



# 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 In your notebook, match the words to make collocations.
- |                                 |             |
|---------------------------------|-------------|
| 1 arts/bachelor's/master's      | 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    |

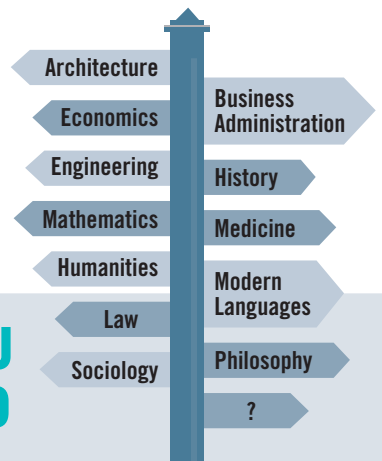
- 2 Write two true sentences and a false one using collocations in Exercise 1. Can your partner guess which one is false?

*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 most?

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



# Live and learn

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

Aristotle



## 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.

### 1 THE SCIENCE OF SUPERHEROES

10 **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  
15 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.



- 6 **1.2** Listen again and write the correct option in your notebook. Use a dictionary if necessary.
- The daughter is gifted / weak.
  - The daughter is lazy / a swot compared to her father.
  - The father couldn't settle down / make friends in class.
  - The father was disruptive / self-disciplined.
  - The father nearly got expelled / got a scholarship.
  - The father had lenient / strict teachers.
  - The father's teachers gave up on / supported him.
  - The father was dyslexic / a bully.
  - The father did well / fell behind at school.
  - The father scraped through / failed his exams.
- 7 **SPEAKING** What do you know about your parents' education? Discuss your ideas with a partner.

### FOCUS ON WORDS | Phrasal verbs

- 8 **1.3** In your notebook, complete the definitions with the base form of the phrasal verbs in red in the text and in Exercise 6. Then listen, check and repeat.

- make less progress than others = fall behind
- quit doing sth; stop hoping sb will change =
- start working in a type of job =
- do sth after finishing another thing =
- study sth as your main subject =
- only just succeed in doing sth =
- become calm or confident =

- 9 **SPEAKING** In your notebook, complete the questions with the correct prepositions. Ask and answer the questions in pairs.

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

## 2 SURF SCIENCE AND TECHNOLOGY

### 20 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.

### FOCUS ON WORDS | Describing teachers and students

- 10 **1.4** In your notebook, translate the underlined words in Exercise 6. Use a dictionary if necessary. Then listen and repeat. Which words are used more often to describe a student and which ones to describe a teacher?

- a bully =
- disruptive =
- dyslexic =
- gifted =
- lenient =
- self-disciplined =
- strict =
- a swot =

- 11 In your notebook, complete the sentences with the words in Exercise 10.

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

### FOCUS ON WORDS | Collocations

- 12 **1.5** In your notebook, complete the collocations with the base form of the verbs highlighted in the text and in Exercise 6. Then listen, check and repeat.

- attend/            a lecture
- of interest to sb
- your knowledge
- on a course
- a degree/a scholarship
- expelled
- a passion for sth
- an exam
- in the field of sth
- a dissertation

- 13 **SPEAKING** In your notebook, complete the sentences with a suitable noun. Do you agree or disagree with them?

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

- 14 **PROJECT** Work in groups. Do some research online into unusual things you can study online. Then prepare a digital presentation and present it to your class.

# 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. Which verb forms in blue in the text in Exercise 1 complete the examples correctly?

### 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.  
She <sup>1</sup> *used to fail* all her exams.
- You can use **used to** to talk about regular past actions that don't happen anymore or past states that are no longer true.  
Life <sup>2</sup> *\_\_\_\_\_* 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 <sup>3</sup> *\_\_\_\_\_* and move around instead of listening to the teacher.  
Her teachers <sup>4</sup> *\_\_\_\_\_* 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 <sup>5</sup> *\_\_\_\_\_* people.  
She <sup>6</sup> *\_\_\_\_\_* and handing in her homework late.

- 4 In your notebook, 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 **SPEAKING** In your notebook, 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>_____</i> ?	I'll <i>_____</i> ?
2 Before setting off for school	I'd <i>_____</i> ?	I'll <i>_____</i> ?
3 At break time	I'd <i>_____</i> ?	I'll <i>_____</i> ?
4 At lunchtime	I'd <i>_____</i> ?	I'll <i>_____</i> ?
5 After school	I'd <i>_____</i> ?	I'll <i>_____</i> ?

- 1 *For breakfast, I'd have cereal with milk in primary school, but now I'll just have a piece of toast.*
- 7 In your notebook, 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 **SPEAKING** 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

**1.7** Listen to the Focus Vlog. What did the speakers use to do when they were teenagers that they miss doing now? Write the answers in your notebook.

# LISTENING

1.3

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 **1.8** Read about two methods of memorising a shopping list. Which headings A–E match paragraphs 1–2 correctly? 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 **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 **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?

## LISTENING FOCUS Matching

4 **1.9** Listen to four people talking about memory. In your notebook, match statements A–E with speakers 1–4. There is one extra statement.

- The speaker ...
- Speaker 1 A refers to someone who is incapable of forgetting anything.
- Speaker 2 B wanted a family member to confirm whether his/her memory was correct.
- Speaker 3 C disagrees with someone about how they keep a good memory.
- Speaker 4 D wishes they could forget witnessing a crime.  
E can describe someone accurately after seeing them for only a few seconds.

## FOCUS ON WORDS | Memory

5 **1.10** In your notebook, translate the expressions in the box. Use a dictionary if necessary. Then listen and repeat.

- 1 have a clear/vivid memory of sth =
- 2 have a vague/distant memory of sth =
- 3 have a good/terrible memory for sth =
- 4 have a photographic memory =
- 5 have a memory like a sieve =
- 6 jog your memory =
- 7 lose your memory =
- 8 sb's earliest memory =

6 **1.9** In your notebook, complete the questions with the words in Exercise 5. Then listen again and answer the questions.

- 1 What is Speaker 1's  memory?
- 2 Has Speaker 2's grandfather  his memory?
- 3 Does Speaker 3 have a good memory  names or faces, or both?
- 4 Does Speaker 4 have a  memory?

7 **SPEAKING** Ask and answer the questions in Exercise 6 using *you* or *your*. Find out as much as you can.

1 *What is your earliest memory?*

## PRONUNCIATION FOCUS

8 **1.11** 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 **1.12** Copy the table and complete it with the words from Exercise 8 in the correct row. Then listen, check and repeat.

Sound	Typical spelling	Occasional spelling
/i:/	need detail <sup>1</sup> mean	piece
/ɪə/	here career <sup>2</sup> <input type="text"/>	
/ɜ:/	reserved squirt turn	<sup>3</sup> <input type="text"/>
/e/	egg	<sup>4</sup> <input type="text"/>
/eɪ/	made detail pay	<sup>5</sup> <input type="text"/>
/eə/	pair rare	<sup>6</sup> <input type="text"/>

# 1.4

## READING

Gapped text

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

- SPEAKING** How much do you know about your brain? Do the quiz on page 9 and discuss your ideas with a partner.
- 1.13** Listen and check your answers.
- Read the text and answer the questions.
  - What hidden talents did the five people discover?
  - What caused them to discover their hidden talents?
  - How do some experts explain the phenomenon?

### READING FOCUS Gapped text

- 1.14** Read the text again. Which sentences A–E complete gaps 1–4 correctly? There is one extra sentence.
  - After a year, he realised he had acquired extraordinary memory skills and could recall the day of the week of any given date.
  - In the near future, we will be able to expand our knowledge through a series of experiments into brain structure and its function.
  - We even know where many of the different brain functions, such as memory, sight and smell, are located.
  - However, their existence has led some researchers to argue that there is an undiscovered genius within all of us.
  - Soon afterwards, he noticed that his vision had changed. He also realised that he had developed remarkable mathematical abilities.

### FOCUS ON WORDS Collocations

- 1.15** In your notebook, complete the collocations 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.

- acquire** a skill/sharpen a skill
- ?** unconscious/be found unconscious
- ?** by lightning/be hit by lightning
- ?** a coma/come out of a coma
- ?** an urge/get an urge
- ?** consciousness/regain consciousness
- ?** a mystery/solve a mystery
- ?** an injury/recover from an injury

- In your notebook, complete the questions with the correct form of the verbs in Exercise 5. Then answer the questions.
  - What aspects of the human brain **?** a mystery?
  - Where was Jason Padgett when he was attacked and **?** unconscious?
  - How common is it for savants to lose the new skills they have **?** ?
  - Why did Ben McMahon **?** a coma?
  - What was Orlando Serrell doing when he **?** a head injury?
  - Where was Tony Cicoria when he **?** by lightning?
  - When did Heather Thompson first **?** an urge to paint?

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

### FOCUS ON WORDS Expressions with brain

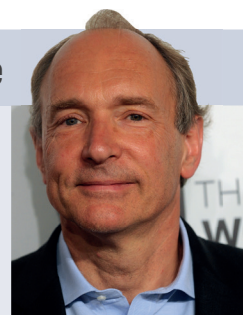
- 1.16** In your notebook, complete the expressions with the words in the box. Use a dictionary if necessary. Then listen, check and repeat.

(behind have on rack)

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

- In your notebook, complete the text about Tim Berners-Lee with appropriate 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 **?** 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 **?** ideas with his colleagues and then share information with researchers in different geographical locations. It was while he was **?** for ways to improve the communication process that he **?** – 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 **?** ! 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.

- SPEAKING** Which scientist, inventor or thinker do you most admire? Decide on your 'Top 3'. 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

1.14

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. <sup>1</sup> ? But what we don't fully understand are things like consciousness, intelligence and creativity.

<sup>10</sup> 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.

<sup>15</sup> 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**. <sup>2</sup> ? 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 24-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. <sup>3</sup> ?

<sup>40</sup> 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**

<sup>45</sup> 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.

<sup>60</sup> 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. <sup>4</sup> ? The challenge is how to access that hidden knowledge and skill without experiencing a bang on the head.

# 1.5

## GRAMMAR

Verb patterns

*I can use a wide range of different verb patterns.*

- 1.17 Listen to Part 1 of a podcast about being left-handed. What jobs seem to be more suited to 'lefties'?
- 1.17 Listen to the podcast again. Are statements 1–4 true or false?
  - 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. Which verb forms in blue in Exercise 2 match these verb patterns?

### 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 In your notebook, match the verbs in the box with verb patterns 1–4 in GRAMMAR FOCUS I. Check the lists in Grammar Reference page 133 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 1.18 In your notebook, 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?

- 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.*

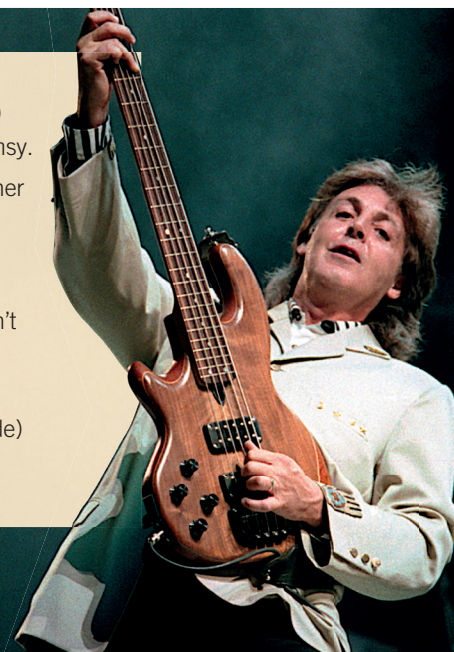
- 7 In your notebook, complete the sentences with the correct form of the verbs in brackets. Discuss whether any sentences are true for you.
  - 1 I often forget *to bring* (bring) my pens to school.
  - 2 I'll never forget  (meet) my best friend.
  - 3 I don't remember  (learn) how to swim.
  - 4 I 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 133

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 <sup>1</sup>  (force/us/use) objects that are designed for right-handed people and this <sup>2</sup>  (make/us/look) clumsy.

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

<sup>10</sup> 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 <sup>8</sup>  (avoid/conclude) that they were brilliant! I'm sure Leonardo da Vinci, Mahatma Gandhi, Albert Einstein, Winston Churchill and Marie Curie would agree!



# 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 it in 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.



3 **1.19** Listen to someone describing photo A. Does the speaker have the same ideas about the situation as you?

4 **1.19** Read the SPEAKING FOCUS. In your notebook, 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 <sup>1</sup>hard 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 <sup>2</sup>\_\_\_\_\_ are he's an examiner rather than an instructor. <sup>3</sup>\_\_\_\_\_ on his body language, I'd say they might be <sup>4</sup>\_\_\_\_\_ to crash! <sup>5</sup>\_\_\_\_\_, something is wrong. It looks <sup>6</sup>\_\_\_\_\_ if he's absolutely terrified. He's covering his face and hiding behind his papers. He could have <sup>7</sup>\_\_\_\_\_ seen a car pull out in front of them or, even worse, a pedestrian step out into the road. The girl doesn't <sup>8</sup>\_\_\_\_\_ to be as scared as him, so maybe she hasn't noticed the problem yet. Hopefully, she'll be able to stop in time. <sup>9</sup>\_\_\_\_\_ by the examiner's reaction, I don't think she's going to pass her driving test this time!

### 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/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 just + past participle (recent past)  
 He/She could/might be + -ing (present)  
 He/She could/might be about to + infinitive (near future)



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

6 **1.20** Listen to a teenager answering a question. Which of these questions has he been asked?

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

7 **1.20** 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** In pairs, ask and answer the questions in Exercise 6. Use the phrases in Exercise 7 to help you.





# 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 18 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** Read the LANGUAGE FOCUS. In your notebook, complete the table with the examples in blue in Texts 1 and 2.

## 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 is also used in some written contexts, e.g. in informal emails, blogs or postcards.

Formal	Informal	Formal	Informal
<b>No contractions or abbreviations:</b> <i>I have been thinking ...</i> <i>To be confirmed</i>	<b>Contractions and abbreviations:</b> <sup>1</sup> <i>I've been thinking ...</i> <sup>2</sup> ?	<b>More complex noun phrases:</b> <i>light refreshments</i>	<b>Simpler noun phrases:</b> <sup>5</sup> ?
<b>Greater use of the passive:</b> <sup>3</sup> ?	<b>Less use of the passive:</b> <i>We'll follow this ...</i>	<b>More verbs of Latin origin:</b> <sup>6</sup> ?	<b>More phrasal verbs:</b> <i>come in</i>
<b>More use of indirect questions:</b> <i>Do you think you could say a few words?</i>	<b>More use of direct questions:</b> <sup>4</sup> ?	<b>Complex prepositional phrases:</b> <i>a reception</i> <sup>7</sup> ?	<b>Simple prepositions:</b> <i>for the exchange students</i>
		<b>More formal linkers:</b> <sup>8</sup> ? <i>incidentally</i>	<b>Neutral linkers:</b> <i>also</i> <i>BTW (by the way)</i>

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



## Stoneberry School

Text 2

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.

- 5** 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.

- 10** 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 in your notebook.

- 5 Read an email from one of the Swiss exchange students to the student in her English host family. Which options are more appropriate?

<sup>1</sup>Dear Miss Natalie Brown, / Hi Natalie,

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

<sup>5</sup>I'd like / Please allow me to tell you a bit about myself.

I <sup>6</sup>was raised / grew up in Basel and I have quite a big family. <sup>7</sup>There are / It consists of three children – two girls and a boy. <sup>8</sup>In addition / Also, we have two dogs.

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

<sup>11</sup>Anyway / In conclusion, my train <sup>12</sup>gets in to / arrives in London at 2.30 p.m. and <sup>13</sup>so / consequently I should be at your house by 3.30 p.m. I hope <sup>14</sup>that is acceptable / that's OK.


<sup>15</sup>CU soon, / Yours sincerely,

Annika

- 6 In your notebook, 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)

- I will not put up with bad behaviour.  
*Bad behaviour will not be tolerated.*
  - You can leave out question 7.  
\_\_\_\_\_?
  - I'll deal with those issues tomorrow.  
\_\_\_\_\_?
  - They're pulling down the old hall next week.  
\_\_\_\_\_?
  - Unfortunately, the city council turned down our proposal.  
\_\_\_\_\_?
  - We've put off the decision till next week.  
\_\_\_\_\_?
  - I've told him off twice already.  
\_\_\_\_\_?
- 7 In your notebook, complete the more formal version of each question.
- Is there a swimming pool at the school?  
I was wondering *if there was a swimming pool at the school.*
  - Are we going to London?  
Do you know \_\_\_\_\_?
  - Where can I change some money?  
Could you tell me \_\_\_\_\_?
  - What time does school start in the morning?  
I'd like to know \_\_\_\_\_.
  - Are we allowed to wear trainers to school?  
Do you think \_\_\_\_\_?

- 8  **USE OF ENGLISH** In your notebook, 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.

- It's fantastic you've chosen our school for your exchange trip.  
**DELIGHTED**  
We \_\_\_\_\_ chosen our school for your exchange trip.
- You must wear school uniform at all times during school hours.  
**WORN**  
\_\_\_\_\_ at all times during school hours.
- Does she like Italian food? **LIKES**  
I'd like to know \_\_\_\_\_ Italian food.
- Turn off your mobile phones, otherwise we will take them away from you. **CONFISCATED**  
Turn off your mobile phones, otherwise \_\_\_\_\_.
- 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. Write the answers in your notebook. Sometimes there is more than one possible answer.


## 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 <sup>1</sup> \_\_\_\_\_ us a guided tour of the Tower, and we can <sup>2</sup> \_\_\_\_\_ our tour any time in the morning. We need at <sup>3</sup> \_\_\_\_\_ three hours to see everything. A Beefeater will take us around the Tower and he'll <sup>4</sup> \_\_\_\_\_ stories about its history. We'll start with the Crown Jewels – they're amazing! And <sup>5</sup> \_\_\_\_\_ we'll see the Ceremony of the Keys. If the weather's <sup>6</sup> \_\_\_\_\_, the tour will be in the Chapel. If you want to know anything else, we can just <sup>7</sup> \_\_\_\_\_ it up on the website.

Cheers,  
Natalie

- 10 **SPEAKING** In pairs, discuss your own experiences or views about international exchange trips.

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



# 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    ☎ Mob: 1101 351 191  
 Chatfield, CH17 3QP    ✉ 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 (C), English (B), Spanish (A), Combined Science (B),  
History (C), Geography (B), Art and Design (A), English Literature (B)

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 pre-schoolers for family friends

5 ?

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

6 ?

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

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

### 3 In your notebook, 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 the first part of the WRITING FOCUS 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,

5 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.

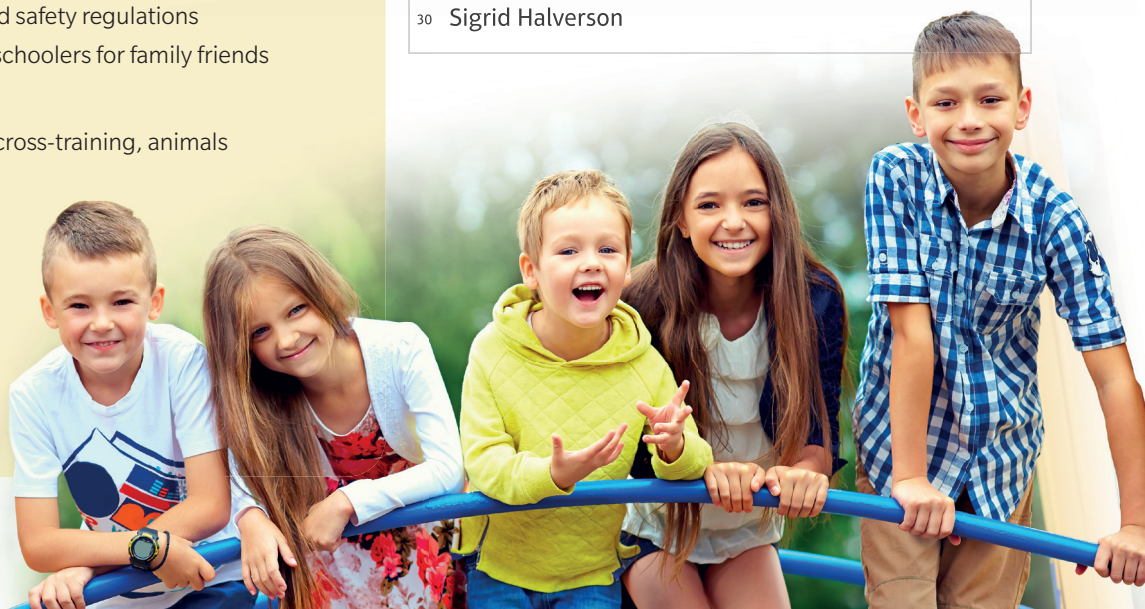
I am an eighteen-year-old childcare student and I am passionate about working with children. I intend to pursue a career as a kindergarten teacher when I finish my education. With this in mind, I hope to gain as much relevant experience as possible while I am still a student. I would welcome the opportunity 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.

25 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,

30 Sigrid Halverson



## WRITING FOCUS

### 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.

### 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.

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

6 In your notebook, 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 In your notebook, 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 **SPEAKING** 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 Decide which underlined verbs in Sigrid's email complete LANGUAGE FOCUS II correctly. In your notebook, 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 In your notebook, 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 In your notebook, write your CV.

- Use the headings from Sigrid's CV.
- Use the ideas in the WRITING FOCUS and LANGUAGE FOCUS I to help you.
- Invent any necessary details.
- Check that your CV is one-page long.

14  Do the writing task in your notebook. Use the ideas in the WRITING FOCUS, LANGUAGE FOCUS II and ideas in Exercise 12 to help you.

Ubiegasz się o pracę wakacyjną. Napisz list motywacyjny, w którym przedstawisz swoje kwalifikacje (dotychczasowe wykształcenie, umiejętności i zainteresowania) oraz przekonasz pracodawcę, że odpowiadają one wymaganiom oferowanej pracy. Wypowiedź powinna zawierać od 200 do 250 słów i spełniać wszystkie wymogi typowe dla formy wskazanej w poleceniu.

## 1.1 Vocabulary 4.1

**accessible** /ək'sesəbəl/ przystępny  
**appeal** /ə'pi:l/ podobać się  
**appealing** /ə'pi:lɪŋ/ atrakcyjny, kuszący  
**armour** /'ɑ:mə/ zbroja, pancerz  
**attend a lecture** /ə'tend ə 'lektʃə/ przyjść na wykład, wziąć udział w wykładzie  
**be of interest to** /bi əv 'intrəst tə/ być interesującym dla  
**bully** /'buli/ prześladowca, osoba znęcająca się nad innymi  
**chemical composition** /,kemɪkəl ,kɒmpə'zɪʃən/ skład chemiczny  
**core** /kɔ:/ główny, najważniejszy  
**deepen your knowledge** /,di:pən jə 'nɒlɪdʒ/ pogłębiać wiedzę  
**design** /dɪ'zaɪn/ projektowanie  
**disruptive** /dɪs'rʌptɪv/ zakłócający spokój  
**dyslexic** /dɪs'leksɪk/ dyslektyczny, cierpiący na dysleksję  
**engaging** /ɪn'geɪdʒɪŋ/ wciągający, zachęcający  
**enrol on a course** /ɪn,rɒl ɒn ə 'kɔ:s/ zapisać się na kurs  
**fall behind** /fɔ:l bɪ'hænd/ mieć zaległości  
**get a degree** /,get ə dɪ'ɡri:/ zdobyć tytuł naukowy  
**get a scholarship** /,get ə 'skɒləʃɪp/ otrzymać stypendium naukowe  
**get expelled (from school)** /,get ɪk'speld (frəm ,sku:l)/ zostać wydalonym (ze szkoły)  
**get top marks** /,get tɒp 'mɑ:ks/ dostawać najlepsze oceny  
**gifted** /'ɡɪftɪd/ utalentowany, uzdolniony  
**give a lecture** /,ɡɪv ə 'lektʃə/ wygłosić wykład  
**give up on** /,ɡɪv 'ʌp ɒn/ zrezygnować z, przestać w kogoś wierzyć  
**go into** /,ɡəʊ 'ɪntə/ zacząć się czymś zajmować  
**go on to** /,ɡəʊ 'ɒn tə/ przejść do robienia czegoś  
**graduate** /'ɡrædʒueɪt/ kończyć studia, uzyskać dyplom uczelni  
**have a passion for** /,hæv ə 'pæʃən fə/ pasjonować się czymś  
**have an impact on** /,hæv ən 'ɪmpækt ɒn/ mieć wpływ na  
**hero** /'hɪərəʊ/ bohater  
**inclined towards** /ɪn'klaɪnd tə,wɔ:dz/ skłonny do  
**keen to do sth** /,ki:n tə 'du:, ,sʌmθɪŋ/ chętny do zrobienia czegoś  
**lenient** /'li:nɪənt/ pobłażliwy, łagodny  
**major in** /'meɪdʒər ɪn/ studiować, specjalizować się w  
**management** /'mænɪdʒmənt/ zarządzanie  
**music industry** /'mju:zɪk ,ɪndəstri/ przemysł muzyczny  
**nutrition** /nju:'tri:ʃən/ odżywianie  
**principle** /'prɪnsəpəl/ zasada, reguła  
**scrape through** /,skreɪp 'θru:/ przebrnąć, przejść przez coś z trudem  
**self-disciplined** /,self 'dɪsɪplɪnd/ zdyscyplinowany  
**settle down** /,setl 'daʊn/ uspokoić się, ustabilizować się  
**sit an exam** /,sɪt ən ɪg'zæm/ zdawać, pisać egzamin

**strict** /strɪkt/ surowy, wymagający  
**swot** /swɒt/ kujon  
**villain** /'vɪlən/ czarny charakter  
**work in the field of** /,wɜ:k ɪn ðə 'fi:ld əv/ zajmować się jakąś dziedziną  
**write a dissertation** /,raɪt ə ,dɪsə'teɪʃən/ pisać pracę dyplomową  
**youth culture** /'ju:θ ,kʌltʃə/ kultura młodzieżowa

## 1.2 Grammar 4.2

**annoying** /ə'noɪ-ɪŋ/ irytujący  
**complain about** /kəm'pleɪn ə,baut/ skarżyć się na  
**disturb** /dɪ'stɜ:b/ przeszkadzać  
**educationalist** /,edʒu'keɪʃənəlɪst/ pedagog, metodyk  
**fidget** /'fɪdʒət/ wiercić się  
**hand in** /hænd 'ɪn/ wręczyć, oddać (zadanie domowe)  
**handwriting** /'hænd,rʌɪtɪŋ/ charakter pisma  
**learning disorder** /'lɜ:nɪŋ dɪs,'ɔ:də/ trudności w uczeniu się  
**lose your temper** /,lu:z jə 'tempə/ stracić panowanie nad sobą  
**make a successful living** /,meɪk ə sək,sesfəl 'lɪvɪŋ/ odnieść sukces zawodowy  
**pay attention in class** /,peɪ ə'tenʃən ɪn 'kla:s/ uważać na lekcji

## 1.3 Listening 4.3

**accurately** /'ækjərətli/ dokładnie, precyzyjnie  
**association** /ə,səʊsi'eɪʃən/ skojarzenie  
**chase** /tʃeɪs/ gonić, ścigać  
**earliest memory** /,ɜ:lɪəst 'meməri/ najwcześniejsze wspomnienie  
**give a speech** /,ɡɪv ə 'spi:tʃ/ wygłosić przemowę  
**have a clear memory of** /,hæv ə ,kliə 'meməri əv/ pamiętać coś wyraźnie  
**have a distant memory of** /,hæv ə ,dɪstənt 'meməri əv/ mieć odległe wspomnienie (czegoś)  
**have a good memory for** /,hæv ə ,ɡud 'meməri fə/ mieć dobrą pamięć do  
**have a memory like a sieve** /,hæv ə 'meməri laɪk ə ,sɪv/ mieć słabą pamięć  
**have a photographic memory** /,hæv ə ,fəʊtə,ɡræfɪk 'meməri/ mieć pamięć fotograficzną  
**have a terrible memory for** /,hæv ə ,terəbəl 'meməri fə/ mieć słabą pamięć do  
**have a vague memory of** /,hæv ə ,veɪɡ 'meməri əv/ mieć mgliste wspomnienie (czegoś)  
**have a vivid memory of** /,hæv ə ,vɪvəd 'meməri əv/ mieć żywe wspomnienie (czegoś)  
**improve your memory** /ɪm,pru:v jə 'meməri/ poprawiać pamięć  
**jog your memory** /,dʒɒg jə 'meməri/ odświeżyć sobie pamięć  
**lose your memory** /,lu:z jə 'meməri/ stracić pamięć  
**make up** /,meɪk 'ʌp/ wymyślić, zmyślić  
**memorise** /'meməraɪz/ nauczyć się na pamięć  
**narrative** /'nærətɪv/ opowiadanie  
**squirt** /skwɜ:t/ wytryskać  
**visualise** /'vɪʒuəlaɪz/ wizualizować  
**witness** /'wɪtnəs/ być świadkiem

## 1.4 Reading 4.4

**a great deal** /ə 'ɡreɪt di:l/ dużo  
**academic training** /,ækə'demɪk ,treɪnɪŋ/ wykształcenie akademickie  
**acquire a skill** /ə,kwaɪə ə 'skɪl/ nabyć umiejętność  
**advance** /əd'vɑ:ns/ postęp  
**bang on the head** /,bæŋ ɒn ðə 'hed/ uderzenie w głowę  
**be found unconscious** /bi ,faʊnd ʌn'kɒnʃəs/ zostać znalezionym nieprzytomnym  
**be hit by lightning** /bi ,hɪt baɪ 'laɪtnɪŋ/ zostać porażonym piorunem  
**be left unconscious** /bi ,left ʌn'kɒnʃəs/ być nieprzytomnym  
**be made up of** /bi ,meɪd 'ʌp əv/ składać się z  
**be struck by lightning** /bi ,strʌk baɪ 'laɪtnɪŋ/ zostać porażonym piorunem  
**be the brains behind sth** /bi ðə 'breɪnz bɪ ,haɪnd ,sʌmθɪŋ/ być mózgiem czegoś  
**boot** /bu:t/ bagażnik samochodowy  
**brainstorm** /'breɪnstɔ:m/ robić burzę mózgow, zastanawiać się nad  
**brainy** /'breɪni/ bystry, uzdolniony  
**bring about** /,brɪŋ ə'baut/ spowodować, wywołać  
**charge royalties** /,tʃɑ:dʒ 'rɔɪəltɪz/ otrzymywać tantiemy  
**come out of a coma** /,kʌm ,aʊt əv ə 'kəʊmə/ obudzić się ze śpiączki  
**compensate for** /'kɒmpənseɪt fə/ rekompensować (coś)  
**complex** /'kɒmpleks/ złożony  
**develop a desire** /dɪ,vələp ə dɪ'zɑɪə/ nabrać ochoty  
**essential part** /ɪ'senʃəl ,pɑ:t/ istotna część  
**fall into a coma** /,fɔ:l ,ɪntə ə 'kəʊmə/ zapaść w śpiączkę  
**feel an urge** /,fi:l ən 'ɜ:ɪdʒ/ odczuć pragnienie, odczuć ochotę  
**geometric pattern** /,dʒi:ə,metrɪk 'pætən/ wzór geometryczny  
**get an urge** /,get ən 'ɜ:ɪdʒ/ poczuć potrzebę, poczuć chęć  
**have a brainwave** /,hæv ə 'breɪnweɪv/ doznać olśnienia  
**have sth on the brain** /,hæv ,sʌmθɪŋ ɒn ðə 'breɪn/ stale o czymś myśleć  
**knock sb out** /,nɒk ,sʌmbɒdi 'aʊt/ pozbawić kogoś przytomności, znokautować  
**lose consciousness** /,lu:z 'kɒnʃəsnəs/ stracić przytomność  
**modest** /'mɒdəst/ skromny  
**nerve cell** /'nɜ:v sel/ komórka nerwowa  
**neurotransmitter** /,njuərəʊtrænz'mɪtə/ neuroprzekaznik  
**number theorist** /'nʌmbə ,θɪərəst/ naukowiec zajmujący się teorią liczb  
**overnight** /,əʊnə'naɪt/ nagle, z dnia na dzień  
**payphone** /'peɪfəʊn/ automat telefoniczny  
**personality** /,pɜ:sə'næləti/ osobowość

**rack your brains** /,ræk jə 'breɪnz/ łamać sobie głowę  
**recall** /rɪ'kɔ:l/ przypominać sobie  
**recover from an injury** /rɪ,kʌvə frəm ən 'ɪndʒəri/ powracać do zdrowia po urazie  
**regain consciousness** /rɪ,ɡeɪn 'kɒnʃəsnəs/ odzyskać przytomność  
**release** /rɪ'li:s/ uwalniać  
**remain a mystery** /rɪ,meɪn ə 'mɪstəri/ pozostawać zagadką  
**remarkable** /rɪ'mɑ:kəbəl/ niezwykle  
**savant syndrome** /'sævənt ,sɪndrəʊm/ zespół sawanta (stan, gdy osoba upośledzona wykazuje niezwykle umiejętności)  
**sharpen a skill** /,ʃɑ:pən ə 'skɪl/ szlifować umiejętność  
**solve a mystery** /,sɒlv ə 'mɪstəri/ rozwiązać zagadkę  
**suffer an injury** /,sʌfər ən 'ɪndʒəri/ doznać urazu, zostać rannym  
**telephone exchange** /,teləfəʊn ɪks'tʃeɪndʒ/ centrala telefoniczna  
**unlock** /ʌn'lɒk/ odblokować  
**vision** /'vɪʒən/ wzrok  
**wire** /waɪə/ przewód, kabel

### 1.5 Grammar 4.5

**clumsy** /'klʌmzi/ niezdarny  
**enable** /ɪ'neɪbəl/ umożliwić  
**fancy** /'fænsi/ mieć ochotę, chcieć czegoś  
**handedness** /'hændɪdnəs/ naturalna tendencja do używania jednej ręki częściej niż drugiej  
**hemisphere** /'hemɪsfɪə/ półkula  
**left-handed** /,left 'hændɪd/ leworęczny  
**left-hander** /,left 'hændə/ osoba leworęczna  
**natural inclination** /,nætʃərəl ,ɪŋklɪ'neɪʃən/ naturalna skłonność  
**perception** /pə'sepʃən/ widzenie, postrzeganie  
**swap** /swɒp/ wymienić, zamienić  
**tend to do sth** /,tend tə 'du: ,sʌmθɪŋ/ mieć skłonność do robienia czegoś  
**urge sb to do sth** /,ɜ:ʒ ,sʌmbədi tə 'du: ,sʌmθɪŋ/ nakłaniać kogoś do robienia czegoś

### 1.6 Speaking 4.6

**appear** /ə'pɪə/ wydawać się  
**based on** /'beɪst ɒn/ sądzić po czymś  
**certainly** /'sɜ:ntɪli/ z pewnością  
**certainty** /'sɜ:ntɪti/ pewność  
**clearly** /'kɪəli/ ewidentnie, najwyraźniej  
**confused** /kən'fju:zd/ dezorientowany  
**definitely** /'defɪnətli/ zdecydowanie  
**determined** /dɪ'tɜ:mənd/ zdeterminowany  
**enthusiastic** /ɪn,θju:zɪ'æstɪk/ pełen entuzjazmu  
**expression** /ɪk'spreʃən/ wyraz twarzy  
**hard to be sure** /'hɑ:d tə bi 'ʃɜ:/ trudno powiedzieć  
**intend to** /ɪn'tend tə/ mieć zamiar  
**judging by** /'dʒʌdʒɪŋ baɪ/ sądząc po czymś  
**obvious** /'ɒbvɪəs/ oczywisty  
**pedestrian** /pə'destriən/ pieszy  
**pull out** /pʊl 'aʊt/ wjechać na drogę  
**relieved** /rɪ'li:vɪd/ odczuwający ulgę  
**thrilled** /θrɪld/ podekscytowany  
**uncertainty** /ʌn'sɜ:ntɪti/ brak pewności

### 1.7 Use of English 4.7

**address** /ə'dres/ zająć się (sprawą)  
**announcement** /ə'naʊnsmənt/ ogłoszenie  
**assembly hall** /ə'sembli ,hɔ:l/ aula  
**be up to your eyes in** /bi 'ʌp tə jə ,aɪz ɪn/ mieć czegoś po uszy, być czymś bardzo zajęty  
**chapel** /'tʃæpəl/ kaplica  
**consist of** /kən'sɪst əv/ składać się z  
**custom** /'kʌstəm/ zwyczaj, tradycja  
**confiscate** /'kɒnfɪskeɪt/ konfiskować  
**dazzle** /'dæzl/ olśniewać  
**deal with** /di:l wɪð/ zajmować się czymś  
**delighted** /dɪ'laɪtəd/ zadowolony  
**demolish** /dɪ'mɒlɪʃ/ zburzyć, rozebrać (budynek)  
**exchange student** /ɪks'tʃeɪndʒ ,stju:dənt/ student uczestniczący w wymianie  
**exchange trip** /ɪks'tʃeɪndʒ ,trɪp/ wymiana studencka  
**get-together** /'get tə,geðə/ spotkanie towarzyskie  
**greet** /gri:t/ witać  
**guided tour** /,gaɪdɪd 'tuə/ zwiedzanie z przewodnikiem  
**hold** /həʊld/ urządzić przyjęcie, urządzić spotkanie  
**host family** /'həʊst ,fæməli/ rodzina goszcząca  
**in honour of** /ɪn 'ɒnər əv/ na cześć  
**incidentally** /ɪn'sɪdəntəli/ przypadkowo, nawiasem mówiąc  
**leave sth out** /,li:v ,sʌmθɪŋ 'aʊt/ pominąć coś  
**omit** /əʊ'mɪt/ pominąć coś  
**postpone** /pəʊs'pəʊn/ odłożyć, przełożyć na później  
**pull down** /,pʊl 'daʊn/ zburzyć, rozebrać (budynek)  
**put sth off** /,pʊt ,sʌmθɪŋ 'ɒf/ odkładać coś na później  
**put up with** /,pʊt 'ʌp wɪð/ znosić, tolerować  
**reception** /rɪ'sepʃən/ przyjęcie  
**refreshments** /rɪ'freʃmənts/ przekąski, napoje  
**reject** /rɪ'dʒekt/ odrzucać  
**reprimand** /'reprɪmənd/ skarcić, udzielić nagany  
**require** /rɪ'kwaɪə/ prosić o  
**tell sb off** /,tel ,sʌmbədi 'ɒf/ skarcić, udzielić nagany  
**the Crown Jewels** /ðə ,kraʊn 'dʒu:əlz/ kolekcja brytyjskich klejnotów koronnych  
**turn sb down** /,tɜ:n ,sʌmbədi 'daʊn/ odrzucić kogoś  
**welcome party** /'welkəm ,pɑ:ti/ przyjęcie powitalne  
**welcome speech** /'welkəm ,spi:tʃ/ mowa powitalna

### 1.8 Writing 4.8

**apply for a position** /ə,plai fər ə pə'zɪʃən/ ubiegać się o stanowisko  
**at your convenience** /ət jə kən'veniəns/ w dogodnym dla ciebie/Pana/Pani momencie  
**be passionate about** /bi 'pæʃənət ə,baut/ pasjonować się (czymś)  
**childcare** /'tʃaɪldkeə/ opieka nad dziećmi

**competent user of** /,kɒmpɪtənt 'ju:zər əv/ zaawansowany użytkownik  
**considerable** /kən'sɪdərəbəl/ znaczny, niemały  
**contribute to** /kən'trɪbjʊt tə/ przyczynić się do  
**coordinate** /kəʊ'ɔ:dəneɪt/ koordynować  
**covering letter** /,kʌvərɪŋ 'letə/ list motywacyjny  
**dedicated member of** /,dedɪkeɪtɪd 'membər əv/ oddany członek, zaangażowany członek  
**excellent command of** /,eksələnt kə'mɑ:nd əv/ doskonała znajomość czegoś  
**gain work experience** /,ɡeɪn wɜ:k ɪk'sprɪəriəns/ zdobyć doświadczenie zawodowe  
**health and safety regulations** /,helθ ən 'seɪftɪ ,regju'leɪʃənz/ przepisy BHP  
**image editing software** /,ɪmɪdʒ 'edɪtɪŋ ,sɒftweə/ oprogramowanie do edycji zdjęć  
**in response to** /ɪn rɪ'spɒns tə/ w odpowiedzi na  
**kindergarten** /'kɪndəɡɑ:tɪn/ przedszkole  
**lead a team** /,li:d ə 'ti:m/ kierować zespołem  
**leadership skills** /'li:dəʃɪp ,skɪlz/ zdolności kierownicze  
**meet deadlines** /,mi:t 'dedlaɪnz/ dotrzymywać terminów  
**part-time job** /,pɑ:t 'taɪm 'dʒɒb/ praca w niepełnym wymiarze godzin  
**practical experience of** /,præktɪkəl ɪk'sprɪəriəns əv/ praktyczne doświadczenie w jakiejś dziedzinie  
**pre-schooler** /pri:'sku:lə/ przedszkolak  
**proven ability to** /,pru:vən ə'bɪləti tə/ udokumentowana znajomość czegoś  
**pursue a career** /pə'sju: ə kə'riə/ rozwijać karierę zawodową  
**relevant** /'reləvənt/ odpowiedni  
**sit in** /sɪt 'ɪn/ być obecnym  
**staff** /stɑ:f/ personel  
**summer job** /'sʌmə 'dʒɒb/ praca wakacyjna  
**supervise** /'su:pəvaɪz/ nadzorować  
**valuable** /'væljuəbəl/ cenny  
**volunteer** /,vɒləntɪə/ pracować jako wolontariusz  
**welcome an opportunity** /,welkəm ən ,ɒpə'tju:nəti/ skorzystać z możliwości, chcieć skorzystać z okazji  
**well suited** /,wel 'su:tɪd/ odpowiedni, dopasowany  
**well-developed** /,wel di'veləpt/ rozwinięty, rozbudowany  
**work alongside** /'wɜ:k ə,lɒŋ,sɑɪd/ współpracować z  
**work placement** /'wɜ:k ,pleɪsmənt/ staż, praktyka zawodowa

## SŁOWNICTWO I GRAMATYKA

- 1 Połącz czasowniki z ramki A z przyimkami z ramki B i uzupełnij zdania otrzymanymi czasownikami frazowymi.

A

(fall go major settle scrape)

B

(behind down in into through)

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

- 2 Wybierz poprawny wyraz.

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

- 3 Przeczytaj tekst. Jakie wyrazy poprawnie go uzupełniają? Wpisz w każdą lukę tylko jeden wyraz.

### 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 <sup>1</sup> \_\_\_\_\_ to have PE classes has been demolished and a new sports centre has been built instead. I clearly remember how we <sup>2</sup> \_\_\_\_\_ beg our sports teacher to allow us to play games in the old building!

Then I bumped into Caroline who I <sup>3</sup> \_\_\_\_\_ always having arguments with. I hardly recognised her. She didn't <sup>4</sup> \_\_\_\_\_ to look so glamorous. But one thing hasn't changed about her. She <sup>5</sup> \_\_\_\_\_ 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 <sup>6</sup> \_\_\_\_\_ arrive at meetings at least fifteen minutes earlier than necessary!

- 4 Uzupełnij zdania odpowiednimi formami czasowników podanych w nawiasach.

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

## ŚRODKI JĘZYKOWE



### Wybór wielokrotny; parafraza zdań

- 5 Przeczytaj tekst. Które z podanych odpowiedzi A–D poprawnie go uzupełniają?

New research suggests that having a smartphone on your desk when you are studying tends <sup>1</sup> \_\_\_\_\_ a negative effect on your ability to concentrate. It <sup>2</sup> \_\_\_\_\_ that in IQ tests where candidates had a smartphone nearby, even when they did not actively use it, they <sup>3</sup> \_\_\_\_\_ 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 <sup>4</sup> \_\_\_\_\_ our attention from the task at hand.

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

- 6 Wykorzystaj podane wyrazy i przekształć zdania, zachowując ich sens. Nie zmieniaj podanych fragmentów. W każdą lukę możesz wpisać maksymalnie cztery wyrazy.

- 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.
- 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.
- Our English teacher often took us to the cinema to watch foreign films. **WOULD**  
Our English teacher \_\_\_\_\_ the cinema to watch foreign films.
- My best friend has a very irritating habit of chewing gum loudly. **ALWAYS**  
My best friend \_\_\_\_\_ loudly.
- I'm not sure if I've told my parents about the school trip. **REMEMBER**  
I \_\_\_\_\_ my parents about the school trip.

## CZYTANIE



### Uzupełnianie luk

- 7 Przeczytaj tekst. Które z podanych zdań A–F poprawnie go uzupełniają? Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej luki.

## Brooklyn Free School, New York

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. <sup>1</sup> ? 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. <sup>2</sup> ? Announcements are made, issues are raised and decisions are taken. 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. <sup>3</sup> ? 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. <sup>4</sup> ? 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. <sup>5</sup> ? 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.

## SŁUCHANIE



### Dobieranie

- 8 1.21 Usłyszysz dwukrotnie cztery wypowiedzi na temat kursów i warsztatów. Dopasuj zdania A–E do wypowiedzi 1–4. Jedno zdanie zostało podane dodatkowo i nie pasuje do żadnej wypowiedzi.

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.

## MÓWIENIE



- 9 Opisz zdjęcie i odpowiedz na pytania do niego.



- 1 Why do you think these people are attending a class?
- 2 How do tests and exams make you feel? Why?
- 3 Tell me about a situation in which you or someone you know had to learn something really difficult.

## PISANIE



### E-mail/List formalny

- 10 Wykonaj zadanie egzaminacyjne.

W twoim mieście podczas wakacji będą odbywały się międzynarodowe zawody sportowe. Organizatorzy zamieścili ogłoszenie, w którym poszukują wolontariuszy mówiących po angielsku do pomocy w tym wydarzeniu, zwłaszcza do asystowania sportowcom nieznanymi miastu. Napisz list motywacyjny, w którym podasz przyczyny, dla których chcesz wykonywać tę pracę, i opisz swoje umiejętności konieczne do jej wykonywania. Wypowiedź powinna zawierać od 200 do 250 słów i spełniać wszystkie wymogi typowe dla formy wskazanej w poleceniu.