

1, Decide whether the following Conditional Sentences are Type I, II or III.

1. If he had dropped the vase, it would have broken.
☐ Type I ☐ Type II ☒ Type III
2. If you have to do the washing up, I will help you.
☐ Type I ☐ Type II ☒ Type III
3. If I had a hammer, I'd hammer in the morning ...
☐ Type I ☐ Type II ☒ Type III
4. I wouldn't run away if I saw a spider.
☐ Type I ☐ Type II ☒ Type III
5. We'd have given you a lift if you hadn't had your bike with you.
☐ Type I ☐ Type II ☒ Type III
6. If you had listened to me, the accident wouldn't have happened.
☐ Type I ☐ Type II ☒ Type III
7. If we don't get tickets for the concert, we'll stay at home.
☐ Type I ☐ Type II ☒ Type III
8. They'd go by bus if they didn't have a car.
☐ Type I ☐ Type II ☒ Type III
9. She'll hear us if you don't stop laughing.
☐ Type I ☐ Type II ☒ Type III
10. He wouldn't have taken the bread if he hadn't been hungry.
☐ Type I ☐ Type II ☒ Type III

2. Match A and B to make correct conditional sentences

A	B
1. If you press the switch,	a) average temperatures will rise
2. Unless we deal with the global warming problem,	b) you would see the Sun rise in the west
3. If you were on Venus,	c) there wouldn't be any tides
4. If the Earth didn't have a Moon,	d) the light comes on
5. If I were you,	e) it boils
6. If you heat water to 100°C	f) he wouldn't have been in trouble
7. If everyone recycles paper,	g) if you had lived a hundred years ago?
8. If Galileo had not explained his ideas to the church in 1640,	h) unless you train hard
9. What would your life have been like,	i) companies won't cut down so many trees
10. You won't succeed in sport	j) I wouldn't do that

3. Read this text and then complete the sentences below. Put the verbs into the most suitable form to make correct conditional sentences (type I, II or III).

New Orleans was founded by the French. It first had a French name, Nouvelle-Orléans, in honor of the (Herzog) Duke of Orleans, King of France. The city lies on the river Mississippi and a riverboat cruise on the Mississippi is an unforgettable experience. New Orleans is also an important center for music, especially for jazz and rhythm and blues.

- Do you like jazz music? Because if you (like) jazz, you (love) New Orleans.
- Vanessa hates boat trips. But if she (hate / not) boat trips, she (enjoy) a riverboat cruise on the Mississippi.
- I (do) a course in jazz dancing if I (have) more time. But unfortunately I don't have time.

4. If the founders of the city (hate) the King of France, they (call / not) the place Nouvelle-Orléans in honor of him.

Answers:

1

Type I: 2,7,9

Type II: 3,4,8

Type III: 1,5,6,10

2

1-d, 2-a, 3-b, 4-c, 5-j, 6-e, 7-i, 8-f, 9-g, 10-h

3

1 like -will love

2 didn't hate- would enjoy

3 I would have done – had had

4 had hated-would not have called

Vas a ler un texto sobre distintos tipos de probas para conseguir un certificado que acredite o teu nivel de inglés e así poder estudar nun país de fala inglesa.

1. Lee e escolle a frase que resume a idea principal do texto

- a) This text talks about a kind of exam you can take to enter an English speaking university and advises students on what to do to be successful.
- b) This passage deals with exams in general and what to do on finishing them to get a good score
- c) This is an extract by somebody who took the IELTS exam and was succesful

ENGLISH LANGUAGE EXAMINATION

The International English Language Testing System (IELTS) is a test of English language proficiency, developed by the University of Cambridge Local Examinations Syndicate. IELTS is now accepted as evidence of a prospective student's level of English by most universities in English speaking countries.

There are two different IELTS tests that you can do: Academic and General. If you are interested in studying at a university in an English speaking country you will need to take the academic version of IELTS. IELTS is not a test that you can pass or fail. Your assessment will be reported according to a scale from bands one to nine. You will need to contact the university you wish to enter to find out the IELTS score they require for entry into your chosen course. Band one indicates that you have virtually no English at all. Band nine is considered native speaker proficiency. Universities in countries like the United Kingdom, New Zealand and Australia typically require a band score of between 6 and 7.

The following study hints will help you in the weeks leading up to the IELTS.

- Become familiar with the test as early as possible. The skills being tested in the IELTS take a period of time to build up. Cramping is not an effective study technique for IELTS.
- Use your study time efficiently. Study when you are fresh and, after you have planned a timetable, make sure that you keep to it. Set goals and ensure that you have adequate breaks. In the IELTS test, each of the four Band Modules — Listening, Reading, Writing and Speaking — carries the same weight. Study each skill carefully and spend more time on the skills in which you feel you are weak.
- Be aware of the exact procedure for the test. Be very clear on the order of each section, its length and the specific question types. There are many resources available to help you practice these skills.
- Having a study partner or a study group is an excellent idea. Other students may raise issues that you may not have considered.
- Seek help from teachers, friends and native English speakers.

Days before the test

This is not a time for intensive study. It is a time to review skills and your test technique. It is important to exercise, eat, rest and sleep well during the week in which you will take the test.

The night before the test

You must have a good dinner and go to bed at your normal time — not too early and not too late, as you do not want to disrupt your sleep pattern if possible.

Have everything ready that you need to take with you to the test so you can simply pick it up in the morning, for example, the test registration form, passport, test number, pens, pencils, erasers, etc. A pen that runs dry or a pencil that breaks can take several minutes to replace. Check before the exam exactly what articles you need. Set your alarm clock the night before or arrange a wake-up call.

On the morning of the test

Eat a good breakfast. You will have several hours of concentration ahead of you and you will need food and drink in the morning. You may even want to bring more food or a snack with you, especially if your speaking test is at a later time that day. You cannot, however, take food or drink into the exam room. If possible, wear a watch in case you cannot see the clock in the exam room. It is essential that you keep track of time.

Give yourself plenty of time to get to the test centre. You will be required to complete a registration form and to show your passport before you enter the examination room so you must arrive at the time specified by your test centre. If you are early, you could go for a walk. If you are late, you will not be allowed to enter. Avoid the added tension of having to rush.

2. **Read the first paragraph again and complete sentence a with all the endings which are true according to the text.**

a) If you want to enter a university in English speaking countries you....

1. -will need to get a good score at the IELTS exam
2. -will have to take the general version of IELTS
3. -will have to find out the IELTS score they require for entry into your chosen course
4. -will have to get a score over 9
5. -will need to be as fluent as a native speaker.

3. **Read the rest of the text and say whether theses sentences are true or false.**

1. If you cram for a few hours the day before the exam, you will pass it.
2. If you plan a timetable and you follow it regularly, you are likely to be successful with your exams.
3. You won't find any resources available if you want to get familiar with the exact procedure for the test
4. You will waste your time if you study with other partners
5. You are advised to study intensively the days before the exam
6. You should go to bed much earlier than usual
7. It is a good idea to take the registration form in case you are asked to show it.
8. If you take a watch with you will be able to control and organise your time.
9. You will be allowed to take the exam even if you arrive late.

4. **Now complete the these sentences to help other partners be successful with their exams. Look at the example:**

1. If I were you.....

- I wouldn't cram just the day before the exam,



Respostas

1. a)

2. True: 1 and 3

3. True: 2, 7, 8

4. Example of possible sentences. Other examples with *would* or *wouldn't* plus infinitive can be correct.

-I would a plan a timetable.

- I would get familiar with the procedure for the text.

- I would organise a study group with other partners.

- I wouldn't study intensively the days before the exam.

-I would go to bed at the usual time.

-I would have everything ready the day before the day.

-I would take a watch to keep track of time.

-I wouldn't arrive late

1. Complete the table below with these words:

Climbed to,	a decrease,	boomed,	an increase,
a levelling out,	stayed constant (at),	reduced (to),	

Expressing movement and tendencies: nouns and verbs

For each trend there are a number of verbs and nouns to express the movement. We can use a verb of change, for example:

Unemployment levels **fell**

Or we can use a related noun, for example:

There was a **fall** in unemployment levels

Verbs	Nouns
Rose (to) Increased (to) Went up (to)	A rise Growth An upward trend A boom (a dramatic rise)
Levelled out (at) Did not change Remained stable (at) Remained steady (at) Maintained the same level No change Fluctuated (around) Peaked (at) Plateaued (at) Stood (at)
Fell (to) Declined (to) Decreased (to) Dipped (to) Dropped (to) Went down (to) Slumped (to)	A decline A fall A drop A slump (a dramatic fall) A reduction

► Sometimes we need to give information about a trend as follows:

*There has been a **slight** increase in the value of the dollar*
(degree of change)

*Unemployment fell **rapidly** last year* (the speed of change)

► Remember that we modify a noun with an adjective
(a **slight** increase)
and a verb with an adverb (to increase **slightly**).

2. Complete the missing adjective or adverb in the table below.

Describing the movement: adjectives and adverbs

Adjective	Adverb
dramatic	dramatically
sharp	sharply
enormous
substantial	substantially
.....	considerably
significant	significantly
marked	markedly
moderate	moderately
slight
minimal	minimally
.....	rapidly
quick	quickly
swift	swiftly
sudden
.....	steadily
gradual
slow	slowly

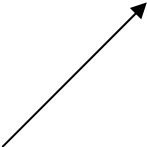
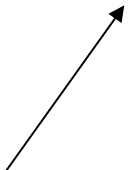


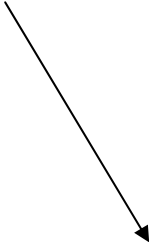

3. Fill in the blanks with an appropriate word from activity 1 and 2

The graph shows the number of cases of X disease in Someland between the years 1960 and 1995. As an overall trend, it is clear that the number of cases of the disease increased fairlyuntil the mid seventies, remained constant for around a decade at 500 cases beforezero in the late 80s. In 1960, the number of cases approximately 100. That number rose to 200 by 1969 and then more sharply to 500 in 1977. At this point the number of cases remained stable

until 1984 before plummeting to zero by 1988. From 1988 to 1995 Someland was free of the disease.
 In conclusion, the graph shows that the disease was prevalent until the 1980s when it was eradicated from Someland.

Answers

1.

Verbs	Nouns
Rose (to) Increased (to) Went up (to) Climbed (to) Boomed 	A rise An increase Growth An upward trend A boom (a dramatic rise) 
Levelled out (at) Did not change Remained stable (at) Remained steady (at) Stayed constant (at) Maintained the same level 	A levelling out No change Fluctuated (around) Peaked (at) Plateaued (at) Stood at 
Fell (to) Declined (to) Decreased (to) Dipped (to) Dropped (to) Went down (to) Slumped (to) Reduced (to) 	A decrease A decline A fall A drop A slump (a dramatic fall) A reduction 

2.

dramatic sharp enormous substantial considerable significant marked	dramatically sharply enourmously substantially sonsiderably significantly markedly
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moderate slight minimal rapid quick swift sudden steady gradual slow	moderately slightly minimally rapidly quickly swiftly suddenly steadily gradually slowly
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3.

The graph shows the number of cases of X disease in Someland between the years 1960 and 1995. As an overall trend, it is clear that the number of cases of the disease increased fairly **rapidly** until the mid seventies, remained constant for around a decade at 500 cases before **dropping to** zero in the late 80s.

In 1960, the number of cases **stood at** approximately 100. That number rose **steadily** to 200 by 1969 and then more sharply to 500 in 1977. At this point the number of cases remained stable until 1984 before plummeting to zero by 1988. From 1988 to 1995 Someland was free of the disease.

In conclusion, the graph shows that the disease was **increasingly** prevalent until the 1980s when it was eradicated from Someland.

Writing a speech

1. Look at the four writings below and underline the ideas you like best. Pay attention to the mistakes corrected in red. Now, write your own speech. You can use ideas from these four texts or your own.

If I were president.....

<p>If I were president, I would try to give people more works jobs. I would try to work hard so they have their own house, I would try to give everybody a place to live, their food when needed.</p> <p>I would also try that everybody had has work to do. Work is the first thing that I would improve if I worked as president, because I think everybody needs work. I believe to be a president isn't a magic person, he must be a hardworking person.</p> <p>I would work with children too: better schools, free books, more places where to practise sports. Built Building news places is very important. I would build places where children can play and enjoing enjoy their free times.</p> <p>I think it is very difficult to be an acceptable president and everybody to be happy with you. Somebody always would disagree with you.</p>	<p>If I were president To become a president is very important; however, I would have a great responsibility to handle the social and economic problems, mainly in a developing country.</p> <p>I think the policies adopted in my government would be the most adequate and it they would be aimed to promote a high education, because education is the base of society.</p> <p>At the same time, I would create more employments in which so that many people can access the labor market and they have the opportunity to increase their family income and therefore the standard level.</p> <p>Other Another important thing is to sign bilateral agreements with other countries for promoting traditional exports and technical cooperation.</p>
<p>If I were president So many ideas come into my mind when I think if I were president what I would do. I'd like to help poor people, youth, homeless people, in summary I'd like to help everybody.</p> <p>But my main concern is education, because a well-educated country generates more ideas, and ideas are useful to improve the quality of life of everyone of us. Education will be the best one, I mean it'll be Higher Education, and it'll be completely free, because not everyone can afford such really expensive schools like Harvard.</p> <p>But I don't know if I'd win elections, but I'd really run the risk anyway. Vote for me.</p>	<p>If I were president. This is a sentence that I've often heard, and, of course, I have said sometimes. It has to do with the way the politic events goes, and specially the influence that this these events have in our lives.</p> <p>The first reaction when something that we don't like happens, is to think that we would do it better, even much better. But if we reconsider it, we know that things aren't so plain as they seem, and there are always many aspects related.</p> <p>I think that all of us must be critic with our politicians, asking them to do their best, but we must also be realistic, not asking for impossible things.</p>