

## Vocabulary | learning

### 1 Choose the correct words in *italics*.

- I started playing the trumpet last year, but I haven't *made/done/had* a lot of progress. It still sounds terrible!
- I'm *making/doing/getting* a Spanish course at the moment.
- I *made/got/did* Law at university.
- I drank a lot of coffee while I was *passing/failing/revising* for my exams.
- When I graduated *to/from/at* university, I started looking for a job.
- I tend to *make/do/take* my research on the Internet.
- I didn't *make/got/get* good marks in my exams.
- Did you *take/do/go* notes during the lecture?
- A: Are you coming with us for lunch?  
B: No. I'm just *having/going/doing* to my class.
- I've *got/made/graduated* a degree in English Literature from London University.
- My father *graduated/passed/revised* from the same university as me.
- Great news! I *made/went/passed* the exam – and I got 99 percent!



### 2 Complete the dialogues with suitable words.

- A: In this job you need to learn things very quickly.  
B: Yes, you are \_\_\_\_\_ in at the deep end.
- A: I'm not very good at this yet.  
B: Keep trying. Practice makes \_\_\_\_\_.
- A: How are your driving lessons going?  
B: OK, but it's such a steep \_\_\_\_\_ curve. There's so much to learn!
- A: That's a lovely poem!  
B: Yes, I learnt it by \_\_\_\_\_ when I was at school.
- A: How is your German?  
B: Not very good. I \_\_\_\_\_ a lot of mistakes.
- A: How did you learn to use this programme so quickly?  
B: I took a crash \_\_\_\_\_ in it, and after one day I knew enough to use it.

## How to... | describe a learning experience

### 3 Complete the text with the prepositions.

for (x2) in (x2) of (x2) up

When I was seventeen, I took an interest (1) \_\_\_\_\_ juggling. I was studying (2) \_\_\_\_\_ my university entrance exams at the time, so perhaps it wasn't the best time to start a new hobby! I needed to revise (3) \_\_\_\_\_ my school biology exams AND learn the basics (4) \_\_\_\_\_ medicine. I spent hours at my desk, but sometimes it got so boring! So a friend and I took a crash course (5) \_\_\_\_\_ juggling just for a laugh, and I picked it (6) \_\_\_\_\_ quite fast. I'd practise over and over. My mum always told me it was a complete waste (7) \_\_\_\_\_ time, and that I should be studying. But I actually found it really useful – after five minutes juggling, I felt relaxed and ready to get back to work.



## Grammar | subject/object questions

### 4 a Put the words in the correct order to make questions.

- the/Cup/held/World/Which/2010?/country/in
- Who/American/election/2008?/won/the/in
- Florence?/the/created/Who/David/in/statue/of
- city/What/Pompeii?/of/destroyed/the
- the/Where/Parliament?/is/European
- Which/nearly/islands?/country/180,000/has
- language/What/do/speak/in/they/Brazil?
- did/When/the/come/Berlin/Wall/down?

b Match the questions (1–8) in exercise 4a with the answers (a–h).

- In 1989.
- A volcano.
- In Brussels.
- Portuguese.
- Barack Obama.
- South Africa.
- Michelangelo.
- Finland.

# 10 Memories

## Vocabulary | memories

- 1** Choose the correct words in *italics*.
- In my first week at university, I got *homesick/memorial* quite a lot.
  - We must *remind/remember* to buy some milk. We haven't got any left.
  - This house *reminds/remembers* me of the place where I used to live.
  - I keep this necklace as a *memento/nostalgia* of my grandmother.
  - Can you remind me *to/of* call Robin? I need to speak to him.
  - Why do people often feel *nostalgia/memory* for their childhood?
  - Do you *remind/remember* the day we met?
  - In my country, we put flowers on graves in *memory/remember* of the dead.
  - This programme reminds me *of/to* a film I saw last week.
  - In lots of European towns, you can see *memorials/commemorate* to people killed in the world wars.

## Lifelong learning | make it rhyme!

- 2** a Find pairs of rhyming words from the box, and write them below.

call debt get overtime password perk  
purred rhyme shawl trade unpaid  
work

*shawl* and *call*  
\_\_\_\_ and \_\_\_\_  
\_\_\_\_ and \_\_\_\_  
\_\_\_\_ and \_\_\_\_  
\_\_\_\_ and \_\_\_\_  
\_\_\_\_ and \_\_\_\_

- b** Complete the sentences with the rhyming pairs in exercise 2a.

Give me a *call* if you want to borrow my *shawl*.

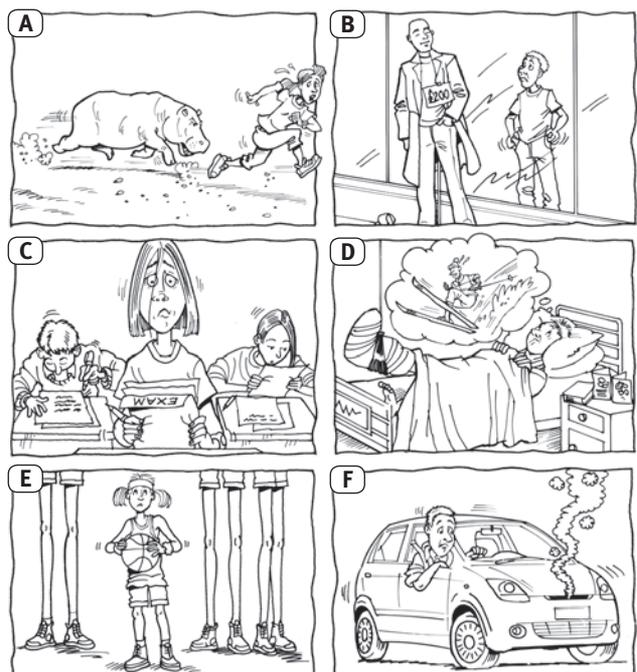
- One \_\_\_\_\_ of my job is I can turn up to \_\_\_\_\_ whenever I want.
- Look after your money, and don't \_\_\_\_\_ into \_\_\_\_\_.
- Lots of people in my \_\_\_\_\_ have to do quite a lot of \_\_\_\_\_ work, but at least it's fun!
- I've changed my computer \_\_\_\_\_ to '\_\_\_\_\_', because I love cats, but don't tell anyone!
- Does the word 'crime' \_\_\_\_\_ with the word '\_\_\_\_\_ '?

## Grammar | I wish/If only

- 3** Use two or three words to complete the second sentence of each pair so that it means the same as the first sentence.
- We haven't got any matches to light the fire.  
I wish \_\_\_\_\_ some matches.
  - I can't afford that skirt.  
I wish \_\_\_\_\_ that skirt.
  - She is very sad that she missed your wedding.  
She wishes \_\_\_\_\_ your wedding.
  - You always make a mess in the kitchen!  
I wish \_\_\_\_\_ make a mess in the kitchen!
  - We were late for the train, so then we missed our flight!  
If only \_\_\_\_\_ late for the train!
  - You live too far away, so we never see each other.  
If only \_\_\_\_\_ closer to me.
  - I can't do this Biology homework. It's too difficult.  
I \_\_\_\_\_ better at Biology.
  - I love China but I can't speak the language.  
I wish \_\_\_\_\_ Chinese.
  - I ate a disgusting pizza.  
I wish \_\_\_\_\_ that pizza.
  - You're always complaining!  
I wish \_\_\_\_\_ stop complaining!

- 4** What do these people wish? Write sentences using the phrases from the box.

not be so short not buy this car  
have more money revise can run faster  
not go skiing



## Reading

**5 a** What do you think a 'brain pill' does?

- 1 Destroys bad memories
- 2 Improves your memory

Now read the article to check.



# Instant Memory

1 \_\_\_\_\_

Imagine the scene: you have an important exam tomorrow morning. Your future depends on it. You stay up all night, drinking endless cups of coffee, trying to memorise four years' information in twelve hours. Sounds familiar? But imagine you didn't need to do this. Imagine you could just take a brain pill and immediately remember everything.

2 \_\_\_\_\_

A memory pill, or any other pill that wakes up the brain, is a great idea, not only for students, but for lots of other professions. Soldiers, who have to function with just a few hours' sleep, would welcome it. So would pilots on long trips, and shift workers who have to work with heavy machines at night. So too would the 37 million people around the world who suffer from Alzheimer's Disease, an illness that robs people of their memory.

3 \_\_\_\_\_

But are we close to finding such a pill? A number of pharmaceutical companies are already working on it. They see enormous financial possibilities in a pill that increases the memory, and laboratories have already been testing pills on both animals and humans.

4 \_\_\_\_\_

But a memory pill raises ethical questions too. Research tells us that the pill would be used not only by ill people, but also by people who just wanted to remember everyone's name at parties, or the laziest students. Is this fair on poorer students who couldn't afford the pill? Would businesses start asking their workers to take pills so that they performed better? Would we divide quiz shows into two types: contestants with brain pills and contestants without?

5 \_\_\_\_\_

Medicine and its processes evolve. Often, the original purpose gets lost. This has happened with plastic surgery (originally for soldiers with injuries to the face; now used by middle-aged actors who want to stay prettier for longer) and it happened with Prozac. It may happen with cloning. The truth is, we don't know how a memory pill would affect society. Fortunately, we probably have a few more years to think about it. Most scientists believe that the drugs need much more testing. Some of these drugs work well with animals, but, as Dr Sue Clarke, one of the scientists working in this area, says, 'It isn't clear that animals use the same kind of memories as humans. A mouse doesn't have to remember a shopping list during the day.'

**b** Match the headings (a–e) with the paragraphs (1–5).

- a What usually happens with medicine?
- b Questions society needs to ask
- c The solution for exam students!
- d Who needs a 'brain pill' at work?
- e Big businesses searching for 'brain pill'

**c** Match the users (1–4) with the benefits they could get from brain pills (a–d).

### Users

- 1 soldiers
- 2 students
- 3 pharmaceutical companies
- 4 party guests

### Benefits

- a remember facts more quickly
- b learn more people's names
- c manage with less sleep
- d make more money

**6** Complete the summary of the text. Use one word in each gap.

Brain pills would be welcomed by students who were studying for (1) \_\_\_\_\_. Many professions would also use them: for example, people who (2) \_\_\_\_\_ in shifts and pilots and soldiers who don't get much (3) \_\_\_\_\_. But brain pills raise many (4) \_\_\_\_\_ too, about how society would use them. Many scientists say that the pill needs to be (5) \_\_\_\_\_ more, before we can use it safely.

## Vocabulary | biographies

- 1 Read the article about a famous athlete, and put the words in brackets in the correct order.

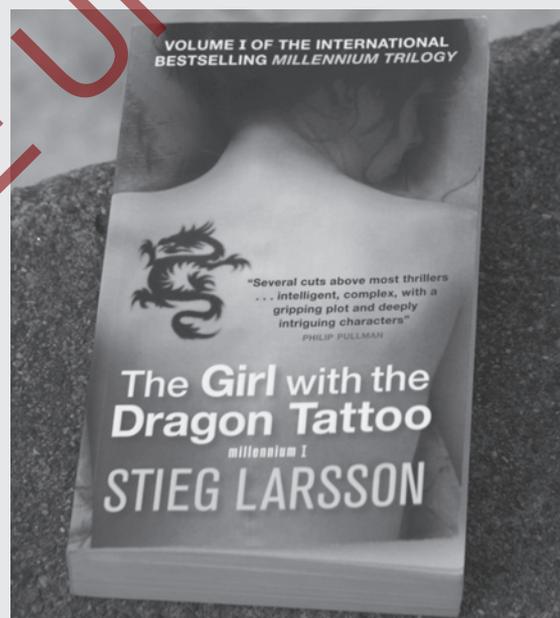


Prasanta Karmakar is (widely be to considered) *widely considered to be* one of India's most talented athletes. But he had (life a start in difficult) (1) \_\_\_\_\_, as he lost an arm as a child. (From early age an) (2) \_\_\_\_\_ he wanted to be a great swimmer, and worked hard (odds against the) (3) \_\_\_\_\_ to achieve this. He is perhaps (known for best) (4) \_\_\_\_\_ being the first Indian swimmer to win a medal at the Commonwealth Games.

- 3 Complete the sentences with the Past Continuous or Past Perfect form of the verbs in brackets.

- After we \_\_\_\_\_ (know) Michelle for a few months, we invited her over for lunch.
- Paul arrived four hours late. He explained that his car \_\_\_\_\_ (break down) in Lyon.
- Oh sorry, \_\_\_\_\_ (you/talk) to me?
- When they arrived, it was hot because Mrs Blofeld \_\_\_\_\_ (switch on) the heating.
- We \_\_\_\_\_ (wait) for the bus when it started raining.
- I first began getting these headaches while I \_\_\_\_\_ (listen) to rock music.
- Scotland was completely new to Max. He \_\_\_\_\_ (not/go) there before.

- 4 Complete the text with the Past Simple, Past Continuous or Past Perfect form of the verbs in brackets.



When Swedish author Stieg Larsson died in 2004, very few people (1) \_\_\_\_\_ (hear) of him. But within just a few years, almost everyone (2) \_\_\_\_\_ (know) who he was. In 2009, the author of the three Millennium books (3) \_\_\_\_\_ (become) the best-selling author in Europe. By October 2010, his books (4) \_\_\_\_\_ (sell) 30 million copies worldwide. So who was this man? Larsson (5) \_\_\_\_\_ (work) as a magazine editor during the day. Writing novels was just a hobby, which he (6) \_\_\_\_\_ (do) in the evenings. He wrote on his computer while his partner (7) \_\_\_\_\_ (prepare) their evening meal. In fact, many of his work colleagues did not know he (8) \_\_\_\_\_ (write) a book at all.

## Grammar | review of past tenses

- 2 Choose the correct verb tense in *italics*.

- When he retired from international football, David Beckham *was playing/had played* for England 115 times.
- When Lady Gaga appeared on the front page of *Time* magazine in May 2010, she *had already sold/was already selling* fifteen million albums worldwide.
- Hardworking Taiwanese pop star, Jay Chou, would often sleep at the studio while he *was recording/had recorded* songs.
- Julia Roberts made her first film at twenty. Before that she *was being/had been* a model.
- President Kennedy was shot while his car *was driving/had driven* through Dallas on 22 November, 1963.

## Pronunciation | pronouncing numbers

- 5** Correct the words which do not match the numbers.
- |    |                 |   |
|----|-----------------|---|
|    | 2.5%            | two point five percent ✓                    |
| 1  | 1,000,000       | one billion                                 |
| 2  | 1970s           | the ninety seventies                        |
| 3  | 03/04/11        | the third of April, two thousand and eleven |
| 4  | 1,298           | twelve thousand and ninety-eight            |
| 5  | $\frac{3}{4}$   | three fours                                 |
| 6  | \$18.20         | eighteen dollars and twenty cents           |
| 7  | 99.9%           | ninety-nine and nine percent                |
| 8  | C20th           | the twentieth century                       |
| 9  | 40,000          | forty thousand                              |
| 10 | 1969            | nineteen ninety-six                         |
| 11 | $11\frac{1}{2}$ | eleven and half                             |

- 6 a** Write these words in numbers.
- Four hundred and six *406*
- Sixteen thousand, three hundred and forty-nine
  - A third
  - Fourteen percent
  - The third of December two thousand and eleven
  - Eighty-eight dollars, seventy-one cents
  - The nineteen nineties
- b** Write these numbers and dates in words.
- £45.20 – *forty-five pounds, twenty pence*
- £23,993  
\_\_\_\_\_
  - $\frac{3}{4}$   
\_\_\_\_\_
  - 99.8%  
\_\_\_\_\_
  - 1990s  
\_\_\_\_\_
  - 30/12/07  
\_\_\_\_\_
  - 20th century  
\_\_\_\_\_
  - 16/01/2011  
\_\_\_\_\_
  - €2.20  
\_\_\_\_\_

## How to... | say numbers

- 7 a**  <sup>30</sup> Cover the audioscript. Listen to the sentences. Underline the number or date that you hear.
- |    |                     |                   |
|----|---------------------|-------------------|
| 1  | a 4,998             | b 4,989           |
| 2  | a £75.99            | b £79.99          |
| 3  | a 60%               | b 50%             |
| 4  | a 16/12/12          | b 15/11/12        |
| 5  | a $6\frac{1}{2}$    | b $16\frac{1}{2}$ |
| 6  | a 1990s             | b 1980s           |
| 7  | a 21st century      | b 20th century    |
| 8  | a 10th January 1969 | b 10th July 1969  |
| 9  | a 1,000             | b 1,000,000       |
| 10 | a \$1,845           | b \$1,345         |

### AUDIOSCRIPT

- There were four thousand, nine hundred and ninety-eight people at the conference.
- It costs seventy-nine pounds, ninety-nine pence, which is quite cheap really.
- We are expecting a fifty percent increase in sales.
- The programme starts on the fifteenth of November, two thousand and twelve.
- I've had the car for about six and a half years now.
- I listen to a lot of music from the nineteen-eighties.
- There have been changes in transport, even since the beginning of the twenty-first century.
- I was born on the tenth of July, nineteen sixty-nine.
- A million men came to Washington that day.
- This washing machine costs one thousand three hundred and forty-five dollars.

- b**  <sup>31</sup> Now read aloud the numbers and dates you underlined in exercise 7a. Listen and check.

### AUDIOSCRIPT

- Four thousand, nine hundred and ninety-eight
- Seventy-nine pounds, ninety-nine pence
- Fifty percent
- The fifteenth of November, two thousand and twelve
- Six and a half years
- The nineteen-eighties
- The twenty-first century
- The tenth of July, nineteen sixty-nine
- A million
- One thousand, three hundred and forty-five

## Grammar | phrasal verbs

- 1** Choose the correct words in *italics*.
- 1 I hope they turn *in/up* on time. They were late last week.
  - 2 I'm going *through/in* a difficult time at work.
  - 3 Excuse the interruption. Please carry *over/on* what you were doing.
  - 4 He called *round/off* the wedding. She was really upset.
  - 5 I hope you can come *up/at* with some better ideas than that!
  - 6 She split *up/off* with her husband two months after the wedding.
  - 7 I can't put *up/on* with your behaviour any more! It's got to stop!
  - 8 Strange things go *in/on* in this town all the time.
  - 9 If I leave now, I'll never come *off/back*.
  - 10 We need to find *up/out* what time the train leaves.

## Pronunciation | word stress in phrasal verbs

- 2**  <sup>32</sup> Listen to the sentences in exercise 1 and underline the part of the phrasal verb which is stressed.

## Grammar | phrasal verbs

- 3** Read the email. There are six mistakes (including the example). Find and correct the mistakes.

From: Tom  
To: Jason

Hi Jason,

It was great to hear from you again. I've got some good news and some bad news. You remember I told you about my wedding to Maria next month? Well, I'm afraid I've ~~called off~~ *called it off*. Maria and I were going a difficult time through. Actually, I don't think she could put up my awful jokes with! But seriously, I think she's already got it over, and she's already found a new boyfriend! So that's good.

You'll never guess who turned at my office up the other day. Janet from school! Do you remember her? The one all the boys were in love with! Anyway, I found out she was abroad for a few years, but came last month back. So now we work together. And best of all: I'm taking her out to dinner tomorrow night!

Take care and hope to see you soon.

Regards,  
Tom

## How to... | say goodbye (in person)

- 4** Choose the correct word in *italics*.
- 1 Right, well it's time I *making/made* a move.
  - 2 I'm *off/down*.
  - 3 Thank you very much for *come/coming*.
  - 4 *Have/Having* a safe trip.
  - 5 Thanks for a great evening – I *enjoyed really/really enjoyed* it.
  - 6 We'll see you in a *few/couple* of weeks.
  - 7 Maybe *see/look at* you next weekend.

## Vocabulary | the senses

- 5** Match the sentence beginnings (1–5) with the sentence endings (a–e).
- 1 Can you hear the birds
  - 2 That sounds like a
  - 3 Your dress looks
  - 4 I just love the smell
  - 5 This tastes
- a of food cooking slowly.
  - b beautiful on you.
  - c really great idea.
  - d absolutely delicious.
  - e singing in the trees?

## Listening

**6 a** Which of these are good ways of remembering vocabulary? Which ones do you use?

- a Review new words regularly (almost every day).
- b Stick notes around your house with new words on them.
- c Test yourself regularly.
- d Use new words in class whenever you can.
- e Draw pictures of words and phrases.
- f Read your notes before you go to bed.

**b**  33 Cover the audioscript. Listen to two language students discussing how to remember things they learn. Number the things in exercise 6a in the order that they are mentioned.

**c** Listen again and choose the best answer, a or b.

- 1 What is their relationship?
  - a They are classmates.
  - b He is her teacher.
- 2 What language are they learning?
  - a Japanese.
  - b Italian.
- 3 Where does the woman write new words?
  - a On little notes and in a notebook.
  - b On the bedroom walls.
- 4 Why should you write new words in your own sentences?
  - a Because then you will dream of the words.
  - b Because you can remember them better.
- 5 What does the woman think is the most important thing for learning new words?
  - a Draw pictures of the words.
  - b Revise regularly.
- 6 Who uses the most learning strategies?
  - a The man.
  - b The woman.

**7** How were the following things connected to suggestions for language learning?

**a fridge** – *the woman sticks words onto her fridge to help her remember them*

- 1 a train journey  
\_\_\_\_\_
- 2 bedtime  
\_\_\_\_\_
- 3 family and friends  
\_\_\_\_\_
- 4 drawing pictures  
\_\_\_\_\_
- 5 language lessons  
\_\_\_\_\_



### AUDIOSCRIPT

**M:** Wendy, do you, like, have any good ideas for remembering new words and expressions in Italian? I just can't remember all the stuff we learn.

**W:** Um, I do lots of things, but I don't know if they'd work for you Mark.

**M:** Like what?

**W:** Well, I do things like ... um ... I put, I stick little notes all over my house with new words ...

**M:** Are you serious?

**W:** Yeah, I put them on the fridge, on the walls of the bedroom. Just little notes with the words written on.

**M:** Wow.

**W:** And I do other stuff like when I'm on the train going to work, I take my notebook and test myself. Why, do you ...

**M:** I kind of, well, I tried reading my Italian notes before I went to bed and hoping I'd dream in Italian. But it didn't really work.

**W:** I think it's a good idea to write the words in new sentences that you invent, so you ... um ...

**M:** What, you make up the sentences yourself?

**W:** Yeah, because then it's easier to remember. Like if you write sentences about your family or friends, you can remember them better.

**M:** That's a good idea. I like that. What else?

**W:** A friend of mine who's learning Japanese always draws pictures of words and phrases.

**M:** Really?

**W:** She's kind of, a very visual person and she says she remembers things better if there's a picture. But I suppose, I think the key is to review words regularly. Just keep revising.

**M:** Like, study them every day?

**W:** I don't know about every day, but if you review them often enough and try and use them in class or when you're writing, eventually they become part of your permanent vocabulary.

**M:** D'you think so?

**W:** I think so, yeah.

## I wish/If only

- 1** Look at the dialogues. Complete B's response to A.
- A I want to be there with you, but I'm too busy.  
B I wish you \_\_\_\_\_ here too.  
a were    b are    c will be
  - A You're very lazy and your room's a mess and you haven't done your homework.  
B I wish you \_\_\_\_\_ criticising me.  
a stop    b will stop    c would stop
  - A Our exam is on Thursday.  
B If only we \_\_\_\_\_ to do this exam!  
a didn't have    b don't have  
c wouldn't have
  - A You didn't have to buy those new chairs. I've already ordered a new sofa.  
B That's great! I wish you \_\_\_\_\_ me earlier.  
a had told    b told    c would tell
  - A I'm sorry, but there's no room for all your friends to stay.  
B Oh, Mum! If only we \_\_\_\_\_ a bigger house.  
a had had    b had    c would have
  - A You have to keep working. All of this must be finished by five o'clock.  
B If only I \_\_\_\_\_ a break now!  
a can have    b could have    c would have
  - A You're too young to come in here.  
B If only I \_\_\_\_\_ older!  
a wasn't    b am    c was
  - A That film was absolutely terrible, wasn't it?  
B Yes. I wish we \_\_\_\_\_ our money on such rubbish!  
a don't waste    b hadn't wasted  
c won't waste

- 2** Complete the second sentence of each pair using the verbs in brackets so that it means the same as the first sentence.

I love tennis, but I'm not very good. (be)

I wish was better at tennis.

- I hate smoking but I can't give up! (be able to stop)  
I wish I \_\_\_\_\_ smoking.
- That lottery ticket was the winner, but you threw it away! (throw away)  
If only you \_\_\_\_\_ the ticket!
- Unfortunately I didn't buy any insurance before I was robbed. (buy)  
I wish I \_\_\_\_\_ insurance before I was robbed.
- Stupidly, I forgot to take my keys with me. (take)  
If only I \_\_\_\_\_ my keys.
- I'm afraid I can't remember her name. (be able to remember)  
I wish I \_\_\_\_\_ her name.

## Review of past tenses

- 3** Choose the correct verb from the box for each sentence. Put the verb into the correct tense.

not go    watch    take    leave    already buy  
not stay    not see    try    dance    put

I wanted to go to Berlin but my wife had already bought tickets to Amsterdam.

- She \_\_\_\_\_ TV when the phone rang.
- I \_\_\_\_\_ to the show last night because I was working late.
- I didn't see you arrive at the party because I \_\_\_\_\_ with my eyes closed!
- When I got home I noticed that I \_\_\_\_\_ my wallet in the shop.
- We peeled the potatoes and \_\_\_\_\_ them in the oven.
- David didn't shave last month because he \_\_\_\_\_ to grow a beard.
- Mary didn't say hello this morning. Later, she told me that she \_\_\_\_\_ me.
- Finally, he passed his driving test. He \_\_\_\_\_ the test eight times.
- I went to the Marina hotel to find John, but he \_\_\_\_\_ there. Where could he be?

## Phrasal verbs

- 4** Put the words in the correct order to make sentences.

1 picnic/raining/We/because/off/the/was/called/it.

2 tell/Can/going/me/what/is/you/on?

3 come/a/have/to/with/up/solution/You.

4 turns/late/He/up/always.

5 can/weather/up/Climbers/put/cold/with.

6 out/find/what/last/happened/night/I'll.

7 difficult/going/a/They're/period/through.

8 back/are/to/planning/When/come/you?

9 times/several/split/They've/before/up.

10 as/as/running/on/long/possible/for/Carry.

- 5** Use a phrasal verb to replace the words in *italics*. Make sure you use the correct tense.

I don't know what *is happening is going on* at work. The boss has left, but we haven't (1) *discovered* who is going to replace him. We can't (2) *continue* like this, though. We are (3) *having* the worst economic crisis in years, and there's no one in charge! Actually, I hope the old boss (4) *returns*. He's better than nobody.

Mary suddenly (5) *appeared* at my door in tears yesterday. She was so sad. She told me that she had (6) *ended her relationship* with Bob. I'm not sure why, but maybe she couldn't (7) *tolerate* his bad manners any longer. I can't (8) *think of* any other reasons. They've had to (9) *cancel* the wedding.

## Vocabulary

- 6** Underline the sentence endings which are not possible.

- I love the sound  
a of the rain.                      b like a drum.  
c of children playing.
- Can you remind me  
a to call Judy?                      b of my friend?  
c to send that email?
- This food tastes  
a like cheese.                      b delicious.  
c a type of fruit.
- I've lost  
a the taste of apples.              b my watch.  
c some money.
- That reminds me of  
a my grandmother.                b go home.  
c last weekend.
- She doesn't like  
a the feel of wool.                  b feeling of stone.  
c feeling tired.
- It sounds  
a like a great book.                b fantastic.  
c of England.
- Don't forget  
a buying milk.                      b your towel.  
c to send me a postcard.
- I can't remember  
a anything.                          b my neighbour.  
c of that film.
- You look  
a a model.                            b very beautiful.  
c like my sister.

- 7** Complete the sentences with words from the box.

against   for   from   in   of

- He had a difficult start \_\_\_\_\_ life, but became very successful.
- Federer was an outstanding tennis player \_\_\_\_\_ an early age.
- Jazz musician Dave Brubeck is best known \_\_\_\_\_ his 1959 album *Time Out*.
- Le Corbusier is considered to be one of the greatest architects \_\_\_\_\_ all time.
- Despite his problems, he succeeded \_\_\_\_\_ the odds, which surprised everybody.

- 8** Put the word in brackets in the correct place in the sentences.

- (wouldn't) I \_\_\_\_\_ wish you \_\_\_\_\_ say things like that!
- (widely) She's \_\_\_\_\_ considered to \_\_\_\_\_ be one of the greatest writers in her language.
- (have) If I'd \_\_\_\_\_ known, I wouldn't \_\_\_\_\_ said anything.
- (late) She turned \_\_\_\_\_ up \_\_\_\_\_ again.
- (forward) I'm looking \_\_\_\_\_ to \_\_\_\_\_ seeing you next week.
- (only) If \_\_\_\_\_ you would tidy \_\_\_\_\_ your room more often!

## How to...

- 9** Each sentence has one word missing. Add the missing words.

- Thanks very for coming.
- One third is thirty-three three percent.
- 'Taste' rhymes 'raced'.
- Sorry, I've got dash.
- I was born on thirtieth of April.
- It's time I made move.
- You need to catch the one hundred seven bus to the station.
- The population of my town is hundred thousand.
- We'll see you in a couple weeks.
- My Aunt Olive was born in nineteenth century and died in the twenty-first.

**5** Correct the mistakes in five of the questions.

- 1 Who did give Mina my email address?
- 2 When did you get back from holiday?
- 3 Who the book belongs to?
- 4 Who did invented the computer?
- 5 Who invited Matthew to the party?
- 6 Which train did they catch?
- 7 Where lives Marianna?
- 8 What did happened at the meeting?

## Reading

**6** The sentences (a–d) have been taken out of the article below. Read the article and complete the gaps (1–4) with the sentences.

- a They fail to see them as part of the learning process.
- b Learn to talk about your mistakes, at work and at home.
- c Then they restart the computer, and experiment again.
- d People who achieve great success then have more to lose when things go wrong.

**7** What do the words in **bold** in the article refer to?

Line 2: **it** *making mistakes*

- 1 Line 8: them \_\_\_\_\_
- 2 Line 18: they \_\_\_\_\_
- 3 Line 25: this \_\_\_\_\_
- 4 Line 29: this \_\_\_\_\_

**8** Find words or expressions in the article which mean ...

- 1 make you annoyed \_\_\_\_\_ (line 3)
- 2 falling on the ground \_\_\_\_\_ (line 4)
- 3 saying something with the wrong pronunciation \_\_\_\_\_ (line 5)
- 4 throw and catch three or more balls together \_\_\_\_\_ (line 6)
- 5 a button on a computer \_\_\_\_\_ (line 16)
- 6 do something in a way that people don't expect \_\_\_\_\_ (4 words) (line 24)
- 7 do things that could cause problems \_\_\_\_\_ (line 28)
- 8 possibilities for things you can do \_\_\_\_\_ (line 30)

## Learning from mistakes

Have you ever noticed how children are always making mistakes? They do **it** all the time, and it doesn't seem to bother them. You don't learn to walk without falling over. You don't learn to speak without mispronouncing lots of words. You don't learn to juggle without dropping balls. But if you create an environment where mistakes are not accepted, then people become frightened of **them**.

(1) \_\_\_\_\_. In these kinds of environments people learn to hide their mistakes, and not to celebrate them as a good thing. If you're not making mistakes then you're not learning anything valuable.



It's interesting to see what happens when someone uses a computer for the first time. When an older person starts using a computer, they are often worried about pressing the wrong key. Perhaps they are worried about deleting files by mistake. But children aren't like that. **They** experiment with all the buttons, just to see what will happen. (2) \_\_\_\_\_.

And they are learning from every move they make. The fear of failure seems to develop as we go through school. We learn to become afraid of our mistakes, to be afraid of having the wrong answer, or to draw outside the lines.

The fear of success comes later, and we can see **this** often in successful professionals and leaders. (3) \_\_\_\_\_. So they start to worry, and decide not to take risks.

Don't let **this** happen to you. (4) \_\_\_\_\_. See what opportunities can arise from the mistakes you make, and soon you'll feel happier about yourself.

## Vocabulary | personal qualities

**1** Match the adjectives from the box with the sentences.

boring   encouraging   inspiring  
 knowledgeable   patient   understanding

He knows so much about so many things. *He's very knowledgeable.*

- 1 He always tells you that you're doing well. \_\_\_\_\_
- 2 His books are wonderful. They give me lots of ideas. \_\_\_\_\_
- 3 She can always deal with difficult situations without getting angry. \_\_\_\_\_
- 4 He talks too slowly, and doesn't say anything interesting. \_\_\_\_\_
- 5 You can talk to her about your problems, and she knows how you're feeling. \_\_\_\_\_

## Vocabulary | word building (1)

**2** Replace the word in brackets with the correct part of speech (verb, adjective or noun).

He's very (imagination) *imaginative*, and has lots of creative ideas.

- 1 I really hate the feeling of (boring) \_\_\_\_\_.
- 2 Can you please (clarity) \_\_\_\_\_ one thing: what am I supposed to do?
- 3 You need to be more (tolerate) \_\_\_\_\_ when people don't agree with you.
- 4 I don't know why, but spiders really (fright) \_\_\_\_\_ me.
- 5 He's very (know) \_\_\_\_\_ about his country's history and customs.
- 6 Having (patient) \_\_\_\_\_ with children when they are learning new things is very important.

## Pronunciation | word stress in word building

**3 a** Look at the picture. What is the woman trying to do? Read the text to check your ideas.



I want to **encourage** my son to think about the job he's going to do when he's older. I want him to have an **interesting** job. But it's **frightening** to think that, if he makes the wrong **decision** now, he might spend his life doing a job he hates. He really loves **electric** things, so maybe he'll be a great **scientist**. But he's also very **artistic**, so maybe he'll become a great painter or **musician**. Still, there's plenty of time for us to decide how we're going to **educate** him. He hasn't even learned to walk yet!

**b** Put the words in **bold** in exercise 3a in the correct column (A or B) according to their stress.

A ●●●	B ●●●
<i>encourage</i>	

**c** **21** Now listen and check. There should be five words in the first column and four in the second.



## Grammar | *used to* and *would*

- 4** Replace the Past Simple with *used to/would* in the sentences, where possible.

*When I was a child ...*

- 1 *I spent my holidays with my grandparents.*
- 2 *My grandmother cooked delicious meals.*
- 3 *She kept chickens, goats and horses.*
- 4 *My cousin and I rode the horses every day.*
- 5 *My favourite horse was called Racer.*
- 6 *Racer was faster than all the other horses.*
- 7 *I didn't understand how dangerous riding could be.*
- 8 *One day I fell off Racer and broke my arm.*
- 9 *My mother didn't let me ride him again.*
- 10 *After that, I sat in the house and watched sadly as the horses played in the field.*

- 5** a Rewrite the sentences using *used to*.
- 1 I played volleyball when I was at school. I don't play now.
  - 2 Sylvie doesn't smoke now. Did she smoke before?
  - 3 When I was younger, I didn't like mushrooms. I love them now.
  - 4 I enjoyed cooking a lot before. Now I don't have enough time.
  - 5 She drank milk when she was a child but now she is allergic to it.
  - 6 He didn't play computer games before. Now he is always playing them.
  - 7 I read a lot of books when I was at university. I don't read so many now.
  - 8 You don't study there now, but did you go to the Anglo-American School before?
- b In which sentences could you also use *would*?

## Listening

- 6**  22 Cover the audioscript. Listen to the description of a young boy called Roger starting school. Then answer the questions.
- 1 Before Roger started school, how did he feel about going to school?
  - 2 When he started school, what did he think was the most important thing to learn?
  - 3 How do you think Roger felt about Miss Bradshaw and the headteacher?

- 7** a Read the story again. Mark the sentences true (T) or false (F).

- 1 Roger thought he would never grow up.
- 2 His mother never talked to him about school.
- 3 Roger was very happy about his first day at school.
- 4 Roger was put in a class with the big children.
- 5 He thought the most important thing to do at school was not to move.
- 6 Roger was punished at school.
- 7 He thought that if he moved he would get a reward.
- 8 In his classroom he practised learning numbers and letters.
- 9 The headteacher asked if Roger was a naughty boy.
- 10 Miss Bradshaw said that Roger's behaviour was better.

- b  22 Listen to check.

### AUDIOSCRIPT

I was born on 4 November 1956. I think I always thought that I would spend my whole life just being a child, and living at home with my parents. Sometimes my mother would mention something called 'school', but she always said that I didn't need to worry. I didn't understand this, as whatever 'school' was, I didn't plan to go there. Then, one morning, she woke me up early and said, 'Today you go to school, Roger.' I was terrified, and thought to myself, 'This is the end of my life.'

That first day at Elementary School I quickly came to understand the most important thing about education – it was all about keeping still. As I entered the hall, a large hand took me away from my mother, and put me in a line with some other small children. And then a loud voice commanded 'KEEP STILL!' I stood very, very still, thinking that if I even moved one small part of my body, I would get some terrible punishment. I checked my body – feet and legs – keeping still, body and arms – keeping still, head and eyes – oh no – what about my eyes? Were they moving?

Inside the classroom, there were the same rules. I was put behind a desk and all I can remember was this tall, thin lady – Miss Bradshaw, our teacher – who kept shouting at us to 'Keep still!' while she was talking. 'How can I write and keep still?' I thought. 'Can I open my book?' After a month the situation was the same, and instead of concentrating on unimportant things like learning numbers and letters, I spent all my time practising very hard the art of keeping still.

I was rewarded, as one day the headteacher came into the classroom. 'Stand up for the Headmistress!' shouted Miss Bradshaw. 'Who are the naughty children?' asked the headteacher. 'What about you, Roger?' I stood very still and tried to look serious. Miss Bradshaw replied, 'No, not any more. Roger is much less trouble than he used to be,' and I smiled a long, warm smile.

## Vocabulary | education

### 1 Choose the correct words in *italics*.

- 1 According to a recent survey, Maths is considered the most boring *subject/course* by American schoolchildren.
- 2 I love the idea of *blend/blended* learning.
- 3 Some universities offer practical courses in things like Hairdressing, as well *academic/formal* ones like Economics.
- 4 When I finish school, I want to *take/make* a degree in Marketing.
- 5 My university *lecture/course* lasts three years.
- 6 If you live in a remote place, you can take a distance *education/learning* course.
- 7 We have *continued/continuous* assessment on my course.
- 8 I go to a *seminar/degree* every Tuesday morning.

## Grammar | modals of ability, past and present

### 2 Complete each sentence using the verbs in brackets and one of the verbs from the box. Make sure you use the correct tense.

paint play publish read tell write

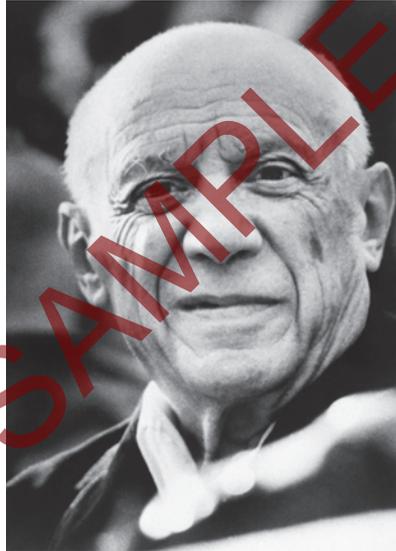
- 1 Pablo Picasso

\_\_\_\_\_ from a very young age. He had his first exhibition in La Coruna, Spain, at the age of thirteen. (could)

- 2 The world's youngest college graduate, American Michael Kearney,

\_\_\_\_\_ his doctor, 'I have an ear infection' when he was only six months old. (able)

- 3 Mozart was a very young composer. He \_\_\_\_\_ his first minuet for the piano when he was only five years old. (manage)
- 4 William James Sidis, who was perhaps one of the most intelligent people ever, \_\_\_\_\_ Homer, in Greek, when he was four years old. (able)
- 5 The Swiss psychologist, Jean Piaget, wrote and \_\_\_\_\_ his first scientific paper at the age of ten. (manage)
- 6 My nephew \_\_\_\_\_ the violin so well that he already plays in concerts. And he's only seven! (can)



## Pronunciation | connected speech

### 3 Listen to the sentences and tick (✓) the sentence you hear, a or b.

- 1 a Where did you live?   
b Where do you live?
- 2 a She would let us play outside.   
b She wouldn't let us play outside.
- 3 a You know you can get through the exam.   
b You know you can't get through the exam.
- 4 a We can do some research and find out more.   
b We could do some research and find out more.

## How to... | carry out an interview

### 4 a Match the question beginnings (1-4) with the question endings (a-d).

- 1 Would you mind
  - 2 I wonder if you could tell
  - 3 Can you give me an example
  - 4 And how did
- a of a dance that was difficult to learn?  
b telling me how much you earn per day?  
c you learn to do that?  
d me why you decided to become a dancer?

### b Match the replies (a-d) with the questions (1-4) from exercise 4a.

- a I wanted to do this even as a young child.  
b Well, I just did a crash course, and I think practice makes perfect.  
c It varies a lot. Quite a lot when I'm performing, but on other days it's nothing.  
d It's a very steep learning curve for every dance, but I found the tango really hard.

## Vocabulary | learning: idioms and phrasal verbs

- 5** Complete the idioms about learning in the sentences.
- The exam was a piece of \_\_\_\_\_. I've probably got 100 percent.
  - The translation was very difficult so Ella \_\_\_\_\_ me a hand.
  - She asked me for the price so I made a \_\_\_\_\_ guess.
  - I picked \_\_\_\_\_ a lot about company law when I worked in a law firm.
  - She always gives him top marks for his work because he is the \_\_\_\_\_ pet.
  - She is always in her study reading books. She is a real \_\_\_\_\_.
  - I'll need to \_\_\_\_\_ up on my Russian if I am going to work in Moscow.
  - He knew the building inside \_\_\_\_\_. He even knew the number of stairs!
  - Irregular verbs are difficult. You just have to \_\_\_\_\_ them by heart.
  - She passed the exam with flying \_\_\_\_\_.

## Reading

- 6** Read the article and choose a suitable title, 1, 2 or 3.
- Not old enough
  - Can't wait to retire
  - Not the retiring type
- 7** What is the importance of the following numbers from the article?
- 56 years \_\_\_\_\_
- 4 million \_\_\_\_\_
- 20 \_\_\_\_\_
- 71 \_\_\_\_\_
- 70 \_\_\_\_\_
- 40 hours \_\_\_\_\_
- 91 \_\_\_\_\_
- 8** Read the article again and answer the questions.
- What three things does the article suggest people can do more of when they stop working?
  - What does Dorothy Beckett's work involve?
  - How old are some of her colleagues?
  - Would Dorothy like to stop work?
  - When did Javier Marco start learning about computers?
  - Why does Javier say he hasn't retired?
  - Does Javier enjoy his job?

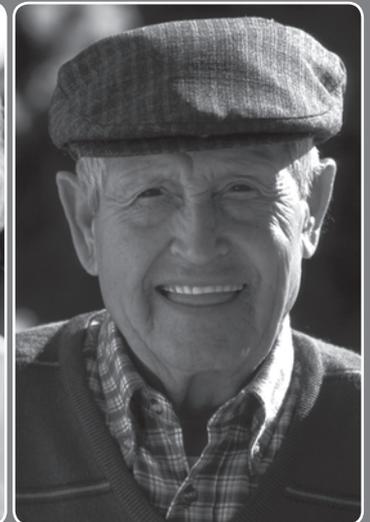
Retirement – surely it's a golden age when you can escape the daily grind of work and spend your time doing gardening, taking holidays and chatting with friends? Not for everyone. Some people love their work so much that they stay on into their 70s, 80s and 90s.

Dorothy Beckett, 93, has been working in a cake factory in Yorkshire, UK for more than 56 years. She works a 40-hour week, putting cakes in boxes, together with people who are 70 years younger than her. In 1945, aged 36, Dorothy set up the factory with her husband, Fred. Now, the business has a £4m annual turnover. 'I've never wanted to retire,' she says. 'It would be the end of me.'

After Javier Marco retired at the age of 71, he wanted to learn a new skill, so he took a computer course. This was when the Internet was new, so he learnt how to create websites. And he was doing this before most people even knew what a website was! Javier is now 91, and has 20 years' experience. It started as a hobby, but it's now a full-time job. 'My clients just won't let me retire,' says Javier. 'But that's OK, because I work from home, and I've got the best job in the world.'



**Dorothy Beckett**



**Javier Marco**

## Subject and object questions

**1** Correct the mistakes in six of the questions.

- 1 Who did go to the meeting?
- 2 Which room did they go to?
- 3 What did happen?
- 4 Where did was Shakespeare born?
- 5 Who did write *The Castle*?
- 6 Which character did you like best?
- 7 Who did telephone the engineer?
- 8 What did he say?
- 9 When did you see her?
- 10 Who did eat the cake?

## used to and would/Past Simple

**2** Tick (✓) the correct options, a, b or c. There may be more than one correct option.

- 1 When I was a boy I \_\_\_\_ a bicycle.
  - a use to ride
  - b used to ride
  - c would rode
- 2 As a young girl she \_\_\_\_ .
  - a always loving paint
  - b always loved painting
  - c would always love painting
- 3 We \_\_\_\_ in a huge house in the countryside.
  - a would live
  - b used to live
  - c lived
- 4 My grandfather \_\_\_\_ me how to cook.
  - a would show
  - b showed
  - c use to show
- 5 I didn't \_\_\_\_ listening to opera music.
  - a use to enjoy
  - b enjoyed
  - c would enjoy
- 6 He once \_\_\_\_ me he would never leave.
  - a used to promise
  - b would promise
  - c promised
- 7 As children we \_\_\_\_ very naughty.
  - a were
  - b used to being
  - c would be
- 8 Yesterday, I \_\_\_\_ to the cinema.
  - a used to go
  - b went
  - c would go

## Modals of ability, past and present

**3** Choose the correct words in *italics*.

- 1 Ivan *could/managed/was able to* to get us some tickets for the show.
- 2 We *managed not to/couldn't/didn't able* see properly because we were in the back row.
- 3 Were you *able/manage/could* to read my handwriting?
- 4 I didn't *could/manage/able* to send him a message in time.
- 5 Problems meant that they *couldn't/didn't manage/weren't able* finish the job.
- 6 Did you *manage to/able to/could* get her autograph?
- 7 I *didn't manage/couldn't/wasn't able* swim until I was 22.
- 8 She *couldn't/wasn't able* to understand my accent.
- 9 I *was able/could/managed* speak three languages before I was six years old.
- 10 We *didn't manage/able/couldn't* contact you immediately.

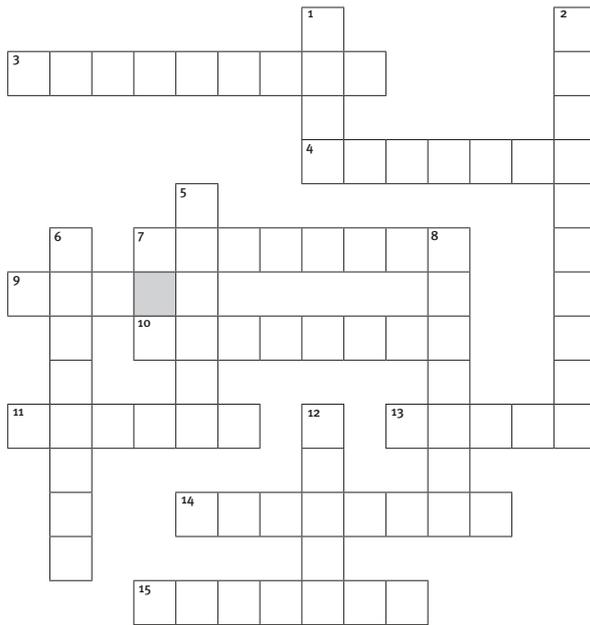
## Lifelong learning (using a correction code)

**4** Correct the mistakes using the correction code from unit 7.

I decided to brush out [WW – up] on my German before my holiday to germany [1 \_\_\_\_], and enrolled on an intensive course at my college local [2 \_\_\_\_]. It was a pretty steep [3 \_\_\_\_] learning curve, and I was amazed how much I'd forgotten from [4 \_\_\_\_] my at school time [5 \_\_\_\_]. In those days, I've been [6 \_\_\_\_] quite good, and I knew the grammar inside out. At [7 \_\_\_\_] end of the corse [8 \_\_\_\_] there had been [9 \_\_\_\_] a test. It was all multiple choice. When I didn't know [10 \_\_\_\_] answer, I just made a wild guessing [11 \_\_\_\_]. Well, I must be the world's best guesser, because somehow I passed with fly [12 \_\_\_\_] colours. I've no idea how I did it? [13 \_\_\_\_]

## Vocabulary

**5** Use the clues to complete the crossword.



### Across

- 3 She g\_\_\_\_\_ last year from university with an Honours degree in Economics.
- 4 They say that practice makes p\_\_\_\_\_.
- 7 She's such a b\_\_\_\_\_ – she's always reading!
- 9 He's the teacher's p\_\_\_\_\_. That's why he always gets good marks.
- 10 I'm not very good yet, but I'm making p\_\_\_\_\_.
- 11 Unfortunately, you f\_\_\_\_\_ the exam.
- 13 Did you get good m\_\_\_\_\_ in your exam?
- 14 At university, I was late for all of my l\_\_\_\_\_.
- 15 Have you r\_\_\_\_\_ for the history test?

### Down

- 1 It was hard work, and I was thrown in at the \_\_\_\_\_ end. I had to learn it all myself.
- 2 Do you have c\_\_\_\_\_ assessment, or just an exam at the end of the course?
- 5 I'm doing an art c\_\_\_\_\_ in the evenings.
- 6 We've been doing some r\_\_\_\_\_ into why people eat fast food.
- 8 I think I've made a terrible m\_\_\_\_\_.
- 12 His lectures are so memorable you don't need to take n\_\_\_\_\_.

**6** Complete the sentences with the words and phrases from the box.

brought curve deep fast learner heart perfect picked practice steep strict thrown

- 1 I learn things quickly. I'm a \_\_\_\_\_.
- 2 We couldn't mess around in her lessons. She was a very \_\_\_\_\_ teacher.
- 3 Just keep trying and you'll get better. \_\_\_\_\_ makes \_\_\_\_\_.
- 4 I have learnt so much in the first week. It's a \_\_\_\_\_ learning \_\_\_\_\_.
- 5 I can sing all the Beatles' songs from memory. I learnt them by \_\_\_\_\_.
- 6 I didn't have Spanish lessons. I just \_\_\_\_\_ it up when I was there on holiday.
- 7 We didn't have any training. We were just \_\_\_\_\_ in at the \_\_\_\_\_ end.
- 8 When I was a child, my parents \_\_\_\_\_ me up to respect older people.

**7** Replace the words in brackets with a suitable word to complete the sentences.

- 1 My uncle was very k\_\_\_\_\_ (he knew a lot) about the war.
- 2 I explained the problems and he was very u\_\_\_\_\_ (he knew how I felt).
- 3 My teacher was very s\_\_\_\_\_ (she told us what to do and what not to do), and I was a bit frightened of her.
- 4 A good teacher needs to be very p\_\_\_\_\_ (able to wait without getting angry).
- 5 Teachers should always c\_\_\_\_\_ (explain clearly) what they mean.
- 6 Thank you for giving me so much e\_\_\_\_\_ (help which made me feel better).

## How to...

**8** Complete the sentences with the words in the box.

interest know sounds surprised though wonder

- 1 I \_\_\_\_\_ if you could tell me about your previous job?
- 2 It was a great experience, even \_\_\_\_\_ it was hard work.
- 3 I really didn't \_\_\_\_\_ what to expect ...
- 4 That \_\_\_\_\_ interesting, tell me a bit more ...
- 5 What \_\_\_\_\_ me was ...
- 6 About a year ago, I took an \_\_\_\_\_ in ...