



LICEO SCIENTIFICO STATALE "Alessandro Volta"

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LICEO SCIENTIFICO STATALE "ALESSANDRO VOLTA" – TORINO

**COMPITI DELLE VACANZE ESTIVE
PER IL PASSAGGIO DALLA SCUOLA
MEDIA ALLA PRIMA LICEO
ANNO SCOLASTICO 2026 – 2027**

Cara alunna, caro alunno,

nelle pagine seguenti troverai le indicazioni per ripassare e consolidare le conoscenze di base di italiano, matematica, scienze e inglese indispensabili per affrontare con serenità l'inizio del primo anno di liceo scientifico.

È importante quindi che tu svolga con impegno e serietà i compiti che ti vengono proposti.

Buon lavoro e buone vacanze!



Prof.ssa Maria Gola

Referente Orientamento in Ingresso

ITALIANO



Per prepararti a questo nuovo viaggio, avrai bisogno di alcuni strumenti, ma dovrai rimetterti in gioco e renderli a te familiari: intendiamo dirti che sarà utile praticare e conoscere gli elementi essenziali della comunicazione, ovvero ciò che riguarda le abilità di lettura e competenza linguistica.

*Per la lettura, ti suggeriamo questi testi: “**Marcovaldo**” di Italo Calvino, “**Assassinio sull’Orient-Express**” di A. Christie.*

Per la pratica linguistica, ti invitiamo a prendere confidenza con le sezioni della lingua italiana che costituiranno gli elementi di crescita nel percorso di studio liceale della lingua italiana.

*Svolgi liberamente e senza ansia le parti 1, 2, 3.
A seguire, troverai la sezione operativa, con le esercitazioni.*

Ti ricordiamo di procurarti un taccuino a righe per rispondere alle domande di produzione scritta.

Una volta completato il tuo lavoro di preparazione, ti invitiamo a riflettere sul lavoro svolto, completando la tabella di autovalutazione e rispondendo alle domande contenute nella breve riflessione finale.

Buon lavoro!

I docenti di lettere del Liceo Volta

“Leggo per legittima difesa” Woody Allen

PARTE 1: Ortografia e Lessico (Il controllo del dettaglio)

Obiettivo: Verificare la padronanza delle convenzioni ortografiche e la ricchezza del lessico.

1. Correggi gli errori presenti nelle seguenti frasi:

- *Qual' è il tuo obiettivo per il prossimo anno?*
- *Non c'è niente di strano in questo pò di pessimismo.*
- *Va' a prendere il quaderno, dà retta a me.*
- *Un amica di Maria è venuta all'improvviso.*

2. Scelta del termine: Sostituisci il verbo generico "fare" con un verbo più preciso e ricercato in queste frasi:

- *Fare () una torta.*
 - *Fare () un patto.*
 - *Fare () una gita.*
 - *Fare () un discorso solenne.*
-

PARTE 2: Sintassi della Frase Semplice (L'architettura del pensiero)

Obiettivo: Analizzare la struttura logica della frase.

3. Analisi logica: Analizza le seguenti frasi, distinguendo soggetto, predicato e tutti i complementi.

- *Il professore di lettere ha spiegato agli studenti il programma del primo trimestre con molta chiarezza.*
- *A causa della forte pioggia, la gita scolastica è stata rimandata a giovedì dagli organizzatori.*

4. Trasformazione: Trasforma le seguenti frasi attive in passive, mantenendo intatto il significato:

- *Il vento di tramontana ha abbattuto molti alberi nel parco cittadino.*
 - *Gli scienziati studiano costantemente le variazioni del clima terrestre.*
-

PARTE 3: Comprensione del Testo (Il pensiero critico)

Obiettivo: Estrarre informazioni e cogliere il senso profondo.

Testo breve:

"La vera lettura non è un mero atto di ricezione passiva. Quando leggiamo un classico, non stiamo solo assorbendo informazioni, ma stiamo dialogando con una mente che ha vissuto secoli prima di noi. La difficoltà di un testo non è un ostacolo da aggirare, ma una porta d'accesso a una complessità che arricchisce il nostro vocabolario e, di conseguenza, la nostra capacità di definire il mondo."

Domande di comprensione:

1. **Sintesi:** Qual è, secondo l'autore, la differenza tra leggere in modo passivo e "vera lettura"?
 2. **Analisi logica:** Nella frase "la difficoltà di un testo non è un ostacolo", identifica il soggetto e il complemento predicativo.
 3. **Lessico:** Cosa intende l'autore con l'espressione "definire il mondo"? Spiegalo con parole tue (massimo 3 righe).
-

Ora che hai preso confidenza con la tipologia di esercizi, puoi dedicare uno spazio di tempo più organizzato e continuativo alla ripresa delle conoscenze e delle competenze della lingua italiana: svolgi una esercitazione alla settimana, prima dell'inizio della scuola.

ESERCITAZIONE 1: LA PRECISIONE (BASE)

1. **Ortografia:** Inserisci *c'è/ce, qual è, a/ha* dove necessario.

- un libro sul tavolo? Sì, l'ho messo io poco fa.
- il tuo libro preferito? Non l'ho ancora deciso.
- Marco portato le chiavi casa, ma non ne sono sicuro.

2. **Sintassi:** Individua Soggetto (S) e Predicato (P) nelle frasi.

- "Nel cassetto della scrivania sono riposte le penne stilografiche."
- "Ogni mattina, il treno regionale arriva in stazione con dieci minuti di ritardo."

3. **Comprensione:** Leggi: *"Il saggio non è colui che sa molte cose, ma colui che sa dove trovarle."* (Seneca).

- Spiega il significato in una sola frase.

ESERCITAZIONE 2: L'ORDINE LOGICO (INTERMEDIO)

1. **Ortografia:** Scegli la forma corretta.

- Ho visto le (scie/sce) lasciate dall'aereo.
- Bisogna (scie/sce)gliere con cura (gli/li) amici.
- (Li/Gli/loro) ho detto la verità, ma (li/gli) ho visti poco convinti.

2. **Sintassi:** Svolgi l'analisi logica del seguente periodo.

Durante la vacanza in montagna, abbiamo scalato una vetta molto alta con le nostre guide esperte."

3. Comprensione: Leggi questo breve lancio di agenzia stampa (es: "Ieri sera, in centro, un'improvvisa interruzione di corrente ha bloccato il traffico per un'ora, creando disagi notevoli ai pendolari.").

- Indica: Chi? Cosa? Dove? Quando? Perché?

Non limitarti a elencare le 5W, ma organizza le risposte in modo da distinguere tra **fatto** (ciò che è accaduto) e **conseguenze** (l'impatto prodotto).

1. Tabella delle 5W (Fatti):

- **Chi/Cosa:** _____
- **Dove:** _____
- **Quando:** _____
- **Perché:** _____

2. Analisi logica delle conseguenze:

- Qual è la conseguenza diretta dell'interruzione di corrente?
- Su quale categoria di persone ha inciso maggiormente il disagio e perché?

3. Sintesi critica:

- Riscrivi l'intera notizia in una sola frase, cercando di mantenere tutte le informazioni principali ma riducendo il numero di parole (massimo 20 parole).

| |
|---|
| ESERCITAZIONE 3: LA RISCrittURA E LA PRECISIONE LOGICA (INTERMEDIO-ALTO) |
|---|

1. Ortografia e "Stile di base"

Obiettivo: Eliminare gli errori più frequenti e correggere le espressioni colloquiali.

Consegna: Riscrivi le seguenti frasi correggendo gli errori ortografici e sostituendo le espressioni generiche o scorrette con una forma più elegante e corretta.

1. *Va a prendere un po di pane, d'accordo?*
2. *Fa attenzione a quello che dici, non aver paura di sbagliare.*
3. *Qual'è il tuo progetto per l'estate?*
4. *Ce ne sono parecchi di libri interessanti in biblioteca, bisogna che te ne prendi uno.* (Rendi la frase più sintetica e formale e correggi l'errore morfologico).
5. *Gli ho dato un consiglio e lui a fatto finta di niente.*
6. *Per me, la gita non s'ha da fare.* (Elimina il linguaggio eccessivamente colloquiale).

2. Sintassi: Il controllo della "voce" (Attiva vs Passiva)

Obiettivo: Capire come il focus della frase cambi spostando il complemento oggetto in posizione di soggetto.

Consegna: Trasforma le seguenti frasi dalla forma **Attiva** alla forma **Passiva**. Successivamente, indica tra parentesi qual è l'elemento che riceve l'attenzione (il focus) nella nuova costruzione.

1. *Il vento gelido ha spogliato i rami degli alberi.*
 2. *Gli esperti analizzeranno i dati del telescopio spaziale.*
 3. *Il Consiglio di Classe ha approvato il nuovo regolamento scolastico.*
 4. *Molti studenti leggeranno questo romanzo durante l'estate.*
-

3. Comprensione e Sintesi Estrattiva

Obiettivo: Imparare la "selezione delle informazioni" (decodifica).

Testo da analizzare:

"La Rivoluzione Industriale ha segnato una cesura netta nella storia umana. Non si trattò solo di un mutamento tecnologico legato all'invenzione della macchina a vapore, ma di una trasformazione profonda dei ritmi di vita, del paesaggio urbano e delle strutture sociali del tempo, che spostò il baricentro dell'economia dalle campagne alle nascenti città industriali."

Consegne:

1. **Analisi:** Quali sono i tre ambiti (oltre a quello tecnologico) che, secondo il testo, hanno subito una trasformazione profonda?
2. **Sintesi estrema:** Riassumi il paragrafo in **esattamente 30 parole**.
 - o *Nota per lo studente:* Ricorda che una sintesi efficace non deve omettere il concetto di "cambiamento radicale".

ESERCITAZIONE 4: LA SINTASSI COMPLESSA E LA PUNTEGGIATURA

Obiettivo: Acquisire consapevolezza del ritmo del testo e delle relazioni logiche tra le frasi.

1. Punteggiatura e Ritmo

Consegna: Inserisci la punteggiatura corretta nel testo sottostante, facendo attenzione a come i segni grafici cambiano il senso e la pausa respiratoria.

il sole tramontava dietro le colline il cielo si tingeva di rosso fuoco noi osservavamo in silenzio la bellezza di quel momento era una sensazione di pace rara ormai dimenticata nella frenesia della città

2. Sintassi: Analisi Logica Avanzata

Consegna: Analizza le seguenti frasi individuando tutti i complementi (es. limitazione, agente, causa, fine, mezzo).

- Per quanto riguarda lo studio delle lingue straniere, Marco è stato lodato dal professore per la sua dedizione e per l'impegno costante.
- Con un coltellino affilato, lo scultore ha inciso il legno con grande maestria per creare una decorazione fine.

3. Comprensione: Analisi del testo e della focalizzazione

Consegna: Leggi il brano e rispondi alle domande.

"Mi guardai allo specchio e non riconobbi il ragazzo che avevo di fronte. I suoi occhi sembravano raccontare una storia diversa dalla mia, una storia fatta di viaggi mai intrapresi e di parole mai dette."

Analisi Strutturale (La voce narrante)

- 1) **Domanda:** Identifica la persona del verbo e definisci il tipo di narratore.

Obiettivo: Distinguere tra il narratore **autodiegetico** (io narrante che è anche protagonista) e il narratore **eterodiegetico** (voce esterna alla storia).

- 2) **Approfondimento:** Spiega perché l'uso della prima persona crea un effetto di maggiore vicinanza o immedesimazione nel lettore.

Analisi dell'Atmosfera (Il tono e il lessico)

- 1) **Domanda:** Come definiresti il tono del brano? Scegli tra: *malinconico, distaccato, drammatico, ironico*. Giustifica la tua scelta citando almeno una parola o espressione del testo.

Osserva: il "tono" non è una sensazione astratta, ma è costruito attraverso la scelta accurata del lessico (es. l'aggettivo "mai", la ripetizione di "storia").

Analisi Figurata (La metafora)

- 1) **Domanda:** "I suoi occhi sembravano raccontare una storia". Analizza questa espressione. È letterale o figurata? Cosa ci dice dello stato d'animo del protagonista?

Osserva: Al liceo, il passaggio cruciale è smettere di leggere in modo puramente **denotativo** (letterale) e imparare a cogliere il significato **connotativo** (simbolico).

ESERCITAZIONE 5: IL LESSICO RICERCATO (ESPANSIONE)

1. Ortografia e Semantica: Omonimia e Sfumature

Obiettivo: Sviluppare la competenza denotativa (significato proprio) e connotativa (significato figurato).

Consegna A: Analisi delle coppie di termini Per ogni coppia, inserisci il termine corretto nella frase corrispondente e spiega brevemente in una riga la differenza di significato.

1. Riflesso / Riflessione:

- o *Frase 1:* La luce del tramonto si è _____ sulla superficie immobile del lago.

- o *Frase 2:* Dopo un'attenta _____ sulle proprie scelte, decise di cambiare rotta.
 - o *Differenza:* _____
2. **Eclissi / Eclisse:**
- o *Frase 1:* Il fenomeno astronomico dell'_____ solare ha oscurato il cielo per pochi minuti.
 - o *Frase 2:* Il crollo di vendite segna l'_____ di quel celebre marchio di moda.
 - o *Differenza:* _____
3. **Affettivo / Effettivo:**
- o *Frase 1:* Il legame _____ tra nonni e nipoti è spesso molto profondo.
 - o *Frase 2:* Nonostante le promesse, il guadagno _____ dell'operazione è stato inferiore alle aspettative.
 - o *Differenza:* _____
4. **Attuare / Adattare:**
- o *Frase 1:* Il governo intende _____ un nuovo piano di riforme entro il mese prossimo.
 - o *Frase 2:* È necessario _____ il proprio comportamento alle diverse situazioni sociali.
 - o *Differenza:* _____

2. Esercizio di Consolidamento: "Il nemico della precisione"

Obiettivo: Sostituire verbi e sostantivi generici con termini più puntuali.

Consegna: Il verbo "mettere" e il sostantivo "cosa" sono spesso usati in modo improprio. Riscrivi le frasi seguenti sostituendo le parti in grassetto con verbi o sostantivi più precisi (puoi attingere alla tabella riassuntiva):

- Dobbiamo **mettere** (_____) in atto le decisioni prese.
- Il professore ha **messo** (_____) in luce le lacune del saggio.
- Mi ha spiegato una **cosa** (_____) molto difficile riguardo alla fisica.
- Nel saggio si analizza la **cosa** (_____) dell'inquinamento marino.
- L'autore del romanzo **fa** una critica molto severa alla società del suo tempo.
- Dobbiamo **mettere** in atto le misure necessarie per ridurre l'inquinamento nei centri urbani.
- Durante la conferenza, l'esperto ha **detto** una **cosa** fondamentale sul cambiamento climatico.
- Questo film è **bello** perché la fotografia è **fatta bene**.
- Il protagonista **ha** un problema enorme e non sa come superarlo.
- Dopo aver analizzato i dati, lo scienziato ha **messo** in evidenza una **cosa** che nessuno aveva notato prima.
- Tutti gli studenti hanno **fatto** un patto di lealtà prima dell'esame.

| Termine Generico (da evitare) | Termine Preciso (da preferire) | Contesto d'uso |
|-------------------------------|--------------------------------|------------------------|
| Fare (una torta) | Preparare, confezionare | Cucina/Lavoro manuale |
| Fare (un patto) | Stipulare, sancire | Accordo formale |
| Fare (un discorso) | Pronunciare, esporre | Oratoria |
| Mettere (in luce) | Evidenziare, sottolineare | Analisi critica |
| Mettere (in atto) | Attuare, realizzare | Esecuzione di un piano |
| Avere (un'idea) | Concepire, elaborare | Processo creativo |
| Avere (un problema) | Riscontrare, affrontare | Difficoltà operativa |

| | | |
|-------------------|-----------------------------------|------------------------|
| Dire (una cosa) | Affermare, sostenere | Argomentazione |
| Dire (la verità) | Dichiarare, testimoniare | Resoconto |
| Cosa (generica) | Elemento, fattore, aspetto | Analisi di un fenomeno |
| Cosa (astratta) | Questione, tematica, ambito | Discussione teorica |
| Bello (generico) | Suggestivo, avvincente, pregevole | Giudizio estetico |
| Brutto (generico) | Spiacevole, deteriore, sgradevole | Giudizio qualitativo |

ESERCITAZIONE 6: INTEGRAZIONE, STILE E ANALISI CRITICA (AVANZATO)

1. Smontaggio critico del testo e revisione stilistica

Obiettivo: Eliminare la ridondanza, migliorare la coesione e elevare il registro.

a. Consegna: Il testo seguente presenta una struttura sintattica ripetitiva e un lessico povero. Riscrivilo interamente trasformandolo in un paragrafo dal tono accademico, eliminando ogni ripetizione e utilizzando connettivi logici appropriati (es: *inoltre, di conseguenza, tuttavia, sotto il profilo di*).

"Il libro che ho letto è bello e mi è piaciuto perché è scritto bene e la storia è bella e interessante e i personaggi sono fatti bene e anche lo stile dell'autore è bello e si legge velocemente."

b. Consegna: Il testo seguente esprime un concetto valido ma usa un linguaggio approssimativo e infantile. Riscrivilo trasformandolo in una riflessione matura e originale, che eviti le frasi fatte sul "seguire i propri sogni" e si concentri invece sul concetto di **orientamento consapevole del proprio percorso di vita**

"Tutti dicono che dobbiamo sognare in grande per avere un bel futuro. Però nessuno ti dice che è difficile scegliere cosa fare domani. A volte penso che il mio futuro sia già deciso dagli altri, ma io vorrei solo fare una cosa che mi piace davvero. Non so se i miei sogni si avvereranno, però mi piacerebbe capire chi sono e cosa voglio davvero prima di finire la scuola. Forse il futuro è solo un modo per dire che dobbiamo scegliere da soli cosa diventare."

2. Sintassi: Espansione e Costruzione del Periodo *Obiettivo: Gestire la complessità sintattica tramite le subordinate.*

Consegna: Partendo dalla frase nucleo *"Il gatto dorme"*, costruisci un periodo complesso che includa le seguenti espansioni, mantenendo una corretta punteggiatura:

1. Una subordinata causale (perché...).
2. Una subordinata temporale (mentre...).
3. Un complemento di luogo (stato in luogo) e un complemento di modo.

- **Risultato richiesto:** Una frase fluida e grammaticalmente impeccabile che non superi le 3 righe.

3. Comprensione Comparativa e Analisi dei Registri *Obiettivo: Riconoscere il "taglio" comunicativo e la finalità di un testo.*

Testi da analizzare:

- **Testo A (Registro Formale/Accademico):** *"L'attività fisica regolare funge da catalizzatore per il mantenimento di un ottimale equilibrio psicofisico, inibendo i processi di deterioramento cognitivo associati alla sedentarietà."*
 - **Testo B (Registro Informale/Divulgativo):** *"Muoviti un po' ogni giorno, vedrai che ti sentirai subito meglio e ti divertirai un sacco, senza contare che allontanerai lo stress!"*
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1. Analisi del Lessico e della Densità Informativa

Consegna: Isola due sostantivi e due verbi dal Testo A e trova i loro corrispondenti "informali" nel Testo B. Spiega poi perché il Testo A risulta più preciso (focalizzato sull'effetto biologico) mentre il Testo B risulta più diretto (focalizzato sull'esperienza immediata).

- *Obiettivo:* Comprendere la distinzione tra **lessico specifico/scientifico** e **lessico quotidiano/emotivo**.

2. Analisi della Funzione Comunicativa (Context-Awareness)

Consegna: Identifica in quale ambito (es. un articolo di una rivista medica, un post su un blog di fitness, un colloquio con un insegnante, una conversazione tra amici) il Testo B risulterebbe inappropriato o controproducente. Motiva la tua risposta riflettendo sulla differenza tra la **funzione informativa** (trasmettere dati) e la **funzione fatica/espressiva** (creare contatto e coinvolgimento).

- *Obiettivo:* Far comprendere allo studente che ogni registro ha un suo "habitat" naturale e che l'inadeguatezza del registro sminuisce l'autorevolezza di chi scrive.

3. Sintesi e Integrazione (Stile Medio)

Consegna: Fonda i due testi in un **Testo C** (Stile Medio). Il nuovo testo deve mantenere l'autorevolezza del Testo A (senza cadere nel gergo medico inutilmente complesso) e la chiarezza del Testo B (evitando però il tono eccessivamente colloquiale come "un sacco").

- *Obiettivo:* Allenare la capacità di **mediazione linguistica**, ovvero la capacità di riscrivere un concetto adattandolo a un pubblico ampio ma non specialistico (es. la rubrica di un quotidiano).

TABELLA DI AUTOVALUTAZIONE: PROFILO COMPETENZE

Al termine dello svolgimento del compito, prenditi il tempo necessario per riflettere e valutare i tuoi sforzi: compila la tabella assegnando un punteggio da **1** (da migliorare molto) a **4** (sicuro/eccellente) per ogni competenza testata durante le 6 esercitazioni.

| Competenza | Esercitazione di riferimento | Punteggio (1-4) |
|---|------------------------------|-----------------|
| Padronanza Ortografica (Accenti, apostrofi, punteggiatura) | 1, 3, 4 | |
| Analisi Logica (Soggetto, predicato, complementi) | 1, 2, 4, 5 | |
| Precisione Lessicale (Eliminazione termini generici) | 5, 6 | |
| Sintassi (Trasformazione attivo/passivo, subordinate) | 3, 6 | |
| Comprensione e Sintesi (Estrazione dati e 5W) | 2, 3 | |
| Analisi Critica (Punto di vista, tono, metafore) | 4, 5 | |
| Revisione Stilistica (Registro e coesione testuale) | 6 | |

Breve riflessione finale (da completare)

1. **La competenza in cui mi sento più sicuro/a:**

_____ (*Perché?*)

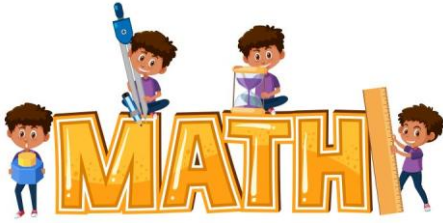
2. **L'aspetto che ho trovato più complesso da gestire:**

_____ (*Cosa mi ha messo in difficoltà?*)

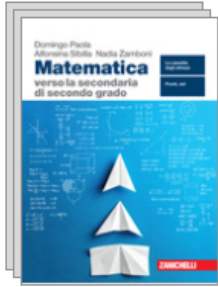
3. **Il mio obiettivo per settembre 2026:**

Nota per lo studente

- **Punteggio medio 1-2:** È necessario ripassare i fondamenti grammaticali. Non aver paura di tornare agli esercizi base.
- **Punteggio medio 3:** Hai una buona base, ma il tuo stile può ancora diventare più preciso. Punta a eliminare i verbi generici dai tuoi testi.
- **Punteggio medio 4:** Sei pronto per affrontare i testi complessi del liceo con consapevolezza. Continua a esercitare la lettura critica.



Risolvere gli esercizi del seguente testo:



Domingo Paola, Alfonsina Sibilla, Nadia Zamboni

Matematica verso la secondaria di secondo grado

2021

ISBN: 9788808799951

ZANICHELLI Editore

Dedicare particolare attenzione alle seguenti sezioni:

SEZIONE 1 Paragrafi: 1 - 2 - 3 - 5 - 6 - 7 - 8

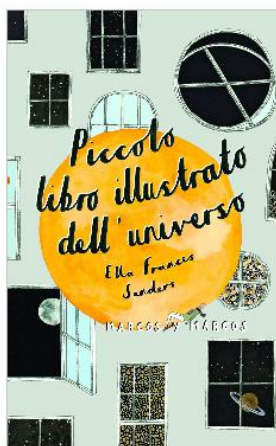
SEZIONE 2 Paragrafi 1 - 2 - 5 - 6

SEZIONE 4 Paragrafi 1 - 2

SEZIONE 5 tralasciare gli esercizi sugli argomenti non consigliati nelle sezioni precedenti.

SCIENZE

Il Dipartimento di scienze ti propone la lettura guidata del volume *Piccolo libro illustrato dell'universo* di Ella Frances Sanders.



Finalità

Sviluppo delle competenze di comprensione e analisi di un testo scientifico-divulgativo.

Acquisizione della capacità di individuare un linguaggio letterario applicato all'ambito scientifico.

Potenziamento delle capacità di analisi ed estrazione delle informazioni scientifiche finalizzate a un lavoro di classificazione degli argomenti trattati nelle diverse discipline.

Lavoro assegnato

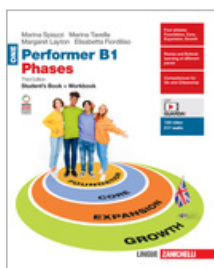
La consegna si articola nei seguenti punti:

1. Compilazione di una tabella nella quale suddividere i vari capitoli del libro nelle seguenti aree disciplinari: biologia, chimica, fisica, astronomia e altro.

2. Realizzazione di un indice del libro, scegliendo carattere, dimensione e ordine degli argomenti.



Per gli studenti delle future classi prime (*ad eccezione della prima Cambridge*) dal testo in adozione nelle prime del nostro Liceo:



Marina Spiazzi, Marina Tavella, Margaret Layton, Elisabetta Fiordiliso

Performer B1 Phases

Volume One

Student's Book + Workbook
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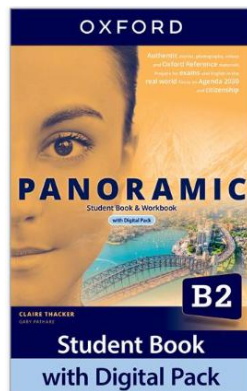
Si daranno come precedentemente acquisiti i contenuti della Welcome Unit (pagg. 7-12) e della Unit 1 (pagg. 13 -20).

Gli studenti dovranno invece svolgere le unità 2, 3, 4 (da pag. 21 a pag. 52), sulle quali sarà svolto un Test d'ingresso a settembre 2026.

**Per gli studenti della futura classe prima A opzione
LICEO CAMBRIDGE**



Svolgere interamente l'Entry Checker allegato al testo a loro in adozione.



Per comodità vengono di seguito riportate le schede dell'Entry Checker:

Present simple and Present continuous



1 Complete sentences (1-5) using the correct form of the verbs in brackets.

- 1 Peter is on his way. He _____ (come) by bus.
- 2 I _____ (see) your point, but I _____ (not / agree) with you.
- 3 I _____ (imagine) you're very tired after your journey.
- 4 Jamal isn't here. He _____ (have) his lunch.
- 5 The umbrella's not mine. I think it _____ (belong) to Annette.

2 Complete the descriptions of people's lives with the correct form of the verbs from the box.

analyse be (x2) have help live (x3) see study
travel work

Tanya has a year off between finishing university and beginning graduate studies, so she ¹ _____ around the world. Right now, she ² _____ in Peru, on her way to Machu Picchu.

Natasha rarely ³ _____ her aunt and uncle; they ⁴ _____ in Australia. But this year Natasha's brother ⁵ _____ at the University of Melbourne. So she can visit him and her aunt and uncle, too.

Enrico ⁶ _____ a writer for a travel blog and he never ⁷ _____ in one place for very long. This month Enrico ⁸ _____ in Seoul.

Amanda ⁹ _____ a temporary position; she ¹⁰ _____ with an advertising company. The company ¹¹ _____ consumer preferences, and Amanda ¹² _____ to create a survey.

Question forms



3 Match questions 1-5 to the answers (A-E).

- | | |
|--|---|
| 1 Who is talking to your brother? ____ | A Her cousin in Australia. |
| 2 Who is she talking to? ____ | B The washing machine, I think. |
| 3 What is she making? ____ | C His friend Owen. |
| 4 Who do you teach? ____ | D A dress. |
| 5 What is making that noise? ____ | E Class S4, but I don't really like them. |

4 Use the prompts to write questions for the answers.

- 1 A I don't know anyone here! who / be / the woman with Isabel?

B That's Isabel's sister Danielle.

- 2 A what / have got / you?

Do you need some help with that?

B Oh, no thanks. I can carry it.

- 3 A what / need / you / from the shop?

B I don't need anything. Thanks for asking.

- 4 A who / teach / the English class / this year?

B We have Mrs Simpson again.

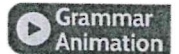
- 5 A who / talk to / you?

B I'm talking to Amber. She says to say hello.

- 6 A what / make / that sound?

B I don't know. I think there's something wrong with the car.

Question tags



5 Complete the sentences with a question tag.

- 1 Paul McCartney wrote the song 'Yesterday', _____?
- 2 Air travel didn't become common until the 1950s, _____?
- 3 You had really long hair when you were a teenager, _____?
- 4 Your brother didn't always work for Vodophone, _____?
- 5 The French team's amazing. They won the World Cup in 2018, _____?
- 6 It took them about twenty years to build that bridge, _____?

6 Complete the sentences with a question tag.

- 1 You aren't going to be home late again, _____?
- 2 This holiday is going to be expensive, _____?
- 3 We're going to watch that documentary tonight, _____?
- 4 I'm going to see you on Saturday, _____?
- 5 Your parents aren't going to be too pleased, _____?
- 6 The library isn't going to close soon, _____?

Past simple and Past continuous



1 Are the sentences Past Simple (S) or Past Continuous (C)?

- 1 I went to work in Australia last year. ____
- 2 What were you doing at ten o'clock last night? ____
- 3 Why were you talking to Alice this morning? ____
- 4 We walked to school yesterday instead of driving. ____
- 5 Did they sell their computer on the internet? ____
- 6 Why was Marvin laughing just now? ____

2 Complete the text. Use the Past Simple and Past Continuous.

It was such a terrible night! The wind was blowing and the trees ¹ _____ (make) a lot of noise. Suddenly, I ² _____ (hear) a big crash of thunder and it ³ _____ (start) to rain. As I ⁴ _____ (run) home, I ⁵ _____ (fall) over and got soaking wet. I ⁶ _____ (have) a long way to go and the rain came down so hard that it ⁷ _____ (be) difficult to see anything. I was very happy when I finally ⁸ _____ (arrive) back home.

used to



3 Write statements and questions with the correct form of used to.

- 1 we / win / every game of cricket *x*

- 2 my grandparents / vote / in every local election *✓*

- 3 the stadium / have / a roof?

- 4 Dan / be / very confident *x*

- 5 you / be / a very patient person?

- 6 Ian / spend / every evening at the gym *✓*

4 Complete the sentences with *used to* or *didn't use to* and the correct form of the verb in brackets.

I'm Emily Banning. I'm 79 years old. I ¹ _____ (go) to a big school in the town centre. I can remember it clearly. It was very different to your school today. We ² _____ (have) a school uniform but we all wore smart clothes. All the boys ³ _____ (wear) ties. There ⁴ _____ (be) more than 35 pupils in my class. We ⁵ _____ (sit) at big tables, for us it was one table per child. Our classroom was very simple. There ⁶ _____ (be) a lot of pictures on the walls and we certainly ⁷ _____ (have) computers in the classroom.

Gerunds and infinitives



5 Complete the second sentence so that it means the same as the first.

- 1 Alice sings very well.
Alice is good at _____.
- 2 I'd like to buy that phone.
I'm interested in _____.
- 3 I can't type very fast.
I'm slow at _____.
- 4 She may arrive late. She's worried.
She's worried about _____.
- 5 This video can help you improve your English.
This video is useful for _____.
- 6 I don't want to listen to this song again.
I'm bored with _____.

6 Complete the sentences with *to* + a verb in the infinitive.

- 1 We need _____ at the airport by 7.00 a.m.!
- 2 Would you like _____ basketball on Saturday?
- 3 She's learning _____ a car.
- 4 We're planning _____ to Mexico for our holiday next summer.
- 5 They decided _____ for a swim.
- 6 I'm hoping _____ a job in a London restaurant.

7 Complete the sentences with the correct form of the verbs from the box. Use a dictionary if necessary.

argue feel get pass see swim

- 1 It's not difficult _____ the first year exam.
- 2 Is it safe _____ in this river?
- 3 It was really nice _____ you again.
- 4 There's no point _____ about it. You two are clearly never going to agree with each other!
- 5 Don't worry. It's quite normal _____ nervous on the first day.
- 6 Adam's busy _____ ready for his job interview.

Present perfect with *for* and *since*



1 Combine the sentences with *for* or *since*.

- We work in this hotel. We started on Tuesday.

- I'm studying law. I'm at the end of my third year.

- My grandad has a computer. He got it when he was 80.

- There's a factory next to our house. It was built in 1950.

- Tom and I know each other. We met five years ago.

2 Write sentences using the prompts.

- It / not rain – two years

- We / live here – 2013

- He / not eat chocolate – six months

- You / grow – I last saw you

- I / not see Lucy – a long time

- Her English / improve – she moved to the UK

Present perfect with *just*, *already*, *yet*, *ever*, *never*, *still*



3 Choose the correct alternative.

- She's only been here two weeks and she's yet / already made lots of friends.
- He said he'd contact you. Has he phoned you yet / already?
- Have they yet / already decided who's in the team?
- I haven't seen that film yet / already. Is it good?
- 'Diego's yet / already been on the ride three times.'

4 Choose the correct alternative.

- Wait! I already / still can't find my bag.
- Has Julia finished eating yet / still?
- I don't believe it! You still / yet haven't finished that book!
- What do you want for lunch?
Erm ... I've still / already had lunch!
- Has it stopped raining?
No, not already / yet.

Present perfect and Past simple



5 Complete the pairs of sentences using the verb in bold. Use the present perfect simple for one sentence and the past simple for the other sentence.

read

A I ¹ _____ Paulo Coelho's latest book at the weekend, but I didn't really enjoy it.

B ² _____ you ³ _____ any of his other books?

star

A Which actor ⁴ _____ in *The Artist*?

B That was Jean Dujardin. He's very famous in France – he ⁵ _____ in a lot of French films.

have

A You dance really well. ⁶ _____ you ⁷ _____ dance lessons?

B Yes, we ⁸ _____ salsa lessons when we went to Cuba last summer.

see

A I ⁹ _____ this film before.

B When ¹⁰ _____ you ¹¹ _____ it?

6 Complete the diary entry with words from the box.

ago ate for from had haven't eaten met
's been (x2) 's had 's met since (x2) to 've had
was (x2)

7 P.M., 12TH JANUARY

It's been a good day. In fact, it ¹ _____ a good month so far. I ² _____ some great study sessions and I ³ _____ any chocolate since the end of last year (well, apart from that piece I ⁴ _____ last night, which ⁵ _____ very small ☺). I ⁶ _____ Sophie in town this morning. She ⁷ _____ in London for the last six months but she's just moved back. It ⁸ _____ really good to see her. She hasn't changed ⁹ _____ the last time we met! She told me all about the amazing experiences she ¹⁰ _____ and all the famous people she ¹¹ _____. She makes me smile with all her stories! I just sat and listened ¹² _____ 20 minutes and then we ¹³ _____ a proper conversation. OK, I'm going to stop now. I've been studying ¹⁴ _____ eight o'clock ¹⁵ _____ six o'clock today – yes, I finished less than an hour ¹⁶ _____ – and I haven't eaten ¹⁷ _____ lunchtime. I really need some food!

will, might, going to

1 Match the statement or question with the correct response (A–H).

- 1 "I can't get there until 5 minutes before the movie starts." ____
 - 2 "Can you wash the dishes tonight?" ____
 - 3 "What are you going to do after class?" ____
 - 4 "Can you help me?" ____
 - 5 "Do we have everything we need?" ____
 - 6 "Let's have lunch out." ____
 - 7 "Will Susana be in class tomorrow?" ____
 - 8 "Felicia is worried about her father." ____
- A "No, but I'll do them tomorrow."
 B "I'll make a list and check."
 C "I think I'll study for an hour and then go to the concert."
 D "I'll arrive early and save us two seats."
 E "I'll ask her, but I think she has a doctor's appointment."
 F "I'll pay for it—you paid last time."
 G "I'll try, but you're better at math than I am."
 H "We'll talk to her—it didn't sound too serious."

2 Complete the conversations using *will* or *be going to* and the verbs in brackets.

- 1 A: Do you know any good places to eat?
 B: Yes, just a minute.
 _____ (I / show) you some on my tablet.
- 2 A: Are you planning to rent a car in Ireland?
 B: No.
 _____ (my uncle / lend) us his van.
- 3 A: It's 24 degrees outside and it's only 10 a.m.
 B: Wow! _____ (it / be) really hot this afternoon.
- 4 A: I think you've missed the last bus.
 B: That's OK.
 _____ (we / call) a taxi.
- 5 A: Are you free next Saturday afternoon?
 B: No, sorry. _____ (I / visit) my grandparents.
- 6 A: Does Sam know you're using his new bike?
 B: No, he doesn't, but I'm sure
 _____ (he / not / mind).

Present simple in future time clauses

3 Complete the sentences with the words from the box. In some cases, more than one answer is possible.

after as soon as before until when

- 1 I'll get that DVD for you _____ you go.
- 2 I'm going to study in the library _____ it closes.
- 3 _____ this factory closes down there won't be any jobs here.
- 4 We won't start the game _____ Ashley gets here.
- 5 I'll show you my photos _____ the class is over.
- 6 _____ the mouse puts its head out of the hole, the cat's going to get it.
- 7 If we run, we'll get to class _____ the teacher arrives.
- 8 I'm going to hang the picture on the wall _____ the paint has dried.
- 9 It'll start getting dark soon _____ the sun goes down.

Present tenses for future plans and schedules

4 Complete the second sentence so it means the same as the first. Use the Present Simple form of the verb in brackets.

- 1 Her flight departure time is 09:20. (leave)
 The flight _____ at 09:20.
- 2 Its arrival time is 10:35. (arrive)
 It _____ at 10:35.
- 3 The Madrid summer lecture programme is scheduled to begin on 15th June. (start)
 The Madrid summer lecture programme _____ on 15th June.
- 4 The start time of the lectures is 09:30 every day. (begin)
 The lectures _____ at 09:30 every day.
- 5 The programme isn't scheduled to finish until 22nd August. (not / finish)
 The programme _____ until 22nd August.
- 6 Sarah's return date is 24th August. (return)
 Sarah _____ on 24th August.
- 7 She has made a dentist's appointment for August. (has got)
 She _____ a dentist's appointment in August.
- 8 Sarah and her friend Emma have booked a holiday in France from 27th August to 3rd September. (be)
 Sarah and her friend Emma _____ on holiday in France from 27th August to 3rd September.

Making comparisons



- 1 Complete the sentences. Use *as ... as* and a word from the box.

difficult hot long much quiet tall

- This summer is warm, but it's not _____ last summer.
 - I'm a bit early. The journey didn't take _____ I expected.
 - The Eiffel Tower isn't _____ the Empire State Building.
 - The children are asleep, so I'll be _____ I can.
 - I got an A in my exam! It wasn't _____ I thought it would be.
 - I don't like oranges _____ bananas.
- 2 Use not *as* + adjective + *as* to complete the sentences below.
- a DVD / a book - heavy
A DVD _____ a book.
 - lemons / oranges - sweet
Lemons _____ oranges.
 - cows / bulls - dangerous
Cows _____ bulls.
 - Italy / Saudi Arabia - hot
Italy _____ Saudi Arabia.
 - poems / novels - long
Poems _____ novels.
 - a helicopter / a jet plane - fast
A helicopter _____ a jet plane.
- 3 Complete the sentences using the comparative form of the adjectives in brackets.

- The old town was _____ (dirty) than the new town.
- My spelling is _____ (bad) than my brother's.
- Watching a film at the cinema is _____ (good) than watching it on a phone.
- People in villages are usually _____ (friendly) than people in cities.
- Today is _____ (foggy) than yesterday.

- 4 Complete the sentences with the superlative form of the adjectives below.

good tidy lazy expensive large

- We've got _____ dog in the world. He just lies on the sofa all day.
- _____ room in our house is the living room, but my parents' bedroom is also quite big.
- My computer is _____ thing I own. It cost a lot of money.
- Tom got _____ exam result in the class. He was very happy about it.
- Megan's bedroom is _____ room in the house because she puts all her things away.

Comparative intensifiers

- 5 Complete the sentences. Use the words in brackets with the comparative form of an adjective from the box.

big cheap comfortable happy relaxing successful

- We saved some money when we were living in Barcelona. It was _____ than living in London. (a little)
- I find it _____ in the country than in the city. I like the peace! (far)
- The whole team worked really hard and our project was _____ in the competition than last year. (much)
- With a family of eight, we really need a house that's _____ than this. We've only got four bedrooms here. (far)
- I love my new sofa. It's really soft, so it's _____ than my old one. (a lot)
- He seems _____ in his new job than he was in his last one. (a little)

Using two or more adjectives

- 6 Put the words in the correct order.

1 a / modern / kitchen / large

2 a / new / sofa / comfortable

3 a / round / table / small / wooden

4 a / wooden / dining table / old / beautiful

Defining relative clauses



1 Choose the correct alternative.

- 1 There's the man **who's** / **whose** photo was in the newspaper.
- 2 Is that the band **who's** / **whose** music is really popular at the moment?
- 3 **Who's** / **Whose** eaten all the cake?
- 4 Jay's the boy **who's** / **whose** got that new motorcycle.
- 5 Is that the actor **who's** / **whose** in Blade Runner?
- 6 Do you know **who's** / **whose** jacket this is?

2 Complete the sentences with the words in the list.

she they when where which who

- 1 What's the name of the café _____ we met yesterday?
- 2 My parents decided to sell the car _____ bought last year.
- 3 Those trainers _____ she bought cost £100.
- 4 I met someone _____ knew you the other day.
- 5 August is a month _____ a lot of people are on holiday.
- 6 That's the tennis racket _____ wants to buy.

Quantifiers



Choose the correct alternative.

- 1 Be careful. There's **any** / **some** ice on the road.
- 2 My dad doesn't do **any** / **some** work at the weekends.
- 3 I've downloaded **a** / **some** new music onto my iPod.
- 4 I haven't got **a** / **any** money in my pocket.

Complete the sentences using *a/an, some, any, or no*.

- 1 Would you like _____ envelope?
- 2 There aren't _____ biscuits left.
- 3 There's _____ apple juice.
- 4 I can see _____ stars. Look!

Complete the sentences with *a lot of, much, or many*.

- 1 How _____ stamps do you need? I've got two.
- 2 I don't have _____ free time. I work six days a week.
- 3 How _____ lemonade did Olivia drink? The bottle's empty now!
- 4 Anna can tell you very interesting stories. She's had _____ adventures.

6 Complete the sentences with the words below. There is one word that you do not need.

a lot of few many much some

- 1 The bus was late because there was _____ traffic.
- 2 Chloe doesn't take _____ clothes on holiday.
- 3 There are only a _____ sandwiches here. We need more for the picnic.
- 4 There isn't _____ water left - only half a bottle.

7 Complete the sentences with *few* or *little*. Add *of* if necessary.

- 1 Our drama group meets each week, but people are so busy that _____ come every time.
- 2 I tried to read that French article, but my French isn't very good, so I understood _____ it.
- 3 At this point, _____ is known about the causes of the accident.
- 4 Rebecca is interested in 17th century music, but _____ her friends share her interest.

8 Choose the correct alternative.

- 1 She ate the whole cake by herself. **All** / **All of** it.
- 2 Bring **all your** / **your** all friends.
- 3 I like **all modern** / **all of modern** art.
- 4 I lost my **all** / **all my** money.
- 5 Someone stole my clothes. **Them all** / **All of them**.
- 6 My students are great. I love **them all** / **all them**.

Non-defining relative clauses



9 Complete the sentences with the non-defining relative clauses from the box.

who is only 12 whose boyfriend is Brazilian
whose name is Sean which is north of Barcelona

- 1 The Costa Brava, _____, is popular with tourists.
- 2 My little sister, _____, is taller than I am.
- 3 Gemma, _____, is learning Portuguese.
- 4 My uncle, _____, used to be a professional footballer.

Giving advice and warnings: *should, ought to, had better*



- 1 Complete the conversations with *should* or *shouldn't* and the verbs in brackets.
- 1 A: I can't do this exercise. It's too difficult.
B: You _____ (ask) the teacher for some help.
- 2 A: I'm really annoyed with Grace.
B: Why?
A: Because she's always on the computer. She never talks to me!
B: You _____ (tell) her how you feel. Maybe she doesn't know.
- 3 A: Angela's leaving work at the end of the month. She's going to have a baby.
B: We _____ (get) her a present.
- 4 You _____ (sit) so near the television. It's not good for your eyes.
- 5 A: I miss the bus for college nearly every day.
B: You _____ (get up) earlier.

2 Rewrite the sentences using *ought to*.

- 1 You should look for a job.

- 2 Someone should call an ambulance.

- 3 What do you think we should do?

- 4 Sam should clean his bike.

- 5 They should be at school.

3 Complete the sentences with *had better* or *had better not* and the verbs from the box. Use contracted forms where possible.

arrive eat go start take write

- 1 You _____ training if you're serious about entering the marathon next year.
- 2 Sarah _____ for a walk if she wants some fresh air.
- 3 The children _____ any more of those sweets. They're going to feel sick!
- 4 We were so late yesterday! We _____ on time today!
- 5 Jamie _____ any more time off work. His boss isn't very happy with him as it is.
- 6 I _____ to Aunt Betty. I haven't sent her a letter for ages.

Expressing obligation and necessity: *must, have to, need to*



4 Look at the information about a summer job. Complete the sentences with the correct form of *have to*.

| Essential | Not essential |
|---------------------------------|----------------------------|
| speaking English | speaking Spanish |
| being enthusiastic | having a degree |
| liking children | having previous experience |
| enjoying outdoor activities | playing sport |
| working for at least four weeks | staying all summer |

- 1 You _____ speak English.
- 2 You _____ play sport.
- 3 You _____ enjoy outdoor activities.
- 4 You _____ have a degree.
- 5 You _____ be enthusiastic.
- 6 You _____ stay all summer.

5 Complete the rules for the chemistry lab with *must* and *mustn't* and the verbs in the box.

dispose identify put taste or sniff
tie it back wear wear

Clothes and hair

- 1 You _____ goggles and a white lab coat.
- 2 If you have long hair you _____.
- 3 You _____ sandals.

Equipment and chemicals

- 4 You _____ any equipment in your mouth.
- 5 You _____ the chemicals.
- 6 You _____ where the fire extinguishers.
- 7 You _____ of chemicals properly. Don't throw them into the sink.

too, enough, too much / many, not enough

6 Complete the sentences with *too much, too many* or *enough*.

- 1 There were _____ people in the room. It felt very crowded.
- 2 Are we going to have _____ time? It's getting late.
- 3 There aren't _____ books, I'm afraid. You'll have to share.
- 4 I've eaten _____ chocolate! I feel ill!

Requests and permissions: *can, could, may*

1 Ask for permission to do something using *can*.

1 buy some new trainers

2 borrow your phone

3 climb that tree

4 go to the park

5 go to bed late

6 have some chocolate

2 Match sentences 1–9 to the uses of *may, can, and could* (A–I).

- 1 Students may choose any three topics to study. ____
- 2 You can see me in the office after lunch on Tuesdays. ____
- 3 Could I use this computer? ____
- 4 May I open the window? ____
- 5 Yes, you may. ____
- 6 Yes, you may open. ____
- 7 Yes, of course. ____
- 8 No, you may not. ____
- 9 I'd rather you didn't. ____

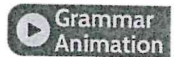
- A A formal way to ask for permission.
- B A less formal way to ask for permission.
- C A formal way to give permission.
- D A less formal way to give permission.
- E A formal reply to a request for permission.
- F A polite but less formal reply to a request for permission.
- G An incorrect reply to a request for permission.
- H A polite but less formal way of refusing permission.
- I A very formal way of refusing permission.

be able to

3 Complete the sentences with the correct form of *can* or *be able to*. Sometimes two answers are possible.

- 1 She _____ never find clothes that she likes.
- 2 I _____ do my homework last night. It was too difficult.
- 3 He _____ speak very good French – nobody seems to understand a word he's saying!
- 4 They _____ come to the conference because there weren't any flights.
- 5 _____ you tell me where the nearest supermarket is?
- 6 She needs to _____ swim if she wants to go sailing.
- 7 I love _____ buy everything I need in the local shops.

Expressing possibility: *may, might, could*



4 Complete the dialogues with *might* or *might not* + a verb from the list.

be buy fall go have like
meet phone

- A What's this? It looks very strange.
B It's a special dish from my country. Try it, you ¹ _____ it.
- A I ² _____ a new phone as the screen's broken on this one.
B Good idea. There are some good offers at the moment.
A Are you going to be in this evening?
B I'm not sure. I ³ _____ some friends for dinner.
- A Look, Mummy, I can ride a bicycle without using my hands!
B Oh, be careful! You ⁴ _____.
- A Where are you going for your holiday?
B I don't know. I don't have much money, so I ⁵ _____ a holiday this year.
- A Are you going to send Adam an email?
B No, I think I ⁶ _____ him. It's quicker.
- A How are you going to get there?
B I ⁷ _____ by train... but maybe it's better to drive... I don't know...
- A Come on – you need to make a decision!
A I ⁸ _____ late tomorrow. I'm seeing the doctor at 8.30.
B OK. Thanks for telling me.

5 Choose the correct alternative or alternatives.

- 1 What's this flower? It might / could be a kind of rose. I'll check my book.
- 2 We can go to Theo's house but he could / might not be at home.
- 3 You want to borrow my new motorbike? You must / might be joking!
- 4 I'm not sure. I could get a new laptop but I might / could not.
- 5 There may / should be some money in my bag. Have a look.
- 6 There must / could be a lot of people at the beach today.

Zero and first conditional



- 1 Complete the sentences with the correct form of the verbs in the box.

enjoy float forget not eat not help
not smoke play

- If I _____ my watch, I won't know the time.
- If people _____ their jobs, they normally work hard.
- Jason doesn't get any pocket money if he _____ his parents.
- If you drop a bottle in the sea, it _____.
- He gets very hungry if he _____ football after school.
- If you're vegetarian, you _____ meat.
- People are healthier if they _____.

- 2 Choose the correct alternative.

- People might think / think you're rude if you don't answer / 'll not answer their questions.
- We 'll go / go to visit Sarah if we 're / 'll be in London.
- Your hosts are / will be upset if you will arrive / arrive more than fifteen minutes late.
- You won't / aren't be able to talk to anyone if you don't know / 'll not know the language.

- 3 Look at the rules from a radio quiz show. Match the beginnings (1-6) to the endings (A-F).

- | | |
|---|---|
| 1 If you give a correct answer, ... ____ | A you lose one point. |
| 2 If you give a wrong answer, ... ____ | B you get two extra points. |
| 3 If you don't answer in ten seconds, ... ____ | C you get two points. |
| 4 If the next player answers correctly, ... ____ | D he or she gets one point. |
| 5 If you answer five questions correctly, ... ____ | E there is one more question, and the first person to answer correctly is the winner. |
| 6 If two players finish with the same score, ... ____ | F you get no points and the next player tries to answer. |

Verbs with two objects

- 4 Choose the correct alternative.

- He wrote her / to her an email.
- Shall I buy you / for you a new coat?
- Sam is lending his bike me / to me.
- The waiter brought some water us / for us.
- I've sent the restaurant / to the restaurant a text.
- Remember to give the keys Naomi / to Naomi.

- 5 Tick (✓) the sentences that are correct. Rewrite the ones that aren't correct. Sometimes more than one answer is possible.

1 They gave it to us.

2 Could you fetch it to me, please?

3 Let's give them her.

4 Did he offer it you?

5 I'll make it for you.

6 Rosie explained me the problem.

7 We sent it for you last week.

8 What did he say you?

9 She's got a ticket to Marco, too.

10 Can you describe the car to us?

Second conditional



- 6 Complete the article with second conditional forms of the verbs from the box. Use contractions where possible.

be (x4) become go happen keep not eat
not need (x2) stop suggest

Should we eat less meat?

What ¹ _____ if everybody in the world ² _____ eating meat? Many people think that humans eat too much meat, but would it be better if all of us ³ _____ vegetarians?

Millions of people around the world work with animals on farms. If we ⁴ _____ all vegetarians, there ⁵ _____ fewer animals to look after. If that happened, we ⁶ _____ cows to give us milk and hens to give us eggs, but we ⁷ _____ as many farm workers. If we ⁸ _____ them, where ⁹ _____ to find new jobs?

On the other hand, cows produce 18% of the gases that cause climate change, so if we ¹⁰ _____ beef, it ¹¹ _____ better for the environment. If I ¹² _____ a world leader, I ¹³ _____ that the best solution is to eat less meat, but not to stop eating it completely.

Articles: *a / an, the, zero article*



1 Complete the conversation with *a, an* or *-*.

- A: Has your family ever had ¹ _____ pet?
 B: No, my family don't really like animals. Why?
 A: Because my mum wants to get ² _____ Labrador.
 B: Sorry? What's that?
 A: It's ³ _____ type of dog. Mum wants to get one as ⁴ _____ surprise for my brother.
 B: Oh. What are they like?
 A: Well, ⁵ _____ Labradors are really friendly dogs. Very intelligent, too.
 B: Good luck with it, ⁶ _____ animal like that needs a lot of exercise!

2 Correct these sentences using *a, an, the, or -* (no article).

- I'm architect in big company in London.

- I'm going to shops. Would you like anything?

- What beautiful new dress you're wearing!

- Excuse me, is there bank near here?

- I live in village in mountains in Chile.

The passive: Present simple and Past simple



3 Complete the sentences with the correct form of *be*.

- The best ice cream _____ made in Italy.
- I _____ driven to school on Mondays.
- Omelettes _____ made with eggs.
- _____ we invited to the party on Sunday?
- How often _____ your room cleaned?

Complete the description of a process with the Present Simple passive form of verbs from the box.

deliver do dry fill pack put wrap

Putting mineral water into bottles is quick. When the water comes out of the ground, it is taken just a few metres to a 'bottling hall', where clean bottles ¹ _____ with the water. This ² _____ by a machine. A few seconds later, the plastic tops ³ _____ on the bottles by the same machine. Next, each bottle ⁴ _____ so labels can be stuck on easily. After that, the bottles ⁵ _____ into trays and then they ⁶ _____. Finally, the cases of water ⁷ _____ to customers.

5 Complete the sentences with phrases from the box.

was delayed wasn't kept wasn't paid were Who was
 Were all the exam papers marked weren't allowed
 Who were

- _____ the light bulb invented by? ~ Thomas Edison.
- I was late because the train _____.
- The ice cream _____ in the freezer so it melted.
- _____ by Mrs Salmon? ~ Yes, they _____.
- I worked hard but I _____ any money.
- We _____ to take our mobile phones.
- _____ the toys packed by?

6 Write two passive sentences for each active one.

- He bought his sister a new tablet.

- Someone built a new school for the children.

- Someone read a poem to the audience.

Indefinite pronouns

7 Choose the correct alternative.

- I didn't break anything / something.
- Shall we go somewhere / anywhere nice on your birthday?
- Nobody was / wasn't there.
- We didn't do anything / nothing much yesterday.
- We should tell everybody / all people in the class.
- No one other / else knows - just you and me.

8 Complete the sentences about holidays.

- I like to go _____ hot and sunny.
- I like doing _____ educational.
- I prefer relaxing and doing _____ much.
- I'd love to go somewhere completely different that _____ else has heard of.
- I enjoy holidays with my family, but I'd rather go with _____ else.
- I don't want to go _____ that is very crowded.



Past perfect

1 Choose the correct alternative.

- 1 She went back to school because she'd left / leaved her bag in the classroom.
- 2 Sam wanted to pay but he'd forgot / forgotten his wallet.
- 3 When he woke up, everyone had finished / finished breakfast.
- 4 I've / I'd just repaired the bike, when Harry crashed it again.
- 5 Jill and Lucy weren't there. Where they had / had they gone?
- 6 By the time Dickens died, how many books he had / had he written?

2 Complete the text with the Past Perfect form of the verbs from the box and the words in brackets.

book cycle go hear hope not expect not plan
not realise read see

Adventures in Ecuador

Last year I went to Ecuador. It was amazing! I'd never been anywhere like it. Of course I ¹ _____ lots of guidebooks and I ² _____ lot of photos online but I ³ _____ it to be so beautiful.

I went with my sister Hannah. I ⁴ _____ my friend Emma would come too, but unfortunately she decided it was too expensive. Hannah ⁵ _____ (already) to South America a few times but it was all completely new to me.

First, we went to Papallacta, which is a hotel up in the Andes with natural hot baths. I ⁶ _____ how tired I was until I relaxed in that hot water! Then, we went to Mindo, which is in the cloud forest. It was full of the most amazing plants, flowers, birds, and insects. I ⁷ _____ (never) of half of them before!

Unfortunately, we ⁸ _____ (only) two nights at Mindo, so we didn't have very long there. After Mindo, we had a brilliant day on Mount Cotapaxi, a volcano. We ⁹ _____ to do this, but then, when we were back in Quito, we saw an advertisement for bike tours and we decided to do it. A truck took us and the bikes up to the top, and then we cycled all the way down. It was a few years since I ¹⁰ _____ anywhere so I went quite slowly at first!

Past perfect and past simple

3 Tick (✓) the sentences that are correct. Put a cross (X) next to the ones that aren't correct.

- 1 I didn't give her the ring until she paid for it. ____
I didn't give her the ring until she'd paid for it. ____
- 2 When we got to the beach, we ran straight into the sea. ____
When we got to the beach, we had run straight into the sea. ____
- 3 As soon as I arrived, everyone started talking to me. ____
As soon as I arrived, everyone had started talking to me. ____
- 4 They played some music I never heard before. ____
They played some music I'd never heard before. ____

4 Complete the sentences. Use the Past Simple or Past Perfect form of the verb in parentheses.

- 1 By the time they _____ (get) home from school, their favorite TV show _____ (finish).
- 2 She _____ (work) here for three months before she _____ (make) any new friends.
- 3 When I _____ (get) to the station the train _____ (leave).
- 4 The children _____ (learn) how to read before they _____ (be) five years old.
- 5 By the time her pizza finally _____ (come), she _____ (eat) dessert.
- 6 My phone _____ (stop) ringing by the time I _____ (find) it in my bag.

Future from the past

5 Make predictions in the past with *was(n't)* / *were(n't)* *going to*.

- 1 The alarm sounded at 5am. It / be / a long day

- 2 We didn't leave the house in time. We / not / catch / bus

- 3 The road she was running down was very slippery. She / fall / any moment

- 4 The sky suddenly turned black. There / be / storm

- 5 The wind was howling even before take-off. It / be / a bumpy flight

- 6 Everyone was coming to the party. It / be / a great event
