


don't mind if I make mistakes at times because English is not my mother tongue. I make mistakes only to learn from my mistakes."

The key thing in this is not to be afraid to make mistakes. The only mistake is not opening your mouth.

**4b.** What pieces of advice does the article give to English learners?

**5a.** Speak in pairs about your way of learning English. What do you find easy/difficult? What do you do to improve your English?

**5b.**  Write a short paragraph about your way of learning English.



Year 9 → Unit 9 → Lesson 3 → DO or MAKE?  
(cloze test)

## Lesson 4. Exam fever!

**1a.** Talk to your classmates about exams.




to take/sit/have an exam

to pass an exam

to fail an exam

- When do students feel happy, nervous, disappointed?
  - when they are sitting an exam
  - when they have failed the exam
  - when they have passed the exam
- What exams are you going to take at the end of the school year? Do you think you will pass all the exams?

**1b.**  Listen to Sarah, a British student, giving tips on how to cope with exams and revision. What is the most important thing to pass an exam successfully?



**1c.**  Listen again and complete her tips.

### Revision success

1. Find a good place to work. It should be ...
2. Don't try to revise ... all at once.
3. Take ... in the middle.
4. Don't leave your revision until ...
5. If you don't understand something, ...
6. Don't just read through ..., make notes.
7. Get a small pile of notes and a pen and write ... onto the notes. Then stick them ...


### The night before the exam

1. The best way to reduce stress is ...
2. Try to revise the main ...
3. Staying up all night before an exam is ...
4. Don't ... to set your alarm clock (будильник).

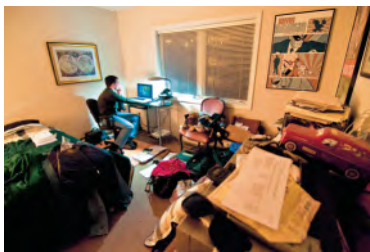
### The morning of the exam

1. Get up ... and have a good ...
2. Exercise to ...
3. Get to school ...
4. Avoid speaking to ...

**1d.** Work in pairs. Which of the tips do you think are the most effective?

**2a.**  Listen to Kevin's story about his exam experience. Did he pass or fail his exam?

**2b.**  Listen again and write down what Kevin did wrong.



## Grammar focus

Criticism: *should/ought to* + Perfect Infinitive

- Read the sentences and answer the questions.

Did Kevin do something wrong in the past?

Does Kevin's mum give him advice or criticisms him?

Kevin didn't have breakfast. His mother says, 'You **ought to have had** breakfast!'

Kevin panicked. His mother says, 'You **shouldn't have panicked!**'

should have + V3 / ought to have + V3



Read the rule (p. 290) and check your answers.

### 2c. Criticize Kevin.

**Model.** Kevin shouldn't have hung around with his friends.

### 3a. Look at the pictures and explain why Kate failed her exam.

**Model.** She overslept.



## Help box

oversleep, set the alarm clock, do homework, cheat, surf the Internet all night, revise for the exam, watch TV

### 3b. Criticize Kate.

*Model.* She shouldn't have overslept. She ought to have set her alarm clock.

### 3c. Give Kate advice on how to cope with her exams in the future.

*Model.* You shouldn't oversleep. You ought to set your alarm clock.

### 3d. Write an answer to Kate's letter in which you criticize her and give her advice.

Dear Sally,  
I'm so depressed. I did so badly at my exam that I failed it....  
Kate

## Lesson 5. Plans for the future

### 1a. Read the text about getting further education after you are 16 in Britain. Where can young people learn and work at the same time?

**I**n Britain students finish primary school and start secondary school at the age of 12 and go to the first form. When they are 16, they are in the fifth form. After 16 they have to make an important decision in their life. Where do they want to get further education? They can choose from:

- a school sixth form, preparing students for university;
- a college, preparing students for university or giving them practical skills for a job;
- an Apprenticeship (apprenticeships are training programmes through which you will work and study at the same time, and be paid for your work).

## UNIT 9

### Lesson 4. Criticism: *should / ought to* + Perfect Infinitive. Модальные глаголы *should / ought to* + Perfect Infinitive для выражения критики прошлого действия.

Модальные глаголы **should / ought to** в сочетании с Perfect Infinitive выражают порицание или упрек и означают, что кто-то, по мнению говорящего, неправильно поступил в прошлом.

Kevin didn't have breakfast. His mother says, "You **ought to have had** breakfast!"

Kevin panicked. His mother says, "You **shouldn't have panicked!**"

### Lesson 7. Clauses of reason. Придаточные предложения причины

Придаточные предложения причины вводятся союзами **because, as, since, for** и передают причину действия. Предложения с союзом **because** обычно стоят в конце, что указывает на самую важную часть предложения – причину.

I went to Spain last summer **because** I wanted sunshine on every day of my holiday.

**As** и **since** обычно используются в начале предложения, когда причина уже хорошо известна, а потому менее важна.

**As** the performance had already started, we went up to the balcony and occupied some empty seats there.

**Since** John had already eaten, I had a sandwich.

Однако они могут стоять и после главного предложения.

We can all go home, **since** there's no more business.

Союз **for** никогда не используется в начале предложения, он всегда идет после запятой в письменной речи или паузы в устной речи. Это своего рода «мысль вдогонку».

I told her to leave, **for** I was very tired.

I decided to stop the work I was doing – **for** it was very late and I wanted to go to bed.