

## Reading

### 1 Read the story and match the sentence halves. There are two extra ends.

#### The king's new clothes

I really believe that children have the ability to make a difference. I think when a child does something extraordinary the world takes notice – that is if they can make their voice heard. One of my favourite stories is *The Emperor's New Clothes* by the famous Danish author Hans Christian Andersen. I think the moral of the story demonstrates this perfectly.

I can't remember the details exactly, but I know the story concerns a king who is extremely vain\* but extremely foolish\*, too. He is a very powerful man, but he makes some incredibly stupid decisions. The problem is that no one is brave enough to tell him when he is wrong.

Being vain, the king is, of course, very fond of clothes and always wants to look his very best. One day, a tailor from a foreign land comes to him and tells him he has a new thread\* which is so fine it can only be seen by those people with an eye for true beauty. He offers to make the king a suit using this thread. The king agrees to the heavy price the tailor is asking and a week later the suit is ready. The tailor holds up this new suit for the king to admire. There is nothing to see, but not wanting to appear as someone who can't appreciate true beauty, the king declares that it is the most beautiful suit he has ever seen and all those in the room with the king are quick to agree with him.

It is arranged that the very next day the king will parade through the streets in his new clothes for all his subjects\* to admire. News spreads quickly and the next morning the town is full of people wanting to see the king in his new suit. The king rides through the streets on his horse. He is, of course, completely naked, but all those who see him agree that he is wearing the most beautiful clothes they have ever seen. So, the king walks all the way through the town with everyone pretending he looks fabulous until he comes to a small boy who hasn't heard the news. He takes one look at the king and asks in a big loud voice, "Why is the king naked?", which allows everyone to realise how stupid they are being and results in the king hurrying back to his palace deeply embarrassed.

And this is why I love this story, as it shows perfectly that sometimes it takes the truth of a child to open the eyes of the world.

**VOCABULARY:** \*vain – eitel; foolish – töricht, dumm; thread – Faden; subject – Untertan

- |  |                          |                                     |
|--|--------------------------|-------------------------------------|
| 1 The king has a lot of power,           | <input type="checkbox"/> | but he is not very wise.            |
| 2 People are too scared                  | <input type="checkbox"/> | to correct the king's mistakes.     |
| 3 The king likes expensive clothes       | <input type="checkbox"/> | because he likes to look good.      |
| 4 The tailor wants                       | <input type="checkbox"/> | to make a suit for the king.        |
| 5 The suit is very expensive,            | <input type="checkbox"/> | but the king orders one.            |
| 6 The tailor says the suit can't be seen | <input type="checkbox"/> | because it is invisible.            |
| 7 The king walks through the streets     | <input type="checkbox"/> | to show off his new suit.           |
| 8 The king is completely naked           | <input type="checkbox"/> | but no one says anything.           |
| 9 The little boy asks his question       | <input type="checkbox"/> | because the king has no clothes on. |
| 10 The king runs back to his palace      | <input type="checkbox"/> | because he is embarrassed.          |
|  | <input type="checkbox"/> | to greet the people.                |
|  | <input type="checkbox"/> | because their king is mean.         |

**2 Read the text and answer the questions.**

**The colour of food**

Have you ever thought about the colour of the food that you eat? Have you ever noticed that very few items of food are blue?

In a famous experiment carried out in the 1970s, several people eating in a restaurant were given their dinner in the dark. Each was given a steak and they all agreed it was delicious. However, half way through the meal the lights were turned on and the diners looked down to see that the steak on their plate was blue. It no longer tasted good and some even complained that they felt sick.

But why? The simple answer is that colour has a big effect on the food we eat, and for some reason we don't like blue food. However, when it comes to other colours, the more colourful the food is, the better we think it tastes.

In another experiment, a group of people were given cheese flavoured crisps with no colouring. They were then given exactly the same crisps only this time the crisps contained a bright orange colouring. Everyone agreed – the orange-coloured crisps tasted more cheesy. Colour in food suggests to us what flavour to expect.

In another experiment, people were given fruit juice with colouring added. For example, the grape juice was coloured green and the orange juice was coloured yellow. The people thought the grape juice was lime and the orange juice was lemon. When it comes to taste, it seems that our eyes can trick our brains sometimes. We make connections between certain colours and tastes. We expect red and orange food to taste sweet. We expect green and white food to taste sour and we expect white food to taste salty.

All of this is not good news for some scientists who believe that some added food colourings are not good for our health and can lead to serious problems. For example, they believe that these colourings can lead to attention problems in children. They would like to see a ban on artificial colouring in food, but so far there is not enough evidence that what they think is true, so that ban is unlikely. And the big food manufacturers are not going to stop adding colouring if they don't have to. If brightly coloured food sells better, they are not going to stop adding the colour. There is one colour though that they won't be adding – blue!

- 1 What was unusual about how people ate their food in the 1970s experiment?  
\_\_\_\_\_
- 2 What food did they eat in the 1970s experiment?  
\_\_\_\_\_
- 3 What did the experiment show?  
\_\_\_\_\_
- 4 What was the difference between the crisps the people ate in the second experiment?  
\_\_\_\_\_
- 5 What did the second experiment show?  
\_\_\_\_\_
- 6 What did scientists do in the third experiment?  
\_\_\_\_\_
- 7 What did the people believe when they drank the orange juice?  
\_\_\_\_\_
- 8 What colour foods do we expect to taste sweet?  
\_\_\_\_\_
- 9 Why are some scientists worried about food colourings?  
\_\_\_\_\_
- 10 Why is there no ban on food colourings yet?  
\_\_\_\_\_

**3 Read the text and complete the sentences with 1–4 words.**

**All you need to know about the pizza**

My favourite is ham and mushroom, my brother always goes for pepperoni. My mum likes spinach and ricotta, and then there's the calzone when it's folded in two with the tomato sauce in the middle – that's my dad's favourite. I'm talking, of course, about the pizza – that important Italian meal that I don't think I could live without and I'm not the only one. Just take a look at any supermarket shelves – there are fresh ones, frozen ones, ones you make yourself. Just take a walk down any high street and see for yourself how many pizza restaurants and takeaways there are. Like most of the rest of the world we Brits are true lovers of that flattened circular piece of dough topped with tomato sauce, mozzarella and whatever other ingredients we might choose to add. But how much do we really know about the pizza?

For example, did you know that there are basically two types of pizza, the Roman and the Neapolitan, but they're quite different from each other? The Neapolitan version has a thick, soft base\*, while the Roman pizza tends to have a thin, crispy crust\*. Thick-based or thin-based? Most people have a favourite. I personally think that both of them are delicious!

Of course, both the Romans and the Neapolitans think their pizza is the best, but people in Naples consider theirs as the real one, and they have good reason to think so, because it was in Naples that the pizza was invented in the 19<sup>th</sup> century. The first pizza restaurant opened in Naples in 1830, but for a long time it was just a local speciality, and it was mainly the poor who ate it. But in 1889, King Umberto I and his food-loving queen decided they wanted to try a pizza, so they ordered some from the *Pietro il Pizzaiolo*. Two pizzas were taken to the palace. The queen really liked the one with fresh tomatoes, basil, and slices of mozzarella cheese. The Queen's name was Margherita and that's how the world's most famous pizza got its name.

The rest, as they say, is history and these days the pizza is enjoyed all over the world. Of course, one of the best things about pizza is that you can make it yourself, but make sure you learn how to toss the dough. One thing that both Roman and Neapolitan pizza chefs agree on is that you should never use a rolling pin\* to make that dough!

**VOCABULARY:** \*base – (Pizza)Boden; crust – Kruste, Rinde; rolling pin – Nudelholz

- 1 The writer's mum prefers a \_\_\_\_\_ pizza.
- 2 According to the writer, there are lots of \_\_\_\_\_ on UK high streets.
- 3 The writer describes the pizza as a flat dough in the shape of \_\_\_\_\_.
- 4 The writer says the Roman and the Neapolitan are the \_\_\_\_\_.
- 5 The main difference between the two types of pizza is \_\_\_\_\_.
- 6 The original pizza comes from \_\_\_\_\_.
- 7 Most of the customers of the first pizza restaurant were \_\_\_\_\_.
- 8 King Umberto's wife gave her name to the \_\_\_\_\_ pizza.
- 9 The writer says pizza is so popular because you \_\_\_\_\_.
- 10 \_\_\_\_\_ are never used in making a true pizza.

**4 Read the newspaper advertisement and decide if the sentences are T (True) or F (False).**

**Amazing Australia**

15 days from only £2,999 per person.

Days 1 – 2: Fly to Perth

Flights from Heathrow airport via Singapore with British Airways.

Days 3 – 4: Perth

Two days to enjoy the sights of Australia's friendly city. The capital of western Australia is known as the world's most isolated city. Optional tour of Rottnest Island available.

Days 5 – 6: Uluru

We'll arrive in time to watch the changing colours of this giant rock as the sun sets – one of Australia's most beautiful sights. Followed by a full day's tour of the rock and surrounding area.

Days 7 – 10: The Great Barrier Reef

Three and a half days to explore the city of Cairns and its wonderful wild scenery. Two half days snorkelling are included and full dives can be arranged for those with diving qualifications. Half day trip to the Daintree rainforest offers the chance to see some of Australia's most beautiful bird life.

Days 11 – 14: Sydney

Three days to enjoy Australia's most famous city. Includes one full day city tour with entrance to Opera House and Harbour Bridge. Two free days to enjoy shopping or relaxing on one of Sydney's famous beaches. Night time flight to the UK.

Day 15: Arrive in the UK

**Prices include:**

return flight from UK in economy class, upgrades available

all local transport

13-night accommodation in 4-star hotels

all breakfasts and lunches

tour guides

Book by Nov 12<sup>th</sup> and save £200.

	<b>T</b>	<b>F</b>
1 Flights to Perth are non-stop from the UK.	<input type="checkbox"/>	<input type="checkbox"/>
2 Guests arrive in Uluru at night.	<input type="checkbox"/>	<input type="checkbox"/>
3 Diving on the Reef is available to all customers at an extra cost.	<input type="checkbox"/>	<input type="checkbox"/>
4 Guests spend three nights in a Sydney hotel.	<input type="checkbox"/>	<input type="checkbox"/>
5 You have to pay extra for flights in Australia.	<input type="checkbox"/>	<input type="checkbox"/>

**Search the text for the following information and complete the sentences.**

6 The best opportunity for bird watching is a trip to \_\_\_\_\_.

7 It is cheaper if you \_\_\_\_\_.

## Words in context

### 5 Circle the correct options to complete the text.

My name is David and I'm a doctor. After working in the European <sup>(1)</sup>**Union / Unite / United** for a few years, I decided to travel to Australia. I've just got a job as a Flying Doctor. The Royal Flying Doctor service is like a(n) <sup>(2)</sup>**police / ambulance / fire engine** service but on aeroplanes. It's really useful in some parts of Australia because sometimes we have to travel huge <sup>(3)</sup>**journey / distances / distant** to get to our patients. Most people who live on farms a long way from towns have a first aid box with <sup>(4)</sup>**dresses / bandages / materials** for small cuts or <sup>(5)</sup>**drugs / doctors / medicals** for simple illnesses. But sometimes they need to call us for help. I've only been up in the plane <sup>(6)</sup>**second / two time / twice** so far, but it makes a change from driving to work!

### 6 Complete the text with the words and phrases from the box. There are two extra words.

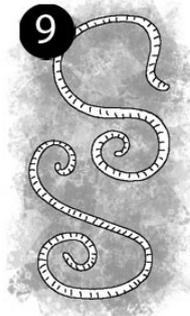
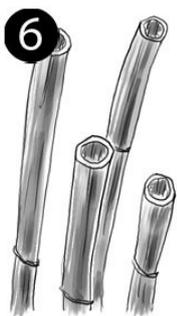
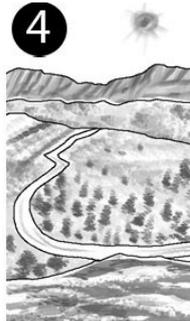
launched ambitions donate struggled income award in need impact goal  
inspired supported drop out

I was really <sup>(1)</sup> \_\_\_\_\_ when I read about Patricia Manubay and her amazing *Dream Boxes* project. Lots of children live in poverty in the USA and many students <sup>(2)</sup> \_\_\_\_\_ of school because they can't afford school supplies. Patricia wanted to do something to help, so she <sup>(3)</sup> \_\_\_\_\_ her own new project. Her message was that it's important for people to have dreams and <sup>(4)</sup> \_\_\_\_\_ in spite of problems they have at home. The project has now <sup>(5)</sup> \_\_\_\_\_ the education of thousands of students around the country and Patricia has won a(n) <sup>(6)</sup> \_\_\_\_\_ for her work.

I decided that I wanted to do something to help as well. My <sup>(7)</sup> \_\_\_\_\_ is to raise \$1,000 for local school charities by the end of the school year. These charities don't have very much <sup>(8)</sup> \_\_\_\_\_, so they can't afford to help many people. I think it's important for us to do as much as we can to help students <sup>(9)</sup> \_\_\_\_\_. I'm going to start by doing a sponsored swim next Saturday. All my family and friends are going to <sup>(10)</sup> \_\_\_\_\_ money.

**7 Use the pictures below to help you complete the text.**

I have always dreamed of going on a <sup>(1)</sup>w \_\_\_\_\_ around Australia. Then last summer I got the opportunity to stay with a group of <sup>(2)</sup>A \_\_\_\_\_ for a few days. So, I left my <sup>(3)</sup>h \_\_\_\_\_ at home and got myself ready for a few days in the <sup>(4)</sup>o \_\_\_\_\_. It was an amazing experience! I was so impressed by the group's <sup>(5)</sup>s \_\_\_\_\_ in difficult conditions. When they ran out of water, they found water underground and put long hollow <sup>(6)</sup>r \_\_\_\_\_ into the sand. Then they <sup>(7)</sup>s \_\_\_\_\_ water from the ground. Also, they could <sup>(8)</sup>t \_\_\_\_\_ animals from their footprints. They found food to eat as well. They picked up long, white <sup>(9)</sup>w \_\_\_\_\_ and wrapped them in large, green <sup>(10)</sup>l \_\_\_\_\_. When the worms were cooked, they tasted quite good!



**8 Complete the email with the words from the box. There are three extra words.**

first aid drugs aircraft dragged distance envelope harbour provided string  
pressures footprints cheque

Dear Simon,

Just a quick email to let you know that we're on holiday! Sue and I wanted to get away from the <sup>(1)</sup> \_\_\_\_\_ of work for a while so we booked a last-minute flight and jumped on a(n) <sup>(2)</sup> \_\_\_\_\_ to Australia! We're having an amazing time!

The first thing we did when we arrived in Sydney was go on a cruise around the famous <sup>(3)</sup> \_\_\_\_\_. I wasn't that keen, but Sue <sup>(4)</sup> \_\_\_\_\_ me along and I loved it! We also visited an Aboriginal heritage centre. A guy called John showed us how to make animal traps using a rock attached to a bit of <sup>(5)</sup> \_\_\_\_\_. When I tried to make one, I cut my hand. Luckily, John had a <sup>(6)</sup> \_\_\_\_\_ box and he put a bandage on my cut. He also <sup>(7)</sup> \_\_\_\_\_ me with some clean bandages to take back to the hotel. He wouldn't take any money for his services, so I wrote a <sup>(8)</sup> \_\_\_\_\_ as a donation for his heritage centre and sent it in an <sup>(9)</sup> \_\_\_\_\_ with a letter thanking him for his help.

We're back next Tuesday.

See you then,

Matt

**9 Complete the texts with the words from the box. There are three extra words.**

waste afford sugary gained obesity dislike provides contain habits feed  
overweight accepted quantity

**Food Forum – Share your food stories with us**

I used to eat lots of junk food and fizzy drinks, which <sup>(1)</sup> \_\_\_\_\_ a lot of sugar. Over the years, I <sup>(2)</sup> \_\_\_\_\_ some weight, but I didn't think it was too serious. But then my doctor told me that I was seriously <sup>(3)</sup> \_\_\_\_\_ and that it could affect my health. I finally <sup>(4)</sup> \_\_\_\_\_ this and decided to change my unhealthy eating <sup>(5)</sup> \_\_\_\_\_. I used to <sup>(6)</sup> \_\_\_\_\_ nutritious food, such as fruit and vegetables, but now I love them!

*Sam, USA*

I read an article in the paper last year about world hunger. I found out that we produce enough food to <sup>(7)</sup> \_\_\_\_\_ everyone in the world, but we <sup>(8)</sup> \_\_\_\_\_ about one third of the food that we make. Meanwhile, millions of people in the world can't <sup>(9)</sup> \_\_\_\_\_ to buy food. I decided to do something to help. So now I volunteer at the local food bank, which <sup>(10)</sup> \_\_\_\_\_ food for lots of people in our local area. We collect food from supermarkets that would be thrown away and give it out to people who need it.

*Rita, Australia*

**10 Complete the text with the words and phrases from the box. There are three extra words.**

encouragement   contained   represented   frustrated   learn lessons   viewpoint  
relate to   in particular   achieve   hero   grateful

I used to get <sup>(1)</sup> \_\_\_\_\_ when I was reading books because I could never find any characters that I could really <sup>(2)</sup> \_\_\_\_\_. They were all so different from me. I told my English teacher Ms Parks about this and I'm really <sup>(3)</sup> \_\_\_\_\_ for the advice that she gave me. She told me that I had to keep reading because it was the best way to <sup>(4)</sup> \_\_\_\_\_ about life. She also said that reading would help me to <sup>(5)</sup> \_\_\_\_\_ the things I wanted to do.

And she was right! She recommended some new authors to me and gave me lots of

<sup>(6)</sup> \_\_\_\_\_ to keep reading. I read books by lots of different people,

<sup>(7)</sup> \_\_\_\_\_ African-American authors. These books <sup>(8)</sup> \_\_\_\_\_ brilliant characters, which inspired me to write my own novel. The rest, as they say, is history!

**11 Circle the correct options to complete the dialogue.**

**Marie** I'm just looking at the ingredients in this orange drink. It's full of <sup>(1)</sup>**artificial / nutritious / tasty** things – there's nothing natural in it at all!

**Tessa** Yes, you're right. I think these things are <sup>(2)</sup>**filling / healthy / harmful** for our bodies – they aren't doing us any good. I want to try to eat <sup>(3)</sup>**healthy / fattening / harmful** food, which is good for us.

**Marie** Yes, let's make an effort to do that. Instead of drinking this orange drink, I'm going to eat an orange! That's much more <sup>(4)</sup>**nutritious / harmful / filling** because it's full of minerals and vitamins. Also it's <sup>(5)</sup>**fattening / fresh / artificial** because it hasn't been kept in a tin for ages.

**Tessa** I think fruit is <sup>(6)</sup>**artificial / tasty / harmful** as well – it's much more delicious than those soft drinks! Also, an orange is more <sup>(7)</sup>**nutritious / fattening / filling**, which means that I won't be tempted to snack before my next meal!

**Marie** What else can we do?

**Tessa** I know! We should avoid junk food because it's <sup>(8)</sup>**fattening / artificial / nutritious** – I don't want to put on weight and become unhealthy.

**Marie** I hate junk food. Yuck! I don't think it's very <sup>(9)</sup>**artificial / harmful / tasty!**

## Language in context

### 12 Write the correct question tags.

- 1 Those awards weren't very important, \_\_\_\_\_?
- 2 She can't drop out of the campaign, \_\_\_\_\_?
- 3 You work for a local charity, \_\_\_\_\_?
- 4 This project is successful, \_\_\_\_\_?
- 5 Sam was very generous, \_\_\_\_\_?
- 6 Everyone should support this charity, \_\_\_\_\_?
- 7 They haven't donated any money, \_\_\_\_\_?
- 8 Your company will donate a box, \_\_\_\_\_?

### 13 Complete the sentences with the past simple or the past perfect of the verbs in brackets.

My mum <sup>(1)</sup> \_\_\_\_\_ (ask) why I <sup>(2)</sup> \_\_\_\_\_ (not / eat) my sandwiches.

The film <sup>(3)</sup> \_\_\_\_\_ (already / begin) when we finally <sup>(4)</sup> \_\_\_\_\_ (find) our seat in the cinema.

Nina <sup>(5)</sup> \_\_\_\_\_ (be) hungry because she <sup>(6)</sup> \_\_\_\_\_ (not / have) any lunch.

Emily <sup>(7)</sup> \_\_\_\_\_ (not / lose) a tennis match before, so she <sup>(8)</sup> \_\_\_\_\_ (be) very disappointed.

I thought I <sup>(9)</sup> \_\_\_\_\_ (leave) my phone in my pocket, but it <sup>(10)</sup> \_\_\_\_\_ (not / be) there.

Mark <sup>(11)</sup> \_\_\_\_\_ (be) sure he <sup>(12)</sup> \_\_\_\_\_ (meet) Sara before.

Ms Thomas <sup>(13)</sup> \_\_\_\_\_ (be) happy because all the students <sup>(14)</sup> \_\_\_\_\_ (finish) their projects on time.

Dan <sup>(15)</sup> \_\_\_\_\_ (forget) to go to the shop, so there <sup>(16)</sup> \_\_\_\_\_ any milk.

**14 Match the sentences with the question tags. There are two extra question tags.**

- |   |                                       |                          |                 |
|---|---------------------------------------|--------------------------|-----------------|
| 1 | You work for a local charity,         | <input type="checkbox"/> | isn't it?       |
| 2 | This project is successful,           | <input type="checkbox"/> | shouldn't they? |
| 3 | They haven't donated any money,       | <input type="checkbox"/> | can she?        |
| 4 | Everyone should support this charity, | <input type="checkbox"/> | don't you?      |
| 5 | She can't drop out of the campaign,   | <input type="checkbox"/> | were they?      |
| 6 | Your company will donate a box,       | <input type="checkbox"/> | have they?      |
| 7 | Those awards weren't very important,  | <input type="checkbox"/> | wasn't he?      |
| 8 | Sam was very generous,                | <input type="checkbox"/> | won't it?       |
|   |                                       | <input type="checkbox"/> | didn't he?      |
|   |                                       | <input type="checkbox"/> | haven't they?   |

**15 Complete the sentences with a verb in the present simple.**

- The play \_\_\_\_\_ at 7.30 p.m.
- The new film \_\_\_\_\_ at 8 p.m.
- On Saturday, I \_\_\_\_\_ a dentist appointment at 8.30 a.m.
- We \_\_\_\_\_ a table reserved at La Perla Restaurant at 5.30 p.m.
- We \_\_\_\_\_ lunch at grandma's at 1 p.m.
- The train to Sydney \_\_\_\_\_ at 12.48 p.m.
- On Sunday, there \_\_\_\_\_ a netball match at 10.30 a.m.
- My parents \_\_\_\_\_ at the station at 12 p.m.

**16 Write the words in the correct order to make sentences.**

1 to say / The students / the question again. / their teacher / asked

\_\_\_\_\_

2 to give / Jane / her / wanted / the policeman / directions.

\_\_\_\_\_

3 want / to study / at university. / Sophie's parents / her / maths

\_\_\_\_\_

4 him. / Rachel / Charles / to marry / wants

\_\_\_\_\_

5 her children / their homework. / wanted / to do / Valerie

\_\_\_\_\_

6 with the bags. / I / to help / told / me / Harry

\_\_\_\_\_

7 their mum / Mark and Tina / to give / want / a lift. / them

\_\_\_\_\_

8 Lee / a pay rise. / to give / his boss / him / asked

\_\_\_\_\_

**17 Circle the correct options to complete the sentences.**

My mum <sup>(1)</sup>asked / had asked why I <sup>(2)</sup>didn't eat / hadn't eaten my sandwiches.

The film <sup>(3)</sup>had already begun / already began when we finally <sup>(4)</sup>found / had found our seat in the cinema.

Nina <sup>(5)</sup>was / had been hungry because she <sup>(6)</sup>didn't have / hadn't had any lunch.

Emily <sup>(7)</sup>didn't lose / hadn't lost a tennis match before, so she <sup>(8)</sup>had been / was very disappointed.

I thought I <sup>(9)</sup>had left / left my phone in my pocket, but it <sup>(10)</sup>wasn't / hadn't been there.

Mark <sup>(11)</sup>had been / was sure he <sup>(12)</sup>had met / met Sara before.

Ms Thomas <sup>(13)</sup>was / had been happy because all the students <sup>(14)</sup>finished / had finished their projects on time.

Dan <sup>(15)</sup>had forgotten / forgot to go to the shop, so there <sup>(16)</sup>hadn't been / wasn't any milk.

**18 Complete the sentences with the adjective or adverb form of the word in bold.**

1 **grateful**

The CEO of the charity was \_\_\_\_\_ for the offer of help.

2 **successful**

The children \_\_\_\_\_ distributed the leftover food.

3 **good**

This author writes very \_\_\_\_\_.

4 **happy**

The students were \_\_\_\_\_ to make the Dream Boxes.

5 **quick**

The donations came in \_\_\_\_\_.

6 **hard**

The students worked \_\_\_\_\_ for the test, so the entire class did well.

7 **easy**

The goal was \_\_\_\_\_ to meet.

8 **main**

Our company \_\_\_\_\_ supports local charities.

**19 Read and complete the sentences with the adjective in bold or the adverb that comes from the adjective in bold.**

**1 main**

Our company \_\_\_\_\_ supports local charities.

Our company's \_\_\_\_\_ donations go to local charities.

**2 good**

This book is very \_\_\_\_\_.

This author writes very \_\_\_\_\_.

**3 easy**

We have \_\_\_\_\_ met our goal.

The goal was \_\_\_\_\_ to meet.

**4 grateful**

The CEO of the charity accepted the offer of help \_\_\_\_\_.

The CEO of the charity was \_\_\_\_\_ for the offer of help.

**5 happy**

The students were \_\_\_\_\_ to make the Dream Boxes.

The students \_\_\_\_\_ made the Dream Boxes.

**6 quick**

The donations came in \_\_\_\_\_.

People were very \_\_\_\_\_ to donate.

**7 hard**

The test was very \_\_\_\_\_.

The students worked \_\_\_\_\_ for the test, so the entire class did well.

**8 successful**

The children were \_\_\_\_\_ in distributing the leftover food.

The children \_\_\_\_\_ distributed the leftover food.

**20 Look at your diary and complete the sentences using the present simple.**

**Saturday**

- <sup>0</sup> 8.30 a.m. dentist appointment
- <sup>1</sup> 12.48 p.m. train to Sydney
- <sup>2</sup> 5.30 p.m. table reserved at La Perla Restaurant
- <sup>3</sup> 7.30 p.m. play at National Theatre

**Sunday**

- <sup>4</sup> 10.30 a.m. netball match
- <sup>5</sup> 12 p.m. parents at station
- <sup>6</sup> 1 p.m. lunch at grandma's
- <sup>7</sup> 8 p.m. new film

- 0 On Saturday, **I have a dentist appointment at 8.30 a.m.**
- 1 The train to Sydney \_\_\_\_\_
- 2 We \_\_\_\_\_
- 3 The play at the National Theatre \_\_\_\_\_
- 4 On Sunday, there \_\_\_\_\_
- 5 My parents \_\_\_\_\_
- 6 We \_\_\_\_\_
- 7 The new film \_\_\_\_\_

**21 Choose the correct words for the gap and complete the sentence. Not all words must be used for the gap.**

- 1 Jane \_\_\_\_\_ her directions.  
Tom – wanted – give – gave – to – she – he
- 2 Sophie's parents \_\_\_\_\_ maths at university.  
she – want – studies – her – to – study – them
- 3 Mario \_\_\_\_\_ him.  
to – Rachel – him – want – give – wants – marry
- 4 Valerie \_\_\_\_\_ their homework.  
she – to – children – they – wanted – her – want – do
- 5 Lee \_\_\_\_\_ him a pay rise.  
give – asked – ask – his – boss – to – gave – he
- 6 Mark and Tina \_\_\_\_\_ them a lift.  
give – they – want – mum – to – wants – their – her
- 7 I \_\_\_\_\_ with the bags.  
help – him – told – me – wants – we – Harry – to
- 8 The students \_\_\_\_\_ the question again.  
teacher – say – she – to – wants – asked – their – said



