

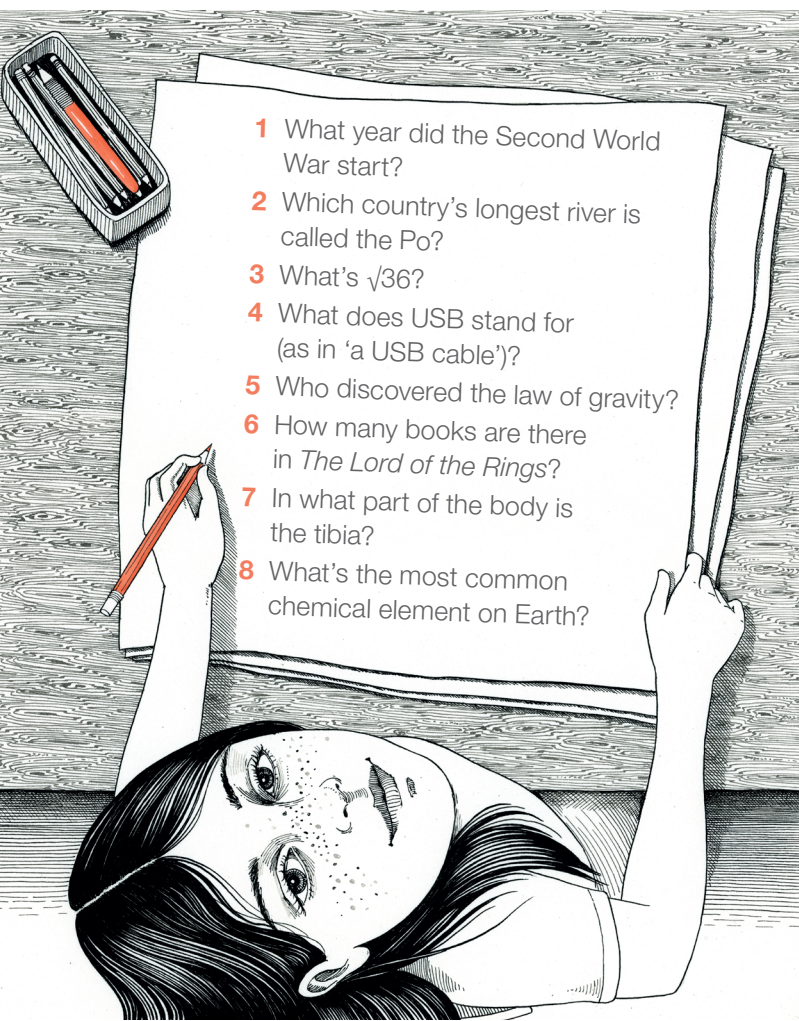
What will you do if you don't pass your exams?

I'll probably retake them.

G first conditional and future time clauses + *when, until, etc.* **V** education **P** the letter *u*

1 VOCABULARY education

a Answer as many of questions 1–8 as you can in two minutes. How many did you get right?



- 1 What year did the Second World War start?
- 2 Which country's longest river is called the Po?
- 3 What's $\sqrt{36}$?
- 4 What does USB stand for (as in 'a USB cable')?
- 5 Who discovered the law of gravity?
- 6 How many books are there in *The Lord of the Rings*?
- 7 In what part of the body is the tibia?
- 8 What's the most common chemical element on Earth?

b Complete the school subjects.

- bio _____
- chem _____
- geo _____
- his _____
- infor _____ tech _____ (IT)
- liter _____
- mat _____
- phy _____

c **7.1** Match the questions in a to the subjects in b. Then listen and check. Underline the stressed syllable(s).

d **V** p.233 **Vocabulary Bank Education**

SPEAKERS OF SPANISH
Go online for extra Vocabulary > easily confused words

2 PRONUNCIATION the letter *u*

The letter *u*

The letter *u* is usually pronounced /ju:/, e.g. *uniform*, or /ʌ/, e.g. *lunch*, and sometimes /u:/, e.g. *blue*, or /ʊ/, e.g. *put*.

a Put the words from the list in the correct column.

education full lunch music pupil put result
rude rules student study subject true university

/ju:/	ʌ	u/	ʊ

b **7.5** Listen and check. Practise saying the words.

c **7.6** Listen and write four sentences.

SPEAKERS OF SPANISH
Go online for extra Pronunciation > the letter *u*

3 SPEAKING

Interview your partner using the questionnaire. Ask for more information.

What kind of secondary school did (do) you go to?

YOUR EDUCATION

Your school

- What kind of secondary school / you go to? / it a mixed school or single-sex?
- / you like it?
- How many students / there in each class? Do you think it / the right number?
- What time / your school day start and finish?


Subjects and homework

- Which subjects / you good and bad at?
- Which / your favourite subject?
- How often / you do PE or play sports?
- How much homework / you usually get? / you think it / too much?



Rules and discipline

- / you have to wear a uniform? / you like it? Why (not)?
- / your teachers too strict, or not strict enough? Why? What kind of punishments / they use?
- / pupils behave well, or / they misbehave?

4 LISTENING

- a Read the description of a BBC programme and answer the questions.
- 1 Why is the Asian education system considered superior?
 - 2 What experiment is a British school setting up?
 - 3 What do you think the result will be?
- b  7.7 Listen to Week 1. Why are these times and numbers a shock for the students?

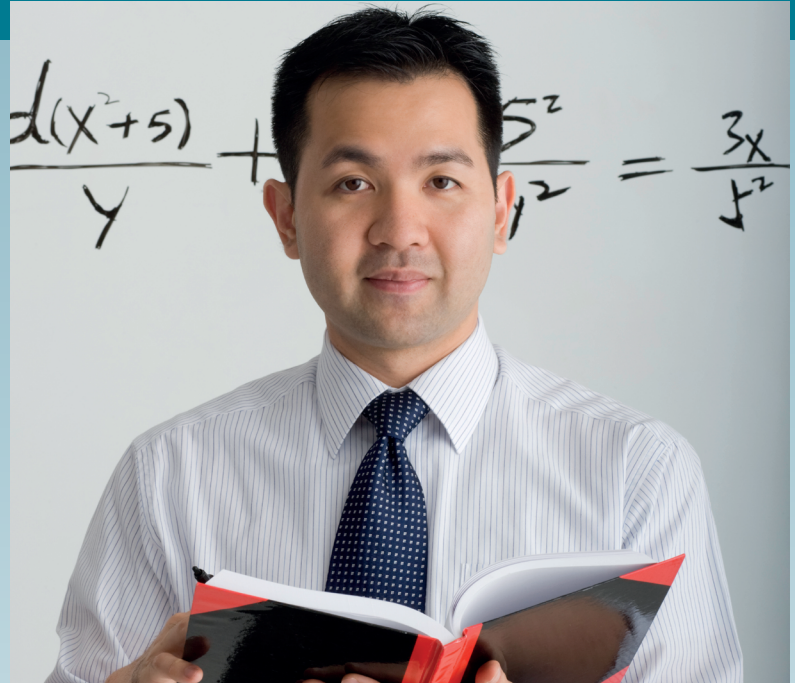
7.00 a.m. 30 minutes a day 50
11.30 a.m. 5.00 p.m. 7.00 p.m. 12 hours

- c  7.8 Listen to Weeks 2 and 3. Tick (✓) the things which are true about the Chinese teachers in the experiment.
- 1 They teach very quickly.
 - 2 They make students copy from the board.
 - 3 They let students do experiments on their own.
 - 4 They're not surprised by the students' attitude to learning.
 - 5 They try punishing students to make them pay attention.
 - 6 They have problems with disciplining the British students.
 - 7 They expel several students from the class.
 - 8 When they see their method isn't working, they change their approach.
 - 9 They make the children do t'ai chi.
 - 10 They make a good impression on the parents.
- d  7.9 Listen to Week 4 and complete the numbers in the chart. What did the British and Chinese teachers learn?

Test results	Students with British teachers	Students with Chinese teachers
maths	_____ %	_____ %
science	_____ %	_____ %
Mandarin	_____ %	_____ %

- e Answer the questions in small groups.
- 1 What do you think is good or bad about the Chinese system?
 - 2 Would secondary school students in your country be shocked by the Chinese education system? Why (not)?
 - 3 Would you prefer to study in a British school or a Chinese one? Where would you prefer to work as a teacher?

Chinese v British – which education system is better?



According to the latest studies, Asian countries have better education systems than most Western countries, and in some subjects, Asian students are three years ahead of Western students of the same age.

In this unique experiment, five teachers from China come to a British school for four weeks to teach maths, science, and Mandarin to half of the Year 9 students, aged 13 and 14. The rest of the students in Year 9 will have their normal British teachers. After four weeks, the two groups will take tests to see which teaching style gets better results.


So, can British schools learn from the highly successful Chinese education system? Will the 12-hour days and strict discipline produce better results? Week 1 of the experiment is a shock for the students...



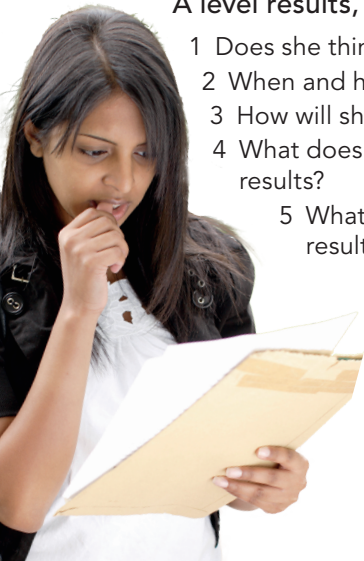
5 GRAMMAR first conditional and future time clauses + *when, until, etc.*

a In pairs, answer the questions.

- 1 When was the last time you did an exam? Did you pass or fail?
- 2 What's the next exam you are going to do? How do you feel about it?
- 3 What do you usually do the night before an exam?
- 4 How do you usually feel just before you do an exam?
- 5 Have you ever failed an important exam you thought you had passed (or vice versa)?


b  **7.10** Listen to Olivia, who is waiting for her A level results, and answer the questions.


- 1 Does she think she's passed?
- 2 When and how will she get her exam results?
- 3 How will she celebrate if she gets good results?
- 4 What does she want to do if she gets good results?
- 5 What will she do if she doesn't get the results that she needs?



Exam results

Exam results can be given as *marks* (usually out of 10 or 100), or as *grades* (A, B, C, etc.). A level marks are given as grades. The top grade is A* (A star), which is better than an A.

c  **7.11** Listen to Olivia after she got her results. What grades did she get? What's she going to do?

d  **7.12** Can you remember what Olivia said? Try to complete the sentences. Then listen and check.

- 1 They won't give me a place **unless** _____ at least two A*s and an A.
- 2 **As soon as** _____, I'll go to school and pick up the envelope.
- 3 I don't want to plan any celebrations **until** _____ the results.
- 4 **If** I don't get into Cambridge, _____.
- 5 **When** _____ a bit more positive, I'll try to get a place at another university.

e  **p.216 Grammar Bank 7A**

f Ask and answer with a partner. Make full sentences.

What will you do...?

- as soon as you get home
- if you don't get a good mark in your next test
- when this course finishes
- if it rains at the weekend

6 READING & SPEAKING

a In pairs, answer the questions that match your situation.

Are you at university now?

What are you studying?
Are you enjoying it?
Is there anything you don't like? What are you planning to do when you graduate?

Have you been to university?

Yes What did you study? Did you enjoy it? Was there anything you didn't enjoy?

No Are you happy you didn't go? What are you doing now?

Do you want to go to university?

Yes What would you like to study? Why? Do you think you'll enjoy it?

No Why not? What would you like to do instead?

b Look at the question on a UK student website. What do you think *Is it really worth...?* means?

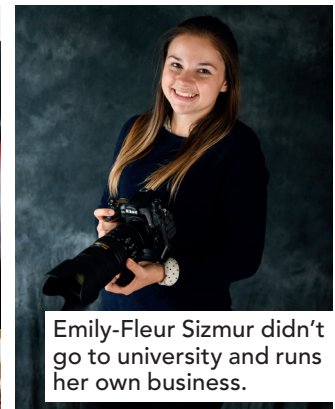
c Now read the comments and mark them ✓ (= yes, it's worth it), ✗ (= no, it isn't worth it), or S (= it's sometimes worth it).

d Which of the comments do you think are true about university education in your country?


e Look at the photos of Jack Turner and Emily-Fleur Sizmur. Which of them do you think is happier?



Jack Turner, 23, has a degree and is unemployed.



Emily-Fleur Sizmur didn't go to university and runs her own business.

f  **Communication University or not? A p.180 B p.184** Ask and answer about Jack and Emily-Fleur.

g In your opinion, who made a better decision about university, Emily-Fleur or Jack? Why?

The UK student site

Home

Forum

Schools

University

Careers



Is it really worth going to uni?

Comments

- It depends what you want to do. Some degrees are worth it, like medicine or dentistry. But I think media studies, and things like that, are a waste of time.
- Uni gives you the time and space to find out what you really want to do in life. And it has a lot of social benefits, like friends, clubs – that sort of thing.
- There are so many better alternatives out there, in my opinion. I got a place at uni to do accountancy, but I chose to do an apprenticeship. All my friends are now at uni and in debt. I'm 20 and I'm earning money and learning on the job.
- It still amazes me how everyone thinks that uni is the only solution to their future. Trust me, it isn't. Some people are just not made for uni.
- I'm a software engineer at a global tech company. A degree is preferred, but not essential. The recruitment team always say if they have two people, and one is self-taught and has experience, and the other has just finished uni with no experience, they'll choose the first. But often they ask for a degree AND experience.

7 SPEAKING

- a In small groups, each choose a different topic from the list. Decide if you agree or disagree and write down at least three reasons.

School

- School doesn't prepare students for life. They should be taught practical things, like childcare, and how to cook healthy food.
- Physical education should be optional, and boys and girls should be taught PE separately.
- Primary pupils shouldn't get any homework, and secondary students not more than one hour a night during the week.
- Schools should spend most of the time on maths, science, and IT, and less on arts subjects like history and literature.

University

- University courses are too long. They should be a maximum of two years.
- University students shouldn't be allowed to have jobs during term-time.
- Students should choose to study a subject they love, not necessarily one that will get them a good job.
- University students should live independently, not with their parents.

- b Explain to the rest of your group what you think about your topic. The others in the group should listen. At the end, they can vote for whether they agree or disagree with you, and say why.

Organizing and presenting your opinions

The topic I've chosen is...

I

completely agree
partly agree
completely disagree

 that...

First of all, (I think that...)

My second point is that...

Another important point is that...

Finally,...

1 READING & SPEAKING



a With a partner, look at the photos and answer the questions.

- 1 Where do you think these young people are living? Which do you think is the most comfortable place to live? Why?
- 2 Which place would you prefer to live in? Why?
- 3 Where do you live? How comfortable is it? Who do you live with? Do you get on well? Do you argue about anything? What?

b Look at the title of the article. With a partner, think of one advantage and one disadvantage of living with your parents when you're an adult.

c Read the article. Were your ideas in the list?

Things you know if you still live with your parents

In the UK, 25% of young adults aged 20–34 still live at home with their parents. This has gone up by 20% in the last 20 years. So what are the pros and cons?

The downside

- It doesn't ¹ _____ how old you are, you'll always be a child to them. They'll tell you to put a coat on every time you leave the house.
- It's really ² _____ when you meet new people to admit you're still sleeping in your childhood bedroom.
- You have to ³ _____ them know all your movements and text them to say you're going to be home late.
- 99% of the time after a night out, your parents will be ⁴ _____, waiting for you – even if it's 4.00 a.m.

- Every day of your life, you ⁵ _____, 'You treat this house like a hotel.'
- You become the household IT technician. If anything goes ⁶ _____ in the house to do with phones, broadband, or TV, you're called to the rescue.

But on the other hand...

- At weekends, you wake up with the smell of bacon and eggs.
- The fridge and cupboards always have something in them, and generally a lot better than you could ⁷ _____.

- There's nothing better than home-cooked food, and you've ⁸ _____ that you'll never be able to cook as well as your parents.
- You've also realized that your mum has magical laundry powers that ⁹ _____ all the stains from your washing and make it super clean.
- You had no idea how much ¹⁰ _____ cost. In fact, you didn't even know until recently that you had to pay for water!

So, despite how much you complain about still living with your parents, you know perfectly well that they've allowed you to save money, you have somewhere (nice) to live for far less than the cost of renting elsewhere, and they fill your stomachs with good food. And for that, you're eternally grateful.

Adapted from Metro

d Read the article again and choose the correct word to complete the gaps.

- | | |
|------------------------------|--------------------|
| 1 matter / mind | 6 bad / wrong |
| 2 embarrassing / embarrassed | 7 afford / pay |
| 3 leave / let | 8 realized / known |
| 4 wake / awake | 9 remove / retire |
| 5 hear / listen | 10 notes / bills |

e Cover the text and, in pairs, try to remember all the pros and cons of living with your parents.

f Talk to a partner.

- What percentage of young people aged 20–34 do you think live with their parents in your country?
- Are the pros and cons similar in your country?
- Which two advantages and two disadvantages do you think are the most important?
- How do you think parents feel about having their adult children living at home?

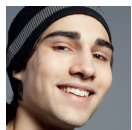
2 GRAMMAR second conditional, choosing between conditionals

a Read some comments posted in response to the article in 1. Do they want to leave their parents' home? Why (not)?



Vivienne@Montreal, Canada

I know there's a good side, but all I want is somewhere that's my own, where I can do what I want, where I can have my own furniture and pictures, where no one can tell me what to do. **If I had the money, I'd move out** immediately.



Marco@Naples, Italy

I'm perfectly happy living with my parents. **If I lived on my own, I'd have to pay rent** and do the housework and the cooking. Here, somebody else cooks and cleans, I have a nice room... Why would I want to leave? Even if **I could afford it, I wouldn't move out**. Not until I get married...



Andrea@Melbourne, Australia

It isn't that my parents aren't good to me – they are. **If they weren't, I wouldn't live with them**. But I'm 29 and I just don't feel independent.



Carlos@Valencia, Spain

I'd love to move out. I get on well with my parents, but I think **I'd get on with them even better if I didn't live at home**. My mum drives me mad – it isn't her fault, but she does. And I'd really like to have a dog, but my mum is allergic to them.

b Now answer the questions with a partner.

- 1 In the **highlighted** phrases, what tense is the verb after *if*?
- 2 What form is the other verb?
- 3 Do the phrases refer to a) a situation that will probably happen soon, or b) a situation they are imagining?

c **G p.217 Grammar Bank 7B**

d **G Communication** Guess the sentence **A p.180 B p.185** Practise first and second conditionals.

3 PRONUNCIATION & SPEAKING sentence stress

a **7.16** Listen and repeat the sentences. Copy the rhythm.

- 1 If I **lived** on my **own**, I'd **have** to **pay** **rent**.
- 2 If we **get** a **mortgage**, we'll **buy** the **house**.
- 3 Would you **leave home** if you **got** a **job**?
- 4 I **won't** **move out** if I **can't** **afford** it.
- 5 If it were **my flat**, I'd be **happy** to **do** the **cleaning**.

b Choose six sentence beginnings and complete them so they are true for you.

If I...

could live anywhere in my town or city, I'd...
 have some free time this weekend, I'll...
 won a 'dream holiday' in a competition, I...
 could choose any car I liked, I...
 get a new phone this year, I...
 could choose my ideal job, I...
 don't have time to do the homework tonight, I...
 was asked to work abroad for a year, I...
 couldn't use the internet for a week, I...
 feel like going out tonight, I...

c Work with a partner. **A**, say your first sentence. Try to get the correct rhythm. **B**, ask for more information. Then **B**, say your first sentence.

If I could live anywhere in my city, I'd live in the old part.




(Why the old part?)

SPEAKERS OF SPANISH

Go online for extra Pronunciation > /d/ in contractions

4 VOCABULARY houses

- a With a partner, write three more words in each column.

 living room	 kitchen	 bedroom
table	washing machine	lamp

b **V** p.234 Vocabulary Bank Houses

- c Answer the questions with a partner.

What's the difference between...?

- the outskirts and a suburb
- a village and a town
- a roof and a ceiling
- a balcony and a terrace
- a chimney and a fireplace
- the ground floor and the first floor
- wood and wooden

SPEAKERS OF SPANISH

Go online for extra Vocabulary > houses and flats

5 PRONUNCIATION the letter c

- a With a partner, practise saying the words in groups 1–5.

- carpet castle location
cosy country balcony cooker
cupboard cushion curtains
- city cinema decide
centre entrance ceiling terrace
cycle agency icy
- spacious special musician
- occasion accommodation accuse
- accent success accident

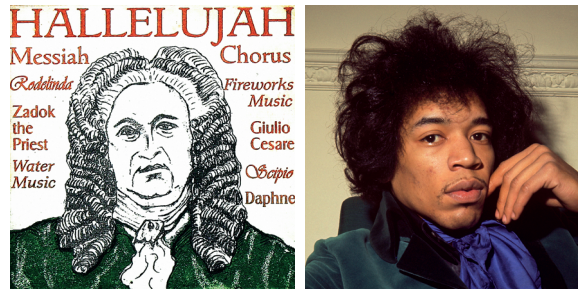
- b Complete the pronunciation rules with /s/, /ʃ/, /k/, or /ks/.

- c before a, o, or u is pronounced ____.
- c before i, e, or y is pronounced ____.
- ci before a vowel is pronounced ____.
- cc before a, o, or u is pronounced ____.
- cc before e or i is pronounced ____.

- c **7.20** Now listen to the words in a and check your answers to b.

6 LISTENING

- a Look at the pictures of George Frideric Handel and Jimi Hendrix. What do you know about them?



- b Look at the poster and read the information about a London museum. Check your answers to a. Which bedroom do you like best? Why?
- c You're going to listen to an audio guide to the *Handel & Hendrix in London* museum. Before you listen, look at extracts 1–8. Who do you think each extract is about, Handel or Hendrix? Write **Han** or **Hen**.

- However, after becoming a British citizen five years later, he decided to continue renting the house.
- He moved in briefly in July, before returning to the United States for an extensive tour.
- There was a basement containing the kitchens, and on the ground floor, there was a room at the front for receiving visitors.
- In the largest room, he kept his instruments (a harpsichord and a little house organ), and he occasionally rehearsed there.
- He bought curtains and cushions from the nearby John Lewis department store, as well as ornaments from Portobello Road market and elsewhere.
- In January the following year, he gave a series of press and media interviews and photo shoots in the flat.
- Over the years, his flat was used as an office, until it was taken over in 2000 by the Handel House Trust.
- He was buried in Westminster Abbey, and more than 3,000 people attended his funeral.

Glossary

Surrey a county in the south-east of England
the Messiah Handel's most famous choral work

Westminster Abbey one of London's great churches
the Royal Albert Hall a concert hall in south-west London

- d **7.21** Listen and check.

Handel & Hendrix in London

Two successful and innovative musicians left their countries and came to live in London, the city where music was happening. One came in the early 18th century, when London was the centre for opera, and one came in the swinging 1960s, when the Beatles and the Rolling Stones were revolutionizing pop music. Where did they choose to live? In the same building, 23–25 Brook Street...



Buy your tickets now



NOW OPEN

Hendrix Flat

Find out more about Hendrix's flat

[Read more >](#)



HANDEL'S HOME FOR 36 YEARS

Handel House

The history of Handel House

[Read more >](#)

- e Listen again and answer the questions.
- Who lived in 25 Brook Street before Handel?
 - Why was he not allowed to buy the house?
 - What did Handel use the rooms on the first floor for?
 - What rooms were there on the second floor?
 - Who lived in the attic?
 - How long did Hendrix's career last?
 - Who was Kathy Etchingham?
 - When did Hendrix leave the flat?
 - Where did he die?
 - What was the flat used for before it became a museum?
- f 7.22 Read some extracts from the listening and try to complete the missing words. What do they mean? Then listen and check.
- Handel decided to s_____ permanently in England...
 - After living in Surrey for some years, he m_____ to London...
 - He was the first o_____ of the house...
 - The flat on the u_____ floors of 23 Brook Street was found by...
 - He spent some time d_____ the flat to his own taste.
 - The whole house is now a museum and a concert v_____...
- g Have you ever visited a house where a famous person lived? Where was it? What was it like? What do you especially remember about it?

SPEAKERS OF SPANISH
Go online for extra Listening

7 SPEAKING & WRITING

- a Think for a few minutes about what your dream home would be like and make brief notes. Use **p.234 Vocabulary Bank Houses** to help you.
- Where would it be?
 - What kind of house or flat would it be?
 - How many rooms would it have?
 - What special features would it have?
 - What would the decoration be like?
- b In groups, describe your dream homes. Give as much detail as possible. Whose do you like best?
- c **p.192 Writing** Describing a house or flat Write a description of your house or flat.

Go online to review the lesson

1 ROB AND PAUL CATCH UP



a **7.23** Watch or listen to Rob and Paul. What does Paul think of Jenny?

b Watch or listen again and mark the sentences **T** (true) or **F** (false). Correct the **F** sentences.

- 1 Rob used to play pool when he was younger.
- 2 Rob has a lot of free time.
- 3 Rob had fair hair the last time Paul saw him.
- 4 Paul thinks Rob has changed a lot.
- 5 Jenny's parents gave Rob the shirt he's wearing.
- 6 Rob doesn't want to keep Jenny waiting.

2 MAKING SUGGESTIONS

a **7.24** Watch or listen to Paul, Rob, and Jenny talking about what to do after dinner. What do Paul and Rob decide to do? What excuse does Jenny give? What does she do in the end?



b Watch or listen again. Answer with **Paul**, **Rob**, or **Jenny**.

Who suggests...?

- | | |
|--|--|
| 1 <input type="checkbox"/> going dancing | 5 <input type="checkbox"/> staying at home |
| 2 <input type="checkbox"/> doing some exercise | 6 <input type="checkbox"/> going to a gig |
| 3 <input type="checkbox"/> going to a club | 7 <input type="checkbox"/> meeting Kerri |
| 4 <input type="checkbox"/> going to an art gallery | |

c **7.25** Look at some extracts from the conversation. Can you remember any of the missing words? Watch or listen and check.

- 1 Paul What shall we _____ now?
 Rob What do you want to do?
 Paul Well...I haven't been on a dance floor for weeks now. I've got to move my body. _____ go dancing!
- 2 Jenny I'm going running in the morning. Why _____ you join me?
 Paul No thanks. I'm not very _____ on running. But I've read about this place called Deep Space, where they play great music. We _____ go there.
- 3 Jenny _____ about going to the late show at MOMA?
 Paul MOMA? What's that?
- 4 Jenny _____ about staying in and watching a movie on TV?
 Paul I'm in New York. I can watch TV anywhere.
- 5 Paul I didn't think so. So _____ we go there?
 Rob _____ not?
- 6 Rob We _____ meet her outside and go together.
 Paul That's a great _____!



Verb forms

Remember to use the infinitive without to after:
*Shall we... We could... Why don't you / we...
 Let's...*

Remember to use the gerund after:
What about...? How about...?

d Look at the **highlighted** expressions for making and responding to suggestions. Which expression is the most emphatic, *What about...?*, *Let's...*, or *We could...?*

e **7.26** Watch or listen and repeat the **highlighted** phrases. Copy the **rhythm** and intonation.

f Practise the conversations in **c** with a partner.

g In small groups, practise making suggestions and responding.

You are going to have an end-of-term class party. You need to decide...

- when to have it.
- where to have it.
- what time to have it.
- what food and drink to have.

3 THE MORNING AFTER THE NIGHT BEFORE

a **7.27** Watch or listen to Rob and Jenny talking on the phone. What's the problem?



b Watch or listen again and complete the sentences with 1–3 words.

- 1 Rob says that he's feeling _____.
- 2 Kerri invited Rob and Paul to _____.
- 3 Rob says that he can't make _____.
- 4 Jenny is upset because it's an _____.
- 5 Rob promises that _____ again.
- 6 Rob also says that Paul _____ that afternoon.
- 7 Jenny tells Don that Rob is such _____.

c Look at the **Social English** phrases. Can you remember any of the missing words?

Social English

- 1 **Jenny** Where are you, _____?
- 2 **Rob** That's _____ I'm calling. I'm not going to make it.
- 3 **Rob** It won't _____ again.
- 4 **Rob** He's _____ to Boston this afternoon.
- 5 **Jenny** I mean, it's not _____ I don't like Paul, but...
- 6 **Don** I wanted to have a _____ with him before the meeting.
- 7 **Jenny** He's _____ a professional.

d **7.28** Watch or listen and complete the phrases. Then watch or listen again and repeat.

e Complete conversations A–G with **Social English** phrases 1–7. Then practise them with a partner.

A	Your mum's _____ darling! She's just mended my jeans!	That's so typical. She's always trying to be useful.
B	Have we got anything for supper tonight?	No, nothing. _____ I'm ordering takeaway.
C	Is your brother around? I need to _____.	I think he's in his room. Shall I call him?
D	You don't like my new shirt, do you?	_____ I don't like it, it's just that the colour doesn't suit you.
E	That's the third time this week you've come home late.	_____, I promise. This week's been really busy.
F	Is Jason coming tonight?	No, he can't. _____ Manchester really early tomorrow morning.
G	Aren't you going to finish your vegetables?	They're cold. And _____, I don't like cabbage.

CAN YOU...?

- use different ways of making suggestions
- respond to suggestions
- apologize and make an excuse

G first conditional and future time clauses + *when, until, etc.* V education P the letter u

1 VOCABULARY education



a Complete the sentences. Order the letters to make school subjects.

- 1 *Physics* _____ (siphycs) is the scientific study of natural forces such as light, sound, heat, electricity, pressure, etc.
- 2 _____ (ogphyrage) is the study of the world's surface, physical qualities, climate, countries, products, population, etc.
- 3 _____ (lobigyo) is the scientific study of living things.
- 4 _____ (teturelira) is the study of poetry, drama, and fiction.
- 5 _____ (trymische) is the scientific study of substances and what happens to them in different conditions.
- 6 _____ (rytohis) is the study of past events.
- 7 _____ _____ (fortionmain nogytechlo) is the study of computers for collecting, storing and sending out information.
- 8 _____ (eticsmamath) is the study of numbers, quantities or shapes.

b Match the words from the list to definitions 1–11.

In the UK

boarding school degree head nursery school
primary school private school pupils
secondary school state school students term

- 1 Children in school.
pupils _____
- 2 A school for children aged four to eleven.

- 3 The teacher in charge of a school.

- 4 A school controlled by the government.

- 5 An official document that students gain by successfully completing a course at university.

- 6 A school that parents pay for.

- 7 A period of time that the school year is divided into.

- 8 A school that children live at while they're studying.

- 9 A school for children aged from about two to five.

- 10 People who are studying at school or university.

- 11 A school for children aged from eleven to eighteen.

c Complete the sentences.

In the US

- 1 Very young children often go to *kindergarten* .
- 2 Children start e _____ sch _____ when they're six.
- 3 Schoolchildren are divided by age group into gr _____ .
- 4 The school year is divided into s _____ .
- 5 After middle school, students go on to h _____ sch _____ .
- 6 Students finish school in tw _____ gr _____ .
- 7 When they leave school, some students go to c _____ to continue their education.

d Complete the texts with the past simple form of the verbs from the list.

be expelled be punished cheat let make
misbehave (not) be allowed to



At my secondary school, discipline was very strict. Students who behaved badly ¹ were expelled, so very few students ² _____ in class. We ³ _____ talk during lessons, and the teacher ⁴ _____ us stand up every time another teacher came into the classroom. We had to wear a uniform, and we ⁵ _____ if we wore something different. We had to study a lot, and nobody ⁶ _____ in exams. In the final year, the teachers weren't as strict with us, and they ⁷ _____ us leave school during the lunch break.





fail pass revise take




I was very nervous before my final exams at university. I ⁸ _____ for several weeks, and I didn't go out at all. I ⁹ _____ eight exams, and I was very relieved when I had finished. In the end, I ¹⁰ _____ all of them, but my friends weren't so lucky. They ¹¹ _____ some of the exams, so they had to do them again.

2 PRONUNCIATION the letter u

a Circle the word with a different sound.

 boot	1 fruit <u>lunch</u> scooter true
 up	2 couple mussels pull tongue
 bull	3 cut full push put
 /ju/ /ju/	4 musical stupid subtitles tuna

b  7.1 Listen and check. Then listen again and repeat the words.

3 GRAMMAR first conditional and future time clauses + when, until, etc.

a Match the sentence halves.

- | | |
|-------------------------------------|----------|
| 1 Will you buy a car | <u>e</u> |
| 2 Mike's parents will be furious | _____ |
| 3 I'll have more time to help you | _____ |
| 4 You'll have to go to a new school | _____ |
| 5 He won't pass his exams | _____ |
| 6 Nina won't go back to work | _____ |
| 7 You'll need to buy the book | _____ |
| 8 I'll stay at home | _____ |

- a unless he revises more.
b after I come back from my holiday.
c if he fails his exam again.
d before the classes start.
e if you pass your driving test?
f when your family moves house.
g if I still don't feel well in the morning.
h until her daughter starts school.

est la plume?
pas ici.



b Complete the sentences with a word from the list. Use each word only once.

after before if unless until when

- 1 They won't be able to leave the school unless the teacher gives them permission.
- 2 They'll have to wear a uniform _____ they go to secondary school.
- 3 I'll talk to my teachers _____ I choose my exam subjects.
- 4 Ella will be disappointed _____ she doesn't get good marks.
- 5 I'll have a long holiday _____ the course finishes.
- 6 The teacher won't start the class _____ all the pupils are quiet.

c Complete the sentences with the correct form of the verbs in brackets. Use the present simple or future (*will / won't*).

- 1 I *'ll do* _____ my homework as soon as I *get* _____ home. (do, get)
- 2 We _____ late unless we _____. (be, hurry)
- 3 I _____ a shower before I _____. (have, go out)
- 4 The school bus _____ for you if you _____ on time. (not wait, not be)
- 5 If the teacher _____, we _____ the exam. (not come, not have)
- 6 James _____ home until he _____ a job. (not leave, find)
- 7 Alice _____ buy a car unless her parents _____ her the money. (not be able to, lend)
- 8 As soon as my boyfriend _____ his results, he _____ me. (get, call)
- 9 She _____ primary school until she _____ five years old. (not start, be)
- 10 You _____ better if you _____ every day. (play, practise)

d Complete the sentences with your own ideas.

- 1 I'll charge my phone when I get home tonight _____.
- 2 I'll go out tonight if _____.
- 3 I won't watch TV later unless _____.
- 4 I'll do my homework before _____.
- 5 I won't buy a (new) phone until _____.
- 6 I'll go to bed after _____.

1 GRAMMAR second conditional, choosing between conditionals

a Match the sentence halves.

- 1 If we had the time, d
- 2 I'd like my flat more, ____
- 3 You'd be able to find a job ____
- 4 If my sister didn't work so hard, ____
- 5 If we bought a bigger house in the country, ____
- 6 If they could live anywhere they wanted to, ____
- 7 We'd get on better ____
- 8 I wouldn't want to live in London, ____

- a she could spend more time with her children.
- b they'd move to France.
- c if you spoke better English.
- d we'd do the housework ourselves.
- e if we didn't have to share an office.
- f unless I earned a lot of money.
- g if it was on the top floor.
- h we'd be able to have a dog.

b Complete the sentences with the correct form of the verbs in brackets. Use the second conditional.

- 1 If Tom had _____ more time, he'd paint _____ his room himself. (have, paint)
- 2 Lucy _____ happier if her flatmate _____ the kitchen more often. (be, clean)
- 3 I _____ to work if I _____ a parking space. (not drive, not have)
- 4 _____ you _____ working if you _____ a lot of money? (carry on, win)
- 5 I'm sure Sally _____ better if she _____ so much coffee. (sleep, not drink)
- 6 My parents _____ me the money if I _____ to buy a new car. (lend, need)
- 7 I _____ surprised if it _____ tonight. (not be, snow)
- 8 If our house _____ so small, you _____ all stay the night. (not be, can)
- 9 _____ you _____ if you _____ your alarm? (wake up, not set)
- 10 If we _____ another bathroom, there _____ a queue for the shower. (have, not be)

c Complete the sentences with the words in brackets. Use the first or second conditional.

- 1 If they offer me the job, I'll take it _____. (I / take it)
- 2 If my car wasn't being repaired, I'd give you a lift _____. (I / give you a lift)
- 3 If I had Emily's number, _____. (I / call her)
- 4 You'll miss the train if _____. (you / not hurry up)
- 5 If I see John, _____. (I / tell him the news)
- 6 Rob wouldn't send you flowers if _____. (he / not love you)
- 7 If my mother didn't live on her own, _____. (she / be happier)
- 8 If it rains on Saturday, _____. (they / cancel the match)
- 9 You wouldn't spend so much money if _____. (you / not eat out every night)
- 10 Rita won't go to work tomorrow if _____. (she / not feel better)

2 PRONUNCIATION sentence stress, the letter c

a 7.2 Listen and complete the sentences.

- 1 If I did _____ more exercise _____, I'd be a lot fitter _____.
- 2 I'd _____ my own _____ if I had a _____.
- 3 Would you _____ a _____ if you _____?
- 4 If it were _____, I _____ the _____.
- 5 I _____ a _____ if I _____ in the _____.

b 7.2 Listen again and repeat the sentences. Copy the rhythm.

c Say the pairs of words. Do the letters in **bold** have the same pronunciation or are they pronounced differently? Write **S** (same) or **D** (different).

- | | | | | | |
|-----------------|----------------|----------|--------------------|-----------------|-----|
| 1 carpet | location | <u>S</u> | 5 city | centre | ___ |
| 2 cabin | ceiling | <u>D</u> | 6 castle | musician | ___ |
| 3 centre | cosy | ___ | 7 decide | entrance | ___ |
| 4 spacious | special | ___ | 8 fireplace | balcony | ___ |

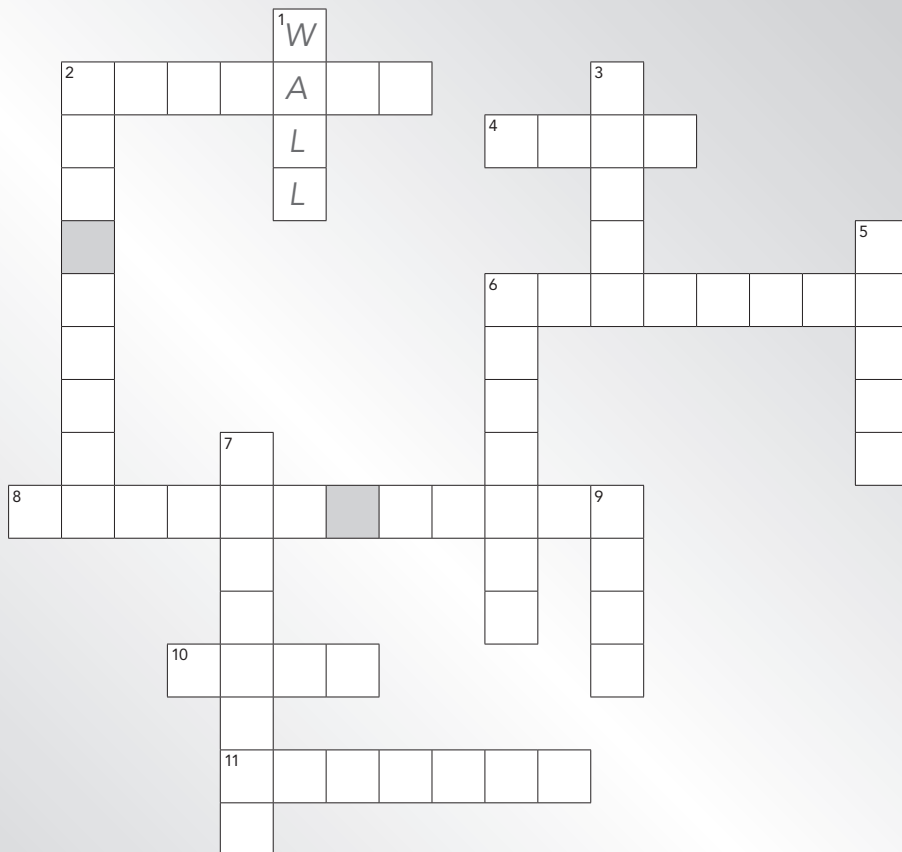
d 7.3 Listen and check. Then listen again and repeat the words.

3 VOCABULARY houses

a Complete the sentences with *in* or *on*.

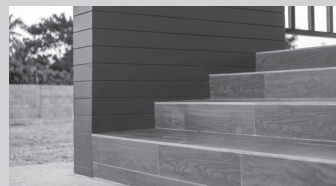
- We're looking for a flat in a suburb. We don't want to live in the city centre.
- I'd love to live by the sea, maybe ___ the south coast.
- All the bedrooms are ___ the first floor.
- Sara bought a beautiful cottage ___ the country, where she can ride her horse.
- Chris lives ___ the outskirts of the city, so he has to commute to the centre every day.
- My grandparents live ___ a town north of Manchester called Blackburn.

b Complete the crossword.



DOWN ↓

- one of the sides of a room or building joining the ceiling to the floor
- the highest floor of a building



- the space or room under the roof of a house



- the part of the building that covers the top of it

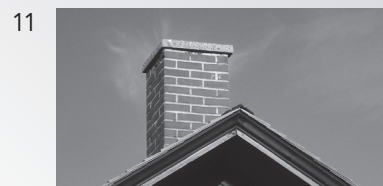
ACROSS →

- a flat, hard area, especially outside a house or restaurant, where you can sit, eat, and enjoy the sun



- a room or rooms in a building, partly or completely below ground level

- the floor of a building that is at street level



c Complete the adverts. Circle a, b, or c.

JUST ADDED



FOR SALE

This ¹ ___ flat is on the top floor of a building with magnificent views of Regent Park. All the rooms are very ² ___. It has three bedrooms, a bathroom, and a large ³ ___ kitchen. The living room has a ⁴ ___ floor, and there are carpets in all the bedrooms.

- 1 **a modern** **b recent** **c young**
 2 **a clear** **b light** **c lit**
 3 **a big** **b spacious** **c tiny**
 4 **a board** **b rug** **c wooden**

VILLAGE LOCATION



FOR SALE

This 18th-century cottage is situated in a quiet village. It has a kitchen, bathroom, living room, and two small but ⁵ ___ bedrooms. All the rooms have low ⁶ ___, and the walls are made ⁷ ___ stone. There is an open ⁸ ___ in the living room, but the house also has central heating.

- 5 **a cosy** **b safe** **c soft**
 6 **a ceilings** **b roofs** **c walls**
 7 **a by** **b in** **c of**
 8 **a chimney** **b fire** **c heating**

3 BEDROOMS



FOR SALE

This recently-built house is located on the ⁹ ___ of the city, with good public transport links. Downstairs there's a kitchen, a living room, and a dining room, while on the ¹⁰ ___ floor are three bedrooms and a stylish bathroom. Outside the house there are four ¹¹ ___ down to a small garden, where there's a ¹² ___ which is perfect for outdoor entertaining.

- 9 **a suburbs** **b outskirts** **c centre**
 10 **a ground** **b first** **c second**
 11 **a steps** **b stairs** **c paths**
 12 **a terrace** **b basement** **c balcony**

1 MAKING SUGGESTIONS

a Re-order the words to make phrases for making and responding to suggestions.

- 1 not / why
Why not _____?
- 2 very / fish / keen / not / I'm / on / raw
_____.
- 3 a / idea / great / that's
_____!
- 4 restaurant / don't / sushi / that / we / why / new / try
_____?
- 5 about / Chinese / having / what / a
_____?
- 6 shall / lunch / go / we / where / for
_____?
- 7 cab / could / to / time / get / we / a / save
_____.
- 8 Italian / to / going / how / an / restaurant / about
_____?
- 9 there / go / let's
_____.

b Complete the conversation with the phrases from a.

- Jess I'm hungry. ¹Where shall we go for lunch _____?
- Phil I think there's a burger bar near here. ²_____.
- Jess Phil, you know I don't eat meat.
- Phil Oops! Sorry, I forgot. Well, ³_____?
- I fancy some pasta.
- Jess Aren't you on a diet?
- Phil Well, yes...
- Jess No Italian for you, then. ⁴_____?
- Phil I'm not sure about Japanese food. ⁵_____.
- Jess Well, ⁶_____?
- I know a place that does excellent fried rice.
- Phil ⁷_____? Is it very far?
- Jess It's a couple of blocks away. ⁸_____.
- Phil ⁹_____! Let's do that.

2 VERB FORMS

Complete the sentences with the correct form of a verb from the list.

eat out go meet order play watch

- 1 We could order a pizza.
- 2 Shall we _____ a movie?
- 3 What about _____ at 9 p.m.?
- 4 Why don't we _____ cards?
- 5 How about _____ to the theatre?
- 6 Let's _____ tonight.

3 SOCIAL ENGLISH

Complete the conversation.

- Ellie Joe?
- Joe Hi, Ellie.
- Ellie It's Mum's birthday, and you're late. Where are you, ¹anyway _____?
- Joe That's ²wh_____ I'm calling. I'm not going to ³m_____ it for dinner.
- Ellie Why not?
- Joe I'm at a friend's house. She's ⁴o_____ to Germany tomorrow to start her new job, and I wanted to say goodbye.
- Ellie But why tonight? It's ⁵n_____ that I don't think you should say goodbye, but couldn't you do it tomorrow?
- Joe Not really. I wanted to have a ⁶w_____ with her about something before she left.
- Ellie Mum's going to be upset.
- Joe Sorry, Ellie. It won't ⁷h_____ again. Tell Mum I'll see her tomorrow.

Can you remember...? 1-7

1 GRAMMAR

Circle the correct words.

- John and Mary are delighted because their son gets / 's getting / will get married next year.
- He plays / 's playing / 's been playing tennis for ten years.
- You don't have to / ought to / mustn't send text messages when you're driving. It's against the law.
- I'd love to can / be able to / could to play the piano, but I can't.
- If I have / had / will have time tonight, I'll send you those photos.
- If I knew the answer, I'll tell / tell / 'd tell you.






2 VOCABULARY

Circle the word that is different.

- dishonest irresponsible sympathetic unkind
- borrow charge invest salary
- boarding primary state head
- arena coach sports hall stadium
- cast extra plot star
- lips shoulder teeth tongue

3 PRONUNCIATION

Circle the word with a different sound.

 key	1 carpet cast cinema critic
 snake	2 ceiling centre cosy terrace
 shower	3 city musician spacious special
 train	4 stare state taste trailer
 bike	5 eyes fail high smile

4 GRAMMAR & VOCABULARY

Read the article. Circle a, b, or c.

Alternative schooling

Mother-of-two, Sue Cowley, is an experienced teacher and author of many books on how to give children ¹ ___ education. These days, teachers ² ___ the first people to insist that children must be educated at school, not at home. However, Mrs Cowley doesn't agree. That's why she decided to take her children out of school for six months to go on a road trip. The route the family took ³ ___ by the children themselves, Alvie and Edite, who were eleven and eight at the time.

In November 2014, they ⁴ ___ in the family car and headed for the Netherlands, where they stayed in a mobile home on the ⁵ ___ of Amsterdam. They visited Anne Frank's house and the Rijksmuseum. From there, they drove all around Europe before making their way to China. While their ⁶ ___ were studying hard at school, Alvie and Edite ⁷ ___ giant pandas at Beijing Zoo.



The children ⁸ ___ get up early or study on their trip, but their mother ⁹ ___ them write a page in their travel diary every day. Alvie and Edite learned a lot on their travels, including how to draw an accurate map of Europe and what to do if you become separated from your family on the underground.

¹⁰ ___ at school since they returned from their trip, but Mrs Cowley would like to take them on another adventure one day.

- a better b best c the best
- a are usually b usually are c used to be
- a chose b was chose c was chosen
- a set down b set off c set up
- a coast b outskirts c suburbs
- a classmates b colleagues c partners
- a have visited b had visited c were visiting
- a can't b didn't have to c mustn't
- a allowed b let c made
- a They're b They've been c They were