

FOCUS

GLOBAL SCALE
of English

STUDENTS' BOOK

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4

ALWAYS LEARNING

PEARSON



FOCUS

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0.1 Diet

Grammar: Present tenses – review

Vocabulary: Food

SHOW WHAT YOU KNOW

- 1 In pairs, list food and drinks that can be described using the adjectives in the box.

bitter dried fattening fresh greasy raw
ripe salty sour spicy stale sweet

bitter = black coffee

- 2 Tell your partner which items on your list you like and how often you eat or drink them.
- 3 **CD 1.2 MP3 2** Read the comments about three cult diets and choose the correct options. Then listen and check.

THE HONEY DIET



¹I try / I'm trying the Honey Diet at the moment. Basically, ²you use / you're using honey instead of sugar. Also, ³you avoid / you're avoiding junk food, ⁴you're always having / you always have breakfast and ⁵you drink / you're drinking lots of water and full-fat milk. Since I started the diet, ⁶I've been having / I've had so much more energy! ⁷I've lost / I've been losing a kilo this week.

Winnie19 20 Jan, 8.15 a.m.

THE PALEO DIET



⁸I've done / I'm doing the Paleo Diet. I eat like the cavemen! My diet ⁹consists / is consisting of meat, fish, fresh fruit and vegetables, eggs, nuts and seeds. ¹⁰I give up / I've given up wheat and dairy. ¹¹I think / I'm thinking it's a very natural way to eat. ¹²I'm following / I've been following the Paleo Diet ¹³for / since two months but ¹⁴I don't lose / I haven't lost any weight yet.

Flintstone# 21 Jan, 9.40 p.m.

THE 5:2 DIET



¹⁵I'm doing / I've been doing the 5:2 Diet ¹⁶for / since 1 January. It's simple: ¹⁷you eat / you're eating normally on five days of the week, but on two days ¹⁸you're only eating / you only eat 500 calories. I'm on a 500-calorie day today and ¹⁹I have / I'm having my breakfast – scrambled egg and some smoked salmon. That's the kind of diet ²⁰I like / I'm liking!

C@lorieCounter 22 Jan, 7.14 a.m.

- 4 Read the comments again. Which diet do you think would be the easiest to do?

- 5 Read REMEMBER THIS. Then complete the cartoon caption with the correct form of the verbs in brackets. Use each tense once only.

REMEMBER THIS

NOW

- Present Simple = facts, habits, routines
- Present Continuous = activities in progress

TIME UP TO NOW

- Present Perfect Simple = finished actions or unfinished states
- Present Perfect Continuous = unfinished or 'just finished' actions



Amy: Wow, you look great! ¹_____(you/lose) weight?

Mia: Yes, I have. For the past two weeks I ²_____(follow) the 5:2 Diet.

Amy: Well, I ³_____(eat) all the time!
I just tell people that, at the moment, I ⁴_____(do) the 24:7 Diet.

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- 6 Complete the sentences with the correct present form of the verbs in brackets. Explain your choice of tense. Then tick the sentences that are true for you.

- I ____ (think) coffee ____ (taste) bitter. I ____ (not like) it.
- My grandma ____ (bake) a lot. She ____ (probably/make) a cake right now.
- My dad ____ (not see) why young people ____ (love) fast food so much.
- I ____ (never/be) on a diet in my life.
- I ____ (think) of giving up chocolate.
- I ____ (do) some cooking. That's why I ____ (smell) of onions!

- 7 Use the prompts to write questions in the correct present tense. Then, in pairs, ask and answer the questions.

- you / ever / try / spicy Thai food?
- food prices / go up / at the moment?
- you / ever / cut / your finger / preparing food?
- how often / you / cook / a meal / for the family?
- how long / you / have / school lunches?
- how long / you / have / the same dining table?

0.2 Fun and games

Grammar: Past tenses – review

Vocabulary: Sport

SHOW WHAT YOU KNOW

- 1 In pairs, match the verbs in box A with the nouns in box B to make collocations.

A beat break come
go keep score
throw win

+

B a ball cycling first
fit a goal an opponent
a prize a record

beat an opponent

- 2 Choose three collocations and write three true sentences.

The opponent I like beating most is my brother!

- 3 CD+1.3 MP3+3 Read the joke and choose the correct options. Then listen and check. Do you like the joke? Why?/Why not?

The other day I ¹was speeding / had sped down a narrow, twisting mountain road on my bicycle. A man ²had driven / was driving very slowly uphill towards me.

As I ³passed / had passed him, he ⁴was honking / honked his horn and he ⁵had shouted / shouted at me. 'COW!' he yelled.

I was surprised because I ⁶didn't do / hadn't done anything wrong. But it ⁷wasn't / hadn't been the first time a driver ⁸was shouting / had shouted names at me, so I ⁹ignored / was ignoring him and I ¹⁰carried on / was carrying on.

- 4 Read REMEMBER THIS. Then complete the cartoon caption with the correct form of the verbs in brackets. Use each tense once only.

REMEMBER THIS

- **Past Simple** = describing the main events of a story: completed past actions
- **Past Continuous** = setting the scene: an activity in progress around a time in the past
- **Past Perfect** = clarifying, if necessary, that one past event happened before another



I ¹____(play) chess with my friend. We ²____(play) several games when he said, 'Let's find a way of making this game more interesting.' So we ³____(stop) playing chess.

- 5 CD+1.4 MP3+4 Complete two more jokes with the correct past form of the verbs in brackets. Then listen and check.

A I've got a good joke about football. The FA Cup Final dinner and dance ¹____(take) place in London. The party ²____(already/start) when three men ³____(arrive). They ⁴____(forget) their tickets, but they told the bouncer, 'It's all right, we're friends of the referee.'

So the bouncer said, 'I've never heard of a referee with three friends,' and ⁵____(throw) them out.

B A man ¹____(ride) a tandem when a police officer ²____(stop) him. 'What's the matter, officer?' asked the rider.

'You clearly haven't noticed, sir, but your wife ³____(fall off) your tandem a couple of kilometres back ...'

'Oh, that's a relief,' said the rider. 'I ⁴____(think) I ⁵____(go) deaf!'

- 6 Complete the sentences with the correct past form of the verbs in the box.

break never beat not bring score
skate train

- Tom slipped on the ice and broke his leg when he ____.
 - It was 2-2. Then Joe ____ the winning goal in injury time.
 - Beth couldn't do PE because she ____ her PE kit.
 - Jack was ecstatic. He ____ his brother before.
 - Tess couldn't believe she ____ the school record!
 - Lucy ____ for a triathlon when she twisted her ankle.
- 7 In pairs, put the underlined verb into the Past Perfect. Discuss how this changes the meaning. Then tick the sentences that are true for you.

1 I started walking when I was eighteen months old.

I had started walking when I was eighteen months old.

2 When I was four, I learned how to ride a bike.

3 I had swimming lessons when I started primary school.

4 When I started playing for the school, they didn't win a game.

5 At 7 o'clock this morning I left my house.

6 This lesson started when I arrived in class.

0.3 Teenage types

Grammar: Conditionals • *wish* and *if only*

Vocabulary: Family • People

SHOW WHAT YOU KNOW

- 1 In pairs, decide whether these adjectives are positive (+) or negative (-) ways of describing personality. Put (?) if they can be both.

assertive	<input type="checkbox"/>	caring	<input type="checkbox"/>	charming	<input type="checkbox"/>
cheeky	<input type="checkbox"/>	fussy	<input type="checkbox"/>	immature	<input type="checkbox"/>
selfish	<input type="checkbox"/>	spoilt	<input type="checkbox"/>	thoughtful	<input type="checkbox"/>

- 2 Choose three adjectives and give examples of typical behaviour for each one.

If you are selfish, you only think about yourself and don't care about other people. For example, when ...

- 3 Complete the questionnaire with the correct form of the verbs in brackets. Then do the questionnaire and compare with a partner.

GOODY-GOODY? OR SPOILT BRAT?

- 1 What are your parents most likely to say before your birthday?

A If you want (want) a new car, we'll get you one.
B If you continue (continue) to do well at school, we'll pay for a few driving lessons.

- 2 If your parents ask (ask) you to look after a younger sibling, would you ...

A refuse and tell them you're not their slave?
B accept and do it willingly?

- 3 If you be (be) at a restaurant and your parents order (order) something you hated, would you ...

A make a big fuss?
B eat it and say nothing?

- 4 What are your parents most likely to say about you?

A If we do (not do) so much for him/her, he/she wouldn't have turned into a spoilt brat.
B If he/she is (not be) such a goody-goody at the summer camp last year he/she would have had more fun.

Mostly As: You're spoilt! Somebody needs to challenge your selfish behaviour before it's too late!

Mostly Bs: You're a thoughtful person and a bit of a goody-goody. You need to be more assertive.

- 4 Read REMEMBER THIS I and find examples of the First, Second and Third Conditional in the questionnaire.

REMEMBER THIS I

- **First Conditional** = the probable future result of an action
- **Second Conditional** = the present or future result of an imaginary action
- **Third Conditional** = the imaginary past result of an imaginary past event

- 5 Choose the most appropriate verb form and explain the reasons for your choices. Then complete the conditional sentences.

- 1 If I live / lived to be seventy, ...
- 2 If I live / lived to be 170, ...
- 3 If I go / went out tonight, ...
- 4 If I go / went out every night, ...
- 5 If it was / had been sunny at the moment, ...
- 6 If it was / had been sunny yesterday, ...
- 7 If I forget / had forgotten my mum's next birthday, ...
- 8 If I forget / had forgotten my mum's last birthday, ...

- 6 Read REMEMBER THIS II and the cartoon. Who is unhappy with the situation? Who is unhappy with someone's behaviour?

REMEMBER THIS II

- **wish/if only + Past Simple** = you want a present situation to be different
- **wish/if only + would + verb** = you want someone's present behaviour to change



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- 7 Write sentences with *wish* or *if only* to show that you would like the situation (S) or behaviour (B) to be different. Then tick the wishes that are true for you.

- 1 I don't live abroad. (S)
I wish/if only I lived abroad.
- 2 I can't read music. (S)
- 3 My sister doesn't help around the house. (B)
- 4 My dad has to work very long hours (S)
- 5 My sister doesn't let me use her laptop. (B)
- 6 My brother is very annoying. (S)
- 7 My mum always embarrasses me in front of visitors. (B)
- 8 Our neighbours play loud music at night. (B)

0.4 Visitors from space

Grammar: Modal verbs for speculation

Vocabulary: Science

SHOW WHAT YOU KNOW

- 1 In pairs, write the noun forms of the verbs in the box. Include nouns for people if appropriate. Then underline the stressed syllables.

analyse conclude destroy evolve explore
investigate observe preserve research

analyse = analysis, analyst

- 2 In pairs, discuss which of these three things governments should spend most money on.

- a preservation of planet Earth
- b space exploration
- c medical research

- 3 Read REMEMBER THIS and choose the correct options in the cartoon caption. Then tell your partner which opinion is closest to your own.

REMEMBER THIS

- **must + infinitive/perfect infinitive*** = you're sure something is/was true
- **might/may/could + infinitive/perfect infinitive** = you think it's possible something is/was true
- **might not/may not + infinitive/perfect infinitive** = you think it's possible something isn't/wasn't true
- **can't + infinitive/perfect infinitive** = you're sure something isn't/wasn't true

*perfect infinitive = have + past participle

We ¹must / can't be alone in the universe – it's too big. There ²must / can't be other life somewhere.

There ³must / can't be – there's no evidence to prove it.

There ⁴might / might not be life on other planets, but they ⁵may / may not be as advanced as we are.



Aliens ⁶could / must be watching us right now; or they ⁷may / may not have observed us and decided not to get in touch!

- 4 Replace the underlined verb structures with alternatives using **can't**, **could**, **may**, **might** and **must** and an infinitive or perfect infinitive. Use each modal verb once only.

IS ANYBODY OUT THERE?

According to a recent UK survey, many people still believe that aliens ¹have possibly visited Earth. When people report sightings of Unidentified Flying Objects (UFOs), they usually describe strange lights and shapes. Other people say aliens ²definitely haven't approached our planet because otherwise there would be some proof. They believe that all 'sightings' of UFOs ³are definitely either natural weather events or man-made, i.e. aircraft, Chinese lanterns or even hoaxes. But certain government officials think that aliens ⁴have possibly been to Earth for military reconnaissance, scientific research or tourism and ⁵will possibly continue to do so in future.

- 5 In pairs, discuss your views on space exploration and whether you think there is 'anybody out there'.

- 6 Choose the correct meaning, A or B, for the underlined phrases.

- 1 Space exploration might lead to the discovery of other life forms.

A It's possible. B It's certain.

- 2 So you're a scientist. You must be very intelligent.

A It's compulsory. B It's my opinion.

- 3 Many explorers may not have understood the significance of their discoveries.

A I don't know if they understood or not.

B They didn't understand.

- 4 Early computer analysts can't have imagined how important the Internet would become.

A I'm sure about this. B I'm not sure about this.

- 5 It must have been a very interesting documentary.

A I watched it.

B I didn't watch it.

- 7 Rewrite the comments using the modal verb in capitals. Then think about situations when you might make such comments.

- 1 I'm sure you're very pleased. **MUST**

- 2 It's possible that she is sleeping. **MIGHT**

- 3 What? I'm sure she isn't that old! **CAN'T**

- 4 It's possible that he hasn't received it yet. **MAY NOT**

- 5 I'm certain you left it at home. **MUST**

- 6 I'm sure you're not serious. **CAN'T**

- 7 It's possible that you don't want to hear this. **MIGHT NOT**

- 8 It's possible that they overheard what we said. **COULD**

0.5 Advertising

Grammar: Reported Speech

Vocabulary: Advertising

SHOW WHAT YOU KNOW

- 1 Match the words in box A with the words in box B to make a shopping list.

A a bottle of a box of a bunch of a can of
a jar of a packet of a pair of a tube of

B anti-ageing cream crisps energy drink
flowers trainers matches mouthwash
toothpaste

a bottle of mouthwash

- 2 In pairs, choose four products from Exercise 1 and decide why a consumer might complain about them.

This bottle of mouthwash is past its sell-by date.

- 3 Read the slogans in blue below and, in pairs, discuss whether you think they are believable. Then read the report and find out what other people thought.

Do products live up to their advertising claims?

I asked three people if they ever bought these products and whether they believed their claims. Here are their reactions.

This cream will make you look ten years younger!

One woman said that she'd started using anti-ageing cream a few months before, but she knew that it would require more than a cream to keep her young.



This chocolate spread is a healthy breakfast for children.

A mother said that her children loved chocolate spread. She said that she had hidden the jar away because it was full of sugar and fat. She asked me when they were going to invent healthy chocolate!



You can avoid colds and flu if you use our mouthwash every day.

One man I spoke to was a doctor. He told me that it was impossible for a mouthwash to prevent illness. He told me not to believe everything I read in adverts.



- 4 CD-1.5 MP3-5 Look at the underlined words in the report. Complete these sentences from the reporter's notes with one word in each gap. Then listen and check.

- 1 Questions: Do you ever buy these products? ____ you believe their claims?
- 2 Woman: I ____ using anti-ageing cream a few months ____ but I know that it ____ require more than a cream to keep ____ young.
- 3 Mother: ____ children ____ chocolate spread. I ____ hidden it away because it ____ full of sugar and fat. When ____ they going to invent healthy chocolate?
- 4 Doctor: It' ____ impossible for a mouthwash to prevent illness. ____ believe everything you read in adverts.

- 5 Read REMEMBER THIS. Find at least one example for each rule in Exercises 3 and 4.

REMEMBER THIS

- Reporting statements = after *he said/he told me*. move 'one tense back'
- Reporting questions = after *she asked me* put the subject before the verb; don't use *do/does/did*; use *if* or *whether* for *yes/no* questions
- Reporting imperatives = use *I asked/told him (not) to move/to sing/to go*, etc.
- Other changes depending on the context = time and place words, pronouns and possessive adjectives

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- 6 Look at the cartoon. Why is the customer dissatisfied? Rewrite the sentences to report the situation.



These trainers aren't working. I haven't lost any weight. The shop assistant told me that I'd use more calories when I wore them. He said that was why they were so expensive.

- 1 Customer: Do you remember me? I bought some trainers here last month.
She asked him if she remembered her. She said ...
 - 2 Customer: They're not working. Do I look any thinner? I'm not! I'm the same weight now as I was four weeks ago.
 - 3 Customer: You made false claims about the trainers. Don't offer me a replacement. I want a refund.
 - 4 Shop assistant: I can't refund you today because I need my manager's permission. Can you come back tomorrow?
- The next day:**
- 5 Customer: How can I get a refund? These trainers haven't made me lose weight.
 - 6 Manager: Oh, I'm sorry. You have twenty-eight days to return purchases. From today, it's twenty-nine days since you bought them.
- 7 Think about things you have said to other people today. Write three sentences using *said*, *told* and *asked*.
I got up late so, I asked my mum if she could drive me to school.

0.6 Performers

Grammar: Articles

Vocabulary: Culture • The arts

SHOW WHAT YOU KNOW

- 1 In pairs, list as many types, genres or styles as you can for each category in sixty seconds.

- | | |
|------------------------------|------------|
| 1 Art: <i>watercolours</i> , | 4 Dance: |
| 2 Books/Literature: | 5 Music: |
| 3 Cinema: | 6 Theatre: |

- 2 Choose three subjects from Exercise 1 and tell your partner how you feel about them.

Art is really important to me. I enjoy painting with watercolours but not so much with ...

- 3 **CD•1.6 MP3•6** Read the article and choose *a/an*, *the* or \emptyset (no article) to complete it. Then listen and check.

PRE-SHOW RITUALS

In theatres all over ¹*the* / \emptyset London, artists are getting ready to perform. Most of them are too nervous to have ² \emptyset / *a* dinner before the show, so how do they spend the few hours before the show begins? Here, three performers talk about their pre-show rituals.

Tinie Tempah

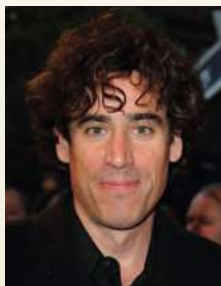


TINIE TEMPAH is ³*a* / \emptyset singer.

He prepares for a gig in the same way ⁴*an* / *the* athlete gets ready for ⁵*the* / *a* big event. About an hour before the gig, he does a lot of stretching. Sometimes he has ⁶*a* / \emptyset massage.

STEPHEN MANGAN is ⁷*a* / *an* actor.

After six months of doing the same show eight times ⁸*the* / *a* week, ⁹*the* / *a* biggest challenge is getting himself into exactly the same mental state every night. He comes to ¹⁰*a* / *the* theatre, and sometimes he doesn't want to be there. But ¹¹*a* / *the* fact that people are waiting to see him is ¹²*a* / \emptyset great motivating factor.



Stephen Mangan

Sara Pascoe



SARA PASCOE is *a* comedian.

She always gets nervous before a gig. She looks at ¹³*a* / *the* script and tries not to think about ¹⁴ \emptyset / *the* things that could go horribly wrong. She tells herself ¹⁵ \emptyset / *the* positive things like 'Who cares? Even if you're ¹⁶*the* / *a* worst comedian in ¹⁷*a* / *the* world, you've got ¹⁸ \emptyset / *a* boyfriend who you love.'

- 4 Read the article again and match the performers with their main worry a, b or c.

a making mistakes b getting into character c feeling fit

- 5 Read REMEMBER THIS. Complete the cartoon caption with *a/an*, *the* or \emptyset (no article). Then find examples for the rules in the text in Exercise 3.

REMEMBER THIS

Indefinite article *a/an*

- new information when it means 'one of many'
- jobs – *an artist*
- frequency – *twice a day*
- actions with *have* – *have a chat*

Definite article *the*

- known information when the listener knows 'which one(s)'
- places in a town – *the park*
- superlatives – *the best*
- some countries – *the USA, the UK*

No article

- things in general when it means 'all this or all these things'
- meals *have lunch*
- most countries, continents and cities – *Germany*



Reporter: What's your pre-show ritual?

Singer: Oh, I'm ¹____ singer, not ²____ diva! I just need ³____ cheese, ⁴____ bowl of sweets and some water. ⁵____ cheese must be from ⁶____ France, ⁷____ sweets should be blue and ⁸____ water has to be ⁹____ Swiss spring water served in ¹⁰____ Viennese glass. I'm ¹¹____ least demanding singer in ¹²____ world!

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- 6 In pairs, look at the sentence pairs and explain how the use of different articles changes the meaning.

- | | |
|---|---|
| 1 a I love listening to music on my phone. | b I love listening to the music on my phone. |
| 2 a I'd like to go to an art exhibition. | b I'd like to go to the art exhibition. |
| 3 a I prefer reading books to watching films. | b I prefer reading the book to watching the film. |

- 7 In pairs, complete the question in eight different ways using the words in the box. Use *a* where necessary. Then ask and answer the questions.

When was the last time you had ... ?

bad day breakfast in bed dream flu
fun lunch at home nap row

When was the last time you had a bad day?

0.7 UK vs USA

Grammar: Comparative structures

Vocabulary: Adjectives and adverbs

SHOW WHAT YOU KNOW

- 1 Find pairs of words that describe the same thing in American and British English. Use a dictionary if necessary.

biscuit closet cookie elevator
garbage holiday lift pavement
rubbish sidewalk subway
underground vacation wardrobe

biscuit (UK) = cookie (US)

- 2 **CD•1.7 MP3•7** In pairs, read the blog entry and discuss which option you think is correct. Then listen to Jess talking to a friend and check your ideas with hers.



An American in London

I've been chatting to a British friend, comparing life in the USA with life here in the UK. Here are some of my conclusions.

In the UK ...

- the cost of living is a lot ¹higher / lower than
- salaries are ²quite a bit / a little lower than
- food portions are a lot ³smaller / bigger than
- most people live in ⁴slightly / much smaller houses than
- housework is a lot ⁵harder / easier because there are ⁶more / fewer appliances than
- health care ⁷is more expensive than / isn't as expensive as
- employees get ⁸a lot / slightly more time off than
- people visit museums far ⁹more / less frequently than

... in the USA.



where I lived in the USA



where I live now in the UK

- 3 Read REMEMBER THIS. Then complete the cartoon caption with *as, less, much, quite, than* or *the*.

REMEMBER THIS

- Adjective forms = add *-er/the -est* to short adjectives, *more/the most* to long adjectives; irregular adjectives: *good, bad, far*
- Adverb forms = add *more/the most* or *less/the least* to adverbs; exceptions include *early/earlier, fast/faster, well/better*
- Modifying comparisons = *far/much/a lot/quite a bit/a bit/a little/slightly* + comparative adjective/adverb
- Other structures = *as ... as, not as/so ... as, the ... the*



- A: Wow that coffee cup is as big ¹_____ my head! Is everything ²_____ larger in the USA than in the UK?
B: Yes, except one thing: bathtubs are ³_____ a bit smaller.
A: Why? There's far more space in American houses ⁴_____. British ones.
B: Americans take baths ⁵_____ regularly than British people. They prefer showers. But their shower rooms are ⁶_____ biggest in the world!

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- 4 Form the comparative and superlative forms of the adjectives and adverbs in the box.

badly-paid (adj) extreme (adj) fit (adj) late (adv)
healthy (adj) soon (adv) well-dressed (adj)

badly-paid/worse-paid/the worst-paid

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

1 British comedies aren't as funny as American comedies. **THAN**
American comedies are _____ British ones.

2 Andy Roddick's serve is faster than Andy Murray's. **AS**
Andy Murray's serve _____ Andy Roddick's.

3 One World Trade Center in New York is much taller than the Shard in London. **LESS**

The Shard in London is _____ the One World Trade Center in New York.

4 If you live in Boston, you grow to love it more each day. **MORE**
The longer you live in Boston, _____ you love it.

5 English rock music is better than any other. **BEST**
English rock music is _____ world.

- 6 Use the prompts and the words in brackets to write comparative sentences. Which facts did you already know?

- football players / well-paid / American Football players (much)
- Big Ben / high / Statue of Liberty (a bit)
- US life expectancy / short / UK life expectancy (a little)
- US military expenditure / great / UK military expenditure (far)

0.8 USA vs UK

Grammar: The Passive • *have something done*

Vocabulary: Politics • Society

SHOW WHAT YOU KNOW

- 1 Complete the table. Put words and phrases with similar meanings side by side under *The USA* or *The UK*.

Congress	Conservatives	50 States	Pound
Constitutional Monarchy	98 Counties	Dollar	
Democrats	Houses of Parliament	Labour	
President	Prime Minister	Republic	Republicans

The USA	The UK	Your country
Congress	Houses of Parliament	

- 2 Add equivalent words to describe the institutions in your country. Then, in pairs, discuss similarities and differences between all three countries.

- 3 Read the quiz and choose the correct options.



- This country *hasn't been / hasn't* invaded since 1066, when King Harold *was / has* defeated by William the Conqueror.
- Until 1913 it was legal to *have / be* children sent to other parts of this country by parcel post.
- One in eight workers in this country *has had / has been* employed by McDonald's at one time or another.
- Eighty percent of everything on sale in this country *is / has* bought by women.
- When Abraham Lincoln became President of this country in 1861, slaves *were still being / had still* imported from Africa. During his presidency, Lincoln *had / was* slavery abolished.
- In 1918 women over thirty *were / have* allowed to vote in elections in this country. Women over twenty-one *weren't / haven't* allowed to vote until 1928.
- Eight billion chickens *are / have* consumed in this country each year.
- This country's king, Henry VIII, *had been / had had* married six times and *had been / had* two of his wives executed by the time he died in 1547.

- 4 **CD•1.8 MP3•8** Replace *this country* with *the USA* or *the UK* in Exercise 3. Then listen and check. Which facts did you find surprising?

- 5 Read REMEMBER THIS. Then complete the cartoon caption with the correct auxiliary verbs.

REMEMBER THIS

- **The Passive** = it isn't important or you don't know who performed an action
- **Passive sentence + by + agent** = a way to mention who (or what) performed an action
- **have something done** = you don't perform an action yourself (somebody does it for you)



American: I love your royal family, especially William and Kate. Their wedding in 2011 ¹ _____ shown by the biggest American TV stations. I ² _____ my hair done like Kate's for the occasion! Do you think George ³ _____ be crowned King one day?

Brit: Um, maybe, but he's just a child now, so he's only interested in ⁴ _____ his meals served and the TV tuned into his favourite cartoons.

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- 6 Read some more trivia facts about the USA and the UK. Rewrite the sentences in the passive, using *by + agent* only if it is necessary.

- Most people think that Christopher Columbus discovered America.
Most people think that America was discovered by Christopher Columbus.
- Every year in the USA judges sentence around 100 criminals to death.
- In 1811 in Britain, parents named nearly a quarter of all girls Mary.
- People in the UK drink more tea than in any other country.
- French people built the Statue of Liberty in France.

- 7 Use the prompts to write questions with *have something done*. Then, in pairs, ask and answer the questions.

- have you ever / repair / a bicycle?
- when did you last / test / your eyes?
- will you ever / colour / your hair?
- are you going to / redecorate / your bedroom?
- have you / pierce / your ears?
- when did you last / take / a passport photo?

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 **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.

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 | <input type="checkbox"/> | 7 Most teenagers aren't | <input type="checkbox"/> |
| a gift | <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 ____ way of thinking. He likes problem-solving.
 - 3 Jim is a ____ person. He loves a good party!
 - 4 Eva is very _____. 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.
- 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 used to fail all her exams.
Life ² _____ so good.
- 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 ³ _____ and move around instead of listening to the teacher.
Her teachers ⁴ _____ 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 sometimes to show your annoyance.
She ⁵ _____ people.
She ⁶ _____ and handing in her homework late.

- 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 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. 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 _____
/ei/	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.'



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 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'.

1.5 Grammar

Verb patterns

I can use a wide range of verb patterns.

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

GRAMMAR FOCUS I

Verb patterns

- verb + to-infinitive: **tend to choose**
 - verb + object + to-infinitive: _____
 - verb + object + infinitive without to: _____
 - 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 <input type="checkbox"/> | allow <input type="checkbox"/> | arrange <input type="checkbox"/> | avoid <input type="checkbox"/> | cause <input type="checkbox"/> |
| can't afford <input type="checkbox"/> | can't help <input type="checkbox"/> | can't stand <input type="checkbox"/> | | |
| decide <input type="checkbox"/> | expect <input type="checkbox"/> | encourage <input type="checkbox"/> | fancy <input type="checkbox"/> | |
| force <input type="checkbox"/> | imagine <input type="checkbox"/> | intend <input type="checkbox"/> | let <input type="checkbox"/> | seem <input type="checkbox"/> |
| offer <input type="checkbox"/> | refuse <input type="checkbox"/> | remind <input type="checkbox"/> | manage <input type="checkbox"/> | |
| spend/waste time <input type="checkbox"/> | urge <input type="checkbox"/> | warn (not) <input type="checkbox"/> | | |
- 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?

- 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

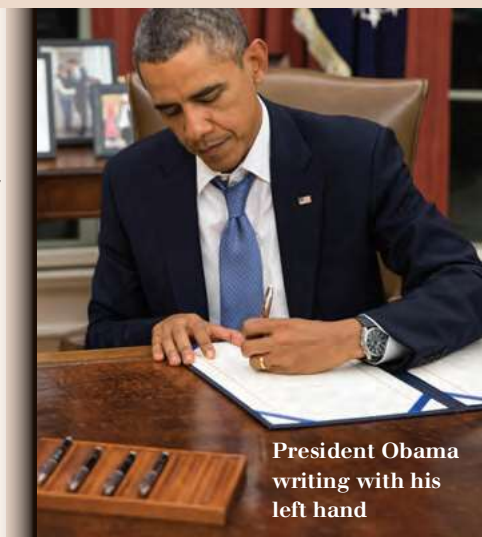
Verb patterns – change in meaning

- 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.*

- Complete the sentences with the correct form of the verbs in brackets. Then tick the sentences that are true for you.
 - I often forget _____ (bring) my pens to school.
 - I'll never forget _____ (meet) my best friend.
 - I don't remember _____ (learn) how to swim.
 - I always remember _____ (switch) my phone off in lessons.
 - I stopped _____ (take) piano lessons a while ago.
 - I usually stop _____ (buy) sweets on my way home.
 - If my laptop freezes, I try _____ (restart) it.
 - I've never seen my dad _____ (lose) his temper.
 - 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!



1.6 Speaking

Describing a photo

I can speculate about photos and answer a related question.

- 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.

- Describe photos A and B.

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



- 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?

- 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 ¹ hard 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)

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

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