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# Extreme makeover

Present and Past

## I) READING COMPREHENSION

LEAD IN

**A) Look at the photos. How different are the two people? What do you think about their styles?**

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## Style Secrets

**Before:**

Last May, Colin was studying business administration at college. He was outgoing with a laid-back attitude to life, and a motorbike and clothes to match.

He always dressed casually, with a black leather biker's jacket being the number one item in his wardrobe. He hadn't been to the hairdresser's for two years, and because of his hectic social life in the house he shared with college friends, he'd stopped playing football and wasn't feeling very fit.

**Six months later:**

Colin's worked for a large company for three months and has changed dramatically both in terms of his appearance and personality. He's bought some smart clothes and is sporting a new hairstyle to go with his new professional look. He doesn't go out very often but he's been working out a lot since he graduated, and the effects are already beginning to show. He still shares a flat with a friend but is thinking of buying his own. He sold his motorbike two months ago and bought a small car – but he still loves his biker's jacket.

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## WHILE- READING

### A) Write True (T) or False (F)

- 1) Collin had stopped playing sports because of his busy life at college.
- 2) He used to be reserved, ambitious, elegant, and serious eight months ago.
- 3) Nowadays, he's been working hard and he enjoys his professional style.
- 4) He gave up riding his motorbike when he graduated a year ago.
- 5) Because of his new lifestyle, he refuses the idea of living by his own or buying his own flat.

## FOLLOW UP

### A) Find an example of the following in the text:

Present Simple :

a) routines and habits:.....

b) permanent situations or facts:.....

c) states:.....

Present Continuous:

a) actions in progress now:.....

b) temporary actions around now:.....

c) change and development:.....

Past Simple:

a) actions completed at a specific time in the past:.....

Past Continuous:

a) actions in progress in the past:.....

b) actions in progress when something happened:.....

Present Perfect Simple:

a) actions and states that began in the past and continue up to now:.....

b) actions completed at an unspecified time in the past:.....

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Present Perfect Continuous:

a) actions in progress over a period of time up to now:.....

Past Perfect:

a) the earlier of two past actions:.....

## II) USE OF ENGLISH

**A) Match sentences a and b to the sentences above them. Explain your decisions.**

1) I was getting up when I heard a crash. \_\_\_\_

I got up when I heard a crash. \_\_\_\_

- a) The noise woke me up
- b) I'd just turned the alarm clock off

2) We lived in London for five years. \_\_\_\_

We've lived in London for five years \_\_\_\_

- a) But then we left and came to live here.
- b) But we're thinking of moving now.

3) She's seen him twice recently. \_\_\_\_

She's been seeing him a lot recently \_\_\_\_

- a) Their relationship is getting serious
- b) Once in a time, and the second time in a shop

4) The concert started when we arrived \_\_\_\_

The concert had started when we arrived \_\_\_\_

- a) So we didn't miss anything
- b) So we missed the first part

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**B) Complete the text with the best forms of the verbs in brackets:**

It's been the worst day of my life. Everything went wrong from the start. First I woke up late because I (1)\_\_\_\_\_ (set) the alarm clock for 7.p.m instead of 7 a.m. When I ran out of the house, it \_\_\_\_\_ (rain) hard and I (2)\_\_\_\_\_ (not have) an umbrella. I finally arrived at the office, very wet and thirty minutes late. My boss (3)\_\_\_\_\_ (stand) by my desk. "What (4)\_\_\_\_\_ (do), Smith? Swimming?", he said. I apologised and sat down. Things went from bad to worst. First I \_\_\_\_\_ (break) the photocopier and then came back late from lunch because I got lost. "We (5)\_\_\_\_\_ (not do) very well, are we, Smith?", said my boss. Then I crashed the office computer system. That was it. My boss (6)\_\_\_\_\_ (appear) and said: "You (7)\_\_\_\_\_ (not make) a very good start, Smith. I (8)\_\_\_\_\_ (not think) this is the right place for you". That was the end of my first day in my first job. Back to the Job Centre tomorrow.

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# A perfect weekend

Future



## I) READING COMPREHENSION

LEAD IN

A) Look at the photos. Which is the best plan for a perfect weekend?

WHILE- READING

A) Read Tina and Ben's e-mails and put them in the correct order.

Example: A...

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A

Hi there,

I hope all's well with you, and that you've had a good week. I've heard the weather's going to be beautiful at the weekend. Do you fancy doing something? It would be nice to catch up.

Ben

---

B

Great! By the way, what are you doing tonight? I'm staying in for a change.

B

---

C

Nothing too energetic – It's been a long, hard week. I'm having a lie-in on Saturday – that's definite. But I wouldn't mind going for a picnic in the park. Or we could go and see a film. The new Tom Cruise film is opening at The Ritzy. It starts at 6.00. How about a late lunch in the park followed by the cinema? Then maybe a drink?

B

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D

Good idea! Actually, I don't know if you're interested, but there's an art exhibition on at the Tate Gallery. It's by a modern artist, and I can't remember her name! But it's supposed to be very good. Maybe you'd like to go with me in the afternoon.

T

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E

Yes, it would. I'm going to meet my cousin on Saturday morning – we're going window-shopping, but after that I'm free. What have you got in mind?

Tina

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F

I'll call you on Saturday morning to arrange a time. Not too early!

T

---

G

Sleeping! Speak to you Saturday.

T

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H

Modern art? Errr...!! Ok, but I'm warning you now – I won't understand any of it. But I'll come along anyway. When shall we meet?

B

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FOLLOW-UP

A) In pairs, look at the phrases on the list.

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<i>go to the cinema</i>	<i>get some exercise</i>	<i>do the housework</i>
<i>go shopping</i>	<i>catch up with friends</i>	<i>go clubbing</i>
	<i>surf the net</i>	

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Which of those activities would you do...?

Example: In the gym *get some exercise*

- |   |  |
|---|--|
| 1 in the gym.....                           | 4 to find out new information quickly..... |
| 2 if your flat was a mess.....              | 5 if you liked loud music.....             |
| 3 if you liked buying different things..... | 6 if you had been out of touch.....        |
|   | 7 if you liked films.....                  |

B) Talk about how many of these activities you enjoy doing and when you do them.

.....

.....

.....

C) Describe their final plans for the weekend.

.....

.....

.....

.....

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.....

.....

.....



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## II) USE OF ENGLISH

A) Look at the sentences from the e-mails and complete the rules using the words in the box.

The present simple  
The present continuous  
*Going to + infinitive*  
*Will*

1. The weather's going to be beautiful

Going to + infinitive is used to describe intentions OR predictions based on present evidence.

2. I'm having a lie-in on Saturday

\_\_\_\_\_ is used to describe planned events and arrangements.

3. It (the film) starts at 6.00

\_\_\_\_\_ can be used to describe fixed future events, e. g. programmes and timetables.

4. I'll give you a call on Saturday morning

\_\_\_\_\_ can be used to make spontaneous decision in reaction to a present situation

**B) Underline the correct verb.**

Example: I've decided I'm going to learn/I'll learn/I'm learning to speak French.

1. You've dropped your pen. **I'll pick it up/I'm going to pick it up/I'm picking it up** for you.
2. Next Christmas? **We'll visit/We're visiting/We visit** my grandmother for the first time in years. She's really looking forward to it.

- 
3. One great Scottish event which happens every summer is the Edinburgh Festival. It **will start/is starting/starts** at the end of July and **will finish/is finishing/finishes** in August.
  4. I know why she has been so happy. She **will get/is getting/get** married next month.
  5. Oh, no! It's Dad's birthday today and I forgot to send him a card! **I'll call/I'm going to call/I'm calling** him later.
  6. **I will meet/I'm meeting/I meet** Jim this evening, and we're going out for a meal, if you want to join us.
  7. **Are you coming/Do you come/Will you be** to Tania's party on Saturday?

**C) Read the situations and complete the sentences using *will* or *going to*.**

1. The phone rings and you answer. Somebody wants to speak to Jim.

Caller: Hello. Can I speak to Jim, please?

You: Just a moment. \_\_\_\_\_ him. (I/get)

2. It's a nice day. You've decided to sit in the garden. Before going outside, you tell your friend.

You: The weather's too nice to stay indoor. \_\_\_\_\_ in the garden. (I/sit)

Friend: That's a good idea. I think \_\_\_\_\_ you. (I/join)

3. Your friend is worried because she has lost an important letter.

You: Don't worry about the letter. I'm sure \_\_\_\_\_ it. (you/find)

Friend: I hope so.

4. There was a job advertised in the paper recently. At first you were interested but then you decided not to apply.

Friend: Have you decided what to do about that job that was advertised?

You: Yes, \_\_\_\_\_ for it. (I/not/apply)

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5. You and a friend come home very late. Other people in the house are asleep. Your friend is noisy.

You: Shhh! Don't make so much noise. \_\_\_\_\_ everybody up. (you/wake)

6. John has to go to the airport to catch a plane tomorrow morning.

John: Ann, I need somebody to take me to the airport tomorrow morning.

Ann: That's no problem. \_\_\_\_\_ you. (I/take) What time is your flight?

John: 10.50

Ann: Ok. \_\_\_\_\_ at about 9 o'clock then. (We/leave)

Later that day, Joe offers to take John to the airport.

Joe: John, do you want me to take you to the airport?

John: No, thanks, Joe. \_\_\_\_\_ me. (Ann/take)

### III) SPEAKING

**A) Arrange a day trip for yourself and two or three other students.**

**Think about:**

- *Where to go/what to do*
- *Where/what to eat*
- *How to travel*
- *Time - place to meet*

### IV) WRITING

**A) Make the arrangements by writing short notes or emails like Tina and Ben's.**

Example: Hi Marco, What are you up to on Saturday?

Marcia and I are thinking of...

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## Tenses for describing future plans

Use the **Present Simple** to talk about fixed future events, especially with programmes and timetables:  
*The plane **lands** at 10.45.*

Use the **Present Continuous** to talk about arrangements you've made for the future:  
*I'm **seeing** John on Monday.*

Use **going to** to talk about intentions...  
*I'm **going to** have a party in the summer.*

...and predictions based on present evidence:  
*It's **going to** be a beautiful day – look at that blue sky!*

Use **Will** to talk about spontaneous decisions:  
*A: I'm having lunch with Frank today. B: Great! I'll come too.*

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# Healthy juice

## Relative Clauses

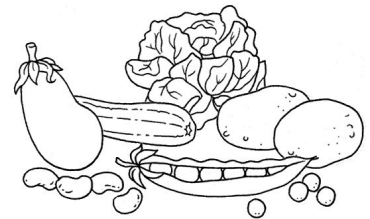
### I) READING COMPREHENSION

#### LEAD IN

A) Look at the headline and say what you think the article is going to be about.

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## *Just Juice*



**Can giving up food really improve your health? Joanne Fullerton spent a week at a retreat centre to find it out.**

When I arrived at the Just Juice Retreat Centre, I was feeling a bit nervous. I was going to do a seven-day fast, drinking only fresh organic fruit and vegetable juices. I'm the type of person that eats three meals a day and can't wake up without a cappuccino, so the idea of living on juice for a week was rather terrifying.

After checking in, I was taken to the guest house where everyone was staying. Louise, the woman who I was sharing a room with, had been on the retreat four times and she looked healthier than anyone I'd ever met.

According to Rachel Carr-Hill, the woman whose fasting programme we were following, going without food is one of the best things we can do for our health. The food that we usually eat contains toxins which stay in our bodies and stop our digestive system working properly. When we fast, our body doesn't have to digest food, so it has time to get rid of these toxins.

The first day started with yoga at seven o'clock and then we had "breakfast" – a big glass of carrot juice. We spent the day listening to talks about health, having massages and relaxing, with a different juice meal every three hours. On the second day I had an awful headache and felt as if I was getting a cold. Apparently it was a normal reaction because my body was starting to get rid of the toxins. On day three my headache was much worse and this was also when I started getting really hungry. I began daydreaming about cheeseburgers, pasta, chocolate – anything but more juice. However, by day five the hunger had gone and I felt more relaxed than I'd been for years. At the end of the retreat.

I'd lost three kilos and felt like a new woman. Now I'm much more careful about what I eat – but I still can't live without my morning cappuccino!

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## WHILE- READING

### A) Say if the following sentences are True or False – Justify the false ones

1. We can clear our bodies from toxins by drinking organic juices.
2. When you drink organic juices you can daydream about amazing places.
3. Rachel Carr-Hill is the woman who Joanne Fullerton was sharing a room with.
4. Talks about health, massages and relax work as motivation to follow the programme.
5. Having a headache on the second day is a signal of the failure of the plan
6. When Joanne finished the retreat, she felt thinner and relaxed.

### B) Complete the following sentences with information from the article.

1. Joanne Fullerton spent a week at a retreat centre because.....  
.....
2. A woman called Louise had been on the retreat four times so .....  
.....
3. Our digestive system doesn't work properly because of.....  
.....
4. Fasting gives our body time to.....  
.....

## FOLLOW-UP

### A) Find these words (a-f) in the article and match them to the definitions (1-6)

- |                   |                                      |
|-------------------|--------------------------------------|
| 1. RETREAT CENTRE | a- To register                       |
| 2. FIND OUT       | b- To discover                       |
| 3. CHECK IN       | c- To become free of                 |
| 4. TOXINS         | d- To have pleasant thoughts         |
| 5. GET RID OF     | e - Poisonous substances             |
| 6. DAYDREAM       | f - Place for a temporary retirement |

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## II) USE OF ENGLISH

### A) Join these pairs of sentences using relative clauses

1. I was taken to the guest house. Everybody was staying there.
2. I met Louis. I was sharing the room with her.
3. Rachel Carr-Hill created the programme. Her programme is the best thing we can do for our health.
4. The food we usually eat contains toxins. These toxins stop our digestive system working properly

### B) Punctuate these sentences to show whether they include defining (D) or non defining (N) relative clauses.

1. Rachel Carr-Hill is the woman who leads the programme.
2. Toxins which are present in most of the food we usually eat stop our digestive system working properly.
3. This programme in which people only drink natural juices really helps guests to feel healthier.
4. Joanne Fullerton the woman who spent a week in the Retreat Centre lost three kilos.

## III) LISTENING Cd - track 1

### A) A teacher is giving a lesson on the effects of tourism. Write T for true, F for false or NM for not mentioned

- 1 According to the teacher, tourism damages the things that tourists come to see.
- 2 Most people who visited Goa before 1986 were poor.
- 3 Before 1986, about 250,000 foreign tourists visited Goa per year.
- 4 From 1986, there was an increase in package holidays to Goa.
- 5 Local people welcomed the increase in tourism.
- 6 Local people benefit from all-inclusive holiday packages.
- 7 The removal of mangrove swamps increases the risk of coastal flooding.
- 8 Tourism has led to an increase in crime.

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IV) SPEAKING

A) Read the advertisement below and give some advice the guests to the programme using relative clauses.

**HEALTH AND BEAUTY**  
**THIS IS THE INFO THAT WILL CHANGE YOUR LIFE**

**Are you fed up of useless diets?  
Do you really wish to get fit?  
If the answer is YES, this is the place where  
you will get your ideal body and get rid of  
those extra kilos.**

**Contact Rachel Carr-Hill 0587-99807**





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# Feng Shui

Passive Voice

## I) READING COMPREHENSION

### LEAD IN

**A) What do you know about Chinese culture? Brainstorm some ideas.**

**B) Take a look at the heading and subheading of the article. Have you ever heard of Feng Shui? If so, do you believe in it?**

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## *Feng Shui*

**According to this Chinese philosophy, if you reorganize your home to allow positive energy to flow, good health, wealth and happiness will be yours.**

### *Your living room*

Feng Shui is all about balance. Try to arrange sofas and chairs in a square around a circular table.....  
..... The centre of the living room should be left clear. Make sure there is a lot of light, which will promote good energy.

A bookcase is bad feng shui, as its sharp corners generate negative “arrows”, and if you have one you ought to put a climbing plant on it to combat this effect.

Put plants in the corners of the room, as they attract good energy and will energize your wealth, but no ones with sharp leaves such as yuccas or cactus. Fresh flowers also bring good energy .....  
....., and don't have dried flowers.

Mirrors are vital because they reflect energy....., otherwise your good fortune will go out of it.

To promote harmony between the members of your family, have photos of them around the room, preferably smiling. If you want to find a partner, energize the south-west corner of your living room or bedroom by placing a floor light at least 1.75m high there, and turn it on every evening. Surround yourself with ornaments and objects in pairs, such as ducks or birds.

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To avoid blocking the positive energy in the room, keep everything tidy. Don't accumulate too many unnecessary things. Take a look at every object, and ask yourself, "Do I really need it? Do I really like it?" if the answer is no, get rid of it.

***Your bedroom***

You should have the head of your bed placed against a wall, as this gives you a sense of security .....  
.....If this is impossible, use blinds or heavy curtains to cover the window. Never sleep in a place where you can't see the door, you should always be able to see someone who's coming in. Avoid hanging pictures or lights above your bed, as this leads to a subconscious feeling of threat .....  
....., as they "break up" the image, and therefore the relationship reflected in them.

Keep lighting low and soft, and decorate preferably with dark colours. Do not hang paintings of fierce animals, abstract subjects, or water in the bedroom. Water is very good elsewhere, but in the bedroom it suggests financial loss. Make sure you never put plants in the bedroom, and don't have a TV facing the bed, or at least cover it when it is not in use.

.....If you have to do this, try to separate the areas either symbolically with plants, or with a screen. Cupboards are better than open shelves. Put away piles of files or unfinished work; don't leave them on your desk. Being tidy promotes positive energy. Wherever you study make sure your desk is in the north-east corner, especially if you are preparing for exams, as this area symbolizes education.

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**WHILE- READING**

**A) While you read the text, place the missing sentences in the correct parts of the article. Be careful, there is one extra sentence you should not use.**

- A. Don't use the same room for your bedroom and your study, as the different energies will be in conflict.
- B. Round or oval ones are best, but they should not be opposite each other, nor should they reflect a door.
- C. but avoid having a bonsai in the bathroom
- D. Avoid an L-shaped arrangement as this leaves a missing corner
- E. Avoid having a bed under a window, as you are exposed to danger and bad energy from outside.
- F. Don't put mirrors opposite the bed either
- G. but throw them away as soon as they begin to die.

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FOLLOW-UP

A) You and your friends are fond of Chinese philosophy, so you will mention the article about Feng Shui and you will tell them that you will have some changes made in your house. As you are wealthy you have people who will do the things for you.

Taking into account the pieces of advice given in the article, talk about: buying a circular table, a plant on the bookcase, photos of your family, a floor light, unnecessary things, head of the bed, bedroom walls in dark colours, TV not in the bedroom.

For example:

I will have plants put in the corners of the living room.

1. ....
2. ....
3. ....
4. ....
5. ....
6. ....
7. ....
8. ....

II) USE OF ENGLISH

A) Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. You must use between two and five words, including the word given.

1- Last Thursday we appointed a new marketing manager. (was)

A new.....last Thursday.

2- William the Conqueror built the castle in the 11<sup>th</sup> century. (by)

The castle.....William the Conqueror in the 11<sup>th</sup> century.

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3- No decision has yet been made. (decided)

Nothing.....yet.

4- Your hair needs cutting. (get)

You should.....cut.

5- The police were following the suspects. (were)

The suspects.....police.

6- No-one has seen Peter since the day of the party. (been)

Peter.....the day of the party.

**B) Consider if all these sentences can be changed into passive voice. If they can, rewrite them.**

1- Jane won the poetry competition. ....

2- I really like this hotel. ....

3- Martin always wears casual clothes. ....

4- They haven't decided the exact time of the match yet.....

5- This bike belongs to my sister. ....

**III) LISTENING** Cd - track 2

**A) Listen to the following tips on Feng Shui and write: (T) True, (F) False or (NM) Not Mentioned**

1- To expand your fortune plant a healthy plant in the far right corner of your home.

2- Tall bookcases draw energy upwards.

3- Blue represents serenity.

4- If you place purple daisies in your home you will be lucky in relationships.

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5- Wood objects attract good fortune.

6- A fountain with three coins in it get good fortune flowing.

7- Fish are good to stimulate your luck.

8- A house guardian is a statue that should be made of marble.

9- A bright light over your door attracts good luck.

10- The scent of roses is good against bad luck.

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# Perfectionists

## Conditionals

### I) READING COMPREHENSION

#### LEAD IN

A) Do this little survey to see how much you care about details in your personal life:

1- If you saw a tiny spot on your trousers just before leaving your home, you

- a- would change them immediately.
- b- would try to remove the stain.
- c- wouldn't do anything; who cares?

2- If your boss asked you to write a long report five minutes before your shift ended, you

- a- would stay extra hours until you finish it.
- b- would leave it for first thing in the morning.
- c- would tell your boss to do it himself.

3- If your mother wanted to organize a surprise party for your sister in your house, you

- a- would organize everything straightaway
- b- would say yes but would ask for help
- c- would suggest your mother to do it somewhere else.

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# Are you a perfectionist?

If so, it might be time to take things a little bit easier, for your own good - and everyone else's!

We live in an imperfect world, yet we are constantly given the message that everything should be perfect: our homes, our gardens, our children and ourselves. "This obsession with perfection," says Pauline Yardley from the Association of Stress Management, "is one of the main causes of stress and depression nowadays - nobody ever thinks they are good enough". But is doing things perfectly a positive thing? Some experts are not so sure. Consider these three examples of "perfection".



1-  They are always smartly dressed, completely reliable and efficient, and never moody or stressed. They are intelligent, well-educated, and express themselves clearly at all times. All the work which leaves their desk is 100 % perfect. So what could be wrong? Well, according to Sir John Harvey-Jones, a management specialist, this kind of worker can be bad news for a company. He says, "Business is always a race against the competition and speed is everything. Perfectionists take longer over their work and can delay things too much. If workers are obsessed with doing their work perfectly they may never finish it in time."

2-  They keep their homes in perfect order, think about everything their partner might want and make an enormous effort to keep themselves fit and fashionable. They are always busy and are admired by everyone who knows them. But, according to Pauline Yardley, the reality is that their partner is probably wishing they lived with someone who was more relaxed and would let them put their feet on the sofa in the evening.



3-  It's hard to stop them early in the morning as they rush out of the beautifully clean kitchen where they have been baking bread, to take the children to school and then go off to do a part-time job. They don't look stressed, in fact they smile more than most people do. Their car has always just been washed and they belong to the school Parent Teacher Association. But, according to Tim Kahn, who works for a parent support group called Parent Network, they aren't the ideal mothers they think they are. "Perfection has no place in parenting", he says. It puts too much pressure on you and your family, and makes you irritable and resentful. It also means you start sacrificing yourself for your children - which isn't a good idea. It's important for parents to relax and make an effort to appreciate what their children can do, and not expect them to do everything well.

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"The problem with perfectionists", says Pauline Yardley, "is that it is very difficult to relax around them. Although we applaud perfectionism in sportsmen and women and scientist, it has little place in everyday life. In the end most people don't really admire it. Human life with its imperfections is much more interesting."

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## WHILE- READING

**A) Read the text about three kinds of “perfect” people and match the three headings to the descriptions.**

- a- The perfect partner
- b- The perfect employee
- c- The perfect mother

**B) Write True (T), False (F) or Not Mentioned (NM)**

- 1- Trying to be “perfect” may be a cause of stress.
- 2- Sir John Harvey-Jones is a successful Scottish manager.
- 3- The “perfect employee” is always the best option for a company.
- 4- Everyone wants a “perfect partner” by their side.
- 5- A “perfect partner” is always attractive and charming.
- 6- “Perfect mothers” can easily lose their patience because they are under too much pressure.
- 7- It is a good idea for “perfect parents” to start some kind of therapy to release stress.
- 8- In spite of being desirable in some professions, perfectionism is not practical in daily life.

## FOLLOW-UP

**A) Is being a perfectionist an advantage or a drawback? Discuss in five minutes.**

## II) USE OF ENGLISH

**A) Choose the correct option**

- 1- If you are stressed, you \_\_\_\_\_ try a relaxing hobby.
- a- had to      b - need      c- should      d- mustn't



- 
- 2- You will feel a lot of pressure if you \_\_\_\_\_ a perfectionist.  
a- be    b- to be    c- will be    d- are
- 3- If I were you, I \_\_\_\_\_ be so demanding.  
a- wouldn't    b- wouldn't have    c- won't    d- needn't have
- 4- They would have had a happier childhood if their father \_\_\_\_\_ more understanding.  
a- has been    b- had been    c- was being    d- was
- 5- I wish I \_\_\_\_\_ a less stressful job. I'm just exhausted!  
a- have    b- had    c- will have    d- have had
- 6- I wish I \_\_\_\_\_ a second language when I was a child.  
a- had learnt    b- learnt    c- would learn    d- have learnt
- 7- Where would you go if you \_\_\_\_\_ choose anywhere in the world?  
a- can    b- are able to    c- could    d- would be able to
- 8- She would have been more careful if she \_\_\_\_\_ the truth.  
a- knew    b- had known    c- knows    d- has known
- 9- Her mother won't organize her party unless she \_\_\_\_\_ some free time.  
a- had    b- would have    c- will have    d- has
- 10- If you want the job, you \_\_\_\_\_ be more responsible.  
a- have to    b- can    c- need    d- could

**B) Complete with a verb in the correct tense.**

1. I \_\_\_\_\_ it unless you're sure you like it. It's really expensive.
2. If she \_\_\_\_\_ a mobile phone we could phone her now.
3. I \_\_\_\_\_ of the Parents Association if I weren't so busy.
4. What would you have done if you \_\_\_\_\_ in that situation?
5. Don't call him if he \_\_\_\_\_ you feel so bad with his nasty comments.

- 
6. If he had been given the chance, he \_\_\_\_\_ psychology.
  7. If I were you I \_\_\_\_\_ a new hobby to relax. Have you ever tried yoga?
  8. If he \_\_\_\_\_ at you, you should break up with him!
  9. If he \_\_\_\_\_ so irresponsible, he could get a better-paid job.
  10. What \_\_\_\_\_ you \_\_\_\_\_ if your partner were a perfectionist?

***take up - not be – take part – not buy – have – study – make – shout – be - do***

**C) Match the halves:**

- 1- Unless he stops accepting extra work
- 2- If he hadn't been in the office so early,
- 3- His boss wouldn't complain so much if
- 4- They would have given him a pay rise if
- 5- When you work hard,

he had worked harder.

he will become a workaholic.

he wouldn't have finished the work on time.

he worked harder.

you get benefits.

---

**III) LISTENING - SPEAKING Cd - track 3**

**LEAD IN**

**A) Perfectionists are extremely demanding and might get obsessed with certain things. They may even be addicted to something. Do you know anybody like this?**

**WHILE- LISTENING**

**A) Listen to four people talking about friends or family who are “addicted” to something. Who are they talking about? What are they addicted to?**

**B) Listen again and answer:**

1- What exactly does the “addict” do?

2- Is this a problem for other people? Why (not)?

**FOLLOW-UP**

**A) Who would you find most difficult to live with?**

---

# Education for life

Reported Speech

## I) READING COMPREHENSION

LEAD IN

**A) what do you think is the best way of studying? What is your approach to literacy? Do you like poetry? Skim the text for general meaning. Ignore the missing sentences for the moment.**

---

## *Stepney Words*

Chris Searle started teaching at Sir John Cass Secondary School in Stepney, East London, in 1970. This particular job had appealed to him partly because he knew the area. More importantly, he had done his postgraduate thesis on an East End poet, Isaac Rosenberg, and saw this part of London as “a very poetical place”.

Searle had only just qualified but certain progressive ideas about education were already settling in his head. 1  Some of the governors and teachers were ex-army or had a church background; gowns were worn and canes were used to punish trouble - makers if necessary. Stepney was a poor area and the rest of the staff saw no hope for their pupils. However, to Chris Searle, these under - achieving teenagers were the “sons and daughters of the poet Rosenberg” and poetry was the key that would unlock their potential.

2  The short verses they wrote were sad and often bitter, with the East End shown as a place of no hope. To some of the staff at Sir John Cass, Searle’s approach was alarming. Here was a teacher in his early twenties using the school as a laboratory for radical theories of education, and encouraging pupils to speak out. His classroom was noisy and lots of the girls had crushes on him. He saw pupils after school too, as he ran a half price film club and lived in Stepney, unlike most of his fellow - teachers, who fled each night to the suburbs.

Despite the negative attitudes of colleagues, Searle continued to focus on poetry. He persuaded a photographer, Ron McCormick, to bring his portraits of East London into class and with these visual images, the poems got better and better. 3  The school governors, who thought these poems were too “gloomy” , had ordered Searle not to go ahead with the collection, but by March 1971, *Stepney Words* was out, paid for by Searle and parents. Extracts were even printed in the Sun newspaper.

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Searle's "enemies" (his own words) now made their move. One lunchtime in late May, the head called Searle in and fired him, instructing him not to come in after the end of the month. 4  Zeinaida de la Cruz, a strong-willed 16-year-old girl from Gibraltar, took charge: "We arranged for people to tell each class. Immediately, everyone wanted to take action".

When asked recently why they had all taken such a strong line on the sacking, she explained: "It just didn't seem fair that a teacher everyone liked was being thrown out." She remembers walking into the offices of a local newspaper after school to tell them what was going on. 5  Searle walked nervously to the school the next morning and found some 800 children standing outside the gates in the rain, where they stayed all day. Thanks to Zeinaida, the journalists came along too. There was also a sympathy walk - out by the cleaning ladies, who made their feelings known by refusing to wipe the "Don't sack Searle" graffiti off the school walls.

Other schools joined in and the next day there was a march to Trafalgar Square, in the centre of London. Searle stayed away, not wanting to be seen as their leader, but he did not let the matter rest from then on. 6  He also fought his dismissal through the union. In May 1973, the government education secretary, Margaret Thatcher, ruled that Searle should be reinstated at the school. However, ignored by other staff and denied a class of his own, he decided to leave the school for good in July 1974. Searle has continued to teach, however, and has worked in many different countries around the world. He has also published his own poetry.

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## WHILE- READING

**A) Now choose from sentences A-G the one which fits each gap (1-6). There is one extra sentence which you do not need to use.**

- A. His class heard the news the same afternoon.
- B. However, many pupils had seen their own parents on strike picket lines, so they did.
- C. Searle contacted a local printer to arrange for their publication
- D. They called the national press, which transformed the protest into a major event.
- E. These views were not shared by the school, which although quite new, was run very traditionally.
- F. Although banned from the school, he managed to publish a second Stepney Words later that year.
- G. So he made them read it and write it, believing that in this way, his pupils would make sense of their lives and their surroundings.

---

**B) Write True (T), False (F) or Not Mentioned (NM)?**

1. In 1971 teacher Chris Searle asked his school head to publish a small collection of poetry by his pupils.
2. The kids marched to Trafalgar Square in their uniforms demanding that Mr Searle got his job back.
3. Despite the negative attitudes of colleagues, Searle continued to focus on music.
4. He has never published poetry.
5. In October 1973, a writing group was suggested by Chris Searle.

**FOLLOW-UP**

**A) What do “Trouble makers” do? There are some expressions with *make* in the article. Find them and look up their meaning in a dictionary. Then use the expressions and two of ones below to complete this short text about Chris Searle.**

**Make a start      make a good impression      make use of**

Chris Searle(1) .....on his pupils, because he helped them to (2) .....how they lived. To publish Stepney Words, he (3).....a local printer. The school governors did not approve of the book and soon after it came out, they (4)..... And had him dismissed.Although Searle eventually got his job back at the school, the other teachers there (5) .....to him and in the end, he chose to leave the school.

**II) USE OF ENGLISH**

**A) Here are some quotes from Chris Searle and his pupils, who were featured in a radio programme about Stephen Words. Rewrite them as reported speech. The first one is started for you.**

1. I went to the local paper and told them our plans. They asked me some questions to check me out, but in the end they promised to run the story. (Zeinada) *Zeinada said that she had gone to the local paper*.....  
.....

- 
2. That morning i went in through the side entrance. The school secretary was handing out the registers as normal, but there can` t have been more than 20 or 30 kids in the whole building. (Chris Searle)  
.....  
.....
  3. While we were outside the gates, teacher came across and talked to us. Some were sympathetic, though they weren't able to admit it .some were aggressive and threw gym shoes at us! (a pupil)  
.....  
.....  
.....
  4. Those children were made to feel that being ordinary meant failure. But it is the ordinary people and their daily work that make a country (Chris Searle) .....  
.....  
.....

**III) LISTENING Cd - track 4**

**LEAD IN**

**A) You are going to hear a radio interview with two work colleagues, Sandra Wilson and Mike Tripp, who also used to attend the same school. What do you think they are going to talk about?**

**WHILE- LISTENING**

**A) First, read the reported statements 1-8 below.**

1. Sandra explained that she had disliked Mike because of his attitude to school.
2. Sandra accused Mike of deliberately forgetting certain things he had done at school.
3. Mike explained that he had known at the time how irritating he was.
4. Mike wished he had worked harder at school.
5. Mike said that he had left the science exam because he couldn't answer the questions.
6. Mike felt that his father had expected him to do well when he left school.
7. Mike admitted that the school careers teachers had been quite helpful.
8. Mike mentioned that his father had helped him financially in starting his business.

**FOLLOW-UP**

**A) Now listen to the recording and tick the statements that are true. Compare your answers and listen again to check.**

---

**IV) SPEAKING**



**A) Look at these photographs, which show different classrooms. Talk about the differences and say which school is closer to your own learning experience.**

**B) Now talk to each other about your schooldays. You should each describe:**

- A school you attended (its size, location, atmosphere)
- A teacher you remember well
- Something at school that you particularly enjoyed.
- Someone at school that you found really annoying.

**C) Report your partner's answers to the class.**

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# Vocabulary bank

## Extreme makeover

Present and Past

Laid - back

Hectic

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## A perfect weekend

Future

Having a lie - in

Window - shopping

---

## Healthy juice

Relative Clauses

- Phrasal verbs and vocabulary:

Give up: to abandon

Find out: to discover

Check in: to register

Get rid of: to detach

Retreat centre: place for a temporary retirement

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# Feng Shui

Passive Voice

**Yuccas** *a plant of the Americas of the agave family, having rigid, sword-shaped leaves and white flowers in a dense cluster.*

Blinds

Marble

L-shaped

Sharp

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# Perfectionists

Conditionals

Shift

Drawback

Take up (a new hobby)

Break up

Addicted to

Obsessed with

---

# Education for life

Reported Speech

- Expressions with make:

Make a start

Make a good impression

Make use of

Make sense of

Make their move

Make their feeling known

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# Grammar bank

## Extreme makeover

Present and Past

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## A perfect weekend

Future

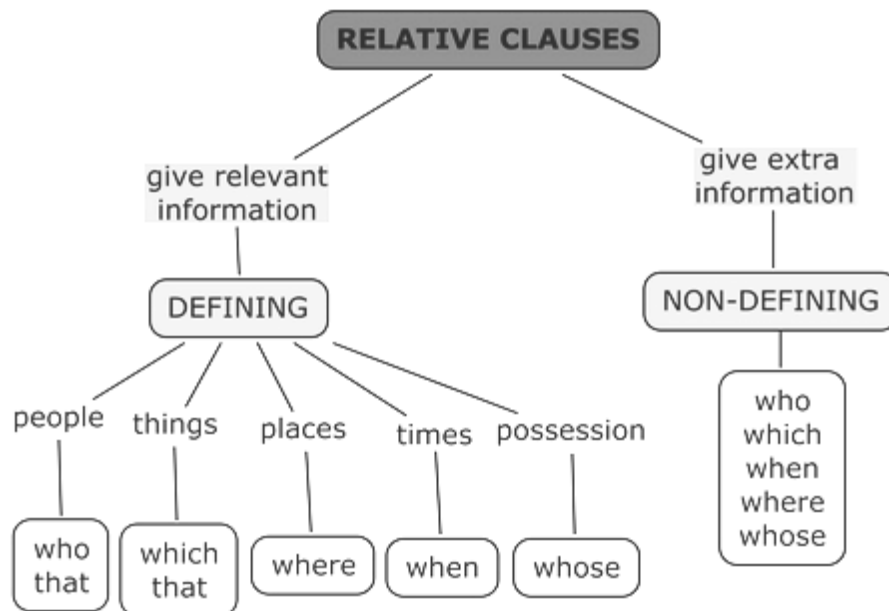
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	Past	Present	Future
<b>SIMPLE</b>	An action that ended in the past.	An action that is habitual or repeated.	A plan for an action in the future.
<i>Formula</i>	<i>Painted</i>	<i>Paints/Paint</i>	<i>Will paint.</i>
<i>Word clue</i>	He painted yesterday	She paints every weekend.	She will paint tomorrow.
<b>CONTINUOUS</b> (be)+ (verb) + ing.	An action that was happening (past continuous) when another action finished (simple past).	An action is in the process of happening now.	An action that will happen in the future for a length of time.
<i>Formula</i>	<i>Was/were painting</i>	<i>Am/are/is painting</i>	<i>Will be painting</i>
<i>Word clue</i>	I was painting when I saw the accident.	She is painting now.	They will be painting when you arrive tomorrow.
<b>PERFECT</b> (have)+ (verb)	An action that finished before another action or time in the past.	An action that happened at an unsaid time in the past.	An action that will finish before another action or time in the future.
<i>Formula</i>	<i>Had painted.</i>	<i>Have/has painted</i>	<i>Will have painted</i>
<i>Word clue</i>	We had painted the house before the rain started.	She has painted many portraits.	He will have painted the bedroom before his daughter comes home.
<b>PERFECT CONTINUOUS</b> (have)+ been + (verb)+ ing	An action that happened over time in the past before another action.	An action that happens over time, starting in the past and continuing into the present.	An action that happens over time in the future before another action.
<i>Formula</i>	<i>Had been painting</i>	<i>Have/has been painting</i>	<i>Will have been painting</i>
<i>Word clue</i>	She had been painting for a while when she started classes.	I have been painting landscapes since I started school.	We will have been painting for several hours before we can see how it looks.

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# Healthy juice

## Relative Clauses



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# Feng Shui

## Passive Voice

### How to make the Passive in English

We make the passive by putting the verb 'to be' into whatever tense we need and then adding the **past participle**. For regular verbs, we make the past participle by adding 'ed' to the infinitive. So **play** becomes **played**.

<b>Tense</b>	<b>Active</b>	<b>Passive</b>
<b><u>present simple</u></b>	I <b>make</b> a cake.	A cake <b>is made</b> (by me).
<b><u>Present continuous</u></b>	I <b>am making</b> a cake.	A cake <b>is being made</b> (by me).
<b><u>past simple</u></b>	I <b>made</b> a cake.	A cake <b>was made</b> (by me).
<b><u>past continuous</u></b>	I <b>was making</b> a cake.	A cake <b>was being made</b> (by me).
<b><u>present perfect</u></b>	I <b>have made</b> a cake.	A cake <b>has been made</b> (by me).
<b><u>pres. perf. continuous</u></b>	I <b>have been making</b> a cake.	A cake <b>has been being made</b> (by me).
<b><u>past perfect</u></b>	I <b>had made</b> a cake.	A cake <b>had been made</b> (by me).
<b><u>future simple</u></b>	I <b>will make</b> a cake.	A cake <b>will be made</b> (by me).
<b><u>future perfect</u></b>	I <b>will have made</b> a cake.	A cake <b>will have been made</b> (by me).

### Verbs with two objects

Some verbs that have two objects can make two different active sentences, and so two different passive sentences too:

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## Give

- Active: He gave me the book / He gave the book to me.

You can choose either of the two objects to be the subject of the passive sentence.

- Passive: I was given the book (by him)/ The book was given to me (by him).

Other verbs like this are: ask, offer, teach, tell, lend, promise, sell and throw.

## The passive in subordinate clauses

You can make the passive in a subordinate clause that has a subject and a normal conjugated verb. This is really the same as a normal passive.

- Active: I thought that Mary had kissed John.
- Passive: I thought that John had been kissed by Mary.
- Active: He knew that people had built the church in 1915.
- Passive: He knew that the church had been built in 1915.

You can also make the passive using a passive gerund or a passive infinitive in the same place as a normal gerund or infinitive.

- The child loves being cuddled.
- She would like to be promoted.

## When should we use the Passive?

### 1. When we want to change the focus of the sentence:

- The Mona Lisa was painted by Leonardo Da Vinci. (We are more interested in the painting than the artist in this sentence)

### 2. When who or what causes the action is unknown or unimportant or obvious or 'people in general':

- He was arrested (obvious agent, the police).
- My bike has been stolen (unknown agent).
- The road is being repaired (unimportant agent).
- The form can be obtained from the post office (people in general).

---

**3. In factual or scientific writing:**

- The chemical is placed in a test tube and the data entered into the computer.

**4. In formal writing instead of using someone/ people/ they (these can be used in speaking or informal writing):**

- The brochure will be finished next month.

**5. In order to put the new information at the end of the sentence to improve style:**

- Three books are used regularly in the class. The books were written by Dr. Bell. ('Dr. Bell wrote the books' sound clumsy)

**6. When the subject is very long:**

- I was surprised by how well the students did in the test. (More natural than: 'how well the students did in the test surprised me')

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# Perfectionists

## Conditionals

Conditional	Situation	Structure	Example
Zero	general / eternal truths	If + present simple + present simple	If you heat water, it boils at 100 °
First	specific / possible	If + present simple + will (inf.)	If she doesn't study harder, she won't pass the exam
Second	unreal / hypothetical	If + past simple + would (inf.)	If I won the lottery, I would buy an expensive car
Third	impossible / past	If + past perfect + would + have + past participle	If I had known the truth, I would have told him

# Education for life

## Reported Speech

### REPORTING VERBS

#### 1 Verb only

'I'm really sorry.'  
→ She apologised.

agree, apologise, refuse

#### 2 Verb + (that) clause

'I hacked into the company's accounts system.'  
→ He admitted (that) he had hacked into the company's accounts system.

accept, acknowledge, add, admit, advise, agree, announce, answer\*, argue, assert, assume, believe, boast, comment, complain, concede, conclude, confess, continue\*, decide, declare, deny, doubt, exclaim, expect, explain, foresee, imagine, imply, insist, know, mention, notice, observe, point out, predict, promise, protest, recommend, remark, repeat, reply\*, report, respond, reveal, say, shout\*, state, suggest, vow, whisper  
(\* = that is obligatory)

#### 3 Verb + object + that clause

'Don't worry. You'll arrive on time.'  
→ She reassured me that I would arrive on time.

advise, assure, inform, reassure, remind, tell, warn

#### 4 Verb + to infinitive

'We'll pick up the children, if you like.'  
→ They offered to pick up the children.

agree, demand, guarantee, offer, propose, refuse, swear, threaten, volunteer, vow

#### 5 verb (+ optional object) + to infinitive

'Please can I use the car?'  
→ She asked to use the car  
'Please let me stay.'  
→ She begged us to let her stay.

ask (sb), beg (sb), expect (sb), promise (sb)

#### 6 Verb + object + to + infinitive

'You shouldn't say anything.'  
→ I advised him not to say anything.

advise, allow, challenge, command, compel, encourage, expect, forbid, force, implore, instruct, invite, order, permit, persuade, remind, request, tell, urge, warn

#### 7 Verb + object + to + infinitive + complement

'Muhammad Ali was the greatest boxer ever.'  
→ She considers Muhammad Ali to have been the greatest boxer ever.

acknowledge, assume, believe, claim, consider, declare, expect, feel, find, presume, suppose, think, understand

#### 8 Verb + -ing form

'I didn't do it.'  
→ He denied doing it.

admit, apologise for, decide on, deny, mention, recommend, regret, report, suggest

#### 9 Verb + object + preposition + -ing form

'You forged the cheques, didn't you?'  
→ They accused me of forging the cheques.

accuse sb of, blame sb for, congratulate sb on, thank sb for



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# Answer Keys:

## Extreme makeover

Present and Past

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### I) READING COMPREHENSION

WHILE- READING

A) 1 - F / 2 - F / 3 - T / 4 - F / 5 F

### II) USE OF ENGLISH

A) 1- b , a / 2- a, b / 3- b, a / 4- a, b

B) had set – was raining – didn't have – was standing – have you been doing – broke – aren't

doing – appeared – haven't done – don't think.

---

## A perfect weekend

Future

---

### I) READING COMPREHENSION

WHILE- READING

A) a, e, c, d, h, f, b, g

FOLLOW UP

A) 2. do the housework / 3. go shopping / 4. surf the net / 5. go clubbing / 6. catch up with friends / 7. go to the cinema.

### II) USE OF ENGLISH

A) 2. The present continuous / 3. The present simple / 4. Will

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**B)** 1. I'll pick it up / 2. We're visiting / 3. Starts; finishes / 4. is getting / 5. I'll call / 6. I'm meeting /

7. Are you coming

**C)** 1. I'll get / 2. I'm going to sit.... I'll join / 3. You'll find / 4. I'm not going to apply / 5. You'll wake or you're going to wake / 6. I'll take... We'll leave... Ann is going to take

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# Healthy juice

## Relative Clauses

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### **I) READING COMPREHENSION**

#### WHILE- READING

**A)** a- T / b- F- When you drink organic juices your body has time to get rid of toxins / c- F- Rachel Carr Hill is the woman who created the fasting programme / d- T / e- F - Having a headache on the second day is a normal reaction / f- T

#### **B) Candidates own answers**

#### FOLLOW-UP

**A)** a- 6 / b- 2 / c- 1 / d- 5 / e- 3 / f- 4

### **II) USE OF ENGLISH**

**A)** 1- I was taken to the guest house where everybody was staying. / 2- I met Louis, the woman who I was sharing the room with. / 3- Rachel Carr-Hill is the woman whose programme is the best thing we can do for our health. / 4 -The food we usually eat contains toxins which stop our digestive system working properly.

**B)** 1- Rachel Carr-Hill is the woman who leads the programme (D) / 2- Toxins, which are present in most of the food we usually eat, stop our digestive system working properly (N) / 3- This programme, in which people only drink natural juices, helps guests to feel healthier (N) / 4- Joanne Fullerton, the woman who spent a week in the Retreat Centre, lost three kilos (N)

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### III) LISTENING

1- T / 2- F / 3- F / 4- T / 5- F / 6- F / 7- T / 8- T

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# Feng Shui

Passive Voice

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### I) READING COMPREHENSION

WHILE- READING

A) D – G – B – E – F – A

FOLLOW UP

A) 1 I will have a circular table bought. / 2 I will have a plant put on a bookcase. / 3 I will have photos of my family put/placed around the house. / 4 I will have a floor light placed in the south-west corner of my living-room. / 5 I will have unnecessary things thrown away. / 6 I will have the head of the bed placed against a wall. / 7 I will have the bedroom walls painted in dark colours. / 8 I won't have the tv placed in the bedroom.

### II) USE OF ENGLISH

A) 1 marketing manager was appointed / 2 was built by / 3 has been decided / 4 get your hair / 5 were being followed by / 6 has not been seen since

B) 1 the poetry competition was won by Jane. / 2 no change / 3 casual clothes are always worn by Martin / 4 the exact time of the match has not been decided yet. / 5 no change.

### III) LISTENING

A) 1 F / 2 T / 3 NM / 4 F / 5 T / 6 T / 7 T / 8 NM / 9 T / 10 NM

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# Perfectionists

## Conditionals

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### I) READING COMPREHENSION

#### WHILE- READING

A) Paragraph 1: b - The perfect employee / Paragraph 2: a -The perfect partner Paragraph 3: c- The perfect mother

B) 1- T / 2- NM / 3- F / 4- F / 5- F / 6- T / 7- NM / 8- T

### II) USE OF ENGLISH

A) 1- c / 2- d / 3- a / 4- b / 5- b / 6- a / 7- c / 8- b / 9- d / 10- a

#### B) Complete with a verb in the correct tense.

- |                    |                       |
|--------------------|-----------------------|
| 1. won't buy       | 6. would have studied |
| 2. had             | 7. would take up      |
| 3. would take part | 8. shouts             |
| 4. had been        | 9. weren't or wasn't  |
| 5. makes           | 10. would (you) do    |

#### C) Match the halves:

- 1- Unless he stops accepting extra work *he will become a workaholic.*
- 2- If he hadn't been in the office so early, *he wouldn't have finished the work on time.*
- 3- His boss wouldn't complain so much if *he worked harder.*
- 4- They would have given him a pay rise if *he had worked harder*
- 5- When you work hard, *you get benefits*

### III) LISTENING - SPEAKING

#### WHILE- LISTENING

A) Speaker one is addicted to swimming. This is not a problem for other people.

Speaker two is addicted to work. This is not a problem for his wife and kids.

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Speaker three is addicted to chat rooms. This is not a problem for other people.

Speaker four is addicted to football. This is a problem for other people.

FOLLOW-UP:

**A)** Candidates' own answers

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## Education for life

Reported Speech

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WHILE- READING

**A)** 1 E - 2 G - 3 C - 4 A - 5 D - 6 F **B)** 1 T - 2 T - 3 F - 4 F - 5 NM

FOLLOW-UP

**A)** 1 Made a good impression 2 make sense of 3 made use of 4 made their move 5 made their feelings known

### **II) USE OF ENGLISH**

1 Zenaida said she had gone to the local paper and had told them their plans. They had asked her some questions to check her out, but in the end they had promised to run the story.

2 Chris Searle said that that morning he had gone in through the side entrance. The school secretary had been handing out the registers as normal, but there couldn't have been more than 20 or 30 kids in the whole building.

3 The pupil said that while they had been outside the gates, teachers had come across and (had) talked to them. Some had been sympathetic, though they hadn't been able to admit it. Some had been aggressive and had thrown gym shoes at them.

4 Chris Searle said that those children had been made to feel that being ordinary meant failure. But he argued that it is the ordinary people and their daily work that make a country. ( Present tense is used as this is an ongoing truth)

### **III) LISTENING**

1 T - 2 T - 3 F - 4 F - 5 T - 6 T - 7 F - 8 T

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