1 Live and learn

1.1 VOCABULARY

Education • phrasal verbs
• describing teachers and students
• collocations

SHOW WHAT YOU KNOW

1 Choose the words that do not collocate with the nouns in bold.

	higher / people / private	**education**
1	attend / have / go	**lessons**
2	language / communication / person	**skills**
3	further / long / rewarding	**career**
4	pass / fail / prove	**exams**
5	master's / university / course	**degree**

2 Complete the sentences. The first letters are given.

Next year we're going to **t**ake our exams.

1 They get on well with everyone as they have good **p**_____ skills.
2 I'm doing a **b**_____ degree in Computer Science. After that, I'd like to do a master's degree.
3 Matt usually goes to lessons, but occasionally he **s**_____ them in summer because he's crazy about cricket.
4 I think **f**_____ education is important, so I'd like to go to university.
5 She's done really well and had a **s**_____ career as a teacher for over twenty years.

WORD STORE 1A | Phrasal verbs

3 Complete the sentences with the correct form of the verbs in the box. There are two extra verbs.

fall give go (x2) major ~~scrape~~ settle sit teach

I've never failed an exam, though I only scrape through sometimes!

1 After high school, he _____ on to do a course in Accountancy.
2 I _____ behind in Maths after I was ill for two weeks, but now I've caught up.
3 When Yen's older, she wants to _____ into teaching.
4 My English teacher was great, she never _____ up on me, even when I didn't make much progress.
5 At university, Alex wants to _____ in law, but he wants to study a language too.
6 I argued with my sister and then found it hard to _____ down to study. I couldn't concentrate.

4 Complete the tips with the correct form of the phrasal verbs in Exercise 3.

● Have a long-term plan. What do you want to go into after you finish your studies? Working towards a goal can inspire you to work hard now.

● Motivate yourself. If you find it hard to [1]_____ and study at home, then give yourself a treat *after* you finish. For example, listening to music or having a hot chocolate.

● Talk to your teachers and find out how you are doing. If you have [2]_____ the other students, ask for help to catch up.

● Make a study plan. Only [3]_____ the second task when you have finished the first, and so on. That way you will complete all your work.

● Take responsibility for your learning. If you have taken an exam or test and just [4]_____ , then focus on how you can improve. Passing isn't enough, try to get good marks!

● Choose subjects you enjoy to [5]_____ . You'll work harder if you like a subject – and be more likely to [6]_____ the subject if you hate it.

WORD STORE 1B | Describing teachers and students

5 Match the definitions with the words in the box.

bully ~~disruptive~~ dyslexic gifted lenient self-disciplined strict swot

causing problems and preventing something from continuing in its usual way disruptive

1 having a natural ability to do things well _____
2 not strict in the way you punish someone or the standards you expect _____
3 able to make yourself do the things you know you have to do _____
4 someone who uses their strength or power to frighten or hurt someone weaker than them _____
5 someone who spends a lot of time studying and seems to have no other interests _____
6 expecting people to obey rules or do what you say _____
7 having a condition that makes it difficult to read or spell _____

6 Complete the text with the correct form of the words that describe teachers and students in Exercise 5.

HAVE YOUR SAY!

Students say ...

Our teachers are always telling people off, they should be more lenient! I don't often get into trouble because I'm [1]_____ and I always do my work. I'm not a [2]_____ though; I don't spend all my time studying. But not everyone's like me. Teachers should help students develop their learning skills and critical thinking, not just tell us facts!

I really struggle with reading because I'm [3]_____ , but all my teachers have been brilliant! They've taught me different ways to improve my reading skills and supported my learning both at school and at home using online tools.

Teachers say ...

I'm quite a [4]_____ teacher and I think pupils should do what they're told. It annoys me when [5]_____ students interrupt, shout and mess around. I also dislike [6]_____ who threaten other students physically or verbally. I don't tolerate it in my classroom. I enjoy teaching all my students, but it's a real pleasure to teach [7]_____ students who make strong academic progress.

WORD STORE 1C | Collocations

7 Complete the text with the correct collocation. The first letters are given.

Hi Erin,

I'm really enjoying my philosophy course! I've attended all my lectures so far and I'm learning a lot. I'm glad I don't have to [1]**g**_____ any lectures, though, I'd forget what to say ☺. I'm reading a lot too, it's a great way to deepen my [2]**k**_____ of the subject. I've chosen my option for this year – logic! I don't have to [3]**s**_____ an exam at the end of the course, but I have to write a long essay. I've also discovered I have a [4]**p**_____ for surfing and I'm going to [5]**e**_____ on a course in summer. I know you love water sports – would this be of any [6]**i**_____ to you? We could do it together!

What about you? Have you finished writing your [7]**d**_____ yet? Do you still want to work in the [8]**f**_____ of computer technology?

Oh, good news! My brother is still at school, he didn't get [9]**e**_____ after all. In fact, he's really changed! He's studying hard now and he got a [10]**s**_____ to study in France for three months.

Write soon,

Karl

SHOW WHAT YOU'VE LEARNT

8 Choose the correct answers A–C.

1 Maria is very __ at art. She can draw and paint extremely well.
A strict B self-disciplined C gifted
2 At the end of my university course, I have to write a __ of 10,000 words. I've never written such a long essay before!
A dissertation B degree C diploma
3 After I've finished my degree in Medicine, I'd love to work in the __ of medical research.
A field B area C course
4 I need to study harder for my next History exam as I only just __ through this one. Two marks less and I would've failed!
A passed B scraped C fell
5 I'm not sure yet which subject I'm going to major __ . I've got to decide soon.
A at B in C on
6 I've been off school for 10 days, so I've fallen __ the rest of the class, but I'm sure I'll soon catch up.
A after B off C behind
7 The professor __ the lecture extremely fast, so it was hard to take notes.
A attended B gave C spoke
8 All he does is study and he's even asked the teacher for some extra work – what a __ !
A dyslexic B bully C swot
9 It's time to __ and do your homework now. You've got to calm down!
A settle down B give up C go on
10 This summer I'd like to __ on a course to learn all about filming and how to edit films.
A pass B deepen C enrol

/10

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1.2 GRAMMAR

Present and past habits

SHOW WHAT YOU KNOW

1 Complete the sentences about present and past habits with one word.

Graham always *used* to pay attention in Physics lessons. It was his favourite subject. ☐

1 Didn't you _____ to skip lessons occasionally when you were at school, Dad? ☐

2 The security guard does _____ unlock the school gates until exactly 7:30 a.m. ☐

3 Our French teacher from primary school _____ only speak Italian in class. No wonder we didn't learn much! ☐

4 Lucy didn't _____ to get on with her brother, but things are better now that they are older. ☐

2 Which sentence in Exercise 1 describes a present habit? Tick the appropriate box.

3 ★ Complete the dialogues with *always* and the correct form of the verbs in the box.

(hang play put talk ~~tease~~)

Dad: Why can't you two just get on with each other?
Melanie: Because he *'s always teasing* me. Why can't he just leave me alone?

1 **Alice:** Well, it's good to be studious, but Luke _____ about schoolwork. I don't think he has a social life at all.
Max: Yes, I can see how annoying he is.

2 **Amber:** Why did you split up with Richard then, Erin?
Erin: Oh, he and his friends _____ computer games or talking about them. I hardly ever saw him, and when I did, the conversation was boring.

3 **Paul:** I'll do it tomorrow, OK?
Gemma: Oh, Paul. You _____ things off until tomorrow, or next week, or whatever. Why don't you just get it out of the way now?

4 **Butcher:** Why _____ around here, little dog? Can you smell those sausages? I don't know how someone so small can eat so much. Come on then, boy, come here! It's your lucky day!

4 ★★ Choose the correct option to complete the text.

Educate Yourself

Results a mess? Try not to stress. You can still find success.

Teachers and parents [1]*will / are* always telling young people how important it is to work hard at school. Of course, this is good advice, but some very successful people [2]*performed / were always performing* very poorly as students and still went on to achieve great things.

Deep thinker Albert Einstein [3]*used / use* to get poor grades in French at school. Though brilliant in other subjects, he struggled to master French and failed his college entrance exams as a result.

Actor Orlando Bloom [4]*didn't use to / wouldn't* find school easy and [5]*would / will* struggle with many subjects as a result of his dyslexia.

It is important to do your best at school of course, but there are clearly other routes to success.

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

I didn't have a large circle of friends at school, but now that I'm at university I know lots of people. **USE**
I *didn't use to have* a large circle of friends at school but now that I'm at university I know lots of people.

1 Holly bites her nails constantly. **IS**
Holly _____ her nails.

2 Ms Wilson, our neighbour, was very curious – she would always ask us a lot of questions. **TO**
Ms Wilson, our neighbour, _____ very curious – she would always ask us a lot of questions.

3 Stephen leaves everything until the last minute and then panics. **WILL**
Stephen _____ everything until the last minute and then panic.

4 We picked and ate fresh fruit from the garden when we were kids. **WOULD**
We _____ fresh fruit from the garden when we were kids.

SHOW WHAT YOU'VE LEARNT

6 Choose the correct answers A–C.

1 Naomi didn't __ to suffer from allergies when she lived in the countryside.
A use B used C would

2 Scott is not very bright. He __ raise his hand in class even when he has no idea of the answer.
A would B always C will

3 Whenever I stayed at Auntie Freda's, she __ always make pancakes for breakfast.
A will B would C used

4 __ you use to watch that funny show with the puppets? I can't remember its name now.
A Did B Would C Were

5 When they were younger, Ben and Jamie __ to walk to school together. Now Jamie drives.
A will B used C enjoyed

6 Summer holidays __ to last forever when I was in primary school.
A would B seem C used

/6

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1.3 LISTENING LANGUAGE PRACTICE

Collocations • memory

1 Choose the correct option to complete the extract from the recording.

Extract from Student's Book recording 1.8

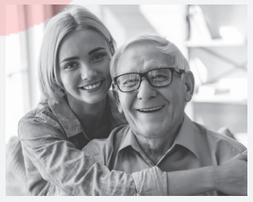
Speaker 1
My earliest memory? I *have* / *'m having* a vague memory of the Christmas before I was three, but I [1]*have / had* very vivid memories of my third birthday party, and I can remember other events very clearly from when I was three years old. Some people say I must [2]*have / had to* confused a memory with photos [3]*I'll see / I've seen* of the same events. But [4]*I'd / I've* asked my mum about it and she agrees that my memories are accurate. For some of them, there's no photographic evidence or anything that [5]*could / could have* jogged my memory, so I believe they're real.

2 Complete the extract from the recording with the words in the box. There are two extra words.

(confused jogged losing manages memories remember recall vague)

Extract from Student's Book recording 1.8

Speaker 2
Most people in my family have rubbish *memories*, but my grandfather's amazing. He's not like other old people who are [1]_____ their memory and get [2]_____ – he's really switched on. He remembers dates and names and places. He can even [3]_____ in detail events that happened 50 years ago – and he's 77! I'm 16 and I can't [4]_____ what I did yesterday! I wish I had his memory – it would help me a lot in my exams. I asked him how he [5]_____ to remember things so well, and he says it's because he drinks green tea! I think it's because he reads a lot and stays active. He walks every day – he's much fitter than I am.



REMEMBER THIS

Different phrases can be used to talk about memory:

- for remembering – *bear something in mind, learn by heart, think back to something, ring a bell.*
  We're studying the table of elements in Chemistry and we have to learn it by heart.
- for forgetting – *slip your mind, escape you, draw a blank.*
  I'm sorry I didn't call you – it slipped my mind.

3 Read REMEMBER THIS. Complete the phrases with the words in the box.

(back bear bell draw escape heart ~~slip~~)

to *slip* sb's mind – to forget about sth
1 to think _____ to sth – to try to recall an event
2 to _____ you – to try to think of something but not be able to
3 to learn by _____ – to memorise sth
4 to _____ sth in mind – to remember sth
5 to _____ a blank – to be unable to remember sth
6 to ring a _____ – to sound familiar

4 Complete the sentences with the correct form of the words and phrases in Exercise 3.

I should be able to remember his address, but it *escapes* me.

1 Can you _____ to that day and tell me what happened?
2 _____ that it'll take a few hours to drive there, so leave early.
3 Actors need to _____ their lines _____ before filming can begin.
4 I'm sure I've seen him somewhere before, but I'm _____ at the moment.
5 Her name didn't _____ , but when I saw a photo, I remembered who she was.
6 Oh no! I didn't do my homework; it completely _____ .

WORD STORE 1D | Memory

5 Complete the sentences with the words in the box.

(earliest ~~good~~ jogged lost photographic sieve vague vivid)

I have a *good* memory for faces. I forget people's names, but never their faces.

1 I can remember all the details of my holiday in Prague. I have such _____ memories of it.
2 Joe has a _____ memory. He can read a page of any book and then remember everything on it.
3 In my _____ memory, I'm in the garden. I must have been about two years old.
4 After his accident, he _____ his memory completely. He didn't even remember his own name.
5 Sara has a memory like a _____ . You tell her something and the next minute she's forgotten it!
6 I've only got a _____ memory of our old house. I can remember my bedroom, but not much else.
7 I'd forgotten about his birthday, but when I read the note it _____ my memory, so I bought him a present.

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1.4 READING

Daniel Tammet • collocations

1 Read the text quickly and choose the best title for it.

1 The Real Rain Man ☐
2 The Biggest Slice of Pi ☐
3 The Man with the Amazing Mind ☐

Daniel Tammet is a linguistic and mathematical genius. He speaks eleven languages, performs complex mental arithmetic in seconds, and on March 14, 2004 publicly recited pi from memory to 22,514 decimal places. It took him five hours and nine minutes. However, since childhood, despite his phenomenal mental abilities, Daniel has struggled to learn the personal skills that most of us take for granted: communication, empathy and the ability to see the big picture.

Daniel's skills and limitations are the result of Asperger's syndrome, a form of autism. He is a high-functioning autistic savant who possesses similar abilities to those of the character played by Dustin Hoffman in the film *Rain Man*. [1]__ 'I'm lucky,' he says, 'because most others who have rare abilities are also seriously disabled.'

Life is easier for Daniel now that he is in his thirties, but growing up with autism was tough for him and his family. As a baby, he used to cry constantly and only repetitive motion would stop him. [2]__ As a result, he never played with other children, or even with toys. 'Numbers were my toys,' he says.

To him, numbers have colours, shapes, textures* and personalities. He has described his visual image of 289 as particularly ugly, and 333 as particularly attractive. Three is green, five sounds like a clap of thunder, and thirty-seven is lumpy*. This cross-connection between unrelated senses is known as synaesthesia, and in Daniel's case it allows him to 'experience' numbers rather than calculate them. As he explains, 'When I multiply numbers together, I see two shapes. The image starts to change and evolve, and a third shape appears. That's the answer.'

It was this unique ability that helped him to remember pi to so many decimal places, back in 2004. [3]__ 'To me, it is as beautiful as the Mona Lisa,' he explains.

Daniel has many gifts often associated with autism. He can copy a picture so accurately that it could have been traced*, and he planned his autobiography *Born on a Blue Day* without taking a single note. Nevertheless, he is more aware of many things he can't do. He knows, for instance, that he is difficult to live with because he cannot understand what others are feeling. He admits that most of the time, he has to pretend to show emotions. [4]__ He reveals that when his cat died, he cried and understood grief* for the first time.

In 2004, Daniel met Kim Peek, the savant on whom *Rain Man* was actually based. Unlike Daniel, Peek, who passed away in 2009, was unable to manage daily life independently. [5]__ 'We swapped facts and figures like others swap gossip,' says Tammet. With the help of his father, Peek travelled America spreading the message that difference is not necessarily a negative thing.

Like Peek, Daniel is putting his gifts to good use. He gives regular lectures, has written three successful books, and been the subject of numerous studies and documentaries. Much of his work involves helping scientists understand how the brain works. 'I used to long* to be like other people,' he says. 'But they tell me that I have the same effect on them as Professor Stephen Hawking. That in the contradiction* between ability and disability, they see humanity.'

GLOSSARY

texture *(n)* = the way a surface or material feels when you touch it
lumpy *(adj)* = covered with or containing small solid pieces e.g. *a lumpy mattress*
trace *(v)* = copy a drawing by putting a very thin piece of paper over it and then drawing the lines you can see through the paper
grief *(n)* = extreme sadness caused by the death of someone you love
long *(v)* = want something very much, especially when it seems unlikely to happen
contradiction *(n)* = a difference between two statements, beliefs or ideas that means they cannot both be true

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

A Despite these limitations, he is slowly extending his emotional range. ☐
B At school, he struggled to read body language or make eye contact, finding it impossible to interpret how other people were feeling. ☐
C *Born on a Blue Day* was named 'Best Book for Young Adults' in 2008 by the American Library Association. ☐
D Remarkably, though, he was able to read two pages of a book at once, one with each eye, and remember every single word. ☐
E There are only about fifty savants in the world (all men), but Tammet is unique in being able to describe how his mind works. ☐
F Tammet describes seeing the number as a landscape through which he travelled in his mind. ☐

3 Read the text again. Are statements 1–7 true (T) or false (F)?

1 The film *Rain Man* is partly based on Daniel's life story. ☐
2 Unlike other savants, Daniel is able to explain his remarkable abilities. ☐
3 At school, Daniel didn't find interacting with others easy. ☐
4 Daniel claims he can see, hear and feel numbers. ☐
5 Daniel may not actually be experiencing the emotions he shows to other people. ☐
6 Kim Peek and Daniel Tammet wrote a successful book together. ☐
7 Daniel says that people sometimes confuse him with Professor Stephen Hawking. ☐

4 Complete the collocations with the verbs in the box. There are two extra words. Then match the collocations with the meanings a–f.

find have involve make put
read see take

take something for granted ☐f
1 _____ something to good use ☐
2 _____ eye contact with someone ☐
3 _____ an effect on someone ☐
4 _____ someone's body language ☐
5 _____ the big picture ☐

a to influence someone to change their ideas or behaviour
b to understand the most important facts about a situation rather than the details
c to look directly into someone's eyes
d to understand physical communication such as gestures
e to make the most of something or use it to your advantage
f to expect something to be available all the time and forget that you are lucky to have it

REMEMBER BETTER

When learning a new collocation, remember that it may include words that have multiple meanings, e.g. in the collocation *to see the big picture*, the word *picture* refers not to a painting, drawing or photograph, but to a situation.

Complete the sentences with the collocations in Exercise 4. Change the form if necessary.

On this week's show, how to *read* your partner's *body language*.
1 Ellen was so embarrassed she couldn't even _____ the nurse.
2 Julia has _____ her bilingualism _____ working as an interpreter in the European Parliament.
3 The doctor's warning obviously _____ Kelly. She has started going to the gym again.
4 Ten hours into the power cut, Damien realised just how much we all _____ electricity _____ .
5 The chairman accused the union leader of focusing on minor details and failing to _____ .

WORD STORE 1E | Collocations

5 Complete the collocations. The first letters are given.

Man in accident

Sam Green, 23, was f*ound* unconscious in his car which had hit a tree in a storm. It is believed that during the crash he hit his head, causing him to [1]**l**_____ consciousness, and subsequently [2]**f**_____ into a coma. Doctors have confirmed that he [3]**r**_____ consciousness and [4]**c**_____ out of the coma a week later. Fortunately, Mr Green didn't [5]**s**_____ any other injuries and he has now fully [6]**r**_____ and left hospital. Nobody knows how the accident happened – it will [7]**r**_____ a mystery. Mr Green believes that his car might have been [8]**s**_____ by lightning as the engine suddenly stopped working, which is known to happen when lightning hits a vehicle.

Learn with us!
We have fully qualified tutors for all ages and subjects. Do you [9]**f**_____ the urge to [10]**a**_____ a new skill or [11]**s**_____ an old one? We have a teacher for you! Phone Jill on 0712 384576.

VOCABULARY PRACTICE | Expressions with *brain*

6 Look at the vocabulary in lesson 1.4 in the Student's Book. Complete the second sentence so that it means the same as the first. Use expressions with *brain*.

I can't stop thinking about that song.
I've got that song *on the brain*.
1 Suddenly, Mark had a great idea.
Suddenly, Mark had a _____ .
2 Jackie was responsible for inventing that machine.
Jackie was _____ that machine.
3 I'm trying hard to remember that actor's name.
I'm _____ to remember that actor's name.
4 Shall we try and think of some new ideas?
Shall we _____ some new ideas?
5 She's very intelligent.
She's very _____ .

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1.5 GRAMMAR

Verb patterns

SHOW WHAT YOU KNOW

1 Tick the correct sentences. Sometimes both are correct.

1 a The extension to the tram line allows me to travel all the way home without walking. ☐
b The extension to the tram line allows me travel all the way home without walking. ☐
2 a Many families can't afford sending their children to private schools. ☐
b Many families can't afford to send their children to private schools. ☐
3 a Jay likes to ask his teachers difficult questions. ☐
b Jay likes asking his teachers difficult questions. ☐
4 a My parents won't let me to miss school unless I'm really sick. ☐
b My parents won't let me miss school unless I'm really sick. ☐

2 ★ Complete the sentences with the correct forms of the verbs in brackets.

Do you fancy *going* (go) to Jim's birthday party with me next Sunday?

1 The teacher told a joke which caused the whole class _____ (laugh).
2 We've arranged _____ (meet) after school today to talk about the end of term party.
3 We feel the school should do more to encourage students _____ (recycle) their rubbish.
4 Please keep _____ (work) on Exercise 6. I'll be back in a moment.
5 Chloe! You spend too much time _____ (talk). Please be quiet and focus on the lesson.

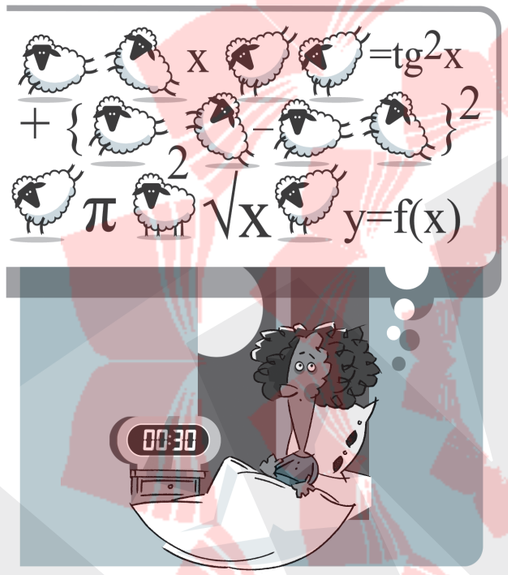
3 ★★ Match the sentences with the correct meanings *a* or *b*.

1 A I remember putting my wallet in my back pocket but now it's gone! ☐
B I remembered to zip my purse safely in my bag. ☐
a *Remember something, then do it.*
b *Remember that you did something earlier.*
2 A I forgot to mention that I'm vegetarian. ☐
B I'll never forget meeting the Prime Minister. ☐
a *Forget that you need to do something.*
b *Forget something that happened earlier.*
3 A Eva stopped to tie her shoelace. ☐
B Please stop looking at your phone when I'm trying to talk to you. ☐
a *Stop doing one thing in order to do something else.*
b *No longer do something.*
4 A For a better night's sleep, try drinking more water and less coffee throughout the day. ☐
B We tried to persuade our guests to stay a little longer. ☐
a *Make an effort to do something difficult.*
b *Do something as an experiment to see what happens.*

4 ★★★ Complete the text with the correct forms of the verbs in the box.

forget/do hear/Mum and Dad/talk
~~remember/fall~~ stop/think try/count try/get

When I was little, I *remember falling* asleep as soon as my head hit the pillow most nights. I recall the comfort of [1]_____ downstairs and how the faint sound of their voices used to send me to sleep almost immediately. These days, I find it a lot more difficult. To my mind, there is nothing more frustrating than lying in bed [2]_____ to sleep. Sometimes, I can't [3]_____ about school and exams. I worry that I might have [4]_____ some homework for one of my subjects or some other trivial thing. I [5]_____ sheep once, but it didn't work. I ended up worrying about my Maths test the next day.



SHOW WHAT YOU'VE LEARNT

5 Find and correct the mistakes in the sentences.

There are a number of reasons why girls tend doing better at languages than boys. *to do*

1 Brianne clearly remembers to meet her boyfriend for the first time. _____
2 After the recent thefts, we would like to advise students not leave valuables in their lockers. _____
3 We were tired and thirsty, so we stopped having a drink at the café. _____
4 I saw the boys breaking the window then run away. _____
5 If your computer freezes, try to turn it off and on again and see if that helps. _____
6 Our teacher always makes us to switch our phones off before the lesson. _____

/6

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1.6 SPEAKING

Describing a photo

1 Translate the phrases into your own language.

SPEAKING BANK

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)* _____

2 Match the beginnings of the sentences with the endings.

It's obvious ☐ g
1 It seems ☐
2 It appears as ☐
3 Based ☐
4 It's not ☐
5 She might have ☐
6 It's hard ☐

a on his appearance, I'd say he's fit and healthy.
b easy to say exactly why he's upset.
c just started at a new school, or moved into a new class.
d though the little boy is very excited about something.
e to be autumn, judging by the colour of the leaves.
f to be sure whether they are related, but they look similar.
g from her uniform that she's in the army.

3 Choose the correct option to complete the description.

This photo shows a martial arts class of some sort. I can't really [1]*sure / tell* whether it's karate, or judo, or some other combat sport, but judging [2]*by / on* his black belt, the man in the middle is an expert. [3]*Personally / Clearly*, he's the instructor and the other people watching him are students. The [4]*chances / chance* are they are fairly new students as some of them aren't wearing suits or belts. In fact, they could be [5]*having / have* their very first class because it looks as though he is demonstrating a fairly simple move. They are [6]*surely / definitely* watching closely – perhaps they might be [7]*about / just* to have a go themselves.

4 Complete answers 1–4. The first letters are given. Then match them with questions a–d.

1 **P***ersonally*, I **t***hink* they should be able to inspire less sporty students to get involved. **F**_____ **t**_____ **r**_____ I **f**_____ it is important to make PE lessons fun, and not too competitive.
2 **T**_____ **b**_____ **h**_____ , although I'd like to keep fitter, I don't have time. Walking to school is the only exercise I get.
3 Combat sports and motor sports, I suppose. [a]**I**_____ **m**_____ **o**_____ though, if the people involved know the risks, then it's up to them if they want to put themselves in danger. [b]**T**_____ **w**_____ I **t**_____ campaigns to ban things like boxing or motorcycle racing are a bad idea.
4 Definitely 'doing'. I love sport and I [a]**i**_____ to keep swimming and playing football until I'm old and grey. [b]**A**_____ , I also enjoy watching sport, but if I had to choose, then 'doing'.

a Which sports do you think are the most dangerous? ☐
b Is regular exercise important to you? Why? Why not? ☐
c In your opinion, what characteristics should good PE teachers have? ☐
d Given the choice, do you prefer doing sport, watching sport, or no sport at all? ☐

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USE OF ENGLISH 1.7

Register

1 ★ Mark the sentences as formal (F) or informal (I).

a Hi John, (I)
b Dear Mr Johnson, (F)
1 a Has the principal been informed about the incident? ( )
b Has anyone called the principal and told her what happened? ( )
2 a If you want to know more, drop me a line. ( )
b Should you require more information, do not hesitate to contact me. ( )
3 a Applicants for the scholarship should have a strong interest in jazz. ( )
b You need to be into jazz to get the scholarship. ( )
4 a When was the university set up? ( )
b Do you happen to know when the university was established? ( )
5 a There's no way I'll finish the essay tonight – there isn't enough time. ( )
b I am afraid there is too little time for me to complete the assignment tonight. ( )
6 a This study has been conducted annually for five years. ( )
b Someone has carried out this study every year for five years now. ( )
7 a Sometimes people think that teenagers are childish and don't take them seriously. ( )
b Sometimes teenagers are thought to be too immature to be taken seriously. ( )
8 a Students caught using a mobile phone during the exam will be removed from the room. ( )
b If a teacher catches you using a mobile during the exam, he/she'll ask you to leave the room. ( )

2 ★★ Complete the second sentence with the word in the box so that it has a similar meaning to the first. There are two extra words.

accessible additional dressed ~~evaluated~~ graduated judging return unlikely

You won't get any marks if you hand in your project late. Projects submitted after the deadline won't be *evaluated*.
1 After your lunch break, go back to the classroom. Please _____ directly to the classroom after your lunch break.
2 Before going to school, make sure you are wearing the right clothes. Before leaving, check you are suitably _____ .
3 I don't think that the government will postpone the educational reform by a year. It is _____ that the government will postpone the educational reform by a year.
4 If you need more information, please talk to the school secretary. _____ information can be obtained from the school secretary.
5 My sister was awarded a degree in Physics last year. My sister _____ in Physics last year.

3 ★★★ Read the note and the library rules. Then use the information in the text to complete the student leaflet. Use no more than two words in each gap. The words you need do not appear in the note.

Alex,
Thank you for agreeing to write the new library leaflet for first-year students. Here are the rules we need to explain. Can you make them more student-friendly?

University Library
Rules and regulations

Access to the library
- A valid library card is required to access the library.
- Library cards are personal and non-transferable.
- In the case of loss or theft of a library card, the library should be notified immediately and a new card will be issued.
- Library cards need to be renewed annually.

Borrowing books
- Students are allowed to borrow up to 10 books at a time.
- The maximum loan period for books is three weeks.
- Books returned after the due date will be charged at 25 pence per day.

Opening times
- Standard opening times:
  Monday to Friday 8:00 a.m. to 8:00 p.m.
  Saturday and Sunday 9:00 a.m. to 2:00 p.m.
- The library reserves the right to change opening times on bank holidays.
- The latest news and current opening times for the library can be consulted on our website.

Library
Important information for new students

You need a valid library card to [1]_____ the library. Please remember that all cards are personal – you mustn't let [2]_____ use yours. If your card is lost or [3]_____, please [4]_____ know as soon as possible and we'll give you a new one. You will have to renew your card [5]_____, so talk to a librarian at the beginning of the next academic year about this.

As a student, you may borrow a maximum [6]_____ 10 books for three weeks. Please make sure you [7]_____ them _____ on time. If you return them [8]_____, you'll have to pay a fine (25 pence per day).

The Library is usually open from 8 a.m. to 8 p.m. on [9]_____ and from 9 a.m. to 2 p.m. at the weekend. Please remember that the opening times [10]_____ be different on bank holidays. Don't forget to [11]_____ our website for the latest news.

SHOW WHAT YOU'VE LEARNT UNIT 1

4 ★ Complete the dialogues with one word in each gap.

A: Was Barry a gifted child?
B: I think so, but he was also rather lazy. He often fell *behind*, but always managed to catch up.
1 A: Who was your favourite teacher?
B: Mr Harrison. He taught us not to give _____ on anything important in life.
2 A: Why do you drink so much coffee on Wednesdays?
B: In _____ to stay awake during the history lecture! It's so boring.
3 A: Is it true that patients sometimes _____ out of a coma after months, even years?
B: It's not common, but it's definitely possible.
4 A: How did you travel to school, Dad?
B: Well, we lived in the suburbs, so I _____ to take the bus to school every day.
5 A: Have you managed to fix your computer yet?
B: Yes, it seems as _____ everything's in order!
6 A: Can you tell me something about your plans for the future?
B: I hope to work in the _____ of education and training one day.

5 ★★ Choose the correct answers A–D.

Getting ideas

Do you sometimes find it really difficult to *B* ideas for school projects? Most of us know the problem. It [1]___ to be easy when we were younger – we had great imaginations and loads of creativity. But it gets harder and harder. So, you're sitting at home trying to think of interesting things to put in an essay or a story. Or you [2]___ your brains all day, but you can't remember that great idea you had last night. You're [3]___ and your mind is empty. So what do you do? You [4]___ trying, of course! However, this may be entirely the wrong approach.

Experts say that one of the best things to do is to stop [5]___ about the problem completely. Change the space you're in. Move into another room or go outside. Another answer is to [6]___ worrying about it for a while. Go for a walk or take a shower and think about something completely different. Ideas or the answer to your problem will pop into your head like magic!

It's also important to keep your [7]___ sharp and train it to be creative! If you regularly [8]___ lots of things, the mental exercise can help when you really need to access those ideas quickly.

	A	B	C	D
	make	get	come	learn
1	would	will	used	was
2	jog	lose	rack	work
3	frustrated	thrilled	relieved	enthusiastic
4	urge	keep	force	intend
5	think	to think	to thinking	thinking
6	set off	hand in	catch up	put off
7	skills	mind	vision	consciousness
8	remind	search	familiarise	memorise

6 ★★★ Complete the sentences using the prompts in brackets. Do not change the order of the words. Change the forms or add new words where necessary. Use up to six words in each gap.

Look at this article. It *might be of interest to* (might/be/interest) you.
1 Jane's teacher _____ (try/convince/she/change) her study routine, but she didn't listen.
2 My dad and his friend _____ (always/cause/trouble) at school and were often punished by the head teacher.
3 It's hard to say why the scientists in the photo look so excited, but they _____ (might/just/make) a very important discovery.
4 I _____ (not/help/bite/nail) when I'm really stressed.
5 When I was at primary school, pupils _____ (use/stand up) when a visitor came into the classroom.
6 It took Helen weeks _____ (recover/injury) she got in a PE lesson.

7 ★★★ 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.

I didn't pack my lunch, so I paused at a small café and bought a tuna sandwich. **STOPPED**
I didn't pack my lunch, so I *stopped to buy* a tuna sandwich at a small café.
1 I can use my brother's tablet when he doesn't need it. **LETS**
My brother _____ his tablet when he doesn't need it.
2 George struggled at school because he had a poor memory. **SIEVE**
George struggled at school because he had _____ .
3 I think Daniel is responsible for organising this campaign. **BRAINS**
I think Daniel _____ this campaign.
4 Doctors say people should walk for at least twenty minutes a day. **ADVISE**
Doctors _____ for at least twenty minutes a day.
5 Did you do science experiments with your previous teacher? **TO**
Did you _____ science experiments with your previous teacher?

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1.8 WRITING

A CV and a covering email

1 Read Robert's notes for writing a CV. Which are correct? Correct the incorrect statements.

1 A CV should be 3–4 pages long.
2 Use headings and bullet points to organise the CV.
3 Always use full sentences.
4 Never include a photo.
5 Include referees that are linked to your education and work experience.
6 Describe your skills and experience using positive language.

2 Read Robert's CV. Complete it with the expressions in the box.

dedicated member excellent command
~~experience~~ proven ability
relevant knowledge skills

Robert Wilkinson
253 Oxford Road,
Manchester, M1 4LB
Mob: 07188 326623
r.wilkinson@mail.com
DOB: 14.03.01

Personal profile

Bright and responsible sixth-former with practical *experience* of sports coaching for children and a [1]_____ to work well in a team.

Skills and achievements

- excellent time management and organisation skills
- [2]_____ of German
- well-developed leadership [3]_____

Education and qualifications

Currently: Astley Sixth Form College, Manchester
2010-2017: Astley College, Manchester
GCSEs: Combined Science (grades 5-6), Maths (grade 5), English Language (grade 7), English Literature (grade 6), Sports Studies (grade 8), D&T Product Design (grade 5), Geography (grade 6), Spanish (grade 7)

Employment history

Summer 2017 Work experience: Aston Primary School summer camp
- [4]_____ of activities team (sports and crafts)
- [5]_____ of health and safety regulations and first aid

2015-2017 Assisting in coaching of local Under 10s football team

Interests

Skateboarding, computer programming, design and technology, film

Referees

Ms T. Smith
Office Manager,
Aston Primary School
t.smith@astonprimary.com

Mr G. Brown
Sports Coach
g.brown@sportforall.co.uk

3 Choose the correct option.

I am a bright sixth former with practical experience of *commanding* / *helping* tourists. I am a student with a proven ability to [1]*meet* / *experience* deadlines. I have an excellent [2]*command* / *use* of Spanish and German and well-developed communication [3]*skills* / *abilities*. I am also a competent [4]*speaker* / *user* of most computer software and a dedicated member [5]*of* / *to* a French club.

4 Rewrite the sentences in Exercise 3 to make them suitable for a CV.

Bright sixth-former with practical experience of helping tourists.

_____
_____
_____
_____
_____
_____

5 Match the beginnings of the sentences with the endings to make tips for organising a covering email.

Use full sentences [b]
1 Say why you are writing and [ ]
2 Give details about yourself and explain [ ]
3 Explain more about your [ ]
4 Mention availability for an interview and [ ]

a relevant skills and experience. Don't just repeat what's on your CV.
b and a variety of positive language.
c why you want the job.
d any attachments you are sending.
e which job you are applying for.

6 Complete each gap with the words in the box. Then match the sentences with tips 1–4 in Exercise 5.

apply attend confident consideration
experience ~~passionate~~ response
suited welcome

I am an eighteen-year-old student and I am *passionate* about working with animals. Tip [2]
1 I have attached my CV for your _____ . Tip [ ]
2 I feel _____ I possess relevant skills and would be well _____ to the position. Tip [ ]
3 I am writing in _____ to your online advertisement for volunteers at an animal hospital. Tip [ ]
4 I would be delighted to _____ an interview at your convenience. Tip [ ]
5 I would _____ the opportunity to work with professional vets. Tip [ ]
6 I wish to _____ for the position of sports coordinator. Tip [ ]
7 Additionally, last summer I gained work _____ at a local vet's. Tip [ ]

7 Read the task below. Then complete the email with sentences a–f. There are two extra sentences.

Sports camp staff
Are you keen on sports? We are looking for young people to work at our summer sports camps. You must be able to teach 6–12 year-olds different sports and have work experience in this area.

Send your CV and covering letter to:
Mrs King, r.king@rees-sports.com

Write a covering email to accompany your CV.

- Say which job you are applying for and where you saw the ad for it.
- Explain why you want the job.
- Explain more about your skills and experience.
- Say what you are including with your letter.

From: r.wilkinson@mail.com
Subject: Robert Wilkinson – summer work application
Attachments: Robert Wilkinson CV

Dear Mrs King,

I am writing in response to your advertisement seeking staff for a sports camp for young people aged 6–12 years old. e

I am a nineteen-year-old student and a keen athlete. [1]__ I passionately believe in the benefits of sport for young people. I feel strongly that I would learn a lot from the experience of working with a successful organisation, such as Rees Sports Camps and would welcome this opportunity.

Last year, I was lucky enough to work as a volunteer on a sports programme in local primary schools. [2]__ As part of my responsibilities, I coordinated a successful football tournament and sat in on planning meetings. I gained considerable work experience and feel confident I possess all the relevant skills and would be well suited to the position.

I would be delighted to attend an interview at your convenience. [3]__ Please do not hesitate to contact me if you require any further information.

Yours sincerely,

Robert Wilkinson

a I have attached my CV for your consideration.
b My ambition is to pursue a career as a sports coach when I finish my education.
c I regularly contribute ideas for a sports magazine.
d I worked alongside several experienced sports coaches and supervised the children during activities.
e I wish to apply for the position of assistant sports coach.
f I have many relevant skills for this position, and so I believe I am an ideal candidate.

SHOW WHAT YOU'VE LEARNT

8 Read the advert and do the writing task.

Are you thinking of a career as a vet?

Come and work alongside professional vets this summer! We are looking for enthusiastic young people with good communication skills who are organised and passionate about looking after animals.

Send your CV and covering letter to Alex Barrie – a.barrie@mail.com

Write a CV (no photo) and a covering letter to apply for the position.

- Use appropriate headings in your CV.
- Invent any necessary details.
- Explain your relevant skills and experience.
- Say why you want the job.

SHOW THAT YOU'VE CHECKED

Finished? Always check your writing. Can you tick √ everything on this list?

In my CV:

- I have written 1–2 pages and have avoided using full sentences. [ ]
- I have used headings and bullet points to organise the information logically. [ ]
- I have described my skills and experience using positive language. [ ]
- I have chosen referees linked to my education and work experience. [ ]
- I have checked if a photo is required or not. [ ]

In my covering email:

- I have used full sentences and a variety of positive language. [ ]
- I have said why I am writing and which job I am applying for. [ ]
- I have given details about myself and why I want the job. [ ]
- I have given more information about relevant skills and experiences and not simply repeated what is on my CV. [ ]
- I have mentioned my availability for an interview and any attachments I am sending. [ ]

In both my CV and letter:

- I have checked my spelling and punctuation. [ ]
- I have checked my handwriting is neat enough for someone else to read. [ ]

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1.9 SELF-CHECK

VOCABULARY AND GRAMMAR

1 Complete the sentences with the words in the box. Change the form if necessary. There are two extra words.

brain coma conscious disrupt distance expel ~~sharp~~ strike

I want to *sharpen* my design and technology skills.

1 I hit my head and lost _____ . I came round a few minutes later.
2 There are some _____ students in my class. They shout out and mess around all the time.
3 I nearly got _____ from school once. Luckily, the head teacher allowed me to stay.
4 The tree was _____ by lightning and caught fire.
5 Anne's really _____ . She's the most intelligent person I know.

/5

2 Choose the correct answer A–C.

What profession do you want to go *B* when you finish school?
A up (B) into C in

1 I'd like to work in the __ of engineering as a career.
A area B field C course
2 We'll never know the answer; it will __ a mystery.
A remain B solve C recover
3 When I was off school ill, I fell __ in my studies.
A back B off C behind
4 I have a really __ memory of my fifth birthday party. I can remember everything about it.
A vague B distant C vivid
5 Our Maths teacher is __ . He doesn't mind if we talk in class as long as we do our work.
A lenient B self-disciplined C strict

/5

3 Complete the sentences with the missing words. The first letters are given.

My earliest **m***emory* is moving house. I was only two years old.

1 I got a **s**_____ to study at university, so I didn't have to pay to go.
2 He learns fast; he can **a**_____ new skills really easily.
3 I've nearly finished my university course. Now I just have to write my **d**_____ . It's supposed to be 10,000 words long!
4 When you study, it's a good idea to **m**_____ in the subject you love most.
5 He forgets everything you tell him. He's got a memory like a **s**_____ !

/5

4 Find and correct the mistakes. One sentence is correct.

He ~~would live~~ a long way from college in his first year, but now he lives 5 minutes away. *used to live*

1 When my sister was younger, she will walk around when she was studying. _____
2 They always were disturbing other students, which was annoying. _____
3 I didn't used to enjoy science, but now I want to study it at university. _____
4 Kate is always asking the teacher for extra homework. What a swot! _____
5 We don't used to pay attention in class, but now we do. _____

/5

5 Complete the sentences using the prompts in brackets.

The rain *caused me to have* (cause/me/have) an accident.

1 We decided _____ (go) to the library to research our project.
2 His parents _____ (let/he/choose) which subjects he wanted to study.
3 I usually _____ (avoid/revise) for exams until the last moment.
4 Can you _____ (remind/your brother/give) his homework to the teacher?
5 I can _____ (remember/visit) the London Eye. It was fun!

/5

6 Choose the correct answer A–C.

In the family

Dominic Foster and his dad John both have a *C* for numbers, which is how they've ended up doing the same apprenticeship in insurance at the same company – at the same time! John, who [1]__ an electrical engineer, had to give up due to bad health and was looking for a new challenge. Meanwhile, his son Dominic had decided [2]__ to university as he didn't want to spend time [3]__ a degree and preferred on-the-job training. Although the pair both chose to [4]__ on the course for different reasons, as soon as people find out, they can't help [5]__ them and wondering who will get better results. Luckily, they are both doing well! After finishing, they both intend to use their studies in different ways. Dominic says he will probably go into web development and John hopes to go into project management.

	A urge	B interest	(C) passion
1	A would be	B used to be	C used to
2	A to not going	B not going	C not to go
3	A doing	B do	C to do
4	A sit	B attend	C enrol
5	A to compare	B comparing	C compare

/5

Total /30

USE OF ENGLISH

7 Choose the correct option.

Politics *didn't use* / *wasn't used* to be of interest to me, but now it is.

1 I can hear them *sing* / *singing* now. They're really loud!
2 We didn't know what to do, but then Sam had a *brainwave* / *brainstorm*. It was a great idea!
3 Jane is so annoying. She *will* / *would* sing quietly while we're studying and it drives me mad!
4 I only just *fell* / *scraped* through my exams, I'll work harder next time.
5 Do you ever feel a(n) *consciousness* / *urge* to learn a new skill?

/5

8 Complete the sentences with the correct forms of the words in brackets.

He looks so surprised – *judging* (JUDGE) by his appearance, I'd say he's confused.

1 There's so much information on the Internet that I find researching online a good way to _____ (DEEP) your knowledge of a subject.
2 She was _____ (CONSCIOUSNESS) when the ambulance arrived, but she came round on the way to the hospital.
3 I think I'd make a fantastic spy because I've got a _____ (PHOTOGRAPHY) memory. I wouldn't need a camera.
4 I'm not sure what to put for my personal _____ (ACHIEVE) in my CV. I guess I could include learning to programme.
5 Mark always hands his projects in early or on the day, so has a _____ (PROVE) ability to meet deadlines.

/5

9 Complete the second sentence so that it means the same as the first. Use the word in capitals.

My parents said I could go to the party as long as I went with a friend. **LET**
My parents *let me go* to the party as long as I went with a friend.

1 My teacher thought it would be a good idea for me to study biology. **ADVISED**
My teacher _____ biology.
2 I didn't know how the accident had happened because I had no memory of my car hitting the tree. **REMEMBER**
I didn't know how the accident had happened because I couldn't _____ with my car.
3 When I was younger, I often read books all day. **SPENT**
I often _____ when I was younger.
4 Tom messes around in class all the time. It's so annoying. **ALWAYS**
Tom _____ in class. It's so annoying.
5 They were very keen students and would attend all the lectures, which is why they did well. **TO**
They were very keen students and _____ _____ all the lectures, which is why they did well.

/5

10 Complete the text with one word in each gap.

Tidy desk, better thinker?

If you find it hard to settle *down* to study, you might want to take a good look at your desk. Is it messy with stuff scattered all around? Experts are now encouraging people [1]_____ tidy their desks as the clear space will enable you to think better and I'm a fan of this theory. When I was younger, I [2]_____ to leave piles of books and papers on my desk in between cold cups of tea and snack wrappers, so of course I was [3]_____ losing things. Each time I sat down to study, I had to search for whatever I needed and inevitably ended up wasting a lot of time and getting frustrated. Finally, after racking my [4]_____ I came up with a method of organising everything. I bought some bookshelves and big files and then organised the books and put the papers in the files, each file for a separate subject. Now, after studying I [5]_____ always tidy everything away so, the next time I sit down, my desk is clear. It definitely helps me study!

/5

Total /20

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READING

Education for all

We usually associate long and rewarding careers with older people who have had time to go deeply into their subject and have worked in the field for many years, but in fact it's not always the case. [1]___ Then, by the time she was seventeen, she was already running a successful foundation, giving lectures and talks at universities and international events as well as making films, all of which focus on education and climate change.

Whilst Oduwole has roots in Africa, she was born and grew up in Los Angeles. Her first trip to Africa came about after she entered a national film-making competition. [2]___ In order to film scenes for the documentary, Oduwole travelled to Ghana and was even able to conduct interviews with some of the people involved in transforming the country.

It was during that trip that Oduwole first realised she had a passion for education. She saw many young girls on the streets and realised they were not attending lessons and got the urge to do something to help. [3]___ As part of this role, she speaks to young people about the importance of school and getting a good education. She also organises the DUSUSU awards which honour African first ladies and ministers who strongly support education for girls and gender equality.

Whilst these achievements already seem unbelievable for such a young woman, she hasn't stopped there. [4]___ When classrooms are flooded and children can't get to school then they quickly fall behind with their studies and many give up altogether. She has met various presidents to discuss this issue and has given speeches to the United Nations and UNESCO on green initiatives.

[5]___ One of her more recent projects involves giving workshops to girls and women under the age of twenty-five to help them acquire skills in basic film-making techniques, in the hope that it will empower them to share their own stories, and if possible, enable them to make money.

Whilst Oduwole gives much of her attention to helping girls, she believes her work does not exclude boys. [6]___ She hopes that by setting an example of what females are capable of achieving, males will gain an understanding of the need for equality and the difficulties their classmates and colleagues can face. She understands, too, that life in parts of Africa can be difficult for everyone. Her focus at the moment is to ensure girls and women experience equal opportunities in life, which is undeniably a big task, especially for someone so young.

1 Read the text on page 18. Complete gaps 1–6 with sentences A–H. There are two extra sentences.

A After her return to the United States she started her foundation, Dream Up, Speak Up, Stand Up (DUSUSU) which signalled the beginning of her mission as a powerful education advocate.
B When she speaks at schools and events, her audiences are made up of all genders and she hopes that her talks make an impact on everyone present.
C Oduwole's group made a film that impressed their teacher so much that they won first prize.
D The project was to create a film about a revolution, and since Ghana saw what is considered to be one of the most successful revolts on the African continent, Oduwole chose it as her subject.
E Oduwole understands the threat that climate change poses to education.
F At the age of nine, Zuriel Oduwole started a successful career as a film-maker which inspired her to look for ways to encourage girls in Africa to attend school.
G She has written to various presidents and governments with ideas about how to encourage children to stay in the classroom when their parents want them to go out to work.
H Despite spending much time speaking at events and campaigning for equality, Oduwole still finds time to develop her own film-making and to share her knowledge with others.

2 Read the text again. For questions 1–4, choose the correct answer, A–C.

1 Why did Zuriel focus on Ghana for her first film?
A She had met some of the people behind the revolution and wanted to learn more.
B She had previously travelled to Ghana and wanted to encourage girls to attend school.
C Ghana's political history was appropriate for the topic of the competition.

2 What is the purpose of the DUSUSU awards?
A To recognise people who are working to improve the opportunities available to females.
B To put the wives of African presidents in the spotlight so they can help more women and girls.
C To enable Oduwole to give speeches to young people about attending school.

3 Why has Oduwole chosen to focus on climate change?
A She wants to give speeches on the topic to the United Nations.
B She thinks climate change is misunderstood by young people.
C She sees a connection between climate change and students dropping out of school.

4 What impact does Oduwole hope to have on boys?
A That they will campaign for equality in Africa with their classmates and colleagues.
B That they will understand more clearly the problems young women in Africa have.
C That they will learn to set a good example for their male friends and family members.

WRITING

3 Read the advert and write a covering email.

Are you looking for an interesting and exciting summer job?

We organise music events, from classical music festivals to big pop concerts, and are looking for enthusiastic, self-disciplined people with excellent communication skills to fill the following roles:

• Waiter/Waitress • Cleaner • Social media manager • Ticket seller

Send your CV and covering email to: paula.smith@eventsforyou.com

Write a covering email to apply for one of the positions advertised.
- Say why you are writing and which job you are applying for.
- Give details of your skills and experience.
- Explain why you are best suited for the post.
- Say when you are available for an interview and what documents you are attaching.

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