

- Grammar** Modal verb review | Gerunds & infinitives  
**Vocabulary** Using the brain | Adjectives from verbs: -ing, -ed  
**Challenge** Learn and teach a new memory-training technique  
**Interaction** Succeeding in an interview  
**Writing** A report

## READING

- 1 Read *Facts about the brain* and complete the number of brain cells with numbers from the box.

5 billion 100 billion 20,000 10 billion 100,000

- 2 Listen and check your answers. Are there any facts that surprise you?

- 3 Listen Look at the title and the photos below. How do you think they're connected with the topic of the brain? Then read the article to check your ideas.

## USE IT OR LOSE IT!

Although the human brain is amazingly powerful, most people only use a tiny amount of its power. The brain is like a muscle. If you don't exercise it, it loses its strength and deteriorates. If you want to develop and improve your mind and make the most of it, you need to do regular mental exercises.

In spite of all our potential brain power, we can easily forget 70% of what we learn in 24 hours unless we make a special attempt to remember it. When we learn something new, it goes into our short-term memory. To move it into our long-term memory, we have to recycle the information before it escapes! In his book *Accelerated Learning for the 21<sup>st</sup> Century*, educational expert Colin Rose says that it's a bit like a sheep dog with a flock of sheep. The dog rounds up the sheep and guides them to the entrance of the sheep pen. If it leaves the sheep there, they can run off and the dog risks having to start the whole process all over again. To make certain that they stay there, the dog must get the sheep actually *into* the pen. It needs to keep them there and stop them from leaving until the gate is shut.



## FACTS ABOUT THE BRAIN



- A fruit fly has <sup>1</sup> ... brain cells.
- A mouse has <sup>2</sup> ... brain cells.
- Monkeys have <sup>3</sup> ... brain cells.
- But humans have <sup>4</sup> ... brain cells!
- And every cell in our brain connects to <sup>5</sup> ... other cells.
- There are more possible connections in a human brain than the number of atoms in the whole universe.

That is a huge amount of brain power!

So how can you help yourself to remember things better in the long term? Well, there are several things you can do. One of them is to make sure you pay attention and take in the information properly in the first place. Others are to do with the effort you make to remember it afterwards. One thing experts agree on is the importance of doing frequent revision. The 24 hour deadline means that it's vital to go over whatever you've learned during the day *that same evening*. Getting a good night's sleep can make a big difference too; experiments show that sleep boosts memory and helps us process recently learnt information. You should look at the material again the next day, then recycle it again after one week, one month and six months. Don't wait to revise until exam time – by then it's too late!

VOCABULARY Using the brain

4 What's the general idea of the article? Choose the best description and say why.

- A It's about improving our short-term memory.
- B It's about sheep dogs rounding up sheep.
- C It's about learning more effectively.
- D It's about getting a good night's sleep.

5 Read the article again. Are the sentences true or false? Justify your answers with evidence from the article.

- 1 We normally remember 70% of what we learn, unless we revise it.
- 2 The sheep dog's main job is to get the sheep into the entrance of the pen.
- 3 To really learn something, we need to get the information into our long-term memory.
- 4 Unless we review new information within a day, we're in danger of forgetting it.
- 5 Going over what we've learnt at regular intervals helps us to retain information.
- 6 Revision at exam time is more valuable than revision a long time before your exams.

6 Discuss the questions with a partner.

- 1 Explain the sheep dog metaphor in your own words. Can you think of another metaphor to describe this process?
- 2 Do you use any of the study strategies suggested in the article or do you leave everything until the last minute?
- 3 Has reading the article made you want to try out a different approach?

7 Read *Word Zone* and complete the last sentence with *make* or *do*. Then find more expressions like these in the article.

WORD ZONE

*make and do*

We **do** exercise, activities, sports, puzzles, work, a job, housework

We **make** an omelette, a suggestion, an offer, a booking, a phone call, a living

If we create something, we generally use ...

8 Match the words with *make* or *do* to form collocations.

- |                   |                 |                  |
|-------------------|-----------------|------------------|
| 1 ... a choice    | 5 ... an excuse | 9 ... a mistake  |
| 2 ... a decision  | 6 ... a list    | 10 ... judo      |
| 3 ... a discovery | 7 ... wrong     | 11 ... your best |
| 4 ... an exam     | 8 ... progress  | 12 ... badly     |

9 Tell a partner about yourself using expressions with *make* and *do*.

I sometimes make mistakes in my English, but I think I'm making progress!

10 Work with a partner. Put the words in the box into pairs to make expressions. You need to use all the words, and all the expressions must make sense.

long-term memory, fail an exam ...

deadline effective exam fail information long-term material memory pass process recycle short-term strategy test

11 Check your expressions with another pair. Have you got any different answers? Do they all make sense?

12 Match the words in the box with *brain* or *exam* to form two-part nouns.

Brain: brain power Exam: exam paper

damage death drain disorder paper phobia power preparation result revision stress teaser

13 Choose five expressions from exercise 10 and 12 and write your own sentences.

Brain teasers can help you to improve your memory.

14 Use the words in capitals to form words to complete the gaps.



Memory world champion Dominic O'Brien has an absolutely <sup>1</sup> **amazing** AMAZE memory.

He can <sup>2</sup> ... fifty-four packs of playing cards. That's nearly 3,000 cards! MEMORY

And he can do this after <sup>3</sup> ... each card only once. SEE

What makes this <sup>4</sup> ... all the more ASTONISHING astounding is the fact that O'Brien had <sup>5</sup> ... difficulties as a child. LEARN

He suffered from dyslexia, and consequently developed a fear of <sup>6</sup> ... READ

His success is due to intensive <sup>7</sup> ... as TRAIN

well as a strong <sup>8</sup> ... to win. DETERMINE

Nowadays, he uses his ideas to help people who have learning <sup>9</sup> ... DIFFICULT

Modal verb review

Modal verbs are verbs that we use to express obligation, necessity, recommendation, prohibition, possibility and permission.  
*can have to must need to ought to should*  
 Be careful with third person, negative and question forms of modal verbs.  
*He must think before opening his mouth in future.*  
*You mustn't stay up all night revising.*  
*Should I try and learn another language?*  
 We use *have to* and *need to* like normal present simple verbs.  
*Paul has to stay behind for extra Maths lessons.*  
*You don't need\* to study every single minute of the day!*  
*Do we need to leave now?*  
 \*The negative of *need to* can also be *needn't*.

Grammar reference page 113

1 One modal in each trio has a different meaning from the others. Which is the odd one out?

- 1 A You can't ...      B You mustn't ...      C You shouldn't ...
- 2 A We have to ...      B We ought to ...      C We must ...
- 3 A He needs to ...      B He ought to ...      C He should ...
- 4 A They needn't ...      B They mustn't ...      C They don't have to ...

PRONUNCIATION *should, must & ought*

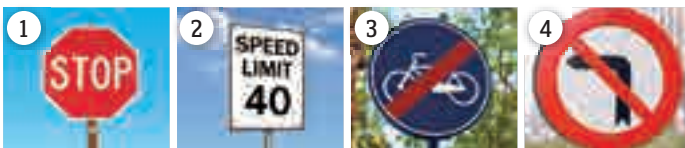


2 Listen and repeat the sentences.

- 1 *Should* rhymes with *would, could* and *good*.
- 2 *Must* rhymes with *just, dust* and *fussed*.
- 3 *Ought* rhymes with *bought, thought* and *caught*.

More practice? page 147

3 What do these traffic signs mean? Write a sentence to explain each one.



You have to stop here.



4 Complete the sentences about your own obligations. Then compare with a partner.

- To get to school on time, ...
- To be able to stay out late, ...
- To help with the housework at home, ...
- To be able to speak English well, ...

5 Write a sentence with a similar meaning to the first, using the word in bold without changing it.

- 1 You have to be 18 to see this film. **UNLESS**  
*You can't see this film unless you're 18.*
- 2 You must never put grease on a burn. **EVER**
- 3 It's not a good idea to wait until exam time to start revising. **YOU**
- 4 Is it necessary for us to have a visa for Turkey? **DO**
- 5 Wearing shoes in the mosque is prohibited. **YOU**
- 6 You can't go without your parents' consent. **GET**

6 Complete the gaps in the leaflet with an appropriate verb. Be careful – not all of them are modal verbs.

An epileptic seizure: what to do

An epileptic seizure is caused by a sudden burst of excess electrical activity in the brain. The person often goes stiff, <sup>1</sup> *loses* consciousness and <sup>2</sup> ... to the ground. Then they shake or <sup>3</sup> ... jerky movements. What <sup>4</sup> ... you do to help them? You <sup>5</sup> ... put something under their head, <sup>6</sup> ... any tight clothing around their neck, and <sup>7</sup> ... them from further injury, but you <sup>8</sup> ... restrain their movements or <sup>9</sup> ... them wake up. Putting them in the recovery position <sup>10</sup> ... help them to breathe more easily. You <sup>11</sup> ... make a note of the exact time the seizure started. You <sup>12</sup> ... call an ambulance unless the seizure lasts more than two or three minutes, or if the person has a second seizure.

Important: You <sup>13</sup> ... ever leave the person on their own: stay with them and reassure them until they <sup>14</sup> ...



7 Discuss the questions in pairs.

- 1 How do you put someone in the recovery position? Use the pictures in the leaflet to help you.
- 2 What should you do in the following situations? What mustn't or needn't you do?

If someone faints

If someone is stung by a bee

If someone is bitten by a snake

If someone has a nose bleed

BIENVENUS

BEM-VINDOS

добро пожаловать

欢迎

أهلاً وسهلاً

WITAMY

HOŞ GELDİNİZ

WILKOMMEN



1 How many of the languages above can you identify?

2 Work with a partner. What do you think are characteristics of good language learners? Add your own ideas to the lists.

- Good language learners tend to be ...
  - highly motivated.
  - bold and unafraid.
  - cautious and careful.
  - focused on an exam.
- They generally have ...
  - short-term goals.
  - a positive attitude.
  - long-term goals.
  - an inquisitive nature.
- They ...
  - think accuracy is the most important thing.
  - take every opportunity to practise speaking.
  - find ways of making learning interesting.
  - try to learn 100 new words a day.

3 Listen to the interview with Professor Percy and answer the questions.

- Which languages does the professor speak?
- Which items in exercise 2 does he mention? Do you agree with him?

4 Listen again. What does Professor Percy say about the following? Make notes.

the advantages of learning a language exams  
 how to make learning interesting speaking practice  
 making mistakes

5 Choose the best answer, according to the interview. Can you remember without listening again?

- According to Professor Percy, learning another language ...
  - A is difficult unless you live abroad.
  - B is most useful when you go abroad.
  - C can be useful in many different situations.
- Passing an exam ...
  - A is a passport to university.
  - B is often a gateway to other things.
  - C will get you a better job.

3 Good language learners ...

- A value making mistakes.
- B hate making mistakes.
- C avoid making mistakes.

4 You can get more speaking practice by ...

- A watching films or listening to songs.
- B finding people to talk to locally or online.
- C doing both A and B.

6 Read the expressions in *Face 2 Face*. Go to page 146 and put them into the dialogues. Listen and check.

## FACE 2 FACE



- That's all very well, but
- enough to get by
- Absolutely!

Dialogues page 146

7 Work in pairs. List the characteristics of a poor language learner.

## YOUR TURN TO SPEAK

8 In pairs, prepare and act out a radio interview about what makes a poor language learner.

**Student A:** You are the interviewer. Prepare an introduction to the programme and make a list of the questions you will ask.

**Student B:** You are a professor of Languages. Use your list from exercise 7 to prepare your answers.


## Express yourself

## Beginning a question


What do you think...?  
 What do you mean when  
 you say...?  
 What else...?  
 (Is there) anything else...?  
 In your view, what...?

## Beginning an answer

That's an interesting question.  
 Well, ...  
 In my opinion / experience, ...  
 It's my belief that ...  
 What I've found is ...

- 1  In pairs, discuss what music you think the people in the photos might be listening to, and why.



- 2  Read the *Study Skill*. Then read the text, following the instructions.

**STUDY SKILL**

**Understanding the general idea**

- 1 Think: what is this text about?
- 2 Look at the title, the first paragraph and the images. What do they tell you?
- 3 Read quickly from start to finish. Don't stop for difficult words or details.
- 4 When you finish, tell a partner what the text is about in one or two sentences.

# Why does music make us feel so good?

As a rock producer, Daniel Levitin worked with Stevie Wonder, the Grateful Dead and Chris Isaak. Then he switched to a career in neuroscience: Levitin is now a professor at McGill University in Montreal. As one of the world's leading experts in cognitive music perception, he has been exploring how our brains process the works of artists from Beethoven to the Beatles and Beyoncé. Why does their music make us feel so good? A reporter from the online technology news website, Wired News, talked to Levitin about his work.

**WN:** From an evolutionary perspective, why have humans developed music?

**DL:** Darwin's view was that music was selected by evolution because it signals intellectual, physical and sexual fitness to a potential mate. Thousands of years ago, if people had time to sing, it meant that they'd already taken care of the more important things like finding food and shelter.

**WN:** Are there any myths about music that neuroscientists have exposed?

**DL:** I think we've debunked the myth of talent. There doesn't seem to be anything like a 'music gene' that great musicians like Stevie Wonder are supposed to have but nobody else does. There's no evidence that talented people are born with a different brain structure or different wiring from the rest of us.

**WN:** You study brain disorders and injuries. Have you learned anything about music perception from this?

**DL:** Yes. We've learnt that musical ability is actually not one ability but a set of abilities. Through brain damage, you can lose one component and not necessarily lose the others. You can lose rhythm, but retain pitch, for example. We see equivalents in the visual domain: people can lose colour perception without losing shape perception.

**WN:** What have you learnt about the link between music and emotion in the brain?

**DL:** Music activates the same parts of the brain and causes the same neurochemical cocktail as a lot of other pleasurable activities like eating chocolate or winning a game. Serotonin and dopamine are both involved.

**WN:** Could music be an antidepressant?

**DL:** It is already – most people in Western society use music to regulate moods, whether it's playing something upbeat and energizing in the morning or something gentle and soothing at the end of a hard day. It's true that it can make you feel less depressed, and it's a much better alternative to Prozac.

**WN:** And finally ... what is an 'earworm'?

**DL:** It's a song that gets stuck in your head and plays over and over again, and you can't get rid of it. If it's really a nuisance, you could try finding an equally annoying song to replace it with!

**VOCABULARY**

**Adjectives from verbs: -ing, -ed**

We can form adjectives from many verbs to describe things and situations, and how they make us feel. They normally end in *-ing* or *-ed*.

*This rule is really **confusing**.* (a thing or situation)

*I'm **confused**.* *Who are you?* (a feeling)

Sometimes the adjective which describes a situation or thing has a different ending:

*stressful, impressive, repulsive, attractive*

**3 Choose the correct answer, according to the interview.**

- 1 Daniel Levitin ...
  - A is a rock producer.
  - B used to be an academic.
  - C is interested only in the effects of modern music.
  - D has become a neuroscientist.
- 2 Levitin thinks that any talent, including musical talent ...
  - A is something a person is born with.
  - B has nothing to do with the brain structure.
  - C is caused by a special gene.
  - D can rewire the brain.
- 3 Musical ability ...
  - A is connected to visual ability.
  - B is composed of several skills.
  - C is lost when one component is lost.
  - D affects how we perceive colour.
- 4 Listening to music ...
  - A isn't an effective antidepressant.
  - B has similar effects on the brain to other pleasurable activities.
  - C may be used as an antidepressant in the future.
  - D stimulates different chemicals from eating chocolate.

**4 Answer the questions in your own words. Then discuss them with a partner.**

- 1 What is Levitin's theory about talent?
- 2 What is a key finding from people with brain disorders?
- 3 In your own words, what is one of the reasons why music was selected to survive evolution?
- 4 Why do you think Levitin says that music is a better antidepressant than medicines like Prozac?
- 5 What is the most interesting or surprising part of the interview for you?

**5 How many of the interviewer's questions can you remember? Write them down. Then go back and add the others.**

**6 Now use your questions to act out the interview with a partner.**

**7 Read the box above. Then in pairs, answer the questions.**

- 1 How many adjectives like this can you find in the last two paragraphs of the interview on the previous page?
- 2 How many more adjectival pairs like this can you think of?

**8 Use adjectives from the words below to complete the short dialogues.**

bore stress relax impress

- A: What a <sup>1</sup> ... man! He talked non-stop about himself. I was <sup>2</sup> ... out of my mind.
- B: Were you? I think being a professional violinist is very <sup>3</sup> .... At least, I was <sup>4</sup> ... – I can't even sing a note!
- A: I can't cope. I've got three deadlines for Monday morning! It's so <sup>5</sup> ... . How can you be so <sup>6</sup> ... and laid back?
- B: Because there's no point being <sup>7</sup> ... . It's not helpful. Tell you what – we'll do it together. But first, let's put on some <sup>8</sup> ... music and have a cup of tea.

**9 Complete the sentences with the correct form of the verbs in brackets and your own ideas. Then compare with a partner.**

- 1 A song I find really ... is ... (irritate)
- 2 A singer I'm ... by is ... (inspire)
- 3 I think ... is very ... (move)
- 4 I find it ... when I hear ... (uplift)
- 5 The most ... film I've seen recently is ... (disturb)
- 6 I get ... when people ... (repulse)

**11 Complete the sentences with the verbs in the correct form.**

- 1 Don't answer straight away. Take your time and ... your answer.
- 2 If you're not sure how to spell a word, ... it ... in the dictionary or spellcheck.
- 3 I don't speak good German – just enough to ... .
- 4 I need to ... my lines for the play again tonight.
- 5 Stop! I can't ... so much information all at once!

**12 In pairs, turn to page 150 and discuss the questions.**

**VERB ZONE**

get by go over look up  
take in think through

**10 Match the verbs with the definitions below.**

- 1 search for a word or some information
- 2 understand and remember something
- 3 do or have enough to be OK
- 4 read through again or revise
- 5 consider something very carefully



We use the *-ing* form (gerund) of verbs:  
After certain verbs and expressions.

*I don't enjoy getting up early.*

*I can't stop thinking about her.*

*It's worth watching.*

After prepositions.

*I'm thinking about becoming a neurologist.*

As the subject of a sentence.

*Listening to music is a great way to relax.*

We use *to* + infinitive:

After certain verbs.

*I decided to learn Polish.*

*Do you want to study together tonight?*

After certain verbs + object (*ask, invite, persuade, teach, tell, want, warn* etc).

*The professor advised us to learn some new words every day.*

After certain adjectives.

*It's impossible to remember everything you learn.*

Grammar reference page 113

- 1 Complete the questions using a gerund or *to* + infinitive. Then think about your own answers.

## STUDY QUIZ

- 1 Do you consider yourself ... a good student? Why? (be)
- 2 Do you think it's worth ... a lot of time studying? (spend)
- 3 How many hours do you think it's important ... in the evenings? (study)
- 4 Where do you prefer ... your homework? At home or in the library? Why? (do)
- 5 Do you like ... music playing while you're working? (have)
- 6 What kinds of music do you and don't you enjoy ... to? (listen)
- 7 What kinds of career are you thinking about ... ? (go into)
- 8 Is it essential ... to speak English in that career? Why? (can)

- 2 In pairs, ask and answer the questions from the questionnaire in exercise 1.

- 3 Expand the sentences using a gerund or *to* + infinitive.

1 Read / book / help / me / get / to sleep at night

*Reading books helps me to get to sleep at night.*

2 I want / people / notice / me

3 My parents / would like / me / do / well at school

4 I'm looking forward / to / finish / school / and / go / to university

5 People / often / ask / me / give / them / advice

6 I always avoid / revise / too much right before an exam

7 My friends / convinced / me / get / a tattoo

- 4 Tick the sentences in 3 that are true for you. Correct those that are not. Compare your ideas with a partner.

- 5 Can you guess the missing verbs in these English proverbs? Then listen and check.



1 If a job's worth ..., it's worth ... well.

2 There's no use ... over spilt milk.



3 It is better ... standing than ... kneeling.

4 It takes a thief ... a thief.

- 6 Discuss with a partner what you think the proverbs in exercise 5 mean. Do you think they're true? Do you have similar proverbs in your language?

- 7 Complete the sentences with your own ideas. Use a verb each time. Then compare with a partner.

1 I often think about *travelling to South America*.

2 One thing I'd like ... before I'm 20 is ...

3 I really can't stand ...

4 I'm quite afraid of ...

5 I'd love to learn ...

6 I'm not one bit interested in ...

7 I'm really looking forward to ...

8 I can't wait ...



### PREPARATION

- 1 Read the article. How do memory champions do it?



When journalist Joshua Foer attended the US Memory Championships, he was amazed at the amount of information contestants could remember: thousands of numbers, names, and cards. Three times champion Ben Pridmore could remember 4,140 binary digits in half an hour!

When Foer asked one of the contestants what it was like to be born with such a powerful memory, he was told that no one has a special memory, just an average one. They train themselves to remember using techniques based on those used 2,500 years ago in ancient Greece. These techniques involve using the visual-spatial part of the brain to transform remote, meaningless, easily forgettable information into something personal, meaningful ... and memorable.

- 2 In pairs, discuss the questions.

- How good is your memory?
- Have you ever tried to improve your memory? Describe what you did.

### DO THE CHALLENGE

- 3 Work in groups of three. You're going to learn a memory-training technique, and then teach it to your partners.

**Student A:** Go to the bottom of this page and follow the instructions.

**Student B:** Go to page 123 and follow the instructions.

**Student C:** Go to page 124 and follow the instructions.

- 4 Work in your groups of three. Take turns teaching each other the memory-training techniques that you've learnt. Follow the instructions, one student at a time.

- Explain how your technique works.
- Ask the other students if they have any questions, and answer them.
- Give the other students an example of how the technique works. Use an example from the section that you read, or use your own example.
- Test the other students' memory. Did they learn the information successfully?

### FOLLOW UP

- 5 In your groups, discuss the questions.

- 1 Which of the techniques did you find most / least useful? Why?
- 2 Which school subjects do you think they could be particularly useful for?
- 3 Which of the techniques will / won't you be trying out in other subjects?

### STUDENT A

- 1 Read the text. Make sure you understand the memory-training technique.
- 2 Think of your own story to remember this shopping list:

bread, rice, chicken, yoghurts, soap,  
a toothbrush, two light bulbs,  
some chewing gum

- 3 Test yourself. Cover the shopping list and use your story to see if you can remember it.

### Creating a story

This way of remembering lists of objects comes from Dominic O'Brien, who you read about earlier in this unit. He uses a narrative combined with visual imagery, which is a technique he uses to remember all those cards. If you need to memorize a list of objects, you can weave them into a story – the more bizarre the better. So if you're going shopping, for example, and need to remember eggs, shampoo, cat food, matches, orange juice and chocolate, you might think of a freshly shampooed cat climbing up an orange tree to find a nest made of matches with chocolate-coloured eggs inside!





## INTERACTION

## Succeeding in an interview

## Express yourself

## Showing polite interest

Oh really?  
That's very interesting.  
I'm very pleased to hear that.

## Keeping a conversation going

Tell me more about ...  
You mentioned that ...  
Do you want to elaborate on that?

## Expressing agreement

Definitely.  
That's exactly what I think.  
I'm totally with you on that.  
That's just what I was thinking.

## A COLLEGE INTERVIEW



- 1** You're going to hear two interviews for a place on a college course. Before you listen, discuss the advice. Which is good and which is bad? Why?

  - Smile and relax as soon as the interview starts.
  - Try to do some research about the college.
  - Talk about yourself as much as you can.
  - Avoid asking questions yourself.
- 2** Listen to the first interview. How would you describe the interviewer and the interviewee? Choose from the following adjectives.

arrogant confident enthusiastic intelligent  
friendly modest shy unfriendly unenthusiastic
- 3** Listen to the second interview and make a note of the two people's attitudes to examinations.
- 4** Now listen to both interviews again and answer the questions.

  - How does the interviewer describe George's exam results?
  - How does the college feel about his decision to apply for a place there?
  - What criticism did George's English teacher make?
  - How does George prefer to study?
  - What is the interviewer's reaction to the way Daisy enters the room?
  - What does Daisy think of the college website?
  - What was disappointing about Daisy's last year at school?

## VOCABULARY

- 5** In your own words, say what the following expressions mean. Try to find a context when you might use them.

  - I've been churning out stories ever since.
  - We need to jazz the site up a bit.
  - Have I put my foot in it?
  - Let's get down to business.
  - I woke up on the wrong side of the bed that morning.
- 6** Look at the expressions below. They are all the opposite of remarks in *Express yourself*. Which ones? Can you imagine a situation where you would say something like this?

  - Well, that's all we have time for.
  - That's one of the most boring things I've ever heard.
  - I have to take issue with you about that.
  - That's a shame.
  - I'm not sure I'm with you a hundred per cent.
- 7** Discuss the questions in pairs.

  - What do you think of the interview techniques of the two students?
  - Which student's study habits are more like yours? Give examples.
  - What things can go wrong during an interview? How can you get out of those situations?

## YOUR TURN TO SPEAK

- 8** Work in pairs. You're going to role play an interview. Decide together what the interview is for – a college place, a job, a grant, etc.
- 9** Follow the instructions. Then do the interview.

**Interviewee:** Think about what you might be asked in the interview. Why do you want this place, job, etc? What are your strengths and weaknesses?

**Interviewer:** Plan the questions you want to ask the interviewee.
- 10** Swap roles and repeat the activity.

**WRITING**

**A report**

1 In pairs, read the list of eight ways you can practise your English outside the classroom. For each one, discuss which skill it practises – reading, writing, etc.

- 1 Watch English-language films and TV programmes – with or without subtitles.
- 2 Read English-language newspapers, magazines or blogs.
- 3 Read books or graded readers in English.
- 4 Listen to audio books (and read at the same time).
- 5 Listen to radio programmes in English.
- 6 Listen to songs in English (and read the lyrics at the same time).
- 7 Form an after-school English Club to do activities in English.
- 8 Find an English-speaking pen pal. Write to them and chat to them online.

2 Read a report written by one class. What do you think of the recommendations in the report?

The aim of this report is to provide information about what the students in our class do (and don't do) outside the classroom to practise and improve their English. The report also makes recommendations about what more we could do.

Most of us regularly watch English-language films, although usually with subtitles, and most of us listen to songs in English almost every day. Apart from this, several students reported that they often visit English-language websites, and one student said that he occasionally reads out loud and records himself.

However, we were surprised to discover that nobody in the class practises speaking or writing English outside the classroom, apart from homework. It was a shock to realize that we only ever speak English inside the classroom, so this is something we would like to change.

We would very much like to recommend the creation of an English Film Club. Students would take it in turns to present a film each week. After watching the film, students would discuss it in English and then collaborate on writing a short review together.

We also think it would be an excellent idea to set up a network of pen pals, and would like to request that our English teachers support us in this venture.

3 Complete the table with the activities mentioned in the report and the number of students who do them.

Activity	A lot	Not many	None
Watch films	✓		

**WRITING SKILL**

**Making a formal recommendation**

- 4 Find two different expressions for introducing a recommendation in the report. Then think of more ways of recommending something.
- 5 Write sentences to recommend the following ideas. Use appropriate language for recommending.

go on a class trip to the UK  
 perform songs and poems in English  
 read a classic book together in English  
 watch the news from an English-speaking country

**YOUR TURN TO WRITE**

**PLAN BEFORE YOU WRITE**

6 Work as a class. Record the number of students who do the activities in exercise 1 outside the classroom. Use the headings below.

- |            |             |            |
|------------|-------------|------------|
| All of us  | Some of us  | One of us  |
| Most of us | A few of us | None of us |

**WRITE NOW**

7 Read the instructions. Then write a report on your results.

Your teacher has asked you to write a report on how students practise their English outside the classroom. You should explain what the most and least popular methods are, and make a recommendation about what students could do to develop this kind of practice even further.

- 1 Use the report as a model.
- 2 Use your notes from exercise 6 and the plan below.
- 3 Remember to use language for making a recommendation from exercise 4.

**Paragraph 1** – introduce the report.

**Paragraph 2** – write about activities that people do a lot.

**Paragraph 3** – write about activities that people don't do much.

**Paragraph 4** – make recommendations.

**CHECK AND CORRECT**

8 Check and correct your report.

- 1 Check you used language for making a formal recommendation correctly.
- 2 In pairs, swap your reports and check each other's work.

## Modal verb review

Modal verbs are verbs which always go with another verb. They generally express obligation, necessity, recommendation, prohibition, possibility and permission. Some of the most common modal verbs have their own particular grammar, which is different from the normal present and past tenses.

*can could may might should must ought to*

The negative is formed by adding *not* or *n't*. The negative of *can* is *can't* or *cannot*.

*You **mustn't** do that.*

Questions are formed by reversing subject and verb.

***Should I call him, do you think?***

*He, she and it forms don't have an -s ending.*

*Sarah **can sleep** on the sofa.*

They don't have certain verb forms, such as infinitive with *to*, *-ing* form, past simple form\*, past participle. To express possibility (*can*) and obligation (*must*) in these situations, we can use *be able to* and *have to* which have all the verb forms:

*Since I arrived in England, I've **had to learn to drive** on the left.*

*You'll **be able to swim** every day if you go and live in Valencia.*

\**Could* is often used as the past simple form of *can*.

*Will* and *would* are sometimes considered modal verbs because they follow these grammatical patterns.

*Have to* and *need to* are modal verbs. We use them like ordinary verbs, in terms of grammar, although *need* has an alternative negative form: *needn't*.

*Dare* is often considered a modal verb. It is often used in the same grammar patterns as *can*, *must* etc.

***Dare I ask her?***

We commonly use *How dare you / he / she / they ... !* to express anger at someone's behaviour.

***How dare he talk to me like that!***

See page 118 for more information about the uses of *could* and perfect forms of modal verbs.

## Gerunds and infinitives

Unlike verbs in many other languages, English verbs don't have a special infinitive form. They only have a base form, to which endings can be added.

We use the **base form + -ing** (often called gerund) in many situations where other languages would use an infinitive form. We often use it where we could use a noun as well. Remember that some common nouns, particularly sports and hobbies, are actually *-ing* forms. (*cooking, swimming, sailing, boxing*, etc).

We use the **base form + -ing**:

- After many verbs. Some common ones are *enjoy, like, hate, love, admit, finish, begin, miss*. \*

*I **love swimming**.*

*He **admitted stealing** the money.*

- After prepositions.

*I'm **keen on learning** languages.*

*I'm **not worried about leaving** home.*

- As the subject of a sentence and after *be*. This usage is logical, if we bear in mind that gerunds are the equivalent of nouns.

***Rowing** is popular in private schools in the UK.*

***Going to language exchange groups** is a good way to meet people.*

*What I like most when I'm on holiday **is walking** around.*

- In certain set expressions.

*It's (not) **worth visiting** the cathedral.*

*It's **no good / no use talking** to her. She **won't listen**.*

We use **to + base form** (often called infinitive) in many situations where other languages would use an infinitive form.

We use **to + base form**:

- After many verbs. Some common ones are *want, hope, intend, plan, expect, decide*. \*

*I **hope to study** German when I go to university.*

*We've **decided to stay** at home tonight.*

- After some adjectives.

*It was really **nice to meet** you.*

*If you need me, I'll be **happy to help**.*

*I was **interested to learn** that Paloma had lived in the US.*

We put *not* before both gerunds and *to + base form* to create a negative.

*I was thinking about **not going** to the party, but in the end I went.*

*I'm trying **not to drink** so much coffee.*

\*Some verbs can be followed by both a gerund or *to + infinitive* with no change in meaning, but sometimes there is a change in meaning.

*I've **started to go** to the gym. / I **started going** to the gym. (no change in meaning)*

*I **remembered to buy** some milk. (before I did it)*

*I **remembered buying** some milk. (after I'd done it)*

## USE OF ENGLISH

### Word formation

#### i ABOUT THE EXAM

In this part of the test, you are given a short text with eight gaps. You have to complete the gaps with the correct form of the word that appears in capitals at the end of the same line.

#### 1 Complete the sentences with the correct form of the word (A–C).

- In many countries, it is ... to drive a car before you are 18.  
A unlegal      B illegal      C legal
- ..., I failed three of my exams.  
A Fortunately      B Fortunate      C Unfortunately
- Well done! There has been a big ... in your English.  
A improving      B improvement      C improved
- Having a lot of exams is very ....  
A stressful      B stressing      C stressed
- I don't understand the ... of risky sports.  
A attraction      B attractive      C attracted
- Many ... are hard-working people.  
A politics      B policies      C politicians

#### 2 In pairs, compare your answers to exercise 1 and discuss why the other options are not correct.

#### 3 Read the text in the *Task*. What does it say about talent? Choose the correct answer (A or B).

- A It's something you're born with.
- B It's something that improves with hard work.

#### NOW YOUR TURN

#### 4 Read the *Tip*. Then do the *Task*. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line.

#### TIP

Look at the gaps and decide what kind of word you need: a noun, verb, adjective or adverb. Some words may need a prefix (*un-*, *non-*, etc.) or a suffix (*-less*, *-able*, etc.). There is usually at least one word that has a negative meaning.

#### 5 In pairs, compare your answers. For each one, say:

- what part of speech it is
- what prefix / suffix you added
- which words needed additional changes.

## TASK



### What is talent anyway?

Have you ever felt (0) *frustrated* when looking at art? Are other people's drawings always more (1) ... than yours? You probably think this is because you are not (2) ...

The good news is you may be wrong. Recent studies suggest that the (3) ... of being born with natural abilities has been exaggerated. Scientists have been (4) ... to find any specific 'talent gene' that is responsible for people's artistic skills.

In fact, it seems that anyone can (5) ... improve their creativity. First, you should choose an activity you really enjoy. Then you will need enthusiasm and (6) ... After that, it is a matter of practice and hard work. However, you shouldn't be overly obsessed with (7) ... Just keep on trying and you may become (8) ... !

**FRUSTRATE**  
**IMPRESS**  
**TALENT**

**IMPORTANT**  
**ABLE**

**EASY**

**IMAGINE**

**PERFECT**  
**SUCCESS**

## SPEAKING

### Listen-Speak

#### i ABOUT THE TEST

In the Speaking section, you will listen to a teacher or a group of students talking about a school-related topic. Then you will answer a question about what you heard. You will have 45 seconds to prepare and one minute to record your answer into the microphone.

#### TIP

The Non-academic Listen-Speak passage will often ask you to summarize what you have heard. A summary contains the most important information only. Listen carefully and write important key words that will help you write your summary. You do not need to write complete sentences.

- 1 Read *About the Test* and the *Tip*. Then listen to a teacher talking about a Science project and choose the best summary A, B, or C.

#### Summary A

Some students forgot to turn in the last project, so it's important to understand deadlines.

#### Summary B

Our project on the brain has three parts, a lecture, internet research, and library research, and we'll have to turn in a summary of tomorrow's lecture next Tuesday.

#### Summary C

For our project on the brain, we're going to start with a lecture, which we'll hear tomorrow.

- 2 Now listen to the full conversation between the teacher and the students, and answer the question.

#### What is the main purpose of the conversation?

- A to answer questions about art therapy and the brain
- B to give information about Dr. Stillwell
- C to tell students about the assignment and teach note-taking skills
- D to talk about the value of library research

- 3 Listen again and follow the notes. Which four notes are NOT useful?

project – brain	let me tell you more about the project	clear summary – 2 parts of brain
three parts – lecture, library research, internet research	fascinating topic – people difficult experiences	not easy to take notes in English
first task – next Tuesday	lecture – functions of left and right hemispheres	key words organize – 2 columns
summarize – classroom lecture – brain works	take notes during lecture	remember – good examples

- 4 Use the key words to summarize what the teacher says in no more than five sentences.

Example: *We're going to start a project on the brain.*

#### NOW YOUR TURN

- 5 Do the Task.

#### TASK

First you will listen to a teacher or a group of students talking about a school-related topic. Then you will talk about what you heard. You may take notes as you listen. You will have 45 seconds to prepare and one minute to record your answer into the microphone.

Listen to a teacher talking in a Science class. The teacher is talking about a Science assignment.



Science assignment  
brain  
Washoe  
first draft

Imagine that your classmate was not in class today. Tell your classmate about what the Science teacher asked the students to do. Be sure to talk about the following:

- brain
- Washoe
- first draft

# THE BIRTHDAY PRESENT

Two months before my 17<sup>th</sup> birthday, my parents went to work in Beijing; they would be there for six months. Dad was an engineer and working on an exciting new skyscraper and Mum was going to teach English at one of the city's biggest universities. They went in June and I went to stay with my grandparents, but before leaving, they arranged for me to visit them for five weeks during the school holidays. As my birthday is on 18<sup>th</sup> August, I would be celebrating it in China.

It was the first time I'd flown alone. The long flight through the night seemed to go on forever, and the distant light in the sky didn't seem to get any nearer until suddenly the sun burst its golden rays on the horizon. Mum and Dad were waiting for me at Beijing Airport and we took a taxi for the long drive into the ancient heart of the sprawling city. Crowds of bicycles competed for space on the multi-lane highways that crisscross one of the world's most dynamic cities.

Eventually, we arrived at the traditional one-storey house where Mum and Dad were living. It had an iron roof and was arranged around a small courtyard, with shady eucalyptus trees and a tiny fountain. The house was in a *hutong*, one of Beijing's traditional residential neighbourhoods. There were barking dogs and black, rickety bicycles everywhere along the long lanes and alleyways.

Our days were spent exploring the far-flung corners of this fascinating city: the Temple of Heaven, the Forbidden City, The Drum and Bell Towers and endless temples with their brightly coloured, and sometimes sinister, idols and images. Mealtimes found us in bustling restaurants, eating huge plates of delicious stir-fried vegetables, steaming dumplings and bowls of glistening noodles, or in crowded markets, munching on fresh seafood and crispy egg and vegetable pancakes. In the late afternoon, we'd return to the *hutong* and I'd play football and ping pong in the dusky twilight with the local teenagers.

The days flew by and I was having a great time! Finally, the 18<sup>th</sup> August arrived and I knew it would be special. Mum and Dad had told me they had organized a surprise: we were going on a trip. I had no idea where, only that we would be leaving at dawn.

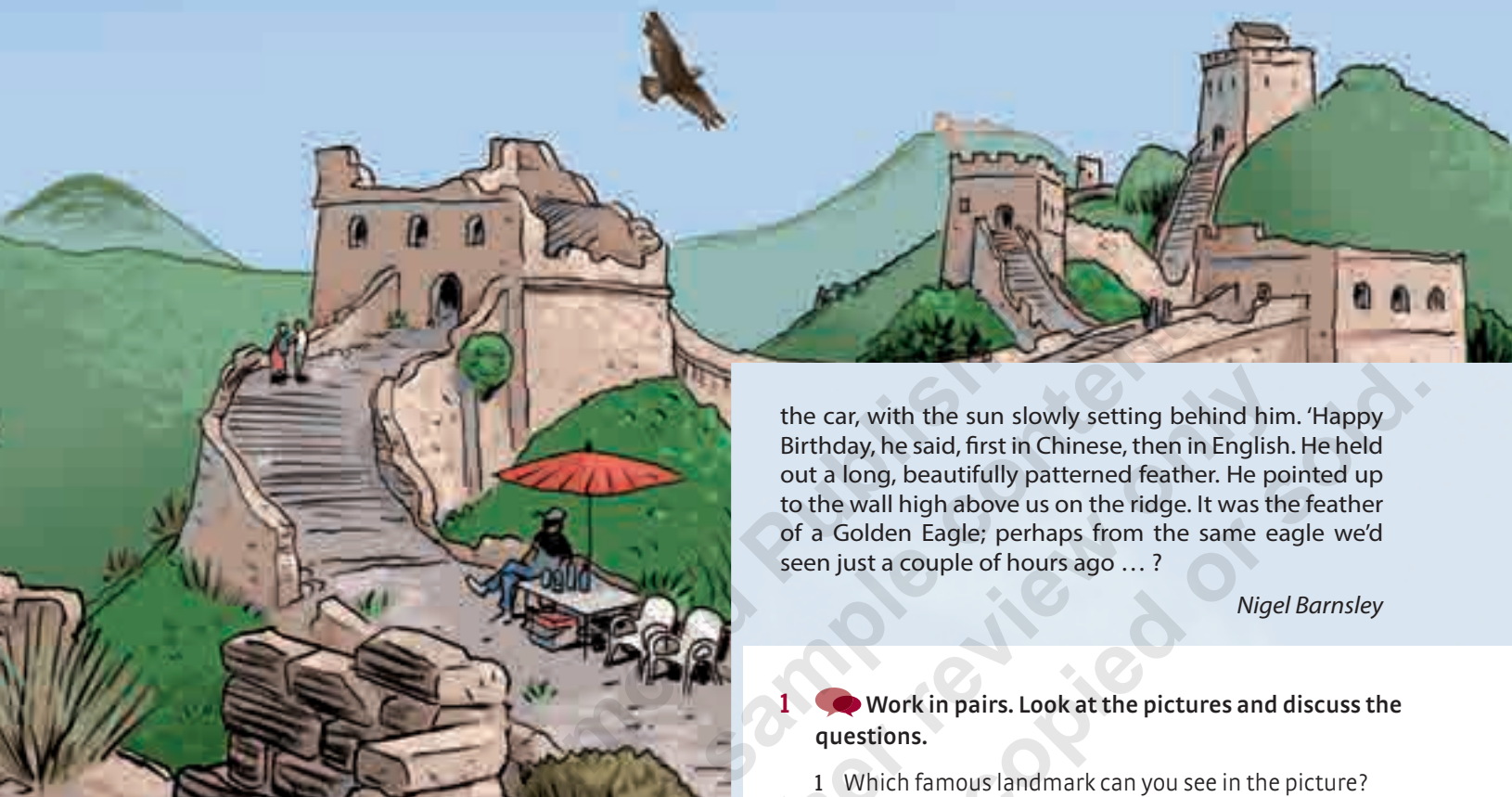
I got up at 5am and half an hour later there was a knock on the door. It was Bayan Dong, our neighbour, a small, wrinkled man with a smiling face who owned a long, black car which looked like something from a 1950s American movie. He was a taxi driver and this car served as his cab. We piled in and set off.



Two hours later, we were finally leaving the noise and congestion of Beijing behind us and heading along wide, tree-lined roads into open countryside. We drove steadily towards the distant mountains; there was less and less traffic as the road narrowed and became bumpier. Eventually, we turned off and followed a winding, stony lane which eventually opened up into a car park. We were in a broad green valley, at the bottom of a high ridge which rose hundreds of metres above us. Along the ridge were the remains of a stone wall with towers at strategic intervals. Bayan Dong pointed up excitedly.

'Simatai!' he exclaimed. I was staring up at the Great Wall of China – not the rebuilt wall of the tourist brochures, but a desolate semi-ruined section in a remote part of the stunning Chinese countryside. There was no cable car, no chair lift and only one way to reach the top: on foot.

It was a blisteringly hot day. The stony path was etched into the side of the steep slope, with sharp hairpin bends every fifty metres or so. We passed long grass and spiky bushes along the way and tiny lizards darted around us. The higher up we got, the more precarious the path became; shallow steps began to appear, and they got deeper and deeper until we almost had to climb over them on our hands and knees. Finally, we made it. We were on top of the ridge, and standing on the Great Wall of China. The wall was only about three metres wide, and to the sides, the slopes of the ridge plummeted down into the valleys. Behind us, the ridge rose up, almost vertically, and ahead of us it dropped dramatically and snugly twisted, turned, rose, fell and snaked its way into the hazy, purple distance for as far as we could see.



the car, with the sun slowly setting behind him. 'Happy Birthday, he said, first in Chinese, then in English. He held out a long, beautifully patterned feather. He pointed up to the wall high above us on the ridge. It was the feather of a Golden Eagle; perhaps from the same eagle we'd seen just a couple of hours ago ... ?

Nigel Barnsley

Just in front of us was one of the dilapidated towers we'd seen from below. I climbed towards it, stepped inside and went up a couple of steps to emerge above the turrets and to one of the most beautiful views I'd ever seen. The mountains stretched into infinity: exquisite shades of green, grey and brown against a deep azure, cloudless sky. Along the wall, here and there, were small groups of tourists basking in the wonder of their surroundings. But the strangest sight of all was a table and four plastic chairs beneath a huge red parasol, and a man selling bottled water and cans of chilled drinks from an icebox.

I came down from the tower and we walked as far as we could along the wall before the ridge fell away into a cliff. As we turned to walk back, I heard a piercing cry – not human, and not like any animal I'd heard before, either. I looked up and there above us was a Golden Eagle gliding gracefully on the breeze, with its massive wings moving imperceptibly and its hooked beak silhouetted against the sky. We stared in awe at this magnificent creature as it circled above us. Suddenly, it soared away, high into the sky. I gazed after it, mesmerized, until it became nothing more than a black speck before vanishing altogether.

It was time to head home. The climb back down to the car park was no easier than the climb up; stones and pebbles shot out from under our feet with each step, and more than once I lost my balance. With grazed hands and knees, we finally made it back and found Bayan Dong waiting for us, leaning against the side of

**1** **Work in pairs. Look at the pictures and discuss the questions.**

- 1 Which famous landmark can you see in the picture? What do you know about it?
- 2 What might be the connection between this landmark and a birthday?

**2** **Check that you understand the following words.**

awe bask blisteringly dumpling gaze glide  
hazy pebble piercing rickety snugly soar  
twilight sprawling wrinkled

**3** **Now read the story and see if you were right in exercise 1.**

**4** **Read the story again and answer the following questions.**

- 1 In what month did the storyteller's parents leave for China?
- 2 What is a *hutong*?
- 3 How does the storyteller describe Chinese food?
- 4 How does she spend her free time in Beijing?
- 5 Why do you think she is surprised by the table, chairs and parasol on the Wall?
- 6 What was the birthday present? What was the significance of it?

**5** **Work in pairs and discuss the questions.**

- 1 What would be your ideal way to spend your birthday?
- 2 What impression of life in Beijing does the story give you?
- 3 Does the story make you want to visit the Great Wall? Why / Why not?
- 4 Which other famous building or monument would you most like to visit in the future?



## FACE 2 FACE

### UNIT 1 Page 11

That's all very well, but enough to get by Absolutely!

- 1 **Professor:** I also speak several more languages – Dutch, Portuguese, Arabic, and some Quechua – not fluently, but ...
- 2 **Professor:** If you speak another language, you can communicate with more people: both when you go on holiday, and at home, when you meet people from abroad.
- Claire:** ... it's hard to be interested when all you can think about is taking an exam.
- 3 **Claire:** Are there ways of making it interesting for yourself? More fun?
- Professor:** ... That's another great thing about languages.

### UNIT 2 Page 21

I bet bound to It doesn't bear thinking about.

- 1 **Dan:** Rivers are the roads of the jungle. Do all you can to find a river and follow it downstream. It's ... lead you to people eventually.
- 2 **Dan:** She had to cut the eggs out with a piece of metal. It was a very courageous thing to do, but if she hadn't done it the wounds could have become infected.
- Iris:** Ouch! ...
- 3 **Iris:** ... they were amazed to find her!
- Dan:** Yes, and astounded that she'd survived for so long.

### UNIT 3 Page 31

I suppose so. What on earth I should have guessed!

- 1 **Tim:** Oh I see, so it's things that are instantly recognizable? Special things that you associate immediately with England?
- Elin:** Yes, ...
- 2 **Elin:** But guess what the most obvious thing on the list is, in my opinion?
- Tim:** What?
- Elin:** The weather!
- Tim:** Of course! ...
- 3 **Tim:** Björk! ...'s Björk?
- Elin:** Not what, who! She's a singer.

- Put the expressions into the dialogues.
- Listen and check.

### UNIT 4 Page 43

out of my mind Phew! pretty sure

- 1 **Tourist:** Calm down? Calm down? Don't you understand? I've lost everything! I'm going ... with worry!
- 2 **Policeman:** He will have crossed the border by now.
- Tourist:** He will have crossed the border? Really? Why do you say that?
- Policeman:** Well, the border is only half an hour away. I'm ... he'll have gone straight there.
- 3 **Policewoman:** We found a red bag.
- Policeman:** Oh, Is this yours?
- Tourist:** Yes! That's it! ... Where was it found?

### UNIT 5 Page 53

Shoot. I've seen it all now! gosh, yes

- 1 **Jake:** Did the process hurt a lot, then?
- Stephanie:** Oh ... They would have been in agony.
- 2 **Jake:** And just to finish, do you mind if I ask you a very personal question?
- Stephanie:** Of course not. ...
- 3 **Stephanie:** I have one enormous tattoo that goes all the way from the back of my neck down to my waist. I'm very happy to show you. Look.
- Jake:** Wow, that's extraordinary! ...

### UNIT 6 Page 63

Oh boy! let me get this right. I second that!

- 1 **Nicky:** So ... Did the friends write the time and date of the party on their personal page?
- Sally:** Apparently so. And the address.
- 2 **Sally:** One of his friends, a boy called Andy Hunter, actually phoned a local radio DJ, Jim Fitzpatrick, so that he could advertise it too!
- Nicky:** ... That is absolutely unbelievable.
- 3 **Nicky:** So always think twice, and never publish your address online!
- Sally:** ...



# Pronunciation

## UNIT 7 Page 75

What a ripoff! Oh my goodness! an awful lot

- 1 **Barbara:** ... Listen to this! Roughly 40 million animals are being killed for the fur trade every year.
- 2 **Alex:** Fourteen million?
- Barbara:** No, forty million! Four oh.
- Alex:** Oh! That's ... of fur coats!
- 3 **Barbara:** Well, it says here that a good quality one costs at least ten thousand euros.
- Alex:** No! ... You won't be buying one in a hurry then.

## UNIT 8 Page 85

So what's new? you're overreacting  
Are you trying to be funny?

- 1 **Carla:** Papa, ... I'm not planning on marrying him - I've only known him for a month!
- Papa:** I am NOT overreacting! He's a Garibaldi!!
- 2 **Sandra:** Mercer, if you start a diplomatic incident at the airport, we will have nothing to do with you. You are on your own.
- Mercer:** ... You always run for cover when the going gets tough Sandra, and now you're doing it again.
- 3 **Sergeant:** ...
- Coggins:** No, sir, I'm completely serious. I think it sounds more polite.

## UNIT 9 Page 95

No way the long way round Are you kidding me?

- 1 **Amy:** Anyway, last year at Thanksgiving, my mom said: I want us to spend Thanksgiving weekend in Louisiana with my sister. And I said: ... am I going all the way to Louisiana for a meal!
- 2 **Amy:** But then Dad said: I just read that the East Coast disk golf championships are taking place in Baton Rouge. That's near where my aunt lives! I said: ... And he said: No, I'm serious. There's a story about it in the paper.
- 3 **Bronwen:** Well, Daniel, you have to bear in mind that parts of the course are very complicated for a horse. There are some high walls to jump over, and some of the horses don't do that, and have to go ... to continue the race.

## UNIT 1 Pronunciation of -ou

The letters *ou* can be pronounced in several different ways. The most common pronunciation is /aʊ/ as in *house*, but there are several other possible pronunciations:

- |                             |                                    |
|-----------------------------|------------------------------------|
| 1 /aʊ/ <b>house loud</b>    | 5 /u:/ <b>group you</b>            |
| 2 /ʊ/ <b>should could</b>   | 6 /əʊ/ <b>alth<b>ough</b></b>      |
| 3 /ɔ:/ <b>ought brought</b> | 7 /ə/ <b>col<b>our</b> serious</b> |
| 4 /ʌ/ <b>cousin double</b>  |                                    |

1 Read the rules above. Then read the words below aloud.

country hour would found route soup mouth  
rumour doughnut flour your course touch poisonous

2 Listen and check. Then listen again and repeat.

3 Say the sentences out loud. Pay attention to the words containing *ou*.

- I should never have brought my cousin here.
- These doughnuts are a bit tough.
- 'Don't touch that poisonous plant,' he shouted.
- The mouse ran around the table and through the door.
- You ought to make some of your famous pumpkin soup.

4 Listen and check. Then listen again and repeat.

## UNIT 2 The sounds /ʌ/, /æ/ and /ʊ/

The sound /ʌ/ is usually written with the letter *u* (*jungle*, *under*), but sometimes *o* (*front*, *some*, *colour*) or other vowels (*couple*) are used. It sounds similar to /æ/ as in *cat* and /ʊ/ as in *put*. In many accents of English, words containing these sounds are pronounced differently.

1 Listen and repeat the sounds and words.

/ʌ/ **jungle cup begun** /æ/ **angle cap began**  
/ʊ/ **wood foot look**

2 Listen and choose the word you hear.

- |                 |             |               |
|-----------------|-------------|---------------|
| 1 look / luck   | 4 app / up  | 7 took / tuck |
| 2 ankle / uncle | 5 run / ran | 8 sung / sang |
| 3 hood / had    | 6 put / pat |               |

3 Say the sentences out loud. Pay attention to the sounds /ʌ/, /æ/ and /ʊ/. Then listen and repeat.

- Where's the other duster? It's under the oven.
- You shouldn't have shut your brother's foot in the door.
- I wouldn't want to run up that track.
- Look! Someone has scratched my car. Just my luck!

- Discuss the questions in pairs or small groups.
- Try to use the multi-part verbs in bold in your discussions.

**UNIT 1 Page 13**

- How many languages can you **get by** in? Which ones?
- Which website do you usually use to **look up** words you don't know?
- Think of a time that you didn't **think through** a decision properly. What happened?
- How long do you spend each day **going over** what you've learnt?

**UNIT 2 Page 23**

- Have you ever **given up** a hobby? What was it, and why?
- How can you **keep up** your English (or other language) during the holidays?
- What advice would you give a friend who is struggling to **cope with** their problems?
- Have you ever **taken on** a difficult project or situation? What happened?

**UNIT 3 Page 33**

- Think of a region where war has **broken out** recently. Why is it happening?
- Think of a famous rock or pop group who have **broken up** recently. Why did it happen?
- Are there any parts of your country where people want to **break away**? Why?
- Would you **go on** studying a subject even if you hated it?

**UNIT 4 Page 45**

- Do you think it's common in your country to **listen in on** phone calls?
- Describe a good friend or someone important who you haven't **heard from** recently.
- Would you read a book by an author that you'd never **heard of**? Why / Why not?
- Is there a new film or book that you've **heard about** recently but haven't seen yet?

**UNIT 5 Page 55**

- Who do you most **take after** in your family? In what way?
- Which famous person do people think you most **look like**?
- What annoying behaviour can't you **put up with** in people?
- Do you think it's important to **fit in** when you start a new school or job? Why?

**UNIT 6 Page 65**

- How easy would it be for a good hacker to **hack into** your computer, do you think?
- Do you know anyone who's **been taken in** by an online scam? What happened?
- Would you like to **set up** a business when you're older? What type of business?
- How long does it usually take to **pay off** a loan for a house in your country?

**UNIT 7 Page 77**

- What different explanations have you heard about why the dinosaurs **died out**?
- Do you enjoy **looking after** animals? Why / Why not? If so, which kind?
- Why do you think people **carry on** hunting endangered animals?
- What do you think you personally should **cut down on**, in order to have a healthier life?

**UNIT 8 Page 87**

- Have you ever had to **stand in for** someone? Explain when, where and why.
- What's your favourite way of **catching up with** the latest news?
- What sort of personality would you need in order to **get away with** a crime?
- Do you know anyone who is always **coming up with** clever jokes? Who?

**UNIT 9 Page 97**

- What time do important football matches usually **kick off** in your country?
- If you could **take up** a new sport, which would it be and why?
- What sort of things would **put you off** visiting a new country or city?
- Have you ever **stuck at** something, even though you hated it? What happened?

# Communication

## UNIT 1 Page 15 exercise 3

STUDENT B

- 1 Read about a memory-training technique.
- 2 Think of your own mnemonic to remember the colours of the rainbow: *red, orange, yellow, green, blue, indigo, violet*
- 3 Test yourself. Cover exercise 2, and use your mnemonic to see if you can remember the colours in order.

### Using mnemonics

This is not a new idea. Mnemonics have been used to help people remember lists for a long, long time, and with good reason: they really do seem to work! A classic type of mnemonic is to take the first letter of every word on your list and make a sentence using words beginning with the same letter. To remember the eight planets, for example, in order from the sun (Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune) you could use the mnemonic 'My very energetic mother just served us noodles!'



## UNIT 4 Page 48 exercise 7

## UNIT 5 Page 56 exercise 7



- 1 If only we could put ketchup on our memories, they would taste better.
- 2 I wouldn't have lived my life the way I did if I had worried about what people were thinking.
- 3 I wish they would accept me as I am.
- 4 If only our tongues were made of glass, we would be much more careful when we speak.
- 5 I wish I had invented blue jeans.
- 6 I wish they had had electric guitars in the cotton fields.
- 7 If only I were taller and thinner, but at least I can do something about my hair!

## UNIT 5 Page 57 exercise 2

STUDENT B

### Little Red Riding Hood

- Work with Student A.
- Take it in turns to tell the story in sections using your pictures.
- Include dialogue as well as narrative.
- The pictures don't tell the end of the story. Work together and invent a new ending to the story.
- Student A starts.

Once upon a time, ...

