



# Third Edition Solutions

Intermediate

Workbook

این مجموعه با لوگوی مرجع زبان ایرانیان  
به صورت نشر بر خط و حامل به ثبت رسیده است.  
کپی برداری از آن خلاف شرع، قانون و اخلاق است و شامل پیگیرد خواهد شد.

# 3

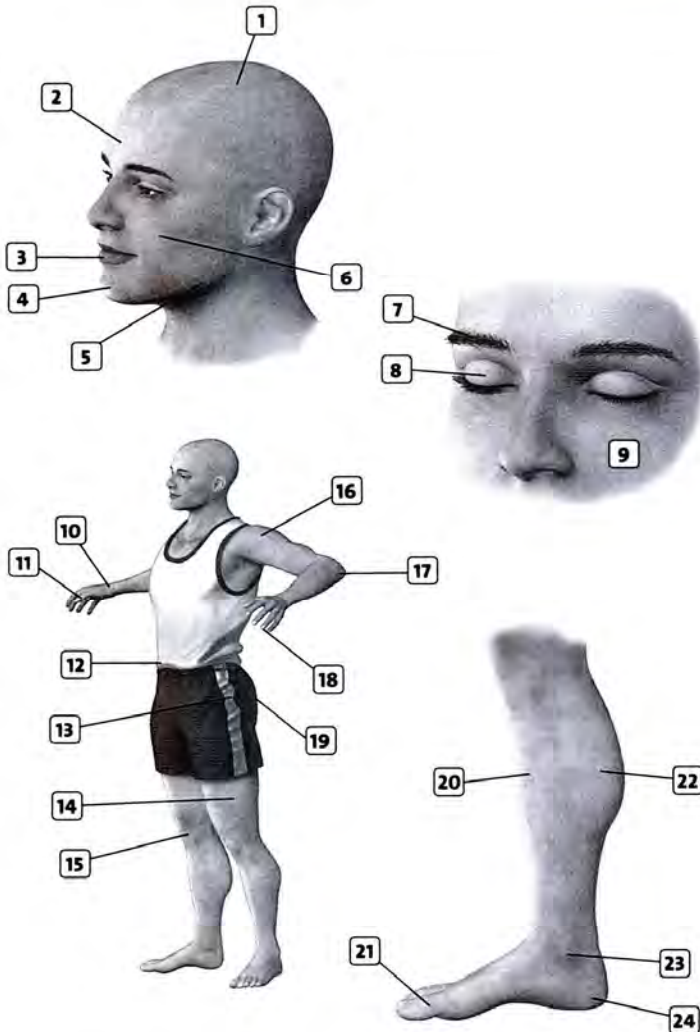
# The human body

## Vocabulary

### A

## Parts of the body

I can identify parts of the body and talk about injuries.



### 1 Complete the labels.

- |           |            |            |
|-----------|------------|------------|
| 1 s _____ | 9 s _____  | 17 e _____ |
| 2 f _____ | 10 w _____ | 18 n _____ |
| 3 l _____ | 11 t _____ | 19 b _____ |
| 4 c _____ | 12 w _____ | 20 s _____ |
| 5 j _____ | 13 h _____ | 21 t _____ |
| 6 c _____ | 14 t _____ | 22 c _____ |
| 7 e _____ | 15 k _____ | 23 a _____ |
| 8 e _____ | 16 s _____ | 24 h _____ |

### 2 Complete the accidents and injuries with the verbs below.

bang break bruise burn cut  
have have sprain twist

- |                         |                     |
|-------------------------|---------------------|
| 1 _____ your ankle      | 6 _____ a black eye |
| 2 _____ your wrist      | 7 _____ yourself    |
| 3 _____ a bone          | 8 _____ your head   |
| 4 _____ yourself        | 9 _____ yourself    |
| 5 _____ a bad nosebleed |                     |

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

blood brain heart intestine kidneys lungs  
muscle ribs skull spine stomach throat

- You use it to think. \_\_\_\_\_
- It allows you to move a part of your body. \_\_\_\_\_
- It's made of bone and it runs down your back. \_\_\_\_\_
- The red liquid in your body. \_\_\_\_\_
- It's a bone that surrounds your brain. \_\_\_\_\_
- The part of the neck where food and air go. \_\_\_\_\_
- It's in your chest and it pumps blood around your body. \_\_\_\_\_
- When you eat, the food goes down your throat to this place. \_\_\_\_\_
- They're in your chest. You use them to breathe. \_\_\_\_\_
- They are bones that go round your chest and protect your heart and lungs. \_\_\_\_\_
- The long tube below your stomach that digests food and gets rid of waste. \_\_\_\_\_
- They clean your blood. \_\_\_\_\_

### 4 1.13 Listen to three dialogues. What problem does each person have? Choose from the illnesses and injuries in exercise 2.

The patient has:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

### 5 Complete the treatments with a, e, i, o and y.

- |                 |                          |
|-----------------|--------------------------|
| 1 _nt_ b__t__cs | <input type="checkbox"/> |
| 2 b__nd_g__     | <input type="checkbox"/> |
| 3 cr__m         | <input type="checkbox"/> |
| 4 dr__ss_ng     | <input type="checkbox"/> |
| 5 m__d__c__n__  | <input type="checkbox"/> |
| 6 p__nk__ll__rs | <input type="checkbox"/> |
| 7 X-r__         | <input type="checkbox"/> |

### 6 1.13 Listen again to the dialogues. Which treatment or treatments in exercise 5 does the doctor give each patient? Write 1, 2 or 3 in the correct boxes.

# 3B

## Grammar

### Speculating and predicting

*I can speculate and make predictions about the future.*

1 Look at the table. Then write sentences using the prompts.

100%	90%	70%	40%	10%	0%
will definitely	will probably	could / may / might	may not / might not	probably won't	definitely won't

- it / rain / tomorrow (70%)  
It might rain tomorrow.
- I / go to bed late tonight (0%)  
\_\_\_\_\_
- Tom / pass all his exams (100%)  
\_\_\_\_\_
- Lisa / go to the doctor's tomorrow (70%)  
\_\_\_\_\_
- I / get the answer right (40%)  
\_\_\_\_\_
- Fred / see his girlfriend this weekend (90%)  
\_\_\_\_\_
- Jade / play computer games this evening (10%)  
\_\_\_\_\_

2 **USE OF ENGLISH** Rewrite the sentence so that it has a similar meaning using the words in brackets.

- I doubt scientists will find a cure for cancer in the near future. (probably)  
\_\_\_\_\_
- I'm certain that doctors won't find a cure for the common cold. (definitely)  
\_\_\_\_\_
- It's possible that millions of people will get ill from the flu virus this winter. (may)  
\_\_\_\_\_
- I'm sure bio-printing of organs will become a reality. (definitely)  
\_\_\_\_\_
- I'm fairly sure people will be healthier in the future. (probably)  
\_\_\_\_\_
- It's possible that antibiotics won't be effective in the future. (might)  
\_\_\_\_\_

3 Match 1–6 with a–f to make predictions.

- If you touch that hot saucepan,
- If you take painkillers,
- If you twist your ankle,
- If you break your arm,
- If you aren't careful with that knife,
- If you have a bad nosebleed,

- you won't be able to walk.
- you'll have to go to hospital.
- you might cut yourself.
- you'll burn yourself.
- you could lose a lot of blood.
- your headache will disappear.

4 Complete the first conditional sentences with the verbs below. Use the present simple form and *will / won't + base form*.

be be not be able to cut down die out find  
get get rid of live protect rise not use

- If scientists \_\_\_\_\_ cures for most diseases, people \_\_\_\_\_ much longer.
- If the climate \_\_\_\_\_ warmer, sea levels \_\_\_\_\_.
- Many endangered species \_\_\_\_\_ if we don't \_\_\_\_\_ them.
- We \_\_\_\_\_ stop climate change if we \_\_\_\_\_ less fossil fuels.
- If we \_\_\_\_\_ the rainforests, there \_\_\_\_\_ more carbon dioxide in the atmosphere.
- If we \_\_\_\_\_ nuclear weapons, I think the world \_\_\_\_\_ a much safer place.

5 Some of the sentences are incorrect. Rewrite them correctly. Tick the correct sentences.

- If you go to the cinema, I might to go too.
- The weather could not be very good tomorrow.
- I'll probably get up early tomorrow.
- Sam won't probably be at home this evening.
- You could be right.
- I'll go to the concert if the tickets will be cheap.

## The body's limits

*I can listen for specific information.*

## Listening Strategy

Some listening tasks may involve listening out for numbers, dates and measurements. Make sure you know how to pronounce these so that you can identify the information when you hear it.

1 **1.14** Read the Listening Strategy. Then listen and circle the number or measurement you hear.

- |                     |                  |                  |
|---------------------|------------------|------------------|
| 1 a 115,000         | b 100,050        | c 150,000        |
| 2 a 3,700,000       | b 37,000,000     | c 3,000,700      |
| 3 a 2.07            | b 0.27           | c 2.70           |
| 4 a $3\frac{1}{10}$ | b $\frac{1}{10}$ | c $\frac{3}{10}$ |
| 5 a 35%             | b 30.5%          | c 13%            |
| 6 a 22–25           | b 2–25           | c 20–25          |
| 7 a 25°C            | b -5°C           | c -25°C          |
| 8 a 1930            | b 1913           | c 913            |

2 Read aloud all the numbers and measurements in exercise 1.

3 **1.15** Listen and complete the facts with the numbers and measurements you hear.

- Your body makes \_\_\_\_\_ new blood cells every second.
- There are nearly \_\_\_\_\_ kilometres of blood vessels in an average adult body.
- Only \_\_\_\_\_ of the cells in our body are human; the other \_\_\_\_\_ are bacteria.
- Your brain is only \_\_\_\_\_ of your body's weight, but it uses \_\_\_\_\_ of the oxygen.
- Your temperature is usually about \_\_\_\_\_ lower in the morning than in the evening.
- Blondes have about \_\_\_\_\_ more hairs on their head than people with black hair.
- Adult humans have \_\_\_\_\_ bones, but newborn babies have a lot more.
- The smallest muscle in the body is inside the ear; it is only \_\_\_\_\_ millimetres long.
- Men usually stop growing when they are \_\_\_\_\_ years old, women when they are \_\_\_\_\_.

4 **INTERNET RESEARCH** Find two more facts about the human body to add to the facts in exercise 3.

- \_\_\_\_\_
- \_\_\_\_\_



5 **1.16** Read the three short texts below about a Swedish woman called Anna Bågenholm, who had an accident. Then listen to an interview about her and decide which is the best summary of the accident. Underline the incorrect parts of the other options.

- Anna had an accident while skiing. Nobody found her for several hours and when they did, they believed she was dead. But when she arrived at the hospital, she came back to life.
- Anna tried to rescue a colleague who had an accident in the mountains, but fell into some freezing water. She only survived because a helicopter took her to hospital.
- Anna had an accident while skiing. She became so cold that her breathing and heartbeat stopped for hours, but she made a full recovery.

6 **1.16** Listen again. Are the sentences true (T) or false (F)? Correct the false sentences.

- About a third of people whose body temperature drops to below 28°C do not survive.
- Anna's colleagues called for help seven minutes after the accident.
- The first rescue team cut a hole in the ice and the second team pulled her out.
- Anna's body temperature was 30.7°C when she arrived at the hospital.
- Her heart did not begin beating again until her body temperature reached 36.4°C.



Word families

I can recognise different words formed from the same base.

1 Complete the related adjectives and nouns.

	Noun	Adjective
1	a _____	angry
2	anxiety	a _____
3	depression	d _____
4	envy	e _____
5	fear	af _____
6	h _____	happy
7	pride	p _____
8	s _____	sad
9	shame	a _____
10	s _____	surprised

2 Complete the sentences with adverbs formed from the nouns in brackets.

- 1 *Angrily*, (anger) he threw his bag onto the floor.
- 2 'It's broken,' she said \_\_\_\_\_ (sadness).
- 3 \_\_\_\_\_ (happiness), everyone passed the exam.
- 4 We looked \_\_\_\_\_ (anxiety) at the screen.
- 5 He looked \_\_\_\_\_ (surprise) calm as the exam began.
- 6 When she'd finished the painting, she \_\_\_\_\_ (pride) showed it to her friends.
- 7 I left my bag in the café. \_\_\_\_\_ (hope), it's still there!
- 8 The police officer looked \_\_\_\_\_ (suspicion) at the men on the street corner.
- 9 We stood outside the restaurant and stared \_\_\_\_\_ (hunger) at the menu in the window.

3 Complete the adjectives that are formed from the nouns below.

annoy bore care disgust excite  
help hope pain power surprise

A Form adjective with *-ed* or *-ing*.

annoyed	annoying
_____	_____
_____	_____
_____	_____

B Form adjective with *-ful* or *-less*.

_____	_____
_____	_____
_____	_____
_____	_____

4 Complete the sentences with adjectives formed from the words in brackets.

- 1 The leg injury was really \_\_\_\_\_ (pain) – in fact, I was \_\_\_\_\_ (surprise) it wasn't broken.
- 2 The shop assistant was very \_\_\_\_\_ (help) and gave me a refund.
- 3 I'm \_\_\_\_\_ (annoy) with my sister because she broke my sunglasses. She's so \_\_\_\_\_ (care)!
- 4 This TV has got really \_\_\_\_\_ (power) speakers, so action films are very loud and \_\_\_\_\_ (excite).
- 5 I enjoyed the play, but some parts of it were \_\_\_\_\_ (bore).
- 6 I'll never get these trainers clean. It's \_\_\_\_\_ (hope)! They're \_\_\_\_\_ (disgust)!

5 USE OF ENGLISH Complete the article with nouns, adjectives and adverbs formed from the words in brackets. Add prefixes and suffixes if necessary.



Everybody knows that smiling is a sign of <sup>1</sup> \_\_\_\_\_ (happy) and that we frown when we are feeling <sup>2</sup> \_\_\_\_\_ (happy). Our feelings affect our face. But scientists now believe that our face can also affect our feelings. In other words, smiling can actually help to create a feeling of <sup>3</sup> \_\_\_\_\_ (content). And one of the best ways to prevent <sup>4</sup> \_\_\_\_\_ (anxious) is to control your facial expression. In one study, volunteers looked at very unpleasant pictures. Some of the volunteers held a pen in their mouth so their face could not move easily. Those volunteers did not feel as <sup>5</sup> \_\_\_\_\_ (disgust) by the pictures as the others. Researchers also looked at women who were unable to frown because of botox injections. <sup>6</sup> \_\_\_\_\_ (surprise), these women were less likely to suffer from <sup>7</sup> \_\_\_\_\_ (depressed), even though they did not feel particularly <sup>8</sup> \_\_\_\_\_ (happiness) about the change in their appearance.

## Body clock

I can understand a text about teenagers and sleep.

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- 1 Complete the sentences with the words below. Use the same word in each pair of sentences.

exercise hard level light  
record rest show work

- 1 a Usain Bolt set a new world \_\_\_\_\_ at the Olympic Games.  
b You can \_\_\_\_\_ a message for someone to listen to later.
- 2 a Look at \_\_\_\_\_ 3 on page 78.  
b You need to \_\_\_\_\_ to stay fit.
- 3 a This MP3 player doesn't \_\_\_\_\_. It's broken.  
b Does your mum \_\_\_\_\_ at the hospital?
- 4 a There's a great quiz \_\_\_\_\_ on TV tonight.  
b Can you \_\_\_\_\_ me the way to the library?
- 5 a I'm exhausted. I need a \_\_\_\_\_!  
b How will you spend the \_\_\_\_\_ of the day?
- 6 a I couldn't sleep because my bed was too \_\_\_\_\_.  
b If I think \_\_\_\_\_, I'm sure I'll work out the answer.
- 7 a It's getting dark. Switch on the \_\_\_\_\_.  
b This suitcase is quite \_\_\_\_\_ – only 6 kg.
- 8 a There is a worryingly high \_\_\_\_\_ of CO<sub>2</sub> in the atmosphere.  
b The shelf isn't \_\_\_\_\_ so the books might fall off.

- 2 Read the text. Does the research support the theory that students perform better if school starts later?

### Reading Strategy

When matching questions with texts, follow these steps.

- 1 Read the text to get a general idea of the meaning.
- 2 Read the task's lead-in line very carefully. (*In which paragraph ...*). Then read all the options carefully.
- 3 Read the paragraphs of the text carefully one by one and match them to the correct option.
- 4 If you can't find the answer, leave it for now and come back to it later when you have fewer options left.

- 3 Read the Reading Strategy. Then match paragraphs A–C with questions 1–4 below. One paragraph matches two questions.

In which paragraph does the author ...

- 1 suggest that students might be safer if the school start time were changed?
- 2 refer to evidence that shows that adults' body clocks are different from those of teenagers?
- 3 quote the results of a study that confirms the conclusions of British scientists?
- 4 mention some practical problems that might result from a change in the start time?



## What time should school start?

- A** The debate in the USA about whether to start school later has been running for many years. Ask any American teenager arriving at school at 7.30 a.m. and they will tell you that it's difficult to memorise chemical formulae or lists of vocabulary so early in the morning. Is it just laziness, or is there a biological reason for this? Studies by scientists in the UK show that teenagers naturally want to go to bed about two hours later than adults and also get up later. This trend begins at about the age of thirteen and continues right through the teenage years. The scientists conclude that students inevitably feel tired in the morning and will therefore perform worse at school before lunch.
- B** Schools in some US states have tested this theory, and the findings back up the science. By delaying the start of school by just one hour, academic achievement has risen, absenteeism has declined and cases of depression among teenagers have also fallen. One study that involved 9,000 students revealed that grades in maths, English and science all rose when school began at 8.35 a.m. or later. Studies in other countries such as Brazil, Italy and Israel also show that later start times improve learning.
- C** However, not everyone advocates changing the school timetable. They claim that it would cause a huge amount of disruption. Others are opposed to the change because students won't have time for after-school activities or part-time jobs. However, one benefit of a later start time may yet convince the doubters. A study in Wyoming showed that car crashes among 16–18-year-olds fell by 70% after the start time was changed from 7.35 a.m. to 8.55 a.m. More studies need to be carried out before a definite link can be made between the number of accidents and the school start times, but it is undeniable that it is less safe to drive when you feel sleepy.

### Photo description

I can describe photos and answer questions.

1 Circle the correct words. If both are correct, circle both. Then find the people in the two photos on this page.

- The man **in** / **wearing** a baseball cap ...
- The two women **in** / **with** ponytails ...
- The girl **who is** / **with** sitting on the ground ...
- The woman **in** / **with** long trousers ...
- The man **in** / **with** his arms folded ...
- The woman **wearing** / **with** a dress ...



2 Complete the sentences about photo A with the phrases below.

a sort of I'd say it looks like some kind of I would say  
most likely or maybe something like that

- They're on a beach, \_\_\_\_\_.
- They're \_\_\_\_\_ in their twenties.
- \_\_\_\_\_ the people in the background are a mix of ages.
- \_\_\_\_\_ fitness competition.
- There's \_\_\_\_\_ mat on the ground.
- The bald man is doing push-ups or \_\_\_\_\_.
- The man with the cap is the judge \_\_\_\_\_ he's just a friend.

#### Speaking Strategy

Try to give your photo description a simple structure:

- say what the photo shows in general. If you are unsure, use phrases like 'It looks to me as if ...', or 'The photo appears to show ...';
- talk about some of the interesting details in the photo;
- add a personal opinion or reaction.



3 Read the Speaking Strategy. Then look at photo B and prepare your description. Use the questions to help you.

- Where are the women? What are they doing? What is unusual about the situation?

\_\_\_\_\_

\_\_\_\_\_

- Is one of them the leader? Why do you think so?

\_\_\_\_\_

\_\_\_\_\_

4 Read the examiner's questions. Write notes for your answers.

- Do you think the women are enjoying themselves? Why? / Why not?
- What are the advantages and disadvantages of exercising outdoors rather than indoors?
- Have you been in a similar situation when you enjoyed spending a lot of time outdoors? What were you doing?

1 \_\_\_\_\_

2 \_\_\_\_\_

3 \_\_\_\_\_

5 Now do the speaking task. Use your notes from exercises 3 and 4.





## Preparation

1 Read the task and the essay. In which paragraph (A–D) does the writer ...

- 1 give his opinion?       3 make his proposals?   
 2 introduce the topic?       4 sum up the essay?

Some people think that the school curriculum should include subjects such as 'leading a healthy lifestyle'. Write an essay in which you give your own opinion on this issue and propose ways in which this subject might be taught in schools.

**A** If we can believe recent reports in the press, many teenagers are overweight and unfit. Some people argue that teaching children at school about a healthy lifestyle would help to solve this problem.

**B** In my view, it would be very sensible to teach students how to lead a healthy lifestyle. Health problems later in life often start because people get into bad habits during their teenage years. It is sometimes said that this is the responsibility of the parents and not the school. But as I see it, everyone in society would benefit from this.

**C** In order to tackle this problem, time should be set aside in the school timetable to teach children about the benefits of eating healthily and getting lots of exercise. Moreover, doctors could also play a part by coming into school and talking to students. I suggest that one or two hours a week should be spent on this topic.

**D** To sum up, I agree with those people who believe that healthy living should be taught in schools. It seems to me that the students themselves and society in general would benefit from this proposal.

2 Complete the gaps with the underlined phrases from the essay.

### 1 Introducing your opinions

in my opinion, <sup>1</sup> \_\_\_\_\_  
<sup>2</sup> \_\_\_\_\_ <sup>3</sup> \_\_\_\_\_

### 2 Introducing other people's opinions

It is a widely held view that \_\_\_\_\_ Most people agree that \_\_\_\_\_  
 It is a common belief that <sup>4</sup> \_\_\_\_\_  
<sup>5</sup> \_\_\_\_\_

### 3 Making an additional point

What is more, \_\_\_\_\_ Not only that, but \_\_\_\_\_ Furthermore, \_\_\_\_\_  
<sup>6</sup> \_\_\_\_\_

### 4 Introducing proposals and solutions

One solution might be to \_\_\_\_\_ What I propose is that \_\_\_\_\_  
 I would strongly recommend that \_\_\_\_\_ It is vital that \_\_\_\_\_  
<sup>7</sup> \_\_\_\_\_ <sup>8</sup> \_\_\_\_\_

### 5 Concluding

In conclusion, \_\_\_\_\_ To conclude, <sup>9</sup> \_\_\_\_\_

## Writing Guide

Many people think that teenagers spend too much time using electronic gadgets. Write an essay in which you give your own view of the problem and propose ways of solving it.

### Writing Strategy

- 1 Divide your essay into an introduction, main body and conclusion.
- 2 If the task has more than one element, deal with them in different paragraphs within the main body.
- 3 Use formal language.
- 4 Support opinions with evidence or examples.

3 Read the task and the Writing Strategy above. In which paragraph (A–D) of your essay will you ...

- 1 describe the problem?
- 2 introduce the topic: mention the problem (using different words from the task) and say that you will propose solutions?
- 3 sum up by saying that you are confident that your proposed solutions will help to solve the problem?
- 4 propose solutions?

4 Make notes about the headings below.

My view of the problem and its causes: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

Solutions to the problem: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

5 Write your essay. Follow the paragraph plan in exercise 3, and use your notes from exercise 4. Include some phrases from exercise 2.

### CHECK YOUR WORK

Have you ...

- followed all the advice in the Writing Strategy?  
 included phrases from exercise 2?  
 checked your spelling and grammar?

## Vocabulary

1 Match the words with the parts of the body where they are found.

- |          |                          |         |
|----------|--------------------------|---------|
| 1 brain  | <input type="checkbox"/> | a arm   |
| 2 calf   | <input type="checkbox"/> | b chest |
| 3 cheek  | <input type="checkbox"/> | c face  |
| 4 elbow  | <input type="checkbox"/> | d foot  |
| 5 heart  | <input type="checkbox"/> | e hand  |
| 6 heel   | <input type="checkbox"/> | f head  |
| 7 throat | <input type="checkbox"/> | g leg   |
| 8 thumb  | <input type="checkbox"/> | h neck  |

Mark: /8

2 Complete the sentences with the treatments below.

antibiotics bandage cream dressing painkillers X-ray

Doctors often ...

- put a \_\_\_\_\_ around your ankle if you sprain it.
- prescribe \_\_\_\_\_ to cure an infection.
- send you for an \_\_\_\_\_ when they need to see inside your body.
- tell you to cover a cut with a \_\_\_\_\_ to protect it.
- give you \_\_\_\_\_ if a part of your body is hurting.
- recommend a \_\_\_\_\_ if you have a skin allergy.

Mark: /6

3 Complete the sentences with the past simple form of the verbs below.

bang break bruise burn cut have sprain

- My little sister \_\_\_\_\_ a bone in her leg when she fell off the wall.
- Josh \_\_\_\_\_ a bad nosebleed after walking into a lamp post.
- She \_\_\_\_\_ their heads on the shelf when she got up from the table.
- He \_\_\_\_\_ himself when he was putting a pizza in the oven.
- I \_\_\_\_\_ myself badly while I was opening a tin.
- One of the players \_\_\_\_\_ his wrist as he was catching the ball.
- You \_\_\_\_\_ yourself badly when you fell down the stairs.

Mark: /7

## Word Skills

4 Complete the sentences with the correct word formed from the words in brackets.

- The captain of the team \_\_\_\_\_ lifted the trophy into the air. (pride)
- All Ryan's friends are \_\_\_\_\_ of his new laptop. (envy)
- He looked away \_\_\_\_\_ when she told him that his grandfather was very ill. (happy)
- She's making a good recovery. The doctors are \_\_\_\_\_ that her knee will heal quickly. (hope)
- It isn't \_\_\_\_\_ you have a cold. You haven't been looking after yourself recently. (surprise)
- It was clear that something bad had happened because of the \_\_\_\_\_ in her eyes. (sad)
- He's obviously \_\_\_\_\_ of his behaviour because he refuses to apologise. (shame)
- Scarlett finds it hard to control her \_\_\_\_\_ when somebody offends her. (angry)

Mark: /8

5 Complete the sentences with a suitable word. Sometimes more than one answer may be possible.

- The girl \_\_\_\_\_ the red leggings is throwing a ball.
- It looks \_\_\_\_\_ a race or something like that.
- I think the man \_\_\_\_\_ the moustache is the instructor.
- I'd \_\_\_\_\_ that all the competitors are quite young.
- The boy \_\_\_\_\_ is on the ground looks exhausted.
- It seems to be a competition of some \_\_\_\_\_.

Mark: /6

## Grammar

6 Complete the sentences with *will / may / might / could (not)* and the verbs below. Sometimes more than one answer may be possible.

be close go out hurt like win

- The doctor isn't completely sure, but he thinks that my leg \_\_\_\_\_ broken.
- I don't think our team \_\_\_\_\_ today because our best player is injured.
- I'm not sure if you should watch this horror film. You \_\_\_\_\_ it.
- He's quite anxious about his operation, although the doctor has said it \_\_\_\_\_ at all.
- I haven't decided yet, but I \_\_\_\_\_ tonight. I've got a lot of homework.
- There are rumours that they \_\_\_\_\_ our local hospital. Very few people use it.

Mark: /6

# 3

## Review Unit 3

### 7 Complete the dialogues with the correct form of the verbs in brackets. Use the first conditional.

- 1 A What \_\_\_\_\_ (you / do) if somebody asks about your black eye?  
 B I \_\_\_\_\_ (tell) them exactly what happened!
- 2 A Will you stop playing if your ankle \_\_\_\_\_ (start) to hurt?  
 B Yes. The coach \_\_\_\_\_ (not let) me play if I'm injured.
- 3 A What will happen if I \_\_\_\_\_ (not take) the medicine?  
 B Your cough \_\_\_\_\_ (get) worse.
- 4 A How will we get to the hospital if the bus \_\_\_\_\_ (not come)?  
 B We \_\_\_\_\_ (walk). It isn't very far.
- 5 A \_\_\_\_\_ (the doctor / give) you antibiotics if you ask for them?  
 B No, he'll only prescribe them if they \_\_\_\_\_ (be) really necessary.

Mark: / 10

### 8 Complete the text with the future continuous or future perfect form of the verbs in brackets.

This is my final year at school. Six months from now, I <sup>1</sup> \_\_\_\_\_ (study) at university. It's a three-year course, so I <sup>2</sup> \_\_\_\_\_ (finish) it by the time I'm 22. I'd love a career in nursing, but I want to do some voluntary work before I settle down. In four years' time, perhaps I <sup>3</sup> \_\_\_\_\_ (help) the victims of a natural disaster somewhere. By the time I'm 26, I <sup>4</sup> \_\_\_\_\_ (spend) enough time abroad, and I <sup>5</sup> \_\_\_\_\_ (think) about coming home. In ten years' time, I hope I <sup>6</sup> \_\_\_\_\_ (find) a good job in a hospital, where I <sup>7</sup> \_\_\_\_\_ (work) with young children. Perhaps I <sup>8</sup> \_\_\_\_\_ (start) a family by then, and I'll have my own baby to look after!

Mark: / 8

### Use of English

#### 9 Circle the correct answers to complete the sentences.

- 1 You \_\_\_\_\_ not need antibiotics.  
 a could      b have      c probably      d might
- 2 They'll \_\_\_\_\_ taken the bandages off her leg by the end of next week.  
 a maybe      b have      c be      d likely
- 3 One hundred years from now computers \_\_\_\_\_ doing a lot of things that doctors do now.  
 a will      b will be      c will probably      d are
- 4 You'll burn your hand if you \_\_\_\_\_ that saucepan.  
 a touching      b touch      c might touch      d 'll touch
- 5 The doctors X-rayed his \_\_\_\_\_ after he hit his head in the accident.  
 a lung      b rib      c skull      d shin
- 6 Will humans exist \_\_\_\_\_ a million years' time?  
 a in      b within      c at      d until

Mark: / 6

Total: / 65

### I can ...

Read the statements. Think about your progress and tick one of the boxes.

★ = I need more practice.

★★ = I sometimes find this difficult.

★★★ = No problem!

	★	★★	★★★
I can identify parts of the body and talk about injuries.			
I can speculate and make predictions about the future.			
I can listen for specific information.			
I can talk about events in the future and when they will happen.			
I can recognise different words formed from the same base.			
I can understand an article about teenagers and sleep.			
I can describe photos and answer questions.			
I can write an opinion essay.			