

**DOSSIER DE RECUPERACIÓ DE 1r
BATXILLERAT CURS 24-25**

Benvolgut alumnat,

Us detallam les **activitats i proves** que cal realitzar per recuperar la matèria d'anglès del curs **1r de Batxillerat** a la convocatòria extraordinària de setembre:

ACTIVITATS I PROVES	CRITERIS QUALIFICACIÓ
Prova global	100 %
Comprensió escrita.....	30%
Comprensió oral.....	10%
Expressió escrita.....	30%
Ús de la llengua.....	30%

Recordau que les activitats que proposam a continuació seran de gran ajuda per poder aprovar l'examen de recuperació:

- Dossier de Recuperació: Reading, Grammar, Vocabulary, Listening i Writing.

Important!

La data i hora exacta de realització de l'examen l'haureu de consultar a la pàgina web del centre.

Disposau de temps suficient, si us organitzau i no ho deixau pels darrers dies.

Si teniu algun dubte o qüestió, estam a la vostra disposició per ajudar-vos.

Contacte a les adreces de correu electrònic:

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Santa Margalida, 24 de juny de 2025

Exam practice 1

Remembering experiences

A Some of the most memorable events in our lives occur when we are very young children – our first birthday parties, our first day at school, perhaps the first time we ride a bike, or swim unaided. However, when many people are asked to describe memories of the varied experiences that they had during this time, their answers are often vague. Now researchers are coming closer to understanding why we struggle to recall so much of what occurred in our early childhoods.

B Canadian researchers did some experiments that looked at the formation of new brain cells and how they affected our memory. Just before birth, and in the very early stages of childhood development, neurogenesis – the formation of neurons in the hippocampus region of the brain – reaches a peak. The hippocampus is an important site for the processes of learning and remembering. After the activity here peaks, there is a steady decline during the remainder of childhood. What the research showed is that, as neurons grew, memory formation decreased.

C It seems that, before the age of five, children have a very dynamic hippocampus that changes constantly as they learn how to do new things. A consequence of this dynamism is that memories aren't stored stably. Some memories will become vague, and many other experiences will be forgotten completely.

D Further research into memory has shown that even those experiences we think we remember may not be remembered very accurately. Modern scanning technology has revealed that for each of our memories to be recalled, we use a broad range of brain cells in different combinations. This may go some way to explaining why memories are not static, but constantly evolve. Every time we want to recall something, we may make minor changes. By remembering, we 're-record' the past, and that can result in false memories.

E There are hopes that the new research may have practical purposes, too. The more that we can recognize where memory occurs, the greater the chances are that we'll be able to target specific memories. This means that one day it may be possible to erase memories of traumatic events so people can live their lives normally. The same technique could even be used to overcome memories that cause fear. Perhaps one day we'll also be able to select the experiences we want to remember the most.

Reading

1 Choose the correct answers.

- 1 Brain activity is at its highest ...
A before children are born.
B before birth and in early childhood.
C at the age of five.
- 2 Researchers have discovered that memory is ...
A stored well by young children.
B unchanging.
C located in many areas of the brain.
- 3 One potential use of the new research is that ...
A it could help people to stop being afraid of things.
B it could help people to improve their memories.
C it could help people to remember things clearly.

2 Write a summary of the text in English. Take the main points from the text but use your own words as much as possible. (Maximum 50 words)

.....

.....

.....

.....

.....

Use of English

3 Find synonyms in the text for the words.

- 1 unclear (*paragraph A*)
- 2 decrease (*paragraph B*)
- 3 happens (*paragraph E*)

4 Rewrite the sentences in the passive.

- 1 Canadian researchers have been investigating brain development.
.....
- 2 Young children don't store memories very stably.
.....
- 3 Modern scanning technology has helped researchers.
.....
- 4 One day, we will erase bad memories using technology.
.....

Writing

5 Choose one of the tasks. Write 100–150 words.

- 1 Write about the experience that you've learned the most from.
- 2 Write a discussion essay with the following title:
'Experiences that we have as children have a big effect on the kind of adult we become'. You can agree or disagree with the statement.

Exam practice 3

Where do you eat?

A As our lives get busier, some parts of our behaviour are changing quite dramatically. We may interrupt a conversation to answer a mobile phone, or spend most of our day looking at a computer screen rather than communicating with the people around us. It seems that food consumption is also changing. Fewer people now eat meals as a family around a table. This shift in behaviour is partly caused by changes in the way we interact, but what are the effects of it?

B A lot of research has been done recently about the effects of eating in front of a TV or computer. Some of these studies have revealed that eating in this way has an effect on our awareness, attention and memory – showing that people who eat while looking at a screen are less aware of how much they have consumed because they are distracted. On average, people who eat snacks while watching TV increase their usual food intake by 10%. And at a meal later in the day, they may increase the amount they eat by more than 25%.

C But TVs and computers are not the only things that affect what and how we eat. Experimental psychologists at Oxford University have been looking at 'multisensory dining' and how it changes our food intake. Some of their findings are very interesting. For example, people who prefer strong coffee will drink more in brightly lit rooms, while people who prefer weaker coffee will drink more in darker rooms. In addition, people have rated wine as sweeter when it is consumed in a room with red lighting.

D Other research has shown that the colour of a plate can affect what we think. When people ate strawberry-flavoured mousse from a white plate, it was perceived as fifteen per cent more intense and ten per cent sweeter than when it was served from a black plate. This may be due to colour contrast, but that does not explain why, in a similar experiment, people judged unsalted popcorn to be salty when eaten from a blue bowl.

E Restaurant owners have taken note of the effect of our environment on what we eat and are changing the way they do business. This can mean changing the lighting and decoration in the restaurant. One restaurant in Chicago has removed artwork from the walls to ensure diners are not distracted from the food. As we become more aware of how *where* we eat affects *what* we eat, and by just how much, our behaviour at mealtimes may begin to change again.

Reading

1 Read the text and mark the sentences *true* or *false*. Provide evidence from the text to justify your answers.

- 1 Eating in front of a TV has little effect on people.
.....
- 2 Researchers discovered that colour affects what we eat.
.....
- 3 Business owners aren't interested in the research.
.....

2 Answer the questions according to the information given in the text. Use your own words and full sentences.

- 1 Why do people eat more in front of a TV or computer?
.....
- 2 What is the effect of red on wine drinkers?
.....
- 3 What is one possible explanation for different perceptions of food on differently coloured plates?
.....
- 4 How are restaurant owners reacting to the research?
.....

Use of English

3 Circle the word that is the odd one out in each group.

- 1 change / shift / transition / beginning
- 2 consume / drink / serve / eat
- 3 awareness / understanding / perception / distraction
- 4 effect / conclusion / result / consequence

4 Join the sentences using suitable linkers.

- 1 Most people have busier lives. They don't usually eat together.
.....
- 2 People need to eat away from the TV and computer. It will improve their health.
.....
- 3 People drank wine under a red light. Due to this, they said the wine tasted sweeter.
.....

Writing

5 Choose one of the tasks. Write 100–150 words.

- 1 You have read about a part-time job working in a sports club. Write a formal email to the employers applying for the job, explaining why you are interested and asking for further information.
- 2 Write an opinion essay with the following title: 'People behave differently when they are in large groups because we are all influenced by society.' Discuss.

Exam practice 5

Relationships at a distance

A It is something which affects many people throughout their lives. Perhaps a boyfriend's or girlfriend's parents decide to move house, or a couple choose to study at different universities at opposite ends of the country. It is often assumed that long-distance relationships are destined to fail. However, some recent research has suggested that people in long-distance relationships actually have stronger bonds than couples who are geographically closer.

B Researchers from the University of Hong Kong and Cornell University interviewed couples in both normal and long-distance relationships. They measured how strongly the couples felt about each other, and the amount of communication in their relationships. Daily interactions using various means of communication – both on- and offline – were recorded, and the participants were asked to make notes about how much they felt they were sharing with their partners. The researchers found that long-distance couples felt closer to each other than other couples, despite the fact that they were geographically further apart. The main reasons for this seemed to be that people in a long-distance relationship told each other more about themselves.

C The positive benefits of long-distance relationships have often been overlooked in previous research. The main reason for this is that research into this type of relationship has usually been on 'problem' areas, such as jealousy and stress. However, there is growing evidence that these problems might not be as important as was previously thought. In fact, it seems that couples in long-distance relationships try harder to communicate affection, and these attempts generally work.

D This is probably a good thing. Modern mobility means that long-distance relationships are more common now than they were in the past. Recent statistics show that three million married couples in the USA live apart, and that 25–50% of American university students are currently in long-distance relationships. However, modern life offers solutions too. In the past, a long-distance relationship meant sending letters and making phone calls. Today, greater access to mobile technology and internet-based communication means that long-distance couples can see and hear from each other more regularly. In fact, research has shown that modern technology brings people in a long-distance relationship closer, even when the technology creates challenges. The more a couple make efforts to deal with the constraints of communication, the stronger their relationship becomes. So, the next time a text message fails to arrive, think of it as a way of building on your relationships with your loved ones.

Reading

1 Choose the correct answers.

- 1 University researchers asked couples to ...
 - A interact using different technologies.
 - B write about an aspect of their relationship.
 - C interview each other about their feelings.
- 2 Previous research into long-distance relationships ...
 - A often focused on negative emotions.
 - B had many problems.
 - C was seen as unimportant.
- 3 Modern technology has caused ...
 - A only problems for people in long-distance relationships.
 - B both problems and solutions for people in long-distance relationships.
 - C many long-distance relationships to fail.

2 Write a summary of the text in English. Take the main points from the text, but use your own words as much as possible. (Maximum 50 words)

.....

.....

.....

.....

.....

Use of English

3 Translate the words from the text into your language.

- 1 opposite
- 2 jealousy
- 3 mobility
- 4 constraints

4 Complete the sentences with the correct forms of the verbs in brackets.

- 1 Nowadays, it (often think) that long-distance relationships never work, but that's untrue.
- 2 Researchers found that people who (live) apart tend to feel closer.
- 3 Researchers (interest) to discover that distance didn't affect couples much.
- 4 She met her boyfriend while she (study) at university last year.

Writing

5 Choose one of the tasks. Write 100–150 words.

- 1 Write an informal email to a friend, asking about his or her recent experiences at school. Include information about your recent experiences, too.
- 2 Write an opinion essay with the following title: 'Having a strong relationship with family members means accepting their differences.' Discuss.

UNIT 1 Grammar practice ★★

Past simple & past continuous

- 1 Complete the sentences with the correct forms of the verbs in the box. Use the past simple or the past continuous.

arrest ~~arrive~~ deliver ~~drink~~ eat listen
not rain ring try walk

I *was drinking* coffee when my friend *arrived*.

- While we to music, the phone
- The postman the package when we our breakfast.
- The policeman the suspect while he to escape.
- It when the actress down the red carpet.

Past simple & past perfect simple

- 2 Write sentences. Use the past simple or the past perfect simple.

I / meet / him / before / the party.

I had met him before the party.

- he / go / China / last year.
.....
- she / fall asleep / before / nine o'clock.
.....
- The bus / just / left / when / we / arrive.
.....
- they / not go / backpacking / last summer.
.....
- we / not read / the book / that / the film / base on.
.....

Past perfect simple & past perfect continuous

- 3 Complete the sentences with the correct forms of the verbs in bold. Use the past perfect simple or the past perfect continuous.

Before Chris came home from work, it *had started* to rain. (start)

- By the time the students arrived, the film (begin)
- Celia chess online for two hours when her mum called her to dinner. (play)
- Jan English before he started high school. (not study)
- I housework all afternoon and was very tired. (do)

Past tenses, *used to* & *would*

- 4 Complete the sentences with the correct forms of the verbs in the box. Use suitable past tenses with *used to* or *would*.

eat go have live travel

I *used to travel* all the time, but now I stay at home.

- When I was a child, I meat, but now I'm vegetarian.
- Five years ago, Alex in London, but now he's in New York.
- In the 1970s, nobody a mobile phone, but now everybody has one.
- When he was younger, my father hang-gliding.

Consolidation

- 5 Write sentences. Use suitable past or present tenses.

By the time / we / arrive / the dive centre / the diving lesson / already / start

By the time we arrived at the dive centre, the diving lesson had already started.

- I / wait for / my girlfriend / to call / now – she / phone / every day / 8 p.m.
.....
- She / never / go snowboarding, / but / she / go skiing / every year.
.....
- When / I / be / child, / I / sleep / with / my teddy bear.
.....
- While / he / wait / for / me / to arrive, / he / fall / asleep.
.....

- 6 Complete the email with the correct forms of the verbs in brackets. Use suitable past or present tenses. Sometimes there is more than one possible answer.

Send Now Send Later Link Delete

Hi Fran,

I'm emailing (email) you from Paris. I

(1) (have) such a great holiday so far – I (2) (love) France! Yesterday, we (3) (go) to the Palace of Versailles and I (4) (never / see) anything like it! My favourite room (5) (be) the Hall of Mirrors where King Louis XIV (6) (display) his royal power. We had a great day, but when I got back to the hotel, I (7) (realize) that I (8) (leave) my phone on the train. I (9) (call) my number and discovered that somebody (10) (found) it and left it in the lost property office at St Michel station! It was my lucky day!

See you soon,

Pat

UNIT 1 Grammar practice

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arrest arrive deliver drink eat listen
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UNIT 2 Grammar practice

will, be going to, present simple & present continuous

1 Complete the sentences with the correct forms of the verbs in bold. Use the future with *will* or *going to*.

How *are you going to* celebrate your birthday next year? (you / celebrate)

- When I finish school, I physics in Madrid. (**study**)
- I promise I you when we arrive. (**call**)
- Sophia her friends in Terrassa tomorrow. (**visit**)
- It's so cold. I think it (**snow**)
- Do you think astronauts on Mars before 2020? (**walk**)
- Sit down and relax. I you a coffee. (**get**)

2 Write sentences. Use the present simple or the present continuous.

the train / to Nice / leave / 12.45 p.m.

The train to Nice leaves at 12.45 p.m.

- we / go / the cinema / with / Javi / this evening.
.....
- the plane / from Switzerland / land / 2.45 a.m.
.....
- the school day / not end / 3.45 p.m.
.....
- the / students / take / their exams / Saturday.
.....
- we / meet / the coach station / 6.15 p.m.
.....
- the train / leave / 7.30 p.m.
.....

Future continuous & future perfect

3 Complete the sentences with the correct forms of the verbs in the box. Use the future continuous or the future perfect.

eat finish ~~not receive~~ not wear play work

The students *won't have received* their results by Friday.

- you late tonight?
- Stop it – you all the food for the picnic!
- the film by 8 p.m.?
- I look terrible in that photo – I definitely that dress again.
- Luca can't meet you tomorrow morning – he football.

Tenses in future time clauses

4 Translate the sentences into your language.

- In the future doctors *will be able to* predict what diseases people *will get* before they become ill.
.....
- Scientists believe they *will find* evidence of life on Mars when a spaceship *lands* there.
.....
- Doctors *will start* using the new drugs after they've been tested.
.....

5 Complete the sentences with the correct forms of the verbs in bold.

We'll collect our bags after the plane *has landed*. (**land**)

- I'll call you as soon as I my results. (**get**)
- Thomas is going to Madrid as soon as the term (**finish**)
- Jane is going to stay in Rome until her money (**run out**)
- Slow down or you'll have finished all the popcorn before the film! (**start**)
- My brother will send me an email when he in Paris. (**arrive**)

Consolidation

6 Complete the dialogue with the correct forms of the verbs in brackets. Use the correct past, present or future form. Sometimes there is more than one possible answer.

- A: Look at this magazine article. It's called 'Things to do before you're 21'. Let's see, *will you have been* (you / go) hang-gliding by the time you're 21?
- B: Yes! I (1) (go) hang-gliding off Mount Baba next month! What else does it say?
- A: (2) (you / pass) your driving test by the time you're 21?
- B: Well, I hope so! I (3) (take) my test next Tuesday!
- A: Good luck with that! I (4) (have) my licence for three years and I (5) (love) my car! While I (6) (drive) yesterday I (7) (notice) a dog at the side of the road. Somebody (8) (run) over it and then they (9) (drive) away.
- B: What (10) (happen) next?
- A: I took it to the animal rescue centre and, luckily, it was fine. I (11) (adopt) it if it doesn't have an owner!

UNIT 3 Grammar practice

Ability & requests

- 1 Complete the sentences with the correct forms of **can**, **could** or **be able to**. Sometimes there is more than one possible answer.

I *used to be able to* play the piano really well when I was a child, but now I *can't* remember anything at all!

- 1 you pass me the salt, please?
- 2 I'm sorry, but I go to Geneva next week. I'm too busy.
- 3 I remember his name – what is it?
- 4 Will you email me when you're on holiday?
- 5 I hear what you were saying earlier – you give me the message again, please?

Obligation, prohibition & advice; possibility & certainty

- 2 Complete the text with the words in the box.

~~can reveal~~ may help might tell ought to make
should make sure should notice shouldn't use

Body language

A person's body language *can reveal* what they are really trying to say. These tips (1) you to understand other people's body language.

- You (2) the differences between what people say and what they do with their bodies and faces – for example, somebody (3) you they're happy while frowning.
- In some countries you (4) eye contact to show that you are interested in what a speaker is saying.
- You (5) that your own tone of voice is appropriate – if you're saying sorry, you (6) a happy tone of voice.

Modal perfects

- 3 Complete the sentences with the correct forms of the verbs in bold. Use an affirmative or negative modal perfect.

I *shouldn't have offered* a hamburger to my sister who is vegetarian. (**should / offer**)

- 1 I my right hand for eating in India because the left hand is considered unclean. (**should / use**)

- 2 He showed the bottom of his foot in the United Arab Emirates – he that this is rude. (**can / realize**)
- 3 They the 'thumbs up' gesture in the Middle East because it's very offensive in some countries in that region. (**should / use**)
- 4 His etiquette was perfect during his trip to China – he about correct forms of behaviour before he went. (**must / read**)
- 5 She her Greek friend because she didn't eat much when she had dinner at his house. (**may / offend**)

Consolidation

- 4 Complete the sentences with the correct forms of the verbs in the box. Sometimes there is more than one possible answer.

attend come ~~finish~~ not answer live meet
read understand think

This book is absolutely amazing – you *must read* it when I've *finished* it.

- 1 Yesterday all the students in the final year a compulsory course on exam skills.
- 2 I've lived in Spain since 2017 so I most things which people say to me.
- 3 He said that he Carlo before, but he wasn't sure.
- 4 I'm not sure what I'm doing next Friday, but I to your party.
- 5 You me now; you about it.

- 5 Rewrite the sentences with the words in bold. Sometimes there is more than one possible answer.

It's possible that I'll come to college tomorrow. (**may**)

I may come to college tomorrow.

- 1 It's essential that students arrive on time for their exam. (**must**)
.....
- 2 It was wrong of the tourist to wave with her left hand in Indonesia. (**shouldn't**)
.....
- 3 'I don't think you should go to the doctor for this', said Neil. (**needn't**)
.....
- 4 It's possible that Sara missed her bus tonight. (**could**)
.....
- 5 There's no way you missed all the posters about the festival! (**can't**)
.....
- 6 We have a lot to do so we should start now. (**ought to**)
.....

UNIT 4 Grammar practice

Types of conditional

1 Complete the sentences. Use the first or second conditional forms of the verbs in bold.

If she doesn't get home in time, she **ll miss** her favourite TV show. (**miss**)

- If they volunteer at the homeless shelter, they a big difference to people's lives. (**make**)
- What would you do differently if you young again? (**be**)
- Gerard would donate some money if you him. (**ask**)
- If it rains, on our sponsored hike? (**we / still / go**)
- some money to charity if you won the lottery? (**you / give**)
- Endangered animals if we don't do something to help them now. (**not / survive**)

2 Complete the sentences with the correct forms of the verbs in the box. Use the third conditional.

be call give go kill leave not ban
not miss not protest study

If they **d left** earlier, they **wouldn't have missed** the bus.

- I economics if I to university.
- The film if people
- He if you him your phone number.
- The earthquake thousands more people if the epicentre in a populated area.

if & unless, provided that, as long as

3 Complete the second sentence so that it has a similar meaning to the first sentence. Use the words in bold.

The students won't pass their exams. They need to study. (**unless**)

The students *won't pass their exams unless they study.*

- Wake up early or you'll miss the train. (**don't**)
You'll
- We must support the shelter or the residents will become homeless. (**unless**)
The residents
- He ate some bad food, then he was sick. (**hadn't**)
He wouldn't

- She won't come to the party. You have to invite her. (**unless**)
She
- He won the lottery, then he gave €100,000 to charity. (**hadn't**)
He wouldn't
- He would only book a holiday if he wanted to go. (**unless**)
He
- We'll stay if you let us pay for food. (**provided that**)
We
- You can go hiking if you wear your boots. (**as long as**)
You

Contracted forms of would & had

4 Complete the sentences. Use full forms of the contractions in bold.

If I **d** had time, I **d** have bought you a present.

If I *had* had time, I *would* have bought you a present.

- They'd** have called you if **they'd** needed something.
..... have called you if
..... needed something.
- He'd** have wanted you to have this.
..... have wanted you to have this.
- If **she'd** had more money, **she'd** have made a bigger donation.
If had more money,
..... have made a bigger donation.
- It'd** have been better if **you'd** called earlier.
..... have been better if
..... called earlier.

Consolidation

5 Choose the correct options.

- A: **I'm reading** / I **would read** this magazine article.
It says that Don Sugg from Florida (1) **has done** / **did** a skydive for charity last year. (2) **Would you be** / **Had you been** surprised if I told you that Don Sugg is 98 years old?
- B: I don't believe you! He (3) **can't have** / **must have** jumped out of a plane! You (4) **must** / **can't** be joking.
- A: Well, it's true! I don't think I (5) **'d do** / **'ll do** that that if I (6) **was** / **'d been** nearly 100!
- B: Me neither!
- A: All the money he (7) **will be raising** / **raised** is being donated to a local homeless shelter. The magazine says Sugg (8) **skydived** / **has skydived** for the first time when he was 82 years old and, apparently, he (9) **'d jumped** / **'s jumped** regularly since then.
- B: So it's not too late to start. I (10) **'ll sign you up** / **sign you up** for skydiving lessons straight away!

UNIT 5 Grammar practice

Reported statements

1 Complete the sentences in reported speech.

- 'I'm having the best day of my life,' said Sylvia.
Sylvia said that *she was having the best day of her life*.
- 1 'It's the first time I've seen this film,' said Maria.
Maria said that
- 2 Hannah said, 'I'll call you tomorrow.'
Hannah told me that
- 3 'These are my favourite clothes,' said Damon.
Damon said that
- 4 Ben said, 'I was born here.'
Ben said that
- 5 'This is the man I saw yesterday,' said Jill.
Jill said that

say & tell

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

The doctor **told** me that I had a fever. He
(1) that I had to take these tablets
every four hours, and he (2) me that I
should stay in bed. He also (3) me that I
should drink plenty of water. He (4) that I
had a virus and he (5) my mum that I
should be better in a couple of days.

Reporting verbs & structures

3 Rewrite the sentences in reported speech.

- She suggested: 'Why don't you come and stay with me?'
She **suggested that I go and stay with her**.
- 1 'Remember to take your medicine,' he reminded me.
He
- 2 'Don't walk on the carpet,' ordered his mother.
His mother
- 3 'You should try the new restaurant,' Kim recommended.
Kim
- 4 'Don't go any higher,' warned the climber.
The climber

Reported questions

4 Read the dialogue. Then complete the following text by rewriting the bold phrases as reported questions.

- Joe: I'm going to the cinema. **Have you seen** my blue coat, Mum?
Mum: No, (1) **did you look** in the cupboard?
Joe: Yes, it's not there. (2) **Did you wash** it today?
Mum: No, I didn't. (3) **Did you leave** it in the car?
Joe: Oh yes! (4) **Can you pick me up** after the film?
Mum: OK. (5) **What time does the film finish**?
Joe: At 6.45 p.m. (6) **Where will you wait** for me?
Mum: I'll see you outside the cinema.

Joe asked his mum *if she had seen* his blue coat.
His mum asked him (1) in the cupboard. Joe asked his mum (2) it that day. His mum asked him (3) it in the car. Joe asked his mum (4) after the film. His mum asked him (5) Joe asked his mum (6) for him.

Consolidation

5 Rewrite the sentences using the words in bold.

- 'You should leave before it gets dark,' she said.
(**recommended**)
She recommended that we leave before it got dark.
- 1 'I'll help you wash the car,' Carole said to her husband.
(**offered**)
.....
- 2 She hasn't been on holiday for a long time. (**since**)
.....
- 3 They used to sing around the piano every Christmas.
(**would**)
.....
- 4 Sue and José have a plan to meet at the cinema at 8 p.m. (**meeting**)
.....
- 5 She'll be late if she doesn't hurry. (**unless**)
.....
- 6 'Don't forget to book a table at the restaurant,' he said to us. (**reminded**)
.....

6 Choose the correct options or complete the gaps with the correct form of the verb or adjective in brackets.

Linda Wolfe, 68, **holds** the world record for being married more times than any other living person, after getting married 23 times. She first (1) (get) married in 1957 when she (2) (be) sixteen years old. This first marriage lasted for seven years and was the (3) (long) and the (4) (happy) of her life. (5) **Since / For** then, she (6) (marry) many other men. She (7) (marry) one man, who was called Jack Gourley, three times. She (8) **said / told** that she (9) never (cheat) on any of her husbands and she (10) (look) for her twenty-fourth husband now.

UNIT 6 Grammar practice

The passive: use & tenses

- 1 Complete the sentences with the correct passive forms of the verbs in the box. Then cross out **by + agent** if it is not necessary. Sometimes there is more than one possible answer.

clean ~~launch~~ not know not pay open
publish use

The new smartphone *is being launched* ~~by the company~~ today.

- 1 This road by cyclists for years.
- 2 A new book on the subject by somebody next June.
- 3 I by the company since I started my new job.
- 4 The new hospital by the health minister last week.
- 5 The long-term effects of GM food on our health by people.
- 6 your hotel room by the cleaner at the moment?

Active-passive transformations

- 2 Read the text. Then complete the paragraph underneath, rewriting the bold verbs in the passive.

Can scientists really **clone** extinct animals?
Scientists recently revealed that they (1) **had brought** an extinct animal back to life for the first time, but it died seven minutes after it was born.
They (2) **created** a clone of a *bucardo* (or Pyrenean ibex). The last living *bucardo* died in 2000, when a falling tree (3) **hit** it. Scientists (4) **used** frozen skin cells from this animal to make clone embryos, which they (5) **inserted** into eggs from a domestic goat.

Can extinct animals really *be cloned*?

Scientists recently revealed that an extinct animal (1) back to life for the first time, but it died seven minutes after it was born.
A clone of a *bucardo* (or Pyrenean ibex) (2) The last living *bucardo* died in 2000, when it (3) by a falling tree. Frozen skin cells from this animal (4) to make clone embryos, which (5) into eggs from a domestic goat.

Impersonal passive

- 3 Complete the second sentence so that it has the same meaning as the first.

People believe that we will all drive electric cars in the future.

It is believed that we will all drive electric cars in the future.

- 1 Experts estimate that the whole population will be vaccinated by July.
.....

- 2 People believe that the defendant lied in court.
.....

- 3 They expect that she will arrive soon.
.....

- 4 They hope that he will break the world record.
.....

Consolidation

- 4 Complete the sentences with **has, have or had**.

Lucien **has** been living in France since 2007.

- 1 Karl an appointment at the dentist tomorrow.
- 2 Sophie never ridden a horse before.
- 3 The iPad been used by all the students in the class before it was broken.
- 4 you ever visited Venice?
- 5 In 2020 I will been living in London for ten years.
- 6 It must been a mistake.

- 5 Choose the correct options.

While I **was visiting** / **had visited** my Chinese friend yesterday, he (1) **told** / **said** me that tea had first (2) **being** / **been** drunk in China. Apparently, they (3) **don't know** / **aren't knowing** exactly when tea was (4) **discovering** / **discovered**, but it was (5) **been** / **being** drunk by the time of the Shang Dynasty, from 1600 to 1046 BC. The leaves (6) **used to be** / **were being** dried and baked into solid bricks, which (7) **could** / **must be** used to sell. I (8) **feel** / **be feeling** thirsty now – I think (9) **I'll make** / **I'm making** a cup of tea!

UNIT 1 Vocabulary practice

get, go, make & do

- 1 Complete the sentences with the correct forms of **get**, **go**, **make** or **do**.

At the moment, Carlo is *doing* a course in computer science.

- I really want to backpacking around Asia when I'm older.
- Maria lots of money working in New York when she was in her twenties.
- I've joined the gym so that I can fit this year.
- Oscar is planning to a meal for his parents tomorrow.
- He can't hiking today because he has to his homework.
- She's working hard because she wants to into a good university.

- 2 Correct the underlined mistakes in the sentences.

It's always been my dream to get sailing. *go*

- Lionel and Rafaella have just made married.
- When I start university, I want to get friends.
- Max started to think he was never going to go a girlfriend.
- I wasn't very good at playing the guitar last year, but now I'm making better.
- The students are going to get climbing on Mount Rainier.
- Jill is busy today making housework.
- I'm doing a film for my university course.

- 3 Translate the sentences into your language.

- He went sailing along the Atlantic coast last year.
- They've made a film about the history of Seville.
- She went camping last summer and is going windsurfing this summer.
- It's time you got a job and made some money.

Phrasal verbs with go

- 4 Replace the underlined words with the correct forms of the phrasal verbs in the box. Use each phrasal verb **twice**.

go back go on go through (x2) go without

She suffered a lot when she went hiking. went through

She suffered a lot when she went hiking. *went through*

- We decided to not have any chocolate during Lent.
- I'm very keen to return to my childhood home.
- They experienced some difficult times when they were in France.
- What's happening outside?
- It's hard to know what really took place there.
- The climber got lost and didn't have any water for two days.
- I promise that one day I will return to France.

Verbs & -ed / -ing adjectives

- 5 Complete the dialogue with the correct **-ed** or **-ing** adjective forms of the verbs in brackets.

A: I had such an *exciting* (excite) weekend – I went to the carnival in Cadiz.

B: Oh, I've never been. That must have been really (1) (interest).

A: Yes, it was great. I was (2) (surprise) to see how many people were there. There were a few moments where it was a bit (3) (frighten) because the narrow streets were very crowded. But everyone was so friendly and (4) (relax) that it felt like a big party!

B: Oh, I'm really (5) (annoy) that I couldn't come. I just had a (6) (bore) weekend at home.

- 6 Complete the sentences with your own ideas.

I sometimes feel depressed when I *watch the news*.

- I feel excited when
- It's surprising that
- I felt embarrassed when
- It's worrying that
- I find really boring.
- I'm frightened of

UNIT 2 Vocabulary practice

The future

- 1 Write the bold words in the text next to the correct definitions below.

What's the biggest threat to our planet?

Professor Chris Rapley and Professor John Guillebaud believe that the biggest threat to the planet is **overpopulation**. They think that other issues such as **climate change** and **pollution** cannot be addressed unless we look first at the world's ever-increasing population. Professor Guillebaud believes that we have to reduce the human population, or nature will do it for us through violence, **epidemics** or starvation.

overpopulation a very large number of people living in an area

- 1 contamination with harmful substances
- 2 the outbreak and spread of contagious diseases
- 3 changes in the world's weather

- 2 Translate the sentences into your language.

- 1 Robots with artificial intelligence will become as clever as humans.
- 2 Virtual worlds can help children to practise skills they need in real life.
- 3 The biggest space station is the International Space Station.

Reflexive verbs

- 3 Complete the sentences with reflexive pronouns and the correct forms of the verbs in the box.

look after call ~~consider~~ enjoy prepare teach

I ~~consider myself~~ to be Spanish, even though I wasn't born here.

- 1 Kate for the bungee jump by taking some deep breaths.
- 2 They really at the party last week.
- 3 Don't worry about James. He can
- 4 We should French over the summer.
- 5 Are you going to Mrs Rogers after you get married?

Phrasal verbs: socializing

- 4 Complete the sentences with suitable prepositions.

I bumped *into* Damien today.

- 1 The students are meeting up their friends after college today.
- 2 Do you want to come for dinner on Saturday?
- 3 Carlo's mum picked him after the party.
- 4 Can you drop me on your way to work?
- 5 We'll have you for lunch next month.
- 6 I really want to stay and go to bed early tonight.
- 7 We're going to London tomorrow. Do you want to come ?

Consolidation

- 5 Correct the underlined mistakes in the sentences.

He did good grades at university. *got*

- 1 She made well in her exams last year.
- 2 I felt so relaxing when I was on holiday.
- 3 We're getting camping next week.
- 4 Will you go in with me to the cinema tonight?
- 5 You should consider herself very lucky to be alive.
- 6 Susie thought hang-gliding was very frightened.
- 7 He got a lot of money when he was a footballer.

- 6 Complete the sentences with suitable verbs.

- 1 Why don't you over tomorrow so we can our homework together?
- 2 Shall I you up from your house when we on our date?
- 3 John is going to an effort to himself at the party.
- 4 Do you want to out later, or are you exhausted from voluntary work today?
- 5 Simon a computer course last year and he's just a job as a programmer.
- 6 Let's in tonight and I'll a meal.
- 7 I've decided to fit and without fattening foods next year.

UNIT 3 Vocabulary practice

Personality

- 1 Complete the sentences with antonyms of the adjectives in the box.

confident guilty ~~insensitive~~ nervous
patient ~~secretive~~

My brother is very ~~sensitive~~ – he always cares about what people think.

- The man said he was He didn't commit the crime.
- My worst quality is that I hate waiting for anything – I'm very
- Jan's sister is very – she always tells him everything.
- He doesn't like meeting new people. He feels very
- Philip can be forceful when it comes to getting what he wants – he's very

- 2 Translate the sentences into your language.

- Diane is very self-conscious and nervous when she goes for interviews.
.....
- Paul gets frustrated with himself because he's not very assertive.
.....
- Sally was very defensive when someone asked about her innocence.
.....
- Sylvia is sensitive and doesn't like talking about her feelings.
.....

each other / one another

- 3 Correct the underlined mistakes in the sentences.

- Tom and John smiled at one other. *another*
- Peter and I understand every other.
 - My mother and Simon trust two another.
 - Fiona and Theo looked at each another.
 - Harry and Leah played to one another.
 - The teacher told them not to copy one other.
 - The children laughed to each other while they played.

Gestures & manners

- 4 Complete the dialogue with the correct forms of the verbs in the box.

bow ~~greet~~ kiss hold shake

- A: We've got a Korean exchange student coming to stay – do you know how I should ~~greet~~ him?
- B: Yes, when you're meeting somebody for the first time, you should (1) hands and (2) from the waist at the same time.
- A: Should I tell him about etiquette in Spain?
- B: Yes, otherwise, he might be quite surprised to see people (3) on the cheek when they say hello. He might also think it's strange to see couples (4) hands in the street.

Consolidation

- 5 Correct the mistakes in the prepositions. Two sentences are correct.

Maisie and Jenna looked ~~on~~ one another. *at*

- The girls were laughing on the TV show.
- Pete and John were talking at each other.
- Please go in with your story; it's very interesting.
- I'm not very good with giving talks to crowds.
- You will have to interact with customers in this job.
- I'm very proud with my work.
- I'd like to have my friends round this weekend.
- I'll drop you on at the station.

- 6 Replace the underlined words with the correct forms of the phrasal verbs in the box.

interact with bump into come over ~~go back~~ pick up ~~go without~~

Vanessa returned home early. *went back*

- The actors will talk to the audience during the show.
- Why don't you visit my house tonight?
- They didn't have any chocolate for a month.
- Joe unexpectedly saw Tina at the cinema.
- I've collected the children from school today.

UNIT 4 Vocabulary practice

Getting involved

- 1 Complete the text with the correct forms of the verbs in the box.

donate raise money (x2) take part volunteer

Stop the music!

Two American high school students thought of an unusual way to *raise money* for a non-profit café and arts centre near their school in Illinois. The students, Charlotte Runzel and Jesse Chatz, (1) to do the activity, which involved playing Justin Bieber's song 'Baby' repeatedly over the intercom between classes. They did this for three days until the other school students (2) enough money to charity and reached the goal of \$1,000. The song started playing on Monday and, by Wednesday, the students had (3) enough to turn it off. The students finished by (4) in a song and dance routine to 'Baby'.

Compound nouns

- 2 Complete the sentences with the correct forms of compound nouns formed with a word from A and a word from B.

A cancer English ~~legal~~ social
social volunteer

B change ~~age~~ media project research teacher

The *legal age* to vote in the UK is 18.

- 1 I'm organizing a(n) to help raise funds for this inner-city school.
- 2 The wished the high school seniors good luck for the future.
- 3 I'm doing a sponsored run for
- 4 People have to work together in order to make
- 5 News of the revolution spread by before it appeared on TV.

Issues & action

- 3 Match the bold words in the dialogue to the following definitions.

- A: What does your brother do?
B: He's a (1) **human rights activist**, so he organizes (2) **marches** and (3) **protests** to raise awareness of important issues.
A: Wow, that's amazing. I'd like to get involved. Is there anything I can do to help?
B: Yes, you can sign this (4) **petition** that he's organizing in support of women in Nepal. And you can help me write the (5) **slogans** on the (6) **banners** for the march this weekend.

- walks that are organized to promote a cause or protest about something
- 1 someone who fights against injustice and inequality
- pieces of paper or cloth with messages supporting or protesting about something
- ways of showing of your disapproval of something
- phrases that are easy to remember
- a document that people sign, asking someone in authority to do or change something

- 4 Complete the sentences with your own ideas.

- I believe that workers have *the right to be safe at work*.
- 1 I think that animal rights are
 - 2 I believe that the most important human right is
 - 3 In my opinion, women's rights include
 - 4 I think that education cuts are

Consolidation

- 5 Correct the underlined mistakes in the sentences.

- Yves Saint Laurent was a famous French design. *designer*
- 1 We need to call a build to fix the roof.
 - 2 The students were very frustration with their teacher.
 - 3 Emily taught yourself Mandarin last year.
 - 4 Julia's boyfriend is very confident and assertiveness.
 - 5 They always laugh when they look at each another.

- 6 Replace the underlined words with collocations formed using the correct forms of the verbs in A and the words in B.

A come end bump get go take

B fit on part round into up

Lucy is going to the gym to become healthy. *get fit*

- 1 Finn studied law and continued to become a solicitor.
- 2 Why don't you visit my house for dinner?
- 3 William met Emily by the entrance to the cinema.
- 4 James will finish by being out of a job.
- 5 Kim gets involved in lots of volunteer activities.

UNIT 5 Vocabulary practice

Values

1 Correct the sentences with antonyms for the underlined words.

The boy was very honest – he stole my wallet, then he lied about it. *dishonest*

- 1 Max was very rude and respectful towards his neighbour.
- 2 Kat always tells Steve what to do. Their relationship is very equal.
- 3 Cats are loyal compared to dogs.
- 4 James is very kind and mean.
- 5 He didn't say 'thank you' when his friend helped him. I thought he was grateful.

2 Translate the sentences into your language.

- 1 I had a lot of respect for Daniel because he spoke honestly about his mistakes.
- 2 Pablo's girlfriend acted disloyally during their relationship.
- 3 Sergio behaved very disrespectfully to his friends.
- 4 Antonio spoke unkindly to Maria when she asked him about trust.

Idiomatic expressions

3 Replace the underlined words with the idioms and phrasal verbs in the box.

~~down in the dumps~~ have nothing in common
in the doghouse under the weather
keep your cool sick of through thick and thin
over the moon

Sarah has been really unhappy since Jay broke up with her. *down in the dumps*

- 1 My brother has been in trouble since he stayed out late last week.
- 2 I'm very happy that we're going to Granada on holiday.
- 3 I'm tired of having to explain myself over and over!
- 4 You have to remain calm in that situation.
- 5 I think Sandra and Steve have completely different interests.
- 6 Jack has supported his friend through difficult times.
- 7 I don't want to go out tonight – I'm feeling a bit ill.

Relationships: verbs

4 Complete the text with the correct forms of the verbs in the box.

be break ~~get~~ (x2) go

George Clooney

George Clooney ~~got~~ married to actress Talia Balsam in 1989, but they divorced in 1993. Next he (1) in a relationship with British model Lisa Snowden for a few years until they finally (2) up with each other in 2005. After that he (3) out with many glamorous women until 2014 when he (4) married to human rights lawyer Amal Alamuddin. They had twins, a son and a daughter, in 2017.

Consolidation

5 Correct the two underlined mistakes in each sentence.

My girlfriend and I go on well because we make a lot in common. *get have*

- 1 Alejandro and Sara have done in a relationship since August, but they broke around with each other yesterday.
- 2 Carlo behaved diskindly and misrespectfully towards his teacher.
- 3 I think that you should ask herself if you could have done more of an effort.
- 4 I'm having a course so that I can do a better job.
- 5 I'm exciting because I'm getting surfing tomorrow.
- 6 I find it depressed that misequality still exists today.
- 7 Freya is under the moon because Alex asked her in. They're going on a date tomorrow.

6 Complete the adjectives with the correct prefixes.

- It's ~~dis~~respectful to lose your temper with people.
- 1 It'skind to talk about people behind their backs.
 - 2 It'shonest to take money from your parents without asking.
 - 3 Stella thought his behaviour wasdignified.
 - 4 Genderequality is still evident in the workplace.
 - 5 The prisoners were kept inhumane conditions.
 - 6 She was veryloyal towards her boyfriend. She told everyone in the class about his secret.

UNIT 6 Vocabulary practice

Invention & discovery

- 1 Complete the second sentence so that it has the same meaning as the first sentence. Use noun forms of the bold adjectives.

Electricity was **invented** by Thomas Edison.

Thomas Edison was the *inventor* of electricity.

- 1 Ken **observed** something very interesting.
Ken made a very interesting
- 2 This piece of music was **inspired** by the composer's daughter.
The for this piece of music was the composer's daughter.
- 3 Ben **replaced** Joe in the second half of the match.
Ben was Joe's in the second half of the match.
- 4 Those shoes are **designed** by Manolo Blahnik.
The of those shoes is Manolo Blahnik.
- 5 This technology was **developed** very quickly.
The of this technology was very quick.

Prefixes

- 2 Complete the text with the prefixes in A and the nouns in B.

A anti bio inter pro re under

B estimating GM national technology (-2)
think

Genetic modification of food is the latest form of *biotechnology*. People who are (1) think that traditional agriculture is damaging the environment and genetically modified crops are more eco-friendly – for example, insect-resistant crops help us to reduce the use of insecticides. They also say that some anti-GM protesters are (2) because they don't want to find new solutions to problems. However, anti-GM protesters claim that we need to (3) our attitudes to GM crops because we don't know if this sort of farming could damage the environment. In fact, some people believe that scientists are (4) the possible dangers of GM food and that we should have (5) laws to control it.

- 3 Correct the mistakes in the prefixes. Two sentences are correct.

Please put the food in the ~~multi~~wave. *micro*

- 1 This essay isn't good enough – please overwrite it.
.....
- 2 I don't like new gadgets – I'm very inter-technology.
.....

- 3 The fish is burnt on both sides. Why did you undercook it?
- 4 I've misplaced my keys. I can't find them anywhere.
.....
- 5 There are so many things she can do – she's microtalented.
- 6 I failed the exam because I misunderstood the questions.

Describing objects

- 4 Complete the sentences using compound adjectives formed with a word from A and a word from B.

A battery- eye- low- pocket- solar-

B catching cost operated powered sized

This *battery-operated* light is very easy to use.

- 1 Everybody stopped to look at the sculpture.
- 2 The boat doesn't release any pollution into the air.
- 3 The speakers are practical because you can take them with you anywhere.
- 4 These sunglasses are much cheaper than the designer ones.

Consolidation

- 5 Complete the sentences with antonyms for the underlined words.

This product is going to be very useless. *useful*

- 1 I think his clothes are very attractive.
- 2 Stephanie thought Max was being kind.
- 3 The journalist was honest with his readers.
.....
- 4 I thought that his story was boring.
- 5 Jessica found Leo's actions very loyal.
.....
- 6 My cousin Jack is very shy.
- 7 She patiently waited for the post.

- 6 Complete the sentences with appropriate forms of the words in bold.

America was *discovered* by Christopher Columbus. (discovery)

- 1 This book is quite (revolutionize)
- 2 I'd like to the product before I buy it. (tester)
- 3 There's no need to behave in such an way. (aggression)
- 4 The family agreed that the holiday was very (relax)
- 5 I think his behaviour is very (embarrass)

UNIT 1 Listening practice

- 1 🎧 01 Look at the descriptions of three radio programmes. Then listen to the introduction to the radio programme. Which programme are you going to listen to, A, B or C?

A 6.15 p.m. The London marathon

Hugh Oswald looks at the history of the marathon.

B 6.15 p.m. People

The experience of running the London marathon for the first time.

C 6.15 p.m. Charity Focus

We look at how charities benefit from the London marathon.

- 2 🎧 01 Read questions 1–5. Then listen to the rest of the radio programme and choose the correct answers.

- 1 What made Susan decide to run the marathon?
 - A It was something she'd always wanted to do.
 - B She wanted to help a charity.
 - C Her friend persuaded her to do it.
- 2 How did Susan feel just before the race began?
 - A She was nervous and thought she wouldn't be able to finish the race.
 - B She felt confident and determined to finish the race.
 - C She was excited and happy to be there.
- 3 What was the worst moment for Susan?
 - A being passed by a person in a silly costume
 - B having to walk part of the race
 - C completing the last four miles
- 4 What helped Susan most during the race?
 - A the other runners
 - B knowing her parents were watching
 - C the support of the crowd
- 5 How did Susan's parents watch the race?
 - A They found a good place and waited for Susan to run past them.
 - B They managed to see Susan at many points along the course.
 - C They waited for her at the finishing line.

- 3 🎧 01 Listen again and complete the sentences with a word or phrase from the radio programme.

- 1 Before doing the London marathon, Susan had only run quite short
- 2 By running the marathon, Susan set herself a great
- 3 Susan was overtaken in the race by someone wearing a costume.
- 4 With four miles to go, Susan found some extra
- 5 The spectators at the race were cheering and waving

- 4 🎧 01 Listen again and write *true* or *false* for sentences 1–4. Explain your answers.

- 1 A charity helped Susan's friend, Polly, to recover from her illness.
.....
.....
- 2 Susan was nervous when she saw the TV cameras.
.....
.....
- 3 Susan had to walk the last four miles.
.....
.....
- 4 Susan's parents were waiting for her when she reached the end of the marathon.
.....
.....

UNIT 2 Listening practice

1 **02** Read descriptions A–C. Then listen to the introduction to the radio programme. What are the speakers going to discuss?

- A Their opinions about going to live on Mars.
- B Whether it's possible to live on Mars.
- C Which people should go to live on Mars.

2 **02** Read questions 1–5. Then listen to the rest of the radio programme and choose the correct answers.

- 1 David thinks that the project to send people to live on Mars is ...
 - A less exciting than when the first man walked on the Moon.
 - B progress for humans.
 - C an opportunity to find out more about the life forms that may exist on Mars.
 - D a bad idea.
- 2 David says that the people who are chosen to go to Mars will ...
 - A be able to return to Earth if they change their minds.
 - B have their dream come true.
 - C be living in comfortable conditions on Mars.
 - D be able to communicate easily with people on Earth.
- 3 What does Clara think about plan to go Mars?
 - A It's a good idea because people won't destroy the environment on Mars.
 - B It's a good way to learn about other planets.
 - C Other life forms may be a danger to humans.
 - D It's dangerous because we don't know much about conditions on Mars.
- 4 What does Clara think would be the worst thing about going to live on Mars?
 - A the length of the journey
 - B the small amount of living space available on Mars
 - C the difficulty of growing food
 - D the small number of people going to live on Mars
- 5 What do David and Clara agree about?
 - A Life on Mars will be difficult for the people who go there.
 - B Humans will probably destroy other life on Mars.
 - C The Mars project is very exciting.
 - D We should care more about protecting life on Earth than exploring Mars.

3 **02** Listen again and complete the sentences with a word or phrase from the radio programme.

- 1 David says that the people on Mars will be separated from all the things they know and
- 2 The people on Mars will be able to talk to their families by making a
- 3 Clara believes that other life on Mars will be from humans.
- 4 David thinks that people's need to discover new things is stronger than their
- 5 Clara would prefer to protect the on this planet.

4 **02** Listen again and answer the questions in your own words. Use complete sentences.

- 1 Who seems more concerned about protecting the environment on Mars? Why?
.....
.....
.....
- 2 Why will the journey to Mars be difficult?
.....
.....
- 3 Why is Clara worried about food supplies on Mars?
.....
.....
- 4 According to David, what do humans always want to do?
.....
.....

UNIT 3 Listening practice

- 1

03 Read descriptions A–C. Then listen to the introduction to the radio programme. What is the educational psychologist going to discuss?

A The importance of exams.

B How to reduce stress at exam time.

C How animals are good for your health.
- 2

03 Read questions 1–5. Then listen to the rest of the radio programme and choose the correct answers.

1 Why are some universities arranging for students to spend time with dogs?

A Dogs can help students to work harder.

B Dogs can help students to relax.

C It gives the dogs a chance to relax and play.

2 Linda says that some school students make things difficult for themselves by ...

A starting their revision too late.

B starting their revision too soon.

C being too calm before exams.

3 How can parents help their children to concentrate?

A Turn off their child's TV and music.

B Get noisy brothers and sisters out of the house.

C Leave their child alone.

4 What can parents do to help students' attitude to studying?

A Remind them how important exams are.

B Let them go out with their friends when they want.

C Reassure them that they can only try their best.

5 What does Linda say is the best way for schools to help students with their revision?

A Teach them revision methods and how to make an exam timetable.

B Give private lessons.

C Hold revision classes in school.
- 3

03 Listen again and complete the sentences with a word or phrase from the radio programme.

1 Linda says that animals can have a effect on people.

2 When students realize they've started their revision too late, they often

3 Parents sometimes turn the TV and music off so that their child can study in

4 Linda suggests that parents offer their child regular and snacks.

5 Some students have parents who can afford to send them to
- 4

03 Listen again and complete the sentences in your own words.

1 Spending time with dogs is good for university students because ...
.....
.....

2 School students need to make a revision timetable so that ...
.....
.....

3 School students might find it hard to study at home if ...
.....
.....

4 Linda thinks that, in the few weeks before exams start, schools should ...
.....
.....

UNIT 4 Listening practice

1 ♣ 04 Read descriptions A–C. Then listen to the introduction to the podcast. What is the *main* topic of the podcast?

- A Volunteering.
- B Getting work experience.
- C Jobs that help to protect the environment.

2 ♣ 04 Read questions 1–5. Then listen to the rest of the podcast and choose the correct answers.

- 1 Why did Matt decide to become a conservation volunteer?
 - A He had to do it as part of his college course.
 - B He was bored in his free time.
 - C He wanted to get some more experience.
- 2 Why does Matt say the work he's doing today is important?
 - A It's helping more trees and plants to grow.
 - B It allows people to enjoy the area without damaging it.
 - C It's clearing the area to make new paths.
- 3 According to Matt, what can make conservation work difficult?
 - A not having enough volunteers
 - B being unfit
 - C bad weather
- 4 Why did Ursula choose to go on a conservation holiday?
 - A She doesn't like beach holidays.
 - B It's suitable for a single person who's travelling on their own.
 - C She loves going to Spain.
- 5 What was Ursula concerned about before her holiday?
 - A She might not like the rest of the group.
 - B The work would be very hard.
 - C The weather would be too hot.

3 ♣ 04 Listen again and complete the sentences with a word or phrase from the podcast.

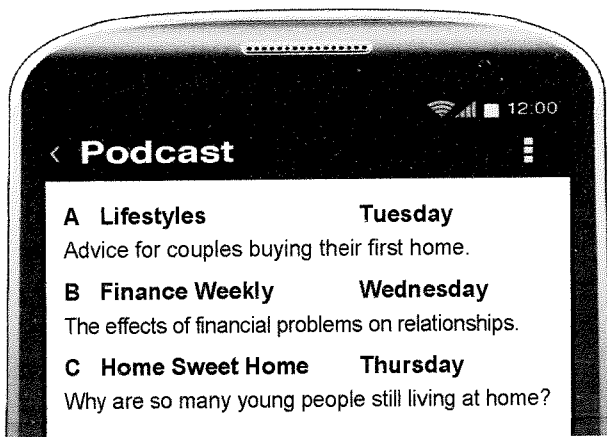
- 1 The subject of Matt's college course is countryside
- 2 Matt's work today will encourage visitors to stay on the
- 3 Matt's group of volunteers take turns to do the
- 4 Ursula is helping to protect a
- 5 Ursula is sure that she'll with the friends she's made on holiday.

4 ♣ 04 Listen again and complete the sentences in your own words.

- 1 Every Tuesday, Matt's conservation group ...
.....
- 2 Matt says that the work he does is fun except ...
.....
- 3 According to Ursula, a conservation holiday is good if you're travelling on your own because ...
.....
- 4 On her first day in Spain, Ursula ...
.....

UNIT 5 Listening practice

- 1 🎧 05 Read the guide. Then listen to the introduction to the podcast. Which podcast are you going to listen to, A, B or C?



- 2 🎧 05 Read questions 1–5. Then listen to the rest of the podcast and choose the correct answers.
- The presenter says that 20 years ago ...
 - it was normal for young adults to live with their parents.
 - it was considered bad for young adults to live with their parents.
 - parents wanted their children to stay at home.
 - family values were stronger.
 - Which statement is true about Tracey?
 - She doesn't have to pay any rent.
 - She has the freedom she needs.
 - She wants to move in with her boyfriend.
 - She's got a part-time job.
 - What does Chris think is good about living with his parents?
 - He can invite his friends round when he likes.
 - He can still live his own life.
 - He doesn't need to get a full-time job.
 - He doesn't have to pay any rent.
 - Marjory says that the bad thing about her son, Paul, living with her is that ...
 - she has to spend more money on food.
 - she doesn't get a chance to be on her own.
 - Paul doesn't want to be independent.
 - Paul doesn't look after her.
 - The presenter finishes the podcast by saying that ...
 - young adults living at home can often be good for everybody.
 - parents shouldn't have to support their grown-up children.
 - financial problems aren't the main reason that young adults live at home.
 - young adults who live at home should always pay rent.

- 3 🎧 05 Listen again and complete the sentences with a word or phrase from the podcast.

- Twenty years ago a young adult living at home was thought to be a social or economic
.....
- Tracey has never wanted to
.....
- Chris isn't paying his parents any rent, so he is some money.
- Marjory says that her son, Paul, can't afford his own place because he's at the moment.

- 4 🎧 05 Listen again and write *true* or *false* for sentences 1–4. Explain your answers.

- Attitudes to young adults living at home have changed over the years.
.....
.....
- Tracey would spend about the same amount of money if she had her own flat.
.....
.....
- Chris thinks his parents treat him suitably for a person of his age.
.....
.....
- Marjory thinks there are benefits to having her son living with her.
.....
.....

UNIT 6 Listening practice

1 ♣ 06 Read descriptions A–C. Then listen to the beginning of the presentation. What is the speaker going to talk about?

- A The number of cars on the roads.
- B Something that can help drivers to save money.
- C How to buy a cheap car.

2 ♣ 06 Read questions 1–5. Then listen to the rest of the presentation and choose the correct answers.

- 1 The speaker says that young drivers ...
 - A have more accidents.
 - B all drive dangerously.
 - C are less likely to drive dangerously.
 - D should pay more insurance.
- 2 'Telematics insurance' is designed to ...
 - A stop young people from driving.
 - B help safer drivers to save money.
 - C make drivers pay more money.
 - D help drivers to plan their routes.
- 3 The first boy is worried ...
 - A about driving at night.
 - B that his car might be stolen.
 - C that he will be told how to drive.
 - D that he will lose his privacy.
- 4 How does the girl compare herself to her brother?
 - A She pays more for insurance than he does.
 - B She uses her car less than he does.
 - C She's a much safer driver than he is.
 - D She's a lot younger than he is.
- 5 According to the second boy, telematics insurance could help the environment by ...
 - A encouraging fewer people to drive.
 - B only being available to people who don't drive often.
 - C showing people how to drive in a more environmentally friendly way.
 - D making cars that don't pollute the environment.

3 ♣ 06 Listen again and complete the sentences with a word or phrase from the presentation.

- 1 At the moment car insurance for young people is very
- 2 If you have telematics insurance, you might not be allowed to drive
- 3 The speaker says that the first boy described some of the things about telematics insurance.
- 4 The girl thinks it that she pays the same insurance as her brother.
- 5 Information about your driving can be sent to your computer or phone, telling you how to drive using

4 ♣ 06 Listen again and answer the questions in your own words. Use complete sentences.

- 1 Why has car insurance always cost young people a lot of money?
.....
- 2 What does the 'black box' in a car do?
.....
- 3 Why does the first boy disagree with the idea of having a black box in his car?
.....
- 4 Why can the black box be useful in an accident?
.....

WRITING RECUPERACIÓ

- 1) Should parents have an active role in the education of their children? (FOR AND AGAINST)

2) Children under 15 shouldn't use mobile phones. (OPINION ESSAY)