

SOLUTIONS UPPER-INTERMEDIATE 2

EXAM SKILLS

TRAINER 2

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4

Review Unit 4

Vocabulary

1 Use a word from A and a word from B to make compound nouns. Then complete the sentences.

A back camp camper city guest package
self-catering youth

B apartment break holiday hostel house packing
site van

- 1 When my friends were in New Zealand, they hired a _____ to travel around South Island.
- 2 The price of our _____ included the flight, the hotel and some of the excursions.
- 3 The _____ they chose had a field for caravans as well as several for tents.
- 4 My parents have gone on a _____ to Rome to celebrate their wedding anniversary.
- 5 The _____ we stayed at only had six rooms, but it was very comfortable and the owners were nice.
- 6 We prefer to do our own cooking, so we tend to rent a _____ when we go away.
- 7 _____ is the cheapest way to see a country.
- 8 There were ten people to a dormitory in the _____ we slept in.

2 Replace the underlined words with the synonyms below.

dingy overcrowded remote run-down unspoiled
vibrant

1 Rio de Janeiro is at its most exciting at carnival time.

2 Some of Britain's beach resorts are rather neglected.

3 The isolated village we stayed in was over 30 km from the
nearest big town. _____

4 Many of the beaches in Menorca are completely natural.

5 It's best to avoid the city centre at weekends because the
shops are full of people. _____

6 They gave us a dark and dirty room at the back of the hotel,
so we asked if we could change. _____

3 Complete the questions with travel collocations. Use one or two words.

- 1 Would you _____ a campfire on the beach?
- 2 Can you _____ a tent and take it down again on your own?
- 3 Do you _____ light when you go on holiday or do you take a lot of luggage?
- 4 Where do you go when you want to _____ from it all?
- 5 Do you ever _____ the beaten track?
- 6 Would you ever _____ rough if you didn't have anywhere to stay?

Word Skills

4 Complete the sentences with the correct adverb form of the adjectives in brackets.

- 1 It took us _____ half an hour to get there. (rough)
- 2 We booked the hotel _____ to ensure that we got a nice room. (early)
- 3 Try _____ not to look like a tourist when you're alone in a foreign country. (hard)
- 4 I looked at the bill _____ to make sure it was correct. (close)
- 5 The weather has been terrible _____. I hope it improves for our holiday. (late)
- 6 We're going to have to decide where to go _____ soon, or everything will be booked up. (pretty)

5 Complete the mini-dialogues with the phrasal verbs below.

get around get back go off pull up set off stop over

1 A What time are you leaving in the morning?

B We're going to _____ at 6.30 a.m.

2 A Did you walk everywhere in London?

B No, we used the tourist bus to _____.

3 A What time does your plane land?

B At 6.00; we should _____ to the house
around 8.00.

4 A Have you got a direct flight?

B No, it's going to _____ in Doha on the way.

5 A Did you go on holiday with your parents?

B Yes, but I could _____ and do my own thing.

6 A Where shall I park?

B Just _____ outside the hotel for now.

6 Complete the sentences with the phrases below.

I'm opting I think I wouldn't I wouldn't pick

The best option The reason why

1 _____ for an elderly couple would be a cruise, because they wouldn't have to walk very far.

2 _____ the holiday camp for the reason that it would be too noisy.

3 _____ for the B&B, and that's because they tend to be cheaper.

4 _____ I'm not choosing the houseboat is that it might be very cramped.

5 _____ go for the cycling holiday, basically because I haven't got a bike.

6 _____ I'll choose the winter sports holiday, mainly because I love skiing.

Grammar

7 Choose the correct answers (a–c).

- 1 Holly's flight from Paris to San Francisco leaves at 9 a.m.
At 6 p.m., she ___ for nine hours.
a will have flown b will be flying
c will have been flying
- 2 I'm doing an online Spanish course before I go to Spain.
I hope I ___ enough by the time I go.
a will have learned b will be learning
c will have been learning
- 3 My dad leaves work at 6.30 p.m. and doesn't get home
until 7.15 p.m. I can't call him now because he _____.
a will have driven b will be driving
c will have been driving
- 4 We usually have dinner at 6.00. I'm sure we ___ by 7.00 so
you can call me then.
a will have finished b will be finishing
c will have been finishing
- 5 I've been saving £150 a month since September. By the end
of the year, I ___ £600.
a will have saved b will be saving
c will have been saving
- 6 The coach to Edinburgh leaves at 11 a.m. and takes nine and
a half hours. At 6 p.m., we ___ on the coach.
a will have sat b will be sitting
c will have been sitting

8 Complete the sentences with the correct form of the verbs in brackets.

- 1 I won't go to the beach tomorrow if it _____ . (rain)
- 2 Tony's going to pack his bags before he _____ to bed. (go)
- 3 I'll be able to tell you what time I'm leaving once I _____ the time of my flight. (check)
- 4 We'll be staying with my aunt when we _____ in Vancouver. (be)
- 5 Can you call me after you _____ dinner? (have)
- 6 I'm not going to tell you about my trip until I can see that you _____ to me. (listen)

Use of English

9 Complete the text with one word in each gap.

Potential space travellers will ¹ _____ watching the progress of space tourism company Virgin Galactic closely after its spacecraft broke into pieces during a test flight. Since the accident, several customers who had booked a flight have cancelled in ² _____ the trip never happens. The company is now building a replacement spaceship, and commercial operations will begin once it ³ _____ been fully tested. Only then ⁴ _____ the first passengers be invited to Spaceport America. But they will only be allowed to fly on ⁵ _____ that they pass rigorous medical checks. Those declared fit to fly will ⁶ _____ to do a training course in preparation for the launch. Three days will have passed ⁷ _____ the time they finally take off. During the flight, they will have a lovely ⁸ _____ of the Earth from space, and at the furthest point, they will experience floating in zero gravity ⁹ _____ six minutes. When they get ¹⁰ _____ to the spaceport, they will join their family and friends to celebrate having become astronauts.

I can ...

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

★ = I need more practice.

★★★ = No problem!

★★ = I sometimes find this difficult.

	★	★★	★★★
I can describe types of holidays.			
I can use future continuous and future perfect forms.			
I can identify the context of a conversation.			
I can use future time clauses.			
I can use adverbs and adverbial phrases.			
I can understand a text about adventure holidays.			
I can discuss a topic and select and justify my choice from a range of options.			
I can write a formal letter of complaint.			

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Exam Skills Trainer

Reading

Strategy

When questions in a multiple-choice task take the form of incomplete sentences, read both parts of the sentence (question and option) carefully. Check that the whole sentence matches what is written in the text, not just the phrase in option A, B, C or D.



ABSTINENCE



- 1 Read the Strategy above and look at the question below. Read the first paragraph of the text in exercise 2 and choose the correct answer. Why are the other options wrong?

The day after Mardi Gras, people of some religions

- A finish all the food they aren't supposed to eat.
- B celebrate the end of a period of abstinence.
- C give up eating certain things for a time.
- D prepare a traditional French dish for dinner.



**WHAT IS THE
BEST WAY TO
CELEBRATE A
SPECIFIC
PURPOSE?**



**WHAT'S YOUR
FAVORITE
CARNIVAL?**



2 Read the rest of the text and choose the correct answers (A, B, C or D).

Mardi Gras: a party to remember

Mardi Gras. Two little words that describe a centuries-old celebration which originated in Medieval Europe. It is the name given to the final day of the Carnival season, the day that traditionally precedes forty days of fasting in some religions. Translated from the French, the words mean 'Fat Tuesday', referring not only to the day on which the celebration is always held, but also to the custom of eating up all the forbidden food before the fast.

Today, it is the city of New Orleans in Louisiana, USA, that holds one of the most famous Mardi Gras celebrations in the world. Mardi Gras was introduced to North America in March 1699 by a French Canadian explorer called Jean-Baptiste Le Moyne de Bienville. Arriving on the eve of the festival at an area 90 kilometres south of what is now New Orleans, he organised the following day's celebrations on a plot of land he named Pointe du Mardi Gras. The custom soon caught on, and by the time New Orleans had been established by Bienville in 1718, Americans were celebrating their own version of Mardi Gras.

What makes the New Orleans event so special are its dazzling parades. Marching bands escort artistic carnival floats through streets lined with spectators wearing masks. These accessories have been a feature of Mardi Gras since the very beginning, initially because they afforded the wearer a disguise which allowed him or her to mix with people of different classes. Today, masks are one of the festival's most popular traditions, and float-riders are required to wear them by law.

As for the carnival floats, each one belongs to an organisation known as a 'krewe', a kind of social club, whose members not only finance and create their own float, but also ride on it during the parade. The tradition of the 'krewe' began in 1856 when six young men from the nearby town of Mobile formed the 'Mistek Krewe of Comus'. Not only does this group hold the distinction of being the first krewe, but it is also credited with parading the first float. Today, around 70 krewes take part in the celebrations, each with its own history and theme.

The second Mardi Gras krewe, the Twelfth Night Revelers was founded in 1870, and initiated another popular tradition, the Mardi Gras 'throws'. These are small presents which are tossed to the crowd by the costumed float-riders. The most sought-after throws are coins specially crafted by the krewes for the occasion, some of which have become collector's items over the years. Other popular throws include cups, long pearl beads and cuddly toys.

Mardi Gras was made official in New Orleans in 1875 when Governor Warmoth signed the Mardi Gras Act making Fat Tuesday a public holiday in Louisiana so that everybody could attend. Today, hundreds of thousands of tourists travel to New Orleans each year to see the festival, which is organised and paid for privately by the krewes. The success of the celebrations in recent years has led to the residents of New Orleans calling their Mardi Gras the 'Greatest Free Show on Earth'.


- 1 The first Mardi Gras was celebrated in North America when Bienville
 - A crossed the Canadian border.
 - B founded New Orleans.
 - C reached Pointe du Mardi Gras.
 - D landed on the coast of Louisiana.
- 2 Festival-goers started wearing masks at Mardi Gras because
 - A they were an obligatory part of the costume.
 - B they were made legal for the day.
 - C they were handed out by the float-riders.
 - D they hid a person's true identity.
- 3 1856 is the year in which
 - A the first krewe was formed in New Orleans.
 - B floats began to take part in the parades.
 - C a committee was voted to organise the festival.
 - D the town of Mobile held its first Mardi Gras.
- 4 The Twelfth Night Revelers was the first krewe to
 - A pay for a float.
 - B dress up in colourful outfits.
 - C hand out money during a parade.
 - D provide gifts for spectators.
- 5 Before 1875,
 - A schools and offices were open during Mardi Gras.
 - B tourists were not welcome at the celebrations.
 - C krewes didn't have to pay for their own floats.
 - D Mardi Gras was financed by the governor.

Listening

Strategy

The sentences in a multiple matching task may be very similar as the recordings they match to are about the same subject. Read the sentences carefully before you listen and underline the word or words that make each sentence different from the others.

3 Read the Strategy on page 40 and look at exercise 4. Find the words that make each sentence different. Think of an example for each of the words.

- 4  **2.02** You will hear four speakers talking about mistakes they have made in a foreign language. Match sentences A–E with speakers 1–4. There is one extra sentence.

The speaker ...

A used an inappropriate greeting.

B mispronounced a word.

C used the wrong verb.

D gave an incorrect response.

E misunderstood a word.

Speaker 1 ___

Speaker 3 ___

Speaker 2 ___

Speaker 4 ___

Use of English

Strategy

The focus of a key word transformation task can be grammatical or lexical. Before you answer each question, look at the word in brackets and try to identify the language point being tested. This will help you complete the sentence correctly.

5 Read the Strategy above and look at exercise 6. Try to identify the language point that is being tested in each case.

6 Complete the second sentence so that it means the same as the first sentence. Use between two and five words, including the word in brackets. Do not change the word in brackets.

1 The singer started performing years before she became famous. (had)

The singer _____ years before she became famous.

2 There wasn't a cinema until the new shopping centre opened. (be)

There _____ a cinema until the new shopping centre opened.

3 Portugal is nowhere near as big as Spain. (much)

Spain _____ Portugal.

4 Don't park in the high street because there's going to be a demonstration later. (better)

There's going to be a demonstration later, so you _____ in the high street.

5 Should we pay when we order our drinks? (supposed)

_____ when we order our drinks?

6 I didn't know there was an exam today. Why didn't you say? (could)

You _____ me about the exam. I didn't know it was today.

Speaking

Strategy

A situational role-play tests your ability to show initiative in a conversation as well as to respond to a partner. When one point has been dealt with, suggest moving on to the next using phrases such as *Let's talk about the venue.*

7 Read the Strategy above. Complete the useful phrases below for moving a conversation on.

1 _____ we talk about the venue next?

2 We _____ to decide on a day.

3 Why _____ we move on to the next point?

4 What _____ the guests? Who should we invite?

8 Work in pairs. You and a friend are organising a surprise birthday party for another friend. Discuss the following points to make a plan for the party and come to an agreement.

- day
- venue
- guests
- gifts

9 Summarise briefly what you have agreed on.



**THE FARM IS FILLED
WITH CHICKENS. THE
CHICKENS ARE FED
GRAIN TWICE A DAY.
THE TRUCK IS RED. THE
CHICKENS ON THE FARM
LAY LOTS OF EGGS.**

Writing

Strategy

In an essay, make sure your arguments are about the topic of the task (e.g. young people working abroad). You will lose marks if you include arguments that are not related to the topic (e.g. the advantages of foreign holidays).

10 Read the Strategy above and the task in exercise 11. Which of the arguments (1–4) do not refer to the topic of the task?

- 1 You'll be able to sample the local food.
- 2 You might earn a higher salary.
- 3 You'll become independent.
- 4 You may get a suntan.

11 Make notes on the task below. Then write your essay.

Young people are increasingly looking for jobs in other countries. Write an essay in which you present the advantages and disadvantages of working abroad.

3.1 Advice, obligation and necessity

should and ought to

We use *should* and *ought to* to give advice.

He *should* ask his friends to help him.

must and have to

We use *must* and *have to* to express obligation or to give strong advice.

We *have to* finish the homework by tomorrow

You *must* be at the station at 8.30.

mustn't

We use *mustn't* to say that something is not allowed or to give strong negative advice.

We *mustn't* take food into the library.

You *mustn't* miss that film; it's brilliant!

don't have to, don't need to, needn't

We use *don't have to*, *don't need to* and *needn't* to express lack of obligation or necessity.

You *don't need to* pick me up, I'll get the bus.

be supposed to

We use *be supposed to* to talk about rules and about things that people believe or expect to happen or be true.

You're *not supposed to* wear your shoes in the house.

It's *supposed to* snow tonight.

3.2 Possibility, probability and certainty

may, might and could

We use *may, might* or *could* for speculating about possible future events.

Look at the sky – it might rain later.

should

We use *should* to say that something is likely to happen, in our opinion.

Our team should win their next match.

must

We use *must* for talking about things which we can deduce are definitely true.

She must be at home. She left school hours ago.

can't

We use *can't* for talking about things which we can deduce are impossible.

He can't be tired. He had eight hours' sleep.

be able to

We use *be able to* to talk about possibility in the future.

I'm sure you'll be able to change that shirt if it doesn't fit.

can and could

We use *can* and *could* to talk about general truths and strong possibilities.

Travelling around Europe can be quite expensive.

The café could be closed by now.

We can use a number of other structures to express possibility, probability and certainty.

The score is 4–0 with two minutes to go. They're bound to win.
(*bound to* = certain to)

Chances are that we won't complete the project on time. (*chances are (that)* = possible that)

Is it likely to rain tomorrow? (*likely to* = it's probable that it will)

1 Complete the sentences with the verbs below. Use each verb once.

must mustn't needn't should shouldn't
are supposed to

- 1 You _____ bring suncream to the beach – you can borrow mine.
- 2 We _____ forget to invite your brother to the party. He'll be upset if we do.
- 3 Laila _____ be wearing a coat. It's freezing outside!
- 4 All the students at my school _____ wear a uniform – it's one of the rules.
- 5 I think we _____ take our shoes off before we go into the temple; no one else is wearing theirs.
- 6 You _____ really eat fruit and vegetables unless you've washed them first.

2 Choose the best verb form to complete the sentences.

1 That boy ___ be Luke – he's got blonde hair and Luke's is dark.

a must b can't c might

2 The weather ___ be hot on our holiday; I can't wait.

a should b 's able to be c can

3 I ___ help you after I've finished eating lunch.

a couldn't b should c 'll be able to

4 Be careful – some Indian dishes ___ be very hot!

a shouldn't b can c can't

5 You ___ be delighted to have won first prize!

a must b might c could

6 I'd better answer my phone – it ___ be my dad calling.

a can't b could c should

7 I'm not sure, but it ___ be busy in town because the sales are on.

a might b can c must

3.3 Modals in the past

may, might and could have

- We use *may, might* or *could have* for speculating about the past.
Maria isn't here; she could have gone to the shops.
- We can also use the negative forms *may not* and *might not (have)*. However, we cannot use the negative form *couldn't have* in this sense.
I've sent her a postcard, but it may not / might not arrive.
(NOT ~~*I've sent her a postcard, but it could not arrive.*~~)

should have and ought to have

We can use *should / shouldn't have* or *ought (not) to have* to talk about what the right or wrong way to behave in the past was.
He shouldn't have spoken to us like that.

might have and could have

We sometimes use *might have* or *could have* to tell somebody what they should have done. It is usually an exclamation. However, we cannot use *may have* or negative forms in this sense.
Honestly! You might / could have warned me that we had to bring a present!
(NOT ~~*You may have ...*~~)

must have and can't / couldn't have

We use *must have* and *can't / couldn't have* to make logical deductions about the past.
We must have taken a wrong turn; now we're completely lost.
You can't / couldn't have read the map properly.

should have and was supposed to

We use *should have* and *was supposed to* to talk about things we expect to have happened.
He should have been here by now.
It was supposed to be hot yesterday.

needn't have and didn't need to

- We use *needn't have* to say an action that took place was unnecessary.
You needn't have phoned; I was on my way over.
- We use *didn't need to* to say an action was unnecessary, whether it took place or not.
Joe didn't need to buy any coffee. There was plenty in the cupboard. (But Joe did buy coffee.)

1 Choose the correct ending, a or b.

- 1 Pete isn't here. He
 - a can't have got my email.
 - b might have got my email.
- 2 My parents aren't very happy. I
 - a was supposed to have lied to them.
 - b shouldn't have lied to them.
- 3 Is your cousin driving into town? She
 - a must have offered us a lift!
 - b could have offered us a lift!
- 4 The concert hasn't started yet. We
 - a needn't have rushed to get here.
 - b might not have rushed to get here.
- 5 We haven't seen Zoe recently. She
 - a must have gone on holiday.
 - b ought to have gone on holiday.
- 6 I already had some stamps so I
 - a may not have bought any.
 - b didn't need to buy any.
- 7 If you sent her a text earlier, she
 - a should have read it by now.
 - b didn't need to read it by now.
- 8 Why's the café closed? It
 - a was supposed to have opened by now.
 - b needn't have opened by now.

Unit 4

4.1 Future continuous, future perfect simple and future perfect continuous

Future continuous

We use the future continuous

- to talk about an action that will be in progress at a specific point in the future.
At three o'clock tomorrow afternoon, I'll be travelling to London.
- to make polite enquiries. Using the future continuous instead of the future simple to ask about somebody's plans makes questions sound more polite and less direct.
Can you tell me when he'll be arriving?

Future perfect simple

We use the future perfect simple to talk about an action or event completed by a specific point in the future.

By the time we get there, the guests will have already arrived.

Future perfect continuous

We normally use the future perfect continuous to say how long an action or event will have been in progress at a specific point in the future.

By the end of this month, I'll have been living in this house for ten years.

We can use the future perfect continuous and the future perfect simple to make predictions about the present.

By midnight, they'll have been travelling for six hours. By midday tomorrow, their plan will have landed.

1 Complete the sentences with the verbs in the future continuous, future perfect simple, or future perfect continuous.

catch learn leave live save travel wait

- 1 By this time next month, I _____ English for five years.
- 2 At midday tomorrow, we _____ the coach to Brussels.
- 3 Perhaps in ten years' time, people _____ to Mars.
- 4 He _____ enough money by Christmas to buy lots of presents.
- 5 When I'm eighteen, I _____ in this town for most of my life and I'm not likely to leave soon.
- 6 I think everyone _____ by the time we get to the club.
- 7 Next week all the students _____ to get their exam results.

- 2 Write sentences about what the students will be doing or will have done. Use the prompts and the future continuous, future perfect simple, or future perfect continuous.

SUNDAY 7TH

- 8–9 a.m.: breakfast
- 10 a.m.: bus to beach
- 3 p.m.: back to campsite – free evening

MONDAY 8TH

- 9.30–midday: walking tour of Rome
- 2 p.m.: train to Venice
- 6.30 p.m.: arrive hostel

8.30 a.m. / Sunday / eat

At 8.30 a.m. on Sunday they'll be eating breakfast.

1 9 a.m. / Sunday / finish

2 10 a.m. / Sunday / wait

3 11.30 a.m. / Monday / walk / two hours

4 1 p.m. / Monday / leave / Rome

5 2 p.m. / Monday / travel / train / Venice

6 6.30 p.m. / Monday / arrive / hostel

4.2 Future time clauses

- We use present tenses instead of *will* or *going to* in future time clauses after time conjunctions such as *after, as soon as, by the time, immediately, in case, once, on condition that, the minute, the moment, until* and *when*.

I'll phone you as soon as we reach the hotel.

I'll take an umbrella in case it rains.

He'll let me know the minute he hears any news.

- We usually use the present perfect (not the future perfect) for actions that are complete in the future after future time clauses.

We'll ring you as soon as we've got to the festival.

- We use the present continuous (not the future continuous) for actions in progress in the future after future time clauses.

I'll ring you back when I'm sitting on the train.

1 Choose the correct verb forms.

- 1 If it's stopped raining by 6 o'clock, I ___ for a run.
a go b am going c have gone
- 2 If the film's any good, I ___ you know.
a will let b am letting c let
- 3 If they set out early this morning, they ___ the coast by lunchtime.
a reach b will have reached c are reaching
- 4 If you can't get sausages, ___ some burgers instead.
a you'll buy b you're buying c buy
- 5 If he can't find his wallet, he ___ phone the police.
a has to b will have to c is having to
- 6 If we haven't got enough money, we ___ some.
a are borrowing b have borrowed c will borrow
- 7 If you're seeing Will later, please ___ hello from me.
a say b you'll say c you'll have said

4.4 Adverbs and adverbial phrases

- Some adverbs have the same form as the adjective: *early, weekly, monthly, yearly*, etc.
We do a weekly shop in town.
Is this magazine published weekly?
- Other adjectives ending in *-ly* do not have an adverbial form: *friendly, lively, cowardly, motherly, lovely*, etc. Instead we put the adjective in an adverbial phrase:
He smiled in a friendly way and waved at us.
- Some adverbs have two forms: one with *-ly* and one without: *close / closely, deep / deeply, late / lately, pretty / prettily*, etc. The meanings are sometimes very similar and sometimes unrelated.
Does your uncle live close to you?
English and German are closely related languages.
We're going to be late.
I haven't seen my best friend lately.

4.5 The subjunctive

- We use the subjunctive in formal written language for urgent requests and demands. No 's' is added in 3rd person singular. *It's important that the students be on time. It's even more important that everyone listen carefully.*
- The verb *be* remains unchanged in the present tense and becomes *were* in past tenses.
- Certain verbs (e.g. *ask, advise, suggest, insist, demand, recommend, and request*) are followed by *that* + subjunctive to indicate that something must be done. *She suggested that we arrive at the restaurant by 8 p.m. They demanded that the money be refunded immediately.*

1 Complete the second sentence so that it means the same as the first. Use the subjunctive.

- 1 She has asked them to refund her money.
She has requested _____
_____ her money.
- 2 My guitar teacher says I should practise every day.
My guitar teacher recommends _____
_____ every day.
- 3 Leo said we should all go for a picnic.
Leo suggested _____
for a picnic.
- 4 The protestors want the government to change the law.
The protestors are demanding _____
_____ the law.
- 5 Our teacher told us to read the questions carefully.
Our teacher advised _____
_____ the questions
carefully.
- 6 Norma said we must be at her house by 7 o'clock.
Norma insisted _____
at her house by 7 o'clock.

**DON'T FORGET
YOUR FINAL
EXAM!**