

Vocabulary & Grammar

A. Complete with the correct form of the words in capitals.

- Mrs Harrison is known for her kindness and _____.
- Her attempt to write a novel always ended in _____; she never managed to finish it.
- The firefighters made a _____ effort to save everyone in the burning building.
- Mr Williams is a teacher who always offers his students _____ and support.
- During rush hour, the underground is packed with _____.
- During the earthquake, a large object hit him on the head and knocked him _____.
- Heather _____ wanted to study physics, but she ended up studying chemistry.
- After she started taking the medicine, she _____ got better and was eventually cured.
- Don't feel _____; what happened was not your fault.
- After discussing the events, we all came to the _____ that he had been lying to us.

GOOD

FAIL

HERO

ENCOURAGE

COMMUTE

CONSCIOUS

INITIAL

GRADUAL

GUILT

CONCLUDE

B. Choose a, b, c or d.

- Fred asked him if he wanted some coffee and he _____ 'Yes'.
a. frowned c. stared
b. nodded d. waved
- Caroline _____ her fingers to get my attention.
a. snapped c. shook
b. shrugged d. scratched
- Mark is quite _____; he acts as if he knows everything.
a. big-headed c. self-centred
b. narrow-minded d. bad-tempered
- George has come _____ with something. He hasn't come to work for two days.
a. up c. down
b. on d. into

- If you think that something wrong is going on, you should never turn a blind _____.
a. head c. eye
b. mind d. ear

- I was taken by _____ when I saw Dean at my door.
a. jump c. breath
b. shock d. surprise

- _____ the children play video games, but only during the weekends.
a. Eventually c. Particularly
b. Occasionally d. Cautiously

- The man who made the large donation didn't give his name and preferred to remain _____.
a. compassionate c. inconsiderate
b. generous d. anonymous

C. Read the text and choose a, b, c or d.

A BALL FOR ALL

Sixteen-year-old Mark's trip to central Africa was the 1 _____ for a charity organisation called *A Ball for All*. The charity's aim is to bring footballs to children living in countries affected by extreme 2 _____. But how did it all come 3 _____?

'I was ten when I first visited central Africa with my father, who was helping with the water shortage problem there. At the 4 _____, I was mostly interested in playing football,' says Mark. 'One day, I got a ball and started playing and soon about 40 children from the village 5 _____ me and joined in. That's when I realised that these children, whose families could barely make 6 _____ meet, had probably never played with a real ball before. They used to make balls out of plastic bags and rope. In the end, I gave them my football.'

Mark's kind 7 _____ was just the beginning. He wanted to do something about it and with the assistance of other charity organisations and a few football celebrities he founded *A Ball for All*. Now, children all over the world have their own footballs thanks to Mark. More importantly, he 8 _____ to do much more in the future, such as to help raise money to build football fields, too.

- a. appreciation c. inspiration
b. objection d. joy
- a. poverty c. difficulty
b. insecurity d. dilemma
- a. down c. out
b. round d. about
- a. time c. meanwhile
b. moment d. meantime
- a. stepped c. approached
b. blocked d. passed
- a. ends c. purchases
b. means d. possessions
- a. way c. manner
b. nurture d. deed
- a. pronounces c. remarks
b. intends d. diagnoses

D. Match to make similes. Then use them to complete the sentences.

1. as cunning as ☐
2. as light as ☐
3. as good as ☐
4. as hungry as ☐
5. as white as ☐

- a. snow
- b. a wolf
- c. a feather
- d. a fox
- e. gold

1. My sister's children are very well-behaved; whenever we go over to her house they're _____.
2. I never get tired when holding the baby in my arms because he's _____.
3. Let's go get something to eat; I'm _____.
4. Peter is _____; I wouldn't believe everything he says so easily.
5. Are you sure you want to buy this sofa? It's _____ and you've got two young children.

E. Match to make idioms with parts of the body. Then use them to complete the sentences. Make any necessary changes.

1. put ☐
2. see ☐
3. keep ☐
4. stick ☐
5. lend ☐

- a. one's fingers crossed
- b. eye to eye
- c. sb a hand
- d. one's foot down
- e. your nose into something

1. My brother and I are so different that we don't _____ on hardly anything.
2. You shouldn't _____ other people's business.
3. Can you _____ with this table? I need to move it to the other side of the room.
4. Carol _____ and told Sally that she wouldn't lend her any more money.
5. I'm _____ that things will turn out OK in the end.

F. Choose a, b, c or d.

1. Henry was working on a project when his cousin _____ by.
a. was passing c. used to pass
b. would pass d. passed
2. Every morning, my mother _____ out the rubbish and water the plants.
a. would take c. was taking
b. use to take d. took
3. I _____ a lot of history books when I was younger, but I don't anymore.
a. reading c. use to read
b. was reading d. used to read
4. _____ the meeting already _____ when you reached the office?
a. Did... begin c. Would... begin
b. Had... begun d. Was... beginning
5. Lily _____ on the phone for a whole hour when her mother asked her to hang up and do her homework.
a. had been talking c. was going to talk
b. was talking d. talked
6. I knew that Brian _____ me deal with my problem, so I didn't bother to ask him for help.
a. wasn't helping c. hadn't helped
b. didn't help d. wouldn't help
7. I _____ many friends in this town, but now I do.
a. wasn't having c. wouldn't have
b. didn't use to have d. don't have
8. Janine _____ on a weekend trip, but she had to work on Saturday.
a. would go c. was going to go
b. had gone d. was going

G. Complete with the Past Simple, the Past Progressive, the Past Perfect Simple or the Past Perfect Progressive of the verbs in brackets.

I 1 _____ (never consider) myself to be a very brave person before last Saturday. I 2 _____ (water) my garden when I 3 _____ (hear) the sound of a train in the distance. This 4 _____ (not be) unusual since I live right next to the train tracks.

I 5 _____ (look) up. That's when I 6 _____ (see) a car on the train tracks. It 7 _____ (not move)! The driver probably 8 _____ (not notice) that the train 9 _____ (approach). In a matter of seconds, I 10 _____ (stop) what I 11 _____ (do) and 12 _____ (run) towards the car. By the time I 13 _____ (reach) it, the train 14 _____ (come) even closer. I 15 _____ (knock) on the driver's window but the elderly man 16 _____ (not seem) to understand. So, I 17 _____ (open) the car door and 18 _____ (grab) him by the arms to pull him out. Fortunately, I 19 _____ (pull) him out before the train 20 _____ (crash) into the car throwing it off the tracks.

As it turned out, the man 21 _____ (drive) all day. So, he 22 _____ (be) too tired and distracted to notice the danger he 23 _____ (put) himself in. Luckily, in the end we 24 _____ (be) both safe and unharmed. He 25 _____ (thank) me for risking my life to help him, but the truth is that I 26 _____ (not even think) twice about it.

H. Rewrite the sentences using the words given.

- I planned to meet up with my friend Mark, but then he called and cancelled. **going**

- The fire spread to the second floor before the firefighters arrived. **by the time**

- I played basketball on the school team when I was a teenager. **used**

- Peter was riding his motorbike when a cat ran out in front of him. **as**

Reading

Read an extract from an article about the Bedouin and answer the questions. Choose a, b, c or d.

The Way of the Bedouin

I had read about the Bedouin, their traditions and their lifestyle and found them extremely fascinating. However, something I had particularly wondered about were the effects of growing up in a very extreme physical environment without a permanent address. This is what led me to go on a journey to discover the way of the Bedouin. Nowadays, some Bedouins have become completely modern, living settled lives with mobile phones and televisions. However, I was in search of the traditional nomadic Bedouin.

Travelling in the desert in Egypt's North Sinai, I had the good fortune to meet a very friendly man called Mondl, a member of a tribe of Bedouins who are desert wanderers. Mondl invited me to be their guest at my first ever Bedouin mountain meal. As we approached their tent, I was left speechless by the beauty of the desert scenery; a vast open space with a towering mountain and a single acacia tree as nature's only decoration in sight. And yet, in the middle of this vastness, the Bedouin had created a cosy atmosphere with a fire and a circle of cushions around it, where we sat to eat. The food was delicious - goat that had been slowly roasted in the ground. After eating, the company talked, looked up at the stars and listened to the quiet. It was truly beautiful and gentle.

Being invited as a stranger to eat with Bedouins is not unusual. They are well-known for being very kind and hospitable, even to strangers. Furthermore, living in such a difficult environment seems to create a stronger bond between people, along with an attitude of respect and awe for the desert and its dangers, and an appreciation for what nature offers. When I asked Mondl how he feels about not having a permanent address and many possessions, he said, 'Houses are not important for us. We don't care about owning furniture, modern kitchens and material possessions. What is of great importance to us is that we are happy and united and able to welcome strangers, and for that, this is all we need,' and then pointed at the carpets and cushions on the ground. 'We are happy if we can light a fire and offer guests coffee and tea.'

I stayed in the mountain for a few weeks and witnessed how the harshness of the climate and the wandering life of the Bedouin shape them in other ways. They are very strong, independent and skillfully solve difficulties they come up against. They spend a lot of time observing the sky above them, as well as the landscape. They know many things, such as where they are, the time of day and what weather they can expect, without the use of technology. I watched how Mondl's mother was able to treat a young boy who had a cold and fever, using herbs and plants. It was also very interesting to see how the Bedouin treat their animals, which they keep an eye on at all times. They travel through the desert on camels, which also provide them with clothing, meat and milk, as do their goats. Their herds direct their movements as they are always searching for fresh places for the animals to graze and drink water.

1. What do we learn about the writer in the first paragraph?
 - a. He had an unusual upbringing.
 - b. His first encounter with Bedouins was with ones living modern lifestyles.
 - c. His curiosity about how a specific lifestyle influences people motivated his trip.
 - d. He is in favour of living a traditional lifestyle.
2. How did the writer feel when he arrived in the desert?
 - a. He was excited about having a Bedouin mountain meal.
 - b. He was astonished by the landscape.
 - c. He felt lost in such a huge space.
 - d. He was relieved to see the fire.
3. What does 'It' refer to in line 20?
 - a. the experience with the Bedouin
 - b. the Bedouin food
 - c. the fire the Bedouin had created
 - d. the company of the Bedouin
4. Why do the Bedouin not care about having many possessions?
 - a. Because of the desert climate.
 - b. Because they have other priorities.
 - c. Because they don't have time to take care of belongings.
 - d. Because nature gives them everything they need.
5. Why does the writer say that the Bedouin keep an eye on their animals 'at all times'?
 - a. To suggest that the animals easily wander off and get lost.
 - b. To show how worried Bedouins are about the effects of the climate on their animals.
 - c. To emphasise how important the specific animals are to the Bedouin lifestyle.
 - d. To show how much the Bedouin respect other species.
6. How does the writer feel about the Bedouin?
 - a. He finds their way of life very unusual.
 - b. He thinks their way of life is too difficult for him.
 - c. He thinks that their climate has made some of them prefer modern lifestyles.
 - d. He admires their qualities and respects their skills.