

1

NEW YEAR, NEW CHALLENGE

? ABOUT YOU

What are your aims and ambitions at school this year?
Which subjects do you like the most?

VOCABULARY Education: phrasal verbs

- Do the quiz below. Compare your answers in pairs.
- » Turn to page 120 and check your results. Who feels the most optimistic about the new school year? Why?
- Match the **phrasal verbs** in the quiz to the meanings.
 - EP 0 say the words of a text aloud *read out*
 - 1 remain while others leave
 - 2 do an activity with others
 - 3 distribute something to people
 - 4 do something to see if you like it
 - 5 give written work to a teacher
 - 6 decide to do something later
 - 7 finish classes at the end of term
 - 8 make progress
 - 9 write something so you don't forget it
 - 10 be accepted into a group or team
 - 11 try to get or achieve something
 - 12 understand something

- 01 4 Listen to two people talking about the quiz. Answer the questions.
- Whose first day back was the most difficult? Why?
 - Who is the most enthusiastic about doing the quiz?
 - What did Sophie learn from the quiz?
 - Who feels the most optimistic about the new school year?

- 01 5 Listen again. What are Niall's and Sophie's answers to the quiz?

1 Niall - a Sophie - b

- 6 Complete the questions with the correct form of the **phrasal verbs** from the quiz. Then ask and answer the questions.

- What happens if you _____ homework late at your school?
- Do you ever have to _____ your work aloud in front of the whole class?
- Are you generally good at _____ solutions to problems by yourself?
- Do you ever have to _____ after class? Why?
- Is there a party or celebration at school when you _____ for the holidays?
- Do you like _____ group activities or do you prefer doing things independently?
- Have you _____ to any teams this year?
- Do you like _____ new experiences or do you tend to stick with what you know?

READING

- Read the first paragraph of the article on page 11. What is a **mindset**?
- Read the whole article and tick (✓) the areas of life that your mindset can affect.

a <input type="checkbox"/> success at work	d <input type="checkbox"/> education
b <input type="checkbox"/> health	e <input type="checkbox"/> attitude to sports
c <input type="checkbox"/> friendships	

BACK-2-SCHOOL

Are you the type of person who's into every challenge and new opportunity? Or do you take a more independent, chilled-out approach to life?

DO OUR QUIZ AND FIND OUT!



- It's the start of the school year. You ...
 - can't wait until you **break up** for the next holidays.
 - feel optimistic - you think you'll **get on** well this year.
- Your teacher **reads out** some information about an exam. You ...
 - note down** all the details in case you forget them.
 - don't do anything. You'll **figure it out** at the end of term.
- You see a poster asking people to join the school swimming team. You ...
 - don't bother trying. You know you won't **get in**.
 - decide to **go for** it. It's a cool opportunity.
- You are asked to fill in a form with some personal information. You ...
 - agree and promise you'll **hand it in** soon.
 - stay behind** and complete it before you go home.
- Your teacher **gives out** information about clubs and societies at school. You ...
 - don't listen. You never **join in** after-school activities.
 - are pleased. You can't wait to **try out** something new.
- You have a lot of homework this week. You ...
 - start right away - you never **put things off**.
 - relax - there's plenty of time later in the week!

THIS PAGE WILL CHANGE YOUR LIFE

Growth mindset –
transform your
mind forever



Are you wondering how to get on better at school? Have you ever felt that you're good at some things but not at others? Then perhaps it's time to start thinking differently about school, and even yourself. Carol Dweck, a Professor of Psychology from Stanford University, says people may not be aware of their own 'mindset', but mindsets have a huge influence on learning, skills development, personal relationships and professional achievement. Your mindset determines your attitude to your abilities. For example, you might consider yourself to be good (or bad) at sport or maths or languages. Or you might feel that you can be good at anything if you try hard enough.

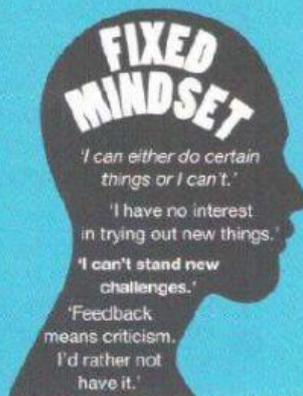
What mindset do you have? To find out, consider these situations:

- 1 You read a short message in English, but it's hard to understand. What would you think?**
 - a It's no use! I'm just not very good at languages.
 - b I haven't studied English for long, but one day I'll be able to read this.
- 2 You try to join a school sports team, but you fail to get in. What do you say to yourself?**
 - a It's because I'm not good at sport.
 - b I'm not good enough yet, but if I train, I might get in next time.

These situations illustrate the difference between fixed and growth mindsets. People with a fixed mindset tend to answer a) to both questions. People with a growth mindset tend to answer b).

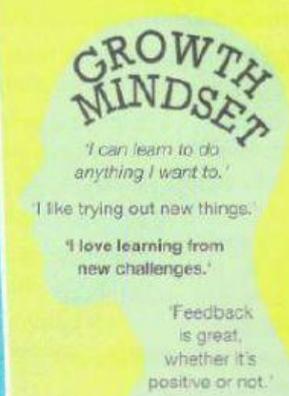
FIXED MINDSET PEOPLE ...

- think they are born with the ability to be good at some things and not at others.
- believe that success comes from talent rather than effort.
- don't feel that they can change what they're like as a person.
- dislike failure and focus on what they are 'good' at – they avoid difficult challenges and things they're not 'good' at.
- like doing well at tasks that will get a reward or please their school or parents, for example getting top marks in an exam.



GROWTH MINDSET PEOPLE ...

- think they are born with the ability to be good at anything if they try hard enough.
- believe that success comes from effort rather than talent.
- like adapting to new situations and challenges.
- don't mind failure and they learn from it – they'd never think 'I'm no good at this' or 'There's no use even trying.'
- do things for their own sake – for example, they might join a team because they find it personally rewarding, not because they want praise.



Did you know that when we learn something new, or when we have to concentrate to figure out an answer to a problem, our body creates new nerve connections within the brain? People with a growth mindset are always trying out new things and developing their skills and abilities, and so their brains are always growing.

Do you want to get the most out of your education? Do you want a content and prosperous life? There's no question that adopting a 'growth mindset' is the best decision you could ever make about your future. If you don't already take the growth mindset approach (and most people don't!), the question you should be asking yourself is not 'Should I change the way I see myself?' ... the big question is 'How quickly can I change?'

- 3 Read the article again and answer the questions. Write *Fixed* for people with a fixed mindset or *Growth* for people with a growth mindset.**

- 1 Who thinks we're born with certain characteristics?
- 2 Who thinks achievement is a result of working hard?
- 3 Who thinks we can learn from our mistakes?
- 4 Who feels it's important to get high scores?
- 5 Whose brain keeps on growing?

- 4 Match the highlighted words and phrases in the article to the meanings. Then write one sentence for each phrase.**

- 1 do things in a certain way
- 2 know that something exists
- 3 getting better at doing things
- 4 doing well in your career
- 5 do things simply because you like doing them

- 5 Discuss the questions.**

- 1 What mindset do you have? (Answer the two questions in the article.)
- 2 Read the five character descriptors for your mindset. Do you agree?



TALKING POINTS

Are there any advantages to having a fixed mindset?
Do you think that this page will change your life?

GRAMMAR Question forms

1 Read the examples. Then complete the rules with the words in the box.

- Are you **wondering** how to get on better at school?
- Have you ever **felt** that you're good at ...?
- What mindset **do** you **have**?
- Did** you **know** that when we learn something ...?
- Should** I **change** the way I see myself?
- How quickly **can** I **change**?

are before does have

To form questions:

- in simple tenses, we add **do** or **did** before the subject.
- in perfect tenses, we put **has**, **have** or **had** before the subject.
- in continuous tenses, we put **am**, **is**, **are**, **was** or **were** before the subject.
- with modal verbs, we put the modal verb before the subject.

2 Complete the questions with **you** and the correct form of the verbs in bold in the answers.

- Have **you studied** English for a long time?
Yes, I've **studied** it for eight years.
- How **is** this term?
I'm **getting on** quite well, thanks.
- Are there** any interesting clubs at your school?
Yes, you can **join** all sorts of clubs.
- Do you have** any homework this week?
Yes, I've **handed in** an essay for history.
- Do you do** your homework before or after dinner?
I **do** my homework before dinner.
- What **are you talking** about in your last English lesson?
We **were talking** about growth mindset.

3 Correct the mistake in each question.

- There is a new drama teacher?
- Did they passed their end-of-year exams?
- Have you consider my offer yet?
- What I should study next?
- How much the extra classes do cost?

Subject and object questions

4 Read the examples. Then complete the rules with **statement** or **question**.

Subject question

- Who helps you? My teacher helps me.

Object question

- Who do you help? We help younger children.

- Object questions ask about the object. They use the same word order as a **statement**.
- Subject questions ask about the subject. They use the same word order as a **question**.

5 Complete the questions with the words given.

- do you know / knows you
a 'Who _____ in this class?' 'I only know you.'
b 'Who _____ in this class?' 'Only you know me.'
- did Carl call / called Carl
a 'Who _____?' 'He called a few classmates.'
b 'Who _____?' 'A classmate called him.'
- damaged their car / did their car damage
a 'What _____?' 'It damaged a wall.'
b 'What _____?' 'A tree that fell on it.'

6 Write two questions about each sentence: one with **what** and one with **who**.

- Suzanne Collins wrote *The Hunger Games* books.
What did Suzanne Collins write?
Who wrote The Hunger Games books?
- Gary Ross directed *Ocean's Eight*.
- Elon Musk started SpaceX and Tesla.
- Brazil has won the FIFA World Cup five times.
- Cristiano Ronaldo has been voted the world's best male football player five times.

VOCABULARY Education: -ion nouns

1 Read the examples. Then form nouns with **-ion** from the verbs.



educate: Do you want to get the most out of your **education**?

decide: Adopting a 'growth mindset' is the best **decision** you could ever make.

- | | | |
|----------|-----------|------------|
| 1 act | 3 prepare | 5 permit |
| 2 invent | 4 discuss | 6 register |

2 Complete the text with the singular or plural noun form of the verbs given in capitals.



Getting the best out of yourself

There's a new book out about self-⁰*motivation* and how to get the best out of yourself. The ¹ _____ has some interesting facts about the human brain, and the ² _____ between learning and brain development. There's also a glossary where you can read ³ _____ of key terms such as 'self-efficacy' and 'growth mindset'. The glossary's useful because you really need to know these ⁴ _____ as you read the book. I've read the whole book now and I've tried a ⁵ _____ of the techniques it mentions. It's definitely helped me with my ⁶ _____ and my ability to focus on reaching certain goals I've set for myself. There are a few case studies of specific issues that people have had, with ⁷ _____ of how they overcame those issues. It ends with ⁸ _____ for simple exercises you can try out to see what works for you.

- MOTIVATE
- INTRODUCE
- CONNECT
- DEFINE
- EXPRESS
- SELECT
- CONCENTRATE
- EXPLAIN
- RECOMMEND

WRITING

An essay (1)

- 1 Read the sample essay. Then read the essay task. Does the writer agree or disagree with the essay title?

In your English class you have been talking about the importance of learning English. Now your English teacher has asked you to write an essay. Write your essay using all the notes and giving reasons for your point of view.

'Everyone should learn English.'
Do you agree?

Notes

Write about:

- 1 finding a job
- 2 travelling
- 3 (your own idea)

'Everyone should learn English.' Do you agree?

- 1 English is the international language for business, travel and culture, and so it makes sense that everyone should learn it.
- 2 In order to get many jobs, candidates need to be able to speak English. Even if your company doesn't have clients in English-speaking countries, you'll still need English to communicate with business partners from everywhere else in the world.
- 3 Similarly, when you go abroad, have you noticed that restaurant menus, visitor information and street signs are often in English as well as the national language? Even if you don't speak the language of that country and they don't speak yours, you can always use English to get what you need.
- 4 Finally, I think that English is important if you're a film or music fan. Many of my favourite songs, shows and films are American or British, so speaking English really helps me to appreciate and enjoy them. I particularly dislike watching films with subtitles! And when I hear a cool song, it's satisfying to be able to work out the lyrics on my own.
- 5 These three examples illustrate why everyone needs English to get on in different areas of life.

- 2 Read the essay again. Then match each paragraph to its function.

- a Write up your ideas for the second note (*travelling*).
- b Summarise your ideas in a conclusion.
- c Write up your ideas for the third note (*your own idea*).
- d Directly address the essay question.
- e Write up your ideas for the first note (*finding a job*).

- 3 Discuss the questions.

- 1 According to the essay, why is English important?
- 2 What would you write for the third note?
- 3 What might you write as your conclusion for this essay?

- 4 Read the *Prepare to write* box. What examples can you find in the essay? Then rewrite the sentences below as a single paragraph with the correct punctuation.



PREPARE TO WRITE Punctuation

We use capital letters:

- at the beginning of all sentences.
- for the personal pronoun *I*.
- for days and months.
- for the names of people, places, nationalities and languages.

We use:

- full stops at the end of most sentences.
- exclamation marks at the end of sentences to show surprise or anger.
- question marks at the end of questions.
- commas to separate items in a list, and before or after certain words to separate clauses.
- apostrophes to show possession and contractions.

i dont see why everyone should learn english just because thats what they speak in the united states
american culture and technology are the most popular at the moment but will it always be that way
it would be better if we all learned chinese because there are more speakers of chinese than any other language
it doesnt make sense for a chinese and a german businessperson to speak english when they meet
wouldnt it make more sense if they just spoke one of their own languages

- 5 Read the essay task below. Then discuss the questions.

- 1 What could you write for the first note?
- 2 What could you write for the second note?
- 3 What could you add for the third note?
- 4 What would your conclusion be?

In your English class you have been talking about being successful in life. Now your English teacher has asked you to write an essay. Write your essay using all the notes and giving reasons for your point of view.

'Being successful in life depends more on a person's ability than on how hard a person tries.'

Do you agree?

Notes

Write about:

- 1 studies
- 2 sport
- 3 (your own idea)

- 6 Write your essay.

- Write your essay using five paragraphs, like the sample essay.
- Pay attention to punctuation.
- Write 140–190 words.