

1 Underline the correct word or phrase.

- a New research shows some young people can't help / consider / risk eating food which contains large amounts of sugar, salt, and animal fat.
- b Many young people also avoid / enjoy / keep taking any exercise.
- c They don't even avoid / enjoy / suggest walking to school or playing active games with their friends.
- d For too many young people, enjoyment feels like / involves / keeps sitting in front of the television, or in front of a computer playing games.
- e Of course if they involve / keep / suggest doing this, they are very likely to have health problems at an early age.
- f Health experts consider / mean / suggest taking hard exercise at least three times a week.
- g This can't help / keeps / means running, cycling or swimming.
- h So even if you don't avoid / feel like / risk taking exercise, it's important to organize regular exercise activities.
- i You could go / involve / practise swimming or jogging, for example.
- j You may also consider / involve / keep changing your diet, and eating more fruit and fresh vegetables.

2 Complete each sentence a to h with an ending from 1 to 8.

- a For a Roman soldier, joining the Roman army meant b.
- b He received wages, but had to spend money too, since being in the army involved
- c In the early days of Rome, everyone became a soldier and young men couldn't avoid
- d However, as time went on, fewer Romans served as soldiers. The army stopped
- e When the army was at the height of its power, an enemy who considered
- f Unless the enemy had very large numbers of soldiers or attacked by surprise, they risked
- g Foreign armies were often disorganized and ran away, but the Romans always kept
- h The Romans were more successful because their soldiers spent more time
- 1 ... being completely destroyed by the ancient world's best fighting force.
- 2 ... buying his own food, uniform and weapons.
- 3 ... attacking it faced very serious problems.
- 4 ... taking all the young Roman men, and service became voluntary.
- 5 ... fighting, until the end if necessary, and rarely surrendered.
- ~~6 ... remaining in service from 20 to 30 years:~~
- 7 ... training to use their weapons, and fighting in organized groups.
- 8 ... serving in the army if there was a war, as it was compulsory.

3 Complete the text with the *-ing* or *to*-infinitive form of the verbs in brackets.

People who remember **a** (do) to do everything they have planned are usually people who organize their tasks in some way, and avoid **b** (get) _____ into a muddle. A shopping list is a good example of this technique, provided you remember **c** (take) _____ the list with you when you go **d** (shop) _____.

It's sometimes possible to remember a fact, for example, if first of all you stop **e** (think) _____ for a few moments. When you try **f** (remember) _____ something, this will be easier if you have learnt it in an organized way. If you are not sure how to do this, try **g** (write) _____ brief notes about the text you are reading. Many people find this an effective way of learning. After all, it's easy to read something and not understand or remember it, usually because you have stopped **h** (pay) _____ attention.

4 Rewrite each sentence so that it contains the word in capitals.

The conquest of the Incas

- | | | |
|---|--|----------|
| a | Francisco Pizarro decided that he would return to South America in 1532. | TO |
| | <i>Francisco Pizarro decided to return to South America in 1532.</i> | |
| b | He hoped that he would conquer the Incas. | TO |
| | | |
| c | He also expected that he would become rich. | TO |
| | | |
| d | When he reached the Inca city of Cajamarca, he pretended that he was a friend. | TO |
| | | |
| e | He threatened that he would kill his prisoner, the Emperor Atahualpa, unless the people brought him their gold and silver. | TO |
| | | |
| f | But he had no intention of letting the Emperor go free. | INTEND |
| | | |
| g | His aim was to make sure that the Incas had no leader. | AIMED |
| | | |
| h | He made a promise that he would set the Emperor free, but killed him. | PROMISED |
| | | |
| i | Pizarro also killed his friend Almagro, who wouldn't obey his orders. | REFUSED |
| | | |
| j | Almagro's friends succeeded in killing Pizarro three years later. | MANAGED |
| | | |



GLOSSARY

5 Complete each sentence so that it means the same as the first sentence.

- Learning how to live in space is difficult.
It's *difficult to learn* how to live in space.
- Eating in weightless conditions isn't easy.
It isn't in weightless conditions.
- Taking enough exercise is difficult.
It's enough exercise.
- Being in good health is very important for astronauts.
It's very important for astronauts in good health.
- Imagining what astronauts have to do is difficult.
It's what astronauts have to do.

2 Complete each sentence using a verb from the list.

decide to hope to learn how to manage to prefer to

- a In developed countries, most students hope to continue into higher education.
- b They know that if they manage to get a university degree, they will stand more chance of getting a good job.
- c Those who decide to leave school at the age of 16 usually have opportunities to continue in education in a college of further education.
- d This is the kind of college where you can become a chef or a tourist guide, and concentrates on the practical side of a job.
- e And for those who prefer to go straight into employment at this age, there is always the chance of training on the job, or going back to full-time education at a later date.

aim to fail to long to need to try to

- f Do you ever try to get away from school and try something different?
- g Then perhaps you long to go for work experience.
- h Many schools aim to give their pupils the chance to find out what work is like, by sending them to work for a few hours a week.
- i Employers say that very few pupils fail to learn useful skills.
- j 'We need to make sure that all the children who work here understand themselves a bit better when they leave,' commented one employer.

3 Complete each sentence so that it means the same as the first sentence, using either *make* or *let* in a suitable form.

- a In ancient Sparta, girls had to practise running, wrestling and throwing javelins.
The ancient Spartans made girls practise running, wrestling and throwing javelins.
- b A baby was not allowed to live if it was not fit and strong.
The ancient Spartans did not let babies live if they were not fit and strong.
- c They encouraged young children to fight each other to make them tough.
The ancient Spartans encouraged young children to fight each other to make them tough.
- d People were not allowed to take a lot of baths.
The ancient Spartans didn't let people take a lot of baths.
- e The children had to sleep on rushes, a kind of grass.
The ancient Spartans made children sleep on rushes, a kind of grass.