

# 6 Success



being respected

**Discuss:**

- Look at the pictures. What is success for you? Put the ideas in order of importance.
- What is considered successful in your culture?
- What do you consider yourself to be successful at?
- What would you like to be successful at?



having a job



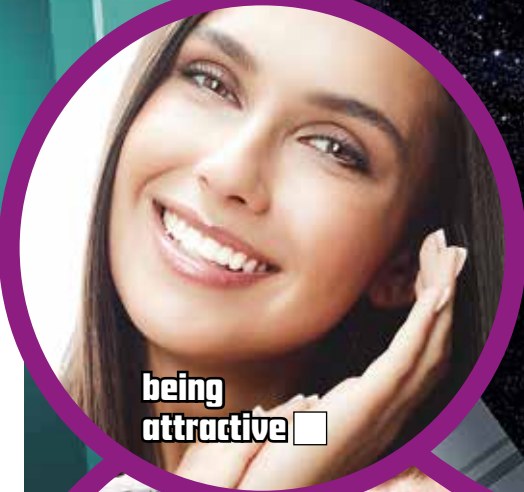
being well-educated



making history



being famous



being attractive



being rich

**In this module you will learn...**

- to refer to the future using appropriate tenses
- to form opposites using prefixes (un-, in-, il-, ir-, im-)
- to express hypotheses about what is likely or unlikely to happen in the future
- to talk about your goals and ambitions
- to discuss the advantages and disadvantages of an issue
- ways to open a discussion
- to support your opinion
- to express contrast
- linking words/phrases used when listing/adding points and when summing up
- to write an essay presenting advantages and disadvantages

## Reading

A. Read the statements below. What do they mean? Do you agree with them?

- a. **Winners are always part of the answer** ← → **Losers are always part of the problem**  
 b. **Winners learn from mistakes** ← → **Losers forget their mistakes**  
 c. **Winners see opportunities** ← → **Losers have doubt**  
 d. **Winners find answers** ← → **Losers only see difficulties**  
 e. **Winners follow their heart** ← → **Losers settle for second best**  
 f. **Winners are a part of the team** ← → **Losers are apart from the team**

B. Read the text quickly and find the correct headings from above to match with the stories (1-4). There are two extra headings which you will not need to use.

# Winners | Losers

**Everybody enjoys winning. However the concept of victory is so mysterious. Those who are successful make it seem so simple that we are all curious about how it's done. Perhaps that's why we love success stories. Here are a few snippets of success:**



1

A reporter once asked a bank president what the secret of his success was. "Two words," said the bank president. "Right decisions." When asked how he learned to make these, the bank president gave a one-word response. "Experience." Hoping for a more satisfying answer, the reporter asked him how he got his experience. "Two words," said the bank president. "Wrong decisions!"

2

In another interview, a farmer who grew award-winning corn revealed that he shared his best seeds with his neighbors. The reporter was surprised that the farmer was risking being outdone by his neighbors. "I know it seems irrational, but if I don't share, then the risk is greater," explained the farmer. "When the wind picks up pollen from the corn, it blows it from field to field. If my neighbors grow bad corn, I will too. Unless I help them, I won't be able to grow good corn. We are all connected."



3

A shoemaker once sent two salesmen to investigate the market of a developing country. "Nobody will buy shoes here," said the first salesman confidently. "They don't wear them." "We will have sold thousands of shoes by the end of the year," reported the second salesman, a winner by nature. "They are all barefoot!"

4

In a fable by cartoonist James Thurber, there was a little moth that fell in love with a star. "If I were you, I wouldn't set such an unrealistic goal," said his mother. "You will be much happier if you fall in love with a candle."  
 "I'm going to reach my star!" said the little moth while the other moths made fun of him. Unaffected by their laughter, the dreamy moth left. He kept flying up high as the other moths below were getting burned by candles and street lights. The moth must have been miles and miles away when he looked down and realized that he was the only moth of his family that was still alive. "Without you I wouldn't exist now!" the moth said to the beloved star that had saved his life.



**C. Read again and answer the questions. Choose a, b, c or d.**

- TIP**
- Read each question carefully to get an idea of what you are looking for and underline the section in the text where the answer is found.
  - When a question refers to the whole text, avoid options which are true but refer only to part of the text.
  - Make sure you have chosen the correct answer by eliminating the wrong options.
  - Avoid options which:
    - sound logical but are not mentioned in the text.
    - include a word/phrase from the text, but do not mean the same thing.
    - overgeneralize using words like *always, all, every, etc.*

- Why does the writer suggest that we like success stories?
  - They make us feel like winners.
  - The lives of winners have secrets.
  - We want to find out how to win.
  - Their stories make us enthusiastic about winning.
- What was it that made the bank president a successful man?
  - Making decisions at the right time.
  - Blaming others for mistakes.
  - Learning from experience.
  - It is not mentioned.
- Why did the farmer give his best seeds to his neighbors?
  - He didn't care about the competition.
  - He liked challenges when competing.
  - He was a good neighbor and a risk-taker.
  - He wanted to be sure that he would get corn of the best quality.
- Why was the second salesman a winner by nature?
  - He refused to be realistic in his report.
  - He saw the positive side of things.
  - He did better research than the first.
  - He sold more shoes to the people.
- How did the moth survive?
  - He took his mother's advice.
  - He tried to avoid candles and street lights.
  - He was helped by other moths.
  - He went after his dream.
- According to the whole text, which of the following people aren't winners?
  - Those who believe in themselves and think they know everything.
  - Those who aren't afraid of taking risks when others see danger.
  - Those who keep trying and are eager to learn from their mistakes.
  - Those who dream of achieving a goal that may not be realistic.

**D. Discuss.**

- What examples of successful people can you think of?
- Do you have the qualities of a winner?

**Grammar Future Tenses → p. 151**

**A. Read the dialogue below and match the phrases in blue with their functions a-c.**

- A:** Next week I **am going to attend** a seminar on how to start a business. Why don't you come along?
- B:** Well, I have no plans, but it sounds pretty boring.
- A:** Brad Garner, the guy who owns the computer company BigBytes, is going to reveal the secret of how he achieved success. It **will be** a very useful seminar!
- B:** Well, in that case, I'll **come** with you.

- a future prediction
- sth. that sb. has just decided to do
- sth. that sb. has already planned to do

- The **Present Progressive** is used for future plans and arrangements.  
*We're traveling to New York this weekend.*
- When referring to the future, use **will** in the main clause but use the **Present Simple** in the time clause (i.e. after *when, as soon as, until, till, before, after* and *by the time*).  
*I'll get the groceries before I come home.*

**B. Read the example from the text, answer the question and complete the rule.**

"We **will have sold** thousands of shoes by the end of the year," reported the second salesman.

When will it happen?

- before the end of the year
- after the end of the year

The **Future Perfect** (will + \_\_\_\_\_ + past participle) is used for actions that will be completed \_\_\_\_\_ a specific time or another action in the future.

**C. Complete the dialogue with the Future will, the Future be going to, the Present Simple or the Future Perfect of the verbs in parentheses.**

- A:** Susan, I have a meeting at 6 p.m., so I 1 \_\_\_\_\_ (get) home late.
- B:** Well, by the time you 2 \_\_\_\_\_ (get) back, I 3 \_\_\_\_\_ (leave).
- A:** Where are you going? To Tracy's?
- B:** Yes. We 4 \_\_\_\_\_ (work) on that college assignment for a while and then go for a run in the park.
- A:** Be careful.
- B:** Don't worry. I 5 \_\_\_\_\_ (make) sure I have my cell phone with me. I 6 \_\_\_\_\_ (call) you as soon as we 7 \_\_\_\_\_ (return) to Tracy's house.

## Vocabulary

A. What are the opposites of the following words?  
What do you notice about their formation?

suitable      convenient      legal      rational      possible

B. Complete the table forming the opposites of the adjectives in the box.

The opposites of many English words are formed by adding a negative prefix (un-, in-, il-, ir-, im-) to the words. Notice the rules in the table below but keep in mind that there are exceptions: e.g. *lucky-unlucky, realistic-unrealistic, reliable-unreliable, pleasant-unpleasant, professional-unprofessional*

patient    literate    regular    secure    logical    correct    affected    mature    practical  
aware    responsible    experienced    polite    kind    appropriate    relevant    willing

un-	in-	il- (+adj. starting with l)	ir- (+adj. starting with r)	im- (+adj. starting with m or p)

C. Complete the sentences with some of the opposites from the table above.

- Mark may be seventeen, but I don't think he should get a driver's license yet. He's so im \_\_\_\_\_ for his age!
- The politician was un \_\_\_\_\_ to answer the reporters' questions and got up and left.
- Whether I think you're good at math or not is ir \_\_\_\_\_. The important thing is that you pass the exam.
- What I'm going to say may sound crazy and il \_\_\_\_\_ but it's true.
- Lots of teenagers are in \_\_\_\_\_ about their appearance. We need to help them feel confident about themselves.
- Don't be im \_\_\_\_\_. I know it's a long line but it will be your turn soon.

## Grammar Conditional Sentences Type Zero, 1, 2 → p. 151

A. Read the examples and answer the questions.

If/When ice melts, it turns into water.

- Does this sentence refer to sth. that is likely to happen or to a general truth/fact?

If my neighbors grow bad corn, I will grow bad corn, too.

- Does this sentence refer to the present/future or past?
- Does the speaker think that this is likely to happen?

If I were a scientist, I would try to find a solution to the problem of global warming.

- Is the speaker a scientist?
- Is it likely that the speaker will find a solution?
- Does the sentence refer to the present/future or past?

B. Read the examples again and complete the rules below.

**Conditional Sentences Type Zero** are used to talk about general truths/facts.

If/When + \_\_\_\_\_ Simple → \_\_\_\_\_ Simple

**Conditional Sentences Type 1** express something which is likely to happen in the present or future.

If + \_\_\_\_\_ ↗ will, can, must, may, might, should +  
base form  
↘ Imperative

**Conditional Sentences Type 2** express something imaginary/unreal or unlikely to happen in the present or future.

If + Past Simple → \_\_\_\_\_, could + base form

**Unless** can be used instead of **if... not**.

You won't reach your goal **unless** you work hard.

You won't reach your goal **if** you **don't** work hard.

**C. Complete the dialogue with the correct form of the verbs in parentheses.**

- A:** What would you do if you suddenly 1 \_\_\_\_\_ (win) a lot of money and became rich?
- B:** Well, if I 2 \_\_\_\_\_ (be) rich, I 3 \_\_\_\_\_ (travel). I love traveling. When you 4 \_\_\_\_\_ (travel), you 5 \_\_\_\_\_ (learn) so much about other countries and cultures without realizing it.
- A:** That's true, but if I 6 \_\_\_\_\_ (have) a lot of money, I 7 \_\_\_\_\_ (start) my own business.
- B:** Like what?
- A:** Well, if I 8 \_\_\_\_\_ (have) the chance to do anything I liked, I 9 \_\_\_\_\_ (open) a restaurant. My dream is to become a famous chef.
- B:** A chef? That's impossible! You don't know how to cook anything.
- A:** I can easily learn anything if I 10 \_\_\_\_\_ (decide) to. If I 11 \_\_\_\_\_ (become) a chef, I 12 \_\_\_\_\_ (be) very successful, I'm sure.
- B:** I'm sure of one thing: you 13 \_\_\_\_\_ (not become) a chef unless you 14 \_\_\_\_\_ (take) some courses. So, start studying harder if you 15 \_\_\_\_\_ (want) to go to college.

**Intonation**

Listen and repeat. Notice the intonation and rhythm.

- If you ever need help, just give me a call.
- Unless we hurry, we'll miss the bus.
- When you believe in success, you succeed.
- If I were you, I wouldn't make fun of people.
- If Mary lived closer, we'd visit her more often.
- If you eat a lot of junk food, you put on weight.

**Listening**

**A. Discuss.**

- Do you think it's possible to predict if a person will be successful from a young age?
- Have you ever heard of the "Marshmallow Experiment"? Can you guess what it involves?



**B. Listen to a psychologist giving a talk about the "Marshmallow Experiment" and complete the notes.**

**TIP**  
Read the notes carefully before listening to the recording. This will give you some idea of what you are going to hear and what kind of answers you are looking for.



**The Marshmallow Experiment**

**When?:** 1 \_\_\_\_\_ and 2 \_\_\_\_\_

**The concept:** Success is not just about intelligence but also about whether people are able to 3 \_\_\_\_\_ themselves and delay gratification\*.

**The experiment:** A group of 4 \_\_\_\_\_ year-olds had to choose between 2 options: eat one marshmallow only or wait for 5 \_\_\_\_\_ to get a second one.

**Results:** 6 \_\_\_\_\_ out of 7 \_\_\_\_\_ children was able to wait for a second marshmallow.

**15 years later:** The children who had waited to get a second marshmallow were more 8 \_\_\_\_\_ than the other children later on in their lives.

\*gratification: the state of feeling satisfied

**Speaking**

Think of your dreams, goals and ambitions and discuss the questions below. Use some of the phrases given.

- What goals have you set in your life?
- How do you plan to achieve them?
- Have you achieved any so far?
- In your opinion, is it important for people to go after their dreams? Why?/Why not?
- Is there anything you would like to do but consider impossible?
- What do you think you will have accomplished in ten years' time?
- If you could be anyone in the world, who would you choose to be? Why?

- I want to...
- I'd like to...
- I'm planning to/on...
- I intend to...
- I'm going to...
- I'm thinking of...
- I'm hoping to...
- As soon as I finish school/college, I'll...
- My dream has always been to...
- If I (don't) succeed in..., I will (not)...
- If I ever manage to..., I'll...
- After I accomplish that, I'll...
- If I had the chance to..., I'd...
- I'd never choose to be... because...





Felix Baumgartner  
127,851 ft.



Joe Kittinger  
102,800 ft.



weather balloon  
80,000 ft.



Boeing 747  
48,000 ft.

## STRATOSPHERE

Mt. Everest  
29,029 ft.

## Reading

### A. Discuss.

- Do you know of or have you heard of any record-breaking achievements?

### B. Read the text quickly. What is the purpose of this text?

- to describe an important event in the history of skydiving
- to explain what extreme skydivers go through
- to compare the lives of Joe Kittinger and Felix Baumgartner
- to discuss the history and future of skydiving

# Fearless Felix

On August 16<sup>th</sup>, 1960, a man named Joe Kittinger jumped from a height of 102,800 ft. (19.5 miles). He fell for 4 minutes and 36 seconds, reaching a top speed of 614 mph before opening his parachute at 18,000 ft. In a matter of minutes, Kittinger had made history. He set records for highest ascent\*, highest parachute jump and fastest velocity\*. 52 years later, Kittinger was first on the list of a highly-experienced crew when skydiver Felix Baumgartner decided to break the record and go even higher.

Felix Baumgartner was born on April 20<sup>th</sup>, 1969 in Salzburg, Austria. He is a professional BASE jumper and skydiver, and has accomplished many amazing **feats**. In 1999, he claimed the world record for the highest parachute jump from a building after **leaping** 1,479 ft. from The Petronas Twin Towers in Malaysia, which were the tallest buildings in the world at the time. In 2004, Felix jumped off the highest bridge in the world, the Millau Viaduct in France, from an **altitude** of 1,125 ft. In 2007, Felix jumped to the bottom of the world's second biggest cave, called "Seating of the Spirits," located in Oman. The depth of the cave (only 395 ft.) and its tube-like shape made this challenge seem impossible. Felix, however, jumped into pitch darkness and landed un hurt six seconds later with only two seconds to open his parachute!

Before attempting the highest skydive

on record, Felix had made two successful stratosphere\* test jumps from 71,581 ft. and 96,650 ft. Weather conditions on October 14<sup>th</sup>, 2012 were perfect as the helium balloon and capsule\* moved upwards into the sky. However, when it reached 62,000 ft., Felix reported that his visor heater wasn't working **properly**. The ground crew briefly considered **aborting** the mission, but decided to continue. It took him two and a half hours to climb to 127,851 ft. (over 24 miles) and as he prepared to jump, Kittinger told him via radio, "OK, we're getting serious now, Felix."

Along with the many dangers of skydiving, the main fear for Felix was what would happen to his body if he broke the sound barrier at 768 mph. No human had traveled faster than the speed of sound before without a vehicle. 8,000,000 people were watching the live stream on YouTube as Felix looked down at the Earth below him and said, "I'm coming home." Then he jumped. After 42 seconds of freefall, he reached a top speed of 843.6 mph. Soon after, the atmosphere became thicker and slowed him down a little. Approximately four minutes later, he opened his parachute and was safely back on the ground eleven minutes after leaving the capsule. Felix had once again succeeded, therefore proving his ability to achieve his goals. Felix broke three records and gained international **fame**. What will his **passion** make him do next?

\* ascent = the act of climbing or moving upwards

\* velocity = the speed of something that is moving

\* stratosphere = the outer part of the air surrounding the Earth, from 32,808 ft. to 164,041 ft. above the Earth

\* capsule = the part of a spacecraft in which people travel

**C. Read again and write T for True, F for False or NM for Not Mentioned.**

1. Joe Kittinger held three world records for 52 years.
2. Felix still holds the record for the highest parachute jump from a building.
3. Felix's jump into the cave lasted 8 seconds.
4. Felix was forced to cancel his jump on October 14<sup>th</sup>, 2012 because of a problem with his equipment.
5. Felix had no contact with the ground crew when he reached 127,851 ft.
6. Felix traveled faster than the speed of sound while falling.
7. The Earth's atmosphere made Felix travel more slowly.
8. Felix's jump from space lasted 11 minutes.
9. Felix is now planning his next breathtaking feat.

**D. Look at the highlighted words in the text and match them with their meanings.**

1. feat
2. leap
3. altitude
4. properly
5. abort
6. fame
7. passion

- a. the height above sea level
- b. correctly, right
- c. a very strong interest in sth.; enthusiasm
- d. an achievement
- e. the success and attention you get when being famous
- f. to jump
- g. to stop an activity or plan before completing it

**E. Discuss.**

- Would you like to experience what Baumgartner went through? Why? / Why not?

## Vocabulary

**A. Look at the nouns below from the text. Which adjectives do they derive from?**

darkness    ability    height    depth

**B. Read the notes and complete the tables.**

Some nouns are formed by adding the suffix *-ness* or *-ity* to an adjective.  
e.g. sad-sadness, active-activity

Adjective	Noun
lazy	
creative	
popular	
aware	
responsible	
weak	
kind	
similar	

Some nouns have an irregular formation.

Adjective or Verb	Noun
weigh	
	strength
dead/die	
	belief
relieve	
	anger
	thought
	growth
famous	

## Listening

**A. Read the questions in the quiz below and try to guess the answers.**



1. What distance is the longest 24-hour bike ride without the rider's feet touching the ground?  
a. 53.1 miles    b. 553.15 miles    c. 5,533.5 miles

2. How long is the longest beard?  
a. 2.7 ft.    b. 4.7 ft.    c. 7.7 ft.

3. How many records were broken at the 2011 London Marathon?  
a. 0    b. 5    c. 35

4. In 2012 Eva and Paul Yavorzhno decided to get married underwater. But how many guests joined them underwater?  
a. 15    b. 134    c. 275

5. In 2011 Sanath Bandara, from Sri Lanka, broke the record for wearing the most T-shirts worn at once. But how many did he wear?  
a. 157    b. 257    c. 357

**B. Now listen to part of a radio show and check your answers.**

## Speaking

Talk in pairs. Imagine your college is planning on expanding its facilities. Behind the college is an area of open ground which

will be turned into one of the two options shown below. You are on the committee and have been asked to give your opinion. First discuss the advantages and disadvantages of each option using the ideas in the box and the words given. Then decide which option would appeal most to your fellow students. Use some of the phrases given.

a cafeteria with an outdoor patio



an indoor swimming pool



### Talk about:

- the cost needed to build/maintain
- how appealing it is to college students
- what students can do there
- how the weather affects it
- how it can improve students' lives

pay for maintenance (un)appealing socialize  
 enjoyable relax energizing beneficial  
 escape from routine weather dependent stay in shape

### Opening a discussion

To begin with, ...  
 First, we need to discuss ...  
 Let's start by talking/thinking about ...  
 The important thing (here) is ...  
 The main thing we need to discuss is ...

### Supporting one's opinion

I believe... is a good idea because ...  
 There are several reasons why I believe this. The first is ...  
 ... would provide students with an opportunity to ...  
 Some students may find this... as they are (not) interested in ...  
 The reason I think... is more appealing to students is because ...  
 One of the advantages/disadvantages of... is ...  
 I think... would be the most appropriate/suitable option for... as many students ...

### Expressing contrast

On the other hand, ...  
 However, ...  
 Very true, but ...  
 You may be right, but ...

## Writing An essay (discussing advantages and disadvantages)

### A. Discuss.

- If you were an athlete, would you like to be a professional athlete? Why?/Why not?

**B. Read the writing task and underline the key words. Then read the essay and answer the questions that follow.**

You have been asked to write an essay on the following topic:

*What are the advantages and disadvantages of being a professional athlete?*

Being a professional athlete requires a lot of effort and devotion. Many people consider it to be a dream career, **while** others disagree.

It is not difficult to see the benefits of being a professional athlete. **To begin with**, the main advantage is earning a huge income doing something you enjoy, as well as earning money from advertising products. **In addition**, most athletes enjoy fame and at the same time act as role models for thousands of people. **Moreover**, there are excellent opportunities for athletes to travel around the world as they can take part in different worldwide events and competitions.

**However**, there are also certain disadvantages to being a professional athlete. **Firstly**, there is a huge amount of stress involved, as any failure means disappointment for you, your coach, your team and your fans. **Secondly**, there is the lack of spare time, as athletes need to devote all their time and energy to demanding training. **Besides that**, extensive travel makes family life difficult. **Last but not least**, there is the issue of injuries. If a professional athlete gets injured, it could mean the end of his or her career.

**On the whole**, I believe the advantages outweigh the disadvantages. The way I see it, being a professional athlete is difficult, but rewarding. Those who have natural talent should not let it go to waste. They should turn professional.

1. How many advantages does the writer mention in the second paragraph? What are they?
2. How many disadvantages does the writer mention in the third paragraph? What are they?
3. In which paragraph does the writer express his/her opinion?



C. Look at the highlighted words/phrases in the essay and use them to complete the table below.

LINKING WORDS/PHRASES	
Listing/Adding points	_____, first of all, in the first place, _____, _____, what is more, _____, _____, furthermore, apart from that, also, _____, finally, lastly, _____
Expressing contrast	_____, but, _____, on the one hand, on the other hand
Summing up	to sum up, in conclusion, all in all, _____

D. Read the writing task below and make a list of advantages and disadvantages. Then write the essay using the TIP and the plan.

You have been asked to write an essay on the following topic:

What are the pros and cons of working out outdoors?

**ADVANTAGES**

**DISADVANTAGES**

When writing an essay discussing advantages and disadvantages,

- think about the topic carefully.
- choose two or three ideas/points (the ones that you can explain and support) for each paragraph of the main part. Don't try to deal with too many points.
- use a variety of linking words/phrases to list points, add points, express contrast, give your opinion, sum up, etc.
- write in a formal style and do not use short forms.
- avoid introducing any new ideas in the conclusion.

**TIP**

**Plan**

An essay discussing advantages and disadvantages

**INTRODUCTION**

Introduce the subject of the essay and both sides of the topic.

**MAIN PART (2 PARAGRAPHS)**

Refer to the advantages/disadvantages in separate paragraphs. Cover both sides of the topic equally.

**CONCLUSION**

Make a general statement summing up and state your opinion.

### R. Choose a, b or c.

- When Brian \_\_\_\_ a goal, he always accomplishes it.  
a. puts                      b. breaks                      c. sets
- Don't \_\_\_\_ me for what happened. It's totally your fault.  
a. intend                      b. blame                      c. reveal
- The local team's \_\_\_\_ made the crowd cheer.  
a. victory                      b. ambition                      c. intelligence
- Climbing Mt. Everest is a dangerous and difficult \_\_\_\_.  
a. feat                      b. passion                      c. concept
- All \_\_\_\_ all, we had a great time on our vacation.  
a. on                      b. to                      c. in
- We were flying at a(n) \_\_\_\_ of about 35,000 ft. and I could see the clouds down below.  
a. depth                      b. speed                      c. altitude
- Cindy's job at the hospital is pretty \_\_\_\_, as she sometimes has to deal with difficult patients.  
a. demanding                      b. energizing                      c. appealing
- I can't stand Carl's loud and annoying \_\_\_\_.  
a. anger                      b. response                      c. laughter
- I hate it when people make fun \_\_\_\_ others.  
a. of                      b. with                      c. on
- Someone who is \_\_\_\_ doesn't know how to read or write.  
a. insecure                      b. illiterate                      c. immature

### B. Complete the sentences with the correct form of the words in capitals.

- Mike never says "please" or "thank you". He's very \_\_\_\_\_. **POLITE**
- Eating chocolate is my \_\_\_\_\_. I absolutely love it. **WEAK**
- Joyce didn't get the job because she was \_\_\_\_\_. **EXPERIENCED**
- I argued with George and now he is \_\_\_\_\_ to talk to me. **WILLING**
- Writing an interesting story requires \_\_\_\_\_. **CREATIVE**
- You should get over your \_\_\_\_\_ and go to the gym! **LAZY**
- I don't trust Marshall. He is completely \_\_\_\_\_. **RELIABLE**

### C. Complete with the Future *will*, the Future *going to*, the Present Simple or the Future Perfect of the verbs in parentheses.

- Bill** Hey, Eric. I 1 \_\_\_\_\_ (you / get up) early tomorrow morning, like you said?
- Eric** Yeah.
- Bill** 2 \_\_\_\_\_ (you / wake) me up, too? I have so many things to do for my business trip! I think I 3 \_\_\_\_\_ (be) busy all day long.
- Eric** Don't worry. I 4 \_\_\_\_\_ (help) you. What do you want me to do?
- Bill** 5 \_\_\_\_\_ (you / pick up) my suit from the dry cleaner's, please?

**Eric** No problem. Anything else?

**Bill** Well, I probably 6 \_\_\_\_\_ (not finish) with my shopping by this afternoon either. 7 \_\_\_\_\_ (you / stop) by the grocery store for me?

**Eric** Of course. I 8 \_\_\_\_\_ (go) there anyway because I need some stuff. So, just give me the list. Listen, I 9 \_\_\_\_\_ (give) you a call as soon as I 10 \_\_\_\_\_ (finish) shopping, so that you can tell me about anything else you need. OK?

**Bill** Thanks, Eric.

### D. Complete the sentences with the correct form of the verbs in parentheses.

- Martin \_\_\_\_\_ (help) you if you ask him.
- Where would you go if you \_\_\_\_\_ (can) travel anywhere in the world?
- If you \_\_\_\_\_ (not hurry), we'll be late.
- When people \_\_\_\_\_ (eat) unhealthy food, they put on weight easily.
- I \_\_\_\_\_ (not go) out with William if I were you. He's boring.
- Unless Sandra \_\_\_\_\_ (want) to get fired, she shouldn't be late for work again.
- If Michelle had more time, she \_\_\_\_\_ (cook) more often.
- You \_\_\_\_\_ (not succeed) unless you work hard.
- If Jerry \_\_\_\_\_ (not live) in the countryside, we'd see him more often.
- A "help" box \_\_\_\_\_ (appear) on the screen when you press F1.

## Self-assessment

Read the following and check the appropriate boxes.

For the points you are unsure of, refer back to the relevant sections in the module.

### NOW I CAN...

- refer to the future using appropriate tenses
- form opposites using prefixes (un-, in-, il-, ir-, im-)
- express hypotheses about what is likely or unlikely to happen in the future
- talk about my goals and ambitions
- discuss the advantages and disadvantages of an issue
- open a discussion
- support my opinion
- express contrast
- use linking words/phrases to list/add points and to sum up
- write an essay presenting advantages and disadvantages