

# 11 Student

## VOCABULARY & READING

### 1 Work with a partner and complete the tasks.

- a Write a list of qualities that make a good teacher.
- b Compare your lists and agree on a class list of the three most important qualities.
- c Follow the same procedure to compile a list of qualities that make a good student.

### 2 Match the two halves of these expressions to make some questions about education.

- |  |  |
|--|--|
| a How easy is it to <b>get a</b>                               | 1 <b>in</b> a foreign language?              |
| b Have you ever <b>taken a class</b>                           | 2 <b>low grades?</b>                         |
| c What qualifications do you need if you want to <b>go</b>     | 3 <b>attention</b> in class?                 |
| d What kinds of things do you think it is best to <b>learn</b> | 4 <b>on to higher education?</b>             |
| e What time of day did you find it hardest to <b>pay</b>       | 5 <b>class?</b>                              |
| f How do you <b>apply to</b>                                   | 6 <b>by heart?</b>                           |
| g In which school subjects did you always use to <b>get</b>    | 7 <b>college?</b>                            |
| h When was the last time you <b>failed a</b>                   | 8 <b>bank loan</b> to pay your college fees? |



Think about the questions. Then ask your partner and compare your answers.

### 3 Read the article on page 115 in which the author reflects on being a student and teachers who made a mark. Answer the questions.

- a What adjectives would the author probably use to describe himself?
- b Why did he dislike his math teacher?
- c Which celebrity's teachers were right about their student?

How do you think your teachers would describe you?

Read the article again and underline the expressions in bold from Exercise 2 that are used. Which expressions are *not* used in the article?

### 4 Find expressions in the article which mean the same as the underlined structures. Complete the sentences.

It is inevitable that he will make an impact. → He \_\_\_\_.

It is improbable that he will go anywhere. → He \_\_\_\_.

It is not expected that he will have trouble. → He \_\_\_\_.

### 5 Complete these predictions about education in the USA using the words in parentheses. Do you think these things will happen in your country? When?

- a Classrooms *are expected* to get less crowded as the birth rate decreases. (expected)
- b More eighteen-year-olds \_\_\_\_ take a break between high school and college. (likely)
- c It \_\_\_\_ that classroom teachers will ever be replaced by computers. (highly unlikely)
- d Standards of spelling and grammar \_\_\_\_ get worse due to new technologies. (likely)
- e Students \_\_\_\_ rely more on websites than on books to do their homework. (bound)

Work with your partner. Write down three predictions about the future of education in your country. Find out if other students agree.

- **Grammar:** Future forms. Future time clauses
- **Vocabulary:** Education. *is likely to / is expected to*. Exaggeration. Colloquial expressions
- **Language for Life:** Using appropriate language in a job interview

## Confessions of a **Bad** Student

I was not the most dedicated student, as the reports from my former teachers will attest. I didn't get bad grades, and I never failed a class, but there was always  
5 an understanding that I could do better. An early teacher wrote, "We don't expect Jay to have trouble handling advanced classes, but he needs to show more discipline." I think I frustrated my teachers by not living up to my  
10 potential.

It is a mystery why Mr. Holly, my 12<sup>th</sup> grade English teacher, had so much faith in me. He convinced me to take an advanced placement English class, encouraged me to try out for the school play, and entrusted me with organizing the book room. I think he believed in me more than I  
15 believed in myself. Here's what Mr. Holly wrote about me: "Jay has tremendous energy, but needs guidance. If he can harness that energy in productive pursuits, he is bound to make an impact, whatever he chooses to do."

On the other hand, Mr. Ingram, my 10<sup>th</sup> grade math teacher, inspired in me a life-long dislike for math. I can still hear the sarcasm in his voice. "No homework again? What a surprise!" In his defense, I probably did deserve at least some of his snide remarks. All in all, I think I turned  
25 out better than he thought I would. In a school report, Mr. Ingram wrote, "Jay is unlikely to go anywhere if he doesn't stop playing around and get serious."

But I'm not alone! For example, Einstein's teacher declared that, "He will never amount to anything." John Lennon's teacher opined, "Hopeless. Rather a clown in class. He is just wasting other pupils' time. Certainly, on the road to failure." About David Bowie, a high school teacher wrote, "David is a quiet student  
35 who needs to stop playing with his motorcycles and learn that music will not make him a livable wage."

As a former terrible student, and current successful teacher, looking back at my school days, I can't help but think about things I would do differently if I had the chance. I'm not sure my teenage self would listen, but it's worth a shot. Pay attention, Jay.



First of all, listen, really listen to Mr. Ingram and see if  
45 there's something behind the sarcasm. You may not like the way he's saying it, but he probably wants the best for you. Whatever you do, don't let a bad experience with a teacher turn you off a subject completely. Mr. Ingram and math are two different things. Why slam the door on whole fields of  
50 knowledge?

More importantly, pay attention to the people who are betting on you, and ask yourself why. At 17 we can be blind to our own qualities and underestimate ourselves. What qualities does Mr. Holly see in you, and what can you do to  
55 cultivate them?

Finally, don't forget to say thank you. Thank you, Mr. Holly!





## PRONUNCIATION

- 1 2.37 Listen and repeat these common abbreviations. Check (✓) the ones that you pronounce as words (acronyms). Underline the stressed letter for the ones you pronounce as individual letters.

- |        |       |        |       |          |
|--------|-------|--------|-------|----------|
| 1 AIDS | 3 FAQ | 5 NATO | 7 PhD | 9 UNICEF |
| 2 BS   | 4 MBA | 6 OPEC | 8 PIN | 10 IRS   |

- 2 Work with a partner. How many of the abbreviations in Exercise 1 do you know? What do the letters stand for? Which abbreviations are to do with education?

- 2.38 Listen and check your ideas. What are the equivalent abbreviations in your language?

## SPEAKING: ANECDOTE

You are going to tell your partner about your favorite (or least favorite) teacher at school.

- Ask yourself the questions below.
  - Think about *what* to say and *how* to say it.
  - Tell your partner about the teacher.
- |  |  |
|--|--|
| a What was the teacher's name?                 | h What kinds of things did you use to do in class?                       |
| b What did he/she look like?                   | i What characteristics did you most like (or dislike) about the teacher? |
| c What kind of clothes did he/she use to wear? | j What did your classmates think about him/her?                          |
| d Was he/she strict or easy-going?             | k When was the last time you saw him/her?                                |
| e What subject did he/she teach?               |  |
| f Were you good at that subject?               |  |
| g Where did you sit in the classroom?          |  |



## LISTENING & VOCABULARY

- 1 Work in small groups. Decide at what age you think young people should ...

- make their own decisions.
- be financially independent.
- leave home.

- 2 2.39 Listen to Mr. and Mrs. Benitez talking about their eighteen-year-old daughter, Serena. Which of the following sentences best summarizes their feelings?

- a They want Serena to go to college, but they're worried about the cost.
- b They think Serena should graduate from college before she tries to become a rock star.
- c They think that it would be a waste of time for Serena to go to college.



Mr. and Mrs. Benitez

- 3 Underline the correct alternative in each of these extracts from the interview in Exercise 2.

- a "Now she figures she's going to **do** / **make** it in the music world."
- b "... once she gets a **taste** / **feel** of freedom, she'll find it harder to go back to college."
- c "At least if it doesn't work out, she'll have a qualification **behind** / **under** her."
- d "We're just hoping that she'll get it out of her **body** / **system** ..."
- e "... and then come to her **thoughts** / **senses** and go back to her studies."
- f "... we can't afford to pay for her to live in Los Angeles, so it's **up** / **over** to her to make it work."

Listen again and check your answers.

- 4 Work with a partner. Complete the following statements with an appropriate expression from Exercise 3. Change *her* to *you* / *your* as necessary.

- a If you want to travel, it's best to \_\_\_\_\_ before you start a career.
- b Once young people have had \_\_\_\_\_, it's hard for them to live with their parents again.
- c The more qualifications you have \_\_\_\_\_, the better your chances are of getting a good job.
- d You don't need talent to \_\_\_\_\_ as a singer: just good looks and a good manager.
- e Whether or not you succeed in life is \_\_\_\_\_. Nobody else can help.

Decide whether you agree or disagree with the statements. Would your parents have the same opinion?



Serena

## READING & GRAMMAR

- 1 Work with your partner. Read a conversation between an interviewer (I) and Serena (S) in which Serena talks about her future. Think carefully about the context and underline the most appropriate future forms.

I: You're graduating from high school soon, aren't you?

S: Yes, (1) **exams start** / **exams'll start** next week, but I'm not too worried about the results, because when I'm done with school (2) **I'm concentrating** / **I'm going to concentrate** on my music career. I'm the lead singer in a band, and I don't need any qualifications to do that. I see my future very clearly – it's obvious that I've got what it takes to be successful. (3) **I'm going to be** / **I'm being** incredibly famous and fabulously rich.

I: So you've already got a contract then?

S: No, not yet. Actually, we don't have a manager yet, but the minute I've taken my last exam, (4) **I'm finding** / **I'm going to find** a really good one.

I: So, do you intend to continue living at home?

S: No way. (5) **I'll have moved** / **I'm moving** to Los Angeles as soon as I graduate. LA's where it all happens in the music industry.

I: Do you think (6) **you'll be able** / **you're able** to live off your music right from the start?

S: Well, if we don't make it right away, (7) **we're having to** / **we might have to** get part-time jobs for a few months or something. I know (8) **it's being** / **it's going to be** hard at first, but I bet you, by this time next year, (9) **we're having** / **we'll have had** a single in the charts.

I: And where do you see yourself five years from now?

S: In five years (10) **I'm staying** / **I'll be staying** in the best hotels and won't be able to walk down the street without being recognized. In fact, (11) **I'll give** / **I'm giving** you my autograph now if you like – (12) **it'll be** / **it's being** worth a fortune in a few years!



- 2  2.40 Listen and check your answers. Have your parents ever been against something you wanted to do? Tell your partner.



## GRAMMAR

- 1 Work with a partner. Complete the table of different future forms. Use examples from the conversation with Serena on page 117 to illustrate each use.

Form	Use	Example
a will ('ll) + infinitive	1 for prediction 2 to make an offer	1 _____ 2 I'll give you my autograph now if you like.
b might + infinitive	for possibility	_____
c _____	1 to talk about your intentions 2 to base a prediction on present evidence	1 _____ 2 I'm going to be incredibly famous.
d Present progressive	for plans and arrangements	_____
e _____	for fixed future events	My exams start next week.
f Future progressive	to talk about something happening around a certain time in the future	_____
g _____	to talk about something completed by a certain time in the future	By this time next year, we'll have had a single in the charts.

### Future forms and future time clauses

I start / I'll start / I might start / I'm going to start / I'm starting / I'll be starting / I'll have started tomorrow.

I'll do it if I have time.  
I'll do it when I've finished this.  
I won't do it unless I'm feeling OK.

- 2 Look at the sentences (a-c). In each sentence underline the main clause, put the subordinate clause in parentheses, and circle the conjunction. Then answer questions (1-3) below.

... (When) I graduate, I'm going to concentrate on my music career.

- a ... the minute I've taken my last exam, I'm going to find a really good one. (lines 13-15)  
b ... I'm moving to Los Angeles as soon as I graduate. (lines 17-18)  
c ... if we don't make it right away, we might have to get part-time jobs ... (lines 23-25)  
1 In which clause (main or subordinate) can you use a future form?  
2 What verb forms can you use after a conjunction?  
3 When do you use a comma to separate the two clauses?

- 3 Complete the sentences about the future with an appropriate form of the verbs in parentheses.

- a If I (fail) \_\_\_\_\_ my exams, my parents (kill) \_\_\_\_\_ me.  
b I (grow) \_\_\_\_\_ a beard as soon as I (graduate) \_\_\_\_\_ from school.  
c I (never read) \_\_\_\_\_ another poem once I (take) \_\_\_\_\_ my literature exam.  
d You (like) \_\_\_\_\_ the new teacher once you (get) \_\_\_\_\_ used to her.  
e He (not come out) \_\_\_\_\_ until he (do) \_\_\_\_\_ his homework.  
f When I (finish) \_\_\_\_\_ my business course, I (set up) \_\_\_\_\_ my own business.

- 4 Complete the sentences in any way that is true for you.

- a Once this class has finished, ...  
b The moment I get home today, ...  
c When I have enough money, ...  
d As soon as I have some free time, ...  
e When I'm next on vacation, ...  
f This time next year, ...  
g In five years, ...  
h By the time I retire, ...

Compare your sentences with your partner.

- 5 Grammar Extra 11 page 150. Read the explanations and do Exercise 1 and 2.



## READING & VOCABULARY

### 1 Work in groups and discuss the questions.

- a Is it common in your country for students to do outdoor sports during their summer vacation?
- b What do you think are the advantages and disadvantages of camping?
- c What are the best places to go for outdoor and radical sports? What outdoor sports have you tried? Which ones would you like to try?

### 2 Read a story about a friend and outdoor enthusiast.



## Wild Times, Wild Stories



I've known my best friend Kenny since we were in middle school. We both love the outdoors and have been on some epic camping trips together. As soon as the semester ends, we hit the trails. When we graduate, we're planning to do the Appalachian Trail, a 2,200-mile hike from Georgia to Maine. Nothing like cooking  
5 up a nice dinner after a long day hiking and telling stories or going over the day's adventures. On our last hike, Kenny was telling me about his recent close shave with a grizzly bear.

Now there's something you've got to know about Kenny; whatever he tells you, you've got to take it with a grain of salt as he is known to embellish things. A simple  
10 hike through the woods becomes a life-or-death ordeal. That 50-foot cliff he jumped off is more like twenty feet. And all of his girlfriends, of course, are models. It's not a big deal, all his friends know not to believe 100% of anything he says.



### 3 Find words and expressions in the text that mean ...

- a a dangerous situation which almost ended in injury.
- b to be suspicious of something someone tells you.
- c to make a story more interesting by adding details which may be untrue.
- d a painful, horrible, or traumatic experience.
- e a steep precipice or rock face.



## READING

- 1 My friend Kenny loves to solo hike during the summer vacation. He recalls a hike that did not turn out so well. Read the two versions of his backpacking story. Which do you prefer and why?





"I was trekking through some sparse woods in a remote area when I got a little lost. I ran into a wild dog that barked at me and gave me a bit of a scare. I walked about 15 miles over some hilly terrain and had to cross a stream and some wet patches. It was almost dark when I finally found my way out. The whole experience was rather tiring. I was dirty from the hike when I finally got home, which my brother found rather amusing."





**VERSION 2**



"I was trekking through in an impenetrable forest in the middle of nowhere when I got hopelessly lost. I was attacked by a rabid wild dog that snarled and snapped at me, scaring me half to death. I tramped probably 25 miles over some mountainous terrain and had to cross raging rapids and a veritable swamp. It was pitch black when I finally found my way out. The whole experience was an exhausting brush with death. I was filthy and mud-splattered when I finally got home, which my brother thought was hysterical."

- 2 Have you ever been in a situation that did not turn out well? Tell your partner.

## VOCABULARY

- 1 Read version 2 of Kenny's story again on page 120. Was the wild dog really rabid? Find nine more examples of language that has been exaggerated. Use your dictionary if necessary.

sparse → impenetrable

in a remote area → in the middle of nowhere

- 2 Work with a partner. Read two versions of Kenny's second story. Combine elements from each version to rewrite the story as dramatically as possible.

### VERSION 1

"Last year I almost died when I contracted a severe stomach infection. I made the mistake of drinking water without treating it first. Almost instantly, I was near the end of my hike when I started feeling weak. My stomach felt terrible, and I was sick all the time. I barely made it back. When I got to town, I went to the hospital, where they gave me medication. It took me almost a year to recover."

### VERSION 2

"Last year I had a pretty bad time of it when I contracted a nasty parasite. I made the huge newbie mistake of drinking water without treating it. A week later, with miles and miles to go in my hike, I started to feel like I was going to die. My stomach was bubbling and boiling, and I vomited incessantly. I barely crawled into town, and they raced me to the hospital, where they pumped me full of meds. It took me about a month to feel better."

2.41 Listen and check your ideas.

- 3 Match each of the informal exaggerated expressions (a-j) from column A with its meaning (1-10) in column B.

#### A

- a I was in seventh heaven.
- b I was at death's door.
- c I burst into tears.
- d I was scared stiff.
- e It was mind-blowing.
- f I was at the end of my rope.
- g It took my breath away.
- h I was on my last legs.
- i I was dying for a drink.
- j I was going out of my mind.

#### B

- 1 I thought it was really exciting.
- 2 I thought it was beautiful.
- 3 I was very happy.
- 4 I started crying.
- 5 I was very tired.
- 6 I was very worried.
- 7 I was desperate.
- 8 I was very thirsty.
- 9 I felt very sick.
- 10 I was very frightened.



Choose three of the expressions from column A and use them in sentences describing the last time you felt like this.

The first time I saw Buenos Aires, it took my breath away. I thought it was the most beautiful place I'd ever seen.

## SPEAKING

- 1 Work with your partner. Imagine that you recently came back from an exciting and eventful vacation including a traumatic six-hour boat trip. Prepare a story from the notes below. Make it as dramatic as possible and add some details of your own.

Story ideas	Useful linkers
It was a small fishing boat - There were a lot of people on the boat - The sea was calm when we left the harbor - The sky turned black - A storm blew up - We noticed there were no lifejackets or radio in the fishing boat - The waves were big - We thought we were going to die - I cried and then I fainted -	To begin with, ... Then ... Later, ... Suddenly, ... Eventually, ... To my horror, ... The worst thing was ... It turned out that ... In the end, ...

- 2 Tell your story to another pair of students in the class.



## LANGUAGE FOR LIFE

1 Work with a partner. You're going to listen to Sam being interviewed for a job. Put the interview questions (a-g) in the most logical order according to your ideas.

- |  |   |
|--|---|
| a Do you have any questions you'd like to ask us?      | e Tell us a little about yourself.                                |
| b What would you say your weaknesses are?              | f Why do you think you'd be right for a position in this company? |
| c In your opinion, what are your greatest strengths?   | g What are your long-term objectives?                             |
| d What would you like to be doing five years from now? |   |

2.42 Listen and check. Do you think Sam will get the job?

2 Look at the advice about how to do well in a job interview. In what ways do you think Sam could have improved his interview skills?

### HOW TO DO WELL IN A **job interview**

- Don't ramble! Answer questions concisely and stick to the point.
- Try to sound confident but admit your weaknesses or lack of experience in certain areas.
- Show enthusiasm and interest in the job.
- Do your homework before the interview: find out as much as you can about the company and think about the kinds of questions you may be asked.
- Prepare your answers.

3 Match the model answers (1-7) with the questions (a-g) in Exercise 1.

- 1 I would say my greatest weakness has been my lack of proper planning in the past. However, since I've come to recognize that weakness, I've taken steps to correct it.
- 2 I graduated from college last year and then spent four months traveling in South America. Now, I'm ready to embark on my career, and I'm very interested in working for a company like yours.
- 3 I'm highly motivated and conscientious. I'm a team player, but I can work equally well by myself.
- 4 I've always been interested in working in the media. I think I'm well-suited to this kind of work because I work well under pressure. I don't have much experience yet, but anything I don't know, I'm willing to learn.
- 5 Ideally, I'd like to be managing my own team.
- 6 I'd like to know a little about the training opportunities in this job.
- 7 I'd like to gain some experience in this field for a few years and then decide which area I want to specialize in.

2.43 Listen to Layla being interviewed and check your answers. Which of the highlighted useful phrases could be used in other interview contexts?

4 Work with your partner. Choose one of the jobs in the box or your own idea, and write an interview. Use some of the highlighted useful phrases in Exercise 3. Practice your interview.

bank clerk   fitness trainer   flight attendant   teacher   interior designer   realtor

## LIFE SKILLS: Getting Organized

### Getting a Handle on Your Email

It's Monday morning and you just fired up your computer. You open up your email and see that number in parentheses: (117)! There's a little of everything in there: personal, work-related, spam, and subscribed emails. Here are some practical tips for getting a handle on your inbox:

- Avoid multi-tasking and interruptions by setting up specific times to look at your email.
- Unsubscribe to newsletters and advertising you're not interested in anymore.
- Use the two-minute rule. When you receive an email ask yourself, "Can I read and respond to this in two minutes?" If so, do it! This will help empty your inbox.
- Set up a filing system for your emails and use it.

By following these simple tips, you'll be down to Inbox (0) in no time!

• Now, it's your turn. In groups, discuss strategies for streamlining your other online habits. Write an introduction to an advice column with a list of 3 tips for improving on one of the following, then share your tips with the class.

- |             |                |             |
|-------------|----------------|-------------|
| • Messaging | • Social media | • Bookmarks |
|-------------|----------------|-------------|



# 11 Writing Extra

## RÉSUMÉ AND APPLICATION EMAIL

- 1 Arrange the following tips for writing a résumé under the headings **DO** and **DON'T**.
  - a be honest.
  - b mention your bad points or failures.
  - c try to be amusing.
  - d use a clear layout.
  - e use bold and italic for headings.
  - f include dates.
  - g check for spelling and typing errors.
  - h use family or friends as references.
- 2 Read Brad Arnoldson's résumé. Apply the tips from Exercise 1 and identify where he has gone wrong.
- 3 Work with a partner. Look at Brad's "Employment" and "Skills." Think about ways in which he could express this information in a more formal and positive way.
 

*Worked in an office. Office assistant.*

*Improved my computer skills.*

Now look at page 138 for an improved version of Brad's résumé and compare your own ideas.
- 4 Read Brad's application email. Some parts of the email are acceptable, and some parts are completely inappropriate. **Cross-out** all the parts which you think are inappropriate in order to produce a good email.
- 5 Write your own résumé and email of application for a job as a summer camp counselor.



### RESUME

3120 N. Vine St  
Victoria, TX 77901  
Telephone: 360-428-4296  
Cell Phone: 360-555-4296  
email SuperSam@hotmail.com  
DOB 8/12/2000

### Brad Arnoldson

#### EDUCATION

Graduated Victoria High School 2.9 GPA — June 2017

#### EMPLOYMENT

- Worked in an office
- Did some babysitting
- Washed dishes in a Mexican beach resort
- Backpacked around Mexico and Guatemala and did some fruit picking
- Worked in my mother's store

#### SKILLS

- I can use a computer
- I can speak pretty poor Spanish
- Drivers licence failed three times. Hope to try again

#### PERSONNEL INTERESTS

- Donating blood — 14 pints so far
- Music

#### References:

Mrs. Betty Arnoldson  
3120 N. Vine St.  
Victoria, TX 77901  
360-428-4296

### NEW MESSAGE

**To:** robbie.news@lakechippewacamp.com  
**From:** SuperSam@hotmail.com

**Subject:** Summer Job

#### DO NOT DELETE!!!!

Dear Sir or Madam or Ms:

I am writing to apply for the position of summer camp counselor advertised on your website this week. As you can see from my attached résumé, I do not have a great deal of work experience and no experience whatsoever as a camp counselor. However, what I lack in experience I am willing to make up for in enthusiasm and hard work.

Since I graduated from high school in June last year, I have been in continual employment. First of all, I worked as a sales clerk, where I learned a lot about the retail industry. But it was my mother's store and we fought all the time, so I quit. After that, I worked at a beach resort in Mexico, where I enjoyed working as part of a team and improved my spoken Spanish. I quit because the pay was awful and I never had time to go scuba diving.

Through the variety of positions I have held, I have learned important interpersonal skills, improved my knowledge of Spanish, and have gained extensive computing skills. I feel the job you are offering will enable me to put these skills into practice.

As I'm unemployed right now, I can be available for an interview at your convenience.

I look forward to hearing from you.

Sincerely,

**Brad Arnoldson** 😊

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