

Vocabulary

- **Materials:** *cardboard, chalk, china, clay, concrete, cork, cotton, glass, limestone, marble, metal, plastic, rubber, stone, titanium, wood, wool*
- **Activities:** *brush up on your German, do a course in, get active, go out for a walk, go to the gym, have a goal, join a running club, ride a horse, sign up for a course in, take up cooking, train for a marathon*
- **Multi-part verbs:** *call out, calm down, carry on, check in, check out, chill out, eat out, give away, give up, grow up, hold on, save up, take up*
- **Mind verbs:** *believe, decide, feel, forget, guess, imagine, know, learn, miss, realize, recognize, remember, understand, want, wonder, worry*

Grammar

- Present tense review
- Comparatives and superlatives

Language objectives

- To learn vocabulary related to materials and activities (page 5) and multi-part verbs and mind verbs (page 7)
- To review the present tense correctly (page 5)
- To use comparatives and superlatives correctly (page 7)

Skills objectives

- To read and understand a blog about a teenager's holiday in Scotland (page 4)
- To talk about free time (page 5)
- To listen to and understand a description of record-breaking buildings (page 6)

Assessment criteria

- Students can use the present simple and comparatives and superlatives correctly.
- Students can recognize and use vocabulary about materials and activities, and use multi-part verbs and mind verbs correctly.
- Students can read and understand a blog about a teenager's holiday in Scotland.
- Students can listen to and understand a description of record-breaking buildings.

Resources

- Teacher's i-book
- Student's Book CD 1

Key competences



Linguistic competence

Pages 4, 7



Mathematical competence and basic competences in Science and Technology

Page 6



Digital competence

Page 4



Social and civic competence

Page 7



Cultural awareness and expression

Page 5



Competence in learning to learn

Page 5



Sense of initiative and entrepreneurship

Page 6

For a detailed description of the Key competences and how they support students' learning, go to page 15.

READING

1 In pairs, discuss the following questions.

- How often do you have school holidays?
- What do you enjoy doing during school holidays?
- What is your ideal holiday?

2 Read Aimi's blog quickly. Where is she on holiday this year?

3 Read the blog again and answer the questions.

- 1 Where does Aimi usually go on holiday?
- 2 Where is Aimi staying this year?
- 3 What is the place she is staying at like?
- 4 What can Aimi see from where she is writing her blog?
- 5 How long is she on holiday for?
- 6 What does she plan to do while she is on holiday?

Just another boring blog

What are you doing right now? This year, I'm getting active on holiday and having lots of fun. Read on and find out what's going on.

I normally spend August with my family at my grandparents' house in the north of England. I usually end up arguing with my brother and sister and generally feeling like I'd rather be somewhere else. I can't even go online there because there's no wi-fi.

So, it's August again and I can't believe it. I'm not sitting at my grandparents' house feeling miserable. I'm sitting in a bothy in Scotland. (A bothy is a small Scottish cottage, by the way.) My family are here, too, but it's such a cool place and a brilliant location that even they aren't bothering me! The bothy is really modern and looks incredible sitting here right in the middle of a field! The walls are made from a special type of sustainable wood and they have sheep's wool to insulate them! There are wooden beams in all the rooms and the huge glass windows mean there are breathtaking views all around and the whole place is solar-powered. I'm using the power of the sun to write this! It's so cool.

I'm sitting in the living room as I type this, and I can see the beach in the distance. The water is just like the Caribbean, honest! It's so blue and clear and the sand is completely white. Look, here's a photo.

There are also some Highland cows staring at me from over the fence. They look quite friendly, but I'm not sure I want to get too close! What do you think?

We're here for ten days and I definitely want to do a course in windsurfing. One of the farmers runs windsurfing classes in his spare time and he also runs horse-riding lessons every morning. I'm hoping to sign up for those; I've always wanted to know how to ride a horse.

Anyway, I'm about to go out for a walk along the beach and maybe get to know the local wildlife a bit better!

Let me know what you're all up to this summer! Aimi xxx



the bothy



Barbados? No, Scotland!



Are you looking at me?

4

Key competences



When students understand the reason for reading, for example, reading to obtain general or specific information, they can concentrate on this and improve their communicative skills. Check the answers in exercises 1 and 2.



Students develop this competence by learning about what a blog is; a regularly updated website or web page, usually run by an individual and written in an informal or conversational style. Ask them if they have a blog.

Starter A and B are optional, self-contained lessons that revise basic language and give students an introduction to the methodology of the course. Choose which language, if any, you feel your students would benefit from revising, and cover those lessons only.


Warmer

Ask students to think individually of something that they do regularly that they are pleased about or proud of, e.g. help at home, do voluntary work, go swimming. Put them in small groups, and have them take it in turns to ask questions in order to find out what the activity is. The questions can only be answered by *yes* or *no*. Continue until the activities of each group member have been guessed correctly.

- 1 Have students read the questions and ask them which tense they would mainly use in their responses (present simple). For the final question, encourage them to reply *My ideal holiday is when I...* rather than using the conditional.

Answers

Students' own answers

- 2  1.2 The text is available to listen to.

Refer to the title of the article and elicit that it is humorous and ironic. Get students to read the text and ask if Aimi enjoyed her holiday. Tell them to find adjectives which support this (*cool, brilliant, incredible, breathtaking*).

Answers

Scotland

- 3 Read the questions and elicit which tenses are used in each one. Point out that question 5 refers to the duration of the holiday in total, not how long she has already spent there. Tell students to write full sentences.

Answers

- 1 She usually goes to her grandparents' house in the north of England.
- 2 This year she is staying in a bothy in Scotland.
- 3 It is in the middle of a field but is really modern. It has huge glass windows and the whole place is solar-powered.
- 4 She can see the beach, the sea and cows.
- 5 She is on holiday for ten days.
- 6 She plans to do a course in windsurfing and sign up for horse-riding lessons.

Teaching tip

Students may need further explanation of *How long* + present simple. Write on the board:

How long are you on holiday for?

How long have you been on holiday for?

Discuss the difference between the two questions. Elicit that the second sentence uses the present perfect, and refers to the past leading up to now. Invite students to give an appropriate answer in a full sentence.

VOCABULARY

Materials | Activities

4 Complete the definitions with materials.

- 1 Sheep's coats are made into a material called w...
- 2 Sports shoes usually have r... soles.
- 3 C... is a soft white stone-like material that is used to write on blackboards.
- 4 To open some bottles, you have to pull out the c...
- 5 Palaces and other grand buildings often have m... floors.
- 6 Boxes are usually made of c...

5 Choose the correct word to complete the text.

VISIT TRANSYLVANIA, THE HOME OF COUNT DRACULA!

Visit Sibiu and experience for yourself some of our unique architectural treasures. Step inside the huge ¹ **china / stone** city walls and explore the old city centre and the lower town. Spend the afternoon in the 18th century Brukenthal Palace, home to the city's museum, and admire the famous paintings or the beautiful ² **limestone / glass** ornaments. Visit the church in the Great Square and marvel at the pink ³ **metal / marble** columns. Go further afield and visit the Astra open air museum to see the traditional farmhouses with beautiful furniture handmade entirely from local ⁴ **wood / plastic**. Discover how our beautiful carpets are designed and made from ⁵ **chalk / wool**. Once back in town, don't forget to buy some souvenirs. Try the Hereus Art Bazaar for traditional ⁶ **rubber / cotton** clothes, beautifully painted ⁷ **clay / titanium** pottery bowls, cups, plates, exquisite glass necklaces and ⁸ **metal / concrete** key rings.



Sibiu, Romania

6 Read Aimi's blog again and complete the sentences below.

- 1 This year, Aimi is getting ... on holiday.
- 2 She wants to ... in windsurfing.
- 3 She thinks she will ... for windsurfing and horse-riding.
- 4 She is going to ... along the beach.

7 Match the phrases on the left with the words on the right.

- | | |
|---------------|------------------|
| 1 take up | A a marathon |
| 2 join | B a running club |
| 3 brush up on | C cooking |
| 4 go to | D goal |
| 5 train for | E the gym |
| 6 have a | F your German |

8 Think about your free time, and choose three activities. Then in pairs, discuss your choices.

- one you do already
- one you are keen to do
- one you definitely don't want to do

GRAMMAR

Present tense review

Present tense review

We use the present simple to talk about habits and regular actions, routines, permanent situations and facts.

I see my friends once a week.

Water boils at 100°C.

We use the present continuous to talk about activities in progress at the time of speaking, and temporary situations.

I'm typing this in the living room.

We're spending August at my grandparents' house.

Grammar reference page 113

9 Complete the phone conversation with the present simple or the present continuous.

- A: Hi, Eva. ¹ ... you ... (want) to meet me later?
 B: I'd love to, but right now I ² ... (lie) on the beach in Portugal.
 A: No way! What ³ ... you ... (do) there?
 B: Well, if you must know, I ⁴ ... (watch) some boys. They ⁵ ... (play) beach volleyball.
 A: So why ⁶ ... (be) you in Portugal?
 B: Oh, we ⁷ ... (come) here every summer. My parents ⁸ ... (love) Portugal.
 A: Lucky you! I ⁹ ... definitely ... (not sit) on a beach in the sunshine. I'm stuck in the house because guess what?
 It's ¹⁰ ... (rain)!

10 Look at the picture for 30 seconds. Try and remember as much as you can about it.



11 Cover the picture and write a description of it. Write as much information about it as you can remember.

12 In pairs, swap texts and look at the picture again. Who has written the most correct information?

5

Key competences



Finding out about places like Sibiu in Romania helps students develop cultural knowledge and an awareness of the world cultural heritage. See how much they know about Transylvania and Count Dracula.



Students develop learning skills, such as observing, concentrating and remembering things when they need it. This enables them to gain confidence in their own learning process. Check how much they can remember in exercise 10.

Warmer

With books closed, ask: *What do you know about Count Dracula?* Put students into pairs and give them two minutes to write down as many ideas as they can. Bring students' ideas together as a class.

- 4 Elicit that in item 3, *stone-like* means 'similar to stone'. Point out that we can add *-like* to other nouns when describing something comparatively, e.g. *childlike*, *shell-like*.

Answers

wool
rubber
Chalk
cork
marble
cardboard

- 5 After reading the text, elicit that most of the verbs are in the imperative. Ask why this is (because it is a text aimed directly at tourists).

Answers

1 stone
2 glass
3 marble
4 wood
5 wool
6 cotton
7 clay
8 metal

Extra activity

Ask students individually to write short descriptions of three different objects. Tell them to focus on what it is made of, and encourage them to use *-like* where appropriate. Then get them to read out their descriptions in pairs, and to ask and answer questions until each has correctly guessed the other's items.

- 6 When checking answers, point out the different prepositions used in the expressions *do a course in* and *sign up for* in items 2 and 3.

Answers

1 active
2 do a course
3 sign up
4 go out for a walk

- 7 Draw students' attention to a *running club* and *cooking* in items B and C. Explain that these *-ing* forms are not part of the present continuous, but are nouns. Make sure that they understand that *take up* means to start something new, while *brush up on* means to practise a skill that you haven't done for a long time.

Answers


1 C 2 B 3 F 4 E 5 A 6 D

- 8 Elicit expressions for expressing strong preferences, e.g. *I'm really keen to ...*, *I definitely don't want to ...*, *I'd really like / love / hate to ...*. Write these on the board.

Answers

Students' own answers

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

Ask students to underline all the uses of the present simple and present continuous in the article on page 4. Then, with books closed, ask them to create a rule for the use of each. Limit their discussions to the use of these tenses in the present. Tell them to read the text again to check whether their rule is correct. Have the class agree on the best wording for their rules. Make sure that students do not turn to the explanation on page 5.

Teaching tip

Revise the spelling rules for the *-ing* form of verbs before they do exercise 9. Then write the following verbs on the board, and ask the class to spell the *-ing* form of each chorally: *go, grow, make, plan, say, study, cry, die, read* and *travel*. You could point out that in US English, the final 'l' in *travel* is not repeated in the *-ing* form.

- 9 Tell students to refer to the rules for the use of the present simple and present continuous when doing this exercise. When checking answers, have students explain their choice of tense.

Answers

1 Do ... want 2 'm lying 3 are ... doing 4 'm watching
5 're playing 6 are 7 come 8 love 9 'm ... not sitting
10 raining

- 10 Before doing this activity, tell students that they should focus on where people or creatures are and what they are doing.

Answers

Students' own answers

- 11 Pre-teach *jungle*. Tell students to close their books, so that they aren't tempted to look again at the picture. Elicit that they will use the present continuous to describe the actions.

Answers

Students' own answers

- 12 Tell students that they can award points for each correct item of information. Ask them to count the points and see who is the winner.

Answers

Students' own answers

Extra activity

Have students write out another version of their description, this time with the picture in front of them. Tell them that they can bring other elements into their descriptions, e.g. *a woman with blonde hair is taking photos*, *a boy wearing a hat is reading a guidebook*. This could be done as a homework activity.

LISTENING



- 1 Look at the photos. Where do you think each place is? What record do you think each one holds?
- 2 Listen and check your answers to exercise 1. Which place wasn't featured? Do you know where it is?
- 3 Match the numbers to the correct place.

Burj Khalifa Sechin Bajo plaza
Marina Bay Sands Hotel Jiaozhou Bay Bridge

- 1 3500 BC
- 2 2,561 rooms
- 3 10,000 workers
- 4 36 km
- 5 10–12 m
- 6 829.8 m

- 4 Listen again. Answer the questions.
 - 1 What is inside the Burj Khalifa?
 - 2 What difficult conditions does the Burj Khalifa have to withstand?
 - 3 When did archaeologists discover the Sechin Bajo plaza?
 - 4 What do archaeologists think the Sechin Bajo plaza might have been used for?
 - 5 What can you do at the Marina Bay Sands Hotel?
 - 6 Where is the swimming pool in the hotel?
 - 7 When did the Jiaozhou Bay Bridge open?
 - 8 How long did it take to build the Jiaozhou Bay Bridge?

YOUR TURN TO SPEAK

- 5 In pairs, choose an impressive building in your country and make notes about it.
 - Why is it famous?
 - What do you know about its history?
 - What is it made of?
 - What function does it have now?
 - Do you know any famous statistics about it?
- 6 Imagine you are making a radio show about amazing buildings in a different country. Practise role playing an interview between the programme's presenter and a reporter, who is at the building.

PRESENTER

Introduce the programme and the reporter. Ask questions about the building that you think the listeners would find interesting.

REPORTER

Talk about the building and answer the presenter's questions. Be as enthusiastic as possible!

- 7 Work with another pair. Take turns to act out your radio interviews.

6

Key competences



Role-playing an interview is a dynamic process in which students become self-motivated and active agents in their own learning. Monitor the radio interview in exercises 6 and 7 and see if they manage to act out the characters properly (presenter/reporter).



Students reinforce this competence when they practise the use of numbers and figures in exercise 3; quantities, dates, measurements (meters, kilometres) etc. Check that they match the numbers to the correct place.


Warmer

Put students into pairs. Get them to look at the blog on page 4 and to devise five questions about Aimi's experiences, using the present simple or present continuous. When they are ready, have them join another pair and tell them to take it in turns to quiz each other. Tell them to award two points for each correct answer. One member of the group of four should keep score.

- 1 Check that students understand what a *record* is. Encourage them to use expressions for speculation, e.g. *I think it might be ...*, *It could be ...*, *I'm not sure but ...*.

Answers

Students' own answers

- 2  1.3 **Transcripts page 28** Ask students to listen for how length or height is expressed. Write on the board: *200 miles long*, *350 metres tall* and *six feet across / wide*. Revise shapes, i.e. *circular*, *square*, *rectangular*, *triangular*.

WORDS TO KNOW

Check that students know the words *structure*, *man-made*, *skyscraper* and *storey*. Ask them what the equivalent is in their own language.

Answers

Picture 4 of The Shard in London wasn't featured.

Teaching tip

It may be helpful for students to revise the pronunciation of numbers, including decimals, percentages and years. Write the following on the board and ask students to say the figures:

the year 2001

725.9

45,300

55%

2,738,000

You could also say out loud a further series of numbers and invite individual students to write these on the board. Students will probably need ordinal numbers for the answer to question 6 in exercise 4 (the 55th storey), so it would be a good idea to cover these as well.

- 3 Refer to item 5 and point out that when expressing a range of numbers, 10–12 is pronounced 'ten to twelve'. Check that students understand *BC* in item 1.

Answers

- 1 Sechin Bajo plaza
- 2 Marina Bay Sands Hotel
- 3 Jiaozhou Bay Bridge
- 4 Jiaozhou Bay Bridge
- 5 Sechin Bajo plaza
- 6 Burj Khalifa

- 4  1.3 **Transcripts page 28** Tell students that they should write notes rather than full sentences.

Answers

- 1 More than 1,000 pieces of art.
- 2 Very hot temperatures in summer.
- 3 2008
- 4 A gathering place or a centre for ceremonies.
- 5 See exhibitions, go shopping, ice skating or swimming, visit a museum, go to the theatre or the casino and have meals cooked by celebrity chefs.
- 6 On the 55th storey.
- 7 2008
- 8 4 years

- 5 Point out that the building they choose can be either ancient or modern. If students don't know very many facts about it, encourage them to speculate, or tell them to write about another kind of structure, such as a bridge.

Answers

Students' own answers

- 6 Ask students if they can remember how the radio presenter introduced the programme (*Have you ever wondered ... ? Even if you haven't, why not follow ... ?* and *Here today on Record Radio ...*). Tell the 'reporters' that they can invent a building, or can talk about one that they know in a different country. Have both the reporters and presenters agree on what they will cover in the interview before beginning their role play.

Answers

Students' own answers

- 7 Point out that they should be more familiar with the content and structure of their role plays, and should try not to use notes. Monitor and check that they are using appropriate intonation.

Answers

Students' own answers

VOCABULARY

Multi-part verbs Mind verbs

- 8 Complete the sentences from the radio show with the multi-part verbs in the box. Listen and check again if necessary.

carry on check out give up hold on save up

- 1 **Umar:** 'Let's go and ... some of that art!'
- 2 **Max:** 'I wonder if I should start to ... and ... my day job.'
- 3 **Radio presenter:** 'I think you should ... with the day job for the moment!'
- 4 **Sun-ji:** 'I've got to ... tight so I don't get blown away!'

- 9 Complete the multi-part verbs in the sentences with the correct prepositions or particles.

- 1 If you give something to someone for free, you give it ...
- 2 If you eat in a restaurant or café, you eat ...
- 3 When you arrive at a hotel, you check ...
- 4 When you get older, you grow ...
- 5 Another way to say 'relax' is chill ...
- 6 When someone is angry, you could tell them to calm ...
- 7 If you start a new sport, language, etc, you take it ...
- 8 If you say something in a loud voice, you call ...

- 10 Complete the sentences below with verbs from the box.

believe decide feel forget guess imagine
know learn miss realize recognize
remember understand want wonder worry

- 1 I didn't ... Janey this morning in town.
Her hair is so different like that.
- 2 Hey, Nico. Don't ... about your exams!
I'm sure you'll do really well.
- 3 I don't ... it! I can't go out again tonight
because I've got so much homework.
- 4 Did you ... that Maths problem today?
I thought it was impossible.
- 5 ... what? It's official: Liam is
going out with Marcia.
- 6 Hey, Jack. How's the new school?
We all ... you loads.

- 11 Now write six sentences about you, your friends and your family using the verbs in exercise 10 that you didn't use. Compare your sentences with a partner.

GRAMMAR

Comparatives & superlatives

Comparatives & superlatives

We can compare two things with comparative adjectives.

*The Maracanã Stadium is **bigger than** the Bernabeu.*

We can compare three or more things with superlative adjectives.

*The Great Pyramid in Egypt used to be **the tallest building** in the world.*

not as ... as

We use *not as ... as* to express comparatives with the opposite meaning to comparatives with *more / -er*.

*It **isn't as long as** the longest railway bridge. (It's shorter than the longest railway bridge.)*

We use *(not) much, a lot, a bit* to show bigger and smaller differences in comparatives.

*I'm **a lot taller** than my older brother.*

Grammar reference page 113

- 12 Complete the sentences with the correct comparative or superlative form of the adjectives in brackets.

- 1 The Burj Khalifa is the ... man-made structure in the world. (tall)
- 2 Dubai is one of the ... places in that part of the world. (hot)
- 3 Sechin Bajo plaza is ... the Great Pyramid in Giza. (old)
- 4 The world's ... hotel is in Singapore. (expensive)
- 5 The ... casino in the world is in a hotel in Singapore. (large)
- 6 The Jiaozhou Bridge in China is 174 times ... Tower Bridge in London. (long)

- 13 Complete the facts with the correct form of the adjectives.

- 1 (tall) The One World Trade Center is officially the third ... building in the world. It is ... the Empire State Building, but it is ... the Burj Khalifa.
- 2 (deep) The ... swimming pool in the world is in the San Alfonso del Mar resort in Chile. It definitely is ... the Pacific Ocean, but with a depth of 115 feet, it is still a lot ... any other swimming pool in the world.
- 3 (small) There are three main pyramids in Giza. The Pyramid of Khafre is the ... of the three and it really is a lot ... the other two. The Pyramid of Menkaure is the middle pyramid, and while it is ... the Pyramid of Khafre, it looks tiny beside the Great Pyramid.

- 14 In pairs, take turns to describe a building you know using comparatives and superlatives. Can your partner guess the building?

7

Key competences




To learn a foreign language, students need to extend their knowledge of vocabulary and develop a good understanding of functional grammar. Check that they demonstrate this understanding when they complete grammar exercises in the lesson.



The core skills of this competence include the ability to communicate constructively in different environments, so students are practising a basic rule when they work in pairs; taking turns. Be sure they respect each other's turns in exercise 14.

Warmer

Ask students: *What do you think about very tall buildings such as the Burj Khalifa? Why do you think architects design buildings such as this? Are there any buildings in your town or city that you particularly like or dislike?* Have a class discussion.

- 8  1.4 **Transcripts page 28** Read through the multi-part verbs and ask students to give a synonym for each one (continue, look at, stop doing, hold tightly, stop spending money).

Answers

- 1 check out
- 2 save up, give up
- 3 carry on
- 4 hold on

- 9 Brainstorm a list of prepositions and adverbs that could follow the verbs in this exercise, and write these on the board. Make sure that the actual answers are included. Remind students that different particles can be used with the same verb, but that this changes the meaning completely, e.g. *look out* = be careful, *look away* = to change the direction of your gaze.

Answers

- 1 away 2 out 3 in 4 up 5 out 6 down 7 up 8 out

Teaching tip

Point out that multi-part verbs are an aspect of English that cause problems for learners. Tell students that they should make a separate note of each multi-part verb (or 'phrasal verb') that they come across, along with the meaning and an example sentence.

- 10 If students confuse *know*, *realize* and *understand*, ask them to check the meanings in their dictionaries. Alternatively, have them write definitions then get them to check.

Answers


- 1 recognize
- 2 worry
- 3 believe
- 4 understand
- 5 Guess
- 6 miss

- 11 Tell them that they can use a variety of tenses and contexts. You could ask them to omit the verb when comparing sentences, and to see if their partner can guess the correct verb.

Answers

Students' own answers

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

Quickly brainstorm mind verbs from exercise 10. Then put students into small groups and ask them to choose one of the mind verbs from the Student's Book. Tell them to write a short role play that demonstrates the meaning of the word. Tell them that they must not use the verb in their dialogue. Have them perform their role play for the class, and get other students to guess the verb.

Teaching tip

Point out that we can use the comparative to compare more than two things. Write on the board:

I am taller than my brother and sister.

You could also mention that we can omit *than* + object if it is obvious or understood:

I felt terrible this morning, but I feel better now.

- 12 Go through each of the sentences and ask how many words students need to add in each gap (one for items 1, 2 and 5, two for items 3, 4 and 6). Make sure that they understand what *times* means in item 6.

Answers

- 1 tallest 2 hottest 3 older than
4 most expensive 5 largest 6 longer than

- 13 Tell students that each item 1–3 uses three different comparative structures. Point out that they need to read the sentences carefully so that they follow the logic of the ideas.

Answers

- 1 tallest, taller than, not as tall as
2 deepest, not as deeper as, deeper than
3 smallest, smaller than, not as small as

- 14 Tell students to choose a building in their own town or city, to restrict the range of answers. Point out that they should limit their descriptions to the dimensions of the building, rather than say what it is made of or give its location.

Answers

Students' own answers

Extra activity

Ask students to work in pairs, A and B. The As live in the capital of their country and think it's far better to live outside the capital. The Bs think the opposite. Give them time to prepare several reasons and then tell them to compare. Who has the most convincing arguments? You can then develop this into a whole class discussion.

1.3 Student's Book page 6, exercises 2 and 4

P = Presenter, U = Umar, Mo = Monica, M = Max, S = Sun-Ji

P Have you ever wondered where the longest bridge in the world is or the tallest building? Even if you haven't, why not follow our roving reporters and learn something new? Here today on Record Radio, we're looking at some of the world's most amazing structures. If you decide you just don't have time to listen right now, don't worry! Remember, you can always catch up later by downloading our podcast.

So, first we're off to Umar.

Hi, Umar. Where are you?

U Guess where I am today? I'm standing in front of the tallest man-made structure in the world. I'm here in Dubai in the United Arab Emirates in front of the Burj Khalifa skyscraper. It's 829.8 metres tall. The building officially opened in 2010 and it is beautiful. The design uses a mix of styles including a lot of traditional patterns from Islamic architecture. Dubai is one of the hottest places in this region and the building has to cope with extreme summer temperatures. Apparently, there are more than 1,000 pieces of really expensive art inside the building. Let's go and check out some of that art! Catch you later!

P Wow, Umar, that sounds amazing. Now, we're off to find out where Monica is.

Hi, Monica!

Mo Hi there. I'm in Peru and I'm standing beside one of the oldest surviving man-made stone structures in the Americas here at the Sechin Bajo plaza. It dates back to 3,500 BC and archaeologists think it might be one of the oldest buildings in the world – even older than the Great Pyramid in Giza. Archaeologists discovered the ancient circular stone plaza in 2008, 230 miles north of Lima. It's one of the most important archaeological finds in recent years. The plaza itself is about 10–12 metres across, and it might have been used as a gathering place or a centre for ceremonies.

P Thanks, Monica. Incredible! So, Max, what's going on where you are?

M Well, I'm here in Marina Bay Sands Hotel, Singapore – the most expensive hotel in the world! It opened in 2010 and has 2,561 rooms! It's part of a complex that also has an enormous exhibition centre, a shopping centre, a museum, two theatres, seven 'celebrity chef' restaurants, two floating crystal pavilions, an ice skating rink, the world's largest casino ... and best of all, the world's longest outdoor swimming pool! It's 150 metres long, which is about three times longer than an Olympic pool. But beware! The swimming pool is 55 storeys up, so don't go for a swim if you're afraid of heights! I wonder if I should start to save up and give up my day job. I might move out here permanently!

P We'd miss you, Max! I think you should carry on with the day job for the moment! Okay, last but not least, we're going to talk to Sun-Ji. Where have they sent you?

S Hi! Well, it's pretty windy here and I've got to hold on tight so I don't get blown away! I'm standing at one end of the world's longest bridge over the sea. The Jiaozhou Bay Bridge is 36 kilometres long, more than 30 metres wide and it cost almost \$100 million to build. It opened in 2008 and it links the eastern Chinese port of Qingdo with the island of Huangdao. The bridge took four years and 10,000 workers to build! They had to work from each end of the bridge and the work wasn't finished until they met in the middle. The bridge is 174 times longer than Tower Bridge in London. But believe it or not, this bridge still isn't as long as the longest bridge in the world! That's a lot longer and ... China holds that record, too!

P Thanks, Sun-Ji. Well, that just about wraps it up this week on Record Radio. We'll be back next week with more amazing records ...

1.4 Student's Book page 7, exercise 8

P = Presenter, U = Umar, M = Max, S = Sun-Ji

1

U Let's go and check out some of that art!

2

M I wonder if I should start to save up and give up my day job.

3

P I think you should carry on with the day job for the moment!

4

S I've got to hold on tight so I don't get blown away.

Workbook page 4

- 1** 1 metal
2 cardboard
3 Cork
4 concrete
5 China
- 2** 1 wood
2 Cotton
3 Rubber
4 chalk
5 marble
- 3** 1 E
2 C
3 A
4 B
5 D
- 4** 1 palace = not a place of worship
2 tent = not a building nor a place one pays to stay
3 block of flats = not a rural building
4 mall = not a tourist destination
- 5** 1 C
2 B
3 A
4 B
5 C
- 6** 1 up to
2 joined
3 for
4 get
5 taken up
6 how
- 7** 1 on
2 on
3 along
4 in
5 for
- 8** 1 destination
2 bustling
3 head to
4 panoramic
5 exotic
6 spectacular

Workbook page 5

- 9** 1 do, want
2 am studying
3 Aren't, going out
4 is
5 are flying
- 10** 1 are you having
2 do your parents do
3 Do you want
4 Is Luke working
5 is the cooking course going?
- 11** 1 doesn't bother
2 don't agree
3 do, manage
4 spends
5 is staring

- 12** 1 I'm thinking of joining a running club; I want to get fit.
2 The alarm goes off when you press a button.
3 Julie is wearing an incredibly smart dress today.
4 Look at that! It is snowing outside.
- 13** 1 sweeps away
2 cut off
3 blows away
4 scare away
5 hits
- 14** 1 find
2 takes
3 dies
4 has to
5 steals
6 falls
7 becomes
8 can't
- 15** 1 historic
2 famous
3 guided tour
4 wooden
5 porcelain
6 vast
7 marble
8 Heritage

Workbook page 6

- 1** 1 held on
2 checking out
3 ate out
4 brush up on
5 gave away
- 2** 1 carried on
2 giving up
3 grow up
4 took up
5 saving up
- 3** 1 a scream
2 your email
3 a disaster
4 your glasses
5 an exam
- 4** 1 off
2 up
3 out
4 on
5 with
- 5** 1 reminded
2 imagine
3 understand
4 believe
5 learnt
- 6** 1 miss
2 recognize
3 worry
4 wonder
5 forget

- 7** 1 decided
2 believe
3 understand
4 recognize
5 remembered
6 realized
- 8** 1 knowledge
2 decision
3 imagination
4 memory
5 feelings

Workbook page 7

- 9** 1 to
2 than
3 as
4 from
5 much
6 in
- 10** 1 Roses are more common than orchids.
2 Rubies are softer than diamonds.
3 Glass is weaker than concrete.
4 A woollen sweater is thicker than a silk shirt.
5 Titanium is lighter than steel.
- 11** 1 The Gobi desert is much smaller than the Sahara.
2 Gold was a lot more expensive than silver.
3 The Torre Caja Madrid is a bit taller than the Torre de Cristal.
4 Urumqi is a lot further from the sea than Birmingham.
5 An African elephant is much heavier than a rhino.
- 12** 1 hard
2 wrongly
3 shortly
4 fast
5 widely
6 well
- 13** 1 The weather has been very bad lately.
2 The teacher smiled at me in a friendly way when she gave back my exam.
3 Luckily, I had kept the receipt of the dress.
4 The flight attendant repeated the safety instructions in a bored way.
5 American sitcoms like Friends are still hugely popular with audiences all over the world.
- 14** 1 wondering
2 decided
3 checked out
4 saving up
5 incredibly
6 Fortunately
7 scary
8 imagined
9 held on
10 absolutely

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, uplifting, 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

Key competences



Linguistic competence

Pages 9, 10, 11, 12, 13, 14, 15, 16, 17



Mathematical competence and basic competences in Science and Technology

Pages 8, 10, 12, 17



Digital competence



Social and civic competence

Pages 9, 10, 16



Cultural awareness and expression

Pages 8, 11, 12



Competence in learning to learn

Pages 8, 9, 11, 13, 15



Sense of initiative and entrepreneurship

Pages 14, 17

For a detailed description of the Key competences and how they support students' learning, go to page 15.

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!

8

Key competences



Through learning facts about the brain, students are developing their understanding of biology. They are building up key knowledge about structure and function in living organisms. Ask them questions to check what they know about the brain.



Students read to learn language, but also to learn about the world (obtaining interesting content information), and for pleasure. Check the information they have learnt from reading the text.



The text in the lesson gives the students clues about how to use the brain to improve their learning process, showing them various techniques they can develop. Check how much they remember from the text.

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 **amazing** AMAZE
memory.

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

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

What makes this ⁴ ... all the more ACHIEVE
astounding is the fact that O'Brien had

⁵ ... difficulties as a child. LEARN

He suffered from dyslexia, and
consequently developed a fear of ⁶ ... READ

His success is due to intensive ⁷ ... as TRAIN
well as a strong ⁸ ... to win. DETERMINE

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

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



9

Key competences



Reading texts ensure that students learn to read easily, fluently and with good understanding. It also enables them to develop the habit of reading widely and improving this competence. Ask questions to see how much they have understood.



Reading and answering comprehension questions will help students to search for, compile and process information. This can be checked by assessing the students' answers in exercises 4 and 5.



Working with a partner, as they do in exercises 6, 9 or 10, will help students to improve this competence through understanding examples of social communication, such as collaboration, assertiveness and integrity. Check these skills are practised during the tasks.

- 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

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 114

- 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 127

- 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

FAST FINISHERS Draw some more road signs and write explanations.

Key competences



By listening and repeating sentences, pupils can imitate the pronunciation, intonation and stress of the language. This will help them to develop natural sounding English. Listen to the students individually.




Students learn about what to do in an epileptic seizure and therefore they can apply science knowledge and methodology in response to human needs. Check whether they know what do to in a real case.



Exercise 3 gives students the opportunity to learn to be active citizens by understanding appropriate codes of conduct and road safety traffic signs. Check if they know the meanings of these traffic signs.

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 114.
-  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 the 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 أهلاً وسهلاً
 BEM-VINDOS
 добро пожаловать WITAMY
 HOŞ GELDİNİZ
 欢迎 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 126 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 126

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 ...

11

Key competences



Listening to different audio contexts, like interviews, will teach the students to understand spoken English in different communicative situations. Ask students comprehensive questions about what they hear to check their understanding.



The most powerful of all human symbols is language; a system of verbal and written representations that are culturally specific and convey meaning about the world. Assess the activity by listening to the answer in exercise 1.



This competence is developed by getting the students to organize their own learning. Students can identify how to learn better and which strategies they can use to improve that process by using the *Face 2 Face* boxes. Ask students to copy the box.

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 126, 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.

- 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!

Key competences



Students learn to adapt their style of reading to deal with a variety of situations, types of input, and reading purposes; for example, understanding the general idea in a text. Check if they understand the general meaning of the text.



After reading the text, students will learn how neuroscience helps us to understand how our brains process music and make us feel good. Check that students understand the connection between music and feelings.



Explain that music connects across cultures and can break down barriers. Learning about different types of music can help us to understand culture and language all over the world. Ask them how many types of music they know.


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.

- 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.

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.

- 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 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.

- 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)

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

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 125 and discuss the questions.

FAST FINISHERS Write about what sort of music you prefer to listen to relax you and to energize you.



Key competences



Students consolidate and build on their knowledge of vocabulary when they practise vocabulary exercises. This competence can be assessed using the activities on page 13 and the grammar exercises from the Workbook.



Working with boxes like the *Verb Zone* helps students to organize their own learning, practising how to process, assimilate or retrieve information when they need it. Ask them to copy the table into their notebooks.

- 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



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 114

- 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)



FAST FINISHERS Write true sentences for you. *I expect ... soon. I hate ... I want people ... Sometimes I struggle ...*

- 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 ...

Key competences




Exercises in this lesson enable students to practise and assimilate grammar rules, and this makes them aware of the relationships between form, meaning, and use. Monitor the activities and check if they use the right language.



Doing the *Study Quiz* will enable students to reflect on their learning styles and strategies. By identifying their own study habits, strengths and weaknesses students are more able to become autonomous learners. Ask students to read the quiz aloud.

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 114.
-  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 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!



15

Key competences



Using discussions, as in exercise 2, is a good way to practise communication and learn a language. Students should be able to elaborate and explain their ideas about memory clearly. Monitor the discussion and see if students actively participate.



Students learn some memory training techniques that will help them to memorize information when they need to. Try a game to memorize numbers and check if students can remember them using the techniques they have learnt about.

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.

 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?

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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.

Key competences




Interaction activities in informal classroom contexts help students to speak confidently and effectively in real life situations, now and in the future. Assess the activity by listening to the role-play in exercise 8.



Interactive activities improve the ability to communicate constructively in different environments, and enable students to show tolerance, collaboration, assertiveness and integrity. Check if students show respect for others when they talk.

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.

Key competences



Productive skills, such as writing, take longer to develop than the receptive skills (listening, reading). Writing activities help students to communicate their ideas. Check they have used the correct expressions when writing their report.



Students practise mathematical thinking when they use tables to classify, compare and analyse information, presenting their conclusions in a readable and organized way. Ask them questions about the table in exercise 3.



Students develop initiative by planning, completing, and checking through the writing activity. Ensure that they understand the importance of the planning box and that they have checked and corrected their 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

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

- 1 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

- 1 reading, listening
- 2 reading
- 3 reading
- 4 reading and listening
- 5 listening
- 6 reading and listening
- 7 reading, writing, speaking, listening
- 8 reading and writing

- 2 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.

- 3 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.

- 4 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 ...

- 5 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

- 6 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

- 7 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

- 8 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

- 1 B
 2 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.
 3 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

- 6 1 deadline
 2 short-term
 3 memory
 4 passed
 5 strategy
 6 drain
 7 1 Students' own answers
 8 1 Noun (abstract)
 2 Noun (plural)
 3 Adjective
 4 Adverb
 9 1 memories
 2 memorable
 3 memorize
 4 memorial
 10 A Auditory
 B Visual
 C Tactile
 11 1 T
 2 V
 3 A
 4 V
 5 A
 6 A
 12 1 brush up
 2 study
 3 pick up
 4 absorb
 5 find out
 6 revise
 13 Students' own answers

Workbook page 10

- 1 1 can't
 2 have to
 3 need to
 4 can
 5 mustn't
 6 should
 2 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 / must
 3 have to / need to / must
 4 don't have to / don't need to
 5 mustn't / ought to / 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.
- 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 nìprte'	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 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 your parents encourage you to do?
 4 What kind of things do 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** Students' own answers with verb forms as follows:
 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
 2 T
 3 F
 4 F The loci method associates numbers (or words) with places.
 Student's own answers

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 be really into
2 do yourself justice
3 do very well
4 over the moon
- 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 I'm totally with you on 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 answers

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 memorize, 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've 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.