

2

Leisure and pleasure

Starting off



Listening Part 2

1 Work in groups. You are going to hear a games developer talking about his life and work. Before you listen, complete the advantages and disadvantages of video or computer games by writing a word from the box in the gaps.

concentrate contribute develop distract
encourage make require solve waste

Advantages

- 1 They people to be more creative.
- 2 They can you from your problems.
- 3 People learn to on complicated tasks.
- 4 They many skills, such as hand and eye coordination.
- 5 They teach people how to problems.

Disadvantages

- 6 People little imagination to play them.
- 7 They people less sociable.
- 8 They to violence in society.
- 9 People time doing something which is not very useful.

2 Which sentences do you agree with? Why?

EXAM INFORMATION

In Listening Part 2, you hear a talk or lecture by one speaker. You:

- ▶ listen and complete ten sentences with a short word or phrase.
- ▶ write words you actually hear and try to spell them correctly.
- ▶ hear the recording twice.

Work in pairs.

- 1 Which of the activities in the photos have you done?
- 2 Which do you think is ...
 - A the most enjoyable?
 - B the cheapest?
 - C the healthiest?
 - D the most relaxing?
 - E the least active?
 - F the best one to do with friends?
 - G the most popular among young people?
- 3 Which would you like to try? Why?

- 3 Work in pairs. Read the listening task text below. What type of information do you need to complete each sentence?

Games Developer

As a child, Mike's main interests were playing video games and reading (1)

Mike's original ambition was to become a (2), not a games developer.

The name of the club he formed with other students at school was '(3)

He worked in his summer holidays in order to get (4)

One thing he enjoys is doing (5) to find solutions for games.

He likes working with people who have both (6) that are unlike his.

He has worked on many successful games and one is now a (7)

Mike says the information in Dark Snake is very (8)

Large games need (9) to develop, so he prefers working on smaller ones.

Mike travelled to (10) recently.



- 4  1:05 You will hear a man called Mike Selby, who works as a games developer, talking about his job. Now listen to the talk and complete the sentences in Exercise 3 with a word or short phrase.

5 Work in groups.

- Which video games do you find ...
 - most entertaining?
 - best for passing the time or taking a break?
 - most educational or informative?
- Are there any video games you would recommend?
- Mike talked about how he made his hobby into his career. Is this something you would like to do? If so, what hobby would you like to make into a career?

Grammar

Making comparisons

- 1 Circle the correct phrase in *italics* in these extracts from Listening Part 2. Then listen again to check your answers.

- My mum and dad hoped I'd become a *bit more* / *some more* interested in my school work.
- It was a *more safer* / *much safer* career choice.
- At the time, it was the *most* / *more* exciting thing in my life.
- And then I had this opportunity which was even *best* / *better*.
- I worked *much harder* / *more hardly* than I ever worked at school.
- Games development is the *more* / *most* creative thing you can imagine.
- One of the *very big* / *biggest* thrills for me was when one of my games, Dark Snake, was made into a film.
- I don't want to spend as *many* / *so much* time on things.

→ page 183 Language reference: Making comparisons

- 2  Spanish-speaking exam candidates often make mistakes with comparisons. Complete the sentences with the correct form of the adjective in brackets.

- There are lots of ways to keep fit, but I think (*healthy*) of all is zumba.
- Playing chess is (*cheap*) than playing video games.
- Team games are (*sociable*) than biking because you meet and speak to a lot of people.
- When you play chess, you have to think (*hard*) than when you're playing video games.
- For me, parachute jumping is the (*thrilling*) of all sports.
- Speaking for myself, I find team sports the (*not interesting*).
- Mountain biking is (*good*) for getting exercise than most sports.

- 3 Complete these sentences with your own ideas.

- Learning to ride a bicycle is not as ...
- In team games, the most ...
- I'm much better at ...
- My friends are far ...
- Computer games are not nearly ...

Reading and Use of English Part **1**

EXAM INFORMATION

- In Reading and Use of English Part 1, you:
 - ▶ read a text of 150–160 words.
 - ▶ fill in the gaps with the best option A, B, C, D.

- You are going to read an extract from a blog by a teenager about how he started riding motorbikes. Before you read, work in pairs. What do you think people most enjoy about riding motorbikes?
- Read the extract quickly, to find out who encouraged the writer's interest in motorbikes.

My first bike

When I first (0)took up..... riding motorbikes, I was only ten. My biking beginnings could be summed up in three words: sheer good (1) Most of my friends' parents won't let them take any risks at all, but knowing how (2) I was to have a go, my dad got hold of a little red Honda 50cc. I (3) my mum a series of promises about how careful I was going to be. I actually had no intention of keeping them – they were all made up. My dad and I took the bike to a field (4) to a friend, and (5) I didn't have a clue how to ride a bike, I got on and managed to start it. There were two piles of straw (6) of me, with a tiny gap between them. As I raced through the (7) gap, I was thrilled to (8) my dad yell 'Stop!' It was incredibly exciting and I knew I was hooked.

- For questions 1–8, read the extract again and decide which answer (A, B, C or D) best fits each gap. There is an example at the beginning (0).

- | | | | |
|--------------------|-----------|-------------|-------------|
| 0 A <u>took up</u> | B start | C thought | D came |
| 1 A chance | B luck | C accident | D occasion |
| 2 A worried | B upset | C troubled | D desperate |
| 3 A made | B did | C said | D told |
| 4 A borrowing | B owning | C belonging | D lending |
| 5 A even | B however | C despite | D although |
| 6 A forward | B ahead | C towards | D front |
| 7 A narrow | B thin | C slender | D fine |
| 8 A hear | B listen | C sound | D catch |

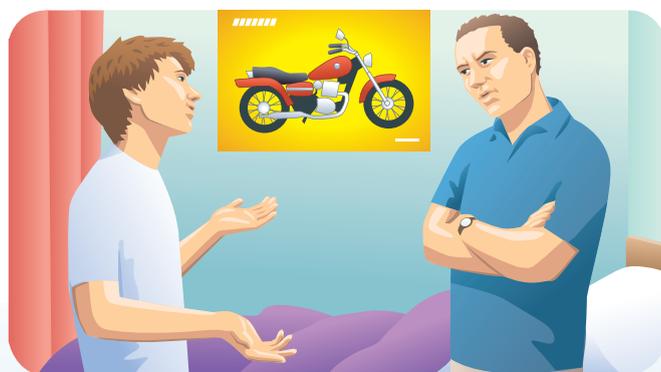
- Work in pairs.

Student A

You are a teenager. You want to buy a motorbike, but you need your parents to lend you the money. Think of reasons why you want a motorbike and then try to persuade your father/mother to lend you the money you need.

Student B

You are one of Student A's parents. You don't want him/her to buy a motorbike. Think of reasons why he/she shouldn't buy a motorbike and try to persuade him/her not to do so.



Vocabulary

Phrasal verbs and expressions

1 **EP** Match these phrasal verbs and expressions from the extract (1–8) with their definitions (a–h).

- | | |
|-----------------------------|--|
| 1 take up (line 1) | a describe the important facts or characteristics about something or someone |
| 2 sum up (line 2) | b do what you said you would do |
| 3 take risks (line 4) | c say or write something which is not true |
| 4 have a go (line 5) | d start doing a particular job or activity |
| 5 get hold of (line 5) | e be completely unable to guess, understand, or deal with something |
| 6 keep a promise (line 8) | f try to do something |
| 7 make up (lines 8 and 9) | g do something even though something bad might happen because of it |
| 8 not have a clue (line 10) | h obtain something |

2 Complete these sentences by writing a phrasal verb or expression from Exercise 1 in the correct form in the gaps.

- I'd never do something like sky-diving because I don't enjoy
- How would you her personality in just a few words?
- Hans let me on his new bike, and now I want to get one myself!
- Sometimes when I arrive home late, I an excuse to tell my parents why I am late.
- Diego how to answer the questions in yesterday's exam because he simply hadn't studied.
- People won't trust you unless you can and do what you say you're going to do.
- I need to get more exercise, so I'm thinking of jogging.
- We could play football this afternoon if I can a ball.
- When her holiday, she told me that it had been extremely stressful and expensive.
- I couldn't him on his mobile and he didn't reply to any of my emails.

3 Work in pairs. Take turns to answer the following questions. Make a note of your partner's answers.

- How would you sum up your personality in three words?
- What new activity would you most like to have a go at?
- Do you enjoy taking risks? Why? / Why not?
- Are you good at keeping promises?
- Do you ever make things up? Why? / Why not?

Now work with another pair and tell them about your partner.



Grammar

Adjectives with *-ed* and *-ing*

- 1 Look at these sentences from the extract and answer the questions below.

As I raced through the narrow gap, I was thrilled to hear my dad yell 'Stop!' It was incredibly exciting and I knew I was hooked.

- 1 Which of the underlined words refers to how the boy felt?
- 2 Which of the underlined words refers to what made him feel like that?

→ page 177 Language reference: Adjectives with *-ed* and *-ing*

- 2  Spanish-speaking exam candidates often confuse adjectives with *-ed* and adjectives with *-ing*. Circle the correct adjective in *italics* in these sentences.

- 1 When we went to Disneyland, I think we found it more *amused* / *amusing* than our parents.
- 2 It can be very *irritated* / *irritating* when friends arrive late for a film.
- 3 You will never get *bored* / *boring* at night in Berlin because the nightlife is wonderful.
- 4 My teachers find it very *irritated* / *irritating* when people arrive late for class.
- 5 The situation was very *embarrassed* / *embarrassing* for me and I felt uncomfortable.
- 6 I was really *excited* / *exciting* and wanted to see as much of the city as possible.

- 3  Use the word given in capitals at the end of these sentences to form a word with *-ed* or *-ing* that fits the gap.

- 1 Everyone watches Pietro at parties because he's just an dancer. **ASTONISH**
- 2 We were quite by the attitude of the other students. **PUZZLE**
- 3 It's very to be able to apply things we learn in the classroom to our free-time activities. **MOTIVATE**
- 4 Anita looked quite when she left the police station. **WORRY**
- 5 The film was not particularly **AMUSE**
- 6 We were pretty by the time we got to the top of the mountain. **EXHAUST**





4  1:06 You will hear a girl talking about one of these experiences a–g. Listen and decide which experience she is talking about.

- a She rode a motorbike for the first time.
- b She was punished for something she didn't do.
- c She had to study all weekend for an exam.
- d She broke a bone.
- e She was trapped in a lift.
- f She won a competition.
- g She did a parachute jump.

5 Listen again. Which adjectives did she use to describe how she felt ...

- 1 about the whole experience: *...amazing...*
- 2 after studying: and
- 3 about her best friend's suggestion:
- 4 about the thought of breaking a bone:
- 5 in the plane: and
- 6 about the jump itself:

6 Work in pairs. Look at the experiences a–g in Exercise 4. Have you done any of these or have any of them happened to you? How did you feel about them? Take turns to describe your experience.

Reading and Use of English Part 4

EXAM INFORMATION

In Reading and Use of English Part 4, you:

- ▶ complete six sentences with between two and five words so that they mean the same as the sentences printed before them
- ▶ use a word given in CAPITALS without changing it in any way.

For questions 1–6, 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.



0 He doesn't enjoy running as much as cycling.

MORE

He likes *cycling more than* running.

1 It is easier to learn the guitar than most other musical instruments.

ONE

The guitar is musical instruments to learn.

2 Olivia finds watching TV more boring than reading.

NOT

For Olivia, watching TV is reading.

3 Maria's brothers are better tennis players than her.

AS

Maria doesn't her brothers.

4 No one in the class makes as much noise as Peter.

PERSON

Peter the class.

5 In general, cars are more expensive than motorbikes.

NOT

In general, cars are motorbikes.

6 It took Janusz longer to finish the game than Sarah.

MORE

Sarah finished the game Janusz.

Speaking Part **2**

EXAM INFORMATION

In Speaking Part 2, you and the other candidate take turns to speak on your own for a minute during which you:

- ▶ compare two photos which the examiner gives you.
- ▶ answer a question connected with both photos.
- ▶ answer a question quite briefly about your partner's photos.

1 Work in pairs. Look at the examiner's instructions and the question and photos below. Then discuss what you can say to compare them.

“ Here are your photographs. They show people doing different activities in their free time. I'd like you to compare the photographs, and say how you think the people can benefit from spending their free time doing these different activities. ”

How can the people benefit from spending their free time doing these different activities?



2 1:07 Listen to an examiner giving this task to a candidate called Martyna. According to Martyna, how can people benefit from each activity?

3 Listen again and tick ✓ this checklist.

| Martyna | Yes | No |
|--|-----|----|
| 1 introduces her talk. | | ✓ |
| 2 describes each photo in detail. | | |
| 3 deals with each photo in turn. | | |
| 4 spends most of the time answering the printed question. | | |
| 5 refers to the first photo when talking about the second photo. | | |
| 6 talks about things not connected with the question. | | |
| 7 speaks until the examiner says 'Thank you'. | | |

4 Work in pairs. Complete the sentences from Martyna's answer which begin with these words and phrases.

- 1 I think they benefit from ...
- 2 Firstly ...
- 3 At the same time ...
- 4 Also ...
- 5 I think they also benefit because ...

5 Which word(s)/phrase(s) (1–5) in Exercise 4 does Martyna use to:

- a introduce her answer to the examiner's question?
- b introduce the first point she wants to make?
- c add additional points?

6 Which of these words/phrases could also be used for b and c in Exercise 5?

Besides First of all In addition
To start with What is more

7 Pronunciation: sentence stress (1)

We stress the words in sentences that we particularly want our listeners to hear, the words which carry the most meaning. These are usually nouns, verbs or adjectives, not small grammar words like articles or prepositions.

1  1:08 **Underline** the words you think are stressed in these sentences. Then listen to check your answer.

- 1 Firstly, they're getting some exercise, which is always good for you.
 - 2 It's great for your health and helps you to relax.
 - 3 At the same time, they're having fun together ...
 - 4 ... which is important because it builds up their social relationships and their friendships.
 - 5 Also, it's good to see boys and girls doing a bit of sport together instead of separately.
 - 6 I think it helps break down social boundaries between boys and girls.
- 2 Work in pairs. Take turns to read the sentences aloud using the same sentence stress.
- 3 Work in pairs. Take turns to read these extracts.
- Firstly, they're getting some exercise, which is always good for you because it's great for your health and helps you to relax.
 - At the same time, they're having fun together, which is important because it builds up their social relationships and their friendships. Also, it's good to see boys and girls doing a bit of sport together instead of separately because I think it helps to break down social boundaries between boys and girls.

8 Change partners and take turns to do the Speaking Part 2 task in (Speaking) Exercise 1.

- Try to speak for a minute.
- Try to use some of the words and phrases from (Speaking) Exercise 4.
- Use your own ideas and Martyna's ideas.
- While you are listening to your partner, use the checklist in (Speaking) Exercise 3 and give feedback when your partner has finished.

9 Work in pairs and take turns to do this Speaking Part 2 task.



The photographs show people doing different free-time activities. Compare the photographs, and say what you think the people enjoy about doing these different activities.



What do the people enjoy about doing these different activities?



 page 209 Speaking reference: Speaking Part 2

Writing Part **2** An article

- 1** Look at this writing task and underline the points you must write about.

You have seen this announcement in an English-language magazine for teenagers.

A great way to spend your free time!

Tell us about a leisure-time activity you really enjoy.

- How did you get started?
- Why do you enjoy it so much?

We will publish the most interesting articles in next month's issue.

Write your article.

- 2** Work in pairs. Tell your partner about one of your free-time activities. While speaking, answer the questions in the writing task above.
- 3** Work in pairs. The article in the next column would lose marks in the exam because it is not divided into paragraphs.
- 1 Divide it into four paragraphs.
 - 2 Say what the main idea is in each paragraph.



EXAM INFORMATION

In Writing Part 2:

- ▶ you do one writing task from a choice of four.
- ▶ the possible tasks are an article, a letter or email, a review, a story or an essay. The fourth task is always the set-book option.
- ▶ you must write between 140 and 190 words.

Playing the electric guitar – it's creative and fun!

I've always loved music, but I first got interested in playing the electric guitar last summer. I was staying with my cousin, who is a keen guitarist, and I wanted to have a go as well. She started by teaching me a few chords and some very simple tunes. I found I really enjoyed playing the guitar and I was soon trying things that were a little more complicated. It wasn't always easy, but my cousin was great and helped me so much. She even gave me one of her old guitars, which she didn't need any more. When I got back home, my parents let me do guitar lessons and now I'm becoming quite a competent player. Some of my friends also play musical instruments, like the drums and the bass guitar. When they come round to my house, we play music together because we find it satisfying and relaxing. I find learning to play new tunes fascinating and it's wonderful when we can all play something really well. I'd recommend it as a hobby because for me it's one of the most sociable, creative and entertaining hobbies that anyone can have.

→ page 207 Writing reference: Writing Part 2 Articles

- 4** You can write compound sentences by joining two sentences with *and*, *but* and *because*. Which two sentences are joined in these compound sentences?
- 1 I've always loved music, but I first got interested in playing the electric guitar last summer.
 - 2 I found I really enjoyed playing the guitar and I was soon trying things that were a little more complicated.
 - 3 It wasn't always easy, but my cousin was great and helped me so much.
 - 4 When they come round to my house, we play music together because we find it satisfying and relaxing.
 - 5 I'd recommend it as a hobby because for me it's one of the most sociable, creative and entertaining hobbies that anyone can have.

5 Write compound sentences by joining these sentences with *and*, *but* and *because*. Use pronouns (*he*, *she*, *it*, etc.) to avoid repetition.

- 1 I'd like to learn to fly. I think learning to fly is too expensive. *I'd like to learn to fly, but I think it's too expensive.*
- 2 I got interested in flying when I was about 14. My father took me to an airshow.
- 3 My parents don't want me to fly. They think flying is dangerous.
- 4 One of my friends is learning to fly. My friend has asked me to come with him. My friend thinks I'd like flying.

6 You can write complex sentences by joining two sentences with words such as *when*, *who*, *which* and *that*. Write these complex sentences as two separate sentences.

- 1 I was staying with my cousin, who is a keen guitarist. *I was staying with my cousin. My cousin is a keen guitarist.*
- 2 I was soon trying things that were a little more complicated.
- 3 She even gave me one of her old guitars, which she didn't need any more.
- 4 When I got back home, my parents let me do guitar lessons.
- 5 When they come round to my house, we play music together.

7 Join these sentences using *when*, *who*, *which* and *that*.

- 1 I was 13. I started running seriously.
- 2 My aunt encouraged me. My aunt's a keen athlete.
- 3 I go running most days. I've finished school and done my homework.
- 4 Running is a sport. Running gets you really fit.

8 Join these sentences using *and*, *because*, *but*, *when*, *which* and *who*. Use pronouns (*he*, *she*, *it*, etc.) to avoid repetition.

- 1 I started windsurfing. I was 13.
I was staying with friends by the sea.
- 2 One of my friends is a keen windsurfer. She encouraged me to start. She thought I would enjoy it.
- 3 I kept falling into the sea to start with. It was a fairly windy day. There were a lot of waves.
- 4 I didn't enjoy it at first. I had to concentrate quite hard. I carried on trying.
- 5 I started to windsurf quite fast. It was exciting. I started to find it quite enjoyable.

9 Find adjectives in the article which describe the following:

- 1 the writer's feelings about playing the electric guitar with friends:
..... ,
- 2 playing the electric guitar as a hobby:
..... ,
- 3 the writer's ability to play the electric guitar:
.....

10 **EP** Complete the table below by writing these words and phrases in the correct column.

astonishing competitive delightful demanding
depressing dreadful economical entertaining
exhausting incredible irritating popular superb
time-consuming tremendous unbelievable

| feelings about an activity | the type of activity |
|----------------------------|----------------------|
| | |

GET IT RIGHT

Spanish-speaking exam candidates often confuse *economical* and *economic*.
If you want to take up an *economical* sport, try jogging. You only need a pair of trainers.
The local sports centre has *economic* problems as they have had to repair the swimming pool.

11 You are going to write your own article to answer the writing task in Exercise 1. Before you write:

- decide on a title for your article which will encourage people to read it.
- decide how many paragraphs you need, the subject of each paragraph and write a short plan.
- think about some of the vocabulary you can use.

12 When you are ready, write your article using between 140 and 190 words.



Speaking Part 1

1 Read these Speaking Part 1 questions and think about how you might answer each of them.

- What are you going to do this weekend?
- Tell me about your plans for the summer.

2  1:09 Complete these sentences with verbs from the box in the correct form. Then listen to check your answers.

have hold look forward meet spend take part

- 1 I think I'll up with my friends and go to the city centre.
- 2 We're planning to a special family lunch.
- 3 I'm thinking of the weekend at the beach.
- 4 I'm really to lazing in the sun.
- 5 I'm going to in the festival they're in my neighbourhood.

3 Many **Spanish-speaking exam candidates** give answers which are too short. Listen again. How does each speaker 1–4 extend their answer by giving ...

- a a reason?
- b an example?
- c additional information?

GET IT RIGHT

Be careful not to confuse *expect* and *hope*.
I expect Miguel will be late for the party as he isn't usually very punctual.
I hope Miguel won't be late for the party as he isn't usually very punctual.

4  **Spanish-speaking exam candidates** often confuse *expect* and *hope*. Match the examples in these sentences with their definitions.

- 1 I've got a big family so I **expect** that about 20 people will come tonight!
 - 2 They **expect** us to work hard at this school and to get good result in our exams.
 - 3 I **expect** Alicia is doing her homework, so she won't want to come skating with us.
 - 4 I can't go to the cinema because I'm **expecting** a phone call from my girlfriend.
 - 5 I'm going to the beach next weekend, so I **hope** I'll get a suntan.
- a be waiting for someone or something to happen
 - b believe something will happen or someone will do something
 - c think someone should behave in a particular way or do something
 - d think something is likely to be true
 - e want something to happen or to be true

5 Complete each sentence with *expect* or *hope*.

- 1 Sue is a much better player, so I she'll win the match.
- 2 It's forecast to rain tomorrow, but I it won't, because we're planning a picnic in the park.
- 3 I you were disappointed by the film after reading the novel, which I think is much better.
- 4 I haven't had time to do much studying, so I the test isn't too difficult.
- 5 I knew there was a lot of traffic, but I didn't you to arrive this late!
- 6 I was really surprised; I find maths very difficult so I didn't to get such good grades.

6 Work in pairs. Tell your partner about your future plans using *expect* and *hope*. Use the ideas below to help you.

- family and friendships
- study plans
- travel and holidays
- work and career

7 Read these Speaking Part 1 questions. Think about how you could give extended answers with reasons, examples or additional information.

Free-time activities

- Do you prefer watching films in the cinema or at home? Why?
- Have you done anything unusual at weekends recently?
- Do you watch much TV? (What sort of programmes do you enjoy?)
- How has the way you spend your free time changed in recent years?

Future plans

- Where would you like to go on holiday next year? (Why would you like to go there?)
- How do you think English will help you in the future?
- What are your future study plans?
- What sort of job would you like to do in the future?

SPEAKING TIP

Prepare for Speaking Part 1 by thinking about your hopes and ambitions for the future. However, make sure that you answer the questions the examiner asks, and that you speak spontaneously, not with memorised answers.

8 Work in pairs. Take turns to ask and answer the Speaking Part 1 questions in Exercise 7.

Spelling and sounds

Words ending in *-ture*

9 Look at these words ending in *-ture*.

Underline the stressed syllable in each word.

- | | |
|----------------|--------------|
| 1 culture | 6 adventure |
| 2 future | 7 mixture |
| 3 architecture | 8 lecture |
| 4 literature | 9 picture |
| 5 nature | 10 furniture |

10 1:10 Listen to check your answers. Is *-ture* stressed or unstressed? How do the speakers pronounce it? Practise saying the words.

Pronunciation tip

Note that there are some words ending in *-ture* which are stressed on the last syllable, e.g. *mature* /mə'tʃʊə/.

11 1:11 Listen to four sentences. Which words ending in *-ture* from Exercise 9 do you hear?

12 Write your own sentences using the other words from Exercise 9. Then work in pairs and take turns to read your sentences aloud.

13 Complete these definitions with words ending in *-ture*. Then practise saying the *-ture* words.

- 1 ... is the science of the cultivation of land.
- 2 If you ... someone, you take them prisoner.
- 3 A ... is a living thing which can move independently.
- 4 In an airport or a train station, you need to go to ... if you are catching a plane or train – not Arrivals.
- 5 If you break or crack a bone, you ... it.
- 6 The verb ... means *make* and often refers to producing goods in a factory.
- 7 Grammar describes the ... of a language; how words are organised.
- 8 The noun ... is the way you always write your name to identify yourself.

Vocabulary and grammar review Unit 1

Vocabulary

1 Complete the sentences below by writing an adjective in the gaps. Choose from the adjectives or their opposites in the exercises in Reading and Use of English Part 6 on page 10. In some cases, more than one answer may be possible.

- 1 Juan's parents are very *strict* and don't allow him to do everything he wants.
- 2 You need to be careful what you say to my brother, as he can be rather in the morning.
- 3 Pascale is very , so she's bound to finish her part of the project on time.
- 4 David is so that you can never trust him to do what he says he's going to do.
- 5 Melanie tries to act confidently even when she's feeling very about things.
- 6 I wouldn't have criticised you if I had known how you were!
- 7 Helen is very young, but she behaves in a and responsible way.
- 8 We're all feeling rather about Luis, because he's been looking rather depressed recently.

2 Complete these sentences with a phrasal verb in the correct form.

- 1 Your room is such a mess! Could you it before you go out?
- 2 Dad will you from the station when you arrive.
- 3 I must the housework, otherwise I'll never finish it.
- 4 I need a rest – all this shopping has me
- 5 We'll need to the flat before we move in – the paintwork is very old.
- 6 The game for about two hours, but I won in the end.

3 Complete these sentences with the correct form of *make* or *do*.

- 1 Could you me a favour and let me copy your notes from the last class?
- 2 Do you mind if I use your phone? I've got to an urgent phone call.

- 3 I'll the shopping on my way home this evening.
- 4 My mum's an English course in the evenings, and I sometimes help her with her homework.
- 5 I've got so much homework to that I can't come out with you tonight.
- 6 Marco has a big effort with his students, so I'm afraid he's a bit disappointed with their results.
- 7 Sarah wasn't enjoying the party, so she an excuse and left.
- 8 We phoned the police because our neighbours were too much noise.

Grammar

4 Complete these sentences by writing the verbs in brackets in the correct form (present perfect simple or continuous). In some cases, both forms are possible.

- 1 I'm celebrating because my team has (*win*) the league!
- 2 At last you (*arrive*) – we (*expect*) you for ages.
- 3 Of course I'm annoyed. I (*spend*) ages preparing for this party and no one (*turn up*) yet.
- 4 We (*have*) a really interesting time. Gavin (*tell*) us about his trip round the world. There are a few countries he still (*not tell*) us about, but I get the impression he (*see*) almost everything!
- 5 Kate (*lose*) weight recently because she (*get*) more exercise.
- 6 I wonder if Irina (*finish*) reading that book yet. I (*wait*) to read it for ages.
- 7 Tatiana is so greedy! She (*eat*) all the cakes and she (*not leave*) any for us.
- 8 Paolo (*look*) very tired recently. I think it's because he (*study*) too hard.

Vocabulary and grammar review Unit 2

Vocabulary

1 Complete these sentences by writing a phrasal verb or expression from the Vocabulary section on page 21 in the correct form in the gaps.

- 1 If you can't , no one will ever trust you.
- 2 I just don't like , so I'd never get a motorbike.
- 3 Mario is thinking of jogging, as he doesn't feel he's getting enough exercise.
- 4 Instead of reading to the children, I think I'll just a story for their bedtime.
- 5 I'll all our ideas in just a few words to save time.
- 6 I how to solve this maths problem; would you like to and see if you can do it?

Grammar

2 Join these sentences to form compound and complex sentences. More than one answer may be possible.

- 1 Katya took up karate. She was seven years old. She was interested in karate.
- 2 Her father is a professional karate instructor. He taught her karate. She progressed quickly. She soon became junior regional champion.
- 3 She did karate with other children. The other children were the same age as her. None of them was as good as her. She felt dissatisfied.
- 4 Last year, she participated in the national championship. She did not win. She was injured during one of the matches.
- 5 She hopes to become a professional karate instructor. She hopes to work in the same sports centre as her father. Her father has too many students.
- 6 Some of her father's students have been studying karate for several years. Her father thinks they would benefit from a different teacher. They are too familiar with his style of karate.

3 For questions 1–6, complete the second sentence so that it has a similar meaning to the first sentence, using the word given in capitals. Do not change the word given. You must use between two and five words, including the word given.

- 1 This motorbike is not as noisy as my previous one.
MADE
My previous this one.
- 2 Small towns are safer than large cities.
NOT
Small towns as large cities.
- 3 No one in the team plays better than Gemma.
PLAYER
Gemma in the team.
- 4 She looks more relaxed than she did before the exam.
STRESSED
She does not look she did before the exam.
- 5 Tatiana does not speak nearly as clearly as Irina.
MUCH
Irina speaks Tatiana.
- 6 None of the other sofas in the shop are as comfortable as this one.
ANY
This sofa is the others in the shop.

Word formation

- 4 **EP** Use the word given in capitals at the end of each sentence to form a word that fits in the gap.
- 1 What an band! I never expected they'd be that good. **AMAZE**
 - 2 They found the journey so that they fell asleep as soon as they arrived. **EXHAUST**
 - 3 It's a problem – I don't really know what to do about it. **PUZZLE**
 - 4 Jake felt with his exam results. He had hoped to do better. **DISAPPOINT**
 - 5 You can't expect children to work hard if they don't feel **MOTIVATE**
 - 6 We were by the way they shouted at us. **ASTONISH**