1

Live and learn

Educating the mind without educating the heart is no education at all.

Aristotle

BBC

LEARNING A NEW SKILL

1 Watch the BBC video.
For the worksheet, go to page 132.

1.1 VOCABULARY

Education • phrasal verbs • describing teachers and students • collocations

I can talk about further education, university courses and educational issues.

SHOW WHAT YOU KNOW

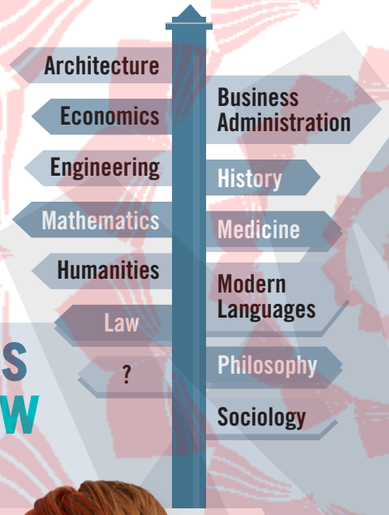
1 Match the words to make collocations.

1 university/bachelor's/master's	b	a	career
2 attend/have/skip		b	degree
3 communication/language/people		c	education
4 fail/pass/take		d	exams
5 further/higher/private		e	lessons
6 long/rewarding/successful		f	skills

2 Write two true sentences and a false one using collocations in Exercise 1. Can your partner guess which one is false?

I'd like to do a master's degree in Business Studies.

3 SPEAKING Look at some traditional fields of study on the signpost. What are the three most/least appealing subjects? Which way would you go? Discuss your ideas with a partner.



4 Read the information on the webpage. Which degree would you like to do the most?

DEGREE COURSES YOU DIDN'T KNOW EXISTED

Is this you?

You're keen to **go on to** higher education. But none of the traditional subjects appeal. Don't worry, these days you can get a degree in most things. You like baking? You can **major in** baking technology management. More inclined towards fashion? How about writing a dissertation on handbag and accessories design? If you have a passion for something, you can usually find a course that specialises in your area. Here are three courses you never knew existed.

5 1.2 Listen to a father and daughter discussing the webpage. What does the daughter find out about her father?

6 1.2 Listen again and choose the correct option. Use a dictionary if necessary.

1 The daughter is *gifted* / *weak*.
2 The daughter is *lazy* / *a swot* compared to her father.
3 The father couldn't ***settle down*** / *make friends* in class.
4 The father was *disruptive* / *self-disciplined*.
5 The father nearly *got expelled* / *got a scholarship*.
6 The father had *lenient* / *strict* teachers.
7 The father's teachers ***gave up on*** / *supported* him.
8 The father was *dyslexic* / *a bully*.
9 The father *did well* / ***fell behind*** at school.
10 The father ***scraped through*** / *failed* his exams.

7 SPEAKING What do you know about your parents' education? Discuss your ideas with a partner.

1 THE SCIENCE OF SUPERHEROES
University of California, USA

This course is a new, creative way to learn physics. Through studying heroes and villains, you'll learn the answers to important real-life questions such as what the chemical composition of Captain America's armour is. In other words, you'll attend lectures on the real principles of physics, but they'll be given in a more engaging and accessible way.

2 SURF SCIENCE AND TECHNOLOGY
University of Plymouth, UK

The university website warns that 'You will not be taught how to surf, and it is important to realise that this is an academic course.' That means you don't graduate because you can catch a good wave – you have to sit exams here! Core modules include ecology and scientific aspects of health, fitness and sports nutrition.

3 THE BEATLES, POPULAR MUSIC AND SOCIETY
Liverpool Hope University, UK

If you enrol on this course, you'll deepen your knowledge of the band's music as well as how it was influenced by the city of Liverpool. The Beatles not only changed the world of music, but they also had a big impact on youth culture and fashion. This course will be of interest to those working in the field of cultural studies and if you want to **go into** the music industry.

Go to **WORD STORE 1** page 3

WORD STORE 1A Phrasal verbs

8 1.3 Complete WORD STORE 1A with the base form of the phrasal verbs in red in the text and in Exercise 6. Then listen, check and repeat.

9 SPEAKING Complete the questions with the prepositions in WORD STORE 1A. Ask and answer the questions.

1 How often do you only just scrape _____ exams?
2 Have you ever given _____ anything that was important to you?
3 Have you ever fallen _____ at school because of illness or some other issue?
4 If you go _____ university, what subjects do you think you will major _____ ?
5 In what subject or lesson do you find it most difficult to settle _____ and concentrate?
6 What profession would you like to go _____ ?

WORD STORE 1B Describing teachers and students

10 1.4 Complete WORD STORE 1B with the underlined words in Exercise 6. Use definitions 1–8 to complete the crossword and find the mystery word. Then listen, check and repeat. Which words are used more often to describe a student and which ones to describe a teacher?

11 Complete the sentences with the words in WORD STORE 1B.

1 Mr Morris is a _____ teacher. He doesn't mind if you hand your homework in late.
2 Jackie is a _____ . She spends all her time studying and always gets top marks.
3 Miss Nelmes is very _____ . She demands absolute silence in her lessons.
4 May is musically _____ . She can play almost any instrument and has a beautiful voice.
5 Barry is quite _____ in class. He shouts out and generally causes problems.
6 Mike is very _____ . He always does his homework as soon as he gets home.

WORD STORE 1C Collocations

12 1.5 Complete WORD STORE 1C with the base form of the verbs highlighted in the text and in Exercise 6. Then listen, check and repeat.

13 Complete the sentences with a suitable noun in WORD STORE 1C. Do you agree or disagree with them?

1 Don't enrol on a university _____ unless you have a _____ for it.
2 Sitting _____ is much more stressful than writing a _____ .
3 Getting a _____ to study at a foreign university is an impossible dream.
4 Working in the _____ of science and technology is better than being an artist.
5 You don't have to attend _____ to deepen your _____ . Just google everything.

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1.2 GRAMMAR

Present and past habits

I can talk about present and past habits.

1 **Read about Gillian Lynne's education. What do you think Gillian did when her mum and the psychologist left the room?**

2 1.6 SPEAKING **Listen to two friends talking about Gillian's story and check your ideas in Exercise 1. Discuss what this story teaches us about educating children.**

3 **Read the GRAMMAR FOCUS. Complete the examples in the table using the verb forms in blue in the text in Exercise 1.**

GRAMMAR FOCUS

Present and past habits

- You can use the **Present Simple** and the **Past Simple** to talk about habits. You also use the Past Simple to talk about single past actions.
- You can use ***used to*** to talk about regular past actions that don't happen anymore or past states that are no longer true.
  She [1] used to fail all her exams.
  Life [2] _____ so good.
- You can use ***will*** (present) or ***would*** (past) to talk about characteristics or predictable actions. You don't use them to talk about states.
  She [3] _____ and move around instead of listening to the teacher.
  Her teachers [4] _____ about her disruptive behaviour.
  Note: You don't usually ask questions with this use of *will* and *would*.
- You can use the **Present Continuous** or **Past Continuous** with ***always*** to stress the repetitiveness of an action or to show your annoyance.
  She [5] _____ people.
  She [6] _____ and handing in her homework late.

4 **Complete the sentences with the correct form of the verbs in brackets. Use *would* where possible. If *would* is not possible, use *used to*. If *used to* is not possible, use the Past Simple.**

1 This school used to be (be) smaller than it is now.
2 Mum _____ (take) me to school every day.
3 I _____ (not like) going to school.
4 I _____ (hate) having school lunches.
5 I _____ (go) swimming every week.
6 I _____ (go) on a school trip to England.

5 SPEAKING **Ask and answer questions based on the sentences in Exercise 4. Use *used to* or the Past Simple.**

1 Did this school use to be smaller than it is now?

The right education

Ken Robinson is an educationalist. In his book, *The Element*, he interviews people who have made a successful living doing what they love. This is Gillian Lynne's story.

Gillian had a successful career in the theatre, but life **didn't use to be** so good. When she was eight her schoolwork was a disaster, her handwriting was awful, and she **used to fail** all her exams. Her teachers **would complain** about her disruptive behaviour: she **was always fidgeting** and handing in her homework late. They told her mother that she had a learning disorder. So Gillian's mother took her to see a psychologist and listed some of the problems: she never pays attention in class – she'**ll get up** and move around instead of listening to the teacher; she'**s always disturbing** people and her homework's always late. Finally, the doctor turned to Gillian and said, 'Gillian, I need to speak to your mother privately now. Don't worry. We won't be long.' As they left the room, he turned on the radio on his desk …

6 **Write sentences comparing your routine at primary school and now. Compare your sentences with a partner. Who has changed the most?**

	Primary school	Now
1 For breakfast	I'd _____	I'll _____
2 Before setting off for school	I'd _____	I'll _____
3 At break time	I'd _____	I'll _____
4 At lunchtime	I'd _____	I'll _____
5 After school	I'd _____	I'll _____
6 Before going to bed	I'd _____	I'll _____

1 For breakfast, I'd have cereal with milk in primary school, but now I'll just have a piece of toast.

7 **Complete the sentences about annoying habits. Use one verb from the box to complete both sentences in each example. Use the Present and Past Continuous with *always*.**

check chew lose talk tell

1 Before, Tim was always chewing the end of his pen.
Now, he's always chewing gum.
2 Before, Julie _____ her make-up.
Now, she _____ her phone.
3 Before, Sam _____ about himself.
Now, he _____ about his new friends.
4 Before, Dave _____ his temper.
Now, he _____ his keys.
5 Before, Mary _____ lies.
Now, she _____ people what to do.

8 **List the habits in Exercise 7 from the least to the most annoying. Compare your ideas with a partner. Do you know people who had or have any of these habits?**

FOCUS VLOG About daily routines

3 **Watch the Focus Vlog. For the worksheet, go to page 133.**

Grammar page 148

1.3 LISTENING

Matching

I can identify specific information in a detailed spoken dialogue about memory.

1 SPEAKING **Discuss how good you are at remembering the different things in the box.**

dates and times English words faces
items on a shopping list names song lyrics

2 1.7 **Read about two methods of memorising a shopping list. Choose the best heading for each method. There are three extra headings. Then listen and check.**

A Use your imagination
B Make up a dramatic narrative
C Learn how to give a speech
D Imagine what each item tastes like
E Visualise the items in a familiar place

MEMORY TIPS

Greek philosopher Socrates famously said 'Learning is remembering'. So, how can we improve our memory? The key is to use your imagination. Here are two ways of remembering a shopping list of eight items.

1 ___ First, imagine a huge loaf of bread, and suddenly, coffee squirts out of the top and makes a fountain of dark brown liquid. After a few seconds, the dark brown changes to white yoghurt. The yoghurt forms a river and it goes under a bridge – the bridge is a steak. Some black and green olives are crossing the bridge and some big brown eggs are chasing them. The olives hide behind a big carton of orange juice. You lift an olive to your mouth to eat and it turns into an onion which tastes horrible. That's it. You've reached the end.

2 ___ Think of your home and get a mental image of the rooms in your house. Then, put the items on the list, one by one, in specific places in the rooms. For instance, you imagine the bread on the doormat as you come in the door. Then you go into the living room and the coffee is in front of the television, the yoghurt is on the sofa and the steak is stuck to the mirror on a wall. And so on, it's all about making personal associations … you get the idea. This method isn't just useful for memorising shopping lists. Some famous people have used it to give a speech without using notes.

3 SPEAKING **Test your partner's memory. Follow the instructions to complete the task.**

- Write down a shopping list of eight items and give it to your partner.
- Study your partner's list for sixty seconds using one of the methods in Exercise 2.
- Take it in turns to recall your list. Did the tip help?

EXAM FOCUS Matching

4 1.8 **Listen to four people talking about memory. Match statements A–E with speakers 1–4. There is one extra statement.**

Speaker 1: ☐ Speaker 2: ☐ Speaker 3: ☐ Speaker 4: ☐

The speaker …
A refers to someone who is incapable of forgetting anything.
B wanted a family member to confirm whether his/her memory was correct.
C disagrees with someone about how they keep a good memory.
D wishes they could forget witnessing a crime.
E can identify someone after seeing them for a short while.

5 1.8 **Listen again and answer the questions.**

1 What is Speaker 1's earliest memory?
2 Does Speaker 2's grandfather have trouble remembering things?
3 Can Speaker 3 remember names and faces well?
4 Does Speaker 4 have a good memory?

WORD STORE 1D Memory

6 1.9 **Complete WORD STORE 1D with the words in the box. Then listen, check and repeat.**

7 SPEAKING **Complete the questions with the words in WORD STORE 1D. Then ask and answer the questions.**

1 What's the most _____ memory you have from your childhood? Why do you think you remember it so well?
2 Do you have a photographic _____ ? Would you like to?
3 Have you ever heard about anyone who's _____ their memory and couldn't remember anything?
4 If people can't remember certain events, are there ways to _____ their memory and help them remember?
5 What do you have the most terrible memory _____ ? Names? Phone numbers? Anything else?
6 Do you know anyone who has a memory like a _____ ? Is it difficult to be around such people?

PRONUNCIATION FOCUS

8 1.10 **Listen and repeat the words in the box. Do any of the words have the same vowel sound?**

bread clear learn mean steak wear

9 1.11 **Add the words from Exercise 8 to the table. Then listen, check and repeat.**

Sound	Typical spelling	Occasional spelling
/iː/	need detail [1] mean	piece
/ɪə/	here career [2] _____	
/ɜː/	reserved squirt turn	[3] _____
/e/	egg	[4] _____
/eɪ/	made detail pay	[5] _____
/eə/	pair rare	[6] _____

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1.4 READING

Gapped text

I can infer unstated information and understand relationships between ideas in a descriptive text.

1 SPEAKING **How much do you know about your brain? Do the quiz on page 9 and discuss your ideas with a partner.**

2 1.12 **Listen and check your answers.**

3 **Read the text and answer the questions.**

1 What hidden talents did the five people discover?
2 What caused them to discover their hidden talents?
3 How do some experts explain the phenomenon?

EXAM FOCUS Gapped text

4 **Read the text again. Complete gaps 1–4 with sentences A–E. There is one extra sentence.**

A After a year, he realised he had acquired extraordinary memory skills and could recall the day of the week of any given date.

B Some of us are athletic, some of us mathematical, some of us artistic, and others musical; some of us are just good, while some are exceptional.

C We even know where many of the different brain functions, such as memory, sight and smell, are located.

D However, their existence has led some researchers to argue that there is an undiscovered genius within all of us.

E Soon afterwards, he noticed that his vision had changed. He also realised that he had developed remarkable mathematical abilities.

WORD STORE 1E Collocations

5 1.14 **Complete WORD STORE 1E with the base form of the verbs in blue in the text. Explain the difference, if any, between the pairs of collocations. Then listen, check and repeat.**

6 **Complete the questions with the correct form of the verbs in WORD STORE 1E. Then answer the questions.**

1 What aspects of the human brain _____ a mystery?
2 Where was Jason Padgett when he was attacked and _____ unconscious?
3 How common is it for savants to lose the new skills they have _____?
4 Why did Ben McMahon _____ a coma?
5 What was Orlando Serrell doing when he _____ a head injury?
6 Where was Tony Cicoria when he _____ by lightning?
7 When did Heather Thompson first _____ an urge to paint?
8 Did she lose _____ when it happened?

7 SPEAKING **If you could discover your hidden talent, what would you like that talent to be? Discuss your ideas with a partner.**

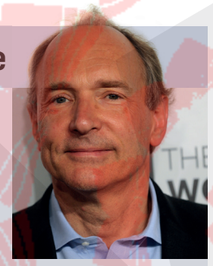
8 1.15 **Complete the expressions with the words in the box. Use a dictionary if necessary. Then listen, check and repeat.**

~~behind~~ on rack have

1 **be the brains** *behind* **sth** = be responsible for inventing or organising sth
2 **brainstorm sth** = discuss (new) ideas
3 **brainy** = very intelligent (informal)
4 _____ **a brainwave** = suddenly think of a good idea
5 **have sth** _____ **the brain** = keep thinking constantly about sth
6 _____ **your brains** = try very hard to remember or to solve sth

9 **Complete the text about Tim Berners-Lee with the expressions in Exercise 8. Why isn't he a multi-billionaire?**

Tim Berners-Lee



Tim Berners-Lee is proof that you don't have to be a savant to do amazing things. Berners-Lee, a modest engineer and computer scientist is [1]_____ the World Wide Web. In 1989 he was working for CERN, the European Organisation for Nuclear Research, in Switzerland. An essential part of his job was to [2]_____ ideas with his colleagues and then share information with researchers in different geographical locations. It was while he was [3]_____ for ways to improve the communication process that he [4]_____ – he could use hypertext, a language for sharing text electronically, to allow computers all over the world to talk to each other – through the Internet. The World Wide Web was born! But Tim Berners-Lee did not have money [5]_____ ! Had he been a more materialistic man, he could have become a multi-billionaire by charging royalties for his invention. Instead, he gave it to the world for free.

10 SPEAKING **Which scientist, inventor or thinker do you most admire? Decide on your top three and give reasons. Compare your ideas with other people in the class.**

THE HUMAN BRAIN QUIZ
fact or fiction?

1. A larger brain is smarter than a smaller brain.
2. On average a person has 70,000 thoughts each day.
3. The brain's storage capacity is practically unlimited.
4. The brain produces enough electricity to power a small light bulb.
5. Most people only use 10 percent of their brain.

HIDDEN TALENTS

1.13

Despite some recent advances, there is still a great deal about the human brain that **remains a mystery**. We know it is made up of about 100 billion nerve cells, called neurons, connected like wires in a giant telephone exchange. We know messages pass down them like electrical signals and jump from one neuron to the next when chemicals known as neurotransmitters are released. [1]___ But what we don't fully understand are things like consciousness, intelligence and creativity.

Much of our knowledge comes from studying brain functions when things go wrong. There are some fascinating cases of where a bang on the head has brought about changes in personality or caused a person to become talented in a way they weren't at all before the injury.

A famous case was Jason Padgett, a furniture salesman from Washington, who was mugged by two men after leaving a karaoke bar. He survived the attack, but **was left unconscious**. [2]___ Padgett began to see patterns in everything he looked at, and to draw complex geometric figures. He seemed to understand the mathematical nature of the universe despite the fact that he had little formal academic training. The man who had barely scraped through his school exams ended up pursuing a career in mathematics as a number theorist.

Padgett's is a case of acquired savant syndrome, a condition in which brain damage of some kind unlocks extreme mental abilities. All cases of acquired savant syndrome involve a head injury and the special abilities are typically in the fields of maths, languages, music or art. Having **acquired the new skill**, it is extremely rare for a savant to lose it. The change is permanent.

Another example of this syndrome is twenty-four-year-old Ben McMahon from Australia, who **fell into a coma** after a car crash. A week later he woke up speaking Mandarin Chinese. He had studied Chinese at school, but had never been fluent until the accident. McMahon works now as a Chinese-speaking tour guide in Australia.

Orlando Serrell **suffered a head injury** when he was knocked out in a baseball game at the age of ten. When he regained consciousness, he felt OK and finished the game. [3]___ He has never made a mistake. For instance, ask him about 11 February 1983 and he says 'Friday. It was raining that day. I had a pizza – pepperoni sausage.'

Some knocks on the head are more dramatic than others. Tony Cicoria, an orthopaedic surgeon, **was struck by lightning** as he was leaving a public payphone. Luckily there was a nurse nearby and she saved his life. Several weeks after the accident, Cicoria developed a strong desire to listen to classical piano music and play the piano even though he'd never wanted to play a musical instrument before. He is now a successful pianist and composer.

Although cases of female savants are not as common as those of males, there are some examples. Heather Thompson, a successful businesswoman from Washington, was loading her supermarket shopping into her car when the boot door crashed down onto her head. Although she never **lost consciousness**, the accident changed her life. Soon afterwards she **felt an urge** to paint, and overnight she became a talented abstract artist. She explained that her hands simply knew how to use colour and white spaces – it felt natural to her to paint.

There is no single theory to explain each case, but many researchers believe that acquired savant syndrome happens when the right side of the brain compensates for an injury to the left side. The condition is rare – fewer than one hundred cases have been identified. [4]___ The challenge is how to access that hidden knowledge and skill without experiencing a bang on the head.

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1.5 GRAMMAR

Verb patterns

I can use a wide range of different verb patterns.

1 1.16 **Listen to Part 1 of a podcast about being left-handed. What jobs seem to be more suited to 'lefties'?**

2 1.16 **Listen to the podcast again. Are statements 1–4 true (T) or false (F)?**

1 No one knows what **makes someone use** their right or left hand. ☐
2 Left-handers **tend to choose** creative professions. ☐
3 Dominance of the left hemisphere **enables left-handers to be** better at 3D perception. ☐
4 Rafa Nadal **keeps winning** because he is naturally left-handed. ☐

3 Read GRAMMAR FOCUS I and complete it using the verb forms in blue in Exercise 2.

GRAMMAR FOCUS I

Verb patterns

1 **verb + *to* + infinitive:** *tend to choose*
2 **verb + object + *to* + infinitive:** _____
3 **verb + object + infinitive without *to*:** _____
4 **verb + *-ing*:** _____

4 Match the verbs in the box with verb patterns 1–4 in GRAMMAR FOCUS I. Check the lists on page 149 if you are not sure.

advise ☐ allow ☐ arrange ☐ avoid ☐
can't afford ☐ can't help ☐ can't stand ☐ cause ☐
decide ☐ encourage ☐ expect ☐ fancy ☐
force ☐ imagine ☐ intend ☐ let ☐ manage ☐
offer ☐ refuse ☐ remind ☐ seem ☐
spend/waste time ☐ urge ☐ warn (not) ☐

5 1.17 **Complete Part 2 of the podcast with the correct form of the verbs in brackets. Then listen and check. How many left-handed people do you know?**

So that's the good news about being left-handed. The bad news is that manufacturers don't remember to make tools and machinery for left-handers. Society [1]_____ (force/us/use) objects that are designed for right-handed people and this [2]_____ (make/us/look) clumsy.

As a child I don't remember deciding that I was left-handed. But when my primary school teacher saw me using my left hand for writing and drawing she [3]_____ (encourage/me/swap) hands. She didn't [4]_____ (manage/change) my natural inclination, and I didn't stop writing with my left hand. Why [5]_____ (waste time/try) to change someone's natural handedness? Just [6]_____ (let/them/use) the hand they feel comfortable with – you can't [7]_____ (expect/people/do) what isn't natural to them!

I once heard someone say that left-handed people were strange. But when you stop to think about famous historical figures who were left-handed, you can't [8]_____ (avoid/conclude) that they were brilliant! I'm sure Leonardo da Vinci, Mahatma Gandhi, Albert Einstein, Winston Churchill and Marie Curie would agree!

6 Read GRAMMAR FOCUS II. Find examples of verb patterns with *remember*, *stop*, *hear* and *see* in Exercise 5. Explain the changes in meaning.

GRAMMAR FOCUS II

Verb patterns – change in meaning

- You can use ***remember***, ***forget***, ***stop*** and ***try*** with the *-ing* form or a *to* + infinitive, but with a change in meaning.
  *I **remember doing** my homework. Sadly, I **didn't remember to hand** it **in**.*
  *Jim **will never forget going** on that school trip. He **forgot to take** any money.*
  *'I**'ve stopped eating** chocolate.' 'Really? Why **did you stop to buy** some on the way home?'*
  *I **tried to convince** Jane but she doesn't want my advice. Why don't you **try talking** to her?*
- You use ***feel***, ***hear***, ***see***, ***watch*** **+ object +** ***-ing*** to describe ongoing actions or the same verbs **+ object + infinitive without *to*** to describe finished actions.
  *I **watched Dan playing** football and **saw him score** the winning goal.*

7 Complete the sentences with the correct form of the verbs in brackets. Which sentences are true for you? Compare with a partner.

1 I often forget *to bring* (bring) my pens to school.
2 I'll never forget _____ (meet) my best friend.
3 I don't remember _____ (learn) how to swim.
4 I always remember _____ (switch) my phone off in lessons.
5 I stopped _____ (take) piano lessons a while ago.
6 I usually stop _____ (buy) sweets on my way.
7 If my laptop freezes, I try _____ (turn) it off and on again.
8 I tried _____ (work), but I was tired.
9 I've never seen my father _____ (lose) his temper.
10 I often see my neighbour _____ (drive) to work.

Grammar page 149

1.6 SPEAKING

Describing a photo

I can describe a photo and speculate about hypothetical situations.

1 SPEAKING **Look at the adjectives in the box. Tell your partner about the last time you experienced these feelings while you were learning something.**

confused determined enthusiastic
frustrated relieved terrified thrilled

The last time I felt really confused was when I was trying to understand when to use the Present Perfect tense in English! But, fortunately, I understand it now …

2 SPEAKING **Take turns to describe and speculate about photo A.**

- Say what the photo shows.
- Speculate about the people and their feelings.
- Speculate about the situation just before and/or just after the photo was taken.

SPEAKING FOCUS

Speculating about people

Based on …, I'd say he's/she's/it's …
Judging by …, I (don't) think …
It looks/seems as if/as though …
He/She/It appears/doesn't appear to be …
The chances are (that) he's/she's/it's …

Showing certainty

Clearly, (there's a problem/something is wrong).
It's obvious/clear (from the expression on his/her face) that …
He/She/It is definitely/certainly (not) …

Showing uncertainty

It's hard to be sure (whether/if …)
It's not easy to say (whether/if …)
I can't really tell (whether/if …)

Speculating about the situation

He/She could/might have ('ve) just + *Past Participle (recent past)*
He/She could/might be + *-ing (present)*
He/She could/might be about to + *infinitive (near future)*

A

B

3 1.18 **Listen to someone describing photo A. Does the speaker have the same ideas about the situation as you?**

4 1.18 **Read the SPEAKING FOCUS. Complete the description of photo A with one word in each gap. Then listen again and check.**

This is a photo of a teenage girl driving a car. It's [1]_____ to be sure whether she's having a driving lesson or taking her driving test. The middle-aged man sitting in the passenger seat to her left has got some official looking papers and a pen, so the [2]_____ are he's an examiner rather than an instructor. [3]_____ on his body language, I'd say they might be [4]_____ to crash! [5]_____ , something is wrong. It looks [6]_____ if he's absolutely terrified. He's covering his face and hiding behind his papers. He could've [7]_____ seen a car pull out in front of them or, even worse, a pedestrian step out into the road. The girl doesn't [8]_____ to be as scared as him, so maybe she hasn't noticed the problem yet. Hopefully, she'll be able to stop in time. [9]_____ by the examiner's reaction, I don't think she's going to pass her driving test this time!

5 SPEAKING **Take turns to describe and speculate about photo B. Use the SPEAKING FOCUS to help you.**

6 1.19 **Listen to a teenager answering a question. Which of these questions has she been asked?**

1 Which school subject do you feel is the most useful and why?
2 Is it important for you to learn to drive? Why?/ Why not?
3 In your opinion, what qualities should a good teacher or instructor have?
4 Given the choice, which new subjects or skills would you like to learn and why?

7 1.19 **Listen again. Which phrases do you hear?**

Personally, I think …
In my opinion …
Actually …
To be honest …
I intend to …
For this reason, I feel …
That's why I think …

8 SPEAKING **Ask and answer the questions in Exercise 6. Use the phrases in Exercise 7 to help you.**

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1.7 USE OF ENGLISH

Register

I can use formal and informal language appropriately.

1 SPEAKING **Read UK TODAY. Discuss why you think fewer UK students are studying foreign languages these days. What is the situation in your country?**

UK TODAY

International exchange trips

- Young people can experience life with a host family and at a local high school, new places, customs and people.
- 62 percent of UK students decided to study languages at university after an exchange trip, but …
- Only 30 percent of state secondary schools organise international exchange trips these days and …
- Fewer than 8 percent of UK students study a foreign language until age eighteen and the numbers are falling.

2 Read Texts 1 and 2 and answer the questions.

1 What is happening at Stoneberry School?
2 What is the purpose of Text 1 and Text 2?
3 Which text is formal/informal? Why?

3 Complete the LANGUAGE FOCUS with the examples in blue in Texts 1 and 2.

Text 1

To: Jill Duncan (Head of English)
From: Angie Dalton (School Exchange Organiser)

Hi Jill,

I've been thinking about having a welcome party for the Swiss exchange students. They can come to a get-together in the main hall. Make sure all your staff come along and also could you say a few words? – you know, say hello and tell the visitors a bit about the school and the town. We'll follow this with a bit of food (menu TBC). They can come in through the main entrance and we can get our students to say hello and then they can show the exchange students around the school.

BTW, I've already posted a map and directions on the website.

Thanks, Jill 😊

Angie

Text 2

Stoneberry School

You are invited to attend a reception in honour of the exchange group from Switzerland.

The reception will be held in the school assembly hall from 5 p.m. to 6:30 p.m.

All English teaching staff will be present and in addition the Head of English will give a welcome speech.

This will be followed by light refreshments. A map and directions have been posted on the website.

Please enter through the front entrance where student representatives will greet you.

Visitors will be given a guided tour of the school.

4 There are twelve more underlined examples of formal and informal equivalents in Texts 1 and 2. Write them down in a new formal/informal table.

LANGUAGE FOCUS

Register – formal and informal language

Formal language is more common in written English, e.g. in official documents, business letters and invitations. It is also used in certain spoken contexts such as announcements, presentations or speeches. Informal language is more common in spoken English. It's also used in some written contexts, e.g. in informal emails, blogs or postcards.

Formal	Informal
No contractions or abbreviations: *I have been thinking …* *To be confirmed*	**Contractions and abbreviations:** [1] *I've been thinking …* [2] _____
Greater use of the Passive: [3] _____	**Less use of the Passive:** *We'll follow this …*
More use of indirect questions: *Do you think you could say a few words?*	**More use of direct questions:** [4] _____ ?

Formal	Informal
More complex noun phrases: *light refreshments*	**Simpler noun phrases:** [5] _____
More verbs of Latin origin: [6] _____	**More phrasal verbs:** *come in*
Complex prepositional phrases: *a reception* [7] _____ *the exchange group*	**Simple prepositions:** *a welcome party for the exchange students*
More formal linkers: [8] _____ *incidentally*	**Neutral linkers:** *also* *BTW (by the way)*

5 Read an email from one of the Swiss exchange students to the student in her English host family. Choose the correct option.

[1]*Dear Miss Natalie Brown, / Hi Natalie,*

[2]*Sorry for not writing earlier / I apologise for the delay in writing to you,* but [3]*I've been up to my eyes in / I have been extremely busy with my* school work. [4]*I am delighted to be invited / Thanks for inviting me* to stay in your house for three weeks.

[5]*I'd like / Please allow me* to tell you a bit about myself. [6]*I was raised / I grew up* in Basel and I have quite a big family. [7]*There are / It consists of* three children – two girls and a boy. [8]*In addition / Also,* we have two dogs.

[9]*BTW / Incidentally,* have you ever [10]*considered / thought about* learning German? You could come and stay with me in Basel.

[11]*Anyway / In conclusion,* my train [12]*gets in to / arrives in* London at 2:30 p.m. and [13]*so / consequently* I should be at your house by 3:30 p.m. I hope [14]*that is acceptable / that's OK.*

[15]*CU soon, / Yours sincerely,*

Annika

6 Rewrite the sentences in the Passive using the more formal equivalents of the underlined phrasal verbs. Use the verbs in the box.

address demolish omit postpone reject reprimand tolerate

1 I will not put up with bad behaviour.
_____ *Bad behaviour will not be tolerated.*
2 You can leave out question 7.
_____
3 I'll deal with those issues tomorrow.
_____
4 They are pulling down the old hall next week.
_____
5 Unfortunately, the city council turned down our proposal.
_____
6 We've put off the decision till next week.
_____
7 I've told him off twice already.
_____

7 Complete the more formal version of each question.

1 Is there a swimming pool at the school?
I was wondering. _____ .
2 Are we going to London?
Do you know _____ ?
3 Where can I change some money?
Could you tell me _____ ?
4 What time does school start in the morning?
I'd like to know _____ .
5 Are we allowed to wear trainers to school?
Do you think _____ ?

8 USE OF ENGLISH **Complete the second sentence so that it has a similar meaning to the first. Use between two and five words including the word in capitals. Do not change the word given.**

1 It's fantastic you've chosen our school for your exchange trip. **DELIGHTED**
We _____ chosen our school for your exchange trip.
2 You must wear school uniform at all times during school hours. **WORN**
_____ at all times during school hours.
3 What is your favourite school subject? **IS**
I'd like to know what _____ .
4 Turn off your mobile phones, otherwise we will take them away from you. **CONFISCATED**
Turn off your mobile phones, otherwise _____ .
5 A meeting for parents is planned so that we can provide them with the necessary information. **ORDER**
A meeting for parents is planned _____ provide them with the necessary information.

9 USE OF ENGLISH **Read about the Tower of London and use the information to complete the informal email. Sometimes more than one answer is possible.**

Visit the
TOWER OF LONDON Guided tours every day

Visitors will be given a guided tour. You will be accompanied by a Beefeater who will recount stories of the history of the Tower. Prepare to be dazzled by the Crown Jewels. This will be followed by the Ceremony of the Keys.

We recommend allowing a minimum of three hours to complete your visit.

The tours start at 9 a.m. The last tour commences at 2:30 p.m. in winter and 3:30 p.m. in summer. Please be aware that in poor weather conditions, the tour will be given in the Chapel.

If you require more information please consult our website.

Hi Annika,
I think visiting the Tower of London is a great idea. They [1] _____ us a guided tour of the Tower, and we can [2] _____ our tour any time in the morning. We need at [3] _____ three hours to see everything. A Beefeater will take us around the Tower and he'll [4] _____ stories about its history. We'll start with the Crown Jewels – they're amazing! And [5] _____ we'll see the Ceremony of the Keys. If the weather's [6] _____ , the tour will be in the Chapel. If you want to know anything else, we can just [7] _____ it up on the website.
Cheers,
Natalie

10 SPEAKING **Discuss your own experiences or views about international exchange trips.**

1 What are the pros and cons?
2 What countries would you most like to have an exchange with?
3 Where would you take an exchange student in your area?

Use of English page 150

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1.8 WRITING

A CV and a covering email

I can write a CV and covering letter to describe my skills, education and work experience.

1 SPEAKING **Discuss the questions.**

1 What kind of part-time or summer jobs do students in your country do?
2 Have you ever applied for a part-time or summer job?
3 Have you got a CV? How are CVs different from covering letters/emails?

2 Read Sigrid's CV and covering email. What position is she applying for? Which skills and experience make her an appropriate candidate for the job?

SIGRID HALVERSON

14 Cherry Tree Drive,
Chatfield, CH17 3QP.
DOB: 23.10.02

Mob: 1101 351 191
s.halverson3@mymail33.com

1 _____

Bright and responsible sixth-former with **practical experience of** caring for young children and a **proven ability to** work well in a team.

2 _____

- **well-developed** communication skills
- **excellent command of** Danish and Spanish
- **competent user of** Microsoft Office

3 _____

Currently: Queen Anne's College, Chatfield
Level 3 NVQ Childcare

2012–2019 Stoneferry School, Chatfield
GCSEs Maths (grade 5), English Language (grade 7), Spanish (grade 8), Combined Science (grades 5-6), History (grade 5), Geography (grade 6), Art and Design (grade 7), English Literature (grade 6)

4 _____

Summer 2019 Work experience: Chatfield Kindergarten, Childcare Assistant

- **dedicated member of** care team assisting learning through play
- relevant knowledge of health and safety regulations

2017–2019 Babysitting two preschoolers for family friends

5 _____

Art and design, mountain biking, cross-training, animals

6 _____

Mrs C. Waters
Manager, Chatfield Kindergarten
c.waters@cfk.com

Mrs D. Sommer
Course Coordinator (Childcare)
Queen Anne's College, Chatfield
d.sommer@qac.co.uk

3 Complete the headings in Sigrid's CV with the phrases in the box.

Education and qualifications Interests
Employment history Personal profile
Referees Skills and achievements

4 Discuss the questions. Then read WRITING FOCUS I and check.

1 How long is Sigrid's CV and how has she made it easy to follow?
2 Why does she avoid using full sentences, e.g. *~~I have~~ a good command of English?*
3 How are her referees linked to her experience?

From: s.halverson3@mymail33.com
Subject: Sigrid Halverson – summer work application
Attachments: Sigrid Halverson CV

Dear Ms Laver,
I am writing in response to your online advertisement seeking staff for Chatfield Zoo's summer activities programme. I wish to apply for the position of children's activity coordinator.
I am an eighteen-year-old childcare student and I am passionate about working with children. I intend to pursue a career as a kindergarten teacher when I finish my education. With this in mind, I hope to gain as much relevant experience as possible while I am still a student. I would welcome the opportunity to work with and learn from a successful organisation such as Chatfield Zoo.
I gained considerable work experience at a local kindergarten last summer. During my work placement there, I worked alongside teachers, contributed to classes and supervised the children at break times. I also sat in on staff meetings and coordinated a very successful sports day. Additionally, as a keen athlete and artist, I feel confident I possess relevant skills and would be well suited to the position.
I would be delighted to attend an interview at your convenience and have attached my CV for your consideration. Please do not hesitate to contact me if you require any further information.
Yours sincerely,
Sigrid Halverson

WRITING FOCUS I

Organising a CV

- A CV should be one to two pages long.
- Save space and make your CV concise by avoiding full sentences.
- Use headings and bullet points to organise your CV logically.
- Use positive language to describe your skills and experience.
- Choose referees linked to your education and work experience.
- Check whether a photo is required in the country where you are applying for a job.

5 Read WRITING FOCUS II. Find examples of each point in Sigrid's covering email. Has she followed all the advice?

WRITING FOCUS II

Organising a covering email

- Use full sentences and a variety of positive language.
- Say why you are writing and which job you are applying for.
- Give details about yourself and explain why you want the job.
- Explain more about your relevant skills and experience (don't just repeat what's on your CV).
- Mention availability for interview and any attachments you are sending e.g. your CV.

6 Complete the examples in LANGUAGE FOCUS I with information from Sigrid's CV.

LANGUAGE FOCUS I

Use these phrases to give concise information on your CV. Avoid full sentences.

1 competent user of *Microsoft Office*
2 dedicated member of _____
3 excellent command of _____
4 practical experience of _____
5 proven ability to _____
6 well-developed _____

7 Complete the list of skills with phrases from LANGUAGE FOCUS I.

1 _____ meet deadlines
2 _____ leading a team
3 _____ image editing software
4 _____ leadership skills
5 _____ Mandarin Chinese
6 _____ school athletics team

8 Make a similar list of your skills and abilities. Compare your list with a partner. Which of your skills and abilities might help you get the job Sigrid is applying for?

9 Read LANGUAGE FOCUS II and complete the examples with the underlined verbs in Sigrid's email. Then match the verbs with their meanings.

LANGUAGE FOCUS II

Use these phrases to explain more about your work experience in a covering email. Use full sentences.

1 I *gained* considerable work experience. ☐
2 I _____ teachers. ☐
3 I _____ to classes. ☐
4 I _____ the children at break times. ☐
5 I _____ staff meetings. ☐
6 I _____ a sports day. ☐

a attended but didn't take part in
b helped to organise
c got
d gave my ideas, time and effort
e watched/checked
f worked together with

10 Complete the extracts from covering emails with words from LANGUAGE FOCUS II.

1 Two classmates and I _____ the end-of-term party for our year at school.
2 While volunteering at the animal hospital, I _____ valuable knowledge of common pet illnesses.
3 I _____ a group of younger students during a field trip to a museum.
4 During my work placement at the theatre, I _____ rehearsals and watched the director.
5 I am proud to say I _____ to some ideas that the company used in their marketing campaign.
6 I learned a lot because I _____ some of the most experienced members of staff.

11 Find other useful phrases in Sigrid's covering letter.

12 SPEAKING **Make notes on your ideal summer job. What is it? What skills and experience would be helpful? Discuss your ideas with a partner.**

SHOW WHAT YOU'VE LEARNT

13 Do the writing task. Use the ideas in WRITING FOCUS I and II, LANGUAGE FOCUS I and II and Exercise 12 to help you.

Write a one-page-long CV and a covering email to apply for your ideal summer job.

Part 1 – CV
- Use the headings from Sigrid's CV.
- Invent any necessary details.
- Check that the CV is one-page long.

Part 2 – Covering email
- Use Sigrid's email as an example.
- Give more details of your skills and experience than in the CV.

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1.1 Vocabulary 4.1

accessible /ək'sesəbəl/
appeal /ə'piːl/
appealing /ə'piːlɪŋ/
armour /'ɑːmə/
attend a lecture /ə,tend ə 'lektʃə /
be of interest to /,bi əv 'ɪntrəst tə/
bully /'bʊli/
chemical composition /,kemɪkəl ,kɒmpə'zɪʃən/
core /kɔː/
deepen your knowledge /,diːpən jə 'nɒlɪdʒ/
design /dɪ'zaɪn/
disruptive /dɪs'rʌptɪv/
dyslexic /dɪs'leksɪk/
engaging /ɪn'geɪdʒɪŋ/
enrol on a course /ɪn,rəʊl ɒn ə 'kɔːs/
fall behind /,fɔːl bɪ'haɪnd/
get a degree /,get ə dɪ'griː/
get a scholarship /,get ə 'skɒləʃɪp/
get expelled (from school) /,get ɪk'speld (frəm ,skuːl)/
get top marks /,get tɒp 'mɑːks/
gifted /'gɪftɪd/
give a lecture /,gɪv ə 'lektʃə/
give up on /,gɪv 'ʌp ɒn/
go into /,gəʊ 'ɪntə/
go on to /,gəʊ 'ɒn tə/
graduate /'grædʒueɪt/
have a passion for /,hæv ə 'pæʃən fə/
have an impact on /,hæv ən 'ɪmpækt ɒn/
hero /'hɪərəʊ/
inclined towards /ɪn'klaɪnd tə,wɔːdz/
keen to do sth /,kiːn tə 'duː ,sʌmθɪŋ/
lenient /'liːniənt/
major in /'meɪdʒə(r) ɪn/
management /'mænɪdʒmənt/
music industry /'mjuːzɪk ,ɪndəstri/
nutrition /njuː'trɪʃən/
principle /'prɪnsəpəl/
scrape through /,skreɪp 'θruː/
self-disciplined /,self 'dɪsɪplɪnd/
settle down /,setl 'daʊn/
sit an exam /,sɪt ən ɪg'zæm/
strict /strɪkt/
swot /swɒt/
villain /'vɪlən/
work in the field of /,wɜːk ɪn ðə 'fiːld əv/
write a dissertation /,raɪt ə ,dɪsə'teɪʃən/
youth culture /'juːθ ,kʌltʃə/

1.2 Grammar 4.2

annoying /ə'nɔɪ-ɪŋ/
complain about /kəm'pleɪn ə,baʊt
disturb /dɪ'stɜːb/
educationalist /,edjʊ'keɪʃənəlɪst/
fidget /'fɪdʒət/
hand in /hænd 'ɪn/
handwriting /'hænd,raɪtɪŋ/
learning disorder /'lɜːnɪŋ dɪs,ɔːdə/
lose your temper /,luːz jə 'tempə/
make a successful living /,meɪk ə sək,sesfəl 'lɪvɪŋ/
pay attention in class /,peɪ ə,tenʃən ɪn 'klɑːs/

1.3 Listening 4.3

accurately /'ækjərətli/
association /ə,səʊsi'eɪʃən/
chase /tʃeɪs/
earliest memory /,ɜːliəst 'meməri/
give a speech /,gɪv ə 'spiːtʃ/
have a clear memory of /,hæv ə ,klɪə 'meməri əv/
have a distant memory of /,hæv ə ,dɪstənt 'meməri əv/
have a good memory for /,hæv ə ,gʊd 'meməri fə/
have a memory like a sieve /,hæv ə 'meməri laɪk ə ,sɪv/
have a photographic memory /,hæv ə ,fəʊtə,græfɪk 'meməri/
have a terrible memory for /,hæv ə ,terəbəl 'meməri fə/
have a vague memory of /,hæv ə ,veɪg 'meməri əv/
have a vivid memory of /,hæv ə ,vɪvəd 'meməri əv/
improve your memory /ɪm,pruːv jə 'meməri/
jog your memory /,dʒɒg jə 'meməri/
lose your memory /,luːz jə 'meməri/
make up /,meɪk 'ʌp/
memorise /'meməraɪz/
narrative /'nærətɪv/
squirt /skwɜːt/
visualise /'vɪʒuəlaɪz/
witness /'wɪtnəs/

1.4 Reading 4.4

a great deal /ə 'greɪt diːl/
academic training /,ækə'demɪk ,treɪnɪŋ/
acquire a skill /ə,kwaɪə(r) ə 'skɪl/
advance /əd'vɑːns/
bang on the head /,bæŋ ɒn ðə 'hed/
be found unconscious /bi ,faʊnd ʌn'kɒnʃəs/
be hit by lightning /bi ,hɪt baɪ 'laɪtnɪŋ/
be left unconscious /bi ,left ʌn'kɒnʃəs/
be made up of /bi ,meɪd 'ʌp əv/
be struck by lightning /bi ,strʌk baɪ 'laɪtnɪŋ/
be the brains behind sth /bi ðə 'breɪnz bɪ,haɪnd ,sʌmθɪŋ/
boot /buːt/
brainstorm /'breɪnstɔːm/
brainy /'breɪni/
bring about /,brɪŋ ə'baʊt/
charge royalties /,tʃɑːdʒ 'rɔɪəltiz/
come out of a coma /,kʌm ,aʊt əv ə 'kəʊmə/
compensate for /'kɒmpənseɪt fə/
complex /'kɒmpleks/
develop a desire /dɪ,veləp ə dɪ'zaɪə/
essential part /ɪ'senʃəl ,pɑːt/
fall into a coma /,fɔːl ,ɪntʊ ə 'kəʊmə/
feel an urge /,fiːl ən 'ɜːdʒ/
geometric pattern /,dʒiːə,metrɪk 'pætən/
get an urge /,get ən 'ɜːdʒ/
have a brainwave /,hæv ə 'breɪnweɪv/
have sth on the brain /,hæv ,sʌmθɪŋ ɒn ðə 'breɪn/
knock sb out /,nɒk ,sʌmbɒdi 'aʊt/
lose consciousness /,luːz 'kɒnʃəsnəs/
modest /'mɒdəst/
nerve cell /'nɜːv sel/
neurotransmitter /,njʊərəʊtrænz'mɪtə/
number theorist /'nʌmbə ,θɪərəst/
overnight /,əʊvə'naɪt/
payphone /'peɪfəʊn/
personality /,pɜːsə'nælətɪ/
rack your brains /,ræk jə 'breɪnz/
recall /rɪ'kɔːl/
recover from an injury /rɪ,kʌvə frəm ən 'ɪndʒəri/
regain consciousness /rɪ,geɪn 'kɒnʃəsnəs/
release /rɪ'liːs/
remain a mystery /rɪ,meɪn ə 'mɪstəri/
remarkable /rɪ'mɑːkəbəl/
savant syndrome /'sævənt ,sɪndrəʊm/
sharpen a skill /,ʃɑːpən ə 'skɪl/
solve a mystery /,sɒlv ə 'mɪstəri/
suffer an injury /,sʌfər ən 'ɪndʒəri/
telephone exchange /,teləfəʊn ɪks'tʃeɪndʒ/
unlock /ʌn'lɒk/
vision /'vɪʒən/
wire /waɪə/

1.5 Grammar 4.5

clumsy /'klʌmzi/
enable /ɪ'neɪbəl/
fancy /'fænsi/
handedness /'hændɪdnəs/
hemisphere /'heməsfɪə/
left-handed /,left 'hændɪd/
left-hander /,left 'hændə/
natural inclination /,nætʃərəl ,ɪnklə'neɪʃən/

perception /pə'sepʃən/
swap /swɒp/
tend to do sth /'tend tə ,duː ,sʌmθɪŋ/
urge sb to do sth /'ɜːdʒ ,sʌmbɒdi tə ,duː ,sʌmθɪŋ/

1.6 Speaking 4.6

appear /ə'pɪə/
based on /'beɪst ɒn/
certainly /'sɜːtnli/
certainty /'sɜːtnti/
clearly /'klɪəli/
confused /kən'fjuːzd/
definitely /'defɪnətli/
determined /dɪ'tɜːmənd/
enthusiastic /ɪn,θjuːzi'æstɪk/
expression /ɪk'spreʃən/
hard to be sure /'hɑːd tə bi ,ʃɔː/
intend to /ɪn'tend tə/
judging by /'dʒʌdʒɪŋ baɪ/
obvious /'ɒbviəs/
pedestrian /pə'destriən/
pull out /,pʊl 'aʊt/
relieved /rɪ'liːvd/
thrilled /θrɪld/
uncertainty /ʌn'sɜːtnti/

1.7 Use of English 4.7

address /ə'dres/
announcement /ə'naʊnsmənt/
assembly hall /ə'sembli ,hɔːl/
be up to your eyes in /bi 'ʌp tə jə ,aɪz ɪn/
chapel /'tʃæpəl/
consist of /kən'sɪst əv/
custom /'kʌstəm/
confiscate /'kɒnfɪskeɪt/
dazzle /'dæzl/
deal with /'diːl wɪð/
delighted /dɪ'laɪtəd/
demolish /dɪ'mɒlɪʃ/
exchange student /ɪks'tʃeɪndʒ ,stjuːdənt/
exchange trip /ɪks'tʃeɪndʒ ,trɪp/
get-together /'get tə,geðə/
greet /griːt/
guided tour /,gaɪdɪd 'tʊə/
hold /həʊld/
host family /'həʊst ,fæməli/
in honour of /ɪn 'ɒnər əv/
incidentally /,ɪnsə'dentəli/
leave sth out /,liːv ,sʌmθɪŋ 'aʊt/
omit /əʊ'mɪt/
postpone /pəʊs'pəʊn/
pull down /,pʊl 'daʊn/
put sth off /,pʊt ,sʌmθɪŋ 'ɒf/
put up with /,pʊt 'ʌp wɪð/
reception /rɪ'sepʃən/
refreshments /rɪ'freʃmənts/
reject /rɪ'dʒekt/
reprimand /'reprəmɑːnd/
require /rɪ'kwaɪə/
tell sb off /,tel ,sʌmbədi 'ɒf/
the Crown Jewels /ðə ,kraʊn 'dʒuːəlz/
turn sb down /,tɜːn ,sʌmbɒdi 'daʊn/
welcome party /'welkəm ,pɑːti/
welcome speech /'welkəm ,spiːtʃ/

1.8 Writing 4.8

apply for a position /ə,plaɪ fər ə pə'zɪʃən/
at your convenience /ət jə kən'viːniəns/
be passionate about /bi 'pæʃənət ə,baʊt/
childcare /'tʃaɪldkeə/
competent user of /,kɒmpɪtənt 'juːzər əv/
considerable /kən'sɪdərəbəl/
contribute to /kən'trɪbjuːt tə/
coordinate /kəʊ'ɔːdəneɪt/
covering letter /,kʌvərɪŋ 'letə/
dedicated member of /,dedɪkeɪtɪd 'membər əv/
excellent command of /,eksələnt kə'mɑːnd əv/
gain work experience /,geɪn wɜːk ɪk'spɪəriəns/
health and safety regulations /,helθ ən 'seɪfti ,regju,leɪʃənz/
image editing software /,ɪmɪdʒ 'edɪtɪŋ ,sɒftweə/
in response to /ɪn rɪ'spɒns tə/
kindergarten /'kɪndəgɑːtn/
lead a team /,liːd ə 'tiːm/
leadership skills /'liːdəʃɪp ,skɪlz/
meet deadlines /,miːt 'dedlaɪnz/
part-time job /,pɑːt 'taɪm 'dʒɒb/
practical experience of /,præktɪkəl ɪk'spɪəriəns əv/
preschoolers /priː'skuːlə/
proven ability to /,pruːvən ə'bɪləti tə/
pursue a career /pə,sjuː ə kə'rɪə/
relevant /'reləvənt/
sit in /sɪt 'ɪn/
staff /stɑːf/
summer job /'sʌmə dʒɒb/
supervise /'suːpəvaɪz/
valuable /'væljuəbəl/
volunteer /,vɒlən'tɪə/
welcome an opportunity /,welkəm ən ,ɒpə'tjuːnəti/
well suited /,wel 'suːtɪd/
well-developed /,wel di'veləpt/
work alongside /'wɜːk ə,lɒŋ,saɪd/
work placement /'wɜːk ,pleɪsmənt/

MY WORD LIST

STUDYING	MEMORY AND THE BRAIN	OTHER

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FOCUS REVIEW 1

VOCABULARY AND GRAMMAR

1 Match the verbs in box A with the prepositions in box B to make phrasal verbs, then complete the sentences with the phrasal verbs.

A fall go major settle scrape

B behind down in into through

1 After the lunch break, the kids were excited and took time to _____.
2 Maths wasn't my best subject and I just managed to _____ the exam.
3 If you miss a few classes, it's easy to _____. Then it's hard to catch up.
4 He enjoys working with kids and he'd like to _____ teaching as a career.
5 She wants to _____ Biology at university, then get a job at a nature reserve.

2 Choose the correct option.

1 Many students can't afford to go to university unless they get a *degree / scholarship / dissertation*.
2 I have a very *vague / clear / photographic* memory of my first day at school – I remember it really well.
3 Amy fainted, but thankfully after just a few seconds she *remained / lost / regained* consciousness.
4 George got bored quickly and his teachers complained he was *disruptive / gifted / expelled* in class.
5 Our sports coach is pretty *lenient / self-disciplined / strict*; she makes us work really hard in training.
6 You can't possibly be hungry again – you always have food *on / in / inside* the brain!

3 Complete the text with one word in each gap.

THE SCHOOL REUNION

Last week I went to a school reunion and I was amazed how different the school looks now. The building where we [1]_____ to have PE classes has been demolished and a new sports centre has been built instead.
I clearly remember how we [2]_____ beg our sports teacher to allow us to play games in the old building! Then I bumped into Caroline who I [3]_____ always having arguments with. I hardly recognised her. She didn't [4]_____ to look so glamorous. But one thing hasn't changed about her. She [5]_____ always talking about others behind their back. It's so unpleasant. The reunion also reminded me of the importance of punctuality that the school head teacher talked about so often. I got used to certain things so much that even now I [6]_____ arrive at meetings at least fifteen minutes earlier than necessary!

4 Complete the sentences with the correct form of the verbs in brackets.

1 If you need more details, try _____ (look) online for information. Maybe you'll find something.
2 The Music Academy exam board first listened to us all _____ (sing) and then they announced who was admitted.
3 I'm sorry, sir. I forgot _____ (check) if my essay is within the word limit you required.
4 Do you think our Chemistry teacher will let us _____ (use) the lab to carry out our own experiments?
5 We were warned _____ (not/touch) any of the exhibits.

USE OF ENGLISH

5 Read the text. Choose the correct answer, A, B, C or D.

New research suggests that having a smartphone on your desk when you are studying tends [1]___ a negative effect on your ability to concentrate. It [2]___ that in IQ tests where candidates had a smartphone nearby, even when they did not actively use it, they [3]___ less well than those without. It is thought that we have become accustomed to being alert to updates and notifications on our mobile devices. Thus, just having a smartphone in sight may be enough to [4]___ our attention from the task at hand.

1 A to having B you to have C have had D to have
2 A has been shown B was showing C is shown D has shown
3 A made B got on C performed D got through
4 A put off B distract C omit D mess with

6 Complete the second sentence using the word in capitals so that it has a similar meaning to the first. Use up to four words in each gap, but do not change the word in capitals.

1 So, did you get that email I sent you about the new course? **WONDERING**
I was _____ that email I sent you about the new course.
2 Teachers are typically more aware of dyslexia now than they were in the past. **TEND**
Teachers _____ aware of dyslexia now than they were in the past.
3 Our English teacher often took us to the cinema to watch foreign films. **WOULD**
Our English teacher _____ to the cinema to watch foreign films.
4 My best friend has a very irritating habit of chewing gum loudly. **ALWAYS**
My best friend _____ loudly.
5 I'm not sure if I've told my parents about the school trip. **REMEMBER**
I _____ my parents about the school trip.

READING

7 Read the text. Complete gaps 1–5 with sentences A–F. There is one extra sentence.

NEW YORK

BROOKLYN FREE SCHOOL

A school with no grades, no homework, no tests and no obligation to attend classes. That's the Brooklyn Free School, a learning institution that follows a 'free' education philosophy. Neither the school's head teacher nor the teaching staff, who are known as advisers, tell the students what to do. [1]___ This is based on the school's belief that learning only happens when it is self-directed and not imposed by others.

The school is open to students from three to eighteen years of age. It encourages them to get involved in everything that concerns the school. In order to do so, students attend a Democratic Meeting where they have equal votes with the staff. This get-together is at the heart of the school's philosophy. [2]___ Announcements are made, issues are raised and everyone cooperates for the well-being of the school. Attendance at the weekly meeting is one of the few school rules. Though some of the younger students don't pay much attention, preferring to read or draw instead, they must be present.

A typical school day is different for every student. They can paint, play video games or work on laptops. Some prepare for the school's annual play by rehearsing or building stage sets. In the kitchen, others might be baking a cake or sorting rubbish for recycling. Traditional classroom lessons are also available if students wish to attend. [3]___ By offering these choices, the school accommodates all needs. Being part of a group of classes on a regular basis fits some students best, while doing individual projects is what suits others.

The school's philosophy is a radical one. Parents hope it will make their children independent thinkers and problem solvers. However, the school's system has its share of opponents. [4]___ This is due to the enormous freedom students have, which can lead to laziness and lack of discipline. Furthermore, they believe that students whose families cannot afford to hire private tutors have fewer chances of gaining college entry. It's believed that the school's academic preparation is inadequate. This seems to be supported by the fact that there are parents who have had to hire help to make sure their children learn the basics. [5]___ Since then, however, enrolments have increased and people are regaining confidence in the idea of self-regulated education and the school's mission.

A Also, in its first academic year, a third of the original students left, as did the teachers.
B These are best for students who prefer a structured day along with a weekly timetable.
C Many students go there to escape the stress and exam pressures of conventional schools.
D Taking place every Wednesday, it gives staff and students an opportunity to be heard.
E Their main criticism is that it does not, in fact, adequately prepare students for real life.
F It's entirely up to them to choose what they learn and how they wish to learn it.

LISTENING

8 1.20 Listen to four people talking about classes they attend. Match the speakers with the statements. There is one extra sentence. You will hear the recording twice.

Speaker 1: ☐
Speaker 2: ☐
Speaker 3: ☐
Speaker 4: ☐

The speaker …

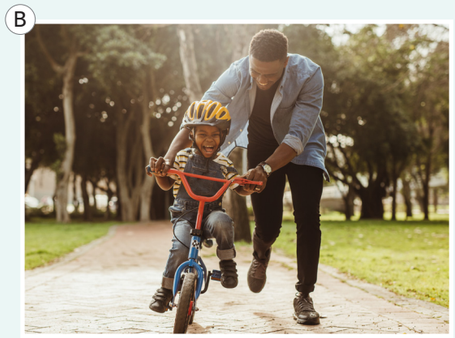
A is looking to develop a professional goal.
B is struggling with the amount of work on the course.
C is motivated by feedback from the tutor.
D is thinking of quitting the course.
E is surprised by the attitude of the tutor.

SPEAKING

9 Look at photos where people are learning new things at different ages. Discuss when it's more difficult to learn new things: when you're a child or an elderly person. Why?

A

B



WRITING

10 Read the writing task and write a covering email.

Your town is going to host an international sport event during the summer holidays. The organisers are looking for English-speaking volunteers to assist the participants. Write a covering email for this post. Explain why you would like to do this job and why you are well-suited for it.

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