Unit 10 Science

Science

Lead-in

Test before you teach: Science and scientists

Write -ology on the board and ask students to think of as many sciences as they can that end with -ology (biology, technology, ecology, zoology, etc.).

1 Ask students to look at the photo and pre-teach a human brain. Put students in pairs to discuss the question and explain their reasons. Take feedback from the whole class and check their answers.

2 Go through the list with the students and pre-teach chemicals, fix, shut down (see Vocabulary notes below). Give students some time to go through the sentences and mark the sentences B (a human brain) or C (a computer) or B, C for both. Do the first sentence as an example. Let students compare their answers in pairs. Get class feedback, but don’t give students the answers yet.

Vocabulary notes

chemicals – substances that interact with one another, e.g. H2O, H2SO4

fix – mend, repair, solve a problem

shut down – stop working

3 Listen to a neuroscientist (a scientist who studies the brain). She is comparing a brain to a computer. Check your answers in exercise 2.

4 Neuroscience is the science of the brain. Match these other subjects with the type of science (a–f).

1 astronomy a heat, light, energy
2 zoology b new machines
3 physics c planets and outer space
4 chemistry d living things
5 biology e chemicals
6 technology f animals

Which sciences did you study at school? Which do you like reading about in magazines or watching on TV? Why?

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

Pronunciation notes

Note the stress: astronomy, zoology, physics, chemistry, biology, technology.

5 Organise the class into pairs or small groups to talk about their school experience of science, and their current preferences. Monitor and note errors for an error feedback at the end.

Extra activity

Ask students to think of famous scientists who worked in the areas of science in Exercise 4.
Technology has changed our lives

Vocabulary everyday technology

1. Ask students to look at the photo. Ask: What can you see? What is the boy doing? Elicit ideas. Organise students into pairs to discuss the questions. Take feedback from the whole class.

2. Read through the pairs of words with the class and pre-teach and drill the new vocabulary. Ask students to say which word they use most. Which do you never use?

3. Think about people in these age groups: teenagers, young adults, middle-aged people, sixties and even sixties. Discuss these questions.
   - Which do they use the most in Exercise 2?
   - How important is technology for these people?

Reading and listening

4. Read the article. Are these sentences true (T) or false (F)?
   1. On average, there are four computers in British homes.
   2. Over half the British population think their life is better with technology.
   3. Lots of people in Britain use public telephones.
   4. Young people still write letters by hand.

5. Ask everyone in the class these questions. Let them compare their answers and write the results of the survey on the board.

Vocabulary notes

download ː (noun) any file taken from the Internet, e.g., songs, photos, etc. It can also be used as a verb (e.g., download a file from the Internet).
ebook ː an electronic ‘book’ that can be read on an electronic device, or a device designed to read electronic books
sat nav ː an electronic gadget, often used in a car, to help you find your way from one place to another
podcast ː news items, articles or programmes that can be downloaded to a computer
search engine ː a program that finds the information you need from the Internet

Background notes

In European culture, teenagers are considered to be people between the ages of 13 and 19, young adults are people between the ages of 19 and 24, and middle-aged people are usually considered to be approximately between the ages of 40 and 60.
Teaching notes

You might want to ask stronger classes to go through the options first and do the task before they listen, then listen to the recording to check and complete their answers.

Grammar present perfect

8 Ask students to look at the question and answer from the interview, then read the questions and choose the correct options. Let them compare their answers in pairs. Read the grammar box with the students, and check the answers. Refer students to the information and practice on page 167.

ANSWERS
1 They are talking about an experience in the past.
2 No.

Grammar notes

The present perfect is formed with the auxiliary verb have / has and the past participle form of the verb.

We choose to use the present perfect when the past experience is important and the past time is unknown or unimportant and not mentioned.

Extra activity

Ask students to open their books at page 173 and find audio script 2.22. Play the recording again. Students listen and repeat.

Speaking

11 Model the activity first. Ask students to look at the 15 activities in the interview again. Ask questions of individual students, e.g. Anna, have you ever telephoned a cinema for the times of the films? Then put students in pairs or groups of three or four to take turns to ask and answer the questions. In feedback, ask students what they have in common with their partner(s).

12 Ask students to say as many new technology words as they can remember. Write the words on the board. Then put students in pairs and ask them to interview each other, using the new words. In feedback, ask what their partner has done or hasn’t done.

Extra activity

Play Find someone who …? Ask students in pairs to write down five questions with Have you ever …? Then tell students to stand up, walk round, and ask people in the class their questions.

Grammar present perfect

8 Look at the grammar box. Then complete the extracts from the survey interview with the present perfect form of the verbs or have/haven’t.

A: Have you ever bought a CD?
B: Actually, yes, I 1 (buy) a CD. Normally I download music, but last week I bought a CD for my father.

A: And before a car journey, have you ever used a map?
B: Yes, I 2 (use) a sat nav, you know, a GPS, because I drive a lot for my job.

A: Have you ever paid for something by cheque?
B: No, because I 3 (never / have) a cheque book.

A: So you never watch TV programmes online?
B: Oh, I see what you mean. Well, I 4 (watch) videos on YouTube.

A: OK. And finally, you / ever / send a letter in an envelope?
B: I’m not sure. Let me think. No, I 5 (never) because I send emails or texts.

Pronunciation ‘ve / ’s

10 [2.22] Ask students to listen and choose the correct options. Play the first sentence of the recording and elicit the correct form from the class as an example. Students then listen and notice the difference between the full and the contracted form of have / has in the rest of the sentences. Let students compare their answers in pairs.

Pronunciation notes

Note the pronunciation: haven’t /ˈhævant/, hasn’t /ˈhæzənt/

Extra activity

Ask students to open their books at page 173 and find audio script 2.22. Play the recording again. Students listen and repeat.

Speaking

11 Model the activity first. Ask students to look at the 15 activities in the interview again. Ask questions of individual students, e.g. Anna, have you ever telephoned a cinema for the times of the films? Then put students in pairs or groups of three or four to take turns to ask and answer the questions. In feedback, ask students what they have in common with their partner(s).

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Extra activity

Play Find someone who …? Ask students in pairs to write down five questions with Have you ever …? Then tell students to stand up, walk round, and ask people in the class their questions.

Pronunciation ‘ve / ’s

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Pronunciation notes

Note the pronunciation: haven’t /ˈhævant/, hasn’t /ˈhæzənt/
How well can you remember?

Lead-in
Introducing the theme: memory
Write twenty words that students have learnt during this course at random on the board. Choose interesting words and/or words you want your students to have learnt. For example (from Unit 9), paintings, documentary, flowers. Tell students to look at the words for one minute and try to remember them (without writing them down). After one minute, rub the words off the board (make sure you’ve made your own copy of them) and ask students to write down all the words they remember. At the end, find out which student remembered most words accurately, and ask if any student used a memory technique to remember the words.

Speaking and reading
1 Discuss the questions as a class or in small groups.

2 Divide the class into groups of three. Tell students to decide who is A, B and C, then find and read their paragraph about memorising on pages 154, 155 and 156 of the Student’s Book, respectively. After they have memorised the information, students turn back to page 120 and make notes in the table.

3 When students are ready, ask them to take turns talking about what they’ve read while the others complete the table. In feedback, ask students: Do you think these techniques are useful?

ANSWERS
Student A
Topic: memorising names and faces
Techniques: listen to the people and repeat their names, look at their faces and the clothes they’re wearing, write down their names and where you met them.

Student B
Topic: memorising numbers
Techniques: try to ‘see’ the number in your head, repeat it a few times and learn numbers in groups, make it personal.

Student C
Topic: memorising directions and addresses
Techniques: try to ‘see’ the map, repeat the directions a few times or draw the directions in different colours.

4 Give students some time to read all three articles and compare their notes. Organise students into pairs to discuss these questions. Get class feedback.

Vocabulary memory and learning
5 Ask students to look at the groups of words and choose the odd word out in each group. Do the first as an example with the class. Let students compare their answers in pairs. Read the Wordbuilding box with the students. Refer students to the information and practice on page 83 of the Workbook.

ANSWERS
1 teach 2 test 3 forget 4 relax

Extra activity
Ask (or write on the board) the following questions to check the meaning of the words in Exercise 5:
1 What do you do if you want to pass your university exams? (study)
2 What do teachers do if they want to know you’ve learnt something? (test)
3 What do you do if someone tells you their phone number and you can’t write it down? (memorise it)
4 What do sports people do if they want to be good? (train, practise)
5 What’s the opposite of remember? (forget)

6 Organise the class into pairs. Give students some time to read through the questions. When students are ready, ask them to take turns asking and answering their questions. Monitor and prompt and note any errors for a correction feedback at the end. With weaker classes you could get students to prepare and write their answers first.
Listening
7 Look at the photos and the headline. Answer the questions.
1 Who is the man in the first photo?
2 What has he won? Has he ever won it before?

Grammar present perfect and past simple
10 Compare the verbs in these two sentences from the news report.
Nelson has won the USA Memory Championship twice. He won the competition in 2011 and again in 2012.
What are the two tenses?
1 Which tense do we use when we know the exact time?
2 Which tense do we use when we don’t say or know the exact time?

We use the present perfect when we talk about something in the past, but we don’t say (or know) exactly when it happened:
He’s studied memory techniques.
He used the past simple when we talk about something in the past and we say exactly when it happened (with a time expression):
He won a memory competition last year.

For further information and practice, see page 167.

11 Work in pairs. We often start a conversation with a question in the present perfect and then continue with past simple questions.

Grammar present perfect and past simple
10 Ask students to look at the sentences and answer the questions. Let students compare their answers in pairs. Read the grammar box with the students, and check the answers to the questions from Exercise 10. Refer students to the information and practice on page 167.

ANSWERS
1 present perfect, past simple
2 past simple
3 present perfect

11 Start the activity by acting out the first conversation with a reliable student.
Organise the class into pairs. Give students some time to prepare, then ask them to act out the conversations from the prompts, using the present perfect then the past simple. Monitor and note any errors for a correction feedback at the end.

ANSWERS
1 Have you ever taken an English exam? When did you take it?
2 Have you ever studied science? Where did you study?
3 Have you ever taught a subject? What did you teach?
4 Have you ever learnt a musical instrument? What did you learn?

Speaking
12 Ask your partner more questions about something they have learned.

Have you ever learned…?

1 What did you…?
2 When did you…?
3 Where did you…?
4 Have you ever…?

Extra activity
Write these key words on the board: numbers, remember, names, championships, special memory, hours. Ask students in pairs to remember how these words are used in the listening.

Speaking
12 Organise the class into pairs or small groups to talk about their learning experiences. Give students some time to prepare their questions. In feedback, ask individual students what they found out about their partner and check errors.

Extra activity
Write the following answers from a conversation on the board:

ANSWERS
1 Yes, I have.
2 Two years ago.
3 In London.
4 Oh, no! No, I haven’t.

Ask students in pairs to write their own conversation, filling in the blanks with questions. Ask a few pairs to read out their dialogues for the class.
10c Why haven’t scientists invented it?

**Lead-in**

**Introducing the theme: inventions**

Write the following inventions on the board: the computer, the plane, the TV, the telephone, the car.

Ask students to put these inventions from the last one hundred and fifty years in order, from the most to the least important. Divide the class into groups to discuss their order and come up with a group list.

**Vocabulary science and invention**

1. Go through the word box with students and check that they know all the words. Use mime or drawings to check the meanings.

2. Ask students to categorise the words individually. Then discuss the answers as a class.

**Reading**

2. Ask students to look at the diagrams of new inventions and match them with the section titles in the article. Let students compare the answers in pairs first, then get class feedback.

**Critical thinking the main argument and supporting information**

7. In this article, the writer uses a main argument and supporting information. Look at these sentence from the paragraph about invisible objects.

Main argument: Many scientists have tried to invent invisible objects, but they haven’t done it yet.

Supporting information: But as you can see in this photo, the wheels aren’t invisible.

Now read these sentences from the article. Which are the main argument (M) and which are supporting information (S)?

1. With all the cars on the road and the problems of traffic, why haven’t flying cars become popular?
   - M
   - S

2. One reason is because cars are very heavy so they are difficult to fly.
   - M
   - S

3. Cities have roads for cars, but they don’t have runways.
   - M
   - S

4. Teleporting is a very fast way to travel, but scientists haven’t discovered how to do it.
   - M
   - S

5. A human being is made of trillions of atoms, so it’s very difficult and scientists don’t have the answer at the moment.
   - M
   - S

6. Scientists have invented robots, so why don’t we all have them?
   - M
   - S

7. Probably because the technology is very expensive and the robots often break down.
   - M
   - S

8. Work in groups. Discuss one of these questions and write down two or three reasons. Then write a paragraph with the main argument (M) and which are supporting information (S).

   1. There are lots of people on Earth, so why haven’t we built cities under the ocean?
   - M
   - S

   2. There are about 7,000 different languages on Earth, so why haven’t we invented one language for everyone?
   - M
   - S

   3. We have lifts in tall buildings, so why haven’t we invented a lift into space?
   - M
   - S

**Writing**

8. Work in groups. Discuss one of these questions and write down two or three reasons. Then write a paragraph with the main argument (M) and supporting information (S).

   1. There are lots of people on Earth, so why haven’t we built cities under the ocean?
   - M
   - S

   2. There are about 7,000 different languages on Earth, so why haven’t we invented one language for everyone?
   - M
   - S

   3. We have lifts in tall buildings, so why haven’t we invented a lift into space?
   - M
   - S

**Answers**

1. A
2. B
3. D
4. C
5. Answers

1. Invisible objects, teleporting
2. Flying cars, robot servants
3. Students read the text and answer the questions. Let them compare their answers in pairs.

**Answers**

1. A
2. B
3. C
4. E
5. D
6. A
7. B
8. C
9. D
10. E
11. A
12. B
13. C
14. D
15. E
16. A
17. B
18. C
19. D
20. E
21. A
22. B
23. C
24. D
25. E

5. Go through the glossary on page 123 with students and help with any difficult vocabulary. Ask students to read the article again and mark the sentences true (T) or false (F). Let them compare their answers in pairs. Get class feedback.

6. Divide the class into pairs or small groups to discuss the question. Monitor and note errors for an error feedback at the end.

**Answers**

1. T
2. F (the wheels were not invisible)
3. F (cars are heavy and difficult to fly, and there are other problems with flying cars)
4. T
5. T
6. T (not specifically in the text)
7. T
8. T
WHY HAVEN'T SCIENTISTS invented it yet?

Scientists have discovered and invented many things: computers, space travel, mobile communication. But there are a lot more things they haven't invented or we don't use in our everyday life. Are they all impossible or can we have them one day?

1 Invisible objects
Many scientists have tried to invent invisible objects, but they haven't done it. One scientist at Tokyo University tested cameras on a coat. The cameras filmed objects behind the coat and showed them on the front of the coat. Unfortunately, the coat wasn't very comfortable! The car manufacturer Mercedes also tried these cameras with a car. They put the camera on one side of the car and showed the images on the other side. But as you can see in this photo, the wheels aren't invisible.

2 Flying car
With all the cars on the road and the problems of traffic, why haven't flying cars become popular? One reason is because cars are very heavy so they are difficult to fly. There are other problems as well. Cities have roads for cars, but they don't have runways. And we have so many problems on our normal roads, do we really want the same problems in the sky?

3 Teleporting
Teleporting is moving objects and people from one place to another without transportation or walking. Teleporting is a very fast way to travel, but scientists haven't discovered how to do it. Solid objects are made of atoms and with teleporting you have to move each atom one by one. A human being is made of trillions of atoms, so it's very difficult and scientists don't have the answer at the moment.

4 Robot servants
Actually, scientists have invented robots, so why don't we all have them? Probably because the technology is very expensive and the robots often break down. But many companies in Japan have made prototype robots for houses. They wash clothes, switch on the TV, turn off the lights and change the music. Many scientists think we can all have a robot servant in our home in about ten years.

Writing

8 Put students in small groups. Students read the questions and choose one to discuss as a group. Tell them to think of reasons together and make notes. Monitor and help with ideas and vocabulary at this stage.

When students are ready, ask them to write a paragraph individually. You could collect this in and mark it.

Extra activity

Once students have written their paragraphs, tell them to pass them round to other members of their group. Students write comments and suggestions and mark errors. Students then revise and rewrite their paragraphs. Collect the paragraphs and put them on the classroom wall for students to read.
10d Problems with technology

Lead-in

Test before you teach: telephone numbers

Dictate the following telephone numbers to the class:
01925 708996
0107 655342
44 1864 657880

Ask students to check in pairs to see if they wrote the numbers down correctly. Ask students to practice saying the numbers in pairs.

Listening

1 Ask students to look at the photo and discuss the questions as a class. Get class feedback.

2 (2.24) Give students some time to read through the questions. Play the recording. Students listen and answer the questions. Let students compare their answers in pairs.

ANSWERS
1 in Kuala Lumpur (at the Ancasa hotel)
2 It's three o'clock in the afternoon
3 Omar's mobile
4 the Ancasa Hotel
5 603 2169 2266
6 on the company website

Real life checking and clarifying

3 (2.24) Ask students to read through the expressions and match them to the clarifying responses. Then play the recording again for students to listen and check. Let students compare their answers in pairs.

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

Pronunciation contrastive stress

4 (2.25) Let students read the sentences first, then play the recording and ask students to underline the stressed word in the responses. Let them compare their answers in pairs. Play the recording again. Students listen and repeat.

5 Organise the class into pairs. Tell students to decide who is A, and who is B, then tell them to read the information and think of what they are going to say. Monitor and help with vocabulary and question forming.

When students are ready, ask students to take turns role-playing the conversations. Monitor and note errors for an error feedback at the end.

10e Please leave a message after the tone

Lead-in

Using words: Internet and gadgets

Ask students: If you're far away from your friends or family, how can you contact them? Elicit all possible ways of making contact, e.g. letters, postcards, mobile phones, emails, social networks, websites, blogs, forums, chat, etc. Ask: What way of communicating do you prefer? and elicit answers.

Vocabulary email addresses and websites

1 (2.26) Ask students to say the email addresses and websites in pairs. Play the recording. Students listen and check.

Vocabulary notes

In English, the computer symbols are called the following:
/ is 'slash'
// is 'double slash'
– is a 'dash'
_ is an 'underscore'
@ is 'at'
. is 'dot'
: is 'colon'
e.g. info_12@mail.net is 'info, underscore, 12, at, mail, dot, net'.
10e Please leave a message after the tone

Vocabulary email addresses and websites

1 Can you say these email addresses and websites? Listen and check your answers.

   - j_jones@hotmail.co.uk
   - www.ancasa.com
   - charityhelp.org/b-2

Writing a telephone message

2 Work in pairs. Take turns to say and write down:
   - your email address
   - your favourite website

4 Writing skill imperatives

   a When we write messages, we often change the speaker’s words and use imperatives. Look at this example.

      Can he download them from this website?

      Download them from this website.

   b Listen to five sentences on voicemails. Write them down as imperatives.

      1 Call Jim back this evening.
      2 Can I book us into a hotel?
      3 Can you email them to me?
      4 Can we find a new website?
      5 I need you to call the hotel.

5 Prepare a message for a hotel voicemail. Include these details.
   - your name
   - your number
   - your email
   - ask a colleague at the hotel to do something

6 Work in pairs. Read your messages in Exercise 5 to each other. Write down the most important information for the colleague at your hotel.

7 Check your partner's phone message. Is it clear? Is everything correct (e.g. the spelling, phone numbers, the email address)?

Extra activity

Ask students to dictate the addresses of more of their favourite websites to each other.

Writing a telephone message

3 Ask students to look at the message, and pre-teach a voicemail message. Ask: What kind of information is it? and elicit that it is important or urgent information. Ask: Why are voicemail messages useful? When do people leave voicemail messages? Play the recording. Students listen and correct the four mistakes. Let students compare their answers in pairs.

4a Ask students to look at the example. Ask: In what way are the two sentences different? Which sentence can we use when we write a message?

Grammar notes

The imperative form in English is the same as the base infinitive. It is simple and direct, and it is used to give instructions or inform in a functional way when politeness is not important.

4b Ask students to listen to five sentences on voicemails and rewrite them as imperatives. Play the first sentence of the recording and change it into the imperative as an example. Then play the rest of the recording, pausing after each sentence to let students write down their answers. In weaker classes, play the whole of the recording first and help with any difficulties (first names, etc.), then play it again for students to write down their answers. Alternatively, refer students to the audioscript on page 174. Let them compare their answers in class.

ANSWERS

2 Email the date of the meeting.
3 Meet Mrs Rivers at the airport.
4 Book a room for two nights at the hotel.
5 Buy two new mobile phones.

5 Ask students to read through the details and give them some time to prepare their messages. Monitor and help with ideas or vocabulary. If necessary, play the recording from Exercise 5 again and ask students to note down how the man introduces each piece of information (i.e. this is + name, this is a message for + colleague’s name, can he call me on + phone / mobile number, or email me at + email address).

6 When students are ready, ask students to take turns reading their voicemail messages to their partner, who must write down the most important information.

7 Ask students to check the information their partner noted down. In feedback, ask: Is everything correct (e.g. the spelling, phone numbers, the email address)?

Extra activity

Ask students to think of a message to pass on to another classmate, e.g. Don't forget to do your homework tonight or Remember that there is a party on tomorrow night. Give students time to think of, and write down, a message. When students are ready, divide them into groups of six to eight, depending on the size of your class. Ask them to sit in a circle. Nominate one student in each group to whisper their message into the ear of the student to their right. That student listens then whispers the message into the next student’s ear. Students continue until the message reaches the ear of the student who started the ‘Chinese whispers’. Find out if the message remained intact or got changed during the whispering.

Play the game again with a different student’s message.
Memory and language learning

Videoscript

Which language are you learning at the moment?

00.10 I’m learning English in England because I need it for my job. Also because I enjoy learning languages.

00.20 At the moment, I’m learning French. I use it mostly for holidays, but from time to time I use it for business.

00.28 I’m from Mumbai. I’m learning to speak English to take my exam in it because I need it for work.

00.35 I’m learning Chinese at the moment because there are so many businesses in China. I feel that in the future it will help me with my work.

What do you find difficult about learning a language?

00.54 Well, there are so many new words to learn and I forget them. So if I listen to the radio in English, it’s difficult to understand every word.

01.04 Sometimes I find it hard to remember lots of vocabulary and also ends of verbs, particularly the irregular ones.

01.13 With English, there are a lot of new words to learn and sometimes I forget them. And also the pronunciation is sometimes very difficult. Like when I’m watching the news, I don’t always know what they are saying.

When you hear or see a new word in the language, how do you memorise it?

01.36 I’ve got a book and every time I learn a new word I write it down and I also write the definition so I can go back to it and memorise it.

01.48 I use different techniques. I might think: ‘Does it sound like something I know? Does it look like something I know?’ For example, ‘un plat’ is ‘a plate’ and I think: ‘It’s like “a plate” but without the e.’

02.04 Sometimes I write the meaning of the word or draw a picture of it on a card and then I carry these cards with me so I can learn them when I’m on the bus on the way to work.

02.14 Well, when I hear a word, I repeat that word over and over again.

What is your advice for someone who wants to learn a new language?

02.30 Well, I think you should have fun, but also you need to work hard. I think you need to study every day and practise.

02.40 I think my best advice is to make it fun. Buy the newspaper in the language. Download a podcast. Draw stuff. Above all, make it more like a hobby, not like you’re trying to learn.

02.56 Every chance I can, I use to speak English. So when I am in England, I will speak English all the time. But also when I am at home, I will watch the news and look at the Internet in English also.
Before you watch
1 Work in pairs. Look at the photo and read the caption. Answer the questions.
   1 What language are they learning?
   2 Did you learn another language when you were a child?
   3 How old were you when you started learning English?
   4 Is it important to learn different languages when you are a child? Why?

While you watch
2 Watch the video. What questions do the people answer?

While you watch
3 Watch the video again. How do these people answer the questions (1-4)? Write words and phrases for each answer. Don’t write full sentences.

<table>
<thead>
<tr>
<th>Question 1</th>
<th>Question 2</th>
<th>Question 3</th>
<th>Question 4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

After you watch
4 Divide the class into groups of four students. Tell them to compare notes and write answers in more detail. Play the recording again for students to check.

ANSWERS
1 English
2 so many new words to learn; it’s difficult to understand every word
3 write words and definitions down
4 have fun, but work hard; study every day and practise

5 Organise the class into pairs. Ask them to say which answers are true for them. Take feedback from the class.

6 Organise the class into groups of four. Ask them to discuss the questions and plan a list of advice. It is a good idea to get students to think of other useful questions first which might prompt them to think of good advice.

Ask students to make their posters and put the posters on the classroom walls. Ask two people from each group to walk round and look at the posters while the other two stay with their poster to describe it.

Before you watch
1 Ask students to look at the photo. Ask: What can you see? What are the girls doing? Elicit ideas. Put students in pairs to discuss the questions.

While you watch
2 Ask students to watch the video and write the questions that the people answer. Let them compare their ideas in pairs.

ANSWERS
1 Which language are you learning at the moment?
2 What do you find difficult about learning a language?
3 When you hear or see a new word in the language, how do you memorise it?
4 What is your advice for someone who wants to learn a new language?

3 Ask students to watch the video again. Tell them to take notes about the answers to the questions. Let them compare their ideas in pairs.
Grammar

1 Ask students to write the questions.

**ANSWERS**

1. Have you ever used a mobile phone?
2. Have you ever ridden a motorbike?
3. Have you ever learnt a musical instrument?
4. Have you ever met a famous person?
5. Have you ever made a film?

2 Ask students to match the answers with the questions in Exercise 1.

**ANSWERS**

a. Yes, I have. I made a film of my family for a college project.
b. Yes, I have. I rode across America on a Harley Davidson last summer.
c. No, I haven't, but my friend has met lots of musicians.
d. No, I haven't, but I'd like to be able to play the guitar.
e. Yes, I have. I was a student at the university.

3 Ask students to take turns to ask and answer the questions in Exercise 1, giving true answers.

4 Students complete the conversation with the present perfect or past simple form of the verbs.

**ANSWERS**

1. Have you ever visited
2. did you study
3. worked
4. did you do
5. Did you learn
6. have spoken / 've spoken

Vocabulary

5 Ask students to replace the words in bold with the verbs.

**ANSWERS**

2. text message □ search engine □
3. GPS □ download □
4. podcast

6 Students choose the correct options.

**ANSWERS**

1. study □ remember □ practise □
2. forget □

7 Students complete the sentence so it is true for them, then compare their answer with a partner.

Real life

8 Students make sentences from the prompts.

**ANSWERS**

1. Is that A as in Amsterdam?
2. Was that thirty or thirteen?
3. Is the number 675 6475?
4. Is there anything else?
5. Have you sent the email?

9 Students discuss the questions in pairs.