

4 SOCIAL NETWORKING

OBJECTIVES

FUNCTIONS: giving advice

GRAMMAR: indefinite pronouns
(everyone, no one, someone, etc.)
all / some / none / any of them;
should(n't), had better, ought to

VOCABULARY: IT terms; language
for giving advice


READING

1 SPEAKING Work in pairs. Answer the questions.

- 1 Which of these social networks do you know about?
- 2 What do you think of them?
- 3 Do you know about any other social networks?

2 SPEAKING Read these statements about using social networks. Which of them are true for you? Discuss them with a partner.

- 1 I've got a Facebook account but hardly ever use it.
- 2 I don't post many comments, but I like to read other people's posts.
- 3 I constantly check for updates on social media.
- 4 I sometimes post comments that I regret later.
- 5 I know of a post that created a problem.

3  1.28 Read and listen to the article about online behaviour to decide if each sentence is correct or incorrect. If it's correct, mark it A. If it's incorrect, mark it B.

- 1 James Miller did not think before he wrote a post and so he lost his job.
- 2 His boss apologised for giving James work that wasn't very interesting.
- 3 Cathy's birthday party ended in disaster because her parents went out that evening.
- 4 A study from last year shows a lot of teens had problems because of their behaviour on the web.
- 5 The writer of the article thinks that you can't make everybody happy with your posts.
- 6 He says that before writing a post you should think of reactions you might get.
- 7 He thinks that we need to be as friendly online as we are in real life.
- 8 He says that posting things when you're unhappy is a good way to feel better.

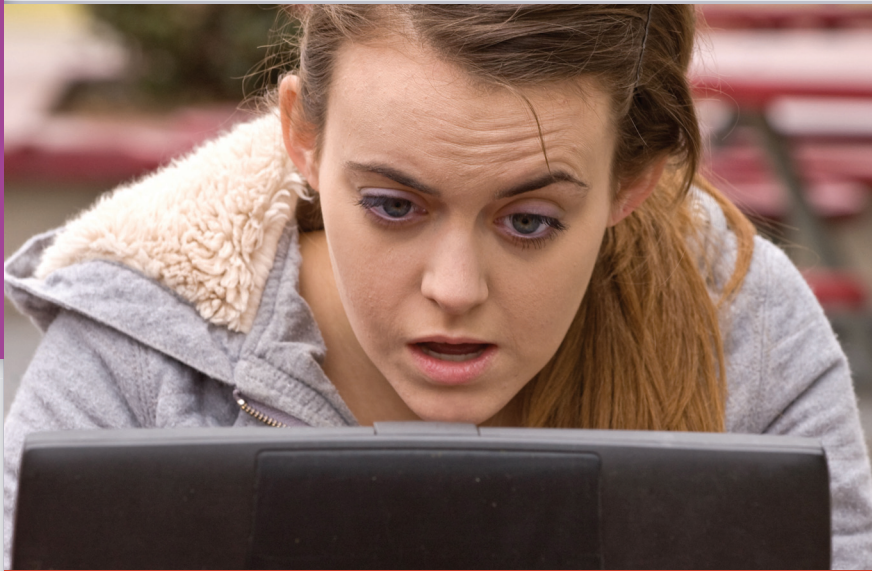
4 Work in pairs. Correct the statements marked B.



LinkedIn



Pinterest



Think before you act online

Sometimes what we post on our favourite social networks can have consequences we didn't expect. One weekend, 20-year-old James Miller posted on his Facebook page that his job was 'soooo boring'. When he got to work on Monday his boss told him to clear his desk and get out. He gave him a letter, too. It said: 'After reading your comments on Facebook about our company, we understand you are not happy with your work. We think it is better for you to look for something that you will find more interesting.'

A few years ago, a girl's birthday party turned into a nightmare. Fifteen-year-old Cathy posted an invitation to her birthday party online. She posted her address, too. When her parents got back from the cinema that evening, they couldn't believe their eyes. There were 500 people at the party, and some of them were smashing windows, breaking potted plants and making a total mess of the house.

Most teens think they know everything about social media, and that things like this could never happen to them. A study shows that last year alone, more than three million young people worldwide got into trouble because of their online activities.

Here are some important tips. None of them can guarantee 100% Internet security, but all of them will help you to be safer online.

RULE 1: Share with care!

Not everyone will like what you write on Facebook or Twitter. Think before you post something. You can never completely control who sees your profile, your texts, your pictures, or your videos. Before clicking 'post', everyone should ask themselves two questions: 'How will I feel if my family or teachers see this?' and 'How might this post be bad for me in three, five or ten years from now?'

RULE 2: Be polite when you write!

Imagine someone is unfriendly in real life. You don't like it, right? Well, the same is true of online communication. Politeness matters, and anyone can be polite. No one likes it when you 'shout' in your messages. DON'T USE ALL CAPITALS!!!!!! If you feel angry or frustrated while you're writing a message, wait a bit. Read it again later and then send it.

RULE 3: Protect and respect!

Don't share your passwords with anyone. Don't post your home or email address online. Beware of 'cyberbullying' – don't forward rumours about other people, and don't say negative things about them. If you get messages like that or see them online, talk to an adult you know.

THINK VALUES

Responsible online behaviour

1 Read the statements. Write them in two lists under *Do* and *Don't*.

- say bad things about other people online.
- talk to your teacher or another adult if you get bullied on social media.
- think carefully before you write a post about yourself or other people.
- write a post about someone when you are angry with them.
- write posts containing personal information about your family.
- think before you post a photo of yourself or someone else.

2 **SPEAKING** Work in pairs. Compare your lists with your partner. Think of at least two more statements for each list.



GRAMMAR

Indefinite pronouns (*everyone, no one, someone* etc.)

1 Complete these sentences from the article on page 39. Underline other examples of indefinite pronouns in the article.

- Most teens think they know _____ about social media.
- Think before you post _____.
- _____ likes it when you 'shout' in your messages.

2 Complete the table. Use the article on page 39 to help you. Then complete the rule with *some / any / no / every*.

everything	something	nothing	anything
everyone	1 _____	2 _____	3 _____
everywhere	somewhere	nowhere	anywhere

RULE: The words beginning with

- _____ mean 'all' (people / things / places).
- _____ mean that we don't know exactly which (person / thing / place).
- _____ mean that we don't care or it doesn't matter which (person / thing / place).
- _____ mean 'not any' (person / thing / place).

3 Complete the sentences with words from the table in Exercise 2.

- Where's my pen? I've looked _____, but I can't find it.
- Using social media can be a real problem. _____ should know that.
- The teacher asked a question, but _____ knew the answer.
- _____ left a message for you at reception.
- Ouch! There's _____ in my eye!
- I've no idea where Sally is. She could be _____.
- Do you want a place to relax on your holiday? There's _____ better than here!
- It's so noisy. Let's go _____ quieter.

4 Complete the sentences so that they are true for you.

- Everyone knows that I ...
- For my next holiday I'd like to go somewhere ...
- I don't like eating anything that has got ... in it.
- I think anyone can learn to ...

Workbook page 36

VOCABULARY

IT terms

1 Match the phrases with the definitions. Write the numbers 1–10.

- to key in your password
- to install a programme
- to attach a file
- to have network coverage
- to upload a photo
- to delete a message
- to open an attachment
- to buy an app
- to activate flight mode
- to download a file

- to click on the icon of a file that comes with an email 7
- to have a signal that lets you make phone calls, etc.
- to add a separate element (e.g. a photo, a document, a video) to an email
- to make an image available on the Internet
- to pay for a programme for your mobile or tablet
- to type a secret word that gives you access to a computer
- to put a programme on a computer
- to switch on a function on your mobile or tablet so you can't go online
- to remove a piece of text so it cannot be seen any more
- to copy information or a programme from the Internet onto your computer hard disk

2 **SPEAKING** Work in pairs. Ask and answer the questions.

- How easy or difficult is it for you to go online?
- How often do you post something on social media?
- What kind of things do you usually post?
- What ways do you know of keeping passwords secure but remembering them?

3 Draw mind maps for these verbs.

Workbook page 38



GRAMMAR

all / some / none / any of them

- 1 Complete the sentence. Look back at the article on page 39 to check.

There were 500 people at the party, and ⁰ *some of them* were smashing windows and breaking potted plants.

Here are some important tips – ¹ _____ can guarantee 100% internet security, but ² _____ will help you to be safer online.

- 2 Complete the rule with *things / more / none*.

RULE: We use the expressions *all / some / _____ / any of them* to refer back to a group (of _____ or people) and say _____ about it.

- 3 Choose the correct words.

- My friends had a great time at my birthday party. *All / None* of them wanted to leave!
- I have no idea which of these pens is Carla's. They all look exactly the same, so *any / some* of them could be hers.
- These bikes all look good, but I'm sure *some / any* of them are better than others.
- These T-shirts are really cool. *None / Any* of them would be fine for me.
- These caps weren't expensive. I got *all / none* of them for £12.
- We tried lots of different jeans, but *none / some* of them were the right size for me.
- All the questions were really hard – I couldn't answer *none / any* of them!
- Her songs are OK – I quite like *some / any* of them.

- 4 Complete the sentences with *all / some / none / any*. (There may be more than one possible answer.)

- There are 32 students in Sarah's class. It's amazing that all of them like music, but _____ of them listen to jazz.
- I like most American TV shows, but _____ of them are terrible!
- OK, he scored three goals – but _____ of them were lucky!
- The cakes that I made were horrible – we couldn't eat _____ of them, so we threw them all away.
- My three brothers like IT, but _____ of them is as good with computers as my sister.
- Look at those cameras. _____ of them are very cheap, but others are very expensive.

Workbook page 36



LISTENING

- 1 Match the phrases with the definitions. Write the numbers 1–6.

1 you get an error message | 2 an application closes down | 3 your screen goes blank | 4 you close a file without saving it first | 5 a programme freezes | 6 your hard disk crashes

- your computer monitor does not show any information any more
- a programme shuts down
- you lose all the changes you've just made
- information appears on your computer screen telling you about a problem
- the system that saves information on your computer suddenly stops working
- an application stops working, and the screen will not change no matter what you do

- 2 **SPEAKING** Work in pairs. Answer the questions.

- Which of the problems in Exercise 1 have you experienced?
- How do you usually solve computer problems?

- 3 **1.29** Listen to Hannah and her dad. Answer these questions.

- What's Hannah's dad trying to do?
- What mistake has he made?

- 4 **1.29** Listen again. Look at the six sentences.

- * Decide if each sentence is correct or incorrect. If it is correct, put a tick (✓) under A. If it is not correct, put a tick under B.

	A	B
1 Hannah's dad likes gaming a lot.		
2 He's not happy when Hannah's brother spends his time playing computer games.		
3 Hannah says she'll tell her brother about their dad's interest in gaming.		
4 Dad didn't know that he had to create his own username and password.		
5 When Hannah tells him to choose a team, he's not very patient.		
6 Hannah reads out an error message that appears on the screen.		

READING

1 Look at the mixed-up messages. Match them with the types of communication in the list. Write letters a–f.

- | | | | |
|----------------|--------------------------|---------------|--------------------------|
| 1 text message | <input type="checkbox"/> | 4 online post | <input type="checkbox"/> |
| 2 text message | <input type="checkbox"/> | 5 email | <input type="checkbox"/> |
| 3 notice | <input type="checkbox"/> | 6 note | <input type="checkbox"/> |

2 Read the messages. Mark the correct answer A, B or C.

- What should Emily's mum do?
 - Tell Benjamin to do the shopping for the family.
 - Warm up some food and buy a birthday present.
 - Make sure Benjamin knows Emily will be late.
- What's the purpose of Benjamin's note?
 - To inform Emily of what Lucas said
 - To find out why Lucas phoned
 - To borrow a bike from Lucas
- On her Facebook page, Emily
 - has posted photos of their trip.
 - asks Lucas what he thinks of the photos.
 - wants to say that she didn't like the trip.
- The advert says the mountain bike
 - is almost new and in good condition.
 - is not the right bike for girls.
 - is in excellent condition, but expensive.
- What should Lucas do?
 - Lower the price.
 - Give Emily a call.
 - Buy Emily a ring.
- Lucas writes a text message
 - to invite Emily to join him again on Sunday.
 - to tell Emily that the weather is not good.
 - to invite his friends on a bike ride.

a

Hi Mum,

I might not be at home before 6 this evening. Have seen an advert for a bike and would like to check it out. In case I'm late, Benjamin has promised to do the shopping. Good to have such a nice brother ;-). Looking forward to the pizza tonight. I'll be hungry as a wolf.

Love, Emily.

P.S.: You asked me to remind you it's dad's birthday on Tuesday. You ought to get him a nice present this year ;-)

b

MESSAGES

← Contacts

Hi Emily,

There was a phone call for you from someone called Lucas. He wanted to invite you for a bike ride on Saturday. He says you can use his bike and he'll borrow a friend's.

Oh, la la!

Benji

c

Great trip yesterday. Here are some photos of it. (1) Lucas and I getting ready for our bike ride. Note the big rucksack – everything in it for a wonderful picnic. (2) The picnic: Yummy!

The trip was great, but the weather wasn't too exciting. Pity we didn't get to the top. Had to turn back – fog and rain.



d

FOR SALE

Mountain bike, bought last month, used 3 times – perfect condition

Phone Lucas: 98576493

e

MESSAGES

Contacts

Hi E,

Best Saturday for a long time. I never knew rain and fog can be so much fun.

I'd like to try again next Sunday. You'd better join me if you don't want to break your promise ;-)

L

P.S.: Love the photos on Facebook

f

From: Emily

To: Lucas

Hi,

Have thought about it carefully. It's a cool bike, but £400 is a lot more than what I wanted to spend. Sorry! Anyway, really nice to have met you. What you said about your bike tours sounded lovely. You should give me a ring some time if you want to ;-)

My phone: 97326797.

E

TRAIN TO THINK

Logical sequencing

1 Read the messages again. Work out a logical order. Write letters a–f in the right order.

- | | | |
|----------------------------|----------------------------|----------------------------|
| <input type="checkbox"/> 1 | <input type="checkbox"/> 3 | <input type="checkbox"/> 5 |
| <input type="checkbox"/> 2 | <input type="checkbox"/> 4 | <input type="checkbox"/> 6 |

2 **SPEAKING** Work in pairs. Compare your ideas with a partner. Discuss any differences.

GRAMMAR

Should(n't), had better, ought to

1 Complete these sentences from the messages on page 42. Then choose the correct words to complete the rule.

- You _____ get him a nice present this year!
- You _____ give me a ring some time if you want to.
- You _____ join me if you don't want to break your promise.

RULE: *Should, had better* and *ought to* are used to give ¹advice / information.

- *Should* and *ought to* mean more or less the same, but we usually don't use *ought to* in questions and negative statements.
- The meaning of *had better* is often a little stronger. The speaker wants to say that there are ²positive / negative consequences if you ignore the advice.

These verbs ³do / don't use an auxiliary verb in the negative: *shouldn't, oughtn't to, had better not*.

2 Read the questions 1–6. Then match them to the correct answers a–f. Circle the correct word in each answer.

- I've broken my friend's MP3 player. What should I do?
- I've got toothache. What should I do?
- I didn't do the test very well. What should I do?
- I'd like to go climbing, but I've never done it before. What should I do?
- I'm hungry. Should I eat some chocolate?
- I'm angry with my brother. He said something I didn't like. What should I do?
- This sweater my sister gave me looks terrible. I don't like it at all. What should I do?

- You *should* / *shouldn't* eat it. Fruit is healthier.
- You *should* / *shouldn't* tell him. It's best to be honest with him.
- You'd *better* / *better not* return it to the shop. That would really hurt her feelings.
- You *shouldn't* / *ought to* go back and study everything again.
- You'd *better* / *shouldn't* get some training. It can be dangerous.
- You *ought to* / *shouldn't* see a dentist.
- You'd *better* / *shouldn't* say sorry the next time you meet your friend.

3 Look at these pictures. Write short dialogues with (serious or funny) answers giving advice.

1 Boy What should I do?

Girl You should throw a sausage over the fence so the dog won't attack you.



Workbook page 37

VOCABULARY

Language for giving advice

1 Look at the words and phrases below and answer the questions.

- bad / good / practical / useful advice
- advice about [something]
- to take / follow [someone's] advice
- to ignore [someone's] advice
- to advise [someone] [to do something]
- to advise against [something]
- advisable

- What's the difference between *advice* and *advise*?
- Which of the phrases mean(s)
 - not to listen to somebody's advice?
 - do what somebody has advised you to do?
- How do you say 'advisable' in your language?

2 Complete the sentences with phrases from Exercise 1. Use the correct verb forms.

- I've told Peter he shouldn't post photos like that, but he has always _____ my _____.
- Should I buy a tablet or a laptop? Can you give me some _____ what's better?
- He wants to become a web designer. His dad has _____ him to take a course. He should _____ that _____.
- My uncle has a heart problem. This web page _____ fatty foods.

Workbook page 38

FUNCTIONS

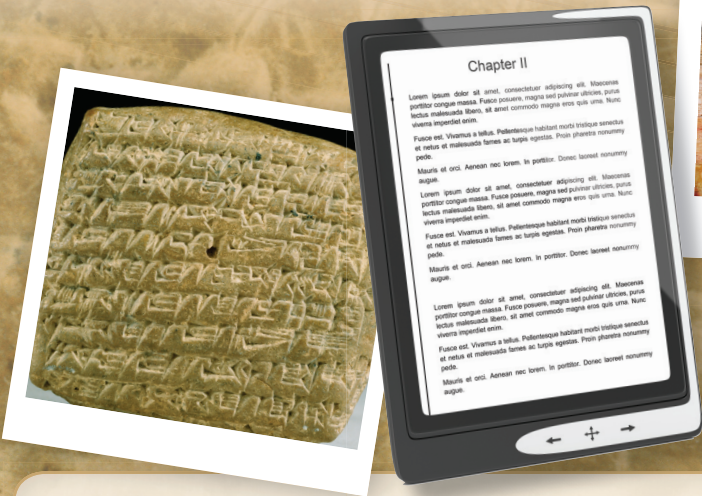
Giving advice

SPEAKING Ask and answer questions with a partner.

- Imagine you meet somebody who has never used a computer. What advice would you give them about social networking?
- Are you good at giving advice? Say why (not) and give examples.
- When do you find it difficult to follow someone's advice?

Culture

1 Look at the photos. What do they show?



Communication through history

1

Cave paintings are the oldest pictures. Some of them, for example the beautiful images in the caves of Altamira in the north of Spain, are almost 30,000 years old. Many of these paintings show animals or hunting scenes. The images do not have written words. But when we look at them, we get an idea of the emotions the people felt when drawing them. The paintings tell stories of hopes and fears. They are an early form of communication.

2

Sometime between 4000 and 3000 BCE, people in Egypt and Mesopotamia developed the skill of writing. They engraved text on stone tablets first. But it was impossible

to carry stones from place to place. The invention of papyrus allowed documents to be moved easily. Writing on papyrus made it easier to correct mistakes too. And do you know how they did that? When a scribe – the person who wrote the documents – made a mistake, they licked the ink off the papyrus before it got dry and made their corrections!


3

People made the first books from papyrus and from thin animal skins. Paper was invented in China as early as 105 CE. The quality of paper soon became very good. The world's oldest known printed book is from China too. It was published on May 11, 868 CE. In Europe, books were

written manually until the middle of the 15th century when Johannes Gutenberg invented the printing press in Germany. Since that time, almost 140 million books have been published worldwide. For many people, one of life's greatest pleasures is spending a few hours in a bookshop browsing through the books.

4

Books will be around for many years, of course. But some people prefer reading e-books. They are easier to take with you when you travel, and you can download them instantly from the Internet. Now you can buy your books whenever you want without having to leave the comfort of your home.

2  1:30 Read and listen to the article again. Match the paragraph headings with the paragraphs. Write the letters a–f. Note that there are two headings you don't need.

- a The invention of books by Gutenberg
- b Early forms of written communication
- c Books in their most modern form
- d From stone tablets to the printing press
- e Communication without reading and writing
- f The history of book making

3 **SPEAKING** Work in pairs. Discuss the questions.

- 1 How important are books for you? Give reasons.
- 2 What book(s) have you read recently? How did you like them?
- 3 Do you prefer books or e-books? Give reasons.

Pronunciation

The short /ʌ/ vowel sound

Go to page 120.



4 VOCABULARY Read the article again. Find words or phrases with the following meaning.

- 0 a large hole underground (paragraph 1) cave
- 1 happiness, love and anger (paragraph 1) _____
- 2 cut words into stone (paragraph 2) _____
- 3 paper made from plants (paragraph 2) _____
- 4 moved the tongue across something (paragraph 2) _____
- 5 produced (and sold) a book (paragraph 3) _____
- 6 a machine to make newspapers, books or magazines (paragraph 3) _____
- 7 looking through a book or magazine very quickly, without reading everything (paragraph 3) _____

WRITING

A web page giving advice

1 Read this information and decide who it would be important for. Then answer the questions.

- 1 Where do people use public computers?
- 2 What other examples not mentioned in the text can you think of?
- 3 Why should you never save a password on a public computer?
- 4 What's the problem with just closing the browser when you want to finish a session?

2 Rewrite the sentences by putting the words in brackets in the right position.

- 1 Read our advice. (carefully)
Read our advice carefully.
- 2 Click 'Yes'. (don't)
- 3 Make you do not simply close the browser. (sure)
- 4 You should log out. (always)
- 5 Ask them to go somewhere else. (politely)

3 Are the sentences above used to give advice or to give an opinion? Match each of them with one of the situations below. Write the numbers 1–5.

- | | | |
|---|--|--------------------------|
| a | when the system asks you 'Do you want to save the password?' | <input type="checkbox"/> |
| b | when you want to leave a site | <input type="checkbox"/> |
| c | to be smart and safe when using public computers | <input type="checkbox"/> |
| d | if someone looks over your shoulder and watches you | <input type="checkbox"/> |
| e | when you finish your session | <input type="checkbox"/> |

4 Match the content with the five sections of the text.

- | | | |
|-----------------|---|--|
| Introduction: | a | Don't leave important information on the screen. |
| Bullet point 1: | b | Log out properly. |
| Bullet point 2: | c | Don't let people watch you. |
| Bullet point 3: | d | What is the purpose of this text? |
| Bullet point 4: | e | Don't save information. |



How to use a public computer – safety tips

There are times when you may want to use a public computer, for example in an Internet café, a library or at an airport. That's when it's especially important to be smart and safe.

- **Don't save!** When you want to log into a social networking website or your web mail, the system will ask you, 'Do you want to save this password?' Don't click 'Yes' when you are working on a public computer.
- **Log out!** Make sure you do not simply close the browser when you want to leave a site. You should always "log out" of the site when you finish your session.
- **Close windows!** If you need to walk away from the computer for any reason, you should close all the windows on the computer first. Don't leave any information on the screen that other people shouldn't see.
- **Watch out!** Be careful about people looking at the screen over your shoulder. Ask them politely to go somewhere else so you can use the computer in private.

5 What would be important advice for good online behaviour? Make notes.

Here are some ideas:

- what (not) to share on social networks
- creating secure passwords and how to keep them safe
- what to do when you receive offensive comments on social websites
- what you should know about uploading photos on social networks

6 Write the text for a web page giving advice on good online behaviour (about 200 words).

- Use an introduction and bullet points to structure your text.
- Use language from Exercises 2 and 3 to give advice, and make sure your readers understand what situations your advice refers to.

THINK EXAMS

READING

Part 2: Matching

Workbook page 42

1 These people are looking for a film to watch. Below are six film reviews. Decide which film, A–F, would be most suitable for these people.

- Dawn loves thinking about the future. How will life be different? She's a huge fan of films that are set in a time many years from now. But she doesn't really enjoy films that are too frightening.
- Paula's job is very boring so when she gets home she likes watching a good action film with lots of special effects, but she's not a fan of sci-fi. She also likes films with some exciting bits, too.
- Keith is a romantic who enjoys a good love story but it must have a happy ending. He doesn't like serious films very much, and likes to have a laugh, too.
- Lisa is not really a fan of fiction and only watches films about real life. She is interested in anything from history to nature to science as long as she learns something from it.



LISTENING

Part 4: True/false

Workbook page 35

2 1.33 You will hear a conversation between Ellen and her dad. Decide if each sentence is correct or incorrect. If it is correct, put a tick (✓) in the box under A for YES. If it is not correct, put a tick (✓) in the box under B for NO.

- | | A | B |
|---|--------------------------|--------------------------|
| | YES | NO |
| 1 Ellen's dad thinks she's been on the computer too long. | <input type="checkbox"/> | <input type="checkbox"/> |
| 2 Ellen's only been on the computer for 30 minutes today. | <input type="checkbox"/> | <input type="checkbox"/> |
| 3 Ellen was looking at a site about Queen Victoria. | <input type="checkbox"/> | <input type="checkbox"/> |
| 4 Ellen's dad wants to see what she's talking to Jenny about. | <input type="checkbox"/> | <input type="checkbox"/> |
| 5 Ellen's dad needs some help baking a cake. | <input type="checkbox"/> | <input type="checkbox"/> |
| 6 Ellen would like to see her dad working in the kitchen. | <input type="checkbox"/> | <input type="checkbox"/> |

HOT NEW FILMS ★

A The Invisible World

Using the most advanced camera technology in the world, this documentary takes us to places that have never been filmed before. From deep under the sea to inside the human body, this film contains some of the most amazing images you will ever see.

B The King Who Never Was

In 1936 Edward VIII decided to give up being king after less than a year so he could be with the woman he loved. This film revisits one of the most popular 'royal stories' of all time and mixes fact and fiction to create an interesting drama. It will keep audiences entertained but probably upset many historians.

C It Could Happen to You

Imagine waking up in a house that is not the house you went to sleep in. Imagine not recognising your children – even though they all seem to think you are their mum. This fascinating sci-fi takes us to a future world where people buy and sell memories.

D Will they? Won't they?

Ever since school, Jack and Jill have been best friends. But now they are in their twenties, and their feelings are changing. Is either of them brave enough to see that they are falling in love? Will they do something about it? Of course it is all OK in the end in this likeable but silly rom com.

E Countdown to Disaster

A speeding train is going to crash into a nuclear power station and no one can stop it. Or can they? Special agent Ryan has got an hour to stop the disaster but there's a problem, he has a bomb tied around his waist. Car chases, explosions and amazing special effects – this thriller has got it all.

F Tomorrow Now

The year is 2080 and for the last ten years Earth has been in contact with aliens. Today is the day that we finally welcome them to our planet. How will they change our lives and are they really as friendly as they seem? One of the scariest films you will see this year.

VOCABULARY

1 Complete the sentences with the words in the list. There are two extra words.

comedy | thriller | download | ignore | upload | news
documentary | advice | advise | post | attachment | mode

- If you're on a plane, you should activate flight _____ on your mobile phone.
- There was a _____ programme on TV last night – the funniest programme I've ever watched!
- I've got some great photos here. I'm going to _____ them onto my website tonight.
- There was an interesting programme last night – a _____ about the history of my country.
- Let me give you some _____. Don't go and see that film – it's awful.
- My father always watches the _____ on TV to see what's happening in the world.
- I'm sure you think it's a good idea, but I'd _____ against it, to be honest.
- I'm sending you a photo – it's in the _____ with this email.
- If you want to talk to me, _____ a message on chat and I'll write back to you.
- We gave him lots of advice, but he decided to _____ it!

/10

GRAMMAR

2 Complete the sentences with the words in the list.

best | better | no one | someone | none | everyone

- I phoned, but _____ answered.
- This is the _____ ice cream I've ever tasted.
- I've got a problem and I need to talk to _____, please.
- I asked all my friends, but _____ of them knew the answer.
- She plays the guitar _____ than me.
- We had a great time. _____ enjoyed it.

3 Find and correct the mistake in each sentence.

- He's a bit angry – I think you ought apologise to him.
- The film isn't as good than the book.
- There are six films on TV, and all of them is terrible!
- It's the most bad party I've ever been to.
- He runs more quick than me.
- It's late. We'd better to go home now.

/12

FUNCTIONAL LANGUAGE

4 Complete the sentences with the words in the list.

against | everything | hand | help | ought | should | with | would

- A Is _____ OK?
B Yes, thanks. But perhaps I _____ sit down.
- A Do you need any _____?
B Well, yes, that _____ be great. Thanks!
- A Could you help me _____ something? I want to borrow some money for a new guitar.
B Well, you know, I'd advise _____ it. It's really not a good idea.
- A Joe? This is heavy. Can you lend me a _____?
B Of course, Mum. But you _____ to let me carry the heaviest bags!

/8

MY SCORE /30

22 – 30

10 – 21

0 – 9