

FOCUS ON WORDS | Prefixes

- 5 **3.1** In pairs, find an example of a word with each of the prefixes below in the interview. Listen and check.

- 1 over- (= too much) = overload
- 2 multi- (= many) = ?
- 3 under- (= not enough) = ?
- 4 pseudo- (= pretend) = ?
- 5 mis- (= bad(ly)) = ?
- 6 self- (= by itself) = ?

- 6 **SPEAKING** In your notebook, complete the sentences with the words from the box and a correct prefix. Which sentences are true for you? Discuss in pairs.

composed disciplinary estimate
operative statement trust

- 1 Most students in this class are helpful and cooperative.
- 2 I never get nervous in exams. I am very ?.
- 3 I ? things I read on the Internet unless I know it's a reputable source.
- 4 I want to do a ? degree. I don't want to specialise in one area.
- 5 I tend to ? the memory capacity of my smartphone. In fact, it's a lot less than I'd like it to be.
- 6 To say I don't like technology is an ? . I absolutely loathe it!

FOCUS ON WORDS | Verb-noun collocations

- 7 **3.2** In your notebook, match the collocations in red from the interview with the definitions below. Then listen and check.

- 1 take notice of sth = devote attention to sth
- 2 having a bad effect over time = ?
- 3 intentionally not see sth = ?
- 4 confusing or complicating your thinking = ?
- 5 doing activities in order of importance = ?
- 6 notice prejudice or preference = ?

C ?

The brain has an attentional mode called the 'mind wandering mode' that was only recently identified. This is when thoughts move seamlessly from one to another without you controlling where they go. This brain state acts as a neural reset button, allowing us to come back to our work with a refreshed perspective. Different people find they enter this mode in different ways: reading, a walk in nature, looking at art, meditating and napping.

D ?

Brain extenders help get information out of our heads and into the physical world: calendars, key hooks by the front door, notepads, 'to do' lists. If you hear that it's going to rain, rather than reminding yourself to bring your umbrella, set the umbrella by the front door – now the environment is reminding you to bring the umbrella. The point is that all these dates, events and items we want to remember compete for neural resources in your brain, **cluttering your thoughts**, making it more difficult to **devote attention to** what is at hand.

E ?

Although it is easier to find information these days, it is easier than ever before to find misinformation, pseudo-facts, unsupported and fringe opinions and the like. Children should be taught at an early age what constitutes evidence, how to **detect bias** or distortions in newspaper accounts and that there exist hierarchies of information sources. In the medical field, for example, a controlled experiment published in a peer-reviewed journal is a better source than a blog by an unknown association promoting the health benefits of their own product.

- 8 **SPEAKING** In your notebook, complete the questions with the correct forms of the collocations in Exercise 7. Then, in pairs, discuss the questions.

Do you think most students:

- 1 devote enough attention to their work before they submit it?
- 2 are mature enough to ? in news stories they read?
- 3 tend to ? with silly images from the Internet?
- 4 are good at ? and doing the most important things first?
- 5 ? to problems they don't want to deal with?
- 6 realise that too much screen time will ? on their health?

FOCUS ON WORDS | Phrases with mind

- 9 **3.3** In your notebook, complete the phrases with the correct forms of the words in the box. Then listen and check.

(absent blow business cross in manners out tough)

a verb + pronoun + mind

- 1 If sth blows your mind, it really impresses you.
- 2 If sth ? your mind, you think about it.
- b verb + preposition + phrase with **mind**
- 3 If you are ? **two minds**, you are uncertain.
- 4 If you are ? **of your mind**, you are mad or very foolish.

c mind as a verb

- 5 If you say **mind your own** ? , you are telling sb not to ask about sth private.
- 6 If you say **mind your** ? , you are telling sb to behave correctly.

d -minded as a suffix

- 7 Sb who is ? -minded forgets things.
- 8 Sb who is ? -minded is determined and unsentimental.

- 10 Choose the most appropriate responses.

- 1 Did you remember to post that letter?
 - a Sorry, it never crossed my mind.
 - b Sorry, it blew my mind.
- 2 How did you do in the exam?
 - a Mind your own business!
 - b Mind your manners!
- 3 He's not buying that expensive phone, is he?
 - a Yes, he must be in two minds.
 - b Yes, he must be out of his mind.
- 4 She's much more forgetful than she used to be.
 - a Yes, she's very absent-minded.
 - b Yes, she's very tough-minded.

FOCUS ON WORDS | EXTRA Phrases with mind

- 11 Read the sentences and work out the meaning of the phrases in bold. Which sentences are true for you?

- 1 Once I **put my mind to it**, I'll succeed in whatever I do.
- 2 I'm **broad-minded** and so I can understand any kind of behaviour.
- 3 The upcoming school-leaving exams are beginning to **weigh on my mind**. I'm rather worried.
- 4 Whenever I worry too much, I try to step back and **clear my mind**.

- 12 In your notebook, write an example sentence with each phrase from Exercises 9 and 11.