

**Exercise 1** Replace the following standard English expressions in bold with a suitable colloquial expression from the box. Write the correct colloquial sentence.

1. He's not going to play football next weekend. He was **covered in bruises** after the match last Sunday.

\_\_\_\_\_

\_\_\_\_\_

2. Look, if you don't **hurry** you're going to miss the train.

\_\_\_\_\_

\_\_\_\_\_

3. Of course Louise is in love with him. It's **so obvious!**

\_\_\_\_\_

4. I don't think I have met him but his name **sounds familiar.**

\_\_\_\_\_

5. Have you seen Julie? Sorry, but I **don't know.**

\_\_\_\_\_

6. Do you have an umbrella? I want to go home and it's **raining heavily.**

\_\_\_\_\_

7. I always **feel nervous** before an exam.

\_\_\_\_\_

8. It was very hard for me to **remain silent** when the man started saying all those things about the French.

\_\_\_\_\_

9. Anything wrong with you, Thelma? You look a bit **depressed.**

\_\_\_\_\_

a; stick out a mile

b; ring a bell

c; have not a clue

d; get butterflies in someone's stomach

e; come down in buckets

f; cheesed off

g; black and blue all over

h; get a move on

i; hold someone's tongue

j; go through with something



**Exercise 2 Complete the table about a mysterious story and find out 'Who Stole the Ginger Cookie from the Cookie Jar?'**

There are five people - Holly, Cameron, Julieanne, Alex and Jackie. Each one stole a special cookie of their favourite brand which was kept in a jar. Each person ate it in a particular place and drank their flavoured milk with it.

- 👤 Jackie is next to the person who eats in the lounge.
- 👤 Arnott's brand cookies are kept in a round jar.
- 👤 The person beside Cameron eats cookies at a table.
- 👤 The person who eats Oreos eats in the closet
- 👤 Julieanne likes Paradise brand cookies
- 👤 The person who drinks banana milk is in the middle and owns a tall jar
- 👤 The first person likes vanilla milk
- 👤 Holly is the person on the far right
- 👤 The person who eats in the bedroom drinks strawberry milk
- 👤 The person who owns the tall jar is next to the person who owns a square jar
- 👤 Cameron drinks caramel milk
- 👤 The person who likes the Dick Smith brand is next to the person who likes the Coles brand
- 👤 The person who likes the No Frills brand is next to the person who owns a round jar
- 👤 The person who stole the 100s and 1000s cookies is next to the person who owns the brass jar
- 👤 The second person from the right eats No Frills brand and is next to the person who owns a round jar
- 👤 The first person on the left stole the choc chip cookies
- 👤 The person who eats Dick Smith brand is next to the person who eats Paradise brand
- 👤 The second from the left has a brass jar
- 👤 Julieanne is to the right of the person who drinks strawberry milk
- 👤 The person who drinks chocolate milk does it at the table
- 👤 The Paradise brand cookies are eaten in the kitchen
- 👤 The person who eats Tiny Teddies doesn't keep them in a round jar
- 👤 The Coles brand cookies are kept in a mini sized jar.

A Ginger Cookie was also stolen. Who stole it?

Person					
Flavour					
Cookie jar					
Brand					
Cookie					
Place					

**Exercise 3** Read the text below and choose the correct word which best fits each space.

A couple of generations ago, a bilingual child – in other words a child who spoke more than one language – was regarded (1) \_\_\_\_\_ suspicion. People thought that such (2) \_\_\_\_\_ child would be slow (3) \_\_\_\_\_ develop academically, would feel confused and even (4) \_\_\_\_\_ up with a split personality.



Today, however, research shows the advantages of a bilingual upbringing, including an awareness (5) \_\_\_\_\_ other cultures and an increased ability (6) \_\_\_\_\_ language learning. Tests (7) \_\_\_\_\_

out in Canada presented small children with two apartment blocks made (8) \_\_\_\_\_ of building bricks; the larger apartment contained fewer bricks. Children who (9) \_\_\_\_\_ not bilingual said that the larger apartment had more bricks, (10) \_\_\_\_\_ bilingual children correctly saw that the (11) \_\_\_\_\_ one had more bricks. The bilingual children appeared to have the ability to ignore misleading information (12) \_\_\_\_\_ dealing with problems, in much the (13) \_\_\_\_\_ way as they ‘edit out’ one language when using the (14) \_\_\_\_\_.

According to the research, as (15) \_\_\_\_\_ as developing problem-solving skills earlier than those who only speak one language, bilingual children also understand written languages faster (16) \_\_\_\_\_ learn to read more easily.

- |                       |                         |                  |                 |
|-----------------------|-------------------------|------------------|-----------------|
| 1. a; as              | b; to be                | c; of            | d; with         |
| 2. a; an              | b; a                    | c; any           | d; small        |
| 3. a; to              | b; for                  | c; in order to   | d; down         |
| 4. a; increase        | b; incline              | c; come          | d; grow         |
| 5. a; of              | b; with                 | c; to            | d; for          |
| 6. a; with            | b; to                   | c; for           | d; as           |
| 7. a; taken           | b; got                  | c; carried       | d; came         |
| 8. a; out             | b; from                 | c; on            | d; in           |
| 9. a; were            | b; are                  | c; was           | d; have been    |
| 10. a; in addition to | b; finally              | c; whereas       | d; consequently |
| 11. a; bigger         | b; smaller              | c; monolingual   | d; nicer        |
| 12. a; during         | b; while                | c; when          | d; with         |
| 13. a; correct        | b; different            | c; good          | d; same         |
| 14. a; other          | b; their first language | c; body language | d; same         |
| 15. a; good           | b; well                 | c; far           | d; easy         |
| 16. a; than           | b; then                 | c; but           | d; and          |

**Exercise 4 Rewrite the letter in British English. Find 14 typically American English words in the letter and write them with their British equivalents below.**

Dear Cathy,

Many thanks for your letter which I found in my mailbox today. I live in a house. Our apartment is on the second floor, so we don't have to use the elevator. I have to go by subway to get to school because it's five miles away from my home. But my best friend Jenny, who lives in the neighbourhood, often goes with me. The only problem is that our schedules are different because she's not in my grade. She's really good at math. Her father is the principal of our school. There are about 800 students at our school.


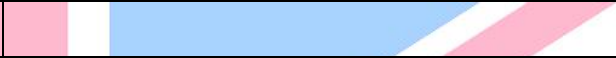







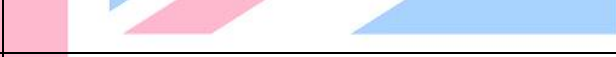

















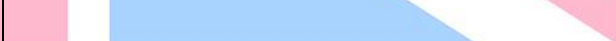
In my free time I often watch movies, listen to music or go to the theater in the center of our town. I love shopping at the mall with my friends. I love French fries and I also often bake cookies. I'm sad because my parents don't want to give me a cell phone for my birthday.

How are you going to spend your summer vacation?

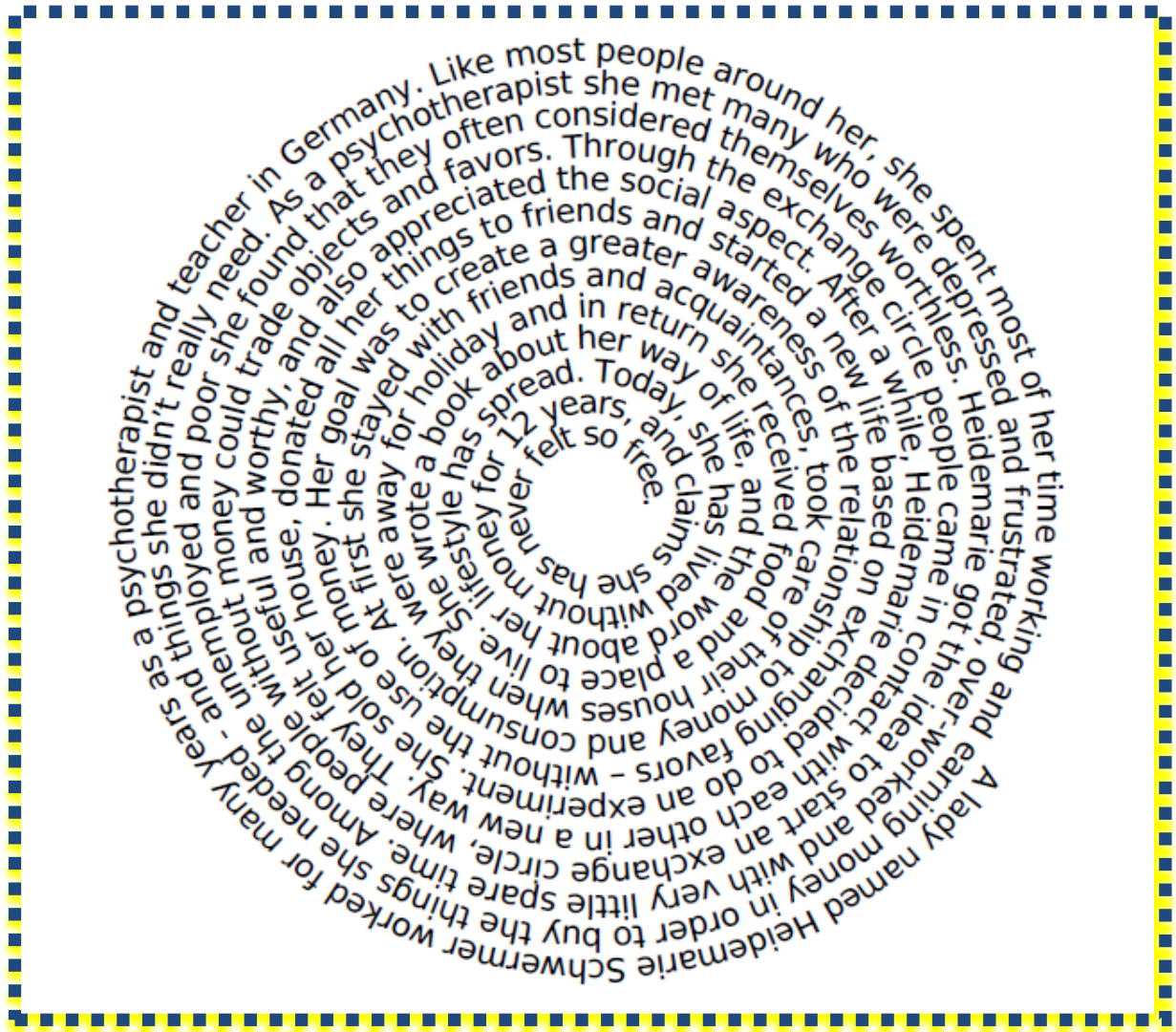
Write back as soon as you can.

Much love,

Karen

American English	British English
	
	
	
	
	
	
	
	
	
	
	
	
	
	

Exercise 5 Read the text and complete the following exercises.



Exercise 5a Find ten irregular verbs (except modal and auxiliary verbs) and put their infinitive form in alphabetical order.

- 1 \_\_\_\_\_
- 2 \_\_\_\_\_
- 3 \_\_\_\_\_
- 4 \_\_\_\_\_
- 5 \_\_\_\_\_
- 6 \_\_\_\_\_
- 7 \_\_\_\_\_
- 8 \_\_\_\_\_
- 9 \_\_\_\_\_
- 10 \_\_\_\_\_

**Exercise 5b Match the word to its definition.**

1. experiment	a; to think of somebody/something in a particular way
2. appreciate	b; a person that you know but who is not a close friend
3. consider	c; knowing something; knowing that something exists and is important; being interested in something
4. donate	d; connected with activities in which people meet each other for pleasure
5. awareness	e; scientific test that is done in order to study what happens and to gain new knowledge
6. consumption	f; having no good qualities or useful skills
7. worthless	g; a thing that you do to help somebody
8. social	h; recognize the good qualities of somebody/something
9. acquaintance	i; the act of buying and using products
10. favour	j; to give money, food, clothes, etc. to somebody/something, especially a charity

1.	2.	3.	4.	5.	6.	7.	8.	9.	10.
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**Exercise 5c Decide whether the statements are true, false or not mentioned. Put a tick in the correct column.**

	True	False	Not mentioned
1. Heidemarie treated mental illnesses by discussing patients' problems.			
2. She used to spend her time working and earning money.			
3. Ms Schwermer did not use to buy unnecessary things.			

4. In exchange circle people with money can trade objects and favours.			
5. One of the most important results of the exchange circle was to get in touch people with similar problems.			
6. The purpose of the experiment was to survive without working.			
7. She wrote a book about her way of life.			
8. The project consisted of selling things at a low price.			
9. Having no money means freedom for Heidemarie.			
10. Her family supported Heidemarie in her project.			

**Exercise 6** Replace the *word in italics* with its homophone. Homophones are words that sound the same but have different spellings and meanings.

1. He *through* the ball right away. \_\_\_\_\_
2. She was the new *made* here. \_\_\_\_\_
3. *Hour* house is big and old. \_\_\_\_\_
4. Please, untie the *not*. \_\_\_\_\_
5. It was a *waist* of time. \_\_\_\_\_
6. The *seen* was very beautiful. \_\_\_\_\_
7. We took the easy *root*. \_\_\_\_\_
8. What kind of tree is it? *Beach*? \_\_\_\_\_
9. I *mist* the ball. \_\_\_\_\_
10. Did you *die* your hair? \_\_\_\_\_
11. The man was very *board*. \_\_\_\_\_
12. Which *weigh* should I go? \_\_\_\_\_
13. The *night* rode his horse. \_\_\_\_\_
14. *Male* is delivered by a postman. \_\_\_\_\_
15. Use the *stares* to go up and down. \_\_\_\_\_
16. I like the *cent*. \_\_\_\_\_

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