

LEARNING FROM THE PAST

IN THE PICTURE Buildings past and present

»»» Talk about buildings and architecture

RECALL AND READ

1 Work in pairs. Unscramble the letters to make the names of buildings. You have two minutes.

- | | |
|-----------------|-------------------------|
| 1 e-m-m-s-u-u | 5 a-i-n-o-s-t-t |
| 2 e-r-o-t-w | 6 a-c-e-l-s-t |
| 3 a-e-e-h-r-t-t | 7 r-a-t a-e-g-l-l-r-y |
| 4 a-d-i-m-s-t-u | 8 c-c-e-n-o-r-t a-h-l-l |

2 Read the travel brochure. Match the pictures (1–5) to the descriptions (A–E).

WORK WITH WORDS

3  1.36 Match the words to the definitions. Listen and check. Then listen and repeat.

arch column dome façade
high-rise office building
palace pyramid skyscraper
spire steps temple

Kinds of buildings

- 1 : a very tall building containing offices or apartments
- 2 : a tall building with apartments or offices on each floor. The British word is tower block
- 3 : a large building with offices in it
- 4 : a building used for worship in some religions
- 5 : a large stone structure with a square base and sides that meet at a point at the top
- 6 : a very large building that's the home of a royal family, president, or other leader

AMAZING TOURS

Ancient and Modern Architecture

Here's a sample of some of our amazing tours.

A From the blue-and-white-columned façade of Catherine Palace in St. Petersburg to the blue-and-white Vorobyovy Gory high-rises in Moscow, Russia is a great place to see classic and contemporary architecture on a grand scale.

B Climb the steps of the Kukulkán Pyramid to view the awe-inspiring ancient Mayan city of Chichén Itzá. Then travel to Mexico City to discover imaginative modern-day buildings like the Calakmul office building, known as the Washing Machine.

C Embracing a crazy mix of the old and new, our tour takes you to see the great castles of central Spain, like the Alcázar in Segovia, and modern masterpieces like the Guggenheim Museum in Bilbao. Is this the world's most famous art gallery?

D One of the great civilizations gives us ancient masterpieces like the Temple of Heaven complex in Beijing, whose first buildings date from the early 15th century, and minimalist 21st-century buildings like the futuristic Beijing Opera House.

E Our trip around Bogotá takes you from the arches, spires, and domes of the Primata Cathedral in Bolívar Square to the high-rise architecture of the business district, with the emblematic Colpatria Tower, one of the tallest skyscrapers in South America.

Parts of buildings

- 7 : flat pieces of wood or stone that go up or down to a different level
- 8 : a thick post used for supporting a roof or decorating a building
- 9 : a curved structure at the top of a window or door
- 10 : the pointed top of a tower or part of a building
- 11 : a roof shaped like the top half of a ball
- 12 : the front of a large or impressive building





2

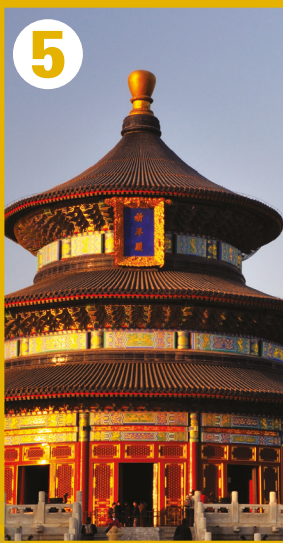


3

4



4




5



4 a  Work in pairs. Use the words in Exercise 3 to describe the buildings in the pictures.

b Think of examples of each kind of building in your country. Describe them.

5 **THE MOVING PICTURE**  Watch the clues about six well-known buildings. See if you can write the name and location of each one and the century in which it was completed.

PHRASE BYTES

This building's a / an ...

This part of the building could be ...

That's definitely a ...

Would you say these are ... ?

EXTEND

6 Work in pairs. What do you think the idioms mean? Choose an option.

1 Hugh looks happy, but it's just a **façade**.

a it's just the way his face is

b he's hiding his real feelings

2 When I told Dad I'd broken the video camera, he **hit the roof**.

a was really angry

b was so surprised he jumped in the air

3 The new restaurant offered coffee and tea **on the house** on its first day of business.

a for free

b in big quantities

SPEAK

7 Work in pairs. Do one or both of the tasks. Give reasons for your answers.

- Discuss the buildings in the pictures. What do you think of each one? Which ones would you like to go and see? Which other buildings around the world would you like to see?
- Discuss modern architecture. Do you like it? Is it as good as architecture from the past? Will people still like it 100 years from now?

MOVE BEYOND

Do the Words & Beyond exercises on page 133.

SPEAK AND READ

1 Work in pairs. Answer the questions.

- How often do you watch documentaries on television?
- What kinds of documentaries do you like watching?

2 1.37 Read the TV review. Check (✓) the topics that the documentary covers.

Anthropology _____ Geology _____ Environment _____ Geography _____ History _____

DID YOU SEE ... ?

Past and present (documentary)

Reviewed by Lisa Dunton



Episode 6: Lessons from the past (DTV 9 p.m.) ★★★★★

In the last episode of his series about how ancient civilizations have shaped the modern world, Dr. Aidan Swift looked at why some of the most successful societies from the past collapsed. At the end of the show, Dr. Swift warns us that we'll suffer the same fate unless we learn from their mistakes.

No expense had been spared as Dr. Swift, with his mad scientist haircut, was flown to exotic locations around the globe to gather evidence for his theories. From the majestic columns and temples of the Mayan city of Chichén Itzá in Mexico, we were taken to Easter Island, with its iconic moai statues, and then to the barren beauty of Greenland, where a Norse population survived for over four centuries. What caused the downfall of these once-great civilizations? Overpopulation, disease, and war all played a part, according to Dr. Swift, but it was damage to the environment that really finished them off. Given the evidence, it was hard to disagree with his conclusions.

In the case of the Easter Islanders, they apparently had to cut down so many trees to move those enormous statues around that eventually none were left, leaving them without their main source of food and transportation. Diseases brought by European settlers are then thought to have wiped out most of those who had survived the consequences of deforestation.

Dr. Swift's message was that these societies might have survived if they'd respected their environment. He has said he believes we're on the edge of a similar disaster and that if we stopped destroying the environment immediately, we might just prevent our own downfall. But he wasn't optimistic, arguing that if we really understood the dangers, we'd have taken action already.

On the whole, I found the show extremely thought-provoking. It was beautifully filmed, though at times it would have been nice to see more of the site and less of Dr. Swift in his 1970s safari suit (did they make cuts in the costume department to pay for all that traveling?). Personally, I'd have preferred less diversity and more detail too. I found myself wanting to know more about those lost civilizations. Yet despite this, it's well worth watching online if you missed this episode. You'll enjoy it as long as you're not expecting a happy ending!

HOW TO

understand opinions

Look for words/phrases that:

- ☐ introduce opinions: *think, believe, find; personally.*
- ☐ evaluate something: *fascinating; worth doing.*
- ☐ make comparisons: *more, less; I'd have preferred ...*
- ☐ introduce other people's opinions: *claim, argue; according to; apparently.*

3 a Read the tips in the **HOW TO** box.

b Read the review again. Who expresses an opinion about these things – Lisa Dunton (LD), Dr. Swift (DS), or both (B)? Are the opinions positive or negative? Explain why.

- | | |
|------------------------------------|------------------------------------|
| 1 Our future _____ | 4 Dr. Swift's clothes _____ |
| 2 The locations _____ | 5 The amount of information _____ |
| 3 Why civilizations collapse _____ | 6 The documentary in general _____ |

4 Which tips in the **HOW TO** box did you use for help with Exercise 3b? Check (✓) them.

REACT

5 Work in pairs. Discuss your reactions to the fourth paragraph. Do you agree with Dr. Swift?

MOVE BEYOND

Underline the adjectives in the review. What do they mean? Check in your dictionary.

Talk about the consequences of possible or imaginary situations

READ AND LISTEN

1 1.38 Read and listen to the conversation. Why didn't Don do well on his history test?

Liv: How was your history test?

Don: Not good. I couldn't remember anything about the Maya. My teacher says I'm going to fail the course unless I do better. I might pass provided that I get a good grade on the project. I'm so busy, though. If I weren't so busy, I'd have done better.

Liv: If you didn't have so many rehearsals for the school play, you'd have a lot of time.

Don: Yeah, it's hard work. I wouldn't have accepted the leading role if I'd known.

Liv: But if you hadn't gotten the leading role, you wouldn't be the school superstar!



PRACTICE

3 Rewrite the underlined part of the sentences using the word in parentheses and no more than three other words.

History project: The Aztecs. Deadline: Thursday the 21st

- I might accept late projects provided that the student has a convincing explanation. (**as**)
- If you don't write clearly, you'll lose points. (**unless**)
- If you look for information online, you must not copy it word for word. (**don't**)
- Your work won't get a grade unless your project is at least 1,000 words long. (**if**)
- All opinions will be accepted if they're backed up with evidence. (**that**)
- If you copy your work, it's possible that you won't pass this class. (**might**)

STUDY

2 Read the explanations. Then underline another example of each form in Exercise 1.

First conditionals

Use first conditionals for possible future situations and their results.

In the *if* clause, use *if*, *unless*, *as long as*, *provided* / *provided that* + simple present verb.

In the result clause, use *will*, *may*, *might*, *must*, *be going to*, imperative verbs + base verb.

I might pass provided that I get a good grade on the project.

Second conditionals

Use second conditionals for unlikely or imaginary situations in the present or future and their results.

In the *if* clause, use *if* + simple past.

In the result clause, use *would*, *could*, *should*.

If I had more time, I could study more.

Third conditionals

Use third conditionals for imaginary situations in the past and their results.

In the *if* clause, use *if* + past perfect.

In the result clause, use modal + *have* + past participle.

If I had studied more, I would have gotten a better grade on the test.

Mixed conditionals

Use mixed second and third conditionals to connect the past with the present.

If I wasn't so busy, I'd have done better.

See GRAMMAR DATABASE, page 123.

4 a Write the verbs in the first or second conditional form. Both may be possible. Then complete the sentences with your ideas.

- Many animals _____ (**not survive**) unless ...
- If sea levels _____ (**rise**) in the coming years, ...
- Our school _____ (**be**) greener if ...
- We _____ (**save**) our planet's environment as long as ...
- If gasoline _____ (**get**) much more expensive ...
- Unless we _____ (**stop**) deforestation, ...

b Work in pairs. Compare your sentences.

5 a Write third or mixed conditional sentences.

- the last ice age / not end / if Earth's climate / not change.
- if humans / cared more / about the Earth, they / not do / so much damage to the planet.
- dinosaurs / survive / until today if a meteorite / not wipe them out.
- if we / not invent / guns and bombs, the world / be / a safer place today.
- if the Easter Islanders / not cut down / so many trees, deforestation / not occur.
- we / not know / so much about the world if the internet / not be / invented.

b Work in pairs. Discuss the statements.

SPEAK

6 Work in pairs. Student A: look at page 141. Student B: look at page 142. Read your situations aloud and discuss their consequences.

LISTENING AND VOCABULARY No regrets

Recognize imaginary situations

SPEAK AND LISTEN

- 1 Work in pairs. Think of a famous comedian, singer, athlete, and writer. What question would you like to ask each one?
- 2 1.39 Listen to a TV talk show. What jobs do Sarah Law, David Brand, Harvey Fellows, and Marina have?
- 3 a Read the tips in the **HOW TO** box.

- b 1.39 Listen again. Decide if the following sentences are true (T) or false (F). If false, explain why.

- | | |
|--|-----|
| 1 Sarah lost touch with her best friends. | T/F |
| 2 She spends a lot of time with other people. | T/F |
| 3 David is a role model for young people. | T/F |
| 4 He was a good student in school. | T/F |
| 5 Harvey doesn't answer the presenter's question at first. | T/F |
| 6 He's proud of what he did on stage one night. | T/F |
| 7 Marina behaves badly in public. | T/F |
| 8 She thinks she sings as well as Tania Libertad. | T/F |

- 4 Which tips in the **HOW TO** box did you use for help with Exercise 3b? Check (✓) them.

- 5 a 1.40 **PRONOUNCE** Listen to the excerpt from the program. Which words does the host emphasize most? Why?

The question was, "Do you regret anything you've done?"

- b 1.41 Which word needs emphasis in each question to make its meaning clear? Listen and check. Then listen and repeat.

- 1 I know what he regrets. What do you regret?
- 2 I know what you're proud of. What do you regret?
- 3 You said you regret something. What do you regret?

REACT

- 6 Work in pairs. Do you agree with these statements? Why or why not?

- 1 We make our best friends while we're in school.
- 2 Sports stars are important role models for young people.
- 3 Artists need to be controversial to become famous.

WORK WITH WORDS

- 7 a Work in pairs. Try to associate the abstract nouns below with a verb or adjective. Then compare with other students.

disappointment	failure	fame	fear
freedom	friendship	honesty	humor
power	regret	sadness	youth

- b 1.42 Listen and match the nouns to the descriptions. Then listen and repeat the nouns.

- 8 Work in pairs. Answer the questions about the abstract nouns in Exercise 7a.

- 1 Which are seen as positive qualities in advertising?
- 2 Which would people value most in someone they're close to?
- 3 Which can be positive and negative? When?
- 4 Which would probably be considered positive in all cultures?



HOW TO

recognize imaginary situations

Listen for:

- ☐ words like *if, unless, wish, and if only*.
- ☐ sentences starting with *Suppose or Imagine*.
- ☐ past tenses to talk about the present or future: *If the world was going to end ...*
- ☐ the past perfect to talk about the past: *If I'd been in your position, ...*
- ☐ *would* to talk about the results of imaginary situations.

"Disappointment" must be related to the adjective "disappointed." Is there a verb "to disappoint"?

MOVE BEYOND

Do the Words & Beyond exercises on page 133.

Talk about wishes and regrets

READ AND LISTEN

- 1 1.43 Read and listen to the conversation.
Why does Bea get frustrated with Gus?



- Gus:** What's that?
Bea: It's just a doodle.
Gus: It's really good. If only I could do something well.
Bea: You can sing. I've heard you. I wish I had your voice.
Gus: But I can't sing well. I wish I hadn't stopped taking those lessons.
Bea: Gus, I wish you'd stop being so negative.
Gus: Negative?
Bea: You could start taking lessons again.
Gus: Yeah, you're right.

STUDY

- 2 Complete the explanations with examples from Exercise 1.

Wishes and regrets: *I wish / If only*

Use *I wish* or *If only* to express unhappiness with a situation in the present or past, or with a future plan. For present situations, use a verb in the past:

I can't do anything well.

If only

I don't have your voice.

I wish

For past situations, use the past perfect:

I stopped taking those lessons.

I wish

Complaints: *I wish / If only + would*

Use *I wish* or *If only + would + base verb* to complain about annoying behavior:

You're being negative. It's annoying.

I wish

See GRAMMAR DATABASE, page 123.

PRACTICE

- 3 Complete the diary with the simple past or progressive form of the verbs. Use the correct form of *can* if necessary.

I think today might mark a turning point in my life. If only I (1) (write) that about every day! I talked to Bea at school. Sometimes I wish she (2) (not be) so honest. If only I (3) (have) her positive attitude. She always sees the bright side. Anyway, I've been feeling sorry for myself because Brody is singing in the school play and I wish I (4) (take) part too. So I've decided to start singing lessons again. If only I (5) (take) them at lunchtime, though. I'm so busy after school. I wish I (6) (not have to) wait until after vacation to start, but I'm trying to be positive!

- 4 Write the regrets with *wish* and *If only*.

- I regret arguing with Holly.
If only
- We all have some things we regret doing.
We all have some things we wish
- It's a real shame she believed what José said.
If only
- I regret that she didn't listen to me.
If only
- She's disappointed that you didn't invite her to your party.
She wishes
- It's a pity we weren't able to make up beforehand.
If only

- 5 Write what you would say or think in these situations. Use *I wish / If only* and *would*.

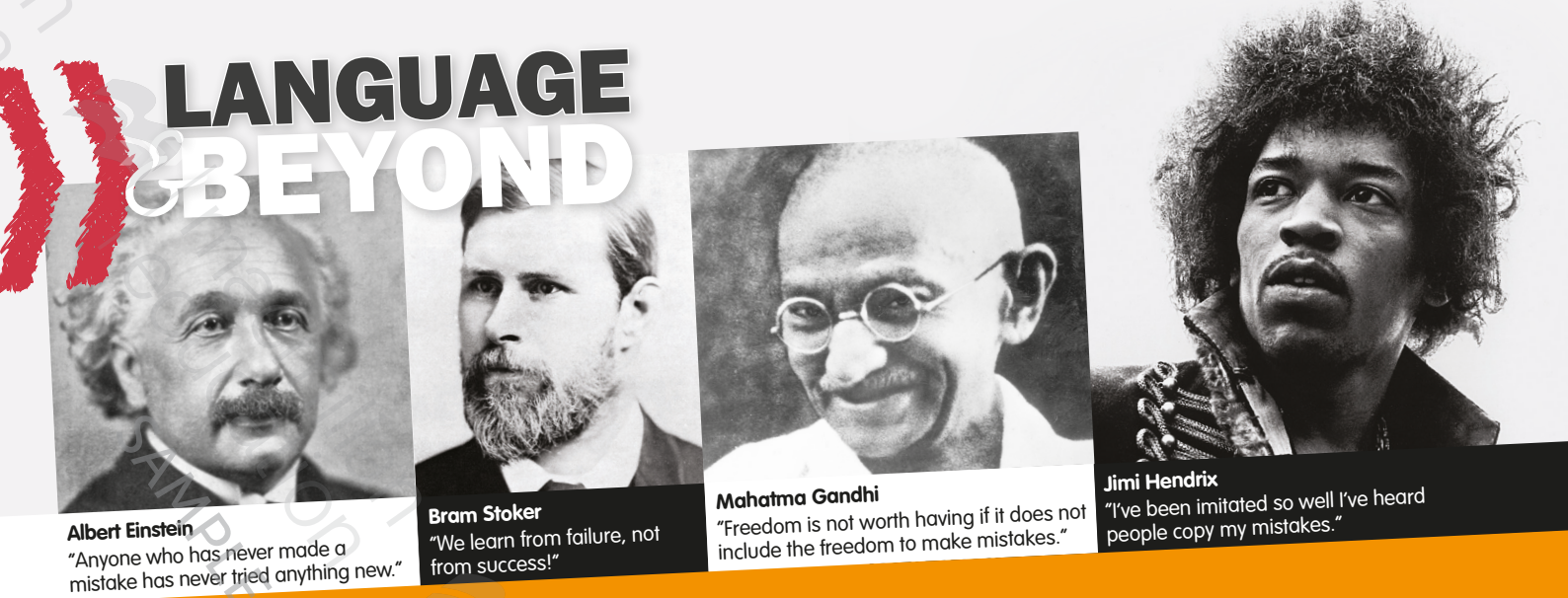
- Your neighbors are making a lot of noise.
- Your friend has a cold and keeps coughing.
- Your teacher talks so fast you can't take notes.
- Your friend tells everyone your secrets.
- Your teacher keeps giving you extra homework.

WRITE AND SPEAK

- 6 a Write four sentences about different people you know with *wish* or *if only*. Include:

- a regret about a future plan.
- a regret about the present.
- a regret about the past.
- a thing you find annoying.

- b Compare your sentences with a partner and talk about the situations.



Albert Einstein
"Anyone who has never made a mistake has never tried anything new."

Bram Stoker
"We learn from failure, not from success!"

Mahatma Gandhi
"Freedom is not worth having if it does not include the freedom to make mistakes."

Jimi Hendrix
"I've been imitated so well I've heard people copy my mistakes."

Learn from your mistakes

SPEAK AND READ

- 1 a **Work in pairs. Look at the pictures. What do you know about the people?**
- b **Read the quotes together and discuss what they say about mistakes. Compare your ideas with other students.**

DO

- 2 a **Work in groups. Read the situations. In which one(s) ...**
 - 1 did the person make a mistake? What did he or she do wrong? Why?
 - 2 is the person avoiding mistakes? Is this good? Why or why not?

Mari plays the violin. When she practices at home, she plays well. One day her friends asked her to play. She got nervous about not doing her best and played a lot of wrong notes.

Luis made some cookies for a family meal, but he didn't read the recipe carefully. The cookies looked horrible, so he left them in the kitchen. A family member saw them and tasted them. "Who made these cookies?" she asked. "They're delicious. I've never tasted anything like them."

Elena put information about her birthday party online. Hundreds of people came. Her parents were very angry.

Pablo never speaks in class. He says he's afraid to say things that aren't correct and has decided he won't speak until his English is really good.

- b **Match each conclusion to one of the situations. Then think of other typical or well-known examples.**

- 1 A fear of mistakes can stop you from learning.
- 2 A fear of mistakes can lead to more mistakes.
- 3 A mistake can teach you how to avoid a similar mistake in the future.
- 4 A mistake can lead to something new and interesting.

REFLECT

- 3 **Discuss these questions with your class. Do you agree with the REFLECTION POINT?**
 - 1 Why are we often afraid of making mistakes? Give different reasons.
 - 2 Why does a fear of making mistakes stop you from learning new things?
 - 3 How could losing your fear of mistakes help you at school?

EXTEND

- 4 **For each of the statements in Exercise 2b, think of a situation that applies to you. Then decide what you can do to turn a mistake into a lesson that you can learn from.**

PHRASE BYTES

I think ... is saying that ...
The idea behind this quote is that ...
What do you think this one really means?

PHRASE BYTES

Her situation shows us that ...
His / Her real mistake is that he / she ...
This is an example of how ...

REFLECTION POINT

Making mistakes is a vital part of the learning process and of the way that new ideas are created. If you're frightened of making mistakes, you'll learn more slowly, and you won't make the best of your abilities.

SPEAKING What do you think?

4

Express and react to opinions

SPEAK

- 1 Work in groups. Can you identify the buildings and structures in the pictures? What are they called? Where are they?

LISTEN

- 2  1.44 Listen and match the conversations to the pictures.

1

Kayla: There it is. One of the world's most famous skyscrapers. What do you think of it?

George: Wow, it's tall! But if you (1) _____ me, it's only famous because of its height.

Kayla: Do you really think so?

George: Yeah, I do. As far as I'm (2) _____, the Burj Al Arab hotel is much more impressive.

2

Kayla: What do you (3) _____ of this?

George: To (4) _____ honest, I don't really have an opinion. It's just a metal arch.

Kayla: I completely (5) _____. Look at the setting – the Mississippi River on one side, the huge office buildings behind it.

George: I see what you (6) _____, but the arch itself is pretty ordinary.

3

Kayla: This is one of South America's best-known art galleries. What do you (7) _____?

George: It's ... different! But if you (8) _____ my opinion, it's too modern. I prefer art galleries to be in beautiful old palaces.

Kayla: I'm not sure I (9) _____. The way I (10) _____ it, a modern building is the best place to see modern art.

George: I think that's true up to a point, but modern buildings all look the same.

Kayla: Well, let's go in and see if we agree about the art!

- 3  1.44 Complete the conversation with the words below. Then listen again to check.

agree ask be concerned disagree
make mean see think want

- 4 a Which phrase(s) in the conversations do the speakers use to ...

ask for an opinion?

express strong disagreement?

give an opinion?

disagree but recognize the other opinion?

b  1.45

Look at the **PHRASEBOOK** to check your answers.

Then listen and repeat some of the phrases, paying attention to intonation.

ACT

- 5  Work in pairs. Do the tasks.

- Choose another city with some famous sights that's not in your country.
- You're visiting the city. Prepare two or three conversations like the ones in Exercise 2. Don't mention the name of the sights you discuss.
- Present your conversations to other students. Can they guess where you are?



PHRASEBOOK 1.46

Ask for an opinion

What do you think / make of it?

What do you think?

Give an opinion

If you ask me, ...

As far as I'm concerned, ...

To be honest, ...

If you want my opinion, ...

The way I see it, ...

Express strong disagreement

I completely / totally agree.

I completely / totally disagree.

Disagree but recognize the other opinion

Do you really think so?

I see what you mean, but ...

I'm not sure I agree.

I think that's true up to a point, but ...

SPEAK AND READ

- 1 Work in pairs. What do you know about the monument in the picture below? Take notes.
- 2 Read the review. Check your notes from Exercise 1.

TEENshare

[HOME](#)
[TRAVEL](#)
[MONEY](#)

[Travel](#) > Tips for great days out!

This summer I visited the prehistoric monument Stonehenge with my family. It's located in the south of England and it's made up of two circles of stones, one inside the other. Some of them form giant arches. It's thought that the first stones were erected in about 2500 BC.

The visit was an unforgettable experience, in spite of the awful weather. I was surprised how close it is to a main road. You don't notice the traffic when you're near the stones, however. The guided tour was really informative. Despite being such a famous monument, experts are

still not sure whether it was a temple, a calendar, or something else. And while they know where the stones came from, they're unsure of exactly how they were transported there. The visit would have been better if we'd had the freedom to walk among the stones. Nevertheless, you could still feel their power despite the fact that there was a barrier around them.

I strongly recommend visiting Stonehenge. Even though you'll have seen it hundreds of times in pictures, standing right by the stones is an awe-inspiring experience.



STUDY

- 3 Read the review again and do the tasks.
 - 1 Describe the main aim or aims of each paragraph.
 - 2 Underline all the adjectives. Which ones express a personal opinion?
- 4 a Read the tips in the **HOW TO** box.

HOW TO

contrast ideas

- Linking word + subject + verb
 - *Although, though, even though* show strong contrast.
 - *While/Whereas* contrast two things.
 - *However/Nevertheless* show contrast in a second sentence.
 - Use these linking words at the beginning or middle of a sentence.
- *Though, however, and nevertheless* can be used at the end.
- Prepositions
 - *In spite of / Despite* + noun/pronoun/gerund
 - *In spite of / Despite* + the fact that + subject + verb
 - Use these words at the beginning or middle of a sentence.

- b Underline examples of different linking words in the review.

PRACTICE

- 5 Complete the sentences with words from the **HOW TO** box.
 - 1 The visitor center was messy and expensive, _____ the guided tour was really well organized.
 - 2 _____ having to stand in line for over an hour, the wait was well worth it.
 - 3 We spent hours walking around the monument _____ it was raining.
 - 4 Most people took pictures inside the building _____ the ban on using cameras.
 - 5 There were too many other tourists. _____, I still enjoyed the visit.
 - 6 We'd definitely go there again despite _____ it's so far away.

DISCUSS AND WRITE

- 6 Talk about a visit to a place that was an unforgettable experience.
 - Talk about what made your place unforgettable.
 - Make notes about details of the place.
 - Use the review in Exercise 2 to help you plan.
- 7 Write a review of the place. Use linking words from the **HOW TO** box. Then check it.

SHARE

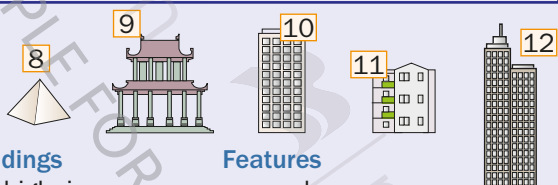
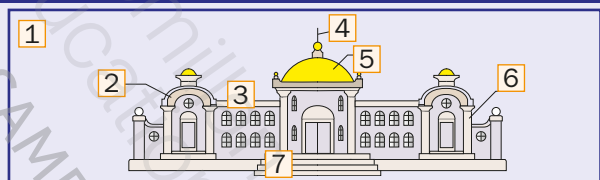
- 8 Share your review with a classmate. Would you like to visit your partner's place? Why or why not?



VOCABULARY Buildings and architecture

1 Match the words to the pictures.

Choose your building and features



Buildings

..... high-rise
 office building
 palace
 pyramid
 skyscraper
 temple

Features

..... arch
 column
 dome
 façade
 spire
 steps



___/12

Abstract nouns

2 Complete the abstract nouns.

The Happy Architecture Company (HAC)

OUR MISSION STATEMENT

At HAC we believe architecture, if created with a sense of (1) hu, has the (2) p to make people happy. Architecture should never produce a feeling of (3) sa s. That's why (4) ho y and (5) fr p are a vital part of all our contact with clients. They ensure that our clients have no (6) f r of making mistakes and avoid any feelings of (7) di t or (8) r t when a project's completed. For HAC, (9) f e is not the aim. A famous building for an unhappy client would only be a result of our (10) fa e to listen to their needs. At the same time, we're a young team, so we do ask for the creative (11) fr m that (12) y h requires to come up with original ideas.

___/12

GRAMMAR Conditionals

3 Choose the correct options.

Ian: How's the school coming along?

Sandy: Fine, but the principal was very busy when we met. If (1) **we** / **we'd** talked longer, I'd (2) **leave** / **have left** with a better idea of what he really wanted. But (3) **as long as** / **unless** there's plenty of light, the students will be happy.

Ian: (4) **I'd feel** / **I felt** happier if (5) **we knew** / **we'd known** more. I don't want him to be disappointed.

Sandy: We sent the plans a month ago. I'm sure he'd (6) **call** / **have called** by now if he (7) **wasn't** / **hadn't been** satisfied with the building work.

Ian: Let's hope so. There'll be a lot more work in Littletown (8) **unless** / **provided that** we do a good job.

___/16

Wishes and regrets: *I wish* / *If only*

4 Write the verbs in the correct form – the past, past perfect, or would.

Dear Sir or Madam,

As principal of Littletown School, I'm writing to complain about the new building your company designed. To be honest, we wish we (1) (**can rebuild**) it. If only you (2) (**tell**) us it would be so expensive to heat in the winter, with all that glass. What's more, your brochure spoke about how happy the building would make everybody. If only that (3) (**be**) true. The school looks great, but all the technology keeps failing. I wish you (4) (**come**) and fix the problems. The lights won't even come on in some of the classrooms. In short, we wish we (5) (**not ask**) your company to design it.

Yours truly,

Dan Martinez

___/10

Your score: ___/50

SKILLS CHECK

- ✓✓✓ Yes, I can. No problem!
 ✓✓ Yes, I can. But I need a little help.
 ✓ Yes, I can. But I need a lot of help.

- I can understand opinions when I read.
 I can recognize imaginary situations when I listen.
 I can learn from my mistakes.
 I can express and react to opinions.
 I can contrast ideas when I write.



READ AND COMPLETE

1 Read the letter in a newspaper. Use the word in parentheses to form a word that fits in each blank.

A Message to You

Dear teenage reader,

My name's Edward, and I'm a politician. Yes, I know what you're thinking. "Why should I read this?" After all, politicians rarely become famous for their (1) _____ (HONEST), and all too often we're in the news for negative reasons. (2) _____, (FORTUNE) power will always corrupt some people. Nevertheless, I believe that you'll regret it if you turn your back on politics. Politicians make decisions that affect all our lives, and I'm (3) _____ (PRIDE) of the work we do to try to create a better, fairer society. We might have been (4) _____ (SUCCESS) in your eyes, but don't let our failure stop you from trying. If you join us, you'll have the chance to fix what we've done wrong. Politics desperately needs the new ideas that (5) _____ (YOUNG) brings with it. Get involved and start shaping the future.

Edward Brooks

2 Read the description of a talk below and think of the word that best fits each blank. Use only one word.

ACTIVE MINDS SEMINARS

In this week's talk, Dr. Anya Polina will discuss Norwegian adventurer Thor Heyerdahl. Heyerdahl became a household name in 1970 when, (1) _____ the challenges involved, he successfully led a 4,000-mile voyage across the Atlantic. He made the journey on a boat based on ancient Egyptian drawings.

Heyerdahl believed that people didn't (2) _____ up with new ideas independently, but that travelers were responsible (3) _____ taking new ideas around the world. The pyramids of Egypt are similar to those in South America because they were built by the same people. However, Heyerdahl (4) _____ aware of a serious problem with this theory. How could one group of people build temples on opposite sides of the Atlantic when they had no way of crossing the ocean? Heyerdahl knew that as long (5) _____ he could prove that crossing the ocean was possible, his beliefs would be taken seriously.

Come to the seminar to hear more about Heyerdahl.



TEST-TAKING TIPS

? do a word-formation exercise

- Read the title and first few lines to find out what the text is about.
- Read each sentence carefully and decide what kind of word is missing.
- Don't forget that the missing word might be negative or plural.
- Read the sentence again with your word in it. Does it make sense?

TEST-TAKING TIPS

? complete a "fill-in-the-blank" text

- Quickly read the text. What's it about? Where would you expect to see it?
- Read the text again and look at the words before and after each blank.
- Use only one word in each blank. Typical words include articles, prepositions, pronouns, verbs, and linking words.
- Make sure you use the correct form for verbs and always check your spelling.

LISTEN

3 **2.01** You will hear five short excerpts in which teenagers talk about their future career plans. Choose what each person says from the list (A–H). There are three extra letters that you do not need to use.

- | | |
|-----------------|--|
| Speaker 1 _____ | A thinks studying will open up a number of possible career options |
| Speaker 2 _____ | B wants to be an entrepreneur |
| Speaker 3 _____ | C doesn't want to do the same job for a long time |
| Speaker 4 _____ | D wants to turn a lifelong interest into a career |
| Speaker 5 _____ | E is confident about fulfilling a dream |
| | F has had several different plans for the future |
| | G doesn't have any career plans at all |
| | H deeply regrets making the wrong decision as a young child |

Listening: _____ / 10

WRITE

4 You responded to the ad below and have been chosen to participate, provided that your school gives you permission. Write an email to your school principal (140–190 words) asking for permission. Explain how you would benefit from the experience despite missing school for weeks.

A UNIQUE OPPORTUNITY

As part of a new TV series, we are looking for teenagers from different countries to build a wooden cabin in Alaska and live together there for two months in the winter. How would you cope with the cold, dark days, living far from home, and communicating only in English? Write and tell us why you want to be a participant.



Writing: _____ / 10

Progress check score _____ / 30

TEST-TAKING TIPS

do a multiple-matching exercise

- Read the task and all the options carefully.
- Concentrate on the general message when you listen the first time.
- When matching options to speakers, remember that:
 - speakers rarely use exactly the same words as in the options.
 - there are options that don't match with any speaker.
 - you will listen again, so take notes the first time if you're unsure of any answers.
- Check or complete your answers when you listen again.

TEST-TAKING TIPS

write an email

- Read the task. Who are you writing to? Is it a formal or informal email?
- Read the task again. Underline any questions, requests, or instructions.
- Decide how to react to any news or information in the task.
- Plan your email before you write:
 - Decide how many paragraphs to use.
 - Make sure your email covers all the points in the task.
 - Check your work. Is it the right length?