

Progress check

Unit 2

Vocabulary

1 Choose the correct words to complete the sentences.

- Before we can analyse the results, we need to **process** / **conduct** the data.
- What approach was **provided** / **adopted** for this piece of research?
- I don't think you can rely **on** / **in** the accuracy of this evidence.
- Is now a good time to **hook** / **bring up** the subject of data hacking?
- What is your particular **field** / **source** of study?
- It's difficult to take **after** / **in** so much information in one go. Let's have a break.

2 Complete the news report with the words in the box.

analysed breakthrough demonstrated evidence
go over look at observed theory

Obesity and pollution

Scientists at City University are close to a major (1) _____ in their research into obesity. Six months ago, Dr Alison Fletcher and her team began to test the (2) _____ that excessive weight gain could be caused by high levels of pollution. They decided to (3) _____ overweight people in 50 of the most polluted cities in the world and (4) _____ their eating habits, lifestyle choices and medical history, as well as the levels of air pollution, and (5) _____ the results.

'It seems that we have (6) _____ the possibility that air pollution and obesity are related,' Dr Fletcher said. 'Colleagues of mine will (7) _____ the data again in more detail soon to see if other factors could be responsible for the link. Although this doesn't provide (8) _____, it is hoped that it will lead to more funding for this important research.'

3 Complete the phrasal verbs with the correct words.

- Sophie threatened to take _____ his phone if he didn't stop using social media.
- Most people agreed that Martha took _____ her mother. They even laughed the same!
- The visit to the European parliament gave Anna a chance to show _____ her language skills.
- Can you read this? I can't make _____ what it says.
- You don't need to plug _____ this speaker. It runs on a battery.

Grammar

4 Choose the correct ending to the sentences (A or B).

- I wonder why Jenny is late. She was walking here so she ...
A might have got stuck in traffic.
B can't have got stuck in traffic.
- The roads are covered in snow. It ...
A should have been snowing.
B must have been snowing.
- Where's the teacher? The lesson ...
A should have started by now.
B needn't have started by now.
- Monica isn't at school today. She went home early with a high temperature yesterday, so she ...
A might be sick.
B can't be sick.
- She has been analysing the data for a while so she ...
A can't have reached a conclusion by now.
B might have reached a conclusion by now.
- Nothing has changed since the last time we did this experiment, so we ...
A don't need to do it again.
B mustn't do it again.
- It took ten hours for him to cycle across the mountains. He ...
A must have been very tired afterwards.
B might have been very tired afterwards.
- I can't believe you missed your flight! You ...
A must have left earlier.
B ought to have left earlier.

5 Complete the conversation with the correct form of *might, must, can, could* or *need* and the verb in brackets.

- A: We're two hours early and the theatre isn't even open.
B: We (1) _____ (not take) a taxi.
A: I know. We (2) _____ (walk) instead.
B: Look, I've got a message from James. He says, 'Fancy joining us? Give me a call.' He and Sarah (3) _____ (go) for a drink.
A: I'll call him. Oh no! My phone's dead.
I (4) _____ (forget) to charge it this morning.
B: It's OK, I (5) _____ (call) him. Wait a minute. ... No answer!
A: He (6) _____ (not hear) it. They (7) _____ (be) in a noisy café like Simpson's on North Street.
B: Why don't you call Sarah instead? She (8) _____ (answer).
A: Good idea.

Cumulative progress

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Vocabulary

6 Choose the correct words to complete the text.

A TV SHOW THAT MIGHT BE WORTH A FORTUNE!

Spotting whether a painting is a (1) **genuine** / **replica** work of art by a famous artist or just a cheap copy is a fascinating process and also the subject of one of my current favourite TV shows, the BBC's *Fake or Fortune*.

Each week, the show's presenters, broadcaster Fiona Bruce and art dealer Philip Mould, investigate the origin of a painting that is owned by a member of the public and believed to be by a famous artist. They can (2) **conduct** / **adopt** a different approach each week, depending on the painting, the story behind it and where it came from. They often start by carefully looking (3) **for** / **at** the painting and comparing it with the artist's other works so they can see if the techniques and materials used (4) **pretend** / **resemble** each other. As you can't always rely (5) **to** / **on** the date that might be written on the back of a painting, they often (6) **analyse** / **observe** the paint used to see if it was something that was available to the painter at the time. Interesting details often (7) **follow through** / **emerge** when they ask the owner about how they came to own the painting. Did they inherit it from a relative or buy it from an antiques shop? If the owner is able to provide (8) **data** / **evidence** of the painting's history, it can help very much.



A bit like real detectives, Bruce and Mould also travel far and wide to study other works by the artist. They often talk to art experts and get as much information as they can from a variety of (9) **theories** / **sources**. They also visit the place where the painting was done or, if it's a real landscape, the location that was painted.

In one famous episode, the presenters investigated a painting thought to be by England's most famous 19th-century landscape painter, John Constable. What was particularly interesting was that Mould himself had once owned it, and because no one could confirm it was genuine, he decided to sell it for £35,000. However, when the pair (10) **tested** / **conducted** more research into the painting and used new techniques to analyse it, they convinced the experts that the painting was (11) **an original** / **a counterfeit** Constable and worth at least £2 million.

It's a great show to watch. You learn a lot about art, and there's always lots of interesting information to take (12) **on** / **in**. But best of all is the part at the end of the show when they reveal to the owner if their painting is a fake or worth a fortune.

Grammar

7 **EXAM** Choose the correct options (A, B or C) to complete the text.

Hi Meghan,

You won't believe what happened at school yesterday. I still (1) _____ believe it myself. You (2) _____ been there.



So, yesterday the city mayor was visiting and everyone was meant to be on their best behaviour. Well, three of the rats from the biology lab escaped from their cages. I think old Mr Jenkins, who looks after them, (3) _____ remembered to shut their cage door the night before. Or maybe some of the year 9 students (4) _____ let them out deliberately. Anyway, they disappeared and three of his students (5) _____ in early yesterday morning to try to find them.

Well, they (6) _____ looked very hard, because the first rat ran across the stage just as the mayor was talking to us. It ran right behind her, so she (7) _____ seen it, although she (8) _____ wondered why all the students started laughing.

The next one turned up in the drama studio just as the mayor was about to look around. Miss Oliver, the drama teacher, was brilliant though. She (9) _____ the school play when the mayor walked in and just pretended all the screaming was part of the rehearsal. She (10) _____ win an Oscar for that performance – the mayor didn't suspect a thing!

Then, just before the mayor left, she was sitting in the cafeteria having a coffee with the headteacher when her mobile phone rang. She put her hand into her bag and pulled out the last rat! And it was covered in chocolate. It (11) _____ smelled the chocolate bar in her bag and gone in for a snack. It was the funniest thing I've ever seen.

I'll tell you what happened next when I see you tomorrow.

Joe

- | | | |
|-------------------|-----------------------|----------------------|
| 1 A won't | B can't | C mustn't |
| 2 A should have | B hadn't | C must have |
| 3 A had | B hadn't | C must have |
| 4 A didn't | B must have | C could have |
| 5 A had come | B had been coming | C should have come |
| 6 A could have | B can't have | C should have |
| 7 A can't have | B had | C hadn't |
| 8 A must | B mustn't | C must have |
| 9 A had rehearsed | B had been rehearsing | C had been rehearsed |
| 10 A should | B might | C must |
| 11 A should have | B might have | C must have |