

**Caroline Krantz** and **Julie Norton**

Series Adviser **Catherine Walter**

# Navigate

**Coursebook**

with DVD and Oxford Online Skills

**B1**

**Pre-intermediate**

**OXFORD**

## 8.1 The amazing human brain

GOALS ■ Talk about ability ■ Talk about skills and abilities

Grammar & Listening ability (*can, be able to*)

- 1a Work with a partner. Look at the words below and say the colours you see, not the words. Say them as fast as you can.



- b Did you slow down in the second group? Why do you think this happens? Read the information at the bottom of the page to find out.

- 2a You are going to listen to a radio programme about the human brain. First work with a partner and decide if these sentences are true (T) or false (F).

- We only use 10% of our brain.
- Boys' brains are bigger than girls' brains.
- We can remember things better if we listen to classical music.
- Babies can't learn more than one language at the same time.
- The brain isn't able to repair itself.
- Computers are able to read our minds.

- b 8.1 Listen to the programme and check your answers.

It is harder to say the second group of words because the word and the colour do not match. This is called the 'Stroop Effect', after J. Ridley Stroop, who discovered this phenomenon in the 1930s. It shows that the brain can read words more quickly than it can recognize and then name colours.

- 3 8.2 Listen to the last part of the programme again and complete the sentences.

- Computers will soon be \_\_\_\_\_ to scan our brains and put our thoughts into words.
- They \_\_\_\_\_ be able to understand the thoughts, though.
- People with speech problems \_\_\_\_\_ be able to communicate just by thinking.

- 4 Read the Grammar focus box and complete the rules with the words *present* and *future*.

GRAMMAR FOCUS ability (*can, be able to*)

- We use *can* and *be able to* to say that we have the ability to do something (we know how to do it).
- For ability in the <sup>1</sup> \_\_\_\_\_ we use *can* or *be able to* + infinitive.  
*Bilingual children can speak two languages.*  
*The brain is able to repair itself.*  
Note: In the present, *can* is more common than *be able to*.
- For ability in the <sup>2</sup> \_\_\_\_\_ we use *will/might* + *be able to* + infinitive.  
*People will be able to search the internet just by thinking.*  
**NOT *in-the-future, scientists can understand the brain better.***

→ Grammar Reference page 148



- 5 Complete the article with *can* or *can't* where possible. If not, use *be able to* in the correct form.

## Computers and the human brain

**Which is smarter: a computer or a human brain?** Even today's simplest computers <sup>1</sup> solve maths and other problems much faster than humans. However, they <sup>2</sup> use imagination or come up with new ideas. But what about the future – will computers ever <sup>3</sup> think creatively, like humans? Will they ever <sup>4</sup> know what salt tastes like or what pain feels like? Some scientists doubt it. They say that even a hundred years from now, computers <sup>5</sup> do this. Others say that science is full of surprises so we <sup>6</sup> predict now what will happen in the distant future.

Meanwhile, neuroscientists are using computers to help them understand the human brain better. In a new \$1.6 billion project, the Human Brain Project, scientists from several countries will work together to create the world's first computer model of the human brain. The 'computer brain' <sup>7</sup> operate 1,000 times faster than today's computers, and scientists <sup>8</sup> 'fly around' inside it and learn more about how the brain works. They also hope they <sup>9</sup> discover more about brain illnesses, such as Alzheimer's. Scientists might even <sup>10</sup> learn more about where our thoughts and emotions come from.

- 6 Complete the sentences with *can*, *can't* and *be able to* and your own ideas. Then compare your sentences with a partner.
- In my opinion, men can read maps better than women.
  - In general, women \_\_\_\_\_ better than men.
  - Scientists might \_\_\_\_\_ one day.
  - I won't \_\_\_\_\_ this year.
  - I hope that \_\_\_\_\_ soon.

## Vocabulary & Speaking skills and abilities

- 7a Work with a partner. Which group do the words and expressions below belong to? Write C, P or T next to each. Some may go into more than one group.
- communication skills (C)
  - practical skills (P)
  - thinking/learning skills (T)
- |                          |                                 |
|--------------------------|---------------------------------|
| • learning languages     | • understanding how things work |
| • map reading            | • telling jokes                 |
| • spelling               | • explaining things clearly     |
| • taking care of people  | • solving computer problems     |
| • making speeches        | • organizing events             |
| • following instructions | • fixing things that are broken |
| • remembering names      | • making decisions              |
- b Add your own ideas to the three groups.
- 8a With your partner, put a-g in order, from being able to do things well (1) to badly (7).
- She's **quite good at** map reading.
  - He's **brilliant at** solving computer problems.
  - I'm **really/very good at** fixing things.
  - I'm **terrible/useless at** remembering people's names.
  - He **isn't very good at** telling jokes.
  - I'm **OK at** following instructions.
  - She's **good at** spelling.

### PRONUNCIATION at

- b 8.3 Listen and check your answers. Notice the pronunciation of *at* in each sentence.
- c 8.4 Listen and repeat the sentences.
- d What verb form comes after the preposition *at* in the sentences above?
- 9a **TASK** Work in a group. Find out how good other people are at doing the things in exercise 7. Ask questions using the grammar and vocabulary from this lesson and the phrases below. Who in the group do you have most in common with? *How well can you ...? How good at ... are you?*
- b Tell the class what you found out about the others in your group.

### VOX POPS VIDEO 8.1

Communicate

Imagine

## 8.2 The secrets of a successful education

GOALS ■ Talk about obligation, necessity and permission ■ Talk about education

### Vocabulary & Speaking education

- 1 Work with a partner. Look at the subjects in the box and discuss the questions.

maths science PE (Physical Education) art  
drama IT (Information Technology) literature  
history languages economics

- Which of these subjects did you do at school?
  - Which did you most/least enjoy?
  - Which do you think are the most/least useful?
- 2a Match questions 1–8 to answers a–h. Check the meaning of any words and phrases in **bold** that you don't know.
- Which subjects did you **do well in** when you were at school?
  - Was your school **strict**?
  - Did you have to wear a **uniform** at school?
  - Do you think **private schools** offer the best education?
  - Do you think a university **degree** is necessary for **success** in life?
  - What **qualifications** do you have?
  - How do you feel about **taking exams**?
  - Do you know anyone who has done or is doing a **Master's degree** (MA = Master of Arts, MSc = Master of Science)?
- a No, it was quite **relaxed**.  
b It depends which **career** you want later on.  
c I get very nervous.  
d No, I don't. I think **state schools** are just as good.  
e Yes, my brother. He's doing an MSc in **psychology**.  
f I was good at maths, science and IT, but my **grades** in literature and languages weren't great.  
g I **trained** as a chef and I have a **diploma** in food safety.  
h Yes, I did. Until the age of sixteen.
- b Work with a partner and ask and answer the questions. Ask for more information.

### Grammar & Reading obligation, necessity and permission (*must, have to, can*)

- 3 Work in a group. Discuss which of these things are important for a good education. Give each one a score from 1–5. (5 = very important)
- regular exams
  - use of latest technology
  - lots of homework
  - an enjoyment of learning
  - studying for many hours a day
  - small classes
  - well-qualified teachers
  - regular sport/exercise
  - strict rules
- 4 Read the article about two different education systems. Which of the things in exercise 3 are mentioned?

## Top of the class

### Lessons from Finland and Shanghai

An international study called PISA (Program for International Assessment) tests 500,000 students from over 60 countries in maths, science and reading. In the last few years, Finland and Shanghai have achieved the highest grades in the tests. But what is it about their education systems that produces these great results?

#### FACTFILE Finland

- Children don't have to go to school until they are seven and don't take any exams before they are eighteen.
- School generally starts at 8 a.m. and finishes at 2 p.m. After that, all students go home. There are no after-school activities. Students only have to do a maximum of half an hour's homework a day.
- All education must be completely free. Schools can't charge money for anything, including books or meals.
- The atmosphere is relaxed. Students don't have to wear uniforms and can call their teachers by their first names.
- All teachers must have a Master's degree. Teaching is a well-respected and well-paid profession.
- Students do physical exercise (PE), but schools generally don't encourage competition in sport.



- 5 Read the article again. Decide if the sentences below are true (T), false (F) or we don't know (?).

**In Finland ...**

- 1 parents can pay for their children's school education.
- 2 school lunches are free.
- 3 teachers can earn a lot of money.

**In Shanghai ...**

- 4 many students want to go to university.
- 5 teachers must have a Master's degree.
- 6 students can't do PE for more than an hour a day.

- 6 What did you find most surprising about education in the two countries?



**FACTFILE** Shanghai

- ▶ Education is free, but parents have to pay a small fee for books and uniforms.
- ▶ Schools finish late in the afternoon. Students can go home, but 80% of students then go to private colleges or *buxibans* to do extra work to help them pass exams. Many students study for 16 hours a day.
- ▶ Students are willing to work extremely hard to prepare for their exams. They know there is strong competition for university places and their future depends on their university education.
- ▶ The university/college entrance exam is called the *gao kao*. The night before the exam, builders *mustn't* make noise so that students are able to get a good night's sleep. On the day of the *gao kao*, roads are closed near schools so students can arrive on time.
- ▶ The government has passed some laws to protect students' mental and physical health. All *buxibans* *must* close at 10 p.m. Teachers *can't* give more than an hour and a half of homework a day and students *must* do physical activity for at least an hour a day.

- 7 Read the rules in the Grammar focus box. Then underline more examples of *must*, *have to*, *mustn't*, *can't* and *don't have to* in the article and match them to the rules.

**GRAMMAR FOCUS** obligation, necessity and permission (*must, have to, can*)

- 1 We use *must* or *have to* to talk about things that are necessary. *All teachers must have a Master's degree.*
- 2 We use *don't have to* to talk about things that are not necessary. *Children don't have to go to school until they are 7.*
- 3 We use *can* to say it is OK to do something: it is allowed. *Students can call teachers by their first names.*
- 4 We use *can't* or *mustn't* when we mean 'Don't do this'. *Teachers can't give more than half an hour's homework a day.*

→ Grammar Reference page 149

- 8a Choose the correct option to complete the facts about education systems around the world.
- 1 In many traditional Japanese schools, pupils *can / must* clean their school at the end of the day.
  - 2 Students in England *can't / have to* leave school until they are sixteen.
  - 3 In Argentina, students *don't have to / mustn't* pay to go to university. It's free.
  - 4 In Sweden, all eleven-year-old children *can / must be able* to swim 200 metres.
  - 5 In Hong Kong, there are often more than forty students in a class so teachers often *can / have to* use microphones.
- b Work with a partner. Are any of the things above true in your country?
- 9 Complete the sentences about the education system in your country. Then compare your answers with a partner.
- 1 Children \_\_\_\_\_ wear a school uniform.
  - 2 Students \_\_\_\_\_ use mobile phones in class.
  - 3 Parents \_\_\_\_\_ pay for school meals.
  - 4 All students \_\_\_\_\_ study English.
  - 5 Schools \_\_\_\_\_ offer classes in PE.
  - 6 Students \_\_\_\_\_ wear jewellery.
- 10a **TASK** Work in a group. Write some rules for a perfect education system.
- Students can use mobile phones and tablets for studying. They don't have to do end-of-year exams.*
- b Present your ideas to the class.

**▶ VOX POPS VIDEO 8.2**

## 8.3 Vocabulary and skills development

GOALS ■ Understand connected speech (2) ■ Understand and use *make* and *do*

### Listening & Speaking understanding connected speech (2)

- 1 Work in a group and discuss the questions.
- 1 What's your favourite word in English?
  - 2 Why do you like it?
- 2a **8.5** Listen and complete these sentences.
- 1 They \_\_\_\_\_ when it started to snow.
  - 2 This \_\_\_\_\_ chocolate.
- b **8.6** Read and listen to the information in the Unlock the code box about connected speech.



#### UNLOCK THE CODE connected speech

- When a word ends in a consonant and the next word starts with a vowel sound, speakers link the words together so they sound like one word. This can make it difficult to understand.

went in	sounds like	wentɪn /wentɪn/
the sound of it	sounds like	thesaundɪfɪt /ðəsaundɪvɪt/

- Sometimes words that end and start with consonants are also linked the same way.

let's leave	sounds like	letsli:v /letsli:v/
-------------	-------------	---------------------

- c **8.7** Listen and write the words you hear.
- 1 He likes the \_\_\_\_\_.
  - 2 You can't \_\_\_\_\_ in the house.
  - 3 It \_\_\_\_\_ house.
  - 4 I \_\_\_\_\_ because it \_\_\_\_\_.
  - 5 Be careful, \_\_\_\_\_.
  - 6 She \_\_\_\_\_ me \_\_\_\_\_ presents.
- 3 **8.8** Listen to seven people talking about their favourite word in English. Number the words in the order you hear them.
- |             |            |            |
|-------------|------------|------------|
| a happiness | d tomorrow | g probably |
| b blossom   | e care     |            |
| c octopus   | f snow     |            |



- 4a Work with a partner and answer the questions.
- 1 Which words did people choose because of their pronunciation or meaning?
  - 2 Which words did people choose because the word made them feel good?
- b **8.8** Listen again and check your answers.
- 5 **8.9** Listen and complete some sentences from the listening using between one and three words in each space.
- Then <sup>1</sup> \_\_\_\_\_ I was <sup>2</sup> \_\_\_\_\_ all the new words we'd learnt that day <sup>3</sup> \_\_\_\_\_.
  - Snow - <sup>4</sup> \_\_\_\_\_ the quiet snow world. It's <sup>5</sup> \_\_\_\_\_ clean <sup>6</sup> \_\_\_\_\_ freezing weather.
  - It's <sup>7</sup> \_\_\_\_\_ the first words that I <sup>8</sup> \_\_\_\_\_ in English.
  - It seems <sup>9</sup> \_\_\_\_\_ possibilities leading to a bright future.
  - <sup>10</sup> \_\_\_\_\_ short and simple word, but it <sup>11</sup> \_\_\_\_\_.
  - It <sup>12</sup> \_\_\_\_\_ of young <sup>13</sup> \_\_\_\_\_ crisp, sunny spring mornings.
- 6 Work in a group and discuss the questions.
- 1 Which of the words in exercise 3 do you like best? Why?
  - 2 Do you have any good ways of remembering new words in English? Share your tips.  
*Snow - because I like the quiet snow world.*



### Vocabulary & Speaking *make and do*

7 Look at these sentences from the listening and choose the correct option.

- Probably: Why? Because it's the best answer to give when you don't want to answer a question or *make / do* a decision.
- When I started learning English at the age of ten, my dad always helped me *do / make* my homework.

8a 8.10 Listen to six conversations. Which one is about ...?

- how to decide things
- not disturbing children
- a billionaire
- work around the home
- a newspaper article
- something going wrong

b 8.10 Listen again and write all the expressions you hear with *make and do*.

c Complete the table with the words in the box.

a noise exercise sport a decision a list a mistake  
sth well/badly your homework a sandwich money

do	make

9 Read the information in the Vocabulary focus box and add the words in the box below to the table in exercise 8c.

#### VOCABULARY FOCUS *make and do*

- We usually use *do* with actions, e.g. *do exercise*, with housework, e.g. *do the washing-up*, and subjects you study, e.g. *do chemistry*.
- We usually use *make* when there is an end product, e.g. *make a mess*, *make an appointment*, *make dinner*, *make a cup of tea*.

a phone call a course friends homework a meal  
nothing a job an exam

10 Complete the questionnaire with *do or make*.

1 Do you find it easy to ...?

- \_\_\_\_\_ friends  
 \_\_\_\_\_ nothing

2 Have you ever ...?

- \_\_\_\_\_ an interesting course  
 \_\_\_\_\_ a big mistake  
 \_\_\_\_\_ very well at something  
 \_\_\_\_\_ a delicious meal  
 \_\_\_\_\_ an exam

3 Do you have to ...?

- \_\_\_\_\_ lots of phone calls at work  
 \_\_\_\_\_ homework after every class

4 Do you know anyone who ...?

- has \_\_\_\_\_ a lot of money  
 can't \_\_\_\_\_ a decision  
 \_\_\_\_\_ a job they love

5 How much ...?

- housework do you \_\_\_\_\_  
 noise do your neighbours \_\_\_\_\_

11a **TASK** Work in a group and take turns to ask each other the questions in exercise 10. Find out more information by asking questions with *when, why, who, how, what* and *where*.

- b Choose the five most interesting pieces of information you found out. Report back to the class, using *One of us ...*, *Two of us ...*, *All of us ...* and *None of us ...*.  
*Two of us do homework every night.*

## 8.4 Speaking and writing

GOALS ■ Ask for clarification ■ Complete a form

### Listening & Speaking asking for clarification

- 1a Work with a partner and look at the pictures. What communication problems do you think the people are having?



- b When did you last have one of these problems? Tell your partner about the situation and what happened.
- 2 **8.11** Listen to three conversations and match each conversation to one of the pictures. What is the problem?
- 3 **8.12** Listen and complete the expressions.
- You're \_\_\_\_\_ up.
  - Could you \_\_\_\_\_ that, please?
  - Please could you speak \_\_\_\_\_?
  - What does she \_\_\_\_\_ by 'the literature'?
  - Sorry, I'm a bit \_\_\_\_\_.
  - Sorry, what did you \_\_\_\_\_?
  - It's too \_\_\_\_\_ in here.
- 4a Match the expressions in exercise 3 to these functions.
- asking someone to repeat something
  - asking someone to speak louder
  - asking for clarification
  - saying you don't understand
  - explaining the problem
- b Look at the audioscript on page 162-3. Add the expressions in *italics* to the functions in exercise 4a.

- 5a Work with a partner. Complete the two-line conversations with suitable expressions from the Language for speaking box. Sometimes more than one expression is possible.

- A \_\_\_\_\_  
B I said I'll arrive at 11.
- A \_\_\_\_\_  
B Sorry, I'm on the train.
- A \_\_\_\_\_  
B Never mind, I'll tell you later.
- A \_\_\_\_\_  
B I mean there's a small problem, but nothing serious.
- A \_\_\_\_\_  
B Yes, I'll explain everything when you get here.

- b Practise saying the expressions and responses with your partner.

### LANGUAGE FOR SPEAKING asking for clarification

#### Asking someone to repeat something

*Could you repeat that, please?*

*Pardon?*

*Sorry, what did you say?*

*Sorry, what was that?*

#### Asking someone to speak louder

*Please could you speak up?*

#### Asking for clarification

*What do you mean by ...?*

*Please could you explain ...?*

#### Saying you don't understand

*I'm afraid I can't follow ...*

*Sorry, I'm a bit lost/confused.*

#### Explaining the problem

*Sorry, it's too noisy in here.*

*Sorry, you're breaking up/I keep losing the signal/it's a really bad connection. (mobile phones)*

- 6a **TASK** Work with a partner. Choose one of the situations below and prepare a role-play.
- On a train:** colleagues talking on a mobile phone. Student A, turn to page 128. Student B, turn to page 133.
  - In a college:** a student asking for clarification. Student A, turn to page 129. Student B, turn to page 133.
  - In a restaurant:** two friends discussing their weekend. Student A, turn to page 129. Student B, turn to page 133.
- b Practise your role-play, then perform it to another pair.



## Writing completing a form

- 7 When did you last complete a form? What was it for? Discuss your answer with a partner.
- 8 Look at Forms A and B. What is each one for?

### YOU SHOULD COMPLETE THIS FORM IF YOU ARE COMING TO THE UK AS A STUDENT VISITOR.

What is the main purpose of your visit to the UK? \_\_\_\_\_  
 How long do you intend to stay in the UK? \_\_\_\_\_

#### PART 1: ABOUT YOU

- 1 Title \_\_\_\_\_
- 2 **Given name(s)** \_\_\_\_\_
- 3 **Family name** \_\_\_\_\_
- 4 **Date of birth** (dd/mm/yyyy)  
 DD MM YYYY
- 5 **Sex** Put a cross X in the relevant box  
 Male  Female
- 6 **Place of birth** \_\_\_\_\_
- 7 Nationality \_\_\_\_\_
- 8 **Marital status?** Single   
 Put a cross X in the box Married   
 Divorced
- 9 **Occupation** \_\_\_\_\_

Form A

#### PART 2: YOUR CONTACT DETAILS

- 10 Your full address and postcode  
 \_\_\_\_\_  
 \_\_\_\_\_
- 11 Home (landline) phone number  
 \_\_\_\_\_
- 12 Your mobile phone number  
 \_\_\_\_\_
- 13 Email address  
 \_\_\_\_\_
- 14 Applicant's **signature**  
 \_\_\_\_\_
- 15 Date (dd/mm/yyyy)  
 DD MM YYYY



PLEASE USE CAPITAL LETTERS

### PERSONAL DETAILS

Please complete all **required fields** below

Course Scuba-diving

Mr / Mrs / Miss / Ms / Dr (delete as appropriate)

First name ADAM

Surname WRIGHT

Email address atm29@yahoo.com

D.O.B. 30/8/96

Gender M/F

Mobile tel 07905232634

Name of next of kin Dorothy Wright

Relationship MOTHER

Mobile tel 0790281546

Medical conditions (allergies, etc.) N/A

Form B

- 9 Find words or abbreviations in **bold** on the forms which mean the following. Sometimes there is more than one possible answer.
- last name
  - forename
  - the day, month and year you were born
  - a person to contact in an emergency
  - man or woman
  - not applicable (it does not apply to you)
  - where you were born
  - your job
  - your name as you usually write it
  - title
  - health problems
  - sections you have to fill in
  - married or unmarried
  - big letters (A, B, C)
- 10 **8.13** Listen to Adam talking to an adviser about the scuba-diving course and correct the six mistakes on Form B.



Learn scuba-diving in one of the best locations in South East Asia. We're offering proper training with fully-qualified instructors. Includes: accommodation, meals and diving equipment.

Need help with your booking? Chat to an adviser now on **01273 778 5432**

- 11 Would you prefer to go scuba-diving in Thailand or study in the UK? Discuss your answer with a partner.
- 12a **TASK** Complete Form A with your own details.
- b Read the Language for writing box. Check your form is correct.
- c Now swap forms with a partner and check each other's forms using the checklist in the box.

#### LANGUAGE FOR WRITING checking your writing

It is always important to check your writing. This is particularly important when you complete forms. Using a checklist can help you notice mistakes.

##### Checklist

- Have you given the correct information?
- Is it in the correct place on the form?
- Is the information complete?
- Have you checked spellings?

## 8.5 Video

### Career change

- 1 Work with a partner. Guess the meaning of the words in **bold**.
  - 1 I have a friend who has **dual citizenship**. He's Spanish and Colombian.
  - 2 He is an actor in one of the best theatre companies in the country. A lot of **talented** people work there.
  - 3 He went to several **auditions** before he got the acting job.
- 2 Look at the photos. What do you think the woman does?
- 3 Watch the video. Use the words below to give a brief description of what Kate was talking about.

London New York talent agent actor change happy

- 4 Watch again and choose the correct answer.
  - 1 What did Kate think of her job in London?
    - a It was exciting.
    - b It was stressful.
  - 2 Why was it easy for her to move to the USA?
    - a She is an American citizen.
    - b She knew someone at the University of California.
  - 3 What does she like most about her new job?
    - a She works with different people every day.
    - b It lets her be creative.
  - 4 What does she miss about her old job?
    - a The salary was better.
    - b She had lots of holidays.
  - 5 What is the most important thing for her?
    - a She is her own boss.
    - b She does what she loves.

- 5a **TASK** Work with a partner as A and B. You are going to have a written conversation about a career change. You need one piece of paper between you. Read the situation.

A You have recently changed careers (or started a new career). You live in a new place and you are happy with your choice. Write a brief note to B. Explain where you are and what your new job is.

B Read A's note. Write a reply on the same paper. Ask a question about A's new job or new life.

- b Continue exchanging the paper. Each person should write four times.
- c Exchange papers with another pair and read the conversations. Who chose the best new life?



# Review

1a Choose the correct verb form to complete these facts about the human brain.

- The brain *can't / isn't able to* live more than six minutes without oxygen.
- Scientists think eating seafood *might be able to / might / can* reduce dementia by 30%.
- Everyone has four to seven dreams each night, but some people *can / can't* remember their dreams.
- After five minutes, you *will be able to / will / can* remember only 50% of your dream. After ten minutes, only 10%.
- In the future, the Japanese think they *can / will be able to* show people's dreams on film.

b Work in a group. What fact do you find the most surprising? Do you know any other brain facts?

2a Look at these rules for a language class. Write sentences with the same meaning using *have to / don't have to, can / can't* or *must / mustn't*.

- It's not necessary to buy the coursebook.  
You \_\_\_\_\_ buy the coursebook.
- It's important to be in class by 10.00 a.m.  
We \_\_\_\_\_ be in class by 10.00 a.m.
- It's OK to check vocabulary using your mobile phone.  
You \_\_\_\_\_ check vocabulary using your mobile phone.
- Don't speak in your own language. Use English!  
We \_\_\_\_\_ speak in our own language.  
We \_\_\_\_\_ use English.
- You decide if you want to bring a dictionary to class.  
It's not obligatory.  
You \_\_\_\_\_ bring a dictionary to class.

b Work with a partner. Write some of the rules of your language class.

3a Choose the correct word to complete each expression.

- telling *jokes / directions*
- fixing *decisions / things*
- taking care of *children / events*
- giving *directions / children*
- organizing *jokes / events*

b For each activity in exercise 3a, write the name of someone you know who is either very good or terrible at it.

c Work with a partner. Talk about the people and explain your opinion.

4a Complete the text with words from the box.

degree do well in education grades  
maths qualifications take exams

## Education in Scotland

Scotland is part of the United Kingdom, but has a different <sup>1</sup> \_\_\_\_\_ system from England. There are also differences between English and Scottish <sup>2</sup> \_\_\_\_\_. In both countries, children <sup>3</sup> \_\_\_\_\_ at 16. In Scotland, pupils take National 4/5 Exams, normally in eight subjects including English and <sup>4</sup> \_\_\_\_\_. Children then study for one year to prepare for the next exams, called 'Highers'. Teenagers who <sup>5</sup> \_\_\_\_\_ their Highers and get good <sup>6</sup> \_\_\_\_\_ can start university in Scotland at 17. However, many students stay at school to do 'Advanced Highers'. This is essential if you want to do a <sup>7</sup> \_\_\_\_\_ at an English university.



b Work with a partner. Tell your partner about school exams in your country.

5a 8.14 Listen to some words. After you hear each word, write it in the correct box: *make* or *do*.

make	
do	

b Work in a group. Discuss which things you like and dislike doing and explain why.

6a Put these expressions in the correct order.

- did / you / sorry / what / say ?
- up / could / bit / please / you / speak / a ?
- lost / afraid / a / I'm / bit / I'm
- that / please / you / could / repeat ?
- up / breaking / sorry / you're

b Work with a partner and role-play a mobile phone conversation. Include all the expressions in exercise 6a.