

Use of English Units 1–4

Vocabulary

1 Choose the correct answers.

Welcome to the Green World Activity Camp.

We offer a wide range of ¹ activities for people who love excitement and adventure.

You can go quad biking or rock climbing in Trossachs National Park, or kayaking in the beautiful ² of Loch Lomond.

SAFETY: All participants must wear ³ for quad biking and rock climbing.

There's plenty of evening entertainment too. Do you like scary films? Come to our ⁴ film evening on Thursday! Saturday night is our popular ⁵ show. Can you sing or dance? Then come along and take part!

'You're never ⁶ at Green World Activity Camp!'

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|-----|-----------|---|----------|---|------------|
| 1 a | envious | b | remote | c | thrilling |
| 2 a | waterfall | b | lake | c | cave |
| 3 a | poles | b | boots | c | helmets |
| 4 a | horror | b | romantic | c | period |
| 5 a | reality | b | talent | c | chat |
| 6 a | confused | b | bored | c | suspicious |

2 Choose the correct answers.

- 1 X What was the weather like yesterday?
Y ____
X Really? Was there thunder and lightning?
a It was below zero.
b It was very stormy.
c It was a bit rainy, but quite mild.
- 2 X What's wrong with your hand?
Y ____
X Poor you! Burns are really painful.
a I fell off my bike.
b I broke my wrist.
c I dropped boiling water on it.
- 3 X What do you think about the maths homework?
Y ____
X Me too. I really don't understand it.
a I'm delighted with it.
b I'm confused by it.
c I'm ashamed of it.
- 4 X Do you like your sandwich?
Y ____
X Oh, OK. Well you don't have to eat it!
a I think it's extremely good.
b I'm starving!
c It's disgusting!

Grammar

3 Choose the correct answers.

Last October, my cousin and I ¹ to Japan. We spent three days in Tokyo and then we ² the train to Kyoto. We visited the famous Kinkajui temple and I bought ³ souvenirs for my friends. Then we returned to Tokyo. We saw the fish market in Tsukiji, but we ⁴ any fish! On our last day, there was a concert of traditional Japanese opera. We ⁵ to the music when my phone suddenly ⁶ really loudly. The musicians stopped playing and the woman in front of me shouted. 'You ⁷ always switch your phone off at the beginning of a concert!' It was ⁸ experience of my life!

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|-----|-------------------|---|-----------------------|---|---------------|
| 1 a | go | b | went | c | going |
| 2 a | took | b | taking | c | take |
| 3 a | a little | b | much | c | a few |
| 4 a | didn't buy | b | not buy | c | don't buy |
| 5 a | listened | b | were listening | c | listen |
| 6 a | was ringing | b | rings | c | rang |
| 7 a | must | b | needn't | c | don't have to |
| 8 a | more embarrassing | b | the most embarrassing | c | embarrassing |

4 Read the first sentence. Then circle the sentence (a, b or c) that has a similar meaning.

- 1 While I was watching TV, it started to rain.
a It started to rain and then I watched TV.
b I watched TV and then it started to rain.
c I watched TV and it started to rain at the same time.
- 2 We don't have to buy a ticket for the show.
a We mustn't buy a ticket for the show.
b We needn't buy a ticket for the show.
c We must buy a ticket for the show.
- 3 It's the best computer in the shop.
a There aren't any better computers in the shop.
b There aren't any good computers in the shop.
c There are better computers in the shop.
- 4 She hasn't got many friends.
a She's got a few friends.
b She hasn't got any friends.
c She's got lots of friends.
- 5 It's too cold to play tennis today.
a It isn't cold enough to play tennis.
b It isn't warm enough to play tennis.
c It is warm enough to play tennis.
- 6 We couldn't find the shop.
a It wasn't possible for us to find the shop.
b It isn't possible for us to find the shop.
c We don't want to find the shop.

Use of English Units 1–4

Aims: To recycle vocabulary and grammar from units 1–4.

Time: 15–20 minutes

Materials: 1 handout for each student

- Give each student a handout. Explain that there are four exam-style activities in this worksheet. You could set these activities as a test on students' knowledge of the vocabulary and grammar from units 1–4, or you could let students work in pairs to answer the questions.

Exercise 1

- Tell students to look at the text and think about where they might read this type of material (when making plans for a holiday). Check answers with the class and then ask the students to vote on whether or not they would like to go to an activity camp like this.

KEY

1 c 2 b 3 c 4 a 5 b 6 b

Exercise 2

- Students read the mini-dialogues and choose the correct sentence to complete each dialogue. Tell them to read both the first and the third lines of the dialogue carefully before they decide on the correct second line.

KEY

1 b 2 c 3 b 4 c

Exercise 3

- Give students time to read through the text and ask a couple of comprehension questions: *Which places did the writer and his/her cousin visit?* (Tokyo, Kinkajui temple in Kyoto, the fish market in Tsukiji). *Why did the writer feel embarrassed at the opera?* (because his/her phone rang). Students then choose the correct verb form to complete the text.

KEY

1 b 2 a 3 c 4 a 5 b 6 c 7 a 8 b

Exercise 4

- Students choose the sentence that is closest in meaning to the first sentence. Explain that all the sentences are grammatically correct, but they don't all have the same meaning. Students should read the first sentence carefully and think about its meaning before trying to find the matching sentence. Check answers with the class.

KEY

1 c 2 b 3 a 4 a 5 b 6 a