

1 one

Exercise 1

- drop a course / drop a subject
- fail an exam / fail a subject / fail a course
- pass an exam
- pursue a career
- skip an exam / skip a lesson / skip a subject
- study a subject
- take a course / take an exam / take a lesson / take a subject

Do your best

If you think education is expensive, try ignorance.

Derek Bok

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
- matching

Reading:

- an article about experiments in education
- gapped text

Speaking:

- describing and speculating about a photo

Writing:

- a formal email

Use of English:

- Language in Focus – -ing forms
- word building

FOCUS REFERENCE

- Grammar Focus Reference and Practice pp. 130–131
- Word Store 1 Reference p. 144

12

1.1 Vocabulary

Education • phrasal verbs • collocations • personality adjectives

I can talk about education and kinds of student

SHOW WHAT YOU KNOW

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

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

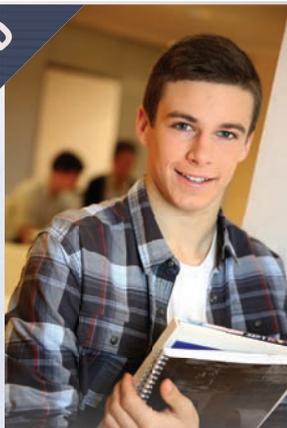
- 2 In your notebook, write three questions with different collocations from Exercise 1. Then ask your partner.

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.



EXTRA ACTIVITIES

- Photocopiable Resource 1 (education and character – 10 min.) pp. 211, 230
- Test Yourself Pairwork Activity, WB pp. 143–144

WORKBOOK

pp. 20–21, including *Show What You've Learnt*

NEXT CLASS

- Ask students to prepare for a 10–15-minute vocabulary quiz: Testing Programme, Unit 1.1, Vocabulary.

- 4 In your notebook, 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 the next day. 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 **sociable**

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

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

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

WORD STORE 1A

- 6 (1.9) Look at WORD STORE 1A on page 144. Listen and repeat the collocations with phrasal verbs.
- 7 In your notebook, rewrite the questions with the appropriate preposition or particle. Then ask each other the questions.
- At the start of term, what do you look forward to ?
 - Do you get on with your homework as soon as you get home or do you put it off ?
 - Have you ever finished an assignment and then forgotten to hand it in ?
 - When you go online, what's the first thing you catch up on ?
 - Is there a particular university you want to go on to ?
 - Are there any subjects where you are falling behind ?

WORD STORE 1B

- 8 (1.10) In pairs, translate the collocations underlined in the texts. Then look at WORD STORE 1B on page 144 to check. Listen and repeat.

- 9 In pairs, discuss how to match the sentence halves. Which statements do you agree with?

- | | |
|----------------------------------|------------------------------|
| 1 To become a deep d | 5 Children soak up c |
| 2 It's difficult to pay g | 6 It's important to have |
| 3 If you don't reach a | a supportive circle b |
| 4 Students who have | 7 Most teenagers aren't |
| a gift e | very eager f |

- 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 (1.11) Look at WORD STORE 1C on page 144. Listen and repeat the synonyms.

- 11 In pairs, replace the underlined adjectives with their synonyms. Then go back to WORD STORE 1C to check.

- Hannah is very hard-working. She's always in the library.
- Dan has a logical way of thinking. He likes problem-solving.
- Jim is a gregarious person. He loves a good party!
- Eva is very determined. She never gives up.
- Tom likes to discover new things. He's always interested.
- Rosa is really intelligent. She gets everything right.

- 12 In your notebook, replace the names in Exercise 11 to describe students in your school. Does your partner agree with you?

WORD STORE 1D

- 13 (1.12) Look at WORD STORE 1D on page 144. In your notebook, match the adjectives from box A with their synonyms from box B, using a dictionary if necessary. Then listen, check and repeat. Write an example sentence for each adjective.

1.2 Grammar

Present and past habits

I can talk about present and past habits

- 1 Read about Gillian Lynne's education. What do you think Gillian did when her mum and the psychologist left the room? *She got up and started dancing.*
- 2  **1.13**  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 Read the GRAMMAR FOCUS. In your notebook, rewrite the example sentences with the phrases in blue from the text.

GRAMMAR FOCUS

Present and past habits

You can always use the **Present Simple** and the **Past Simple** to talk about habits.

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 ¹used to fail all her exams.
Life ²didn't use to be so good.*

You can use **will** (present) or **would** (past) to talk about characteristic or predictable actions. You don't use them to talk about states.

*She ³'ll get up and move around instead of listening to the teacher.
Her teachers ⁴would complain about her disruptive behaviour.*

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

You can use the **Present** or **Past Continuous** with **always** to stress the repetitiveness of an action and sometimes to show your annoyance.

*She ⁵'s always disturbing people people.
She ⁶was always fidgeting and handing in her homework late.*

- 4 In your notebook, rewrite the sentences with **would** and the verb in brackets. 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 would take (take) me to school every day.
- 3 I didn't use to like (not like) going to school.
- 4 I used to hate (hate) having school lunches.
- 5 I would go (go) swimming every week.
- 6 I went (go) on a school trip to England.

- 5 In pairs, ask each other questions based on the sentences in Exercise 4. Use **used to** or the **Past Simple**.

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

Exercise 5

- 2 Did your mum use to take you to school every day?
- 3 Did you use to like going to school?
- 4 Did you use to hate having school lunches?
- 5 Did you use to go swimming every week?
- 6 Did you go on a school trip to England?

Exercise 7

- 2 was always checking / 's always checking
- 3 was always talking / 's always talking
- 4 was always losing / 's always losing
- 5 was always telling / 's always telling

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 Gillian 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.
- 10 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 In your notebook, use the table to write sentences comparing your routine in primary school and now. Compare them 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 In your notebook, rewrite the sentences to describe annoying habits. Use one verb from the box to complete both sentences in each example.

[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?

Grammar Focus pages 130–131

REFERENCES

CULTURE NOTES >>> p. 178
AUDIOSCRIPT >>> p. 186
GRAMMAR VIDEO >>> eText

EXTRA ACTIVITIES

• Test Yourself Pairwork Activity, WB pp. 143–144

WORKBOOK

p. 22, including Show What You've Learnt

NEXT CLASS

• Ask students to prepare for a 10–15-minute grammar quiz: Testing Programme, Unit 1.2, Grammar.

1.3 Listening

Matching

I can understand people talking about memory

1 In pairs, discuss how good you are at remembering the different things in the box.

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

2 Read about two methods of memorising a shopping list. Choose the best heading (A–E) for each method and write it in your notebook. 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 **B** 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 **E** 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 memories. Follow the instructions:

- In your notebook, write down a shopping list of eight items and give it to your partner.
- Study your partner’s list for sixty seconds using one of the methods in Exercise 2.
- After sixty seconds, take it in turns to recall your list. Did the memory tip help?

LISTENING FOCUS Matching

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

The speaker ...

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

5 In your notebook, rewrite the questions with the appropriate words from the box. Then listen again and answer the questions.

detail earliest good losing slip vividly

- 1 What is Speaker 1’s earliest memory? *Christmas before he was three.*
- 2 What is the first birthday party Speaker 1 can remember vividly? *Third.*
- 3 Is Speaker 2’s grandfather losing his memory or does he manage to recall things in detail? *He manages to recall things in detail.*
- 4 Does Speaker 3 have a good memory for names or faces, or both? *Good for faces but bad for names.*
- 5 Do key facts in TV programmes sometimes slip Speaker 4’s mind? *Yes.*

6 In pairs, use **you** or **your** and ask each other the questions in Exercise 5. Find out as much as you can.

1 *What is your earliest memory?*

PRONUNCIATION FOCUS

7 Listen and repeat the words in the box. Do any of the words have the same vowel sound? *No, all six are different.*

bread clear learn mean steak wear

8 In your notebook, add the words from Exercise 7 to the table. Then listen, check and repeat.

Sound	Typical spelling	Occasional spelling
/i:/	need detail <u>mean</u>	piece
/ɪə/	here career <u>clear</u>	
/ɜ:/	reserved squirt <u>turn</u>	<u>learn</u>
/e/	egg	<u>bread</u>
/eɪ/	made detail pay	<u>steak</u>
/eə/	pair rare	<u>wear</u>

WORD STORE 1E

9 Look at WORD STORE 1E on page 144. Listen and repeat the word families.

1.4 Reading

Gapped text

I can understand an article about experiments in education

Exercise 2

1 Hole-in-the-Wall experiment and Skype Grannies. To help students in poor and remote areas and to test his theories.

2 In the Hole-in-the-Wall experiment, technology provided an environment for students to learn on their own, using their natural curiosity. In the Skype Grannies experiment, technology allowed children from remote and poor places to listen to English teachers.

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

READING FOCUS Gapped text

3 Read the article again. In your notebook, match gaps 1–4 with sentences A–E. 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 **USE OF ENGLISH** In your notebook, write the appropriate forms 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 curiosity 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 adjoining slum. **JOIN**
- 4 The experiment became the inspiration for a very successful film. **INSPIRE**
- 5 In 2010 Mitra initiated a new project for Indian children involving Skype. **INITIAL**
- 6 Surprisingly, the children wanted to listen to British grandmothers reading them fairy tales. **SURPRISE**
- 7 There are now 200 volunteers reading to Indian children via Skype. **VOLUNTARY**
- 8 Mitra has won a prize for the project he calls 'Minimally Invasive Education'. **MINIMUM**

Lighting the

1.19

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 B 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 E 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? Compare your ideas in small groups.

- 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 1.20 Look at WORD STORE 1F on page 144. Listen and repeat the pairs of collocations.

REFERENCES

CULTURE NOTES >>> p. 178

EXTRA ACTIVITIES

• Photocopiable Resource 2 (word formation: adverbs – 8 min.) pp. 211, 231

WORKBOOK

pp. 24–25

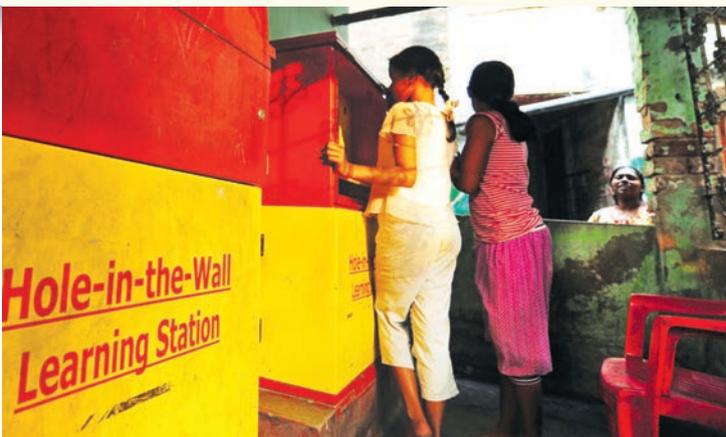
spark of learning



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.'



Children learning from a computer in a wall, India

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 fairy tales'. 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 on to 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 **A** 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 **D** 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'.

NEXT CLASS

- Ask students to do *Show What You Know* 1.5 in the WB, p. 26.

1.5 Grammar

Exercise 6
remember:
lines 4 and
10–11
stop: lines 18
and 27
hear: line 25
see: line 13
For the
changes in
meaning see
Grammar
Focus
Reference
(SB p. 131,
TB p. 147).

Verb patterns

I can use a wide range of different verb patterns

- 1 **1.21** Listen to Part 1 of a podcast about being left-handed. What kind of jobs seem to be more suited to 'lefties'? Jobs that are creative / visual – in music, the arts and media; architects; sports people.
- 2 **1.21** Listen to the podcast again. Are statements 1–4 true or false? Write the answers in your notebook.
 - 1 No one knows what makes someone use their right or left hand. **F**
 - 2 Left-handers tend to choose creative professions. **T**
 - 3 Dominance of the left hemisphere enables left-handers to be better at 3D perception. **F**
 - 4 Rafa Nadal keeps winning because he is naturally left-handed. **F**
- 3 Read GRAMMAR FOCUS I. In your notebook, match the verb patterns with the appropriate examples in blue in Exercise 2.

GRAMMAR FOCUS I

Verb patterns

- 1 verb + to infinitive: **tend to choose**
- 2 verb + object + to infinitive: **enables left-handers to be**
- 3 verb + object + infinitive without to: **makes someone use**
- 4 verb + -ing: **keeps winning**

- 4 In your notebook, match the verbs in the box with verb patterns 1–4 in GRAMMAR FOCUS I. Check the lists in Grammar Focus page 131.

advise 2 allow 2 arrange 1 avoid 4 cause 2
can't afford 1 can't help 4 can't stand 4
decide 1 expect 1, 2 encourage 2 fancy 4
force 2 imagine 4 intend 1 let 3 manage 1
offer 1 refuse 1 remind 2 seem 1
spend/waste time 4 urge 2 warn (not) 2

- 5 **1.22** In your notebook, write the correct verb patterns in Part 2 of the podcast. Then listen and check. How many left-handed people do you know?

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

GRAMMAR FOCUS II

Verb patterns – change in meaning

- You can use *remember*, *forget*, *stop* and *try* with the -ing form or a to infinitive, but with a change in meaning.

I remember doing my homework. Sadly, I didn't remember to hand it in.

Jim will never forget going on that school trip. He forgot to take any money.

I've stopped eating chocolate. Really? Why did you stop to buy some on the way home?

I tried to convince Jane but she doesn't want my advice. Why don't you try talking to her 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 In your notebook, rewrite the sentences with appropriate verb forms. Are any of the sentences true for you?

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

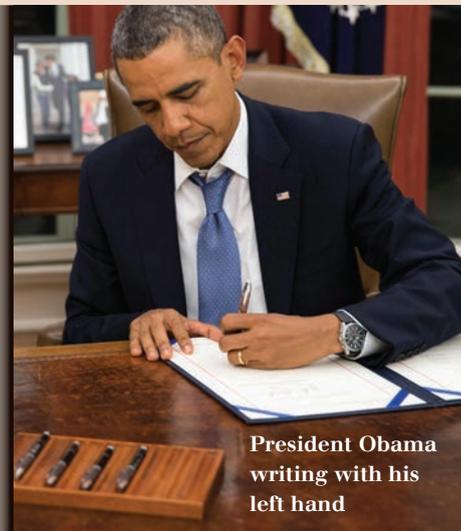
Grammar Focus page 131

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 ¹forces us to use (force/us/use) objects that are designed for right-handed people and this ²makes us look (make/us/look) clumsy.

- 10 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 ³encouraged me to swap (encourage/me/swap) hands. She didn't ⁴manage to change (manage/change) my natural inclination, and I didn't

stop writing with my left hand. Why ⁵waste time/try (waste time/try) to change someone's natural handedness? Just ⁶let them use (let/them/use) the hand they feel comfortable with – you can't ⁷expect people to do (expect/people/do) what isn't natural to them!

- 25 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 ⁸avoid concluding (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

18

REFERENCES

CULTURE NOTES >>> p. 178
AUDIOSCRIPT >>> p. 187

EXTRA ACTIVITIES

• Photocopiable Resource 3 (verb patterns – 12 min.) pp. 211, 232

WORKBOOK

p. 26, including Show What You've Learnt

NEXT CLASS

• Ask students to prepare for a 10–15-minute grammar quiz: Testing Programme, Unit 1.5, Grammar.

1.6 Speaking

Describing a photo

I can speculate about a photo and answer a related question

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

confused determined enthusiastic
frustrated relieved terrified thrilled

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

- 2 Describe photo A.

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



- 3 (1.23) Listen to someone describing photo A. Does the speaker have the same ideas about the situation as you?

- 4 (1.23) Read the SPEAKING FOCUS. In your notebook, write one word for each gap in the description of photo A. Then listen again and check.

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

SPEAKING FOCUS

Speculating about people

Based on ..., I'd say he's/she's/it's ...

Judging by ..., I (don't) think ...

It looks/seems as if/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 In pairs, take it in turns to describe and speculate about photo B. Use the SPEAKING FOCUS to help you.



- 6 (1.24) 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 and why?
- 2 Is it important for you to learn to drive? Why?/Why not?
- 3 In your opinion, what qualities should a good teacher or instructor have?
- 4 Given the choice, which new subjects or skills would you like to learn and why?

- 7 (1.24) Listen again. Which phrases do you hear?

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

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

1.7 Writing

Exercise 7

2 I would like to nominate Adam as the student representative.

3 Initially, Liam comes across as quiet, but then you realise he has some interesting things to say.

4 Amanda instantly strikes you as one of those people who would make a good friend.

5 Among her classmates, Sarah is (generally) regarded as (someone who is) self-confident.

6 Everyone agrees that Fay is naturally bright.

A formal email

I can describe someone's qualities and recommend them for a particular role

- 1 Read Ms Carsey's notice on the school website. Then discuss the questions.
 - 1 What is involved in the role of student representative?
 - 2 How will the student representatives be chosen?
- 2 Discuss the questions in pairs.
 - 1 What qualities should the ideal student representative have?
 - 2 How might these qualities help them to do a good job?
- 3 Read Edward's email. Does he mention the qualities you discussed in Exercise 2?
- 4 Do you think Erin would make a good student representative? Why?/Why not?
- 5 In which paragraphs does Edward:
 - a mention relevant qualities and explain how Erin will be useful in the role? 2, 3
 - b summarise his points and make a strong recommendation? 4
 - c refer to the notice on the website and give a reason for writing? 1
 - d nominate Erin for the role? 1
 - e mention first impressions of Erin? 2
- 6 Which words underlined in Edward's email complete the WRITING FOCUS correctly? Write the answers in your notebook.

WRITING FOCUS

Describing someone's qualities and recommending them for a role

- Mentioning first impressions
The first thing people tend to ¹notice about her is ...
She instantly strikes you as one of those people who ...
Initially he comes across as ..., but then you realise that he (is) actually ...
- Introducing qualities
(Among her friends/classmates,) she is (generally) ²regarded as (someone who ...)
Most people consider him to be ...
She can always be ³trusted /relied upon to ...
One/Another thing people ⁴admire /say/appreciate about her is that she ...
She is ⁵especially /particularly (good at) ...
(Almost) everyone agrees that he is a great + *noun*
- Explaining why someone is suitable for a role
I would like to ⁶nominate (Erin) as ...
I can (confidently) recommend her as a/an suitable/excellent/willing candidate (for the role of ...)
Considering all his qualities, I would ⁷suggest he is the ideal candidate/person (for the role of ...)
In my opinion, these are crucial/vital/important qualities for anyone who wishes to ...

- 7 In your notebook, rewrite the sentences using the words in brackets and the WRITING FOCUS.
 - 1 Because of all his qualities, I think Chris is the best spokesperson for our class. (Considering/suggest/ideal)
Considering all of his qualities, I would suggest Chris is the ideal candidate for the role of spokesperson for our class.
 - 2 I think Adam should be the student representative. (nominate/as)
 - 3 At first, Liam is quiet, but then it turns out he has some interesting things to say. (Initially/comes across/realise)
 - 4 Straight away you feel Amanda would make a good friend. (instantly/strikes/people)
 - 5 Her classmates think Sarah is self-confident. (Among/regarded)
 - 6 Fay is naturally bright. (Everyone/agrees)
- 8 In your notebook, match the phrases in purple from Edward's email with the definitions in the LANGUAGE FOCUS.

LANGUAGE FOCUS

Describing someone's qualities

- 1 has a thirst for knowledge = has a desire to learn
- 2 has his/her priorities straight = knows what's important and what is not
- 3 has his/her feet on the ground = is sensible or level-headed
- 4 has a positive outlook on life = is optimistic
- 5 speaks his/her mind = says what he/she is thinking
- 6 finds the right words = knows what to say
- 7 is the life and soul of the party = is enthusiastic and fun at social occasions

- 9 In pairs, use the phrases in the LANGUAGE FOCUS to describe students you know. Give examples in your notebook.
Anna has a thirst for knowledge. She's always got her nose in some text book or other.
- 10 You are going to reply to Ms Carsey's notice on the website. First think about the following:
 - 1 Are you going to write about a real person or are you going to invent someone? Which do you think will be easier?
 - 2 Make a quick plan in your notebook. How many paragraphs are you going to include and what will the purpose of each one be? (Look back at Exercise 5 for ideas.)
 - 3 In your notebook, make a list of adjectives and useful phrases to describe the qualities of your nominee.
 - 4 How will you explain the way in which these qualities make your nominee a good candidate for the role?
- 11 In your notebook, write a formal email/letter of 200–250 words in response to Ms Carsey's notice. Use the WRITING FOCUS and LANGUAGE FOCUS to help you.

Stoneberry Secondary School



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Posted on 9 January 2015 at 9:03 AM

Latest News

[Student representatives wanted](#)



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Student Representatives Wanted

Stoneberry Secondary School is looking for two student representatives (one male and one female) to help organise the school's programme of charity, social and environmental events. Representatives will also mentor new students, and put forward the students' point of view at school management meetings.

If you would like to nominate yourself or anyone you know for the role, please submit an email or letter to the head teacher's office describing the nominee and explaining why their particular qualities make them suitable for the role.

All emails and letters received will be shown on the school website before students vote for their representative next month.

Wendy Carsey (School Office)



To: Ms Carsey

Subject: Student Representative nominee

Dear Ms Carsey,

- 1 I am writing in response to the notice on the school website asking for recommendations for a student representative. I would like to nominate my friend and classmate, Erin Bailey.
- 2 The first thing people tend to notice about Erin is that she **has a positive outlook on life**. She is cheerful, confident, and generally optimistic. As a friend, she can always be trusted to be supportive and **find the right words** when advice is needed. I think these personal qualities would make her an effective mentor for new students. Another thing people admire about Erin is her ability to organise great social events. She **is** always **the life and soul of the party**, and is usually able to get other people interested in her ideas and plans. As such, she would certainly do a good job of organising events for the school programme.
- 3 As a student, Erin **has a thirst for knowledge** and is especially good at contributing to class discussions. She never hesitates to ask questions or **speak her mind** when necessary, but is always tactful and fair-minded. For these reasons, I feel certain she would represent students responsibly and intelligently during school management meetings. Among her classmates, Erin is regarded as someone who **has her priorities straight** and **her feet on the ground**. In other words, she would be an excellent spokesperson for Stoneberry's students.
- 4 Considering all Erin's qualities and her enthusiasm for the role of student representative, I would suggest she is the ideal candidate.

Yours sincerely,

Edward Shearing (Class 6C)

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. In your notebook, match uses 1–6 with example sentences 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. e	VERB
2 Use -ing forms after certain verbs. b	
3 Use -ing forms in certain adjective/noun constructions. d	
4 Use -ing forms after prepositions. f	
5 Use -ing forms to describe people or things. c	ADJ.
6 Use -ing forms as the subject or object of a sentence. a	NOUN

- a Learning is remembering. d TED – Ideas worth spreading
 b Rafa Nadal keeps winning. e She's always disturbing people.
 c a shocking piece of news f I'd be good at recognising criminals.

Exercise 2

- a Nauka to zapamiętywanie.
 b Rafa Nadal wciąż wygrywa.
 c szokująca informacja
 d TED – idee warte szerzenia
 e Ona ciągle przeszkadza innym.
 f Byłbym dobry w rozpoznawaniu przestępców.

- 2 Translate sentences a–f in Exercise 1. What are the differences between your language and English?
 3 In your notebook, write sentences from the prompts. Use the -ing form where necessary. 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 *Taking exams is very stressful.*
 3 watch TV / waste of time *Watching TV is a waste of time.*
 4 copy your friend's homework / cheat *Copying your friend's homework is cheating.*
 5 always be late / annoy habit *Always being late is an annoying habit.*
 6 not have breakfast / bad for you *Not having breakfast is bad for you.*

- 4 Read REMEMBER THIS. In your notebook, rewrite the sentences using the words in brackets. Do not change the order of the words given but add any other words as 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 talking (no/good/talk) to her – she never listens.
 2 Is it worth buying (worth/buy) that textbook? All the information is online.
 3 It's no use complaining (no/use/complain) about your exam results. You didn't revise!
 4 There's no point discussing (no/point/discuss) this any more. I've made up my mind.
 5 In your notebook, rewrite the questions with the correct forms 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 doing much exam revision recently?
 2 Have you ever listened to yourself speaking English?
 3 Do you think speaking is more difficult than writing ?
 4 Has the thought of failing your English exams ever entered your head?

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EXTRA ACTIVITIES

- Photocopiable Resource 4 (-ing forms – 15 min.) pp. 211, 233

WORKBOOK

p. 29

NEXT CLASS

- Ask students to study the WORD LIST on pp. 22–23.

01 WORD LIST

Education and schoolwork Edukacja i nauka w szkole

- attend university/a lesson /ə'tend ˌjuːnɪvɜːsəti/ə 'lesən/ uczęszczać na zajęcia uniwersyteckie / być obecnym na lekcji
 do research (into sth) /ɪ'duː 'rɪsɜːtʃ (ɪntə)/ zbierać informacje (na temat czegoś)
 do well (in exams) /ɪ'duː 'wel (ɪn ɪg'zæmz)/ uzyskiwać dobre wyniki (na egzaminach)
 drama school /'drɑːmə skuːl/ szkoła aktorska
 drop a course/a subject /dɒp ə 'kɔːs/ə 'sʌbdʒɪkt/ zrezygnować z kursu/przedmiotu
 education model /ˌedʒu'keɪʃən mɒdl/ model edukacji
 educator /ˌedʒu'keɪtə/ pedagog, nauczyciel
 fail an exam/a subject /feɪl ən ɪg'zæm/ə 'sʌbdʒɪkt/ nie zdać egzaminu / nie zaliczyć przedmiotu
 get good/top marks /get ɡʊd/tɒp 'mɑːks/ dostawać dobre/najlepsze oceny
 handwriting /'hænd,rɪtɪŋ/ charakter pisma
 have/pursue a career /hæv/pə'sjuː ə kə'riə/ rozwijać karierę zawodową
 (high) standard of education /(haɪ) 'stændəd əv ˌedʒu'keɪʃən/ (wysoki) standard edukacji
 learn in an active way /lɜːn ɪn ən 'æktɪv weɪ/ uczyć się aktywnie
 learner /'lɜːnə/ osoba ucząca się
 learning disorders /'lɜːnɪŋ dɪs'ɔːdəz/ trudności w uczeniu się
 mentor (n, v) /'mentə/ mentor; być dla kogoś mentorem
 pass an exam /pɑːs ən ɪg'zæm/ zdać egzamin
 peer-teaching /'piː ˌtiːtʃɪŋ/ wzajemne uczenie się w grupie rówieśniczej
 period /'pɪəriəd/ lekcja
 problem-solving /'prɒbləm ˌsɒlvɪŋ/ rozwiązywanie problemów
 revise for exams /rɪ'vaɪz fɔː ɪg'zæmz/ uczyć się do egzaminów
 revision timetable /rɪ'vɪʒən ˌtaɪm ˌteɪbəl/ harmonogram uczenia się (do egzaminu)
 school management /skuːl 'mænɪdʒmənt/ dyrekcja szkoły
 skip an exam/a lesson/a subject /skɪp ən ɪg'zæm/ə 'lesən/ə 'sʌbdʒɪkt/ nie podejść do egzaminu / nie przyjść na lekcję / zrezygnować z nauki przedmiotu
 spokesperson (for a class) /'spəʊks,pɔːsən (fɔː ə 'klɑːs)/ rzecznik/rzeczniczka (klasy)
 spread ideas /sprɛd aɪ'dɪəz/ rozpowszechniać idee
 student representative /stjuːdnt ˌreprɪzntətɪv/ przedstawiciel/przedstawicielka uczniów/studentów
 take a course/an exam/a lesson/a subject /teɪk ə 'kɔːs/ən ɪg'zæm/ə 'lesən/ə 'sʌbdʒɪkt/ zapisać się na kurs / podejść do egzaminu / wziąć lekcję / zacząć uczyć się przedmiotu
 take part in (interactive) activities /teɪk ˌpɑːt ɪn (ɪntə'ræktɪv) æk'tɪvətɪz/ brać udział w ćwiczeniach (interaktywnych)
 tap into a resource /tæp ɪntə ə rɪ'zɔːs/ wykorzystywać źródło wiedzy
 teach yourself sth /tiːtʃ jə'self/ nauczyć się czegoś samemu
 teamwork /'tiːmwɜːk/ praca zespołowa
 train hard /treɪn 'hɑːd/ intensywnie się uczyć
 volunteer /vɒlən'tɪə/ wolontariusz/wolontariuszka

School discipline Dyscyplina w szkole

- cheat /tʃiːt/ oszukiwać, ściągając
 complain about sth /kəm'pleɪn əbaʊt/ skarżyć się na coś
 disruptive behaviour /dɪs'rʌptɪv br'hɛɪvjə/ zachowanie zakłócające spokój
 disturb /dɪ'stɜːb/ przeszkadzać
 fidget /'fɪdʒət/ wiercić się
 get into trouble /get ɪntə 'trʌbl/ popadać w kłopoty
 keep still /kiːp 'stɪl/ być cicho, siedzieć spokojnie
 pay attention in class /peɪ ətənʃən ɪn 'klɑːs/ uważać na lekcji
 unsupervised /ʌn'suːpəvaɪzd/ bez nadzoru

Abilities and learning styles Zdolności i style uczenia się

- 3D perception /θriːdiː pə'sepʃən/ postrzeganie przestrzenne
 analytic /ˌænə'lɪtɪk/ z podejściem analitycznym
 brainy/bright/sharp/intelligent /breɪni/brɑɪt/ʃɑːp/ɪn'telədʒənt/ bystry, inteligentny, uzdolniony
 competitive /kəm'petətɪv/ ambitny, lubiący rywalizację
 curiosity /kjuəri'ɒsəti/ ciekawość
 curious/interested /kjuəriəs/'ɪntrɪstəd/ zaciekawiony
 deep thinker /diːp 'θɪŋkə/ intelektualista
 determined/single-minded /dɪ'tɜːmnd/sɪŋɡəl 'maɪndɪd/ zdecydowany, zdeterminowany
 diligent /dɪlədʒənt/ pilny, staranny
 do your best /duː jə 'best/ dawać z siebie wszystko
 dominance (of the left hemisphere) /'dɒmənəns (əv ðə 'left 'heməsfrə)/ dominacja (lewej półkuli mózgu)
 eager to learn /ɪːgə tə 'lɜːn/ żądny wiedzy

enthusiastic /ɪnθjuːziːəstɪk/ pełen entuzjazmu
excel at sth /ɪkˈsɛl ət/ wyróżniać się w czymś
find the right words /faɪnd ðə ˈraɪt ˈwɜːdz/ znajdować właściwe słowa
gift for sth /ɡɪft fɔː/ talent do czegoś
good at sth /ɡʊd ət/ dobry w czymś
hard-working /hɑːd ˈwɜːkɪŋ/ pracowity
incapable of doing sth /ɪnˌkeɪpəbəl əv ˈduːɪŋ/ niezdolny do zrobienia czegoś
inquisitive /ɪnˈkwɪzɪtɪv/ dociekliwy
(innate) ability to do sth /(ɪˌneɪt) əˈbɪləti tə ˈduː/ (wrodzona) umiejętność robienia czegoś
logical way of thinking /lɒdʒɪkəl ˈweɪ əv ˈθɪŋkɪŋ/ logiczny sposób myślenia
motivate /ˈməʊtəveɪt/ motywować
natural inclination /nætʃərəl ɪŋklaɪneɪʃən/ naturalna skłonność
self-motivated /self ˈməʊtəveɪtəd/ z silną wewnętrzną motywacją
struggle with (Maths) /straɪgl wɪð ˈ(mæθs)/ mieć problemy z (matematyką)
studious /ˈstjuːdiəs/ pilny, sumienny
thirst for knowledge /θɜːst fɔː ˈnɒldʒ/ głód wiedzy

Personality Osobowość

communicator /kəˈmjuːnəkeɪtə/ osoba elokwentna
cooperative /kəʊˈpɔːrətɪv/ lubiący współpracę
fair-minded /feə ˈmaɪndɪd/ bezstronny
fun to be with /fʌn tə ˈbi wɪð/ fajny, wesoły
fun-loving /ˈfʌn ˌlʌvɪŋ/ lubiący zabawę
gregarious/socialable /ɡrɪˈɡeəriəs/ˈsəʊʃəbəl/ towarzyski
have one's feet on the ground /hæv wanz ˈfiːt ɒn ðə ˈɡraʊnd/ twardo stąpać po ziemi
have one's priorities straight /hæv wanz ˈpraɪəritɪz streɪt/ wiedzieć, co jest najważniejsze
level-headed /ˈleɪvəl ˈhedɪd/ zrównoważony
persistent /pəˈsɪstənt/ uparty, wytrwały
personal qualities /pɜːsnəl ˈkwɒlətɪz/ cechy charakteru
popular /ˈpɒpjələ/ lubiany
positive outlook on life /pɒzətɪv ˌaʊtluːk ɒn ˈlaɪf/ pozytywne nastawienie do życia
self-confident /self ˈkɒnfədənt/ pewny siebie
sensible/rational /ˈsensəbəl/ˈræʃənəl/ rozsądny
speak one's mind /spiːk wanz ˈmaɪnd/ mówić, co się myśli
sporty /ˈspɔːti/ lubiący sport
tactful /ˈtæktfəl/ taktowny
team-player /ˈtiːm ˈpleɪə/ osoba umiejąca pracować w zespole
well-organised /wel ˈɔːɡənɪzɪd/ zorganizowany

Feelings and emotions Uczucia i emocje

be relieved /bi riˈli:vɪd/ odczuć ulgę
confused /kənˈfjuːzd/ zdezorientowany
frustrated /frʌˈstrɪtəd/ sfrustrowany
lose one's temper /luːz wanz ˈtempə/ stracić panowanie nad sobą
scared /skeəd/ przestraszony
terrified /ˈterəfaɪd/ przerażony
thrilled /θrɪld/ podekscytowany
trust /trʌst/ ufać
upset (at the thought of doing sth) /ʌpˈset (ət ðə θɒt əv ˈduːɪŋ)/ zasmucony (myśląc o zrobieniu czegoś)

Social life

Życie społeczne i towarzyskie

be supportive /bi səˈpɔːtɪv/ wspierać
charity/social/environmental event /ˈtʃærəti/ˈsəʊʃəl/ ɪnˌvaɪrənˈmentl ɪvent/ impreza dobroczynna / towarzyska / na rzecz ochrony środowiska
chat /tʃæt/ rozmawiać, gawędzić
circle of friends /ˈsɜːkl əv ˈfrendz/ grono przyjaciół/znajomych
form relationships /fɔːm riˈleɪʃənʃɪps/ nawiązywać relacje
interaction with other people /ɪntəˌækʃən wɪð ˌɒðə ˈpiːpəl/ kontakty z ludźmi

life and soul of the party /laɪf ænd ˌsəʊl əv ðə ˈpɑːti/ dusza towarzystwa
rely upon sb /riˈlaɪ əˈpɒn/ polegać na kimś

Memory Pamięć

(earliest) memory /(ˌɜːliəst) ˈmeməri/ (najwcześniejsze) wspomnienie
keep a good memory /kiːp ə ɡʊd ˈmeməri/ zachować dobrą pamięć
lose your memory /luːz jə ˈmeməri/ stracić pamięć
memorable /ˈmemərəbəl/ pamiętny
memorise /ˈmeməraɪz/ nauczyć się na pamięć
recall/remember sth vividly/in detail /rɪˈkɔːl/ rɪˈmembə ˈvɪvɪdli/ɪn ˈdiːteɪl/ pamiętać coś ze szczegółami
remember/forget doing sth /rɪˈmembə/fəˈɡet ˈduːɪŋ/ pamiętać/zapomnieć, że się coś robiło
remember/forget to do sth /rɪˈmembə/fəˈɡet tə ˈduː/ pamiętać, żeby coś zrobić / zapomnieć coś zrobić
slip one's mind /slɪp wanz ˈmaɪnd/ wylecieć komuś z pamięci

Speculating and recommending Spekulowanie i rekomendowanie

admire /ədˈmaɪə/ podziwiać
appear to be ... /əˈpiːə tə bi/ wydawać się być ...
appreciate /əˈpriːʃiːt/ cenić sobie, doceniać
assume /əˈsjuːm/ zakładać
based on/judging by sth /ˈbeɪst ɒn/ˈdʒʌdʒɪŋ baɪ/ sądząc po czymś
be regarded as /bi riˈɡɑːdɪd əz/ być uważanym za
clear/obvious /kliə/ˈɒbvɪəs/ oczywisty
clearly /ˈkliəli/ ewidentnie, najwyraźniej
conclude /kənˈkluːd/ wywnioskować
conclusion /kənˈkluːʒən/ wniosek
(confidently) recommend/make a (strong) recommendation /(kɒnfɪdəntli) ˌrekəˈmend/ ˈmeɪk ə (ˌstrɒŋ) ˌrekəˈmenˈdeɪʃən/ polecić (z przekonaniem)
confirm /kənˈfɜːm/ potwierdzić
consider sb to be ... /kənˈsɪdə tə bi/ uważać kogoś za ...
considering /kənˈsɪdərɪŋ/ biorąc pod uwagę
contribute to a discussion /kənˈtrɪbjʊt tə ə dɪˈskʌʃən/ wziąć udział w dyskusji
crucial/vital /ˈkruːʃəl/ˈvɪtəl/ niezbędny, decydujący
(dis)agree /ˌ(dɪs)əˈɡriː/ (nie) zgadzać się
hesitate /ˈhezɪteɪt/ wahać się
it seems/looks as if/as though ... /ɪt ˈsiːmz/ˈlʊks əz ɪf/əz ðəʊ/ wydaje się, że... / wygląda na to, że...
nominate /ˈnɒmɪneɪt/ nominować
nominee /ˈnɒmɪˈniː/ osoba nominowana
notice /ˈnəʊtɪs/ zauważyć
point of view /pɔɪnt əv ˈvjuː/ punkt widzenia
prove /pruːv/ udowodnić
realise /riˈəlaɪz/ zdać sobie sprawę
strike /straɪk/ robić wrażenie
he strikes you as ... – ma się wrażenie, że on jest...
suggest /səˈdʒest/ sugerować
suitable/excellent/willing candidate /ˌsʊtəbəl/ ˌeksələnt/ˌwɪlɪŋ ˈkændɪdət/ odpowiedni/doskonały/chętny kandydat
the chances are that ... /ðə ˈtʃɑːnsɪz ɑː ɔːtæt/ wszystko wskazuje na to, że...

Phrasal verbs Czasowniki złożone

catch up on sth /kætʃ ʌp ɒn/ nadrabiać zaległości w czymś
come across as sb/sth /kʌm əˈkrɒs əz/ sprawiać wrażenie kogoś/czegoś, wydawać się kimś/czymś
do away with sth /duː əˈweɪ wɪð/ zlikwidować coś
do sth up /duː ʌp/ wyremontować coś
fall behind (with your homework) /fɔːl biˈhaɪnd (wɪð)/ zalegać (z pracą domową)
get on with (your homework) /get ɒn wɪð/ zabierać się za (pracę domową)
go on to (further studies) /ɡəʊ ɒn tə/ kontynuować (naukę)
hand in (an assignment) /hænd ɪn/ oddać, wręczyć (nauczycielowi) pracę domową

hang out (with friends) /hæŋ ˈaʊt (wɪð)/ spędzać czas (ze znajomymi)
look forward to (new challenges) /lʊk ˈfɔːwəd tə/ cieszyć się na (nowe wyzwania)
put sth forward /put ˈfɔːwəd/ proponować coś
put sth off /put ˈɒf/ odkładać coś na później
set off for /set ˈɒf fɔː/ wyruszyć do
set sth up /set ˈʌp/ zaaranżować coś
soak up (knowledge) /səʊk ˈʌp/ chłonąć (wiedzę)

Other Inne

access to sth /ˈækses tə/ dostęp do czegoś
accurately /ˌækjərətli/ dokładnie, precyzyjnie
adjoining /əˈdʒɔɪnɪŋ/ sąsiedni, przyległy
asset /ˈæset/ atut, plus, zaleta
avoid doing sth /əˈvɔɪd ˈduːɪŋ/ unikać zrobienia czegoś
be involved in sth /bi ɪnˈvɒlvɪd ɪn/ być w coś zaangażowanym, uczestniczyć w czymś
current /ˈkʌrənt/ obecny, aktualny
do harm /duː ˈhɑːm/ robić krzywdę
drama /ˈdrɑːmə/ dramat
dramatic /drəˈmætɪk/ pełen napięcia
dramatise /ˈdræmətaɪz/ udrumatyzować
enable sb to do sth /ɪˈneɪbəl tə ˈduː/ umożliwić komuś zrobienie czegoś
expect sb to do sth /ɪkˈspekt tə ˈduː/ oczekiwać, że ktoś coś zrobi
familiar /fəˈmɪliə/ znany, znajomy
familiarise /fəˈmɪliəraɪz/ zaznajomić, zapoznać
familiarity /fəˈmɪliːəˈrɪti/ zażyłość
force sb to do sth/make sb do sth /fɔːs tə ˈduː/ ˈmeɪk ˈduː/ zmusić/skłonić kogoś do zrobienia czegoś
fulfil one's wish /fʊlˌfɪl wanz ˈwɪʃ/ spełnić czyjeś życzenie
initiate /ɪˈnɪʃiːt/ zapoczątkować, zainicjować
inspiration /ɪnˈspɪrətʃən/ inspiracja
inspired by sth /ɪnˈspɪəd baɪ/ inspirowany czymś
keep doing sth /kiːp ˈduːɪŋ/ nie przestawać czegoś robić
left-handed /left ˈhændɪd/ leworęczny
left-hander /left ˈhændə/ osoba leworęczna
let sb do sth /let ˈduː/ pozwolić komuś coś zrobić
manage to do sth /ˈmænɪdʒ tə ˈduː/ zdołać coś zrobić
minimally invasive /mɪnɪməli ɪnˈveɪsɪv/ jak najmniej inwazyjny
outdated /aʊtˈdeɪtəd/ przestarzały
personal /pɜːsnəl/ osobisty
personalise /pɜːsnəlaɪz/ spersonalizować
personally /pɜːsnəli/ osobiście
piece of news /piːs əv ˈnjuːz/ wiadomość
reach one's goal /riːtʃ wanz ˈɡəʊl/ osiągnąć cel
recognisable /ˌrekəɡˈnɪzəbəl/ rozpoznawalny
recognise /ˌrekəɡnaɪz/ rozpoznać
recognition /ˌrekəɡˈnɪʃən/ uznanie
replace /riˈpleɪs/ zastąpić
represent /ˌreprɪˈzent/ reprezentować
revolutionary work /ˌrevəˈluːʃənəri ˈwɜːk/ przełomowa praca
shake-up /ʃeɪk ʌp/ restrukturyzacja
surprisingly /səˈpraɪzɪŋli/ o dziwo
swap /swɒp/ wymienić, zamienić
tackle sth /ˈtækl/ zmierzyć się z czymś
tend to do sth /tend tə ˈduː/ zwykle coś robić
they tend to choose ... – zwykle wybierają...
threat /θret/ zagrożenie
urge sb to do sth /ɜːdʒ tə ˈduː/ naciskać, by ktoś coś zrobił
vessel /ˈvesəl/ naczynie
vision /ˈvɪʒən/ wizja
visual /ˈvɪʒuəl/ wizualny
visualise /ˈvɪʒuəlaɪz/ wizualizować
waste time doing sth /weɪst taɪm ˈduːɪŋ/ tracić czas na robieniu czegoś

WORD LIST ACTIVITIES

• Photocopiable Resource 5 (translation – 15 min.)
 pp. 212, 234

FOCUS REVIEW 1

SŁOWNICTWO I GRAMATYKA

1 Wybierz właściwe wyrazy i zapisz je w zeszytcie.

- 1 People with a positive outlook / *approach* / *goal* on life make friends more easily.
- 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 Połącz czasowniki (A) z przymkami (B) i uzupełnij zdania otrzymanymi konstrukcjami. Zapisz pełne zdania w zeszytcie.

A	set	fall	put
	hand	soak	

 +

B	up	in	up
	off	behind	

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

3 Uzupełnij tekst właściwymi wyrazami i zapisz je w zeszytcie. W każdym zdaniu brakuje jednego słowa.

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

Then I bumped into Caroline who ³ was always having arguments with. I hardly recognised her. She didn't ⁴ use to wear such elegant clothes or look so glamorous. But one thing hasn't changed about her. She ⁵ is 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 will arrive at meetings at least 15 minutes earlier than necessary!

4 Uzupełnij zdania właściwymi formami czasowników w nawiasach. Formy te zapisz w zeszytcie.

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

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EXTRA ACTIVITIES

- Photocopiable Resource 58 (word building – 20 min.) pp. 227, 293
- Photocopiable Resource 60A (transformations – 20 min.) pp. 228, 296

ŚRODKI JĘZYKOWE

SŁOWOTWÓRSTWO, PARAFRAZY ZDAŃ

5 Przeczytaj tekst. Przekształć wyrazy podane w nawiasach, tak aby otrzymać logiczny i poprawny tekst, i zapisz je w zeszytcie.

Book Reviews • 15 March 2015

MAKING SCIENCE POPULAR

By Nicholas Booker

Science is one of the most difficult subjects and even the most ¹ studious (STUDY) students sometimes struggle to solve scientific problems. If you want a book that makes Science more ² accessible (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 knowledge (KNOW) and help you to ⁴ visualise (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 surprisingly (SURPRISE), it is considered a must-read by many.

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6 Zapisz w zeszytcie drugie zdanie każdego punktu. Używając podanych wyrazów, uzupełnij luki, tak aby zachować znaczenie zdania wyjściowego. Nie zmieniaj podanych fragmentów. W każdym zdaniu brakuje maksymalnie sześciu słów.

- 1 I was in the habit of skipping early morning classes. **USED**
I used to skip early morning classes.
- 2 Does it make sense to apply to university or should I take a gap year? **WORTH**
Is it worth applying 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 would take us to 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**
It's no use asking 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 is always chewing gum loudly.
- 6 I'm not sure if I've told my parents about the school trip. **REMEMBER**
I don't remember telling my parents about the school trip.

CZYTANIE

DOBIERANIE: UZUPEŁNIANIE LUK

- 7 Przeczytaj tekst, z którego usunięto cztery zdania. Które zdania A–E pasują do luk 1–4? Jedno zdanie zostało podane dodatkowo. Odpowiedzi zapisz w zeszytcie.

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 **C** 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 **D** 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 **A** 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 **E** 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 for ever.
- 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.

SŁUCHANIE

DOBIERANIE

- 8  1.25  Usłyszysz dwukrotnie cztery wypowiedzi na temat kursów. Do których osób 1–4 odnoszą się pytania A–E? Jedno pytanie zostało podane dodatkowo. Odpowiedzi zapisz w zeszytcie.

Which speaker:

- Speaker 1 **C** A is looking to develop a professional goal?
- Speaker 2 **B** B is struggling with the amount of work on the course?
- Speaker 3 **A** C is motivated by feedback from the tutor?
- Speaker 4 **E** D is thinking of quitting the course?
- E is surprised by the attitude of the tutor?

MÓWIENIE

- 9 Opisz zdjęcie i odpowiedz na dotyczące go pytania.



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

PISANIE

E-MAIL

- 10 Wykonaj zadanie w zeszytcie.

ZADANIE

Organizacja młodzieżowa działająca w twoim mieście postanowiła ufundować nagrodę dla wolontariusza, który wyróżnia się swoimi działaniami oraz postawą. W e-mailu do zarządu organizacji opisz osobę, którą nominujesz do nagrody, oraz uzasadnij, dlaczego to właśnie ona zasługuje na to wyróżnienie.

Wypowiedź powinna zawierać od 200 do 250 słów i spełniać wszystkie wymogi typowe dla formy wskazanej w poleceniu.

REFERENCES

AUDIOSCRIPT >>> p. 187

EXTRA ACTIVITIES

- Photocopiable Resource 6 (speaking – 15 min.) pp. 212, 235

- Photocopiable Resource 7 (writing – 15 min.) pp. 212, 236

NEXT CLASS

- Ask students to do Self-check 1.9, WB pp. 30–31 as homework.

- Ask students to prepare for Unit 1 Minimatura: Testing Programme (WORD LIST pp. 22–23, GRAMMAR pp. 130–131, WORD STORE p. 144).
- Ask students to do *Show What You Know* 2.1 in the WB, p. 32.