

# ENGLISH 4

## CONSOLIDATION TASK

You should do these exercises to consolidate some of the grammar contents we worked with throughout the school year. The dossier also contains some reading and writing tasks.

Your teacher is going to post the key to the exercises in your Edmodo class at the end of July so you can check your exercises.



**Present and past tenses****A. Complete the conversation with the present perfect, past simple or present simple form of the verbs in brackets.**

- A: **(1. you / hear)** anything from Julia in the last few weeks?
- B: Yes, she's in Madrid. She **(2. be)** there since Saturday.
- A: Oh, yeah! I **(3. forget)** about that. **(4. she / go)** with her parents?
- B: Yes, I think so. They **(5. go)** to Madrid every Christmas. I think her brother **(6. live)** there. He **(7. be)** there for a couple of years.
- A: I **(8. always / want)** to visit Madrid. It's such a beautiful city.
- B: Do you think so? I've heard that it's really hot in summer and really cold in winter.
- A: My parents **(9. go)** there last summer. I **(10. not go)** because I **(11. have)** exams.
- B: Oh yes, I remember that. **(12. you / pass)** them all?
- A: No, I **(13. fail)** Spanish so I decided to take extra classes. I **(14. start)** them in September.
- B: So, **(15. your Spanish / get)** better since then?
- A: Yes, I think so. I **(16. really / improve)** my vocabulary, especially since I met Pedro!
- B: Pedro? Who **(17. be)** Pedro?
- A: He's my new boyfriend. We **(18. be)** together for three weeks now!

**B. Complete the story with the correct form of the verbs in brackets. Use the present simple, past simple, present perfect or past perfect.**

When Kakenya Ntaiya from Kenya was fourteen, she **(1. make)** a deal with her father. He would let her finish high school or she **(2. threaten)** to run away. Maasai girls didn't usually finish high school, but her father **(3. accept)**. Ntaiya said, 'I had always liked going to school and I **(4. always / dream)** of being a teacher.' But Ntaiya **(5. be)** engaged to be married since the age of five and spent a lot of her childhood learning how to be a good Maasai wife. However, she was very good at school and she **(6. win)** a scholarship to go to the USA. The villagers where she lived **(7. collect)** money for her flight and Ntaiya **(8. promise)** to come back to help the village. When she **(9. finish)** her degree she **(10. work)** for a while at the UN and then

got a doctorate. In 2009, she **(11. set)** up a primary school in her old village. This school **(12. now / help)** more than 150 girls to get a good education. Ntaiya **(13. keep)** her promise to her village. The girls at the school **(14. want)** to be teachers, doctors or lawyers. But there **(15. be)** problems. At first the villagers **(16. not want)** to give Ntaiya the land for the school but many parents now **(17. realise)** how important a good education can be for their daughters.

### Future tenses

#### C. Choose the correct options.

1. This is the last English class so I expect the teacher **gives / will give** us an exam.
2. OK, let's meet later. I **'m calling / 'll call** you this afternoon.
3. **Are you going out / Will you go out** tonight?
4. What **will you do / are you going to do** after dinner tonight?
5. Hold on, the music's very loud and I can't hear you. I **turn / 'll turn** it down.
6. I think we **'ll still be / 're still being** together next year.
7. They've won the last seven matches. They **'re not going to lose / 're not losing** the next one.
8. The timetable shows that the next bus **will leave / leaves** in ten minutes.

#### D. Complete the sentences with the future continuous or future perfect form of the verb in brackets.

1. By this time tomorrow, I **(finish)** all my exams.
2. Come and visit me and my cousin tomorrow afternoon. We **(play)** video games.
3. I **(wait)** for you when you get to the station.
4. In December, my sister **(be)** in London for three years.
5. By the time we get to Paris, we **(take)** three different trains.
6. I'll call you at 8 o'clock tonight. What **(you / do)** then?
7. I hope I **(get)** married by the time I'm thirty.
8. We **(have)** dinner when the match begins. We're going to miss the start!

**E. Complete the sentences with the correct future form of the verbs in brackets.****Sometimes there is more than one possible answer.**

1. When I retire, I probably **(go)** and live by the sea.
2. You have to get up early tomorrow. The plane **(leave)** at 7 o'clock.
3. Call me at 9 o'clock. I **(finish)** my breakfast by then.
4. From now on, I **(study)** hard every day. I don't want to fail my exams.
5. We **(have)** a party on Friday. Do you want to come?
6. The phone is ringing. you **(answer)** it? My hands are dirty.
7. This time tomorrow, Paul and I **(get)** married.
8. Oh no, look at this mess! What we **(do)**?

**Mixed verbal tenses****F. Complete the text with the correct form of the verbs in brackets.**

Tom Wilson **(1. be)** an explorer. He **(2. be)** to nearly every country in the world, but the most exciting time he **(3. ever/have)** was when he **(4. go)** to the Congo jungle. A magazine **(5. ask)** him to retrace the route of a famous explorer who **(6. disappear)** in the 1920's. As he **(7. follow)** a small river he got separated from his guides. He **(8. go on)** alone, hoping he **(9. find)** them, but instead he **(10. encounter)** a group of natives. He **(11. stay)** with them for several days and **(12. find out)** that a very old woman **(13. actually/meet)** the famous explorer. She **(14. know)** how he **(15. die)**. Tom **(16. become)** very friendly with the natives and now he **(17. plan)** to go back and see them again. He is sure they **(18. welcome)** him back.

**G. Complete the text with the correct form of the verbs in brackets.**

When Francis Lee was a boy, he **(1. want)** to be an astronaut. He **(2. watch)** TV one day in 1969 when he **(3. see)** Neil Armstrong walk on the moon. Since then he **(4. always/dream)** of doing the same. Every night when there is a full moon, he **(5. stare)** up at it for hours and **(6. imagine)** himself walking around on it. At the moment, however, he **(7. work)** as a night-watchman at a meat factory. He **(8. do)** the same job since he left school fifteen years ago, but he still hopes that one day his dream **(9. come)** true. He **(10. hear)** that in the 21st century they **(11. sell)** tickets to fly to the moon. For this reason, he **(12. save)** half of his wages every month for the past two years.

**H. Complete the text with the correct form of the verbs in brackets.**

Sue Thomas is a fashion designer. She **(1. make)** clothes ever since she **(2. be)** a young girl. She **(3. get)** her first job in a clothes factory when she was sixteen. She **(4. sew)** buttons onto a shirt one day when she **(5. have)** a brilliant idea for a design. After she **(6. speak)** to her bank manager, she got a loan and she **(7. open)** her own little workshop. Now she **(8. make)** lots of money. Next year she **(9. open)** a shop which will sell all her own designs. She **(10. sell)** clothes to a lot of famous people, including film stars and singers, and she **(11. think)** she will be very rich soon.

**Modal verbs****I. Add a modal verb to the sentences to express ability, obligation, prohibition or to give advice.**

1. You really pay much attention to Philip. He's always making fun of everyone. (advice)
2. At our school, all the students wear a uniform. (obligation)
3. We print out these pages because the printer's not working. (ability)
4. You sit down on that bench because the paint is wet. (prohibition)
5. OK, you hand in the homework tomorrow. I'll give you until Friday. (obligation)
6. When my dad was younger he use a computer. No one had ever taught him. (ability)
7. My brother thinks I get my hair cut. He says it's too long. (advice)
8. I've been calling Paul all day but I speak to him yet. (ability)
9. My mum worked in the USA so she speak English at work. (obligation)
10. We're installing some new software so you switch off the computer. (prohibition)

**J. Choose the correct options.**

Have you ever left your house without your keys? I have. Several times! I **1. can / could** remember one time very well. I **2. had to / must** go out for a few minutes to buy some bread. I thought to myself: 'I **3. don't have to / mustn't** forget my keys.' I closed the front door and I suddenly realised I had forgotten my keys! 'Now I **4. won't be able to / couldn't** get back in later,' I thought. I **5. had to / must** think quickly. No problem, I thought, I **6. am able to / can** call my mum. She **7. will can / will be able**

**to** let me in. Then I realised I'd also forgotten my mobile phone! Without my keys or my mobile phone, I **8. would have to / have had to** go to Manu's house – he's a friend who lives down the road. So I went to Manu's but he wasn't in so I **9. had to / must** explain to his mum what had happened. 'You **10. should / must** give a key to one of your neighbours,' she said. Then I remembered that Mrs García next door had a key! Anyway, Mrs García gave me the key and I **11. could / was able to** get back into the house. Then I realised ... I'd forgotten to buy the bread!

### Passive

#### K. Complete the conversation using the passive form of the verbs in brackets.

Juan: Sorry I'm late! There's so much traffic in the mornings.

Eva: I know! Something **(1. should / do)** about it. It's not good for our health, or the environment.

Luis: I read an article the other day that said drivers **(2. should / charge)** €10 for driving into the city centre like in lots of other cities. It's called a congestion charge.

Juan: It's not a bad idea, but people **(3. have to / give)** another option, or it wouldn't be fair. Not everyone can afford €50 a week to go to work, or school. If some people **(4. force)** to pay €10 each day, they'd have to look for a job in another city.

Eva: I agree. The government **(5. can not / allow)** to make life better for those who can afford to pay. Rich people **(6. must / encourage)** not to drive too. We all breathe the same air!

Luis: I think that in most places the money that **(7. collect)** from drivers **(8. have to / spend)** on improving the buses, and the metro. It's the law. That way, everyone wins.

#### L. Turn these sentences into the passive. Omit the agent if it is not necessary.

1. The factory makes a huge selection of energy-saving products.
2. Granddad's old car produced a lot of air pollution.
3. Did Alexander Graham Bell invent the telephone in 1876?
4. This shop doesn't sell kitchen devices or gadgets.

5. The government is going to change the law to protect local wildlife.
6. Will the inventor show us the new designs this afternoon?
7. Does your dad prepare all the family meals?
8. Someone is helping her with the housework.
9. They didn't pay me much for that job.
10. The traffic warden had already given him a ticket for illegal parking.
11. Archaeologists have discovered an ancient temple.
12. They are building a new ring-road round the city.
13. They haven't delivered the food yet.
14. People don't use this road very often.
15. They are going to finish the new road in a few days.

**M. Write passive sentences using the causative.**

1. His teeth are checked twice a year.
2. Her skirt is being cleaned at the moment.
3. My hair is trimmed once a month.
4. Central heating is going to be installed in our house next month.
5. Sam's burglar alarm was fitted last week.
6. My car is being repaired at the moment.
7. The band's new single has just been recorded.
8. Our new furniture is going to be delivered tomorrow.
9. Their new house is being decorated at the moment.
10. The windows will be cleaned.

**Conditional sentences**

**N. Complete the sentences with the correct form of the verbs in brackets.**

1. If she had told me to wait, I (**take**) a seat.
2. If you smack Jane, I (**tell**) Mum.
3. I wouldn't have walked to school if I (**know**) it was going to rain.
4. If you (**write**) in pencil, you can correct your mistakes more easily.
5. I'm sure your dad would tell you the truth if you (**ask**) him.
6. If these don't fit, I (**try on**) another pair of jeans

- O.** Complete the second sentence so that it has the same meaning as the first.
1. You are always interrupting me so I won't be able to finish this. / If you don't...
  2. OK, I agree to make dinner but you have to buy the food. / I'll...
  3. I don't speak any French because I don't live in France. / I'd be able to...
  4. I'm sorry I didn't call you but I was really busy. / If I hadn't...
  5. I didn't pass my exams because I didn't study enough. / If I...
  6. You're not free tomorrow so I won't call you. / I'd call...

**P. Write conditional sentences for the following situations.**

1. He won't come for a drink because he's got work to do.
2. I went to the library because I needed to borrow some books.
3. Bob was worried because he had lost his watch.
4. He was too slow to win the race.
5. If you don't hurry you won't catch the bus. (Use unless)
6. You came to school late. Your teacher is angry with you.
7. Whenever Peter and I meet, we talk about the good old times.
8. I want to travel to NY but I have to save some money first.
9. You don't always tell him the truth, so he doesn't trust you.
10. I don't need a new car, so I won't buy it.
11. Come only if you are interested. (Use unless)
12. I didn't call you because I didn't know that you needed me.
13. You should finish your homework now and go out later.
14. We can have dinner in a restaurant if you are not tired.
15. She wanted to buy that picture, but she didn't have enough money.

**Q. Rewrite the sentences using *I wish* or *If only*.**

1. I'm sorry I didn't see Elena yesterday.
2. It's a pity we don't go out more often.
3. I really want you to stop smoking.
4. She should have called her parents earlier.
5. We feel sorry we didn't meet him at the station.
6. He shouts so much. It's so annoying!

**Relative clauses**

**R. Complete the sentences with a relative pronoun. More than one answer may be possible.**

1. I have a friend \_\_ grandparents went on the demonstration.
2. The activist \_\_ spoke first was very passionate.
3. This is the square \_\_ the uprising began.
4. The group \_\_ I belong to is fighting against the fur trade.
5. I'll never forget the moment \_\_ the police arrived.
6. Here are your glasses \_\_ you couldn't find earlier.
7. A market researcher is someone \_\_ finds out what customers want.
8. That was the worst football match \_\_ I have ever been to!
9. Anybody \_\_ wants to act in the school play must sign up today.
10. The town \_\_ I live in is the best in the world!

**S. Join the sentences using defining or non-defining relative clauses.**

1. A friend of mine helped organise the strike. She is a trade union member.
2. They are protesting against the spending cuts. They feel the cuts are unfair.
3. She met an interesting man. He had gone to Germany to find work in the 70s.
4. The animal rights group have planned a demonstration. The group's members are all vegetarian.
5. The riots spread to residential areas. They had started in the city centre
6. His latest album is amazing. It came out last week.
7. Joe Harris has been elected again. He's been mayor for twenty years.
8. The village has become a popular resort. We spent our honeymoon there.
9. It's a new sport. I know absolutely nothing about it.
10. The Browns were making a lot of noise. Their flat is directly above ours.

**Reading & Writing 1 – Street life**

Almost every city in the world has some kind of street market. However, there are a few that stand out as being world class. Let *Travel Today* be your guide ...

*Hong Kong*

Hong Kong has plenty of unusual street markets. The street market around Upper Lascar Row is very popular with tourists to China. However, one particular stall is popular with locals. It is run by a man called Uncle Szeto, who sells all sorts of things at his stall: old family photographs, vintage postcards and an impressive collection of old Bruce Lee film posters! The market is open on Saturdays.

*Marrakech*

Marrakech has some of the most amazing *souks* in the world. These markets are a major part of life in Morocco. Shoppers can buy Moroccan crafts, traditional leather sandals, food or clothes. It's an exciting experience with lots of colours, sounds and smells. Beautiful carpets and rugs are sold in the markets and it's a pleasure to browse the carpet shops. When you step inside a carpet seller's shop, you will be treated to mint tea and long conversations. The wool carpets are hand woven and are famous for their complicated designs and bright colours. Shoppers are advised to bargain a little with sellers to get the best prices. However, be aware of the fact that market sellers are very proud of their bargaining skills! It's easy to get lost in the markets, so it's a good idea to go with a guide.

*Berlin*

Some of Germany's best shopping can be found in Berlin's numerous street markets. They sell everything from vintage clothes to antique furniture. There are some great bargains to be had. The market along the Street of 17 June takes place every weekend.

Flowmarkt has a fantastic location along the canal and has a reputation for being very fashionable. There are lots of places to sit, eat and enjoy the atmosphere. The market is also an informal music festival and shoppers can listen to music while they eat. The market is open every first and third Sunday of the month.

**A. Read the extracts from a travel magazine and write the name of the correct city to complete each sentence below.**

1. \_\_\_ has a market which sells handmade goods.
2. \_\_\_ has a market which sells different kinds of unusual objects.
3. \_\_\_ has a market which is next to the water.

**B. Complete the sentences with one word in each gap. Use words from the magazine article.**

1. If you are a fan of the actor Bruce Lee, check out Uncle Szeto's \_\_\_, which sells \_\_\_ of the famous actor's films.
2. The writer says that the \_\_\_ sold in the souks of Marrakech market have designs which are both \_\_\_ and brightly-coloured.
3. Objects sold in the market along the Street of 17 may be either new or \_\_\_.
4. Flowmarkt, which is open only twice a \_\_\_, is popular with shoppers who like to browse, eat and listen to \_\_\_.

**C. Look at the pair of sentences from each extract. Tick the sentence that expresses a main idea.**

1. However, one particular stall is popular with locals.  
The market is open on Saturdays.
2. Shoppers can buy Moroccan crafts, traditional leather sandals, food or clothes.  
Shoppers are advised to bargain with sellers to get the best prices.
3. There are some great bargains to be had.  
Some of Germany's best shopping can be found in Berlin's numerous street markets.

**D. Read the travel magazine again and answer the questions.**

- |  |                              |
|--|------------------------------|
| 1. This text aims to:                    | 2. This text is written for: |
| a. show shoppers how to get good prices  | a. historians                |
| b. tell tourists how to get to places    | b. tourists                  |
| c. provide information about places      | c. locals                    |
| d. sell products to tourists or shoppers | d. shopkeepers               |

**E. Find words in the text to complete the sentences.**

1. There were \_\_ tourists at the cathedral, so we couldn't get in.
2. We are in a bit of hurry so we can only stay for \_\_ while.
3. I didn't buy many things at the market, only \_\_ old photographs.
4. It's your problem if you're hungry. There was \_\_ food at the party.

**F. Answer the questions. Write about 60 words to answer.**

1. What are the best places to shop in your city? Why should tourists or locals go there?
2. Do you think that shopping in a street market is interesting? Why? / Why not?

**Reading & Writing 2 – Registration: Performing Arts School**

Final date for submission of registration forms is 1st September. Classes start at the school on 15th September.

Instructions for registering for a place at our school.

You can register for a place on a course in one of two ways: online or by post.

Online:

- 1 Click on the registration tab.
- 2 Click on the link in order to download the file.
- 3 The file will open up automatically on the screen.
- 4 Save the file to your desktop or a folder on your computer. Please add the name of the person applying to the school to the file name.
- 5 Fill in the Personal Details section. Please don't forget to include your age as we group students according to age and not ability. Save any changes made.
- 6 Tick the class time that suits you best. Please don't forget to tick the most suitable box as this might result in us assigning you a time which doesn't suit you and this can't be changed later. Please save the document again.
- 7 If you are paying by bank transfer, complete the Fees section carefully. Tick the appropriate box. Then, include your account number and your IBAN number and say what date in the month is the best for us to withdraw the fee. Do not forget to sign and date this section.

Click 'save' so as to save all changes made. If you want to pay for the term by card, please tick the credit card box. Fill in the card information, including card number and expiry date. If you wish to pay by cash per class, please tick that box. However, classes will be 10% cheaper if you pay using either of the two previous methods.

- 8 When the form is completed, save it one last time.
- 9 To send the file to us, scroll down and click on the button: "Submit file". Choose the file from your folder and click on open. Type in your email address and click on accept. Alternatively, you can open your email. Click on Write email. Type in our email address, in the subject say "Registration: name of applicant", and include the file as an attachment.
- 10 Confirmation of receipt of file: we will send a confirmatory email within two working days so that you know we have your form.
- 11 Applicants will be informed if we have accepted their application by email or text on 7<sup>th</sup> September.

By post:

Alternatively, you can pick up a registration form from our school and complete it at home. You can then return the completed form to our office or send it by post. When you are filling in the form, please follow steps 5–7 and 10–11 in the Online section.

**A. Read the registration instructions. Choose the correct option.**

This text uses:

1. formal, impersonal language
2. informal, personal language
3. long, formal sentences
4. short, informal sentences

People should submit a registration form if they want to ...

1. get a job at the Performing Arts School
2. be a student at the Performing Arts School
3. do an online course with the Performing Arts School
4. have individual tuition at the Performing Arts School

**B. Read the instructions again. Are the sentences true (T), false (F) or doesn't say (DS)? Correct the false sentences.**

1. The last date for sending in completed registration forms is 15th September.
2. If you hand in the registration form late, they won't give you a place in the school.
3. You can pay by cash or card.
4. Classes cost more if you pay per class.
5. You will know before the start of term if you have been accepted to the school.
6. If you send in the registration form by post, you don't have to do step 6.

**C. Read the instructions in the 'Online' section again. Put the key information below in the order it is provided in the text. The first is done for you.**

- a. Select when you wish to attend classes.
- b. Wait to hear if you are accepted.
- c. Download the file from the website.
- d. Select your chosen method of payment.
- e. Submit the file online.
- f. Write in your name, age and address.
- g. Look out for your confirmation that the file has been received.

**D. Answer the questions. Write about 60 words to answer.**

1. What things do you often apply for online? What do you apply for by post?
2. If you were applying for a course, what information would you want to find out?

**Reading & Writing 3 – Education**

What will education be like in the future?

1 \_\_\_\_\_ As a result, it is becoming increasingly clear that education will be very different in the future. Before long, not only will classrooms feature interactive whiteboards and the latest laptops, they will have robot teaching assistants and apps that deliver information to students with a click. Classwork will become more practical and creative, with students participating in project-based learning and

dealing with real-world problems. They will be working together to solve difficult questions and tasks.

2 \_\_\_\_\_ Students will use study tools that adapt to their individual abilities, so more advanced students will get more challenging work, while those who need more time or help with their studies will learn at a more manageable speed. Teachers will monitor their progress and will be able to see which students require more help and in what areas. As a result, teachers will become more of a mentor.

3 \_\_\_\_\_ In today's schools, students are still forced to write down huge amounts of information in class, and this information is only tested in an exam. In the future, this laborious method of presenting information then testing it will be replaced by a much better system, one in which we are continually being checked. It is a change that many educationalists have been calling for over a long period of time.

4 \_\_\_\_\_ Remote learning will become commonplace as eLearning tools will give students the opportunity to learn at different times of the day and in different locations. Videos, podcasts, the internet and other digital technologies like virtual learning environments will allow theory to be learned outside the classroom. Students and teachers will only come together in the classroom for the practical side of learning. Interactive teaching methods are effective because research has shown that students prefer a more varied education with online elements to the more traditional lessons that most schools still have.

**A. Read the four paragraphs of the article and match the opening topic sentences to each one.**

- a. Teachers will be able to assess students' work instantly and monitor how well they have understood new information
- b. Having to attend school at set times in a classroom will become a thing of the past.
- c. We live in a fast-paced world, where technology is advancing at a phenomenal rate.
- d. Technology will also allow teachers to focus on each student's particular needs, strengths, skills and interests.

**B. Complete the sentences with one word in each gap. Use words from the article.**

1. In the future, lessons will probably become more \_\_ and more \_\_ than they are now.
2. Students with greater academic ability will be given more \_\_ activities to do.
3. The role of the teacher will change to being that of a \_\_ rather than an instructor.
4. Currently, students have to write down very large \_\_ of information during lessons.
5. Students will learn \_\_ outside the classroom in future, while the practical side of learning will take place in the classroom.

**C. Are the sentences true (T) or false (F)? Correct the false sentences.**

1. Doing projects is likely to be more common in classrooms in the future.
2. In the future, a process of continual assessment is likely to replace tests and exams.
3. Research has shown that students prefer traditional teaching to more modern methods.

**D. Read the article again and answer the questions.**

This text aims to be:

1. informative
2. persuasive
3. critical
4. amusing

Find prepositions in the text to complete the sentences.

1. They are participating \_\_ a research project.
2. We have to deal \_\_ students from all over the world.
3. Let's focus \_\_ the most important points.
4. They called \_\_ a change in the law.

**E. Answer the question. Write about 150 words to answer.**

In what ways do you think the classroom of the future will change? In what ways is it changing already?