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Lead-in

- 1 🗑️ 💬 Do you choose certain colours for different objects (e.g. clothes, shoes)? What do they say about your personality?

Vocabulary Personality

- 2 💬 Look quickly at the pictures of shoes in the personality test. Which ones do you like best? Why?
- 3 🔄 💬 Read the text and discuss the analysis with a partner. Do you agree? Why? / Why not?



Personality test: one size fits all!

Decide which pairs of shoes you would wear and which you would never wear and why. Then read the analysis below. Do you agree with it?



White suggests **innocence**. It's a safe choice and it will always be in fashion.



Light blue appeals to people who show **sensitivity** to others. They are kind and consider other people's feelings.



Grey is a quiet colour, and so is often the choice of **shy** people. It's a colour for people who want to be part of the group, but not the leader.



Pink seems a strong colour, but can be **self-conscious**. It is often the choice of people who don't feel very **confident**.



Shoes with colourful designs are unusual. They tend to be chosen by confident people who are **assertive** and express their ideas and opinions.



Black is a classic colour, of course, but because it is so common it is popular with **nervous** people.



Most people associate red with anger, and wearing red can suggest an **aggressive** and **impatient** personality. It is also a strong choice and suggests someone who is sociable.

3 Being human

Learning situation Working with English

Mediation Translating the main ideas and paraphrasing

Unit contents

Vocabulary Personality, gestures & manners

Introductory video Group behaviour

Grammar Using modal verbs

Grammar video Modal verbs

Speaking Offers & requests

Drama video Social situations

Listening True or false

Reading Multiple choice, matching words to definitions, writing a summary

Writing A formal email

Skills extra lessons

Listening Emojis

Extra video The gender gap

FACT FILE

The shoes in the pictures are Converse All Stars. They were first made as a basketball shoe in the 1920s, so they are the oldest, most popular and all-time best-selling basketball shoe. According to some statistics, 60% of Americans own or have owned at least one pair of these trainers. The original shoes were brown with a black trim. The All Star was the first mass produced basketball shoe in the USA. Nowadays, although these shoes are made from different materials, like leather, the original is still made from cotton canvas. The white model was introduced at the 1936 Olympic Games and the classic black and white was introduced in 1949. In 1957, the low cut All Star was introduced (this isn't pictured in the Student's Book). In 2003, Nike Inc. bought Converse for \$305 million and transferred production to Asia.

3A Introduction Colourful characters

SB pages 36 & 37

Lead in

- 1 Read the questions with the class. Allow students time to prepare their ideas. Ask individual students the questions. When they answer, ask other students: *Do you agree? Why / Why not?*

Alternatively, students could discuss the questions in pairs or small groups. Monitor while they are working, then ask pairs or groups to tell the class what ideas they agreed on. Ask other pairs or groups to respond to the ideas.

HELPING HAND

Elicit different aspects and adjectives of personality and write them on the board, e.g. *generosity – generous, friendliness – friendly, sociability – sociable, introversion – introverted, extroversion – extroverted.*

Vocabulary Personality

- 2 Do this as a whole-class activity. Tell students they must choose one pair and that they will find out later what their choice shows about their personality.
- 3 Ask students to read the text. They should then tell their partner which pair of shoes they chose, what the text says it means, and whether they agree or not and why. Ask pairs to share their ideas.

Uncorrected proofs for Pilot only



- 4 Point to two or three words in the box and ask: *Is this an adjective or a noun?* Ask students to find the related blue word in the text. Students then work individually to complete the table.
- 5 **3.01** Play the audio for students to listen and check their answers. Elicit the words onto the board.

ANSWERS & AUDIO SCRIPT

Adjective	Noun
<u>innocent</u>	<u>innocence</u>
<u>sensitive</u>	<u>sensitivity</u>
<u>shy</u>	<u>shyness</u>
<u>self-conscious</u>	<u>self-consciousness</u>
<u>confident</u>	<u>confidence</u>
<u>assertive</u>	<u>assertiveness</u>
<u>nervous</u>	<u>nervousness</u>
<u>aggressive</u>	<u>aggression</u>
<u>impatient</u>	<u>impatience</u>

- 6 Students can complete the task individually before comparing answers in pairs.

ANSWERS

- sensitive
- aggressive
- shy
- impatient
- self-conscious
- assertive
- nervous
- confident
- innocence

Listening

- 7 **3.02** Read the topics with the class and check that students understand *danger* and *marketing*. Play the audio for students to listen, order the topics and answer the question.

Audio script, page T113

ANSWER

They do not discuss the most popular colour.

- 8 Read through the Key skill, making sure students understand *inferring* and *neutral*.
- 9 **EXAM 3.02** Allow students time to read the sentences. Check that they understand *reliable*. Play the audio again for students to decide if the sentences are true or false. Check answers and play the audio again if necessary.

Audio script, page T113

- 10 **EXAM 3.02** Play the audio again so that students can note any information that supports their answers to exercise 9.

ANSWERS

- True. (... they give psychology a bad name and make it seem unscientific.)
- True. (... these tests are basically just a bit of fun and I think people know that.)
- False. (Colours do not show our personality.)
- False. (I am certain that colour affects our shopping choices and decisions.)

Webquest

If internet access is not possible in class, students could work individually and do the research as homework. Then they share their information in the next lesson.

Video Group behaviour

- 11 Read through the exercise together. Play the video and ask students to compare their answers.

ANSWER

- B
- 12 Allow students time to read questions 1–3 and check that they understand *mean* in this context. Play the video for students to watch and answer the questions.

Video script, page T114

ANSWERS

- False. (Groupthink happens when a group of people ... start to make bad decisions they would never make as individuals ...)
 - True. (Or being aggressive or mean to other people. Even though you're actually a shy, sensitive person.)
 - False. (Being in a large group of people also makes us less likely to stop and help if we see a stranger in trouble.)
- 13 Discuss the question as a class.

Reference and further practice

Photocopiable audio / video scripts, pages T113–T114

Teacher's Resources on Oxford Premium

Workbook, Unit 3, pages 38–39

Online practice

Exam Trainer page 54

Exam Trainer Online Practice

4 Copy and complete the table with the words in the box and the blue words from the text.

aggression assertiveness confidence impatience
innocent nervousness self-consciousness
sensitive shyness

Adjective	Noun
<i>innocent</i>	<i>innocence</i>

5 3.01 Listen and check. Mark the stress on the words in the table.

6 Choose the correct words from exercises 3 and 4 to complete the sentences.

- A good friend should be **sensitive / impatient**.
- A good leader is never **aggressive / assertive**.
- It can be hard to make friends if you are **confident / shy**.
- I hate waiting for people. I'm afraid I am very **self-conscious / impatient**.
- I'd like to be an actor but I think I'm too **aggressive / self-conscious** to perform in public.
- My brother always does what his girlfriend wants to do. He needs to be more **sensitive / assertive**.
- I was really **innocent / nervous** before the English exam but it was fine.
- After I had read the questions, I felt much more **impatient / confident** about the exam.
- Many people feel that children lose their **innocence / aggression** as they grow older.



Listening

7 3.02 Listen to the discussion about personality tests. Which topic do they NOT discuss?

- the science
- the dangers
- marketing
- the most popular colour
- the language of colours



8 Read the Key skill.

KEY SKILL

Listening Inferring meaning

Sometimes we have to understand how the speakers feel about topics. Listen for these clues:

- Pronunciation: do they sound happy or serious?
- Do they use positive, neutral or negative words?
- Do they use opinion verbs like *feel*, *think*, *believe*?
- Do the other speakers agree or disagree?

9 EXAM 3.02 Listen again and write **true** or **false** for 1-4.

- Denise thinks the tests make people believe that psychology is unscientific and unreliable.
- Michael thinks that people know that the tests are fun rather than serious science.
- Denise believes that the colours we choose show our personality.
- Michael thinks that colour does not affect what people choose to buy.

10 EXAM 3.02 Listen again and make a note of any information that supports your answers to exercise 9.

WEBQUEST

Find a similar personality test online. Do you agree with its analysis?

Video Group behaviour

11 Watch the video. Choose the best summary.

The video shows examples of how humans can behave

- more positively in groups.
- more negatively in groups.
- both positively and negatively in groups.

12 While you watch: Are the statements **true** or **false**?

Groupthink causes people to ...

- make better decisions than usual.
- be more mean and aggressive than usual.
- be more likely to help people in trouble.

13 What sorts of things do you prefer doing ...

- with one other friend.
- in small groups of three or four people.
- in large groups of six or more people.

3B Reading Good luck!



1 Do you believe in good luck? Why?

2 **3.03** Read the article. What is the writer's main aim?

- A to explain why some people are naturally lucky
- B to give advice about how to become luckier
- C to show that there is no such thing as bad luck

3 **EXAM** Read the article again and choose the correct answers.

- 1 It is often said that people are lucky because ...
 - A of where they are and when they are there.
 - B they don't worry about being lucky.
 - C they don't worry about the rules.
- 2 Successful business people ...
 - A copy other successful ideas.
 - B understand that ideas that seem boring may be popular.
 - C study interesting business ideas.
- 3 Lucky people use their free time to ...
 - A relax so they have the energy to work hard.
 - B consider new money-making projects.
 - C learn useful skills for the future.
- 4 People who think they are unlucky may need to ...
 - A organize their lives more carefully.
 - B be more adaptable and flexible.
 - C be more careful with money.

4 Read the text again and answer the questions in your own words.

- 1 Why is it a good idea to live somewhere like Milan if you want to work in fashion?
- 2 Why is it a disadvantage to be shy?
- 3 What is Amazon a good example of?
- 4 Why is it a good idea to learn from our mistakes?

5 **EXAM** Find words or expressions in the text that match the definitions.

- 1 a group of connected people or things (*paragraph A*)
- 2 wanted by many people (*paragraph B*)
- 3 things you can buy at a cheaper price (*paragraph D*)
- 4 say somebody / something is responsible for something bad (*paragraph E*)

6 **EXAM** Complete summary A with the words in the box.

advice concludes depend examines
factors strategies

SUMMARY A

The text (1) ... how people can learn to be more fortunate and suggests a number of (2) ... we can use to achieve this aim. It explains how good fortune may (3) ... on a number of (4) ... , especially being prepared to have new experiences and new relationships. It (5) ... with the (6) ... that we should be willing to change and develop if we want to be successful in life.

7 Read the Key skill.

KEY SKILL

Reading Summary writing

- Identify the main two or three themes in the text. Write one or two sentences to summarize each of them.
- Do not include details or examples.
- Do not copy the text. Use your own words, but don't add your own opinions.
- Decide which verbs will introduce each part of your summary (*The text explains / examines / states / focuses on / questions / concludes ...*).
- Check your summary. Does it explain too little, just enough or too much?

8 Read Summary B. Does it follow the advice in the Key skill box? Why/why not?

SUMMARY B

The text is quite an amusing look at how to be lucky. It says that luck depends on being in the right place at the right time and mentions that going to parties is a good idea. It concludes by wishing us good luck with becoming luckier in the future.

9 **MEDIATION** Your uncle tells you that he is unlucky. Now you have read the article, prepare some notes so you can give him some advice on how to become luckier. Your uncle does not speak English so you can talk to him in his own language.

10 **DISCUSSION** Which piece of advice, A-E, do you think is the best? Why?

3B Reading Good luck!

SB pages 38 & 39

- 1 Ask the question to various students around the class. Elicit examples of good luck that have happened to them.
- 2 **3.03** Allow students time to read the three options. They then read the article and answer the question. You could play the audio while students read.

ANSWER

B

- 3 **EXAM** Allow students time to read the questions and answer options. Check that they understand *routine*. Students read the article again and choose the correct answers.

ANSWERS

1 A 2 B 3 C 4 B

Exam tip: Multiple choice

Before students start, tell them the information below:

- After scanning the text for a name, number or key word from the answer options, you should read the part of the text that it appears in very carefully, because key words from the answer options may appear in the text in a different context. You may also be able to eliminate some of the incorrect options.
- The correct answer will be stated in the text, often using different words.

- 4 Students can discuss the questions in pairs or small groups before sharing their ideas with the class.

ANSWERS

- 1 **because you are more likely to find a job there**
- 2 **you may find it hard to meet useful people**
- 3 **a successful idea that might seem boring**
- 4 **so we don't repeat them**
- 5 **EXAM** Students find words or expressions to match definitions 1–4.

ANSWERS

- 1 **network** 2 **in (high) demand** 3 **bargains** 4 **blame**
- 6 **EXAM** Students complete the summary with the words in the box.

ANSWERS

- 1 **examines** 2 **strategies** 3 **depend** 4 **factors**
- 5 **concludes** 6 **advice**
- 7 Read the Key skill box with the class.
- 8 Students read summary B and decide whether it follows the advice in the Key skill box.

ANSWER

Yes, it does. It identifies the main themes in the text. It uses different words from the text and summarizes the main theme of the text rather than repeating details. It uses suitable verbs (says, mentions, concludes). The conclusion is accurate.

Extra activity: Speaking

Ask students if they have now changed their minds about luck after reading the text.

You could also ask students to look back at summaries A and B and ask: *Do you agree with the main points in the text? Do you think you can create your own luck?* You could discuss the questions as a class, or students could discuss them in pairs or small groups. Monitor while they are working, then ask pairs or groups to tell the class what ideas they agreed on. Ask other pairs or groups to respond to the ideas.

- 9 **MEDIATION** Students can work individually or in pairs to prepare advice on becoming luckier.
- 10 **DISCUSSION** Students can discuss in pairs or small groups before sharing their ideas with the class. Which piece of advice was most popular?



Extra activity: Vocabulary

Write the following words and phrases on the board and ask students to match them with synonyms in the text:

Paragraph A:

1 large or important; 2 nervous about meeting people

Paragraph B:

3 rich; 4 expensive

Paragraph C:

5 making an effort to change yourself for the better;

6 a wish to have something

Paragraph D:

7 chance; 8 exact, precise

Paragraph E:

9 back luck; 10 think about something carefully

ANSWERS

1 major 2 shy 3 wealthy 4 valuable

5 self-improvement 6 dream 7 opportunity 8 strict

9 misfortune 10 analyze

- 11 Explain that cognates are words that are similar in your own language and another language, e.g. *conclusion* in English and *conclusión* in Spanish. Then explain that a false friend is a word in a foreign language that looks similar to a word in your language, but has a different meaning, e.g. *sensible* in Spanish does not mean the same as *sensible* in English, but translates as *sensitive*. Students find the words in the article and decide if they are cognates or false friends.

ANSWERS

Cognates: create, curious, fortune, opportunities, rigid, strict

False friends: embarrassed, introduce

HELPING HAND

Help students to recognize cognates in their own language to boost their confidence and increase their vocabulary learning.

Extra activity: Speaking

You could give students a few words that you know are English–Spanish false friends and ask them to tell a classmate what they mean in both languages, e.g.

English	Spanish
a conductor	<i>conductor</i>
embarrassed	<i>embarazada</i>
carpet	<i>carpeta</i>
media	<i>media</i>

Extra activity: Extend the topic

Ask students to work in pairs and go online to look for more information on how to make your own luck. They should try to find at least three points not mentioned in the text, make a note of them and decide whether they agree with the new ideas or not.

If internet access is not possible in class, students could work individually and do the research as homework. Then they share their information in the next lesson.

Extra activity: Exam practice

Ask students to write a story beginning with the words:

My good luck started on Monday morning.

Tell students they should write 120–180 words.

If students need more help with ideas, tell them that the story could be about being in the right place at the right time, getting excellent exam results, etc.

Elicit how to write a narrative; if necessary, ask students to refer back to the Writing guide in Lesson 1E on page 19.

Students can swap stories with a partner and offer advice and corrections. Ask some students to read their stories to the class.

Reference and further practice

Teacher's Resources on Oxford Premium

Workbook, Unit 3, page 42

Online practice

Exam Trainer pages 8 & 26

Exam Trainer Online Practice



Do you want to be luckier?

Read on ...

In life we are frequently told that being lucky depends on being in the right place at the right time. Can this really be true? Perhaps not. In fact, there are some rules that might help us to learn to be luckier.



A YOU have to create opportunities

People who describe themselves as lucky find themselves in the right place at the right time for good reasons. If you want to work in fashion, it is sensible to live in or move to a major city like Madrid, Paris or Milan. Why? Because there are lots of fashion houses there, like Jorge Vázquez (Madrid) or Armani (Milan), and, therefore, job opportunities. This will give you the chance to meet people and build up a network of contacts. Lucky people are often confident socially because they realize that success is not just 'what you know' but also 'who you know'. You can't be shy and embarrassed if you want to be lucky.

B YOU should be curious

Good fortune follows the curious, it seems. The most successful business people often become wealthy because they are willing to investigate projects that other people might think are boring. Many successful Internet companies provide services that may not seem terribly interesting, but are in fact in high demand and exactly what people want. Amazon started life as an online bookshop, but is now one of the world's most valuable companies.

C YOU need to learn new skills

Most people want to spend their free time relaxing by watching TV rather than studying Chinese. Lucky people, however, invest time in self-improvement. They learn new skills because those skills will be useful - their ability to speak Chinese may get them their dream job with American Airlines or the CIA!

D YOU must notice opportunities

People who describe themselves as unlucky tend to follow strict routines, which they refuse to break. This means they miss opportunities. For example, when these people go shopping, they look for a specific pair of jeans, and they don't notice another pair that are better and on special offer. Luckier people seem less rigid, so they notice the bargains and, therefore, save money.



E YOU shouldn't blame bad luck

Successful people don't accept misfortune. If they do badly in an exam, for example, they analyze their exam and learn from their mistakes. Unlucky people blame their bad luck and repeat their unlucky behaviour. People like JK Rowling and Oprah Winfrey didn't do this. They were not immediately successful but they learnt from their failures, made changes and tried again.

Above all, be prepared to change. Try new things and introduce yourself to new people. Good advice for us all. Isn't it lucky you read this article!

KEY VOCABULARY COGNATES & FALSE FRIENDS

11 Find words in the text. Which have the same or similar meanings in your language? Which have very different meanings?

create curious embarrassed fortune
introduce opportunities rigid strict



3C Grammar Using modal verbs

▶ Watch the video and then do the activities.

A CHARACTERISTICS OF MODAL VERBS

subject + modal verb + *not* (*n't*)

Speaking Chinese **may** get them a dream job.
You **shouldn't** blame bad luck.
Can this be true?

We use modal verbs with main verbs to add extra meaning to a sentence; for example, obligation. The modal verbs are: **will / would, shall / should, can / could, may, might, must.**

They do not take -s in the 3rd person.

Most modals, not *may*, contract in the negative.

will → **won't**; **would** → **wouldn't**; **can** → **can't**
could → **couldn't**; **shall** → **shan't**; **should** → **shouldn't**

might → **mightn't**; **must** → **mustn't**

Have to, be able to and *need to* are used like modal verbs but they don't share the rules of form above.

He **isn't able to** swim. **Do** you **need to** study today?

B CAN & COULD

Ability: can & could

Present ability

subject + *can / can't* + infinitive

I **can't** use a tablet computer.

Past ability

subject + *could / couldn't* + infinitive

I **couldn't** use a tablet computer.

We only use *can* and *could* for the present and past. For all tenses and with modal verbs we use *be able to*.

I **may be able to** meet you tomorrow.

They **haven't been able to** get online yet.

Requests: can & could

Can / could + subject + infinitive?

Can I leave now?

Could you lend me a pen, please?

We use *can* and *could* in requests. *Could* is usually more polite.

1 **Copy and complete the sentences with *can / can't, could / couldn't* or *be able to*.**

- 1 I ... ride a horse when I was six years old.
- 2 ... you help me, Sam? I ... find my keys.
- 3 They might ... meet us later.
- 4 Mary's ill, so she won't ... come to the party.

C OBLIGATION, PROHIBITION & ADVICE

must / have to / need

= Obligation & necessity

You **must** buy a ticket.

You **have to / need to** buy a ticket.

don't have to / need to / needn't

= No obligation (you can choose)

We **don't have to / needn't / don't need to** go.

mustn't

= Prohibition

You **mustn't** speak in the library.

should / shouldn't

= Advice & recommendations

You **should** apply for the job.

We can also use *ought to* to give advice and make recommendations.

You **ought to** apply for the job.

2 **Choose the correct modal verbs.**

- 1 You have an exam tomorrow. You **have to / shouldn't / must** go out with your friends tonight.
- 2 You **don't have to / have to / must** be aggressive if you want to be assertive.
- 3 It's a school rule. You **shouldn't / don't have to / mustn't** wear jeans.
- 4 I think you **ought to / must / have to** go to bed early. You look really tired.



Grammar video

▶ Please refer to page xiii in the Teacher's Guide introduction to see how the Grammar video can be used.

A CHARACTERISTICS OF MODAL VERBS

Read through the information with the class. Make sure they understand *obligation*.

B CAN & COULD

Read through the information with the class.

- 1 Students can complete the exercise individually before comparing answers in pairs.

ANSWERS

- 1 could / couldn't
- 2 Can / Could, can't
- 3 be able to
- 4 be able to

C OBLIGATION, PROHIBITION & ADVICE

Read through the information with the class. Make sure students understand *necessity*, *prohibition* and *recommendation*.

- 2 Students can complete the exercise individually before comparing answers in pairs.

ANSWERS

- 1 shouldn't
- 2 don't have to
- 3 mustn't
- 4 ought to



D POSSIBILITY & CERTAINTY (PRESENT AND FUTURE)

Read through the information with the class.

- 3 You could do the first one as a class. Ask: *Is it a possibility or a certainty? (a possibility) Which verb can you use to talk about a possibility? (may).*

ANSWERS

- 1 may
- 2 must
- 3 can't
- 4 might not
- 5 may not

E MODAL PERFECTS

Modal perfects: possibility and certainty

Read through the information with the class. You could ask students to give a percentage to each sentence to indicate how certain the speaker is (*He might/may/could have gone home.* = 50%; *He's not here. He must have gone home.* = 100%; *He can't have gone home. He's staying at my house.* = 100%)

Modal perfects: *should have*

Read through the information with the class. Make sure they understand that *should have* and *shouldn't have* aren't 'opposites' but have quite different meanings.

- 4 Students can complete the exercise individually before comparing answers in pairs.

ANSWERS

- 1 must have studied
- 2 should have worked
- 3 can't have understood
- 4 shouldn't have bought
- 5 might have had

FAST FINISHERS

Fast finishers could write one more sentence expressing possibility or certainty. Tell them to use words such as *possible* and *certain*. They can then rewrite the sentence with the same meaning using a modal verb, as they did in exercise 3. When you have checked answers, ask them to read out their original sentence. See if other students can rewrite the sentence using the correct modal verb.

Cumulative review

- 5 Ask the class to read the text quickly, ignoring the options, and choose the best answer.

ANSWER

C

- 6 Students read the text again and choose the correct answers.

ANSWERS

- 1 might 2 may 3 had to 4 should have 5 can't
6 can't have

FACT FILE

Behaviourism is a theory of learning that states all behaviour is learned through interaction with the environment. Therefore, when we are born, our mind is 'tabula rasa' (a blank state). Nothing is inherited or innate; everything is learned. This belief dates back to 1913.

Reference and further practice

- Photocopiable video scripts, page T114
- Teacher's Resources on Oxford Premium
- Workbook, Unit 3, pages 40–41
- Online practice



D POSSIBILITY & CERTAINTY (PRESENT AND FUTURE)

may, may not, might, might not, could

= Possibility
I **might** go out later.

must

= Certainty (it's true)
I can hear the bell. It **must** be lunchtime.

can't

= Certainty (it's not true)
You **can't** be hungry. We've just had lunch.

3 Choose the correct modal verb so the second sentence means the same as the first sentence.

- It's possible that his impatience annoys her.
His impatience **may / must** annoy her.
- I know that Nora's bored. She's not talking to anyone. Nora **must / might** be bored. She's not talking to anyone.
- I'm certain that she doesn't like the food. She hasn't eaten anything.
She **may not / can't** like the food. She hasn't eaten any.
- Perhaps he isn't an easy person to talk to.
He **might not / can't** be an easy person to talk to.
- It's possible that she won't forgive him.
She **may not / must** forgive him.

E MODAL PERFECTS

Modal perfects: possibility & certainty

subject + modal verb + *have* + past participle

He **might / may / could** have gone home.
= Possibility in the past
He's not here. He **must** have gone home.
= Certainty (it was true)
He **can't** have gone home. He's staying at my house.
= Certainty (it wasn't true)

Modal perfects: *should have*

- We use *should have* when we regret not doing something.
We **should have gone** out when it was sunny.
- We use *shouldn't have* when we think the person did the wrong thing.
You **shouldn't have stayed** out so late last night.

4 Complete the sentences with the modal perfect forms of the verbs in brackets.

- You got 100% in the exam.
You ... (must / study) a lot!
- I failed the exam. I ... (should / work) harder.
- I think he's confused. He ... (can't / understand) you.
- I ... (shouldn't / buy) those boots. They were too expensive.
- She wasn't at the party. She ... (might / have) work to do.



Cumulative review

5 Read the text about 'behaviourism'. Choose the best answer to complete the question.

Did behaviourism teach ...

- A children how to behave well?
- B parents how to raise children?
- C people how to learn languages?

6 Read the text again and choose the correct answers.

Behaviourism is a theory that tries to explain how humans behave. The theory suggests that our ability to learn good habits, like not eating poisonous food, (1) **might / shouldn't** explain human behaviour. Some researchers hypothesized that language learning (2) **couldn't / may** be similar because parents correct their children if they use language incorrectly. This had an effect on how languages were taught in schools for some years. The teacher provided a correct model and the students (3) **must / had to** copy it without making any mistakes. Experts believed that making errors was bad and that the students (4) **should have / can't have** listened more carefully to the teacher. Nowadays researchers believe that the theory (5) **needn't / can't** be correct because very young children are able to make sentences which they (6) **can't have / didn't need to have** heard before. In other words, learning is creative rather than just a habit.





1 🗣️ How do people greet each other in these countries?

France Greece Japan Spain the UK

Vocabulary Gestures & manners

2 🗣️ Do the quiz.

3 🎧 3.04 Now listen and check your answers.

What do you know about the world of good manners?

TEST YOURSELF!

1 In which country can you see male friends **holding hands** when walking?

A Thailand B China

2 Why do people in Japan think it is polite to **interrupt**?

A It shows you are interested.
B It shows you want to speak.

3 Which country had to create an Apology Act because its citizens **apologize** so much?

A New Zealand B Canada

4 In Indonesia why should you never **wave** with the left hand?

A It's aggressive. B It's rude.



4 🗣️ Match the verbs in the box to the pictures 1-6.

bow hold hands kiss queue shake hands wave

5 Choose the correct words to complete the sentences.

1 It really annoys me when somebody **interrupts / bows to** me when I am speaking. I think it's rude.

2 I could never **touch / wave goodbye to** a snake. I'm really frightened of them.

3 I hate having to **bow / queue** for buses and tickets. I suppose I'm just impatient.

4 I always **answer my phone / shake hands** when I hear it ringing. It could be important.

6 🗣️ **MEDIATION** Your cousin, Michael, is going on a trip around the world. Send him a WhatsApp message of about 100-200 words giving him some advice about how to behave in different countries.

5 Where is it impolite not to **answer your mobile phone** in a cinema?

A Tibet B India

6 In France how many times might you **kiss** someone when meeting them for the first time?

A four B five

7 In Thailand you should never should **touch** someone's ...?

A left leg B head

8 Where may the habit of **shaking hands** have originated?

A Egypt B Greece

9 What should you do in Laos when you **meet a stranger**?

A shake hands B bow



10 What is the '**rule of six**' in the UK?

A the maximum number of metres a queue can be

B the maximum number of minutes someone will queue for



- 1 Read the question with the class and check that students understand the meaning of *greet*. Allow students time to prepare their ideas. Ask individual students the questions. When they answer, ask other students: *Do you agree? Why / Why not?*

Alternatively, students could discuss the question in pairs or small groups. Monitor while they are working, then ask pairs or groups to tell the class what ideas they agreed on. Ask other pairs or groups to respond to the ideas. You could ask students to do some online research as a class/in groups to find out more.

Vocabulary Gestures & manners

LANGUAGE NOTE The noun *manners* means 'behaviour that is considered polite'. It collocates with *good* and *bad*, e.g. *It is good manners to eat with your mouth shut. It is bad manners to talk with your mouth full.* The singular noun, *manner*, means 'the way that something is done or happens'.

- 2 **3.04** Read the heading *Gestures & manners* to model the pronunciation of *gesture* /'dʒestʃə/ and check that students understand the meaning. Elicit some example gestures from the class.
- Read the title of the quiz and check that students understand its meaning.
- Ask students to read the quiz and use their dictionaries to check the meaning of the blue words. Then go through the blue words with the class and check that students understand them all. The easiest way to check meaning is to mime the verbs. Model and drill the words and phrases, especially *bow* /baʊ/.
- Students now do the quiz individually. They could discuss their answers in pairs or small groups.
- 3 Ask individual students to give their answer to the first question, then play the audio for students to listen and check. Repeat the process with the rest of the quiz. Then ask students what else they have learned.

Audio script, page T115

ANSWERS

1 A 2 A 3 B 4 B 5 B 6 A 7 B 8 B 9 B 10 B

FAST FINISHERS

Write on the board: *Saying goodbye* and *Eating*. Fast finishers can write a sentence about manners in their country for these two social situations. When you have checked answers, ask them to read their sentences to the class. Ask other students: *Do you agree? Why / Why not?*

- 4 Students can do the exercise in pairs.

ANSWERS

- 1 hold hands
2 wave
3 kiss
4 shake hands
5 bow
6 queue

- 5 Students choose the correct words to complete the sentences. When you have checked the answers, allow students time to discuss the sentences in pairs.

Monitor while they are working, then ask pairs to tell the class if any of their sentences were similar.

ANSWERS

- 1 interrupts 2 touch 3 queue 4 answer my phone

Extra activity: Speaking

Ask: *Which of the examples of manners do you find the most surprising? Why? Do you know any more examples of manners from other countries or cultures?*

Discuss the questions as a class, encouraging as many students as possible to join in and express their opinions.

Alternatively, students can discuss the questions in pairs or small groups. Monitor while students are working, then ask pairs or groups in turn to tell the class which things they find surprising and what other examples of manners they discussed.

- 6 **MEDIATION** Students could write their messages individually then swap with their partner to check and suggest improvements.



Video

- 7 **3.05** Read through the sentences with the class. Make sure they understand the task. Play the video or audio for students to watch or listen and write numbers to order the events. Play the video or audio again if necessary for students to complete their answers.

Video script, page T115

ANSWERS

1 B 2 A 3 E 4 F 5 C 6 D 7 G

- 8 **3.05** Allow students time to read the Key phrases box. Play the video again for students to listen and complete the phrases. Check answers, then ask: *Who says each phrase?*

Video script, page T115

ANSWERS

1 call her 2 a juice or something 3 met 4 of you
5 call a taxi 6 come with you

Pronunciation Rising & falling intonation

- 9 **3.06** Play the audio and pause after the first phrase, then ask: *Does it end with rising or falling intonation?* Play the remaining phrases for students to listen and decide on the intonation pattern, A or B.

ANSWERS AND AUDIO SCRIPT

A: Would you like a juice or something?; Have you met, Julia?; Shall I call a taxi?; Do you mind if I come with you?

B: I'll just call her.; That's kind of you.

- 10 Play the audio from exercise 9 again, pausing after each phrase for students to repeat. Ask individual students to repeat, then ask all students to repeat as a class. If students sound a little flat, encourage them to exaggerate the rise and fall.

Speaking Having a conversation

- 11 Read the task with the class. As a class, decide in which parts of the situation the speakers will use some of the Key phrases, e.g. when Shona offers to get a drink and Pete accepts. With weaker classes, you could focus on other phrases that might be useful for apologizing, introducing somebody and deciding to leave.

Put students into groups of three to write their conversation. Monitor while they are working and help as necessary.

HELPING HAND

Work with the whole class to elicit a conversation line by line and write it on the board. Then choose groups of three students in turn to perform the conversation for the class.

Read the Key skill box with the class. Students practise their conversations in their groups of three. Monitor while they are working and encourage them to speak naturally. Ask some groups to perform their conversations for the class. Ask the remaining students to listen for the three things mentioned in the Key skill box. The class can give feedback to each group in turn when they finish the conversation.

Reference and further practice

Photocopiable audio / video scripts, page T115

Teacher's Resources on Oxford Premium

Workbook, Unit 3, page 43

Online practice

Video

- 7 3.05 Watch or listen to the scene. Order the events.



- A Mrs Kelly offers Adam a drink.
 B Adam and Mrs Kelly greet each other. /
 C Jess greets Adam.
 D Mrs Kelly offers to call a taxi.
 E Mrs Kelly introduces Julia to Adam.
 F Adam answers his phone.
 G Adam says goodbye to Mrs Kelly.
- 8 3.05 Watch or listen again. Then complete the Key phrases using the words in the box.

a juice or something call a taxi call her come with you
 met of you

KEY PHRASES

Offers, requests and introductions

I'll just (1) ...	Thanks / No thanks.
Would you like (2) ...?	That would be great.
Have you (3) ..., Julia?	Nice to meet you.
That's kind (4) ...	I think we're OK, actually.
Shall I (5) ...?	Thanks anyway.
Do you mind if I (6) ...?	Yes, of course. / No, of course not.

Pronunciation Rising & falling intonation

- 9 3.06 Look at the Key phrases and listen. Which of the phrases end with rising intonation and which end with falling intonation?

- A Rising intonation pitch rises
- B Falling intonation pitch falls

- 10 Practise saying the phrases in exercise 8.

Speaking Having a conversation

- 11 In groups of three, prepare a conversation.

SPEAKING GUIDE

TASK

Read the situation. Who are Shona, Pete and Ellie?

- Shona is having a party.
- Pete arrives late and apologizes.
- Shona introduces him to her friend Ellie and offers to get them a drink.
- Pete asks for a juice, but Ellie refuses as she has to leave.
- Sara returns with Pete's drink and Ellie says goodbye.

Write a conversation between Pete, Shona and Ellie.

Think and plan

Read the task again and plan your conversation.

Prepare

Write your conversation. Use the Key phrases.

Practice

Read the Key skill box.

KEY SKILL

Speaking Speaking naturally

- Vary your speed and intonation (Don't speak like a robot!)
- Move your head, shoulders and hands.
- Use sounds and words like 'Um', 'Er', 'Mmm' and 'Well' to fill silences.

Practise your conversation.

Self-assessment

What was good about your conversation?
 What will you improve next time?

Model text

1 Read email A and answer the questions.

- Who is it to?
- What two requests does Simon make?
- Are there any contracted forms? Which ones?
- Is the style formal or informal?

A

Email

To: Hannah
From: Simon
Subject: Hi!

Hi Hannah
How are things? I thought I'd send an email rather than a text for a change. I've got quite a lot to tell you and a favour to ask (two, actually!). I've been trying to decide about degree courses, and I'm really interested in a course in chemical engineering at Bristol Uni. It looks like it would be quite challenging, but I'd have a good chance of getting a job when I graduate. Anyway, there's an open day at the engineering faculty next month, and I'm going to email to book a place. So, favour number one, can you ask your mum and dad if I can stay at yours when I'm in Bristol? And number two, will you read through my email to check it's OK? Thanks, you're the best!
Speak soon
Simon

2 Read email B and answer the questions.

- Who is it to?
- What two requests does Simon make?
- Are there any contracted forms? Which ones?
- Is the style formal or informal?

3 Match the blue words to the meanings A-D.

- | | |
|--------------|-----------------|
| A Thanks for | C think |
| B about | D at the moment |

B

Email

To: Mr Brown
From: Simon Dean
Subject: Open day

Dear Sir or Madam,
I am writing to you **regarding** the open day at the Faculty of Engineering on 13th July. I was wondering if it would be possible to reserve a place for both the tour of the faculty and the lunch with the student representatives. However, I will not require accommodation for the night.

I am very interested in studying chemical engineering, and I **believe** that I have the necessary skills to do well. I am **currently** studying chemistry, biology and maths at Brookwood School and I will be taking my A levels next summer.

I would be grateful if you could confirm that I have a place reserved. **I appreciate** your assistance and I look forward to hearing from you.

Yours faithfully,
Simon Dean

the writer explains why he's writing

the writer gives some personal background information

the writer asks for confirmation and expresses thanks



Model text

1 Students read email A and answer the questions.

ANSWERS

- 1 This email is to Hannah, a friend of Simon's.
- 2 He asks if he can stay at her home and if she will read his email to the university.
- 3 He uses contractions: *I'd; I've; I'm; there's; it's; you're*.
- 4 A is informal because he uses an informal style (e.g. contractions), no paragraphing and abbreviations (e.g. *Uni*).

HELPING HAND

Ask the following comprehension questions about the email:

- 1 How does Simon normally get in touch with Hannah? (By text.)
- 2 Why does Simon want to study chemical engineering? (Because he thinks he will find a job when he graduates.)
- 3 Does Simon know what and where he wants to study? (No, because he writes 'I've been trying to decide about degree courses ...')
- 4 Does Simon think Hannah is going to help him? (Yes, because he writes 'Thanks, you're the best!')

2 Students read email B and answer the questions. Go through the questions and answers with the class.

ANSWERS

- 1 This email is to a university.
 - 2 He asks if he can attend a university open day and asks for confirmation.
 - 3 He doesn't use contractions.
 - 4 B is formal because there are paragraphs and no contractions.
- 3 Students match the words to the meanings.

ANSWERS

A I appreciate B regarding C believe D currently

FACT FILE

Bristol is a city in south-west England, with a population of about a million. It was a starting place for early voyages of exploration to the New World. Bristol's modern economy is built on the creative media, electronics and aerospace industries. The city has the largest circulating community currency in the UK, the Bristol pound, which is fixed to the pound sterling. Its objective is to encourage people to spend their money with local, independent businesses in Bristol. The city has two universities and a variety of artistic and sporting organizations and venues.

Applying to university has to be done through an application in the UK. First, you need to choose which university you want to go to as there are more than 150 of them. You will need to consider the course you want to study, the location of the university, its reputation, etc. Then, once you have made a shortlist, you can visit the universities on an open day. When you are ready, you apply through UCAS (Universities and Colleges Admissions Service). You can choose a maximum of five universities. With your application, you need to include a personal statement, a reference from a teacher and the application fee. Most institutions ask for grades in certain subjects at A level. Students from outside the UK who have received an offer from a university or college need to apply for a student visa and prove that they have the right level of English to join the course and the money to pay for the course as well as living expenses.

Extra activity: Writing

Ask students to cover the formal email B on page 44. Tell them you are going to work together as a class and rewrite it from memory. Read out each line of the informal email A in turn and ask: *Do we need this information? How can we say this in a formal email?* Build up a formal email on the board. Students can then uncover email B and compare the email on the board with the original.



Writing skills Formal writing style

4 Students read the rules for formal style in the Key rules box and choose the correct options.

ANSWERS

1 are 2 full; long 3 Don't 4 with 5 closing phrase

5 Students can work in pairs to complete the Key phrases.

ANSWERS

1 Sir

2 wondering

3 grateful

4 appreciate

5 forward

6 faithfully

Preparing to write

6 Read through the task with the class. Ask students to read Libby's email and answer the question.

ANSWER

She wants to know if she can study Spanish even if she hasn't studied it at school and also if she could go to Argentina as part of her course rather than Spain.

7 Students can work in pairs to find examples of informal language in Libby's email.

ANSWERS

Hiya; I really want to come; I've got a couple of questions; sounds fun; first off; Second question; I really fancy

8 Students write their emails individually before swapping with their partners to compare.

POSSIBLE ANSWER

Dear Sir or Madam,

I am writing to you regarding the course in History and Spanish. I am interested in studying History and Spanish and I believe that the course in Manchester has a very good reputation. I am currently studying history, politics and French at school and will be taking my A levels next summer. Would you be able to give me more information about some aspects of the course? Firstly, as you can see, I am not studying Spanish at school. Would I be able to take the course as a complete beginner? Secondly, I am aware that students have to spend a year abroad as part of the course. I was wondering whether it is possible to spend this time in Argentina since I am interested in Argentinian history and literature.

I would be extremely grateful if you could send me the information requested. I appreciate your assistance and look forward to hearing from you.

Yours faithfully,
Libby Jones

Writing

9 Remind students of the Key phrases in exercise 5. Point out that if a formal email starts with *Dear Sir or Madam*, we end it with *Yours faithfully*, but if it starts with a name, e.g. *Dear Mr Jones / Dear Mrs Edwards*, we end it with *Yours sincerely*.

Read the Writing guide with the class and make sure students understand everything.

Students follow the steps in the Writing guide and write their email.

If students don't have time to write the email in class, they could start with the planning and do the actual writing as homework.

Students can swap their email with a partner. Tell them to use the questions in the 'Write and check' section of the Writing guide to check their partner's work and suggest corrections and improvements.

Writing Workshop

The Writing Workshop for Unit 3 on page 125 gives another example writing task on a similar topic, with both a model text and a step-by-step approach to writing.

Reference and further practice

Writing Workshop, Unit 3, SB page 125

Teacher's Resources on Oxford Premium

Workbook, Unit 3, pages 44–45

Exam Trainer pages 54–75

Exam Trainer Online Practice

Writing skills Formal writing style

- 4 Read email B again. Copy and choose the correct options in the rules.

KEY RULES

Formal style

- 1 Layout and paragraphs *are / aren't* important. Divide your email into clear sections.
- 2 Use *full / contracted* forms and *long / short* sentences.
- 3 *Do / Don't* use colloquial language.
- 4 Start *with / without* 'Dear'.
- 5 Finish with *a closing phrase / your name*.

- 5 Read email B again. Complete the Key phrases.

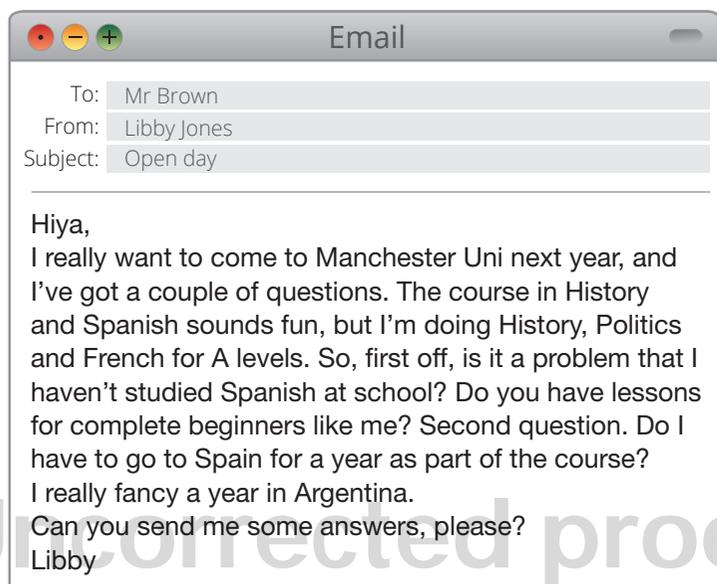
KEY PHRASES

A formal email

- Dear (1) ... or Madam,
I was (2) ... if it would be possible to ...
I would be (3) ... if ...
I (4) ... your assistance ...
I look (5) ... to hearing from you.
Yours (6) ...*
- * Note: If you start your email with a person's name (e.g. *Dear Mr Watson*), then finish with *Yours sincerely*.

Preparing to write

- 6 Read the task in the Writing guide. Then read Libby's email. Why is she writing to the university?



- 7 Libby's email is too informal. Find examples of this in the text.

- 8 Rewrite Libby's email using formal language.

Writing

- 9 Follow the steps in the Writing guide.

WRITING GUIDE

TASK

You want to study at a British university and would like to visit it. You have some questions about the course you are interested in. Write an email asking for information.

Write 120–150 words.

Think and plan

Write notes to answer the questions below.

Paragraph 1

Why are you writing?

What would you like from the university?

Paragraph 2

Which course are you interested in?

What are you studying at the moment?

Do you have any questions about the course?

Paragraph 3

Request confirmation of any requests you have made (e.g. attending an open day) and express thanks.

Close your email with a short final sentence.

Write and check

Write a first version of your email using notes from your plan. Then check these points and write a neat version.

- Have you used a formal style? Check the rules above.
- Have you requested information?
- Have you provided some background to yourself?
- Have you used any of the Key phrases?
- Have you checked your spelling (including capital letters)?

Now write a better version of your email.

Characteristics of modal verbs

Form: subject + modal verb + infinitive (without *to*)

-no *-s* in the third person. *She **should** help her mum more.*

-no auxiliary *do / does* to form negatives, questions or short answers.

Use: to add extra meaning to a main verb (e.g. ability or obligation).

*She **can speak** Japanese.* (ability)

have to / be able to / need to

These are not modal verbs but we use them to add extra meaning.

Their form is the same as the verbs *have / be / need*.

*He **has to / needs to** work today so he **isn't able to** go out.*

Ability: *can* and *could*

in the present = *can* and *can't* *She **can** run very fast.*

past = *could* and *couldn't* *In those days, she **could** run very fast.*

be able to in all tenses and after other modal verbs.

*I'll **be able to** go out tonight.*

Requests: *can* and *could*

Can / Could *you help me?*

Obligation, prohibition & advice

for obligation and necessity use *must*, *need to* and *have to*

*I **must** get my driving license soon.*

for lack of obligation use *don't have to*, *don't need to*, or *needn't*.

*We **don't have to / needn't / don't need to** study tonight.*

for prohibition (something not allowed) use *mustn't*.

*You **mustn't** make so much noise.*

for advice and recommendations use *ought to* and *should*.

*You **ought to / should** do a medical degree.*

Possibility & certainty: present and future

future & present possibility use *may (not)*, *might (not)* and *could*.

*She **might** study engineering.*

certainty = *must* *It **must** be bedtime, I'm tired.*

certainly not = *can't* *It **can't be** midnight already!*

Modal perfects

Form: subject + modal verb + *have* + past participle.

past possibility = use *may*, *might*, *could*

*They **might** have won the game. I didn't watch it.*

past certainty = *must*

*You saw Lady Gaga! That **must have been** exciting.*

past certainty with *not* = *can't*

*You **can't have finished** working, you didn't start until ten minutes ago.*

to express regret or criticism = *should have*.

*We **should have gone** to the beach this morning.*

KEY VOCABULARY

PERSONALITY

aggression (n), aggressive (adj)
assertiveness (n), assertive (adj)
confidence (n), confident (adj)
impatience (n), impatient (adj)
innocence (n), innocent (adj)
nervousness (n), nervous (adj)
self-consciousness (n), self-conscious (adj)
sensitivity (n), sensitive (adj)
shyness (n), shy (adj)

GESTURES & MANNERS

answer the phone (v)
apologize (v)
bow (v)
greet (v)
hold hands (v)
interrupt (v)
kiss (v)
queue (v)
shake hands (v)
touch (v)
wave (v)

COGNATES

create
curious
fortune
opportunities
rigid
strict

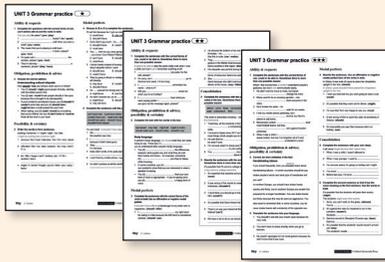
NON-COGNATES (FALSE FRIENDS)

embarrassed
introduce

EXTENSION VOCABULARY

PERSONALITY

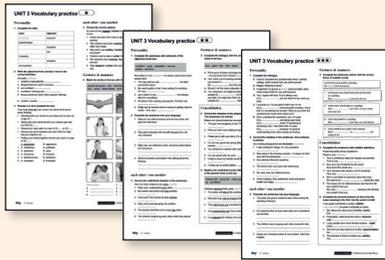
ability (n), able (adj)
generosity (n), generous (adj)
happiness (n)
intelligence (n), intelligent (adj)
reliability (n), reliable (adj)



Teacher's resources

Grammar worksheets

- Grammar worksheets are provided for every Student's Book unit. They are graded at three levels (*, ** and ***) to help teachers of mixed-ability classes.
- Exercises include 'real world' content, which helps to maintain students' interest.
- 'Consolidation' exercises are included in ** and *** worksheets, allowing students to build on the knowledge they acquire throughout the course.



Vocabulary worksheets

- Vocabulary worksheets are provided for every main Student's Book unit. They are graded at three levels (*, ** and ***) to help teachers of mixed-ability classes.
- Exercises include 'real world' content, which helps to maintain students' interest.
- * and ** worksheets practise core vocabulary.
- *** worksheets practise core vocabulary as well as extension vocabulary from the 'Vocabulary Workshop' pages in the Student's Book.
- 'Consolidation' exercises are included in ** and *** worksheets, allowing students to build on the knowledge they acquire throughout the course.



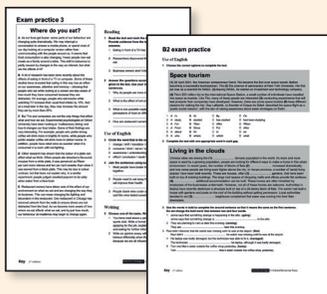
Writing worksheets

- Writing worksheets are provided for every main Student's Book unit.
- Exercises provide controlled practice of the task types, writing skills and useful language points found in the Student's Book.



Listening worksheets

- Listening worksheets are provided for every main Student's Book unit.
- The listening text associated with each worksheet explores a different angle on the topic in the Student's Book unit.
- Audio is provided on Oxford Premium.



Exam practice worksheets

- An extensive set of Exam practice worksheets is provided, which includes a range of task types at B2 level.
- Exercises are designed to ensure that students can develop a solid understanding of the most common exam task types.



Practical English worksheets

- Four Practical English worksheets are provided.
- Exercises include additional practice of functional language found in the Student's Book.

Use of English

1 **EXAM** Students complete the second sentence so that it means the same as the first, using the words in bold.

ANSWERS

- 1 might win
- 2 have to ask
- 3 'll be able to
- 4 mustn't go

HELPING HAND

If you think students will need help with this exercise, focus on the first pair of sentences. Explain that they must complete the second sentence so that it has exactly the same meaning as the first, and they must use the word in bold. Ask: *What words are missing from the second sentence? (It's possible that).* Ask: *Can you make the same meaning using 'might'?* Elicit the answer (might win). Read out the first sentence again, and then the completed second sentence. Ask: *Do they have the same meaning?* Tell students to use this technique to complete the exercise.

2 **EXAM** If necessary, refer students back to the notes on modal perfects on the previous page.

ANSWERS

- 1 must have heard
- 2 can't have been
- 3 may / might have met
- 4 should have called

3 **EXAM** Focus on the photo and elicit how the young woman looks. Check that students understand the idiom *under pressure*. Ask them to read the text through quickly, ignoring the gaps. Ask: *What advice does the author give? (it's important to realize when we've behaved badly; we should always be honest and apologize for our bad behaviour).* Students then read the text again and use the words in brackets to form words that fit in the gaps.

ANSWERS

- 1 confidence
- 2 impatient
- 3 sensitive
- 4 aggressive
- 5 apologize

HELPING HAND

If you think students will need help with this exercise, read out the first gapped sentence and ask: *What kind of word is missing? A preposition, noun, adjective, adverb or verb?* Elicit that the missing word is a noun. Focus on the first word in brackets and ask: *What noun can you form from this word? (confidence)* Read out the gapped sentence again, adding in the word *confidence*. Ask: *Does it make sense?* Tell students to use this technique to complete the exercise.

Writing skills

4 Students order the words to form sentences.

ANSWERS

- 1 I would be grateful if you could send me some information.
- 2 I look forward to hearing from you on this matter.
- 3 I was wondering if it would be possible to reserve accommodation.
- 4 I appreciate your assistance with this matter.

End-of-unit revision, tests and exam practice

End-of-Unit 3 tests, Oxford Premium and Test Generator
Exam Practice, Exam Trainer Online Practice

Use of English

1 **EXAM** Complete the second sentence so that it means the same as the first sentence. Use the words in bold.

- 1 It's possible that Sevilla will win La Liga this year. (**might**)
Sevilla ... La Liga this year.
- 2 Is it necessary to ask your parents' permission to go out? (**have**)
Do you ... your parents' permission to go out?
- 3 Phil says he can help us with it next week. (**able**)
Phil says he ... help us with it next week.
- 4 You're not allowed to go in there. (**mustn't**)
You ... in there.

2 **EXAM** Complete the sentences using the verbs in brackets in the correct modal perfect form. Sometimes there is more than one possible answer.

I feel sick now. It was a bad idea to eat more cake!

I feel sick now. I *shouldn't have eaten* (eat) more cake!

- 1 Leo isn't smiling. I'm sure he heard some bad news.
Leo isn't smiling. He ... (hear) some bad news.
- 2 John is in France. It was definitely not him you saw today.
John is in France. It ... (not be) him that you saw today.
- 3 It's possible that Miguel met up with Lisa last night.
Miguel ... (meet) up with Lisa last night.
- 4 Chi said she'd call me last night, but she didn't. She forgot.
Chi ... (call) me last night, but she forgot.

3 **EXAM** Read the text below. Use the word in brackets to form a word that fits in the gap.

Under pressure

Stress can be terrible for some people. People who usually have lots of (1) ... (confident) can have problems when they have too much stress in their lives. At first, they may become (2) ... (impatience) and be unkind to others. This may mean that they start saying things that are not (3) ... (sensitivity) to other people's feelings and they become impolite. Some people even become (4) ... (aggression) and argue with friends and family, even strangers. We all feel under pressure sometimes, so it's important that we realize when we've behaved badly. We should always be honest and (5) ... (apology) for our bad behaviour.



Writing skills

4 Order the words to form sentences.

- 1 grateful / I would / if / could / information / send me / you / be / some
- 2 to / I / hearing / on this matter / look / from / forward / you
- 3 be possible / if it would / wondering / to / was / accommodation / I / reserve
- 4 your / this matter / I / assistance / with / appreciate