

Vocabulary

- **Using the brain:** *deadline, effective, exam, fail, information, long-term, material, memory, pass, process, recycle, short-term, strategy, test*
- **Adjectives from verbs: -ing, -ed:** *bored, boring, confused, confusing, disturbed, disturbing, inspired, inspiring, irritated, irritating, moved, moving, relaxed, relaxing, uplifted, uplifting*
- **Expressions with *make* and *do***
- **Verb Zone:** *get by, go over, look up, take in, think through*
- **Face 2 Face:** *absolutely enough to get by that's all very well but*

Grammar

- Modal verb review
- Gerunds & infinitives

Pronunciation

- *should, must* and *ought*

Recycled language

- Language from previous levels

Language objectives

- To learn vocabulary related to using the brain (page 9) and adjectives from verbs (*-ing, -ed*) (page 13)
- To learn and use modal verbs (page 10) and gerunds and infinitives (page 14)
- To make formal recommendations in writing (page 17)

Skills objectives

- To read and understand a text about the brain (page 8)
- To discuss our brain (page 9) and describe feelings using adjectives from verbs (*-ing, -ed*) (page 13)
- To listen to and interpret information in an interview (page 11)
- To read and understand a text about how music makes us feel (page 12)
- To learn and teach a new memory-training technique (page 15)
- To succeed in an interview (page 16)
- To write a report (page 17)

Assessment criteria

- Students can use modal verbs and gerunds and infinitives correctly.
- Students can recognize and use vocabulary for using the brain and adjectives from verbs (*-ing, -ed*) correctly.
- Students can pronounce *should, must* and *ought* correctly.
- Students can read and understand a text about using the brain and the way that music makes us feel.
- Students can interpret information in an interview.
- Students can learn and teach a new memory-training technique.
- Students can take part in an interview in an appropriate way.
- Students can make a formal recommendation in a report.

Resources

- **Teacher's i-book**
- **Student's Book CD 1**
- **Teacher's Resource Book:**
 - Vocabulary Support Worksheet Unit 1, page 12
 - Vocabulary Consolidation Worksheet Unit 1, page 13
 - Grammar Support Worksheet Unit 1, page 36
 - Grammar Consolidation Worksheet Unit 1, page 37
 - Speaking Worksheet Unit 1, page 60
 - Test Consolidation Unit 1, page 82
 - Test Extension Unit 1, page 86
 - Speaking Test Unit 1, page 219

Prepare for Cambridge Exams

- Use of English** page 122
- Word formation


Prepare for the TOEFL Junior® Test

- Listening comprehension** page 123
- Listen - Speak

Go Digital!

Teacher's i-book

Use the **Richmond i-tools**  to complete the activities with the students on the IWB.

 offers additional IWB practice to reinforce the lesson content:

Reading

The **IWB Reading activities** are designed to focus on real language in use within the reading texts.

The **hot spots** are designed to highlight potentially difficult words or cultural information before doing the reading activities.

- Reading extra, pages 8 and 12

Listening


The **IWB Listening activities** are designed to help students explore the listening dialogues in greater depth.

- Listening extra, page 11


Writing

The **IWB Writing activities** are designed to give students controlled practice with some basic support before they do the free writing tasks in *Your turn to write*.

- Writing extra, page 17

 **More practice** provides extra interactive practice which can be used for fast finishers or as a wrap-up activity. Alternatively, it can be used as homework.

- Grammar, pages 10 and 14
- Vocabulary, pages 9 and 13
- Pronunciation, page 10

 **Grammar presentation** provides a step-by-step visual grammar presentation with a focus on form and use.

- Grammar, pages 10 and 14

1

Brain power

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 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 21st 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 ¹ ... brain cells.
- A mouse has ² ... brain cells.
- Monkeys have ³ ... brain cells.
- But humans have ⁴ ... brain cells!
- And every cell in our brain connects to ⁵ ... 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!

Warmer

Write the following statements on the board. Put students into small groups and ask them to decide which of them are true and which are false:

The average brain weighs around 1.5 kilos. (True)

The brain includes both grey and white cells. (True)

The size of the brain is the most important factor in assessing intelligence. (False – elephants' brains are much larger than humans)

Compare ideas as a whole class.

- 1 Draw students' attention to the photo of the fruit fly and ask them to try to identify it without looking at the facts underneath.

Answers

Students' own answers


Teaching tip

Make sure that students know how to write and say the numbers listed in the word pool. This is also a good opportunity to revise the pronunciation of more complex numbers. Point out that we don't use the plural forms *hundreds*, *thousands*, *millions* or *billions* when we talk about an exact figure, i.e. *There were thousands of people at the concert* but *Eight thousand five hundred and seventy tickets have already been sold*.

- 2  1.5 Refer to the title of the article and invite students to explain the meaning of *Use it or lose it*. Elicit answers but don't confirm or deny any suggestions at this stage.

Answers

- 1 100,000
- 2 5 billion
- 3 10 billion
- 4 100 billion
- 5 20,000

- 3  1.6 The text is available to listen to. Check students' guesses about the meaning of the title. Refer them to the photo at the bottom of the page and ask them which part of the text relates to the picture. Check that they understand the verb *round up*, and the nouns *flock* and *pen*.

Answers

Students' own answers



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.



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 ¹ *amazing* memory.

AMAZE

He can ² ... fifty-four packs of playing cards. That's nearly 3,000 cards!

MEMORY

And he can do this after ³ ... each card only once.

SEE

What makes this ⁴ ... all the more astounding is the fact that O'Brien had ⁵ ... difficulties as a child.

ACHIEVE

LEARN

He suffered from dyslexia, and consequently developed a fear of ⁶ His success is due to intensive ⁷ ... as well as a strong ⁸ ... to win.

READ

TRAIN

DETERMINE

Nowadays, he uses his ideas to help people who have learning ⁹

DIFFICULT

CAMBRIDGE Exam Practice

FAST FINISHERS Try to think of 10 more things that you *do* and 10 things that you *make*.



- 4 Remind students that photos which accompany an article can help us to anticipate the content of the text. However, point out that they don't always convey the general idea of the article.

Answers

C

- 5 Draw attention to sentences 1, 4 and 5. Write the verbs *revise*, *review* and *go over* on the board, and point out that they have similar meanings in this context.

Answers

- 1 False (We can easily forget 70% of what we learn.)
- 2 False (The sheep dog must get the sheep into the pen.)
- 3 True
- 4 True
- 5 True
- 6 False (You should revise at regular intervals.)

- 6 Remind students that a metaphor is a word or phrase used in an imaginative way to make a description more powerful. Point out that the sheep dog metaphor describes a process, but that a metaphor can be shorter. Write on the board *She has a heart of stone* and elicit the meaning (She is a cold person).

Answers

Students' own answers

- 7 Mention that not all instances of *make* or *do* in the article are collocations. Write *to do with* (final paragraph) on the board, and elicit that this means the same as *connected with* or *related to*.

Answers

Do: do exercises, do revision
Make: make certain (that), make sure (that), make an effort, make a difference, make an attempt

- 8 Get students to do this activity individually, then ask them to compare answers with their partner.

Answers

1 make 2 make 3 make 4 do 5 make 6 make
7 do 8 make 9 make 10 do 11 do 12 do

Extra activity

Give students one minute to look at the expressions with *make* and *do* in exercises 7 and 8. Then, with books closed, divide the class into two groups. Say one of the words from the previous two exercises, and nominate a member of each team to say whether it is used with *make* or *do*.

- 9 Ask students if they can think of any other collocations with *make* or *do*. Write these on the board, and encourage them to use these expressions in the exchanges with their partners.

Answers

Students' own answers

Warmer

Have students work in pairs and tell them to write a list of five nouns that are derived from verbs. Tell them to work with a different pair and test each other. Alternatively, invite individual students to write a noun form on the board. Ask another member of the class to check the spelling of the noun, and to write the infinitive underneath.

- 10 Ask students which words in the word pool can be both a noun and a verb (*fail, pass, process, test*).

Answers

Suggested answers
short-term deadline, effective strategy, process information, recycle material, pass a test

- 11 Divide the class into two teams. Invite a member of each team to read out a suggested expression from exercise 10 and have the other team decide whether it is valid.

Answers

Students' own answers

- 12 Point out that in all the two-part nouns, the word *brain* or *exam* is to come first.

Answers

Brain: brain damage, brain death, brain drain, brain disorder, brain power, brain teaser
Exam: exam paper, exam phobia, exam preparation, exam result, exam revision, exam stress

- 13 Encourage students to use more than one expression in each of the sentences.

Answers

Students' own answers

- 14 Remind students that we generally use the *-ing* form of the verb after prepositions, e.g. *He visited the city several times before buying a flat there.*

Answers

2 memorize 3 seeing 4 achievement 5 learning
6 reading 7 training 8 determination 9 difficulties

Continuous assessment

Teacher's Resource Book

Vocabulary Support Worksheet: page 12, exercises 1–3

Vocabulary Consolidation Worksheet: page 13, exercises 1–3

GRAMMAR

Modal verb review



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

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



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

CAMBRIDGE Exam Practice



GRAMMAR OPTIONS

- The grammar box gives a summary of the grammar areas that students will practise on this page.
- The grammar is presented in a complete grammar reference on page 113.
-  Visual grammar presentation

Warmer

Brainstorm school rules. Write *You must / mustn't* and *We have to* on the board, and elicit a list of things that students must or must not do. Write *We don't have to* and invite suggestions, e.g. *We don't have to wear a uniform*. Make sure that they understand the difference between *mustn't* and *don't have to*.

- 1 Discuss the answer to item 1 as a class. Elicit that *You can't* means both *You aren't allowed to* and *You aren't able to*.


Answers

1 C 2 B 3 A 4 B

Extra activity

You could extend the exercise 1 activity by asking students to explain the meaning of all the expressions in items 1–4. Write the following on the board: *necessity, [lack of] obligation, permission, possibility, prohibition* and *recommendation*. Have students put the expressions in the correct category. Point out that more than one answer may be possible.

Answers

- 1 A and B = prohibition; C = recommendation / obligation
 2 A and C = strong obligation; B = recommendation / mild obligation
 3 A = necessity; B and C = recommendation / mild obligation
 4 A and C = lack of obligation or necessity; B = prohibition
- 2  1.7 Play each sentence individually, and ask students to repeat chorally. Make sure that the *l* in *would* and *could*, and the *gh* in *bought*, *thought* and *caught* are silent. Check that *fussed* is pronounced as a single syllable.

Answers

Students' own answers

- 3 Refer students to the example and point out that they should use *You + modal verb* in a complete sentence for each sign. Tell them that more than one answer may be possible.

Answers

Suggested answers
 2 You can't / mustn't go faster than 40 miles per hour.
 3 You can't / mustn't cycle here.
 4 You can't / mustn't turn left here.
 5 You must / have to give way here.
 6 You can't / mustn't overtake here.
 7 You can't / mustn't park here.
 8 You should / ought to look out for children.

- 4 Encourage students to use a variety of modal verbs. Ask students to exchange sentences and invite students to either speak about their own obligations or those of their partner.

Answers

Students' own answers

- 5 Draw students' attention to item 2 and elicit that a version using the imperative form and *ever* would be *Don't ever put grease on a burn*. Remind them that they should use a modal verb in each of the rewritten sentences.

Answers

- 2 If you ever get a burn, you mustn't put grease on it./Don't ever put grease on a burn.
 3 You oughtn't to / shouldn't wait until exam time to start revising.
 4 Do we have to / need to have a visa for Turkey?
 5 You can't / mustn't wear shoes in the mosque.
 6 You have to / must get your parents' consent before you go.
- 6 Point out that more than one answer may be possible. Discuss the choice of modal verbs when checking their answers.

Answers

Suggested answers

- 2 falls/drops 3 have 4 can/should 5 ought to/should
 6 loosen/unfasten 7 protect/save 8 mustn't 9 make
 10 ought to/should 11 should/ought to/must
 12 needn't/don't have to 13 mustn't 14 come round/wake up
- 7 Refer students to the pictures in the leaflet, and elicit possible verbs, e.g. *move, place, put, roll, turn*. Remind them to use modal verbs where possible. Point out that if a modal verb relates to more than one action, it is not necessary to repeat it, e.g. *You must turn the person onto their left side and move the right leg up*.

Answers

Students' own answers

Continuous assessment

Teacher's Resource Book

Grammar Support Worksheet: page 36, exercises 1–2

Grammar Consolidation Worksheet: page 37, exercises 1–3

LISTENING

Interpret information in an interview

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.
 - cautious and careful.
 - bold and unafraid.
 - focused on an exam.
- They generally have ...
 - short-term goals.
 - long-term goals.
 - a positive attitude.
 - 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 ...

Warmer

Write the following words on the board and ask students what they have in common: *Arabic, Bengali, Chinese, Cyrillic, Hebrew and Latin*. Elicit that they are different writing systems and that they are each used to write more than one language. Ask: *Would you like to learn to speak a language that uses a non-Latin script? Why / Why not? Which one(s) would you learn if you had the chance?*

- 1 Ask students to identify the writing systems as well as the languages. Invite them to suggest five languages that use Chinese script (*Chinese, Cantonese, Japanese, Korean, Vietnamese*).

Answers

From the top: French (Latin), Arabic (Arabic), Portuguese (Latin), Polish (Latin), Russian (Cyrillic), Turkish (Latin), Chinese (Chinese), German (Latin)

- 2 Tell students that it is important that they can support their opinions. Encourage them to give reasons for their answers.

Answers


Students' own answers

- 3  1.8 **Transcripts page 52** After reading the rubric, have students read through the ideas in exercise 2 before playing the audio.

WORDS TO KNOW

Check that students know the words and expressions *fluently, impressive, lose sight of* and *to switch*. Ask them to give a definition of each.

Answers

- 1 German, Spanish, Russian, Dutch, Portuguese, Arabic, Quechua
 2 He thinks that good language learners need to: be highly motivated, have long-term goals, find ways of making learning interesting and take every opportunity to practise speaking.
 4  1.8 **Transcripts page 52** Point out that students will hear the information in the same order as the items in the box. Tell them that they can use the same words as Professor Percy in their notes.


Answers

The advantages of learning a language: if you can speak another language, you can communicate with more people in a range of situations.
 Exams: you should try to remind yourself why you want to pass an exam.
 How to make learning interesting: you can watch a film or listen to songs in the target language.
 Speaking practice: it's important to get as much speaking practice as possible, e.g. by doing a language exchange.
 Making mistakes: good language learners are not afraid of making mistakes.

- 5 Have students work through this activity in pairs, without playing the audio. Elicit that a *passport to* in this context means 'a means of achieving something more easily'.

Answers

1 C 2 B 3 A 4 B

- 6  1.9 These expressions are all common idiomatic expressions in spoken English. They are highlighted in the audio script. Before students go to page 146, ask them which one means:
 I agree. (*Absolutely!*)
 I disagree. (*That's all very well, but ...*)
 Sufficient skill (or money or resources) for a particular situation. (*enough to get by*)
 Ask students if there's an equivalent in their own language.


Answers

1 enough to get by 2 That's all very well, but 3 Absolutely!

- 7 Point out that students will need their list as a basis for the role-play activity in exercise 7. Encourage them to list characteristics that they will be able to talk about in more detail.

Answers

Students' own answers

- 8  1.10 The expressions in *Express yourself* are available to listen to. Play the expressions in the *Express yourself* box. Tell them that they don't need to use all of them in their role play, but that they should use a range that will enable them to ask about and discuss Student B's opinions and experience.

Answers

Students' own answers

Teacher's tip

Before doing exercise 8, refer students to the expressions in the *Express yourself* box. Write the following functions on the board and invite students to suggest which expressions communicate which function:
 Asking for someone's opinion. (*What do you think ... ? In your view, what ... ?*)
 Asking for clarification or further information. (*What do you mean when you say ... ? What else ... ? Is there anything else ... ?*)
 Giving an opinion or sharing an experience. (*In my opinion / experience, ..., It's my belief that ..., What I've found is ...*)
 Pausing while thinking about how to answer a question. (*That's an interesting question, Well, ...*)

Fast finishers

Fast finishers could write the interview up, including both the Student A and Student B parts.



READING

- 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?

DI: 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?

DI: 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?

DI: 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?

DI: 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?

DI: 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'?

DI: 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!


Warmer

Ask students to suggest as many different types of music as they can think of, and list these on the board. Put the class into small groups. Get them to choose five types of music and to write a description of each type. Invite a member of each group to give a description and have the rest of the class guess which type of music it is. Put a tick next to it on the board so that a different student doesn't describe the same one.

- 1 Extend the discussion by asking: *What do your parents or grandparents think of the kind of music you like listening to? Do you think that there is such a thing as good or bad taste in music?*

Answers

Students' own answers

- 2  1.11 The text is available to listen to.

Point out that the title of a text may describe the content accurately, as here, or may be less self-explanatory, as on page 8. Also, mention that when the first paragraph of a text stands alone, it provides useful background which can act as a summary.

Answers

Students' own answers

Teaching tip

Elicit that another way of saying 'the general idea' is the *gist*. Tell students that being able to read to understand the gist of a text is a skill that is very useful in a variety of real-life situations. Advise them to practise reading for gist when reading texts or articles in their own language.

3 Choose the correct answer, according to the interview.

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

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

- What is Levitin's theory about talent?
- What is a key finding from people with brain disorders?
- In your own words, what is one of the reasons why music was selected to survive evolution?
- Why do you think Levitin says that music is a better antidepressant than medicines like Prozac?
- 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.

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

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

- How many adjectives like this can you find in the last two paragraphs of the interview on the previous page?
- 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 ¹... man! He talked non-stop about himself. I was ²... out of my mind.
 B: Were you? I think being a professional violinist is very ³... At least, I was ⁴... – I can't even sing a note!
- A: I can't cope. I've got three deadlines for Monday morning! It's so ⁵... How can you be so ⁶... and laid back?
 B: Because there's no point being ⁷... It's not helpful. Tell you what – we'll do it together. But first, let's put on some ⁸... 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.

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

VERB ZONE

get by go over look up
take in think through

10 Match the verbs with the definitions below.

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

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

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

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

- 3 Elicit that a *rock producer* is a person who helps shape the sounds made by rock musicians in a recording studio. For item 1, warn students to pay attention to tenses and time expressions.

Answers

1 D 2 B 3 B 4 B

- 4 Check understanding of *debunked* (destroyed a myth or theory). When students compare their answers in pairs, ask them to agree on the wording of answers which use as few words or expressions from the text as possible.

Answers

- 1 He thinks that having a special ability can't be explained by differences in brain structure.
 - 2 Musical skill is not a single entity, but involves a number of abilities.
 - 3 One reason is that a person singing or playing an instrument is able to do so because they don't have to worry about survival.
 - 4 Prozac can have harmful effects on people, especially if it causes them to become addicted.
 - 5 Darwin's theory about the evolution of music is surprising, because it ignores the role that rhythm and dance play in attracting a mate.
- 5 Monitor and check that they have written the correct word order before they compare their versions with the original questions.

Answers

Students' own answers

- 6 Divide the six questions between the students in each pair. Give them a few minutes to prepare the relevant questions and answers. If time allows, they could swap roles.

Answers

Students' own answers

Extra activity

Provide more practice of questions by asking students to pretend they are interviewing someone else. Tell them that the interview should give clues about what the person has done, but should not say who the person is. Invite pairs to perform their interviews for the class, and have the other students guess who the person being interviewed is.

Warmer

Write *birthdays* on the board, and elicit a range of adjectives that students associate with birthdays. Write other ideas, e.g. *exams*, *the countryside*, *ice cream*, *the news*, *friendship* and *falling out with someone*. Put students in pairs or small groups and ask them to write adjectives which describe their attitudes towards the items listed.

- 7 Remind students that words ending in *-ing* may not always be adjectives. Ask them which *-ing* forms from the last two paragraphs of the interview are gerunds rather than adjectives (*playing*, *finding*).

Answers

- 1 energizing, soothing, depressed, annoying
 - 2 Students' own answers
- 8 Point out that each of the verbs in the word pool is used twice, as a different form of adjective. Check understanding of *cope* (deal well with something difficult).

Answers

- 1 boring 2 bored 3 impressive 4 impressed
 - 5 stressful 6 relaxed 7 stressed 8 relaxing
- 9 Write *positive* and *negative* on the board. Refer students to the verbs in brackets and ask them to list the verbs under each heading.

Answers

- 1 irritating 2 inspired 3 moving
 - 4 uplifting 5 disturbing 6 repulsed
- 10 Check if students recognize any of the multi-part verbs.

Answers

- 1 look up 2 take in 3 get by 4 go over 5 think through
- 11 Point out that students may need to use the verb in different tenses, an *-ing* form, or an infinitive with *to*.

Answers

- 1 think through 2 look... up 3 get by 4 go over 5 take in
- 12 Encourage students to use the multi-part verbs in their discussion.

Answers

Students' own answers

Continuous assessment

Teacher's Resource Book

Vocabulary Support Worksheet: page 12, exercises 4–6

Vocabulary Consolidation Worksheet: page 13, exercises 4–6



GRAMMAR

Gerunds & infinitives



Gerunds & infinitives

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 ...



GRAMMAR OPTIONS

- The grammar box gives a summary of the grammar areas that students will practise on this page.
- The grammar is presented in a complete grammar reference on page 113.
-  Visual grammar presentation

Warmer

Write on the board *I advise you* and *Try*. Elicit that the first expression is followed by *to* + infinitive, and the second by the gerund. Invite students to give examples of each. Tell students to each write down a simple problem, such as *I've had an argument with my best friend* or *I don't know how to do my homework*. Get them to circulate, and to swap problems and advice with another student, using the two expressions above.

- 1 When going through the answers, check that students can explain which rule applies in each case, e.g. verb + object + infinitive or verb / expression followed by *-ing* form.

Answers

1 to be 2 spending 3 to study 4 doing/to do 5 having/to have
6 listening 7 going into 8 to be able

- 2 Give students a few minutes to think about their answers, but tell them not to write anything down. Check that the students answering questions are making the correct changes to possessive adjectives and personal and reflexive pronouns.

Answers

Students' own answers

- 3 Point out that, in item 4, the verbs *finish* and *go* need to have the same verb form as they are both related to *looking forward* earlier in the sentence.


Answers

2 I want people to notice me.
3 My parents would like me to do well at school.
4 I'm looking forward to finishing school and going to university.
5 People often ask me to give them advice.
6 I always avoid revising too much right before an exam.
7 My friends convinced me to get a tattoo.

- 4 Encourage students to use expressions such as *How about you?* to make the exchange of information more natural, and *Really?* to convey interest.

Answers

Students' own answers

- 5  1.12 **Transcripts page 52** Before students attempt the exercise, ask them to describe what is happening in each of the pictures 1–4. Elicit a variety of adjectives to describe how people are feeling.

Answers

1 doing ... doing
2 crying
3 to die ... to live
4 to know

- 6 Point out that the expression *It takes* is often used to refer to the length of time required in order to do something. Point out that here the meaning is more similar to 'It requires', i.e. 'Only a thief can recognize another thief'.

Answers

Students' own answers

Extra activity

Write on the board the proverbs that students suggested from their own language in exercise 6. Use these as the basis for a translation activity. Put the students in groups and have them try to translate the proverbs into English. Monitor, and help with vocabulary where necessary. You could open this out to a whole-class discussion.

- 7 Monitor and correct as necessary. Invite pairs to give sentences about each other, using their partner's ideas, e.g. *Diana would love to learn to fly a plane*.

Answers

Students' own answers

Continuous assessment

Teacher's Resource Book

Grammar Support Worksheet: page 36, exercises 3–5

Grammar Consolidation Worksheet: page 37, exercises 4–6

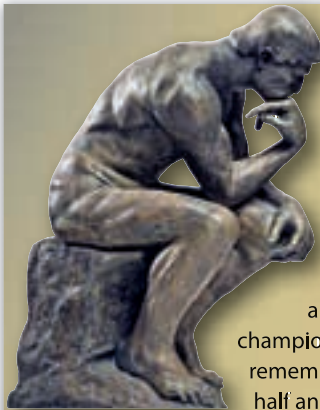
CHALLENGE

Learn and teach a new memory-training technique



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 150 and follow the instructions.

Student C: Go to page 151 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!



In this lesson, students learn and teach a new memory-training technique.

Warmer

Tell students to close their Student's Books. Test their memories by asking them how many words they can remember to do with the brain (page 9). It doesn't matter if they come up with relevant words that are not in the book. This could become a team game, with teams awarded points for each one they remember.

- 1 Focus on the expression *binary digits*. Explain that in computing, combinations of the binary digits '0' and '1' are used, e.g. 0, 1, 10, 11, 100, 101, 110, 111, 1000, 1001, 111001, rather than the decimal numbers 0–99.

Answers

They practise special techniques that use the visual-spatial part of the brain. These techniques attach meaning to information and make it easier to remember.

Teaching tip

Focus students' attention on the words *meaningful* and *meaningless* from the article in exercise 1. Use this as an opportunity to practise ways of expressing opposite meanings using suffixes and prefixes. Elicit a range of prefixes (*dis-*, *un-*, *in-*, *il-*, *im-*, *ir-*, *non-*). Write the following on the board and ask students to give the correct prefix for expressing the opposite: *able, alcoholic, certain, direct, honest, impressive, legal, organized, personal, polite, possible, regular, relevant, visible*.

Answers

unable, non-alcoholic, uncertain, indirect, dishonest, unimpressive, illegal, disorganized, impersonal, impolite, impossible, irregular, irrelevant, invisible

- 2 Encourage students to give examples of how good or bad their memory is. Point out that some people are more successful at remembering faces rather than names, for example.

Answers Students' own answers

- 3 Make sure that students are sitting close together in their groups, but are not in a position to read each other's allocated page. Encourage them to paraphrase any sentences in the memory-training technique text that contain unfamiliar vocabulary. For the benefit of Student B in each group, write *mnemonic* on the board and pronounce the word, with the stress on the second syllable. Do not explain the meaning at this stage.

Answers Students' own answers

- 4 Give students time to read through the instructions and prepare their explanations. Encourage them to paraphrase, and to anticipate any questions that their partners might ask about the technique. In addition, ask them to think of a similar example to the one they read about with which to test the memory of the other two students. Say that the latter should write the information down and then memorize it using the relevant technique. Finally, without looking at the information, they are to say what it is.

Answers Students' own answers

- 5 Encourage students to try another of the techniques if they wish to. Open the discussion up to the whole class and have a vote on the most useful technique.

Answers Students' own answers

Fast finishers

Have students write a summary of the three memory-training techniques, inventing a new example for each.

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?

- 1 Smile and relax as soon as the interview starts.
- 2 Try to do some research about the college.
- 3 Talk about yourself as much as you can.
- 4 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.
- 1 How does the interviewer describe George's exam results?
 - 2 How does the college feel about his decision to apply for a place there?
 - 3 What criticism did George's English teacher make?
 - 4 How does George prefer to study?
 - 5 What is the interviewer's reaction to the way Daisy enters the room?
 - 6 What does Daisy think of the college website?
 - 7 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.

- 1 What do you think of the interview techniques of the two students?
- 2 Which student's study habits are more like yours? Give examples.
- 3 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.

Warmer


To practise question and answer forms, play a variation on *Twenty Questions*. Choose a strong student to model the activity. Have them come to the front and tell them which famous person they are going to be, either living or dead. Get other students to ask questions that can be answered by *yes* or *no*, but tell the student at the front that they should expand on their answers. For example, *Is he or she alive now? No. They died about twenty years ago*. Once the correct answer is obtained, nominate or invite another student to be a famous person of their choosing.

 **1.13** *Express yourself* contains a variety of useful phrases for the situations in the dialogue. Some of them (but not all of them) are used in the dialogue. They are available on the audio if you want students to hear how they are pronounced.

- 1 Ask students to consider how they might change the wording of any advice that they consider bad in order to make it good advice.

Answers

1 and 2 are good advice.
3 could be bad if you don't listen to the interviewer's questions, or if you give a lot of irrelevant information; however, it is good to answer questions about yourself in an in-depth way.
4 is bad advice, as asking suitable questions shows that you have prepared well for the interview and are serious about the course or job.


- 2  **1.14** **Transcripts page 52** Point out that the stress falls on different syllables in *interviewer* and *interviewee*. Ask them which adjectives in the word pool are positive, negative or neutral. Before playing the audio, tell students to decide whether any adjectives could describe both people.

Answers

Interviewer: confident, enthusiastic, intelligent, friendly
Interviewee: arrogant, intelligent, modest, unfriendly, unenthusiastic


Fast finishers

Refer to the word pool in exercise 2. Focus attention on the adjective endings *-ly* and *-ic* and ask which other suffixes can be used to transform a noun into an adjective (*-al*, *-ive*, *-ful*, *-less*, *-ous*, *-y*, *-able* / *-ible*). Elicit examples.

- 3  **1.15** **Transcripts page 53** Elicit the verb which is used by the interviewer to mean 'get rid of' (*scrap*). Point out that *altogether*, used after *scrap*, means *completely*.

Answers

They both dislike written exams, and prefer oral exams.

- 4  **1.14** and **1.15** **Transcripts page 52–53** Pre-teach the following words and expressions: *avid* (very keen on doing an activity) and *appreciation* (understanding). Ask students to note down the expressions which gives them the answers to items 2 and 7 (*over the moon* and *I didn't do myself justice*). When checking answers, write these expressions on the board.

Answers

- 1 She said they were exceptional.
 - 2 They're very happy ('over the moon') about it.
 - 3 He could contribute more to discussions.
 - 4 He prefers to study alone, reading and checking things online.
 - 5 She is surprised but amused that Daisy entered the room without knocking.
 - 6 She thinks it needs to be more colourful, with bigger photos and more of them.
 - 7 She didn't do very well in her written examinations.
- 5 Put students into pairs. Ask them to try to remember who said each of the sentences, and why, before they think of contexts of their own.

Answers

Students' own answers

- 6 Draw attention to the three functions in the *Express yourself* box and elicit the opposite of each (showing lack of interest, ending a conversation, expressing disagreement). Write these on the board and have students work in pairs to link these with the expressions in exercise 6.

Answers

Well, that's all we have time for. = ending a conversation
That's one of the most boring things I've ever heard. = showing lack of interest
I have to take issue with you about that. = expressing disagreement
That's a shame. = ending a conversation
I'm not sure I'm with you a hundred per cent. = expressing disagreement

- 7 If students need a reminder of the two interviewees' personalities, refer them to their answers to exercise 2. Use the adjectives in the exercise 2 word pool to describe the interviewee in the second interview (*arrogant*, *confident*, *enthusiastic*, *intelligent* and *friendly*).

Answers

Students' own answers

- 8 Tell students to make sure they choose a situation that generates vocabulary they both feel comfortable with.

Answers

Students' own answers

- 9 Remind students that they should use expressions from the *Express yourself* box. Tell them that they can also use some of the expressions from exercise 6 if they like.

Answers

Students' own answers

- 10 When swapping roles, encourage the interviewees to use a different interview style to that adopted by their partner. Invite pairs to perform their interviews for the class.

Answers

Students' own answers

Fast finishers

Brainstorm other adjectives that have a similar meaning to those in the word pool in exercise 2, e.g. *over-confident* (arrogant), *assertive* (confident), *keen* (enthusiastic), *bright* (intelligent), *reserved* (modest), *quiet* (shy), *hostile* (unfriendly), *uninterested* (unenthusiastic).

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.

Warmer

Put students into groups. Tell them that you are going to read out some strange situations that they need to solve. Give a time limit of five minutes, then compare answers.

1 *When Harry comes home he finds Sarah is dead, lying in a pool of water and Tom is sitting quietly on the armchair. There is some broken glass on the floor. Tom won't be charged with murder. Why not?*

2 *Five pieces of coal, a carrot and a scarf are lying on the grass. Nobody put them on the grass but there is a perfectly logical reason why they should be there. What is it?*

3 *A man rode into town on Friday. He stayed for three nights and then left on Friday. How come?*

Answers

- Sarah is a fish and Tom is a cat. Sarah was swimming in her bowl. Tom started playing with it and knocked it over.
- They were used by children who made a snowman. The snow has now melted.
- The man's horse was called Friday.

- Check that students understand the word *subtitles* in item 1. Ask students if they know what we call a film that is re-recorded using actors speaking a different language (*a dubbed film*). Point out that the verb *chat* in item 8 can mean informal online written communication, as well as face-to-face communication.

Answers

- reading, listening
- reading
- reading
- reading and listening
- listening
- reading and listening
- reading, writing, speaking, listening
- reading and writing

- Draw attention to the adverbs of frequency *almost*, *often* and *occasionally* in paragraph 2. Remind students that *almost* is not next to the verb because it relates to the time expression *every day*, rather than the verb *listen*.

Answers Students' own answers

Teaching tip

Focus on the expressions in the report that talk about how many students do certain activities (*most of us*, *several*, *nobody*). Write these on the board and ask students why *of* is used after *most* here (because it is followed by a pronoun). Point out that *nobody* can't be followed by *of*. You could elicit other quantifiers that can be followed by *of* + pronoun, as preparation for exercise 6.

- Have students complete this activity individually and then check the answers with their partner.

Answers

Watch films	A lot
Listen to songs	A lot
Visit websites	Not many
Reads out loud and records himself	Not many
Speak or write outside class	None

Extra activity

Put students into groups of five or six. Give them two minutes to prepare sentences using *all of us*, *a lot of us*, *several of us*, *none of us*, *three of us*, etc. These should be based on observations about members of their group that are obvious to the class, but can be expanded to include surprising information, e.g. *three of us have never travelled on a train*. The other groups must say whether the information is true or false.

- Tell students to note down any colloquial expressions, as this will be part of a report. Point out that the conditional tense (*would*, *could*) is often used in formal language.

Answers

We would very much like to recommend ...
We (also) think it would be an excellent idea to ...

- Draw attention to the expression *would like to request that...* in the report. Tell students that this is a good expression to use when adding further information to a recommendation, but does not introduce a recommendation on its own.

Answers Students' own answers

- Get each student to tick the activities in exercise 1 that they do outside the classroom, even if they only do them rarely. Then, read out each activity and have students raise their hands if they have ticked it. Invite a student to count the raised hands for each activity and write this number on the board.

Answers Students' own answers

- Give students the following checklist to help them complete their reports.
 - *Have you followed the structure of the report?*
 - *Does your report start with the aim of the report?*
 - *Does your report include an explanation of the most and least popular methods of practising English outside the classroom?*
 - *Have you ended your report with your recommendations?*
 - *Have you used formal expressions correctly throughout your report?*

Answers Students' own answers

- When students check each other's work, encourage them to give positive feedback as well as pointing out errors.

Answers Students' own answers

Fast finishers

Write a paragraph describing the method(s) of practising English which work(s) best for you, and why.

1.8 Student's Book page 11, exercises 3–4

I = Interviewer, P = Professor

- I Good evening and welcome to Five-Minute Interview. I'm Claire Bishop and here with me in the studio tonight is Professor Patrick Percy, professor of Modern Languages at Camford.
Good evening, Professor, and thank you for coming.
- P It's a pleasure to be here with you, Claire. *Encantado de estar aquí contigo. Ya ochen rad chto ya zdes. Ich freue mich hier zu sein.*
- I Oh! Now you're obviously an excellent language learner, Professor. So what languages were those? I recognized the German ...
- P That's right, and I also said it in Spanish and Russian.
- I So do you speak those languages fluently?
- P Yes, I'd say so, and I also speak several more languages – Dutch, Portuguese, Arabic, and some Quechua – not fluently, but enough to get by.
- I That's very impressive. So ... what do you think makes a successful language learner?
- P Well, first of all, you need to be highly motivated. That shouldn't be too difficult as there are so many good reasons for learning a language. The great thing about studying languages is that it gives you a practical skill that you can really use in life. 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.
- I That's all very well, but it's hard to be interested when all you can think about is taking an exam.
- P True, but in my opinion, it helps if you don't lose sight of your long-term goals. Keep them in mind all the time. Constantly remind yourself *why* you want to pass that exam in the first place. Is it a passport to university? Will it get you a better job? A better life in the future? If it will, then it's worth making the effort.
- I Are there ways of *making* it interesting for yourself? More fun?
- P Absolutely! That's another great thing about languages. You can improve your skills by watching a film, or listening to songs. Think of the sort of films or music you like normally, then see if you can find something like that in the language that you're studying. It's great practice – and fun!
- I This is starting to sound more appealing! Any more advice?
- P Well, it's so important to get as much speaking practice as possible. Why not see if there are any people in your town who speak the language you want to practise? You could do a language exchange – chat in your language for half an hour, say, and then switch to the other language for half an hour. You could even do it over the internet!
- I That does sound fun, and you get to meet new people, too.
- P That's right.
- I So, what do good language learners have in common? What sort of people are they?
- P Well, research shows that they believe in themselves: they're confident they can learn. They also tend to have a positive attitude. They're not afraid of making mistakes, because they know they learn from mistakes. It's all part of the learning process. And they don't mind taking risks and sounding a bit silly. They're usually very curious, too. They want to know things.
- I Anything else?
- P Yes. In my experience, good language learners are usually very flexible and creative. They use a variety of learning strategies ... they read, write, listen to CDs, repeat things out loud, make cards to test their vocabulary ... lots of different things.
- I Professor Percy, thank you for being with us on the programme.

1.12 Student's Book page 14, exercise 5

- 1 If a job's worth doing, it's worth doing well.
- 2 There's no use crying over spilt milk.
- 3 It is better to die standing than to live kneeling.
- 4 It takes a thief to know a thief.

1.14 Student's Book page 16, exercises 2 and 4

P = Professor Tanya Green, G = George Simpson

- P Come in!
George Simpson?
- G That's right.
- P Do come in and sit down.
Very pleased to meet you, George.
- G Pleased to meet you, too ... um ...
- P My name's Tanya Green.
- G Pleased to meet you, um... Mrs Green.
- P Do call me Tanya.
- G Um... pleased to meet you, Tanya.
- P Well, it's good to finally meet you, George.
- G Really? Why?
- P Well, your examination results are exceptional.
- G Are they?
- P Yes, indeed. So we're over the moon that you chose to apply for a place at our college.
- G Oh, thank you. That's good to know.
- P Your English teacher has written a very interesting reference for you.
- G Really? What did she write?
- P She wrote that you are one of the school's most talented literature students, you're an avid reader, your literary appreciation is excellent and you're a very good writer. All good!
- G I'm very pleased to hear all that.
- P She also says that you could perhaps contribute more to discussions.
- G Ah. She's probably right about that.
- P Tell me more about this.
- G Well, I'm more of a listener than a speaker. I find I learn more by listening to what other people have to say, even if I don't agree with them.
- P Really? That's very interesting.
- G I'm not that into group work, discussions, things like that.
- P Tell me more. Is it because you're shy?
- G Oh no, not at all. Do you think I look shy?
- P No, I don't think so.
- G I just prefer to study alone, reading, checking things online. That's when I'm happiest.
- P Your teacher also mentioned that you write stories. Tell me more about that.
- G Well, what more can I say about it? I've written a lot of short stories.
- P Really? How many?
- G Um ... not sure. Probably about fifty.
- P Fifty?? That's incredible! How old are you?
- G Nineteen.
- P And when did you start writing??
- G When I was about ten. I've been churning out stories ever since.
- P Marvellous!

1.15 Student's Book page 16, exercises 3–4

P = Professor Tanya Green, D = Daisy Watson

- D Can I come in?
 P You seem to be in already.
 D Oh sorry! I should have waited. Should I go out again?
 P No, no, of course not. Come and sit down.
 D You're Professor Green, aren't you?
 P Yes, I am. How do you know that?
 D I saw your photo on the college website.
 P You visited the website?
 D Yes.
 P What do you think of it?
 D Um ... well, do you want me to be completely honest?
 P Yes, of course.
 D It needs more photos, and bigger photos. And in colour! It's a bit grey looking.
 P That's exactly what I think. I keep telling the college principal that we need to jazz the site up a bit.
 D Well, I'm totally with you on that.
 P Are you?
 D Yes. Oh dear, have I put my foot in it again?
 P What do you mean?
 D Well, I've only been here a minute and I'm criticizing the college website.
 P Oh don't worry about that. I do it all the time. Anyway, let's get down to business. Your application is certainly very lively and energetic.
 D Thank you.
 P It looks as if you had a very successful year at school.
 D I think I would agree with that.
 P ... but your examination results were a little disappointing.
 D Definitely.
 P Any reasons for that?
 D I don't know. I guess I woke up on the wrong side of the bed the morning of the main English exam.
 P Do you want to elaborate on that?
 D I know that I didn't do myself justice in the written exam. The fact is, I'm much better at oral exams. I prefer face-to-face communication to having to write stuff down.
 P Oh, I feel exactly the same way.
 D Do you??
 P Absolutely. If I had my way, we would scrap written exams altogether.
 D Are you serious?
 P Completely serious.
 D Do tell me more!
 P Well... wait a minute! I'M the one who's supposed to be interviewing YOU!

Workbook page 8

- B
- 1 F – During a nightmare your heart pounds, so it beats faster.
 2 T
 3 T
 4 F – Nightmares are a combination of physical factors, such as illness, and mental ones, such as stress or trauma.
 5 T
 6 F – They are not completely avoidable, but there are things you can do to prevent them, such as establishing regular sleep routines.
- B
- 4 Make: a mess / sense / mistakes / progress / a fool of yourself / a difference
 Do: some reading / an exam / exercise / a favour
- 5 Students' own answers

Workbook page 9

- 1 deadline
 2 short-term
 3 memory
 4 passed
 5 strategy
 6 drain
- 1 long-term
 2 process
 3 brain
- 1 Noun (abstract)
 2 Noun (plural)
 3 Adjective
 4 Adverb
- 1 memories
 2 memorable
 3 memorise
 4 memorial
- A Auditory
 B Visual
 C Tactile
- 1 Tactile
 2 Visual
 3 Auditory
 4 Visual
 5 Auditory
 6 Auditory
- 1 brush up on
 2 study
 3 pick up
 4 absorb
 5 find out
 6 revise
- 13 Students' own answers

Workbook page 10

- 1 can't
 2 have to
 3 need to
 4 can
 5 mustn't
 6 should
- A 2
 B 3
 C 6
 D 1/5
 E 4

- 3** Students' own answers
- 4** 1 You shouldn't go out late the night before an exam.
 2 We don't have to wear / don't need to wear a uniform.
 3 Bikers have to put on / must put on a helmet.
 4 If you are under 18, you can't drive.
 5 You should / ought to learn some Japanese before you go there on holiday.
 6 Students can choose a second language.
- 5** 1 can
 2 have to / need to
 3 you have to / need to / must
 4 don't have to / don't need to
 5 mustn't / can't
 6 should
 7 can't
 8 can
 9 don't need to / don't have to
- 6** Students' own answers

Workbook page 11

- 1** 1 C 2 E 3 H 4 A 5 D 6 F 7 B 8 G
- 2** 1 her father
 2 his sleep
 3 in the bath
 4 he can't concentrate, can't sit still
 5 getting comfortable, moving, drinking
- 3** 1 C 2 F 3 D 4 B 5 A
- 4** 1 Listening to music
 2 By drinking coffee, listening to music, walking around the room, doing some stretching
 3 Sometimes her papers fall in the water and get wet.
 4 Daniel's cat.
 5 He holds his cat on his lap and strokes her.
 6 It's stuffy and uncomfortable and you can't move.
- 5** Students' own answers

Workbook page 12

Language	Sentence	Translation
Klingon (<i>Star Trek</i>)	Zola'u niprte'	Welcome
Na'vi (<i>Avatar</i>)	qaStaH nuq?	What's happening?
Elvish (<i>Lord of the Rings</i>)	Pedig edhellen?	Do you speak Elvish?
Dothraki (<i>Game of Thrones</i>)	Yer zheanae	You're (very) beautiful.

Workbook page 13

- 2** B
- 3** 1 D 2 B 3 C 4 A 5 G 6 F
- 4** 1 B 2 A 3 C 4 C
- 5** 1 annoying
 2 depressed
 3 tiring
 4 moved
 5 uplifting
- 6** 1 impressive
 2 repulsive
 3 stressful
- 7** get by
 go over
 look up
 take in
 think through

- 8** 1 and look up when the last train leaves
 2 go over your mistakes
 3 to get by
 4 take (them) in any more
 5 go over / think through all the options carefully before buying a house. It's a very important decision.

Workbook page 14

- 1** 1 smoking
 2 to drink
 3 have
 4 losing
 5 to start
 6 to stay
 7 to have
 8 to work
 9 to get
- 2** 1 Which tasks around the house do you avoid doing?
 2 What are you looking forward to at the moment?
 3 What kind of things do / did your parents encourage you to do?
 4 What kind of things do / did your parents warn you not to do?
 5 What is the most difficult thing you have managed to achieve in your life so far?
 6 Do you plan to continue studying English next year?
- 3** Students' own answers
- 4** 1 When I first came to the UK, I wasn't used to driving on the left.
 2 I'm looking forward to going on holiday next month.
 3 ✓
 4 I want my friends to celebrate my birthday with me.
 5 ✓
 6 I would prefer to take oral exams, rather than written ones.
 7 I'm pleased to meet you.
- 5** 1 to + infinitive
 2 to + infinitive
 3 gerund
 4 to + infinitive
 5 gerund / gerund
 6 gerund
 7 gerund / gerund
 8 to + infinitive

Workbook page 15

Extra Challenge

- 1 F He found it by accident.
 2 F The nobleman wanted the poem to be dedicated only to him.
 3 T
 4 F The loci method associates numbers (or words) to places.
 Plan of your classroom
 Student's own answer

Webquest

- 1 1.5 kg
 2 hearts, clubs, diamonds, spades
 3 Prince
 4 four
 5 catchy
 6 seconds

Gary & Greg Go Global

But Gary, they don't speak Spanish in Brazil!

Workbook page 16

- 1** 1 I'm very pleased to hear that.
2 Tell me more about ... / Do you want to elaborate on that?
3 Definitely. / That's exactly what I think.
- 2** 1 That's right
2 Yes, you could say that
3 Can you tell me more about that?
4 Well, I guess I am a little shy.
5 That's exactly what I think.
6 What can I say?
7 That sounds very interesting
8 Do you want to elaborate on that?
9 I'm so pleased to hear that!
- 3** 1 did myself justice
2 do very well
3 I'm really into
4 over the moon / I'm so pleased
- 4** 1 C 2 E 3 B 4 F 5 D 6 A
- 5** Suggested answers
1 I'm very pleased to hear that.
2 You're absolutely right about that.
3 Oh, really? / That's interesting.
4 Tell me more about it.
5 Definitely.
6 Do you want to elaborate on that?

Workbook page 17

- 1** 1 B 2 C 3 A
- 2** 1 Improving memory
2 Storytelling
3 Mnemonics
4 Visual imagery
5 Future uses
- 3** Paragraph 2: encouraged to make
Paragraph 3: had to create
Paragraph 5: it was worth participating / suggest carrying on
- 4** Students' own answer

1.2 Workbook page 11, exercises 2–3

Charlie

I used to study with music: pop, rock, disco, any kind of music. But then my dad read this article which said that music was a distractor and that people who studied with music didn't perform as well as those who studied without and so ... I quit. Now I work in silence. I have to admit that my dad was probably right, I'm definitely more productive now, but it sometimes gets pretty boring. What's also really annoying is that I have to drink lots of coffee and tea to keep me awake!

Mohammed

Some of my friends go on studying all night, especially the night before an exam. That's all very well, but I just can't. After about 10 o'clock, I start yawning and my eyelids start dropping. I've tried everything to stay awake: drinking coffee, listening to music, walking around the room, doing some stretching ... but it's hopeless. I've had to accept that I need my sleep. The one advantage is that I always go to my exams well rested.

Lily

Lots of my friends think it's weird, but I study best in the bath! I find that I can carry on longer, late at night, or start earlier in the morning, at around 6 or 7. An additional benefit is that the house is really quiet at those times. Soaking in the bath works especially well when I've got lots of stuff to memorise, like long lists of vocabulary, important dates in history or formulas for chemistry. The only drawback is that my notes sometimes fall in the water!

Daniel

I've always had terrible trouble concentrating. When I was little, I used to drive my parents mad – I was always moving around and never sitting still. Over time, I calmed down a bit, but I'm still pretty restless. Obviously this is not really helpful when you have to get down to some serious work! Then, when I was 14, my parents got me Misty for my birthday. She's a soft Angora cat and I absolutely adore her. She's really affectionate and when I have to study, she lies on my lap and I stroke her. I find it really relaxing. I still don't study that much, but enough to get by.

Karla

For me, when I study, the most important thing is to be comfortable. I don't care if there are voices, or some music in the background – that doesn't bother me. But I have to have a comfortable chair, to be able to stretch my legs and to get something to drink – a coffee or a glass of water – whenever I want. My parents think it's odd, but I really can't stand studying in a library because the seats there are so hard and the air's stuffy and you have to keep really quiet.

1.4 Workbook page 16, exercise 5

- 1 My dad just got a promotion.
- 2 I think the internet is one of the best inventions ever.
- 3 My mother works as a photographer.
- 4 I had a fantastic experience yesterday.
- 5 Do you think I should buy these jeans?
- 6 I think I may have found a solution.