

# 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.

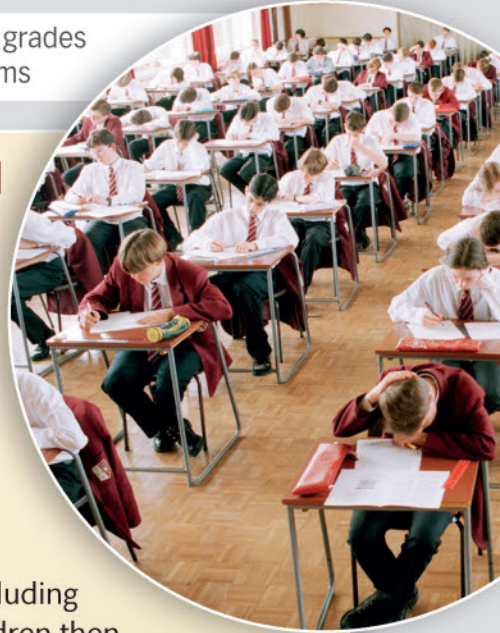
**4a** Complete the text with words from the box.

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.