

EDWARD JORDAN - PATRIZIA FIOCCHI

NEW Grammar Files

Teacher's Book



Trinity Whitebridge
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ANSWER KEY

FILE 1

A

1

1. they; 2. they; 3. she; 4. they; 5. they; 6. they; 7. it; 8. he; 9. it; 10. she; 11. It.

2

1. We; 2. She; 3. He; 4. They; 5. They; 6. You.

3

1. B: He; 2. A: it, B: It; 3. B: they; 4. B: They; 5. B: She; 6. B: It; 7. A: you, B: I; 8. B: It; 9. B: It; 10. B: They.

4

1. Mrs; 2. Miss; 3. Ms; 4. Mr, Mrs; 5. Mr.

B - C

1

1. is / 's; 2. am / 'm; 3. is / 's; 4. is / 's; 5. is / 's; 6. are / 're; 7. are / 're; 8. is / 's; 9. is / 's; 10. are / 're.

2

1. am not / 'm not; 2. is not / isn't; 3. are not / aren't; 4. are not / aren't; 5. is not / isn't; 6. is not / isn't; 7. is not / isn't; 8. is not / isn't.

3

1. isn't, 's; 2. aren't, 're; 3. isn't, 's; 4. aren't, 're.

4

1. Are you angry?
2. Am I right?
3. Is it late?
4. Are they married?
5. Is Betty nice?
6. Are Bob and John late?

5

1. Is this an old video?
No, it isn't an old video. It's a new video.
2. Is this exercise difficult?
No, it isn't difficult. It's easy.
3. Is Mary at the dentist's?
No, she isn't at the dentist's. She's at the gym.
4. Is it cold?
No, it isn't cold. It's warm.
5. Are the children at school?
No, they aren't at school. They're at the museum.

6. Is Mr Green the German teacher?

No, he isn't the German teacher. He's the English teacher.

7. Are those people from China?

No, they aren't from China. They're from Japan.

8. Are they wrong?

No, they aren't wrong. They're right.

6

1. I'm not; 2. they are; 3. we aren't; 4. it is; 5. they aren't; 6. you aren't.

7

Open answer

8

1. isn't it; 2. aren't you; 3. is she; 4. are they; 5. is it; 6. isn't it; 7. aren't I; 8. are you.

9

1. Neither/Nor am I; 2. So am I; 3. So am I; 4. Neither/Nor am I.

10

1. A: Are, B: am; 2. A: Are, B: 're; 3. A: 'm, B: am; 4. A: 's, B: is, is; 5. A: 'm not, B: am.

11

1. are; 2. 'm; 3. 's; 4. 's; 5. is; 6. are; 7. are; 8. 're; 9. 's; 10. isn't's not; 11. 's; 12. Is; 13. 's; 14. 's; 15. 's.

12.

1. isn't; 2. 's; 3. 'm; 4. 's; 5. 'm; 6. are; 7. aren't; 8. 'm not; 9. 'm; 10. 'm; 11. 's; 12. 's; 13. isn't; 14. 's; 15. Are; 16. aren't; 17. 're; 18. Are; 19. 'm; 20. 's; 21. 's; 22. 's; 23. 'm; 24. are; 25. 'm; 26. 'm; 27. Are.

D

1

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

2

1. How; 2. When; 3. What; 4. Where; 5. What; 6. Why; 7. How; 8. What.

3

1. What; 2. What; 3. How; 4. What; 5. Who; 6. What; 7. How; 8. What; 9. What; 10. What; 11. What; 12. What; 13. Why.

4

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

5

1. Why is this exercise wrong? 2. Where is Jane?
3. How old are your parents? 4. Where are the children? 5. How is your uncle? 6. What time is the concert?

6

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

E - F**1**

1. He's cold. 2. She's hot. 3. She's afraid of dogs.
4. It's thirsty. 5. It's hungry.

2

1. How much is it? 2. I'm hungry. 3. How old is;
4. Am I late? 5. I'm sleepy. 6. You're right. 7. Is Tom ill? 8. I'm cold. 9. much; 10. I'm sorry.

3

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

4

1. There's your hat. 2. Here are your shoes. 3.
There is/s my sister. 4. Here I am. 5. Here we are.
6. There they are.

5

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

FILE 2**A****1**

1. a; 2. an; 3. a; 4. an; 5. a; 6. a; 7. an; 8. a; 9. an;
10. an; 11. a; 12. a

2**A**

glass, hand, nose, hotel, chair, hero, uniform, youth
hostel, union, word, wardrobe, university, watch,
European country

AN

athlete, ear, heir, envelope, uncle, hour, honest person

3

1. a; 2. an; 3. a; 4. an; 5. an.

4

1. an, an; 2. a, an; 3. a, an; 4. a, an; 5. a, a.

5

1. a, an; 2. The; a; 3. the, a; 4. the, the, an, a, a;
5. a, the; 6. The, a; 7. the, an; 8. a, an, the; 9. The,
an, the, the; 10. a, a, The.

B**1****-AN**

Mexican, American, German, Moroccan

-IAN

Canadian, Italian, Brazilian, Hungarian, Australian,
Austrian, Norwegian, Egyptian, Peruvian

-ISH

Swedish, Polish, Spanish, British, Scottish,

-SH

Welsh

-CH

French, Dutch

-ESE

Japanese, Chinese, Portuguese

altro modo

Greek, Pakistani, Iraqi

2

1. Germany; 2. France; 3. Egypt; 4. Spain. 5. Italy;
6. Australia.

3

1. She's French. 2. She's from Paris. 3. He's Egyptian.
4. He's from Cairo. 5. She's Italian. 6. He's Australian.

C - D**1****OPINION**

attractive, beautiful, boring, horrible, pretty,
interesting, cheap, ugly, nice

FACT

short, long, triangular, Afghan, woollen, wooden,
brown, curly, rectangular

2

age: old, middle-aged, young

origin: Hungarian, American

height: tall, short

build: thin, slim, fat

hair: black, short, wavy, straight, long, fair, blond(e),
dark

eyes: blue, black, dark, oriental, green

3

1. long dark curly; 2. small dark oriental; 3. beautiful
big black; 4. ugly long grey.

4

1. Kazuko is a pretty Chinese girl. She's short with straight black hair and black eyes.
2. Jim is a young Welsh boy. He's short and plump with brown hair and green eyes.
3. Helena is a beautiful German girl. She's tall and slim with blond(e) hair and blue eyes.
4. Mr Bowen is an old English gentleman. He's tall and thin with grey wavy hair and big blue eyes.

5

2. c; 3. f; 4. e; 5. a; 6. b; 7. i; 8. g; 9. j; 10. l; 11. h; 12. k.

6

Open answer

7

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

8

generosa; 2. bella; 3. biondi; 4. verdi; 5. paziente; 6. dolce; 7. disattenta; 8. scuri; 9. deliziosi/graziosi; 10. carina; 11. capace/brava; 12. autoritaria; 13. di bell'aspetto; 14. pigro; 15. maleducato.

9

size: big, small, wide, high, long, tall, short

weight: heavy, light

shape: round, oval, square, triangular

colour: red, orange, purple, green, yellow, grey, light

material: leather, wooden, silk, woollen

10

1. It's a big white leather ball. 2. It's an oval grey woollen carpet. 3. It's a high brown wooden wardrobe. 4. It's a long black silk dress. 5. It's a small round metal table.

11

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

12

1. A: What's your soup like?

B: It's too hot.

2. A: What's your pizza like?

B: It's disgusting.

3. A: What's the bread like?

B: It's stale.

4. A: What's the wine like?

B: It's sour.

13

1. sunny; 2. cloudy; 3. foggy; 4. rainy; 5. windy; 6. thundering; 7. snowy; 8. wet; 9. dry. 10. changeable.

14

1. warm; 2. mild; 3. chilly; 4. cold; 5. freezing.

15

1. A: What's the weather like in London?

B: It's cold and rainy.

- A: What's the temperature in London today?

B: It's 0 °C.

2. A: What's the weather like in Madrid today?

B: It's mild and cloudy.

- A: What's the temperature in Madrid today?

B: It's 16 °C.

3. A: What's the weather like in Paris today?

B: It's chilly and windy.

- A: What's the temperature in Paris today?

B: It's 2 °C.

4. A: What's the weather like in Moscow today?

B: It's freezing and snowy.

- A: What's the temperature in Moscow today?

B: It's -10 °C.

5. A: What's the weather like in Manila today?

B: It's hot and sunny.

- A: What's the temperature in Manila today?

B: It's 35 °C.

16

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

17

1. beautiful young; 2. pink silk; 3. small cotton; 4. big square; 5. old green; 6. delicious chocolate; 7. big red; 8. beautiful black.

FILE 3

A

1

1. eggs; 2. dishes; 3. watches; 4. dogs; 5. classes; 6. clocks; 7. churches; 8. sandwiches; 9. students; 10. matches; 11. cars; 12. shoes; 13. bananas; 14. foxes; 15. ears; 16. packets; 17. buses; 18. glasses; 19. toes; 20. wishes.

2

1. potatoes; 2. discos; 3. kangaroos; 4. radios; 5. kilos; 6. photos; 7. zoos; 8. rodeos; 9. videos; 10. euros; 11. heroes; 12. mosquitoes.

3

1. babies; 2. parties; 3. countries; 4. universities; 5. keys; 6. toys; 7. puppies; 8. cities; 9. cherries; 10. boys; 11. berries; 12. daisies.

4

1. leaves; 2. shelves; 3. safes; 4. loaves; 5. dwarfs;
6. halves; 7. lives; 8. gulfs; 9. wolves; 10. beliefs;
11. chiefs; 12. wives; 13. knives; 14. roofs;
15. thieves; 16. scarves.

5

1. children; 2. feet; 3. teeth; 4. geese; 5. policemen;
6. mice; 7. oxen; 8. people; 9. women.

6



7

PLURALI: police, cattle, people

INVARIABILI: fish, salmon, crossroads, species, trout, means, series

SINGOLARI: homework, luggage, news, advice, hair, information, money, furniture, spaghetti, housework

8

1. people; 2. sandwiches; 3. buildings; 4. hotels, safes;
5. pints; 6. donkeys, sheep; 7. teeth; 8. hobbies.

9

1. They're boring videos. 2. They're skilful thieves.
3. They're very high cliffs. 4. They're very ferocious
wolves. 5. They're wonderful pianists. 6. They're
honest men.

10

1. are; 2. are; 3. is; 4. are; 5. is; 6. is; 7. is; 8. are; 9.
is; 10. Is; 11. is; 12. are; 13. is; 14. is; 15. are; 16. Is;
17. are; 18. is.

B

1

1. L; 2. V; 3. L; 4. V; 5. V; 6. L.

2

1. This knife is sharp. 2. Those things are useful.
3. These coats are warm. 4. That street is busy.

3

1. that; 2. those; 3. this; 4. that; 5. This; 6. that;
7. these, This, this.

4

1. That is my American friend. 2. Those bottles are
full of wine. 3. These buses are very crowded.

4. What is that thing over there? 5. This question is
difficult. 6. Who is that woman?

5

1. These books are boring. 2. Those are cheap
hotels. 3. These are easy exercises. 4. Those boys
are very short. 5. these knives are sharp.

6

1. A: What are these things here?
B: These things? Oh, they're ostrich eggs.
2. A: Who are those children over there?
B: Those children? Oh, they're my cousins.
3. A: Who is that man over there?
B: That man? Oh, he's my father.
4. A: What is this insect here?
B: This insect? Oh, it's a black beetle.

7

1. this, that; 2. that, this; 3. that, this, This.

8

1. these wonderful roses; 2. name of this; 3. that an
interesting.

C - D

1

1. them; 2. it; 3. her; 4. him; 5. them; 6. it; 7. him; 8. us.

2

1. him; 2. you; 3. them; 4. her; 5. you; 6. us.

3

1. B: He; 2. B: it; 3. A: you; 4. B: you; 5. A: me; 6. A:
him; 7. A: us; 8. B: her.

4

1. him, He; 2. her, She; 3. them, They; 4. it, It.

5

1. them; 2. him; 3. They; 4. He, her; 4. it.

6

1. B: her, C: she; 2. B: him, C: him; 3. B: it, C: it;
4. B: them, C: them.

7

1. we; 2. It; 3. you; 4. us; 5. it; 6. her; 7. she; 8. She;

9. her; 10. they; 11. He; 12. he; 13. He; 14. him;
15. us.

8

1. for; 2. with, without; 3. for; 4. from; 5. with; 6. with;
7. of; 8. from; 9. to; 10. for, for; 11. of; 12. of; 13. with;
14. from.

FILE 4

A

1

1. There isn't a swimming pool near the park.
Is there a swimming pool near the park?
Isn't there a swimming pool near the park?
2. There isn't a church in Bond Street.
Is there a church in Bond Street?
Isn't there a church in Bond Street?
3. There aren't two discos in this town.
Are there two discos in this town?
Aren't there two discos in this town?
4. There aren't two museums in the city centre.
Are there two museums in the city centre?
Aren't there two museums in the city centre?

2

1. there is/'s; 2. there is/'s; 3. there are;
4. there is/'s; 5. there are; 6. there is/'s;
7. there isn't; 8. there is/'s; 9. there is/'s;
10. There is/'s; 11. Is there; 12. Is there;
13. Are there.

3

1. There are; 2. Are there; 3. There aren't; 4. there's;
5. there are; 6. there's; 7. there are; 8. Is there; 9. there isn't;
10. there are; 11. Is there; 12. there is; 13. there are;
14. there's; 15. aren't there; 16. there are.

4

1. aren't there; 2. isn't there; 3. are there;
4. is there.

B

1

1. between; 2. over; 3. next to; 4. in; 5. in; 6. on;
7. opposite; 8. on; 9. behind; 10. upstairs; 11. against;
12. under; 13. outside; 14. in the middle of.

2

1. at; 2. at; 3. in; 4. at; 5. in; 6. at; 7. at; 8. in; 9. in;
10. at; 11. in; 12. in; 13. in.

3

1. on; 2. on; 3. over; 4. over; 5. on; 6. over; 7. above;
8. below; 9. under.

4

1. in; 2. on; 3. in; 4. next to; 5. under; 6. next to;
7. behind; 8. on; 9. behind; 10. in; 11. between.

5

1. in; 2. in; 3. near; 4. between; 5. opposite;
6. between; 7. in; 8. opposite.

6

1. downstairs, next to, on the left, opposite;
2. upstairs, opposite; 3. a sports shop, upstairs, between, bookshop.

7

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

C

1

1. on; 2. on; 3. in, on; 4. on; 5. on; 6. at; 7. on; 8. on;
9. at; 10. on; 11. in; 12. in; 13. on; 14. at; 15. on; 16. in.

2

1. on; 2. at; 3. on; 4. next to; 5. Next to; 6. At;
7. outside; 8. in; 9. in; 10. on; 11. in; 12. at; 13. in;
14. In; 15. in; 16. behind.

FILE 5

A

1

1. have got / 've got; 2. have got / 've got;
3. has got / 's got; 4. has got / 's got; 5. have got / 've got;
6. have got / 've got.

2

1. Have I got ten cousins?
I haven't got ten cousins.
Haven't I got ten cousins?
2. Have we got the tickets for the concert?
We haven't got the tickets for the concert.
3. Haven't we got the tickets for the concert?
Has Mr Porter got an interesting job?
Mr Porter hasn't got an interesting job.
Hasn't Mr Porter got an interesting job?
4. Has the hotel got a sauna?
The hotel hasn't got a sauna.
Hasn't the hotel got a sauna?

5. Have they got two dogs?
They haven't got two dogs.
Haven't they got two dogs?
6. Have Mr and Mrs White got a big family?
Mr and Mrs White haven't got a big family.
Haven't Mr and Mrs White got a big family?

3

1. A: Has Pamela got wrinkles?
B: No, she hasn't got wrinkles. She's got freckles.
2. A: Have you got long hair?
B: No, I haven't got long hair. I've got short hair.
3. A: Has Mark got a camera?
B: No, he hasn't got a camera. He's got a smartphone.
4. A: Have Lucy and Tom got green eyes?
B: No, they haven't got green eyes. They've got blue eyes.

4

1. Have ... got, haven't; 2. have/ve got; 3. have ... got; 4. has ... got, has/s got; 5. haven't got.

5

1. she has; 2. he hasn't; 3. they have; 4. he has;
5. she hasn't; 6. I have.

6

Open answer

7

1. haven't they; 2. hasn't she; 3. has he; 4. haven't you; 5. hasn't it; 6. have we.

8

1. A: What's the matter with Bob? Has he got a temperature?
B: I don't think so. I think he's got a sore throat.
2. A: What's the matter with Alan? Has he got a pain in his leg?
B: I don't think so. I think he's got a pain in his arm.
3. A: What's the matter with Bill and Susan? Have they got flu?
B: I don't think so. I think they've got a cold.
4. A: What's the matter with Barbara? Has she got a toothache?
B: I don't think so. I think she's got a cough.

9

1. A: has, B: has.
2. A: haven't, B: has.
3. A: has, B: has.
4. A: hasn't; B: has.
5. A: haven't, B: have.
6. A: have, B: have.

10

1. It's for up to five or six people. 2. Yes, it has.

3. Yes, it has. 4. There is a television and a comfortable sofa. 5. It has got three bedrooms. 6. They are upstairs. 7. The first bedroom is big and has got a double bed; the second bedroom is spacious and has got two twin beds; the third bedroom is smaller and has got a single bed. 8. It has got two bathrooms. 9. One is downstairs, and the other is upstairs. 10. They have got a bath, basin and toilet. 11. No, it hasn't. 12. Yes, it has. 13. There is a table and chairs. 14. Yes, it has. 15. It's big enough for two cars. 16. Yes, it has.

11

1. am/'m; 2. has/'s got; 3. are/'re; 4. has/'s got;
5. are; 6. have/'ve got; 7. have got; 8. are; 9. Am;
10. are/'re.

12

1. is; 2. is; 3. has, is; 4. has; 5. is, has; 6. is; 7. is;
8. is; 9. has; 10. is.

B**1**

1. Is there any water in the kettle?
There isn't any water in the kettle.
There is/'s no water in the kettle.
2. Is there any money in the wallet?
There isn't any money in the wallet.
There is/'s no money in the wallet.
3. Is there any coffee in the cup?
There isn't any coffee in the cup.
There is/'s no coffee in the cup.
4. Are there any students in the classroom?
There aren't any students in the classroom.
There are no students in the classroom.
5. Has Tom got any new videos?
Tom hasn't got any new videos.
Tom has/'s got no new videos.
6. Are there any books on the shelf?
There aren't any books on the shelf.
There are no books on the shelf.
7. Is there any tea in the teapot?
There isn't any tea in the teapot.
The is/'s no tea in the teapot.
8. Has he got any old friends?
He hasn't got any old friends.
He has/'s got no old friends.

2

1. A: Have we got any coffee?
B: Yes, we've got some coffee but we haven't got any tea.
2. A: Have we got any potatoes?
B: Yes, we've got some potatoes but we haven't got any onions.

3. A: Have we got any bananas?
 B: Yes, we've got some bananas but we haven't got any oranges.
 4. A: Have we got any cherries?
 B: Yes, we've got some cherries but we haven't got any strawberries.
 5. A: Have we got any flour?
 B: Yes, we've got some flour but we haven't got any eggs.
 6. A: Have we got any sugar?
 B: Yes, we've got some sugar but we haven't got any salt.

3

1. A: any, B: any; 2. A: any, B: some; 3. A: some;
 4. A: some; 5. A: any, B: some.

4

1. A: I'm thirsty. Can I have something to drink?
 B: Would you like some beer?
 A: No, thanks. I don't like beer.
 B: How about some mineral water?
 A: Oh, yes, please! I'd love some mineral water!
 2. A: I'm thirsty. Can I have something to drink?
 B: Would you like some coffee?
 A: No, thanks. I don't like coffee.
 B: How about some tea?
 A: Oh, yes, please! I'd love some tea.
 4. A: I'm hungry. Can I have something to eat?
 B: Would you like some chicken?
 A: No, thanks. I don't like chicken.
 B: How about some fish?
 A: Oh, yes, please! I'd love some fish!
 4. A: I'm hungry. Can I have something to eat?
 B: Would you like some spaghetti?
 A: No, thanks. I don't like spaghetti.
 B: How about some soup?
 A: Oh, yes, please! I'd love some soup!

5

1. A: Will you have some chips?
 B: No, thanks. I don't like chips.
 Can I have some salad, instead?
 A: Yes, of course. Here you are.
 B: Can I have some olive oil, too?
 A: Sorry, I haven't got any.
 2. A: Will you have some cherries?
 B: No, thanks. I don't like cherries.
 Can I have some strawberries, instead?
 A: Yes, of course. Here you are.
 B: Can I have some cream, too?
 A: Sorry, I haven't got any.
 3. A: Will you have some cheese?
 B: No, thanks. I don't like cheese.
 Can I have some ham, instead?
 A: Yes, of course. Here you are.

B: Can I have some bread, too?
 A: Sorry, I haven't got any.
 4. A: Will you have some orange juice?
 B: No, thanks. I don't like orange juice.
 Can I have some coffee, instead?
 A: Yes, of course. Here you are.
 B: Can I have some biscuits, too?
 A: Sorry. I haven't got any.

6

1. any, none; 2. any, any; 3. any, no; 4. any, none.

C**1**

1. C; 2. U; 3. U; 4. C; 5. C; 6. U; 7. U; 8. C; 9. C; 10. U; 11. U; 12. C; 13. U; 14. C; 15. C; 16. C; 17. C; 18. U; 19. U; 20. U; 21. U; 22. U; 23. C.

2**Sostantivi numerabili**

pen, exam, shop, packet, teacher, calculator, bicycle, cup, kilo, box, car, apple

Sostantivi non numerabili

luck, love, advice, happiness, gold, health, patience

3**(a)**

1. a loaf; 2. a piece; 3. two bottles; 4. a tin; 5. two cans; 6. a dozen; 7. a box; 8. a tube.

(b)

1. I'd like a loaf of bread. 2. I'd like a piece of cheese. 3. I'd like two bottles of wine. 4. I'd like a tin of peeled tomatoes. 5. I'd like two cans of coke. 6. I'd like a dozen eggs. 7. I'd like a box of chocolates. 8. I'd like a tube of mayonnaise.

4

1. meat; 2. cheese; 3. bread; 4. bread; 5. toothpaste; 6. butter; 7. milk; 8. potatoes; 9. butter; 10. fruit.

5

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

6

1. thirty euros; 2. heavy suitcase; 3. terrible news; 4. long journey; 5. serious problem; 6. newspaper.

7

1. some; 2. is; 3. a piece of luggage; 4. is; 5. a nice piece of; 6. Is; 7. some; 8. piece of advice; 9. homework; 10. hair; 11. is; 12. isn't.

REVISION AND CONSOLIDATION

1

1. 'm; 2. isn't; 3. Is; 4. is; 5. 's; 6. Has; 7. has; 8. isn't; 9. 's; 10. Is; 11. is; 12. 's got; 13. Has; 14. 's; 15. 've got; 16. have ... got; 17. 've got; 18. 've got; 19. Are; 20. 'm not; 21. Are; 22. am; 23. Has; 24. hasn't; 25. 's got; 26. has; 27. are; 28. is.

2

1. straight; 2. Greek; 3. hasn't; 4. this; 5. watches; 6. ladies; 7. Teeth; 8. there are; 9. those; 10. am.

3

1. any, a; 2. some, some, any, some; 3. any, a; 4. some, some; 5. any, no, a.

4

1. got any; 2. no; 3. aren't any / are no.

FILE 6

A

1

1. my; 2. their; 3. his; 4. your; 5. her; 6. its; 7. Its; 8. their.

2

1. His; 2. Her; 3. My; 4. Its; 5. Your; 6. its.

3

1. he, his, He; 2. his, It, He; 3. your, It; 4. They, their, Their; 5. her, She; 6. your, they, our; 7. it, my.

4

1. Who's; 2. Whose; 3. Whose; 4. Whose; 5. Who's; 6. Whose.

B

1

1. That's Frank's sister. / That's his sister.
2. Those are my mother's colleagues. / Those are her colleagues.
3. This is her sister's boyfriend. / This is her boyfriend.
4. These are George's pens. / These are his pens.
5. Those are the children's toys. / Those are their toys.
6. These are Pam's and Kate's hats. / These are their hats.
7. That is Martin and Betty's house. / That is their house.

8. These are my friends' guitars. / These are their guitars.

2

1. No, it's Bob's rubber.
2. No, they're Bob's and Clare's scarves.
3. No, she's Tom and Paul's mother.
4. No, it's twenty minutes' walk from here.
5. No, it's yesterday's newspaper.
6. No, it's Charles'/Charles's sweater.
7. No, they're her parents' suitcases.
8. No, it's the children's bedroom.

3

2. e - At the newsagent's you can buy newspapers and magazines.
3. b - At the greengrocer's you can buy fruit and vegetables.
4. c - At the butcher's you can buy meat.
5. a - At the baker's you can buy bread.

4

1. the stationer's; 2. the hairdresser's; 3. the jeweller's; 4. the chemist's.

5

1. -; 2. florist's; 3. -; 4. greengrocer's; 5. baker's; 6. -.

6

(a)

genitivo sassone: father's sister, son's name

terza persona contratta del verbo be: She's, He's (x3)

aggettivi possessivi: my (x5), her, Their, our

(b)

1. Stephen's; 2. Robert and Mary's; 3. John's; 4. Stephen's; 5. Ann's; 6. Ruth's; 7. Frank and Ruth's; 8. Stephen's; 9. John and Glenda's; 10. Robert and Mary's.

7

1. 'No, he is Glenda's husband.' 2. 'No, they are Ann's grandparents.' 3. 'No, they are Stephen's parents.' 4. 'No, he is Stephen's uncle.'

8

1. 'She's Robert's wife.' 2. 'He's Ann's father.'
3. 'She's John and Glenda's daughter.' 4. 'He is Robert and Mary's son.'

9

1. 'Whose cousin is he?' 'He's Sally and Tom's.'
2. 'Whose sister is she?' 'She's Sheila and Bob's.'
3. 'Whose shoes are those?' 'They're Mark's and Alan's.'
4. 'Whose desk is that?' 'It's Robert's.'

5. 'Whose sunglasses are these?' 'They're Paul's and Martin's.'
6. 'Whose cardigans are those?' 'They're those girls'.'
7. 'Whose toys are those?' 'They're the children's.'
8. 'Whose video games are these?' 'They're Albert's.'

10

1. Whose; 2. Whose; 3. Who's.

11

1. a science teacher; 2. a police car; 3. a rugby match; 4. a waiting room; 5. a ham sandwich; 6. a seaside resort; 7. a car window; 8. a shop window.

12

1. Some of Stuart's cousins have got red hair.
2. One of David's cousins is an actor.
3. Four of Paul's CDs are new.
4. Two of Peter's classmates are Hungarian.
5. ✕.
6. Some of Ted's work is excellent.
7. Two of Tom's teachers are foreigners.
8. One of my friends is a computer scientist.

13

1. is a cheese; 2. is Mr Smith's; 3. my sister's;
4. pen drive is; 5. idea is.

C**1**

1. This umbrella is mine.
2. These scooters are theirs.
3. That rucksack isn't hers.
4. That exercise book is his.
5. Those CDs are yours.
6. Those coats are ours.

2

1. mine; 2. Yours; 3. ours; 4. theirs; 5. hers; 6. mine.

3

1. A: Those are my gloves.
B: Sorry? Whose gloves are they?
A: They're mine.
2. A: That is their yacht.
B: Sorry? Whose yacht is it?
A: It's theirs.
3. A: Those are her trainers.
B: Sorry? Whose trainers are they?
A: They're hers.
4. A: Those are his parents.
B: Sorry? Whose parents are they?
A: They're his.
5. A: This is our caravan.
B: Sorry? Whose caravan is it?
A: It's ours.
6. A: This is your grammar book.

B: Sorry? Whose grammar book is it?

A: It's yours.

4

1. hers, her; 2. mine, Mark's; 3. yours, Paul's;
4. hers, Bob and Linda's; 5. his, his; 6. theirs, their;
7. theirs, Bill's and Jason's.

5

1. a. theirs are at university; b. their sons are at university.
2. a. ours is called Rex; b. our dogs is called Rex.
3. a. mine live in California; b. my cousins live in California.
4. a. his are very nice people; b. his colleagues are very nice people.

FILE 7**A****1**

- a. 3 three; 13 thirteen; 30 thirty; 33 thirty-three; 300 three hundred; 333 three hundred and thirty-three; 3,000 three thousand; 3,300 three thousand three hundred
- b. 7 seven; 17 seventeen; 70 seventy; 77 seventy-seven; 700 seven hundred; 777 seven hundred and seventy-seven; 7,000 seven thousand; 7,700 seven thousand seven hundred
- c. 8 eight; 18 eighteen; 80 eighty; 88 eighty-eight; 800 eight hundred; 888 eight hundred and eighty-eight; 8,000 eight thousand; 8,800 eight thousand eight hundred
- d. 5 five; 15 fifteen; 50 fifty; 55 fifty-five; 500 five hundred; 555 five hundred and fifty-five; 5,000 five thousand; 5,500 five thousand five hundred

2

- a. 0.7 nought point seven; 0.56 nought point five six
- b. 11 eleven; 12 twelve
- c. 19 nineteen; 35 thirty-five
- d. 123 a/one hundred and twenty-three; 587 five hundred and eighty-seven
- e. 1,400 a/one thousand four hundred; 2,450 two thousand four hundred and fifty
- f. 10,790 ten thousand seven hundred and ninety; 23,998 twenty-three thousand nine hundred and ninety-eight
- g. 100,000 a/one hundred thousand; 300,000 three hundred thousand
- h. 2,000,000 two million; 4,400,000 4 million four hundred thousand

3

1. 10; 2. 13; 3. 23; 4. 45; 5. 18; 6. 600; 7. 953;
8. 5,466; 9. 200,000; 10. 1,500,000.

4

1. fourteen ninety-two; 2. seventeen eighty-nine;
3. seventeen hundred; 4. two thousand (and) one;
5. two thousand (and) thirteen / twenty-thirteen;
6. nineteen eighty-eight.

5

1. Millions; 2. thousand; 3. thousand; 4. hundred;
5. thousand; 6. hundreds.

6

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

B**1**

1. 'How old is Emily?' 'She's twelve years old.'
2. 'How old are Mark and Peter?' 'They're twenty-one years old.'
3. 'How old is Jane's brother?' 'He's thirty-two years old.'
4. 'How old is David's sister?' 'She's fifteen years old.'
5. 'How old is Mr Ashley?' 'He's seventy-seven years old.'
6. 'How old is that building?' 'It's three hundred years old.'

2

1.

Mrs J. Williamson,
101 Penny Lane,
Liverpool 15

2.

Miss B. Gordon,
72 Poplar Street,
Manchester 7

3.

Mr A. Bolton,
112 Grange Road,
Liverpool 8

3

1. Is, address, it is; 2. What is/'s, telephone number;
3. Are, they are; 4. age are, years old; 5. How, is,
She is/'s; 6. What, are, They are/'re.

4

1. three-three (double three) -five six-seven-eight-
four-five-two-oh

2. oh-two double eight-seven-two-five-oh-six

3. oh-five-three-four nine-oh-seven-two-double
three

4. oh-one-eight-nine-three eight-double one-three-
seven-four

5*Open answer***6**

1. the use of the telephone; 2. to communicate on
the move; 3. the age or position of the person;
4. the degree of familiarity; 5. your phone number;
6. form of greeting; 7. say or understand phone
numbers.

7

1. old is; 2. is/'s your; 3. address is.

C**1**

1. twelve dollars; 2. thirteen euros fifty; 3. thirty
pounds ninety-nine; 4. sixty p/pence; 5. sixty-five
cents; 6. fourteen euros seventy.

2**(a)**

How many wallets is Betty/she buying?

She's buying one wallet.

How much is it?

It's £12.00.

How many dresses is she buying?

She's buying one dress.

How much is it?

It's £80.00.

How many ties is she buying?

She's buying four ties.

How much is each tie?

It's £9.00.

How many toy cars is she buying?

She's buying one toy car.

How much is it?

It's £0.98.

How many video games is she buying?

She's buying two video games.

How much is each video game?

It's £13.00.

(b)

£313,98

3

1. A: Excuse me. How much are these liquorice mints?
 B: They're one euro twenty-five.
 A: Here's a five euro note.
 B: Thank you. And here's your change, four euros seventy-five (cents).
 2. A: Excuse me. How much are these chocolate biscuits?
 B: They're one pound fifteen.
 A: Here's a five pound note.
 B: Thank you. And here's your change, four pounds eighty-five.
 3. A: Excuse me. How much is this magazine?
 B: It's two euros.
 A: Here's a ten euro note.
 B: Thank you. And here's your change, eight euros.
 4. A: Excuse me. How much is this aftershave?
 B: It's eight pounds.
 A: Here's a ten pound note.
 B: Thank you. And here's your change, two pounds.

4

1. A: A cheese and salad roll, please.
 B: Ok. Anything else?
 A: Yes, a Sprite, please.
 B: That's three pounds, please.
 A: Here you are.
 B: Thank you.
 2. A: A boiled egg sandwich, please.
 B: Ok. Anything else?
 A: Yes, a Diet Coke, please.
 B: That's two pounds sixty-nine, please.
 A: Here you are.
 B: Thank you.
 3. A: A ham and cheese roll, please.
 B: Ok. Anything else?
 A: Yes, a cup of coffee, please.
 B: That's two pounds ninety-five, please.
 A: Here you are.
 B: Thank you.
 4. A: A cheese and salad sandwich, please.
 B: Ok. Anything else?
 A: Yes, a lemonade, please.
 B: That's two pounds sixty-nine, please.
 A: Here you are.
 B: Thank you.

5

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

6

2. b; 3. c; 4. e; 5. a.

7

1. much are these; 2. does this lotion; 3. are these.

D**1**

1. 's the weight of Robert / 's Robert's weight;
 2. long is the Amazon; 3. 's the size of the Caspian Sea;
 4. deep is Loch Ness; 5. tall is Bill Carson;
 6. wide is the Suez Canal; 7. far is it from Paris to Amsterdam;
 8. 's the size of Greenland.

2

1. does an elephant weigh; 2. tall is a kangaroo;
 3. 's the weight of a kangaroo; 4. does a dolphin weigh;
 5. 's the weight of a tiger.

3

- long, wide, high.

4

1. long, wide; 2. wide, high; 3. length; 4. width.

5

1. tall is; 2. the length of; 3. far is it; 4. is/'s the width;
 5. the size; 6. deep is.

FILE 8**A****1**

1. to; 2. past; 3. past; 4. past; 5. past; 6. past, afternoon;
 7. five to ten; 8. midnight.

2

1. 8.00 It's eight o'clock a.m.
 2. 7.20 It's twenty past seven a.m. / It's seven twenty a.m.
 3. 8.30 It's half past eight a.m. / It's eight thirty a.m.
 4. 3.00 It's three o'clock a.m.
 5. 4.08 It's eight minutes past four a.m. / It's four - oh - eight a.m.
 6. 2.40 It's twenty to three a.m. / It's two forty a.m.
 7. 12.50 It's ten to one p.m. / It's twelve fifty p.m.
 8. 4.45 It's (a) quarter to five a.m. / It's four forty-five a.m.
 9. 6.35 It's twenty-five to seven a.m. / It's six thirty-five a.m.

3

1. evening; 2. at night; 3. p.m.; 4. evening; 5. noon;
 6. afternoon.

4

1. (a) quarter to twelve in the morning, (a) quarter past five in the afternoon; 2. nine (o'clock) in the

morning, half past three in the afternoon;

3. (a) quarter past four in the afternoon, eleven in the evening.

5

1. A: What's the time by your watch?

B: It's exactly (a) quarter past six.

A: My watch is five minutes fast, then.

2. A: What's the time by your watch?

B: It's exactly twenty-five past twelve.

A: My watch is three minutes slow, then.

3. A: What's the time by your watch?

B: It's exactly ten to seven.

A: My watch is ten minutes fast, then.

4. A: What's the time by your watch?

B: It's exactly twenty past eleven.

A: My watch is two minutes slow, then.

5. A: What's the time by your watch?

B: It's exactly half past nine.

A: My watch is two minutes slow, then.

6. A: What's the time by your watch?

B: It's exactly (a) quarter to one.

A: My watch is five minutes fast, then.

6

1. It's on ITV at eight o'clock in the evening.

2. Yes, there is. It's at eleven twenty in the evening.

3. It's a film for all the family. It's on ITV at nine thirty in the evening.

4. It's at eleven o'clock in the evening.

5. Yes, there is. It's on BBC1 at eight thirty in the evening.

6. It's at nine twenty in the evening.

7

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

B

1

15 15th the fifteenth

1 1st the first

3 3rd the third

20 20th the twentieth

13 13th the thirteenth

21 21st the twenty-first

30 30th the thirtieth

23 23rd the twenty-third

2 2nd the second

31 31st the thirty-first

2

1. 33rd; 2. 60th; 3. 25th; 4. 17th; 5. 12th; 6. 40th;

7. 11th; 8. 74th; 9. 10th.

3

1. October ... December

2. June ... August

3. February ... April

4. August ... October

4

1. 22nd May, 1953

2. 29th August, 1984

3. 31st January, 2005

4. 23rd December, 1943

5. 12th October, 1988

6. 1st February, 2013

5

Monday ... Wednesday ... Friday ... Sunday

6

1. 20 is a fifth of 100.

2. A centimetre is a hundredth of a metre.

3. 'I' is the ninth letter of the alphabet.

4. Christmas Day is on the 25th of December.

5. December is the twelfth month of the year.

6. A millimetre is a thousandth of a metre.

7. A minute is the sixtieth part of an hour.

7

1. on; 2. in; 3. on; 4. in; 5. on.

8

1. A: When's Mary's birthday?

B: It's on Monday, August 18th.

2. A: When's Susan's birthday?

B: It's on Wednesday, August 20th.

3. A: When's Alan's birthday?

B: It's on Friday, August 22nd.

4. A: When's John's birthday?

B: It's on Thursday, August 28th.

5. A: When's Glenda's birthday?

B: It's on Saturday, August 30th.

6. A: When's Clare's birthday?

B: It's on Sunday, August 24th.

9

2. E - b. Halloween is on 31st October. It's the night before All Saints.

3. D - a. St. Valentine's Day is on 14th February. It's the day for people in love.

4. H - g. Boxing day is on 26th December. It's the day after Christmas Day.

5. G - c. Christmas Day is on 25th December. It's the day when Jesus was born.

6. C - d. New Year's Eve is on 31st December. It's the last day of the year.

7. F - h. Independence Day is on 4th July. It's the day when America became independent from England.

8. A - e. Easter is between 22nd March and 25th April.
It's the day which celebrates the resurrection of Jesus.

10

1. two halves; 2. a/one third; 3. a/one quarter;
4. three quarters; 5. a/one seventh; 6. five fifths.

C**1**

1. at; 2. in; 3. in; 4. on; 5. on; 6. on; 7. on; 8. at; 9. at;
10. on; 11. in; 12. at; 13. in; 14. at; 15. at; 16. on;
17. at; 18. on; 19. on; 20. at; 21. in.

2

1. on; 2. at; 3. in; 4. at; 5. at; 6. in; 7. on; 8. in; 9. in;
10. at; 11. in; 12. at; 13. on; 14. at.

3

1. on; 2. on; 3. At; 4. in; 5. in; 6. On; 7. on.

4

1. before, in, on, In.
2. at, in, at, in, on, After.

5

1. after; 2. in; 3. during; 4. till; 5. for; 6. from, to;
7. by; 8. within; 9. -; 10. before; 11. throughout;
12. during; 13. after; 14. between.

6

1. at, after; 2. at; 3. in, from, to, from, to, in, from, to;
4. on, at; 5. on, at, after; 6. on, in, at, at, after; 7. on,
between; 8. on, at, at, before; 9. on, at, between; 10.
on, during, on, at, on, at; 11. on, at; 12. on, at; 13. on.

7

1. at; 2. at; 3. after; 4. during; 5. in; 6. between;
7. on; 8. at.

REVISION AND CONSOLIDATION**1**

1. in; 2. in; 3. in; 4. on; 5. on, at; 6. at; 7. in; 8. at; 9.
on; 10. at; 11. at; 12. in; 13. at; 14. in; 15. on; 16. on.

2

1. without; 2. for; 3. about; 4. with; 5. at; 6. in; 7. of;
8. before; 9. from; 10. on.

3

1. the price; 2. big is; 3. time is it; 4. is/'s your;
5. nationality is; 6. old is; 7. name is/'s; 8. isn't;
9. name of this; 10. this book about.

FILE 9**A****1**

1. hurries; 2. does; 3. enjoys; 4. cries; 5. grows;
6. misses; 7. catches; 8. teaches; 9. crosses;
10. says; 11. reads; 12. washes.

2

2. A detective investigates crimes. 3. A fireman
puts out fires. 4. A butcher sells meat. 5. A baby-
sitter looks after children. 6. A vet treats animals.
7. A referee supervises football matches. 8. A
photographer takes photographs.

3

1. writes; 2. likes; 3. gets; 4. has; 5. brushes;
6. gets; 7. has; 8. feeds; 9. goes; 10. buys; 11. has;
12. returns; 13. says; 14. starts; 15. switches;
16. types; 17. stops; 18. relaxes; 19. goes;
20. stays; 21. watches; 22. reads; 23. falls.

4**(a)**

1. finds; 2. change; 3. likes; 4. rains; 5. blows; 6. fall;
7. fly; 8. collects; 9. helps; 10. starts; 11. buys;
12. go; 13. enjoys; 14. makes; 15. like.

(b)

Open answer

5

1. live / David and Caroline don't live in Oxford. /
Do David and Caroline live in Oxford? / Don't
David and Caroline live in Oxford?
2. sings / Thomas doesn't sing in a pop group. /
Does Thomas sing in a pop group? / Doesn't
Thomas sing in a pop group?
3. watches / Paul doesn't watch TV after dinner. /
Does Paul watch TV after dinner? / Doesn't Paul
watch TV after dinner?
4. study / You don't study hard. / Do you study
hard? / Don't you study hard?
5. goes / Peter doesn't go to the gym twice a week.
/ Does Peter go to the gym twice a week? /
Doesn't Peter go to the gym twice a week?
6. need / Kevin and I don't need more training. / Do
Kevin and I need more training? / Don't Kevin
and I need more training?

6

1. He works in a restaurant. He doesn't work in a shop.
2. He lives in a house. He doesn't live in a flat.
3. He speaks German. He doesn't speak French.

4. He likes rock music. He doesn't like classical music.
5. He plays the guitar. He doesn't play the piano.

7

1. don't; 2. doesn't; 3. doesn't; 4. doesn't; 5. don't; 6. don't.

8

1. Does; 2. Does; 3. Does; 4. Does; 5. Do; 6. Do.

9

1. don't; 2. Do; 3. Does; 4. don't; 5. Do; 6. don't; 7. don't; 8. doesn't.

10

2. a - 'Why don't you have some coke?'
3. f - 'Why don't you have a sandwich?'
4. g - 'Why don't you go to bed?'
5. b - 'Why don't you put on a warm pullover?'
6. c - 'Why don't you take a taxi?'
7. d - 'Why don't you go on a diet?'

11

1. don't they, they do; 2. don't you, do; 3. does he, he doesn't; 4. doesn't she, she does; 5. do they, they don't.

12

1. she doesn't, does; 2. we do, do; 3. he does, do; 4. I/we don't, do.

B

1

1. He is often tired when he gets back home from work.
2. Do you sometimes go to the mountains with your parents?
3. Do your schoolmates ever invite you to parties?
4. We don't usually spend our holidays abroad.
5. Does Betty often write e-mails to her friends?
6. Tim hardly ever eats meat.
7. She is never at home in the afternoon.
8. He isn't usually late.

2

1. ever, never; 2. never; 3. ever; 4. ever.

3

1. A: Does Paul ever have breakfast in the morning?
B: He always has breakfast in the morning.
2. A: Does Paul ever watch TV in the evening?
B: He sometimes watches TV in the evening.
3. A: Does Paul ever have lunch at school?
B: He rarely has lunch at school.

4. A: Does Paul ever cycle to school?
B: He hardly ever cycles to school.
5. A: Does Paul ever go to bed after 11 p.m.?
B: He never goes to bed after 11 p.m.

4

1. 'How often does Ted buy a new car?' 'Once a year.'
2. 'How often do you wash your hair?' 'Once a week.'
3. 'How often do Pam and Jack go to the theatre?' 'Three times a month.'

5

1. We never go to bed before midnight.
2. I have a shower every day.
3. We often go to the seaside in summer.
4. I don't usually drink coffee in the evening.
5. Tim and Linda go to the cinema twice a month.
6. Do you ever go to London at the weekends?

6

1. What time; 2. Never; 3. every day; 4. How many;
5. a day; 6. how often; 7. once; 8. twice;
9. Sometimes; 10. twice a week.

C

1

1. do you get up; 2. do Martin and Paul work;
3. do you go to concerts; 4. does she go to school;
5. does he smoke a lot of cigarettes; 6. do you spend on CDs; 7. does Mark do; 8. do you usually go to the library; 9. do kangaroos live; 10. do these shoes cost.

2

- 'What time does the bus arrive?' 'It arrives at 9.45.'
'What time does the train leave?' 'It leaves at 10.35.'
'What time does the train arrive?' 'It arrives at 11.15.'
'What time does the plane leave?' 'It leaves at 1.30.'
'What time does the plane arrive?' 'It arrives at 3.50.'
'What time does the film start?' 'It starts at 7.30.'
'What time does the film finish?' 'It finishes at 9.45.'
'What time does the match start?' 'It starts at 2.30.'
'What time does the match finish?' 'It finishes at 4.15.'
'What time does the bank open?' 'It opens at 9.30.'
'What time does the bank close?' 'It closes at 3.30.'
'What time does the post office open?' 'It opens at 9.00.'
'What time does the post office close?' 'It closes at 5.30.'

3

1. 'How much do kangaroos weigh?' 'They weigh about sixty kilos.'

2. 'Why do kangaroos/they jump very high?'
'Because their back legs are very strong.'
3. 'What do kangaroos/they eat?' 'They eat grasses.'
4. 'Where do kangaroos/they carry their babies?'
'They carry their babies in a pouch.'
5. 'What do kangaroos/they feed their babies on?'
'They feed their babies on milk.'
6. 'How long do kangaroos/they live?' 'They live for about fifteen to twenty years.'

4

1. When do Peter and Jenny go on holiday?
2. What time do you usually leave home?
3. How much do your parents earn?
4. What do your friends generally do on Saturday nights?
5. Who do you go to the pub with?
6. Where do your friends usually spend their holidays?
7. How long do penguins usually live?
8. What do you use a knife for?
9. Why does she want to stay at home?
10. How often does your brother play tennis?

5

1. S; 2. C; 3. C; 4. S; 5. S; 6. C; 7. C; 8. S.

6

1. phones; 2. does Stephen phone; 3. does Mark like; 4. likes; 5. does Tom play; 6. plays; 7. lives; 8. does he live.

7

1. Who often sees her friends at the club?
Who does Jane often see at the club?
2. Who never buys flowers for his wife?
Who does Tom never buy flowers for?
3. What melts ice?
What does heat melt?
4. Who often plays tennis with the Smiths?
Who do they often play tennis with?

8

1. How many cigarettes does Betty smoke every day?
Why does Betty smoke a packet of cigarettes every day?
2. Who likes going to the cinema on Saturday evenings?
What does David like doing on Saturday evening?
When does David like going to the cinema?
3. Who spends a lot of money on video games?
How much does Tom spend on video games?
4. Who always goes to work by car?
How do the Browns always go to work?

5. Who likes spending her holidays in Sicily?
Where does Susan like spending her holidays?
Why does Susan like spending her holidays in Sicily?
6. Where do they go twice a month?
How often do they go to the theatre?
Why do they go to the theatre twice a month?

REVISION AND CONSOLIDATION**1**

1. A; 2. B; 3. C; 4. B; 5. B; 6. D; 7. A; 8. D; 9. D; 10. C.

2

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

FILE 10**A****1**

1. A; 2. B; 3. B; 4. B; 5. A.

2

1. have; 2. has; 3. don't; 4. Does, does; 5. Do, don't; 6. do; 7. don't.

3**(a)**

1. Susan has morning coffee with Carol on Tuesdays.
2. Jack and Susan have dinner with friends on Tuesdays.
3. Jack has lunch with Fred on Wednesdays.
4. Susan has a driving lesson on Thursdays.
5. Susan and the children have tea with Aunt Mary on Fridays.
6. Jack has a drink with Paul at the 'White Bull' on Fridays.
7. Susan and Jack have a walk along the river on Saturdays.
8. Susan, Jack and the children have lunch with Susan's parents on Sundays.

(b)

- 'Does Susan have morning coffee with Carol on Tuesdays?' 'Yes, she does.'
- 'Do Jack and Susan have dinner with friends on Tuesdays?' 'Yes, they do.'

(and so on)

(c)

1. Susan and Jack don't have a walk along the river on Sundays.

2. Jack doesn't have a drink with Paul on Wednesdays.
3. The Greens don't have lunch with Susan's parents on Saturdays.

4

1. gets up; 2. has; 3. has; 4. goes; 5. works; 6. has; 7. goes; 8. works; 9. meets; 10. listens; 11. has; 12. reads; 13. listens; 14. has; 15. goes; 16. goes.

B**1**

1. A: Does Mark like coffee?
B: Yes, but he doesn't like black coffee.
2. A: Does Ann like music?
B: Yes, but she doesn't like jazz.
3. A: Do you like dogs?
B: Yes, but I don't like small dogs.
4. A: Do they like Ireland?
B: Yes, but they don't like its weather.

2

1. Does, like, likes; 2. Do, like, don't like; 3. Does, like, likes.

3

1. Jeffrey doesn't like going to parties.
2. Do Mark and Betty like living in the country?
3. I don't like playing chess.
4. She likes collecting stamps.

4

1. Would you like; 2. Does Mike like; 3. Do you like; 4. would like; 5. do you like.

5

1. going; 2. knitting; 3. sleeping; 4. to do; 5. waiting; 6. to help; 7. swimming, skiing; 8. making; 9. doing; 10. to travel.

6*Open answer***C - D****1****(a)**

2. e; 3. a; 4. c; 5. b.

(b)

2. Mark needs a lawnmower to cut the grass.
3. John needs a hammer and some nails to fix the fence.
4. Alan needs a saw to cut the wood.

5. Paul needs a pair of scissors to cut some paper.

(c)

2. Mark cuts the grass with a lawnmower.
3. John fixes the fence with a hammer and some nails.
4. Alan cuts the wood with a saw.
5. Paul cuts some paper with a pair of scissors.

2

1. A: How do you get to work, Mary?
B: I usually go by car.
A: How far is it?
B: It's 5 miles.
A: How long does it take (you)?
B: It takes (me) 20 minutes.
2. A: How do you get to work, Peter?
B: I usually go by tube.
A: How far is it?
B: It's 2 miles.
A: How long does it take (you)?
B: It takes (me) 10 minutes.
3. A: How do you get to work, Mark?
B: I usually go on foot.
A: How far is it?
B: It's half a mile.
A: How long does it take (you)?
B: It takes (me) 15 minutes.

3

1. take; 2. takes; 3. take; 4. need; 5. needs; 6. take; 7. needs; 8. need.

4

1. with; 2. with; 3. in; 4. with; 5. by; 6. on; 7. by/on; 8. on; 9. with.

E**1**

1. myself; 2. himself; 3. yourself; 4. yourselves; 5. herself; 6. itself; 7. yourself; 8. themselves.

2

1. your; 2. yourself; 3. my; 4. herself; 5. herself; 6. his; 7. yourself; 8. their; 9. their; 10. ourselves.

3**REFLEXIVE VERBS**

hurt, enjoy, consider, behave, (wash), (dress), introduce

NON-REFLEXIVE VERBS

wake up, apologise, stop, congratulate, feel, remember, forget, get up, worry, meet, rest, wonder, complain, (wash), (dress), shave

4

1. ✗ - I wonder **myself**
2. ✗ - I can't concentrate **myself**
3. ✗ - He never stops **himself**
4. ✓
5. ✓
6. ✗ - She is relaxing **herself**
7. ✓
8. ✗ - He's always complaining **himself**
9. ✓
10. ✓

5

1. We phone each other many times a day.
2. We text each other four or five times a day.
3. We write each other lots of love letters.
4. We trust each other.
5. We see each other every day.

6

1. themselves; 2. ourselves; 3. each other; 4. one another; 5. yourselves; 6. each other.

7

1. angry; 2. asleep; 3. married; 4. dressed; 5. ready; 6. in love; 7. tired; 8. bored; 9. drunk.

8

1. each other; 2. lives by; 3. on my; 4. themselves; 5. by.

FILE 11**A****1**

1. dying; 2. sitting; 3. riding; 4. enjoying; 5. beginning; 6. lying; 7. checking; 8. crying; 9. going; 10. giving; 11. winning; 12. planning; 13. picnicking; 14. staying; 15. boiling; 16. travelling; 17. replying; 18. cutting; 19. leaving; 20. drying.

2

1. are going / Are they going to the airport? / They aren't going to the airport. / Aren't they going to the airport?
2. is playing / Is John playing the piano now? / John isn't playing the piano now. / Isn't John playing the piano now?
3. is sitting / Is Jenny sitting on the sofa? / Jenny isn't sitting on the sofa. / Isn't Jenny sitting on the sofa?
4. are wearing / Are they wearing jeans? / They aren't wearing jeans. / Aren't they wearing jeans?

5. is carrying / Is the porter carrying two heavy cases? / The porter isn't carrying two heavy cases. / Isn't the porter carrying two heavy cases?

6. is drying / Is Alan drying his hair? / Alan isn't drying his hair. / Isn't Alan drying his hair?

3

1. 's raining; 2. 'm sitting; 3. 'm watching; 4. 's reading; 5. are playing; 6. 's crying.

4

1. They are having a holiday. 2. The weather/It is fantastic and the sun is shining. 3. Jack/He is thinking about Mr and Mrs Parker at home. 4. Jack/He is writing postcards and drinking a lovely cool beer. 5. Susan/She is swimming. 6. The children/They are making a sandcastle. 7. No, they aren't. They are having a great time.

5

1. are carrying; 2. is pouring; 3. is wearing; 4. is licking; 5. are playing; 6. is sitting; 7. are sitting; 8. are enjoying.

6

1. A: Is Sheila painting the kitchen?
B: No, she isn't painting the kitchen. She's painting her bedroom.
2. A: Are they looking after the children?
B: No, they aren't looking after the children. They're playing cards.
3. A: Is Nick watering the flowers?
B: No, he isn't watering the flowers. He's cutting the grass.
4. A: Is Jane getting up?
B: No, she isn't getting up. She's sleeping.

7

1. A: Hello Mark! Robert here.
B: Oh, hello Robert.
A: Er ... are you busy? Am I ringing at a bad time?
B: Well, yes, actually. I'm having a bath.
A: Oh, sorry. I'll ring back later.
2. A: Hello Martha! Mary here.
B: Oh, hello Mary.
A: Er ... are you busy? Am I ringing at a bad time?
B: Well, yes, actually. I'm writing an important letter.
A: Oh, sorry. I'll ring back later.
3. A: Hello Barbara! Paul here.
B: Oh, hello Paul.
A: Er ... are you busy? Am I ringing at a bad time?
B: Well, yes, actually. I'm painting the kitchen.
A: Oh, sorry. I'll ring back later.
4. A: Hello Pamela! Peter here.
B: Oh, hello Peter.
A: Er ... are you busy? Am I ringing at a bad time?

B: Well, yes, actually. I'm putting the children to bed.

A: Oh, sorry. I'll ring back later.

8

1. they are; 2. he isn't; 3. we aren't; 4. she is; 5. I am / we are; 6. she is.

9

1. isn't she; 2. is he; 3. are they; 4. aren't you; 5. aren't we.

10

1. So is; 2. Neither am; 3. So are; 4. Neither are; 5. So is.

B - C

1

1. AC; 2. AA; 3. I; 4. AA; 5. AC; 6. I.

2

1. teaches; 2. is grading; 3. is typing; 4. cycle; 5. are listening; 6. 're playing.

3

1. do; 2. are; 3. Does; 4. Does, does; 5. are, Do; 6. Am.

4

1. does she usually read; 2. is she reading; 3. Do you generally use; 4. Are you using; 5. Are your parents working; 6. Do they work; 7. Are you doing; 8. Does your sister ever help.

5

1. 'm washing; 2. wash; 3. Are you washing; 4. 'm drying; 5. are you doing; 6. 'm cleaning; 7. clean; 8. 's ringing; 9. are you saying; 10. 's ringing; 11. isn't ringing.

6

1. C; 2. B; 3. C; 4. A; 5. C; 6. A; 7. C; 8. C.

7

1. are you doing, 'm waiting; 2. is/'s staying; 3. 're playing; 4. is/'s snowing; 5. rains; 6. does he do; 7. Am I disturbing, 'm watching; 8. are you thinking, 'm thinking; 9. is/'s, gets up, is/'s still sleeping, has/'s; 10. want, don't remember; 11. Does Mark like, loves; 12. do you think, Do you like, like.

8

1. are you doing; 2. 'm watching; 3. watch; 4. love; 5. think; 6. miss; 7. 'm watching; 8. 'm watching; 9. like; 10. is using; 11. 's doing; 12. don't you come; 13. 's baking; 14. 's doing; 15. goes; 16. babysit; 17. 'm looking; 18. 's crying.

D

1

1. Can you pass me that book, please?
2. He rarely buys his girlfriend presents.
3. Why don't we make Pamela a cake?
4. Why don't you tell the children a story?
5. My grandparents often bring me sweets.
6. Dad always gives Peter pocket money on Saturdays.
7. He never offers his friends a drink.
8. Susan wants to buy me a souvenir in New York.
9. I booked my friends a hotel room.
10. I never send her text messages.

2

1. the seat for her; 2. his room to him; 3. a sandwich for me; 4. their daughter a new flat; 5. Mark a pint of beer.

3

1. a. Can you show her the kitchen?; b. ✗.
2. a. ✗; b. Pass Mary the salt, please.
3. a. ✗; b. Can you give Peter those books?
4. a. ✗; b. She's offering Jack a cup of tea.
5. a. Can you show me those posters?; b. ✗.
6. a. Remember to give her the CD; b. ✗.

4

1. A: It's Sharon's birthday soon. Why don't we give her a bottle of perfume?

B: No, not a bottle of perfume. Why don't we give her some make-up, instead?

A: Good idea!

2. A: It's Ted's birthday soon. Why don't we give him a cashmere pullover?

B: No, not a cashmere pullover. Why don't we give him a smartphone, instead?

A: Good idea!

3. A: It's the twins' birthday soon. Why don't we give them some new toys?

B: No, not some new toys. Why don't we give them some pocket money, instead?

A: Good idea!

4. A: It's Mr and Mrs Jordan's anniversary soon. Why don't we give them a bottle of Italian wine?

B: No, not a bottle of Italian wine. Why don't we give them a bottle of French champagne, instead?

A: Good idea!

5

1. ✓
2. ✓
3. ✓
4. ✗ - Can I ask you a favour?
5. ✗ - Can you explain that grammar rule to us, please?
6. ✓

6

1. He always sends me postcards from abroad.
2. Why don't you give Andrew this note?
3. Claire wants to buy a new smartphone for her son.
4. Jason is asking her a favour.
5. Can you order a pint of beer for me?

FILE 12**A****1**

1. Is there much pollution in this town? / There isn't much pollution in this town.
2. Has this library got many books? / This library hasn't got many books.
3. Has Pamela got many friends? / Pamela hasn't got many friends.
4. Have we got much coffee? / We haven't got much coffee.

2

1. A: Have you got many CDs?
B: No, I haven't got many.
C: Yes, you have! You've got a lot!
2. A: Have they got much time for their interests?
B: No, they haven't got much.
C: Yes, they have! They've got a lot!
3. A: Has she got many hobbies?
B: No, she hasn't got many.
C: Yes, she has! She's got a lot!
4. A: Has your sister got many things to do?
B: No, she hasn't got many.
C: Yes, she has! She's got a lot!
5. A: Has he got much luggage to carry?
B: No, he hasn't got much.
C: Yes, he has! He's got a lot!
6. A: Has their house got many rooms?
B: No, it hasn't got many.
C: Yes, it has! It's got a lot!

3

1. very comfortable; 2. very easy; 3. very slow;
4. very pretty; 5. very expensive; 6. very successful.

4

1. a lot of; 2. much; 3. many; 4. very; 5. very much;
6. very; 7. many; 8. a lot of.

5

1. hard (*also*: a lot); 2. a lot, much; 3. hard (*also*: a lot), much; 4. very.

6

1. How much; 2. How much; 3. How much; 4. How many; 5. How many; 6. How many; 7. How many; 8. How many.

B - C**1**

1. A: How many sausages are there?
B: Only a few.
2. A: How many lemons are there?
B: Only a few.
3. A: How much milk is there?
B: Only a little.
4. A: How much ice-cream is there?
B: Only a little.
5. A: How many apples are there?
B: Only a few.

2

1. A: Would you like some cherries?
B: Yes, please, but just a few.
2. A: Would you like some bread?
B: Yes, please, but just a little.
3. A: Would you like some coffee?
B: Yes, please, but just a little.
4. A: Would you like some sugar?
B: Yes, please, but just a little.
5. A: Would you like some oranges?
B: Yes, please, but just a few.
6. A: Would you like some tomatoes?
B: Yes, please, but just a few.

3

1. a little; 2. a few; 3. a little; 4. a little; 5. a few; 6. a few.

4

1. little; 2. few; 3. little; 4. little; 5. few.

5

1. There are few mistakes in your test.
2. There is/'s little work today.
3. There is/'s little wine left.
4. We have/'ve got little petrol.
5. We have/'ve got few friends.
6. There are few visitors today.

6

1. a little; 2. little; 3. a little; 4. a few; 5. a little;
6. little; 7. little; 8. a few.

7

1. little entertainment; 2. is/'s a little; 3. are some;
4. few car parking; 5. a few; 6. much homework.

8

1. A: What do you think of this skirt?
B: Well, I think it's too short.
2. A: What do you think of this jumper?
B: Well, I think it's too small.
3. A: What do you think of these shoes?
B: Well, I think they're too expensive.
4. A: What do you think of this dress?
B: Well, I think it's too long.
5. A: What do you think of this suit?
B: Well, I think it's too big.

9

2. a - They're too young to go on holiday without their parents.
3. b - It's too cold to go out without a coat on.
4. f - It's too early to go to bed.
5. d - It's too late to get there on time.
6. e - It's too far to go on foot.

10

1. too; 2. too much; 3. too many; 4. too many; 5. too much; 6. too; 7. too much; 8. too; 9. too; 10. too; 11. too many; 12. too much.

11

1. too few; 2. too much; 3. too many; 4. too many; 5. too few; 6. too much; 7. too many; 8. too much; 9. too much; 10. too little.

12

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

D - E**1**

1. The car isn't big enough.
2. These trousers aren't long enough.
3. The music isn't loud enough.
4. You aren't old enough to drive.

2

1. warm enough; 2. enough qualifications; 3. big enough; 4. enough coffee; 5. well enough; 6. old enough; 7. strong enough; 8. wide enough.

3

- A - 1. old enough; 2. old enough; 3. enough money.
B - 1. enough potatoes; 2. enough onions;
3. enough mayonnaise; 4. enough time.

4

1. too; 2. enough; 3. too; 4. enough; 5. quite; 6. too.

5

1. quite; 2. enough pizza; 3. rather; 4. quite.

6

1. few opportunities; 2. enough rain; 3. little food.

TOWARDS CERTIFICATIONS**1 PET – Reading Part 2**

1. H; 2. D; 3. A; 4. B; 5. C; (extra hotels: E, F, G).

2 PET – Reading Part 5

1. C; 2. D; 3. A; 4. C; 5. B; 6. C; 7. D; 8. B; 9. A; 10. B.

3 PET – Reading Part 5

1. A; 2. C; 3. D; 4. B; 5. B; 6. A; 7. B; 8. C; 9. D; 10. C.

4 PET – Writing Part 1

1. on; 2. never; 3. are seven rooms; 4. little furniture;
5. shopping during.

5 PET – Writing Part 2

Open answer

6 PET – Writing Part 2

Open answer

7 PET – Writing Part 3

Open answer

8 PET – Writing Part 3

Open answer

9 PET – Listening Part 1

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

10 PET – Listening Part 4

1. A; 2. A; 3. B; 4. A; 5. B; 6. B.

FILE 13**A - B****1**

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

2

1. into; 2. from; 3. out of; 4. into; 5. to; 6. from.

3

1. over; 2. towards; 3. into; 4. up; 5. through;
6. past.

4

1. onto; 2. up to; 3. up; 4. off; 5. down to.

5

1. as far as; 2. for; 3. in; 4. away; 5. -, to.

6

1. across; 2. past; 3. around; 4. through; 5. across; 6. along.

7

1. off; 2. off; 3. on; 4. into; 5. out of.

8

1. on; 2. past; 3. into; 4. through; 5. over; 6. towards; 7. along; 8. towards; 9. off; 10. round; 11. -.

9

1. is taking off; 2. arrive; 3. to reach; 4. is landing; 5. drives; 6. travel.

C**1**

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

2

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

3

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

4

1. Listen; 2. Don't eat; 3. Don't leave; 4. Raise; 5. Don't chew.

5

1. Don't play; 2. Study; 3. Don't be, Remember; 4. Have, don't forget; 5. Close; 6. Don't make.

6

1. Carry; 2. Don't leave; 3. Don't start; 4. Take; 5. Don't disturb; 6. Don't pick.

71. Brush your teeth before going/you go to bed.
2. Don't play video games all the time.
3. Study Maths.
4. Don't be rude to your classmates.
5. Lock the door when you go out.**8**

1. Don't bring; 2. wear; 3. Tell; 4. catch; 5. get off; 6. walk; 7. give.

9

A - 1. Go; 2. take; 3. phone.

B - 1. Open; 2. say; 3. Stay; 4. take; 5. Call; 6. come.

10

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

11

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

FILE 14**A****1**

1. ✗; 2. the; 3. The, the; 4. ✗; 5. ✗, ✗; 6. ✗, the; 7. The, the; 8. ✗; 9. ✗, ✗, ✗, ✗; 10. the.

2

1. The; 2. ✗, ✗; 3. ✗, ✗, the; 4. the, the; 5. The, the; 6. The, the; 7. The, ✗; 8. The, ✗; 9. the, ✗; 10. ✗.

3

1. the; 2. ✗, the; 3. ✗; 4. the, ✗; 5. ✗; 6. ✗; 7. ✗; 8. ✗, ✗, ✗; 9. the; 10. ✗; 11. the; 12. The; 13. ✗; 14. The, ✗; 15. ✗.

4

1. the, ✗; 2. the; 3. ✗, ✗, ✗; 4. the; 5. The, ✗, the; 6. the; 7. The, ✗; 8. ✗, ✗, the.

5

1. church; 2. the hospital; 3. the church; 4. prison; 5. the bed; 6. bed.

B - C**1**

1. The, the; 2. ✗, the; 3. The, the; 4. The, ✗; 5. ✗; 6. The, the, the, ✗; 7. ✗, ✗, the; 8. the; 9. The, ✗, ✗; 10. the, the, ✗; 11. ✗, the; 12. The; 13. ✗, ✗; 14. The, ✗. 15. ✗, ✗, ✗, ✗.

2

1. ✗; 2. The; 3. ✗; 4. ✗; 5. ✗; 6. ✗; 7. ✗; 8. the; 9. ✗; 10. the; 11. ✗; 12. ✗; 13. ✗; 14. ✗; 15. ✗; 16. the; 17. ✗; 18. ✗; 19. ✗; 20. the; 21. ✗; 22. ✗; 23. the; 24. ✗; 25. the.

31. All the rooms at the Boscolo Hotel are very comfortable.
2. They live in Gordon Road, near ~~the~~ Lady Godiva Square.
3. Why don't we go to the cinema? There's a good film on at the Odeon.

4. ~~The~~ Tower Bridge is in London. It is also called London Bridge.
5. ~~The~~ Buckingham Palace is the residence of the monarch.
6. ~~The~~ Harvard University is one of the most prestigious universities in the United States.
7. ~~The~~ Archeological Museum is closed on Mondays.
8. They're going to the Maldives. They're leaving from ~~the~~ Heathrow Airport.
9. It is dangerous to go to ~~the~~ Central Park at night.

D**1**

1. a, a, a, The, the; 2. The, the; 3. a, an, The, the; 4. a, The, the.

2

1. The postcards are from France but the letter isn't.
2. The magazine is for David but the newspapers aren't.
3. The tulips are yellow but the orchid isn't.
4. The tie is smart but the shirts aren't.

3

1. The, a, ✗; 2. a, ✗; 3. a, a; 4. a, a; 5. a, ✗; 6. a, ✗, ✗; 7. a, a; 8. a, ✗, ✗; 9. A; 10. a, The, the; 11. ✗, an; 12. ✗, a; 13. a; 14. a, ✗; 15. a, ✗; 16. a, ✗.

4

1. ✗; 2. a; 3. a; 4. the; 5. ✗; 6. a; 7. a; 8. the; 9. ✗; 10. a; 11. a; 12. the; 13. ✗; 14. a; 15. ✗; 16. the; 17. a.

E**1**

1. What; 2. How; 3. What a; 4. What an; 5. What; 6. What a; 7. What a; 8. How; 9. How; 10. What; 11. How; 12. What a.

2

1. She's got such a nice necklace!
2. You've got such heavy luggage!
3. They've got such fast bikes!
4. It's such lovely weather!
5. Your car makes such a terrible noise!
6. We're having such a great time!

3

1. hot this soup; 2. nice people they; 3. such a sad; 4. has got such; 5. is/s so cold.

FILE 15**A - B****1**

1. Sharon can speak Chinese. / Can Sharon speak Chinese? / Sharon can't speak Chinese. / Can't Sharon speak Chinese?
2. We can leave tomorrow. / Can we leave tomorrow? / We can't leave tomorrow. / Can't we leave tomorrow?
3. Sarah can sing very well. / Can Sarah sing very well? / Sarah can't sing very well. / Can't Sarah sing very well?
4. She can cook. / Can she cook? / She can't cook. / Can't she cook?
5. They can dance. / Can they dance? / They can't dance. / Can't they dance?
6. You can ride a horse. / Can you ride a horse? / You can't ride a horse. / Can't you ride a horse?

2

1. can't see; 2. can't find; 3. can smell; 4. can't taste.

3**(a)**

1. No, she can't. 2. Yes, he can. 3. No, she can't. 4. No, he can't. 5. Yes, she can. 6. No, they can't. 7. Yes, they can.

(b)

1. can, can't; 2. can't, can.

(c)

1. can't; 2. can; 3. can; 4. can; 5. can't.

4

1. can't we; 2. can she; 3. can they; 4. can't you; 5. can't he.

5

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

6

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

7

1. P: Can I have eggs?
S: Yes, you can have two eggs once a week.
2. P: Can I have a glass of beer?
S: I'm afraid you can't have beer / you can never have beer.
3. P: Can I have a cup of coffee with sugar?
S: You can have a cup of coffee every day, but I'm afraid you can't have sugar.

4. P: Can I have a bar of chocolate?
S: I'm afraid you can't have chocolate / you can never have chocolate.
5. P: Can I have meat, vegetables and salad?
S: Yes, you can have 150 g meat, vegetables or salad every day.
6. P: Can I have a piece of cheese?
S: Yes, you can have 75 g cheese once a week.
7. P: Can I have a slice of bread with butter and jam?
S: You can have two slices of bread once a week but you can't have butter and jam.
8. P: Can I have a piece of cake?
S: I'm afraid you can't have cakes / you can never have cakes.

8

1. He can't be late again.
2. It can't be so far away.
3. He can't drink such a lot of beer.
4. They can't have thirty cats.
5. This dress can't cost so much.
6. It can't be windy again.

C - D**1**

1. may not; 2. may; 3. may; 4. may; 5. may not; 6. may.

2

1. There may be a history test on Tuesday.
2. He may be 20 years old.
3. Mobile phones may not work in this area.
4. We may meet them tonight at the pub.
5. I may be wrong.
6. This pullover may not be too big for James.

3

1. You may not park here.
2. You may not play ball games.
3. Only members of the club may eat in the restaurant.

4

1. Can; 2. Can; 3. May; 4. May.

FILE 16**A****1**

1. mustn't; 2. must; 3. must; 4. must; 5. mustn't; 6. mustn't; 7. must; 8. mustn't.

2

1. must remember; 2. must make; 3. mustn't lose; 4. mustn't go; 5. mustn't eat; 6. must drive.

3

1. must keep; 2. must not overtake; 3. must stop; 4. must give; 5. must not exceed.

4

1. You must pay attention.
2. You mustn't talk to each other during tests.
3. You must be quiet in class.
4. You must keep the classroom clean.
5. You mustn't chew gum in class.
6. You mustn't write on the walls.

5

1. You must listen to me.
2. You mustn't bite your nails.
3. You must open your books.
4. You must eat your vegetables.
5. You mustn't be late.
6. You mustn't forget your keys.

6

1. He must be ill.
2. It must be in the garden.
3. You must be very tired.
4. He must have problems.

7

1. must; 2. can't; 3. can't; 4. can't; 5. must.

8

Teachers: 1. must translate; 2. must do; 3. must study.

Frank (student): 1. have to translate; 2. have to do; 3. have to study.

9

1. forget to queue; 2. must not/mustn't; 3. be late; 4. must not/mustn't exceed.

B - C**1**

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

2

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

3

1. Let's go inside; 2. Let's play tennis; 3. Let's invite the Jordans; 4. Let's have dinner at a restaurant.

4

1. Let's play; 2. Let's wait; 3. Let's watch; 4. Let's buy; 5. Let's give; 6. Let's call.

5

1. Let's eat; 2. Let's ask; 3. Let's not play; 4. Let's invite; 5. Let's buy; 6. Let's not travel.

6

1. A: What about going out for a meal on Friday evening?

B: Good idea. Where and when shall we meet?

A: Let's meet in Gorman Road in front of the restaurant at seven o'clock.

2. A: What about going to the disco on Saturday night?

B: Good idea. Where and when shall we meet?

A: Let's meet in Kent Road, near the café, at half past ten.

3. A: What about going out for a walk on Friday afternoon?

B: Good idea. Where and when shall we meet?

A: Let's meet in front of the supermarket at four o'clock.

4. A: What about going to the theatre on Thursday evening?

B: Good idea. Where and when shall we meet?

A: Let's meet outside the Theatre Royal at eight o'clock.

7

1. A: What shall we buy Peter for his 18th birthday?

B: Let's buy him some aftershave.

A: No, not aftershave. That's not a good idea. What about buying him a poster?

B: Yes, great!

2. A: What shall we buy mum for Mother's day?

B: Let's buy her a book about flowers.

A: No, not a book about flowers. That's not a good idea. What about buying her some perfume?

B: Yes, great!

3. A: What shall we buy uncle John for his retirement?

B: Let's buy him a watch.

A: No, not a watch. That's not a good idea. What about buying him a pipe?

B: Yes, great!

4. A: What shall we buy John for Christmas?

B: Let's buy him a book.

A: No, not a book. That's not a good idea. What about buying him a bottle of whisky?

B: Yes, great!

8

1. Shall I lend you my car?

2. Shall I give you a lift home?

3. Shall I help you with your homework?

4. Shall I wake you up early tomorrow?

9

1. go; 2. spend; 3. call; 4. going; 5. talk.

10

1. making; 2. we make; 3. we have; 4. 's stay; 5. I help.

FILE 17**A****1**

- Will you make a sandwich for me, please?
- Would you repeat the grammar rule, please?
- Would you prescribe me some medicine for my stomachache, please?
- Will you be quiet, please?

2

1. Will; 2. Will; 3. Would; 4. will; 5. Would.

3

1. Does; 2. Does; 3. Would; 4. Would; 5. Do.

4

- Would you like; 2. Would you like; 3. Do you like;
- Do you like; 5. Do you like; 6. Would you like.

5

- to go; 2. lending; 3. stop; 4. travelling; 5. show;
- have.

B**1**

- Do you want to go to the cinema?
- Do you want to go skiing next weekend?
- Would you like a sandwich?
- Do you want a cup of hot chocolate?
- Would you like to join the/your employees for dinner after work?

2

- I don't want to be late.
- They don't want me to be late.
- I want to look for a job.
- My parents want me to go to university.
- Do you want to come to London with us?
- Do you want us to come to Edinburgh with you?

3

1. The teacher doesn't want the students to chew gum.
2. The teacher wants the students to listen and repeat.
3. The teacher wants the students to keep the classroom tidy.
4. The teacher doesn't want the students to cheat in tests.

4

1. you to leave your clothes on the bed; 2. me to text you or to send you an e-mail; 3. you to wait for us;
4. you to stay out late.

5

1. Oh yes! I'd like you to cook (dinner).
2. Oh yes! I'd like Sue to visit us.
3. Oh yes! I'd like you to help me study Maths.
4. Oh yes! I'd like us to go shopping together.

6

1. We would like to visit Martha in March but she would prefer us to visit her in May.
2. John would like to travel to the USA but his father wants him to take his exams first.
3. She wants to buy a new car but her husband would prefer her to keep the old one.

7

1. She wants her to water the plants.
2. She wants her to take out the rubbish every day.
3. She wants them to mow the lawn.
4. She wants him to come on Thursday.

C**1**

1. What; 2. What; 3. Which; 4. What; 5. Which;
6. What; 7. Which; 8. Which.

2

1. D: Has she got a smartphone?
G: Yes, she's got a Japanese one.
2. D: Has she got sunglasses?
G: Yes, she's got expensive ones.
3. D: Has she got a briefcase?
G: Yes, she's got a leather one.
4. D: Has she got a nice blouse?
G: Yes, she's got two silk ones.

3

1. one; 2. one; 3. ones; 4. one; 5. one; 6. ones;
7. one; 8. ones.

REVISION AND CONSOLIDATION**Verbi modali****1****A**

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

B

1. i; 2. c; 3. h; 4. d; 5. j; 6. e; 7. k; 8. f; 9. a; 10. g. 11. b.

2

1. must; 2. don't have to; 3. Can, can; 4. can't;
5. taking; 6. Let's; 7. Would; 8. me to; 9. shall.

3

1. must/may not fish; 2. me to wash; 3. you have another; 4. can take; 5. must not/mustn't write.

FILE 18**A****1**

1. were / Were Tom's friends at the pub last night? / Tom's friends weren't at the pub last night. / Weren't Tom's friends at the pub last night?
2. was / Was Ted in New Zealand last month? / Ted wasn't in New Zealand last month. / Wasn't Ted in New Zealand last month?
3. was / Was Helen in the kitchen ten minutes ago? / Helen wasn't in the kitchen ten minutes ago. / Wasn't Helen in the kitchen ten minutes ago?
4. were / Were they happy with their test results? / They weren't happy with their test results. / Weren't they happy with their test results?
5. were / Were we at the library yesterday afternoon? / We weren't at the library yesterday afternoon. / Weren't we at the library yesterday afternoon?

2

1. A: Were Paul and Simon at the pub last night?
B: No, they weren't. They were at the disco.
2. A: Was Susan at home on Saturday night?
B: No, she wasn't. She was at the theatre.
3. A: Were you at the traffic lights?
B: No, we weren't. We were at the bus stop.
4. A: Was it cold?
B: No, it wasn't. It was warm and sunny.

3

1. were they, they weren't; 2. wasn't she, she was;
3. wasn't it, it was; 4. was it, it wasn't.

4

1. Neither was; 2. So was; 3. Neither were; 4. So was.

5

1. Where were James and Colin last night; 2. How was Alice; 3. When was she born; 4. Why were you in Rome.

B**1**

1. played; 2. liked; 3. enjoyed; 4. travelled; 5. carried; 6. photocopied; 7. decided; 8. stayed; 9. denied; 10. stopped; 11. admitted.

2

- Oh, no! Not again! We played with them last Saturday!
- Oh, no! Not again! We helped him clear the garage two days ago!
- Oh, no! Not again! We cooked a Chinese meal last Saturday night!
- Oh, no! Not again! We visited him two weeks ago!
- Oh, no! Not again! We studied it yesterday afternoon!

3

- cried / Did the baby cry all night? / The baby didn't cry all night. / Didn't the baby cry all night?
- started / Did the film start at 8.30 p.m.? / The film didn't start at 8.30 p.m. / Didn't the film start at 8.30 p.m.?
- denied / Did the man deny robbing the bank? / The man didn't deny robbing the bank. / Didn't the man deny robbing the bank?
- jumped / Did Ted jump off the wall? / Ted didn't jump off the wall. / Didn't Ted jump off the wall?
- faxed / Did we fax the information to our customers? / We didn't fax the information to our customers. / Didn't we fax the information to our customers?

4

1. Did the students like; 2. did; 3. enjoyed; 4. were; 5. asked; 6. Did you visit; 7. didn't; 8. walked; 9. finished.

5**(a)**

1. Hitler attacked Russia in 1941. 2. King Henry VIII ruled England from 1509 to 1547. 3. Napoleon died in 1821. 4. Columbus discovered America in 1492.

(b)

1. When did Hitler attack Russia? 2. How long did Henry VIII rule England? 3. When did Napoleon die? 4. When did Columbus discover America?

6

1. became; 2. bought; 3. ate; 4. flew; 5. forgot; 6. cost; 7. thought; 8. taught; 9. read; 10. wrote; 11. drank; 12. drove; 13. fell.

7

- felt / Did the old woman feel sick? / The old woman didn't feel sick. / Didn't the old woman feel sick?
- lost / Did our team lose the match yesterday? Our team didn't lose the match yesterday. / Didn't our team lose the match yesterday?
- gave / Did she give him a mobile phone? / She didn't give him a mobile phone. / Didn't she give him a mobile phone?
- left / Did he leave home early? / He didn't leave home early. / Didn't he leave home early?

8

1. didn't go, stayed; 2. worked, didn't work; 3. didn't cook, ate; 4. gave, didn't give.

9**(a)**

1. gave; 2. put; 3. took; 4. went; 5. looked; 6. saw; 7. said; 8. bought; 9. took; 10. wrapped; 11. placed; 12. was; 13. was; 14. opened; 15. screamed; 16. saw.

(b)

- What did George want to buy for his mother? - He wanted to buy her an original Christmas present.
- Who did he get the money from? - He got it from his father (who gave him some pocket money every week).
- What did he buy his mother? - He bought her a brooch in the shape of a spider.
- Why did he buy a spider brooch? - Because spider is his favourite animal.
- How much did the gift cost? - It cost \$22.00.
- Did George's mother like the present? - No, she didn't. She screamed when she saw the spider.

10

1. didn't he, he did; 2. did he, he didn't; 3. didn't you, I/we did; 4. did they, they didn't.

11

1. So did; 2. Neither did; 3. Neither did; 4. So did.

12

- Who went to the Maldives last month? Where did John and Mary go last month? When did John and Mary go to the Maldives?
- Who cut her finger with a knife? What did Jenny cut her finger with? When did Jenny cut her finger?

C**1**

1. have; 2. had; 3. have; 4. Did you have.

2

1. had, didn't have; 2. did you have, had;
3. didn't have.

3

1. didn't she, she did; 2. did they, they didn't;
3. didn't you, I did.

4

1. So did; 2. Neither did; 3. Neither did; 4. So did.

REVISION AND CONSOLIDATION**Tempi verbali****1**

1. were; 2. was; 3. were; 4. Were; 5. was; 6. were;
7. were; 8. was; 9. was; 10. were; 11. was;
12. Were; 13. were; 14. was; 15. are; 16. am/m;
17. was; 18. was; 19. are/re.

2

1. Did Sam bring, came; 2. used, were; 3. is/s Mary
doing, is/s sleeping; 4. walks; 5. have.

3

1. was; 2. spoke; 3. became; 4. wrote; 5. studied.

4**A**

1. said; 2. hope; 3. do you doubt; 4. replied; 5. Don't
you feel.

B

1. sat; 2. looked; 3. felt; 4. whispered; 5. am/m not;
6. Aren't you; 7. exclaimed; 8. Did you change.

5

1. C; 2. D; 3. B; 4. C; 5. B; 6. C; 7. A; 8. C; 9. B; 10. A.

FILE 19**A****1**

1. were arguing / Were Peter and Mark arguing? /
Peter and Mark weren't arguing. / Weren't Peter
and Mark arguing?

2. was crossing / Was she crossing the street? /
She wasn't crossing the street. / Wasn't she
crossing the street?
3. were playing / Were the children playing
football? / The children weren't playing football. /
Weren't the children playing football?
4. was repairing / Was John repairing his bicycle? /
John wasn't repairing his bicycle. / Wasn't John
repairing his bicycle?

2

1. Mark was looking out of the window. 2. Ted and
Emily were eating sandwiches. 3. Tom was reading
a book. 4. Alan and Jim were playing football.
5. Albert and Lucy were listening to music. 6. Kevin
was surfing the Net.

3

1. A: wasn't he, B: Yes, he was.
2. A: were they, B: No, they weren't. They were
eating sandwiches.
3. A: weren't they, B: Yes, they were.
4. A: were they, B: No, they weren't. They were
playing football.

4

1. Where were you going when I saw you?
2. Were they driving home when there was the
earthquake?
3. What was Mary wearing?
4. Was he sleeping when I phoned?

B**1**

1. C; 2. E; 3. B; 4. A; 5. D.

2

1. went; 2. was eating, rang; 3. took, were; 4. was
still sleeping; 5. met; 6. crashed, was flying; 7. went;
8. was shining, left.

3

1. visited, were having; 2. fell, broke, was running;
3. wasn't doing, phoned; 4. Was the baby sleeping,
arrived; 5. was, was raining, was blowing, tore;
6. was walking, heard; 7. was working, started;
8. cut, was making.

4

2 - b - The robber escaped while the police were
taking him to prison.
3 - a - We had an accident while we were driving
down to London.
4 - c - I met an old classmate while I was walking
along Benson Street.

5 - d - We got soaking wet while we were waiting for the bus.

5

1. He was playing with matches when he burnt himself.
2. I was painting my bedroom when I fell off the ladder.
3. She was sitting on the bus when she saw a car accident.
4. We were having dinner when the telephone rang.

6

1. was travelling; 2. were travelling; 3. asked;
4. wanted; 5. said; 6. was; 7. did; 8. used; 9. was;
10. told; 11. did; 12. was.

7

1. was having; 2. rang; 3. went; 4. was; 5. was going;
6. slipped; 7. hurt; 8. sat; 9. was having;
10. dropped; 11. ran; 12. changed; 13. was; 14. left;
15. was; 16. realised; 17. had; 18. decided; 19. was crossing;
20. ran; 21. hurt; 22. was lying; 23. drove.

8

1. was nearing; 2. sank; 3. died; 4. succeeded;
5. met; 6. said; 7. were still having.

9

1. didn't answer; 2. didn't go; 3. were; 4. called;
5. were you doing; 6. was watching; 7. heard;
8. didn't answer; 9. was doing; 10. were; 11. dried;
12. was walking; 13. stopped; 14. was drying;
15. didn't hear; 16. arrived; 17. left; 18. was shining;
19. landed; 20. was raining; 21. did you do;
22. were; 23. was; 24. did; 25. lay; 26. swam;
27. went; 28. met; 29. saw; 30. bought; 31. wrote;
32. took; 33. spoke; 34. Did you like; 35. thought;
36. was; 37. ate; 38. drank; 39. spent.

C

1

1. used to have; 2. used to drive; 3. used to worry;
4. used to invite.

2

1. didn't use to play; 2. didn't use to go; 3. didn't use to be;
4. didn't use to help.

3

1. used to live; 2. didn't use to drink; 3. used to have;
4. didn't use to have; 5. didn't use to wear;
6. used to go out; 7. used to have; 8. didn't use to feel.

4

1. used to live; 2. didn't use to eat; 3. used to go;
4. Did Mark use to eat.

5

1. ✕; 2. ✕; 3. would go; 4. ✕; 5. ✕; 6. would walk.

6

1. used to ride; 2. used to be; 3. use to study.

REVISION AND CONSOLIDATION

Tempi verbali

1

1. A; 2. B; 3. B; 4. C; 5. C.

2

1. like, was, Did you see; 2. am/'m doing; 3. were having, phoned, called;
4. tried, answered;
5. advises; 6. is/'s working; 7. used.

3

1. would spend hours; 2. used to be afraid; 3. I was having/eating;
4. used to have; 5. would go to;
6. Lucy never used to study.

4

1. was; 2. was playing; 3. saw; 4. was wearing;
5. was holding; 6. said; 7. am/'m looking; 8. Is he;
9. am/'m; 10. said; 11. is/'s; 12. came; 13. said;
14. walked; 15. are/'re going; 16. said;
17. disappeared; 18. followed; 19. got; 20. wasn't;
21. was; 22. went; 23. was making; 24. said; 25. Do we know;
26. looked; 27. Did you say; 28. was;
29. died; 30. were; 31. told; 32. is; 33. is/'s;
34. showed; 35. was; 36. was wearing; 37. had.

FILE 20

A

1

1. badly; 2. bad; 3. heavy; 4. heavily; 5. good; 6. well.

2

1. bravely; 2. carefully; 3. fantastically; 4. necessarily;
5. comfortably; 6. near / nearly; 7. patiently; 8. shyly;
9. hard / hardly.

3

2. a; 3. c; 4. e; 5. b.

2. Mark plays tennis perfectly.
3. Jane plays the piano skilfully.
4. Paul and John work hard.
5. Mr Brown teaches badly.

4

1. reads enthusiastically, too; 2. writes badly, too;
3. works hard, too; 4. thinks logically, too.

5

1. he drinks heavily; 2. he drives fast; 3. he works lazily; 4. she teaches patiently.

6

1. badly; 2. easily; 3. fluently; 4. fast; 5. correctly.

7

1. heavily; 2. carefully; 3. Suddenly; 4. angrily;
5. quickly; 6. nervously; 7. highly.

B

1

aggettivo	comparativo di maggioranza	superlativo di maggioranza
1. cheap	cheaper	the cheapest
2. expensive	more expensive	the most expensive
3. exciting	more exciting	the most exciting
4. lucky	luckier	the luckiest
5. gentle	gentler/more gentle	the gentlest/the most gentle
6. big	bigger	the biggest

2

1. more comfortable; 2. slimmer; 3. more difficult;
4. more relaxing; 5. dirtier.

3

1. prettier; 2. faster; 3. bigger; 4. more beautiful.

4

1. it was sunnier than our living-room; 2. it was smaller than our bathroom; 3. they were a bit darker than our bedrooms; 4. it was more attractive than our area; 5. it was cosier than our study; 6. it was more spacious than our garage.

5

1. more convenient; 2. longer; 3. more important;
4. noisier; 5. worse.

6

1. the highest (B); 2. the longest (A); 3. the hottest (B); 4. the largest (A).

7

1. the most popular; 2. the most expensive; 3. the noisiest; 4. the wettest; 5. the coldest.

8

1. the funniest; 2. the ugliest; 3. the highest; 4. the most delicate.

9

1. the cleverest/the most clever; 2. the best; 3. the most enthusiastic; 4. the most interested.

10

1. The most expensive; 2. the cheapest; 3. the quickest; 4. the best; 5. the cosiest; 6. the tastiest; 7. the most typical.

11

1. the biggest; 2. the most interesting; 3. better;
4. worse; 5. the shortest.

12

1. worse; 2. better; 3. farther; 4. the best; 5. further;
6. the oldest; 7. elder; 8. older; 9. worse; 10. the more expensive.

13

1. than; 2. in; 3. than; 4. of; 5. than; 6. in; 7. than;
8. on; 9. in; 10. on.

C

1

1. worse; 2. more correctly; 3. harder; 4. more fluently.

2

1. A: earlier, B: the earliest;
2. A: worse, B: the worst;
3. A: more quickly, B: the most quickly;
4. A: better, B: the best.

3

1. the most; 2. more, the most; 3. more, more, the most; 4. more; 5. the most.

4

1. taller; 2. more; 3. more; 4. more; 5. the oldest;
6. the tallest; 7. the most active; 8. the most; 9. the most; 10. better.

FILE 21

A - B

1

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

2

1. is as heavy as the suitcase; 2. got up as early as Peter; 3. live as long as elephants; 4. dances as well as me.

3

1. the same age as; 2. the same hobby as; 3. the same colour as; 4. the same height as.

4

1. Paris isn't as big as New York. 2. Tennis isn't as popular as football. 3. Rome isn't as populated as London. 4. The jeans aren't as cheap as the sweater. 5. Steve isn't as strong as Harry. 6. Gerard isn't as clever as Mark.

5

1. as many; 2. as much; 3. as much; 4. as; 5. as.

6

1. Lions aren't as dangerous as tigers. 2. Rugby isn't as popular in Italy as in Wales. 3. Adventure films aren't as exciting as horror films. 4. Aunt Mary isn't as healthy now as she used to be.

7

1. This documentary is more boring than I thought. 2. Tom is more active than James. 3. The test was easier than I expected. 4. This suitcase is lighter than I thought.

8

1. a. less experience than him; b. as much experience as him.
2. a. less talent than him; b. as much talent as him.
3. a. fewer reports than him; b. as many reports as him.

9

1. less; 2. fewer; 3. less; 4. the fewest; 5. the least.

10

1. as cold as; 2. is as tall; 3. stronger; 4. as much as; 5. as much as.

C**1**

1. 'Yes, and it's getting more and more aggressive.' 2. 'Yes, and he's getting stronger and stronger.' 3. 'Yes, and it's getting worse and worse.' 4. 'Yes, and she's getting more and more depressed.' 5. 'Yes, and he's getting more and more popular.' 6. 'Yes, and he's getting taller and taller.'

2

1. The sea is getting rougher and rougher. 2. Betty is getting more and more beautiful. 3. The light is getting less and less bright. 4. The situation is getting worse and worse. 5. The teacher is becoming less and less patient. 6. The weather is getting better and better. 7. This street is getting noisier and noisier. 8. Ken is becoming less and less reliable.

3

1. the fewer; 2. The faster; 3. the better; 4. the more; 5. the less; 6. The longer.

4

1. the more; 2. the less nervous; 3. The more; 4. the more beautiful; 5. the worse.

D**1**

1. much; 2. slightly; 3. even; 4. a bit; 5. far; 6. much; 7. much; 8. far; 9. a lot; 10. a bit; 11. a few; 12. even; 13. no; 14. many; 15. much.

2

1. by far; 2. by far; 3. by far; 4. much/far; 5. by far; 6. much/far; 7. by far; 8. far; 9. many/far; 10. much/far.

3

1. ✓; 2. ✓; 3. by far; 4. ✓; 5. much/a lot/far; 6. much/a lot/far; 7. much/a lot/far; 8. ✓.

REVISION AND CONSOLIDATION**Comparative e superlativi****1**

1. the most expensive; 2. less expensive; 3. the cheapest; 4. the most; 5. fewer; 6. more; 7. the closest; 8. the farthest.

2

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

3

1. as busy as; 2. was the same; 3. the worst; 4. more slowly; 5. the best player.

4

1. was less pleasant than; 2. the same height; 3. twice as tall as; 4. there are fewer players than; 5. became more and more; 6. more you train, the faster.

5

1. B; 2. B; 3. C; 4. A; 5. C; 6. D; 7. C; 8. A.

FILE 22**A****1**

1. tired; 2. tiring; 3. amazed; 4. amazing; 5. exciting; 6. excited.

2

1. a. surprised; b. surprising.
2. a. disappointed; b. disappointing.
3. a. exhausting; b. exhausted.

3

1. exciting; 2. confused; 3. embarrassed.

4

1. metal-framed; 2. one-legged; 3. short-sleeved;
4. high-heeled.

5

1. open-minded; 2. absent-minded; 3. well-informed;
4. tight-fisted.

B**1**

1. sitting; 2. being; 3. going; 4. sending; 5. receiving;
6. reading.

2

1. Mary waited for hours without complaining. 2. I translated the letter without using a dictionary. 3. We went out without eating our dinner. 4. Tom ran three miles without stopping.

3

1. on going; 2. to receiving; 3. up smoking; 4. in overcoming.

4

1. for causing; 2. of speaking; 3. at fixing; 4. in buying.

5

1. on riding; 2. about going; 3. of hearing; 4. about winning; 5. about moving; 6. about getting; 7. about paying; 8. of graduating.

6

1. to going; 2. very good at; 3. of eating; 4. going home; 5. being a fantastic.

C**1**

1. living; 2. drive; 3. read; 4. doing.

2

1. A; 2. B; 3. D; 4. A.

3

1. am used to speaking; 2. used to walk; 3. used to spend; 4. am used to drinking; 5. get used to.

D**1**

1. Drinking is not recommended before you drive.
2. Flying is a fast way of travelling. 3. Knitting can be relaxing for some women. 4. Aging is a natural process for all living things. 5. Swimming is a very common sport.

2

1. doing; 2. reading, watching; 3. spitting; 4. playing.

3

1. Smoking is unhealthy. 2. Dancing is great fun.
3. Driving fast is dangerous. 4. Shopping is boring.
5. Reading is relaxing.

4

1. No spitting. 2. No fishing. 3. No trespassing. 4. No littering.

FILE 23**A****1**

1. washed / washed; 2. watched / watched;
3. inaugurated / inaugurated; 4. stayed / stayed;
5. tried / tried; 6. decided / decided; 7. travelled / travelled;
8. studied / studied; 9. played / played;
10. admitted / admitted; 11. lived / lived.

2

1. became / become; 2. ate / eaten; 3. caught / caught;
4. did / done; 5. gave / given; 6. fell / fallen; 7. felt / felt;
8. left / left; 9. spoke / spoken; 10. put / put; 11. cost / cost;
12. swam / swum; 13. began / begun; 14. taught / taught;
15. knew / known; 16. won / won; 17. got / got.

3

1. We have seen / We've seen this film before.
2. Jane has washed / Jane's washed all the windows.
3. They have been / They've been there many times.
4. David has lost / David's lost his watch.
5. You have broken / You've broken my camera.
6. I have read / I've read this book before.

4

1. Have we seen this film before? / We haven't seen this film before. / Haven't we seen this film before?
2. Has Jane washed all the windows? / Jane hasn't washed all the windows. / Hasn't Jane washed all the windows?
3. Have they been there many times? / They haven't been there many times. / Haven't they been there many times?
4. Has David lost his watch? / David hasn't lost his watch. / Hasn't David lost his watch?
5. Have you broken my camera? / You haven't broken my camera. / Haven't you broken my camera?
6. Have I read this book before? / I haven't read this book before. / Haven't I read this book before?

5

1. hasn't she, she has; 2. have they, they haven't;
3. haven't they, they have; 4. has he, he hasn't.

6

1. So have; 2. Neither/Nor have; 3. So have;
4. Neither/Nor has.

7

1. read; 2. spent; 3. bought; 4. taken; 5. spoken;
6. heard.

8

1. has graduated; 2. has eaten a lot of chocolates;
3. have drunk beer; 4. has gone to bed.

9

1. 'Has Linda ever been to Berlin?' 'Yes, she's been there three times.'
2. 'Has Linda ever been to Istanbul?' 'No, she's never been there.'
3. 'Has Sarah ever been to Paris?' 'Yes, she's been there several times.'
4. 'Has Sarah ever been to New York?' 'No, she's never been there.'
5. 'Has Yusuf ever been to Geneva?' 'Yes, he's been there many times.'
6. 'Has Yusuf ever been to Budapest?' 'No, he's never been there.'

10

1. Has she ever played golf? 2. Has he ever done any sailing? 3. Have you ever read any horror stories? 4. Have they ever eaten a Greek salad?

11

1. I've already washed them. 2. I've already dusted them. 3. I've already phoned him. 4. I've already cleaned them.

12

1. Yusuf and Federico have just walked round Hyde Park.
2. Yasuko hasn't used the Underground yet.
3. Marco has just phoned his parents' home.
4. Enrico has just sent an e-mail to his parents.
5. Juan hasn't been to the wax museum yet.

13

1. Have you been to the cinema recently? 2. They have already left. 3. The conference has just started. 4. Have you ever eaten Chinese food? 5. I have never been there. 6. Have you visited the city-centre yet? 7. We haven't seen that film yet. 8. We have been to London many times. 9. She has nearly finished doing her homework. 10. I think I have met her before.

14

1. 've been; 2. 've washed; 3. 've cleaned; 4. 've also cleared; 5. 've just made; 6. Have you fixed;
7. haven't started; 8. 've worked; 9. 've invited;
10. Have you cooked.

15

1. has gone; 2. have ... been, have ... been; 3. has gone; 4. Have ... been; 5. has ... been; 6. has ... gone; 7. have ... been; 8. has ... gone.

16

1. This is the most delicate shampoo I have ever used. 2. This is the best book I have ever read. 3. Sue is the prettiest girl I have ever met. 4. This is the most interesting museum I have ever visited.

17

1. I've never used such a delicate shampoo before. 2. I've never read such a good book before. 3. I've never met such a pretty girl before. 4. I've never visited such an interesting museum before.

18

1. It's the first time he has spoken to me. 2. It's the third time I've read this book. 3. It's the second time we have visited the National Gallery. 4. It's the first time she has driven a car.

19

1. never drunk; 2. have visited; 3. have quarrelled with; 4. sent me; 5. gone to the.

20

1. second time we have been; 2. have never visited such; 3. has just gone; 4. has never tried judo; 5. has just; 6. hasn't arrived.

B**1**

1. PPS; 2. PS; 3. PPS; 4. PPS; 5. PPS; 6. PS; 7. PPS; 8. PPS; 9. PS; 10. PPS; 11. PS; 12. PPS; 13. PS; 14. PS; 15. PPS.

2

1. a few years ago; 2. this month; 3. never; 4. this week; 5. yet.

3

1. have written; 2. didn't do; 3. was; 4. did you go; 5. haven't phoned; 6. Has Mark read; 7. Did you see; 8. did you do.

4

1. ✓; 2. ✗ - Lady Diana died in 1997; 3. ✓; 4. ✓; 5. ✗ - We spent two weeks in Greece last summer; 6. ✓.

5

1. haven't finished; 2. explained; 3. hasn't given; 4. 've never written; 5. haven't written; 6. wrote; 7. Were; 8. were.

6

1. Did you go; 2. Have you ever been; 3. haven't; 4. 's been; 5. loved; 6. 's never eaten; 7. did you order; 8. had; 9. tried; 10. were.

7

1. Sarah's broken my mobile phone. / How did she break it?
2. I've lost my camera. / When did you lose it?
3. My boyfriend's given me a present. / What did he give you?

8

1. haven't; 2. have; 3. did you go; 4. went; 5. Did you like; 6. was; 7. did you go; 8. went; 9. did you do; 10. didn't do; 11. was; 12. Have you ever been; 13. haven't; 14. have; 15. went; 16. won; 17. Did you have; 18. was; 19. did you do; 20. swam; 21. sunbathed; 22. had; 23. was; 24. did you stay; 25. was.

REVISION AND CONSOLIDATION**Tempi verbali****1**

1. Did you watch, didn't like; 2. were having, rang; 3. has/s won, did he win; 4. were surfing, found; 5. Did you have, was; 6. Have you finished; 7. don't know, have visited.

2

1. look; 2. been; 3. 've just got; 4. was; 5. spent; 6. lazily; 7. went; 8. had; 9. rang; 10. loudly; 11. sounds; 12. did you do; 13. went; 14. was; 15. cruelly; 16. was; 17. enjoy; 18. jump; 19. gracefully; 20. make; 21. Do you like; 22. hate; 23. quickly; 24. was; 25. didn't go; 26. went; 27. quietly; 28. safely.

FILE 24**A****1**

1. for; 2. for; 3. since; 4. for; 5. since; 6. for; 7. since; 8. for; 9. since; 10. since; 11. since; 12. for; 13. since; 14. since; 15. for.

2

1. has been, for; 2. have had, since; 3. have known, since; 4. haven't seen, for; 5. has belonged, for; 6. haven't written, for.

3

1. haven't cleared; 2. since; 3. haven't been; 4. for; 5. haven't been; 6. since.

4

1. Yes, let's. We haven't made a cake since your birthday. 2. Yes, let's. We haven't bought a new car for eight years. 3. Yes, let's. We haven't cooked a pizza since Sally and Bill were here. 4. Yes, let's. We haven't visited a museum for over a year.

5

1. A: How long have they been married?
B: They've been married since 2012.
2. A: How long has the weather been awful in Paris?
B: It's been awful for a week.
3. A: How long has he had that pain in his back?
B: He's had it for two weeks.
4. A: How long have they owned that house?
B: They've owned it since February.

6

1. for a long time; 2. for long; 3. for a long time;
4. for long; 5. for long.

B**1**

1. It's two months since it last rained.
2. It's two weeks since I last heard from Paul.
3. It's two months since Susan last wrote.
4. It's a long time since I last read a book.

2

1. We haven't seen him for a long time.
2. I haven't smoked for two years.
3. She hasn't eaten meat for five years.
4. We haven't had a holiday for ages.

3

1. It's three years since I (last) painted it.
2. It's over a week since I (last) washed my hair.
3. It's three days since I (last) watered the flowers.
4. It's about five weeks since I (last) phoned Helen and Bob.

4

1. They left two months ago.
2. They got divorced ten years ago.
3. They arrived two hours ago.
4. Mark broke his arm three weeks ago.

5

1. It's ten minutes since I finished the report.
2. It's ten years since they got married.
3. It's two days since I started the new project.
4. It's two weeks since I went to the doctor's.

6

1. 'How long is it since you last had a holiday abroad?'
'I/We haven't had a holiday abroad since 2013.'
2. 'How long is it since they last phoned us?'
'They haven't phoned us for a month.'
3. 'How long is it since it last snowed?'
'It hasn't snowed since February.'
4. 'How long is it since you last heard from Barbara?'
'I/We haven't heard from Barbara for three weeks.'

7

1. since you e-mailed; 2. seen Martha for; 3. since she bought; 4. two years since; 5. I visited.

8

1. ago did they move; 2. since she (last) won;
3. hasn't worked overtime for.

C**1**

1. The kids have been sleeping since two o'clock.
2. They have been waiting for Peter for half an hour.
3. They have been living in Florence since June.
4. Sally has been talking on the phone for fifteen minutes.
5. It has been snowing for two days.

2

1. has been typing, ✕; 2. have been playing, since; 3. have they been waiting, for; 4. have been listening, for.

3

1. Michael has been working for four hours.
2. James and Fred have been playing golf for fifteen minutes.
3. Bob has been repairing the car for half an hour.

4

1. 'Have you been exercising at the fitness centre?'
'Yes, I have.'
2. 'Has she been getting enough sleep?' 'No, she hasn't.'
3. 'Has he been taking private lessons?' 'Yes, he has.'
4. 'Have you been waiting long?' 'No, I haven't.'
5. 'Have you been playing football in the mud?'
'Yes, I have.'
6. 'Has she been arguing with Tom again?' 'Yes, she has.'

D**1**

1. has/'s had; 2. have/'ve been; 3. has/'s been taking; 4. have/'ve been waiting; 5. have/'ve been working; 6. has/'s been raining; 7. have owned; 8. have/'ve been reading; 9. have/'ve been looking; 10. have/'ve had.

2

1. Really? How long have they been married?
2. Really? How long has he been studying it?
3. Really? How long have you known her?
4. Really? How long have they been learning it?

3

1. have/'ve been cutting; 2. have/'ve cut; 3. have/'ve been cleaning; 4. have/'ve cleaned; 5. have/'ve been washing; 6. have/'ve washed.

4

1. No, they haven't had a holiday in the mountains for years.
2. No, he hasn't used the bus for months.
3. No, I haven't sent SMS messages since Christmas.
4. No, she hasn't e-mailed me for weeks.
5. No, I haven't phoned her since 1st January.

5

1. have you visited; 2. haven't talked; 3. have you bought; 4. have you been waiting; 5. hasn't phoned; 6. has seen; 7. have read; 8. have you had; 9. haven't done; 10. has cleaned.

6

1. a. has been taking; b. has taken.
2. a. has been typing; b. has typed.
3. a. have been making; b. have made.

7

1. My team hasn't won a match for two months.
2. How long have you had that jacket?
3. We haven't met for a long time.
4. Bob has/s been listening to music all afternoon.
5. They have/ve been decorating the sitting room all day.
6. It hasn't rained for two months.

8

1. hasn't finished; 2. 's been practising; 3. 's been painting; 4. 's painted; 5. 've been reading; 6. 've read; 7. Have you ever read; 8. hasn't she come; 9. 's been working.

9

1. haven't smoked; 2. have/ve painted; 3. have/ve been cutting; 4. has written, has sent; 5. Have you ever been, have/ve been; 6. has George had; 7. have/ve been drilling; 8. have lived; 9. have you visited; 10. has/s been teaching (*or*: has/s taught).

10

1. first time he has flown; 2. never been to Paris; 3. typing my curriculum vitae since; 4. has been waiting; 5. has had that car since.

FILE 25**A****1**

1. had met; 2. had had; 3. had already eaten; 4. hadn't divorced; 5. hadn't finished; 6. Had they been.

2

1. had they, they hadn't; 2. had you, I hadn't; 3. hadn't she, she had; 4. hadn't they, they had.

3

1. Neither/Nor had; 2. Neither/Nor had; 3. So had; 4. So had.

4

1. She hadn't cleaned her room.
2. She hadn't watered the plants.
3. She had done the ironing.
4. She hadn't washed the dishes.

5

1. 'Had Susan cleaned her room?' 'No, she hadn't.'
2. 'Had Susan watered the plants?' 'No, she hadn't.'
3. 'Had Susan done the ironing?' 'Yes, she had.'
4. 'Had Susan washed the dishes?' 'No, she hadn't.'

6

1. hadn't studied; 2. had been; 3. had lost; 4. hadn't paid; 5. had won; 6. hadn't cleaned.

7

1. a. S, b. F; 2. a. F, b. S; 3. a. S, b. F; 4. a. S, b. F.

8

1. woke, had already made; 2. didn't want, had been; 3. got, found, had forgotten; 4. had lived, moved; 5. reached, had already left; 6. asked, had just said; 7. hadn't done, were; 8. felt, had eaten.

9

1. By the time James was 14 years old, he had learned/learnt to speak French quite well.
2. By the time I came home from work, my sister had cooked dinner.
3. After Jeff had tried on many pullovers, he decided to buy the blue one.
4. As soon as he had finished his breakfast, Tom went to school.
5. After Alice had done the washing-up, she read the newspaper.

10

1. had finished; 2. made; 3. didn't drink; 4. had made; 5. had made; 6. was; 7. phoned; 8. had already gone; 9. had finished; 10. was; 11. was; 12. was; 13. hurried; 14. got; 15. had just closed; 16. felt; 17. was.

11

1. had never driven before; 2. had never had an interview before; 3. had been late; 4. had met her outside the office.

12

1. had ever eaten; 2. had ever visited; 3. had ever heard; 4. had ever received.

13

1. had been; 2. had passed the exam; 3. had ever been to Greece; 4. had broken my arm; 5. had stolen his bike; 6. hadn't fed the cat.

B**1**

1. had known, for; 2. had been, for; 3. hadn't written, for; 4. had belonged, for; 5. hadn't seen, for; 6. had had, since.

2

1. A: How long had they been married?
B: They had been married since 2013.
2. A: How long had they known each other?
B: They had known each other for two years.
3. A: How long had they owned that house?
B: They had owned that house for years and years.
4. A: How long had you had flu?
B: I had had flu since the beginning of the week.

3

1. It was two months since it had last rained.
2. It was two weeks since I had last heard from Paul.
3. It was two months since Susan had last written.
4. It was a long time since I had last read a book.

4

1. We hadn't seen him for a long time.
2. I hadn't smoked for two years.
3. She hadn't eaten meat for five years.
4. We hadn't had a holiday for ages.

5

1. They had left two months before.
2. They had got married ten years before.
3. They had arrived two hours before.
4. Mark had broken his arm three weeks before.

6

1. It was two hours since I had finished working.
2. It was five years since they had got divorced.
3. It was two days since we had played tennis.
4. It was a few months since I had seen John.

7

1. How long was it since they had (last) had a holiday?
2. How long was it since they had (last) rung us?
3. How long was it since it had (last) snowed?
4. How long was it since we had (last) heard from Mary?

C - D**1**

1. He had been lying on the beach for a long time.
2. They had been playing football for hours.
3. She had been running in the park.
4. They had been eating dinner.

2

1. The pianist had been playing for a quarter of an hour when a man from the audience started shouting.
2. They had been walking along the road for about ten minutes when a man stopped and offered them a lift.
3. They had been playing tennis for half an hour when there was a terrible storm.
4. We had been walking for twenty minutes when it started raining.

3

1. The coach had been training the team for the final match since March.
2. Tom and Mandy had been trying to sell their house for two years.
3. That house had been for sale since November.
4. Ted had had a very fast car for two weeks.

4

1. Really? How long had they been abroad?
2. Really? How long had they known each other?
3. Really? How long had she been working there?
4. Really? How long had they owned it?
5. Really? How long had they been married?

5

1. had been fixing; 2. had been washing; 3. had repaired; 4. had been defrosting; 5. had prepared; 6. had turned on.

REVISION AND CONSOLIDATION**Tempi verbali del passato****1**

1. had just started, rang; 2. were you doing, phoned; 3. got off, was waiting; 4. was running; 5. 've already had; 6. had given; 7. had never flown; 8. Did you have, was; 9. met, hadn't seen, told, had been; 10. was talking, walked.

2

1. D; 2. A; 3. C; 4. B; 5. B; 6. C; 7. B; 8. A; 9. D; 10. C.

3

1. Have you been studying, 've just started; 2. got, was relaxing, had been working; 3. had been waiting; 4. had

already sold; 5. had been typing, had typed; 6. came, had been sunbathing; 7. 've been driving; 8. started.

4

1. hadn't done; 2. had recently finished; 3. needed; 4. had told; 5. had agreed; 6. had never seen; 7. felt; 8. had made; 9. was; 10. used; 11. fell; 12. woke up; 13. were shining; 14. felt; 15. had been feeling.

5

1. ago did you have; 2. first time he had seen; 3. is it since you bought; 4. twenty years since they had; 5. ten years since her grandfather; 6. updated his profile was.

TOWARDS CERTIFICATIONS

1 PET – Reading Part 1

1. A; 2. B; 3. C; 4. B; 5. C.

2 PET – Reading Part 3

1. A; 2. B; 3. B; 4. B; 5. A; 6. B; 7. A; 8. A; 9. A; 10. A.

3 PET – Reading Part 5

1. C; 2. A; 3. D; 4. B; 5. C; 6. A; 7. D; 8. C; 9. C; 10. A.

4 PET – Writing Part 1

1. have never worked; 2. used; 3. more interesting than; 4. never been; 5. stay.

5 PET – Writing Part 2

Open answer

6 PET – Writing Part 3

Open answer

7 PET – Listening Part 2

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

8 FCE – Reading and Use of English Part 7

1. B; 2. C; 3. D; 4. C; 5. A, D; 6. D; 7. B; 8. A.

9 FCE – Reading and Use of English Part 4

1. since you (last) saw; 2. hadn't worked overtime for; 3. ten minutes since he left; 4. was Alice's first appearance; 5. had (ever) occupied that position; 6. have been playing golf since / started playing golf in.

10 FCE – Reading and Use of English Part 2

1. since; 2. which; 3. before; 4. been; 5. had; 6. was; 7. more; 8. best.

11 FCE – Writing Part 2

Open answer

12 FCE – Listening Part 2

1. nervous; 2. used to; 3. hand luggage; 4. belt

buckle; 5. refuelling; 6. action movies; 7. hot and humid; 8. queue; 9. tired; 10. land.

13 FCE – Listening Part 2

1. out of school; 2. door; 3. hiking boots; 4. never been; 5. get; 6. few; 7. wood; 8. sounds; 9. stars; 10. camping.

14 FCE – Listening Part 2

1. primary school; 2. realistic; 3. turn; 4. Rome; 5. full time; 6. landscapes; 7. photos/photographs; 8. country; 9. five; 10. give up.

FILE 26

A

1

1. F; 2. P; 3. F; 4. P; 5. P; 6. F.

2

1. are/re playing; 2. am/m leaving; 3. are visiting; 4. is/s coming; 5. are/re having.

3

1. are coming; 2. is starting; 3. Are ... doing; 4. are moving; 5. are/re visiting; 6. are/re going.

4

A: What's Alan doing at 11 o'clock?

B: He's meeting Jane for coffee at 11 o'clock.

A: What's Alan doing at 1 o'clock?

B: He's having lunch with Peter at 1 o'clock.

A: What's Alan doing at 5 o'clock?

B: He's catching the train to Manchester at 5 o'clock.

A: What's Alan doing at 10 o'clock?

B: He's going to a disco with Pamela at 10 o'clock.

5

1. 'm meeting; 2. 're taking; 3. Is she staying; 4. 'm introducing; 5. 're playing; 6. are you doing; 7. 're having; 8. 're taking; 9. 're having; 10. 's coming; 11. Is she leaving; 12. 's leaving; 13. 're having; 14. 're going.

B

1

1. are not/re not/aren't going to help; 2. am/m going to wear; 3. Are you going to cook; 4. is not/isn't going to share; 5. Is she going to take.

2

1. are they, they aren't; 2. isn't she, she is; 3. are we, we aren't; 4. aren't you, I am/we are.

3

1. Neither/Nor am; 2. So are; 3. So am; 4. Neither/Nor are.

4

1. No, I'm going to wear a mini-skirt.
2. No, I'm going to ask Helen.
3. No, I'm going to give her a bunch of flowers.
4. No, I'm going to look for a job in London.

5

2. f - They're going to paint the wall.
3. a - He's going to fall off the wall.
4. b - He's going to wash the car.
5. e - She's going to have a bath.
6. c - He's going to score a goal.

C**1**

1. AP; 2. I; 3. AP; 4. AP; 5. I.

2

1. is coming; 2. is going to complain; 3. 'm going to buy; 4. 're leaving; 5. 'm going to read.

3

1. are moving; 2. am/'m going to study; 3. is going to look/is looking; 4. are going.

4

1. is going to wash her hair; 2. is visiting aunt Mary;
3. is going to watch a Johnny Depp film on TV; 4. is having dinner with Claire; 5. is meeting David at the station.

5

1. are/'re leaving; 2. are/'re going to stay (also: are/'re staying); 3. are/'re going to relax; 4. are/'re coming; 5. am/'m going to work; 6. am/'m also going to join; 7. am/'m going to start; 8. are/'re having.

D**1**

1. Will Mary be late tonight? / Mary won't be late tonight. / Won't Mary be late tonight? 2. Will there be much traffic in half an hour? / There won't be much traffic in half an hour. / Won't there be much traffic in half an hour? 3. Will you be twenty next week? / You won't be twenty next week. / Won't you be twenty

next week? 4. Will we get a pay rise? / We won't get a pay rise. / Won't we get a pay rise? 5. Will it be windy tomorrow? / It won't be windy tomorrow. / Won't it be windy tomorrow?

2

1. will; 2. won't; 3. will; 4. will; 5. won't.

3

1. will earn; 2. will travel; 3. will meet; 4. won't have; 5. won't be; 6. will be; 7. will happen.

4

1. won't she, she will; 2. will he, he won't; 3. won't you, I will; 4. won't they, they will.

5

1. A: The glass is chipped.
B: Sorry, I'll replace it immediately.
2. A: The soup is cold.
B: Sorry, I'll heat it up immediately.
3. A: The bill is wrong.
B: Sorry, I'll correct it immediately.
4. A: The table cloth is dirty.
B: Sorry, I'll replace it immediately.

6

1. A: You'll remember to feed the dog before you go out, won't you?

B: Yes, I will. Don't worry.

or

A: You won't forget to feed the dog before you go out, will you?

B: No, I won't. Don't worry.

2. A: You'll remember to do your homework this afternoon, won't you?

B: Yes, I will. Don't worry.

or

A: You won't forget to do your homework this afternoon, will you?

B: No, I won't. Don't worry.

3. A: You'll remember to repair the dishwasher, won't you?

B: Yes, I will. Don't worry.

or

A: You won't forget to repair the dishwasher, will you?

B: No, I won't. Don't worry.

4. A: You'll remember to clean the kitchen, won't you?

B: Yes, I will. Don't worry.

or

A: You won't forget to clean the kitchen, will you?

B: No, I won't. Don't worry.

E**1**

1. will win; 2. will live; 3. is going to rain; 4. is going to fall off; 5. will enjoy.

2

1. 'll turn; 2. 'm going to wash; 3. 'll e-mail; 4. 'll make; 5. 'm going to write; 6. 'm going to buy; 7. 'll answer; 8. 'm going to play.

REVISION AND CONSOLIDATION**Forme del futuro****1**

1. 's going to snow; 2. won't tell; 3. will find; 4. 'll rain; 5. 'll turn; 6. 's going to become; 7. are leaving; 8. will find; 9. will be; 10. 're going to move.

2

1. will come; 2. will enjoy; 3. 'm meeting; 4. will be; 5. are going to travel.

3

1. a; 2. b; 3. b.

4

1. am/'m having an exam; 2. is/'s going to study; 3. our team will; 4. will not be; 5. is about to.

FILE 27**A****1**

1. B: What time is our flight?
A: It's at half past three.
2. B: What time does it leave?
A: It leaves at 9.00 a.m.
3. B: What time does it close?
A: It closes at 5.00 p.m.
4. B: What time does the guided tour start?
A: It starts at 10.00 a.m.
5. A: What time does the conference start?
B: It starts at 3.00 p.m.
A: And what time does it finish?
B: It finishes at 5.30.
A: One more question. What time is the coffee break?
B: It's at 4.15.

B**1**

1. insert, starts; 2. doesn't have/hasn't got, doesn't run; 3. press, turn off; 4. doesn't work, don't recharge; 5. oxidizes, becomes; 6. lie, get; 7. get, drink; 8. turns, goes.

2

1. Water boils if you heat it to 100 degrees.
2. Ice floats if you drop it in water.
3. If you heat an iron bar, it expands.
4. It is dangerous if you swim soon after a meal.
5. If my son eats too much chocolate, he gets sick.
6. If there is no rain, the grass does not/doesn't grow.

C**1**

1. I'll go on a cruise; 2. I'll move to a bigger house; 3. I'll buy some new clothes; 4. I'll have a party.

2

1. won't pass, don't study; 2. cook, will eat; 3. will pay, buy; 4. won't finish, don't stop; 5. won't catch, don't get; 6. will feel, sleep; 7. will look, cuts; 8. Will we get, take.

3

1. arrives; 2. take; 3. won't ship; 4. don't hurry; 5. will be.

4

1. We won't have a walk in the park if the weather doesn't improve.
2. You will feel cold unless you wear a coat.
3. We are going to crash unless you slow down.
4. She'll be very upset if he doesn't apologise.
5. She will lose her job unless she changes her attitude.
6. We will be late unless we leave immediately.

5

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

6

1. has already done; 2. has told; 3. hasn't done; 4. 'm feeling.

D**1**

1. when; 2. while; 3. if; 4. As soon as; 5. unless; 6. Before; 7. until; 8. while.

2

2. e; 3. a; 4. b; 5. c.

3

1. will stay, returns; 2. will wait, are; 3. pass, will go;
 4. will meet, are; 5. go, will buy; 6. will e-mail, get;
 7. will say, leaves; 8. opens, will have.

4

1. ✗ - If we get there early
 2. ✓
 3. ✗ - when she will arrive
 4. ✓
 5. ✗ - when they get to the airport

5

1. phone me; 2. says she is; 3. they receive;
 4. come home too; 5. tell him.

6

1. unless we catch; 2. while you do; 3. unless you
 book; 4. if we don't take.

E**1**

1. or; 2. either ... or; 3. neither ... nor; 4. and; 5. or.

2

1. Paul is obese, so the doctor advised him to
 practise sport regularly.
 2. Peter wants to help people, so he is going to
 study medicine.
 3. It may rain, so you should take an umbrella with
 you.
 4. We want to buy a bigger flat, so we are going to
 save money.
 5. Ted wants to keep fit, so he has joined a gym.

3

1. so; 2. so; 3. but; 4. so; 5. but.

4

1. because; 2. but; 3. and; 4. but; 5. and; 6. so;
 7. but; 8. so; 9. and.

5

1. Owing to; 2. because of; 3. Since; 4. so that; 5. to;
 6. in order to; 7. so that; 8. so that.

6

1. Although it was raining, we still went to the park.
 2. Although the mobile phone was expensive,
 James bought it.
 3. Although the restaurant has a good reputation,
 the food was terrible.

4. Although I read the instructions carefully, I didn't
 understand them.

5. Although that country has plenty of natural
 resources, the population is very poor.

7

1. so; 2. such; 3. so; 4. such an; 5. so.

FILE 28**A****1**

1. won't be doing; 2. will be watching; 3. Will you be
 staying; 4. will be having; 5. won't be working.

2

1. At 10.00 tomorrow she will be meeting Mr
 Jimenez.
 2. At 12.00 tomorrow she will be visiting the
 company headquarters.
 3. At 13.20 tomorrow she will be having lunch.
 4. At 16.00 tomorrow she will be presenting her
 plans to the clients.
 5. At 17.05 tomorrow she will be going to the
 airport.
 6. At 18.30 tomorrow she will be flying back to
 London.
 7. At 21.00 tomorrow she will be relaxing at home.

3

1. will be making; 2. will be complaining; 3. will be
 dancing; 4. won't be doing; 5. will be doing.

4

1. Will you be using, I won't; 2. Will you be playing, I
 won't; 3. Will you be working, won't, will I.

B**1****(a)**

1. will have written; 2. Will you have finished;
 3. will have had; 4. will have forgotten; 5. won't have
 decided; 6. will have been.

(b)

1. Frase n° 3; Frase n° 6
 2. Frase n° 4; Frase n° 5

2

I will have run a marathon.
 I will have written an essay.

I will have taken the driving test.
I will have had lunch with aunt Nelly.
I will have played tennis with Bob.

3

1. by the time; 2. by; 3. by then; 4. in.

4

1. will have perfected, come; 2. will have travelled, am; 3. arrive, will have marked; 4. gets, will have cleaned; 5. Will she have learned/learnt, moves; 6. will have been, leave; 7. will have fixed, returns; 8. get, will have already had.

C**1**

1. will have been working; 2. will have been sleeping; 3. will have been decorating; 4. will have been playing; 5. will you have been practising; 6. will Tom have been working.

2

1. will have driven; 2. will they have been driving; 3. will they have driven; 4. will have known; 5. will have been drinking.

3

1. won't have been; 2. won't have had; 3. will have been eating.

4

1. a. will have been studying; b. will have taken.
2. a. will have owned; b. will have been living.
3. a. will have been working; b. will have been.
4. a. will have known; b. will have been living.
5. a. will have been; b. will have been living.

D**1**

1. bound to be; 2. to take; 3. of bursting; 4. not to do that; 5. due to arrive.

2

1. is due to; 2. is bound to; 3. is bound to; 4. is due to.

3

1. just about to; 2. are to; 3. due to; 4. on the point/verge of; 5. just about to; 6. are due to; 7. is to; 8. to/due to.

4

1. I was just about to leave; 2. I was just about to do it; 3. I was just about to call you; 4. I was just about to go into it.

5

1. on the point of refusing; 2. is going to start; 3. are to take an exam; 4. is bound to pass; 5. is about to; 6. is due.

REVISION AND CONSOLIDATION

Forme del futuro

1

1. won't eat; 2. will win; 3. will be; 4. will pass; 5. leaves; 6. is going to snow; 7. 'm going; 8. will miss, don't hurry; 9. rains, 'll stay; 10. is; 11. 'll do; 12. are going.

2

1. A; 2. C; 3. B; 4. C.

3

1. will/'ll be seeing; 2. will/'ll ask; 3. will/'ll be; 4. will/'ll be lying; 5. will/'ll be swimming; 6. (will/'ll be) sunbathing.

4

1. will have been studying; 2. will have been; 3. will be.

5

1. C; 2. A; 3. C; 4. B; 5. C; 6. B; 7. A; 8. A.

6

1. next; 2. look; 3. will; 4. going; 5. forget; 6. am; 7. by; 8. have.

7

1. will have read; 2. 'll have that; 3. will be sleeping; 4. is about to; 5. will be; 6. will soon find.

FILE 29

A**1**

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

2

1. S; 2. S; 3. O (that); 4. O (which); 5. S.

3

1. whose; 2. (who/that); 3. (who/that); 4. whose; 5. who/that.

4

1. (which/that); 2. (which/that); 3. (which/that); 4. whose.

5

1. who; 2. who; 3. whose; 4. whose; 5. that;
6. which; 7. which.

6

1. Greenpeace is an association which fights for the protection of the environment.
2. I met some people whose houses were badly damaged.
3. The people who were stopped at the border were from Eastern Europe.
4. Peter is an architect who works for a big building firm.
5. The book is about a king whose brother kills him.

7

2. h - A bottle-opener is something which opens bottles.
3. d - A waiter is someone who serves meals.
4. b - A clock is something which shows the time.
5. f - A toothbrush is something which cleans teeth.
6. g - A porter is someone who carries luggage.
7. e - A barman is someone whose job is to serve drinks.
8. a - A maid is someone whose job is to clean rooms.

8

1. This is the museum I told you about.
2. That's the girl Tom fell in love with.
3. Here are the papers I was looking for!
4. That's the knife I cut my finger with.
5. This is the beautiful song we used to listen to.

9

1. Here is the bag you were looking for.
2. Those are the English people I told you about.
3. Those are the girls I went on holiday with.
4. That's the boy Mary is going out with.

10

1. how; 2. when; 3. why; 4. where.

11

1. This kind of magazine is very popular, which is surprising.
2. Kate can't come to my party, which is a shame.
3. Very few people were at the conference, which was rather strange.
4. He lent Sarah his car, which was very nice of him.

12

1. that; 2. that; 3. which; 4. what.

13

1. where Tom works; 2. why he; 3. which/that are.

14

1. which/that has; 2. where I live is; 3. whose dog barks; 4. who visits the museum has.

B**1**

1. which; 2. whose; 3. which; 4. which; 5. which;
6. who/whom; 7. which; 8. whose.

2

1. Jane, who looks after my children, is a very reliable girl.
2. That Chinese restaurant, which opened a few months ago, is very popular.
3. Pablo Jimenez, who/whom we met on holiday last summer, is making a documentary film about Sardinia.
4. Mr Wilkins, whose office is on the 18th floor of that building, is the manager of the company.
5. Paris, which I visited last summer, is one of the most romantic places I've ever been to.
6. The Beatles, whose music is still very popular, became famous in the 60s.
7. Lucy, who works in a very well equipped hospital, is a perfect nurse.
8. Graham Greene, whose books are still widely read, died in 1991.

3

1. B - a. The Hard Rock Cafe, which is famous for its typical American atmosphere, was opened in London in 1971.
2. C - b. A British expedition, whose sponsor was the Royal Geographical Society, set out to conquer Everest in 1953.
3. E - e. Mount Everest, which is the highest mountain in the world, lies on the Nepal-Tibet border.
4. A - c. The bank clerk, who was later found at the Bahamas, disappeared soon after the bank robbery.
5. D - d. The 'Mona Lisa', which is one of the most famous pictures in the world, can be seen in the Louvre, in Paris.

4

1. St Paul's Cathedral, which they visited yesterday, is very old. (ND); 2. D; 3. My cousin Pamela, whose husband is from Berlin, moved to Germany last month. (ND); 4. My sister, who is 17 years old, spent her summer holidays with her friends. (ND); 5. D.

C**1**

1. whenever; 2. whichever; 3. Wherever; 4. whatever;
5. Whoever; 6. whichever; 7. Whenever; 8. However.

2

1. whenever; 2. whatever; 3. whichever; 4. whoever;
5. However; 6. however; 7. wherever; 8. Whichever.

D**1**

1. to see; 2. to do; 3. to buy; 4. to read; 5. to understand.

2

1. including; 2. sitting; 3. arranged; 4. leading; 5. made.

3

1. Mary is on the train arriving at Platform 4.
2. Don't wake the baby sleeping in the next room.
3. The strike announced last week has been called off.
4. The boy kidnapped last month was released yesterday.

REVISION AND CONSOLIDATION**Frase relative****1**

1. which/that (✓); 2. which/that (✗); 3. who/that (✓); 4. who/that (✗).

2

1. B; 2. A (or: C); 3. A; 4. B; 5. B; 6. C.

3

1. That's the dog whose owner is a friend of mine.
2. That's the woman whose book was a bestseller last year.
3. Those are all the books whose author has just won an award.
4. That's the lady whose husband is a pilot.

4

1. am looking for; 2. was talking to; 3. are working on.

5

1. whose name I've forgotten; 2. a friend who speaks French; 3. who were hungry, decided; 4. whenever she comes.

6

1. who/that; 2. (which/that); 3. who; 4. (which/that); 5. which (*who*, se personalizzato) /that; 6. who; 7. which; 8. who; 9. which; 10. which; 11. who; 12. whose; 13. (which/that); 14. (which/that); 15. (which/that); 16. who; 17. (which/that); 18. who/that; 19. which; 20. (which/that); 21. which; 22. who.

FILE 30**A****1**

1. Something; 2. Somebody/Someone; 3. somewhere; 4. somewhere; 5. something; 6. something; 7. somebody/someone; 8. something.

2

1. anything; 2. anything; 3. anybody/anyone; 4. anybody/anyone; 5. anywhere; 6. anything; 7. anybody/anyone; 8. anywhere.

3

1. nobody/no one; 2. nothing; 3. Nobody/No one; 4. nowhere; 5. nothing; 6. Nobody/No one.

4

1. everything; 2. everybody/everyone; 3. everything; 4. everywhere; 5. everybody/everyone; 6. Everybody/Everyone.

5

1. anything; 2. anybody/anyone; 3. anywhere; 4. nothing; 5. nowhere; 6. anywhere.

6

1. D; 2. B; 3. C; 4. D; 5. A; 6. C; 7. D; 8. C; 9. D; 10. C.

7

1. anything; 2. anywhere; 3. somebody; 4. someone; 5. anybody; 6. anybody; 7. Anything; 8. everything.

8

1. nobody; 2. somebody; 3. anybody; 4. anybody; 5. everybody.

9

1. Anybody/Anyone; 2. anything; 3. anybody/anyone; 4. anywhere; 5. anything.

B**1**

1. Every, every; 2. All; 3. all; 4. whole; 5. all; 6. whole; 7. all; 8. every; 9. each; 10. Whole; 11. every; 12. Each; 13. everybody/everyone; 14. everything; 15. Each; 16. whole; 17. every.

C**1**

1. Neither; 2. both; 3. both; 4. neither; 5. Either;

6. both; 7. either; 8. both, neither; 9. either, Both; 10. Neither.

D**1**

1. Most; 2. most of; 3. Most of; 4. Most of; 5. Most.

2

1. most of; 2. Most; 3. Most; 4. most of; 5. Most of.

3

1. the most; 2. Most; 3. the most; 4. Most; 5. most; 6. the most.

E**1**

1. all of, none of; 2. most of, some of; 3. most of, one of; 4. most of, one of.

2

1. most; 2. some; 3. one; 4. some; 5. none.

3

1. a. Both; b. Neither.
2. a. All; b. None.
3. a. Neither; b. Both.
4. a. All; b. None.

4

1. both; 2. neither; 3. all; 4. None.

5

1. 85%; 2. German; 3. Most; 4. high; 5. out of.

F**1**

1. else; 2. another; 3. others; 4. other; 5. another; 6. else; 7. others; 8. else; 9. another; 10. others; 11. another; 12. else; 13. else.

2

1. Who else; 2. Where else; 3. Who else; 4. What else; 5. What else.

REVISION AND CONSOLIDATION**Gli indefiniti****1**

1. nobody/no one; 2. nobody/no one; 3. nothing;

4. anything; 5. somebody/someone; 6. anything; 7. anywhere.

2

1. Every; 2. Both; 3. every; 4. None; 5. Neither; 6. all; 7. each; 8. most. 9. either; 10. else.

3

1. (these) answers are; 2. both got up; 3. room has.

4

1. in some other; 2. is nobody in the; 3. never go anywhere interesting.

FILE 31**A****1**

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

2

1. couldn't; 2. can, can, can't; 3. couldn't, can; 4. can't; 5. couldn't.

3

1. A: couldn't, can, Can
B: can't, can, couldn't.
2. A: Can
B: can, can't, Can
A: can
B: Could
A: couldn't.

4

1. The test was so difficult that Paul couldn't do it.
2. The soup was so salty that I couldn't eat it.
3. That suitcase was so heavy that I couldn't carry it.
4. Those earrings were so expensive that she couldn't buy them.
5. The sea was so rough that we couldn't have a swim.
6. The tea was so hot that he couldn't drink it.

5

1. Can you lend me your camera?
2. Can you pass me the pepper, please?
3. Could you tell me the way to the city-centre, please? (✓)
4. Could you tell me the time, please? (✓)

6

1. Could you; 2. Can you; 3. Could you; 4. can you.

7

1. Can I; 2. Could I; 3. Can I; 4. Could I.

B**1**

1. Have you been able to contact; 2. to be able to speak; 3. haven't been able to read; 4. won't be able to come; 5. Has she been able to register.

2

1. could; 2. couldn't; 3. was able to; 4. couldn't; 5. were able to; 6. couldn't; 7. was able to.

3

1. Susan managed; 2. to persuade; 3. able to get.

4

1. manage to get; 2. wasn't able to persuade; 3. is capable of reaching; 4. were able to find.

C**1**

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

2

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

3

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

4

1. may not smoke; 2. may not park; 3. may not enter.

5

1. are unlikely to affect; 2. may do; 3. is likely to be; 4. might have; 5. may use applications like Skype.

D**1**

1. A: Can the dog come into the shop?
B: No, dogs aren't allowed to come into the shop. It has to stay outside.

2. A: Can we play loud music?
B: No, you aren't allowed to play loud music. You have to be quiet.

3. A: Can I leave my luggage here?
B: No, you aren't allowed to leave your luggage here.
You have to leave it in the cloakroom.

2

1. is not allowed to; 2. are allowed to; 3. am allowed to; 4. is not allowed to.

3

1. will be allowed to; 2. Are ... allowed to; 3. are ... allowed to; 4. have ... been allowed to; 5. was allowed to.

4

1. couldn't/wasn't allowed to; 2. couldn't/wasn't allowed to; 3. couldn't/wasn't allowed to; 4. was allowed to; 5. was allowed to; 6. couldn't/wasn't allowed to; 7. was allowed to; 8. was allowed to.

5

1. may not leave the room; 2. were not/weren't permitted to interview; 3. doesn't let me use; 4. could not park our scooters.

FILE 32**A****1**

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

2

1. They should have a pleasant appearance.
2. They must have experience in selling cars.
3. They should have good knowledge of Italian.
4. They must have a driving licence.
5. They should have ability to organize.
6. They must be energetic (people).

3

1. mustn't; 2. mustn't; 3. mustn't; 4. shouldn't; 5. mustn't.

4

1. You shouldn't go to bed so late. / I don't think you should go to bed so late.
2. He shouldn't study so hard. / I don't think he should study so hard.
3. She shouldn't smoke so much. / I don't think she should smoke so much.
4. You shouldn't drink so much beer. / I don't think you should drink so much beer.

5

1. shouldn't drink; 2. should drink; 3. shouldn't stay; 4. should get; 5. should get; 6. should work.

6

1. b. take an umbrella.

2. a. take a nap if you are tired; b. take a nap if you are tired.
3. a. go to the dentist's?; b. to go to the dentist's.

B**1**

1. Did you have to go; 2. Do English students have to wear; 3. Do I have to sign; 4. will have to close; 5. will have to look after; 6. did they have to call off; 7. will have to study; 8. didn't have to go; 9. had had to undergo; 10. has/have had to repeat.

2

1. did you have to take your shoes off; 2. will you have to complain to; 3. does she have to do (if she wants to keep fit); 4. will they have to be here at 8 o'clock (tomorrow); 5. did you have to pay (for that computer); 6. did you have to stay in (last night); 7. did he have to lose; 8. has had to study hard.

3

1. don't have to; 2. have to; 3. Do you have to; 4. don't have to; 5. have to; 6. have to; 7. have to; 8. Do you have; 9. don't have to.

4

1. do you have to start; 2. have to stay; 3. do you have to do; 4. have to serve; 5. have to clear; 6. don't have to wash; 7. Do you have to know.

5

1. doesn't have to; 2. mustn't; 3. mustn't; 4. mustn't; 5. don't have to; 6. don't have to; 7. mustn't; 8. mustn't.

6

1. You mustn't; 2. You don't have to; 3. You don't have to; 4. You must; 5. You mustn't; 6. You must; 7. You mustn't.

7

1. have to get; 2. had to travel; 3. have to buy; 4. had to; 5. have to postpone.

8

1. don't have to; 2. should; 3. have to; 4. shouldn't; 5. ought to; 6. could; 7. mustn't.

9

1. don't have to come; 2. were compelled to work; 3. must not cross the railway; 4. must protect the; 5. must integrate with people; 6. is not necessary to pay; 7. she have to do; 8. was obliged to work.

C**1**

1. don't need; 2. needn't; 3. don't need; 4. needn't/don't need to.

2

1. didn't need; 2. Did Barbara need; 3. Did you need; 4. didn't need.

3

1. mustn't; 2. needn't; 3. needn't; 4. needn't; 5. mustn't.

4

1. needs repairing; 2. needs washing; 3. need washing; 4. needs ironing; 5. need cleaning.

5

1. needn't renew; 2. don't have to come; 3. needn't get up early; 4. we need to inform; 5. must not enter; 6. need watering.

D**1**

1. proibizione; 2. obbligo; 3. evento futuro; 4. proibizione; 5. evento futuro.

2

1. are to serve; 2. are not to light; 3. are to keep; 4. are to follow; 5. are not to leave; 6. are not to be.

3

1. We are not supposed to talk during the lessons.
2. We are not expected to write down everything.
3. We are not supposed to chew gum in class.
4. We are not expected to study all the chapter.

4

1. didn't have to work; 2. are not supposed to leave; 3. weren't expected to wash; 4. must be released; 5. was supposed to phone; 6. are to take.

FILE 33**A****1**

1. They would ask us for help.
2. Would he change his mind?
3. Wouldn't they let us know their decision?
4. Paul wouldn't buy that car.

2

1. wouldn't recognise; 2. would do; 3. would never do; 4. would think; 5. would be; 6. wouldn't tell.

3

1. Would you accept? 2. Would you forget me? 3. What would you do? 4. Would they get bored? 5. How would you feel?

4

1. wouldn't they, they would; 2. wouldn't you, I would; 3. wouldn't it, it would; 4. would he, he wouldn't; 5. would you, I wouldn't.

5

1. Would you mind; 2. Would you like, would/d prefer; 3. would be; 4. Would you like; 5. wouldn't drive, would/d go; 6. Would you give; 7. would/d call; 8. Would you be able.

B**1**

1. were, would/d eat; 2. didn't have, wouldn't know; 3. were, would/d ask; 4. would go, had; 5. would/d take, were; 6. would you do, were; 7. Would you tell, were; 8. would be, were.

2

1. took, would/d remember; 2. studied, wouldn't find; 3. did, would/d improve.

3

Open answer

4

1. If I found £50 on the ground, I would put it in my pocket.
2. If I crashed into a parked car while I was on my bike, I would ride away very fast.
3. If I went to New York, I would visit a lot of museums.
4. If they offered me a well-paid job far from home, I would accept it.

5

1. stole; 2. lost; 3. left.

6

1. I wouldn't go by car if I were you. I'd go by plane.
2. I wouldn't stay at a hotel if I were you. I'd stay at a campsite.
3. I wouldn't take a lot of cash with me if I were you. I'd take the credit card.
4. I wouldn't just relax on the beach if I were you. I'd rent a car and travel around.

7

2. e; 3. g; 4. b; 5. c; 6. a; 7. d.

8

1. could; 2. would; 3. wouldn't; 4. should; 5. might; 6. shouldn't.

C**1**

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

2

1. wouldn't have to; 2. should; 3. would have to; 4. should; 5. would have to; 6. wouldn't have to.

3

1. should warn; 2. would have to have; 3. should check; 4. shouldn't go out; 5. would have to change.

FILE 34**A****1**

1. Wouldn't he have e-mailed her?
2. Would they have enjoyed the show?
3. She wouldn't have followed my advice.
4. They would have stayed at a campsite.
5. Would Tom have preferred to travel by train?

2

1. would have lent; 2. wouldn't have refused;
3. would have enjoyed; 4. would you have done;
5. would have accepted; 6. would have liked;
7. Wouldn't you have done; 8. would have come;
9. would have won; 10. would have bought.

3

1. would they, they wouldn't; 2. wouldn't she, she would; 3. wouldn't it, it would; 4. would it, it wouldn't; 5. would you, I wouldn't; 6. wouldn't she, she would.

4

1. Did they? I wouldn't have watched the football match on TV. I'd have gone to the stadium.
2. Did he? I wouldn't have sent Emily yellow tulips. I'd have sent her red roses.
3. Did she? I wouldn't have chosen a cat for a pet. I'd have chosen a dog.
4. Did they? I wouldn't have travelled to London by car. I'd have travelled by train.

5. Did he? I wouldn't have visited California. I'd have visited Canada.
6. Did he? I wouldn't have bought Linda a bunch of flowers. I'd have bought her a bottle of perfume.

B**1**

1. wouldn't have stayed, had had; 2. would your teacher have told, had been; 3. would have gone, had known; 4. hadn't been, would have arrived; 5. had told, wouldn't have told; 6. had studied, would have found.

2

2. c - wouldn't be, hadn't trained;
3. a - wouldn't feel, hadn't eaten;
4. d - would take, hadn't built.

2. d - would have joined, didn't work;
3. a - would have granted, had;
4. b - would have got, had.

3

1. the road had not/hadn't been; 2. you hadn't told me; 3. he had brought; 4. would have gone out; 5. might have helped her; 6. would have gone.

C**1**

1. If we had enough money, we would go to the Maldives.
If we had had enough money, we would have gone to the Maldives.
2. If I were free, I would come to dinner with you.
If I had been free, I would have come to dinner with you.
3. If it stopped raining, we would go out.
If it had stopped raining, we would have gone out.
4. If you took an aspirin, you would feel better.
If you had taken an aspirin, you would have felt better.
5. If you ate less, you would get slimmer.
If you had eaten less, you would have got slimmer.

2

1. lived; 2. knew; 3. win; 4. will leave; 5. had known; 6. would have taken.

3

1. will you do; 2. would tell; 3. accept; 4. saw; 5. don't feel.

4

1. would have been; 2. would have forgiven; 3. asks; 4. will water; 5. would you do; 6. would keep.

5

1. Should you need any further information;
2. Were I in your position;
3. Had Mark imagined that the book was so boring;
4. Should you have any problems;
5. Weren't they good friends of yours.

6

1. she would travel; 2. it wouldn't have; 3. if she doesn't stop; 4. wouldn't have got; 5. drive dangerously, they may; 6. were you, I would'd.

D**1**

1. shouldn't have; 2. needn't have; 3. must have; 4. can't have; 5. might have; 6. should have.

2

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

3

1. shouldn't have invited; 2. would have joined;
3. couldn't have arrived; 4. could have won;
5. should have left; 6. should have landed.

4

1. must have been; 2. should have finished; 3. may not have known; 4. should have known; 5. could have tried; 6. can't have been; 7. must have bought; 8. may have forgotten; 9. can't have had; 10. may have gone.

5

1. couldn't have refused; 2. could have given;
3. couldn't have been; 4. could have waited.

6

1. wouldn't have had to take; 2. shouldn't have gone;
3. would have had to hire; 4. shouldn't have got up.

7

1. She shouldn't have gone; 2. He shouldn't have eaten; 3. She should have locked.

8

1. needn't have bought; 2. didn't need to work;
3. didn't need to buy; 4. needn't have done.

9

1. He may have been driving too fast.
2. He must have been watching the football match.
3. He might have been studying history.

10

1. can't have known; 2. must have had; 3. may have been having; 4. may have forgotten to book.

FILE 35**A****1**

1. were (*also*: was); 2. could; 3. had; 4. knew.

2

1. didn't live; 2. weren't (*also*: wasn't); 3. didn't have; 4. didn't have.

3

1. weren't; 2. lived; 3. could; 4. were (*also*: was).

4

1. weren't/wasn't raining; 2. were listening to; 3. were travelling.

5

1. I wish the radio weren't (*also*: wasn't) broken. If the radio weren't (*also*: wasn't) broken, I could listen to the news.
2. I wish I knew her phone number. If I knew her phone number, I could call her.
3. I wish I had a camera. If I had a camera, I could take some photos.

6

1. I had come to the concert; 2. I had told him the truth; 3. I hadn't married him; 4. I had taken that job/it.

7

1. I wish the car engine hadn't broken down. If the car engine hadn't broken down, I would have gone to the seaside.
2. I wish the road hadn't been slippery. If the road hadn't been slippery, I wouldn't have had an accident.
3. I wish I hadn't fallen asleep on the sofa. If I hadn't fallen asleep (on the sofa), I would have seen the match.

8

1. I wish you would stop playing your music so loudly.
2. I wish they would stop making so much noise.
3. I wish they would stop shouting.

9

1. weren't/wasn't; 2. had; 3. could; 4. would;

5. would; 6. had; 7. wouldn't take; 8. didn't live; 9. were/was; 10. were/was; 11. weren't/wasn't.

10

1. wouldn't make; 2. had studied; 3. had; 4. would stop; 5. were/was.

11

1. wish I had arrived; 2. wish they had gone; 3. only I had been; 4. wish you wouldn't tell; 5. wish I were/was lying; 6. wish John would listen.

B**1**

1. I'd rather go out for dinner.
2. I'd rather bring a salad.
3. I'd rather stay at a campsite.

2

1. have slept; 2. have travelled; 3. have seen; 4. have spent.

3

1. didn't smoke; 2. stayed; 3. didn't cook; 4. arranged.

4

1. had gone; 2. have fixed; 3. had cleaned; 4. have accepted.

5

1. hear; 2. to take; 3. working, studying; 4. have spoken; 5. hadn't invited; 6. to be.

6

1. would/'d rather play; 2. would/'d prefer to write; 3. would/'d rather she hadn't; 4. would/'d prefer to go; 5. prefer rock music to; 6. prefers playing basketball to playing.

C**1**

1. You'd better take your shoes off. They're all wet.
2. You'd better put warm clothes on. It's very cold today.
3. You'd better not drink so much beer. You might feel sick.
4. You'd better not go by car. The roads are icy.
5. You'd better close all the windows and doors. There are burglars in the area.
6. You'd better reserve a seat on that train. A lot of people take it.

2

1. 'd better; 2. 'd better not; 3. 'd better not; 4. 'd better; 5. 'd better; 6. 'd better not.

3

1. You'd better lie down.
2. We'd better take a taxi.
3. We'd better reserve a table.
4. You'd better go to the dentist's.
5. We'd better not go for a swim.
6. You'd better not play the saxophone.

4

1. 'd better; 2. should; 3. shouldn't; 4. should; 5. 'd better; 6. 'd better not.

5

1. were you, I would/'d reserve; 2. had/'d better stay;
3. you should go to work; 4. had/'d better stop;
5. you should get a map; 6. not advisable for girls to.

D**1**

1. had a haircut; 2. left; 3. did some cooking; 4. did some work; 5. went to bed; 6. got up; 7. a. go home, b. went home, c. us to go home.

2

1. raised salaries; 2. stopped spending money on arms; 3. bought some new clothes.

REVISION AND CONSOLIDATION**Wish - Would rather - Had better - It's time****1**

1. I'd rather you didn't go out tonight.
2. It's very late. It's time we went to bed.
3. I wish I had long hair.
4. I wish I could drive a car.
5. James would rather read than watch TV.
6. I'd better ~~to~~ leave now.
7. I wish you would stop biting your nails.
8. You had better sit down for a while.
9. I'd rather listen to the radio.
10. I'd rather they hadn't gone out last night.

2

1. I wish I hadn't gone away with my boyfriend.
2. I wish I had taken warmer clothes.
3. I wish I hadn't bought such an expensive coat.
4. I wish we hadn't booked a hotel in the countryside.

5. I wish we had hired a car.

6. I wish I had locked my money and valuables in the room safe.

7. I wish I had reminded Tom of the ticket.

3

1. did; 2. tidied up; 3. helped; 4. started; 5. faced up;
6. found; 7. earned; 8. talked.

4

1. wish I could go; 2. about time we went;
3. had/'d better sell; 4. wish I had accepted;
5. regret selling.

TOWARDS CERTIFICATIONS**1 PET – Reading Part 1**

1. A; 2. C; 3. C; 4. A; 5. B.

2 PET – Writing Part 1

1. few trains; 2. should arrive; 3. is four hours; 4. will not/won't/can't get; 5. as fast as.

3 PET – Writing Part 2

Open answer

4 PET – Writing Part 3

Open answer

5 PET – Writing Part 3

Open answer

6 PET – Listening Part 2

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

7 PET – Listening Part 3

1. 13th; 2. 6.30am; 3. 12.40; 4. 3-star hotel; 5. packed lunch; 6. trainers.

8 FCE – Reading and Use of English Part 7

1. D; 2. A; 3. D; 4. B; 5. C; 6. A; 7. D; 8. C; 9. B;
10. C.

9 FCE – Reading and Use of English Part 2

1. been; 2. was; 3. would; 4. getting; 5. will; 6. by;
7. have; 8. better.

10 FCE – Reading and Use of English Part 2

1. distance; 2. countries; 3. location; 4. learnt; 5. than; 6. would; 7. who; 8. have.

11 FCE – Reading and Use of English Part 4

1. ('s flight) will have landed; 2. will have gone to bed/will be sleeping; 3. will have been working;
4. wouldn't have missed; 5. only I had had; 6. he had not/hadn't spoken.

12 FCE – Writing Part 2

Open answer

13 FCE – Writing Part 2

Open answer

14 FCE – Writing Part 2

Open answer

15 FCE – Listening Part 3

1. D; 2. C; 3. E; 4. H; 5. B; (A, F, G not used).

FILE 36**A****1**

1. are made; 2. are not admitted; 3. is served; 4. Are credit cards accepted; 5. are sold.

2

1. A new President is elected every five years.
2. The offices are cleaned every day.
3. Are all the dishes served with chips?
4. This path is not/isn't used very often.

3

1. was made; 2. Was this book published; 3. was fixed; 4. was run; 6. was not/wasn't broken.

4

1. Was this film directed by Hitchcock?
2. *Hamlet* was written by Shakespeare.
3. The fish was eaten by the cat.
4. The apps were not/weren't downloaded by James.
5. She was bitten by a dangerous dog.
6. The beds were not/weren't made by my sister.

5

1. was; 2. was designed; 3. was completed; 4. was shipped, arrived; 5. were put, took; 6. is; 7. represents; 8. holds; 9. read; 10. is visited.

6

1. When was this city built?
2. When was this book published?
3. When was this agreement signed?
4. Where are these posters sold?
5. How is pasta made?
6. How much bread is sold every day?

7

1. Who was the bank robbed by?

2. What was the fire caused by?
3. Who were the pyramids built by?
4. What was the building damaged by?
5. Who was the door locked by?
6. Who was this huge truffle found by?

81. was the bikini launched; 2. was *The Blue Danube* composed by; 3. was Mickey Mouse created by; 4. was America discovered; 5. was the social network Facebook founded by.**9**

1. The dinner was not/wasn't paid for.
2. The tree was knocked down.
3. She was brought up by her grandparents.
4. The children are looked after by my mother when I'm at work.
5. The meeting was put off by the manager.

10

1. I am paid £400 a month for my internship.
2. Allison was given a smartphone.
3. She wasn't told the truth.
4. We were shown the main sights of the city.
5. Are famous football players paid too much money?

11

1. They got hurt in an accident.
2. The sheriff got shot in a duel.
3. Mary's suitcase got stolen at the airport.
4. The roof got blown off in a storm.
5. Harry got stabbed in a fight.

12

1. were found by; 2. are these computers; 3. was caught by; 4. were the plants; 5. was given.

B**1**

1. The roof was being fixed when I was there last week.
2. The post box is being emptied by the postman.
3. Sports facilities are being improved.
4. The sandwiches were being made when I arrived.

2

1. am/'m being served; 2. was being repaired;
3. was being built; 4. is being tested.

3

1. Hundreds of balloons are being blown up.
2. The games are being organized.

3. The invitations are being written.
4. The walls are being decorated with colourful banners.

4

1. The tables have just been laid.
2. Some bottles of wine have just been opened.
3. One hundred chairs have just been put in the main hall.
4. The hi-fi system has just been set up.

5

1. has been completely modernized; 2. have been extended; 3. have been refurnished.

6

1. will be opened; 2. had just been stolen; 3. would be sold; 4. is going to be repaired; 5. would have been repaired; 6. being patted; 7. to be informed.

7

1. is being washed; 2. will be destroyed; 3. had already been sold; 4. were taken; 5. will be selected; 6. would have been taken.

8

1. will be closed; 2. was witnessed by; 3. the oil level been; 4. the police informed.

C**1**

1. This work must be finished by three o'clock.
2. Mark might be sent to the USA in July.
3. Happiness can't be bought.
4. We should be informed.

2

1. may be given; 2. should be answered; 3. must be given; 4. must be returned; 5. might be built.

3

1. must have been borrowed; 2. must have been eaten; 3. may have been delayed; 4. may have been thrown; 5. should have been delivered.

4

1. can be seen; 2. may have been caused; 3. should have been sent; 4. could have been completed; 5. must be repaired.

5

1. A: should be done, B: should have been done; 2. A: can be raised, B: could have been raised; 3. A: should be cleaned, B: should have been cleaned.

6

1. may have been influenced; 2. must have been brought; 3. may have been brought; 4. may have taken; 5. must have taken.

7

1. should have been delivered; 2. good view can be enjoyed; 3. can be bought; 4. shouldn't have been left; 5. may have been damaged by.

FILE 37**A****1**

1. We were asked the way to the station.
2. I was promised a better position.
3. He is paid at the end of the month.
4. Helen was told about the accident by Alice.
5. I was sent an invitation to the ceremony.
6. Tourists are shown the main sights of the city.

2

1. I have just been sent a new report.
2. How much were you lent by the bank to finance your house?
3. She was being shown round the new house when she fainted.
4. She should be told the truth.
5. We should have been warned about that dangerous river.

3

1. were given; 2. were taught; 3. will be given; 4. will be shown.

4

1. We were told to take the second turning on the right.
2. I was allowed to borrow his bike/my brother's bike.
3. Jane was asked to write down her telephone number.
4. I was advised not to go out.
5. We were reminded to reserve a table.

5

1. A new fiscal law was introduced to Parliament by the politician.
2. The difficult rule was repeated to the students by the teacher.
3. The paintings were described in detail to the visitors by the artist.
4. The letter was dictated to the secretary by the boss.

6

1. you sent a postcard; 2. all the workers been told; 3. were warned not; 4. had been told not; 5. is allowed to smoke; 6. were told to hand in.

B**1**

- It is expected that the cost of living will keep rising.
The cost of living is expected to keep rising.
- It is thought that football players are paid too much.
Football players are thought to be paid too much.
- It is expected that Peter Swan will break the world record at the Olympic Games.
Peter Swan is expected to break the world record at the Olympic Games.
- It is known that too much salt is bad for our heart.
Too much salt is known to be bad for our heart.
- It is said that dreaming is a mysterious activity.
Dreaming is said to be a mysterious activity.
- It is known that smoking causes cancer.
Smoking is known to cause cancer.

2

1. are supposed to be practical and realistic; 2. are supposed to be imaginative and creative; 3. are supposed to have health problems; 4. are supposed to have problems with love; 5. are supposed to have happiness in love; 6. are supposed to have flirtation and affairs.

3

- It is believed that the farmer has contaminated the crop with OGM seeds.
The farmer is believed to have contaminated the crop with OGM seeds.
- It is claimed that he left the country three months ago.
He is claimed to have left the country three months ago.
- It is reported that the accident occurred in the late afternoon.
The accident is reported to have occurred in the late afternoon.
- It was thought that he had made a lot of money out of waste paper.
He was thought to have made a lot of money out of waste paper.

4

- It was known that Ted had been sending Barbara messages for months.
Ted was known to have been sending Barbara messages for months.

- It is reported that poverty is increasing in many countries.
Poverty is reported to be increasing in many countries.
- It is known that the climate is changing.
The climate is known to be changing.
- It is reported that the robbers were wearing masks.
The robbers are reported to have been wearing masks.

5

1. is believed to be; 2. is believed to be caused; 3. is expected to go up.

C**1**

1. need ironing / need to be ironed; 2. needs feeding / needs to be fed; 3. needs filling / needs to be filled; 4. needs repairing / needs to be repaired.

2

1. wants washing; 2. need repairing; 3. want watering; 4. need cleaning.

3

1. revising; 2. mending; 3. renewing; 4. adjusting; 5. updating.

4

1. are selling (very); 2. washes; 3. doesn't close; 4. reads.

REVISION AND CONSOLIDATION**Forma passiva****1**

1. change; 2. is considered; 3. animated; 4. was drawn; 5. (was) photographed; 6. were needed; 7. made; 8. remained; 9. moved; 10. took; 11. created; 12. added; 13. produced; 14. are not drawn; 15. is done; 16. are done; 17. is put; 18. is done.

2

- As a result of the recession, one hundred workers will be laid off by the factory.
- The ticket have been paid by Emily, so you don't have to worry.
- When I phoned, I was immediately put through to the marketing manager.
- If Alison had been given a present for her birthday by David, she would have been very happy.

5. The concert should have been organised earlier by the club.
6. The examination room may not be left within the first hour of the start.

3

1. have been taught something by; 2. everything will have been eaten; 3. is not expected to solve; 4. have to be looked after; 5. believed to have been built.

FILE 38**A****1**

1. have; 2. is having; 3. had; 4. were having.

2

1. Susan is having her eyes tested.
2. John is having his car serviced.
3. Emily and George are having their dinner served.

3

1. I have the house cleaned...
2. I have all the meals prepared...
3. I have the gardening done...
4. I have all the clothes washed and ironed...
5. I have the children looked after...

4

1. had his suit cleaned; 2. is getting his ear pierced;
3. got her wedding dress fitted.

5

1. No, she hasn't. She's had them washed.
2. No, he isn't. He's going to have it mended.
3. No, she didn't. She had it removed.
4. No, I wouldn't. I'd have it decorated.
5. No, he doesn't. He has it washed.

6

1. are you going to have your hair permed; 2. did you have your coat dry-cleaned; 3. did your sister have this dress made; 4. do you have your hair dyed.

7

1. had our car damaged; 2. had my nose broken;
3. had their house burgled; 4. had his leg injured.

B**1**

1. get, to buy; 2. makes, eat; 3. get, to change;

4. let, go; 5. made, laugh; 6. made, stop; 7. makes, flood; 8. made, finish.

2

1. marry; 2. to fix; 3. call; 4. to do; 5. to come; 6. replace; 7. look; 8. to interrupt; 9. feel; 10. to pay.

3

1. make ourselves heard; 2. make herself loved; 3. has made himself hated; 4. make himself known; 5. make himself respected.

4

1. turned up; 2. let ... have; 3. boil; 4. showed; 5. charge; 6. kept ... waiting; 7. drive ... crazy.

C**1**

1. slip; 2. singing; 3. bang; 4. go; 5. sitting; 6. sing; 7. shout; 8. take, hide; 9. throwing; 10. throw.

2

1. were seen to run away;
2. were observed to wash the car from top to bottom;
3. were noticed to jump into a black car;
4. was heard to scream;
5. was watched to repair the gate.

3

1. were seen arguing;
2. was seen making dinner;
3. was heard barking;
4. was noticed talking to someone;
5. was seen waiting for the bus.

4

1. crying; 2. talking; 3. to shout; 4. shouting; 5. call; 6. repairing; 7. to talk; 8. painting; 9. steal; 10. water; 11. being repaired; 12. quarrelling; 13. repeated; 14. to sit.

REVISION AND CONSOLIDATION**Verbi causativi - Verbi di percezione****1**

1. have it repaired; 2. get them replaced; 3. have them painted; 4. get it reconnected.

2

1. have it done; 2. had her computer fixed; 3. have it repaired.

3

1. his bike stolen; 2. has had her; 3. having my hair;
4. tooth taken out; 5. to have.

4

1. A; 2. C; 3. A; 4. B.

5

1. B; 2. A; 3. D; 4. B; 5. D; 6. A; 7. D; 8. C.

6

1. have had; 2. performed by; 3. was seen to throw;
4. them play; 5. saw him climb; 6. won't let her leave;
7. made John sign; 8. got Mary to make;
9. had Paul give us; 10. make me feel.

FILE 39**A - B****1**

1. told; 2. Tell; 3. told; 4. said; 5. said; 6. he said;
7. told; 8. told.

2

1. (✓)
2. (✗) She thanked me for the tea and said goodbye.
3. (✓)
4. (✗) Granny, can you tell me a story?

3

1. He, he; 2. She, him, she, his; 3. She, them, she, their.

4

1. He said (that) he was watching TV.
2. He said (that) he had met Tom the day before.
3. He said (that) Alex had never been there.
4. He said (that) I had to stay in bed.
5. He said (that) he hadn't recognized him.
6. He said (that) he didn't want to go skiing.
7. He said (that) he would be lying on the beach the following day.
8. He said (that) he wouldn't talk to her again.

5

1. Tom told me (that) he worked in a bank.
2. Tom told me (that) he lived in the country.
3. Tom told me (that) he didn't like living in big cities.
4. Tom told me (that) he hadn't seen Bill for a long time.
5. Tom told me (that) his sister had just had a baby.
6. Tom told me (that) he was attending a guitar course.

7. Tom told me (that) he was going to the USA for work the following week.
8. Tom told me (that) he would send me a postcard.

6

1. David told me he preferred oranges to apples.
2. The doctor told Paul that he would have to have an operation.
3. She told Mark that she had forgotten to buy a newspaper for him that morning.
4. He told Susan that he hadn't finished reading the novel she had lent him the month before/the previous month.

7

1. Robert told his father that he would wash the car that afternoon.
2. The student told the teacher that he was late because he had missed the bus.
3. Bob said that he had never been to London before.
4. Mary said that they had exchanged e-mails since the previous summer.

8

1. She exclaimed that she had seen a ghost the night before.
2. They informed us that they were leaving for New York the following day.
3. She observed that the milkman hadn't come yet.
4. The teacher pointed out that Maria had been studying English for four years but she wasn't very fluent.
5. He promised that he wouldn't tell anyone.
6. The doctor assured Mrs Jones that she would feel better if she took those tablets.

9

1. There is/'s a train at 8.50.
2. I am/'m going to have a baby.
3. I will/'ll do all my homework.
4. Nothing exciting ever happens to me.

10

1. was; 2. would; 3. would; 4. had; 5. had; 6. was.

C**1**

1. He asked me if Tom was still studying.
2. He asked me if I had any brothers or sisters.
3. He asked me if I worked in London.
4. He asked me if I had seen Ken the day before/ the previous day.
5. He asked me if I had spoken to him.
6. He asked me if I was having a shower.

7. He asked me if they/we would visit the museum the following day.
8. He asked me if she had met Simon before.

2

1. I asked him when he had decided to become a singer.
2. I asked him who had influenced him the most.
3. I asked him who his favourite singer was.
4. I asked him which of his songs was his favourite.
5. I asked him what he thought of talent shows.
6. I asked him when he was going to release his next album.

3

1. The policeman asked the man where he had been the previous morning.
2. Bob asked me where I had spent my holidays the previous summer.
3. I asked where Allan was.
4. My brother asked me how I had travelled.
5. The travel agent asked us when we were going to leave.
6. Susan wondered why George had sold his house.
7. The journalist wanted to know how often I went to the cinema.
8. Bill asked Mary how long she had been waiting.
9. The interviewer wanted to know how many times I had been abroad.
10. My friend asked me why I had bought that car.

4

1. if he was working in that period, wasn't;
2. if he had had any work experience before, had;
3. if he was good at dealing with people, was;
4. if he had any computing skills, had.

5

1. I asked Fred/him what he was doing. He said (that) he was buying a present for his girlfriend.
2. I asked Fred/him how long he had spent there. He said (that) he had been there from 4.00 to 5.00 pm.
3. I asked Fred/him who he had seen there. He said (that) he hadn't seen anybody.
4. I asked Fred/him how long Harry had been his neighbour. He said (that) Harry/he had come to live in the flat next to his two years before.
5. I asked Fred/him why he didn't confess the crime. He said (that) he was innocent.

D**1**

1. She asked Ted to get her a cup from the cupboard.
2. She asked Simon to get her the/a chair.

3. She asked her mum/mother to give her a lift to school.
4. She asked George to lend her his book.
5. She asked Sarah to do the/an exercise for her.

2

1. Sarah asked Mr Jordan to pass her the salt.
2. The clerk asked me to sign that/the document.
3. The receptionist asked Mrs Gorman to spell her name.
4. Mum asked me to buy some eggs and some meat.

3

1. Mrs Grey warned her children not to go too near the river bank.
2. The army officer ordered the soldiers to move two steps forward.
3. The teacher told Naomi to stop speaking in class.
4. The road sign instructed motorists to give way.

4

1. He recommended me to read that book.
2. He advised us to book for the play in advance.
3. He suggested going to the cinema that night.
4. He suggested that I should take an aspirin.
5. Bill agreed to give me/us a lift.
6. We regretted missing the beginning of the film.
7. He insisted on going to the cinema that night.
8. He refused to pick them up at the airport.

5

2. g - He asked me to lay the table.
3. b - He offered to give me a lift to the station.
4. c - He ordered me to go to bed immediately.
5. a - He reminded me to turn off the printer.
6. f - He apologized for breaking the vase.
7. d - He admitted robbing the bank.
8. e - He denied telling a lie.

E**1**

1. we should meet; 2. could swim; 3. might be right;
4. couldn't answer those questions; 5. might go home late; 6. should tell her the truth.

2

1. cat must be ill; 2. must respect the Highway Code; 3. had to help her mother that day; 4. mustn't use our mobile phone here.

3

1. I shouldn't have invited him to my party; 2. might have arrived earlier but they had missed the bus;
3. I could swim when I was five; 4. he needn't spend all afternoon studying.

F**1**

1. She told me that if I tried hard, I would do better.
2. She said that she would send Tom an e-mail if she had his e-mail address.
3. They said that they wouldn't have gone to see that film if they had known how boring it was.
4. They said that if we went over for the weekend, they would put us up.
5. She said that if she eats chocolate, she gets spots all over her body.
6. She told me that if I didn't go to the dentist's, I would lose my tooth.

2

1. I'd rather play video games than go out.
2. You'd better find a job.
3. I wish I hadn't bought a second-hand scooter.
4. I wish I were/was taller.

REVISION AND CONSOLIDATION**Discorso indiretto e indiretto****1****A**

1. lived; 2. had spent; 3. had been; 4. had felt; 5. had changed; 6. had moved; 7. was; 8. she was running.

B

1. had; 2. didn't have; 3. had; 4. had; 5. didn't get; 6. had shared; 7. had been; 8. hadn't studied; 9. had moved.

C

1. had had; 2. was; 3. was; 4. may/might; 5. would; 6. will.

2

P: What time was it?

S: It was about 10 o'clock.

P: What did you see?

S: I noticed two tall men go into the bank.

P: What were the two men wearing?

S: They were wearing hats and sun glasses. I thought it was rather strange that they were wearing sun glasses because it was a cloudy day and it was going to rain.

P: Did you notice anything else?

S: I noticed that both men had beards and moustaches

P: Did you notice a car parked in front of the bank?

S: Yes, there was a black car with a man in it. I also saw a man standing next to the bank door.

P: What else did you see?

S: After a while I saw the two men run out of the bank and jump into the black car. I also saw the man who had been standing by the bank door disappear into the crowd.

P: What direction did the car go?

S: It went east, towards the M4 Motorway.

3

1. asked me to go to; 2. promised to call/he would call; 3. offered to carry; 4. advised me to book; 5. agreed to come; 6. admitted stealing; 7. suggested making; 8. told us not to feed; 9. time does the museum open; 10. Can/Could you help me choose.

FILE 40**A****1**

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

2

1. afterwards; 2. when; 3. then; 4. until; 5. In the meantime; 6. as long as; 7. until; 8. Just as; 9. just as; 10. As soon as.

3

1. at the end; 2. at last; 3. in the end; 4. Finally; 5. eventually.

4

1. Just as; 2. In the meantime/Meanwhile; 3. after a while.

5

1. After; 2. A few minutes later; 3. when; 4. before.

6

1. as soon as; 2. before; 3. By the time; 4. since; 5. while.

7

1. As soon as they had finished their homework, they went to the funfair.
2. By the time we arrived at the airport, the plane had already taken off.
3. I didn't start watching TV until I had done all the washing up.

8

1. had gone; 2. take; 3. calls; 4. arrives; 5. driving; 6. he opened; 7. closing.

B**1**

1. Unless; 2. If; 3. if; 4. unless; 5. unless.

2

1. You won't pass the exam unless you study harder.
2. They won't be able to understand us unless we speak slowly.
3. She won't forgive me unless I apologise to her.
4. He won't hear us unless we shout.
5. You'll miss the bus unless you hurry.

3

1. He will hear you only if you shout.
2. That dog will attack you only if you move.
3. I will speak to you again only if you apologise.
4. I will lend you my car again only if you drive more carefully.
5. You are allowed into that restaurant only if you wear a tie.

4

1. will you be able; 2. can we save; 3. will I go;
4. would we be.

5

1. unless; 2. as long as; 3. as long as; 4. provided;
5. unless.

6

1. In case of fire, call the fire brigade.
2. Supposing you went to live on a desert island, what would you take with you?
3. We can put off the meeting on condition that you all agree.
4. Imagine you could be a different person. Who would you like to be?
5. We can put you up as long as you come in summer.
6. Suppose it snows. What shall we do?

7

1. if you haven't got; 2. only if you help; 3. if you cannot / can't afford; 4. provided it doesn't. 5. unless you take.

C**1**

1. whether; 2. if/whether; 3. whether; 4. whether;
5. whether; 6. Whether; 7. if/whether; 8. if.

2

1. ✓; 2. ✗ - whether; 3. ✗ - If; 4. ✗ - whether; 5. ✓;
6. ✗ - if.

D**1**

1. so that; 2. to; 3. in order not to; 4. so that; 5. in order to; 6. for.

2

1. Tom wants to buy a car so that he can/will get to work faster.
2. He is going to England next summer to improve his English.
3. Peter has started to eat less in order to lose weight.
4. I locked the door so that he couldn't/wouldn't come in.
5. I drank some more coffee so as not to fall asleep.

3

2. a - David is going to take his camera in case he wants to take some photographs.
3. b - David is going to take a map and a compass in case he loses his way.
4. c - David is going to take waterproof clothes in case it rains.

4

1. We bought some food in case Tom came.
2. He took a map and a compass in case he lost his way.
3. I wrote her address down in case I forgot it.

5

2. a; 3. d; 4. e; 5. g; 6. b; 7. f.

E**1**

1. as; 2. like; 3. as; 4. like; 5. like; 6. like; 7. like;
8. as; 9. as; 10. like; 11. As; 12. like; 13. as.

2

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

3

1. He looks as if he has seen a ghost.
2. He smells as if he hasn't washed for a long time.
3. They feel as if they are going to be sick.
4. He looked as if he had hurt his leg.
5. It looks as if it is going to rain.
6. It sounds as if they are having an argument.

4

1. as if he knew; 2. as if she were/was; 3. as if he knew; 4. as if he were/was.

FILE 41

A

1

1. so; 2. because; 3. so; 4. because.

2

1. due to; 2. because of; 3. Therefore; 4. since;
5. Since.

3

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

4

1. because; 2. due to / owing to / because of; 3. due to;
4. as a result / consequently / as a consequence;
5. because of / due to / owing to; 6. As a result / As a consequence / Consequently.

5

1. so; 2. such; 3. so; 4. such a; 5. so.

B

1

1. Dogs are friendly **and** intelligent.
Dogs are **both** friendly **and** intelligent.
Dogs are friendly. They are **also** intelligent.
Dogs are friendly. They are intelligent **as well**.
Dogs are friendly and intelligent, **too**.
Dogs are **not only** friendly **but also** intelligent.
Dogs are friendly **as well as** intelligent.
Dogs are friendly. **Besides**, they are intelligent.
As well as being friendly, dogs are (also) intelligent.
Besides being friendly, dogs are (also) intelligent.
Dogs are friendly **in addition to being** intelligent.

2. Your composition is fluent **and** accurate.
Your composition is **both** fluent **and** accurate.
Your composition is fluent. It is **also** accurate.
Your composition is fluent. It is accurate **as well**.
Your composition is fluent and accurate, **too**.
Your composition is **not only** fluent **but also** accurate.
Your composition is fluent **as well as** accurate.
Your composition is fluent. **Besides**, it is accurate.
As well as being fluent, your composition is (also) accurate.
Besides being fluent, your composition is (also) accurate.
Your composition is fluent **in addition to being** accurate.

2

1. neither large nor beautiful; 2. Both Sue and her

friend Sarah; 3. both speak and write; 4. neither watching TV nor listening to music; 5. both Mr Brown and his wife.

3

1. either the underground or a taxi; 2. either attend a course or go to England; 3. Either you stop talking or you leave the room; 4. either by cheque or by credit card.

4

1. Some wild animals need to be protected, **but / yet** they are still being killed.

Some wild animals need to be protected; **however / nevertheless**, they are still being killed.

Although / Even though / Though some wild animals need to be protected, they are still being killed.

In spite of the fact that / Despite the fact that some wild animals need to be protected, they are still being killed.

Some wild animals need to be protected. **In spite of that / Despite that**, they are still being killed.

2. Elephants are wild animals, **but / yet** they can be trained.

Elephants are wild animals; **however / nevertheless**, they can be trained.

Although / Even though / Though elephants are wild animals, they can be trained.

In spite of the fact that / Despite the fact that elephants are wild animals, they can be trained.

Elephants are wild animals. **In spite of that / Despite that**, they can be trained.

3. Street should be kept clean, **but / yet** many people litter carelessly.

Streets should be kept clean: **however / nevertheless**, many people litter carelessly.

Although / Even though / Though streets should be kept clean, many people litter carelessly.

In spite of the fact that / Despite the fact that street should be kept clean, many people litter carelessly.

Street should be kept clean. **In spite of that / Despite that**, many people litter carelessly.

5

1. Although she was very hungry, she didn't eat anything.
2. Although it was very cold, Martha went out without a coat.
3. Although there isn't much entertainment, I like the town where I live.
4. Although Mr Johnson is a good doctor, he hasn't got many patients.
5. Although the room was not very comfortable, the view from the balcony was fantastic.
6. Although my brother has been training for years, he doesn't play tennis well.

6

1. These machines are made not only in Germany but also in Japan.
2. Despite the fact that there has been a campaign against poisonous fumes, factories still release poisonous fumes into the air.
3. Cats are social. Besides, they are (also) intelligent. / Besides being social, cats are (also) intelligent.
4. They have been cleaning up the streets, however, they are still quite dirty.

7

1. although; 2. despite; 3. in spite of; 4. Despite the fact that; 5. Nevertheless; 6. On the contrary; 7. whereas; 8. Despite that; 9. Although; 10. However; 11. On the contrary; 12. Furthermore, However; 13. On the other hand; 14. Even if; 15. even though.

8

1. to make matters worse - I don't feel well today. To make matters worse, I also have to go to the dentist.
2. however - A cruise is a relaxing way to spend one's holiday. However, it can be very expensive.
3. although - Although a camping holiday can be fun, the weather may spoil it.
4. In addition - Learning a foreign language helps you to understand another culture. In addition, it may offer you better job prospects.

9

1. A: Animals are protected from hunters in zoos. B: I agree. However, they don't live in their natural habitat.
2. A: Animals get medical care in zoos. B: I agree. However, they feel lonely.
3. A: Animals are protected from extinction in zoos. B: I agree. However, they are not happy.

C**1**

1. As for the type of course; 2. As regards my competence; 3. As far as accommodation is concerned; 4. As to payment.

2

2. d - In the second place; 3. a - Then (oppure *After that*); 4. e - After that (oppure *Then*); 5. b - Finally.

3

1. or rather; 2. In my opinion; 3. With reference to; 4. As far as I know; 5. As far as payment is concerned; 6. In other words.

4

1. that is; 2. By and large; 3. To my mind; 4. As a matter of fact; 5. As for; 6. As far as I can see; 7. For instance; 8. All things considered; 9. namely.

5

1. By and large; 2. To a large extent; 3. To start with; 4. to a large extent; 5. Or better; 6. All things considered; 7. To put it another way; 8. For example.

6

1. According to; 2. First/First of all/In the first place, Second/In the second place; 3. For example/For instance; 4. Then/In addition/Furthermore; 5. Personally; 6. All things considered/To conclude/In conclusion.

REVISION AND CONSOLIDATION**Connettivi****1**

1. until; 2. as long as; 3. after / when; 4. By the time; 5. After / When, until; 6. until.

2

1. so; 2. and; 3. but; 4. and; 5. because; 6. and; 7. and; 8. when; 9. and.

3

1. so, as soon as; 2. so / and, because; 3. but, so; 4. and, so; 5. as long as; 6. as long as.

4

1. a; 2. c; 3. b; 4. A; 5. c.

5

1. It's a sunny day so we're going to the park. We're going to the park because it's a sunny day.
2. I've bought a car because I need it for my new job. Although the driving test was difficult, she completed it with ease.
3. The driving test was difficult. However, she completed it with ease. The driving test was difficult, but she completed it with ease.
4. Although the weather was bad, we went out for a walk. The weather was bad. However, we went out for a walk. The weather was bad, but we went out for a walk. In spite of /Despite the bad weather, we went out for a walk.

5. Although Melissa is the best student in the class, she isn't very confident.
 Melissa is the best student in the class. However, she isn't very confident.
 Melissa is the best student in the class, but she isn't very confident.
 Melissa isn't very confident although she is the best student in the class.
 In spite of/Despite being the best student in the class, Melissa isn't very confident.

6

1. because of; 2. although; 3. In spite of;
 4. Although; 5. because of; 6. in spite of; 7. because;
 8. although.

7

1. as; 2. On the other hand; 3. before; 4. such as;
 5. Furthermore; 6. Despite the fact that.

8

1. if; 2. To begin with; 3. and; 4. Besides; 5. also;
 6. because; 7. On the other hand; 8. All things considered; 9. although.

9

1. because; 2. Furthermore; 3. However; 4. Firstly;
 5. because; 6. Secondly; 7. because; 8. All things considered.

10

1. soon as she opened; 2. have been working for;
 3. were cancelled due to; 4. being very tired;
 5. such an interesting professor that; 6. went on strike owing to; 7. tigers nor lions are; 8. in addition to being;
 9. a job because he had; 10. for fear (that) it might; 11. use my car unless you;
 12. if we don't.

FILE 42**A****1**

1. To eat chips is fattening.
 2. To prepare for exams can be stressful.
 3. To watch horror films is scary.
 4. To play video games too much is not recommended.

2

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

3

1. to go to the wedding because; 2. to see me after;
 3. to hear that I hadn't passed; 4. to understand him;
 5. to play the piano; 6. to go to bed.

4

1. for the parcel to be delivered.
 2. somebody to repair the gate.
 3. to go to the disco.
 4. for a taxi to collect you.
 5. for your passport to be ready.
 6. me to clean the kitchen?
 7. me to repeat?
 8. of him to phone me immediately.
 9. heavy for her to carry.
 10. for all the people to get in.
 11. for us to come.
 12. the children to play in the yard.
 13. the tower to collapse.
 14. us to understand him.
 15. to worry too much.

B**1**

1. to; 2. to; 3. ✗; 4. ✗; 5. to; 6. ✗; 7. to; 8. to; 9. to;
 10. ✗; 11. to; 12. to; 13. to; 14. ✗; 15. to; 16. ✗;
 17. ✗; 18. to; 19. to; 20. to / ✗; 21. ✗; 22. to; 23. to;
 24. ✗; 25. ✗; 26. to; 27. to; 28. to; 29. to; 30. to;
 31. to; 32. to; 33. ✗; 34. to; 35. ✗; 36. ✗; 37. to;
 38. to; 39. to; 40. ✗; 41. ✗, ✗; 42. to, ✗.

C**1**

1. had been learning; 2. will be lying; 3. is studying;
 4. have been working. 5. will have been studying.

2

1. swimming; 2. boring; 3. chasing; 4. working;
 5. Learning; 6. talking; 7. meeting; 8. smoking;
 9. telling; 10. going.

3

1. of doing; 2. of studying; 3. in going; 4. of doing;
 5. without saying; 6. of buying; 7. to living; 8. on swimming.

4

1. see; 2. studying. 3. working; 4. take; 5. going.

5

1. listening; 2. learning; 3. reading; 4. talking;
 5. falling; 6. seeing; 7. being; 8. arguing.

6

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

7

1. appreciate receiving; 2. is not worth paying;
 3. delayed making; 4. is no use trying; 5. practised playing;
 6. were busy working; 7. denied being;
 8. risks irritating; 9. caught... reading; 10. couldn't stand waiting;
 11. considered becoming.

D**1**

1. to add; 2. to inform; 3. shouting; 4. seeing; 5. to feed;
 6. to stay; 7. losing; 8. to tell; 9. watching, reading;
 10. smoking; 11. to mend; 12. collecting; 13. to see.

2

1. (a) to buy, (b) taking; 2. (a) fishing, (b) to play; 3. (a) raining/to rain, (b) to snow; 4. (a) wash, (b) smoking.

E**1**

1. Robert Smith is known to be an honest man.
 2. She is known to have lived in Africa for many years.
 3. The situation is known to be almost hopeless.
 4. The famous actress is reported to be living in Paris at the moment.
 5. He is thought to have been working for FBI for many years.
 6. Tom Benson is known to have worked as a reporter in South Africa.

2

1. have left; 2. rain; 3. have forgotten; 4. have gone;
 5. have taken; 6. call.

3

1. Those letters should be typed.
 2. The grass may have been cut.
 3. The gate must be repaired.
 4. My umbrella must have been stolen.

4

1. working; 2. going; 3. breaking / having broken;
 4. sitting; 5. saying.

5

1. being patted; 2. being called; 3. having been mistreated;
 4. being woken up; 5. being kept;
 6. having been bullied.

REVISION AND CONSOLIDATION**Infinito con *to*/senza *to* o forma in *-ing*?****1**

1. C; 2. B; 3. C; 4. C; 5. C; 6. B; 7. A; 8. A; 9. B;
 10. A; 11. A; 12. C; 13. C; 14. C; 15. C.

2

1. doing; 2. to tell; 3. making, study, to get;
 4. repairing; 5. telling; 6. swimming, playing;
 7. going; 8. cross.

3

1. use; 2. to travel; 3. limiting; 4. to follow;
 5. establishing; 6. to use.

4

1. to play; 2. thinking, to take; 3. betting; 4. to qualify;
 5. trying; 6. showing; 7. meeting; 8. to lock;
 9. to close, going; 10. to drink; 11. to talk; 12. living, doing;
 13. to buy; 14. playing, losing.

5

1. A: *help*, to do, to understand
 B: help
 2. A: going
 B: going, having
 3. A: talking
 B: tell
 4. B: hurry, miss

6

1. wait; 2. to end; 3. drive; 4. to spend; 5. going;
 6. to catch; 7. throw; 8. cooking; 9. eating; 10. eat;
 11. spending.

7

1. was made to clean; 2. wasn't allowed to go;
 3. admitted cheating (*also*: having cheated); 4. mind putting the piano;
 5. suggested going to the; 6. no use getting so angry;
 7. have been sleeping; 8. may have been built;
 9. very good at; 10. didn't let me go.

TOWARDS CERTIFICATIONS**1 PET – Reading Part 4**

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

2 PET – Reading Part 5

1. C; 2. D; 3. B; 4. D; 5. C; 6. A; 7. B; 8. A; 9. D;
 10. C.

3 PET – Reading Part 5

1. A; 2. C; 3. C; 4. D; 5. C; 6. A; 7. B; 8. A; 9. D; 10. C.

4 PET – Reading Part 5

1. C; 2. D; 3. C; 4. A; 5. B; 6. C; 7. A; 8. B; 9. D; 10. C.

5 PET – Writing Part 1

1. is served; 2. there was; 3. There is; 4. You should; 5. can I have.

6 PET – Listening Part 3

1. documentary; 2. classmates; 3. amazed; 4. biscuits or bread; 5. soft; 6. meat.

7 FCE – Reading and Use of English Part 6

1. D; 2. C; 3. A; 4. G; 5. E; 6. F; (B not used).

8 FCE – Reading and Use of English Part 5

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

9 FCE – Reading and Use of English Part 2

1. will; 2. being; 3. place; 4. is; 5. be; 6. been; 7. being; 8. going.

10 FCE – Reading and Use of English Part 1

1. C; 2. D; 3. A; 4. B; 5. A; 6. D; 7. A; 8. C.

11 FCE – Reading and Use of English Part 1

1. C; 2. D; 3. A; 4. B; 5. D; 6. C; 7. A; 8. C.

12 FCE – Reading and Use of English Part 4

1. that window has been; 2. was thought to have been; 3. told Jack he had been; 4. warned me not to dive; 5. is thought that the Republicans; 6. is having his house painted.

13 FCE – Reading and Use of English Part 2

1. disadvantages; 2. advantage; 3. to; Therefore; 5. hand; 6. Besides; 7. but; 8. conclusion.

14 FCE – Writing Part 1

Open answer

15 FCE – Writing Part 1

Open answer

16 FCE – Listening Part 1

1. C; 2. C; 3. A; 4. B; 5. A; 6. C; 7. B; 8. A.

17 FCE – Listening Part 3

1. F; 2. E; 3. H; 4. B; 5. D; (A, C, G not used).

18 FCE – Listening Part 4

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

TURN INTO ENGLISH - ANSWER KEY

FILE 1

★ 1. Miss Jones is Australian. She isn't American. 2. They are here to learn the English language. 3. Mary isn't at work today. She is at home. 4. Paul and I are good friends. 5. Ted and Bill are twins. 6. You aren't English, are you? 7. Jennifer is my girlfriend. 8. 'Are the boys in the park?' 'Yes, they are.' 9. Who is/s that lady? 10. 'What colour are your eyes?' 'They're green.' 11. 'How's your brother?' 'He's fine, thanks/thank you.' 12. 'Why isn't David at work?' 'He's ill.' 13. When is your birthday? 14. 'What's your name?' 'My name's Keith.' 15. 'Are you thirsty?' 'No, we're hungry.' 16. 'Is it late?' 'No, it's early.' 17. 'Are we early?' 'No, you're late. Why are you late?' 18. 'I'm cold, and you?' 'I'm hot.' 19. 'Are you afraid of dogs?' 'No, I'm not afraid of dogs, but I'm afraid of insects.' 20. 'Are you tired?' 'No, I'm not.' 'Neither/Nor am I.' 21. 'Where's your brother?' 'There he is.' 22. 'Where's my dictionary?' 'Here it is.' 23. 'Look. There is the bus.' 24. Here is a glass of orange juice. It's nice and cold.

FILE 2

★ 1. Berlin is in Germany. It's the capital (city) of Germany. It's an interesting city. 2. Robert is a pilot. 3. Mrs Sullivan is a nurse. 4. 'What nationality are Sean and Molly?' 'They're Irish.' 5. 'Where are you from?' 'I'm from Dublin.' 6. 'Juan is my new friend.' 'Is he Spanish?' 'No, he's Brazilian.' 7. Jenny is very nice/pretty. She is tall and slim, with long black hair and dark eyes. 8. My brother is bossy but my sister is a sweet and kind person. 9. David is short, fat and mean. 10. Simon and I are twins, but we are different. I am active and stubborn, Simon is a lazy boy/guy. 11. 'Is your car fast?' 'Yes, it is.' 12. 'What colour is your new coat?' 'It's purple.' 13. 'Are your shoes black?' 'No, they're blue.' 14. 'What shape is the carpet?' 'It's rectangular.' 15. 'What's your coffee like?' 'Disgusting. It's cold and bitter.' 16. 'What's the weather like today?' 'It's awful - cold and windy.' 17. 'What's the weather like in Rome today?' 'It's beautiful - warm and sunny.' 18. 'What's the temperature in Edinburgh today?' 'It's 14 °C.' 19. 'What's your suitcase like, Mr Smith?' 'It's a big black leather suitcase.'

FILE 3

★ 1. These tomatoes are good, and the spaghetti is delicious. 2. The children are at school. 3. Those knives are sharp. Be careful! 4. This information is very important. 5. The shelves are near the fireplace. 6. The police are in that park now / at the moment. 7. The furniture is very modern. 8. The money is on the table. 9. Who are those men?' 'They're firemen.' 10. That girl is very pretty. 11. 'What colour are those pencils?' 'They're red and black.' 12. 'What's this insect here on my bed?' 'It's a beetle.' 13. 'Is this book interesting?' 'No, it isn't, but that book over there on the shelf is very interesting. It's about wolves.' 14. The Gallaghers are good neighbours. 15. 'Hello. This is Mark. Is that you Molly?' 'Yes, speaking.' 16. 'Hello. Is that 487964?' 'Sorry, this is 497964.' 17. 'Is that postcard for me?' 'No, it isn't for you. It's for him.' 18. This coffee is without sugar. 19. 'Where's that postcard from?' 'From China.' 20. 'Is this packet for Sarah?' 'Yes, it's a present for her.' 21. 'Are these presents for us?' 'Yes, they're for you.' 22. The students are in the/their classroom and the teacher is with them.

FILE 4

★ 1. 'Is there a garden round the house?' 'Yes, there's a big garden/one.' 2. On the ground floor, there is the kitchen, the living room, the dining room and a small bathroom. 3. In the sitting room there is a sofa and two armchairs. There are two cushions on the sofa. 4. In the middle of the bedroom there is a blue carpet. 5. There is a desk in the corner between the door and the piano. 6. There is a poster on the wall, near a plant. 7. 'Excuse me. Where's the bank?' 'It's in Oak Street, opposite the supermarket.' 8. 'Excuse me. Is the toy shop on the first floor?' 'No, it's on the second floor, between the shoe shop and the bookshop.' 9. The bus stop is at the end of the road/street, in front of the cinema. 10. 'Is there a good film on television/TV this evening/tonight?' 'No, there isn't, but there's an interesting documentary.' 11. 'Where's the optician's, please?' 'It's next to the library, on the right.' 12. At the beginning of the road/street, on the left, there is a sports shop. 13. The swimming pool is behind the park. 14. This is my favourite picture. In the foreground there are two waiters, in the middle of the room there are two musicians, and in the background there are the guests. 15. This is my favourite photo/photograph. I'm here / This is me, between my parents, and my sister is here, among her friends. 16. My father is in Scotland on business. 17. Mark and Lucy are on holiday at the seaside. Now / At the moment, they are on the beach, in the sun. 18. My parents are in the mountains. 19. My sister isn't at work today. She is in bed with flu. 20. 'Where's the cat? Is it outside?' 'Yes, there it is, in the rain.' 21. The dog is sitting in the back of the car. 22. It's hot today. It's 38 degrees above zero. 23. Your black shoes are under the bed.

FILE 5

★ 1. My house has (got) a big garden but it hasn't got a garage. 2. 'Has the hotel got a swimming pool?' 'Yes, there's a swimming pool behind the car park. There's also a sauna on the ground floor.' 3. 'Have the bedrooms got a private bathroom?' 'Yes, they have.' 4. 'You haven't got a map of the city/town, have you?' 'Sorry, I haven't.' 5. 'How are you?' 'Not very well / Not too good. I've got a cough. And you?' 'I've got a headache today.' 6. Mary is in bed. She has got measles. 7. 'I haven't got a car.' 'Neither/Nor have I. I've got a motorbike.' 8. 'I've got two mobile phones.' 'So have I.' 9. 'How old is your boyfriend?' 'He's 18 years old.' 10. 'Excuse me, are there any oranges in the fridge?' 'Yes, there are some.' 11. There aren't any sandwiches, but there is some pizza.' 12. 'We haven't got any fish for dinner, have we?' 'No, we haven't got any, but we've got some meat.' 13. 'Have we got any beer?' 'Yes, we've got four cans.' 14. 'Would you like some cherries?' 'Yes, please.' 15. 'Would you like a piece of cheese?' 'No, thank you. I'm not hungry.' 16. 'Can I have some biscuits?' 'Sorry, I haven't got any.' 17. Poor cat! There's no water / There isn't any water in its bowl. 18. 'Is there any wine?' 'No, there isn't any left / there's none left.' 19. We haven't got any antique furniture. 20. There is an interesting piece of news in the newspaper/paper. 21. 'Have we got any homework?' 'Yes, we've got three exercises.' 22. 'How much petrol have we got?' 'Unfortunately we haven't got any.' 23. 'How many loaves of bread have we got?' 'We've got two.' 24. Can I have some information, please? 25. Your luggage is in the hotel hall.

FILE 6

★ 1. 'Is that their car?' 'No, their car is the blue Mercedes over there.' 2. 'Is that your girlfriend?' 'Yes, she's my new girlfriend. Her name's Linda.' 3. That's Mr Smith. He's our physics teacher. 4. 'What's your brother's job?' 'He's a doctor.' 5. That's Emily and the boy with her is her brother. His name's Keith.' 6. 'Whose rucksack is this? / Whose is this rucksack? Is it Susan's?' 'No, it's John's.' 7. 'Whose daughter is Lucy?' 'She's Mr and Mrs Parker's daughter.' 8. Whose husband is Simon? Is he Betty's husband? 9. The children's bedroom is opposite their parents' bedroom. 10. 'Is that today's newspaper/paper?' 'No, it's yesterday's.' 11. 'Whose tennis shoes are these? / Whose are these tennis shoes? Are they yours?' 'No, they aren't ours. They're David's and Richard's.' 12. 'Isn't that Steve and Jill's house?' 'Yes, it's their new house.' 13. 'Where's your sister?' 'She's at the optician's.' 14. There are two police cars at the beginning of the road/street. 15. These are two friends of ours. 16. That boy is one of my cousins. He's my aunt Martha's son. 17. 'Is this pullover/sweater/jumper yours?' 'No, it isn't mine. My pullover's yellow.'

FILE 7

★ 1. 'How old are you, Tom?' 'I'm 13 (years old).' 2. 'What's your telephone number?' 'It's 4756983.' 3. 'What's Sharon's address?' 'It's 24 Lombard Street.' 4. There are twenty-four hours in a day and sixty minutes in an hour. 5. There are thirty thousand inhabitants in this town. 6. There are thousands of wonderful places to visit in Sicily. 7. There are hundreds of kilometres from London to Edinburgh. 8. Our hotel is a/one hundred metres from the station. 9. 'Excuse me. How much is this lipstick?' 'It's €9.90 (9 euros 90 / nine euros ninety).' 10. 'Here's a 10 euro banknote.' 'Here's your change.' 11. 'A ham sandwich and a cup of coffee, please.' 'Here you are. That's €7.50 (7 euros 50 / seven euros fifty).' 12. 'Can I pay cash?' 'Yes, of course/certainly.' 13. 'Excuse me. What's the price of these jeans?' 'They're €45 (forty-five euros).' 14. 'What's the average weight of an elephant?' 'About 6,000 kg.' 15. 'What's the distance from Rome to London?' 'Sorry, I don't know.' 16. 'How deep is Loch Ness?' 'It's 223 metres deep.' 17. 'Excuse me. How far is it to the station?' 'It's about three hundred metres from here.' 18. 'How tall is Tom?' 'He's very tall. I think he's about two metres tall.' 19. 'How high is Mont Blanc?' 'It's 4,810 metres high.' 20. A large igloo can have a width of about 3.5 metres.

FILE 8

★ 1. 'What time is it? / What's the time?' 'It's 8.30 (half past eight / eight thirty).' 2. 'Excuse me, what time is it / what's the time by your watch?' 'It's 11.20 (twenty past eleven / eleven twenty).' 'My watch is ten minutes slow, then.' 3. The 7.50 bus is late. 4. 'Is the 10.50 flight to Madrid on time?' 'No, it's twenty minutes late.' 5. The party is at eight o'clock. We are ten minutes early. 6. '(At) what time is our flight to London?' 'It's at 7.45 a.m. (a quarter to eight / seven forty-five a.m./in the morning).' 7. '(At) what time is your favourite TV programme?' 'It's at 8.00 (eight o'clock p.m./in the evening).' 8. 'What day is it today?' 'It's Thursday, the second of October (2nd October / October 2nd).' 'Oh, it's Sarah's birthday in two days!' 9. 'When's Saint Valentine's Day?' 'It's on the fourteenth of February (14th February / February 14th).' 10. January is the first month of the year and December is the twelfth. 11. 'It can be very cold here in winter.' 'And what's the weather like in the other seasons?' 12. The exam is in a week. 13. '(At) what time is the football match?' 'It's at 9.00 p.m., after the news.' 14. 'When's your birthday?' 'It's on the twenty-third of September (23rd September / September 23rd).' 15. The bank is open till/until 5.30 p.m.' 16. The documentary about pollution is before the film. 17. The History lesson/class is on Wednesday, between the Geography lesson/class and the French lesson/class. 18. The first day of spring is on the twenty-first of March (21st March / March 21st). 19. 'There's a coffee break during the lecture, isn't there?' 'Yes, there is, from 10.30 (ten thirty / half past ten) to 10.50 (ten fifty / ten to eleven).'

FILE 9

★ 1. A lot of trees lose the/their leaves in winter. 2. My brother plays the piano, but I don't. 3. 'Does the meeting finish/end before midday?' 'Yes, it finishes/ends at 11.30 (eleven thirty / half past eleven).' 4. James doesn't live in London. He lives in Manchester. 5. Edinburgh is a very beautiful city. A lot of tourists visit it. 6. 'You don't go to bed late, do you?' 'No, I don't. I usually go to bed at about 10.00.' 7. 'We're late!' 'Why don't we take a taxi?' 8. My friend Sharon and I often listen to music. 9. Tom hardly ever drinks coffee. 10. She never eats meat. She is vegetarian. 11. 'Do you ever go to the theatre?' 'Yes, we go about once a month.' 12. 'How often do you play tennis?' 'Every Saturday afternoon, with my friend Tom. He plays very well and I never win.' 13. 'What do you usually do at the weekend?' 'I usually go to the mountains.' 14. 'Do you study Spanish at school?' 'No, I don't. I study French.' 15. Why does he smoke so much? 16. '(At) what time do you start work?' 'I start at 8 o'clock.' 17. 'What does Mary do?' 'She works at a supermarket. She is a cashier.' 18. 'Ted never buys flowers for his wife.' 'Sorry? Who never buys flowers for his wife?'

FILE 10

★ 1. 'Are you thirsty?' 'No, I'm hungry.' 'Why don't you have/eat a sandwich?' 2. When I'm nervous, I have a walk in the park. 3. We usually have a long holiday in August. 4. '(At) what time do you have dinner?' 'At 6.30 (six thirty / half past six).' 5. At work we have a break from 10.30 to 10.45. 6. Grandmother/Granny often has a nap after lunch. 7. 'You don't have lunch at home, do you?' 'No, I have lunch in the canteen.' 8. Tom likes listening to music. He likes rock music. He doesn't like jazz. 9. 'Do you like tea?' 'Yes, but I don't like milk tea. I prefer lemon tea.' 10. I prefer swimming to playing football. But I also like cycling. 11. 'Would you like to go to the theatre tonight/this evening?' 'Sorry. I don't like going to the theatre.' 12. I need a pair of scissors to cut out this job advert. 13. 'How long does it take to go/get to the station?' 'It takes 10 minutes by taxi, but it takes half an hour on foot.' 14. Betty usually goes to work by/on the 7.20 train. Then it takes her ten minutes' walk to get to her office. 15. The Chinese eat with chop sticks. 16. Mark always goes to school on his new bicycle. 17. We enjoy ourselves / have a great/good time when we go to the seaside. 18. Take care of yourself. 19. I always make my clothes myself. 20. Tom and Sarah love each other very much, and they phone/call each other about ten times a day. 21. He often gets drunk when he goes to the pub. 22. My brother often cuts his chin when he shaves.

FILE 11

★ 1. 'What's dad doing?' 'He's trying to repair Tom's motorbike.' 2. 'Where's Susan?' 'She's in the kitchen. She's making breakfast.' 3. 'Hi/Hello Tom. Where are you going?' 'I'm going to the library.' 4. 'Alan isn't studying at the moment, is he?' 'No, he's watching a new video in the sitting room.' 5. We are on the beach now, and we are having a very good time. Lucy is sunbathing and Keith is swimming. 6. Where are your parents spending their holidays? 7. Who is your brother talking to? 8. 'Are you having dinner?' 'No we aren't. We're playing cards in the hotel lounge.' 9. 'I'm getting bored.' 'So am I. Why don't we go to the park?' 10. Jennifer usually wears jeans and a pullover. Today she is wearing a mini-skirt and a blouse. 11. I don't remember Alan's e-mail address. Do you remember it? 12. The cook is making dinner. He is tasting the meat at the moment. 13. The roast-beef smells delicious. 14. Jane is in the garden and is smelling the roses. 15. Grandmother/Granny is having a nap on the sofa. 16. 'What do you think of Martha?' 'I think she is a very nice girl. I'm thinking of inviting her to dinner.' 17. It's Frank's birthday today. Why don't we give him a silk tie? 18. Why don't you offer her a Coke? 19. Why don't you introduce your girlfriend to your friends? 20. Can I ask you a favour?

FILE 12

★ 1. 'Why don't we make an omelette?' 'Yes, good idea. Have we got any eggs?' 'Yes, but not many.' 2. 'This film is very interesting. Do you like it?' 'Yes, I like it very much / a lot.' 3. She sings very well. 4. Ted is very tired when he gets back from work because he works hard. 5. Jenny doesn't sleep much during the night and she is often very sleepy during the day. 6. 'Are there any cherries in the fridge?' 'Yes, there are a lot.' 7. 'Have we got any toothpaste?' 'Yes, but not much.' 8. 'Are there any good restaurants in this town?' 'Yes, there are a few good restaurants/ones in the city centre.' 9. 'How many schools are there in your town?' 'There are a few, but there are a lot of students.' 10. There is little sugar. It isn't enough to make a cake. 11. 'Are there many people on the beach?' 'Yes, there are a lot. It's overcrowded.' 12. 'What do you think of this skirt?' 'It's beautiful, but it's too tight for you.' 13. There is too much traffic in this town and the air is very polluted. 14. I don't like places with too many tourists. 15. You eat too much and you are overweight. 16. 'Have we got enough food for dinner?' 'No, I think we need to buy a little meat and a lot of vegetables.' 17. This equipment isn't very expensive. It's quite/rather cheap. 18. Robert can dance quite well but he isn't old enough to go to the disco.

FILE 13

★ 1. David goes to work by car / drives to work every day. 2. Betty is hungry and she is going into the kitchen. 3. We go to France every summer. 4. The students are going home after school. 5. This white wine comes from California. 6. That's Mark over there. He is coming out of the bank. 7. There is Tom. He is running towards us. 8. George often falls off the chair during the lessons/classes. 9. A few children are running round/around the house. 10. Look! A helicopter is flying over the town. 11. Your clothes are on the bed. 12. A few climbers are climbing up that peak. 13. A dog is swimming across the river. 14. Mrs Brown is getting on the bus. 15. Mr Parker is getting out of a taxi. 16. A path goes through the wood and leads to a lake. 17. A small boat is going/sailing along the river. 18. A few boys are running down the hill. 19. Peter usually leaves home at 7.30. 20. Oh, hello/hi Susan, come in. 21. It isn't difficult to get to / to reach the church. It isn't far from here. Walk down this road/street and cross the bridge. The church is after the bridge, on the left.

FILE 14

★ 1. Football is very popular in this country. 2. What time is the football match? 3. Can you pass me the bread, please? 4. I like bread. 5. The teacher is telling the students to be quiet. 6. Mark doesn't like coffee, but he likes tea. 7. Mr and Mrs Jones are in the park with their children. 8. Aunt Mary isn't well today. 9. The Queen isn't in London these days. She is in Scotland. 10. Where is the President? 11. James is in hospital. 12. Why don't we meet in front of the hospital? 13. We often go to the seaside at the weekend. 14. Dad is watching TV and mum is listening to the radio. 15. My brothers are playing cards and my cousin Keith is surfing the Net. 16. Breakfast is at 8.00. 17. I like Maths. 18. My friends are in Edinburgh and are staying at the Carlton Hotel. 19. Sam and Sarah live in the United States. 20. The (river) Po flows into the Adriatic Sea. 21. The National Gallery is in the centre of London. 22. We usually spend our holidays on the Lipari islands, but this year we want to go to Elba. 23. When I travel, I often leave from Heathrow Airport. 24. We live in Palermo, in the south of Italy. 25. Mr Evans is a doctor and his wife works as a secretary in the same hospital. 26. In the picture there is a cat on a sofa. The cat is sleeping. 27. The apples cost two euros a kilo. 28. Paul has got a cold. 29. What a beautiful film! 30. The (little) girl says to the wolf: 'What a big mouth you've got!' 31. This cake is so sweet! 32. How interesting this book is!

FILE 15

★ 1. 'Can Sarah swim?' 'Yes, she can swim very well.' 2. You can't ride a horse, can you? 3. Roberto can speak English very well, can't he? 4. I've got a terrible cold. I can't breathe. 5. Excuse me. Can you tell me the way to the airport, please? 6. Can I borrow your scooter, Frank? 7. 'Can you buy some vegetables, Betty?' 'Yes, sure, mum.' 8. 'Excuse me. Where can I find men's shoes?' 'On the second floor.' 9. This dress is very expensive. It can't be so/that expensive! 10. That man can't be Mr White. Mr White is much younger! 11. They may arrive late. There is a bus strike today. 12. What a cold day! It may snow in the afternoon. 13. Perhaps/Maybe Mary is at home. Knock on the door. 14. It is probable that mobile phones don't work in this area. 15. John may not have my mobile phone number. 16. Only authorized people may park their cars here. 17. Children under the age of ten may not swim / are not allowed to swim in this swimming pool. 18. 'Excuse me, Mr Gorman, may I have a look at your newspaper/paper, please?' 'Yes, of course / certainly.' 19. 'Can I go to the park, mum?' 'No, you can't. Finish your homework first.'

FILE 16

★ 1. This book is very interesting. You must read it. 2. It's almost midnight. We must go home. 3. (I'm) sorry, I can't help you right now. I must study for my exam. 4. You mustn't walk on the grass. It's forbidden. 5. In the United Kingdom you must drive on the left. 6. The students must not eat during the lessons/classes and must not write on the walls. 7. Our dog refuses to eat. It must be ill. 8. The Browns are not at home. All the lights are off. They must be on holiday. 9. Those shoes are not fashionable. They can't be very expensive. 10. That pullover/sweater/jumper is very beautiful but it must be very expensive. 11. 'What shall we do at the weekend?' 'Let's go to the mountains.' 'No, let's not go to the mountains. Let's go to the seaside.' 12. 'What shall we buy Susan for her birthday?' 'Let's buy her a watch.' 'No, not a watch. Why don't we buy her a smartphone?' 13. 'Why don't we organise a surprise party for her?' 'Good idea. Who shall we invite?' 14. 'Shall I make the beds?' 'Thank you. That's very kind of you.' 15. 'I'm hungry.' 'So am I. It's dinner time. Why don't we have dinner at the new Indian restaurant?'

FILE 17

★ 1. Will you buy me some fruit, Susan? 2. Will you please stop talking, children? 3. Do you want / Will you have some more meat? 4. Would/Could you pass me the salt, please? 5. Would you mind filling in this form and sign it, please? 6. 'Would you like a cup of tea?' 'No, thank you. Can I have a cup of coffee, please?' 7. 'Would you like something to eat?' 'Yes, please.' 8. We would like to spend a few days in Paris. 9. 'Where would you like to go, Sir?' 'I'd like to go to the Seychelles for a week. I'd like to book for two people.' 10. 'Would you like to go to the cinema tonight/this evening?' 'Oh, yes, I'd love to!' 11. 'Mark, do you want to come to the mountains with us on Sunday?' 'I'd love to, but I must help my father (to) paint the kitchen.' 12. I've got a new video. Do you want to see it, Tom? 13. They don't want to move to a big city. 14. My parents don't want me to go out in the evening. 15. 'Do you want me to help you?' 'Oh, yes, please!' 16. Teachers want students to be punctual / on time for lessons/classes. 17. 'What (kind of) films do you like? Adventure or science-fiction films/ones?' 'I prefer the adventure ones.' 18. 'I'd like some biscuits.' 'Which ones would you like?' 'The chocolate ones, please.'

FILE 18

★ 1. 'Were you at school yesterday morning?' 'Yes, I was, as usual.' 2. 'Was Tom at the gym yesterday afternoon?' 'No, he wasn't well.' 3. We weren't at home last night / yesterday evening. We were at the cinema. 4. 'You weren't born in August, were you?' 'No, I was born in September.' 'So was I!' 5. 'The sports car was too expensive, wasn't it?' 'Yes, it cost too much. That's why I didn't buy it.' 6. The film director deserved an award. His film was really great. 7. 'Did they invite David and Lindsey to their wedding party?' 'No, they didn't. I don't know why.' 8. Peter didn't come to the pub last night. Perhaps he was ill. 9. 'You didn't do your homework, did you?' 'No, I didn't.' 'Neither/Nor did I. I tried but the exercises were too difficult.' 10. I forgot to send Claire a postcard from California. 11. I lost my wallet two days ago and now I'm broke. 12. 'Did you go to the cinema last night?' 'Yes, we did. We saw a beautiful film.' 13. John Lennon, one of the Beatles, died in New York in 1980. One of his fans shot him. 14. When did J.F. Kennedy die? 15. 'What did you do yesterday afternoon?' 'I didn't see you at the gym.' 'I went to visit my sister in hospital.' 16. I'm sorry I didn't phone/call you last night, but I didn't have time. 17. 'Eileen went to Sweden last summer.' 'Sorry? Who went to Sweden last summer?' 18. 'What did you get for your birthday?' 'I didn't get anything / I got nothing. Everybody/Everyone forgot (about) it!' 19. 'Betty went to the cinema with Ted last night.' 'Sorry? Who did she go with?' 20. 'What did you eat at the Indian restaurant last night?' 'I had chicken curry. It was delicious.'

FILE 19

★ 1. 'Where were you going when I met you yesterday morning?' 'I was going to the station and I was in a hurry.' 2. 'Weren't you at home yesterday evening / last night?' 'Yes, I was. I didn't go out.' 'I phoned/called you but you didn't answer.' 'Perhaps/Maybe I was having a shower or I was drying my hair.' 3. While I was going home I met my old friend Paul. 4. Yesterday morning at 9.00 I was working in my office. I was writing a report for my boss. 5. 'Mary was wearing a red dress at the party.' 'So was I. We both like red.' 6. 'You weren't sleeping when I phoned you, were you?' 'No, I wasn't. I was having breakfast.' 7. We were leaving the party when Ken arrived. 8. It was seven o'clock. I was listening to music, dad was reading and mum was watching TV. Suddenly, we heard a strange noise. 9. My brother was driving along/down Almond Street when he had an accident. 10. What happened while you were crossing the street/road? 11. He was working in the garden when a strong wind started/began blowing / to blow. 12. When dad arrived, we had dinner. 13. We visited a lot of museums when/while we were in London. 14. When Paul was 16 he had / used to have long hair. Now he has a shaven head. 15. Five years ago Lindsey went / used to go to university. Now she works for a multinational company. 16. 'Did you use to spend much / a lot of time with your grandparents when you were a child/kid?' 'Yes, I did. And at weekends I and my grandfather used to go / would go fishing. Now I rarely visit them because I'm very busy at university.'

FILE 20

★ 1. The teacher explained the rule clearly. 2. The customs officer spoke angrily. 3. Samuel is a careful driver. He always drives very carefully. 4. We had an accident because Peter was driving very fast. 5. Robert is a good golf player. He plays golf very well. 6. It was dark and it was raining heavily. Suddenly, the car engine died. 7. Miki is older than Andrew. 8. The film was more boring than I expected. 9. The beach was farther than we thought. 10. Do not hesitate to contact us if you need further information. 11. The Nile is longer than the Mississippi. 12. Frank is a good piano player / pianist, but David is better than him. 13. Paul is the tallest of all my friends. 14. What's the highest mountain in the world? 15. What's the driest place in the world? 16. Which is the heaviest of these three suitcases? 17. I think (that) Venice is the most beautiful city in Italy. 18. Today the weather is worse than yesterday. 19. This is the worst book (that) I've ever read. 20. I've got three sisters. Susan is the eldest. 21. My brother gets up earlier than me. 22. Roberta speaks English more fluently than me. Actually, she speaks English the most fluently of all of us. 23. Mark has (got) more interests/hobbies than Peter, but Ted has the most interests/hobbies of the three.

FILE 21

★ 1. Susan is as blind as a bat. 2. What's the matter with you? You're as white as a sheet. 3. This restaurant isn't as expensive as that one. 4. You don't know the facts as well as me. 5. They are richer than us. We haven't got as much money as them. 6. Lucy has (got) a lot of friends. Susan hasn't got as many friends as Lucy. 7. My husband works as much as me, but he earns more. 8. David works as many hours as Mark, but Mark earns less. 9. He drove less carefully than he used to. 10. This ring is less expensive than that one. 11. Susan has (got) fewer friends than Lucy. 12. Tom is the best at Spanish. He makes the fewest mistakes of all. 13. My brother uses the mobile/cellular phone less than me. I use it less than dad. Mum uses it the least of all. 14. 'This mobile/cellular phone is the least expensive on the market.' 'Yes, that's right. It's the cheapest of all.'

★★ 1. 'I'm getting fatter and fatter.' 'Yes, that's right. You drink too much beer. The more you drink, the fatter you get/become. The less you drink, the better it is.' 2. 'Ted is very tall.' 'Yes, that's right. And he is getting/becoming taller and taller.' 3. This film is much/far/a lot more exciting than I thought. 4. Jenny looks a bit/little younger than she is. 5. She is rather younger than her husband. 6. This is by far the most exciting book (that) I've ever read.

FILE 22

★ 1. I was/felt very embarrassed when I spilt my coffee on Mary's dress. 2. The situation was very embarrassing. 3. I'm tired. I didn't sleep last night. 4. My job is tiring. I work ten hours a day. 5. I'm really bored. I do the same things every day. 6. He never says anything interesting. 7. Linda is the brown-haired girl over/down there. Can you see her? She is wearing red-framed glasses and a short-sleeved dress. 8. The cake was a real disaster because I put salt instead of putting sugar. 9. I translated the report without using a dictionary. 10. It is necessary to reserve a table before going to that restaurant. 11. Besides being good at Maths, Susan is also good at foreign languages. 12. Are you interested in buying a second-hand computer? 13. Jenny is afraid of walking all alone at night. 14. John should give up / stop smoking. 15. We are looking forward to going on holiday. 16. When I was twenty (years old), I used to go to bed late. 17. Betty is not used to doing the housework and detests/hates cooking. 18. Paolo is living in England at present/at the moment/now and is getting used to drinking English coffee. 19. No spitting. 20. Learning Chinese is not easy.

FILE 23

★ 1. The film director is very happy because his film has won an award at Cannes film festival. 2. The children have gone to the cinema, haven't they? 3. 'I've been to Paris many times.' 'So have I.' 4. 'We want to go out for dinner tonight/this evening.' 'Have you reserved a table?' 'Yes, we have.' 5. 'Has the milkman delivered the milk yet?' 'Yes, he has.' 6. 'Ted hasn't sold his old car yet, has he?' 'Not yet.' 7. Have you ever been to a zoo? 8. 'Have you visited the Science Museum yet?' 'Yes, we've already visited it.' 9. 'Have you been to Oxford?' 'No, we haven't been there yet.' 10. 'Where have you been?' 'I've just been to the post office.' 11. 'Betty isn't here. Where's she?' 'She's gone to the supermarket.' 12. This is the most exciting film (that) I've ever seen. This is the second time I've seen it. 13. Susan is scared because she has never flown before. It's the first time she has been on a plane. 14. 'Have you ever been to Spain?' 'Yes, I have. I went to Madrid two years ago.' 'Who did you go with?' 'With my girlfriend.' 'Did you have a good time?' 'Yes, we did. It was great.' 15. It has/s been a busy day today. I have/ve done a lot of things. 16. 'Did you see Mary at the party?' 'No, she wasn't there.' 17. Tom has broken his arm and he can't play tennis. 18. Paul broke his leg last summer, but now he can walk well again.

FILE 24

★ 1. Tom and I are good friends. I have known him since we were kids/children. 2. 'Do you know Lucy?' 'Yes, I know her well.' 'Really? How long have you known her?' 'For five years.' 3. 'How long have you been in Rome, Jason?' 'I've been here since the beginning of July.' 4. 'Do you ever go to the gym, Linda?' 'No, I haven't been to a gym for ages.' 5. 'How long have you had that mobile phone?' 'I've had it for a long time. I bought it five years ago.' 6. I haven't seen James for a long time. The last time I saw him was two years ago. 7. We haven't been here (for) long. We have only been here for ten minutes. We arrived at 11.20. 8. 'How long ago did you last phone/call him?' 'I haven't phoned/called him since September.' 9. 'How long ago did they leave?' 'They left twenty minutes ago.' 10. It's three years since uncle John died. 11. It's two weeks since Lindsey twisted his ankle.

★ 1. 'How long have they been working?' 'They've been working since 8.00 and are very tired.' 2. How long have you been waiting for me? Have you been waiting long? 3. Brian is muddy. He has been playing football. 4. 'You're living in Paris at the moment/now, aren't you?' 'Yes, I've been living in Paris since March.' 5. 'Where's Linda?' 'She's in her bedroom. She's studying. She's been studying for two hours, since three o'clock.' 6. What awful/horrible weather! It's been raining all week. 7. I've been writing e-mails all morning. I've written ten long e-mails and I haven't finished yet.

FILE 25

★ 1. When Matt arrived at/got home, his parents had already had dinner/supper. 2. By the time Jill got back home, her husband had already made/prepared dinner, but he had forgotten to feed the dog. 3. Betty decided to buy the blue pullover/sweater/jumper after she had tried on a lot. 4. After all the guests had left/gone away, we locked the door. 5. When the film started/began, we realised that we had already seen it. Actually, it was the third time we had seen it. 6. That was the most beautiful holiday (that) we had ever had. 7. The teacher asked me why I was late. I said (that) I had missed the bus. 8. The interviewer asked me where I used to spend my holidays and if I had ever been abroad.

★★ 1. 'Jenny e Tom have been married for three years.' 'How long had they known each other before they got married?' 'I think they had known each other for five years.' 2. 'Yesterday I got/received an e-mail by Alex.' 'How long was it since he had (last) written/e-mailed you?' 'He hadn't written/e-mailed me for a long time.' 3. When/By the time I arrived at / got to the party, Lucy had already left/gone away. She had left about ten minutes before / It was about ten minutes since she had left. 4. It was over three years since Mary and I had last met. We both had changed a lot. 5. 'When I phoned/called Ken yesterday afternoon, he was studying.' 'Really? How long had he been studying?' 'He said (that) he had been studying for three hours and he hadn't finished yet.' 6. To my surprise, the window was fixed/repared. Gerard had fixed/ repaired it. 7. Henry was exhausted because he had been trying to fix/repair his computer all afternoon.

FILE 26

★ 1. 'What are you doing tonight/this evening? Have you got any plans?' 'I'm going to the cinema with Betty. We're meeting at 7.30 in front of the Odeon.' 2. 'What are you doing?' 'I'm making a cake. We're having a party tonight/this evening to celebrate Martin's birthday. Would you like to come?' 3. 'I'm going to Greece next week.' 'Really? Lucky you! Who are you going with?' 'With my girlfriend.' 'How long are you going to stay there?' 'We're going to stay there three weeks, if we have enough money.' 4. 'Is Claire making/preparing dinner?' 'No, she's going to make/prepare it.' 5. Look at that boy! He's going to fall off the wall! 6. 'What's the weather like?' 'It's raining.' 7. There are dark clouds in the sky. It's going to rain. 8. It's a good/nice/beautiful day today, but they say (that) tomorrow the weather will change. Perhaps/ Maybe it will snow. 9. Ted is certain/sure (that) he will pass the exam. 10. 'How old is Martin?' 'He will/ll be 18 (years old) next month.' 11. 'You'll remember to switch off all the lights before you go out, won't you?' 'Yes, I will. Don't worry.' 12. 'You won't forget to make an appointment with the dentist, will you?' 'No, I won't. Don't worry.' 13. 'I'm hungry, mum.' 'I'll make you a sandwich.' 14. 'Did you know that Brenda is in hospital?' 'Yes, I did. I'm going to visit her one day next week.' 15. 'Did you know that Mark is in bed with measles?' 'Really? I'll e-mail him immediately.'

FILE 27

★ 1. 'Excuse me. What time does the bank open?' 'It opens at 8.30.' 2. 'Hurry up! We're late!' 'What time is our flight?' 'It's at 8.30, but we have to check in at 7.00.' 3. If I don't have breakfast, I feel weak all morning. 4. If copper oxidizes, it becomes green. 5. We will miss the train if you don't get a move on. 6. I won't finish this report if you don't stop interrupting me. 7. The company will lose a lot of money unless the sales increase. 8. If you go to Pisa, you can see the famous leaning tower. 9. If Tom is still doing his grammar exercises, I won't disturb him. 10. We will pay for the goods as soon as we receive them. 11. That old man can neither read nor write. 12. Susan studied hard. However she failed / didn't pass the exam. 13. Although they are very rich, they live in a small flat. 14. He goes to the gym every day to/in order to keep fit.

FILE 28

★ ★ 1. At 12.00 tomorrow we will be flying to New York. 2. In a few minutes the children will be sleeping. 3. What will you be doing this time tomorrow? 4. I'll be waiting for you when your train arrives. 5. Steve is in the sitting room. He will be watching television as usual. 6. 'You won't be working this time tomorrow, will you?' 'No, I won't.' 'Neither/Nor will I. We could go to the gym together.' 7. Will you be going to the supermarket today? Could you buy some meat and some cheese? 8. You needn't phone/call Claire. I'll be seeing her tomorrow morning at work, so I'll tell her about the party. 9. By the time you arrive, I will already have prepared/made dinner/supper. 10. It's 9.00. Keith will already have left. 11. You won't have finished writing your article by the end of the day, will you? 12. By the end of June I will have known him for three years. 13. By the end of the week I will have had this smartphone for three months. 14. By 5.00 Mary and Susan will have been studying for two hours. 15. I'm sure/certain (that) they will be very tired this evening. They will have been working hard all day. 16. Hurry up. The film is about to start. 17. Paolo is not satisfied with his English course and (he) is on the point of leaving it. 18. The flight from Berlin is due to land at 7.50.

FILE 29

★ 1. 'Can you see that man?' 'Which man?' 'The man/one who's wearing a white shirt and black trousers. He's our new neighbour.' 2. Where are the biscuits which/that were on the table? 3. Isn't that the lady whose husband is a famous surgeon? 4. The Titanic is the famous ship which/that sank in 1912. 5. We have just received the goods (that/which) we ordered a week ago. 6. This is the shirt (that/which) I bought for dad. 7. A 'cormorant' is a big black bird which has a very long neck, lives close to/near/by the water, and eats fish. 8. A 'surgeon' is a doctors who performs medical operations. 9. Do you remember the day when we (first) met? 10. The office where I work is in the city centre. 11. David often behaves rudely. That's (the reason) why I never invite him to my parties. 12. She didn't tell me what she wanted. 13. Bob helped the old man (to) cross the road/street, which was very kind of him.

★ ★ 1. Mary Spike, who works in my office, is getting married next Saturday. 2. These shoes, which I bought on sale, are the most comfortable shoes (that) I've ever had. 3. Whoever comes, will be welcome. 4. You can eat whatever you like. 5. I meet him wherever I go. 6. You can come whenever you wish. 7. Who's the lady sitting at that table?

FILE 30

★ 1. Someone/Somebody telephoned/phoned/called last night, but nobody spoke when Henry answered. 2. This town is very boring. There is nothing / isn't anything to do for young people. 3. No one/Nobody in my office remembered my birthday. 4. She's got something in her hand, but I can't see what. 5. He lost his wallet somewhere on his way back home. 6. Would you like something to eat? 7. We don't know anyone/anybody called Sean Green. 8. They can't take their child/kid/son anywhere. He is a real pest. 9. I looked for my glasses everywhere but I couldn't find them anywhere. 10. Everybody/Everyone is here. They are all waiting for the general manager. 11. This riddle is very easy. Anyone/Anybody could guess the answer. 12. You all / All of you know this story. 13. They worked all day. 14. We spent the whole day on the beach. 15. Granddad/Grandpa called all his grandchildren and gave a little present to each of them. 16. Both our daughters go to university, but neither of them studies medicine. 17. Most of my friends have (got) a motorbike, but none of them has/have (got) a car. 18. 'What else would you like to eat?' 'Can I have another sandwich, please?'

FILE 31

★ 1. 'Can you speak French?' 'Yes, I can. I studied it at school.' 2. 'Can you swim?' 'Yes, I can. I've taken a course this year. I couldn't swim last year.' 3. The sea was so rough that we couldn't have/take a swim. 4. 'David, can you lend me your scooter today?' 'Yes, sure, but could you give it back by 7.00?' 5. 'Excuse me. Could you pass me the bread, please?' 'Yes, certainly/of course.' 6. Summers here can be very/boiling hot. 7. Could I have the menu, please? 8. We got lost in the wood, but then we were able to find / we managed to find / we succeeded in finding our way back. 9. I haven't been able to contact Mark today. I'll try again tomorrow. 10. The key was so rusty that we weren't able to / couldn't open the door. 11. You will be able to hold a simple conversation in English by the end of the course. 12. We could see the children on the beach from the balcony. 13. Don't wait for me. I might/may be late for dinner. 14. Excuse me. May I open the window? 15. 'What are you doing tonight/this evening?' 'We haven't decided yet. We might/may go to the cinema.' 16. We might/may not go to the football match because John isn't very well / doesn't feel too good. 17. In many countries it is not allowed to smoke in public places. 18. I wasn't allowed to get into the building without a pass. 19. I have never been allowed to go to the disco. 20. Next summer I will be allowed to go on holiday with my friends.

FILE 32

★ 1. You must do this homework for tomorrow. 2. You must not/mustn't fish here. It is forbidden. 3. Remember that in Great Britain you must drive on the left. 4. She must be married because she wears a wedding ring. 5. She can't live in this area because no one/nobody around here knows her. 6. 'Have you read this book?' 'No, I haven't.' 'You must absolutely read it. It's fantastic.' 7. 'What do you think I should wear for/at Jennifer's party?' 'I think you should wear your beautiful red dress.' 8. Tom is overweight. He shouldn't eat so much. 9. Ted lived in Spain for five years, so/therefore he should speak Spanish very well. 10. Luckily/Fortunately, I don't have to work at the weekends. 11. 'Do I have to / Shall I phone Henry?' 'No, you don't have to (phone him). I've already done it.' 12. So far none of my children has had to repeat a school year. 13. My parents are going away next weekend, so I'll have to look after their dog. 14. Did you have to provide a medical/health certificate to show that you are in good health? 15. He was very worried. It was the first time (that) he had to undergo an operation. 16. We don't have to / needn't buy a tent. We can borrow Ricky's.

★★ 1. What are you doing here? Aren't you supposed to / Shouldn't you be at school? 2. Lindsey was supposed to phone, but she didn't. 3. In my job as a waiter, I have to serve customers but I'm not expected to / I don't have to clear the tables. 4. The Prime Minister is to visit Egypt next month.

FILE 33

★ 1. Would you like to come to the theatre with us tomorrow evening? 2. Would you mind lending me your golf club for a few minutes? 3. Tom said (that) he would arrive on time. 4. If you gave up/stopped smoking, you would feel better. 5. 'Where do you think I should go on holiday? I'd like to go to Greece.' 'I wouldn't go to Greece, if I were you. I'd go to Spain. Have you ever been to Barcelona?' 6. 'Are you honest? What would you do if you found a wallet with a lot of money in it?' 'I'd take it to the police.' 7. If I could, I would help you, but I really can't. 8. If you should decide to come to the seaside with us, we would be very happy. 9. If they were still studying, I wouldn't disturb them. 10. I should help my father today. 11. If she got promotion, she would have to move to London. 12. I think you should visit Pompei, if you go to the south of Italy. 13. If they raised university grants, they would have to raise taxes as well. 14. We wouldn't have to book a hotel if John and Sue could put us up.

FILE 34

★ ★ 1. 'Steve and Lucy went to Edinburgh by car.' 'Really? I wouldn't have gone by car. I'd have gone by train.' 2. We would have liked to visit the new museum, but we didn't have the time. 3. 'We didn't accept his/her invitation. Would you have done the same thing?' 'No, I'd have accepted it, if I had been you.' 4. They would have been happy to see us, wouldn't they? 5. If you had got up earlier, you wouldn't have missed the plane / your flight. 6. If the weather hadn't been bad, we would have had a picnic. 7. If you had studied harder, you could have passed the exam. 8. If he had driven more carefully, he wouldn't have had an accident and he wouldn't be in hospital now with his legs broken. 9. If you come to my party, you will enjoy yourself / will have a good time. 10. If I knew the answer, I would tell you. 11. I would have been very happy if Mark had phoned/called me. 12. Should you have any problems, please let us know. 13. Derek hasn't arrived yet. He must have missed the bus again. He is always late! 14. They can't be abroad. I saw them five minutes ago at the supermarket! 15. 'I can't find my keys.' 'You might/may have left them in the car.' 16. You shouldn't have phoned him. You should have sent him an e-mail / should have e-mailed him. 17. You needn't have washed the dishes. We've got a dishwasher. 18. We wouldn't have had to sleep in a tent if Mary had put us up. 19. 'Mark had an accident yesterday.' 'He may have been driving too fast.'

FILE 35

★ ★ 1. I'm a bit short. I wish I were taller. 2. I live in a small village. I wish I lived in a big city. 3. I can only play football. I wish I could ride a horse. 4. John is often alone. He wishes he had more friends. 5. I've got a lot of work to do. If only I didn't have so much work! 6. It is raining heavily. I wish it weren't raining so heavily. 7. 'It's a pity you didn't come to the concert.' 'Yes, I wish I had come.' 8. 'Why didn't you tell him the truth?' 'I wish I hadn't told him a lie.' 9. We regret selling our old house. We really wish we hadn't sold it. 10. I wish my husband wouldn't smoke in the house. 11. My girlfriend lives in Glasgow. I wish she didn't live so far from London. 12. I wish Tom would come with me tomorrow. 13. I wish you a merry Christmas. 14. I wish to thank you. 15. 'Shall we go by taxi or by the underground?' 'I'd rather go by taxi.' 16. We slept in a tent but we'd rather have slept in a hotel. 17. Our son wants to look for a job, but we'd rather he went to university. 18. Jason refused that job, but I'd rather he had accepted it. 19. This station is full of thieves. You'd better not leave your luggage unattended. 20. Your shoes are too dirty. It's (high/about) time you cleaned them. 21. It's late. It's (high/about) time we went home.

FILE 36

★ 1. These smartphones are made in China, aren't they? 2. English and French are spoken here. 3. Dogs are not admitted. 4. Are these grapes grown in Italy? 5. She was brought up by her grandparents. 6. 'Who was *Hamlet* written by?' 'It was written by Shakespeare.' 7. Listen when you are spoken to. 8. Maps of the town can be bought in that bookshop. 9. I wasn't told the truth. 10. I was given a lot of presents for my birthday.

★ ★ 1. The goods are being shipped in this very moment. 2. When I arrived, the engine of my car was being tested. 3. The hostages have just been released. 4. When I was given the parcel I noticed that it had already been opened. 5. The new supermarket will be opened next month. 6. The report is going to be completed. 7. I believe that in 50 years' time scientists will have found effective cures to cancer. 8. The house would be bought if it weren't so far from the facilities. 9. If Grandma hadn't felt better, she would have been taken to hospital. 10. The goods should have been delivered by 10.00.

FILE 37

★ ★ 1. Visitors are requested to leave their bags in the room next to the reception. 2. She was asked to repeat the explanation. 3. I was advised to stay in bed for a few days. 4. Brian was offered a very good job. 5. I have just been told that you are going to move to Australia. 6. Johnny Depp is a very good actor. I'm sure he will be given an award. 7. It is known that Alex is in prison for theft. / Alex is known to be in prison for theft. 8. It is reported that the accident occurred in the late afternoon. / The accident is reported to have occurred in the late afternoon. 9. It is believed that Mr Thorpe is working for CIA. / Mr Thorpe is believed to be working for CIA. It is also said that he worked for FBI in the past. / He is also said to have worked for FBI in the past. 10. It is said that Mrs Fairchild was a brilliant actress. / Mrs Fairchild is said to have been a brilliant actress. 11. Your trousers are wrinkled. They need ironing (*also*: to be ironed). 12. This new model sells well.

FILE 38

★ 1. I have my hair dyed once a month. 2. 'Is Ted repairing his car himself?' 'No, he is having it repaired by a mechanic.' 3. 'We've just had the photographs/photos of our holiday in New Zealand developed.' 'Where did you have them developed?' 4. George is very good-looking now that he has had his hair cut. 5. We are not going to have our house painted. We are going to do it ourselves. 6. They had their house damaged by a storm. 7. Yesterday my father made me cut the grass. 8. He was made/obliged/compelled/forced to interrupt his long speech. 9. His joke made me laugh. 10. My brother has bought a new scooter but he doesn't let me use it. 11. I'm sure my parents won't let me go out tonight/this evening. 12. I hope I will get dad to buy me a new smartphone. 13. He couldn't speak English but he made himself understood through gestures. 14. I want to be punctual. I don't want to keep them waiting. 15. Please, let the cat in. 16. That dog will drive me crazy if it doesn't stop barking.

★ ★ 1. I watched her cross the street/road from one side to the other. 2. On/While passing by her bedroom, I heard her crying. 3. The old woman was seen to steal a necklace. 4. The two men were seen running away after robbing the bank.

FILE 39

★ 1. Are you sure (that) Mark told you the truth? 2. Peter was rude last night. He left the party without saying goodbye. 3. Gerard told me (that) he was making/preparing breakfast and that Susan was still sleeping. 4. Robert said (that) he was late and quickly jumped into a taxi. 5. Lucy told me (that) she had just got married and was going to have a baby. 6. The doctor told me (that) I had a broken leg. 7. The coach told me (that) I wouldn't play the next/following day. 8. Ken and Betty announced (that) they were getting married the next/following month. 9. He complained (that) he had been waiting for me for half an hour. 10. Linda promised (that) she would do her best. 11. The travel agent asked us if we had ever been to Africa and when we were going to leave. 12. The estate agent asked us if we wanted to sell our house. 13. We didn't know what to do that evening, so Peter suggested hiring a film. 14. Miss Jones reminded me to complete the report by the end of the day. 15. The man admitted stealing the money from the safe. 16. The man denied stealing the car. 17. The officer told/ordered the soldiers to get ready immediately. 18. Mum asked me to do the shopping. 19. Grandpa said (that) he could run very fast when he was young. 20. John said (that) he had to look after his sister that day.

★ ★ 1. She shouted (that) she wished she had never met me. 2. They said (that) they would get married if they had a job. 3. Bob said (that) he'd rather stay at home that evening. 4. I told him (that) he'd better take a taxi.

FILE 40

★ ★ 1. Before listening / he listened to music, Alan did his homework. 2. They tidied the dining room after the guests had gone away. 3. I was cutting onions when I cut my finger. 4. I cut my finger while I was cutting onions. 5. As soon as he heard the news, he left hurriedly. 6. We stayed in the supermarket till/until it stopped raining. 7. You can stay here as long as you want/wish/like. 8. By the time I got to / arrived at the party, everybody had already gone away. 9. They have been living in that house since they married. 10. When Mark gets to / arrives at the airport, he will phone/call us. 11. Do not/Don't use the mobile phone while/when (you are) driving. 12. At first they wanted to buy that house, but then they changed their mind. 13. The girl stopped crying, but after a while / some time later she started again. 14. On Saturday night/evening we usually go to the cinema and then / afterwards / after that we go for a pizza. 15. The engine worked intermittently and finally / at the end it completely stopped. 16. She had been looking for a job for many months when she finally/eventually found one. 17. The man was talking/speaking to two policemen. In the meantime / Meanwhile he kept moving nervously. 18. I won't go to the party unless Peter comes with me. 19. 'Even if I studied hard, I wouldn't pass the exam.' 'I don't agree. I'm sure you'd pass it if you studied just a little.' 20. You can go out on condition that / provided you put on an overcoat. 21. In case of emergency, call this number. 22. Patrick asked me if/whether I could give him a lift to the station. 23. They discussed whether they should go or stay. 24. Last summer I spent a month in England to / in order to / so as to improve my English. 25. I want to give David a car so that he can get to work faster. 26. I gave him some money so that he could buy something to eat. 27. Take your umbrella in case it rains. 28. Use the compass if you get lost. 29. The man hid behind a bush for fear of being seen. 30. Mary got up early, as she always did. 31. You will receive the goods by the end of the month, as requested. 32. She was wearing a hat like mine. 33. I can't stand people like her. 34. He spoke as a lawyer. 35. He speaks like a doctor but he isn't.

FILE 41-1

★ ★ 1. There were a lot of accidents that day because/as the roads were iced up. 2. Since/As it was very cold, we didn't go out. 3. They had to cancel the sailing regatta because of / due to / owing to the harsh weather. 4. She lived in Germany for four years, so/therefore she should know German well enough to translate this article. 5. He didn't take our advice. As a result / As a consequence he lost a lot of money making a bet on that horse. 6. It was such a beautiful day that we decided to have a picnic in the wood. 7. Mark ate so many chocolates that he felt sick. 8. She speaks both English and French. 9. In addition to / Besides being too long, the play was badly performed. 10. Working out / Exercising helps you keep fit. Besides this / Moreover / Furthermore / On top of that, it can be great fun. 11. You are disturbing. Either you stop talking/chatting or you go out of / leave the room. 12. I neither know nor care what happened to him. 13. Although she was very hungry, she didn't eat anything. 14. She was very hungry. However, she didn't eat anything. 15. Even though I've known her for many years, I can't say (that) I know her well. 16. In spite of / Despite wanting to see him again, she refused to reply to his letters. 17. Living in the countryside can be very relaxing. On the other hand, it can be rather/quite boring. 18. As regards/for/to the accident / As far as the accident is concerned, we know that it occurred because of / due to / owing to the slippery road.

FILE 41-2

★ ★

Are computers a necessity?

Today computers play an important role in the lives of most of us, whether we realise it or not. Some people, however, wonder if/whether we really need them. In my opinion / In my view / To my mind, computers have become an essential part of modern life.

In the first place / To begin with / First of all, they can save a lot of room/space because/since/as one pen drive can store the same quantity/amount of information as several books. Besides/Furthermore/Moreover, computers can save everybody a lot of valuable time. Stored information can be found in a very short time, whereas/while searching for information manually takes much longer. Nevertheless/However there are people who claim that computers are not necessary and make our lives more complicated. They argue that in the past people managed to do the same things with other methods. However, they fail to consider that the time saved by using computers for repetitive tasks enables us to use our time more creatively and productively.

All in all / All things considered / To conclude / In conclusion, I strongly believe that computers are a very useful tool and that they have changed our lives for the better.

FILE 42-1

★ ★ 1. To forgive / Forgiving is often difficult, however, sometimes it is the easiest thing to do. 2. I'm learning English to get a job at a travel agency. 3. He was the only one to understand her. 4. Is there anything to eat? 5. Can you show me how to take photographs/photos with this smartphone? 6. We are getting bored. We don't know what to do. 7. He was the first Italian to win that marathon. 8. To start with, I'll have tomato soup. 9. I got to the shop only to find out that I had left all my money at home. 10. I can't afford to buy that expensive car. 11. The teacher threatened to punish the students who had not done their homework. 12. Everybody/Everyone agreed to put off/postpone the meeting. 13. Susan had promised to help me, but then she refused to do it. 14. She decided to go alone. 15. He swore not to tell lies. 16. Would you like to go for a walk in the park? 17. I wasn't allowed to use my father's car. 18. The old lady was seen to steal the necklace. 19. Mary was made/obliged/compelled/forced to tidy her bedroom. 20. I got my father to buy me a new scooter. 21. Do you want me to help you? 22. He was impatient for his girlfriend to arrive. 23. It's normal for us to go to bed early. 24. I'm waiting for Barbara to get ready. 25. It was very silly/stupid of him/her not to keep his/her promise. 26. The door isn't wide enough for Tom to go through. 27. Do you know that girl? I can't remember her name. 28. You'd better speak/talk to her. 29. 'Shall we go to the theatre tonight?' 'I'd rather go to the cinema.' 30. My mother made me mow the lawn yesterday morning. 31. My parents don't let me wear the clothes I like. 32. I heard the woman cry 'Help!' once. 33. Why not go to the theatre, instead? 34. We decided to go and see a film at the Odeon. 35. I couldn't do anything but accept his/her offer.

FILE 42-2

★ ★ 1. No smoking. 2. Eileen has been studying Spanish for six months. 3. The woman sitting on the bench was crying. 4. A spend a lot of time reading. 5. My mother wakes me up before going / she goes to work. 6. He earns his living by working as an electrician. 7. Being very nervous, Frank made a lot of mistakes. 8. I couldn't help laughing. 9. He has difficulty (in) learning foreign languages. 10. What's the use of worrying about this? 11. It's no use pretending (that) you didn't know that/it. 12. It's an idea (which is) worth considering. 13. It's no use complaining; they never take any notice. 14. Steve is terrible at dancing. 15. He went away without saying goodbye. 16. We are not used to going to bed late. 17. She apologised for breaking my glasses. 18. The girl risked drowning. 19. In my free time I adore/love reading. 20. Why don't we go shopping this afternoon? 21. The child/kid admitted breaking the window. 22. You'll waste your time trying to persuade her to come with us. 23. On passing/walking by his bedroom, I saw him studying. 24. I apologise for keeping you waiting. 25. When I went into my room I found/got my sister reading my diary. 26. Mary's words set me thinking. 27. I'm worried about Keith's/Keith working so much/hard. 28. I don't mind him/his going out after dinner. 29. I can't stand Martin's/Martin smoking in the house. 30. His disability prevents him from walking.

FILE 42-3

★ ★ 1. The weather was good, but in the afternoon it started raining. 2. 'What's the weather like?' 'It's starting to snow.' 3. 'Would you like to dance?' 'No, thank you/thanks. I don't like dancing.' 4. Michael detests queuing. 5. I hate to tell you this, but you didn't pass the exam / you failed the exam. 6. I hate doing the housework. 7. I stopped smoking two months ago. 8. We stopped at a restaurant to have lunch. 9. He didn't say anything, but he just went on working. 10. After her initial career as a teacher, Mary went on to become a doctor. 11. I promise. I won't forget to call/phone you. 12. I'll never forget getting my first wages. 13. Remember to lock the door. 14. I remember locking the door yesterday. 15. I regret to tell you that I don't agree with you. 16. I regret telling him a lie when I talked to him. 17. I meant to call you back, but then I forgot. 18. Becoming good at something means practising for hours. 19. You can travel by train, but this will mean travelling for 12 hours. You'd better fly. 20. 'I tried to remove this spot from the carpet, but it was impossible.' 'Why don't you try using this stain remover? It's fantastic.' 21. Harry proposed renting a tandem. 22. He/She proposed to rent a car, but then he/she decided to go/travel by train. 23. I need to wash my hands. 24. My hands need washing. 25. The man advised taking the motorway. 26. The travel agent advised us to choose another country for our holiday. 27. The headmaster forbade playing football unsupervised after school. 28. They forbade us / We were forbidden to play football in the park. 29. The guide recommended taking warm clothes for the excursion in the mountain. 30. The travel agent recommended us to book our flight early. 31. I watched Mark repair his scooter from the beginning to the end. 32. On passing/walking by Ted's house, I saw him washing his car. 33. Alan is said to be somewhere abroad. 34. Robert is known to have spent many years in America. 35. He must have left because I saw him packing up. 36. The children denied breaking (also: having broken) the window. 37. Having missed the bus, James got to / arrived at school rather/quite late. 38. I detest being woken up in the early morning.

SUPPLEMENTARY SECTIONS - ANSWER KEY

SECTION 1 Say It Right!

A

1

1. yet; 2. still; 3. more; 4. again; 5. yet, still; 6. again; 7. more; 8. again; 9. yet; 10. still.

2

1. Is he still working for a travel agency?
2. Is he still married?
3. Has he still got a moustache?
4. Does he still smoke a lot?

3

1. He hasn't gone to bed yet.
2. He hasn't woken up yet.
3. They haven't finished yet.
4. I haven't decided yet.

4

1. We are still tired but we aren't bored any more.
2. She is still a clever student but she isn't the best in the class any more.
3. I still have a moustache but I haven't got a beard any more.
4. She still works in London but she doesn't go there by car any more.

5

1. anymore; 2. no longer; 3. still; 4. no longer; 5. anymore; 6. still.

6

1. like; 2. as; 3. like; 4. as; 5. as; 6. like; 7. as; 8. like.

7

1. as; 2. how; 3. How; 4. like; 5. as; 6. as; 7. As; 8. How; 9. How; 10. like.

8

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

9

1. What's the weather like?
2. What did the robbers look like?
3. What was the hotel like?
4. What does your boyfriend look like?
5. What are your parents like?
6. What would you like (to drink)?

B

1

1. Neither can Tom.
2. Neither have I.
3. So did I.
4. So does Jane.
5. Neither could I.
6. So would Bob.

2

1. So will Ted. / Ted will too.
2. So did Jim. / Jim did too.
3. Neither did I. / I didn't either.
4. So could Mark. / Mark could too.
5. Neither could we. / We couldn't either.
6. Neither will Mary. / Mary won't either.
7. Neither have I. / I haven't either.
8. So does Linda. / Linda does too.
9. Neither did Peter. / Peter didn't either.
10. So does Gloria. / Gloria does too.

3

1. Even if; 2. Even though; 3. even; 4. Even; 5. even if; 6. Even though.

4

1. I can't.
2. I haven't.
3. I don't.
4. I can.
5. I did.
6. I didn't.

5

1. Oh, did she?
2. Oh, do you?
3. Oh, were they?
4. Oh, aren't I?
5. Oh, do I?
6. Oh, have you?
7. Oh, had they?
8. Oh, can she?

6

1. do they; 2. haven't you; 3. won't we; 4. can't she; 5. do you; 6. did he; 7. shall we; 8. will you; 9. will you.

7

1. I hope not.
2. I don't think so.
3. I hope so.

4. I suppose so.
5. I expect so.
6. I don't suppose so. / I suppose not.
7. I suppose so.
8. I'm afraid so.

8

1. I don't think so.
2. I hope so.
3. I hope not.
4. I don't think so.
5. I hope so.
6. I think so.

C**1**

1. village; 2. town; 3. house; 4. customers;
5. clothes; 6. children; 7. tickets; 8. game; 9. jokes;
10. robbers; 11. burglar; 12. job; 13. labour;
14. weather; 15. tense; 16. time; 17. pair;
18. politics; 19. street; 20. lanes; 21. way; 22. way,
- stranger; 23. voyage; 24. journey; 25. travel; 26. girl;
27. Mr.

2

1. fares → tickets
2. shoplifter → thief
3. weather → time
4. pair → couple
5. time → weather
6. time → tense
7. big → great

3

1. handsome; 2. high; 3. tall; 4. big; 5. great;
6. pretty; 7. small; 8. little; 9. only; 10. lonely;
11. Just; 12. only; 13. soon; 14. early; 15. soon.

D**1**

1. b; 2. c; 3. b; 4. b; 5. b; 6. c; 7. a; 8. c.

2**A**

1. consiglio/i; 2. lite/discussione; 3. fabbrica;
4. mensa/refettorio; 5. sicurezza/fiducia (in se stessi); 6. avvenimento; 7. destinatario; 8. mobili;
9. struzzo; 10. marciapiede; 11. genitori; 12. diceria/ pettegolezzo/voce; 13. romanzo; 14. foratura (di pneumatico); 15. illusione; 16. istruzione.

B

1. irritare/infastidire; 2. organizzare/combinare;
3. assistere/frequentare; 4. illudersi/ingannare;
5. fallire nel tentativo di fare; 6. designare un candidato; 7. accadere/verificarsi; 8. lucidare;
9. fingere; 10. riprendersi/guarire; 11. rapinare;
12. sostenere/fare il tifo.

C

1. irritato/infastidito; 2. coraggioso; 3. sensato/di buon senso; 4. coerente; 5. comodo/opportuno;
6. timido/insicuro; 7. istruito/colto; 8. spendaccione/ smodato; 9. pignolo; 10. cordiale/gioviale/gentile;
11. abitato; 12. pazzo.

D

1. effettivamente; 2. infine/prima o poi; 3. forse/può darsi.

3

1. topic; 2. attending; 3. check; 4. understanding;
5. possible; 6. boring; 7. sensitive; 8. current.

4

1. eventually; 2. Possibly; 3. actually.

SECTION 2	Word Formation
-----------	----------------

A**1**

	PREFISSO	RADICE	SUFFISSO
1. disagreement	dis	agree	ment
2. imprudently	im	prudent	ly
3. unreasonable	un	reason	able
4. unhappily	un	happy	ly

2

verbo	sostantivo	verbo negativo
1. to appear	appearance	to disappear
2. to approve	approval	to disapprove
3. to connect	connection	to disconnect
4. to motivate	motivation	to demotivate
5. to pack	packing	to unpack

3

verbo	sostantivo	aggettivo
1. to compete	competition	competitive
2. to destroy	destruction	destructive
3. to direct	direction	direct
4. to prefer	preference	preferable
5. to succeed	success	successful

4

aggettivo	sostantivo	verbo
1. dark	darkness	to darken
2. deep	depth	to deepen
3. strong	strength	to strengthen
4. weak	weakness	to weaken
5. wide	width	to widen

6

verbo	sostantivo	aggettivo	aggettivo negativo	avverbio
1. to act	action	active	inactive	actively
2. to care	care	careful	careless	carefully
3. to comfort	comfort	comfortable	uncomfortable	comfortably
4. to hope	hope	hopeful	hopeless	hopefully
5. to respect	respect	respectable	unrespectable	respectably
6. to satisfy	satisfaction	satisfactory	unsatisfactory	satisfactorily
7. to suspect	suspicion	suspicious	unsuspicious	suspiciously
8. to use	use	useful	useless	usefully

7

1. scientific; 2. national; 3. wonderful; 4. marvellous;
5. windy; 6. daily; 7. hungry; 8. angry; 9. thirsty;
10. careful.

8

1. attractive; 2. admirable; 3. lovable/loveable;
4. responsible.

9

1. dishonest; 2. immature; 3. irresponsible;
4. unforgettable; 5. illegal.

10

1. careless; 2. restful; 3. harmful; 4. painful;
5. harmless.

11

1. safety; 2. shyness; 3. independence; 4. difficulty.

12

1. collection; 2. preference; 3. performance;
4. refusal; 5. retirement; 6. appearance.

13

1. prepaid; 2. to oversleep; 3. to rewrite;
4. dishonest; 5. to foresee; 6. to misunderstand;
7. an outlaw; 8. a non-smoker.

14

1. cheerful; 2. reliable; 3. dangerous; 4. bravely;
5. helpful; 6. supportive; 7. generosity; 8. careless;
9. carelessly; 10. frightened.

15

1. citizenship; 2. emptiness; 3. forecast; 4. freedom;
5. misspell; 6. understandable; 7. careful; 8. sharpen.

5

sostantivo	aggettivo	aggettivo negativo
1. ability	able	unable
2. fitness	fit	unfit
3. friendship	friendly	unfriendly
4. tolerance	tolerant	intolerant
5. honesty	honest	dishonest

TOWARDS CERTIFICATIONS

1 FCE – Reading and Use of English Part 3

1. capability/capabilities; 2. anxiously; 3. impossible;
4. production; 5. unenthusiastic; 6. careless;
7. profitable; 8. valuable.

2 FCE – Reading and Use of English Part 3

1. revolutionary; 2. inconvenience; 3. endless;
4. enjoyable; 5. availability; 6. allowing;
7. intercontinental; 8. improvement.

B

1
(a)

2. f - swimming pool;
3. a - haircut;
4. b - bedroom;
5. h - driving licence;
6. g - notebook;
7. e - washing machine;
8. d - headache.

(b)

1. bedroom; 2. washing machine; 3. haircut;
4. swimming pool; 5. driving licence; 6. headache;
7. greenhouse; 8. notebook.

2

1. the car key; 2. a sleeping bag; 3. the kitchen door;
4. the taxi driver; 5. a Christmas present; 6. a toy
shop; 7. a birthday party; 8. birthday; 9. a forty-five-
year-old woman; 10. a blue-eyed girl.

3

1. women astronauts; 2. shoe shops; 3. flower pots;

4. chocolate boxes; 5. passers-by; 6. wine glasses; 7. sugar bowls; 8. teacups; 9. grown-ups; 10. river banks; 11. door handles; 12. Christmas presents; 13. fathers-in-law; 14. men students; 15. men servants; 16. travel agents.

4

1. una caraffa da latte (lattiera) - una caraffa di latte
2. una tazza da tè - una tazza di tè
3. una zuccheriera - una ciotola di zucchero
4. un barattolo da marmellata - un barattolo di marmellata
5. un vaso da fiori - un vaso di fiori
6. una scatola da cioccolatini - una scatola di cioccolatini

C**1**

1. Finland; 2. French, French; 3. Italians; 4. Chinese, Chinese; 5. Dutch; 6. Irishmen; 7. Spaniard; 8. the Japanese, Arabic; 9. Pakistanis; 10. Scottish; 11. Scots, English; 12. English people; 13. Austrians; 14. Welsh, Wales; 15. Danes; 16. Australian; 17. Scotch.

B - C**1**

1. media; 2. oases; 3. memoranda; 4. crises; 5. parentheses; 6. bases; 7. theses; 8. stimuli.

2

1. ✗; 2. ✗; 3. analysis; 4. phenomenon; 5. ✗; 6. ✗; 7. datum; 8. ✗.

3**(a)**

1. binoculars; 2. sunglasses; 3. glasses; 4. scissors; 5. pyjamas; 6. trousers.

(b)

1. pyjamas; 2. binoculars; 3. scissors; 4. sunglasses; 5. trousers; 6. glasses.

4

1. savings; 2. earnings; 3. belongings.

5

1. are; 2. are; 3. was; 4. is; 5. were; 6. are; 7. is; 8. were; 9. is; 10. are; 11. is; 12. is.

SECTION 3 Something More About Nouns**A****1**

1. poem; 2. suitcases; 3. money; 4. works; 5. job; 6. hotels; 7. some wood; 8. knives and forks; 9. business; 10. travel.

2

1. a. a (C), b. ✗ (U);
2. a. ✗ (U), b. a (C);
3. a. ✗ (U), b. a (C);
4. a. ✗ (U), b. a (C).

3

- | | |
|--------------|------------------|
| 1. a. papers | b. paper |
| 2. a. money | b. coins |
| 3. a. music | b. song |
| 4. a. poetry | b. poem |
| 5. a. hotel | b. accommodation |

4

- | | | |
|--------------|-------------|---------|
| 1. a. change | b. a change | |
| 2. a. room | b. a room | |
| 3. a. fruits | b. fruit | |
| 4. a. a job | b. works | c. work |
| 5. a. glass | b. a glass | |

SECTION 4 Something More About Prepositions**A - B****1**

1. to; 2. at; 3. with; 4. on; 5. with; 6. with.

2

1. afraid of; 2. worried about; 3. kind of; 4. tired of; 5. good at.

3

1. responsible for; 2. happy about/with; 3. dependent on; 4. generous to; 5. angry with.

4

1. for; 2. on; 3. for; 4. with; 5. for; 6. to; 7. of; 8. to; 9. to; 10. on.

5

1. for these kinds of goods; 2. in prices in the last few months; 3. with his classmates.

C**1**

1. at; 2. at; 3. by; 4. To; 5. by; 6. by; 7. on; 8. From;

9. On; 10. On; 11. By; 12. by; 13. out-of-; 14. under; 15. On.

2

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

3

1. e - on; 2. d - To; 3. c - to; 4. f - out of; 5. j - on; 6. b - out of; 7. i - out of; 8. h - on; 9. a - by; 10. g - on.

SECTION 5 Communicative Functions

A - B

1 (Possibili soluzioni. Altre soluzioni sono possibili. Discutine con l'insegnante.)

1. Good morning, Mrs Jones.
2. Hello/Hi, Bob. How are you?
3. Martin, this is Alex / meet Alex.
4. Good night, Peter. Hope to see you soon. / See you soon, I hope.
5. Bye! See you tomorrow.
6. Say hello to Susan.
7. Congratulations!
8. Thank you (very much).
9. You're welcome.
10. I'm terribly sorry. / I do apologise.
11. It doesn't matter. / Oh, that's all right.
12. Speaking.
13. Hold the line. I'll put you through.
14. Sorry, you've got the wrong number.
15. Yours faithfully,
16. Yours, / Love, / Truly yours,
17. It's all right.
18. It doesn't matter to me. / It's all the same to me.

2 (Possibili soluzioni. Altre soluzioni sono possibili. Discutine con l'insegnante.)

1. What do you think of jazz?
2. Frankly, I think (that) it's terrible.
3. Yes, I quite agree (with you). / Yes, you are absolutely right.
4. Are you joking?
5. Excuse me, could I just say something?
6. By the way, now that you mention ... I'd like ... / Incidentally, that reminds me ...
7. Well, actually, there were only 200.
8. Sorry? I didn't understand what you said. Could you say that again?
9. What exactly do you mean?
10. And what's more, I've got a headache / my head aches.

3 (Possibili soluzioni. Altre soluzioni sono possibili.

Discutine con l'insegnante.)

1. What a nice/beautiful dress!
2. I approve of your decision.
3. I'm in favour of this war. / I'm against this war.
4. I'm so pleased!
5. How stupid of me!
6. What on earth are you doing!
7. With a bit of luck we will be home soon.
8. It's a pity that you can't come.
9. I wish he/she were/was here.
10. If only he/she would listen to me.
11. I'm dying for a glass of water.
12. If only I hadn't drunk so much. / I wish I hadn't drunk so much.
13. It's very worrying that he hasn't phoned yet. I'm afraid something must have happened.
14. It's such a relief to know that he is fine.
15. Oh, dear! I'm so sorry.

C

1

1. h; 2. c; 3. d; 4. k; 5. e; 6. f; 7. a; 8. g; 9. b; 10. l; 11. j; 12. i.

2

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

3

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

4

1. k; 2. d; 3. e; 4. h; 5. f; 6. g; 7. j; 8. a; 9. i; 10. b; 11. c.

5

a, b, d.

6

a, c, d.

7

a, b, c.

8

a, b, d.

9

a, b, d.

10

a, b, d.

11

a, b, d.

12

a, c, d.

13

a, b, d.

14

a, b, d.

15

a, b, d.

16

a, b, d.

17

a, b, d.

18

a, c, d.

19

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

20

1. He wasn't able to speak to the boss.
2. Our eyes are capable of seeing only a narrow spectrum of light.
3. Did you really succeed in translating that letter from our Chinese customers?
4. It was very heavy but he was able to lift it easily.
5. I know how to drive a lorry.
6. May I have a look at your newspaper, please?
7. Would you mind giving me a hand?
8. Can I borrow your dictionary for a second?
9. May I use your computer, please?
10. Are you allowed to go out if you haven't finished your homework?
11. The man was not permitted to see his children.
12. I'm not allowed to use Dad's car.

21

1. Would you like to go out for a meal after work?
2. What about going for a walk along the river?
3. If I were you, I'd see a doctor.
4. You should stay at home, if you don't feel well.
5. You'd better not go out on such a cold day.
6. I recommend you to read / you should read this book.
7. May I invite you to our club next Saturday?

22

1. You have to do your homework regularly.
2. You are supposed to return the books within 10 days.
3. I was compelled to write the report again.
4. You are supposed to make tea at eleven.

5. We didn't have to get up early.

6. Mary needn't have taken a taxi to the party. I would have given her a lift in my car.

7. You needn't bring the workbooks to the class unless I tell you to.

8. I was not expected to work hard on my first day.

9. You needn't worry so much about the test.

10. Students are not supposed to talk to each other during the exams.

11. Visitors must not take photographs in this area.

23

1. He can't have noticed you.

2. I must have left my wallet in the car.

3. She may have been in the garden when you phoned.

4. It's likely that they will get married.

5. She's likely to be late.

6. There should be a post office on the main road.

7. It's unlikely that it will snow tomorrow. / It's unlikely to snow tomorrow.

8. Her new book may be good.

9. We may go on holiday soon.

24

1. Do you feel like going on a day trip to Bath next Saturday?
2. The teacher wants the students to stop making so much noise.
3. I wish I had a car to drive you to the airport.
4. I wish you wouldn't smoke so much.
5. I wish you a Merry Christmas.
6. I'd rather go to the cinema than watch a video at home.
7. During the summer holidays my grandfather would take me fishing.
8. When Molly was a child she used to take her teddy bear to bed with her.

SECTION 6 S.O.S. Verbs!**A****1**

1. Look; 2. saw; 3. watched; 4. watching; 5. stare; 6. seeing; 7. watching; 8. Look.

2

1. bring; 2. carrying; 3. take, leads; 4. get; 5. have; 6. fetch; 7. pick you up; 8. wearing; 9. Bring; 10. bring.

3

1. feels like; 2. looks like; 3. smell like; 4. sounds like; 5. tastes like.

4

1. wait; 2. attend; 3. expecting; 4. expects;
5. waiting; 6. attending; 7. expected; 8. waiting.

5

1. rent; 2. rented; 3. hire; 4. met, know; 5. get to know; 6. brought up; 7. grown; 8. grow; 9. putting on; 10. wearing; 11. borrow; 12. lend; 13. remember; 14. Remind; 15. miss; 16. missed; 17. missed; 18. lost, checked; 19. checked; 20. control; 21. speak; 22. talk; 23. speak; 24. suit; 25. fit.

6

1. wearing; 2. check; 3. carry; 4. speak; 5. missed; 6. took; 7. remember; 8. tastes; 9. watching; 10. control.

B

1

1. does; 2. make; 3. makes; 4. make; 5. do; 6. did; 7. make; 8. did; 9. making; 10. makes; 11. make; 12. done; 13. do; 14. do; 15. making; 16. do; 17. make.

2

1. ~~an effort~~; 2. ~~a test~~; 3. ~~friends~~; 4. ~~business~~; 5. ~~a choice~~; 6. ~~a translation~~.

3

1. pay; 2. pack; 3. play; 4. went; 5. take.

C

1

1. D; 2. A; 3. D; 4. B; 5. D; 6. B; 7. D; 8. C.

2

1. didn't get the joke; 2. got it; 3. got a lot of antique furniture; 4. got a lot of presents; 5. to get to; 6. get me a knife.

3

1. sunburnt; 2. bored; 3. arrested; 4. divorced; 5. excited; 6. married.

D

1

1. from; 2. of; 3. in; 4. to, for; 5. on; 6. for; 7. about; 8. for; 9. to; 10. on; 11. on; 12. from; 13. of; 14. of.

2

1. ✕; 2. ✕; 3. ✕; 4. at; 5. ✕; 6. about; 7. ✕; 8. ✕, on.

3

1. need; 2. listening to; 3. trust; 4. played; 5. divorced; 6. ask ... for; 7. answer; 8. worry about.

4

1. How long have you been waiting for me?
2. I miss my boyfriend.
3. Did you listen to the radio this morning?
4. Simon joined our club last month.
5. Cut the potatoes into small cubes/pieces.
6. He filled the glass with red wine.
7. Excuse me, can/may I have a look at your newspaper?
8. Mark and Ted are playing cards.

E

1

1. down; 2. into; 3. out; 4. out; 5. into; 6. up.

2

1. back; 2. up; 3. about; 4. up; 5. back; 6. up.

3

1. into; 2. back; 3. round; 4. across; 5. round; 6. back.

4

1. off; 2. up; 3. down; 4. out; 5. out; 6. off.

5

1. on; 2. away; 3. away; 4. over; 5. on; 6. down.

6

1. up; 2. away; 3. in; 4. back; 5. away; 6. out.

7

1. off/out; 2. on; 3. out; 4. off; 5. over; 6. through.

8

1. up; 2. into; 3. after; 4. for; 5. at; 6. forward to.

9

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

10

1. out; 2. over; 3. out; 4. into; 5. after; 6. out.

11

1. down; 2. off; 3. off; 4. on; 5. up; 6. after.

12

1. down; 2. off; 3. up; 4. up; 5. up; 6. into.

13

1. out of; 2. for; 3. over; 4. after; 5. forward to; 6. up; 7. after; 8. into.

14

1. round; 2. into; 3. into; 4. across; 5. out; 6. down.

15

1. down; 2. off; 3. on; 4. out; 5. up.

16

1. Turn the television down.
2. ✕
3. ✕
4. I went to the station to pick my friend up.
5. ✕
6. ✕
7. ✕
8. ✕
9. ✕
10. We put our friends up, when they came to England.

17

1. B; 2. A; 3. C; 4. B; 5. A; 6. B; 7. A; 8. C; 9. A; 10. C.

18

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

F**1**

1. away; 2. back; 3. in; 4. off; 5. over; 6. up; 7. up;
8. up; 9. down; 10. down; 11. off; 12. up.

2

1. for; 2. in at; 3. for; 4. on; 5. on; 6. on; 7. out; 8. off;
9. around; 10. out.

3

1. across; 2. round; 3. about; 4. out in; 5. round;
6. round; 7. out; 8. in; 9. out; 10. for; 11. for; 12. out;
13. in; 14. through.

4

1. along (*also*: on); 2. on; 3. away with; 4. away;
5. down to; 6. over; 7. of; 8. through; 9. across;
10. down; 11. back.

5

1. back on; 2. on at; 3. on; 4. off; 5. out; 6. over; 7. in
for; 8. down; 9. in; 10. out.

6

1. back; 2. off; 3. down; 4. back; 5. from; 6. in; 7. to;
8. on; 9. up with; 10. on; 11. up with.

7

1. through; 2. back on; 3. down on; 4. back; 5. out;
6. over; 7. on; 8. out for.

8

1. for; 2. up; 3. of; 4. of; 5. up; 6. over; 7. out; 8. up;
9. up for; 10. out; 11. away.

9

1. through; 2. up; 3. down to; 4. back, forward;
5. down; 6. off; 7. up with; 8. out; 9. off; 10. out;
11. up.

10

1. after; 2. across; 3. out of; 4. over; 5. through;
6. for; 7. apart; 8. out; 9. back; 10. off; 11. about;
12. off; 13. up; 14. on.

11

1. for; 2. up; 3. on; 4. in; 5. on; 6. after; 7. up; 8. off;
9. up; 10. in; 11. back; 12. off; 13. to.

12

1. to; 2. on; 3. up; 4. up; 5. off; 6. away; 7. down;
8. around; 9. into; 10. around; 11. over; 12. out for;
13. off; 14. out.

G**1**

1. out; 2. up; 3. up; 4. up; 5. in; 6. down; 7. in; 8. in;
9. out; 10. apart; 11. out; 12. out; 13. out; 14. up.

2

1. grows up; 2. have grown back; 3. have grown
into; 4. has grown out of.

3

1. held back; 2. let ... down; 3. log in; 4. hang out;
5. hangs up; 6. hold on; 7. log out/off; 8. let ... in.

4

1. work out; 2. showing off; 3. stick to; 4. think ...
over; 5. tore up; 6. sorted out; 7. throw away;
8. work out; 9. wore off; 10. stand for; 11. stand up
for; 12. standing for; 13. told ... off.

REVISION AND CONSOLIDATION**Phrasal verbs****1**

1. got over; 2. get through; 3. got around; 4. got
away; 5. got away with; 6. get rid of that.

2

1. was looking for the bone; 2. the security guard
run after; 3. came into an enormous amount; 4.
was called to put out; 5. takes after; 6. look back

on the past; 7. tends to look down on; 8. old friend John turned up; 9. took off; 10. looking into the.

3

1. gave up drinking coffee; 2. has been cut off; 3. went off; 4. you grow up; 5. makes up funny stories; 6. has put on weight; 7. must take off; 8. our holiday turned into; 9. called off the match; 10. may carry out.

4

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

H - I

1

1. to be; 2. that he had noticed; 3. stealing; 4. us to take; 5. for being; 6. for a taxi to collect us; 7. that the flowers should be watered; 8. about having to do; 9. to put; 10. that he had slept.

2

1. that we should pay; 2. to see; 3. to receive; 4. having; 5. having; 6. us to cut; 7. that the law is obeyed; 8. that you will find; 9. to understand; 10. trickling; 11. reading; 12. for causing; 13. to visit; 14. that it would be.

3

1. not to send; 2. that we should go; 3. putting; 4. dry; 5. to stop; 6. seeing; 7. his coming; 8. that all the soldiers should attend; 9. to our leaving; 10. going; 11. that he didn't mind.

4

1. that we should see; 2. to do; 3. me to post; 4. that I had; 5. losing; 6. to set; 7. hearing; 8. in offending; 9. that I should take; 10. to change.

J

1

1. is sleeping; 2. drives; 3. isn't playing, is watching; 4. go; 5. is always leaving; 6. Do you have.

2

1. Have you ever been, went; 2. has broken; 3. broke, fell; 4. have visited; 5. have just come; 6. had just come; 7. did you break up; 8. was crossing; 9. missed/have missed, have been; 10. have been working; 11. was, arrived, had been waiting; 12. had known, got.

3

1. will get; 2. 'm going, 'm leaving; 3. does the film start, starts; 4. 'll give; 5. 's going to fall; 6. will have developed; 7. will be shining; 8. will have been studying.

4

1. will not/won't mix; 2. will/'ll get; 3. wouldn't have accepted; 4. is; 5. would you do; 6. would you have done; 7. would have been; 8. would you cope; 9. wouldn't let; 10. would have; 11. wouldn't be; 12. will/'ll get.

5

(a)

1. happened; 2. was; 3. was; 4. got; 5. had; 6. had occurred; 7. was; 8. was raining; 9. had been; 10. had left; 11. had taken; 12. entered; 13. felt; 14. looked; 15. was; 16. remembered; 17. are; 18. realise; 19. are; 20. will give; 21. were; 22. wouldn't trust; 23. ordered; 24. asked; 25. was staying; 26. answered; 27. told; 28. were; 29. have you been; 30. asked; 31. 've just arrived; 32. are you staying/are you going to stay; 33. wish; 34. realised; 35. would have; 36. had; 37. was watching (*also*: had been watching); 38. turned; 39. made; 40. saw; 41. will never forget; 42. live; 43. was; 44. was looking; 45. was wearing; 46. was; 47. noticed; 48. was; 49. had; 50. was; 51. looked; 52. was; 53. was making; 54. started; 55. said; 56. felt; 57. was; 58. pointed; 59. can't; 60. said; 61. opened; 62. came; 63. wanted; 64. couldn't; 65. was; 66. felt; 67. turned; 68. saw; 69. was; 70. said; 71. 'll see; 72. looked; 73. saw; 74. was crackling; 75. ticking; 76. was smiling; 77. had happened/happened.

(b)

1. is; 2. was; 3. drape; 4. inspired; 5. stayed; 6. is; 7. Would you risk.

VOCABULARY - ANSWER KEY

SECTION 1

FILE 1

Personal Details and Physical Description

Ex. 1

1. old; 2. live; 3. come; 4. job; 5. am; 6. married

Ex. 2

1. surname; 2. name; 3. birthday; 4. old; 5. spell; 6. birth; 7. from; 8. job; 9. number; 10. address

Ex. 3

1. boy; 2. girl; 3. teenager; 4. family; 5. children; 6. woman; 7. man; 8. student

Ex. 4

1. English, from; 2. Australian, France; 3. Scotland, Ireland; 4. America, Germany

Ex. 5

1. hair; 2. complexion / skin; 3. beard, moustache; 4. hair; 5. eyes; 6. looking; 7. hair, eyes; 8. wrinkles; 9. freckles

Ex. 6

1. years; 2. student; 3. Paris; 4. short; 5. plump; 6. long; 7. eyes; 8. pale; 9. glasses

Ex. 7

1. a beard; 2. is; 3. take; 4. wear; 5. scar

Ex. 8

1. moustache; 2. beard; 3. scar; 4. shoulders; 5. plaits; 6. pony tail; 7. handsome / good-looking; 8. plain; 9. ugly; 10. pretty; 11. married, single; 12. skinny; 13. well-built

FILE 2

Contrastive Adjectives

Ex. 1

1. straight; 2. crooked; 3. young; 4. old; 5. old; 6. new

Ex. 2

1. cheap; 2. expensive; 3. closed; 4. open; 5. thick; 6. thin; 7. fat; 8. thin; 9. tidy; 10. untidy; 11. fast; 12. slow

Ex. 3

1. wide; 2. narrow; 3. deep; 4. shallow; 5. low; 6. high; 7. tall; 8. short; 9. easy; 10. difficult; 11. big; 12. small

Ex. 4

1. dry; 2. wet; 3. dirty; 4. clean; 5. tight; 6. loose

Ex. 5

1. nervous; 2. faithful; 3. dirty; 4. boiling; 5. cowardly / afraid; 6. happy; 7. narrow-minded; 8. low; 9. fat / thick; 10. wide; 11. stupid; 12. strong; 13. boring; 14. fast; 15. careless; 16. heavy / dark

Ex. 6

1. tense, relaxed; 2. fat, thin; 3. selfish, mean, friendly, generous; 4. hard-working, lazy, unfriendly

FILE 3

Possessions

Ex. 1

1. mobile phone; 2. eraser/rubber; 3. ruler; 4. guitar; 5. saxophone; 6. headset; 7. sunglasses; 8. bicycle; 9. motorbike/moped; 10. tennis racquet; 11. trumpet; 12. exercise book; 13. skateboard; 14. flute; 15. table tennis bat

Ex. 2

1. rabbit; 2. CD player; 3. eraser/rubber; 4. puppy; 5. keyboard; 6. trumpet; 7. ruler; 8. sunglasses; 9. moped; 10. table tennis bat; 11. car; 12. kitten

Ex. 3

1. drums; 2. rucksack; 3. watch; 4. skateboard; 5. laptop; 6. turtle

Ex. 4

1. school bag/rucksack; 2. sunglasses; 3. tennis racket; 4. piano; 5. goldfish; 6. watch

Ex. 5

1. play; 2. send; 3. ride; 4. take; 5. play; 6. drive; 7. have/ve; 8. belongs; 9. received; 10. play

Ex. 6

1. a/the; 2. a, a; 3. an; 4. a, a, The; 5. a; 6. a

Ex. 7

Open answers

FILE 4**Family Members and Jobs****Ex. 1**

1. parents; 2. son; 3. mother; 4. grandfather;
5. sister; 6. daughter; 7. father; 8. brother; 9. wife

Ex. 2

Male: grandfather; uncle; *father-in-law*; brother-in-law; nephew; *step-father*; step-brother

Female: *grandmother*; *aunt*; mother-in-law; *sister-in-law*; *niece*; step-mother; *step-sister*

Ex. 3

1. with; 2. for; 3. to; 4. known; 5. met; 6. with

Ex. 4

Open answers

Ex. 5

1. A doctor treats sick people.
2. A pianist plays the piano.
3. A social worker helps people in need.
4. A dentist treats people's teeth.
5. A CEO is in charge of a company.
6. A director manages an organized group of people.
7. A judge decides cases in a court of law.

Ex. 6

1. CEO; 2. teacher; 3. lawyer; 4. waiter/waitress;
5. cleaner; 6. farmer; 7. steward / hostess

Ex. 7

1. job; 2. company; 3. typist; 4. dentist's;
5. electrician; 6. cook

FILE 5**Sports, Hobbies and Interests****Ex. 1**

1. karate; 2. rugby; 3. aerobics; 4. yoga;
5. volleyball; 6. hockey; 7. golf; 8. (horse) riding;
9. bungee-jumping; 10. parachuting; 11. table tennis; 12. fencing

Ex. 2

Play + ball games: *play golf* / play tennis / play rugby / play football / play volleyball / play netball / play basketball / play table tennis / play hockey / play cricket / etc.

Go + sports ending in -ing: go rock-climbing / go skiing / go horse riding / go cycling / go canoeing / go swimming / go sailing / go surfing / go snowboarding / etc.

Do + other sports: do yoga / do karate / do aerobics / do gymnastics / do judo / do athletics / etc.

Ex. 3

1. played; 2. goes; 3. do; 4. went; 5. playing

Ex. 4

1. catching; 2. passing; 3. kicking; 4. heading;
5. hitting

Ex. 5

B. stick and puck; C. clubs and ball; D. skates;
E. sailboat; F. jack and bowls

Ex. 6

1. beat; 2. won; 3. scored; 4. were defeated; 5. lost;
6. drew

Ex. 7

1. collecting; 2. watching; 3. playing; 4. taking;
5. reading

Ex. 8

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

FILE 6**Houses and Buildings****Ex. 1**

1. porch; 2. attic; 3. block of flats; 4. single bedroom;
5. houseboat; 6. staircase; 7. bathroom; 8. wall;
9. semi-detached house

Ex. 2

1. block of flats; 2. ground floor; 3. lift; 4. stairs;
5. balcony; 6. wonderful; 7. windows; 8. light

Ex. 3

1. ~~toothbrush~~; 2. ~~hairdryer~~; 3. ~~comb~~; 4. ~~kettle~~;
5. ~~pillow~~

Ex. 4

1. kitchen; 2. dining room; 3. bedroom; 4. sitting room

Ex. 5

1. oven; 2. fridge; 3. toaster; 4. tin opener;
5. corkscrew; 6. frying-pan; 7. kettle; 8. sink;
9. wardrobe; 10. bed; 11. tooth brush; 12. comb;
13. glass; 14. knife; 15. spoon; 16. hairdryer

Ex. 6

1. bunk beds; 2. double bed; 3. (single) bed; 4. twin beds; 5. sofa bed

Ex. 7

1. toilet; 2. bedside table; 3. alarm clock; 4. mirror;
5. plate; 6. sofa

Ex. 8

1. on; 2. on, in; 3. on; 4. off; 5. at; 6. on; 7. on; 8. off;
9. with; 10. on

FILE 7**Daily Routine and Household Chores****Ex. 1**

Examples: to have a wash; to have a shower; to have a shave; to have breakfast / lunch / dinner; to have a break; to have a cup of tea/coffee; to have a snack; to have a nap; to have a rest

Ex. 2

1. f; 2. d; 3. e; 4. c; 5. h; 6. i; 7. g; 8. a; 9. b; 10. m;
11. n; 12. p; 13. l; 14. q; 15. o; 16. r; 17. j; 18. k

Ex. 3

1. d; 2. c; 3. b; 4. f; 5. a; 6. e; 7. h; 8. i; 9. j; 10. l;
11. g; 12. k

Ex. 4

1. goes off; 2. wake up; 3. stay; 4. get out; 5. brush;
6. get dressed; 7. sleep in

Ex. 5

1. take; 2. read; 3. start; 4. finish; 5. have a break;
6. have lunch; 7. meet; 8. eat

Ex. 6

1. get back home; 2. go for a walk; 3. call; 4. go;
5. meet; 6. have dinner; 7. go to bed; 8. fall asleep;
9. set

FILE 8**Education****Ex. 1**

Open answers

Ex. 2

1. Jack can't come out. He's studying. He's taking an examination tomorrow.
2. Congratulations! I heard you did well in your exam.
3. You can study a lot of different subjects at university.

4. I got some good marks / grades in my tests this term.

5. Sheila's a teacher in a primary school.

Ex. 3

1. primary; 2. secondary school; 3. 16, 17 or 18;
4. attend; 5. GCSE; 6. Physics; 7. language;
8. technical; 9. high school; 10. A Levels; 11. university

Ex. 4

1. school day; 2. secondary; 3. form; 4. Friday;
5. morning; 6. study; 7. geography; 8. good;
9. uniform; 10. against

FILE 9**At School****Ex. 1**

1. ruler; 2. pen; 3. pencil; 4. rubber/eraser; 5. dictionary;
6. pencil-sharpener; 7. Interactive Multimedia;
Whiteboard/smartboard; 8. desk; 9. rucksack; 10. map

Ex. 2

People: *teacher*; janitor; headmaster; secretary

Places: library; laboratory; toilet; gym; canteen

Furniture: desk; chair

Objects: globe; calculator; map; eraser; chalk

Ex. 3

1. ~~calculator~~; 2. ~~chalk~~; 3. ~~janitor~~; 4. ~~toilets~~

Ex. 4

1. secretary's office; 2. librarian; 3. teacher; 4. stylus / active pen; 5. calculator; 6. cabinet/locker; 7. gym;
8. janitor/caretaker

Ex. 5

1. classmates; 2. classroom; 3. school; 4. canteen;
5. sports centre; 6. atmosphere

Ex. 6

1. pass; 2. teaching; 3. learn; 4. studying; 5. cheat;
6. look; 7. borrow; 8. keep up; 9. write down; 10. hand;
11. pay; 12. failed; 13. mean; 14. repeat; 15. behave;
16. ask; 17. listen; 18. lend; 19. attend; 20. hand in

FILE 10**Money****Ex. 1**

1. inheritance tax; 2. loan; 3. black; 4. refund

Ex. 2

Base form	Past simple
→ <i>buy</i>	<i>bought</i>
1. sell	<i>sold</i>
2. cost	<i>cost</i>
3. pay	<i>paid</i>
4. spend	<i>spent</i>
5. afford	<i>afforded</i>

Base form	Past simple
6. find	<i>found</i>
7. save	<i>saved</i>
8. earn	<i>earned</i>
9. lend	<i>lent</i>
10. borrow	<i>borrowed</i>
11. give	<i>gave</i>

Base form	Past simple
12. win	<i>won</i>
13. lose	<i>lost</i>
14. charge	<i>charged</i>
15. waste	<i>wasted</i>
16. change	<i>changed</i>
17. need	<i>needed</i>

Ex. 3

1. asked, sold, bought; 2. get; 3. gave, spent;
4. afford; 5. borrow, lent; 6. saving; 7. cost

Ex. 4

1. change; 2. cost; 3. borrow; 4. lend; 5. charged;
6. saving; 7. waste

Ex. 5

1. yes; 2. no; 3. yes; 4. yes; 5. no; 6. no; 7. no

Ex. 6

1. worth; 2. value; 3. afford; 4. expensive; 5. free;
6. convenient; 7. cheap; 8. lost; 9. miss; 10. lend; 11. owe

FILE 11**Shops and Shopping****Ex. 1**

1. stationery; 2. furniture; 3. toys; 4. periodical publications; 5. cosmetics; 6. dairy products; 7. clothes; 8. fruit; 9. electrical appliances

Ex. 2

1. greengrocer's; 2. baker's/bakery; 3. butcher's;

4. newsagent's; 5. chemist's; 6. fishmonger's;
7. jeweller's; 8. shoe shop; 9. flower shop;
10. clothes shop; 11. stationer's

Ex. 3

1. optician's; 2. tobacconist's; 3. furniture shop;
4. hairdresser's, barber's; 5. department store;
6. fishmonger's; 7. dry cleaner's; 8. café

Ex. 4

1. changing room; 2. cash desk/till; 3. sports shop;
4. optician's; 5. photo shop; 6. music shop; 7. shop assistant; 8. shopkeeper; 9. customer; 10. to go window shopping; 11. bargain; 12. shopping list; 13. shop window; 14. receipt

Ex. 5

1. help; 2. like; 3. much; 4. 80; 5. buy; 6. sell;
7. magazine; 8. pound; 9. note; 10. change

FILE 12**Clothes and Accessories****Ex. 1**

1. belt; 2. socks; 3. trainers; 4. T-shirt; 5. sweatshirt;
6. sandals; 7. sunglasses; 8. pyjamas; 9. gloves;
10. tie; 11. slippers; 12. dress

Ex. 2

1. trousers; 2. shorts; 3. pyjamas; 4. pants

Ex. 3

Examples: *I've got a pair of* trousers, shorts, earrings, shoes, sandals, etc.

Ex. 4

1. got dressed; 2. put on; 3. umbrella; 4. took off;
5. out of fashion; 6. tried; 7. fit; 8. small; 9. size;
10. buy

Ex. 5

1. suit, tight; 2. enough, too

Ex. 6

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

Ex. 7

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

Ex. 8

1. a gold ring; 2. a flowery blouse; 3. a white and blue striped T-shirt; 4. a pair of silver earrings;
5. a yellow and green checked skirt; 6. a plain white pullover/jumper

FILE 13	Food and Drink
----------------	-----------------------

Ex. 1

1. blackberries; 2. apple; 3. eggs; 4. tea-bags; 5. walnuts;
6. oranges; 7. milk; 8. tomato; 9. apricot; 10. coconut

Ex. 2

Examples: 1. pepper, pear; 2. trout, tea; 3. mushrooms, melon; 4. cherry, cauliflower; 5. shrimp, sandwich;
6. apple, aubergine.

Ex. 3

1. *fruit:* flour; 2. *drinks:* butter; 3. *meat:* jam; 4. *dairy products:* soup; 5. *vegetables:* crisps

Ex. 4

Numerabili: melon / banana / apple / egg / tomato / aubergine

Non numerabili: cheese / rice / milk / wine / meat / pasta

Ex. 5

1. some; 2. any; 3. any; 4. any; 5. some, no

Ex. 6

1. tea, lemon; 2. oranges/lemons/pineapples;
3. cheese, tomato; 4. mineral water; 5. milk, lemon;
6. tomato

Ex. 7

1. order; 2. have; 3. cut; 4. fry; 5. peel, boil

Ex. 8

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

Ex. 9

1. delicious / varied / etc.; 2. disgusting / limited / tasteless/etc.; 3. bitter; 4. sweet; 5. ripe

Ex. 10

1. take; 2. start; 3. have; 4. like; 5. like; 6. order

FILE 14	Places, Roads and Signs
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Ex. 1

1. concert hall; 2. skating rink; 3. disco; 4. school;
5. bridge; 6. (real) estate agency; 7. cinema; 8. bus station; 9. library; 10. car park; 11. café; 12. gym;
13. tennis court; 14. department store; 15. police station; 16. sports centre

Ex. 2

1. City Hall; 2. junction; 3. side street; 4. zebra crossing; 5. signpost; 6. underground; 7. railway station; 8. crossroad

Ex. 3

1. street; 2. road; 3. motorways; 4. roundabout;
5. crossroads; 6. zebra crossing; 7. junction; 8. traffic lights; 9. pavement; 10. bridge.

Ex. 4

2 – f – L; 3 – b – D; 4 – g – A; 5 – h – E; 6 – c – C;
7 – e – F; 8 – j – H; 9 – a – K; 10 – k – G; 11 – l – I;
12 – i – J

FILE 15	Weather and Seasons
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Ex. 1

1. **snowing**, snowy
2. sun, shining, sunny
3. raining, rainy
4. clouds, cloudy
5. wind, blowing, windy
6. fog, foggy

Ex. 2

A : winter, cloudy, snows, cold

B: spring, hot, warm, rains

C: autumn, cold, cool, clouds, rains, blows

D: summer, shines, hot, sunny

Ex. 3

1. It was so hot that;
2. It was so frosty that;
3. It was so rainy that;
4. It was so snowy that;
5. It was so dry that;
6. It was so windy that;
7. It was so foggy that

Ex. 4

1. pouring, cats; 2. shower; 3. thunder, lightning, heavy; 4. thick; 5. changes, clouds;
6. forecast

Ex. 5

1. breeze → light wind → wind → strong wind → gale → hurricane

2. light rain → rain → heavy rain

3. freezing cold → cold → chilly → cool → warm → hot → boiling hot

FILE 16	Transport
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Ex. 1

1. van; 2. lorry (US: truck); 3. bus; 4. train; 5. plane;
6. ship

Ex. 2

1. engine; 2. bonnet; 3. indicator; 4. headlight;
 5. number-plate; 6. clutch; 7. footbrake;
 8. accelerator; 9. ignition; 10. fuel gauge;
 11. speedometer; 12. steering-wheel; 13. gear lever;
 14. dashboard; 15. windscreen; 16. rear windscreen
 wiper; 17. boot; 18. rear-light; 19. bumper;
 20. exhaust-pipe; 21. wing mirror

Ex. 3

1. bumper; 2. headlight; 3. windscreen wiper; 4. seat
 belt; 5. horn; 6. brake

Ex. 4

1. saddle;
 2. pump;
 3. lock;
 4. wheel;
 5. tyre;
 6. spokes;
 7. chain-wheel;
 8. pedal;
 9. handlebar;
 10. bell;
 11. brake lever.

Ex. 5

1. (types of) bikes: ~~convertible~~
 2. (types of) cars: ~~wheel~~
 3. parts of a bike: ~~drive~~
 4. verbs: ~~dashboard~~
 5. places: ~~pilot~~
 6. people: ~~engine~~

Ex. 6

1. ride; 2. got into; 3. fly; 4. take; 5. missed;
 6. waited; 7. queuing; 8. getting out of; 9. fasten;
 10. braked

FILE 17**Travelling****Ex. 1**

1. sleeping car; 2. locomotive; 3. luggage;
 4. suitcase; 5. helicopter; 6. rail

Ex. 2**A.**

1. single/one-way; 2. return/round-trip; 3. single/one-
 way; 4. single/one-way; 5. number; 6. seat number

B.

1. single/one-way; 2. return/round-trip; 3. return/
 round-trip; 4. leave; 5. return/round-trip

Ex. 3

1. platform; 2. passengers, arrival, arrive; 3. train

Ex. 4

1. check-in desk; 2. boarding card; 3. seat number;
 4. passport control; 5. departure lounge; 6. duty-free
 shop; 7. take-off; 8. gate number; 9. get on;
 10. hand luggage; 11. fasten; 12. runway; 13. takes
 off; 14. cabin crew; 15. landing card; 16. lands;
 17. get off; 18. luggage; 19. customs; 20. gate

FILE 18**Holidays****Ex. 1**

1. travel; 2. flight; 3. itinerary; 4. voyage;
 5. expedition; 6. tour; 7. cruise; 8. trip; 9. crossing;
 10. package tour

Ex. 2

1. voyage; 2. tour; 3. crossing; 4. cruise; 5. package
 tour; 6. expedition; 7. flight; 8. Travel; 9. itinerary;
 10. trip

Ex. 3

1. great; 2. sightseeing; 3. packed; 4. look;
 5. souvenirs, money; 6. photographs/photos;
 7. museum; 8. amazing

Ex. 4

1. holiday; 2. stay; 3. hotels; 4. flat; 5. tent; 6. camper

Ex. 5

The Warrens stayed at a campsite last summer
 because all other kinds of holiday accomodation
are too expensive for them. Every day Mrs Warren
sunbathed / went sunbathing, Mr Warren went
sightseeing and the children made journeys /
travelled around the island. One day they went on
 an excursion to a local castle.

Ex. 6

1. I'd like to know if the meals are included. / Could
 you please let me know if the meals are included?
 2. I'd like to know if I can have a wake-up call at
 6 a.m. / Could you please let me know if I can
 have a wake-up call at 6 a.m.?
 3. I'd like to know what time breakfast is served.
 / Could you please let me know what time
 breakfast is served?
 4. I'd like to know what time I should leave the
 room. / Could you please let me know what time
 I should leave the room?
 5. I'd like to know if I can have dinner in my room.

/ Could you please let me know if I can have dinner in my room?

FILE 19 Feelings and Opinions

Ex. 1

1. angry; 2. nervous; 3. annoying; 4. scared;
5. cross; 6. furious; 7. frightened; 8. amused;
9. boring; 10. interesting; 11. bad-tempered;
12. jealous; 13. upset; 14. upset; 15. sensible;
16. annoyed

Ex. 2

1. happy; 2. miserable; 3. hungry; 4. scared; 5. sad;
6. excited

Ex. 3

1. frightened; 2. sad; 3. furious; 4. fascinating;
5. glad; 6. depressed

Ex. 4

1. blush; 2. yawn; 3. scream; 4. nod your head;
5. shake your head; 6. cry

Ex. 5

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

Ex. 6

Adjective	Noun
1. furious	<i>fury</i>
2. grateful	<i>gratefulness</i>
3. <i>anxious</i>	<i>anxiety</i>
4. inspired	<i>inspiration</i>
5. <i>ecstatic</i>	<i>ecstasy</i>
6. confused	<i>confusion</i>
7. <i>honest</i>	<i>honesty</i>
8. frustrated	<i>frustration</i>
9. <i>cheerful</i>	<i>cheerfulness</i>
10. enthusiastic	<i>enthusiasm</i>
11. <i>apprehensive</i>	<i>apprehension</i>
12. excited	<i>excitement</i>
13. <i>delightful</i>	<i>delight</i>
14. worried	<i>worry</i>

Ex. 7

Possibili risposte:

- I felt anxious until I got the results of my exam.
- I felt apprehensive before my trip to Japan.
- I was grateful to them for giving me the ticket to the concert.
- I felt enthusiastic when my team won the

championship.

- I felt miserable after sleeping only three hours.
- I'm fed-up with my boss, lately my work has been too demanding.
- I was upset when I found out that my boyfriend was cheating on me.
- I was so thrilled when I discovered this special place.

FILE 20 Friends

Ex. 1

1. understanding; 2. reliable; 3. loyal; 4. honest;
5. caring; 6. funny; 7. cheerful; 8. intelligent

Ex. 2

1. understanding; 2. honest; 3. caring; 4. intelligent;
5. loyal; 6. funny; 7. cheerful; 8. reliable

Ex. 3

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

Ex. 4

- This is Mary. She is my roommate.
- We were classmates, back in 2008, weren't we?
- Old Mike still keeps in touch with his old shipmates.
- John's not really a friend, he's a workmate.

Ex. 5

1. friendly; 2. friendship; 3. friend; 4. Friendless;
5. unfriendly

Ex. 6

James Garner and Bob Norton are workmates/colleagues.
John Miles was once Paula Simon's husband.
Bob Norton is one of his acquaintances. He is Lisa Ford's partner/flatmate.
Anna Jones was once Bob Norton's wife.
Rose Parker is Bob Norton's partner.
Jane Hudson was Anna Jones's classmate.
Bob Norton was once Anna Jones's husband.
He was Paula Simon's flatmate. He is Rose Parker's partner. He is James Garner's workmate/colleague.
Philip Wright was Anna Jones's acquaintance.
Lisa Ford is John Miles's partner/flatmate.

Ex. 7

1. of; 2. to; 3. X; 4. with; 5. along/on; 6. in; 7. about;
8. you; 9. for; 10. X

FILE 21 Cinema, Theatre and Television**Ex. 1**

1. detective film; 2. adventure film; 3. science fiction film; 4. cartoon; 5. horror film; 6. musical; 7. western; 8. comedy; 9. romance; 10. war film

Ex. 2

1. films; 2. screen; 3. dubbed; 4. subtitles; 5. places; 6. set; 7. fiction; 8. future; 9. director; 10. actresses; 11. plays; 12. stage; 13. cast; 14. book; 15. audience

Ex. 3

1. detective story; 2. sports event; 3. documentary; 4. quiz show; 5. current affairs; 6. drama

Ex. 4

1. receive; 2. remote control; 3. broadcasts; 4. television; 5. TV aerial

Ex. 5

1. spectators; 2. audience; 3. competitors; 4. viewers

FILE 22 Technology**Ex. 1**

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

Ex. 2

1. hardware; 2. Internet; 3. mouse; 4. e-mail

Ex. 3

1. plug; 2. turn; 3. start up; 4. mouse; 5. key in; 6. click on; 7. deletes; 8. close; 9. off; 10. unplug

Ex. 4

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

Ex. 5

1. surfed; 2. sent; 3. downloaded; 4. watched; 5. chatted

Ex. 6

1. printed; 2. save; 3. programs; 4. send; 5. memory; 6. software; 7. cursor; 8. highlight

Ex. 7

1. information technology; 2. influenced by; 3. have; 4. on; 5. online

FILE 23 Common Problems**Ex. 1**

Infinitive	Past simple	Past participle
<i>to drop</i>	dropped	dropped
1. to break	<i>broke</i>	<i>broken</i>
2. to spill	<i>spilt / spilled</i>	<i>spilt / spilled</i>
3. to ruin	<i>ruined</i>	<i>ruined</i>
4. to burn	<i>burnt / burned</i>	<i>burnt / burned</i>
5. to run	<i>ran</i>	<i>run</i>
6. to miss	<i>missed</i>	<i>missed</i>
7. to slip	<i>slipped</i>	<i>slipped</i>
8. to lose	<i>lost</i>	<i>lost</i>
9. to leave	<i>left</i>	<i>left</i>
10. to forget	<i>forgot</i>	<i>forgotten</i>
11. to brake	<i>braked</i>	<i>braked</i>
12. to prevent	<i>prevented</i>	<i>prevented</i>
13. to crash	<i>crashed</i>	<i>crashed</i>
14. to trip	<i>tripped</i>	<i>tripped</i>
15. to skid	<i>skidded</i>	<i>skidded</i>

Ex. 2

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

Ex. 3

1. of; 2. with; 3. of; 4. over; 5. on; 6. on, into

Ex. 4

1. dropped; 2. broke; 3. spilt/spilled; 4. ruined; 5. burnt; 6. ran

Ex. 5

1. missed; 2. run; 3. forgotten; 4. left; 5. slipped; 6. broke; 7. get; 8. tripped

Ex. 6

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

Ex. 7

1. accident; 2. broke down; 3. rush hour; 4. traffic jam; 5. braked; 6. prevent; 7. crashed into; 8. badly injured; 9. badly damaged

FILE 24 The Body and the Senses**Ex. 1**

1. legs; 2. legs; 3. toes; 4. hand; 5. back; 6. hair; 7. nose; 8. fingers; 9. neck; 10. neck; 11. tongue; 12. heart; 13. thumb; 14. feet; 15. nails; 16. forehead; 17. shoulder; 18. leg; 19. shoulders; 20. arms

Ex. 2

1. A; 2. B; 3. C; 4. B; 5. C; 6. A; 7. B; 8. A; 9. C;
10. B; 11. A; 12. C; 13. A

Ex. 3

1. noticed; 2. stared; 3. grabbed; 4. stroked; 5. press;
6. grabbed / snatched; 7. glanced; 8. observed

Ex. 4

1. It sounds brilliant.
2. This tastes delicious.
3. I feel great/fine.
4. That smells wonderful.
5. That sounds fantastic.
6. He smells disgusting.
7. You look upset. What's the matter?

FILE 25**Health: Illnesses, Diseases and Injuries****Ex. 1**

1. sneezing; 2. coughing; 3. blowing

Ex. 2

1. a; 2. X; 3. a; 4. X; 5. a; 6. a; 7. X; 8. a; 9. a, X, X

Ex. 3

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

Ex. 4

1. prescription; 2. a plaster; 3. pain; 4. sore throat; 5. temperature; 6. pain; 7. earache; 8. sneezed;
9. sick; 10. of; 11. with; 12. from; 13. healed;
14. treated; 15. cure; 16. wound

Ex. 5

1. takes; 2. takes; 3. listening to; 4. looked; 5. will weight

Ex. 6

1. attack; 2. lung; 3. breathing; 4. disease; 5. illness;
6. bruise; 7. burnt; 8. twisted

FILE 26**The World Around Us****Ex. 1**

1. a country; 2. an island; 3. a group of islands; 4. a lake; 5. a river; 6. a mountain; 7. a sea; 8. a mountain range; 9. a desert; 10. a volcano; 11. an ocean

Ex. 2

1. whale; 2. zebra; 3. seal; 4. bat; 5. eel; 6. frog;
7. elephant; 8. crocodile

Ex. 3

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

Ex. 4

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

Ex. 5

1. claws; 2. leg; 3. bat; 4. bee, snail; 5. Hedgehogs;
6. dove; 7. cheetah; 8. gills

Ex. 6

1. snake; 2. donkey; 3. turtle; 4. tortoise; 5. ant;
6. bear; 7. monkey; 8. oyster; 9. ostrich;
10. grasshopper; 11. toad; 12. squid; 13. lizard;
14. mosquito; 15. wasp; 16. bee

Ex. 7

1. neigh; 2. bleat; 3. quack; 4. buzz; 5. moo;
6. croak; 7. bark; 8. cluck; 9. miaow (anche *mew*)

FILE 27**Natural Disasters, Environmental and Other Global Problems****Ex. 1**

1. flood; 2. earthquake; 3. volcanic eruption;
4. drought; 5. hurricane

Ex. 2

1. earthquake; 2. hurricane; 3. volcanic eruption;
4. drought

Ex. 3

1-d-D; 2-a-B; 3-c-A; 4-b-C

Ex. 4

1. leprosy; 2. jungle fever/malaria; 3. cholera / typhoid; 4. rabies; 5. yellow fever

Ex.5**A**

Noun	Verb
1. pollution	to pollute
2. waste	to waste
3. protection	to protect
4. damage	to damage
5. destruction	to destroy
6. threat	to threaten
7. recycling	to recycle
8. safety	to save
9. punishment	to punish
10. conservation	to conserve

B

Noun	Adjective
1. environment	environmental
2. danger	dangerous
3. poison	poisonous
4. safety	safe
5. pollution	polluted

Ex. 6

1. deforestation; 2. polluted; 3. endangered;
4. chemicals; 5. banned; 6. extinction

FILE 28**Crimes and Criminals****Ex. 1**

Verb	Crime	Criminal
1. to assassinate	assassination	assassin
2. to murder	murder	murderer
3. to shoplift	shoplifting	shoplifter
4. to smuggle	smuggling	smuggler
5. to hijack	hijacking	hijacker
6. to rape	rape	rapist
7. to rob	robbery	robber
8. to mug	mugging	mugger
9. to bribe	bribery	briber
10. to forge	forgery	forgery
11. to blackmail	blackmail/ blackmailing	blackmailer
12. to kidnap	kidnapping	kidnapper

Ex. 2

1. robbed, stole; 2. was stolen; 3. are robbed; 4. was robbed, stole

Ex. 3

1. kidnapped; 2. bribe; 3. smuggle; 4. set fire to;
5. hijacked

Ex. 4

1. smuggler; 2. shoplifter; 3. hijacker; 4. murderer;
5. kidnapper; 6. forger; 7. burglar; 8. hooligan;
9. pickpocket; 10. vandal; 11. rapist; 12. blackmailer

Ex. 5

1. drink/drunken driving; 2. illegal parking;
3. dangerous/careless driving; 4. speeding;
5. smuggling; 6. kidnapping; 7. terrorism

Ex. 6

1. to commit a crime; 2. to do something illegal; 3. to break the law; 4. to poison; 5. to stab; 6. to shoot

FILE 29**Law & Order****Ex. 1**

People: *witness*, police, lawyer, defendant, jury, judge

Places: court, police station, jail, prison

Ex. 2

- 2 – b; 3 – e; 4 – c; 5 – a; 6 – f; 7 – h; 8 – g

Ex. 3

1. arrested; 2. police; 3. alcohol; 4. sell; 5. accompanied;
6. adult; 7. drink; 8. illegal

Ex. 4

1. of; 2. of; 3. to; 4. to; 5. for; 6. with; 7. for; 8. to;
9. of; 10. for

Ex. 5

2. investigated; 3. evidence; 4. arrested; 5. accused;
6. tried; 7. guilty; 8. convicted; 9. sentenced

Ex. 6

1. judge; 2. case; 3. sentence; 4. jury; 5. police station;
6. lawyer; 7. prison; 8. evidence; 9. witness; 10. guilty

FILE 30**Common Collocations and Fixed Expressions****Ex. 1**

1. do; 2. make; 3. make; 4. do; 5. make; 6. do

Ex. 2

1. Have; 2. have; 3. take; 4. have; 5. give; 6. take;
7. take; 8. take; 9. have; 10. give

Ex. 3

1. paid; 2. told / didn't tell; 3. got; 4. caught; 5. spent;
6. burst

Ex. 4

1. difference; 2. crazy/mad/insane; 3. temper;
4. mess; 5. breath; 6. alone

Ex. 5

1. lose; 2. take; 3. high; 4. same; 5. time; 6. tell;
7. pass; 8. again; 9. on; 10. have; 11. hard; 12. by;
13. in

Ex. 6

1. fight for survival; 2. return his call; 3. rent a flat;
4. take a minute; 5. protect your skin; 6. clear a space

Ex. 7

1. afford to; 2. hope to; 3. likely to; 4. forget to;
5. willing to; 6. slow to; 7. designed to

Ex. 8

2. bargain price; 3. seashore; 4. meat dish;
5. space shuttle; 6. stomach-ache; 7. school report;
8. science fiction

SECTION 2**FILE 1****People, Work and Employment****Ex. 1**

1. cook; 2. hairdresser; 3. waiter; 4. farmer;
5. teachers; 6. taxi driver

Ex. 2

1. painter; 2. pilot; 3. tailor; 4. veterinarian; 5. lawyer;
6. nurse; 7. tour guide; 8. carpenter

Ex. 3

1. bookseller, librarian; 2. engineer, mechanic;
3. fisherman, fishmonger; 4. editor, publisher;
5. lifeguard, bodyguard

Ex. 4

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

Ex. 5

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

Ex. 6

1. attractive; 2. helpful; 3. talented; 4. reliable;
5. qualified; 6. skilled; 7. accurate; 8. creative;
9. polite; 10. brave

Ex. 7

1. patient; 2. tactful; 3. determination; 4. imagination;
5. courageous; 6. fitness; 7. efficient; 8. accuracy

Ex. 8

1. selfish; 2. reliable; 3. generous; 4. helpful;
5. stubborn; 6. optimistic; 7. impatient; 8. persistent;
9. sensitive; 10. sensible

Ex. 9

1. looking; 2. applied; 3. hold; 4. lose; 5. got

Ex. 10

1. challenging; 2. stressful; 3. responsible;
4. rewarding; 5. boring

Ex. 11

1. perks; 2. qualifications; 3. pressures

Ex. 12

1. career; 2. job, career; 3. work; 4. work; 5. work,
job; 6. career; 7. work; 8. job; 9. work; 10. jobs

Ex. 13

1. switch; 2. embarking on; 3. took off; 4. ruined/
wrecked; 5. pursue; 6. choose

Ex. 14

1. varied; 2. the height/peak of his career;
3. prospects; 4. promising

Ex. 15

1. unemployed; 2. unemployment; 3. employment;
4. employed; 5. employer; 6. employee; 7. employ

Ex. 16

1. salary; 2. wage; 3. salary; 4. salary; 5. wage;
6. perks; 7. CV; 8. apply; 9. redundant; 10. post;
11. experienced; 12. part-time

Ex. 17

1. earns; 2. goes/is spent ; 3. live; 4. deducted;
5. demanding

Ex. 18

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

Ex. 19

1. qualification; 2. staff; 3. duty

Ex. 20

1. lay off; 2. trains; 3. employs; 4. recruiting, taking on

Ex. 21

1. members; 2. turnover; 3. vacancies; 4. dedication

Ex. 22

1. carries; 2. include; 3. report; 4. suspended;
5. failing

Ex. 23

1. have; 2. leads; 3. study

Ex. 24

1. lost, look; 2. was out; 3. go for; 4. applied

Ex. 25

1. had; 2. invited; 3. prepare; 4. held; 5. dreading

Ex. 26

1. left; 2. resigned; 3. hand ; 4. gave; 5. lost; 6. laid;
7. make; 8. dismissed/fired/asked to leave/given the
sack; 9. got; 10. took; 11. maternity; 12. sick;

13. retired/took retirement/went into retirement;
14. retirement; 15. went; 16. retired

FILE 2**Transport, Travel and Holidays****Ex. 1**

in the air: helicopter, plane, hot-air balloon, hang-glider
on land: car, moped, lorry, motorcycle, bus, taxi, train, coach

in/on water: ship, boat, raft, canoe, hovercraft, submarine, ferry

Ex. 2a

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

Ex. 2b

1. drive; 2. ride, steering; 3. rowed; 4. flying; 5. fly;
6. paddling; 7. fly

Ex. 3a

1 – b; 2 – c; 3 – d; 4 – f; 5 – e; 6 – g; 7 – h; 8 – k;
9 – j; 10 – l; 11 – a; 12 – i; 13 – m

Ex. 3b

1. gears; 2. brake; 3. ignition; 4. boot; 5. rear view mirror; 6. dashboard

Ex. 4a

1 – d; 2 – a; 3 – b; 4 – h; 5 – e; 6 – f; 7 – c; 8 – g;
9 – j; 10 – k; 11 – i

Ex. 4b

1. harbour; 2. mast; 3. deck; 4. cabins; 5. purser;
6. lifeboats

Ex. 5

1. crew flight deck / cockpit; 2. business class cabin;
3. galley; 4. turbofan engines; 5. retracting wheels;
6. economy class cabins

Ex. 6

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

Ex. 7a

A 1. platform; 2. compartments; 3. carriages;
4. buffet; 5. refreshments; 6. journey

B 1. crew; 2. takeoff; 3. luggage; 4. locker;

5. position; 6. seatbelt; 7. equipment; 8. snack; 9. flight

C 1. purser; 2. captain; 3. voyage; 4. anchor;
5. harbour; 6. lifebelts; 7. station; 8. cabin

Ex. 7b

A. railway station; B. plane; C. ship

Ex. 8

1. travel; 2. trip; 3. journey; 4. journey; 5. trips;
6. voyage; 7. tour; 8. travel; 9. trip; 10. voyages

Ex. 9

1. miss; 2. got; 3. called; 4. delayed; 5. cancelled;
6. diverted; 7. catch

Ex. 10

1. direct, connecting; 2. scheduled; 3. bumpy;
4. smooth

Ex. 11

1. be subject; 2. faced; 3. plagued; 4. led; 5. avoid;
6. apologise

Ex. 12

1. accommodation; 2. hitch-hike; 3. guest-house;
4. book; 5. camp-site; 6. vacancy; 7. porter;
8. takes off; 9. claims to be; 10. head for; 11. gear;
12. abroad; 13. luggage; 14. hostel

Ex. 13

1. sandy, crowded, pebbly
2. grassy, steep
3. starry, cloudy, moonless, moonlit, gloomy, blue, bright, grey
4. moonlit, moonless, gloomy, cloudy
5. heavy, light
6. strong, light
7. bright
8. heavy, light, thick

Ex. 14

1. historical; 2. ancient; 3. antique; 4. historic;
5. old

Ex. 15

1. reasonable; 2. open; 3. warm; 4. relaxing; 5. local;
6. exhausted

Ex. 16

1. popular; 2. intended; 3. exotic

Ex. 17

1. regardless; 2. fitness; 3. historical;
4. adventurous; 5. unfair; 6. enjoyment; 7. pleasure;
8. attractive; 9. fully; 10. ensure

Ex. 18

1. information; 2. reservation; 3. cancellation;
4. accommodation

Ex. 19

1. airport; 2. runway; 3. takeoff/take-off; 4. railway

Ex. 20

1. sunshine; 2. houseboats; 3. campsite;
4. backpack; 5. sidecar; 6. railway; 7. spacecraft

Ex. 21

1. seashore; 2. seabirds; 3. seaboard; 4. seaman;
5. seaport; 6. seasick; 7. seaside

Ex. 22

1. broke down; 2. set off; 3. checked in; 4. heading
for; 5. ran out; 6. looked after; 7. catch up

FILE 3**Law, Crime and Punishment****Ex. 1**

1. enforce; 2. break; 3. annul; 4. become; 5. passed;
6. interpret; 7. obey

Ex. 2

1. prohibits; 2. applies; 3. states; 4. requires

Ex. 3

1. within; 2. by; 3. above; 4. against; 5. under

Ex. 4

1. in; 2. of; 3. for; 4. of; 5. for

Ex. 5

1 – E; 2 – A; 3 – D; 4 – B; 5 – F; 6 – C

Ex. 6

1. stealing; 2. robbing; 3. burgled

Ex. 7

1 – C; 2 – A; 3 – B; 4 – E; 5 – D

Ex. 8

1. drug trafficker; 2. kidnapper; 3. rapist; 4. burglar;
5. terrorist

Ex. 9

1. arsonist; 2. hijacker; 3. kidnapper; 4. mugger;
5. murderer

Ex. 10

1. violent; 2. Petty, serious; 3. heinous; 4. terrible

Ex. 11

1. writer; 2. wave; 3. rate

Ex. 12

1. commit; 2. organised; 3. accused; 4. charged;
5. suspected; 6. prevent; 7. convicted; 8. solve

Ex. 13

1. life; 2. war; 3. victim; 4. scene

Ex. 14

1. accusing; 2. arrested; 3. condemned;
4. confessed; 5. admitted; 6. denied; 7. prevent;
8. sentenced

Ex. 15

1. major; 2. minor; 3. serious; 4. capital; 5. first

Ex. 16

1. alleged; 2. convicted; 3. first; 4. persistent;
5. Young, adult

Ex. 17

1. murder; 2. easy; 3. innocent/helpless

Ex. 18a

1. the defendant/the accused; 2. lawyer; 3. witness;
4. judge; 5. jury; 6. solicitor; 7. magistrates;
8. barrister

Ex. 18b

1. jury; 2. witnesses; 3. defendants/accused;
4. Judge

Ex. 18c

1. F; 2. T; 3. F; 4. F

Ex. 19

1. charge; 2. sentence; 3. verdict; 4. fine;
5. evidence; 6. trial

Ex. 20

1. filed; 2. press; 3. dropped; 4. faced; 5. admitted;
6. fabricating; 7. prove; 8. investigate

Ex. 21

1. acquitted; 2. arrested; 3. pleaded; 4. appear

Ex. 22

1. collapsed; 2. ended; 3. awaiting; 4. going;
5. brought; 6. received; 7. stand

Ex. 23

1. gathering; 2. have; 3. give; 4. proves/proved

Ex. 24

1. circumstantial; 2. documentary; 3. forensic;
4. false

Ex. 25

1. consider; 2. reached; 3. deliver; 4. accept;
5. appeal; 6. reversed; 7. uphold

Ex. 26

1. pronounce; 2. received/got; 3. given; 4. serving;
5. reduce

Ex. 27

1. life; 2. away; 3. fined; 4. do; 5. sentence; 6. given;
7. warning; 8. prison

FILE 4**Disasters and Accidents****Ex. 1a**

1. avalanche; 2. landslide; 3. typhoon; 4. drought;
5. earthquake; 6. storm; 7. famine; 8. flood; 9. fire

Ex. 1b

1. famine; 2. avalanches; 3. landslides 4. typhoon;
5. flood; 6. fire; 7. earthquake; 8. storm; 9. drought

Ex. 2

1. flood; 2. fire; 3. earthquake

Ex. 3

1 – C; 2 – D; 3 – A; 4 – E; 5 – B

Ex. 4

1. exploded; 2. spread; 3. crashed; 4. flooded;
5. sank; 6. erupted; 7. caught

Ex. 5

1. plane crash; 2. fire; 3. shipwreck; 4. car crash

Ex. 6

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

Ex. 7

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

Ex. 8

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

Ex. 9

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

Ex. 10

Infinitive	Noun
1. to starve	<i>starvation</i>
2. to warn	<i>warning</i>
3. to destroy	<i>destruction</i>
4. to infect	<i>infection</i>
5. to damage	<i>damage</i>
6. to injure	<i>injury</i>
7. to survive	<i>survivor</i>

Ex. 11

1. drunk; 2. collision; 3. explosion; 4. safety

Ex. 12

1. was blown down by; 2. is going to snow; 3. has
been cancelled; 4. due to the fact

Ex. 13

1. drowned; 2. rescued; 3. put out

Ex. 14

1. swept; 2. cut; 3. hit

Ex. 15

1. hit; 2. predict; 3. set; 4. shook; 5. withstand;
6. devastated; 7. destroyed

Ex. 16

1. face; 2. weathered; 3. blew up; 4. passed;
5. sparks; 6. hit

Ex. 17

1. wrecked; 2. blown; 3. struck; 4. uprooted; 5. from,
through; 6. caught

Ex. 18

1. involved; 2. had; 3. avoid; 4. caused; 5. prevent;
6. survived; 7. witnessed; 8. took place

Ex. 19

1. cause; 2. event; 3. series; 4. scene

Ex. 20

1 – c; 2 – d; 3 – b; 4 – a

Ex. 21

1. a wet road; 2. an icy pavement; 3. matches;
4. bleach; 5. a sharp knife

Ex. 22

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

Ex. 23

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

Ex. 24

- If the cyclist had looked left for oncoming traffic when he was turning right at the stop sign, he would not have caused an accident.
- If the driver hadn't been wearing the seatbelt under his arm, he would not have been seriously injured.
- If the sailor hadn't been steering the ship when drowsy, he would have avoided the collision.
- If the pilot hadn't insisted on flying the plane in bad weather, he would not have caused the plane crash.

Ex. 25

1. prevent; 2. suffered; 3. treated; 4. escape;
5. recover; 6. do; 7. caused; 8. died

Ex. 26

1. reports; 2. extent; 3. series; 4. risk

Ex. 27

horrific; serious; horrendous; appalling; multiple; life-threatening; head

FILE 5**Environment: SOS!****Ex. 1**

1. environment; 2. environment; 3. habitat;
4. environment; 5. habitat

Ex. 2

1. provide; 2. adapted; 3. improve; 4. exploring; 5. protect

Ex. 3

1. threat; 2. harmony; 3. destruction; 4. damage; 5. effect

Ex. 4

1. environmental; 2. harmful; 3. resources;
4. protection; 5. recycling; 6. damaging; 7. Industrial

Ex. 5

1 – C; 2 – H; 3 – E; 4 – A; 5 – F; 6 – D; 7 – B; 8 – G

Ex. 6

1. release; 2. pour; 3. drops

Ex. 7

1 – b; 2 – d; 3 – e; 4 – c; 5 – a

Ex. 8

1. insects, danger, contaminated, pesticides
2. hunters, tusks, ivory, ornaments, habitat
3. polluted, fish, reduced, disappeared
4. kill, skins, properties, body

Ex. 9

1. extinction; 2. poverty; 3. unaware; 4. safety;
5. protection; 6. national; 7. Hunters; 8. conservation

Ex. 10

1. prevent; 2. support; 3. destroying; 4. farmland;
5. protected; 6. natural; 7. planted; 8. lost;
9. encouraging; 10. countries

Ex. 11

1. pollution; 2. damage; 3. encouraged; 4. recycling;
5. rubbish; 6. resources; 7. transport

Ex. 12

1. in; 2. from, with; 3. at, on, with; 4. from; 5. from

Ex. 13

1. caused; 2. avoid; 3. combating; 4. limit; 5. monitored;
6. threatening; 7. destroyed; 8. rising; 9. caused

Ex. 14

1. overcome; 2. inhaling; 3. pouring

Ex. 15

1. produced; 2. cleaning up; 3. burn; 4. processes;
5. recycles; 6. managing; 7. reduce; 8. eliminated;
9. exported

Ex. 16

1. put; 2. collected; 3. clearing; 4. throw; 5. left;
6. picked

FILE 6**Feelings and Emotions****Ex. 1**

1. amazed; 2. brave; 3. calm; 4. disappointed;
5. friendly; 6. melancholy; 7. thankful

Ex. 2

1. angry, furious
2. glad, pleased, delighted, thrilled
3. sad, miserable, depressed
4. terrified, frightened, scared

Ex. 3

1. thrilled; 2. annoyed; 3. delighted; 4. embarrassed;
5. excited; 6. upset; 7. lucky; 8. indecisive;
9. unhappy; 10. enthusiastic

Ex. 4

Adjective	Noun
1. important	<i>importance</i>
2. ashamed	<i>shame</i>
3. guilty	<i>guilt</i>
4. frightened	<i>fright</i>
5. optimistic	<i>optimism</i>
6. curious	<i>curiosity</i>
7. enraged	<i>rage</i>
8. disillusioned	<i>disillusionment</i>
9. suspicious	<i>suspicion</i>
10. tormented	<i>torment</i>
11. humiliated	<i>humiliation</i>

Ex. 5

1. guilt; 2. well-being; 3. dissatisfaction;
4. apprehension; 5. loneliness; 6. freedom

Ex. 6

1. intense; 2. positive; 3. hostile; 4. hurt;
5. Innermost; 6. mixed; 7. personal; 8. true

Ex. 7

1. hurt; 2. control; 3. show; 4. hide; 5. suppress

Ex. 8

1. with; 2. with; 3. for; 4. in; 5. with; 6. To; 7. of; 8. at;
9. into; 10. in; 11. with; 12. in; 13. for; 14. in; 15. for

Ex. 9

1. filled; 2. glowing; 3. cry; 4. found; 5. brings;
6. buy; 7. wish

Ex. 10

1. guarantee; 2. key; 3. pursuit

Ex. 11

1. get; 2. was; 3. read; 4. give

Ex. 12

1. endless; 2. simple; 3. unexpected; 4. great; 5. real

Ex. 13

1. feel; 2. express; 3. aroused; 4. subside; 5. control

Ex. 14

1. surge; 2. outburst; 3. moment

Ex. 15

1. shook; 2. raise; 3. blazed; 4. exploded;
5. stamped; 6. held

Ex. 16

1. feel; 2. paralysed; 3. showed; 4. fuelled;
5. overcome; 6. live

Ex. 17

1. irrational; 2. constant; 3. sudden; 4. deep

Ex. 18

1 – c; 2 – a; 3 – b

Ex. 19

1. discuss; 2. forget; 3. causing; 4. have

Ex. 20

1. main; 2. unnecessary; 3. nagging; 4. constant;
5. major

Ex. 21

1. sick; 2. source; 3. only; 4. least; 5. bit

Ex. 22

1. provoked; 2. lead; 3. felt; 4. share; 5. cope;
6. reduce; 7. increase; 8. grows; 9. surface

iEx. 23

1. felt; 2. express; 3. betrayed; 4. cover; 5. feigned;
6. avoid; 7. doomed; 8. share

Ex. 24

1. string; 2. sense; 3. look

Ex. 25

1. was; 2. came; 3. bring; 4. felt; 5. sighed; 6. gave/
breathed/let out

Ex. 26

1. lacks; 2. gained; 3. have; 4. lose; 5. boost;
6. destroyed

Ex. 27

1. showed; 2. feigned; 3. hide; 4. caused; 5. come;
6. had; 7. sprung; 8. be; 9. took

Ex. 28

1. bad; 2. lazy; 3. defiant; 4. festive; 5. good;
6. confident

FILE 7**Education and Learning****Ex. 1**

1. excellent; 2. Poor; 3. Compulsory; 4. nursery;
5. university; 6. professional; 7. all-round; 8. Full-
time; 9. public; 10. private

Ex. 2

1. give; 2. investing; 3. pay; 4. received

Ex. 3

1. right; 2. aim; 3. standard

Ex. 4

1. education; 2. educated; 3. educational;
4. educative; 5. educator

Ex. 5

1. kindergarten; 2. university; 3. secondary school;
4. primary school

Ex. 6

1. primary, elementary, secondary, nursery; 2. state;
3. special; 4. separate, mixed; 5. boarding, day;
6. summer; 7. medical

Ex. 7

1. a. **lecturer**; b. teacher; c. professor; d. tutor
2. a. headmaster/principal; b. examiner; c. dean
3. a. pupil; b. student; c. graduate; d. classmate
4. a. course; b. lesson/class; c. subject; d. lecture

5. a. mark(s); b. point; c. degree

Ex. 8

1. taking; 2. go; 3. gives; 4. take; 5. given; 6. get/take; 7. prepare; 8. skipping

Ex. 9

1. compare, compete; 2. concentrate; 3. participate; 4. cooperate

Ex. 10

1. up; 2. for; 3. to, up; 4. by; 5. in; 6. by; 7. from; 8. at; 9. in; 10. up

Ex. 11

1. took; 2. done; 3. taking; 4. made; 5. done; 6. made; 7. made; 8. do, 9. get; 10. took/made; 11. get; 12. made; 13. got

Ex. 12

1. method; 2. intelligence; 3. knowledge; 4. discipline; 5. ability; 6. experiments; 7. motivation; 8. competence; 9. difficulty; 10. self-confidence; 11. skills; 12. understanding

Ex. 13

1. ambitious; 2. brilliant; 3. broad-minded; 4. Diligent; 5. good; 6. intuitive; 7. dedicated; 8. graduate; 9. Mature; 10. overseas

Ex. 14

Infinitive	Abstract noun
1. to succeed	<i>success</i>
2. to develop	<i>development</i>
3. to revise	<i>revision</i>
4. to instruct	<i>instruction</i>
5. to cooperate	<i>cooperation</i>
6. to help	<i>helpfulness</i>
7. to compete	<i>competition</i>
8. to participate	<i>participation</i>
9. to motivate	<i>motivation</i>
10. to know	<i>knowledge</i>
11. to inform	<i>information</i>
12. to understand	<i>understanding</i>
13. to comprehend	<i>comprehension</i>
14. to learn	<i>learning</i>
15. to teach	<i>teaching</i>
16. to train	<i>training</i>
17. to concentrate	<i>concentration</i>
18. to discuss	<i>discussion</i>
19. to criticize	<i>criticism</i>
20. to tolerate	<i>tolerance</i>

FILE 8**Sport & Entertainment****Ex. 1**

1. play; 2. does; 3. plays; 4. do; 5. go; 6. goes; 7. does; 8. go; 9. plays; 10. go

Ex. 2

1. take; 2. celebrated; 3. lost; 4. played; 5. support; 6. dropped

Ex. 3

1. race; 2. game; 3. competition; 4. match; 5. tournament

Ex. 4

1. knockout; 2. knocked; 3. round; 4. held/run; 5. enter

Ex. 5

1. a) beat, lost to; b) won, lost; c) defeated, were defeated
2. victory
3. defeat, draw

Ex. 6

1. footballer(s); 2. snooker; 3. course; 4. bow; 5. boxer; 6. court; 7. swimming costume; 8. gloves; 9. club; 10. track

Ex. 7

1. team spirit, cooperative; 2. competitive, determined; 3. accurate, dedication; 4. courage, careful; 5. tough, injuries; 6. exciting, dangerous; 7. graceful, violent; 8. brave, dangerous

Ex. 8

Adjective	Noun
1. active	<i>act / activity</i>
2. ambitious	<i>ambition</i>
3. coordinated	<i>coordination</i>
4. distant	<i>distance</i>
5. decisive	<i>decision</i>
6. elegant	<i>elegance</i>
7. famous	<i>fame</i>
8. mediocre	<i>mediocrity</i>
9. offensive	<i>offense</i>
10. speedy	<i>speed</i>

Ex. 9

1. overtake; 2. slip; 3. hiking; 4. floated; 5. headed; 6. leaned

Ex. 10

1. amateur; 2. Professional; 3. referees; 4. coach

Ex. 11

1. fixed; 2. spare; 3. score; 4. professionally;
5. champion; 6. referee; 7. outdoors; 8. captain

Ex. 12

2. boxing - g; 3. swimming - e; 4. football - a; 5.
swimming - j; 6. football - f;
7. boxing - b; 8. boxing - c; 9. sailing - h;
10. sailing - i

Ex. 13

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

Ex. 14

1. critics; 2. writer; 3. artists; 4. novelists; 5. poet;
6. conductor; 7. dramatist; 8. film director

Ex. 15

1. orchestra, cast
2. director, producer
3. author, screenwriter
4. audience, spectators
5. clowns, acrobats
6. conductor, usher
7. spectator, viewer

Ex. 16

1. exciting (funfair)
2. boring (concert)
3. amazed (amusement arcade)
4. entertaining (cinema / film)
5. convinced (theatre)
6. interesting (museum)
7. disappointing (ballet)
8. shocking (zoo)
9. thrilling (opera / musical)

Ex. 17

1. amusing; 2. bankable; 3. dramatic; 4. evergreen;
5. hilarious; 6. moving; 7. predictable; 8. scary;
9. unmissable

Ex. 18

1. script; 2. setting; 3. directors; 4. leading ladies;
5. rehearsals; 6. scenes; 7. cast; 8. antagonist;
9. plot; 10. characters

Ex. 19

1. *foreground*; 2. *masterpiece*; 3. *autobiography*;
4. *backstage*; 5. *filmscripts*; 6. *funfair*; 7. *paperback*;
8. *self-portrait*; 9. *dress circle*; 10. *soundtrack*

Ex. 20

1. about; 2. out of; 3. in; 4. on; 5. out of; 6. on; 7. at;
8. for, in; 9. in; 10. for

Ex. 21

1. acted out; 2. acted up/clowned about; 3. clowned
about/acted up; 4. play along; 5. put off

FILE 9**Music and Sounds****Ex. 2**

1. songs; 2. music; 3. songs/music; 4. music;
5. songs; 6. music

Ex. 3

1. d; 2. c; 3. a; 4. e; 5. g; 6. b; 7. f;
8. j; 9. h; 10. i; 11. l; 12. k

Ex. 4

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

Ex. 5a

1. orchestra; 2. cello player; 3. conductor; 4. band /
group; 5. singer; 6. choir; 7. rock star; 8. composer

Ex. 5b

1. composer; 2. cello player; 3. orchestra;
4. conductor; 5. singer; 6. band / group; 7. choir;
8. rock star

Ex. 7b

1. clarinettist; 2. tuba player; 3. saxophonist; 4. viola
player; 5. piper; 6. horn player

Ex. 7c

1. blow; 2. harp, plucks; 3. guitar, guitars; 4. strumming;
5. gong; 6. drum; 7. Violin; 8. viola; 9. Bagpipes,
blowing; 10. piano, keys; 11. lightly; 12. hitting

Ex. 8

1. extraordinary; 2. mercifully; 3. upbringing;
4. musical; 5. enabled; 6. achievement(s);
7. relationship(s); 8. incurable

Ex. 9

1. -shaped; 2. cover; 3. writer; 4. hall

Ex. 10a

1. headphones; 2. MP3 player; 3. wireless
microphone; 4. electric keyboard; 5. CD player

Ex. 10b

1. CD player; 2. electric keyboard; 3. MP3 player;
4. Headphones; 5. wireless microphone

Ex. 11b

1. jam session; 2. chin music; 3. changed his tune;

4. rings a bell; 5. elevator; 6. for a song; 7. face the music; 8. by ear; 9. rings a bell; 10. jam session

Ex. 12b

A. Rock (music) – 1. genre; 2. arrangements; 3. rhythms; 4. lyrics; 5. rebellion; 6. society

B. Jazz (music) – 1. characteristics; 2. instruments; 3. saxophone; 4. improvisation; 5. musicians; 6. pioneered

C. Classical (music) – 1. instruments; 2. orchestras; 3. percussion; 4. orally; 5. composers; 6. performers

Ex. 13

1. HARMONY; 2. BONGOS; 3. CHORD; 4. BLUES; 5. BALALAIKA; 6. SAXOPHONE 7. RHYTHM; 8. VIOLA; 9. ORGAN 10. NOTE - [MODULATION]

Ex. 14

1. whistled; 2. creaked; 3. crashed; 4. creaked; 5. banged; 6. splashed; 7. bang; 8. crash; 9. boom; 10. whistle; 11. boomed; 12. splash

Ex. 15

1. grunts; 2. hum; 3. croaking; 4. bark; 5. roar; 6. grunted; 7. roaring; 8. howled; 9. tweeting; 10. hissing

Ex. 16

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

Ex. 17

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

Ex. 18

1. crackling; 2. ticking; 3. barking; 4. crash; 5. howl; 6. creaking

Ex. 3

1. One good turn deserves another.
2. Out of sight, out of mind.
3. Nothing ventured, nothing gained.
4. He laughs best who laughs last. / He who laughs last, laughs longest.
5. Half a loaf is better than none.

Ex. 4

1. Too many cooks spoil the broth.
2. The grass is always greener on the other side of the hill/fence.
3. Speech is silver, silence is golden.
4. The early bird gets the worm.
5. There's no such thing as a free lunch.
6. There is no rose without a thorn.

Ex. 5

1. Where there's life there's hope.
2. Where there's a will there's a way.
3. Walls have ears.
4. You are never too old to learn.
5. Who makes himself a sheep will be eaten by the wolves.
6. You reap what you sow.

Ex. 6

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

Ex. 7

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

Ex. 8

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

FILE 10**Proverbs****Ex. 1**

1. An ounce of prevention is worth a pound of cure.
2. Birds of a feather flock together.
3. A bird in the hand is worth two in the bush.
4. Beauty is in the eye of the beholder.
5. All's well that ends well.

Ex. 2

1. A good beginning makes a good end.
2. Easier said than done.
3. Grief divided is made lighter.
4. (A) danger foreseen is half avoided.
5. The die is cast.
6. A friend in need is a friend indeed.

FILE 11**Common Collocations and Fixed Expressions****Ex. 1**

1. making; 2. gave; 3. take; 4. have; 5. do; 6. having;
7. made; 8. gave; 9. taken

Ex. 2

1. enrolled; 2. waste; 3. reach; 4. shook; 5. suit; 6. tackle; 7. lost; 8. blinked; 9. withdraw

Ex. 3

1. feels deeply; 2. mean exactly; 3. working frantically; 4. rained heavily;
5. searched thoroughly; 6. danced gracefully;
7. run efficiently; 8. hardly recognised; 9. focuses mainly

Ex. 4

1. seriously overweight; 2. virtually destroyed;
3. blissfully happy; 4. largely created;
5. ridiculously overpriced; 6. eternally grateful; 7.
radically changed; 8. highly recommended;
9. bitterly disappointed; 10. slightly taller

Ex. 5

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

Ex. 6

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

Ex. 7

1. ball is in John's court; 2. heard on the grapevine;
3. kept the flood waters at bay; 4. in the heat of the
moment; 5. let the cat out of the bag; 6. make a long
story short; 7. once in a blue moon; 8. piece of cake;
9. with a grain of salt

TAPESCRIPITS AUDIO

Track 1 *At a party*

Lucy: Nice party, isn't it?

John: Yes, it's great.

L: I'm Lucy, by the way. What's your name?

J: I'm John, John Stuart. Nice to meet you.

L: Nice to meet you, too. Where are you from? You aren't English, are you?

J: No, I'm not. I'm Australian. I'm from Sydney.

L: Oh, that's interesting! Sydney is a beautiful city, isn't it?

J: Oh, yes, it's really beautiful.

L: Are your parents there?

J: No, they aren't. They're in London. They live here now. What about you? Are you from London?

L: Not exactly. I'm from a small village not far from London. It's a nice village, but it's a bit boring in autumn and winter.

J: What's your job?

L: I'm a student at London University.

J: Really? How old are you?

L: I'm twenty-one. And you?

J: Well, I'm thirty-four.

L: Thirty-four! Are you really?

J: Yeah!!!

Track 6

J: Peter is here with **me** and we are doing our chemistry homework.

It's difficult. Can you help us, Mike?

M: Sorry, I'm bad at chemistry. Pamela is good at it. Why don't you ask her? Is she in?

J: She is upstairs. Her friend Denise is with her. I think they are busy at the moment.

M: Ask Tom, then. He's very good at chemistry. Where's he?

J: He's in the garage. I'll go and ask him to help us.

Track 7

S: I **haven't** got a coat or an anorak with me and I'm cold now. I hope it isn't very cold in the mountains today. Is there central heating in their house?

B: Of course there is. It's a very comfortable house.

S: Has it got a garden?

B: Yes, it has. It isn't very big but it's nice.

S: Is it a big house?

B: Yes, it is. It has nine rooms altogether.

S: Wow! Has it really got nine rooms? It's enormous!

B: They have a big family.

S: How many children have they got?

B: They have four children. By the way, they have two dogs, too.

Are you afraid of dogs?

S: No, I'm not. Are you?

B: Yes, I am. But they usually keep the dogs in the back garden.

S: Has Claire got anybody to help her with the cleaning?

B: No, she hasn't. In fact she has a lot of work to do, and she never has much free time.

Well, here we are. Their house is the one at the end of the road, on the left.

Track 8

A: We're invited to Linda's birthday party.

B: Oh! When is it?

A: It's on April 15th. It's on Saturday.

B: At what time?

A: At eight o'clock.

B: There are a lot of birthdays in April.

A: Yes, that's right. Susan's birthday is in April, too. On the 22nd.

B: When's Tim's birthday, by the way?

A: It's on Christmas Day, don't you remember?

B: Oh, yes. I remember now.

Track 10***Jessica's day***

Jessica is a writer. She writes detective stories and likes her job very much. She gets up very late in the morning. She has a quick shower, brushes her hair and gets dressed. After that, she has breakfast and feeds her dog Rex and her cat Felix. At about eleven o'clock she goes for a walk in the park with Rex. She usually buys a snack or has lunch at a small Chinese restaurant nearby. She returns home at about three o'clock, says hello to Felix and Rex, and starts working. She switches on the computer and types. When she is tired, she stops working and relaxes on the sofa. Sometimes she goes out with friends, but, if she is too tired, she stays at home, watches TV or reads a book. If it is boring, she falls asleep.

Track 11

J: Hello, Jenny here.

K: Hi, Jenny. It's me, Kevin. Are you busy? What are you doing?

J: I'm watching TV. I watch "Friends" every afternoon. I love it. I think it's great and I never miss an episode.

K: Oh, I'm watching TV too. I'm watching a documentary film about snakes. I like snakes but this documentary is so boring! Can I come over to your place? We can play a game on your computer.

J: Sorry, Kevin. My brother Tom is using it. He's doing a research for school.

K: Well... Why don't you come over to my house, then? Mum's baking a chocolate cake. We can have tea together.

J: There's a problem. Mum is out at the moment. She's doing the shopping. She goes to the supermarket every Saturday afternoon, and I babysit. At the moment I'm looking after my little sister. Oh no! She's crying again. Can you hear her?

K: Oh yes, I can. OK then. See you at school on Monday, then.

J: OK. Thanks for calling. Bye.

Track 12

A: Good morning. Can I help you?

B: Good morning. Can I have a look at those sweaters?

A: Yes, of course.

B: They're nice. Can I try a black one on?

A: Certainly. What size are you?

B: Size 12. I think.

A: Then you want a Medium. They come in Small, Medium and Large.

B: It's nice but it's too big. Can you give me a Small size, please?

A: Certainly. Here you are. ... It suits you.

B: How much does it cost?

A: £40.50.

B: It's too expensive. Haven't you got anything cheaper?

Track 13

Example - What is the special offer?

We are pleased to inform shoppers that new kitchen, bedrooms and bathroom furniture show rooms have been opened. Shoppers are reminded the offer of the week is all bathroom furniture at half price. Don't miss this unique opportunity. Hurry to see our wide range of bathroom furniture.

Question 1 - What does the man's sister look like?

Man: Thanks for offering to pick up my sister from the station next Friday. Let me describe her to you because you may not recognise her. She's changed a lot. She used to have long dark hair. Now she's got short blond hair and glasses. I'll tell her to wear a white blouse and a hat on the day she arrives. Then you'll know who she is.

Question 2 - What is in the suitcase?

Man: I think I'll have a shower. Where's the soap? Is it in the brown bag with the toothpaste?

Woman: I'll have a look. No, it's not here. The toothpaste is here, but there's no soap.

Man: Maybe I put it in the black suitcase with the bathrobe.

Woman: Yes, it's in here. Here you are. But there's no bathrobe in here.

Man: Oh no! Did you forget to bring it?

Woman: It looks like. You'll have to ask at the reception for one.

Question 3 - What do they need to buy?

Man: Okay, what do we need?

Woman: Well, we need some butter.

Man: Do we? We already have some in the fridge.

Woman: Yes, but it isn't enough. We need three hundred grams but we only have about half a packet.

Man: The recipe says we need four eggs.

Woman: We've got plenty of eggs.

Man: Alright. Are we okay for flour?

Woman: I think so. There's half a kilo in the cupboard and we only need three hundred grams of it.

Man: Right then. I'll go to the shop and get what we need.

Question 4 - When is the maths test?

Boy: The maths test is on the 26th, isn't it?

Teacher: That's a Saturday, so it's the day before.

Boy: So Friday the 25th. That's only a week away.

Teacher: Don't worry. You've got a whole week to study, and I've also arranged a revision lesson for your class on the 23rd.

Question 5 - What is included in the cost of the school theatre trip?

Boy: Are the tickets expensive for the theatre trip?

Girl: Well. They're £8.50, which isn't too much. But you'll need another £2.00 for the bus fare.

Boy: What about food?

Girl: We get a free ice-cream in the interval but will have lunch at school before we leave so you won't need any money for that.

Question 6 - What is the man's son studying at the moment?

Woman: How is your son enjoying university?

Man: Well, not a lot. He's finding the journalism course quite difficult.

Woman: Journalism? I thought he was studying law.

Man: He was, but he changed his course four months ago. He didn't like it. It had to study too much and do a lot of reading.

Woman: Do you think he'll stay on the course he's doing now?

Man: I doubt it. Just a few days ago he told me he's thinking of becoming a farmer!

Question 7 - Where are the girl's keys?

Girl: I can't find my keys. They don't seem to be in my bag.

Boy: Have you looked in your pocket?

Girl: Yes, I have. They aren't there. Oh there they are. They're fallen on the floor!

Track 14

Guide: It's about a three minute ride up to the top of the mountain. As we pass the two towers the cable-car may sway a little.

Man: This thing is safe, right?

Guide: Yes, you don't have anything to worry about. We do about 100 trips a day up the mountains, and these tours have been going on for over ten years without any accidents. Keep your eyes open for wildlife as we ascend. It isn't uncommon to see deer and even bears.

Man: What's that mountain to the left called?

Guide: That's Mount Karen. And to the right of that with the three small points is Mount Brown. Now if you look up straight ahead, you should be able to see a large eagle's nest. Does everyone see it there?

Man: Are there any baby birds?

Guide: That's a good question. I haven't seen any yet, but we usually see them around this time of year.

Man: What's that lake down there, to the right of the green meadow?

Guide: I'm glad you asked. That's John Lake. It's actually a man made pond that was built as part of a conservation effort over twenty years ago. During the 70s there was a lot of clearcutting of forests in the area, and much of the wildlife was lost. Since Lake John was built, ducks, swans, and geese have returned to the area.

Man: Is this the highest mountain in this region?

Guide: No, actually, Mount Heather, which you will be able to see in just a minute or so, has the highest peak. But, this is the highest mountain for recreational purposes like skiing and guided tours.

Man: Can you ski throughout the year?

Guide: No, it warms up enough to actually sunbathe up there in the summer. Oh, look everyone. There are two deer feeding in the clearing right below us.

Man: Thanks, that should be a great photo. So... what is there to do besides ski at the top of the hill at this time of year?

Guide: Oh, there's plenty to do. We have horseback riding, snowmobile tours, and petting zoo for children. If you look to your left you'll see the snowmobile trail going through the mountain.

Track 15

Dear diary,

I think Southfield is a really nice place to visit. There are some very interesting things to see and you can also enjoy a railway trip to Oakwood. You get on the train at the little station in Southfield. First the train runs past a castle, then it goes into a tunnel. It takes a few minutes to go through the tunnel, then the train goes over the river and runs towards the coast. It runs along the coast for a few miles. At one point you can see some rocks on the left. After the rocks, the train turns left again and travels inland towards Oakwood. You get off at Oakwood station and you can enjoy a pleasant walk round Oakwood, a traditional English village, with old little houses and narrow streets. I must tell my friends about Southfield and Oakwood when I return home.

Track 16**Part A**

I don't feel well

Peter: I don't feel well. I've got a sore throat and a temperature.

Jenny: Oh, dear! Perhaps you've got flu. **Stay** at home. Go back to bed and take some tablets.

Peter: Yes, that's a good idea.

Jenny: Or phone the doctor.

Part B

At the doctor's

Dr Mason: Open your mouth, please. And now say "Ah". Good. Yes, you've got flu. Stay in bed until Thursday and take this medicine. Call me tomorrow morning, please, and come and see me again on Friday. It isn't serious. You'll be fine in a few days. Goodbye.

Peter: Thank you doctor. Goodbye.

Track 17

Listen and check your answers. Then practise your pronunciation.

Hi, Jane!

I'm on holiday with my family in Wales and I'm having a great time. We've rented a camper and we're touring the country. This morning we visited Caernarfon Castle where I bought a few souvenirs and this postcard for you. I've never seen such a wonderful castle! It's a huge stone building built in the 13th century by King Edward I. It is located in a fantastic place - on a peninsula on the River Seiont. Tomorrow we're driving to Snowdonia National Park. It's a beautiful mountain area and we want to climb Mount Snowdon.

What are you doing at the moment? Are you having a holiday too?

See you soon.

Love,

Mark

Track 18**Example**

➤ **A: May I have a look at your newspaper, Mr Gorman?**

B: Yes, of course.

1. **A: Can** I listen to your new CD, **Ted**?
B: Yes, sure.
2. **A: Can** I borrow your book, **Alice**?
B: Sorry but I need it myself.
3. **A: May** I have a day off, **Mr Johnson**?
B: I'm sorry but there's a lot of work this week.
4. **A: May** we leave early this afternoon, **Miss Thorpe**?
B: Yes, you may leave now, in fact. We've finished our work for today.

Track 19

Shopping

P: Good morning. I'm looking for women's sweaters.

A: Yes, here they are. These **ones** here are Shetland wool, those are lambswool, and those are cashmere. Which size do you want?

P: Medium. How much are they?

A: This blue one is cashmere and costs £49.99. Here is a lambswool one in green. It costs £19.99. And all the Shetland wool ones cost £16.99.

P: And how much is the brown one over there?

A: That one is cashmere, too. All the cashmere ones cost £49.99.

P: I'll buy the lambswool one in green. The cashmere ones are beautiful, but they're too expensive.

Track 21

Anna: We **visited** Madame Tussaud's wax museum yesterday afternoon.

Tom: Did the students like it?

Anna: Yes, they did. They enjoyed the visit very much. They were very interested and asked a lot of questions about King Henry VIII, Hitler, Napoleon, Columbus, and so on.

Tom: Did you visit all the rooms?

Anna: No, we didn't. We walked round for almost three hours and finished our visit at about 5 o'clock.

Track 22

At the police station

Policeman: So you were at home on Saturday morning, March the 17th.

Mr Smith: Yes, I was. And my wife and my children were at home, too.

Policeman: I see. Were they at home all morning?

Mr Smith: Well, my wife was out only for an hour. She always goes to the hairdresser's on Saturday mornings.

Policeman: What about Saturday afternoon? Where were you and your family in the afternoon?

Mr Smith: Oh, we were at the cinema. At the Cinecentre. You see, the weather was not very good, and there was a cartoon on, *Beauty and the Beast*. You know, the children like cartoons.

Policeman: And where were you on Saturday evening?

Mr Smith: I was at home.

Policeman: Were your wife and children with you?

Mr Smith: Yes, they were. I remember there was a football match on TV. We are all fond of football.

Policeman: I'm sorry, Mr Smith. The Cinecentre was closed on Saturday afternoon and there was no football match on television on Saturday evening. You are under arrest.

Track 23

An unlucky day

Yesterday morning I **got up** at 6.30 as usual. While I was having a bath, the phone rang. I went to answer but there was no reply. While I was going back to the bathroom, I slipped and hurt my knee. After the bath, I sat in the kitchen to have breakfast. While I was having a nice cup of tea, the cup dropped from my hand and the tea ran down my trousers. I changed but it was late, so I left home without finishing my breakfast. I was at the bus stop when I realised that I had no money for the ticket, so I decided to walk. While I was crossing Chester Road, a cyclist ran over me. Nothing too serious, but I hurt my leg. I was lying on the ground when a car drove over my hat. What an unlucky day!

Track 24

Betty: Oh, hello, Mark! You're back at last!

Mark: Yes, I **phoned** you last night, but you didn't answer.

Betty: But we didn't go out last night. We were at home.

Mark: I called at 7.30. What were you doing at 7.30?

Betty: I don't know. I remember that at 8 o'clock I was watching TV.

Keith: I heard the telephone ringing, but I didn't answer immediately because I was doing the dishes and my hands were wet. I dried my hands, but while I was walking to the phone it stopped ringing. Betty was drying her hair in the bathroom, so she didn't hear it.

Mark: Ah, I see. Well, I arrived back yesterday afternoon. When I left Spain, the sun was shining, and when I landed in London, it was raining.

Betty: What did you do in Spain? You were on the coast, weren't you?

Mark: Yes, I was near Barcelona and I did several things. I lay in the sun and swam in the sea. I went on excursions, met a lot of nice people, and saw a lot of interesting places. I also bought some souvenirs, wrote postcards, took photographs, and spoke some Spanish words.

Betty: Did you like it there, then?

Mark: Oh, yes! I thought it was wonderful! I also ate a lot, drank some very good wine, and I spent all my money!

Betty: That's great!

Track 25

Susan: If we take the flat, you'll be much **nearer** to your office. Then the area is certainly more convenient for the buses and the underground. The bus journey won't be longer than ten minutes.

George: Yes, it's a nice flat and convenient too, but the view from the living-room window isn't very pleasant.

Susan: But it's quiet. The street below isn't noisy. And that's more important than a good view! The street below our flat is much noisier.

George: Yes, I agree. A noisy flat is certainly worse than a poor view.

Track 26

Eating out in London

Paolo: Where are *the nicest* restaurants in London?

Tom: Well, there are a lot of nice and good places. The most expensive restaurants are in the West End, and the cheapest places are the snack bars and the fast food outlets, of course. You can also find a lot of self-service restaurants which are the quickest places to eat if you are in a hurry. If you like foreign food, try the restaurants in Soho. In Soho you'll find some of the best places for cheap food, some of the cosiest restaurants, and some of the tastiest food.

Paolo: But where can I find the most typical English food?

Tom: Typical English food? Well, try the fish and chip shops.

Track 27

Jenny: Hi, Linda. Have you had an *interesting* day?

Linda: I've had a very exciting day. It's my birthday today!

Jenny: I'm a bit confused. I thought your birthday was next month.

Linda: No, that's my sister's birthday. Mine is today.

Jenny: Oh! Now I'm embarrassed. I didn't get you a present.

Linda: It's OK. Don't worry.

Jenny: Hey, I've just had a fantastic idea!

Why don't we go shopping and get you a present right now?

Track 28

Linda: Hello, Colin. I'm home. Brrr. It's rather cold in here.

Colin: I've *just turned* the heating on. I've been very busy so I'm not cold. I've washed the dishes and I've cleaned the kitchen. I've also cleared a lot of papers off my desk, so it looks nice and tidy now. I'm exhausted. And I've just made a pot of tea. Come and have a cup.

Linda: Great! Have you fixed the computer yet?

Colin: No, I haven't started with the computer yet.

Linda: You've worked very hard, Colin! Oh, Colin... I've invited Barbara and Gerry for dinner. Have you cooked dinner?

Colin: No, I haven't.

Linda: Oh, good! Would you mind preparing a nice meal? You're a much better cook than me.

Track 29

A: *Have you ever had* a holiday at a farm-house?

B: No, I haven't. Have you?

A: Yes, I have.

B: Really? Where did you go?

A: I went to a little village in Wales.

B: Did you like it?

A: Yes, it was nice.

B: Who did you go with?

A: I went with my girlfriend.

B: What did you there?

A: We didn't do much, but it was quiet and peaceful.

B: Have you ever been to a tropical island?

A: No, I haven't. Have you?

B: Yes, I have. I went to Cuba last winter. Did you have a good time?

B: Oh, yes! It was fantastic!

A: What did you do there?

B: I swam, sunbathed on wonderful beaches, and in the evenings I had dinner at some typical restaurants. The food was really great!

A: How long did you stay there?

B: Not long, unfortunately. The prize was for one week.

Track 30

R: Oh, hi, David. You **look** tanned. Where have you **been**?

D: I've **just got** back from Florida.

R: Oh, **was** it fun?

D: Yes, I **spent** every morning sleeping lazily on the beach.

R: You lucky thing! I **went** on an activity holiday in England. The camp staff **had** a bell to get up us at 7.00 every morning. It **rang** very loudly.

D: That **sounds** awful.

R: It was. Let's talk about Florida instead. What else **did you do** there?

D: I **went** to Sea World. It **was** fantastic.

R: Don't they treat the animals cruelly?

D: Well, there **was** a show with whales and dolphins. But I think they **enjoy** performing. The dolphins **jump** so gracefully and the whales **make** huge splashes. There are also some great rollercoasters there. **Do you like** rollercoasters?

R: No, I don't. I **hate** rollercoasters. I don't like travelling quickly, especially not upside down.

D: Anyway, the best thing about the holiday **was** going on safari.

R: On safari? You **didn't go** to Africa, did you?

D: We **went** on safari in the Everglades, the swamp in southern Florida. If you move quietly and you are patient, you can see lots of wildlife. You can see snakes, pelicans, herons and alligators.

R: Snakes and alligators? Isn't that dangerous? I'm glad I stayed safely at home.

Track 31

Paul: Hello, Lucy. I was in the area and thought I would drop in for a visit. What are you all doing?

Lucy: Oh, hello, Paul. What a surprise! Well, Mark's in the garage. He's cleaning the car. In fact he **has been cleaning** it for over an hour, but he hasn't finished yet.

Paul: And where are the children? What are they doing?

Lucy: Well, you can hear what Mandy's doing. She's been practising the piano for two hours. And Alan's in the back garden. He's been painting the fence all afternoon. He hates it and he's painted very little of it.

Paul: And what are you doing, Lucy? Am I disturbing you?

Lucy: No, no, you're not disturbing me at all. I've been reading a novel since after lunch. It's one by Brenda Jones. She's one of my favourite authors and I've read all her novels. Have you ever read any of her novels?

Paul: No, I haven't.

Lucy: And what's Alice doing? Why hasn't she come with you?

Paul: Well, she's very busy. In fact, she's been working all day. She has to finish an important report for tomorrow.

Lucy: I see. Well, what about a nice cup of tea?

Track 32**At work**

Ken: How are you doing, Jill? Another busy day?

Jill: Yes, exhausting. First, I **had** to write a lot of e-mails to our customers. After I had finished writing them, I made coffee for everybody, but I didn't drink mine until I had made five urgent phone calls. By the time I had made the phone calls, my coffee was cold. At 12.45 I phoned your office, but you had already gone to lunch. By the time I had finished an important report for the manager, I was hungry and in a very bad mood. When I finally was ready for lunch, it was 2 o'clock. I hurried to the canteen, but when I got there, it had just closed! Can you imagine how I felt? I was furious. I wonder how I can go on this way!

Track 33

When Sally **saw** the beach house for the first time, she couldn't believe her eyes. The photo really hadn't done it justice! It was a charming little cottage on the edge of an empty beach and surrounded by a lovely garden full of flowers.

She had recently finished her exams and really needed a break. Her aunt had told her she could stay at her beach house for a month, and Sally had agreed immediately even though she had never seen it.

She felt happy that she had made such a good decision and relieved that it was such a lovely, cosy cottage. From the bedroom there was a nice view of the ocean, which reminded her of the beach holidays she used to have when she was a little girl.

Sally was very tired from the long drive and immediately fell asleep. Later when she woke up it was night, and through the window she could see millions of stars which were shining above the now black ocean.

She finally felt relaxed, content and ready for her holiday as if all the stress she had been feeling was nothing but a bad dream.

Track 34

Interviewer: I'm here with singer and songwriter Hee Young. Impressed with her beautiful music, we asked her to talk about her music and inspiration. Well, first of all, where were you born, Hee?

Hee: I was born in Korea, Seoul, but moved to New York, Brooklyn, to work as a singer-songwriter. I released my first album here.

Interviewer: When did you decide to become a singer-songwriter?

Hee: As soon as I discovered that I was capable of being one; at the age of sixteen. I started combining bits of poems I'd written in my journal with melodies on the piano. That was a new discovery for me that I could be a singer-songwriter too.

Interviewer: How does it feel being on stage with your songs?

Hee: I love performing my songs. Every time I sing them, they take me to the place where they first took place, which makes the performance genuine and meaningful to me, which I hope the audience feels as well.

Interviewer: Tell us about the recording of your latest CD.

Hee: Well, for me the writing process is pretty much the same with any album; just give me some alone time with a guitar or a piece of paper, and I'll probably write something. However, the recording process was unique this time because instead of recording at a studio, me and a couple of friends took recording equipment to outside New York City for a week and recorded at a barn and

an old church in Long Island. It was a challenge because of the hot weather and because we were out of our comfort zone, but the result came closest to what I wanted.

Interviewer: Do you see yourself as a Korean artist or a New York artist?

Hee: I think I am both. Especially in the age of the Internet, I think it's hard to define which geographical region I belong to. Also, I've been going to Korea every year for the past 3 years to perform and promote my music there, so I don't think I can call myself just one regional artist.

Interviewer: Which place do you like best in New York?

Hee: In Brooklyn, where I live, I like going to Grumpy's for coffee or whenever I want a relaxing place to read a book. The interior is great with a lot of local art on the walls. I also like going to awesome vintage shops for clothes. Out of the parks, Prospect Park is the best from spring to fall, with concerts in the summer. However, if I have to mention just one, I'd say that my favourite place is BAM (Brooklyn Academy of Music), a multi-arts centre. I know it's been the home for ground-breaking artists, audiences, and ideas for over 150 years. I often go there especially for music and movies.

Track 35

Hello everyone. My name's David and I want to tell you about my flight to Australia with my parents and my older sister Alice last summer. It was a very long way across to the other side of the world and it was 23 hours of flying each way from London to Sydney. I had never been on a plane before so I was a bit nervous about going way up above the clouds but also very excited about the whole experience. My parents were more worried that I wouldn't be able to sit still for such a long time.

We had to get up much earlier that I am used to so we could get to the airport by 10.30. We had to be two hours early and our flight was due to take off at 12.30. The queue for check in wasn't very long. Mum had all our passports and tickets and we checked in our big suitcases very quickly. I had my own hand luggage with my wallet, my camera, a book, my MP3 player and of course my Big Jim. Dad thought it was silly to bring him with me, but I wanted to take lots of selfies with Big Jim and me all over Australia so I could put them on my blog for all my friends to have a laugh. So Big Jim had to come, and I certainly wasn't putting him in my suitcase.

Then we went through security. Mum, my sister and I walked through without any problems but when Dad walked through, the alarm went off. A security guard scanned his whole body with a metal detector and they found the problem was his belt buckle. He took the belt off and walked through again and the alarm didn't go off this time. So we picked up our bags and walked to the gate where we waited for half an hour before we boarded the plane.

We were all sitting together in the same row in the plane and Mum let me have the window seat so I could look out while we were taking off. When the plane left the ground I was so excited, flying for the first time in my life! I looked out of the window and all the houses and roads were getting smaller and smaller as we got higher and higher until we couldn't see them anymore because we were flying over the clouds. It was an amazing sight. The flight wasn't direct to Sydney as it was too far for a plane to go without refuelling, so we were changing planes in Bangkok in Thailand. It was a 12 hour flight.

In front of me in my seat there was my own video screen which I could control myself to watch films and TV programmes and play games. During the flight I watched two films, three TV shows and played a word puzzle. I'm really keen on action movies and both the films I watched were fantastic. We were served hot dinner and later on, breakfast, on little trays and the food was delicious. I wasn't tired at all so I didn't sleep.

When we arrived in Bangkok it was 8 in the morning and it was already hot and humid. All over the airport they were selling lots of colourful orchids. They come from this part of the world as it is in the tropics and they were amazing. We only had one hour and 45 minutes between flights so I was still getting used to all the new sights and sounds when we had to go through security again. Dad took off his belt this time so no alarms went off. The queue was very long and slow and we made it onto the second plane just in time.

When we boarded the plane to Sydney, Alice wanted to swap so she could have the window seat this time. I didn't mind because I was suddenly very, very tired. Understandably so, as it was the middle of the night back in England and I'm not really used to staying up late. As soon as the plane took off, I fell asleep. The next thing I knew I could smell curry and woke up feeling very hungry. Mum said I had slept for eight hours and we would be landing in Sydney in two. She told me to have dinner before we landed, and it didn't take much persuading to eat what was on the tray in front of me.

No long after, the announcement came from the pilot. We were about to land in Sydney. I tried to look out the window but it was dark outside. The very long trip was over and our holiday was about to begin. I pulled Big Jim out of my bag and took a photo of him next to me in the seat.

Track 36

It was ten years ago this summer, and I'll never forget my first camping experience which changed my life completely. Now I've become a camping veteran, but at that time there was so much I didn't know! My dad first decided to take me camping when I was twelve. It was a normal summer day, school was out and I was watching cartoons on TV. I usually watched TV in the afternoon because that was the hottest part of the day and I preferred spending it next to the air-conditioning. While I was watching my favourite programme, my Dad burst in through the door so quickly that it startled me half to death. He usually worked until much later, and he was unusually dressed.

I noticed that he was wearing a fishing hat, jeans, and a pair of dark blue hiking boots. He was carrying a sleeping bag under one arm and the other was holding a smaller pair of identical boots. He tossed me the sleeping bag and told me to try on the boots. Turning off the TV, I slipped one foot into a boot and then, still confused, I asked Dad what was going on. After he explained that we were going camping I felt nervous because I had never been camping before, but this new side of Dad completely convinced me.

It took about a day and a half to get things ready, but after the necessary preparations we were in the car speeding towards Yellowstone National Park. Mum and my younger brother were staying home, so this trip was just the two of us. When we arrived at the campsite, I couldn't believe how few people there were. Dad explained that camping is about enjoying nature, so people distanced themselves from other campers. Setting up the campsite was the best part. Dad showed me how to set up a tent, start a fire, and gather enough dry wood to keep the fire going for an entire night. When Dad secured our food from a piece of rope to keep it away from bears, I knew that we really were in the wild. At night we sat by the fire and Dad explained the different sounds coming from the darkness. When he told me to come with him away from the fire and into the forest. I was hesitant, but eventually I followed. He brought me to a big rock and we climbed to the top. Looking up, I thought that the sky had exploded. I'd never seen so many stars in all my life. It was at that moment I fell in love with camping. Dad and I continued to go camping every year after that, eventually bringing Mum and my younger brother along. Now I demonstrate to him exactly like Dad showed me the first time.

Track 37

Interviewer: Today we welcome Michaela Roberts, a successful portrait and landscape artist from London. She is going to tell us about how she became an artist.

Michaela: Well, my career in art started quite promisingly. At the age of seven I won a pencil case in a primary school painting competition. I had always loved colouring in as a child and then it moved on to an almost obsession with painting and drawing. It wasn't something my sports-mad parents thought a child should want to do. They would have preferred it if I had spent all my time playing netball and although I did play some sport, I was always finding my way back to painting any chance I got. By the time I was at high school I was spending most of my free time drawing though I was really mostly interested in the technical aspects of it. I wanted to recreate on paper exactly what I could see. I wasn't really that interested in being creative and this didn't help much at school. The art teacher wanted me to produce more abstract work and the realistic work that I was trying to achieve was very unfashionable at the time. I think what I was trying to do actually frightened my teacher and she just didn't have the skills herself to help me learn the type of art I was trying to do. I only just scraped through my Art A-levels. Somehow I managed to get into an art course at University and I majored in painting. I painted mostly portraits and figures, despite the best efforts of the tutors to turn me into an Abstract Expressionist. I learnt most of my techniques from courses in books and magazines. For me, university was really just a place where I could practise the techniques I was teaching myself. After University, I lived in Germany for a year, working in bars and teaching English, before I decided that I really wanted to be a painter. It was the best decision I have ever made. I bought a beaten-up old van, filled it with art material, and spent the next few years driving through Europe teaching myself to paint industrial landscapes and portraits. The highlight of this period of time was a year spent in Rome. I devoted myself to painting almost everything I saw, and I financed myself by drawing street portraits.

Back in London I had a brief spell of teaching Art in schools, and I began to realise that I needed to work harder at selling my paintings if I was ever going to call myself a full-time artist. Finding myself a gallery that would take me on seemed a pretty daunting task, but an American friend of mine came to London and showed me how to do it, breezing into an art gallery in Kensington and securing us a two-person exhibition of our landscapes. The exhibition sold out and I've been with the same gallery ever since and I have a show there every year. This was the breakthrough I needed. It gave me the confidence to believe that it might be possible for me to make a living as an artist long-term and I quit my job as art teacher shortly after that. Now that I have my own studio, which has given me the space and silence to work very intensively, my work has become more and more realistic. My paintings are often mistaken for photographs, though I like to think that I do more than just recreate images from life. I think I add something more which makes the image even more intense. It's difficult to describe; more than one person has told me that my paintings seem to have their own soul.

The portrait painting side of my work was a bit slower to take off as not many people are keen on buying portraits of people they don't know, so having an exhibition of this work was not the way to go. Instead, I advertised in the back pages of a country-living magazine and got my first job through that. Since then, though, it's been pretty much word of mouth. Generally I get these jobs through personal recommendations. I now have a waiting list of people waiting to sit for me and I paint about twenty portraits a year. The portrait painting is what gives me most of my income. It's about 80%, and it puts me in the 5% of the British artists who actually make their living out of painting. The advice that I would give to anyone wanting to become a professional artist, apart from constantly working on your technique, is to put as much energy into it as you possibly can, don't be afraid to promote yourself and, above all, just never give up.

Track 38

Derek: So, *is your cousin arriving* this Saturday?

Steve: That's right. I'm meeting her at the airport at 10 o'clock. Then we're taking a drive around town so that she can see the sights.

Derek: Is she staying at your place?

Steve: Yes, she is. In the afternoon, I'm introducing her to my friends and then we're playing tennis together.

Derek: That's a good idea. And what are you doing in the evening?

Steve: We're having a dinner party with the whole family and a few friends. On Sunday morning, we're taking her to the Aquarium and then we're having lunch at the Four Stars Café. After that, she's coming to David's house with me to play video games.

Derek: That sounds good. Is she leaving on Sunday evening?

Steve: No, she isn't. She's leaving on Monday morning. On Sunday evening, we're having dinner at a local pub, then we're going to the cinema.

Track 39

Tom: When we get to the party, Teddy *will be watching* TV, Jimmy will be making drinks, Alan will be complaining about his job, and Betty will be dancing by herself.

Bob: Maybe this time they won't be doing the same things.

Tom: I'm absolutely sure they will be doing the same things. They always do the same things.

Track 40

Jeff: By the time Mark and Jenny finish their trip across Yellowstone National Park, they *will have been hiking* for more than six days.

Jill: And they won't have been in a bed or won't have had a shower for almost a week!

Jeff: When we pick them up, they will have been eating camping food for days. I'm sure they will be starving.

Jill: Yes, we should definitely plan on taking them straight to a good restaurant.

Track 41***At a party***

Craig: Look, that's the woman *who* knows Peter well. Her name's Sarah Bradford.

Sally: And who's the man who 's talking to Betty?

Craig: I think he's the man who works in Betty's office.

Sally: And who's that man in the corner over there?

Craig: That's Jeff Anderson. He's the man whose book became a bestseller. We both read it. Do you remember?

Sally: Oh, yes, I remember. And who's the woman in the red dress?

Craig: Oh, don't you know? She's Martha Baxter, the journalist whose name became famous last year for the best article. Be careful, Sally. Don't sit on that chair. It's the one that's wet. I spilt wine on it! I'm going to get some food now.

Sally: Don't eat too much. Those are all things which will make you fat.

Craig: But I like food which makes me fat.

Track 42

Jason: Hey! My foot is caught in the train tracks!

Brian: Gosh, Jason! **Everybody** knows it's forbidden to play along the train tracks.

Jason: Yeah, I know, but nobody has ever told me how dangerous it is!
Please, help me out!

Brian: I don't know what I can do to help you out. Maybe I could call somebody to let the train conductor know you're stuck on the tracks.

Jason: I'm scared! (*Jason starts shouting*) Help! Help! Can anybody help me!?

Brian: Don't shout! It's useless. There isn't anybody else around. Why don't you just try to get your foot out of your shoe?

Jason: Well, yes, I could easily get my foot out of my shoe but...

Brian: Well, what's the problem then?

Jason: I just don't want my shoe to get run over by the train!

Brian: Oh, come on, Jason! You're hopeless! I'm leaving you now.

Jason: Hey, where are you going!?

Brian: I'm going to tell everybody they should never help you again!

Track 43

Shopping

Mary: Which of these blouses do you like? This one or that one?

Jane: **Neither** of them. The colours are too bright.

Mary: Well, I like both of them, and neither of them is expensive. I think I'll try the red one.

Jane: Have you seen these skirts? Which do you like? The red one, the brown one, or the blue one?

Mary: Oh, yes! They're nice. I like all of them. How much do they cost?

Jane: They aren't expensive. None of them costs more than £12.

Track 44

Jennifer: My car has broken down again and I think it will need a new engine.

Martha: Oh, dear! What happened?

Jennifer: Well, yesterday morning, when I started it, I **could** hear a strange noise and on the way back home I could see smoke coming from under the bonnet. Then it suddenly stopped, and I couldn't start it again. Luckily, a friend of mine drove by. There wasn't much traffic on the road, so he was able to stop. Unfortunately, he couldn't help me, but he gave me the phone number of a garage nearby. They came and took the car to the garage. They weren't very busy at the garage, so they were able to look at the car immediately, but they couldn't tell me how it would cost. Then I phoned my brother from the garage. Luckily, he was able to leave work early and drive me home.

Track 45

Childhood obesity

Over the last years, there has been a huge increase in the numbers of children who are obese. This is a serious concern because it leads to health problems, but also because it will have a knock-on effect on future generations. We have a number of possible solutions to help tackle the problem. Most importantly, major fast food companies **must** stop targeting children with their advertising campaign. Currently, these companies **don't have to** conform to any government regulations, and this has contributed to today's high levels of childhood obesity. We believe that if the companies

continue to target children in their advertising campaigns, they **should** be prosecuted. However, parents **have to** take more responsibility regarding the issue. They **shouldn't** take their children to these restaurants, but instead they **ought to** cook healthy meals for them at home. To make this possible, supermarkets **could** offer discounts on vegetables and fruit, or put together specific deals on recipes which are both healthy and affordable. We **mustn't** ignore this issue, because if it becomes any worse, it will lead to a global epidemic of childhood obesity.

Track 46

I was always quite cheeky as a kid. To be honest, I wish I **had been** better behaved because my teachers used to get angry with me quite often and my mum would often say 'I wish you wouldn't make fun of your teachers like that'. I never really did my homework and I wish I had studied harder because I got bad marks all through primary school. I am in my last year at school now and I wish I had more time to hang out with my friends, but my mum is keeping a really strict eye on me and I wish she would stop nagging at me about homework and tidying my room. If only I were away at university like my brother!

Track 47

Sarah: It's high time Alice **started** looking after herself.

Steve: I agree. It's time she did her own laundry and tidied up her bedroom.

Sarah: And it's time she helped me do the housework.

Steve: Yes, but above all, it's time she started thinking about her future and faced up to her responsibilities.

Sarah: I also believe it's high time she found a part-time job and earned some money to pay for university.

Steve: You're right. It's time we talked to her seriously.

Track 48

Woman: We are pleased to have in the studio with us Harry Davies. Harry is organising a camp for the summer holidays. So, Harry, how did last year's camp go?

Harry: Well, we were really happy about the camp we organised last year. It was our first time, and overall it was a great success, but I have to admit we had a few problems.

Woman: Not serious ones I hope!

Harry: Most of our activities are held outdoors, and last year was the wettest summer in over 100 years. So as you can imagine, we had to stay indoors a lot of the time and the children got a little bored. This year though, we are going to put up some huge tents so the children can play outside even if it rains.

Woman: What types of activities will the children be able to do?

Harry: The acting classes were a smash last year, so we are definitely going to repeat that. The kids performing in the forest under the moonlight was a magical experience. The art and music workshops that we ran last year will be run again this year. We also plan to do some more physical activities, like rock climbing and canoeing on the lake. This year we are going to run some cooking courses in which the children will have to look for edible plants from the forest and then prepare a meal with them.

Woman: I hope they don't eat any poisonous mushrooms!

Harry: We will have a forest food specialist who will teach the kids what they can and can't eat. So parents won't have to worry about that. Similar courses were run last year by other organisations and the kids voted them as their favourite.

Woman: How long does the camp last and who can take part?

Harry: This year it will run from 11 July to the end of August which is 6 weeks. We will be accepting children from 8 to 14 years old.

Woman: Now, I heard that there are some specific rules at the campsite?

Harry: Electronic devices are forbidden at the camp. Last year we saw a lot of children playing games on their laptops on a warm, sunny day in the middle of a beautiful field. That definitely will not be allowed this year. We want children to “switch off” and “switch on” to another, healthier, more natural way of spending their free time.

Woman: That sounds like a great idea. Do the children have to stay for the whole 6 weeks?

Harry: Not necessarily. There are different options: they have to stay a minimum of 2 weeks, or 4 or 6. It just makes it easier organising activities.

Woman: So how do parents enrol their children, or find out more information about the camp?

Harry: They can enrol directly on our website, www.sensational-summer-camp.co.uk. Everything about the camp, including reserving special meals for students with allergies, is on the same website. It also describes the weekly activities taking place, but parents don't have to tell us which ones their children want to do: they can decide themselves once they get here. Then they pay a deposit and pay the rest on the first day of the camp. We recommend parents do it as soon as they can because there are only limited places left.

Woman: So Harry, tell us why children should enrol in your summer camp and not the hundreds of other ones organised at the same time?

Harry: It's definitely because of the enthusiasm of the staff and the wide range of fun and creative activities we will organise during the camp. Our facilities are new and modern and it's a great way to make new friends, try some new things, and of course enjoy being in the great outdoors!

Woman: Thank you speaking to us, Harry. I hope the summer camp is a great success!

Track 49 Coventry High School

As you all know the trip to Madrid will be from the 13th to the 18th May. We will be flying from Luton airport to Madrid-Barajas Airport. There will be a coach to take us to the airport. I'm afraid it will be leaving rather early. We must be away by 6.30am so all participants must be here at school by 6.00am on the 13th. We expect to be back here at school on the 18th of May at around 7.30pm. We should arrive in Madrid at 12.40. Lunch will be provided on the plane. We plan to visit the city by coach on the first afternoon. In Madrid we will be staying in a 3-star hotel called The Siesta. You'll find the address and phone number on the accompanying sheet.

We will be having breakfast and our evening meal at the hotel. Lunch will be a packed lunch provided by the hotel.

The programme is on the second page of the sheet. You'll find it very varied and quite interesting. As we have a large number of participants we have decided to split them up into two groups on Monday and Wednesday. These are the days when we will be visiting the Royal Palace and the Cibeles Palace. This is just to reduce the length of time spent on queuing for these activities which unfortunately we cannot book in advance. On Tuesday when we are visiting the Prado Museum and on Friday when we are going to La Granja de San Ildefonso outside Madrid, the group will stay together and guided tours have already been arranged.

A word about money. Please don't give your children too much money to carry around - and possibly to lose. They will have a shopping day on Thursday, but on the other days they will need money only for an occasional ice-cream or a soft drink. Please make sure that they bring suitable clothes for this kind of trip. I don't need to say we won't be going to any discotheques. We will on the other hand be doing a lot of walking so a pair of trainers or other comfortable shoes is essential. Please make sure they also have some kind of waterproof clothing just in case it might rain. On page two of the sheet, you will also find information about travel documents, luggage, and dangerous items which are banned on the aircraft. Well, I can't think of anything else at the moment. If you have any questions, ...

Track 50

Speaker 1: I really don't think there's any limit to what's going to be invented in the future. Just looking at what's happened in the last twenty years it's not hard to imagine us all never having to work again and having robots to do everything for us. This could be just around the corner actually, technology is moving so fast. I must say I wouldn't mind that as I can't stand my job, so the sooner the better as far as I'm concerned. I'd love to have a robot bring me a cup of tea in the morning and then decide what I'm going to do with my day.

Speaker 2: Medically speaking, I think the next fifty years are going to be absolutely amazing. What scientists are currently working on is using stem cell technology to make replacement parts for our organs. Once this starts happening people will probably live for much longer and we will probably have become immortal by the end of the century. The downside might be a population explosion though, so we will really need to be ready to cope with that. I suppose it will all be too late for me though, so I don't need to worry about that.

Speaker 3: The thing I can't wait for is flying cars. Imagine not being stuck in traffic and going where ever you want really quickly. It might be a bit dangerous though if the drivers are human. Perhaps if the cars were controlled by an automatic navigation system that was linked to all the cars in the air, the skies would be a lot safer. It needs to be safe technology, so it's worth the wait. Hopefully they won't be noisy either. It's probably a long way off but I hope that I might see it in my lifetime. Perhaps I'll be driving one when I'm in my eighties.

Speaker 4: If inventions carry on the way they are going I can't see much hope for the future. Constant access to the internet means that people socialise less and work more, often alone. I can't see how this is going to get any better. Even though the population is getting bigger and bigger every day, our dependence on technology means this is probably going to turn into a very lonely planet. I hope that something is invented that will mean we are less dependent on technology. If only people were able to look up from their screens and see what they are missing out on in the real world.

Speaker 5: Hopefully better agricultural methods will be invented soon. I've decided that I want to work in this area after university. We use so much land and water and other resources raising animals and growing crops and it all has an effect on our planet. What I'd like to see is most of the farmland turned back into forest and wilderness areas. It would give the wild animals more room to live and the trees would give us the oxygen that we so badly need. We young people seem to be more aware of what is happening, so hopefully, all these problems will be solved when we are in charge of everything. Nothing much has been done to change the situation yet, so it's up to us to take the lead as soon as we can.

Track 51

The history of animation

Animation **refers** to the creation of a sequence of images that change over time to portray the illusion of motion.

Animated movies have changed a lot over the last 100 years.

In the early 1900s, Winsor McCay, who is considered the father of animation, animated his films by himself. At the time, every picture was drawn and photographed separately. Hundreds of pictures were needed to make a one-minute film.

In 1914, the development of celluloid, a transparent material, made animation easier. Instead of drawing each picture separately, the animator could make a drawing of the background, which remained motionless, while only the characters in the foreground moved.

Walt Disney took animation to a higher level. He created Mickey Mouse, added sound and music to his films, and produced the first full-length animated film, 'Snow White and the Seven Dwarfs'.

Today most animated films are not drawn by hand. The animation is done by computer software.

Also special effects for movies are done by computer animation.

To create the illusion of movement, an image is put on the computer and then quickly replaced by a

similar image with a very small change. This technique is similar to hand-drawn animation, but the work is done much faster by computer. In fact, anyone with a home computer and special software can create a simple animation.

Track 52

Alfred: The computer has stopped working.

Sarah: Again? Oh, dear! Can you repair it yourself?

Alfred: Do it myself? No, I'm afraid I don't think I can. It's a difficult job and I haven't got the time. I'll **have it repaired** by a computer technician.

Sarah: It'll be very expensive, if you have it done by a professional. Alice had her computer fixed last week. It cost her more to pay the technician's bill than to buy a new computer. Are you sure we can't do it ourselves?

Alfred: Well, I'll have a look at it. I'll see if I can do it myself. If I can't, we will have to decide whether to have it repaired or buy a new one.

Track 53

A The first student, Susan Parker, **was** a second year medicine student. She said that her parents lived in London, so she had spent the first year at home. She said that it had been cheap and convenient, but that she had felt like a schoolgirl and not like a student. She said that nothing really had changed, so she had moved into a university flat with three other girls. She said it was fun and that for the first time she felt she was running her own life.

B The second student, Naomi Moore, said that she **lived** in a hall of residence. She said she had her own room and didn't have to cook or clean, but she added that living in a hall of residence also had some disadvantages. She explained that you had to eat at certain times or you didn't get any food. She said that last year she had shared a bedsitter with a friend. It had been great fun but they hadn't studied very much. She said that she had moved into hall to have more time for her studies.

C The third student, Derek Thorpe, told me that he **had just moved** out of lodgings because he had had some problems with his landlady. He said he was in a flat with four friends, but it was too small for them. He told me that next year they might move into a house, which would give him more freedom. He said that, although he expects that house rents will go up again, a house is still the best type of accommodation.

Track 54

Social Media and the News

More than ever, young people are using social media **to** find out what's happening in the world. Recent studies have shown that almost fifty per cent of British citizens under the age of twenty-five learn about the news from their favourite social media sites. This has caused some concern, as over half of news consumers report reading a story on social media that later turned out to be exaggerated or false. On the other hand, the speed of online communication means that new stories often 'break' on social media hours before they appear in traditional media outlets such as newspapers, radio and television. Furthermore, technological advances like the Internet and smartphone cameras mean that everyone can be a journalist, making the news increasingly inclusive and democratic. Despite the fact that it can be unreliable, it is clear that social media is here to stay as the news source for the digital generation.

Track 55

Being a travel guide

Did you ever dream of becoming a travel guide when you were young?

Although there are many advantages, being a travel guide also has its drawbacks.

One of the main advantages of being a travel guide is that it is exciting because you can travel round the world, see lots of beautiful places and meet lots of different people. Furthermore, it is interesting because you have the opportunity to make contact with different cultures and visit lots of museums all over the world.

However, there are also disadvantages to doing this kind of job. Firstly, it is very tiring because you have to work long hours and you may have to spend long periods away from your family and friends. Secondly, it is stressful because you must always be ready to listen to the people you are guiding and help them solve their problems.

All things considered, becoming a travel guide is not a bad idea, as long as you are aware of the drawbacks this kind of job involves.

Track 56

Car pollution will continue **to be** a problem as long as governments let people use private vehicles in an unlimited way including when they only want to travel 500 metres down the road. We should consider limiting car use at busy times and heavy fines for those who fail to follow the new regulations. The new rules should also involve establishing which groups of people deserve to use their cars at any time because they are performing jobs that are essential to society.

Track 57

You will hear a boy talking on the radio about a visit to an interesting place. For each question, fill in the missing information in the numbered spaces.

An interesting place to visit

Hello, my name's Miguel, and I want to tell you about a fantastic place I visited last spring - the Ambersham Kangaroo Wildlife Park. I had seen a documentary on TV about Australian animals and fell in love with kangaroos! What really interested me was that we could feed them ourselves. I had never done anything like that before. I organised a visit with my classmates from my English class. When we got to the Park, the ranger told us some dos and don'ts and spoke about how amazed the first British settlers were when they saw the kangaroo for the first time at the end of the 1770s. She said that animals like that had never been seen before anywhere in the world and that they were an important part of the diet of the first British settlers when they first arrived in Australia.

She told us that kangaroos were really friendly and asked us if we had seen the cartoon of a boxing kangaroo. We all laughed at that and agreed that we were easily influenced by what we saw on TV, even if it was just a cartoon! This made people more relaxed as they didn't know what to expect.

The ranger then took us into a field so we could feed the kangaroos and we were told not to give them biscuits or bread as that was equivalent to junk food for them. She told us to only feed them with the grass that was provided by the rangers.

Feeding them up close was a great experience. I was surprised by how soft their fur was.

Although what I really enjoyed was taking selfies with the kangaroo and learning about their migratory patterns.

She then told us that kangaroos were wild animals, and that it was against the law to keep them as pets. What really shocked me was when she said that kangaroo meat is quite common in some Australian restaurants.

I really enjoyed the visit, as I feel I have had a once-in-a-lifetime experience.

Track 58

1. You hear part of a radio programme on fashion.

Speaker: Judy Moon made a huge impact on the red carpet last night at the Oscars in a very, very short Versace gown with a plunging neckline. The colour was fantastic, a bright orange which really suited her dark skin tones. It was, though, more of a dress for a rock and roll awards night than the Oscars. It could have been really stunning, but as far as I'm concerned there just wasn't enough of it. It would have been much more stylish if there had been more length to it, which there was when the same dress was on the catwalk in Milan earlier this year. Call me old fashioned if you must, I much prefer to see traditional gown on big nights like this, rather than those who rely on shock tactics. Cover up next time Judy Moon!

2. You hear an English teacher talking about crime in Britain in the 19th century.

During the early part of the nineteenth century, huge numbers of farm workers moved to the cities, particularly London. Most of them were extremely poor and because they could not find work they were often forced to turn to crime to survive. Pickpockets and house robbers, forgers and petty thieves, many of them still children, filled the courts and prisons of England causing great overcrowding. To overcome this, many who had committed lesser crimes were sent to the colonies as convicts for life, and never returned to their homes and families. This situation was the subject of a number of novels by Charles Dickens who championed the poor and called for social reform.

3. You hear a passenger announcement at an airport.

For all passengers flying on LH 2485 from London Heathrow to Cologne Scheduled for 6.40, the flight has been delayed. Due to heavy snowfalls at Cologne Airport, there will be no flights landing for at least three hours. Passengers are please asked to go to the Lufthansa information desk, where you will receive a breakfast voucher and further information. Should the snow continue and the flight be cancelled, staff at the information desk will inform passengers. Please do not proceed to the gate as the scheduled gate D15 has been cancelled.

4. You hear a man talking on the phone.

Hello, yes, I'm just calling to see if my car has been fully repaired yet... the name is Johnson, Bruce Johnson... Yes, exactly, a black four door sedan, I brought it in last Wednesday... What? I'll have to pick it up tomorrow morning? It still isn't ready? How is that possible? You told me last week that I would have it in three days, and just yesterday you told me that it would be ready by this afternoon, after all I only wanted to change the tires. Then you decided that it needed work on the engine too... You've found another problem with the engine? How can that be? My car is only 6 months old... No, No, don't do anything else to my car, I'm picking it up today and taking it to another mechanic, which is surely a waste of time... Goodbye.

5. Listen to a man leaving a phone message.

Man: Hi, Paul. I'm just calling to confirm that you're coming over on Saturday. It's a good day for me because I have the day off. Our kids have a football match, but that doesn't start until late in the afternoon: I really would appreciate your help. Right now nothing works, and there are wires

everywhere. I can't figure out which switch turns on the lights, and which gives power to the TV. I should have my new refrigerator installed by then, so hopefully you can get that to work too. Call me if you have any problems. Thanks!

6. You hear a girl talking about her swimming training schedule.

I do swimming training five days a week for two hours each time I go. That's a total of ten hours. I wake up at 5am every weekday, swim from 5.30 to 7.30 and get to school by nine o'clock. I have to be pretty organised and it means being in bed by nine o'clock every evening. It also means no TV or Internet for me after school as I don't have much time to do my homework if I want to get to bed early. If I really want to become competitive my coach says I will probably need to double my time in the pool, but my parents aren't too happy about that and say I'm already doing enough. I'm not sure if I want to sacrifice that much of my life, but what's the use of doing it at all unless I'm going to be a champion? It's all or nothing really, isn't it?

7. Listen to a headmaster talking to the school.

Attention students, due to the current weather conditions all outdoor athletic activities except tennis will take place in the gymnasium. Your coaches have had spaces assigned to them for each sport, so report directly to them after you've changed into your athletic clothing. Tennis practice has been cancelled because there aren't any indoor courts. Unless your coaches decide differently, all activities will run the normal two hours, there will be no shortened practices. Thank you and have a nice day.

8. You hear part of a radio programme about social media depression.

Announcer: Social media depression is a new type of illness which has developed only in the last ten years. In February this year, a study by the University of Missouri in the US confirmed what most of us already knew – that scrolling through Facebook can make us feel envious of others. But the findings took things one step further and concluded that some users actually experience acute symptoms of depression as a result. This comes on top of another report published in the journal *Computers in Human Behaviour* that found the longer you're on Facebook, the worse you feel. The reason? More so than other areas of Internet surfing, Facebook makes you feel as though you're wasting your life.

Track 59

Speaker 1

Male: I can't believe my mom let me get it! This game has it all. Killing zombies, guns, bombs, and even tanks! It's only one-player, so my friends and I have to take turns, but it's worth it. It takes place in a post-apocalyptic world filled with zombies. You have to travel from place to place looking for food and shelter, all while trying to avoid being killed and eaten by zombies. The other humans sometimes threaten your existence, so you have to go against them too.

Speaker 2

Female: My mom and I just back from the video game shop and I can't wait to play my new game! It's not your usual video game because it combines problem solving and mythical creatures. It's a sort of fantasy Sherlock Holmes mystery game. You wake up in this new world and you're trying to get back to Earth. You find plans to a spaceship that can take you home, but all of the parts are

concealed in temples and protected by guardians. By correctly answering the clues you gain access and get one step closer to home.

Speaker 3

Male: I don't tend to buy many video games because they are so expensive, so when I do, I make sure it's a good one. I know I can never go wrong when I get this sports game. It's the same football game that they make year after year, only with updated rosters and better graphics. I love it so much! This is the third year in a row that I've bought it, and I'm likely to continue this trend for many years to come.

Speaker 4

Male: I've got my last two weeks of vacation planned for me now. You start off as a nation in medieval times, and continue up to the present day and future by upgrading your nation's technology. Each step forward brings on greater risks from other nations. With this new game, I'm hooked the minute I start playing. This game is so addictive that I barely stop to sleep, let alone eat and exercise. I asked my mom to limit how many hours I play each day, otherwise this game could really ruin your life.

Speaker 5

Female: I tried this game last week at my friend's house and I knew I just had to have it. The game has you battle against your opponents by using cartoon animals and throwing food and fruits at each other. It sounds stupid but it's so much fun! It's only one-player, but I'm able to link up with my friends online for one enormous battle. All of my friends have this game and love it as much as me, the only problem is that you aren't actually in the same room as them so it's good to invite a friend and then take turns.

Track 60

Interviewer: Today on Job Talk we are talking to Jason Hamilton about being a vet. Hello Jason. How would you describe what you do?

Jason: I treat sick animals and I put up with people. In veterinary medicine you've got to do two things. You treat the animal, and then you've got to deal with the owner. I love animals but it's not always easy to like their owners. If a vet can't deal with people that are very demanding, that read the Internet too much, that think they know everything, that complain about the bill... if you can't look past those people, and, bite your tongue at times, you won't get very far. You have to try to remember they are worried about an animal they love.

Interviewer: How did you decide to become a veterinarian?

Jason: I grew up on a farm and I enjoyed working with the animals there. I worked farm animals, I worked for people, I did routine healthcare for sheep and cattle and things, and I just kind of migrated that way. At some point I finally decided that was what I wanted to do for my life's work. I knew it when I was fourteen or fifteen years old, which I suppose is quite young to know what you want to do in life but since then I've never really considered doing anything else.

Interviewer: What does your work entail?

Jason: I come in at 7:30 and have a clinic for sick animals until 10:00. Then I spend two hours doing surgery. Most are routine surgeries: spays and neuters and ear trims and tail docks, de-claws, whatever anybody wants done to their animals. And then you have your emergency surgeries that are things that are more of a medical need rather than the routine stuff. And then after lunch, I spend from 1:00 until 5:00 doing routine health care for animals. That's when I have my clinics. I'm

here about eight or nine hours a day, and I try to put everything I can do into eight hours, and that's Monday through Friday, though sometimes I have emergencies at night. I try not to do any surgeries on the weekend, but sometimes it's unavoidable. On weekends, hopefully, I can spend some time with my own dogs.

Interviewer: What do you like about what you do?

Jason: When some little old lady comes in and gives you a hug because you have saved her animal's life. That's what it's all about. Some people don't think it is. Some people think it's money. The most rewarding thing to me though is what I do for the animal. I also like the things that we do to make animals live longer. Now our cats are living to seventeen or eighteen years of age, and our dogs are fifteen and sixteen, and when I started practice, if you had a fourteen-year old cat, it was old.

Interviewer: What is challenging?

Jason: Diagnosing sick animals is the most challenging part of it all. The animal has very little ability to tell you where it hurts, whether they're feeling better or whether you're doing the right thing. I usually spend about fifteen or twenty minutes with the owner getting a history. I can't have somebody come in with a sick dog, drop it off and say, "Here, fix it," because I've got to have a whole lot more information than that. As I said before, probably the biggest thing I dislike about being a vet is having to put up with the general public. But you can't have a pet without an owner, can you? I really need to work on my people skills.

Interviewer: What advice would you offer someone considering this career?

Jason: Not everything will come to you at once. It takes eight years to get through veterinary school. I'd say that most vet graduates leave university about \$150,000 in debt. You just don't come out of veterinary school and say, "Here I am. I'm a veterinarian," you know, and you're going to get this big salary, and life is going to be great. It's not. The person needs to have patience, be willing to work long hours, and have a desire to build a practice. And of course, you have to love working with animals.

Interviewer: Thank you, Jason.

Jason: A pleasure.

TAPESCRIPTS VIDEOS

Sports and hobbies

Most of us have had a favourite sport ever since we were children, and some of us began playing it at a very young age. As we grow up we can either continue playing just for fun or simply choose to become a fan of a certain team or league.

The most played sports differ from country to country. In Europe and South America soccer is the most played and followed by its citizens, but there is a very large following for rugby in Great Britain, much like in South Africa, Australia and New Zealand.

Cycling is watched by many in Italy, France and Spain, but is less popular in other countries. In North America there are many sports, like basketball, that have even spread to and become popular in Europe. Other northern American sports like baseball, American football or hockey, have millions of passionate followers but only in the US or Canada.

Some less practised sports are hugely popular in certain countries of the world. In India for example there is a huge following for cricket, which has English origins. In Japan, sumo wrestling and martial arts like judo and karate boast a large fan base. In the mountainous regions of Europe and the US, skiing and snowboarding are popular, while curling seems to be practised only in Canada despite originating from Scotland.

Then there are sports practised throughout the world like swimming or diving, or various events for track-and-field.

In conclusion there are very many sports and each of us needs to choose and play the one that fits their characteristics. Although being a fan is nice, being a player, even if you aren't a world champion, is infinitely better.

At school

School has changed a great deal over the years. The subjects we study have changed too, as well as the way we study them. Nevertheless, there are some things at school that haven't changed.

Of course there are still classes, labs, libraries, and gyms in a modern school, as well as offices, staff rooms, and changing rooms just like years ago. Yet today even if we no longer have ink wells to dip our fountain pens in, we still don't always find all the modern tools and equipment like interactive whiteboards with large screens to watch videos like this one, or even computers.

How would you and your classmates describe a perfect school?

Would it have more traditional teaching tools? For example would it have a blackboard and chalk or would they be more futuristic?

Would it be better to have old maps hanging on the walls or would you prefer large screens for videos and PowerPoint presentations?

Should all books be available in an electronic format or are you more comfortable using conventional printed books?

Is it better to take notes and write essays with a pen or do you prefer typing on a computer or a touchscreen?

Whatever your preferences, it is definitely true that the best environment is one that makes it easier to pay attention, follow and understand lessons. But maybe the only thing that is truly indispensable is the desire to learn.

We should all recognize that school represents a once in a lifetime opportunity to shape your own culture and to prepare yourself for life. That preparation is not only valuable for the work you will choose as a career, but for adulthood as well.

Shops and shopping

Shopping is one of those things that a person either loves or hates.

We can generally divide these two categories into gender differences. Women tend to enjoy going to shopping malls or city centres either alone or with friends,

whereas men generally dislike the idea of going from shop to shop looking for sales. That's not to say that all men hate or dislike shopping, but it is generally the case.

So what makes a shop particularly attractive? Why do we go into some shops and pass others by? Are the prices or quality so very different from brand to brand? The same questions apply to supermarkets, butchers, and greengrocers.

We usually do the shopping in the same place time after time.

Location is usually the most important factor, but sometimes we make a connection with a store clerk or shop assistant and like to see a friendly face. It feels good to be welcomed in a shop, and many people go to a particular place for this very reason.

The age of face-to-face interactions could be in trouble though, now that everything is available online. We can order anything from food to clothes with the click of a button, and low shipping costs are enticing more and more people to stay at home and shop from their pcs.

Have you heard of Black Friday the day after Thanksgiving at the end of November? It is the busiest shopping day of the year, yet even Black Friday could be replaced by Cyber Monday so that shoppers can avoid the traffic, crowds, and bad weather.

Food and drink

Eating is necessary for all living organisms, but there's a key difference between humans and other living creatures. Human beings eat not only for nutrition, they also eat because eating gives them pleasure.

Tasting food that we like gives us pleasure even if the food we eat isn't exactly healthy. On the contrary, the food we often eat most is considered junk food, food which is high in sugar and fat which negatively affects our health. In the long run these foods can cause heart disease, diabetes or obesity.

On the other hand extreme dieting is just as damaging, and trying to look like certain fashion models is definitely dangerous.

So what food do you like most? Everyone has their own distinct tastes. Some like meat, some are vegetarians. Some prefer exotic cuisine and love discovering new flavours, while some prefer dishes that they already know and love.

In Italy an extraordinary variety of dishes exist, and Italian cuisine is considered the best in the world with very good reason.

Every region can boast fantastic recipes that were created by taking advantage of food produced in that region. For example, tortellini wouldn't have been made without the meat from pigs bred in Emilia, just like pizza wouldn't have been created without tomatoes and mozzarella cheese from Campania. Lamb from Lazio is produced from the pastures of that region, just like polenta, from Veneto, was made by cultivating corn.

Side by side with traditional Italian food there are hundreds of delicious wines produced throughout the country. In fact Italy is one of the top wine producers in the world.

Everyone has their favourite Italian dish, even though now in many cities it's really easy to try different cuisines from all over the world.

Our cities have restaurants to suit many different palates: Chinese, Mexican, Japanese, Indian, Brazilian, and African. Our shops offer exotic ingredients from faraway lands. And tasting those dishes puts us in contact with those cultures.

But these days it's never been easier to cook. You don't need to be a great chef, all you need is the internet and you have millions of recipes from all over the world at your fingertips. If you're not already familiar with it, why not step into the kitchen and have a go?

Weather and seasons

The weather depends on the season as much as on the geographical position.

We can predict, for example, that summer will be hotter than winter in Italy, that the temperature in the mountains will be colder than at sea level, and that the tropics will be hotter than the poles.

But if we want to know what the weather will be like tomorrow we've got to take a look at the weather reports. Most people follow forecasts on television.

Even if we hear more and more about climate change, we still know that winter in Europe is the coldest season, with temperatures often dropping to below zero. It is also the season when it snows and when winter sports on snow and ice are played (skiing, snowboarding, skating, etc.).

Spring is the season in which it is nice to enjoy the first warm weather, nature comes back to life and we are able to take walks, go for bike rides, and have picnics.

Summer is the hottest and driest season of the year and we usually associate it with holidays and time for relaxation. Italians especially love to go to the seaside or for excursions in the mountains.

Autumn is the season in which the leaves change colour.

Red, orange and yellow leaves often make beautiful natural landscapes quite stunning.

Holidays and travelling

Taking a holiday can be an important part of a person's life. Sometimes you discover new cultures or cuisines. It allows you to meet new people, or it can just be some time away from work to relax and have fun. So where do you like going on holiday?

Do you like going to a seaside resort so that you can lie on the beach and sunbathe? Or would you rather go to a campsite and spend a few days outdoors? Do you usually get a package tour so that you don't have to worry about organizing your holiday? Or are you an independent person and you like to choose every aspect of the trip yourself?

There are always many things to do no matter where you go. Some places have fantastic guided tours to provide you with information about the sights. If you're adventurous there are expeditions to explore the area. You can buy a guidebook to learn about and find the most interesting sights and the best restaurants. Although every now and then the best way to see a city is just by getting lost!

When deciding on where to go an important step is how to get there. If it's nearby then by train or car could be the easiest and cheapest option. But if your destination is overseas or thousands of miles away, the only option might be by plane.

Of course travelling by plane is faster for longer distances, but there are other things to consider. First, you need to be more careful when packing your luggage because of higher security controls. Then, finding the right gate before take-off is difficult in some airports. If you're afraid of flying, this probably isn't the choice for you.

The train could be a better option as it's cheaper. However, trains can be late or cancelled, and train timetables are confusing for first-time users. Be sure to find the right platform!

However and wherever you go on holiday, if your travelling companions are with you, you're guaranteed to have a good time.

Cinema theatre and television

Theatre is perhaps our oldest form of entertainment. It began in ancient Greece thanks to great playwrights such as Aeschylus, Sophocles, and Euripides. We have evidence of performances dating back to the 6th century B.C., and amazingly, the theatres used for such performances still exist today.

This type of entertainment naturally changed through the centuries; the genre developed thanks to the likes of William Shakespeare, Molière, Samuel Beckett, Bertolt Brecht, Carlo Goldoni, and Luigi Pirandello. These great playwrights wrote tragedies and comedies which are still performed today. More recently, new genres such as the musical have continued to change the theatrical form.

Cinema was officially born on 28th December 1895 with the first projection of a film produced by Louis and Auguste Lumière. The first films were silent and in black and white. Only on 6th October 1927 was the first auditory film projected with a spoken dialogue: *The Jazz Singer* by Alan Crosland.

From there cinema changed a great deal; Technicolor was invented and over time special effects were added to develop many different genres such as action, war, western, horror, romance, and fantasy. Now we have the modern 3D cinema.

On 2nd November 1936 Great Britain inaugurated the first television service in the world. The programmes were naturally in black and white, and the devices used to receive them were very different from those we use today.

At the end of the 1940s an American company, Zenith, invented the first remote control for the television set. It was at first connected to the set by a wire, but in 1955 the first wireless remote controls arrived. Along with TV came the advent of advertising known as commercials. The very first transmission of a commercial from an American TV lasted a mere 10 seconds and simply said: "America runs on Bulova time".

The evolution of television of course has continued. In the 1970s colour television arrived in the shops, even if the types of television programmes haven't changed all that much. Just as it was 80 years ago there are sports, quiz shows, soap operas, chat shows, films, and TV series. Will television look the same in another 80 years?

Natural disaster and environmental problems

If we make a list of all the possible natural disasters (volcanic eruptions, earthquakes, floods, hurricanes, etc.), it is obvious that the world is not a calm place; it was like this even in the distant past - just think about the great Biblical flood. In fact, even if these phenomena frequently occur, by sheer luck they are rarely serious enough to cause enormous damage or affect thousands of people.

In fact, the most serious historical catastrophes are remembered for centuries.

For example, hurricane Katrina, which hit the Southern coast of the United States in 2005, was the

most serious in terms of economic damage, more than \$100 million, and one of the most serious when considering the total number of deaths, which equalled more than 1,800.

Or the tsunami that in 2004 affected an inestimable number of victims (somewhere between 200,000 and 400,000) on the coast of the Indian ocean, mostly in Indonesia.

Then there was the earthquake that hit Haiti in 2010 causing 316,000 deaths, or the one in Messina in 1908 that left 120,000 dead.

Or even the eruption of the Icelandic volcano, Eyjafjallajökull, in 2010 that created a column of smoke and ash, which spread to France, bringing air transport in Europe to its knees.

Or when the Indonesian volcano Tambora erupted in 1815, which caused around 100,000 deaths, including the famine that followed due to the dust that remained in the atmosphere for months after the eruption.

This dust impeded the solar rays from reaching the ground, which resulted in a notable cooling of the planet. This led to very cold winters and no summer at all the next year, which in fact became known as the year without summer.

However even the less dramatic disasters clearly cause huge inconvenience to local populations. Human behaviour has a direct influence on some of these phenomena; for example, the destruction of the ozone layer, deforestation, and pollution have conditional climatic effects which can cause floods or drought.

In short, none of us can stop an earthquake or a volcanic eruption but all of us can do something to limit pollution and our harmful effects on the environment. For example, by reducing our use of cars as much as possible we can lower our dependence on fossil fuels and help protect our planet.

People work and employment

You've probably been asked what you wanted to do when you were a grown-up ever since you were little. It happened when you chose which high school to attend and it will happen again when you choose whether or not to go to college or university. What are you going to study?

You've probably changed your mind over the years, maybe even a few times. As a child, we often try to imitate our heroes; we want to become astronauts, doctors, dancers, pirates, world champions or police officers.

As we grow up our interests change. It would be great to pursue a career as an airline pilot, a fire-fighter, or even a famous footballer, rock star or film star.

In the end our original dreams get replaced by the reality of our personal inclinations that we discover as we grow up. So those of us who love writing or communication dream of becoming writers or journalists. Those who love technology will study to become computer programmers. Those who love nature will want to become naturalists, and the same goes for those who choose to become mechanics or doctors, scientists or plumbers, engineers or chefs.

It's right to have hopes, dreams and goals, and it's important to try and reach them. Yet you need to be willing to change your mind and ideas the moment you realize that what we used to dream about is no longer exactly what we are really going to do.

TESTING GRAMMAR

NAME CLASS DATE

1

TESTING GRAMMAR

1

Grammar Files: Files 1 – 5

1 To be - Present Simple. Completa le frasi con la *forma corretta* del *present simple* di *to be*.

1. “..... the bank open today?” “No, it” 2. Peter and I twins. We 17 years old.
3. Vancouver in Canada. Where Boston? 4. “..... you tired?” “Yes, I” 5.
- “..... Jennifer English?” “No, she She Australian.” 6. “How Mary?” “She
- fine, thank you.” 7. “What wrong?” “We thirsty.” 8. “..... Tom and Mark
- students?” “No, they” 9. You wrong. Vancouver in the USA. It in Canada.
10. “..... you thirsty?” “No, I I hungry.” 11. Paul and Mark aren’t English,
they? 12. That skirt is expensive, it?

2 Paesi e nazionalità. Riscrivi le frasi come nell’esempio.

→ *She’s from Norway. / She’s Norwegian.*

1. They’re from China. /
2. She’s from Egypt. /
3. They’re from Ireland. /
4. She’s from Switzerland. /

5. We’re from Hungary. /
6. They’re from France. /
7. She’s from Poland. /
8. They’re from Spain. /
9. He’s from Sweden. /

3 Le domande con to be. Scrivi le *domande* adeguate alle risposte fornite.

1.? - Lucy and Paul are American.
2.? - Yes, I’m English.
3.? - No, she isn’t a doctor. She’s a nurse.
4.? - Tom? He’s at the cinema.
5.? - Paul? He’s fine, I suppose.
6.? - She isn’t at work because she isn’t well.
7.? - Bill and Sue? They’re my cousins.
8.? - My hair is blonde.

4 Singolare o plurale? Completa le frasi con *is* o *are*.

1. The furniture very old. 2. My hair too long. 3. This spaghetti fantastic. 4. Mice
rodents. 5. the Smiths on holiday? 6. The children at the funfair. 7. The news good today. 8.
- The money in the purse. 9. My feet aching. 10. Why the police here? 11. The thief in
prison. 12. The luggage near the door. 13. your homework difficult?

5 Il singolare e il plurale - Dimostrativi. Volgi le seguenti frasi al *singolare* o al *plurale*. Effettua tutti i cambiamenti necessari.

1. That is a fireman.
2. This is my hobby.
3. Those beaches are fabulous.
4. These boys are very tall.
5. That is a pretty girl.
6. This is a smart dress.

NAME CLASS DATE

1

- 6 It is/There is/There are.** Mark e Jane hanno deciso di andare a vivere insieme e stanno cercando casa. Jane è andata a vederne una. Completa la conversazione tra Mark e Jane con *it is* o *there is/there are* nella forma corretta (affermativa, interrogativa, negativa). (J = Jane; M = Mark)

M: So Jane, how is the house?

J: Oh, (1) nice and big. (2) a kitchen, a dining room, a living room, two bathrooms and four bedrooms.

M: (3) a garden?

J : Of course (4) In fact (5) two: a front garden and a back garden.

M: (6) a garage?

J: Yes, (7) one, but (8) a bit small for two cars, I'm afraid.

M: Oh well, my car is old. I can park it in the street. (9) a sports centre nearby?

J: No, (10) , but (11) a wonderful park where we can go jogging.

M: That's great! (12) only one problem. Where to get the money.

7 Preposizioni semplici, di stato in luogo e usi particolari delle preposizioni.

Completa ciascuna frase con la *preposizione* corretta.

1. This is an interesting book. It's endangered species like pandas and tigers. 2. "I'm hungry, mum." "Here's a sandwich you." 3. "Are you afraid mice?" "Yes, I am." 4. "Here's your coffee. Do you want it sugar?" "No,, please. I'm on a diet." 5. "I'm thirsty!" "Here's a glass water." 6. Is that nice souvenir the Bahamas? 7. There are three boys the bus stop. 8. My sister works an office New York. 9. We live 7 Oak Street. 10. James and Mary are holiday. 11. Jane is sitting (*dietro*) Tom. 12. The bedrooms are (*al piano superiore*) 13. There are three cups the table. 14. The television is the corner the window and the fireplace. 15. George and Tom are work. 16. The fireplace is (*dirimpetto*) the door. 17. There is a helicopter flying the town. 18. Grandma is sitting a comfortable armchair. 19. It's hot today. It's 30° zero. 20. Turn left the traffic lights.

8 Pronomi personali soggetto e complemento. Completa ciascun spazio con il *pronome personale* soggetto o *complemento* adeguato.

1. "Is Jane with Mark and Tom?" "Yes, she's with" 2. "Is that parcel for me?" "No, it isn't for" 3. "Are these flowers for Margaret?" "Yes, they're for" 4. "Is Paul with you and your brother?" "Yes, he's with" 5. "Are these CDs for David?" "Yes, they're for" 6. "Is this postcard for ?" "Yes, it's for you." 7. "Michael, is your brother with?" "Yes, is here." 8. "Sarah is an attractive woman, isn't?" "Yes, is, and Tom is in love with" 9. "Today is Paul's birthday. Is this present for?" "Yes, is." 10. "There's a postcard on the coffee table. Is from Mark and Susan?" "Yes, 's from"

9 To have - Present Simple. Completa le frasi con la forma corretta del *present simple* del verbo *to have*.

1. I'm an only child. I (*not*) got any brothers or sisters. 2. "My aunt and uncle got a farm." "*(they)* got any animals?" "Yes, they" 3. "*(Sandra)* got a piano?" "Yes, she" 4. "*(you / not)* got time for a drink?" "No, I" 5. Our bathroom is very small. We got a shower, but we (*not*) got a bath. 6. "You haven't got a pet, you?" "No, unfortunately, I"

10 Some / any / no / none / a / an. Sottolinea l'alternativa corretta.

1. We've got **some** / **a** meat but we haven't got **no** / **any** vegetables. 2. Would you like **any** / **some** orange juice? 3. There's **a** / **some** glass of wine on the table. 4. Can I have **an** / **some** information, please? 5. "Have we got **any** / **some** cheese?" "Sorry, there isn't **any** / **none** left." 6. We haven't got **any** / **some** bread." "Yes, we've got **any** / **some**. There's **a** / **some** loaf of bread in the cupboard."

NAME CLASS DATE

2

TESTING GRAMMAR

2

Grammar Files: Files 6 – 10

1 Pronomi personali soggetto e complemento, aggettivi e pronomi possessivi.

Completa ciascuna frase adeguatamente.

1. That's John's sister. name's Sheila. My boyfriend is desk mate. 2. "Tom, is this cap?" "No, isn't" "Are you sure it isn't ?" 3. Joanne and Mark have got two children. names are Brian and Margaret. 4. The dog has lost collar. 5. isn't a good idea to run across the road. 6. "Is that hot dog for Brian?" "No, isn't for" "Are you sure it isn't for ?" "Yes, am." 7. "Are those flowers for mum?" "Yes, 're for" 8. "Where's Peter?" ".....'s at the cinema with friends." 9. "Jane, is that Mark's dog?" "Yes, 's" 10. "Is Sally with you and John?" "Yes,'s with" 11. We're at the shopping mall with parents. 12. "Michael and Peter, are those bicycles?" "No, aren't" 13. We're going to the cinema. Why don't you come with ? 14. Mr and Mrs Jones often go to the theatre with some friends of 15. Julia sometimes goes to the gym with some colleagues of

2 Genitivo sassone. Rispondi alle domande utilizzando il *genitivo sassone* e i suggerimenti tra parentesi, come nell'esempio.→ Is that Tom's moped? (*David*)*No, that's David's moped.*1. Are these your suitcases? (*my parents*)

.....

2. Is that Richard's father? (*Robert and Mark*)

.....

3. Is that your bedroom? (*the children*)

.....

4. Are these your tennis rackets? (*Paul and Alan*)

.....

5. Is that the men's changing room? (*the ladies*)

.....

3 Numeri cardinali. Scrivi i seguenti *numeri cardinali* in lettere.

13 86 12 5,910
 33 450 20 855

4 L'ora. Scrivi le seguenti ore per esteso.

a) 7:40

c) 9:50

e) 11:30

b) 8:45

d) 15:20

f) 19:00

5 Numeri ordinali - La data. Scrivi le seguenti *date* utilizzando correttamente i *numeri ordinali*.

a) 25 dicembre e) 12 marzo i) 1 febbraio
 b) 18 settembre f) 11 giugno j) 4 ottobre
 c) 13 agosto g) 23 novembre k) 31 luglio
 d) 2 maggio h) 3 gennaio l) 22 aprile

6 Giorni della settimana. Scrivi i *giorni della settimana*.

a) martedì

d) mercoledì

f) domenica

b) giovedì

e) venerdì

g) lunedì

c) sabato

NAME CLASS DATE

2

7 Preposizioni di tempo. Completa ciascuno spazio con la *preposizione di tempo* corretta.

1. The Celtic-Manchester United match is on TV Saturday 8:30, the eight o'clock news. 2. John's birthday is December, Christmas Day! 3. The travel agency is open Monday Saturday. 4. It's often quite cold winter. 5. Our dog is at home the morning and the afternoon, but it is out night. 6. Lucy was born 12th September, 1984. 7. I usually don't work Saturday afternoons. 8. "Aren't you happy? Lessons are over a week." "That's great, but there's a final test the holidays."

8 Preposizioni di tempo e di mezzo. Sottolinea l'alternativa corretta.

1. I can finish this work **within** / **by** a week. 2. Bob and Mary slept **until** / **throughout** the journey. 3. We usually organise a big party **at** / **in** the end of the year. 4. I can play with the computer **before** / **during** the weekend. 5. The shop is open **till** / **between** 9 pm. 6. He usually goes to school **on** / **by** car. 7. I usually go to work **on** / **by** foot. 8. You eat soup **with** / **by** a spoon. 9. I sometimes go to school **by** / **in** Tom's car.

9 Present Simple. Metti i verbi tra parentesi alla forma corretta del *present simple* e colloca gli *avverbi di frequenza* (quando sono forniti tra parentesi) nella posizione corretta.

1. "How long (*it / take*) you to get to school?" "It (*take*) me twenty minutes *by* bus." 2. "What (*you / think*) of Janet's new coat?" "I (*not / like*) it. I (*think*) it (*be*) horrible." 3. Where (*he / usually / spend*) his holidays" "I (*not / know*), but I (*know*) that he (*travel*) a lot." 4. "(*they / like*) classical music?" "No, they (*find*) it boring." 5. "What (*you / usually / do*) on Sunday afternoons?" "We (*usually / go*) for a walk along the river when the weather (*be*) good." 6. He (*always / watch*) TV after dinner. 7. He (*never / be*) tired.

10 Risposte brevi e question tags. Completa correttamente le *risposte brevi* e le *question tags*. Fai attenzione ai diversi tipi di verbo.

- "You like tea,?" "Yes,"
- "She doesn't like playing tennis, ?" "No,"
- "They aren't English,?" "No,"
- "You've got a brother,?" "Yes,"
- "He doesn't usually have a big lunch,?" "No,"

11 Le domande. Scrivi le *domande* adeguate alle risposte fornite.

-? - Those shoes? They're £45.90.
-? - She usually gets up at 7 o'clock.
-? - Jane and Peter live in Leeds.
-? - That cap? It's Mark's.
-? - Loch Ness is 223 metres deep.
-? - He goes to the gym twice a week.
-? - That girl? She's my sister.
-? - We usually go on holiday in June.

12 Pronomi riflessivi, aggettivi possessivi e pronomi reciproci. Completa le frasi adeguatamente.

1. Mary often looks at in the mirror. 2. We always enjoy when we go to the seaside. 3. Be careful, Jane. You may cut 4. I like living on own. 5. Colin always brushes teeth after a meal. 6. Alan and Brenda are in love and they often look into 's eyes. 7. Children often hurt when they're playing. 8. Robert and David live in the same town and see quite often.

NAME CLASS DATE

3

TESTING GRAMMAR

3

Grammar Files: Files 11 – 14

- 1 Present Simple / Present Continuous.** Leggi il testo e completa ciascun spazio con la forma corretta del *present simple* o del *present continuous* del verbo tra parentesi.

The Green Family

There **1** (*be*) four people in the Green family. They **2** (*be*): Mr and Mrs Green, Mark and Jennifer. Mr Green **3** (*be*) a doctor. He **4** (*work*) at the local hospital every day except on Sundays. Now he **5** (*not / be*) at the hospital. He **6** (*be*) at home. He **7** (*sit*) in an armchair and he **8** (*read*) the newspaper. He always **9** (*read*) the newspaper after he **10** (*come*) back home from work.

What **11** (*his wife / do*) ? She **12** (*be*) a teacher. She **13** (*teach*) maths. She **14** (*work*) from Monday to Friday. She **15** (*not / teach*) on Saturdays and Sundays. What **16** (*she / do*) now? She **17** (*watch*) TV. She always **18** (*watch*) TV at 5 o'clock because there **19** (*be*) an interesting programme on. The Greens **20** (*have*) two children, Mark and Jennifer. They **21** (*be*) students. They usually **22** (*do*) their homework in the afternoon. When they **23** (*not / have*) got any homework they **24** (*play*) in the garden or **25** (*go*) to the park.

Today it **26** (*rain*) and they **27** (*not / be*) in the garden. What **28** (*they / do*) then? They **29** (*play*) chess. They **30** (*like*) playing chess very much.

- 2 Present simple / Present continuous.** Sottolinea l'alternativa corretta.

1. Do Alan and Carol know / Are Alan and Carol knowing each other well?
2. Hurry up! The bus waits / is waiting for us.
3. Do you wait / Are you waiting for the school bus?
4. The chef tastes / is tasting the roast beef.
5. Do you remember / Are you remembering her name?
6. This cake is tasting / tastes good.
7. George is vegetarian. He thinks / is thinking it's wrong to eat animals.
8. My friends are not believing / do not believe my story.

- 3 Le domande.** Scrivi le *domande* adeguate alle risposte fornite. Considera in particolare le parti sottolineate.

1.? - I'm watching TV.
2.? - She usually gets up at 8.00.
3.? - They're eating cherries.
4.? - They live in New York.
5.? - On Saturday afternoons? I go shopping.
6.? - I go to the gym twice a week.
7.? - My mother? She usually goes to work by car.
8.? - No, she isn't doing her homework at the moment.
9.? - Yes, she works in a very big supermarket.
10.? - He isn't studying because he doesn't feel well.

NAME CLASS DATE

3

4 Costruzione con doppio accusativo. Decidi quali frasi sono corrette (C) e quali sbagliate (S).

Riscrivi le frasi sbagliate correttamente (A volte è possibile più di una soluzione corretta).

1. That's Peter's dictionary. Give him it. (...)
2. It's my sister's birthday tomorrow. I'm giving her this T-shirt. (...)
3. John is sending a bunch of roses his girlfriend. (...)
4. I have to confess you the truth. (...)
5. Can you show me those photos? (...)
6. What about buying a pipe for uncle Frank? (...)
7. Why don't we give to the children some pocket money? (...)
8. Describe me your sister. (...)

5 La quantità. Sottolinea l'alternativa corretta.

1. **A lot of** / **Too much** / **Much** tourists visit London every year.
2. There aren't **many** / **much** / **a lot of** students at school today.
3. Mrs Evans is a **very much** / **very** / **a lot** charming woman.
4. Tom is working hard but he is not making **a lot of** / **much** / **many** progress.
5. I've got quite a lot of CDs. You can borrow **few** / **a few** / **too many**, if you like.
6. My mother is a woman of **little** / **a few** / **few** words.
7. "Would you like some cheese?" "Yes, please, but just **little** / **a few** / **a little**."
8. These days I've got **very** / **so** / **too** much to do that I can't go out.
9. Grandma is **too** / **so** / **too much** weak to carry that suitcase.
10. Tom is only fourteen years old. He isn't **old enough** / **too old** / **enough old** to drive a car.
11. We haven't got **eggs enough** / **enough eggs** / **quite many eggs** to make an omelette.
12. I don't agree with you. I'm afraid you're **rather** / **quite** / **very** wrong!

6 Preposizioni di moto con i verbi di movimento. Sottolinea l'alternativa corretta.

1. I'm rather tired. I want to go **to** / **-** / **from** home.
2. He's Spanish. He comes **to** / **from** / **towards** Madrid.
3. She's very attractive. When she walks **to** / **at** / **into** a room everyone looks at her.
4. Come on, Peter! Hurry up! We must leave. Get **onto** / **into** / **on** the car.
5. The robber jumped **over** / **across** / **along** the fence.
6. Paul likes to read a book when he gets home **to** / **of** / **from** work.
7. Remember to take the roast beef **from** / **off** / **out of** the oven after an hour.
8. We want to reach **to** / **-** / **onto** the top of the hill.
9. Two children are walking **across** / **through** / **above** the street.
10. To get **at** / **to** / **into** my house, take a number 12 bus and get **down** / **out** / **off** at the third stop.
11. I always go **past** / **along** / **up** the bank on my way to work.
12. The plane to London is taking **up** / **off** / **away** just now.

7 Imperativo. Completa le frasi adeguatamente con l'imperativo affermativo o negativo.

1. (*fasten*) your seatbelt before you start to drive.
2. (*leave*) litter around.
3. (*remember*) to send me a postcard.
4. (*forget*) to switch off all the lights before you go out.
5. (*feed*) the animals when you are at the zoo.
6. (*walk*) along this road then (*turn*) right at the traffic lights.

8 Articoli. Completa ciascuna frase con *the*, *a* o *an*. Metti una X quando non è richiesto alcun articolo.

1. What beautiful day!
2. football match starts at 3 p.m.
3. Where is telephone directory? I don't remember Mrs White's phone number.
4. Can you pass me salt, please?
5. London is capital of United Kingdom.
6. "There's man I don't know at door. Do you know him?" "Don't worry. It's postman."
7. My brother is university student. He studies Chemistry.
8. John is in hospital. He's got pneumonia.
9. Skiing in Alps can be very expensive.
10. Mediterranean Sea is polluted.
11. I speak two foreign languages: French and Spanish.
12. When in New York, we always go for a stroll in Central Park.
13. Buckingham Palace is the residence of Queen.
14. We go to theatre once month.
15. She's got long nose.

NAME CLASS DATE

4

TESTING GRAMMAR

4

Grammar Files: Files 15 – 18

1 Modali: can. Completa ciascuna frase con la *forma corretta* del verbo modale *can*.

1. Alan is a very good swimmer. He swim very well.
2. "Mary ride a horse, can she?" "No, she "
3. "What (we) do to help John?" "Unfortunately we do anything."
4. "(you) lend me your grammar book, Peter?" "Sorry, I just now. I need it myself."
5. I understand why she is so worried. There's nothing to worry about.
6. That man be Mr Jordan. Mr Jordan doesn't wear glasses!

2 Modali: may. Completa ciascuna frase adeguatamente con *may* o *may not*.

1. He hasn't studied much. He fail the exam.
2. Let's buy Peter a tie for his birthday. He have one.
3. George has just phoned to say he missed the bus. He be late for the meeting.
4. David isn't well. He come to our party.
5. She's very accurate. She be the person we're looking for.
6. Excuse me, we take photographs in here?

3 Modali: can / may. Completa ciascuna frase adeguatamente con *can* o *may*.

1. "..... I use your mobile, Peter?" "Yes, sure."
2. "..... I open the window, Mr Evans?" "Yes, certainly."
3. "..... I turn on the television, mum?" "You must finish your homework first."
4. Take an umbrella. It rain this afternoon.
5. Tom be very hungry when he gets home. He didn't have breakfast this morning.
6. My sister sing very well. She wants to become a pop singer.

4 Modali: must. Completa ciascuna frase adeguatamente con *must* o *mustn't*.

1. We hurry or we'll be late for dinner.
2. You smoke. It's bad for your health.
3. We want the party to be a surprise. You tell him anything about it.
4. You eat in the library. It's forbidden.
5. If you want to go to China you have a passport and a visa.
6. That man be the new History teacher.
7. You exceed the speed limit.
8. You be careful when crossing the road.

5 Modali: will / would / shall. Completa ciascuna frase adeguatamente con *will*, *would* o *shall*.

1. "Where we go on holiday?" "Why don't we go to Greece?"
2. "..... you get me some food from the shops?" "Yes, sure."
3. "..... you like to go to the theatre tonight?" "Yes, I'd love to."
4. "..... you help me open the car door, please?"
5. "..... I phone your mother to say that you're on your way back?"
6. "..... you stop talking, please?"
7. "..... you have some more tea?" "Yes, please, but just a little."
8. "What I buy for dinner?" "We need some meat and some vegetables."

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6 Modali e *let's*. Completa il dialogo adeguatamente con: *can, must, would, 'd, shall, let's*.
(D = David; J = Jackie)

D: Listen, Jackie. Are you free tomorrow evening?

J: Yes, I am. Why?

D: Well, it's my birthday tomorrow and I **(1)** like to go out for dinner with some friends.

(2) you like to come?

J: Oh yes, I **(3)** love to. What a lovely idea!

D: I'm glad you're coming.

J: Where **(4)** we go? I mean, which restaurant?

D: I **(5)** like to go to an Italian restaurant. There's a good one in Baker Street, just in front of the *Red Bull* pub.

J: Great! **(6)** go there. Where and when **(7)** we meet?

D: **(8)** meet outside the restaurant at 7.30. Is that OK for you?

J: That's fine.

D: Then we **(9)** go to the *Red Bull* after the restaurant.

J: Great! I **(10)** go now. See you tomorrow evening, then. Bye-bye.

D: Bye.

7 Modali, verbi di volontà e costruzione oggettiva. Sottolinea l'alternativa corretta.

- David **mustn't / can't** be at work. It's too late.
- John isn't at work today. He **can / must** be ill.
- Shall I take / Do you want to take** the kids to school? You look tired.
- I want **that you come / you to come** to the seaside with us on Sunday.
- Do you want **to invite Richard / Richard to invite** to the party?
- Do you like / Would you like** a sandwich?

8 Past Simple. Completa il seguente testo con il *past simple* dei verbi tra parentesi.

Last Sunday Miss Murphy **1** (*go*) to London on business by train. She **2** (*leave*) at 6.30 a.m and **3** (*get*) to Victoria Station at 8.30. From there she **4** (*walk*) to her hotel. On the way she **5** (*buy*) a newspaper and **6** (*go*) to a bar. She **7** (*drink*) a cup of coffee and she **8** (*read*) her newspaper there. She **9** (*do*) nothing all morning because she **10** (*have*) her first meeting in the afternoon.

9 Past Simple. Completa i dialoghi con la forma corretta del *past simple* dei verbi tra parentesi.

- A: "Where (*you / be*) yesterday afternoon at 5.30, Jack?"
B: "I (*be*) at the gym."
- A: Where (*you / go*) on holiday last summer?
B: We (*go*) to Crete.
A: (*you / have*) a good time?
B: Well, I (*enjoy*) myself a lot, but David (*not / like*) it there very much. He (*think*) there (*be*) too many tourists.
- A: (*Sheila / do*) the washing-up last night?
B: I don't think so. She (*not / have*) much time.
- A: Tom (*feel*) terrible after the accident.
B: Why? What (*he / do*)?
A: He (*fall*) off his bicycle on his way to school. A cat (*run*) in front of him as he (*come*) round the corner.

NAME CLASS DATE

5

TESTING GRAMMAR

5

Grammar Files: Files 19 – 22

1 **Aggettivi e avverbi.** Modifica ciascuna frase *come nell'esempio o viceversa*.→ *Jenny is a bad singer. Jenny sings badly.*

1. Ann dances wonderfully.
2. Edward is an accurate writer.
3. George is a good worker.
4. Sarah smokes secretly.
5. James is a fast runner.
6. Norman is a careful driver.
7. David works hard.
8. Jane is a quick reader.

2 **Avverbi.** Leggi il testo e completa ciascun spazio con l'*avverbio* corretto scegliendo tra quelli forniti nel riquadro.

<i>loudly</i> <i>tightly</i> <i>politely</i> <i>happily</i> <i>suddenly</i> <i>carefully</i> <i>quickly</i> <i>sleepily</i>	David's wife yawned (1) as she stood at the front door. "Goodbye, David. Drive (2),", she said. David got into the car. It was a wet and cold morning, so he closed the windows (3) As he drove along he smiled (4) That was his first day in his new job. (5), the car skidded on the icy road. David screamed (6) as his car crashed into a wall. Someone called an ambulance, which soon arrived. The driver ran (7) towards David. "Are you alright, sir?" he asked (8) "Yes," said David. "But I don't think my car is."
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3 **Comparativo e superlativo di maggioranza con aggettivi.** Completa le frasi con il *comparativo* o il *superlativo di maggioranza* degli *aggettivi* tra parentesi. Inserisci tutti gli elementi necessari.

1. City people are generally (*fashionable*) country people.
2. Betty is (*good*) dancer them all.
3. George is (*friendly*) person the class.
4. Janet is (*slim*) her sister.
5. Italian pizzas are (*good*) American ones.
6. The *Mona Lisa* is (*beautiful*) painting the world.
7. They had (*bad*) results the school.
8. Jupiter is (*big*) planet the solar system.
9. The streets in my town are (*dirty*) in the past.
10. I find Maths (*difficult*) English.
11. The village was (*far*) we expected.
12. The weather is (*bad*) this year last year.

4 **Comparativo e superlativo di maggioranza con avverbi.** Completa le frasi con il *comparativo* o il *superlativo di maggioranza* degli *avverbi* tra parentesi. Inserisci tutti gli elementi necessari.

1. He speaks English (*well*) me.
2. We play chess (*badly*) them.
3. She uses grammar (*accurately*) David.
4. They all study hard but John studies (*hard*) them all.
5. It was a good football match. Colin played (*well*) all players.
6. There are six typists. Clare types (*carefully*) them all.

NAME CLASS DATE

5

5 Comparativo e superlativo di maggioranza con sostantivi e dopo un verbo. Completa ciascuna frase con *more* o *the most*.

1. Tom drank a lot last night. He drank of all of us. 2. There are mistakes in John's test than in Peter's. 3. John has hobbies than David. 4. London was crowded with tourists. There were tourists than we expected. 5. Richard earns a lot of money. He earns of all the employees at "Marks & Smith".

6 Comparativo di uguaglianza, comparativo e superlativo di minoranza + costruzioni particolari. Sottolinea l'alternativa corretta.

1. Paul earns **the least** / **less** than Paul. 2. Jennifer has **the least** / **fewer** friends than Tom. 3. Not too bad, Mary. You've made **fewer** / **the fewest** mistakes of all. 4. I don't read **as much** / **more** as you. 5. I haven't got **as much** / **as many** money as Mark. 6. Tom is **the least** / **less** clever student in the class. 7. The skirt isn't **less** / **as** expensive as the dress. 8. It's so hot today, and it's getting **hotter and hotter** / **the hottest and the hottest**. 9. **The less** / **The fewest** you spend, **the best** / **the better** it is. 10. **The most** / **The more** you eat, **the fatter** / **the more fat** you get.

7 Rafforzativi dei comparativi e dei superlativi. Sottolinea l'alternativa corretta.

1. The Nile is **much** / **very** longer than the Thames. 2. I've got **many** / **by far** more clothes than Mary. 3. This is **far** / **by far** the best film I've ever seen. 4. I've got **a much** / **little** more money than you. 5. He drives **more** / **far** faster than me. 6. I phoned her **any** / **no** later than Monday.

8 Aggettivi terminanti in -ed e in -ing. Completa ciascuna frase scegliendo l'aggettivo adeguato tra quelli forniti nel riquadro.

embarrassed / *embarrassing*
disappointed / *disappointing*
excited / *exciting*
depressing / *depressed*
surprised / *surprising*

1. The film wasn't as good as we expected. It was really
 2. It's raining again. This weather make me
 3. Tom passed the exam. Everybody was very
 4. Jane is going to America next week. It will be an experience.
 5. It is when you have to ask people for money.

9 Preposizioni + forma in -ing. Completa ciascuna frase con la *preposizione* corretta.

1. You must remember to fasten your seatbelt starting to drive. 2. I made a mistake in the maths test. I wrote 10 writing 20. 3. Wasn't she rude? She left the room saying goodbye. 4. Is anybody interested buying my old motorbike? 5. I'm looking forward going on holiday. 6. I'm not used going to bed late. 7. David insisted going to the cinema. 8. I gave smoking last month. 9. What a boring evening! Tom went talking about his financial problems the whole evening. 10. Jennifer is fond pop music.

10 Past Simple / Past Continuous. Completa adeguatamente le seguenti frasi con la forma corretta del *past simple* o del *past continuous* dei verbi tra parentesi.

1. When we (go) out, it (rain) 2. The postman (come) while I (have) breakfast. 3. I (get) up at 7 o'clock. The sun (shine), so I (go) for a walk. 4. "What (you /do) at 9.30 on Friday evening?" "I (watch) a film on TV." 5. I (not /do) anything special when Jack (phone) , so I (be) pleased to help him. 6. The child (fall) and (hit) his head while he (run) in the park. 7. Tom (hurt) himself while he (ride) his bike. 8. I was late but Susan (wait) for me when I (arrive) 9. Charles (not / be) at home when I (go) to see him. He (work) 10. (they / sit) in the garden when it (start) to rain?

NAME CLASS DATE

6

TESTING GRAMMAR

6

Grammar Files: Files 23 – 25

1 Present perfect simple. Usa i suggerimenti forniti per formare delle frasi con il *present perfect simple*. Ricorda di inserire l'avverbio nella posizione corretta.

1. you / ever / read / "King Lear" / ?
2. I / never / travel / by plane.
3. I / not / yet / study / geography.
4. she / do / the washing-up / yet / ?
5. they / ever / eat / in a Chinese restaurant / ?
6. you / be / recently / to the theatre / ?
7. we / already / visit / the cathedral.
8. Tom / just / break / his leg.

2 Have gone / Have been. Completa le frasi con *gone* o *been*.

1. Have you ever to the opera?
2. We have to Rome twice this year but we want to go again soon.
3. I can't find Peter anywhere. Where has he?
4. Pamela has to the travel agency and she has got your ticket.
5. Pamela has to the travel agency. She's going to get your ticket.
6. You're late! Where have you?

3 Present perfect simple / Past simple. Completa le frasi con la forma corretta del *present perfect simple* o del *past simple* dei verbi tra parentesi

1. Dad's mad with George. He (*fail*) the Biology exam again. He also (*fail*) the Chemistry exam last month.
2. John (*not / feel*) well last week, but now his cold (*improve*)
3. "(you / ever / visit) Paris?" "Yes, I have. I (*go*) there in 2007."
4. "I (*grow*) a moustache. Do you like it?" "Well, I (*prefer*) you without."
5. My father (*do*) a lot of sports in his life. He (*play*) hockey in his school team and he (*be*) a good skier in his twenties. Now he plays golf.
6. "I (*not / finish*) my homework yet. (you / *finish*) it?" "Yes, I have. I (*finish*) it five minutes ago."

4 Present simple / Present continuous / Past simple / Present perfect simple. Leggi la lettera e completa ciascun spazio con il *tempo verbale* corretto del verbo tra parentesi.

Dear Jackie,

Greetings from Paris! The weather **1** (*be*) warm and sunny and I **2** (*have*) a wonderful time. I **3** (*stay*) with my friend Mary who **4** (*live*) in the Latin Quarter.

I **5** (*already / visit*) the Louvre. I **6** (*buy*) some postcards there. I **7** (*also / go*) to the Galeries Lafayette. My friend **8** (*take*) me there yesterday, but I **9** (*not / buy*) anything. I **10** (*eat*) at a Japanese restaurant too! We **11** (*go*) there last night and we **12** (*have*) "sushi"! I **13** (*also / see*) the Eiffel Tower. Mary and I **14** (*go*) there two days ago, but we **15** (*not / go*) up it.

There are a lot of things I **16** (*not / do*) yet. I **17** (*not / go*) to Les Halles or Le Marais yet. We **18** (*want*) to go there tomorrow.

Paris is an amazing city – you must visit it one day! Anyway I'm coming back to England on 16th August, so I'll call you then.

Love,
Helen

NAME CLASS DATE

6

5 Present perfect simple / Present perfect continuous. Completa i mini dialoghi con la forma corretta del *present perfect simple* o del *present perfect continuous* dei verbi tra parentesi.

1. "Has Jane lost weight?" "Yes, she (*exercise*) for five months."
2. "Where's Paul?" "He (*just / leave*) for work."
3. "Let's go out to eat tonight." "What about tomorrow night? I (*already / cook*) dinner."
4. "Does Peter work at *Johnson & Smith*?" "Yes, he (*work*) at that company for two years."
5. "Is David studying in his room?" "Yes, he (*study*) for two hours."
6. "How is Pamela?" "I don't know. I (*not / speak*) to her since Friday."
7. "Betty is impossible these days." "(*she / fall*) in love again?"
8. "Why are you tired?" "I (*play*) football."

6 Avverbi e preposizioni. Sottolinea l'alternativa corretta.

1. Has John painted the kitchen **just** / **yet**? 2. Peter hasn't called me back **yet** / **already**. 3. They have known each other **since** / **for** eight months. 4. Brenda hasn't seen her brother **for** / **since** June. 5. Walter has been sleeping **just** / **for** two hours. 6. They have **yet** / **just** come back from work. 7. I've done a lot of things **recently** / **yet**. 8. My friends have been living here **for** / **since** last summer.

7 Past simple / Present perfect simple / Present perfect continuous. Leggi il testo e completa ciascun spazio con il *tempo verbale* corretto

Margaret Evans **1**) (*graduate*) from university in 1997. She **2**) (*study*) Law but she **3**) (*never / work*) as a lawyer. When she **4**) (*finish*) her studies she **5**) (*decide*) to become an actress. She **6**) (*think*) that acting **7**) (*make*) her really happy, so she **8**) (*start*) taking drama lessons and **9**) (*apply*) to all the London West End Theatres.

In 1998 she **10**) (*get*) a minor role in *The Mouse Trap*, an Agatha Christie play, and **11**) (*distinguish*) herself as a very good actress. Margaret **12**) (*act*) for more than ten years and so far she **13**) (*receive*) quite a few awards. For the last two months Margaret **14**) (*play*) the role of Lady Macbeth in *Macbeth*, the famous Shakespearean tragedy, at *The Globe*. She **15**) (*become*) a big theatre star.

8 Le domande. Scrivi le domande adeguate alle risposte sottolineate. Usa le corrette *question words* e fai attenzione ai tempi verbali.

1.? - They have known each other for ten years.
2.? - She graduated in 1999.
3.? - He has been learning English for three years.
4.? - They have lived in that house since they got married.
5.? - They got married two months ago.

9 Past simple / Present perfect simple / Present perfect continuous / Past perfect simple / Past perfect continuous. Completa le seguenti frasi con il *tempo verbale* corretto.

1. By the time I (*get*) to the university, the lecture (*already / start*)
2. I (*not / see*) John for such a long time that, at first, I (*not / recognise*) him.
3. She was very hungry. She (*not / eat*) since the day before.
4. When Jenny turned up we (*wait*) for her for over an hour.
5. It (*rain*) for two days now. When will it stop?
6. "How long (*you / have*) that car?" "Since last January."

NAME CLASS DATE

7

TESTING GRAMMAR

7

Grammar Files: Files 26 – 27

1 Present continuous: riferimento al futuro o al presente. Completa ciascuna frase con la forma corretta del *present continuous*. Poi indica le frasi che hanno un significato presente (P) e quelle che hanno un significato futuro (F).

1. (you / do) anything on Saturday? Do you want to come to a party? (...)
2. "Where's Peter?" "In the sitting room. He (read) the newspaper." (...)
3. Hurry up, Michael. Everyone (wait) for you. (...)
4. They (leave) at 5.00 tomorrow morning. (...)

2 Present continuous / Be going to / Future simple. Correggi ciascuna frase per esprimere il futuro nel modo più appropriato.

1. I've bought my ticket. I'll leave tomorrow.
2. We'll go to a concert tonight. Do you want to come?
3. Look out! That boy will fall into the pool!
4. Sorry. I can't meet you. I will go to the dentist's this afternoon.
5. Bye for now. I'm going to see you tomorrow.
6. Look at those dark clouds. It will rain.
7. Don't worry, I'm helping you.
8. Can you wait, please? I'm being ready in a minute.

3 Present continuous / Be going to / Future simple. Completa ciascuna frase mettendo il verbo tra parentesi alla forma corretta del *present continuous*, *be going to* o del *future simple* per esprimere il futuro nel modo più appropriato.

1. I love Madrid. I (probably / go) there next summer.
2. This is my last day in London. I (go) back to Italy tomorrow.
3. Your horoscope says that you (become) rich and famous.
4. The repairman (come) to fix the washing machine tomorrow afternoon.
5. "I'm cold." "I (get) you an extra blanket."
6. My daughter (be) six in July.
7. I'm sure you (enjoy) this book.
8. (you / do) the washing up, please?
9. You (remember) to lock the front door, won't you?
10. "It's quite cold today." "Yes, it is. It (snow)"
11. "This music is too loud!" "Okay, I (turn) the volume down."
12. I promise I (not / forget) to call this time.
13. I don't expect they (be) back before the end of the week.
14. Get out of my pub or I (call) the police.
15. I'm busy this evening. A friend (come) to dinner.

4 Question tags e risposte brevi. Completa le frasi con le *question tags* e le *risposte brevi*.

1. "You aren't leaving tomorrow,?" "No,"
2. "It's going to rain,?" "Yes,"
3. "He won't win the first prize,?" "No,"
4. "They will be able to find the treasure,?" "Yes,"
5. "You won't forget to send me a postcard,?" "No,"

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5 Present simple / Present continuous / Be going to / Future simple. Sottolinea l'alternativa corretta.

1. We've got plans for the weekend. We **will go** / **go** / **are going** to Edinburgh.
2. "I need some help in the kitchen." "Don't worry, I **give** / **'ll give** / **'m giving** you a hand."
3. What **are you going to do** / **will you do** / **do you do** when you go on holiday next month?
4. You can't go out in this weather. You **'re catching** / **catch** / **'ll catch** a cold.
5. The French lesson **is going to start** / **starts** / **is starting** at 10.00.
6. Sorry, on Sunday at 3 o'clock I **meet** / **'m meeting** / **'ll meet** my friend Simon.
7. "What time **does the train leave** / **will the train leave** / **is the train leaving**?" "At 5.30."
8. We **will leave** / **leave** / **are leaving** in ten minutes.
9. I hope it **will stop** / **is going to stop** / **is stopping** raining in the afternoon.
10. I'll stay until you **are coming** / **will come** / **come** back.
11. If you **are going to miss** / **miss** / **will miss** the 8.30 bus, you will miss your plane.
12. I wonder when they **will open** / **are opening** / **open** the new library to the public.
13. You will regret your decision when you **will be** / **are going to be** / **are** older.
14. Water turns into ice when the temperature **goes** / **will go** / **is going to go** below zero.
15. I'll contact you as soon as I **will get off** / **am getting off** / **get off** the plane in Lisbon.

6 Periodo ipotetico di 1° tipo. Completa ciascuna frase con la *forma corretta dei verbi* tra parentesi.

1. If Carol (*not / leave*) now, she (*miss*) the train.
2. She (*not / pass*) her exam if she (*not / work*) hard.
3. If it (*rain*) we (*go*) into a department store.
4. If it (*rain*) tomorrow, we (*not / go*) to the seaside.
5. You (*not / improve*) your French, if you (*not / practise*)

7 Periodo ipotetico di 1° tipo. Scrivi le possibili conseguenze delle seguenti situazioni usando il *periodo ipotetico di 1° tipo*. Segui l'esempio.

→ You want to leave the disco now. Your friend doesn't want to. You are worried about missing the last bus.
You say: "**If we don't leave the disco now, we'll miss the last bus.**"

1. A school mate wants to play football in the classroom. You are worried about breaking the window.
You say: "....."
2. Your cat scratches people. Your friend wants to stroke the cat.
You say: "....."
3. You want to take the bus to school. Your friends wants to walk. You are worried about getting to school late.
You say: "....."
4. It has just started to rain. You want to go into a shop. Your friend doesn't agree with you. You are worried about getting wet.
You say: "....."

8 Connettivi: "tempo", "condizione" ed altri connettivi di base. Sottolinea l'alternativa corretta.

1. I won't forgive her **if** / **unless** she apologises.
2. **If** / **Unless** you don't take the car, you will get there late.
3. Peter can't drive **because** / **so** he hasn't got a driving licence.
4. I'll help you clean the kitchen **before** / **as soon as** I get home.
5. I'll give you his number **in order to** / **so that** you can call him.
6. He is very poor **but** / **so** he can't afford to buy a car.
7. **Although** / **However** Susan had studied hard, she failed the exam.
8. That old man can **neither** / **either** read nor write.
9. It was **so** / **such** a fast mouse that the cat couldn't catch it.
10. Ducks are birds **while** / **when** bats are mammals.
11. **Owing to** / **Because** his poor health he can't make any effort.
12. John was ill. **However**, / **Although** he went to school.

NAME CLASS DATE

8

TESTING GRAMMAR

8

Grammar Files: Files 28 – 30

1 Pronomi relativi. Completa le frasi con *who*, *which*, *whose*. Metti il pronome relativo tra parentesi dove è possibile ometterlo.

1. A teacher is someone teaches children.
2. That is the man rented us this flat.
3. Isn't he the boy mother went into hospital last week?
4. Have we received the catalogue we ordered two weeks ago?
5. On the way back home we had to push a car battery was flat.
6. The American girl I met at the seaside last month is coming to visit us.
7. The boy took me home was very nice.
8. Paul, is my best friend, is going out with Alice.
9. The English test was very difficult. Even Paolo, is very good at English, failed it.
10. The blue car, you see in front of the bank, is mine.

2 Pronomi relativi. Unisci le due frasi usando un *pronome relativo*. Ometti il pronome relativo quando è possibile.

1. That's the singer. Jane likes him so much.
2. Show me the present. You received it for your birthday.
3. Who took the book? It was on my bed.
4. Here is the magazine. You were looking for it.
5. That's the man. His son is a famous musician.
6. This house is almost in ruins. Peter inherited it from his uncle.

3 When / Where / Why / Which / That / What / . Completa adeguatamente ciascuna frase con *when*, *where*, *why*, *which*, *that*, *what*.

1. This is the place I first met John.
2. Is there any reason you refused to help Tom?
3. August is the month most people go on holiday.
4. That is the church David and I got married.
5. Do you remember the summer we got lost in the mountains?
6. I believed him, was silly of me.
7. We can't afford to buy a house with we earn.
8. My parents are always criticising everything I do.

4 Pronomi relativi - Possibili omissioni. Elimina da ciascuna frase tutto ciò che è possibile omettere, ma in modo che la frase mantenga lo stesso significato.

1. We couldn't enjoy the film because the two women who were sitting behind us talked all the time.
2. That's the man who we paid £50 to.
3. Whose is the bicycle which is standing in front of the shop entrance?
4. Have you seen the book that I borrowed from the library?
5. The painting which was stolen from the museum was a Modigliani.

5 Indefiniti relativi composti con "ever". Sottolinea l'alternativa corretta.

1. **Whoever** / **Whenever** comes will be welcome.
2. We can go **whatever** / **wherever** you like.
3. **Whenever** / **Whichever** we decide to go for a picnic it rains.
4. **However** / **Whoever** I tried, I couldn't unlock the door.
5. **Whatever hard** / **However hard** Mark studies, he doesn't get good marks.

NAME CLASS DATE **8****6 Indefiniti composti con some, any, no, every** . Completa le frasi con i corretti indefiniti composti di *some, any, no, every*.

1. Would you like to eat? 2. He lives near Jim. 3. Does mind if I smoke? 4. There's at the door. Can you go and see who it is? 5. "Where are you going next summer?" "..... I'm staying at home." 6. Can you come here, John? There's I want to tell you. 7. I'm sorry. There isn't I can do to help you. 8. has hidden my cap. Come on! Who was it? 9. All the lights are off. There's in the house. 10. "Where can I put all this rubbish?" "Put in that rubbish bin over there." 11. The wind had blown in the sand from the beach. There was sand 12. We never go for our holidays.

7 Indefiniti. Sottolinea l'alternativa corretta.

1. **Everybody** / **All** is enjoying the party. 2. Fred and Alison are friendly, but **neither** / **none** of them likes talking to strangers. 3. Can I have **other** / **another** apple? 4. **Every** / **All** seat in the theatre was taken. 5. He read the **whole** / **all** book. 6. We spent **all** / **whole** day on the beach. 7. There are two windows in my room. It was a warm day so I had **all** / **both** of them open. 8. He **either** / **neither** wrote nor telephoned. 9. **The most** / **Most** tourists do not visit this part of the town. 10. They had a lazy day. **Most of** / **Most** the time they lay on the beach. 11. "How many of those people do you know?" "**Neither** / **None** of them." 12. **Each of** / **All** the rooms in the hotel has its own bathroom. 13. I didn't like **either** / **neither** restaurant. 14. I've got little **other** / **else** to say. 15. Are you here all alone? Where have all **the others** / **the other** gone?

8 Future simple / Future continuous / Future perfect simple. Completa adeguatamente ciascuna frase con la forma corretta del *future simple*, *future continuous* o del *future perfect simple* del verbo tra parentesi

1. They usually have dinner at 7. It's 7.40, so they (*have*) dinner.
 2. David is still decorating the sitting room. Do you think he (*finish*) by Saturday?
 3. I promise I (*call*) you tomorrow.
 4. It's very late. By the time we get there the film (*already / start*)
 5. In three days' I (*be*) eighteen.
 6. Just think. This time tomorrow we (*fly*) to the Maldives.

9 Future continuous / Future perfect simple / Future perfect continuous. Leggi le situazioni e completa ciascuna frase con il *future continuous*, il *future perfect simple* o il *future perfect continuous*.

1. Tom is going to study from 3 o'clock until 6 o'clock this afternoon.
 So at 4.30 this afternoon Tom (*study*)
 2. Alan always goes to bed at 10 o'clock. Jim is going to visit him at 10.30.
 So when Jim arrives, Alan (*already / go*) to bed.
 3. Lucy and Mark are on holiday. They have very little money and they are spending too much too quickly.
 So before the end of their holiday, they (*spend*) all their money.
 4. David is going to watch television from 8 until 9.30 this evening.
 So at 9 o'clock he (*watch*) television.
 5. Richard came to London from Ireland nearly four years ago. Next Friday it will be exactly four years since he arrived in London.
 Next Friday he (*be*) in London exactly for four years.
 6. Alison is going shopping. You want her to buy some fruit for you.
 You say: "(*you / pass*) by the greengrocer's when you're in town?"
 7. Ted has been sailing for two months. He will complete his crossing in a month's time.
 If Ted completes his crossing, in a month's time he (*sail*) for three months.
 8. Pamela went to a disco last night. It's midday and she is still asleep.
 You say: "She (*dance*) all night."

NAME CLASS DATE

9

TESTING GRAMMAR

9

Grammar Files: Files 31 – 35

1 Can / May / Could / Might. Sottolinea l'alternativa corretta.

1. Michael has travelled a lot. He **may** / **can** speak four languages. 2. We **could** / **might** see the sea from the balcony. It was amazing! 3. The fog is so thick that we **may not** / **can't** see anything. 4. They **couldn't** / **might not** catch the 7.30 train because Tim was late. 5. "Is Alan taking part in the project?" "I'm not sure, but he **may not** / **can't**."

2 To be able to. Completa le frasi con il *tempo* e la *forma* corretti di *to be able to*.

1. So far I (*not*) visit aunt Mary in hospital, but I hope to go soon. 2. I'm sorry I (*not*) come for a walk tomorrow afternoon. I've got an appointment at the doctor's. 3. After queuing for over an hour, at last I check in. 4. (*you*) catch your train back home yesterday?

3 Could / Couldn't / Was/Were able to. Completa le frasi con *could*, *couldn't* o *was/were able to*.

1. I can't sing now but I sing well when I was a child. 2. "Did you persuade him?" "Yes, it was difficult but I persuade him." 3. Tom can't run very fast now but when he was at school he run faster than anyone else. 4. David had hurt his leg so he walk very well. 5. They didn't have any potatoes in the shop I went to, but I get some in the supermarket. 6. The girl fell into the swimming pool. She swim but fortunately we rescue her.

4 To be allowed to. Completa le frasi con il *tempo* e la *forma* corretti di *to be allowed to*.

1. After Jim finished his homework, he go out with his friends. 2. Before he was eighteen, Tom never go on holiday with his friends. 3. Next summer I use my father's car. 4. Excuse me, (*we*) park our bikes here?

5 Must / Mustn't / Can't / Don't have to. Sottolinea l'alternativa corretta.

1. You **don't have to** / **mustn't** eat with your fingers. 2. It's 9 o'clock. We're late. We **must** / **don't have to** hurry. 3. You **mustn't** / **must** tell anyone else. I hope you can keep a secret. 4. I'm sure I **mustn't** / **don't have to** tell you what happened: you saw for yourself. 5. You've only just had dinner. You **can't** / **mustn't** be hungry already. 6. You **don't have to** / **mustn't** touch electrical appliances if your hands are wet.

6 To have to. Completa le frasi con il *tempo* e la *forma* corretti di *to have to*.

1. "How long (*you*) wait for them?" "They were half an hour late." 2. "The doctor said my elbow will soon be better." "Good! So you (*not*) give up playing tennis." 3. Susan hates driving. Nevertheless she drive every day since her husband had a car accident. 4. The flight was direct so we (*not*) stop over in Paris. 5. My parents are going away next weekend so I baby-sit. 6. Help! This is the first time I change a tyre!

7 Mustn't / Needn't. Completa le frasi con *mustn't* o *needn't*.

1. You come home so late. Dad won't allow you. 2. You buy anything for the picnic. I've already prepared all the food. 3. You worry about the exam. It's easy. 4. We reserve a table. That restaurant is rarely full. 5. Parents put medicines where children can get them.

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8 **Infinito con *to*, infinito senza *to*, forma in *-ing*.** Completa ciascuna frase con la *forma corretta del verbo* tra parentesi.

1. You oughtn't (*be*) so impatient. 2. The weather should (*improve*) in the afternoon. 3. David needs (*see*) you urgently. 4. We needn't (*hurry*) 5. You'd better (*take*) an umbrella. It may (*rain*) 6. He appeared hardly capable of (*conduct*) a coherent conversation. 7. The bakery was shut so I didn't manage (*get*) any bread. 8. Well done, David, with a single remark you've succeeded in (*offend*) just about everybody in the room! 9. He really knows how (*sing*)! 10. He's unlikely (*agree*) 11. I won't allow her (*use*) my bike. 12. Please, Dad, let me (*use*) your car! 13. You will need permission from the council (*extend*) your garage. 14. You aren't allowed (*chew*) gum in class. 15. As a school boy he was compelled (*wear*) shorts even in winter. 16. It is forbidden (*take*) photos in a museum. 17. Muslims are not supposed (*eat*) pork. 18. I wasn't expected (*work*) in the evening, but I sometimes did. 19. No one is (*enter*) the laboratory without permission.

9 **Modali (riferimento al presente, al futuro e al passato).** Sottolinea l'alternativa corretta.

1. I know I **should have replied** / **should reply** to his e-mail, but I didn't have time.
2. Someone **should have stolen** / **must have stolen** my scarf. It was here a minute ago.
3. Tom isn't at school today. He **must be** / **must have been** ill.
4. She **can't have taken** / **can't take** an aspirin. She still has a headache.
5. It **may rain** / **might have rained** this afternoon as it's very cloudy.
6. Look! The door is unlocked. Colin **can have forgotten** / **must have forgotten** to lock it.
7. Susan **should have been working** / **must have been working** in the garden because her clothes are dirty.
8. Tom didn't phone last night. He **might forget** / **might have forgotten** my phone number.
9. I **didn't need to walk** / **needn't have walked** to school as Mark gave me a lift.
10. We **didn't need to book** / **needn't have booked** seats in advance as there were not many people at the concert.

10 **Periodi ipotetici.** Completa i seguenti *periodi ipotetici di 1°, 2° e 3° tipo* con la forma corretta dei verbi tra parentesi.

1. If I (*miss*) the bus, I'll be late for work.
2. If Mr Collins had won the lottery, he (*buy*) a boat.
3. What (*you / do*) if he invited you out for dinner?
4. If she (*know*) a second language, she would find a better job.
5. We (*not / miss*) the bus if we hurry.
6. I'm sure Pamela would have sent you a postcard if she (*not / leave*) your address at home.
7. If you had studied harder, you (*not / fail*) your final exams.
8. If I were you, I (*not / stay*) here.

11 **Wish / Would rather / Had better / It's (high/about) time.** Sottolinea l'opzione corretta.

1. Jane has failed most of her exams and now she wishes she **studied** / **would study** / **had studied** harder.
2. I have to catch the bus to go to school every day. I wish I **had** / **have** / **had had** my own car.
3. The weather is awful. I wish it **is** / **were** / **would be** a bit warmer.
4. I can't speak French. I wish I **would be able to** / **can** / **could** speak it.
5. His parents criticise him very often. He wishes they **hadn't criticised** / **don't criticise** / **wouldn't criticise** him so often.
6. I'd rather **to stay** / **staying** / **stay** at home tonight.
7. "Shall I invite Sarah and Frank, too?" "I'd rather you **don't** / **didn't** / **wouldn't** invite them."
8. I'd rather you **called** / **had called** / **call** them now.
9. You'd better **take** / **to take** / **took** a taxi if you want to get there on time.
10. You haven't bought a coat for a long time. Isn't it about time you **bought** / **buy** / **would buy** a new one?

NAME CLASS DATE

10

TESTING GRAMMAR

10

Grammar Files: Files 36 – 38

1 Forma passiva: present simple e past simple. Riscrivi le frasi nella *forma passiva*.

1. Somebody stole my bag in the shop. →
2. The bill includes service. →
3. People don't use this path very often. →
4. They cancelled all flights because of fog. →
5. They accused him of stealing the money. →
6. When did they build that church? →
7. Who designed that building? →
8. Last night someone broke into our house. →
9. Did anyone invite Ann to the party? →
10. Listen when people speak to you. →

2 Forma passiva: altri tempi verbali. Metti i verbi tra parentesi al *tempo* e alla *forma passiva* corretti.

1. The rubbish (*already / collect*) when I left for work.
2. You needn't water these plants. They (*already / water*)
3. "Have they cleaned the kitchen yet?" "No, the kitchen (*clean*) tomorrow."
4. "Have they served dinner yet?" "It (*serve*) at the moment."
5. The teachers couldn't use the staff room because it (*clean*)

3 Forma passiva con i modali. Metti i verbi tra parentesi alla *forma passiva presente o passata*.

1. "Do you know who has written this poem?" "It (*must / write*) by Keats."
2. "Where is my camera?" "It (*may / borrow*) by James."
3. "Where can we buy souvenirs?" "Nice souvenirs (*can / buy*) from the museum bookshop."
4. Photographs (*should / take*) outdoors so that you don't have to use a flash.
5. Remember, Clare, this letter (*must / type*) with accuracy.

4 Forma passiva: costruzioni particolari. Riscrivi le frasi nella *forma passiva* iniziando come indicato.

1. They gave me two hours to make my decision. // I
2. They didn't offer Mark the job. // Mark
3. They didn't tell us anything about the results of the survey. // We
4. It is said that many people are homeless after the earthquake. // Many people
5. It is expected that the strike will begin tomorrow. // The strike
6. It is reported that three people were killed in the explosion. // Three people
7. Everybody knows that the climate is changing. // The climate
8. It is thought that the prisoner escaped by climbing over the wall. // The prisoner

5 Particolare significato passivo con *need* e *want*. Completa le frasi adeguatamente utilizzando i verbi forniti nel riquadro nella forma più comunemente usata.

revise
fill
iron
feed
fix

1. My trousers are wrinkled. They need
2. The dogs are hungry. They need
3. We've run out of petrol. The tank needs
4. There is a hole in the roof. The roof wants
5. You've made a lot of mistakes. These grammar points need

NAME CLASS DATE **10****6 Forma passiva.** Leggi il testo e completalo adeguatamente con i verbi forniti in ordine sparso.

has been fixed • can be read • have been planted • is haunted • was killed •
has been seen • have been painted • can't be starved • have been repaired

Last year George and Joanne bought an old house which has required a lot of work. All the walls (1), the windows and the gate (2); some flowers (3) in the garden, and the roof (4) as there were some holes in it. It is much better now, but it has been impossible to get rid of the ghost. The ghost? That's right – the ghost.

You must know that the house (5) by a ghost who eats all the food he finds. A man (6) in that house many years ago and since then a ghost (7) eating in the kitchen many times.

George and Joanne knew about the strange guest of the house but they had decided to buy the house despite the ghost because it was very cheap. They thought the ghost would have left the house, but it still hasn't. This year they have tried to get rid of him in many ways. Once they didn't buy any food for over a week, but a ghost (8) to death, of course.

Now a big sign (9) on the gate.

THE HAUNTED HOUSE

Entrance tickets: £2.00 – Children: £1.00

7 Far fare. Completa le frasi con *have*, *let*, *make* o *get* nel *tempo* e nella *forma* corretti.

1. John is at the dentist's. He a tooth taken out. 2. "Does Pamela cook her meals herself?" "No, she them cooked." 3. At school we were to learn poems by heart. 4. When she told me the joke she me laugh. 5. them have this catalogue. 6. My brother has bought a new computer but he doesn't me use it. 7. Paul has managed to his parents to buy him a motorbike. 8. She couldn't speak English well but she herself understood.

8 Far fare. Completa le frasi adeguatamente con i verbi forniti nel riquadro nel *tempo* e nella *forma* corretti.

show
hurt
make
drive
drop
let
charge
keep

1. I'm really angry with Paul. Yesterday he me waiting half an hour in the rain!
2. I can't get that song out of my head. It me crazy.
3. Could you me know what time the early train to London leaves?
4. Don't the ash on the carpet!
5. How much did the hairdresser you for your haircut?
6. Can you me that photo?
7. George fell down the stairs last week and his leg still
8. He couldn't himself heard without a microphone.

9 Infinito con to, infinito senza to, forma in -ing, participio passato. Sottolinea l'alternativa corretta.

1. James was made **to sit out** / **sit out** of the second game. 2. We were not allowed **leave** / **to leave** the room. 3. David had his scooter **respray** / **resprayed**. 4. He can make himself **respected** / **to respect**. 5. We saw a tramp **to sleep** / **sleeping** in the supermarket doorway. 6. The old man was seen **to sit** / **sit** down on a bench. 7. I could feel my heart **beating** / **beaten** faster and faster. 8. The boy was seen **throw** / **throwing** stones to the other children. 9. At last I got him **to apologise** / **apologise** to Susan. 10. He made me **to cry** / **cry**.

NAME CLASS DATE **11**

TESTING GRAMMAR

11**Grammar Files: File 39****1 To say / To tell.** Completa ciascuna frase con *say* o *tell* nel tempo e nella forma corretti.

1. I'm sure she us the truth yesterday morning. 2. You can't lies, can you? 3. He kissed me and goodbye. 4. John that he was tired. 5. John to his wife: "I may be late for dinner." 6. Who you that I was ill?

2 Discorso indiretto: riportare affermazioni. Trasforma le seguenti affermazioni al *discorso indiretto* utilizzando i suggerimenti forniti e il verbo introduttivo tra parentesi al *past simple*.

1. "I met her last week." (*John / say*)
 2. "I'll see you tomorrow, Jane." (*Pete / tell / Jane*)
 3. "I'm taking the 6.30 train tomorrow morning." (*Jenny / say*)
 4. "You've spent too much!" (*he / exclaim*)
 5. "I feel much better." (*my aunt / explain*)
 6. "I've been waiting for hours and I'm tired." (*uncle Frank / say*)
 7. "We're going to Glasgow next week." (*they / inform / us*)
 8. "I've just received your fax." (*Peter / tell / Alice*)

3 Discorso indiretto: riportare domande. Trasforma le seguenti *domande* al *discorso indiretto* utilizzando i suggerimenti forniti ed il verbo introduttivo tra parentesi al *past simple*.

1. "What time does the film finish?" (*I / ask / Peter*)
 2. "Do you get up early every morning?" (*the interviewer / ask / Mary*)
 3. "Did you speak to Alison?" (*he / want to know*)
 4. "Are you a student?" (*she / ask / me*)
 5. "What are you doing?" (*he / want to know*)
 6. "Why did she sell her house?" (*he / wonder*)
 7. "Are you having lunch?" (*Jack / ask / me*)
 8. "What will the weather be like?" (*Jane / ask*)
 9. "Have you done your homework?" (*the teacher / ask / the students*)
 10. "How many horror novels have you read?" (*George / ask / Ann*)

4 Discorso indiretto: riportare richieste, ordini, consigli, raccomandazioni, ecc. Trasforma le seguenti frasi al *discorso indiretto* iniziando come suggerito.

1. "I'll never accept your proposal." → She refused
 2. "I'm terribly sorry for breaking the window." → James apologised
 3. "If I were you, I'd leave tomorrow." → He advised me
 4. "How about going to the seaside next Sunday?" → He suggested
 5. "I'm going to pay the bill." → She insisted
 6. "I'll help you solve the problem." → He promised that
 7. "OK. I'll help you with your homework." → Mark agreed
 8. "No, I didn't take it." → Barbara denied
 9. "Shall I carry your suitcase, Lucy?" → Tom offered
 10. "Yes, I cheated in the English test." → David admitted
 11. "Go away!" → He told me
 12. "Can you lend me your book?" → He asked me

NAME CLASS DATE

11

5 Alcuni verbi introduttivi. Completa ciascuna frase con il *verbo adeguato* tra quelli forniti nel riquadro.

threatened
advised
invited
reminded

1. He us not to forget to check the battery.
2. The teacher to punish Tom if he didn't stop talking during the test.
3. The doctor me to stop eating fatty food.
4. He me to go on holiday with him.

6 I modali nel discorso indiretto. Trasforma le frasi al *discorso indiretto* iniziando come suggerito.

1. "I can't drive." Paul said that
2. "We may be late for dinner." They said that
3. "I must go home at once." Carol said that
4. "We must start next month." They said that
5. "He must be eighteen." She said that
6. "What time shall we leave?" She asked
7. "I could run very fast when I was young." He said that

7 Periodi ipotetici, *had better*, *would rather*, *wish* nel discorso indiretto. Trasforma le frasi al *discorso indiretto* iniziando come suggerito.

1. "If you try hard, you will do better." The teacher told the girl that
2. "If there were more facilities, life in this town wouldn't be so boring." He complained that
3. "If I had more free time, I would go to the gym more often." Jane said that
4. "You'd better answer that ad immediately." Mary told me that
5. "I'd rather go to the theatre." She replied that
6. "I wish I had curly hair." Alice said that
7. "I wish he wouldn't chew gum all the time." She said that

8 Dal discorso indiretto al discorso diretto. Leggi il testo e trasformalo in dialogo.

Situazione: Tom e Mark non si vedevano da molto tempo quando un giorno si incontrarono per caso vicino alla stazione a Londra.

Mark greeted Tom and asked him what he was doing there. Tom answered that he was leaving for Scotland. Mark asked Tom if he was still living in London and Tom answered he was. Then Mark asked him what he had done after leaving school. Tom said that he had gone to university where he had graduated in computer science. He added that after that he had started working for a big insurance company. Then Tom asked Mark what he had done after school.

Mark answered that he had found a job in a travel agency and then he had got married. He added that he had two children. Then Tom suggested meeting one evening. Mark said that was a good idea and gave Tom his new phone number. Tom said that he had to go and catch the train. Then he added that he would call Mark soon. Finally, he said goodbye and Mark said goodbye, too.

1. M: Hello, Tom! What?
2. T:
3. M:
4. T:
5. M:
6. T:
7. M:
8. T:
9. M:
10. T:
11. M:

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TESTING GRAMMAR

12

Grammar Files: Files 40 – 42

1 Connettivi. Sottolinea l'alternativa corretta.

1. I went downstairs **after** / **to** making my bed.
2. She was in the kitchen **while** / **when** she heard a strange noise.
3. You won't pass the exam **unless** / **if** you don't study hard.
4. You can borrow my book **unless** / **as long as** you give it back tomorrow.
5. I'm doubtful about **whether** / **if** she will accept our offer.
6. I'm calling **to** / **so that** enquire about the hotel rates.
7. I didn't go out **in case** / **if** John phoned.
8. You should have done **like** / **as** I showed you.
9. He talks too much. I can't stand people **as** / **like** him.
10. She behaves **as though** / **like** she were better than us.
11. **Because** / **Owing to** the fog a lot of flights will be cancelled.
12. **Since** / **In order to** we were half an hour early we decided to stop for a quick snack.
13. **However** / **Although** it was snowing, it wasn't very cold.
14. **Even though** / **Even if** there was a bus strike this morning, we got to school on time.
15. Jane had studied hard. She failed the exam, **whereas** / **though**.
16. She shut the window **for fear that** / **so that** it might rain.
17. She stood on a chair **so** / **in order to** reach the top shelf.
18. He stayed at home **due to** / **as** he had no car.
19. **Despite the fact that** / **In spite** he had a cold, he still played football.
20. The little boy could **either** / **neither** read nor write.

2 Connettivi. Riscrivi le frasi usando i *connettivi* tra parentesi. Effettua tutti i cambiamenti necessari.

1. I'll be happy to have you with me for the weekend, only don't bring your cat. (*as long as*)
.....
2. I never watch a football match if I'm not forced to. (*unless*)
.....
3. I'll help you in the kitchen if you help me with my homework. (*on condition that*)
.....
4. The policeman stopped the traffic. He wanted the children to cross the road safely. (*so that*)
.....
5. John had a pain in his foot. He couldn't finish the football match. (*because*)
.....
6. I can't advise you. I don't know much about it. (*since*)
.....
7. The film had a good review in the paper. We all went to see it. (*such ... that*)
.....
8. The dog was aggressive. The postman refused to deliver the letters. (*so ... that*)
.....
9. They are generous. They are very poor. (*although*)
.....
10. He looked strong and healthy. He hadn't eaten for days. (*however*)
.....
11. Dogs are friendly. Dogs are loyal (*not only*)
.....
12. Forests are in danger. Animals are in danger too. (*both ... and*)
.....

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3 Connettivi. Scegli il *connettivo adeguato* per collegare le frasi. Poi riscrivi le frasi effettuando tutti i cambiamenti necessari.

1. Many young people decide to stay in youth hostels when travelling. Youth hostels are cheaper than hotels.
(*on the other hand / because*)
.....
2. Studying abroad can be a very valuable experience. It can be very costly. (*however / in addition*)
.....
3. People in the city-centre are complaining. The air is very polluted. (*due to the fact that / despite the fact that*)
.....
4. Traffic in the city-centre is awful during the rush hour. Most people use private transport. (*moreover / as*)
.....

4 Infinito con to, infinito senza to, forma in -ing. Sottolinea l'alternativa corretta.

1. The teacher told us to stop **to talk / talk / talking** at once.
2. After **wait / to wait / waiting** for hours, they decided to leave.
3. That book is worth **reading / to read / read**.
4. I miss **to sleep / sleeping / sleep** in my bed when I'm on holiday.
5. I was not expected **coming / to come / come** back before 7 pm.
6. We'd better **wearing / to wear / wear** warm clothes.
7. They agreed **call / calling / to call** off the meeting.
8. It was very kind of you **help / helping / to help** the old man with his suitcase.
9. It's advisable for them **to leave / leave / leaving** today.
10. Has he managed **qualify / to qualify / qualifying** for the race?
11. I'm looking forward to **meet / to meet / meeting** your parents.
12. I don't feel like **go / to go / going** out.
13. The children are excited about **go / going / to go** on holiday.
14. You must **calling / call / to call** your mother immediately.
15. I was made **clean / cleaning / to clean** the room.
16. I can't get used to **living / live / to live** in such cold country.
17. I can't stand **to watch / watching / watch** violent films.
18. My parents let me **stay / to stay / staying** out until midnight on Fridays.
19. The students had difficulty in **understand / to understand / understanding** this.
20. Despite **be / to be / being** seriously ill, he went to work.
21. Dogs are friendly in addition to **be / to be / being** loyal.
22. Besides **to be / be / being** overcrowded, this town is also polluted.
23. Do you mind **to wait / waiting / wait**?
24. I can't afford **go / going / to go** to the cinema once a week.
25. I can't help **to love / loving / to love** you.

5 Infinito con to, infinito senza to, forma in -ing. Metti il verbo tra parentesi alla forma corretta.

1. Alice suddenly realized she had forgotten (*lock*) the front door.
2. I remember (*visit*) that castle a few years ago.
3. On the way back we stopped (*have*) lunch at a restaurant.
4. Will you stop (*talk*), please?
5. Telling the truth would mean (*hurt*) her feelings.
6. I didn't mean (*say*) that.
7. I don't like (*go*) to bed early.
8. I'd like (*try*) the new Indian restaurant.
9. He was starting (*get*) angry.
10. I hate (*tell*) you that you failed your exam.
11. We regret (*announce*) that flight BA432 to Paris has been delayed by an hour.
12. He might go on (*work*) all afternoon if you don't tell him to take a break.
13. After introducing himself, he went on (*discuss*) his project.
14. The little girl tried (*reach*) the top shelf, but it was too high for her.
15. If you have a cough, try (*take*) these pills.
16. My nails need (*cut*)
17. He recommended (*read*) that book.
18. She advised us (*take*) the underground.
19. It's no use (*talk*) about it.
20. It's no good (*tell*) her.

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TESTING GRAMMAR

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Grammar Files: Section 6 – SOS Verbs!

1 To do / To make. Sottolinea l'alternativa corretta.

1. Sarah always **makes** / **does** her bed before going to school.
2. Can you **do** / **make** me a favour?
3. Are you **doing** / **making** fun of me or are you just joking?
4. She didn't **make** / **do** any phone calls.
5. I'm sorry! I didn't want to **make** / **do** any harm!
6. He'll **do** / **make** a lot of money if he can **do** / **make** business with that American company.
7. Jane doesn't like **doing** / **making** the washing-up, but she quite likes **making** / **doing** the ironing.
8. My sister **makes** / **does** most of the cooking in our house.

2 To do / To make. Completa ciascuna frase con la forma verbale corretta di *do* o *make*.

1. Please don't so much noise!
2. I think you've a mistake.
3. We him an offer which he couldn't refuse.
4. When you have these exercises, you can have a break.
5. Don't forget to your homework.
6. I'd like to a table reservation for two people for 9 o'clock.
7. Take these tablets. They'll you good.
8. Lucy is not very clever, but I'm sure she's her best.
9. There will be an important meeting at the end of the month so we're already arrangements.
10. You haven't any progress.

3 Verbi seguiti/non seguiti da preposizione. Completa ciascuna frase con la *preposizione* corretta. Metti una X dove non è richiesta alcuna preposizione.

1. Susan congratulated Peter passing the driving test.
2. I don't approve smoking in public places.
3. It's the nicest present I've ever had. I couldn't ask a better one.
4. She asked me Welsh history.
5. He apologised publicly me his mistake.
6. The official refused to comment the matter.
7. If the service was so bad why didn't you complain the manager?
8. Children depend their parents.
9. When I was little I used to dream having the money to buy all the sweets that I wanted.
10. James divorced Lucy for infidelity.
11. She filled the bucket water.
12. Have a close look the figure in the background.
13. We haven't heard her for ages.
14. He insisted seeing his lawyer.
15. I don't trust him.
16. Look all this rubbish on the floor!
17. All the children were laughing the clown, who was pretending to eat a book.
18. The natives live a diet of fruit and occasionally meat.
19. The government should provide poorer families viable social services.
20. You can rely him for good advice.
21. I've just spent a lot of money four tyres for my car.
22. The campaign has certainly succeeded raising public awareness of the issue.

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4 Phrasal verbs. Abbina ciascuna frase in A alla frase in B che ha un significato simile.

A	B	
1. I think I will enjoy my holiday.	a. I look like him.	1...
2. I've stopped smoking.	b. I looked it up.	2...
3. I tried to find a word in a dictionary.	c. I get on well with him.	3...
4. I have a good relationship with my husband.	d. I'm looking forward to it.	4...
5. I haven't got any more petrol.	e. I've given it up.	5...
6. I take after my father.	f. I ran into him.	6...
7. I met Peter by chance.	g. I looked for it.	7...
8. I tried to find my hat.	h. I looked after him.	8...
9. I took care of my brother.	i. I put it off.	9...
10. I postponed the meeting.	j. I've run out of it.	10...

5 Phrasal verbs. Abbina ciascun *phrasal verb* in A al corretto significato in B.

A	B	
1. to call off	a. to visit for a short time	1 ...
2. to put off	b. to begin operating electrical equipment	2 ...
3. to put out	c. to provide accommodation in sb's house	3 ...
4. to put up	d. to enter by force	4 ...
5. to take up	e. to recover from	5 ...
6. to break into	f. to cancel	6 ...
7. to turn on	g. to postpone	7 ...
8. to get away	h. to extinguish	8 ...
9. to set off	i. to escape	9 ...
10. to turn up	j. to inherit	10...
11. to call on	k. to start a hobby or activity	11...
12. to get over	l. to investigate	12...
13. to take off	m. to begin a journey	13...
14. to come into	n. to arrive, often unexpectedly	14...
15. to look into	o. to leave the ground	15...

6 Phrasal verbs. Sottolinea l'alternativa corretta.

- When we gave her the bad news she broke **down** / **into** and cried.
- Lessons will be **over** / **off** on 9th.
- We'll call **off** / **for** you at eight o'clock so don't keep us waiting.
- Let's carry **out** / **on** until 12.30 and then we can have a break.
- If it rains we'll have to call **on** / **off** the picnic in the park.
- When I visited Tom in hospital he had just come **round** / **out** from anaesthetic.
- My little brother came **out in** / **up with** spots. The doctor said it was measles.
- Mr Jones is a good teacher. He can get things **over** / **across** very clearly.
- Unfortunately the project with the Chinese company has fallen **through** / **out**.
- Many villages have been cut **up** / **off** by the heavy snow.
- Although it looked as though Carol was winning the match, Steffi refused to give **back** / **in**.
- I took **to** / **up** my new English teacher the moment I saw her.
- Do excuse me. I took you **to** / **for** a friend. You're so alike.
- A friend is someone you can turn **for** / **to** in a crisis.
- The two thieves were able to take **in** / **up** the guard and steal the money.
- It's very hard to bring **up** / **about** a child.
- The old man got seriously injured when he was run **after** / **over** by the car.
- They've just set **off** / **apart** on a round-the-world cruise.

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7 Tempi verbali. Sottolinea l'alternativa corretta.

1. The sun **is rising** / **rises** in the East.
2. She **hasn't phoned** / **didn't phone** me last night.
3. They **have just finished** / **just finished** their homework.
4. You should wake her up. She **has slept** / **has been sleeping** for hours.
5. I **was standing** / **stood** in the high street when suddenly a boy **was waving** / **waved** at me.
6. I **haven't seen** / **hadn't seen** John for such a long time that, at first, I **didn't recognise** / **don't recognise** him.
7. I **was waiting** / **had been waiting** there for half an hour but I **hadn't seen** / **haven't seen** a single taxi.
8. He has dreamt of being a pilot since he **has been** / **was** a child.
9. How long **have you known** / **have you been knowing** Peter?
10. I'm really tired. I think I'll **go** / **'m going** to go to bed.
11. Don't worry about this exercise. I'm **helping** / **'ll help** you.
12. I expect she **is going to be** / **will be** here in another hour or so.
13. We've got plans for this weekend. We **are going** / **will go** to Chester.
14. Our plane **will leave** / **leaves** at 5.30 p.m.
15. Take an umbrella. It **rains** / **is going to rain**.
16. At 5.00 I **will be waiting** / **will wait** for you at the bus stop.
17. If we don't hurry, the match **will be starting** / **will have started** before we get there.
18. If I **need** / **will need** anything I **will ask** / **ask** you.
19. If Mrs Collins **would win** / **won** the lottery, she **would buy** / **would have bought** a new car.
20. We **would have come** / **came**, if it **would be** / **had been** necessary.

8 Tempi verbali. Completa le frasi con i verbi tra parentesi nel *tempo* e nella *forma* corretti.

1. "What (you / do), Mary?" "I (study) I (study) for two hours now. I (take) an exam next Monday."
2. "(your parents / fly) British Airways?" "No, they didn't. They (fly) Air India. They (never / fly) Air India before but everything (be) fine."
3. Bob (wake up) many times last night because some people (make) noise in the street. Then he (have) to get up early and he (be) exhausted now.
4. The train (stand) in the station. Tom (run) to catch it, but when he (reach) the platform, the train (already / move) off.
5. The woman (clean) a crystal vase when suddenly she (drop) it. It (break) into pieces. She (break) a plate too a few minutes before.
6. "(you / ever / win) a lottery?" "No, never, but if I (win) one, I would buy a lot of presents for my family and my friends. What (you / do) if you (win) a lot of money?" "Well, first of all I (buy) a larger house."
7. Wait for me. I (be) ready in a minute.
8. We'll start as soon as everyone (arrive)
9. If you go on like that, you (spend) all your money long before the end of the month.
10. Just think! This time tomorrow we (swim) in the ocean. (you / not / be) excited?
11. He works hard. Don't worry, in two hours' time he (finish) everything.
12. "How long (you / live) in Paris?" "I (move) to Paris nearly two years ago. By the end of July I (live) here exactly for two years."

Testing Grammar

TOWARDS PET

NAME CLASS DATE

1

TESTING GRAMMAR • TOWARDS PET

1

Grammar Files: Files 1 – 10

- 1 READING – Multiple choice cloze.** Read the text below and choose the correct word or words for each space. For each question, mark the correct letter A, B, C or D. There is an example (0) at the beginning.

MY HOMETOWN

Hi! My name's Rachel, I (0) sixteen years old and I'm from Southfield, UK.

Southfield is a very small town. It is a quiet place, sometimes too quiet. (1) many places where young people can meet. When the weather is good we meet in the park or in the square (2) the town hall, and (3) winter we meet at (4) houses or in the caf  s along the main street. I know almost everybody in town, which is cool, - I like the fact that I can talk to everyone.

(5) a small cinema here but we (6) good films. If we want to see a good film, we have to go to Liverpool, about 25 kilometres from here. Southfield (7) got a tennis club, a football ground and a swimming pool. That's all.

I think living in a small town (8) a bit boring. Living in a big city is probably more fun. There are lots of sporting facilities, great shops, lots of things to do. Of course there are disadvantages, for example, people (9) very friendly, there are dangerous neighbourhoods, people are always (10) a hurry. Maybe the solution is somewhere in the middle like living in a big town or a small city.

0. A 'm	<input checked="" type="checkbox"/>	B 've	<input type="checkbox"/>	C 've got	<input type="checkbox"/>	D got	<input type="checkbox"/>
1. A These aren't	<input type="checkbox"/>	B There aren't	<input type="checkbox"/>	C There isn't	<input type="checkbox"/>	D There's	<input type="checkbox"/>
2. A upstairs	<input type="checkbox"/>	B in front of	<input type="checkbox"/>	C over	<input type="checkbox"/>	D between	<input type="checkbox"/>
3. A on	<input type="checkbox"/>	B at	<input type="checkbox"/>	C in	<input type="checkbox"/>	D among	<input type="checkbox"/>
4. A each others'	<input type="checkbox"/>	B each other	<input type="checkbox"/>	C each other's	<input type="checkbox"/>	D of each other	<input type="checkbox"/>
5. A There are	<input type="checkbox"/>	B There's	<input type="checkbox"/>	C This is	<input type="checkbox"/>	D These are	<input type="checkbox"/>
6. A never get	<input type="checkbox"/>	B don't never get	<input type="checkbox"/>	C don't get never	<input type="checkbox"/>	D get never	<input type="checkbox"/>
7. A is	<input type="checkbox"/>	B are	<input type="checkbox"/>	C has	<input type="checkbox"/>	D have	<input type="checkbox"/>
8. A are	<input type="checkbox"/>	B is	<input type="checkbox"/>	C aren't	<input type="checkbox"/>	D 's got	<input type="checkbox"/>
9. A isn't	<input type="checkbox"/>	B is	<input type="checkbox"/>	C haven't	<input type="checkbox"/>	D aren't	<input type="checkbox"/>
10. A on	<input type="checkbox"/>	B at	<input type="checkbox"/>	C in	<input type="checkbox"/>	D up	<input type="checkbox"/>

- 2 WRITING – Sentence transformations.** For each question, complete the second sentence so that it means the same as the first. Use **no more than three words**. There is an example (0) at the beginning.

0. What nationality are you? → Where **are you** from?

- What age is the Leaning Tower of Pisa? → How Leaning Tower of Pisa?
- The restaurant is downstairs. → The restaurant ground floor.
- Patrick is Irish. → Patrick Ireland.
- There are two armchairs, one on the right and one on the left of the sofa. → The sofa two armchairs.
- Paul eats too much and so does Peter. → Paul and too much.
- Robert has got a new girlfriend. Am I right? → Robert has got a new girlfriend, he?
- What's the price of these shoes? → How much cost?
- We've only got thirty minutes for lunch. → We've only got half for lunch.
- Tom is waiting to see a doctor because he feels unwell. → Tom well, so he's waiting to see a doctor.
- Ted is in front of Pamela. → Pamela Ted.

NAME CLASS DATE

2

TESTING GRAMMAR • TOWARDS PET

2

Grammar Files: Files 1 – 10

- 1 READING – Multiple choice cloze.** Read the text below and choose the correct word or words for each space. For each question, mark the correct letter A, B, C or D. There is an example (0) at the beginning.

British meals: food and drink

The British eat many times (0)day. They have three main meals - breakfast, lunch and dinner - but they also have a lot of snacks during the day.

The day starts with breakfast which usually consists of toast or bread with butter, jam, or marmalade, cereals (1) cold milk, tea or coffee. In the past (2) used to be a very large meal but today the typical British breakfast with bacon and eggs is becoming less and less common because it (3) a long time to prepare and it is high in cholesterol.

The British don't usually have lunch at home but they often have something light in the canteen (4) work, in self-service restaurants, in coffee-bars, or in pubs. Students often have lunch in the school canteen. Fish and chips, cheese, salads, toast and omelettes are typical dishes (5) midday.

In the early afternoon, most people have a cup of coffee or tea with something to eat - (6) biscuits or a cake - while the famous British five o'clock tea, with lots of cakes and sandwiches is becoming increasingly rare.

The main meal of the day is in the evening. (7) meal, called dinner or supper, usually consists of three courses: soup, meat with vegetables and dessert.

With (8) meals they usually have tea or coffee. They don't usually have beer at meals, but they have it at the pub where the British like (9) and meeting their friends. They (10) wine, because it's too expensive, and mineral water isn't very popular either.

0. A per	<input type="checkbox"/>	B at	<input type="checkbox"/>	C a	<input checked="" type="checkbox"/>	D in	<input type="checkbox"/>
1. A of	<input type="checkbox"/>	B with	<input type="checkbox"/>	C from	<input type="checkbox"/>	D for	<input type="checkbox"/>
2. A it	<input type="checkbox"/>	B these	<input type="checkbox"/>	C there	<input type="checkbox"/>	D they	<input type="checkbox"/>
3. A occurs	<input type="checkbox"/>	B needs	<input type="checkbox"/>	C wants	<input type="checkbox"/>	D takes	<input type="checkbox"/>
4. A in	<input type="checkbox"/>	B at	<input type="checkbox"/>	C during	<input type="checkbox"/>	D on	<input type="checkbox"/>
5. A in	<input type="checkbox"/>	B after	<input type="checkbox"/>	C on	<input type="checkbox"/>	D at	<input type="checkbox"/>
6. A any	<input type="checkbox"/>	B the	<input type="checkbox"/>	C a	<input type="checkbox"/>	D some	<input type="checkbox"/>
7. A This	<input type="checkbox"/>	B These	<input type="checkbox"/>	C Those	<input type="checkbox"/>	D A	<input type="checkbox"/>
8. A they	<input type="checkbox"/>	B their	<input type="checkbox"/>	C them	<input type="checkbox"/>	D theirs	<input type="checkbox"/>
9. A drank	<input type="checkbox"/>	B drink	<input type="checkbox"/>	C drinking	<input type="checkbox"/>	D are drinking	<input type="checkbox"/>
10. A don't have often	<input type="checkbox"/>	B don't often have	<input type="checkbox"/>	C don't never have	<input type="checkbox"/>	D don't have always	<input type="checkbox"/>

- 2 WRITING – Sentence transformations.** For each question, complete the second sentence so that it means the same as the first. Use **no more than three words**. There is an example (0) at the beginning.

- Who does this pullover belong to? → Whose *pullover* is this?
- What's the length of the river Thames? → How river Thames.
- Jennifer feels lonely. She's always by herself. → Jennifer feels lonely. She's always own.
- Rock climbing is a sport. It's dangerous. → Rock climbing is sport.
- There are few new students in my class. → There aren't in my class.
- How long are your holidays? → How long last?
- What's her job? → What do?
- How tall are these trees? → What's these trees?
- Bill is Jane's brother. → Jane sister.
- They never meet during the summer. → They never see during the summer.
- What's this town called? → What's the town?

NAME CLASS DATE **3**

TESTING GRAMMAR • TOWARDS PET

3**Grammar Files: Files 11 – 20****1 READING - Multiple choice cloze**

Read the text below and choose the correct word or words for each space.

For each question, mark the correct letter **A**, **B**, **C** or **D**. There is an example (0) at the beginning.**WHAT A NUISANCE!**

Mr and Mrs White go (0) the supermarket on Saturday mornings. Mr White never (1) these visits. While his wife goes shopping, he (2) on a box and (3) for her. This morning there (4) more noise (5) usual and everyone was in a hurry. Mrs White (6) some fish, a lot of meat, fruit and vegetables. An hour passed and then a man (7) to Mr White. "Excuse me," he (8) , "is your name White? Your wife has finished shopping now, but her bags are (9) heavy. She would like (10) them home for her."

0. A into	<input type="checkbox"/>	B to	<input checked="" type="checkbox"/>	C from	<input type="checkbox"/>	D towards	<input type="checkbox"/>
1. A enjoys	<input type="checkbox"/>	B is enjoying	<input type="checkbox"/>	C is preferring	<input type="checkbox"/>	D prefer	<input type="checkbox"/>
2. A is standing	<input type="checkbox"/>	B goes	<input type="checkbox"/>	C sits	<input type="checkbox"/>	D arrives	<input type="checkbox"/>
3. A waits	<input type="checkbox"/>	B is waiting	<input type="checkbox"/>	C waited	<input type="checkbox"/>	D doesn't wait	<input type="checkbox"/>
4. A were	<input type="checkbox"/>	B isn't	<input type="checkbox"/>	C was	<input type="checkbox"/>	D are	<input type="checkbox"/>
5. A of	<input type="checkbox"/>	B as	<input type="checkbox"/>	C then	<input type="checkbox"/>	D than	<input type="checkbox"/>
6. A didn't buy	<input type="checkbox"/>	B buys	<input type="checkbox"/>	C bought	<input type="checkbox"/>	D bought	<input type="checkbox"/>
7. A came up	<input type="checkbox"/>	B is coming up	<input type="checkbox"/>	C comes up	<input type="checkbox"/>	D was coming up	<input type="checkbox"/>
8. A saw	<input type="checkbox"/>	B said	<input type="checkbox"/>	C answered	<input type="checkbox"/>	D spoke	<input type="checkbox"/>
9. A a lot	<input type="checkbox"/>	B too much	<input type="checkbox"/>	C enough	<input type="checkbox"/>	D very	<input type="checkbox"/>
10. A you carrying	<input type="checkbox"/>	B that you carry	<input type="checkbox"/>	C you carry	<input type="checkbox"/>	D you to carry	<input type="checkbox"/>

2 WRITING - Sentence transformations

For each question, complete the second sentence so that it means the same as the first.

Use no more than three words. There is an example (0) at the beginning.

0. There aren't many students at school today. → There are only *a few students* at school today.
1. The eggs aren't enough to make a cake. → We haven't got to make a cake.
2. They are too young to get married. → They aren't to get married.
3. There is plenty of food in the fridge. → There is a in the fridge.
4. There's very little money left. → There isn't left.
5. The film was so boring that I fell asleep. → It was film that I fell asleep.
6. What a happy time we had! → We had time!
7. How ugly her sisters are! → She has got sisters!
8. People are not allowed to use this exit. → People may exit.
9. Do you want me to make some tea? → Shall I tea?
10. Do you want a cup of coffee? → Would a cup of coffee?

NAME CLASS DATE

4

TESTING GRAMMAR • TOWARDS PET

4

Grammar Files: Files 11 – 20

1 READING - Multiple choice cloze

Read the text below and choose the correct word or words for each space.

For each question, mark the correct letter A, B, C or D. There is an example (0) at the beginning.

ALL'S WELL THAT ENDS WELL

It was very dark. Snow (0) on the ground and a cold wind (1) Two young women were advancing (2) across the plain. They had lost their way. (3), they noticed a light behind some trees and soon (4) at a house. A poor old man (5) invited them into a clean room. He seemed a strange fellow, but he spoke (6) and offered them a cup of hot coffee and some cheese sandwiches. The two women (7) the night there. The following morning, the man (8) them to (9) village, but he wouldn't accept (10) ...money for his help.

0. A lay	<input type="checkbox"/>	B was lying	<input checked="" type="checkbox"/>	C lie	<input type="checkbox"/>	D laid	<input type="checkbox"/>
1. A blew	<input type="checkbox"/>	B blown	<input type="checkbox"/>	C was blowing	<input type="checkbox"/>	D were blowing	<input type="checkbox"/>
2. A fastly	<input type="checkbox"/>	B slowly	<input type="checkbox"/>	C quick	<input type="checkbox"/>	D hardly	<input type="checkbox"/>
3. A Suddenly	<input type="checkbox"/>	B Quickly	<input type="checkbox"/>	C While	<input type="checkbox"/>	D Early	<input type="checkbox"/>
4. A were arriving	<input type="checkbox"/>	B arrived	<input type="checkbox"/>	C came	<input type="checkbox"/>	D reached	<input type="checkbox"/>
5. A immediately	<input type="checkbox"/>	B dangerously	<input type="checkbox"/>	C well	<input type="checkbox"/>	D slowly	<input type="checkbox"/>
6. A courageously	<input type="checkbox"/>	B hard	<input type="checkbox"/>	C slow	<input type="checkbox"/>	D kindly	<input type="checkbox"/>
7. A remain	<input type="checkbox"/>	B spent	<input type="checkbox"/>	C were staying	<input type="checkbox"/>	D were remaining	<input type="checkbox"/>
8. A led	<input type="checkbox"/>	B lead	<input type="checkbox"/>	C was leading	<input type="checkbox"/>	D leaded	<input type="checkbox"/>
9. A nearer	<input type="checkbox"/>	B furthest	<input type="checkbox"/>	C the nearest	<input type="checkbox"/>	D farther	<input type="checkbox"/>
10. A no	<input type="checkbox"/>	B a few	<input type="checkbox"/>	C some	<input type="checkbox"/>	D any	<input type="checkbox"/>

2 WRITING - Sentence transformations

For each question, complete the second sentence so that it means the same as the first.

Use no more than three words. There is an example (0) at the beginning.

0. Don't use my camera. → You *mustn't use* my camera.

1. Shall I clean the kitchen? → Do you want the kitchen?

2. Shall we go for a walk? → What about walk?

3. Are we allowed to play football in the park? → May in the park?

4. Perhaps John is at home. → John home.

5. She cut her finger while she was cutting onions. → She was she cut her finger.

6. We were having dinner when the doorbell rang. → The doorbell rang having dinner.

7. You're a better football player than me. → You can than me.

8. You're the most generous friend I've ever had. → I've never had friend than you.

9. Why don't we go to the pub tonight? → Shall the pub tonight?

10. When I was a child I always spent my summer holidays at my grandparents'.

→ When I was a child I my summer holidays at my grandparents'.

NAME CLASS DATE

5

TESTING GRAMMAR • TOWARDS PET

5

Grammar Files: Files 21 – 30

1 READING – Multiple choice cloze

Read the text below and choose the correct word or words for each space.

For each question, mark the correct letter A, B, C or D. There is an example (0) at the beginning.

Never enough

(0) I went out to lunch with my friend Michael. Michael is (1) fat. He likes good food – and (2) it. We (3) at a table in a restaurant and the waiter (4) us a tray full of delicious things. (5) a big meal we (6) some cheese and (7) some coffee, too. “We really must go now Michael,” I said. “We (8) here (9) nearly three hours. It’s ten to four.” “What (10)?” asked Michael in surprise. “We can’t leave now. It’s time for tea!”

0. A Next week	<input type="checkbox"/>	B Last evening	<input type="checkbox"/>	C Last week	<input checked="" type="checkbox"/>	D Next Sunday	<input type="checkbox"/>
1. A very much	<input type="checkbox"/>	B much	<input type="checkbox"/>	C plenty of	<input type="checkbox"/>	D very	<input type="checkbox"/>
2. A a lot of	<input type="checkbox"/>	B all	<input type="checkbox"/>	C whole	<input type="checkbox"/>	D every	<input type="checkbox"/>
3. A sat	<input type="checkbox"/>	B sit	<input type="checkbox"/>	C are sitting	<input type="checkbox"/>	D have sat	<input type="checkbox"/>
4. A brings	<input type="checkbox"/>	B brought	<input type="checkbox"/>	C have brought	<input type="checkbox"/>	D has brought	<input type="checkbox"/>
5. A Before	<input type="checkbox"/>	B While	<input type="checkbox"/>	C When	<input type="checkbox"/>	D After	<input type="checkbox"/>
6. A ate	<input type="checkbox"/>	B have eaten	<input type="checkbox"/>	C had eaten	<input type="checkbox"/>	D eat	<input type="checkbox"/>
7. A were drinking	<input type="checkbox"/>	B drunk	<input type="checkbox"/>	C drank	<input type="checkbox"/>	D have drunk	<input type="checkbox"/>
8. A were	<input type="checkbox"/>	B been	<input type="checkbox"/>	C 've been	<input type="checkbox"/>	D are	<input type="checkbox"/>
9. A since	<input type="checkbox"/>	B from	<input type="checkbox"/>	C at	<input type="checkbox"/>	D for	<input type="checkbox"/>
10. A mean you	<input type="checkbox"/>	B did you meant	<input type="checkbox"/>	C meant you	<input type="checkbox"/>	D do you mean	<input type="checkbox"/>

2 WRITING – Sentence transformations

For each question, complete the second sentence so that it means the same as the first.

Use **no more than three words**. There is an example (0) at the beginning.

0. I've never met a less sincere person than Claire. → Claire is **the least sincere** person I've ever met.
1. Gold is more precious than silver. → Silver isn't gold.
2. In my class there aren't as many students as in yours. → My class numerous as yours.
3. It's two days since they left. → They ago.
4. I haven't seen Paul for three weeks. → The last time I was three weeks ago.
5. I have a pullover. I bought it three months ago. → I this pullover for three months.
6. Mary is English. Susan is English too. → Both are English.
7. All the boys were wearing a cap. → Every a cap.
8. They were all nervous before the exam. → Everybody before the exam.
9. They have never been to the ballet before. → It's the first time to the ballet.
10. I never drink coffee. → I'm not coffee.

NAME CLASS DATE

6

TESTING GRAMMAR • TOWARDS PET

6

Grammar Files: Files 21 – 30

1 READING – Multiple choice cloze

Read the text below and choose the correct word or words for each space.

For each question, mark the correct letter A, B, C or D. There is an example (0) at the beginning.

A terrible mistake

One Friday afternoon a motorist (0) two men walking along a lonely country road. They (1) heavy bags, so he at once (2) the police. That morning he (3) on the radio that there (4) a robbery at a post office not too far from there. Two men (5) two mail-bags (6) a lot of money and the police were asking for information which might lead to the arrest of the thieves. The police soon arrived on the scene. They questioned (7) men but (8) of them could speak English. The two men tried hard to resist arrest and refused to say (9) When the police opened the bags, they realized that they (10) a terrible mistake. The two men were German potato-sellers and their bags were full of potatoes!

0. A see <input type="checkbox"/>	B saw <input checked="" type="checkbox"/>	C seen <input type="checkbox"/>	D was seeing <input type="checkbox"/>
1. A were carrying <input type="checkbox"/>	B carried <input type="checkbox"/>	C had carried <input type="checkbox"/>	D have carried <input type="checkbox"/>
2. A was informing <input type="checkbox"/>	B informed <input type="checkbox"/>	C informs <input type="checkbox"/>	D is going to inform <input type="checkbox"/>
3. A has heard <input type="checkbox"/>	B was hearing <input type="checkbox"/>	C had heard <input type="checkbox"/>	D hears <input type="checkbox"/>
4. A was <input type="checkbox"/>	B had been <input type="checkbox"/>	C has been <input type="checkbox"/>	D had happened <input type="checkbox"/>
5. A had stolen <input type="checkbox"/>	B have stolen <input type="checkbox"/>	C have robbed <input type="checkbox"/>	D are stealing <input type="checkbox"/>
6. A contain <input type="checkbox"/>	B contained <input type="checkbox"/>	C containing <input type="checkbox"/>	D were containing <input type="checkbox"/>
7. A both <input type="checkbox"/>	B two <input type="checkbox"/>	C all <input type="checkbox"/>	D everybody <input type="checkbox"/>
8. A none <input type="checkbox"/>	B no one <input type="checkbox"/>	C nobody <input type="checkbox"/>	D neither <input type="checkbox"/>
9. A anything <input type="checkbox"/>	B something <input type="checkbox"/>	C nothing <input type="checkbox"/>	D nowhere <input type="checkbox"/>
10. A have got <input type="checkbox"/>	B had made <input type="checkbox"/>	C have taken <input type="checkbox"/>	D are making <input type="checkbox"/>

2 WRITING – Sentence transformations

For each question, complete the second sentence so that it means the same as the first.

Use **no more than three words**. There is an example (0) at the beginning.

0. It was silly of me to believe her. → I believed her, **which was silly** of me.
1. The office Peter works in is in that building. → The office works is in that building.
2. I never drink alcohol. → I'm not used alcohol.
3. "I'm sorry I'm late" he said. → He apologised late.
4. We always spent our summer holidays in Spain. → We used summer holidays in Spain.
5. There's nothing I can do for her. → There isn't do for her.
6. Shall we go to another place? → Shall we else?
7. That's the kennel in which the dog sleeps. → That's the kennel in.
8. The two girls are coming to see us next week. We met them in Paris.
→ The two girls Paris are coming to see us next week.
9. It's surprising that this kind of magazines is so popular.
→ This kind of magazines is very popular, surprising.
10. There isn't anything good on TV tonight. → There's TV tonight.

NAME CLASS DATE **7**

TESTING GRAMMAR • TOWARDS PET

7**Grammar Files: Files 21 – 30****1 READING - Multiple choice cloze**

Read the text below and choose the correct word or words for each space.

For each question, mark the correct letter **A, B, C** or **D**. There is an example (0) at the beginning.**IN THE FUTURE**

Genetic engineering (0) us to create the perfect human. Parents (1) a baby as they want it. After 2082 winter Olympics, some babies will be created aerodynamic, so they can (2) ski jumpers. Also, genetic engineering will allow us to mix plants and animals.

Over the next 20 to 50 years, it (3) hard to tell the difference (4) the human and the machine. All body parts will be replaceable. We will then be able to create a machine duplicate of ourselves (maybe by 2070). Naturally, (5) duplicates (6) around there will be a food problem. Things probably (7) easy.

Miniature nanorobots will travel through our blood and (8) damage when we are sick. When we have stomach-ache, we will swallow a very small cherry-tasting robot which (9) through our stomach taking a video of the problem. Then we can replay the video to help the doctor diagnose (10) problem.

0. A will allow	<input checked="" type="checkbox"/>	B would allow	<input type="checkbox"/>	C allowed	<input type="checkbox"/>	D allowing	<input type="checkbox"/>
1. A asked	<input type="checkbox"/>	B will order	<input type="checkbox"/>	C orders	<input type="checkbox"/>	D ask	<input type="checkbox"/>
2. A became	<input type="checkbox"/>	B to become	<input type="checkbox"/>	C become	<input type="checkbox"/>	D will become	<input type="checkbox"/>
3. A is becoming	<input type="checkbox"/>	B will become	<input type="checkbox"/>	C going to become	<input type="checkbox"/>	D becoming	<input type="checkbox"/>
4. A among	<input type="checkbox"/>	B behind	<input type="checkbox"/>	C between	<input type="checkbox"/>	D over	<input type="checkbox"/>
5. A why	<input type="checkbox"/>	B where	<input type="checkbox"/>	C how	<input type="checkbox"/>	D when	<input type="checkbox"/>
6. A are going	<input type="checkbox"/>	B goes	<input type="checkbox"/>	C went	<input type="checkbox"/>	D going	<input type="checkbox"/>
7. A won't be	<input type="checkbox"/>	B willn't be	<input type="checkbox"/>	C will	<input type="checkbox"/>	D want to be	<input type="checkbox"/>
8. A to repair	<input type="checkbox"/>	B repaired	<input type="checkbox"/>	C are repairing	<input type="checkbox"/>	D repair	<input type="checkbox"/>
9. A will travels	<input type="checkbox"/>	B will travel	<input type="checkbox"/>	C travelling	<input type="checkbox"/>	D going to travel	<input type="checkbox"/>
10. A its	<input type="checkbox"/>	B our	<input type="checkbox"/>	C ours	<input type="checkbox"/>	D us	<input type="checkbox"/>

2 WRITING - Sentence transformations

For each question, complete the second sentence so that it means the same as the first.

Use **no more than three words**. There is an example (0) at the beginning.

0. I'll wait here until it stops raining. → When **it stops raining**, I'll leave.
1. George has come to stay for the weekend. → George with me for the weekend.
2. Are you free tonight? → Are anything tonight?
3. We promise not to make too much noise. → We promise we too much noise.
4. I plan to study engineering in the USA. → I'm engineering in the USA.
5. My party is next Saturday. → I a party next Saturday.
6. There's a possibility of rain tomorrow. → I think rain tomorrow.
7. I predict a score of 2-0. → The score 2-0.
8. You won't get promotion if you don't work hard. → You won't get promotion unless hard.
9. I'm determined not to speak to her any more. → I'm not to her any more.
10. I won't leave the office before receiving your e-mail.
→ I won't leave the office until your e-mail.

NAME CLASS DATE

8

TESTING GRAMMAR • TOWARDS PET

8

Grammar Files: Files 21 – 30

1 READING - Multiple choice cloze

Read the text below and choose the correct word or words for each space.

For each question, mark the correct letter A, B, C or D. There is an example (0) at the beginning.

WEATHER OUTLOOK

General situation to midnight tonight

The bulk of England and Wales (0) have another warm or hot day with (1) again picking at 30°C (86°F) in one or two central and eastern areas. (2) will be plenty of (3) to start off with, but scattered heavy thunder-storms with hail will push in locally from the south as the day goes on. Cloudier skies with outbreaks of rain (4) eastern parts of Ireland, the western half of Scotland, western parts of (5) and the far south west of England at various times (6) the day. Western parts of Ireland will be (7) than these cloudier areas and (8) warm (9) England and Wales. The weather here (10) a mixture of sunshine and one or two showers.

0. A will	<input checked="" type="checkbox"/>	B won't	<input type="checkbox"/>	C going to	<input type="checkbox"/>	D is	<input type="checkbox"/>
1. A rain	<input type="checkbox"/>	B sunny	<input type="checkbox"/>	C temperatures	<input type="checkbox"/>	D showers	<input type="checkbox"/>
2. A This	<input type="checkbox"/>	B There	<input type="checkbox"/>	C These	<input type="checkbox"/>	D It	<input type="checkbox"/>
3. A sunny	<input type="checkbox"/>	B cloudy	<input type="checkbox"/>	C changeable	<input type="checkbox"/>	D sunshine	<input type="checkbox"/>
4. A will affect	<input type="checkbox"/>	B affects	<input type="checkbox"/>	C affected	<input type="checkbox"/>	D is going to affect	<input type="checkbox"/>
5. A Irish	<input type="checkbox"/>	B Welsh	<input type="checkbox"/>	C Wales	<input type="checkbox"/>	D Scots	<input type="checkbox"/>
6. A between	<input type="checkbox"/>	B from	<input type="checkbox"/>	C during	<input type="checkbox"/>	D at	<input type="checkbox"/>
7. A the brightest	<input type="checkbox"/>	B more bright	<input type="checkbox"/>	C the most bright	<input type="checkbox"/>	D brighter	<input type="checkbox"/>
8. A least	<input type="checkbox"/>	B few	<input type="checkbox"/>	C fewer	<input type="checkbox"/>	D less	<input type="checkbox"/>
9. A as	<input type="checkbox"/>	B of	<input type="checkbox"/>	C than	<input type="checkbox"/>	D then	<input type="checkbox"/>
10. A is being	<input type="checkbox"/>	B will be	<input type="checkbox"/>	C be	<input type="checkbox"/>	D is going	<input type="checkbox"/>

2 WRITING - Sentence transformations

For each question, complete the second sentence so that it means the same as the first.

Use no more than three words. There is an example (0) at the beginning.

0. The weather was so bad that we couldn't leave the hotel for two days.

→ We couldn't leave the hotel for two days **because the weather** was very bad.

1. The film was so boring that I fell asleep. → It was film that I fell asleep.

2. We left early so that we could get there on time. → We wanted to get there on time early.

3. I'm going to London next summer. I want to improve my English.

→ I'm going to London next summer my English.

4. We can't come to your party because of previous engagements.

→ We can't come to your party previous engagements.

5. We can take the bus. We can take the train. → We can go either by train.

6. A gas leak caused the explosion. → The explosion was to a gas leak.

7. Don't come home late. Dad will be angry. → If you, Dad will be angry.

8. Will the police arrest the robbers? Nobody knows.

→ We all wonder if the police the robbers.

9. She will phone me when she gets to the airport. → She will phone me as soon to the airport.

10. I won't forgive him unless he apologises. → I won't forgive him apologise.

NAME CLASS DATE

9

TESTING GRAMMAR • TOWARDS PET

9

Grammar Files: Files 31 – 39

1 READING – Multiple choice cloze

Read the text below and choose the correct word or words for each space.

For each question, mark the correct letter A, B, C or D. There is an example (0) at the beginning.

A frightening experience

(0) midday, the small party of students, led (1) one of their teachers, had reached a height of 2460 feet. At this point one of the students, Paul Martin, a boy of sixteen, felt seriously ill, so the party (2) to stop climbing. The only thing the teacher (3) do was to return to the hut where they (4) the night, because mobile phones didn't work in that area. From the hut, he (5) the police. As no rescue team (6) reach the student quickly enough, a helicopter, with a doctor on board, (7) to the scene. The helicopter soon arrived, but the sides of the mountain were so steep that it (8) land. The pilot, therefore kept the helicopter in the air with only one wheel touching the mountain-side while the party (9) the boy on board.

It was such a frightening experience for the boy that he will never forget it. "I (10) I hadn't been on that excursion," said poor Paul Martin when he was interviewed at General Hospital a few days later.

0. A From	<input type="checkbox"/>	B By	<input checked="" type="checkbox"/>	C Until	<input type="checkbox"/>	D On	<input type="checkbox"/>
1. A from	<input type="checkbox"/>	B of	<input type="checkbox"/>	C by	<input type="checkbox"/>	D with	<input type="checkbox"/>
2. A must	<input type="checkbox"/>	B should	<input type="checkbox"/>	C has	<input type="checkbox"/>	D had	<input type="checkbox"/>
3. A should	<input type="checkbox"/>	B may	<input type="checkbox"/>	C could	<input type="checkbox"/>	D might	<input type="checkbox"/>
4. A were spent	<input type="checkbox"/>	B had spent	<input type="checkbox"/>	C are spending	<input type="checkbox"/>	D are going to spend	<input type="checkbox"/>
5. A telephoned	<input type="checkbox"/>	B was called	<input type="checkbox"/>	C asked	<input type="checkbox"/>	D rung	<input type="checkbox"/>
6. A couldn't	<input type="checkbox"/>	B could	<input type="checkbox"/>	C was able	<input type="checkbox"/>	D wasn't allowed	<input type="checkbox"/>
7. A was sent	<input type="checkbox"/>	B was invited	<input type="checkbox"/>	C sent	<input type="checkbox"/>	D was sending	<input type="checkbox"/>
8. A can't	<input type="checkbox"/>	B couldn't	<input type="checkbox"/>	C might not	<input type="checkbox"/>	D wasn't able	<input type="checkbox"/>
9. A carried	<input type="checkbox"/>	B was carried	<input type="checkbox"/>	C carrying	<input type="checkbox"/>	D carryed	<input type="checkbox"/>
10. A hope	<input type="checkbox"/>	B like	<input type="checkbox"/>	C want	<input type="checkbox"/>	D wish	<input type="checkbox"/>

2 WRITING – Sentence transformations

For each question, complete the second sentence so that it means the same as the first.

Use **no more than three words**. There is an example (0) at the beginning.

- Do not enter this area. → You **must not enter** this area.
- I'm sure there's a solution to this problem. → There a solution to this problem.
- It's possible that we won't find any seats at the theatre. → We may any seats at the theatre.
- Perhaps we will be late for dinner. → We for dinner.
- You may not smoke in here. → You aren't in here.
- It's essential to get there before 7.00 pm. → We there before 7.00 pm.
- It's advisable for motorcyclists not to take this road in bad weather.
→ Motorcyclists had this road in bad weather.
- Is it necessary for us to spend the night there? → Do spend the night there?
- It is not permitted to park bicycles in front of the school entrance.
→ Pupils their bicycles in front of the school entrance.
- Our car was broken so we were obliged to travel by train.
→ We by train because our car was broken.
- If we go to Kenya, will it be necessary for us to be vaccinated?
→ If we go to Kenya, will we vaccinated?

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10

TESTING GRAMMAR • TOWARDS PET

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Grammar Files: Files 31 – 39

1 READING – Multiple choice cloze

Read the text below and choose the correct word or words for each space.

For each question, mark the correct letter A, B, C or D. There is an example (0) at the beginning.

TRAVELLERS' TIPS**Holiday health advice from your local pharmacist**

We all look forward (0) our summer holiday – it's the one time of the year when we (1) to feel fit and relaxed. But sunburn, travel sickness, insect bites and stomach upsets (2) all spoil your annual two weeks' fun in the sun. Even when it's not too serious, there's (3) more likely to spoil your holiday fun (4) minor accidents and illnesses. The good news is that you can (5) for anything, if you (6) your local pharmacy your first stop for personalised and confidential (7) on travel and holiday health. Your local pharmacist can (8) all your problems – and can (9) you on practical, common-sense precautions and effective remedies (10) ensure you have a happy – and healthy – holiday this year!

0. A on	<input type="checkbox"/>	B to	<input checked="" type="checkbox"/>	C for	<input type="checkbox"/>	D of	<input type="checkbox"/>
1. A ought	<input type="checkbox"/>	B should	<input type="checkbox"/>	C must	<input type="checkbox"/>	D might	<input type="checkbox"/>
2. A are able	<input type="checkbox"/>	B are allowed	<input type="checkbox"/>	C can	<input type="checkbox"/>	D ought	<input type="checkbox"/>
3. A nothing	<input type="checkbox"/>	B anything	<input type="checkbox"/>	C everything	<input type="checkbox"/>	D something	<input type="checkbox"/>
4. A as	<input type="checkbox"/>	B of	<input type="checkbox"/>	C than	<input type="checkbox"/>	D then	<input type="checkbox"/>
5. A to be prepared	<input type="checkbox"/>	B preparing	<input type="checkbox"/>	C being prepared	<input type="checkbox"/>	D be prepared	<input type="checkbox"/>
6. A will make	<input type="checkbox"/>	B had made	<input type="checkbox"/>	C make	<input type="checkbox"/>	D would make	<input type="checkbox"/>
7. A news	<input type="checkbox"/>	B advice	<input type="checkbox"/>	C things	<input type="checkbox"/>	D wish	<input type="checkbox"/>
8. A ask	<input type="checkbox"/>	B give	<input type="checkbox"/>	C inform	<input type="checkbox"/>	D answer	<input type="checkbox"/>
9. A give	<input type="checkbox"/>	B advise	<input type="checkbox"/>	C recommend	<input type="checkbox"/>	D say	<input type="checkbox"/>
10. A to	<input type="checkbox"/>	B for	<input type="checkbox"/>	C because	<input type="checkbox"/>	D why	<input type="checkbox"/>

2 WRITING – Sentence transformations

For each question, complete the second sentence so that it means the same as the first.

Use no more than three words. There is an example (0) at the beginning.

0. If you don't finish your homework, you can't go to the party.
→ You can't go to the party unless **you finish** your homework.
1. I think you should eat more fruit. → If I, I'd eat more fruit.
2. Your eyes will get tired unless you wear glasses.
→ If you glasses, your eyes will get tired.
3. The dog hasn't got his bone. That's why he's unhappy.
→ If the dog, he wouldn't be unhappy.
4. The gym isn't open so it isn't possible for us to train. → If the gym were open, train.
5. You shouldn't eat so much. → You ought so much.
6. It's a pity he can't come to my birthday party. → I wish he my birthday party.
7. It would be a good idea for you to see an optician. → You ought optician.
8. Excuse me, is it all right if I open the window? → Excuse me, open the window?
9. I suppose you're Mr Evans. How do you do? → You Mr Evans. How do you do?
10. You'd better not go to work today. → I don't think to work today.

NAME CLASS DATE

11

TESTING GRAMMAR • TOWARDS PET

11

Grammar Files: Files 31 – 39

1 READING – Multiple choice cloze

Read the text below and choose the correct word or words for each space.

For each question, mark the correct letter **A**, **B**, **C** or **D**. There is an example (0) at the beginning.

What a wonderful festival!

Cleobury (0) a very old small town. Last year it was decided (1) the town council that a big festival would be held to celebrate the town's five-hundredth birthday. The town hall and the streets (2) with lots of flags, and a band (3) to play for the reception. Several celebrities (4) to come and open the festivities and a catering firm was hired to prepare a meal for 200 people. On the day itself there (5) a parade along the streets of the town, speeches (6) and games were held on the green. In the evening the band (7) and people (8) until late midnight when fireworks (9) The next day everyone said it had been the best festival that the town hall had ever organized. It (10) really great!

0. A are <input type="checkbox"/>	B is <input checked="" type="checkbox"/>	C was <input type="checkbox"/>	D being <input type="checkbox"/>
1. A with <input type="checkbox"/>	B for <input type="checkbox"/>	C by <input type="checkbox"/>	D on <input type="checkbox"/>
2. A been decorated <input type="checkbox"/>	B are decorated <input type="checkbox"/>	C was decorated <input type="checkbox"/>	D were decorated <input type="checkbox"/>
3. A was hired <input type="checkbox"/>	B being hired <input type="checkbox"/>	C hired <input type="checkbox"/>	D is hired <input type="checkbox"/>
4. A have been invited <input type="checkbox"/>	B inviting <input type="checkbox"/>	C were invited <input type="checkbox"/>	D are invited <input type="checkbox"/>
5. A was been <input type="checkbox"/>	B was <input type="checkbox"/>	C is <input type="checkbox"/>	D was being <input type="checkbox"/>
6. A made <input type="checkbox"/>	B make <input type="checkbox"/>	C were made <input type="checkbox"/>	D are made <input type="checkbox"/>
7. A were played <input type="checkbox"/>	B played <input type="checkbox"/>	C are played <input type="checkbox"/>	D is played <input type="checkbox"/>
8. A dancing <input type="checkbox"/>	B were dancing <input type="checkbox"/>	C were danced <input type="checkbox"/>	D danced <input type="checkbox"/>
9. A were set off <input type="checkbox"/>	B was set off <input type="checkbox"/>	C will be set off <input type="checkbox"/>	D have set off <input type="checkbox"/>
10. A has been <input type="checkbox"/>	B would be <input type="checkbox"/>	C was <input type="checkbox"/>	D been <input type="checkbox"/>

2 WRITING – Sentence transformations

For each question, complete the second sentence so that it means the same as the first.

Use **no more than three words**. There is an example (0) at the beginning.

0. They serve dinner from 7.00 to 9.00 pm. → Dinner **is served** from 7.00 to 9.00 pm.
1. Two masked men broke into the bank early this morning.
→ The bank by two masked men early this morning.
2. They offered Jane a job in Manchester. → Jane a job in Manchester.
3. They give you a certificate after the course. → You a certificate after the course.
4. People say that Miss Sullivan is an excellent pianist.
→ Miss Sullivan be an excellent pianist.
5. Newspapers report that the two bank robbers are somewhere in town.
→ It that the two bank robbers are somewhere in town.
6. Didn't they invite you to the party? → Weren't the party?
7. We were told to take warm clothes on the excursion.
→ The organizers take warm clothes on the excursion.
8. What caused the fire? → What caused by?
9. You can order a copy of the book from the school bookshop.
→ A copy of the book from the school bookshop.
10. The optician tested George's eyes yesterday. → George had yesterday.

NAME CLASS DATE

12

TESTING GRAMMAR TOWARDS PET

12 Grammar Files: Files 31 – 39**1** READING – Multiple choice cloze

Read the text below and choose the correct word or words for each space.

For each question, mark the correct letter A, B, C or D. There is an example (0) at the beginning.

How embarrassing!

Last month an old friend from France, who was going to stay with me for a few days, (0) from the airport to (1) me that he (2) I was still at work at the time, so, after (3) where my new flat was, I (4) him that I (5) the key under the door-mat. I also advised him (6) into the kitchen and help himself to food and drink as I was likely to be home rather late.

Three hours later my friend telephoned me from the flat. At the moment, he (7), he was listening to some of my CDs after having had a wonderful meal. When I asked him (8) he had reached the flat without difficulty, he answered that he (9) to find the key under the door-mat, but fortunately the kitchen window just by the apple tree had been left open so he had climbed in. I was astonished: there is no apple tree in front of my kitchen, but there's one in front of my neighbours'! Of course I (10) to telephone my neighbours immediately and explain what had happened. It was so embarrassing!

0. A telephone	<input type="checkbox"/>	B telephones	<input type="checkbox"/>	C is telephoning	<input type="checkbox"/>	D telephoned	<input checked="" type="checkbox"/>
1. A say	<input type="checkbox"/>	B tell	<input type="checkbox"/>	C complain	<input type="checkbox"/>	D ask	<input type="checkbox"/>
2. A arrives	<input type="checkbox"/>	B is arriving	<input type="checkbox"/>	C had arrived	<input type="checkbox"/>	D has arrived	<input type="checkbox"/>
3. A explaining	<input type="checkbox"/>	B warned	<input type="checkbox"/>	C wondering	<input type="checkbox"/>	D told	<input type="checkbox"/>
4. A was telling	<input type="checkbox"/>	B said	<input type="checkbox"/>	C told	<input type="checkbox"/>	D had told	<input type="checkbox"/>
5. A was leaving	<input type="checkbox"/>	B had left	<input type="checkbox"/>	C have left	<input type="checkbox"/>	D would leave	<input type="checkbox"/>
6. A going	<input type="checkbox"/>	B go	<input type="checkbox"/>	C to go	<input type="checkbox"/>	D went	<input type="checkbox"/>
7. A told	<input type="checkbox"/>	B asked	<input type="checkbox"/>	C promised	<input type="checkbox"/>	D said	<input type="checkbox"/>
8. A unless	<input type="checkbox"/>	B if	<input type="checkbox"/>	C about	<input type="checkbox"/>	D why	<input type="checkbox"/>
9. A hadn't been able	<input type="checkbox"/>	B couldn't	<input type="checkbox"/>	C hadn't been allowed	<input type="checkbox"/>	D can't	<input type="checkbox"/>
10. A must	<input type="checkbox"/>	B would have	<input type="checkbox"/>	C should	<input type="checkbox"/>	D had	<input type="checkbox"/>

2 WRITING – Sentence transformations

For each question, complete the second sentence so that it means the same as the first.

Use no more than three words. There is an example (0) at the beginning.

0. "I've never been on a plane before" he said. → He said that he **had never been** on a plane before.
1. "I'll fix the television tomorrow," the repairman said.
→ The repairman said that the television the day after.
2. "I'm sorry I didn't telephone you last night," Tom said.
→ Tom apologised me the night before.
3. "Which path did the two men take after the robbery?" the policeman asked.
→ The policeman asked which path the two men after the robbery.
4. "What is Mark doing?" Jane asked. → Jane asked me doing.
5. "Are you good at dealing with people?" the interviewer asked.
→ I was asked good at dealing with people.
6. "I won't be late again." James said. → James promised not again.
7. "You caused the accident." → They accused him the accident.
8. "No, I didn't rob the bank. Believe me!" → The man the bank.
9. "I want to speak to the director immediately," Mrs Jenkins said.
→ Mrs Jenkins insisted the director immediately.
10. "OK. I made a mistake," said Paul. → Paul admitted mistake.

Testing Grammar

TOWARDS FCE

NAME CLASS DATE

1

1

TESTING GRAMMAR
TOWARDS FCE

MAIN GRAMMAR POINTS

Present Simple, Present Continuous
 Past Simple, Past Continuous, *Used to*, *Would*
 Present Perfect Simple, Present Perfect Continuous
 Past Perfect Simple, Past Perfect Continuous

GRAMMAR FILES:

9, 11
 18, 19
 23, 24
 25

1 **MULTIPLE-CHOICE CLOZE.** Read the letter below and decide which answer (A, B, C or D) best fits each space. There is an example (0) at the beginning.

Dear Julia,

I'm sorry I (0) for such a long time, but I (1) very busy lately especially with my new job as a hotel receptionist.

I (2) at a lovely hotel in the city centre. I (3) there for a month. The job involves answering the phone, making bookings and answering guests' questions – you know the sort of thing, I'm sure. Besides, I (4) French lessons (5) the last three weeks – there are a lot of French tourists in this area and I really (6) to improve my French.

As for George, he (7) still production manager at Johnson & Johnson. He is working very hard and he is very tired when he (8) home at night.

Jennifer (9) with us at home any more. She (10) to live on her own two months ago. Her boutique is doing very well and she is travelling abroad a lot, so we (11) much of her. She is in Italy at the moment visiting one of the most important fashion fairs in Milan.

Anyway, that's all our news for the moment, but I (12) I'll write again soon. I hope you and your family are well. Keep in touch!

Best wishes,
 Linda

0. A haven't written <input checked="" type="checkbox"/>	B don't write <input type="checkbox"/>	C am not writing <input type="checkbox"/>	D didn't write <input type="checkbox"/>
1. A am <input type="checkbox"/>	B have been <input type="checkbox"/>	C was <input type="checkbox"/>	D had been <input type="checkbox"/>
2. A was working <input type="checkbox"/>	B had been working <input type="checkbox"/>	C worked <input type="checkbox"/>	D am working <input type="checkbox"/>
3. A had worked <input type="checkbox"/>	B am working <input type="checkbox"/>	C have been working <input type="checkbox"/>	D work <input type="checkbox"/>
4. A have been taking <input type="checkbox"/>	B was taking <input type="checkbox"/>	C take <input type="checkbox"/>	D am taking <input type="checkbox"/>
5. A from <input type="checkbox"/>	B since <input type="checkbox"/>	C for <input type="checkbox"/>	D by <input type="checkbox"/>
6. A was needing <input type="checkbox"/>	B have needed <input type="checkbox"/>	C need <input type="checkbox"/>	D am needing <input type="checkbox"/>
7. A has been <input type="checkbox"/>	B is <input type="checkbox"/>	C was <input type="checkbox"/>	D had been <input type="checkbox"/>
8. A comes <input type="checkbox"/>	B has come <input type="checkbox"/>	C came <input type="checkbox"/>	D has been coming <input type="checkbox"/>
9. A hasn't been living <input type="checkbox"/>	B isn't living <input type="checkbox"/>	C didn't live <input type="checkbox"/>	D hadn't lived <input type="checkbox"/>
10. A has gone <input type="checkbox"/>	B has been <input type="checkbox"/>	C was going <input type="checkbox"/>	D went <input type="checkbox"/>
11. A hadn't seen <input type="checkbox"/>	B weren't seeing <input type="checkbox"/>	C don't see <input type="checkbox"/>	D didn't see <input type="checkbox"/>
12. A promise <input type="checkbox"/>	B promised <input type="checkbox"/>	C am promising <input type="checkbox"/>	D have promised <input type="checkbox"/>

NAME CLASS DATE

1

2 KEY WORD TRANSFORMATIONS. 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.** You must use between **two** and **five words**, including the word given. There is an example (0) at the beginning.

0. I started working here two weeks ago.
for I've *been working here for* two weeks.
1. Richard always gets to work on time.
late Richard is for work.
2. Jenny hasn't found a new flat yet.
still Jenny is for a flat.
3. When did you move house?
ago How you move house?
4. Mary hasn't bought a new dress for two years.
since It's a new dress.
5. John went home before they arrived.
had When they home.
6. Oh no! My ring is missing!
lost Oh no! I ring.
7. James left the office before his boss arrived there.
already When his boss arrived at the office, left.
8. This is my second visit to Edinburgh.
I This is the second time Edinburgh.
9. During dinner, the phone rang.
I While the phone rang.
10. She started learning the piano five months ago.
learning She for five months.
11. Is this mobile phone yours?
you Do mobile phone?
12. How long have Sheila and Norman been married?
get When married?
13. It's two months since our last conversation.
spoken We two months.
14. We didn't leave the house until everybody was ready.
before We waited until everyone was ready the house.
15. When James was younger he worked in Los Angeles.
used James in Los Angeles when he was younger.
16. It was the first time she had changed a tyre.
never She before.
17. We had never been to that theatre before.
time It had been to that theatre.
18. When I was a child, Dad would take me to the funfair on Sunday afternoons.
used When I was a child Dad to the funfair on Sunday afternoons.
19. When did you buy that car?
since How long is it that car?
20. He was studying. He had started studying at 2 o'clock.
studying He since 2 o'clock.

NAME CLASS DATE

1

2

TESTING GRAMMAR
TOWARDS FCE

MAIN GRAMMAR POINTS

Comparisons, Relative Pronouns
 Some – Any – No – Every Compounds – All – Every – Each – Whole –
 Both – Either – Neither – Most – Neither of / None of – Other –
 Another – Else

GRAMMAR FILES:

20, 21, 29
30

- 1 OPEN CLOZE.** Read the text below and think of the word which best fits each gap. Use **only one word** in each gap. There is an example (0) at the beginning.

GUGLIELMO MARCONI

A biographical account

Guglielmo Marconi, **(0) the** Italian physicist, **(1)** was born in Bologna in 1874, is famous as the inventor of a system of radio telegraphy and for his work on shortwave wireless communication, **(2)** forms the basis of modern radio transmission.

Marconi, **(3)** mother was Irish, studied in Italy and began **(4)** experiments on his father's estate, near Bologna, in 1894. In 1896 he went to England **(5)** he was assisted by the chief engineer of the Post Office, Sir William Preece. He was soon able to send signals several kilometres, and three years **(6)** set up a wireless station capable of transmitting across the English Channel.

His greatest achievement, however, came in 1901, **(7)** he succeeded in transmitting signals across the Atlantic, **(8)** disproved the theory that the Earth being curved would limit radio communication to a few hundred kilometres. Marconi gradually perfected his system in the following years and in 1918 he was able to send the first radio message **(9)** England to Australia.

In the meantime, he also carried out his researches on shortwave wireless communication **(10)** led to the establishment of radio stations in the 1920s and to the instalment of the first radio telephone between Vatican city and the Pope's palace at Castel Gandolfo in 1932.

Marconi, **(11)** received many honours during his life, among them the Nobel Prize for Physics in 1909, was also the Italian delegate to the Versailles Peace Conference in 1919, **(12)** he signed the peace treaties with Austria and Bulgaria. He died in Rome in 1937.

- 2 KEY WORD TRANSFORMATIONS.** 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.** You must use between **two** and **five words**, including the word given. There is an example (0) at the beginning.

0. The cat is sitting on the sofa. It belongs to my aunt.
which The cat **which is sitting** on the sofa belongs to my aunt.
1. Mary is very upset. Her car was stolen yesterday.
whose Mary, is very upset.
2. The man arrived yesterday; he is the new manager.
who The man the new manager.
3. 1999 was the year when I got my divorce.
which 1999 I got my divorce.
4. That's the cottage we used to live in.
where That's the cottage live.
5. July is the month when they got married.
which July is the month married.

NAME CLASS DATE

2

3 KEY WORD TRANSFORMATIONS. 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.** You must use between **two** and **five words**, including the word given. There is an example (0) at the beginning.

0. That's the worst book I've ever read.
worse I've *never read a worse* book.
1. Robert is a much better swimmer than David.
swim Robert David.
2. If you walk slowly, it takes longer to get to the village..
longer The more it takes to get to the village.
3. This is the best film I've ever seen.
a I've film before.
4. I thought the film would last less than it did.
more The than I expected.
5. I thought this exhibition would be better.
as This exhibition I expected.
6. Your i-pod was cheaper than mine.
cost Your i-pod mine.
7. John is slightly older than Mary.
little Mary is John.
8. Tom was getting angrier all the time.
and Tom angrier.
9. When you eat a lot, you get fat.
more The you get.
10. John's car is as old as Paul's.
same Paul's car is John's.
11. There wasn't anyone at the meeting.
no There at the meeting.
12. I talked to neither of David's brothers.
either I didn't David's brothers.
13. Both of the vending machines were out of order.
of Neither working.
14. I'm afraid there aren't any empty seats at the front.
all I'm afraid are taken.
15. Each child was given a toy.
were The a toy each.
16. Both jobs were unsuitable for Lucy.
was Neither for Lucy.
17. I wanted to buy Jane a souvenir but all the shops were closed.
of I wanted to buy Jane a souvenir but was open.
18. Apart from you, I don't know any other people here.
else Apart from you, I don't know here.
19. David was lying in the sun. All the others were swimming.
everybody David was lying in the sun. swimming.
20. Can you think of an exciting game to pass the time here?
anything Can you think of to pass the time here?
21. They both deserve promotion.
of Each promotion.
22. I read both books, but I liked neither of them.
either I read both books, but them.

NAME CLASS DATE

1

3

TESTING GRAMMAR
TOWARDS FCE

MAIN GRAMMAR POINTS

Future Simple, Be Going to, Present Continuous
 Present Simple (future reference), If-clauses type 1
 Condition and time linking words (future reference)
 Future Continuous, Future Perfect Simple, Future Perfect Continuous

GRAMMAR FILES:

26
 27/A-C
 27/D, 40/A-B
 28

- 1** **MULTIPLE CHOICE CLOZE.** Read the letter below and decide which answer (A, B, C or D) best fits each space. There is an example (0) at the beginning.

Dear Jenny,

Great news! (0) tomorrow, I (1) to the Bahamas. I (2) there to attend an intensive course on marketing.

The company car (3) me up from my house tomorrow morning at 7 and by 7 pm I (4) on the beach enjoying my first Bahamian sunset. The course (5) on Friday afternoon but my flight (6) until Sunday so I (7) the whole weekend swimming, sunbathing and sightseeing. If you (8) David tomorrow, can you tell him the good news?

Well, I'd better finish now because I (9) Sarah in town in half an hour. She is helping me shop for some new clothes and a bathing suit.

I promise I (10) you a nice souvenir and send you a postcard. I (11) you as soon as I (12) back.

Take care of yourself.

Love,
 Colin

0. A This time

☒

B By the time

☐

C At the time

☐

D This hour

☐

1. A will fly

☐

B will be flying

☐

C will have been flying

☐

D fly

☐

2. A 'm going

☐

B will go

☐

C go

☐

D will have gone

☐

3. A picks

☐

B is picking

☐

C will have picked

☐

D is going to pick

☐

4. A will sit

☐

B am sitting

☐

C will be sitting

☐

D 'm going to sit

☐

5. A finishes

☐

B finished

☐

C will be finishing

☐

D won't finish

☐

6. A leaves

☐

B doesn't leave

☐

C will leave

☐

D is leaving

☐

7. A spend

☐

B will have spent

☐

C have spent

☐

D 'm going to spend

☐

8. A will see

☐

B are seeing

☐

C see

☐

D will be seeing

☐

9. A will meet

☐

B meet

☐

C 'm meeting

☐

D 'm going to meet

☐

10. A 'm going to buy

☐

B 'm buying

☐

C to buy

☐

D 'll buy

☐

11. A phone

☐

B phoned

☐

C 'll call

☐

D call

☐

12. A get

☐

B got

☐

C will get

☐

D 'm going to get

☐

NAME CLASS DATE

3

2 KEY WORD TRANSFORMATIONS. 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.** You must use between **two** and **five words**, including the word given. There is an example (0) at the beginning.

0. There's a party at Mark's house next Saturday.
having Next Saturday *Mark is having a* party at his house.
1. Dad will be home soon, so we'd better finish our homework.
going We'd better finish our homework because Dad home soon.
2. They have arranged to leave work at 4 o'clock tomorrow afternoon.
are They at 4 o'clock tomorrow afternoon.
3. Our meeting is on Friday afternoon.
a We on Friday afternoon.
4. The arrival time of John's flight is 7.00.
at John's flight 7.00.
5. Hurry up! We'll get to the stadium after the beginning of the match.
will By the time we get to the stadium, the match begun.
6. There is no need to call Pamela. I'm seeing her tomorrow anyway.
be There is no need to call Pamela. I her tomorrow anyway.
7. What are you going to wear for John's party?
be What for John's party?
8. I suppose Mark is watching TV.
will Mark TV.
9. Just think! This time tomorrow we will be on the beach!
lying Just think! This time tomorrow on the beach!
10. Their fiftieth wedding anniversary is in October next year.
will By October next year they for fifty years.
11. He has been working for that company for nearly six months.
have In two weeks he for that company for six months.
12. Do you have any plans for tomorrow evening?
doing What tomorrow evening?
13. Look at those black clouds! There's rain on the way!
to Look at those black clouds! It's rain.
14. If she doesn't tell us what the problem is, then we can't help her.
unless We can't help her what the problem is.
15. If we leave right away, I can give you a lift home.
provided I can give you a lift home right away.
16. I can lend you my bicycle but you must give it back to me tomorrow.
long I can lend you my bicycle it back to me tomorrow.
17. You won't pass the exam unless you study harder.
if You won't pass the exam harder.
18. I won't leave the office before receiving your fax.
until I won't leave the office your fax.
19. We won't have dinner before Dad arrives.
soon We'll have dinner arrives.
20. Will you look after the suitcases? I will check the timetable.
while Will you look after the suitcases the timetable?

NAME CLASS DATE

1

4

TESTING GRAMMAR
TOWARDS FCE

MAIN GRAMMAR POINTS

Modal verbs
Modal verbs: past reference
Functions

GRAMMAR FILES:

31, 32
34/D
Section 5

- 1 OPEN CLOZE.** Read the text below and think of the word which best fits each space. Use **only one word** in each space. There is an example (0) at the beginning.

WHAT HAPPENED TO THE DINOSAURS?

There are quite (0) many things that we already know about dinosaurs. We know, for example, that about thirty species (1) in North America from 120 to 2000 million years (2) We also know they were (3) very intelligent – most dinosaurs (4) very small brains – and that they lived on earth for 100 million years. What we don't know is (5) they suddenly disappeared. Obviously something very unusual (6) have happened.

A number of theories have been proposed to explain the death of the dinosaur. One is that North America was hit by an enormous drought. However, bones from thirty-five dinosaur species have been discovered in China, and they died at the same time as the animals in North America, so it seems very (7) that drought was responsible. It was a world problem, not a local one, that caused the dinosaur's extinction.

The theory that human beings killed the dinosaur is also wrong. Human beings (8) have killed the dinosaur because they didn't exist until millions of years after the dinosaur had disappeared. Acid rain, surprisingly, is another theory. It is (9) that pollution from acid rain was caused by a meteor crashing into the earth. Changes in climate (10) also have been responsible. Either an ice age or an increase in world temperatures could (11) been enough to kill the dinosaurs.

Anyway, there is a lesson here. If the dinosaurs can all disappear, so (12) human beings.

- 2 KEY WORD TRANSFORMATIONS.** 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.** You must use between **two** and **five words**, including the word given. There is an example (0) at the beginning.

0. He knows how to use a computer. • **can** He **can use** a computer.
1. May I leave my suitcase here? • **if** Is it OK here?
2. If I were you, I wouldn't buy a dog. • **should** I don't a dog.
3. What's your opinion of Mark's new sculpture? • **think** What do new sculpture?
4. Let's go to the beach. • **we** Why to the beach?
5. Is it all right if you take care of the children? • **mind** Do care of the children?
6. I recommend seeing that film. • **should** I think you that film.
7. Can I offer you a cup of tea? • **like** Would tea?
8. Shall I help you? • **to** Would help you?
9. Let's go for a walk. • **going** How a walk?
10. Do you have to make so much noise? • **wish** I so much noise.

NAME CLASS DATE

4

3 KEY WORD TRANSFORMATIONS. 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.** You must use between **two** and **five words**, including the word given. There is an example (0) at the beginning.

0. You're getting too fat. I think you should start a diet immediately.
had You're getting too fat. I think you *had better start* a diet immediately.
1. Do I need to get a visa to visit Australia?
necessary Is it a visa to visit Australia?
2. It's a good idea to wash your hands before every meal.
should You before every meal.
3. There's a possibility that Harry will be at the meeting.
might Harry at the meeting.
4. Having respect for the elderly is the right thing to do.
ought You for the elderly.
5. I'm sure that the dog is in the garden somewhere.
be The dog somewhere.
6. It is forbidden to students to talk to one another during the test.
must Students one another during the test.
7. I am sure that Peter is not the arsonist.
be Peter the arsonist.
8. All teachers will assemble in the main hall at 10.00.
are All teachers in the main hall at 10.00.
9. An aerial is not required with this new type of television.
have You don't an aerial with this new type of television.
10. You don't have to buy any special equipment for the excursion.
need You any special equipment for the excursion.
11. We couldn't solve the problem.
able We solve the problem.
12. They didn't have permission to leave the country.
allowed They the country.
13. Perhaps they missed the bus.
may They the bus.
14. Was she obliged to be there at 8.00?
have Did there at 8.00?
15. They were able to find a vaccine.
managed They a vaccine.
16. I wasn't able to persuade him to come with us.
succeed I didn't to come with us.
17. Perhaps John's plane was delayed.
been John's plane delayed.
18. I'm sure that Robert hasn't left home yet.
have Robert home yet.
19. It was not necessary to wash the dishes. We've got a dishwasher.
need You washed the dishes. We've got a dishwasher.
20. It was not necessary for us to book a table because the restaurant is never busy on Monday nights.
have The restaurant is never busy on Monday nights, so a table.

NAME CLASS DATE

1

5

TESTING GRAMMAR
TOWARDS FCE

MAIN GRAMMAR POINTS

The past
If-clauses type 1, If-clauses type 2, If-clauses type 3
Modals: past reference
Wish, Had better, Would rather, Prefer, It's (high) time

GRAMMAR FILES:

18, 19, 23, 24, 25,
27/C, 33, 34/A-B-C
34/D
35

- 1** **MULTIPLE CHOICE CLOZE.** Read the text below and decide which answer (A, B, C or D) best fits each space. There is an example (0) at the beginning.

CAPTAIN ROBERT SCOTT

Captain Robert Scott, who (0) born in Devonshire in 1868, was the leader of the tragic British expedition which (1) to explore Antarctica in 1910. His main objective was to be the first man to reach the South Pole.

Scott and eleven companions (2) their overland journey to the South Pole in October 1911, equipped with motor sledges, ponies and dogs. If he (3) more on dogs, like the Norwegian explorer, Roald Amundsen, Scott and his companions (4), but the motor sledges (5) down and the ponies had to be shot. On December 31st, Scott (6) seven of his men back to base, and went on on foot with four companions to the Pole, which he reached on January 18th, 1912. The exhausted men were disappointed to find that Amundsen (7) there a month before.

On their way back, the weather (8) worse, and two of the men died during a terrible storm. Towards the end of March, only a few miles from the depot, the three survivors met another storm, which lasted nine days and confined them to their tent, where they (9) of exhaustion. Scott's diary, in which all these events were recorded, was found with their bodies several months later.

Scott was a heroic, but stubborn man. If he (10) to the advice of others, he (11) reached the South Pole first, but he would probably not (12) such a tragic death.

0. A is <input type="checkbox"/>	B was <input checked="" type="checkbox"/>	C had <input type="checkbox"/>	D had been <input type="checkbox"/>
1. A was setting out <input type="checkbox"/>	B has set out <input type="checkbox"/>	C set out <input type="checkbox"/>	D has been setting out <input type="checkbox"/>
2. A began <input type="checkbox"/>	B begun <input type="checkbox"/>	C have begun <input type="checkbox"/>	D were beginning <input type="checkbox"/>
3. A would rely <input type="checkbox"/>	B would have relied <input type="checkbox"/>	C had relied <input type="checkbox"/>	D has relied <input type="checkbox"/>
4. A had survived <input type="checkbox"/>	B would survive <input type="checkbox"/>	C survived <input type="checkbox"/>	D would have survived <input type="checkbox"/>
5. A breaking <input type="checkbox"/>	B would have broken <input type="checkbox"/>	C broke <input type="checkbox"/>	D would break <input type="checkbox"/>
6. A had sent <input type="checkbox"/>	B sent <input type="checkbox"/>	C was sending <input type="checkbox"/>	D sends <input type="checkbox"/>
7. A been <input type="checkbox"/>	B was being <input type="checkbox"/>	C had been <input type="checkbox"/>	D had gone <input type="checkbox"/>
8. A would have grown <input type="checkbox"/>	B grown <input type="checkbox"/>	C has been growing <input type="checkbox"/>	D grew <input type="checkbox"/>
9. A have died <input type="checkbox"/>	B had died <input type="checkbox"/>	C died <input type="checkbox"/>	D have been dying <input type="checkbox"/>
10. A listened <input type="checkbox"/>	B would listen <input type="checkbox"/>	C would have listened <input type="checkbox"/>	D had listened <input type="checkbox"/>
11. A might not have <input type="checkbox"/>	B may not have <input type="checkbox"/>	C couldn't have <input type="checkbox"/>	D couldn't <input type="checkbox"/>
12. A die <input type="checkbox"/>	B died <input type="checkbox"/>	C have died <input type="checkbox"/>	D has died <input type="checkbox"/>

NAME CLASS DATE

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2 KEY WORD TRANSFORMATIONS. 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.** You must use between **two** and **five words**, including the word given. There is an example (0) at the beginning.

0. I can't go to the Bahamas because I don't have enough money.
would If I had enough money, **I would go** to the Bahamas.
1. It would be a good idea to sell that old car and buy a new one.
were If I, that old car and buy a new one.
2. We won't go out if the weather is bad.
won't We the weather is good.
3. I didn't drive my husband to the airport yesterday because my car broke down.
would If my car hadn't broken down, I to the airport yesterday.
4. I couldn't go to the gym yesterday because I was ill.
could If I hadn't been ill, I to the gym.
5. I don't fancy going to the cinema tonight, let's stay at home.
rather I'd prefer to stay at home to the cinema tonight.
6. I really regret not phoning Joanne last night.
wish I Joanne last night.
7. What a pity you can't come with us!
wish I with us.
8. What a pity you didn't get that job!
only If that job!
9. Please don't chew gum in the classroom.
you I'd rather in the classroom.
10. It's a shame we don't have a video recorder.
wish I a video recorder.
11. Why don't you concentrate when I'm talking?
would I when I'm talking.
12. My father doesn't want me to out on a school night.
rather My father go out on a school night.
13. Oh no! I forgot to call David!
had I remembered to call David.
14. You shouldn't go out today.
better You out today.
15. You should really buy a new coat.
time It's high a new coat.
16. I wish Colin had told me that himself.
rather I me that himself.
17. What a pity I couldn't go to my cousin's wedding
could I wish to my cousin's wedding.
18. We ought to start work now.
started It's work.
19. You'd better not walk all alone at night.
advisable It is to walk all alone at night.
20. I'm sure that the man was deaf.
been The man deaf.
21. It's possible that I left my wallet in my office.
could I my wallet in my office.
22. I think they were wrong to sell their old house.
shouldn't They old house.

NAME CLASS DATE

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6

TESTING GRAMMAR
TOWARDS FCE

MAIN GRAMMAR POINTS

The Passive
Have something done
Make / Have / Let / Get
 Verbs of Perception

GRAMMAR FILES:

36, 37
 38/A
 38/B
 38/C

- 1** **MULTIPLE CHOICE CLOZE.** Read the text below and decide which answer (A, B, C or D) best fits each space. There is an example (0) at the beginning.

DANTE'S PEAK*By Dewey Gram***About the book - Summary**

Dante's Peak (0) by Dewey Gram in 1997 as a novelisation of the film of the same name. Dante's Peak is a small town in the north west of the United States, situated on the side of a volcano that (1) inactive for thousands of years. When the mountain starts showing signs of activity, Harry Dalton, an expert on volcanoes, (2) to investigate the movement. Harry finds a volcano which he believes is going to erupt in a very short time, but he finds that no one in the town is willing to listen to him. Even his own boss feels that he is exaggerating the danger, and that Harry is over-reacting because his girlfriend (3) in a volcanic eruption some months previously. Then the volcano (4) to erupt, and everyone realises that Harry was right.

About the film

"Dante's Peak" is a romance and an adventure film. The activity of the volcano in the film was very well (5) and the descriptions and scenes of the volcanic eruption (6) to be very accurate, as well as very exciting and dramatic.

Background

The placement of the town Dante's Peak in the Cascade Mountains of Oregon and Washington States (USA) was no accident. It was in this area that the United States (7) one of its worst ever volcanic eruptions when Mount St Helens erupted in May 1980. The top of the mountain (8) off by the force of the explosion and its height (9) by about 400 metres. The volcanic cloud was so large and dark that it was said (10) day into night. Several people (11), more than sixty people died and an area of 600 square metres (12) The volcano continues to spit steam and ash today. The book is therefore based on a reality which people in that area of the United States know very well.

0. A is written	<input type="checkbox"/>	B was written	<input checked="" type="checkbox"/>	C has been written	<input type="checkbox"/>	D wrote	<input type="checkbox"/>
1. A has been	<input type="checkbox"/>	B is	<input type="checkbox"/>	C is being	<input type="checkbox"/>	D was being	<input type="checkbox"/>
2. A sends	<input type="checkbox"/>	B is sent	<input type="checkbox"/>	C is sending	<input type="checkbox"/>	D was sent	<input type="checkbox"/>
3. A will be killed	<input type="checkbox"/>	B is killed	<input type="checkbox"/>	C had killed	<input type="checkbox"/>	D was killed	<input type="checkbox"/>
4. A is started	<input type="checkbox"/>	B started	<input type="checkbox"/>	C starts	<input type="checkbox"/>	D was started	<input type="checkbox"/>
5. A researching	<input type="checkbox"/>	B researched	<input type="checkbox"/>	C research	<input type="checkbox"/>	D been researched	<input type="checkbox"/>
6. A considered	<input type="checkbox"/>	B considering	<input type="checkbox"/>	C are considered	<input type="checkbox"/>	D have considered	<input type="checkbox"/>
7. A experienced	<input type="checkbox"/>	B were experienced	<input type="checkbox"/>	C have experienced	<input type="checkbox"/>	D are experiencing	<input type="checkbox"/>
8. A had been blown	<input type="checkbox"/>	B was blown	<input type="checkbox"/>	C is blowing	<input type="checkbox"/>	D blew	<input type="checkbox"/>
9. A been reduced	<input type="checkbox"/>	B was reducing	<input type="checkbox"/>	C is being reduced	<input type="checkbox"/>	D was reduced	<input type="checkbox"/>
10. A having turned	<input type="checkbox"/>	B to have been turned	<input type="checkbox"/>	C to turn	<input type="checkbox"/>	D to have turned	<input type="checkbox"/>
11. A injured	<input type="checkbox"/>	B had injured	<input type="checkbox"/>	C were injured	<input type="checkbox"/>	D were being injured	<input type="checkbox"/>
12. A was devastated	<input type="checkbox"/>	B were devastated	<input type="checkbox"/>	C was devastating	<input type="checkbox"/>	D devastated	<input type="checkbox"/>

NAME CLASS DATE

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2 KEY WORD TRANSFORMATIONS. 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.** You must use between **two** and **five words**, including the word given. There is an example (0) at the beginning.

0. Manchester United defeated Celtic. The score was 3-0.
by Celtic **were defeated by** Manchester United. The score was 3-0.
1. They delivered the new armchairs yesterday.
were The new armchairs yesterday.
2. Excuse me, is somebody serving you, madam?
being Excuse me, madam?
3. Someone will meet you at the station.
be You at the station.
4. They sell electrical appliances here.
are Electrical appliances here.
5. Who decorated the living room?
was Who by?
6. Someone broke into our house last night while we were out.
was Our house while we were out.
7. No-one has seen Jennifer since the day of her birthday party.
been Jennifer the day of her birthday party.
8. We got a qualified plumber to fix the pipes.
had We a qualified plumber.
9. The dentist has taken out all of Mark's teeth.
had Mark taken out.
10. People expect that the present President will win the next election.
expected The present President the next election.
11. The papers report that John Carpenter was arrested for dangerous driving.
reported John Carpenter is arrested for dangerous driving.
12. They taught us the basic rules of rugby.
were We of rugby.
13. A national newspaper has reported that the minister is going to resign.
by It has a national newspaper that the minister is going to resign.
14. They had offered her a well-paid job.
offered She a well-paid job.
15. Someone should water these plants.
be These plants watered.
16. They can't have given her a reward!
been She a reward!
17. My father made me study every night.
was I every night by my father.
18. They let me take the day off yesterday.
allowed I the day off yesterday.
19. I have to finish my essay by next Friday.
finished My essay by next Friday.
20. They saw the woman steal a pair of gloves.
seen The woman steal a pair of gloves.

NAME CLASS DATE

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7

TESTING GRAMMAR
TOWARDS FCE

MAIN GRAMMAR POINTS

Reported Speech

GRAMMAR FILES:

39

- 1** **MULTIPLE CHOICE CLOZE.** Read the text below and decide which answer (A, B, C or D) best fits each space. There is an example (0) at the beginning.

AN UNPLEASANT JOURNEY

I had (0) to Nuneaton last Thursday. Our client there suggested that I (1) the fast afternoon train to Glasgow, which only stops once before Nuneaton, at Watford Junction. He said he (2) me at the station and take my to my hotel. Then we could have dinner together and discuss the project before I visited his factory on Friday morning.

There was nobody else in the compartment when we left Euston Station. I thought I (3) to spread my papers on the seat and work quietly but when we got to Watford Junction a strange middle-aged woman with a heavy suitcase opened the door and sat down opposite me.

I thought she (4) from the USA because her case was covered with labels from places like San Francisco and she was wearing an enormous hat, but when she spoke I realised that she was Scottish.

"I bought that hat in Texas," she (5) loudly, throwing it on the rack. I offered (6) my papers so she could put her case on the rack, but she said it wasn't necessary, because she (7) getting out at Nuneaton.

She saw I was working, but she wanted to talk. "Have you ever been to Las Vegas?" she asked, and before I had time to answer, added, "You should go. It's great." After that she (8) that she had been all over the USA. She described New York and Los Angeles, but she was obviously annoyed that I didn't show much interest.

"It's too hot," she said. Then she got up and opened the window. The wind blew my papers all over the floor, but she didn't (9) When I stood up after picking my papers, I accidentally knocked her hat off the rack, but before I had time to replace it, she stared at me angrily and accused me (10) it on purpose.

"I'm going to sleep now. Wake me up at Nuneaton," she said.

About half an hour later, we were approaching Nuneaton. I could hear the woman snoring underneath her hat. I wondered (11) I could get out of the compartment without waking her. I had already put my papers back in my case, so I picked it up, climbed silently over her case, and slid the door to one side.

When the train came to a halt, I saw Mr Burton, our client, waiting for me on the platform. When I got out of the train he greeted me. We stood talking on the platform and he asked me if I (12) a pleasant journey. Then the whistle blew, and as the train went by, I saw the woman still fast asleep in the compartment. I hope she went all the way to Glasgow!

0. A go	<input type="checkbox"/>	B went	<input type="checkbox"/>	C to go	<input checked="" type="checkbox"/>	D gone	<input type="checkbox"/>
1. A would take	<input type="checkbox"/>	B should take	<input type="checkbox"/>	C will take	<input type="checkbox"/>	D taking	<input type="checkbox"/>
2. A will meet	<input type="checkbox"/>	B shall meet	<input type="checkbox"/>	C met	<input type="checkbox"/>	D would meet	<input type="checkbox"/>
3. A would be able	<input type="checkbox"/>	B could	<input type="checkbox"/>	C would	<input type="checkbox"/>	D was able	<input type="checkbox"/>
4. A has just come	<input type="checkbox"/>	B had just come	<input type="checkbox"/>	C just had come	<input type="checkbox"/>	D just came	<input type="checkbox"/>
5. A told	<input type="checkbox"/>	B said	<input type="checkbox"/>	C added	<input type="checkbox"/>	D warned	<input type="checkbox"/>
6. A me to move	<input type="checkbox"/>	B move	<input type="checkbox"/>	C to move	<input type="checkbox"/>	D moving	<input type="checkbox"/>
7. A was	<input type="checkbox"/>	B would	<input type="checkbox"/>	C might	<input type="checkbox"/>	D will	<input type="checkbox"/>
8. A exclaimed	<input type="checkbox"/>	B explained	<input type="checkbox"/>	C reported	<input type="checkbox"/>	D confessed	<input type="checkbox"/>
9. A complain	<input type="checkbox"/>	B apologise	<input type="checkbox"/>	C wonder	<input type="checkbox"/>	D sorry	<input type="checkbox"/>
10. A doing	<input type="checkbox"/>	B on doing	<input type="checkbox"/>	C of doing	<input type="checkbox"/>	D to do	<input type="checkbox"/>
11. A if	<input type="checkbox"/>	B unless	<input type="checkbox"/>	C about	<input type="checkbox"/>	D why	<input type="checkbox"/>
12. A did have	<input type="checkbox"/>	B would have had	<input type="checkbox"/>	C was having	<input type="checkbox"/>	D had had	<input type="checkbox"/>

NAME CLASS DATE

7

2 KEY WORD TRANSFORMATIONS. 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.** You must use between **two** and **five words**, including the word given. There is an example (0) at the beginning.

0. Tom told me the time of the next train.
what Tom told me *what time the next train* left.
1. I'll see you tomorrow, George," said Mary.
told Mary see him the next day.
2. "I'm leaving tomorrow," said Jane.
said Jane the following day.
3. "I gave Peter the present yesterday," said Sarah.
had Sarah said the present the day before.
4. "Do you like oranges, Paul?" said Helen.
he Helen asked oranges.
5. "When will you get back?" said Susan.
me Susan get back.
6. "What time does the film start on Saturday night?" he asked me.
started He asked me on Saturday night.
7. "Did Peter go to the party last night?" Barry asked me.
been Barry asked me to the party the night before.
8. "Are you enjoying your flight?" the flight attendant asked me.
was The flight attendant asked me flight.
9. The woman introduced herself.
us The woman name.
10. "I must visit my grandparents tomorrow," said John.
would John said that his grandparents the next day.
11. James said, "I can fix it."
could James said that it.
12. Susan said to Jennifer, "I'm not going to lend you any more money."
refused Susan any more money.
13. "No, it's not true, I didn't steal the jewels!" said Jack.
denied Jack the jewels.
14. "Don't forget to call Barbara, Jane," said Sarah.
reminded Sarah Barbara.
15. "If I were you, Peter, I'd take up tennis," said Bill.
advised Bill take up tennis.
16. "Let me carry your bag, Betty," said Michael.
offered Michael bag.
17. "Why don't we go to the theatre this evening?" said Mark.
suggested Mark that evening.
18. The inspector said, "You murdered your wife, didn't you, George!"
accused The inspector wife.
19. The teacher said to the students, "Work in pairs."
told The teacher in pairs.
20. "I've broken your CD, I'm awfully sorry, Harry," said Colin.
apologised Colin Harry's CD.

NAME CLASS DATE

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8

TESTING GRAMMAR
TOWARDS FCE

MAIN GRAMMAR POINTS

Linking words

GRAMMAR FILES:

40, 41

- 1** **MULTIPLE CHOICE CLOZE.** Read the text below and decide which answer (A, B, C or D) best fits each space. There is an example (0) at the beginning.

BICYCLES AND MOTORBIKES

About forty years ago, most teenagers had bicycles, but now they are comparatively rare.

(0), motorbikes are very common. At first sight, this may seem a sign of progress (1) the change is not necessarily for the better.

It is easy to see why young people prefer motorbikes. In the first (2), they are much faster and do not require much physical effort. (3), they give young people a feeling of independence, (4) they can travel further and impress their friends. (5), the disadvantages are equally obvious. (6), motorbikes are more expensive to buy and to maintain. (7), greater freedom brings danger (8) speed encourages young people to take risks. (9) motorbikes are involved in more accidents, and the accidents are generally more serious.

Bicycles are generally considered to be safer and easier to control. (10), the fact is that bicycles are not very safe, (11), in cities these days because there are more cars and drivers do not make allowances for them. (12), those who are old enough to ride motorbikes naturally prefer them, but they should realise that they are the most dangerous form of transport on the road. Those who are too young or cannot afford to buy a motorbike probably find bicycles slow and uncomfortable and riding a bicycle requires more experience of traffic than before. On balance, the change has been for the worse. The only safe solution would be to have more special lanes for cyclists.

0. A At the other end ☐
1. A but ☐
2. A view ☐
3. A Although ☐
4. A because ☐
5. A Moreover ☐
6. A Next ☐
7. A Despite ☐
8. A consequently ☐
9. A As a result ☐
10. A In contrast ☐
11. A as well as ☐
12. A Lastly ☐

- B On the contrary ☒
B and ☐
B reference ☐
B Altogether ☐
B because of ☐
B In addition ☐
B First of all ☐
B In spite ☐
B similarly ☐
B For this ☐
B Nevertheless ☐
B neither ☐
B In the end ☐

- C On the other hand ☐
C or ☐
C place ☐
C For example ☐
C due to ☐
C However ☐
C Secondly ☐
C As well ☐
C but ☐
C In conclusion ☐
C While ☐
C either ☐
C To sum up ☐

- D On the opposite ☐
D as well ☐
D thing ☐
D Furthermore ☐
D owing to ☐
D Besides ☐
D Finally ☐
D Secondly ☐
D because ☐
D Although ☐
D Whereas ☐
D also ☐
D On top of that ☐

NAME CLASS DATE

8

- 2 OPEN CLOZE.** Read the text below and think of the word which best fits each space. Use **only one word** in each space. There is an example (0) at the beginning.

Yesterday afternoon, (0) **after** lunch, George, left home to go to the appointment with Mr Walker at the "Johnson & Johnson" head office in Bond Street.

(1) he left, he prepared his "Curriculum Vitae" and tried to get ready to answer all possible questions. (2) he was writing, Helen came into the room and asked him (3) he could help her with the gardening, (4) he told her that he couldn't.

At 3 o'clock George went out, took a number 25 bus to Bond Street and sat down on the top deck. A few minutes after the bus had left, there was a car accident. The bus had to stop. George got off the bus and started walking (5) it was getting late.

(6) he was walking along, it began to rain, (7) he decided to take a taxi. (8) he had got into the taxi, he told the driver where he wanted to go and the driver started out. (9) he was driving, George got his wallet out (10) he would be ready to pay when they arrived. (11) the taxi had stopped outside "Johnson and Johnson", he paid the driver and got out.

(12), he went into "Johnson & Johnson" for his job interview.

- 3 KEY WORD TRANSFORMATIONS.** 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.** You must use between **two and five words**, including the word given. There is an example (0) at the beginning.

0. I didn't go on holiday because I wanted to save money.
order I didn't go on holiday **in order to save** money.
1. I put the coke in the fridge because I wanted it to get cold.
would I put the coke in the fridge cold.
2. I saved up some money to buy a new bicycle.
could I saved up some money a new bicycle.
3. The book was so interesting that she couldn't put it down.
such It was she couldn't put it down.
4. I couldn't come to the meeting because I was too busy.
to I was too to the meeting.
5. The course was cancelled because there weren't enough students.
few There were so was cancelled.
6. David bought a second-hand car because he didn't want to spend too much money.
not He bought a second-hand car in too much money.
7. The voyage was cancelled due to bad weather.
because The voyage was bad weather.
8. I'll call the police if you don't leave me alone.
unless I'll call the police me alone.
9. You can borrow my book today but I will need it back tomorrow morning.
provided You can borrow my book today back to me tomorrow morning.
10. Take an umbrella with you, it might rain later.
case Take an umbrella with you rains later.
11. I think that Colin borrowed the dictionary, or maybe Mark did.
either I think that the dictionary.
12. Besides being honest, David is also very polite.
addition David is honest very polite.
13. They had financial problems, but bought a new house
despite They bought a new house financial problems.
14. In spite of being young, Paul is a very reliable person.
although Paul is a very reliable person young.
15. She kept looking for her missing glasses, but she knew it was no use.
even She kept looking for her missing glasses it was no use.

NAME CLASS DATE

1

9

TESTING GRAMMAR
TOWARDS FCE

MAIN GRAMMAR POINTS

Infinitive (with and without "to"), -ing Form

GRAMMAR FILES:

42

- 1** **MULTIPLE CHOICE CLOZE.** Read the letter below and decide which answer (A, B, C or D) best fits each space. There is an example (0) at the beginning.

Dear Mary,

It may seem a bit silly (0)to say "thank you" for the lovely weekend when we live so close and we'll be seeing each other on Sunday, but I thought I should (1) for one or two things that happened. I was too embarrassed (2)on about it in front of the other guests.

(3) with, I've been to your house before so I can't imagine how I got lost and kept you all (4) for dinner on Friday night. I suppose I was very tired after (5)on night-shift all week. After that, I felt I had made a bad impression from the beginning, and when I woke up next morning and realised I had overslept and you had all had breakfast, I felt even worse. So I was just trying (6) for it by (7) something bright and cheerful when I saw Paul (8) a book about computers and said: "How can you read a book about computers on a lovely day like this? Are you a computer scientist or something?" I had completely forgotten that you said he was one when you introduced us. Then, in the afternoon, when Lucy started (9) the Health Service because of her sister's operation, I kept (10) myself to shut up but I just couldn't help (11) involved. I hope she didn't take what I said personally.

So all I can say is that I'm really sorry if I did anything to spoil the atmosphere you had worked so hard to create. I really did enjoy myself very much. I look forward (12) you here on Sunday afternoon. Thank God I'm not on night-shift this week, so I won't be so tired.

Love,

Joanne

0. A writing	<input type="checkbox"/>	B to write	<input checked="" type="checkbox"/>	C write	<input type="checkbox"/>	D me to write	<input type="checkbox"/>
1. A apologising	<input type="checkbox"/>	B apologised	<input type="checkbox"/>	C to apologise	<input type="checkbox"/>	D apologise	<input type="checkbox"/>
2. A for going	<input type="checkbox"/>	B go	<input type="checkbox"/>	C to go	<input type="checkbox"/>	D going	<input type="checkbox"/>
3. A Starting	<input type="checkbox"/>	B To start	<input type="checkbox"/>	C Beginning	<input type="checkbox"/>	D First	<input type="checkbox"/>
4. A wait	<input type="checkbox"/>	B to wait	<input type="checkbox"/>	C been waiting	<input type="checkbox"/>	D waiting	<input type="checkbox"/>
5. A work	<input type="checkbox"/>	B had worked	<input type="checkbox"/>	C working	<input type="checkbox"/>	D to work	<input type="checkbox"/>
6. A to make up	<input type="checkbox"/>	B of making up	<input type="checkbox"/>	C making up	<input type="checkbox"/>	D make up	<input type="checkbox"/>
7. A say	<input type="checkbox"/>	B saying	<input type="checkbox"/>	C to say	<input type="checkbox"/>	D having said	<input type="checkbox"/>
8. A reading	<input type="checkbox"/>	B to read	<input type="checkbox"/>	C being reading	<input type="checkbox"/>	D having read	<input type="checkbox"/>
9. A having criticised	<input type="checkbox"/>	B be criticised	<input type="checkbox"/>	C criticise	<input type="checkbox"/>	D criticising	<input type="checkbox"/>
10. A to tell	<input type="checkbox"/>	B telling	<input type="checkbox"/>	C in telling	<input type="checkbox"/>	D tell	<input type="checkbox"/>
11. A to get	<input type="checkbox"/>	B got	<input type="checkbox"/>	C get	<input type="checkbox"/>	D getting	<input type="checkbox"/>
12. A to seeing	<input type="checkbox"/>	B to see	<input type="checkbox"/>	C seeing	<input type="checkbox"/>	D see	<input type="checkbox"/>

NAME CLASS DATE

9

2 KEY WORD TRANSFORMATIONS. 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.** You must use between **two** and **five words**, including the word given. There is an example (0) at the beginning.

0. Tom said he hadn't cheated in the exam.
denied Tom *denied cheating* in the exam.
1. It was difficult for us not to cry at David's sad story.
help We at David's sad story.
2. You mustn't go out tonight.
want I don't tonight.
3. I think they should leave today.
advisable It is today.
4. I can't afford to buy that coat.
expensive That coat is me to buy.
5. I could never be happy working in an office.
hate I would in an office.
6. The man said he would call the police.
threatened The man the police.
7. "I won't let you use my car again," Dad said to me.
refused Dad me use his car again.
8. My mother insists that I water the plants on Saturdays.
makes My mother the plants on Saturdays.
9. The question was so difficult that I couldn't answer.
for The question was too difficult answer.
10. They put us up for the night, which was very kind of them.
to It was very kind put us up for the night.
11. I would rather not go to the theatre tonight.
feel I don't to the theatre tonight.
12. Whenever I eat pasta, I remember my first trip to Rome.
without I can't eat pasta my first trip to Rome.
13. The cake was too small so not everyone got a piece.
enough There wasn't everyone to have a piece.
14. I needed a drink of water so I stopped running.
to I stopped running water.
15. It was difficult to persuade Jane to take the course.
difficulty I had take the course.
16. If I gave you the information, I might lose my job.
risk If I give you the information, I job!
17. She wishes she could work in the evenings as she used to.
misses She in the evenings.
18. Richard wishes he hadn't sold his motorbike.
regrets Richard motorbike.
19. I met my favourite actor last summer on the beach. I'll always remember it.
forget I'll never last summer on the beach.
20. Don't forget the lights when you leave.
turn Don't forget off the lights when you leave.

NAME CLASS DATE

1

10

TESTING GRAMMAR
TOWARDS FCE

MAIN GRAMMAR POINTS

Adjective/Noun + preposition
Preposition + word(s)
Verb + preposition
Phrasal verbs

GRAMMAR FILES:

4/A
4/C
6/C
6/D-E

1 KEY WORD TRANSFORMATIONS. 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.** You must use between **two** and **five words**, including the word given. There is an example (0) at the beginning.

0. Lucy likes chocolate a lot.
fond Lucy is *fond of* chocolate.
1. When he is drunk he can say awful, rude things.
capable When he is drunk he awful, rude things.
2. George finds photography interesting.
is George photography.
3. Mary knows how to dance well.
good Mary dancing.
4. A gas leak caused the explosion.
cause A gas leak was the explosion.
5. There are always a lot of tourists in Florence.
crowded Florence is tourists.
6. Is your new car satisfactory?
pleased Are you new car?
7. David doesn't want to play football any more.
interest David has football anymore.
8. She likes disco music very much.
crazy She disco music.
9. "Well done, David, you have passed the exam," said Colin.
congratulated Colin the exam.
10. I ate my lunch too fast and now I've got stomach-ache.
suffering I indigestion because I ate my lunch too fast.
11. I've bought these clothes and I've spent all my money.
spent I've these clothes.
12. Tom will help you. He's trustworthy.
rely You can Tom.
13. I don't want to have roast beef for dinner again.
fed I'm roast beef.
14. My sister's husband is a famous architect.
married My sister a famous architect.
15. The firemen managed to put out the fire.
succeeded The firemen the fire.
16. They hadn't agreed to meet last Sunday.
met They chance.
17. I didn't do it on purpose.
did I mistake.
18. I met George while I was going home.
way I met George home.
19. This telephone doesn't work.
out This telephone order.
20. I'm unemployed at the moment.
work I'm at the moment.

NAME CLASS DATE

10

- 2 KEY WORD TRANSFORMATIONS.** 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.** You must use between **two** and **five words**, including the word given. There is an example (0) at the beginning.

PHRASAL VERBS

0. She stopped eating fatty food when she went on a diet.
gave She ***gave up eating fatty food*** when she went on a diet.
1. He revealed top secret information during the war.
gave He during the war.
2. Janet will take care of the baby while we're away.
after Janet will while we're away.
3. James feels superior to anyone without a car.
looks James anyone without a car.
4. It took him a long time to recover from his illness.
get It took him a long time his illness.
5. Paul cheated in his exam, and didn't get caught.
got Paul cheated in his exam, and it.
6. She found an answer to the problem.
came She to the problem.
7. We don't have any milk left.
run We've milk.
8. Quite by chance, Jane met Paul at the airport.
ran Jane at the airport.
9. How can you tolerate so much noise?
put How can you noise?
10. We're saving money to buy a new house.
putting We're a new house.
11. They refused our offer.
turned They our offer.
12. You can stay with us if you come to London.
put We can if you come to London.
13. Our car stopped working on the way to Edinburgh.
down Our car to Edinburgh.
14. The meeting has been postponed until next month.
off The meeting next month.
15. Our house was isolated from the rest of the world by heavy snow.
off Our house from the rest of the world by heavy snow.
16. The minister is investigating the problem.
into The minister the problem.
17. The war began suddenly.
out The war unexpectedly.
18. I found this old painting in the attic by chance.
across I in the attic.
19. I visited some old friends in Cambridge.
on I in Cambridge.
20. John inherited a large sum of money.
into John of money.

TESTING GRAMMAR - KEY

1 Grammar Files: Files 1 – 5

- 1** 1. Is, isn't; 2. are, are/re; 3. is/s, is/s; 4. Are, am; 5. Is, isn't, is/s; 6. is/ 's, is/s; 7. 's, 're; 8. Are, aren't; 9. are/re, isn't, is/s; 10. Are, 'm not, 'm; 11. are; 12. isn't
- 2** 1. They're Chinese. 2. She's Egyptian. 3. They're Irish. 4. She's Swiss. 5. We're Hungarian. 6. They're French. 7. She's Polish. 8. They're Spanish. 9. He's Swedish.
- 3** 1. What nationality are Lucy and Paul?
2. Are you English?
3. Is she a doctor?
4. Where's Tom?
5. How's Paul?
6. Why isn't she at work?
7. Who are Bill and Sue?
8. What colour is your hair?
- 4** 1. is; 2. is; 3. is; 4. are; 5. Are; 6. are; 7. is; 8. is; 9. are; 10. are; 11. is; 12. is; 13. Is
- 5** 1. Those are firemen.
2. These are my hobbies.
3. That beach is fabulous.
4. This boy is very tall.
5. Those are pretty girls.
6. These are smart dresses.
- 6** 1. it is; 2. There is; 3. Is there; 4. there is; 5. there are; 6. Is there; 7. there is; 8. it is; 9. Is there; 10. there isn't; 11. there is; 12. There is
- 7** 1. about; 2. for; 3. of; 4. with, without; 5. of; 6. from; 7. at; 8. in, in; 9. at; 10. on; 11. behind; 12. upstairs; 13. on; 14. in, between; 15. at; 16. opposite; 17. over; 18. in; 19. above; 20. at
- 8** 1. them; 2. you; 3. her; 4. us; 5. him; 6. me; 7. you, he; 8. she, she, her; 9. him, it; 10. it, it, them
- 9** 1. haven't; 2. have, Have they, have; 3. Has Sandra, has; 4. Haven't you, haven't; 5. have, haven't; 6. have, haven't
- 10** 1. some, any; 2. some; 3. a; 4. some; 5. any, any; 6. any, some, a

2 Grammar Files: Files 6 – 10

- 1** 1. Her, her; 2. your, it, mine, yours; 3. Their; 4. its; 5. It; 6. it, him; him, I; 7. they, her; 8. He, his; 9. it, his; 10. she, us; 11. our; 12. yours, they, ours; 13. us; 14. theirs; 15. hers
- 2** 1. No, these are my parents' suitcases.
2. No, that's Robert and Mark's father.
3. No, that's the children's bedroom.
4. No, these are Paul's and Alan's tennis rackets.
5. No, that's the ladies' changing room.
- 3** 13. thirteen; 33. thirty-three; 86. eighty-six; 450. four hundred and fifty; 12. twelve; 20. twenty; 5,910. five thousand nine hundred and ten; 855. eight hundred and fifty-five
- 4** a. twenty to eight; b. a quarter to nine; c. ten to ten; d. twenty past three; e. half past eleven; f. seven o'clock.
- 5** a. 25th December; b. 18th September; c. 13th August; d. 2nd May; e. 12th March; f. 11th June; g. 23rd November; h. 3rd January; i. 1st February; j. 4th October; k. 31st July; l. 22nd April
- 6** a. Tuesday; b. Thursday; c. Saturday; d. Wednesday; e. Friday; f. Sunday; g. Monday
- 7** 1. on, at, after; 2. in, on; 3. from, to; 4. in; 5. in, in, at; 6. on; 7. on; 8. in, before
- 8** 1. within; 2. throughout; 3. at; 4. during; 5. till; 6. by; 7. on; 8. with; 9. in
- 9** 1. does it take, takes; 2. do you think, don't like, think, is; 3. does he usually spend, don't know, know, travels; 4. Do they like, find; 5. do you usually do, usually go, is; 6. always watches; 7. is never
- 10** 1. don't you, I do; 2. does she, she doesn't; 3. are they, they aren't; 4. haven't you, I have; 5. does he, he doesn't
- 11** 1. How much are those shoes? / How much do those shoes cost? / What's the price of those shoes?
2. What time does she usually get up?
3. Where do Jane and Peter live?
4. Whose cap is that? / Whose is that cap?

5. How deep is Loch Ness? /
What's the depth of Loch Ness?
6. How often does he go to the gym?
7. Who's that girl?
8. When do you usually go on holiday?

- 12** 1. herself; 2. ourselves; 3. yourself; 4. my; 5. his; 6. each other; 7. themselves; 8. each other

3 Grammar Files: Files 11 – 14

- 1** 1. are, 2. are; 3. is; 4. works; 5. isn't; 6. is; 7. is sitting; 8. is reading; 9. reads; 10. comes; 11. does his wife do; 12. is; 13. teaches; 14. works; 15. doesn't teach; 16. is she doing; 17. is watching; 18. watches; 19. is; 20. have; 21. are; 22. do; 23. haven't; 24. play; 25. go; 26. is raining; 27. are not/aren't; 28. are they doing; 29. are playing; 30. like

- 2** 1. Do Alan and Carol know; 2. is waiting; 3. Are you waiting; 4. is tasting; 5. Do you remember; 6. tastes; 7. thinks; 8. do not believe

- 3** 1. What are you doing?
2. What time does she usually get up?
3. What are they eating?
4. Where do they live?
5. What do you (usually) do on Saturday afternoons?
6. How often do you go to the gym?
7. How does your mother usually go to work?
8. Is she doing her homework at the moment?
9. Does she work in a (big) supermarket?
10. Why isn't he studying (at the moment)?

- 4** 1. (S) That's Peter's dictionary. Give it to him.
2. (C)
3. (S) John is sending his girlfriend a bunch of roses./ John is sending a bunch of roses to his girlfriend.
4. (S) I have to confess the truth to you.
5. (C)
6. (C)
7. (S) Why don't we give the children some pocket money?/ Why don't we give some pocket money to the children?
8. (S) Describe your sister to me.

- 5** 1. A lot of; 2. many; 3. very; 4. much; 5. a few; 6. few; 7. a little; 8. so; 9. too; 10. old enough; 11. enough eggs; 12. quite

- 6** 1. - ; 2. from; 3. into; 4. into; 5. over; 6. from; 7. out of; 8. - ; 9. across; 10. to, off; 11. past; 12. off

- 7** 1. Fasten; 2. Do not/Don't leave; 3. Remember; 4. Don't forget; 5. Do not/Don't feed; 6. Walk, turn

- 8** 1. a; 2. The; 3. the; X; 4. the; 5. the, the; 6. a, the, the; 7. a, X; 8. X, X; 9. the; 10. The; 11. X,X; 12. X; 13. X, the; 14. the, a; 15. a

4 Grammar Files: Files 15 – 18

- 1** 1. can; 2. can't, can't; 3. can we, can't; 4. Can you, can't; 5. can't; 6. can't

- 2** 1. may; 2. may not; 3. may; 4. may not; 5. may; 6. may

- 3** 1. Can; 2. May; 3. Can; 4. may; 5. may; 6. can

- 4** 1. must; 2. mustn't; 3. mustn't; 4. mustn't; 5. must; 6. must; 7. mustn't; 8. must

- 5** 1. shall; 2. Will; 3. Would; 4. Will/Would; 5. Shall; 6. Will; 7. Will; 8. shall

- 6** 1. would/'d; 2. Would; 3. 'd; 4. shall; 5. would/'d; 6. Let's; 7. shall; 8. Let's; 9. can; 10. must

- 7** 1. can't; 2. must; 3. Shall I take; 4. you to come; 5. to invite Richard; 6. Would you like

- 8** 1. went; 2. left; 3. got; 4. walked; 5. bought; 6. went; 7. drank; 8. read; 9. did; 10. had

- 9** 1. A: were you; B: was
2. A: did you go; B: went; A: Did you have; B: enjoyed, didn't like, thought, were
3. A: Did Sheila do; B: didn't have
4. A: felt; B: did he do; A: fell, ran, came

5 Grammar Files: Files 19 – 22

- 1** 1. Ann is a wonderful dancer.
2. Edward writes accurately.
3. George works well.
4. Sarah is a secret smoker.
5. James runs fast.

6. Norman drives carefully.
 7. David is a hard worker.
 8. Jane reads quickly.

2 1. sleepily; 2. carefully; 3. tightly; 4. happily;
 5. Suddenly; 6. loudly; 7. quickly; 8. politely

3 1. more fashionable than; 2. the best, of; 3. the friendliest, in; 4. slimmer than; 5. better than; 6. the most beautiful, in; 7. the worst, in; 8. the biggest, in; 9. dirtier than; 10. more difficult than; 11. farther/further than; 12. worse, than

4 1. better than; 2. worse than; 3. more accurately than; 4. the hardest of; 5. the best of; 6. the most carefully of

5 1. the most; 2. more; 3. more; 4. more; 5. the most

6 1. less; 2. fewer; 3. the fewest; 4. as much; 5. as much; 6. the least; 7. as; 8. hotter and hotter; 9. The less, the better; 10. The more, the fatter

7 1. much; 2. many; 3. by far; 4. little; 5. far; 6. no

8 1. disappointing; 2. depressed; 3. surprised;
 4. exciting; 5. embarrassing

9 1. before; 2. instead of; 3. without; 4. in; 5. to; 6. to; 7. on; 8. up; 9. on; 10. of

10 1. went, was raining; 2. came, was having; 3. got, was shining, went; 4. were you doing, was watching; 5. wasn't doing, phoned, was; 6. fell, hit, was running; 7. hurt, was riding; 8. was waiting, arrived; 9. wasn't, went, was working; 10. Were they sitting, started

6 Grammar Files: Files 23 – 25

- 1** 1. Have you ever read "King Lear"?
 2. I have never travelled by plane.
 3. I haven't studied geography yet.
 4. Has she done the washing-up yet?
 5. Have they ever eaten in a Chinese restaurant?
 6. Have you been to the theatre recently?
 7. We have already visited the cathedral.
 8. Tom has just broken his leg.

2 1. been; 2. been; 3. gone; 4. been; 5. gone; 6. been

3 1. has failed, failed; 2. didn't feel, has improved;

3. Have you ever visited, went; 4. have grown, preferred; 5. has done, played, was; 6. haven't finished, Have you finished, finished

4 1. is; 2. 'm having; 3. 'm staying; 4. lives; 5. have/'ve already visited; 6. bought; 7. have/'ve also been; 8. took; 9. didn't buy; 10. have/'ve eaten; 11. went; 12. had; 13. have/'ve also seen; 14. went; 15. didn't go; 16. haven't done; 17. haven't been; 18. want

5 1. has been exercising; 2. has just left; 3. have already cooked; 4. has been working; 5. has been studying; 6. haven't spoken; 7. Has she fallen; 8. have been playing

6 1. yet; 2. yet; 3. for; 4. since; 5. for; 6. just; 7. recently; 8. since

7 1. graduated; 2. studied; 3. has never worked; 4. finished; 5. decided; 6. thought; 7. made; 8. started; 9. applied; 10. got; 11. distinguished; 12. has been acting, 13. has received; 14. has been playing, 15. has become

8 1. How long have they known each other?
 2. When did she graduate?
 3. How long has he been learning English?
 4. How long have they lived in that house?
 5. When did they get married?/
 How long ago did they get married?

9 1. got, had already started; 2. hadn't seen, didn't recognise; 3. hadn't eaten; 4. had been waiting; 5. has been raining; 6. have you had

7 Grammar Files: Files 26 – 27

1 1. Are you doing (F); 2. is reading (P); 3. is waiting (P); 4. are leaving (F)

2 1. I'm leaving; 2. We're going; 3. That boy is going to fall; 4. I'm going; 5. I'll see you; 6. It's going to rain; 7. I'll help you; 8. I'll be ready

3 1. will probably go; 2. am going; 3. will become; 4. is coming; 5. 'll get; 6. will be; 7. will enjoy; 8. Will you do; 9. 'll remember; 10. is going to snow; 11. 'll turn; 12. won't forget; 13. will be; 14. 'll call; 15. is coming

4 1. are you, I'm not/we aren't; 2. isn't it, it is;

3. will he, he won't; 4. won't they, they will;
5. will you, I won't/we won't

5 1. are going; 2. 'll give; 3. are you going to do;
4. 'll catch; 5. starts; 6. 'm meeting; 7. does the
train leave; 8. are leaving; 9. will stop; 10.
come; 11. miss; 12. will open; 13. are; 14.
goes; 15. get off

6 1. doesn't leave, will miss; 2. won't pass,
doesn't work; 3. rains, will go; 4. rains, won't
go; 5. won't improve, don't practise

7 1. "If we play football in the classroom, we'll
break the window."
2. "If you stroke the cat, it'll scratch you."
3. "If we walk to school, we'll get there late."
/ "If we walk, we'll get to school late."
4. "If we don't go into a shop, we'll get wet."

8 1. unless; 2. If; 3. because; 4. as soon as; 5. so
that; 6. so; 7. Although; 8. neither; 9. such; 10.
while; 11. Owing to; 12. However

8 Grammar Files: Files 28 – 30

1 1. who; 2. who; 3. whose; 4. (which); 5. whose;
6. (who); 7. who; 8. who; 9. who; 10. which

2 1. That's the singer Jane likes so much.
2. Show me the present you received for your
birthday.
3. Who took the book which/that was on my
bed?
4. Here is the magazine you were looking for.
5. That's the man whose son is a famous
musician.
6. This house, which Peter inherited from his
uncle, is almost in ruins.

3 1. where; 2. why; 3. when; 4. where; 5.
when; 6. which; 7. what; 8. that

4 1. We couldn't enjoy the film because the two
women sitting behind us talked all the time.
2. That's the man we paid £50 to.
3. Whose is the bicycle standing in front of
the shop entrance?
4. Have you seen the book I borrowed from
the library?
5. The painting stolen from the museum was
a Modigliani.

5 1. Whoever; 2. wherever; 3. Whenever; 4.
However; 5. However hard

6 1. something; 2. somewhere; 3.
anybody/anyone; 4. someone/somebody; 5.
Nowhere; 6. something; 7. anything; 8.
Someone/Somebody; 9. no one/nobody; 10.
everything; 11. everywhere; 12. anywhere

7 1. Everybody; 2. neither; 3. another; 4. Every;
5. whole; 6. all; 7. both; 8. neither; 9. Most;
10. Most of; 11. None; 12. Each of; 13. either;
14. else; 15. the others

8 1. will have had; 2 will have finished; 3. will
call; 4. will already have started; 5. will be; 6.
will be flying

9 1. will be studying; 2. will already have gone;
3. will have spent; 4. will be watching; 5. will
have been; 6. Will you be passing; 7. will have
been sailing; 8. will have been dancing

9 Grammar Files: Files 31 – 35

1 1. can; 2. could; 3. can't; 4. couldn't; 5. may not

2 1. haven't been able to; 2. won't be able to; 3.
was able to; 4. Were you able to

3 1. could; 2. was able to; 3. could; 4.
couldn't/wasn't able to; 5. was able to; 6.
couldn't, were able to

4 1. was allowed to; 2. had ... been allowed to;
3. will be allowed to; 4. are we allowed to

5 1. mustn't; 2. must; 3. mustn't; 4. don't have
to; 5. can't; 6. mustn't

6 1. did you have to; 2. won't have to; 3. has had
to; 4. didn't have to; 5. will have to; 6. have
had to

7 1. mustn't; 2. needn't; 3. needn't; 4. needn't;
5. mustn't

8 1. to be; 2. improve; 3. to see; 4. hurry; 5. take,
rain; 6. conducting; 7. to get; 8. offending; 9.
to sing; 10. to agree; 11. to use; 12. use; 13. to
extend; 14. to chew; 15. to wear; 16. to take;
17. to eat; 18. to work; 19. to enter

- 9** 1. should have replied; 2. must have stolen; 3. must be; 4. can't have taken; 5. may rain; 6. must have forgotten; 7. must have been working; 8. might have forgotten; 9. didn't need to walk; 10. needn't have booked
- 10** 1. miss; 2. would have bought; 3. would you do; 4. knew; 5. won't miss; 6. hadn't left; 7. wouldn't have failed; 8. wouldn't stay
- 11** 1. had studied; 2. had; 3. were; 4. could; 5. wouldn't criticise; 6. stay; 7. didn't; 8. called; 9. take; 10. bought

10 Grammar Files: Files 36 – 38

- 1** 1. My bag was stolen in the shop.
2. Service is included (in the bill).
3. This path is not used very often.
4. All flights were cancelled because of fog.
5. He was accused of stealing the money.
6. When was that church built?
7. Who was that building designed by?
8. Our house was broken into last night.
9. Was Ann invited to the party?
10. Listen when you are spoken to.
- 2** 1. had already been collected; 2. have already been watered; 3. will be cleaned; 4. is being served; 5. was being cleaned
- 3** 1. must have been written; 2. may have been borrowed; 3. can be bought; 4. should be taken; 5. must be typed
- 4** 1. I was given two hours to make my decision.
2. Mark wasn't offered the job.
3. We weren't told anything about the results of the survey.
4. Many people are said to be homeless after the earthquake.
5. The strike is expected to begin tomorrow.
6. Three people are reported to have been killed in the explosion.
7. The climate is known to be changing.
8. The prisoner is thought to have escaped by climbing over the wall.
- 5** 1. ironing; 2. feeding; 3. filling; 4. fixing; 5. revising

- 6** 1. have been painted; 2. have been repaired; 3. have been planted; 4. has been fixed; 5. is haunted; 6. was killed; 7. has been seen; 8. can't be starved; 9. can be read
- 7** 1. is having; 2. has; 3. made; 4. made; 5. Let; 6. let; 7. get; 8. made
- 8** 1. kept; 2. is driving; 3. let; 4. drop; 5. charge; 6. show; 7. hurts; 8. make
- 9** 1. to sit out; 2. to leave; 3. resprayed; 4. respected; 5. sleeping; 6. to sit; 7. beating; 8. throwing; 9. to apologise; 10. cry

11 Grammar Files: File 39

- 1** 1. told; 2. tell; 3. said; 4. said; 5. said; 6. told
- 2** 1. John said (that) he had met her the week before / the previous week.
2. Pete told Jane (that) he would see her the following day/the next day.
3. Jenny said (that) she was taking the 6.30 train the following morning/the next morning.
4. He exclaimed (that) I had spent too much.
5. My aunt explained (that) she felt much better.
6. Uncle Frank said (that) he had been waiting for hours and he was tired.
7. They informed us (that) they were going to Glasgow the following week/the next week.
8. Peter told Alice (that) he had just received her fax.
- 3** 1. I asked Peter what time the film started.
2. The interviewer asked Mary if she got up early every morning.
3. He wanted to know if I had spoken to Alison.
4. She asked me if I was a student.
5. He wanted to know what I was doing.
6. He wondered why she had sold her house.
7. Jack asked me if I was having lunch.
8. Jane asked what the weather would be like.
9. The teacher asked the students if they had done their homework.
10. George asked Ann how many horror novels she had read.

4

1. She refused to accept my proposal.
2. James apologised for breaking the window.
3. He advised me to leave the following day/the next day.
4. He suggested going to the seaside the next Sunday.
5. She insisted on paying the bill.
6. He promised that he would help me solve the problem.
7. Mark agreed to help me with my homework.
8. Barbara denied taking it.
9. Tom offered to carry Lucy's suitcase.
10. David admitted cheating in the English test.
11. He told me to go away.
12. He asked me to lend him my book.

5

1. reminded; 2. threatened; 3. advised; 4. invited

6

1. he couldn't drive; 2. they might be late for dinner; 3. she had to go home at once; 4. they would have to start the next month/the following month; 5. he must be eighteen; 6. what time we should leave; 7. he could run very fast when he was young

7

1. if she tried hard, she would do better; 2. if there were more facilities, life in that/the town wouldn't be so boring; 3. if she had more free time, she would go to the gym more often; 4. I'd better answer that ad immediately; 5. she wished she had curly hair; 6. she wished he wouldn't chew gum all the time

8

1. M: Hello, Tom! What are you doing here?
2. T: I'm leaving for Scotland.
3. M: Are you still living in London?
4. T: Yes, I am.
5. M: What did you do after leaving school?
6. T: I went to university where I graduated in computer science. After that I started working for a big insurance company. What did you do after school?
7. M: I found a job in a travel agency and then I got married. I have two children.
8. T: What/How about meeting one evening? / Why don't we meet one evening?
9. M: That's a good idea! Here is my new phone number.
10. T: I must go to catch the train. I'll call you soon. Goodbye Mark.
11. M: Goodbye, Tom.

12

Grammar Files: Files 40 – 42

1

1. after; 2. when; 3. if; 4. as long as; 5. whether; 6. to; 7. in case; 8. as; 9. like; 10. as though; 11. Owing to; 12. Since; 13. Although; 14. Even though; 15. though; 16. for fear that; 17. in order to; 18. as; 19. Despite the fact that; 20. neither

2

1. I'll be happy to have you with me for the weekend as long as you don't bring your cat.
2. I never watch a football match unless I'm forced to.
3. I'll help you in the kitchen on condition that you help me with my homework.
4. The policeman stopped the traffic so that the children would/could cross the road safely.
5. John couldn't finish the football match because he had a pain in his foot.
6. Since I don't know much about it, I can't advise you.
7. The film had such a good review in the paper that we all went to see it.
8. The dog was so aggressive that the postman refused to deliver the letters.
9. Although they are very poor, they are generous.
10. He hadn't eaten for days. However, he looked strong and healthy.
11. Dogs are not only friendly but also loyal.
12. Both forests and animals are in danger.

3

1. Many young people decide to stay in youth hostels when travelling **because** they are cheaper than hotels.
2. Studying abroad can be a very valuable experience. **However**, it can be very costly.
3. People in the city-centre are complaining **due to the fact that** the air is very polluted.
4. Traffic in the city-centre is awful in the rush hour **as** most people use private transport. / **As** most people use private transport, traffic in the city-centre is awful during the rush hour.

4

1. talking; 2. waiting; 3. reading; 4. sleeping; 5. to come; 6. wear; 7. to call; 8. to help; 9. to leave; 10. to qualify; 11. meeting; 12. going; 13. going; 14. call; 15. to clean; 16. living; 17. watching; 18. stay; 19. understanding; 20. being; 21. being; 22. being; 23. waiting; 24. to go; 25. loving

5

1. to lock; 2. visiting; 3. to have; 4. talking; 5.

hurting; 6. to say; 7. going; 8. to try; 9. to get; 10. to tell; 11. to announce; 12. working; 13. to discuss; 14. to reach; 15. taking; 16. cutting; 17. reading; 18. to take; 19. talking; 20. telling

13 Grammar Files: Section 6 – SOS Verbs!

1 1. makes ; 2. do ; 3. making ; 4. make; 5. do; 6. make, do; 7. doing, doing; 8. does

2 1. make; 2. made; 3. made; 4. done; 5. do; 6. make; 7. do; 8. done; 9. making; 10. made

3 1. X, on; 2. of; 3. for; 4. X, about; 5. to, for; 6. on; 7. to; 8. on; 9. about; 10. X; 11. with; 12. at; 13. from; 14. on; 15. X; 16. at; 17. at; 18. on; 19. X, with; 20. on; 21. on; 22. in

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

5 1. f; 2. g; 3. h; 4. c; 5. k; 6. d; 7. b; 8. i; 9. m; 10. n; 11. a; 12. e; 13. o; 14. j; 15. l

6 1. down; 2. over; 3. for; 4. on; 5. off; 6. round; 7. out in; 8. across; 9. through; 10. off; 11. in; 12. to; 13. for; 14. to; 15. in; 16. up; 17. over; 18. off

7 1. rises; 2. didn't phone; 3. have just finished; 4. has been sleeping; 5. was standing, waved; 6. hadn't seen, didn't recognise; 7. had been waiting, hadn't seen; 8. was; 9. have you known; 10. 'll go; 11. 'll help; 12. will be; 13. are going; 14. leaves; 15. is going to rain; 16. will be waiting; 17. will have started; 18. need, will ask; 19. won, would buy; 20. would have come, had been

8 1. are you doing, 'm studying, 've been studying, 'm taking;
2. Did your parents fly, flew, had never flown, was;
3. woke up, were making, had, is;
4. was standing, ran, reached, had already moved/was already moving;
5. was cleaning, dropped, broke, had broken;
6. have you ever won, won, would you do, won, would buy;
7. 'll be;
8. arrives/has arrived;
9. will have spent;
10. will be swimming, aren't you;
11. will have finished;
12. have you been living, moved, will have been living

TESTING GRAMMAR • TOWARDS PET - KEY

1

1 1. B; 2. B; 3. C; 4. A; 5. B; 6. A; 7. C; 8. B; 9. D; 10. C

2 1. old is the; 2. is on the; 3. is from; 4. is between; 5. Peter eat; 6. hasn't; 7. do these shoes; 8. an hour; 9. doesn't feel; 10. is behind

2

1 1. B; 2. A; 3. D; 4. B; 5. D; 6. D; 7. A; 8. B; 9. C; 10. B

2 1. long is the; 2. on her; 3. a dangerous; 4. many new students; 5. do your holidays; 6. does she; 7. the height of; 8. is Bill's; 9. each other; 10. name of this

3

1 1. A; 2. C; 3. A; 4. C; 5. D; 6. C; 7. A; 8. B; 9. D; 10. D

2 1. enough eggs; 2. old enough; 3. lot of food; 4. much money; 5. such a boring; 6. such a happy; 7. such ugly; 8. not use this; 9. make some; 10. you like

4

1 1. C; 2. B; 3. A; 4. B; 5. A; 6. D; 7. B; 8. A; 9. C; 10. D

2 1. me to clean; 2. going for a; 3. we play football; 4. may be at; 5. cutting onions when; 6. while we were; 7. play football better; 8. a more generous; 9. we go to; 10. used to spend

5

1 1. D; 2. A; 3. A; 4. B; 5. D; 6. A; 7. C; 8. C; 9. D; 10. D

2 1. as precious as; 2. isn't as; 3. left two days; 4. saw Paul; 5. have had; 6. Mary and Susan; 7. boy was wearing; 8. was nervous; 9. they have been; 10. used to drinking

6

1 1. A; 2. B; 3. C; 4. B; 5. A; 6. C; 7. A; 8. D; 9. A; 10. B

2 1. where Peter; 2. to drinking; 3. for being; 4. to spend our; 5. anything I can; 6. go somewhere; 7. the dog sleeps; 8. we met in; 9. which is; 10. nothing good on

7

1 1. B; 2. C; 3. B; 4. C; 5. D; 6. A; 7. A; 8. D; 9. B; 10. B

2 1. is staying; 2. you doing; 3. won't make; 4. going to study; 5. 'm having; 6. it will; 7. will be; 8. you work; 9. going to speak; 10. I receive

8

1 1. C; 2. B; 3. D; 4. A; 5. C; 6. C; 7. D; 8. D; 9. C; 10. B

2 1. such a boring; 2. so we left; 3. to improve; 4. owing to / due to; 5. by bus or; 6. due; 7. come home late; 8. will arrest; 9. as she gets; 10. if he doesn't

9

1 1. C; 2. D; 3. C; 4. B; 5. A; 6. B; 7. A; 8. B; 9. A; 10. D

2 1. must be; 2. not find; 3. may be late; 4. allowed to smoke; 5. must get; 6. better not take; 7. we have to; 8. may not / cannot park; 9. had to travel; 10. have to be

10

1 1. A; 2. C; 3. A; 4. C; 5. D; 6. C; 7. B; 8. D; 9. B; 10. A

2 1. were you; 2. don't wear; 3. had his bone; 4. we could; 5. not to eat; 6. could come to; 7. to see an; 8. may I; 9. must be; 10. you should go

11

1 1. C; 2. D; 3. A; 4. C; 5. B; 6. C; 7. B; 8. D; 9. A; 10. C

2 1. was broken into; 2. was offered; 3. are given; 4. is said to; 5. is reported; 6. you invited to; 7. told us to; 8. was the fire; 9. can be ordered; 10. his eyes tested

12

1 1. B; 2. C; 3. A; 4. C; 5. B; 6. C; 7. D; 8. B; 9. A; 10. D

2 1. he would fix; 2. for not telephoning; 3. had taken; 4. what Mark was; 5. if I was; 6. to be late; 7. of causing; 8. denied robbing; 9. on speaking to; 10. making a

TESTING GRAMMAR • TOWARDS FCE - KEY

1

- 1** 1. B; 2. D; 3. C; 4. A; 5. C; 6. C; 7. B; 8. A; 9. B; 10. D; 11. C; 12. A

- 2** 1. never late; 2. still looking; 3. long ago did; 4. two years since Mary bought; 5. arrived John had already gone; 6. 've lost my; 7. James had already; 8. I have visited; 9. I was having dinner; 10. has been learning the piano; 11. you own this; 12. did Sheila and Norman get; 13. haven't spoken for; 14. before we left; 15. used to work; 16. had never changed a tyre; 17. was the first time we; 18. used to take me; 19. since you bought; 20. had been studying

2

- 1** 1. who; 2. which; 3. whose; 4. his; 5. where; 6. later; 7. when; 8. which; 9. from; 10. which/that; 11. who; 12. where

- 2** 1. whose car was stolen yesterday; 2. who arrived yesterday is; 3. is the year in which; 4. where we used to; 5. in which they got

- 3** 1. can swim much better than; 2. slowly you walk, the longer; 3. never seen such a good; 4. film lasted more; 5. isn't as good as; 6. didn't cost as much as; 7. a little younger than; 8. was getting angrier and angrier; 9. more you eat, the fatter; 10. the same age as; 11. was no one; 12. talk to either of; 13. of the vending machines were/was; 14. all seats at the front; 15. children were given; 16. job /of the jobs was suitable; 17. none of the shops; 18. anybody/anyone else; 19. Everybody else was; 20. anything exciting; 21. of them deserves; 22. I didn't like either of

3

- 1** 1. B; 2. A; 3. B; 4. C; 5. A; 6. B; 7. D; 8. C; 9. C; 10. D; 11. C; 12. A

- 2** 1. is going to be; 2. are leaving work; 3. are having a meeting; 4. arrives at; 5. will have; 6. will be seeing; 7. will you be wearing; 8. will be watching; 9. we will be lying; 10. will have been married; 11. will have been working; 12. are you doing; 13. going to; 14. unless she tells us; 15. provided we leave; 16. as long as you give; 17. if you don't study; 18. until I receive; 19. as soon as Dad; 20. while I check

4

- 1** 1. lived; 2. ago; 3. not; 4. had; 5. why; 6. must; 7. unlikely; 8. can't; 9. possible; 10. may/might; 11. have; 12. can/could

- 2** 1. if I leave my suitcase; 2. think you should buy; 3. you think of Mark's; 4. don't we go; 5. you mind taking; 6. should see; 7. you like a cup of; 8. you like me to; 9. about going for; 10. wish you wouldn't make

- 3** 1. necessary to get; 2. should wash your hands; 3. might be; 4. ought to have respect; 5. must be in the garden; 6. must not talk to; 7. can't be; 8. are to assemble; 9. have to have; 10. needn't buy; 11. weren't able to; 12. weren't allowed to leave; 13. may have missed; 14. she have to be; 15. managed to find; 16. succeed in persuading him; 17. may have been; 18. can't have left; 19. needn't have; 20. we didn't have to book

5

- 1** 1. C; 2. A; 3. C; 4. D; 5. C; 6. B; 7. C; 8. D; 9. C; 10. D; 11. A; 12. C

- 2** 1. were you, I would sell; 2. won't go out unless; 3. would have driven my husband; 4. could have gone; 5. rather than go; 6. wish I had phoned; 7. wish you could come; 8. only you had got; 9. you didn't chew gum; 10. wish we had; 11. wish you would concentrate; 12. would rather I didn't; 13. wish I had; 14. had better not go; 15. time you bought; 16. would rather Colin had told; 17. I could have gone; 18. (high/about) time we started; 19. advisable for you not; 20. must have been; 21. could have left; 22. shouldn't have sold their

6

- 1** 1. A; 2. B; 3. D; 4. C; 5. B; 6. C; 7. A; 8. B; 9. D; 10. D; 11. C; 12. A

- 2** 1. were delivered; 2. are you being served; 3. will be met; 4. are sold; 5. was the living room decorated; 6. was broken into last night; 7. has not been seen since; 8. had the pipes fixed by; 9. has had all his teeth; 10. is expected to win; 11. reported to have been; 12. were taught the basic rules; 13. been reported by; 14. had been offered; 15. should

be; 16. can't have been given; 17. was made to study; 18. was allowed to take; 19. has to be finished; 20. was seen to

7

1 1. B; 2. D; 3. A; 4. B; 5. B; 6. C; 7. A; 8. B; 9. B; 10. C; 11. A; 12. D

2 1. told George (that) she would; 2. said (that) she was leaving; 3. (that) she had given Peter; 4. Paul if he liked; 5. asked me when I would; 6. what time the film started; 7. if Peter had been; 8. if I was enjoying my; 9. told us her; 10. he would have to visit; 11. he could fix; 12. refused to lend Jennifer; 13. denied stealing; 14. reminded Jane to call; 15. advised Peter to; 16. offered to carry Betty's; 17. suggested going to the theatre; 18. accused George of killing his; 19. told the students to work; 20. apologised for breaking

8

1 1. A; 2. C; 3. D; 4. A; 5. C; 6. B; 7. D; 8. D; 9. A; 10. B; 11. C; 12. C

2 1. Before; 2. While; 3. if; 4. but; 5. because/as/since; 6. While; 7. so; 8. After; 9. While; 10. so; 11. Before; 12. Finally

3 1. so (that) it would get; 2. so (that) I could buy; 3. such an interesting book that; 4. busy to come; 5. few students that the course; 6. order not to spend; 7. cancelled because of; 8. unless you leave; 9. provided you give it; 10. is case it; 11. either Colin or Mark borrowed; 12. in addition to being; 13. despite having / despite his; 14. although he is; 15. even though she knew

9

1 1. D; 2. C; 3. B; 4. D; 5. C; 6. A; 7. B; 8. A; 9. D; 10. B; 11. D; 12. A

2 1. couldn't help crying; 2. want you to go out; 3. advisable for them to leave; 4. too expensive for; 5. hate to work; 6. threatened to call; 7. refused to let; 8. makes me water; 9. for me to; 10. of them to; 11. feel like going; 12. without remembering; 13. enough cake for; 14. to drink some / to get a drink of; 15. difficulty (in) persuading Jane to; 16. risk losing; 17. misses working; 18. regrets selling his / having sold his; 19. forget meeting my favourite actor. 20. to turn

10

1 1. is capable of saying; 2. is interested in; 3. is good at; 4. the cause of; 5. always crowded with; 6. pleased with your; 7. no interest in; 8. is crazy about; 9. congratulated David on passing; 10. am suffering from; 11. spent all my money on; 12. rely on; 13. fed up with; 14. is married to; 15. succeeded in putting out; 16. met by; 17. did it by; 18. on my way; 19. is out of; 20. out of work

2 1. gave away top secret information; 2. look after the baby; 3. looks down on; 4. to get over; 5. got away with; 6. came up with an answer; 7. run out of; 8. ran into/across Paul; 9. put up with so much; 10. putting money aside to buy; 11. turned down; 12. put you up; 13. broke down on the way; 14. has been put off until; 15. was cut off; 16. is looking into; 17. broke out; 18. came across this old painting; 19. called on some old friends; 20. came into a large sum

TESTING VOCABULARY

Section 1

NAME CLASS DATE

1

VOCABULARY

SECTION 1

File 1: Personal details and physical description

1 Sottolinea la *parola corretta* in ciascuna frase.

1. How **old** / **age** is Susan?
2. Where do you **stay** / **live**?
3. What's your **address** / **house**?
4. Where do you **come** / **live** from?
5. What's your date of **birthday** / **birth** ?
6. What's her **work** / **job**?
7. What **country** / **nationality** are you?
8. Are you married or **only** / **single**?

2 Scegli la soluzione corretta. Cerchia A, B o C.

- | | | | |
|--|------------------|------------------|----------------|
| 1. What does David look like? - He's ... | A tall | B high | C big |
| 2. Charles ... glasses. | A carries | B wears | C uses |
| 3. Tom's only ten. He's ... | A young | B elderly | C old |
| 4. How many brothers or sisters ... you got? | A are | B do | C have |
| 5. What colour ... your hair? | A is | B are | C has |
| 6. He ... fifteen years old. | A gets | B has | C is |
| 7. John has ... a beard. | A carries | B wears | C got |
| 8. What does she ... like? | A watch | B do | C look |
| 9. How much do you ... ? | A weigh | B wear | C be |
| 10. Patrick takes ... his father. | A like | B after | C alike |

3 Traduci in inglese.

- | | | |
|--------------------------|------------------------|----------------------------|
| 1. trecce | 7. divorziato | 13. occhi a mandorla |
| 2. coda di cavallo | 8. basso | 14. rughe |
| 3. barba | 9. capelli ricci | 15. lentiggini |
| 4. baffi | 10. età | 16. anziano |
| 5. cicatrice | 11. sovrappeso | 17. brutto |
| 6. carina | 12. occhi verdi | 18. cognome |

4 Completa ciascuna frase adeguatamente.

1. Tom hasn't got long hair. He's got hair.
2. She hasn't got dark hair. She's got hair.
3. Jenny and Kate are twenty-two old.
4. James isn't tall. He's
5. I in Edinburgh, Scotland.

5 Completa ciascuna frase. Usa la *parola corretta* scegliendo tra quelle fornite nel riquadro.

*shoulders / wavy /
eyes / complexion /
hair / girl / plump /
man / teenager /
blue / tall / built /
middle-aged*

1. Our science teacher is a tall called Mr Thorpe.
2. Do you know that? - Yes, her name's Mary.
3. Now that I'm thirteen, I'm a
4. Tom's got hair and eyes.
5. Donald is from Kenya, Africa. He's got dark
6. Anne is and slim. She's got curly and big blue
7. David is well-..... and has got broad
8. Mr Johnson is in his fifties. He's
9. Susan isn't fat. She's just a bit

NAME CLASS DATE

2

VOCABULARY

SECTION 1

File 2: Contrastive adjectives

1 Completa ciascuna frase con *l'aggettivo opposto* a quello sottolineato.

1. She hasn't got a straight nose. She's got a nose.
2. That toy isn't new. It's
3. The box isn't open. It's
4. That book isn't thin. It's
5. No, Tom isn't fat. He's
6. No, the film wasn't boring. It was rather, actually.
7. The gate wasn't wide enough. It was so that we couldn't go through.
8. The wall wasn't low. It was quite..... so the dog couldn't jump over it.
9. The stream wasn't deep. It was quite so we were able to walk across it.
10. David isn't a strong person. He's rather, actually.
11. This car isn't slow. It's quite
12. My room is tidy at the moment, but it's often rather
13. My hair isn't dry. It's still a bit
14. The bottle isn't full. It's
15. Is your suitcase heavy?- No, it isn't. It's
16. Your shirt isn't clean. The collar is rather
17. The kitchen is very light but the dining room has only one small window and it's a bit
18. This armchair isn't soft. It's quite
19. His hands weren't smooth. They were from years as a mechanic.
20. It wasn't cold. It was and sunny, with a temperature of 30°C.

2 Sottolinea *l'aggettivo corretto* in ciascuna frase.

1. He was too **mean** / **generous** to give any money to charity.
2. The doctors are very **pessimistic** / **optimistic**. They think Jane won't get better.
3. She manages to stay **miserable** / **cheerful** even in the midst of a disaster.
4. I was very **relaxed** / **nervous** about driving again after the accident.
5. Tom is such a **lazy** / **hard-working** person. He lies in bed for hours.
6. He was too **self-confident** / **shy** to ask her to dance with him.

3 Completa ciascuna frase con *l'opposto degli aggettivi* forniti a lato.

1. Don't believe what she says. She's
2. You cannot depend on him to help you with your work.; he is totally
3. He's twenty-five years old, but he still behaves like a child; everybody thinks he is totally
4. What Peter said didn't make any sense. It was completely
5. I told him the truth.

HONEST
RESPONSIBLEMATURE
LOGICAL
PLEASANT

NAME CLASS DATE

3

VOCABULARY

SECTION 1

File 3: Possessions

1 Traduci in inglese.

- | | | |
|---------------------|----------------------------------|-----------------------------|
| 1. tromba | 7. chitarra | 13. tartaruga d'acqua |
| 2. violino | 8. flauto | 14. bicicletta |
| 3. batteria..... | 9. sassofono | 15. motorino |
| 4. clarinetto..... | 10. orologio | 16. matita..... |
| 5. violoncello..... | 11. racchetta da ping-pong | 17. zainetto |
| 6. tastiera | 12. criceto..... | 18. gomma..... |

2 Utilizza le parole in A e le parole in B per formare *parole composte*. Non tutte le parole in B possono essere usate.

A

1. lap; 2. mobile; 3. digital; 4. play; 5. sun;
6. skate; 7. text; 8. gold; 9 foot; 10 tennis

B

glasses / camera / office / pan / ball / racquet /
top / opener / book / station / phone / board /
fish / washer

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.

3 Completa ciascuna frase con il *verbo corretto* scegliendo tra quelli forniti nel riquadro.

belong
take
play
have
make
help
draw
send
own
paint

1. You can photos with a camera.
2. You can copies of television programmes with a video recorder.
3. I haven't got any pets. I'd like to a dog.
4. A calculator can you if you have problems with maths.
5. You can use a ruler if you want to a straight line.
6. You use a paintbrush if you want to a picture.
7. You use a mobile phone if you want to a text message.
8. Do these sunglasses to you?
9. I'm quite tall and I basketball in the local team.
10. We a house. It legally belongs to us.

4 Completa ciascuna frase con il *verbo adeguato*.

1. I can a bicycle but I can't a car.
2. You can use my mobile phone if you want to a phone call.
3. Can you the piano?
4. This bicycle isn't mine. It doesn't to me.
5. If you want to your pencil, you need a pencil-sharpener.

NAME CLASS DATE

4

VOCABULARY

SECTION 1

File 4: Family members and jobs

1 Chi sono queste persone? Scrivi la *parola* o le *parole* corrispondenti a ciascuna definizione.

- | | |
|--|--|
| 1. your father's (or your mother's) parents | 5. the sister of the person you marry |
| 2. your mother's (or your father's) sister | 6. your brother's (or sister's) male child |
| 3. your mother's (or your father's) brother | 7. your brother's (or sister's) female child |
| 4. your husband's son from a previous marriage | 8. a child with no brothers or sisters..... |
-

2 Completa ciascuna frase con la *parola corretta* scegliendo tra quelle fornite nel riquadro.

relatives
daughter
twin
sisters
children
wife
husband
single

- Lucy got married to her David, two years ago.
- We haven't got any yet, but we want a large family.
- Betty isn't married. She says she prefers to be
- Richard's brother, Matt, was born half an hour before he was.
- All my friends and came to my wedding party.
- Jack and Mary have got two sons and a
- Tom divorced his last year.
- I haven't got any brothers or

3 Scrivi il *mestiere* corrispondente a ciascuna descrizione.

1. A person who cuts people's hair and puts it into a style.	2. A person who flies an aircraft.	3. A person who sells meat in a shop.	4. A person whose job is to make bread and cakes for sale, or to sell bread and cakes.
5. A person who works in an office, dealing with records or performing general office duties.	6. A person who owns or takes care of a farm.	7. A person who works on a ship; also a person who often takes part in the sport of using boats with sails.	8. A person whose job is to supply and connect, or repair water pipes, baths, toilets, etc.

4 Scegli la conclusione logica per ciascun inizio di frase.

1. The vet	a. made his new suit.	1. ...
2. The carpenter	b. sent the thief to prison.	2. ...
3. The mechanic	c. treated my dog.	3. ...
4. The judge	d. brought me a drink on a tray.	4. ...
5. The tailor	e. repaired the table and the chairs.	5. ...
6. The steward	f. repaired my car.	6. ...
7. The gardener	g. sang some beautiful songs.	7. ...
8. The singer	h. cut the grass.	8. ...

5 Completa ciascuna frase con la parola appropriata tra quelle fornite nel riquadro.

soldier
musician
lawyer
nurse
actor
scientist

- After he was arrested, the thief was allowed to phone his
- Mark has joined the army. He is a now.
- A looked after Mark when he was in hospital.
- Lucy trained as a and now plays in an orchestra.
- Mr Gordon is a famous and works at a university.
- The best in the play played the part of the Prince.

NAME CLASS DATE **5**

VOCABULARY

SECTION 1

File 5: Sports, hobbies and interests

1 Traduci in inglese.

- | | | |
|-----------------------|------------------------|----------------------|
| 1. ginnastica | 4. aerobica | 7. equitazione |
| 2. pallacanestro..... | 5. atletica | 8. sci d'acqua |
| 3. scherma | 6. paracadutismo | |

2 Scrivi il *verbo corretto* davanti a ciascuna parola.

play
do
collect
go

In my free time ...

1. I karate.
2. I rugby.
3. I skiing.
4. I stamps.

3 Scrivi il nome di 5 sport che si praticano con la palla (o pallina).

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

4 Quali azioni si possono compiere con una palla?Traduci le seguenti frasi usando i *verbi adeguati nella forma corretta*.

- | | |
|-------------------------------------|---|
| 1. Lui sta calciando la palla. | 4. Lui sta passando la palla. |
| 2. Lui sta lanciando la palla..... | 5. Lui sta colpendo la palla con la testa. |
| 3. Lui sta afferrando la palla..... | |

5 Che cosa ti occorre per praticare gli sport e gli hobby menzionati nelle seguenti frasi?

Completa adeguatamente ciascuna frase.

- | | |
|--|---|
| 1. If you want to play tennis you need a | 4. If you want to go rock-climbing you need a |
| 2. If you want to play table tennis you need a | 5. If you want to go cycling you need a |
| 3. If you want to play golf you need a | 6. If you want to take photos you need a |

6 Sottolinea l'*alternativa corretta*.

- They managed to **beat** / **win** Manchester United in the last minute of the match.
- The final score was 3 – 3 , so Everton **equalled** / **drew** the game.
- Spain **defeated** / **won** Switzerland.
- Switzerland **lost to** / **lost** Spain 2 – 1.
- My team **marked** / **scored** two goals.

7 Sottolinea l'*alternativa corretta*.

- Are you interested **in** / **of** photography?
- David likes going **to the** / **to** cinema.
- Are you fond **of** / **for** athletics?
- My favourite hobby is **to collect** / **collecting** coins.
- She's terrible **in** / **at** singing.
- I'm not very keen **at** / **on** fishing.
- I love **dancing** / **to dance**.
- Tom has a very interesting **fun** / **hobby**.

NAME CLASS DATE

5

8 MULTIPLE CHOICE CLOZE

Leggi il testo e scegli la soluzione corretta per ciascun spazio.

Indica la lettera corretta (A, B, C o D) come nell'esempio.

GIRLS LIKE EXTREME SPORTS

Today, girls are more (0) than ever. In a recent survey, teenage girls were asked to say what (1) they thought were the most exciting. The survey shows that girls are no longer attracted to modelling or (2) Girls, like most (3), seem to favour extreme (4) Lots of them have tried parachute jumping, rafting or (5) Free jumping, rock climbing or bungee jumping are also growing in popularity.

What do those girls have in mind when they jump off a bridge, with only an elasticised (6) to save them from death? Do they truly (7) risking their lives? Bungee jumping is a terrifying experience. Part of the attraction is that (8) do not need to be fit to do it.

"Obviously I get very nervous before I jump. Each time I go for it, I say "I don't want to do this," I stop to hold my breath then off I go," says Cheryl, 18. "I (9) jumping. You can't expect me to say it's too (10) I'd love to do something even more extreme and dangerous."

0. A adventurous <input checked="" type="checkbox"/>	B adventure <input type="checkbox"/>	C courage <input type="checkbox"/>	D extreme <input type="checkbox"/>
1. A activities <input type="checkbox"/>	B shows <input type="checkbox"/>	C sport <input type="checkbox"/>	D interest <input type="checkbox"/>
2. A to act <input type="checkbox"/>	B act <input type="checkbox"/>	C acting <input type="checkbox"/>	D actor <input type="checkbox"/>
3. A teenagers <input type="checkbox"/>	B elderly <input type="checkbox"/>	C young <input type="checkbox"/>	D persons <input type="checkbox"/>
4. A interests <input type="checkbox"/>	B sports <input type="checkbox"/>	C hobby <input type="checkbox"/>	D feelings <input type="checkbox"/>
5. A canoeing <input type="checkbox"/>	B collecting <input type="checkbox"/>	C stamps <input type="checkbox"/>	D playing <input type="checkbox"/>
6. A string <input type="checkbox"/>	B rope <input type="checkbox"/>	C club <input type="checkbox"/>	D racket <input type="checkbox"/>
7. A do <input type="checkbox"/>	B hate <input type="checkbox"/>	C go <input type="checkbox"/>	D enjoy <input type="checkbox"/>
8. A jumping <input type="checkbox"/>	B jump <input type="checkbox"/>	C jumpers <input type="checkbox"/>	D jumper <input type="checkbox"/>
9. A can <input type="checkbox"/>	B love <input type="checkbox"/>	C keen on <input type="checkbox"/>	D interested <input type="checkbox"/>
10. A lazy <input type="checkbox"/>	B relaxing <input type="checkbox"/>	C noisy <input type="checkbox"/>	D dangerous <input type="checkbox"/>

NAME CLASS DATE

6

VOCABULARY

SECTION 1

File 6: Houses and buildings

1 Traduci in inglese.

- | | | |
|----------------------------|----------------------|---------------------------|
| 1. appartamento | 3. grattacielo | 5. casa a schiera |
| 2. casa unifamiliare | 4. condominio..... | 6. casa bifamiliare |

2 Completa le descrizioni, come nell'esempio.

• *The dining room, that's where you **have meals**.*

- The bedroom, that's where you
- The kitchen, that's where you and do the
- The bathroom, that's where you have and
- The study, that's where you do
- The sitting room, that's where you and

3 Elimina la *parola estranea* a ciascun gruppo.

- | | |
|--|---|
| 1. kitchen, dining room, cellar, sheet, attic, bedroom | 4. fridge, kettle, saucepan, comb, sink, cooker |
| 2. sofa, cushion, mixer, fireplace, coffee table | 5. shower, bathtub, towel, soap, tin opener, toilet |
| 3. table, sideboard, chairs, pillow, napkin | 6. bed, wardrobe, oven, blanket, chest of drawers |

4 Completa ciascuna frase con la preposizione corretta: *in, on(x2), off, at, with*.

- | | |
|--|---|
| 1. Dad is sitting an armchair. | 4. I share my bedroom my brother. |
| 2. Don't switch the light, please. I want to read. | 5. Mum is sitting the sofa. |
| 3. Clare is putting the tablecloth the table. | 6. John is sitting his desk. |

5 Sei in cucina. Dove metteresti le seguenti cose?

- Dirty clothes. → In the
- Dirty cups and saucers. → In the or in the
- Clean cups and saucers. → In a
- Milk and cheese. → In the
- A cake that you are going to bake. → In the

6 Traduci in inglese le seguenti *coppie di parole*.

- | | | |
|------------------------------|---------------------------------|--------------------------|
| 1. a) zerbino | 6. a) piatto fondo | 11. a) tetto |
| b) tappeto | b) piatto pari..... | b) soffitto |
| 2. a) caminetto..... | 7. a) attico | 12. a) piano terra |
| b) camino (sul tetto) | b) tavernetta | b) ultimo piano..... |
| 3. a) letto singolo | 8. a) lavello (di cucina) | 13. a) doccia |
| b) letto matrimoniale | b) lavandino (del bagno) | b) vasca da bagno..... |
| 4. a) letti a castello | 9. a) staccionata..... | 14. a) cassetiera |
| b) divano letto | b) siepe..... | b) armadio |
| 5. a) scale | 10. a) cuscione | 15. a) tovaglia..... |
| b) ascensore..... | b) cuscino (del letto) | b) tovagliolo |

NAME CLASS DATE

6

7 Sottolinea l'*alternativa corretta* in ciascuna frase.

- Remember to **turn on** / **turn off** the light when you leave.
- Someone is **hitting** / **knocking** on the door.
- Will you please **shut** / **open** the window? I'm freezing!
- Unfortunately I **divide** / **share** my bedroom with my sister.
- Some people **have** / **do** lunch in the kitchen.
- Could you draw the **curtains** / **blankets**, please? Someone is staring through the window.
- Is that chair comfortable, or would you like to use a **pillow** / **cushion**?
- There's a **central heating** / **radiator** in each room.

8 MULTIPLE CHOICE CLOZE

Leggi il seguente testo e scegli l'alternativa corretta per ciascun spazio. Indica la lettera A, B, C o D come nell'esempio.

British houses

The typical British house is a two-storey house. On the **(0)** floor there is a living-room, a sitting room, a kitchen and a lavatory, while on the first floor there are **(1)** bedrooms and a bathroom. In the **(2)** room the British have their meals. In the sitting-room they **(3)** their friends, watch TV, or read. British houses are comfortable with armchairs and soft carpets on the **(4)**

The British are very fond of their homes. They are very individual people and do not like **(5)** One of their main characteristics is their love of privacy. It is for this reason that they prefer to have a house of their own and surround it with a **(6)** or a hedge in order to preserve their privacy and their freedom.

Many houses have a garden. Sometimes they have two gardens: a **(7)** garden with fruit-trees and vegetables, and a front **(8)** full of flowers. The British are very fond of flowers and gardening is one of their favourite hobbies. In summer, when the weather is nice and sunny, you can often see an Englishman in his garden, tending his flowers, cutting the **(9)** or mowing the **(10)**

0. A ground	<input checked="" type="checkbox"/>	B low	<input type="checkbox"/>	C down	<input type="checkbox"/>	D downstairs	<input type="checkbox"/>
1. A any	<input type="checkbox"/>	B a	<input type="checkbox"/>	C an	<input type="checkbox"/>	D some	<input type="checkbox"/>
2. A cuisine	<input type="checkbox"/>	B kitchen	<input type="checkbox"/>	C dining	<input type="checkbox"/>	D chicken	<input type="checkbox"/>
3. A accept	<input type="checkbox"/>	B enjoy	<input type="checkbox"/>	C entertain	<input type="checkbox"/>	D comfort	<input type="checkbox"/>
4. A garden	<input type="checkbox"/>	B window	<input type="checkbox"/>	C sofa	<input type="checkbox"/>	D floor	<input type="checkbox"/>
5. A houses	<input type="checkbox"/>	B flats	<input type="checkbox"/>	C wonderful	<input type="checkbox"/>	D spacious	<input type="checkbox"/>
6. A fence	<input type="checkbox"/>	B bush	<input type="checkbox"/>	C drive	<input type="checkbox"/>	D gate	<input type="checkbox"/>
7. A behind	<input type="checkbox"/>	B back	<input type="checkbox"/>	C below	<input type="checkbox"/>	D between	<input type="checkbox"/>
8. A chimney	<input type="checkbox"/>	B roof	<input type="checkbox"/>	C ceiling	<input type="checkbox"/>	D garden	<input type="checkbox"/>
9. A door	<input type="checkbox"/>	B hedge	<input type="checkbox"/>	C bell	<input type="checkbox"/>	D lock	<input type="checkbox"/>
10. A lawn	<input type="checkbox"/>	B field	<input type="checkbox"/>	C park	<input type="checkbox"/>	D trees	<input type="checkbox"/>

NAME CLASS DATE

7

VOCABULARY

SECTION 1

File 7: Daily routine and household chores

1 Abbina adeguatamente le parti A alle parti in B seguendo un ordine logico.

A	B	A	B
1. I wake up	a. to the bathroom	11. We have	k. my homework
2. I lie	b. a shower	12. I go back home	l. to bed at about 10.00
3. I get out	c. early	13. I have lunch	m. asleep immediately
4. I go	d. in bed for a few minutes	14. I hang out	n. at home
5. I have	e. home at 7.30.	15. I do	o. a break at 10.30
6. I get	f. of bed	16. I listen	p. at 1.30 pm.
7. I have	g. dressed	17. I have dinner	q. with my friends
8. I leave	h. school at 8 o'clock	18. I watch	r. with my family at about 7.00.
9. I take the bus	i. breakfast	19. I go	s. to music
10. I start	j. to school	20. I fall	t. TV

1 ... 2 ... 3 ... 4 ... 5 ... 6 ... 7 ... 8 ... 9 ... 10 ... 11 ... 12 ... 13 ... 14 ... 15 ... 16 ... 17 ... 18 ... 19 ... 20 ...

2 Abbina adeguatamente i *verbi* in A alle *parole* in B.

A	B	A	B
1. have	a. my friends	11. do	k. the carpet
2. clean	b. the dog	12. make	l. the dishwasher
3. feed	c. my hair	13. tidy	m. the lawn
4. play	d. the dishwasher	14. lay	n. the car
5. cycle	e. cards	15. sweep	o. the housework
6. meet	f. to school	16. mow	p. the bed
7. read	g. a rest	17. wash	q. the floor
8. comb	h. my teeth	18. Hoover	r. the rubbish out
9. load	i. the alarm clock	19. take	s. my bedroom
10. set	j. a book	20. empty	t. the table

1 ... 2 ... 3 ... 4 ... 5 ... 6 ... 7 ... 8 ... 9 ... 10 ... 11 ... 12 ... 13 ... 14 ... 15 ... 16 ... 17 ... 18 ... 19 ... 20 ...

3 Inserisci il *verbo corretto* in ciascuna frase: *do, make, go*.

- I the ironing at the weekend.
- I usually the shopping on Saturday mornings.
- I often shopping in my free time.
- I sometimes help my mother at home. I usually the beds.
- I the washing-up every evening after dinner.
- I get up and breakfast for all the family.

4 Leggi il testo e completa ciascun spazio adeguatamente.

David Thorpe, 49, is a farmer. "It's a tiring job," he says, "but I like it a lot." Every day, David (1) at four in the morning and milks the cows. He (2) at about half past six. After that, he (3) back to the farmhouse and (4) breakfast, then he (5) the animals. He (6) lunch at noon. At two o'clock, he (7) to the fields and (8) until five. In the evenings he milks the cows again, then he (9) back home and (10) a shower. He sometimes (11) TV before he (12) to bed. On Saturday afternoons, he (13) to the local playing-field to watch the village team play football. David likes football a lot. On Sundays, David relaxes. "I (14) the way I live," says David. "Working in the open air makes me feel good."

NAME CLASS DATE

7

5 MULTIPLE CHOICE CLOZE

Leggi il seguente testo e scegli l'alternativa corretta per ciascun spazio.

Indica la lettera A, B, C o D come nell'esempio.

A Cambridge teenager's typical day**MY DAY!**

My name is Jennifer Gordon. I'm sixteen years old and I **(0)** in Cambridge in England. From Monday to Friday my daily routine is always the same.

My day always starts at eight o'clock when I get up and **(1)** a shower. Then I go downstairs and have a quick breakfast with my family. After breakfast I **(2)** my bed and then I go to school.

I stay at school from nine o'clock in the morning until half past three in the **(3)** On Wednesdays and Thursdays I stay later because I have piano lessons.

On the other days I usually **(4)** shopping with my friends. When I get home I often take my dog, Iron, **(5)** a walk.

I always do my **(6)** from five until seven o'clock in the evening. Then, I have dinner with my family. After dinner, my sister and I usually **(7)** the washing-up. I often watch TV for about an hour after dinner, but my sister never does. She always plays computer games in her room. She's crazy about them!. If I don't watch TV, I sometimes call my friend Betty for a **(8)** I usually go to bed at about eleven and I **(9)** the alarm clock for quarter to eight. After such a busy day, I am so tired that I **(10)** asleep as soon as my head touches the pillow.

- 0. A stay ☐
- 1. A do ☐
- 2. A make ☐
- 3. A evening ☐
- 4. A go ☐
- 5. A to ☐
- 6. A homeworks ☐
- 7. A make ☐
- 8. A talk ☐
- 9. A set ☐
- 10. A go ☐

- B live ☒
- B make ☐
- B do ☐
- B day ☐
- B do ☐
- B at ☐
- B homeworks ☐
- B do ☐
- B speech ☐
- B put ☐
- B fall ☐

- C from ☐
- C have ☐
- C ready ☐
- C night ☐
- C make ☐
- C for ☐
- C workhouse ☐
- C clear ☐
- C speak ☐
- C point ☐
- C feel ☐

- D am ☐
- D go ☐
- D clean ☐
- D afternoon ☐
- D window ☐
- D up ☐
- D homework ☐
- D sweep ☐
- D chat ☐
- D fix ☐
- D go to ☐

NAME CLASS DATE

8

VOCABULARY

SECTION 1

File 8: Education

1 Scrivi 4 parole che si formano con la parola "school".

1. school 2. school 3. school 4. school

2 Scrivi in inglese il nome delle *materie scolastiche* che iniziano con le lettere indicate.

1. B - - - - -

4. L - - - - -

7. A - -

2. P - - - - -

5. C - - - - -

8. R - - - - - S - - - - -

3. H - - - - -

6. P - - - - - E - - - - -

9. M - - - -

3 MULTIPLE CHOICE CLOZE

Leggi il testo e scegli l'alternativa corretta per ciascun spazio. Indica la lettera A,B,C o D come nell'esempio.

Introduction to Education in England

English children are now required by law to have an (0) until they are 17 years old. Education is (1), but school is not: children are not required to (2) school. They could be educated at home. About 94 % of pupils in the UK (3) free education from public funds, while 6% attend independent fee paying schools.

The school (4) is 39 weeks long and is divided into six (5)

The main school holidays are: Christmas, 2 weeks, Spring, 2 weeks, Summer, 6 weeks. There are also three one week holidays: end of October, mid February, end of May.

Education stages

Children's education in England is normally divided into two separate stages. They begin with (6) education at the age of five and this usually lasts until they are eleven. Then, they move to (7) school. There they stay until they reach seventeen or eighteen years of age.

At the age of seventeen, students write an examination called GCSE (General Certificate of Secondary Education). All students are (8) in mathematics, English literature, English composition, chemistry, biology, physics, history or the classics, one modern language, and one other optional (9), such as art or computer studies.

After completing the GCSE, some students (10) school, others go onto a technical college, while others continue at high school and take a further set of exams, called A levels, in three or four subjects.

0. A instruction ☐B training ☐C education ☒D university ☐1. A compulsory ☐B compulsive ☐C obliged ☐D necessary ☐2. A go ☐B attend ☐C stay ☐D frequent ☐3. A give ☐B have ☐C receive ☐D do ☐4. A day ☐B week ☐C timetable ☐D year ☐5. A forms ☐B terms ☐C lessons ☐D hours ☐6. A primary ☐B secondary ☐C university ☐D college ☐7. A nursery ☐B secondary ☐C state ☐D private ☐8. A asked ☐B checked ☐C tested ☐D controlled ☐9. A subject ☐B question ☐C matter ☐D class ☐10. A go out ☐B join ☐C enter ☐D leave ☐

NAME CLASS DATE

9

VOCABULARY

SECTION 1

File 9: At school

1 Traduci in inglese.

- | | | |
|--------------------------------|-----------------------------|---------------------------|
| 1. biblioteca | 5. preside | 9. carta geografica |
| 2. mensa | 6. compagno di classe | 10. colla |
| 3. palestra | 7. bibliotecario | 11. temperamatite |
| 4. laboratorio di lingue | 8. bidello | 12. zainetto |

2 Completa ciascuna frase adeguatamente usando la *parola corretta* tra quelle fornite nel riquadro.

- | | |
|---|---|
| <i>lesson</i>
<i>book</i>
<i>heart</i>
<i>library</i>
<i>notes</i>
<i>example</i>
<i>attention</i>
<i>exam</i>
<i>pencil</i>
<i>homework</i> | 1. Please, pay to what I'm saying.
2. I don't understand. Can you give me a(n)?
3. Do exercise 4 for
4. We had an interesting yesterday about the ancient Romans.
5. Please make as you read chapter three.
6. Can I borrow your, please?
7. I went to the to find some information about my geography project.
8. It's a good idea to underline important words with a
9. Don't worry if you failed the You can take it again next month.
10. David had to learn a list of dates by |
|---|---|

3 Sottolinea l'*alternativa corretta* in ciascuna frase.

- If you don't understand a word, **look it up** / **look it out** in a dictionary.
- Tom tried hard but he **failed** / **passed** the biology exam.
- I have to **write** / **study** hard because I have a test tomorrow.
- Miss White **teaches** / **learns** us maths.
- I find it hard to **keep on** / **keep up** with my classmates.
- What does this word **mean** / **say**?
- I'm sorry, but I don't **know** / **understand** the question.
- Stop talking and **hear** / **listen** to what I'm saying.
- Some teachers don't **say** / **explain** things very well.
- Could you **retell** / **repeat**, please?
- Sometimes I **share** / **divide** books with my desk mate.
- Check over your work before you **hand it on** / **hand it in**.
- David **completed** / **graduated** at London University in 2007.
- If the teacher speaks too fast I can't **make** / **write** down what he is saying.
- We **have** / **do** six lessons a day.

4 Leggi il testo e sottolinea la *parola corretta* per ciascuna opzione.

Do you enjoy going to school? When I was at school, I found most (1) **lessons** / **hours** / **lectures** not very interesting and I often got bored. We had to sit at our (2) **tables** / **desks** / **chairs** in silence and (3) **do** / **give** / **pay** attention. The teachers used to be quite strict. They used to (4) **read** / **sit** / **write** on the blackboard and (5) **ask** / **do** / **make** us difficult questions. We had to wear a school (6) **clothes** / **uniform** / **dress** and we had to obey lots of rules. We also had to do lots of (7) **homework** / **housework** / **labour**, and hand it (8) **in** / **up** / **at** on time. I left school as soon as I could and started to work. I found a job in a big department store, but I had to work long hours and didn't like dealing with people. One year later, I decided to (9) **go** / **attend** / **study** college. I really enjoyed studying because now I knew that a good (10) **instruction** / **education** / **examination** was important and that I wanted some qualifications.

NAME CLASS DATE **10**

VOCABULARY

SECTION 1

File 10: Money

1 Sottolinea l'*alternativa corretta* in ciascuna frase.

1. My husband's monthly salary is quite high. He **gains** / **earns** / **wins** much more money than I do.
2. Paul **borrowed** / **lent** / **gave** some money from me but didn't pay it back.
3. They still **owe** / **own** / **debt** me more than £4000.
4. Some people **waste** / **find** / **win** money on useless things.
5. Don't worry, next week I'll give you the money you **borrowed** / **sold** / **lent** me.
6. My parents gave me some pocket money to **spend** / **pay** / **earn**.
7. How much did you **spend** / **pay** / **cost** for that jacket?
8. I had my car repaired yesterday. The mechanic **charged** / **changed** / **spent** me quite a lot of money.
9. My sister **lost** / **wasted** / **missed** her wallet in the street.
10. I'm saving **on** / **up** / **by** for a new bike.

2 Che cosa diresti nelle seguenti situazioni? Completa le frasi senza usare le parole sottolineate.

1. A friend wants to go to an expensive restaurant., but you don't have enough money.
→ I'm afraid I can't
2. You want to borrow some money from a friend.
→ Could you ?
3. You want to know how much your sister paid for her coat?
→ How much did they ?
4. You want to know the value of your friend's watch.
→ How much is?
5. You want to know the price of a jacket.
→ How much does?

3 Inserisci la *preposizione corretta* in ciascuna frase, scegliendo tra quelle fornite nel riquadro.

on
for
by
in
of

1. She has paid £2000 that fur-coat
2. Is it all right if I pay cheque?
3. My brother spends a lot of money CDs.
4. What's the price this laptop?
5. Can I pay euros?

4 Completa ciascuna frase con la *parola corretta* scegliendo tra quelle fornite nel riquadro.

currency
worth
expensive
won
pound
reasonable
convenient
bill
value
incredibly

1. I paid over £2,000 for my computer, but it isn'tvery much now.
2. Is the in the United States called the dollar?
3. That necklace is expensive.
4. Is a five-..... note worth less than a fifty-pence piece?
5. Do you think the price of this pair of jeans is?
6. This hotel is for the airport.
7. These shoes aren't very I'll take them.
8. Can you change a ten-dollar , please?
9. What is the of that watch?
10. Last week my sister £500 in a game on television.

NAME CLASS DATE 11

VOCABULARY

SECTION 1

File 1 1: Shops and shopping

1 Scrivi i nomi dei negozi dove puoi comperare le merci menzionate.

1. Where can you buy vegetables? - At the
2. Where can you buy meat? - At the
3. Where can you buy fish? - At the
4. Where can you buy souvenirs? - At the
5. Where can you buy shoes? - At the

2 Scrivi la "parola generale" corrispondente a ciascun gruppo di merci.

1. dishwasher, food mixer, TV
2. knives, spoons, forks
3. envelopes, pens, paper
4. shirt, skirt, jumper
5. table, armchair, wardrobe

3 Scrivi la parola composta corrispondente a ciascuna definizione.

1. A person who works in a shop.
2. The window at the front of a shop.
3. A list of things to buy.
4. To look round the shops but not buy anything.
5. The place where you can have your shoes repaired.

4 Forma parole composte abbinando adeguatamente le parole in A alle parole in B. (Ricorda che alcune parole composte sono scritte come una sola parola.). Poi completa ciascuna frase con la parola composta corretta.

A
shop / book / cash /
department / carrier

B
desk / shop / bag /
store / assistant

1. Perhaps I left my wallet at the when I paid.
2. I've just bought a novel in my local
3. You can buy nearly everything in a big
4. The who served us helped us to buy what we wanted.
5. I needed a strong to bring my shopping home.

5 Sottolinea l'alternativa corretta.

1. Thank you very much. This is your **recipe** / **receipt**.
2. You can fill your **trolley** / **bag** and push it to your car.
3. Lots of people drive to large supermarkets to **go** / **do** their shopping.
4. Could you put these things in a **bag** / **sack**, please?
5. There were two assistants serving the **clients** / **customers**.
6. I got a magazine and some cigarettes from a **kiosk** / **counter** on the station platform.
7. We paid £250 for our video recorder and now it's **on sale** / **for sale** for only £150.
8. Excuse me. What's the **cost** / **price** of this shirt?
9. "Here's a ten-pound note." – "And here's your **change** / **charge**."
10. She **wrapped up** / **rolled up** the present and tied it with a ribbon.

NAME CLASS DATE

11

6 MULTIPLE CHOICE CLOZE

Leggi il testo e scegli l'*alternativa corretta* per ciascun spazio.

Indica la lettera A, B, C o D, come nell'esempio.

Shopping in London

David Campbell and his wife Lucy often go to London to do their **(0)** London is probably the best place to **(1)** shopping in England. Regent Street, Oxford Street, Piccadilly, Knightsbridge, Chelsea are places full of famous shops and department stores. Lucy likes Harrods in Knightsbridge. "Harrods is the world's most celebrated store", says Chairman Mr Mohammed Al Fayed. At Harrods you can buy almost everything, from **(2)** to caviar. The Food Halls are still the heart and soul of Harrods. In addition to the nineteen bars and restaurants in the store, there is a bank, a travel agent's, a dry **(3)** and the biggest hair saloon in Europe. Harrods is a great attraction and is visited by millions of visitors every year. January and February are the busy months because they are **(4)** times. But David doesn't like big department stores very much because they are too crowded. He enjoys visiting street **(5)**, so when David and Lucy are in London for the weekend, they go to Portobello Road or Petticoat Lane where they wander around stopping at each **(6)**, asking about prices and looking for **(7)** They always buy second **(8)** books which are quite cheap. The problem is how to **(9)** back home lots of heavy **(10)**

0. A buying	<input type="checkbox"/>	B shop	<input type="checkbox"/>	C shopping	<input checked="" type="checkbox"/>	D looking	<input type="checkbox"/>
1. A do	<input type="checkbox"/>	B go	<input type="checkbox"/>	C make	<input type="checkbox"/>	D carry	<input type="checkbox"/>
2. A cloth	<input type="checkbox"/>	B dress	<input type="checkbox"/>	C things	<input type="checkbox"/>	D clothes	<input type="checkbox"/>
3. A cleaner's	<input type="checkbox"/>	B polisher	<input type="checkbox"/>	C cleaning	<input type="checkbox"/>	D washer's	<input type="checkbox"/>
4. A sell	<input type="checkbox"/>	B sold	<input type="checkbox"/>	C for sale	<input type="checkbox"/>	D sale	<input type="checkbox"/>
5. A trades	<input type="checkbox"/>	B shops	<input type="checkbox"/>	C markets	<input type="checkbox"/>	D sales	<input type="checkbox"/>
6. A counter	<input type="checkbox"/>	B stall	<input type="checkbox"/>	C shop	<input type="checkbox"/>	D department	<input type="checkbox"/>
7. A bargains	<input type="checkbox"/>	B special	<input type="checkbox"/>	C worth	<input type="checkbox"/>	D cheap	<input type="checkbox"/>
8. A arms	<input type="checkbox"/>	B read	<input type="checkbox"/>	C hand	<input type="checkbox"/>	D quality	<input type="checkbox"/>
9. A walk	<input type="checkbox"/>	B manage	<input type="checkbox"/>	C wear	<input type="checkbox"/>	D carry	<input type="checkbox"/>
10. A carrier	<input type="checkbox"/>	B bags	<input type="checkbox"/>	C quantity	<input type="checkbox"/>	D trolleys	<input type="checkbox"/>

NAME CLASS DATE 12

VOCABULARY

SECTION 1

File 12: Clothes and accessories

1 Traduci in inglese.

- | | | |
|-----------------------------------|--------------------|---------------------|
| 1. giaccone | 6. pantaloni..... | 11. berretto |
| 2. gonna | 7. calzini..... | 12. reggiseno |
| 3. camicia | 8. pigiama..... | 13. bottone |
| 4. vestito intero da donna..... | 9. maglia | 14. colletto |
| 5. completo da uomo o tailleur .. | 10. cappello | 15. polsino..... |

2 Forma *parole composte* abbinando adeguatamente le *parole* in A alle *parole* in B.

A 1. rain; 2. swim; 3. sweat; 4. waist;
5. track; 6. night; 7. sun; 8. T-

B dress / coat (x2) / glasses / suit (x2)
/ shirt (x2)

- | | |
|---------|---------|
| 1 | 5 |
| 2 | 6 |
| 3 | 7 |
| 4 | 8 |

3 Elimina la parola "*estranea*" in ciascun gruppo.

- | | |
|--|---|
| 1. purse, wallet, belt, gloves, jumper, umbrella | 4. gold, platinum, tie, diamond, silver |
| 2. trainers, boots, brooch, flip-flops, sandals | 5. smart, linen, leather, silk, plastic, cotton |
| 3. necklace, bracelet, ring, socks | 6. flowery, plain, striped, pocket, checked |

4 Sottolinea l'*alternativa corretta* in ciascuna frase.

- John always wears a tie and a white **skirt** / shirt / blouse.
- Peter went to the shops and bought **a pair of trousers** / a trouser / two trousers.
- Tom wants to buy **a new cloth** / new clothes / a new skirt.
- I want to buy a new pair of **ring** / earrings / ear-ring.
- This overcoat is the wrong **number** / size / pattern. It's too big.
- In summer I often wear **shorts** / a short / short ones and a T-shirt.
- It was too hot in the office so I rolled up the **collar** / ends / sleeves of my shirt.

5 Sottolinea l'*alternativa corretta* in ciascuna frase.

- This suit doesn't **fit** / wear / dress me very well. It's too big.
- Look at Pam! She's **wearing** / taking / carrying a dress today! She looks nice in a dress!
- It's very cold outside. You should **wear** / take / put on your coat.
- Your clothes are wet. I think you should **put** / take / dress them off.
- That skirt is lovely! It really **suits** / fits / wears you!
- He **fits** / looks / sees smart in a blue suit.

6 Sottolinea l'*alternativa corretta* in ciascuna frase.

- Some people want to be **at fashion** / fashionable / fashioned.
- Not all clothes are **comforting** / comforted / comfortable.
- This dress is too long. I bought the **false** / wrong / mistake size.
- Loose** / Lose / Lost clothes make you feel slim.
- You should wear **cotton** / in cotton / cottoned clothes when it's hot.
- These shoes are too **firm** / waterproof / tight. They hurt my feet.
- Unfortunately the jumper I tried on wasn't **big** / straight / fitted enough and they didn't have it in a bigger size.

NAME CLASS DATE

13

VOCABULARY

SECTION 1

File 13: Food and drink

1 Traduci in inglese.

- | | | | |
|------------------------|--------------------|------------------|---------------------|
| 1. spaghetti | 4. cavolfiore..... | 7. pane | 10. pollo..... |
| 2. biscotti | 5. peperone | 8. torta..... | 11. salsiccia |
| 3. patate fritte | 6. uovo..... | 9. cetriolo..... | 12. gambero |

2 Inserisci ciascuna parola nella colonna appropriata.

	Fruit	Vegetables	Meat and Fish	Dairy products
<i>trout / lamb / courgette</i> <i>lettuce / pear / beans /</i> <i>lobster / peach / mussels</i> <i>grapes / butter / milk</i> <i>peas / beef / pork / veal</i> <i>mushrooms / cheese</i>				

3 Completa ciascuna frase con il verbo adeguato scegliendo tra quelli forniti nel riquadro.

<i>bake</i>	1. You have to the beef in the oven for two hours.
<i>grate</i>	2. Put all the ingredients in a bowl and them together well.
<i>mix</i>	3. I want to some cakes this morning.
<i>peel</i>	4. Finally, taste the soup and salt and pepper if necessary.
<i>roast</i>	5. the potatoes, and then cut them into small pieces.
<i>squeeze</i>	6. the vegetables for a few minutes in hot oil.
<i>fry</i>	7. some Parmesan cheese, and sprinkle it over the pasta.
<i>add</i>	8. This salad tastes great if you a lemon and sprinkle the juice over it.

4 Scrivi l'aggettivo corrispondente a ciascuna descrizione. Poi scrivi l'aggettivo di significato opposto, come nell'esempio.

<i>has lots of taste</i>	tasty	tasteless			
1. has lots of sugar	.....	.....	3. has a lot of salt	.....	.....
2. meat easy to cut	.....	.....	4. meat with a lot of fat	.....	.....

5 Completa ciascuna frase con *a* o *some*.

1. Can I have bread, please? 2. Did you have time for snack before you left? 3. I'm going to have cheese and tomato sandwich. 4. I ate chicken, but I felt too ill to eat anything else. 5. I'd like bananas, please.

6 Completa ciascuna frase con la parola corretta scegliendo tra quelle fornite.

menu / water / tea / soup / tip / drinks / meat / bill

1. You eat with a spoon. 2. You can suck through a straw. 3. You can cut with a knife. 4. You can pour..... from a jug. 5. You drink or coffee from a cup. 6. We sat at the table and asked for the 7. They finished their meal, paid the and left the restaurant. 8. The service was excellent so they left a large

NAME CLASS DATE

14

VOCABULARY

SECTION 1

File 14: Places, roads and signs

1 Scrivi il *luogo* corrispondente a ciascuna descrizione.

- | | |
|--|---|
| 1. You can buy stamps here..... | 6. You can see an art exhibition here. |
| 2. You can see a film here. | 7. You can catch a train here. |
| 3. You can have a meal here. | 8. You can borrow books from here..... |
| 4. You can change money here..... | 9. You can spend the night here. |
| 5. You can go there if you have health problems..... | 10. You can see a play here. |

2 Scrivi il *luogo* corrispondente a ciascuna descrizione.

- | | |
|--|---|
| 1. You can do gymnastics here..... | 4. You can play tennis on it. |
| 2. You can see a football match here. | 5. You can have a swim in it. |
| 3. You can play football on it. | 6. You can do a lot of sports here..... |

3 Completa ciascun *sostantivo composto* con la parola adeguata scegliendo tra quelle nel riquadro.

park
roads
ground
bridge
path
lights
about
pass









- When you reach the **cross**....., take the road to Oxford.
- My children spend a lot of time at the local **play**.....
- Let's look for a **car**
- You have to follow the **foot**..... until you reach the farm.
- You have to turn left when you reach the **round**
- You can risk the traffic or you can use the **under**.....
- You can cross the railway line by walking over a **foot**.....
- Walk as far as the next **traffic**

4 Sottolinea l'*alternativa corretta*.

- I usually meet my friends in the centre of town in the main **place / square**.
- When you reach the road **path / junction**, turn right.
- Cars are obviously banned from the traffic-free **zone / area**.
- Motorways / Roads** usually have two or three lanes in each direction.
- We live in the **street / road** next to the department store.
- Cars have to stop for you if you use a pedestrian **way / crossing**.
- Pedestrians must walk on the **pavement / platform**.
- The **street sign / signpost** said "London 18 miles".

5 Abbina ciascun *segnale stradale* alla corretta descrizione.

- a) no U-turn b) no left turn c) service station d) one-way street
e) roadworks f) no entry g) cycle and pedestrian route h) halt sign

1. ... 	2. ... 	3. ... 	4. ... 
5. ... 	6. ... 	7. ... 	8. ... 

NAME CLASS DATE 15

VOCABULARY

SECTION 1

File 15: Weather and seasons


1 Completa ciascun spazio con la *parola adeguata* di cui è fornita la prima lettera.

- The sun is **s**..... It's a **s**..... day.
- There are dark **c** in the sky. It's a **c**..... day.
- It's **r**..... It's a **r**..... day.
- The **t**..... is 30° **a**..... zero. It's **b**..... **h**.....
- The wind is **b**..... It's a **w**..... day.
- The **t**..... is 5°C **b**..... zero. It's **f**..... **c**.....
- It's **s**..... Heavy **s**..... is falling. It's a **s**..... day.

2 Completa ciascuna frase con *There* o *It*.

- will be foggy in London tomorrow.
- will be strong winds in Glasgow tomorrow.
- will be sunny in New York tomorrow.
- will be snow in Moscow tomorrow.
- will be rainy in Milan tomorrow.

3 Leggi la cartolina e completa ciascun spazio nel modo più appropriato.

<p>Dear John,</p> <p>A Happy New Year to all of you. You can't imagine how (1) it is in Cortina D'Ampezzo! It is (2) heavily today and the children are making a (3) in the hotel garden at the moment.</p> <p>Hope to see you soon.</p> <p>Best wishes,</p> <p>Sally</p>	 <p>John Carter 13 Benson St London SW1 4GB England</p>
---	---

4 Sottolinea l'*alternativa corretta*.

- The sky is full of grey **clouds** / **snow**.
- It's **falling** / **pouring** with rain.
- It didn't rain for long. It was only a **shower** / **bath**.
- When the wind **blows** / **whistles**, all the trees move.
- We had to slow down because of the **strong** / **thick** fog.
- When it's **humid** / **foggy** you can't see well.
- Suddenly a flash of **thunder** / **lightning** tore across the sky.
- Look at those clouds! There's going to be a **rain** / **storm**.
- Before they set off, they listened to the **weather** / **climate** forecast.
- In spring the weather often **turns** / **changes** quickly.

5 Leggi le *previsioni del tempo* e completa ciascun spazio con la *parola adeguata* scegliendo tra quelle fornite nel riquadro. Non tutte le parole nel riquadro debbono essere utilizzate.

wet / showers /
rain / freezing /
temperature / dry /
sunshine /
changeable

This morning it is cloudy with some (1) in the North West and a temperature of 14°C. In the Centre and South East it is rather (2) with sunny intervals and a few (3) However a more pleasant weekend is expected for most of us. On Saturday morning (4) sunshine will reach most areas with a temperature of 21°C. Sunday morning will be mainly (5) and sunny all over the country

NAME CLASS DATE

15

6 MULTIPLE CHOICE CLOZE

Leggi il seguente testo e scegli l'alternativa corretta per ciascun spazio.

Indica la lettera A, B, C o D come nell'esempio.

My favourite season

Winter is a lovely (0) It is my favourite because everything is so beautiful when it (1) The (2) is very cold. It often snows and the sky is usually (3) I do a lot of things in winter. I go to school in the morning. In the evening, I stay at home and read a book or I watch TV next to a (4) fire. When it snows, my friends and I go to the park and make a (5) At the weekend, my family and I go (6) in the mountains.

Winter is fantastic. It makes me feel happy.

I also like autumn because it's (7) and the trees change colour.

In autumn, it often (8) and the wind (9) Leaves fall from the trees and the birds fly to warm places.

In autumn, my mother always buys me a new bag, because school starts in (10)

I like autumn very much because it makes me feel relaxed.

0. A season	<input checked="" type="checkbox"/>	B time	<input type="checkbox"/>	C term	<input type="checkbox"/>	D spell	<input type="checkbox"/>
1. A snowing	<input type="checkbox"/>	B snowy	<input type="checkbox"/>	C snows	<input type="checkbox"/>	D snow	<input type="checkbox"/>
2. A climate	<input type="checkbox"/>	B weather	<input type="checkbox"/>	C forecast	<input type="checkbox"/>	D sunshine	<input type="checkbox"/>
3. A cloud	<input type="checkbox"/>	B watery	<input type="checkbox"/>	C cloudy	<input type="checkbox"/>	D weathery	<input type="checkbox"/>
4. A warm	<input type="checkbox"/>	B cold	<input type="checkbox"/>	C dry	<input type="checkbox"/>	D lightning	<input type="checkbox"/>
5. A snowman	<input type="checkbox"/>	B snowstorm	<input type="checkbox"/>	C snowy man	<input type="checkbox"/>	D ball snow	<input type="checkbox"/>
6. A ski	<input type="checkbox"/>	B sky	<input type="checkbox"/>	C skiing	<input type="checkbox"/>	D to ski	<input type="checkbox"/>
7. A boiling	<input type="checkbox"/>	B cool	<input type="checkbox"/>	C hot	<input type="checkbox"/>	D clouds	<input type="checkbox"/>
8. A rainy	<input type="checkbox"/>	B wet	<input type="checkbox"/>	C raining	<input type="checkbox"/>	D rains	<input type="checkbox"/>
9. A whistles	<input type="checkbox"/>	B blows	<input type="checkbox"/>	C whispers	<input type="checkbox"/>	D falls	<input type="checkbox"/>
10. A season	<input type="checkbox"/>	B month	<input type="checkbox"/>	C summer	<input type="checkbox"/>	D September	<input type="checkbox"/>

NAME CLASS DATE **16**

VOCABULARY

SECTION 1

File 16: Transport

1 Traduci in inglese.

- | | | | |
|--------------------|---------------------|---------------------|------------------------|
| 1. treno..... | 4. bicicletta | 7. furgone..... | 10. decapottabile..... |
| 2. aeroplano | 5. triciclo..... | 8. barca | 11. corriera..... |
| 3. nave | 6. camion | 9. fuoristrada..... | 12. autobus |

2 Traduci in inglese le seguenti *parti della macchina*.

- | | | | |
|---------------------|--------------------|----------------------|---------------------|
| 1. bagagliaio | 4. cruscotto | 7. accensione | 10. motore..... |
| 2. paraurti | 5. sportello..... | 8. clacson..... | 11. finestrino..... |
| 3. tachimetro..... | 6. ruota..... | 9. acceleratore..... | 12. cofano |

3 Forma *parole composte* abbinando adeguatamente le parole in A alle parole in B.**A**

1. foot 2. gear 3. exhaust 4. fuel
5. head 6. wing 7. seat 8. wind

B

mirror / lights / lever / belt /
pipe / brake / screen / gauge

1.
2.
3.
4.
5.
6.
7.
8.

4 Traduci in inglese le seguenti *parti della bicicletta*.

- | | | | |
|---------------------|------------------|------------------------|----------------------|
| 1. sellino | 4. manubrio..... | 7. catena..... | 10. lucchetto |
| 2. campanello | 5. pompa | 8. telaio | 11. pneumatico |
| 3. raggi..... | 6. pedale | 9. leva del freno..... | 12. parafango..... |

5 Scegli l'*alternativa corretta*. Cerchia la lettera A, B o C.

- | | | | |
|--|-------------------|-------------------|-------------------|
| 1. We ... the train so we decided to get a bus. | A lost | B forgot | C missed |
| 2. They ... to Manchester on the motorway. | A flew | B rode | C drove |
| 3. I saw her ... at the bus stop. | A queuing | B catching | C getting |
| 4. I ... for the bus for fifteen minutes, but it didn't arrive. | A expected | B waited | C attended |
| 5. You mustn't ... a motorbike without a crash helmet. | A drive | B ride | C get |
| 6. I saw Mary getting ... the car. | A into | B on | C out |
| 7. Why don't you ... a taxi? | A catch | B go | C take |
| 8. Remember to take your hand luggage with you when you get ... the plane. | A out of | B off | C out |
| 9. The pilot couldn't ... the plane in such bad weather. | A fly | B drive | C run |
| 10. They got ... the bus just in time. It left immediately. | A into | B on | C by |
| 11. Remember to ... your seat belt. | A tie | B lace | C fasten |
| 12. Tom ... as hard as he could but he couldn't avoid the cat. | A broke | B braked | C stopped |

NAME CLASS DATE 17

VOCABULARY

SECTION 1

File 17: Travelling

1 Leggi il dialogo e completa ciascun spazio con la *parola corretta* scegliendo tra quelle fornite nel riquadro.

fast
change
ticket
single
platform
leave

A: I'd like a ticket for the next train to Didcot, please.
B: **(1)** or return?
A: A return, please.
B: What date will you be returning?
A: On the 7th of March. Could you tell me if it is a **(2)** train?

B: I'm afraid you have to **(3)** at Swindon.
A: Which **(4)** does it **(5)** from?
B: Seven.
A: And how much is the **(6)**?
B: That'll be £22.50.
A: Here you are.

2 Traduci in inglese.

- | | |
|------------------------------|---|
| 1. locomotiva | 4. sala d'aspetto |
| 2. carrozza passeggeri | 5. biglietteria |
| 3. scompartimento..... | 6. distributore automatico di biglietti |

3 Completa ciascuna frase con la *parola corretta* scegliendo tra quelle fornite nel riquadro.

luggage
passengers
arrival
timetable
waiting room

- for York change at Doncaster.
- Jane left her suitcase in the
- I don't know why you have to take so much with you.
- Do you have a Birmingham to London train that I could borrow?
- We regret the late of Flight 238.

4 Completa ciascuna frase adeguatamente con una *parola composta* formata da una parola nel riquadro A e una parola nel riquadro B. Ricorda che spesso le parole composte sono scritte come una sola parola.

A
seat / pass / time /
information / run / air

B
port (x2) / table / way /
belt / desk

- They told me to ask at the
- The plane gathered speed as it roared along the
- They arrived late at the and missed the plane.
- I fastened my and waited for takeoff.
- If you lose your you must tell the police.
- The train turned out to be wrong.

5 Completa ciascun spazio con la *parola corretta* scegliendo tra quelle fornite nel riquadro.

duty-free / ticket /
takeoff / card /
control / desk
departure / gate /
airport / plane /
luggage

This is what you usually do when you get to the **(1)** First, you go to the check-in **(2)** where you weigh your **(3)** The airline representative checks your **(4)** and gives you a boarding **(5)** Then, you go through passport **(6)** where an official checks your passport. Then, you go into the **(7)** lounge. Here, you can also buy things in the **(8)** shop. About half an hour before **(9)**, you are requested to go to a **(10)** number, where you wait before you get on the **(11)**

NAME CLASS DATE

17

6 MULTIPLE CHOICE CLOZE

Leggi il seguente testo e scegli l'alternativa corretta per ciascun spazio.
Indica la lettera A,B,C o D come nell'esempio.

On and off the plane

When you board the (0), you find your seat and put your hand (1) under your seat or in the overhead (2) above your seat. After that, you are requested to (3) your seat belt and put your seat in the upright (4)

At first, the plane moves slowly then it accelerates along the (5) and (6) After a while, the cabin crew may give you the landing card (you have to fill it in when you enter certain countries). They will also serve you a snack or a meal.

When the plane (7), you have to wait for it to stop. When the doors are open, you get (8) the plane, walk through the terminal building and go to the baggage reclaim where you collect your luggage. After that, you pass through (9) If you have something to declare go through the blue (10)

0. A flight	<input type="checkbox"/>	B plane	<input checked="" type="checkbox"/>	C cockpit	<input type="checkbox"/>	D wing	<input type="checkbox"/>
1. A baggages	<input type="checkbox"/>	B goods	<input type="checkbox"/>	C luggage	<input type="checkbox"/>	D sacks	<input type="checkbox"/>
2. A closet	<input type="checkbox"/>	B lock	<input type="checkbox"/>	C cupboard	<input type="checkbox"/>	D locker	<input type="checkbox"/>
3. A fasten	<input type="checkbox"/>	B tie	<input type="checkbox"/>	C lace	<input type="checkbox"/>	D close	<input type="checkbox"/>
4. A place	<input type="checkbox"/>	B position	<input type="checkbox"/>	C room	<input type="checkbox"/>	D post	<input type="checkbox"/>
5. A platform	<input type="checkbox"/>	B pavement	<input type="checkbox"/>	C runway	<input type="checkbox"/>	D path	<input type="checkbox"/>
6. A takes off	<input type="checkbox"/>	B goes off	<input type="checkbox"/>	C takes on	<input type="checkbox"/>	D goes up	<input type="checkbox"/>
7. A gets	<input type="checkbox"/>	B arrives	<input type="checkbox"/>	C touches	<input type="checkbox"/>	D lands	<input type="checkbox"/>
8. A out of	<input type="checkbox"/>	B out	<input type="checkbox"/>	C off	<input type="checkbox"/>	D down	<input type="checkbox"/>
9. A customer	<input type="checkbox"/>	B customers	<input type="checkbox"/>	C customs	<input type="checkbox"/>	D control	<input type="checkbox"/>
10. A gate	<input type="checkbox"/>	B barrier	<input type="checkbox"/>	C way	<input type="checkbox"/>	D detector	<input type="checkbox"/>

NAME CLASS DATE 18

VOCABULARY

SECTION 1

File 18: Holidays

1 Scegli l'alternativa corretta. Cerchia la lettera A, B o C.

- | | | | |
|---|-------------|--------------|-------------|
| 1. My son is going on a school ... next week. | A voyage | B trip | C journey |
| 2. The ... from London to New York takes about eight hours. | A journey | B travel | C flight |
| 3. She felt seasick during the ... | A voyage | B tour | C trip |
| 4. ... is my main interest. | A Flight | B Trip | C Travel |
| 5. The tour company had changed the ... | A crossing | B expedition | C itinerary |
| 6. We drove a long way, so we took breaks during the ... | A excursion | B journey | C trip |

2 Traduci in inglese.

- | | | |
|------------------|---------------------|-------------------------|
| 1. tempio..... | 3. cattedrale | 5. galleria d'arte..... |
| 2. castello..... | 4. monumento | 6. statua..... |

3 Completa ciascuna frase con una parola che ha lo stesso significato dell'espressione tra parentesi.

- Florence is beautiful but it's always with tourists. (*very crowded*)
- London is very (*full of people from different countries and cultures*)
- Rome has lots of historical (*places such as castles, cathedrals, etc., built a long time ago*)
- Hong Kong is very (*full of life and activity*)
- When you are sightseeing it helps you to buy a (*a book of information for tourists*)
- Did you yourselves? – Yes, we had a great time. (*have a good time*)

4 Scrivi 4 parole composte con "sun".

- sun
- sun
- sun.....
- sun.....

5 Abbina adeguatamente le parole in A alle parole in B.

A	B	
1. sandy	a. card	1. b <i>sandy beach</i>
2. beach	b. beach	.....
3. sea	c. house	.....
4. post	d. umbrella	.....
5. guest	e. tour	.....
6. camp	f. lotion	.....
7. suntan	g. site	.....
8. sightseeing	h. side	.....

6 Sottolinea l'alternativa corretta.

- Lots of people enjoy going **abroad** / **country** / **out** for their holidays, and having the opportunity to **spend** / **stay** / **remain** in an interesting city or at a seaside **place** / **resort** / **post**.
- It is often difficult to find good **homes** / **staying** / **accommodation**.
- Would you prefer to stay in a hotel or **rent** / **stay** / **go** an apartment?
- Yesterday I decided to have a **watch** / **visit** / **look** round the shops and I bought a few **ones** / **thing** / **souvenirs**.
- We discovered a really fascinating **market** / **kiosk** / **shops** with lots of little stalls selling just about everything.
- I'm afraid we've **spent** / **sold** / **bought** a lot of money on souvenirs.
- We've **done** / **made** / **taken** a lot of photographs.
- Swimming can be dangerous if there are **stone** / **rocks** / **sandy** and if the sea is **rough** / **calm** / **sunny**.
- We **passed** / **spent** / **had** a lot of time **staying** / **lying** / **going** on the beach.
- They **got** / **were** / **became** lost during the **visiting** / **sightseeing** / **looking** tour.
- The guesthouse where we were staying was **convenient** / **cheap** / **near** for the station.
- The hotel was quite **boring** / **quiet** / **noisy** as it was in the main square.

NAME CLASS DATE 18

7 MULTIPLE CHOICE CLOZE

Leggi la seguente lettera e scegli l'*alternativa corretta* per ciascun spazio.
Indica la lettera A,B,C o D come nell'esempio.

Dear Sarah,

I am having a wonderful time here! We are on a lovely Greek island, (0) Santorini. The hotel we are (1) at is nice and quiet and (2) for the beach. It's also got a lovely swimming pool.

The weather is hot and sunny. At the moment I am sitting outside a fantastic café by the sea. James is snorkelling in the clear water and Bob is learning to scuba-dive. Mum is (3) souvenirs at the market. She loves the market but it's too crowded and (4) for me. It's really (5) with tourists. Dad is visiting some ancient (6) and ruins on the island. He enjoys visiting old (7) – I think it's boring. He is also (8) a lot of photographs. We (9) every evening and go to restaurants nearly every night for dinner. My favourite one is by the sea. Mum and Dad always order seafood, but I never do – I hate seafood. I often order souvlaki – it's delicious! After dinner we usually go for a walk around the main village or along the beach. The sunsets are spectacular and the local people are really friendly.

I love it here so much! I'm really (10) a great time and I never want to leave.

Oh well, that's all for now. See you next week.

Love,
Janet

0. A called	<input checked="" type="checkbox"/>	B named	<input type="checkbox"/>	C name's	<input type="checkbox"/>	D call	<input type="checkbox"/>
1. A renting	<input type="checkbox"/>	B staying	<input type="checkbox"/>	C leaving	<input type="checkbox"/>	D spending	<input type="checkbox"/>
2. A near	<input type="checkbox"/>	B cheap	<input type="checkbox"/>	C convenient	<input type="checkbox"/>	D expensive	<input type="checkbox"/>
3. A get	<input type="checkbox"/>	B bring	<input type="checkbox"/>	C taking	<input type="checkbox"/>	D buying	<input type="checkbox"/>
4. A noisy	<input type="checkbox"/>	B loud	<input type="checkbox"/>	C rumour	<input type="checkbox"/>	D quiet	<input type="checkbox"/>
5. A full	<input type="checkbox"/>	B packed	<input type="checkbox"/>	C package	<input type="checkbox"/>	D empty	<input type="checkbox"/>
6. A church	<input type="checkbox"/>	B cathedral	<input type="checkbox"/>	C temples	<input type="checkbox"/>	D galleries	<input type="checkbox"/>
7. A positions	<input type="checkbox"/>	B views	<input type="checkbox"/>	C scenery	<input type="checkbox"/>	D places	<input type="checkbox"/>
8. A making	<input type="checkbox"/>	B taking	<input type="checkbox"/>	C getting	<input type="checkbox"/>	D doing	<input type="checkbox"/>
9. A go out	<input type="checkbox"/>	B get out	<input type="checkbox"/>	C leave	<input type="checkbox"/>	D spend	<input type="checkbox"/>
10. A spending	<input type="checkbox"/>	B passing	<input type="checkbox"/>	C having	<input type="checkbox"/>	D getting	<input type="checkbox"/>

NAME CLASS DATE

19

VOCABULARY

SECTION 1

File 19: Feelings and opinions

1 Sottolinea l'*alternativa corretta* in ciascuna frase.

1. Are you **scared** / **thrilled** of spiders?
2. When his car was stolen, Ted became extremely **angry** / **nervous**.
3. My brother never does anything silly. He's very **sensitive** / **sensible**.
4. I had to stay in the house all day and I felt **boring** / **bored**.
5. Mr Evans is very **annoyed** / **bad-tempered** and often shouts at people.
6. When she heard about the accident, she was very **upset** / **hungry**.
7. She is a bit **calm** / **nervous** because she's got an important exam tomorrow.
8. She always feels **ashamed** / **embarrassed** when she has to make a speech.
9. My sister never does anything to help me. She's so **lazy** / **tired**.
10. Lucy doesn't worry about anything and she's always **miserable** / **cheerful**.
11. When my team lost the cup final, I felt very **excited** / **disappointed**.
12. Thanks for your letter. I'm **glad** / **cross** to hear that you're feeling much better.
13. It's really **boring** / **annoying** when you need to use your mobile phone and it doesn't work or it is not charged.

2 Rispondi alle seguenti domande. Usa un *aggettivo adeguato* per ogni risposta.**How would you feel if ...**

1. you were in a car as a passenger and the driver were driving very fast? - I'd feel
2. somebody wanted you to do something that you didn't want to do? - I'd feel
3. you made a stupid mistake in English in front of the class? - I'd feel
4. you won a prize in a competition? - I'd feel

3 Completa ciascuna frase con il *verbo adeguato* scegliendo tra quelli forniti nel riquadro. Usa ciascun verbo una sola volta.

yawn
whisper
shout
blush
cry
smile
nod
shake

1. When he wants to show disagreement, he tends to his head.
2. I had to Tom's name four times before he could hear me.
3. Please look at the camera and Say "cheese"!
4. If you agree with what I say, just
5. The little girl fell over, hurt her knee and started to
6. I always when I speak in public.
7. When I'm bored and tired I tend to
8. It's rude to in someone's ear!

4 Completa ciascuna frase con l'*aggettivo adeguato* derivante dalla parola in *corsivo*.

1. You can't *rely* on David. He's very
2. Jane has very little *patience*. She's very
3. Jim is lacking in *honesty*. He's
4. She doesn't have much *experience* of this work. She's
5. Paul never acts *politely*. He's
6. She didn't *help* me very much. She was

5 Completa ciascuna frase con la *preposizione corretta*.

1. That film scared me death.
2. When she told me about her sad life, she burst tears.
3. She was in danger and shouted the top of her voice.
4. She did something wrong and it was her conscience for a long time.
5. Her sarcasm really gets my nerves.
6. Tom is clearly a good mood today.

NAME CLASS DATE 20

VOCABULARY

SECTION 1

File 20: Friends

1 Completa ciascuna frase con l'*aggettivo adeguato* scegliendo tra quelli forniti nel riquadro.

honest
generous
reliable
funny
loyal
outgoing
caring

1. When all her other friends deserted her, Jim remained
2. He looked like he could be trusted. He had an face.
3. John is very - if he says he'll do something he'll do it.
4. Mary is a person. She always gives me emotional support when I have a problem.
5. Friends should be I like people who make me laugh.
6. My best friend has a really personality and loves meeting new people.
7. Tom is very and always brings me presents back from the countries he visits.

2 Completa ciascuna frase con la *parola adeguata* scegliendo tra quelle fornite nel riquadro.

common
keep
turn
know
fun
pleased
rely
humour
same
similar

1. A friend should be about my successes.
2. A friend should be able to a secret.
3. A friend should have interests.
4. A friend should be to be with.
5. A friend should be someone you have a lot in with.
6. A friend should have the same sense of
7. A friend should be the age and sex.
8. A close friend is someone you to in a crisis.
9. A close friend is someone you can on.
10. A close friend is someone you well.

3 Sottolinea l'*alternativa corretta*.

1. It would be nice to meet again. I'll **get** / **make** / **stay** in touch with you next week.
2. I like **spending** / **hanging out** / **meeting** with my friends.
3. Mark finds it difficult to **make** / **do** / **look** friends.
4. Of course you can **trust** / **turn** / **keep** him. He's completely honest and reliable.
5. I **knew** / **met** / **talked** her last year in Sardinia.
6. Do you **meet** / **know** / **get on** her well?

4 Completa ciascuna frase con la *preposizione corretta*. Metti una X quando non è richiesta alcuna preposizione.

1. I'm very envious your new coat.
2. Her colleagues are jealous her success.
3. I like Susan. It's always great fun to be her.
4. I realized that he wasn't pleased my successes.
5. In my opinion, a good friend is someone you have a lot in common
6. I always turn her when I'm in a crisis.
7. I don't trust him.
8. Let's keep touch.
9. I like hanging out my friends.
10. I met her last week.
11. Can I talk you for a second?
12. You can't rely him. He's completely unreliable.

NAME CLASS DATE 20

5 MULTIPLE CHOICE CLOZE

Leggi il seguente testo e scegli l'*alternativa corretta* per ciascun spazio.
Indica la lettera A,B,C o D come nell'esempio.

WHAT IS A CLOSE FRIEND?

A survey

The results of a survey about the question "*What is a close friend?*" (0) by a British magazine among middle-aged couples are amazing. It revealed that 27% of the people interviewed think that a (1) friend is somebody they can (2), 25% somebody they can call on for help, 11% somebody they go out with, 10% somebody they often (3) and who comes into their homes, 8% somebody they have (4) for a long time and whose company they (5)

... On some of the definitions men and women differed significantly. More men than women emphasized pleasure in a (6) 's company and going out with a friend, whereas more women than men emphasized trust and confidentiality. This is not surprising, taking into account that men, especially working class men, (7) most of their (8) time outside the home, in company of other men.

...However, as many men as women defined a close friend as (9) they can turn (10) in a crisis. This reveals that friends are now substitutes for relatives of both sexes and that friends and relatives are interchangeable.

0. A carried away <input type="checkbox"/>	B carried out <input checked="" type="checkbox"/>	C brought about <input type="checkbox"/>	D interviewed <input type="checkbox"/>
1. A near <input type="checkbox"/>	B open <input type="checkbox"/>	C close <input type="checkbox"/>	D closed <input type="checkbox"/>
2. A get along <input type="checkbox"/>	B rely <input type="checkbox"/>	C turn <input type="checkbox"/>	D trust <input type="checkbox"/>
3. A see <input type="checkbox"/>	B stare <input type="checkbox"/>	C look <input type="checkbox"/>	D watch <input type="checkbox"/>
4. A met <input type="checkbox"/>	B known <input type="checkbox"/>	C acquaintance <input type="checkbox"/>	D got to know <input type="checkbox"/>
5. A entertain <input type="checkbox"/>	B please <input type="checkbox"/>	C enjoy <input type="checkbox"/>	D have <input type="checkbox"/>
6. A friendship <input type="checkbox"/>	B friendly <input type="checkbox"/>	C friend <input type="checkbox"/>	D friendliness <input type="checkbox"/>
7. A pass <input type="checkbox"/>	B spend <input type="checkbox"/>	C like <input type="checkbox"/>	D hang out <input type="checkbox"/>
8. A leisure <input type="checkbox"/>	B entertaining <input type="checkbox"/>	C hobby <input type="checkbox"/>	D interest <input type="checkbox"/>
9. A nobody <input type="checkbox"/>	B that <input type="checkbox"/>	C who <input type="checkbox"/>	D somebody <input type="checkbox"/>
10. A at <input type="checkbox"/>	B on <input type="checkbox"/>	C to <input type="checkbox"/>	D off <input type="checkbox"/>

NAME CLASS DATE 21

VOCABULARY

SECTION 1

File 21: Cinema, theatre and television

1 Traduci in inglese.

- | | | |
|--------------------------------|-------------------------|---------------------------------|
| 1. film d'avventura | 3. film di guerra | 5. film dell'orrore |
| 2. film d'investigazione | 4. film d'amore | 6. film giallo/poliziesco |

2 Scrivi la parola (o la parola composta) corrispondente a ciascuna definizione.

1. A play or film in which part of the story is sung to music.
2. A film in which characters and images are drawn.
3. A film about the future.
4. A funny play or film that makes you laugh.
5. A general word for comedies and tragedies performed on stage.
6. The most important actors or actresses in a film.
7. A TV programme where individuals, teams or families answer questions.
8. A TV programme where a presenter talks to famous people about their lives and careers.
9. An advertisement which is broadcast on television (or radio) between programmes.
10. To reserve tickets before the performance. *To*

3 Sottolinea la parola corrispondente a ciascuna definizione.

- | | |
|--|------------------------------|
| 1. People who watch a play at the theatre. | viewers / audience |
| 2. People who support a famous person or a sport. | fans / team |
| 3. People who play rock music together. | team / band |
| 4. People who all belong to the same family or club. | group / members |
| 5. People who watch a sporting performance. | audience / spectators |
| 6. People who watch television . | spectators / viewers |
| 7. People who act together in a play. | cast / actresses |
| 8. People who are all trying to win a prize. | members / competitors |

4 Completa ciascuna frase con la *parola corretta* scegliendo tra quelle fornite nel riquadro.

*audience / stage /
screen / dubbed /
competitors / set /
subtitles / channel*

1. We didn't enjoy the film because we were too close to the
2. From our seats, we couldn't make out what was happening on the
3. You can watch interesting films on Five.
4. The singer asked the to join in and all sing together.
5. Both answered all the questions.
6. Films are in many different periods and places.
7. Foreign films are either shown with or they are

5 Sei a casa assieme ad un amico. Che cosa potresti dire nelle seguenti situazioni? Formula richieste seguendo l'esempio.

• *You want to watch a programme on TV.*■ *Could you turn the TV on?*

- | | |
|---|----------------------------------|
| 1. You can't hear the programme very well. | ■ Could you |
| 2. You want to watch a different programme. | ■ Could you |
| 3. Now the volume is too loud for you. | ■ Could you a bit, please? |
| 4. Now you don't want to watch TV any more. | ■ Could you |

NAME CLASS DATE

21

6 MULTIPLE CHOICE CLOZE

Leggi il seguente testo e scegli l'*alternativa corretta* per ciascun spazio.
Indica la lettera A,B,C o D come nell'esempio.

MY TOP THREE FILMS

My top three films are *Star Wars*, *Ocean's Eleven* and *Casablanca*.

Star Wars is a (0) set in the (1) when spaceships can travel between galaxies. It is an archetypal battle between good and evil. The hero is Luke Skywalker and the villain is the devil Darth Vader. It has influenced science (2) films ever since with its special effects which started a new era in animation. The story is imaginative and (3) It's the best sci-fi film I've ever seen.

Ocean's Eleven is a (4) with George Clooney, Brad Pitt and many other (5) When Danny Ocean, played by George Clooney, leaves jail, he decides to steal \$163 million from a Las Vegas casino. The story and the (6) are excellent, and the film is great (7)

Casablanca is a classic love story (8) during World War II with Humphrey Bogart and Ingrid Bergman starring. Humphrey Bogart (9) the role of Rick, a bar owner in Casablanca, and Ingrid Bergman plays Lisa, his former lover, who walks back into his life. The most famous and (10) scene is when the lovers say goodbye at the airport. I would recommend it to anyone who loves moving love stories.

0. A film	<input checked="" type="checkbox"/>	B plot	<input type="checkbox"/>	C action	<input type="checkbox"/>	D acting	<input type="checkbox"/>
1. A past	<input type="checkbox"/>	B pastime	<input type="checkbox"/>	C future	<input type="checkbox"/>	D present	<input type="checkbox"/>
2. A fantasy	<input type="checkbox"/>	B fiction	<input type="checkbox"/>	C story	<input type="checkbox"/>	D play	<input type="checkbox"/>
3. A grip	<input type="checkbox"/>	B attraction	<input type="checkbox"/>	C gripping	<input type="checkbox"/>	D power	<input type="checkbox"/>
4. A thrill	<input type="checkbox"/>	B thrilling	<input type="checkbox"/>	C thrilled	<input type="checkbox"/>	D thriller	<input type="checkbox"/>
5. A stars	<input type="checkbox"/>	B members	<input type="checkbox"/>	C actresses	<input type="checkbox"/>	D cast	<input type="checkbox"/>
6. A playing	<input type="checkbox"/>	B acting	<input type="checkbox"/>	C play	<input type="checkbox"/>	D perform	<input type="checkbox"/>
7. A entertaining	<input type="checkbox"/>	B amusing	<input type="checkbox"/>	C entertainment	<input type="checkbox"/>	D realistic	<input type="checkbox"/>
8. A setting	<input type="checkbox"/>	B set	<input type="checkbox"/>	C placed	<input type="checkbox"/>	D located	<input type="checkbox"/>
9. A does	<input type="checkbox"/>	B makes	<input type="checkbox"/>	C recites	<input type="checkbox"/>	D plays	<input type="checkbox"/>
10. A forgettable	<input type="checkbox"/>	B remember	<input type="checkbox"/>	C reminded	<input type="checkbox"/>	D memorable	<input type="checkbox"/>

NAME CLASS DATE 22

VOCABULARY

SECTION 1

File 22: Technology

1 Traduci in inglese.

- | | |
|-------------------|-----------------------------|
| 1. schermo | 3. stampante |
| 2. tastiera | 4. computer portatile |

2 Aggiungi una parola, o abbreviazione, o parte di una parola, per completare adeguatamente ciascuna parola fornita.

- | | | |
|--------------|-----------------|--------------|
| 1. soft..... | 3. ....bar | 5. ....-mail |
| 2. ....ware | 4. spread | 6. web |

3 Completa ciascuna frase con la *parola corretta* scegliendo tra quelle fornite nel riquadro.

icon
cursor
hard disk
keyboard
mouse
memory
button

- The computer stores large amounts of information on its
- When a program is running, it is using the computer's
- A(n) is a small picture that represents a program.
- The flashing symbol that shows where text will appear is the
- You usually use the to move around the screen.
- You can click the left or right mouse
- The workstation consists of a(n), a monitor and a printer.

4 Scrivi in inglese la *corretta istruzione* corrispondente a ciascun simbolo.

1



2



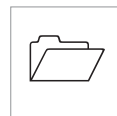
3



4



5



6

- 1 2 3
- 4 5 6

5 Sottolinea l'*alternativa corretta*.

- To **open** / **start** a document, you have to **save** / **click** on the relevant icon.
- Chat** / **Connect** to the Internet and **type** / **write** out the address to go straight to the website.
- Hold down the left mouse button and **pull** / **drag** the mouse over the text that you want to **highlight** / **underline**.
- Look at the toolbar at the top of the screen and **select** / **push** the option you want from the pull-down menu.
- To **transfer** / **move** text to another document, you can **click** / **copy** and paste.
- It can take a long time to **pull down** / **download** a whole program from the Internet.
- Your computer may **crash** / **break** if there is not enough memory.

6 Leggi il testo e sottolinea l'*alternativa corretta* nelle 6 opzioni fornite.

Sheila wrote a report on the computer this morning. When she finished, she (1) **printed** / **typed** out two copies. Then, without any warning the computer went off, and she lost the whole (2) **paper** / **document**. She normally (3) **clicks** / **saves** the data while she is writing and then (4) **does** / **makes** a back-up copy when she has finished, but this morning she forgot. Unfortunately her boss thought it was a bit short and asked Sheila to add some more information. Sheila rewrote most of the report when the computer was OK. This time she remembered to (5) **save** / **rescue** it and make a (6) **new** / **back-up** copy.

NAME CLASS DATE

23

VOCABULARY

SECTION 1

File 23: Common problems

1 Completa ciascuna frase con la *parola corretta* in modo tale che la frase abbia lo stesso significato della frase data.

- | | |
|--|---|
| 1. There is a problem with the computer. | → There is something with the computer. |
| 2. The TV is not functioning. | → The TV is not |
| 3. The telephone is not functioning. | → The telephone is out of |
| 4. The mixer is functioning but not very well. | → The mixer is not working |

2 MULTIPLE CHOICE CLOZE

Leggi il testo e completa ciascun spazio con la parola o le parole corrette.
Indica la lettera A, B, C o D come nell'esempio.

What an Unlucky Day !

Yesterday morning Lucy had a lot of problems. While she was (0) her breakfast she (1) a cup and it broke. She got another cup, made some coffee, and then (2) it. It (3) her blouse because there was a large stain on it. She decided to make some toast, but she (4) the first piece. Then, she realised that she had (5) of bread. She left home without having breakfast and she was not in a good mood. After Lucy went out, things got worse. She was a bit late so she (6) the bus. She was waiting for the next bus when she realised that she had (7) to take her purse. She had (8) it in the bathroom. She decided to go back home. When she got home she went straight to the bathroom. There was a bar of soap on the floor. She (9) on it and hurt her knee very badly. Moments later, while she was running to the bus stop, she saw a dog, but not its lead – and tripped (10) the lead. To cut a long story, she got to work an hour late and her boss was furious. What an unlucky day!

0. A making	<input checked="" type="checkbox"/>	B doing	<input type="checkbox"/>	C getting	<input type="checkbox"/>	D working	<input type="checkbox"/>
1. A fell	<input type="checkbox"/>	B dropped	<input type="checkbox"/>	C poured	<input type="checkbox"/>	D felt	<input type="checkbox"/>
2. A left	<input type="checkbox"/>	B leave	<input type="checkbox"/>	C spilt	<input type="checkbox"/>	D forgot	<input type="checkbox"/>
3. A dirty	<input type="checkbox"/>	B ruin	<input type="checkbox"/>	C dirt	<input type="checkbox"/>	D ruined	<input type="checkbox"/>
4. A broke	<input type="checkbox"/>	B burnt	<input type="checkbox"/>	C braked	<input type="checkbox"/>	D wrong	<input type="checkbox"/>
5. A run out	<input type="checkbox"/>	B run into	<input type="checkbox"/>	C run off	<input type="checkbox"/>	D run over	<input type="checkbox"/>
6. A lost	<input type="checkbox"/>	B wasted	<input type="checkbox"/>	C crash	<input type="checkbox"/>	D missed	<input type="checkbox"/>
7. A forgiven	<input type="checkbox"/>	B forgot	<input type="checkbox"/>	C forgotten	<input type="checkbox"/>	D forgave	<input type="checkbox"/>
8. A forgotten	<input type="checkbox"/>	B left	<input type="checkbox"/>	C lived	<input type="checkbox"/>	D brought	<input type="checkbox"/>
9. A slipped	<input type="checkbox"/>	B tripped	<input type="checkbox"/>	C jumped	<input type="checkbox"/>	D crashed	<input type="checkbox"/>
10. A on	<input type="checkbox"/>	B up	<input type="checkbox"/>	C into	<input type="checkbox"/>	D over	<input type="checkbox"/>

3 Completa ciascuna frase con la *parola corretta* scegliendo tra quelle fornite nel riquadro.

injured
speeding
crashed
jam
rush
collided
skidded
prevent
accident
damaged

1. Yesterday a lorry into a bus at the traffic lights.
2. The roads were crowded and I was stuck in a traffic for hours.
3. There was a lot of traffic during the hour.
4. I saw a blue car down the street just as a red car was turning the corner.
5. The red car's driver put on the brakes and the car
6. The two cars with a horrible crashing noise.
7. It was impossible to the accident.
8. Both drivers were badly
9. Both cars were badly
10. There was a serious on one of the main roads into Cambridge this morning.

NAME CLASS DATE 24

VOCABULARY

SECTION 1

File 24: The body and the senses

1 Sottolinea l'*alternativa corretta* in ciascuna frase.

- The skirt is the right length but the **waist** / **wrist** is too small.
- A hand has got four fingers and a **toe** / **thumb**.
- The little boy was holding his father's **foot** / **hand**.
- Jennifer has got beautiful long blonde **eyes** / **hair**.
- We've got five **toes** / **fingers** on each foot.
- Giraffes have got a very long **shoulder** / **neck**.
- Susan has got a cold and her **nose** / **knee** is red.
- Tears of joy ran down her **chin** / **cheeks**.
- James has twisted his **ankle** / **elbow** and can't walk very easily.
- When she's worried, lines appear on her **forehead** / **eyelashes**.

2 Abbina ciascun *verbo* in A alla *parte del corpo* adeguata in B.

A	B	
1. nod	a. your nose	1
2. bite	b. your shoulders	2
3. fold	c. your hair	3
4. bend	d. your arms	4
5. blow	e. your knees	5
6. shake	f. your head	6
7. comb	g. your nails	7
8. shrug	h. your feet	8
9. stamp	i. hands	9

3 Scegli l'*alternativa corretta*. Cerchia la lettera A, B o C.

- | | | | |
|------------------------------|-----------------|------------------|----------------|
| 1. You ... with your foot. | A kick | B touch | C yawn |
| 2. You ... with your teeth. | A sneeze | B breathe | C bite |
| 3. You ... with both eyes. | A wink | B blink | C click |
| 4. You ... with your finger. | A wave | B point | C clap |
| 5. You ... with your nose. | A taste | B touch | C smell |
| 6. You ... with your eyes. | A see | B feel | C sound |

4 Completa ciascuna frase con il *verbo corretto* scegliendo tra quelli forniti nel riquadro. Non tutti i verbi forniti possono essere usati.

breathe / nod /
cry / hear /
yawn / see /
shake / shout /
raise / smile /
laugh / give

- Many people their head to mean "yes", and their head when they mean "no".
- People through their nose or their mouth.
- People when they are happy; they when people say something funny.
- People may when they're tired or bored; they may when they are sad; they may when they are angry.
- Students often their hand to ask permission to say something.

5 Completa ciascuna frase con la *parola corretta* scegliendo tra quelle fornite nel riquadro. Non tutte le parole nel riquadro possono essere usate.

lung / throat /
eye / mouth /
heart / head /
tongue / leg /
hand / elbows /
stomach / arms

- The word was on the tip of my, but I just couldn't remember it.
- Did you really come first, or are you pulling my ?
- When they saw me after such a long time, they welcomed me with open
- Mum needs some help in the kitchen. Can you give her a ?
- I know all the Beatles songs by
- If you don't lose your and stay calm, you will be able to solve the problem.
- Paul waved at Mary, hoping to catch her, but she didn't see him.

NAME CLASS DATE

25

VOCABULARY

SECTION 1

File 25: Health: illnesses, diseases and injuries

1 Sottolinea l'*alternativa corretta*.

1. I didn't go to school because I had **cold** / **a cold**. 2. Richard is in bed because he's got **a temperature** / **temperature**. 3. I've got **a pain** / **pain** in my leg. 4. I've got **headache** / **a headache**. 5. Tom's got **flu** / **the flu**. 6. David's got **the cough** / **a cough**. 7. I couldn't speak because I had **a throat ache** / **sore throat**.

2 Abbina le *condizioni di salute* ai *sintomi*.

1. He's got flu.	a. He's got a runny nose, watery and itchy eyes.	1
2. He's got hay fever.	b. He wants to vomit.	2
3. He's got diarrhoea.	c. He's got a sore throat, a cough and a temperature.	3
4. He feels sick.	d. He's got a runny nose and a cough.	4
5. He's got a cold.	e. He keeps going to the toilet.	5

3 Sottolinea l'*alternativa corretta*.

- Tom's mother took his **fever** / **heat** / **temperature** because he felt hot.
- Little Tom was crying because he had **backache** / **ill back** / **back pain**.
- You should put **a plaster** / **plaster** / **stitch** on that cut.
- David's leg was broken so the doctor put it in **a plaster** / **plaster** / **bandage**.
- Mary has cut her finger and now it's **breathing** / **burning** / **bleeding**.
- Mark's got **hurting** / **suffering** / **aching** muscles.
- The doctor gave me a **recipe** / **receipt** / **prescription** for some medicine.
- Johnny suffers **from** / **of** / **by** asthma.
- She died **with** / **of** / **for** cancer.
- Tom is ill **with** / **of** / **from** hepatitis.
- She **hurt** / **ached** / **damaged** herself.
- He died in hospital after a long **recovery** / **illness** / **pain**.
- A long white **bandage** / **stitch** / **ice pack** was wound around his wrist.
- The doctor is **healing** / **treating** / **curing** the patient for breathing problems.
- Fortunately, he suffered no **damages** / **wounds** / **injuries** in the accident.

4 Completa ciascuna frase con il *verbo adeguato* scegliendo tra quelli forniti nel riquadro. (I verbi sono già forniti nella forma del *past simple*).

cut
had
kept
sneezed
felt
broke
used
ate
hurt
drank
ached
twisted
burnt

- She her foot when she jumped off the bus and fell over.
- He his ankle while he was skating and now it's swollen.
- He his leg while skiing, and now it's in plaster.
- She her finger while she was peeling onions, and it's still bleeding.
- She her hand taking the cake out of the oven.
- The nurse a thermometer to take his temperature.
- When John, everyone said "Bless you!"
- Lucy sick after the party.
- David hay fever in spring because he was allergic to pollen.
- Michael had diarrhoea and going to the toilet.
- My back from sleeping in the wrong position.
- She and too much at the party. After the party, she had terrible stomach-ache.

NAME CLASS DATE 26

VOCABULARY

SECTION 1

File 26: The world around us

1 Completa ciascuna frase con la *parola corretta* scegliendo tra quelle fornite nel riquadro.

continent / desert
sea / mountain /
beach / forest /
river / volcano
field / island

1. Next to the farm was a large with six horses and some sheep. 2. Most fish live in the 3. Giuseppe lives on a small in the Mediterranean Sea. 4. After a swim, David relaxed on the 5. They couldn't cross the because there wasn't a bridge. 6. The hill was covered with a thick of tall trees. 7. After walking and climbing for hours, we reached the top of the 8. The erupted a few years ago. 9. Asia is a 10. The Sahara is a in Africa.

2 Inserisci l'articolo "*the*" dove richiesto. Metti una *X* dove l'articolo non è richiesto.

1. Universe; 2. France; 3. Sun; 4. Mount Snowdon; 5. Europe; 6. Moon; 7. Lake Tanganyika; 8. Corsica; 9. Earth; 10. Alps.

3 Scrivi i nomi dei seguenti animali nella colonna appropriata.

COW / WOLF / LION / DONKEY / DOG / OSTRICH / SPARROW / ANT / SPIDER / PIGEON / TROUT / PENGUIN / CATERPILLAR /
BEAR / HORSE / SALMON / PHEASANT / BUTTERFLY / WASP / SHEEP / ELEPHANT / LEOPARD / MONKEY / FLY / BEE / CAT

Pets	Farm animals	Wild animals	Fish	Birds	Insects

4 Sottolinea l'*alternativa corretta* corrispondente a ciascuna definizione.

- | | |
|--|---|
| 1. A very large sea mammal. | whale / duck / beetle |
| 2. A small flying animal with big ears and wings.
It is not a bird, but it is a mammal. | seal / bat / squid |
| 3. A big reptile which usually has a longer nose than that of an alligator. | crocodile / turtle / eel |
| 4. The "baby" of the horse. | puppy / calf / foal |
| 5. A small flying insect that bites people and animals,
and sucks their blood. | grasshopper / cricket / mosquito |
| 6. A wild mammal belonging to the dog family which has a pointed
face and ears, a bushy tail and often reddish-brown fur. | lion / monkey / fox |
| 7. A small red insect which is round and has black spots. | ladybird / butterfly / worm |
| 8. The "baby" of the goat. | lamb / kid / kitten |

5 Scrivi il *suono* che i seguenti animali emettono, come nell'esempio.

→ ducks: **quack** 2. wasps 4. frogs 6. cats
1. dogs 3. cows 5. hens 7. lions

6 Traduci in inglese.

- | | | |
|---------------------|------------------|----------------------|
| 1. bruco | 4. anatra | 7. rinoceronte |
| 2. pappagallo | 5. pulcino | 8. oca |
| 3. gufo | 6. squalo | 9. lucertola |

NAME CLASS DATE 27

VOCABULARY

SECTION 1

File 27: Natural disasters and environmental problems

1 Scrivi il nome della *calamità naturale* corrispondente a ciascuna descrizione.

1. The lava was slowly advancing towards the town.
2. The crops are dying because it hasn't rained for a long time.
3. It is a violent wind which has a circular movement.
4. It measured 7.5 on the Richter scale and lasted for about half a minute.
5. People have been forced to leave their homes as the water continues to rise.

2 Sottolinea l'*alternativa corretta* in ciascuna frase.

1. The volcano **erupted** / **exploded** / **shook** a few years ago causing massive destruction.
2. The river has **blown down** / **flooded** / **lifted** several times this winter.
3. It is one of the worst earthquakes to have **polluted** / **started** / **struck** the area in over fifty years.
4. A number of roofs were **hit** / **blown off** / **beaten** during the hurricane.

3 Completa ciascun spazio con una *parola adeguata*.

- | | | |
|---------------------|---------------------|---------------|
| 1. industrial | 3. greenhouse | 5. rain |
| 2. water | 4. global | 6. layer |

4 Traduci in inglese.

- | | | |
|--------------------------------------|---------------------------|-------------------------|
| 1. proteggere <i>to</i> | 3. immondizia | 5. deforestazione |
| 2. fare bracconaggio <i>to</i> | 4. prodotti chimici | 6. caccia |

5 Leggi ciò che ciascuna persona dice e completa ciascun spazio con la *parola adeguata* scegliendo tra quelle fornite.

*hunters / destroying / endangered / save / ban / burn / pollution / acid /
carbon / encourage / fumes / hunted / cut / rainforests / destruction*

WHAT WOULD YOU DO IF YOU WERE LEADER OF YOUR COUNTRY?**Tom - UK**

If I were the leader of my country, I would (1) cars because they cause too much air (2)
When I walk or I ride my bike in the street I can hardly breathe because of the traffic (3) Air
pollution causes (4) rain, too, which kills trees and plants. I would also improve public transport and
I would (5) people to walk more often, or use a bicycle.

Patrick - Kenya

I wouldn't allow hunters to kill (6) species, such as tigers and rhinos. These wild animals have been
(7) so much that there will soon be none left. I think we should teach (8) that it's wrong
to kill these animals. I would also create special parks where these animals could live safely.

Juan - Brazil

I would stop logging companies from (9) the rainforests. The (10) are home to half the
world's species and to millions of people. Moreover, they clean the air by absorbing (11) dioxide and
giving out oxygen. The trees are being (12) down for paper or to make room for cattle farms. As a result,
birds and animals lose their homes and die. This (13) is bringing about changes in the climate, air
pollution, flooding, drought and famine. If we continue to (14) and cut down the rainforests as we are
doing now, the earth will never be the same. One answer to the problem is to make the logging companies plant
new trees. If they did that, it could (15) the rainforests and the earth would be a better place to live on.

NAME CLASS DATE 28

VOCABULARY

SECTION 1

File 28: Crimes and criminals

1 Scrivi per ciascun *crimine* il relativo *criminale* ed il relativo *verbo*.

Crime	Criminal	Verb	Crime	Criminal	Verb
1. theft	4. mugging	.....	.....
2. burglary	5. shoplifting	.....	.....
3. robbery	6. blackmail	.....	.....

2 Scrivi il *criminale* corrispondente a ciascuna descrizione.

- Someone who kills somebody on purpose.
- Someone who takes things that do not belong to them.
- Someone who forces somebody else to have sex.
- Someone who takes control of a plane, train, or ship in the middle of a journey.
- Someone who takes a person by force and demands money in order to set the person free.
- Someone who might steal your wallet in a crowd.
- Someone who brings goods into the country illegally.
- Someone who causes trouble at football matches.
- Someone who gets money from others by threatening to tell secrets.
- Someone who steals something from a bank, shop, post office, etc., often using threats or force.

3 Traduci in inglese.

1. corruzione.....	corrottole	corrompere
2. falsificazione	falsificatore	falsificare
3. contrabbando.....	contrabbandiere	contrabbandare
4. terrorismo	terrorista	terrorizzare
5. tradimento	traditore	tradire

4 Sottolinea l'*alternativa corretta*.

- E.J. Franklin **robbed** / **stole** the bank in Benson Street yesterday morning.
- He **burgled** / **stole** a lot of money.
- If you don't want someone to **steal** / **burgle** your house when you are out, you should lock all the doors and fasten the windows.
- "If you want to keep my mouth shut, it'll cost you \$5,000", he whispered. "Don't try to **mug** / **blackmail** me!" she said.
- Secret service agents disarmed the man who was trying to **murder** / **assassinate** the President.
- With a gun in his hand he **hijacked** / **betrayed** the plane and ordered it to fly to his country.
- A young boy tried to **rob** / **pick** an old lady's pocket on the bus this morning.
- The shop detective caught the young girl **shoplifting** / **burgling** and held her until the police arrived.
- The art gallery was **mugged** / **vandalised** by a gang of young boys who covered the walls with graffiti.
- If you do something against the law, then you have **done** / **committed** a crime.
- Only in the most desperate circumstances are the police ordered to **shoot** / **stab** on sight.
- He said that someone had **poisoned** / **cheated** his coffee.
- I have never **denied** / **broken** the law.
- Jack was arrested because he had entered the country **illegally** / **falsely**.

NAME CLASS DATE

29

VOCABULARY

SECTION 1

File 29: Law & Order

1 Completa ciascun spazio adeguatamente con una parola per formare *parole composte*.

1. station 3. reporter 5. injection
 2. defence 4. electric 6. capital

2 Abbina adeguatamente ciascuna frase in A alla sua logica conclusione in B.

A	B	
1. He went to court	a. a small amount of money for littering.	1.
2. They listened	b. of not guilty.	2.
3. The jury returned a verdict	c. for trial.	3.
4. The murderer was sentenced	d. for rape.	4.
5. He was fined	e. to life imprisonment.	5.
6. The man was tried	f. to all the evidence.	6.

3 MULTIPLE CHOICE CLOZE

Leggi il testo e completa ciascun spazio con la *parola adeguata* scegliendo tra quelle fornite.
 Indica la lettera A, B, C o D, come nell'esempio.

When someone **(0)** a crime the police must investigate. If they find the person responsible for the crime, they **(1)** them. At the police station, they question them, and if they are sure that the person committed the crime, the person is charged **(2)** the crime. The person must then go to court for **(3)**

In court, the **(4)** (or the accused) must try to prove that they did not commit the crime (in other words, prove that they are innocent). The **(5)** listens to all the evidence (for and against the defendant) and then makes their decision. If the defendant is proved **(6)**, the judge will **(7)** sentence. For example, if a person is convicted **(8)** murder, the sentence may be many years in prison. In some countries, people who are found guilty of very serious crimes can be sentenced to **(9)**

For minor offences (crimes that are not very serious), such as illegal parking or speeding, people are not generally arrested or taken to court. The punishment is usually a **(10)**

0. A does	<input type="checkbox"/>	B makes	<input type="checkbox"/>	C breaks	<input type="checkbox"/>	D commits	<input checked="" type="checkbox"/>
1. A take	<input type="checkbox"/>	B convict	<input type="checkbox"/>	C arrest	<input type="checkbox"/>	D against	<input type="checkbox"/>
2. A with	<input type="checkbox"/>	B of	<input type="checkbox"/>	C for	<input type="checkbox"/>	D by	<input type="checkbox"/>
3. A process	<input type="checkbox"/>	B trial	<input type="checkbox"/>	C jury	<input type="checkbox"/>	D murder	<input type="checkbox"/>
4. A reporter	<input type="checkbox"/>	B witness	<input type="checkbox"/>	C defendant	<input type="checkbox"/>	D prosecutor	<input type="checkbox"/>
5. A judges	<input type="checkbox"/>	B lawyers	<input type="checkbox"/>	C official	<input type="checkbox"/>	D jury	<input type="checkbox"/>
6. A guilty	<input type="checkbox"/>	B offender	<input type="checkbox"/>	C wrong	<input type="checkbox"/>	D right	<input type="checkbox"/>
7. A show	<input type="checkbox"/>	B supply	<input type="checkbox"/>	C pass	<input type="checkbox"/>	D say	<input type="checkbox"/>
8. A with	<input type="checkbox"/>	B of	<input type="checkbox"/>	C on	<input type="checkbox"/>	D for	<input type="checkbox"/>
9. A death	<input type="checkbox"/>	B die	<input type="checkbox"/>	C dying	<input type="checkbox"/>	D dead	<input type="checkbox"/>
10. A statement	<input type="checkbox"/>	B money	<input type="checkbox"/>	C tip	<input type="checkbox"/>	D fine	<input type="checkbox"/>

NAME CLASS DATE 30

VOCABULARY

SECTION 1

File 30: Common collocations and fixed expressions

1 Completa ciascuna frase con il *verbo corretto* scegliendo tra quelli forniti.*do / make / have / take / give*

1. Shall I the washing-up?
2. We always a lot of fun when we go to the funfair.
3. I think you should a couple of aspirins.
4. Sometimes it's difficult to any progress with English.
5. He said he would me his answer by the end of the week.
6. I don't want to go to bed late tonight because I want to a good performance tomorrow.
7. I've worked too hard in the last few weeks. I'd like to a holiday.
8. I'm quite lazy at the weekend. I just relax and nothing.
9. Shall I you a lift to work?
10. Hello? Is that the doctor's surgery? I'd like to an appointment.
11. Sorry, David can't come out today. He has to his homework.
12. If you are in a hurry, you can a taxi.
13. A lot of teenagers' ambition is to be in the show business and a lot of money.
14. He said he would a lot of photos while on holiday.
15. She dressed up because she wanted to a good impression.

2 Completa ciascuna frase con il *verbo adeguato* nella *forma corretta* del *past simple*.

catch
pay
spend
tell
get
burst
lose

1. I went shopping last Saturday and I a lot of money on clothes.
2. The book I was reading was so sad that I into tears.
3. According to the defence lawyer, the defendant the truth.
4. Tom into trouble at school for playing a joke on his teacher.
5. While we were visiting the city we our way completely.
6. You didn't understand because you no attention to what I said.
7. Ricky a cold last week so he couldn't play in the basketball match.

3 Completa ciascuna frase adeguatamente con un *verbo* dal riquadro A e un *sostantivo* dal riquadro B.

A	B
protect	space
control	minute
return	behaviour
rent	call
take	flat
clear	skin

1. You will have to a on your desk for your new computer.
2. Children find it difficult to their This is something they learn later in life.
3. When you are on the beach you should use suntan lotion to your
4. She left a message on my answering machine, but I didn't her
5. When I went to live on my own, I had to a, pay for all my food and do all the housework.
6. Can you help me do this exercise? It will only a

NAME CLASS DATE **30****4** Completa ciascuna frase con la *parola adeguata* scegliendo tra quelle fornite nel riquadro.

mess
alone
difference
breath
crazy
temper
secret

1. A good friend should be able to keep a
2. Can you tell the between an orangutan and a gorilla?
3. When he swims underwater he can hold his for two minutes.
4. Can't you just leave me ?
5. The little boy was so naughty that his father lost his
6. This loud music is driving me
7. Tom made a complete of his exam and had to take it again.

5 Sottolinea l'*alternativa corretta* in ciascuna frase.

1. What do teenagers most enjoy doing in their **good** / **spare** time?
2. I don't go skating often, but I enjoy doing it from time to **time** / **hour**.
3. Come on Susan! It's **high** / **right** time you started doing some work!
4. When I have to wait at the railway station, I do "sudoku" to **spend** / **pass** the time.
5. Little David's mother taught him to **tell** / **say** the time.
6. John is never late. He always gets to school **by** / **on** time.
7. We got there just **in** / **on** time to catch the 7.30 train.
8. She was exhausted **in** / **by** the time she finished decorating her flat.
9. I always have lunch at the **equal** / **same** time.
10. **Bring** / **Take** your time There's no hurry.
11. Did they **spend** / **have** a good time when in Paris?
12. I'm sorry to hear that Mary has had such a **hard** / **bad** time.
13. Hurry up, John. There's no time to **lose** / **miss**.
14. I've told you time and **already** / **again** – make sure you look before you cross the road.

6 Completa ciascuna frase adeguatamente utilizzando le *espressioni* nel riquadro.

afford to
likely to
hard to
hope to
try to
slow to
forget to
designed to

1. The hospital was originally take 1000 patients, but now has 2500.
2. The doctor told me that I should eat less.
3. That house is too expensive. We can't buy it.
4. The weather is changing, and we're have rain tomorrow.
5. It's say which of them is lying.
6. Unfortunately the government was very react to the problem.
7. You won't send me a postcard, will you?
8. How much money do you earn?

7 Completa ciascuna frase adeguatamente con un *sostantivo* dal riquadro A e un *sostantivo* dal riquadro B.

A	B
science	price
bargain	account
sea	shore
bank	shuttle
space	report
stomach	dish
school	ache
meat	fiction

1. In the future we may be able to go to other planets for our holidays by
2. I love films with robots in them.
3. I paid only thirty euros for this designer skirt. It was a real
4. You can walk for miles along the
5. I don't feel well. I've got a bit of
6. My teachers wrote a lot of good things on my
7. We went to Lucy's house last night and she made us a delicious
8. We can't spend much money this weekend. Our is in the red.

Testing Vocabulary

Section 2

NAME CLASS DATE

1

VOCABULARY

SECTION 2

File 1: People, work and employment

1 Write the *correct job* for each description.

1. Someone who works in a place from which you can buy books.
2. Someone who works in a place from which you can borrow books.
3. Someone who presents news stories on television or radio.
4. Someone who writes articles for newspapers or a magazine.
5. Someone who works on a beach or in a swimming pool and saves people from drowning.
6. Someone who is hired to protect a famous person.
7. Someone who catches fish from the sea.
8. Someone who sells fish in a shop.
9. Someone who is responsible for the preparation and publication of a newspaper, book or magazine.
.....
10. Someone who prints a newspaper, book or magazine ready to be sold.
11. Someone who uses scientific knowledge to develop machines.
12. Someone who repairs cars.
13. Someone who cuts and styles hair.
14. Someone who takes money from customers and gives receipts to customers in a shop.
15. Someone who fights in a ring.
16. Someone who grows plants and rears animals for food.
17. Someone who performs magic tricks.
18. Someone who makes/bakes bread and cakes.
19. Someone who types letters in an office.
20. Someone who collects the material that is regularly thrown away from a house, factory, etc.

2 Which *person* would you need in each situation?

1. Your car makes a funny whistling noise. // You need a(n)
2. You have to give an injection to an injured bull. // You need a(n)
3. You want to sell your house and buy a new one. // You may need a(n)
4. The burst pipe needs mending. // You need a(n)
5. Your child has started a fire in the kitchen. // You may need

3 Where does each person work? Complete each sentence with a *suitable word*.

1. A farmer works in the
2. A mechanic works in a
3. A receptionist works in a
4. A librarian works in a
5. A cook works in a
6. A miner works in a
7. A musician works in a
8. A surgeon works in a

NAME CLASS DATE

1

4 Underline the *correct adjective* in each sentence.

1. Judges should be **fair** / **persuasive** / **patient** and give all the evidence equal consideration.
2. Fashion designers should be very **intelligent** / **creative** / **accurate** so that they can come up with new designs.
3. Lifeguards have to be **polite** / **friendly** / **brave** as they often find themselves in dangerous situations.
4. Surgeons should not make mistakes in their work, so they must be very **patient** / **accurate** / **friendly**.
5. Clowns have to be **cheerful** / **friendly** / **miserable** and creative in order to make children laugh.
6. Salespeople need to be **fair** / **right** / **persuasive** in order to get people to buy their products.
7. Susan is a very **persistent** / **reliable** / **helpful** worker. I can always depend on her if I want something done on time.
8. John never changes his mind and always does what he wants. He's rather **optimistic** / **selfish** / **stubborn**.
9. Peter is a very **pleasant** / **reserved** / **shy** person. He never talks about himself a lot.
10. Mark is a **sensible** / **sensitive** / **sociable** person. He is easily affected emotionally by other people and situations.

5 Underline the *correct verb* in each sentence.

1. I **earn** / **gain** / **win** a good salary but nothing compared to what my brother gets.
2. Alan has been late for work quite often recently. If he's late again, he might **lose** / **quit** / **miss** his job.
3. Susan left only after a month. She never manages to **take up** / **hold down** / **start** a job for long.
4. I've been **searching** / **finding** / **looking** for a job for two months but I haven't had much success so far.
5. I've **written** / **applied** / **asked** for a job with a company in Glasgow, and I've been invited to an interview next week.
6. Interviews will be **given** / **held** / **heard** in London next week.
7. She has been warned that her behaviour might **wreck** / **spoil** / **harm** her career.
8. In order to **progress** / **advance** / **further** your career you should get more qualifications.
9. This course **takes** / **brings** / **leads** to a professional qualification in business administration.
10. Because of falling orders, the company was forced to **recruit** / **lay off** / **diminish** staff.
11. Lucy is a very hard-working secretary who **carries out** / **brings about** / **finishes** all her duties efficiently.
12. The company is doing well and they are going to **take up** / **take on** / **catch** 300 more people.
13. Is your brother still working for Johnson & Johnson? - No, he **abandoned** / **left** / **laid off** there two days ago.
14. The company had to **do** / **make** / **give** 20 workers redundant.
15. My father **retired** / **dismissed** / **fired** last year, when he was 65.
16. Peter was always arriving late, and in the end he was **pushed** / **thrown** / **sacked**.
17. Tom didn't feel well so he **did** / **took** / **made** one week's sick leave.
18. Because she had stolen the money, we decided that **dismissing** / **resigning** / **quitting** her was the only possible action we could take.

6 Underline the *correct word* in each sentence.

1. My father has been unable to find a **job** / **profession** for the past three years.
2. My husband gets a **wage** / **salary** of £18,000 a year.
3. The **bonuses** / **perks** of this job include a company car and a mobile phone.
4. Please bring a copy of your **application form** / **curriculum vitae** when you come for the interview.
5. Mr Jordan is a lawyer by **occupation** / **profession** and has his practice in Birmingham.
6. My sister left her **post** / **vacancy** at the company when she was invited to work for another company.
7. His **job** / **career** as a professional basketball player came to an end when he broke his leg.
8. Remember to write your name, age and present **occupation** / **work** on the application form.

NAME CLASS DATE

1

7 Complete each sentence with a *suitable word* from the box. Use each word once only.

sack
career
qualifications
staff
duty
pay
work
interview
notice
leave
retirement
salary

1. Increasingly, people who are out of are finding it harder to get a job.
2. You should report for at seven o'clock on Monday morning.
3. She asked for an advance on her so that she could pay her medical bills.
4. Nurses have been awarded a 4% rise.
5. He has a pleasant personality but he hasn't got the right
6. The best way to find new is to put an advertisement in the local press.
7. He made a good impression at the
8. When he retires he will be able to look back over a brilliant
9. When I left the job, I had to hand in my three weeks beforehand.
10. Many teachers over the age of fifty are taking early
11. A woman is legally allowed to take maternity in the weeks before and after she gives birth.
12. Did you know that Robert got the again? His boss fired him last week.

8 OPEN CLOZE. Read the text below and think of the word which best fits each space. Use **only one word** in each space. There is an example (0) at the beginning.

Dear Mr Sutton,

I am writing to (0) **apply** for the position of tour guide which was (1) in *The Daily News* on 20th May. I am a twenty-three-year-old (2) in my final year. I am studying Social Studies at Sussex University. I also have six GCSEs and three "A" levels and I (3) fluent French and German. Last summer I was (4) by the Pitman Holiday Centre as a guide. My (5) included selling tickets, giving tourists information and promoting the museums to visitors to Sussex. In addition, I give tennis lessons to children and adults at my local club. This has given me a lot of (6) of working with different kinds of (7)

As my references show, I am a (8)-working and reliable (9) I also enjoy meeting people from other countries and I am considered to (10) friendly and enthusiastic.

I enclose my (11) and would be glad to attend an (12) at any time convenient to you.

Yours sincerely,
Mark Shelly

9 WORD FORMATION. Use the word given in capitals at the end of each line to form a word that fits in the space in the same line. There is an example (0) at the beginning.**JOB-HUNTING AND HEAD-HUNTING**

One of the sources from which a job-hunter can obtain names and addresses of possible (0) **employers** or information on job vacancies is a job centre, which is simply a sort of employment office run by local or national government authorities. They will also give advice on (1) schemes available and what further

(2) can be obtained through study courses.

Moreover, a large number of private (3) agencies exist in the UK which, for a fee will help you find a position. Such agencies often place

(4) in the press or in their office windows, specifying the type of posts they can offer and the salaries (but not, of course, who the (5) is!).

While the aim of job agencies is to help people to find (6), other agencies are (7) with finding the best possible person for a high-level executive post and excellent conditions.

Why do companies engage the services of such agencies? To cut down on time and money spent on (8) and selection, since the searcher will produce a short-list of highly (9) potential employees, thus reducing interview time to few candidates. People involved in this type of searching are known as "head-(10).....".

EMPLOY

TRAIN
QUALIFY
EMPLOY

ADVERTISE
EMPLOY
EMPLOY
CONCERN

ADVERTISE
QUALIFICATION
HUNT

NAME CLASS DATE

1

- 10** **MULTIPLE CHOICE CLOZE.** Read the text below and decide which answer (A,B,C or D) best fits each space. There is an example (0) at the beginning.

LOOKING FOR A JOB

Whether you are a school-leaver **(0)** your first **(1)**, a well-established executive wishing for a change in location or a(n) **(2)** hoping to get on and **(3)** your career, there are several ways in which you can go about job-hunting. Here is a list of some possible ways.

- Asking around among relatives and friends to see if they know of any **(4)**
 - Looking for notices on bulletin boards in universities, libraries and other public places.
 - Listening to the radio or watching TV. In some countries special weekly national or local programmes give information on job vacancies.
 - Carefully scanning the local, national and international press for **(5)** for job vacancies.
 - Placing your own ad, with a short resumé and mentioning the type of position you are **(6)** for. In Italy some newspapers regularly publish detailed personal and educational information about new graduates, indicating the type and location of employment they want, so that **(7)** may contact them direct.
 - Enquiring at your local **(8)** offices, job centres or private job agencies.
 - Through the Internet.
 - Through an educational institution which can act as a link between students and **(9)**
- Many universities arrange "career days", when local and national companies illustrate job **(10)** for future graduates.
- Approaching companies direct by **(11)** an enquiry letter asking if they are likely to require **(12)** in the near future. Names and addresses may be obtained from your local Chamber of Commerce, from the Yellow Pages and through the Internet.

0. A seeking	<input checked="" type="checkbox"/>	B finding	<input type="checkbox"/>	C wanting	<input type="checkbox"/>	D getting	<input type="checkbox"/>
1. A work	<input type="checkbox"/>	B job	<input type="checkbox"/>	C labour	<input type="checkbox"/>	D wage	<input type="checkbox"/>
2. A employer	<input type="checkbox"/>	B business	<input type="checkbox"/>	C employee	<input type="checkbox"/>	D company	<input type="checkbox"/>
3. A extend	<input type="checkbox"/>	B improve	<input type="checkbox"/>	C exceed	<input type="checkbox"/>	D further	<input type="checkbox"/>
4. A vacancies	<input type="checkbox"/>	B seats	<input type="checkbox"/>	C works	<input type="checkbox"/>	D positions	<input type="checkbox"/>
5. A prospects	<input type="checkbox"/>	B announcements	<input type="checkbox"/>	C advertisements	<input type="checkbox"/>	D experience	<input type="checkbox"/>
6. A seeking	<input type="checkbox"/>	B aspiring	<input type="checkbox"/>	C looking	<input type="checkbox"/>	D waiting	<input type="checkbox"/>
7. A employees	<input type="checkbox"/>	B persons	<input type="checkbox"/>	C crew	<input type="checkbox"/>	D employers	<input type="checkbox"/>
8. A career	<input type="checkbox"/>	B employment	<input type="checkbox"/>	C occupation	<input type="checkbox"/>	D application	<input type="checkbox"/>
9. A trainers	<input type="checkbox"/>	B experienced	<input type="checkbox"/>	C recruiters	<input type="checkbox"/>	D training	<input type="checkbox"/>
10. A duty	<input type="checkbox"/>	B opportunities	<input type="checkbox"/>	C challenge	<input type="checkbox"/>	D profit	<input type="checkbox"/>
11. A applying	<input type="checkbox"/>	B receiving	<input type="checkbox"/>	C mail	<input type="checkbox"/>	D writing	<input type="checkbox"/>
12. A personal	<input type="checkbox"/>	B staff	<input type="checkbox"/>	C employers	<input type="checkbox"/>	D experiences	<input type="checkbox"/>

NAME CLASS DATE

2

VOCABULARY

SECTION 2

File 2: Transport, travel and holidays

1 Choose the *correct word* for each definition. Circle the letter A,B or C.

1. A covered space at the back of a car, for storing things in.
A boot B bonnet C brake
2. The part of a car which contains some of the controls used for driving.
A clutch B windscreen C dashboard
3. The electrical system that causes the fuel to burn in order to start the engine.
A ignition B aerial C gear
4. The window at the front of a car or other four-wheeled vehicle.
A windscreen B rear view mirror C steering wheel
5. A large ring used to keep a person afloat and prevent them from drowning.
A life-jacket B lifeboat C lifebelt
6. An area of water next to the coast where ships and boats can be sheltered.
A platform B harbour C pavement
7. A device on a vehicle that is used to make a loud noise as a warning or signal to other people.
A deck B purser C horn
8. A space in a ship, like a small room, for passengers.
A cabin B deck C shelter
9. A long level piece of ground with a smooth hard surface on which aircraft take off and land.
A quay B runway C platform
10. Something which fastens around someone travelling in a vehicle or aircraft, holding them to their seat.
A lifebelt B seatbelt C life-jacket
11. A person who serves passengers on an aircraft.
A conductor B flight attendant C captain
12. The area in an airport in which you wait before getting on an aircraft.
A waiting room B muster station C departure lounge
13. The engine of a train that pulls it along.
A coach B locomotive C carriage
14. A carriage where food and drinks can be bought.
A buffet car B compartment C food carriage
15. A group of people who work on and operate a ship or aircraft.
A crew B pursers C conductors
16. An aeroplane has two of these.
A masts B wings C tails
17. The pilot of a plane sits in this.
A fuselage B engine C cockpit

2 Complete each sentence with *a suitable verb* in the *correct form*.

1. James is learning to a car.
2. The children were thrilled at being allowed to the boat.
3. The pilot informed the passengers that the plane was at a height of 8,000 metres.
4. When we went to Paris we Air France.
5. I my bicycle to work.
6. John is learning to a hang-glider.

NAME CLASS DATE

2

3 Complete each sentence with the *correct word* from the box. Not all the words in the box are to be used.

trip / flight /
voyage / route /
tour / travel /
journey

1. The sea was quite rough. Most passengers felt sick during the
2. A buffet car is available for those wishing to buy refreshments during the
3. The from London to New York takes about eight hours.
4. My son is going on a school to Edinburgh next week.
5. Helen and Peter have just come back from a sightseeing of Italy.

4 **MULTIPLE CHOICE CLOZE.** Read the text below and decide which answer (A,B,C or D) best fits in each space, as in the example.**GET INTO THE CAR AND ...**

The first time Lucy (0) after passing her (1) test, she was determined to get everything right. She got into the (2), turned the key in the (3) and put her foot on the clutch (4) while changing into first (5) Slowly she pressed down on the (6) and pulled down into the road. Driving along, she remembered to look at the (7) gauge on the (8) to make sure she had enough petrol. Suddenly, a flashing light in the rear view (9) caught her eye. There was a police car behind indicating that she pull over, so she gently pressed on the (10) and stopped. Winding down the (11), she asked the policeman what was wrong – she thought she was doing so well! The policeman's answer was very embarrassing – “You've forgotten to put on your (12), madam!”

0. A rode	<input type="checkbox"/>	B paddled	<input type="checkbox"/>	C drove	<input checked="" type="checkbox"/>	D steered	<input type="checkbox"/>
1. A learning	<input type="checkbox"/>	B driving	<input type="checkbox"/>	C driver	<input type="checkbox"/>	D examination	<input type="checkbox"/>
2. A bike	<input type="checkbox"/>	B helicopter	<input type="checkbox"/>	C boat	<input type="checkbox"/>	D car	<input type="checkbox"/>
3. A ignition	<input type="checkbox"/>	B fuel	<input type="checkbox"/>	C starter	<input type="checkbox"/>	D boot	<input type="checkbox"/>
4. A paddle	<input type="checkbox"/>	B bar	<input type="checkbox"/>	C stick	<input type="checkbox"/>	D pedal	<input type="checkbox"/>
5. A brake	<input type="checkbox"/>	B march	<input type="checkbox"/>	C lever	<input type="checkbox"/>	D gear	<input type="checkbox"/>
6. A rear	<input type="checkbox"/>	B accelerator	<input type="checkbox"/>	C plate	<input type="checkbox"/>	D bonnet	<input type="checkbox"/>
7. A fuel	<input type="checkbox"/>	B water	<input type="checkbox"/>	C smog	<input type="checkbox"/>	D light	<input type="checkbox"/>
8. A windscreen	<input type="checkbox"/>	B dashboard	<input type="checkbox"/>	C headlight	<input type="checkbox"/>	D wheel	<input type="checkbox"/>
9. A flash	<input type="checkbox"/>	B bumper	<input type="checkbox"/>	C mirror	<input type="checkbox"/>	D wiper	<input type="checkbox"/>
10. A clutch	<input type="checkbox"/>	B engine	<input type="checkbox"/>	C indicator	<input type="checkbox"/>	D brake	<input type="checkbox"/>
11. A tyre	<input type="checkbox"/>	B door	<input type="checkbox"/>	C window	<input type="checkbox"/>	D wing	<input type="checkbox"/>
12. A lifebelt	<input type="checkbox"/>	B seatbelt	<input type="checkbox"/>	C lifeboat	<input type="checkbox"/>	D rope	<input type="checkbox"/>

5 **OPEN CLOZE.** Read the *announcements* below and think of the word which best fits each space.**A**

Good morning (0) *ladies* and (1) This is your purser speaking. On behalf of our captain and (2) I would like to welcome you all (3) the M.S. Adventure. We wish you a (4) and comfortable (5) As passengers on the deck can see, we are now (6) the anchor and shall be leaving the (7) immediately. Passengers are reminded that at 10.30 we shall be holding a (8) saving drill. Your equipment can be found in the bottom of your wardrobe, and the number of your muster station is on the back of your (9) door.

B

(10) five for all passengers travelling to Birmingham. First class (11) are situated in the first two carriages. We apologise to passengers for the late arrival of the 8.55 to Oxford. This train will now arrive at platform 7 in approximately 10 (12)

NAME CLASS DATE 2

6 Underline the *correct verb* in each sentence.

1. We must hurry or we'll **lose** / **miss** / **waste** our flight.
2. As soon as our flight was **diverted** / **delayed** / **called**, we made our way to the gate.
3. Passengers are kindly requested to **check in** / **check out** / **check up** early to avoid delays.
4. Richard's plane was **cancelled** / **delayed** / **caused** by thick fog.
5. Because of heavy snow, our plane was **deviated** / **diverted** / **directed** to Luton.
6. **Fasten** / **Tie** / **Button up** your seatbelt before the plane takes off.
7. The plane from New York has just **grounded** / **landed** / **flown**.
8. The plane **took off** / **took up** / **took over** on time but arrived half an hour late.
9. We **apologise** / **excuse** / **beg** for the delay in getting your luggage to you.
10. Tom's car **broke down** / **broke up** / **broke into** in the mountains, and he couldn't find a garage.
11. We had to **head for** / **set off** / **catch up** at dawn to catch the early train.
12. We **ran away** / **ran over** / **ran out** of money after a week because the holiday was much more expensive than we thought.

7 Underline the *correct word* in each sentence.

1. You can catch a charter flight which is cheaper than a **scheduled** / **timetabled** / **fixed** flight.
2. There's no **direct** / **straight** / **right** flight connecting London to Geneva.
3. We had a **shaky** / **bumpy** / **smooth** flight. There was a lot of turbulence.
4. How much **bag** / **suitcase** / **luggage** can I take with me on the plane?
5. The college organized an expedition to search for **antique** / **ancient** / **old** ruins.

8 Replace the underlined word or words in each sentence with *one suitable word* so that the meaning stays the same.

1. My husband gave a tip to the person who carried our bags to our room.
2. Do you have a free room for tonight?
3. We stayed in London for two weeks. a.....
4. It's difficult to find anywhere to stay here at Christmas time.
5. It was getting dark, and they couldn't find a place to put their tent.
6. I'd like to reserve a double room for four nights.

9 Complete each sentence with a suitable *compound word*, as in the example.

1. Next summer we aren't going to the mountains. We're going to the *seaside* instead.
2. The restaurant where we used to have dinner served wonderful *sea*.....
3. Our plane nearly crashed into a fire-engine on the *run*.....
4. The aircraft crashed soon after *take*.....
5. We got to the *air*..... late. Our plane had already taken off.
6. We threw some bread to the *sea*..... which were flying behind the ship.

10 WORD FORMATION. Use the word given in capitals at the end of each line to form a word that fits in the space in the same line.

0. It was difficult to find accommodation at **reasonable** prices.
1. In Bangkok you can enjoy the nightlife.
2. You can choose from a wide variety of
3. It was a dark night.
4. There are some very buildings in the town.
5. I prefer a beach to a pebbly one.
6. The countryside around here is very
7. There is a shortage of cheap
8. We have a for tomorrow night.
9. The pyramids are of great importance.
10. Our plane was by thick fog.

REASON
COLOUR
ENTERTAIN
MOON
IMPRESS
SAND
MOUNTAIN
ACCOMMODATE
VACANT
HISTORY
DELAY

NAME CLASS DATE

2

- 11** Read the letter below, then complete each space with *one suitable word* from the box. Use each word once only.

*spend / back / ~~hotel~~ / guests / starry / air / lake / calm / view /
blue / weather / grassy / bright / moonlit / heavy / strong*

Dear Lucy,

I'm writing this letter in my **(0) hotel** room which overlooks a **(1)** lake. The luxurious hotel I'm staying in is built on a **(2)** hillside and the **(3)** from my window is fantastic. There are a lot of **(4)** who have come here to relax and enjoy the fresh **(5)**

Until three days ago, the **(6)** was wonderful. **(7)** skies and **(8)** sunshine made it ideal for day-trips to the surrounding countryside. On cloudless **(9)** nights I enjoyed sitting outside looking at the **(10)** sky. It was like looking at thousands of sparkling diamonds. However, **(11)** rain has been falling in the mountains for the past three days, and **(12)** winds even caused some damage to the small boats on the **(13)**! So, unfortunately, we've had to **(14)** a lot of time indoors lately.

I'll be **(15)** in Manchester in a couple of weeks. See you then.

Love,

Betty

- 12** **MULTIPLE CHOICE CLOZE.** Read the text below and decide which answer (A,B,C or D) best fits each space. There is an example (0) at the beginning.

Holidays

Are you going **(0)** holiday to a **(1)** country? Is it better to go on a package **(2)**, or by yourself?

Lots of people prefer going **(3)** on a package tour because it has a number of advantages. First of all, the **(4)** agency organizes everything. You have a(n) **(5)**, which gives you definite departure and arrival dates, and a list of all your **(6)** Besides, you have someone who speaks the local language and solves all your problems. Then, the **(7)** may be cheaper, as it has been **(8)** in advance, so you spend less time worrying about where you are going to **(9)** If you book your own hotel, you might have trouble finding a(n) **(10)**, unless you are going to stay for a **(11)**, for example.

On the other hand, travelling abroad by yourself has an immediate appeal. It suggests freedom to go where you like and choose what you want to do, and organising your own trip can be fun. Besides, students can buy cheap train tickets, and spend the night in student **(12)** or guesthouses.

Personally, if I went to a big country a long way away, like the USA or Mexico, at least the first time I would probably go on a package tour, but I would prefer to have a friend with me, rather than go alone.

0. A to	<input type="checkbox"/>	B for	<input type="checkbox"/>	C on	<input checked="" type="checkbox"/>	D at	<input type="checkbox"/>
1. A stranger	<input type="checkbox"/>	B strange	<input type="checkbox"/>	C foreigner	<input type="checkbox"/>	D foreign	<input type="checkbox"/>
2. A tour	<input type="checkbox"/>	B journey	<input type="checkbox"/>	C cruise	<input type="checkbox"/>	D voyage	<input type="checkbox"/>
3. A outside	<input type="checkbox"/>	B other	<input type="checkbox"/>	C abroad	<input type="checkbox"/>	D aboard	<input type="checkbox"/>
4. A crossing	<input type="checkbox"/>	B travel	<input type="checkbox"/>	C route	<input type="checkbox"/>	D journey	<input type="checkbox"/>
5. A scheme	<input type="checkbox"/>	B advise	<input type="checkbox"/>	C timetable	<input type="checkbox"/>	D itinerary	<input type="checkbox"/>
6. A expeditions	<input type="checkbox"/>	B destinations	<input type="checkbox"/>	C organisations	<input type="checkbox"/>	D details	<input type="checkbox"/>
7. A staying	<input type="checkbox"/>	B flat	<input type="checkbox"/>	C accommodation	<input type="checkbox"/>	D bedrooms	<input type="checkbox"/>
8. A reservation	<input type="checkbox"/>	B booked	<input type="checkbox"/>	C preserved	<input type="checkbox"/>	D chosen	<input type="checkbox"/>
9. A stay	<input type="checkbox"/>	B live	<input type="checkbox"/>	C spend	<input type="checkbox"/>	D pass	<input type="checkbox"/>
10. A suitable	<input type="checkbox"/>	B available	<input type="checkbox"/>	C free	<input type="checkbox"/>	D vacancy	<input type="checkbox"/>
11. A fifteen days	<input type="checkbox"/>	B two weeks	<input type="checkbox"/>	C fortnight	<input type="checkbox"/>	D daytime	<input type="checkbox"/>
12. A houses	<input type="checkbox"/>	B hotels	<input type="checkbox"/>	C hostels	<input type="checkbox"/>	D homes	<input type="checkbox"/>

NAME CLASS DATE **3**

VOCABULARY

SECTION 2

File 3: Law, crime and punishment

1 Underline the *correct word* in each sentence.

- Tom didn't realise that he had **broken** / **denied** / **smashed** the law.
- It is not always easy for the police to **oblige** / **enforce** / **force** the law.
- All citizens must **observe** / **respect** / **obey** the law.
- The law **prohibits** / **requires** / **states** the sale of alcohol to people under the age of 18.
- It is **against** / **below** / **under** the law to leave young children alone in the house.
- The rock star was fined for speeding. Nobody is **over** / **above** / **on** the law.
- You're obliged **for** / **in** / **by** law to fasten your seatbelt while driving.
- You can't take that course of action and remain **within** / **in** / **by** the law.
- Many infringements **to** / **of** / **by** the law often go unpunished.
- She started to grumble about how young people seemed to have no respect **for** / **of** / **in** the law.

2 Write the *correct word* for each description.

1 The crime of intentionally starting a fire in order to damage or destroy something.	2 The crime of taking someone away by force and demanding money in exchange for releasing them.	3 The person who kills somebody else on purpose.
4 The person who has stolen a car in order to drive it for enjoyment.	5 The action of obtaining money from people or forcing them to do something by threatening to make known a secret or to hurt them.	6 The person who trades in illegal drugs.

3 Complete each sentence with *one suitable word* from the box. Not all the words in the box are to be used.

*fraud / fine /
evidence / trial /
court / witness /
lawyer / verdict /
sentence / crime /
criminal / victim /
judge / defendant /
offender / innocent*

- Unfortunately at the end of the my brother was found guilty.
- The trial took a long time as the jury couldn't reach a
- Richard had a very good defence, so he won his case.
- The murderer of the child received a life
- To fight effectively, we need more police officers on the streets.
- He is a hardened He's been in and out of prison all his life.
- The customs officers arrested Mrs Evans and charged her with
- The police spent all day searching the house for
- John left his car in a no-parking area and had to pay a
- The judge decided not to send him to prison as he was a first-time

4 Underline the *correct adjective* in each sentence.

- In some countries selling drugs is a **capital** / **death** offence. It carries the death penalty.
- As it was his **initial** / **first** offence, he was let off with only a caution.
- Small** / **Petty** crime has risen alarmingly over the last few years.
- He is believed to be responsible for this **extreme** / **terrible** crime.
- Violent** / **Aggressive** crime is a growing problem in this area.
- Everybody thought that the punishment was extremely harsh for such a **minor** / **small** offence.
- I think rape is a very **great** / **serious** crime.

NAME CLASS DATE

3

- 5** Complete each sentence with *one suitable adjective* from the box. Not all the adjectives in the box are to be used.

*serious / forensic /
easy / innocent
violent / major /
false / circumstantial*

1. He was charged with perjury as he had given evidence in court.
2. The traces of blood on his clothing provided the evidence that he had murdered the woman.
3. No one saw him commit the crime but the evidence is strong, as he was the only person missing when it happened.
4. Tourists on the underground are victims for pickpockets.
5. Who will compensate the victims of terrorism?

- 6** Choose *the most suitable word* to complete each sentence. Circle the letter A,B, C or D.

1. The old lady was ... of her purse.
A robbed B snatched C attacked D stolen
2. He was taken to the police station and ... with smuggling.
A accused B arrested C charged D imprisoned
3. The prisoner has ... several crimes, including murder.
A completed B committed C made D done
4. She was ... of four separate crimes and sentenced to 9 years in prison.
A punished B offended C convicted D given
5. The woman has ... on trial. She is accused of murdering her neighbour.
A gone B received C stood D got
6. She's in prison, ... trial for terrorism.
A waiting B expecting C awaiting D seeing
7. Mr Briggs will be appearing in court next week where he will ... criminal charges.
A deal B face C confront D bear
8. She was one of the witnesses to ... evidence at the trial.
A give B suggest C inform D have
9. The trial ... after a witness admitted lying.
A finished B ended C collapsed D collided
10. We will be appealing to the court to ... his prison sentence to a fine.
A decrease B abate C pass D reduce

- 7** Underline the *correct preposition* in each sentence.

1. He was charged **for / of / with** fraud.
2. We decided to buy a burglar alarm after someone broke **out / into / off** our house and stole all our valuables.
3. The trial ended **in / out / up** the acquittal of the defendant for insufficiency of evidence.
4. Instead of a prison sentence the woman got away **for / by / with** a small fine.
5. The defendant pleaded innocent **to / for / of** the charge of robbery with violence.
6. He was arrested **with / on / under** a charge of assault.
7. The woman was finally brought **in / on / to** trial for drug trafficking
8. The jury reached a unanimous verdict **for / to / of** not guilty.
9. The murderer was sentenced to twenty years **to / in / of** prison.
10. The man confessed **of / at / to** blackmailing the old actress.

NAME CLASS DATE

3

8 KEY WORD TRANSFORMATIONS. 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.** You must use between **two** and **five** words, including the word given. There is an example (0) at the beginning.

0. "OK, Alan, you can go now," said the detective.

permission The detective gave Alan **permission** to go.

1. They said that Peter had stolen the money.

accused They the money.

2. "Tom Jordan, you will go to prison for fifteen years," said the judge.

sentenced The judge fifteen years in prison.

3. Edward stole the money and was arrested.

for Edward was the money.

4. John said that he wouldn't go to the police station.

refused John the police station.

5. "Can you come with me, please?" the detective said to David.

go The detective asked him.

6. "It's true," said Rose, "I murdered my husband."

confessed Rose husband.

7. The man said that he hadn't robbed the bank in Benson Street.

denied The man in Benson Street.

8. Jack said: "Yes, I broke into that house last night."

admitted Jack the night before.

9 WORD FORMATION. Use the word given in capitals at the end of each line to form a word that fits in the space in the same line. There is an example (0) at the beginning.

0. He was charged with **theft**.

1. The value of the jewels was said to be over £40,000.

2. His wife was charged with fraud and five other

3. Although he pleaded innocent, the jury believed that he was

4. The judge told James that he was a hardened

5. The judge sentenced the to five years in jail.

6. David was sentenced to life

7. The judge thought that he deserved a severe

8. She said in her own that she hadn't done that on purpose.

9. The admitted stealing the Chinese vase.

10. The dispute was based on two widely different of the law.

THIEF
STEAL
OFFEND
GUILT
CRIME
DEFEND
PRISON
PUNISH
DEFEND
BURGLE
INTERPRET

10 OPEN CLOZE. Read the text below and think of the word which best fits each space. Use *only one word* in each space. There is an example (0) at the beginning.

No one could believe it

When Tom Barnes was (0) **arrested** by the (1) and (2) with burglary, it came as a shock to the entire neighbourhood. Tom Barnes was a well-respected man in his early fifties. At the (3) the prosecutor presented an amazing amount of (4) which convinced everyone that he was (5) It was proved that he was a member of a gang which had (6) into the homes of many wealthy people and (7) their valuables. It did not take long for the (8) to come to a decision and Tom was (9) and (10) to ten years in prison. Tom Barnes is now behind bars along with the other (11) of the gang. He hopes to be released soon, as this was his first (12)

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11 MULTIPLE CHOICE CLOZE. Read the text below and decide which answer (A,B,C or D) best fits each space. There is an example (0) at the beginning.

ONE OF THE WORST CRIMES EVER

The (0) broke (1) the house at 11.30 pm. Fiona's family, worried that she hadn't returned that evening, had raised the (2)
 Officers found a steak knife covered in (3) Fiona's body was in the bedroom with twelve stab wounds, one of which had pierced her heart. Police said she took less than half an hour to die after being (4) with the knife.
 The police found Michael by following a trail of blood to the attic. He was weak and confused. He begged the paramedics to let him die but he was taken to hospital.
 Eight months later at Carlisle Crown (5), Michael (6) not guilty to (7), but (8) manslaughter due to diminished responsibility. He claimed Fiona came at him with a knife. "All I wanted to do was get the knife off her and give her a hug, then everything would be fine. It must have happened in the struggle."
 The (9) did not believe him and found him (10) When the judge (11) him to life (12), Michael showed no emotion. The sound of sobbing came from the public gallery, where Michael's and Fiona's families were sitting.
 In time, Michael came to see that his jealousy had destroyed so many lives. He had condemned both his and Fiona's family to years of misery and, although he had cut short Fiona's life, he still had to endure a living hell of his own – until the end of his days.

0. A police	<input checked="" type="checkbox"/>	B crew	<input type="checkbox"/>	C judges	<input type="checkbox"/>	D staff	<input type="checkbox"/>
1. A down	<input type="checkbox"/>	B in	<input type="checkbox"/>	C into	<input type="checkbox"/>	D out	<input type="checkbox"/>
2. A clock	<input type="checkbox"/>	B watch	<input type="checkbox"/>	C warning	<input type="checkbox"/>	D alarm	<input type="checkbox"/>
3. A dirty	<input type="checkbox"/>	B blood	<input type="checkbox"/>	C bleeding	<input type="checkbox"/>	D stain	<input type="checkbox"/>
4. A attacked	<input type="checkbox"/>	B burgled	<input type="checkbox"/>	C killed	<input type="checkbox"/>	D assassinated	<input type="checkbox"/>
5. A Jail	<input type="checkbox"/>	B Cell	<input type="checkbox"/>	C Prison	<input type="checkbox"/>	D Court	<input type="checkbox"/>
6. A confessed	<input type="checkbox"/>	B said	<input type="checkbox"/>	C pleaded	<input type="checkbox"/>	D required	<input type="checkbox"/>
7. A assassination	<input type="checkbox"/>	B murder	<input type="checkbox"/>	C murderer	<input type="checkbox"/>	D bribery	<input type="checkbox"/>
8. A admitted	<input type="checkbox"/>	B declared	<input type="checkbox"/>	C complained	<input type="checkbox"/>	D committed	<input type="checkbox"/>
9. A lawyer	<input type="checkbox"/>	B solicitor	<input type="checkbox"/>	C magistrate	<input type="checkbox"/>	D jury	<input type="checkbox"/>
10. A faulty	<input type="checkbox"/>	B illegal	<input type="checkbox"/>	C guilty	<input type="checkbox"/>	D wrong	<input type="checkbox"/>
11. A condemned	<input type="checkbox"/>	B sentenced	<input type="checkbox"/>	C sent	<input type="checkbox"/>	D took	<input type="checkbox"/>
12. A punishment	<input type="checkbox"/>	B pain	<input type="checkbox"/>	C imprisonment	<input type="checkbox"/>	D prison	<input type="checkbox"/>

NAME CLASS DATE

4

VOCABULARY

SECTION 2

File 4: Disasters and accidents

1 Write the correct name of each *natural disaster* or *accident*.

1. : lava, crater, ash
2. : dry, thirst, emergency
3. : water, drown, wet
4. : hunger, starve, death
5. : runway, take off, sabotage, nosedive
6. : sink, crew members, lifeboat
7. : vehicles, overtake, brake, skid, collision
8. : radioactive clouds
9. : snow, skiers, sweep away
10. : thunder, destruction, blow, wind

2 Complete each sentence with the *correct word* from the box. Not all the words in the box are to be used.

*flood / drought /
avalanche / car crash /
earthquake / explosion /
famine / storm / fire*

1. Food has been sent to the areas in Africa suffering from
2. Whenever there is a forest, aeroplanes drop water over the burning area.
3. It was a violent with lots of thunder and lightning.
4. After the it took weeks for the water level to subside again.
5. A huge, measuring 7.5 on the Richter scale, devastated the whole region. There are only a few buildings left standing in the whole area.

3 Underline the *correct verb* in each sentence.

1. The volcano **erupted** / **exploded** on Monday morning causing at least ten deaths and massive destruction.
2. Three vehicles were severely **injured** / **damaged** in the collision.
3. A violent hurricane **hit** / **knocked** Miami early this morning.
4. Twenty passengers **drowned** / **starved** in the shipwreck.
5. The firemen **pulled** / **rescued** all the people trapped in the burning building.
6. The village was completely **destroyed** / **ruined** in an earthquake.
7. The cruise ship hit a rock and **drowned** / **sank**.
8. New buildings should be designed to **stand** / **withstand** earthquakes.
9. Hundreds of people were made homeless when severe storms **struck** / **broke** the east coast of America.
10. Very few buildings **survived** / **lived** the earthquake intact. Most suffered damage of some kind or other.
11. The storm **promoted** / **caused** widespread damage.
12. We were **kept** / **caught** in a heavy storm on the way home last night.
13. Scientists hope to become more accurate in **imagining** / **predicting** earthquakes.
14. The ship was driven onto rocks and **wrecked** / **uprooted** in the storm.
15. Could you tell us how the accident **collided** / **happened**?
16. The fire **shed** / **spread** very rapidly because of the strong wind.
17. The patient was **treated** / **cured** for minor burns and injuries.
18. The earthquake **burnt** / **shook** the city to its foundations.
19. The city was **beaten** / **hit** by a terrible earthquake.
20. The police questioned the people who had **witnessed** / **looked** the accident.

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4 Underline the *correct phrasal verb* in each sentence.

1. The floods have **cut out** / **cut off** a number of villages in the area.
2. A number of roofs were **blown off** / **cut down** during the violent storm.
3. Heavy floods have **swept away** / **brought away** homes and roads in the south of Bangladesh.
4. It took three hours to **put up** / **put out** the fire at the factory.
5. A terrible storm raged for two whole days. We couldn't leave our hotel till it had **broken down** / **died down**.

5 Complete each space with a *suitable verb*.

1. You could a car accident if you drive on wet roads.
2. You could and if you walk on an icy pavement.
3. You could yourself if you play with matches.
4. You could yourself if you swallow bleach.
5. You could yourself if you are not careful when using a knife.
6. You may your knee while skateboarding.
7. You might your leg if you trip over something.
8. You might if you can't swim.

6 Complete each sentence with the *correct word* from the box. Not all the words in the box are to be used.

*injury / damage /
series / casualties /
cause / scene /
survivors / event /
risk / shelter*

1. After three months experts are still trying to establish the of the accident.
2. In the of a serious car crash, call the police.
3. Both drivers were breathalysed at the of the accident.
4. Cyclists are advised to wear helmets to reduce the of head injury.
5. Everyone died in the plane crash. There were no
6. The fire caused so much to the house that the owners had to have it rebuilt.
7. Motorcyclists without helmets run the risk of serious

7 WORD FORMATION. Use the word given in capitals at the end of each line to form a word that fits in the space in the same line. There is an example (0) at the beginning.

0. The house burnt down because the housewife left a pan of oil **unattended**.
1. Both drivers were badly in the car crash.
2. Faulty wiring might cause an shock.
3. The was caused by a gas leak.
4. The ground began to shake
5. She nearly on her sandwich as she was eating very fast.
6. The disaster has caused hundreds of deaths as well as massive in that region.
7. The two lorries were severely damaged in the
8. Three firemen needed hospital
9. They were taken to hospital suffering from smoke and minor burns.
10. If there hadn't been strong winds and heavy rain, the ship wouldn't have onto the rocks.

ATTEND
INJURY
ELECTRICITY
EXPLODE
VIOLENCE
SUFFOCATE
DESTROY

COLLIDE
TREAT
INHALE

CRASH

NAME CLASS DATE 4

- 8 KEY WORD TRANSFORMATIONS.** 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.** You must use between **two** and **five** words, including the word given. There is an example (0) at the beginning.

0. *They hadn't watched the 8.30 news so they didn't know about the hurricane.*
known *If they had watched the 8.30 news, **they would have known** about the hurricane.*
1. The gas board workers hadn't detected the leak, so there was an explosion.
been If the gas board workers had detected the leak, an explosion.
2. If the rescue operation hadn't been carried out quickly, the residents of the building wouldn't have been saved.
had The residents of the building were saved because the quickly.
3. The rescue team saved the boy who had got trapped in the debris.
was The boy who had got trapped in the debris the rescue team.
4. He went fishing in stormy weather and his boat sank.
have His boat if he hadn't gone fishing in stormy weather.
5. "What do you know about the accident?" the policeman asked Mr Parker.
he The policeman asked about the accident.
6. The boy was playing with matches and the curtains caught fire.
have The curtains if the boy hadn't been playing with matches.
7. The hurricane killed 60 people.
were 60 people the hurricane.
8. "3000 homes have been severely damaged in the storm" said local councillor David Thompson.
had Local councillor David Thompson said that the 3000 homes.

- 9** Read the text and complete each space with the *correct word* from the box. Use each word once only.

inhabitants / than / village / flooded / floods / river / banks / disaster /
 evacuated / said / happens / all / ~~weather~~ / caused / water / which

Radio News

The bad (0) **weather** that has been sweeping the country for the last four months has taken its toll again on the unlucky (1) of the small village of Oaktown in Yorkshire. They woke up on Wednesday to find that most of the (2) had been (3) for the second time in less (4) two weeks. The village lies on the River Wye, (5) has been at a dangerously high level all month. The flood defences had been reinforced after the first (6) but they proved not to be strong enough. Early on Wednesday morning the (7) broke its banks again. Within hours, most parts of the village were submerged in nearly a metre of (8)

Local councillor, Richard Hobbs said that it was a total (9) for the village. The flood has (10) thousands of pounds worth of damage, and two hundred people have had to be (11) from their homes. The army has been called in, and has been working (12) day using sandbags to try to build up the (13) of the river again.

However, Hobbs says that more serious action will have to be taken. He (14) that the local council will be looking at ways of making sure that this never (15) again.

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10 MULTIPLE CHOICE CLOZE. Read the text below and decide which answer (A,B,C or D) best fits each space. There is an example (0) at the beginning.

Young man saves children from fire

New Orleans. The tornado that **(0)** the south-east coast yesterday at noon left a trail of death and **(1)**, but it also left stories of bravery and courage.

Douglas Grant, a 24-year-old computer programmer from New Orleans, was in a gas station just outside New Orleans when the tornado **(2)** Risking his own life he **(3)** two small children, David and George Granger, who were **(4)** in a blazing restroom. He told the reporter that after the wind had hit the restaurant where he was having lunch, the whole place **(5)** fire. He remembered that two small children had just gone to the restroom. This was a wooden annexe at the back of the restaurant. When he got there, he **(6)** that a fallen tree had blocked the door.

He told the children to stand at the back of the room and then got into his car and drove it into the side wall of the restroom. The car made a big hole and the children were **(7)** to climb out and run to **(8)** as the tornado passed away. Just then, the fire reached the restroom and his car.

He **(9)** to get out of the car even though his clothes had caught **(10)** As soon as he had got out, the whole building **(11)** crushing his car.

He is now in hospital for a few days, being **(12)** for minor burns and bruises.

0. A swept	<input checked="" type="checkbox"/>	B burnt	<input type="checkbox"/>	C died	<input type="checkbox"/>	D caused	<input type="checkbox"/>
1. A harmful	<input type="checkbox"/>	B destruction	<input type="checkbox"/>	C warning	<input type="checkbox"/>	D victim	<input type="checkbox"/>
2. A destroyed	<input type="checkbox"/>	B blew	<input type="checkbox"/>	C hit	<input type="checkbox"/>	D damaged	<input type="checkbox"/>
3. A rescued	<input type="checkbox"/>	B preserved	<input type="checkbox"/>	C protected	<input type="checkbox"/>	D threatened	<input type="checkbox"/>
4. A kept	<input type="checkbox"/>	B cut	<input type="checkbox"/>	C trapped	<input type="checkbox"/>	D stopped	<input type="checkbox"/>
5. A took	<input type="checkbox"/>	B caught	<input type="checkbox"/>	C kept	<input type="checkbox"/>	D held	<input type="checkbox"/>
6. A looked	<input type="checkbox"/>	B watched	<input type="checkbox"/>	C found	<input type="checkbox"/>	D stared	<input type="checkbox"/>
7. A able	<input type="checkbox"/>	B possible	<input type="checkbox"/>	C probable	<input type="checkbox"/>	D capable	<input type="checkbox"/>
8. A protection	<input type="checkbox"/>	B safety	<input type="checkbox"/>	C shelter	<input type="checkbox"/>	D help	<input type="checkbox"/>
9. A succeeded	<input type="checkbox"/>	B could	<input type="checkbox"/>	C solved	<input type="checkbox"/>	D managed	<input type="checkbox"/>
10. A flames	<input type="checkbox"/>	B burn	<input type="checkbox"/>	C fire	<input type="checkbox"/>	D scald	<input type="checkbox"/>
11. A ruined	<input type="checkbox"/>	B collapsed	<input type="checkbox"/>	C broke	<input type="checkbox"/>	D fell	<input type="checkbox"/>
12. A treated	<input type="checkbox"/>	B healed	<input type="checkbox"/>	C mended	<input type="checkbox"/>	D cured	<input type="checkbox"/>

NAME CLASS DATE

5

VOCABULARY

SECTION 2

File 5: Environment: SOS

1 Complete each sentence with the correct name of the *problem* described.

1. The problem of is caused by trees being cut down or burnt. As a result, less and less oxygen is being produced.
2. The problem of is caused by dangerous chemicals from factories which are being poured into streams, rivers, lakes and seas. As a result, fish are dying.
3. The problem of is caused by factories and cars releasing poisonous chemicals into the air. As a result, trees, plants, lakes and buildings are being damaged.
4. The problem of the destruction of the is caused by chemicals from aerosol sprays and fridges. As a result, more and more people are getting skin cancer.
5. The problem of is caused by the production of too much packaging and food waste. As a result, diseases are spreading more easily.
6. The problem of is caused by growing cities. As a result, animals are losing their habitats.
7. The problem of is caused by the increase in the amount of carbon dioxide and other gases released into the atmosphere by the burning of fossil fuels. These gases add to the greenhouse effect, causing global temperatures to rise. As a result sea levels will rise due to the melting of the ice caps.

2 Complete each sentence with *a suitable word* from the box. Not all the words in the box are to be used.

skin / waste /
pollution /
hunters /
chemicals /
water / loss /
environment /
land / habitat /
species / threat /
destruction /
effect

1. It seems that humans are the biggest to the survival of a wide range of animals.
2. We are hunting, poaching, and polluting the natural of a great number of species.
3. People hunt tigers for their and body parts.
4. Cars and factories are releasing poisonous into the air.
5. kill wild animals for many different reasons.
6. The mountain gorillas of central Africa are today an endangered
7. of habitat is one of the main causes of many wild animals' extinction.
8. Mexico City is well known for the high level of air
9. The is our physical surroundings.
10. Our society is producing too much packaging , thus creating a lot of unnecessary

3 Underline the *correct word* in each sentence.

1. Put the carrot peelings in the **rubbish** / **waste** bin.
2. The commission lays down strict guidelines for the disposal of hazardous **litter** / **waste**.
3. Many people had to be taken to hospital after inhaling toxic **smokes** / **fumes**.
4. An **environmentalist** / **environmentally** is someone who wants to protect the environment.

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4 Choose the *correct preposition*. Circle the letter A, B or C.

- | | | | |
|---|--------|---------|------|
| 1. Many wild animals' habitats are threatened ... extinction. | A of | B with | C by |
| 2. Our planet is ... risk. | A in | B on | C at |
| 3. Many chemicals have a damaging effect ... the environment. | A over | B about | C on |
| 4. Pollution is causing serious damage ... the environment. | A to | B at | C of |
| 5. Certain species of animals are ... danger. | A to | B at | C in |

5 Underline the *correct verb* in each sentence.

- Plastic is the hardest material to **recycle** / **transform**.
- Oil and power stations **drop** / **release** sulphur dioxide into the atmosphere.
- One of our main goals is to **train** / **educate** the public about the dangers that many species are facing.
- The human population is **growing** / **improving** and is crowding animals out of their natural homes.
- They're trying to **support** / **encourage** industries to recycle their waste.
- Everyone should do their part to **rescue** / **save** animal habitats.
- Many factories continue to **injure** / **harm** the environment.
- Hazardous waste is often **hidden** / **dumped** in the sea.
- In order to **protect** / **prevent** the destruction of habitats, financial support should be given to poor countries.
- Most cars now have a catalytic converter to help **reduce** / **rise** pollution.
- Some fish populations have completely **destroyed** / **disappeared**.
- Pollution from the oil tanker is **threatening** / **causing** farms all along the coast.
- Thick black exhaust fumes were **putting off** / **pouring out** of the back of the old bus.
- A litter bug is someone who **drops** / **pours** rubbish on the ground in public areas.
- Forests and jungles need to be **supported** / **protected** so that animals continue to live in their natural habitat.

6 Read the text below and complete each space with the *correct word* from the box.

safely / die / better / ~~extinct~~ / natural / areas / increase / education /
destruction / illegal / ivory / parks / problem / punishments / buy / need

Endangered species

Providing solutions to problems

Thousands of species have become (0) *extinct* and many more are now endangered. We (1) to do something fast before it is too late for them.

First of all, laws should be passed to protect our wildlife and the (2) of threatened animals' habitats should be made (3), with harsher (4) for people who break these laws. This would protect animals and the environments they live in.

Another solution is to promote (5) about endangered species. If people were more aware of the (6), then they would (7) fewer products made of materials such as (8) or fur.

Finally, more national (9) and conservation (10) should be created. This would allow animals to live (11) in their (12) habitats. As a result, their numbers would (13) and species would not (14) out.

We all need to do whatever we can to make our world a (15) place for animals.

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5

7 WORD FORMATION. Use the word given in capitals at the end of each line to form a word that fits in the space in the same line. There is an example (0) at the beginning.

ADOPT A PANTHER

Problem

Habitat **(0) loss**, overdevelopment, highway collisions, and disease are
(1) Florida panthers at
(2) rates. Fewer than 100 panthers remain in the world today.
 Decades of unchecked roads and infrastructure **(3)** have pushed
 Florida panthers into a tiny fraction of their historic range. Quite simply, these
 magnificent cats are running out of room to live. Without dramatic **(4)**
 soon, the Florida Panther may **(5)** forever.

LOSE
THREAT
ALARM
DEVELOP

ACT
APPEAR

The Gift

Defenders of Wildlife is working with state and local officials in Florida to
(6) inappropriate development and help achieve a
(7) balance between humans and wildlife by
(8) highway underpasses and helping to maintain habitat
 connectivity for panthers to **(9)**
 Your gift to *Adopt A Panther* will help **(10)** save Florida panthers and
 other imperilled wildlife.

COURAGE
HEALTH
CONSTRUCT
LIFE
DEFEND

8 KEY WORD TRANSFORMATIONS. 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.** You must use between **two** and **five** words, including the word given. There is an example (0) at the beginning.

0. *In spite of the fact that the rain forests need to be protected, they are still being cut down.*
but *The rain forests **need to be protected but they** are still being cut down.*
1. Rain forests are not only being destroyed in South America but also in Asia.
both Rain forests in South America and Asia.
2. We are not doing enough to protect wild animals from ruthless hunters.
being Not enough wild animals from ruthless hunters.
3. Despite the fact that many people warned her that the river was polluted, she swam in it.
having In spite of that the river was polluted, she swam in it.
4. Although there has been an anti-litter campaign, people are still dropping litter in the streets.
despite People are still dropping litter into the streets campaign.
5. This washing powder is both efficient and environmentally friendly.
well This washing powder is friendly.
6. The city is polluted; it is overpopulated, too.
also The city is not overpopulated.
7. They have passed a law to prevent hunters from killing any more tigers.
been A law hunters from killing any more tigers.
8. Although efforts have been made to protect animal habitats, they are still being destroyed.
however Efforts have been made to protect animal habitats; destroyed.

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5

9 MULTIPLE CHOICE CLOZE. Read the text below and decide which answer (A,B,C or D) best fits each space. There is an example (0) at the beginning.

Acid rain

Acid rain is caused by the burning of fossil fuels. Burning oil, gas and coal in power stations (0) Sulphur Dioxide (SO₂) into the atmosphere. Burning oil and petrol in motor vehicles put nitrogen oxides (NO_x) into the atmosphere. These gases (1) with water droplets in the atmosphere creating weak solutions of nitric and sulphuric acids. When precipitation occurs these solutions fall (2) acid rain.

The trouble begins when this acid rain touches the ground as it (3) great damage to the plant and animal life in lakes and streams. In fact, the fish in hundreds of lakes in Europe and North America have almost died out completely (4) of acid rain. Cities are also suffering from the effects of this powerful form of (5) Acid rain can slowly eat away the stone on the outside walls of buildings, and historic monuments can be severely (6)

There are ways to reduce acid rain.

Firstly, power stations should stop releasing so much pollution into the air. Fortunately governments are beginning to force power stations and factories to reduce the amounts of (7) fumes that they release into the atmosphere.

Secondly, car drivers should use lead-free petrol as it doesn't (8) as much pollution as leaded petrol. Thirdly, we should use less electricity. For example, if we all (9) lights when we didn't need them, power stations wouldn't produce so much pollution. (10), if we used public transport more often, the atmosphere wouldn't (11) so polluted by car exhaust (12) If we all make an effort, we can help to decrease the threat of acid rain.

0. A release	<input checked="" type="checkbox"/>	B drop	<input type="checkbox"/>	C pour	<input type="checkbox"/>	D throw	<input type="checkbox"/>
1. A add	<input type="checkbox"/>	B mix	<input type="checkbox"/>	C stir	<input type="checkbox"/>	D confuse	<input type="checkbox"/>
2. A alike	<input type="checkbox"/>	B like	<input type="checkbox"/>	C how	<input type="checkbox"/>	D as	<input type="checkbox"/>
3. A causes	<input type="checkbox"/>	B makes	<input type="checkbox"/>	C affects	<input type="checkbox"/>	D effects	<input type="checkbox"/>
4. A due	<input type="checkbox"/>	B since	<input type="checkbox"/>	C because	<input type="checkbox"/>	D owing	<input type="checkbox"/>
5. A accident	<input type="checkbox"/>	B risk	<input type="checkbox"/>	C problem	<input type="checkbox"/>	D pollution	<input type="checkbox"/>
6. A broken	<input type="checkbox"/>	B damaged	<input type="checkbox"/>	C injured	<input type="checkbox"/>	D wounded	<input type="checkbox"/>
7. A poisonous	<input type="checkbox"/>	B terrible	<input type="checkbox"/>	C waste	<input type="checkbox"/>	D contaminated	<input type="checkbox"/>
8. A put out	<input type="checkbox"/>	B face	<input type="checkbox"/>	C create	<input type="checkbox"/>	D set	<input type="checkbox"/>
9. A blew down	<input type="checkbox"/>	B turned off	<input type="checkbox"/>	C set off	<input type="checkbox"/>	D put off	<input type="checkbox"/>
10. A Endless	<input type="checkbox"/>	B At last	<input type="checkbox"/>	C At least	<input type="checkbox"/>	D Finally	<input type="checkbox"/>
11. A become	<input type="checkbox"/>	B been	<input type="checkbox"/>	C make	<input type="checkbox"/>	D turn up	<input type="checkbox"/>
12. A smokes	<input type="checkbox"/>	B litter	<input type="checkbox"/>	C fumes	<input type="checkbox"/>	D waste	<input type="checkbox"/>

NAME CLASS DATE

6

VOCABULARY

SECTION 2

File 6: Feelings and emotions

- 1 Complete each sentence with a *suitable adjective* from the box. Not all the adjectives in the box are to be used.

*proud / angry /
shocked / satisfied /
scared / embarrassed /
nervous / ashamed /
surprised / pleased*

1. When you feel you might blush.
2. When you are you might scream.
3. If I saw a UFO, I'd certainly feel
4. If someone stole my car, I'd feel
5. If I saw someone killing someone else, I'd feel
6. Before an exam I usually feel

- 2 Underline the *correct adjective* in each sentence.

1. John was **frightened** / **depressed** for weeks after he lost his job.
2. I felt **delighted** / **miserable** when I failed the exam.
3. After two failed marriages, he seems now very **happy** / **ashamed** with his third wife.
4. Drivers are quite **satisfied** / **angry** over high fuel costs.
5. I'd feel **sad** / **excited** if I won the lottery.
6. James is **worried** / **proud** because he's won a medal.
7. David completely lost his temper. He was absolutely **furious** / **upset**.
8. Aren't you **thrilled** / **scared** of spiders?
9. My family were **relieved** / **anxious** at the news of my safe arrival.
10. We were **confident** / **shocked** to see smoke pouring out of a hole in our roof.

- 3 Read the following extracts and underline the *odd word out* from the words in bold.

A	B	C	D
It was cold and rainy. The sky was covered with dark grey clouds. I spent all day in my hotel room watching TV. I felt so unhappy , miserable , relaxed and bored that I left early in the morning.	Strong winds kept blowing the whole time we were there. On the fourth night, a terrible storm broke. It was pouring with rain and the lightning lit up the night sky. We were so scared , frightened , calm and uneasy that the next morning we took the first train back home.	The next morning everything was white. Snow was falling lightly and it was freezing. Pamela and I spent the day skiing on the slopes. We felt so joyful , delighted , excited and moody that we decided to go there again next year	It was hot and sunny the whole time we were there. Every day we sat in the guest-house garden enjoying the sunshine or went exploring all the gorgeous sandy beaches in the area. We felt so happy , cheerful , irritated and delighted that we stayed there a fortnight.

NAME CLASS DATE

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- 4** Read the following situations and write how each person felt. Use *a suitable adjective* from the box for each situation. Not all the adjectives in the box are to be used.

miserable / delighted / bored / nervous / furious / anxious / proud / annoyed

I was at the post office and had been waiting for ages. Nobody seemed to be doing any work, let alone serving the customers. Suddenly, I totally lost control of myself and started shouting at the top of my voice. I also banged on the counter with my fist demanding service. I didn't calm down until they had dealt with me and I left the building!

A

I do the same things every day. I just sit there all day in front of a computer screen. I have a pile of cards, I punch the keys and enter the data and when I've finished I go home. The next day there's another pile of cards, I punch the keys and enter the data, then I go home. I really must find a more interesting job.

B

I arrived home late from work and I was tired, hungry and a bit depressed. The house was unusually dark and quiet. I had just walked into the sitting room when suddenly the lights went on and everyone jumped up and shouted "Surprise!" I had nearly forgotten it was my birthday. We had a fantastic time. It was the best birthday I've ever had.

C

Yesterday's lecture was really the worst. Every time Professor Murphy opened his mouth, a guy put up his hand and asked a question. Every question was totally irrelevant and took the professor off the topic. I was very irritated and got even more so when I found out that this guy wasn't even a student. He was just a visitor!

D

- 5** Circle the correct response (**a**, **b** or **c**).

1 A: Guess what! I've just passed the FCE exam!
B: **a** You must be thrilled!
b What a shame!
c That's too bad!

3 A: It's bad news. I'm afraid, Tom failed the exam.
B: **a** He must be glad!
b Oh no! That's a shame!
c Wow! That's amazing!

2 A: I'm afraid I can't come to the concert tonight. I have to study for my test tomorrow.
B: **a** Wow! That's terrific!
b You must be very excited
c That's a shame!

4 A: Have you heard? Jenny broke her leg skating.
B: **a** That's terrific!
b Oh no! How awful!
c She must be very pleased!

- 6** Complete each sentence with the *correct preposition*.

1. She gasped terror when she saw the burglar.
2. She saw a huge snake behind her head and her eyes grew wide terror.
3. The driver shook his fist anger and started shouting.
4. He sighed relief when he heard that we hadn't been injured in the car crash.
5. She was still shaking fear but she felt safe.
6. The water had reached his chin when he saw a fishing boat. He had just the time to shout help.
7. Tom turned round surprise when he felt a gentle tap on his shoulder.
8. Aren't you ashamed your behaviour?
9. Why are you laughing me?
10. She realised that her daughter had got trouble again.
11. She felt no shame what she had done.
12. I feel great admiration that man.
13. He gazed admiration Robert as he spoke.
14. my great surprise, she answered yes to my proposal.
15. She heard the sound of a helicopter over her head and shivered fear.

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6

7 Underline the *correct verb* in each sentence.

1. I'm sorry if I upset you. I didn't really mean to **hide** / **hurt** / **hold** your feelings.
2. Lots of people think that money **brings** / **finds** / **wishes** happiness. That's why they buy lottery tickets.
3. I **give** / **get** / **gain** great pleasure from painting in water colours.
4. The player couldn't **express** / **arouse** / **control** his anger and shouted at the referee.
5. When my little brother doesn't get his way, he **stamps** / **shakes** / **raises** his feet in anger.
6. All the tourists **erupted** / **exploded** / **blazed** in anger when they learned that their flight was cancelled.
7. Our son has **shown** / **solved** / **overcome** his fear of the dark and he can now sleep with the light off.
8. He tried to **hide** / **increase** / **reduce** his anxiety from his daughter, but she could tell from his voice.
9. We'd love to be able to lie back and just **forget** / **lose** / **leave** all our worries for a little while.
10. It's important that you can **examine** / **discuss** / **talk** your worries with your husband.
11. It's a very popular restaurant, so book early to **express** / **get** / **avoid** disappointment.
12. He didn't get the job, but I'm sure he'll soon **get over** / **get away** / **get out** the disappointment.
13. News of the girl's safety **reached** / **came** / **arrived** as a great relief to all involved in the search.
14. The film was very boring and at the end I **breathed** / **got** / **inhaled** a sigh of relief.
15. When John left in the early afternoon, I **gave** / **sighed** / **felt** an incredible sense of relief.
16. If you have an accident, it's important that you get back in a car as soon as possible, so that you don't **lose** / **lack** / **gain** confidence in your ability to drive.
17. Richard used to be shy but he's **earned** / **gained** / **found** a lot of confidence since going to school.
18. Our teacher tried to **support** / **encourage** / **boost** our confidence by telling us we'd pass the exam.
19. Her announcement about becoming a nun **gave** / **took** / **brought** us all by surprise.
20. We didn't tell Mark that we had arranged a party for him. We wanted it to **have** / **get** / **be** a surprise.

8 Complete each sentence with a *suitable adjective* from the box. Use each adjective once only.

lazy
confident
irrational
paralysed
bad
simple
endless
sick
festive
complete

1. We wanted the party to be a(n) surprise, but John let the cat out of the bag.
2. The players are in a(n) mood and expect to win tomorrow's game quite easily.
3. At Christmas, not everybody is in a(n) mood. Some people feel sad.
4. Tom didn't feel like doing anything yesterday. He was in a bit of a mood.
5. Why are you in such a(n) mood. You've been rude to people all evening!
6. My daughter has a(n) fear of all dogs, which she can't explain.
7. I couldn't move. I was with fear.
8. After the operation Mary was able to enjoy pleasures like walking again.
9. Children often find pleasure in playing with simple things like water.
10. "Where on earth have you been? We've been with worry!"

9 Complete each sentence with the *correct word* from the box. Not all the words in the box are to be used.

moment
pursuit
fist
guarantee
string
outburst
source
key
voices
look
feet
eyes
lack

1. He's spent his life trying to find the to happiness and peace of mind.
2. The of happiness is one of the basic human rights.
3. I think living together before getting married is no of future happiness.
4. I apologised for what I had said in a(n) of anger.
5. His behaviour provoked an uncharacteristic of anger from his wife.
6. Money is a constant of worry. I worry about my credit card debt all the time.
7. I'll never forget the of disappointment on her face when I told her I couldn't marry her.
8. His life has been a long of disappointments.
9. From behind the door I could hear raised in anger.
10. Tom looked straight at her and his dark blazed with anger.

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10 WORD FORMATION. Use the word given in capitals at the end of each line to form a word that fits in the space in the same line. There is an example (0) at the beginning.

0. *It's unhealthy to suppress your **feelings**. So don't be afraid to cry.*
1. The accident seems to have completely destroyed his
2. The Prime Minister expressed at the lack of progress in the talks.
3. She looked at the finished painting with
4. At the end, she breathed a sigh of
5. You should be ashamed of your
6. Children normally feel a lot of about their first day at school.
7. That kind of behaviour is sure to cause
8. It was a great to see him again.
9. I felt such a sense of, up in the hills alone.
10. They shared the same kind of and isolation.

FEEL
CONFIDENT
DISAPPOINT
SATISFY
RELIEVE
BEHAVE
ANXIOUS
IRRITATE
PLEASE
FREE
LONELY

11 MULTIPLE CHOICE CLOZE. Read the text below and decide which answer (A,B,C or D) best fits each space. There is an example (0) at the beginning.

It happened to me ...

I'll never (0) that day at the funfair. I was with my friend Jennifer and we were both really (1) The bright colours and the flashing lights made everything magical. We were having a great time and we had been on most of the rides when Jennifer pointed to the big wheel. The sign said "£2 for a three-minute ride!"

At first I wasn't sure, but Jennifer had been on it before and (2) on having a ride. "It only takes three minutes," she said. "Come on – it's a really (3) ride!" A minute later we were in the air. It was like flying! "This is amazing!" I shouted (4) to Jennifer.

Then, suddenly, there was a loud crash and everything stopped. I was really frightened! Jennifer held my hand tightly because she was (5), too. We looked down and saw a few mechanics. "Don't worry," they (6) "It won't take us long to fix it!". So we waited...and waited! At first we were (7) Everyone was running around below us. After a while though, it became scary up there, and Jennifer started shivering (8) fear. I couldn't utter a word or move a muscle. I was (9) with fear.

Three hours later, the wheel finally started to move again. We were so happy. When we finally touched the ground we both felt (10) that everything ended well and we were at last able to relax. It had been a long and scary day. That three-minute ride had turned into a three-hour nightmare! Since then I have had a (11) fear of heights which I still can't (12)

0. A forgive	<input type="checkbox"/>	B forget	<input checked="" type="checkbox"/>	C remind	<input type="checkbox"/>	D remember	<input type="checkbox"/>
1. A amusing	<input type="checkbox"/>	B miserable	<input type="checkbox"/>	C furious	<input type="checkbox"/>	D excited	<input type="checkbox"/>
2. A insisted	<input type="checkbox"/>	B said	<input type="checkbox"/>	C complained	<input type="checkbox"/>	D objected	<input type="checkbox"/>
3. A anxious	<input type="checkbox"/>	B calm	<input type="checkbox"/>	C thrilling	<input type="checkbox"/>	D confusing	<input type="checkbox"/>
4. A happy	<input type="checkbox"/>	B calmly	<input type="checkbox"/>	C satisfied	<input type="checkbox"/>	D happily	<input type="checkbox"/>
5. A angry	<input type="checkbox"/>	B worried	<input type="checkbox"/>	C pleased	<input type="checkbox"/>	D proud	<input type="checkbox"/>
6. A cried	<input type="checkbox"/>	B nodded	<input type="checkbox"/>	C shouted	<input type="checkbox"/>	D gazed	<input type="checkbox"/>
7. A funny	<input type="checkbox"/>	B amused	<input type="checkbox"/>	C fun	<input type="checkbox"/>	D free	<input type="checkbox"/>
8. A in	<input type="checkbox"/>	B for	<input type="checkbox"/>	C through	<input type="checkbox"/>	D with	<input type="checkbox"/>
9. A paralysed	<input type="checkbox"/>	B surprised	<input type="checkbox"/>	C frozen	<input type="checkbox"/>	D crippled	<input type="checkbox"/>
10. A embarrassed	<input type="checkbox"/>	B relieved	<input type="checkbox"/>	C disappointed	<input type="checkbox"/>	D impressed	<input type="checkbox"/>
11. A big	<input type="checkbox"/>	B serious	<input type="checkbox"/>	C sudden	<input type="checkbox"/>	D deep	<input type="checkbox"/>
12. A remove	<input type="checkbox"/>	B overcome	<input type="checkbox"/>	C come over	<input type="checkbox"/>	D give up	<input type="checkbox"/>

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7

VOCABULARY

SECTION 2

File 7: Education and learning

1 Underline the *correct word*.

1. David could get a job as a secondary school **professor** / **teacher**, but he wants to continue studying to become a university **lecturer** / **pupil**. 2. He did a three-year **course** / **lesson** in linguistics at Newcastle. 3. She was a **teacher** / **lecturer** at the university for twenty years before she became a **graduate** / **professor**. 4 He was a **pupil** / **student** at the University of Chicago in the 1970s. 5. I got an extra **point** / **mark** for remembering Churchill's date of birth, so my final **point** / **mark** for the test was 98 out of 100. 6. The candidates listed below have failed to satisfy the **tutors** / **examiners**. 7. The **dean** / **headmaster** of the science faculty used to be the **dean** / **headmaster** of a primary school.

2 Fill in the gaps with *do, make, take* or *get*.

- | | |
|---------------------|----------------------------|
| 1. an exercise | 7. a mistake |
| 2. an exam | 8. a break |
| 3. progress | 9. notes |
| 4. your best | 10. well |
| 5. a bad mark | 11. an education |
| 6. a guess | 12. a mess of an exam |

3 **WORD FORMATION.** Use the word given in capitals at the end of each line to form a word that fits in the space in the same line. There is an example (0) at the beginning.

COOPERATIVE LEARNING

Teaching methods have hardly changed in one hundred years. The main idea remains that students are empty (0) **containers** which a teacher fills with (1), and that all students have to do is listen and write. However, this approach does not work in today's (2) world.

Cooperative learning is a new (3) method which a number of education consultants believe to be the future of (4) The teacher's role is no longer to feed students with (5), which are easily available in libraries, on CD-ROMS and on the Internet. The teacher presents the topic or problem to the students, and gives them precise (6) about what they are supposed to do. It is the role of the students to work together to discuss the problem, issue or task given, and come up with answers. The teacher participates by guiding students when they have questions.

Being based on (7) among pupils, experts think of this method as the best way to encourage responsibility, tolerance, and (8) towards others. Pupils learn how to work (9) and creatively on a problem, issue or task. They learn to respect the ideas of other students, even when those ideas are different from their own. They also learn that cooperation is often better than (10) Besides this, they better learn and remember the information discussed.

CONTAIN
KNOW
CHANGE
TEACH
EDUCATE
INFORM

INSTRUCT

COOPERATE

HELP
COOPERATION

COMPETITIVE

NAME CLASS DATE

7

- 4 WORD FORMATION.** Use the word given in capitals at the end of each line to form a word that fits in the space in the same line. There is an example (0) at the beginning.

SCHOOL REPORT		
Class 6C	David Burton Bates	
English	Has (0) <i>imaginative</i> ideas but finds it difficult to write them down.	IMAGINATION
French	Speaks fairly (1) – Needs to (2) more on his written language.	FLUENT CONCENTRATION
History	Shows interest in class – Could do well – Must do more (3)	HOME
Mathematics	Understands the principles but has (4) in applying them.	DIFFICULT
Science	Has not shown much enthusiasm and does not always pay (5) Has also had many absences and has (6) arrived late for class. Has shown some progress this term but still finds it difficult to concentrate.	ATTEND FREQUENT
General Report	David has improved his weaker subjects but he still needs discipline. He also needs to spend more time on his homework and (7) He has the (8) to do well but he needs to show more (9) Socially, David is a good mixer and gets on well with everyone. He is a very popular member of the sixth form but he should try to put his studies before his out-of-school (10)	REVISE ABLE DETERMINED ACTIVE

- 5 OPEN CLOZE.** Read the text below and think of the word which best fits each space. Use *only one word* in each space. There is an example (0) at the beginning.

Educating Children at home *Pros and Cons*

In the United Kingdom (0) *children* are now required by law to have an (1) until they are 17 years old. Education is (2), but school is not. Children are not required to (3) school. Did you know that a number of parents make arrangements to (4) their children at home? They do this for a number of reasons: for example, when a child has serious health problems or (5) difficulties, or is especially gifted.

Whatever the reason, there are certainly some advantages to educating children at home.

In the first place, they can learn at their own speed, spending more time on the (6) which they find (7) Besides, it is easier for them to concentrate and (8) progress since they are not distracted by noisy (9) Finally, they learn more in a one-to-one situation, as they get the full attention of their (10)

On the other hand, learning at home has its own drawbacks. First, children who do not go to school lack experience at making friends with other (11) As a result, they may not learn the social skills needed in later life. Moreover, they are less motivated to work hard, because they have no one to compare their progress with, to compete against or cooperate with.

In conclusion, I believe that children should go to school since education is not only a matter of learning facts and figures. Children also need to learn how to get along with others, and to develop their personalities. In my opinion, they can only do this by mixing with other children in a school environment. Children who have (12) a school are often far better equipped for life than those who have not.

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8

VOCABULARY

SECTION 2

File 8: Sport and entertainment

1 Underline the *most suitable verb* in each sentence.

- When I looked at the scoreboard, I realised that my team was **winning** / **gaining** / **earning** by one point.
- Which team do you **stand** / **support** / **hold**?
- The player wasn't doing well so the manager **sent** / **released** / **dropped** him from the team.
- Alan stopped swimming and just **floated** / **dived** / **sank** on the surface.
- I **skidded** / **slipped** / **slid** because the snow was hard.
- When I was **hiking** / **tripping** / **overtaking** in the mountains I stepped on a snake.
- You're not getting enough exercise. Why don't you **start up** / **carry on** / **take up** a sport?
- Spain **lost** / **won** / **defeated** to Italy 3 – 0.
- Totti **made** / **signed** / **scored** a goal in the last minute of the match.
- Jordan **played** / **entered** / **supported** in the first team for six years, and captained it for two years.
- If we **win** / **score** / **lose** this game, we're out of the competition.
- Get** / **Enter** / **Join** our free competition and you could win £1000,000.
- The competition will be **done** / **made** / **held** in September.
- Mary likes **gathering** / **collecting** / **joining** coins.
- Tom's main hobby is **doing** / **building** / **making** furniture.
- The race has been **arranged** / **decided** / **mended** for July.
- All the runners **rolled** / **leaned** / **fell** forward as they waited to begin the race.
- Charles turned the last corner and **arrived** / **approached** / **headed** for the finishing line.
- The film is **located** / **set** / **placed** in Africa.
- John is determined to **succeed** / **manage** / **carry** in the competition this year.

2 Underline the *correct phrasal verb* in each sentence.

- Tomorrow's hockey match has been **put out** / **set off** / **put off** for another time.
- The Scottish team was **brought about** / **taken on** / **knocked out** of the competition in the semi-final.
- The cast are **running through** / **setting out** / **running for** the script one last time before the performance.
- We are **putting through** / **setting aside** / **setting apart** some money because we want to go on a cruise.
- John was **sent off** / **sent away** / **run out** by the referee for kicking another player.

3 Underline the *correct word* in each sentence.

- The basketball game will take place at the town's sports **facility** / **centre** / **gym**.
- They lost the relay **match** / **race** / **tournament** because the third runner dropped the baton and caused a delay.
- I often play a **game** / **tournament** / **competition** of chess after tea with my wife.
- The final result was a(n) **equal** / **draw** / **score**.
- Let's meet outside the football **field** / **pitch** / **court** before the **game** / **match** / **race** starts.
- I've always loved snooker, so my sister gave me a(n) **racquet** / **arrow** / **cue** for my birthday.
- The American boxer put his **clubs** / **gloves** / **spikes** in front of his face to protect himself from his opponent's violent punches.
- All competitors for the race should make their way to the **track** / **course** / **range**.
- The archer pulled back the string of his **shuttlecock** / **bat** / **bow** and fired.
- At the end of each round, each boxer has to return to his corner of the **club** / **ring** / **court**.

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8

4 Underline the *correct word* in each sentence.

1. Mark is only a(n) **amateur** / **professional** / **champion** snooker player, but he hopes to join the national team one day.
2. Who is the **referee** / **captain** / **player** of your football team?
3. I don't think the orchestra would be so successful with a different **director** / **usher** / **conductor**.
4. I want see the new film by that American **playwright** / **director** / **novelist**.
5. The **speaker** / **announcer** / **interviewer** said that there is a thriller after the sports programme.
6. Did you see the fantastic metal objects made by Pomodoro, the famous Italian **sculptor** / **painter** / **author**?
7. Do you remember the name of the **playwright** / **writer** / **author** of *Dr Jekyll and Mr Hyde*?
8. Do you know who is the **author** / **composer** / **screenwriter** of this nice piece of music?
9. The **characters** / **actors** / **cast** in the story are based on real people.
10. The stadium was packed with thousands of **viewers** / **audience** / **spectators**.

5 Complete each sentence with the *correct adjective* from the box. Not all the adjectives in the box are to be used.

co-operative
courageous
cheerful
accurate
determined
violent
careful
graceful
exciting

1. You need to be very when you are parachuting, especially when landing because you might hurt yourself.
2. A Marathon runner needs to be to finish the race because they get very tired.
3. Football is a team sport. A footballer must be and willing to do what other members of the team suggest.
4. If you want to try ice climbing, you need to be because it is quite a dangerous sport.
5. An ice-skater needs to be so that they can glide across the ice with style and ease.
6. An archer needs to be to hit the centre of the target.

6 Underline the *correct adjective* in each sentence.

1. Speeding down the snow slopes is very **thrilling** / **thrilled**.
2. Training to become a boxer can be very **tired** / **tiring**.
3. We were both having a great time and were really **exciting** / **excited**.
4. Jenny and I were watching TV and were laughing at the comedian's **boring** / **amusing** story.
5. The dolphins at Sea World performed some **amused** / **amazing** tricks.
6. The children had a **long** / **great** time at the zoo. They really enjoyed it.
7. We went to a **live** / **lively** concert last night.
8. It was a very **sad** / **humorous** story and made me laugh a lot.
9. I couldn't stop reading that book as it had such a(n) **attractive** / **gripping** plot.
10. We had a(n) **amazing** / **thrilled** view of the mountains from our hotel room.
11. I find it difficult to understand **modern** / **updated** art.
12. I prefer **famous** / **popular** music to classical music.
13. We both found it a very **exciting** / **dull** play I'm afraid.
14. I don't paint people. I mainly do **still** / **dead** life paintings.
15. I find this novel very interesting and highly **understanding** / **readable**.

7 Match each word in box A with the correct word in box B to form *compound nouns*.

A 1. soap 2. auto
3. paper 4. self-
5. dress 6. film
7. master 8. fun
9. back 10. sound

B scripts / stage /
portrait / circle /
back / track /
opera / piece /
fair / biography

1.....
2.....
3.....
4.....
5.....

6.....
7.....
8.....
9.....
10.....

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8 Complete each sentence with the *correct preposition*.

1. Jennifer Bates is hard work writing her new science-fiction novel.
2. The music was rather dull. Besides this, the singer was of tune.
3. In the first scene only two actors are stage.
4. The film is set Chicago and all the characters are based real people.
5. What can you see the background of the picture?
6. A huge crowd people watched the championship match.
7. The basketball player threw the ball the basket.
8. Nothing can keep me going swimming everyday.

9 Complete each *idiom* with *one suitable word*.

1. He was put in a difficult situation with no training or preparation. / He was thrown in at the deep
2. He admitted failure and gave up trying. / He threw in the
3. They suddenly changed the objectives which had been agreed. / They moved the
4. John is in serious trouble. / John is on the
5. He fought unfairly. / He hit me below the
6. He was in a situation which was beyond his ability to cope. / He was out of his
7. He is always mentally alert and responds immediately to new developments. / He is always on the
8. I was forced into a position in which I could no longer avoid to face my financial problems. / I was boxed into a
9. You'll soon learn how to do it. / You'll soon learn the
10. We're all in the same situation. / We're all in the same

10 WORD FORMATION. Use the word given in capitals at the end of each line to form a word that fits in the space in the same line. There is an example (0) at the beginning.**MY FAVOURITE SPORT**

(0) **Rock-climbing** is a very popular sport and it is my favourite. I live in a small village with lots of fantastic mountains surrounding it and I can go rock-climbing every day. There is nothing I like better than being

(1), standing high up on a mountain and looking down at the rest of the world.

There are several reasons why rock-climbing is such a popular sport. To start with, it is very (2) because you can explore many

(3) places. It is also good exercise, as it helps you keep fit and

(4) It's

(5), too! Being out in the fresh air can help you forget your everyday problems.

On the other hand, rock-climbing can sometimes be (6)

For example, you have to be (7) and well-trained to avoid having an accident. It is also rather expensive, as the

(8) costs a lot of money.

All in all, I (9) that, although rock-climbing can be dangerous, it is also a fantastic sport. It is the (10) way to exercise and travel around the countryside at the same time.

Try it and see for yourself!

ROCK-CLIMB

DOOR

EXCITE
INTEREST
HEALTH
RELAX

DANGER
CARE

EQUIP
BELIEF
PERFECTION

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8

- 11** **MULTIPLE CHOICE CLOZE.** Read the text below and decide which answer (A,B,C or D) best fits each space. There is an example (0) at the beginning.

A SCIENCE-FICTION TRILOGY

Star Wars, The Empire Strikes Back, The Return of the Jedi

Star Wars, The Empire Strikes Back and *The Return of the Jedi* were record-breaking hit films **(0) in** the late 70s and early 80s.

Star Wars (1977) is a classic **(1)** of good versus evil, with Harrison Ford (Han Solo), Mark Hamill (Luke Skywalker), Carrie Fisher (Princess Leia), Sir Alec Guinness (Obi-Wan Kenobi) and many other **(2)**

The story is **(3)** “a long time ago in a galaxy far, far away”. The galaxy is ruled by the evil Galactic Empire. Luke Skywalker, a young farmboy, lives on the planet of Tatooine with his aunt and uncle. His aunt and uncle are killed. Soon after this, Luke meets Obi-Wan Kenobi, the last of the Jedi knights in the desert and his life is changed forever. Obi-Wan Kenobi **(4)** Luke to use the powers of the Force to fight the Empire and its leader, the evil Darth Vader. Luke is joined by two friendly androids (C-3PO and R2-D2) who team up with Han Solo, a mercenary pilot played by Harrison Ford. The group land on Darth Vader’s spaceship, the **(5)** Death Star, and rescue the beautiful Princess Leia. They manage to escape after an **(6)** battle and the Death Star is **(7)**

It was a great **(8)** and so were *The Empire Strikes Back* and *The Return of the Jedi*.

Twenty years later George Lucas restored the films, added some new **(9)** effects and improved the **(10)** with the help of new technologies. He stunned the world with one of the most **(11)** films of all time, *Star Wars is Back*, creating the same **(12)** and reaping the same rewards as it did when it was first released in 1977. *Star War-Special Edition* opened in America on 31st January and went straight to the top of the US box office. Three weeks later it lost the number one slot to its sequel, *The Empire Strikes Back-Special Edition*. Then came *The Return of the Jedi-Special Edition*. And that went into the charts too.

Cinema has never seen anything like it before.

0. A on	<input type="checkbox"/>	B at	<input type="checkbox"/>	C in	<input checked="" type="checkbox"/>	D by	<input type="checkbox"/>
1. A history	<input type="checkbox"/>	B scene	<input type="checkbox"/>	C setting	<input type="checkbox"/>	D story	<input type="checkbox"/>
2. A cast	<input type="checkbox"/>	B actresses	<input type="checkbox"/>	C stars	<input type="checkbox"/>	D members	<input type="checkbox"/>
3. A set	<input type="checkbox"/>	B placed	<input type="checkbox"/>	C shot	<input type="checkbox"/>	D setting	<input type="checkbox"/>
4. A exercises	<input type="checkbox"/>	B learns	<input type="checkbox"/>	C trains	<input type="checkbox"/>	D takes up	<input type="checkbox"/>
5. A enjoyable	<input type="checkbox"/>	B delight	<input type="checkbox"/>	C terrific	<input type="checkbox"/>	D terrifying	<input type="checkbox"/>
6. A violence	<input type="checkbox"/>	B fun	<input type="checkbox"/>	C exciting	<input type="checkbox"/>	D amused	<input type="checkbox"/>
7. A destroying	<input type="checkbox"/>	B destroyed	<input type="checkbox"/>	C destruction	<input type="checkbox"/>	D harmful	<input type="checkbox"/>
8. A success	<input type="checkbox"/>	B successful	<input type="checkbox"/>	C unsuccessful	<input type="checkbox"/>	D successfully	<input type="checkbox"/>
9. A great	<input type="checkbox"/>	B unusual	<input type="checkbox"/>	C special	<input type="checkbox"/>	D particular	<input type="checkbox"/>
10. A sound	<input type="checkbox"/>	B soundtracks	<input type="checkbox"/>	C sound column	<input type="checkbox"/>	D music	<input type="checkbox"/>
11. A shocked	<input type="checkbox"/>	B entertained	<input type="checkbox"/>	C entertainment	<input type="checkbox"/>	D spectacular	<input type="checkbox"/>
12. A exciting	<input type="checkbox"/>	B excitement	<input type="checkbox"/>	C excitable	<input type="checkbox"/>	D excited	<input type="checkbox"/>

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VOCABULARY

SECTION 2

File 9: Music and sounds

1 Write the *correct word* for each definition.

- | | |
|---|--------|
| 1. a piece of music sung or played by two people | D..... |
| 2. a collection of songs on a CD | A..... |
| 3. a person who writes music | C..... |
| 4. a musical group | B..... |
| 5. a song on a CD | T..... |
| 6. the words written for a song | L..... |
| 7. you find the top hits here | C..... |
| 8. a large group of musicians who play
a variety of different instruments together | O..... |

2 Write the *correct word* for each definition.

- | | |
|--|--------|
| 1. a large percussion instrument with black and white keys | P..... |
| 2. a string instrument popular in rock bands | G..... |
| 3. a wind instrument popular in jazz music | S..... |
| 4. a large musical instrument consisting of a row of strings
stretched from the top to the bottom of a triangular frame | H..... |
| 5. someone who plays a trombone | T..... |
| 6. someone who plays the bagpipes | B..... |
| 7. a small musical instrument that you play by moving it
across your lips and blowing and sucking air through it. | H..... |
| 8. a large string instrument which you play with a bow
while sitting down and holding it upright between your legs. | C..... |

3 Choose the *correct letter*: A, B, C or D.

- I prefer wind instruments and the is my favourite.
A violin B tambourine C clarinet D banjo
- I like string instruments in general but the is my favourite.
A mandolin B triangle C trumpet D cymbals
- The last track on this is the best one.
A single B album C solo D duet
- The of the singer's latest song are about his childhood.
A tunes B instruments C harmonies D lyrics

4 Complete each *idiom* with the *correct word*.

- We sat around all evening making chin
- The woman was most unpleasant until she learned that I'm a bank director. Then she changed her
- I've never met John Peterson, but his name rings a
- No one else wanted that house, so I bought it for a
- After failing a chemistry test, Albert had to go home and face the

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- 5 Read the text below and complete each space with the *correct word* from the box. There is an example (0) at the beginning.

artists
~~genre~~
 harmonicas
 roots
 successful
 characteristics
 string
 jazz
 lyrics
 include
 originated

Country music

Country music is a wide musical (0) *genre*, with several sub-genres, that describes the musical forms which (1) in Southern United States and the Appalachian mountains around the 1920s. One can find the stylistic (2) of country music in related genres such as folk, blues, (3), Celtic music, gospel, and even a bit of swing. Among the (4) that distinguish country music and country records are their simple chord progressions, simple, memorable choruses and melodies, the incorporation of stories into the (5), the use of (6) instrumentation such as guitars, the violin, fiddles and banjos, and the use of (7) Defining figures of the country music genre (8) Jimmie Rodgers, Patsy Cline, Jerry Lee Lewes, and other (9) country bands and country (10) both past and present.

- 6 **OPEN CLOZE.** Read the text below and think of the word which best fits each space. Use only one word in each space. There is an example (0) at the beginning.

BASIC MUSIC WORDS

One common error in English is confusing the words music and song. (0) **Music** refers to the category in general, and song refers to a specific (1) of music.

Now let's talk about instrumental music. Instrumental music is played by an (2) (a large group of musicians). The leader who controls the music is the (3)

There are three main types of instruments: (4) instruments such as the drums, cymbals, tambourine and triangle; (5) instruments such as the trumpet, flute, clarinet, and trombone; and (6) instruments such as the guitar, violin, harp, and cello.

Some instruments play the (7), the main sound of the music. Other instruments play the harmony, the notes that complement the melody.

When an orchestra plays music in public, the event is called a (8)

Now let's talk about singers and bands. When a singer or band plays music in public, it can be called a concert or a show. Musicians who are not yet very famous play (9) A gig is a slang word for a small performance.

Bands also record (10) (CDs). Each song on the album is called a (11) Sometimes singers or bands release a (12) (a CD with just one song).

When you buy a CD, you get a little booklet with the

(13) (the words to the songs). A CD with all the music used in a movie is called the movie (14) Finally, if a song becomes very popular and famous it is called a (15)

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- 7 WORD FORMATION.** Use the word given in capitals at the end of each line to form a word that fits in the space in the same line. There is an example (0) at the beginning.

BLUES MUSIC

Blues is the name given to both a (0) *musical* form and a music genre that originated in African-American communities of primarily the “Deep South” of the United States around the end of the 19th century from spirituals, work-songs, field hollers, shouts and chants, and rhymed simple narrative ballads, and is deeply (1)..... in African-American slave history.

The term “the blues” refers to a state of mind: “the blue devils”, meaning melancholy, (2) and a general feeling of

(3)

But “the blues” did not enter popular American usage until after the Civil War as a

(4) of music that expressed such a mental state among African Americans. It is generally understood that a blues (5) sings or plays to rid himself of “the blues”.

As the blues was created largely by illiterate (6), scarcely any of whom could read music, (7), both verbal and musical, was an essential part of it.

To facilitate improvisation, a number of patterns evolved among which the call-and-response pattern, prominent in African tradition. The simplicity of blues lyrics gave the blues singer (8) to express emotion while improvising.

Throughout the 1920s, blues music made its way to urban areas, evolving into electrified Chicago blues. It also rose in (9) in New Orleans, Texas, Louisiana, Arkansas, Cleveland and New York.

After World War II and in the 1950s, electric blues, which used

(10)..... electric guitar, electric bass, drums, and harmonica played through a microphone, became popular in northern cities like Chicago and Detroit.

MUSIC

ROOT

SAD
LONELYDESCRIBE
PERFORMMUSIC
IMPROVISE

FREE

POPULAR

AMPLIFY

- 8** Match the animals with the sound they make.

- | | | |
|----------|-----------|---------|
| 1. snake | a) miaow | 1 |
| 2. wolf | b) howl | 2 |
| 3. cat | c) hiss | 3 |
| 4. cow | d) roar | 4 |
| 5. lion | e) cluck | 5 |
| 6. hen | f) squeak | 6 |
| 7. mouse | g) bleat | 7 |
| 8. sheep | h) moo | 8 |

- 9** Underline the *correct word* in each sentence.

- We could hear the guttural **croak** / **creak** of the frogs in the distance.
- Hugh listened to the **whisper** / **whistle** of a train.
- I heard pigs **grunting** / **grumbling** in the pigsty.
- A lot of people were in the water, swimming or simply **crashing** / **splashing** about.
- I was trying to be very quiet but the door **croaked** / **creaked** as I opened it.
- A big **cracking** / **crackling** fire was burning in the fireplace.
- Her voice **cracked** / **creaked** and she began to cry.
- Thunder **banged** / **boomed** like battlefield cannons over Crooked Mountain.
- The ball we were playing with landed in the water with a huge **splash** / **howl**.
- There was a sudden **hiss** / **bang** as a ladder hit the wall.

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9

- 10** **MULTIPLE CHOICE CLOZE.** Read the text below and decide which answer (A,B,C or D) best fits each space. There is an example (0) at the beginning.

JIM MORRISON

Jim Morrison was an American rock (0) *singer* and songwriter. He was born on December 8th, 1943 in Melbourne, Florida. His mother was a homemaker and his father was a naval aviator who rose to the rank of Real Admiral.

Morrison moved frequently as a child due to his father's naval service and (1) George Washington High School in Virginia. As a high school student, he began to rebel against his father's strict discipline, discovering alcohol and women, and bristling at all forms of discipline. After graduating from high school, Morrison studied cinema the University of California in Los Angeles (UCLA) where he graduated in 1965. While studying at university, he met Ray Manzarek and formed a



(2), The Doors, which soon became popular. One of the keys of their (3) was Morrison's highly theatrical stage (4) He used all the techniques he had learned while studying cinema to make his (5) very dramatic. He tried to provoke the (6) and the reaction was sometimes quite negative. The reaction of the police was also negative and Jim was arrested for obscene behaviour on several occasions.

Meanwhile, the band's (7) were selling fast. The band's second (8), *Light My Fire* (June 1967), was an international success which catapulted the band to the forefront of the (9) and roll world. During the next few years, The Doors (10) a lot of hits (11) and songs like *L.A. Women* (1971).

At this point Jim had developed a serious drug addiction. In 1971 he left The Doors to write poetry and moved to Paris where he died of a drug overdose at the age of 28. He was buried at Père Lachaise cemetery in Paris where many other famous people are buried, (12) Chopin and Oscar Wilde.

0. A song	<input type="checkbox"/>	B. sing	<input type="checkbox"/>	C. singer	<input checked="" type="checkbox"/>	D. sung	<input type="checkbox"/>
1. A attended	<input type="checkbox"/>	B. attends	<input type="checkbox"/>	C. studied	<input type="checkbox"/>	D. study	<input type="checkbox"/>
2. A concert	<input type="checkbox"/>	B. performance	<input type="checkbox"/>	C. band	<input type="checkbox"/>	D. hit	<input type="checkbox"/>
3. A lyrics	<input type="checkbox"/>	B. success	<input type="checkbox"/>	C. arrangement	<input type="checkbox"/>	D. popular	<input type="checkbox"/>
4. A genre	<input type="checkbox"/>	B. instrument	<input type="checkbox"/>	C. play	<input type="checkbox"/>	D. show	<input type="checkbox"/>
5. A concerts	<input type="checkbox"/>	B. perform	<input type="checkbox"/>	C. performed	<input type="checkbox"/>	D. plays	<input type="checkbox"/>
6. A cast	<input type="checkbox"/>	B. audience	<input type="checkbox"/>	C. viewers	<input type="checkbox"/>	D. spectators	<input type="checkbox"/>
7. A records	<input type="checkbox"/>	B. lyrics	<input type="checkbox"/>	C. vocals	<input type="checkbox"/>	D. charts	<input type="checkbox"/>
8. A jingle	<input type="checkbox"/>	B. treble	<input type="checkbox"/>	C. single	<input type="checkbox"/>	D. track	<input type="checkbox"/>
9. A jazz	<input type="checkbox"/>	B. rock	<input type="checkbox"/>	C. country	<input type="checkbox"/>	D. rhythm	<input type="checkbox"/>
10. A gave away	<input type="checkbox"/>	B. sent out	<input type="checkbox"/>	C. emitted	<input type="checkbox"/>	D. released	<input type="checkbox"/>
11. A gigs	<input type="checkbox"/>	B. albums	<input type="checkbox"/>	C. music	<input type="checkbox"/>	D. lyrics	<input type="checkbox"/>
12. A including	<input type="checkbox"/>	B. inclusive	<input type="checkbox"/>	C. inclusion	<input type="checkbox"/>	D. include	<input type="checkbox"/>

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VOCABULARY

SECTION 2

File 10: Proverbs

1 Complete each *proverb* with the *appropriate word*.

1. A in the hand is worth two in the bush.
2. All's well that well.
3. An ounce of prevention is worth a pound of
4. Beauty is in the of the beholder.
5. Birds of a flock together.
6. Don't bite the that feeds you.
7. Don't look a gift-horse in the
8. Every has a silver lining.
9. First come, first
10. Give him an, and he will take a mile.

2 Choose the correct *ending* for each *beginning*.**Beginnings**

1. Half a loaf is
2. One good turn
3. The grass is always greener
4. You will reap
5. The devil teaches us his tricks,
6. There's no such thing
7. What the eye doesn't see,
8. There is no time

Endings

- a) on the other side of the hill.
- b) what you sow.
- c) better than none
- d) as a free lunch.
- e) deserves another.
- f) the heart doesn't grieve over
- g) like the present.
- h) but not how to hide them.

- 1 ...
- 2 ...
- 3 ...
- 4 ...
- 5 ...
- 6 ...
- 7 ...
- 8 ...

3 Complete each *proverb* with the *appropriate ending*.

1. When in Rome
2. When the going gets tough,
3. Grasp all,
4. There is no rose
5. Speech is silver,
6. Nothing ventured,
7. Out of sight,
8. You scratch my back,
9. He laughs best
10. The early bird

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4 Complete each *proverb* with the *appropriate verb in the correct form*.

1. You can't a book by its cover.
2. Opportunity the thief.
3. Barking dogs seldom
4. Slow and steady the race.
5. All that is not gold.
6. Make the hay while the sun
7. He that sows the wind will the whirlwind.
8. Let sleeping dogs
9. Too many cooks the broth.
10. When the cat's away the mice will

5 Match each *English proverb* with the *Italian equivalent*.

- | | | |
|--|---|-------|
| 1. As you make your bed,
so you must lie in it. | a) Tra il dire e il fare c'è di mezzo il mare | 1 ... |
| 2. A trouble shared is a trouble halved. | b) Chi si accontenta gode. | 2 ... |
| 3. A man is known by the company
he keeps. | c) Chi è causa del suo mal pianga se stesso. | 3 ... |
| 4. A contented mind is a perpetual
feast. | d) Chi va con lo zoppo impara a zoppiare. | 4 ... |
| 5. If you sleep with the dogs,
you will wake up with fleas. | e) Cosa fatta capo ha. | 5 ... |
| 6. Take it or leave it. | f) Mangia questa minestra o salta dalla finestra. | 6 ... |
| 7. Easier said than done. | g) Mal comune mezzo gaudio. | 7 ... |
| 8. What's done is done. | h) Dimmi con chi vai e ti dirò chi sei. | 8 ... |

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VOCABULARY

SECTION 2

File 11: Common collocations and fixed expressions

1 Complete each sentence with the *correct form of the following verbs: have, do, make, take, give.*

1. It doesn't matter if you don't win. Just try to your best.
2. I can't stand hard rock music. It me such a headache!
3. I think you should priority to vocabulary.
4. "I have a terrible cough, doctor." "..... one of these pills once a day for a week."
5. I like her because she a good sense of humour.
6. Can I a suggestion? Why don't you take up tennis instead of golf?
7. These shoes are the wrong size. I a size 14.
8. Mark isn't well in physics.
9. I'll everything I can to help her.
10. "Do you know where my glasses are?" "I'm sorry, I absolutely no idea."

2 Complete the sentences with *the correct form of the verbs.*

make
lose
tackle
reach
shake
blink
suit
withdraw
enrol
waste

1. She wants to in the photography course.
2. I've a real mess of my English exam.
3. I knew she disagreed with my idea when I saw her her head.
4. Classical music doesn't really my mood. Can't we listen to some other kind of music?
5. I've only got £10. I need to find a cash machine to some money.
6. It's a great opportunity for Mary. She shouldn't the chance to go to New York.
7. You've got something in your eyes. your eyes a few times.
8. Stay calm, don't your patience. We've nearly finished.
9. The situation is really serious, but I have no idea about how to the problem.
10. John can get an extra bonus if he can his target.

3 Underline the *adverb* that makes a *common collocation* with the verb in *italics*.

1. It was *raining* **heavily** / **strongly** and we didn't have an umbrella.
2. She *searched* **attentively** / **thoroughly** for the missing book, but it wasn't anywhere.
3. The major *talked* **openly** / **dominantly** about the difficult situation in our town.
4. She *danced* **gracefully** / **thoroughly** and she was applauded for a full five minutes after her performance.
5. I *meant* **evidently** / **exactly** what I said.
6. I've been *working* **deeply** / **frantically** all week to get it finished on time.
7. The girl waved at me, but I *happily* / **hardly** recognized her.
8. The project *focuses* **mainly** / **greatly** on adolescents at risk.
9. David *feels* **deeply** / **evidently** about the rights of children.
10. That shop is *run* **fast** / **efficiently**.

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4 Underline the *adverb* that makes a *common collocation* with the *adjective* or *past participle* in *italics*.

1. She was **sadly** / **bitterly** / **miserably** *disappointed* not to get the job.
2. This meat dish is **absolutely** / **largely** / **thoroughly** *superb*. I'm going to have some more.
3. Peter is **radically** / **seriously** / **greatly** *overweight*.
4. There's almost nothing left of the old cathedral. It was **seriously** / **deeply** / **virtually** *destroyed* in the great storm of 1985.
5. I'll be **endlessly** / **eternally** / **daily** *grateful* for the help they gave me.
6. We've been married for twenty years and we're still **gracefully** / **highly** / **blissfully** *happy*.
7. The problems we're having have been **greatly** / **largely** / **widely** *created* by the inefficient organization.
8. That skirt is **ridiculously** / **funnily** / **seriously** *overpriced*. It isn't worth the money it costs.
9. My sister is **lightly** / **slightly** / **vaguely** *taller* than me.
10. She's a **highly** / **hugely** / **largely** *recommended* architect.

5 Complete each sentence with a word from box A and a word from box B.

A
cosmopolitan /
holiday / visual /
visitor / heavy /
department /
sales / historic

B
arts / city / store /
sites / traffic /
staff / centre /
weekend

1. The most outstanding characteristic of London is the number of England's capital offers visitors a journey through centuries of history.
2. Harrods is a big where you can buy almost everything.
3. I think that schools often put too little emphasis on learning about
4. There was in the city-centre. There was a real jam and it took me about an hour to get to work.
5. London is a It is full of people from many different parts of the world.
6. I like shopping there. The are always very helpful.
7. You can get brochures and a free map of the town from the
8. The roads will be very busy on Friday evening because it's a

6 Complete each sentence with a word from the box which makes a *common collocation* with the word in *italics*.

global
urban
nuclear
thick
endangered
factory
oil

1. *species* are animals that are in danger of dying out completely.
2. Many breathing problems are caused by *emissions*.
3. They oppose any kind of *waste* being dumped at sea.
4. Such *smog* would not normally be expected in a coastal city, where sea breezes should help to disperse it.
5. In 1989, there was a massive *spill* in Alaska which caused great damage to the area around.
6. *warming* is the worldwide warming of the atmosphere.
7. The storm caused most damage in the highly populated *sprawl* of South Florida.

7 Complete each *idiom* with the *correct word*.

1. Tom and Mark are completely different. / Tom and Mark are like chalk and
2. They dropped out of the competition for success. / They got out of the race.
3. Before you take a decision you have to consider the pros and the
4. He works very hard. / He works like a
5. I heard the good news directly from him. / I heard the good news straight from the 's mouth.
6. We used to fight all the time. / We used to fight like cat and
7. She's got the ability to remember everything. / She's got a memory like an
8. I did two tasks with one action. / I killed two with one stone.
9. It's very easy. / It's a piece of
10. At the moment I owe money to the bank. / At the moment I'm in the

TESTING VOCABULARY - SECTION 1 - KEY

1 Personal details and physical description

- 1 1. old; 2. live; 3. address; 4. come; 5. birth; 6. job; 7. nationality; 8. single
- 2 1. A; 2. B; 3. A; 4. C; 5. A; 6. C; 7. C; 8. C; 9. A; 10. B
- 3 1. plaits; 2. pony tail; 3. beard; 4. moustache; 5. scar; 6. pretty; 7. divorced; 8. short; 9. curly hair; 10. age; 11. overweight; 12. green eyes; 13. slanting/almond shaped eyes; 14. wrinkles; 15. freckles; 16. elderly/old man; 17. ugly; 18. surname
- 4 1. short; 2. fair/blond(e); 3. years; 4. short; 5. live
- 5 1. man; 2. girl; 3. teenager; 4. wavy, blue; 5. complexion; 6. tall, hair, eyes; 7. built, shoulders; 8. middle-aged; 9. plump

2 Contrastive adjectives

- 1 1. crooked; 2. old; 3. closed; 4. thick; 5. thin; 6. interesting; 7. narrow; 8. high; 9. shallow; 10. weak; 11. fast; 12. untidy; 13. wet; 14. empty; 15. light; 16. dirty; 17. dark; 18. hard; 19. rough; 20. hot
- 2 1. mean; 2. pessimistic; 3. cheerful; 4. nervous; 5. lazy; 6. shy
- 3 1. dishonest; 2. irresponsible; 3. immature; 4. illogical; 5. unpleasant

3 Possessions

- 1 1. trumpet; 2. violin; 3. drums; 4. clarinet; 5. cello; 6. keyboard; 7. guitar; 8. flute; 9. saxophone; 10. watch; 11. table tennis bat; 12. hamster; 13. turtle; 14. bicycle; 15. motorbike/moped; 16. pencil; 17. rucksack; 18. eraser/rubber
- 2 1. laptop; 2. mobile phone; 3. digital camera; 4. play station; 5. sun glasses; 6. skate board; 7. textbook; 8. goldfish; 9. football; 10. tennis racquet
- 3 1. take; 2. make; 3. have; 4. help; 5. draw; 6.

paint; 7. send; 8. belong; 9. play; 10. own

- 4 1. ride, drive; 2. make; 3. play; 4. belong; 5. sharpen

4 Family members and jobs

- 1 1. grandparents; 2. aunt; 3. uncle; 4. stepson; 5. sister-in-law; 6. nephew; 7. niece; 8. an only child.
- 2 1. husband; 2. children; 3. single; 4. twin; 5. relatives; 6. daughter; 7. wife; 8. sisters
- 3 1. hairdresser; 2. pilot; 3. butcher; 4. baker; 5. clerk; 6. farmer; 7. sailor; 8. plumber
- 4 1 - c; 2 - e; 3 - f; 4 - b; 5 - a; 6 - d; 7 - h; 8 - g
- 5 1. lawyer; 2. soldier; 3. nurse; 4. musician; 5. scientist; 6. actor

5 Sports, hobbies and interests

- 1 1. gymnastics; 2. basketball; 3. fencing; 4. aerobics; 5. athletics; 6. parachuting; 7. (horse) riding; 8. water skiing
- 2 1. do; 2. play; 3. go; 4. collect
- 3 *examples:* basketball; volleyball; football; table tennis; tennis; hockey; cricket; golf; rugby; etc.
- 4 1. He is kicking the ball.
2. He is throwing the ball.
3. He is catching the ball.
4. He is passing the ball.
5. He is heading the ball.
- 5 1. racquet
2. bat
3. club
4. rope
5. bicycle
6. camera
- 6 1. beat; 2. drew; 3. defeated; 4. lost to; 5. scored
- 7 1. in; 2. to the; 3. of; 4. collecting; 5. at; 6. on; 7. dancing; 8. hobby
- 8 1. A; 2. C; 3. A; 4. B; 5. A; 6. B; 7. D; 8. C; 9. B; 10. D

6 Houses and buildings

- 1** 1. flat; 2. detached house; 3. skyscraper; 4. block of flats; 5. terraced house; 6. semi-detached house
- 2** 1. sleep; 2. make breakfast/lunch/etc, washing up; 3. a bath, a shower; 4. your homework; 5. relax, entertain friends
- 3** 1. ~~sheet~~; 2. ~~mixer~~; 3. ~~pillow~~; 4. ~~comb~~; 5. ~~tin opener~~; 6. ~~oven~~
- 4** 1. in; 2. off; 3. on; 4. with; 5. on; 6. at
- 5** 1. washing machine; 2. dishwasher, sink; 3. cupboard; 4. fridge; 5. oven
- 6** 1. doormat, rug/carpet
2. fireplace, chimney
3. single bed, double bed
4. bunk beds, sofa bed
5. stairs, left
6. bowl, plate
7. attic, basement recreation room
8. sink, washbasin
9. fence, hedge
10. cushion, pillow
11. roof, ceiling
12. ground floor, top floor
13. shower, bathtub
14. chest of drawers, wardrobe
15. tablecloth, napkin
- 7** 1. turn off; 2. knocking; 3. shut; 4. share; 5. have; 6. curtains; 7. cushion; 8. radiator
- 8** 1. D; 2. C; 3. C; 4. D; 5. B; 6. A; 7. B; 8. D; 9. B; 10. A

7 Daily routine and household chores

- 1** 1 - c; 2 - d; 3 - f; 4 - a; 5 - b; 6 - g; 7 - i; 8 - e; 9 - j; 10 - h; 11 - o; 12 - p; 13 - n; 14 - q; 15 - k; 16 - s; 17 - r; 18 - t; 19 - l; 20 - m
- 2** 1 - g; 2 - h; 3 - b; 4 - e; 5 - f; 6 - a; 7 - j; 8 - c; 9 - d; 10 - i; 11 - o; 12 - p; 13 - s; 14 - t; 15 - q; 16 - m; 17 - n; 18 - k; 19 - r; 20 - l
- 3** 1. do; 2. do; 3. go; 4. make; 5. do; 6. make
- 4** 1. gets up; 2. finishes; 3. goes; 4. has; 5. feeds;

6. has; 7. goes; 8. works; 9. goes; 10. has; 11. watches; 12. goes; 13. goes; 14. like

- 5** 1. C; 2. A; 3. D; 4. A; 5. C; 6. D; 7. B; 8. D; 9. A; 10. B

8 Education

- 1** *examples:* school subject; school timetable; school day; school year; school uniform
- 2** 1. Biology; 2. Physics; 3. History; 4. Literature; 5. Chemistry; 6. Physical Education; 7. Art; 8. Religious Studies; 9. Maths
- 3** 1. A; 2. B; 3. C; 4. D; 5. B; 6. A; 7. B; 8. C; 9. A; 10. D

9 At school

- 1** 1. library; 2. canteen; 3. gym; 4. language laboratory; 5. headmaster/principal; 6. classmate; 7. librarian; 8. janitor/caretaker; 9. map; 10. glue; 11. pencil-sharpener; 12. rucksack
- 2** 1. attention; 2. example; 3. homework; 4. lesson; 5. notes; 6. book; 7. library; 8. pencil; 9. exam; 10. heart
- 3** 1. look it up; 2. failed; 3. study; 4. teaches; 5. keep up; 6. mean; 7. understand; 8. listen; 9. explain; 10. repeat; 11. share; 12. hand it in; 13. graduated; 14. write; 15. have
- 4** 1. lessons; 2. desks; 3. pay; 4. write; 5. ask; 6. uniform; 7. homework; 8. in; 9. attend; 10. education

10 Money

- 1** 1. earns; 2. borrowed; 3. owe; 4. waste; 5. lent; 6. spend; 7. pay; 8. charged; 9. lost; 10. up
- 2** 1. afford it; 2. lend me some money; 3. charge you for that coat; 4. your/that watch worth; 5. that/this jacket cost
- 3** 1. for; 2. by; 3. on; 4. of; 5. in
- 4** 1. worth; 2. currency; 3. incredibly; 4. pound; 5. reasonable; 6. convenient; 7. expensive; 8. bill; 9. value; 10. won

11 Shops and shopping

- 1 1. greengrocer's; 2. butcher's; 3. fishmonger's; 4. souvenir shop; 5. shoe shop
- 2 1. electrical appliances; 2. cutlery; 3. stationery; 4. clothes; 5. furniture
- 3 1. shop assistant; 2. shop window; 3. shopping list; 4. window shopping; 5. shoe shop
- 4 1. cash desk; 2. bookshop; 3. department store; 4. shop assistant; 5. carrier bag
- 5 1. receipt; 2. trolley; 3. do; 4. bag; 5. customers; 6. kiosk; 7. on sale; 8. price; 9. change; 10. wrapped up
- 6 1. B; 2. D; 3. A; 4. D; 5. C; 6. B; 7. A; 8. C; 9. D; 10. B

12 Clothes and accessories

- 1 1. coat; 2. skirt; 3. shirt; 4. dress; 5. suit; 6. trousers; 7. socks; 8. pyjamas; 9. jumper/pullover; 10. hat; 11. cap; 12. bra; 13. button; 14. collar; 15. cuff
- 2 1. raincoat; 2. swimsuit; 3. sweatshirt; 4. waistcoat; 5. tracksuit; 6. night-dress; 7. sunglasses; 8. T-shirt
- 3 1. ~~jumper~~; 2. ~~brooch~~; 3. ~~socks~~; 4. ~~tie~~; 5. ~~smart~~; 6. ~~pocket~~
- 4 1. shirt; 2. a pair of trousers; 3. new clothes; 4. earrings; 5. size; 6. shorts; 7. sleeves
- 5 1. fit; 2. wearing; 3. put; 4. take; 5. suits; 6. looks
- 6 1. fashionable; 2. comfortable; 3. wrong; 4. Loose; 5. cotton; 6. tight; 7. big

13 Food and drink

- 1 1. spaghetti; 2. biscuits; 3. chips; 4. cauliflower; 5. pepper; 6. egg; 7. bread; 8. cake; 9. cucumber; 10. chicken; 11. sausage; 12. shrimp
- 2

Fruit	Vegetables	Meat and Fish	Dairy products
<i>pear / peach / grapes</i>	<i>courgette / peas / lettuce / beans / mushrooms</i>	<i>trout / lamb / lobster / mussels / beef / pork / veal</i>	<i>butter / milk / cheese</i>

- 3 1. roast; 2. mix; 3. bake; 4. add; 5. peel; 6. fry; 7. grate; 8. squeeze
- 4 1. sweet/bitter; 2. tender/tough; 3. salty/tasteless; 4. fatty/lean
- 5 1. some; 2. a; 3. a; 4. some; 5. some
- 6 1. soup; 2. drinks; 3. meat; 4. water; 5. tea; 6. menu; 7. bill; 8. tip

14 Places, roads and signs

- 1 1. post office; 2. cinema; 3. restaurant; 4. bank; 5. hospital; 6. museum; 7. railway station; 8. library; 9. hotel; 10. theatre
- 2 1. gym; 2. stadium; 3. football ground/pitch; 4. tennis court; 5. swimming pool; 6. sports centre
- 3 1. crossroads; 2. playground; 3. car park; 4. footpath; 5. roundabout; 6. underpass; 7. footbridge; 8. traffic-lights
- 4 1. square; 2. junction; 3. zone; 4. Motorways; 5. street; 6. crossing; 7. pavement; 8. signpost
- 5 1 - g; 2 - c; 3 - f; 4 - e; 5 - h; 6 - d; 7 - b; 8 - a

15 Weather and Seasons

- 1 1. shining, sunny; 2. clouds, cloudy; 3. raining, rainy; 4. temperature, above, boiling hot; 5. blowing, windy; 6. temperature, below, freezing cold; 7. snowing, snow, snowy
- 2 1. It; 2. There; 3. It; 4. There; 5. It
- 3 1. cold; 2. snowing; 3. snowman
- 4 1. clouds; 2. pouring; 3. shower; 4. blows; 5. thick; 6. foggy; 7. lightning; 8. storm; 9. weather; 10. changes
- 5 1. rain; 2. changeable; 3. showers; 4. warm; 5. dry
- 6 1. C; 2. B; 3. C; 4. A; 5. A; 6. C; 7. B; 8. D; 9. B; 10. D

16 Transport

- 1** 1. train; 2. (aero)plane; 3. ship; 4. bicycle; 5. tricycle; 6. lorry/truck; 7. van; 8. boat; 9. jeep; 10. convertible; 11. coach; 12. bus
- 2** 1. boot; 2. bumper; 3. speedometer; 4. dashboard; 5. door; 6. wheel; 7. ignition; 8. horn; 9. accelerator; 10. engine; 11. window; 12. bonnet
- 3** 1. footbrake; 2. gear lever; 3. exhaust-pipe; 4. fuel gauge; 5. headlights; 6. wing mirror; 7. seatbelt/seat belt; 8. windscreen
- 4** 1. saddle; 2. bell; 3. spokes; 4. handlebar; 5. pump; 6. pedal; 7. chain; 8. frame; 9. brake lever; 10. lock; 11. tyre; 12. mudguard
- 5** 1. C; 2. C; 3. A; 4. B; 5. B; 6. A; 7. C; 8. B; 9. A; 10. B; 11. C; 12. B

17 Travelling

- 1** 1. Single; 2. fast; 3. change; 4. platform; 5. leave; 6. ticket
- 2** 1. locomotive; 2. coach/passenger car; 3. compartment; 4. waiting room; 5. ticket office; 6. ticket machine
- 3** 1. Passengers; 2. waiting room; 3. luggage; 4. timetable; 5. arrival
- 4** 1. information desk; 2. runway; 3. airport; 4. seatbelt/seat belt; 5. passport; 6. timetable
- 5** 1. airport; 2. desk; 3. luggage; 4. ticket; 5. card; 6. control; 7. departure; 8. duty-free; 9. takeoff; 10. gate; 11. plane
- 6** 1. C; 2. D; 3. A; 4. B; 5. C; 6. A; 7. D; 8. C; 9. C; 10. A

18 Holidays

- 1** 1. B; 2. C; 3. A; 4. C; 5. C; 6. B
- 2** 1. temple; 2. castle; 3. cathedral; 4. monument; 5. art gallery; 6. statue
- 3** 1. packed; 2. cosmopolitan; 3. monuments; 4. lively; 5. guidebook; 6. enjoy

- 4** *examples:* sunbathe, suntan, sun-block, sunburn

- 5** 2 – d beach umbrella
3 – h seaside
4 – a postcard
5 – c guesthouse
6 – g camp site
7 – f suntan lotion
8 – e sightseeing tour

- 6** 1. abroad, stay, resort; 2. accommodation; 3. rent; 4. look, souvenirs; 5. market; 6. spent; 7. taken; 8. rocks, rough; 9. spent, lying; 10. got, sightseeing; 11. convenient; 12. noisy

- 7** 1. B; 2. C; 3. D; 4. A; 5. B; 6. C; 7. D; 8. B; 9. A; 10. C

19 Feelings and opinions

- 1** 1. scared; 2. angry; 3. sensible; 4. bored; 5. bad-tempered; 6. upset; 7. nervous; 8. embarrassed; 9. lazy; 10. cheerful; 11. excited; 12. glad; 13. annoying

- 2** *examples:* 1. scared, worried; 2. annoyed; 3. embarrassed; 4. excited, proud, happy

- 3** 1. shake; 2. shout; 3. smile; 4. nod; 5. cry; 6. blush; 7. yawn; 8. whisper

- 4** 1. unreliable; 2. impatient; 3. dishonest; 4. inexperienced; 5. impolite/rude; 6. unhelpful

- 5** 1. to; 2. into; 3. at; 4. on; 5. on; 6. in

20 Friends

- 1** 1. loyal; 2. honest; 3. reliable; 4. caring; 5. funny; 6. outgoing; 7. generous

- 2** 1. pleased; 2. keep; 3. similar; 4. fun; 5. common; 6. humour; 7. same; 8. turn; 9. rely; 10. know

- 3** 1. get; 2. hanging out; 3. make; 4. trust; 5. met; 6. know

- 4** 1. of; 2. of; 3. with; 4. about; 5. with; 6. to; 7. X; 8. in; 9. with; 10. X; 11. to; 12. on;

- 5** 1. C; 2. D; 3. A; 4. B; 5. C; 6. C; 7. B; 8. A; 9. D; 10. C

21 Cinema, theatre and television

- 1** 1. adventure film; 2. detective film; 3. war film; 4. romance; 5. horror film; 6. thriller
- 2** 1. musical; 2. cartoon; 3. science fiction film; 4. comedy; 5. play; 6. stars; 7. quiz show; 8. chat show; 9. commercial; 10. book
- 3** 1. audience; 2. fans; 3. band; 4. members; 5. spectators; 6. viewers; 7. cast; 8. competitors
- 4** 1. screen; 2. stage; 3. channel; 4. audience; 5. competitors; 6. set; 7. subtitles, dubbed
- 5** 1. Could you turn it up, please?
2. Could you turn over?
3. Could you turn it down a bit, please?
4. Could you turn/switch it off, please?
- 6** 1. C; 2. B; 3. C; 4. D; 5. A; 6. B; 7. C; 8. B; 9. D; 10. D

22 Technology

- 1** 1. screen; 2. keyboard; 3. printer; 4. laptop
- 2** 1. *software*; 2. *hardware*; 3. *toolbar*; 4. *spreadsheet*; 5. *e-mail*; 6. *website*
- 3** 1. memory; 2. hard disk; 3. icon; 4. cursor; 5. mouse; 6. button; 7. keyboard
- 4** 1. print; 2. save the data in this document; 3. cut; 4. copy; 5. open a new document; 6. open an existing document
- 5** 1. open, click; 2. Connect, type; 3. drag, highlight; 4. select; 5. transfer; copy; 6. download; 7. crash
- 6** 1. printed; 2. document; 3. saves; 4. makes; 5. save; 6. back-up

23 Common problems

- 1** 1. wrong; 2. working; 3. order; 4. properly
- 2** 1. B; 2. C; 3. D; 4. B; 5. A; 6. D; 7. C; 8. B; 9. A; 10. D

- 3** 1. crashed; 2. jam; 3. rush; 4. speeding; 5. skidded; 6. collided; 7. prevent; 8. injured; 9. damaged; 10. accident

24 The body and the senses

- 1** 1. waist; 2. thumb; 3. hand; 4. hair; 5. toes; 6. neck; 7. nose; 8. cheeks; 9. ankle; 10. forehead
- 2** 1 - f; 2 - g; 3 - d; 4 - e; 5 - a; 6 - i; 7 - c; 8 - b; 9 - h
- 3** 1. A; 2. C; 3. B; 4. B; 5. C; 6. A
- 4** 1. nod, shake; 2. breathe; 3. smile, laugh; 4. yawn, cry, shout; 5. raise
- 5** 1. tongue; 2. leg; 3. arms; 4. hand; 5. heart; 6. head; 7. eye

25 Health: illnesses, diseases and injuries

- 1** 1. a cold; 2. a temperature; 3. a pain; 4. a headache; 5. flu; 6. a cough; 7. sore throat
- 2** 1 - c; 2 - a; 3 - e; 4 - b; 5 - d
- 3** 1. temperature; 2. backache; 3. a plaster; 4. plaster; 5. bleeding; 6. aching; 7. prescription; 8. from; 9. of; 10. with; 11. hurt; 12. illness; 13. bandage; 14. treating; 15. injuries
- 4** 1. hurt; 2. twisted; 3. broke; 4. cut; 5. burnt; 6. used; 7. sneezed; 8. felt; 9. had; 10. kept; 11. ached; 12. ate, drank

26 The world around us

- 1** 1. field; 2. sea; 3. island; 4. beach; 5. river; 6. forest; 7. mountain; 8. volcano; 9. continent; 10. desert
- 2** 1. The; 2. X; 3. The; 4. X; 5. X; 6. The; 7. X; 8. X; 9. The; 10. The

3

Pets	Farm animals	Wild animals	Fish	Birds	Insects
dog / cat	cow / donkey / horse / sheep	wolf / lion / bear / leopard / elephant / monkey	trout / salmon	ostrich / sparrow / pigeon / penguin / pheasant	ant / spider / caterpillar / butterfly / wasp / fly / bee

4 1. whale; 2. bat; 3. crocodile; 4. foal; 5. mosquito; 6. fox; 7. ladybird; 8. kid

5 1. bark; 2. buzz; 3. moo; 4. croak; 5. cluck; 6. miaow; 7. roar

6 1. caterpillar; 2. parrot; 3. owl; 4. duck; 5. chick; 6. shark; 7. rhinoceros/rhino; 8. goose; 9. lizard

27 Natural disasters and environmental problems

1 1. volcanic eruption; 2. drought; 3. hurricane; 4. earthquake; 5. flood

2 1. erupted; 2. flooded; 3. struck; 4. blown off

3 1. industrial *waste*
2. water *pollution*/contamination
3. greenhouse *effect*
4. global *warming*
5. *acid* rain
6. *ozone* layer

4 1. to protect
2. to poach
3. litter/rubbish
4. chemicals
5. deforestation
6. hunting

5 1. ban; 2. pollution; 3. fumes; 4. acid; 5. encourage; 6. endangered; 7. hunted; 8. hunters; 9. destroying; 10. rainforests; 11. carbon; 12. cut; 13. destruction; 14. burn; 15. save

28 Crimes and criminals

1

Crime	Criminal	Verb
1. theft	thief	to steal
2. burglary	burglar	to burgle/to break into
3. robbery	robber	to rob
4. mugging	mugger	to mug
5. shoplifting	shoplifter	to shoplift
6. blackmail	blackmailer	to blackmail

2 1. murderer; 2. thief; 3. rapist; 4. hijacker; 5. kidnapper; 6. pickpocket; 7. smuggler; 8. hooligan; 9. blackmailer; 10. robber

3

1. bribery 2. forgery 3. smuggling 4. terrorism 5. treason	briber forger smuggler terrorist traitor	to bribe to forge to smuggle to terrorize to betray
--	--	---

4

1. robbed; 2. stole; 3. burgle; 4. blackmail; 5. assassinate; 6. hijacked; 7. pick; 8. shoplifting; 9. vandalised; 10. committed; 11. shoot; 12. poisoned; 13. broken; 14. illegally

29 Law & Order

1 1. *police* station; 2. defence *lawyer*; 3. *court* reporter; 4. electric *chair*; 5. *lethal* injection; 6. capital *punishment*

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

3 1. C; 2. A; 3. B; 4. C; 5. D; 6. A; 7. C; 8. B; 9. A; 10. D

30 Common collocations and fixed expressions

1 1. do; 2. have; 3. take; 4. make; 5. give; 6. give; 7. have; 8. do; 9. give; 10. make; 11. do; 12. take; 13. make; 14. take; 15. make

2 1. spent; 2. burst; 3. told; 4. got; 5. lost; 6. paid; 7. caught

3 1. clear, space; 2. control, behaviour; 3. protect, skin; 4. return, call; 5. rent, flat; 6. take, minute

4 1. secret; 2. difference; 3. breath; 4. alone; 5. temper; 6. crazy; 7. mess

5 1. spare; 2. time; 3. high; 4. pass; 5. tell; 6. on; 7. in; 8. by; 9. same; 10. Take; 11. have; 12. hard; 13. lose; 14. again

6 1. designed to; 2. try to; 3. afford to; 4. likely to; 5. hard to; 6. slow to; 7. forget to; 8. hope to

7 1. space shuttle; 2. science fiction; 3. bargain price; 4. seashore; 5. stomach-ache; 6. school report; 7. meat dish; 8. bank account

TESTING VOCABULARY - SECTION 2 - KEY

1 People, work and employment

- 1 1. bookseller; 2. librarian; 3. newsreader; 4. journalist; 5. lifeguard; 6. bodyguard; 7. fisherman; 8. fishmonger; 9. editor; 10. publisher; 11. engineer; 12. mechanic; 13. hairdresser; 14. cashier; 15. boxer; 16. farmer; 17. magician; 18. baker; 19. typist; 20. refuse collector
- 2 1. mechanic; 2. vet; 3. estate agent; 4. plumber; 5. fire-fighters/firemen
- 3 1. field(s); 2. garage; 3. hotel; 4. library; 5. restaurant; 6. coal-mine; 7. concert-hall; 8. surgery
- 4 1. fair; 2. creative; 3. brave; 4. accurate; 5. cheerful; 6. persuasive; 7. reliable; 8. stubborn; 9. reserved; 10. sensitive
- 5 1. earn; 2. lose; 3. hold down; 4. looking; 5. applied; 6. held; 7. wreck; 8. further; 9. leads; 10. lay off; 11. carries out; 12. take on; 13. left; 14. make; 15. retired; 16. sacked; 17. took; 18. dismissing
- 6 1. job; 2. salary; 3. perks; 4. curriculum vitae; 5. profession; 6. post; 7. career; 8. occupation
- 7 1. work; 2. duty; 3. salary; 4. pay; 5. qualifications; 6. staff; 7. interview; 8. career; 9. notice; 10. retirement; 11. leave; 12. sack
- 8 1. advertised; 2. student; 3. speak; 4. employed; 5. duties; 6. experience; 7. people; 8. hard; 9. person; 10. be; 11. CV/curriculum vitae; 12. interview
- 9 1. training; 2. qualifications; 3. employment; 4. advertisements; 5. employer; 6. employment; 7. concerned; 8. advertising; 9. qualified; 10. hunters
- 10 1. B; 2. C; 3. D; 4. A; 5. C; 6. C; 7. D; 8. B; 9. C; 10. B; 11. D; 12. B

2 Transport, travel and holidays

- 1 1. A; 2. C; 3. A; 4. A; 5. C; 6. B; 7. C; 8. A; 9. B; 10. B; 11. B; 12. C; 13. B; 14. A; 15. A; 16. B; 17. C
- 2 1. drive; 2. steer; 3. flying; 4. flew; 5. ride; 6. fly
- 3 1. voyage; 2. journey; 3. flight; 4. trip; 5. tour
- 4 1. B; 2. D; 3. A; 4. D; 5. D; 6. B; 7. A; 8. B; 9. C; 10. D; 11. C; 12. B

- 5 1. gentlemen; 2. crew; 3. aboard; 4. pleasant; 5. voyage; 6. lifting; 7. harbour; 8. life; 9. cabin; 10. Platform; 11. compartments; 12. minutes
- 6 1. miss; 2. called; 3. check in; 4. delayed; 5. diverted; 6. Fasten; 7. landed; 8. took off; 9. apologise; 10. broke down; 11. set off; 12. ran out
- 7 1. scheduled; 2. direct; 3. bumpy; 4. luggage; 5. ancient
- 8 1. porter; 2. vacancy; 3. fortnight; 4. accommodation; 5. camp-site; 6. book
- 9 1. seafood; 2. runway; 3. takeoff/take-off; 4. airport; 5. seagulls
- 10 1. colourful; 2. entertainment; 3. moonless; 4. impressive; 5. sandy; 6. mountainous; 7. accommodation; 8. vacancy; 9. historical; 10. delayed
- 11 1. calm; 2. grassy; 3. view; 4. guests; 5. air; 6. weather; 7. Blue; 8. bright; 9. moonlit; 10. starry; 11. heavy; 12. strong; 13. lake; 14. spend; 15. back
- 12 1. D; 2. A; 3. C; 4. B; 5. D; 6. B; 7. C; 8. B; 9. A; 10. D; 11. C; 12. C

3 Law, crime and punishment

- 1 1. broken; 2. enforce; 3. obey; 4. prohibits; 5. against; 6. above; 7. by; 8. within; 9. of; 10. for
- 2 1. arson; 2. kidnapping; 3. murderer; 4. joy-rider; 5. blackmailing; 6. drug trafficker
- 3 1. trial; 2. verdict; 3. lawyer; 4. sentence; 5. crime; 6. criminal; 7. fraud; 8. evidence; 9. fine; 10. offender
- 4 1. capital; 2. first; 3. Petty; 4. terrible; 5. Violent; 6. minor; 7. serious
- 5 1. false; 2. forensic; 3. circumstantial; 4. easy; 5. innocent
- 6 1. A; 2. C; 3. B; 4. C; 5. A; 6. C; 7. B; 8. A; 9. C; 10. D
- 7 1. with; 2. into; 3. in; 4. with; 5. to; 6. on; 7. to; 8. of; 9. in; 10. to
- 8 1. accused Peter of stealing; 2. sentenced Tom Jordan to; 3. arrested for stealing; 4. refused to go to; 5. David to go with; 6. confessed to

murdering her; 7. denied robbing the bank; 8. admitted breaking into that house.

- 9** 1. stolen; 2. offences; 3. guilty; 4. criminal; 5. defendant; 6. imprisonment; 7. punishment; 8. defence; 9. burglar; 10. interpretations

- 10** 1. police; 2. charged; 3. trial; 4. evidence; 5. guilty; 6. broken; 7. stolen; 8. jury; 9. convicted; 10. sentenced; 11. members; 12. offence

- 11** 1. C; 2. D; 3. B; 4. A; 5. D; 6. C; 7. B; 8. A; 9. D; 10. C; 11. B; 12. C

4 Disasters and accidents

- 1** 1. volcanic eruption; 2. drought; 3. flood; 4. famine; 5. plane crash; 6. shipwreck; 7. car crash; 8. nuclear explosion; 9. avalanche; 10. storm/thunderstorm

- 2** 1. famine; 2. fire; 3. storm; 4. flood; 5. earthquake

- 3** 1. erupted; 2. damaged; 3. hit; 4. drowned; 5. rescued; 6. destroyed; 7. sank; 8. withstand; 9. struck; 10. survived; 11. caused; 12. caught; 13. predicting; 14. wrecked; 15. happened; 16. spread; 17. treated; 18. shook; 19. hit; 20. witnessed

- 4** 1. cut off; 2. blown off; 3. swept away; 4. put out; 5. died down

- 5** 1. have; 2. slip, fall; 3. burn; 4. poison; 5. cut; 6. hurt/injure; 7. break/hurt/injure; 8. drown

- 6** 1. cause; 2. event; 3. scene; 4. risk; 5. casualties; 6. damage; 7. injury

- 7** 1. injured; 2. electric; 3. explosion; 4. violently; 5. suffocated; 6. destruction; 7. collision; 8. treatment; 9. inhalation; 10. crashed

- 8**
- | | |
|-------------------------------------|------------------------------------|
| 1. there wouldn't have been | 6. wouldn't have caught fire |
| 2. rescue operation was carried out | 7. were killed by/in the hurricane |
| 3. was saved by | 8. storm had severely damaged |
| 4. wouldn't have sunk | |
| 5. Mr Parker what he knew | |

- 9** 1. inhabitants; 2. village; 3. flooded; 4. than; 5. which; 6. floods; 7. river 8. water; 9. disaster; 10. caused; 11. evacuated; 12. all; 13. banks; 14. said; 15. happens

- 10** 1. B; 2. C; 3. A; 4. C; 5. B; 6. C; 7. A; 8. B; 9. D; 10. C; 11. B; 12. A

5 Environment: SOS

- 1** 1. deforestation; 2. water contamination/pollution; 3. acid rain; 4. ozone layer; 5. litter/refuse; 6. urban sprawl; 7. global warming

- 2** 1. threat; 2. habitat; 3. skin; 4. chemicals; 5. hunters; 6. species; 7. Loss; 8. pollution; 9. environment; 10. waste

- 3** 1. rubbish; 2. waste; 3. fumes; 4. environmentalist

- 4** 1. B; 2. C; 3. C; 4. A; 5. C

- 5** 1. recycle; 2. release; 3. educate; 4. growing; 5. encourage; 6. save; 7. harm; 8. dumped; 9. prevent; 10. reduce; 11. disappeared; 12. threatening; 13. pouring out; 14. drops; 15. protected

- 6** 1. need; 2. destruction; 3. illegal; 4. punishments; 5. education; 6. problem; 7. buy; 8. ivory; 9. parks; 10. areas; 11. safely; 12. natural; 13. increase; 14. die; 15. better

- 7** 1. threatening; 2. alarming; 3. development; 4. action; 5. disappear; 6. discourage; 7. healthy; 8. constructing; 9. live; 10. Defenders

- 8**
- | | |
|---|------------------------------|
| 1. are being destroyed both | 6. only polluted; it is also |
| 2. is being done to protect | 7. has been passed to |
| 3. having been warned | prevent |
| 4. despite the anti-litter | 8. however, they are still |
| 5. efficient as well as environmentally | being |

- 9** 1. B; 2. D; 3. A; 4. C; 5. D; 6. B; 7. A; 8. C; 9. B; 10. D; 11. A; 12. C

6 Feelings and emotions

- 1** 1. embarrassed; 2. scared; 3. surprised; 4. angry; 5. shocked; 6. nervous

- 2** 1. depressed; 2. miserable; 3. happy; 4. angry; 5. excited; 6. proud; 7. furious; 8. scared; 9. relieved; 10. shocked

- 3** A. ~~relaxed~~; B. ~~calm~~; C. ~~moody~~; D. ~~irritated~~

- 4** A. furious; B. bored; C. delighted; D. annoyed

- 5** 1. a; 2. c; 3. b; 4. b

- 6** 1. in; 2. with; 3. in; 4. with; 5. with; 6. for; 7.

in; 8. of; 9. at; 10. into; 11. for; 12. for; 13. in, at; 14. To; 15. with

7 1. hurt; 2. brings; 3. get; 4. control; 5. stamps; 6. exploded; 7. overcome; 8. hide; 9. forget; 10. discuss; 11. avoid; 12. get over; 13. came; 14. breathed; 15. felt; 16. lose; 17. gained; 18. boost; 19. took; 20. be

8 1. complete; 2. confident; 3. festive; 4. lazy; 5. bad; 6. irrational; 7. paralysed; 8. simple; 9. endless; 10. sick

9 1. key; 2. pursuit; 3. guarantee; 4. moment; 5. outburst; 6. source; 7. look; 8. string; 9. voices; 10. eyes

10 1. confidence; 2. disappointment; 3. satisfaction; 4. relief; 5. behaviour; 6. anxiety; 7. irritation; 8. pleasure; 9. freedom; 10. loneliness

11 1. D; 2. A; 3. C; 4. D; 5. B; 6. C; 7. B; 8. D; 9. A; 10. B; 11. D; 12. B

7 Education and learning

1 1. teacher, lecturer; 2. course; 3. lecturer, professor; 4. student; 5. point, mark; 6. examiners; 7. dean, headmaster

2 1. do; 2. take; 3. make; 4. do; 5. get; 6. make; 7. make; 8. take; 9. make/take; 10. do; 11. get; 12. make

3 1. knowledge; 2. changing; 3. teaching; 4. education; 5. information; 6. instructions; 7. cooperation; 8. helpfulness; 9. cooperatively; 10. competition

4 1. fluently; 2. concentrate; 3. homework; 4. difficulty; 5. attention; 6. frequently; 7. revision; 8. ability; 9. determination; 10. activities.

5 1. education; 2. compulsory; 3. attend; 4. educate; 5. learning; 6. subjects; 7. difficult; 8. make; 9. classmates; 10. tutor/teacher; 11. children; 12. attended

8 Sport and entertainment

1 1. winning; 2. support; 3. dropped; 4. floated; 5. slipped; 6. hiking; 7. take up; 8. lost; 9. scored; 10. played; 11. lose; 12. Enter; 13. held; 14. collecting; 15. making; 16. arranged; 17. leaned; 18. headed; 19. set; 20. succeed

2 1. put off; 2. knocked out; 3. running through; 4. setting aside; 5. sent off

3 1. centre; 2. race; 3. game; 4. draw; 5. pitch, match; 6. cue; 7. gloves; 8. track; 9. bow; 10. ring

4 1. amateur; 2. captain; 3. conductor; 4. director; 5. announcer; 6. sculptor; 7. author; 8. composer; 9. characters; 10. spectators

5 1. careful; 2. determined; 3. co-operative; 4. courageous; 5. graceful; 6. accurate

6 1. thrilling; 2. tiring; 3. excited; 4. amusing; 5. amazing; 6. great; 7. live; 8. humorous; 9. gripping; 10. amazing; 11. modern; 12. popular; 13. dull; 14. still; 15. readable

7 1. soap opera; 2. autobiography; 3. paperback; 4. self-portrait; 5. dress circle; 6. film scripts; 7. masterpiece; 8. funfair; 9. backstage; 10. soundtrack

8 1. at; 2. out; 3. on; 4. in, on; 5. in; 6. of; 7. into; 8. from

9 1. end; 2. towel; 3. goalposts; 4. ropes; 5. belt; 6. depth; 7. ball; 8. corner; 9. ropes; 10. boat

10 1. outdoors; 2. exciting; 3. interesting; 4. healthy; 5. relaxing; 6. dangerous; 7. careful; 8. equipment; 9. believe; 10. perfect

11 1. D; 2. C; 3. A; 4. C; 5. D; 6. C; 7. B; 8. A; 9. C; 10. B; 11. D; 12. B

9 Music and sounds

1 1. duet; 2. album; 3. composer; 4. band ; 5. track ; 6. lyrics; 7. charts; 8. orchestra

2 1. piano; 2. guitar; 3. saxophone; 4. harp; 5. trombonist; 6. bagpiper; 7. harmonica; 8. cello

3 1. C; 2. A; 3. B; 4. D

4 1. music; 2. tune; 3. bell; 4. song; 5. music

5 1. originated; 2. roots; 3. jazz; 4. characteristics; 5. lyrics; 6. string; 7. harmonicas; 8. include; 9. successful; 10 artists

6 1. piece; 2. orchestra; 3. conductor; 4. percussion; 5. wind; 6. string; 7. melody; 8. concert; 9. gigs; 10. albums; 11. track; 12. single; 13. lyrics; 14. soundtrack; 15. hit

7 1. rooted; 2. sadness; 3. loneliness; 4. description; 5. performer; 6. musicians; 7. improvisation; 8. freedom; 9. popularity; 10. amplified

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

9 1. croak; 2. whistle; 3. grunting; 4. splashing;
5. creaked; 6. crackling; 7. cracked
8. boomed; 9. splash; 10. bang

10 1. A; 2. C; 3. B; 4. D; 5. A; 6. B; 7. A; 8. C; 9. B; 10. D; 11. B; 12. A

10 Proverbs

1 1. bird; 2. ends; 3. cure; 4. eye; 5. feather; 6. hand; 7. mouth; 8. cloud; 9. served; 10. inch.

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

3 1. do what the Romans do; 2. the tough get going; 3. lose all; 4. without a thorn; 5. silence is golden; 6. nothing gained; 7. out of mind; 8. and I'll scratch yours; 9. who laughs last; 10. gets the worm.

4 1. tell; 2. makes; 3. bite; 4. wins; 5. glitters; 6. shines; 7. reap; 8. lie; 9. spoil; 10. play.

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

11 Common collocations and fixed expressions

1 1. do; 2. gives; 3. give; 4. take; 5. has; 6. make; 7. take; 8. doing; 9. do; 10. have

2 1. enrol; 2. made; 3. shake; 4. suit; 5. withdraw; 6. waste; 7. Blink; 8. lose; 9. tackle; 10. reach

3 1. heavily; 2. thoroughly; 3. openly; 4. gracefully; 5. exactly; 6. frantically; 7. hardly; 8. mainly; 9. deeply; 10. efficiently

4 1. bitterly; 2. absolutely; 3. seriously; 4. virtually; 5. eternally; 6. blissfully; 7. largely; 8. ridiculously; 9. slightly; 10. highly

5 1. historic sites; 2. department store; 3. visual arts; 4. heavy traffic; 5. cosmopolitan city; 6. sales staff; 7. visitor centre; 8. holiday weekend

6 1. Endangered; 2. factory; 3. nuclear; 4. thick; 5. oil; 6. Global; 7. urban

7 1. cheese; 2. rat; 3. cons; 4. dog; 5. horse; 6. dog; 7. elephant; 8. birds; 9. cake; 10. red

KEYS TO VIDEO EXERCISES

01. SPORTS AND HOBBIES

- 1: 1-b; 2-a; 3-e; 4-c; 5-d
2: 1. true; 2. false; 3. true.

02. AT SCHOOL

- 1: 1-a; 2-c; 3-b
2: 1-c; 2-b; 3-d; 4-a

03. SHOPS AND SHOPPING

- 1-c; 2-b; 3-b; 4-a; 5-c

04. FOOD AND DRINK

1. false; 2. true; 3. true; 4. false; 5. false;
6. true; 7. false.

05. WEATHER AND SEASONS

- 1: 1. true; 2. false; 3. true; 4. false.
2: 1-d; 2-b; 3-a; 4-c

06. HOLIDAYS AND TRAVELLING

- 1: 1-c; 2-a; 3-c; 4-a; 5-b
2: 1. faster; 2. careful; 3. flying;
4. timetables; 1. false; 2. true; 3. true

07. CINEMA THEATRE AND TELEVISION

1. false; 2. false; 3. true; 4. false; 5. true;
6. true; 7. false

08. NATURAL DISASTER AND ENVIRONMENTAL PROBLEMS

- 1: 1-b; 2-d; 3-e; 4-a; 5-c
2: 1. true; 2. false; 3. false; 4. false

09. CRIME AND CRIMINALS

- 1: 1- c; 2-a; 3-d; 4-b; 5-e
2: 1-b; 2-c; 3-d; 4-a

10. PEOPLE WORK AND EMPLOYMENT

- 1: 1-; 2-; 3-; 4-; 5-
2: 1. false; 2. false; 3. true; 4. false

DISTURBI SPECIFICI DELL'APPRENDIMENTO

Le espressioni DSA (Disturbi Specifici di Apprendimento) e BES (Bisogni Educativi Speciali) sono ormai entrate nell'uso nelle scuole italiane e indicano problemi cui viene richiesta una particolare attenzione.

Alunni con DSA nella scuola statale per l'A.S. 2011/12, suddivisi per regioni e per ordine e grado di scuola

reg	Primaria		Secondaria I Grado		Secondaria II Grado	
	DSA	Alunni	DSA	Alunni	DSA	Alunni
Piemonte	2959	178640	4362	113296	2493	157670
Lombardia	6511	418893	8781	255721	5108	338013
Veneto	2205	218194	3486	137591	1897	188406
Friuli V.G.	634	48841	954	30593	500	44847
Liguria	770	55575	1351	37209	949	55571
Emilia Romagna	2410	182197	3897	111567	2997	166001
Toscana	1868	148678	2645	94929	1928	145180
Umbria	488	37472	793	23520	577	35992
Marche	897	66348	1122	42829	795	67848
Lazio	2293	233118	2718	153721	1635	230683
Abruzzo	286	54492	369	36466	219	57640
Molise	73	12757	79	8889	51	15481
Campania	896	284660	1090	209049	690	307906
Puglia	540	196740	770	133739	326	211691
Basilicata	189	25696	284	17589	185	30459
Calabria	177	91245	284	61890	95	101996
Sicilia	844	245202	885	169666	538	240483
Sardegna	655	65239	944	44811	471	73879
ITALIA	24695	2563987	34814	1683075	21454	2469746

In particolare, con l'emanazione della Direttiva ministeriale del 27 dicembre 2012 Strumenti di intervento per alunni con Bisogni Educativi Speciali e organizzazione territoriale per l'inclusione scolastica, si raccomanda un intervento specifico per favorire l'integrazione degli alunni che presentano disturbi di apprendimento, disturbi evolutivi, ma anche svantaggio sociale e culturale.

È bene ricordare che si tratta di soggetti dotati di intelligenza e caratteristiche fisiche e mentali nella norma, ma con disturbi che li rendono privi di una completa autosufficienza nell'apprendimento.

Le difficoltà più comuni riguardano la lettura (dislessia), la scrittura (disgrafia) e il calcolo matematico (discalculia). Esse richiedono una diagnosi specifica; gli interventi richiesti sono regolati dalla Legge 8 ottobre 2010, n° 170, che riconosce il diritto allo studio degli alunni con DSA, garantito dalla realizzazione di percorsi individualizzati nell'ambito scolastico.

Nelle pagine che seguono vengono fornite alcune prime informazioni di carattere generale.

Ulteriori materiali relativi all'argomento sono presenti sul sito dell'Editore (www.trinitywhitebridge.co.uk).

DISLESSIA E LINGUE STRANIERE

La normativa italiana

La dislessia è ormai un problema ampiamente studiato e riconosciuto dalla comunità scientifica internazionale.

Insieme alla disgrafia, alla disortografia e alla discalculia, fa parte dei Disturbi Specifici di Apprendimento (DSA). Tali disturbi, di origine neurobiologica, si manifestano in presenza di capacità cognitive adeguate e in assenza di patologie neurologiche e di deficit sensoriali.

La *dislessia* si manifesta con una difficoltà nell'imparare a leggere, nella correttezza e nella rapidità della lettura. Non è una malattia e, come tale, non è curabile. È una disabilità che si può migliorare e un insegnamento competente, unitamente all'adozione di misure specifiche, possono fornire all'allievo dislessico valide strategie per poter superare le sue difficoltà, facilitando l'apprendimento.

All'interno del quadro normativo italiano, la L. 170/2010 sui disturbi specifici di apprendimento (DSA), con le relative linee-guida (2011), e le successive indicazioni del Ministero dell'Istruzione, dell'Università e della Ricerca (MIUR) in riferimento ai Bisogni Educativi Speciali (BES), forniscono un quadro completo che, oltre a delineare le caratteristiche del disturbo e il suo riconoscimento, offre indicazioni sulla didattica e gli strumenti operativi da utilizzare nella prassi psicopedagogica nei diversi ordini e gradi di scuola.

Le linee-guida ministeriali contengono, inoltre, un paragrafo dedicato in modo specifico alla didattica delle lingue straniere, che costituisce uno degli elementi di criticità nel percorso educativo dell'allievo dislessico.

Le barriere della lingua straniera

Le difficoltà incontrate da un alunno dislessico nell'apprendimento della lingua straniera evidenziano l'importanza di adottare misure di facilitazione e di supporto.

Le abilità richieste per l'apprendimento di una seconda lingua, che si presentano spesso deboli all'interno dei profili dei soggetti con dislessia, provocando inevitabilmente l'insorgere delle difficoltà, sono rappresentate da:

- abilità fonologiche, che determinano se lo studente può segmentare le parole nella seconda lingua in suoni, fonemi e riuscire infine a riprodurli;
- abilità di sequenza, richiesta sia per la sequenza dei suoni all'interno delle parole sia per le parole nelle frasi;
- memoria a lungo termine e a breve termine, che permettono la conservazione del lessico e la conoscenza delle strutture grammaticali.

Quali lingue presentano minori difficoltà per lo studente dislessico italiano?

La letteratura internazionale ha introdotto il concetto di *dislessia differenziale*, secondo cui alcune lingue amplificano le manifestazioni della dislessia, mentre altre possono risultare meno problematiche.

Cosa rende una lingua più o meno accessibile a uno studente dislessico italiano?

In linea generale, più una lingua presenta una pronuncia affine alla sua ortografia (corrispondenza suono-segno) e viceversa, meno difficoltà emergono nel suo apprendimento.

Pertanto, lingue meno problematiche risultano essere quelle molto trasparenti come lo spagnolo e il tedesco, mentre il francese e soprattutto l'inglese presentano maggiori complessità per i soggetti con disturbo/difficoltà di apprendimento.

L'apprendimento della lingua inglese

Considerando che lo studio della lingua inglese viene richiesto già a partire dalla scuola primaria per poi proseguire fino alla fine del ciclo della scuola secondaria superiore, occorre qui soffermarci, in particolare, sulle differenze esistenti fra l'italiano e l'inglese.

Come appare subito evidente, ciascuna di queste lingue presenta una propria specificità, con elementi di variabilità riconducibili alle aree della fonologia e dell'ortografia che producono un

potenziale impatto nell'apprendimento della lettura e della scrittura.

Consideriamo nel dettaglio queste variabili.

In *italiano*, a suono corrisponde segno e viceversa, quindi si tratta di una lingua trasparente o ad ortografia superficiale, in cui è presente una relazione tendenzialmente univoca tra fonemi e grafemi (suono-segno). Infatti, a fronte di 25 suoni, presenta un sistema grafico composto da solo 33 combinazioni di lettere. Il suo grado di trasparenza ortografica influenza i ritmi di sviluppo della lettura: un alunno italiano di 7 anni in genere legge con un grado quasi perfetto di accuratezza.

L'*inglese* è, al contrario, una lingua opaca o ad ortografia profonda, caratterizzata per un rapporto più complesso tra forma orale e scritta, in cui vengono amplificati i problemi di *spelling*. È una lingua atipica sul fronte ortografico, dal momento che i suoi 40 suoni possono essere rappresentati con centinaia di combinazioni di lettere e il suo grado di opacità ortografica influenza i ritmi di sviluppo della lettura: un bambino inglese giunge allo stesso livello di accuratezza di un bambino italiano di 7 anni verso i 10/11 anni!

Il ruolo della scuola nella fase di osservazione

Nella fase di identificazione della dislessia e nel caso in cui manchi ancora una diagnosi, la normativa prevede che sia compito della scuola rilevare le prestazioni atipiche e segnalarle ufficialmente alla famiglia, affinché si proceda ad una diagnosi specialistica. Una diagnosi tempestiva è molto importante e un eventuale trattamento riabilitativo può attenuare molte delle difficoltà che incontra l'allievo dislessico (e quindi anche l'insegnante che con lui si rapporta) nel processo di insegnamento/apprendimento.

Poiché è proprio nell'area linguistica che emergono con più chiarezza questi segnali, il docente di lingua straniera e di inglese in particolare è in posizione privilegiata per osservare, riconoscere e segnalare prestazioni atipiche, per poi confrontarle con le rilevazioni dei colleghi e procedere in seguito ad una eventuale segnalazione ufficiale.

Prestazioni atipiche nella classe di lingua

Nel contesto dell'apprendimento della seconda lingua, l'alunno dislessico può manifestare alcuni comportamenti atipici che costituiscono segnali a cui prestare la massima attenzione.

Nell'area dell'*oralità*, si possono identificare degli indicatori che riguardano sia una generale difficoltà a seguire un testo parlato in lingua straniera, sia in compiti orali, come ad esempio: ripetere la sequenza delle lettere dell'alfabeto, contare, comprendere le consegne in lingua straniera, rispondere prontamente, improvvisare dialoghi e *role-play* senza supporto scritto.

Nella *lettura*, i segnali più importanti riguardano la qualità, in termini sia di fluenza (lo studente legge molto più lentamente dei compagni) che di accuratezza (pronuncia male anche le parole più frequenti, legge la stessa parola in modi diversi, elimina o sostituisce parti di parola, confonde lettere simili, come p, b, d). Inoltre, anche la difficoltà a riconoscere la forma grafica di una parola appena pronunciata e il rifiuto o la paura di leggere a voce alta costituiscono segnali da non sottovalutare.

L'area del *lessico* offre indicatori piuttosto precisi: lo studente dislessico impiega molto tempo a nominare in modo preciso le cose, fatica a ricordare la forma scritta di parole frequenti e a ripetere parole lunghe, scrive la stessa parola in modi diversi, confonde parole molto simili (ad es. in inglese *cat* e *bat*) e non riesce a ricordare il significato delle parole fuori dal contesto.

Nell'area della *morfosintassi* rientrano i problemi che spesso incontra uno studente dislessico nel cogliere e riutilizzare le regole di composizione delle parole (suffissi, prefissi, parole composte ecc.) e della frase (soggetto, verbo, oggetto); egli, inoltre, mostra difficoltà nel comprendere le regole grammaticali e non riesce ad applicarle, seppur comprese.

Vi sono, infine, degli *indicatori comportamentali* che costituiscono segnali importanti: infatti, lo studente in difficoltà molto spesso non riesce a finire l'esercizio nel tempo assegnato, specialmente se scritto, ottiene scarsi risultati pur impegnandosi a scuola e a casa, crede di non essere portato per le lingue e di essere poco intelligente.

Se lo studente non è ancora stato diagnosticato come dislessico, l'insegnante utilizzerà questi dati proponendo tecniche di rinforzo e recupero usando le risorse a disposizione (per es. ma-

teriale integrativo del libro di testo); se queste attività non sortiranno alcun effetto si procederà alla segnalazione alla famiglia.

Se, invece, la dislessia dello studente è già conclamata, l'insegnante utilizzerà i dati direttamente per costruire il PDP (Piano Didattico Personalizzato).

L'ansia linguistica

Certi compiti linguistici possono rivelarsi ampiamente ansiogeni per i soggetti dislessici.

L'insegnante dovrebbe, pertanto, prestare particolare attenzione a non creare per loro situazioni di fallimento, quali leggere a voce alta davanti alla classe, tradurre o rispondere a domande di comprensione, imparare a memoria e ripetere in pubblico brani, memorizzare liste di parole decontestualizzate, rispondere rapidamente a una domanda e improvvisare dialoghi senza supporto cartaceo.

Una volta creatasi, questa forma d'ansia influirà sia sul piano personale (deterioramento dell'autostima, blocco psicologico, ecc.) che a livello linguistico (riluttanza alla comunicazione, incapacità di autocorreggersi, tendenza alla distrazione, ecc.).

Misure facilitanti l'apprendimento e valutazione

Nell'ambito degli interventi pedagogico-didattici necessari a consentire a studenti con dislessia l'apprendimento delle lingue straniere, la normativa vigente richiede alle istituzioni scolastiche di valorizzare le modalità attraverso cui l'allievo può esprimere le sue competenze, privilegiando le abilità orali rispetto a quelle scritte, ricorrendo a *strumenti compensativi* sia per la lettura (sintesi vocale, audio-libri) che per la scrittura (computer con correttore automatico e con dizionario digitale).

In questo contesto, gli insegnanti possono incidere positivamente sul processo di apprendimento di questi studenti attraverso l'adozione di libri di testo *dyslexic-friendly*, che si presentano facilitanti a livello grafico per accessibilità grafica, layout, enfasi, organizzazione testuale e semioticità a sostegno dei processi attentivi e motivazionali.

Le *misure dispensative* previste includono tempi aggiuntivi nelle prove scritte, riduzione del carico di lavoro e, nei casi più gravi, la dispensa dalle prove scritte, prevedendo solo prove orali.

In sede di valutazione della comprensione (orale e scritta) la normativa raccomanda la valorizzazione della capacità di cogliere il senso generale del messaggio e, in fase di produzione, di dare rilievo alla efficacia comunicativa (cioè alla capacità di farsi comprendere in modo chiaro), anche se non corretta grammaticalmente.

La prospettiva europea

L'apprendimento delle lingue straniere costituisce per gli studenti con dislessia e con BES un diritto educativo che può sortire effetti positivi, sia a livello personale (crescita dell'autostima) che strumentale, in quanto la conoscenza delle lingue straniere costituisce oggi un elemento imprescindibile per la qualificazione e il miglioramento del profilo professionale.

In una prospettiva pienamente europea non ci si deve, quindi, porre il problema se sia opportuno insegnare le lingue straniere, in primo luogo l'inglese quale lingua parlata universalmente, ad un allievo dislessico, ma, affermando il principio dell'inclusione e delle pari opportunità formative, concentrarsi invece sul *come* promuovere l'apprendimento, tenendo presenti le specificità della dislessia e individuando gli strumenti e le misure migliori. Una tale azione, pur assumendo un valore particolare nel contesto della dislessia e dei bisogni speciali, può di fatto favorire il lavoro di tutta la classe e promuovere una glottodidattica inclusiva che supporti anche altri studenti in difficoltà.

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**LINEE GUIDA PER IL DIRITTO ALLO STUDIO
DEGLI ALUNNI E DEGLI STUDENTI CON DSA
(Allegate al Decreto Ministeriale 12 luglio 2011)**

Premessa

La legge 8 ottobre 2010, n. 170, riconosce la dislessia, la disortografia, la disgrafia e la discalculia come Disturbi Specifici di Apprendimento (DSA), assegnando al sistema nazionale di istruzione e agli atenei il compito di individuare le forme didattiche e le modalità di valutazione più adeguate affinché alunni e studenti con DSA possano raggiungere il successo formativo.

Per la peculiarità dei Disturbi Specifici di Apprendimento, la Legge apre, in via generale, un ulteriore canale di tutela del diritto allo studio, rivolto specificamente agli alunni con DSA, diverso da quello previsto dalla legge 104/1992. Infatti, il tipo di intervento per l'esercizio del diritto allo studio previsto dalla Legge si focalizza sulla didattica individualizzata e personalizzata, sugli strumenti compensativi, sulle misure dispensative e su adeguate forme di verifica e valutazione. A questo riguardo, la promulgazione della legge 170/2010 riporta in primo piano un importante fronte di riflessione culturale e professionale su ciò che oggi significa svolgere la funzione docente. Le Nuove norme in materia di disturbi specifici di apprendimento in ambito scolastico sollecitano ancora una volta la scuola – nel contesto di flessibilità e di autonomia avviato dalla legge 59/99 – a porre al centro delle proprie attività e della propria cura la persona, sulla base dei principi sanciti dalla legge 53/2003 e dai successivi decreti applicativi: “La definizione e la realizzazione delle strategie educative e didattiche devono sempre tener conto della singolarità e complessità di ogni persona, della sua articolata identità, delle sue aspirazioni, capacità e delle sue fragilità, nelle varie fasi di sviluppo e di formazione.”

In tale contesto, si inserisce la legge 170/2010, rivolta ad alunni che necessitano, oltre ai prioritari interventi di didattica individualizzata e personalizzata, anche di specifici strumenti e misure che derogano da alcune prestazioni richieste dalla scuola. Per consentire, pertanto, agli alunni con DSA di raggiungere gli obiettivi di apprendimento, devono essere riarticolate le modalità didattiche e le strategie di insegnamento sulla base dei bisogni educativi specifici, in tutti gli ordini e gradi di scuola.

Le Linee guida presentano alcune indicazioni, elaborate sulla base delle più recenti conoscenze scientifiche, per realizzare interventi didattici individualizzati e personalizzati, nonché per utilizzare gli strumenti compensativi e per applicare le misure dispensative. Esse indicano il livello essenziale delle prestazioni richieste alle istituzioni scolastiche e agli atenei per garantire il diritto allo studio degli alunni e degli studenti con DSA.

Il documento presenta la descrizione dei Disturbi Specifici di Apprendimento, amplia alcuni concetti pedagogico-didattici ad essi connessi e illustra le modalità di valutazione per il diritto allo studio degli alunni e degli studenti con DSA nelle istituzioni scolastiche e negli atenei. Un capitolo è poi dedicato ai compiti e ai ruoli assunti dai diversi soggetti coinvolti nel processo di inclusione degli alunni e degli studenti con DSA: uffici scolastici regionali, istituzioni scolastiche (dirigenti, docenti, alunni e studenti), famiglie, atenei. L'ultimo, è dedicato alla formazione.

Sul sito internet del MIUR, presso l'indirizzo web <http://www.istruzione.it/web/istruzione/dsa>, è possibile visionare schede di approfondimento, costantemente aggiornate, relative alla dislessia, alla disortografia e disgrafia, alla discalculia, alla documentazione degli interventi didattici attivati dalla scuola (come per esempio il Piano Didattico Personalizzato) e alle varie questioni inerenti i DSA che si porranno con l'evolvere della ricerca scientifica.

1. I DISTURBI SPECIFICI DI APPRENDIMENTO

I Disturbi Specifici di Apprendimento interessano alcune specifiche abilità dell'apprendimento scolastico, in un contesto di funzionamento intellettivo adeguato all'età anagrafica. Sono coinvolte in tali disturbi: l'abilità di lettura, di scrittura, di fare calcoli. Sulla base dell'abilità interessata dal disturbo, i DSA assumono una denominazione specifica: dislessia (lettura), disgrafia e disortografia (scrittura), discalculia (calcolo).

Secondo le ricerche attualmente più accreditate, i DSA sono di origine neurobiologica; allo stesso tempo hanno matrice evolutiva e si mostrano come un'atipia dello sviluppo, modificabili attraverso interventi mirati.

Posto nelle condizioni di attenuare e/o compensare il disturbo, infatti, il discente può raggiungere gli obiettivi di apprendimento previsti. È da notare, inoltre (e ciò non è affatto irrilevante per la didattica), che gli alunni con DSA sviluppano stili di apprendimento specifici, volti a compensare le difficoltà incontrate a seguito del disturbo.

1.1 La dislessia

Da un punto di vista clinico, la dislessia si manifesta attraverso una minore correttezza e rapidità della lettura a voce alta rispetto a quanto atteso per età anagrafica, classe frequentata, istruzione ricevuta.

Risultano più o meno deficitarie – a seconda del profilo del disturbo in base all'età – la lettura di lettere, di parole e non-parole, di brani. In generale, l'aspetto evolutivo della dislessia può farlo somigliare a un semplice rallentamento del regolare processo di sviluppo. Tale considerazione è utile per l'individuazione di eventuali segnali anticipatori, fin dalla scuola dell'infanzia.

1.2 La disgrafia e la disortografia

Il disturbo specifico di scrittura si definisce disgrafia o disortografia, a seconda che interessi rispettivamente la grafia o l'ortografia. La disgrafia fa riferimento al controllo degli aspetti grafici, formali, della scrittura manuale, ed è collegata al momento motorio-esecutivo della prestazione; la disortografia riguarda invece l'utilizzo, in fase di scrittura, del codice linguistico in quanto tale.

La disgrafia si manifesta in una minore fluenza e qualità dell'aspetto grafico della scrittura, la disortografia è all'origine di una minore correttezza del testo scritto; entrambi, naturalmente, sono in rapporto all'età anagrafica dell'alunno. In particolare, la disortografia si può definire come un disordine di codifica del testo scritto, che viene fatto risalire ad un deficit di funzionamento delle componenti centrali del processo di scrittura, responsabili della transcodifica del linguaggio orale nel linguaggio scritto.

1.3 La discalculia

La discalculia riguarda l'abilità di calcolo, sia nella componente dell'organizzazione della cognizione numerica (intelligenza numerica base), sia in quella delle procedure esecutive e del calcolo.

Nel primo ambito, la discalculia interviene sugli

elementi basali dell'abilità numerica: il *subitizing* (o riconoscimento immediato di piccole quantità), i meccanismi di quantificazione, la seriazione, la comparazione, le strategie di composizione e scomposizione di quantità, le strategie di calcolo a mente.

Nell'ambito procedurale, invece, la discalculia rende difficoltose le procedure esecutive per lo più implicate nel calcolo scritto: la lettura e scrittura dei numeri, l'incolonnamento, il recupero dei fatti numerici e gli algoritmi del calcolo scritto vero e proprio.

1.4 La comorbidità

Pur interessando abilità diverse, i disturbi sopra descritti possono coesistere in una stessa persona – ciò che tecnicamente si definisce "comorbidità".

Ad esempio, il Disturbo del Calcolo può presentarsi in isolamento o in associazione (più tipicamente) ad altri disturbi specifici.

La comorbidità può essere presente anche tra i DSA e altri disturbi di sviluppo (disturbi di linguaggio, disturbi di coordinazione motoria, disturbi dell'attenzione) e tra i DSA e i disturbi emotivi e del comportamento.

In questo caso, il disturbo risultante è superiore alla somma delle singole difficoltà, poiché ognuno dei disturbi implicati nella comorbidità influenza negativamente lo sviluppo delle abilità complessive.

2. OSSERVAZIONE IN CLASSE

I Disturbi Specifici di Apprendimento hanno una componente evolutiva che comporta la loro manifestazione come ritardo e/o atipia del processo di sviluppo, definito sulla base dell'età anagrafica e della media degli alunni o degli studenti presenti nella classe.

Alcune ricerche hanno inoltre evidenziato che ai DSA si accompagnano stili di apprendimento e altre caratteristiche cognitive specifiche, che è importante riconoscere per la predisposizione di una didattica personalizzata efficace.

Ciò assegna alla capacità di osservazione degli insegnanti un ruolo fondamentale, non solo nei primi segmenti dell'istruzione – scuola dell'infanzia e scuola primaria – per il riconoscimento di un potenziale disturbo specifico dell'apprendimento, ma anche in tutto il percorso scolastico, per individuare quelle caratteristiche cognitive

su cui puntare per il raggiungimento del successo formativo.

2.1 Osservazione delle prestazioni atipiche

Per individuare un alunno con un potenziale Disturbo Specifico di Apprendimento, non necessariamente si deve ricorrere a strumenti appositi, ma può bastare, almeno in una prima fase, far riferimento all'osservazione delle prestazioni nei vari ambiti di apprendimento interessati dal disturbo: lettura, scrittura, calcolo.

Ad esempio, per ciò che riguarda la scrittura, è possibile osservare la presenza di errori ricorrenti, che possono apparire comuni ed essere frequenti in una fase di apprendimento o in una classe precedente, ma che si presentano a lungo ed in modo non occasionale. Nei ragazzi più grandi è possibile notare l'estrema difficoltà a controllare le regole ortografiche o la punteggiatura.

Per quanto concerne la lettura, possono essere indicativi il permanere di una lettura sillabica ben oltre la metà della prima classe primaria; la tendenza a leggere la stessa parola in modi diversi nel medesimo brano; il perdere frequentemente il segno o la riga.

Quando un docente osserva tali caratteristiche nelle prestazioni scolastiche di un alunno, predispone specifiche attività di recupero e potenziamento. Se, anche a seguito di tali interventi, l'atipia permane, sarà necessario comunicare alla famiglia quanto riscontrato, consigliandola di ricorrere ad uno specialista per accertare la presenza o meno di un disturbo specifico di apprendimento.

È bene precisare che le ricerche in tale ambito rilevano che circa il 20% degli alunni (soprattutto nel primo biennio della scuola primaria), manifestano difficoltà nelle abilità di base coinvolte dai Disturbi Specifici di Apprendimento. Di questo 20%, tuttavia, solo il tre o quattro per cento presenteranno un DSA. Ciò vuol dire che una prestazione atipica solo in alcuni casi implica un disturbo.

2.2 Osservazione degli stili di apprendimento

Gli individui apprendono in maniera diversa uno dall'altro secondo le modalità e le strategie con cui ciascuno elabora le informazioni. Un insegnamento che tenga conto dello stile di apprendimento dello studente facilita il raggiungimento degli obiettivi educativi e didattici.

Ciò è significativo per l'argomento in questione, in quanto se la costruzione dell'attività didatti-

ca, sulla base di un determinato stile di apprendimento, favorisce in generale tutti gli alunni, nel caso invece di un alunno con DSA, fare riferimento nella prassi formativa agli stili di apprendimento e alle diverse strategie che lo caratterizzano, diventa un elemento essenziale e dirimente per il suo successo scolastico.

3. LA DIDATTICA INDIVIDUALIZZATA E PERSONALIZZATA.

STRUMENTI COMPENSATIVI E MISURE DISPENSATIVE.

La Legge 170/2010 dispone che le istituzioni scolastiche garantiscano «l'uso di una didattica individualizzata e personalizzata, con forme efficaci e flessibili di lavoro scolastico che tengano conto anche di caratteristiche peculiari del soggetto, quali il bilinguismo, adottando una metodologia e una strategia educativa adeguate».

I termini individualizzata e personalizzata non sono da considerarsi sinonimi. In letteratura, la discussione in merito è molto ampia e articolata. Ai fini di questo documento, è possibile individuare alcune definizioni che, senza essere definitive, possono consentire di ragionare con un vocabolario comune.

È comunque preliminarmente opportuno osservare che la Legge 170/2010 insiste più volte sul tema della didattica individualizzata e personalizzata come strumento di garanzia del diritto allo studio, con ciò lasciando intendere la centralità delle metodologie didattiche, e non solo degli strumenti compensativi e delle misure dispensative, per il raggiungimento del successo formativo degli alunni con DSA.

“Individualizzato” è l'intervento calibrato sul singolo, anziché sull'intera classe o sul piccolo gruppo, che diviene “personalizzato” quando è rivolto ad un particolare discente.

Più in generale – contestualizzandola nella situazione didattica dell'insegnamento in classe – l'azione formativa individualizzata pone obiettivi comuni per tutti i componenti del gruppo-classe, ma è concepita adattando le metodologie in funzione delle caratteristiche individuali dei discenti, con l'obiettivo di assicurare a tutti il conseguimento delle competenze fondamentali del curriculum, comportando quindi attenzione alle differenze individuali in rapporto ad una pluralità di dimensioni.

L'azione formativa personalizzata ha, in più,

l'obiettivo di dare a ciascun alunno l'opportunità di sviluppare al meglio le proprie potenzialità e, quindi, può porsi obiettivi diversi per ciascun discente, essendo strettamente legata a quella specifica ed unica persona dello studente a cui ci rivolgiamo.

Si possono quindi proporre le seguenti definizioni.

La *didattica individualizzata* consiste nelle attività di recupero individuale che può svolgere l'alunno per potenziare determinate abilità o per acquisire specifiche competenze, anche nell'ambito delle strategie compensative e del metodo di studio; tali attività individualizzate possono essere realizzate nelle fasi di lavoro individuale in classe o in momenti ad esse dedicati, secondo tutte le forme di flessibilità del lavoro scolastico consentite dalla normativa vigente.

La *didattica personalizzata*, invece, anche sulla base di quanto indicato nella Legge 53/2003 e nel Decreto legislativo 59/2004, calibra l'offerta didattica, e le modalità relazionali, sulla specificità ed unicità a livello personale dei bisogni educativi che caratterizzano gli alunni della classe, considerando le differenze individuali soprattutto sotto il profilo qualitativo; si può favorire, così, l'accrescimento dei punti di forza di ciascun alunno, lo sviluppo consapevole delle sue 'preferenze' e del suo talento. Nel rispetto degli obiettivi generali e specifici di apprendimento, la didattica personalizzata si sostanzia attraverso l'impiego di una varietà di metodologie e strategie didattiche, tali da promuovere le potenzialità e il successo formativo in ogni alunno: l'uso dei mediatori didattici (schemi, mappe concettuali, ecc.), l'attenzione agli stili di apprendimento, la calibrazione degli interventi sulla base dei livelli raggiunti, nell'ottica di promuovere un apprendimento significativo.

La sinergia fra didattica individualizzata e personalizzata determina dunque, per l'alunno e lo studente con DSA, le condizioni più favorevoli per il raggiungimento degli obiettivi di apprendimento.

La Legge 170/2010 richiama inoltre le istituzioni scolastiche all'obbligo di garantire «l'introduzione di strumenti compensativi, compresi i mezzi di apprendimento alternativi e le tecnologie informatiche, nonché misure dispensative da alcune prestazioni non essenziali ai fini della qualità dei concetti da apprendere».

Gli *strumenti compensativi* sono strumenti didattici e tecnologici che sostituiscono o facilita-

no la prestazione richiesta nell'abilità deficitaria. Fra i più noti indichiamo:

- la sintesi vocale, che trasforma un compito di lettura in un compito di ascolto;
- il registratore, che consente all'alunno o allo studente di non scrivere gli appunti della lezione;
- i programmi di video scrittura con correttore ortografico, che permettono la produzione di testi sufficientemente corretti senza l'affaticamento della rilettura e della contestuale correzione degli errori;
- la calcolatrice, che facilita le operazioni di calcolo;
- altri strumenti tecnologicamente meno evoluti quali tabelle, formulari, mappe concettuali, ecc. Tali strumenti sollevano l'alunno o lo studente con DSA da una prestazione resa difficoltosa dal disturbo, senza peraltro facilitargli il compito dal punto di vista cognitivo. L'utilizzo di tali strumenti non è immediato e i docenti – anche sulla base delle indicazioni del referente di istituto – avranno cura di sostenerne l'uso da parte di alunni e studenti con DSA.

Le *misure dispensative* sono invece interventi che consentono all'alunno o allo studente di non svolgere alcune prestazioni che, a causa del disturbo, risultano particolarmente difficoltose e che non migliorano l'apprendimento. Per esempio, non è utile far leggere a un alunno con dislessia un lungo brano, in quanto l'esercizio, per via del disturbo, non migliora la sua prestazione nella lettura.

D'altra parte, consentire all'alunno o allo studente con DSA di usufruire di maggior tempo per lo svolgimento di una prova, o di poter svolgere la stessa su un contenuto comunque disciplinarmente significativo ma ridotto, trova la sua ragion d'essere nel fatto che il disturbo li impegna per più tempo dei propri compagni nella fase di decodifica degli *items* della prova. A questo riguardo, gli studi disponibili in materia consigliano di stimare, tenendo conto degli indici di prestazione dell'allievo, in che misura la specifica difficoltà lo penalizzi di fronte ai compagni e di calibrare di conseguenza un tempo aggiuntivo o la riduzione del materiale di lavoro. In assenza di indici più precisi, una quota del 30% in più appare un ragionevole tempo aggiuntivo.

L'adozione delle misure dispensative, al fine di non creare percorsi immotivatamente facilitati, che non mirano al successo formativo degli alunni e degli studenti con DSA, dovrà essere sem-

pre valutata sulla base dell'effettiva incidenza del disturbo sulle prestazioni richieste, in modo tale, comunque, da non differenziare, in ordine agli obiettivi, il percorso di apprendimento dell'alunno o dello studente in questione.

3.1 Documentazione dei percorsi didattici

Le attività di recupero individualizzato, le modalità didattiche personalizzate, nonché gli strumenti compensativi e le misure dispensative dovranno essere dalle istituzioni scolastiche esplicitate e formalizzate, al fine di assicurare uno strumento utile alla continuità didattica e alla condivisione con la famiglia delle iniziative intraprese.

A questo riguardo, la scuola predispone, nelle forme ritenute idonee e in tempi che non superino il primo trimestre scolastico, un documento che dovrà contenere almeno le seguenti voci, articolato per le discipline coinvolte dal disturbo:

- dati anagrafici dell'alunno;
- tipologia di disturbo;
- attività didattiche individualizzate;
- attività didattiche personalizzate;
- strumenti compensativi utilizzati;
- misure dispensative adottate;
- forme di verifica e valutazione personalizzate.

Nella predisposizione della documentazione in questione è fondamentale il raccordo con la famiglia, che può comunicare alla scuola eventuali osservazioni su esperienze sviluppate dallo studente anche autonomamente o attraverso percorsi extrascolastici.

Sulla base di tale documentazione, nei limiti della normativa vigente, vengono predisposte le modalità delle prove e delle verifiche in corso d'anno o a fine Ciclo.

Tale documentazione può acquisire la forma del Piano Didattico Personalizzato.

A titolo esemplificativo, vengono pubblicati sul sito del MIUR (<http://www.istruzione.it/web/istruzione/dsa>) alcuni modelli di Piano Didattico Personalizzato.

Nella stessa pagina web dedicata ai DSA, potranno essere consultati ulteriori modelli, selezionati sulla base delle migliori pratiche realizzate dalle scuole o elaborati in sede scientifica.

4. UNA DIDATTICA PER GLI ALUNNI CON DSA

Negli ultimi anni abbiamo assistito ad un progressivo incremento in ambito clinico degli studi, delle ricerche e delle attività scientifiche sul

tema dei DSA. Consultando la bibliografia in argomento, si rileva infatti una quantità preponderante di pubblicazioni nei settori della clinica e delle neuroscienze, rispetto a quelli pedagogico-didattici. In tempi più recenti, anche per le dimensioni che ha assunto il fenomeno nelle nostre scuole, oltre che per l'attenzione determinata dagli interventi legislativi in materia, si è manifestato un sempre maggiore interesse per la messa a punto e l'aggiornamento di metodologie didattiche a favore dei bambini con DSA.

Sulla base di una impostazione tuttora ritenuta valida, la didattica trae orientamento da considerazioni di carattere psicopedagogico. A tale riguardo, può essere utile far riferimento a testi redatti nell'ambito di studi e ricerche che si concentrano sul comportamento manifesto, sulla fenomenologia dei DSA, senza tralasciare di indagare e di interpretare i modi interiori dell'esperienza. In tale ambito, si cerca di indagare il mondo del bambino dislessico secondo la sua prospettiva, non come osservatori esterni. Si porta il lettore attraverso vari esempi a comprendere come il bambino dislessico non riesce a mettersi da un punto di vista unitario, ciò che provoca una corsa ai punti di riferimento, poiché ad ogni movimento verso il mondo sorge spontaneamente un doppio significato. Un esempio è quello del turista che si trova in Inghilterra dove vi è un sistema di guida diverso e dove si fa fatica a guadagnare nuovi punti di riferimento. E vi è l'esempio di un Paese ancora più insolito dove la barriera del linguaggio è raddoppiata da quella dei significati.

Immaginiamo di trovarci in un posto con una lingua totalmente diversa o che non riusciamo a ben comprendere: sentiamo sorgere un senso di profondo disagio perché manca "una comunicazione completa, reale, intima". Ma riusciamo a tranquillizzarci perché il nostro soggiorno avrà termine e, con il rientro a casa, potremo tornare ad esprimerci, a parlare in rapporto allo stesso quadro di riferimento, a trovare uno scambio vero, uno scambio pieno. Pensiamo invece al disagio di questi bambini che non possono tornare a casa, in un mondo dove devono rincorrere punti di riferimento che rimangono stranieri, soprattutto se noi siamo per loro stranieri, chiudendoci nell'incomprensione.

Da tali indicazioni si può prendere spunto per trarre orientamento nella prassi pedagogico-didattica. Gli insegnanti possono "riappropriarsi" di competenze educativo-didattiche anche nell'ambito dei DSA, laddove lo spostamento del

baricentro in ambito clinico aveva invece portato sempre più a delegare a specialisti esterni funzioni proprie della professione docente o a mutuare la propria attività sul modello degli interventi specialistici, sulla base della consapevolezza della complessità del problema e delle sue implicazioni neurobiologiche.

Ora, la complessità del problema rimane attuale e la validità di un apporto specialistico, ovvero di interventi diagnostici e terapeutici attuati da psicologi, logopedisti e neuropsichiatri in sinergia con il personale della scuola non può che essere confermata; tuttavia – anche in considerazione della presenza sempre più massiccia di alunni con DSA nelle classi – diviene sempre più necessario fare appello alle competenze psicopedagogiche dei docenti ‘curricolari’ per affrontare il problema, che non può più essere delegato tout court a specialisti esterni.

È appena il caso di ricordare che nel profilo professionale del docente sono ricomprese, oltre alle competenze disciplinari, anche competenze psicopedagogiche (Cfr. art. 27 CCNL). Gli strumenti metodologici per interventi di carattere didattico fanno parte, infatti, dello “strumentario” di base che è patrimonio di conoscenza e di abilità di ciascun docente. Tuttavia, è pur vero che la competenza psicopedagogica, in tal caso, deve poter essere aggiornata e approfondita.

È per questo che il MIUR già da anni promuove azioni di formazione sul territorio e, da ultimo, ha sottoscritto un accordo quadro per l’alta formazione in ambito universitario sul tema dei DSA (si veda il paragrafo 7, sulla formazione). Si tratta di percorsi comuni per quanto riguarda l’approccio psicopedagogico, ma differenziati rispetto agli ordini e gradi di scuola. Vi sono infatti peculiarità dell’azione didattica che vanno attentamente considerate.

In tal senso, la Scuola dell’Infanzia svolge un ruolo di assoluta importanza sia a livello preventivo, sia nella promozione e nell’avvio di un corretto e armonioso sviluppo – del miglior sviluppo possibile – del bambino in tutto il percorso scolastico, e non solo. Occorre tuttavia porre attenzione a non precorrere le tappe nell’insegnamento della letto-scrittura, anche sulla scia di dinamiche innestate in ambiente familiare o indotte dall’uso di strumenti multimediali. La Scuola dell’Infanzia, infatti, “esclude impostazioni scolasticistiche che tendono a precocizzare gli apprendimenti formali”. Invece, coerentemente con gli orientamenti e le indicazioni che

si sono succeduti negli ultimi decenni, la Scuola dell’Infanzia ha il compito di “rafforzare l’identità personale, l’autonomia e le competenze dei bambini”, promuovendo la “maturazione dell’identità personale, in una prospettiva che ne integri tutti gli aspetti (biologici, psichici, motori, intellettuali, sociali, morali e religiosi)”, mirando a consolidare “le capacità sensoriali, percettive, motorie, sociali, linguistiche ed intellettive del bambino”.

Come è noto, la diagnosi di DSA può essere formulata con certezza alla fine della seconda classe della scuola primaria. Dunque, il disturbo di apprendimento è conclamato quando già il bambino ha superato il periodo di insegnamento della letto-scrittura e dei primi elementi del calcolo. Ma è questo il periodo cruciale e più delicato tanto per il dislessico, che per il disgrafico, il disortografico e il discalculico.

Se, ad esempio, in quella classe si è fatto ricorso a metodologie non adeguate, senza prestare la giusta attenzione alle esigenze formative ed alle ‘fragilità’ di alcuni alunni, avremo non soltanto perduto un’occasione preziosa per far sviluppare le migliori potenzialità di quel bambino, ma forse avremo anche minato seriamente il suo percorso formativo.

Per questo assume importanza fondamentale che sin dalla scuola dell’Infanzia si possa prestare attenzione a possibili DSA e porre in atto tutti gli interventi conseguenti, ossia – in primis – tutte le strategie didattiche disponibili. Se poi l’osservazione pedagogica o il percorso clinico porteranno a constatare che si è trattato di una mera *difficoltà* di apprendimento anziché di un *disturbo*, sarà meglio per tutti. Si deve infatti sottolineare che le metodologie didattiche adatte per i bambini con DSA sono valide per ogni bambino, e non viceversa. (...)

4.1 Scuola secondaria di I e di II grado

La scuola secondaria richiede agli studenti la piena padronanza delle competenze strumentali (lettura, scrittura e calcolo), l’adozione di un efficace metodo di studio e prerequisiti adeguati all’apprendimento di saperi disciplinari sempre più complessi; elementi, questi, che possono mettere in seria difficoltà l’alunno con DSA, inducendolo ad atteggiamenti demotivati e rinunciatari. Tali difficoltà possono essere notevolmente contenute e superate individuando opportunamente le strategie e gli strumenti compensativi nonché le misure dispensative.

4.1.1 Disturbo di lettura

Nel caso di studenti con dislessia, la scuola secondaria dovrà mirare a promuovere la capacità di comprensione del testo.

La decodifica, ossia la decifrazione del testo, e la sua comprensione sono processi cognitivi differenti e pertanto devono essere considerati separatamente nell'attività didattica. A questo riguardo possono risultare utili alcune strategie riguardanti le modalità della lettura. È infatti opportuno:

- insistere sul passaggio alla lettura silente piuttosto che a voce alta, in quanto la prima risulta generalmente più veloce e più efficiente;
- insegnare allo studente modalità di lettura che, anche sulla base delle caratteristiche tipografiche e dell'evidenziazione di parole chiave, consenta di cogliere il significato generale del testo, all'interno del quale poi eventualmente avviare una lettura più analitica.

Per uno studente con dislessia, gli strumenti compensativi sono primariamente quelli che possono trasformare un compito di lettura (reso difficoltoso dal disturbo) in un compito di ascolto.

A tal fine è necessario fare acquisire allo studente competenze adeguate nell'uso degli strumenti compensativi.

Si può fare qui riferimento:

- alla presenza di una persona che legga gli *items* dei test, le consegne dei compiti, le tracce dei temi o i questionari con risposta a scelta multipla;
- alla sintesi vocale, con i relativi software, anche per la lettura di testi più ampi e per una maggiore autonomia;
- all'utilizzo di libri o vocabolari digitali.

Studiare con la sintesi vocale è cosa diversa che studiare mediante la lettura diretta del libro di testo; sarebbe pertanto utile che i docenti o l'eventuale referente per la dislessia acquisiscano competenze in materia e che i materiali didattici prodotti dai docenti siano in formato digitale.

Si rammenta che l'Azione 6 del Progetto "Nuove Tecnologie e Disabilità" ha finanziato la realizzazione di software di sintesi vocale scaricabili gratuitamente dal sito del MIUR.

Per lo studente dislessico è inoltre più appropriata la proposta di nuovi contenuti attraverso il canale orale piuttosto che attraverso lo scritto, consentendo anche la registrazione delle lezioni. Per facilitare l'apprendimento, soprattutto negli studenti con difficoltà linguistiche, può essere

opportuno semplificare il testo di studio, attraverso la riduzione della complessità lessicale e sintattica.

Si raccomanda, inoltre, l'impiego di mappe concettuali, di schemi, e di altri mediatori didattici che possono sia facilitare la comprensione sia supportare la memorizzazione e/o il recupero delle informazioni. A questo riguardo, potrebbe essere utile che le scuole raccolgano e archivino tali mediatori didattici, anche al fine di un loro più veloce e facile utilizzo.

In merito alle misure dispensative, lo studente con dislessia è dispensato:

- dalla lettura a voce alta in classe;
- dalla lettura autonoma di brani la cui lunghezza non sia compatibile con il suo livello di abilità;
- da tutte quelle attività ove la lettura è la prestazione valutata.

In fase di verifica e di valutazione, lo studente con dislessia può usufruire di tempi aggiuntivi per l'espletamento delle prove o, in alternativa e comunque nell'ambito degli obiettivi disciplinari previsti per la classe, di verifiche con minori richieste.

Nella valutazione delle prove orali e in ordine alle modalità di interrogazione si dovrà tenere conto delle capacità lessicali ed espressive proprie dello studente.

4.1.2 Disturbo di scrittura

In merito agli strumenti compensativi, gli studenti con disortografia o disgrafia possono avere necessità di compiere una doppia lettura del testo che hanno scritto: la prima per l'autocorrezione degli errori ortografici, la seconda per la correzione degli aspetti sintattici e di organizzazione complessiva del testo. Di conseguenza, tali studenti avranno bisogno di maggior tempo nella realizzazione dei compiti scritti. In via generale, comunque, la valutazione si soffermerà soprattutto sul contenuto disciplinare piuttosto che sulla forma ortografica e sintattica.

Gli studenti in questione potranno inoltre avvalersi:

- di mappe o di schemi nell'attività di produzione per la costruzione del testo;
- del computer (con correttore ortografico e sintesi vocale per la rilettura) per velocizzare i tempi di scrittura e ottenere testi più corretti;
- del registratore per prendere appunti.

Per quanto concerne le misure dispensative, oltre a tempi più lunghi per le verifiche scritte o a una quantità minore di esercizi, gli alunni con

disgrafia e disortografia sono dispensati dalla valutazione della correttezza della scrittura e, anche sulla base della gravità del disturbo, possono accompagnare o integrare la prova scritta con una prova orale attinente ai medesimi contenuti.

(...)

4.2 Didattica per le lingue straniere

Poiché la trasparenza linguistica, ossia la corrispondenza fra come una lingua si scrive e come si legge, influisce sul livello di difficoltà di apprendimento della lingua da parte degli studenti con DSA, è opportuno che la scuola, in sede di orientamento o al momento di individuare quale lingua straniera privilegiare, informi la famiglia sull'opportunità di scegliere – ove possibile – una lingua che ha una trasparenza linguistica maggiore. Analogamente, i docenti di lingue straniere terranno conto, nelle prestazioni attese e nelle modalità di insegnamento, del principio sopra indicato.

In sede di programmazione didattica si dovrà generalmente assegnare maggiore importanza allo sviluppo delle abilità orali rispetto a quelle scritte. Poiché i tempi di lettura dell'alunno con DSA sono più lunghi, è altresì possibile consegnare il testo scritto qualche giorno prima della lezione, in modo che l'allievo possa concentrarsi a casa sulla decodifica superficiale, lavorando invece in classe insieme ai compagni sulla comprensione dei contenuti.

In merito agli strumenti compensativi, con riguardo alla lettura, gli alunni e gli studenti con DSA possono usufruire di audio-libri e di sintesi vocale con i programmi associati. La sintesi vocale può essere utilizzata sia in corso d'anno che in sede di esame di Stato.

Relativamente alla scrittura, è possibile l'impiego di strumenti compensativi come il computer con correttore automatico e con dizionario digitale. Anche tali strumenti compensativi possono essere impiegati in corso d'anno e in sede di esame di Stato.

Per quanto concerne le misure dispensative, gli alunni e gli studenti con DSA possono usufruire:

- di tempi aggiuntivi;
- di una adeguata riduzione del carico di lavoro;
- in caso di disturbo grave e previa verifica della presenza delle condizioni previste all'Art. 6, comma 5 del D.M. 12 luglio 2011, è possibile in corso d'anno dispensare l'alunno dalla valutazione nelle prove scritte e, in sede di esame

di Stato, prevedere una prova orale sostitutiva di quella scritta, i cui contenuti e le cui modalità sono stabiliti dalla Commissione d'esame sulla base della documentazione fornita dai Consigli di Classe.

Resta fermo che in presenza della dispensa dalla valutazione delle prove scritte, gli studenti con DSA utilizzeranno comunque il supporto scritto in quanto utile all'apprendimento anche orale delle lingue straniere, soprattutto in età adolescenziale.

In relazione alle forme di valutazione, per quanto riguarda la comprensione (orale o scritta), sarà valorizzata la capacità di cogliere il senso generale del messaggio; in fase di produzione sarà dato più rilievo all'efficacia comunicativa, ossia alla capacità di farsi comprendere in modo chiaro, anche se non del tutto corretto grammaticalmente.

Lo studio delle lingue straniere implica anche l'approfondimento dei caratteri culturali e sociali del popolo che parla la lingua studiata e, con l'avanzare del percorso scolastico, anche degli aspetti letterari. Poiché l'insegnamento di tali aspetti è condotto in lingua materna, saranno in questa sede applicati gli strumenti compensativi e dispensativi impiegati per le altre materie.

Sulla base della gravità del disturbo, nella scuola secondaria i testi letterari in lingua straniera assumono importanza minore per l'alunno con DSA: considerate le sue possibili difficoltà di memorizzazione, risulta conveniente insistere sul potenziamento del lessico ad alta frequenza piuttosto che focalizzarsi su parole più rare, o di registro colto, come quelle presenti nei testi letterari.

Ai fini della corretta interpretazione delle disposizioni contenute nel decreto attuativo, pare opportuno precisare che l'"esonero" riguarda l'insegnamento della lingua straniera nel suo complesso, mentre la "dispensa" concerne unicamente le prestazioni in forma scritta.

5. LA DIMENSIONE RELAZIONALE

Il successo nell'apprendimento è l'immediato intervento da opporre alla tendenza degli alunni o degli studenti con DSA a una scarsa percezione di autoefficacia e di autostima. La specificità cognitiva degli alunni e degli studenti con DSA determina, inoltre, per le conseguenze del disturbo sul piano scolastico, im-

portanti fattori di rischio per quanto concerne la dispersione scolastica dovuta, in questi casi, a ripetute esperienze negative e frustranti durante l'intero iter formativo.

Ogni reale apprendimento acquisito e ogni successo scolastico rinforzano negli alunni e negli studenti con DSA la percezione propria di poter riuscire nei propri impegni nonostante le difficoltà che impone il disturbo, con evidenti connessi esiti positivi sul tono psicologico complessivo.

Di contro, non realizzare le attività didattiche personalizzate e individualizzate, non utilizzare gli strumenti compensativi, disapplicare le misure dispensative, collocano l'alunno e lo studente in questione in uno stato di immediata inferiorità rispetto alle prestazioni richieste a scuola, e non per assenza di "buona volontà", ma per una problematica che lo trascende oggettivamente: il disturbo specifico di apprendimento.

Analogamente, dispensare l'alunno o lo studente con DSA da alcune prestazioni, oltre a non avere rilevanza sul piano dell'apprendimento –

come la lettura ad alta voce in classe – evita la frustrazione collegata alla dimostrazione della propria difficoltà.

È necessario sottolineare la delicatezza delle problematiche psicologiche che s'innestano nell'alunno o nello studente con DSA per l'utilizzo degli strumenti compensativi e delle misure dispensative. Infatti, ai compagni di classe gli strumenti compensativi e le misure dispensative possono risultare incomprensibili facilitazioni.

A questo riguardo, il coordinatore di classe, sentita la famiglia interessata, può avviare adeguate iniziative per condividere con i compagni di classe le ragioni dell'applicazione degli strumenti e delle misure citate, anche per evitare la stigmatizzazione e le ricadute psicologiche negative.

Resta ferma, infine, la necessità di creare un clima della classe accogliente, praticare una gestione inclusiva della stessa, tenendo conto degli specifici bisogni educativi degli alunni e studenti con DSA.

6. CHI FA CHE COSA

Con l'intento di semplificare e di riassumere le varie fasi, previste dalla Legge, che vedono coinvolte la scuola, le famiglie e i servizi, si fornisce uno schema di sintesi.

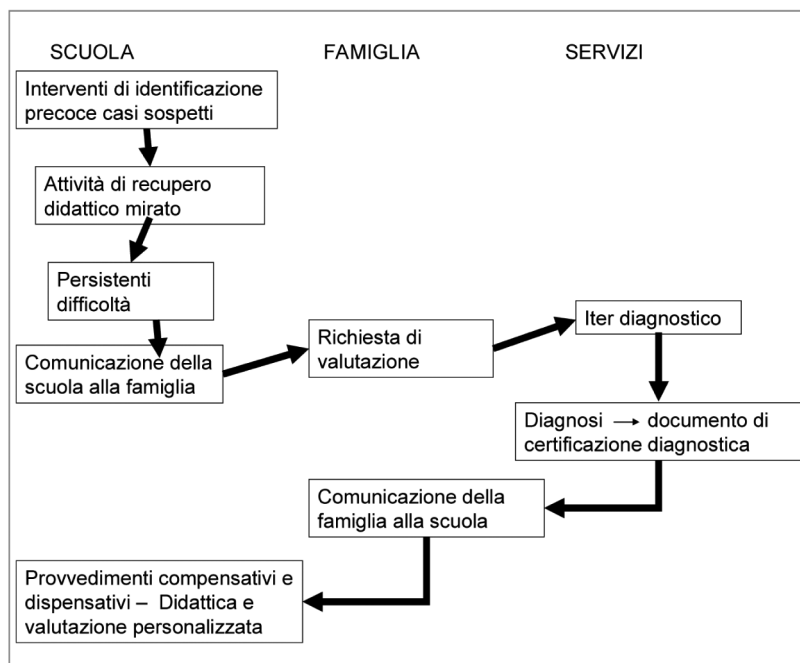


Diagramma schematico dei passi previsti dalla legge 170/2010 per la gestione dei DSA

6.1 Gli Uffici Scolastici Regionali

Il ruolo strategico di coordinamento e di indirizzo della politica scolastica svolto dagli Uffici Scolastici Regionali (USR) li chiama direttamente in causa nell'assumere impegni ed attivare specifiche iniziative per garantire il diritto allo studio agli alunni con disturbi specifici di apprendimento.

In un sistema educativo e formativo che investe sulla centralità dell'alunno, sul forte rapporto scuola-famiglia e sull'interazione tra i soggetti – istituzionali e non – del territorio, numerose e differenziate possono essere le iniziative e ampia la gamma degli interventi rientranti nelle politiche a favore degli studenti.

Si ritiene di particolare importanza che l'USR incentivi e promuova la messa a sistema delle diverse azioni attivate dalle singole istituzioni scolastiche, al fine di uniformare comportamenti e procedure tali da assicurare uguali opportunità formative a ciascun alunno, in qualunque realtà scolastica. In altri termini, le politiche dell'Ufficio Scolastico Regionale devono tendere a garantire che l'attenzione e la cura educative non siano rimesse alla volontà dei singoli, ma riconducibili ad una logica di sistema.

A tal fine, ferma restando l'autonomia di ogni singola realtà regionale, si indicano alcune azioni che appare opportuno attivare:

- predisposizione di protocolli deontologici regionali per condividere le procedure e i comportamenti da assumere nei confronti degli alunni con DSA (dalle strategie per individuare precocemente i segnali di rischio alle modalità di accoglienza, alla predisposizione dei Piani didattici personalizzati, al contratto formativo con la famiglia);
- costituzione di gruppi di coordinamento costituiti dai referenti provinciali per l'implementazione delle linee di indirizzo emanate a livello regionale;
- stipula di accordi (convenzioni, protocolli, intese) con le associazioni maggiormente rappresentative e con il SSN;
- organizzazione di attività di formazione diversificate, in base alle specifiche situazioni di contesto e adeguate alle esperienze, competenze, pratiche pregresse presenti in ogni realtà, in modo da far coincidere la risposta formativa all'effettiva domanda di supporto e conoscenza;
- potenziamento dei Centri Territoriali di Supporto per tecnologie e disabilità (CTS) soprattutto incrementando le risorse (sussidi e strumenti

tecnologici specifici per i DSA) e pubblicizzando ulteriormente la loro funzione di punti dimostrativi.

6.2 Il Dirigente scolastico

Il Dirigente scolastico, nella logica dell'autonomia riconosciuta alle istituzioni scolastiche, è il garante delle opportunità formative offerte e dei servizi erogati ed è colui che attiva ogni possibile iniziativa affinché il diritto allo studio di tutti e di ciascuno si realizzi.

Tale azione si concretizza anche mediante la promozione e la cura di una serie di iniziative da attuarsi di concerto con le varie componenti scolastiche, atte a favorire il coordinamento dei vari interventi rispetto alle norme di riferimento. Sulla base dell'autonoma responsabilità nella gestione delle risorse umane della scuola, il Dirigente scolastico potrà valutare l'opportunità di assegnare docenti curricolari con competenza nei DSA in classi ove sono presenti alunni con tale tipologia di disturbi.

In particolare, il Dirigente:

- garantisce il raccordo di tutti i soggetti che operano nella scuola con le realtà territoriali;
- stimola e promuove ogni utile iniziativa finalizzata a rendere operative le indicazioni condivise con Organi collegiali e famiglie, e precisamente:
- attiva interventi preventivi;
- trasmette alla famiglia apposita comunicazione;
- riceve la diagnosi consegnata dalla famiglia, la acquisisce al protocollo e la condivide con il gruppo docente;
- promuove attività di formazione/aggiornamento per il conseguimento di competenze specifiche diffuse;
- promuove e valorizza progetti mirati, individuando e rimuovendo ostacoli, nonché assicurando il coordinamento delle azioni (tempi, modalità, finanziamenti);
- definisce, su proposta del Collegio dei Docenti, le idonee modalità di documentazione dei percorsi didattici individualizzati e personalizzati di alunni e studenti con DSA e ne coordina l'elaborazione e le modalità di revisione, anche – se necessario – facendo riferimento ai già richiamati modelli esemplificativi pubblicati sul sito del MIUR (<http://www.istruzione.it/web/istruzione/dsa>);
- gestisce le risorse umane e strumentali;
- promuove l'intensificazione dei rapporti tra i docenti e le famiglie di alunni e studenti con

DSA, favorendone le condizioni e prevedendo idonee modalità di riconoscimento dell'impegno dei docenti, come specificato al successivo paragrafo 6.5;

- attiva il monitoraggio relativo a tutte le azioni messe in atto, al fine di favorire la riproduzione di buone pratiche e procedure od apportare eventuali modifiche.

Per la realizzazione degli obiettivi previsti e programmati, il Dirigente scolastico potrà avvalersi della collaborazione di un docente (referente o funzione strumentale) con compiti di informazione, consulenza e coordinamento.

I Dirigenti scolastici potranno farsi promotori di iniziative rivolte alle famiglie di alunni e studenti con DSA, promuovendo e organizzando, presso le istituzioni scolastiche – anche con l'ausilio dell'Amministrazione centrale e degli UU.SS.RR. – seminari e brevi corsi informativi.

6.3 Il Referente di Istituto

Le funzioni del "referente" sono, in sintesi, riferibili all'ambito della sensibilizzazione ed approfondimento delle tematiche, nonché del supporto ai colleghi direttamente coinvolti nell'applicazione didattica delle proposte.

Il referente che avrà acquisito una formazione adeguata e specifica sulle tematiche, a seguito di corsi formalizzati o in base a percorsi di formazione personali e/o alla propria pratica esperienziale/didattica, diventa punto di riferimento all'interno della scuola ed, in particolare, assume, nei confronti del Collegio dei docenti, le seguenti funzioni:

- fornisce informazioni circa le disposizioni normative vigenti;
- fornisce indicazioni di base su strumenti compensativi e misure dispensative al fine di realizzare un intervento didattico il più possibile adeguato e personalizzato;
- collabora, ove richiesto, alla elaborazione di strategie volte al superamento dei problemi nella classe con alunni con DSA;
- offre supporto ai colleghi riguardo a specifici materiali didattici e di valutazione;
- cura la dotazione bibliografica e di sussidi all'interno dell'Istituto;
- diffonde e pubblicizza le iniziative di formazione specifica o di aggiornamento;
- fornisce informazioni riguardo alle Associazioni/Enti/Istituzioni/Università ai quali poter fare riferimento per le tematiche in oggetto;
- fornisce informazioni riguardo a siti o piattaforme

on line per la condivisione di buone pratiche in tema di DSA;

- funge da mediatore tra colleghi, famiglie, studenti (se maggiorenni), operatori dei servizi sanitari, EE.LL. ed agenzie formative accreditate nel territorio;

- informa eventuali supplenti in servizio nelle classi con alunni con DSA.

Il Referente d'Istituto avrà in ogni caso cura di promuovere lo sviluppo delle competenze dei colleghi docenti, ponendo altresì attenzione a che non si determini alcun meccanismo di "delega" né alcuna forma di deresponsabilizzazione, ma operando per sostenere la "presa in carico" dell'alunno e dello studente con DSA da parte dell'insegnante di classe.

La nomina del referente di Istituto per la problematica connessa ai Disturbi Specifici di Apprendimento non costituisce un formale obbligo istituzionale ma è demandata alla autonomia progettuale delle singole scuole. Esse operano scelte mirate anche in ragione dei bisogni emergenti nel proprio concreto contesto operativo, nella prospettiva di garantire a ciascun alunno le migliori condizioni possibili, in termini didattici ed organizzativi, per il pieno successo formativo. Laddove se ne ravvisi l'utilità, per la migliore funzionalità ed efficacia dell'azione formativa, la nomina potrà essere anche formalizzata, così come avviene per numerose altre figure di sistema (funzioni strumentali) di supporto alla progettualità scolastica.

6.4 I Docenti

La eventuale presenza all'interno dell'Istituto scolastico di un docente esperto, con compiti di referente, non deve sollevare il Collegio dei docenti ed i Consigli di classe interessati dall'impegno educativo di condividere le scelte.

Risulta, infatti, indispensabile che sia l'intera comunità educante a possedere gli strumenti di conoscenza e competenza, affinché tutti siano corresponsabili del progetto formativo elaborato e realizzato per gli alunni con DSA.

In particolare, ogni docente, per sé e collegialmente:

- durante le prime fasi degli apprendimenti scolastici cura con attenzione l'acquisizione dei prerequisiti fondamentali e la stabilizzazione delle prime abilità relative alla scrittura, alla lettura e al calcolo, ponendo contestualmente attenzione ai segnali di rischio in un'ottica di prevenzione ed ai fini di una segnalazione;

- mette in atto strategie di recupero;
- segnala alla famiglia la persistenza delle difficoltà nonostante gli interventi di recupero posti in essere;
- prende visione della certificazione diagnostica rilasciata dagli organismi preposti;
- procede, in collaborazione dei colleghi della classe, alla documentazione dei percorsi didattici individualizzati e personalizzati previsti;
- attua strategie educativo-didattiche di potenziamento e di aiuto compensativo;
- adotta misure dispensative;
- attua modalità di verifica e valutazione adeguate e coerenti;
- realizza incontri di continuità con i colleghi del precedente e successivo ordine o grado di scuola al fine di condividere i percorsi educativi e didattici effettuati dagli alunni, in particolare quelli con DSA, e per non disperdere il lavoro svolto.

6.5 La Famiglia

La famiglia che si avvede per prima delle difficoltà del proprio figlio o della propria figlia, ne informa la scuola, sollecitandola ad un periodo di osservazione. Essa è altrimenti, in ogni caso, informata dalla scuola delle persistenti difficoltà del proprio figlio o figlia.

La famiglia:

- provvede, di propria iniziativa o su segnalazione del pediatra – di libera scelta o della scuola – a far valutare l'alunno o lo studente secondo le modalità previste dall'Art. 3 della Legge 170/2010;
- consegna alla scuola la diagnosi di cui all'art. 3 della Legge 170/2010;
- condivide le linee elaborate nella documentazione dei percorsi didattici individualizzati e personalizzati ed è chiamata a formalizzare con la scuola un patto educativo/formativo che preveda l'autorizzazione a tutti i docenti del Consiglio di Classe – nel rispetto della privacy e della riservatezza del caso – ad applicare ogni strumento compensativo e le strategie dispensative ritenute idonee, previste dalla normativa vigente, tenuto conto delle risorse disponibili;
- sostiene la motivazione e l'impegno dell'alunno o studente nel lavoro scolastico e domestico;
- verifica regolarmente lo svolgimento dei compiti assegnati;
- verifica che vengano portati a scuola i materiali richiesti;
- incoraggia l'acquisizione di un sempre mag-

giore grado di autonomia nella gestione dei tempi di studio, dell'impegno scolastico e delle relazioni con i docenti;

- considera non soltanto il significato valutativo, ma anche formativo delle singole discipline.

Particolare importanza riveste, nel contesto finora analizzato, il rapporto con le famiglie degli alunni con DSA. Esse, in particolare nel primo periodo di approccio dei figli con la scuola primaria, sono poste di fronte a incertezza recata per lo più da difficoltà inattese, che rischiano di compromettere il sereno svolgimento dell'iter scolastico da parte dei loro figli. Necessitano pertanto di essere opportunamente guidate alla conoscenza del problema non solo in ordine ai possibili sviluppi dell'esperienza scolastica, ma anche informate con professionalità e costanza sulle strategie didattiche che di volta in volta la scuola progetta per un apprendimento quanto più possibile sereno e inclusivo, sulle verifiche e sui risultati attesi e ottenuti, su possibili ricalibrature dei percorsi posti in essere.

Sulla scorta di tali necessità, le istituzioni scolastiche cureranno di predisporre incontri con le famiglie coinvolte a cadenza mensile o bimestrale, a seconda delle opportunità e delle singole situazioni in esame, affinché l'operato dei docenti risulti conosciuto, condiviso e, ove necessario, coordinato con l'azione educativa della famiglia stessa.

Dovendosi necessariamente prevedere un'intensificazione dell'impegno dei docenti, i Dirigenti scolastici avranno cura di prevedere idonee modalità di riconoscimento di tali forme di flessibilità professionale, da ricomprendere nelle materie di pertinenza della Contrattazione integrativa di Istituto di cui all'art. 6, comma 2, lettera l) del vigente CCNL - Comparto Scuola.

6.6 Gli Studenti

Gli studenti e le studentesse, con le necessarie differenziazioni in relazione all'età, sono i primi protagonisti di tutte le azioni che devono essere messe in campo qualora si presenti una situazione di DSA. Essi, pertanto, hanno diritto:

- ad una chiara informazione riguardo alla diversa modalità di apprendimento ed alle strategie che possono aiutarli ad ottenere il massimo dalle loro potenzialità;
- a ricevere una didattica individualizzata/personalizzata, nonché all'adozione di adeguati strumenti compensativi e misure dispensative.

Hanno il dovere di porre adeguato impegno nel lavoro scolastico.

Ove l'età e la maturità lo consentano, suggeriscono ai docenti le strategie di apprendimento che hanno maturato autonomamente.

(...)

7. LA FORMAZIONE

La formazione degli insegnanti e dei dirigenti scolastici è un elemento fondamentale per la corretta applicazione della Legge 170/2010 e per il raggiungimento delle sue finalità. Al riguardo, si pone in primo piano il tema della formazione in servizio.

Un principio generale è che la competenza sui DSA dovrà permeare il corpo docente di ogni classe, in modo che la gestione e la programmazione di passi significativi (per es. il PDP) non sia delegata a qualcuno dei docenti, ma scaturisca da una partecipazione integrale del consiglio di classe.

A tal fine, gli Uffici Scolastici Regionali attivano gli interventi di formazione realizzando sinergie con i servizi sanitari territoriali, le università, gli enti, gli istituti di ricerca e le agenzie di formazione, individuando le esigenze formative specifiche, differenziate anche per ordini e gradi di scuola e tenendo conto di priorità dettate anche dalle precedenti attività formative svolte sul territorio.

Le istituzioni scolastiche, anche collegate in rete, possono organizzare opportuni percorsi di formazione mirati allo sviluppo professionale di competenze specifiche in materia.

L'insegnante referente per i DSA può svolgere un ruolo importante di raccordo e di continuità riguardo all'aggiornamento professionale per i colleghi.

7.1 I contenuti della formazione

Legge 170/2010 e caratteristiche delle diverse tipologie di DSA.

La conoscenza della legge consente di avere consapevolezza del percorso completo di gestione dei DSA all'interno della scuola; i vari momenti di tale percorso e i processi conseguenti devono essere ben chiari al fine di assicurarne l'applicazione. La legge e le disposizioni attuative, contenute nel DM 12 luglio 2011, riassumono e superano tutti i provvedimenti e note ministeriali precedentemente emanati riguardo ai DSA.

Risulta inoltre opportuno conoscere le caratteristiche dei singoli disturbi di apprendimento, anche da un punto di vista medico-sanitario e psicologico, sia perché tali caratteristiche giustificano gli specifici interventi previsti dalla Legge, sia perché ciò consente di costruire un linguaggio comune fra mondo scolastico e mondo dei servizi di diagnosi e di trattamento.

Principali strumenti che la scuola può utilizzare per l'individuazione precoce del rischio di DSA.

L'individuazione tempestiva permette la messa in atto di provvedimenti didattici, abilitativi e di supporto che possono modificare notevolmente il percorso scolastico e il destino personale di alunni e studenti con DSA. Il maggior interesse è rivolto alla scuola dell'infanzia e alla scuola primaria, nelle quali è necessaria una maggior e più diffusa conoscenza degli indicatori di rischio e una impostazione del lavoro didattico orientata alla prevenzione. L'attività di identificazione si deve esplicare comunque in tutti gli ordini e gradi di scuola; infatti, sappiamo che tuttora molti ragazzi con DSA sfuggono alla individuazione nei primi anni di scuola, mentre manifestano in maniera più evidente le loro difficoltà allorché aumenta il carico di studio, cioè durante la scuola secondaria e all'università.

Strategie educativo-didattiche di potenziamento e di aiuto compensativo.

È necessario che i docenti acquisiscano chiare e complete conoscenze in merito agli strumenti compensativi e alle misure dispensative, con riferimento alla disciplina di loro competenza, al fine di effettuare scelte consapevoli ed appropriate.

Inoltre, gli insegnanti devono essere in grado di utilizzare le nuove tecnologie e realizzare una integrazione tra queste e le metodologie didattiche per l'apprendimento, dato che le ricerche dimostrano che ambienti didattici supportati dall'uso delle nuove tecnologie risultano maggiormente efficaci.

Gestione della classe con alunni con DSA.

I docenti devono porre attenzione alle ricadute psicologiche delle scelte educative e didattiche, ricordando che nell'apprendimento un ruolo di grande rilievo è rappresentato dagli aspetti emotivi, motivazionali e relazionali. La forma-

zione, in tale ambito, ha l'obiettivo di sviluppare competenze per creare ambienti di apprendimento capaci di sviluppare autostima, stile di attribuzione positivo, senso di autoefficacia negli alunni e negli studenti con DSA.

Forme adeguate di verifica e di valutazione.

La valutazione deve concretizzarsi in una prassi che espliciti concretamente le modalità di differenziazione a seconda della disciplina e del tipo di compito, discriminando fra ciò che è espressione diretta del disturbo e ciò che esprime l'impegno dell'allievo e le conoscenze effettivamente acquisite.

Indicazioni ed esercitazioni concernenti le misure educative e didattiche di cui all'art. 4.

La concreta applicazione delle misure didattiche e valutative personalizzate richiede un allenamento pratico, da attuare già in fase di formazione mediante attività laboratoriali. È auspicabile che ogni docente ne acquisisca la competenza, perlomeno per le discipline di propria pertinenza, onde evitare meccanismi di delega.

Forme di orientamento e di accompagnamento per il prosieguo degli studi.

È necessario che vengano superate le visioni semplicistiche dettate da pregiudizi datati per cui i ragazzi con DSA sarebbero destinati a percorsi formativi di basso livello; la costruzione di nuovi percorsi per orientare le scelte degli studenti con DSA non può che scaturire da un bilancio a livello personale non solo delle aree di forza e di debolezza, ma anche della motivazione e delle scelte personali e delle opportunità disponibili, mettendo in campo l'intuizione delle potenzialità emergenti.

Esperienze di studi di caso di alunni con DSA, per implementare buone pratiche didattiche.

La migliore efficacia formativa si raggiunge probabilmente con lo studio di casi concreti, dei problemi e del percorso svolto, delle criticità verificatesi in corso e delle possibili soluzioni.

Attività di formazione specifiche devono essere rivolte anche ai dirigenti scolastici, mirate agli aspetti di competenza: aspetti normativi, organizzativi e gestionali.

(...)

NOTES

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