

# 1

# Education

# Super brains

## Competencies:

Reading (p. 6, 13, 14/15); Listening comprehension (p. 10, 11); Speaking (p. 7, 10); Writing (p. 9, 13, 15, 17); Writing a letter (p. 16)

## Texts and content:

Blind Tom & Stephen Wiltshire (p. 6); Interview about autistic savants (p. 11); Text about worries (p. 13); Extract from a novel (p. 14/15); Song lyrics (p. 17)

## Language (linguistic) focus:

### Grammar

Present tense (Review) (p. 7/8); Past tense (Review) (p. 8); Tense review: Past and present (p. 9)  
Grammar for communication: Present tenses (p. 8)

### Vocabulary

Expressions with mind (p. 10, 19); Expressions with brain (p. 11/12)

## Exam task types: **M**

Reading: True / False statements (p. 14); Writing: Formal letter (p.16); Language in use: Multiple choice cloze (p. 18)

This unit looks at the subject of education and extraordinary talent and reviews the present and past tense in the grammar sections. The *Into Competencies* page focuses on letter writing and the *into Literature* and *Language in use* pages provide exam practice.

## 1 Read

**a** The students look at the pictures. Get feedback on their ideas, then have them read the texts.

### Optional activity

Ask the students to write down five things that they expect to read about in the text. Get them to read the text and see how many of their predictions were correct.

**b** This activity can also be done in pairs. Get feedback.

### Answer Key:

Blind Tom: 1 He can memorise and repeat pieces of music after hearing them only once, 2 James N. Bethune, 3 (After his first performance got good reviews) Bethune took him on a tour of the US. Blind Tom was invited to the White House, he performed shows all over the US, visited Canada and South America, he never failed to reproduce a piece of music

Stephen Wiltshire: 1 He produces extraordinarily detailed drawings. 2 his mother / his teachers, 3 Stephen and his works were the subject of a BBC programme in 1987, 4 after the TV programme many people wanted to buy his paintings / he published several books

**c** Play the audio so students can listen and check their answers. Monitor carefully to check students' understanding. Play again and pause as needed.

## 2 Speak

Put the students in small groups (three to four students usually works best, as this allows students to do more speaking). Ask them to look at the list and discuss the questions together. It's often helpful to write some useful phrases on the board beforehand to help them to express themselves: *I'm pretty good at ... / I'm not bad at ... / I'm fairly good at ...* Some students might not say too much about themselves. Tell them to talk about the things they are good at anyway. They don't have to be a genius! Monitor and encourage as much discussion as possible. Get class feedback.

## 3 Grammar Present tense (Review)

**a** This activity can also be done in pairs. Get feedback and check the students' ideas.

### Answer Key:

present simple: *has / is* (describing Stephen's characteristics)

present continuous: *are starting* (happening now)

present perfect: *has become / has published* (happened recently, and is still happening)

present perfect continuous: *has been creating* (happened over a period of time and is still happening)

**b** This activity can also be done in pairs. Get feedback.

**Answer Key:** 1 lives, 2 has written, 3 is ... drawing, 4 has been developing, 5 have become, 6 has

**c** Point out the first item, which has already been done as an example. Check answers in feedback.

**Answer Key:** 1 has just turned, 2 has, 3 means, 4 has been drawing, 5 has taken, 6 sell, 7 include, 8 has also published, 9 wants

**d** Check answers together in feedback.

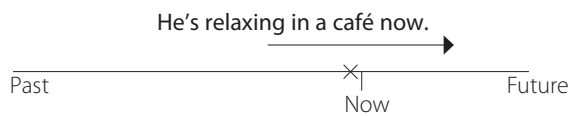
**Answer Key:** 1 lives, 2 is studying, 3 has met, 4 has appeared, 5 has been exhibiting, 6 is working

**◆ For weaker students**

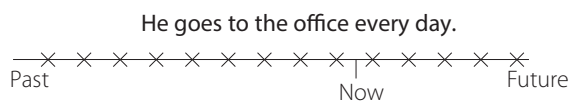
Students sometimes have problems choosing the correct form of the verb and may use the present simple rather than the present continuous due to first language interference.

Try to show example sentences and timelines on the board, and also use adverbs to clarify things. Show a picture of a man in a café and concept check.

*He's relaxing in a café now.*



*He goes to the office every day.*



Which sentence describes something happening now?

*(He's relaxing in a café now.)*

Which sentence describes something he does often? *(He goes to the office every day.)*

When do we use the present continuous? (to describe something happening now)

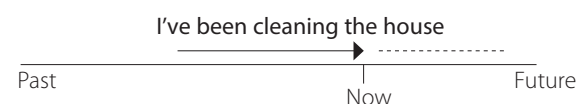
When do we use the present simple? (to describe things that happen many times, habits, routines)

Similarly, students sometimes use the present continuous rather than the perfect, perfect with the simple or continuous and this leads to errors such as *I am living here for three years*. Stative verbs tend to cause problems too, so it's helpful to give students a clear list of verbs that are not usually used in the continuous form, such as *like, love, want, mean* and *believe*.

If the students mix up the present perfect simple and continuous, try to contrast the function and meaning so that they see a clear difference between recently completed actions, things completed at an indefinite time (the present perfect simple), and things that are temporary or might continue in the future (the present perfect continuous).

At times there seems to be very little difference in meaning between the present perfect simple and continuous. If students are confused, try to show the difference between the action and result and give extra contextual clues.

*I've been cleaning the house for hours and it's still a mess.*



When did the speaker start cleaning? (in the past)

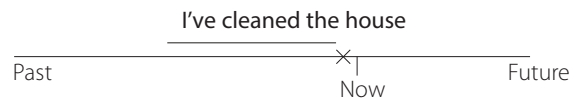
Did it take a long time? (yes)

How long? (*hours*)

Is it finished now? (no)

Will the speaker continue in the future? (probably)

*I've cleaned the house and it looks really nice now.*



When did the speaker start cleaning? (in the past)

Is it finished? (yes)

What does it look like? (*really nice*)

Which of the sentences describes a finished result? (*I've cleaned the house.*)

Which one describes an action that might continue in future? (*I've been cleaning the house.*)

**4 Grammar for communication**

Put the students in pairs and get them to do the activity together. Model the activity and then monitor and help if needed. Get feedback, give corrections and highlight good use of language.

**1 Grammar Past tense (Review)**

**a** Have the students look back at the text about Blind Tom, do the activity and answer the question. Get feedback.

**Answer Key:** past simple: *bought / had / was / heard / went / found / realised / was / hired / reproduced / confirmed / had / took part in / were / took / performed / performed / were / featured / played / failed / died* (an event that happened in the past and was completed in the past);

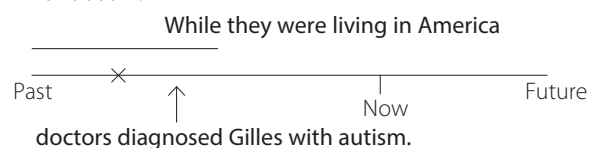
past continuous: *was walking* (an event that took time to occur in the past, and was completed in the past);

past perfect: *had heard* (an event that happened earlier than the ones mentioned)

**◆ For weaker students**

Write sentences from the text on the board and elicit and concept check to make things clear to show different functions of the past continuous and past perfect simple. Sometimes students assume that the past continuous is always used for interrupted past actions, so it's good to highlight other functions in the text such as things that were happening in the background when something else happened, and simultaneous actions in the past.

*While they were living in America, doctors diagnosed Gilles with autism.*



When is the sentence about? (the past)

What did the doctors find out? (Gilles had autism)

When? (*while they were living in America*)

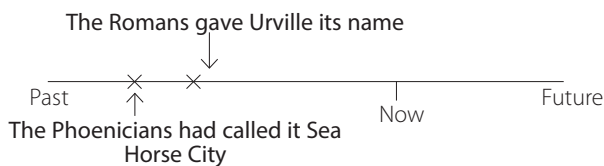
Did they live in America before he was diagnosed? (yes)

Did they continue living in America? (yes)

When is the past continuous used? (to describe things that were in progress or in the background, when other things happened)

Also quickly elicit and review the past perfect simple, which is used to describe things that happened before other finished past actions.

*The Romans gave Urville its name, but it was founded by the Phoenicians who had called it Sea Horse City before the Roman invasion.*



When is the sentence about? (the past)

How many things happened? (two)

Which sentence is past simple? (*the Romans gave Urville its name*)

Which sentence is past perfect simple? (*the Phoenicians had called it Sea Horse City*)

Which thing happened first? (*the Phoenicians had called it Sea Horse City*)

When do we use the past perfect? (to talk about an action that happened before another action in the past)

- b** This activity can also be done in pairs. The first item is given as an example. Monitor and help if needed and check the answers together in feedback.

**Answer Key:** 1 moved, 2 were living, 3 diagnosed, 4 has / 's developed, 5 began, 6 had / 'd created, 7 was working, 8 started, 9 gave, 10 had / 'd called

### Optional activities

#### Memory

Take sentences from a text (it could be from the unit or another text that contains lots of examples of past tenses) and write sentence halves on small cards. Put the students in pairs. They put the cards face down on the table, turn a card over and look at the sentence half. Then they turn another card over to see if they can make a sentence. If they can't, they replace the cards as they were before. Then their partner tries to find matching sentence halves. When they find a pair, they keep the cards. The one with the most pairs of cards at the end wins.

#### Dead Poet's Society

Play a clip from the movie *Dead Poet's Society* (1989) when the teacher, John Keating, tells the students to "seize the day" (*carpe diem*) by reading the poetic lines:

*Gather ye rosebuds while ye may,*

*Old time is still a flying,*

*And this same flower that smiles today,*

*Tomorrow will be dying.*

Ask the students to discuss with a partner the most important things they have learned in their lives. Ask them to say where they were, what they were doing, and who they learned from. Why was it so memorable?

## 6 Grammar Tense review: Past and present

- a** Monitor and help the students as needed. Get feedback and check the answers.

**Answer Key:** 1 has become, 2 took, 3 had tested, 4 was playing, 5 decided, 6 had ever taught

- b** This activity can also be done in pairs. Check answers in feedback.

**Answer Key:** 1 had not / hadn't learnt / learned, 2 began, 3 was listening, 4 has / 's learnt / learned, 5 finds, 6 has been working, 7 plays

- c** Ask the students to write a biography of someone famous and use examples of the present and past tenses. At this point, it might be helpful to show the kind of information they could include, such as: *date and place of birth and death, family information, what they achieved, major events of life, effects / impact on society or history, etc.*

Also get the students to look at the biographies about Blind Tom and Stephen Wiltshire. How do the biographies start? Which one is more interesting and why? They'll see that the first part of Blind Tom's biography is much more interesting, so tell the students to begin their biography with an interesting fact or story which gets the reader's attention.

### Optional activity

#### Between the Lines

Find an interesting or amusing story and write three sentences from it in a random order on the board. Put the students in small groups of three and get them to guess the order of events. What happened first, second and third? Check their ideas in feedback.

When they have guessed correctly, tell them that other things happened in the story between these events. They have to read between the lines (the sentences on the board) and guess the rest of the story. Get feedback on their ideas. Then get them to read the text and check to see if their ideas were correct. This provides good practice of the past perfect and other narrative tenses. An example is shown below.

*Look at the three sentences. What order do you think they happened?*

the car was gone

the bear had destroyed the inside of the car

they heard a sound

*What else happened in the story between these events? Work together and guess the sequence of events in the rest of the story. Now read the text and check to see if you were correct.*

Ben and his sister were watching TV one night when they heard a sound. It came from the garage. They were frightened and thought that someone was stealing the family car. They were right! They jumped out of their seats and looked out of the window. By the time they had run outside, the thief had already left and the car was gone.

Ben and Lisa called the police and told them what had happened. When the police arrived, they saw some lights in the distance and realised that the car had crashed into the trees. They went to arrest the thief who was trapped inside, but to their surprise there was a huge bear in the

car! He had found a peanut butter sandwich in the car; while he had been eating it, the door had closed and he hadn't been able to get out. The bear had accidentally knocked the brake off and the car had gone down the hill and into the trees! He'd been really frightened and had desperately tried to escape. By the time the police took him away, the bear had destroyed the inside of the car.

**Answer Key:** 1 they heard a sound, 2 the car was gone, 3 the bear had destroyed the inside of the car

For a downloadable worksheet, go to <http://www.helbling-ezone.com> → INTO ENGLISH Teacher's Resources.

## 7 Vocabulary Expressions with *mind*

**a** This activity can also be done in pairs. Tell the students to use a (monolingual) dictionary if they need to. Point out the first item, which is given as an example. Play the audio and have the students check their answers and repeat the expressions and definitions.

**Answer Key:** 1b, 2i, 3f, 4a, 5j, 6d, 7c, 8g, 9h, 10e

**b** This activity can also be done in pairs. Remind the students that they have to use the correct verb form. Point out the first item, which is given as an example. Get feedback.

**Answer Key:** 1 got something on my mind, 2 make up your mind, 3 changed my mind, 4 am / 'm in two minds, 5 slipped my mind, 6 take my mind, 7 keep it / that in mind, 8 speak your mind, 9 read your mind, 10 out of your mind

## 8 Speak

Put the students in pairs and get them to ask and answer the questions. Model the activity and get their ideas and answers in feedback.

## 9 Listen

**a** Check answers in feedback.

**Answer Key:** A: 29, 31, 37; B: 10, 12, 25

**b** The students answer the question. Get feedback.

**Answer Key:** A: prime numbers; B: square roots

**c** The students discuss their ideas together with a partner. Get class feedback.

### → Optional activities

#### Dictionary race

Choose about eight words from the audio transcript about autistic savants in 9d. These could be words that the students might not know, or that are useful to review. Make two sets of cards with four words on one and four on the other. Put students in pairs and give each pair a card. Give them dictionaries and tell them to find the definitions and write them down. The first group to finish wins.

Then change the pairs and get the students to teach each other the definitions and meanings. This activity is learner-centred, practises dictionary use, sets up speaking, and saves you having to pre-teach vocabulary. It also helps to prepare the students for the text that follows. Example words: *savant, exceptional, extraordinary, hesitation, phenomenon, exclusively, potential, display*, etc.

#### Rain Man

Show the movie trailer of *Rain Man* (1988). Ask the students if they have seen the film and what it was about. What special abilities did Raymond (Dustin Hoffman) have in the film?

**d** Play the audio for the students to listen and check if their predictions were correct.

**e** Play the audio for the students to answer the questions. Monitor to see how they are doing, and pause and replay as needed. Check answers in feedback. Students can be paired up to answer the questions.

#### Answer Key:

1 The most common savants involve mathematical calculation, exceptional memory, artistic abilities and musical abilities.

2 Many autistic people can calculate square roots and prime numbers with almost no hesitation.

3 Boys are four times more likely to be autistic savants than girls.

4 About ten percent of autistic people are also savants.

It means that perhaps all of us have the potential to be savants.

## 10 Vocabulary Expressions with *brain*

**a** Point out the first item, which is given as an example. Get feedback. This activity can also be done in pairs.

**Answer Key:** a brainstorm, b pick someone's brain, c brainwave, d brainchild, e the brains, f (have got something) on the brain

**b** Do the first item as an example. Check answers in feedback.

**Answer Key:** 1 got ... on the brain, 2 the brains, 3 brainwave, 4 brainchild, 5 pick ... brains, 6 brainstorm

**c** Get feedback. This activity can also be done in pairs.

#### Answer Key:

1 Try to keep it in mind – it's always a possibility.

2 Ralph was out of his mind when he gave up that job.

3 I'm sorry, it must have slipped my mind.

4 You've / You have read my mind! Let's have lunch now.

5 Have you changed your mind already?

6 Kay looks tired; she's got something on her mind.

7 Don't worry. Andy will speak his mind.

8 OK! I've made up my mind (about) where I'm going on my holidays.

**d** Get feedback and check answers.

**Answer Key:** 1a, 2b, 3b, 4b

**e** Get feedback.

**Answer Key:** 1 mind, 2 brain, 3 mind, 4 brains, 5 brain, 6 mind

**11 Write**

**a** Tell the students to look at the picture and the first line of the story and guess what happened. Get feedback on their ideas. The students read the text and answer the questions. Then get them to check their answers together.

**Answer Key:** 1 She felt worried. 2 She felt embarrassed.

**b** This activity can also be done in pairs. Get feedback.

**Answer Key:** all day; Two hours later, ...; By now, ...; A few seconds later, ...

**c** The students find words in the text that match the definitions. Check answers together.

**Answer Key:** yell, grab, wrestle, speechless

**d** Ask the students to write a 180-word story beginning with the sentence given. Remind them to think about the questions before they start writing. They can also use the model text in 11a to help them.

Model the activity and then monitor and help as needed. Get the students to share and read each other's stories afterwards, and correct any small mistakes they see. Get feedback and highlight nice stories and good uses of English.

Kuipers, Alice: *Life on the Refrigerator Door*. Macmillan 2007 (cancer)

Lord, Cynthia: *Rules*. Scholastic 2006; pp. 200 (autism)

Mcgowan, Anthony: *Henry Tumor*. Definitions 2007 (brain tumour)

Sones, Sonya: *Stop Pretending*. HarperCollins 1999 (manic-depressive psychosis)

Sonnenblick, Jordan: *Drums, Girls & Dangerous Pie*. Scholastic 2005 (leukemia)

Stork, Francisco X.: *The Last Summer of the Death Warriors*. Scholastic 2010 (cancer)

**Books about special abilities**

Auburn, David: *Proof* (2001)

Colfer, Eoin: *The Artemis Fowl Series* (2001–2012)

DeWitt, Helen: *The Last Samurai* (2000)

Haddon, Mark: *The Curious Incident of the Dog in the Night-time* (2003)

Nasar, Sylvia: *A Beautiful Mind* (2002)

Robinson, Andrew: *Genius: A Very Short Introduction* (2011)

Whitmore, Hugh: *Breaking the Code* (1989)

**Films about scientists, inventors and people with extraordinary talents**

*A Beautiful Mind* (2001)

*Good Will Hunting* (1997)

*Into the Universe with Stephen Hawking* (2010)

*Math* (1995)

*Proof* (2005)

*Rain Man* (1988)

*The Big Bang Theory* (TV series, 2007ff)

**Into Literature**

**Stuck in Neutral by Terry Trueman, novel**

**BACKGROUND INFORMATION**

Terry Trueman was born in Birmingham, Alabama in 1947 and grew up in the northern suburbs of Seattle. He now lives in Spokane, Washington. He is the author of *Stuck in Neutral* and its companion novels *Inside Out*, *Hurricane*, *7 Days at the Hot Corner*, *No Right Turn* and *Inside Out*, and remains one of the most popular writers of young adult novels in America. *Stuck in Neutral* is about a boy who suffers from cerebral palsy (just like one of Trueman's sons). In 2013 the book was also adapted for the stage.

**More books by Trueman**

*Hurricane* (HarperCollins 2008; based on Hurricane Mitch and set in a small village in Honduras)

*Inside Out* (HarperTeens 2004; a robbery goes wrong and Zach's troubled mind is a dangerous weapon)

*Life Happens Next* (HarperTeens 2012; more about Shawn from *Stuck in Neutral*)

*No Right Turn* (HarperTeens 2006; Jordan witnessed his father's suicide; now he's trying to cope with it – and becomes obsessed with a vintage Corvette)

**More books about illness**

Gantos, Jack: *Joey Pigza Swallowed the Key*. Farrar, Strauss and Giroux 1998 (+ sequels; ADHD)

**a** Introduce the novel with the summary at the top of the page. The students read the text and answer the questions. Get feedback.

**Answer Key:** He can remember everything he's ever heard. Nobody knows about it because he is considered mentally disabled.

**M b** This activity provides useful practice of a typical task type from the Reading *Matura* exam. Tell the students to read the rubric carefully. Check their answers together and get feedback.

**Answer Key:**

	T	F	NG
<b>0</b>		x	
<b>Q1</b>	x		
<b>Q2</b>			x
<b>Q3</b>	x		

	T	F	NG
<b>Q4</b>	x		
<b>Q5</b>		x	
<b>Q6</b>	x		
<b>Q7</b>			x

**c** The students discuss the questions. Monitor the activity and check their ideas in feedback afterwards.

**d** Model the activity, and monitor and offer help as needed. Get the students to share and read each other's writing afterwards and correct any small mistakes.



# Into Competencies

## Writing a letter

This section provides useful practice for the writing exam and offers an exam tip for writing transactional letters.

**a** Students do the activity and discuss what the aim and purpose of the letter is. This activity can also be done in pairs. Get feedback on the students' ideas.

**Answer Key:** Thanks, Don't worry, Karolina, in your parents' house, raving, Love  
The aim of the letter is to make James feel welcome and give him practical information about travel arrangements.

### EXAM TIP

Get the students to read through the Exam tip for writing transactional letters. Ask them to identify the examples in the informal text.

**M b** This activity offers practice for a typical task type of the *Matura* exam. Tell the students to read the rubric carefully. Set a time limit. Get students to read each other's letters afterwards. Get feedback and highlight good uses of English.

# Into Music

## Pinball Wizard – The Who

### BACKGROUND INFORMATION

The Who are an English rock band formed in 1964 by Roger Daltrey (lead vocals, guitar, harmonica), Pete Townshend (guitar, vocals, keyboards) and John Entwistle (bass, drums, vocals), and joined shortly after by Keith Moon (drums, vocals). They became known for their energetic live performances which often included instrumental destruction. The Who have sold about 100 million records around the world. Although Keith Moon and John Entwistle died in 1978 and 2002 respectively, The Who continue to play high profile concerts and events such as Live 8 in 2005 and the closing ceremony of the 2012 London Olympic Games.

**a** Play the video for the students to answer the questions. Monitor and replay as needed. Check the answers in feedback.

**Answer Key:** 1 Tommy and the Pinball Champion, 2 a piano, 3 a horse, 4 the drums, 5 Buckaroo, 6 999.999.999.999

### ◆ For weaker students

Provide some background information about The Who and also check the meaning of the phrase "Pinball Wizard". Tell the students to refer to the glossary for other potentially unknown vocabulary.

**b** Play the video again so the students can arrange the lyrics in the correct order. Monitor and replay if needed.

### Answer Key:

First verse: 3 1 4 2; Second verse: 4 2 1 3;  
Third verse: 4 2 1 3; Fourth verse: 2 4 1 3;  
Fifth verse: 3 4 2 1; Sixth verse: 3 1 2;  
Seventh verse: 2 3 1

### ➔ Optional activity

To vary learning styles, write the lyrics onto slips and get the students to arrange them in order. This provides a visual, auditory and kinesthetic task for students and is a touch more dynamic.

**c** Put the students in pairs or small groups and have them discuss the questions. Check their ideas and answers in feedback.

**d** Have students read their reports when they are done. This activity can also be done as homework. Get feedback.

# Language in Use

### EXAM TIP

Discuss the Exam tip with the students and get them to do the exam practice activity using the tips and strategies.

Remind them to read through the text before they try to complete the gaps. It's important that they get the gist of it first. Tell them to guess the answer before they look at the available options, and eliminate the choices they know are definitely wrong. Encourage them to check their work afterwards.

**M** This activity provides useful practice of a typical task type from the Language in Use *Matura* exam. Tell the students to read the rubric carefully. Set a time limit. Get feedback afterwards.

### Answer Key:

0	Q1	Q2	Q3	Q4	Q5
K	E	M	A	J	L
Q6	Q7	Q8	Q9	Q10	Q11
F	I	H	D	G	N

# Wordwise Expressions with *mind*

The final part of the unit contains vocabulary practice activities for phrases with the word *mind*.

**a** This activity can also be done in pairs.

**Answer Key:** 1c, 2e, 3g, 4a, 5h, 6d, 7b, 8f

**b** Play the audio so the students can listen and check their answers.

- c** Check answers in feedback.

**Answer Key:** a8, b7, c4

- d** This activity can also be done in pairs. Do the first item as an example. Check answers in feedback.

**Answer Key:** 1 mind (the gap), 2 come to mind, 3 have in mind, 4 put (someone's) mind at ease, 5 keep an open mind, 6 mind your own business, 7 to have a mind of one's own, 8 to be narrow-minded

### ➔ Optional activity

#### Definitions

Put the students into small teams. One person in each team has their back to the board so they can't see what you are writing. Write a phrase on the board. The other students in the group have to explain the phrase to their partner without saying any of the words. The first team to guess correctly wins the point.

- e** This activity can also be done in pairs. Model the activity. Play the audio so that the students can listen and check their answers.

**Answer Key:** 1 Mind your own business, 2 mind, 3 comes to mind, 4 narrow-minded, 5 a mind of his own, 6 anything in mind

## Possible projects and research tasks

### Discussion forums

These days, the online versions of newspapers and magazines invite their readers to take part in discussion forums. Read an article and then turn to the discussion forum. Pick a commentary and write your own opinion on the issue being discussed.

If there is no discussion forum, imagine you are the first one to write a commentary. Get together in groups of four. One of you writes the first entry, each of the others adds to the entry.

For more information on this, go to <http://www.helbling-ezone.com> → INTO ENGLISH Teacher's Resources.

# 2 Health

# Remedies

## Competencies:

Reading (p. 20, 23); Listening comprehension (p. 24, 25, 26); Speaking (p. 24); Speaking – Holding an interview (p. 26/27); Writing (p. 25, 29); Writing topic sentences and paragraphs (p. 30)

## Texts and content:

Placebos Prove Powerful (p. 20); Remedies from the rainforest (p. 23); People talking about flower remedies (p. 24); Herbal health (p. 28/29); *Medicine Man* – synopsis (p. 29); Film work (p. 31)

## Language (linguistic) focus:

### Grammar

Passive forms (Review) (p. 21); Passive continuous tenses (p. 23)

### Vocabulary

Health and medicine (p. 22); Feelings (p. 24/25, 33)

## Exam task types: **M**

Listening: Multiple choice (p. 26); Language in use: Multiple choice cloze (p. 32)

This unit looks at the topic of health and includes texts on the placebo effect, herbal remedies and different types of medicine. The grammar sections review the passive voice and continuous forms and the vocabulary contains health-related lexical sets. The *Into Communication* pages introduce useful strategies and phrases for clarifying information and the *Into Film* content includes a clip from the movie *Medicine Man* (1992).

## 1 Read

- a** Ask the students if they know what a *placebo effect* is. Then have them quickly read the text to find out.

**Answer Key:** A treatment that looks like medication, but has no healing ingredients whatsoever.

- b** This activity can also be done in pairs. Get feedback.

### Answer Key:

- 1 He was out of his “depth”, talking with the nurses.
- 2 He read an official report saying that Krebiozen (the drug he had believed in) was worthless.
- 3 Doctors have ignored the theory for a long time because medicine can’t explain it.
- 4 It can be shown that a thought, belief or desire can cause chemical processes in the brain which can have powerful effects on the body.

## → Optional activity

Ask the students to work together and find words in the text that mean:

- a strong or urgent request (*begged*)
- very surprised (*astonished*)
- an illness (*condition*)
- causing death (*fatal*)
- worried (*anxious*)
- done in an organised way (*systematically*)

- c** Play the audio so the students can listen and check their answers. Get feedback.

## Discussion box

Get the students to discuss the questions in the Discussion box using the helpful phrases. Model the activity and monitor unobtrusively. Get feedback, check their ideas and opinions, and also highlight and praise good uses of English.

## 2 Grammar Passive forms (Review)

- a** This activity can also be done in pairs. Do the first item as an example and check answers in feedback.

**Answer Key:** 1 have been found, 2 are being made, 3 were guided, 4 had been avoided, 5 will be checked

- b** This activity can also be done in pairs. Check answers in feedback.

**Answer Key:** 1d, 2b, 3c, 4b, 5d

- c** This activity can also be done in pairs. Check answers in feedback.

**Answer Key:** 1 to be, past participle, 2 perfect, to be, 3 perfect, to be, 4 will, won’t, past participle, 5 by

### ◆ For weaker students

One of the main difficulties for students is that although they learn the form of the passive, they are often unsure about the function and why it is used. Strangely, this is also the case with some native speakers who are told they must not use the passive by teachers!



It's often helpful to write example sentences on the board and elicit reasons why the passive is used. This gets students to see things for themselves and is probably more memorable than just telling them.

*When James was twelve, he was diagnosed with appendicitis by a doctor.*

(No need to say who did the action, as it's obvious)

*The British Herbal Medicine Association was formed in 1964.*

(We don't know exactly who formed it, the action is more important than who did it)

- d** Have the students compare their answers and get feedback.

**Answer Key:** 1 I've been given, 2 was diagnosed, 3 was discovered, 4 will be done, 5 are caused, 6 had been given

### Optional activities

#### Inventions that changed the world

Put the students in pairs and get them to make a list of the most important inventions, creations, and discoveries in history. Check their ideas in feedback and get the class to vote on the top ten ideas. Then get them to see if they can guess who they were invented, created or discovered by.

#### Damaged Property

Tell the students that they have to give excuses for something that they have accidentally broken. They can't admit they did it or blame anyone else. Tell them to think of a creative excuse using the passive voice. Give them a slip that describes something they have broken such as: a mobile phone, a car, a bracelet, a computer, a microwave, shoes, jeans, a window etc.

## 3 Vocabulary Health and medicine

- a** This activity can also be done in pairs. Do the first item as an example. Check answers in feedback.

**Answer Key:** 1c, 2b, 3j, 4i, 5d, 6f, 7i, 8a, 9e, 10d

- b** Give an example and check answers in feedback.

**Answer Key:** 1 check-up, 2 operated on, 3 surgeon, 4 general anaesthetic, local anaesthetic, 5 recover from, 6 diagnosis, 7 operating theatre, 8 symptoms, 9 suffers

- c** This activity can also be done in pairs. Get feedback.

**Answer Key:** 1 doctor, 2 check-up, 3 symptoms, 4 suffer, 5 recovering, 6 diagnosed, 7 diet, 8 get better

## 4 Read

- a** Get the students to look at the pictures and the title of the article and guess what it's about. Have them discuss the questions. Then they read the text and check their ideas. This activity can also be done in pairs.

#### Possible answers:

- 1 Shamans passed down knowledge over centuries of healing effects of the herbs of the rainforest.
- 2 The knowledge of Indian healers is important because the herbs can be used for treating serious illnesses such as cancer, malaria and Parkinson's disease.

- b** This activity can also be done in pairs. Check the answers in feedback.

#### Answer Key:

- 1 quinine (prevention of malaria), curare (medication for Parkinson's disease)
- 2 they are much more powerful than heroin but non-addictive / they are based on frog venom

## 5 Grammar Passive continuous tenses

- a** This activity elicits clear examples of the grammar in context. Tell the students to complete the grammar rule. This activity can also be done in pairs.

**Answer Key:** 1 are being, 2 is being, 3 were being;

Rule: past participle

- b** The first item has already been done as an example. Monitor the activity and help if needed. Then check the answers in feedback.

**Answer Key:** 1 is being done, 2 are being used by many people because they are often cheaper. 3 the size of Belgium was being destroyed, 4 was being made, 5 are now being advertised by holiday companies on TV in Britain, 6 types of plants are being found

### Optional activity

#### An Inconvenient Truth

Play the trailer of the movie *An Inconvenient Truth* (2006) or *Planet Earth* (2006) for the students. What images did they see? What are the possible consequences? Get them to discuss environmental issues together and identify the main threats to the planet and what caused them.

As a follow-up activity, put the students in pairs and get them to choose one of the issues raised by the film, do some research and make a short PowerPoint presentation. This offers valuable insights into environmental issues, and practises passive continuous tenses and presentation skills.

## 6 Listen

- a** Tell the students they are going to listen to Andy and Cathy talking about flower remedies. Play the audio and monitor the activity. Pause and replay as needed. Encourage the students to check their answers together.

**Answer Key:** 1f, 2d, 3b, 4e, 5c, 6a

- b** Play the audio again. Monitor, pause and replay as needed. Check the answers in feedback.

**Answer Key:** 1F Andy hasn't taken any medicine yet. 2T, 3T, 4T, 5F There are almost 40 remedies.

## 7 Speak

**a** Put the students in pairs. Get them to discuss the questions. Get quick class feedback.

**b** Get students to discuss their ideas with another pair. Get class feedback.

### ➔ Optional activity

#### Fact or Fiction?

Some people believe that knowledge of herbal remedies is deliberately being kept away from people by pharmaceutical companies that make billions of dollars by selling their products. Have the students discuss whether modern remedies from pharmaceutical companies or natural remedies are better. Do they believe the conspiracy theory or not? Why might it be true or untrue?

## 8 Vocabulary Feelings

**a** Ask the students to match the adjectives with the definitions. Then get them to compare their ideas together. Check answers in feedback.

**Answer Key:** 1c, 2d, 3a, 4e, 5f, 6b

**b** This activity uses words from the previous activity as well as the following one. For weaker students, do a similar activity first and then go back to this one. You can tell the students that to make it a bit easier, they can use some of the adjectives from 9a. Get feedback.

**Answer Key:** 1 over-anxious, 2 absent-minded, 3 exhausted, 4 jealous, 5 panicked, 6 homesick, 7 inattentive, 8 nostalgic

**9 a** This activity asks students to increase their vocabulary by nominating. The first item is done as an example. Check answers in feedback. This activity can also be done in pairs.

**Answer Key:** 1 depression, 2 panic, 3 homesickness, 4 confidence, 5 exhaustion, 6 envy, jealousy, 7 Nostalgia

### ➔ Optional activity

#### Where in the world?

Put the students in groups of three. Write the adjectives from the activity on small cards and turn them face down. Each student picks up a card and turns it over to reveal their adjective. They have to describe where they were when they had this feeling, why they felt that way, and what they did to make themselves feel better.

This is a personalised speaking activity but could also be done as writing practice. It provides good review of the vocabulary and narrative tenses.

**b** Before the students listen, have them guess the matches from context. Play the audio and monitor to see how they are doing. Pause and replay as needed, and encourage students to check their answers together. Get feedback.

**Answer Key:** 1e, 2a, 3d, 4c, 5f, 6b

## 10 Write

### Tip

Tell the students to read through the Tip with suggestions for learning new vocabulary. Discuss phrases, idiomatic expressions and collocations and explain how they can be learned by guessing through the context and by using the dictionary. It is also helpful to get students to use the new words and phrases in their own sentences to personalise and remember the vocabulary.

Get the students to complete the dialogue together. The first item has already been done as an example. Get feedback and check answers.

**Answer Key:** 1c, 2c, 3b, 4d, 5d, 6b, 7c

## Inter-Communication

### Listening an interview

This section provides good exam practice of multiple choice questions, and also highlights useful conversational strategies and phrases for asking for clarification.

**a** To introduce the topic and set the scene, have the students discuss how animals behave when they are ill. Quickly check the students' ideas and predictions.

**M b** This activity provides useful practice of a typical task type from the Listening *Matura* exam. Tell the students to read the rubric carefully. Play the audio as mentioned in the rubric. Once the students have checked their own answers, get the students to compare their answers together. Get feedback and also elicit multiple choice strategies that they used or forgot to use. Review helpful tips, such as looking at the options, eliminating choices that are obviously wrong, or listening to each section in full before attempting answers and checking their work.

**Answer Key:**

0	Q1	Q2	Q3	Q4
C	B	B	C	A

**c** To increase speaking interaction, have the students compare their answers with another pair.

**d** Get the students to read the Useful phrases in the box that were used in the interview. Play the audio again and ask them to put the phrases in the order they hear them. Monitor the activity and pause and replay as needed. Get class feedback.

**Answer Key:** 5, 2, 3, 1, 4, 6

**e** Put students in pairs and ask them to choose a topic for an interview from the list.

**f** Ask the students to interview each other on the topic. Model the activity and monitor unobtrusively. Get class feedback afterwards and highlight interesting ideas and good uses of English.

## Into Culture

### Herbal Health / Medicine Man

**1 a** Ask the students to read through the text for gist and answer the question.

**Answer Key:** Aspirin comes from the bark of a willow tree.

**b** The students read the text. After they have read the text, they answer the questions. This activity can also be done in pairs.

**Answer Key:**

1 Because nobody told them what to take for which illnesses.

2 Modern medicines produced from herbs are faster-acting than ancient ones because scientists are able to isolate the active ingredients from herbs.

3 It's one of the two oldest preserved medical documents and it already listed which herbal remedies should be used to treat various illnesses and injuries.

4 Herbs can be used to treat both viral and bacterial infections, which antibiotics can't.

**c** Play the audio for the students to listen and check their answers. Monitor, pause and replay as needed.

**d** This activity can also be done in pairs. Get the students to read the text again and guess the meaning of the words and phrases through context. Check answers in feedback.

**Answer Key:** 1 a spoon (in a person's diet), 2 keep, 3 extract, 4 think, 5 give, 6 be

#### Discussion box

Ask the students to work together and answer the questions in the Discussion box using the phrases given. Check their ideas and opinions in feedback.

**2 a** Before the students read the text, tell them to look at the picture and title of the film and guess what it might be about. Check their ideas and predictions. This creates interest and helps to prepare them for the text and movie clips in the *Into Film* section.

The students read through the synopsis of the film *Medicine Man* (1992) and answer the two questions. Check the answers together in feedback and check how accurate their predictions were.

**Answer Key:** 1 yes, 2 It's a flower extract that cures cancer.

**b** This activity can also be done in pairs. Ask the students to answer the questions. Get feedback.

**Answer Key:**

1 The synopsis includes all factual information needed to describe what the film is about.

2 The present tense. This makes it sound as if it is happening now and is more exciting for the reader.

3 The main events are told.

4 The synopsis doesn't tell us everything. This leaves the reader curious to find out more.

**c** Get feedback on the students' ideas.

**Answer Key:** The highlighted words are pronouns and are used to refer to the thing(s) or person(s) last mentioned in the text. Pronouns help us to avoid repeating words.

#### Optional activity

The students practice pronominal reference, make connections and refer to earlier ideas.

What do the following pronouns refer to in the text?

It – line 3 (*the medicine film*); his – line 7 (*Dr Campbell*); them – line 12 (*Dr Campbell's company*); He – line 14 (*Dr Campbell*); he – line 16 (*Dr Crane*); she – line 16 (*Dr Crane*); She – line 17 (*Dr Crane*); its – line 21 (*the flower extract that cures cancer*); he – line 23 (*Dr Campbell*); their – line 25 (*Dr Campbell and Dr Crane's*); it – line 33 (*the successful serum*); him – line 35 (*the boy*); their – line 41 (*the tribe's*); this – line 42 (*Dr Campbell's attempts to stop the workmen*); his – line 43 (*Dr Campbell*)

**d** Remind the students that their movie synopsis should be factual and not offer opinions (which are included in movie reviews). They should also use the present simple to make the text more interesting and exciting. Tell them that they can use the model text in 2a to help them. Monitor and help the students as needed. Encourage the students to share their ideas and read each other's writing afterwards. They can also correct any small mistakes they see.

#### Optional activity

Tell the students to write a synopsis but not to mention the name of the movie at all. Then ask them to read each other's writing afterwards and guess which film it is. This creates a helpful task and is more motivating.

## Into Competencies

### Writing

**a** Get the students to look at the poster and the "guide to a happy life" competition. This sets the context nicely for their writing. Get them to look at the list of ideas and brainstorm more with their partner. Get class feedback.

**b** Ask the students to read the text for gist and identify the topics that are mentioned from the list in **a**. Check the answers in feedback.

**Answer Key:** Don't watch, take part. Talk about your problems. Think positively about yourself.

**c** Elicit why topic sentences are important and helpful for the reader. Ask the students to underline the two topic sentences in the text. Check their answers in feedback.

**Answer Key:** People often don't do ..., The secret to overcoming this ...

**d** This activity can also be done in pairs. Check answers together.

**Answer Key:** (not) apply for a job, (not) perform at the school concert, talk with a friend, look for advice on the Internet, visualise yourself being successful, practise breathing techniques

**e** Ask the students to write two more paragraphs for the competition including topic sentences as well as interesting examples. They can also use the model text and the list of ideas to help them. Model the activity so they know exactly what to do. Monitor and help if needed. Encourage students to share their ideas together afterwards and get feedback.

## Into Film

### Medicine Man (1992)

#### BACKGROUND INFORMATION

*Medicine Man* is a 1992 American film directed by John McTiernan. The film stars Sean Connery and Lorraine Bracco. It is about an eccentric scientist working for a large drug company on a research project in the Amazon jungle. He sends a research assistant because he's close to finding a cure for malaria. At the same time, the forest is being cut down by a logging company and the couple struggle to stop the destruction of the forest and a nearby village.

The film's modest success was probably due to the star persona of Connery, whose film success started in a series of early James Bond films such as *Dr No* (1962), *From Russia with Love* (1963) and *Goldfinger* (1964). Connery won an Academy Award in 1987 for *The Untouchables* and has also starred in box office hits such as *Indiana Jones and the Temple of Doom* (1989), *The Hunt for Red October* (1990), *The Rock* (1996) and *Entrapment* (1999).

#### More films on health and medicine

*Away From Her* (2006)  
*Frankie & Alice* (2010)  
*Girl, Interrupted* (1999)  
*House M.D.* (TV series, 2004ff.)

#### Books on health and medicine

Anderson, Laurie Halse: *Wintergirls* (2009)  
*Biographies of Diseases Series* (2010ff.)  
 Crace, Jim: *The Pesthouse* (2007)  
 Ellis, Deborah: *No Ordinary Day* (2011)  
 Kesey, Ken: *One Flew Over the Cuckoo's Nest* (1962)  
 Macfarlane, Aidan / McPherson, Ann: *The Truth: A teenager's survival guide (Teenage Health Freak)* (2007)  
 McGowan, Anthony: *Henry Tumor* (2006)  
 Mukherjee, Siddhartha: *The Emperor of All Maladies* (2011)  
 Murakami, Haruki: *What I Talk About When I Talk About Running* (2008) Roe, Monica: *Thaw* (2008)

Sonnenblick, Jordan: *Drums, Girls, And Dangerous Pie* (2005)  
 Stratton, Allan: *Chanda's Secrets* (2004)  
 Vizzini, Ned: *It's Kind of a Funny Story* (2006)  
 Vrettos, Adrienne Maria: *Skin* (2006)

#### Optional activity

Ask the students to read the movie review and discuss the writer's feelings about the film. Which words show their his or her opinion?

**Answer Key:** lame, supposedly, sorely lacking, falls short

**a** Introduce the scene for the students. Then ask the students to watch the scene (29'50 – 34'10) and answer the questions. Monitor to see how they are doing. Pause and replay if needed. Get class feedback. This activity can also be done in pairs.

#### Answer Key:

- 1 It's a flower that's supposed to heal cancer.
- 2 He started his research six years ago because there was a tribe where nobody ever got malaria.
- 3 They ingest it, sniff it or chew it with their tobacco. Basically it's part of most of their food.
- 4 It grows 100 feet up in the canopy of the trees.
- 5 Campbell can't reproduce it.
- 6 The scientists would bring diseases with them that could kill the people of the tribe.
- 7 A scientist found a painkiller in the jungle and even though all precautions (like vaccinations) were taken, the entire village was killed by swine flu.
- 8 The researcher is not sent by the institute sponsoring Campbell to see how things are going; he sends for an assistant and a gas chromatograph.

#### Film Work – Star image / star persona

Students read the description about star image and star persona. Discuss in class why it is so important.

**b** Play the clip again and have the students identify any star qualities in Sean Connery's persona. Get them to discuss their opinions and answer the questions about star qualities of movie stars.

**c** Ask the students to discuss their ideas together about current movies with many stars or the examples given. Did the star system work for them? Can they think of any other examples?

#### Language in use

This *Language in use* section provides valuable exam practice and an overview of typical task types.

**M a** This activity provides useful practice of a typical task type from the Language in use *Matura* exam. Tell the students to read the rubric carefully. Set a time limit. Check answers together in feedback afterwards.

**Answer Key:**

0	Q1	Q2	Q3	Q4	Q5
A	B	A	D	C	A

Q6	Q7	Q8	Q9	Q10
D	B	C	A	B

- b** Have the students complete the word building activity. Check the answers together in feedback.

**Answer Key:** 1 successful, 2 procedure, 3 adoption, 4 suffering, 5 harmful, 6 encouragement, 7 satisfactory, 8 painless, 9 ability / inability, 10 identification

## Wordwise Feelings

- a** Do the first item as an example. This activity can also be done in pairs.

**Answer Key:** 1f, 2h, 3a, 4i, 5b, 6c, 7d, 8e, 9g

- b** Play the audio so the students can listen and check their answers together.

- c** This activity can also be done in pairs. Check answers in feedback.

**Answer Key:** 1 jealous, 2 uptight, 3 irritable, 4 down, 5 uneasy, 6 over the moon, in high spirits, on top of the world, 7 envious

- d** This activity can also be done in pairs. Get feedback.

**Answer Key:** 1 down, 2 irritable, 3 jealous, 4 uptight, 5 envious, 6 uneasy

## Possible projects and research tasks

### Internet offers

The Internet offers a wide range of products, some of them of rather doubtful origin, some of them approved by various institutions. Get together in groups of three and check the offers of remedies online. Which sound reliable to you and why? What is the price-performance ratio (as promised) like? For more information and links, go to <http://www.helbling-ezone.com> → INTO ENGLISH Teacher's Resources.

Musterseiten



# 3

## Feelings (1)

## Happiness

### Competencies:

Reading (p. 34/35, 41, 42/43); Listening comprehension (p. 36, 40); Speaking (p. 36, 40); Writing (p. 41); Writing an essay (p. 44)

### Texts and content:

The “flow” of Happiness (p. 34/35); A survey about happiness (p. 36); Someone talking about a childhood memory (p. 40); Happiness – a poem (p. 41); Extract from a novel (p. 42/43); Song lyrics (p. 45)

### Language (linguistic) focus:

#### Grammar

*be used to (doing) something* (p. 35); *be used to doing vs. used to do* (p. 36); Phrasal verbs (p. 38/39)

#### Vocabulary

*Feel* (p. 37); Expressions with prepositions (p. 39); Expressions with *feel* (p. 47)

### Exam task types: **M**

Reading: Putting sentences back in the text (p. 42); Writing: Writing an essay (p. 44); Language use: Unnecessary word (p. 46)

This unit looks at feelings and the theme of happiness. The grammar content includes a comparison of past and present habits through the structures *be used to (doing)* and *used to do*, and there is also a focus on separable and inseparable phrasal verbs. The vocabulary sections introduce collocations and expressions with *feel* and the *Into Music* section features a theme-based song by Dido.

## 1 Read

**a** To introduce the topic in a personalised way, ask the students to look at the pictures and discuss the questions. Get their ideas and opinions in feedback.

**b** Ask the students to quickly read the article for gist and then answer the questions. Get feedback.

### Answer Key:

1 He grew up as a child during World War II and wanted to find out how a person could be both fulfilling and enjoyable life despite what they had experienced.

2 People experience “flow” when they get involved in a well-defined and challenging task that they have chosen. It’s a state where they don’t notice time passing.

**c** This activity can also be done in pairs. Check the answers in feedback.

**Answer Key:** 1T, 2F He thinks that many people waste their free time because they are used to doing passive things. 3T, 4F We experience “flow” when we do things that are challenging. 5T, 6F They’re not the same thing. Pleasure is a big bowl of ice cream for example whereas enjoyment is about doing and achieving something.

**d** Play the audio for the students to listen and check their answers.

### Discussion box

Ask the students to talk with their partner about passive activities and “flow” using the useful phrases in the Discussion box. This should set up plenty of personalisation and learner interaction. Also ask them if they agree with Mihaly Csikszentmihalyi’s ideas and give reasons. Check their ideas and opinions afterwards in feedback.

## 2 Grammar *be used to (doing) something*

**a** The students complete the sentences using the article. Get feedback.

**Answer Key:** 1 doing, 2 happiness

**b** This activity can also be done in pairs. Get feedback.

**Answer Key:** a noun, a gerund

**c** Point out the first item, which is given as an example. Check answers together in feedback.

**Answer Key:** 1 traffic, driving; 2 weather, sunshine; 3 working, having; 4 British money, going; 5 speaking; 6 laughing

### ◆ For weaker students

Students generally avoid *be used to doing something* and often express themselves using simpler language instead. Try to show the idea of being accustomed to something by contrasting someone’s life in a strange or new country.



## ➔ Optional activities

### Nostalgia

To introduce the topic, show some pictures of when you were younger and tell a nice story about your happiest memories such as *I used to play with my toys when I was a little boy, I used to eat lots of chocolate, or My dad used to take us to the seaside and bury me in the sand.*

Ask the students to think back to when they were young and discuss the things they loved, the things they remember and the things they miss most about being a child.

### Find someone who used to ...

Tell the students a nice story about when you were young and then ask them to write a short description (about 180 words) about the things they used to do. Get the students to hand them in. Choose one statement from each student and make a "Find someone who..."-activity and hand it out to the students. Tell the students to walk around the room and find people who used to do these things. When they find them, the student signs their name next to the statement. This is a really learner-centred and personalised activity and the ideas and content come from the students.

## 4 Listen

**a** To introduce the topic, ask the students to work together and guess what happiness means to the people in the pictures. Check their ideas in feedback. This sets the scene nicely and prepares them for the interviews that follow.

**b** Play the audio. Monitor, pause and replay as needed. Encourage the students to check their ideas together and then get feedback.

**Answer Key:** a2, b5, c6, d3, e4, f1

## ➔ Optional activities

### Happiness is ...

Write *Happiness is ...* on the board and get students to finish the sentence with their own feelings and opinions. This also sets up opportunities for further speaking as students can give their reasons and discuss their ideas with a partner. For example, if a student writes *Happiness is lying in the sun on a deserted beach*, their partner could ask where they would like to go and why, how they would feel and who they would go with, etc.

### The Pursuit of Happiness

Show a clip or film trailer from *The Pursuit of Happiness* (2006). See if the students can guess the main idea of the story. Create a worksheet or activity to offer more insight. As a follow up, discuss the different paths people choose and which things are important to their happiness. Get them to give reasons and supporting ideas. (These could include *developing a career, money, love, family, possessions, freedom, security*, etc.)

**c** Do the first item as an example. Monitor the students' progress and pause and replay the audio as needed. Check the answers in feedback.

**Answer Key:** 1 wherever, 2 family, friends, 3 takes, feeling, 4 important, 5 climate, suntan, 6 bit, bit

**d** This activity can also be done in pairs. Ask the students to answer the question. Check their ideas and reasons in feedback.

**e** Put the students in pairs and have them discuss whether their ideas about happiness have changed. Monitor the activity and get feedback after the students have discussed for a few minutes and answered the questions.

## 5 Vocabulary *Feel*

**a** This activity can also be done in pairs. Get feedback.

**b** The first item is already done as an example. Check the students' answers in feedback.

**Answer Key:** 1 fine, 2 strain, 3 sorry for, 4 up to, 5 confident, 6 the need, 7 lonely, 8 stupid

**c** This activity offers more multiple choice practice. Before the students start the activity, elicit and review useful multiple choice strategies. Tell the students to read through the text first so that they have a good understanding and then to guess what the missing words are before they look at the available options. They can also narrow the choices down and quickly eliminate options that are clearly wrong.

Encourage the students to compare their ideas together and get feedback afterwards.

**Answer Key:** 1B, 2C, 3D, 4D, 5A, 6C, 7A, 8C, 9A, 10D

## 6 Grammar Phrasal verbs

Phrasal verbs are often difficult for students and they tend to avoid using them so it's important to practise and review them on a regular basis. One way of teaching them is to treat them like vocabulary – little phrases that the students should learn in context, though they should also see the word order of phrasal verbs in a grammatical way.

**a** Show the students that many phrasal verbs have two parts: a verb and a particle. This underlining activity gets them to notice the difference in object position. Get feedback.

**Answer Key:** 1 bumped into, 2 broke down, 3 sorted ... out, 4 looked ... up

**b** Ask the students to work with a partner and compare sentences and answer the question. Check their ideas and discoveries in feedback.

**Answer Key:** in sentences 1 and 2 the verb and particle are together; in sentences 3 and 4 they are separated by the object

**c** Get the students to read the explanation and example sentences in the grammar rule box. Afterwards, have them do the activity. Check the answers together in feedback.

**Answer Key:**

- 1 You made that story up. / You made up that story.
- 2 He takes after his father.
- 3 They can't put us up tonight.
- 4 I picked up Italian on holiday in Italy. / I picked Italian up on holiday in Italy.
- 5 How do you put up with that noise?

**Tip**

Read through the Tip with the students to show them that there are helpful clues in dictionaries to show whether phrasal verbs are separable or inseparable. It's also useful to bring to their attention that some phrasal verbs have three or more parts such as *look up to* and *get on well with*.

**d** Point out the first item, which is given as an example. Get class feedback afterwards.

**Answer Key:** 1 work ... out, 2 bumped into, 3 sorted ... out, 4 takes after, 5 put up with, 6 make ... up, 7 break down, 8 call ... up

**e** Check the answers together in feedback.

**Answer Key:**

- 1 He doesn't look up to you.
- 2 He ran away from her.
- 3 We get on well with each other.
- 4 We look forward to our holidays.
- 5 We can put him up for the night.

➔ **Optional activity**

**Complete my story**

Ask the students to write a short story using recently learned phrasal verbs. Once they have finished, get them to white out the phrasal verbs so that there are gaps in the text. Have them swap their stories with a partner. They have to read the stories and guess which phrasal verbs go in the gaps. Afterwards, the students check their answers together.

This activity encourages pair work, has a multi-skills focus and is completely created by the students themselves.

## 7 Vocabulary

**a** Ask the students to read the sentences together and decide what they mean with a partner. Get feedback and check their ideas.

**b** This activity can also be done in pairs. Check answers together afterwards in feedback.

**Answer Key:** 1 be up and about, 2 on and on, 3 are / 're on the up and up, 4 in and out, 5 up and down

## 8 Listen

**a** Tell the students that they are going to listen to a story about childhood memories. Ask them to look at the pictures and guess what the story might be about. Then play the audio and get them to listen and choose the correct picture. Get feedback.

**Answer Key:** picture 2

**b** Play the audio again and have the students complete the phrases from the story. Check together in feedback.

**Answer Key:** 1 clearest memories, 2 rightly, 3 vividly remember

## Speak Conversation strategies – Talking about memories

**c** Ask the students to work with a partner and talk about their childhood memories using the phrases and the conversation strategies given. Model the activity first and then monitor intrusively. Listen to their stories and then get feedback with the class afterwards. Correct small mistakes and also highlight nice sentences and good use of English tools.

## 9 Write

### BACKGROUND INFORMATION

**Raymond Carver, Jr.** (25 May 1938 – 2 August 1988) was an American short story writer and poet. Carver was a major writer of the late 20<sup>th</sup> century. In his later years, he wrote collections of stories such as *What We Talk About When We Talk About Love* (1981), *A New Path to the Waterfall* (1988), and the posthumously discovered collection *Call Me If You Need Me* (2001).

**a** This activity can also be done in pairs. Check the answers together in feedback.

**Answer Key:** 1F, 2T, 3F, 4F, 5T, 6F

**b** Dictate the opening line of the email: *Yesterday morning I was sitting in a café very early in the morning. I was near the window ...* Get the students to continue the email. Model the activity and then monitor, offering help and encouragement when needed. Encourage the students to share and read each other's writing afterwards and correct any small mistakes they find. Get class feedback and discuss the meaning of the poem.

# Into Literature

## Happiness by Will Ferguson (a novel)

### BACKGROUND INFORMATION

**Will Ferguson** was born on 12 October 1964 and is a Canadian writer and novelist. He is best known for his humorous observations on Canadian history and culture, as described in his debut book, the ironically named *Why I Hate Canadians* (1997). Ferguson is an award-winning writer for books such as *Generic* (later renamed *Happiness™*) in 2002, and *Beauty Tips from Moose Jaw* in 2005. He also lived in Japan for five years and is the author of *The Hitchhiker's Guide to Japan* (1998).

For more information and links, go to <http://www.helbling-ezone.com> → INTO ENGLISH Teacher's Resources.

### More books on happiness

Brashares, Ann: *The Sisterhood of the Traveling Pants* (2001)  
 Csikszentmihalyi, Mihaly: *Flow: The Psychology of Happiness: The Classic Work on How to Achieve Happiness* (2002)  
 Friedman, Aimee: *A Novel Idea* (2005)  
 Huxley, Aldous: *Brave New World* (1931)  
 Lem, Stanislaw: *The Futurological Congress* (1985)  
 Lyubomirsky, Sonja: *The How of Happiness: A Practical Guide to Getting the Life You Want* (2010)  
 Nicholls, David: *One Day* (2009)  
 Shaw, Tucker: *The Hookup Artist* (2005)

### The top ten funniest books as listed by author John O'Farrell in *The Guardian*

1. *Catch-22* by Joseph Heller
2. *The Rotters Club* by Jonathan Coe
3. *Breathing Lessons* by Anne Tyler
4. *Billy Liar* by Keith Waterhouse
5. *Lucky Jim* by Kingsley Amis
6. *The Debt to Pleasure* by John Lanchester
7. *The Bonfire of the Vanities* by Tom Wolfe
8. *The Wrong Boy* by Willy Russell
9. *Going Gently* by David Noblet
10. *The Innocent Convict* by Jeremy Heather

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### Films on happiness

*Before Sunrise* (1995)  
*Brave New World* (1998)  
*Eat Pray Love* (2010)  
*Eternal Sunshine of the Spotless Mind* (2004)  
*Kabhi Khushi Kabhie Gham ...* (2001)  
*The Beach* (2000)  
*The Pursuit of Happyness* (2006)

**a** Ask the students what they understand by the term a *self-help book*. What kind of things are they about? Have they ever read one? What do they think about people who read them?

### Optional activity

The students work with a partner and discuss self-help books. Are they useful? Do they work, or are they simply written to make money by focusing on insecure people?

**b** The students answer the question. Get feedback.

**M c** This activity gives students valuable practice of a typical task type for the *Matura* exam. Tell them to read the rubric carefully and set a time limit. Check the answers afterwards in feedback.

### Answer Key:

0	Q1	Q2	Q3	Q4	Q5	Q6
B	D	E	I	C	H	G

**d** The students check the text or read it a second time and think about each person's characteristics. What are the three characters like?

# Into Competencies

## Writing an essay

To introduce the topic of family life discussed on this page, ask the students if they would like to have their own place or whether they are happy living at home with their parents. Check their ideas and tell them to write down what they think the main advantages and disadvantages of having their own flat are.

**a** This activity can also be done in pairs. This provides good reading practice and offers a helpful model text for their own writing. Check the answers together in feedback.

**Answer Key:** 1F, 2A, 3E, 4C, 5B

**b** Put the students in pairs or small groups and have them discuss the statement. Tell them to give reasons for their opinions. Get feedback in class.

### WRITING TIP

Before the students do the writing activity in **c**, get them to read through the Writing tip on developing an opinion essay. Make sure to stress the importance of topic sentences and adding further sentences to develop and support their ideas.

**M c** This activity gives students valuable practice of a typical task type for the written *Matura* exam. Tell the students to read the rubric and the bullet points carefully. Remind them to take all bullet points into account, and set a time limit. Check the students' ideas and get feedback on how effective the essay writing tips were. Once you have taken a look at the essays, pass them back to the students; encourage them to share and read each other's essays, and correct any small mistakes that they see.



## Into Music

### Thank you – Dido

#### BACKGROUND INFORMATION

**Dido** is a British singer-songwriter who attained international success with her debut album *No Angel* (1999). The album sold over 21 million copies worldwide and won several awards, including the MTV Europe Music Award for Best New Act and two Brit Awards for Best British Female and Best Album. Her first two albums are among the best-selling albums in UK Chart history. She was nominated for an Academy Award for the song *If I Rise*. Dido has currently sold over 29 million albums worldwide and her music has appeared in movie soundtracks such as *Bounce* (2000), *Love Actually* (2003) and *127 Hours* (2010). Read the *Did you know...?* box on page 45 for more information on Dido's sudden success in 2000.

- a** To introduce the topic, ask the students to work with a partner and discuss the questions. Model the activity and get feedback afterwards.
- b** Tell the students to think about how the things in the list make them feel. Get class feedback after the students have put in their smiles.
- c** Play the video for the students. Monitor the activity, pause and replay if needed. Check answers in feedback.  
**Answer Key:** 1, 2, 4, 5, 7
- d** Play the video again and tell the students to pay attention to the lyrics this time. Pause and replay if needed and get the students to compare their answers together afterwards. Get feedback.  
**Answer Key:** 1 tea, 2 window, 3 picture, 4 pills, 5 bus, 6 day, 7 home, 8 towel, 9 down

### Language in use

- M a** This activity provides useful practice of a typical task type from the Language in use *Proficiency* exam. Tell them to read the rubric carefully. Set a time limit. Get the students to check their answers together afterwards and get class feedback.

#### Answer Key:

0	was
00	✓
Q1	the (the age)
Q2	to
Q3	the
Q4	the (the DJ)
Q5	✓
Q6	was
Q7	✓

Q8	✓
Q9	could
Q10	✓
Q11	who
Q12	as
Q13	✓
Q14	that
Q15	became

- b** This activity can also be done in pairs. Check the answers in feedback.

**Answer Key:** 1 star, 2 light, 3 mind, 4 foot, 5 stick

### Wordwise Expressions with feel

The final page of the unit introduces and reviews more expressions with *feel* and also offers useful dictionary practice.

- a** The students use a monolingual dictionary to check the meaning of the expressions in the box and discuss their answers together. Get feedback.
- b** Get the students to match an expression from the box with the pictures. Check the answers together in feedback.  
**Answer Key:** 1 feel at home, 2 feel bad / awful (about something), 3 feel under the weather
- c** First, the students complete the sentences. Then play the audio so that the students can check their answers.  
**Answer Key:** 1 felt out of place, 2 feel bad / awful, 3 feel ... under the weather, 4 feel free, 5 get the feel, 6 didn't feel a thing, 7 felt at home, 8 feel my way
- d** This activity can also be done in pairs. Get feedback.  
**Answer Key:** a not feel a thing, b feel under the weather, c feel at home, d get the feel, e feel free, f feel bad / awful (about something), g feel out of place, h feel (your) way
- e** This activity can also be done in pairs. Once they have completed the activity, play the audio so the students can listen and check their answers together.  
**Answer Key:** 1 Feel free, 2 felt ... out of place, 3 got the feel, 4 didn't feel a thing, 5 under the weather, 6 feel our way

### Possible projects and research tasks

#### Articles online

When checking on a topic you might find a great variety of definitions, ongoing discussion, topical articles etc. Work in pairs. Look at websites with articles and briefly summarise the gist of each article. Then get together with another pair and see how much your summaries have in common. Discuss any major differences in your readings. For more information and links, go to <http://www.helbling-ezone.com> → INTO ENGLISH Teacher's Resources.