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with Digital Student's Book



Malcolm Mann,
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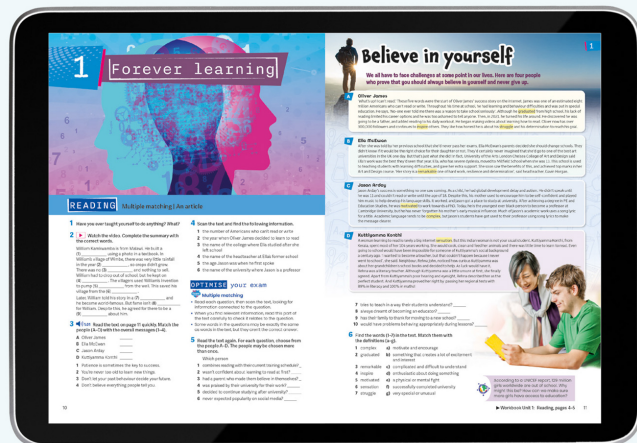
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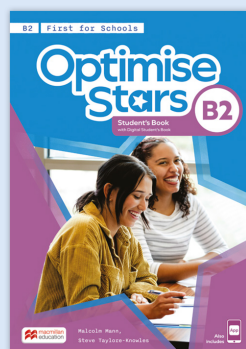
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Starter p 6–9		Grammar: countable and uncountable nouns, articles, quantifiers		
UNIT		READING	GRAMMAR	VOCABULARY
1 	Forever learning (EDUCATION AND LEARNING) p 10–19	 Building a windmill <i>Believe in yourself</i> Scanning  Multiple matching	 Tenses (1): present / past simple, <i>used to</i> , <i>would</i> , <i>be / get used to</i> Tenses (2): present perfect simple, past perfect simple	Words connected with <i>studying</i> and <i>learning</i> Phrasal verbs Word patterns: words + prepositions
2 	Inventive minds (SCIENCE AND TECHNOLOGY) p 20–29	<i>The hidden genius of modern technology</i> Deducing meaning from context  Multiple choice	Tenses (3): continuous tenses  Comparatives and superlatives	Words connected with <i>manufacturing</i> and <i>tools</i> Phrasal verbs Collocations with <i>top</i> and <i>high</i>
Review Units 1 and 2: Optimise your well-being Discover your study style / Revise Grammar and vocabulary /				
3 	Fighting crime (CRIMES AND SOCIAL PROBLEMS) p 32–41	 Witnessing a crime <i>The police and artificial intelligence</i> Understanding text logic (1)  Gapped text	 Tenses (4): the future Conditionals (1): zero and first conditionals	Words connected with <i>law</i> and <i>order</i> Phrasal verbs Collocations with <i>crime</i>
4 	Game on (SPORT AND GAMES) p 42–51	<i>Board games make a comeback</i> Understanding implication  Multiple choice	 Modals (1): ability, permission, advice / criticism, obligation Modals (2): degrees of certainty	Words connected with <i>sports</i> Phrasal verbs Word patterns: words + prepositions
Review Units 3 and 4: Optimise your well-being Pause and recharge / Revise Grammar and vocabulary /				
5 	Your next move (WORK AND CAREERS) p 54–63	 Working at sea <i>Cracking the code to your dream job</i> Understanding references  Gapped text	 Verb patterns (1): verb + infinitive / -ing Verb patterns (2): infinitives of purpose	Words connected with <i>the world of work</i> Phrasal verbs Collocations with <i>go</i> and <i>get</i>
6 	A blank canvas (ART AND THE ARTS) p 64–73	<i>Traditional crafting meets Instagram</i> Understanding attitude and opinion  Multiple matching	 Pronouns Result clauses, connectors of contrast	Words connected with <i>the arts</i> Phrasal verbs Collocations from <i>the art world</i>
Review Units 5 and 6: Optimise your well-being Define your goals / Revise Grammar and vocabulary /				
7 	The natural world (NATURE AND THE ENVIRONMENT) p 76–85	 Wild views <i>Unplug with vitamin N!</i> Understanding purpose  Multiple choice	 Conditionals (2): second, third and mixed conditionals Unreal past and past wishes	Words connected with <i>environmental issues</i> Phrasal verbs Word patterns: words + prepositions
8 	The next chapter (LITERATURE AND CULTURE) p 86–95	<i>Extract from Agnes Grey</i> Understanding linking words / phrases  Gapped text	 The passive The causative, direct and indirect objects	Words connected with <i>literature</i> Phrasal verbs Collocations with <i>say</i> , <i>speak</i> and <i>tell</i>
Review Units 7 and 8: Optimise your well-being Help your classmates / Revise Grammar and vocabulary /				
9 	Money talks (MONEY AND CONSUMERISM) p 98–107	 Alternative shopping <i>Sustainable choices, powerful impact</i> Identifying synonyms  Multiple matching	 Relative clauses Participle clauses	Words connected with <i>spending money</i> Phrasal verbs Collocations with <i>do</i> , <i>get</i> , <i>go</i> and <i>make</i>
10 	Spread your wings (TRAVEL AND TOURISM) p 108–117	<i>Travel trends</i> Understanding text logic (2)  Gapped text	 Reported speech Indirect questions	Words connected with <i>travelling</i> Phrasal verbs Word patterns: words + prepositions
Review Units 9 and 10: Optimise your well-being Recognise your emotions / Revise Grammar and vocabulary /				
Preview p 120–123		Vocabulary: easily confused words, phrasal verbs, idioms with <i>keep</i> and <i>lose</i>		
OPTIMISE YOUR EXAMS B2 FIRST FOR SCHOOLS  ▶ READING p 124–126 ▶ LISTENING p 127–129				
Grammar reference p 138–150		Vocabulary reference p 151–158		Writing reference p 159–164 Speaking reference p 165–166

Vocabulary: words connected with TV and *cinema*, phrasal verbs, collocations with *do*, *have*, *make* and *take*

LISTENING	SPEAKING	USE OF ENGLISH	WRITING
Listening for agreement and disagreement  Multiple choice Extracts	 Agreeing and disagreeing  Collaborative task	 Word formation  Key word transformation	Expressing and justifying opinion  An essay  Learning to Learn: Developing self-awareness
Listening for attitude and opinion  Multiple matching	 Comparing and contrasting  Photo task	 Word formation  Multiple-choice cloze	Making recommendations  A review  Learning to Learn: Managing your workload

Action plan Exam skills p 30–31

Listening for synonyms  Sentence completion	 Expressing and justifying opinions  Discussion	 Word formation  Key word transformation	Giving reasons and examples (1)  A formal letter / email  Learning to Learn: Interpreting information
Listening for relevant information  Multiple choice Single extract	 Talking about experiences  Photo task	 Word formation  Open cloze	Formality (1)  A formal letter / email  Learning to Learn: Giving and responding to constructive criticism

Action plan Exam skills p 52–53

Predicting missing information  Sentence completion	 Making suggestions  Collaborative task	 Word formation  Multiple-choice cloze	Making suggestions  An informal letter / email  Learning to Learn: Developing presentation skills
Listening for purpose  Multiple choice Extracts	 Expressing preference and giving reasons  Photo task	 Word formation  Key word transformation	Creating a good narrative  A story  Learning to Learn: Improving your writing skills

Action plan Exam skills p 74–75

Predicting and anticipating  Multiple matching	 Qualifying your opinion  Discussion	 Word formation  Open cloze	Giving reasons and examples (2)  An article  Learning to Learn: Doing projects
Recognising difference in meaning  Sentence completion	 Speculating and expressing uncertainty  Interview	 Word formation  Multiple-choice cloze	Using descriptive language  A story  Learning to Learn: Using online sources responsibly

Action plan Exam skills p 96–97

Understanding responses to questions  Multiple choice Single extract	 Reaching a decision  Collaborative task	 Word formation  Open cloze	Introducing and concluding  An essay  Learning to Learn: Understanding different writing styles
Avoiding unnecessary detail  Sentence completion	 Talking about hopes and ambitions  Interview	 Word formation  Key word transformation	Formality (2)  An informal letter / email  Learning to Learn: Planning your future

Action plan Exam skills p 118–119

Grammar: inversions, cleft sentences

► SPEAKING / ► SPEAKING TEST VIDEO p 130–133 ► USE OF ENGLISH p 134–135 ► WRITING p 136–137

Starter



The hidden value of our hobbies

Hobbies are often seen as something to do in your spare time and a bit of fun. In fact, they're actually far more than that. Here are some examples.

Do you play an instrument? If you do, you should know that the benefits go beyond impressing your friends – it's actually great for your brain health too! In a study of two- and three-year-olds, some children had keyboard lessons and others didn't. Those who had keyboard lessons had a better understanding of space and time. New research also seems to suggest that the brains of people who play musical instruments actually change, in both shape and power. Another advantage is that playing an instrument improves your coordination: have you ever tried playing the piano two-handed while also having to read the music? It's not easy! And a final benefit is improved self-discipline: you have to practise the difficult bits over and over again until you succeed.

How about going to concerts? They're a lot of fun, but have you ever thought about what else they can offer? Exercise, that's what! From walking to the venue, to dancing to the music for a few hours, to walking back home – a concert is better than any trip to the gym! And attending a musical performance can also reduce stress. According to a study from Imperial College,

London, the cortisol (the body's main stress **hormone***) levels of audience members at a concert dropped significantly. This basically equates to a lower heart rate and lower blood pressure.

Maybe you like the performing arts? Well, that's good for you too! You're enhancing your people skills. Every production requires teamwork, which in turn creates a bond between people. As well as this, from a mental-health perspective, acting, singing and dancing release endorphins. These are proteins that give people a sense of well-being. Finally, you'll have better problem-solving skills. If you can deal with something when it doesn't go according to plan on stage, you can do it in real life too!

Perhaps we should all be **letting our hair down*** and putting a bit more time into doing the things we love now we know they are good for us!

Glossary

***hormone** – a chemical that is carried around the body in your blood

***let your hair down** – to behave more freely than usual and enjoy yourself

READING An article

1 Look at the title of the text and the photos. What do you think the text will be about?

2 Read the text quickly to check your answer to Question 1. Which hobbies does the writer mention?

3 **s.01** Read the text again. Complete the sentences with words and phrases from the text.

- 1** The research showed that children who took _____ had better time and space skills.

2 Playing an instrument is good for brain health, _____ and self-discipline.

3 Going to a concert could give you more exercise than going to the _____.

4 Good _____ is needed when you're taking part in theatre productions.

5 The proteins released by your body when you're happy are called _____.



Me

What hobbies do you do? What benefits do you get from doing them?

GRAMMAR 1

Countable and uncountable nouns, articles

Grammar in context

Look at these extracts from the text on page 6.
Which words are countable nouns and which are uncountable nouns?

- 1 In a study of two- and three-year-olds, some children had keyboard lessons and others didn't.
- 2 ... a final benefit is improved self-discipline: you have to practise the difficult bits ...
- 3 Those who had keyboard lessons had a better understanding of space and time.
- 4 Perhaps we should all be letting our hair down ...

Remember



- Countable nouns have a singular and a plural form. Use *a/an* with countable nouns when we mention something for the first time or when it isn't specific.
- Uncountable nouns don't have a plural form. They can be materials (e.g. *glass*), abstract ideas (e.g. *information*) or collections (e.g. *furniture*). Use no article with uncountable nouns when we aren't being specific.
- Use *the* with both countable and uncountable nouns when we are being specific.

See Grammar reference, Starter, page 138

- 1 Write the nouns below in the correct column in the table. If a noun can be both, explain any difference in meaning.

baggage book clothes coffee entertainment
equipment film glass house interest
knowledge leisure activity metal money
music news table time trousers truth

Countable	Uncountable	Both

- 2 Complete the sentences with *a / an*, or *the*. Put 0 if no article is needed.

- 1 How often do you go to _____ cinema with _____ group of friends?
- 2 Is _____ music important in your life? Do you like _____ rap, _____ pop or something else?
- 3 Would you prefer to be _____ actor or _____ musician, or does working in _____ entertainment business not interest you?
- 4 Is it easy to find _____ information you need about _____ local events on _____ internet?
- 5 Would you ever go to _____ three-day festival and sleep in _____ tent? Why / Why not?

- 3 In pairs, discuss the questions in Exercise 2.



VOCABULARY 1

Words connected with TV and cinema

- 1 **s.02** Complete the table with the words and phrases below. Explain what each one means. Listen and check.

audience box office broadcast cast channel
credits director flop on demand programme
reality show satellite screenplay series
sitcom release viewer

TV	Cinema	Both

- 2 Complete the sentences with the correct form of words and phrases in Exercise 1.

- I can't wait for the new *Hunger Games* film to be _____!
- The Harry Potter actor, Katie Leung, joins the rest of the *Bridgerton* _____ for season four of this popular series.
- Did you know his last movie was a complete _____ and lost a lot of money?
- I'm sure it'll say what the actor's name is in the _____.

- Any might not like the show, but ten million _____ can't all be wrong!
- The *Dune: Part Two* film was a huge success – it made millions of dollars at the _____.
- The channel lets you watch some programmes _____ for a month after they're on TV.
- The actors did their best in the movie, but I don't think the _____ did a very good job of bringing it all together.

- 3 In pairs or groups, discuss the questions. Use vocabulary from Exercise 1.

- What TV series and films have you watched recently?
- Which did you enjoy and which weren't so good?
- What are you looking forward to watching next?



VOCABULARY 2

Phrasal verbs

- 1 **s.03** Choose the correct word to complete the phrasal verbs in italics. Listen and check.

- Can we *turn through / over* and watch something else?
- Let's try *acting over / out* the new scenes we've added.
- I had to *sit up / through* the whole three-hour performance!
- I never have much time to *chill out / over* in the evenings.
- My part-time job *takes up / on* so much time at the moment.
- When does that new series *come up / on* Netflix?
- We usually *hang out / on* after school in the town centre.

- 2 Complete the sentences with the correct form of the phrasal verbs in Exercise 1.

- Lydia usually _____ in the park with her friends after school.
- My favourite TV programme _____ every week at 8 o'clock. It's a quiz show.
- If a film or TV show is really terrible, I can't _____ it! I just give up!
- I'm going to _____ this weekend and watch my favourite TV series.
- In last week's drama class, we started _____ a new play.
- My football club _____ so much time, I never do anything else at the weekend.
- My dad doesn't like the same shows as me. He always wants to _____ and watch something else.

- 3 Rewrite the sentences in Exercise 2 so they are true for you. Then compare your sentences with a partner.

GRAMMAR 2 Quantifiers

Grammar in context

Choose the correct word or phrase.

- 1 I love going climbing. It's **much** / **a lot of** / **lots** fun.
- 2 **None of** / **None** / **No-one** my family knows anything about musicals.

Remember

- Quantifiers show the number or amount of something. Use some quantifiers with countable nouns only (e.g. *few, a few*) and others with uncountable nouns only (e.g. *a little, little*). Some quantifiers can be used with both countable and uncountable nouns.
- All, both, each, either, every, many, much, neither* and *some* come before a noun. When they come before an article, a possessive or a pronoun, we use *of*, e.g. *all of my friends*.
- When quantifiers come before an article, a possessive or a pronoun with *every*, we use *one of*, e.g. *every one of my friends*.



See Grammar reference, Starter, page 138

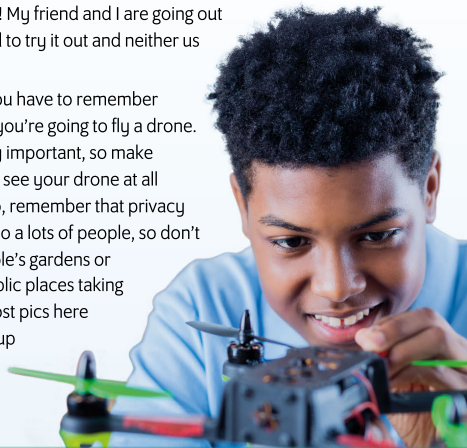
1 Choose the correct word or phrase. In one sentence, both are correct.

- 1 I think **all** / **all of** young people should study drama.
- 2 **Each** / **Each of** person I invited was busy.
- 3 I only have time for **a little** / **a few** activities.
- 4 We need **an** / **some** information about this dance class.
- 5 He got **lots of** / **several** advice about my course.
- 6 **Neither** / **Neither of** us has any interesting hobbies.
- 7 **No** / **None of** my friends are interested in painting.
- 8 **Both** / **Both of** my parents love going to the theatre.

2 Find and correct six mistakes in the text.

I've got a really exciting news! I've finally got my drone!
For those of you who don't know, drone flying is becoming really popular. In the past, little people had drones, but now more and more of my friends are getting them – including me! My friend and I are going out this weekend to try it out and neither us can wait!

Of course, you have to remember few things if you're going to fly a drone. Safety is very important, so make sure you can see your drone at all of times. Also, remember that privacy is important to a lots of people, so don't fly over people's gardens or crowded public places taking photos. I'll post pics here when I get it up in the air!



3 Complete the sentences so they are true for you. Then compare your sentences with a partner.

- 1 Every person in the world should _____
- 2 All of my friends have _____
- 3 One of my family members is _____
- 4 None of the students at my school _____

VOCABULARY 3 Collocations with do, have, make and take

1 Complete the phrases with **do**, **have**, **make** or **take**. Sometimes more than one answer is correct. Listen and check.

- | | |
|-------------------------|--------------------------|
| 1 _____ a break | 8 _____ part in |
| 2 _____ a good time | 9 _____ someone a favour |
| 3 _____ a difference | 10 _____ your best |
| 4 _____ a holiday | 11 _____ work to do |
| 5 _____ time off work | 12 _____ your time |
| 6 _____ nothing all day | |
| 7 _____ an effort | |

2 Complete the dialogue with the correct form of the collocations from Exercise 1.

- A:** We've been studying all day. Why don't we (1) _____ for an hour?
- B:** Go ahead if you want, but I need to do some more. I feel like I've (2) _____ today! At least this weekend we'll (3) _____ at Sam's party.
- A:** Yeah, I can't wait! And after the tests, you're going to (4) _____ in France! You're so lucky!
- B:** But I have to (5) _____ a cycling competition when I'm there. I'm a bit nervous about it.
- A:** Well, you always (6) _____ and work hard at the gym, so just (7) _____. Then you can just relax and have fun.

1

Forever learning



READING

Multiple matching | An article

1 Have you ever taught yourself to do anything? What?

2  Watch the video. Complete the summary with the correct words.

William Kamkwamba is from Malawi. He built a (1) _____ using a photo in a textbook. In William's village of Wimbe, there was very little rainfall in the year (2) _____, so crops didn't grow. There was no (3) _____ and nothing to sell. William had to drop out of school, but he kept on (4) _____. The villagers used William's invention to pump (5) _____ from the well. This saved his village from the (6) _____.

Later, William told his story in a (7) _____ and he became world-famous. But fame isn't (8) _____ for William. Despite this, he agreed for there to be a (9) _____ about him.

3 Read the text on page 11 quickly. Match the people (A–D) with the overall messages (1–4).

- A Oliver James _____
B Ella McEwan _____
C Jason Arday _____
D Kuttiamma Konthi _____

- 1 Patience is sometimes the key to success.
2 You're never too old to learn new things.
3 Don't let your past behaviour decide your future.
4 Don't believe everything people tell you.

4 Scan the text and find the following information.

- 1 the number of Americans who can't read or write
2 the year when Oliver James decided to learn to read
3 the name of the college where Ella studied after she left school
4 the name of the headteacher at Ella's former school
5 the age Jason was when he first spoke
6 the name of the university where Jason is a professor

OPTIMISE your exam



Multiple matching

- Read each question, then scan the text, looking for information connected with the question.
- When you find relevant information, read this part of the text carefully to check it relates to the question.
- Some words in the questions may be exactly the same as words in the text, but they aren't the correct answer.

5  1.01 Read the text again. For each question, choose from the people A–D. The people may be chosen more than once.

Which person ...

- 1 combines reading with their current training schedule? _____
2 wasn't confident about learning to read at first? _____
3 had a parent who made them believe in themselves? _____
4 was praised by their university for their work? _____
5 decided to continue studying after university? _____
6 never expected popularity on social media? _____



Believe in yourself

We all have to face challenges at some point in our lives. Here are four people who prove that you should always believe in yourself and never give up.

A Oliver James

'What's up! I can't read.' These five words were the start of Oliver James' success story on the internet. James was one of an estimated eight million Americans who can't read or write. Throughout his time at school, he had learning and behaviour difficulties and was put in special education. He says, 'No-one ever told me there was a reason to take school seriously'. Although he **graduated** from high school, his lack of reading limited his career options and he was too ashamed to tell anyone. Then, in 2021, he turned his life around. He discovered he was going to be a father, and added reading to his daily workout. He began making videos about learning how to read. Oliver now has over 300,000 followers and continues to **inspire** others. They like how honest he is about his **struggle** and his determination to reach his goal.

B Ella McEwan

After she was told by her previous school that she'd never pass her exams, Ella McEwan's parents decided she should change schools. They didn't know if it would be the right choice for their daughter or not. They'd certainly never imagined that she'd go to one of the best art universities in the UK one day. But that's just what she did! In fact, University of the Arts London Chelsea College of Art and Design said Ella's work was the best they'd seen that year. Ella, who has severe dyslexia, moved to Millfield School when she was 13. This school is used to teaching students with learning difficulties, and gave her extra support. She soon saw the benefits of this, and achieved top marks in her Art and Design course. 'Her story is a **remarkable** one of hard work, resilience and determination', said headteacher, Gavin Horgan.

C Jason Arday

Jason Arday's success is something no-one saw coming. As a child, he had global development delay and autism. He didn't speak until he was 11 and couldn't read or write until the age of 18. Despite this, his mother used to encourage him to be self-confident and played him music to help develop his language skills. It worked, and Jason got a place to study at university. After achieving a degree in PE and Education Studies, he was **motivated** to work towards a PhD. Today, he is the youngest ever black person to become a professor at Cambridge University, but he has never forgotten his mother's early musical influence. Much of Jason's academic work uses a song lyric for a title. Academic language tends to be **complex**, but Jason's students have got used to their professor using song lyrics to make the message clearer.

D Kuttiyamma Konthi

A woman learning to read is rarely a big internet **sensation**. But this Indian woman is not your usual student. Kuttiyamma Konthi, from Kerala, spent most of her 104 years working. She would cook, clean and feed her animals and there was little time to learn to read. Even going to school would have been impossible for someone of Kuttiyamma's social background a century ago. 'I wanted to become a teacher, but that couldn't happen because I never went to school', she said. Neighbour, Rehna John, noticed how curious Kuttiyamma was about her grandchildren's school books and decided to help. As luck would have it, Rehna was a literacy teacher. Although Kuttiyamma was a little unsure at first, she finally agreed. Apart from Kuttiyamma's poor hearing and eyesight, Rehna described her as the perfect student. And Kuttiyamma proved her right by passing her regional tests with 89% in literacy and 100% in maths!

- 7 tries to teach in a way their students understand? _____
- 8 always dreamt of becoming an educator? _____
- 9 has their family to thank for moving to a new school? _____
- 10 would have problems behaving appropriately during lessons? _____

6 Find the words (1–7) in the text. Match them with the definitions (a–g).

- | | |
|--------------|--|
| 1 complex | a) motivate and encourage |
| 2 graduated | b) something that creates a lot of excitement and interest |
| 3 remarkable | c) complicated and difficult to understand |
| 4 inspire | d) enthusiastic about doing something |
| 5 motivated | e) a physical or mental fight |
| 6 sensation | f) successfully completed university |
| 7 struggle | g) very special or unusual |



According to a UNICEF report, 129 million girls worldwide are out of school. Why might this be? How can we make sure more girls have access to education?

Grammar in context



Grammar video

Find these extracts in the text on page 11. Identify the tenses in bold and explain why they are used.

- 1 Oliver now **has** over 300,000 followers ...
- 2 He **didn't speak** until he was 11 ...

Remember

- Use the present simple to describe general truths and facts, present situations and states and to say how often things happen.
- Use the past simple to describe single, completed actions and situations at a specific time in the past.



See Grammar reference, Unit 1, page 139

1 Complete the sentences with the present simple or past simple form of the words in brackets. Sometimes more than one answer is possible.

- 1 This new app _____ (be) great – every day I _____ (learn) new English words!
- 2 Last year I _____ (go) to Germany and I really _____ (enjoy) myself!
- 3 Students _____ (not / usually / stand) up when teachers enter a room, do they?
- 4 Why _____ (you / not / come) to guitar practice earlier? _____ (you / be) ill?
- 5 Don't worry – you won't take the exam until your teacher _____ (say) you're ready.
- 6 Hurry up! It _____ (start) in two minutes and they _____ (not / like) it when we _____ (be) late!

Remember

- Use **used to** + verb for a past habit or state.
... his mother **used to encourage** him ...
- Use **would** + verb to describe a past habit only.
She **would cook, clean and feed** her animals ...
- Use **be used to** + -ing form to describe a situation that is familiar and not strange.
This school **is used to teaching** students with learning difficulties ...
- Use **get used to** + -ing form to describe the process of a situation becoming familiar.
Jason's students have **got used to** their professor **using** song lyrics ...



See Grammar reference, Unit 1, page 139

2 Complete the text with one word in each gap.

Doctors with clean hands



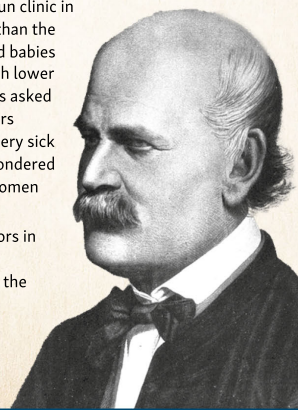
It's natural for ideas to change as new evidence is discovered. Experts like scientists (1) _____ used to questioning how things are done and this is particularly true of medicine.

Take, for example, the question of clean hands. Today, we have all (2) _____ used to washing our hands regularly and we know about the importance of this in stopping the spread of infectious diseases. But, unfortunately, in the past, doctors (3) _____ routinely wash their hands.

Therefore, until the mid-19th century, hospitals (4) _____ often dirty places, which would only give patients the most basic care. Without realising it, doctors (5) _____ to go from patient to patient, spreading germs. A person actually (6) _____ three to five times the chance of dying at hospital than at home!

That all changed in 1848, when Ignaz Semmelweis, a Hungarian physician, observed that the midwife-run clinic in Vienna lost fewer patients to sickness than the Vienna General Hospital. Both delivered babies but the mortality rate (7) _____ much lower for the midwives' patients. Semmelweis asked himself why. He realised that the doctors (8) _____ go straight from treating very sick patients to delivering babies, and he wondered if particles were being transferred to women on the doctors' hands.

In 1847, after asking students and doctors in the hospital to wash their hands, there (9) _____ a massive improvement in the care of pregnant mothers. Despite this, his ideas (10) _____ accepted by the medical profession until years after his death.



3 Complete the sentences for you. Then compare your sentences with a partner.

- 1 When I was young, I used to _____
- 2 During the summer holidays, we would always _____
- 3 At primary school, I was used to _____
- 4 When I went to secondary school, I got used to _____
- 5 Now I _____ every week, but in the past, I didn't.

Research



Research a person who made a contribution to science and medicine like Ignaz Semmelweis in Exercise 2. Tell the class what you found out.



Words connected with studying and learning

- 1** **1.02** Complete the sentences and definitions with the words below. Don't use all the words. Listen and check.

pass revise take

- 1 We've got a test tomorrow, so I'm going to _____ tonight.
2 Jason's going to _____ his first guitar exam next month even though we're not sure he'll _____.

coach instructor lecturer

- 3 this person teaches at a university: _____
4 this person trains a sports player or team: _____
5 this person teaches you how to do something, such as drive a car: _____

certificate degree licence qualification

- 6 this allows you to do something, such as drive a car: _____
7 this is a piece of paper showing you've achieved something: _____
8 this is a course of study that you take at university: _____

graduate pupil undergraduate

- 9 this person has successfully completed a course at university: _____
10 this person is studying at university: _____

Phrasal verbs

- 2** **1.03** Match the phrasal verbs in *italics* with the meanings below. Listen and check.

approach create discover/find
finish/complete increase

- 1 If you don't know a word in your language, do you *look it up* in the dictionary? _____
2 Do you want to *set up* a business when you leave school? _____
3 What would you do if I *crept up behind* you? _____
4 Who do you have to regularly tell to *hurry up*? _____
5 What's the best excuse you've ever *thought up* for not doing something? _____
6 Would it be hard to *catch up with* lessons if you were off school for a week? _____
7 Do you ever need to *speak up* because it's hard for someone to hear you? _____
8 What do you think you'll *end up* doing this weekend? _____
9 Do you get annoyed if someone *uses up* the milk/bread/oil? _____
10 What interesting information have you had to *dig up* for a school project? _____

- 3** In pairs, ask and answer the questions in Exercise 2.

Word patterns: words + prepositions

- 4** **1.04** Complete the sentences with one preposition in each gap. Use the words in *italics* to help you. Listen and check.

- 1 My brother's just *qualified* _____ a nurse and we're all really proud.
2 There's nothing *wrong* _____ deciding you don't want to go to university.
3 I'm going to quit the swimming team for a while as I have to *concentrate* _____ my studies.
4 Warren's *decided* _____ becoming a pilot and now wants to be a surgeon.
5 How *interested* are you _____ watching a documentary about archeology?
6 We need to find someone who's *experienced* _____ teaching young children.
7 If you don't *pay attention* _____ anything I say, you're not going to learn anything!
8 All his explanation *succeeded* _____ doing was to confuse me further!
9 The new education laws were *criticised* _____ not addressing the problem of class sizes in secondary schools.
10 I'm so *bored* _____ doing homework – I can't wait to meet my friends afterwards.





1 In pairs or groups, discuss the questions.

- Why is it important to learn new skills?
- What would you like to try that you haven't done yet?

2 Read the dialogues (1–5). Decide if the statements are T (True) or F (False).

- 1 Anna:** It's not as easy as it looks, is it?
Zach: No, it isn't!
 Zach disagrees with Anna. T / F
- 2 Anna:** You don't seem to have a problem, though.
Zach: Oh, I wouldn't say that.
 Zach agrees with Anna. T / F
- 3 Anna:** I had no idea you could do that.
Zach: Me neither!
 Zach agrees with Anna. T / F
- 4 Anna:** I thought she'd done a really good job.
Zach: Yeah, to some extent, I suppose.
 Zach completely agrees with Anna. T / F
- 5 Anna:** I can't imagine why he's the new instructor.
Zach: I can't see why not.
 Zach completely disagrees with Anna. T / F

3 Rewrite the false statements in Exercise 2 to make them true.

OPTIMISE your exam



Multiple choice | Extracts

- When a question asks what the speakers agree or disagree about, you may hear all the ideas that are in the three options.
- Don't choose the answer the first time you listen. The answer may come in the middle or at the end of the extract. Listen to the complete extract twice and then choose.
- Remember that a negative phrase like *Me neither!* doesn't always mean someone disagrees. A positive phrase doesn't mean they agree.

4 1.05 You will hear people talking in eight different situations. For questions 1–8, choose the best answer (A, B or C).

- You hear two friends talking about doing an online course.
 What do they agree about?
A doing a similar course in the future
B how much they have learnt
C the quality of the teaching
- You overhear a girl talking on the phone about a new arts and sports centre.
 What does she think her friend would most enjoy?
A dance classes
B aerobics sessions
C acting lessons
- You hear two teachers talking about an exam.
 What do they agree about it?
A All the students found it challenging.
B It was harder than last year's exam.
C It had some questions that were unfair.
- You hear part of an interview with a professional magician.
 What is she doing?
A describing her working day
B promoting a series of events
C justifying her choice of career
- You hear a boy talking about learning to ride a bike.
 What does he remember most clearly?
A his father's support
B his sister's enthusiasm
C his mother's pride
- You hear two friends talking about revising for an exam.
 What do they disagree about?
A where they should do their revision
B who they should study with
C whether they have enough time
- You hear a teacher talking about a charity event.
 Why is she talking to her class?
A to encourage them to continue raising money
B to inform them about the outcome
C to remind them why the event was held
- You hear two friends talking about an adventure weekend.
 What do they both agree to do next?
A Find out prices.
B Invite other friends to come with them.
C Ask their parents for permission.

5 Write sentences about skills that you have or someone you know has. Write three true sentences and one false sentence. Then read your sentences to a partner. Your partner must guess which sentence is false.

Grammar in context

Look at these extracts from the listening on page 14. Answer the questions.

- Well, you've always **been** much better at computer programming than me ...
Why does the speaker use the present perfect? Can you use the past perfect? Why / Why not?
- I couldn't wait to show my mum I'd **learnt** how to do it.
Why does the speaker use the past perfect? Can you use the present perfect? Why / Why not?

Remember

- Use the present perfect simple to talk about:
 - an action or situation that started in the past and continues up to the present.
 - an action or situation that happened at an unspecified time in the past.
 - a completed action in the past when we focus on the present result.
- Use the past perfect simple to talk about an action that happened before a time in the past.
- We often use time words like *already, yet, before, since, ever, never, just, still* with the present and past perfect. We often use *so far* with the present perfect and *up to that point* with the past perfect.

See Grammar reference, Unit 1, page 140

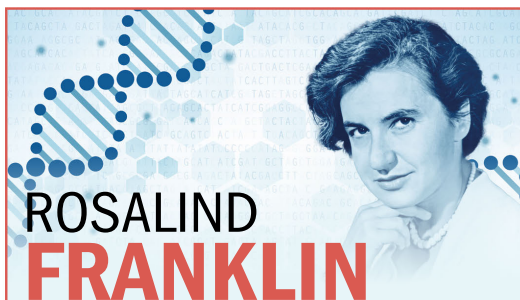
1 Choose the correct word or phrase.

- Was it the first time you **have been** / **had been** there?
- I **have** / **had** just graduated and I'd like to do a bit of travelling before I start my new job.
- It's the second time she **went** / **has been** to the gym today!
- We **haven't been** / **hadn't been** in India long when I **realised** / **had realised** I had lost my passport.
- I **have wanted** / **wanted** to go on the school trip last year, but I **didn't have** / **hadn't had** enough money.
- So far, we **have looked** / **looked** at how the brain works. It's so interesting, but I **hadn't understood** / **didn't understand** most of what we did yesterday!

2 Complete the sentences with appropriate time words.

- Have you _____ had a dream about flying?
- Jo's had her driving licence _____ May.
- I'd never taken an important exam _____ so I was extremely nervous.
- You can't have finished your homework _____. You've only _____ started!
- Haven't you done your report _____? Hurry up then!
- I've won three swimming trophies _____ far and I'm hoping to get another one this year.

3 Complete the text with one word in each gap.



If you (1) _____ never heard of Rosalind Franklin, then it's time you found out about her.

Born in London in 1920, she was a very able student. Like most girls back then, she wasn't encouraged to study science. Despite this, she (2) _____ chemistry at Cambridge University. After she (3) _____ completed her PhD, she moved to Paris, where she became interested in DNA. After getting a job at King's College, London, Franklin returned to the UK, but she (4) _____ get on with her new colleague, Maurice Wilkins.

While she was working at King's, she (5) _____ an important discovery: DNA structure was like a double ladder, or helix. Without telling her, Wilkins showed two other scientists some of Franklin's work. They (6) _____ known this information before, and it resulted in them understanding the structure of DNA. In a later article about their discovery, they didn't mention Franklin and, in 1962, all three men won the Nobel Prize. Sadly, Rosalind Franklin had (7) _____ died four years earlier in 1958, when she was just 37.

Although she was not acknowledged at the time, Franklin's huge contribution to science (8) _____ thankfully been recognised since that time.

4 Use the prompts to write questions with the present perfect and past perfect.

- this / the first time / you / study / this grammar / ?

- you / learn / speak / English / before / you / be / 11 / ?

- you / get / a job / for the summer holidays / yet / ?

- you / manage / ride a bike / by / the age of five / ?

- you / ever / think of / become / a scientist / ?

5 In pairs, discuss the questions in Exercise 4.

Learn

What tenses do you use to talk about the past in your language? Are they similar or different from the tenses used in English?

