Vocabulary in context

Personality adjectives

Idioms connected with personality

1 Complete sections O, C and E in the text with the words in the box. Check that you also understand the words in bold in those sections. Use a dictionary if necessary.

Personality adjectives

broad-minded - down-to-earth - impetuous - laid-back - outgoing - reserved - resourceful

4 Match the idiomatic expressions in the box to their explanations (1–8).

Idioms connected with personality

a) big mouth - a bright spark - a great laugh - a live wire - a pain in the neck - a party animal - a social butterfly - a wallflower

1 someone who enjoys going to lots of parties

2 someone who is very annoying or irritating

3 someone who is very funny

4 someone at a social event who has no one to talk to or dance with because they are shy

5 someone who says things they shouldn’t

6 someone who is clever or has a clever idea (but often used to mean just the opposite)

7 someone who has a lot of energy and is interesting to be with

8 someone who is very sociable and goes to lots of different social events with lots of different people

Remember, key words can be your friend. Check that you also understand the words in the vocabulary boxes in 1 and 2 or the text.

Personality adjectives

Considerate - insecure - moody - resilient - self-confident - selfish - tactful - untrustworthy

Reading

1 Do you agree with what it says about you? Why/Why not?

Lucy’s reflections

Let me tell you about something that happened to me recently: I went to a party. “What’s so special about that”, you’re wondering. Well, I hardly ever go to parties because, get ready for this - I don’t like them much. I guess I’m the typical wallflower. As teenagers, it seems almost how to feel guilty about that because people assume we should all be party animals. Anyway, I’ve just discovered something that’s made me realise that it’s okay to prefer quiet chats to loud crowds. So, I thought I’d share some of the ideas I learned from a book I’ve just read.

It’s called Quiet Power, by Susan Cain. She suggests that being introverted isn’t necessarily the same as being shy. When you’re shy, you’re quiet because you’re afraid of what other people will think of you. Being introverted, on the other hand, is more a question of preferring situations that are quieter and stimulating. I don’t know about you, but I could relate to that immediately. Some of my friends like to fill their weekends with countless things to do and people to see. Me? I’m happy to spend the weekend reading, reading and taking my dog for a walk.

Here’s the important message, though. It’s OK to prefer quiet situations. It’s true that society seems to pay more attention to extroverts. We’re often given the idea that we should all be trying to be the life and soul of the party. But as Susan Cain points out in her book, it’s about time society paid more attention to what quiet people bring to the table, too. They have special skills and qualities that extroverts just don’t have. For example, most of us would agree that introverts tend to be more reflective and think things through more slowly and deliberately, whereas extroverts are more impulsive. In fact, some of the most creative people in history, like Bill Gates for example, have been introverts.

2 Read the text quickly. What is its main messages?

3 Look at these words. Discuss what you think they mean. Find any related or opposite adjectives in the vocabulary boxes in 1 and 2 or the text.

Personality adjectives

big-headed - cheerful - easy-going - energetic - humble - introverted - loud - loyal - narrow-minded - sensitive - shy - sociable - tactless

4 Use it... don’t lose it!

What type of personality do you think the people in 1–4 below typically have? Use adjectives or idiomatic expressions from this page and give reasons for your answers.

1 a film star

2 the president

3 a top scientist

4 a novelist

Lucy’s last message is that...

1 quiet people have a preference for quiet situations but that doesn’t mean they are limited to those situations.

2 as they get older, quiet people start to feel more confident about public speaking.

3 now that she’s more mature, she enjoys telling people all about the hidden skills of quiet people.

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

5 Critical thinkers

In your opinion, is the blog post true and/or fair? What makes you say that?
Happiness is a Pencil!

It’s one of (a) _______ (unusual) psychology experiments ever done. In the 1980s, Fritz Strack and his colleagues asked two groups of people to look at a cartoon and say how funny they found it and how happy it made them feel. They wanted to know if one group would find it (b) _______ (funny) than the other. While looking at the cartoon, one group had to hold a pencil between their teeth, without it touching their lips. The other group held a pencil with their lips but not their teeth. The first group felt much (c) _______ (good) than the second. They laughed (d) _______ (quick) and (e) _______ (long). Why? It wasn’t because they looked (f) _______ (close) at the cartoon than the second group. It was because holding the pencil between their teeth forced their mouth into a smile. It seems that people smile more when they are happy, but they also feel (g) _______ (happy) when they smile! So if you want to be one of (h) _______ (cheerful) people in your social group, all you need to do is try (i) _______ (hard) to behave like you’re happy. We could go (j) _______ (far) than that. Think of some of (k) _______ (happy) people you know. They probably walk (l) _______ (dynamic) than most other people, speak slightly (m) _______ (fast), wear (n) _______ (colourful) clothes, and have a (o) _______ (firm) handshake. Copying their behaviour could make you feel (p) _______ (positive) about life. Try it! After all, what could be (q) _______ (easier) than just putting a pencil between your teeth to feel happy?

Complete the expressions with the words in the box.

better, done, merrier, never, safe, worse

1. Better late than __________.
2. Easier said than __________.
3. The sooner the __________.
4. Better to be _______ than sorry.
5. The more, the __________.
6. This is going from bad to __________.

Complete the second sentence so that it has a similar meaning to the first sentence, using the word given.

Do not change the word given. Use between two and five words.

1. When you run far, you become healthier. (tired)
   The __________ you become.
2. Public speaking becomes easier depending on your age. (older)
   The __________ public speaking becomes.
3. Our goal seems increasingly far away from us. (near)
   Our goal seems _______ from us.
4. My exam results were good, but Mark’s were better. (so)
   I didn’t do _______ than Mark in my exams.
5. Ben thinks books are better than parties. (not)
   For Ben, parties _______ books.
6. Complete the expressions with the words in the box.

Use it … don’t lose it!

1. Use the expressions to complete the sentences.
2. Use the expressions in three different situations.
3. Use the expressions in a short story or a conversation.
4. Use the expressions in a letter or a report.

Grammar in context 1
Comparatives and superlatives

1. Look at the sentences and answer the questions.
   a. They make _______ decisions.
   b. They tend to see the _______ picture.
   c. You feel _______ being behind the scenes.
   d. They feel _______ comfortable out of the spotlight.
   e. It’s _______ to have a mix of people.
   f. The _______ students tend to dominate.
   g. Some of the _______ creative people in history have been introverts.
   h. They often work _______ and deliberately.
   i. They tend to work _______.
   j. Sentences 1 to 4 all contain comparative adjectives. What rule explains the form of each comparative adjective?

2. Find and correct the mistakes.
   a. I’m going to try more hard to listen to others in group discussions.
   b. I’m going to try more hard to listen to others in group discussions.
   c. She’s the most moody person I know.
   d. She’s the most moody person I know.
   e. I’m going to try more hard to listen to others in group discussions.
   f. I’m going to try more hard to listen to others in group discussions.

3. Complete the text with the correct comparative or superlative adjective or adverb form of the word given. Sometimes more than one answer is possible.

4. Decide who in your class …

   1. shouts the loudest.
   2. speaks the quietest.
   3. draws the best.
   4. is the best laugh.
   5. talks the fastest.

5. Say one of the names you chose in 4. Can your classmates guess the description?

6. Look at the sentences and answer the questions.
   a. Some people don’t take introverts as seriously as extroverts.
   b. Introverts are not as so talkative as extroverts.
   c. They are taken _______ seriously than they should be.
   d. As people get older and older, they feel more and more _______.
   e. The longer you think about a task, the smarter your decisions are.
   f. The quieter you are, the better you listen.

7. Complete the second sentence so that it has a similar meaning to the first sentence, using the word given.

Other ways of making comparisons

8. Look at the sentences and answer the questions.
   a. The _______ laugh.
   b. The _______ people in your social group.
   c. The _______ people in your social group.
   d. The _______ people in your social group.
   e. The _______ people in your social group.
   f. The _______ people in your social group.

9. Complete the expressions with the words in the box.

   better, done, merrier, never, safe, worse

   1. Better late than __________.
   2. Easier said than __________.
   3. The sooner the __________.
   4. Better to be _______ than sorry.
   5. The more, the __________.
   6. This is going from bad to __________.

Developing vocabulary
Noun suffixes

1. Make nouns for people with these words and a suffix. You may need to change the spelling.
   a. Invent __________
   b. Invent __________

2. Make abstract nouns from these words and a suffix. You may need to change the spelling.
   a. Sensitive __________
   b. Sensitive __________

3. Read the text below. Use the words given to form a word that fits in the gap.

   It may sound strange, but many people today think that (a) _______ (bored) is good for you and helps you to build your personality.
   They say that today’s world is full of too many (b) _______ (distract) like smartphones and the Internet. They are worried about the (c) _______ (appear) of periods of quiet, peace and (d) _______.
   In our daily lives. Some (e) _______ (research) claim that nowadays we cannot maintain (f) _______ (concentrate) as for long as before. A famous (g) _______ (write) called Lauren Child, author of the Ruby Redfort series, believes that doing nothing, being quiet and (h) _______ (active) can lead you to a greater (i) _______ (creative), because it’s only when you’re bored that you have time to think and form ideas. Great (j) _______ (science) and (k) _______ (music) need time and (l) _______ (free) to be able to come up with new works. However, there are other people who argue that having nothing to do just leads to (m) _______ (lazy) and maybe even (n) _______ (depress). What do you think?
Lesson Aim: To think about regional and national personalities and stereotypes

Video: British personality types

SEL Social and Emotional Learning: Keeping an open mind

1 Watch the video. What stereotypical ideas do you have about the personality of people from Scotland, Wales or England? Think in terms of the five categories (Openness to experience, Conscientiousness, Extroversion, Agreeableness, Neuroticism) in the text on page 44. Explain your ideas to the class.

2 Watch the video. What are the general ideas about people from Scotland, Wales and England (specifically, Cambridge)? Are they similar to your ideas?

3 Watch the video again and choose the correct alternative. In one case, both alternatives are correct.
1 The idea that people from different parts of Britain have specific personalities is a relatively recent/old concept.
2 Almost 400,000 people answered the questions in person on the Internet.
3 The BBC/University of Cambridge organised the research to discover if there is any real basis for these stereotypes.
4 The expert believes the results from this research/other factors should help you to decide where to live.
5 The expert thinks the results prove/disprove regional stereotypes.
6 The Scottish woman interviewed agrees/disagrees that Scottish people are often sociable.
7 The Welsh woman suggests that Welsh people immediately trust/don’t immediately distrust strangers.
8 The video says the results of the survey prove regional differences/might help you to choose which area you should live in.

4 Read the text. What does it say about national stereotypes?

NATIONAL STEREOTYPES

Whether it’s the caricature of the introverted English, the loud Americans or the industrious Japanese, national stereotypes are extremely common. However, is it true to say that people from different countries are actually different? Well, when the same psychology tests have been done with massive numbers of people from different countries, the average results do, in fact, vary from one country to the next. So, it’s fair to say that, in terms of personality, the average Norwegian, for example, is not the same as the average Spaniard. Interestingly, however, these average differences in personality between nations are not the same as the stereotypes we hold. Although we tend to agree with each other about what the typical personality type is in a given country, including our own, the research suggests that our ideas are often quite inaccurate.

GREAT THINKERS

Colour-Symbol-Image

5 Follow these instructions.
1 Think about the ideas in the text you have just read. Now think of a colour that you think represents the main idea(s) in the text. Make some notes explaining or justifying your choice.
2 Now choose or create a symbol that represents the main idea(s). Again, make notes to explain your choice.
3 Choose or create an image that represents the main idea(s). Add some notes again.
4 In small groups, share and explain your answers in 1, 2, and 3. How similar or different are they?

6 Work in a small group and answer these questions.
1 What national stereotypes do other people have about people from your country?
2 What do you think the personal characteristics of the average person from your country are? Do they coincide with the stereotypes you talked about in 1?
3 What do you think about national stereotypes in general? Are they helpful, harmful, understandable...?
Listening

A page from one of Leonardo da Vinci’s notebooks

[Image of a page from Leonardo da Vinci’s notebook]

1 Describe what you can see in the picture and discuss what you already know about Leonardo da Vinci.

2 Listen to a podcast about Leonardo. Are these statements True (T) or False (F)?

- They talk about the Mona Lisa in detail.
- They describe an important map that Leonardo drew.
- They explain how Leonardo wrote in his notebooks.
- They mention where you can see Leonardo’s notebooks today.
- They talk about some of the journeys Leonardo made in his lifetime.
- They mention the length of Leonardo’s notebooks.

3 Listen again and answer the questions.

- What were Leonardo’s ‘To Do’ lists?
- Name one of the things on his ‘To Do’ lists.
- What was special about the way Leonardo wrote in his notebooks?
- Why did Leonardo write and draw so much on every page of his notebooks?
- How is Leonardo’s work helping Stanford University to create a mechanical bird?
- What was Leonardo’s attitude to art, science and engineering?

4 Critical thinkers

In your opinion, of which the many things that Leonardo da Vinci did in his lifetime is the most interesting or impressive? What makes you say that?

Grammar in context 2

Articles

1 Read these sentences. Then complete rules a–f with a/an, the or no article. Match each rule to a sentence (1–6).

- He was probably the greatest genius of all.
- Scientists, doctors and engineers are still examining his notes today.
- He designed a statue of a horse.
- They built the statue 500 years later.
- He was passionate about the world.
- He didn’t separate art and science.

- We _____________ to talk about a singular countable person or thing for the first time, or to say that the person or thing is one of a number of people or things.
- We _____________ to talk about a specific person or thing or a person or thing mentioned before.
- We _____________ to make general statements about uncountable nouns.
- We _____________ to make general statements about plural countable nouns.
- We _____________ to talk about someone or something that is unique.
- We use ________, ________, ________, ________, ________

- If you say that ________, you mean that it is true.
- If you say that ________, you mean that it is not true.

Culture exchange

An English genius

Sir Isaac Newton was a famous English mathematician, astronomer and physicist. He is considered to be one of the most important scientists of all time. He provided a new mathematical description of the universe in his book, the Principia. Many people consider his work to be the beginning of modern physics as a modern subject of study. Newton said that he came up with the theory of gravity after watching an apple fall from a tree. But if ________ people now think this is just a myth. It seems Newton was an introvert. He was (f) a reclusive Member of Parliament for two years but was so quiet that he only spoke once, to ask someone to close the window in the building. But it’s clear that even today, (n) scientists owe a lot to Sir Isaac Newton. Einstein (o) a picture of him on his study wall. Today there is a statue of Newton at (q) National Library in London.

Collaborative project 2

Ability in the past, present and future

3 Look at these sentences and complete rules a–g with the words or expressions in bold.

- I’m being able to make connections, it’s easier to innovate.
- They think that one day they will be able to make a mechanical bird.
- Leonardo couldn’t build the statue himself.
- He could write with both hands.
- They were able to build/manage to build/succeed in building the statue 500 years later.
- We can learn a lot from Leonardo.
- You need a mirror to be able to read the writing.

- We generally use ________ to talk about ability in the present.
- We usually use ________ to talk about ability in the future.
- When we need an infinitive or gerund to talk about ability, we use ________
- We can use the negative form ________ to talk about both general ability or one specific occasion in the past, we use ________
- We can use the negative form ________ to talk about both general ability or one specific occasion in the past, we use ________
- In the past, we can use ________ with verbs of the senses (see, hear, feel, smell, taste) to talk about general ability or one specific occasion.

4 Choose the best alternative.

- Last week I ________ to finish the book I’d been reading for months.
- Yesterday my parents ________ to buy tickets for the concert.
- One day I’ll ________ to visit Egypt.
- The exam was difficult but he ________ to get a good mark.
- My dad ________ to finish the marathon yesterday because he had a cramp.
- I’m sure that one day I’ll/can/could be able to speak Russian.
- Last week I ________ to give a good presentation even though I felt quite nervous.
- When I was about four or five, I ________ swimming quite well.
- I wasn’t wearing glasses, so I ________ to read.

- We usually use ________ to talk about someone or something that is unique.
- We use ________ with verbs of the senses (see, hear, feel, smell, taste) to talk about general ability or one specific occasion.

5 Complete the text with an appropriate word from sentences 1–8 in 4 to talk about ability.

6 Complete the text to make them true for you.

- I think that one day I’ll/can/could ________ to visit Egypt.
- One day I managed to ________ even though it was difficult.
- Last week I ________ because it was too difficult.
- I ________ on my own when I was at primary school.
- I’d love to be able to ________ one day.

Use it – don’t lose it

6 Complete the text with the best alternative.

7 Compare your sentences in 6. Are any of your answers similar?

FROM CIRCUS STRONGMAN TO ANCIENT EGYPTIAN ARCHAEOLOGIST

Amongst the personal strengths of Giovanni Battista Belzoni (1778–1823) was precisely that: his physical strength. At a height of over two metres, the Italian was so strong that he (a) carried a human pyramid of twelve adults, which he often did. He was known as ‘The Great Belzoni’ when he joined a circus in Britain. Over ten years later, he (b) to find a very different job. He travelled to Egypt and became an archaeologist and explorer. He managed (c) to transport a massive statue called ‘The Younger Memnon’ over three kilometres to the River Nile, get it on to a boat, and send it off to London. It weighed over 7,000 kilos! You (d) still see the statue at the British Museum today. Belzoni also succeeded (e) uncovering the temple at Abu Simbel after spending months clearing away a mountain of sand that covered it. He found amazing hieroglyphics on the walls there but (f) understand them since it was only later that a Frenchman called Jean-Francois Champollion (g) to crack the code of Egyptian writing. Belzoni was also the first person in modern times to (h) the Yves statue 500 years later.

Reach higher page 137
**Developing speaking**

**Presentations 1**

3 Listen to a student giving a presentation on this topic and answer the questions.
   1. Who did they choose and why?
   2. What do you think of their choice?

4 Listen again. Which expressions in the Speaking bank do you hear?

**Speaking bank**

**Useful expressions to structure a presentation**

**Beginning your presentation**
   - I’d like to begin by saying ...
   - To start with ...
   - The first thing I’d like to say is ...
   - I’m going to talk about ...

**Structuring arguments and events**
   - First of all,
   - Firstly,
   - Secondly,
   - Another thing is that,
   - Furthermore,
   - What’s more,
   - It’s important to remember that ...
   - It’s also true that ...

**Concluding your presentation**
   - In conclusion,
   - Finally,
   - To sum up,
   - Last but not least,
   - The point I’m trying to make is ...
   - In short,

5a Look back at your answer in 2. Make notes about the person you chose. Do some research about them if necessary.

5b Organise your notes from 5a in a logical order, with an introduction and a conclusion.

6a Talk about the people in the images. What did they do to become famous?

6b When you finish, discuss how well you did your presentations.

**Practice makes perfect**

**Exam tip**

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

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**Developing writing**

**An article 1**

1 Read this announcement and discuss possible people that you could write about and why you think they would be a great choice.

**Articles wanted! The best guest!**

If you could invite a famous person to your school for the day, who would you choose?

Write an article explaining who the famous person is, why you think they would be a great guest and what you would like the person to do at your school.

Send us your articles today!

2 Read a student’s answer to this writing task. Would you like this person to visit your school? Why/Why not?

3 Match the paragraphs A–D to these topics.
   1. A conclusion with one or two further reasons to justify your choice
   2. A brief introduction to the person chosen
   3. Reasons why you chose this person
   4. What you would like the person to do at your school

**4 Look at the Writing bank. Which of the techniques does the student in 2 use? Give examples.**

**Writing bank**

**Useful ways to involve the reader in articles**

- Use you, your, we, our.
- Use direct questions like: Have you ever ...?
- Are you like me? Can you think of ...?
- Use expressions that make a connection with the reader: Imagine ..., just think ...
- Use colourful, descriptive language: He/She is very/really/extremely/quite/rather + ‘normal’ adjectives (inspiring, talkative, ...) He/She is completely/ totally/absolutely/really + ‘extreme’ adjectives (fantastic, amazing, ...)
- Use expressions to make your opinion clear: What I like (most) about him/her is ..., in my experience ..., personally speaking ..., to be honest, ..., Let me explain why ...

5a Choose a famous person and write your article for the task in 1. Follow the paragraph plan in 3 and use expressions from the Writing bank.

5b When you finish your article, use the Writing checklist on page 141 to check it.

5c Read other people’s articles. Vote for the best guest!
Making comparisons
- Less is the opposite of more.
- Animals are less intelligent than humans. (= Humans are more intelligent than animals.)
- We use as ... as to say two things are the same.
- Dogs are as clever as cats.
- We use not as ... as or not so ... as to say that the second person or thing is more ... than the first one.
- Animals aren’t as intelligent as humans. (= Humans are more intelligent than animals.)
- We use the + comparative, the + comparative to talk about two things that happen together.
- The faster I run, the more tired I feel.
- He is the first person to arrive.

Ability in the past, present and future
- We generally use can and can’t (cannot) to talk about ability in the present. We use be able to in its present form to suggest we can do something special, that is not easy.
- I can swim quite well.
- I’m able to swim for an hour without stopping.
- We generally use will/won’t be able to to talk about ability in the future.
- With more training, I’ll be able to run a marathon.
- We can also use can to talk about future plans and arrangements.
- I can’t talk about the ability to do something on one specific occasion in the past, we use was/were able to, managed to + infinitive or succeeded in + gerund. We can use their negative forms to talk about inability.
- Last week he was able to break/managed to break/ succeeded in breaking the world record.
- We can use the negative form couldn’t to talk about both general ability or one specific occasion.
- I couldn’t speak English when I was just five years old.
- We use the negative form couldn’t to talk about general ability or one specific occasion.
- It was very dark but I could see something moving.
- I couldn’t speak English when I was just five years old.

Grammar test

1 Choose the correct alternative.
1. She doesn’t work as hard/hardly as me.
2. My classmates are a lot less hard-working than/as me.
3. The sunnier it is, it gets hotter/the hotter it gets.
4. She speaks faster/more fast than anybody else I know.
5. The Theory of Relativity is not so difficult/that’s people imagine.
6. They’re the most/more confident people that I know.
7. The sooner she finishes her work, the earlier/earliest she can get home.
8. When you write your composition, do it more carefully/carefully than the last one you did.

2 Complete these sentences with an appropriate word.
1. He’s so irritating. He’s a real pain in the neck.
2. She’s a great a live wire, telling everybody our secrets!
3. He’s a real party animal.
4. Don’t be such a big a social butterfly.
5. Who’s the bright/a social butterfly who answered all the exercises before the teacher asked us to?

Idioms connected with personality
1. He’s so irritating. He’s a real _______ in the neck.
2. She’s a great _______, telling everybody our secrets!
3. He’s a real _______. He always goes to every party there is.
4. Don’t be such a big _______, telling everybody our secrets!
5. Who’s the bright/a social butterfly who answered all the exercises before the teacher asked us to?

Vocabulary test

Personality adjectives
1. humble
2. introverted
3. reliable
4. broad-minded
5. self-confident
6. talkative
7. diplomatic

Idioms connected with personality
1. big mouth
2. a bright spark
3. a great laugh
4. a live wire
5. a pain in the neck
6. a party animal
7. a social butterfly
8. a wallflower

Noun suffixes
1. assistant
2. historian
3. inventor
4. leader
5. musician
6. psychologist
7. researcher
8. writer

On-the-Go Practice

Vocabulary

1 Personality adjectives
- big-headed
- broad-minded
- calm
- cheerful
- clever
- considerate
- creative
- curious
- diplomatic
- down-to-earth
- easy-going
- energetic
- hard-working
- humble
- imaginative
- impetuous
- insecure
- introverted
- kind
- laid-back
- loud
- loyal
- modest
- moody
- narrow-minded
- outgoing
- practical
- quiet
- reliable
- reserved
- resilient
- resourceful
- self-confident
- selfish
- sensible
- sensitive
- serious
- shy
- sociable
- tactful
- talkative
- untrustworthy

2 Idioms connected with personality
- a big mouth
- a bright spark
- a great laugh
- a live wire
- a pain in the neck
- a party animal
- a social butterfly
- a wallflower

3 Noun suffixes
- People: assistant
- historian
- inventor
- leader
- musician
- psychologist
- researcher
- writer

Test yourself Unit 4

Total: / 40 points
--- Reading ---

Reading exam tip
In activities where you have to transform a sentence, remember ...
You must use the key word in your answer. You will probably have to change other words and re-order the sentence.

1 SPEAKING A Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Discuss the questions.

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Word</th>
<th>Question</th>
</tr>
</thead>
<tbody>
<tr>
<td>It’s been over a year since I last flew to Italy. (flown)</td>
<td>I</td>
<td>over a year.</td>
</tr>
</tbody>
</table>

1 Which words are the same in the second sentence?
2 Which part of the first sentence comes first in the second sentence?

2 Complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Use between two and five words.

1 The weather this winter has been much colder than last year.

**COLD**
Last winter the weather was ___________ this year.
2 The beach was so lovely that we went every day.

**SUCH**
It was ___________ that we went every day.
3 I am not as good at science as you.

**BETTER**
You ___________ me.

4 Do you think you should study another language?

**LEARN**
Have you ever considered ___________ another language?

5 Do what she says. You must obey her.

**OBEY**
Do what she says. Don’t ___________ her.

3 SPEAKING A Which sentences in 2 did you find the hardest? Why?

--- Speaking ---

Speaking exam tip
In speaking exams where you have to speak about some photographs, remember ...
You need to compare your photographs rather than just describe them. Make sure you listen to and read the instructions so you understand exactly what you need to talk about.

4 SPEAKING A You are each going to compare a set of two photos and talk about them for about one minute. At the end of your partner’s turn, comment on their photos.

Student A, look at photos a and b showing people on holiday. Compare the photos and say what you think the benefits are of each holiday.
Student B, say which holiday you think is the most enjoyable.

5 SPEAKING A Discuss the situations in your photos. Talk to each other about things your partner could have compared but didn’t.

--- Exam Success Units 3–4 ---

Exam Success Listening and Writing page 145
Reading (page 7)
Write one or two sentences to explain why each of these things, numbers or places is mentioned in the forum on page 7.

1. hockey
2. RoboCup
3. chocolate

Grammar in context 1 (page 9)
Write a true sentence about yourself using the word given and the present perfect simple or present perfect continuous.

1. never 3 since $ yet
2. already 4 just 6 for

Developing vocabulary (page 9)
Write an unusual short story containing as many examples of words or expressions that we use with do and make. How many can you include?

Reading (page 19)
According to the information from the texts on page 19, do these statements talk about Lidia Huayllas (LH), Laila Shabir (LS), both (B) or neither (N)?

1. They are working to inspire more girls or women to follow their example.
2. They are married.
3. They always had a clear idea what job they would finally do.
4. They are thinking of retiring.
5. We know they had some training specifically for the job they do today.
6. They always work alone.

Grammar in context 1 (page 20)
Choose the best alternative. If you think both alternatives are correct, choose both.

1. When I was small, I used to / would have a skateboard.
2. My brother used / used to live in France for a month.
3. When I was ten, we used / would play computer games for hours.
4. Once, my friend used / would meet a famous actor.
5. At primary school, I used to / would go home for lunch.
6. In the past, everything used to / would be cheaper.

Grammar in context 2 (page 21)
Complete the phrasal verbs with the correct form of the appropriate verb.

1. Don’t start trying ______ at it!
2. I’m ambitious, I want to _______ ahead and be the boss one day.
3. Don’t forget to ______ in this section of the questionnaire with your address.
4. They offered me a promotion but I ______ it down.
5. You need a lot of money to ______ up a new business.
6. We need to work faster if we want to ______ with our competitors.

Grammar in context 2 (page 24)
Write sentences in the past perfect simple or continuous using the ideas in bold to explain the situations.

1. Why was the little girl upset? somebody steal sweets
2. Why were her hands dirty? work all morning in the garden
3. Why did she feel really sleepy? study for hours
4. Why didn’t he want to read the book? read it twice before
5. Why were their arms tired? do exercise all afternoon

Vocabulary in context (page 6)
Write one subject that you can study at school or university for each letter of the alphabet. Leave any difficult letters.

Vocabulary in context (page 18)
Words from page 18 could you use to talk about these jobs? Write lists.

1. server in a fast food restaurant
2. worker in a car factory
3. company director
4. firefighter

Vocabulary in context (page 32)
Write a definition or an example sentence to show the meaning of these words.
1. crew 3 delay 5 voyage
2. tyre 4 off-peak 6 commute

Vocabulary in context (page 32)
Read the dictionary and answer the questions on page 32.

1. excursion (n) a short journey that you take for pleasure, or a short visit to an interesting place, for example one arranged by a tourist organisation; an excursion to Edinburgh Castle
2. journey (n) an occasion when you travel from one place to another, especially when there is a long distance between the places; We had a long journey ahead of us.
3. travel (n) the activity of travelling; Foreign travel never really appealed to him until he retired. Our agency deals mostly with business travel.

Grammar in context 1 (page 34)
Complete the sentences with will, going to, or the present continuous.

1. Scientists believe that cars _______ (become) better drivers than people.
2. When you _______ (be) old enough, you’ll be able to ride a motorbike.
3. It’s clear that car computer systems _______ (need) good Internet connections.
4. Next year the city _______ (open) a new public transport system.

Developing vocabulary (page 35)
Which preﬁx can we use to add each meaning below as another word? Write at least one example word for each preﬁx.

Vocabulary in context (page 44)
Write one adjective from page 44 which is either similar to or the opposite of the adjectives (1–6) below and write S (similar) or O (opposite) after your adjective. Then tick the adjectives you could use to describe yourself.

Reading (page 45)
Answer the questions for the text on page 45.

1. How does Lucy describe her attitude to parties?
2. How is the difference between shyness and introversion explained?
3. Why do some people believe that society should pay more attention to introverts?
4. What talents does Lucy think quiet people bring to collaborative assignments at school?

Grammar in context 1 (page 47)
Write six sentences comparing two famous people. Three sentences must contain comparative adverbs, one must contain a comparative adjective, one less and another not as.

Developing vocabulary (page 47)
Make nouns from these words using sufﬁxes. You may need to change the spelling. Sometimes you can make more than one noun from each word.

Grammar in context 2 (page 51)
Write one sentence about yourself ...

1. to talk about a present ability.
2. to talk about a possible future ability.
3. using an inﬁnitive to talk about an ability
4. to talk about a general ability in the past.
5. to talk about the ability to do something on one speciﬁc occasion in the past.
How good are you at making decisions?
Grade yourself from 1 to 5.

1 2 3 4 5

How good are you at problem-solving?
Grade yourself from 1 to 5.

1 2 3 4 5

Great learners are open-minded and positive towards others.
Grade yourself from 1 to 5.

1 2 3 4 5

Great learners justify their opinions.
Grade yourself from 1 to 5.

1 2 3 4 5

Great learners make reasoned use of new technologies.
Grade yourself from 1 to 5.

1 2 3 4 5

Great learners are informed and knowledgeable.
Grade yourself from 1 to 5.

1 2 3 4 5