

# 1



# MAKE THE GRADE

- 4 Read the text and check that you understand the words in bold. Use a dictionary if necessary.

## Vocabulary in context

### School life

### Higher education

- 1 **SPEAKING** Read the questions and answers. What words do you think are missing?

### UK SIXTH FORM CASE STUDY

Emma Johnstone (16)

- Q:** How many **(a)** ..... does your academic year have?  
**A:** Three. The first one always starts in September and finishes in December.
- Q:** How many **(b)** ..... do you study and which ones?  
**A:** Most people study three or four in the last two years of school, which we call Sixth Form in the UK. I study four. Biology, chemistry, maths and French.
- Q:** Do you want to go on to **(c)** ..... when you finish school?  
**A:** Yes, I want to study Veterinary science.
- Q:** What **(d)** ..... do you usually get?  
**A:** They're pretty high, for example A or A+.
- Q:** What's your **(e)** ..... like?  
**A:** I usually start at 9 am and finish at 4 pm, but two days a week, I finish earlier.
- Q:** Do you have exams or is it **(f)** .....?  
**A:** Nowadays about 80% of our mark depends on exams. The rest is a question of our **(g)** ....., including **(h)** ..... You need to keep all the **(i)** ..... you make in class up to date – you know, everything you write down.
- Q:** Would you like to study **(j)** ..... one day?  
**A:** Yes. I think I'd like to spend a year studying in the US or Canada.

- 2 Complete the spaces in 1 with the correct form of the words in the box. One word is not used.

#### 01 School life

abroad • assignment • break •  
 continuous assessment • coursework •  
 grade/mark • higher education • notes •  
 subject • term • timetable

- 3 **SPEAKING** Take it in turns to ask and answer each question in 1. Give details similar to the examples in 1.

## Culture exchange



### Getting started: Studying in the UK

UK universities organise an **induction week** to give information to new students about studying at their new uni. As part of this week, they often organise trips to show students the whole of the **campus**, especially the **lecture halls** where you **attend** your lessons, depending on the **degree** you are studying for. But they also show you all the other **facilities**, such as the library (usually open 24 hours and with a full range of digital **resources**), sports facilities, cafés, shops, fresh food markets and maybe even clubs.

In induction week, you usually meet your **personal tutor** who gives you academic and personal guidance. You also get your timetable with all the **lectures** and **tutorials** you need to attend. You may meet some of your **lecturers**, too.

Everybody who starts at uni in the UK automatically becomes a member of that uni's Student Union, which helps to organise all sorts of societies, clubs and events. Part of induction week is the freshers' fair, an event where new students can find out about all the **extra-curricular** activities that are organised.

The Student Union helps all students, both **undergraduates** and **postgraduates**. They can give you **academic support** and advice about **student finance**. Some people receive a **scholarship** to help pay for university. Most people receive **student loans** to pay for their lessons and maybe for **student accommodation**, too.

**Collaborative project 1** page 31

### Use it ... don't lose it!

- 5 **SPEAKING** Complete the questions with words in 4. Then use them to interview your partner.

- 1 What special ..... are there for students in your school, e.g. for studying, food and drink or sports?
- 2 What digital ..... does your school have for students and teachers?
- 3 At school, do you have a personal ..... who can help you with studies and other things?

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## Reading

- 1 **SPEAKING** Describe what you can see in the photos on this page.
- 2 Read the Internet forum replies (a–e) and write the name of each extra-curricular activity or club.
- a ..... b ..... c ..... d ..... e .....

STUDENTLIFE
ABOUT NEWS FORUMS

Home > Forums > Further and higher education > Extra-curricular activities

**Lauren K** 4 hours ago

Hi, everyone! I live in Cambridge and this year I've decided I want to take up a new extra-curricular activity. I want something a bit out of the ordinary, but any suggestions are welcome.

like
 comment
 share

**c JoNo** 2 hours ago

Some of my friends are constantly doing essays and revision and being around them really stresses me out. I'm convinced finding time for extra-curricular activities helps you study better. So, if you've just arrived at the uni and want to join a different kind of club, join the 'Sheila and her Dog Society'. It's existed for ten years. We all behave as if we were six years old. We drink cocoa, eat chocolate and biscuits, and read children's stories. The idea may sound silly (the name definitely does!) but curiously, we all find that going back to our childhood makes us feel kinder and more relaxed towards each other.

**a Jen S Kwa** 3 hours ago

Can you swim? You could try Octopushing, which is like underwater hockey and is great fun. The team I'm in plays matches but we don't take them too seriously and I find the exercise takes my mind off all the assignments and exams I'm doing at the moment. Usually we'll get together after training and have a bite to eat. It's a great way to make friends with all sorts of people from different schools and backgrounds. I train three times a week but you don't need to attend every session.

**d Tricky** 1 hour ago

Are you at school? You could start a Model United Nations (MUN) club if your school hasn't got one yet. The name says it all. Basically, you role-play being a delegate to the UN. It involves researching current affairs, public speaking and debating. You can also pick up lots of other skills like teamwork, leadership and critical thinking. I've been participating in simulated UN conferences for years. In fact, I've won two certificates for my speeches, which I'm really proud of.

**b Mr James** 2 hours ago

It depends on your interests, but as I'm really into science and robotics, it's probably no surprise that I recommend joining a Robot Football Society. This year we're trying to get to the RoboCup, the World Cup of Robot Football. I really enjoy the competitive aspect, but the other thing is you meet people with similar interests. Some of our teaching staff are members, too. To be honest, I reckon I learn as much from this club as from my science lectures!

**e Tim O** 40 minutes ago

If you're at the uni, join the Jailbreak Society! We organise charity events where, in twos or threes, students have just 36 hours to get as far away as possible from 'jail' (that's the campus, of course). Perhaps that doesn't sound so difficult, but you can't use any of your own money to pay for transport. In the past, some teams have done really well and gone all the way to the Canary Islands or New York! We made almost £30,000 for charity last year. We're organising the next event at this very minute so you can always help us to set it up.

### Exam tip

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

3 **02** Match the people (a–e) to the questions below.

Which person ...

- 1 thinks the name of their club clearly reflects what people in the club do? .....
- 2 doesn't care much about winning matches or competitions? .....
- 3 thinks their club can alter your personality? .....
- 4 talks about a club where the duration of the activity is very important? .....
- 5 thinks their club helps them to learn more about the subject(s) they enjoy? .....

4 **SPEAKING** Which of the extra-curricular activities would you like to do and why?

5 What do the underlined words in the text mean? Guess and then check in your dictionary.

### Critical thinkers

In your opinion, how beneficial could each of these extra-curricular activities be for you?

#### What makes you say that?

Use ideas from the text and/or other facts, opinions and experiences to justify your opinion. Then share your ideas.

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Unit 1

7



Present simple, present continuous and present habits

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

- 1 I **train** three times a week.
- 2 We're **organising** the next event at this very minute.
- 3 Exercise **takes** your mind off assignments.
- 4 My friends **are** constantly **doing** essays and that stresses me out.
- 5 Usually we'll **get** together after training.
- 6 The name of the club definitely **sounds** silly.

1b Read the explanations and match them to the sentences in 1a.

- a We use the **present simple** for routines and habits. ....
- b We use the **present simple** for things that are generally or always true. ....
- c We use the **present simple**, not the present continuous, for verbs that describe states and situations, not actions. ....
- d We use the **present continuous** for actions that are happening at or around the moment of speaking. ....
- e We can use the **present continuous** with *always, constantly, continually* or *forever* when a habit annoys or irritates us. ....
- f We can use **will** with adverbs or expressions of frequency to talk about present habits and routines. ....

✓ Check it page 16

2 Complete the text with the present simple or present continuous form of the verbs given.

ABOUT LATEST NEWS

Wearing pyjamas in class

I (a) ..... (have) a sister who's two years older than me. Sometimes my parents (b) ..... (get) angry with her because she (c) ..... (always wear) her pyjamas at home, literally all day! Anyway, she (d) ..... (start) university at the moment and she's discovered a society that (e) ..... (sound) perfect for her. It's called the KiguSoc. (f) ..... you ..... (know) what a *kigu* is? It's a Japanese word that (g) ..... (describe) an animal onesie (pyjamas in just one piece). Members of the society (h) ..... (believe) that any activity is better with a *kigu*. It's 10 am now and I (i) ..... (think) my sister (j) ..... (meet) her tutor for the first time at this very moment. I (k) ..... (hope) she (l) ..... (not wear) a *kigu* for that!

3a Write three sentences with *will* and adverbs/expressions of frequency to talk about some of your typical habits and routines. Then write three sentences with the present continuous and *always, constantly, forever* or *continually* to talk about other people's annoying habits.

3b **SPEAKING** Compare your sentences. What things do you have in common?

Present perfect simple and present perfect continuous

4a Match sentences 1-4 to the explanation of their uses (a-d).

- 1 The club **has existed** for ten years.
  - 2 In the past, some teams **have done** really well.
  - 3 You've **just arrived** at uni.
  - 4 I've **won** two prizes, which I'm really proud of.
- a An action or situation which started in the past and continues in the present
  - b An action that happened at an unspecified moment in the past
  - c A past action which has a result in the present
  - d An action finished very recently

4b Look at these sentences. Which is present perfect simple and which is present perfect continuous? How do we form these tenses?

- 1 I've **been participating** in conferences for years.
- 2 I've **joined** three clubs.

4c Which tense gives more importance to ...

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

✓ Check it page 16



**5 SPEAKING** These words often go with the present perfect simple or present perfect continuous. Talk about why and how we use the words.

- |         |           |
|---------|-----------|
| 1 for   | 5 just    |
| 2 since | 6 already |
| 3 ever  | 7 yet     |
| 4 never |           |

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

**6 Rewrite these sentences to correct or improve them.**

- I never have tried Octopuspushing.
- Have you been switching the light off?
- My sister has been reading six novels this month.
- I've waited here for my friend to arrive for half an hour.
- We've won five matches yet.
- I've been passing six exams.
- I've been at this school since two years.
- We've walked for ages.
- They've done this exam for two hours but they haven't finished yet.
- I knew him since the summer.
- Oh no! My phone! I lost it.
- I haven't been finishing my essay yet.

**7 Complete these questions with the present perfect simple or present perfect continuous.**

- How long have you .....?
- How long have you been .....?
- Have you ever .....?
- How many times have you .....?
- What have you just .....?
- Have you already .....?
- Have you ..... yet?

Use it ... don't lose it!

**8 SPEAKING** Interview your partner with the completed questions in 7. Tell the class one interesting thing you found out about your partner.

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## Developing vocabulary

### do and make

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

a cake • a choice • a course • a decision • a degree • a favour • a mistake • a noise • a phone call • a plan • a promise • a suggestion • an (extra-curricular) activity • an appointment • an assignment • an effort • an essay • an exam • an excuse • an offer • business • chores • friends • homework • money • progress • sport • the dinner • the shopping • the washing • well • your best • your hair

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

- We usually use ..... with work at school or university.
- We usually use ..... with work around the house.
- We usually use ..... with things we produce, create or construct.
- We usually use ..... when we talk about activities in general.

**3 Complete the text with do or make.**

### BLOG

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## STUDYING AS YOU GET OLDER

Most students who (a) ..... well at secondary school (b) ..... the decision to carry on into further or higher education. As you get older, you often have more options, which usually means you can choose to (c) ..... the course or subjects that you enjoy and are good at. Of course, you'll probably still have to (d) ..... lots of assignments and exams if you want to (e) ..... your best and (f) ..... good progress. The main difference as you get older is that now you generally need to (g) ..... your own plans, because your teachers won't always be telling you what to (h) ..... and when. And your parents may give you more freedom, too. Imagine what it's like in the UK, where university students often live away from home. That means they need to (i) ..... chores themselves. They need to (j) ..... the shopping and washing and probably (k) ..... their own meals. With so much studying and other work, it's good to stay fit and (l) ..... sport and physical exercise. This can also help you to meet other people and (m) ..... friends with them. If you (n) ..... a little effort, these can be the best years of your life!

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

*Have you made any decisions about your future?*

*Which chores do you usually do at home?*

*How many phone calls do you make every day?*

Use it ... don't lose it!

**5 SPEAKING** Interview your partner and then as many other people as possible with your questions in 4.

Reach higher → page 136



# GREAT LEARNERS GREAT THINKERS

## STUDY CHOICES

**Lesson aim:** To think about how to make good decisions and study choices

**Video:** A day in the life of a forensic science student

**SEL** Social and emotional learning: Making balanced decisions

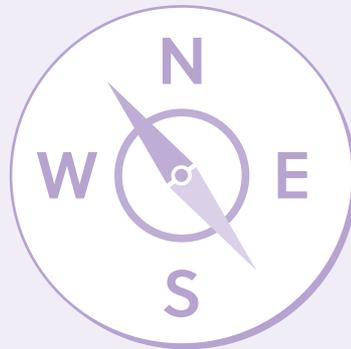
- 1** **SPEAKING**  Ask and answer these questions.
  - 1** Have you decided yet where you would like to go when you finish studying at school? If so, do you know what you would like to study/do there?
  - 2** What do you know about the subject of 'forensic science'? Would you be interested in studying this subject? Why/Why not?
  - 3** What do you imagine a forensic science student does on a typical school day?
- 2** **VIDEO**  Watch a video of a forensic science student called Angela talking about a typical day in her life. Were any of your predictions in 1 right?
- 3** **VIDEO**  Watch again and complete the sentences with between one and three words.
  - 1** It's important for Angela to investigate the ..... that people commit their crimes. That can change the way you do .....
  - 2** She has lunch in .....
  - 3** After lunch she worked on her ..... where she had to ..... a pair of trousers.
  - 4** It would be good to find the same fibres on the trousers as at the .....

## GREAT THINKERS



### Compass points (N-S-E-W)

- 4** **SPEAKING**  With a partner, talk about the next time you will need to make decisions about your studies, for example choosing different subject options or passing from one stage of education to another (e.g. from school to vocational training or university).
  - 1** What would you **need** to know that could help you to prepare for the situation?
  - 2** What **steps** could you take to deal with the situation in a positive way?
  - 3** What could be **exciting** about being in this situation? What positives are there?
  - 4** What **worries** would you have in this situation? What could be negative about it?





- 5 Read this text about making decisions. What do you think of the advice?

## Making the **RIGHT** choice

When you have a difficult choice to make, remember to do it the **RIGHT** way.

- 1 Take time to research and list all the **Real info** from reliable sources that could help you decide intelligently.
- 2 Think about what you can do **Instead**. Measure the pros and cons of the different choices you have.
- 3 Get the opinions of parents, teachers, friends and experts you trust and pay attention to them. What do you **Gain or lose** from their ideas?
- 4 With all of this advice, decide what will work best and make things **Happen**.
- 5 After a while, you should revisit your choice and **Test** its impact. Did you make the right decision or not? Think about how happy you are now with your decision, but remember not to expect perfection.

- 6 **SPEAKING**  Think about your next study decisions and answer these questions.

- 1 Where or how could you find out the facts that you need to know in order to make an intelligent decision?
- 2 Apart from facts, how important do you think feelings are when you make your choices?
- 3 Who will you ask for advice? Who do you think will be most helpful and why?

### **GREAT LEARNERS** **SEL**



Great learners are good decision makers.

How important is it to make sensible, balanced decisions as you get older? Why?

Learner profile  page 142



- 1 SPEAKING** What do you think are the advantages and disadvantages of studying abroad in a secondary school for a year? Make two lists.
- 2** Listen to two students, Poppy and Harry, talking about their experiences of studying abroad. Which of your ideas in 1 do they mention?
- 3** Who says these statements? Write *Poppy*, *Harry* or *Both*. Don't worry about the words or phrases in bold. Listen again to check.
- Studying abroad is expensive.
  - It's hard **to make** friends when you don't speak the language.
  - I love **experiencing** new things.
  - Go to classes **to learn** the language before studying abroad.
  - I've always been interested in **learning** languages.
  - I went **swimming** in the middle of the week.
  - It wasn't too far **to come** and go from England.
  - I suggest **reading** about the country before you go.
  - I needed **to study** a lot of things when I came back to the UK.

**4 Critical thinkers**

**In your opinion, are there more advantages or disadvantages to studying abroad for a year?**

**What makes you say that?**

Use ideas from the listening and/or other facts, opinions and experiences to justify your opinion. Then share your ideas.

**Gerunds and infinitives 1**

**1** Match statements 1–9 in Listening exercise 3 to these rules.

We use the **gerund** ...

- a as the subject/object of a sentence. 1
- b with go to talk about physical activities.
- c after prepositions.
- d after verbs of liking or disliking (except when the verb goes with *would*, e.g. *would like*, *would prefer*).
- e after certain verbs like *admit*, *avoid*, *consider*, *involve*, *recommend*, *risk*, *suggest*.

We use the **infinitive** ...

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

Check it page 16



**2** Is the gerund or infinitive used correctly in each sentence? If not, rewrite it.

- I managed to learn Portuguese after six months in Brazil.
- My friend seems finding German easy.
- I usually avoid to do the housework.
- I decided not to study abroad next year.
- I was the first British student studying in the school.
- The exams seem easy here so I expect passing them all.
- My American friend suggested go to school in the US.
- You risk to feel lonely if you can't speak the language.
- Have you ever considered to live in another country?
- My friend promised helping me to learn the language.

3a Choose the correct alternative.

Grammar Vocabulary Reading Writing Listening

## LANGUAGE FOCUS

### LEARNING A NEW LANGUAGE? LEARN VOCABULARY!

(a) *Learning/To learn* vocabulary is an essential part of learning any language because, after all, it's very difficult (b) *communicating/ to communicate* much without words. Some experts believe there must be at least a million words in English. It's clearly impossible (c) *learning/to learn* all the words in a language. And it's important (d) *remembering/to remember* that when we don't know a word for something, we can always paraphrase it, or explain it by (e) *using/ to use* other simpler words. But it's always useful (f) *learning/to learn* lots of new words, too.

When we come across an important new word, most people use a dictionary (g) *looking/to look* up the meaning. But avoid only (h) *looking/to look* at the first definition you see – you risk (i) *making/ to make* a big mistake, because many words in English have more than one meaning. And if you use a translation app or website (j) *finding/to find* the meaning of a new word, be aware that they don't always manage (k) *giving/to give* you the right word, so check somewhere else, too.

If you want (l) *remembering/to remember* new vocabulary, most people suggest (m) *writing/ to write* the words down in a list (in a notebook, for example, or with an app if you prefer). Of course, (n) *memorising/to memorise* new words involves (o) *revising/to revise* them from time to time. It helps (p) *revising/to revise* frequently for shorter periods than for a long time just before a vocabulary test. If you can't stand (q) *sitting/ to sit* on your own with your vocabulary list, find a study buddy and get some exercise. Go (r) *to run/ running* together and test each other!

3b SPEAKING Ask and answer the questions.

- 1 How and when do you use a dictionary?
- 2 What do you think are good ways to learn vocabulary?

4a Complete the text with the gerund or infinitive form of the verbs given.

## New kid at school? ADVICE FROM PAST STUDENTS



1 'I was worried about ..... (make) friends but you just need ..... (remember) lots of other people are probably in the same position as you.'



2 'I was afraid of ..... (get) lost in my new school, but now it's funny ..... (think) that I met the person who has become my best friend when we both got lost and asked each other for help.'



3 'You need ..... (pay) attention to what your teachers say because, if not, you risk ..... (make) a bad impression on the first day.'



4 'I suggest ..... (join) a club. Why? ..... (meet) people who enjoy ..... (do) the same things as you. .... (make) new friends is much easier that way.'



5 'I recommend ..... (speak) to other students and teachers if you have any problems. It always helps ..... (talk) to someone because ..... (share) a problem makes you feel much better.'

4b SPEAKING What do you think of the advice? Can you think of any other advice for someone starting at a new school or a new stage of their academic life?

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

- 1 This year I would like .....
- 2 Generally I don't mind .....
- 3 Last year I managed .....
- 4 I often go .....
- 5 I think it's essential .....
- 6 I relax in the evening by .....
- 7 I'm really interested in .....
- 8 To learn English well, I suggest .....
- 9 This year at school I really want .....
- 10 I think I'm old enough .....

Use it ... don't lose it!

6 SPEAKING Compare your completed sentences in 5. Are any of them similar?

Reach higher page 136

## Giving personal information – preferences



1 Read questions 1–5 and match them to categories a–d. Some questions can go in more than one category.

- 1 Are there many interesting things to do in your town at the weekend?
- 2 Do you usually have a lot of homework at the weekend?
- 3 What would you like to do when you leave school?
- 4 What sports or games do you enjoy playing?
- 5 Do you prefer spending time with your family or with your friends at the weekend?

- a your home and family
- b your interests
- c your studies/work
- d your plans for the future

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

Student A ..... Student D .....  
 Student B ..... Student E .....  
 Student C .....

3 04 Listen again. Does each student give a reason, or any personal details or examples to support their answer? Why is it a good idea to do this?

4 Take it in turns to ask and answer the questions in 1. Remember to give reasons and personal details.

5 Look at the different ways of expressing preferences in the Speaking bank. Write the structure for each one as in this example.

1 *subject + 'prefer' + infinitive with 'to'*

## Speaking bank

### Expressing preferences

#### prefer

- 1 I **prefer (not) to go** out.
- 2 They **prefer me to spend** more time with them.
- 3 I **prefer revising** alone.
- 4 I **prefer doing** homework on Saturday **to doing** it on Sunday.

#### would prefer

- 5 I'd **prefer (not) to study** at the weekend.
- 6 I'd **prefer to study** in the US **than to do** it here.
- 7 They'd **prefer me (not) to go** out with my friends.

#### would rather

- 8 I'd **rather (not) live** in a big city.
- 9 I'd **rather study** abroad **than study** here.
- 10 My parents **would rather I didn't study** abroad.

6 Put the verbs in the correct form.

- 1 She'd prefer ..... (not go) to university.
- 2 She prefers ..... (speak) English.
- 3 He'd rather ..... (have) continuous assessment than ..... (do) exams.
- 4 I'd prefer ..... (learn) languages than ..... (study) science.
- 5 They'd prefer me ..... (not leave) home yet.
- 6 I prefer ..... (do) sport to ..... (do) homework.
- 7 I'd rather we ..... (go) cycling.

### Practice makes perfect

7a **ASK** Ask and answer the questions.

When you answer, remember to give reasons and personal details and to use expressions from the Speaking bank.

**Student A: Ask these questions.**

- 1 Would you rather do physical or mental work?
- 2 Would you rather study at home or in a library?
- 3 Would you like to have an end-of-year school trip this year or would you prefer to go somewhere with your family?

**Student B: Ask these questions.**

- 1 Would you prefer to study in a big school or a small school?
- 2 Do you prefer studying alone or with other people?
- 3 Would you rather have a school uniform or wear what you like?

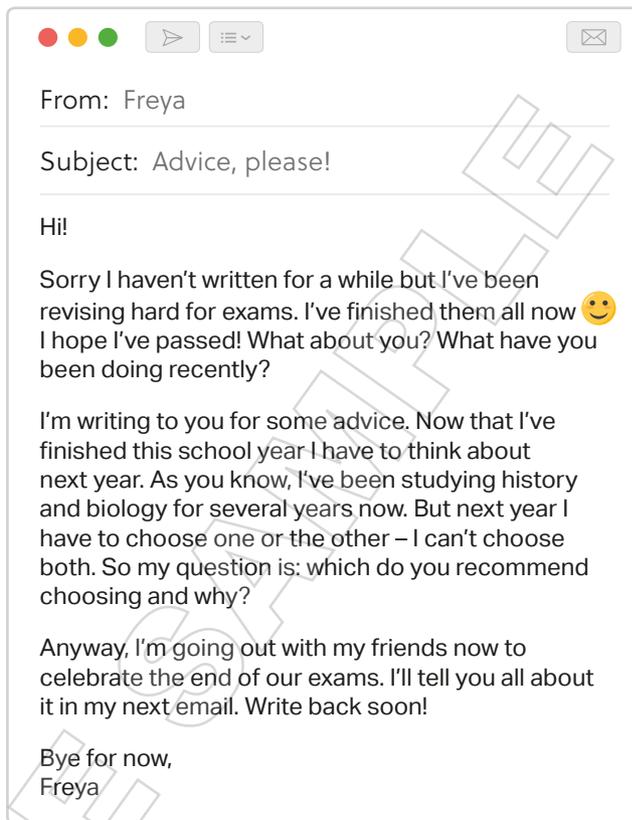
7b **CHANGE PARTNERS** Change partners and repeat.

## An informal email 1



1 What do you think are some good reasons for studying history? And biology? Write two lists with your ideas.

2 Read this email from an English friend called Freya. What help does she need and why?



3 Look at the style of the email in 2. What things in the email are typical of informal emails?



4 Look at the Writing bank. What are the five different categories? Write titles.

### Writing bank

Useful expressions in informal emails

- 1 .....  
Hi, Dear (Mary/John) ..., Hey
- 2 .....  
Thanks for your last email, It was great to hear from you, Sorry I haven't written for a while, I'm writing to tell you about ..., I have some exciting news
- 3 .....  
How are you?, How are things?, Are you doing exams/on holiday at the moment?, What have you been doing? What have you been up to?
- 4 .....  
By the way, Anyway, That reminds me
- 5 .....  
Write back soon, That's all for now, Bye for now, See you soon, All the best, Lots of love

5a **SPEAKING** Imagine that you have received Freya's email. Discuss the advice you would give her.

5b Make a paragraph plan for your reply to Freya. Decide what information to include in each paragraph.

*Paragraph 1 – Thank her for her email. Tell her what you've been doing.*

### Practice makes perfect

6a Write your reply to Freya. Use your ideas in 1 and 5a and your paragraph plan in 5b to help you.

6b When you finish your email, use the Writing checklist on page 141 to check it.

### Exam tip

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

## Grammar reference

### Present habits

- We use the present simple to talk about current routines and habits.  
*I often listen to music.*
- We use the present continuous with *always, constantly, forever, continually* for habits that annoy or irritate us.  
*My brother and sister are always fighting.*
- We can use *will* for repeated or habitual behaviour.  
*They'll sit there for hours.*

### Present perfect simple

We use the present perfect simple to talk about:

- an action that happened at an unspecified moment in the past. What is significant is the experience, not exactly when it happened.  
*I've been to Egypt.*
- recent events which have a result in the present.  
*She's lost her bag. (= She hasn't got it now.)*
- actions or situations that began in the past but continue in the present.  
*Mark's lived here for ten years. (= Mark started to live here ten years ago and he still lives here now.)*
- actions that finished very recently.  
*They've just had an accident.*

### Gerunds and infinitives

We use the gerund:	We use the infinitive with to:
as the subject/object of a sentence. <i>Studying is hard but interesting.</i>	to explain why somebody does something. <i>Why did he go to university? To study languages.</i>
with go to talk about physical activities. <i>go running, swimming, cycling, shopping, swimming, fishing</i>	immediately after adjectives. <i>It's good to revise with other people.</i>
after prepositions. <i>I'm interested in studying history.</i>	after <i>too, enough, the first, the last</i> . <i>It's too cold to go out.</i>
after verbs of liking or disliking, e.g. <i>like, love, enjoy, can't stand, don't mind, hate</i> . <i>I enjoy watching TV.</i>	after certain verbs like <i>want, learn, agree, decide, expect, hope, seem, would like, appear, arrange, ask, manage, help, need, promise</i> . <i>I want to work for a newspaper.</i>
after certain verbs like <i>admit, avoid, consider, risk, suggest</i> . <i>I suggest studying this book.</i>	

### Present perfect continuous

The present perfect continuous has a similar meaning to the present perfect simple. However, we use the continuous when we want to emphasise the process and duration of an action.

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

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

*NOT I've been breaking the window.*

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

*I've been working on my project ... I'm going to eat now and finish it after dinner.*

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

*I've painted my bedroom. (It's finished).*

*I've seen that film three times.*

*NOT I've been seeing that film three times.*

## Vocabulary

### 1 School life

abroad (adj) • continuous assignment (n) • break (n) • assessment (n) • coursework (n) • grade/mark (n) • higher education (n) • notes (n) • subject (n) • term (n) • timetable (n)

### 2 Higher education

academic support (n) • attend (v) • campus (n) • degree (n) • extra-curricular activity/club/society (n) • facilities (n) • induction week (n) • lecture (n) • lecture hall (n) • lecturer (n) • postgraduate (n) • resource (n) • scholarship (n) • student accommodation (n) • student finance (n) • student loan (n) • (personal) tutor (n) • tutorial (n) • undergraduate (n)

### 3 do and make

**do:** an (extra-curricular) activity • an assignment • an essay • an exam • a course • a degree • homework • the shopping • the washing • chores • well • your best • a favour • business • sport • your hair

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



**Present simple, present continuous and present habits**

1 Complete each sentence with an appropriate word.

- Normally I ..... like classical music, but this song is beautiful.
- This year my best friend and his brother ..... studying abroad.
- In some schools, they'll ..... the first term with special activities for new students.
- My parents ..... constantly telling me to get my hair cut. It's so annoying.
- My little brother is ..... shouting! It drives me mad.
- Why are you always ..... me for help with your homework?

/ 6 points

**Present perfect simple and continuous**

2 Choose the correct alternative.

- Have you switched/been switching the TV off?
- We've been here for/since two hours.
- My feet are tired. I've stood/been standing here for hours.
- We've seen/been seeing this film twice.
- My Indian friend's stayed/been staying in my house but she goes back home today.
- My eyes are tired. I've read/been reading without the light on.
- OK! I've finished/been finishing my exam.

/ 7 points

**Gerunds and infinitives**

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

- Don't do that because there's a chance you'll fail. (risk)  
Don't do that because you .....
- He loves to ride his bike at the weekend. (go)  
He loves to ..... at the weekend.
- I think it's terrible to get up early. (stand)  
I ..... early.
- I think it's essential to have a valid passport. (have)  
I think ..... is essential.
- Please think about joining our club. (consider)  
Please ..... our club.
- Nobody finished the exam before Sarah. (first)  
Sarah was ..... the exam.
- It would be great to see him in concert next week. (love)  
I ..... him in concert next week.

/ 7 points

**Vocabulary test**

**School life**

1 Complete the sentences with the correct form of these words.

abroad • continuous assessment • higher education • subject • term • timetable

- I'd like to study ..... instead of studying in my own country.
- Maths is my favourite .....
- Our school year has three .....
- After school, I want to continue in ..... and go to university.
- I can't remember my ..... What do we have after English on Tuesday morning?
- I like ..... because it means not everything depends on exams.

/ 6 points

**Higher education**

2 Write simple definitions of these words and phrases.

- lecture hall
- resources
- student loan
- lecturer
- campus
- undergraduate
- tutorial

/ 7 points

**do and make**

3 Do these words go with *do* or *make*?

an assignment • a decision • a favour • a plan • progress • the lunch • the shopping

/ 7 points

**Total:** / 40 points

# 2



# A JOB WELL DONE

## Vocabulary in context

### Work conditions and responsibilities

#### Working life, hours and pay

1a **SPEAKING** Think of one job for each letter of the alphabet. Leave out any difficult letters.

*A – analyst, B – businessman/woman, ...*

1b Which of your jobs in 1a are related to science or new technologies?

2 Read the text and complete it with the correct form of the words in the box. Check that you understand all the words.

#### 05 Work conditions and responsibilities

- career • colleague • deal with (the public) •
- earn a salary • employee • employer • experience •
- high-pressure • in charge of • indoors •
- in good/bad/dangerous conditions • internship •
- manual • outdoors • permanent • promotion •
- qualifications • responsible for • secure •
- self-employed • skilled • temporary • training

3 Look at the words and phrases in the box and separate them into the four lists below.

#### 06 Working life, hours and pay

- apply for a job • be made redundant •
- be offered a job • be sacked/fired •
- be well/badly paid • become unemployed •
- do shift work • go job hunting •
- look for a job • on flexitime •
- on the minimum wage • out of work •
- resign • retire • sign a contract •
- work from nine to five • work full-time •
- work long hours • work overtime •
- work nights • work part-time

Getting a job	Leaving or not having a job	Working hours	Pay
apply for a job			

4 **SPEAKING** Explain the difference between these words and expressions. If there is no difference, say so.

- 1 resign/retire
- 2 be made redundant/be sacked
- 3 go job hunting/look for a job
- 4 apply for a job/sign a contract
- 5 work part-time/on flexitime
- 6 do shift work/work nights

5 Think of three examples for each category.

- 1 nine to five jobs
- 2 manual jobs
- 3 jobs where you deal with the public
- 4 jobs that often receive the minimum wage
- 5 jobs where you need special training
- 6 reasons why people can be fired
- 7 reasons why people resign
- 8 jobs where you need science qualifications

#### Use it ... don't lose it!

6 **SPEAKING** Imagine your dream job. Use words on this page to talk about the conditions, responsibilities, working hours and pay.

Reach higher page 136

## Unusual jobs explained:

### THE FLAVOURIST



My name is Kim and I'm a flavourist. You need special (a) ..... to do my job – most of us have degrees in microbiology and/or chemistry.

Basically, a flavourist is (b) ..... creating new and amazing flavours for all sorts of food products like yoghurts, sweets and drinks. It's a very (c) ..... job because you need to know the science and be able to distinguish between a thousand different ingredients just by tasting them. In fact, I had over three years of special (d) ..... with experts to learn to do the job well. And, of course, the more you work, the more (e) ..... you get, and that helps you to become better at the job. I began my professional (f) ..... working in a small department with three other (g) ..... But then I got a (h) ..... and now I'm (i) ..... my own department, which specialises in fruit flavours. The money isn't bad at all – I (j) ..... quite a good ..... because I've become an expert in my field.

I'm an (k) ..... of a very big international company. I usually work (l) ..... in a laboratory or office, but sometimes we visit farms to taste fruit fresh off the tree. It's a comfortable job and we definitely work (m) ..... I sometimes (n) ..... because we meet and talk to customers and people who try our new flavours, to see if they like them or not.

So, if you're interested in trying this job, I suggest applying for an (o) ..... with a company like ours.

## Reading

- 1** **SPEAKING**  Look at the photos on this page. Describe what you can see. What do you think is the story behind each photo?
- 2** Read these two articles. Were your ideas in 1 right?

# CLIMBING, NOT COOKING

Doing the same job year after year can become very dull, but when Lidia Huayllas Estrada and a group of her colleagues changed careers, it was quite a radical move.

Lidia and her friends are indigenous Aymara women from Bolivia. Life used to be very different for them. They would cook for rich mountaineers from all over the world and look after their needs as they prepared to reach the top of different peaks in the Andes. One day, as Lidia was preparing a meal for the mountaineers, she stopped and noticed the excitement on their faces as they prepared to climb the summit. She wondered what it felt like to get to the top of a mountain. When she asked her mountain-guide husband, he suggested trying it herself, which is exactly what she did.

When Lidia's group of 11 women climbed their first peak (at a height of just over 6,000 metres), they had no training. They learned to climb by watching experienced mountaineers in camp and by talking to the mountain guides. But of the 11 women who set out to climb that day, all of them kept at it and reached the summit. For future climbs, they decided to take mountaineering safety lessons to improve their knowledge and skills.

This intrepid group of women called themselves the 'Climbing Cholitas', proudly asserting their Aymara origin, and wearing their traditional long, colourful skirts, although they are not very practical for climbing. Even though they wear their traditional dresses rather than professional climbing gear, they do wear protective helmets and use proper climbing equipment. Cooks are not exactly well paid, so the women pool their money to pay for all of this gear.

On 23<sup>rd</sup> January 2019, a group of five Cholitas achieved their dream and reached the highest peak in the Andes, Aconcagua (6,962 metres). Despite some of the women being over 50, there's already talk of the Cholitas next attempting Everest.

# MAKING GAMES, not just playing them

Laila Shabir didn't use to take video games too seriously when she was growing up. Now she's in charge of an organisation called 'Girls Make Games'. So, how did that happen?

After school, Laila received a grant to study at the world-famous Massachusetts Institute of Technology (MIT) and eventually got a degree in economics. Thanks to her qualifications, she was quickly offered a job in finance but, after a year, decided it wasn't for her. She then decided to do a PhD and become a professor, although that plan suddenly changed too when Laila met someone who opened her eyes to the serious educational potential in video games.

Excited by the educational power of video games, Laila set up her own company. She was looking for somebody to work in her development team and was surprised when almost no women applied. She was disappointed to see that not many women were working in the games industry in general. The statistics point to the same problem. A 2017 report by Statista claimed that women make up 46% of the gaming population, but only 22% of the video games industry.

The games industry is bigger than films and music combined and so if women are not employed to make games, their perspective and insights are left out of a whole area of entertainment which influences millions of people around the world. What's more, women are missing out on important job opportunities as creators, designers, producers, musicians, artists and engineers.

That's why, in 2014, Laila created 'Girls Make Games', which has already reached more than 6,000 girls in over 60 cities around the world. She aims to encourage more women to work in the games industry by organising workshops where teams of girls compete against each other to make the best game. Laila is optimistic about how girls are going to influence the video games industry in the future, one pixel at a time.

- 3**  **07** Read the text again. Answer the questions in your own words.
  - 1 Why did Lidia start to climb high peaks in the Andes?
  - 2 How did Lidia and her colleagues pick up all the skills and knowledge needed to climb?
  - 3 How did Laila end up working in the video games industry?
  - 4 What are two consequences of so few women working in the video games industry?
  - 5 What is the aim of the 'Girls Make Games' workshops?
  - 6 What similarities, if any, exist between the two articles?
- 4** What do the underlined words in the text mean? Guess and then check in your dictionary.

### 5 Critical thinkers

In your opinion, how important, useful or necessary is an organisation like 'Girls Make Games'?

What makes you say that?



Past simple and past continuous

1a Match sentences 1–5 to the rules a–e. Is each rule for the past simple (PS), the past continuous (PC), or both (B)?

- 1 In 2014, Laila **created** 'Girls Make Games'.
- 2 She **was looking** for somebody to work in her team.
- 3 She **finished** school, **received** a grant to study at MIT and finally **got** a degree in economics.
- 4 One day, as Lidia **was preparing** a meal, she **stopped** and **noticed** their excited faces.
- 5 They **were wearing** long colourful skirts while they **were climbing**.

- a We use it to say that one thing happened after another. PS/PC/B
- b We use it to talk about an activity in progress at a moment in the past. PS/PC/B
- c We use it for descriptions or to describe scenes in a story. PS/PC/B
- d We use it to talk about finished actions or situations in the past. PS/PC/B
- e We use it to talk about an activity in progress in the past that was interrupted by another action. PS/PC/B

1b Is it more common to use the words *while* and *as* with the past simple or the past continuous?

Check it page 28

2 Choose the correct alternative.

- 1 Jordan Romero was just 14 when he got/was getting to the top of Everest on 22nd May 2010.
- 2 My friends and I played/were playing a video game when we suddenly had an idea to create our own.
- 3 She was just 17 when she decided/was deciding to compose music for video games.
- 4 They put their boots on, walked out of their tent and started/were starting to climb.
- 5 He decided he wanted to be a musician when he heard/was hearing that song for the first time.
- 6 Atari® created/was creating one of the first ever video games. It was called *Pong*.
- 7 I chatted/was chatting with my friends on social media at 8.30 last night.
- 8 When they got back from the top of the mountain, they called/were calling their friends to celebrate.

3 Complete the text with the past simple or past continuous form of the verbs given.

Culture exchange



Dangerous work in South Africa

A few years ago, Collet Ngobeni (a) ..... (sit) at her home in South Africa. She (b) ..... (not work). But that day she suddenly (c) ..... (hear) some news on the radio. They (d) ..... (talk) about a group of poachers who at that time (e) ..... (kill) rhinos in the nearby nature reserve. She (f) ..... (find) out about a group of women called the Black Mambas who (g) ..... (try) to protect wildlife in the area. She (h) ..... (apply) for a job with them and (i) ..... (got) it. She (j) ..... (do) some intensive training, including living wild for seven weeks and learning about elephants, lions, leopards and rhinos. One day, Collet and some colleagues (k) ..... (patrol) the fences of the nature reserve when they (l) ..... (come) across some poachers. Even though the Black Mambas are always completely unarmed, the poachers (m) ..... (turn) away and (n) ..... (leave). It looks like the Black Mambas are finally putting an end to poaching in the nature reserves of South Africa.

Past habits and states: *used to, would*

4 Look at sentences 1–4 and answer questions a–e.

- 1 They **used to** be cooks, not mountaineers.
- 2 She **didn't use to** take video games too seriously.
- 3 They **would** cook for rich mountaineers.
- 4 On 23rd January, they **reached** the highest peak in the Andes.

- a Which activities in 1–4 are things that happened regularly?
- b Which happened just once?
- c We can replace *would* with *used to* in 3 but we cannot replace *used to* with *would* in 1. Why not?
- d Can we make *would* negative in 3 to talk about past habits?
- e Can we use periods of time with *used to*? (Try adding a period of time to sentence 1.)

Check it page 28



5 Is the underlined part of the sentence correct to talk about past habits and states? If not, rewrite it correctly.

- 1 When my dad was young, he says he would play in the street for hours.
- 2 My sister wouldn't enjoy playing video games, but now she does.
- 3 At primary school, I would eat lots of sweets.
- 4 We used to live in the mountains for a year.
- 5 In the past, people didn't use to use phones so much.

6 Complete this text. When both *used to* and *would* are possible, use *would*. When neither *used to* nor *would* are possible, use the past simple.

## TERRIBLE JOBS

Working conditions (a) ..... (not be) great in the 1800s in Victorian England. Here are just two terrible jobs that people had to do.

### Chimney sweeps

In Victorian England they (b) ..... (employ) children as young as four to clean chimneys. The poor boys (c) ..... (climb) up the dark and dirty chimney, breathing in dust and smoke as they went. Some people say that when a boy couldn't (or refused to) move in the chimney, their boss (d) ..... (light) a fire underneath them to 'encourage' them to keep moving. Finally, in 1840, a law (e) ..... (make) it illegal for anybody under 21 to climb and clean a chimney.

### Rat catchers

In the 1800s, London (f) ..... (not be) a very clean place to live. To keep their houses clean, people (g) ..... (pay) 'ratters' to catch and kill rats. Generally, rat catchers (h) ..... (use) dogs to do this work. Apart from being filthy and unpleasant, it (i) ..... (be) a very dangerous job because a bite from a rat could lead to terrible infections. A man called Jack Black (j) ..... (become) famous because he (k) ..... (catch) rats on a regular basis for Queen Victoria herself.

7 Complete these sentences. Make some of them true for you, and some false. Make your false sentences believable.

- 1 I used to ..... at school but now I don't.
- 2 I used to ..... at the weekend.
- 3 I didn't use to like ....., but now I do.
- 4 When I was five, I would .....

### Use it ... don't lose it!

- 8 **SPEAKING**  Read out your sentences. Can your partner say which sentences are true and which are false?

Reach higher

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## Developing vocabulary

### Phrasal verbs connected with work

1 Read the text and match the phrasal verbs in bold with their meanings (a–j).

## A COMPANY BOSS AT 16

When David Eisman was just 16 and still at high school, he **set up** his own video game company. He always wanted to work in the video game industry. He **filled in** applications for different companies to do an internship but they **turned him down** because they said he had no experience. He **kept at** it but always faced the same problem. That didn't **put him off**, though. He decided to do something radical. He couldn't **take over** an existing company because he didn't have any money. So he started his own company by getting people to work for him for free, by offering to share the company's profits with them. He and his team began to **work on** an educational game. Being the boss of a company is hard work and it's difficult to **keep up with** all the elements of game production. But if you want to **get ahead** in the world of work, don't **put things off** until tomorrow if you can do them today!

- a spend time producing or improving something
- b start (a business, organisation, etc.)
- c continue working at something even if you want to stop
- d be more successful, or progress faster than other people
- e go at the same speed as something or someone
- f add information such as your name or address on a document
- g not accept an offer, request or application
- h take control of something
- i (with a person) make someone not want to do something
- j (with a thing) postpone, make something happen later than originally planned

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

- 1 When something is difficult, do you quickly stop trying or do you ..... it?
- 2 Are you ambitious? Do you want to ..... and reach the top of a company?
- 3 Do you usually ..... doing your homework or do you usually do it straight away?
- 4 Have you ever applied for something and not got it because they ..... you .....
- 5 Would you prefer to ..... your own company or work for somebody else?
- 6 Do you find it easy to ..... all your assignments or do you sometimes go a bit slow?
- 7 Have you ever ..... an application form with all your personal details? If so, what was it for?
- 8 When you're revising, what can ..... you ..... and make you want to stop?

### Use it ... don't lose it!

- 3 **SPEAKING**  Take it in turns to ask and answer the completed questions in 2.

Reach higher

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# GREAT LEARNERS GREAT THINKERS

## TRANSFERABLE SKILLS

Lesson aim: To assess your own transferable skills

Video: Working at sea

**SEL** Social and emotional learning: Recognising strengths and weaknesses

1 **SPEAKING**  Answer these questions about the three jobs below.

Firefighting • Deep-sea fishing • Construction

- 1 How dangerous do you think each job is?
- 2 What dangers does each one involve?
- 3 What qualities or skills do you think you need to be able to do the jobs?
- 4 What are the positive aspects of doing the jobs?

2 **VIDEO**  Watch a video about a younger fisher with the sound off and answer the questions.

- 1 What dangers, or potential dangers, can you see?
- 2 What positive aspects to the job can you find?

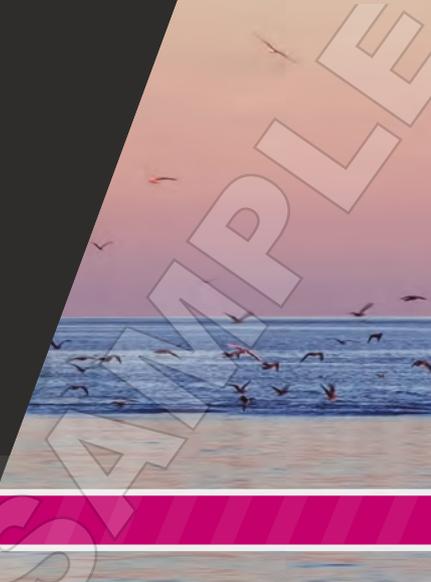
3 **VIDEO**  Watch the video again and answer the questions.

- 1 What do people want the young woman to do and why?
- 2 What is the attitude of some men towards what she does?
- 3 How does she feel about their attitude and what effect does it have on her?
- 4 What aspects of nature does she mention?
- 5 How does her job help her to relax?

4 Read this text about 'transferable skills'. The words in bold are things we can use in almost any job. How important do you think each skill is for the young fisher in the video and why? Give examples.

## TRANSFERABLE SKILLS

Your personal qualities are very important, for instance being **patient**, **well-organised** and **responsible**. Most teachers will also look for people who are **ambitious** and **inquiring** (wanting to continue learning and improving). **Problem-solving** is another important transferable skill, being able to react to difficult situations in a positive way and find solutions. There are other general skills that can be important, for example **mathematical** and **IT skills**, and **dexterity** (being good with your hands) can be useful in many subjects. Meanwhile, very few people work completely alone, so in order to be successful you need interpersonal skills such as **communication skills**, **leadership** and **teamwork**.





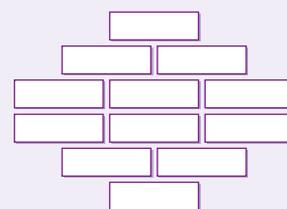
## GREAT THINKERS



### Diamond Ranking

#### 5 **SPEAKING** Follow the instructions.

- 1 Separate the different transferable skills in the text in 4 into two groups: the six skills you think are the most important and the six least important ones for the job of a research scientist.
- 2 Look at the **diamond** diagram and **rank** your group of most important skills. Choose the most important one and put it in the top position. Then put the next two most important skills in the second line and the last three in the third line. Then do the same for the ideas that were not so important in the bottom half of the diamond.
- 3 Work with a partner and compare your **diamonds**.



- 6 Make a list of the transferable skills mentioned in the text in 4 and give yourself a mark from 5 (brilliant) to 1 (weak) for each one. Add any other skills you have which are not in the list.

When you score a 3 or more, think of an example to justify your answer, based on the things you do at school, in your free time or at home.

When you have less than a 3, what could you do to improve that skill?

## GREAT LEARNERS **SEL**



Great learners are reflective.

How easy or difficult did you find it to reflect on your own strengths and weaknesses? Why is it important to be able to reflect on these things?



**1 SPEAKING** Answer these questions about people who worked as human computers.

- 1 What do you think a human computer did in their job?
- 2 What qualifications do you imagine were necessary to become a human computer?

**2 SPEAKING** Look at the gaps in this text. Predict what words or types of word could fill each one.

Gillian Conway is an expert in the (a) ..... She talks about a place called Langley (b) ....., where they employed many human computers. They worked in a thing they called the 'computer (c) .....'. Many women worked there during the Second World War because a lot of men were (d) ..... A number of the women used to be (e) ..... before they worked at Langley.

After 1950, a lot of the work at Langley was for NASA because of the (f) ..... The human computers learned to (g) ..... the first digital computers. They also (h) ..... the answers that digital computers gave them.

Astronaut John Glenn wanted Katherine Johnson to personally calculate where his spaceship was going to (i) ..... She also prepared manual calculations for astronauts in case there were problems with the (j) ..... She contributed to a (k) ..... about space travel. Apart from medals and awards, Katherine Johnson was glad to receive (l) ..... from young students.

**Exam tip**

Always read the incomplete notes *before* you listen. Look carefully at the words that come just before or after each space and think about the meaning and type of word that is missing.

**3** Listen to a podcast about human computers and check your answers in 1 and 2.

**4 Critical thinkers**

In your opinion, why didn't people recognise the work of the human computers who worked for NASA?

What makes you say that?

Past perfect simple and continuous

**1a** Look at the sentences and then decide which actions happened first.

- 1 The astronaut only **took off** when Katherine Johnson **had checked** the calculations.
- 2 She **received** a medal for the work she **had done**.
- 3 Digital computers **began** to do a lot of the work that human computers **had been doing** for years.
- 4 A group of women **had been working** there for five years before the war **started**.

**1b** Choose the correct alternative.

- 1 We use the past perfect simple and continuous to talk about actions that happened *after/before* another action in the past.
- 2 We use the past perfect *simple/continuous* to give more importance to the duration of an action.
- 3 We use the past perfect *simple/continuous* to give more importance to the completion of an action.

**1c** Look again at the sentences. How do we make the past perfect simple? How do we make the past perfect continuous?

Check it page 28

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

- 1 I didn't want to watch the documentary because I ..... (see) it twice already.
- 2 We were tired because we ..... (not sleep) the night before.
- 3 When I ..... (write) my essay, I handed it in.
- 4 He opened the bottle of water and ..... (drink).
- 5 She didn't see the start of the film because when she arrived at the cinema it ..... (begin).
- 6 I ..... (not hear) about human computers until yesterday's lesson.
- 7 We were surprised when we ..... (see) her walk into the room.

**3** Complete the sentences in a logical way using a verb in the past perfect simple and the words in bold.

- 1 I got 10/10 in my last exam because ..... **revision**
- 2 She couldn't get into her locker ..... **key**
- 3 The teacher wasn't happy ..... **late**
- 4 They gave him the job because ..... **interview**
- 5 They took him to hospital because ..... **accident**
- 6 We weren't hungry because ..... **lunch**
- 7 He knew all the words because ..... **song**
- 8 She was happy because ..... **promotion**

4 Choose the best alternative.

- 1 She had *directed/been directing* three films by the time she was 25.
- 2 He couldn't call because he had *lost/ been losing* his phone.
- 3 I was tired because I'd *played/ been playing* for a long time.
- 4 She lost her voice because she had *sung/been singing* throughout the concert.
- 5 We'd *waited/been waiting* for the bus for half an hour when it eventually came.
- 6 Last week I finally had enough money to buy the game. I *have/had* been saving for months to buy it.
- 7 Luckily, by the end of the exam, I'd *answered/been answering* all the questions.
- 8 My eyes were tired. I'd *worked/ been working* all day on the computer.

5 Write sentences in the past perfect simple or continuous to explain the situations.

- 1 Why was Laura upset?  
**lose her job**  
*She had lost her job.*
- 2 Why was the boss angry with Harry?  
**not concentrate on his work**  
.....
- 3 Why were Chris and Mark tired?  
**work overtime all week**  
.....
- 4 Why did Sarah celebrate?  
**pass all her exams**  
.....
- 5 Why didn't Emma and Jack want to see the film?  
**see it three times already**  
.....
- 6 Why didn't Oliver have his bike?  
**his friend take it**  
.....
- 7 Why was Silvia tired?  
**work out in the gym all afternoon**  
.....
- 8 Why were they hungry?  
**not eat since 6 am**  
.....

6 Complete the text with one word in each gap. Sometimes more than one answer is possible.

# KARINA'S (IM)PERFECT JOB

Karina Sudeyte (a) ..... to live in Lithuania but moved to Wales when she was 14. After secondary school, she (b) ..... studying travel and tourism when she decided to start her own company. She discovered that for the last 12 months British farmers had (c) ..... throwing away 4.4 million apples every day. They (d) ..... not done this because the apples were bad. It was because they looked ugly or were the wrong size or shape. Supermarkets don't usually want to buy those apples because they say their appearance (e) ..... customers off and they can't sell them. However, despite their appearance, many of the apples are still perfectly fine to eat. So, Karina and a partner (f) ..... the idea to make juice from these apples that nobody wanted. She set (g) ..... a company with her partner and called the product 'Flawsome!' (It used to (h) ..... called 'Wonky'). Their idea was that although the fruit they (i) ..... using was imperfect and had flaws, the flavour of the juice was awesome. By 2019, they calculated they (j) ..... saved 7,500,000 pieces of fruit. They're now working (k) ..... lots of other products with different fruit and vegetables, not just apples. In the past, nearly all fruit juice used to come in plastic bottles, but since plastic is responsible (l) ..... so much pollution every year, Karina's company uses recyclable glass bottles or cardboard boxes. Karina's proud to be (m) ..... charge of such an eco-friendly company.



7 Individually, think about these things and make notes.

- 1 something you had learnt to do by the age of five
- 2 something interesting/surprising/unusual you had done before you started secondary school
- 3 something you had planned to do but didn't
- 4 something you had already been doing for a long time before the start of this school year
- 5 something you had been doing for a while before you went to bed last night

Use it ... don't lose it!

- 8 **SPEAKING** Discuss your notes in 7.

Reach higher

page 136

# Developing speaking

## Negotiating and collaborating 1

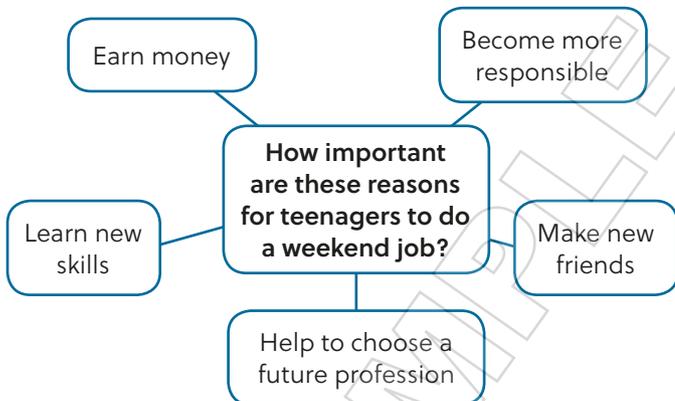


### 1 **SPEAKING** Ask and answer the questions.

- 1 Have you ever done any type of part-time or weekend job? If so, what was it? If not, would you like to?
- 2 What do you think are the good and bad things about teenagers doing weekend jobs?

### 2 **09** Look at the diagram. Listen to two students doing a speaking task involving the diagram and then answer these questions.

- 1 What does the examiner ask them to talk about first?
- 2 What is the second question the examiner asks them?
- 3 What is the students' final answer to that question?
- 4 Do you agree with their answer? Why/Why not?



### 3 **09** Listen again and answer these questions.

- 1 Do the two students ask each other's opinions?
- 2 Do they talk about all of the reasons?
- 3 Do they come to a decision at the end of the conversation?
- 4 Do they listen to each other and respond to each other's comments?
- 5 Do they both speak the same amount, more or less?

#### Exam tip

In the second part of the task, the best strategy is to agree partially with your partner's first idea but then suggest alternative ideas. It is better not to agree completely straight away because otherwise the conversation will end too quickly.

- 4 Look at the expressions in the Speaking bank. What are the different categories? Write titles.

### Speaking bank

Useful expressions for negotiating and collaborating 1

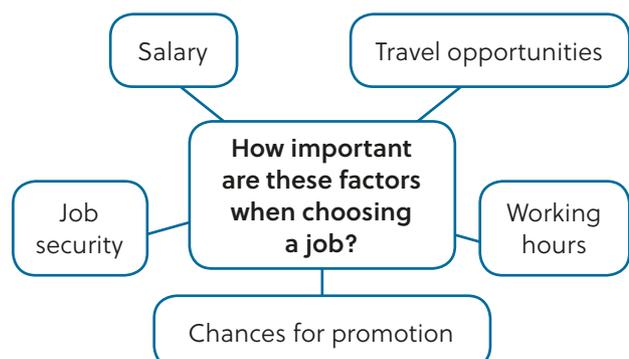
- 1 .....  
 What do you think?  
 What do you think about (money/earning money)?  
 What about you?  
 What about (making new friends/learning new skills)?  
 Do you agree?  
 Don't you think so?
- 2 .....  
 Yes, I agree.  
 Yes, you're right.  
 I think you're right.  
 That's true.  
 I agree with you.  
 I see what you mean.  
 That's a good idea.  
 Sure.
- 3 .....  
 I see what you mean, but ...  
 I suppose so, but ...  
 I'm not sure.  
 Maybe, but ...  
 I agree up to a point, but ...  
 Yes, but I think it depends on ...

- 5 **SPEAKING** Practise doing the task in 2, giving your own opinions about the reasons in the diagram. Then say which you think is the most important.

#### Practice makes perfect

- 6 **SPEAKING** Work with a partner and do this task. Remember to use expressions from the Speaking bank.

- 1 Here are some different factors to think about when you choose a job. Talk to each other about how important you think the factors are.
- 2 When you finish 1, you have a minute to decide which factor you think is the most important.



## A story 1

1 Look at the two photos. What do you think the connection between them is?

2 **SPEAKING**  Read the task. What do you think happens in the story in 3?

HOME SUBMISSIONS YOUR STORIES ABOUT 

## STORIES NEEDED!

We want stories for our new international magazine for teenagers. Your story must begin with this sentence:  
*Sam got the job that he had always wanted.*

Your story must include:

- ▶ a trip
- ▶ an accident

3 Read this story. What similarities are there between your ideas in 2 and the story?

HOME SUBMISSIONS YOUR STORIES ABOUT 

## YOUR STORIES

Sam got the job that he had always wanted. He had been studying hard to be a doctor for years and years. He used to imagine how it would feel to finally qualify. After finishing his degree and his training, he applied for a place in a famous hospital in Edinburgh and was amazed to get it.

That weekend, he wanted to go out with some friends to celebrate. His favourite band were playing in Edinburgh so they decided to eat out first and then go to the concert. Everybody was incredibly excited to see the band because it was their first ever trip to Scotland.

At 8.30 pm the concert began. Sam and his friends were standing right at the front. After just five minutes, there was an awful accident. The singer hadn't seen the edge of the stage and had fallen off it. Having seen the accident, Sam quickly explained he was a doctor and offered to help. He went backstage with the singer and told him that it was really dangerous to move his ankle. However, the singer refused to stop the concert because thousands of people were waiting to see the band perform.

Ten minutes later, the singer went back on stage to finish the concert, sitting in a chair. Unbelievably, Sam was right there on stage too, trying to keep the singer's ankle safe. Watching his favourite band from up on the stage, Sam couldn't believe what a week it had been!



4a Put these events in the story in order.

- a The singer sang in a chair.
- b The singer had an accident.
- c Sam went on stage at a concert.
- d Sam was offered his dream job.
- e Sam went to see a concert.
- f Sam spoke to the singer.
- g Sam ate out with his friends.
- h Sam did special training.

4b Most stories have a beginning, a middle and an end. What would you say is the beginning, the middle and the end in this story?

5 Find examples in the story in 3 for each different piece of advice in the Writing bank.

*Variety of past tenses – past continuous: Sam and his friends were standing right at the front.*

### Writing bank

Useful language and linkers for writing stories

- Use a variety of past tenses: past simple, past continuous, past perfect simple and continuous, and *used to/would*.
- Use participle clauses:  
*Looking up, he saw ...*, *After looking up, he saw ...*,  
*Having looked up, he saw ...*
- Use time expressions and sequence linkers:  
*Last weekend, Three years ago, On Friday ...*  
*At first, Next, Then, After that, Finally, In the end ...*
- Use adjectives and adverbs to make the story more descriptive.

### Practice makes perfect

- 6a Look at the task in 2. Think of some ideas for a story, then plan it. Think about the main events, the background and any important scenes.
- 6b Individually, write your story. Remember to follow the advice in the Writing bank.
- 6c When you finish your story, use the Writing checklist on page 141 to check it.



**Past simple**

We use the past simple to:

- 1 describe finished actions or situations in the past.  
*I went to Ireland last year.*
- 2 say that one thing happened after another.  
*When the teacher came in, we took out our books.*

**Past continuous**

We use the past continuous to:

- 1 talk about activities in progress at a moment in the past.  
*At four o'clock this afternoon, I was watching TV.*
- 2 describe scenes in a story or description.  
*They were all wearing long coats because the cold wind was blowing hard.*
- 3 talk about an activity in progress when another, shorter activity happened or interrupted it. It tells us that an action was in progress, but not that the activity was finished.  
*I was listening to music when my father suddenly ran into the room.*

**Past habits and states**

**used to**

*My grandfather used to work as a postman.  
He didn't use to have much free time.  
Did your grandmother use to work?  
Yes, she did./No, she didn't.*

**would**

*They would work eight hours a day.*

- We use *used to* and *would* to talk about past habits – things we did regularly in the past but don't do now.
- We cannot use *used to* and *would* to talk about single events in the past. In this case, we use the past simple.

We use *would* with past actions but not past states.

*He would come and visit us on Sundays.  
NOT He would have a bike.*

- We do not usually use *wouldn't* to talk about past habits.  
*He didn't use to give us presents.  
NOT He wouldn't give us presents.*
- When we give a period of time, we use the past simple, not *used to*.  
*She used to work in a factory. She worked there for five years.  
NOT She used to work in a factory for five years.*

**Past perfect simple**

To make the past perfect simple, we use *had* + past participle.

We use the past perfect simple to talk about actions that happened before another action or actions in the past. It gives importance to the completion of an activity.

*When the interview had finished, I left.*

**Past perfect continuous**

To make the past perfect continuous, we use *had* + *been* + verb-*ing*

We use the past perfect continuous to talk about actions that happened before another action or actions in the past. It gives importance to the duration of an activity.

*I was tired because I had been studying all night.*

**Vocabulary**

**1 Work conditions and responsibilities**

career (n) • colleague (n) • deal with (the public) (v) • earn a salary (v) • employee (n) • employer (n) • experience (n) • high-pressure (adj) • in charge of (adj) • indoors (adj) • in good/bad/dangerous conditions (adv) • internship (n) • manual (adj) • outdoors (adv) • permanent (adj) • promotion (n) • qualifications (n) • responsible for (adj) • secure (adj) • self-employed (adj) • skilled (adj) • temporary (adj) • training (n)

**2 Working life, hours and pay**

apply for a job (v) • be made redundant (v) • be offered a job (v) • be sacked/fired (v) • be well/badly paid (v) • become unemployed (v) • do shift work (v) • go job hunting (v) • look for a job (phrasal verb) • on flexitime (adj) • on the minimum wage (adj) • out of work (adj) • resign (v) • retire (v) • sign a contract (v) • work from nine to five (v) • work full-time (v) • work long hours (v) • work overtime (v) • work nights (v) • work part-time (v)

**3 Phrasal verbs connected with work**

fill in • get ahead • keep at • keep up with • put somebody off • put something off • set up • take over • turn down • work on



## Grammar test

### Past simple and past continuous

1 Complete the text with the past simple or past continuous form of the verbs given.

She (a) ..... (get) up and (b) ..... (look) out of the window. It (c) ..... (rain). As she (d) ..... (look) out of the window, she (e) ..... (hear) her phone ring. Who (f) ..... (call) her so early in the morning?

/ 6 points

### Past habits

2 Choose the correct alternative. In one sentence, both alternatives are correct. Which one?

- When he was small, he used to/would be shy.
- I used to study/studied in Ireland last year.
- I used to/usually go to the cinema at the weekend before it was closed.
- Last year I had/used to have a big party to welcome my American friend.
- Did you use/used to have a pet?
- Children used to/would work in factories in Britain in the 19<sup>th</sup> century.
- They didn't use to/wouldn't go out on Friday evenings, but now they do.

/ 7 points

### Past perfect simple and continuous

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

- I have been waiting for an hour when the film finally started.
- He was tired and decided to rest because he had studied all day.
- She had been writing seven text messages.
- Everything was white because it had been snowing all night.
- When they ate their dinner, they washed the dishes.
- They heard a loud noise and thought that somebody had been falling over.
- When they had been finishing their homework, they played a video game.

/ 7 points

## Vocabulary test

### Work conditions and responsibilities

1 Write simple definitions of these words and phrases.

- self-employed
- manual
- promotion
- salary
- training
- qualifications

/ 6 points

### Working life, hours and pay

2 Complete each sentence with one word.

- He was ..... because he arrived late every day and never did what his boss told him.
- He's on ..... He chooses the times he works.
- She ..... from the company when she was 30 because she didn't enjoy her job.
- He only receives the minimum .....
- Kevin lost his job and he is now .....
- They work ....., just from 9 to 12.30.
- She's signing the ..... for her new job tomorrow.

/ 7 points

### Phrasal verbs connected with work

3 Match the parts of the phrasal verb and the meaning.

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

/ 7 points

Total: / 40 points

## Reading



## Reading exam tip

In multiple-choice activities where you have to choose the correct word, remember ...

Read the text first to understand the context and main idea(s). Before you complete each gap, try every word in each gap and look carefully for any words which go together.

- 1 Read the text. Who do you think it is written for? What is the main point in the text?
- 2 Choose the best answer (A–D) to complete the text.

## PLAYING FOR THE TEAM

Most of us will have to work as part of a team when we start work. Even at university students have to do projects and experiments in teams and this is good (1) ..... for the real world. Teams need to be (2) ..... up of different types of workers in order to function well. So it's (3) ..... considering what kind of team player you might be. There are four main types of worker in a team. First, there is the contributor, who is the person who comes (4) ..... with lots of ideas and suggestions. Then we have the collaborator, who prefers working things out with someone else and (5) ..... ideas together. Another type of worker is the communicator. This is someone who (6) ..... to make sure that the process runs smoothly and that the task is completed. And finally, we have the challenger, who will ask difficult questions but who can help the rest of the team think things through so the (7) ..... result is better. Everybody has a (8) ..... to play.

- |   |             |              |            |           |
|---|-------------|--------------|------------|-----------|
| 1 | A rehearsal | B repetition | C practice | D routine |
| 2 | A got       | B made       | C fitted   | D done    |
| 3 | A use       | B merit      | C value    | D worth   |
| 4 | A up        | B out        | C down     | D by      |
| 5 | A building  | B making     | C hoping   | D setting |
| 6 | A keeps     | B tends      | C leans    | D minds   |
| 7 | A concluded | B finished   | C closed   | D final   |
| 8 | A portion   | B section    | C part     | D piece   |

- 3 **SPEAKING** What kind of team player do you think you are? Why? How could you help a team be successful?

## Speaking

## Speaking exam tip

In speaking exams where you are answering personal questions, remember ...

Give more than one-word answers.  
Give reasons and examples to support your answers.

- 4 **SPEAKING** Ask and answer these questions.

**People you know**

What is your best friend like?

Tell us about someone in your family whose job you admire.

**Things you like**

What kind of things do you like doing in your free time? Why?

Tell us about what you enjoy most in school.

**Places you go**

What's your favourite kind of holiday? Why?

Tell us about where you like to spend time in your town or city. Why?

- 5 **SPEAKING** Tell your partner how well they did with these speaking points. Did they:

- use correct grammar and vocabulary?
- speak clearly so you could understand?
- give the right information in answer to the questions?
- give explanations for their answers?

- 6 **SPEAKING** What do you need to do in order to do well in this part of the speaking exam?

# Studying in your country



## 1 SPEAKING Starting point

How much do you remember about the Culture exchange text on page 6 about studying in the UK? What are Student Unions and what do they do? What happens at a freshers' fair?

## 2 SPEAKING Project task

You want to inform students from other countries about an aspect of studying in your country. Use your own knowledge and search the Internet for interesting information and facts about anything connected with studying in your country. You can focus on Secondary school, vocational studies, professional training, university life or the education system in general. Prepare one of these:

- A poster
- B presentation
- C video message
- D information leaflet

### Research areas

- terms and timetables
- typical, popular, obligatory or unusual subjects
- usual and unusual extra-curricular activities
- exams and assessment, including university entrance exams
- English language teaching
- famous or local universities
- different options students have at different stages of education

## 3 Think about ...

### Digital skills

You may find that many texts about studying in your country are in your own language. Be careful using online translation tools to translate the texts. They are not always 100% correct!

### Academic skills

On any assignment, it's important to manage your time carefully. Find out when you have to finish the project and how much time you have. Then decide how long each stage (e.g. research, writing, checking) will take. Make sure everybody in the team knows when they have to finish their part.

### Collaboration

When you work in a team, decide the best way to divide the work equally and fairly. You could all search for different information, for example. Or some people could look for information while others are responsible for preparing artwork or writing the final version or giving the presentation. Make sure that everyone is happy with the distribution of work.

### Useful language

*Who wants to ...?, Are you happy doing ...?, Can I ...?, I'd like to ..., Can I volunteer for ...?, Why don't I/you/we ...?*

### Intercultural awareness

Think about any elements in your presentation that would be new or unusual for somebody not from your country. Check also for any words or expressions in your language that you think are difficult to translate. Then decide how to explain those elements, words and expressions.

## 4 SPEAKING Project time

Do the project. Then present it to the class.

## 5 Evaluation

Give each project a mark from 1 to 5 (5 = very good) for these categories.

- |              |                          |          |                          |
|--------------|--------------------------|----------|--------------------------|
| Content      | <input type="checkbox"/> | Design   | <input type="checkbox"/> |
| Presentation | <input type="checkbox"/> | Language | <input type="checkbox"/> |