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Louis Rogers
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1 NEW YEAR, NEW CHALLENGE

Unit Overview

TOPIC	Education and learning
VOCABULARY	Education: phrasal verbs
READING	This page will change your life
GRAMMAR	Question forms; Subject and object questions
VOCABULARY	Education: *-ion* nouns
WRITING	An essay (1)
EXAM TASKS	Reading and Use of English Part 3; Writing Part 1

Resources

GRAMMAR REFERENCE AND PRACTICE: SB page 138; TB page 244
WORKBOOK: pages 4–7
PHOTOCOPIABLE WORKSHEETS: Grammar worksheet Unit 1; Vocabulary worksheet Unit 1
TEST GENERATOR: Diagnostic test; Unit test 1
PRACTICE EXTRA: Unit 1

WARMER

Students work in pairs. They write five words related to school or education. Pairs then join together and define their words for the other pair to guess. Elicit some of the words that students thought of.

ABOUT YOU

Look at the two questions with the class and give your own answers, for example: 1 'I'm going to give more surprise tests so that you always learn well, not just when you know there is a test coming up.' 2 'My favourite subject at school was history because I like learning about the past and we had a really good teacher.' Encourage students to give similar answers with reasons for them.

VOCABULARY Education: phrasal verbs

1 Read the introduction to the quiz aloud and ask students which type of person they think they are and why. When students have finished, elicit any similarities and differences they found when comparing answers.

Answers
Students' own answers

2 Allow students to compare in small groups and elicit who is the most optimistic in each group and why.

Answers
Students' own answers

3 Tell students to read the sentence in 1a in the quiz and elicit what the phrasal verb in blue means (finish classes at the end of the term) before students look at the meanings in Exercise 3. Then elicit the correct meanings.

Answers
1 stay behind
2 join in
3 give out
4 try out
5 hand in
6 put off
7 break up
8 get on
9 note down
10 get in
11 go for
12 figure out

01 **4** Look at the questions with the students. Elicit that Sophie is a girl's name. After students have listened, allow them to discuss the answers in pairs before you elicit the answers. Ask the students who is more like Sophie and who is more like Niall.

Answers
1 Niall's, because he had double maths.
2 Sophie
3 That Niall is going to try to copy her homework again this year
4 Sophie

01 **5** Give the students 30 seconds to discuss any answers they remember in pairs before they listen again.

Answers
2 Niall b, Sophie a
3 Niall b, Sophie b
4 Niall a, Sophie a
5 Niall a, Sophie b
6 Niall b, Sophie a

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6 Look at the first question with the class. Elicit that the correct phrasal verb is *hand in* and elicit a different way of asking the question without using a phrasal verb, for example *What happens if you give your teacher homework late at your school?* When students have discussed the answers in pairs, invite ideas from different pairs.

Answers
1 hand in
2 read out
3 figuring out
4 stay behind
5 break up
6 joining in
7 got in
8 trying out

READING

1 Elicit what a *mindset* is and ask how it relates to the Back-2-School quiz (the quiz answers showed if you have a positive attitude or not).

Answers
Your mindset determines whether you think you're born with certain abilities, or whether you believe you can learn to be good at things.

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2 Look at the five areas of life and elicit guesses about which ones the students think that mindset can affect. When students have read the complete text, allow them to compare answers in pairs. Elicit the answers and the relevant extracts from the text (a *professional achievement, prosperous life*; c *personal relationships*; d *a huge influence on learning, get the most out of your education*; e *If I train, I might get in next time*).

Answers
a, c, d, e

02 The Reading text is recorded for students to listen, read and check their answers.

BACKGROUND INFORMATION
Carol Dweck started her research into the importance of growth mindset more than 30 years ago. She published a book (*Mindset: the New Psychology of Success*) in 2006, which is popular amongst educators and business leaders. In 2017, she was awarded $3.8 million to continue her research.

3 Before students answer the questions, re-elicit the differences between *fixed mindset* people (think they either have an ability or not and that it isn't worth trying to improve things they aren't good at) and *growth mindset* people (think they can do anything if they try hard enough). Elicit what kind of mindset Sophie (*growth*) and Niall (*fixed*) have.

Answers
1 Fixed 2 Growth 3 Growth 4 Fixed 5 Growth

4 Elicit the answers to the matching activity before students write the sentences. Tell the class to look at the first highlighted phrase (*be aware of*). Students work in pairs and have one minute to try to think of a sentence. Elicit ideas and model an answer if necessary, for example 'I am always aware of people who are cheating during an exam!' Put students into small groups of three or four to write sentences for the other highlighted phrases. Point out that they can change the phrases grammatically, if necessary, as in your example (*be – am*). Monitor and help where necessary and elicit ideas from the class.

FAST FINISHERS
Ask students to look at the text and try to find another word or phrase that they think some people won't be familiar with. They should look up the meaning if they aren't sure themselves. They then write an example sentence for this word or phrase and share these with the class when everyone has finished the exercise.

MIXED ABILITY
For weaker students, rather than asking them to write example sentences for the phrases, which they might find difficult, you could give them the example sentences suggested below, with the phrases missing, and ask them to complete them. For example *Our teachers _____ an interesting _____ to correcting homework*. You could then elicit these, along with other students' sentences.

Answers
1 take the … approach
2 be aware of
3 skills development
4 professional achievement
5 do … for their own sake

Possible sentences
1 Our teachers take an interesting approach to correcting homework.
2 I am always aware of people who are cheating during an exam!
3 We don't just play sports in PE. The teachers also work hard on our skills development.
4 I'd like to work for a company that encourages and helps with the professional development of their employees.
5 I'm just learning Japanese for my own sake. No one forces me to do it.

5 Set a time limit of two minutes for students to think about the questions alone and then put them in pairs to discuss their ideas. Elicit answers to question 1 and, as a whole class, discuss reasons why students think they have that mindset.

Answers
Students' own answers

TALKING POINTS
Ask the students to look at the first question and have a quick class vote. Then put the students into small groups. The groups should try to think of advantages to having a fixed mindset, for example *These people don't waste time on things they will never be good at*. Set a time limit of two minutes and then elicit ideas. Students stay in the same groups to discuss the second question. Each student should answer *Yes* or *No*, and also give reasons for their answer. Ask each group to share the most interesting ideas with the class.

Follow up by asking how we can help students who have a fixed mindset change to having a growth mindset. Give them two minutes to discuss ideas and invite them to share these with the class.

Tell them of an idea that Carol Dweck described in a TED talk. She said that, when students fail an exam, they often feel that they aren't good enough. The next time there is a test, instead of trying harder, they decide to cheat. A school in Chicago decided to help by changing the grading system for tests. Instead of getting a fail, they got a grade 'Not yet'. According to Carol, this helps because it gives the students the idea that they are heading towards their goal and that they will get there in the end. Ask the students what they think of this idea and why.

COOLER
Tell the class that you have some important information for them and walk round the room miming the action of handing out a paper to each student. When you have finished, elicit what you were miming (*giving out information*). Put students into small groups and ask each group to choose a phrasal verb to mime. Groups show their mimes in turn and the other students guess the phrasal verb.

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THIS PAGE WILL CHANGE YOUR LIFE

Growth mindset – *transform your mind forever*

02

Are you wondering how to get on better at school? Have you ever felt that you're good at some things but not at others? Then perhaps it's time to start thinking differently about school, and even yourself. Carol Dweck, a Professor of Psychology from Stanford University, says people may not be aware of their own 'mindset', but mindsets have a huge influence on learning, skills development, personal relationships and professional achievement. Your mindset determines your attitude to your abilities. For example, you might consider yourself to be good (or bad) at sport or maths or languages. Or you might feel that you can be good at anything if you try hard enough.

What mindset do you have? To find out, consider these situations:

1 **You read a short message in English, but it's hard to understand. What would you think?**
   a It's no use! I'm just not very good at languages.
   b I haven't studied English for long, but one day I'll be able to read this.

2 **You try to join a school sports team, but you fail to get in. What do you say to yourself?**
   a It's because I'm not good at sport.
   b I'm not good enough yet, but if I train, I might get in next time.

These situations illustrate the difference between fixed and growth mindsets. People with a fixed mindset tend to answer a) to both questions. People with a growth mindset tend to answer b).

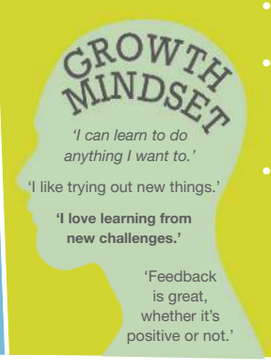
FIXED MINDSET PEOPLE ...

- think they are born with the ability to be good at some things and not at others.
- believe that success comes from talent rather than effort.
- don't feel that they can change what they're like as a person.
- dislike failure and focus on what they are 'good' at – they avoid difficult challenges and things they're not 'good' at.
- like doing well at tasks that will get a reward or please their school or parents, for example getting top marks in an exam.



GROWTH MINDSET PEOPLE ...

- think they are born with the ability to be good at anything if they try hard enough.
- believe that success comes from effort rather than talent.
- like adapting to new situations and challenges.
- don't mind failure and they learn from it – they'd never think 'I'm no good at this' or 'There's no use even trying.'
- do things for their own sake – for example, they might join a team because they find it personally rewarding, not because they want praise.



Did you know that when we learn something new, or when we have to concentrate to figure out an answer to a problem, our body creates new nerve connections within the brain? People with a growth mindset are always trying out new things and developing their skills and abilities, and so their brains are always growing.

Do you want to get the most out of your education? Do you want a content and prosperous life? There's no question that adopting a 'growth mindset' is the best decision you could ever make about your future. If you don't already take the growth mindset approach (and most people don't!), the question you should be asking yourself is not 'Should I change the way I see myself?' ... the big question is 'How quickly can I change?'

3 **Read the article again and answer the questions. Write *Fixed* for people with a fixed mindset or *Growth* for people with a growth mindset.**

1 Who thinks we're born with certain characteristics?
2 Who thinks achievement is a result of working hard?
3 Who thinks we can learn from our mistakes?
4 Who feels it's important to get high scores?
5 Whose brain keeps on growing?

4 **Match the highlighted words and phrases in the article to the meanings. Then write one sentence for each phrase.**

1 do things in a certain way
2 know that something exists
3 getting better at doing things
4 doing well in your career
5 do things simply because you like doing them

5 **Discuss the questions.**

1 What mindset do you have? (Answer the two questions in the article.)
2 Read the five character descriptors for your mindset. Do you agree?

TALKING POINTS

Are there any advantages to having a fixed mindset?

Do you think that this page will change your life?

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GRAMMAR Question forms

1 **Read the examples. Then complete the rules with the words in the box.**

1 Are you wondering how to get on better at school?
2 Have you ever felt that you're good at …?
3 What mindset do you have?
4 Did you know that when we learn something …?
5 Should I change the way I see myself?
6 How quickly can I change?

are	before	*does*	*have*

To form questions:
a in simple tenses, we add _____, *do* or *did* before the subject.
b in perfect tenses, we put *has*, _____ or *had* before the subject.
c in continuous tenses, we put *am*, *is*, _____, *was* or *were* before the subject.
d with modal verbs, we put the modal verb _____ the subject.

2 **Complete the questions with *you* and the correct form of the verbs in bold in the answers.**

0 *Have you studied* English for a long time?
Yes, I've **studied** it for eight years.
1 How _____ this term?
I'm **getting on** quite well, thanks.
2 _____ any interesting clubs at your school?
Yes, you can **join** all sorts of clubs.
3 _____ any homework this week?
Yes, I've **handed in** an essay for history.
4 _____ your homework before or after dinner?
I **do** my homework before dinner.
5 What _____ about in your last English lesson?
We **were talking** about growth mindset.

3 **Correct the mistake in each question.**

1 There is a new drama teacher?
2 Did they passed their end-of-year exams?
3 Have you consider my offer yet?
4 What I should study next?
5 How much the extra classes do cost?

Subject and object questions

4 **Read the examples. Then complete the rules with *statement* or *question*.**

Subject question
1 Who helps you? My teacher helps me.

Object question
2 Who do you help? We help younger children.

a Object questions ask about the object. They use the same word order as a _____.
b Subject questions ask about the subject. They use the same word order as a _____.

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5 **Complete the questions with the words given.**

1 do you know / knows you
a 'Who _____ in this class?' 'I only know you.'
b 'Who _____ in this class?' 'Only you know me.'
2 did Carl call / called Carl
a 'Who _____?' 'He called a few classmates.'
b 'Who _____?' 'A classmate called him.'
3 damaged their car / did their car damage
a 'What _____?' 'It damaged a wall.'
b 'What _____?' 'A tree that fell on it.'

6 **Write two questions about each sentence: one with *what* and one with *who*.**

0 Suzanne Collins wrote *The Hunger Games* books.
What did Suzanne Collins write?
Who wrote The Hunger Games *books?*
1 Gary Ross directed *Ocean's Eight*.
2 Elon Musk started SpaceX and Tesla.
3 Brazil has won the FIFA World Cup five times.
4 Cristiano Ronaldo has been voted the world's best male football player five times.

VOCABULARY Education: *-ion* nouns

1 **Read the examples. Then form nouns with *-ion* from the verbs.**

educate: Do you want to get the most out of your education?
decide: Adopting a 'growth mindset' is the best decision you could ever make.

1 act
2 invent
3 prepare
4 discuss
5 permit
6 register

2 **Complete the text with the singular or plural noun form of the verbs given in capitals.**

Getting the best out of yourself

There's a new book out about self- 0*motivation* and how to get the best out of yourself. The 1_____ has some interesting facts about the human brain, and the 2_____ between learning and brain development. There's also a glossary where you can read 3_____ of key terms such as 'self-efficacy' and 'growth mindset'. The glossary's useful because you really need to know these 4_____ as you read the book. I've read the whole book now and I've tried a 5_____ of the techniques it mentions. It's definitely helped me with my 6_____ and my ability to focus on reaching certain goals I've set for myself. There are a few case studies of specific issues that people have had, with 7_____ of how they overcame those issues. It ends with 8_____ for simple exercises you can try out to see what works for you.

MOTIVATE
INTRODUCE
CONNECT
DEFINE
EXPRESS
SELECT
CONCENTRATE
EXPLAIN
RECOMMEND

3 » **Work in pairs. Turn to page 120.**

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GRAMMAR Question forms

WARMER

Write the word *English* on the board. Elicit a question for which the answer would be *English* (for example *What subject are we studying at the moment? What nationality is Daniel Radcliffe?*). Students work in pairs to think of an answer to a different question. Nominate pairs to share their answer and ask other groups to think of a suitable question.

1 When the students have completed the rules, elicit that, for all questions, the auxiliary verb (the verb that is used to form the tense) or the modal verb come before the subject. All questions in English follow the same pattern. If there is a question word, for example *What*, there must be a verb between it and the subject. Note any errors of question formation during the lesson and have a correction slot at the end.

Answers

a *does* b *have* c *are* d before

2 Look at the example with the class and elicit the tense (present perfect) and the word order in the question: *Have* (the auxiliary verb needed to form perfect tenses) + *you* (the subject) + *studied* (the main verb). When students have finished, tell them to check the word order of their answers in the same way.

Answers

1 are you getting on
2 Can you join
3 Have you handed in
4 Do you do
5 were you talking

3 Look at the first question with the class and ask them what the problem is (it is a question but the word order is the same as a positive sentence). Elicit the correct word order and then ask the students to do the other questions alone. Elicit the answers and what the problem with each sentence is.

Answers

1 **Is there** a new drama teacher?
2 Did they **pass** their end-of-year exams?
3 Have you **considered** my offer yet?
4 What **should I** study next?
5 How much **do** the extra classes cost?

Subject and object questions

4 Look at the example with the class and elicit other verbs that could be used in place of *help*, for example *Who often texts you? Who do you often text?* When students have completed the rules, they can ask and answer their questions in pairs.

Answers

a question b statement

GRAMMAR REFERENCE AND PRACTICE ANSWER KEY TB PAGE 244

5 Allow students to work in pairs. Monitor and help where necessary. Elicit the answers and what the question words refer to in each case, for example 1a *the people you know* (i.e. the object of the sentence); 1b *the people who know me* (i.e. the subject of the sentence).

Answers

1 a do you know
b knows you
2 a did Carl call
b called Carl
3 a did their car damage
b damaged their car

6 Look at the example with the students. Elicit answers to the two questions: *She wrote* The Hunger Games *books.*; *Suzanne Collins wrote* The Hunger Games *books.* Allow students to work in pairs to write the questions. Monitor and help where necessary.

Answers

1 What did Gary Ross direct? / Who directed *Ocean's Eight*?
2 What did Elon Musk start? / Who started SpaceX and Tesla?
3 What has Brazil won five times? / Who has won the FIFA World Cup five times?
4 What has Cristiano Ronaldo been voted (as) five times? / Who has been voted the world's best male football player five times?

GRAMMAR WORKSHEET UNIT 1

VOCABULARY Education: *-ion* nouns

1 Elicit the spellings and write the words on the board. Remind students that being able to change one part of speech into another is a very useful skill, and that it is a good idea to make a note of both the noun and verb form of new words when recording new vocabulary.

Answers

1 action 2 invention 3 preparation 4 discussion 5 permission 6 registration

2 **B2 First for Schools Reading and Use of English Part 3**

In this part, students read a text with eight gaps (plus an example). At the end of lines with gaps in them, there is a stem word in capitals. Students have to form an appropriate word from the stem to fill each gap. This tests the students' knowledge of prefixes, suffixes and other changes, and also tests the students' understanding of the text.

Remind students that, as well as thinking of the correct noun form, they have to decide whether the word is plural or not. Allow students to compare answers in pairs and then elicit the words and spellings. In the exam, there would be a mixture of word types tested: nouns, plural nouns, adjectives and adverbs, and at least one negative prefix.

Answers

1 introduction 2 connection(s) 3 definitions 4 expressions
5 selection 6 concentration 7 explanations 8 recommendations

3 Put students into pairs. Tell one student in each pair to ask questions 1, 3 and 5 and the other 2, 4 and 6. Students now look at page 120. Elicit the nouns needed. Elicit or tell students that we say: *make a suggestion*; *hand in / write / send an application*; *give a description*; *My biggest/greatest inspiration is …*; *I use … as a motivation*; *My usual reaction is to …* When students have asked and answered the questions, nominate students to tell the class their answer to one of the questions.

Possible answers

1 I have loads of **suggestions**. What about …?
2 No, I still haven't filled in my **application**!
3 OK, I'll start with a physical **description**. She's …
4 Kristen Stewart is a real **inspiration** for me because …
5 I get my **motivation** from …
6 My **reaction** is usually …

VOCABULARY WORKSHEET UNIT 1

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WRITING An essay (1)

1 Set a time limit of one minute for students to read the essay. Elicit the answer and any reasons the students remember about why English is important, for example *to get a good job*.

Answers
She/He agrees with the essay title.

2 Elicit the answers and ask why paragraphs are important in the students' writing (they clearly separate different points and make it easier to read).

FAST FINISHERS
Tell fast finishers to imagine they are the essay writer. They should complete the notes so that they include all the information in the essay. Give a maximum word count so that students make very brief notes (15 words including the headings given). When everyone has finished, elicit students' ideas. For example:

1 finding a job – communicate with business partners

2 information, e.g. menus, signs, communication

3 entertainment – songs, films

Answers
Paragraph 1 d
Paragraph 2 e
Paragraph 3 a
Paragraph 4 c
Paragraph 5 b

3 Put the students into small groups. Ask them to try to think of something they use English for when they discuss question 2, for example reading instructions for computer games. Elicit ideas from different groups.

Answers
1 Because it's needed to get many jobs and communicate with business partners around the world; it's used as a second language in many countries to help visitors who don't speak the language of the country; it's the language of many popular songs, shows and films.
2, 3 Students' own answers

4 As an alternative, tell students to read through the *Prepare to write* box without looking at the essay. Put them into small groups. Tell the students to look at the essay and listen to your instructions. The first group to find each answer wins a point. For example 'Find a capital S at the beginning of a sentence' (*Similarly*). 'Find a nationality that isn't English' (*American*, *British*). 'Find a language' (*English*). 'Find a present perfect question' (*have you noticed …*). 'Find an exclamation' (*I particularly dislike watching films with subtitles!*). 'Find a list of three things you may find written in English' (*menus, visitor information and street signs*). 'Find a contraction that isn't a negative verb form' (*you'll*, *it's*).

Look at the sentences below the *Prepare to write* box. Look at the first two words with the class and elicit the mistakes (*I* should be a capital letter; *don't* should have an apostrophe). Monitor and help where necessary.

MIXED ABILITY
Allow weaker students to work in pairs. Rather than write a full paragraph, they can write individual sentences. You could also tell them how many mistakes each sentence contains so they can check that they have found them all (1 seven, 2 three, 3 four, 4 six, 5 three).

Answers
I don't see why everyone should learn English just because that's what they speak in the United States. American culture and technology are the most popular at the moment, but will it always be that way? It would be better if we all learned Chinese because there are more speakers of Chinese than any other language. It doesn't make sense for a Chinese and a German businessperson to speak English when they meet. Wouldn't it make more sense if they just spoke one of their own languages?

5 Put students into pairs to discuss their ideas. Tell them to write down key words that could be useful for each paragraph, for example *studies – revision*, *memory*; *sport – training*, *exercise*.

Answers
Students' own answers

6 **B2 First for Schools Writing Part 1**

In this part, the students have to write an essay. They are given a task in the form of a question or statement, which they give their opinions about. The task includes two prompts. Students have to address both of these and introduce a third idea of their own. The essay must be clear and easy to follow with effective organisation. The students are also expected to use a range of structures and appropriate vocabulary.

As this is exam practice, tell students to write the essay title in their notebooks and then close their Student's Books. When they have finished, elicit opening and closing paragraphs from different students.

Model answer
Everyone has different abilities and it is true that some people are better than others at different things, but that doesn't mean that those who were born with less ability can't improve and become successful.
At school, the students who do well aren't always the same students as those who were top of the class when they were younger. Students can improve their grades by studying hard and revising.
The same is true in sports. Natural talent alone isn't enough to succeed. In fact, those with the most natural talent are often the ones who don't succeed. This is because, at a young age, they didn't have to try hard and, when they get older, they don't have the motivation to improve.
A third area where ability is less important than effort is in the world of entertainment. The most successful singers don't always have the best voices but they work hard and do everything they can to become popular.
Natural ability is very useful if we want to be successful, but I think someone who works hard has more chance of success than a talented but lazy person.

COOLER
Tell students to imagine that they are now ten years older and have become successful in some way. Their partner is going to interview them about their success, but they are going to write the questions for their partner to ask. Give an example for yourself: 'When did you win the "Teacher of the Year" award? What did you do to win it?' Set a time limit of three minutes for students to write their questions. They then swap questions and interview each other. Nominate pairs to ask and answer their questions in front of the class and correct question forms where necessary.

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WRITING An essay (1)

1 **Read the sample essay. Then read the essay task. Does the writer agree or disagree with the essay title?**

In your English class you have been talking about the importance of learning English. Now your English teacher has asked you to write an essay.
Write your essay using **all** the notes and giving reasons for your point of view.

'Everyone should learn English.'
Do you agree?

Notes
Write about:
1 finding a job
2 travelling
3 _____ (your own idea)

'Everyone should learn English.' Do you agree?

1 English is the international language for business, travel and culture, and so it makes sense that everyone should learn it.

2 In order to get many jobs, candidates need to be able to speak English. Even if your company doesn't have clients in English-speaking countries, you'll still need English to communicate with business partners from everywhere else in the world.

3 Similarly, when you go abroad, have you noticed that restaurant menus, visitor information and street signs are often in English as well as the national language? Even if you don't speak the language of that country and they don't speak yours, you can always use English to get what you need.

4 Finally, I think that English is important if you're a film or music fan. Many of my favourite songs, shows and films are American or British, so speaking English really helps me to appreciate and enjoy them. I particularly dislike watching films with subtitles! And when I hear a cool song, it's satisfying to be able to work out the lyrics on my own.

5 These three examples illustrate why everyone needs English to get on in different areas of life.

2 **Read the essay again. Then match each paragraph to its function.**

a Write up your ideas for the second note (*travelling*).
b Summarise your ideas in a conclusion.
c Write up your ideas for the third note (*your own idea*).
d Directly address the essay question.
e Write up your ideas for the first note (*finding a job*).

3 **Discuss the questions.**

1 According to the essay, why is English important?
2 What would you write for the third note?
3 What might you write as your conclusion for this essay?

4 **Read the *Prepare to write* box. What examples can you find in the essay? Then rewrite the sentences below as a single paragraph with the correct punctuation.**

PREPARE TO WRITE Punctuation

We use capital letters:
- at the beginning of all sentences.
- for the personal pronoun *I*.
- for days and months.
- for the names of people, places, nationalities and languages.

We use:
- full stops at the end of most sentences.
- exclamation marks at the end of sentences to show surprise or anger.
- question marks at the end of questions.
- commas to separate items in a list, and before or after certain words to separate clauses.
- apostrophes to show possession and contractions.

i dont see why everyone should learn english just because thats what they speak in the united states

american culture and technology are the most popular at the moment but will it always be that way

it would be better if we all learned chinese because there are more speakers of chinese than any other language

it doesnt make sense for a chinese and a german businessperson to speak english when they meet

wouldnt it make more sense if they just spoke one of their own languages

5 **Read the essay task below. Then discuss the questions.**

1 What could you write for the first note?
2 What could you write for the second note?
3 What could you add for the third note?
4 What would your conclusion be?

In your English class you have been talking about being successful in life. Now your English teacher has asked you to write an essay.
Write your essay using **all** the notes and giving reasons for your point of view.

'Being successful in life depends more on a person's ability than on how hard a person tries.'
Do you agree?

Notes
Write about:
1 studies
2 sport
3 _____ (your own idea)

6 **Write your essay.**

- Write your essay using five paragraphs, like the sample essay.
- Pay attention to punctuation.
- Write 140–190 words.

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Louis Rogers
Excerpt
More Information

2 LIVE MUSIC

ABOUT YOU

01 **Watch the video. Then answer the questions.**

Which singers or bands have you seen live in concert?

Who would you most like to see in concert?

VOCABULARY Music phrases

03 **1** **Listen and identify the eight types of music you hear. Use the words in the box.**

classical	folk	hip-hop	jazz
opera	pop	reggae	rock

2 **Put the parts of sentences in order to make the first paragraph of two concert reviews. The first line of each review is given.**



a last month, was unexpected. Her choice of **concert venue** last
b no surprise, but her **debut album**, which came out
c Blue Lines' popularity as **background music** on TV shows
d and her **musical talent** was at its best in the cosy atmosphere.
e night matched her new, quieter sound perfectly, though,
f apparently hated. Her decision to **go solo** last year was
g was something that former **lead singer**, Phoebe White,

1 c Blue Lines' popularity as background music on TV shows …

LIVE MUSIC REVIEW: The Scene

a the band and was in **the charts** for months. Since then,
b might just have heard! *Lucky* was a **massive hit** for
c their home town to just a thousand **devoted fans**, who
d The Scene **released a track** in the summer which you
e they've been **touring the world**, playing to crowds of
f were definitely in the mood for dancing.
g over 50,000. Last night, they **gave a performance** in

1 d The Scene released a track in the summer which you …

04 **3** **Listen and check.**

4 **Match the phrases in each review to the meanings.**

EP Review 1

1 the main vocalist in a band
2 a natural ability related to music
3 leave a band to follow a music career by yourself
4 songs that are playing quietly while you are doing something else
5 a place where musicians play live
6 a singer or group's first collection of songs

Review 2

7 a very popular and successful song
8 an official weekly list of the most popular songs
9 people who like a singer or band very much
10 giving live concerts internationally
11 made a song available for people to buy
12 acted or played music in public

5 **Discuss the questions.**

1 Who is the lead singer of your favourite band?
2 Do you put on some background music when you study?
3 Are there any good concert venues where you live?
4 What is number one in the charts in your country at the moment?

READING

1 **Read the first paragraph of the article, ignoring the gap. What are *riders*?**

2 **Which artist in the photos do you think made these requests in their riders? Read the article quickly and check.**

1 white rooms, white flowers, white furniture
2 crisps, sweets, fruit
3 recycling facilities and locally grown food
4 eight local postcards and stamps

3 **Six sentences have been removed from the article. Choose from the sentences A–G the one which fits each gap (1–6). There is one extra sentence which you do not need to use.**

A What's more, five dishes every day must be named after his songs.
B This is usually where a backstage rider begins.
C There will be no exceptions to this rule, the rider states.
D Some of these concern technical issues, such as sound equipment or lighting that is needed.
E In this case, the venue was trying to save money.
F Although leather and meat are banned from backstage, his rider requests 240 clean towels at each concert!
G However, perhaps the most famous remains one made by American rock band Van Halen.

4 **Imagine you are in a band. Write your own rider.**

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