

SOLUTIONS UPPER-INTERMEDIATE 3

EXAM SKILLS

TRAINER 3

PEGAH BAHOJB GHASEMI

6H

Writing

An article

I can write an article for a school website.

Preparation

You've read a report about a decline in PE lessons for young people during school hours, especially during exam time. Write an article for your school website about the benefits of teenagers taking regular exercise at this time, and how students could incorporate more of it into their lives.

- 1** Read the task above. Identify the elements that need to be included in the article. How many paragraphs do you think it should have? Read the article and check.

KEEP ON MOVING!

It is said that due to academic pressures, many older students in Britain do not have the time in their school schedules for more than two hours of PE a week. Surely this is not enough for young people to maintain healthy lifestyles?

Obviously, students see studying for exams as their overriding priority, as it is vital for good grades and future careers. However, it is simply not healthy for students to spend all their time at their desks. Interestingly, research has shown that regular exercise boosts concentration, reduces stress and aids restful sleep. Consequently, it would appear that exercise is highly important when it comes to successful studying. Therefore, if the school is unable to include enough exercise in students' school timetables, the students should take responsibility for it themselves.

Naturally, I think there are other ways for students to ensure they get enough exercise, for example by walking or cycling to school. Moreover, after-school clubs offer various types of exercise. So too do local leisure centres. It is merely a question of having the will power to organise exercise and stick to it. Once students feel the benefit of regular exercise, it is easier for them to maintain it.

Personally, I think it is extremely important that young people realise that continuing exercise during periods of intense study can help them achieve higher grades. So, let's make a move today!

2 Find four comment adverbs in the article. Write down four more comment adverbs.

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Writing Strategy

Organise your ideas or opinions into a coherent argument by using linking words or phrases, for example: *therefore*, *although*, *furthermore*, *as a result*.

- 3 Read the Writing Strategy. Find and underline six different conjunctions in the article (excluding *and*, *as* and *when*).

4 Link the sentences using the words below.

although moreover since so therefore whereas

1 She runs regularly. She's very fit.

2 He doesn't like exercising much. He still does it.

3 Exercise increases your muscle strength. It improves your brain power.

4 He has a lot of fizzy drinks. His teeth aren't good.

5 Sweets are unhealthy. Fruit is good for you.

6 We've been exercising. We've lost weight.

Writing Guide

You've read an article about the increase in childhood obesity through poor diet and lack of exercise. Write an article for your school website about the risks associated with obesity and propose ways of persuading young people to make good lifestyle choices.

- 5 Read the task above and make notes on your ideas for each paragraph. Choose a title. Plan your article.**

Paragraph 1 _____


Paragraph 2 _____

Paragraph 3 _____


Paragraph 4 _____

- 6 Write your article.**

CHECK YOUR WORK

 Have you ...

- organised your ideas into paragraphs?
- used conjunctions to link your ideas in each paragraph?
- included one or two comment adverbs?



**WHAT IS THE BEST
WAY TO TRAVEL TO
FAR DISTANCES?**



3

Exam Skills Trainer

Reading

Strategy

When you do a gapped sentence task, read the sentences before and after the gap. Look for a logical connection between these sentences and the gapped sentence, such as the same person, place, thing, activity, feeling, or situation.

1 Read the Strategy above and look at the text in exercise 2. Read the sentences before and after the gaps and underline the words that link the sentences logically.

2 Read the text. Match sentences A–G with gaps 1–5. There are two extra sentences.

Teletourism

Fifty-two-year-old American Henry Evans is one of the world's first teletourists. From the comfort of his bed in Palo Alto, California, he has travelled to places as far away as Bora Bora in the South Pacific. Under normal circumstances, this journey would be impossible for Henry because he is disabled. ¹ _____ But with the help of technology Henry is able to overcome his difficulties and get out to see the world.

When Henry wants to visit a museum, he uses a telepresence robot called the Beam, a big computer monitor with a webcam that is attached to a mobile base with two poles. ² _____ Several of the world's museums already use these machines, and Henry hopes there will soon be more.

To see what is happening outside, Henry uses a device called Polly. Like the Beam, Polly is made up of a monitor and a webcam, the difference being that it is small enough to be portable. The gadget fits into a frame attached to a person's shoulder allowing it to be carried around like a parrot. ³ _____ He controls it by moving his head, so that it turns around and shows him everything his companions can see and hear.

Thanks to improvements in long-distance remote control software, Henry can fly drones which also enable him to explore from the air. ⁴ _____ When he wants to go further afield, he has found a website which has 5,000 drone videos from all over the world. These give him access to all kinds of fascinating destinations ranging from Qusar in Azerbaijan to the Four Seasons Resort in Bora Bora.

No journey is too far for Henry, who is currently pursuing the possibility of travelling into space. He got the idea from an article he came across on the internet. He read that a research team was trying to get access for PC users to a robot on the International Space Station. ⁵ _____ Judging by what he has already achieved, however, it is only a matter of time before he is allowed to go on a remote tour of the satellite.

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- A By virtue of this new technology, Henry can accompany and converse with his friends and family when they have a day out in the country.
- B A serious stroke when he was 40 affected his brain and left him without speech and unable to use his arms or legs.
- C The countless souvenirs he has purchased are displayed proudly on the shelves that line the walls of his bedroom.
- D Using head movements, he can drive the machine around the halls, talking to the guide and learning about the exhibits, just like any other visitor.
- E The day he piloted a web-controlled submarine he located in Berkeley, California was the first time he had been underwater since his illness.
- F Henry has already applied for permission to use this new technology, but he has not received approval yet.
- G He controls them using his head, and he's even flown one around his garden wearing a virtual reality headset.



**HOW DID YOU
FIND YOUR BEST
FRIEND?**

Listening

Strategy


In a true or false task, be careful with statements that are negative as it is easy to get the answer wrong.

3 Read the Strategy above. Then look at the statement below. Choose the extract A or B which matches the statement.

The boy didn't expect to get on with his classmates.

A I had no idea that I would fit in so well in my new school.

B I always knew that it wouldn't be hard to make friends.

4  **2.18** You will hear four speakers talking about how they met their best friends. Are the sentences true or false? Write T or F. You will hear the recording twice.

- 1 Speaker 1 didn't speak to his friend the first time they met. ___
- 2 The two became friends after the head teacher had spoken to them. ___
- 3 Speaker 2 stopped going to drama group because she didn't get the leading role in a play. ___
- 4 She didn't get to know her friend until she was invited to her party. ___
- 5 Speaker 3 was the only child who wasn't wearing a costume when he first saw his friend. ___
- 6 The two have been friends since their parents got to know each other. ___
- 7 Speaker 4 did her friend a favour the first time they sat together. ___
- 8 The girl wasn't angry that she didn't get her pencil back. ___

Use of English

Strategy

Identifying the right collocation, set phrase or phrasal verb will help you choose the correct answer. If you don't recognise the phrase used, think about the meaning and try to eliminate the words you know are incorrect.

6 Complete the text. Write A, B, C or D.

Future travel

According to a report published by a popular flight comparison website, ¹___ ten years' time the typical holiday experience is likely to be very different. The hotels of the future ²___ completely digitalised, and guests will have a hologram travel companion they can ³___ with in their room. Holiday destinations will also change from beach resorts in the Mediterranean to lunar hotels in space with spectacular ⁴___ of the planet Earth. Some tourists will prefer to go underwater to ⁵___ from it all, and plans are already underway for a sub-aquatic hotel in Fiji. Social travel will become part of the traditional tourist industry, and in ten years' time, between five and ten per cent of people ⁶___ their houses. Travellers preferring to go off the beaten ⁷___ will head for less commonly selected destinations, such as North Korea and Angola ⁸___ new experiences.

- | | | | | |
|---|------------------------------|-----------------|------------------------|-----------------------|
| 1 | A on | B by | C at | D in |
| 2 | A are | B will be | C were | D will have |
| 3 | A eat out | B go out | C hang out | D turn out |
| 4 | A looks | B sights | C views | D visions |
| 5 | A get away | B go away | C put away | D take away |
| 6 | A will have been renting out | B will rent out | C will have rented out | D will be renting out |
| 7 | A way | B track | C path | D road |
| 8 | A looking for | B looking after | C looking at | D looking up |

Speaking

Strategy

In a photo comparison task, you should talk about the differences between the photos as well as the similarities.

7 Read the Strategy above. Then look at sentences 1–4. Underline the words that indicate similarity or difference in each sentence.

- 1 Photo 1 is inside, whereas photo 2 is outside.
- 2 Both photos show people having a meal.
- 3 The common theme in the photos is city life.
- 4 In photo 2, they're cycling rather than running.

8 Look at the two photos below that show different life stages. Compare the photos using the points below.

- activities
- interests
- relationships



Writing

Strategy

In an opinion essay, always state your opinion in the first paragraph.

9 Read the Strategy above. Then complete the phrases for stating your opinion. Write one word in each space.

1 _____ my opinion, ...

2 I strongly _____ that ...

3 _____, I think ...

4 To my _____, ...

10 Read the task below and write your essay.

Some students choose to go backpacking in the holidays. Is this a good idea? Write an essay in which you express your opinion taking into consideration the impact of this kind of holiday on the students and on the countries they visit.

Unit 5

5.1 Negative adverbials

We can make a sentence more emphatic by putting a negative adverb (or adverbial phrase) at the front. These include: *never, nowhere, not since, not only ... also, no sooner ... than, hardly, rarely / seldom, under no circumstances, (in) no way, at no time, only (if / when / once), not until*. After the adverb or phrase, the word order is inverted. They are usually followed by an auxiliary verb.

Not since last year have there been such bad storms.

Rarely has there been such an exciting concert.

1 Complete the second sentence in each pair so that it means the same as the first.

- 1 I've never eaten such a delicious meal before!
Never _____ such a delicious meal!
- 2 We weren't asked for our opinion at any time.
At _____ asked for our opinion.
- 3 She won't speak to you until you apologise.
Not until _____ speak to you.
- 4 You won't see more beautiful scenery anywhere.
Nowhere _____ beautiful scenery.
- 5 Tickets cannot be refunded under any circumstances.
Under _____ tickets be refunded.
- 6 They'd hardly left the house when it began snowing.
Hardly _____ when it began snowing.
- 7 Ben had no sooner heard the news than he told everyone.
No sooner _____ than he told everyone.

5.2 Negative questions, infinitives and *-ing* forms

- We can use negative questions to ask for confirmation of something that we think is true or is not true.
Aren't you in the same class as my brother?
- We can use negative questions to express our opinions more politely.
Hasn't she got a loud voice!
- To make infinitives and *-ing* forms negative, we add *not* or *never* before *to* in front of them.
She promised not to stay up too late.

1 Write the words in the correct order.

1 him / not / see / was / I / yesterday / to / sorry

2 holiday / to / on / you / aren't / meant / be / ?

3 bed / gone / earlier / he / shouldn't / have / to / ?

4 do / not / she / it / promised / to / again

5 not / I / the / is / prefer / what / knowing / score

6 taste / this / unpleasant / doesn't / coffee / ?

7 matter / rather / discuss / they / would / not / the

5.3 Articles

a / an

We use the indefinite article *a / an*

- when we say what something is or what it is like.

What's this? It's a 3D printer.

Our aunt works in a shoe shop.

- when we say what somebody's job is.

My cousin is a mechanic.

- when we mention something for the first time.

I've got a new smartphone.

- when we mean any example of something and we do not need to be more definite.

Is there a post office near here?

- to mean *per* or *for each*.

My father earns €400 a week.

The train was travelling at 100 kilometres an hour.

the

We use the definite article *the*

- when it is clear what we are talking about. This can be
 - a because we've already mentioned it.
I've bought a jumper and a scarf. The scarf is red and the jumper's blue.
 - b because there is only one of something.
Can you see the moon above the roofs?
 - c because it is clear from the situation.
Let's go to the park. (= the park that's near here)
- with most nationality words.
The French have a reputation for being good cooks.
- with the names of rivers, mountain ranges, deserts and seas.
the Nile the Himalayas the Sahara Desert the Baltic
- with a few countries and most groups of islands.
*the United Kingdom the United States
the Netherlands the Czech Republic
the Channel Islands*
- in various set phrases, for example:
*go to the theatre / cinema listen to the radio / the news play
the violin / the piano*
- with an adjective to refer to everybody who has that characteristic. *the poor the rich*

No article

We do not use an article

- when we are making generalisations.

Dogs need a lot of exercise.

- with most countries, continents, towns and cities, lakes and mountains.

They come from Madrid in Spain.

Their house is on the shores of Lake Geneva.

Our friends have just been to Mount Everest.

- with some nouns following a preposition.

to / at work / school at home at night by bus

in bed / hospital / prison

- with meals.

have breakfast / lunch / dinner

- with superlatives.

the tallest man the funniest film the longest day

1 Complete the sentences with *a / an, the* or no article (–).

- 1 My aunt works as _____ musician in _____ Canada. She plays _____ guitar.
- 2 Is there _____ bus from here to _____ centre of town?
- 3 Apparently _____ most important meal is _____ breakfast.
- 4 'Would you rather have _____ cat or _____ dog?' 'I prefer _____ dogs.'
- 5 Only _____ rich can afford to spend so much on _____ new car.
- 6 My best friend lives in _____ New York in _____ United States.
- 7 I have _____ niece and two nephews. _____ niece is _____ youngest.
- 8 'Is there _____ chemist nearby?' '_____ nearest one is opposite _____ police station.'

5.4 Quantifiers

- We normally use *some* in affirmative sentences and offers, and *any* in negative sentences and questions.

We've got some milk and sugar.

We haven't got any milk or sugar.

Have we got any milk or sugar?

Would you like some milk and sugar in your tea?

- We use *any* with uncountable and plural nouns in affirmative sentences where the meaning is negative.

He went out without any gloves on.

There is never any snow in the Caribbean.

- We can use *any* in affirmative sentences to mean *it doesn't matter which*.

Any songs by Taylor Swift are great!

- We use *no* (meaning *not any*) when we want to be emphatic.

There's no need to be rude.

No clubs in town will be open yet.

- We use *(a) few* with plural nouns and *(a) little* with uncountable nouns.

He's only got a little free time this weekend.

A few students have already finished the test.

- We use *few / little* instead of *a few / a little* to emphasise the smallness of the number or quantity.
He has little money and few friends.
- We normally use *whole* with singular countable nouns.
We've eaten a whole box of chocolates.
- We normally use *all* with uncountable nouns and plural nouns.
He listened to all (of) the songs on the album.
Have we finished all (of) the pasta?
- We use *both, either* and *neither* to talk about two things.
Both restaurants are quite new.
Neither book is very interesting.
We can get off the train at either stop.
- Most quantifiers can be followed by *of* and a determiner (*the, these, my, etc.*): *most of the ... , a few of his ... , several of those ... , all of us, each of them, many of, etc.* After *both* and *all*, we often leave out *of* before *the*.
All (of) the children are in the playground.

- However, *no* and *every* cannot be followed by *of*. Instead, we say *none of* and *every one / each of*. *None of* takes a singular verb in formal contexts.

Every one of us scored 100% in the test.

None of the boys in the band are over 20.

None of the boys in the band is over 20. (formal)

1 Choose the correct quantifier to complete the sentences.

- 1 There were **few** / **a few** cakes left in the shop, but not many.
- 2 Do you recognise **either** / **neither** of those two actors?
- 3 It's so late now, there's **little** / **a little** point going out.
- 4 **No** / **None** of my family can speak French.
- 5 I can't stand cricket – there are **a few** / **few** sports I find more boring.
- 6 Look at your hands – they're **either** / **both** covered in mud!
- 7 Would you like **little** / **a little** sugar in your coffee?
- 8 **Every** / **Every one** of these peaches is rotten.

2 Complete the sentences with *of* or leave them blank where possible.

- 1 None _____ my friends can play the violin.
- 2 A few _____ those plants need watering.
- 3 I've seen all _____ her films at least twice!
- 4 We're going to do a lot _____ sport in the holidays.
- 5 Do both _____ your parents work in a bank?
- 6 Several _____ people I know believe in ghosts.
- 7 The teacher gave each _____ the students top marks.
- 8 I tried on three sweatshirts but none _____ them fitted.

5.5 *do* and *did* for emphasis

- We can use *do* and *did* to make statements stronger and to show a contrast. We stress *do* and *did* when they are used in this way.

You do like arguing, don't you?

We did enjoy the ballet.

- We can use *do* in imperatives to make them more emphatic.

Do be careful with that vase!

- We can use *do* and *did* to show a contrast.

He's sometimes a bit rude but I do like him.

1 Use *do* or *did* to rewrite the sentences to make them more emphatic or to show a contrast.

- 1 You didn't get much sleep last night. Go to bed early tonight.
- 2 It's a very important meeting. Be on time!
- 3 I don't like him much, but I like his brother.
- 4 We enjoyed the play.
- 5 I like your new top!
- 6 Be quiet, will you!
- 7 I didn't cook the meal but I did the washing up.

Unit 6

6.1 The passive

- We form the passive with the verb *be* and the past participle of the main verb. The object of an active verb can become the subject of a passive verb.

They haven't found a cure for colds yet.

A cure for colds hasn't been found yet.

- We use the passive when we do not know or do not want to say who or what is responsible for the action.

This photograph was taken in India.

- If we mention the agent, we use *by*.

Enormous public baths were built by the Romans.

- With verbs that often have two objects (*ask, award, give, offer, owe, pay, send, show, teach, tell, etc.*), either object can become the subject of a passive sentence.

They gave me my money back.

a *I was given my money back.*

b *My money was given back to me.*

It is much more common for the indirect object (usually a person) to be the subject of the passive sentence (example a above).

- We use the past continuous and present continuous forms of the passive, but not other continuous forms as they sound unnatural.

A celebration is being planned.

~~*A celebration has been being planned.*~~ **X**

They have been planning a celebration.

1 Complete the sentences with the verb in brackets in the correct passive form.

- 1 The band's new song _____ (not / release) until next month.
- 2 A cure for cancer _____ (not / discover) yet.
- 3 Those trees _____ (plant) by my grandfather last year.
- 4 Hans _____ (show) around the college this morning.
- 5 When the onions are cooked, they _____ (add) to the sauce.
- 6 Technology _____ (improve) all the time.
- 7 The Colosseum _____ (build) by the Romans over ten years.
- 8 We _____ (tell) their decision in a few days' time.

2 Rewrite the sentences in the passive. Remember that the indirect object usually becomes the subject.

- 1 My brother lent me the money for the ticket.
- 2 They'll allow us ten minutes to answer the questions.
- 3 A nurse has given the patient some medicine.
- 4 Your uncle is taking your parents to the airport now.
- 5 They didn't give us any information about the strike.
- 6 A local man showed them the way to the river.
- 7 No one will forgive him if he keeps on lying.

6.2 The passive: advanced structures

Verbs like *believe*, *consider*, *expect*, *know*, *report*, *say* and *think* are often used in passive constructions, especially in formal language.

- We can use an impersonal construction with *it* + passive:
it + passive (present or past) + *that* ...

It was believed by many people until the 19th century that tomatoes were poisonous.

It is now known that they are not.

- Alternatively we use a passive construction with an infinitive:
subject + passive (present or past) + *to do* / *to have done*.

Tomatoes were believed to be poisonous.

- We can use an impersonal construction with *there* + passive (present or past) + *to do* / *to have done*.

There are estimated to be 100,000 people at this weekend's festival.

If the sentence refers to a present belief about a past event, we use the present simple passive followed by a perfect infinitive (*to have done*).

The thief is believed to have escaped to Scotland.

- We can use passive structures with present and past forms of modal verbs.

Phones should be switched off during the play.

- Verbs that are followed by an infinitive or gerund can also be followed by a passive infinitive or gerund.

Everyone likes to be praised.

I love being given surprise presents!

1 Complete the second sentence in each pair so that it means the same as the first.

1 They think that the thief escaped in a stolen car.

The thief _____.

2 It is known that too much fried food is bad for you.

Too much fried food _____.

3 The painting was thought to be an original Picasso.

It _____.

4 It's reported that the earthquake caused extensive damage.

The earthquake _____.

5 They say that heavy rain has caused the floods.

Heavy rain _____.

6 They didn't believe that his injuries were serious.

His injuries _____.

7 Some fruits are said by scientists to be 'superfoods'.

It _____.

2 Complete the sentences with the verbs below in the correct form.

award burn interview keep sell teach turn off

- 1 Use plenty of suncream to avoid _____ by the sun.
- 2 Everyone expects her _____ an Oscar for her latest performance.
- 3 No one wants _____ waiting in a queue.
- 4 I can't _____ the right battery – this one doesn't fit my tablet.
- 5 All mobile phones must _____ during the film.
- 6 Do you remember _____ how to ride a bike as a child?
- 7 They don't think the singer will agree _____.

**ASSIGNMENT:
WORKBOOK
REVIEW UNIT 6**

DEADLINE: SUNDAY