



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.

8

Messages

Vocabulary

A

On the phone

I can talk about using my phone.



1 Complete the dialogue extracts with the correct form of the verbs below.

disable enter make save send text top up

A Ben

I went abroad last month to Italy. I ¹ _____ my mobile before I left with €40. I didn't ² _____ data roaming while I was away, and I ³ _____ lots of calls. I checked my balance when I got back and found I'd been charged €30!

B Emma

I'll ⁴ _____ you a text and you can ⁵ _____ my number to your phone book. Then, when you want to ring or ⁶ _____ me, you won't have to ⁷ _____ the number.

call leave listen to lose put put recharge

C Ryan

I phoned Tom, but he must have ⁸ _____ his phone on silent, so he didn't answer. I ⁹ _____ a message, so hopefully he'll ¹⁰ _____ his voicemail later.

D Zoe

Hi, Sally, we're on the train. I've ¹¹ _____ the phone on loudspeaker so that Mike can speak to you too ... No, it won't annoy the other passengers! ... Oh, the train is about to go into a tunnel and I think we'll ¹² _____ the signal ... Can you hear me? ... OK, listen, I'm running out of charge too, I need to ¹³ _____ the battery. I'll hang up now and ¹⁴ _____ you later ... Bye.

2 Complete the sentences with phrasal verbs.

- Oh, no! My phone has r _____ charge! Can I borrow your charger?
- 'Did you speak to Jack?' 'No. I phoned him, and his mobile rang for ages, but he didn't p _____.'
- Announcement on a plane: 'Would all passengers please s _____ all mobile devices and computers.'
- Can you please s _____? I can't hear you very well. You are b _____ because the signal isn't very strong.
- I rang my dad's office and spoke to the receptionist, but I didn't g _____ to my dad.
- Message on an answerphone: 'Can you c _____ me _____ when you get this message? My number is 01548 956711.'
- Recorded announcement: 'The number you have dialled does not exist. Please h _____ and dial again.'
- Message on an answerphone: 'Hi, Neil. I've been trying to call you all morning. Can you g _____ to me on 01548 190684?'
- 'Why did you hang up during the call?' 'I didn't hang up. We were c _____.'

3  2.05 Listen and circle the correct answers.

Dialogue 1

Which of these sentences is a fact, not an opinion?

- Alex returned the charger to Jane.
- Alex borrows Jane's charger very frequently.
- Alex was the last person to use Jane's charger.

Dialogue 2

Daniel was cross because

- of something Sally said.
- Sally didn't return his call.
- he's too busy to go to the cinema.

Dialogue 3

Lucy's mum needs help with

- recharging her phone.
- saving a number to her phone book.
- understanding warning messages.

8B

Grammar

Reported speech

I can use reported speech.

1 Complete 1–5 with the tenses below. Then complete 6–9 with the correct verb forms.

past continuous past perfect past perfect
past perfect past simple

Direct speech

1 present simple

2 present continuous

3 past simple

4 present perfect

5 past perfect

6 *can / can't*

7 *will / won't*

8 *might*

9 *should*

Reported speech

2 Circle the correct words.

Last weekend

1 John said he ___ ill.

a is

b was

2 Maisie said that she ___ buy a new phone.

a would

b will

3 Nathan said he ___ looking forward to summer.

a is

b was

4 Harry said that Kay ___ gone to Italy.

a has

b had

5 Emma told me that she ___ find her phone.

a couldn't

b can't

6 Pete told me he ___ go to the party.

a had to

b might have

3 How do these references to time and place change in reported speech?

Direct speech

1 today

2 a week ago

3 yesterday

4 last year

5 tomorrow

6 next month

7 here

Reported speech

4 Complete the text with *said* or *told*.

Dan ¹ _____ Bev that he had bought her a new phone.

She looked at it and ² _____ him that it was too big.

He ³ _____ her that they were all that big nowadays.

She ⁴ _____ she wanted him to change it. He

⁵ _____ that he couldn't

change it and ⁶ _____

her that it had cost a lot of

money. She ⁷ _____

she didn't care and

⁸ _____ him she

wouldn't use it.



5 Rewrite the sentences as reported speech. If necessary, change the pronouns, possessive adjectives and references to time and place.

1 John to Sue: 'I left a message for you yesterday.'

John told _____

2 Mark: 'I'll top up my phone this evening.'

3 Jenny to Dave: 'I can't hear you.'

4 Ann: 'I've checked my balance three times this week.'

5 Jo to Si: 'You should turn off data roaming.'

6 Kate: 'I had already texted Harry at the weekend.'

7 Fran to Fred: 'I called Tom two days ago.'

6 Read the reported conversation between two identical twins. Write the direct speech below.

Imo was walking down the road when she slipped and fell. Her twin sister Zoe phoned just afterwards. Zoe told Imo that she had fallen over a few moments before. Imo told her that was an amazing coincidence because she had just done the same! Zoe said her leg was hurting so much that she couldn't walk. Imo told Zoe that her own leg was OK and that she could easily walk home. But Imo told Zoe that if she couldn't walk, she should call an ambulance. Zoe said that wouldn't be necessary and that she could phone their parents.

1 Zoe: _____

2 Imo: _____
because _____

3 Zoe: _____

4 Imo: _____

5 Imo: But _____

6 Zoe: _____

Global network

I can identify the main idea of a listening text.

Revision: Student's Book page 87

1 Complete the sentences with the verbs and particles below.

Verbs call carry give go set work

Particles back off off on out up

- If I'm going on a long car journey, I always check the traffic reports before I _____.
- I've got a new SIM card for my phone, but I can't _____ how to install it.
- If you make a mistake during the performance, don't stop – just _____.
- When the weather got really bad, they decided to _____ to their hotel.
- They're going to _____ the festival because of bad weather.
- Although you failed your driving test, you shouldn't _____.

Listening Strategy 1

Sometimes you need to listen for the main idea (gist) rather than a specific piece of information. If this is the case, do not worry about a few unknown words. You can often understand the gist without understanding every word.

2 **2.06** Read Listening Strategy 1. Then listen to two mobile phone calls. Ignoring the words you cannot hear, circle the best summaries.

- Mary and Mike are going to meet up that day.
 - Mary and Mike are going to speak the next day to make an arrangement.
- Tom is going to buy some food for dinner.
 - Kirstie doesn't want Tom to buy any food.

Listening Strategy 2

When you do a multiple-choice task, do not choose the correct answer based only on one or two words. Remember that the incorrect options also have some connection with what you hear.

3 **2.07** Read Listening Strategy 2. Then listen to a radio programme and circle the correct answer.

What is the programme about, in general?

- The health effects of using mobile phones.
- The mobile phone network in the UK.
- The birth of the mobile phone industry.
- The best way to get a strong mobile phone signal wherever you are.



4 **2.07** Listen again and circle the correct answers.

- The mobile phone network was built quickly in the UK because
 - two different phone companies were competing against each other.
 - two different phone companies were sharing the work.
 - a lot more people started using mobile phones than the phone companies had expected.
 - the government spent a lot of money on it.
- The main difference between microcells and base stations is that microcells
 - are in cities, while base stations are in the countryside.
 - are smaller and less powerful than base stations.
 - are hidden, but base stations are visible.
 - are on the front of buildings, but base stations are on top.
- Base stations are positioned in historic town centres because
 - they need to be close together in places with lots of buildings.
 - there are no rules to prevent it.
 - phone companies ignore the rules.
 - they can easily be disguised.
- More research is being done into the health effects of base stations because
 - the results so far are not clear.
 - there have only been one or two studies so far.
 - some of the evidence suggests that there is a small risk to public health.
 - people do not always believe the results.

8D

Grammar

Reported questions

I can report questions correctly.

1 Order the words to make reported questions. Then write the questions as direct speech.

1 I / me / old / she asked / was / how

She asked me how old I was. 'How old are you?'

2 what / he asked / were / them / they / doing

3 afraid / you / you / were / I asked / if

4 was / her / mum / why / she / we asked / angry


5 happening / I asked / what / him / was

6 where / would / me / stay / he asked / I

7 if / they asked / help / I / could / them

8 if / been / had / me / they asked / I / skiing / ever

9 how / we asked / spent / money / him / he'd / much

2  2.08 Listen to the direct speech and complete the reported questions.

1 He asked her _____ for dinner.

2 She asked him _____ on Sundays.

3 He asked her _____ the new Chinese restaurant.

4 She asked him _____ heavily.

5 He asked her _____ into town.

3 Rewrite the direct speech as reported questions.

1 'What are you doing?' Jake asked his sister.

2 'Have you washed my jeans?' Poppy asked her mum.

3 'When did you finish your homework?' my friend asked me.

4 'Is it still raining?' Freddie asked Luke.

5 'Can you play the saxophone?' Nadia asked me.

6 'When will you give me back my laptop?' my dad asked my sister.

4 Underline a mistake in each reported question. Then write the reported questions correctly.

1 She asked them why they are being so noisy.

2 I asked her how she had hurt yourself.

3 We asked them they wanted to travel with us.

4 He asked me what was I listening to.

5 They asked if who had told him the secret.

6 She asked him why he had phoned her yesterday.

7 I asked her that if she knew what was happening.

8 I asked him how many brothers had he.

5 Read the dialogue. Then complete the text below with reported statements and questions.

Zac Do you know Lily's email address?
I want to invite her to my birthday party.

Ellie It's in my address book. I'll look in a minute.

Zac What are you doing?

Ellie I'm looking something up on the internet.

Zac What do you need to find out?

Ellie It's a secret.

Zac Can you give me a clue?

Ellie I don't want to spoil the surprise!

Zac asked Ellie if ¹ _____ address. He said that he ² _____ to his birthday party. Ellie said ³ _____ address book. She said ⁴ _____ in a minute. Zac asked Ellie ⁵ _____. Ellie said that ⁶ _____ on the internet. Zac asked her ⁷ _____. Ellie said that ⁸ _____. Zac asked Ellie ⁹ _____ a clue. Ellie said that ¹⁰ _____ the surprise.



Verb patterns: reporting verbs

I can use a variety of reporting verbs correctly.

1 Circle the correct verbs to complete the sentences.

- 'OK. I'll feed your cat while you're away,' she _____.
a advised b agreed c encouraged
- 'You really must stay for dinner,' he _____.
a asked b admitted c insisted
- 'I'll definitely be there to meet you at the airport,' she _____.
a begged b promised c suggested
- 'It's dangerous to walk around that part of town at night,' he _____.
a denied b offered c warned
- 'Is the café still open at this time?' she _____.
a begged b suggested c wondered
- 'I'm the one who broke your laptop,' he _____.
a admitted b apologised c persuaded
- 'I could lend you some money,' he _____.
a denied b proposed c wondered
- 'You'd better say sorry,' she _____.
a advised b apologised c persuaded

2 Circle the correct reporting verb. Then complete the sentences with the infinitive or -ing form of the verbs in brackets.

- My parents never **encouraged** / **suggested** me _____ (sing) when I was younger.
- Did you **admit** / **apologise** to your teacher for _____ (miss) the class?
- My Spanish friends **mentioned** / **told** _____ (come) to visit us this summer.
- Why are you **accusing** / **blaming** me of _____ (copy) your homework? It isn't true!
- The President has **denied** / **refused** _____ (answer) any more questions on this topic.
- I **begged** / **offered** her _____ (pay) for our train tickets.
- They **denied** / **insisted** _____ (stay) at the party until after midnight.
- My cousin **encouraged** / **refused** me _____ (play) a few songs on the piano.
- Why did you **agree** / **insist** on _____ (have) the end-of-term party at our house?
- My parents **begged** / **refused** my sister not _____ (leave) school at sixteen.
- My brother finally **admitted** / **apologised** _____ (tell) everyone my secret.
- Our next door neighbour **accused** / **warned** us of _____ (make) too much noise late at night.

3 USE OF ENGLISH Complete the text with the missing words.

When I got home, my brother was singing loudly in the kitchen. I asked him ¹ _____ to make so much noise, but he insisted ² _____ singing even louder. I accused him ³ _____ being the worst singer I'd ever heard. Instead of getting cross, he thanked me ⁴ _____ giving him an idea. Then he went upstairs, smiling. I wondered ⁵ _____ asking him what he was doing, but I knew he would refuse ⁶ _____ tell me. Two minutes later, he came downstairs again with a camcorder. He persuaded me ⁷ _____ video him. 'If I'm that bad, we can make money on YouTube,' he told ⁸ _____.

VOCAB BOOST!

When you learn reporting verbs, it's a good idea to learn the related nouns at the same time. You can also learn what verbs these related nouns usually go with. **Tip:** the most common verbs that go with the related nouns are *give* and *make*.

agree – make an agreement

advise – give some advice

4 Use a dictionary to find the nouns related to the verbs below. Write them in the correct category.

accuse apologise encourage promise suggest warn

give +	make +

5 Complete the second sentence so that it has a similar meaning to the first. Use the correct form of *give* or *make* and a noun related to the underlined verb.

- They warned us about the dangerous cliffs.
They _____ about the dangerous cliffs.
- He rarely encourages his son.
He rarely _____ his son any _____.
- She forgave him as soon as he apologised for his behaviour.
She forgave him as soon as he _____ for his behaviour.
- The police accused him of something serious.
The police _____ a serious _____ against him.
- Why do you never suggest anything?
Why do you never _____ any _____?

Revision: Student's Book page 90

1 Complete the compound nouns with the words below.

bestseller book contract culture high
love name phone social time TV

- | | |
|-----------------|----------------|
| 1 leisure _____ | 7 _____ list |
| 2 cell _____ | 8 pen _____ |
| 3 _____ series | 9 _____ media |
| 4 comic _____ | 10 pop _____ |
| 5 _____ school | 11 _____ story |
| 6 book _____ | |

2 Complete the text below with compound nouns from exercise 1. Sometimes you need the plural form.

My aunt writes novels, but not under her own name. She uses a ¹ _____ . She started writing in her ² _____ , but now she does it full-time. Her books are very popular and often appear on the ³ _____ . They are going to make one of them into a ⁴ _____ . It's a ⁵ _____ about a teenage boy and girl. I can't wait to watch it. My aunt has just got a new ⁶ _____ from her publisher, and has already started to write her next novel.

3 Read the text opposite. Are the sentences true (T) or false (F)?

- The author believes that Twitter is a very bad idea.
- A haiku is a type of modern short poem.
- The epistolary novel contains a series of letters.

Reading Strategy

Read the missing sentences carefully. Then read the sentences in the text that come before and after each gap. Use these two strategies when selecting which sentence fits each gap.

- Look for vocabulary links between the sentence and the surrounding text.
- Look for pronouns, e.g. *he*, *she*, *it* and other references and check that they match your answer choice.

4 Read the Reading Strategy. Then match sentences A–F with gaps 1–4 in the text. There are two extra sentences.

- That's short!
- Nobody reads books any more, do they?
- They argue, for example, that fewer people read novels and write letters.
- There is, in fact, a lot we can learn from other cultures with a different writing tradition.
- Now writers are using this genre again, but with a modern day twist.
- Literature has suffered as a result.



People complain nowadays that the popularity of media like Twitter has reduced our ability to read for long periods of time and to write properly. ¹___ It's also true that tweets are written by normal people, not professional authors, and that sometimes little attention is paid to correct grammar and spelling in digital messages. But are the new media only bad news for our literary tradition?

²___ In Japan, for example, the most popular form of poetry has long been the haiku, in which every word counts. A haiku is a poem with exactly seventeen syllables. Not words, but syllables. ³___ So with this method of writing, a lot of meaning has to be conveyed in a short space. This philosophy of 'less is more' made Japan the natural place for the birth of the cell phone novel with its very short chapters.

Other storytelling traditions using shorter forms have also been adapted to our modern tastes. The epistolary novel is a book written as a series of letters, or sometimes diaries. The genre used to be admired in Europe in the sixteenth and seventeenth centuries. ⁴___ Authors of teenage novels now often use emails, diary entries, text messages and cartoons to tell a story.

So perhaps these shorter styles of writing are not bad for literature as a whole. Perhaps they are just modern ways of expressing the age-old tradition of storytelling.

8G

Speaking

Photo description

I can describe a photo and answer questions about it.



1 Look at photo A. What do you think has happened?

2 Complete the phrases for speculating with the phrases below. Then describe photo A.

as if be (that) but I'd say that I'd say (that)
pretty certain that say, but that

- 1 I can't be sure, _____.
- 2 It could _____.
- 3 It's hard to _____.
- 4 It looks _____.
- 5 I'm _____.
- 6 It's clear _____.
- 7 Judging by (her expression), _____.

3 Compare and contrast photos A and B. Make notes.

1 Where are the people? What are they doing? What are they wearing?

2 Similarities between the photos:

3 Differences between the photos:

4 How do you think the people are feeling?

Do you think that people who call the emergency services without a good reason should be punished? Why do you think that?

4 2.09 Listen to a student answering the questions above and complete the sentences.

- 1 Let me see. I'd have to give that some t_____.
- 2 P_____, I think it depends.
- 3 As I s_____ it, it depends on why they made the call.
- 4 I b_____ that they should be punished, maybe with a fine.
- 5 So, all things c_____, you'd have to look at each unnecessary call individually.

5 Read the question below. Write notes for your answer.

What is the best thing to do in an emergency?

Speaking Strategy

- Speak in a loud, clear voice.
- Look at the other person when they are speaking to you and when you are speaking to them.

6 Read the Speaking Strategy. Now describe photo B, compare it with photo A and answer the question from exercise 5 using your notes.

Preparation

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

- 1 set the scene?
- 2 describe the ending?
- 3 describe the lead-up to the main event?
- 4 describe the main event?

Write a story that involves a mobile phone.

- A** About two months ago, I was having a coffee with my cousin at a café in town. We were talking about my eighteenth birthday party. Ellie mentioned a friend of mine, Tom, and asked if he was going to be there. 'I haven't seen him for months,' I replied. 'I'm not even sure that I've got his number.' While we were chatting, I took out my phone and checked.
- B** About two weeks later, it was the day of my party and I was getting everything ready. To my surprise, I had a call from Tom. Naturally, I told him about the party. 'Why don't you come along?' I suggested. He accepted the invitation.
- C** When Ellie arrived for the party, I told her what had happened. 'It's such a coincidence,' I said to her. 'I hadn't spoken to Tom for months, but he phoned today. And he's coming to the party!' At the party that evening, Tom and Ellie got on really well together.
- D** In the end, Tom explained what had happened. 'You left a long message on my voicemail,' he said. 'You must have dialled my number by mistake when you were in the café. You were talking to Ellie about me. I heard everything!'

2 Put the time expressions in the correct groups. Tick the three that are in the story in exercise 1.

about two months ago about two weeks later after a while
eventually in the end one Saturday last month

- A** non-specific time expressions for starting a narrative
- 1 _____
 - 2 _____
- B** expressions for ordering events
- 3 _____
 - 4 _____
- C** expressions for bringing the narrative to an end
- 5 _____
 - 6 _____

Writing Strategy

- 1 You can make your narrative more interesting by using comment adverbs such as *luckily*, *unfortunately*, *Thank goodness*, etc.
- 2 When you are narrating events, use a variety of tenses such as past simple, past continuous, present perfect, past perfect, *used to*, etc.

3 Read the Writing Strategy. Then, in the story in exercise 1, find and underline:

- 1 two comment adverbs.
- 2 an example of a) the past simple, b) the past continuous and c) the past perfect.

4 Complete the sentences with the comment adverbs below.

luckily sadly suddenly to my surprise wisely

- 1 It was cold and cloudy, but _____ there were lots of people on the beach.
- 2 I lost my wallet, but _____ I found it again.
- 3 _____ a car ran into us. I didn't see it coming because it happened so quickly.
- 4 _____ my grandmother is rather ill.
- 5 _____, Joe saves a little of his pocket money each week.

Writing Guide

5 You are going to do the task in exercise 1. Make notes below.

- 1 Set the scene _____

- 2 Lead-up _____

- 3 Main event _____

- 4 Ending _____

6 Write your story using your notes from exercise 5.

CHECK YOUR WORK

Have you ...

- used a variety of narrative tenses?
- used some comment adverbs?
- checked your spelling and grammar?

8

Review Unit 8

Vocabulary

1 Complete the sentences with the verbs below.

add enable leave lose make put recharge top up

- Can I use your phone, please? I need to _____ a call.
- We're supposed to _____ our phones on silent when we're in class.
- You'll have to _____ data roaming if you want to make calls from abroad.
- Tell me your number and I'll _____ it to my contacts list.
- I need to _____ my phone because I haven't got much credit left.
- Sam's not here. Would you like to _____ a message?
- My battery has run out. Where can I _____ my phone?
- This village is very remote, so you might _____ the signal.

Mark: / 8

2 Replace the underlined words with the correct form of the phrasal verbs below.

break up call back cut off get through to
hang up pick up run out of speak up

- I've been trying all day, but I can't establish contact with the hospital. _____
- Sorry I didn't answer the phone, but I was driving. _____
- Can you talk more loudly? I can't hear you. _____
- I can't talk now, but I'll phone again later. _____
- I didn't end the call until they had answered all my questions. _____
- Tell me if I start to become difficult to understand and I'll go outside. _____
- The signal is quite bad here, so we might get interrupted. _____
- You won't be able to use your phone if you have no more credit. _____

Mark: / 8

Word Skills

3 Circle the correct answers to complete the sentences.

- Dave ___ me for breaking his phone, but it wasn't actually my fault!
a accused b blamed c denied
- My girlfriend wouldn't let me pay for the meal and ___ on paying herself.
a insisted b proposed c refused

- It was a beautiful evening, so I ___ having a barbecue.
a begged b suggested c wondered
- My friends ___ me to go to the concert although I didn't really want to.
a admitted b agreed c persuaded
- I ___ to lend you some money, but you said you didn't want it.
a offered b told c warned
- My sister ___ me to call my grandmother because it was her birthday.
a mentioned b promised c reminded

Mark: / 6

4 Rewrite the sentences using the verbs in brackets as a reporting verb.

- 'You should check your phone bill,' Fiona's mother said to her. (advise)
Fiona's mother _____.
- 'I'll get back to you later,' Max told me. (promise)
Max _____.
- 'I'm sorry I'm late,' said the student. (apologise)
The student _____.
- 'Let's have a party!' my friend said. (propose)
My friend _____.
- 'Why don't you join the debating society?' the teacher asked me. (encourage)
The teacher _____.
- 'You've been reading my text messages!' Tina said to her brother. (accuse)
Tina _____.

Mark: / 6

5 Complete the sentences with the phrases below.

I can't I'm pretty It could It looks
It's clear It's hard Judging by

- _____ to say, but I think she might be crying.
- _____ certain that no one else was involved.
- _____ her expression, she appears to be in shock.
- _____ be sure, but I'd say that it's quite late.
- _____ that the bike is badly damaged.
- _____ be that the roads are very icy.
- _____ as if his car has broken down.

Mark: / 7

Grammar

6 Complete the reported speech.

- 'I think my battery has run out.'
Andy said _____.
- 'We don't want to go home now.'
We said _____.

Review Unit 8

- 3 'Beth texted me an hour ago.'
Julia told us _____.
- 4 'I can't hear what you're saying.'
My brother said _____.
- 5 'I won't be going to school tomorrow.'
Peter said _____.
- 6 'I didn't have time to call you.'
My dad said _____.
- 7 'I was angry because you'd forgotten my birthday.'
She told him _____.
- 8 'I'd like to get a new phone.'
Sue told her parents _____.

Mark: / 8

7 Complete the reported speech with *said* or *told*.

- 1 I _____ you I'd be late.
- 2 She _____ it didn't matter.
- 3 They _____ us they were moving abroad.
- 4 He _____ to me he wasn't sure.
- 5 We _____ we were very sorry.
- 6 You _____ me we didn't have an exam.

Mark: / 6

8 Complete the reported questions.

- 1 'Do you have a signal?'
My friend asked _____.
- 2 'How much credit would you like?'
The assistant asked her _____.
- 3 'Have you switched off your phones?'
The examiner asked us _____.
- 4 'Did you have a good time yesterday?'
My mum asked _____.
- 5 'Where did you leave my tablet?'
Kate asked me _____.
- 6 'When will you have finished the book?'
I asked Jack _____.
- 7 'What are you doing tonight?'
Amy asked Mark _____.
- 8 'Can I call you back this evening?'
Holly's boyfriend asked _____.

Mark: / 8

Use of English

9 Circle the answer (A, B, C, or D) which completes both sentences (a and b).

- 1 a At night, I always _____ my phone on silent.
b Shall we _____ the call on loudspeaker for everyone to hear?
A make B get C turn D put

- 2 a The waiter asked _____ we wanted the bill.
b I'd call him _____ I knew his number.
A did B what C if D that
- 3 a The other players accused my team _____ cheating.
b I ran out _____ time in the exam.
A of B with C in D by
- 4 a I thought you _____ you weren't going out tonight.
b Rob _____ to me he'd meet us outside the cinema.
A said B spoke C told D asked
- 5 a I can't _____ through to the sports centre. Nobody's answering.
b I'll _____ back to you later with the final arrangements.
A call B go C get D be
- 6 a I apologised _____ forgetting his name.
b You can only blame yourself _____ failing the exam.
A in B about C to D for
- 7 a I admitted _____ doing the previous day's homework.
b We went out alone although we had been advised _____ to.
A didn't B don't C not D haven't
- 8 a I got cut _____ while I was talking to my friend.
b You can't call her because she's switched _____ her phone.
A on B off C out D down

Mark: / 8

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 talk about using my phone.			
I can use reported speech.			
I can identify the main idea of a listening text.			
I can report questions correctly.			
I can use a variety of reporting verbs correctly.			
I can understand a text about social media texts.			
I can describe a photo and answer questions about it.			
I can write a story.			

Reading

Exam Strategy

In *true / false / not given* tasks, you must look for clear evidence in the text to support a 'true' or 'false' answer. If there is no information in the text to confirm or contradict the statement, then the answer is 'not given'.

1 Read the Strategy. Then read the text below. Are statements 1–4 true (T), false (F), or not given (NG)?

Anna Pavlova (1881–1931) was a famous Russian ballet dancer. She first fell in love with ballet when she was taken to see a performance of Tchaikovsky's *Sleeping Beauty*. She was eight years old at the time. Pavlova studied ballet at the Imperial Ballet School in St Petersburg. Students there had to get up early and have a cold shower. Lessons started after breakfast and continued until the evening, with very few breaks during the day.

- 1 Anna Pavlova was born in 1882.
- 2 She was born in St Petersburg.
- 3 She had her first ballet lesson when she was eight.
- 4 Anna had lots of free time at the Imperial Ballet School.

2 Read the text. Are the sentences true (T), false (F), or not given (NG)?

Still life

The other day, I was walking through the city when a silver statue caught my eye. It was a statue of a man in a suit looking into the distance. I wondered why so many people were standing there looking at it. Suddenly it turned its head and looked right at me before tapping me on the shoulder with its umbrella. I jumped and laughed. It was, of course, a living statue – and it had scared the life out of me!

Living statues are street performers who make their money by dressing up to look as if they're made of stone, metal, glass or wood. They stand still for long periods of time, moving now and then to remind people that they are actually real people. It's an artistic tradition that started more than five hundred years ago, when groups of actors started performing *tableaux vivants*. These were still and silent groups of people in costumes who were arranged to represent a particular scene or event.

Nowadays, most living statues work alone. Matt Walters has been working as a living statue for over 25 years. He usually dresses as a chimney sweep, covered from head to toe in very dark grey paint. He does all his make-up himself. 'Covering myself in paint and using the right stuff to get it all off again afterwards costs me about £10 a day,' he says, but he won't tell me how much he earns as a living statue when I ask him.

I hope it's a lot. Working as a human statue is a demanding job. Passers-by can be rude, and living statues are regularly pushed or even attacked by members of the public. Standing still for long periods of time isn't easy and it can cause health problems. Walters is helped by the fact that he's a marathon runner. He can drop his heart rate down to just 28 beats per minute, so people don't see him breathe.

Living statues have a lot of fun too. Chris Clarkson performs as a Greek statue who has a fountain of water. 'One day, I could see two children who wanted me to splash them,' he says. 'So I did, and the audience loved it. I got a lot of money. Then

their dad came to collect them, so I decided to get him too. It turned out not to be their dad – but a police officer! Luckily, he had a good sense of humour.'

- 1 The silver man with an umbrella was the first living statue the writer had ever seen.
- 2 The only reason that living statues move is because they get so uncomfortable.
- 3 A make-up artist covers Matt in paint.
- 4 The writer asked Matt Walters how much money he makes as a living statue.
- 5 People don't always treat living statues kindly.
- 6 Matt Walters has trained as an actor.
- 7 He can control how fast he breathes.
- 8 The police officer was angry when Chris Clarkson threw water at him.

Listening


Exam Strategy

In all listening tasks, you are able to listen twice. Get as much information as you can from the statements, then listen the first time and make your matches. During the second listening, recheck your matches, concentrating on questions that you were unsure about the first time.

3 Read the Strategy above. Then read statements 1–3 quickly and match them with extracts from recordings A–C. Then check your answers.

- 1 The speaker expresses dissatisfaction with a device.
- 2 The speaker tells you how to communicate with someone.
- 3 The speaker wants to convince you to buy something.

- A Please press three now to speak to an agent.
 B It's so complicated that I can't get it to work at all!
 C Call now, and we'll send you *two* for the price of one!

4  2.10 You will hear four speakers. Match the speakers (1–4) with the statements (A–E). There is one extra statement.

- A The speaker describes what is wrong with a new device.
- B The speaker wants someone to make a decision about something.
- C The speaker wants to recommend something new.
- D The speaker describes a variety of communication devices.
- E You can hear this speaker in a classroom.

Use of English

Exam Strategy

Before you start filling the gaps in an open cloze, read the whole text so that you understand the general meaning. Ask yourself, 'What kind of text is it? What are the main points? What information is new or surprising?'

5 Read the Strategy. Then read the 'Lost and found' text below and answer questions 1–6.

- 1 What did Andrew lose?
- 2 Where did he lose it?
- 3 How did he try to find it?
- 4 Who found it in the end?
- 5 Where was it found?
- 6 After it was mended, were there any problems?

6 Complete the text. Use one word in each gap.

Lost and found

In 2009, Andrew Cheatle and his friend were playing with Andrew's dog on a beach when Andrew dropped his phone. The phone wasn't ¹ _____ silent, so Andrew rang it from his friend's phone, but he couldn't hear ² _____ at all. He looked everywhere, but he eventually accepted that the phone was lost for ever. Then, a week later, his girlfriend's phone started ringing. When she picked it ³ _____, she noticed it was Andrew's number that was calling. Andrew was with her, so they realised that ⁴ _____ had found Andrew's phone. She asked the caller who he ⁵ _____. He told ⁶ _____ that he was a fisherman and his name was Glen. He explained that he had been fishing ⁷ _____ morning and had caught a big fish. When he had taken the fish to market, he had found a phone inside it. Yes, Andrew's phone had ⁸ _____ eaten by a fish! Glen said he'd taken the SIM card out, put it into a dry phone and phoned the saved numbers. He was very pleased to get ⁹ _____ to Andrew's girlfriend. When Andrew got his phone back the next day, it wasn't working, but he ¹⁰ _____ it mended and started using it again. The biggest problem was getting rid of the fishy smell!

Speaking

Exam Strategy

Ask your partner lots of questions to keep the conversation going. When answering your partner's questions, avoid giving short answers. Expand upon your answers, giving reasons and examples.

7 Read the Strategy. Match A–E with 1–5.

- 1 So, what do the three photos have in common?
- 2 What do you think of this one?
- 3 Do you like that one?
- 4 So, which one should we choose?
- 5 Do you agree?

- A No, I don't. If I'm honest, I think it looks a bit boring.
 B Yes, I do. 100%. I think we've made the right decision.
 C They all show different kinds of presents.
 D To be blunt, I think it's awful!
 E I don't know. Personally, I don't really think any of them are suitable.

8 Work in pairs. Compare and contrast photos A–C. Then do the task below.



It's the end of term and you want to say 'thank you' to one of your teachers. First, decide which teacher you want to thank. Then decide which of the items in photos A–C would be most suitable and talk about when and where you will give the gift.

9 Work in pairs. Find out which 'thank you' from exercise 8 your partner would like to receive, and why. Then talk about other ways you can thank someone.

Writing

Exam Strategy

Try to avoid repeating the same wording in different places in your text. You can do this by using reference words (e.g. *it, this, both, them, neither*) to refer back to things that you have already mentioned.

10 Read the Strategy. Then rewrite 1–4 replacing the underlined words with the words below. Combine the sentences if necessary.

either this which who

- 1 *The Lion, the Witch and the Wardrobe* is set in Narnia. Narnia is a fantasy world.
- 2 Some people say the film is funny and some say it's clever. Personally, I didn't think it was funny or clever.
- 3 *The Life of Pi* tells the story of a boy. The boy is the only survivor of a shipwreck.
- 4 At 3 hours and 40 minutes, the film is rather long, but the fact that the film is 3 hours and 40 minutes long didn't spoil my overall enjoyment.

11 Read the task below and write the review.

Your teacher has asked you to write a review of a film or TV series for the school magazine. Write your review describing the film or TV series saying what you liked and didn't like about it.

- Give your article a title and interesting introduction.
- Describe the plot and characters.
- Use an appropriate style.