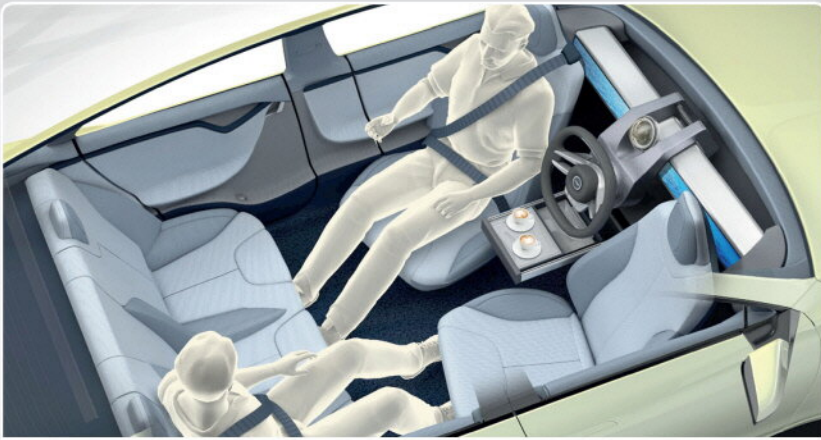


# Review

- 1a** Work with a partner. How is the inside of this car different from a standard car? Who might want a car like this?
- b** Read the article and compare it with your ideas.



Why should a car <sup>1</sup> \_\_\_\_\_ is self-driving look like an ordinary car? The Swiss company Rinspeed has designed a car <sup>2</sup> \_\_\_\_\_ transforms into a mobile office. This would allow the passengers, <sup>3</sup> \_\_\_\_\_ now don't have to drive, to use their time to work or relax.

The steering wheel would slide away and a desk, <sup>4</sup> \_\_\_\_\_ would be large enough for a laptop, could be pulled out instead. The driver, <sup>5</sup> \_\_\_\_\_ seat would be moveable, could turn to face the other passengers to chat, or just relax and watch the films <sup>6</sup> \_\_\_\_\_ would be available on four separate screens.

- c** Complete the article using *that*, *who*, *which* or *whose*. Use *that* where possible.
- 2a** Complete the sentences with up to two words. The first letter of each is given.
- You should keep both hands on the s \_\_\_\_\_ w \_\_\_\_\_ when you are driving.
  - Before you decide to o \_\_\_\_\_ a car, make sure the road ahead is completely clear.
  - Don't drive over the speed l \_\_\_\_\_.
  - If the t \_\_\_\_\_ l \_\_\_\_\_ are turning orange, you should stop rather than try and rush through.
  - Many people fall asleep while driving on the m \_\_\_\_\_, so take regular breaks.
  - Don't p \_\_\_\_\_ on the pavement; it can be dangerous for blind people.
- b** Check your answers with a partner. Decide together which are the three most important pieces of advice. Say why.

- 3a** Match the two halves of each compound noun.

1 climate	a warming	5 land	e shortages
2 crop	b change	6 strong	f winds
3 global	c waves	7 tropical	g slides
4 heat	d damage	8 water	h storms

- b 6.13** ))) Listen and check your answers. Practise the pronunciation with a partner.

- 4** Complete the questions using the present perfect simple or continuous form of the verbs in brackets. If both are possible, use the present perfect continuous.

- Do you think that the weather \_\_\_\_\_ (get) worse in recent years? Why/Why not?
- \_\_\_\_\_ you \_\_\_\_\_ (enjoy) the weather recently? Why/Why not?
- What's the worst weather you \_\_\_\_\_ (experience)? What happened?
- (Roughly) how many times \_\_\_\_\_ you \_\_\_\_\_ (see) snow? Is it common in your country?
- \_\_\_\_\_ there \_\_\_\_\_ (be) any weather-related disasters in your country? What happened?
- \_\_\_\_\_ you \_\_\_\_\_ (listen) to the weather forecasts recently? If so, why?

- 5a 6.14** ))) Write down each word you hear and then add the correct suffix to each root word you hear to make an adjective.

- b** Work with a partner. Think of at least two more adjectives with each suffix used in exercise 5a.

- 6a** Put the conversation in the right order.

- Ah, I'm meant to be meeting my brother and his wife for dinner next Saturday. But I'll talk to them and get back to you.
- Hi, Joanne.
- Hi, it's Joanne here. **1**
- Oh dear. Sorry, but I'm not available then. How about next Saturday?
- OK, that's fine.
- You know we were supposed to be going to the cinema on Saturday? I'm really sorry, but there's been a change of plan. Can we go on Sunday instead?

- b 6.15** ))) Listen and check your answers.

- c** Work with a partner. Write a similar conversation. Practise your conversation together.