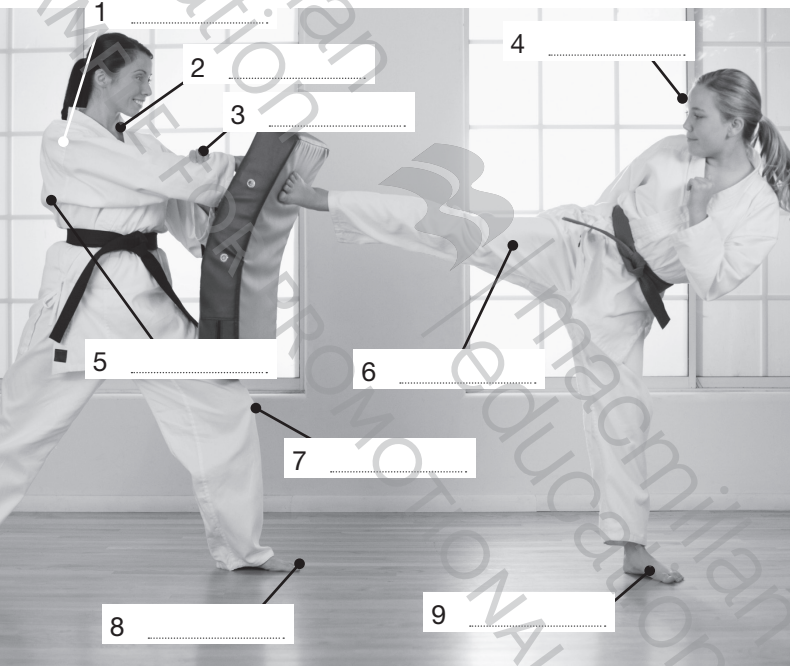




WORKBOOK

1 Label the photo with the words in the box.

back face foot hand knee leg neck
shoulder toe



2 Label the photos with the senses in the box. Then write the part of the body, eg nose, ear, etc, that uses each sense.

hearing smell taste touch



1
2



3
4



5
6



7
8

3 a Write which sense (smell, sight, etc) we use for 1–9. Don't worry about the information in brackets yet.

- 1 a warm bath touch
(Sense verb: feel)
- 2 the sweetness of lemonade
- 3 when someone's cooking dinner
- 4 a painting in an exhibition
- 5 the radio
- 6 a terrible noise
- 7 when someone calls your name
- 8 holding a cat
- 9 the sun going down

b Now match the sense verbs in the box to phrases 1–9 in Exercise 3a. There may be more than one verb for each answer.

feel hear listen look see smell sound
taste touch watch

c Add another situation for each sense.

- 1 touch
- 2 smell
- 3 sight
- 4 hearing
- 5 taste

4 Choose the correct option to complete the sentences.

- 1 If I stay in tonight, I'll probably just **see** / **watch** TV.
- 2 Ugh! That food has too much salt in it. It **tastes** / **feels** awful.
- 3 That **sounds** / **listens** like a good party that my neighbours are having!
- 4 What are you cooking for dinner? It **smells** / **feels** amazing.
- 5 If you stopped talking, you'd be able to **hear** / **listen** the teacher.
- 6 The water **feels** / **tastes** too cold, so I'm not going swimming in the sea today.
- 7 Where's Damla? I can't **watch** / **see** her anywhere.
- 8 If you can't find your homework, **watch** / **look** on the kitchen table. I think it might be there.
- 9 Please **hear** / **listen**, everyone. I have something important to tell you all.

Use pictures to help you understand

1 Complete the tips with the words in the box.

REMEMBER HOW TO ...

use pictures to help you understand

before connection style visuals when

- (1) you read, look at any pictures or other (2)
- Think about the (3) between the pictures, the title, the topic and the (4) of text (news story, manual ...).
- Look at the visuals (5) you read. They can help you understand new words.

2 a Look at the photos and answer the questions.

- 1 Where do you think the text comes from?
 - a a magazine
 - b a recipe book
 - c a history book
- 2 What do you think the text is about?
 - a food that's good for us
 - b different tastes of food
- 3 What information do you think it includes? Tick (✓) one or more.
 - a recipes for different foods
 - b biological information about our body and taste
 - c examples of foods that have the different tastes
 - d recommendations on how much food we should eat
 - e information about a new discovery

b Now read the text quickly to check your answers.

3 Read the text in more detail and decide if the sentences are correct (C) or incorrect (I).

- 1 Sweet and salty foods are more popular than sour and bitter foods.
- 2 Some tastes can only be recognised on certain parts of the tongue.
- 3 If you put a crisp on the end of your tongue, you'll be able to taste that it's salty.
- 4 Umami was only discovered recently.
- 5 Food with an umami taste is not as healthy as food with a salty taste.
- 6 Scientists hope to use umami food in a medical setting.

4 Choose the correct meaning for these words from the text.

- 1 detect
 - a notice or recognise
 - b look for
- 2 tip
 - a advice
 - b end
- 3 appetite
 - a how much you want to eat
 - b illness

GO BEYOND

Go online and find a recipe for a traditional meal in your country that has an *umami* ingredient in it.

THE FOUR TASTES
and their new fifth friend

How many different tastes are there? Most people would say four: sweet, sour, salty and bitter. Most people love sweet foods, such as cakes and biscuits, and salty foods, like cheese, are popular too. Less popular are sour foods, like lemons. And a lot of people don't like bitter foods, such as coffee.

Many people don't know that our tongue has different areas which can detect each taste. If you put food of a different taste on a different part of the tongue, you can't really taste it. For example, we can only taste bitter food at the back of our tongue, so if you put the tip of your tongue into a cup of coffee, it won't taste bitter. We can only taste sweet and salty foods in that part.

Another thing that many people don't know is that there is actually a fifth taste, called *umami*. This was discovered by scientists as far back as 1908, but has only recently been accepted as an official taste. It's a hard taste to describe but it's the salty, sweet taste that you find in cooked mushrooms and Parmesan cheese. The good thing is that it tastes nice but you only need a bit of it to make your food taste great. So it's healthier than sweet and salty foods. Scientists hope to use it to make food tastier for people with poor appetites, such as hospital patients.

And ... great news for all us *umami* fans – it's not just tasty, but healthy!



GRAMMAR 1 Passives (present, past and future)

Use the past, present and future passives to talk about senses

1 Complete the grammar table.

Present simple passive		
Positive	subject + <i>am/is/(1)</i> + past participle	Many perfumes are produced in France.
Negative	subject + <i>'m not/(2)</i> / <i>aren't</i> + past participle	My favourite perfume isn't produced in France.
Question form	<i>Am/Is/Are</i> + (3) + past participle <i>Where + am/is/are</i> + subject + past participle	Is it produced in France? Where is it produced?
Past simple passive		
Positive	subject + (4) / <i>were</i> + past participle	The wallet was found on the train.
Negative	subject + <i>wasn't/(5)</i> + past participle	The wallet wasn't found by a cleaner.
Question form	<i>Was/Were</i> + subject + past participle <i>Where/Who</i> , etc + <i>was/were</i> + subject + past participle	Was the wallet found on the train? When was the wallet found?
Future passive		
Positive	subject + (6) <i>be</i> + past participle	The winner will be chosen this evening.
Negative	subject + (7) <i>be</i> + past participle	The winner won't be given a lot of money.
Question form	<i>Will</i> + subject + (8) + past participle <i>Where/When</i> , etc + <i>will</i> + subject + <i>be</i> + past participle	Will the winner be interviewed on television tomorrow? When will the winner be interviewed?

2 a Read examples 1–3. Then answer questions a–c.

- The train was delayed.
- More than \$1 billion is spent on processed foods each year in the US.
- The bank was robbed.

- Do we know who did the actions?
- Is the action or the person (or people) who did the action more important?
- Is the person (or people) who did the action very obvious?

b Choose the correct option to complete the uses. (Use your answers to Exercise 2a to help you.)

We use the passive when ...

- we **know** / **don't know** who or what did the action.
- the person who did the action is **more important** / **not as important** as the action.
- the person, people or thing who did the action is **very obvious** / **not very obvious**.

3 > Decide if these sentences are active (A) or passive (P).

- This email was sent on 4th September.
- We weren't told about the timetable changes.
- Jasmine likes travelling abroad.
- The meal will be cooked by a top chef.
- The tickets won't arrive before Friday.
- This jewellery is made by artists in Morocco.
- My sister made her own wedding dress!
- Who directed the film?

4 > Underline the passive forms in the text.

What a fantastic day! After the river trip we were taken to a new art exhibition at the Palace Gallery. It was opened by a famous film star last week, and the theme is colour. Lots of famous paintings in the world were brought together by the owner of the gallery. It's magical. The colours are brilliant. When you come next month, I want you to visit it! The exhibition guide is written in five languages, so you won't have any problems! One painting was damaged during its journey here, but it will be repaired by the time you get here. A week after your visit all the paintings will be sent back to their owners in different countries, so we're lucky to see them. The Palace is beautiful too. It was built five hundred years ago, and it's still lived in by members of the royal family.

5 > Complete the table with the passive forms you underlined in Exercise 4.

Present passive	Past simple passive	Future passive

6 > Rearrange the words to complete the passive sentences.

- 1 Too much food *thrown / is / these / away / days /* .
- 2 Most food *is / bought / not / in / supermarkets / ,* but in markets.
- 3 The pizza *delivered / was / just / one / after / I / ordered / hour / it /* .
- 4 In the future, more vegetables *will / in / be / people's / grown / gardens /* .
- 5 We *were / told by / the manager that / restaurant / closing / the / was /* .
- 6 Some of the best products *are / made / small / by / companies /* .

7 > Choose the correct options to complete the text.



A famous sushi restaurant in London (1) **was made / made** history today when their new flying tray service (2) **was launched / launched**. That's right, when you order one of its famous sushi burgers, it (3) **isn't delivered / doesn't deliver** by a person, but by a flying tray known as the iTray.

The tray, which has propellers like a plane, (4) **fits / is fitted** with a flat top that can carry a plate of food. It (5) **is controlled / controls** by a computer app and (6) **is travelled / travels** up to 15 miles per hour. It (7) **designed / was designed** to create an interesting dining experience for customers, says the company. At the moment the iTray is only available in certain branches of the restaurant, but the company hopes it (8) **will take off / will be taken off** – literally – next year!

8 >> Complete the email with the correct passive form of the verbs in the box.

built deliver give (x2) not cook open
serve take

Hey Jutta,

Have you read about the restaurant that delivers your food on a flying tray? It's going to completely change the way that food (1) I have to say I'm not sure about it. I prefer it when food (2) to your table by a real person. My mum says that when she was a child, you were lucky if you (3) to a restaurant at all!

Anyway, I had a great birthday. We went to this amazing Korean barbecue. Have you been to one? The food (4) in the kitchen – you cook it yourself at the table! You (5) a barbecue by the waiter, although sometimes the barbecue (6) into the table, and then you (7) a plate of raw meat and you put it on the barbecue. It's so cool! Apparently there's going to be a new one near you that (8) around the time I next visit, so we should definitely go.

Love Amy

9 >>> Rewrite the active sentences in the passive.

- 1 People first made this delicious sauce in the Caribbean.

This delicious sauce was first made in the Caribbean.

- 2 Then immigrants brought it to England in the 1950s.

- 3 English people didn't like it very much at that time. It was too spicy!

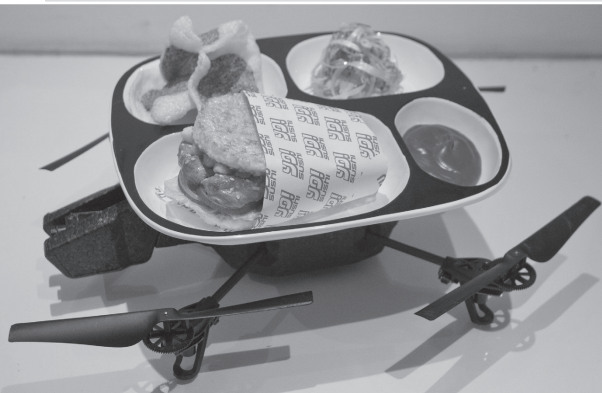
- 4 Then a company developed it and made it less spicy.

- 5 Today people everywhere in the UK enjoy the sauce.

- 6 They use it in many everyday meals.

- 7 Next year the company will sell it in the Caribbean!

- 8 Will the people there buy it?



LISTENING

Follow a conversation

1 Complete the tips with the correct phrases in the box.

REMEMBER HOW TO ...

follow a conversation

an important point examples contrasting information

- *Basically, ...* and *The thing is, ...* introduce (1) _____ .
- *For example, ...* and *For instance, ...* introduce (2) _____ .
- *Although, Even though* and *However* add (3) _____ .

2 a Match the sentences to the tips in Exercise 1.

- 1 Although I don't usually like wearing yellow ... 3
- 2 There are some times when I don't really want to go out. For example, ...
- 3 I'm sorry, but I couldn't find the information for the project. The thing is ...
- 4 I'd love to hear more. However, ...
- 5 It isn't difficult to change the settings on your computer. Basically, ...

b ▶20 Sentences 1–5 in Exercise 2a are missing information. Complete the sentences by matching the endings (a–e). Then listen and check your answers.

- a _____ there are so many different sites to look at, I couldn't go through them all.
- b _____ I think this jacket suits me well.
- c _____ I have to go now because Tom's waiting outside for me.
- d _____ you need to bring up *programmes*, and you'll find the instructions there.
- e _____ when I've had a long day at school and I just want to relax.

3 ▶21 Listen to the radio interview. What is the main topic of the interview?

- a an unusual problem
- b interesting colours
- c a scientific experiment

4 a ▶21 Listen again and decide if these statements are correct (C) or incorrect (I).

- 1 Everyone agrees that Stella has a problem.
- 2 Synaesthesia is an easy problem to understand.
- 3 An example of synaesthesia is seeing colours when you hear music.
- 4 For some people, seeing colours all the time can be hard for them.
- 5 The interviewer thinks she might have synaesthesia.
- 6 She decides to go and see a doctor.

b Do words or sounds have colours for you?

.....

5 a Complete the text using words or phrases from the Remember how to box, eg *although, even though, however, etc.*

(1) _____ most people today think of pink for girls and blue for boys, you might be surprised to learn that this is quite a new idea. Sure, it would be really weird to see a three-year-old boy dressed in bright pink walking down the street beside his mum in London today. (2) _____, in Victorian times, that wouldn't have been so strange at all! (3) _____, parents dressed their children in colours like pinks, blues and whites. And, (4) _____ it sounds strange now, boys in Victorian times wore dresses too – just like the girls! (5) _____, I guess things have changed a lot since then, eh?! (6) _____, when was the last time you saw a little boy walking around in a pink dress?!!!

b ▶22 Now listen and check your answers.

Colour idioms

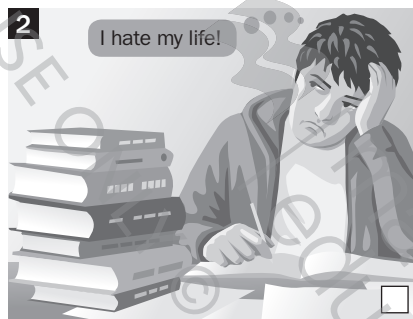
1 Write the correct colours to complete the phrases.

- | | |
|------------------------|-----------------------|
| 1 once in a _____ moon | 6 tell a _____ lie |
| 2 see _____ | 7 as _____ as a sheet |
| 3 get the _____ light | 8 be in the _____ |
| 4 as _____ as night | 9 _____ and _____ |
| 5 out of the _____ | 10 feel _____ |

2 Match the comments (1–10) to the idioms (a–j).

- | | | |
|---|-------|-----------------------------------|
| 1 'I couldn't see anything in the cave.' | ..... | a It happens once in a blue moon. |
| 2 'My sister borrowed my shirt without asking and then spilled coffee all over it.' | ..... | b I saw red. |
| 3 'I have spent FAR too much money on clothes this month.' | ..... | c It isn't black and white. |
| 4 'I never get top marks in a test. Well – very rarely.' | ..... | d We've got the green light. |
| 5 'It isn't clear who caused the accident.' | ..... | e It came out of the blue. |
| 6 'Great news! The teacher says we're allowed to organise an end-of-term celebration' | ..... | f I'm in the red. |
| 7 'All my friends are going to the concert, but I can't go. I feel SO depressed.' | ..... | g I told a white lie. |
| 8 'My best friend just told me she's moving school. I didn't know, so it was a total shock.' | ..... | h I'm feeling blue. |
| 9 'Perhaps I didn't tell the complete truth when I said I liked your haircut. I just didn't want to upset you.' | ..... | i I went as white as a sheet. |
| 10 'I felt very ill.' | ..... | j It was as black as night. |

3 Find an idiom from Exercise 2 (a–j) to match each picture (1–5).



WORDS & BEYOND

4 Complete the text with the words in the box.

- ban chemist complaints
crisps pale perfume
tongues

I read a really strange story in the newspaper this week. People were eating packets of Smokey Blue (1) _____ and getting sick. They were turning (2) _____ – as white as ghosts and their (3) _____ were turning green. There were lots of (4) _____ emailed to the company that makes Smokey Blue. Lots of people said there should be a(n) (5) _____ on selling them. My friend, who works as a (6) _____, said the company who make Smokey Blue also make (7) _____. Perhaps they got the ingredients mixed up!

GRAMMAR 2 (In order) to ... , so that ...

Talk about the purpose of doing things

1 Complete the grammar table.

Action	Linking word(s)	Purpose
main clause	+ (in (1) _____) to	+ infinitive
I saved up a lot of money I went online	in order (2) _____ / to	have a good holiday. get a concert ticket early.
main clause	+ (3) _____ (that)	+ clause
I'm getting some extra teaching	so (4) _____	I get good grades in my exams.
main clause	+ (5) _____ (that)	+ clause with will/would/can/could
We climbed to the top of the hill	(6) _____ that	we could see the view.
I learned to play the drums	so	I can play in a band with my friends.

2 Choose the correct option to complete the sentences.

- I listen to music **in order to** / **so that** relax when I'm stressed.
- The painter Van Gogh went to the south of France **in order** / **so that** he could paint beautifully bright pictures of the countryside.
- I often speak to my old friends online **so that** / **in order to** we don't lose touch.
- Some people need to be in a very quiet place **in order to** / **so that** study well, but I prefer a noisy atmosphere.
- I've read that a lot of writers like to have an organised routine **in order not to** / **so that** they can finish their books on time.
- I had a big breakfast this morning **in order to** / **so that** I didn't feel hungry during my history test.

3 Match sentence parts.

- Jack took a summer job _____
 - We made reservations early _____
 - Mum always has a coffee in the morning _____
 - Dad is going to go to work early this morning _____
 - We'll be sent directions _____
 - I'm setting my alarm clock tonight _____
- a so that I don't oversleep.
b in order to get the best room in the hotel.
c so he could earn some money.
d so that we know the best route.
e in order to wake up quickly.
f to avoid the traffic.

4 Complete the article with **in order to** or **so that**. You will need to use each phrase more than once.

Australian Jessica Watson had a very different childhood from most other children. When she was a child, her family decided to live on a boat for five years. (1) _____ become well educated, she and her brothers and sisters were taught by their mother.

From the age of 12, Jessica wanted to sail around the world by herself. (2) _____ do this, no-one would be able to help her on the journey, except by radio. Surprisingly her parents supported her, and when she was 16, they started to help her prepare. (3) _____ she could get experience, she worked on other boats.

She set off from Sydney on 18th October 2009. Her boat, *Ella's Pink Lady*, was able to sail itself, (4) _____ Jessica could sleep at night. (5) _____ keep the boat in good condition, she had to do all the repairs herself. Jessica expected the journey to take eight months and to travel 23,000 miles. (6) _____ it could be recognised as an official round-the-world voyage, she had to cross the equator and travel 21,600 miles.

Jessica arrived back in Australia seven months later. When she arrived her parents were waiting for her in the harbour (7) _____ they could welcome her home. Her voyage was not recognised as an official record, but it was still an amazing thing to do.

5 Rewrite the sentences using the phrase given.

- We met at the café in order to have a good chat. (**so that**)

- I organised a party so that we could celebrate my birthday. (**in order to**)

- I studied hard so that I would do well in the test. (**in order to**)

- We left early in order to be in good time for the flight. (**so that**)

- I chat to an online friend in Canada so that I can improve my English. (**in order to**)

SPEAKING

Ask for help with words at the chemist's

1 Complete the tips with the phrases in the box.

REMEMBER HOW TO ...

ask for help with words

When you don't know the name of something
When you don't understand a word

- (1) :
 ■ Say that you don't know the word.
 ■ Explain what it's for (*it's for* + verb + *-ing*).
 (2) :
 ■ Say that you don't understand.
 ■ Ask the other person for more information.

2 Rearrange the words to make phrases you can use to ask for help when you don't understand something in English.

- in / sure / say / how / not / it / I'm / English / to / .
- that / mean / does ... / ?
- something / I / for / need / ...
- thing / right / this / the / is / for ... / ?
- it's / called / know / what / don't / I / .
- difference / the / what's / between ... / ?
- understand / means / what / don't / this / I / .
- that / need / I / of / some / ...
- for / it's / ...

3 Complete the table with the phrases from Exercise 2.

Explaining what you need	Asking for help

4 Complete the extracts with words from some of the phrases from Exercise 2. Then listen and check your answers.

- 1
A: Good morning. I (1) for my skin. I sat in the sun too long. I'm not sure (2) in English.
B: You mean you got sunburnt?
A: Yes. (3) my problem? I don't know (4)

- B:** That's a suntan lotion. It protects you from the sun. You need this one if you're already sunburnt.
A: Thank you very much for your help.
 2
A: Hello. I want to buy some insect repellent. (5) between this one and this one?
B: This one is a liquid that you put on your skin, but this one's a bit like an air freshener.
A: It says 'For external use only'. I don't understand (6) My English isn't very good.
B: It means you spray it in the air.
A: (7) you don't put it on your skin at all?
B: That's right.
A: OK, I'll take this one then.

5 Number the sentences in order to make a conversation. Then listen and check your answers.

- A:** You mean biscuits?
A: The mature cheese is stronger.
B: In here, please. So, that means I need something for the sandwich – to put it on? I don't know what it's called in English!
A: Good morning. What can I get you?
A: Are you going to eat in or take away?
B: I'd like a coffee and one of those ... I'm not sure how to say it in English.
B: Yes, please, a chocolate one. And a sandwich too, please. What's the difference between mild cheese and mature cheese?
B: I'm sorry, I don't understand what that means.
B: OK, thank you. Then I'd like the mature cheese sandwich, please.
A: Do you want to eat and drink here in the café or take it with you?
A: That's a plate. Here you are!

6 a PRONOUNCE Circle the consonant combinations (two consonants next to each other) in each word in the box. Then complete the table with the words.

blue cloud fact help
pink speak teeth throat

Beginning of the word	End of the word

b Listen to each group of words and repeat them.

7 What do you do when you don't understand a word or information in English?

.....

WRITING

Link similar ideas

1 Complete the tips with the words in the box.

REMEMBER HOW TO ...

link similar ideas

after and as well end true

- Use (1) _____ to join two parts of a sentence.
- Use *also*, *too* and (2) _____ to add another fact.
- Use *also* (3) _____ *be* and *can*, but before other verbs.
- Use *too* and *as well* at the (4) _____ of a sentence.
- Use *not only* + *but also* to say that two things are (5) _____.

2 Choose the correct option to complete the sentences.

- 1 My friend's house has a big garden with a tennis court **also** / **and** a swimming pool!
- 2 She not only has two dogs, but she **also** / **too** has two horses.
- 3 She has a big bedroom with two beds. She has her own bathroom **also** / **too**.
- 4 She not only lives there with her parents and brother but **as well** / **also** with her grandparents.
- 5 From her bedroom window she can see the forest. She can **as well** / **also** see a river.
- 6 Her parents have a flat in England. They have another small house in France **and** / **as well**.

3 You're going to write about your favourite kind of holiday. Read these extracts from people's blogs about their favourite kind of holiday. Join the short sentences using the words in brackets.

- 1 We always go camping. I love sitting outside listening to the birds singing. (**and**)
We always go camping and I love sitting outside listening to the birds singing.
- 2 I like to go sightseeing. I like to visit the places that local people go to. (**not only ... but also**)
- 3 We usually go the park. We go to see our relatives in the city. (**as well**)
- 4 My cousins always come on holiday with us. My aunt and uncle sometimes come with us. (**too**)
- 5 My friends and I rent a small house in the mountains. We go walking every day in the fresh air. (**and**)
- 6 I stay at home for my holiday. I do nothing for a week. It's so relaxing! (**not only ... but also**)

4 Read about some people's favourite kinds of holiday and complete the sentences with the correct linking words.

MY FAVOURITE KIND OF HOLIDAY



HOME
FORUMS
REGISTER
LOG IN

A
I think everyone has a favourite kind of holiday, and it depends on what they like to do. For me, my favourite kind of holiday is one where I can get away from everybody (1) _____ totally relax.

B
I usually go to this small place in the mountains and rent a small house. (2) _____ does it have no phone, but it (3) _____ has no phone signal, so I can't use my mobile phone. I love it because I can be by myself and I don't need to talk to anyone. I can go walking, and I can (4) _____ go swimming in a small lake nearby.

C
This kind of holiday makes me feel calm and relaxed, and it makes me feel less stressed (5) _____. Not having to talk to anyone for a week is great.

D
I love this kind of holiday because I always come home with more energy and feeling healthier (6) _____. For me, that is exactly how you should feel after a holiday!

5 Match the headings (1–4) to the paragraphs (A–D) in Exercise 4.

- 1 How it makes me feel _____
- 2 Why I love this kind of holiday _____
- 3 My favourite kind of holiday _____
- 4 Where I go and what I do _____

- 6 You're going to write about your favourite kind of holiday. Use the *Writing plan* to help you prepare. Complete the *Writing plan* with the correct headings from Exercise 5.

WRITING PLAN

- 1
What's your favourite kind of holiday?
.....
- 2
Where do you go? What do you do? Who do you go with?
- 3
How does it make you feel? Why?
.....
- 4
Why do you love this kind of holiday? How do you feel when you get back?
.....
.....

WRITE AND CHECK

- 7 Write about your favourite kind of holiday. Then, tick (✓) the stages in the *Writing plan*.

»»» Recognise non-verbal communication

- 1 Read the conversation between Dina and Alannah. Where was she? Who was she talking to?

Dina: Hey, Alannah. I need some advice. I met this really cool guy Charlie at Laura's party. I thought he liked me, but he hasn't called. We talked for ages, and I thought we got on really well.

Alannah: Well, describe what happened. Were you standing up or sitting down when you talked to him?

Dina: We were standing up.

Alannah: And were you standing close to each other?

Dina: Not really – he kept trying to get closer, but I didn't want him to think I was too keen, so I moved away.

Alannah: And how were you standing?

Dina: Well, it was pretty cold in Laura's house, so I had my arms folded. I was freezing!

Alannah: And did you look at him whilst you were talking?

Dina: Not really, I guess – Laura was doing these really crazy dance moves behind him, and I kept getting distracted. She was so funny!

Alannah: Hmm. I think I might know why he didn't call you, then.

- 2 Tick (✓) the body language that Dina showed.

- 1 She touched things a lot while she was talking.
- 2 She stood close to Charlie.
- 3 She had her arms folded.
- 4 She looked at Charlie when they were talking.
- 5 She moved her head to one side while they were talking.
- 6 She mirrored his body language.

- 3 What advice would you give her for next time she talks to someone she likes?

.....
.....
.....
.....

1 Find the following in the word search:

- five parts of the body
- four words to describe appearance
- three sense verbs

2 Complete the table with the words from Exercise 1. Then match the words from each column that can go together.

Parts of the body	Appearance	Sense verbs

G	O	O	D	L	O	O	K	I	N	G	H	L	O
P	A	N	A	S	T	J	Y	F	O	E	T	E	N
S	V	M	S	M	A	L	L	E	N	L	H	R	Y
T	H	M	E	A	S	L	F	L	O	W	E	V	I
R	C	N	T	N	I	N	E	A	R	A	A	O	J
A	C	O	O	O	E	S	I	T	L	T	R	Y	T
I	Z	E	N	S	S	M	T	U	O	C	I	K	R
G	U	P	T	E	G	H	O	D	E	H	N	E	S
H	S	S	T	A	F	H	U	U	S	O	U	N	D
T	F	A	C	E	S	T	C	E	T	N	G	U	L
Z	I	E	O	H	M	T	H	O	I	H	L	R	E
I	B	A	Y	H	E	Y	E	F	Q	A	O	V	I
N	I	Q	G	P	L	S	Q	T	E	I	E	E	T
Q	G	L	S	N	L	W	T	S	R	R	T	A	S

3 Complete the idioms and phrases.

- 1 as white as a 4 give somebody a time
 2 talk behind somebody's 5 as black as
 3 once in a moon 6 have something in

4 Complete the adjectives. Then use them to finish the sentences.

- 1 m _ t _ n _ l She got very when she heard she'd won the competition.
 2 c _ m p _ t _ t _ v Harry is a person and doesn't like to lose or be second.
 3 m b _ t _ s My friends aren't very and don't really care what job they get in the future.
 4 f _ r _ s My dad was when I borrowed his car without permission.
 5 b l _ n d My friend is and has a special dog that leads him around safely.
 6 h _ m _ s _ c k I always get when I'm away from my family for a while.
 7 n _ r m _ s My boyfriend gave me a(n) box of chocolates for my birthday.
 8 v _ l _ b l This ring isn't very, but I really love it.

5 Read the clues and complete the crossword. Find the word down.

- 1 You make this when you're not happy with a service.
- 2 This is a long thin metal instrument that you play by blowing into.
- 3 If you can't see something, it's
- 4 This is an informal word for 'things'.
- 5 This is another word for 'help'.
- 6 This is a group of people who live in the same place and help each other.
- 7 This is a place where you might go to see a concert or festival, for example.
- 8 This is someone in your family, such as your cousin or aunt.
- 9 This is another word for 'totally' or 'incredibly'.
- 10

10

1										
2										
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ALL ABOUT ME

- 1 Which is your strongest sense?
- 2 Which part of your body did you last see the doctor about?
- 3 When did you last tell a white lie?

1 Complete the text with the correct passive or active form of the verb in brackets.

Smoothies are not a new creation. They (1) _____ (invent) in the 1970s and (2) _____ (make) using a mix of fresh fruit, ice and sometimes other things like yoghurt. Many people (3) _____ (drink) them when they first came out, and today they (4) _____ (be) as popular as ever. People (5) _____ (think) they're a healthy choice, but it (6) _____ (claim) by health scientists that they're not actually that healthy, mainly because they can be very high in sugar. No-one knows if they (7) _____ (continue) to be popular and whether as many (8) _____ (sell) in the future.

2 Rewrite the parts of the sentences in italics using the word given.

1 I watched the documentary *because I wanted to learn* more about memory.
so

2 Sam gets better marks than his brother *because he does a lot of hard work*.
harder

3 My friends came round today *because they wanted to say* Happy Birthday!
order

4 Janice is a *louder talker* than anyone I know!
loudly

3 Rearrange the words to make sentences.

1 with / more / can / glasses / see / clearly / I / new / these / .

2 I / to / visit / the / new / pizza / was / wanted / place, / closed / but / it / .

3 spare / Sam / learning / enjoys / time / the / guitar / in / her / .

4 in / must / class / more / you / carefully / listen / .

5 I / books / was / to / because / start / writing / of / my / love / of / inspired / .

6 anyone / Ben / family / than / Spanish / our / better / in / speaks / .

4 Match the sentence parts.

- | | | |
|---|-------|----------------------------------|
| 1 If I played the guitar better, | ..... | a he'll be very upset. |
| 2 It would surprise me | ..... | b I would be in the band. |
| 3 I wouldn't stay in the USA for more than a week | ..... | c unless my friend comes round. |
| 4 I'll finish the project tonight | ..... | d if Kenny failed the audition. |
| 5 If Nick doesn't win the talent show, | ..... | e I'll watch it again next week. |
| 6 If I like the programme, | ..... | f unless I had a lot of money. |

5 Complete the second sentence so it means the same as the first. Use the word given. You should write between two and five words.

- 1 She probably won't say yes if I ask her out. **not likely**
She's *not likely to say* yes if I ask her out.
- 2 We'll probably go on holiday to Bermuda this summer, but we're not sure yet. **hope**
We _____ to Bermuda this summer.
- 3 I really want to take some dancing lessons. **like**
I _____ learn to dance.
- 4 Did you remember to send Pablo a card for his birthday? **forget**
You _____ Pablo a birthday card, did you?
- 5 There are worse players than Jennifer on the team. **better**
Jennifer's _____ some of the players on the team.
- 6 Unless you agree to come, I'm not going either. **If**
_____ come, I'll go too.