



**2017-2018 SPRING, WORKSHEET 9**

**GRAMMAR**

**A. Rewrite the sentences using *must/must have* or *can't/can't have*.**

1. I'm certain they go to bed early on Sunday nights.  
They *must go to bed early on Sunday nights.*
2. I'm sure John didn't stay late at the office.  
John *can't have stayed late at the office.*
3. I'm certain Paul didn't invite Linda to the party.  
Paul *can't have invited Linda to the party.*
4. I'm certain Amy is still at work because she is a workaholic.  
*Amy must still be at work because she is a workaholic.*
5. I'm sure Helen misunderstood the instructions.  
*Helen must have misunderstood.*

**B. Choose the correct option.**

A: Good morning. How 1) *can/must* I help you, sir?

B: I'd like to book a room for tonight, please.

A: Certainly, sir.

B: How much does a single room cost for one night?

A: £35, sir. Payable in advance.

B: What! 2) *Do I have to/ Could I* pay right now?

A: Yes, I'm afraid you *need/must* pay in advance, sir.

B: Really. Well! 3) *Do I have to / Can I* pay in cash?

A: No, you 4) *mustn't/needn't* pay in cash. You 5) *could/can't* pay by credit card if you prefer.

B: This is a bit unusual. I 6) *may/must* look in my wallet to see if I have enough cash with me.

A: You 7) *couldn't/ don't have to* hurry, sir. Take your time.

**C. Choose the correct option.**

Dear Victoria,

I'm writing to tell you about the play I'm going to be in. It's called "Only for You", and I've got the leading role. I have a lot of lines and I 1) *must/ might* learn them all before opening night.

We're performing the play for the first time on Friday night. We've been told that a TV company 2) *must/ may* come to film it, so I 3) *could/ must* be on television. I 4) *needn't/ might* even become famous!

We *might/ have to* rehearse the play every night until Friday, because everything 5) *must/can* be perfect for the performance. We 6) *couldn't /mustn't* make any mistakes. 7) *Can/ Must* you come to see the play, or will you be at work? I hope you'll be able to come. If not, I'll write and tell you how it went.

I 8) *could/ must* go and learn my lines now. See you soon.

Yours,

Charles



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**D. Tick the sentences if the underlined words can be left, or put a cross if it cannot.**

0. Charles Dickens was one of the first authors whose books reached a wide public. **X**
1. This was partly because, with the first book that he wrote, he introduced a range of mainly London characters which people found interesting and amusing. **✓**
2. He invented people whose names often suggested what they were like. **X**
3. For example, David Copperfield has a heartless stepfather who is called Mr. Murdstone. **X**
4. It was also a result of changes in publishing which were introduced at around the time he began writing. **X**
5. Books became cheaper because of new methods of printing which used steam-powered machinery. **X**
6. His novels were published as serials, and people waited impatiently to read the next part that he produced. **✓**

**E. Match the famous people 1 to 6 with information a to f. Then, write sentences about them with the relative pronoun *who*.**

0. (c) Linnaeus was a botanist who worked out a method of naming plants and animals.
1. (a) Marie Curie was a physicist and the first woman who received a Nobel prize.
2. (e) Aristotle was a philosopher who taught Alexander the Great.
3. (f) Maria Montessori was a doctor who invented a new method of teaching young children.
4. (d) Marco Polo was a merchant who visited China in the 13<sup>th</sup> century.
5. (b) Mary Shelley was a writer who wrote the novel Frankenstein.

- |   |
|---|
| <ol style="list-style-type: none"><li>a) She was a physicist and the first woman to receive a Nobel Prize.</li><li>b) She was a writer and wrote the novel <i>Frankenstein</i>.</li><li>c) He was a botanist and worked out a method of naming plants and animals.</li><li>d) He was a merchant and visited china in the 13<sup>th</sup> century.</li><li>e) He was a philosopher and taught Alexander the Great.</li><li>f) She was a doctor and invented a new method of teaching young children.</li></ol> |
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**F. Rewrite the sentences using *whose*.**

1. J S Bach had two sons. Their music was better known than his for many years.  
*J S Bach had two sons whose music was better known than his for many years.*
2. John F Kennedy had a brother Robert. His death was also a political assassination.  
*John F Kennedy had a brother Robert whose death was also a political assassination.*
3. Pablo Picasso has a daughter. Her fashion designs have become famous worldwide.  
*Pablo Picasso has a daughter whose fashion designs have become famous worldwide.*
4. John Lennon had a son. His music career has not been as successful as his father's.  
*John Lennon had a son whose music career has not been as successful as his father's.*
5. The astronomer William Herschel had a sister. Her research contributed to his discoveries.  
*The astronomer William Herschel had a sister whose research contributed to his discoveries.*

**Pioneer Intermediate Module 4b**

**Module 5: Relative Pronouns: *who, which, that, whose*; Relative adverb: *where*; Relative Clauses: *defining, non-defining***

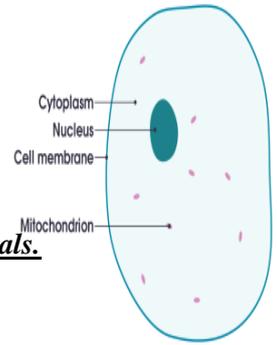
**Module 6: Future will, Future be going to, Future Perfect Simple, Conditional Sentences Type Zero, 1 and 2**



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**G. Rewrite the sentences using *which*.**

1. The word *cell* comes from the Latin *cella*. This means a small room.  
*The word cell comes from the Latin cella which means a small room.*
2. All cells have a membrane or skin. It covers the cell.  
*All cells have a membrane or skin which covers the cell.*
3. Inside the cell there is a substance called the cytoplasm. It contains a number of chemicals.  
*Inside the cell there is a substance called the cytoplasm which contains a number of chemicals.*
4. All cells contain DNA. This holds genetic information.  
*All cells contain DNA which holds genetic information.*
5. They also contain RNA. It includes the information the cells need to build proteins.  
*They also contain RNA which includes the information the cells need to build proteins.*



**H. Complete the text with a suitable relative pronoun (*who, which, that, whose*). Leave the space blank if possible.**

Antarctica is mainly known for the penguins and seals 1) *which/that* live there, but recently scientist have discovered the remains of two dinosaurs 2) *which/that* live there millions of years ago. These are not the first dinosaur fossils 3) *which/that* have been discovered in Antarctica, and bring the total to eight. The first new discovery was a plant-eating dinosaur 4) *which/that* was found by a mountain climber. Scientists 5) *who/that* examined the fossils say it is a plant-eating dinosaur 6) *which/that* is nearly 200 million years old. The parts of the animal 7) *∅* they examined suggest that it was nine meters long and two meters tall. Dinosaurs 8) *which/that* have been found in other parts of the world are as long as 30 meters, however. So, this is a discovery 9) *which/that* has excited the researchers. On the other side of Antarctica, dinosaur bones 10) *which/that* were discovered by accident have also proved interesting. This second dinosaur was a meat-eater 11) *which/that* was about two meters tall. Scientists 12) *who/that* were sheltering from bad weather found the bones near the sea. The dinosaur 13) *∅* they discovered, 14) *whose* bones were next to fossils of sea life, probably died and was washed out to sea after its death. Dinosaurs are creatures 15) *which/that* could not survive in cold conditions, but in their time, Antarctica was different. It didn't have the cold climate 16) *∅* it has today, but was warm and wet.

**I. Complete the sentences with the correct relative adverb *where* or *when*.**

1. I'll always remember the day *when* I graduated.
2. This is the house *where* I was born.
3. Kate often thinks of the time *when* she met her favourite actor.
4. Is this the shop *where* you bought your new dress?
5. Do you remember the weekend *when* we went camping in the woods?
6. That is the place *where* Tim bought his new car.
7. The street *where* we used to play is very busy now.
8. I'll never forget the day *when* I first met him.

**J. Complete the paragraph with *who, where, when, which* or *whose*.**

Dear Aunt Joan,  
How are you? My new address 1) *which* I was supposed to give you a long time ago is at the top of this page. Sorry!  
The village 2) *where* I live now is very quiet and peaceful. In fact, that is the reason why I decided to rent a house here. The people 3) *who* live next door to me are very friendly. The day 4) *when* I moved in, they invited me for tea. The woman 5) *whose* house I've rented lives in the same street as you. Her name is Mrs Fitzgerald. Do you know her? I must go now, the telephone is ringing.  
Write to me soon.  
Love, *Rachel*



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**K. Complete the sentences with the correct relative pronoun or adverb. Put commas where necessary. Write D for defining, ND for non-defining relative clauses and say whether the relative can be omitted or not.**

0. The dress which/that she bought was too big. D, can be omitted.
1. Mrs. Stewart, who was the school's head-mistress for ten years has retired now. ND, cannot be omitted
2. This is the kitten which/that I found in my garden. D, can be omitted.
3. Martin Reeds, who was born the same year as I was is a distinguished author. ND, cannot be omitted
4. The library which/that they knocked down yesterday was in very bad condition. D, can be omitted.
5. My garden, which I like very much looks beautiful when all the flowers bloom. ND, cannot be omitted
6. Jane, who I don't know very well is very good at her job. ND, cannot be omitted
7. That's the man whose dog buried a bone in my vegetable garden. D, cannot be omitted
8. The guesthouse, where we always stay has a lovely swimming pool. ND, cannot be omitted
9. New Zealand, where The Lord of the Ring was filmed has become a very popular holiday destination. ND, cannot be omitted

**L. Complete the sentences with who, which, where and when. Say whether they can be omitted or not.**

1. A: Is that the resort where you are staying? (cannot be omitted)  
B: Yes, it was the cheapest I could find.
2. A: The pilot, whose name I can't remember, is very experienced. (cannot be omitted)  
B: That's a relief! I'm a nervous flyer.
3. A: Did you have a good flight?  
B: The flight attendant who was in our section was quite rude. (cannot be omitted)
4. A: Can you name the year when Mozart died? (cannot be omitted)  
B: 1791.

**M. 1. Complete the paragraph with who, which, where and whose.**

My favourite place is York, a city in the north east of England, 1) where the rivers Ouse and Foss meet. It is a beautiful city 2) which also has an interesting history.

The city wasn't always called York. In 71 AD it was named Eboracum by the Romans 3) who lived there. Then, the city was conquered by the Vikings, 4) who gave it the name Jorvik. Only later did the city become known as York.

Visitors to York can go to the Castle Museum, 5) where an amazing collection of objects is on show, or the National Railway Museum, 6) which is the only national museum outside London.

Famous people 7) who were born in York include Guy Fawkes, 8) whose attempt to blow up the Houses of Parliament led to his execution, and Dick Turpin, 9) who was an 18<sup>th</sup> century highwayman! However, most people 10) who live in York today are kind and friendly, and that's the reason why I love it so much.



**M.2. Complete the paragraph with who, which, where, whose and when.**

Martin Foster, 1) who is 50, is a gardener. 1964 was the year 2) when he got his first job. He looked after the gardens of a huge house 3) where a very rich family lived. He loves his job and that's why he doesn't mind getting up very early in the morning to water the plants and flowers. His favourite time of year is spring 4) when all the flowers begin to open and leaves grow on the trees. The part of the garden he likes most is the kitchen garden 5) where the vegetables grow, because it has flowers blooming all year round. Martin says flowers and plants make our world beautiful. "That's why you must protect the environment around you – it's something 6) which can't be replaced."

*Pioneer Intermediate Module 4b*

*Module 5: Relative Pronouns: who, which, that, whose; Relative adverb: where; Relative Clauses: defining, non-defining*

*Module 6: Future will, Future be going to, Future Perfect Simple, Conditional Sentences Type Zero, 1 and 2*



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**M.3. Complete the paragraph with *who, which, that, and whose*.**

The Lion King is a film 1) which/that everyone will enjoy. The story is set in Africa, 2) where there are many wild animals, and the hero of the story is Simba, 3) whose father is the king of the lions. Simba's evil uncle Scar, 4) who wants to be king, kills Simba's father and sends Simba away. Years pass, and Simba grows up. One day, he meets a lioness, Nala, 5) who was his childhood friend. She tells him that Scar, the king, is causing problems and that's why she has to come to find him and take him back. Simba and his friends from a plan 6) which/that will put an end to Scar's wickedness. The film has characters 7) which/that you will love, and the music, 8) which was written by Elton John, is moving and dramatic. Disney, 9) whose films have entertained children and adults alike for years have excelled themselves this time.



**N. Choose the correct option.**

- The egg is cracking. The baby bird will come out / is going to come out/comes out.
- Can you hurry up please? The film will start / is going to start/ starts.
- A: Carry this very carefully! B: Don't worry, I'm not dropping it / I won't drop it.
- We're playing / we'll play football this afternoon. Do you want to play, too?'
- A: This dictionary costs £50, but the red one is cheaper.  
B: OK, I'll take / I'm taking / I'm going to take the red one.'
- Have you decided about next year yet?  
Yes, I'm studying / I'm going to study / I'll study journalism. Well, that's the plan anyway.

**O. Complete the sentences with *Future Simple (will), Present Simple or Present Continuous*.**

- A: I am going (go) to the cinema tonight. There's a new film on. Do you want to come with me?  
B: What time does the film start (the film/start)?
- A: The new exhibition opens (open) on April 3<sup>rd</sup> and finishes (finish) on May 31<sup>st</sup>.  
B: I know. I am going (go) on the first day. I've already booked tickets for it.
- A: Katty Perry is giving (give) a concert at the Olympics Stadium next week.  
B: Oh, really? I will get (get) a ticket.
- A: Excuse me, what time does the train leave (the train/leave)?  
B: At half past three, madam.
- A: I'm really thirsty.  
B: I will get (get) you a glass of water.
- A: Are you looking forward to your party?  
B: Yes. I hope everyone will enjoy (enjoy) it.

**P. Complete the sentences with a verb from the list in *Future Progressive*.**

watch	lie	catch	wait	work
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- Next Tuesday at this time I will be lying on the beach!
- I will be writing outside the cinema at 7.30. See you then!
- All tomorrow afternoon I will be working on my history project.
- Don't phone at 9.00, because I will be watching the match then.
- This time tomorrow I will be catching the plane to Brazil!

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**Q. Complete the sentences with *Future Perfect*, according to your opinion.**

In my opinion, by the end of the 21<sup>st</sup> century:

1. People ***will have started*** (start) living on other planets.
2. Scientists ***will have invented*** (invent) artificial food.
3. Doctors ***will have found*** (find) a cure for cancer.
4. The world ***will have become*** (become) a peaceful place.
5. People ***will have made*** (make) the environment cleaner.

**R. Choose the correct option.**

1. By 2040 the world's population ***will have reached*** / ***will be reaching*** ten billion.
2. In the next twenty years people ***will have talked*** / ***will be talking*** to their houses.
3. By 2040 scientists ***will have invented*** / ***will be inventing*** glasses on which we watch videos.
4. By 2040 some things ***won't have changed*** / ***will be changing***.
5. Before the end of the twenty-first century, we ***will have found*** / ***will be finding*** life on other planets.
6. In 2040, we ***will have worn*** / ***will be wearing*** the same clothes.

**S.1. Complete the sentences with *the future progressive* or *the future perfect*.**

1. A: I can't come shopping on Saturday because I ***will be working*** (work) all day.  
B: That's a pity.
2. A: Come to my house at six o'clock.  
B: ***Will you have finished*** (you/finish) your homework by then?
3. A: Have you made the preparations for the party?  
B: Not yet, but I ***will have finished*** (finish) them by this evening.
4. A: Are you looking forward to your holiday?  
B: Oh, yes! This time next week I ***will be lying*** (lie) on the beach.
5. A: How is your project coming along? Is it done?  
B: Not yet, but I ***will have completed*** (complete) it by the time the holidays are over.

**S.2. Choose the correct option.**

1. This time next week we ***are going to take*** / ***will be taking*** / ***take*** a taxi to the airport.
2. As soon as we hear any news, we ***are letting*** / ***will have let*** / ***will let*** you know.
3. The new film of *Hamlet* starring Johnny Depp ***will have come out*** / ***comes out*** / ***will come out*** next week.
4. We ***will have held*** / ***hold*** / ***are holding*** a press conference about our new discovery on Tuesday.
5. Look at that helicopter! It ***will land*** / ***is going to land*** / ***lands*** on the sports field!
6. In a year's time I ***am going to work*** / ***am working*** / ***will be working*** in the music industry.

**T. 1. Complete the answers using the word given.**

0. What happens when you heat water to 100°C? (boil)  
***If you heat water to 100 °C, it boils.***
1. What does water turn into when you boil it? (steam)  
If you ***boil water, it steams.***
2. What happens when you heat a piece of metal? (expand)  
If you ***heat a piece of metal, it expands.***
3. What happens when you freeze a piece of metal? (contract)  
If you ***freeze a piece of metal, it contracts.***
4. What happens when you freeze water? (expand)  
If you ***freeze water, it expands.***

*Pioneer Intermediate Module 4b*

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**T.2. Use the words given to write *if sentences* about solutions to environmental problems.**

0. Everyone/recycle paper/companies/not cut down so many trees.

***If everyone recycles paper, companies won't cut down so many trees.***

1. Everyone / recycle paper, metal and glass / we / not produce so much rubbish.

***If everyone recycles paper, metal and glass, we won't produce so much.***

2. Everyone / walk or cycle / we not waste so much oil and petrol

***If everyone walks or cycles, we won't waste so much oil and petrol.***

3. Countries / use power stations less / cause / less air pollution

***If countries use power stations less, they will cause less air pollution.***

4. Countries / use more wind and water power / not depend on power stations so much

***If countries use more wind and water power, they won't depend on power stations so much.***

**U. Use the given words to complete the questions. Then choose the most likely answer.**

0. What/happen/if you/travel through the earth /to the other side?

***What would happen if you travelled through the Earth to the other side?***

a) You would fly out the other side into space.

b) ***This would be impossible because the Earth's core is hot.***

c) You would fall to the centre and then stop.

1. What / happen / if the Earth / suddenly stop / going around?

***What would happen if the Earth suddenly stopped going around?***

a) We would enjoy longer and warmer days.

b) It would start moving in the opposite direction.

c) ***Even if the Earth stopped, we would keep moving!***

2. What / happen / if we not / have a Moon?

***What would happen if we didn't have a Moon?***

a) ***There would not be any ocean tides.***

b) The Earth would spin more slowly.

c) The Sun would grow stronger.

3. What happen / if all the ice at the poles / melt?

***What would happen if all the ice at the poles melted?***

a) Sea levels would fall.

b) Sea levels would stay the same.

c) ***Sea levels would rise.***

4. What happen / if / there / be / no electricity?

***What would happen if there were/was no electricity?***

a) ***The universe would no longer exist.***

b) People would use candles for light and fires for heat.

c) The world would be a safer place.

5. What / happen / if / aliens / receive messages / from Earth and decide / visit us?

***What would happen if aliens received messages from the Earth and decided to visit us?***

a) They wouldn't know exactly where we are.

b) ***They wouldn't arrive for millions of years, as they would be so far away.***

c) They wouldn't understand our messages anyway.

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**V.1. Use *if-conditionals* (Type Zero, 1, 2) to complete the sentences.**

1. Scientists are planning a way of writing extremely small letters, using xenon (Xe) atoms. If you **(use)** used this system, you **(be able)** would be able to write ten copies of a holy book on the area of a postage stamp.
2. The brain works in two parts, the left side and the right side. Scientists can put one side of the brain to sleep, and see what happens. For example, if they **(turn off)** turn off the right side of the patient's brain, the patient **(not be able)** won't be able to sing, because musical ability comes from the right side of the brain.
3. Beetles are one of the numerous species on the planet. In fact, if other insects and animals **(not eat)** didn't eat beetles, in about a year and a half the beetle population **(weigh)** would weigh as much as the whole Earth!
4. Parts of the body send messages to the other parts of the body when they have to do things. For example, if you **(not have)** don't have enough water in your body, the brain **(let)** will let you know that you need more, by making you feel thirsty.
5. If you **(smoke)** smoke, chemical changes **(take place)** takes place in your cells, which do not receive enough oxygen and die.

**V.2. Put the words into the correct tense.**

1. A: My sister seems very upset at the moment.  
B: Well, if I were (be) you, I would talk (talk) to her about it.
2. A: If you pass (pass) a chemist's, will you get (you/get) me some cough medicine?  
B: Yes, certainly.
3. A: Should I buy that car?  
B: Why not? If I had (have) the money, I would buy (buy) it myself.
4. A: John doesn't spend enough time with me.  
B: Well, if he had (have) the time, I'm sure he would try (try), but he's very busy nowadays.
5. A: Oh! I forgot to ask Sarah over for dinner.  
B: If I speak (speak) to her today, I will ask (ask) her for you.

**W. Rewrite the sentences with the given word.**

1. Unless Sheila returns the money she owes me, I won't be able to pay my rent. **(If)**  
If Sheila doesn't return the money she owes me, I won't be able to pay my rent.
2. Maria won't go to the theatre if Peter doesn't go with her. **(Unless)**  
Maria won't go to the theatre unless Peter goes with her.
3. Sarah will be disappointed if you don't send her a birthday card. **(Unless)**  
Sarah will be disappointed unless you send her a birthday card.
4. Unless my mother offers to help me, I won't have time to make all the preparations for the party. **(If)**  
If my mother doesn't offer to help me, I won't have time to make all the preparations for the party.
5. If the students don't behave themselves, they won't go to the zoo. **(Unless)**  
Unless the students behave themselves, they won't go to the zoo.

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**VOCABULARY**

**A. Fill in the gaps with the words.**

work	job	salary	bonus	overtime	experience
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- Jack needs to take time off work to visit his family.
- Marie gets quite a low daily salary, but she enjoys working at the shop.
- Kelly's new pay rise makes her yearly bonus much higher.
- Dennis is looking for a job as an engineer.
- You need experience before you can apply for this post.
- Scott is working overtime this week so he returns home at 10 pm in the evening.

**B. Find the words describing the qualities needed for the jobs.**

- Shop assistants help customers and they are never rude. POLITE
- Firefighters face dangerous situations and they don't get scared. BRAVE
- Surgeons perform operations in hospital and they don't make mistakes. CAREFUL
- Professors explain things to their students and answer their questions. HELPFUL
- Graphic designers are imaginative and they think of new ideas. CREATIVE
- Waiters are friendly and they talk to lots of different people at work. SOCIABLE

**C. Match the given definitions with the adjectives.**

1. (g) always smiling and cheerful	a. patient
2. (c) always ready to help people with time or money	b. lazy
3. (j) feeling unhappy when a boy talks to your girlfriend	c. generous
4. (e) always getting into a bad mood for no good reason	d. talkative
5. (d) liking the sound of your own voice	e. bad-tempered
6. (f) able to make up good excuses for not doing homework	f. imaginative
7. (i) blushing when someone starts talking to you	g. friendly
8. (b) opposite of industrious	h. reliable
9. (a) not getting annoyed if you have to wait a long time	i. shy
10. (h) always doing what you promise you will do	j. jealous

**D. Match the words with the correct verb *say* or *tell* to make collocations.**

a joke	goodbye	the truth	a lie	yes/no	story
nothing	a word	hello	a secret	the time	sorry
<b>Tell</b>			<b>Say</b>		
1. <u>a joke</u>			1. <u>goodbye</u>		
2. <u>the truth</u>			2. <u>yes/no</u>		
3. <u>a lie</u>			3. <u>nothing</u>		
4. <u>a story</u>			4. <u>a word</u>		
5. <u>a secret</u>			5. <u>hello</u>		
6. <u>the time</u>			6. <u>sorry</u>		



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**E. Complete the sentences with *tell* or *say*. Make necessary changes.**

1. The birthday party was totally a surprise for me. They said nothing to me.
2. To be polite you must say hello to people.
3. It's always better to tell the truth.
4. Do you ever tell your secrets to anyone?
5. They walked out of the room without saying a word.
6. Tell us the story again! It was fascinating.
7. Did the joke he told make you laugh?
8. Could you tell me the time, please?
9. Who do you think is telling the truth?
10. She's never heard him tell a lie, not even to make a story better.

**F. Complete the paragraph using the words in brackets to form a word that fits into each gap.**

**Know Your Rights!**

If you are a regular shopper (SHOP), you ought to make sure you know your consumer (CONSUME) rights. For example, did you know that TV, radio and newspaper advertisement (ADVERTISE) have to tell the truth? If they say something about a product (PRODUCE) that isn't true, they can be taken to court. Also, if you order something and you are promised delivery (DELIVER) before a certain date, you should get some money back if it doesn't arrive in time.

The general rule is: don't be afraid to make a complaint (COMPLAIN). And if a shop assistant (ASSIST) is unhelpful (HELPFUL) or rude, always insist on speaking to the manager (MANAGE). The shop certainly doesn't want to lose one of its customers (CUSTOM). Now that more and more people are buying things online, shops have to do more for the happiness (HAPPY) of the buyers.

**G. Complete the sentences using the correct form of the words in capitals using prefixes.**

1. You use informal language when you write a letter to a friend. (FORMAL)
2. The manager is unable to see you at the moment because he is in a meeting. (ABLE)
3. Motor vehicle accidents are the leading cause of unintentional injury deaths. (INTENTIONAL)
4. It was impossible for her to arrive on time to the meeting. (POSSIBLE)
5. The tickets are invalid. You haven't stamped them. (VALID)
6. Many illegal immigrants were arrested last night. (LEGAL)
7. I am convinced now. His arguments were irresistible. (RESISTIBLE)
8. I hate to wait in queues. I'm too impatient. (PATIENT)

**H. Underline the right word.**

1. Don't you think we need to argue / discuss this before we take a decision?
2. It doesn't mind / matter if you can't pay me back until next week. I don't need the money right now.
3. My two sisters don't get on. They're always arguing / discussing.
4. Does Catherine mind / matter that you can't go to her wedding?
5. The company offered me a good salary / income, a car and other benefits.
6. A company loses money when its salary / income is less than its expenses.
7. Most students feel nervous / upset before an important examination.
8. Karen is nervous / upset because she lost her favourite ring.



**2017-2018 SPRING, WORKSHEET 9**

**I. Decide which of the verbs *make or do* is used with the following words.**

<u>do</u>	well/ business/ sb's best/ a favour/ shopping/ homework
<u>make</u>	money/ noise/ a decision/ an excuse/ mistakes/ plans

**J. Complete the sentences with the correct form of *make or do* collocations from the previous exercise. Make necessary changes.**

- Everyone makes mistakes; the important thing is to learn from them.
- Karina was pleased because she did well in her maths test.
- Kevin asked his son to make plans / make a decision about where he wanted to go on holiday.
- Would you do me a favour and buy me a chocolate bar on your way home?
- Alex did his best but he couldn't win the match.
- I can't sleep at night because my neighbours make too much noise.
- Maria made an excuse and left early from work.

**K. Complete the sentences with the correct form of the verbs in the box. Make necessary changes.**

say so	tell the time	tell a lie	tell the truth	tell a story
tell the difference	say thank you	tell a secret	say sorry	say hello

- When someone does you a favour, it is only polite to say thank you.
- There are two common ways of telling the time: Say the hour first and then the minutes or say the minutes first and then the hour.
- We were in the neighbourhood and just decided to pop in and say hello.
- Most people find it really hard to tell the difference between the twins.
- To tell the truth, I think that Harry was lying to us.
- You can trust your friends; they would never tell a secret that they promised to keep.
- If you don't like rice, just say so and I'll make you something else to eat.
- Tom had just started telling a story about a famous writer when we heard a knock at the door.
- I knew that Ian was telling a lie because he didn't look me in the eyes.
- 'I apologize' is a formal way of saying sorry.

**L. Write the opposites of the adjectives given by adding *in-, im-, un-, or il-*.**

1. <u>in</u> accurate	12. <u>im</u> patient
2. <u>in</u> conclusive	13. <u>im</u> polite
3. <u>in</u> credible	14. <u>un</u> intentional
4. <u>in</u> effective	15. <u>im</u> possible
5. <u>in</u> efficient	16. <u>in</u> tolerant
6. <u>in</u> expensive	17. <u>un</u> usual
7. <u>in</u> experienced	18. <u>un</u> expected
8. <u>il</u> legal	19. <u>un</u> predictable
9. <u>il</u> logical	20. <u>un</u> fortunate
10. <u>un</u> forgettable	21. <u>un</u> available
11. <u>un</u> cooked	22. <u>un</u> friendly



**2017-2018 SPRING, WORKSHEET 9**

M. Complete the sentences with the opposites of the adjectives given.

stable	practical	reversible	relevant	logical
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1. It would be ***impractical*** to call her every time the baby doesn't want to eat.
2. Her arguments don't make sense. They're completely ***illogical***.
3. John spent the whole class making ***irrelevant*** remarks. I wish the teacher would have shut him up.
4. The accident caused him ***irreversible*** brain damage, I'm afraid.
5. I'm sorry. His medical condition is highly ***unstable***.

N. Choose the correct meaning of the word in bold.

1. I don't think you should eat that if it's **raw**.  
a. unable ***b. uncooked*** c. unusual
2. The decision was quite **sudden** and we didn't know how to react.  
a. unable ***b. unexpected*** c. unpleasant
3. What was the most **memorable** experience of your trip?  
a. unbreakable b. unnecessary ***c. unforgettable***
4. They said that their reaction was **not deliberate**.  
a. unbroken b. unforgettable ***c. unintentional***
5. It's a chain of **empty** islands in the middle of the Pacific Ocean.  
***a. uninhabited*** b. unnecessary c. uncomfortable
6. The hotel receptionist was **no good at his job**. He couldn't even find our room key!  
a. inaccurate ***b. inefficient*** c. impossible
7. Jim's a great guy, but he's quite **new** at being a guide.  
***a. inexperienced*** b. illogical c. intolerant
8. I don't think you should drive at this speed! It's **against the law!**  
a. ineffective b. illogical ***c. illegal***



**2017-2018 SPRING, WORKSHEET 9**

**READING**  
**PART I**

**A TOUR UNDER PARIS**

The great avenues are quiet, the shops are closed. There's the smell of fresh bread from a bakery somewhere. It would be hard to say which time of the day in Paris I prefer but this is probably it. Soon the streets will be full of people and traffic. As with most other cities, you see the real Paris when the city wakes up.

There is, however, another part of Paris which is silent and free from people from 24 hours a day. Under the city, there are hundreds of kilometers of tunnels. There are sewers and old subways but there are also spaces of all kinds: canals and catacombs, wine cellars which have been made into nightclubs and galleries. During the 19<sup>th</sup> century, the Parisians needed more stone for buildings above the ground so they dug tunnels beneath the city. After that, many farmers grew mushrooms in them. During World War II, the French Resistance fighters also used them. Since the 1970s, many groups of young people spend days and nights below the city in these tunnels. It's a place for parties, theatre performances, art galleries – anything goes here!



Everywhere you go under Paris, there is history and legend. Historians and novelists often refer to them in their books. For example, Victor Hugo mentions the tunnels in his famous novel *Les Miserables* and in the story and musical *The Phantom of the Opera* there is a pond under the old opera house. Most people think this is myth but in fact there is an underground pond here with fish. A 'normal' tourist can visit parts of Paris beneath the ground. For example, there are the catacombs beneath the Montparnasse district. Here you can see the bones and skeletons of about six millions Parisians. The bodies came from cemeteries above the ground two centuries ago when the city needed more space.

However, it's illegal to enter other parts of the tunnels and police often search the area. It's also very dangerous because some of the tunnels might collapse. Nevertheless, there are people who will take you to visit them. I have found two 'unofficial' tour guides- Dominique and Yopie (not their real names). They take me through many tunnels and after a couple of hours we arrive at a room which isn't on any map. Yopie and some of his friends built it. The room is comfortable and clean with a table and chairs and a bed. Yoie tells me there are many other places like this. 'Many people come down here to party, some people to paint... We do what we want here.'

**A. Choose the correct answer. (*There is more than one answer for some questions.*)**

1. What does the author describe about different parts of Paris?
  - a. What he sees
  - b. What he hears
  - c. What he smells
  
2. In paragraph 1, what time of the day does he describe?
  - a. Early in the morning
  - b. Midday
  - c. Late at night

*Pioneer Intermediate Module 4b*

*Module 5: Relative Pronouns: who, which, that, whose; Relative adverb: where; Relative Clauses: defining, non-defining*

*Module 6: Future will, Future be going to, Future Perfect Simple, Conditional Sentences Type Zero, 1 and 2*



**2017-2018 SPRING, WORKSHEET 9**

3. Why were the tunnels built?
  - a. No one knows
  - b. For many different reasons
  - c. He doesn't say
  
4. Are tourists allowed to go underground?
  - a. Yes, nowadays they can go everywhere.
  - b. It depends where they want to go.
  - c. No, never.
  
5. Why does the writer say it's dangerous in the tunnels?
  - a. There are criminals down there.
  - b. The tunnels might fall down on you.
  - c. You might get lost.
  
6. Why is Dominique and Yopies's room difficult to find?
  - a. It isn't on a map.
  - b. It's at the end of a two-hour walk through many tunnels.
  - c. They never show people where it is.

**B. Which of the statements below do you think are probably true?**

1. (✓) The author travels a lot and often visits Paris.
2. (✓) The tunnels below Paris have a long history.
3. (...) Many young people go under Paris because they don't enjoy life above ground.
4. (✓) The author broke the law when he visited Dominique and Yopie's room.
5. (...) Dominique and Yopie are employed by a tour company.

**C. Match the places (1-7) with the definitions (a-g).**

1. avenue <u>c</u>	a. Long underground passage
2. canal <u>d</u>	b. Official area of a town
3. catacomb <u>e</u>	c. Wide straight road through a city, often with trees on both sides
4. cellar <u>g</u>	d. Man-made river
5. district <u>b</u>	e. Tunnels and rooms underground where dead people are buried
6. cemetery <u>f</u>	f. An area of land where dead people are buried
7. tunnel <u>a</u>	g. Underground room for storing food or wine



**2017-2018 SPRING, WORKSHEET 9**

**PART II**

**SAVING LANGUAGES**

Five hundred years ago, Europeans arrived on a new continent. They brought new cultures and languages to this place which they called America. However, there were already people living there who had their own cultures and languages. And so a terrible part of history began.

As more Europeans arrived, there was a fight for the land with the Native American Indians. By the end of the nineteenth century, the Indian tribes were moved to reservations\*. A lot of their children were taken away to boarding schools and these children were taught to speak English. By the end of the twentieth century more than half of the Native Americans in the US were living in cities. They gave up speaking their old tribal language and only used English. As a result, many Native American languages disappeared and with them their culture.



Some American Indian languages are still used today but they are usually spoken by the older members of the tribes who still live on the reservations. In North America there are 150-170 languages that have at least one speaker and many of these languages have under a hundred speakers.

One ancient language which is spoken by the Northern Paiute tribe has more than two hundred speakers. This means when the elders of the tribe get together, they still speak it, but for most of the younger members of the tribe, the everyday language is English.

The good news is that some of these people are keeping their culture and language alive. They are also receiving help from the *National Geographic Society's* Enduring Voices Project. The aim of the project is to help languages around the world which are dying out. Linguists and experts meet these 'last speakers'. The team interview them and they are recorded with video, pictures and audio. They also tell old stories which are written down in English so people can learn more about the culture.

Recording the language and culture is only part of the project. The next stage is to pass on the language to the next generation. Some children pick up some of the language from their parents or grandparents but many tribes also offer courses in the language. The Salish tribe is an excellent example of how schools can help. The tribe lives in the Flathead Reservation in Montana. Their language is currently spoken by about 50 people who are aged over 75 years. No one under 50 speaks the language. So now, the local people have set up a school. It has 30 students aged two to twelve during the day and there are also courses for adults in the evening. It is schools and projects like these which – hopefully- might save languages for the future.

\**reservation*: an area of land where native American Indians live.

**A. Read the article and answer the questions.**

1. What culture is it about?  
*The culture of Native American Indians.*
2. What has happened to their languages? Why?  
*Many of them disappeared because they gave up speaking up their old tribal language and only used English.*
3. What is the purpose of the Enduring Voices Project and the Salish school?  
*To help people save languages around the world which are dying out and pass on the language to the next generation.*

*Pioneer Intermediate Module 4b*

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**2017-2018 SPRING, WORKSHEET 9**

**B. Complete the summary with words from the article.**

Five hundred years ago, Europeans arrived on the continent of 1 America. Eventually, the Europeans became more powerful than the native 2 American Indians and they moved these people to reservations. Their 3 languages and 4 culture began to disappear. Nowadays many Native Americans speak 5 English and live in 6 cities but, on some of the reservations, the tribes are recording the language of the older generation. They are also setting up 7 schools for children to learn the languages so they might save it for the future.

**C. Match the phrasal verbs (1-8) to their meanings (a-h).**

1. <u>(c)</u> take away	a. meet and discuss something
2. <u>(d)</u> give up	b. learn informally
3. <u>(a)</u> get together	c. remove from someone
4. <u>(e)</u> die out	d. stop doing something
5. <u>(g)</u> write down	e. become less common and disappear
6. <u>(h)</u> pass on	f. start something new (e. g. a company or organization)
7. <u>(b)</u> pick up	g. write something with pen and paper
8. <u>(f)</u> set up	h. give to someone (often your children)

**D. Complete the sentences below with the correct forms of the phrasal verbs in exercise C.**

- How much of your English do you pick up from listening to music or watching films in English?
- How often do you and your friends get together and practice speaking English?
- Do you think traditional classrooms will die out and everyone will learn online?
- When you hear a new word, do you have to write it down or can you remember it?
- Is it important for older people to pass on their knowledge to younger people or is it quicker to use the Internet?

**PART III**

**CHANGING GREENLAND**

Greenland is the largest island in the world but has a small population of 56,000. Many of these



'Greenlanders' live close to the coastline because a large part of the country is covered with ice and glaciers. More than a quarter of all the people live in the capital, Nuuk. Since the 1960s, the country has had economic difficulties and social problems. Its traditional industry- and is biggest- ,is fishing but the country still imports much more than it exports. Now, however, life is about to change dramatically for many Greenlanders- and all because of the weather.

Most scientists agree that the world's climate is getting warmer and you can already see the difference in Greenland.

For example, small icebergs – about the size of city buses – are floating near to the coast. They have broken off from much larger areas of ice further out in the ocean because of the change in the temperature. Furthermore, the huge sheet of ice which covers Greenland is shrinking by about 75 cubic kilometers each year. If all of Greenland's ice melted, sea levels across the world would rise by 7.5 meters.

*Pioneer Intermediate Module 4b*

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**2017-2018 SPRING, WORKSHEET 9**

One industry that is melting from the melting ice is the oil industry. Nowadays, the sea around the west coast of Greenland has no ice for six months of the year. This means oil companies can explore this area. They plan to drill for oil in the next few years. Greenlanders have mixed feelings about this modern development. The country's prime minister, Kuupik Kleist, explains the dilemma: 'The Arctic people are the ones most exposed to climate change but we need a strong economy and we have to utilize the opportunities that oil could bring us... we don't have any other natural resources for the time being that hold as much potential as oil.'

Farming will also change. The growing season is longer with spring arriving earlier and longer summers. On the one hand, if the country produced more of its own food, it wouldn't need to import so much. On the other hand, some farmers are worried. They think the drier summers might create new problems. For example, last year, it was so dry; farmers produced half the normal amount of food. I spent my last night in the town of Qaqortoq with farming families at their annual celebration before the summer begins. After dinner, everyone started singing this traditional song. The song is about the importance of summer in a place where, in the past, the winters were long and the summers were short. As nature and the weather changes in Greenland, I wondered if they would still sing this song in a hundred years' time. They might not.

*Summer, summer, how wonderful*

*How incredibly good.*

*The frost is gone,*

*The frost is gone...*

**A. Read the sentences 1-7 and decide whether they are True (T), False (F) or Not Mentioned (NM).**

1. (F) Greenland has the smallest population in the world. (*It has a small population of 56,000*)
2. (NM) 25% of the population lives in the cities.
3. (NM) Sea levels around Greenland are rising.
4. (T) There are plans to drill for oil around the coast.
5. (T) The country has a difficult choice about the oil.
6. (F) Farmers have longer periods to grow their crops.  
(*They will have longer periods in the future; they do not have longer periods now.*)
7. (T) The author thinks they might not sing the song because the winters won't be long in a hundred years' time.

**B. Answer the questions.**

1. Why do most of the Greenlanders live close to the coastline?  
*Because a large part of the country is covered with ice and glaciers.*
2. Why is life about to change seriously for Greenlanders?  
*Because of the weather.*
3. What are the results of the change in temperature in Greenland?  
*There are small icebergs floating near to the coast. The huge ice sheet is shrinking each year. The sea around the west coast of Greenland has no ice for six months of the year.*
4. How will change in temperature affect farming?  
*The growing season will be longer with spring arriving earlier and longer summers, so they can produce more food. However, dry summers might create new problems.*

*Pioneer Intermediate Module 4b*

*Module 5: Relative Pronouns: who, which, that, whose; Relative adverb: where; Relative Clauses: defining, non-defining*

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