



Listening | Part 1

- 1 **EP** You are going to hear people talking in eight different situations connected with studying. Before you listen, match these words or phrases (1–9) with their definitions (a–i).

- 1 tutor
- 2 research (verb)
- 3 learner
- 4 mark (verb)
- 5 admission
- 6 pass (noun)
- 7 sit (an exam)
- 8 course requirement
- 9 job prospects

- a check a piece of work or an exam, showing mistakes and giving a number or a letter to say how good it is
- b someone who is getting knowledge or a new skill
- c something that is needed or demanded for a course
- d study a subject in detail in order to discover new information about it
- e successful result in a test or course
- f take a test or exam
- g the possibility of being successful at finding work
- h university teacher who teaches a small group of students
- i when someone is given permission to become a member of a club, university, etc.

Starting off

Work in groups.

What aspects of school life do these photos show?
How can students benefit from these activities?
Which of these activities have you done?
Which did you enjoy most?

- 2 Now read these questions and underline the main idea in each question (but not the options A, B or C).

- 1 You overhear a student talking about a course he has been doing. How does he feel about the course now?
A discouraged
B nervous
C satisfied
- 2 You hear a student complaining about a problem she has had. What was the problem with her essay?
A It had to be rewritten.
B It was similar to another essay.
C It was given a low mark.
- 3 You hear a student at a language school in Japan. What does she like most about the experience?
A attending language classes
B doing other activities after class
C meeting other language students
- 4 You hear an interview with a student who is thinking of studying abroad. What does she think will be the main benefit?
A living in a different culture
B becoming more independent
C getting a better qualification
- 5 You overhear the director of a school talking to students. Why is he talking to them?
A to explain something
B to remind them of something
C to cancel something
- 6 You hear a girl leaving a message about her first day at a new school. What surprised her about the school?
A the other students
B the teachers
C the classrooms
- 7 You hear two students talking about a lesson. What does the boy think about the lesson?
A It was too advanced.
B It was too long.
C It was too disorganised.
- 8 You hear a teacher talking to a student. What is he giving her advice about?
A sitting university exams
B choosing a university course
C paying for university fees

- 3 **16** Listen and, for questions 1–8, choose the best answer (A, B or C).

Exam advice

- Read the questions carefully, underlining the main ideas in the question as you read. This helps you to focus on what is being asked. In some cases, you may have to underline the whole question.
- The words you hear will usually be different from the words in the question; listen for the meaning rather than actual words.

Vocabulary

Phrasal verbs

- 1 **EP** Match these phrasal verbs from Listening Part 1 (1–8) with their definitions (a–h).

- | | |
|-----------------|--|
| 1 get over | a be as good as something |
| 2 live up to | b decide or arrange to delay an event or activity until a later time or date |
| 3 hand back | c feel better after something or someone has made you unhappy, or get better after an illness |
| 4 get away with | d be known or discovered finally and surprisingly |
| 5 point out | e return something to the person who gave it to you |
| 6 put off | f to think about something that happened in the past |
| 7 turn out | g succeed in avoiding punishment for something |
| 8 look back | h tell someone about some information, often because you believe they are not aware of it or have forgotten it |

- 2 Complete these sentences by writing a phrasal verb from Exercise 1 in the correct form in the gaps.

- 1 Franz hates writing essays and tries to writing them till the last moment.
- 2 I don't know how Charo copying her essays from the Internet, but the teacher never seems to notice.
- 3 Julia worked really hard for the test, but when the teacher it she found she'd got a very low mark. I hope she the disappointment soon because she's looking really depressed.
- 4 My mum is very ambitious for me and it's difficult to her expectations. I think when she at her youth, she feels she didn't study hard enough herself.
- 5 The exam to be easier than I expected and, just as you, it was all things we'd studied before.

find out, get to know, know, learn, teach and study; attend, join, take part and assist

- 3 Candidates often confuse the following words: *find out, get to know, know, learn, teach and study; attend, join, take part and assist*. Circle the correct word in *italics* in these sentences, then check your answers by reading the definitions on page 183.

- I've been thinking of going to an Italian university and *learning / studying* international business for a year.
- I only *found out / knew* in my tutorial just now when the tutor handed my essay back to me.
- ... the opportunity to live abroad would be extremely educational because I'd *learn / study* about the Italian way of life and way of thinking.
- I *learn / know* Japanese from Japanese teachers.
- I'm doing a karate course *learned / taught* in Japanese.
- ... I'm *knowing / getting to know* lots of local people.
- They also organise lots of other things for us learners to *assist / take part* in after school.
- There are clubs we can *assist / join* if we're interested ...
- You're expected to *join / attend* all your lessons ...

- 4 Complete these sentences by writing the words from Exercise 3 in the correct form in the gaps.

- Dimitri has been Spanish because he hopes to study in Seville next year.
- I've a lot of interesting people from different countries while doing this course.
- Maria hopes to chemistry when she goes to university.
- While Karen was at summer camp, she how to windsurf.
- The best way to the answer to this question is to look on the Internet.
- I'd like to ring Kevin, but I don't his phone number.
- I had a wonderful course tutor who me to speak Spanish really well.
- The university has an accommodation officer who will students with finding somewhere to live.
- Kostas a youth club because he wanted to meet people.
- It was the first time he had in a marathon, so people were surprised when he won.

Grammar

Zero, first and second conditionals

- 1 Read the sentences (1–6) below. Which ...

- refer to something which the speaker thinks is possible?
 - refer to something which the speaker is imagining, thinks is improbable, or thinks is impossible?
 - refer to something which is generally true?
- If you speak a bit of the language, it's much easier to make friends.
 - If I went, it might make it more difficult for me to get a good degree.
 - If for any reason you can't make it to a tutorial, try to let your tutor know.
 - If I lived in Italy, I'd learn about how Italians live and think.
 - If your tutor has to cancel a tutorial or put it off, he or she'll try to tell you the week beforehand.
 - Your tutors will organise you into groups and suggest research unless you prefer working alone.

→ page 164 Language reference: Conditionals

- 2 Match the beginning of each sentence (1–10) with its ending (a–j).

- I won't mention your name
 - I'd travel round the world
 - We don't allow people to do the course
 - I'll have to buy the book
 - If I decide to study abroad,
 - If I see her,
 - If I wasn't so busy,
 - If I went to study in Australia,
 - I'd take a taxi
 - If students come to class regularly,
- I won't see my girlfriend for several months.
 - they usually get good results.
 - I'd go to the cinema with you.
 - I wouldn't come back.
 - I'll tell her you called.
 - if I had the money.
 - unless I can find it in the library.
 - unless you want me to.
 - if I could afford one.
 - unless they have the right qualifications.

- 3 Candidates often make mistakes with first and second conditionals. Find and correct one mistake in each of these sentences. There may be more than one way to correct some sentences.

- If I say that technology has not changed the way we study, I would be lying.
- If I live near my school, I would go there by bicycle or even on foot.
- If we study together, I think we would be able to test each other at the same time.
- If we'll have any free time during the term, we can organise a school excursion.
- If you'll have any problems on your course, please contact your tutor, who will sort them out.
- If there will be something that interests you, do write back, and I'll do my best to tell you.
- If I buy a computer, I would have to spend all day in front of it.
- If we take a good rest, we would be full of energy and we could do everything better.
- If you'll decide to stay until Christmas, you'll find Athens very exciting.
- I'd like to say that if more people travelled by bicycle, the atmosphere will be better.



- 4 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. You must use between two and five words, including the word given.

- We will not be able to finish the project without your help.
ASSIST
Unless, project, we will not be able to finish it.

- You cannot use the swimming pool unless you become a member of the sports club.
JOIN
You can only use the swimming pool the sports club.

- Stella will not participate in the concert because she is feeling ill.

PART

If Stella was not feeling ill, she the concert.

- It will be necessary for us to postpone the match if the weather does not improve.

PUT

Unless the weather gets better, we the match.

- Your English improves because your teacher shows you your mistakes.

UNLESS

Your English would not get out your mistakes.

- I will only play in the basketball match if I recover from my cold.

GET

Unless, I will not play in the basketball match.

- 5 Work in pairs. Take turns to ask each other these questions.

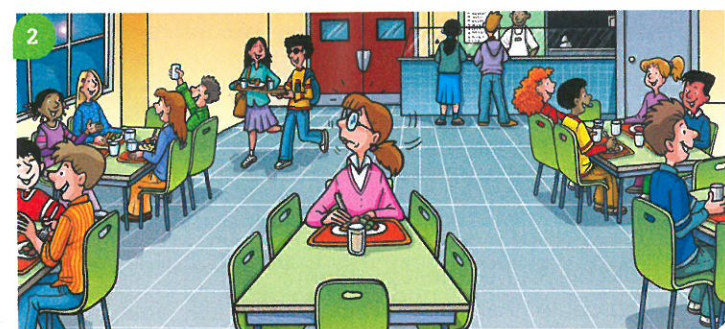
- If you could study anywhere in the world, where would you go?
- If you studied in a different country, what do you think would be your biggest problem?
- If you could change one thing in your life, what would it be?
- If, one day, you became famous, what do you think you'd be famous for?
- How will you celebrate if you pass all your exams this year?



Reading and Use of English | Part 7

1 Work in pairs. You are going to read extracts from four reports written by secondary-school students from different countries. Each student has written about an educational exchange he/she went on to another country. Before you read, discuss these questions.

- 1 How do you think students benefit from going to school in another country for a term (or even a year)?
- 2 What problems do each of the pictures show?
- 3 If you were doing an educational exchange, how would you deal with each problem?



2 Now underline the main idea in each question 1–10.

- Which person
- 1 was surprised by the different approach to education?
 - 2 enjoyed cooperating with their host family?
 - 3 believes they are more adult as a result of the exchange?
 - 4 feels the exchange has helped to equip them for the future?
 - 5 felt a responsibility to take as much advantage as possible of exchange?
 - 6 had a different attitude to attending school while abroad?
 - 7 wanted a change from their normal school life?
 - 8 had not expected to be able to do an exchange?
 - 9 had mixed feelings about the type of school?
 - 10 changed their opinion of people as a result of the exchange?

Exam advice

- Before you read the sections, read the questions carefully, underlining the main ideas.
- Read the first section and find which questions it answers.
- Deal with each section in turn in this way.
- If you have any time left at the end, go back and check what you have written and fill in any questions you missed.

3 For questions 1–10 above, choose the students A–D on page 57 and underline the words which give you the answer. The students may be chosen more than once.

4 Work in groups. Look at this post on an international student forum. Think about the experiences of the students you have just read about and decide what Anna should do.

Anna
I'm 16 years old and I'm interested in coming to your country for a few months to learn the language. I know a little of the language, but I'd like to speak it much better because I might decide to study it at university in future. What do you think I should do? Should I do an educational exchange and find a family with people my own age to stay with, or would it be better to stay at home and do an online course or go to a language school in my town?

At school abroad

Have you ever thought of studying abroad? Four students who studied abroad relate their experiences ...

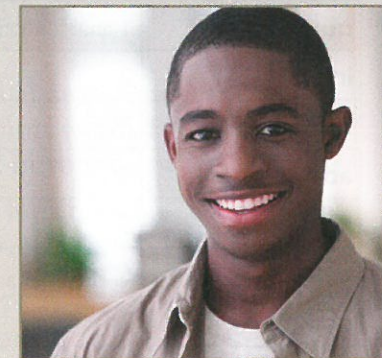
A Divya Singh from Cardiff went to Chile

I went to a talk given by a couple of older students who had been on an exchange programme the previous year, and it occurred to me that if I could persuade my mum, this would be just the sort of break from normal school routine that I needed. I filled in my application while holding out little hope of being selected. However I was, and was soon immersed in a totally different educational culture, which helped me to appreciate many aspects of my school back home. Another great advantage of my year abroad was that I picked up Spanish much more quickly than in classes back home and, because my teachers were pretty demanding, I even feel confident writing it now. As a result, I'm considering doing Spanish and Latin American studies at university and perhaps after that going into the diplomatic service.



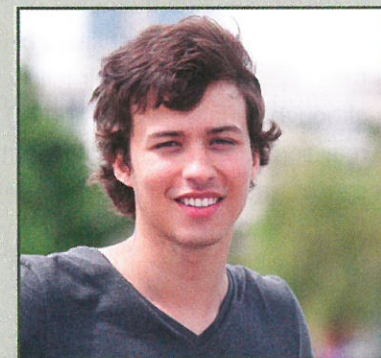
C Nelson Grace from Boston went to New Zealand

I lived on a farm on South Island, where my host family had a vast flock of about 3,000 sheep. Being a city boy, the experience of farming life was totally novel, but I loved it and took every opportunity to go out and help with the work of the farm. I also got involved in lots of sporting activities with my school, including sailing, rugby and skiing – all firsts for me. I found New Zealanders so enthusiastic about everything that I used to get up with a buzz of excitement and, unlike back home, I actually looked forward to going into school every day. I also think I matured a lot during my year abroad. I'm not so dependent now on my family or my teachers to make me study, and I've learned to get on with all sorts of different people, even if they're not my type. I've also learned a bit about the value of money!



B Bruce Brown from Sydney went to England

Although my parents had insisted that I went, I knew what a sacrifice they were making to pay for my year abroad, so I was determined to make the most of the opportunity. My host family was really welcoming, but what I found hard to get used to were the seemingly endless days of grey drizzle and the fact that it got dark so early in winter. Even so, I took every chance to get out and meet people, make friends and get a real, in-depth experience of English life. At the same time, I was keen to make an impact at school and get good grades, although I found the schoolwork quite challenging and not really the highlight of my stay. Even so, I learned far more than I expected, made a lot of friends and came away with the impression that the British are a lot more interesting than I had been given to expect by people back home.



D Carmen Echevarria from Bilbao went to Scotland

After four years in a state secondary school in Bilbao, it was a huge shock to find myself in a private all-girls school in the Highlands of Scotland, where everyone wore uniforms. Studying there was a complete revelation to me: gone were the hours spent in the evenings memorising huge numbers of useless facts for tests the next day which I would forget as soon as the test was over. Instead, we spent a lot of time discussing issues, solving problems and writing creatively. I missed my friends back home, but really appreciated learning to think in new ways and seeing that education could be so creative. I missed not sharing my classes with boys, but on the other hand, we probably concentrated harder and may have felt more relaxed about the opinions we expressed.



Reading and Use of English | Part 3

1 **EP** Form nouns from these verbs.

Verb	Noun
qualify	1 qualification
intend	2
respond	3
adjust	4
compare	5
exist	6
demand	7
develop	8
behave	9
advise	10
appear	11
know	12

2 **EP** Each of these nouns has been formed from a verb. Write the verb next to each noun.

Verb	Noun
1 agree	agreement
2	assessment
3	feeling
4	involvement
5	investigation
6	confusion
7	preference
8	approval

→ page 181 Language reference: Word formation

Exam advice

Read the text quickly to see what it is about.

- Read before and after the gap to decide:
 - what meaning the word has
 - what type of word you need (noun, verb, adjective or adverb).
- Think about how you need to change the word in capitals to form the word you need.
- When you have finished, read the completed text to check it makes sense.

3 **EP** Read the text below.

- Decide what type of word (verb, noun, adjective or adverb) you need for each gap.
- Then, use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line.

Culture shock for international students

Students going to study in another country usually have to make a number of cultural (0) adjustments. They may find it difficult to form (1) with local people and they will certainly have to get used to a (2) of new things including food, the climate and the language. An extra difficulty may be the different (3) which their teachers and tutors have of them in (4) with their home country. They may be (5) for the amount of work they have to do on their own or the fact that their tutors are looking for originality and a capacity for (6) thought rather than an ability to memorise large quantities of information. Equally, they may sometimes be surprised by the (7) of their fellow students who, although usually friendly and (8) , may sometimes seem a little immature. As time passes, international students will find that things become easier and what was unfamiliar to start with will eventually seem normal.

ADJUST
FRIEND
VARY

EXPECT
COMPARE

PREPARE

DEPEND

BEHAVE
WELCOME

4 Work in groups. How do schools benefit from having visits from exchange students?



Speaking | Part 1

1 **17** Work in pairs. Complete this extract of two candidates doing Speaking Part 1. Then listen to check your answers.

Teacher: Nikolai, what is your favourite subject at school?

Nikolai: I find biology very interesting. That's (1) I enjoy all science subjects a lot and (2) I can get good enough marks in my final exams, I'll study medicine (3) I go to university. Also, I've got a really excellent biology teacher, (4) makes the subject much more fun.

Teacher: And you, Martyna, how do you think you'll use English in the future?

Martyna: Well, I think English is an absolute necessity now and you just can't get by without it. It'll help me to find a job, and (5) my work involves travelling, it'll really be essential. I'd like to work in business, (6) I think English is really necessary for that too.

Teacher: Thank you. Nikolai, can you ...

2 Work in pairs.

- How many reasons does Nikolai give for his answer?
- How many situations does Martyna mention for using English?
- Why is it good to combine ideas and reasons in your answers?
- Why is it good to sound interested and enthusiastic?

3 Think how you can answer these two questions, combining your ideas and reasons for them. Then work in pairs and take turns to ask and answer the questions.

- What is/was your favourite subject at school? Why?
- How do you think you'll use English in the future?

4 Pronunciation: word stress (2)

With some related words, the stress is different depending on whether it is a noun, a verb or an adjective.

1 **18** Listen to these words. Which syllable is stressed?

necessary necessity

2 Decide which syllable is stressed in each of these words.

satisfying / satisfactor^y educate / educatⁱon
exam / examin^ation explain / explan^ation
graduate / graduatⁱon possibl^e / possibilⁱty
prefer / prefer^ence refer / refer^ence
relatⁱve / relatⁱon institut^e / institutⁱon

3 **19** Now listen to check your answers. What do you notice about where we stress words ending in

- tion?
- ity?

4 Work in pairs. Take turns to read the words aloud.

5 Think about how you can answer these two questions using three or four words from Pronunciation Exercise 2 in your answers.

- What do you particularly like about the school where you study?
- What plans and ambitions do you have for your education in the future?

6 Work in pairs. Take turns to ask and answer the questions above. While you listen to your partner, pay attention to whether they use the correct stress on the words from Pronunciation Exercise 2 that they use. Correct them where necessary.

7 Work in pairs. Decide whether you will be Student A or Student B and take some time to think about how you will answer your questions. Then take turns to ask your partner the questions in their box.

Questions for Student A

- Can you describe the school you go (went) to?
- What would you like to study in the future if you had the chance? Why?
- How much homework do students in your country generally do?
- Can you tell me what you most enjoy about learning English?
- Tell me about the best teacher you have ever had.

Questions for Student B

- Do you prefer studying alone or with other people? Why?
- Can you remember your first day at school? Tell me about it.
- Would you like to study in a different country? Why? / Why not?
- How important are exams in your country?
- How important is learning English to you?

Exam advice

- Listen carefully to the question and make sure your answers are relevant.
- Where possible, give reasons for your answer and/or add some extra information.

Writing | Part 1 An essay

1 Read this writing task and discuss the essay question with a partner. Make a note of all your ideas and opinions from the discussion.

In your English class, you have been talking about what subjects should be compulsory at secondary school.

Now your English teacher has asked you to write an essay.

Write an essay using **all** the notes and give reasons for your point of view.

Essay question

All young people should study a foreign language as part of their education. Do you agree?

- Notes**
- Write about:
- 1. *working life*
 - 2. *travel and holidays*
 - 3. (your own idea)

2 Work alone and write a plan for your essay. Then compare your plan with your partner's.

3 Read Marina's essay plan and then answer the questions below.

Para. 1: Brief intro – present situation: more contact with other countries, more travel – my view: essential

Para. 2: necessary to get a job; useful for international work

Para. 3: going abroad – speaking with local people: more enjoyable + you learn more

Para. 4: using the Internet– mainly in English: essential information for all aspects of life – give examples

Para. 5: conclusion – my opinion: people who can't speak f. lang. have fewer opportunities.

- 1 Has she repeated words or phrases from the task in her plan? Why? / Why not?
- 2 How long do you think it took her to write the plan?
- 3 Has she covered all the points in the task? Why is this important?

4 Work in groups. Read the three opening paragraphs below (1–3).

- Which paragraph do you think is best? Why?
- What is wrong with the other two paragraphs?

- 1

Although most young people spend many hours at school learning a foreign language, usually English, for most of them the result is that they do not learn to speak it well and all this time is wasted. Instead, they could be learning mathematics or computer science, which are both really useful subjects. Is learning a foreign language a useful school subject? I will give you my opinion at the end.
- 2

In the past, only educated people in high society learned to speak foreign languages. This was mainly because only they could afford an education. However, as time has passed, education has become available to all children, and foreign-language learning has become increasingly common. Why do young people have to study foreign languages, and how do they benefit from doing so? That's the question.
- 3

In the modern world, we have to work and communicate with people from other countries. For this reason, I believe that learning a foreign language is an essential part of modern education.

5 Match these teachers' comments (a–c) with each of the opening paragraphs in Exercise 4.

a

- A good opening paragraph. You've stated your point of view clearly and directly and related it to the present situation.
- It's just two sentences, so plenty of space for the rest of the task!

b

- The history of language learning is not relevant to the task.
- Your question is not the question in the task, so also irrelevant. Stick carefully to the writing task.
- Your intro is 63 words – you now have a maximum of 120 words for dealing with the task. If you don't deal with the task exactly, you won't pass the exam!

- c**
- You've started the essay with an opinion, not an introduction to the topic. Will your final opinion be different?
 - The paragraph is too long.
 - You don't appear to have planned the essay – you've just started with the first idea that occurred to you. Remember: you'll lose marks if your essay is not well planned and organised.

6 Now write your own opening paragraph for the task in Exercise 1.

7 Complete Marina's answer below by writing the words and phrases from the box (which she uses for linking her ideas together) in the gaps.

a further point is that also do so for all these reasons
for example when if it these opportunities
with the result that

In the modern world, we work and communicate with people from other countries. For this reason, I believe that learning a foreign language is an essential part of modern education.

Nowadays, many jobs are international, (1) people have to be able to communicate in English. (2) people are likely to work in different countries during their careers, (3) their companies send them abroad to work. (4) will not arise for people who cannot speak a foreign language.

In their free time, many people like to travel and, (5) they can speak to local people, they enjoy their holidays more and learn about the places they visit. If they cannot speak a language, they probably stay in their own country and miss seeing other places. (6) we all use the Internet in English for study and work. (7) gives us information about things which are interesting and useful to us. (8) , it is essential for young people to learn a foreign language. If they do not (9) , they will have fewer opportunities.

→ page 167: Language reference: Linking words and phrases

8 Work in pairs. Read this writing task and:

- discuss your ideas and opinions
- make a note of any useful points
- write a plan for your essay.

In your English class, you have been talking about studying abroad.

Now your English teacher has asked you to write an essay.

Write an essay using all the notes and give reasons for your point of view.

Essay question

All young people who have the opportunity should study in a foreign school or college for a year. Do you agree?

Notes

Write about:

- 1. *what they learn*
- 2. *growing up*
- 3. (your own idea)

Write your essay.

9 Write your essay following your plan. You should write between 140 and 190 words. You can use Marina's essay in Exercise 7 as a model.

Exam advice

Make sure that you:

- read the question carefully and underline the key words to make sure that you know exactly what to do
- answer the question exactly
- deal with all the points below the question
- include your own idea.

Write a brief first paragraph which:

- states why the question is important
- briefly indicates your point of view.

