

Grammar Reference

Talking about the future: present continuous, *be going to* and *will*

We can talk about the future using different structures, depending on function. There is, however, some overlap between the different structures.

- We usually use the present continuous to talk about future arrangements that are fixed in terms of time, place, etc.
They're playing football with their friends on Saturday morning.
I'm meeting Bexky later.
- We usually use *be going to* to talk about future arrangements/plans when we do not know or have not arranged precise dates/times, etc.
Uncle David is going to visit us sometime.
I'm going to travel round the world!
- We use the present continuous or *be going to* to talk about future plans.
Dad's working at the weekend / Dad's going to work at the weekend.
We're leaving for France at six in the morning.
- We use *will* or *be going to* to talk about intentions and predictions.
I'm sure you will have a lovely time in Ireland.
The party's going to be lots of fun.
- We use *be going to* to talk about predictions we are making from evidence we can see.
Be careful! The ladder's going to fall!
The sky is full of clouds. It's going to rain.
- We use *will* for more general predictions we believe will come true in the future.
Dean will be a famous singer one day.
Things will get better soon!
- We use *will* for decisions made at the time of speaking, and for offers of help.
I'm hungry. I think I'll have a sandwich.
I'll help you carry those bags.

Remember

We usually say *I'm going...* and NOT *I'm going to go...*

Remember

We sometimes use the present simple to talk about a definite future arrangement, e.g. plans for a journey:
The train leaves here at 2 p.m. and arrives at 5 p.m.

Zero and first conditional

Conditional sentences are sentences that contain two parts – the *if* clause and the main clause. The main clause is the consequence or result of the action/situation in the *if* clause.

- The clauses in conditional sentences can be in either order. But if the *if* clause comes first, it must be followed by a comma.

If I sit in the sun too long, I feel ill.

I feel ill if I sit in the sun too long.

Zero conditional

We form the zero conditional with the present simple in both clauses.

If she eats chocolate, she gets a headache.

- We use the zero conditional to talk about things that are always true, habits and regular routines where the consequence is always the same every time.

If I get to work late, my boss shouts.

If it rains on Saturdays, we stay home and play computer games.

- We use the zero conditional for instructions and advice.
If your laptop stops working, switch it off and back on again.
If you feel dizzy, take some deep breaths.

First conditional

We form the first conditional with the present simple (in the *if* clause) and *will* + the infinitive without *to* (in the result/consequence clause).

If you eat too much chocolate, you'll feel ill.

- We use the first conditional to talk about real or highly probable situations in the present or the future and their results/consequences in the present or the future.

If you have a party, I'll come!

If you push that button, the computer will go off.

- We also use the first conditional for predictions, warnings and promises.
You will regret it if you don't buy that jacket!
If you break the law, the police will arrest you.
If I go out, I'll be home before eleven, I promise.
- It is possible to use *be going to* in informal first conditional sentences (usually only in speech).
If you break that glass, Mum's going to be cross.

- We can also use *may, might, can, could, shall, should, ought to, must* and *have to* in first conditional sentences, depending on the degree of certainty or the general meaning.
*If they get married next year, they **may** go to Bali for their honeymoon.*
*If you enter that competition, you **could** win a prize.*
*If your head still hurts, you **ought to** go to the doctor's.*
*If you want to do well, you **must** work hard.*

WORD EXPANDER **get**

We use the word **get** to talk about all of the following:

- to become:
get angry
get better
get cold
get lonely
get lucky
get ready
get sick
get tired
get worried
get worse
- to acquire, receive or be given something:
get a bike
get a birthday card
get an email
get a letter
get a job
get a phone call
get a present
get a text message
- to reach a particular place, to arrive:
get here
get home
get to the junction
get to the traffic lights
get to work
- to move or to move something:
get down
get in
get into
get off
get on
get onto
get out
- get* + past participle:
get chosen
get confused
get engaged
get hurt
get injured
get lost
get married
get nominated
get started
get stuck

when, as soon as, unless

- We use *when* instead of *if* in first conditional sentences that are talking about definite results/consequences.
When you get home, your dinner will be ready.
*Johanna will go to university **when** she leaves school.*
- We use *unless* in first conditional sentences to mean *except if... or if... not*.
*I'll come round at seven **unless** I'm delayed by traffic.*
Unless it rains, we'll go to the beach tomorrow.
- We use *as soon as* in first conditional sentences to mean *immediately after*.
As soon as I've finished work, I'll call and see you.
*They'll deliver the parcel **as soon as** it arrives.*

Word List

Geographical features

bay
beach
canyon
cliff
desert
forest
heath
hill
island
jungle
lagoon
lake
glacier
marshland
mountain
plain
rapids
river
seaside
valley
volcano
waterfall
wood

Useful expressions

Long time, no see.
How's life?
No way!
You're kidding me!
That is so sad.
How are you guys going to...?
Can't complain!
Lovely to hear from you.

Attractions

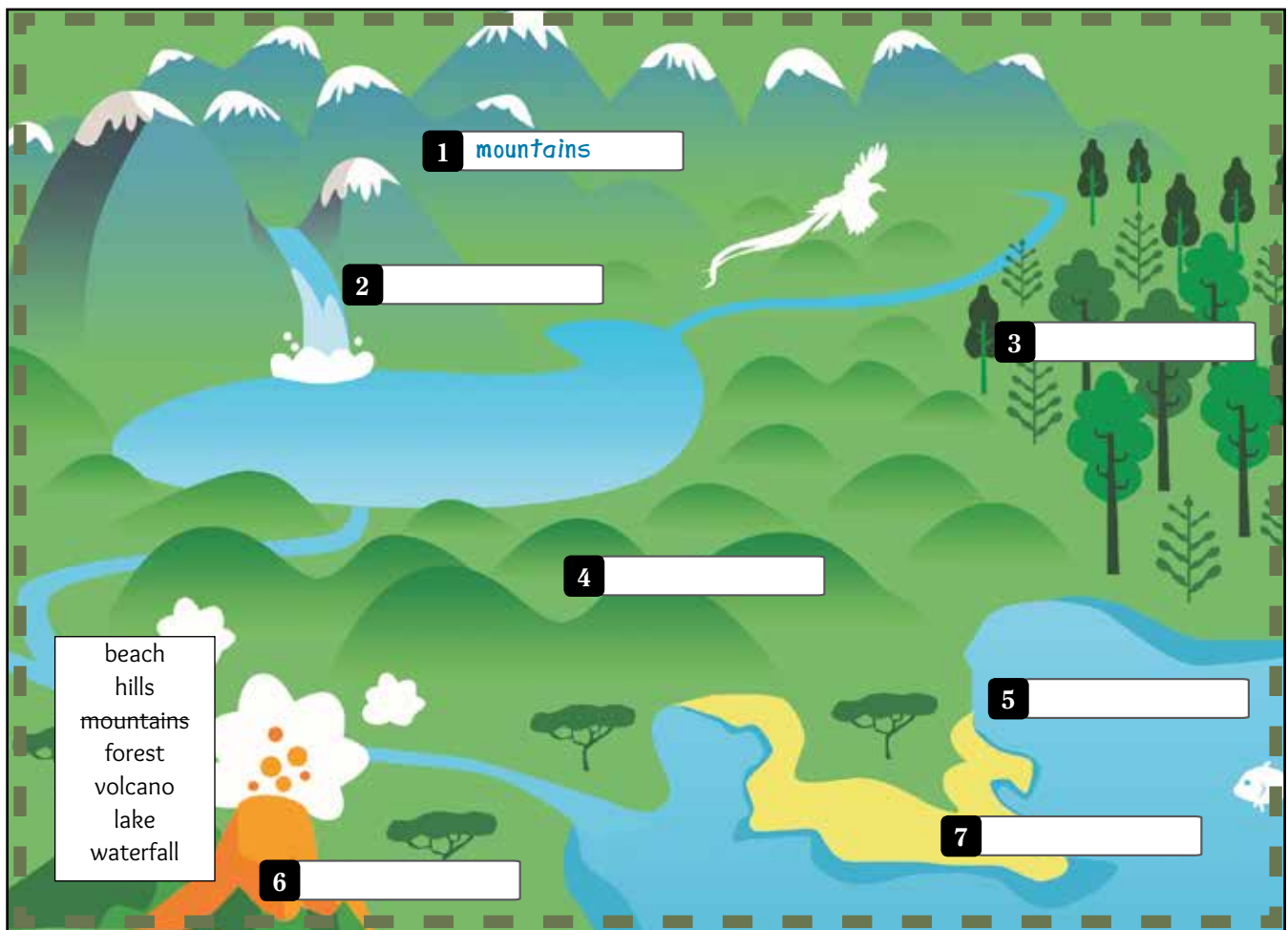
aquarium
botanical gardens
monument
ski slope
theme park

Places to stay

bed and breakfast
caravan
chalet
motel

Vocabulary

1 Label the features on the map using the words in the box.



2 Underline the correct words.

- White-water rafting down the *waterfalls* / *rapids* of a fast-moving river is really exciting.
- These birds can only be found in the damp *marshlands* / *plains* next to the river bed.
- There's a lovely, wild stretch of *plain* / *heath* where we go walking with the dog every weekend.
- The *forest* / *wood* is full of exotic birds like parrots, and monkeys swing from the branches of the trees.
- Our house in the countryside is surrounded by green *plains* / *fields*.
- Most of the lowland is quite flat, but here and there you can find some gentle, rolling *hills* / *mountains*.

3 Cross out the word or words which cannot be used with the adjective on the left.

- | | |
|---------------|------------------------------------|
| 1 a sandy | jungle / beach / desert |
| 2 a dense | forest / wood / desert |
| 3 wet | desert / waterfalls / marshlands |
| 4 a deep | canyon / beach / lake |
| 5 a tropical | jungle / beach / volcano |
| 6 a windswept | waterfall / plain / heath |

WHAT ABOUT YOU ?

Which of these places would you most like to visit or travel to? Why?



WORD EXPANDER *get*

Complete the sentences with the correct form of the verbs below.

get angry get lost get stuck
get into get emails get better

- 1 Jasmine is going to be late. She has got stuck in traffic.
- 2 I _____ over 100 _____ while I was on holiday.
- 3 Although Melissa hasn't been well, she _____ now.
- 4 If you don't apologise, Mike _____.
- 5 Last month, Lara and Tim _____ in the middle of the jungle!
- 6 I lost my keys and couldn't _____ my flat.

**FOCUS** *give*

Complete the expressions with *give*, using the words below. Match each expression with its meaning (a–d).

back up away in

- 1 ☒ **d** I always give away clothes I don't need any more.
- 2 ☐ It's hard to learn to roller-blade at first, but don't give _____, you'll get it right in the end.
- 3 ☐ My youngest sister really has a way with my parents. She begs them for something she wants so much that in the end, they give _____ and let her have it!
- 4 ☐ Can you ask your brother to give _____ my headphones? He's had them for ages already.

- a return
b stop resisting
c stop trying
d donate

Grammar

Present continuous, *be going to*, *will*

1 Underline the most appropriate future forms to complete the dialogue.

KYLE Do you want to hear my plans for the summer, Mum?

MUM Of course. What have you decided about coming to the beach house with us? I hope you're going to / you'll come with us.

KYLE Yes, I've decided I'm going to spend / I'll spend the first few weeks there with you guys.

MUM Oh, good! Your cousins will come / are coming as well. But Dad is going / will go to a conference in England during the first week. So we're seeing / we'll see him in the second week.

KYLE Will Sarah come / Is Sarah coming too?

MUM No, she'll work / she's going to work at the restaurant this summer.

KYLE That's a pity. I wanted us all to be together this summer, especially, because ...

MUM Don't remind me – you'll go / you're going to university in October! Will you look forward / Are you looking forward to being a student?

KYLE Yes, I'm really excited about it.

MUM Will you miss / Are you missing us?

KYLE Of course! Oh, no, Mum, I can see you're going to / you'll start crying again!

MUM Don't worry. I think you'll come / you're coming home often, anyway.

KYLE I suppose I'll / I'm going to visit you occasionally...

MUM I think we'll / we're going to see you more often than you imagine. I mean, who is going to do / will do all your laundry?

KYLE Mmm, good point.

2 Match the sentences (1–5) to the functions (a–e) below.

- 1 ☒ **e** Careful! You're going to spill that coffee.
- 2 ☐ Hurry up! The train's leaving at 5.45 – that's in five minutes!
- 3 ☐ The Bank of England predicts that interest rates will go up again soon.
- 4 ☐ What are you going to do when you get to Singapore?
- 5 ☐ 'Would you like some tea?' 'I think I'll just have some water, thanks.'

- a an intention
b a decision made at the moment of speaking
c a prediction about the future
d fixed arrangements
e a prediction based on evidence

Zero conditional

3 Match the beginnings and ends of the sentences.

- 1 ☒ If you walk everywhere instead of driving,
 - 2 ☐ If you spend more than a certain amount,
 - 3 ☐ If you book your flight early,
 - 4 ☐ If you mix blue and yellow,
 - 5 ☐ If you forget your homework,
 - 6 ☐ If you drive faster than the speed limit,
- a you get a free gift.
 - b you get detention after school.
 - c it's better for the environment.
 - d you pay a fine.
 - e you get green.
 - f you often save money.

First conditional

4 Write first conditional sentences.

Are you planning a gap year?

Read our **TOP TIPS** from travellers

travel alone – definitely meet lots of people

If you travel alone, you'll definitely meet lots of people.

STAY WITH A LOCAL FAMILY –
LEARN LOTS ABOUT THE CULTURE

1

take a sleeping bag – be able to sleep anywhere!

2

take a debit card – be able to get cash in most countries

3

wear a hat – not get sunburnt

4

carry money in a money belt – not likely to be mugged

5

eat well-cooked food – not get ill

6

if, when, as soon as, unless

5 Complete the second sentence so that it has a similar meaning to the first sentence. Use the word given in capitals.

- 1 If we don't hurry up, we'll be late. **UNLESS**
We'll be late unless we hurry up.
- 2 You can go out tonight, on the condition that you finish your homework first. **IF**
your homework, you
tonight.
- 3 Can you phone me on your arrival at the station? **WHEN**
Can you phone me
- 4 I promise to text you the moment I hear any news. **AS SOON AS**
any news, I
- 5 I'll go to the party if you go too. **UNLESS**
I to the party
too.
- 6 It's a fact. The Earth gets warmer, and the ice caps melt. **IF**
It's a fact. the Earth
- 7 I'm going to study psychology at my new school. **WHEN**
I'm going to study psychology
new school.

Future predictions

WHAT ABOUT YOU ?

Write sentences about what you think will happen to the following in the world during the next ten years.

- the climate
- your friends
- your family
- your country
- technology

Use the following expressions:

will definitely / probably | is / are likely to | might / might not | isn't / aren't likely to | probably / definitely won't



Texas after a hurricane

Grammar Reference

Phrasal verbs

Phrasal verbs are verbs made up of two (or more) words – usually a verb and a particle, which have a different meaning from the main verb when it is used on its own. Some phrasal verbs have meanings that are easy to work out; others are not logical and their meanings have to be learned.

Examples of phrasal verbs + some of their meanings:

<i>bring about</i>	make something happen
<i>bring up</i>	mention something in conversation
<i>build up</i>	gradually create, make stronger
<i>carry on</i>	continue
<i>come in</i>	enter
<i>do up</i>	decorate (a house, a room)
<i>find out</i>	discover
<i>get on with</i>	have a good relationship with
<i>give up</i>	stop doing or trying to do something
<i>go out</i>	go to a place for entertainment or to socialise
<i>kick out</i>	make somebody leave a place
<i>knock down</i>	make something fall over
<i>look after</i>	care for
<i>look into</i>	investigate
<i>look up to</i>	admire and respect
<i>make up</i>	invent
<i>pick out</i>	choose, select
<i>put on</i>	get dressed in
<i>reach out</i>	attempt to communicate with
<i>run into</i>	meet by chance
<i>run over</i>	hit with a car
<i>set off</i>	start a journey
<i>stand up for</i>	support
<i>start off</i>	begin
<i>take after</i>	behave in a similar way to
<i>take over</i>	start to be in charge of something
<i>take up</i>	start doing something (e.g. a hobby, sport)
<i>turn up</i>	arrive
<i>work on</i>	make a concentrated effort to do something

The numbers 1–4 below refer to the groups described on Student's Book p. 62.

- Some phrasal verbs are separable, which means that the object of the verb can come between the verb and the particle. (1)
*It's best not to **bring up** the subject of money with him!*
*It's best not to **bring** the subject of money **up** with him!*
- When the object is a pronoun, it must go after the verb part of the phrasal verb.
*John behaved badly so they kicked **him** out of school.*
and NOT ... ~~kicked out him~~ ...

- Some phrasal verbs are inseparable, which means the verb and the particle cannot be separated by another word. (2)
*That teacher really **reaches out** to her students.*
- Some phrasal verbs are intransitive (this means the verbs have no object). (3)
*They like to **go out**. My plane **takes off** at three p.m.*
- Some phrasal verbs have two particles (usually idiomatic phrasal verbs). (4)
*I know you're cross, but don't **take it out** on me!*
*He **gets on with** everyone he meets.*
*Let's **talk it over** before we make a final decision.*

Second conditional

We form the second conditional with the past simple (in the *if* clause) and *would* + the infinitive without *to* (in the results/consequences clause).

*If I **had** the money, I'd **buy** a new car.*

*If we **lived** in London, we'd **spend** more money.*

- We can use *could* or *might* in the results clause of second conditional sentences when we are less sure of the results/consequences.

*If Mum **had** a few driving lessons, she **might** pass her test first time.*

*If you **were** older, you **could** go on holiday with your friends.*

We use the second conditional to talk about things that are unlikely, hypothetical or impossible in the present or future.

*If I **was** a famous actor, I'd **live** in Hollywood.*

*If it **snowed** in Greece in August, I'd **be** amazed.*

We also use the second conditional for advice.

*If I **was** you, I'd **get** caterers to prepare the food for the wedding party.*

*If you **were** me, **would** you **accept** the job?*

Remember

We can use *was* or *were* in second conditionals giving advice to a third person.

*If I **was** you, I'd go and apologise immediately!*

*If I **were** you, I'd go and apologise immediately!*

We can also use the second conditional to ask for permission.

***Would** you **mind** if I **brought** a friend to your party?*

wish / If only + past simple

We use *wish* or *If only* + the past simple to talk about a wish or desire in the present. *If only* is more dramatic than *wish*.
I wish I lived in a bigger flat.

If only I had enough money to buy a new phone.

Remember

We do not usually use *I wish / If only* with *would*.

I wish I could buy a new laptop.

NOT I wish I would buy a new laptop.

WORD EXPANDER take

We use the verb **take** to refer to all of the following:

- time
 - take ages*
 - take a break*
 - take ten minutes*
 - take time to do sth*
 - take your time*
 - transport
 - take a bus*
 - take a cab*
 - take a plane*
 - take a ride*
 - take a train*
 - take a taxi*
 - take public transport*
 - food or drink
 - take milk*
 - take medicine*
 - take a pill*
 - take sugar*
 - routines
 - take a bath*
 - take a break*
 - take a lunch break*
 - take a rest*
 - take a shower*
 - take a stroll*
 - take a walk*
 - exams, tests, etc.
 - take a message*
 - take an exam*
 - take a test*
 - take dictation*
 - take notes*
 - control
 - take a risk*
 - take charge*
 - take control*
 - take responsibility (for)*
 - take the reins*
- phrasal verbs with **take**:
 - take after*
 - take away*
 - take down*
 - take in*
 - take off*
 - take on*
 - take out*
 - take over*
 - take to*
 - take up*

Word List

Jobs

accountant
adventure instructor
advertising executive
athlete
bank clerk
barman/woman
businessman/woman
camera operator
carpenter
catering manager
chef
childcare worker
coach
computer engineer
computer scientist
dancer
database administrator
designer
electrician
environmental scientist
farmer
financial analyst
fire-fighter
flight attendant
food scientist
gardener
illustrator
judge
lab assistant
lawyer
legal assistant
lorry driver
marketing assistant
musician
pharmacist
photographer
physicist
physiotherapist
pilot
plumber
police officer
sales representative
social worker
sport therapist
surveyor
systems analyst
tour guide
vet

Personality and behaviour

creativity
empathy
expressing your feelings
leadership
planning
pressure
routine
socialising

Internet activity

browse
channel
following
offline / online
post
subscribe / unsubscribe
subscribers
vlogging

Vocabulary

1 Which of the following people...

politician manager nurse DJ journalist
fashion designer librarian volunteer

- works in the music business?
DJ
- works in government?

- usually wears a uniform at work?

- organises the people in a company?

- doesn't get paid for working?

- works in media?

- does sketches?

- works with books?

2 What is the difference between the words in each pair? Write a sentence with each word to show its meaning.

- work place / work station
Mike took the bus to his work place every day.
At the office, his work station was by the door.
- colleague / boss
- nine-to-five job / part-time job
- teacher / coach
- office / business
- interview / test

3 Match the underlined phrasal verbs with their meanings.

- ☒ I look after sick and injured people.
- ☐ I am in charge of all the employees in my company.
- ☐ I sort out my boss's files.
- ☐ Next year, I'm going to run for President.
- ☐ I show off the latest designer collections.
- ☐ I make up stories.
- ☐ I write about things that happen in the world.
- ☐ I draw up plans for buildings.

- | | |
|------------|----------------------|
| a invent | e be a candidate for |
| b organise | f care for |
| c display | g design |
| d report | h supervise |

4a Match the jobs to the pictures.

architect author journalist manager model
nurse politician secretary



a nurse



b _____



c _____



d _____



e _____



f _____



g _____



h _____

4b Which job is each sentence in exercise 3 describing?

WHAT ABOUT YOU ?

Which of the jobs on this page would you be interested in doing? Why? Which would you not be interested in doing? Why not?
What is your ideal job? What kind of things do you think you would do in a typical day, in this job?

WORD EXPANDER *take*

Complete the sentences with *take* and the following words in the correct form.

notes up sugar control away ages

- Don't take away my plate. I haven't finished yet.
- I was over an hour late. The taxi _____ to arrive.
- When Tony decided to form a band, he _____ the electric guitar.
- The students _____ during the lecture.
- When nobody knew what to do, Sam _____.
- Do you _____ in coffee?



FOCUS *shout*

Complete the expressions with *shout*, using the prepositions below. Match each expression with its meaning (a–d).

about to out at

- ☒ Put up your hand, don't shout out the answer
- ☐ Suzi gets really upset if anyone shouts _____ her.
- ☐ What's that man shouting _____? He seems very angry.
- ☐ Neil shouted _____ us to come and join him in the pool.

- a call someone
- b speak aggressively and loudly to someone
- c say loudly without waiting to be asked
- d speak aggressively and loudly to nobody in particular

- I don't want to drive a car that might break down during the journey. _____
- The body contains enzymes that break down food as you eat it. _____
- The detectives spread out so that they could search the whole forest for the missing man. _____
- Let's spread out this blanket and have a picnic. _____

2 Look at sentences 1–10 in exercise 1 again. Rewrite three more sentences where the phrasal verb is separable.

Please take your shoes off.

3 Make phrasal verbs to replace the underlined words. Use one word from each box. You can use some words more than once.

find speak make get put stand

up out do away on

about with for

- I have a good relationship with Tom. get on with
- I can't believe you can avoid getting caught for committing a crime. _____
- I know you don't like the situation, but there's nothing you can do. You'll just have to suffer it. _____
- We haven't got any fresh bread, so we'll just have to be satisfied with toast. _____
- Don't let anyone treat you unfairly. Present an argument for your rights. _____
- Wherever he goes, he tries to voice his disagreement with injustice and suffering. _____
- Has anyone discovered the theme for this year's class party? _____

Grammar

Phrasal verbs

1 Match the phrasal verbs in these sentences with their meanings.

remove create space unfold stop working arrive
go higher increase make smaller depart
move further apart

- What time does the plane take off? depart
- Please take off your shoes. _____
- If you don't turn up on time, we'll have to go without you. _____
- Turn up the volume, please. _____
- Move up a bit, will you? There's no room for me to sit down. _____
- If I do well in this Maths test, I'll be able to move up a group. _____

Second conditional

4 Tick the correct sentence in each pair.

- a ☐ If I were you, I'll phone the police.
 - b ☒ If I were you, I'd phone the police.
- a ☐ Would it be alright if I opened the window?
 - b ☐ Would it be alright if I open the window?
- a ☐ If I knew what the exam questions were, I wouldn't have to worry about it.
 - b ☐ If I would know what the exam questions are, I won't have to worry about it.

5 Match the sentences in exercise 4 to the functions of the second conditional below.

- a ☐ to talk about unlikely or imaginary situations
- b ☐ to give advice
- c ☐ to ask for permission

6 Read the sentence beginnings. Tick those that the speaker thinks are more likely to happen.

If I learn to speak English fluently,...

If I take a gap year,...

If I got a job at the radio station,...

If I went to study in America,...

If I couldn't get into the college of my choice,...

If my parents moved to another country,...

If I don't do well in my exams,...

If I meet my ideal partner next week,...

If I became famous,...

WHAT ABOUT YOU ?

Now complete the sentences in your exercise book so that they are true for you.

If I take a gap year,...

If I became famous,...

If I learn to speak English fluently,...

If I went to study in America,...

If I don't do well in my exams,...

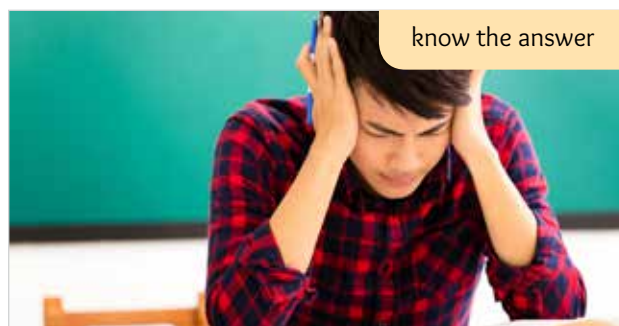
If I couldn't get into the college of my choice,...

wish / If only + past simple

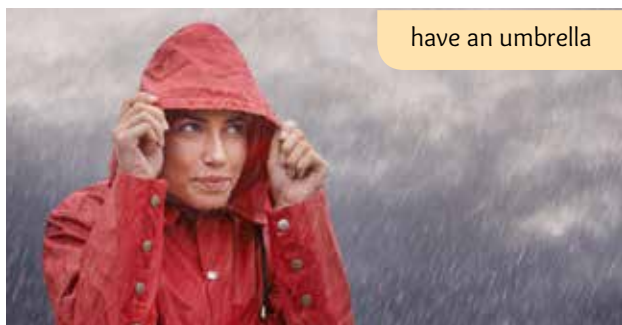
7 Write what these people are thinking. Use *I wish / If only*.



1 I wish I went to college. / If only I went to college.



2 _____



3 _____



4 _____



5 _____



6 _____

Study skills

1 Read the article and choose the best title.

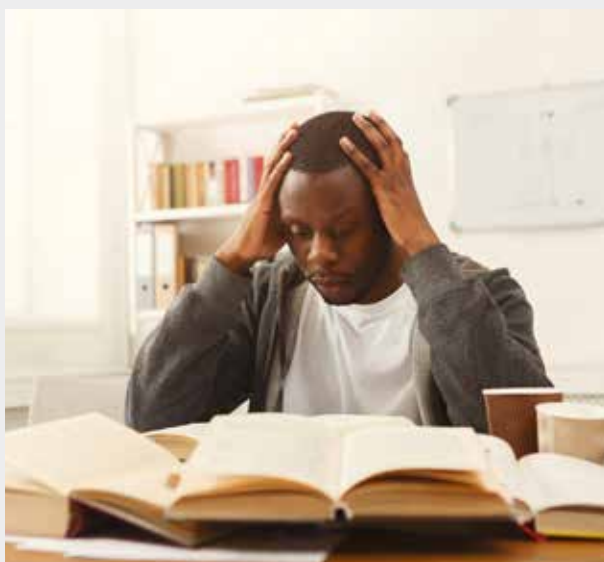
- a) Stress management
- b) Managing your time
- c) How to study

2 Read the article again. Write the missing sentences (1–8) in the gaps (a–h).

- 1 In between study sessions, take short breaks for relaxation.
- 2 In other words, use your personal body rhythms to make life easier!
- 3 Is that why you leave everything to the last minute?
- 4 Make a note of your goals for that term.
- 5 So leave some 'down time' for emergencies.
- 6 ~~That's why it's important to make the most of your time.~~
- 7 This way, the job won't seem as time-consuming.
- 8 Just remember that any tasks not achieved today will have to be carried over to tomorrow's list.

3 Match the expressions (1–6) from the article with their meanings (a–f).

- 1 ☒ get down to (line 23)
 - 2 ☐ a deadline to meet (line 13)
 - 3 ☐ the big picture (line 16)
 - 4 ☐ take on (line 42)
 - 5 ☐ a set routine (line 11)
 - 6 ☐ come up (line 43)
- a suddenly appeared
 - b the long-term plan
 - c start working on
 - d regular scheduled habits
 - e something to be done on time
 - f accept, agree to do



Being a student is often compared to having a full-time job: You are expected to be in classes for about 30 hours a week, and do at least an hour's homework a day – making it a 40 hour week!

- 5 It's understandable, then, why so many students complain that there is just not enough time to do what they have to do. ^a That's why it's important to make the most of your time.

- 10 [✓] **Start** by thinking about how you manage time on a daily basis. Are you the kind of person who likes to have a set routine every day? Are you always on time? Or do you enjoy the challenge of having a deadline to meet? ^b _____

- 15 [✓] **It makes sense** to plan your schedule, starting with the big picture first. Make a timetable for the

whole term, noting all those fixed arrangements that are not negotiable (family commitments, sport and cultural clubs, etc). ^c _____

- 20 [✓] **Now move on** to a plan for a week or part of a week at a time. When you've done that, you can get down to the daily 'to do' list. Write down all the tasks you have to achieve by the end of a day. There may be too many to tick off at the end of the day, so prioritise. Give each task a number showing its importance in your list, and do those that are most urgent, first. ^d _____

- 30 [✓] **Another way** to manage big tasks is to break them up into smaller tasks. If you have to write an essay, divide the job into sub tasks: do research, write the outline, write the introduction, then the main body, etc. ^e _____

- 35 [✓] **Get to know** when you have most energy, i.e. in the morning, or at night, and prepare to do your most challenging tasks during that time. ^f _____

- 40 [✓] **Make sure** you don't plan every minute of the day. Free time, meant for enjoyment and relaxation, also means that you are 'free' to take on tasks that have suddenly come up. ^g _____

- 45 [✓] **Finally**, give yourself a break. Studies have shown that students can concentrate best during sessions of no more than 90 minutes. ^h _____

B2 Now I can...



very well



OK



not great

I've finished Units 5 and 6 and I can do ☒ these things in English

Units 5&6



Listening

- | | | | |
|--|--------------------------|--------------------------|--------------------------|
| B2 understand in detail what is said to me in standard spoken language, even in a noisy environment (pp. 68, 69) | ☐ | ☐ | ☐ |
| B2 understand TV documentaries, live interviews, talk shows, plays and the majority of films in standard dialect (pp. 64, 71) | ☐ | ☐ | ☐ |
| B2 understand the main ideas of complex speech, including technical discussions in my field of specialisation (p. 61) | ☐ | ☐ | ☐ |
| B2 use a variety of strategies to achieve comprehension, including listening for main points (pp. 52, 59, 70) | ☐ | ☐ | ☐ |

Reading

- | | | | |
|---|--------------------------|--------------------------|--------------------------|
| B2 rapidly grasp the content and the significance of news, articles and reports on topics connected with my interests or my job (pp. 60, 63, 70) | ☐ | ☐ | ☐ |
| B2 read emails on topics within my areas of academic or professional speciality or interest, and grasp the most important points (p. 54) | ☐ | ☐ | ☐ |

Spoken Interaction

- | | | | |
|--|--------------------------|--------------------------|--------------------------|
| B2 initiate, maintain and end discourse naturally with effective turn-taking (pp. 59, 60, 61) | ☐ | ☐ | ☐ |
| B2 engage in extended conversation in a clearly participatory fashion on most general topics (pp. 55, 61, 69) | ☐ | ☐ | ☐ |
| B2 account for and sustain my opinions in a discussion by providing relevant explanations, arguments and comments (p. 51) | ☐ | ☐ | ☐ |
| B2 carry out a prepared interview, checking and confirming information, following up interesting replies (pp. 69, 71) | ☐ | ☐ | ☐ |

Spoken Production

- | | | | |
|---|--------------------------|--------------------------|--------------------------|
| B2 explain a viewpoint on a topical issue, giving the advantages and disadvantages of various options (pp. 51, 60) | ☐ | ☐ | ☐ |
| B2 speculate about causes, consequences, hypothetical situations (pp. 53, 55, 65) | ☐ | ☐ | ☐ |

Strategies

- | | | | |
|---|--------------------------|--------------------------|--------------------------|
| B2 use standard phrases like 'That's a difficult question to answer', to gain time and keep the turn while formulating what to say (p. 69) | ☐ | ☐ | ☐ |
|---|--------------------------|--------------------------|--------------------------|

Language Quality

- | | | | |
|--|--------------------------|--------------------------|--------------------------|
| B2 produce stretches of language with a fairly even tempo; although I can be hesitant as I search for expressions, there are few noticeably long pauses (p. 69) | ☐ | ☐ | ☐ |
|--|--------------------------|--------------------------|--------------------------|

Writing

- | | | | |
|--|--------------------------|--------------------------|--------------------------|
| B2 write clear and detailed texts – e.g. compositions, reports or texts of presentations – on various topics related to my field of interest (pp. 62, 65, 72) | ☐ | ☐ | ☐ |
|--|--------------------------|--------------------------|--------------------------|

At the end of **Units 5 and 6**, I'm a good B2 student.
Now I can start **Unit 7**.