

## Personality

| Adjectives                            | Nouns   |
|---------------------------------------|---|
| <b>aggressive</b> /ə'gresɪv/          | <b>aggression</b> /ə'greɪʃn/                  |
| <b>assertive</b> /ə'sɜ:tɪv/           | <b>assertiveness</b> /ə'sɜ:tɪvnəs/            |
| <b>confident</b> /'kɒnfɪdənt/         | <b>confidence</b> /'kɒnfɪdəns/                |
| <b>defensive</b> /dɪ'fensɪv/          | <b>defensiveness</b> /dɪ'fensɪvnəs/           |
| <b>frustrated</b> /frʌ'streɪtɪd/      | <b>frustration</b> /frʌ'streɪʃn/              |
| <b>impatient</b> /ɪm'peɪjnt/          | <b>impatience</b> /ɪm'peɪjns/                 |
| <b>innocent</b> /'ɪnəsnt/             | <b>innocence</b> /'ɪnəsns/                    |
| <b>nervous</b> /'nɜ:vəs/              | <b>nervousness</b> /'nɜ:vəsənəs/              |
| <b>open</b> /'əʊpən/                  | <b>openness</b> /'əʊpənəs/                    |
| <b>self-conscious</b> /,self 'kɒnʃəs/ | <b>self-consciousness</b> /,self 'kɒnʃəsənəs/ |
| <b>sensitive</b> /'sensətɪv/          | <b>sensitivity</b> /,sensə'tɪvətɪ/            |
| <b>shy</b> /ʃaɪ/                      | <b>shyness</b> /'ʃaɪnəs/                      |

## Key to pronunciation schwa /ə/

The schwa sound /ə/ is the most common sound in English. It is never stressed and it sounds short and quiet. Look at the words in the table and listen to the words using *Oxford Advanced Learner's Dictionary* online. Practise saying the words.

Example sentences:

- 1 It's OK to be **assertive** when you want to tell people your opinion, but you shouldn't get angry and become **aggressive**.
- 2 Mia has worked really hard this term, so she feels **confident** about her exams.
- 3 The man says he didn't steal our car. He says he's **innocent**.
- 4 Harry is such a nice guy. He's always **open** to new ideas and experiences, and he's very **sensitive** to other people's problems.
- 5 Leo wants to be a pop star. He's not **self-conscious** about singing in public, but he's quite **shy** when he meets people for the first time.

## Verbs + each other / one another

We use *each other* and *one another* as the object of certain verbs to show that everyone in a group does something for the other people in the group OR that the people are in the same place. Common verbs that we use with *each other* and *one another* include: *to buy, to call, to help, to interact with, to support, to talk to* and *to understand*.

*My brother and I often help each other with our homework.*

*My parents always buy each other expensive birthday presents.*

## Verbs gestures &amp; manners

to answer your **mobile phone**  
/tu ,ɑ:nswə jə ,məʊbaɪl 'fəʊn/

to **apologize**  
/tu ə'pɒlədʒaɪz/

to **bow**  
/tə 'bəʊ/

to **catch** someone's **eye**  
/tə ,kætʃ sʌmwʌnz 'aɪ/

to **greet** /tə 'gri:t/

to **hold hands**  
/tə ,həʊld 'hændz/

to **interrupt**  
/tu ,ɪntə'rʌpt/

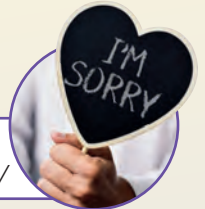
to **kiss**  
/tə 'kɪs/

to **queue**  
/tə 'kju: /

to **touch** /tə 'tʌtʃ/

to **shake hands**  
/tə ,ʃeɪk 'hændz/

to **wave** /tə 'weɪv/



# Grammar reference Using modal verbs

SB Grammar Workshop Pages 112–113

## Key to pronunciation 1 modal verbs

Some modal verbs have two pronunciations: a strong form and a weak form (see Key to pronunciation on page 31).

| Modal verb | Weak form | Strong form |
|------------|-----------|-------------|
| can        | /kən/     | /kæn/       |
| could      | /kəd/     | /kʊd/       |
| should     | /ʃəd/     | /ʃʊd/       |
| must       | /məst/    | /mʌst/      |

| Function   | Example sentence   |
|--|--|
| Request<br><i>Can / Could + infinitive + ?</i>                                       | Can / Could you help me find my phone?   |
| Present ability<br><i>can / can't + infinitive</i><br><i>be able to + infinitive</i> | I can / am able to play the piano, but I can't / am not able to play the violin. |
| Future ability<br><i>will be able to + infinitive</i>                                | I'll be able to go out tomorrow.   |
| Past ability<br><i>could / couldn't + infinitive</i>                                 | I could ride a horse when I was only five years old.                             |

We use *could* to talk about general ability in the past. We use *manage* to talk about a specific event in the past.

*Jack could speak French when he was very young.*  
*Zoe managed to buy a really cheap pair of jeans in the sale.*

| Function  | Example sentence  |
|---|---|
| Obligation<br><i>have to / must / need to + infinitive</i>                        | I have to / must / need to study harder before the exams.                               |
| Prohibition<br><i>can't / mustn't + infinitive</i>                                | You mustn't / can't interrupt people. It's rude.  |
| Lack of obligation<br><i>don't have to / needn't / don't need to + infinitive</i> | Ava doesn't have to / needn't / doesn't need to work very hard because she's so clever. |
| Advice<br><i>should / ought to + infinitive</i>                                   | You should / ought to buy those shoes. They really suit you.                            |
| Lack of recommendation<br><i>shouldn't + infinitive</i>                           | Noah shouldn't stay out so late every night.  |

In affirmative sentences, we can use *must*, *have to* and *need to* to talk about present obligation.

In negative sentences, *don't have to*, *don't need to* and *needn't* show that an event is unnecessary. *Mustn't* shows prohibition – it is a bad thing to do.

| Function   | Example sentence  |
|--|---|
| Possibility<br><i>might / may / could + infinitive</i> | I might / may / could watch the football on TV tonight.       |
| Certainty<br><i>can't / must + infinitive</i>          | Sophia must be happy. She did really well in the competition. |

**BE CAREFUL!** We use *may*, *may not*, *might*, *might not* and *could* when we think an event is possible in the present or future.

*Jack might be able to meet us tomorrow.*

We use *must* and *can't* when we think an event is certain.

We do NOT use *mustn't* as the opposite of *must*.  
*It can't be nine o'clock already. It's still light outside.*

## Modal perfects

| Function   | Example sentence  |
|--|---|
| Possibility<br><i>might / may / could + have + past participle</i> | James might / may / could have gone to the beach.                       |
| Certainty<br><i>can't / must + have + past participle</i>          | You can't have lost your mobile phone. You must have left it at school. |
| Past regrets<br><i>should have + past participle</i>               | Holly should have come to the concert with us. It was great.            |

We use modal verbs + *have* + past participle to describe past certainty, possibility and regrets but not to talk about past ability (see above).

## Key to pronunciation 2 modal perfects

The word *have* in modal perfects is a weak form. It is pronounced /əv/ or even /ə/.

*You should have come to the cinema.* /ʃədə/

## 1 Complete the adjectives with the missing letters.

- I'm really afraid of that dog. It's very *aggressive*.
- Oliver hates waiting for other people. He's really i\_p\_\_ient.
- I always get really n\_\_v\_\_s before exams.
- Shona is always very \_\_p\_\_ to new ideas and experiences.
- I felt quite c\_\_f\_\_dent before the concert because I had practised a lot.
- Luke hates being criticized. He gets very d\_\_n\_\_ie.

Score: \_\_\_ / 5

## 2 Choose the correct options: noun or adjective.

- Jessica hates going to parties because she's so *shyness / shy*.
- Being *assertiveness / assertive* is necessary in some situations, but you should never be aggressive.
- I experience a lot of *frustration / frustrated* when I'm trying to speak English. I can't remember enough vocabulary.
- In some cultures, a white wedding dress symbolizes *innocence / innocent*.
- I felt very *self-consciousness / self-conscious* at dinner because I was the only person wearing jeans.
- Chloe shows a lot of *sensitivity / sensitive* to other people when they have problems.

Score: \_\_\_ / 5

## 3 Match the two halves of the sentences.

- |                                       |          |
|---------------------------------------|----------|
| 1 My parents still hold ...           | <u>D</u> |
| 2 I tried to catch ...                | ___      |
| 3 My dad never answers ...            | ___      |
| 4 We queued for twelve hours ...      | ___      |
| 5 My sister never apologizes ...      | ___      |
| 6 I hate it when people interrupt ... | ___      |
- A the waiter's eye, but he was always busy.  
 B to get tickets for the Lady Gaga concert.  
 C me when I'm speaking.  
 D hands when they go for a walk.  
 E when she's late.  
 F his mobile phone when he's watching football.

Score: \_\_\_ / 5

## KEY TO VOCABULARY

### Cognates

Cognates are words that have a similar meaning and spelling in English and Spanish. There are lots of them. Many of the words in exercises 1 & 2 are cognates (e.g. nervous).

Make a note of cognates, but pay attention to differences in spelling and pronunciation. See the Vocabulary Reference section on page 34.

## 4 Complete the text using the words in the box.

bowed greet kiss shook touch wave

## Meeting the Japanese!



Many Japanese people behave more informally nowadays than in the past, especially when they (1) *greet* other people. In the past, when they met strangers, most Japanese (2) \_\_\_\_\_ as a sign of respect and many still do. When they met friends, they (3) \_\_\_\_\_ their hands. However, now they just say 'Hi' and young Japanese have even started to (4) \_\_\_\_\_ friends on the cheek. They also (5) \_\_\_\_\_ with their hands to catch people's attention more than they used to. In general, Japanese people (6) \_\_\_\_\_ each other much more now.

Score: \_\_\_ / 5

Total score: \_\_\_ / 20

## 1 Complete the text using the words in the box.

frustrated impatient nervous assertive  
sensitive confident

### Advice for exam success

- 1 Try not to get too (1) *nervous* before the exam. Take deep breaths and keep calm.
- 2 Start revising at least a week before the exam. You'll feel more (2) \_\_\_\_\_ if you know you have done enough work.
- 3 Don't be (3) \_\_\_\_\_ in the exam. Spend time reading all the questions carefully before you start writing.
- 4 Be (4) \_\_\_\_\_ to the other candidates. Be quiet during the exam – remember that everyone is working hard.
- 5 Don't get (5) \_\_\_\_\_ if the questions seem difficult. Do as much as you can in the time. You don't have to get everything right.
- 6 Finally, don't talk about the exam after you finish because you may realize you have made mistakes. If friends try to discuss their answers with you, be (6) \_\_\_\_\_ and let them know that you don't want to talk about the exam.



Score: \_\_\_\_ / 5

## 2 EXAM Match the words in bold with the correct definitions (A-F).

- 1 Tina is rather **innocent** – she trusts people too much and too quickly. C
  - 2 My brother is **self-conscious** about his appearance because he's very tall. \_\_\_\_
  - 3 I don't like people who become **aggressive** when they don't win games. \_\_\_\_
  - 4 I'd like to travel when I'm older because it makes people **open** to new experiences. \_\_\_\_
  - 5 I remember feeling very **shy** on my first day at school, but I soon made friends. \_\_\_\_
  - 6 The film star was very **defensive** when the journalist asked him about his private life. \_\_\_\_
- A Not wanting to talk about something.  
B Enjoying learning new things.  
C Not having much life experience.  
D Not having confidence in social situations.  
E Feeling uncomfortable.  
F Behaving in an angry or violent way.

Score: \_\_\_\_ / 5

## 3 Choose the correct options to complete the sentence.

In the UK, ...

- 1 it's unusual to *kiss* / *answer your phone* when you meet someone in formal situations.
- 2 many people *shake* / *bow* hands when they meet for the first time.
- 3 it's usual to *wave* / *greet* goodbye when you leave someone's house.
- 4 it's usual to *hold hands* / *queue* when waiting for a bus.
- 5 it's usual to apologize when you *interrupt* / *kiss* someone.
- 6 it's rude to *answer* / *touch* your mobile phone when you are speaking to someone.

Score: \_\_\_\_ / 5

## 4 Complete the sentences using the correct forms of verbs. The first letter is given.

- 1 My aunt always *greet*s me with a kiss when I see her.
- 2 Many people in East Asian countries b\_\_\_\_\_ when they meet other people.
- 3 Can you c\_\_\_\_\_ the waiter's eye so we can pay the bill?
- 4 I don't like it when people t\_\_\_\_\_ the food in shops. It's unhygienic.
- 5 Peter never a\_\_\_\_\_ when he's late. It's so rude.
- 6 Mary and James were h\_\_\_\_\_ at the cinema last night. I think they like each other.

Score: \_\_\_\_ / 5

**Total score: \_\_\_\_ / 20**



# Vocabulary Extend ★★★

## 1 Complete the dialogue.



**Dave:** Er, hello, Mrs Samuels. Is Maisie in?  
**Mrs Samuels:** Yes, she is. You (1) \_\_\_\_\_ be her friends, Dave and Paul? I'll just (2) \_\_\_\_\_ her.  
**Dave:** Thanks.  
**Mrs Samuels:** Would you (3) \_\_\_\_\_ a drink while you wait for her.  
**Paul:** That would be (4) \_\_\_\_\_.  
**Mrs Samuels:** How about some juice? We have apple, orange or cranberry juice.  
**Paul:** That's very (5) \_\_\_\_\_ of you. I'll have a glass of orange juice, please.  
**Mrs Samuels:** How about you, Dave?  
**Dave:** I think I'm (6) \_\_\_\_\_ actually. I've just had a coffee. Thanks (7) \_\_\_\_\_.  
**Mrs Samuels:** Here you are, Paul. One glass of orange juice. What is Maisie doing? You're going to be late. (8) \_\_\_\_\_ I give you a lift?  
**Paul:** No, that's very kind of you, but we're OK. But do you (9) \_\_\_\_\_ if I use the bathroom?  
**Mrs Samuels:** No, of (10) \_\_\_\_\_ not. It's at the top of the stairs, down the hall, on your right.  
**Paul:** Thanks very much.  
**Mrs Samuels:** Come on, Maisie! Your friends are waiting.

Score: \_\_\_\_ / 10

## 2 Complete the sentences using the correct forms of the words in the box.

catch (someone's) eye bow greet touch hold bump five interrupt queue wave

- The band *bowed* to the audience when they finished their last song and everyone clapped.
- A pair of really cool jeans \_\_\_\_\_ my \_\_\_\_\_ when I was out shopping last Saturday so I bought them. They're now my favourite jeans.

- At the end of the film, I cried when the girl \_\_\_\_\_ goodbye to her boyfriend forever. It was so sad.
- The TV company \_\_\_\_\_ the football match to announce that there had been a plane crash.
- People started \_\_\_\_\_ for the sales the night before the shops opened.
- It's so embarrassing when my parents high-\_\_\_\_\_ my friends as a greeting.
- My brother fist-\_\_\_\_\_ me all the time these days. He thinks he's a rap star!
- Many people \_\_\_\_\_ elbows to greet each other now instead of shaking hands.
- Lorna's brother \_\_\_\_\_ me with a kiss the first time we met. I was really surprised.
- My dad used to \_\_\_\_\_ my hand when we crossed the road outside school. It was so embarrassing!

Score: \_\_ / 10

## 3 3.14 Listen to Peter and Margaret talking about themselves and their friends. Complete the table with at least 10 adjectives they use to describe each other and their friends.

|          |  |
|----------|--|
| Peter    |  |
| Margaret |  |
| Danny    |  |
| Rachel   |  |

Score: \_\_ / 10

## Over to You!

### 4 Write in your notebooks about yourself or someone you know.

- ... am / is shy when ...  
*My sister is shy when she has to speak in front of the whole class at school.*
- ... get / gets nervous when ...
- ... am / is open to ...
- ... am not / isn't very confident when ...
- ... think / thinks aggression is ...
- ... can be quite defensive about ...

Score: \_\_ / 5

**Total score: \_\_ / 35**

## 1 Match the functions to the example sentences (A-F).

| Function               | Example sentence |
|------------------------|------------------|
| Present ability        |                  |
| Obligation             |                  |
| Lack of obligation     |                  |
| Advice                 |                  |
| Lack of recommendation |                  |
| Possibility            | A                |

- A I *may / might / could* go to the beach at the weekend.  
 B You *should / ought to* watch some TV in English.  
 C I *can / am able to* play the piano quite well.  
 D You *shouldn't* watch that film. It's really violent.  
 E I really *must / have to* study more before the exams.  
 F You *didn't have to buy / didn't need to buy / needn't have bought* me a birthday present.

Score: \_\_\_\_ / 5

## 2 Order the words to form sentences.

- 1 like / every day / because / he / must / eats / pizza / it  
 Riley *must like pizza because he eats it every day.*  
 2 more / should / exercise / do  
 You \_\_\_\_\_  
 3 yesterday / school / have / to / go / didn't / to  
 Sam \_\_\_\_\_  
 4 I'm / tomorrow / can't / come / because / busy  
 I \_\_\_\_\_  
 5 you / me / €10, / please / lend / ?  
 Could \_\_\_\_\_  
 6 didn't / I / wasn't / able / to / door / because / the / open / have / key / the  
 I \_\_\_\_\_

Score: \_\_\_\_ / 5

### KEY TO GRAMMAR

#### Learning Functions

The same functions (e.g. describing ability) exist in Spanish and English. The names of the functions are 'cognates' (see page 45) (e.g. obligation). This will help you to remember the meaning of the different functions when you learn them.

## 3 Correct the underlined mistake in each sentence.

- 1 Freda is seventeen, but she can't to ride a bike.  
*Freda is seventeen, but she can't ride a bike.*  
 2 I have to doing more guitar practice before my concert next week.  
 \_\_\_\_\_  
 3 You could help me with my homework, please?  
 \_\_\_\_\_  
 4 Deborah not might be able to come to the party.  
 \_\_\_\_\_  
 5 He hasn't to study English because his mum's American.  
 \_\_\_\_\_  
 6 Joshua ought spending less money on clothes.  
 \_\_\_\_\_

Score: \_\_\_\_ / 5

## 4 Choose the correct modal verbs to complete the text.

### A cure for shyness?

Seventeen million Americans describe themselves as shy, which (1) *must / can't / should* mean that lots of people would like to find a way to stop being shy. So what (2) *will / may / can* shy people do? Experts say shy people (3) *might / don't need to / need to* act confidently even though they may not feel confident. They (4) *have to / mustn't / can't* practise being sociable. When we learn to ride a bike, it is frightening to start with, but we begin to enjoy ourselves the more we ride. Socializing is the same. Shy people (5) *might / ought to / must* join clubs and meet people so they feel less nervous. When they (6) *could / manage to / need to* talk to someone they don't know once, the next time will be easier.



Score: \_\_\_\_ / 5

**Total score: \_\_\_\_ / 20**

## 1 Rewrite the sentences using the modal verbs in brackets.

- I have the ability to speak three languages quite well. (can)  
*I can speak three languages quite well.*
- It would be a good idea for you to study medicine at university. (should)  
You \_\_\_\_\_
- It is certain that Toby is lost. (must)  
Toby \_\_\_\_\_
- It is possible that I will be able to meet up with you tonight. (might)  
I \_\_\_\_\_
- Taking dogs onto the beach is prohibited. (mustn't)  
You \_\_\_\_\_
- I don't need to do any studying this weekend. (not have to)  
I \_\_\_\_\_

Score: \_\_\_\_ / 5

## 2 Correct the ONE mistake in the sentences.

- I must to help my mum cook dinner tonight.  
*I must help my mum cook dinner tonight.*
- I was able to riding a horse when I was only three.  
\_\_\_\_\_
- Harry should have come to the cinema tomorrow.  
\_\_\_\_\_
- You shouldn't wear a helmet on a bike in case you fall off and hurt your head.  
\_\_\_\_\_
- Esther can't have receiving my text because she's not here.  
\_\_\_\_\_
- That mustn't be James – he's on holiday in Lisbon.  
\_\_\_\_\_

Score: \_\_\_\_ / 5

## 3 Rewrite the sentences using the perfect form of the modal verbs in brackets

- It wasn't a good idea for you to go to the beach this weekend. (shouldn't)  
*You shouldn't have gone to the beach this weekend.*
- He didn't enjoy the party because I think he felt shy. (may)  
\_\_\_\_\_
- I don't think they liked the film because they have already gone home. (can't)  
\_\_\_\_\_
- I think Ben really wanted to talk to you because he phoned three times. (must)  
\_\_\_\_\_
- You needed to be more careful since you've broken your glasses again. (ought)  
\_\_\_\_\_

Score: \_\_\_\_ / 4

### EXAM tip Rewriting sentences

- 1 Read the instructions carefully.
- 2 Find the part of the sentence that refers to the word in brackets.
- 3 Rewrite the sentence. Pay attention to any other words that have to change because of the word in brackets

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## 4 Choose the correct options to complete the text.

Seeing Eye dogs help blind people to live safely, so the dogs' behaviour (1) *may / can't / must* be perfect. Each dog (2) *has to / needn't / could* be trained by a skilled instructor for at least four months before they start work. The instructors also (3) *can / need to / managed to* train the dog's owner so that the human and the dog can work successfully together. Owner and animal (4) *can't / must / shouldn't* have a very strong relationship in order to be safe. If an owner has an accident while walking in the street, it (5) *might / mustn't / can't* be because there is not enough trust between the human and their canine partner. Walking in the city used to cause problems for some owners in the past; the noise of the traffic or other animals (6) *might have made / should make / should have made* a dog nervous, for example. For this reason, the dogs practise working in different environments, including big cities and the countryside, as they (7) *are able to / have to / could* be able to care for their owners everywhere. Seeing Eye dogs are essential to blind people and it is difficult to imagine how hard life would be without them.



Score: \_\_\_\_ / 6

Total score: \_\_\_\_ / 20

1 Choose the correct options to complete the text.


## A short history of teenage behaviour

In the past, in many English-speaking countries, parents would say that children (1) *should / might / mustn't* be seen, but not heard. Rules of behaviour (2) *were able to / could / can't* be very strict. Richer children (3) *didn't have to / had to / must* call their parents 'Sir' and 'Mother'. Children from poorer families (4) *were leaving / leave / left* school at fourteen and probably got a job immediately, and they (5) *didn't use to / managed to / could* have much free time – after they (6) *worked / had been working / have worked* for eight to ten hours, they would have been too tired to play anyway. Teenagers (7) *must / should / needed to* have felt frustrated a lot of the time.

Since the 1960s, parents (8) *become / have become / had become* less strict and so the rules of social behaviour have also changed. Nowadays, teenagers usually (9) *are calling / call / have called* their parents 'Mum' and 'Dad', or even use their first names.

And what about the future? How (10) *will teenagers be behaving / are teenagers behaving / will teenagers have behaved* in five years' time? Who knows? But many predict it will be the teenagers themselves who will make the rules.

Score: \_\_\_\_ / 9

2  **3.15 You are a student doing a summer course at a language school in the UK. Listen and answer the questions in your notebooks**

- 1 What do the students do in the mornings? What two rules must they follow? (3 points)
- 2 What *four* activities can the students do in the afternoons? What rule must they follow? (5 points)
- 3 What *four* activities can the students do in the evenings? What *two* rules must they follow? (6 points)
- 4 What *two* pieces of advice does the speaker give? (2 points)
- 5 What is the first thing the students have to do? (1 point)

Score: \_\_\_\_ / 17

3 Translate the sentences into your language.

- 1 You ought to come swimming with me this weekend. It's great exercise.  
\_\_\_\_\_
- 2 I can't go out yet. I have to finish my homework.  
\_\_\_\_\_
- 3 You mustn't stay out late tonight because we have to leave early in the morning tomorrow.  
\_\_\_\_\_
- 4 We could have played tennis yesterday. The weather was beautiful.  
\_\_\_\_\_
- 5 Owen needn't have been so aggressive when we arrived late.  
\_\_\_\_\_
- 6 I didn't manage to get the tickets for the concert. We should have bought them online.  
\_\_\_\_\_
- 7 They don't need to buy a ticket because the concert is free.  
\_\_\_\_\_

Score: \_\_\_\_ / 7

4 Write sentences about the following ...

- 1 Something you really must do this weekend.  
*I really must reorganize my clothes this weekend and try to sell some of the old ones online.*  
\_\_\_\_\_
- 2 Something difficult you managed to do recently.  
\_\_\_\_\_
- 3 Something you should have done last week.  
\_\_\_\_\_
- 4 Something you would like to be able to do, but can't.  
\_\_\_\_\_
- 5 Something you might do this weekend.  
\_\_\_\_\_
- 6 Something you didn't need to do recently, but you did anyway.  
\_\_\_\_\_
- 7 Something you don't have to do this weekend, but are going to do anyway.  
\_\_\_\_\_
- 8 Something you can't do now, but hope you will be able to do in three years' time.  
\_\_\_\_\_

Score: \_\_\_\_ / 7

**Total score: \_\_\_\_ / 40**



# Progress review Unit 3

## 1 Complete the definitions with the words in the box.

assertive open self-conscious sensitive shy

Someone who is...

- \_\_\_\_\_ is timid and uncomfortable socializing with other people.
- \_\_\_\_\_ likes to have new experiences and learn about new ideas.
- \_\_\_\_\_ behaves with confidence, but without aggression.
- \_\_\_\_\_ considers the feelings of others.
- \_\_\_\_\_ may feel uncomfortable about their behaviour or appearance.

## 2 EXAM Read the text. Complete the sentences in your own words in your notebooks.

- People in many countries think that animals ...
- The bee is associated with business success because ...
- Storks were associated with children because ...
- When you had a crane on your roof, you would ...
- The Maneki Neko cat can bring wealth because ...

Nearly all cultures around the world believe in the concept of good luck, and in many areas, animals are closely associated with being lucky or unlucky.

Lots of animals can be considered lucky or unlucky in China, but one in particular is the bee. Some people believe that this hard-working little insect brings good fortune in business because it is so industrious – it's as busy as a bee, in fact. The bee is also the messenger of the gods in Chinese mythology, so when you see one, it should bring you a message of good luck for the future.

In the past, storks and cranes were lucky birds in many cultures and they were especially associated with new life and long life. In springtime, the stork traditionally brought babies in many mythologies, and the Chinese believed that cranes lived for 1,000 years so they must have brought long life if one lived on the roof of your house.

Cats have a mixed reputation. They may be symbols of bad luck; you should be careful if you see a black cat, some people think. However, in Japan and China the Maneki Neko cat is lucky. This is the cat you see in many Japanese or Chinese shops and restaurants waving a greeting as you enter. Some believe it attracts customers and, therefore, success in business.

## 3 3.16 Listen. What are the speakers talking about?

- Why people buy objects to bring them good luck.
- Why people believe things like objects and numbers bring them good luck.
- Why people should not believe in good luck charms or numbers.

## 4 3.16 Listen again. Are the sentences true or false? Make notes in your notebooks to support your answers.

- Bob says not all objects can be lucky charms.
- The number eight is lucky in Japan.
- Bob says lucky charms give us confidence.
- Bob wore special clothes to take exams.
- Bob advises people to buy lucky charms.

## 5 Read the announcement. Imagine that you want to apply to participate. Read the questions and write some notes in your notebooks.

**The Institute of Scientific Research is doing some research into luck and probability. We need volunteers to participate in a series of experiments.**

Volunteers should:

- be interested in scientific research.
- have some relevant educational background.
- be able to provide an example of a time when they think they were either lucky or unlucky.

Applications to: Dr Greg Radcliff ([radcliffeg@isr.ac.uk](mailto:radcliffeg@isr.ac.uk)).  
Please give a date and time when you will be available.

- Why are you writing?
- Why are you interested in the research?
- What are you studying at the moment?
- Do you have any questions about the research?
- What is your availability?

## 6 EXAM Write a formal email applying to participate in the research.

**Key to Self-assessment: I can ...**

Think about your progress and tick the boxes.

| I can ...                                | * | ** | *** |
|--|---|----|-----|
| describe people's personalities.         |   |    |     |
| use modal verbs correctly.               |   |    |     |
| make and respond to offers and requests. |   |    |     |
| write a formal email.                    |   |    |     |