

## GRAMMAR

### 1 Order the words to make questions and sentences.

Example: you / the / enjoy / didn't / meal / ?

Didn't you enjoy the meal?

- 1 year / holiday / go / last / you / did / on / ?
- 2 film / a / isn't / this / fantastic / ?
- 3 instrument / play / can / a / you / musical / ?
- 4 what / about / you / are / thinking / ?
- 5 class / many / how / your / students / in / are / ?
- 6 where / could / tell / you / me / cinema / the / is / ?
- 7 speak / you / better / practise / , / more / the / you / will / the / .
- 8 more / uncomfortable / hotter / it / , / the / the / I / is / feel / .

### 2 Complete the sentences with one word.

Example: Your sister speaks Spanish, doesn't she?

- 1 You've been to France, \_\_\_\_\_ you?
- 2 **A** Will you be at the party?  
**B** No, I \_\_\_\_\_. I wasn't invited.
- 3 I eat meat, but my sister \_\_\_\_\_.
- 4 **A** Billy doesn't like me any more.  
**B** He \_\_\_\_\_ like you! He told me yesterday.
- 5 **A** I'd love to be famous.  
**B** \_\_\_\_\_ you? I'd hate it.
- 6 **A** I'm going to the cinema tonight.  
**B** So \_\_\_\_\_ I.

### 3 Complete the sentences with the present perfect simple or continuous form of the verbs in brackets.

Example: Have you ever had (you / ever / have) an operation?

- 1 How long \_\_\_\_\_ (you / learn) English?
- 2 I'm tired because I \_\_\_\_\_ (paint) the house all day.
- 3 I \_\_\_\_\_ (just / see) Tess in the library.
- 4 Sam \_\_\_\_\_ (not talk) to me recently. I don't know why.
- 5 Sorry, I can't come out. I \_\_\_\_\_ (not do) my homework yet.
- 6 How long \_\_\_\_\_ (your brother / have) his car?

## VOCABULARY

### 4 Complete the words in the sentences.

Example: Sally doesn't like sharing her friends. She's very **possessive**.

- 1 Josh is really **s** \_\_\_\_\_. He never changes his opinion, even when he's wrong.
- 2 Liz is very **i** \_\_\_\_\_. She often acts without thinking.
- 3 Some people say I'm **r** \_\_\_\_\_ because I don't like showing my feelings.
- 4 Harry wants a good job and lots of money. He's very **a** \_\_\_\_\_.
- 5 Ben's a **c** \_\_\_\_\_ person. He always in a good mood.
- 6 My brother is so **i** \_\_\_\_\_. He behaves like a child all the time!
- 7 I like people who are **o** \_\_\_\_\_ - \_\_\_\_\_. They're always prepared to accept new ideas.
- 8 Tim's **i** \_\_\_\_\_. He often says things that he doesn't mean.

**Present perfect or present perfect continuous.**

1. The children are in the yard. They ... hide-and-peek since breakfast time. (play)

\_\_\_\_\_

2. Barbara ... her make-up for half an hour but ... it yet. (do/finish)

\_\_\_\_\_

3. Nice to meet you. I ... you for a long time (see)

\_\_\_\_\_

4. We ... nothing of him for two years. (hear)

\_\_\_\_\_

5. She is a well-known artist. She ... since her childhood. (draw)

\_\_\_\_\_

6. Is Tom still ill? No. He ... just ... (recover)

\_\_\_\_\_

7. ... you ... them the contract yet? (send)

\_\_\_\_\_

8. I ... this story since morning, but still can't understand some sentences. (translate)

\_\_\_\_\_

9. They ... to the office at eight o'clock every morning. (come)

\_\_\_\_\_

**Conditionals**

1. What would you do if it \_\_\_\_\_ on your wedding day. (rain)

2. If she comes, I \_\_\_\_\_ call you.

3. If I eat peanut butter, I \_\_\_\_\_ sick. (get)

4. What will you do if you \_\_\_\_\_ the history exam? (fail)

5. If they had not \_\_\_\_\_ the car, I would have driven you. (take)

6. If it snows, \_\_\_\_\_ you still drive to the coast?

7. "He would have gone with you if you had asked him." Which conditional is this?

8. "If I won a million dollars, I \_\_\_\_\_ my own airplane." (buy)

9. "What will she do if she \_\_\_\_\_ the bus? (miss)

**Fill in the blanks with "used to" or "use to".**

1. I \_\_\_\_\_ live in Spain.

2. She \_\_\_\_\_ have a red bike.

3. When did you \_\_\_\_\_ wake up to go to class?

4. I didn't \_\_\_\_\_ work late.

5. Did he \_\_\_\_\_ wear glasses?

**Choose the correct form (something, anything, nothing, etc)**

1. can't find my keys \_\_\_\_\_

2. 'What did you have to drink?' 'I didn't drink \_\_\_\_\_ only water.'

3. \_\_\_\_\_ was at the party; all our friends and family were there.

4. 'Did you see \_\_\_\_\_ interesting at the party?' 'Only boring people.'

5. \_\_\_\_\_ - robbed a bank yesterday.

6. The police think the robber is hiding \_\_\_\_\_ in the neighbourhood.

7. Can I stay here tonight? I have \_\_\_\_\_ to go.'

8. I think \_\_\_\_\_ bad has happened, because there are police officers \_\_\_\_\_

9. \_\_\_\_\_ is big in New York; the streets, the buildings, the cars, even the hamburgers.

10. \_\_\_\_\_ used my computer yesterday. I need to know who did it.

## WRITING

Write an email to a friend describing someone you have got to know recently. Write 140–180 words. Include the following information:

- how you met
- a description of the positive and negative aspects of your new friend's personality
- what you have in common in terms of personality and interests

1. He speaks \_\_\_\_\_ Spanish, so we were able to find a nice room in Madrid.
2. There are only \_\_\_\_\_ bananas left in the box.
3. We need \_\_\_\_\_ butter for this cake.
4. The teacher gives us \_\_\_\_\_ time to prepare before a test.
5. There are only \_\_\_\_\_ days left to hand in the reports.  
I bought \_\_\_\_\_ apples in this shop.  
Could I have \_\_\_\_\_ milk in my coffee, please?  
Look! There are \_\_\_\_\_ mice on the roof.  
We saw \_\_\_\_\_ people at the bus stop.  
We have \_\_\_\_\_ ketchup and \_\_\_\_\_ sausages left.

Fill in with *few, a few, little, a little*.

- Would you like some beer? Just \_\_\_\_\_ please.  
If you want to make pancakes, you need \_\_\_\_\_ eggs and \_\_\_\_\_ flour.  
Would you like \_\_\_\_\_ more rice?  
I bought \_\_\_\_\_ newspapers.  
I'd like to drink \_\_\_\_\_ coffee.  
This boy isn't very popular at school. He's got very \_\_\_\_\_ friends

### Articles

- I have \_\_\_\_\_ good idea.  
That's \_\_\_\_\_ interesting job!  
They have found \_\_\_\_\_ gold in that old mine.  
Do the Smiths have \_\_\_\_\_ yellow van?  
Look! He's having \_\_\_\_\_ water.  
He always likes \_\_\_\_\_ piece of chocolate.  
I have \_\_\_\_\_ homework to do for tomorrow.  
There's \_\_\_\_\_ nice girl in the red car.  
Would you like \_\_\_\_\_ milk with your cookies?  
How about \_\_\_\_\_ grapes?

**Rewrite the sentence using the word/words in brackets.**

1. He is late. (never)  
\_\_\_\_\_
2. The boy ran out of the room. (quickly)  
\_\_\_\_\_
3. Have you been to Canada? (ever)  
\_\_\_\_\_

**Form a sentence using the following words.**

4. Alex / in the shower / the song / sang / loudly  
\_\_\_\_\_
5. play / they / handball / in the evening / always  
\_\_\_\_\_
6. to music / Marlen / is listening / now  
\_\_\_\_\_
7. he is a singing song new now  
\_\_\_\_\_
8. Mondays do like not I  
\_\_\_\_\_
9. not usually cats sleep night at do  
\_\_\_\_\_
10. on the afternoons Tuesday lab to goes she seldom computer  
\_\_\_\_\_
11. stay up do late on weekdays not mum and dad  
\_\_\_\_\_
12. reporter running the is to the car  
\_\_\_\_\_
13. not does friend play my tennis  
\_\_\_\_\_
14. goes grandmother never skating his  
\_\_\_\_\_
15. two cannot hamsters see I  
\_\_\_\_\_

## ***Personality and health***

There is increasing evidence that health is linked to personality. However, until now, the relationship has not affected the way health care is delivered. There are several reasons for this. Some health workers doubt whether there is a direct link between health and personality or whether it's just a coincidence. Some feel it is their professional duty to treat all patients in the same way. Others argue that delivering health services according to patients' personalities will have minimal impact and therefore isn't worth the effort. However, some psychologists believe that applying different procedures to people with different personalities could have a significant, positive effect on health.

Research into personality has, in recent years, focused on the Big Five model of personality types. This model measures how neurotic, extrovert, open to experience, agreeable and conscientious a person is. Some of these personality types have been studied in relation to health. For example, conscientious people tend to be less likely to smoke, drink too much alcohol or be inactive. However, in other cases, the relationship is less clear. Neurotic behaviour, for instance, has been found in some studies to increase the risk of death, in others to protect people from illness and in others to have no link to health at all.

Even so, if health workers applied an understanding of personality to the services they provide, they could influence the extent to which patients act on advice and follow their treatment. For example, high sensation-seeking individuals, who are extroverts and unconscientious in the Big Five model and tend to take part in risky activities, respond to drama, energy and emotion. Thus, to encourage those people to follow health advice, health promotions can be designed to incorporate those factors. An example of this was the campaign SENTAR which aimed to reduce cannabis use among high sensation-seeking teenagers. By creating a suitable television advert, they successfully engaged these youths and reduced their recreational drug use. Of course, this approach isn't always possible. It is often impractical and expensive to create several versions of a campaign to reach different personality types. However, recent developments in computer technology, cookies and targeted advertising may allow this approach to be used more in future.

Personality could also be considered when sending messages, information and guidance to specific patients. Already, health information is usually available in various forms – printed, digital, audio, and so on – to be suitable and accessible for different users, such as the blind, the elderly, and people with reading difficulties. Research has also shown that, by identifying different patients' motivations for treatment and then corresponding with them in a way that reflects their motivations, patients will become more involved in their treatment, compared to when the same messages are sent to everyone. Correspondence could, therefore, be adapted to reflect patients' personality type, too. For example, less conscientious people could be sent phone reminders to attend appointments. So far, there has been very little research into the effectiveness of tailoring health guidance according to personality, so this area deserves further study.

Until now, the focus of personality-health research has been to explore the link between personality and health and has had very little practical application. Thus, health workers have not engaged deeply with it. However, by suggesting, trialling and implementing practices to engage patients with different personalities, the relationship between psychology researchers and health workers could improve, along with the health of the general public.

*1. Who is the article most likely aimed at?*

- a. psychologists
- b. patients at a clinic
- c. health workers outside psychology
- d. neurotic people

*2. What is the main idea of the article?*

Research into the link between Health and Personality...

- a. has not been studied in great depth until recently.
- b. should be carried out by both clinicians and psychologists.

- c.can be practically applied to improve public health.
- d.has shown that sensation-seeking individuals often risk their health.

3. Which of these is NOT a reason why clinicians do not currently consider personality in their approach to healthcare?

- a.They think the effect on a patient's health will be hardly noticeable.
- b.They lack sufficient training in psychology.
- c.They consider it their duty to treat all patients equally.
- d.They doubt whether a person's personality directly affects their health.

4. What can be concluded from the text about neurotic patients?

- a.They are more likely than non-neurotic patients to report illness.
- b.There is no consistent link between a patient's level of neurosis and their health.
- c.They are at greater risk from early death than non-neurotic patients.
- d.Their neurosis protects them from becoming sick.

5. It can be inferred that the campaign SENTAR...

- a.used drama and energy in its design.
- b.was delivered across multiple media, including television and online.
- c.was designed to attract conscientious, high sensation-seeking teenagers.
- d.failed to reduce cannabis use among teenagers.

6. The writer believes that improving computer technology...

- a.can help health workers deliver appropriate messages to different types of people.
- b.will ensure that more people are aware of public health campaigns.
- c.will affect the number of high sensation-seeking people in the population.
- d.can help psychologists better understand the link between personality and health.

7. In paragraph 4, the writer refers to a study that found that...

- a.adapting letter-writing style can encourage patients with different goals to participate.
- b.information in audio form helps blind people to access health information.
- c.adapting correspondence to suit different personalities can have a positive impact on health.
- d.phone reminders ensure that unconscientious patients attend appointments.

8. In the final paragraph, what does the writer advise researchers in health/personality to do?

- a.Do more research before giving advice to health workers.
- b.Give more practical suggestions to health workers.
- c.Talk directly to the general public.
- d.Explore the link between personality and health.

Choose the right answer.

1. He usually **goes/is going/has gone** to school by bus.
2. Yesterday morning I was *getting up/has got up/got up* at 6.30.
3. What *is Peter doing/does Peter do/was Peter doing* now?
4. Please don't make so much noise. I *was studying/am studying/studied*.
5. *Have you heard/Did you hear/Do you hear* anything from Tom since Christmas?
6. *Have you gone/Did you go/Are you going* out last night?
7. New York *is/be/does* one of the largest cities in the world.
8. It *is raining/was raining/rained* now.
9. John *never won/has never won/was never winning* a prize at a race.
10. We *have done/did/are doing* a lot last Sunday.
11. Nick *worked/has worked/was working* hard all day yesterday.
12. I *did not find/was not finding/have not found* my ring yet.
13. They *have built/build/will build* this house next summer.
14. Tom *was playing/played/has played* tennis when Ann called him.
15. Rafael \_\_\_\_\_ (go) shopping for me yesterday.
16. Sandra \_\_\_\_\_ (lend) her brother '£200 so far.
17. The policeman \_\_\_\_\_ (drive) away ten minutes ago.
18. The biscuit factory \_\_\_\_\_ (close) down last year.
19. She's very red. I think she \_\_\_\_\_ (lie) in the sun.
20. Ron \_\_\_\_\_ (just/ pass) his driving test.
21. Karen \_\_\_\_\_ (study) Italian for three years now and is still studying.
22. The Headmaster \_\_\_\_\_ (come) to this school in 2004.
23. Jack \_\_\_\_\_ (try) to get a job for six months, but is still unemployed.
24. The teacher \_\_\_\_\_ (already / tell) him to be quiet.
25. Tim \_\_\_\_\_ (not/take) many photos yet.
26. Oh no! I \_\_\_\_\_ (leave) my purse at home.
27. They \_\_\_\_\_ (fall) in love with each other at first sight 2 years ago.
28. I don't want to have a bath because I \_\_\_\_\_ (just / have) a shower.
29. I'm sorry I \_\_\_\_\_ (forget) your name. What did you say it was?