

# GRAMMAR PRACTICE

## 1 Rewrite these sentences using *unless* instead of *if not*.

- 1 Sam will pass his driving test if he doesn't drive too fast.

Sam will pass his driving test unless he drives too fast.

- 2 They'll be here soon if their plane isn't delayed.

- 3 If you're not in a hurry, you could take the bus.

- 4 I won't be able to come to see you tomorrow if my brother can't give me a lift.

- 5 If the factory doesn't increase its production, it will close down.

- 6 If you don't write your address down for me, I'll forget it.

- 7 I won't stay in that hotel if it hasn't got a good restaurant.

- 8 If I don't hear from you, I'll meet you at six.

## 2 Fill in the gaps with *in case* or *if*.

- 1 Elaine will post the letters if she goes out.

- 2 I'll go for a swim \_\_\_\_\_ I finish college early.

- 3 I'll teach you to windsurf \_\_\_\_\_ you teach me to play golf.

- 4 I always check my phone when I come out of school \_\_\_\_\_ I've missed a call.

- 5 I'll take Tim's address with me \_\_\_\_\_ I have time to visit him while I'm in London.

- 6 Our team will win the match \_\_\_\_\_ our goalkeeper plays like he did last week.

- 7 It's a good idea to back up your contacts list \_\_\_\_\_ you lose your phone.

- 8 I'll leave these films here \_\_\_\_\_ you have time to watch them.

**3**  Choose the correct words in these sentences by Cambridge First candidates.

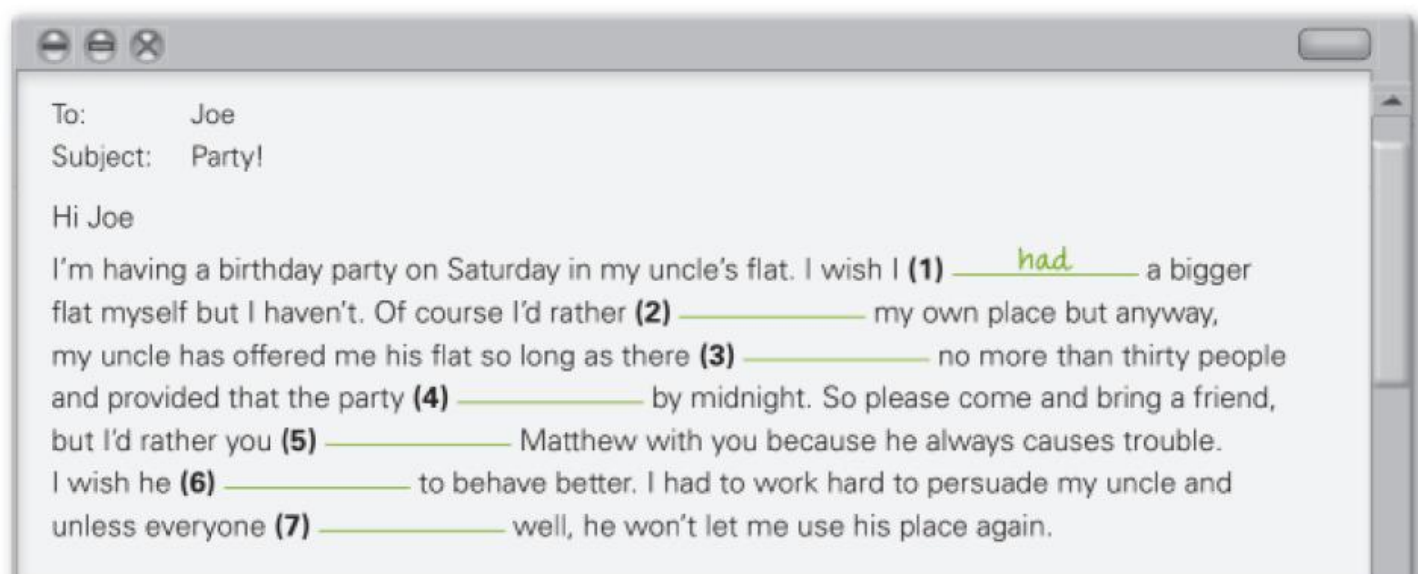
- 1 The journey doesn't take too long *unless* / *if* it rains, and then it takes ages.
- 2 I think it's safe for children to go to school by bike *unless* / *provided that* they don't live too far away.
- 3 The police gave the orders to close all the doors *as long as* / *in case* the robbers were still hiding in the building.
- 4 Zoos should be allowed *unless* / *as long as* the animals are well looked after.
- 5 Bring your passport *provided that* / *in case* we go to Copenhagen on the boat.
- 6 People don't work more than ten hours a day *unless* / *provided that* it is really necessary.

**4** Chloe is on holiday in a foreign city. She's been so busy admiring the sights that she has got lost. What is she thinking? Complete her sentences.

- 1 I haven't got a map. I wish I had a map.
- 2 The streets all look the same. If only the streets didn't all look the same.
- 3 I didn't bring my phone. I wish \_\_\_\_\_.
- 4 I can't speak the language. If only \_\_\_\_\_.
- 5 I didn't buy a phrase book. If only \_\_\_\_\_.
- 6 I'm hot and thirsty. I wish \_\_\_\_\_.
- 7 I came here alone. I wish \_\_\_\_\_.
- 8 I need someone to help me. If only \_\_\_\_\_.
- 9 I'm sorry I came here. I wish \_\_\_\_\_.
- 10 I want to be back in my hotel. If only \_\_\_\_\_.

**5** Complete the email with the correct form of these verbs. You will need to make some of the verbs negative.

be be behave bring can change finish have learn know miss use



To: Joe  
Subject: Party!

Hi Joe

I'm having a birthday party on Saturday in my uncle's flat. I wish I (1) had a bigger flat myself but I haven't. Of course I'd rather (2) \_\_\_\_\_ my own place but anyway, my uncle has offered me his flat so long as there (3) \_\_\_\_\_ no more than thirty people and provided that the party (4) \_\_\_\_\_ by midnight. So please come and bring a friend, but I'd rather you (5) \_\_\_\_\_ Matthew with you because he always causes trouble. I wish he (6) \_\_\_\_\_ to behave better. I had to work hard to persuade my uncle and unless everyone (7) \_\_\_\_\_ well, he won't let me use his place again.

I'm attaching a map in case you (8) \_\_\_\_\_ the road where my uncle lives. If you (9) \_\_\_\_\_ find it, just ring me. So I'll see you on Saturday unless my uncle (10) \_\_\_\_\_ his mind!

By the way, has Katherine changed her phone number? I can't get hold of her. I wish I (11) \_\_\_\_\_ rude to her last week, as she's not speaking to me now.

Must go or else I (12) \_\_\_\_\_ the bus to college! See you Saturday.

Robin



## Reading and Use of English Part 4

For questions 1–6, complete the second sentence so that it has a similar meaning to the first sentence, using the word given. **Do not change the word given.** You must use between **two** and **five** words, including the word given. Here is an example (0).

- 0 Simon now regrets doing a part-time course.

### WISHES

Simon now wishes he hadn't done a part-time course.

- 1 The engine won't start if you don't press both buttons.

### UNLESS

The engine won't start \_\_\_\_\_ both buttons.

- 2 We arrived in good time as we were afraid the coach might leave without us.

### CASE

We arrived in good time \_\_\_\_\_ without us.

- 3 You can use my laptop but I must have it back by ten o'clock.

### PROVIDED

You can use my laptop \_\_\_\_\_ it back to me by ten o'clock.

- 4 If we don't start cooking now, the food won't be ready in time.

### ELSE

It's time we \_\_\_\_\_ the food won't be ready in time.

- 5 Stop playing your drums at night, otherwise the neighbours will complain.

### KEEP

The neighbours will complain \_\_\_\_\_ your drums at night.

- 6 The students don't really like eating in the school canteen.

### RATHER

The students \_\_\_\_\_ in the school canteen.

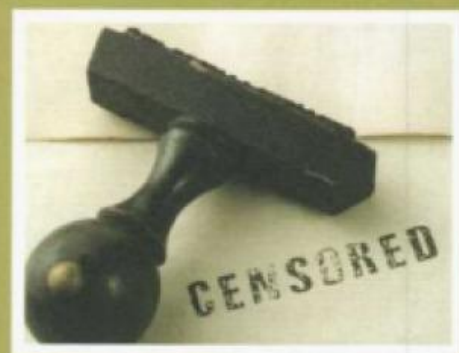
## Grammar focus task

Compare these sentences with the sentence pairs above. Is the meaning the same (S) or different (D)?

- 1 You must press both buttons or else the engine won't start. S
- 2 We arrived at the correct time because we were worried the coach might leave without us. \_\_\_\_\_
- 3 It's essential that I have my laptop at ten o'clock, but you can use it till then. \_\_\_\_\_
- 4 It's a pity the food won't be ready in time. \_\_\_\_\_
- 5 Keep playing your drums at night unless the neighbours complain. \_\_\_\_\_
- 6 The students aren't very keen on eating in the school canteen. \_\_\_\_\_

## LISTENING PRACTICE

### Introducing the topic



Internet censorship is an issue around the world, as parents and experts must decide what is safe for people, especially children, to see, and what should be controlled or restricted in some way. The censorship issue applies to television shows, movies, computer games, the Internet, and more. Many people disagree about how much censorship there should be and what form it should take. Some possible options include: age restrictions, making parents responsible, banning unsuitable material, or providing ratings so people can decide for themselves.

1 Discuss these questions with a partner.

- a. Do you think that there should be censorship to prevent children from seeing unsuitable material?
- b. What do you think is the best form of censorship?
- c. Who do you think should be responsible for deciding what is suitable or unsuitable?

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### Vocabulary



2 Pay attention to how these words sound.



**in real life**

**fair**

**protect**

**violent**

**disturbing**

**battle**

**appropriate**

**scene**

**responsibility**

**suitable**

**frighten**

**nightmare**

**behaviour**

**right**

**commit**

**fighting**

**be allowed to**

**rating**

*Check the meanings of the words above in your dictionary. If possible, check them in an English-English dictionary as well as a translation dictionary.*

### TIP

A useful method for learning new vocabulary items is to write a sentence for each word. This way, you can remember how to use the word in context.

- 3 Write the word or phrase from the box to complete each sentence. You will not need all of the items in the box.

rating	battle	violent	nightmare	protect
responsibility	appropriate	scene	commit	in real life

- Some people worry that television crime shows or violent computer games may show how to \_\_\_\_\_ a crime.
- If you have a bad dream, it's called a \_\_\_\_\_.
- Sometimes, it is necessary to distinguish between what can happen on television or in a game and what happens \_\_\_\_\_.
- Who should take \_\_\_\_\_ for what children see on television?
- The \_\_\_\_\_ of a movie is the score it receives, either to say how good it is or to show who it is suitable for and whether it contains anything offensive.
- Parents want to be sure that their children are watching television that is \_\_\_\_\_ for their age.

- 4 Match the words from the box to their synonyms.

right	battle	fair	allow
disturbing	suitable	behaviour	restrictions

- |                               |                                 |
|-------------------------------|---------------------------------|
| a. _____ actions, conduct     | e. _____ limits, rules          |
| b. _____ permit, let          | f. _____ correct, true          |
| c. _____ appropriate, fitting | g. _____ upsetting, distressing |
| d. _____ fight, war           | h. _____ equal, reasonable      |



5 Write the words you hear to complete the sentences.

- Do violent computer games affect children's \_\_\_\_\_?
- Some parents may \_\_\_\_\_ their children watch violent movies.
- Ratings tell parents if a movie is \_\_\_\_\_ for their children.
- A computer game may have graphic \_\_\_\_\_ scenes.
- Age restrictions can prevent children from seeing \_\_\_\_\_ material.
- There may be more than one \_\_\_\_\_ way to restrict movies and games.
- Some television shows may be \_\_\_\_\_ to small children.
- Any rules about censorship need to be \_\_\_\_\_.

6 Write the noun form of these adjectives and verbs.

- |                   |                   |
|-------------------|-------------------|
| a. violent _____  | d. restrict _____ |
| b. criminal _____ | e. protect _____  |
| c. act _____      | f. behave _____   |



7 Identify the words you hear.

- |               |             |             |
|---------------|-------------|-------------|
| a. violent    | violence    | violently   |
| b. crime      | criminal    | crimes      |
| c. acting     | action      | act         |
| d. restrict   | restriction | restricting |
| e. protection | protected   | protective  |
| f. behaves    | behaviour   | behave      |

8 Consider which type of word is missing from each space – circle your choice (noun, verb, adverb, or adjective).

- Some parents worry their children will behave \_\_\_\_\_ after playing computer games. [noun, verb, adverb, or adjective]
- Some movies and television shows show how to commit \_\_\_\_\_. [noun, verb, adverb, or adjective]
- Do you ever try \_\_\_\_\_ like a character from a movie? [noun, verb, adverb, or adjective]
- Some countries have laws to \_\_\_\_\_ the content of computer games. [noun, verb, adverb, or adjective]
- Children need to be \_\_\_\_\_ from some of the sites on the Internet. [noun, verb, adverb, or adjective]
- Some people say that watching violent movies doesn't affect their \_\_\_\_\_. [noun, verb, adverb, or adjective]



9 Write the words you hear in the gaps above.

## TIP

In Sections 3 and 4 of the IELTS Listening test, you may be asked questions about the speakers' opinions. Here are some ways of giving an opinion that you may hear.

### Stating an opinion

- In my opinion,...
- I think / I guess / I suppose / It makes sense that...

### Saying you have the same opinion

- I agree (with you / that). / I think so. / I suppose so.
- That's right. / You're right.

### Saying you have a different opinion

- I disagree (with you / that). / I don't think so.

## 10 Write the opinion words you hear.

- \_\_\_\_\_ . I'd never thought of it like that before.
- \_\_\_\_\_ that there are the same rules for everyone.
- \_\_\_\_\_ with the idea that computer games are dangerous.
- \_\_\_\_\_ . Those games are not suitable for children.
- \_\_\_\_\_ we'll have to make a decision tomorrow.
- \_\_\_\_\_ . It isn't fair to have different rules for games and movies.

## 11 Work in pairs and take turns to do the following: one person reads a sentence below, the other person listens and replies to the sentence by choosing an expression from Exercise 10.

- What do you think about children viewing violent television shows? (*state an opinion*)
- Some computer games are designed for adults, so they should have an age restriction. (*agree*)
- Only parents should be responsible for what computer games their children play. (*disagree*)
- Violent television shows should not be shown on television at all. (*agree*)
- Adults should be able to choose what they can watch on television. (*disagree*)

Alternatively, use the audio and write appropriate responses. Pause the audio after each sentence to allow enough time to write.

- state an opinion: \_\_\_\_\_
- agree: \_\_\_\_\_
- disagree: \_\_\_\_\_
- agree: \_\_\_\_\_
- disagree: \_\_\_\_\_

## Task type: Sentence completion

In this task type, you must write *one or two words* to complete each sentence, exactly as you hear them. To become good at this, try dictation exercises: listen to words and write them down exactly as you hear them. The sentence you must complete may not contain exactly the same words as you hear. The words you see on the paper will have the same meaning, but they may be synonyms of the words you hear.

## Language focus – Dictation

### TIP

A useful method to practise answering sentence-completion questions is dictation. Listen to words and write them down exactly as you hear them.



12 Write the words that are missing from these sentences.

- a. \_\_\_\_\_ show if a game is suitable for parents to buy.
- b. Children might try and \_\_\_\_\_ a game when playing with their friends.
- c. That game is not suitable for \_\_\_\_\_.
- d. People younger than sixteen are not \_\_\_\_\_ buy this game.
- e. \_\_\_\_\_ on television should be banned.
- f. These kinds of shows might \_\_\_\_\_ children.
- g. Even worse, young people might \_\_\_\_\_ after playing violent computer games.

13 These sentences are not exactly the same as those that you will hear. First, read the sentences and look at the key words. Think of synonyms for those key words.

- a. Age restrictions on games help us \_\_\_\_\_ young people.
- b. Young people could be \_\_\_\_\_ by seeing violence on television.
- c. Children may have \_\_\_\_\_ from watching battle scenes.
- d. Adults who watch violent television shows might become \_\_\_\_\_.
- e. Computer programs can contain graphic fighting \_\_\_\_\_.
- f. Some television shows might show how to \_\_\_\_\_.
- g. In my opinion, it is the children's parents' \_\_\_\_\_ to choose what is suitable for them to watch.



14 Complete the sentences above with the words you hear. Were you right?

## Getting ready to listen – Prediction

15 You will hear the introduction to Listening 1. First, try to answer the following questions.

- a. What type of text do you think this will be?
  - A. a conversation between two people
  - B. a conversation between more than two people
  - C. a monologue (just one person talking)
- b. The people speaking are
  - A. a man and a woman.
  - B. two boys and a girl.
  - C. four girls.
- c. What is the main topic?
  - A. a computer game
  - B. buying a computer
  - C. a television show

### TIP

Before you listen, look at the sentence-completion task and think about what the missing word or words might be. For example, do you think there will be a description, an action, or a thing? Will the missing words be adjectives, nouns, verbs, or adverbs?



16 Check your answers.

## Listening 1

Complete the sentences below. Write **NO MORE THAN TWO WORDS** for each answer.

1. Paul can't buy the game because he is not .....
2. The game contains ..... scenes that young people shouldn't see.
3. Children may get injured if they mimic the game's violence in .....
4. Games that are not designed for young people should have an .....
5. Paul thinks that ..... should decide which games to buy for their children.
6. Paul's friends agree that restrictions on games should be just like restrictions on .....

## Listening 1 – Check

Check your answers.

## Listening 2

Complete the sentences below. Write **NO MORE THAN TWO WORDS** for each answer.

7. The television show that Carla is watching is about .....
8. Jack and Sally agree that it is not appropriate for ..... to see that type of show.
9. Carla believes that violent crime shows should not be shown to .....
10. There's a possibility people may attempt to repeat a ..... that they saw on television.
11. Jack believes that ..... should not have restrictions on their television viewing.
12. The three friends decide to ..... about this topic.

## Final activity

**A** In groups of three or four, talk about your opinions of age restrictions on games, movies, and television shows.

- Use the language you have learned to state your opinion.
- Listen carefully and take turns to agree or disagree with the opinions of other members of your group.

**B** Interview someone in your family to find out their opinions on violence in computer games, movies, and television shows.

**C** Report back to your class – state whether you agree or disagree with that person's opinions.