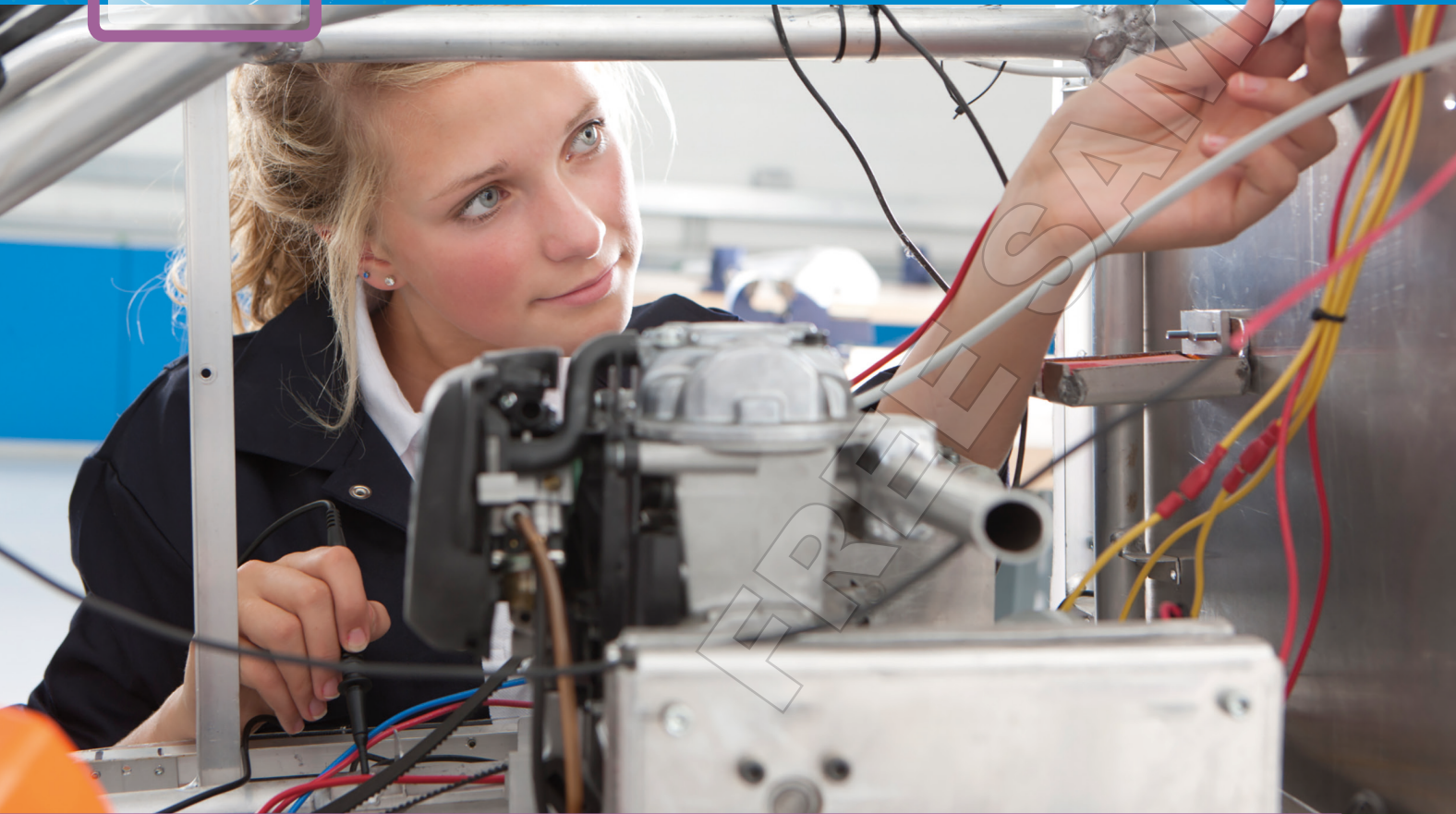


# 2

# Learning about learning



## READING | Multiple choice | An online article

**1** In pairs or as a group, answer the questions.

- 1 What do you do in the hour or two before you go to bed at night?
- 2 How many hours' sleep do you get at night? Do you think it's enough?
- 3 Do you usually wake up in the morning feeling refreshed?

**2** Read the article quickly and tick the ideas that are mentioned.

- |                             |                          |
|-----------------------------|--------------------------|
| 1 activities before bedtime | <input type="checkbox"/> |
| 2 not getting enough sleep  | <input type="checkbox"/> |
| 3 food, drink and diet      | <input type="checkbox"/> |
| 4 light and dark            | <input type="checkbox"/> |
| 5 different types of bed    | <input type="checkbox"/> |
| 6 electronic equipment      | <input type="checkbox"/> |
| 7 TV distractions           | <input type="checkbox"/> |
| 8 scientific experiment     | <input type="checkbox"/> |

**3** Choose the correct word or phrase and give a reason based on the context.

- 1 The phrase 'forbidden zone' in paragraph 2 is probably connected with the idea of **forcing** / **not allowing** someone to go to sleep because ...
- 2 The word 'alert' in paragraph 2 is probably closest to the word '**sleepy**' / '**awake**' because ...
- 3 The phrase 'sleep deprivation' in paragraph 3 probably means '**getting too much sleep**' / '**not getting enough sleep**' because ...
- 4 The word 'trigger' in the final paragraph probably means '**start**' / '**stop**' because ...

### OPTIMISE YOUR EXAM

#### Multiple choice

- Some questions test the meaning of a word or expression. You can't use a dictionary in an exam, so try to guess the meaning from context. Use these ideas to help you:  
*Is the word/phrase similar to a word in your language?*  
*Read the sentences before and after the word. Is there a similar or opposite word/phrase that explains it?*  
*Can you find it repeated later in the text?*
- Try to work out its approximate meaning BEFORE you look at the four options.

# Teenagers, sleep and learning

**What we know about teenagers' need for sleep, and how sleep affects learning**

**W**hat do you do in the hour before your bedtime? How many hours' sleep do you get at night? Do you wake up in the morning feeling refreshed? These are some of the questions researchers have been asking teenagers all round the world in order to better understand teenagers' sleep patterns, and how those patterns can affect learning at school.

Sleep patterns change depending on your age. Most younger children get a good night's sleep and wake up fresh and energised the next day. In contrast, teenagers' body clocks change, creating a 'forbidden zone' for sleep at around 9 or 10 pm. It's propping them up just as they should be feeling sleepy. Later on, in middle age, the clock changes again, making it hard for parents to stay awake just when their teenage kids are at their most alert.

To make matters worse, recent research has shown that using an electronic device in the hour before going to bed greatly affects sleep patterns. According to studies, teenagers who used a computer or mobile phone before bedtime were much more likely to need more than an hour to fall asleep, and were also more likely to sleep several hours less each night. Teens

who used other electronic devices such as an MP3 player, tablet, game console or TV also experienced some sleep deprivation. Greg Dickson, 16, is a prime example. 'I usually chat to a few mates on WhatsApp before bed, and maybe watch a couple of videos on YouTube or Vimeo,' he says. 'I don't feel like going to sleep after that. And I really don't feel like getting up the next morning and spending the day in the classroom either!'

But how does this lack of sleep affect learning? In experiments carried out in North America, students were taught a series of skills and then slept for various lengths of time. For example, some students were trained to catch a ball attached by a string to a cone-like cup. The more they practised, the faster and more accurate they became. The students who then had a good sleep improved further. The other students who got less than six hours' sleep either didn't improve or actually fell behind. What this shows is that the brain consolidates and practises what has been learnt while you're asleep. This means sleep after learning is as important as getting a good night's rest before a test or exam.

Because of this, some researchers, such as Professor Paul Kelley from Oxford University, are pushing for later school start times. He's suggested that children aged 8 to 10 should start school at 8:30 am or later, 16-year-olds should start at 10 am and 18-year-olds as late as 11 am.

Other researchers are exploring the effect of light in setting sleep patterns, as darkness seems to trigger the release of melatonin, often called 'the sleep hormone', and light emitted from electronic devices tricks the brain into thinking it should be active rather than winding down. The solution here may involve the introduction of a 'digital sunset', where music, social media and all electronic devices are turned off a couple of hours before bed, similar to how the sun sets in the evening. And, finally, try not to binge-sleep at the weekend – if you're used to getting up at 6:30 am during the week, you shouldn't sleep until noon on a Saturday. That simply confuses the body.

4

 1.06 For questions 1–6, choose the answer (A, B, C or D) which you think fits best according to the text.

- What does 'propping them up' in paragraph 2 mean?
  - making them even more tired
  - keeping them energised and awake
  - stopping them from thinking clearly
  - supporting and encouraging them
- What does Greg Dickson's quote demonstrate?
  - Many teenagers are careful to limit their usage of electronic devices.
  - It makes no difference whether you use a tablet or a mobile phone.
  - It's very common for teenagers to use the internet at night.
  - It's important to have close friends when you're a teenager.
- What is the experiment with the ball designed to show?
  - The more you practise something, the better you become at it.
  - If you don't sleep well after learning something, you might lose the skill.
  - Testing is an essential part of the learning process.
  - Some people are much better at physical tasks than others.
- What point does the writer make in paragraph 4?
  - The most important thing is to sleep well before an exam.
  - Teenagers' brains are more complex than scientists thought.
  - Teenagers should be encouraged to sleep at school.
  - We continue to learn things while we are sleeping.
- What is suggested about melatonin in the final paragraph?
  - It is only produced when we are asleep.
  - It is most effective in a brightly lit room.
  - It naturally helps the human body feel sleepy.
  - Most teenagers don't produce enough of it.
- The writer uses the word 'binge-sleeping' in the final paragraph to describe
  - only getting up when you feel refreshed.
  - getting up but still feeling tired.
  - getting a lot less sleep than usual.
  - getting a lot more sleep than usual.

## Grammar in context

Look at the article on page 15 and find examples of each of the following:

- 1 present simple (question and negative)
- 2 past simple (negative and irregular form)



### REMEMBER

- We use present simple and past simple to describe: general truths and facts, permanent situations, states, how often things happen.
- We use past simple to describe single, completed actions and situations.

► See Grammar reference, Unit 2, page 149

### 1 Put the verbs into the correct tense. Sometimes there is more than one answer.

- 1 This new vocabulary app \_\_\_\_\_ (be) great – every day I \_\_\_\_\_ (learn) new English words!
- 2 Last year I \_\_\_\_\_ (go) to Germany on a language exchange and I really \_\_\_\_\_ (enjoy) myself a lot!
- 3 These days, students \_\_\_\_\_ (not / usually / stand) up when a teacher enters a room, do they?
- 4 Why \_\_\_\_\_ (you / not / come) to guitar practice today, Dan? \_\_\_\_\_ (you / be) ill?
- 5 Don't worry – you won't take the exam until your teacher \_\_\_\_\_ (say) you're ready.
- 6 Hurry up! The workshop \_\_\_\_\_ (start) in two minutes and they \_\_\_\_\_ (not / like) it when \_\_\_\_\_ (we / be) late!



### REMEMBER

- We use *used to* to describe a past habit or state – *We **used to** have PE twice a week, but now it's only once a week.*
- We use *would* to describe a past habit but NOT a past state – *We **would** usually do experiments in the school lab.*
- We use *be used to* to describe a situation that is familiar and not strange. – ***Are you used to** getting the bus to school every day, or is it still a bit strange?*
- We use *get used to* to describe the process of a situation becoming familiar and not strange. – *It took me about 3 months to **get used to** going to a new school.*

► See Grammar reference, Unit 2, page 149

### 2 If a phrase in bold is correct, put a tick. If it's incorrect, rewrite it correctly.

- 1 At my dad's school, the boys **used to wearing** shorts until they were 11 years old. \_\_\_\_\_
- 2 At the age of 11, they **would start** wearing long trousers. \_\_\_\_\_
- 3 **Did you used to use** to write your school essays by hand? \_\_\_\_\_
- 4 I **never use to like** physics but I do now. \_\_\_\_\_
- 5 We've had a lot of practice doing exam tasks, so I **really used to doing** them now. \_\_\_\_\_
- 6 Until recently, we did our homework in a notebook, so **I'm still getting used to do** it all on a tablet. \_\_\_\_\_

### 3 Write one word in each gap to complete the text.



## GÖBEKLI TEPE

Learning is part of our everyday life and work and experts such as scientists (1) \_\_\_\_\_ used to changing their minds when they learn new evidence that questions their accepted ideas. This is particularly true with archeology, and the excavation of Göbekli Tepe in Turkey is a good example.

Archeologists used (2) \_\_\_\_\_ believe that before humans first started farming, people did (3) \_\_\_\_\_ have enough spare time or energy to build temples and other religious sites as they (4) \_\_\_\_\_ too busy hunting and gathering food. They believed that the development of agriculture led to the building of towns, which in turn made it possible to build large religious monuments.

The findings at Göbekli Tepe have changed that view. Recent excavations suggest that stone-age hunter-gatherers (5) \_\_\_\_\_ in fact able to work together to build incredible religious sites – before farming, before cities, and thousands of years before the invention of the wheel. So when (6) \_\_\_\_\_ our ancestors build Göbekli Tepe? The evidence suggests that it (7) \_\_\_\_\_ more than 11,000 years ago!

## Words connected with studying and learning

**1** 1.07 Write a word from the box in each gap. Don't use all the words. Listen and check.

certificate | degree | licence | qualification

- This allows you to do something, such as drive a car. \_\_\_\_\_
- This is a piece of paper showing you've achieved something. \_\_\_\_\_
- This is a course of study that you take at university. \_\_\_\_\_

pass | revise | take

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

coach | instructor | lecturer

- This person teaches at a university. \_\_\_\_\_
  - This person trains a sports player or team. \_\_\_\_\_
  - This person teaches you how to do something, such as drive a car. \_\_\_\_\_
- graduate | pupil | undergraduate
- This person has successfully completed a course at university. \_\_\_\_\_
  - This person is studying at university. \_\_\_\_\_

## Phrasal verbs

**2** 1.08 Match each phrasal verb with a meaning from the box. Use each meaning twice. Listen and check.

approach | create | discover/find  
finish/complete | increase

- If you don't know a word, *look it up* in a dictionary. \_\_\_\_\_
- I want to *set up* a computer-coding club at school. \_\_\_\_\_
- Alex *crept up behind* Jake while he was doing his homework and surprised him. \_\_\_\_\_
- There's only five minutes left, so *hurry up*! \_\_\_\_\_
- Laura *thought up* a ridiculous excuse about why she hadn't written her essay. \_\_\_\_\_
- When a student returns after being ill, they have to *catch up with* the rest of the class. \_\_\_\_\_
- Go online and see what information you can *dig up* about the Romans for the class project. \_\_\_\_\_
- I was going to do my presentation just on Antarctica, but I *ended up* doing it on the Arctic as well. \_\_\_\_\_
- Speak up*, Simon! We can't hear you at the back. \_\_\_\_\_
- Who's *used up* all the glue? There's none left! \_\_\_\_\_

## Words + prepositions

**3** 1.09 Write one preposition in each gap to complete the sentences. Use the words in italics to help you. Listen and check.

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





**1** In pairs or as a group, ask and answer the questions.

- 1 What different skills have you learnt to do in the last few years?
- 2 How keen are you to try things you haven't done before (e.g. rock-climbing, Zumba)?

**2** 1.10 For each dialogue, decide if Zach completely agrees (A), completely disagrees (D) or partly agrees (P) with Alex.

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

**3** Look at Exercise 4. Which questions ask about agreement and disagreement?

OPTIMISE YOUR EXAM

**Multiple choice (extracts)**

- When you're asked what two people agree or disagree about, you may hear all the ideas expressed in the three options.
- Don't decide on your answer too quickly. Listen to the complete extract twice. Sometimes the correct answer comes in the middle or at the end.
- Remember that a negative (e.g. *Me neither!*) doesn't always mean someone disagrees, and a positive (e.g. *Yes*) doesn't always mean they agree.

**4** 1.11 You will hear people talking in eight different situations. For questions 1–8, choose the best answer (A, B or C).

- 1 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
- 2 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
- 3 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.
- 4 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
- 5 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
- 6 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
- 7 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
- 8 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** 1.11 Listen again and check your answers.

### Grammar in context

Look at these sentences from the audio in the listening lesson and answer the questions.

*I've already signed up for their Monday-night dance class.*

1 Why does the speaker use present perfect simple and not past simple here?

*I couldn't wait to tell my mum I'd learnt how to do it.*

2 Why does the speaker use past perfect simple and not past simple here?

#### REMEMBER

We use present perfect simple for:

- situations that started in the past and are still true.
- a series of actions continuing up to now.
- completed actions at an unspecified time in the past.
- completed actions where the present result is important.

We use past perfect simple for:

- situations and completed actions before a specific moment in the past.

We usually use present perfect simple after the phrase *It's the first/second time ...*

We usually use past perfect simple after the phrase *It was the first/second time ...*

We often use time words, such as *already, yet, before, since, ever, never, just, still*, with present and past perfect. We often use *so far* with present perfect, and *up to that point* with past perfect.

► See Grammar reference, Unit 2, page 150

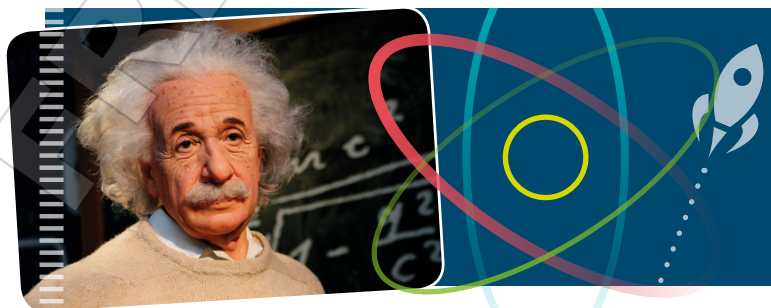
1 Put the verbs into the correct tense (present perfect simple, past simple or past perfect simple). There may be more than one correct answer for some gaps.

- Chris \_\_\_\_\_ (decide) to give up the piano and he \_\_\_\_\_ (just / buy) a guitar.
- It wasn't the first time I \_\_\_\_\_ (read) some instructions and not understood them.
- Is it really the first time Angela \_\_\_\_\_ (ever / fail) a test?
- We \_\_\_\_\_ (not / be) in Germany long when I \_\_\_\_\_ (realise) my spoken German wasn't as good as I \_\_\_\_\_ (think) it was.
- So far in this course, we \_\_\_\_\_ (look) at how the brain processes information.
- I \_\_\_\_\_ (want) to show you a video online today, but someone \_\_\_\_\_ (change) the Wi-Fi password.

2 Write a time word in each gap.

- Have you \_\_\_\_\_ had a dream where you took a test you hadn't revised for?
- 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.
- That was an amazing vocal performance, especially since you've \_\_\_\_\_ had singing lessons.
- We wrote an essay three weeks ago but Mr Blake \_\_\_\_\_ hasn't given it back with our marks!

3 Write one word in each gap.



### What Einstein taught us

You (1) \_\_\_\_\_ almost certainly heard of Albert Einstein, but do you know why he was so important? Before Einstein, scientists (2) \_\_\_\_\_ all thought that time was constant. In other words, that three seconds is three seconds wherever you are in the universe, and whatever you're doing. Einstein showed that's not true and that how time passes is related to how fast you're moving. No-one had (3) \_\_\_\_\_ suggested this before Einstein.

But (4) \_\_\_\_\_ anyone ever tested this incredible idea? The answer is yes, they (5) \_\_\_\_\_. They've tested and proved it many times (6) \_\_\_\_\_. Einstein first came up with it in the early 1900s. For example, scientists have taken two atomic clocks, both showing exactly the same time, and have (7) \_\_\_\_\_ one round the world in a plane. It ran a little bit faster than the clock which (8) \_\_\_\_\_ remained stationary on the ground. Today, clocks in GPS systems and satellites have to take this theory into account.



THINK | RESEARCH | CULTURE | LEARN | ME

Do you have tenses similar to the present perfect simple and past perfect simple in your language? If so, are they used in the same way as English or in different ways?

## Flipped classroom

1 Watch the *Talk2Me* video and answer the questions.

- 1 What places for school trips are mentioned?
- 2 Which type of trip would the people prefer to go on?
- 3 What do the people say students can learn from going on school trips?

2 Watch the video again. Circle the expressions in the *Phrase expert* box that you hear on the video.

## PHRASE EXPERT

Absolutely! | But don't you think that ...? |  
Do you really think so/that? | I agree/disagree  
because ... | I'm sorry, but I (really) don't agree  
because ... | I suppose so, but ... |  
Me neither | Me too! | Neither do I | So do I |  
Yes, but what about ...? | You're right about  
that ... | You've got a point, but ...

3 In pairs or groups, answer the questions.

- What was the last school trip you went on?
- What was the best thing about it?

4 In pairs or as a group, make notes about the benefits of the different places for going on a school trip.

1 a theme park

*get to know classmates better*

2 a zoo

3 a science museum

4 an adventure activity centre

5 an art gallery



Talk 2 Me

Neither do I ...

5 Correct the underlined mistakes in the phrases for agreeing and disagreeing.

- 1 I'm sorry but I don't disagree. *agree*
- 2 I don't agree with him. So do I.
- 3 But can't you think that ...
- 4 You've got a problem, but ...
- 5 I agree so, but ...
- 6 I think it's a great idea. Neither do I.

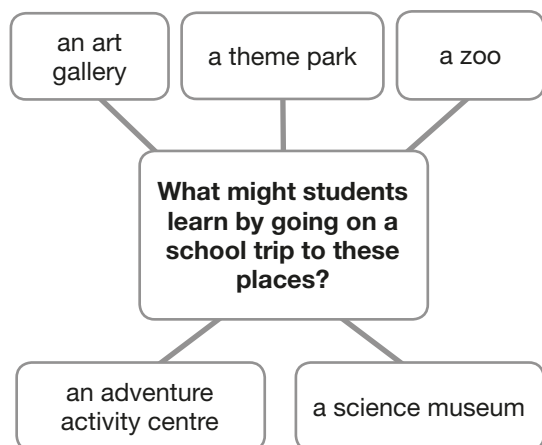
## OPTIMISE YOUR EXAM

## Collaborative task

- Use phrases that show you agree, disagree or partly agree with your partner.
- You don't have to agree with your partner. If you don't agree, be polite and then explain why. Give reasons and examples when you talk about your ideas.

6 Talk in pairs for two minutes. Follow the instructions.

Imagine that a secondary school is organising a trip for its students. Talk about what students might learn by going on a school trip to these places.



7 Talk for a minute and decide which two places would be the best places to visit. Try to disagree with each other about one thing and expand your ideas!

## SAY IT RIGHT

Resource centre: Unit 2

Stress in phrases for agreeing and disagreeing

**1 Look at the words in capitals in Exercise 2 and answer the questions.**

Which of them ...

- 1 isn't a noun or a verb? \_\_\_\_\_
- 2 has a noun form ending in *-ship*? \_\_\_\_\_
- 3 has an adjective form ending in *-ful*? \_\_\_\_\_

**OPTIMISE YOUR EXAM**

**Word formation**

- Always read the whole sentence carefully to see if you need to form a word with a negative meaning, e.g. *(im)possibility*, *(dis)ability*, *(il)logical*, *(un)fortunately*.

**2 Write a form of the word in capitals in each gap to complete the text.**



**Feats of memory**

How good is your memory? Do you have (1) \_\_\_\_\_ remembering long strings of numbers? Some people are very good at it. If you're one of them, and if you're (2) \_\_\_\_\_, you might want to take part in one of the numerous memory (3) \_\_\_\_\_ that are held round the world.

**DIFFICULT**

**COMPETE CHAMPION**

You probably recognise this symbol:  $\pi$ . It's a number called pi, which has some interesting (4) \_\_\_\_\_ properties. Its digits continue for ever (3.14159265 ...) and don't repeat in a pattern.

**MATHS**

**SUCCESS**

Some people have (5) \_\_\_\_\_ managed to memorise a lot of the digits of pi. In 2015, 25-year-old Rajveer Meena remembered 70,000 digits correctly, which took him just over nine hours to recite.

Although memorising that amount of (6) \_\_\_\_\_ may seem absolutely (7) \_\_\_\_\_, there are methods to help you. Memory experts recommend matching each thing you need to remember with a shape or colour or place, and creating a visual (8) \_\_\_\_\_ between each one.

**INFORM BELIEVE**

**RELATE**

**3 Look at the sentences in Exercise 4 and answer the questions.**

- 1 Which of them rely on knowing the structure *used to + bare infinitive*? \_\_\_\_\_
- 2 Which of them rely on knowing the structure *be/get used + -ing form*? \_\_\_\_\_

**4 Complete the second sentence so it has a similar meaning to the first. Do not change the word given. Use two to five words, including the word given.**

- 1 In the past, we didn't usually use computers in class. **USE**  
We \_\_\_\_\_ use computers in class.
- 2 I thought I'd get the geography prize but I actually got the biology prize. **UP**  
I thought I'd get the geography prize but I actually \_\_\_\_\_ the biology prize.
- 3 It's been over two years since Sam last took exams. **TAKEN**  
Sam \_\_\_\_\_ over two years.
- 4 They started the aerobics club in the school gym. **UP**  
The aerobics club \_\_\_\_\_ in the school gym.
- 5 It took me about two years to become comfortable with speaking French in public. **USED**  
It took me about two years to \_\_\_\_\_ French in public.
- 6 I don't know how he managed to remember so many numbers. **SUCCEEDED**  
I don't know how he \_\_\_\_\_ so many numbers.

**OPTIMISE YOUR EXAM**

**Sentence transformation**

- Remember that contracted forms such as *didn't*, *haven't*, etc. count as two words (*did not*, *have not*). The exception is *can't*, which is short for *cannot*.



**THINK RESEARCH CULTURE | LEARN | ME**

Search online to find out about some different ways to improve your memory. Tell the class what you discovered.





**1** In pairs or as a group, answer the questions.

- 1 Look at the photos. What is happening?
- 2 Have you ever taught your parents or other family members anything?

**2** Read this essay and complete the essay question.

'Teenagers \_\_\_\_\_.' Do you agree?

*Some people think teenagers are bad at teaching because they are too young and inexperienced. While it's true they are not old enough to work at a school, I would argue that teenagers can teach people many different things.*

*One area where teenagers often have an advantage over older people is new technology. For example, my parents often ask me for help and advice about smartphones, computers, tablets and apps. Whereas adults sometimes seem to struggle with new gadgets, it seems to me that teenagers understand them almost instantly – and can teach others how to use them.*

*In my view, another area where teenagers lead the way is in environmental awareness. My friends, for example, understand green issues more than their parents, and are often good at persuading them to change their ways, for instance with recycling. Similarly, teenagers often have specific interests and skills which they can teach. My sister loves fashion, for example, and often helps my dad choose stylish clothes.*

*In conclusion, I disagree with the idea that teenagers make bad teachers. In my experience, I have seen them successfully teach and influence many people.*

**3** Find these phrases in the essay. Tick the ones which highlight that the writer is expressing their own opinion.

- |                           |                          |
|---------------------------|--------------------------|
| 1 Some people             | <input type="checkbox"/> |
| 2 I would argue that      | <input type="checkbox"/> |
| 3 ... it seems to me that | <input type="checkbox"/> |
| 4 In my view,             | <input type="checkbox"/> |
| 5 Similarly,              | <input type="checkbox"/> |
| 6 In conclusion,          | <input type="checkbox"/> |
| 7 I disagree with         | <input type="checkbox"/> |
| 8 In my experience,       | <input type="checkbox"/> |

**4** The writer of the essay expresses opinions and justifies them by giving reasons and examples. In pairs or groups, note down the reasons and examples mentioned.

main point:	reason and/or example given to justify it:
<i>teenagers are good at teaching</i>	
<i>how to use modern technology</i>	
<i>green issues</i>	
<i>particular interests or skills</i>	

OPTIMISE YOUR EXAM

**An essay**

- When you write an essay, you can use these phrases to show your opinion: *I would argue that, It seems to me, In my view, In my opinion ...*
- Try to justify your opinions by giving reasons and/or examples. Some useful words and phrases to connect your ideas are: *because, since, as, this is why, for example, such as, that is ...*

**5** Look at this writing task. In pairs or as a group, discuss the questions after the task.

In your English class you have been discussing how schools prepare teenagers for the future. Your English teacher has asked you to write an essay for homework.

**'Schools don't prepare teenagers well enough to be adults in the modern world.' Do you agree?**

**Notes**

Write about:

- 1 everyday tasks, such as cooking, car maintenance, etc.
- 2 getting a job
- 3 ..... (your own idea)

- How well do you think schools prepare teenagers to be adults in the modern world?  
a) extremely well   b) well enough   c) not well enough
- You have to write about everyday tasks, such as cooking and car maintenance. How well do schools prepare people for those kinds of tasks?
- You have to write about the idea of getting a job. What are the main points to make here?
- You have to come up with your own idea too. What could this idea be?

**6 Plan** Make a paragraph plan.

Part	Purpose	Useful phrases	My notes
Paragraph 1	introduce your essay and state your opinion	<i>I would argue that ...</i> <i>It seems to me that ...</i> <i>In my view,</i> <i>In my opinion,</i>	
Paragraph 2	your thoughts about how schools prepare students to do everyday tasks	<i>I agree/disagree with ...</i> <i>While ...</i> <i>Whereas ...</i> <i>For example/instance,</i>	
Paragraph 3	your thoughts about how schools prepare students to get a job _____ (your own idea)	<i>Similarly,</i>	
Paragraph 4	conclusion	<i>In conclusion,</i> <i>To conclude,</i> <i>To sum up,</i>	

**7 Write** Write your essay in an appropriate style. Write 140–190 words.

**8 Check** Before you hand in your essay, complete this checklist.

Checklist 

- |  |   |
|--|---|
| <input type="checkbox"/> I've written at least four paragraphs.                        | <input type="checkbox"/> I've also discussed my own idea.       |
| <input type="checkbox"/> I've expressed and justified my opinions.                     | <input type="checkbox"/> I've concluded my essay appropriately. |
| <input type="checkbox"/> I've discussed the ideas of everyday tasks and getting a job. | <input type="checkbox"/> I've checked my spelling and grammar.  |

## GRAMMAR AND VOCABULARY

### 1 Write a form of the word in capitals in each gap.

#### 21ST CENTURY SCRABBLE

When the spelling board game Scrabble first made an (1) \_\_\_\_\_ over 70 years ago, it wasn't an immediate (2) \_\_\_\_\_. But over time it has become one of the biggest board games in the world and is now sold in 121 countries. There are many (3) \_\_\_\_\_ and every year the world's best players enter the World Scrabble (4) \_\_\_\_\_.

With the introduction of versions of the game for smartphones and on Facebook, Scrabble's (5) \_\_\_\_\_ has grown with younger players in recent years. It is now possible to play a game against anyone in the world providing both players are connected to the internet.

Why do people get so much (6) \_\_\_\_\_ out of using a few letters to spell out words on a board? Some people (7) \_\_\_\_\_ that Scrabble's winning formula is its simplicity. It doesn't require you to have any (8) \_\_\_\_\_ skills to play the game. In fact, if you can read this text, you can play Scrabble.

APPEAR  
SUCCEED  
COMPETE  
CHAMPION

POPULAR

PLEASE  
BELIEF  
IMPRESS

\_\_\_/8

### 2 Write a form of *do*, *make*, or *take* in each gap.

- We \_\_\_\_\_ our time because we wanted to make sure we hadn't made any mistakes.
- I find having someone to study with really \_\_\_\_\_ a difference.
- You \_\_\_\_\_ your best – now we just have to wait for your exam results.
- Dan \_\_\_\_\_ part in a whole range of activities since he joined the club.
- It was the first time Lauren and Will \_\_\_\_\_ me such a big favour.

\_\_\_/5

### 3 Match 1-5 to a)-f) to make words and phrases. There is one extra word you do not need.

- |                 |            |
|-----------------|------------|
| 1 screen _____  | a) demand  |
| 2 special _____ | b) buster  |
| 3 on _____      | c) maker   |
| 4 block _____   | d) play    |
| 5 box _____     | e) office  |
|                 | f) effects |

\_\_\_/5

### 4 Choose the correct word.

- They found the programme boring so they turned **over** / **off** to watch something else.
- We'd said we'd go to the cinema, but we ended **up** / **with** just staying in.
- I'm thinking of **taking** / **setting** up an online group for people our age who like photography.
- On Sundays, I usually just hang **off** / **out** with my friends in the park.
- Homework takes **up** / **down** most of my time in the evenings at the moment.
- You haven't got school tomorrow, so you can **lie** / **laze** in if you want to.
- After missing several lessons, it took Angie quite a while to **catch** / **hold** up.

\_\_\_/7

### 5 Write one word in each gap.

- Can everyone pay careful attention \_\_\_\_\_ this, please?
- You can't criticise Lizzie \_\_\_\_\_ trying her best.
- My sister's just qualified \_\_\_\_\_ a dental hygienist.
- There's nothing wrong \_\_\_\_\_ using a dictionary if you don't know the meaning of a word.
- You need to concentrate \_\_\_\_\_ your studies and spend less time online.
- I've decided \_\_\_\_\_ becoming a doctor. I want to be a vet instead.
- I'm not very experienced \_\_\_\_\_ organising events, so could you help me?
- I don't know how you succeeded \_\_\_\_\_ persuading Adam to lend you his favourite jacket!

\_\_\_/8

**6 Choose the correct word or phrase.**

- 1 The teacher was very angry because **no** / **none** of the students had done their homework.
- 2 Have you heard **a** / **any** / **many** news about the new games console that's coming out?
- 3 After spending so much on going out, Lauren's got **few** / **a few** / **little** money left over to buy new trainers.
- 4 I think **all** / **all of** young people would benefit from getting involved in drama.
- 5 I have enough free time for **either** / **either of** a sport or going to Zumba tonight, but not both.

\_\_\_/5

**7 Complete the second sentence so it has a similar meaning to the first. Do not change the word given. Use two to five words, including the word given.**

- 1 Not many people came to the party.  
There \_\_\_\_\_ people at the party.
- 2 For a long time, Emma found living in a foreign country difficult.  
It took a long time for Emma \_\_\_\_\_ in a foreign country.
- 3 It was my second time in a helicopter.  
It was the \_\_\_\_\_ in a helicopter.
- 4 Do you really think that aliens exist?  
Do you really believe \_\_\_\_\_ aliens?
- 5 If you really try hard, you'll succeed.  
If you really \_\_\_\_\_, you'll succeed.
- 6 I'm trying to think of a good excuse!  
I'm trying to \_\_\_\_\_ a good excuse!

**ONLY**

**USED**

**BEEN**

**EXISTENCE**

**EFFORT**

**COME**

\_\_\_/12

Total score

\_\_\_/50

**EXAM SKILLS**

Tick the statements that are true for you. Review the skills in the unit if you need more help.

I can ...

- |   |                        |
|---|------------------------|
| <input type="checkbox"/> understand pronoun references in a magazine article                                  | Unit/page<br>Unit 1 p4 |
| <input type="checkbox"/> predict missing information in a short talk  | Unit 1 p8              |
| <input type="checkbox"/> talk about habits and routines   | Unit 1 p10             |
| <input type="checkbox"/> identify negative forms and decide which kind of word is missing                     | Unit 1 p11             |
| <input type="checkbox"/> create an appropriate style in an article  | Unit 1 p12             |
| <input type="checkbox"/> deduce meaning from context in an online article                                     | Unit 2 p14             |
| <input type="checkbox"/> listen for agreement and disagreement in conversations                               | Unit 2 p18             |
| <input type="checkbox"/> use phrases for agreeing and disagreeing in a collaborative task                     | Unit 2 p20             |
| <input type="checkbox"/> understand negative forms and remember that contracted forms are generally two words | Unit 2 p21             |
| <input type="checkbox"/> express and justify opinions in an essay   | Unit 2 p22             |