

Topic vocabulary: Thinking

A Circle the correct word.

- 1 Don't be so **optimistic** / **pessimistic**. Everything's going to be fine, you'll see!
- 2 Most newspapers are usually **biased** / **prejudiced** towards a certain political outlook.
- 3 I'm slightly **dubious** / **cynical** about whether Sean's idea is going to work.
- 4 To suggest that it's possible to create a society without crime is a little **naïve** / **sceptical**, isn't it?
- 5 The only **ingenious** / **plausible** explanation I can think of is that Jenna got the dates wrong.
- 6 Please don't **baffle** / **discriminate** me with loads of technical terminology. Use plain, simple English!
- 7 It's not always easy to **assume** / **assess** someone's suitability for a job just by talking to them in a short interview.
- 8 How can the government **justify** / **speculate** spending so much on the armed forces?
- 9 Looking at the damage, I would **estimate** / **deduce** that the painting will cost at least €2,000 to restore properly.
- 10 I don't think you should **reflect** / **presume** that lots of people are going to help you with this project.

B Complete using the correct form of the words in the box. More than one word might fit in each gap, but try to use all the words.

concentrate • consider • contemplate • deliberate • gather • grasp • ponder • reckon • suppose

- 1 It took me quite a long time to what the aim of the game was.
- 2 The jury are still, but they're expected to reach a verdict soon.
- 3 I from your tutor that you're thinking of changing course.
- 4 You really have to very hard when you are doing calligraphy.
- 5 I'm seriously asking for a pay rise tomorrow.
- 6 How long do you it'll take to get to Manchester?
- 7 I don't I could borrow your lecture notes this weekend, could I?
- 8 If you've ever the question 'Why does the universe bother to exist?', then this is the book for you.
- 9 Let's not even the possibility of failure.

C Each of the words in bold is in the wrong sentence. Write the correct words on the lines.

- 1 I'm in a real **hunch** because I've been invited to two parties on Saturday and I don't know which one to go to.
- 2 Dave said he's got complete **guesswork** in us, and thinks we're going to do a great job.
- 3 Sarah's a/an **intuition** when it comes to astrophysics, but she's not very practical in everyday things.
- 4 You often need to use a little educated **notion** when you're starting a cryptic crossword.
- 5 I've got a/an **ideology** that someone in this office is going to get promoted soon.
- 6 Communism and capitalism are very different types of **dilemma**.
- 7 Who gave you the **faith** for the main character in the book?
- 8 Detective Tacker had absolutely no evidence that Roddard was involved, but all his **paradox** told him that he was.
- 9 I've got a small **inspiration** about the exam syllabus. Should I talk to Mrs Jacobs about it?
- 10 Paying mothers a salary to raise their children is an interesting **genius**.
- 11 The fact that more people would come here if the place wasn't so crowded is a real **query**.

Topic vocabulary: Learning

D Choose the correct word.

Letter to the editor

The Prime Minister's comments yesterday on education spending miss the point, as the secondary education system also needs a major overhaul. Firstly, the system only views the weakest learners as having special (1) The brightest and most (2) students are not encouraged to develop to their full potential. Secondly, there's too much testing and not enough learning. My fifteen-year-old daughter, for example, has just spent the last month or so (3) for exams. These aren't even real, important exams, as her GCSEs will be next year. They're just (4) exams. Is the work she's been doing really going to make her more (5) about her subjects, or will she forget it all tomorrow? I suspect the latter.

Thirdly, the standard (6) doesn't give students any (7) in developing practical work-related, living and social skills, or in skills necessary for higher education. How many students entering university have the first idea what the difference is between (8) someone else's work and making good use of someone else's ideas? Shouldn't they have been taught this at school? How many of them are really able to go about (9) — a skill that's essential at university because there are no teachers to tell you what to do — in an efficient way? Indeed, how many students (10) from university totally unable to spell even simple English words correctly? The system is letting our children down.

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|-------------------|----------------|---------------------|-----------------|
| 1 A requests | B desires | C needs | D wants |
| 2 A inattentive | B ignorant | C intensive | D conscientious |
| 3 A cramming | B lecturing | C reading | D practising |
| 4 A false | B mock | C fake | D artificial |
| 5 A knowledgeable | B intellectual | C academic | D intelligent |
| 6 A timetable | B lecture | C seminar | D curriculum |
| 7 A lesson | B subject | C tuition | D tutorial |
| 8 A writing | B going over | C plagiarising | D repeating |
| 9 A reviewing | B revision | C distance learning | D self-study |
| 10 A qualify | B graduate | C depart | D exit |

Phrasal verbs

E Match to make sentences.

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| 1 I'm going to have to mull this | A together exactly what happened that evening. |
| 2 Detectives are still trying to piece | B in the fact that he'd never see her again. |
| 3 It took him a very long time to take | C up a brilliant excuse to tell Rachel. |
| 4 Tell us how you hit | D over for a while before I make a final decision. |
| 5 It took us ages to figure | E this through properly yet. |
| 6 I've just thought | F out how to get everyone to the sports centre without Phil knowing. |
| 7 I'm not sure we've thought | G upon such a great idea for a website. |