

10 YOU LIVE AND LEARN

OBJECTIVES

FUNCTIONS: reacting to news

GRAMMAR: reported verb patterns (review); passive report structures

VOCABULARY: higher education; life after school



READING

- 1** **SPEAKING** Work in pairs and look at the photos. What might the people be learning from doing these activities? How might they be feeling? In which of the situations would you most enjoy learning? Why?
- 2** Think of a memorable teacher you had in primary school. What made him/her memorable? Write down your ideas. Then compare them with a partner.
- 3** Read the extract from a TV guide below and answer the questions.
 - 1 What kind of programme is *Face the Questions*?
 - 2 Is it the kind of programme you'd watch? Why (not)?
 - 3 What topics might be discussed on a similar programme in your country this week?

21.40 – 22.40

Face the Questions

Topical debate as politicians face questions from our studio audience.



- 4** **2.17** Read and listen to the review of *Face the Questions* and the comments which follow. What issue was being debated and what question was being answered by the people who commented?
- 5** Read the comments again. Which of the people who commented on the review do you think might say the following things?
 - 1 'Future economic growth will be driven by new innovations in computing.'
 - 2 'The best book I ever read was *Spend or Save?* I learned so much from it.'
 - 3 'The most important things children learn at school don't involve academic subjects but rather how to get along with others.'
 - 4 'More than a third of children in the UK are overweight. We must do all we can to prevent this horrifying statistic growing even further.'
 - 5 'I hope that none of my children will ever get into debt.'
 - 6 'We must remember that our planet belongs to all of us.'
 - 7 'I wish I'd learned computing skills at school. I'm clueless when it comes to doing things online.'
 - 8 'Remember the saying, "A healthy body, a healthy mind!"'
- 6** **SPEAKING** Work in pairs and discuss the questions.
 - 1 Should less academic subjects such as food technology, textiles and dance be taught in schools? Why (not)?
 - 2 List the subjects you study at school. Then put them in order from most to least important. Compare your list with your partner, giving reasons for your choices. Then agree together on a final ranking.
 - 3 Imagine one of your subjects was going to be cut from the timetable. Agree on which subject that should be.



whatwewatched.com – your guide to last night's television

Face the Questions was all a bit boring last night, until a member of the audience asked the panel if the government was right to abolish free music lessons in schools. That got a good debate going. Of course, Kathryn Davies, the education secretary, insisted that they were doing the right thing and accused the opposition of trying to gain votes by making claims that were untrue. And naturally, the spokesman for the opposition, shadow secretary for education, Ian Baker, accused her of always using the same excuse – the sort of thing you hear every week. But then a teacher in the audience suggested that each member of the panel choose one subject, apart from Maths and English, that they felt should never be cut from the school curriculum. Typically, none of the politicians wanted to commit to answering the question.

Ms Davies promised to do everything in her power to protect all subjects. At that moment, a man in a striking red shirt gently reminded her of government proposals to cut music lessons from the curriculum, prompting a mumbled response from Ms Davies. Mr Baker of the opposition boasted that he'd had a wonderful state education and had been given the chance to learn about anything and everything. He recommended going back to a policy of funding all subjects so that future generations would get the same opportunities that he'd enjoyed when he was young.

Well, if the politicians won't give us a straight answer on which subject they'd never cut, it's over to you. Which school subject do you think is the most important and why?



What children most need to learn in school is how to treat other people with kindness and respect. This is something that should be a part of all lessons, but if there's one subject which teaches this more than any other, it's Literature. By reading the great classics, children learn about human relationships and how to empathise with others. There's no greater lesson in life. **Jojo71**

Information Technology (IT) is the single most important subject in schools today. Technology is advancing at such an incredible pace and we need to make sure future generations are able to keep up with it. Whoever controls technology controls the future – we can't afford to be left behind. **AnnieMac**

Economics is a subject that isn't usually taught until later on in one's life, if at all. As money plays such a huge role in all of our lives, I find this rather astonishing. No wonder the country is in such an economic mess. I feel that all children from the age of eight should be taught about money and how to manage their personal finances. **Ballboy12**

I'm not sure there are many people who'd agree with me, but no subject is more fundamental to our understanding of humanity than Geography. Geography opens our eyes to the world out there. Through Geography, children learn that there are different people and cultures in the world and that the life they know isn't the only one. A greater insight into others – that's what Geography teaches. **Ollie55**

I think Physical Education is vital. I also think it's essential that children have the opportunity to play team sports at school. They teach us to work as a team and also that, just as in life, sometimes you win and sometimes you lose. But more than that, we need to increase the amount of exercise our children do in schools if we're to begin to tackle the growing problem of obesity. **Ajay22**

TRAIN TO THINK

Doing something for the 'right' reasons

Before taking a particular course of action, we should make sure that any decision we make is based on valid and logical reasons. We must be careful not to be influenced by reasoning that isn't relevant. For example, Mandy says she wants to study Physics next year because the teacher doesn't give much homework. James wants to study Physics next year because he's interested in studying Medicine at university. Whose reasoning is the most valid?

- 1 **Work in pairs. Read the reasons people give for wanting to go to university. Who has a valid reason? Whose reasoning is flawed? Why?**

I want to go to university after leaving school because ...

I can't think what else to do. *Kevin*

All my brothers and sisters went. *Susan*

I want to be in the university football team. *James*

I want to be a lawyer. *Diana*

- 2 **Work in pairs. Complete this sentence with two valid and two invalid reasons.**

I want to get married before I'm 25 because ...

GRAMMAR

Reported verb patterns (review)

1 Read the sentences from the review on page 93 and complete them with the correct form of the verbs in brackets. Then complete the rule with the reporting verbs (in bold in sentences 1–3).

- The education secretary **insisted** that they _____ the right thing. (do)
- [She] **accused** the opposition _____ to gain votes by making claims that were untrue. (try)
- Ms Davies **promised** _____ everything in her power to protect all subjects. (do)

RULE: Instead of using *say* and *tell*, we can use other verbs to report what someone said more accurately.

Pattern	Reporting verbs
+ (person) + preposition + gerund	blame / apologise / confess / congratulate / ¹ _____ He blamed me for not helping him.
+ to + infinitive / that clause	decide / ² _____ They decided to build a gym.
+ gerund or that clause	recommend / admit (to) / regret / suggest / deny / ³ _____ He recommended going back to a policy of funding all subjects.
+ (person) + (not) to + infinitive	invite / warn They warned us not to take that route.

2 Rewrite the sentences, using the reporting verbs in the list.

apologise | confess | congratulate | deny | suggest

- 'We're sorry that we didn't invite Nick to the party.'
They *apologised for not inviting Nick to the party*.
- 'We broke into the office and stole the computer.'
The men _____.
- 'I didn't have any idea that the prime minister was planning to reduce the number of English lessons.'
The education minister _____.
- 'Well done, Andy! You've done a fantastic job!'
The headmaster _____.
- 'Let's all think carefully before we take any action.'
The project leader _____.

3 **ROLE PLAY** Work in groups of four (A, B, C, D). Students A & C: Go to page 127. Students B & D: Go to page 128. You have five minutes to reach a decision on what the government should invest in. Then, work in pairs and summarise the discussion using reporting verbs.

Marcus suggested that ...

Matt convinced Marcus that ...

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VOCABULARY

Higher education

1 **SPEAKING** Match the sentence halves. Then discuss the meaning of the expressions and words in italics with a partner.

- Anthony *sailed through* his end-of-school
- He *took a gap year* in Spain before *starting his bachelor's degree*
- He *did his master's degree*
- He *wrote his dissertation* on modern
- After graduating, he *got*
- He returned to his home country
 - full-time* over the course of a year.
 - a scholarship* to do a postgrad course in New York.
 - city architecture.
 - exams* when he was 18.
 - as a *fully qualified* architect.
 - in* Architecture at Cambridge University.

2 Complete the sentences using the words and phrases in italics in Exercise 1.

- She's a _____ doctor now. She starts work at the local surgery next month.
- He graduates today. He _____ and got a first.
- She _____ on coastal erosion. It's a tough read!
- He didn't go straight to university after school. He _____ volunteering in Kenya.
- She _____ in English Literature this year.
- After graduating, I _____ to do a postgrad course at Warwick University.
- He doesn't want to do his M.A. part-time. He wants to do it _____ and finish within a year.
- After her B.A., she went on to _____ in Medieval History at York University.

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SPEAKING

- Choose four of the phrases in italics in Vocabulary Exercise 1 and use them to write three true sentences and one false one about you.
- In small groups, take turns to read out your sentences. Ask follow-up questions to try to work out which sentence isn't true.

THINK SELF-ESTEEM

The relative importance of higher education

1 **SPEAKING** Work in pairs. Choose one of the statements below and try to convince your partner of your opinion. Student A: you agree with the statement. Student B: you disagree with the statement.

- Being an honest person is more important than being highly-educated.
- If more people had access to higher education, fewer people would believe everything they heard and read on the news.

2 **SPEAKING** Now discuss your real opinion on the statement with your partner.

LISTENING AND VOCABULARY

Life after school

1 **SPEAKING** Work in pairs and discuss which of these things are typical choices for school-leavers.

- do voluntary work
- do military service
- get a full-time job
- go to university
- take a gap year
- do an apprenticeship

2 **2.18** Listen to Karima, Jessica and Colin talking about life after school and complete the table.

	Karima	Jessica	Colin
1 Did they take a gap year? If yes, how did they spend it?			
2 How did they finance it?			
3 How do they feel now about the decision they made?			

3 **2.18** Listen again. Which of the three people would you most like to talk to? Why?

It would be interesting to hear about Karima's travels.

I disagree. She sounds very spoilt. I'd rather talk to Colin. He seems the most normal.

4 **2.19** Listen to a university lecturer giving her opinion. Answer the questions. Use your answers from Exercise 1 to help you.

- Which two things does she say her answer depends on?
- What would she think about what Karima did?
- Do you think she'd approve of Jessica's decision?
- What does she say about current trends in gap years?

5 **SPEAKING** Work in pairs and discuss the questions.

- Are gap years common in your country at the moment? Have they ever been common?
- Which of the lecturer's views do you agree with? Which do you disagree with? Why?
- Would you consider taking a gap year? Why (not)?
- How would you spend it? How would you finance it?

6 Choose the correct option to complete the sentences.

- I'm glad I *took / went* a gap year before starting my degree course.
- I've graduated and I now *have / do* a large loan to pay off.
- I was very lucky that I *went / got* a scholarship to *do / have* my master's degree.
- I'm *going to / doing* university next year, but I'd like to *take / have* a year out first.
- I'm *having / doing* a course in French at the moment and I'm really enjoying it.
- Lots of young working people live with their parents. This means they *have / afford* a reasonably high disposable income.
- I *went / got* a part-time job to help finance my university degree.
- I need to *do / have* the right qualifications for the job.

7 Match the verbs in Column A with the words and phrases in Column B.

A	B
1 earn	a gap year
2 get into	straight to university
3 afford	money
4 go	a loan
5 sit	tuition fees
6 pay off	debt
7 pay	an exam

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Pronunciation

Lexical and non-lexical fillers
Go to page 121.

READING

1 **SPEAKING** Work in pairs.

Student A: read the introduction and text 1, and answer the question: What is the Mozart Effect?

Student B: read the introduction and text 2, and answer the question: What statistically significant results have scientists at the University of Leicester discovered?

Tell each other about the article you have read, summarising the key points and including the answer to the question.

Moosic ~~Music~~, and what you probably don't know about it!

We all know that teens love listening to music around the clock – to help them relax, fall asleep more easily, focus better on their schoolwork, or when hanging out with friends. So if a scientist claimed that there was evidence to prove that music does all these wonderful things, you wouldn't question it, right? Because you already know what great effects music can have on you. But recently, psychologists have found out a few new things about music that you might find interesting – the effect it has on babies, for example, and ... well, yes, ... cows!



[1] None smarter than their peers

In 1993, students at the University of California listened to ten minutes of a Mozart sonata and were then asked to do a puzzle. The scientists conducting the experiment noticed that the students' brains became more active for around ten minutes after listening to Mozart. From their results, they

came up with a theory known as the Mozart Effect. According to the Mozart Effect, when young children listen to classical music, they become more intelligent. The idea immediately became popular in the US. For a while, all new mothers in the state of Georgia were given a CD of classical music to play to their babies. The CD, entitled *Build Your Baby's Brain Through the Power of Music*, was thought to significantly boost babies' cognitive capabilities. However, children in Georgia who were listening to these CDs in the early stages of their lives are not known to have become smarter than kids of the same age in other parts of the US, and so it's no surprise the project has long since ceased to exist.

Experts say that there's really no scientific evidence to support the claims. They also say that parents are just too quick to believe in anything that might help their children. However, there is some evidence to show that music can definitely play a very important part in a young child's life. Research has indicated that learning a musical instrument, especially before the age of seven, can help a child's development considerably.

[2] Psychologists' trials find music tempo affects productivity

Dairy cows produce more milk when listening to REM's 'Everybody Hurts' or Beethoven's 'Pastoral Symphony' than when



subjected to Wonderstuff's 'Size of a Cow' or the Beatles' 'Back in the USSR', a new study by music research specialists at the University of Leicester has found. Each cow's milk yield was found to rise by 0.73 litres per day when the cattle were exposed to slow rather than fast music.

Psychologists Adrian North and Liam MacKenzie from the Music Research Group at the University of Leicester exposed cattle to fast music, slow music and no music at all over a nine-week period. The trials involved playing music to the cows for 12 hours a day, from 5 am to 5 pm. Dr North claimed: 'These results are statistically significant. They reveal that milk yields could be increased by 3% simply by playing certain types of music to the cows. We have found that cows respond to a pleasant auditory environment by producing more milk. It seems that slow music had the effect of alleviating stress and relaxing the animals, which in turn resulted in greater milk yields.'

So it would seem that it's not just human teenagers that enjoy the relaxing influences of music.

2 Read the texts again and answer the questions.

- 1 Why were parents given a classical music CD in Georgia, USA?
- 2 Were the desired results achieved? Why, according to experts, do parents tend to easily believe claims such as the Mozart Effect?
- 3 What difference did the scientists note between playing fast and slow music to the cows?
- 4 What reasons might there be for the increase in milk production due to slow music?

FUNCTIONS

Reacting to news

- 1 2.21 Listen to four dialogues of people talking about the news. Number the headlines from 1–4 in the order you hear them.

- Cuts to education budget
 Tests for the very young
 Pupils get greener learning
 Government announces job losses in education

- 2 2.21 Listen again and number the functions in the order you hear them. Then mark the expressions ✓ (= expressing agreement / satisfaction) or X (= expressing disbelief / protest).

- That's outrageous! _____
 I'm glad to hear it. _____
 1 Finally, someone's taking things seriously. ✓ _____
 They've got to be joking. _____
 They can't do that. _____
 What will they think of next? _____
 That's the best news I've heard in ages. _____
 It's about time they did something about it. _____

- 3 **ROLE PLAY** Work in pairs. Student A: Go to page 127. Student B: Go to page 128.

GRAMMAR

Passive report structures

- 1 Read the sentences from the articles. Then complete the rule.

- 1 However, children who were listening to these CDs [...] **are not known to have become** smarter.
 2 Each cow's milk yield **was found to rise** by 0.73 litres.

RULE: We use passive report structures in more ¹formal / informal contexts to report information when the agent is ²not important / very important. We use passive report structures with verbs such as *say, think, believe, know, find* and *consider*.

Compare these two pairs of sentences.

- A *They say that music has a positive influence on humans, and on animals too.*
 B *Music is said to have a positive influence on humans, and on animals too.*
 A *They think that people exaggerated the effects of music.*
 B *The effects of music are thought to have been exaggerated.*

In the passive reporting structure (B), the underlined words are the ³subject / object of the sentence. The word order is:

Present: subject + be + ⁴_____ + to infinitive

Past: subject + be + past participle + to + ⁵_____ + past participle

- 2 Rewrite the following sentences, using passive report structures.

- 0 Experts think a lot more research is needed into the effects of music on humans.
A lot more research into the effects of music on humans is thought to be needed.
 1 Scientists believe music has beneficial effects on a number of illnesses.
 2 Experts have found that some animals react strongly to certain types of music.
 3 They say lots of experiments have been done.
 4 Scientists think that the experiments were an important breakthrough.

Hedging

- 1 Which option in each sentence expresses uncertainty? Choose the correct words to complete the examples of hedging from the article on page 96. Then complete the rule.

- 1 Classical music *is believed to have / has* a relaxing effect on most animals too.
 2 *It seems that slow music had / Slow music had* the effect of alleviating stress and relaxing animals.
 3 They reveal that milk yields *could be / were* increased by 3%.
 4 Music, and what you *don't know / probably don't know* about it.

RULE: Hedging refers to cautious or vague language used when a writer ¹doesn't want / wants to state something as fact.

We use verb phrases such as: *seems that, is thought / believed to be, could be, might be, is said / thought to have been* and adverbs such as: *probably, perhaps* and *possibly*.


- 2 Replace the underlined verb in each sentence with the hedging expressions in the list.

is said to have been | is believed to be | seems to be
 are thought to have been | could help | probably

- 0 Listening to music makes you learn better.
Listening to music is believed to make you learn better.
 1 Playing music in hospital waiting rooms improves patients' moods.
 2 My uncle was the best pianist in the country.
 3 Early claims about music boosting the brain in babies were exaggerated.
 4 Music helps people become better human beings and overcome emotional difficulties.

Workbook page 91

Literature

- 1 Would you describe yourself or anyone you know as a daydreamer? Why? What things does a daydreamer typically do?
- 2  2.22 Read and listen to the extract. What does Peter daydream about?

The Daydreamer by Ian McEwan

Peter Fortune is a ten-year-old boy in the UK. The novel follows him as he experiences a life somewhere between dreams and reality, and where he gets transformed into various different things (including the family cat and a grown man). This is an extract about his life at school.



The trouble with being a daydreamer who doesn't say much is that the teachers at school, especially the ones who don't know you very well, are likely to think that you are rather stupid. Or, if not stupid, then **dull**. No one can see the amazing things that are going on inside your head. A teacher who saw Peter staring out the window or at a blank sheet of paper on his desk might think that he was bored, or **stuck** for an answer. But the truth was quite different.

For example, one morning the children in Peter's class were set a maths test. They had to add up some very large numbers, and they had twenty minutes to do it. Almost as soon as he had started on the first sum, which involved adding three million five hundred thousand, two hundred and ninety-five to another number almost as large, Peter found himself thinking about the largest number in the world. He had read the week before about a number with the wonderful name of googol. A googol was ten multiplied by ten a hundred times. Ten with a hundred **noughts** on the end. And there was an even better word, a real beauty – a googolplex. A googolplex was a ten multiplied by ten a googol number of times. What a number!

Peter let his mind **wander off** into the fantastic size of it. The noughts trailed into space like bubbles. His father had told him that astronomers had worked out that the total number of atoms in all the millions of stars they could see through their giant telescopes was ten with ninety-eight noughts on the end. All the atoms in the world did not even add up to one single googol. And a googol was the tiniest little **scrap** of a thing compared to a googolplex. If you asked someone for a googol of chocolate-covered toffees, there wouldn't be nearly enough atoms in the universe to make them.

Peter **propped** his head on his hand and **sighed**. At that very moment the teacher clapped her hands. Twenty minutes were up. All Peter had done was write out the first number of the first sum. Everyone else had finished. The teacher had been watching Peter **staring at** his page, writing nothing and sighing.

Not long after that he was put with a group of children who had great difficulty adding up even small numbers like four and six. Soon, Peter became bored and found it even more difficult to pay attention. The teachers began to think he was too bad at maths even for this special group. What were they to do with him?

Of course, Peter's parents and his sister Kate knew that Peter wasn't stupid, or lazy or bored, and there were teachers at his school who came to realise that all sorts of interesting things were happening in his mind. And Peter himself learned as he grew older that since people can't see what's going on in your head, the best thing to do, if you want them to understand you, is to tell them. So he began to write down some of the things that happened to him when he was staring out of the window or lying on his back looking up at the sky.

3 Read the extract again. What evidence is there that Peter ...

- | | |
|--------------------------------|---|
| 1 likes numbers? | 4 is amazed by some things about the universe? |
| 2 isn't stupid? | 5 isn't understood by some teachers at his school? |
| 3 has an understanding family? | 6 gradually understood more about relating to other people? |

4 VOCABULARY Match the **highlighted** words in the extract with the definitions.

- 1 a small piece
- 2 looking at something for a long time
- 3 not able to do something because it's too difficult
- 4 not very interesting
- 5 nothing (as a number) [pl. form]
- 6 supported
- 7 to move off into another direction
- 8 let out a long breath of weariness or sadness

5 SPEAKING Work in pairs and discuss the questions.

- 1 What do you think Peter's teacher should have done at the end of the test?
- 2 When is daydreaming a good thing, and when is it not so good?
- 3 Which feelings or actions that Peter describes can you relate to?

WRITING

An essay

1 Read the essay and tick the correct option.

The writer ...

- strongly agrees with the assertion.
 slightly agrees with the assertion.
 is undecided.
 slightly disagrees with the assertion.
 strongly disagrees with the assertion.

2 Find expressions in the essay which have the same meanings as the underlined ones below.

- 1 ... the most important of which is ...
- 2 For example, it is expensive.
- 3 Although it's true that education is expensive, it is also a fundamental right ...
- 4 With reference to the argument about salaries ...
- 5 As I see it, there are too many people going to university ...
- 6 Apart from my personal interest ...

3 Read the essay again. Give a short summary of what the writer does in paragraph ...

- A _____
 B _____
 C _____
 D _____

4 Read the essay title and note down your ideas for and against the statement.

No one should go to university before they are 25.

Write your essay in 200–250 words giving both sides of the argument before presenting your position.

Further education should be provided free to all who want it

[A] *When my parents went to university in the early 1990s, neither of them had to pay their tuition fees. Sadly this is no longer the case. In a few years I will probably choose to do a degree knowing that I am likely to leave with debts of around £30,000. It has made deciding to go to university a huge responsibility.*

[B] *My own personal interest aside, I can think of a number of reasons why further education should be free for all and none more persuasive than it means that it really is open to all, irrespective of family wealth. Obviously, the government will argue that there are schemes to help those from poorer backgrounds with funding, but clearly those from rich families will never have to take financial factors into consideration when deciding whether to go to university or not.*

[C] *Of course there are arguments that refute the assertion that further education should be free for all, namely that it is costly and that those who go on to graduate are likely to earn higher salaries than those who start working at 18. Each of these will be discussed in turn. While education may be expensive, it is also a fundamental right for citizens of any society. It is an important investment in our country's future and without it our ability to compete on the world stage would diminish. As for the idea that having a degree enhances your earning prospects, this is unfortunately no longer always the case. A rise in the number of people going to university means that competition for high paid jobs is fierce and many graduates are struggling to secure the employment they believed having a degree would assure them.*

[D] *To my mind, too many people are currently going to university, and as a result the value of further education is falling. University entrance should be made harder for all and those who are successful should not have to pay tuition fees. But of course, to make things fair, the government should also be looking at how to provide those who leave school at 18 with opportunities to get ahead in the working world.*

LISTENING

Part 4: Multiple Matching

1 2.23 You will hear five short extracts in which people are talking about an evening class that they attended.

Task One

For questions 1–5, choose from the list (A–H) each speaker's main reason for choosing the class.

- | | | |
|--|-----------|------------------------|
| A to learn to be better at something they'd always enjoyed | Speaker 1 | <input type="text"/> 1 |
| B to meet new people | | |
| C a love of languages | Speaker 2 | <input type="text"/> 2 |
| D to learn the basics of how to make things out of wood | | |
| E to fulfil a long-standing desire to learn something | Speaker 3 | <input type="text"/> 3 |
| F to improve an existing skill | | |
| G the desire to travel | Speaker 4 | <input type="text"/> 4 |
| H to be able to better enjoy something else | | |
| | Speaker 5 | <input type="text"/> 5 |

Task Two

For questions 6–10, choose from the list (A–H) what each speaker disliked about the class they chose.

- | | | |
|---|-----------|-------------------------|
| A insufficient time to practise | Speaker 1 | <input type="text"/> 6 |
| B there were too many students in the class | | |
| C some students asked really difficult questions | Speaker 2 | <input type="text"/> 7 |
| D the poor language level of the teacher | | |
| E the teacher had a tendency to talk too much | Speaker 3 | <input type="text"/> 8 |
| F the teaching method | | |
| G the discovery that they had no ability in the subject | Speaker 4 | <input type="text"/> 9 |
| H some students were not quick learners | | |
| | Speaker 5 | <input type="text"/> 10 |

SPEAKING

Part 3: Collaborative task

2 Work in pairs or groups of three. Here are some choices that young people have to make.

Talk together for about two minutes (three minutes for groups of three) about what people might have to think about when making these decisions. Now you have about a minute to decide **which of these is the most difficult choice to have to make.**

- 1 choosing a career
- 2 choosing a subject to study at college or university
- 3 choosing a college or university to study at
- 4 choosing a country to go to in order to improve your English
- 5 choosing a language (other than English) to learn

VOCABULARY

1 Complete the sentences with the words in the list. There are four extra words.

bachelor's | prejudice | jury | wrote | made | judge | fees
gap | witness | sailed | fare | justifiable | unbiased | evidence

- 1 He did a _____ degree at Liverpool University.
- 2 I wanted to go to university, but I couldn't afford the tuition _____.
- 3 The _____ sentenced the thief to six months in prison. We were surprised by the harshness of his sentence.
- 4 The _____ took two days to find him guilty.
- 5 A good referee has to be _____ and fair.
- 6 He _____ his dissertation on nineteenth-century American poetry.
- 7 I really wish I'd taken a _____ year before I went to university.
- 8 It's never _____ to keep a bird in a cage, is it?
- 9 No witnesses were found to give _____, so the police had to drop the case.
- 10 He _____ through his exams. They were no problem at all.

/10

GRAMMAR

2 Complete the sentences with the words / phrases in the list. There are two extra words / phrases.

meeting | never have | rarely | leave | have never | on passing | rarely does | have left

- 1 The criminals are thought to _____ the country.
- 2 _____ I heard such a terrible story.
- 3 She congratulated me _____ the exam.
- 4 He recommended _____ a few hours earlier so that we'd have plenty of time to get to the airport.
- 5 I _____ actually met him.
- 6 _____ he give an interview.

3 Find and correct the mistake in each sentence.

- 1 Consequently I really like football, my brother prefers rugby.
- 2 The thieves are thought to steal more than \$2 million.
- 3 No sooner had I got home the phone rang.
- 4 He's considered to being the finest guitarist ever.
- 5 He insisted about paying for dinner.
- 6 Because of it raining, we stayed in all day.

/12

FUNCTIONAL LANGUAGE

4 Choose the correct options.

- 1 A It took *something / anything* like 500 men more than ten years to build it.
B And *around / area* how much did it cost to build?
- 2 A We've got half an hour give or *get / take* to get to the station.
B That's fine. I reckon it'll take us *around / least* ten minutes to walk there.
- 3 A Finally, someone is *taking / doing* things seriously.
B Yes, it's the best *news / report* I've heard in ages.
- 4 A A flying car?! What will they think of *soon / next*?
B Really? You've got to be *serious / joking*.

/8

MY SCORE /30

22 - 30

10 - 21

0 - 9