

# 4 Extraordinary behaviour

**Grammar** ▶ Comparative and superlative adjectives and adverbs ▶ Other ways of making comparisons  
 ▶ Articles ▶ *So, such, too, enough*  
**Vocabulary** ▶ Personality ▶ Noun suffixes  
**Speaking** ▶ Presentations 1  
**Writing** ▶ A description

## ▶ Vocabulary

### Personality

1 Read the words below and write them in the appropriate columns of the table.

assertive bossy determined insecure  
 narrow-minded nervous patient polite quiet  
 reserved serious slow tactful tactless

	must be	must NOT be
a surgeon	<i>patient</i>	<i>nervous</i>
a teacher		
a pilot		
a tour guide		
a diplomat		
a taxi driver		
an ice-road trucker		
a zoo keeper		



**CHAMELEONS**

2 Match each adjective 1–6 with a word given to make a compound adjective. Then match it to the proper description.

confident fisted going headed minded working

- 1 broad-*minded*.....
  - 2 tight-.....
  - 3 easy-.....
  - 4 big-.....
  - 5 self-.....
  - 6 hard-.....
- a Some people don't like Terry because he's just so in love with himself. ....
  - b Nina's very open and tries to see everyone's point of view. ....
  - c Simon's always calm – I've never seen him upset or angry. ....
  - d Jason never spends much on his girlfriend – she has to pay when they go out. ....
  - e Henry does about four hours revision every night after school. ....
  - f Kate never gets nervous about talking in front of people she doesn't know. ....

\*3 Form more compound adjectives. Use a dictionary if necessary.

Adjective	Definition
<i>tight-</i> <i>big-</i> <i>hard-</i> <i>well-</i>	

\*4 Choose adjectives from 1, 2 and 3 to describe someone you like.

.....

.....

.....

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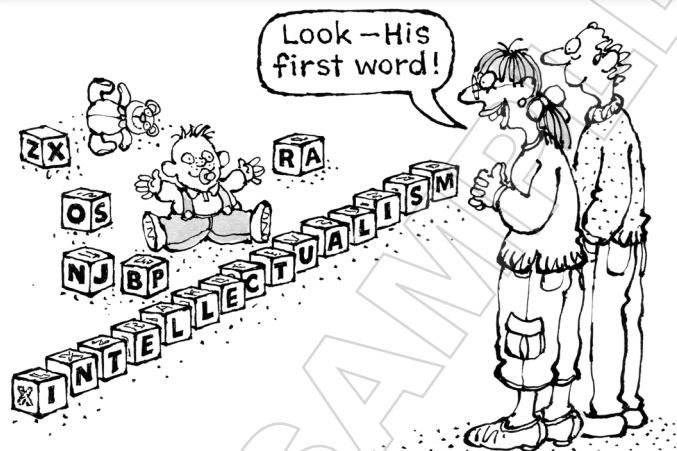
.....

1 Look at the cartoon. Imagine this was your child. How do you think you would feel? Why?

- 1 proud .....
- 2 worried .....
- 3 amused .....
- 4 .....

2 Read the text. What can happen to child geniuses when they grow up? Why?

- 1 They find it hard to fit in socially. ....
- 2 They have problems finding a job. ....
- 3 They stop doing the thing that they did so well when they were children. ....



3 Read the text in 2 again and complete the table.

Name	Area of genius	Present situation
Jeremy Roberts	IT/computers	Legal Studies student in Florida

**Jeremy Roberts**

At three he was so brainy that staff at his nursery asked him to help when their computer went wrong! Jeremy, from Watford, said: 'I can remember one of the staff who was new looking for a member of staff called Jeremy to help sort out a problem with their computer and then she realised it was me.' He attended ordinary state schools and became increasingly frustrated. 'I used to get so bored because I was ahead of everyone,' said Jeremy. But when he went to Jerusalem at 17 to study for an International Baccalaureate, he was inspired and ended up with one of the best marks possible. Now he's studying Legal Studies at a study centre in Florida. 'I'm happy with how my life's turned out,' says Jeremy.

**Adam Dent**

At 14 Adam was studying chemistry at Oxford but a year later he left. He did an Open University degree while stacking shelves in a supermarket and then went back to Oxford and graduated with a first class honours degree in chemistry in 2002. Adam, from Aylesbury, Bucks, now an IT consultant, said, 'Being a child genius is a double-edged sword. It can be as much a curse as a gift.'

**Ganesh Sittampalam**

Ganesh Sittampalam graduated from Oxford University with a first in maths when he was 16. On hearing about his degree, he said: 'I yelled "Yippee!" I'm quite proud. I'm happy because I've done it, not because of my age. I'd have felt the same if I was 20.' By his 20s, he had a masters in computing and a doctorate in Intentional Programming. Now 30, he's an associate at Credit Suisse and lives in Oxford with his wife and son.

**Terence Judd**

He is known as one of this country's greatest musical talents. Encouraged by his musician parents, Terence progressed with dazzling speed. At ten he won the National Junior Pianoforte Competition and appeared with the London Philharmonic Orchestra two years later. At 18 he won the British Liszt Piano Competition. Sadly there are few recordings of pianist Terence Judd as he died at the young age of 22. The biennial Terence Judd Award is now given to Britain's best young pianist.

**Ruth Lawrence**

Ruth got a first in maths from Oxford when she was 13. Then she moved to Israel in 1998. She now works at the University of Jerusalem and is married with two children and says she is determined to allow them to 'develop in a natural way.'

\*4 Read the sentences. Write what you think each one means. Use a dictionary if necessary.

- 1 'I used to get so bored because I was ahead of everyone.'  
*He got fed up because everyone else was slower than he was.* .....
- 2 'I'm happy with how my life's turned out.'  
.....
- 3 'Being a child genius is a double-edged sword. It can be as much a curse as a gift.'  
.....
- 4 'I yelled "Yippee!" I'm quite proud. I'm happy because I've done it, not because of my age. I'd have felt the same if I was 20.'  
.....
- 5 'develop in a natural way'  
.....

\*5 Answer the questions.

What advantages and disadvantages do child geniuses have while growing up? Overall, do you think it's a curse or a gift?

.....

.....

.....

.....

.....

**Comparative and superlative adjectives and adverbs;  
Other ways of making comparisons**

**1 Answer the questions.**

- 1 How are regular, one-syllable comparative adjectives formed?  
*adjective + -er + than*
- 2 How are regular, one-syllable superlative adjectives formed?  
.....
- 3 How are comparative adjectives of two or more syllables usually formed? .....
- 4 How are superlative adjectives of two or more syllables usually formed? .....
- 5 How are regular comparative adverbs formed?  
.....
- 6 How are regular superlative adverbs formed? .....
- 7 To which words do you add *-er* and *-est* to make comparative and superlative adverbs? .....
- 8 Which words do not use *more*, *the most* or *-er*, *-est* forms to form comparative or superlative adverbs? .....

**2 Write the correct forms of the words given.**

- 1 Child geniuses learn much *more quickly than* (quick) most children.
- 2 Rupert is ..... (good) basketball player in our school.
- 3 Of all the 20th century inventions, computers have changed our world ..... (dramatic).
- 4 Jane goes jogging ..... (often) in the summer than in the winter.
- 5 Jared rode his bike ..... (careless) usual and he crashed it.
- 6 Peter finished ..... (early) he had expected to so he'll be here soon.
- 7 The teacher said Steve needed to research the topic ..... (wide) he had done.
- 8 Nina plays the piano ..... (energetic) Jarvis does.
- 9 The ..... (calm) you stay, the ..... (good) your dog will behave.



**3 Write sentences 1, 4, 5, 6, 8 from 2 again using *not as ... as*.**

- 1 Other *children don't learn as quickly as child geniuses.*
- 4 Jane .....
- 5 Jared .....
- 6 Peter .....
- 8 Jarvis .....

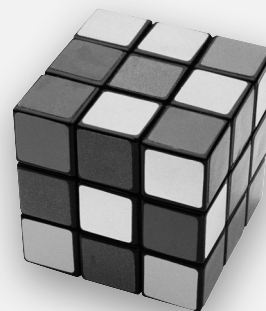
**4 Write a correct response to each sentence. There is one response you do not need to use.**

Better late than never! Better safe than sorry!  
Easier said than done! The sooner the better!  
This is going from bad to worse!

- 1 When would you like me to fix your computer?  
.....
- 2 Sorry you had to wait so long – I missed my bus and had to walk.  
.....
- 3 Do we really need to wear helmets and a harness for climbing?  
.....
- 4 Our walk is a disaster! Not only has it rained all day but now we're lost!  
.....

**Grammar extension**

**5 Write sentences using the prompts given.**



**World records at Rubik's Cube championships**

Contestant	Time in seconds
<i>Yu Nakajima (Japan)</i>	<i>8.72 seconds</i>
<i>Erik Akkersdijk (Netherlands)</i>	<i>7.08 seconds</i>
<i>Feliks Zemdegs (Australia)</i>	<i>6.77 seconds</i>

- 1 Yu/Erik/slow: comparative adverb  
*Yu solved the cube more slowly than Erik.*
- 2 Yu/slow: superlative adjective  
.....
- 3 Feliks/Erik/quick: comparative adverb  
.....
- 4 Feliks/fast: superlative adjective  
.....
- 5 Yu/slow: superlative adverb  
.....
- 6 Erik/Feliks/slow: comparative adjective  
.....

**Noun suffixes**

1 Complete the table with the correct forms of the words given.

Adjectives	Nouns: things/ subjects/ideas	Nouns: people
creative	<i>creation</i>	<i>creator</i>
electrical		
political		
scientific		
Verbs		
direct		
employ		
invent		
compete		
educate		
profess		
operate		
investigate		
perform		

\*2 Choose five words from 1 and write correct sentences.

- 1 .....
- 2 .....
- 3 .....
- 4 .....
- 5 .....

3 Which noun suffix can all the words in each group take?

- 1 great, lazy, polite, soft, weak .....
- 2 journal, guitar, cycle, psychology .....
- 3 improve, develop, enjoy, argue .....
- 4 intelligent, different, independent, patient .....

\*4 Write four sentences with words from 3.

- 1 .....
- 2 .....
- 3 .....
- 4 .....



5 Complete the text with the correct forms of the words given.

**The Mozart effect**

A study in the 1990s by (1) ..... (RESEARCH) Frances Rauscher, Gordon Shaw and Katherine Ky into brain (2) ..... (DEVELOP) led to an increase in music lessons for children. These (3) ..... (SCIENCE) conducted research with a group of college students. They found that listening to a particular Mozart sonata for 10 minutes increased the students' (4) ..... (PERFORM) in spatial-temporal tasks such as map reading. This led to reports in the media that there was a link between listening to music and (5) ..... (INTELLIGENT), and that learning to play a musical instrument could make a (6) ..... (DIFFER) to the size of your brain. The 'Mozart effect', as it became popularly known, made the (7) ..... (SUGGEST) that listening to Mozart would make children perform better, and parents needed no (8) ..... (ENCOURAGE) to enrol their children in music classes. However, this led to a lot of (9) ..... (CONFUSE) about the impact of learning and playing music on the human brain, and is an over- (10) ..... (SIMPLIFY) of the original research findings.

**Vocabulary extension: two more suffixes which form nouns**

6 Add suffixes *-ship* or *-hood* to form nouns and write their definitions. Use a dictionary if necessary.

**-ship** often used in words which describe connections between people

**-hood** often used in words to describe a state, stage, condition or a group of people who share something

- 1 child *hood* = *the stage in life when you are a child* .....
- 2 relation ..... = .....
- 3 friend ..... = .....
- 4 mother ..... = .....
- 5 neighbour ..... = .....
- 6 partner ..... = .....
- 7 member ..... = .....



Articles

- 1** Complete the rules about using articles with *a/an, the* or – (no article).
- Use a/an to talk about a singular countable person or thing for the first time.
  - Use \_\_\_\_\_ to say that the person or thing is one of a number of people or things.
  - Use \_\_\_\_\_ to talk about someone or something that is unique.
  - Use \_\_\_\_\_ to talk about people or things in general in the plural.
  - Use \_\_\_\_\_ with superlative adjectives and adverbs.
  - Use \_\_\_\_\_ to talk about a specific person or thing or a person or thing mentioned before.

- 2** Read the text and complete the sentences with *a, the* or – (no article).

## Nickel or dime?

There was (1) \_\_\_\_\_ little boy called Billy who was often seen around the local newsagent's. Some other boys who regularly used (2) \_\_\_\_\_ shop made fun of him and called him names, telling him he was stupid. They kept playing a trick on him, offering him money. He had to choose between a nickel (5 cents) and (3) \_\_\_\_\_ dime (10 cents). Billy always took (4) \_\_\_\_\_ nickel. Nickel coins are larger than (5) \_\_\_\_\_ dime coins so (6) \_\_\_\_\_ boys were tricking him into taking the less valuable coin.

One day after Billy had once again taken (7) \_\_\_\_\_ nickel, the newsagent decided to talk to him. He said, 'Billy, you're being tricked. (8) \_\_\_\_\_ dimes are worth more than (9) \_\_\_\_\_ nickels. Do you think (10) \_\_\_\_\_ nickels are worth more because they're bigger?'

Billy looked at (11) \_\_\_\_\_ newsagent and gave (12) \_\_\_\_\_ broad smile. He laughed, 'If I took (13) \_\_\_\_\_ dime, they'd give up. So far I've saved \$15!'



*So, such, too, enough*

- 3** Match the sentences halves.

- |   |                                     |
|---|-------------------------------------|
| 1 We use <i>such</i> to                   | a <i>too</i> and <i>enough</i> .    |
| 2 We use <i>so</i> to                     | b say something is sufficient.      |
| 3 We use <i>too</i> to                    | c <i>such</i> and <i>so</i> .       |
| 4 We use <i>enough</i> to                 | d intensify an adjective or adverb. |
| 5 We can use <i>that</i> after            | e intensify a noun.                 |
| 6 We can use <i>to</i> + infinitive after | f say something is excessive.       |

- 4** Choose the correct alternative.

- Leanne had six sandwiches for lunch because she was so/such hungry after her run.
- I spent three hours revising but I don't think that was long too/enough.
- The snow was so/such deep that it covered the wall in my garden.
- I found the film too scary to watch/watching.
- The show was so boring that/then I fell asleep in the second half.
- It's a long time since I've read such/so a great book.



Grammar extension

- \* **5** Write sentences using the prompts given.

- so/ambitious  
*Helen was so ambitious that she was a company director before she was 30.*
- walk fast/enough  
.....
- such/good mood  
.....
- too/shallow  
.....
- so/polite  
.....
- not too/far  
.....
- not wide/enough  
.....
- so/often  
.....

**Presentations 1**

1 Read this presentation topic and decide if you agree or disagree with the statement. Answer the questions.

*All children can be geniuses if their parents give them the right opportunities.*

Do you agree with any part of the statement?

.....  
 .....  
 .....

Do you disagree with any part of the statement?

.....  
 .....  
 .....

Your conclusion about the statement:

.....  
 .....  
 .....

2 Practise giving a presentation on the topic in 1.

\*3 Review your performance.

1 Did you find making the presentation easy? Why?/Why not?

.....  
 .....  
 .....

2 Were there any things you'd like to do better? If so, what? How can you improve these aspects of your performance?

.....  
 .....  
 .....

3 Do you need any help with anything you don't understand or find difficult? If so, what, and where can you get help?

.....  
 .....  
 .....



\*4 Read the statement and prepare a presentation.

*Children who have a very high IQ need special education at schools that are specifically designed for people like them.*

.....  
 .....  
 .....  
 .....  
 .....  
 .....  
 .....  
 .....  
 .....

**A description**

**1** Look at the photos. Answer the questions.

- 1 What are the people doing?  
.....
- 2 How do you think they are feeling?  
.....
- 3 What kind of characters are they?  
.....
- 4 What do you think connects them?  
.....



**2** Read the text.

Painting genius Kieron Williamson, aged 8, has secured world media attention after his latest exhibition fetched £150,000 in under 30 minutes. Kieron and his family, from Holt in north Norfolk, have featured on international news channels and across the UK's TV shows and newspapers.

How did it feel to be so successful? 'Very nice,' Kieron replies politely. Did you talk to any of the buyers? 'Yes, they kept asking me what else I do.' And what did you tell them? 'That I go to school, that I play football for my school, and that I am the best defender on the team.'

The worldwide interest over Kieron is something that has changed the Williamson family forever. But Keith and Michelle (his mum) are working hard to ensure the pressures do not mount up on such a small boy, who simply treats art as 'his best friend'.

Child prodigies are more common in music and drama than in fine art, but either way the transition to adulthood can be a tough one. And accomplished as Kieron's paintings are, part of their appeal is undoubtedly the story of precocious talent that goes with them. If he is still doing similar work when he's 25, it may prompt a different reaction.



**\*3** Read the task and complete the notes about Kieron. Then write a description.

Write a description of someone who has an unusual life. It can be a famous person or someone in your life, for example a friend or relative. Explain why you think it is an unusual life.

**Notes**

*Paragraph 1: brief, basic information about Kieron*

*Paragraph 2: more detailed information about Kieron, what he looks like, type of person he is, hobbies and interests, family*

*Paragraph 3: what makes his life unusual and not unusual*



**1** Read the sentences and put them in the correct order to get a coherent and cohesive text. The first sentence has been marked for you.

- |       |  |
|-------|--|
| 1     | Very few people believe me when I tell them that I used to be an extremely shy child.  |
| ..... | Obviously, she couldn't know that I would smash the car against the wall just above her head.  |
| ..... | So I explained to them that it was in fact due to this tiny personality flaw that I decided to become an actor at all.   |
| ..... | Not only didn't I manage to make any friends for half a year, but I also refused to talk to anyone but one girl.   |
| ..... | On the first day of kindergarten I was quite eager to meet my playgroup yet when I found myself among kids and teachers I didn't know, I felt petrified.   |
| ..... | To top it all off, one day, when it was time to say good-bye to my mum, I suddenly went into hysterics.  |
| ..... | My mum hoped that things would eventually get better but they didn't.  |
| ..... | On the contrary, they got much worse.  |
| ..... | They usually look at me in disbelief and ask: 'How could a timid child become such an awesome actor?'  |
| ..... | The teacher, who apparently had no idea what to do, tried to distract me with a toy car.   |
| ..... | And then I tell them the story which goes back to my pre-school days.  |
| ..... | Besides, I started stuttering and I couldn't concentrate.  |
| ..... | I started screaming and wailing and I refused to let go of her.  |
| ..... | My mum strongly believed that acting would help me overcome my shyness and she couldn't have been more right.  |
| ..... | Since neither my mum nor the teacher could calm me down, I was taken back home. It was then that my mum and I started role-playing various social situations like initiating a conversation, showing friendliness, asking for help, etc. |

**2** Read the text in 1 again and find the synonyms for words 1–5.

- shy – .....
- shyness – .....
- kindergarten – .....
- hysterics – .....
- acting – .....

**3** Read the text in 1 again. Underline linking devices 1–5.

- two linking devices expressing contrast
- one linking device expressing reason
- one linking device expressing emphasis
- one linking device expressing addition
- two linking devices expressing result

**4** Add two more linking devices to points 1–5 in 3.

**5** Choose the correct alternative.

- However/Although/Because shyness is said to affect about 40 percent of the population, it doesn't have to be a life sentence.
- Shy people can be very successful. On the contrary/As a matter of fact/The reason for this is lots of great figures, including Abraham Lincoln and Albert Einstein, were extremely shy children.

- Since/Because of that/Therefore anxious teenagers tend to be quiet and submissive, they often go unnoticed and may never get the help they need.
- Shy children tend to avoid new activities. The reason for this is that/Likewise/Whereas they rarely enjoy social situations such as parties and usually give them a miss.
- Introverted children prefer activities which allow their minds to wander. Furthermore/Thus/Besides they should be encouraged to ride a bike, dance, paint or do the gardening.

**► Zadanie maturalne**

**6** Przeczytaj tekst, z którego usunięto cztery zdania. Wpisz w luki 6.1–6.4, litery którymi oznaczono brakujące zdania (A–E), tak aby otrzymać logiczny i spójny tekst. Uwaga: jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej luki.

The belief that some people are simply born intelligent while others are not is still quite common worldwide. It is thought that even though we can develop certain skills or acquire more knowledge, there is little we can do to improve our mental ability to learn, understand ideas or think clearly. (6.1.) ..... There exists another element more and more often seen as equally important, which is called emotional intelligence.

Emotional intelligence, to put it simply, is strictly connected with empathy, i.e. the ability to identify and understand emotions.

(6.2.) ..... Owing to this, empathy is a very important element of emotional intelligence, another one being good social skills – the skills we need in order to communicate and interact with each other effectively, both verbally and non-verbally.

No wonder people with high emotional intelligence, who are equipped with both empathy and good social skills, more often succeed in the things they do than those who are unable to control their emotions and as a result are frequently annoyed and frustrated. (6.3.) ..... Moreover, they are caring and considerate colleagues who tend to focus on other people's well-being more than on their own. Due to all this, a lot of companies nowadays include psychological tests in their hiring process to choose candidates based on their emotional intelligence. Recent research shows that this new recruiting method is very efficient since the firms make more profit and have lower staff turnover.

(6.4.) ..... You needn't really worry about that. The good news is, that contrary to 'regular' intelligence, emotional intelligence can be learnt – you only need to be brave enough to look at yourself honestly and draw conclusions. It is worth doing because it can change your life.

- But what if you happen to be one of those unfortunate people who cannot manage their emotions and do not understand the emotional needs of others?
- The more frustrated you become, the less control you have over your emotions. Consequently, you say or do things you do not really mean and you will surely regret later.
- Such ability is very important since our emotions, both positive and negative, affect not only us but also all the people around us, and being able to understand how other people feel is essential for managing relationships well.
- However, nowadays this inborn aptitude for studying does not seem to be the only success factor.
- Apart from being real high achievers, emotionally intelligent people are great communicators, listeners and decision makers who always keep calm no matter how stressful a situation is.



# Revision: Units 3–4

## Grammar

### 1 Choose *a, b* or *c*.

- We ..... a party on the last day of term.  
a are going to have    b will have had    c have
- I hope that when I'm twenty-five I ..... as a vet.  
a am going to work    b will be working  
c am working
- As soon as I ..... from university, I will buy a house.  
a will graduate    b will have been graduating  
c graduate
- Most scientists think that global warming ..... until we change the way we live.  
a will have continued    b will continue    c continues
- By the time the space probe returns to Earth, it ..... millions of kilometres.  
a will have travelled    b is going to travel  
c will travel
- I can't see you tomorrow because I ..... in a concert.  
a will play    b play    c am playing
- When I get to the half-way point, I ..... for about two hours.  
a will have been running    b will be running  
c will run

/ 7 points

### 2 Choose the correct alternative.

- From a young age, Tom's parents thought he would be/was to be a musical genius when he was older.
- Grant was going to/would get married in June but he changed his plans.
- James wasn't about to/wasn't going to stay to the end of the concert so he sat at the back.
- When Stephanie was about to/was to pay for her things, she realised she didn't have her purse!

/ 4 points

### 3 Complete the sentences with the correct forms of the words given.

- They are all awful photos of Sally and this one is the ..... (bad).
- I like Mrs Taylor because, of all the teachers, she explains things ..... (clear).
- Lions do not run ..... (fast) as cheetahs.
- Bill Gates is one of the ..... (successful) businessmen in the world.
- How can we measure the results of the experiment ..... (accurate) than we did last time?
- Do you think dolphins are ..... (intelligent) than whales?
- The ..... (far) you walk each day, the fitter you will get.

/ 7 points

### 4 Complete the sentences with *so, such, too* or *enough*.

- I had ..... a rough trip across the channel that I never want to go in a boat again!
- My grandma is ..... narrow-minded to understand anything about me.
- I'm not assertive ..... to be a manager.
- Julie should win the prize because she works ..... hard.

/ 4 points

### 5 Complete the sentences with *a, the* or – (no article).

- I don't know why ..... elephants have trunks, do you?
- My uncle's just started working as ..... trucker.
- I'm going to buy ..... jacket I told you about.

/ 3 points

**Total**

/ 25 points

## Vocabulary

### 1 Match definitions 1–8 to words a–j. There are two words you do not need to use.

- |  |                      |
|--|----------------------|
| 1 a re-usable spacecraft for people or goods                               | a astronaut          |
| 2 the mixture of gases that surrounds something, e.g. the Earth            | b meteorite          |
| 3 a long journey, especially by sea or through space                       | c voyage             |
| 4 someone who studies space  | d launch             |
| 5 a piece of equipment that makes distant objects appear nearer and larger | e telescope          |
| 6 someone who is trained to travel in space                                | f space shuttle      |
| 7 a communications device that orbits the Earth                            | g trip               |
| 8 to send an object into the air or into space                             | h man-made satellite |
|  | i astronomer         |
|  | j atmosphere         |

/ 8 points

### 2 Complete the sentences using the correct prefix and the word given.

- The main ..... (**ADVANTAGE**) of being a student is having very little money.
- It is highly ..... (**LIKELY**) that a human will reach Mars before 2020.
- It is ..... (**RESPONSIBLE**) to ride a bike without lights at night.
- Our team has had an incredibly ..... (**SUCCESSFUL**) season, losing all but two matches.
- If your answers are ..... (**COMPLETE**), you will lose marks.

/ 5 points

**3** Choose the correct opposite. There is one word you do not need to use.

ambitious broad-minded gifted immature  
modest outgoing tactful tight-fisted

- 1 generous .....
- 2 reserved .....
- 3 narrow-minded .....
- 4 big-headed .....
- 5 mature .....
- 6 tactless .....
- 7 unexceptional .....

**Reading**

**/ 7 points**

**1** Read the text. What is it about?

**Clever creatures!**

Animals have greater intelligence than has been previously acknowledged, with scientists seeing evidence of human-like characteristics everywhere.

It was the sight of a tiny Diana monkey attacking a giant crowned eagle in the treetops of the Tai forest in Ivory Coast that gave Klaus Zuberbühler his great insight into the language of monkeys. As the animal charged the bird it screamed in a way that Zuberbühler, a psychologist at St Andrews University, knew he had heard before. 'When we analysed our recordings, we realised it was different to all the other monkey alarm calls – except for when they were fighting off eagles,' said Zuberbühler.

This was an important discovery. Jungles are a mad concert of monkey shouts and screams. Researchers had previously believed that the noises were just simple signals of territory, distress or a desire to mate. What Zuberbühler's findings suggested was something much more exciting: the monkeys were communicating with each other, in this case passing on complex information about a specific threat and its whereabouts. In other words, they had developed a basic language.

Over the following months Zuberbühler and his colleagues recorded thousands more monkey calls and spent hundreds of hours listening to the animals. Slowly they learned the language of the apes.

They found that the Campbell's monkey, another species, has the ability to add suffixes to its calls, changing the meaning to tell one another of different threats or opportunities. When they saw a leopard, for example, they gave a 'krack' alarm call, but when they were just repeating calls made by other monkeys they added an 'oo'. The males developed their calls in other ways, too, making a 'boom boom' sound to call other monkeys towards them, but sometimes adding an 'ooo' sound to warn of a falling branch or tree.

'We found they have six call types, three of which can take a suffix. It means they can put the sounds into sequences that convey complex meanings,' Zuberbühler said.

Perhaps most exciting of all was the discovery that the calls could be understood by other species of monkey, other jungle animals – and even by birds such as the hornbill. It means, said Zuberbühler, that animals and birds can communicate complex ideas across species.

**Total** / 25 points

**2** Choose a, b or c.

- 1 insight (line 10)  
a ability to understand      b sympathetic personality  
c self-awareness
- 2 analysed (line 15)  
a examined the psychology of      b divided up  
c studied carefully
- 3 territory (line 24)  
a field of knowledge      b area belonging to a country  
c area an animal considers its own
- 4 suffixes (line 44)  
a some letters added to a word  
b a sound added to a call  
c a thought added to an explanation
- 5 hornbill (line 66)  
a a species of jungle animal      b a species of bird  
c a species of monkey

**/ 5 points**

**4** Complete the text with the correct forms of the words given.

What kind of job would suit your personality?  
If you want to be a (1) ..... (**PERFORM**), you need to be a creative sort of person, and have plenty of (2) ..... (**CONFIDENT**) so you will feel comfortable in front of an audience. If you want to be a (3) ..... (**SCIENCE**), you need a logical mind and you need to enjoy working on small, detailed tasks. Whatever you decide you want to do, it is important to get a good (4) ..... (**EDUCATE**) and to do something that you think will bring you (5) ..... (**HAPPY**) in your working life.

**/ 5 points**

**Writing**

**3** Read the task.

You have decided to write a story for a competition in an international students' magazine. The story should start with the following words.

*Steve knew that tomorrow's journey was going to be difficult. He set his alarm clock and checked his bags one last time. Everything was ready.*

**Before writing, plan your story.**

- Character(s):  
Setting:  
Beginning:  
Middle:  
End:

**/ 10 points**

**Total** / 15 points

# 5 Money talks

- Grammar** ▶ Modal verbs of obligation, prohibition and advice – past and present  
 ▶ Modal verbs of speculation and deduction – past, present 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

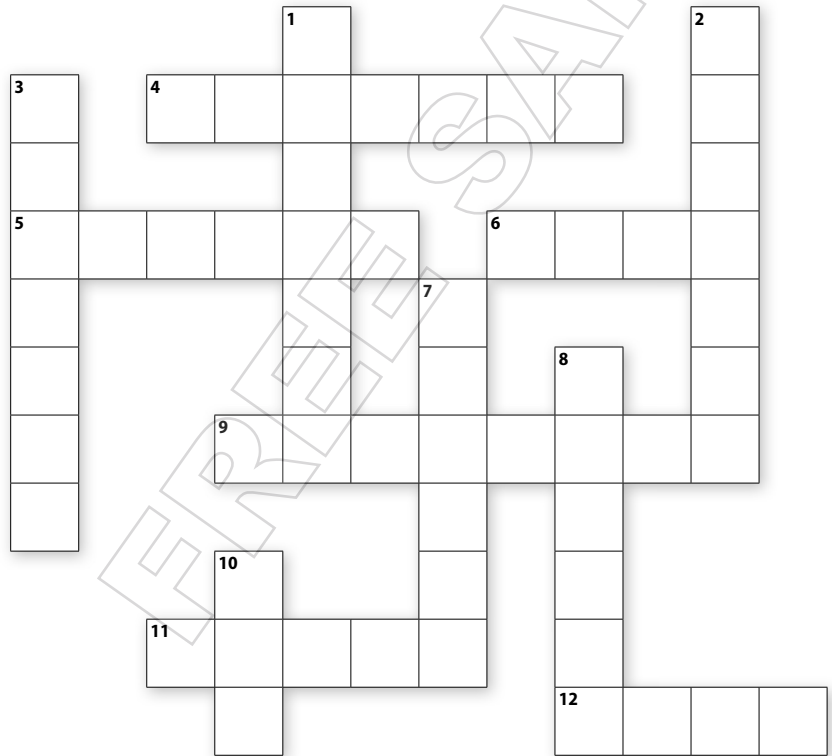
1 Read the clues and complete the crossword.

#### Across

- 4 payment for services from the bank  
 5 money you get back if you give a seller too much  
 6 an event in a shop when prices are discounted  
 9 a payment you make for borrowing money  
 11 amount of money taken out of an account  
 12 money you owe

#### Down

- 1 a cheap purchase  
 2 a piece of paper you get when you buy something  
 3 savings or current  
 7 to put money in your bank account  
 8 money given back when you return something  
 10 payment for a service



### Money and banking

2 Put the sentences in the correct order.

- You receive a bill for £210. ....  
 You pay the money back with interest. ....  
 You open a current account. 1 .....  
 You go overdrawn. ....  
 You arrange an overdraft with the bank. ....  
 You pay the bill. ....  
 You credit the account with £200. ....  
 You withdraw £210. ....

\*3 Think about the last time you paid for something in a shop. Write a description of exactly what you did using the words given.

change pay with cash/a card receipt

*I took the product that I had chosen to the cashier to pay.*

.....  
 .....  
 .....  
 .....  
 .....

4 Answer the questions.

- 1 What do people usually carry cash in? .....
- 2 Is a 10% discount better than a 20% discount? .....
- 3 Where can you go to withdraw money from your account when the banks are shut? .....
- 4 Why is it better to put your money in a current account than keep it at home? .....
- 5 Who pays interest on the money in a savings account – the customer or the bank? .....
- 6 What four things are usually written on a shop receipt? .....
- 7 Why do shops have sales? .....
- 8 If you buy a chocolate bar for £1.50 and you give the shop assistant a £5 note, how much change will you get? .....



1 Look at the picture. What kind of business does the woman run? What kind of help do you think she might need?

.....

.....

2 Match words 1–7 to definitions a–g.

- |                |   |
|----------------|---|
| 1 micro-       | a money that a business makes   |
| 2 enterprise   | b money used to run a business  |
| 3 entrepreneur | c extremely small   |
| 4 profit       | d business project  |
| 5 finance      | e money that someone borrows from a bank or other institution             |
| 6 insurance    | f someone who uses money to start a business                              |
| 7 loan         | g money paid to a company which then pays you if your property is damaged |



**Microfinance**

The majority of the world's population is poor, living on \$2–3 US per day. Over 500 million of these people are involved in business. They are self-employed or work in microenterprises, small businesses which employ up to five people. Microentrepreneurs make a wide range of goods such as pots, pans and furniture in small workshops or they take part in small trading activities such as selling food or repairing cars. Yet they are often unable to develop their businesses because they do not have access to financial services such as loans or a safe place to keep savings, such as a bank account. Over 80% of all households in developing countries do not have access to banking services.

Microfinance is a growing industry providing financial services. Until recently, it focused on providing 'microcredit' (small loans of about \$50–500) for microenterprises. Now, however, it is recognised that poor people need a variety of financial services, not just credit. Microfinance organisations have therefore started to provide a wider range of financial services, including savings accounts and insurance to low-income enterprises and households.

Most microfinance initiatives were started by not-for-profit 'non-governmental organisations' (NGOs). These often developed into formal microfinance institutions (MFIs) which are regulated by the relevant national banking or microfinance authorities. An increasing number of local MFIs have become for-profit organisations. For-profit MFIs may be non-bank financial institutions, such as companies which are set up to offer credit or loans only,

specialist commercial microfinance banks, or microfinance departments of larger commercial banks. In addition to insurance and money transfer services, some MFIs have also begun providing social services, such as basic healthcare and education for their customers and their families.

One of the most important advantages of credit is that it enables the poor to expand their sources of income. Most poor households are involved in a variety of activities, depending on the season, prices, their health and other factors. This may include growing their own food, working for others, running small businesses and accessing loans.

Kamala Rani is an excellent example of this. She has taken loans three times. She invested her first small loan in her husband's bamboo business. Kamala also works making bamboo mats. She used her second loan to make large containers for storing crops and other products, which she sells from home to wholesalers and villagers. Next she borrowed another 4,000 taka, the local currency, to buy a cow. She can repay her loan from her profits from selling milk and from her investment in her husband's business. She still makes bamboo products, which she will sell at the end of the year, when the price of the mats goes up. She can take advantage of this increase in the price of the mats because she has other sources of income to make her weekly loan instalment payments. Like other low-income clients, Kamala Rani's diversified activities enable her to maximise returns from investment.

3 Read the text. Write examples of.

- 1 microenterprises (paragraph 1) .....
- 2 microentrepreneurs (paragraph 1) .....
- 3 financial services (paragraph 2) .....
- 4 social services (paragraph 3) .....
- 5 diversified activities (paragraph 5) .....

4 Answer the questions.

- 1 Why do microentrepreneurs often fail to expand their businesses?
- 2 What change have microfinance organisations recently made to their services?
- 3 What change have MFIs recently made to their services?
- 4 Why is Kamala not selling her mats now?

\*5 Read the text and answer the questions.

Constance is 43 and has four children. She has been trading in goods for many years and now sells fruit and vegetables. She would like a loan to help her widen the range of products she sells to include items such as cooking gas. This would also help her with household expenses, such as food and education.

Would you give money to a microfinance organisation so that Constance could have a loan? Why?/Why not? How much would you give?

.....

.....

.....

.....

.....



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

**1 Choose the correct alternative.**

- 1 They don't accept cards or cheques in that shop: you ought to/have to pay with cash.
- 2 When you have a job, you must/should open a current account.
- 3 Gemma and her brothers take it in turns to cook and Gemma ought to/has to cook on Mondays.
- 4 Freddie's parents say he doesn't have/isn't allowed to go out this week because he was really late home on Saturday night.
- 5 Cathy works as a waitress on Saturdays and she has to/should wear a black jacket and skirt.
- 6 If you haven't arranged an overdraft with your bank, you d better not/mustn't spend more than you have in your account.
- 7 When someone takes a photo of you, you shouldn't/needn't close your eyes.
- 8 If you travel within your own country, you don't have to/mustn't carry your passport.

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

**2 Complete the first column of the table with the modal verbs given. Then write the past form of the modal verbs in the second column. Some forms can be used more than once.**

not be allowed to   can't   have to   not have to   need  
to   needn't   not need to   ought to   ought not to   should  
should not

Modal verb	Past form	Function of the past form
<i>have to</i>	<i>had to</i>	express obligation and necessity in the past
		say that something happened but was not necessary
		say something didn't happen because it was not necessary
		criticise a past action or say that it was a mistake
		say something was prohibited or not possible

**3 Complete the second sentence so that it has a similar meaning to the first sentence using the verb given.**

- 1 Ivan tried to open a bank account but couldn't because he didn't take his passport. **SHOULD**  
Ivan should have taken his passport.
- 2 Mia felt sick because she ate four cakes and an ice cream. **SHOULD NOT**  
Mia ..... four cakes and an ice cream.
- 3 The wind was so strong that the ferry didn't go to the island. **COULD NOT**  
The ferry ..... because it was so windy.
- 4 'I'm sorry the swimming pool is full – you can't go in,' the woman said to Ben. **NOT ALLOWED**  
Ben ..... because it was full.
- 5 The cows escaped from the field because the walkers didn't close the gate. **OUGHT**  
The walkers ..... the gate.
- 6 'Thanks for handing in your homework today, Jake! It's a day early!' **NOT NEED**  
Jake ..... homework.

**Grammar extension**

- \*4** Read the text and write what Sharon should have done differently yesterday. Use *ought to/should/shouldn't + have done*.

*Sharon ought to have set her alarm clock.*  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....  
.....

Sharon had a bad morning before school yesterday. Everything went wrong. First of all, she forgot to set her alarm clock so she woke up late. Then she rushed into the kitchen to make some breakfast. She put an egg in a saucepan and it started to cook. Then she went to get her school bag ready. When she came back, the egg was burnt. She threw it away and just had some coffee and toast. Then she went to get her coat. She put it on and realised that it was still wet from the day before. She looked at her watch. Oh no! It had stopped. It needed a new battery. She looked at the kitchen clock and saw that she had to leave in five minutes. So she switched on the TV and there was a funny programme on. She watched it and then she was late for the bus. She walked as quickly as she could but she couldn't run because she was wearing high-heeled shoes. She missed the bus.



**Phrasal verbs connected with money and shopping**

**1** Match each sentence (1–6) to the sentence that means the same (a–h). There are two sentences you do not need to use.

- 1 I'm spending less money than usual.
- 2 I'm spending lots of money on these things.
- 3 I'm keeping my money until I have enough to buy something I want.
- 4 I let my sister have my old CDs and she didn't pay me any money for them.
- 5 I bought these things on the way home.
- 6 I gave Jane the money that I borrowed last week.
- a I picked up a few things.
- b I gave away some things.
- c I'm saving up.
- d I paid back some money.
- e I couldn't get them because the shop had sold out.
- f I'm cutting back on my spending.
- g I bought some things which came to £2.50.
- h I'm splashing out.

**2** Choose *a* or *b*.

- 1 Janice hasn't got enough money in her account to buy a printer. What should she do?
  - a save up
  - b splash out
- 2 Sandi spends a lot more money than she earns. What had she better do?
  - a pay it back
  - b cut back
- 3 Simon wants to buy three things in a shop but he only has a little money. What does he need to know?
  - a how much the three things come to
  - b how many things to give away
- 4 Antonio needs some new socks. What must he do?
  - a give them away
  - b pick some up
- 5 George needn't have rushed to the camera sale in the photography store. Why not?
  - a They'd cut back.
  - b They'd already sold out.
- 6 Paul borrowed some money from his dad but now his dad says he can keep it. What needn't Paul do?
  - a save up his money
  - b pay the money back

**3** Answer the questions in 2.

- 1 *Janice should save up to buy a printer.* .....
- 2 .....
- 3 .....
- 4 .....
- 5 .....
- 6 .....

**4** Complete the text with the correct verbs.



At the moment, I'm trying to (1) ..... up some money to go on a camping holiday with my friends. So I have to (2) ..... back on all my spending. However, last week I heard that there was going to be a sale in a clothes shop that I love. I don't often (3) ..... out on clothes from there because it's not a cheap shop. Anyway, I just had to go to the sale. There were massive discounts and they were (4) ..... away free scarves with every purchase. I got there an hour after the sale had started but they had nearly (5) ..... out of the jeans that I wanted. Luckily, they still had one pair in my size, so I bought them. I also (6) ..... up a lovely T-shirt in the sale. Unfortunately, I spent most of my holiday money. I thought very quickly and asked the owner for a Saturday job in her shop ... and she said yes!

**Vocabulary extension: more phrasal verbs connected with money**

**\*5** Read the sentences 1–7 and match the phrasal verbs in *italics* to definitions a–g.

- 1 If you buy *online*, it's quick and easy to *shop around* on lots of different sites.
- 2 That shop *ripped you off*. I only paid half the price for the same book.
- 3 My mum says you should *put* some money *away* every month rather than spending it all.
- 4 Many students *run up* large debts when they are at university.
- 5 It will take me many years to *pay off* my student debts.
- 6 Both my parents have good jobs so we never have to *go without*.
- 7 My brother doesn't earn much. He has enough to *get by* but he can't buy any luxuries.
- a save money for the future .....
- b not have something you need .....
- c treat someone unfairly over money .....
- d add money to be paid as a debt or on a bill .....
- e finish paying back a debt completely .....
- f just manage to survive .....
- g look around for the best buy .....

**Modal verbs of speculation and deduction – past, present and future**

1 Complete the chart with the words in the box.

can't could may might must

**Possibility**



0%	50%	90–100%
can't	.....	.....
	.....	
	.....	

2 Complete the sentences with *could*, *can't* or *must*.

- That food has got meat in it. It ..... be for vegetarians.
- I don't know where Peter is. He ..... be in the kitchen or he ..... be in his bedroom.
- I've lost my mobile. It ..... be at home because I used it on the bus on my way to school.
- Greta didn't come to football practice today. She ..... be ill because she wouldn't miss it otherwise.
- I'm not sure which teacher we've got this morning. It ..... be Mr Marks if he's not teaching the other class.
- The match ..... finish soon: they've already played an extra 10 minutes.

3 Complete the sentences with *might not* or *can't*.

- I ..... come to the concert – it depends on what time my basketball match finishes.
- Jim definitely ..... be in the race because he's twisted his ankle.
- My mum is going out with her friends tonight so she ..... give us a lift.
- We've only got a few minutes before the train leaves, but if we run, we ..... miss it.
- Mr Taylor ..... be the new headmaster – he's too young!
- This tree ..... be an oak tree because its leaves are the wrong shape.

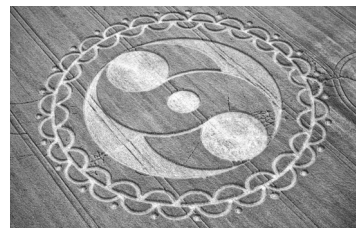
4 Complete the table with the correct past forms of modal verbs. Then match each past form to its function 1–4.

Use this form when there is:

- 90–100% certainty that something was true
- 50% certainty that something was true
- 50% certainty that something wasn't true
- 90–100% certainty that something was not true

Present modal	Past modal	Use this form when there is ...
must		1
mustn't	—	
could		
couldn't/can't		
may		
may not		
might		
might not		

5 Look at the photo. What could have caused this? Complete the sentences with *must/could/might/may/can't* + *have been* and explain your answer.



- It ..... made by an animal running around the field because .....
- It ..... made by someone in an aeroplane because .....
- It ..... made by an artist because .....
- It ..... made by a tractor because .....

**Grammar extension**

\*6 Answer the questions, using *may/might/couldn't* + *have been*.

1 Who made the white horse?

.....  
 .....  
 .....

2 Why did they make it?

.....  
 .....  
 .....



3 What kind of animal made this footprint?

.....  
 .....

4 Where was the footprint found?

.....  
 .....



## Talking about photos

**1** Read the task. What are the two parts of the task?

Compare the photographs and say what you think about machines providing customer services instead of people.

First part of the task: .....  
Second part of the task: .....

**2** Look at the photos. Write the similarities and differences between the two photos into the table.



Similarities	Differences
<i>Both photos show people at a bank.</i>	<i>The people in Picture 1 are inside the bank. In Picture 2 they're outside.</i>

**3** Complete the dialogue with phrases a–h. There are two phrases you do not need to use.

**SYLVIE:** I'm considering opening a new current account, but I don't know which bank to choose. Which bank are you with?

**CLAUD:** WRF Central.

**SYLVIE:** (1) .....

**CLAUD:** (2) ..... that they're OK. They gave me some great vouchers to spend in shops when I opened the account!

**SYLVIE:** (3) ..... getting an overdraft and things like that?

**CLAUD:** (4) ..... if other banks do better rates, but WRF Central are always very helpful about arranging overdrafts.

**SYLVIE:** That's good.

**CLAUD:** (5) ..... they were the only bank not to increase their interest rates this month. I was pleased about that!

(6) ..... me, you should go down to your nearest branch and speak to them.

- a What about
- b In my view
- c Personally, I think
- d What do you think of them?
- e If you ask
- f Don't you think so?
- g I don't know
- h Don't forget that

**\*4** Note down statements that you might use in a discussion about the advantages and disadvantages of machines providing customer services instead of people.

*In my view, machines are much more efficient than people.*

.....

.....

.....

.....

.....

.....

.....

.....

.....

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.....

.....

.....

.....

.....



**A formal letter**

**1 Read the text. What is the problem?**

You were in London last week and you bought an item of clothing in a shop in Oxford Street. You have returned to your home and now find the item has a hole in it. You have not worn the item yet. You did not notice this in the shop. You cannot go back to the shop because you live too far away. You are returning the item in a package with a note.

**2 Put the following parts of a letter of complaint in the right order.**

- a Explain what solution you require: paragraph .....
- b Describe what you bought, where and when, how much you paid, whether you tried it on, how you didn't notice the hole. Give as many details as possible (you can add your own ideas here): paragraph .....
- c Describe what happened when you returned home and discovered the hole in your item of clothing (you can add your own ideas here): paragraph .....
- d Explain why you are writing: paragraph .....

**3 Write notes for each paragraph using the paragraph structure from 2.**

Paragraph 1: Explain why you are writing  
*to return T-shirt/jacket/jeans/scarf*

.....  
 .....  
 .....

Paragraph 2:

.....  
 .....  
 .....  
 .....

Paragraph 3:

.....  
 .....  
 .....  
 .....

Paragraph 4:

.....  
 .....  
 .....  
 .....



**4 Complete the sentences.**

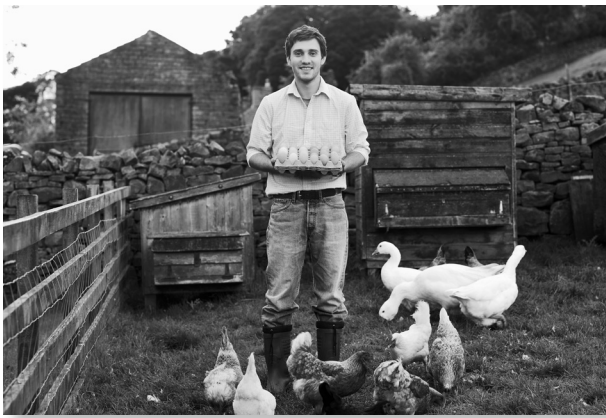
- 1 For a formal letter, start with *Dear* ..... if you don't know the name of the person who will receive it.
- 2 Don't use many ..... or ..... or .....
- 3 Use words which are more ..... and .....
- 4 End the letter with *Yours* ..... if you don't know the name of the person who will receive it.

**\*5 Read the task in 1 again. Write a letter of complaint.**

.....  
 .....  
 .....  
 .....  
 .....  
 .....  
 .....  
 .....

**1** Read the text and sentences A–E. Choose the sentences that match the text.

I earned my first cash when I was 17. My uncle has a huge farm where he raises chickens, ducks and turkeys and he hires lots of seasonal workers. My uncle knew that I was in debt at that time so he offered me a job. I readily took it even though my friends advised me against it, as it was really hard work. I spent two weeks cleaning out sheds and feeding chickens. I earned £300 and after paying off my debts I even managed to put aside about £100. Now when I'm used to working hard I'm not afraid of manual work any more. I also try to spend less on silly things such as the newest tech toys because I know that money doesn't grow on trees.



- A. Nowadays I try not to waste money.
- B. My uncle owns a poultry farm.
- C. I used to work hard when I was a teenager.
- D. I saved one third of the money I had earned.
- E. I spent a fortnight working on my uncle's farm.

**2** Read the text and sentences A–E in 1 again. Underline the fragments that helped you decide which sentences match the text.

**3** Read the text in 1 again and find words and expressions that could be replaced with words a–i.

- a. money .....  
b. owns .....  
c. save .....  
d. electronic gadgets .....  
e. temporary .....  
f. employs .....  
g. a physically demanding job .....  
h. economise .....  
i. owe people money .....

**4** Read the pairs of sentences below. Which sentences are similar in meaning and which are different?

- 1a. I've got few friends who don't get any pocket money.
- 1b. I've got hardly any friends who don't get any pocket money.
- 2a. We are used to working together.
- 2b. We used to work together.
- 3a. If I were you, I wouldn't lend Ann any money.
- 3b. I advise you against borrowing any money from Ann.
- 4a. Peter doesn't have to earn any money.
- 4b. Peter mustn't earn any money.
- 5a. My sister has gone to the UK to work as an au pair.
- 5b. My sister is working as an au pair in the UK.

**5** Make any necessary changes in the pairs of sentences in 4 so that the second sentence means the same as the first one.

- 1. ....
- 2. ....
- 3. ....
- 4. ....
- 5. ....

▶ **Zadanie maturalne**

**6** Przeczytaj cztery wypowiedzi na temat nastolatków i pieniędzy. Do każdej wypowiedzi (6.1.–6.4.) dopasuj odpowiadające jej zdanie (A–E). Wpisz rozwiązania do tabeli. Uwaga: jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.

- A. It's a good idea to start saving young.
- B. You can earn more if you let people know what you need the money for.
- C. Teenagers often get tired of working.
- D. The best ideas are usually at hand.
- E. It's good that teenagers can manage their own finances.

6.1.	
6.2.	
6.3.	
6.4.	

**Presenter:** Before we start our debate, let's hear some money-making ideas. What kind of jobs can teenagers do and how easy is it for them to find an occupation these days?

**6.1. Mark Peterson:** As an entrepreneur I would recommend teenagers to put aside as much of the money they get or make as possible. Let's say a 12-year-old gets £15 a week, spends £10 and sets £5 aside. This will add up to £1440 by the time he turns 18. That's a nice sum of money, isn't it? But in order to be successful, a teenager needs to ask his parents to open up a savings account for him, once he's got enough money to put to it, which will eliminate the temptation of wanting to spend it all.

**6.2. Margaret Smith:** Well, in spite of economic crisis it's not hard at all for teenagers to make money. We don't have to look far to find really good solutions. For example teenagers can try to save part of their pocket money or work around the house and negotiate fees for extra chores with their parents. They can offer to do the things their parents are tired of doing: cleaning windows, mowing lawns, shovelling snow, etc. If there isn't much work to be done at home, teenagers can make money helping their relatives or neighbours, e.g. they can look after their pets while they are at work or on holidays.

**6.3. George Wilkins:** I know that quite a few of my students make their own money in order to make their dreams come true. Most of them do different summer jobs like fruit picking. Others find work online or hand out flyers in shopping centres. I encourage them all to be enterprising as it's going to pay off later. For me, it's not so much about earning a lot but about having a goal, knowing what you want to become. Unfortunately, we don't teach that at school so it's good that teenagers take matters in their own hands.

**6.4. Penny Ross:** Before my sons turned 16 and started making their own money we had given them £10 a week and we encouraged them to save as much of it as they could. Now they are 18 and they never get tired of working. They've just started a car wash together. I must say that they are really successful. What definitely helps is the fact that they let their customers know that they're raising money toward a specific goal – on their 19th birthday they want to go on a trip around the USA. People are likely to support teenagers with a purpose and probably that's why a lot of customers pay them extra.

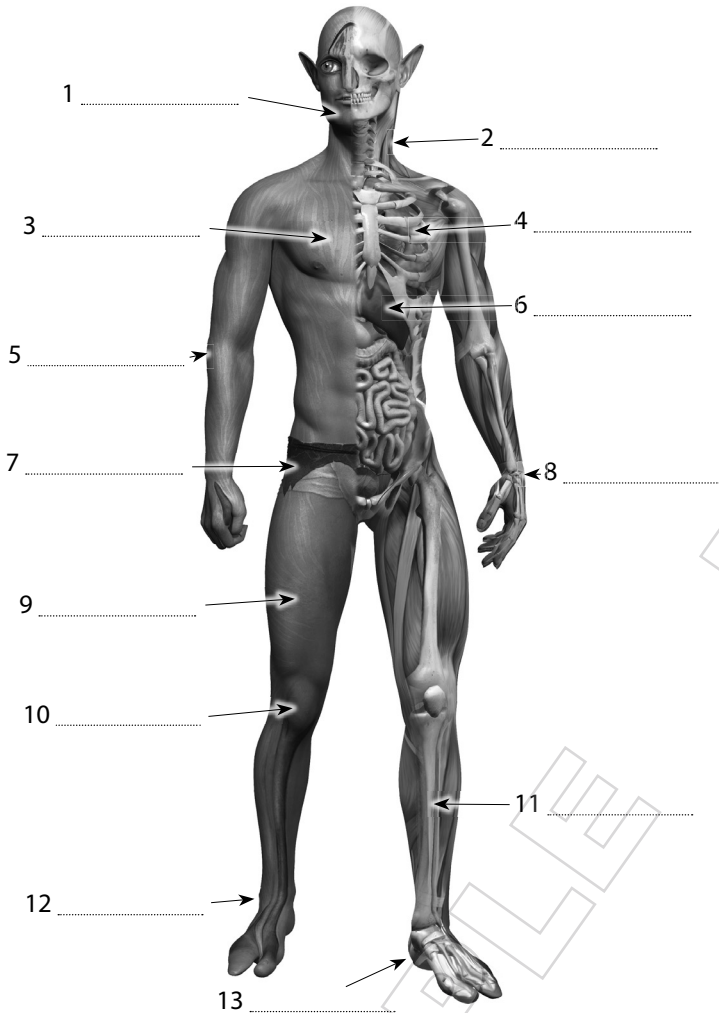
# 6 Healthy habits

- Grammar** ▶ Zero, first and second conditionals ▶ *Unless, as long as, provided/providing (that), in case* ▶ Third conditional ▶ Mixed conditionals ▶ *I wish/If only*
- Vocabulary** ▶ Parts of the body ▶ Words connected with health ▶ Idioms connected with health and illness
- Speaking** ▶ Negotiating and collaborating
- Writing** ▶ A 'for-and-against' essay

## ▶ Vocabulary

### Parts of the body

1 Fill the gaps with the correct names of parts of the body.



### Words connected with health

2 Complete the table with the words given.

addiction allergy break check-up dislocate feel dizzy  
fracture have a temperature heart disease  
infection injection medicine obesity operation  
prescription shiver sprain take someone's blood pressure  
take someone's temperature twist

Forms of treatment	Injuries to arms and legs	Other health problems	Symptoms
<i>check up</i>	<i>break</i>	<i>addiction</i>	<i>feel dizzy</i>

3 Put the sentences in the correct order.

- ..... I made an appointment with my doctor.  
..... I soon got over my illness.  
1 One morning, I woke up feeling awful.  
..... The doctor gave me a prescription.  
..... I took the medicine every day for a week.  
..... The doctor took my temperature and my blood pressure and asked me some questions.  
..... I went to the chemist's to get my medicine.

\* 4 Answer the questions. Use a dictionary if necessary.

- 1 What does a doctor usually do at a health check-up?  
.....  
2 What can a doctor give you to prevent some illnesses?  
.....  
3 What are the symptoms of a throat infection?  
.....  
4 How can you injure an ankle or other joint if you fall badly?  
.....  
5 How long does it usually take you to get over a cold?  
.....  
6 Where do doctors usually perform operations?  
.....

\* 5 How can you avoid the following health problems?

- 1 a broken leg  
*You could avoid doing dangerous sports.*  
.....  
2 heart disease  
.....  
3 an allergic reaction to pollen (hay fever)  
.....  
4 being obese  
.....  
5 getting a cold or flu  
.....  
6 high blood pressure  
.....