They show different problems car owners can experience. I'd like you to compare two of the pictures, and say what might be happening and how the people might be feeling.

- 2 09 ☆☆☆ Listen again and complete the phrases with the missing words.

- situations in which car owners are experiencing difficulties.
- It might be at a supermarket or shopping centre, the second photo seems to be in a rural setting.
-, the first photo shows us a day-to-day frustration for many car owners in the city.
- The second photo shows us a situation which is the first .
- I imagine both people feeling quite frustrated.

- 3 ☆☆ Complete the table with the headings in the box.

Comparative and superlative adjectives •
Expressions to compare and contrast photos •
Expressions to explain position •
Linkers of contrast • Modal verbs of speculation •
Phrases for expressing your opinion

Useful language to discuss photos	Examples
1	<i>must, may, might, could, can't</i>
2	<i>Comparatives, (not) as ... as, more/less ... than</i>
3	<i>although, however, whereas, while</i>
4	<i>personally, to my mind, in my view</i>
5	<i>In the foreground, at the back</i>
6	<i>Both photographs show ..., one significant difference between the photos is that ..., Compared with ...</i>

Pronunciation

- 4 10 ☆☆ Listen to how *have* is pronounced in each sentence. Then listen again and repeat.

- The teacher must've been ill.
- You should've called me.
- They may've forgotten.
- She shouldn't've told them.
- They might not've seen you.
- You can't've forgotten your phone!

- 5 ☆☆ Read the task and look at the photos. Choose two of the photos and think of what you want to say about them. Write notes in your notebook.

Here are your pictures. They show different situations connected to transport. I'd like you to compare two of the pictures, and say what might be happening and how the people might be feeling.



- 6 ☆☆☆ Practise talking about the photos. If possible, record yourself.

Developing writing: an opinion essay

1 ☆ Read the introduction to a newspaper article and choose the best headline.

According to smartcitiesdive.com, 76% of Americans who commute to work by car travel alone in their cars, and only five percent of Americans use public transport. To try and change habits, local authorities in some areas are providing special incentives, like free bus travel, to encourage use of public transport.

- a Carpooling a thing of the past
- b Free travel – if you leave your car at home!
- c Some ideas to change our habits

2 ☆☆ Read the essay. What is the writer's answer to the question in the title?



Is it better to commute by public transport or by car?

Until quite recently, a car was an important status symbol, and some people even looked down on non-drivers who use public transport to get to work. However, attitudes towards cars are changing, and in my view, opting to use public transport has become more than just an economic matter, it is also a conscious ethical choice.

Use expressions to give strong opinions.

In my opinion, there are several reasons why commuters ought to choose public transport. The first, and without doubt the most important, is the environment. The contribution that millions of drivers make to global warming cannot be underestimated.

Additionally, driving to work can be very stressful. The more traffic there is on the roads, the greater the chance of ending up in a traffic jam. Frustration behind the wheel or worry about not arriving on time can lead to anxiety, or even road rage.

Use different paragraphs to organise your points.

Of course, people will argue that commuting by car gives you greater independence and allows you to travel door-to-door at the exact time you want. Whilst it is true that some rural areas are not well-served by public transport, I strongly believe that, for those of us who live in a city with an excellent public transport network, there can be no justification for driving to work.

Include contrasting opinions and make counterarguments.

In conclusion, we all have a responsibility to minimise our use of cars, and this is particularly true for commuters, who often have other options. I am convinced that, unless there are exceptional circumstances, public transport is the only choice when travelling to work.

Use expressions to express, contrast and disagree with opinions.

3 ☆☆ Read the essay again. Does the writer mention each point as a reason to use public transport (A) or a reason why people use cars (B)? Which points don't they mention (C)?

- 1 the effect of driving on the environment A / B / C
- 2 the high cost of petrol A / B / C
- 3 the fact that a car was a status symbol A / B / C
- 4 avoiding stress A / B / C
- 5 choosing exactly when and where you travel A / B / C
- 6 not putting up with other passengers A / B / C
- 7 many cities have good public transport A / B / C

4 ☆☆ Choose the correct alternative.

- 1 I am convinced that/There can be no justification for there will be fewer cars on the road in the future.
- 2 However/Despite the fact that there are cheaper alternatives like car-sharing, many people still want to use their own car.
- 3 Whilst it is true that/Without doubt, the invention of the car has been a disaster for the natural world.
- 4 Although/I cannot agree with the idea that commuting by car is a good thing.
- 5 Public transport in many cities is excellent. Nevertheless/Despite there will always be some people who consider it an inferior alternative.
- 6 Whilst it is true/I believe there is no evidence to support that people are generally more aware of the environment these days, this hasn't led to a significant drop in the number of cars.
- 7 There can be no justification for/It has long been my feeling that more money should be invested in good public transport.
- 8 It is usually considered to be/On the whole, it is thought that the days of private car ownership are limited.

Task

Look at the statement below and write an essay giving your opinion, saying whether you agree or disagree with the statement. Write between 200 and 260 words.

'Electric scooters are a danger and should be banned.'



Prepare

5 Read the writing task and plan your opinion essay. Make notes.

Main point(s)

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

Additional point(s)

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

Counterargument(s)

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

Writing bank

Useful expressions in opinion essays

Expressing strong opinions

I certainly believe that ...
I am certain that ...
To my mind, there is no question that ...
I am convinced that ...
It has long been my feeling that ...
Without doubt, ...

Disagreeing

There can be no justification for ...
I believe there is no evidence to support ...
I cannot agree with ...

Expressing contrasting opinions and making counterarguments

Whilst it is true that ...
Despite the fact that ...
Although, ...
Nevertheless/However, ...

Giving general opinions

It is widely accepted that ...
... is usually considered to be ...
It is often said that ...
It is generally believed that ...
On the whole, it is thought that ...

6 Use this paragraph plan in your essay:

Paragraph 1: Introduction, including your opinion

Paragraph 2: Main point(s) in support of your opinion

Paragraph 3: Additional point(s) in support of your opinion

Paragraph 4: Point(s) in support of a different opinion and your counterarguments

Paragraph 5: Conclusion, restating and possibly expanding your main point

Write

7 Write your opinion essay in your notebook. Use your notes, the paragraph plan, the writing model on the opposite page and the Writing bank to help you.

Check

8 Read your essay and complete this checklist.

- 1 I used paragraphs to organise my points.
- 2 I used expressions to give my opinions.
- 3 I included contrasting opinions and made counterarguments.
- 4 I used expressions to express, contrast and disagree with opinions.

Grammar

1 Complete the sentences with the correct form of the verbs given.

- I (try) to think of a good present for Rhona for days but I've still got no ideas.
- By the year 2030, the metro system (expand) to include six different lines.
- Angus (be) fascinated by insects since he (go) to a talk about them last year.
- Maya (text) Ana in class when the teacher (see) her and (take) her phone away.
- My parents (drive) to Leeds for the party, but at the last minute they (change) their minds and (take) the train instead.
- Yesterday on the radio I (hear) that the police (arrest) a man the previous day because he (drive) along the motorway in the wrong direction.

2 Complete the story with the correct form of the verbs given.

When I (a) (wake up) that morning, sunlight (b) (stream) into my room and I realised that I (c) (forget) to set the alarm the night before. I (d) (be) late for my first day at the new job! I (e) (have) a quick shower and (f) (eat) some toast before I (g) (run) out of the door. Another problem! My bike (h) (get) a puncture while I (i) (ride) home from college the previous afternoon and last night I (j) (be) too busy to fix it. I (k) (look) at my watch. Just enough time to catch the train.

3 Find and correct the mistake in each sentence.

- When my dad was young his family would have dogs as pets.
.....
- We didn't used to live in the city centre when we first moved here.
.....
- Yolanda is often interrupting when you speak to her – it drives me mad!
.....
- I cycle to work every day and I'm used to cycle in heavy traffic.
.....

Vocabulary

1 Choose the correct alternative.

- It really gets on my when people speak loudly on their phones on the bus.
a brain b nerves
- Why has Billy been giving me the cold all morning?
a shoulder b ear
- I hate people who gossip about you and go behind your
a neck b back
- Don't take it so seriously – he's only pulling your
a leg b arm
- Don't let me down, Ben. I'm really sticking my out for you.
a neck b nose

2 Complete the sentences with the correct noun form of the word given.

- 'Fridays for Future' is a (move) started by Greta Thunberg.
- My sister was understandably upset about her (fail) to get any job interviews.
- It was an incredible (coincide) to run into our neighbours 500 km away from home.
- There were over 20,000 (participate) in this year's charity fun run.
- We really appreciated your (kind) when my mother was in hospital.

3 Use similes to complete the sentences.

- You'll soon learn this game; it looks complicated but really it's
- I had a good night's sleep and woke up next morning
- The little boy didn't say anything. He was
- The waiter was very unfriendly and his smile was
- It was great to leave the city and go off hiking for three days. I felt
- I'm sorry, but that explanation was I don't understand anything!

4 Choose the correct alternative.

- Memed sighed/gasped when he jumped into the river because it was so cold.
- 'It's not fair,' Lukas whined/whispered. 'Freya always gets to choose what we watch.'
- Margo yelled/muttered loudly when she tripped and fell in the street.
- Josh shrieked/whispered because he didn't want Clem to hear him.
- Noriko muttered/groaned when she heard they had another exam to study for.
- 'I hate getting up early,' whined/muttered Max under his breath so no one could hear him.

Grammar

1 Choose the correct alternative.

- You shouldn't have/had better have spoken to the teacher like that. She looked furious.
- When I saw Jo this morning, I must have/ought to have apologised to her, but I was too embarrassed.
- We ve painted/ve been painting the living room all weekend and we still haven't finished.
- We don't have to/aren't allowed to see the results before they're posted online.
- My dad used to live/living in Canada when he was a boy.

2 Complete the second sentence so that it has a similar meaning to the first, using a modal structure.

- That's not Lennox's mum. She doesn't wear glasses.
That Lennox's mum. She doesn't wear glasses.
- It's possible that our flight has been cancelled.
Our flight cancelled.
- I'm positive Meena passed the exam.
Meena the exam.
- I imagine you're pleased about passing your driving test.
You pleased about passing your driving test.
- I'm almost certain it wasn't Ben you saw. He's away this week.
It Ben. He's away this week.

Vocabulary

1 Write the compound word for each definition.

- official document which allows you to drive
- the road on which you can drive the fastest
- a type of accident involving several vehicles
- using your car when under the influence of alcohol
- place where you drive in a circle to continue or change direction
- aggressive behaviour by a driver towards another driver

2 Complete the sentences with the correct form of **make, take** or **do**.

- Eating a bit of chocolate from time to time you any harm.
- In the driving theory test you're only allowed three mistakes.
- It's raining a lot now. We can cover in that shop doorway.
- The service at the hotel was so bad that we decided a complaint.

3 Find and correct the mistake in each sentence.

- Callum ought to have spoken to Bea like that. She was very upset.
.....
- I have been taking my driving test three times.
.....
- I didn't recognise Billy's brother. He didn't used to have a beard.
.....
- You must see Clara at training on Saturday; she was away at a match in Bristol.
.....

4 Complete the dialogue with an appropriate modal verb and the correct form of the verbs given.

- A:** Sorry I'm late. I **(a)** (run) here because I missed the bus.
- B:** You **(b)** (rush). Clark isn't here yet. His mum **(c)** (bring) him today so he **(d)** (wait) until his brother could drive him here.
- A:** OK – at least I'm not the last to arrive.
- B:** It's a good thing we **(e)** (arrive) at training until five.
- A:** But I thought we **(f)** (be) there by 4:30?
- B:** No, they changed it at the last minute. You **(g)** (get) a text. Didn't you get it?
- A:** No, I **(h)** (miss) it when my phone died.

- The team research into a new vaccine at the moment.
- When I a serious comment about the film everyone just laughed.

3 Choose the correct alternative.

- Ola was late because she got stuck in a jam.
a traffic **b** road **c** motorway
- Come on – I'm sure you'll feel better if you get it off your
a shoulders **b** chest **c** head
- 'That's enough!' the mother at her arguing children.
a whispered **b** whined **c** yelled
- There were more than in previous years with 5,000 runners taking part.
a participation **b** participate **c** participants
- Can I pick your about something?
a noses **b** brains **c** minds
- Everyone else was panicking, but Leah was as cool as a
a crystal **b** cucumber **c** rock

