

1

DO YOUR BEST

If you think education is expensive, try ignorance.

DEREK BOK (B. 1930), FORMER PRESIDENT OF HARVARD UNIVERSITY

UNIT LANGUAGE AND SKILLS

Vocabulary:

- Show what you know – verb-noun collocations
- phrasal verbs – education
- collocations
- synonyms – personality adjectives
- word families – verbs ending in -ise
- collocations
- Word in focus – do

Grammar:

- present and past habits
- verb patterns

Listening:

- people talking about memory
- multiple matching

Reading:

- an article about experiments in education
- gapped text

Speaking:

- describing and speculating about photos

Writing:

- a report

FOCUS EXTRA

- Grammar Focus pp. 130–131
- WORD STORE booklet pp. 2–3
- Workbook pp. 8–21 or MyEnglishLab
- MP3s – www.english.com/focus

1.1 Vocabulary

Education • Phrasal verbs • Collocations • Personality adjectives

I can talk about education and different kinds of student.

SHOW WHAT YOU KNOW

1 In pairs, make as many verb-noun collocations as you can in sixty seconds.

verbs		nouns
attend	drop fail	a career a course
pass	pursue skip	an exam a lesson
study	take	a subject university

attend a course/attend a lesson/attend university

2 Write three questions with different collocations from Exercise 1. Then, in pairs, ask and answer your questions.

Which university would you most like to attend? Why?

3 Look at the photos and read about four kinds of student. Which one describes you best? Compare with a partner.

SELF-MOTIVATED



You're very well-organised and you usually remember to bring the right books to your lessons. You want to do well and you try not to **fall behind** with your homework. You're **studious**, and **eager to learn**. You get good marks because you **pay attention** in class. You're an enthusiastic learner.

SOCIABLE



You're **gregarious** and fun to be with. You sometimes get into trouble in class because you can't stop talking. You particularly like interaction with other people at school. You **have a gift for** languages and you enjoy taking part in interactive activities. You're a team-player and a communicator.

SPORTY



You're a popular member of the class with a good **circle of friends**. You particularly enjoy teamwork and learning in an active way. However, you'd prefer to be outside on the sports field than in the classroom. You're competitive and **single-minded**, but you're also a cooperative learner who likes motivating other people.

BRAINY



You're lucky – you're naturally **bright**. You're **curious** about the world and you **soak up knowledge** like a sponge. You have a thirst for knowledge and you excel at subjects that many other students struggle with, such as Maths and Sciences. You're a **deep thinker** and an **analytic** learner.

- 4 Do the questionnaire and check your score. Do you get the same answer as in Exercise 3?

WHAT KIND OF STUDENT ARE YOU?

Do our questionnaire and find out.

1 The summer holidays are over and term begins on Monday. What are your thoughts?

- A I'm **looking forward to** reaching my goals.
- B I can't wait to see old classmates again.
- C I'm going to train really hard this term.
- D I can't wait to tackle some advanced Maths.

2 Teachers are most likely to say to you:

- A 'Thank you for **handing in** your assignment on time.'
- B 'Yes, very funny. Now get on with your work.'
- C 'Can you keep still for a moment, please?'
- D 'Well done, you've got top marks again.'

3 You have a free period. What do you do?

- A Go to the library and do some research for your school project.
- B Hang out with your friends in the canteen and chat.
- C Get two teams together and have a game of basketball.
- D Go to the IT room and **catch up on** the latest science news.

4 You have an exam tomorrow. What do you do?

- A Your revision timetable tells you to take the night off.
- B You go out - it's Thursday night!
- C You go to the gym and **put off** thinking about the exam.
- D You've always done well in exams, so you watch a film.

5 Your number one reason for liking school is because ...

- A you want to **go on to** further studies and a great career.
- B it's where your friends are.
- C it has the best football team in the region.
- D it has a great science lab.

WHAT DOES IT MEAN?

Mainly **As** = You're **self-motivated**.

Mainly **Bs** = You're **social**.

Mainly **Cs** = You're **sporty**.

Mainly **Ds** = You're **brainy**.

- 5 In pairs, discuss how you would describe the worst student in the world.

Go to WORD STORE 1 page 3.

WORD STORE 1A

- 6 **CD-1.9 MP3-9** Complete WORD STORE 1A with the base form of the phrasal verbs in red in the texts. Then listen, check and repeat.
- 7 Complete the questions with prepositions or particles. Then, in pairs, ask and answer the questions.
- 1 At the start of term, what do you look forward _____ ?
 - 2 Do you get on with your homework as soon as you get home or do you put it _____ ?
 - 3 Have you ever finished an assignment and then forgotten to hand it _____ ?
 - 4 When you go online, what's the first thing you catch up _____ ?
 - 5 Is there a particular university you want to go on _____ ?
 - 6 Are there any subjects where you are falling _____ ?

WORD STORE 1B

- 8 **CD-1.10 MP3-10** Complete WORD STORE 1B with the underlined phrases in the texts. Then listen, check and repeat. Add a translation.
- 9 In pairs, match the sentence halves. Which statements do you agree with?

- | | | | |
|----------------------------|--------------------------|--------------------------|--------------------------|
| 1 To become a deep | <input type="checkbox"/> | 5 Children soak up | <input type="checkbox"/> |
| 2 It's difficult to pay | <input type="checkbox"/> | 6 It's important to have | <input type="checkbox"/> |
| 3 If you don't reach | <input type="checkbox"/> | a supportive circle | <input type="checkbox"/> |
| 4 Students who have a gift | <input type="checkbox"/> | 7 Most teenagers aren't | <input type="checkbox"/> |
| | | very eager | <input type="checkbox"/> |

- a your educational goals, it doesn't matter.
- b of friends at school.
- c knowledge like a sponge. It's easy for them.
- d thinker you need a thirst for knowledge.
- e for drama should attend special drama schools.
- f to learn. They find lessons boring.
- g attention in class just before lunch.

WORD STORE 1C

- 10 **CD-1.11 MP3-11** Complete WORD STORE 1C with the highlighted adjectives in the texts. Then listen, check and repeat.
- 11 Replace the underlined adjective with a synonym from WORD STORE 1C.
- 1 Hannah is very hard-working. She's always in the library.
 - 2 Dan has a logical way of thinking. He likes problem-solving.
 - 3 Jim is a social person. He loves a good party!
 - 4 Eva is very determined. She never gives up.
 - 5 Tom likes to discover new things. He's always interested.
 - 6 Rosa is really intelligent. She gets everything right.
- 12 Replace the names in Exercise 11 to describe students in your school. Does your partner agree with you?

WORD STORE 1D

- 13 **CD-1.12 MP3-12** Complete WORD STORE 1D with more synonyms for personality adjectives. Then listen, check and repeat. Write example sentences.

1.2 Grammar

Present and past habits

I can talk about present and past habits.

- 1 Read Gillian Lynne's story. What do you think she did when her mum and the psychologist left the room?
- 2 **CD•1.13 MP3•13** Listen to two friends talking about Gillian's story and check your ideas in Exercise 1. In pairs, discuss what lessons this story teaches us about educating children.
- 3 Complete the GRAMMAR FOCUS with the phrases in blue in the text.

GRAMMAR FOCUS

Present and past habits

- You can use the **Present Simple** and the **Past Simple** to talk about habits.
She ¹ used to fail all her exams.
Life ² _____ so good.
- You can use **used to** to talk about regular past actions that don't happen any more or past states that are no longer true.
She ³ _____ and move around instead of listening to the teacher.
Her teachers ⁴ _____ about her disruptive behaviour.
- You can use **will** (present) or **would** (past) to talk about characteristic, repeated or predictable actions. You don't use them to talk about states.
She ⁵ _____ people.
She ⁶ _____ and handing in her homework late.

Note: You don't usually ask questions with this use of *will* and *would*.

- 4 Complete the sentences with the correct form of the verbs in brackets. Use **would** where possible. If **would** is not possible, use **used to**. If **used to** is not possible, use the **Past Simple**.
 - 1 This school used to be (be) smaller than it is now.
 - 2 Mum _____ (take) me to school every day.
 - 3 I _____ (not like) going to school.
 - 4 I _____ (hate) having school lunches.
 - 5 I _____ (go) swimming every week.
 - 6 I _____ (go) on a school trip to England.
- 5 Write **yes/no** questions for the sentences in Exercise 4. Use **used to** or the **Past Simple**. Then, in pairs, ask and answer your questions.
 - 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.

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



- 6 Write sentences comparing your routine in primary school and now. Then compare with a partner. Who has changed the most?

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

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

- 7 Complete the sentences about annoying habits with the correct form of the verbs in the box.

[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 girlfriend.
 - 4 Before, Dave _____ his temper. Now he _____ his keys.
 - 5 Before, Mary _____ lies. Now she _____ people what to do.
- 8 In pairs, list the habits in Exercise 7 from least to most annoying. Do you know people who had or have any of these habits?

1.3 Listening

Multiple matching

I can understand the main points in short monologues.

- 1 In pairs, 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 **CD•1.14 MP3•14** Read about two methods of memorising a shopping list. Choose the best heading A–E for each method. Then listen and check.

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

Memory tips

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

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

- 2 Think of your home and get a mental image of the rooms in your house. Then put the items on the list, one by one, in specific places in the rooms. For instance, you imagine the bread on the doormat as you come in the door. Then you go into the living room and the coffee is in front of the television, the yoghurt is on the sofa and the steak is stuck to the mirror on the 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 In pairs, test your memory. Follow the instructions.

- Make 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 the text.
- After sixty seconds, take it in turns to recall your list. Did the memory tip help?

EXAM FOCUS Multiple matching

- 4 **CD•1.15 MP3•15** Listen to four people talking about memory. Choose from the list (A–F) what each speaker says. Use the letters only once. There are two extra letters.

Speaker 1:

Speaker 3:

Speaker 2:

Speaker 4:

The speaker:

- A refers to someone who is incapable of forgetting anything.
- B wanted a family member to confirm whether his/her memory was correct.
- C disagrees with someone about how they keep a good memory.
- D wishes they could forget a memory of witnessing a crime.
- E has problems remembering the names of things well.
- F can describe someone accurately after seeing them for only a few seconds.

- 5 **CD•1.15 MP3•15** Complete the questions with the words in the box. Then listen again and answer the questions.

detail earliest good losing slip vividly

- 1 What is Speaker 1's _____ memory?
 - 2 What is the first birthday party Speaker 1 can remember _____?
 - 3 Is Speaker 2's grandfather _____ his memory or does he manage to recall things in _____?
 - 4 Does Speaker 3 have a _____ memory for names or faces or both?
 - 5 Do key facts in TV programmes sometimes _____ Speaker 4's mind?
- 6 In pairs, ask and answer the questions in Exercise 5. Give details wherever possible.

1 What is your earliest memory?

PRONUNCIATION FOCUS

- 7 **CD•1.16 MP3•16** Listen and repeat the words in the box. Do any of the words have the same vowel sound?

bread clear learn mean steak wear

- 8 **CD•1.17 MP3•17** Add the words from Exercise 7 to the table. Then listen, check and repeat.

Sound	Typical spelling	Occasional spelling
/i:/	need, detail, ¹ mean	piece
/ɪə/	here, career, ² _____	
/ɜ:/	reserved, squirt, turn	³ _____
/e/	egg	⁴ _____
/eɪ/	made, detail, pay	⁵ _____
/eə/	pair, rare	⁶ _____

WORD STORE 1E

- 9 **CD•1.18 MP3•18** Complete WORD STORE 1E. Add nouns, adjectives or verbs to the table. Mark the stress. Then listen, check and repeat.

1.4 Reading

Gapped text

I can understand the structure of a text.

- 1 In pairs, discuss how you use technology to help you learn. Think about in school and out of school.
- 2 Read the article and answer the questions.
 - 1 What two experiments did Dr Sugata Mitra set up in India? Why?
 - 2 How did technology help Indian children learn?

EXAM FOCUS Gapped text

- 3 Read the article again. Choose from the sentences (A–E) the one which fits each gap. There is one extra sentence.
 - A 'The children are forming relationships with them and the teachers, many of whom were upset at the thought of having finished their careers, have realised they're more important than ever,' he says.
 - B For many years he has been interested in a form of learning in which children are unsupervised and involved in self-learning and peer-teaching.
 - C Traditional education models assume that children are empty vessels who need to be filled with content, but Dr Mitra's experiments prove that wrong.
 - D 'Computers cannot replace good teachers, but they can get a high standard of education into the schools where they are needed most,' he says.
 - E He then left them to use it unsupervised and found that after only a month, the children had taught themselves how to use the computer and go online.

- 4 Complete the sentences with the correct form of the words in capitals. Then check your answers in the article.
 - 1 Dr Sugata Mitra thinks the current education system is outdated and not fit for purpose. **DATE**
 - 2 Using a child's natural _____ is at the heart of Mitra's ideas. **CURIOUS**
 - 3 He put a computer in a hole in the wall between his work premises and an _____ slum. **JOIN**
 - 4 The experiment became the _____ for a very successful film. **INSPIRE**
 - 5 In 2010 Mitra _____ a new project for Indian children involving Skype. **INITIAL**
 - 6 _____, the children wanted to listen to British grandmothers reading them fairy tales. **SURPRISE**
 - 7 There are now 200 _____ reading to Indian children via Skype. **VOLUNTARY**
 - 8 Mitra has won a prize for the project he calls ' _____ Invasive Education'. **MINIMUM**

Education

Lighting the

CD•1.19 MP3•19

Dr Sugata Mitra, Professor of Educational Technology at Newcastle University, England, thinks it's time for a radical shake-up of education. He believes that the present education system is outdated because it doesn't prepare children for the jobs of the future, which have changed, thanks to technology. ¹ _____ Dr Mitra calls this methodology 'Minimally Invasive Education' and explains that it is based on the idea of using children's natural curiosity and then providing an environment where they can learn on their own.



Dr Sugata Mitra

In 1999 he decided to test his ideas and set up an experiment, now known as the Hole-in-the-Wall Experiment, with children living in slums who didn't have access to good teachers. At the time he was working in New Delhi and his place of work shared a wall with a slum. He cut a hole in the wall between his work premises and the adjoining slum and placed a computer with Internet access in a kiosk where children could use it freely. ² _____ He then repeated the Hole-in-the-Wall experiment in a village with no Internet access. This time he left the computer in a kiosk with just a few CDs in English and when he went back after

- 5 Do you think these things will be more, less or equally important in the schools of 2025? Discuss with a partner.

books blackboards computer rooms desks
exams and tests group-work homework
hand-held computers language laboratories
paper teachers whiteboards wi-fi

WORD STORE 1F

- 6 CD•1.20 MP3•20 Complete WORD STORE 1F. Replace the underlined word with a word in the box to make another collocation with a similar meaning. Then listen, check and repeat.

spark of Learning



children from India learning from a 'Skype Granny'

two months, the children surprised him by asking, in English, for a faster processor and a better mouse! When he asked how they knew all this, they said that they taught themselves some English so that they could understand the machine that only talked in English.

The project was so successful that it became the inspiration for the hugely successful film *Slumdog Millionaire*. The film was based on a book entitled *Q&A* by Vikas Swarup. Swarup said that his book was inspired by the Hole-in-the-Wall experiment. He said, 'I realised that there's an innate ability in everyone to do something extraordinary, provided they are given an opportunity.'

In 2010 Dr Mitra initiated another project for children in India – this time using a Skype connection. Mitra explains: 'When I last visited India, I asked the children what they would like to use Skype for most and, surprisingly, they said they wanted British grandmothers to read them fairytales.' Dr Mitra recruited a British woman to spend a few hours a week reading to the children and set up webcams so that a life-size image of the storyteller is projected onto a wall in India. He now has 200 volunteers reading to the children via Skype. He also has retired teachers and educators regularly teaching slum children in India by Skype. ³ ___ Hundreds of children in India are now learning from 'Skype Grannies', but Dr Mitra's plan is to create a School in the Cloud using retired teachers as a resource for children all around the world to tap into.

In 2013 Dr Sugata Mitra was the winner of the \$1 million TED* prize for his revolutionary work with Indian children and for showing the power of 'Minimally Invasive Education'. Dr Mitra believes that technology should be seen not as a threat to teachers, but as an asset. ⁴ ___ With the prize money he will continue to fulfil his wish of building a School in the Cloud, where children can find information and learn from one another.

*TED (Technology, Entertainment, Design) is a global set of conferences under the slogan 'Ideas Worth Spreading'.



children learning from a computer in a wall, India

1.5 Grammar

Verb patterns

I can use a wide range of verb patterns.

- 1 **CD•1.21 MP3•21** Listen to Part 1 of a podcast about being left-handed. What jobs seem to be more suited to 'lefties'?
- 2 **CD•1.21 MP3•21** Listen to the podcast again. Are the statements true (T) or false (F)?
 - 1 No one knows what **makes someone use** their right or left hand.
 - 2 Left-handers **tend to choose** creative professions.
 - 3 Dominance of the left hemisphere **enables left-handers to be** better at 3D perception.
 - 4 Rafa Nadal **keeps winning** because he is naturally left-handed.
- 3 Read and complete GRAMMAR FOCUS I with the verb patterns in blue in Exercise 2.

GRAMMAR FOCUS I

Verb patterns

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

- 4 Match the verbs in the box with verb patterns 1–4 in GRAMMAR FOCUS I. Check the lists in Grammar Focus page 130 if you are not sure.

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

- 5 **CD•1.22 MP3•22** 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 the text. 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 best friend? Jane always listens to her.'*

- You use **feel, hear, see, watch** + object + -ing to describe ongoing actions or the same verbs + object + infinitive without to to describe finished actions.
*I **watched Dan playing** football and **saw him score** the winning goal.*

- 7 Complete the sentences with the correct form of the verbs in brackets. Then tick the sentences that are true for you.

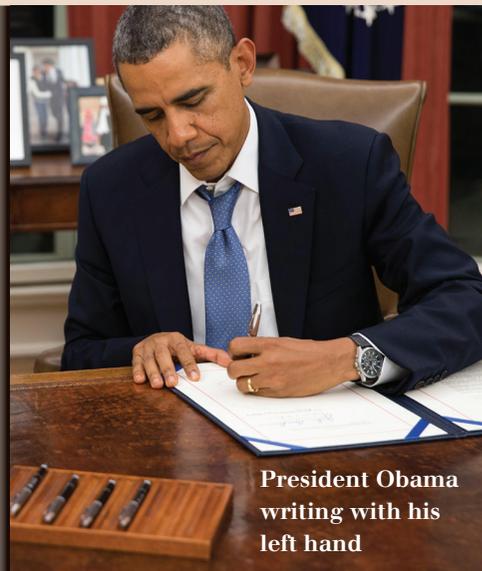
- 1 I often forget _____ (bring) my pens to school.
- 2 I'll never forget _____ (meet) my best friend.
- 3 I don't remember _____ (learn) how to swim.
- 4 I always remember _____ (switch) my phone off in lessons.
- 5 I stopped _____ (take) piano lessons a while ago.
- 6 I usually stop _____ (buy) sweets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

Grammar Focus page 130

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

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

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



President Obama writing with his left hand

1.6 Speaking

Describing a photo

I can speculate about photos and answer a related question.

- 1 Look at the adjectives in the box. In pairs, talk 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 Describe photos A and B.

- Say what the photos show.
- Speculate about the people and their feelings.



- 3 **CD•1.23 MP3•23** Listen to someone describing photos A and B. Does the speaker have the same ideas about the situations as you?

- 4 **CD•1.23 MP3•23** Read the **SPEAKING FOCUS** and complete the description of photos A and B with one word in each gap. Then listen again and check.

These are both photos of people learning new things. In the first photo a girl is in a car. It's ¹hard to tell whether she's having a driving lesson or taking her driving test. The man in the passenger seat has got a pen, so the ²_____ are he's an examiner. ³_____ on his body language, I'd say they might be ⁴_____ to crash! ⁵_____, something is wrong.

In the second photo a boy is learning to play the guitar. He ⁶_____ be learning from a teacher or a friend. It's not ⁷_____ to say whether he's a beginner or not, but he ⁸_____ to be enjoying himself. The girl in the car, however, ⁹_____ by the expression on her face, isn't enjoying the situation much at all!

SPEAKING FOCUS

Speculating about people

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

Showing certainty

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

Showing uncertainty

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

Speculating about the situation

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

- 5 Work in pairs. Go to **WORD STORE** page 23 and take it in turns to describe and speculate about the photos.
- 6 **CD•1.24 MP3•24** Listen to a teenager answering a question. Which of these questions has he been asked?
- 1 Which school subject do you feel is the most useful? Why?
 - 2 Is it important for you to learn to drive? Why?/Why not?
 - 3 What qualities should a good teacher or instructor have?
 - 4 Given the choice, which new subjects or skills would you like to learn and why?
- 7 **CD•1.24 MP3•24** Listen again and tick the phrases you hear.

- | | | | |
|---------------------------|--------------------------|-------------------------------|--------------------------|
| • Personally, I think ... | <input type="checkbox"/> | • I intend to ... | <input type="checkbox"/> |
| • In my opinion, ... | <input type="checkbox"/> | • For this reason, I feel ... | <input type="checkbox"/> |
| • Actually, ... | <input type="checkbox"/> | • That's why I think ... | <input type="checkbox"/> |
| • To be honest, ... | <input type="checkbox"/> | | |

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

1.7 Writing

A report

I can write a report that summarises information from a meeting.

1 Read Mandy's post on the school website. Then, in pairs, discuss the questions.

- 1 What is the next school meeting about?
- 2 What does Mandy want students in her year to do?
- 3 What does a student representative do?

2 Now read Mandy's report and choose the best answer.

When writing a report of a meeting, the writer needs to

- A write down exactly what people said.
- B summarise the main points to inform the readers.

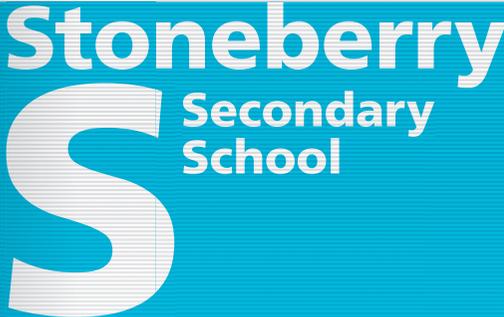
3 Read the report again and answer the questions.

- 1 What are the three types of event that Mandy writes about?
- 2 Which two of these events also happened last year?
- 3 What was Mandy's impression of the meeting?
- 4 What action do students need to take?

4 A report is usually divided into sections with headings. Match these headings with the paragraphs in Mandy's report.

- 1 Summer charity event
- 2 Conclusion
- 3 End-of-year parties
- 4 Introduction
- 5 Summer barbecue

5 Complete the WRITING FOCUS with the examples in purple in Mandy's report.



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Latest news

Student representatives meeting



Posted on 9 January at 9:03 AM

Hi everyone,

As you know, I'm your Student Representative for this year and I'm going to a big meeting on Thursday, where we'll be discussing school social events for the summer term. One of these will be an important charity event to raise money for the local children's hospital.

If you've got anything you'd like me to say at the meeting, please email me and I'll try to mention it on Thursday.

I'll upload my report of the meeting next week.

Remember: my job is to represent you, so let me know what ideas you've got!

Mandy

School meeting about summer social and charity events

Report by Mandy Collins, Year 10 Student Representative

- A The aim of this report is to inform Year 10 students of the summer social events that were discussed at the recent school meeting and to recommend action that needs to be taken.
- B The school will fund end-of-year parties for each year group. These will be organised by students in those classes. The parties should be held at school in the week before the end of term and could take place at lunchtime, after school or in the evening.
- C We have decided to hold another summer barbecue near the river. Any ideas for a theme for the barbecue from students would be welcome.
- D There will be another charity event in June to raise money for Belford Hospital. It is hoped that this year the school can raise even more money than last year. Each year group is asked to put forward an idea that they can organise for the day.
- E The meeting was very informative and several of Year 10 students' ideas were considered. Students should now think about what we can do for the charity event. Any suggestions should be posted on the website.

WRITING FOCUS

A report

Overall structure

- Organise your report clearly. Divide it into different sections, each with a heading.
- Include an introduction, sections giving different information and a conclusion with suggestions or recommendations.
- Use a semi-formal style.

Introduction

In your introduction, explain the purpose of your report. It doesn't need to be long or detailed.

The purpose of this report is to describe ...

1

Main sections

- Divide your report into different sections relating to different types of information. Give each section a heading.
- Give factual statements using simple active and passive verb forms.

The school will fund ...

2

It is hoped/advised that ...

3

Conclusion

In your conclusion, summarise your findings in a summary sentence.

4

A lot of points were discussed.

There are still a number of decisions to be made.

Make recommendations/suggestions.

I would recommend/suggest that ...

We hope that students will ...

One suggestion/idea would be to ...

We should consider ...

It would benefit everyone if ...

5

Use a semi-formal style.

- Use full forms, not contractions: *it is*, not *it's*.
- Don't leave out words or have one word sentences:
I shall write a new report later, not *new report later*.
- Don't use exclamation marks: *It was very informative*, not *It was very informative!*.
- Don't use idiomatic expressions: *They appreciated our ideas*, not *They loved our ideas*.

6 Rewrite the sentences using language from the WRITING FOCUS.

- 1 In this report I want to describe some changes to the school timetable.
- 2 I learned a lot from the lecture.
- 3 Let's think about some alternatives.
- 4 It would be a good idea to go on the website and look at the plans.
- 5 Some of the ideas were absolutely brilliant!

7 Read the LANGUAGE FOCUS and choose the correct options.

- 1 The students suggested *to have / having* a big end-of-term party.
- 2 The people at the meeting recommended *to reconsider / that we reconsider* the proposals.
- 3 We intend *to discuss / discuss* the subject again next month.
- 4 The suggestions caused us *to have / that we had* some concerns.
- 5 It was decided *to have / having* a fashion show.
- 6 Everyone is advised *to wear / wearing* warm clothes.

LANGUAGE FOCUS

Verb patterns

You can use these verbs in reports to make recommendations and suggestions. Note the verb patterns.

- *advise* + person + *to*-infinitive
You are advised to check the website.
- *intend* + *to*-infinitive
The committee intends to contact all members.
- *cause* + noun/pronoun + *to*-infinitive
Poor weather caused us to reconsider our plans for a barbecue.
- *suggest* + *that* + a person + *to*-infinitive/-ing
The head teacher suggests that we donate the money to charity.
The head teacher suggests donating the money to charity.
- *recommend* + *that* + noun + infinitive without *to*
We recommend that the barbecue takes place in August.
- *decide* + *to*-infinitive
It was decided to delay the plans until next term.

8 Read Jack's email about a meeting he attended. Note down points for his report under these headings.

- | | |
|------------------|----------------------------------|
| 1 Introduction | 3 Facilities |
| 2 Where and when | 4 Conclusion and recommendations |

Hi Ella,

Just got back from my student rep meeting – all about the new school sports building. It's going to be at the back of the school where the old car park used to be. The builders say that they'll start work in the summer holidays. So, who knows – it might be ready for the new term!

The facilities are going to be great. There's going to be a new indoor swimming pool with changing rooms. Next to that, they hope to have a big room for indoor games like table tennis and badminton. Brilliant!

The school's got the money for the building, but they need us to raise some money for equipment. We talked about having a talent competition and maybe a sponsored walk. We're hoping students will give us some more ideas for fundraising and we can talk about those at the next meeting.

Must write up my report now,

Jack

9 Write Jack's report for the school website in 140–190 words. Use the WRITING FOCUS and the LANGUAGE FOCUS to help you.

1.8 Language in focus

-ing forms

I can use -ing forms in a range of different contexts.

- 1 Read the information about -ing forms and match uses 1–6 with examples a–f from this unit.

All **-ing forms** express some sense of 'ongoing activity'. **-ing forms** can be used as verbs (*I'm **learning** Spanish.*); as adjectives (*The lessons are **boring**.*); or as nouns (***Reading** is easier than **listening**.*).

- 1 Use -ing forms in continuous tenses.
- 2 Use -ing forms after certain verbs.
- 3 Use -ing forms in certain adjective/noun constructions.
- 4 Use -ing forms after prepositions.
- 5 Use -ing forms to describe people or things.
- 6 Use -ing forms as the subject or object of a sentence.

- | | | | |
|----------------------------|--------------------------|---|--------------------------|
| a Learning is remembering. | <input type="checkbox"/> | d ideas worth spreading | <input type="checkbox"/> |
| b Nadal keeps winning. | <input type="checkbox"/> | e She's always disturbing people. | <input type="checkbox"/> |
| c a shocking piece of news | <input type="checkbox"/> | f I'd be good at recognising criminals. | <input type="checkbox"/> |

- 2 Translate examples a–f in Exercise 1. What are the differences between your language and English?

- 3 Use the prompts to write sentences with the -ing form. Which sentences do you agree with?

- 1 know how to type / useful skill
Knowing how to type is a useful skill.
- 2 take exams / very stressful
- 3 watch TV / waste of time
- 4 copy your friend's homework / cheat
- 5 always be late / annoy habit
- 6 not have breakfast / bad for you

- 4 Read REMEMBER THIS. Then complete the sentences using the words in brackets. Add *but* and any other words necessary.

REMEMBER THIS

Certain adjective/noun constructions begin with *it* or *there*.
It's nice being here. Is there any use trying to explain?

- 1 It's _____ (no/good/talk) to her – she never listens.
 - 2 Is it _____ (worth/buy) that textbook? All the information is online.
 - 3 It's _____ (no/use/complain) about your exam results. You didn't revise!
 - 4 There's _____ (no/point/discuss) this any more. I've made up my mind.
- 5 Complete the questions with the correct form of the words in the box. There are two extra words. Then answer the questions.

[do fail forget pass speak write]

- 1 Have you been _____ much exam revision recently?
- 2 Have you ever listened to yourself _____ English?
- 3 Do you think speaking is more difficult than _____?
- 4 Has the thought of _____ your English exams ever entered your head?

01 WORD LIST

Education and schoolwork

- attend university/a lesson /ə'tend ju:nɪ'vɜ:səti/ə 'lesən/
do research (into sth) /,du: rɪ'sɜ:tʃ (ɪntə ,sʌmθɪŋ)/
do well (in exams) /,du: ,wel (ɪn ɪg'zæmz)/
drama school /'drɑ:mə sku:l/
drop a course/a subject /,drɒp ə 'kɔ:s/ə 'sʌbdʒɪkt/
education model /,edʒu'keɪʃən ,mɒdl/
educator /'edʒəkətə/
fail an exam/a subject /,feɪl ən ɪg'zæm/ə 'sʌbdʒɪkt/
get good/top marks /,get gud/tɒp 'mɑ:ks/
handwriting /'hænd,rʌɪtɪŋ/
have/pursue a career /,hæv/pə'sju: ə kə'riə/
(high) standard of education /,(haɪ) ,stændəd əv ,edʒu'keɪʃən/
learn in an active way /,lɜ:n ɪn ən ,æktɪv 'wei/
learner /'lɜ:nə/
learning disorders /'lɜ:nɪŋ dɪs'ɔ:dəz/
mentor (n, v) /'mentɔ:/
pass an exam /,pɑ:s ən ɪg'zæm/
peer-teaching /,piə 'ti:tʃɪŋ/
period /'pɪəriəd/
problem-solving /'prɒbləm ,sɒlvɪŋ/
revise for exams /rɪ'vaɪz fɔ: ɪg'zæmz/
revision timetable /rɪ'vɪʒən ,tʌɪm,tetəbəl/
school management /,sku:l 'mænɪdʒmənt/
skip an exam/a lesson/a subject /,skɪp ən ɪg'zæm/ə 'lesən/ə 'sʌbdʒɪkt/
spokesperson (for a class) /'spəʊks,pɜ:sɪs (fɔ: ə 'klɑ:s)/
spread ideas /,sprɛd aɪ'dɪəz/
student representative /,stju:dənt ,reprɪ'zentətɪv/
take a course/an exam/a lesson/a subject /,teɪk ə 'kɔ:s/ən ɪg'zæm/ə 'lesən/ə 'sʌbdʒɪkt/
take part in interactive activities /teɪk ,pɑ:t ɪn ɪntə'æktɪv æk'tɪvətɪz/
tap into a resource /,tæp ɪntə ə rɪ'zɔ:s/
teach yourself sth /'ti:tʃ jə'self ,sʌmθɪŋ/
teamwork /'ti:mwɜ:k/
train hard /,treɪn 'hɑ:d/
volunteer /vɒlən'tɪə/

School discipline

- cheat /tʃi:t/
complain about sth /kəm'pleɪn əbaʊt ,sʌmθɪŋ/
disruptive behaviour /dɪs,rʌptɪv br'heɪvjə/
disturb /dɪ'stɜ:b/
fidget /'fɪdʒət/
get into trouble /,get ɪntə 'trʌbəl/
keep still /,ki:p 'stɪl/
pay attention in class /,peɪ ,ətənʃən ɪn 'klɑ:s/
unsupervised /ʌn'su:pəvaɪzd/

Abilities and learning styles

- 3D perception /θri:,dɪ: pə'sepʃən/
analytic /,ænə'lɪtɪk/
brainy/bright/sharp/intelligent /'breɪni/braɪt/ʃɑ:p/ɪn'telədʒənt/
competitive /kəm'petətɪv/
curiosity /,kjʊəri'ɒsəti/
curious/interested /'kjʊəriəs/ɪn'trɛstəd/
deep thinker /,di:p 'θɪŋkə/
determined/single-minded /dɪ'tɜ:mənd/,sɪŋɡəl 'maɪndɪd/
diligent /'dɪlədʒənt/
do your best /,du: jə 'best/
dominance (of the left hemisphere) /'dɒmənəns (əv ðə ,left 'heməsfiə)/
eager to learn /,i:ɡə tə 'lɜ:n/
enthusiastic /ɪnθju:zi'æstɪk/
excel at /ɪk'sel ət/
gift for /'gɪft fɔ:/
hard-working /,hɑ:d 'wɜ:kɪŋ/
incapable of doing sth /ɪn,kæpəbəl əv 'du:ɪŋ ,sʌmθɪŋ/
inquisitive /ɪn'kwɪzətɪv/
(innate) ability to do sth /,(ɪ,neɪt) ə'bɪləti tə 'du: ,sʌmθɪŋ/
logical way of thinking /,lɒdʒɪkəl ,wei əv 'θɪŋkɪŋ/
motivate /'məʊtəveɪt/
natural inclination /,nætʃərəl ɪŋk'lɪneɪʃən/
self-motivated /,self 'məʊtəveɪtəd/
struggle with (Maths) /,strʌɡəl wɪð ('mæθs)/
studious /'stju:diəs/

Personality

communicator /kə'mju:nəkeɪtə/
 cooperative /kəʊ'pɒrətɪv/
 fair-minded /,fiə 'maɪndɪd/
 fun to be with /,fʌn tə 'bi wɪð/
 fun-loving /'fʌn ,lʌvɪŋ/
 gregarious/sociable /grɪ'geəriəs/'səʊʃəbəl/
 level-headed /,levəl 'hedɪd/
 persistent /pə'sɪstənt/
 popular /'pɒpjələ/
 self-confident /,self 'kɒnfədənt/
 sensible/rational /'sensəbəl/'ræʃənəl/
 sporty /'spɔ:ti/
 tactful /'tæktfəl/
 team-player /,ti:m 'pleɪə/
 well-organised /,wel 'ɔ:gənəɪzd/

Feelings and emotions

be relieved /,bi rɪ'li:vɪd/
 confused /kən'fju:zd/
 frustrated /frʌ'streɪtəd/
 lose one's temper /,lu:z wʌnz 'tempə/
 scared /skeəd/
 terrified /'terəfaɪd/
 thrilled /θrɪld/
 trust /trʌst/
 upset (at the thought of doing sth) /,ʌp'set (ət ðə θɔ:t əv 'du:ɪŋ ,sʌmθɪŋ)/

Social life

be supportive /,bi sə'pɔ:tɪv/
 charity/social/environmental event /'tʃærəti/'səʊʃəl/ɪn,vəɪrən'mentl ɪvent/
 chat /tʃæt/
 circle of friends /,sɜ:kəl əv 'frendz/
 form relationships /,fɔ:m rɪ'leɪʃənʃɪps/
 interaction with other people /,ɪntə,rækʃən wɪð ,ʌðə 'pi:pəl/

Memory

(earliest) memory /,(ɜ:liəst) 'meməri/
 keep a good memory /,ki:p ə gud 'meməri/
 lose your memory /,lu:z jə 'meməri/
 memorable /'memərəbəl/
 memorise /'meməraɪz/
 recall/remember sth vividly/in detail /rɪ,kɔ:l/rɪ,membə ,sʌmθɪŋ 'vɪvɪdli/ɪn 'di:teɪl/
 remember/forget doing sth /rɪ,membə/fə,ɡet 'du:ɪŋ ,sʌmθɪŋ/
 remember/forget to do sth /rɪ,membə/fə,ɡet tə 'du: ,sʌmθɪŋ/
 slip one's mind /,slɪp wʌnz 'maɪnd/

Speculating and recommending

admire /əd'maɪə/
 appear to be /ə'piə tə bi/
 assume /ə'sju:m/
 based on/judging by /'beɪst ɒn/'dʒʌdʒɪŋ baɪ/
 be regarded as /,bi rɪ'ɡɑ:dɪd əz/
 clear/obvious /kliə/'ɒbvɪəs/
 clearly /'kliəli/
 conclude /kən'klu:d/
 conclusion /kən'klu:ʒən/
 confirm /kən'fɜ:m/
 considering /kən'sɪdərɪŋ/
 contribute to a discussion /kən'trɪbjʊt tə ə dɪ'skʌʃən/
 (dis)agree /,(dɪs)ə'ɡri:/
 hesitate /'hezɪteɪt/
 it looks/seems as if/as though ... /ɪt 'lʊks/'si:mz əz ɪf/əz ðəʊ/
 nominate /'nɒmənɪt/
 nominee /,nɒmə'ni:/
 notice /'nəʊtɪs/
 point of view /,pɔɪnt əv 'vju:/
 prove /pru:v/
 realise /'rɪəlaɪz/
 suggest /sə'dʒest/
 the chances are that ... /ðə 'tʃɑ:nsɪz ə: ðæt/

Phrasal verbs

catch up /,kætʃ 'ʌp/
 do away with /,du: ə'weɪ wɪð/
 do up /,du: 'ʌp/
 fall behind with (your homework) /,fɔ:l bɪ'hænd wɪð/
 get on with (your homework) /,ɡet 'ɒn wɪð/
 go on to (further studies) /,ɡəʊ 'ɒn tə/
 hand in (an assignment) /,hænd 'ɪn/
 hang out (with) /,hæŋ 'aʊt (wɪð)/
 look forward to (new challenges) /,lʊk 'fɔ:wəd tə/
 put forward /,pʊt 'fɔ:wəd/
 put off /,pʊt 'ɒf/
 set off /,set 'ɒf/
 set up /,set 'ʌp/
 soak up (knowledge) /,səʊk 'ʌp/

Other

access to /'ækses tə/
 accurately /'ækjərətli/
 adjoining /ə'dʒɔɪnɪŋ/
 asset /'æset/
 avoid doing sth /ə'vɔɪd 'du:ɪŋ ,sʌmθɪŋ/
 be involved in /,bi ɪn'vɒlvɪd ɪn/
 current /'kʌrənt/
 do harm /,du: 'hɑ:m/
 drama /'drɑ:mə/
 dramatic /drə'mætɪk/
 dramatised /'dræmətaɪz/
 enable sb to do sth /ɪ'neɪbəl ,sʌmbɒdi tə ,du: ,sʌmθɪŋ/
 expect sb to do sth /ɪk'spekt ,sʌmbɒdi tə ,du: ,sʌmθɪŋ/
 familiar /fə'mɪliə/
 familiarise /fə'mɪliəraɪz/
 familiarity /fə'mɪli'ærəti/
 force sb to do sth/make sb do sth /'fɔ:s ,sʌmbɒdi tə ,du: ,sʌmθɪŋ/'meɪk ,sʌmbɒdi ,du: ,sʌmθɪŋ/
 fulfil one's wish /fʊl'fɪl wʌnz 'wɪʃ/
 initiate /ɪ'nɪʃɪeɪt/
 inspiration /ɪn'spə'reɪʃən/
 inspired /ɪn'spaɪəd/
 keep doing sth /,ki:p 'du:ɪŋ ,sʌmθɪŋ/
 left-handed /,left 'hændɪd/
 left-hander /,left 'hændə/
 let sb do sth /'let ,sʌmbɒdi ,du: ,sʌmθɪŋ/
 manage to do sth /'mænɪdʒ tə ,du: ,sʌmθɪŋ/
 minimally invasive /,mɪnɪməli ɪn'veɪsɪv/
 outdated /,aʊt'detəɪd/
 personal /'pɜ:sənəl/
 personalise /'pɜ:sənəlaɪz/
 personally /'pɜ:sənəli/
 piece of news /,pi:s əv 'nju:z/
 reach one's goal /,ri:tʃ wʌnz 'ɡəʊl/
 recognisable /'rekəgnaɪzəbəl/
 recognise /'rekəgnaɪz/
 recognition /,rekəg'nɪʃən/
 replace /rɪ'pleɪs/
 represent /,reprɪ'zent/
 revolutionary work /,revə'lju:ʃənəri 'wɜ:k/
 shake-up /'ʃeɪk ʌp/
 surprisingly /sə'praɪzɪŋli/
 swap /swɒp/
 tackle sth /'tækəl/
 tend to do sth /,tend tə 'du: ,sʌmθɪŋ/
 threat /θret/
 urge sb to do sth /'ɜ:dʒ ,sʌmbɒdi tə ,du: ,sʌmθɪŋ/
 vessel /'vesəl/
 vision /'vɪʒən/
 visual /'vɪʒuəl/
 visualise /'vɪʒuəlaɪz/
 waste time doing sth /,weɪst taɪm 'du:ɪŋ ,sʌmθɪŋ/

FOCUS REVIEW 1

VOCABULARY AND GRAMMAR

1 Choose the correct options.

- 1 She's always had a positive *outlook / approach / goal* on life.
- 2 Would you say that girls have a natural *thirst / attention / gift* for languages because they're more talkative than boys?
- 3 Do you think that success at school is down to being *diligent / gregarious / persistent* and spending hours studying?
- 4 Will you *memorise / recognise / familiarise* your school friends when you meet them at a school reunion?
- 5 Only those who have some kind of *inquisitive / sharp / innate* ability to get on well with people should become teachers.

2 Match verbs from box A with prepositions from box B to make phrasal verbs. Then use them to complete the sentences.

A	set	fall	put
	hand	soak	

 +

B	up	in	up
	off	behind	

- 1 The principal may _____ his resignation if many students fail.
- 2 Don't _____ doing your assignments until the last minute. You may miss the deadline.
- 3 Recently, several students wanted to _____ a committee to organise a charity event.
- 4 I was ill for three weeks and have _____ with school work.
- 5 It's often said that children will _____ information very quickly if they are left to discover things for themselves.

3 Complete the text with one word in each gap.

Last week I went to a school reunion and I was amazed at how different the school looks now. For a start, the building where we ¹ _____ to have PE classes has been demolished and a new sports centre has been built instead. I clearly remember how we ² _____ beg our sports teacher to allow us to play games every afternoon.

Then I bumped into Caroline, who I ³ _____ always having arguments with. I hardly recognised her. She didn't ⁴ _____ to wear such elegant clothes. But one thing hasn't changed about her. She ⁵ _____ always talking about others behind their back. It's so unpleasant!

The reunion also reminded me of the importance of discipline and punctuality that our head teacher talked about so often. I got used to certain things so much that even now I ⁶ _____ arrive at meetings at least fifteen minutes earlier than necessary!

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

- 1 If you can't find a prospectus, try _____ (look) online for the information you need.
- 2 The Music Academy exam board first listened to us all _____ (sing) and then they announced who was admitted.
- 3 I'm sorry, sir. I forgot _____ (check) if my essay is within the word limit you required.
- 4 Do you think our Chemistry teacher will let _____ (we/use) the lab to carry out our own experiments?
- 5 We were warned _____ (not touch) any of the exhibits.
- 6 My sister spent the whole night _____ (check) her students' homework and then she left it on her desk at home.

LANGUAGE IN USE

5 Complete the text with the correct form of the words in brackets.

Book reviews

MAKING SCIENCE POPULAR

By Nicholas Booker

Science is one of the most difficult subjects and even the most ¹ _____ (study) students sometimes struggle to solve scientific problems. If you want a book that makes science more ² _____ (access), I can recommend Bill Bryson's *A Short History of Nearly Everything*. Full of amusing anecdotes and stories about quantum mechanics, evolution, astronomy and chemistry, it's a book that will satisfy your thirst for ³ _____ (know) and help you to ⁴ _____ (vision) certain scientific processes. The author brings science to life by, for example, giving a graphic and entertaining description of the universe. This is both a well-written book and a highly enjoyable one. Not ⁵ _____ (surprise), it is considered a must-read by many.

23

6 Complete the second sentence so that it has a similar meaning to the first, using the word in capitals. Do not change the word in capitals.

- 1 I was in the habit of skipping early morning classes. **USED**
I _____ early morning classes.
- 2 Does it make sense to apply to university or should I take a gap year? **WORTH**
_____ to university or should I take a gap year?
- 3 Our English teacher took us to the cinema to watch foreign films once a month. **WOULD**
Our English teacher _____ the cinema to watch foreign films once a month.
- 4 Mark won't help me with my homework, so why should I ask him? **USE**
_____ Mark to help me with my homework. He won't help me anyway.
- 5 My best friend has a very irritating habit of chewing gum loudly. **ALWAYS**
My best friend _____ loudly.
- 6 I'm not sure if I've told my parents about the school trip. **REMEMBER**
I _____ my parents about the school trip.

READING

- 7 Read the text and choose from the sentences (A–E) the one which fits each gap. There is one extra sentence.

AT THE BEIJING DANCE ACADEMY 舞蹈學院

from *Mao's Last Dancer*, by Li Cunxin

Those first few weeks at the Beijing Dance Academy were an agony of loneliness. Nights were the worst. I couldn't wait to get to bed so I could clutch onto my niang's* quilt, my only security.

I knew I had no choice but to stay in Beijing. My parents, my brothers, relatives, friends, my old school teachers and classmates, my village and commune, all of their wishes and expectations made it impossible for me to go back. ¹___ My success was my parents' only hope of breaking that vicious cycle of poverty. I couldn't let them down, even if I did feel trapped in a cage of rules and routines. Every day I couldn't wait for the year to end so I could return home to see my family and roam the streets and fields once more.

I wasn't alone in missing home. I witnessed many teary eyes among my fellow classmates. The girls sobbed more than the boys. ²___ The boys would be told that crying was a sign of weakness. [...]

Our first weeks weren't made any easier when a virus swept through the school. I was among those who had the severe cough, sore throat and high fever. ³___ I offered to share it with some of my classmates but it was as though I'd offered them poison. I lost a few friends over that, but I did notice that their symptoms lasted much longer than mine. [...]

One of the treats at the academy once a month was watching documentaries and occasionally a movie. All the foreign films were from other communist countries. A North Korean movie I remember particularly well was about a young man who had lost his ambitions for the communist cause, and a beautiful girl, a Communist Youth Party member, who helped him and fell in love with him. What I enjoyed most about this movie wasn't the politics but the love story. ⁴___ I imagined that if I performed badly enough in class, the political head might send this girl to help me, but the longed-for love never materialised.

*niang: grandmother

- A Naturally, I did what my niang would have done – I took out a few pieces of my precious dried snakeskin and wrapped a green onion in them.
- B We knew what we had to do – and there was a great determination amongst every boy and girl to succeed.
- C The loss of face would be unbearable. It would damage my family's reputation forever.
- D Our political heads and teachers showed more tenderness towards the girls.
- E For the next couple of weeks I started to behave differently towards the captain of the girls' class, a pretty Qingdao girl with big, bright eyes.

LISTENING

- 8 **CD-1.25 MP3-25** Listen to four people talking about classes they attend. Choose from the list (A–F) what each speaker says. Use the letters only once. There are two extra letters.

Speaker 1:

Speaker 3:

Speaker 2:

Speaker 4:

The speaker:

- A wants 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 concerned about other students' motivation.
- E is thinking of quitting the course.
- F is surprised by the attitude of the tutor.

SPEAKING

- 9 In pairs, complete the speaking task.

Student A, your photos show people of different ages learning new things. Compare the photos and say how difficult it can be to learn new things at these ages.



Student B, do you prefer to learn by studying or by doing?

- 10 Now go to **WORD STORE** page 23 and complete another speaking task.

WRITING

- 11 Complete the writing task.

You are the student representative for your class. You recently attended a meeting about plans for a new cafeteria for the school. Write a report of the meeting for the website. Your report should:

- include some information you learned about the plans.
- ask for suggestions from the students for the new cafeteria.

Write your report in 140–190 words.