Vision 3 Module 6

1 Which sentences are second conditional and which are third conditional sentences? Write 2 or 3.

1 If I told you a secret, would you keep it? ___

2 They might not have hacked your account if you'd had a stronger password. ___

3 What would you do if you saw two people arguing in the street? ___

4 If I'd known it was your lunch, I wouldn't have eaten it! ___

5 We wouldn't have known it was Max's birthday if you hadn't told us. ___

6 If you updated your privacy settings, only your friends would see your posts. ___

2 Complete the third conditional sentences with the correct form of the verbs in brackets.

1 If Jack _____ (realise) the shop closed at 5 p.m., he _____ (go) earlier.

2 I _____ (be) very upset if my boyfriend _____ (forget) my birthday. Luckily, he didn't!

3 If you _____ (not stop) so quickly, we _____ (have) an accident.

4 We _____ (arrange) to meet up if we _____ (know) you were going too.

5 _____ (you / buy) those trainers if they _____ (not be) in the sale?

6 If you _____ (tell) me about the concert, I _____ (come) with you.

7 I _____ (fail) the exam if I _____ (not revised) every night this week.

3 Rewrite the second sentence so that it means the same as the first sentence.
Write second or third conditional sentences.

1 You eat junk food all the time, so you don't lose weight.

If you _____.

2 They didn't wait for her because they didn't know she was going.

If they _____.

3 Jen doesn't go to restaurants because she has a food allergy.

If Jen _____.

4 I didn't know about the concert, so I didn't go.

If I _____.

5 We haven't got a dog because our garden is so small.

If our garden _____.

6 I didn't revise for the test, so I didn't get a good mark.

I might _____.

LIVEWORKSHEETS

4 Choose the option A, B or C that best explains the word in bold.

1 Julia **always expected** that she would get a job as a lawyer.

A pointed out B took it for granted C rushed into

2 I've got a really tricky problem. Can you help me **solve it**?

A make it up B point it out C sort it out

3 I think you shouldn't **do** anything **too quickly**. I'd sleep on it.

A rush into B push for C carry on

4 Is using your phone while driving **allowed by law** in your country?

A illegal B legal C a consequence

5 Mum **found** her earring **by chance** while she was unloading the washing machine.

A took for granted B looked back C came across

6 I need to **make you aware** that you're not allowed to walk on the grass here.

A point out B sort out C push for

5 Complete each pair of sentences with one word.

1 Did you remember to _____ back at your answers before you handed in your test paper?

Can I _____ through the photos of the party on your phone?

2 Do you need a break, or shall we carry _____ revising?

My grandad passed _____ his favourite CD to me, but I can't play it!

3 It's never a good idea to _____ to your teacher. Always be honest!

If you had read a friend's diary, would you tell the truth or _____ about it?

4 You shouldn't have done that – you might have _____ caught.

Oh no! I _____ a fine for parking in the wrong place!

5 Will you help us _____ for better public transport in the city?

I'm a member of a _____ group on environmental issues.

6 Did that really happen, or did you _____ it up?

Have you ever had to _____ a difficult decision?

LIVEWORKSHEETS

6 Choose the correct word to complete the sentences.

1 Is wearing a seatbelt in a car **compulsory** / **minimum** in your country?

2 What's the **matter** / **picture**? You look sad. Is everything OK?

3 There are several **different** / **difficult** options for reporting a crime.

4 Police are asking for any **surveillance cameras** / **witnesses** of the accident to contact them.

5 Everything we do has **coincidences** / **consequences** – sometimes positive, sometimes negative.

6 If hackers steal your identity, they are **causing** / **breaking** the law.

7 He was born in Germany, but now he's a British **citizen** / **society**.

8 In **theory** / **practice** you shouldn't play loud music while driving, but many people do.

9 People still have to **grant** / **campaign** for their basic rights in some places.

LIVEWORKSHEETS

7 Complete the mini-dialogues with the correct option, A, B or C.

1 **Adult:** Did you actually see the shoplifters?

Student: Yes, there were three _____ – two men and a woman.

Adult: And what did they look like?

A others B of them C other

2 **Adult:** I heard that you saw some vandals in the park today. What happened?

Student: Well, they were next to the wall, and _____ were spraying paint on it.

Adult: OK, and how long were they doing that?

A both of them B none of them C neither of them

3 **Adult:** Did you see what the muggers were wearing?

Student: Yes. One was wearing jeans and a black t-shirt, _____ was wearing a denim jacket and jeans.

Adult: Great, thanks. That's really useful.

A other B other one C the other

4 **Adult:** Do you think anyone else noticed the shoplifters?

Student: Well, there were quite a lot of people in the shop, but _____ said anything.

Adult: What about the shopkeeper?

A both of them B none of them C neither of them

5 **Adult:** What did the two pickpockets do after they'd taken the man's phone?

Student: They stayed in the street and acted like nothing had happened. _____ ran away.

Adult: Really? I'm not sure if that's clever or incredibly stupid!

A Neither of them B Both of them C None of them

8 Choose the translation of the phrase in brackets that completes the sentence correctly.

1 You should always allow more time to travel in the (godzinie szczytu) _____.

A crash hour B traffic lights C rush hour

2 'I didn't buy a train ticket because the queue was too long.' '(To żadna wymówka) _____!'

A That's no excuse B I bet it is C Get rid of it.

3 I wish I (nie skończyłem) _____ my homework at the weekend.

A would finish B had finished C would have finished

4 I've finished my essay. Would you mind (przejrzeć go) _____ for me?

A looking back it B looking it up C looking through it

5 The junior doctors have been (nawołują do) _____ better working conditions.

A pushing for B rushing for C looking for

LIVEWORKSHEETS

Reading

9 Read the text. Match the headings (A–G) to the paragraphs (1–5). Two headings do not match any of the paragraphs.

DON'T TAKE YOUR RIGHTS FOR GRANTED

1 _____

Campaign groups are pushing for change in many areas of modern life, from environmental issues and ethical consumerism to human and animal rights. It's easy to forget, though, the huge amount of social change that has happened in Britain in the last 200 years. Changes in education, health and housing have helped to shape society as we know it. The roles and rights of women in particular have changed dramatically. Let's look at some of those who helped to make a difference.

2 _____

In 1903, Emmeline Pankhurst founded a campaign group whose members were the first to be called 'suffragettes'. They, with many others, fought hard to win the right for women to vote. The fight for women's rights, however, had started more than 100 years earlier, when Mary Wollstonecraft published a ground-breaking book called *A Vindication of the Rights of Women* in 1792. In it, she pushed for men and women to be educated equally. She argued that, as well as improving life for women, this would improve society as a whole.

3 _____

In the early 19th century, Elizabeth Fry also fought to improve the lives of women. In 1811, she visited Newgate Prison, in London. She was shocked by the conditions, particularly for the women and their children, who had to stay in prison with their mothers. Elizabeth started a school for these children, and brought food and clothes to them. She also campaigned for prisoners to be treated fairly. In addition, she opened a training school for nurses at Guy's Hospital in London. Her work inspired Florence Nightingale, who took a team of nurses to treat wounded soldiers in the Crimean War.

4 _____

Later in the 19th century, Octavia Hill would also play an important part in improving the lives of some of the poorest people in London. When she was 13, Octavia started work, making toys for very poor children. She was shocked by the poverty she saw around her. As an adult, she worked hard to improve housing conditions. She managed housing projects in very poor parts of London, then trained other women to do it too. Octavia believed that everyone's lives could be improved by art and nature, so she also campaigned for the development of playgrounds and parks.

5_____

By the end of the 19th century, women had managed to push for better education and employment opportunities, better living and working conditions and better health care. Within 20 years, by 1918, some women would be allowed to vote. At first, this only applied to women who were over 30 and owned some kind of property. But ten years later, in 1928, all women over the age of 21 would finally have the right to vote.

A Improving the outside environment

B Helping prisoners to escape

C The achievements of a hundred years

D Encouraging better health care

E Ending poverty

F Early steps towards equal rights

G The impact of the past on the present

LIVEWORKSHEETS

Listening

10 Listen to five speakers talking about doing the right thing.
Match the speakers (1–5) to the statements (A–F). There is one extra statement.

A Speaker ___ asks for information about someone who stole from a shop.

B Speaker ___ talks about criminals who don't know they're breaking the law.

C Speaker ___ describes their feelings in a tricky situation.

D Speaker ___ regrets reporting a crime.

E Speaker ___ thinks about the consequences of breaking the law.

F Speaker ___ tells us about someone who got arrested after using social media.

LIVEWORKSHEETS