

# 1 Live and learn

## VOCABULARY

- Education • phrasal verbs  
 • describing teachers and students  
 • collocations

### SHOW WHAT YOU KNOW

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

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

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

Next year we're going to **take** our exams.

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

### FOCUS ON WORDS | 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 )

After high school, he **went** on to do a course in Accountancy.

- I've never failed an exam, though I only \_\_\_\_\_ through sometimes!
- I \_\_\_\_\_ behind in Maths after I was ill for two weeks, but now I've caught up.
- When Magda's older, she wants to \_\_\_\_\_ into teaching.
- My English teacher was great, she never \_\_\_\_\_ up on me, even when I didn't make much progress.
- At university, Alex wants to \_\_\_\_\_ in law, but he wants to study a language too.
- 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.



## TIPS

### FOR SUCCESSFUL STUDY

- 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 <sup>1</sup> \_\_\_\_\_ 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 <sup>2</sup> \_\_\_\_\_ the other students, ask for help to catch up.
- Make a study plan. Only <sup>3</sup> \_\_\_\_\_ 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 <sup>4</sup> \_\_\_\_\_, then focus on how you can improve. Passing isn't enough, try to get good marks!
- Choose subjects you enjoy to <sup>5</sup> \_\_\_\_\_. You'll work harder if you like a subject – and be more likely to <sup>6</sup> \_\_\_\_\_ the subject if you hate it.

### FOCUS ON WORDS | 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**

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

## 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 <sup>1</sup>\_\_\_\_\_ and I always do my work. I'm not a <sup>2</sup>\_\_\_\_\_ 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 <sup>3</sup>\_\_\_\_\_, 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 <sup>4</sup>\_\_\_\_\_ teacher and I think pupils should do what they're told. It annoys me when <sup>5</sup>\_\_\_\_\_ students interrupt, shout and mess around. I also dislike <sup>6</sup>\_\_\_\_\_ 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 <sup>7</sup>\_\_\_\_\_ students who make strong academic progress.



## FOCUS ON WORDS | Collocations

7 Complete the text with the missing words. 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 <sup>1</sup>**g**\_\_\_\_\_ any lectures, though, I'd forget what to say ☹️. I'm reading a lot too, it's a great way to deepen my <sup>2</sup>**k**\_\_\_\_\_ of the subject. I've chosen my option for this year – logic! I don't have to <sup>3</sup>**s**\_\_\_\_\_ an exam at the end of the course, but I have to write a long essay. I've also discovered I have a <sup>4</sup>**p**\_\_\_\_\_ for surfing and I'm going to <sup>5</sup>**e**\_\_\_\_\_ on a course in summer. I know you love water sports – would this be of any <sup>6</sup>**i**\_\_\_\_\_ to you? We could do it together!

What about you? Have you finished writing your <sup>7</sup>**d**\_\_\_\_\_ yet? Do you still want to work in the <sup>8</sup>**f**\_\_\_\_\_ of computer technology?

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

Write soon,  
Karl

## SHOW WHAT YOU'VE LEARNT

8 Choose the correct answers A–C.

- Maria is very \_\_\_ at art. She can draw and paint extremely well.  
A strict                      B self-disciplined      C gifted
- 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
- After I've finished my degree in Medicine, I'd love to work in the \_\_\_ of medical research.  
A field                      B area                      C course
- 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
- I'm not sure yet which subject I'm going to major \_\_\_. I've got to decide soon.  
A at                      B in                      C on
- 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
- The professor \_\_\_ the lecture extremely fast, so it was hard to take notes.  
A attended                      B gave                      C spoke
- All he does is study and he's even asked the teacher for some extra work – what a \_\_\_!  
A dyslexic                      B bully                      C swot
- It's time to \_\_\_ and do your homework now. You've got to calm down!  
A settle down      B give up                      C go on
- 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

#### SHOW WHAT YOU KNOW

#### 1 Complete the sentences about present and past habits with one word in each gap.

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 Spanish teacher from primary school \_\_\_\_\_ only speak Polish 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 options to complete the text.

##### Educate Yourself

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

Teachers and parents <sup>1</sup>*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 <sup>2</sup>*performed / were always performing* very poorly as students and still went on to achieve great things.

Deep thinker Albert Einstein <sup>3</sup>*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 <sup>4</sup>*didn't use to / wouldn't* find school easy and <sup>5</sup>*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 it has the same meaning as 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

# 1.3

## LISTENING LANGUAGE PRACTICE

Collocations • memory

### 1 Choose the correct options to complete the extract from the recording.

Extract from Student's Book recording 1.9

#### Speaker 1

My earliest memory? I have / 'm having a vague memory of the Christmas before I was three, but I <sup>1</sup>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 <sup>2</sup>have / had to confused a memory with photos <sup>3</sup>I'll see / I've seen of the same events. But <sup>4</sup>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 <sup>5</sup>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 1.9

#### Speaker 2

Most people in my family have rubbish memories, but my grandfather's amazing. He's not like other old people who are <sup>1</sup>\_\_\_\_\_ their memory and get <sup>2</sup>\_\_\_\_\_ – he's really switched on. He remembers dates and names and places. He can even <sup>3</sup>\_\_\_\_\_ in detail events that happened 50 years ago – and he's 77! I'm 16 and I can't <sup>4</sup>\_\_\_\_\_ what I did yesterday! I wish I had his memory – it would help me a lot in my exams. I asked him how he <sup>5</sup>\_\_\_\_\_ 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

- Zwroty dotyczące zapamiętywania: *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.*
- Zwroty dotyczące zapominania: *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 \_\_\_\_\_.

### FOCUS ON WORDS | 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.



# 1.4

## READING

Daniel Tammet • collocations  
• expressions with *brain*

### 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


**D**aniel 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*. <sup>1</sup> \_\_ '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. <sup>2</sup> \_\_ 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. <sup>3</sup> \_\_ '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 the

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. <sup>4</sup> \_\_ 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. <sup>5</sup> \_\_ '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; faktura

**lumpy** (adj) = covered with or containing small solid pieces e.g. a lumpy mattress; chropowaty

**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; kalkować

**grief** (n) = extreme sadness caused by the death of someone you love; żałoba

**long** (v) = want something very much, especially when it seems unlikely to happen; mieć wielką ochotę

**contradiction** (n) = a difference between two statements, beliefs or ideas that means they cannot both be true; sprzeczność

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 summary of the text and complete the gaps with one, two or three words.

Daniel Tammet is an autistic savant. He can perform complicated mathematical calculations at a very <sup>1</sup>\_\_\_\_\_ and can speak eleven languages. In many ways, his extraordinary skills remind one of those of the main character of the film *Rain Man*. Unlike <sup>2</sup>\_\_\_\_\_, Daniel can explain his remarkable abilities. Daniel is a successful adult now, but being autistic posed a lot of problems during his childhood. At school, he didn't find interacting with others easy as he lacked the ability to understand <sup>3</sup>\_\_\_\_\_ and other people's feelings. That's when his special 'relationship' with numbers started. Daniel claims he can see, <sup>4</sup>\_\_\_\_\_ and feel numbers. Rather than calculating them, he experiences them in his unique way. Daniel possesses many talents, but is also aware of his limitations. He may not actually be experiencing <sup>5</sup>\_\_\_\_\_ he shows to other people, although he is making gradual progress in this area of his life. Daniel is very busy lecturing, writing books and appearing in documentaries. His effect on people is often <sup>6</sup>\_\_\_\_\_ that of Professor Stephen Hawking's.

4 Complete the collocations with the verbs in the box. Then match the collocations with the meanings a–f.

( have make put read see take )

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

- f
- 
- 
- 
- 

- 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

Kolokacja może zawierać słowa o wielu znaczeniach, np. w wyrażeniu *to see the big picture* słowo *picture* nie odnosi się do obrazu, rysunku ani zdjęcia. W tym zwrocie *picture* to „sytuacja”.

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 \_\_\_\_\_.

FOCUS ON WORDS | Collocations

5 Complete the collocations. The first letters are given.

Man in accident

Sam Green, 23, was found 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 <sup>1</sup>l\_\_\_\_\_ consciousness, and subsequently <sup>2</sup>f\_\_\_\_\_ into a coma. Doctors have confirmed that he <sup>3</sup>r\_\_\_\_\_ consciousness and <sup>4</sup>c\_\_\_\_\_ out of the coma a week later. Fortunately, Mr Green didn't <sup>5</sup>s\_\_\_\_\_ any other injuries and he has now fully <sup>6</sup>r\_\_\_\_\_ and left hospital. Nobody knows how the accident happened – it will <sup>7</sup>r\_\_\_\_\_ a mystery. Mr Green believes that his car might have been <sup>8</sup>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 <sup>9</sup>f\_\_\_\_\_ the urge to <sup>10</sup>a\_\_\_\_\_ a new skill or <sup>11</sup>s\_\_\_\_\_ an old one? We have a teacher for you! Phone Jill on 0712 384576.

FOCUS ON WORDS | Expressions with brain

6 Complete the second sentence so that it has the same meaning 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 \_\_\_\_\_.

#### 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 form 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.

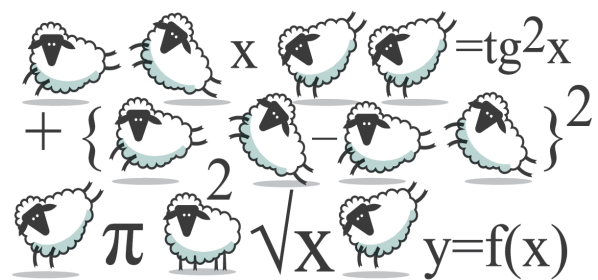
3 ★★ Match the sentences with the correct meanings a or b.

- 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 form of the words 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 <sup>1</sup> \_\_\_\_\_ 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 <sup>2</sup> \_\_\_\_\_ to sleep. Sometimes, I can't <sup>3</sup> \_\_\_\_\_ about school and exams. I worry that I might have <sup>4</sup> \_\_\_\_\_ some homework for one of my subjects or some other trivial thing. I <sup>5</sup> \_\_\_\_\_ 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. \_\_\_\_\_

# 1.6

## SPEAKING

Describing a photo

### BANK ZWROTÓW DO WYPOWIEDZI USTNEJ

#### 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 ...

#### Przypuszczenia na temat osób

Opierając się na...,  
powiedziałbym/  
powiedziałabym, że jest...

Wnioskując z..., (nie) sądzę...

Wygląda jakby...

Wydaje się / Nie wydaje się  
być...

Możliwe, że jest...

#### 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) ...

#### Wyrażanie pewności

Najwyraźniej (jest tu jakiś  
problem / coś tu jest nie tak).

(Sądząc po wyrazie jego/jej  
twarzy), to oczywiste/jasne,  
że...

Zdecydowanie / Z pewnością  
(nie) jest...

#### 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 ...)

#### Wyrażanie niepewności

Trudno mieć pewność, czy...

Nie jest łatwo stwierdzić, czy...

Nie jestem w stanie  
powiedzieć, czy...

#### 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)

#### Przypuszczenia na temat sytuacji

Mógł/Mogła/Mogło dopiero  
co (np. wyjść.) / Możliwe, że  
dopiero co (np. wyszedł/wyszła).

Być może (np. pracuje).

Być może zaraz (np. wstanie).

### 1 Match the beginnings with the endings to make sentences.

- It's obvious  **g**
- 1 It seems
- 2 It appears as
- 3 Based
- 4 It's
- 5 She might have
- 6 It's hard

- a on his appearance, I'd say he's fit and healthy.
- b not 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.

### 2 Choose the correct options to complete the text.



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

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

- 1 **P**ersonally, I think they should be able to inspire less sporty students to get involved. For this **r**\_\_\_\_\_, I feel it is important to make PE lessons fun, and not too competitive.
- 2 To be **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. In my **o**\_\_\_\_\_ though, if the people involved know the risks, then it's up to them if they want to put themselves in danger. That's **w**\_\_\_\_\_ I think campaigns to ban things like boxing or motorcycle racing are a bad idea.
- 4 Definitely 'doing'. I love sport and I **i**\_\_\_\_\_ to keep swimming and playing football until I'm old and grey. **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?





# USE OF ENGLISH

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

As a student, you may borrow a maximum <sup>6</sup> \_\_\_\_\_ 10 books for three weeks. Please make sure you <sup>7</sup> \_\_\_\_\_ them \_\_\_\_\_ on time. If you return them <sup>8</sup> \_\_\_\_\_, 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 <sup>9</sup> \_\_\_\_\_ and from 9 a.m. to 2 p.m. at the weekend. Please remember that the opening times <sup>10</sup> \_\_\_\_\_ be different on bank holidays. Don't forget to <sup>11</sup> \_\_\_\_\_ 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 \_\_\_ ideas for school projects? Most of us know the problem. It <sup>1</sup>\_\_\_ 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 <sup>2</sup>\_\_\_ your brains all day, but you can't remember that great idea you had last night. You're <sup>3</sup>\_\_\_ and your mind is empty. So what do you do? You keep trying, of course! However, this may be entirely the wrong approach.

Experts say that one of the best things to do is to stop <sup>4</sup>\_\_\_ about the problem completely. Change the space you're in. Move into another room or go outside. Another answer is to <sup>5</sup>\_\_\_ 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 <sup>6</sup>\_\_\_ sharp and train it to be creative! If you regularly <sup>7</sup>\_\_\_ lots of things, the mental exercise can help when you really need to access those ideas quickly.

A make    **B** get    C come    D learn

1 A would    B will    C used    D was

2 A jog    B lose    C rack    D work

3 A frustrated    B thrilled    C relieved    D enthusiastic

4 A think    B to think    C to thinking    D thinking

5 A set off    B hand in    C catch up    D put off

6 A skills    B mind    C vision    D consciousness

7 A remind    B search    C familiarise    D 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/of/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?



**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

**Personal profile**

Bright and responsible sixth-former with practical experience of sports coaching for children and a <sup>1</sup>\_\_\_\_\_ to work well in a team.

**Skills and achievements**

- excellent time management and organisation skills
- <sup>2</sup>\_\_\_\_\_ of German
- well-developed leadership <sup>3</sup>\_\_\_\_\_

**Education and qualifications**

Currently: Astley Sixth Form College, Manchester  
 2010–2017: Astley College, Manchester  
 GCSEs: Combined Science (A), Maths (B), English Language (B), English Literature (B), Sports Studies (A), D&T Product Design (B), Computer Studies (A), German (A)

**Employment history**

Summer 2017 Work experience: Aston Primary School summer camp  
 • <sup>4</sup>\_\_\_\_\_ of activities team (sports and crafts)  
 • <sup>5</sup>\_\_\_\_\_ 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 options.**

I am a bright sixth former with practical experience of *commanding* / (*helping*) tourists. I am a student with a proven ability to <sup>1</sup>*meet* / *experience* deadlines. I have an excellent <sup>2</sup>*command* / *use* of Spanish and German and well-developed communication <sup>3</sup>*skills* / *abilities*. I am also a competent <sup>4</sup>*speaker* / *user* of most computer software and a dedicated member <sup>5</sup>*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 with the endings to make tips for organising a covering email.**

- Use full sentences
- |   |                       |
|---|-----------------------|
| 1 Say why you are writing and               | <input type="radio"/> |
| 2 Give details about yourself and explain   | <input type="radio"/> |
| 3 Explain more about your                   | <input type="radio"/> |
| 4 Mention availability for an interview and | <input type="radio"/> |
- 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–e. There is one extra sentence.



**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 of this.

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

**Write a covering email of 200–250 words 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. <sup>1</sup> \_\_\_ 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. <sup>2</sup> \_\_\_ 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. <sup>3</sup> \_\_\_ 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.

**SHOW WHAT YOU'VE LEARNT**

8 Każdego lata w ośrodku młodzieżowym w twojej miejscowości są organizowane zajęcia dla dzieci w wieku 6–12 lat. Organizatorzy szukają młodych osób do prowadzenia gier i zabaw z dziećmi w języku angielskim. Napisz list motywacyjny liczący 200–250 słów, w którym:

- przedstawisz swoje kwalifikacje (dotychczasowe doświadczenie w pracy z dziećmi i znajomość języka angielskiego),
- przekonasz pracodawcę, że odpowiadają one wymaganiom oferowanej pracy.



**SHOW THAT YOU'VE CHECKED**

Gdy skończysz pisać pracę, sprawdź, czy uwzględniłeś/ uwzględniłaś wszystkie punkty z listy.

**Mój list motywacyjny:**

- w pierwszym akapicie informuje, dlaczego piszę i jakiego stanowiska dotyczy moje zgłoszenie,
- w dalszej części opisuje moje kwalifikacje i umiejętności,
- zawiera przykłady, które potwierdzą, że moja kandydatura jest odpowiednia,
- na koniec wspomina o mojej dyspozycyjności do odbycia rozmowy kwalifikacyjnej,
- został napisany językiem formalnym, więc nie używam w nim form skróconych,
- nie zawiera błędów ortograficznych,
- liczy 200–250 słów,
- został starannie i czytelnie napisany.




**BBC Learning a new skill**
**Before you watch**

- 1 **SPEAKING** In what order do children typically learn these life skills? Discuss how old you were when you learnt how to do them.



Learning how to ...

( read ride a bike speak swim  
tie your shoelaces type walk write )

- 2 **SPEAKING** Discuss the questions.

- 1 What new skills have you learnt since you became a teenager?
- 2 Is it easier to learn a new skill as a child, a teenager or an adult? Why?
- 3 Have you ever learnt how to juggle? Would you like to? Why?/Why not?


**While you watch**

- 3  Watch Chris (38) and Tahoe (8) learning how to juggle. Who is learning faster and why?
- 4  Choose the correct options and decide whether the statements are true (T) or false (F). Then watch the video again and check your answers.
- 1 Chris decides to up the ante by pitting himself *against / with* Tahoe.
  - 2 The *catch / trick* is that Tahoe is three decades younger than Chris.
  - 3 Scarves help to *find / form* a juggling network because they speed the process up.
  - 4 The practice stage is enjoyable. One step *onward / forward*, two steps back.
  - 5 Chris claims that he's not a *big / large* one for excuses, but he hasn't done enough practice.
  - 6 Chris is not impressed when he says to Tahoe: 'Give it your best *shot / throw*'.
  - 7 White matter fixes new brain pathways creating a sense of everything clicking into *point / place*.

- 5 Replace the underlined phrases with the correct form of an appropriate phrase in Exercise 4.

- 1 If something seems too good to be true, it's because there is a hidden problem.  
\_\_\_\_\_
- 2 Learning a language is often a case of getting better and then getting worse. \_\_\_\_\_
- 3 I don't like reading about things. I prefer listening to podcasts. \_\_\_\_\_
- 4 When you are faced with a difficult challenge, always try your best. Never walk away.  
\_\_\_\_\_
- 5 Learning a new skill is so satisfying – that moment when everything starts to work perfectly.  
\_\_\_\_\_
- 6 In some sports, e.g. motor-racing, women should compete with men in an equal contest.  
\_\_\_\_\_

- 6 **SPEAKING** Discuss the statements in Exercise 5. Do you agree with them?

- 7  Watch the video again. What is happening during stages 1–3?

- 1 The cognitive stage
- 2 The practice stage
- 3 The automatic stage

**After you watch**

- 8 **SPEAKING** Think about your experience of learning English and discuss the questions.

- 1 What is the best age to start learning a language? Why?
- 2 Which learning stage do you think you are at now?
- 3 How does learning English compare with other learning experiences such as learning how to dance, to drive, to play the piano, to ski etc.?



## FOCUS VLOG About daily routines

What was your daily routine when you were younger and how does it compare to now?

What did you use to do when you were a teenager that you miss doing now?



1 Name a person you know well who is in their twenties or older. Think about their daily routine when they were teenagers. Which statements could describe what they used to do?

1 He/she used to have a structured routine.

2 He/she used to make their own breakfast.

3 He/she used to play football with friends.

4 He/she used to belong to an athletics club.

5 He/she used to go to dance classes.

6 He/she used to chill at home in the evenings.

7 He/she used to do stretches in the morning.

8 He/she used to drive around listening to music.

2 Does the person you know do any of the things in Exercise 1 now?

3 Watch the video and match the statements in Exercise 1 with the teenage daily routine of the speakers in the box.

( Aaron  Hannah  Harriet   
Natasha  Nobuse  )

4 **SPEAKING** Compare your daily routine now with the one your parents had. Discuss how similar or different they are.

5 Put the words in order to make questions. Then watch the first part of the video (up to 03:18) again and answer the questions.

1 Hannah / with / Who / to / would / school / walk ?

2 school / would / to / Aaron / How / get ?

3 use / Why / 'quite intense' / be / routine / Natasha's / to / daily / did ?

4 eat / school / home / to / way / use / the / What / Nobuse / did / from / on ?

5 routine / structure / to / What / some / Harriet's / used / daily / give ?

6 Discuss the questions. Then watch the rest of the video (03:19–04:26) again and check your answers.

1 What would Hannah like to get back into?

2 Why did Aaron use to drive around a lot?

3 Why did Natasha use to see her friends much more?

4 What does Nobuse miss doing?

5 Why did Harriet use to get more things done?

7 **SPEAKING** Are you a person who likes to have structure or variety in your day-to-day life? Why?

### Focus On Life Skills

Communication • Critical thinking

8 **SPEAKING** Discuss these sayings about youth. What do they mean and how much do you agree with them?

- School days are the best days of your life.
- Youth is wasted on the young.
- Youth is the best time to be rich and the best time to be poor.

9 Think about how life as a teenager was different for your grandparents. Write notes under the headings. Think about daily routines, free time, friends, school and your own ideas.

Ways life is easier for teenagers now

Ways life was easier for teenagers in the past

10 **SPEAKING** Discuss your notes. What is your conclusion?

## 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.

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

/5

- 2 Choose the correct answers A–C.

What profession do you want to go \_\_\_ when you finish school?

A up                      **B** into                      C in

- I'd like to work in the \_\_\_ of engineering as a career.  
A area                      B field                      C course
- We'll never know the answer, it will \_\_\_ a mystery.  
A remain                      B solve                      C recover
- When I was off school ill, I fell \_\_\_ in my studies.  
A back                      B off                      C behind
- I have a really \_\_\_ memory of my fifth birthday party. I can remember everything about it.  
A vague                      B distant                      C vivid
- 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.

- I got a **s**\_\_\_\_\_ to study at university, so I didn't have to pay to go.
- He learns fast, he can **a**\_\_\_\_\_ new skills really easily.
- I've nearly finished my university course. Now I just have to write my **d**\_\_\_\_\_. It's supposed to be 10,000 words long!
- When you study, it's a good idea to **m**\_\_\_\_\_ in the subject you love most.
- 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*

- When my sister was younger, she will walk around when she was studying. \_\_\_\_\_
- They always were disturbing other students, which was annoying. \_\_\_\_\_
- I didn't used to enjoy science, but now I want to study it at university. \_\_\_\_\_
- Kate is always asking the teacher for extra homework. What a swot! \_\_\_\_\_
- 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.

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

/5

- 6 Choose the correct answers A–C.

### In the family

Dominic Foster and his dad John both have a \_\_\_ 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 <sup>1</sup>\_\_\_ an electrical engineer, had to give up due to bad health and was looking for a new challenge. Meanwhile, his son Dominic had decided <sup>2</sup>\_\_\_ to university as he didn't want to spend time <sup>3</sup>\_\_\_ a degree and preferred on-the-job training. Although the pair both chose to <sup>4</sup>\_\_\_ on the course for different reasons, as soon as people find out, they can't help <sup>5</sup>\_\_\_ 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   | <b>C</b> 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



**7 Translate the Polish parts of the sentences.**

Politics *didn't use to be* (kiedyś mnie nie interesowała) of interest to me, but now it is.

- 1 I can \_\_\_\_\_ (słyszę, jak śpiewają) now. They're really loud!
- 2 We didn't know what to do, but then Sam \_\_\_\_\_ (doznał olśnienia).  
It was a great idea!
- 3 Jane is so annoying. She \_\_\_\_\_ (śpiewa sobie) quietly while we're studying and it drives me mad!
- 4 I only just \_\_\_\_\_ (przebrnąłem przez) my exams. I'll work harder next time.
- 5 Do you ever \_\_\_\_\_ (czujesz potrzebę) to learn a new skill?

/5

**8 Complete the sentences with the correct form 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) my knowledge of a subject.
- 2 She was \_\_\_\_\_ (CONSCIOUS) 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 has the same meaning 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.

**USED**

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 <sup>1</sup> \_\_\_\_\_ 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 <sup>2</sup> \_\_\_\_\_ to leave piles of books and papers on my desk in between cold cups of tea and snack wrappers, so of course I was <sup>3</sup> \_\_\_\_\_ 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 <sup>4</sup> \_\_\_\_\_ 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 <sup>5</sup> \_\_\_\_\_ always tidy everything away so, the next time I sit down, my desk is clear. It definitely helps me study!

/5

**Total /20**