

- 3 *(It's) supposed to rain today.*
- 4 *I consider (it) an honour to meet him.*
- 5 *(There's) no knowing what he'll say.*
- 6 *(It) looks as if Jack will get the promotion.*
- 7 *(It's) Kyle on the phone – he wants to speak with you.*
- 8 *(There's) a very good café in this village.*

Revise modals.

• Write the functions on the board and ask students what they mean. Then ask individual students to choose a function and give you a sentence using a modal to express that function. Cross out each function as it is used. Continue around the class until every student has had a turn.

*ability, permission, requests, offers, suggestions, (lack of) obligation, prohibition, necessity, possibility, deduction, advice, criticism*

- Students are now ready to do Progress Review 2.
- Set a time limit and let students know every so often how much time they have left to complete the questions.
- Check answers as a class.

### Vocabulary

#### Answers

1

- 1 on
- 2 to
- 3 for
- 4 with
- 5 from
- 6 of
- 7 in
- 8 at

2

- 1 short
- 2 detrimental
- 3 abstained
- 4 notice
- 5 set
- 6 glass ceiling

3

- 1 get my ideas across
- 2 was quite upset over
- 3 got there just in time
- 4 was completely taken in
- 5 pushing me around
- 6 in their teens
- 7 on the dole
- 8 are short of money

4

- 1 controversial
- 2 ill-conceived
- 3 beggar
- 4 absenteeism
- 5 behavioural
- 6 auctioneer

### Grammar

#### Answers

1

- 1 informing
- 2 ask
- 3 to turn
- 4 to know
- 5 meeting
- 6 to take
- 7 entertaining
- 8 Having

2

- 1 it, there's
- 2 it, there's
- 3 There, it
- 4 There's, it
- 5 It's, there's
- 6 it, It's

3

- 1 had
- 2 able
- 3 need/have
- 4 May/Can/Could
- 5 have
- 6 Could/Can/Will
- 7 should
- 8 could

4

- 1 ought to be given
- 2 must have taught
- 3 don't have to talk
- 4 you like me to put
- 5 weren't/were not allowed to take
- 6 Will you be / Are you able to

# 5

## Memories



### Unit plan

**Reading:** multiple choice (separate texts), being careful of distractors

**Vocabulary:** words related to memory and memories, word formation, commonly confused words, collocations & expressions

**Grammar:** relative clauses, pronouns

**Listening:** multiple choice, answering the question in your own words to avoid being distracted

**Speaking:** long turn and discussion, talking about memory and memories, paraphrasing

**Writing:** review, sentence building, using writing devices to create complex sentences

### Unit Opener (SB page 57)

- Ask students to read the title of the unit and to tell you what their earliest memory is and how it makes them feel when they think back to it.

#### 1

- Ask students to read the instructions and check that they understand what they have to do.
- Students can discuss in pairs before discussing as a class.
- Monitor and help with vocabulary, but do not interrupt fluency.
- Make a note of any mistakes to go over with the class afterwards.

### Answers

Students' own answers, but it probably represents what happens to people's minds sometimes when they age; the loss of memory or loss of their faculties.

#### 2

- Ask students to read the instructions and check that they understand what they have to do.
- Students discuss in pairs before discussing as a class.
- Monitor and help with vocabulary, but do not interrupt fluency.
- Make a note of any mistakes to go over with the class afterwards.

### Answers

Students' own answers

#### 3

- Ask students to read the instructions and check that they understand what they have to do.
- Students discuss in pairs before discussing as a class.
- Monitor and help with vocabulary, but do not interrupt fluency.
- Make a note of any mistakes to go over with the class afterwards.

### Answers

Students' own answers, but could include writing things down, creating a mental image, using rhymes, using mnemonic devices, etc.

### Background information

Memory is vital to our survival. Without it, we would be unable to function properly. There are different types of memory – short-term and long-term. They are encoded and stored in different ways and in different parts of the brain. Memory tends to decay with age as the amount of hormones and proteins that protect and repair brain cells, and stimulate neural growth also decreases with age.

### TOP TIP

Make the topic of the unit more relevant to students by linking it to their own experiences. In this lesson, for example, ask students to describe their first day of a holiday, an important event they were present at, etc.

### Let's talk about it!

- How do you prepare for exams – by memorising as much as you can the night before or by doing regular revision? Which method do you think allows you to retain more information? Why?
- Have you ever forgotten something very important? What were the consequences?
- Have you ever played a computerised brain game? Do you think they help to increase memory?

### DVD 5

Summary of DVD 5: The video is titled 'Quick Memory Test: How good is your memory?', and as the title suggests, it is a test of memory. It is designed to test short-term, visual memory. A collection of items is shown for a few seconds and participants are asked to memorise the items. Shortly after, six questions are asked about the items. The questions are: *What colour did the flower have? How many words did the sentence have? How many ears were there? Which object did the arrow point away from? What was the colour of the dart? Can you name all the animals?* According to the designer of the test, six correct answers indicates the test-taker is a genius, while four out of six correct indicates an exceptional memory. Elicit that the designer of the test has misspelt the word 'genius'.

### Answers

Students' own answers

Answers to test:

What colour did the flower have? (*yellow*)

How many words did the sentence have? (6)

How many ears were there? (8)

Which object did the arrow point away from? (*banana*)

What was the colour of the dart? (*red*)

Can you name all the animals? (*rabbit, horse, dog, cow*)

## Reading (SB pages 58-59)

### 1

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the list of memories and explain anything they don't understand.
- Students discuss in pairs before discussing as a class.
- Monitor and help with vocabulary, but do not interrupt fluency.
- Make a note of any mistakes to go over with the class afterwards.

### Answers

Students' own answers

### 2

- Ask students to read the instructions and check that they understand what they have to do. Explain the three kinds of memories if necessary. Elicit that there are two parts to the task. First, students need to determine if any of the memories listed in 1 are referred to in either of the texts. Then if any are, students need to say which of the memories listed in 1 are referred to and decide which of the three kinds of memories they are.
- Explain to students that they do not need to read in detail at this stage as they will have the opportunity to do so later.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

### Answers

'What you were doing two weeks ago' is referred to in both texts A and B. 'Something that didn't happen' is referred to in text A.

Memories listed in 1:

your first meal: episodic memory

what you were doing two weeks ago: episodic memory

your first day at school: episodic memory

your address: semantic memory

something that didn't happen: false memory

### DOWNLOAD

- Ask students to read the information in *Download*.
- Choose a student to explain the tip in his/her own words.
- Go through the tips for dealing with multiple-choice questions with students. Stress that words in the

### 3

- Ask students to read the instructions and check that they understand what they have to do.
- Encourage students to use the tip from the *Download* box when doing the task and to watch out for distractors that are words repeated from the texts.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

### Answers

#### Text A

- 1a ... and now a team of psychological scientists have discovered one more. The text goes on to describe how the theory was discovered and researched. It also tells us what Echterhoff thinks this phenomenon may be connected with.
- 2d ... stumbled upon this discovery while they were studying the imagination.
- 3b ... more likely to falsely remember doing something if they had watched a video of another participant doing it.
- 4b Interestingly, the results showed that this still happened even when participants were warned of this effect.
- 5d Mirror neurons in our brain mean that we experience similar brain activity when we are both performing actions ourselves and when we are observing others performing the actions. This simulation ... could have the unfortunate drawback of creating false memories.

#### Text B

- 1b This childhood amnesia applies to episodic memory ... . Although young children possess semantic memory ... they lack episodic memory ... . There are various theories to explain this phenomenon. The text then expands on the theories.
- 2a Although young children possess semantic memory ... they lack episodic memory until the age of around two to four years.
- 3b ... the prefrontal cortex, a part of the brain whose role includes helping create episodic memories ...
- 4c Learning language ... could mean that memories from pre-verbal days are less clear.
- 5d ... that we lack the retrieval cues necessary to recall what happened to us at an early age ... there is little to trigger memories later on.

### EXTENSION ACTIVITY

Elicit from students the difference between semantic and episodic memory (*Semantic memory is the recollection of facts gathered from the time we are young. They are pieces of information not associated with personal experience. Episodic memory is specific to the individual. It is the recollection of experiences and specific events that took place at specific points in time in our lives.*). Then read out the following (in mixed up order) and ask students to tell you if they are examples of semantic or episodic memory.

*Examples of semantic memory: knowing that the sky is blue; recalling that Paris is the capital city of France; knowing how to use a knife and fork; understanding how to put words together to form*

Examples of episodic memory: recalling where you were when your team won a championship; recalling when you met your best friend; knowing the name of your first pet; remembering the day when you learnt to ride a bike; recalling the guests at your best friend's 18th birthday party.

4

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the words in the orange box and the sentences, and explain anything they don't understand. Elicit that the words in the orange box are from the two reading texts and that they can check their meanings in context.
- Check pronunciation by saying each of the words in the orange box to the students and asking them to repeat after you. Correct where necessary.
- Remind them to write the words in the correct form.
- Students work individually to complete the task.
- Students check their answers in pairs before checking as a class.

#### Answers

- 1 Researching her family tree, Michelle **stumbled upon** some surprising information.
- 2 Scientists were **stunned** by the boy's ability to memorise numbers.
- 3 Young children enjoy **performing** the actions that go with this song.
- 4 The team **espoused** some new ideas concerning false memories.
- 5 We managed to **retrieve** the files that had been deleted from the computer.
- 6 The smell of baking always **triggers** memories of my childhood.

5

- Ask students to read the instructions and check that they understand what they have to do.
- Give students enough time to write down the things they remember and to compare their memories with a partner. Tell them to discuss how similar their memories are.
- When they have finished the pair work, ask individual students to tell the rest of the class what they remember.

#### Answers

Students' own answers

## <sup>a-z</sup> Vocabulary 1 (SB page 60)

1

- Ask students to read the instructions and check that they understand what they have to do. Elicit that there are two parts to the task.
- Ask students to read the words in the orange box and the sentences, and explain anything they don't understand.
- Check pronunciation by saying each of the words in the orange box to the students and asking them to repeat after you. Correct where necessary.
- Students work individually to complete the first part of the task.
- They then check their answers as a class before

- Students check their answers in pairs before checking as a class.

#### Answers

- 1 hindsight (the opportunity to look back and judge or understand things that happened in the past using knowledge gained since then)
- 2 flashbacks (sudden, very clear, strong memories of something that happened in the past that are so real that you feel that you are living through the experience again)
- 3 souvenir (something bought during a trip in order to remember it)
- 4 nostalgia (fond thoughts of the past; often together with a desire to be back in the past)
- 5 amnesia (a medical condition that causes a loss of memory, often due to damage to the brain)
- 6 memoirs (autobiography, especially by a military or political figure)
- 7 memorial (statue/monument/plaque, etc to remember the life of a famous person, or built to honour someone who has died)

2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that there are two parts to the task.
- Ask students to read the words in the orange box and explain anything they don't understand.
- Check pronunciation by saying each of the words in the orange box to the students and asking them to repeat after you. Correct where necessary.
- Students work individually to decide how the words are related to memory or memories.
- Check these answers as a class before students write the sentences in the second part of the task.
- Once students have written their sentences, they may read some of them out to the rest of the class.

#### Answers

*Keepsake* and *memento* are similar to *souvenir*, but can also serve to remind you of a person or event, rather than just a holiday.  
*Memo* is short for *memorandum*, which is a written note typically passed around departments in a company.  
*A reminder* is something that either makes us remember something that happened in the past or helps us remember to do something in the future.  
*Retention* refers to the ability to keep things in the memory.  
*Retrospect* is very similar to *hindsight*.  
*A tribute* is a gift or a gesture to honour or acknowledge another person or thing.

#### Example sentences:

The small, dried flower was a **keepsake/ memento** from her sister's wedding.  
 The boss sent us a **memo** reminding us to book the days we wanted to take off for our holidays.  
 For Joe, the tattoo was a constant **reminder** of his time in the army. / I never remember dates, so my mum usually gives me a **reminder** when there's a family birthday coming up.  
 There are certain things you can do to improve your memory **retention**.  
 In **retrospect/ (In/With) hindsight**, I don't think that was the best decision I could have made.

3

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the sentences and explain anything they don't understand.
- Check pronunciation by saying each of the words in orange to the students and asking them to repeat after you. Correct where necessary.
- Students work individually to circle the correct words. Check these answers before students complete the second part of the task – writing their own sentences.
- Once students have written their sentences, they may read some of them out to the rest of the class.

**Answers**

- |              |             |
|--------------|-------------|
| 1 recalling  | 4 retain    |
| 2 memorising | 5 evoke     |
| 3 summon     | 6 reminisce |

**Example sentences:**

- 1 For many, the snow that fell in January **prompted** memories of the difficulties faced the previous winter, when the snowstorm had caused so much damage.
- 2 It's a good idea to write basic facts on cards or small pieces of paper, which you can then use to **refresh** your memory.
- 3 Judy sat alone in her room **reflecting** on the events of the previous 24 hours.
- 4 I always **associate** the smell of this plant with my grandmother's house, as she grew it in her garden.
- 5 The girl seemed to know Michael, but he couldn't **recollect** having met her before.
- 6 The event is held every year to **commemorate** his birthday.

4

- Ask students to read the instructions and check that they understand what they have to do.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

**Answers**

- 1 prompt; recall
- 2 memorisation; refresher/refreshment (although the last is most commonly associated with food and drink)
- 3 summons; reflection
- 4 retention; association
- 5 recollection; evocation
- 6 reminiscence; commemoration

**EXTENSION ACTIVITY**

Ask students to choose three of the nouns from 4 and write gapped sentences with them. They then swap with a partner and complete each other's sentences.

5

- Ask students to read the instructions and check that they understand what they have to do.

are often hyphenated, especially when they precede a noun, such as in words like *part-time teacher* and *fifty-yard dash*. However, when they come after the noun they are usually open compounds eg *That teacher teaches part time*.

- Ask students to read the sentences and explain anything they don't understand.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

**Answers**

- |                |                     |
|----------------|---------------------|
| 1 ten-minute   | 4 two-year-old      |
| 2 well written | 5 easily-remembered |
| 3 full-time    | 6 eighteen-month    |

**Extra Task (for early finishers)**

See photocopiable material on page 159.

**Grammar 1** (SB page 61)

**Before you read the Grammar box**

- Revise relative clauses. Write this sentence on the board: *The memory study which I took part in was conducted at a renowned university*. Ask students to identify the main clause (*The memory study was conducted at a renowned university*), the relative pronoun (*which*) and the relative clause (*which I took part in*), and to say whether the information in the relative clause is essential or non-essential to the meaning of the main clause (*essential*). Ask students if it is a defining or non-defining relative clause (*defining*). Ask students to give you examples of other relative pronouns and to use them in sentences.

1

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the sentences and explain anything they don't understand.
- Students work individually to circle all the correct relative pronouns.
- They then check their answers in pairs before checking as a class.

**Answers**

- |               |         |
|---------------|---------|
| 1 who         | 3 where |
| 2 that, which | 4 when  |

2

- Ask students to read the instructions and check that they understand what they have to do.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.
- Ask students what is different about sentence 1 in 1 (*the relative clause is contained within commas*).

**Answers**

- Defining: 2, 3, 4  
Non-defining: 1

3

- Ask students to read the instructions and check that

- Students work individually to complete the task.
- They then check their answer in pairs before checking as a class.

#### Answer

It refers to the fact that some people can memorise lists of hundreds of numbers.

#### 4

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the sentences and explain anything they don't understand.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

#### Answers

Sentence b is more formal. *Who* becomes *whom*.

Read 5.1-5.5 of the Grammar Reference on pages 169-170 with your students.

#### 5

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the sentences and explain anything they don't understand.
- Ask students to underline the main clause in each sentence before they write in their notebooks (*I often forget people's names; the heirloom to be worth a lot of money; I didn't recognise Jane; Jake is starting to remember what happened; the photos were destroyed in the fire*).
- Encourage students to look back at the examples in the grammar theory to help them.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

#### Answers

- 1 I often forget people's names, which annoys me / is annoying.
- 2 The heirloom was worth a lot of money, which was (totally/completely) unexpected.
- 3 I didn't recognise Jane, which is strange because apparently we've met before.
- 4 Jake is starting to remember what happened, which is encouraging.
- 5 The photos were destroyed in the fire, which has upset us / is upsetting to us all / we're all upset about.

#### 6

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the sentences and explain anything they don't understand.
- Encourage students to look back at the examples in the grammar theory to help them.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

### ▶ EXTENSION ACTIVITY

Ask students to write a paragraph describing a place that they remember from the past. Tell them they must use relative clauses. Monitor and help with vocabulary and grammar if necessary. When students are ready, ask them to read out their paragraphs.

#### Extra Task (for early finishers)

See photocopiable material on page 159.

## Vocabulary 2 (SB page 62)

#### 1

- Before students look at the task, ask them to tell you some endings for adjectives. Write them on the board and then ask students to give you examples of adjectives with some of those endings.
- Ask students to read the instructions and check that they understand what they have to do. Remind them that they have to make the necessary changes to form the adjectives and then use them to complete the table.
- Ask students to read the words in the orange box and explain anything they don't understand.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.
- Once answers have been given, check pronunciation by saying each of the words in the table to the students and asking them to repeat after you. Correct where necessary.

#### Answers\*

- 1/2 understandable, accessible  
 3/4 beautiful, harmful  
 5/6 submissive, intuitive  
 7/8 adventurous, cautious  
 9/10 vigilant, defiant  
 \* pairs of words can be in any order

#### 2

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the sentences and explain anything they don't understand.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

#### Answers

- 1 harmful
- 2 defiant
- 3 understandable
- 4 intuitive
- 5 cautious

#### 3

- Ask students to read the instructions and check that they understand what they have to do. Elicit that there are words which are commonly confused because they look similar or have similar meanings.
- Ask students to read the words in bold and the sentences, and explain anything they don't understand.
- Check pronunciation by saying each of the words in

- Remind them to write the words in the correct form.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

#### Answers

- |                       |                       |
|-----------------------|-----------------------|
| <b>1a</b> recapture   | <b>3a</b> imagination |
| <b>1b</b> retrieve    | <b>3b</b> fantasy     |
| <b>1c</b> reclaim     | <b>3c</b> image       |
| <b>2a</b> Memories    | <b>4a</b> imitate     |
| <b>2b</b> memoirs     | <b>4b</b> copy        |
| <b>2c</b> memorabilia | <b>4c</b> simulate    |

4

- Ask students to read the instructions and check that they understand what they have to do. Elicit that there are two parts to the task.
- Ask students to read the words in the orange box and the sentences, and explain anything they don't understand.
- Students work individually to complete the first part of the task.
- Check these answers as a class before students move on to the second part of the task.
- Students work individually to decide which of the expressions are related to remembering and which are related to forgetting.
- They then check their answers in pairs before checking as a class.

#### Answers

- |                 |                  |
|-----------------|------------------|
| <b>1</b> commit | <b>5</b> jog     |
| <b>2</b> went   | <b>6</b> lost    |
| <b>3</b> bear   | <b>7</b> slipped |
| <b>4</b> have   | <b>8</b> escapes |

Related to remembering: *commit something to memory, bear something in mind, jog someone's memory*

Related to forgetting: *your mind goes blank, have a memory like a sieve, lose your train of thought, slip someone's mind, something escapes someone*

#### ▶ EXTENSION ACTIVITY

Ask students to write their own sentences with the words they didn't use to complete the sentences in 2 (*accessible, beautiful, submissive, adventurous, vigilant*).

#### Extra Task (for early finishers)

See photocopiable material on page 159.

## Grammar 2 (SB page 63)

#### Before you read the Grammar box

- Elicit that a pronoun is a word or phrase that may be substituted for a noun or noun phrase and which, once replaced, can do everything that a noun can do. A pronoun can act as a subject, direct object, indirect object, and more.
- Introduce/Revise the different categories of pronouns. Write them on the board (*impersonal, demonstrative, reflexive, reciprocal, indefinite*) and ask

1

- Ask students to read the instructions and check that they understand what they have to do.
- Stress that impersonal pronouns are used to refer to people in general.
- Ask students to read the sentences and explain anything they don't understand.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

#### Answers

Students should circle:

- a** They    **b** You    **c** one's    **d** we

2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that there are two parts to the task.
- Stress that demonstrative pronouns are used to refer to something specific within a sentence.
- Ask students to read the sentences and explain anything they don't understand.
- Students work individually to complete the first part of the task.
- Check these answers as a class before students move on to the second part of the task.
- Ask students to read the questions and explain anything they don't understand.
- Students work individually to answer the questions.
- They then check their answers in pairs before checking as a class.

#### Answers

Students should underline:

- |                |            |
|----------------|------------|
| <b>a</b> Those | <b>1</b> c |
| <b>b</b> This  | <b>2</b> a |
| <b>c</b> that  | <b>3</b> b |

3

- Ask students to read the instructions and check that they understand what they have to do.
- Stress that reflexive pronouns are usually used when the object of a sentence is the same as the subject.
- Ask students to read the sentence and explain anything they don't understand.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

#### Answers

Students should underline: themselves  
Students should circle: infants

4

- Ask students to read the instructions and check that they understand what they have to do.
- Stress that we use reciprocal pronouns when each of two or more subjects act in the same way towards the other.
- Ask students to read the sentences and explain anything they don't understand.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

### Answers

- 1 In sentence a each twin was having a conversation with itself (there are two conversations). In sentence b the twins were having a conversation together (there is one conversation).
- 2 b and c

### 5

- Ask students to read the instructions and check that they understand what they have to do.
- Stress that there are two kinds of indefinite pronouns: those that do not refer to anything specific and those that refer to something specific whose meaning can be easily understood because it was mentioned before or because the context makes it obvious.
- Ask students to read the sentences and explain anything they don't understand.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

### Answers

*Some and others* refer to something specific. They are referring to 'simple actions'.

Read 5.6-5.10 of the Grammar Reference on pages 170-171 with your students.

### 6

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the text and explain anything they don't understand.
- Remind them to think about what the pronoun is referring to.
- Encourage students to look back at the examples in the grammar theory to help them.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

### Answers

- 1 many
- 2 one
- 3 we
- 4 this
- 5 each other
- 6 something
- 7 themselves
- 8 everything
- 9 herself

### ▶ EXTENSION ACTIVITY

Ask students to write a brief synopsis of a film they remember seeing, and to try to use at least one example each from the five different categories of pronouns in this lesson. Monitor and help with vocabulary and grammar. When they are finished, students can read out their work for the rest of the class.

## Listening (SB page 64)

### 1

- Ask students to read the instructions and check that they understand what they have to do. Explain that it is usually possible to work out the meaning of words from the context.
- Ask students to read the sentences and the definitions, and explain anything they don't understand.
- Students work individually to complete the task.
- They then check their answers in pairs before checking as a class.

### Answers

1c 2e 3b 4f 5d 6a

### 2

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the questions and explain anything they don't understand.
- Play the recording and ask students to write their answers. Then ask students to discuss their answers with a partner and to justify any answers that are different.
- Play the recording again if necessary, and check answers as a class.

### Answers

(Answers may be phrased differently, but the general meaning should be the same.)

- 1 Their brain cannot process the information it receives from their sensory organs. / They may not be able to recognise objects, people, sounds, shapes or smells.
- 2 They cannot read text.
- 3 Brain damage (that results from a stroke, brain injury or infection).
- 4 Some are more severely affected than others.
- 5 They must be aware of their difficulties.
- 6 They focus on people's voices or one particular characteristic.

See the recording script on page 149.

### 3

- Ask students to read the instructions and check that they understand what they have to do. Explain that they will not listen to the recording at this point and that what they need to do is compare the options with their answers in 2.
- Ask students to read the questions and the options, and explain anything they don't understand.
- Give students enough time to compare their answers with the options.
- They then check their answers in pairs before checking as a class.

### Answers

Students' own answers

### DOWNLOAD

- Ask students to read the information in *Download*.
- Choose a student to explain the tip in his/her own words.

- Explain that the answer options can distract them. Once they think they have the answer, they can then compare it to the options and choose the one that is closest in meaning to their own answer.

#### 4

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they will answer the questions in 3.
- Play the recording and ask students to choose their answers. Then ask students to discuss their answers with a partner and to justify any answers that are different.
- Play the recording again if necessary, and check answers as a class.

#### Answers

- 1C** ... it is the brain itself that cannot 'translate' them properly.
- 2A** People who suffer from a type of agnosia called pure agnosia can understand speech perfectly well, but are unable to read written text.
- 3A** Most commonly it's the result of brain damage resulting from a stroke, head injury or infection.
- 4B** ... how someone is affected by agnosia will depend on the type and the severity of each individual case.
- 5D** The first step is to help patients become aware of their difficulties.
- 6C** Alternatively, they may choose to memorise one particular characteristic to identify a person with ...

See the recording script on page 150.

## Speaking (SB page 65)

#### 1

- Ask students to read the two questions and answer any queries they may have about them.
- Students work in pairs to ask and answer the questions.
- Monitor and help with vocabulary, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards.
- Ask each pair to ask and answer one of the questions and continue around the class until each pair has had a turn.
- Deal with any language mistakes and pronunciation problems that come up.

#### Answers

Students' own answers

#### TOP TIP

Encourage students to discuss the questions in Speaking by telling them they will have to report back to the class what their partner said. This should, hopefully, serve to stimulate lengthier or more meaningful discussions in pairs.

#### 2

- Ask students to read the instructions and check that they understand what they have to do. Explain that

- Ask students to read the information in *Download*.
- Choose a student to explain the tip in his/her own words.
- Explain that when they are stuck for the right word or cannot continue a sentence they have started, they should do what they would in L1, which is to paraphrase the the word they were going to say or start the sentence again, but with more familiar vocabulary and/or structures.
- Go through the *Language Bank* with the students and make sure they understand the expressions for paraphrasing and how to use them.
- Ask students to read the sentences and explain anything they don't understand.
- Students work in pairs to complete the task.
- Monitor and help with vocabulary, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards.
- Time permitting, ask individual students to rephrase the sentences for the class.

#### Answers

Students' own answers

#### 3

- Ask students to read the instructions and check that they understand what they have to do. Remind them that they did the same task in Unit 2.
- Ask students to read the questions and explain anything they don't understand.
- Even though students did the same task in Unit 2, spend some time explaining the task again. Tell students that Student A will be given a question and some ideas that they may use in their answer if they wish. Once Student A has finished answering the question, Student B will be asked a related question.
- Students work in pairs to do the task.
- Monitor and help with vocabulary, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards.
- Ask one pair to demonstrate the task in front of the class.
- Time permitting, repeat until all pairs have had a turn.

#### Answers

Students' own answers

#### 4

- Direct students to the Extra Practice on page 197 of their Student's Book.
- Point out that the students will now swap roles. Elicit that once Student B has finished answering the question, Student A will be asked a related question.
- Ask students to read the questions and explain anything they don't understand.
- Students work in pairs to do the task.
- Monitor and help with vocabulary, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards.
- Ask one pair to demonstrate the task in front of the class.
- Time permitting, repeat until all pairs have had a turn.

#### Answers

Students' own answers

5

- Ask students to read the questions and explain anything they don't understand.
- Students work in pairs to ask and answer the questions.
- Monitor and help with vocabulary, but do not interrupt fluency. Make a note of any mistakes to go over with the class afterwards.
- Time permitting, you may want to discuss the questions more extensively as a class.

### Answers

Students' own answers



## Writing (SB pages 66-67)

### Review: Sentence building

- Ask students to read the information on reviews and sentence building. Explain that when writing a review, they usually need to include a lot of information in their sentences, such as facts, description and opinion. Tell students that they can do this by using descriptive phrases and compound adjectives. Explain that not only will these allow them to write more economically, but will also make their work more impressive.

1

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they will only write part of a sentence.
- Ask students to read the sentences and explain anything they don't understand.
- Refer them back to the Writing tip if they need help forming descriptive phrases or compound adjectives.
- Students work individually to complete the task.
- They then compare their answers in pairs before checking as a class.

### Answers

- 1 The cleverly-filmed underwater scenes ...
- 2 This action-packed film ...
- 3 This life-changing film ...
- 4 Jake Smith, the star of several Hollywood blockbusters, ...
- 5 Adam Hines, the famous composer of many beautiful film scores, ...
- 6 Mark Dayton, the winner of many script-writing prizes, ... / The prize-winning scriptwriter, Mark Dayton, ...

2

- Ask students to read the instructions and check that they understand what they have to do. Elicit that they must identify and underline the type of film and the four points to include in the review. Explain that by doing this, they are less likely to forget to write about one of the elements.
- Explain that this task will help them to understand the content of a review.
- Ask students to read the writing task and answer any queries they might have about it.
- Students work individually to complete the task.
- They then compare their answers in pairs before checking as a class.

### Answers

Students should underline: *that deals with an important subject: describing the film. explaining*

3

- Ask students to read the instructions and check that they understand what they have to do.
- Ask students to read the review that was written in answer to the task in 2 and explain anything they don't understand.
- Refer them back to the Writing tip and 1 if they need help identifying descriptive phrases or compound adjectives.
- Students work individually to complete the task.
- They then compare their answers in pairs before discussing as a class.

### Answers

Compound adjectives: *award-winning, well-loved, grown-up, life-changing*  
Descriptive phrase: *a linguistics professor at Columbia University*

4

- Ask students to read the instructions and check that they understand what they have to do. Explain that the questions will help them to assess whether the writer has fulfilled all of the requirements of the task, which they underlined in the task in 2.
- Ask students to read the questions and explain anything they don't understand.
- Students work individually to complete the task.
- They then compare their answers in pairs before checking as a class.

### Answers

- 1 Yes. Alzheimer's disease is important.
- 2 The writer says it is *an illness that affects thousands of people worldwide ... for which, so far, there is no cure.*
- 3 Yes.
- 4 The writer recommends it to *people who want to understand more about the effects of this terrible life-changing disease and anyone who appreciates superb acting.*

5

- Ask students to read the instructions and check that they understand what they have to do.
- Remind them that they looked at relative clauses in Grammar 1 on page 61 of the Student's Book and that they may refer back to it if they need help identifying the relative clauses.
- Students work individually to complete the task.
- They then compare their answers in pairs before discussing as a class.

### Answers

Students should highlight: *which shows how Alzheimer's disease affects one woman and her family; a disease for which, so far, there is no cure; a stunning portrayal of a woman who gradually loses the abilities that we all take for granted every day; for which she received an Oscar and which is sometimes calm and silent and sometimes wild and stormy; people who want to understand more about the effects; anyone who appreciates superb acting*

6

- Ask students to read the instructions and check that

Remind them to use commas to separate clauses, and hyphens for compound adjectives.

- Ask students to read the facts and explain anything they don't understand.
- Students work individually to complete the task.
- They then compare their answers in pairs before checking as a class.

#### Possible answers

- 1 The highly-recommended film, 'Brooklyn', which was adapted from a book by Colm Tóibín and directed by John Crowley, is a romantic love story. / The highly-recommended film, 'Brooklyn', which is a romantic love story, was adapted from a book by Colm Tóibín and directed by John Crowley.
- 2 Saoirse Ronan, an Irish-American actress, stars as 21-year-old Eilis who has recently arrived alone in America. / The Irish-American actress, Saoirse Ronan, stars as 21-year-old Eilis who has recently arrived alone in America.
- 3 This moving, historical drama, which is set in New York in the 1950's, was nominated for three Oscars.

#### ▶ EXTENSION ACTIVITY

Time permitting, ask students to tell the class about a film they have seen which they think has an important message.

7

- Ask students to read the instructions and check that they understand what they have to do. Elicit that there are two parts to the task. First, they need to underline the information as they did in 2 and then they need to copy the plan into their notebooks and complete it with notes for their review. Check the answers to the first part of the task before continuing.
- Go over the *Plan* with the students.
- Students work individually to complete the task.

#### Answers

Students should underline: *that has stuck in your mind for some reason; describing the film, telling us what makes it so unforgettable, whether you would recommend it to other readers and reasons for your opinion.*  
Students' own ideas for completing their review plans

#### LANGUAGE BANK

- Draw students' attention to the *Language Bank*. Go through the language and explain anything students don't understand. Remind students to use topic-specific vocabulary when writing a film review. Point out that they can use the items in the 'In context' section in their reviews as well.

8

- Read the task out to students again.
- Remind them to use writing devices to improve their sentence building.
- Go over the *Plan* with the students again.
- Assign the writing task for homework.

#### DOWNLOAD

- Read out the information in the *Download* box.
- Choose a student to explain the tips in his/her own words.
- Tell students to use long and short sentences, and to use writing devices to streamline their sentences and get more information into them. Remind them to check their punctuation, especially commas as they can affect meaning, as illustrated in the example.

## 🔄 Reload 5 (SB page 68)

#### Objectives

- To revise vocabulary and grammar from Unit 5.

#### Revision

- Tell students that Reload 5 revises the material they saw in Unit 5.
- Explain to students that they can ask you for help with the questions or refer back to the relevant sections of the unit if they're not sure about an answer. Stress that the Reload section is not a test.
- Decide how the review will be carried out. Students could do the vocabulary items first and then correct them immediately, or they could do all the items together and correct them at the end.
- Give students about 15 minutes to complete the review. Reduce this progressively as you work through the book.
- Tell students to answer every question. When checking their answers, make a note of any problem areas in vocabulary and grammar they still have. Assign some time to deal with these areas.

#### Vocabulary Revision

##### Vocabulary 1

- 1 and 2: Revise the nouns for memory and memories by reading them out, one by one, and asking individual students to write them on the board. Ask the class if the spelling is correct. Then ask students to give you sentences using them.
- 3 and 4: Write the verbs for memory on the board. Ask individual students to choose a word and to give you the noun form (*prompt/prompt; recall/recall; memorise/memorisation; refresh/refresh/refreshment; summon/summons; reflect/reflection; retain/retention; associate/association; recollect/recollection; evoke/evocation; reminisce/reminiscence; commemorate/commemoration*). Then ask students to give you sentences using them.
- 5: Revise compound adjectives by asking students to form their own to do with time, age, quality and physical characteristics. They must use them to describe a noun. Ask individual students to write their phrases on the board and to pay attention to hyphens (*eg a five-hour flight, a four-year-old child, a poorly-performing device, a red-haired man, etc*).

##### Vocabulary 2

- 1 and 2: Practise word formation. Copy the table from page 62 of the Student's Book on the board and include the suffix headings. Read out the words, one by one, and ask individual students to write the adjective form under the correct suffix.
- 3: Practise commonly confused words. Write these sets of words on the board and ask students to use them in sentences that show the difference

• 4: Practise collocations and expressions. Write *bear, commit, escapes, goes, have, jog, lost, slip* and *went* on the board. Read out the part of each expression that can go with these nouns one at a time. Each time, a student comes to the board and writes the correct expression. (*bear in mind, commit to memory, it escapes me, my mind goes blank, have a memory like a sieve, jog your memory, lose your train of thought, slip my mind*).

### Grammar Revision

#### Grammar 1

Practise relative clauses.

• Read out the relative pronouns and ask individuals students to use them in sentences which they write on the board (*who, that, whom, whose, which, where, why, when*). Then ask the class if the relative pronoun is necessary, if the clause is defining or non-defining, and if the sentence can be rewritten.

#### Grammar 2

Practise pronouns.

• Write the five categories of pronouns on the board and ask students to give you examples of each kind

and to use them in sentences. (*impersonal – one, you, we, they; demonstrative – this, that, these, those; reflexive – myself, yourself, itself, himself, herself, ourselves, yourselves, themselves; reciprocal – each other, one another; indefinite – another, anybody, anyone, anything, each, either, everybody, everyone, everything, little, much, neither, nobody, no one, nothing, one, other, somebody, someone, something, both, few, many, others, several*)

- Students are now ready to do Reload 5.
- Set a time limit and let students know every so often how much time they have left to complete the questions.
- Check answers as a class.

#### Answers

##### Vocabulary

1d 2c 3a 4b 5b 6c 7d 8c 9b

##### Grammar

1a 2d 3c 4d 5a 6b 7b 8b 9d

HAMILTON HOUSE