

READING

1 Read the text quickly. What type of text is it?

- A a story
B an article
C a review
D a report

What a nightmare!

Picture this: you are late for an important exam, but the street is covered in ice and you keep slipping over. Or imagine your plane is leaving in an hour, but you can't find your passport. Your hands are sweating and your heart is pounding when, suddenly, you wake up and realize it was only a nightmare!

Everybody has dreams, but what exactly are they? While our body lies mostly still when we are sleeping, our brain remains active. During the night, we go through different sleep stages including Rapid Eye Movement (REM). In this stage, our eyes shoot around under our eyelids in response to motor signals from the brain, indicating activity in the form of dreams.

Scientists believe these dream images originate in the segment of the brain responsible for memory, awareness, consciousness and thought. Although the part of our brain that takes in new images is asleep, the part that interprets previously stored images is wide-awake. In other words, while we are asleep, our brain is busy making sense of all the impressions and experiences we gathered during the day.

So why do our dreams sometimes turn into nightmares? There are many different explanations, the most common ones being stress and trauma. Pressure at work or school, money worries or traumatic events can all bring on nightmares. Other factors include illness, taking medication or eating and drinking too much.

Is there anything we can do to prevent them? Establishing a healthy sleep routine with regular bed times, not doing exercise late at night, eating light dinners and cutting down on coffee, alcohol and other stimulants can certainly make a difference.

As a last resort, psychologists suggest that describing, drawing or even rewriting nightmares in a journal can help us understand and control the working of our brain better.



2 Read the text again and circle T (true) or F (false). Rewrite the false sentences so they are true.

- 1 Your heart tends to beat more slowly during a nightmare. T / F
2 During the night our body shuts down, but our mind keeps working. T / F
3 While we sleep, our brain interprets information from the day. T / F
4 Nightmares are mainly caused by physical problems. T / F
5 Relating your nightmares can help you overcome them. T / F
6 The article claims that nightmares are inevitable. T / F

3 Choose the correct answer. According to the author:

- A nightmares are frightening and should be taken seriously.
B nightmares are the result of a mixture of mental and physical processes.
C nightmares can easily be prevented.

WORD ZONE
EXTRA

More expressions with *make* and *do*

4 Put the words in the correct column to form collocations. You can find some of them in the text.

a mess sense mistakes some reading
an exam progress a fool of yourself
exercise a difference a favour

Make	Do

5 Answer the questions with your own opinions.

- 1 Do you ever have nightmares and what are they about?
2 Which do you think is the best tip for dealing with nightmares and why?

VOCABULARY

Using the brain

- 6 Complete the sentences with words in the box. There are three extra words you do not need to use.

brain deadline drain long-term memory
passed process short-term strategy

- 1 If you hand in your essay too late, you miss the _____.
 - 2 Peter never thinks about the future – he only makes _____ plans.
 - 3 Steve only has to read a page once to retain all the information. He's got a photographic _____.
 - 4 I felt so relieved when I _____ the exam. I hadn't expected it!
 - 5 Recycling your notes regularly is the best learning _____.
 - 6 The phenomenon of talented people leaving their home country to go and work abroad is called brain _____.
- 7 Write your own sentences with the three words from exercise 1 which you did not use.
- 1 _____
 - 2 _____
 - 3 _____
- 8 Look at these sentences that contain a form of the word **learn**. What part of speech (noun, adjective, etc.) is it in each sentence?
- 1 Professor Marley was a man of great learning.

 - 2 This is a useful dictionary for learners of English.

 - 3 Some learned people are actually autodidacts.

 - 4 The expert spoke learnedly about his specialization for an hour.

- 9 Complete the sentences with the correct form of the word **memory**.
- 1 I have some great _____ of my trip to Cuba.
 - 2 It was a very _____ occasion when our team won the league.
 - 3 Experts say we can only _____ about 10–12 new words a day.
 - 4 There is an impressive war _____ on top of the hill.

WANT TO KNOW MORE?

Words connected to learning

- 10 Put the headings *Auditory*, *Tactile* and *Visual* in the correct places in the text.

Learning styles

Not everybody learns in the same way. Different learners prefer different learning styles. According to experts, these can be divided into three main types:

A _____

These students like to receive spoken information in the form of lectures, discussions, audio recordings or podcasts. When studying, they like to read aloud and record themselves.

B _____

These students prefer to see information presented in books, articles, web pages, images or videos. They like teachers to use PowerPoint presentations or white boards. They tend to take lots of notes, use highlighters and prepare charts as study-aids.

C _____

These students prefer information that is transmitted in a 'hands-on', practical way, such as in laboratories, workshops or participatory classes. They like to touch, hold and manipulate the subject matter.



- 11 Match the descriptions to the appropriate learning style in the text.

These students ...

- 1 enjoy **finding out** information by doing experiments. _____
- 2 prefer to **revise** by re-reading their notes. _____
- 3 **study** by reading aloud and repeating. _____
- 4 **absorb** information best when it's presented in drawings. _____
- 5 like to **brush up** on their language skills by listening to CDs. _____
- 6 easily **pick up** new words they have heard in conversations. _____

- 12 Match the words in bold from exercise 11 to the definitions.

- 1 refresh or improve your knowledge _____
- 2 try and learn _____
- 3 acquire knowledge in an informal way _____
- 4 fully understand what you have learnt _____
- 5 discover _____
- 6 study again before an exam _____

- 13 What type of learner are you? How do you know?

GRAMMAR

Modal verb review

1 Circle the most suitable words.

- You **can't** / **shouldn't** smoke in public buildings.
- In our school we **have to** / **ought to** wear a uniform.
- I **should** / **need to** leave a little earlier today. I have a dental appointment.
- You **can** / **have to** travel by train or by bus.
- You **don't have to** / **mustn't** shout! My little brother's asleep.
- If you want to lose weight, you **can** / **should** do more exercise.

2 Match the sentences from exercise 1 to functions A–E.

- A obligation —
 B necessity —
 C recommendation —
 D prohibition — / —
 E possibility —

3 Complete the sentences so they are true for you.

- After school I often have to _____.
- In class we can _____, but we can't _____.
- At weekends I don't have to _____.
- If I want to improve my English, I should _____.
- If I don't want to make my parents angry, I mustn't _____.

4 Rewrite the sentences so they have a similar meaning. Use **can** / **should** / **need to** / **have to** / **must** / **ought to**, in the affirmative or negative.

- It's a bad idea to go out late the night before an exam.
You _____.
- It's not necessary for us to wear a uniform.
We _____.
- It's obligatory for bikers to put on a helmet.
Bikers _____.
- If you are under 18, you are not allowed to drive.
If you are under 18, you _____.
- I advise you to learn some Japanese before you go there on holiday.
You _____.
- It's optional for students to choose a second language.
Students _____.

5 Complete the advert with appropriate modal verbs. The verbs can be affirmative (+) or negative (-).

Would you like to improve your English in a fun way?

Then join our language exchange programme!



All members ¹ _____ (+) participate in weekly activities such as discussions, debates or conversations. For other activities, such as film nights or monthly book clubs, you ² _____ (+) sign up in advance. To register, you ³ _____ (+) fill in an application form online and pay a fee of 20 euros. You ⁴ _____ (-) attach a photo. During activities, participants ⁵ _____ (-) speak anything but English. If you want to make the most out of your membership, we recommend that you ⁶ _____ (+) attend at least two activities a month. Don't worry if you ⁷ _____ (-) speak English fluently yet – we have members of all levels. If you're interested, you ⁸ _____ (+) come to an introductory meeting on Thursday 15 May. You ⁹ _____ (-) register beforehand.

6 Look at these extracts from emails that students wrote to an online student magazine. What advice would you give them?

I'm a 16 year-old-boy and I frequently suffer from nightmares. As a result, I feel exhausted the next day and I can't pay attention in class. Is there anything I can do to stop this?

Reply: First of all, you shouldn't _____.

I've just failed an important exam again! As it is, I study five hours a day and most of the weekend. I only take a break to play football with my friends. Do you think I should give it up?

Reply: Nobody can study all day, so you needn't _____.

I'm hopeless at Languages! I don't understand grammar and I can't stand reading. What can I do to improve?

Reply: If you don't like reading, you can also _____.

I think I must have a really bad memory. No matter how often I read a text, I don't seem to remember anything. How can I improve?

Reply: If reading doesn't work for you, you should _____.

LISTENING



- 1 You are going to listen to five people talking about their method of studying. Before you listen, match the words from the recording to the definitions.

- 1 quit
- 2 yawn
- 3 soak
- 4 drawback
- 5 lap
- 6 stroke
- 7 odd
- 8 stuffy

- A disadvantage
- B unusual or strange
- C stop doing something
- D surface created at the top of your legs when you are sitting
- E open your mouth wide, usually because you are tired
- F move your hand gently over something
- G oppressive, difficult to breathe in
- H lie in the water for a period of time

- 2 Listen and answer the questions.

- 1 Who advised Charlie to change her habits?

- 2 What does Mohammed need?

- 3 Where does Lily study?

- 4 What is Daniel's problem?

- 5 What does Karla like doing when she's studying?

- 3 Listen again and match the five speakers to statements A–F. There is one extra letter you do not need to use.

- 1 Charlie
- 2 Mohammed
- 3 Lily
- 4 Daniel
- 5 Karla

- A I'm not disturbed by noise.
- B My parents' gift helped me focus on my studies.
- C My new study routine is not as much fun as my previous one.
- D It's a great way to remember things.
- E My mother made me change the way I studied.
- F Coffee doesn't have any effect on me.

TEST YOUR MEMORY!

- 4 Answer the questions.

- 1 What has Charlie given up doing?

- 2 How does Mohammed try to stay awake?

- 3 What's a disadvantage of Lily's way of studying?

- 4 Who is Misty?

- 5 How does Daniel manage to relax?

- 6 Why does Karla hate studying in the library?

- 5 Write these sentences in your language.

- 1 It sometimes gets pretty boring.

- 2 I used to drive my parents mad.

- 3 Music in the background doesn't bother me.

READING

- 1 Look at the examples of languages in the extract. Do you know which films they come from? Match the languages to the sample sentences and the translations.

Do you speak Klingon ... or Na'vi?



Language	Sentence	Translation
Klingon	Pedig edhellen?	What's happening?
Na'vi	qaStaH nuq?	Do you speak Elvish?
Elvish	Yer zheanae	Welcome
Dothraki	Zola'u nìprte'	You're (very) beautiful.

Did you recognize any of the sentences? ¹ _____. The latter are epic stories set in an imaginary world, inhabited by non-human races, such as elves and dwarves, and magical creatures like dragons and monsters. Or you might be a keen linguist with a special interest in conlangs, which is short for constructed languages. These are fictional languages created by academics and aficionados with a special purpose, often a book or film, in mind.

In the 1970s, in the wake of the first successful moon landing, an ever-increasing number of science fiction films started appearing in the cinema. To give credence to the fictional worlds they were creating, film-makers thought that the creatures populating them should have their own languages.

² _____. Klingon, the language of the humanoid warriors and arch-enemies of the USS Enterprise in *Star Trek*, was the first Hollywood conlang to attain world fame. Created by American linguist Marc Okrand, Klingon became a cult language, though not many fans speak it fluently.

The release of *The Lord of the Rings* trilogy, based on the works of J R R Tolkien, was a new height in the creation of epic fantasy films and a boost to the popularity of conlangs.

³ _____.

For him, these invented languages were vital to the extent that he made up his stories to provide a setting for them, rather than vice versa.

⁴ _____. When James Cameron's film *Avatar* premiered in 2009, it was praised by critics for its outstanding visual effects and became an instant box office hit. Moreover, it put the film's protagonists, the Na'vi, the three-metre tall, blue-striped, indigenous inhabitants of the moon Pandora, into the spotlight. ⁵ _____.

After the film's release, Cameron continued expanding Na'vi vocabulary and the language has attracted a considerable following and an increasing community of learners.

You may wonder why serious academics create fictional languages and why fans bother to learn languages that aren't used in real life. ⁶ _____.

As you feel more motivated, the learning process becomes easier. Moreover, learning a constructed language also helps your understanding of other languages, how they are structured and the way words are built. Besides, you can fine-tune your listening skills and improve your pronunciation by learning new sounds. Lastly, speaking another language enables you to think in a different way and broadens your mind. So, why not take up Elvish?

GLOSSARY

aficionado	enthusiast, fan
in the wake of	a phenomenon that is the direct result or consequence of another
boost	encouragement, increase, or promotion
upsurge	a rise or increase
bother	make the effort or take the trouble to do something
fine-tune	make small changes in order to improve something

VOCABULARY

Adjectives from verbs:
-ing, -ed

2 Read the text quickly and choose the best summary.

- A Conlangs are especially created for sci-fi and fantasy movies, although they aren't used anywhere else.
- B The popularity of conlangs is closely linked to sci-fi and fantasy movies and they attract a following of linguists and non-specialists.
- C Conlangs are created by linguists who believe that they can help improve language learning skills.

3 Read the text again and complete the gaps with sentences A–G. There is one extra sentence you do not need to use.

- A The success of The Lord of the Rings led to an upsurge in the popularity of the genre.
- B After all, audiences could not be expected to believe that everyone in the galaxy spoke English.
- C Tolkien, a philologist specialized in ancient Germanic languages, was the creator of various constructed languages, such as the Elvish languages spoken in Middle-earth.
- D If you did, you're probably a great fan of sci-fi or high fantasy films.
- E In fact, Tolkien was so fluent in Elvish that he wrote several poems and essays in the language.
- F However, evidence suggests that studying a language for your own enjoyment has several benefits.
- G Their eponymous language was developed by Paul Frommer, an American doctor in linguistics.

4 Choose the correct answers.

- 1 In paragraph 1, what do we learn about conlangs?
 - A They are all created by linguists and academics.
 - B They can be developed especially for works of fiction.
 - C They are usually spoken by dragons and monsters.
- 2 Why did film-makers become interested in conlangs?
 - A They wanted to make their films more authentic.
 - B They didn't think that aliens could speak English.
 - C Audiences had expressed an interest in them.
- 3 In paragraph 4, what is said about the Na'vi language?
 - A It's spoken by people due to its easy vocabulary.
 - B It was largely held responsible for Avatar's success.
 - C Its development didn't stop upon the film's completion.
- 4 Which advantage of learning a constructed language is mentioned in paragraph 5?
 - A Most conlangs have similar grammatical structures to normal languages.
 - B Speaking a conlang allows you to communicate with other high fantasy fans.
 - C Studying a language you're really into facilitates the understanding of others.

5 Circle the correct words to complete the questions. Then write answers about you.

- 1 Who is the most **annoying** / **annoyed** person you know and why?

- 2 When was the last time you felt **depressing** / **depressed** and why?

- 3 Do you think studying is **tiring** / **tired**?

- 4 When were you last **moving** / **moved** by a film?

- 5 What is the most **uplifting** / **uplifted** song you know?

6 Complete the sentences with the correct adjective form of the words in brackets.

- 1 The view over the mountains was really _____ (impress).
- 2 Cockroaches are the most _____ (repulse) animals I know.
- 3 Doing exams can be really _____ (stress).

7 Look back at *Verb Zone* in your Student's Book and write down the five multi-part verbs from Unit 1.

8 Rewrite the sentences with multi-part verbs from exercise 7.

- 1 Go on the internet and search for the time the last train leaves.
Go on the internet _____.
- 2 In the final class, I'll give you back the exams and show you your mistakes.
In the final class, I'll give you back the exams and _____.
- 3 My cousin doesn't earn much, but he has enough to live on.
My cousin doesn't earn much, but he has enough _____.
- 4 Our French teacher kept writing more and more words on the board, until we couldn't fully understand them any more.
Our French teacher kept writing more and more words on the board, until we couldn't _____.
- 5 We need to consider all options carefully before buying a house. It's a very important decision.
We need to _____.



1 Circle the correct form of the verbs to complete the dialogue.

Nils: How's your dad feeling these days, Claire?

Claire: Much better, thanks. For a start, he's stopped ¹ **to smoke / smoking**. And he's also managing ² **drinking / to drink** less coffee. He used to ³ **have / having** at least six cups a day, but now he's down to two.

Nils: That's good. And what about your sister Maya? Wasn't she worried about ⁴ **losing / to lose** her job?

Claire: Yes, she was and unfortunately she did. She's having a bit of a break at the moment, but she needs ⁵ **to start / starting** looking for a new job pretty soon. She can't afford ⁶ **staying / to stay** at home doing nothing for long.

Nils: Would you like me ⁷ **having / to have** a word with my boss? She mentioned the possibility of hiring someone else.

Claire: I'm sure Maya would love ⁸ **to work / working** at your school. I'll tell her ⁹ **getting / to get** in touch with you.

2 Use the words to write questions, making the necessary changes.

- 1 Which tasks / around the house / you / avoid / do?

- 2 What / you / look forward to / at the moment?

- 3 What kind of things / your parents / encourage / you / do?

- 4 What kind of things / your parents / warn / you / not / do?

- 5 What / be / the most difficult thing / you / manage / achieve / in life so far?

- 6 you / plan / continue / study English / next year?

3 Answer the questions in exercise 2 with your own opinions.

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____

4 Tick the correct sentences and change the ones that are incorrect.

- 1 When I first came to the UK, I wasn't used to drive on the left.
- 2 I'm looking forward to go on holiday next month.
- 3 The thieves pretended to be security guards in order to get into the building.
- 4 I want that my friends celebrate my birthday with me.
- 5 When he was a child, my younger brother didn't use to eat vegetables, but now he does.
- 6 I would prefer taking oral exams, rather than written ones.
- 7 I'm pleased meeting you.

5 Complete the sentences with your own ideas. Use a gerund or to + infinitive each time.

- 1 When I was younger, I really wanted _____.
- 2 The teacher allowed us _____.
- 3 My brother / sister apologized for _____.
- 4 When my grandfather was young, he used to _____.
- 5 I enjoy _____, but I can't stand _____.
- 6 I can never get used to _____.
- 7 I'm quite good at _____, but hopeless at _____.
- 8 Our coach forced us _____.

EXTRA CHALLENGE

Read the text and answer the questions. Circle True (T) or False (F).

- 1 Simonides spent a long time developing his method. T / F
- 2 The nobleman thought his poem was very bad. T / F
- 3 Simonides was saved by Castor and Pollux. T / F
- 4 The loci method associates numbers and words. T / F

The origin of memory training

The Greek poet Simonides, who lived some 2,500 years ago, is known as 'The Father of Memory Training'.

Simonides stumbled upon his method, which is called *loci* (the Latin word for *places*), after he was involved in a tragic accident. He had been invited to a banquet, to recite a poem in honour of the host, a nobleman from Thessaly. Simonides praised the host, but also dedicated part of his poem to the twin gods Castor and Pollux. The angry nobleman told him he would only pay half the agreed fee, and suggested that he should get the rest from those two gods he was so fond of. Shortly after that, Simonides was called outside, where two men were supposed to be waiting

for him. He stepped out, but couldn't find anyone.

He had only just left the hall when the roof collapsed, killing everyone inside. The bodies were crushed so badly that it was impossible to recognize them. It was then that Simonides realized that he could remember where all the guests had been sitting. And so, on the basis of Simonides' visual map, they were able to identify the victims.

After the incident, Simonides started reflecting on what had happened and he understood that if he associated names, words or numbers with a specific place, he would be able to remember them more easily. In this way, the method of loci was born.



Can you draw a plan of your classroom from memory with all your classmates in the right places?

WEBQUEST

Go online and find the answers to the questions.

- 1 How much does the average adult human brain weigh?

- 2 What are the English names of the four suits in a standard pack of playing cards?

- 3 Which pop star born in Minneapolis, USA, had epilepsy as a child?

- 4 If you are *quadrilingual*, how many languages can you speak?

- 5 What adjective is often used to describe an *earworm*?

- 6 How short is the human short-term memory: seconds, minutes or hours?

GARY & GREG GO GLOBAL

Read the cartoon. What do you think Greg is going to say? (Clue: Where is Ipanema beach?)



INTERACTION

Succeeding in an interview

- 1 Answer the questions. Can you remember how to express yourself?

What do you say ...

- 1 when you receive some good news?

- 2 when you want someone to give you more information?

- 3 when you completely agree with someone else?



- 2 Diana has applied for a grant to do a summer course in France. Complete the interview with the Principal of her school, using expressions in the box. Listen and check.

that's exactly what I think Can you tell me more about that
Well, I guess I am a little shy I'm so pleased to hear that
What can I say That sounds very interesting
Do you want to elaborate on that That's right
Yes, you could say that

Principal: Ah Diana, good morning. Do come in and sit down.

Diana: Good morning Ms Jones.

Principal: So, your French teacher tells me that you'd like to go to Dijon this summer.

Diana: 1 _____. I'm really into French but, although I did myself justice in the written exams, I think I need to improve my oral skills.

Principal: Hmm. 2 _____. I can see here that your written exam results were excellent, but your oral exam was a little ... disappointing. I wonder why.

Diana: 3 _____.
4 _____. I can't speak freely and I'm also worried about my pronunciation. That's why I think it would be really useful to go to France.

Principal: Yes, 5 _____. Your teacher also mentioned that you write stories. Tell me more about that.

Diana: 6 _____. I've always loved literature, especially Austen and Dickens, but for the moment I prefer to keep my own stories short – at least until I get more practice.

Principal: 7 _____. Your teacher also said that you were thinking of studying French at college. 8 _____?

Diana: Well, I definitely want to study something related to language, but I haven't decided yet. Perhaps a combined degree in Modern Languages?

Principal: Marvellous. I'm sure you'll do very well. Now, as for this place on the French course ... we have decided to accept your application. Our school is over the moon to have such an outstanding candidate.

Diana: Thank you so much Ms Jones!

9 _____!

- 3 Find expressions in the dialogue that mean:

- 1 to do something to the best of your knowledge and ability

- 2 to be successful at what you do

- 3 to really like something

- 4 to be very pleased

- 4 Match the sentences to the expressions.

- 1 I think this article is really boring.
 - 2 You shouldn't have told Jen her hair looked better before. She was so pleased with her new cut.
 - 3 We've been discussing this for hours. We really need to take a decision now.
 - 4 Have you heard? Paul's failed his driving test again!
 - 5 I don't know how Jason can write his essays so fast.
 - 6 I think all exams should be scrapped.
- A I'm not sure I'm with you a hundred per cent. I think we need some tests to check our progress.
B I'm totally with you on that. We need to get down to business.
C You're absolutely right. I think we need to jazz it up a bit.
D Yeah, he just churns them out by the dozen, without any problems.
E Oh dear! Have I put my foot in it again?
F What a shame!

YOUR TURN TO SPEAK

- 5 4) Revise the *Express Yourself* box on page 16 of the Student's Book. Then listen to the people and respond.

WRITING SKILL

Making a formal recommendation



1 Choose the correct answers.

- 1 One recommendation / suggestion would be ...
A asking individual students about their preference.
B to ask individual students about their preference.
C ask individual students about their preference.
- 2 We suggest / recommend ...
A students should using a variety of techniques.
B students to use a variety of techniques.
C that students use a variety of techniques.
- 3 We suggest / recommend ...
A adapting techniques to students.
B to adapt techniques to students.
C you to adapt techniques to students.

2 Complete the report with the headings. There is one extra heading you do not need to use.

Storytelling	Future uses	Mind games
Mnemonics	Visual imagery	Improving memory

1 _____

The objective of this report is to provide information about the memory training experiments that three groups of students from our school participated in, and evaluate how successful they were.

2 _____

The first group were asked to make up their own personal stories about the items they had to memorise. They were encouraged making the stories as bizarre as possible, as this would facilitate learning. While some students found the method helpful, others complained it was time-consuming.

3

Students in the second group had creating amusing sentences or rhymes, using the first letters of all the words to be remembered. Many of them found this method quite straightforward and effective.

4 _____

Finally, the third group were asked to remember a series of dates by allocating a letter of the alphabet to each number and associating those letters with an unusual image. Again, this method was particularly popular with creative students, as well as those with weaker numeric skills.

5 _____

Overall, students thought it was worth participate in the experiments. Students with visual learning styles, creative students, or those with special educational needs seemed to benefit most. For these reasons, we suggest to carry on with the experiments, but adapting them each time to the target students.

3 Correct the four mistakes in the report in the use of gerunds and infinitives.

Paragraph 2: _____

Paragraph 3: _____

Paragraph 5: _____/

4 Look at the *Writing Reference* on page 113. Imagine you participated in a memory training experiment. You can use any of the examples on this page or others from this unit. Write a report about your experience and follow the instructions.

- 1 Use the report on this page as a model.
- 2 Give your report a title and then follow this plan:
 - Paragraph 1 – introduce your report.
 - Paragraph 2 – explain the memory training method you tried.
 - Paragraph 3 – explain what you liked / didn't like about it.
 - Paragraph 4 – say if you would recommend it to other students.

Reminder

- Give a reason for why you liked / didn't like something.
- Use language for making a formal recommendation.

A report

Class report on ways to improve language learning

[] In paragraph 1, explain what the objective of your report is.

[] In subsequent paragraphs, write your findings; i.e., the information you have obtained. Use a separate paragraph for each topic.

[] In paragraph 3, write about the activities not used by the class.

[] In the final paragraph, you should make some recommendations for future action. Use structures like: *We would like to recommend...*; *We think it would be an excellent idea to...*

In a report, you should always express your opinions, suggestions and recommendations in an impersonal, formal and polite way.

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.

In a report you should use formal language, e.g. *provide* instead of *give*.

Remember, it isn't always necessary to put the verbs in a reported sentence into the past. In this case, the students continue visiting English-speaking websites in the present.

Use linking words such as *however* to introduce contrasting information.

Use *would* to make your report more formal and polite.

Use verbs like *request* and *support* instead of the more informal *ask for* and *help*.

Tips for writing English

In English, there are different ways of expressing purpose. To answer the question *why* we did something, we can use *to* + infinitive, or *for* + noun, e.g.

I went to the shop to buy some fruit.

I went to the shop for some fruit. NOT: *I went to the shop for buying some fruit.*

I went abroad to study English. NOT: *for studying English.*

In formal writing we can put *in order to*, or *so as to* in front of the infinitive, especially with state verbs, e.g.

I changed jobs (in order / so as) to be close to my family.

To talk about the purpose of an object or an action we normally use *for* + *-ing*. These sentences answer the question *What is it used for?* e.g.

This knife is for cutting vegetables.

Schools are for educating children.

However, if the subject of the sentence is a person, we can also use *to* + infinitive, e.g.

I use this knife to cut vegetables.

USE OF ENGLISH

Word formation

Look again at page 122 of your Student's Book. Read *About the exam* and the *Tip*. Then do the task below.

For questions 1–8, read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the same line. There is an example at the beginning (0).

You've got mail

You can't live with them, and you can't live without them. Professionally, it is virtually impossible to (0) *survive* without an email address today. Most companies will issue one to each new (1) _____, while people starting their own business will almost certainly need to use email. After all, without an email address, how could a business (2) _____ with its customers? Outside work too, the majority of people seem to use emails for (3) _____ interaction.

Of course, emails are extremely (4) _____. They allow rapid communication across large distances, which was previously (5) _____ when writing letters. Emails can be cheaper too, because they allow a (6) _____ in stationery and postage costs. However, not everyone is (7) _____ with the increased use of email. Many people hate the feeling that they must (8) _____ check their accounts for something new, only to find spam or something else unwanted.

SURVIVAL

EMPLOY

COMMUNICATION

SOCIETY

BENEFIT

POSSIBLE

REDUCE

SATISFY

CONSTANT

Listen-Speak

30 Listen again to the teacher talking in a Science class. The teacher is talking about a Science assignment. Imagine that your classmate was not in class today. Write what you would say to your classmate, explaining what the Science teacher asked the students to do. Be sure to write about the following:

- brain
- Washoe
- first draft

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Vocabulary Bank

UNIT 1

bored
boring
confused
confusing
deadline
disturbed
disturbing
effective
exam
fail
get by
go over
information
inspired
inspiring
irritated
irritating
long-term
look up
material
memory
moved
moving
pass
process
recycle
relaxed
relaxing
short-term
strategy
take in

test
think through
uplifted
uplifting

UNIT 2

big
boredom
challenge
cold
collision
cope with
deep
dehydration
desert
dilemma
dry
equipment
exhaustion
experience
exposure
fast
flooding
frostbite
give up
glacier
goal
hard
hot
isolation
journey
jungle

keep up
loud
navigation
ocean
protection
see
set out
setback
smell
storm
strong
sunburn
take on
taste
touch
voyage
weigh
wide
young

UNIT 3

architect
book writer
border
break away
break out
break up
citizen
competitor
consultant
democracy
demonstration