

LANGUAGE REVIEW

reported speech

1 Complete the sentences in reported speech.

- 'I'm sorry I didn't remember to get the tomatoes, Vanessa!'  
Chris apologized to \_\_\_\_\_.
- 'You added sugar to my coffee already, didn't you, Peter?'  
Sam wondered \_\_\_\_\_.
- 'Go to the supermarket after school and buy some eggs, Jack.'  
His mum asked \_\_\_\_\_.
- 'I don't think it was me you saw at the café, Elena.'  
Ruth doubted whether \_\_\_\_\_.
- 'You must hand in your essay by 4 p.m. today, Sally!'  
The teacher told Sally \_\_\_\_\_.
- 'Will you tell me if you hear anything, Ben?'  
Jenny asked \_\_\_\_\_.

Grammar reference pages 123–125

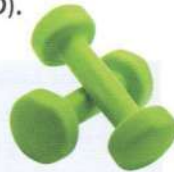
Grammatical multiple-choice cloze

EXAM STRATEGY

Look at the words immediately before and after the gaps – they will help you choose the correct answers. For example, a preposition might tell you what verb you should choose.

2 EXAM TASK Read the text. For questions (1–5) choose the correct answer (A, B, C or D).

Kids pumping iron



For years, weightlifting has had a bad reputation. Many parents, doctors and even coaches believed lifting weights <sup>1</sup>\_\_\_\_\_ harmful to children. It was thought that this type of exercise <sup>2</sup>\_\_\_\_\_ damage bones and consequently affect a child's growth. Nowadays, however, <sup>3</sup>\_\_\_\_\_ growing number of experts recommend weightlifting. They point out that <sup>4</sup>\_\_\_\_\_ type of training has numerous benefits, including contributing to higher bone density, resistance to injury and even a reduced risk of some illnesses, such as diabetes. As a result, schools have started adopting strength training programmes <sup>5</sup>\_\_\_\_\_ children as young as ten. These programmes are meant to be perfectly safe, provided children have proper supervision.

- |            |         |            |         |
|------------|---------|------------|---------|
| 1 A being  | B to be | C of being | D been  |
| 2 A should | B might | C ought to | D shall |
| 3 A this   | B some  | C the      | D a     |
| 4 A this   | B such  | C these    | D some  |
| 5 A at     | B to    | C for      | D from  |

Lexical multiple-choice cloze

3 EXAM TASK Read the text. For questions (1–10) choose the correct answer (A, B, C or D).

Junk-food generation?

How many greasy burgers and chips have you eaten for lunch this week? And of course you've forgotten to eat your vegetables, haven't you? Our generation is often associated with the growing <sup>1</sup>\_\_\_\_\_ of fast food. The media are constantly reporting on how teenagers are developing unhealthy eating <sup>2</sup>\_\_\_\_\_. I must disagree with the claim that young people are ignorant of what a balanced diet <sup>3</sup>\_\_\_\_\_. Most people my age are concerned about their appearance and health. <sup>4</sup>\_\_\_\_\_, they consider proper eating habits crucial. Most people I know eat three healthy meals a day, and breakfast in <sup>5</sup>\_\_\_\_\_ is hardly ever missed. The school canteen is a popular place to have lunch <sup>6</sup>\_\_\_\_\_ the fact that it offers healthy meals. Some people prefer to bring their own lunch, which usually includes salads, fruit and other healthy ingredients. Despite the fact that the <sup>7</sup>\_\_\_\_\_ of fast-food restaurant customers are teenagers, only a few eat there regularly. Much as young people like the taste of junk food, they realize it is so <sup>8</sup>\_\_\_\_\_ in calories and fat that it cannot possibly be beneficial for their health. For this very reason, fast-food restaurants <sup>9</sup>\_\_\_\_\_ to just be used as occasional meeting places. No one with any common <sup>10</sup>\_\_\_\_\_ eats there every day. So, instead of the unfair criticism, why don't the media adopt a positive attitude and discuss the most beneficial diet alternatives for teenagers?



- |                |                |           |              |
|----------------|----------------|-----------|--------------|
| 1 A popularity | B favour       | C regard  | D admiration |
| 2 A traditions | B customs      | C manners | D habits     |
| 3 A intends    | B explains     | C means   | D shows      |
| 4 A However    | B Therefore    | C Because | D Not only   |
| 5 A particular | B specific     | C regard  | D aspect     |
| 6 A although   | B due to       | C since   | D despite    |
| 7 A whole      | B majority     | C section | D group      |
| 8 A tall       | B big          | C high    | D great      |
| 9 A tend       | B ask          | C demand  | D suggest    |
| 10 A judgment  | B intelligence | C sense   | D reason     |