

المملكة العربية السعودية
Kingdom of Saudi Arabia



وزارة التعليم
Ministry of Education



Student's Book

Plus
Flying High
for Saudi Arabia
David Spencer



Level **6**

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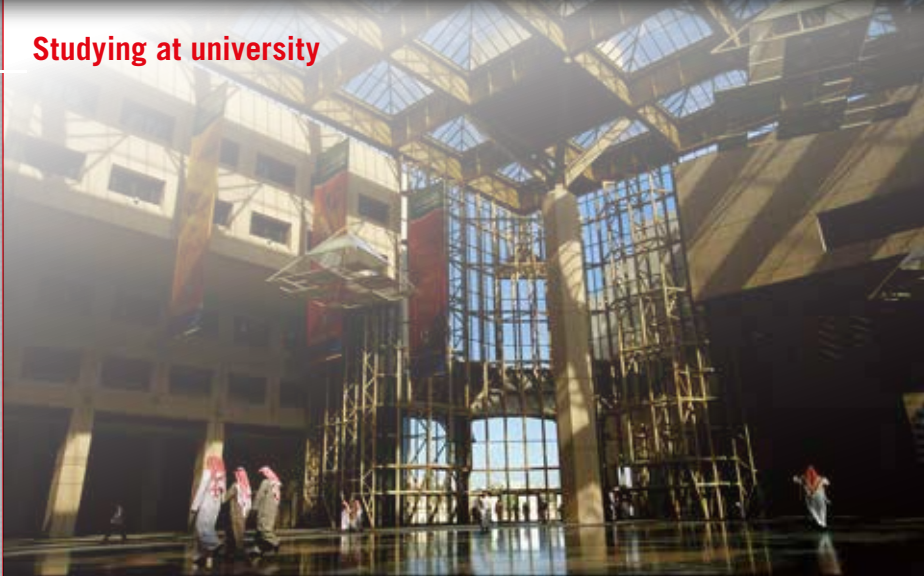
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1 Study plans

- Grammar** ▶ Present simple, past simple, present continuous, past continuous
▶ Present perfect simple, present perfect continuous ▶ Gerunds and infinitives 1
- Vocabulary** ▶ Studying at university ▶ Life at university ▶ *do* and *make*
- Speaking** ▶ Giving personal information – preferences
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▶ Vocabulary

Studying at university



1 Work with a partner. How many school or university subjects can you think of?
history, maths, medicine ...

2 Match these words with the definitions 1–8.

assignment course lecture notes research term tutor tutorial

- 1 a piece of work that you have to do as part of your studies
- 2 a lesson where a small group of students discuss something with a teacher
- 3 a lesson where a large group of people listen to an expert talking about a subject
- 4 a period of time that the school year is divided into
- 5 the study of something to discover new facts
- 6 a teacher at university
- 7 a series of lessons in a subject
- 8 things that you write down to help you to remember

3 Read the text and pay attention to the words in bold. Decide if each word is a noun or a verb and what you think the meaning is.

There are over 25 major universities and colleges in Saudi Arabia. With around 1 million students enrolled at them. Most students at university are **undergraduates**. They are studying to get a **degree**. There is usually **continuous assessment** of the students' coursework and assignments. The tutor gives a **grade** or **mark** for each piece of work. Students usually have to take exams too. Before each exam, students need to **revise** their notes. If you **fail** an exam, you normally **resit** the exam another day. Of course, you usually fail automatically if you **cheat**. When you **pass** your final exams, you **graduate**.

4 Now use a dictionary to check your ideas in 3.

▶ STUDY SKILLS

When you look up words in a dictionary, do not just look at the first meaning that appears. Many English words have more than one meaning and can have more than one form (eg, they can be a noun *and* a verb). Look at the introduction to your dictionary to find out how it gives information about types of word, and also how it shows the pronunciation of the word.

STUDY SKILLS ▶ page 72

5 LISTENING 02 Listen to the vocabulary quiz and answer the questions you hear.

1 *fail*

Life at university

6 Complete the sentences with a–g.

- 1 Some people don't want to study in their countries. They want to study *a*.....
- 2 At university it's usually easy to make new
- 3 When you live away from home, you become more
- 4 Students who don't live at home often live in a hall of
- 5 If you haven't got enough money to pay for your studies you can ask for a student
- 6 At university, there are lots of clubs that organize extra-curricular
- 7 Universities have gyms, laboratories and lots of other student

- a abroad
b activities
c residence
d loan
e independent
f friends
g facilities

7a SPEAKING Complete the questions with the words a–g in 6.

- 1 Would you like to study in a different country?
- 2 Would you prefer to live at home or in a hall of?
- 3 Is it easy to get a student in your country if you don't have enough money to study?
- 4 Do you find it easy to make new?
- 5 Do you do any extra-curricular?
- 6 What special for students are there in your school?
- 7 Do you consider yourself to be or do you need other people to do things for you?

7b Use the questions to interview your partner.

1a Work in pairs. Think of answers to these questions.

What are the advantages and disadvantages of studying at the university in your home town?
What are the advantages and disadvantages of moving to another city to study?

1b Compare your ideas.

2 Read the comments from an Internet forum. Match the people below to one of the comments 1–3.

- 1 It's better to study at home.
- 2 It's better to study in another place.
- 3 It isn't better or worse to study at home.

Master Biology
Storm
Tony
Mariam

▶ EXAM SUCCESS

In reading activities where you match questions or statements with different texts, remember that the words in the question may not be exactly the same as the words in the text.

EXAM SUCCESS ▶ page 75

3 Read the comments again. For questions 1–10, choose from the four people (A–D). The people may be chosen more than once.

Which person

- thinks that Eyad needs to consider more specific questions before he decides? 1
- bases his/her opinion on his/her experience? 2
- bases his/her opinion on someone close to him/her? 3
- bases his/her opinion on what he/she wants? 4
- talks about problems with concentration? 5
- thinks that the decision to stay at home or to move away is not final? 6
- says that first you need to find out what your university has got? 7
- is happy for his/her family to help him/her? 8
- doesn't feel his/her life has changed much? 9
- wants to experience new things? 10

4 Find words in the text with similar meanings to these words.

- 1 university (colloquial) (*Eyad*)
- 2 the same as (*Master Biology*)
- 3 the way that two or more people act or behave together (*Tony*)
- 4 questions, ideas (*Tony*)
- 5 a long time (*Storm*)
- 6 moments (*Storm*)
- 7 jobs at home (*Mariam*)


5 SPEAKING What about you?

- 1 What do you want to do when you finish school?
- 2 Where do you think it is better to go to university – in your home town or somewhere else? Why?

Student Helpline

The best place for help with university life

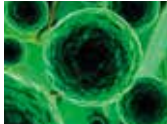
You are here: Home > Forums > General University Discussion



28-03-13
Eyad

Q: Is it better to go to the uni in your home town and stay at home or to move away to somewhere different? Next year I want to go and study at uni, but I'm not sure if it's better to stay at home and study here or if I should go and live in another city. What do you think?


A



28-03-13
19.27
Master Biology

At the moment I'm doing a microbiology course at the uni in my home town. I decided to stay here because I wanted to be close to my family and friends. But in the end most of my good friends went away to work or study at other universities. Living at home with my parents is OK, but it's difficult to make new friends because most of the other students live in halls of residence and they spend all their time together. Another problem is that I haven't become very independent because my mum and dad still help me with everything. Sometimes I think I'm at school, not at university. Don't be like me!


B



28-03-13
19.34
Tony

What's better? It depends on you. Nobody can decide for you. It depends on your student loan because it's usually cheaper to stay at home. Above all, it depends on the course you want to study. Find out which is the best university for your subject. Maybe they don't teach it in your home town. Find out details about the course, the tutors, assessment, etc and compare them with other places. What facilities has the university got for undergraduates? Choosing the right university is a really important decision. It can change your life. Don't make your decision without thinking about the really important issues.


C



28-03-13
19.45
Storm

I've also been thinking about this question for ages, but now I've made my decision. I'm moving away. I've lived in my home town all my life. Now I'd rather study in another city, maybe abroad, and see the world. I want to become independent. You can always go home for the holidays and for special occasions. Remember, at university the summer holidays are really long. And when you finish university, you can decide to go back if you don't like living away from home. But you always make more new friends when you live away from home. You have more time for extra-curricular activities. I love my mum and dad but it's good to be able to come and go when you like without anybody asking where you're going and what time to expect you back.

D



29-03-13
10.16
Mariam

Last year my brother went away to study. He was living in a hall of residence at first, but then he found a house with four friends. He was having a great time but then he started failing his exams. He sees that he needs to study more but it's impossible in the house. His friends are always making so much noise. He thinks I should study in my home town and live at home because at home it's quiet and you can study. And he says you have more time because you don't have to do chores like the shopping or the washing. I think staying in my home town has lots of advantages. But I don't know if my parents agree!

GRAMMAR GUIDE

Present simple, past simple, present continuous and past continuous

1a Look at the verbs in these sentences and name the tenses.

- 1 At the moment I'm **studying** in my home town.
- 2 Last year my brother **went** away to study.
- 3 He **was having** a great time.
- 4 His friends **are** always **making** so much noise.
- 5 You always **make** more new friends when you **live** away from home.
- 6 He **sees** that he **needs** to study more.

1b Which tense do we use when we want to talk about

- a present routines and habits?
- b actions that are happening now?
- c temporary actions in the present?
- d changing situations in the present?
- e finished actions or situations in the past?
- f things that are always or generally true?
- g activities in progress at a moment in the past?
- h present states?
- i actions that happen very often and are annoying and irritating?

2 Choose the correct alternative.

- 1 Thanks to you, I understand/am understanding now.
- 2 The moon goes/is going round the earth.
- 3 Listen! Somebody comes/is coming.
- 4 Temperatures get/are getting higher each year.
- 5 I love/am loving visiting my grandparents. We always go/are always going to visit them at the weekend.
- 6 My brother usually walks/is usually walking to university, but this week he goes/is going by bus.
- 7 Not again! My sister always takes/is always taking my books.
- 8 Do you wear/Are you wearing a uniform at your school?
- 9 I don't agree/am not agreeing that it's better to study at home.
- 10 That course sounds/is sounding really interesting.

3 Explain the difference between these pairs of sentences.

- 1a The students stood up when the tutor came in.
- 1b The students were standing up when the tutor came in.
- 2a At quarter past ten we finished our tutorial.
- 2b At quarter past ten we were finishing our tutorial.
- 3a They were having lunch when we arrived.
- 3b They had lunch when we arrived.
- 4a She was writing a novel about a group of students.
- 4b She wrote a novel about a group of students.

4 Complete the questions with the correct form of the verbs given.

- 1 What you (do) on your last holiday?
- 2 What you (do) at this time yesterday?
- 3 What you usually (do) after school?
- 4 you (like) doing sport?
- 5 What you (do) at the moment?
- 6 How you (come) to school?
- 7 What you (do) at ten o'clock last night?
- 8 What time you (go) to bed last night?

5 SPEAKING Use the questions in 4 to interview your partner.

GRAMMAR GUIDE

Present perfect simple and present perfect continuous

6a Match sentences 1–4 with the explanation of their uses a–d.

- 1 I've lived here for ages.
- 2 I've visited lots of different cities.
- 3 I've just made a decision.
- 4 My brother has gone away to university.
- a An action that happened at an unspecified moment in the past.
- b An action which started in the past and continues in the present.
- c A past action which has a result in the present.
- d An action finished very recently.

6b Look at these sentences. Which use the present perfect simple and which use the present perfect continuous? How do we form these two tenses?

- 1 I've **been trying** to decide but I can't.
- 2 I've **made** my decision.
- 3 I've **been thinking** about this question for ages.
- 4 I've **written** to four different universities.

6c Which tense, the present perfect simple or present perfect continuous, gives more importance to

- 1 the completion and result of an action?
- 2 the process and duration of an action?
- 3 how many times an action happens?
- 4 the fact that an action is temporary, incomplete or has finished very recently?

GRAMMAR REFERENCE ▶ page 14

7 Work with a partner. These words often go with the present perfect simple or present perfect continuous. How and why do we use the words?

for since ever never just yet already

For goes with periods of time, like three hours, ten minutes, a long time. It goes just before the time period.

8 Rewrite the sentences using the correct tense and the words in 7, if necessary.



- 1 That athlete has been walking more than a hundred miles.
- 2 I've lived here for 2005.
- 3 We've been to that city in 2008.
- 4 I've done this assignment for two weeks but I haven't finished yet.
- 5 My friend has been having an accident.
- 6 I've waited here for a bus for twenty minutes.
- 7 She's been failing six exams.
- 8 They've been revising for that exam since five hours.
- 9 Oh no! My keys and my wallet! I lost them.
- 10 I haven't been doing this exercise yet.

9 Complete these questions with the present perfect simple or present perfect continuous.

- 1 How long have you ...?
- 2 How long have you been ...?
- 3 Have you ever ...?
- 4 How many times have you ...?
- 5 What have you been ...?

10 **SPEAKING** Interview your partner with the completed questions in 9. Tell the class one interesting thing you found out about your partner.

do and make

1 Look at these words. Do they usually go with *do* or *make*? Write two lists.

an assignment a decision well
the dinner an exam the shopping
the washing a noise chores friends
a cake a course homework

2 Complete the rules with *do* or *make*.

- 1 We usually use with work at school or university.
- 2 We usually use with work around the house.
- 3 We usually use with things we produce, create or construct.
- 4 We usually use when we talk about activities in general.
- 5 We use with these words: a mistake, a decision, a noise, friends, an appointment, an effort, an excuse, money, progress, a phone call, a plan, a promise, an offer, a suggestion.
- 6 We use with these words: your best, a favour, business, sport, your hair.

3 Complete the text with the correct form of *do* or *make*.

Last year a good university (a) my brother an offer to study computer science there. He (b) the decision to accept their offer. He has to (c) a lot of work, but his tutors say that he (d) very well at the moment and that he (e) a lot of progress. He has to (f) a lot of theoretical exercises but he also has to (g) practical assignments. Right now, for example, they (h) a simple computer from old parts. The only problem is that my brother is becoming unhealthy because he never has time to (i) sports and he always eats out because he doesn't have time to (j) the shopping or (k) lunch or dinner. My mum says he needs to (l) an effort to (m) those simple chores, but I understand that it's hard. There isn't time to (n) everything!

4a Choose three expressions with *do* and three with *make*. Use the expressions to write questions to ask other people in your class.

What do you think is the best way to make money?
How do you feel when you make mistakes speaking English?
What course would you like to do at university?

4b Use your questions to interview as many people as possible.


4c Tell the class something you found out about the other students.


1 SPEAKING Work with a partner. Read these statements made by students about revising for exams. Which ones do you think are a good idea?

- 1 'Reading your notes again and again is useful.'
- 2 'It's good to revise with other students.'
- 3 'I always go to the library to revise.'
- 4 'I revise by reading my notes and then asking somebody to test me.'
- 5 'I can't stand revising so I leave all my revision to the last week before the exams.'
- 6 'I feel tired and stressed when I revise so I go running or swimming to help me to relax.'
- 7 'My revision strategy involves drinking lots of coffee and going to bed really late.'
- 8 'I always need to take a break after 45 or 50 minutes of study.'
- 9 'The last thing I do before the real exam is to do a practice exam.'
- 10 'I avoid revising a lot of subjects before the exam. I just revise some of the points and hope they come up in the exam.'

I think reading your notes again and again is a good idea.

I don't agree. I think it's better to read your notes and then get somebody to ask you questions, like in 4.

2 LISTENING  **03** Listen to two teenagers talking about revision. Which three ideas in 1 does Scott mention? Has he prepared well for the exam?

3  Listen again and choose the best answer (A, B or C).

- 1 Last night Scott
 - A didn't sleep at all.
 - B didn't sleep much.
 - C slept badly because of nerves.
- 2 The students found out about the exam
 - A four weeks ago.
 - B yesterday.
 - C four days ago.
- 3 On Fridays Scott
 - A goes out.
 - B does sport.
 - C revises.
- 4 Scott
 - A doesn't understand all the topics in the exam.
 - B doesn't like some of the topics in the exam.
 - C hasn't got information for all the topics in the exam.
- 5 Scott thinks he isn't going to pass the exam because
 - A he needs to answer all the questions.
 - B he's studied the wrong topics.
 - C he's studied last year's exam.
- 6 Scott can't study during lunch because
 - A he goes home for lunch.
 - B he doesn't have enough time.
 - C he hasn't got any books at school to study from.

4 SPEAKING What about you?

- 1 How do you usually prepare for exams?
- 2 Do you think your strategies are good? Why?/Why not?

GRAMMAR GUIDE

1 Match the statements 1–10 in Listening with these rules. Use one rule twice.

We use gerunds

- a as the subject/object of a sentence. **7**
- b with *go* to talk about physical activities.
- c after prepositions.
- d after verbs of liking or disliking (except when the verb goes with *would*, e.g. *would like*, *would prefer*).
- e after certain verbs like *admit*, *avoid*, *consider*, *involve*, *risk*, *suggest*.

We use infinitives

- f to explain why somebody does something.
- g immediately after adjectives.
- h after *too*, *enough*, *the first*, *the last*.
- i after certain verbs like *agree*, *appear*, *arrange*, *ask*, *attempt*, *encourage*, *force*, *manage*, *decide*, *expect*, *help*, *need*, *promise*, *want*.

GRAMMAR REFERENCE ▶ page 14



2a Choose the correct alternative.

Efficient revision

It's incredible (a) thinking/to think that we do hundreds of exams at school and university, but many students never pay much attention to how they revise. Here are just some ideas to help you (b) revising/to revise efficiently.

Some people think that (c) revising/to revise is a question of (d) sitting/to sit down for hours and hours with their notes. It isn't. It's essential (e) taking/to take frequent (but short!) breaks. This way our mind stays alert and active. Just (f) reading and reading/to read and read is not very sensible either. After a while we think we know everything and we no longer pay attention to what we are reading. Instead of (g) doing/to do this, read and then stop and answer questions. Why? (h) Seeing/To see if you have really understood what you have read.

That's one reason why it can be a really good idea to work with other students. Some people don't mind (i) revising/to revise alone but some people hate it. The good news for those people is that (j) discussing/to discuss past exam questions with other students can really help (k) checking/to check that you know what you're doing. And when you don't understand something, don't be too frightened (l) asking/to ask other people for help.

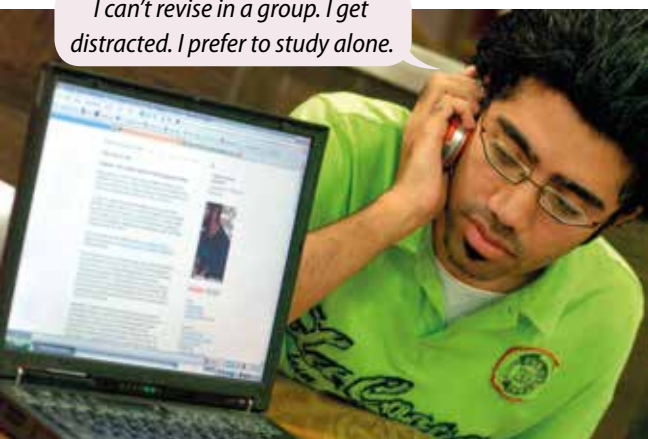
Lastly, don't forget (m) keeping/to keep healthy. Eat good food. Find enough time (n) sleeping and taking/to sleep and take exercise. When your brain stops functioning, do sport, go (o) cycling/to cycle, move your body. You know what the Romans said – a healthy mind in a healthy body!

2b What do you think of the ideas in this text?

It's a good idea to take lots of short breaks. I can only concentrate for about an hour, then I need to stop revising.

Exercise is really important to me. I can study better after I've done some sport or gone for a run.

I can't revise in a group. I get distracted. I prefer to study alone.



3a Complete the sentences with the gerund or infinitive form of the verbs given.

- 1 Plan your time at the start of the exam to make sure that you have enough time (finish) the exam.
- 2 (Start) the exam before you have read all the questions can be a bad idea.
- 3 We suggest (take) more than one pen or pencil into the exam.
- 4 Don't write too fast or carelessly. You risk (create) a bad impression.
- 5 Think about (leave) yourself time (check) your work before you hand it in.
- 6 Avoid (write) your opinion unless the question specifically asks for it.
- 7 When a question involves (answer) two or more different parts, make sure you answer them all.
- 8 Check that you know how many questions you need (complete) because sometimes not all questions are obligatory.
- 9 Attempt (answer) all the questions that are obligatory.

3b Work with a partner. Think of more good advice for taking exams.

4 Find eight mistakes with gerunds or infinitives in this text.

Five years ago we were doing a chemistry exam at school when the teacher found a boy who was looking at his notes during the exam. The boy, whose name was Oliver, admitted to cheat. Naturally, the teacher forced him to resit the exam the week after. Nobody expected Oliver passing. I was good at chemistry and I liked Oliver so I decided to help him by study with him. We spent the next week studying really hard. Oliver didn't feel very confident about passing. I suggested to study together the day before the exam and we agreed meeting in the evening. Then we also arranged to meet on the morning before the exam. While we were walking to school, I asked him questions. By this time he knew all the answers and was feeling good. The exam began at nine o'clock and Oliver appeared finding the exam easy. In fact, he was one of the first to finish. He managed passing the exam with 90%. He was really grateful and asked me if there was anything he could give me as a present. I just asked him to promise not cheating again. I'm really proud of Oliver because now he's at university, studying chemistry!

5 Complete the sentences with a verb in the gerund or infinitive form. Make the sentences true for you.

- | | |
|-------------------------|--|
| 1 I can't stand ... | 5 I relax at the weekend by ... |
| 2 I don't mind ... | 6 I'm really interested in ... |
| 3 I sometimes go ... | 7 For a really good holiday, I suggest ... |
| 4 I think it's good ... | 8 Next year I really want ... |

6 SPEAKING Work in groups. Compare your sentences in 5. Are any of your sentences the same?

7a SPEAKING Work with a partner. Complete the questions with a verb in the gerund or infinitive form.

- 1 Do you enjoy in the evening?
- 2 When you sleep, do you ever dream of?
- 3 Have you ever thought of?
- 4 Do you find it difficult?
- 5 Have you ever considered?
- 6 Do you think that you are brave enough?
- 7 Would you like to be the first person?
- 8 Do you avoid before exams?

7b Use your questions to interview other students and make a note of any interesting or funny answers.

7c Tell the class some of the things you discovered.

1 Read questions 1–6 and match them with one of the categories A–D.

- 1 What do you like about the place where you live?
- 2 What would you like to do when you finish studying at school?
- 3 Are you happier studying alone or with other people?
- 4 What things do you enjoy doing with your friends?
- 5 Do you like meeting new people?
- 6 Are you happier doing mental or physical work?

- A your home and family
 B your interests
 C your studies/work
 D your plans for the future



2 **LISTENING** **04** Listen to six students answering the questions in 1. Match each student to one of the questions.

- Student A
 Student B
 Student C
 Student D
 Student E
 Student F

3 Listen again. Make a note of the students' answers and any reasons or personal details they give. Do you think all the students answer the questions well? Why?/Why not?

4 **SPEAKING** Work with a partner. Take it in turns to ask and answer the questions in 1. Remember to give reasons and personal details.

5 Study different ways of expressing preferences in the Speaking Bank, then do exercise 6.

6 Complete the sentences with the correct form of the verbs given.

- 1 I prefer (play) football to (do) homework.
- 2 I'd rather (go) by bus than (walk).
- 3 She'd prefer (not stay) in at the weekend.
- 4 I'd rather you (not use) my computer.
- 5 She'd prefer us (do) our homework individually.
- 6 She prefers (write) essays by hand.
- 7 He'd rather we (send) him our homework by email.

Practice makes perfect

7a **SPEAKING** Work in pairs. Ask and answer the questions. Give reasons and personal details and use expressions from the Speaking Bank.

Student A: Ask these questions.

- 1 Which subject(s) do you prefer studying?
- 2 Would you rather study at home or in a library?
- 3 Would you like to have a gap year between school and university/work, or would you prefer to start straight away?

Student B: Ask these questions.

- 1 Would you prefer to study in your country or abroad?
- 2 Do you prefer studying with books or using a computer?
- 3 Would you rather have a school uniform or wear what you like?

7b Change partners and repeat.

STUDY SKILLS

To speak English well we need a balance between accuracy and fluency. Accuracy means how correct our use of grammar is when we speak. Fluency means whether we can speak continuously in English without stopping frequently to think about what we want to say next.

STUDY SKILLS ▶ page 72

▶ Speaking Bank

Expressing preferences

prefer

- I prefer revising alone.
- I prefer studying alone to studying with other people.

would prefer

- I'd prefer to be a translator (than a doctor).
- I'd prefer not to study medicine.
- My parents would prefer me to do more exercise.

would rather

- I'd rather live in a big city.
- I'd rather not live in a small town.
- I'd rather study than work.
- They'd rather I studied medicine.
- My parents would rather I didn't study alone.

- 1** Read this email from an English boy called Paul to his friend Tareq who lives in Saudi Arabia. Underline the four main pieces of information that Paul wants from his friend.

Message _ ×

✉ ↩ ➡ 🗑️ 🖨️ ✉️

From: Paul <Paul@mailnet.com>
 To: info@mailpals.com
 Subject: Gap year!

Hi!

Sorry I haven't written for a long time but I've been doing my final exams. I think I've done OK. I hope I've passed them all! What about you? What have you been doing recently?

I think I mentioned in my last email that next year my idea is to have a gap year. I want to travel to lots of different places, and I thought it'd be great to come and visit you. When is the best time of year to visit Saudi Arabia?

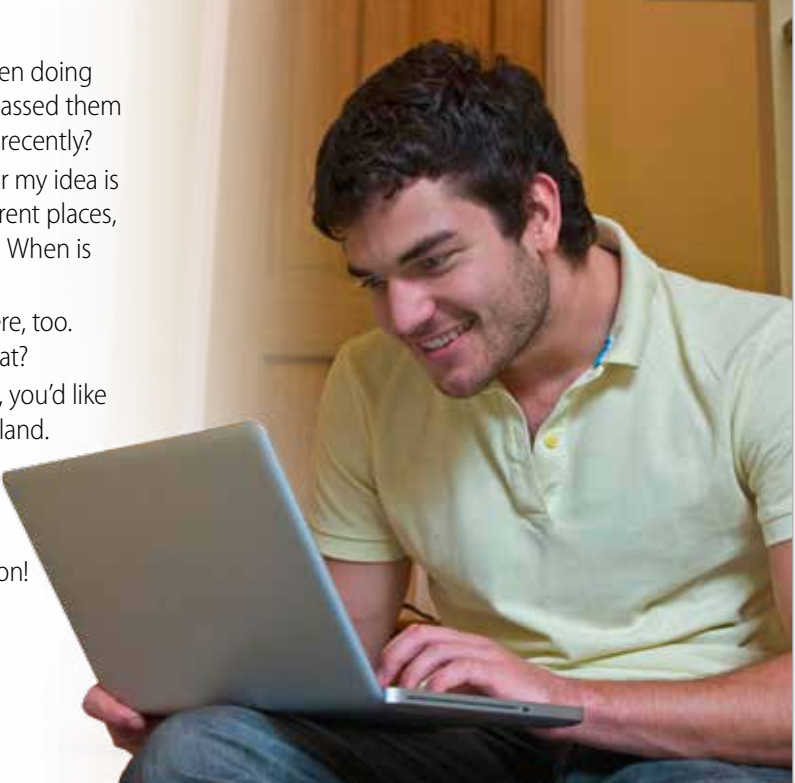
It'd be great to start learning Arabic while I'm there, too. What do you think is a good way for me to do that?

Maybe after I've spent some time there with you, you'd like to come back with me and visit my family in England. If so, tell me what type of things you'd like to do here.

Anyway, I'm going out with my friends now to celebrate the end of our exams. Write back soon!

Best wishes,

Paul



- 2** Think about the style of the email in 1. What things in the text are typical of informal emails?
exclamation marks
- 3** Look at the expressions in the Writing Bank. What do we use each group of expressions for? Can you add any other expressions?

▶ **Writing Bank**

Useful words and expressions in informal emails

- Hi ... Dear ...
- Thanks for your last email.
It was great to hear from you.
Sorry I haven't written for a long time.
I'm writing to tell you about ...
- How are you? How are things?
Are you doing exams/on holiday at the moment?
- By the way, Anyway,
- Write back soon. That's all for now. Bye for now.
Best wishes, All the best,

- 4** Work with a partner. Imagine that you have received Paul's email. Make notes about the information that he wants.
What have you been doing recently? – assignments at school, went away with family last weekend, started going running ...
- 5** You are going to write a reply to Paul. With your partner, make a paragraph plan. Decide what information to include in each paragraph.
Paragraph 1 – Thank Paul for his email. Tell him what I've been doing.

Practice makes perfect

- 6** Write your reply to Paul. Use your notes and paragraph plan to help you. Write between 120 and 150 words.

▶ **EXAM SUCCESS**

In this type of writing exercise, follow the instructions carefully. You lose marks if your reply does not include all the necessary information or if it is not in the correct style.

EXAM SUCCESS ▶ page 75

Language reference and revision

▶ Grammar reference

Present perfect simple

We use the present perfect simple to talk about:

- 1 an experience in someone's lifetime, without saying the exact time when the event occurred. What is significant is the actual experience, not when it happened.
I've seen the Jamarat Bridge.
- 2 recent events which have a result in the present.
She's lost her bag. (She still hasn't found it.)
- 3 actions or situations that began in the past but continue in the present.
Mark's lived here for ten years. (= Mark started to live here ten years ago and he still lives here now.)
- 4 actions that finished very recently.
They've just had an accident.

Present perfect continuous

The present perfect continuous has basically the same meaning as the present perfect simple. However, we use the continuous when we want to emphasize the process and duration of an action.

I've been studying in this school for more than five months.

For that reason, if an action is very short, we cannot use the continuous form.

I've been breaking the window.

We also use the continuous to emphasize that an action finished very recently or is incomplete.

I've been washing the dishes and my hands are wet because I only finished a second ago.

If we want to emphasize the completion and result of an action, or how many times an action happens, we must use the present perfect simple.

I've painted my bedroom. (It's finished.) I've read that book three times.

Gerunds and infinitives 1

We use the gerund:

as the subject of a sentence.

Studying is hard but interesting.

after prepositions.

I'm interested in studying history.

after verbs of liking or disliking, e.g. *like, love, enjoy, can't stand, don't mind, hate.*

I enjoy watching TV.

with *go* to talk about physical activities.

go running, swimming, cycling, shopping, fishing

after certain verbs like *admit, avoid, consider, involve, risk, suggest.*

I suggest studying this book.

We use the infinitive:

to explain why somebody does something.

Why did he go to university? To study languages.

immediately after adjectives.

It's good to revise with other people.

after *too, enough, the first, the last.*

It's too cold to go out.

after certain verbs, such as *want, learn, agree, decide, expect, hope, seem, try, would like, appear, arrange, ask, attempt, encourage, force, manage, help, need, promise.*

I want to work for a newspaper.

▶ Vocabulary

1 Studying at university

assignment cheat course continuous assessment
degree fail grade/mark graduate lecture
notes pass research resit revise term tutor
tutorial undergraduate

2 Life at university

become independent extra-curricular activities
hall of residence make new friends student facilities
student loan study abroad

3 do and make

do: an assignment, an exam, a course, homework, the shopping, the washing, chores, well, your best, a favour, business, sport, your hair

make: the dinner, a cake, a decision, a noise, friends, a mistake, an appointment, an effort, an excuse, money, progress, a phone call, a plan, a promise, an offer, a suggestion

▶ Grammar revision

Present simple, past simple, present continuous and past continuous

1 Complete the sentences with the correct form of the verbs given.

Normally I (a) (not study) in the summer, but this summer I (b) (go) to special sewing lessons because I (c) (want) to learn to make my own clothes. Two or three weeks ago I (d) (study) for an exam one evening when my mum (e) (come) into my bedroom and (f) (give) me a sewing machine! That's why right now I (g) (do) my homework – 'sewing' homework, not school homework!

WORKBOOK ▶ page 4

/ 7 points

Present perfect simple and present perfect continuous

2 Choose the correct alternative.

- 1 Have you switched/been switching off the TV?
- 2 My feet are tired. I've stood/been standing here for hours.
- 3 I love this book! I've read/been reading it five times.
- 4 This is my American friend. She's stayed/been staying at my house but she goes back to the USA tomorrow.
- 5 Your eyes are wet. Why have you cried/been crying?
- 6 That's it! I've finished/been finishing my assignment.

WORKBOOK ▶ page 4

/ 6 points

Gerunds and infinitives 1

3 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. Use between two and five words.

- 1 Don't do that because there's a chance you'll fail. **RISK**
Don't do that because you
- 2 He loves to ride his bike at the weekend. **GO**
He loves to at the weekend.
- 3 I think it's terrible to get up early. **STAND**
I early.
- 4 I think it's essential to have a valid passport. **PASSPORT**
I think is essential.
- 5 Please think about joining our club. **CONSIDER**
Please our club.
- 6 Nobody finished the exam before Sarah. **FIRST**
Sarah was the exam.
- 7 It would be great to go to university next year. **LOVE**
I to university next year.

WORKBOOK ▶ page 7

/ 7 points

▶ Vocabulary revision

Studying at university

1 Complete the sentences with these words. There are two extra words.

tutorial lecture fail pass notes
tutor undergraduate degree marks

- 1 I hope I don't I don't want to resit the exam next month.
- 2 I got an A+ and a B for my last two pieces of work. What did you get?
- 3 Can I borrow the you took in yesterday's history class? I couldn't come because I was ill.
- 4 I need to speak to my because I'm having some problems with my studies at the moment.
- 5 My brother graduated last year. His is in economics.
- 6 This course is only for students – people studying at university for the first time.
- 7 The professor gave a really interesting There were 200 people there.

WORKBOOK ▶ page 2

/ 7 points

Life at university

2 Write words to complete the sentences.

- 1 Some people study instead of studying in their own country.
- 2 I need to ask for a student because I don't have enough money to pay for my studies.
- 3 This university has got great The science laboratories, for example, are amongst the best in the country.
- 4 It's good to be and to do things for yourself.
- 5 I live with other students in a of residence.
- 6 - activities can help to take your mind off your studies.

WORKBOOK ▶ page 2

/ 6 points

do and make

3 Put these words in the correct columns.

a decision a favour the shopping the lunch progress
a plan a suggestion

do	make

WORKBOOK ▶ page 00

/ 7 points

Total

/ 40 points

2 Work experience

- Grammar** › Past perfect simple and continuous › Past and present habits
› Gerunds and infinitives 2
- Vocabulary** › Work and jobs – conditions, stages, phrasal verbs, etc.
- Speaking** › Stimulus-based discussions 1
- Writing** › An opinion essay 1

Vocabulary

Work conditions and responsibilities



- 1** Work with a partner. Try to think of one job for each letter of the alphabet.

A – architect, B – builder, C – construction worker

- 2** Read these job descriptions. What are the jobs?

a

You don't really need special **qualifications** to do my job, except for a driving licence. I **deal with** the public. I'm **responsible for** getting them where they want to go. I think I have quite a **stressful** job because of the traffic and because my passengers are often in a hurry. I work **outdoors**, but because I'm inside my car I work in quite **good conditions**. I'm **self-employed**, not an **employee** in a company. I don't **earn** a very good salary.

b

I often work in very **dangerous conditions**. One day I'd just like to work **indoors** in an office and **do paperwork**, or maybe even **manual work**. I'm not very **well paid**, considering the problems I have to deal with. It's a **skilled** job because you need special **training** to do it. For example, you need to learn how to control a big crowd of people. But really, it's **experience** that helps you learn to deal with criminals.

- 3** Look again at the expressions in bold. Check that you understand what they mean. Use a dictionary if necessary.

- 4** **LISTENING** 05 Listen to four people describing their jobs. Match each person to one of these jobs.

bank manager farmer firefighter miner
nurse personal assistant (PA) pilot
school caretaker software designer teacher

- 1 3
2 4

- 5** **SPEAKING** Work with a partner. Describe a job using the expressions in bold in 2. Can your partner guess the job?

Working hours

- 6** Match these expressions with the definitions 1–5. There are two extra expressions. Check that you understand what these mean.

be on flexi-time do shift work
work from nine to five work full-time
work long hours work overtime work part-time

- 1 you have flexible working hours
- 2 sometimes you work during the day and sometimes during the night
- 3 you work extra hours
- 4 you spend a long time working
- 5 you don't work all day

- 7** Work with a partner. In which jobs or situations do you think it is common to

- 1 work overtime?
- 2 do shift work?
- 3 work long hours?
- 4 work from nine to five?

Stages of a job

- 8a** Put these different stages in a logical order.

apply for a job become unemployed be fired
be offered a job get promotion look for a job

- 1 *look for a job*

- 8b** **LISTENING** 06 Listen and check.

- 9** Match the expressions 1–4 with their meanings a–d. Use a dictionary if necessary.

- 1 be made redundant
 - 2 be sacked/fired/dismissed
 - 3 retire
 - 4 resign
- a state formally that you are leaving a job permanently
b stop working, usually because you are officially too old to work
c lose your job, usually for doing something wrong
d lose your job because your job is no longer necessary

- 10** **SPEAKING** Work with a partner. Talk about your work plans.

I'd like to find a job as a software designer, designing games. I'd prefer to work from nine to five. After a few years I'd like to get promotion and be responsible for designing my own game.

1 SPEAKING Work with a partner. Read the title of the article and look at the photo. Can you guess the man's job?

2 Read the article. Match paragraphs A–E with these summaries.

- 1 what Ben did when he had this job
- 2 why Ben was a great candidate for the job
- 3 what the job consisted of
- 4 how they selected the best person for the job
- 5 Ben's life after the best job in the world

The best job in the world

A
In May 2009 a 34-year-old British man called Ben Southall was offered the best job in the world. The job was as caretaker of a tropical island in Queensland, Australia. The job was full-time but only lasted six months. It involved looking after the island but also doing every activity that tourism offers in Queensland – surfing, sailing, flying and diving, to name just a few. Then Ben had to write about it in a blog. The main idea of the job was to promote tourism in this beautiful part of the world. As the name 'the best job in the world' suggests, the job came with a great salary and brilliant conditions. How would you feel about living in a three-bedroom luxury villa with a private swimming pool, right next to the beach? Or having your own golf buggy to drive around and explore the island where you lived?

B
It's probably no surprise that more than 34,000 people from all over the world applied for the job. To apply, people made 60-second videos to show why they were the ideal person for the job. Tourism Queensland, the organization offering the job, chose their favourite 50, and then just 16. Those 16 people included students, journalists, TV presenters, photographers, a receptionist, radio presenter, teachers and actors. They travelled to Queensland to take part in different activities such as swimming and blogging. On the basis of these tasks and tests, Tourism Queensland decided to give the job to Ben.

C
On his video application, Ben had impressed everyone by riding an ostrich, playing with a giraffe and trekking through Africa. In fact, the year before, Ben drove all around Africa to raise money for charity. For 12 months, he had been organizing and taking part in sports events such as climbing mountains and

3 Read the article again. Are these statements true (T), false (F) or is the information not given (NG)? When the answer is true or false, write the number of the line(s) where you found the answer.

- 1 The 'best job in the world' involved simply doing what a normal tourist does all day long. T/F/NG
- 2 The job came with accommodation. T/F/NG
- 3 Tourism Queensland knew that the job would attract all sorts of people from lots of different countries. T/F/NG
- 4 Tourism Queensland only met sixteen candidates in person. T/F/NG
- 5 Ben's main reasons for going to Africa were all sports-based. T/F/NG
- 6 Ben's previous experience was not very relevant to the job in Australia. T/F/NG
- 7 Ben got very tired of communicating with the media every day. T/F/NG
- 8 Ben made a great impression on his bosses. T/F/NG

running marathons. Ben has a degree in science, but that wasn't the main factor in the success of his application. He had already worked as a tour guide, written newspaper and magazine articles, given interviews and kept a video blog to share his experiences in Africa with others.

D
Ben loved the job but he certainly worked long hours. He didn't use to have much time for just sitting back and relaxing. He would work up to 19 hours a day, seven days a week. Each day he would do a number of promotional events and press conferences. When the six-month job finished, Ben had visited 90 different locations, made 47 video diaries and given more than 250 interviews. The worst part for him was that at the end of each day he used to have to sit up late blogging and uploading pictures. And although the conditions were great, there was one dangerous incident. In the last week of the job, Ben jumped out of a boat into the sea and an Irukandji jellyfish stung him. People have died from these stings, but luckily a local doctor immediately knew what to do and after six uncomfortable hours Ben was fine again.

E
A model employee, when Ben's job on Hamilton Island finished, Tourism Queensland immediately offered him a new job. They gave him an 18-month contract, this time to travel all around the world promoting Queensland as a tourist location. Could that be the second-best job in the world?



4 Match the underlined words in the text with these definitions.

- 1 attract people's attention to something
- 2 collect
- 3 give or tell
- 4 a big African bird with a long neck that can run but cannot fly
- 5 a good example
- 6 a soft, round, transparent sea animal
- 7 making a long and difficult journey on foot
- 8 expensive and of very good quality
- 9 a small car used for travelling over difficult ground
- 10 using something to take a decision

5a Work with a partner. Imagine that you are going to meet Ben Southall. Write five questions to ask him.

5b SPEAKING Change partners. Take it in turns to ask and answer the questions.

6 What about you?

- 1 Do you think this really is the best job in the world? Why?/ Why not?
- 2 What is more important to you in a job – the salary or the conditions? Why?

GRAMMAR GUIDE

Past perfect simple and past perfect continuous

1a Read the sentence and decide which action happened first.

When the six-month job **finished**, Ben **had visited** 90 different locations.

- 1 The job finished.
- 2 Ben visited 90 different locations.

1b Choose the correct alternative.

We use the past perfect simple to talk about actions that happened after/before another action in the past.

1c Read these two sentences. Which sentence gives more importance to the duration of the action? Which gives more importance to the completion of the action?

- 1 For 12 months, he **had been organizing** and taking part in sports events ...
- 2 He **had** already **worked** as a tour guide.

1d Which sentence in 1c uses the past perfect continuous? How do we form the past perfect continuous?

GRAMMAR REFERENCE ▶ page 24

2 Complete the sentences using the past simple or past perfect simple form of the verbs given.

- 1 The teacher didn't let her do the exam because when she arrived, the exam (start).
- 2 When she (write) her letter of application, she sent it.
- 3 He unlocked the door and (step) inside.
- 4 Before today's conversation I (not speak) to the boss.
- 5 When the wind (blow), the leaves on the trees shook.
- 6 They didn't want to see my new phone again because they (see) it twice already.
- 7 They weren't hungry because they (eat).

3 Choose the best alternative.

- 1 We had waited/been waiting for an hour when finally the director arrived.
- 2 They were tired because they have/had been running for more than an hour.
- 3 By the time we got there, they had eaten/been eating all the food.
- 4 He had written/been writing three novels by the time he was twenty-five.
- 5 She couldn't open the door because she had lost/been losing the key.
- 6 When I saw her face, I knew she had cried/been crying for a long time.
- 7 The two students couldn't do the exercise because they had talked/been talking non-stop throughout the sixty-minute lesson.

4a Invent endings for these sentences. Use verbs in the past perfect simple or past perfect continuous.

- 1 The little boy was crying because ... *somebody had stolen his sweets.*
- 2 His parents were angry with him because ...
- 3 When they got home they were soaking wet because ...
- 4 She felt really sleepy because ...
- 5 We did really well in the exam because ...
- 6 My hands were dirty because ...
- 7 The teacher was very happy with the class because ...
- 8 My arms were tired because ...

4b SPEAKING Compare your sentences with a partner. Are any the same?

GRAMMAR GUIDE

5a Read these sentences and answer the questions.

- a At the end of each day, he **used to** have to sit up late blogging and uploading pictures.
- b He **didn't use to** have much time for just sitting back and relaxing.
- c He **would** work up to 19 hours a day, seven days a week.
- d A jellyfish **stung** him.

- 1 Which activities in a–d are things that happened regularly?
- 2 What happened just once?

5b Read rules 1–5 and complete rules 1 and 2 with *used to*, *would* or *the past simple*.

- 1 We use and to talk about past habits.
- 2 We use to talk about single events in the past.
- 3 We use *would* with past actions but not past states. *He would arrive late. NOT He would be late. He used to like his job. NOT He would like his job.*
- 4 We do not usually use *wouldn't* to talk about past habits. *He didn't use to go to bed early. NOT He wouldn't go to bed early.*
- 5 When we give a period of time, we use the past simple, not *used to*. *He used to live on an island. He lived on the island for six months. NOT He used to live on the island for six months.*

GRAMMAR REFERENCE ▶ page 24

6a How was life different 200 years ago? Complete the sentences with *used to* or *didn't use to* and these verbs.

be eat have learn play throw travel walk

- 1 People by horse.
- 2 They computers.
- 3 They from one place to another more than they do now.
- 4 Generally, they healthy food.
- 5 Simple illnesses very dangerous.
- 6 People computer games.
- 7 Most people away so much rubbish as they do now.
- 8 Educated people Latin.

6b In which sentences in 6a can you replace *used to* with *would*?

7 Complete the text with *used to* and *would* with the verbs given, or the past simple form of the verbs given. Sometimes there is more than one possible answer. When both *used to* or *would* are possible, use *would*.



My grandfather is 80, but when he was a young man he (a) (work) as a fishmonger. He (b) (like) his job. He (c) (get up) early every morning and go to Qatif fish market. In those days, my grandfather (d) (not have) a car, and so he (e) (walk) there quite often. The only problems my grandfather had were with seagulls. When he was a fishmonger, he (f) (hate) them! (Not now – now he feeds them!) One day, this enormous seagull (g) (fly) down. It (h) (bite) him really badly and my grandfather (i) (need) to go to hospital. But, in general, I remember that he (j) (not complain) about his job.

8a Complete these sentences so they are true for you. Copy your finished sentences onto a piece of paper.

- 1 I used to at the weekends, but now I don't.
- 2 I didn't use to at the weekends, but now I do.
- 3 I used to in the evenings.
- 4 I didn't use to at school, but now I do.
- 5 When I was at primary school, I would
- 6 Once when I was at primary school, I

8b SPEAKING Your teacher is going to read out some of the sentences. Who do you think wrote them?

Phrasal verbs connected with work

1 Match the phrasal verbs in bold in sentences 1–7 with their meanings a–g.

- 1 If you want to **get ahead**, you need to work hard.
 - 2 He applied for a job in an international company but they **turned him down**.
 - 3 She **took over** the project last year. It's hers now.
 - 4 They're going to **set up** a new office in Tokyo.
 - 5 This new job is hard but I'm going to **keep at it**.
 - 6 We're **working on** a new product to get it just right.
 - 7 To apply for the job, you must **fill in** this form.
- a spend time producing or improving something
b start (a business, organization, etc)
c continue working at something even if you want to stop
d progress faster than other people
e write information such as your name and address on a document
f not accept an offer, request or application
g take control of something

▶ **STUDY SKILLS**

Phrasal verbs consist of a verb and one or two particles (prepositions or adverbs). The meaning of phrasal verbs is not always easy to guess from the verb or particles. Use a dictionary, but be careful because the same phrasal verb can have different meanings. **STUDY SKILLS ▶ page 72**

2 Complete the sentences with the correct form of the phrasal verbs in 1.

- 1 Don't stop trying! it!
- 2 I'm ambitious. I want to and get to the top of the company.
- 3 Don't forget to this section of the questionnaire with your address.
- 4 They offered me promotion but I it because I didn't want any more responsibility.
- 5 You need a lot of money and original ideas to a new business.
- 6 Let's this project first and when we finish we can look at something else.
- 7 We used to be an independent company, but a big Japanese company us last year.

3 Complete the questions with the correct particle. Then ask and answer the questions in pairs.

- 1 Are you working any assignments at school at the moment?
- 2 When something is difficult, do you usually keep it or not?
- 3 Have you ever filled an official form? Why?
- 4 What qualities do you think you possess to get in a job?
- 5 What business would you like to set?


- 1 SPEAKING** Work with a partner. Read this extract from a newspaper article. Do you think 'helicopter parents' are a good thing or a bad thing? Why?

Recently a lot of people have started talking about 'helicopter parents'. These parents pay very close attention to their children and try to solve all their problems, even when they are at university and when they start work. They insist on helping their children, whether their children need them or not.

▶ EXAM SUCCESS

Look at the next task. Before you listen, it's a good idea to read the questions and underline any important information. When you listen, remember that you are listening for the ideas, not just the words that express them.

EXAM SUCCESS ▶ page 75

- 2 LISTENING**  **07** You are going to hear five people talking about helicopter parents. Choose from the list (A–F) the opinion each speaker expresses. Use the letters only once. There is one extra letter.

- A I turned somebody down because of their helicopter parent.
 B I think a parent's job is to help their children when they can.
 C I know I probably make mistakes, but I need to be independent.
 D I don't think you can make decisions for your children.
 E I think everybody needs a helicopter parent.
 F I've started to see a change in the way people behave where I work.

Speaker 1
 Speaker 2
 Speaker 3
 Speaker 4
 Speaker 5

- 3a** Look at the sentences. Which alternative do you think the speakers used in the interviews?

- 1 I stopped *to be/being* a child when I left school.
 2 I can't remember *to see/seeing* so many parents as this year.
 3 One student forgot *to come/coming* for an exam.
 4 I like *to make/making* life easy for my kids.
 5 I was doing something important but I stopped *to prepare/preparing* myself for an interview with a twenty-three-year-old science graduate.

- 3b**  Listen again and choose the correct alternative.

- 4 SPEAKING** What about you?

Do you think your parents are 'helicopter parents'? Why? Why not?

GRAMMAR GUIDE

- 1a** Read the pairs of sentences. In which pair do the two sentences have different meanings? What is the difference?

1a I started working.

1b I started to work.

2a I stopped working.

2b I stopped to work.

- 1b** Match the verbs + gerund/infinitive with the correct meaning.

1 *stop to do*

2 *stop doing*

a you stop one activity because you want or need to do another activity

b you are doing something and then you stop

3 *remember to do*

4 *remember doing*

a you do something and then you remember it later

b you remember you need to do something and then you do it

5 *forget to do*

6 *forget doing*

a you don't do something that you intended to do

b you did something but now you don't remember it

7 *like to do*

8 *like doing*

a you do something because you enjoy doing it

b you do something because you think it's a good idea

GRAMMAR REFERENCE ▶ page 24

- 2** Choose the correct alternative.

- 1 I remember *to play/playing* in the sand when I was young.
 2 The teacher's angry because I forgot *to do/doing* my homework.
 3 I like *to go/going* to the dentist twice a year.
 4 We stopped *to eat/eating* because we were hungry.
 5 Did you forget *to bring/bringing* a pen? Don't worry, I've got a spare one.
 6 Can you remember *to give/giving* this to Danny when you see him tomorrow?
 7 You look really healthy now that you've stopped *to smoke/smoking*.
 8 My dad likes *to get/getting* up early because that means he can finish work early too.

3 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. Use between two and five words.

- I didn't send that letter yesterday because I didn't remember.
FORGOT
I yesterday.
- He thinks it's important to wear a tie for interviews.
LIKES
He for interviews.
- You always call me when I'm at work. Please don't!
STOP
Please when I'm at work!
- Don't worry. Yesterday I sent that email. I didn't forget.
REMEMBERED
Don't worry. Yesterday that email.
- I think watching football is really good fun.
LIKE
I football.
- My mum stopped work and had a coffee.
HAVE
My mum stopped work a coffee.
- I saw that car in the motor show. I'll never forget.
REMEMBER
I that car in the motor show.
- Make the dinner tonight. Please don't forget!
REMEMBER
Please the dinner tonight.

4 Write complete sentences about these things.

- something unusual you remember doing when you were at primary school
- something that you remembered to do last week
- something important that you once forgot to do
- something that you enjoy doing
- something that you don't really enjoy doing but you think it's a good idea
- something that you did when you were younger but that you stopped

5 SPEAKING Work with a partner. Compare your sentences. Ask your partner follow-up questions.

I remember breaking my arm when I was at primary school.

How did you do it?

I was playing with my friends in the playground and I fell.

6a LISTENING 08 Listen to the sentences and mark the word which the speaker emphasizes most.

- They're constantly arriving late.
- You're always saying that.
- She will interrupt me.
- He's forever talking about football.
- They will leave the lights on.

6b Practise saying the sentences. Stress the appropriate word in each sentence.

GRAMMAR GUIDE

7a Read these sentences. They all talk about present habits. Which three different tenses are used in the sentences?

- I always get up early.
- My mum is constantly calling me.
- She will tell me what to do all the time.
- They'll often come to talk about their son's exams.
- My parents are always giving me presents.

7b Read these explanations of the way we use these tenses and match them with the sentences in 7a.

- The common way of talking about present habits is with the present simple.
- We use the present continuous with *always, constantly, forever, continually* for habits that are irritating or annoying.
- We can also use the present continuous with *always, constantly, forever, continually* for habits that are in some way unusual.
- We can use *will* for repeated or habitual behaviour. We put stress on *will* when we are annoyed or irritated.

GRAMMAR REFERENCE ▶ page 24

8a Complete the mini-dialogues using the correct form of these words. Use *will* or the present continuous and *always, constantly, forever* or *continually*.

borrow leave talk say

- A:** What's the matter?
B: It's my brother. He on the phone really loudly.
- A:** Are you OK?
B: No. I haven't got anything to wear. My sister my clothes!



- A:** You're angry with me, aren't you?
B: Yes, I am. You your dirty plates on the table.
- A:** Why don't you like this TV presenter?
B: He the same things.

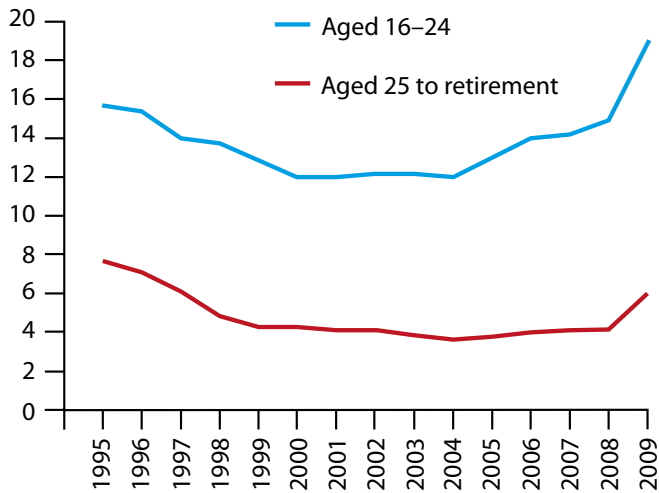
8b SPEAKING Work with a partner. Practise saying the dialogues with the correct stress.

9 SPEAKING Talk about things that people do that annoy you.

My brother is always taking my books and losing them.

A

Percentage of UK adults who are long-term unemployed



Source: Labour Force Survey, ONS, UK

B

'It's clear that educational qualifications affect your chances of finding a job, and of finding a job with a good salary.'

Joe Smith, Sociologist

C

Number of young people out of work rises again because of economic recession

D

Young women who are badly paid (less than £7 an hour):	22.6%
Young men who are badly paid (less than £7 an hour):	11.3%

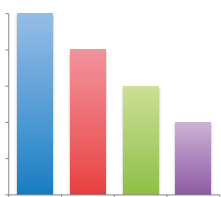
1 Find the following elements on this page and write the letters next to their descriptions.

- | | |
|--------------------|----------------------|
| 1 a headline | 3 a statistic |
| 2 a quote | 4 a line graph |

2 Label the pictures with these words.

a line graph a bar graph a pie chart

1



2



3



3 **SPEAKING** Work with a partner. What topic connects all the different elements?

4 **LISTENING** **09** In what order does the speaker mention the different elements? Listen and write the letters A–D in the order you hear them.

First Second Third
Fourth

5 Listen again and tick the expressions you hear in the Speaking Bank.

▶ Speaking Bank

Useful expressions in stimulus-based discussions

- The main idea of the material is ...
- All of the material is to do with ...
- The material here is linked to the topic of ...
- The newspaper headline states that ...
- The headline suggests that ...
- The graph shows that ...
- In the photo, I can see ...
- The photo illustrates ...
- There's an interesting quote from ...
- The quote suggests that ...
- We can see from the statistics that ...
- The statistics show that ...
- To sum up ...

6 **SPEAKING** Work with a partner. Take it in turns to talk about the different elements on this page. Use expressions from the Speaking Bank.

Practice makes perfect

7a **SPEAKING** Look at the material on page 82. Decide what the general topic is and what each different element is about.

7b Work with a partner. Take it in turns to talk about the topic.

▶ EXAM SUCCESS

In this type of task, first look at all the stimuli and decide what the general topic is. Then check that you understand the content of each different stimulus. Make notes about your ideas but don't simply read them aloud in the exam. Use them as a framework for your talk, to remind you what to say next.

EXAM SUCCESS ▶ page 75

1 Work in pairs. Read this writing task. Do you agree or disagree with the statement? Why? Write notes about your ideas.

‘It’s a bad idea for teenagers to do part-time work while they are still studying at school or university.’
What is your opinion?

2 With your partner, complete this plan with your ideas.

Paragraph 1: Introduction. General statement on the topic and state your opinion.

Paragraph 2: First and most important reason for your opinion.

Paragraph 3: One or two other reasons for your opinion OR other people’s arguments against your opinion and why you don’t agree with them.

Paragraph 4: Summary and conclusion. Restate your opinion.

▶ **STUDY SKILLS**

When you have thought of the basic ideas that you are going to include in your essay, stop and organize them into logical paragraphs. You should do this before you start to write, not while you are writing. **STUDY SKILLS ▶ page 72**

3 Read this essay, ignoring the gaps. Does it follow the paragraph plan in 2? Is the opinion of the writer similar to your opinion?

In some countries, the USA for instance, many teenagers work while they are still studying at school or at university. (a) _____, this is a really bad idea.

(b) _____, studying at school or university is a full-time occupation. Students need time to take notes, revise, do assignments and research topics. In my opinion, students who work in the evenings or at the weekends do not have time to do these things properly. (c) _____, young people often work in bad conditions or late at night. This means that after work they find it difficult to pay attention and concentrate.

(d) _____, some people say that work experience can help to make you more independent and responsible. (e) _____ up to a point. However, there is time for students to gain this experience when they finish their studies.

(f) _____, I believe that a student’s real responsibility is to learn as much as possible. They can only do this if they study full-time, with no other distractions.

4 Complete the essay with these phrases.

On the other hand To begin with To sum up
Furthermore As far as I’m concerned I agree with this

5 Write the words and expressions in 4 in the correct place in the Writing Bank.

▶ **Writing Bank**

Useful words and expressions in opinion essays

Expressing opinions

- Personally, I think ...
-
- In my opinion,
-
- I believe that ...

Adding opinions and putting them in order

- Firstly,
-
- Secondly,
- In addition,
-
- What is more,
- Finally,
- Lastly,

Explaining and justifying your opinions

- This is because ...
- The reason is ...
- For instance,

Contrasting opinions

- However,
- Nevertheless,
-

Concluding

-
- In conclusion,
- All things considered,

6 Work in pairs. Look at this task. Write notes about your ideas and then complete the plan in 2 for this topic.

‘School does not prepare students for the world of work.’ Do you agree?

Practice makes perfect

7 Use the plan in 6 and words and expressions from the Writing Bank to write your essay.

Language reference and revision

▶ Grammar reference

Past perfect simple and continuous

- We use the past perfect simple to talk about actions that happened before another action or actions in the past. It gives importance to the completion of an activity. *When the interview had finished, I left.*
- We use the past perfect continuous to talk about actions that happened before another action or actions in the past. It gives importance to the duration of an activity. *I was tired because I had been studying all night.*
- To make the past perfect continuous, we use **had + been + verb -ing**.

Past and present habits

- We use *used to* and *would* to talk about past habits, things we did regularly in the past but don't do now. We cannot use *used to* and *would* to talk about single events in the past. In this case, we use the past simple.
- We use *would* with past actions but not past states. *He would come and visit us on Sundays.* NOT *He would have a bike.*
- We do not usually use *wouldn't* to talk about past habits. *He didn't use to give us presents.* NOT *He wouldn't give us presents.*
- When we give a period of time, we use the past simple, not *used to*.
She used to work in a factory. She worked there for five years. NOT *She used to work in a factory for five years.*
- The common way of talking about present habits is with the present simple. *I often listen to the radio.*
- We use the present continuous with *always, constantly, forever, continually* for habits that are irritating or annoying. When we speak, we stress *always, constantly, forever, continually* to emphasize this. *My two brothers are always fighting.*
- We also use the present continuous with *always, constantly, forever, continually* for habits that are in some way unusual. *She has a very difficult life but she's always smiling.*
- We can use *will* for repeated or habitual behaviour. We put stress on *will* when we are annoyed or irritated. *They'll sit there for hours.*
He will interrupt me when I'm speaking.

Gerunds and infinitives 2

- Some verbs can go before the gerund or the infinitive with no difference in meaning.
She started to work there in 2009.
= She started working there in 2009.
Other verbs like this: *begin, can't bear, can't stand, continue, hate, love, prefer*
- With other verbs before the gerund or infinitive, there is an important difference in meaning, eg,

<i>stop to do:</i>	you stop one activity because you want or need to do another activity
<i>stop doing:</i>	you are doing something and then you stop
<i>remember to do:</i>	you remember you need to do something and then you do it
<i>remember doing:</i>	you do something and then you remember it later
<i>forget to do:</i>	you don't do something that you intended to do
<i>forget doing:</i>	you did something but now you don't remember it
<i>like to do:</i>	you do something because you think it's a good idea
<i>like doing:</i>	you do something because you enjoy doing it

▶ Vocabulary

1 Work conditions, responsibilities and hours

be on flexi-time be responsible for deal with
do shift work earn employee experience
from nine to five full-time
good/bad/dangerous conditions indoors
manual long hours outdoors overtime
paperwork part-time qualifications salary
self-employed skilled stressful training
well-paid

2 Stages of a job

apply for a job be made redundant be offered a job
be sacked/fired/dismissed become unemployed get promotion
look for a job resign retire

3 Phrasal verbs connected with work

fill in get ahead keep at set up take over
turn down work on

▶ Grammar revision

Past perfect simple and past perfect continuous

1 Is the underlined part of the sentence correct? If not, rewrite it.

- I have been waiting for an hour when the lecture finally started.
- He was tired because he had painted all day.
- She had been writing seven emails.
- Everything was white because it had been snowing all night.
- When they ate their dinner, they washed the dishes.
- They heard a loud noise and thought that somebody had been falling over.

WORKBOOK ▶ page 11

/ 6 points

Gerunds and infinitives 2

2 Complete the sentences with the correct form of the verbs given.

- Can you remember (switch) off the light when you leave?
- She really likes (read). It's her favourite hobby.
- We stopped (write) when the exam finished.
- Don't forget (go) to the meeting tomorrow.
- I know Harry was at school yesterday because I remember (see) him.
- I like (do) my homework on Wednesday evening so that I'm free at the weekend.
- The children stopped (play) because it was time to go home.

WORKBOOK ▶ page 13

/ 7 points

Present and past habits

3 Choose the correct alternative.

- When he was small, he used to/would have a bike.
- My brother really gets on my nerves. He will/would change channels while I'm in the middle of watching something on TV.
- My friend forever is/is forever sending me text messages.
- Last year I had/used to have a big dinner for my graduation.
- Did you use/used to have a bicycle?
- Young children are making/will make a lot of noise when they're excited.
- They didn't use to/wouldn't go out on Friday evenings, but now they do.

WORKBOOK ▶ page 11/13

/ 7 points

▶ Vocabulary revision

Work conditions, responsibilities and hours

1 Complete the sentences with these words. There are three extra words.

dealing earn employee flexi-time for
manual overtime qualifications self-employed
shift skilled

- I'm responsible looking after the customers.
- My responsibilities include with all the paperwork.
- This company isn't mine. I'm just an
- I quite a good salary.
- This is a job. You need a lot of training to do it.
- I do work. This week I'm working nights.
- Yesterday he arrived home late because he worked
- Have you got any? A university degree?

WORKBOOK ▶ page 9

/ 8 points

Stages of a job

2 Complete the text with the correct words.

When Mariam finished her degree she started to (a) for a job. She found an interesting post in a multinational company and so she (b) for it. She got the job, but soon after, the company had big problems. The company became much smaller and they told Mariam that they didn't need her anymore. She was made (c)

and became (d) Luckily, another company contacted her soon afterwards. An employee at the company had just been (e) because she was always late and her work wasn't good enough. Mariam went for an interview. They really liked her and she was (f) the job. She accepted, of course!

WORKBOOK ▶ page 9

/ 6 points

Phrasal verbs connected with work

3 Draw lines to match the parts of the phrasal verbs with their meanings.

Verb	Particle	Meaning
1 set	a ahead	not accept an offer, request or application
2 get	b on	start a new business, office, etc
3 turn	c up	progress faster than other people
4 work	d in	add information to a document
5 fill	e over	spend time working or improving something
6 take	f down	take control of something

WORKBOOK ▶ page 12

/ 6 points

Total

/ 40 points

▶ Progress test Units 1–2

▶ Reading

▶ Tip for Reading Exams

In multiple matching activities, remember ...

Read the text quickly to get a general understanding. Then read the questions and work out what piece(s) of information you need to find. Are there any special words that help you to find the part of the text which contains the information?

EXAM SUCCESS ▶ page 75

- 1 Read the first paragraph of the text below. What is the King Abdullah Scholarship Program (KASP)? What are the advantages of applying for the KASP?
- 2 Read the text and answer the questions.
 - 1 Do the students mention any of the advantages that you thought of in 1?
 - 2 What subject does each student study?



- 3 For questions 1–12 choose from the five students (A–E). The students may be chosen more than once.

Which person says

- he/she feels better about what he/she does in lessons thanks to his/her KASP experience? 1
- the KASP experience wasn't like he/she had imagined? 2
- he/she took a while to get over linguistic difficulties? 3
- other foreign students are usually the first people you meet at university? 4
- his/her KASP experience took him/her backwards before going forwards? 5
- he/she took up extra-curricular activities? 6
- he/she didn't use to socialize much? 7
- he/she managed to fulfil an old ambition? 8
- he/she wants to repeat his/her KASP experience? 9
- the KASP experience made a difference to the way he/she sees himself/herself? 10
- his/her attitude to the teaching method changed completely? 11
- he/she thinks the KASP experience has taught him/her an important message that is relevant to the course he/she is studying? 12

Studying overseas

The King Abdullah Scholarship Programme (KASP) is the largest scholarship programme in the history of Saudi Arabia. The programme allows students to study at some of the top universities in over 30 countries worldwide, and in various academic fields. The KASP is open to all Saudi nationals who show academic promise. Saudi females must be accompanied by a legal guardian. Here is what some KASP students say about their experience.

A Essam Mustafa, UK

When I went to the UK to continue my medical studies, I thought I'd be spending all my time with British students. I did meet a lot of native 'Brits', including the tutors of course, but as a KASP student you tend to spend most of your time with other people like you, people who are studying abroad. Apart from anything, you're often all together in special language classes, which the university offers to help you to follow classes more easily, and those start before the beginning of term.

B Mohamed Ameen, USA

The decision to apply for the KASP has changed my life in so many ways. After a successful application and interview, I was accepted to study at a very good college in the USA. I immediately fell in love with the style of the lessons we received. Before, I wouldn't express my opinions much in tutorials. But thanks to the stimulating, open atmosphere I became much more confident about constructing my own arguments and defending them. It helped that all my classmates, mostly American, felt passionate about computer science, my area of study. Socially things couldn't have been better either. At one time I would have found it difficult to make new friends, but in this situation I just felt so happy and relaxed being with all the American students that I got to know.

C Sara Kashif, France

I'd never studied languages before. But being a business student, I knew languages would give me an advantage later in the world of work. It was so frustrating at first, knowing you probably spoke the language worse than a five-year-old! Luckily I had my husband with me for moral support. At first I often had to get my message across using sign language, but my French classmates were very patient with me and after a month or two I'd made sufficient progress to be able to follow tutors' conversations. What really opened my eyes during my time abroad was the shock of seeing my subject from a totally different cultural perspective. That really added something to my vision when I went back to Saudi Arabia. And now, 12 months later, I'm a fluent speaker of French and run a successful business.

D Haitham Mahmoud, New Zealand

The university where I studied was really small, but that had advantages. After about a month almost half of the students there were my friends and they all helped me to improve my English a lot. Now I reckon I have friends from about twenty different countries. And having so many contacts made day-to-day life on campus really stimulating too. For example, I got the chance to become a radio presenter, doing a programme in Spanish talking about life in Saudi Arabia, something that I'd always wanted to do (and with no connection at all to my science degree course!). In terms of studying, it took me a bit longer to get used to a different style of teaching and learning. Eventually I came to prefer some of the ways they did things there, but that was a gradual and sometimes painful process.

E Jamila Waheed, UK

The thing that affected me the most during my time studying abroad was realizing that, at the end, I considered myself an ambassador in the West for Saudi Arabia. I suppose that feeling is natural after spending every day with people from so many different countries. Despite all our differences, we all had so much in common. As a student of law I think that was important. It helped me to see that, even when people have different opinions and backgrounds, we can work together constructively if we really want to. Now I know that, when I finish my degree, I want to study for a Master's degree. But only on the condition that I can do at least part of it abroad.

▶ Writing

▶ Tip for Writing Exams

In transactional tasks, remember ...

Do not simply reply to questions in the email or letter with 'Yes' or 'No'. Add extra information, context and questions.

EXAM SUCCESS ▶ page 75

- 4 You have received this email from a friend. Underline the information that you should include in your reply to the email.

Message - ×

From: JT@whizzmail.org
Subject: Dinner!

Hi!

How are you? It was great to see you on Friday. I really enjoyed going to that new pizza place. We should go again soon.

When I saw you, I forgot to tell you that my friend Sarah is coming back on Wednesday. Do you remember that she's been away on a school exchange in Germany? I thought I might arrange a special welcome home dinner for her on Thursday evening. What do you think?

I don't mind having the dinner at my house, but I'll need help preparing the food and stuff. Could you come and give me a hand getting things ready on Thursday afternoon?

Apart from the food, is there anything that you can think of that would make the dinner really special? You know that Sarah is my best friend so I'd really like to make the evening memorable for her.

Write back soon so that I can start organizing things.

Bye for now,
JT

- 5 Make a plan of your reply to the email. Decide how many paragraphs to use and what to include in each one.
- 6 Write your reply. Include all the necessary information. Write between 120 and 150 words.

▶ Listening

▶ Tip for Listening Exams

In matching activities, remember ...

Read the opinions before you listen. This can help you to know what the people may say and helps you to concentrate more while you listen. But don't forget that the speakers may express the same opinion using different words or expressions.

EXAM SUCCESS ▶ page 75

- 7 Work with a partner. Talk about what you do before or during exams to get a good mark. Do you do anything special or follow any particular procedure?



- 8 **LISTENING** 10 Listen to five people talking about what they do before or during exams. Match the speakers 1–5 to the opinions A–F. Use the letters only once. There is one extra letter.

- 1 Speaker 1
- 2 Speaker 2
- 3 Speaker 3
- 4 Speaker 4
- 5 Speaker 5

- A A change in my diet is part of my special exam preparation.
- B Something I take into exams almost got me into trouble.
- C My special exam procedure doesn't work with every school subject.
- D I need to have a short break during the exam to do it well.
- E I really need to improve my handwriting to get better exam marks.
- F I really believe that good presentation is essential in exams.

▶ Speaking

▶ Tip for Speaking Exams

In stimulus-based discussions, remember ...

Give your opinion or interpretation of the topic and stimuli. There is not usually a right or wrong answer. The examiner wants to hear you speak English.

EXAM SUCCESS ▶ page 75

- 9 Look at the material on page 82. Decide what the general topic is and what each different stimulus is about. Make notes about your ideas.
- 10 Work with a partner. Take it in turns to talk about the topic.

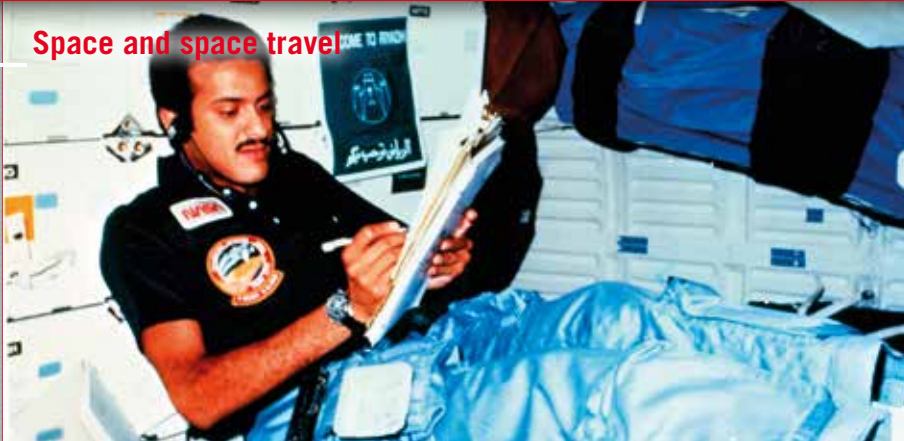
Check your progress on page 78.

3 Space and time

- Grammar** ▶ Future forms ▶ Future activities in the past
▶ Future continuous, future perfect, future perfect continuous
- Vocabulary** ▶ Space and space travel ▶ *Travel/trip/journey/voyage* ▶ Prefixes
- Speaking** ▶ Stimulus-based discussions 2
- Writing** ▶ A story

▶ Vocabulary

Space and space travel



1 Work with a partner. Look at the photo. Which of these words can you use to talk about it?

asteroid astronaut astronomer atmosphere cosmos crew gravity
landing (n.) land (v.) launch (n., v.) man-made satellite meteorite
mission natural satellite orbit (n., v.) re-enter (v.) re-entry (n.)
space shuttle space station spacecraft telescope universe

2 Do the quiz in groups.

Space quiz

- Which was first man-made satellite to leave the earth's atmosphere?
a Apollo 13 b Buzz 2 c Sputnik 1
- How many space missions did Yuri Gagarin go on?
a one b three c five
- How many times did Gagarin orbit the earth?
a once b three times c five times
- What type of spacecraft took Gagarin into space?
a Apollo (1) b Sputnik (1) c Vostok (1)
- Michael Collins and Neil Armstrong were astronauts on Apollo 11, the mission that was famous for the first moon landing. Who was the other crew member?
a Buzz Aldrin b Buzz Lightyear c John Glenn
- What was the name of the first space shuttle?
a Washington b California c Columbia
- What happens to the temperature of a spacecraft when it re-enters the earth's atmosphere?
a It increases slightly. b It falls dramatically. c It rises dramatically.
- What is the name of the youngest and first Arab astronaut?
a Yuri Gagarin b Prince Sultan bin Salman c Edwin Hubble
- What do we call an object which falls to earth from space?
a an asteroid b a meteorite c a satellite
- What is 'Hubble' the name of?
a an astronaut b a telescope in space c an American space station

3 LISTENING **11** Listen and check your answers to the quiz.

4 PRONUNCIATION Underline the stress in the words in 1.
asteroid *astronaut*

5 **12** Listen and check. Then practise saying the words with the correct stress.

Travel, trip, journey, voyage

6 Choose the correct alternative. Use the dictionary entries to help you.

- Last year we went on a school *journey/trip* to Cambridge.
- It was a long and difficult *trip/voyage* for Columbus.
- Journey/Travel* is great for teaching you about the world.
- Marco Polo's *journey/travel* took many years.
- My parents have to go away on business *journeys/trips*.
- One day spacecraft will go on incredible *trips/voyages* that will take years and years.
- We spend a lot of money on foreign *journey/travel*.
- The *trip/voyage* to my village lasts just twenty minutes.

journey *noun* an occasion when you travel from one place to another, especially when there is a long distance between the places: *We had a long journey ahead of us.*

travel *noun* the activity of travelling: *Foreign travel never really appealed to him until he retired. Our agency deals mostly with business travel.*

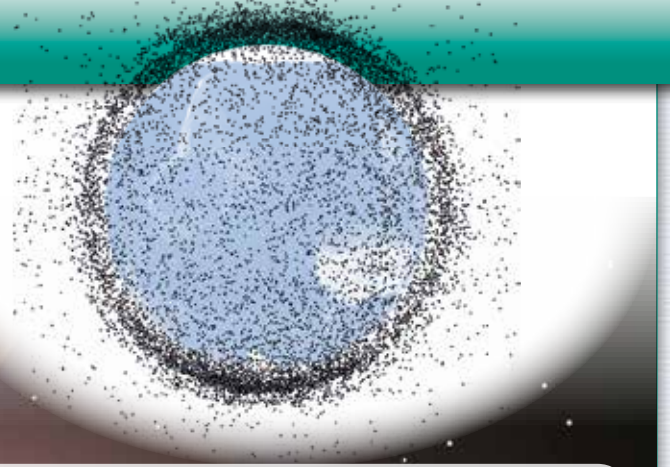
trip *noun* an occasion when you go somewhere and come back again: *a fishing/camping/sightseeing trip*

voyage *noun* a long journey, especially by boat or into space: *the long voyage home*

7 SPEAKING Work with a partner. Take it in turns to ask and answer the questions.

- How common is foreign travel in your country?
- What are popular destinations?
- How important is travel for you? Why?
- Where is a good place to go on a day trip from your town or city? Give reasons.
- Do you like going on sightseeing trips? Why?/Why not?
- What type of transport do you prefer for short/long trips? Why?
- What is the longest journey you've been on? Give details.
- Would you be interested in going on a voyage into space? Why?/Why not?

- 1 Work with a partner. What do you think this picture shows?
- 2 Read the article quickly. Then think of a title for the article.



(1) He also accidentally dropped one of his gloves. This event may seem trivial but it was one of the first examples of a problem which scientists say is going to become one of the biggest for our planet in the future. The problem? Space junk orbiting the earth.

(2) Fewer than 800 of these are operational spacecraft. The remaining 94 per cent are space debris, that is, objects which no longer serve any useful purpose. About 50 per cent of the objects are fragments from explosions and breakups of satellites or spacecraft. In addition, there are probably almost 600,000 objects larger than 1 cm in orbit around our planet. Orbital velocities of up to 56,000 km/h mean that centimetre-sized debris can seriously damage or disable an operational spacecraft.

(3) In March 2007, an old Russian satellite nearly crashed into a passenger plane over the Pacific. On 10th February 2009, for the first time ever, two communications satellites collided 790 km above Siberia. One day, when a small piece of space debris hits a manned spacecraft, the consequences will be catastrophic. There have already been some close encounters. On 12th March 2009, the three-man crew of the International Space Station needed to leave the craft because of a possible collision. The mission controllers knew that a piece of junk of about 13 cm in diameter and probably part of an old satellite motor was going to pass just a few kilometres from the station.

(4) For example, some experts calculate that one day a tragic and unstoppable chain reaction will begin. The rubbish will crash into other pieces of rubbish, causing it to break into smaller pieces. These pieces will then crash into each other. This could continue until the earth is covered in a cloud of metal debris that remains there for millennia. Vladimir Solovyov, Russia's space mission control chief and ex-cosmonaut, warns, 'The clouds of debris pose a serious danger ... to earth-tracking and communications satellites.' And that, of course, could mean a future without mobile phones, GPS and weather forecasts.

(5) One essential thing is to reconsider so many launches and stop adding to the rubbish. But the twenty governments that have access to space aren't going to do that because they don't want to give away any information about their spy satellites. Meanwhile, who will pay to clean up space? Experts know that we need a solution now, but governments are in no hurry. Only one thing will stop them from underestimating the problem - another catastrophic collision between satellites like in 2009.

(6) On 22nd January 1997, Lottie Williams of Tulsa, Oklahoma, was taking her early morning walk. She had no idea that a piece of metal was about to fall from the sky and hit her on the shoulder. It was a fragment from the fuel tank of a spacecraft. She was lucky not to suffer any serious injuries. Experts from around the world are meeting at a conference next month to discuss ways of making sure that space debris does not cause any fatal accidents. Let's hope it's not too late.

3 Read the text again and choose from the sentences A–G the one which fits each gap. There is one extra sentence which you do not need to use.

- A Since 1957, more than 4,800 space launches have become responsible for leaving approximately 13,200 objects larger than 10 cm orbiting the earth today.
- B So what can we do about this problem?
- C In June 1965 Ed White became the first astronaut to take a space walk.
- D Back here on earth, so far there has only been one person hit by space debris.
- E Top space scientist Dr Marshall Kaplan is a world expert on space junk.
- F All the evidence suggests that the situation is going to get much worse.
- G Recent incidents have made it clear that scientists will need to pay urgent attention to the problem of space debris.

▶ EXAM SUCCESS

In tasks where sentences are missing from a text, read the text carefully, looking at the information before and after each gap. Then read the sentences and look for words and phrases which connect with information in the text. When you finish, read the text again to check your answers.

EXAM SUCCESS ▶ page 76

4 Find words or expressions in the text that mean:

- 1 not very important (paragraph 1)
- 2 rubbish, junk (paragraph 2)
- 3 small pieces of an object that is broken (paragraph 2)
- 4 crashed into each other (paragraph 3)
- 5 operated or controlled by people (paragraph 3)
- 6 a series of events with each event causing the next one (paragraph 4)
- 7 not wanting to do something quickly (paragraph 5)
- 8 causing someone to die (paragraph 6)

5 Work with a partner. Read the text again and make a list of the ways in which space junk can be dangerous.

6 SPEAKING What about you?

- 1 How dangerous does space junk seem to you? Why?
- 2 What do you think will be the most important problems for our planet in the next twenty years?

GRAMMAR GUIDE

Future forms

1a Look at the sentences. What tense is the verb in bold in each sentence?

- a All the evidence suggests that the situation **is going to** get much worse.
- b Experts from around the world **are meeting** at a conference next month.
- c The twenty governments that have access to space **aren't going to** do that because they don't want to give away any information.
- d Some experts calculate that one day a tragic and unstoppable chain reaction **will** begin.
- e One day, when a small piece of space debris **hits** a manned spacecraft, the consequences will be catastrophic.

1b Complete the rules with will, be going to, the present simple or the present continuous.

We use:

- 1 for predictions based on evidence.
- 2 for plans and intentions.
- 3 for predictions based on thoughts, opinions and expectations.
- 4 for confirmed plans and arrangements.
- 5 after expressions of time, such as *when, before, after, by the time, until, as soon as*.

1c Look at sentences a–c below and complete the rules with will or the present simple.

- a Abeer **will** be eighteen next week.
- b It's cold. **I'll** close the window now.
- c My train **leaves** at 9 o'clock tomorrow.

We use:

- 1 for decisions made at the moment of speaking.
- 2 for future facts.
- 3 for events that are part of a timetable or routine.

GRAMMAR REFERENCE ▶ page 36

2 Is the underlined part of the sentence correct? If not, rewrite it.

- 1 As soon as the class will start, I'll take my books out.
- 2 Don't worry. I'm going to answer the door.
- 3 The weather forecast says it's raining next weekend.
- 4 Some scientists predict that there will be a new Ice Age.
- 5 The conference takes place next July.
- 6 That's it! I've got my tickets. My friends and I will go to the poetry reading tonight.
- 7 What are your plans? What do you do next weekend?
- 8 I've already decided that next year I'm eating healthier food.
- 9 Next year February will have twenty-nine days.
- 10 Look at that waiter! He'll drop all those plates.

STUDY SKILLS

When you make mistakes with grammar, check to see if the mistakes are generally mistakes with the form, spelling or meaning of the structure. Work constructively on your mistakes to improve. **STUDY SKILLS** ▶ page 73

3 Complete the sentences with an appropriate future form of the verbs in brackets.

- 1 Next Tuesday it (be) Muharram, Muslim New Year.
- 2 Nadia and I (meet) at 9 o'clock tonight.
- 3 What you (do) next summer?
- 4 Do you think it (snow) next week?
- 5 Rajab is hungry. He (have) a sandwich.
- 6 As soon as I (get) home tonight, I (switch) on the TV.
- 7 I (see) the doctor tomorrow. The appointment is for half past ten.
- 8 I think humans (land) on the moon again before I (be) fifty.
- 9 Take an umbrella. It (rain).

4a Complete the Yes/No questions about the future with your own ideas.

- 1 before you leave school today?
- 2 tonight?
- 3 next weekend?
- 4 when the summer comes?
- 5 when you finish school?
- 6 in 2030?
- 7 when you're seventy years old?

Are you going to do your homework before you leave school today?

4b Predict your partner's answer for each of your questions. Write down your predictions.

4c SPEAKING Ask your partner your questions. How many predictions did you get right?

GRAMMAR GUIDE

Future activities in the past

5 Look at the sentences and circle the structures used to talk about future activities in the past.

- 1 A piece of metal was about to fall from the sky.
- 2 They knew that a piece of junk was going to pass close to the space station.
- 3 The conference was to take place in May but they changed the dates.
- 4 At the time people didn't know that space junk would be such a big problem.
- 5 Dr Abdul Aziz was speaking at the conference the next day.

GRAMMAR REFERENCE ▶ page 36



6 Complete the text with these words and expressions.

about doing going to was
would would be

Captain Andrews was nervous. He was (a) to step out of his spacecraft on his very first space walk. With all of his years of training, he knew more or less what it was (b) to be like. Being his first walk, it (c) to be short. The next day he was (d) a longer, more complicated mission, but today's was going to be relatively simple. At least, that's what Andrews had thought. Out of the corner of his eye, he saw three or four metallic objects travelling fast through the black sky. They were coming directly towards him and his craft. In a question of minutes, the objects (e) collide with his spacecraft and probably destroy it. And what about him? Perhaps it (f) a long space walk after all.

7a Use your imagination to complete the sentences.

- 1 I knew it was going to be a great day because ...
- 2 I was going to do my homework when ...
- 3 I never thought it would happen but one day ...
- 4 I was meeting my friends the next day but ...
- 5 I was going to call you when ...
- 6 The car was about to hit the dog when ...
- 7 It was to be a moment they would remember for the rest of their lives because ...

7b SPEAKING Compare your sentences in groups. Choose the best sentence for each situation.

Prefixes

1 Each of these words contains a prefix. Underline the prefixes and decide what they mean.

cooperate disable ex-cosmonaut international
miscalculate overpopulated postgraduate prehistoric
reconsider underestimate unstoppable

2 Find prefixes in the words in that mean:

- | | |
|--------------------------|---|
| 1 wrong, incorrect | 6 between |
| 2 before | 7 the opposite, not |
| 3 after | 8 again |
| 4 not enough | 9 with, together |
| 5 too much | 10 a position or situation that existed before, but not now |

3 Complete the sentences by adding the correct prefix to these words. Use the prefixes *co-*, *dis-*, *ex-*, *mis-*, *over-*, *post-*, *re-* or *under-*.

appeared booked paid pilot president
understood write 1990

- 1 She saw a strange object in the sky but it suddenly and she couldn't see it anymore.
- 2 Most people think they're They think they should get more money.
- 3 I you. I thought you wanted tea, not coffee.
- 4 This building is obviously very modern. I'd say it's
- 5 This essay has got a lot of mistakes. I'd like you to it.
- 6 The pilot needed to take a break, so his took control of the plane.
- 7 The flight was There were too many passengers.
- 8 Bill Clinton is an of the USA.

4 Make the negative form of these words. Use the prefixes *dis-*, *il-*, *im-*, *in-*, *ir-*, or *un-*.

advantage agree believable capable complete
expected usual likely logical necessary obey
patient possible probable regular responsible
successful visible

5a Write three sentences. Use a negative word from 4 in each sentence.

'Go' is a common irregular verb.
My parents and I disagree about some things.
I think it's improbable that humans will land on Mars before 2070.

5b SPEAKING Read out your sentences, but without saying the negative word. Can anybody guess the word?

'Go' is a common verb.

Plan for your future.

5

Five Year Plan

Set your goals.

Keep on top of them with regular updates.

Enter

- 1 SPEAKING** Work with a partner. You are going to hear about a popular website called Five Year Plan. Look at its home page, think about the name of the website and make predictions about what you can do there.

▶ STUDY SKILLS

Before listening exercises it's a good idea to predict the content of the text. Think about anything you know about the topic. Look at any illustrations, titles or questions. They can all give you clues about what you are going to hear.

STUDY SKILLS ▶ page 73

- 2 LISTENING** **13** Listen and choose the correct alternative.

- The main idea of Five Year Plan is to *design a business/write personal goals*.
- You *can/can't* receive follow-up emails two weeks into the future.
- You *can't/can't* receive an email six years in the future.
- Most people want to receive their first email in *one month/six months*.
- Most people write plans about *work/travel*.
- You *can/can't* read other people's plans.
- Majid thinks the best plans are about what you *should/shouldn't* do.

- 3** Listen again and answer the questions.

- What words appear frequently in five-year plans?
- What are the two pieces of advice Majid gives?
- Do you agree with Majid's advice? Why/Why not?

- 4 SPEAKING** What about you?

- Are you surprised at the words that appear frequently in five-year plans? Why?/Why not?
- Would you like to draw up a five-year plan for your own life? What would you put in it? Compare your ideas with a partner.

GRAMMAR GUIDE

Future continuous, future perfect simple and future perfect continuous

- 1a** Look at these sentences. What tense are the verbs in bold? Explain how we form the tenses.

- If you join the website, it's more likely you **will** still **be following** your plan in a year's time.
- What do you hope you **'ll be doing** in five years' time?
- By the time they receive their first email, they **'ll have found** a job.
- By the end of five years, she **will have been** on Hajj.
- Next January, we **will have been living** here for ten years.

- 1b** Complete the rules with *future continuous, future perfect simple or future perfect continuous*.

- We use the to talk about activities that will be finished before a particular time in the future.
- We use the to talk about activities in progress at a particular moment in the future.
- We use the to talk about how long an activity has been in progress before a particular moment in the future.
- We often use *by* with the and the

GRAMMAR REFERENCE ▶ page 36



2 Explain the difference between the sentences in each pair.

- 1a At two o'clock I'll be seeing the doctor.
 1b At two o'clock I'll have seen the doctor.
 2a By nine o'clock, she'll have read the book.
 2b By nine o'clock, she'll have been reading the book for three hours.
 3a In 2070 humans will have gone to the moon again.
 3b In 2070 humans will go to the moon again.
 4a I'm going to have lunch with my friends at 1p.m. tomorrow.
 4b I'll be having lunch with my friends at 1p.m. tomorrow.

3 Complete the sentences with the future continuous or future perfect form of the verbs in brackets.

'The future is a mystery. What (a) I (do) when I'm thirty? Will I be unemployed or (b) I (work)? I know that I (c) (finish) school, and I imagine I (d) (leave) university because not many people continue studying at the age of thirty. One thing I do know is that I (e) (not live) in this town because I want to leave here when I go to university. I'm sure I (f) (learn) to drive by the time I'm thirty because that's one of the first things I want to do when I'm eighteen. I don't think I (g) (buy) a car because they're really expensive, but I imagine I (h) (save) up my money each month to buy one. The future's a mystery, but I know it's going to be interesting.'

4a Read Khalil's schedule for tomorrow opposite and complete the sentences with the future continuous, future perfect or future perfect continuous form of the verbs in brackets.

- At 9.30 he (have) breakfast at the hotel.
- At 10.00 he (eat) breakfast.
- At 10.35 he (arrive) at the Space Centre.
- By 11.25 he (go) round the Rocket Garden for nearly an hour.
- At 1.00 he (have) lunch with an astronaut.
- By 3.00 he (see) a film about space launches.
- At 3.10 he (watch) the space shuttle launch.
- By 4.30 he (watch) the space shuttle launch for one and a half hours.

4b Write four questions about the schedule, two using the future continuous and two using the future perfect. What will he be doing at quarter past five?

4c SPEAKING Ask your partner your questions.

Space Centre Guided Tour for Tourists – Launch Day Special

9am	Breakfast in hotel
10am	Bus ride to the Space Centre
10.30am	Visit the Rocket Garden
11.30am	See the Astronaut Hall of Fame
12.15pm	Lunch with an astronaut, with the chance to ask questions
1.30pm	Special film showing previous space launches
3.00pm	See the launch of Space Shuttle Endeavour live!
5.00pm	Visit our full-size model of the International Space Station
6.00pm	Bus back to hotel
7.30pm	Dinner at hotel

5a Write predictions about yourself in the year 2040. Use the future continuous, future perfect or future perfect continuous.

- live in this city
I won't be living in this city. / I will have been living in this city for thirty years.
- direct my company
- stop playing computer games
- become famous
- get married
- speaking English
- work in an office
- learn Chinese
- appear on TV
- do exercise regularly

5b SPEAKING Work in small groups. Compare your sentences and ask questions to find out what your partners have written. Are any answers particularly common?

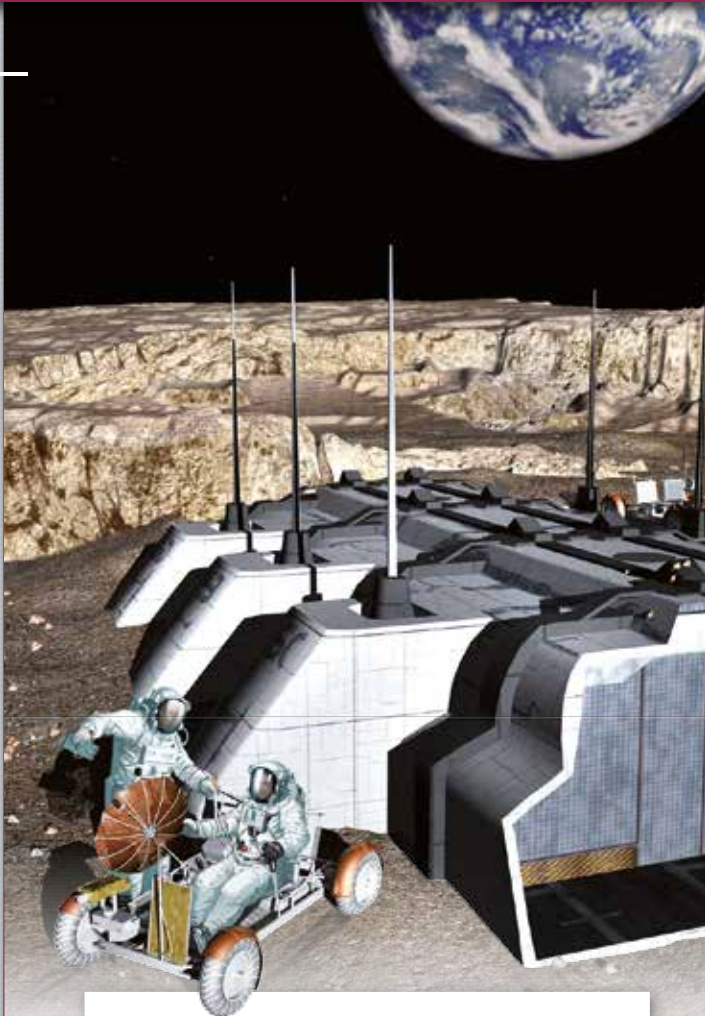
Will you be living in this city?

Yes, I think so. That means I'll have been living here for fifteen years. What about you, Adel?

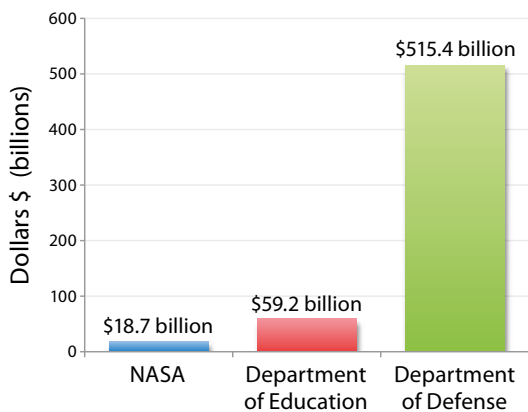
No, I won't. I think I'll be living in another country, maybe England or Ireland. And you, Omar?

5c Tell the class any common answers.

Most of us think we won't be living in this city in 2040.



USA budget 2010



'Every rocket ... signifies ... a theft from those who hunger and are not fed, those who are cold and are not clothed.'
Dwight Eisenhower, President of the USA 1953–1961

Government announces cuts in space program

In 2010, Americans spent \$11 billion on coffee, that's more half of what NASA has to spend in one year.

- 1 SPEAKING** Work with a partner. Look at the different elements on this page. What is the general topic? What does each element tell us about the topic?
- 2 LISTENING** **14** Listen to somebody talking about the topic. What is their opinion about the topic?
- 3** Complete the expressions in the Speaking Bank with these words.

admit convinced seems truth way why

▶ **Speaking Bank**

Expressing and justifying opinions

- I think/believe/feel ...
- In my opinion/view ...
- Personally, I think that ...
- You have to remember/(a) that ...
- Don't forget that ...
- It (b) to me that ...
- I agree/disagree that ...
- If you ask me, ...
- The (c) is that ...
- It goes without saying that ...
- I'm (d)/positive that ...
- As far as I'm concerned ...
- That's (e) I think ...
- The (f) I see it ...
- To my mind ...

- 4** Listen again and check your answers.
- 5 SPEAKING** Work with a partner. Take it in turns to give your opinions on the topic in 1.

Practice makes perfect

6a Look at these quotes. Decide what your opinion is about each one.

- 1 'One day, I don't know when, but one day, there will be more humans living off the earth than on it.'
- 2 'Why can't we realize? We need to spend all our time and money on protecting this world, not on going to new worlds.'
- 3 'One day, when we go to live on other planets, we're going to do the same as we have done to earth. Ruin it.'
- 4 'The earth is soon going to be overpopulated. We need to colonize other planets before we use up all our natural resources.'

6b Work with a partner. Take it in turns to talk about the quotes. Use expressions from the Speaking Bank.



1 SPEAKING Work with a partner. Read the task and think of some ideas for a story.

An international science-fiction magazine is having a short story competition. You have decided to enter the competition. The story must begin with these words.

When Samer's friend told him that he had invented a time machine, at first Samer had just laughed.

Write your story.

2 Read this story. Are there any similarities with your ideas? Think of one sentence to finish the story.

But after seeing the gadget for himself half an hour later, he wasn't laughing anymore. He hadn't really known what the incredible machine was going to look like. In fact, it wasn't big like a car or a small room like he'd once read about in a book. It looked more like a futuristic games console.

'How long have you been working on this, Hatem?' Samer asked.

'Oh, just about all my life,' Hatem replied.

Knowing Hatem, he believed him. He'd always liked Hatem, even though he had a reputation for being a bit of a mad scientist. He had been building computers since he was five and had developed a new theory of quantum cosmology by the age of ten. Suddenly Samer realized that it was normal that Hatem, now twenty-five, had been able to create a time machine.

Now, having seen that the invention really existed, Samer started to think carefully about where he would like to go, to the past or to the future.

'Where did you go, Hatem?' he asked...

3 Number the events in the story in the correct order.

- a Hatem invents a time machine.
- b Hatem comes back to the present.
- c Hatem starts building computers.
- d Hatem tells Samer about the time machine.
- e Hatem develops a new scientific theory.
- f Samer sees the time machine.

4 Look at the advice in the Writing Bank. Find examples in the story in 2 for each piece of advice.

Variety of past tenses – past perfect continuous: He had been building computers since he was five.

▶ Writing Bank

Useful language for writing stories

- Use a variety of past tenses. Use the past simple, past continuous, past perfect simple and continuous, and the future in the past.
- Use participle clauses:
Looking up, she saw ...
After looking up, she saw ...
Having looked up, she saw ...
- Use linkers of time and sequence:
Last weekend, Three years ago, On Friday ...
At first, Next, Then, After that, Finally, In the end ...
- Use short sections of direct speech from time to time:
'Stop!' she cried.
- Use adjectives and adverbs to describe scenes and actions.

▶ EXAM SUCCESS

When you write a narrative, make sure that the main events of the story are clear. Before you begin writing, plan the beginning, the middle and the end. Don't forget to describe scenes and give background information too.

EXAM SUCCESS ▶ page 76

5 Work with a partner. Read this task and plan your story. Think about the main events, the background and any important scenes.

You have decided to enter a short story competition in an international magazine. The story must begin with the following words:

When Kareem woke up that morning, he had no idea that the events of the day would change his life forever.

Write your story.

Practice makes perfect

6 Write your story for the task in 5. Remember to follow the advice in the Writing Bank and Exam Success.

Language reference and revision

▶ Grammar reference

be going to, will, present continuous and present simple for future

- 1 We use **be going to** to talk about plans and intentions for the future. We use it for things that we have already decided to do in the future.
- 2 We can also use **be going to** to make predictions about the future, particularly when we have evidence for the prediction.
- 3 We use **will** and **won't** to make general predictions about the future. We often use **think, hope, expect, imagine**, etc with **will** and **won't** to show that our prediction is based on thoughts, opinions and expectations.
- 4 We also use **will** and **won't** when we decide to do something at the moment of speaking.
- 5 We use the present continuous to talk about future arrangements; plans that have been confirmed.
- 6 We use **will** and **won't** to talk about the future when we consider it to be an objective truth.
- 7 We use the present simple with time expressions like **when, as soon as, until, after** and **before**. We cannot use **will** with these words.
- 8 We can also use the present simple to talk about the future when the action is part of a timetable or routine.

Future activities in the past

Form

I **was going to** speak to him but he walked away.
My American friend **was arriving** the next day.
I knew it **would** be a good day.
I **was about to** leave the house when my mum called.
The meeting **was to** take place on Tuesday.

Use

- Sometimes when we are talking about the past, we want to talk about something that was in the future at that time, something which had not happened and perhaps didn't actually happen in the end.
- We use **was/were to** when there was an arrangement for something to happen. It is more formal than the other expressions. *The meeting was to start at 9.*

Future continuous

Form

- We form the future continuous with **will/won't** + **be** + **verb-ing**.

Use

- We use the future continuous to talk about unfinished activities in progress at a particular time in the future. *This time tomorrow, he'll be flying to Riyadh.*

Future perfect simple

Form

- We form the future perfect simple with **will/won't** + **have** + the past participle.

Use

- We use the future perfect simple to talk about activities that will be finished by a certain time in the future. We often use the preposition **by** with the future perfect. It means 'some time before'. *I will have gone to bed by midnight.*

Future perfect continuous

Form

- We form the future perfect continuous with **will/won't** + **have been** + **verb-ing**.

Use

- We use the future perfect continuous to talk about how long an activity has been in progress before a particular moment in the future. *By 8pm I'll have been revising history for five hours!*

▶ Vocabulary

1 Space and space travel

asteroid astronaut astronomer atmosphere cosmos
crew gravity landing (n.) land (v.) launch (n., v.)
man-made satellite meteorite mission natural satellite
orbit (n., v.) re-enter (v.) re-entry (n.) spacecraft
space shuttle space station telescope universe

2 Travel, trip, journey, voyage

journey *noun*: an occasion when you travel from one place to another, especially when there is a long distance between the places
travel *noun*: the activity of travelling
trip *noun*: an occasion when you go somewhere and come back again
voyage *noun*: a long journey, especially by boat or into space

3 Prefixes

cooperate co-pilot disable disadvantage
disagree disappear disobey ex-cosmonaut
ex-president illogical impatient improbable
impossible incapable incomplete international
invisible irregular irresponsible miscalculate
misunderstood overbooked overpopulated
post-1990 postgraduate prehistoric reconsider
rewrite unbelievable unexpected unlikely
unnecessary unsuccessful unstoppable
unusual underestimate underpaid

▶ Grammar revision

Future forms

1 Complete the sentences with the correct future form of the verbs in brackets.

Use **will, be going to, the present simple or the present continuous.**

- The coach (leave) at 8.25 tomorrow.
- Get your books ready before the teacher (come).
- A: I can't do this!
B: I help you.
- Last week I took a decision. Next year I (do) more exercise.
- Tawfeek and Mona (get) married next Saturday.
- I think computers (take) over the world one day.
- Look how tired he is. He (not finish) the race.

WORKBOOK ▶ page 20

/ 7 points

Future activities in the past

2 Complete each sentence with one of these words. Use each word once.

going to to to was would would

- He thought the sun shine the next day, but it was really cloudy.
- They ran to catch the train because it was to leave at that moment.
- The interview was start at 10am but she was late.
- They thought the conference starting at 9pm, but they were wrong.
- He could see that the car was about hit the old lady crossing the road.
- Who could imagine that one day he marry her?

WORKBOOK ▶ page 20

/ 6 points

Future continuous, future perfect, future perfect continuous

3 Decide if the sentences are correct. Rewrite the incorrect sentences and tick the correct sentences.

- I can't go out at 7 o'clock because I'll have done my homework then.
- He started driving home at 3pm. By 6pm he'll have been driving for three hours.
- Don't call me at 12 o'clock because I'll be playing football with Fouad in the park.
- I can write a summary of the book tomorrow because I'll be reading it by then.
- At 5 o'clock next Saturday I'll have been playing basketball.
- I can't give you my assignment tomorrow because I won't be finishing it.
- I'll be using my new pen when I take the test tomorrow.

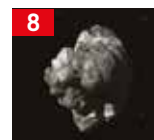
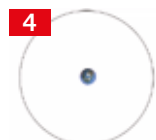
WORKBOOK ▶ page 22

/ 7 points

▶ Vocabulary revision

Space and space travel

1 Match the pictures to words from *Space and space travel* on page 36.



WORKBOOK ▶ page 18

/ 8 points

Travel, trip, journey, voyage

2 Complete the sentences with *travel, trip, journey or voyage*.

- We went on a school to Najran.
- I think is the best way to learn about the world.
- It will be difficult for humans to make the long to Mars.
- We were tired when we arrived because the by plane and coach had lasted eighteen hours!
- Last year we went on a day to Abha.

WORKBOOK ▶ page 18

/ 5 points

Prefixes

3 Complete the sentences with prefixes added to the words in capitals.

- Please don't me. It was just a joke. **UNDERSTAND**
- They painted our house last week, but we've decided we don't like the colour. We've asked them to it next week. **DO**
- I can't do it. I'm totally **CAPABLE**
- There's no space on this flight. It's already **BOOKED**
- I don't know why you did that. In my opinion, it was **NECESSARY**
- I used to work for him. He's my **BOSS**
- She already has a degree in architecture. Now she's doing a course. **GRADUATE**

WORKBOOK ▶ page 21

/ 7 points

Total

/ 40 points

4 Extraordinary behaviour

Grammar ▶ Making comparisons ▶ Articles
▶ *So/such/too/enough*

Vocabulary ▶ Personality adjectives ▶ Noun suffixes

Speaking ▶ Presentations

Writing ▶ A description

Vocabulary

Personality

1 Work with a partner. What are the opposites of these words?

clever friendly hard-working patient polite quiet
serious tidy

2 Read this description of Hasan's personality. Do you think you would like Hasan? Why?/Why not?



Hasan is one of my best friends but we're very different. He's usually quite **reserved**. When you go out with him for coffee, he doesn't usually talk to many people, especially if he's never met them before. He's a very sensitive, **tactful** person. He does his best not to hurt anyone's feelings. In that sense, he's quite **mature**. He's really **gifted** too. He writes incredibly beautiful poetry. But because he's so **modest**, only his good friends know how talented he is. His favourite type of poetry is classical, but he's quite **broad-minded**. He'll read any type of poetry as long as it's good. I don't want to give the idea that Hasan is perfect though. He's quite a **nervous** person and he can be very **insecure**. And I have to say that he can be a bit **stubborn**. Whenever we disagree about something, he never wants to admit that he's wrong – even weeks later. He's still a great friend though.

3 Match the words in **bold** in the text with their opposites.

big-headed easy-going flexible
immature narrow-minded outgoing
self-confident slow tactless

4 From each pair of adjectives, choose the one that describes you the best. You can qualify the adjective with *very*, *quite* or *a little bit*.

reserved/outgoing – I'm quite outgoing.


5 **SPEAKING** Work with a partner. Tell him/her the adjectives you chose. Does your partner agree with you?

6 Decide which adjective in each pair below has a positive meaning and which has a negative meaning. Use a dictionary if necessary.

- 1 ambitious/pushy
- 2 self-confident/arrogant
- 3 bossy/assertive
- 4 frank/brusque
- 5 tight-fisted/frugal

STUDY SKILLS

When you make a record of a new word, write down anything special you need to know about it. Does it have a positive or a negative meaning? Can you add a prefix to make the negative form? Is the word informal or is it only usually used in its written form? Is there anything special about the pronunciation? Can you group the word with other, similar words? All these things can help you to remember the word and use it correctly. **STUDY SKILLS ▶ page 73**

7 **LISTENING**  15 Listen to descriptions of three people. Write down two adjectives from this page to describe each one.

- 1 /
- 2 /
- 3 /

8a **SPEAKING** Work with a partner. Decide what type of personality you need in order to do the following jobs. Give reasons for your answers.

- 1 the director of an international bank
- 2 a professional journalist
- 3 the president
- 4 a nurse
- 5 a TV presenter

8b Discuss your ideas with the rest of the class. Do you have similar ideas?

1a What is a 'genius'? Write a definition. Then write a list of people that you think are geniuses.

1b **SPEAKING** Work with a partner. Compare your definition and lists. Are they similar?

2 Read the text. What is the main message of the text?

3 Read the text again and choose the best answer.

- 1 The best tennis players in the study
 - a started before the other players.
 - b practised the same as the other players between the ages of five and eight.
 - c were so good that they didn't need to spend as much time playing as the others.

- 2 The studies show that
 - a some of the most successful people didn't practise much.
 - b some people practised for hours and hours but weren't successful.
 - c the level of achievement seemed to depend on the amount of practice.

- 3 Supporters of the '10,000 hour rule' say that child geniuses
 - a need less practice than other people.
 - b are usually exceptions to the rule.
 - c don't always fulfil their early promise.

- 4 The writer thinks that Bill Gates' story
 - a is amazing because he created a small business which became globally famous.
 - b shows that you need to be determined and assertive to become successful.
 - c is easy to understand because it follows the theory explained in this article.

- 5 The writer suggests that to become successful
 - a apart from practice, the year you were born is important.
 - b there is a perfect age, for example in your early twenties.
 - c you can't still be studying at school.

4 Guess the meaning of the underlined words from their context. Then use a dictionary to check your ideas.

5 **SPEAKING** What about you?

What makes a genius?

a In the 1990s, a group of psychologists performed a study in order to discover what made some people not just better than average in a certain field but much better than almost anyone else – a real high-flier, or even a genius. The experiment they did has been repeated in different fields, and is essentially quite simple. In your chosen area – the arts, sport or business, for example – you take a sample of people who are already learning a particular activity at a high level, and divide this into three groups. In the first group you place those who have the potential to reach the very top – future stars if you like. The second group contains students who are very good, but not as good as the stars, while those in the third group are good enough but unlikely to get near the top levels.

b Having done this, you simply ask everyone how long they have practised for since first starting to learn the skill in question. The picture that emerges is remarkably consistent. Take one study of young tennis players who had been playing since the age of five. At first, the hours of practice were about the same, but after roughly three years the groups began to diverge. After that time the students in the first group (the best players) started practising more than the others, with the length of time increasing every year. By the time of the study, they were putting in around thirty hours a week, and had accumulated 10,000 hours each. This total for the elite players compares with 8,000 hours in the second group and only 4,000 for the third. It was also interesting that this research didn't produce anyone who could be called a 'natural': somebody able to produce world-class performance effortlessly, without putting in the same practice hours as the other top performers.

Similarly, the research found nobody who had worked harder than everyone else without rising to the top.

c The same results have been repeated in study after study in many fields, and have led some researchers to talk about the '10,000 hour rule'. Whether you're talking about science or sport, business or maths, it seems the key to achieving real expertise is lots and lots of deliberate practice rather than, as people often suppose, natural ability. This conclusion recalls the famous quotation from South African golfer Gary Player. When told how lucky he was to have such a natural gift, he is said to have replied: 'Yes, and you know, the more I practise, the luckier I seem to get.'

d Some people might object that this theory doesn't account for the many examples of people known as prodigies, who achieve greatness in their very early years, well before they've had time to put in the practice that's supposed to be necessary. A common response to this criticism is to point out that, for one thing, these 'child geniuses' often turn out to have had highly motivated parents who helped them with their early work. It is also generally accepted that their later work is usually much better, and that many so-called prodigies don't turn out to be as outstanding as they were expected to be.

e There is a lot to be said for supportive parents. Ten thousand hours is, after all, an awful lot of practice, which would be hard to achieve without parents to help and motivate you. It also helps to be born into a relatively rich family, because you simply couldn't afford the time if you also had to work for a living. So it's accepted that there is often an element of good fortune involved. As an example, take the case of Microsoft founder Bill Gates. The story of the clever young mathematician who drops out of university, starts a small software company and transforms it into a global phenomenon through brilliance and hard work is well known. When you examine it more closely, however, you find that he attended a very wealthy private school that could afford to spend a lot of money on computers (a relatively new invention at the time). The young student spent most of his waking hours in the computer room, and by the time he started Microsoft he had already been programming computers for seven years.

f The mid-1970s was the period when the 'digital age' really started to take off, and some people were clearly better placed than others to lead the way from the beginning. They were not still at school and too young to know what was happening, nor were they too old to understand the significance of the technological changes. In fact, they would need to be in their early twenties at the time, in other words born between 1954 and 1956. And you probably won't be surprised to learn that Bill Gates was born in 1955.

The text suggests that to be a genius you need to work hard and have opportunities. Do you agree? How important is natural talent?

GRAMMAR GUIDE

Comparative and superlative adjectives and adverbs

1a Look at the sentences. Which contain comparative forms and which contain superlative forms?

- 1 Some people worked **harder** than everyone else.
- 2 They were the **best** players in the study.
- 3 When you examine it **more closely**.
- 4 This group is **better** than the other one.
- 5 The **most gifted** students practised for over 10,000 hours.
- 6 Those students practised the **least**.
- 7 She writes the **fastest**.
- 8 Driving a car is **easier** than driving a bus.

1b Look at the sentences again. Which contain adjectives and which contain adverbs?

GRAMMAR REFERENCE ▶ page 46

2 Complete the table below and then, with your partner, explain the rules for the different groups of adjectives.

Adjective	Comparative	Superlative
long		
slow		
big		
thin		
friendly		
tidy		
ambitious		
hard-working		
good		
bad		
far		<i>the farthest/the furthest</i>
little (determiner)	<i>less</i>	

For one-syllable adjectives, add -er to make the comparative.

3 Match the rules for comparative and superlative adverbs 1–3 to the examples a–c.

- 1 We usually make comparative and superlative adverbs with *more* and *the most*.
 - 2 With some adverbs we add *-er* and *the -est*.
 - 3 Some adverbs are irregular.
- a well, bad, little
 b carefully, quietly, easily, beautifully, often
 c fast, hard, early, late, long, soon, near

4 Rewrite the sentences using the correct comparative and superlative forms.

- 1 In my opinion, Majid is the friendlier person in this class.
- 2 I think Eman is slightly taller than Kawther.
- 3 That is definitely the most silly thing I've heard today!
- 4 You can write much quicker on a computer than by hand.
- 5 Sorry I couldn't come more soon.
- 6 Is it much more further to your house?
- 7 You need to try more hard if you want to be a professional journalist.
- 8 William Shakespeare was one of the more famous writers in the world.
- 9 That novel was terrible! It's the less interesting novel I've ever read.
- 10 She did more well than me in the test.

5a SPEAKING Work with a partner and decide who in your class ...

- 1 talks the fastest.
- 2 shouts the loudest.
- 3 speaks the most quietly.
- 4 walks the slowest.
- 5 runs the most quickly.
- 6 arrives the earliest.
- 7 writes the most neatly.
- 8 laughs the most often.

5b Say one of the names you chose in 5a. Can your classmates guess the description?

GRAMMAR GUIDE

6 Look at the sentences and answer the questions a–c.

- 1 They worked **as** hard **as** the members of the other group.
 - 2 People in the second group were **not as** good **as** the stars.
 - 3 Maybe they were **less** gifted **than** the other students.
 - 4 He was **not so** old **as** the other people in his class.
 - 5 **The longer** you practise, **the better** you get.
 - 6 **The earlier** you start, **the easier** it is.
- a When do we use *as ... as*?
 b When do we use *not as ... as*, *not so ... as*, or *less ... than*?
 c When do we use the structure in sentences 5 and 6?

GRAMMAR REFERENCE ▶ page 46

7 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. Use between two and five words.

- Yusuf enjoys surfing the net as much as playing computer games.
ENJOYABLE
For Yusuf, surfing the net computer games.
- Eating fruit and vegetables is healthier than eating fast food.
LESS
Eating fast food eating fruit and vegetables.
- When you walk at a higher speed, you get more tired.
FASTER
The more tired you get.
- Ibrahim thinks judo is better than karate.
NOT
For Ibrahim, karate judo.
- Olivia is quick when she writes, and so is Cathy.
AS
Cathy writes Olivia.
- When you run far, you become healthier.
THE
The you become.
- Chinese is much harder to write than English.
DIFFICULT
English is than Chinese.
- Basketball becomes easier depending on your height.
TALLER
The basketball becomes.

8 Match the halves of these common expressions. When do we use the expressions?

- | | |
|--------------------------|-------------------------|
| 1 The sooner | a than done. |
| 2 Better late | b to worse. |
| 3 Easier said | c than never. |
| 4 Better to be safe | d the harder they fall. |
| 5 The more | e the merrier. |
| 6 This is going from bad | f the better. |
| 7 The bigger they are | g than sorry. |



Noun suffixes

1 Look at these words. Each one contains a noun suffix. Which of the nouns are people?

ability appearance difference
improvement investigation madness
mathematician performer professor
journalist

2 Look at these words. Change them into nouns, or a different type of noun, using the suffixes below. You may need to change the spelling. Sometimes you can make more than one noun from each word.

act confident educate electric
employ happy invent relevant
science

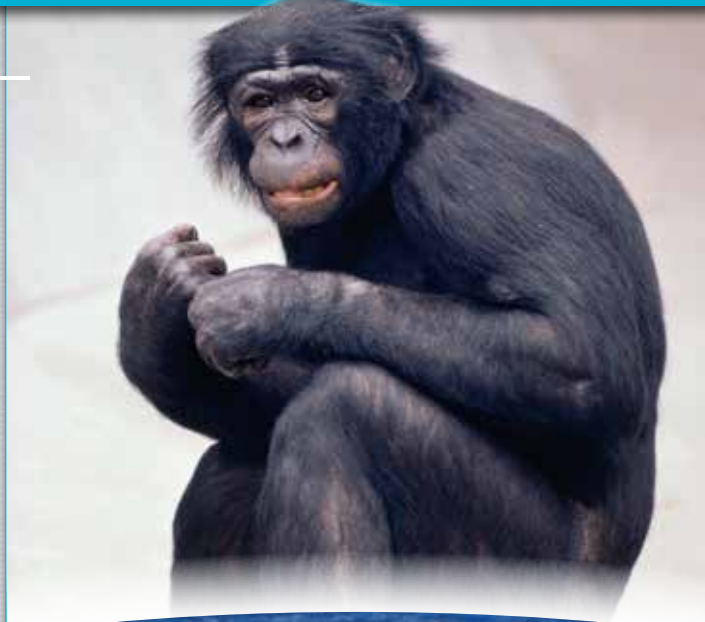
-ity -ness
-ance -ian
-ence -er
-ment -or actor, educator
-ion -ist

3 Read the text below. Complete the text with words related to the words given.

EXAM SUCCESS

In this type of exercise, sometimes you need to add a prefix or a suffix or both. Sometimes the word needs to be plural. Look at the context carefully to decide. **EXAM SUCCESS ► page 76**

Sometimes you can get the impression that (a) today spend **SCIENCE** all their time just improving high-tech toys and mobile phones. But just think of the (b) of **IMPORTANT** some of the biggest inventions of the past. Take (c) for **ELECTRIC** example, or, more specifically, the electric light bulb. The (d) **INVENT** of the light bulb is one of the key moments in human progress. Its (e) was Thomas **INVENT** Edison. Edison's biggest skill was to take another person's idea and make (f) to it. Electric light **IMPROVE** bulbs meant the (g) **APPEAR** of gas lighting, which was not the safest form of illumination. Before gas light and electric light, the (h) **DARK** had made jobs and leisure activities difficult or impossible at night. Edison gave people the (i) **ABLE** to see all day long. What a (j) that made to **DIFFERENT** our world.



1 SPEAKING Work with a partner. Look at the photos. How intelligent do you think these animals are? Give reasons for your answers.

2 LISTENING 16 Listen to a brother and sister talking about the animals. Are these statements true (T), false (F) or is the information not given (NG)?

- 1 The teenagers talk about an incident that happened yesterday. T/F/NG
- 2 The chimpanzee was only aggressive towards certain types of visitors to the zoo. T/F/NG
- 3 The chimp had a good supply of rocks and stones on the island where he lived. T/F/NG
- 4 The chimp was feeling angry when he took the rocks. T/F/NG
- 5 The chimp was a good shot and hit people with nearly every throw. T/F/NG
- 6 The story proves that animals only live in the present. T/F/NG
- 7 The boy wants people to stop going to the zoo. T/F/NG
- 8 The girl says that some scientists are against shows where dolphins do tricks. T/F/NG
- 9 The girl tells a story about a man who taught dolphins in the wild to do tricks. T/F/NG

3 **Correct the false statements. Listen again if necessary.**

4 Work with a partner. Write a summary of the stories about the chimpanzee and the dolphin and what they tell us about animal intelligence.

GRAMMAR GUIDE

Articles

1 Read these sentences.

- 1 There was **a** chimpanzee in **a** zoo in Sweden.
- 2 **The** chimpanzee didn't like being at **the** zoo.
- 3 **(-)** Scientists say **(-)** humans make **(-)** plans but **(-)** animals don't.
- 4 They're **the** most intelligent animals in **the** world.

2 Match the sentence halves to make rules. Which sentence in 1 is an example of each rule?

- 1 We use *a/an*
 - 2 We use *the*
 - 3 We use *the*
 - 4 We use *the*
 - 5 We use no article
- a to talk about a singular countable person or thing for the first time, or to say that the person or thing is one of a number or people or things.
- b to talk about a specific person or thing or a person or thing mentioned before.
- c to talk about things in general in the plural.
- d to talk about someone or something that is unique.
- e with superlative adjectives and adverbs.

GRAMMAR REFERENCE ▶ page 46

3 Choose the correct alternative.

- 1 They say that a/- language is what separates the/- humans from the/- animals.
- 2 I think the/- dolphins are the/- most intelligent animals.
- 3 Last night I saw a/- documentary about a/the bird that has a/the really good memory.
- 4 Did you read a/the book about the/- animal intelligence that I gave you yesterday?
- 5 I reckon that people are the/- more violent than most animals.
- 6 A/The biggest problem today is that we aren't looking after a/the world.
- 7 I've got a/the friend who trains the/- animals to help the/- people.
- 8 Last week I read an/the article about the/- first intelligence tests with the/- gorillas.

4 Complete the text with *a, an, the* or – (no article).

I've got (a) friend who loves (b) animals. She's got (c) amazing cat. When you ask it (d) maths question like 'What's 2+2?' or 'What's 5-3?', it can tell you (e) answer! Of course, (f) cat can't speak but this cat touches (g) floor with its paw to answer. So if (h) answer is four, it touches (i) floor four times. I think that my friend could make a fortune on (j) TV show.

5 Read this text and correct seven mistakes in the use of articles.

KOKO THE GORILLA

For many years, the scientists have investigated whether the animals can really communicate with humans using language. Monkeys and gorillas have often been involved in this research. Koko is the 40-year-old gorilla. She learned sign language when she was just one year old. Now Dr Penny Patterson, a closest person to Koko, reckons that a gorilla understands about 2,000 words of spoken English. She also appears to be able to communicate the important messages. Koko had a pet, the kitten called All-Ball. One day, the cat left Koko's house and was killed by car. When they told Koko that the cat had gone, she made signs to say 'Bad, sad, bad.' Patterson believes this proves that animals can feel emotions.



GRAMMAR GUIDE

6 Look at these sentences and complete the rules below with *so*, *such*, *too* or *enough*.

- a The chimpanzee got **so** tired of visitors that he'd throw stones at them.
 - b He did it **so** carefully.
 - c It's **such** a clear example that you have to agree with the scientists.
 - d It's **such** a pity.
 - e It wasn't **too** difficult to find the stones.
 - f They are(n't) clever **enough** to make future plans.
- 1 We use to say if something is or isn't excessive. It comes before an adjective or adverb.
 - 2 We use to say if something is or isn't sufficient. It comes after an adjective or adverb.
 - 3 We use to intensify a noun (with or without an adjective). If the noun is singular we use *a/an* before the noun.
 - 4 We use to intensify an adjective or adverb.
 - 5 We use *to* + infinitive after and
 - 6 We use *that* after and

GRAMMAR REFERENCE ▶ page 46

7 Complete the sentences with these words. If no word is necessary, put –.

a enough enough so so so such to too

- 1 He's clever that the university offered him a place when he was just fifteen.
- 2 I'm fifteen, so I'm young to drive a car.
- 3 It's such beautiful day today.
- 4 She isn't tall to get the book off the shelf.
- 5 It's too late say that you're sorry.
- 6 I have such good memories of living by the sea.
- 7 The book was interesting that I read it twice.
- 8 When you're eighteen, in most countries you're old to drive.
- 9 Khadija and Marriam are good friends that they seem like sisters.
- 10 I love that presenter. His programmes are good!

8 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. Use between two and five words.

- 1 That web designer does such good websites that everyone copies him. **SO**
The web designer's websites copies him.
- 2 The water was so cold that we couldn't swim. **TOO**
The water was swim.
- 3 The book was really interesting and everybody wanted to read it. **SUCH**
It was everybody wanted to read it.
- 4 Her cakes are so good that you could sell them. **ENOUGH**
Her cakes sell.
- 5 It was so cold that day that they stayed at home. **SUCH**
It was they stayed at home.
- 6 It was so dark that they couldn't see anything. **TOO**
It anything.
- 7 He's so insecure that he'll never be a good leader. **SELF-CONFIDENT**
He be a good leader.
- 8 Maher doesn't write very well so he won't become a professional journalist. **ENOUGH**
Maher doesn't to become a professional journalist.

9a Use your imagination to complete these sentences.


- 1 They've got such a big house that ...
- 2 There was a man who was so rich that ...
- 3 I knew a boy who was so stubborn that ...
- 4 My friend is so quiet that ...
- 5 I knew somebody who was too tired to ...
- 6 We aren't fit enough to ...
- 7 I'm such a good student that ...
- 8 The cat is so clever that ...


9b SPEAKING Work in small groups. Compare sentences. Choose the funniest and tell them to the rest of the class.

Presentations 1

1 SPEAKING Work with a partner. Look at this presentation topic and decide if you agree or disagree with the statement. Explain your ideas and make notes.

Exams are the only way to check that students are really learning. Do you agree? Why?/Why not?

2 LISTENING  **17** Listen to a student giving a presentation on this topic. What is his opinion? Does he mention any of your ideas?

3  Listen again and tick the expressions in the Speaking Bank that you hear.

▶ **Speaking Bank**

Useful expressions to structure a presentation

Beginning your presentation

- I'd like to begin by saying ...
- To start with ...
- The first thing I'd like to say is ...

Ordering your arguments

- First of all,
- Firstly,
- Secondly,
- Another thing is that,
- Furthermore,
- What's more,
- It's important to remember that ...
- It's also true that ...

Concluding your presentation

- Finally,
- To sum up,
- Last but not least,
- The point I'm trying to make is ...
- In short,

4 SPEAKING With your partner, organize your notes from 1 in a logical order, with an introduction and a conclusion.

5 SPEAKING Read the advice in Exam Success and then take it in turns to give a presentation about your opinion. Remember to use expressions from the Speaking Bank. When you finish, discuss how well you did your presentations.

▶ **EXAM SUCCESS**

When you give a presentation remember that you can look at your notes, but don't just read them aloud. Don't forget to look at your audience to see if they understand you and are interested. **EXAM SUCCESS** ▶ page 76

Practice makes perfect

6a SPEAKING Prepare a presentation on this topic.

'Students learn better by working in groups.'
Do you agree? Why?/Why not?

6b Give your presentation to the class.

A description



King Abdul-Aziz al-Saud



Nelson Mandela



Marie Curie



Mo Farah

- 1 SPEAKING** Work with a partner. Talk about the people in the photos on the left. Say who they are, describe their appearance and say why they are famous.
- 2 SPEAKING** Look at this definition of a hero. Make a list of some of your heroes. Compare lists with a partner and explain why you chose each person.

hero *noun* someone who you admire for their intelligence, ability or personal qualities

- 3** Look at this photo. Who do you think the man is? What type of person do you think he is, judging from the photo?



- 4** Read a description of the man in the photo. Does the description match your ideas in 3?

a My hero is a businessman and philanthropist called Sheikh Sulaiman bin Abdul-Aziz al-Rajhi. He's from Saudi Arabia. I think he's about ninety years old. He's famous because he's the founder of Al Rajhi Bank, the largest Islamic bank in the world, and he's also one of the Arab world's richest men.

b When you see photos of Sheikh Sulaiman al-Rajhi, he looks like an extremely kind man, content and happy. He's got a long white beard with a dark grey patch in the middle. He tends to wear traditional Saudi clothes, the thobe, white ghutra or red-and-white shemagh. Sometimes he wears glasses.

- 5** Match the paragraphs a–d to these topics.

Why this person is a hero of mine

The person's name/basic information about them/why they are special

The person's appearance

The person's personality

- 6** Choose one of the heroes on your list and use each expression in the Writing Bank to write about their personality or appearance.

▶ Writing Bank

Useful language in descriptions

- He/She/It seems ...
- He/She/It looks ...
- He/She/It is very/really/extremely + 'normal' adjectives (*good, big, etc.*)
- He/She/It is completely/totally/absolutely/really + 'extreme' adjectives (*fantastic, huge, etc.*)
- He/She/It is quite/rather + 'normal' adjectives
- He/She/It can be ...
- He/She/It tends to ...
- He/She/It has a side.
- What I like (most) about him/her/it is ...

Practice makes perfect

- 7** Look at the task and write your description. Follow the paragraph plan in 5 and use expressions from the Writing Bank.

Write a description of one of your heroes. It can be a famous person or someone in your life, for example a friend or relative. They can be living or dead. Explain why you admire them.

▶ STUDY SKILLS

When you finish writing a text in English, check it carefully. Have you answered the question? Are there any obvious mistakes? Is it easy to understand the ideas and information in your text?

STUDY SKILLS ▶ page 73

c From reading about his life, it's obvious that Sheikh Sulaiman al-Rajhi is a clever and talented businessman. Even though he came from a poor family and left school at a young age without much education, he went on to own one of the most successful business empires in the Gulf. But, at the same time, he also has a very generous side. He says that all wealth belongs to Allah and he has given some of his fortune to charity to fight poverty and serve Islam.

d The main reason that Sheikh Sulaiman al-Rajhi is a hero of mine is that he chose to become poor of his own will in order to help other people. He really is a devout Muslim and a role model for people across the world. Another reason I like him is that he is still very active and hard-working. I hope they make a film about his life one day.

Language reference and revision

▶ Grammar reference

Making comparisons

- We usually make comparative and superlative adverbs with **more** and **the most**.
carefully ▶ more carefully, the most carefully
 - With these adverbs we add **-er** and **the -est**.
fast ▶ faster, the fastest
 - These adverbs are irregular.
well ▶ better, the best
badly ▶ worse, the worst
little (determiner) ▶ less, the least
- Use**
- Less** is the opposite of **more**.
Animals are less intelligent than humans.
(= *Humans are more intelligent than animals.*)
 - We use **as ... as** to say two things are the same.
Rats are as clever as cats.
 - We use **not as ... as** or **not so ... as** to say that the second person or thing is more ... than the first one.
Animals aren't as intelligent as humans. (= Humans are more intelligent than animals.)
 - We use **The + comparative, the + comparative** to talk about two things that happen together.
The faster I run, the more tired I feel.
The harder you study, the better your results.

Articles

A/An

- We use **a/an** with singular, countable nouns. We use it when we mention something for the first time, or to say that the person or thing is one of a number of things or people.
I've got a computer. It's a laptop.
- We use **a/an** to say what somebody's profession is.
He's a scientist.

The

- We use **the** with countable (singular and plural) and uncountable nouns. We use it to refer to something or somebody previously mentioned.
I've got a computer. The computer's really fast.
- We also use **the** to talk about specific things or people.
The computer I bought was quite cheap.
The lecturers in that university are really good.

- We use **the** to talk about something unique, something that there is only one of.
the sun, the government (in a particular country), the floor, the world
- We use **the** with superlative adjectives and adverbs.

No article

- We do not use an article with plural countable nouns or uncountable nouns when we are talking about people or things in general.
Scientists say that animals have complex brains.
I like biology.

So, such, too, enough

Use

- We use **so** to intensify the meaning of adjectives and adverbs.
She's so hard-working. She works so hard.
- We use **too** to say that something is excessive. It is not the same as **very** because it has a negative meaning.
A: *He's very clever. (= positive)*
B: *Yes, but sometimes he's too clever. (= negative)*
- We use **such** to intensify the meaning of nouns, with or without adjectives. We use **a/an** after **such** when we continue with a singular countable noun, but not with uncountable/plural nouns.
It's such an interesting topic. It's such a pity.
He asks such difficult questions.

▶ Vocabulary

1 Personality

ambitious/pushy assertive/bossy
broad-minded/narrow-minded easy-going/nervous
frank/brusque gifted/slow mature/immature
modest/big-headed outgoing/reserved
self-confident/arrogant self-confident/insecure
stubborn/flexible tactful/tactless tight-fisted/frugal

2 Noun suffixes

actor educator electrician employer inventor
mathematician performer professor scientist journalist
ability action activity appearance confidence
creation creativity darkness difference education
electricity employment happiness importance
improvement invention investigation madness relevance

▶ Grammar revision

Making comparisons

1 Choose the correct alternative. In some sentences, both alternatives are correct.

- 1 She doesn't work as hard/hardly as me.
- 2 My classmates are a lot less hard-working than/as me.
- 3 The sunnier it is, it gets hotter/the hotter it gets.
- 4 She speaks quieter/more quietly than a mouse.
- 5 Mathematics is not as/so difficult as people imagine.
- 6 They're the most/least confident people I know.
- 7 The sooner she finishes her work, the earlier/earliest she can get home.
- 8 When you write your composition, do it more careful/carefully than the last one you did.

WORKBOOK ▶ page 27

/ 8 points

Articles

2 There are no articles in these sentences. Add seven articles in the correct places.

- 1 I met friend yesterday in city centre.
- 2 Most important thing in life is good friends.
- 3 Experts say government is having problems.
- 4 When I'm bored I pick up book and read.
- 5 I like listening to my grandfather and things he tells me about life before computers.
- 6 Books I read are all about history.

WORKBOOK ▶ page 29

/ 7 points

So/such/too/enough

3 Match the sentence halves and complete the sentences with *so, such, too, enough*.

- | | |
|---|---|
| 1 The test was long | a to hear the start of the talk. |
| 2 My uncle was serious | b that we didn't stay to see the end. |
| 3 My friend wasn't patient | c that we've decided to go there again this year. |
| 4 He arrived late | d to carry all the dictionaries. |
| 5 It was a long talk | e to wait for me. |
| 6 He was strong | f that he never laughed. |
| 7 His assignment was bad | g that the teacher gave it a 0. |
| 8 We went to a beautiful place for our holidays last year | h to finish in just one lesson. |

WORKBOOK ▶ page 29

/ 8 points

▶ Vocabulary revision

Personality

1 Complete the sentences with adjectives of personality.

- 1 A person is someone who is very careful in the way they speak and behave so that they do not make other people unhappy.
- 2 If you are, it means you aren't generous with your money.
- 3 A person is someone who accepts many different types of behaviour and is not easily shocked.
- 4 Being is the opposite of being self-confident.
- 5 If someone is ambitious but in a negative way, they are
- 6 Once he's formed an opinion about something, it's very hard to convince him he's wrong. He's very
- 7 She's twenty-five but she's quite because she acts like she is still a child.
- 8 A student is one who has an impressive natural ability.
- 9 She never gets nervous, she's always relaxed and

WORKBOOK ▶ page 25

/ 9 points

Noun suffixes

2 Complete the sentences with a noun related to the words given.

- 1 One day she'd like to become a professional (journal).
- 2 What an (improve). Your work is much better now.
- 3 Playing a sport well is often a question of (confident).
- 4 They're spending more and more money on health and (educate).
- 5 There was no light, just (dark) everywhere.
- 6 Muhammad Yunus is the (invent) of microcredit.
- 7 The lights aren't working. We need to call an (electric).
- 8 Your (appear) is important in creating a good impression.

WORKBOOK ▶ page 28

/ 8 points

Total

/ 40 points

▶ Progress test Units 3–4

▶ Reading

▶ Tip for Reading Exams

In reading activities where you complete a text with missing sentences, remember ...

If there are gaps which you cannot complete, continue with other, easier gaps first and then go back later to the difficult ones. **EXAM SUCCESS ▶ page 76**

- 1 Work with a partner. Look at the photo. What do you think it takes to become a top footballer?
- 2 Read the text. How does the writer feel about his abilities and achievements? What is his answer to the question 'What does it take to get to the top?'
- 3 Ten sentences have been removed from the article. Choose from the sentences A–K the one which fits each gap. There is one extra sentence which you do not need to use.

▶ Speaking

A I'm not claiming to have higher morals, purer motives or less self-interest than the real stars who move from club for vast sums of money.

B The point is that all these motivational stories you hear, telling you that you can achieve anything you want in life if you want it enough and if you try hard enough, just aren't true.

C So, with the natural self-confidence common to many boys my age, I assumed that this was just a natural progression, and that this was how things were supposed to happen in life.

D At this point in a story like this, it's common to say something like 'and the rest is history.'

E I've thought a lot about it, and I think the answer is a combination of things, including nature, upbringing, hard work and a certain amount of luck.

F At every stage in this boy's career up to then, the author points out, he must have stood out as being not just better than all those around him, but much, much better.

G Some of my friends at school were just as good as me, but the main difference was that I practised more than they did.

H I somehow knew that he was here to see me, and that it had something to do with signing for the team.

I To a lot of teenage boys, the story I'm about to tell will seem like a dream come true.

J I'm not, absolutely not, putting myself on their level, but even I sometimes ask myself: why me?

K I've now got a lifestyle that most people would envy, and although I haven't reached great heights and I'm certainly not a sporting celebrity, I'm quite happy to stay where I am.



What does it take to get to the top (or near it, anyway)?

- (1) One day, around ten years ago, I was walking home from school. As I turned the last corner, I noticed the car straight away. It was a big, expensive model, which was already enough to make it stand out in our street. The number plate, though, was instantly recognisable: MCG 1. Joe McGuinness, manager of the biggest football team in the area, was parked outside my house.
- (2) In case that sounds arrogant, I should explain that of course his visit hadn't come out of the blue. It was known that the club had scouts who were in touch with local schools, always on the lookout for promising youngsters. And I knew that I had that promise – I'd been the leading goal scorer in the inter-schools league for three years running. I also knew that our sports teacher, Mr Vernon, was friendly with several of the scouts.
- (3) This doesn't mean I wasn't excited. In fact, although people often say they remember every detail of life-changing episodes, I have to say I was so excited about this first meeting with the man everyone referred to as 'the Boss' that it all remains a vague blur.
- (4) That's not quite true, but it is common knowledge, at least among football fans. I joined the youth squad, progressed to the second team, played my first proper match at the age of 19, scoring two goals, and was eventually made captain.
- (5) There have been offers from several more glamorous clubs, but I've turned them all down. The Boss has never discouraged me from going elsewhere to seek my fortune, but I'm happy with what I've got.
- (6) The real reason, if I'm honest with myself, is probably fear of failure. I remember reading a passage in a book written by a journalist who was a life-long supporter of a world-famous team, describing a young player making his first team debut.
- (7) Yet on this night, it was clear to everyone watching that he just didn't have that extra something that was needed to succeed at the top level. Afterwards, he played a few more matches, then disappeared from view. Now I can't even recall his name.
- (8) Any of us, they say, could be a Ronaldo or a Shakespeare if we just believed in ourselves and put in the effort. Really? Are they saying real geniuses like that don't have something special?
- (9) What was it that enabled me to reach the position I'm in today? It's not the height of fame and success, but it's a whole lot higher than my schoolfriends could have achieved. And believe me, a lot of them thought they were pretty good, and were no less ambitious than I was.
- (10) I was born with certain abilities that are a big advantage in football. I had a football-mad father who passed on his love for the game, and gave up a lot to support me. I grew up in a town where football was a passion, and I went to a school with a great coach who had useful contacts. And of course I worked really hard at it (because, after all, it was the only thing I wanted to do).

Tip for Speaking Exams

In presentations, remember ...

Don't speak too fast. If you do, people will not be able to follow you. **EXAM SUCCESS** ▶ page 76

- 4 Look at this presentation topic. Prepare a presentation by making notes, but do not write complete sentences.

Talk about any sports champions that you admire. In your opinion, to what do they owe their success? Why do you admire them?

- 5 Work with a partner. Brainstorm any expressions you know for:
- 1 beginning a presentation.
 - 2 ordering your arguments.
 - 3 concluding a presentation.
- 6 Work in groups and take it in turns to give your presentations. Use expressions from 5.

Use of English

Tip for Use Of English Exams

In word-formation cloze tests, remember ...

To change the type of word you will usually need a suffix (e.g., *-ion* to make a noun, *-ly* to make an adverb). To change the meaning of the word you will usually need a prefix (e.g., *im-*, *re-*). **EXAM SUCCESS** ▶ page 76



- 7 Work with a partner. The object in the photo is a time capsule. What do you think is inside?

- 8 Complete the text with words related to the words given.

Recently pupils at a local school had an (a) visit from students who were at the school 100 years ago. How? Thanks to the (b) of a time capsule which construction workers (c) discovered when they were knocking down a wall as part of (d) to the school buildings. They were surprised to see an (e) old box hidden inside the wall. The box was full of old objects and letters chosen by the students who were studying in the school in 1912! The idea was to give future generations of students an idea of how life was at the time. The students would be amazed to see the (f) in life now. The (g) of inventions such as televisions, computers and mobile phones have completely transformed the world. But let's not get too clever or (h) our own intelligence. Just imagine preparing your own time capsule today. Put in a copy of the (i) computer magazine. In 100 years' time no doubt people will find the technology shown in the magazine (j) primitive.

EXPECT

APPEAR
ACCIDENT

IMPROVE
USUAL

DIFFERENT
IMPORTANT

ESTIMATE

LATE

BELIEVE

Writing

Tip for Writing Exams

In stories, remember ...

Use a variety of past tenses and linkers of time and sequence to make it clear when the different events in the story happened. You can also make the story come alive by using short sections of direct speech from time to time.

EXAM SUCCESS ▶ page 76

- 9 Work with a partner. Read this task and plan your story. Think about the main events, the background and any important scenes.

Your English teacher has asked you to write a story for the school magazine. The story must **begin** with the following words:

I had been cleaning out the cupboards at home all morning when I suddenly found an ancient box that looked like it was about to fall into pieces. When I opened the box and looked inside, I just couldn't believe my eyes.

- 10 Individually, write your story. Follow this paragraph plan.

- *First paragraph:* Explain where and when the story began. Introduce the characters.
- *Middle paragraphs:* Explain the main events in the story, and the background to these events.
- *Final paragraph:* Explain how the story ended and what the consequences were.

Check your progress on page 78.

5 Money talks

- Grammar** ▶ Modal verbs of obligation, prohibition and advice – present and past
▶ Modal verbs of speculation and deduction – present, past and future
- Vocabulary** ▶ Buying and selling ▶ Money and banking
▶ Phrasal verbs connected with money and shopping
- Speaking** ▶ Talking about photos
- Writing** ▶ A formal letter

Vocabulary

Buying and selling

- 1a** Work with a partner. How many different names for shops can you write down in two minutes?
- 1b** Work with another pair. Say things that you can buy in the different shops in your list. Can they name the shops?

Where do you buy chops and steaks?

At the butcher's.



- 2** Complete the text with these words. Use a dictionary if necessary.

afford bargain cash change discount receipt
refund sale value for money waste

There's a clothes shop that I really like in the shopping centre near where I live. I don't often buy clothes there because I can't (a) it, it's just too expensive for me. But last week they had a special (b) there and everything was cheaper than usual. They had a (c) of between 20 per cent and 50 per cent on most of the things there. I found a real (d) – an abaya that cost just 200 SAR instead of 700 SAR! That's great (e) because it's really cheap for an abaya made by a top designer. Anyway, I had left my debit card at home, so I paid in (f) I gave them a 500 SAR note and they gave me 300 SAR (g) I asked for the (h) because if you have problems afterwards you need to have proof that you bought it in that particular shop. Once I bought a coat but then I decided I didn't like it. I didn't want to (i) my money so I took it back and, luckily, they gave me a (j)

- 3 SPEAKING** Work with a partner. Ask and answer the questions.

- Do you have any change in your pocket at the moment?
- How do your parents usually pay in shops?
- Do you or your family usually buy things in the sales?
- Do you usually keep the receipt when you buy something?
- Have you or your family ever asked for a refund in a shop? When? Why?
- Do students get special discounts in your country? Where or when?
- Have you ever wasted your money? When?
- Think of something that you have bought that was a real bargain or that was good value for money. What was it? Where and when did you buy it?

Money and banking

- 4** Match these words and phrases with the definitions. Use a dictionary if necessary.

bank charges/fees bill cashpoint
credit/debit current account
get into debt Zakat
lend money/give somebody a loan
overdraft savings account
withdraw money

- an agreement with your bank that allows you to spend money when there is no money in your account
- a bank account that you use to keep and save money
- give money to somebody for a period of time, after which they give it back
- amount of money you have to pay a bank for the services that they give you
- a bank account that you can take money out of when you want
- take money from a bank account
- money you give to the poor and is one of the five pillars of Islam
- a written statement saying how much money you owe for goods or services you have received
- a machine that gives you money when you put a bank card in it
- money that you add to/take out of a bank account
- start to owe money

- 5 LISTENING** **18** Listen and answer the questions. You will hear each question twice.

- | | |
|---------|---------|
| 1 | 5 |
| 2 | 6 |
| 3 | 7 |
| 4 | 8 |

- 6** How do you say these words? What do they all have in common?

card climb cupboard debt
doubt eight honest knowledge
listen litre psychological receipt
through withdraw written

- 7 LISTENING** **19** Listen to the words and correct your pronunciation if necessary.

1 SPEAKING Work with a partner. Imagine that you are going to open a bank account. What information would you like to know before you open the account? Make a list of questions.

Do they give you a debit card?

2 You have five minutes to read these two texts. What is the purpose of each text? Where might you find each text?

Text 1

When they are living at home, most students don't really need a current account. But when you go to university, you should definitely consider opening one. It makes it easier for people to send you money and it also means that you can pay bills and shop without cash.

Most banks are happy about opening current accounts for students. They hope that if you start banking with them now, later when you start earning large amounts of money you'll stay with them. Banks use typical advertising techniques to attract you. They sometimes offer free vouchers, sport tickets, electronic gadgets or other incentives. But before you open a bank account just because of a free gift, you ought to think twice about the conditions the account offers.

Firstly, do they offer an overdraft? If the answer is yes (and it usually is), how big are the overdraft fees? You must find this out *before* you need to use the overdraft or you can get a very unpleasant surprise.

Do you get a debit card with the account? Obviously, this is the easiest way to pay nowadays in most shops, cafés and restaurants. But be careful with debit cards. They're so easy to use that, you can find you're trying to spend more than you have in the bank. If you make a mistake, the bank may fine you.

Check whether your bank offers free banking. This means that for basic services you don't have to pay any bank charges, provided that you have money in your account. Remember, you mustn't get into debt if you don't want the bank to close down your account.

Another important question is location. Some banks have branches near the university campus. You had better make sure that there is a branch near where you study or live because it can save so much time. Most banks offer Internet banking, and that is a great way of knowing the exact situation that your finances are in. But there are times when you just have to go to your bank in person. Apart from anything, some banks have special Student Advisors there who can give you useful advice.



Text 2

That's a really good question. I opened my first bank account much too quickly. I should have looked around more carefully at the terms and conditions at different banks but I just went to the branch nearest the university and opened it there. It was only after that I found that it had the worst conditions for students! So my first piece of advice to you is to look around carefully at the different offers.

To actually open the account I had to take my passport, of course. I'm from outside the European Union so I also needed to take my visa. I was worried because there was only five months left on my visa and last year a friend of mine wasn't allowed to open an account because he only had three months left. But I was fine.

The other thing I had to take was a thing called a 'letter of introduction' from the university. It's simply an official letter that you can get from your uni. It needs to give your name, your date of birth, your UK address and your home address. It must also say which course you're studying. When I went, I also took my driving licence but I needn't have taken it because the passport, visa and letter of introduction were enough. I suggest you check with the bank you're interested in, because different banks ask for different things. I know a friend who had to give proof that there would be money coming into his account in the future. But I didn't have to do that for my bank.

I hope that helps. Good luck!

3 Answer these questions with information from the texts. Say where you found the answers (text and line number).

- 1 What problems can debit cards create?
With debit cards it's easy to spend too much, and then your account could be closed down by the bank. Text 1, lines 21–28
- 2 I'm from Saudi Arabia and I want to open a bank account in the UK. Is my passport sufficient?
- 3 Should I accept a free gift for opening a bank account?
- 4 How important is the location of a bank?
- 5 If a bank offers me 'free banking', what does it mean?
- 6 How can Internet banking help me?
- 7 Who can students ask for help with their finances?
- 8 What are the advantages of opening a current account?
- 9 My bank says I need a letter of introduction. What's that?
- 10 Do all banks ask for the same documents to open an account?

▶ **STUDY SKILLS**

Skimming and scanning are two different ways of reading a text. When we skim a text, like in 2, we read it quickly to get a general, overall idea of the text. When we scan a text, like in 3, we read it in more detail to find specific information.

STUDY SKILLS ▶ page 74

4 Find underlined words in the texts that mean:

- 1 an office representing a bank in a particular area
- 2 not nice
- 3 information that shows that something is true
- 4 on the condition that
- 5 the things that you accept when you make a business or financial agreement
- 6 things that make you want to do something

5 SPEAKING What about you?

When do you think you will open your own bank account or have your own debit card?

GRAMMAR GUIDE

Modal verbs of obligation, prohibition and advice – present

1a Match the sentences a–l to the functions 1–4.

- a You **ought to** think twice about the conditions.
- b You **should** consider opening a current account.
- c With free banking, you **don't have to** pay any bank charges.
- d The letter **must** say which course you're studying.
- e You **have to** be eighteen to open an account without your parents.
- f You **mustn't** get into debt.
- g You'd **better** make sure that there is a branch near you.
- h You **aren't allowed to** open an account until you're sixteen.
- i The letter **needs to** give your address and date of birth.
- j You **needn't** take a driving licence.
- k You **don't need to** take a driving licence.
- l You **can't** open a bank account without identification.

- 1 express obligation or necessity
- 2 say there is no obligation or necessity
- 3 say something is prohibited or not possible
- 4 give advice or recommendations *a,*

1b Answer these questions.

- 1 Which structures need *to* + infinitive? Which need the infinitive without *to*?
- 2 How do you make sentence e into a question?
- 3 How do you make sentences b and g negative?
- 4 How do you make sentence j affirmative?
- 5 Does '*d*' stand for *had* or *would* in sentence g?

GRAMMAR REFERENCE ▶ page 58

2 Decide if the sentences are correct. Rewrite the incorrect sentences.

- 1 You shouldn't arrive late for a meeting with a bank manager.
- 2 You don't have to use somebody else's passport to open a bank account.
- 3 Have you to sign your name on your debit card?
- 4 Aren't foreigners allowed have a student account?
- 5 When you live at home, most students needn't to open a current account.
- 6 She would better get a debit card because it isn't safe to take lots of cash everywhere.
- 7 We ought to ask for advice because we don't know much about banking.
- 8 You must take all the documents to the bank yourself to open an account.

3 Complete the text with these words. There are four extra words.

allowed are aren't had has have must
mustn't needn't needs ought

- 1 You better hurry or you'll miss the bus.
- 2 My dad to wear a uniform because he's a firefighter.
- 3 We've just eaten. In my opinion, we to have a rest before we swim again.
- 4 Sixteen-year-olds allowed to drive in Europe.
- 5 You go into your bank to pay a bill. With Internet banking, you can do it online.
- 6 Parents always tell their children that they lie to them.
- 7 We're to use calculators in maths exams but I forgot to take mine today.

4a SPEAKING Work in pairs. A British student is coming to study for one month at your school. Prepare eight sentences using each of these words and expressions.

are allowed to can't don't have to had better not
must mustn't needn't ought to

You must learn some basic expressions in Arabic because most of our lessons aren't in English.

4b Compare answers. Decide on the five most useful pieces of information.

GRAMMAR GUIDE

Modal verbs of obligation, prohibition and advice – past

5 Match the sentences a–i to the functions 1–5.

- a I **had to** take my passport.
- b I **didn't have to** do that for my bank.
- c I took my driving licence but I **needn't have taken** it.
- d A friend of mine **wasn't allowed to** open an account.
- e I **needed to** take my visa.
- f I **should/ought to have looked** around.
- g I **shouldn't have done** that.
- h I **didn't need to** go to the bank yesterday.
- i He **couldn't** open an account.

- 1 express obligation and necessity in the past
- 2 say that something happened but it was not necessary
- 3 say that something didn't happen because it was not necessary
- 4 say something was prohibited or not possible
- 5 criticise a past action or say that it was a mistake

GRAMMAR REFERENCE ▶ page 58

6 Write these sentences in the past.

- 1 You should ask them for advice.
- 2 She must arrive on time every morning.
- 3 Do you have to go to the meeting?
- 4 We mustn't wear jeans and T-shirts.
- 5 I don't need to get up early (but I do).
- 6 She doesn't need to wear a uniform (so she doesn't).
- 7 We ought to work as a team.
- 8 They need to ask the university for a letter of introduction.

7 Complete the sentences for the situations. Use each of these expressions once.

couldn't didn't have to had to needed to
 needn't have ought to have should(n't) have
 wasn't/weren't allowed to

- 1 I did the exercises last night because they were obligatory.
I
- 2 Taking food to my friend's house was optional for us, but we took some.
We
- 3 She didn't revise for the exam and that was a big mistake.
She
- 4 They didn't have permission to go into the office.
They
- 5 It was necessary for the plane to land.
The plane
- 6 It wasn't necessary to show my receipt to the shop assistant, so I didn't.
I
- 7 I got angry with you yesterday and that was a silly thing to do.
I
- 8 It was impossible for him to speak to the bank manager.
He

8a Think about when you were at primary school. Write sentences about things that were obligatory, not obligatory, prohibited, and that you should or shouldn't have done. Use the structures on this page.

I didn't have to wear a shamagh, but I had to wear a white thobe.



8b SPEAKING Compare sentences in small groups. Were your experiences similar?

Phrasal verbs connected with money and shopping

1 Look at the phrasal verbs used in these sentences and match them with the definitions a–h.

- 1 If you want to buy a new computer, you need to start **saving up**.
- 2 The management say that they are going to **cut back** on advertising.
- 3 She lent me some money last week but next week I have to **pay it back**.
- 4 The bill **comes to** 143 SAR.
- 5 At the local supermarket they're **giving away** glasses when you buy six cans of cola.
- 6 I **picked up** some amazing bargains in the sales.
- 7 I couldn't buy that new computer game because they'd already **sold out**.
- 8 She's going to **splash out** on that abaya.
 - a give someone the same amount of money they lent you
 - b not spend money so that you can buy something
 - c reduce the amount of money you spend
 - d buy
 - e buy something expensive (*informal*)
 - f let somebody have something without paying
 - g reach a total when you add all the parts together
 - h stop selling a product because there are no more available to sell

2 Rewrite the sentences using the correct form of one of the phrasal verbs in 1.

- 1 Can you buy some milk on the way home?
- 2 That coat is expensive but I'm going to buy it.
- 3 We need to reduce the amount we spend on luxury items.
- 4 That shop gives you a free video game with each console.
- 5 I can't buy that watch because I need money for the summer holidays.
- 6 You should buy the camera now because it's disappearing fast.
- 7 I'll give you the money you lent me tomorrow.
- 8 The book was 60 SAR and the magazine was 15 SAR so the total was 75 SAR.

3 Choose the correct alternative.

- 1 Are you saving back/up to buy something?
- 2 Do you need to pay somebody back/up at the moment?
- 3 Have you or your family ever splashed away/out on something?
- 4 Have you ever gone to buy something and found that they had already sold out/up?
- 5 Have you or your family ever bought something because they were giving something away/in with it?
- 6 Have you ever picked away/up a bargain in the sales?

4 SPEAKING Ask your partner the questions in 3. If your partner answers Yes, ask questions to find out more information.



- 1 = stone with hole
- 2 = plastic card
- 3 = coins

1 SPEAKING Work with a partner. Look at the pictures. What do you think they show?

2 Read this text and check your answer to 1. Ignore the gaps.

One of the earliest ways of paying somebody was to give them (a) because you can use them for different things.

On the Yap Islands in Micronesia they used stone disks which could have a diameter of (b) Roman soldiers got coins and (c) for their work. This is the origin of the English word (d)

The Greek historian Herodotus said the Lydians made the first coins in around 600 BC. The very first coins weren't gold coins or silver coins, they were made of (e) But it was in China that they used paper notes for the first time. This may have been because they didn't have enough (f)

In the 1920s Americans started using cards to pay for (g) or to buy things in department stores. The first real debit card appeared in the USA in (h) Some people think that physical money may disappear in the future because people will use their (i) to pay. And somebody has already designed money to use in space. The coins come in five different sizes and colours. The coins are specially made so that they (j) you when they fly around a spaceship in zero gravity.

3 Look at the gaps in the text. Predict what words or types of word could fill each one.

▶ EXAM SUCCESS

When you need to listen and complete notes, always read the incomplete notes *before* you listen. This helps you to know what to listen for. Look carefully at the words that come just before or after each space and think about the meaning and *type* of word that is missing.

EXAM SUCCESS ▶ page 77

4 LISTENING **20** You will hear a report by an expert on the history of money. For a–j in 2, complete the sentences. Write no more than two words and/or a number for each answer.

5 What about you?

In your opinion, what are the two most surprising pieces of information?

GRAMMAR GUIDE

Modal verbs of speculation and deduction – present and future

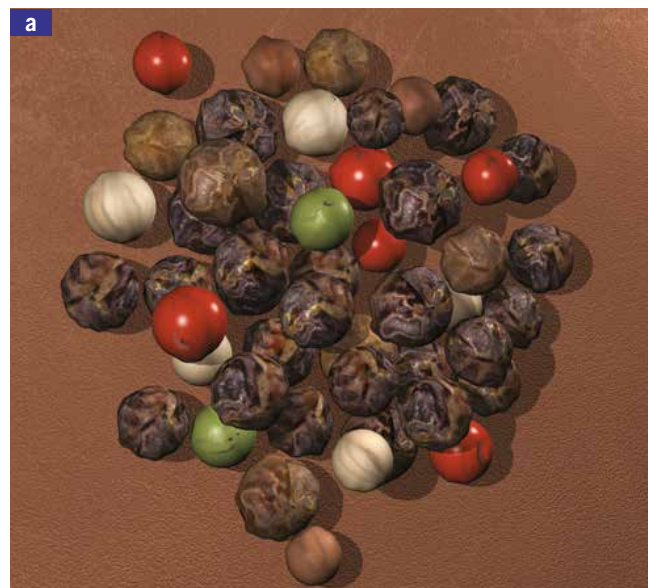
1 Look at these sentences and complete the rules below with the verbs in bold.

- a One day we **might** stop using cash.
- b Stone disks **must** be the most unusual type of money ever.
- c He **may** have a debit card, but he **may not**.
- d We **might not** use metal coins in space.
- e That **can't** be the real price.
- f This **could** mean the end of debit cards.

- 1 We use and when there is a 50 per cent possibility that something is or will be true. The negative forms are and We cannot use the negative form of when there is a 50 per cent possibility that something isn't true.
- 2 We use when we are 90 per cent certain that something is true.
- 3 We use when we are 90 per cent certain that something isn't true.
- 4 When we are speculating and making deductions, the opposite of *must* is

GRAMMAR REFERENCE ▶ page 58

2 Look at these things. What do you think they may, must or can't be? Explain why.



3 Complete the sentences with *must, can't, may, or might (not)*.

- 1 He's been that to that restaurant ten times. He love it.
- 2 It's unusual that Aisha hasn't come to school yet. She be well, or perhaps her bus is just late.
- 3 That be Rizwan's wallet because his is brown and this one's black.
- 4 I go to the museum tomorrow but I'm not sure. I hope my parents let me.
- 5 She have a lot of money because she spends a fortune on clothes.
- 6 He tell a joke very well because nobody wants to listen to him.
- 7 It be hard to become a millionaire because not many people manage it.
- 8 My parents lend me some money or they I don't really know because I've never asked them before.

GRAMMAR GUIDE

Modal verbs of speculation and deduction – past

4 Look at these sentences and complete the rules below with the verbs in bold.

- a It **must have** been difficult to carry the big stone disks.
 - b It **can't have** been easy for thieves to steal them.
 - c They **may/might/could have** used salt as money because you could use it anywhere.
 - d They **mighn't/may not have** had enough metal to make coins.
- 1 We use and when there is a 50 per cent possibility that something was true. The negative forms are and We cannot use in the negative form with this meaning.
 - 2 We use when we are 90 per cent certain that something was true.
 - 3 We use when we are 90 per cent certain that something wasn't true.

GRAMMAR REFERENCE ▶ page 58

5 Correct the mistakes in these sentences.

- 1 It's only lunchtime and you look terrible. You must have a bad morning.
- 2 Somebody's unlocked the door. It must have been Ali because he hasn't got a key.
- 3 I think Atif might sent me an email last night.
- 4 Fatima hasn't replied to my email. She mighn't has received it.
- 5 Waleed isn't here. He must have went already.
- 6 Let's not buy her that book. I'm not sure but I think she might buy it already.
- 7 You can't be read that book already! It's 600 pages long and you only started yesterday!
- 8 It mustn't have rained last night because all the streets are dry.

6 Complete the text with past modal verbs of speculation and the verbs given.



Something very mysterious happened in Tokyo in 2007. For a few weeks many civil servants who went to the toilet found a 10,000 yen note waiting for them. Nobody knows who left the notes but it (a) (be) the same person because they left hand-written messages with the notes and the writing was always the same. They are quite sure that a woman (b) (leave) the notes because they always appeared in the men's toilet. More than 425 people found notes, so the man (c) (have) a lot of money. He always left the message 'Please be happy' with the money. This suggests that the man (d) (be) happy himself, but, of course, we can't be sure. Again, nobody can be sure, but other people think that the man (e) (work) as a civil servant himself once and he gave the money away to make other civil servants happy. One thing is clear: he (f) (move) quickly because in one morning he left eighteen 10,000 yen notes in eighteen different toilets in Tokyo. The man's handwriting was getting worse and worse and so people think he (g) (have) a terminal illness. That probably explains why he was giving away all his money. Unfortunately, the man (h) (die) because the notes suddenly stopped appearing.

7a SPEAKING Work in pairs. Look at these situations and write at least two sentences with *must have, might have* and *can't have* to explain them.

- 1 My uncle didn't use to be rich but now he's a millionaire.
- 2 Susan always passes her exams but last week she failed an exam.
- 3 Sami can usually go out with his friends at the weekend but last weekend his parents didn't let him.
- 4 Hazem is a very careful driver but yesterday he had an accident.
- 5 Ayman usually beats everybody at tennis but last weekend he lost.
- 6 Jamil loves watching football matches but he was really angry the last time he saw a match.
- 7 Sarah used to be really unhealthy but now she's really fit.
- 8 The last time I saw my cousin she couldn't speak a word of English but now she's really fluent.

7b Compare your ideas with the rest of the class.



1 SPEAKING Work with a partner. Look at the photos. Write down similarities and differences between the two photos.

Similarities	Differences

2 LISTENING **21** Read the task below. Listen to a student doing this task and answer the questions.

Compare the photographs and tell us how you feel when you go shopping in these places.

- Does she mention any of your ideas?
- Does she describe each photo in detail?
- Does he do both parts of the task?

▶ **Speaking Bank**

Useful expressions to compare and contrast photos

- Both photographs show ...
- In both pictures,
- In the first/second photograph,
- One big difference between the photos is that ...
- Another important difference ...
- Compared with ...
- whereas/while (eg, The first photograph shows a supermarket whereas/while the second shows a market.)
- bigger/more important/(not) as ... as/less ... than

4 SPEAKING Work with a partner. Take it in turns to do the task in 2.

Practice makes perfect

5 SPEAKING Work with a partner. Look at the photos and think about similarities and differences between them. In turns compare the photographs and say what you think are important factors when buying a house.



▶ **EXAM SUCCESS**

When you have to talk about two photos, you shouldn't describe each photo in great detail. Compare and contrast the two photos. Listen very carefully to the examiner's instructions. Your marks will depend on completing the whole task, so if you only complete the first part (in this case, comparing the photos), you will lose marks.

EXAM SUCCESS ▶ page 77

3 **Complete what the student said using phrases from the Speaking Bank. Listen again if necessary.**

- (a) people at markets. (b) there is a family and they're shopping in a big, modern supermarket, whereas (c) there is a man at a small market. It isn't clear whether he is a customer shopping or if he's the person who owns the market stall.
- (d) the people in the supermarket are chatting and look happy to be shopping together,
- (e) the man in the market is alone and looks like he's thinking about something.
- (f) there is a lot of fruit, but
- (g) some of the food on the shelves in the supermarket is packaged already, (h) the fruit at the market is loose and fresh.

As for me, I prefer shopping in supermarkets because you can buy more things in a supermarket. I think it's more convenient to buy things there because you can get everything you want in just one shop. (i) a supermarket, shopping in a traditional market is much slower and you can't pick things up yourself, you have to ask for everything from the person who's selling.



1 Look at these instructions about how to use a cashpoint to withdraw money. Number the steps in the correct order.

- a Select a language.
- b Select *cash* and select or enter the amount to withdraw.
- c When you approach the cashpoint, check that there is nobody suspicious around.
- d Choose whether you want a receipt and select *yes* or *no*.
- e Don't wait more than 30 seconds to take your card out of the machine or it will swallow the card so that nobody can steal it.
- f Insert your card into the machine.
- g Enter your PIN (Personal Identification Number) and press *enter*.
- h Wait while the machine processes your transaction. When the machine beeps, take your card and money (and receipt if you asked for one).

2 SPEAKING Work with a partner. Can you remember the different steps without reading them? Use *should, ought to, etc.* to explain what to do.

3 Read this letter and answer the questions.

- 1 Why is the person writing?
- 2 What solution does he want?
- 3 What will he do if there is no solution?

Dear Sir or Madam,

- 1 I am writing to complain about an incident that took place last week at your cashpoint at the City Mall. The incident has left me without my debit card and has caused me a great deal of inconvenience.
- 2 On the evening of Sunday 21st December I inserted my debit card into your bank's cashpoint in order to withdraw 300 SAR. I selected the amount that I wished to withdraw but the machine immediately told me that it had retained my card. I tried to cancel the transaction but the machine had already swallowed my card.
- 3 I contacted my bank the next day and they informed me that they could see no reason why the machine had swallowed the card as there was sufficient money in my account. They then informed me that they had to cancel my card and send me another one. This will take between seven and ten days.
- 4 I am very disappointed with the treatment I have received from your bank. I now have no easy access to cash, through no fault of my own. I demand an apology and I expect you to send my new card urgently. I would also like assurance that you will charge me no bank fees for issuing me with a new card. If I do not hear from you in the next fourteen days I shall be forced to consider moving my current account to another bank.
I look forward to hearing from you very soon.

Yours faithfully

Haitham Hatem

4 Find the formal equivalents of these words and expressions in the letter.

- 1 something happened (Paragraph 1)
an incident took place
- 2 made a lot of trouble for me (Paragraph 2)
- 3 take out (Paragraph 2)
- 4 chose (Paragraph 2)
- 5 wanted (Paragraph 2)
- 6 kept (Paragraph 2)
- 7 called (Paragraph 3)
- 8 enough (Paragraph 3)
- 9 told (Paragraph 3)
- 10 I want you to say you're sorry (Paragraph 4)
- 11 I'm going to have to (Paragraph 4)

5 Read the information in the Writing Bank and find examples of the characteristics in the letter in 3.

▶ Writing Bank

Characteristics of formal letters

- If we don't know the name of the person we are writing to, we begin *Dear Sir or Madam*. We finish *Yours faithfully*.
- If we know the name of the person we are writing to, we begin *Dear Mr/Mrs/Ms* and the surname. We finish *Yours sincerely*.
- We do not use contractions.
- We use longer, more formal words and expressions.
- We do not use many phrasal verbs.
- We write complete sentences.
- We do not usually use abbreviations.
- We use formulaic expressions to begin and end the letter.

▶ STUDY SKILLS

When you write, always make a plan. It helps you to decide exactly what you are going to say and what order you are going to say it in before you begin. This makes your text much more coherent.

STUDY SKILLS ▶ page 74

6 Work with a partner. Look at this task. Write notes. You can add your own details.

Last week you were at a train station. In the station there was a vending machine selling books. You wanted a book to read on the train so you put money in but it didn't give you the book or any change. Write a letter of complaint to the company that is responsible for the vending machine and demand a solution.

Plan

Paragraph 1: Why are you writing?

Paragraphs 2 and 3: What happened? What are the facts?

Paragraph 4: What solution do you demand? What will you do if there is no solution?

Practice makes perfect

7 Write your letter individually. Use your notes and the information in the Writing Bank.

Language reference and revision

▶ Grammar reference

Modal verbs of obligation, prohibition and advice – present

Use

- We use **have to** to talk about things which are obligatory or necessary. It often describes obligations imposed on us by other people and authorities.
- We use **don't have to** to talk about things which are not obligatory or necessary.
- We use **must** to talk about rules, regulations and obligations. It often describes obligations that come internally, from ourselves.
- We use **mustn't** to talk about prohibitions.
- We use **need to** to talk about things which are obligatory or necessary.
- We use **don't need to** or **needn't** to talk about things which are not obligatory or necessary. With **needn't** we do not use **to** before the infinitive.
- We use **can't** to refuse permission.
- We use **should, shouldn't, ought to, had ('d) better** to give and ask for advice and recommendations. **Had better** is especially for when we think we should do something because it's a good idea. **Ought to** and **had ('d) better** are slightly less common in negative and question forms.

Modal verbs of obligation, prohibition and advice – past

Use

- We use **had to** to talk about things which were obligatory or necessary.
- We use **didn't have to** to talk about things which were not obligatory or necessary.
- We use **needed to** to talk about things which were obligatory or necessary.
- We use **didn't need to** to talk about things which were not obligatory or necessary, and so we didn't do them.
- We use **needn't have + past participle** to talk about things that were not obligatory or necessary but we did them.
- We use **wasn't/weren't allowed to** to talk about past prohibitions.
- We use **couldn't** to talk about things that were prohibited or not possible.
- We use **should/ought to have, shouldn't have + past participle** to criticise past actions or to say that they were a mistake.

Modal verbs of speculation and deduction – present and future

Use

- We use **must** when we are 90 per cent certain that something is true.
- We use **may, might, could, may not, mightn't** when there is a 50 per cent possibility that something is true (or not).
- We use **can't** when we are 90 per cent certain that something is not true.

Modal verbs of speculation and deduction – past

Use

- We use **must have + past participle** when we are 90 per cent certain that something was true.
- We use **may have, might have, could have, may not have, mightn't have + past participle** when there is a 50 per cent possibility that something was true (or not).
- We use **can't have + past participle** when we are 90 per cent certain that something was not true.

▶ Vocabulary

1 Buying and selling

afford bargain
cash change
discount receipt
refund sale
value for money
waste

2 Money and banking

bank charges/fees bill cashpoint
credit/debit current account
get into debt Zakat
lend money/give somebody a loan
overdraft savings account
withdraw money

3 Phrasal verbs connected with money and buying

come to cut back give away pay back
pick up sell out save up splash out

▶ Grammar revision

Modal verbs of obligation, prohibition and advice – present

1 Choose the correct alternative. In two sentences, both alternatives are correct.

- 1 You needn't/don't need come to class tomorrow.
- 2 You mustn't/aren't allowed to take your own food into a restaurant.
- 3 Usually at university you mustn't/don't have to go to classes all day.
- 4 You d better not/shouldn't hand in your work late.
- 5 Should/Ought we leave at six o'clock?
- 6 You don't have to/mustn't leave your bags unattended at an airport.

WORKBOOK ▶ page 36

/ 6 points

Modal verbs of obligation, prohibition and advice – past and present

2 Write sentences with the correct form of the modal verbs and verbs given.

- 1 Yesterday I (talk) to the bank manager. **HAVE TO**
- 2 I (worry) about the exam because it was easy. **NEED**
- 3 Usually students (write) their exam answers in red because teachers use red pens to correct. **MUST**
- 4 I (read) the instructions, but I didn't and I got the whole exercise wrong. **OUGHT TO**
- 5 I'm sorry. I (lie) to you. It was wrong. **SHOULD**
- 6 She (get) up early this morning so she stayed in bed. **NEED**
- 7 We (write) the essay this week, we can do it next week. **HAVE TO**

WORKBOOK ▶ page 36

/ 7 points

Modal verbs of speculation and deduction

3 Match the pairs of sentences.

- 1 He looks exhausted.
 - 2 Somebody is knocking at the door.
 - 3 His lips are blue and he's shivering.
 - 4 Somebody's taken my red pen.
 - 5 My friend climbed a mountain that's 5,000 metres high.
 - 6 I don't know when the final of the Champions League is.
 - 7 Mahmoud hasn't replied to my email.
- a He must be really cold.
 - b He must have run all the way here.
 - c It can't be the postman because he's already been.
 - d It may be next week.
 - e That can't have been easy!
 - f He may not have received it.
 - g It might have been Jalal because I saw him using one earlier.

WORKBOOK ▶ page 38

/ 7 points

▶ Vocabulary revision

Buying and selling

1 Which words are being defined? There are three extra words.

afford bargain cash change discount
receipt refund sale value for money waste

- 1 Money that you get back when you return something you have paid for.
- 2 A document that you get from someone showing that you have given them money.
- 3 The money that someone gives back to you when you pay more than something actually costs.
- 4 Something you buy that costs much less than normal.
- 5 An event or period of time during which a shop reduces the price of some of the things it sells.
- 6 Something that is of very good quality but relatively inexpensive.
- 7 Have enough money to buy something.

WORKBOOK ▶ page 34

/ 7 points

Money and banking

2 Match the words or parts of a word.

- | | |
|-----------------|-----------|
| 1 current | a point |
| 2 with | b a loan |
| 3 over | c bill |
| 4 cash | d debt |
| 5 give somebody | e draft |
| 6 get into | f draw |
| 7 pay a | g account |

WORKBOOK ▶ page 34

/ 7 points

Phrasal verbs connected with money and shopping

3 Rewrite the sentences without the phrasal verb. Use another verb or phrase with a similar meaning.

- 1 Last week we **splashed out** on a meal in a famous restaurant.
- 2 That newspaper is **giving away** DVDs this week.
- 3 People are **cutting back** on holidays abroad this year.
- 4 The bill **comes to** £24.
- 5 I couldn't get you that new football shirt because they'd **sold out**.
- 6 I need to **pick up** something for dinner tonight.

WORKBOOK ▶ page 37

/ 6 points

Total

/ 40 points

6 Healthy habits

Grammar ▶ Conditionals ▶ *Unless/in case/as long as/provided (that)*
▶ *I wish/If only*

Vocabulary ▶ The body ▶ Health ▶ Idioms connected with health

Speaking ▶ Negotiating and collaborating

Writing ▶ A for-and-against essay

Vocabulary

Parts of the body

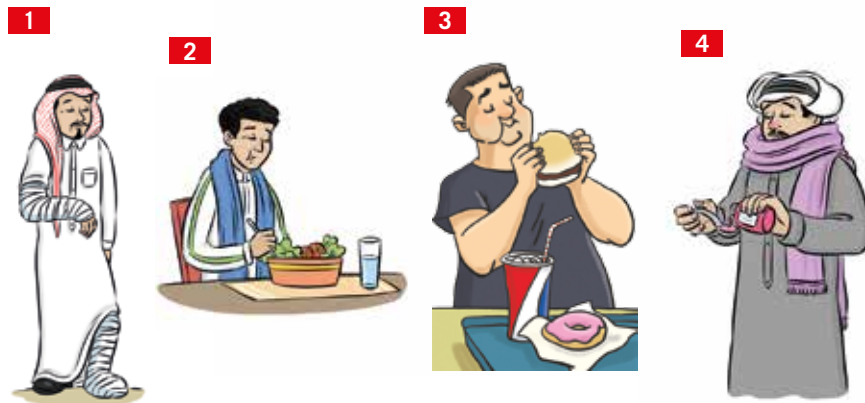
1 SPEAKING As a class, take it in turns to say a part of the body. If you repeat a word, say an incorrect word or can't think of a word, you are out.

2 Work with a partner. Look at the words in the box and check that you know where and what they are.

ankle bone chest chin heart heel
hip kidney liver lungs skin thigh
throat tongue veins and arteries wrist

Words connected with health

3 SPEAKING Work with a partner. Take it in turns to give brief descriptions of the people in the pictures.



4 Read the texts and match each one to the correct picture.

A I think that generally I have quite a healthy lifestyle. I take regular exercise. I **work out** in a gym three or four times a week. I also have a **(a)** diet, including fresh fruit and vegetables. I go to the doctor's for a **check-up** every six months and I take my **blood pressure** regularly too. The only problem I have is that I'm **(b)** to pollen, but I have a special **injection** from time to time and it **relieves** all the **symptoms**.

B Last year the doctor told me to stop eating so much **fatty food** and **processed food** that's **high in** salt and sugar. I was **(c)** a lot of weight and the doctor said I was **in danger of** becoming **obese**. My diet was **increasing the risk of heart disease**. To be honest, I think I was becoming **(d)** to junk food because I was eating it all the time, but I was able to stop and now I'm back to my ideal weight.

C Last week I picked up some sort of throat **(e)** I had a **temperature** and felt **dizzy** all the time. I couldn't stop **shivering** either. My doctor **treated** me for the illness. He wrote me a **(f)** which I took to the chemist's. As soon as I started taking the medicine, I **got over** the illness.

D Last month I fell down the stairs and **injured myself** quite badly. I **twisted** my ankle, **sprained** my wrist and **(g)** my shoulder. The only good news was that I didn't **fracture** or **break** any bones and I didn't need an **operation** or anything. But it was still really **(h)** as you can imagine.



5 Complete the texts with these words.

addicted allergic balanced
dislocated infection painful
prescription putting on

6 LISTENING **22** Listen and check your answers. Then look again at the words in bold and check you understand what they mean. Use a dictionary if necessary.

7 SPEAKING Work with a partner and ask and answer the questions. Give reasons.

- Do you take regular exercise or work out in a gym?
- Do you have a balanced diet or do you eat a lot of junk or processed food?
- Are you allergic to anything?
- Have you ever taken your blood pressure?
- Have you ever injured yourself playing sport?
- Have you ever twisted, sprained or dislocated a part of your body?
- Are you afraid of injections?
- Do you feel dizzy when you see blood?

1 SPEAKING Work with a partner. Discuss these questions.

Do you think these habits are good or bad for your health? Why?

- eating breakfast
- walking in a park
- playing computer games

STUDY SKILLS

Before you read, have a quick think about what you know about the subject. This can help you to understand more when you actually read the text.

STUDY SKILLS ▶ page 74

2 Read the texts. Do they say the activities in 1 are healthy or not?

1

Video games that contain a high level of action can actually improve your sight. Researchers at the University of Rochester have shown that people who played action video games for a few hours a day over the course of a month improved by about 20 per cent in their ability to do a visual test where they had to identify letters that were difficult to read. After just thirty hours, players could see letters and figures like those on an eye chart more clearly. Action games push the human visual system to the limits and the brain adapts to it. But it only works if there is a lot of fast action, when the eye has to quickly spot things happening in all parts of the screen, not just the centre.

2

Living near parks or woodlands can improve people's health and stop the negative effects of poverty and bad inner-city conditions. Richard Mitchell and a team from Glasgow University found that in the greenest parts of the country, the difference in health between rich and poor people was much smaller than in the least green parts of the country. One reason for this is that living close to a green space encourages people to take more exercise and keep in shape. If you take more exercise, your heart gets stronger. The researchers confirmed that for people living near green areas, there were fewer cases of heart disease. There is also evidence that just living close to a park or woodland can reduce blood pressure and stress levels and may even help you to get over operations faster. If we had more green spaces, it wouldn't just make neighbourhoods pretty. It would make a real difference to people's health.

3

Eating breakfast may be the key to keeping slim. In a five-year study of almost 7,000 people, researchers found that people who ate breakfast regularly put on the least weight. They consumed more food overall than those who ate less in the mornings, but they still lost more weight. Big breakfasts will help you to lose weight as long as you don't eat fatty foods like fried eggs, burgers or cakes with lots of sugar. One reason that big breakfasts help to control your weight is that if you eat a big breakfast, you will feel full and this should stop you from eating unhealthy snacks before lunch.

6

A researcher has claimed that half the population could be suffering from hay fever by 2060. Hay fever is the name we give to an allergic reaction to pollen, one of the most common allergies in the UK. Many teenagers suffer, and the worst period is usually just when they have their final exams. Experts recommend avoiding parks and woodland at this time of the year, especially between 7am and 10am or 4pm and 7pm because this is when there is most pollen in the air. They also suggest combining the avoidance of pollen with medical treatment. Unfortunately, although it is effective, a lot of the medicine makes patients sleepy, which is not ideal in the exam period. An alternative is a course of injections to increase the patient's tolerance to pollen. However, this can be expensive and it can take a lot of injections to relieve the patient's symptoms.

3 Read the texts again. Are these statements true (T), false (F) or is the information not given (NG)? When the answer is true or false, write the number of the text and the line(s) where you found the answer.

- 1 To improve your sight, a computer game has to make your eyes move around. T/F/NG
- 2 Parks contribute to creating more social equality. T/F/NG
- 3 The bigger the breakfast you eat, the more weight you will lose. T/F/NG
- 4 The quality of your breakfast is important, not just the quantity. T/F/NG
- 5 Game addiction starts to become dangerous when someone plays for days without a break. T/F/NG
- 6 Experts say we must avoid cereals and bread at breakfast time. T/F/NG
- 7 Midday is not a bad time for hay fever sufferers to go out. T/F/NG
- 8 So far, doctors have not produced anything that can relieve the symptoms of hay fever. T/F/NG

4 Work out the meaning of the underlined words in the texts by looking at the context. Use a dictionary to check your answers.

5 SPEAKING What about you?

Which information from the texts could make the biggest difference to you and your habits? Why?

4

Some people are calling the computer game *World of Warcraft* the world's deadliest game after a Swedish teenager nearly died after apparently playing for 24 hours without a break. Doctors said that the fifteen-year-old boy had suffered convulsions and blacked out as a result of sleep deprivation, lack of food and trying to concentrate for too long. The phenomenon of 'game addiction' is associated particularly with MMORPGs – massively multi-player online role-playing games. *World of Warcraft* is one of the most popular examples of this type of game, with more than 11 million people worldwide playing it. Psychiatrists only partly understand how the addiction to games affects people. The Swedish teenager's father is trying to draw attention to the risks of the game in case the same thing happens to others.

5

Unless you choose your breakfast carefully, you'll probably find that you have consumed half your recommended daily intake of salt before the day has really begun. Most organizations recommend consuming no more than 6g of salt a day. If you have a typical Saudi breakfast (shakshukah, ful medames, olives, cheese and hot bread), you'll pass the 6g limit immediately. But even a big bowl of breakfast cereal can be much worse than you think. 100g of some of today's cereals can contain almost 2g of salt, as well as 40g of sugar. Processed white bread can also contain surprisingly large amounts of salt. Consuming large amounts of salt is dangerous because it increases blood pressure and the risk of a heart attack.

GRAMMAR GUIDE

Zero, first and second conditionals

1a Look at the sentences. Which type of conditional does each one use?

- a If you **take** more exercise, your heart **gets** stronger.
- b If we **had** more green spaces, it **would make** a real difference to people's health.
- c If you **eat** a big breakfast this morning, you'll **feel** full.

1b Read the rules. Which type of conditional does each rule apply to?

- 1 It describes an improbable or imaginary situation in the present or future and its consequence.
- 2 It describes a possible situation in the present or future and its consequence.
- 3 It describes something that is generally true.
- 4 We use the present simple in the half of the sentence with *if*, and *will/won't + infinitive* in the other half.
- 5 We use the present simple in both halves of the sentence.
- 6 We use the past simple in the half of the sentence with *if*, and *would/wouldn't + infinitive* in the other half.

GRAMMAR REFERENCE ▶ page 68

2 Complete each sentence to make a general statement using the zero conditional.

- 1 If you drink too much coffee,
- 2 If you never do any exercise,
- 3 If you only sleep three or four hours a night,
- 4 If you eat a lot of junk food,
- 5 If you sit in front of a computer all day,
- 6 If you sit in the sun all day without skin protection,
- 7 If you have a temperature,
- 8 If you eat food that's high in salt,

3 Decide if the sentences are correct. Rewrite the incorrect sentences.

- 1 If I am the health minister, I would ban junk food.
- 2 We'll go to the camel racing if the tickets weren't too expensive.
- 3 I wouldn't do that if I were you.
- 4 What would you do if it rains all day tomorrow?
- 5 If I had a million dollars, I travelled around the world.
- 6 If you mix blue and yellow, you would get green.
- 7 If you don't drink any liquids for a long period, you die.
- 8 What will you do if you lost the match?

4 Complete the questions with the correct form of the verbs given.

- 1 Which country you (live) in if you could choose any country in the world?
- 2 If you pass all your exams this year, how you (celebrate)?
- 3 If you (have) the powers of a superhero, what powers would you like to have?
- 4 If we (not have) cars, how would we travel around?
- 5 If you were a journalist and could meet any famous person for an interview, who you (meet) and why?
- 6 If you could choose a special meal to celebrate an important occasion, what you (eat)?

5a SPEAKING Work with a partner. Ask and answer the questions in 4.

5b Tell the class something interesting you discovered about your partner.

GRAMMAR GUIDE

Unless, as long as, provided/providing (that), in case

6 Look at the sentences and match the words in bold with the words and expressions 1–3.

- a Big breakfasts will help you to lose weight **as long as** you don't eat fatty foods.
 - b **Unless** you choose your breakfast carefully, you'll probably find that you have consumed too much salt.
 - c Going out for a walk will do you good, **provided/providing that** you aren't allergic to pollen.
 - d I won't have that cereal for breakfast **in case** it's too salty.
- 1 *if... not, except if:*
 - 2 *if, only if:*
 - 3 *because maybe:*

GRAMMAR REFERENCE ▶ page 68

7 Choose the correct alternative.

- 1 You can't use this swimming pool as long as/unless you're a member of the sports club.
- 2 Don't forget to take a snack in case/providing that you're hungry.
- 3 She'll eat anything as long as/unless it's fresh and healthy.
- 4 I wouldn't speak to him provided that/unless he said he was sorry.
- 5 He'll work this weekend as long as/unless they pay him a bonus.
- 6 You can play that game all morning in case/providing you study in the afternoon.
- 7 I'll give you a key as long as/in case there's no one at home when you get back.
- 8 I don't care about money as long as/unless I'm fit and healthy.

EXAM SUCCESS

In exercises where you have to rewrite sentences with the same meaning, do not add or change any words unnecessarily. They may change the meaning of the sentence or make you write too many words.

EXAM SUCCESS ▶ page 77

8 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. Use between two and five words.

1 If you don't want to lose weight, don't go on a diet.

UNLESS

Don't go on a diet weight.

2 Finish your homework and you can come to watch the football match.

PROVIDED

You can come to watch the football match your homework.

3 I want to be a professional basketball player but I'm not tall enough.

IF

I would play basketball professionally enough.

4 It's obvious that it won't work unless you switch it on.

IF

It's obvious that it on, it won't work.

5 I'll only come if you promise to help me.

LONG

I'll come to help me.

6 I wouldn't say it if I didn't mean it.

UNLESS

I wouldn't say it it.

7 I'm not you, but I think you should go.

WOULD

I you.

8 Take an umbrella because it might rain.

CASE

Take an umbrella rains.

9 Complete these sentences in a logical way.

1 You should always make a copy of your computer files in case ...

2 She always does her homework on time unless ...

3 He'll go out with his friends this week providing ...

4 I'll make the dinner tonight as long as ...

5 Don't make any noise in case ...

6 You can be in the football team provided that ...

7 You can travel abroad as long as ...

8 I can't do my homework unless ...

Idioms connected with health and illness



1 Match the idioms in bold with the explanations a–h.

- 1 Firas has got a cold and he's feeling a bit **under the weather**.
- 2 There's an infection going round the school. The students are **dropping like flies**.
- 3 I work out in the gym to **keep in shape**.
- 4 **A:** Are you sure you're OK? **B:** Yes, I'm **as right as rain**.
- 5 She's really dizzy. I think she's going to **black out**.
- 6 It's only a cold. You'll soon **be back on your feet**.
- 7 You look terrible. You look like you're **on your last legs**.
- 8 I eat really healthily and feel **as fit as a flea**.

- a lose consciousness
- b keep fit, in good physical condition
- c fall ill in large numbers
- d very weak or about to die
- e in excellent physical condition
- f recover after an illness
- g not very well
- h very healthy

2 Correct the mistakes in these sentences.

- 1 I was tired but, after having a shower I now feel as right as the weather.
- 2 Everybody is catching colds at the moment. People are dropping like spiders.
- 3 Once you take this medicine you'll be back on your legs straight away.
- 4 My neighbour is fifty but he keeps in the weather by running 10 kilometres every morning.
- 5 That bird is really old. The poor thing is on its last feet.
- 6 I don't feel well. I think I'm going to black down.
- 7 She's recovered from her illness and now is as fit as a grasshopper.
- 8 Are you feeling OK? You look a bit under the rain.

3 SPEAKING Draw a cartoon to represent one of the idioms. Can your partner guess the idiom?



a



b



c

- 1 **SPEAKING** Work with a partner. Look at these sports. Have you ever tried them? If not, would you like to? Why?/Why not?
- 2 **LISTENING** 23 You will hear five different people talking about a sport they practise. Which sport does each person do?
- 3 Listen again. Choose from the list what each speaker says. Use the letters only once. There is one extra letter which you do not need to use.
 - A You have to learn theory and practise before you can do this sport.
 - B I want to get better at my favourite sport so that I can win matches.
 - C I couldn't start my favourite sport when I was younger.
 - D To do my favourite sport well I should have started earlier.
 - E My favourite sport is more tiring than it looks.
 - F In the past I took my favourite sport too seriously.

Speaker 1: Speaker 2: Speaker 3:
 Speaker 4: Speaker 5:

GRAMMAR GUIDE

Third conditional

- 1 Look at these sentences and answer the questions.
 - a If I'd lived closer to the sea, I would have begun surfing much earlier.
 - b If I hadn't passed my exams, they wouldn't have let me do the course.
- 1 How do we make third conditional sentences?
- 2 Do we use the third conditional for imaginary situations in the present or the past?

GRAMMAR REFERENCE ▶ page 68

2 Complete the sentences about these past situations using the third conditional.

- 1 If I/know how to play tennis properly/I/not injure/myself last week.
If I
- 2 He/not catch a cold/if/he/not go running in the rain.
He
- 3 The stadium/be full/if/the match/be important.
The stadium
- 4 He/win the race/if/he/not twist his ankle.
He
- 5 If/we/drink water before the race/we/not be so thirsty.
If
- 6 If/the sun/shine/we/swim in the sea.
If
- 7 If/he/need extra vitamins/he/take them.
If
- 8 My dad/not keep fit/if/not enjoy doing sport.
.....

GRAMMAR GUIDE

Mixed conditional

- 3 Look at these sentences and answer the questions.
 - a If I had started to swim when I was younger, I would be a much better swimmer now.
 - b If I didn't like Pilates, I would have stopped a long time ago.
- 1 Are mixed conditionals a mixture of first and second conditionals, or second and third conditionals?
- 2 Which sentence describes an imaginary past situation and its present consequence?
- 3 Which sentence describes an imaginary present situation and its past consequence?

GRAMMAR REFERENCE ▶ page 68

4 Which sentence endings are possible? There may be more than one possible answer. How is the meaning of each sentence different?

- 1 I would have gone to the book club if
 - a I like books.
 - b I liked books.
 - c I had liked the book.
- 2 She would be ill now if
 - a she doesn't take the medicine.
 - b she didn't take the medicine.
 - c she hadn't taken the medicine.
- 3 If I'd practised ten hours a day
 - a I am a great tennis player.
 - b I would be a great tennis player.
 - c I would have been a great tennis player.
- 4 If penicillin didn't exist
 - a many people will die.
 - b many people would die.
 - c many people would have died.
- 5 I wouldn't be happy if
 - a you lie to me.
 - b you lied to me.
 - c you had lied to me.

5 Look at the situations and complete the sentences using mixed conditionals.

- 1 Zohir loves fencing so he joined a club.
If Zohir didn't love fencing,
.....
- 2 Alice spent lots of time studying and now she's a doctor.
If Alice
- 3 Her new book is great because she spent years writing it.
If she
- 4 They don't know where the key is.
That's why they haven't opened the door.
If they
- 5 They didn't speak to the famous scientist because they can't speak English.
If they
- 6 I haven't got anything for you to eat because I didn't know you were coming.
If I
- 7 Mohammed has got a new mobile phone because he lost his old one.
Mohammed
- 8 I'm doing my homework now because I didn't remember to do it yesterday.
If I

GRAMMAR GUIDE

I wish/If only

6 Look at these sentences and answer the questions.

- a I wish/If only **I'd learnt** to swim properly when I was a kid.
 - b I wish/If only I **was** taller.
 - c I wish/If only people **wouldn't** make fun of my favourite sport.
- 1 What tense appears after *I wish/If only* in sentence a?
 - 2 Does this sentence talk about a present or past situation that we would like to be different?
 - 3 What tense appears after *I wish/If only* in sentence b?
 - 4 Does this sentence talk about an imaginary wish for a present or past situation?
 - 5 What verb form appears after *I wish/If only* in sentence c?
 - 6 Do we use sentence c to talk about habitual behaviour that we like or we want to criticize and change?

GRAMMAR REFERENCE ▶ page 68

7 Decide if the sentences are correct. Rewrite the incorrect sentences.

- 1 I wish I'm on a beach right now.
- 2 I wish you didn't interrupt me when I'm talking.
- 3 If only I studied more last night.
- 4 I wish you would arrived on time. You're always late.
- 5 If only I'd won that competition last week.



- 6 I wish today was a holiday.
- 7 If only I can pass my exams without studying.
- 8 I wish you'd tell me the truth.

8 Write three true sentences with *I wish*. Write one about a present situation that you would like to be different, one about a past situation, and one about somebody who does something that you would like to change.

- a I wish ... b I wish ... c I wish ...

9 SPEAKING Compare your sentences in small groups. Ask follow-up questions to find out more information.

1 SPEAKING Look at the pictures. What do they show?



2 LISTENING **24** Look at the instructions for this speaking task. Then listen to two people doing the task. Which sports do they choose in the end and why? Do you agree with their decision?

Look at these different sports. You have a friend of your age who wants to find a sport that can help him/her keep in shape. First, say what you think about the different sports. Then decide which two sports you think would be best for your friend to try.

3 Listen again and answer these questions.

- 1 Do the two students talk about all of the sports?
- 2 Do they do both parts of the task?
- 3 Do they listen to each other and respond to each other's comments?
- 4 Do they ask each other's opinions?
- 5 Do they always agree?
- 6 Do they come to a decision at the end of the conversation?
- 7 Do they both speak the same amount, more or less?

4 Look at the expressions in the Speaking Bank. What are the three different categories? Write titles.

▶ Speaking Bank

Useful expressions to negotiate and collaborate

- 1**
 - What do you think?
 - What do you think about (running)?
 - What about you?
 - What about (fencing)?
 - So what shall we (recommend)?
 - Why don't we choose (basketball)?
 - Do you agree?
 - Don't you think so?
- 2**
 - Yes, I agree.
 - Yes, you're right.
 - I think you're right.
 - That's true.
 - I agree with you.
 - I see what you mean.
 - That's a good idea.
 - Sure.
 - OK.
- 3**
 - I see what you mean, but
 - I suppose so, but
 - I'm not sure.
 - Maybe, but
 - I agree up to a point, but

5 SPEAKING Work with a partner. Practise doing the task in 2 giving your own opinions.

▶ STUDY SKILLS

When your mind goes blank in a conversation and you can't think of what to say, use fillers to give yourself time to decide what you are going to say next. Use *Err, The thing is, Well, You know ...* It's also useful to use the questions: *What? Who? Where? Why? When?*, etc to think of basic things to say.

STUDY SKILLS ▶ page 74

Practice makes perfect



6 SPEAKING Work with a partner and do this task. Remember to use expressions from the Speaking Bank.

Teenagers sometimes suffer from stress. Here are some different ways to beat stress. First, talk to each other about how these different activities can help to beat stress. Then decide which two are the best ways to beat stress.



1 Work with a partner. Look at these pictures. Describe what you can see. What do they say about modern life?

2 Work in pairs. Look at this essay task and make notes about your ideas.

'Life today is healthier than in the past.' Write an essay giving arguments for and against this statement.

Ideas for	Ideas against

3 Read this essay. Tick any of your ideas that appear in the essay. Do you agree with the writer and his/her conclusion? Why?/Why not?

In the last fifty years or so, new technology has made massive changes to the world. Mobile phones, computers and the Internet have all made the world faster, and so have cars and heavy industry. Not everybody agrees whether these changes have had a positive or negative effect on our health.

Our health has certainly improved in some ways. Firstly, medical science has improved, which means that doctors are better at curing illnesses and can help us to prevent them. What is more, new technology has made our lives easier by doing many of the hard or dangerous physical jobs and tasks that we used to have to do with human strength.

On the other hand, technology has made our lives too easy in some respects. Some people go everywhere by car or take the lift instead of the stairs, and in the end they never get any exercise. Furthermore, today's diet has changed greatly. Nowadays people eat a lot of unhealthy processed food, whereas people in the past ate natural, organic food. As a result, the risk of heart disease is greater now. In addition, today's lifestyle is very stressful because of the pressures of work and faster communication.

All in all, I think that, despite the advantages that modern technology has brought, today's world is healthier than in the past for the reasons I have mentioned above. However, it is up to us as individuals to be aware of the dangers and to take measures to make sure our own lives are as healthy as possible, by eating well and getting sufficient exercise.

4 Look at the essay again and answer the questions.

- 1 What is the purpose of each paragraph?
- 2 How are for-and-against essays different from opinion essays?

5 Put the underlined words in the essay in the correct place in the Writing Bank.

▶ Writing Bank

Useful expressions in for-and-against essays

Introducing and sequencing arguments

-
• Secondly,
- Lastly,

Adding arguments

-
•
• not only ... but also

Making contrasts

- On the one hand,
•
• In contrast,
•
- In spite of (+ noun/ gerund/the fact that ...)
•

Expressing consequences

- Therefore,
• and so
•

Expressing opinions

- In my opinion,
• Personally,
• As far as I'm concerned
•

Concluding

- In conclusion,
•
• To sum up

6 Work with a partner and read the essay task. Make a plan and write notes for each paragraph.

'Eating meat is wrong and is bad for our health.' Write an essay giving arguments for and against this statement.

▶ EXAM SUCCESS

Remember that in for-and-against essays, you must write points for both sides of the argument. You can express your own view in the conclusion. **EXAM SUCCESS** ▶ page 77

Practice makes perfect

7 Write your essay individually. Use your notes and the expressions in the Writing Bank.

Language reference and revision

▶ Grammar reference

Zero, first, second and third conditionals

We use the zero conditional to talk about situations that are generally or always true.

If + present simple, ... present simple *If you don't water plants, they die.*

We use the first conditional to talk about possible and probable situations in the future, and their consequences.

If + present simple, ... will + infinitive *If you eat junk food, you will put on weight.*

We use the second conditional to talk about imaginary or improbable situations and their consequences. The imaginary or improbable sentences are in the present or future, not in the past.

If + past simple, ... would/wouldn't + infinitive *If I had a million SAR, I'd travel the world.*

We use the third conditional to talk about imaginary or impossible situations in the past and their consequences. The situations are impossible because we cannot change them now that they have happened.

If + past perfect, ... would/wouldn't have + past participle *If I had studied, I would have passed the exam.*

Mixed conditional

Form

• **If + past simple, ... would/wouldn't have + past participle**

• **If + past perfect, ... would/wouldn't + infinitive**

If I wanted a coffee I would have asked for one.

If I had passed my driving test, I'd drive to university.

Use

• Mixed conditionals are a mixture of the second and third conditional. They can describe an imaginary present situation and its past consequence.

If I liked that scientist I would have gone to his talk.

• Or they can describe an imaginary past situation and its present consequence.

If I had had breakfast, I wouldn't be hungry now.

Unless, as long as, provided/providing (that), in case

• **Unless** = if ... not, except if *We won't be able to swim unless the swimming pool is open.*

• **As long as, provided/providing (that)** = if, only if *We'll be able to swim as long as/provided the swimming pool is open.*

• **In case** = because maybe *We'll take our swimsuits in case the swimming pool is open.*

I wish/If only

• We use **I wish/If only + the past** to talk about imaginary situations in the present. It expresses wishes for things to be different in the present. *I wish I was on the beach right now.*

• We use **I wish/If only + the past perfect** to talk about past situations that we would have liked to be different. It expresses regrets. *If only I hadn't spent all my money last weekend.*

• We use **I wish/If only** with **would/wouldn't + infinitive** to talk about somebody's habitual behaviour that we want to criticize and change. *My dad smokes. I wish he wouldn't do it.*

▶ Vocabulary

1 Parts of the body

ankle bone chest
chin hip heart
heel kidney liver
lungs skin thigh
throat tongue
veins and arteries
wrist

2 Words connected with health

be/become addicted to be allergic to be in danger of
be/become obese be painful break dislocate
eat fatty food/processed food/food high in salt feel dizzy
fracture get/catch an infection get over an illness
get/give a prescription go for check-up
have a balanced diet have/give an injection
have an operation have a temperature
increase the risk of injure yourself put on/lose weight
relieve symptoms shiver sprain
suffer from heart disease take your blood pressure
treat somebody (for) twist work out

3 Idioms connected with health and illness

be as right as rain
be as fit as a fiddle
be back on your feet
be/feel under the weather
be on your last legs black out
drop like flies keep in shape

▶ Grammar revision

Conditionals

1 Complete the sentences with the correct form of the verbs given.

- 1 If I were you, I (not eat) that!
- 2 I would've prepared something special for dinner if I (know) you were coming.
- 3 If I knew your number, I (call) you last night.
- 4 If you multiply two by five, the answer (be) ten.
- 5 I (be) tired right now if I'd gone to bed late last night.
- 6 I would have had a good time if I (go) to your dinner last Saturday.
- 7 If you knew the answer, why you (not tell) me?
- 8 I (buy) a cola from that machine if I had any money.

WORKBOOK ▶ page 43/45

/ 8 points

Unless, as long as, provided/providing (that), in case

2 Rewrite the sentences using the words given.

- 1 You won't finish in time if you don't hurry. **UNLESS**
You
- 2 Take your mobile phone because you may need to call me. **IN CASE**
Take
- 3 They will win the match, but only if they do their best. **PROVIDED**
They
- 4 We won't need Yasser in the team except if someone is ill. **UNLESS**
We
- 5 We'll be able to make sandwiches if Somaya remembers to bring the bread. **AS LONG AS**
We
- 6 They'll let you in, but only if you have your ID card. **PROVIDING THAT**
They

WORKBOOK ▶ page 43

/ 6 points

I wish/If only

3 Complete the sentences for these situations.

- 1 You aren't fit but you would like to be.
I wish
- 2 Your brother always takes a long time in the bathroom in the mornings.
I wish my brother
- 3 You didn't buy tickets for a race yesterday and now they're all sold.
If only
- 4 Your parents don't let you use the Internet at home and you're not happy about it.
If only my parents
- 5 You ate two burgers and now you regret it.
I wish
- 6 You're allergic to peanuts but you really like them.
I wish

WORKBOOK ▶ page 45

/ 6 points

▶ Vocabulary revision

Parts of the body

1 Write the letters in the correct order to make parts of the body.

- 1 pih
- 2 gsnul
- 3 ghiht
- 4 nidkye
- 5 ritsw
- 6 enob
- 7 eleh

WORKBOOK ▶ page 41

/ 7 points

Words connected with health

2 Complete the sentences with these words. There are five extra words.

addicted to allergic to disease dislocated dizzy fractured
increase over prescription pressure relieve through

- 1 His head was going round and round. He felt
- 2 He's gluten so if he eats bread he feels sick.
- 3 The doctor wrote me a but I couldn't understand what he wrote.
- 4 She's got very high blood
- 5 He hit his arm against the wall and it.
- 6 She was suffering from a virus but she's started to get it.
- 7 If you take this medicine, it will the symptoms of the infection.

WORKBOOK ▶ page 44

/ 7 points

Idioms connected with health and illness

3 Complete the idioms with the correct word.

- 1 I feel as fit as a today.
- 2 I've been feeling a little under the recently.
- 3 I walk to school to keep in
- 4 I'm fine. I'm as right as
- 5 Nearly all of our family are ill. We're dropping like
- 6 I'm not so good at the moment but I hope I'll be back on my soon.

WORKBOOK ▶ page 44

/ 6 points

Total

/ 40 points

▶ Progress test Units 5–6



1a



1b



2a



2b

▶ Speaking

▶ Tip for Speaking Exams

In exams where you have to talk about photos, remember ... Use expressions like those in 1 to compare and contrast photos. Don't just describe each photo in detail.

EXAM SUCCESS ▶ page 77

- 1 Look at these expressions. Which would you use to talk about similarities between two photos? Which would you use to talk about differences?

as ... as both photographs show ... whereas
in both photographs, less ... than while

- 2 Student A, look at photos 1a and 1b. Student B, look at photos 2a and 2b. Make notes about similarities and differences between your two photos.
- 3 Read this task. Take it in turns to talk about your two photos.

Compare the photographs and tell us how you feel about these activities.

▶ Listening

- 4 Work with a partner. Discuss these questions.

- 1 Do you ever drink 'energy drinks'? When? Why?
- 2 What do you think some of the dangers of energy drinks might be?



- 5 Read the text and predict what word or type of word could fill each gap.

Expert Anas Hamid says that energy drinks are not the same as sports drinks. Sports drinks replace liquid, carbohydrates and (a)

Nearly all energy drinks have (b) caffeine.

Caffeine is definitely bad for people who are (c)

Energy drinks are very different from sports drinks because energy drinks contain caffeine and so they (d)

A teenage boy died because he drank four cans of energy drink and then he (e)

One report seemed to show that energy drinks can help (f)

One 250ml can of energy drink can contain (g) of sugar.

(h) is an amino acid which often comes in energy drinks.


This amino acid helps you to (i) from the body.

Anas thinks you don't really need energy drinks. You just need a (j)

▶ Tip for Listening Exams

In activities where you have to complete notes, remember ... Always read the incomplete notes before you listen. Think about what type of word is missing, but be careful. If you know that you need a number, for example, do not simply write the first number that you hear.

EXAM SUCCESS ▶ page 77

- 6 LISTENING  25 You will hear a radio programme about energy drinks. Complete the text. Write no more than three words and/or a number for each space.

▶ Writing



▶ Tip for Writing Exams

In for-and-against and opinion essays, remember ...

In for-and-against essays you must present both sides of the argument, whatever your personal opinion is. You can give your own opinion in the conclusion. In opinion essays you can just give your own side of the argument.

EXAM SUCCESS ▶ page 77

- 7 Work with a partner. Look at this essay task and make notes for and against the statement.

‘There is a tax on cigarettes because we know that they are bad for us. Now we urgently need a tax on fast food.’ Write an essay giving arguments for and against this statement.

- 8 Individually, write your essay. Follow this paragraph plan and use linkers to introduce and sequence arguments and to make contrasts.

Paragraph 1: State the topic of the essay using general statements

Paragraph 2: Make points for (or against)

Paragraph 3: Make points against (or for)

Paragraph 4: Conclusion – restate the most important arguments and give your own opinion

▶ Use of English

▶ Tip for Use of English Exams

In sentence transformations, remember ...

When you finish, check that you have not changed the meaning of the original sentence, or changed the form of the word given, or written more than the maximum number of words permitted.

EXAM SUCCESS ▶ page 77

- 9 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Do not change the word given. Use between two and five words.
- I wouldn't have an energy drink if I didn't really need it.
UNLESS
I wouldn't have an energy drink it.
 - I made a real mistake not drinking any water during the race.
WISH
I some water during the race.
 - If you eat all your salad I'll get you an ice cream.
PROVIDED
I'll get you an ice cream all your salad.
 - You shouldn't have another coffee or it might stop you from sleeping.
CASE
You shouldn't have another coffee from sleeping.
 - I shouldn't go to bed late tonight.
BETTER
I to bed late tonight.
 - I didn't know kids could drink that.
ALLOWED
I didn't know kids that.
 - I don't think that drink gave him much energy because he looks really tired now.
CAN'T
That drink much energy because he looks really tired now.
 - She bought some orange juice on the way to school.
PICKED
She on her way to school.
 - What's the matter? You don't look well.
WEATHER
What's the matter? You
 - I'll go to the gym but only if you come with me.
LONG
I'll go to the gym with me.

Check your progress on page 79.

Unit 1

▶ VOCABULARY: Using a dictionary

Dictionaries can be very useful. Here are some ideas for using them well.

- Don't just look at the first definition for a word. Many English words have very different meanings. Look at them all and choose the right one for your context.
- Don't just think about the meaning of the word that you look up. Think also about the type of word, the form and spelling of the word, and the other words it often goes with (eg, listen *to*).
- Look at the introduction to your dictionary to find out how it gives information about types of word, pronunciation, etc.
- Dictionaries give much more information than just explaining words. For example, the dictionary in the Workbook marks the most common and useful words with stars.
- Dictionaries are very useful but it is not a good idea to depend on the dictionary too much. Practise guessing words from context (see page 6). You can use your dictionary to check later.
- When you are reading, don't use the dictionary to look up every word you don't know. You don't need to understand every word in a text to do the exercises or to understand the general meaning. Only look for words which appear important or appear frequently.

▶ SPEAKING: Accuracy and fluency

- Spoken language is different from written language. With writing we have more time to plan and prepare what we want to say. We have to be more precise because we cannot see or speak to the person we are writing to. If they do not understand us, we cannot help them.
- When we speak we have less time to prepare and so we sometimes make mistakes. Sometimes we begin a sentence and stop, go back, and change or clarify what we were saying. We use expressions like 'mmm', 'errr', 'erm', 'the thing is', 'what I mean is'. We use these expressions simply to give us time to think of what we want to say. Normally we repeat ourselves more in speaking than in writing.
- We use the word ACCURACY to talk about how correct our use of grammar is when we speak. If we speak quickly in English but we make lots and lots of mistakes it will be difficult for people to understand us.
- We use the word FLUENCY to talk about whether we can speak continuously in English without stopping frequently to think about what we want to say next. If our use of grammar is perfect but we have to stop again and again to think of what we want to say, then people will get tired of listening to us.
- To speak English well we need to have a balance between accuracy and fluency. To do this we need to practise speaking as much as possible and try to correct any frequent mistakes.

Unit 2

▶ VOCABULARY: Learning phrasal verbs

- Phrasal verbs are verbs that consist of a verb and one or two particles (particles can be prepositions or adverbs).
- The meaning of a phrasal verb is not often obvious from the verb or the particles. Look at the context or use a dictionary to find out the meaning of phrasal verbs. But be careful when looking in the dictionary. The same verb (eg, *get*, *come*, *take*) may have lots of different phrasal verbs, and the same phrasal verb may have more than one meaning.
- In your vocabulary list or notebook, make a note of the meaning of new phrasal verbs as you meet them, the same as with any new vocabulary. Sometimes it can be confusing to write all the phrasal verbs together because in the end we can't distinguish between them. Find out which is the best way for *you* to learn them.

▶ WRITING: Paragraphs

- A paragraph is made up of several sentences which are grouped together. They are grouped together because they talk about, and develop, one main topic.
- Paragraphs help to make your writing more organized and structured. This makes your composition easier to understand. When there are no paragraphs, compositions can become confusing and repetitive.
- When you have brainstormed the content of what you are going to write, stop and organize the content into logical paragraphs. You should do this before you start to write, not while you are writing.

Unit 3

▶ GRAMMAR: Learning from your mistakes

- When we study grammar we need to know the meaning and when to use the structure. For example, with *too* + adjective, we need to know that we use it to talk about people, things, actions or situations that are excessive. We also need to know the form and spelling. For example, we need to know that the word *too* comes before adjectives and is different from *to*.
- Each person has their strong and weak points learning a language. These are usually different for each person. Reflect on how well you do different types of activities when you finish them. Was the activity easy or difficult? Did you do it well or not? This can help you to identify your own weak points. Once you know what your weak points are, you can look for help to improve in those areas. Mistakes are a natural part of learning but we must work constructively on the mistakes we make in order to improve.
- When you have a lot of mistakes with a structure, check to see if the mistakes are generally mistakes with the form, spelling or meaning. Find out what the problem is exactly.
- Keep a list of common mistakes that you make with the correction, and an explanation. Make it a routine to study this list from time to time. See *Writing: Checking for mistakes* below.
- You will find grammar explanations in the Grammar reference at the end of each unit. These explanations help you to understand the correct meaning and form of the grammar.
- After reading about the grammar you can check that you understand by doing the Grammar revision exercises on the page opposite the explanation. Another way of using the Grammar reference is to try to do the practice exercises first and only look at the explanations when you have a problem.

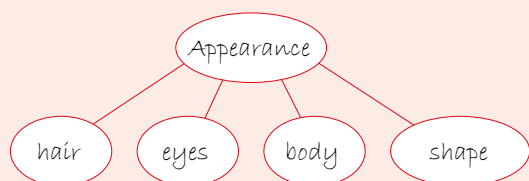
▶ LISTENING: Before and while listening

- Before you listen to a text, think about the topic of the text and predict some of the ideas and vocabulary that may come in it. Look at any illustrations, titles or questions if there are any. This way, you will feel more confident and will understand more when you listen for the first time.
- While you are listening, if there is a section you do not understand, stay positive. If you stop listening or if you get nervous and panic, you won't understand anything more.
- Remember that usually it is not necessary to understand every word to do a task well. If you get lost, look at the next question or two and listen out for words or ideas associated with the question(s).

Unit 4

▶ VOCABULARY: Vocabulary records

- Keep a record of the meaning of new words by writing a synonym, a definition, an example sentence, a translation, or even by drawing a picture if appropriate.
- Some words are similar to others but they also have significant differences (eg, *pretty* and *handsome* have similar meanings but *pretty* is usually for girls and women and *handsome* is for men). It is important to make a record of these differences.
- It is also important to write down the type of word (noun, verb, adjective, adverb, preposition, pronoun, etc) and any other special information (e.g., pronunciation, irregular forms, etc). You can note down the prefixes and suffixes that go with a word too (e.g., *patient* – *impatient*, *tactful* – *tactless*) or opposites of words (e.g., *broad-minded* – *narrow-minded*, *insecure* – *self-confident*).
- It is a good idea to learn words in groups. Write down vocabulary in the groups that appear in this book, e.g., 'Personality', 'Jobs', 'Travel', etc. One word in a group can help you remember others in the same group.
- Some people write down new vocabulary using diagrams like this.



- Frequent revision is the best way to learn new words. Look at your vocabulary records every week and test yourself to see how much you remember. It is very difficult to learn vocabulary by revising just once before an exam or test.

▶ WRITING: Checking for mistakes

- It is normal to make mistakes when we write. That is why it is important to read your work carefully when you finish. Check for mistakes with:
 - punctuation
 - capital letters
 - word order
 - spelling
 - tenses
 - vocabulary
 - missing words
 - agreement between the subject and verb (e.g., *He go.* ✗ *He goes.* ✓).
- You can learn from your mistakes. Make a list of mistakes that you make with the correction next to it. Use it as a checklist when you are checking your compositions. Look at this example.

Mistake	Correction	Explanation
In general, I think the money is important. ✗	In general, I think money is important.	When we talk about things in general we do not use the definite article.
...

- Remember that if you aren't sure how to write something, simplify it. Clarity is one of the most important criteria when writing.

Unit 5

▶ READING: Skimming and scanning

- We read in different ways, depending on the type of text and why we are reading it.
- Usually, the first time we read a text, it is a good idea to read it quickly. Do not stop if there are words you do not understand. Just try to understand the general meaning. We call this skimming. To help you to skim properly, give yourself a time limit the first time you read. It can help you to get a general understanding and not look at details. The first reading task will usually help you to do this.
- The next task usually checks that you understand specific information. When you read for specific information, read the question carefully and then find the exact place where you think the answer comes. Read this section in more detail than the first time you read it. We call this scanning.

▶ WRITING: Planning

- Good writers always plan what they are going to write before they begin writing.
- Writing a plan takes some time, but in the end it saves you time because it stops you from including irrelevant or inappropriate information.
- When you plan, you have clear ideas about what you are going to say and what order you are going to say it in before you actually begin. This gives shape and structure to your text and makes it more coherent and less repetitive.

Unit 6

▶ READING: Prediction

- Efficient readers look at all these things before actually reading the text.
 - the pictures or photos that go with it
 - the layout
 - the title
- By doing this you start to think about the topic of the text and to predict some of the ideas and vocabulary in it. A useful first reading task is to skim the text (see above) to check if your predictions were correct. By testing out your ideas, you will understand more when you read the text for the first time.

▶ SPEAKING: Thinking of what to say

When it's your turn to speak and you can't think of what to say, use this advice.

- Use fillers to give yourself time to think of what you are going to say next (e.g., *Err, The thing is, Well, You know ...*).
- Use language of speculation (*It might be, I'm not sure, I think, etc.*).
- Use the questions *What? Who? Where? Why? When?* etc, to think of ideas for something to say.
- If you are worried because you don't know a word, think of similar words, more basic or general words, or explain the word.
- Remember that there is usually no real right or wrong answer in most tasks. The important thing is to have an opinion and express that opinion clearly, giving reasons.

Unit 1

▶ READING: Matching activities

In this type of activity, you have to say which text or part of a text contains a piece of information or answers a question.

Step 1: Read all the texts or parts of the text quickly to get a general understanding.

Step 2: Read the piece(s) of information that you need to find. Are there any special words that help you to find the text or part of the text which contains the information? Remember that in the text the same information will probably be expressed with different words.

Step 3: Read again in more detail the specific text or part of the text where you think the information comes.

Step 4: If you are not sure that you have found the correct answer, read other sections again in more detail.

Step 5: When you finish, check that you have an answer for each question. Never leave answers blank in an exam.

▶ WRITING: Transactional tasks

- Transactional writing tasks are ones where the instructions tell you who you are writing to and what information to include.
- When a question asks you to put specific information in your text, you lose marks if you do not include the information.
- Sometimes the information you need to include is indicated in the form of notes written on the letter or email. Remember to expand the notes and give extra information. For example, if the note is 'Say when you can come', do not just say 'I can come in the summer'. Explain why the summer is the best/only option.
- In your reply, you can ask questions too.
- Remember that when you write letters, invitations, messages and notes it is essential to write in the correct style. When you write to a friend, use contractions and informal expressions. When you write a formal or semi-formal letter, invitation, message or note, do not use contractions or informal language. If your letter is grammatically correct but not in the correct style, you will lose marks.

Unit 2

▶ LISTENING: Matching speakers and statements

In this type of activity you match different speakers with the ideas that they express.

Before you listen:

- think about the topic of what you are going to listen to. Think of words that could appear in the listening text.
- read the questions and underline important information. This can help you to know what the people may say and helps you to concentrate more while you listen.

While you listen:

- remember that the speakers may say the same things as in the questions, but using different words or expressions. Remember also that other speakers may use the actual words that come in the questions but there is only one correct answer for each speaker.
- don't worry if you don't understand everything the first time you listen. Usually you listen twice. Use the second listening to find the answers you didn't hear the first time and to check the answers you already have.

After you listen:

- check that you have an answer for each question. Never leave answers blank in an exam.

▶ SPEAKING: Stimulus-based discussions

In this type of activity you have to talk about different things such as graphs, photos, charts, statistics, headlines and quotes. These things are all usually connected to one general topic.

Step 1: Look at all the stimuli and decide what the general topic is.

Step 2: Check that you understand the content of each different stimulus.

Step 3: Make notes with your ideas. Look at these notes and refer to them when you speak, but do not read them aloud. React to what the examiner asks you.

Remember:

- Give your opinion or interpretation of the topic and stimuli. There is not usually a right or wrong answer. The examiner wants to hear you speak English.
- If you don't understand what the examiner says, ask *him/her* in English to repeat or to speak more slowly. Use expressions like: *Sorry, can you say that again?* or *Sorry, could you speak more slowly?*
- Speak loudly and clearly so that the examiner can hear you.
- Don't worry excessively about vocabulary. When you don't know a word, explain it or use a simpler word.
- Don't let mistakes stop you from speaking. Correct your own mistakes if possible, or start the sentence again, but don't stop completely.
- Use *Well, Hmm* or *Let me think* to give you time to think of what you want to say next.

Unit 3

▶ READING: Missing sentence activities

In this type of exercise you have to find the best place to put different sentences taken from a text. The sentences are often the first in each paragraph and there are usually more sentences than spaces.

- Step 1:** Read the text to get a general idea of the overall meaning.
- Step 2:** Read the missing sentences and identify the key information. What is the sentence about? Do you remember anything connected with this topic when you read the text for the first time? Look again at this part of the text in more detail.
- Step 3:** Look for words and phrases in the sentence which connect with the information that comes in the text just before or after each gap.
- Step 4:** Try out each sentence in the most probable space and continue reading. Is the meaning logical? Do pronouns like *this* or *it* make sense, or linking words like *and*, *but* or *although*?
- Step 5:** If there are gaps which you cannot complete, continue with other, easier gaps first and then go back later to the difficult ones.
- Step 6:** When you finish, read the completed text again to check that it makes sense. Check also that you have an answer for each question. Never leave answers blank in an exam.

▶ WRITING: Stories

- Before you write a story, make a plan. Make sure that you have a beginning, a middle and an end. Sometimes you can change the order of these three sections in a story, but always make sure the sequence of events and the chronology are clear. We can use linkers of time and sequence to do this.
- Make the main events of the story clear. What happened? Why? What happened later? How did the story end? We usually use the past simple for this.
- Give background information so that we know about the characters and the situation. We usually use the past perfect simple and continuous for this.
- Make the story interesting by describing scenes in detail. We often use the past continuous for this.

Unit 4

▶ USE OF ENGLISH: Word formation cloze activities

In this type of activity you must use the word given to form a word that fits in the gap. The words can be any type – noun, adjective, adverb or verb.

- Step 1:** Read the text once quickly to know the general meaning.
- Step 2:** Look at the words just before and after the gap. They can help you to decide what type of word you need. Usually to change the type of word you will need a suffix (e.g., *-ion* to make a noun, *-ly* to make an adverb).
- Step 3:** Look at the words just before and after the gap and make sure you understand the whole sentence. This will help you to decide if you need to change the meaning of the word, e.g., making it negative. Usually to change the meaning of the word you will need a prefix (e.g., *im-*, *re-*).
- Step 4:** Remember that you may need to change the spelling of the word given. For example, from the word *strong* you may need to make the noun, *strength*. Also, look carefully to decide if your word needs to be in the plural form.
- Step 5:** Read the completed sentence and check your answer. Check that you have an answer for each question. Never leave answers blank in an exam.

▶ SPEAKING: Giving presentations

In this type of activity, you have to talk about a topic. This could be in the form of a question, title, text or photo. You usually have a fixed amount of time to prepare the presentation and to give it.

- Make notes with the information you want to give in your presentation and use them when you are giving it. However, don't just read your notes aloud.
- Look at your audience. See if they understand you and are interested.
- Don't speak too fast. If you speak too quickly, people will not be able to follow you.
- Try to speak for exactly the right amount of time. The more you practise the easier it will become.
- Use intonation to show that you are interested and to make others interested.
- Don't worry excessively about vocabulary. When you don't know a word, explain it or use a simpler word.
- Don't let mistakes stop you from speaking. Correct your own mistakes if possible, or start the sentence again, but don't stop completely.

Unit 5

▶ LISTENING: Completing notes

In this type of activity you have incomplete notes. You listen to a recording and complete the notes with the correct information.

- Always read the incomplete notes *before* you listen. This helps you to know what to listen for. Look carefully at the words that come just before or after each space and think about what *type* of word is missing (noun, verb, adjective, adverb, etc). But be careful: if you know that you need a number, for example, do not simply write the first number that you hear.
- It is not usually necessary to understand every word that you hear. Listen out for the sections which correspond to the information in the notes. Then pay special attention to these sections. Remember that you may not hear the exact words that appear in the incomplete notes.
- For most spaces you need to write between one and three words. Write the words you actually hear. Be careful with spelling and your handwriting.
- Don't worry if you don't understand everything the first time you listen. Usually you listen twice. Use the second listening to find the answers you didn't hear the first time and to check the answers you already have.

▶ SPEAKING: Talking about photos

In this type of activity you have one or two photos to discuss and answer a question or questions about.

- Listen very carefully to the examiner's instructions. Your marks will depend on completing the whole task, so if you only complete one part, you will lose marks. If you aren't sure that you have understood what the examiner says, ask him/her to repeat.
- If you have two photos, it is not usually a good idea to describe each photo in great detail. The important thing is to compare and contrast the two photos.
- Try to speak for exactly the right amount of time. The more you practise the easier it will become.
- Give your own opinion if the examiner asks for it and give reasons to justify your opinions. There is not usually a right or wrong answer. The examiner wants to hear you speak English.
- Do not worry too much about vocabulary for things that appear in the photos. When you don't know a word, explain it or use a simpler word. You can also use language of speculation when you are not sure what you can see (e.g., *It might/may be ...*, *It must be ...*, *I think it's probably ...*).
- Speak loudly and clearly so that the examiner can hear you.
- Don't let mistakes stop you from speaking. Correct your own mistakes if possible, or start the sentence again, but don't stop completely.
- Use *Well*, *Hmm* or *Let me think* to give you time to think of what you want to say next.

Unit 6

▶ USE OF ENGLISH: Sentence transformation activities

In this type of activity you have a sentence and you must complete a second sentence so that it means the same as the original sentence. Usually you must use a word that is given. In this case, you cannot change the form of this word. In most exams, you can only use between two and five words, including the word given.

- Step 1:** Read the original sentence carefully. Think about the meaning of the sentence, the type of structure(s) used, the tense(s) used, etc.
- Step 2:** If a word is given, think about its meaning. Think also about the grammatical function of the word. Does it always or usually go with another word or tense?
- Step 3:** Write your sentence. Do not add or change words unnecessarily. They may change the meaning of the sentence or make you write too many words.
- Step 4:** When you finish, check that you have:
- not changed the meaning from the original sentence.
 - not changed the form of the word given.
 - not written more than the maximum number of words permitted.
- Contractions count as two words, apart from *can't* which is written as one word (*cannot*).

▶ WRITING: For-and-against essays and opinion essays

- In for-and-against essays you must present both sides of the argument. In opinion essays you can just give your own side of the argument.
- In for-and-against essays and opinion essays, you should have a number of relevant points to make. Think about how to organize these points in a logical way.
- The style in for-and-against and opinion essays should be formal.
- Remember that there are no right or wrong answers. The examiner wants to see that you can write and express yourself clearly and effectively.

► Progress checks

Progress checks

You will find below a set of descriptors for measuring your progress in language at each level of the course. These descriptors can be used during your study to review language after completing every two units in this Student's Book. You can then complete the progress checks below.

Give yourself a mark between 1 and 4, and then decide what you would like to review. You may want to just re-visit the grammar and vocabulary exercises in your Student's Book, or do the pages suggested as extra practice from the Workbook, or perhaps speak to your teacher and decide together what would help you to improve. There are lots of ways of practising your English outside the classroom.

► Units 1–2

1 How well can you do these things in English now? Give yourself a mark from 1 to 4.

- | | |
|--|---|
| a I can talk about present situations, routines and actions using the present simple and present continuous. <input type="checkbox"/> | f I can use gerunds and infinitives correctly. <input type="checkbox"/> |
| b I can use <i>do</i> and <i>make</i> appropriately. <input type="checkbox"/> | g I can understand written and spoken texts related to the world of work. <input type="checkbox"/> |
| c I can understand written and spoken texts about studying and university. <input type="checkbox"/> | h I can use different stimuli as the basis for a discussion. <input type="checkbox"/> |
| d I can express preferences using a variety of structures. <input type="checkbox"/> | i I can write texts expressing my opinion on topics related to school and work. <input type="checkbox"/> |
| e I can reply to informal emails and include relevant information. <input type="checkbox"/> | |

2 Decide what you need to do to improve.

- 1 Look again at my book/notes.
- 2 Do more practice exercises. ► **WORKBOOK** page 16/17
- 3 Other:

1 = I can do it very well.
2 = I can do it quite well.
3 = I have some problems.
4 = I can't do it.

► Units 3–4

1 How well can you do these things in English now? Give yourself a mark from 1 to 4.

- | | |
|--|--|
| a I can talk about the future and the future in the past using different verbs and tenses including the future perfect, future continuous and future perfect continuous. <input type="checkbox"/> | f I can compare different people, things and actions using a variety of structures, including comparative and superlative adverbs. <input type="checkbox"/> |
| b I can talk about space and space travel. <input type="checkbox"/> | g I can form nouns by using suffixes. <input type="checkbox"/> |
| c I can use prefixes to change the meaning of words. <input type="checkbox"/> | h I can understand written and spoken texts about usual and unusual human behaviour. <input type="checkbox"/> |
| d I can express personal opinions when discussing topics and stimuli. <input type="checkbox"/> | i I can give structured presentations on different topics. <input type="checkbox"/> |
| e I can write stories using a variety of tenses, structures and linkers. <input type="checkbox"/> | j I can write detailed personal descriptions. <input type="checkbox"/> |

2 Decide what you need to do to improve.

- 1 Look again at my book/notes.
- 2 Do more practice exercises. ► **WORKBOOK** page 32/33
- 3 Other:

1 = I can do it very well.
2 = I can do it quite well.
3 = I have some problems.
4 = I can't do it.

► Units 5–6

1 How well can you do these things in English now? Give yourself a mark from 1 to 4.

- | | |
|--|---|
| a I can talk about obligation, prohibition and advice in the present and past. <input type="checkbox"/> | f I can talk about wishes for the present, past and future. <input type="checkbox"/> |
| b I can make speculations and deductions about the present, past and future. <input type="checkbox"/> | g I can talk about the body and health using a range of vocabulary and idioms. <input type="checkbox"/> |
| c I can understand written and spoken texts on topics related to money. <input type="checkbox"/> | h In discussions I can negotiate and collaborate with a partner. <input type="checkbox"/> |
| d I can compare and contrast photos. <input type="checkbox"/> | i I can express opinions, contrasts and consequences in for-and-against essays. <input type="checkbox"/> |
| e I can write a formal letter of complaint. <input type="checkbox"/> | |

2 Decide what you need to do to improve.

- 1 Look again at my book/notes.
- 2 Do more practice exercises. ► **WORKBOOK** page 48/49
- 3 Other:

- | |
|-----------------------------|
| 1 = I can do it very well. |
| 2 = I can do it quite well. |
| 3 = I have some problems. |
| 4 = I can't do it. |

► Pronunciation guide

Vowels

/ɑː/ arm, large	/ɪə/ ear, here
/æ/ cap, bad	/ɒ/ not, watch
/aɪ/ ride, fly	/əʊ/ cold, boat
/aɪə/ diary, science	/ɔː/ door, talk
/aʊ/ how, mouth	/ɔɪ/ point, boy
/aʊə/ our, shower	/ʊ/ foot, could
/e/ bed, head	/u/ annual
/eɪ/ day, grey	/uː/ two, food
/eə/ hair, there	/ʊə/ sure, tourist
/ɪ/ give, did	/ɜː/ bird, heard
/i/ happy, honeymoon	/ʌ/ fun, come
/iː/ we, heat	/ə/ mother, actor

Consonants

/b/ bag, rubbish	/s/ say, this
/d/ desk, cold	/t/ town, city
/f/ fill, laugh	/v/ very, live
/g/ girl, big	/w/ water, away
/h/ hand, home	/z/ zoo, his
/j/ yes, young	/ʃ/ shop, machine
/k/ cook, back	/ʒ/ usually, television
/l/ like, fill	/ŋ/ thank, doing
/m/ mean, climb	/tʃ/ cheese, picture
/n/ new, want	/θ/ thing, north
/p/ park, happy	/ð/ that, clothes
/r/ ring, borrow	/dʒ/ jeans, bridge

▶ Speaking bank

Useful expressions

Asking somebody to repeat

Pardon?
Could you repeat that, please?
Sorry, I didn't catch that.
Sorry, I missed that.
Sorry, can you say that again?
Sorry, could you speak more slowly?
Sorry, did you say ...?
I'm not sure I understood.

Checking understanding

Are you saying that ...?
If I understand you correctly, ...
In other words ...
What do you mean when you say ...?
I'm not sure what you mean by ...
Could you go over that again?
Sorry, I'm not with you.
I don't understand what you're getting at.

Clarifying understanding

Do you see what I mean?
Do you get what I'm saying?
Are you following me?
Are you with me?
What I mean/meant is/was ...
Yes, that's exactly what I mean/meant.
No, that's not quite what I mean/meant.

Filling the conversation

Err ...
Well ...
The thing is ...
I'm not (really/totally/completely) sure but ...
Maybe ...
You know ...
I think ...
I imagine ...
It looks like ...
I imagine that ...
Let me think.
What do you think?

When you don't know a word

It's like/similar to ...
It's the opposite of ...
It's when you ...

Expressing preferences

I prefer going out.
I prefer going out to staying in.
I'd prefer to watch TV (rather than go to a restaurant).
I'd prefer not to watch TV.
My parents would prefer me to study at the weekend.
I'd rather have a pizza.
I'd rather not walk to school.
I'd rather read than go to the museum.
They'd rather I went with them.
My parents would rather I didn't stay out late.

Talking about different stimuli

The main idea of the material is ...
All the material is to do with ...
The material here is linked to the topic of ...
The newspaper headline states that ...
The headline suggests that ...
The photo on the right shows ...
In the photo, I can see ...
The photo/graph/chart illustrates ...
There's an interesting quote from ...
The quote says that ...
We can see from the statistics that ...
The statistics show that ...
To sum up ...

Talking about statistics – numbers and proportions

a half/third/quarter/fifth/sixth, etc
one in two/three/five/ten, etc
the majority

Talking about statistics – trends

rise/fall
increase/decrease
stay the same/change little
slow(ly)/gradual(ly)/slight(ly)
steady (adj), steadily
significant(ly)/sharp(ly)/dramatic(ally)
double/triple/half

Expressing and justifying opinions

I think/believe/feel
In my view
In my opinion
Personally, I think (that) ...
I don't think (that) ...
I'm convinced that ...
I don't really know if ...
As I see it,
You have to remember/admit that ...
Don't forget that ...
I agree/disagree that ...
It seems to me that ...
If you ask me ...
It goes without saying that ...
I'm convinced/positive that ...
That's why I think ...
The way I see it ...
To my mind ...

Asking for opinions

What do you think?
What do you think about (running)?
What about you?
What about (fencing)?
So what shall we (recommend)?
Why don't we choose (basketball)?
Do you agree?
Don't you think so?
What's your opinion/view?

Agreeing or partially agreeing

I (totally) agree (with you) (that ...)
I agree to an extent (that ...)
That's true.
You're right.
You've got a point.
I take your point.
I see what you mean.
That's a good idea.
Sure.
OK.

Disagreeing or partially disagreeing

I (totally) disagree (with you) (that ...)
I agree to an extent, but ...
I agree up to a point, but ...
That's true, but ...
You've got a point, but ...
I take your point, but ...
I see what you mean, but ...
I suppose so, but ...
I'm not sure that's true.
Maybe, but ...
But what about ...?
On the other hand ...

Giving emphasis

You have to remember that ...
Don't forget that ...
There's no doubt in my mind that ...
I really do think that ...
I'm totally convinced that ...
You can't deny that ...

Giving examples

For instance,
Take ..., for example
What about the case of ...?
Look at ...
You only have to think of ...
... such as ...
A good example of that is ...
Just to give you an idea ...

Talking about a photo and position in a photo

In the picture I can see ...
The picture shows ...
This is a picture of ...
In the foreground
In the background
At the top of the picture
At the bottom of the picture
In the middle of the picture
On the right
On the left
In the top/bottom right/left corner

Comparing and contrasting photos

Both photographs show ...
In both photographs,
In the first/second photograph,
One big difference between the photos is that ...
Another important difference ...
Compared with ...
The first photograph shows X whereas/ while the second shows Y.
This one is bigger/more important/(not) as ... as/less ... than that one.

Speculation and deduction

I think
I imagine
(It) must be
(It) may/might/could be
(It) can't be
(He/She/It/They) is/are probably
(It) is probably
It seems that
(It) looks as if/like
I'm not sure but
(It) must have been
(It) may/might/could have been
(It) can't/couldn't have been

Beginning a presentation

I'd like to begin by saying ...
I'm going to talk about ...
To start with ...
The first thing I'd like to say is ...

Ordering arguments

Firstly,
First of all,
Secondly,
Another thing is that ...
It's also true that ...
Furthermore,
What's more,
It's important to remember that ...

Presenting opposing points of view

It is true that ...
You can't deny that ...
There's no denying that ...
You can't argue with the fact that ...
I accept that ...

Responding to opposing points of view

But that doesn't mean that ...
However, ...
Let's not forget that ...
I would still say that ...
Even so, I still believe that ...
Having said that,
That doesn't alter my opinion that ...

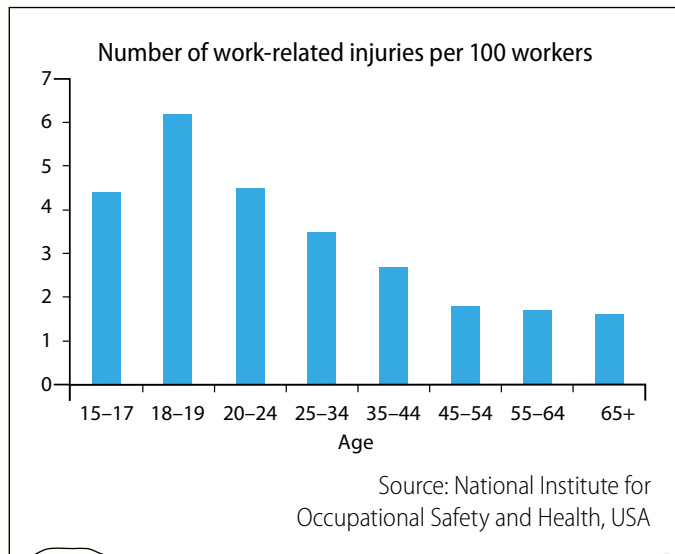
Concluding a presentation

Finally,
To sum up,
Last but not least,
The point I'm trying to make is ...
In short,
Concluding,
In conclusion,

▶ Additional activities

Unit 2, Developing speaking

Exercise 7a, page 22



'America is the land of opportunity. You can do anything. All you need to do is to work hard.'

Percentage of students who work

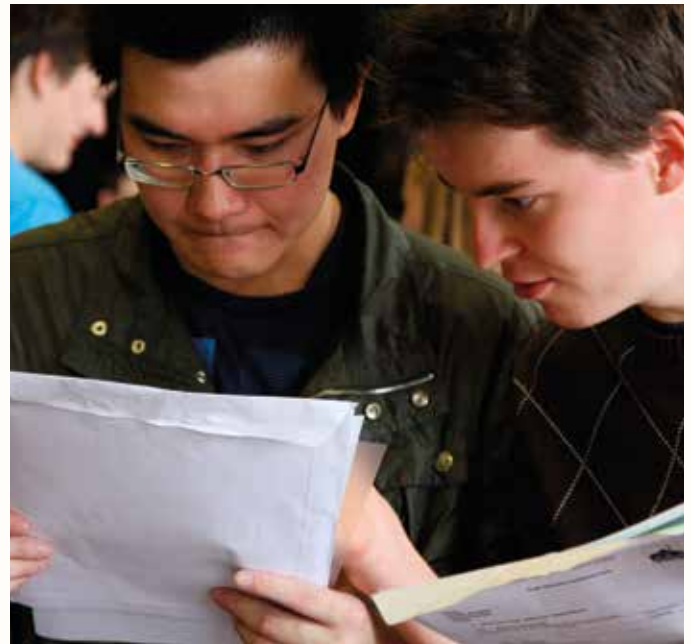
9 th Graders (14 to 15 years old)	24%
10 th Graders (15 to 16 year olds)	43%
11 th Graders (16 to 17 year olds)	65%
12 th Graders (17 to 18 year olds)	75%

Source: National Institute for Occupational Safety and Health, USA

Progress test, Units 1-2

Exercise 10, page 27

Number of British students applying for a place at university this year: 609,155. Number of places available for British students in UK universities this year: 430,000.



► Irregular verbs

Infinitive	Past simple	Past participle	Infinitive	Past simple	Past participle
be	was/were	been	let	let	let
beat	beat	beaten	lie	lay	lain
become	became	become	lose	lost	lost
begin	began	begun	make	made	made
break	broke	broken	mean	meant	meant
bring	brought	brought	meet	met	met
build	built	built	pay	paid	paid
burn	burnt	burnt	put	put	put
buy	bought	bought	read	read	read
catch	caught	caught	ride	rode	ridden
choose	chose	chosen	ring	rang	rung
come	came	come	run	ran	run
cost	cost	cost	say	said	said
cut	cut	cut	see	saw	seen
do	did	done	sell	sold	sold
draw	drew	drawn	send	sent	sent
drink	drank	drunk	set up	set up	set up
drive	drove	driven	shine	shone	shone
eat	ate	eaten	shoot	shot	shot
fall	fell	fallen	show	showed	shown
feel	felt	felt	sing	sang	sung
find	found	found	sit	sat	sat
fly	flew	flown	sleep	slept	slept
forget	forgot	forgotten	speak	spoke	spoken
forgive	forgave	forgiven	speed	sped	sped
get	got	got	spell	spelt	spelt
give	gave	given	spend	spent	spent
go	went	gone	split up	split up	split up
grow	grew	grown	stand up	stood up	stood up
hang out	hung out	hung out	steal	stole	stolen
have	had	had	swim	swam	swum
hear	heard	heard	take	took	taken
hide	hid	hidden	teach	taught	taught
hit	hit	hit	tell	told	told
hurt	hurt	hurt	think	thought	thought
keep	kept	kept	understand	understood	understood
know	knew	known	wake up	woke up	woken up
lay	laid	laid	wear	wore	worn
leave	left	left	win	won	won
learn	learned/learnt	learned/learnt	write	wrote	written

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