

▶ Listening

1 SPEAKING Work with a partner. Read these statements made by students about revising for exams. Which ones do you think are a good idea?

- 1 'Reading your notes again and again is useful.'
- 2 'It's good to revise with other students.'
- 3 'I always go to the library to revise.'
- 4 'I revise by reading my notes and then asking somebody to test me.'
- 5 'I can't stand revising so I leave all my revision to the last week before the exams.'
- 6 'I feel tired and stressed when I revise so I go running or swimming to help me to relax.'
- 7 'My revision strategy involves drinking lots of coffee and going to bed really late.'
- 8 'I always need to take a break after 45 or 50 minutes of study.'
- 9 'The last thing I do before the real exam is to do a practice exam.'
- 10 'I avoid revising a lot of subjects before the exam. I just revise some of the points and hope they come up in the exam.'

I think reading your notes again and again is a good idea.

I don't agree. I think it's better to read your notes and then get somebody to ask you questions, like in 4.

2 LISTENING **1.03** Listen to two teenagers talking about revision. Which three ideas in 1 does the boy mention? Has he prepared well for the exam?

3 Listen again and choose the best answer (A, B or C).

- 1 Last night the boy
 - A didn't sleep at all.
 - B didn't sleep much.
 - C slept badly because of nerves.
- 2 The students found out about the exam
 - A four weeks ago.
 - B yesterday.
 - C four days ago.
- 3 On Fridays the boy
 - A goes out.
 - B does sport.
 - C revises.
- 4 The boy
 - A doesn't understand all the topics in the exam.
 - B doesn't like some of the topics in the exam.
 - C hasn't got information for all the topics in the exam.
- 5 The boy thinks he isn't going to pass the exam because
 - A he needs to answer all the questions.
 - B he's studied the wrong topics.
 - C he's studied last year's exam.
- 6 The boy can't study during lunch because
 - A he goes home for lunch.
 - B he doesn't have enough time.
 - C he hasn't got any books at school to study from.

4 SPEAKING What about you?

- 1 How do you usually prepare for exams?
- 2 Do you think your strategies are...

GRAMMAR GUIDE

Gerunds and infinitives 1

1 Match the statements 1–10 in Listening with these rules. Use one rule twice.

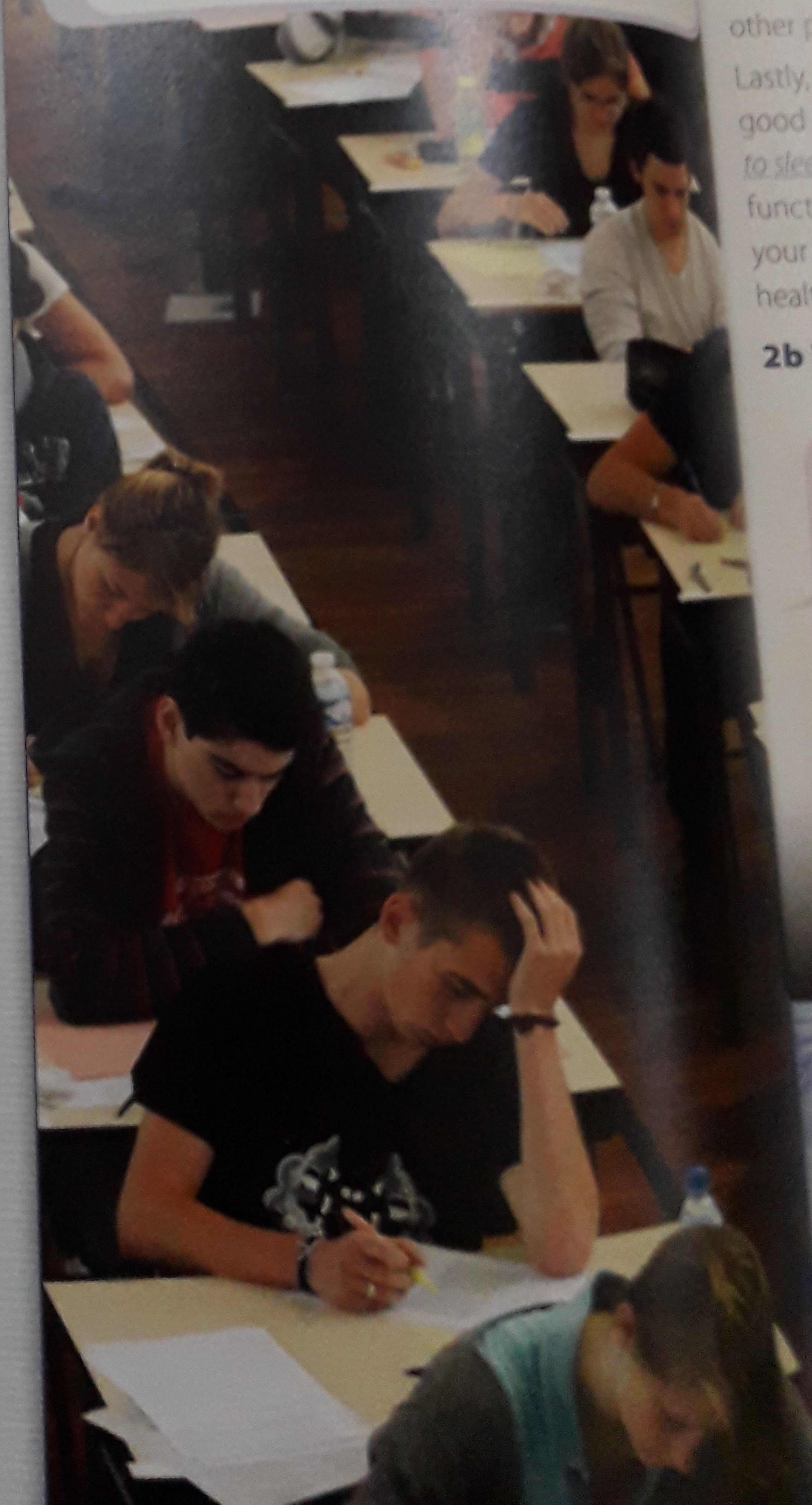
We use gerunds

- a as the subject/object of a sentence.
- b with *go to* talk about physical activities.
- c after prepositions.
- d after verbs of liking or disliking (except when the verb goes with *would*, e.g. *would like*, *would prefer*).
- e after certain verbs like *admit*, *avoid*, *consider*, *involve*, *risk*, *suggest*.

We use infinitives

- f to explain why somebody does something.
- g immediately after adjectives.
- h after *too*, *enough*, *the first*, *the last*.
- i after certain verbs like *agree*, *appear*, *arrange*, *ask*, *attempt*, *encourage*, *force*, *manage*, *decide*, *expect*, *help*, *need*, *promise*, *want*.

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2a Choose the c

Efficient revision

It's incredible (a)

hundreds of exam

many students r

they revise. Here

(b) *revising/to re*

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2b V

2a Choose the correct alternative.

Efficient revision

It's incredible (a) *thinking/to think* that we do hundreds of exams at school and university, but many students never pay much attention to how they revise. Here are just some ideas to help you (b) *revising/to revise* efficiently.

Some people think that (c) *revising/to revise* is a question of (d) *sitting/to sit* down for hours and hours with their notes. It isn't. It's essential (e) *taking/to take* frequent (but short!) breaks. This way our mind stays alert and active. Just (f) *reading and reading/to read and read* is not very sensible either. After a while we think we know everything and we no longer pay attention to what we are reading. Instead of (g) *doing/to do* this, read and then stop and answer questions. Why? (h) *Seeing/To see* if you have really understood what you have read.

That's one reason why it can be a really good idea to work with other students. Some people don't mind (i) *revising/to revise* alone but some people hate it. The good news for those people is that (j) *discussing/to discuss* past exam questions with other students can really help (k) *checking/to check* that you know what you're doing. And when you don't understand something, don't be too frightened (l) *asking/to ask* other people for help.

Lastly, don't forget (m) *keeping/to keep* healthy. Eat good food. Find enough time (n) *sleeping and taking/to sleep and take* exercise. When your brain stops functioning, do sport, go (o) *cycling/to cycle*, move your body. You know what the Romans said – a healthy mind in a healthy body!

2b What do you think of the ideas in this text?

It's a good idea to take lots of short breaks. I can only concentrate for about an hour, then I need to stop revising.

I can't revise in a group. I get distracted. I prefer to study alone.

Exercise is really important to me. I can study better after I've done some sport or gone for a run.

3a Complete the sentences with the gerund or infinitive form of the verbs given.

- Plan your time at the start to make sure that you have enough time (finish) the exam.
- (Start) the exam before you have read all the questions can be a bad idea.
- We suggest (take) more than one pen or pencil into the exam.
- Don't write too fast or carelessly. You risk (create) a bad impression.
- Think about (leave) yourself time (check) your work before you hand it in.
- Avoid (write) your opinion unless the question specifically asks for it.
- When a question involves (answer) two or more different parts, make sure you answer them all.
- Check that you know how many questions you need (complete) because sometimes not all questions are obligatory.
- Attempt (answer) all the questions that are obligatory.

3b Work with a partner. Think of more good advice for taking exams.

4 Find eight mistakes with gerunds or infinitives in this text.

Five years ago we were doing a chemistry exam at school when the teacher found a boy who was looking at his notes during the exam. The boy, whose name was Oliver, admitted to cheat. Naturally, the teacher forced him to resit the exam the week after. Nobody expected Oliver passing. I was good at chemistry and I liked Oliver so I decided to help him by study with him. We spent the next week studying really hard. Oliver didn't feel very confident about passing. I suggested to study together the day before the exam and we agreed meeting in the evening. Then we also arranged to meet on the morning before the exam. While we were walking to school, I asked him questions. By this time he knew all the answers and was feeling good. The exam began at nine o'clock and Oliver appeared finding the exam easy. In fact, he was one of the first to finish. He managed passing the exam with 90%. He was really grateful and asked me if there was anything he could give me as a present. I just asked him to promise not cheating again. I'm really proud of Oliver because now he's at university, studying chemistry!

5 Complete the sentences with a verb in the gerund or infinitive form. Make the sentences true for you.

- | | |
|-------------------------|--|
| 1 I can't stand ... | 5 I relax at the weekend by ... |
| 2 I don't mind ... | 6 I'm really interested in ... |
| 3 I sometimes go ... | 7 For a really good holiday, I suggest ... |
| 4 I think it's good ... | 8 Next year I really want ... |

6 SPEAKING Work in groups. Compare your sentences in 5. Are any of your sentences the same?

7a SPEAKING Work with a partner. Complete the questions with a verb in the gerund or infinitive form.

- Do you enjoy _____ in the evening?
- When you sleep, do you ever dream of _____?
- Have you ever thought of _____?
- Do you find it difficult _____?
- Have you ever considered _____?
- Do you think that you are brave enough _____?
- Would you like to be the first person _____?
- Do you avoid _____ at parties?

7b Use your questions to interview other students and make a note of any interesting or funny answers.

7c Tell the class some of the things you discovered.