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**More Information** 

# THINKING OUTSIDE THE BOX

#### **OBJECTIVES**

FUNCTIONS: expressing frustration
GRAMMAR: be | get used to (doing)
vs. used to (do); adverbs and
adverbial phrases
VOCABULARY: personality
adjectives; common adverbial

phrases











#### **READING**

- 1 Look at the photos. Match the photos with these words:
  - lions
- a light bulb
- cattle
- a battery
- a scarecrow
- a solar panel
- 2 SPEAKING Work in pairs or small groups. There are people in a tribe in Africa who want to stop lions killing their cows. Think of ways they could do this using the items in the photos.
- Read the article and match summaries A-F with the sections
   1-5. There is one extra summary.
  - A The lions are finally fooled
  - B An accidental light on the problem
  - C Some success with scarecrows
  - D The dilemma of the Masai people
  - E The outcomes for animals and the inventor
  - F An idea that didn't quite work

- 4 Read the article again. Seven sentences have been removed.
- \* Choose from A–H the sentence which fits each gap (1–7). There is one extra sentence.
  - A But that didn't work at all in fact, it seemed that the fire actually lit up the cowsheds and made life easier for the lions.
  - B After a night or two, they got used to seeing this motionless thing and realised it posed no danger.
  - C Richard's creativity also led to him winning a scholarship at one of the top schools in Kenya.
  - D The lions kept well away.
  - E He connected everything up to some light bulbs, which he then put outside the cowshed.
  - F They went in to kill the cattle.
  - G Richard, a responsible young man, felt terrible about it and decided he had to do something to keep the lions out without killing them.
  - H It has also given him the pleasure of seeing people and cattle and lions living together without the conflict that used to exist in the past.
- 5 Listen and check your answers to Exercise 4. Were your predictions in Exercise 2 right?
- 6 SPEAKING In pairs or small groups, do the following.
  - 1 On a scale of 1–5 agree on how impressive you think Richard's invention is. (1 = not impressive at all, 5 = brilliant!) Say why your group has given this score.
  - 2 Richard gave a talk about his invention. Imagine you were in the audience. Think of two questions you would ask him at the end of his talk.



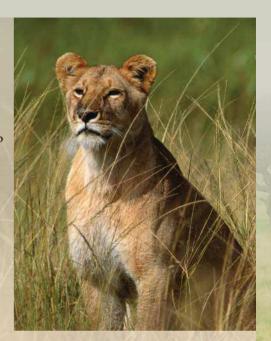
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#### 4 THINKING OUTSIDE THE BOX

## Lion Lights

- Richard Turere is a member of the Masai tribe who live in Central and East Africa The Masai are traditionally farmers and often keep cattle, an important source of food and income for them. But a problem is that lions sometimes come to the farms and kill the cattle. The Masai are used to lions attacking their livestock, but of course they aren't happy about it. The only solution seemed to be to kill the lions and this had some degree of success in terms of protecting their cattle, but the Masai weren't very happy about doing that, either, because they were reducing the population of lions.
- In the Masai tribe the young boys are responsible for protecting their fathers' cattle. One day, when Richard was 11, he woke up and found that a lion had killed his father's only bull. 1
  - His first idea was to use fire, on the basis that lions were probably scared of fire. 2 So Richard had to come up with something else.

- 3 His next idea was to use a scarecrow. Richard hoped that he could trick the lions into thinking that there was a person there, but lions are pretty clever. . And then they went in to attack the farm animals.
  - Then one night, Richard spent hours walking around in the cowshed with a torch. That night, no lions came, so he worked out that they were afraid of the moving light. And, being imaginative, he had an idea.
  - Richard is a bright young man who used to play with things to see how they worked, and he learned a lot about electrical gadgets that way. So he got a battery and a solar panel to charge it, and then he got an indicator box from an old motorcycle - the box that makes a light blink, to show if the biker is turning left or right. . The bulbs flashed throughout the night, and the lions thought that someone was walking around inside the



- cowshed when in fact everyone was in bed asleep. 5
- Since Richard invented his 'lion lights', his father has not lost any more cattle to lion attacks. And now Richard's idea is being used in many different places, to keep lions, leopards and elephants away from farms and homes for good. <sup>6</sup> . He was also invited to talk at a conference in the USA. 7

#### TRAIN TO THINK I

#### Lateral thinking

#### Read the example.

'Lateral thinking' means solving problems by thinking in a creative way. It means not following the obvious line of thinking. Here is an example.

A woman is driving down a city street at 25 miles per hour. The speed limit is 30 miles per hour. She passes three cars that are travelling at 20 miles per hour. A police officer stops her and gives her a £100 fine. Why?

If we think too much about the speed, we may not get the answer. What does the situation NOT tell us? It doesn't tell us, for example, what time of day it is - so a possible reason for the £100 fine is that it is night time and the woman is driving with no lights on her car. Or another possible reason for the fine is that the street is one-way, and the woman is driving the wrong way.

- 2 SPEAKING Work in pairs or small groups. Here are more situations. See if you can find possible answers.
  - 1 A father and son are in a bad car crash. They are both taken to hospital. The son is taken into the operating theatre. The doctor there looks at the boy and says: 'That's my son!' How is this possible?
  - 2 A woman is lying awake in bed. She dials a number on the phone, says nothing, puts the phone down and then goes to sleep. Why?
  - 3 A man lives on the twelfth floor of a building. Every morning, he takes the lift down to the entrance and leaves the building. In the evening, he gets into the lift, and, if there is someone else in the lift, he goes directly to the twelfth floor. If the lift is empty, he goes to the tenth floor and walks up two flights of stairs to his apartment. Why?



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#### **GRAMMAR**

be I get used to (doing) vs. used to (do)

1	Complete these sentences about the article on
	page 39 with the words in the list. Then complete
	the rule by choosing the correct options.

pla	ay   exist   attacking   seeing
1	A conflict used to between the farmers and the lions.
2	The Masai are used to lions their livestock
3	The lions got used to the scarecrow.
4	Richard used to with things to see how they worked.

#### **RULE:** We use:

- <sup>1</sup>used to do / be used to doing to talk about situations that were true in the past but are not true any more.
- <sup>2</sup>used to do I be used to doing to talk about something that is familiar.
- <sup>3</sup>be used to doing I get used to doing to talk about the process of something becoming familiar.

#### 2 Choose the correct options.

- 1 When he was a child, Richard used to look after I to looking after his father's cattle.
- 2 The Masai people are used to hear I to hearing the sounds of lions at night.
- 3 The lions have never got used to see I to seeing the flashing lights.
- 4 Richard used to watch / to watching planes when they flew over the farm.
- 5 Richard used to imagine / to imagining going on a plane to America.
- 6 Richard is used to speak / to speaking in public now. He's given several talks at conferences.

#### 3 Complete with the correct form of be or get.

1	I'm from Sweden, so I used to cold weather.
2	Did it take you long to used to the food here?
3	I lived in the UK for years, but I never used to driving on the left.
4	I think I'll never used to summer in January!
5	you used to life here now?
6	We didn't eat the food in China at first because we used to it.

#### SPEAKING Work with a partner. Find:

- 2 things that both you and your partner used to do
- 2 things you are used to doing
- 2 things that you have got used to this year

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#### **VOCABULARY**

#### Personality adjectives

- 1 Which of the adjectives in the list are used in the article to describe Richard Turere? What do they mean?
  - bright | responsible | decisive | bad-tempered imaginative | organised | impatient | practical confident | cautious | arrogant | dull
- 2 Read about these people Jane met at her new school
- a Tick (/) the people she likes. Write (X) for the people she doesn't like. Write (?) where it isn't
- b Complete the spaces with a word from Exercise 1.

U	brian gets angry all the time and he complains	
	a lot. He's pretty <u>bad-tempered</u> .	X
1	Barbara understands quickly and has lots	
	of good ideas. She's very	
2	Carla doesn't like taking risks. She's a very	
	person.	
3	Dana's great because she makes her mind up	
	really quickly – a really girl.	
4	Derek never has anything interesting to	
	say – he's so!	
5	Imogen always has wonderful ideas, she's	
	very	
6	lan wants everything and he wants it now!	
	He's pretty	
7	Oscar always knows where things are and	
	what he has to do – he's very	
8	Rita is someone you can trust, who makes	
	good decisions – she's	

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#### **SPEAKING**

1 Work in pairs. Think of five different people and write sentences to describe them but don't use the adjective.

Jo is waiting for her friend, who's two minutes late. She calls her to see where she is.

2 Change partner and read your sentences. Can they guess the adjective you were thinking of?

impatient

3 Ask your partner extra questions about the adjective.

Do you often get impatient in this kind of situation?



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#### LISTENING

#### Being imaginative

Look at the two tasks. Think of ideas for both. Then compare with a partner.



- 2 Driony and Mark did the tasks. Listen to their conversation and answer questions 1 and 2.
  - 1 Note the six uses Briony thought of for the brick.
  - 2 Note the four things Mark saw in the picture.
- **SPEAKING** In groups, compare Briony and Mark's ideas with what you thought of in Exercise 1.
- 1.22 Listen again and complete each
- \* sentence with no more than three words.

1	Briony only	six ideas.	
2	Briony thinks you can put the brick on top of aso that they don't fly away in the win		
3	Mark thinks Briony as a hammer to pu	is wrong about using the brick	
4	Briony accuses Ma he can see a brain.		
_	A 4l		

5	Mark says the quiz is meant to demonstrate	
	people are.	
6	Briany says that Mark shouldn't be	

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4 not everybody is as imaginative as 2

2 being imaginative is better than being practical.

THINK VALUES

Appreciating creative solutions

I think the tasks in Exercise 1 tell us that ...

1 it's important to be imaginative.

you're not good at these tasks.

1 Choose the best way to finish this sentence.

3 you can be an imaginative person even if

4 THINKING OUTSIDE THE BOX

everybody	else.	
5 everybody	's imagination is different.	
	se in order of importance for you. portant, 5 = least important)	
being pra	ctical	
being ima	ginative	
knowing a	lot of things	
being res	ponsible	
being org	anised	

3	<b>SPEAKING</b>	Work in pairs. Compare your answers
	in Exercise:	s 1 and 2. How similar are your ideas?

41

on himself.



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#### **READING**

Read the post from Paul on the 'Answers4U' website. What problem does he have?



Hello everyone,

I'm 17 and I'm going to start university soon. I'm going to study journalism because I want to work in TV.

In the first semester, everyone has to do a course called 'Creative Thinking and Writing'. At first I thought it wouldn't be a problem - but now I'm really anxious because I'm not a creative person at all! I'm scared that I'm going to look stupid and that I won't pass the course, or else, I'll only get through it with great difficulty.

Can anyone help me? Some tips on being creative would be good! Thanks a lot!

Paul



- 2 SPEAKING Work in pairs or in small groups. How would you reply to Paul's post?
- Read what Sarah writes in reply to Paul. How similar are her ideas to yours?



Hi Paul,

I read your post and can completely relate to it. I've been in exactly the same situation – I even did a journalism course, just like you. So here are my thoughts.

The first thing to say is that if the course is any good, it'll start off by helping you with your problem! But I can understand why you're anxious.

You say 'I'm not a creative person'. Look – everyone's creative! Denying your creativity is terrible. If you tell yourself you're not creative, you'll easily start to believe it. So, the first thing to do is: stop thinking like that! I'm no expert but I do want you to see that you are capable of thinking creatively. People sometimes talk about 'thinking outside the box' – you know, thinking in a different way - but actually, the only box is the way we've been brought up to see problems. A central obstacle to our ability to think outside the box is the assumption that there must always be a 'right' answer to a question or problem, and that limits creative thinking. So, try to stop seeing things as 'right' or 'wrong'.

Another problem is this: we come up with an idea and then we immediately think, 'Oh, that's no good.' We criticise our own thoughts and ideas before we give them a chance to grow! While you're thinking, just try to brainstorm ideas in an enjoyable way – then choose the best ideas later.

And don't worry about looking stupid. If you try an idea and other people laugh at it, that's their problem, not yours. Try to look at the course as a way to have fun. Work hard, don't hold yourself back, do everything with enthusiasm and you'll be fine.

Anyway, enough from me. I hope these ideas help.

Sarah

1	Pand the	letters again.	Mark the	ctatements	T (+rue	orE	(false	١
4	Kead the	ieπers again.	. Mark the	statements	ı (true	) or F (	ıtaise	1

- 1 Paul intends to become a newspaper reporter.
- 2 Paul thinks he is going to fail his course.
- 3 Paul wants advice about how to be creative.
- 4 Sarah doesn't get why Paul is worried.
- 5 Sarah can see why Paul is worried.
- 6 Sarah believes that it is a bad thing to say you're not creative.
- 7 Sarah thinks that problems have correct solutions.
- 8 Sarah thinks people shouldn't criticise their own ideas.

- 5 SPEAKING Work with a partner. Discuss the questions.
  - 1 If you were Paul, would you find Sarah's answer useful? Why (not)?
  - 2 Which of her comments do you like most? Which do you like least?

#### **Pronunciation**

Pronouncing words with *qh* Go to page 120.

	M
ь	2



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#### 4 THINKING OUTSIDE THE BOX

#### GRAMMAR

#### Adverbs and adverbial phrases

- For each sentence, put a letter in the box to say if the underlined adverb is an adverb of time (T), manner (M), place (P) or certainty (C).
  - 0 I read your post and can completely relate to it.
  - I read about it recently.
  - This is <u>definitely</u> the best album they've ever made.
  - He'll probably win the prize.
  - 4 You can buy most of the things you need locally.
  - 5 You are capable of thinking creatively.
  - 6 We got home at nine o'clock.
  - This is possibly the best work I've ever done.
  - 8 You can choose the best ideas later.
  - 9 I applied for the course, and, surprisingly, they accepted me!
- Look back at Sarah's reply on page 42. What verbs do these words qualify?
  - 1 completely
- 3 creatively
- 5 hard

- 2 easily
- 4 immediately
- Sometimes we use adverbial phrases instead of an adverb. Add the words below to lists A and B. Then choose the correct words to complete the rule.

friendly	interesting	fear	surprise	strange	enthusiasm
----------	-------------	------	----------	---------	------------

•	-
Α	
in an enjoy	able way
in a horrib	le way
in a differe	ent way
in a	way
in an	way
in a	way

with / without difficulty with / without excitement with / without interest with / without

with / without with / without

#### **RULE:** We often form adverbial phrases with:

- in a/an + <sup>1</sup>noun / adjective way
- with/without + 2 noun / adjective
- Complete the sentences. Use expressions from Exercise 3. There might be more than one possibility.
  - 0 I really like football, so I went to the match with interest / enthusiasm / excitement .
  - The first time I met him, he looked at me in \_
  - 2 The homework was easy I did it without \_
  - Some of the people at the party were dressed in
  - It was a great programme and I watched it with

I don't really like parties, so I went to Cindy's without

Workbook page 36

#### **VOCABULARY**

#### Common adverbial phrases

Use words from the list to complete the definitions.

	secret   in a row   on purpose a panic   by accident   in a hurry
in	private   in public
-	you do something without other people knowing, you do it in secret.
1	that other people can hear or see, you do it
2	that other people can't hear or see, you do it
3	that you intended to do, you do it
4	that you didn't want to do, you do it
5	feeling stressed and without thinking properly, you do it
6	quickly, you do it
7	three times without a break, you do it three

Choose the correct options to complete the sentences.

times

- The two of us went into a room, alone, so that we could talk in a hurry / in private.
- He broke my phone and I'm really angry. I'm sure he did it on purpose / in a panic.
- 3 You shouldn't have behaved that way in public / in private. Everyone was staring.
- 4 I woke up late four days in a row I by accident
- 5 I was very late so I had to leave the house on purpose / in a hurry.
- 6 He was in secret / in a panic because he couldn't find his mobile phone.
- I'm so sorry that I lost your papers I left them on the bus on purpose I by accident.
- She did it late at night in secret / in a panic. No one knew anything.
- **SPEAKING** Work with a partner. Discuss the questions.
  - When were you last in a hurry?
  - 2 What can you do five times in a row?
  - Give an example of something you did on purpose, and wish you hadn't.
  - Give an example of something you got right by accident.
  - 5 When was the last time you were in a panic?

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#### PHOTOSTORY: episode 2



- Look at the photos and answer the questions.
  - 1 Look at what the teacher has written on the board. What do you think the homework is?
  - 2 How does Emma feel about the homework?
  - 3 Do you think Justin is being helpful?
- 2 Now read and listen to the photostory. Check your ideas.



TEACHER OK, everyone, so this is what I want you to do by Friday, OK? A short story, of five hundred words.

EMMA Five hundred words!? She can't be serious!

TEACHER ... and the story has to end with the words, 'Thanks, you saved my life!'

EMMA What? This is awful. I can't do that. I'm hopeless at writing stories.

TEACHER It has to be original, though. No using old stories and changing them a bit here and there. I want something that's yours and yours alone. Be creative! OK, end of lesson. Bye!



EMMA OK, well this isn't getting me anywhere. And I've got to go home. I'm off – I'll see you lot later. And thanks for all the help, Justin! You're a real pal – not. JUSTIN Hey, what did I do?

LIAM Well, you were a bit out of order, Justin. You can see that Emma's stressed out already, and you didn't exactly help, did you?



EMMA And she wants it by Friday! That's the day after tomorrow. I'll never come up with anything by then. An original story? Me? No chance.

LIAM Sounds like you've given up without even trying. NICOLE Liam's right, Emma. I mean, come on, it can't be that hard, can it?

**EMMA** An original story, five hundred words long? I think that's pretty hard.

JUSTIN What's the ending again?

EMMA Someone says, 'Thanks, you saved my life!'

JUSTIN OK, that's five words. So far, so good. All you need is another four hundred and ninety-five.

EMMA You know, Justin, I may not be very good at creative writing but I can think of a few words for you right now!

NICOLE OK, calm down.

JUSTIN Well, I'm sorry, Emma. But you know, all you've got to do is think of a story you've read or a film you've seen ...

EMMA No, no, that's just it – it has to be original.

LIAM Well, there must be some stories she's never read.

EMMA You don't know Miss Jenkins. She's read every book, seen every film ...

JUSTIN Why don't you write a story about a girl who's got to write a story, and her friends give her a great idea and then she says 'Thanks, you saved my life!'

The hero could be a really cool guy called Justin.

NICOLE Give it a rest, Justin!



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4 THINKING OUTSIDE THE BOX

#### **DEVELOPING SPEAKING**

Work in pairs. Discuss what happens next in the story. Write down your ideas.

We think Emma watches a film and gets an idea.

- EP2 Watch to find out how the story continues
- Match the sentence beginnings and endings.

1	Emma sees a woman who	
2	The woman works for	
3	The woman is desperate because	
4	Emma tries to help	
5	When Emma gets an idea	
6	Emma gets the keys out	
7	Emma's really happy about	
a	but she can't get the keys out.	
b	the last thing the woman says.	

- c is looking for something.
- d using something she got at a shop.
- e the owner of an art gallery.
- f she goes to a shop nearby.
- g she hasn't got a spare set of keys.

#### PHRASES FOR FLUENCY

- Find these expressions in the photostory. Who says them? How do you say them in your language?
  - 1 (She) can't be serious.
  - 2 (What's the ending) again?
  - 3 Calm down.
  - 4 That's just it.
  - 5 Give it a rest.
  - 6 (You were a bit) out of order.
- Use the expressions in Exercise 1 to complete the sentences.

1		now you told me before, but what's your me?
2	Α	Let's go for a walk in the park.
	В	A walk in the park? You! It's raining!
3	Α	Come on, we're late!
	В	, we're not late at all, we've got another fifteen minutes.
4	Α	Your hair looks really stupid!
	В	Oh,, Michelle. I'm tired of how you criticise me all the time. You're really, you know?
5	Α	I don't feel like going out. Let's stay here and watch TV.

\_. You never want to go out.

#### WordWise

#### Expressions with good

Use the phrases in the list to complete these sentences from the unit so far.

for good | So far, so good | not very good at It's no good | It's a good thing | it's all good

0	The li	ghts	have	stopped animals coming to the
	farm	for a	good	· · ·

- 1 I'm \_\_\_\_\_ creative thinking.
- 2 That's five words. \_\_
- 3 She gave me an A minus, best I've ever got!
- . I just can't get the keys out.
- Emma's such a nice person.
- 2 Which phrase means:
  - 1 for ever
  - 2 It's not successful.
  - 3 Everything is all right.
  - 4 We have started but not finished, but everything has been OK until now.
  - 5 not talented at
  - 6 I'm/We're/You're lucky that ...

Workbook page 38

#### **FUNCTIONS**

#### **Expressing frustration**

- Read the photostory again. Which of these things does Emma not say? What do all the sentences have in common?
  - 1 I can't (do that).
  - 2 I'm hopeless (at ...) 3 This is hopeless!
- 5 I give up.
- 6 I'll never (come up with anything).
- 7 This is pointless.
- 2 Think about the woman who loses her keys. Write three things she might have thought using the expressions in Exercise 1.

I'll never get the keys out.

#### WRITING A story

Write a story. The story must end with the words:

'Thanks, you saved my life!'

Write 120-150 words.



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### CAMBRIDGE ENGLISH: First

#### THINK EXAMS

#### LISTENING

#### Part 3: Multiple matching

Workbook page 35

- 1 (A-H) what each speaker likes most about the group. Use the letters only once. There are three extra letters that you do not need to use.
  - A It's fun to learn different forms of art.
  - B It's good to meet people with the same interest.
  - C It's fun to spend more time with your friends.
  - D It will be useful for the future.
  - E It's interesting to find out about painters from other times.
  - F The teacher really helps you achieve good results.
  - G It's good to practise sports in a club.
  - H It brings out your creative side.

Speaker 1	
Speaker 2	
Speaker 3	
Speaker 4	
Speaker 5	



#### WRITING

Part 2: An email

Workbook page 43

2 You have recently enquired about going on a residential art course for a week. You have received the following reply.

#### 



Thank you for your email. It sounds like you would be perfect for the course. We offer lessons in all types of art. However, if you could let us know which area you are most interested in and why, we can make sure we won't disappoint you.

It would also be helpful to know if there is any food you don't eat. This will make life easier for our cook.

Looking forward to your reply.

Best wishes

Hillary Mason

Write your reply to Hillary in 140-190 words in an appropriate style.



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TEST YOURSELF	UNITS 3 & 4
VOCABULARY	
1 Complete the sentences with the words in the list. There are four extra words.	
best   accident   strict   grow   organised   well   private   bad-tempered panic   soft   helmets   secret   row   imaginative	
<ol> <li>My parents were quite when I was young. I couldn't do everything I w</li> <li>My mother was very The house was always tidy with everything in the</li> <li>She always had our school things ready for us, even our cycling</li> <li>I had five brothers and although we were often very difficult, I don't think she was ex</li> <li>Both my parents did everything they could to help us do in life.</li> <li>They kept any arguments for when they were alone. They never argued in</li> <li>My dad invented great games for us. He really was very</li> <li>He was very calm. I never saw him in a</li> <li>Once we helped him prepare a surprise party for my mum. Everything had to be do she wouldn't find out.</li> <li>I think we were lucky to up in such a family.</li> </ol>	e right place. ver
GRAMMAR	
2 Complete the sentences with the words in the list. There are two extra words.	
few   enthusiasm   little   living   most   live   none   surprise	
<ol> <li>Josh doesn't like boxing much, so he went to the boxing match without much</li></ol>	
3 Find and correct the mistake in each sentence.	
<ol> <li>The test was such difficult that nobody got everything right.</li> <li>Harry was used to be alone in the old house so he wasn't worried.</li> <li>Sara was much scared to stay there after dark.</li> <li>Manu listened with interesting to the interview with the local politician.</li> <li>There was hardly any of space on the shelf, so I couldn't put the books there.</li> <li>My grandmother always preferred her laptop. She never used to using a tablet.</li> </ol>	/12
FUNCTIONAL LANGUAGE	
4 Choose the correct options.	
<ol> <li>A I'll never / give up write a poem.</li> <li>B Don't be so / such pessimistic! I'm sure you can do it.</li> <li>A But you're so / such a good writer. Can't you write one for me?</li> <li>B No chance / I can't do that – but I'll help.</li> <li>A Oh, dear! This project is so / such difficult.</li> <li>B What's the problem? You're usually so / such an imaginative person.</li> </ol>	/8
4 A Oh! I'm give up / hopeless at drawing. This dog looks more like a bear!  B Come on! Don't get so / such angry! Why don't you find a dog on the Internet and copy it?	MY SCORE /30