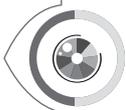




Sense It



VOCABULARY

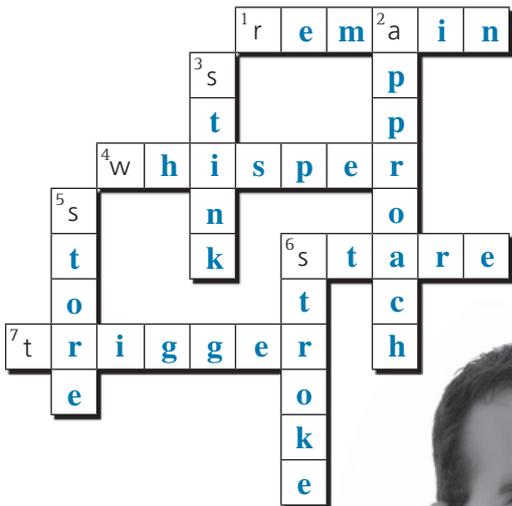
1. Complete the puzzle using the clues below.

Across ➡

- stay in the same place
- speaking in an extremely soft voice
- look at intently for a period of time
- cause something to happen

Down ↓

- move closer
- smell bad
- keep something for the future
- move one's hand gently on something



2. Complete the sentences with the words and phrases below.

accurate • mouth-watering • tough
nasty • weird • all the rage

- The exercise class was too **tough** for me. I'll have to find an easier one.
- I don't like high heels, even though they're **all the rage** now.
- Instructions must be **accurate**.
- She said some **nasty** things to me last night. She'd better apologise.
- That story is too **weird** to be true.
- The bakery is full of **mouth-watering** cakes and biscuits.

3. Choose the correct answer. Pay attention to the underlined words.

- This pattern smells / looks great.
- This song / book has no rhythm.
- Residents complain about the bad / loud odours from the factory.
- My only purchase was a laptop / toothache.
- There's a new exhibit I'd like to eat at / see.
- I love the scent of lemons, although I don't like to eat / smell them.

4. Make as many logical pairs by combining the adjectives and nouns below.

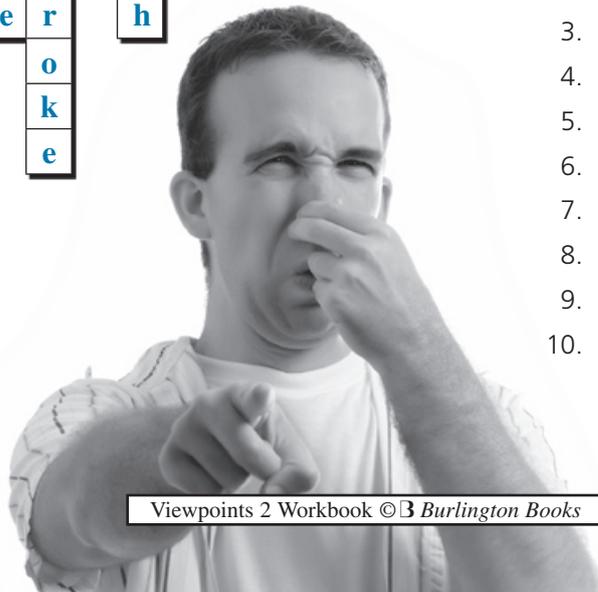
Adjectives:

- tasty
- bright
- pale
- faint
- smooth

Nouns:

- skin
- hair
- meal
- material
- colour
- noise

- tasty meal**
- bright colour**
- bright material**
- pale colour**
- pale skin**
- pale material**
- faint noise**
- smooth skin**
- smooth material**
- smooth hair**





5. Complete the passage with the words and phrases below.

bitter • all the rage • accurate • savoury • flavour • trigger • take advantage of

Umami – The Fifth Taste

Tastes used to be categorised into four categories: sweet, salty, sour and ^{1.} **bitter**. But now, any ^{2.} **accurate** list must include a fifth taste – umami. This refers to the rich and ^{3.} **savoury** taste some foods, like Parmesan cheese, have.

Umami was first identified in the early 1900s by Japanese researchers who traced its source to seaweed, long used in Japanese cooking to give extra ^{4.} **flavour** to food. Umami cookery is ^{5.} **all the rage** these days, and it may even have health benefits. For instance, people can ^{6.} **take advantage of** umami to lower their salt intake. Moreover, people who eat umami-rich diets tend to eat fewer calories. The reason for this is believed to be that umami-poor food leaves people dissatisfied, which will ^{7.} **trigger** the desire to eat more.

6. The following sentences don't make sense. Make them logical by replacing the phrasal verbs in bold with the correct phrasal verb in bold from a different sentence. Make any necessary changes.

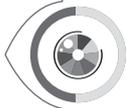
- Looking at those old photos **started up** a lot of happy memories. **brought back**
- Our school **set off** a website last year. **set up**
- At first, he **started over** as a painter, but for the past 30 years, he's done mainly sculpture. **started out**
- I didn't like my drawing in art class, so I decided to **set up**. **start over**
- The loud noise **brought back** the alarm. **set off**
- I want to **set Paul back** to the party tonight. I think he'll have fun. **bring ... along**
- She **started out** her first business when she was 15 years old. **started up**
- When the tennis star broke her ankle, it **brought her along**, and she didn't win a match for over a year. **set ... back**

7. Match each sentence in I with a logical continuation in II. Pay attention to the underlined words.

- | | |
|--|--|
| I | II |
| 1. She ignores everything I say. | ... 3 ...a. But we <u>keep in touch</u> with each other. |
| 2. We rarely agree about politics. | ... 5 ...b. Where's their <u>common sense</u> ? |
| 3. They moved abroad three years ago. | ... 6 ...c. They don't <u>have</u> much of a <u>sweet tooth</u> . |
| 4. She has to learn not to treat people so rudely. | ... 1 ...d. It just goes <u>in one ear and out the other</u> . |
| 5. That's a stupid idea. | ... 4 ...e. Someone should <u>give</u> her a <u>taste of</u> her <u>own</u> medicine. |
| 6. They rarely eat dessert. | ... 2 ...f. We simply don't <u>see eye to eye</u> . |

8. Complete the sentences. Make them true for you.

- A recent purchase I made was **Accept all logical and grammatically correct answers.**
- I was in a bad mood because
- It **goes in one ear and out the other** when adults tell teens
- In my opinion, a **pleasant** aroma is
- I once saw an **exhibit** of
- I'd like to **start up** a
- I think it's **disgusting** when
- I once **stared** at someone who



GRAMMAR

1. Complete the sentences with the reporting verbs below. There may be more than one correct answer.

denied • complained • advised • asked
warned • suggested • reminded
refused • wondered

- Sharon **asked** me why I was in a bad mood.
- David **reminded** me that the meeting was in an hour.
- Marcy **refused** to volunteer because she was too busy.
- Carolyn **wondered / asked** whether the city bus tour was worth taking.
- The boy **denied** eating all the biscuits.
- The security guard **asked / warned** us not to lean over the fence.
- She **complained** that the film was boring.
- Steve **advised / suggested** trying the new Mexican restaurant.
- My dad **advised** me to print two copies of my application.

2. Complete the sentences in reported speech.

- "It's fine. I'll let you borrow my camera for the weekend."
Sara agreed **to let** me borrow her camera for the weekend.
- "I promise that I won't tell anyone."
Mark promised that he **wouldn't tell** anyone.
- "Where are you going?"
She wondered where I **was going**.
- "I've been waiting here for you for an hour!"
Robert complained that he **had been waiting** there for me for an hour.
- "I may travel to London next weekend."
Miranda mentioned that she **might travel** to London the following weekend.
- "I've finally made a decision."
Jason told me that he **had finally made a decision**.
- "You should add more salt."
Danny suggested **adding / that I add** more salt.

3. Complete the sentences in reported speech.



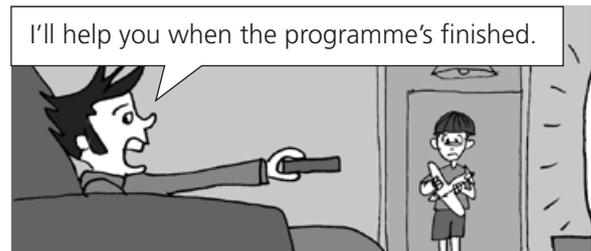
- He admitted that **he had never surfed before**.



- He told me **that he was having his driving test that day**.



- Lucy demanded to know **who had been wearing her clothes**.



- Joe said he **would help me when the programme was finished**.



- He said **he couldn't wait until the new bike lane was built**.

4. Rewrite the sentences in reported speech. There may be more than one correct answer.

1. "What time is it?" Libby asked her mum.
Libby asked her mum what time it was.
2. "You should tell Sam how you feel," my best friend advised me.
My best friend advised me to tell Sam how I felt.
3. "Will you have time to go to the supermarket today?" my mother asked me.
My mother asked me if / whether I would have time to go to the supermarket that day.
4. "Don't sit on the grass," the young woman warned them.
The young woman warned them not to sit on the grass.
5. "I didn't have enough time to finish the work," Barbara complained.
Barbara complained that she hadn't had enough time to finish the work.
6. "Everyone has to write an essay about the book," the teacher explained.
The teacher explained that everyone had to write an essay about the book.

5. Complete the e-mail with the correct form of the verbs in brackets.

To: Jessica@gmail.com

Dear Jessica,

I ran into Ben Smithson at the hospital today. He looked pretty upset. He told me that he

1. **was visiting** (visit) his cousin, who had an infected cut on her foot. I asked him how that
2. **had happened** (happen), and he explained that a few days before, she
3. **had stepped** (step) on broken glass on the beach and
4. **hadn't felt** (not feel) it. I asked how she
5. **couldn't have felt** (could / not feel) it. He explained that she was born with a rare genetic disorder that made it impossible for her to feel pain. He also pointed out that it
6. **meant** (mean) that she didn't always know when she was injured or ill. I asked whether there
7. **was** (be) any cure for the disorder, and Ben said that researchers
8. **were making** (make) progress in understanding it, but that he also thought it
9. **would be** (be) quite a long time before a cure was found.

I'll keep you posted.
Annie

6. Correct the errors.

1. Bess told to me that she used to play the guitar.
Bess told me that she used to play the guitar.
2. I asked my sister that if I could borrow her coat.
I asked my sister if I could borrow her coat.
3. They wondered whether did I liked horror films.
They wondered whether I liked horror films.
4. Sam suggested that we ate at a restaurant.
Sam suggested eating at a restaurant / that we eat at a restaurant.
5. The lifeguard warned us didn't swim there.
The lifeguard warned us not to swim there.

7. Translate the sentences.

1. Tim explained that that song always brought back happy childhood memories.
En Tim va explicar que aquella cançó sempre li feia venir a la memòria records feliços d'infantesa.
2. Some customers wanted to know where that pleasant smell came from.
Alguns clients/es volien saber d'on venia aquella olor agradable.
3. I told Angie not to bother me because I was in a bad mood.
Vaig dir a l'Angie que no em molestés perquè jo estava de mal humor.
4. Mum advised Dad to approach his boss about a holiday.
La mare va aconsellar al pare que parlés amb el seu cap sobre unes vacances.
5. They warned me not to walk alone at night in that city.
Em van advertir que no caminés sol/a de nit en aquella ciutat.

Grammar Review 1 2 3 4 5 6

8. Complete the sentences with the correct form of the verbs in brackets.

1. "You **should have let** (should / let) Dave drive your car last night," my father said.
2. He complained that the research he **had been doing** (do) for the past year was becoming boring.
3. Jeffrey **has been learning** (learn) to sail since June and is about to buy a boat.
4. Katie called and said that they **wouldn't begin** (not begin) dinner until we got there. It's nice that they're going to wait for us.
5. We **had been sitting** (sit) in the dark for an hour by the time the electricity came back on.



READING

1. Scan the text and find the following information:

- the year the tsunami occurred **2004**
- the number of countries affected **over ten**
- places in danger of earthquakes **Japan and California**

2. Read the text and choose the correct answer.

- The elephant mentioned in the article ...
 - made dogs nervous
 - fled from the beach just after the tsunami
 - was seen fleeing to the beach
 - d.** left the beach moments before the tsunami
- Some animals are very sensitive to subtle environmental changes because ...
 - they see better than people
 - of their strong electromagnetic senses
 - they don't hear or smell well
 - d.** some of their senses are more highly developed than people's senses

3. Find words in the text that mean:

- understanding something after it has occurred (paragraph 1) **hindsight**
- died (paragraph 2) **perished**
- extremely nervous (paragraph 2) **agitated**
- areas (paragraph 5) **zones**

4. Answer the questions according to the text.

- What was peculiar about the bats' behaviour?
They were flying during the day.
- How do some pets behave before an earthquake?
They're extremely agitated.
- What happens when a monkey alerts its group to danger?
Other animals react to it.
- Why are scientists in Japan and China studying the behaviour of animals in earthquake regions?
They believe it will improve our ability to predict earthquakes.

Sensing Danger



After many earthquakes, there are reports of “miraculous” animal survival and of behaviour that, in hindsight, seemed to predict the disaster.

For example, the 2004 Indian Ocean tsunami, which was triggered by an enormous undersea earthquake, killed more than 200,000 people in over ten countries. However, surprisingly few wild animals perished, because most managed to make it to safety. Soon after the tsunami, stories circulated about weird animal behaviour that had been witnessed prior to it, including nocturnal bats flying in the daytime, dogs acting nervously and an elephant fleeing a beach. In Japan, California and other earthquake regions, pet owners often claim that their pets become extremely agitated prior to an earthquake.

Can animals, in fact, predict impending natural disasters? Not really. It is more accurate to say that because of strong senses, especially hearing and smell, some animals can detect very subtle changes in their environment better than people can. Some may also be alerted to danger through an ability to detect electromagnetic changes in the atmosphere.

In addition, many species are known to have sophisticated communication systems, which are also observed and reacted to by other species. When a monkey, for instance, sees a predator and expresses a danger signal to its social group, other animals will react to it. Many researchers believe that it is reasonable to assume that similar interactions exist when there's danger from natural disasters as well.

However, despite animals' apparent “early warning” systems, many scientists doubt that studying them will improve our ability to predict earthquakes and tsunamis. But a few researchers, especially in China and Japan, disagree and regularly monitor animal behaviour in earthquake zones. They're convinced that it will eventually prove invaluable in improving our ability to predict earthquakes, and perhaps other natural disasters. In the meantime, it wouldn't hurt to keep an eye on your dog or cat.



WRITING

1. Add a suitable adverb of degree and a suitable adverb of frequency to each sentence below. Do not use the same adverb more than once.

1. Ann, who is committed to being a vegetarian, eats meat.

Ann, who is completely committed to being a vegetarian, never eats meat.

2. This shop isn't so busy, but today it's crowded because of the sale.

This shop isn't usually so busy, but today it's very crowded because of the sale.

2. Rewrite the sentences by moving the adverb or adverbial phrase.

1. I've only read the first chapter because I've been busy.

Because I've been busy, I've only read the first chapter.

2. I noticed the Eiffel Tower walking along the street.

Walking along the street, I noticed the Eiffel Tower.

3. You can almost buy anything online.

You can buy almost anything online.

4. John nearly pays £800 a month for rent.

John pays nearly £800 a month for rent.

3. Read the essay below and circle adjectives that describe what the writer sees, hears and smells. Then circle adverbs that modify verbs and adjectives.

Celebrating Musicals in New York

On a sunny Sunday afternoon last September, I was in Times Square, in New York City, for "Broadway on Broadway", a free outdoor event featuring songs and dances from over 20 musicals. I usually don't enjoy crowded events, but this one was really wonderful!

Thousands of people, laughing and talking, filled the square. The festive atmosphere was enhanced by mouth-watering aromas of hot dogs and roasted nuts from nearby carts. Suddenly there was a burst of loud music from the orchestra, and the show began. It was an amazing two hours of dramatic singing and colourful costumes. Sometimes, the audience sang along – they actually sounded pretty good. Enormous speakers and video screens meant that nobody missed a thing.

During the last song, millions of small colourful pieces of confetti floated down on the crowd, and we all caught some in our hands. It was a magical ending!

This event is always held in September, so if you're ever in New York then, don't miss it!

Your Task

- Write a description of a school event. Write 100-150 words.

DESCRIBE A SCHOOL EVENT

- Think of a school event you'd like to write about. The following are some possibilities:
 - a sports day
 - a party
 - a celebration or event for a local, regional or religious holiday
 - a musical or theatrical performance
 - a class visit to a museum or historical site
- Think of aspects of the event that you can describe. Consider things such as:
 - atmosphere
 - weather
 - sounds
 - audience
 - tastes
 - participants
- Think of the opinion you would like to express about the event. Use positive and negative adjectives, and adverbs of frequency and degree.
- Decide which ideas to include in your essay. Organise your ideas. Use the model in Exercise 3 and the plan below to help you.

PLAN

Opening: State what the event was and when and where it took place. Give a personal opinion.

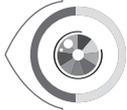
Body: Describe the event in detail.

Closing: Sum up the event and your opinion.

- Write a first draft.
- Use the checklist to check your work. Then write a final draft.

CHECKLIST

- ✓ I followed the plan for a description of an event.
- ✓ I used a rich variety of adjectives and adverbs.
- ✓ I checked my grammar, spelling and punctuation.
- ✓ I used adverbs and adverbial phrases correctly.



Progress Check Unit 4

Vocabulary

1. Complete the sentences with the words below.

firm • rhythm • odour • mood
pattern • purchase

- The shop is giving a free watch with every purchase of over £20.
- Don't speak to Sally today. She's in a bad mood.
- She works for the largest law firm in the city.
- The pattern on these shirts resembles flowers.
- The drummer in a band keeps the rhythm.
- Cigarette smoke always leaves behind a strong odour.

2. Match each sentence in I with a logical continuation in II. Pay attention to the underlined words.

I

- You don't have to whisper.
- I'm sorry I was staring at you.
- You'll have to start over.
- Something stinks.
- You should take advantage of everything here.
- We started up the company a year ago.
- Don't be afraid to stroke him.
- I was too nervous to approach him.

II

- But it was exciting to be in the same room as someone so famous. **8**
- The smell is making me ill. **4**
- He's a friendly cat. **7**
- You look very familiar to me. **2**
- So far, it hasn't been successful. **6**
- There's a lot to do in this city. **5**
- I forgot to push the "record" button. **3**
- Nobody else can hear us. **1**

Grammar

3. Complete the sentences in reported speech.

- "Where have you been?"
My dad asked me where I had been.
- "You should try the lasagne here."
Emily suggested trying the lasagne there / that I try the lasagne there.
- "Don't let your dog eat chocolate."
The vet warned us not to let our dog eat chocolate.
- "You're interrupting me!"
Susan complained that I was interrupting her.

4. Rewrite the sentences using the words in brackets. Do not change the original meaning of the sentences.

- "Have you booked your plane ticket?" Diana wanted to know. (whether)
Diana wanted to know whether I had booked my plane ticket.
- "The meat should be cooked for at least an hour," Christine told me. (advised)
Christine advised me to cook the meat for at least an hour.
- "I'm not going to sing in front of everyone," Andrew told me. (refused)
Andrew refused to sing in front of everyone.
- "Eileen won't be here until later," Sam informed us. (told)
Sam told us that Eileen wouldn't be there until later.

Writing

5. Complete the sentences with a suitable adverb.

Possible Answers

- I'm almost certain that the train leaves at 2.00. I've checked the timetable three times.
- He rarely goes abroad. I don't think he's been out of the country for at least three years.
- I'm very angry with Laura. She read my diary and told everyone about it.
- My mum often eats salad, but my dad doesn't like vegetables at all.

Progress Check Units 1-4

Vocabulary

1. Write T (True) or F (False) for each sentence. Correct the false sentences.

- T** 1. When something is accurate, it's correct.
.....
- F** 2. When a sound is deafening, it can't be heard.
When a sound is deafening it can be heard.
- T** 3. When something is banned, it's not allowed.
.....
- F** 4. When something goes in one ear and out the other, someone is paying attention.
When something goes in one ear and out the other, someone isn't paying attention.
- F** 5. When something is controversial, it causes no disagreement.
When something is controversial, it causes much disagreement.

2. Complete the passage with suitable words and phrases below.

user-friendly • available • bright
overwhelmed • devoted • device
portable • faint • fleet • shortcut

Vision restoration used to be a fantasy. But now, thanks to technological and medical advances, several research teams are ^{1.} **devoted** to working on a process that will make it a reality. This process involves inserting electrodes into the eyes, and using glasses equipped with a miniature video camera and a small ^{2.} **device** called a video processor. Whatever the camera "sees" is sent to the video processor. The video processor then transmits those signals to the electrodes, which send them to the brain. This system is currently being tested on nearly 40 patients in the USA, Mexico and Europe. Some of the people don't think that the lightweight, ^{3.} **portable** equipment is particularly ^{4.} **user-friendly** as it requires a lot of practice to use it properly. But nearly all of the patients are already able to see things they couldn't see before, like ^{5.} **bright** lights or a ^{6.} **faint** outline of a person or object. Researchers are definitely encouraged by this and estimate that within 20 years, various cures for blindness will be readily ^{7.} **available**.

Grammar

3. Complete the sentences with the correct form of the verbs in brackets.

1. Researchers **believe** (believe) a cure for deafness **will be found** (find) soon.
2. For a few months, **didn't understand** (not understand) why Gill wasn't responding to my e-mails. It turned out that I **had been sending** (send) e-mails to her old address.
3. Ever since they lowered their prices, their sales **have increased** (increase). In fact, orders **are** no longer **being taken** (take) for some of the laptops because they are sold out.

4. Rewrite the sentences using the words in brackets. Do not change the original meaning of the sentences.

1. It started raining yesterday morning and it's still raining. (since)
It has been raining since yesterday morning.
2. "How much did your phone cost?" Jeff asked. (Ron)
Jeff asked Ron how much his phone had cost.
3. Everyone thinks that the plan is impractical. (thought)
The plan is thought to be impractical.
4. We made a mistake by not bringing a bottle of water. (should)
We should have brought a bottle of water.
5. "I've been considering going to art college," Debbie said. (mentioned)
Debbie mentioned that she had been considering going to art college.

Writing

Possible Answers

5. Complete the sentences with a suitable word or phrase.

1. You have to buy a new Travelcard **because** this one has expired.
2. **In order to** get physically fit, John has started going to a gym.
3. He's **totally** involved in his new project, and hasn't got time for anything else.