UNIT 7 THINK AGAIN!

The expression *think again* is used when we want someone to consider carefully whether what they are planning to do is really a good idea or not, e.g. *If I were you, I'd think again before buying that car; A visible alarm makes burglars think again.*

Unit plan

Unit opener

Lead-in

Ask students to look at the unit title and pictures, and to predict what the unit will be about.

Direct students' attention to the objectives in the unit menu and go through the information with them. Explain that this unit focuses on using language to speculate and make deductions, and on the following skills to help them talk about these topics:

Reading: distinguishing fact and opinion
Elicit from the students ways, apart from using specific phrases, in which people convey their opinions about things.

Speaking: speculating
Elicit the kinds of phrases that people use to indicate that they are speculating (guessing).

Listening: a short lecture
Write the phrase *child prodigy* on the board and explain/elicit that it is a child who is extremely skillful at something that usually only adults can do. Ask them if they know of any child prodigies (*Mozart, Beethoven, Tiger Woods, Yo-Yo Ma, Michael Jackson).*

Writing: a for-and-against text
Ask the students if they think it is better to always study in the same place or to vary their study environments.

Refer the students to the ***lifeSkills*** panel. Ask the students how thinking logically can help us in our personal and professional lives.

A

- Ask the students what they think the diagram represents. Elicit that it shows the two hemispheres (sides) of the brain, left and right, and characteristics associated with thinking in each hemisphere. Explain that typically, left-brain thinkers are more logical and sequential, and right-brain thinkers are typically more artistic and creative.
- Read the instructions to the class. Elicit the meaning of *I'd rather* (it means the same as *I'd prefer to).*
- Put students in pairs to check *yes* or *no.*
- After the students complete the quiz, explain that they should count the number of green and red boxes they checked. If they have more green boxes, they are right-brain thinkers. If they have more red boxes, they are left-brain thinkers. Point out that this is a very general guide.

B

- Put the students in groups to discuss the quiz.
- Remind the students to answer the two questions in the instructions.
- After the groups have finished their discussions, elicit the characteristics of each type of thinker and write them on the board.
- Take a quick class poll to find out which members of the class are left-brain thinkers and which are right-brain thinkers.
- Ask the students if they agree with the results of the quiz.

Extra: what are you good at?

In pairs, have students discuss what kinds of activities illustrate left-hemisphere dominance and which illustrate right-hemisphere dominance. Ask them to identify things they are good at (*left brain: good at analyzing, playing games such as chess, understanding things logically rather than emotionally; right brain: good at music and art, expressing things creatively, understanding things emotionally rather than logically*).

UNIT 7 THINK AGAIN!

IN THIS UNIT YOU

- learn language to speculate and make deductions
- read an article about geniuses
- listen to a short lecture about child prodigies
- talk about what a picture might show
- write about whether we agree or disagree with an article
- watch a video about extraordinary achievements

A Work in pairs. Take the quiz.

ARE YOU A RIGHT-BRAIN *or* LEFT-BRAIN THINKER?

Read the questions and check *Yes* or *No*.

- Add up the number of green boxes and red boxes.
- Look at your score to find out what kind of thinker you are!

	Yes	No	
1	☐	☐	I wear a watch.
2	☐	☐	I like to draw.
3	☐	☐	I'd rather draw a map than give someone directions.
4	☐	☐	When I get something new, I usually read the instructions.
5	☐	☐	I play or would like to play a musical instrument.
6	☐	☐	I've considered becoming a politician, an artist, or an architect.
7	☐	☐	I hate following a schedule.
8	☐	☐	I make "to-do" lists.
9	☐	☐	I generally do well in math and science.
10	☐	☐	I've considered becoming a lawyer, a doctor, or a journalist.

Your score

More red boxes: You are more of a left-brain thinker.
More green boxes: You are more of a right-brain thinker.

B Work in groups. Discuss the results of the quiz. Are there more right-brain or left-brain thinkers in your group? What do the quiz questions suggest are some characteristics of left- and right-brain thinkers?

A: Are you a left-brain or a right-brain thinker?
B: Left-brain, according to the quiz.
A: So how many are left-brain, and how many are right-brain?

LIFE SKILLS
STUDY & LEARNING

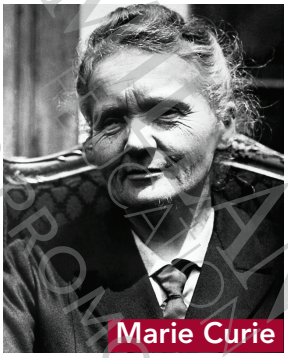
Learn how to think more logically

1 READING: distinguishing fact and opinion page 50

Writers often use specific phrases to let the reader know whether something is a fact or an opinion. In addition, opinions are also often expressed through the use of adjectives like *good, bad, great*, etc. Look for specific phrases, as well as positive and negative adjectives, to identify opinions in a text.

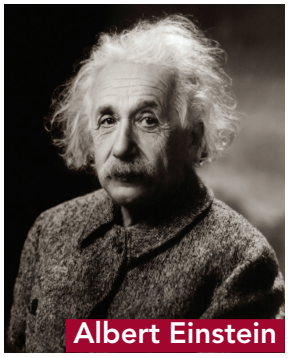
A Look at these people. Do you recognize any of them? What do you think they have in common?


Leonardo da Vinci


Marie Curie


Stephen Hawking


Helen Keller


Albert Einstein

B Read this article and check your ideas.

BEYOND
THE ORDINARY

Everyone agrees that the scientists Albert Einstein and Marie Curie were geniuses, and so was Leonardo da Vinci, who was a scientist, an inventor, a writer, and an artist. Mozart was clearly a genius and what about the incredibly talented scientist Stephen Hawking? Or Helen Keller, the amazing woman who became a writer, even though she was deaf and blind? Are they geniuses? What makes a genius?

According to one definition, a genius has a high IQ. Studies show that normal IQs range from 85 to 115, and a genius has an IQ over 140. However, this seems to me to be a poor definition. "Genius" is a complicated concept, involving many different factors, and intelligence tests usually measure only logical thinking. A better definition of "genius" would include other things, like creativity. The artist Picasso produced thousands of beautiful works of art. Was he a genius?

One very useful definition of "genius" states that originality is the defining factor. A genius puts things together in new ways—ways that ordinary people have never thought of—and creates something new. It might be a new idea, a new work of art, or a new way of working. Geniuses change the world they are born into. That raises another question: Are geniuses born that way?

The writer Malcolm Gladwell has written about geniuses in his book *Outliers: The Story of Success*, and he feels that there is an important factor we often overlook: hard work. "The people at the very top don't just work much harder than everyone else," he says. "They work much, much harder." You have to be born with talent, but then you have to develop that talent. According to research, the minimum for this is 10,000 hours, about three hours a day for ten years. By studying examples ranging from Mozart to Bill Gates, Gladwell shows that they all did an enormous amount of work before becoming successful. So, while talent and IQ are crucial, it seems that geniuses work very hard to achieve their success.

C Read these sentences and phrases from the article in Exercise B. For each one, decide if it expresses a fact or an opinion. Underline the word(s) or phrase(s) in the article that helped you decide.

1 the incredibly talented scientist Stephen Hawking
2 Helen Keller, the amazing woman who ...
3 Studies show that normal IQs range from 85 to 115
4 this seems to me to be a poor definition
5 a better definition of "genius" would include other things
6 one very useful definition of genius
7 he feels that there is an important factor we often overlook: hard work
8 According to research, the minimum for this is 10,000 hours
9 By studying examples ranging from Mozart to Bill Gates, Gladwell shows ...

D Work in pairs. Think of other geniuses you know of. Which one do you admire the most? Why?

1 **Reading:** distinguishing fact and opinion

Lead-in

Have the students brainstorm a list of famous people who have contributed great things to the world. They may be from the students' own country or other countries, living or dead, and the students may choose anyone they think has done something great. Write the list of people on the board. Ask the students to comment on the list of people, e.g. to say what they think about them or give any information they know about them. This will encourage them to give a mix of facts and opinions. Write the students' comments on the board. Then, have the class review the comments and discuss whether they are facts or opinions.

- Remind the students that they practiced distinguishing fact and opinion, which was introduced on p. 50.
- Remind the class that often texts are made up of a mixture of facts and opinions.
- Give the students time to read the information in the skills box.
- Ask the students to look back at the text on p. 50 and underline six phrases that indicate facts *(One recent study showed; According to national surveys; Research has proven; Studies also show that; A survey showed; Research indicates).* Elicit the phrases and write them on the board. Then ask the students what the use of adjectives like *good, bad,* and *great* indicate *(opinion).* If necessary, you can expand and discuss why (e.g. *because they describe people's perceptions of what's good or bad).*

A

- Put the students in pairs. Ask them to discuss the people in the pictures and what they are famous for.
- Listen to some ideas from the class, but do not correct them at this stage.

Answer

They are all well known for being intelligent people. Some people might describe them as geniuses.

Culture note

Leonardo da Vinci (1452–1519) was an Italian painter, sculptor, architect, engineer, and scientist, and one of the greatest figures of the Italian Renaissance. He is best known for painting the *Mona Lisa*, and for his sketches and technological ingenuity.
Marie Curie (1867–1934) was a Polish physicist and chemist whose work, along with that of her husband, Pierre Curie (1859–1906), led to the discovery of polonium and radium. Her work also led to the discovery of X-rays. She won a Nobel Prize in two different fields.

Stephen Hawking (1942–) is an English physicist and expert in black holes and gravitational field theory. His most famous work is *A Brief History of Time.*
Helen Keller (1880–1968) was a writer from Alabama who, despite becoming blind and deaf after an illness as a baby, went on to graduate from college and publish several books.
Albert Einstein (1879–1955) is considered the most influential physicist of the 20th century. He developed the special and general theories of relativity. He won a Nobel Prize for physics in 1921.

B

- Ask the students to read the article and check whether their ideas about the people in the pictures were correct or not. Ask them to find which person generally considered to be a genius is not pictured with the others *(Mozart).*
- Listen to some ideas from the class. Point out that *IQ* stands for *intelligence quotient.* Explain that *quotient* is pronounced /kwo ʃənt/ and means the number that is the result of dividing one number by another. For example, 2 is the quotient of 4:2.
- Ask the students to work in pairs and discuss the meaning of *overlook* and *crucial*, using the context of the text to help them. Listen to some ideas from the class *(overlook—fail to notice; crucial—very important).*

C

- Read the instructions to the class.
- Ask the students to do this exercise individually.
- Ask them to compare their answers in pairs, discussing any differences.
- Check the answers with the class. Elicit from the students the words or phrases that helped them to make their decisions.

Answers

1 O, incredibly talented
2 O, amazing
3 F, Studies show
4 O, seems to me
5 O, a better definition
6 O, One very useful definition
7 O, he feels that
8 F, According to research
9 F, By studying examples

D

- Read the instructions to the class.
- Put the students in pairs to discuss the questions.
- If necessary, prompt them by giving them the names of some well-known geniuses, e.g. *Galileo, Bobby Fischer (American chess player), Beethoven.*

Workbook p. 40, Section 1

2 Grammar: modals of deduction—*must, can't, might/may/could*

Lead-in

Ask the students to look at the pictures. Ask them what it is (*an IQ test*). Ask them what they notice about the squares in the puzzles, besides their colors (*there is a dot in each square*). Elicit the position of the dot in the first three squares of the puzzle on the left (*at the top left, at the top right, at the bottom left*). Ask the students to try doing the puzzle.

A 36

- See the Student's Book page for the **audio script**.
- Ask the students to read the instructions and the question carefully.
- Play the audio once for the students to listen.
- If necessary, play the audio again.
- Check the answer with the class.

Answer

Carson gets the right answer for the one on the left.
The answer to the one on the right is B.

NOTICE!

Ask students to look at the modal verbs in bold and say what form of the verb always follows a modal.

Answer

The base form of the verb always follows a modal.

B

- Explain or elicit that when we make deductions, we do not know the exact answer to something, so we have to use the information or evidence that we have to arrive at a conclusion. Point out that we can use modal verbs to express this.
- Have students read the conversation in Ex. A again to complete this exercise.

Form

- Have the students complete the third column of the grammar table individually with examples from Ex. A. Then ask them to compare their answers in pairs.
- Check the answers with the class.

Function

- Direct the students' attention to the rules and explain that each set of examples in the table refers to one of the rules. Have the students write the number of each function in the correct place in the table.
- Point out that if we use *must* when we make deductions, it does not mean it is definitely true, but we think that it is almost certainly true.
- **Highlight** that the opposite of *It must be red* is not *It must not be red*, but *It can't be red*. The negative form *must not* is not usually used as a modal of deduction. Similarly, the opposite of *It can't be red* is not *It can be red*, but *It must be red*.
- Point out that when *must, might, can't,* and *couldn't* are followed by *be*, this can be followed by a noun, an adjective, or the present participle.
- **Highlight** that *must, might, can't,* and *couldn't* can also be followed by other verbs, e.g. *You have 20 Madonna CDs? You must love Madonna!*
- Remind students that *It may be …* can mean the same as *It might be …* and *It could be …*
- Draw the students' attention to the ***Watch out!*** box. Explain that the last sentence is incorrect because *can* is never used as a modal of deduction.
- Point out that *can/can't* for ability are different uses of these modal verbs.

C

- Do item 1 with the class.
- Ask the students to do this exercise individually and then to compare their answers in pairs, discussing any differences. Explain that there may be more than one possible answer to one of the questions.
- Check the answers with the class.
- Note that there are two possible answers for some of the items.

D

- Have the students look at the examples in the ***How to say it*** box and explain that some of the expressions will be useful for solving the puzzles.
- Encourage the students to use different modals of deduction when discussing the next possible items in each sequence.
- Put the students in pairs to do this exercise. Circulate and monitor, assisting where needed.
- Check the answers with the class. Ask the students to give a reason for each answer, if possible.

Answers

1 blue (the first five colors of the rainbow in order)
2 25 (the squares of 1—5: 1 x 1 = 1; 2 x 2 = 4; 3 x 3 = 9; 4 x 4 = 16; 5 x 5 = 25)
3 F (the first letters of the days of the week)
4 September (alternate months of the year)
5 13 (each number is the previous two numbers added together)
6 S (the first letter of the planets in order: Mercury, Venus, Earth, Mars, Jupiter, Saturn)

Workbook pp. 40–41, Section 2

2 GRAMMAR: modals of deduction: *must, can't, might/may/could*

A 36 **LANGUAGE IN CONTEXT** **Listen to the conversation below. Do Ben and Carson get the right answer?**

Carson: Hi, Ben. What are you doing?

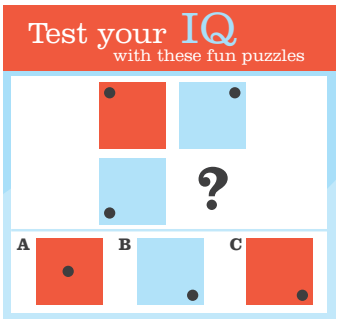
Ben: Oh, hi, Carson. I'm just doing some logic puzzles in this magazine. I'm not doing very well, though!

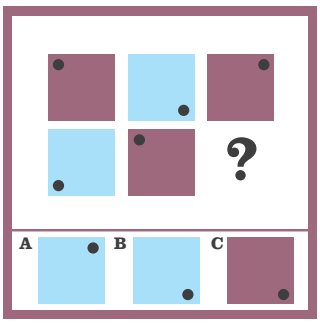
Carson: Let me see. Which symbol is missing? Hmm … OK. Well, the missing square **must** be red.

Ben: Yes, that's what I think. So the answer **can't** be B. It **could** be A, though.

Carson: No, it **can't** be A. Look where the dot is. It **must** be on the right at the bottom. The answer **must** be C.

Ben: Oh, yes. You're right. Hey, you're good at these things! Let's try the next question. Oh, this one is different. I think it **might** be B, but it **could** be A …





NOTICE!
Look at the modal verbs in bold. What form of the verb always follows a modal?

B ANALYZE **Read the conversation in Exercise A again.**

Form **Complete the table with examples from Exercise A.**

	Function	
subject + modal + base form	2	*The missing square* (1) ___must___ *be red.* *It* (2) ___must___ *be on the right at the bottom.* *The answer* (3) ___must___ *be C.*
	1	*The answer* (4) ___can't___ *be B.* *No, it* (5) ___can't___ *be A.*
	3	*It* (6) ___could___ *be A.* *I think it* (7) ___might___ *be B.*

Function **Read the rules below and write the number of each function in the correct place in the table.**

1 We use this to say that it's impossible that something is true.
2 We use this to say that we are sure that something is true.
3 We use this to say that something is possibly true.

WATCH OUT!
✓ It might be the last one.
✓ It could be the last one.
✘ It can be the last one.

C PRACTICE **Read the first sentence in each pair. Write an appropriate modal to complete the second sentence.**

1 You're expecting Nicole to call.
The phone rings.
That ___must___ be Nicole.

2 You are certain the answer isn't D.
The answer ___can't___ be D.

3 It's possible your cell phone is at home.
My cell phone ___might/could/may___ be at home.

4 You don't think it's possible that John is sick.
John ___can't___ be sick.

5 You are sure this is Emma's house.
Emma ___must___ live here.

6 It's the middle of summer. You don't believe it when someone says it's snowing.
It ___can't___ be snowing!

D **NOW YOU DO IT** **Work in pairs. For each puzzle, decide what comes next.**

1 red, orange, yellow, green, ?
2 1, 4, 9, 16, ?
3 M, T, W, T, ?
4 January, March, May, July, ?
5 0, 1, 1, 2, 3, 5, 8, ?
6 M, V, E, M, J, ?

HOW TO SAY IT
What does "V" stand for?
I think it stands for …
What do they all have in common?
They're all …
The answer might be …
No, it can't be … because …
I think it must be …

3 VOCABULARY: adjective suffixes *-ful, -less*

We often use a noun (e.g., *pain*) + a suffix (e.g., *-less*) to make an adjective (e.g., *painless*). We often use *-ful* to form adjectives that mean "with" or "full of" and *-less* to form adjectives that mean "without."

A Complete each sentence with the correct adjective formed from the noun in parentheses.

1 I was never very good at math because I was *careless*. (*care*)
2 Some kids get into trouble because they are *fearless* and they take too many risks. (*fear*)
3 Intelligence is *useless* on its own – you need to understand people, too. (*use*)
4 Very intelligent people are often lonely and this can be *painful* for them. (*pain*)
5 Einstein had a very *powerful* brain. (*power*)
6 I feel *hopeful* about the future. I think good things will happen! (*hope*)
7 Nadine is very *thoughtful* and always considers her friends' feelings. (*thought*)
8 Most people believe that without government, we would have a very *lawless* society. (*law*)

B Choose *Agree* or *Disagree* for each statement.

1 Logic is useless for understanding other people and their emotions. *Agree* / *Disagree*
2 Highly intelligent people are often thoughtless. *Agree* / *Disagree*
3 We shouldn't be fearful of the future. *Agree* / *Disagree*
4 Life shouldn't be painless. We learn from difficult experiences. *Agree* / *Disagree*

C Work in pairs. Compare your answers with your partner's. Explain your choices.

4 LISTENING: a short lecture

A You are going to listen to a lecture. Before you listen, look at the picture and try to guess what the lecture is going to be about.

B 37 Now listen to the lecture and check your ideas.

C Listen again and complete the notes.

Characteristics of child prodigies
Have (1) _____
Show (2) _____
Alma Deutscher
Age 3: (3) _____
Age 7: (4) _____
Aelita Andre
Age 9 months: (5) _____
Age 4: (6) _____
Tanishq Abraham
At age 7, was (7) _____
Now: (8) _____
Difficulties for child prodigies
Have (9) _____
(10) _____

D Work in pairs. Discuss these questions.

1 Do you think young people today are under a lot of pressure to be successful?
2 Do you know someone who had an exceptional talent as a child? What happened to him/her?
3 What do you think a child prodigy's life must be like?

3 Vocabulary: adjective suffixes *-ful, -less*

Lead-in

Give the students time to read the information in the skills panel.

Point out that *-ful* is short for *full*, so *painful* means literally "full of pain." The suffix *-less* means *without*, so *painless* means literally "without pain." These can also be described as the positive and negative forms of the adjective.

A

- Ask the students to complete the exercise individually and then to compare their answers in pairs, discussing any differences.
- Check the answers with the class.

B

- Read the instructions to the class.
- Have the students read through each statement carefully.
- Point out that *highly* in *highly intelligent* means *very*.
- Ask the students to think of reasons and/or examples for their choices.

C

- Put the students in pairs to discuss their choices and to give reasons for their choices.
- Listen to some ideas from the class.

▶ Workbook p. 41, Section 3

4 Listening: a short lecture

A

- Explain to the students that they will hear a short lecture.
- Have the students look at the pictures and make some predictions about what they will hear in the lecture.
- Write their predictions on the board. Remind the students that making predictions about something you are going to hear before you listen to it can help make it easier to understand.

B 37

- Play the audio so that the students can check if their predictions were correct.
- Direct the students' attention to the list of predictions on the board. Go through the predictions and check the ones that were correct. Ask the students if making predictions about the lecture helped make it easier to understand. Why/why not?

Audio script

Good morning. The topic of today's lecture is super-intelligence—the level of intelligence that produces child prodigies. Child prodigies generally have very high IQs, but they tend to show great talent in one specific area like math, science, or music. Most of these children show their talent before age 13, and some are recognized as prodigies as young as the age of four or five.

Let's talk about some modern-day examples. First, there's Alma Deutscher from the U.K. She started playing violin when she was three years old, and she began composing music at the age of five. In 2012, at the age of seven, she composed a short opera!

Also in the arts is the Australian painter Aelita Andre. This little girl began painting at the age of nine months! She had her first solo exhibition in New York when she was just four years old, and she sold all the paintings in the exhibition.

In science, we have Tanishq Abraham, who lives in the U.S.A. Tanishq was writing articles on astronomy for NASA's website at the age of seven. Soon after that, he started college, and he is currently studying particle physics and astronomy.

You're probably all thinking that it must be wonderful to be a child prodigy, but it's actually not that great for many of these children. In fact, it can be very painful. First, they're not like other children, and they often have very difficult social lives. Second, child prodigies can be under great pressure from their parents and teachers to be successful at a very early age.

OK, any questions so far?

C

- Ask the students to read the notes carefully.
- Play the audio again and have the students complete the notes. Play the audio once. If necessary, play it again.
- Ask the students to compare their answers in pairs, discussing any differences.
- Check the answers with the class.

Answer

1 high IQs
2 great talent in one specific area
3 started playing violin
4 composed an opera
5 began painting
6 had her first solo exhibition
7 writing articles on astronomy
8 studying at college (particle physics and astronomy)
9 difficult social lives
10 can be under great pressure at a very early age

D

- Have the students read the questions and think about their answers.
- Ask them to discuss the questions in pairs.
- Listen to some ideas from the class.

5 Grammar: tag questions

Lead-in

Have the students look at the picture. Ask them what they think the people in the dialogue are going to talk about.

A 38

- See the Student's Book page for the **audio script**.
- Have the students read the instructions and the question carefully.
- Play the audio once.
- Check the answer with the class.
- Elicit the meaning of *a hard and fast rule* (a rule that has no exceptions) and *handedness* (a preference for using one hand more than the other).

Answer

Justin wants to have a career in music.

Alternative

Ask the students to keep their books closed. Tell them they will hear a conversation between two people, Penny and Justin. Write the question on the board. Play the audio once. Ask the students to compare their answers in pairs. Ask them to open their books and check the answer by reading the conversation.

NOTICE!

- Have students underline the question phrases at the ends of sentences in the conversation and answer the question.
- Have the students compare answers in pairs. Check the answers with the class.

Answer

They are *yes/no* questions.

B

Function

- Have the students read the conversation in Ex. A. again to complete this exercise.
- Have the students look carefully at the question phrases in the conversation in Ex. A to decide what tag questions are used for. Have them check the completions for the rules that are true.

Form

- Ask the students to use examples of tag questions in the conversation to complete the table.
- Have the students compare their answers in pairs, discussing any differences.
- Check the answers with the class.
- **Highlight** the relationship between the tag and the statement: positive statement—negative tag; negative statement—positive tag.
- Remind the students that the tense and auxiliary verb used in the statement are replicated in the tag (e.g. *You're left-handed, aren't you? That can't be true for everyone, can it? You didn't start playing the guitar until recently, did you?).*
- Point out that all the tenses and modal verbs the students have learned so far can be used in tag questions.
- Focus on the use of *do/does/did* when there is no auxiliary verb in the main statement (e.g. *You play in a band, don't you?).*
- **Highlight** the tag for *I am (aren't I?).* If the students ask you why *aren't I* is the tag for *I am,* explain that this is because **amn't I* is simply too difficult to pronounce, even for native speakers of English. The tag *am I not?* was used in the past, but is considered very old-fashioned now.
- Emphasize that we never use *no* or *or* as tag questions in English.

C

- Draw the students' attention to the ***Watch out!*** box. Elicit/explain that the first sentence is incorrect because there is no auxiliary (or *be*) in the main statement, so the tag should be *doesn't*, not *isn't*. Also elicit/explain that the fourth sentence is incorrect because in tag questions, a positive tag must follow a negative statement.
- Have the students do this exercise individually and then compare their answers in pairs, discussing any differences.
- Check the answers with the class, encouraging the students to explain why they chose the tag forms they did.

Alternative

If the students are having trouble with tag questions and need additional support for this exercise, you can write the answers in random order on the board and have the students choose from them.

D

- Read the instructions to the class.
- Put the students in pairs, and give them a couple of minutes to think individually about the information about their partner's life that they want to check and to make a few notes.
- Put the students in pairs to ask and answer questions about the different categories.
- Listen to a few examples from the class. Correct any errors in the formation of tag questions.

Workbook p. 42, Section 4

5 GRAMMAR: tag questions

A 38 **LANGUAGE IN CONTEXT** Listen to the conversation below. What job does Justin want to do?

Penny: Justin, I just read an interesting article about brain hemispheres. You're left-handed, aren't you?
Justin: Yeah, why?
Penny: Well, apparently left-handed people are usually good at math and music. Do you think that's true?
Justin: Hmm, interesting … I guess I am good at math. And I love music! But that can't be true for everyone, can it? I mean, you play in a band, don't you? So you must be good at music. But you aren't left-handed, are you?
Penny: You're right. I don't think it's a hard and fast rule. The article just says there are some links between handedness and certain abilities. But people don't always develop them. In fact, you didn't start playing the guitar until recently, did you?
Justin: Yeah, although I've always wanted to. And I've been playing the keyboard since I was really little. I would really like to have a career in music, but my dad doesn't like that idea. I should just tell him that I was born to be a rock star, shouldn't I?
Penny: Definitely!

B ANALYZE Read the conversation in Exercise A.

Function Choose the completions for the rule that are true.

We use tag questions to ...

a) confirm information that we are almost certain about.
b) check information we're not sure about.
c) ask for further information.

NOTICE!

Underline the question phrases at the ends of sentences in the conversation above. Are they *yes/no* or information questions?

Form Complete the table with tag questions from Exercise A.

	Affirmative main verb, negative tag question	Negative main verb, affirmative tag question
main verb *be*	You**'re** left-handed, (1) *aren't you*?	You **aren't** left-handed, (2) *are you*?
simple tenses	You **play** in a band, (3) *don't you*?	You **didn't start** playing the guitar until recently, (4) *did you*?
modals	I **should** just **tell** him that I was born to be a rock star, (5) *When*?	That **can't be** true for everyone, (6) *can it*?

For tag questions in other verb tenses, see the Grammar reference on p.152.

C PRACTICE Complete the tag questions.

1 You didn't do well on the exam, *did you*?
2 Tomás is really smart, *isn't he*?
3 We aren't late for the exam, *are we*?
4 Nathan could read when he was three, *couldn't he*?
5 I won't see you tomorrow, *will I*?
6 The bus leaves at 5:30 p.m., *doesn't it*?
7 Claudia got a new car, *didn't she*?
8 I shouldn't do it like this, *should I*?

WATCH OUT!

✘ It starts at nine, isn't it?
✓ It starts at nine, doesn't it?
✓ They don't study chemistry, do they?
✘ They don't study chemistry, don't they?

D NOW YOU DO IT Work in pairs. Use tag questions to check your knowledge about these areas of your partner's life. Ask other questions to find out more.

• family • interests • ambitions • experiences

You have three brothers, don't you? What are their names?

6 PRONUNCIATION: tag questions

A 39 **Listen to these sentences. In which sentences does the speaker sound certain? In which sentences does the speaker sound less certain?**

		Certain	Less certain
1	I'm not late, am I?	☐	☑
2	I'm not late, am I?	☑	☐
3	Today's the 27th, isn't it?	☑	☐
4	Today's the 27th, isn't it?	☐	☑

B 40 **Listen to these sentences and answer the questions.**

1 In which two sentences does the speaker sound certain? Does the voice go up or down on the tag questions?
2 In which two sentences does the speaker sound less certain? Does the voice go up or down on the tag questions?

1	We did this wrong, didn't we?	↓
2	You're Brazilian, aren't you?	↑
3	You didn't work on that project, did you?	↑
4	You studied art, didn't you?	↓

C **Work in pairs. Practice saying the tag questions in Exercises A and B.**

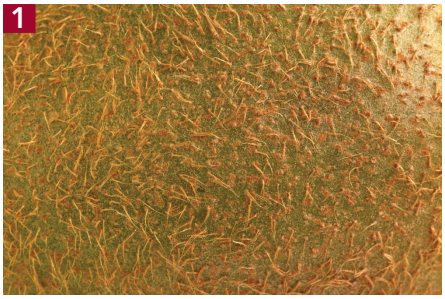
7 SPEAKING: speculating

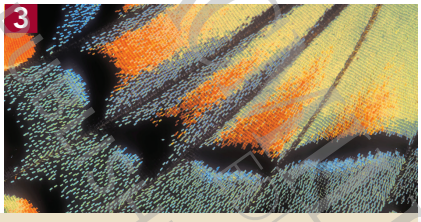
We speculate when we aren't sure about something and have to guess or make a deduction. In order to speculate, we can use modals of deduction and tag questions. We can also use phrases such as *Maybe it's a …*, *If you ask me, it could be a …*, and *It looks like a …* to show we are uncertain.

A 41 **Listen to the conversation. Underline the phrases that the speakers use to speculate about the picture.**

Eli: Look at this picture. What do you think it is?
Ally: Well, if you ask me, it could be a dry river bed.
Eli: I don't think it can be a river bed. It's the wrong shape. It looks like a tree trunk to me.
Charlie: Let me see. It's part of an animal, isn't it?
Ally: Hmm … It could be, I guess. Hey, I know! Maybe it's a lizard.
Charlie: No, I don't think so. What about a rhinoceros?
Eli: Of course! It must be a rhino. It's obvious now!

B **Work in pairs. Look at these pictures of everyday things. Speculate about what each picture might be.**





C **Compare your ideas with another pair. Who has the best ideas?**

HOW TO SAY IT

Speculating

It could be a …, couldn't it?
Maybe. It looks to me like it might be a …
It can't be a …, can it? What about …?

6 Pronunciation: tag questions

Lead-in

Explain to the students that the way a speaker says a tag question conveys specific information about the speaker's intent. If a tag is said in one way, the speaker communicates certainty. If the tag is said in another way, the speaker communicates less certainty or uncertainty.

A 39

- See the Student's Book page for the **audio script**.
- Read the instructions to the class.
- Ask the students to listen to the examples and check whether the speaker sounds more certain or less certain.
- Play the audio once.
- Play the audio again, pausing after each sentence. Ask the students to repeat each sentence chorally, paying attention to the tag questions.

B 40

- See the Student's Book page for the **audio script**.
- Ask the students to listen to the audio and notice the direction of the intonation arrows.
- Play the audio once for the students to listen and answer the questions. Check progress and, if necessary, play it again.
- Check the answers with the class.

Answers

1 1, 4; voice goes down
2 2, 3; voice goes up

C

- Put the students in pairs to practice asking the tag questions.
- Circulate and monitor, assisting with intonation where needed.

Alternative

Play the audio, and ask the students to read each sentence aloud chorally in time with the audio.

7 Speaking: speculating

Lead-in

Give the students time to read the information in the skills panel.

Ask them when we speculate *(when we aren't sure about something)* and what vocabulary we can use to speculate (modal verbs of deduction—*may, might, could, can't, must*—and tag questions).

Focus on the expression *It looks like* and elicit that it means to have a similar appearance to something.

A 41

- See the Student's Book page for the **audio script**.
- Ask the students to look at the picture. Ask them what they think it is.
- Play the audio once. Ask the students what they see in the picture now (*the eye of a rhino*).

Alternative

Ask the students to cover the conversation. Have them look at the picture and speculate on what it could be. Ask them to close their books and listen for the answer in the conversation.
Play the audio once, and check the answer. Was it the same as their guess?

- Have the students work individually and underline all the phrases in the text where the speakers speculate on what the picture could be.
- Ask the students to compare their answers in pairs, discussing any differences.
- Check the answers with the class.

B

- Direct students' attention to the ***How to say it*** box.
- Encourage the students to use modals of deduction and tag questions when discussing the pictures.
- Put the students in pairs to discuss what the subject of each picture could be. Point out that there can be more than one possibility for each picture.

C

- Have the pairs combine to form groups of four.
- Ask the students to compare their opinions about the pictures.
- Listen to several suggestions from the class. Encourage the students to answer, using modals of deduction and tag questions.

Answers

1 a kiwi fruit **2** a petal **3** the wing of a butterfly

Extra: sensory box

Bring to class a box with a hole cut in the top, or a cloth bag. Pre-select several objects to put inside the box. The objects should have an interesting texture and should be somewhat usual, e.g. a vegetable or a piece of fruit, or an item of clothing such as a work glove, shoelace, etc. Do not show the objects to the students. Put one object in the box without showing it to the students. Pass the box around the class and have the students feel the object without looking at it and speculate on what the object is, using modals of deduction and tag questions.

Workbook pp. 42–43, Section 5

8 **Vocabulary:** improving your brain

Lead-in

Ask the students if they ever do puzzles of any kind. Elicit examples of the kinds of puzzles people do (e.g. *crossword puzzles, Sudoku,* etc.). Write the following letters on the board: *I N R L E S G A T.* Put the class in teams of four or five students. Set a time limit of five minutes. Ask them to make as many English words as they can of three letters or more, using these letters in any order. Each word has to contain the underlined letter in the middle *(E, in this case).* The team with the highest number of correct words wins. Possible words include: *rest, stage, stare, eat, eating, seat, great, line, least, lean, nest, neat, rate.* Ask the students if they think doing word games and puzzles like these helps train the brain.

A

- Read the instructions to the class, and elicit/explain that *collocations* are combinations of words (phrases) that are commonly used together.
- Ask the students to do this exercise individually and then to compare their answers in pairs, discussing any differences.
- Check the answers with the class. Point out that if you *challenge yourself,* you test your skill and abilities by doing something difficult.
- Point out that the word *myself* can also go with *find* and *develop.*

B

- Ask the students to do this exercise individually. Ask them to read the sentences carefully before they attempt to fill in the blanks. Point out that the nouns from the collocations in Ex. A will help them complete the exercise.
- Check the answers with the class. Explain that *looking at something from different angles* means looking at it from different perspectives (i.e., putting yourself in another person's position to understand a problem).

Answers

1 develop your abilities
2 challenge myself
3 explore all the possibilities
4 solve a problem
5 learn new skills
6 find a solution

C

- Have the students read the sentences in Ex. B again and think about the ones they agree with. Ask them to think about why they agree with them.
- Put the students in pairs to compare which sentences they agree with and their reasons.
- Listen to some ideas from the class.

Workbook p. 43, Section 6

9 **Writing:** a for-and-against text

A

- Introduce the text by telling the students that it mentions three arguments in favor of varying your study environment and three arguments against varying your study environment.
- Ask the students to read the article individually and identify the three arguments for each side. Then have them compare their answers in pairs, discussing any differences.
- Check the answers with the class. Take a poll to find out how many people agree with each argument.
- Point out that *vary* means to be different in different situations, so *vary where and how you work or study* means *to make your study situations different.*
- Write the following words from the text on the board: *neurologist* and *multi-tasking.* Ask the students to work in pairs and discuss the meanings of these words. Check the answers with the class (*neurologist*—a doctor who is an expert in the nervous system and diseases that affect it; *multi-tasking*—the activity of doing more than one thing at the same time).

B

- Read the instructions to the class and make sure the students understand the exercise. Check that they understand all the vocabulary, especially *addiction* (a strong need or wish to spend as much time as possible doing a particular activity); *obesity* (a condition in which someone is too fat in a way that is dangerous for their health); *unbalanced* (all parts not combining well together; not existing in the correct amounts); *reduce* (to make something smaller or less in size, amount, importance, etc.).
- Have the students complete the exercise individually. Put them in pairs to compare answers, discussing differences.
- Check the answers with the class.

C

- Read the instructions to the class and go through the bullet points.
- Direct the students to the title in the instructions and the example topic sentence, and encourage the students to use them to begin their texts.
- Circulate and monitor, assisting where needed.

Extra: checking your work

Ask the students to turn back to the checklist on page 65 and use it to check their work.

Workbook
p. 44, Listen and write
p. 45, Down time

8 VOCABULARY: improving your brain

A **Match the verbs 1–6 with the nouns a–f to make collocations.**

1	explore	a)	a solution
2	find	b)	(all) the possibilities
3	develop	c)	a problem
4	solve	d)	myself
5	challenge	e)	your abilities
6	learn	f)	new skills

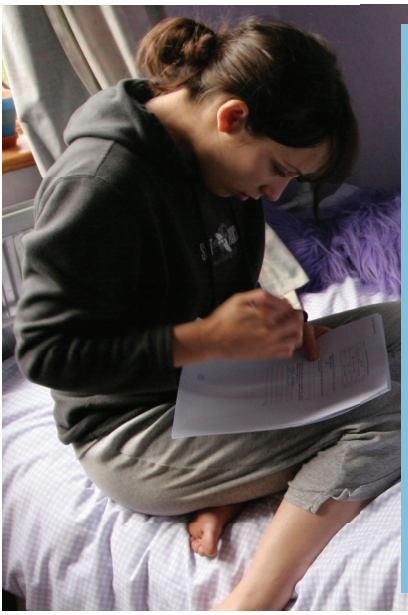
B **Complete these sentences with the correct form of the phrases in Exercise A.**

1 You need to practice regularly to _____ in a new skill.
2 I try to _____ to do something new and different every day.
3 You should always _____ and consider all the options before making a decision.
4 When I have to _____, I try to look at it from different angles.
5 I think it's important to _____ to keep your brain active.
6 When I have a problem, my friends usually help me _____.

C **Work in pairs. Say which statements in Exercise B you agree with and explain why.**

9 WRITING: a for-and-against text

A **Read the text. What are the main arguments in favor of varying your study environment? What are the main arguments against it? Which side do you agree with more?**



Should you vary your study environment?

Some scientists and neurologists say that to improve your thinking skills, you should vary where and how you work or study. For example, don't always work at your desk. Instead sit in your favorite chair or lie on the sofa, with your family talking around you or even with the TV on! There are several reasons for this theory.

First, the brain works better if it has variety. A variety of stimuli causes the brain to be more alert, so more learning takes place. Another reason is that if you are studying and listening to music at the same time, you are multi-tasking. Asking your brain to do more than one thing at a time is good brain training. Finally, always studying in the same place is boring, and if you are bored, your level of concentration is lower.

On the other hand, many educators recommend always studying at the same time in the same place for several reasons. First, this creates a routine, and if you have a routine, it is easier to develop the habit of studying for a certain amount of time every day. Second, you have all your books close by and organized in one area. Finally, you can be away from distractions like TV or other people, and many educators believe this is necessary for good concentration.

B **Look at this list of arguments for and against the argument "Are video games good for brain training?" Put a check next to the arguments for using video games and an X next to the arguments against it.**

- ☒ Antisocial activity – little interaction with friends or family
- ☑ Develops problem-solving skills – players have to think of creative ways to solve puzzles or problems
- ☑ Improves hand-eye coordination – in visual games, eyes see images and hands have to react quickly
- ☒ Not enough physical activity – leads to obesity and other physical problems
- ☒ Possible addiction – not enough sleep; poor school work
- ☑ Improves memory – in many games, players have to remember words or images
- ☒ Unbalanced skills development – players don't learn other things such as sports or hobbies
- ☑ Reduces stress – games are fun; playing releases aggression and frustration

C **"Are video games good for brain training?" Use these notes to write your for-and-against text:**

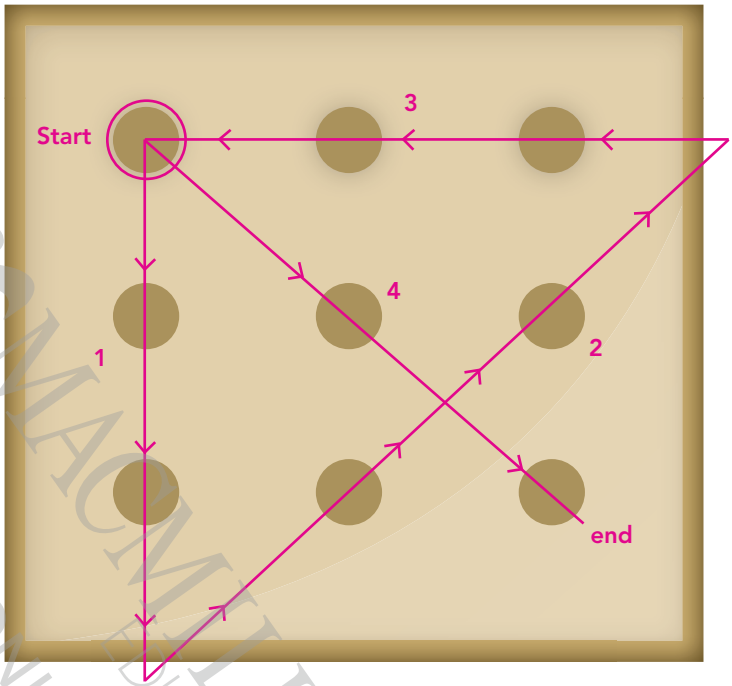
There is disagreement about whether or not playing video games is a good way to train your brain.

- arguments for (at least three)
- arguments against (at least three)

THINKING LOGICALLY

- Question your assumptions.
- Approach the problem differently.
- Think of new ideas and test them.

A Do this puzzle. Connect these dots by drawing four straight lines, without lifting your pencil off the paper, and without going back over a line. You have two minutes.

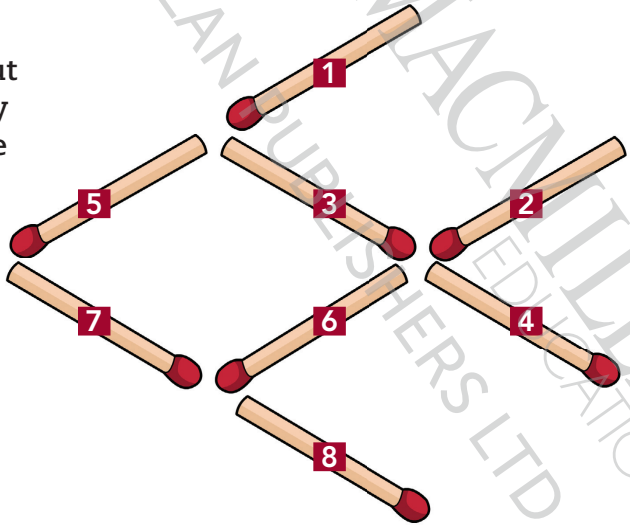


B If you solved the puzzle, great job! If you didn't, it might help you to question your assumptions. To do this, decide whether these sentences about the puzzle are *T* (true) or *F* (false).

1 The instructions say each line has to start and end on a dot. T / (F)
2 Your lines can go further than the rows of dots. (T) / F
3 Each line has to go through three dots. T / (F)

C Now try the puzzle in Exercise A again. If you still can't figure out the answer, find someone who has the answer and ask them to show you how to do it.

D Do this puzzle. Look at this fish made out of matchsticks. Move three matchsticks only so that the fish is swimming in the opposite direction. You have one minute.



lifeSkills: thinking logically

Step 1: Question your assumptions. (Ex. A, Ex. B, Ex. D)
Step 2: Approach the problem differently. (Ex. C, Ex. E, Ex. F)
Step 3: Think of new ideas and test them. (Ex. G)

Lead-in

- Explain to the students that in this ***lifeSkills*** spread they will practice the skill of thinking logically and will be given several puzzles to solve.
- Ask the students if they ever do brain games and puzzles to test their logic and if they find them useful.
- **Highlight** the three-step strategy to develop the skill. Check that they understand the meaning of *assumption* (something you think is likely to be true, although you are not certain).

A

- Read the instructions to the class. Ensure that the students understand that they should connect the dots by drawing four straight lines without going back over a line or lifting the pencil off the paper.
- Ask the students to do the puzzle. Make sure they are not sharing the answer with the rest of the class if they have seen this puzzle before.
- Find out how many students completed the puzzle successfully. Do not give the students the answer until after Ex. C.

B

- Read the instructions to the class. Explain that to *question your assumptions* means to think again about what you thought was likely to be true.
- Encourage the students who were unable to do the puzzle in Ex. A to question the assumptions they made before doing the puzzle.
- Ask the students to read the three sentences carefully and check the instructions to Ex. A before answering them.
- Check the answers with the class. Explain that going through this process will help them solve the puzzle.

C

- Ask the students to try to do the puzzle again, taking the answers to the questions in Ex. B into account.
- Set a time limit of two minutes.
- If any students still cannot solve the puzzle, ask the other students to show them how. Alternatively, ask a student who has solved it to come to the front of the class and show the other students on the board.

D

- If you can bring a box of matches to class, this will make it easier for the students to try different options.
- Read the instructions and ensure that the students understand that they can only move three matches to achieve the result.
- Ask the students to work in pairs.
- Give each pair eight matches and ask them to make the fish shape as shown in the book.
- Set a time limit of one minute for them to complete the puzzle.

Answer

Move 1 between the end of 4 and 8.
Move 2 so it touches 1 and 8 and aligns with 1.
Move 5 so it toucehs 6, 7, and 8 and aligns with 6.
The fish will now be swimming in the opposite direction, but will also be in a lower position.

E

- Find out which students completed the puzzle in Ex. D successfully.
- Have all the students read the text. Those students who completed the puzzle can read it and check whether the text describes how they think. Those who didn't complete the puzzle can read it and see if it helps them to approach the puzzle in a different way.
- Ask the students to summarize the main point of the text (*that questioning our assumptions can help us to think more logically and find solutions to problems*).
- Elicit that *upside down* means with the top part at the bottom. Ask the students what a *coin* is (a flat, round piece of metal used as money).

F

- Ask the students to try the puzzle in Ex. D again, using the ideas from the article.
- Set a time limit of one minute.
- Ask the students who solved it to help as necessary.
- Remind the students that some people are more left-brain oriented and others are more right-brain oriented. People have different skills, and some are better than others at solving puzzles like these.

G

- Ask the students to read the example problem and solution.
- Draw the students' attention to the expressions in the ***How to say it*** box. Encourage them to use these expressions when discussing their problems.
- Ask the students to work in pairs and brainstorm some real-life problems.
- If the students are having difficulty thinking of real-life problems, prompt them with some general ideas, e.g. *problems with your house or apartment, problems with your job or studies, problems with your monthly budget, problems with managing your time*.
- When the students finish working in pairs, nominate a few of them to explain some of their problems and solutions to the whole class. Encourage the rest of the students to suggest other possible solutions.

REFLECT

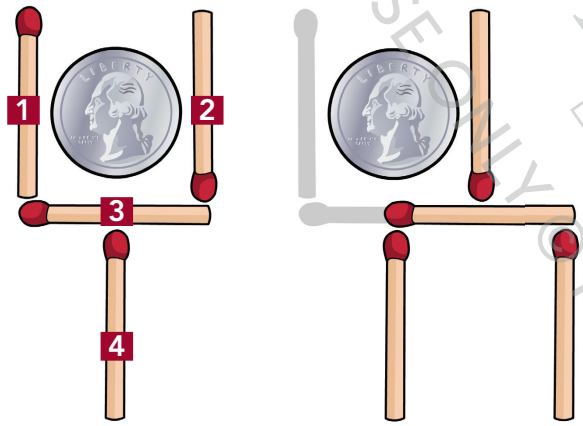
- Ask the students to read the ***Reflect*** question.
- Give them some time to think about different situations in the domains of **Self and Society** and **Work and Career** where the skill of *Thinking logically* would be useful. Refer them back to some of their suggestions in Ex. G and ask them to categorize their ideas into the domains.
- Elicit the following ideas: solving a difficult problem at work; dealing with an emergency such as a technical problem with your computer or a power outage, being late for something such as an important meeting or a flight, when an instruction manual is unclear, etc.

E If you solved the puzzle in Exercise D, read this text and decide if it describes how you think. If you didn't solve the puzzle, read the text and think about how you should approach the puzzle in Exercise D differently.

Logical thinking

There are times in all our lives when we need to think more logically. It might be in a real-life situation, such as making a business decision. Or it might be when we are taking a test or doing a puzzle of some kind. The problem some of us have when it comes to thinking logically is that we think certain limits exist, when in fact they don't. It's all about our assumptions.

We all have a lot of assumptions – things we think are correct, even if there's no reason to. To illustrate, take a look at this well-known puzzle using matchsticks. The coin looks as if it is inside a "glass" formed by four matchsticks. You have to move just two matchsticks to get the coin outside the glass. You cannot move the coin! It seems impossible … and it is impossible, as long as you assume that the glass has to stay the same way up. However, the puzzle becomes very easy if you think about making an "upside-down" glass. To do this, all you have to do is move matchstick 3 to the right a little and move matchstick 1 down.



The key to solving this problem is to question your assumptions. And questioning your assumptions is a big part of logical thinking.

Logical thinking is not just about the artificial world of puzzles. This same kind of thinking can be very useful in real life, too. If we aren't careful, we can assume things about ourselves, other people, and the world around us that limit our thinking. By analyzing and questioning our assumptions, we can think more logically and systematically about a problem, and perhaps find solutions that we simply couldn't see before.

F Now try the puzzle in Exercise D again. Use what you learned in the article to help you.

G Work in pairs. Brainstorm a list of real-life problems and how logical thinking might help solve them. Then explain your ideas to the rest of the class.

Problem: *How to get a huge new sofa into your house*

How logical thinking might help: *It can help you think of different ways, e.g., through the window.*

HOW TO SAY IT

Discussing logical thinking

One problem that could be solved using logical thinking is …

Do you think logical thinking would help if …?

How would logical thinking help in that situation?

If …, logical thinking could help you …

REFLECT … How can the skill of logical thinking be useful to you in **Self and Society** and **Work and Career**?

Language wrap-up

1 VOCABULARY

Choose the correct words. (15 points)

One of the most (1) *powerful* / *powerless* and (2) *useful* / *useless* techniques for training your brain is visualization. Whether you're trying to (3) *develop* / *learn* abilities you already have, or trying to (4) *develop* / *learn* a new skill, visualization can help you. It can also help you (5) *find* / *solve* a solution to stopping unhealthy habits, such as smoking, when you think you've (6) *explored* / *challenged* all the possibilities and you're feeling (7) *hopeful* / *hopeless*. In fact, visualization can work in any situation where you are trying to (8) *challenge* / *solve* yourself to improve, or if you are trying to (9) *find* / *solve* a difficult problem. The technique involves forming a picture in your mind, like a picture on a movie screen. You have to be (10) *careful* / *careless* to create a really vivid picture of what you want to achieve. Imagine yourself feeling (11) *fearful* / *fearless* and strong. Then add sound and make it come to life. Then, make a small black and white picture of yourself feeling (12) *fearful* / *fearless* and failing. Quickly replace that (13) *painful* / *painless* image with your bright, happy image. Do that five or six times. Now, every time you feel (14) *powerful* / *powerless* and think you are going to fail, the positive image will come to mind. Difficult situations become much less (15) *painful* / *painless* and you are more likely to succeed. Why not give it a try?

11–15 correct: I can use adjectives with *-ful* and *-less* and use collocations connected to improving your brain.
0–10 correct: Look again at the vocabulary sections on pages 72 and 75. **SCORE:** /15

2 GRAMMAR

A Complete the conversation with *must*, *can't*, or *might/may/could*. (7 points)

Andy: I can't finish this crossword puzzle. I have one more word left. Do you know a country with a five-letter name?
Kelly: There (1) *must* be hundreds! It (2) *could/might* be "China."
Andy: No, it (3) *can't* be "China" because it begins with the letter I.
Kelly: Why didn't you say that? Well, it (4) *can't* be "Iran." That only has four letters. It (5) *could/might* be "Italy."
Andy: No. It (6) *can't* be Italy because it ends with the letter *a*.
Kelly: Oh! It (7) *must* be "India" then.
Andy: Awesome! Thanks.

B Complete the tag questions. (8 points)

1 They can't solve the puzzle, *can they*?
2 She's very good at puzzles, *isn't she*?
3 You'll help me, *won't you*?
4 We didn't pass the test, *did we*?
5 She doesn't have an exam today, *does she*?
6 We shouldn't buy that car, *should we*?
7 You don't have a motorcycle, *do you*?
8 Paula doesn't like dogs, *does she*?

11–15 correct: I can use modals of deduction to express degrees of certainty. I can use tag questions to check information.
0–10 correct: Look again at the grammar sections on pages 71 and 73. **SCORE:** /15

Language wrap-up

Students can do the Language wrap-up exercises in class or for homework. If you give them for homework, remember to check the exercises at the beginning of the next class or collect a few to mark and identify any typical errors.

If you decide to do the exercises in class, you can approach the Language wrap-up as a two-step reviewing procedure. First, ask the students to do the Vocabulary section individually. When ready, encourage the students to check their answers carefully and then put them in pairs to compare answers and discuss any differences. Self- and peer-correction are two excellent ways of developing learner independence and for creating a cooperative learning environment. After completing the Vocabulary section, you can apply the same procedure to the Grammar section.

At the end of each section, make sure that students write their score out of 15. If they have a score lower than 11, direct them to the appropriate sections of the unit and encourage them to read them again for homework. After that, ask the students to complete the exercise(s) again at home.

1 Vocabulary

- Explain to the students that this exercises practices the adjective suffixes *-ful* and *-less* and collocations to do with improving your brain. Encourage the students to read through the whole text first to understand the gist of it. Remind them when choosing between two verbs to think carefully about the words or phrases that go with them.

2 Grammar

A

- Ask the students to read through the conversation before they try to complete it with the correct modal verb. Remind them to consider how certain the people are when making their verb choices.

B

- Encourage the students to read through the first part of each question carefully before they complete it with the correct question tag.

Common European Framework: unit map

Unit 7	Competence developed	CEF Reference (B1)
1 Reading	can distinguish fact and opinion	Table 1; Table 2; Section 4.4.2.2; Section 4.4.2.4
2 Grammar	can understand and use modals of deduction	Table 1; Table 2; Section 4.4.1.1; 4.4.3.1; 5.2.1.2
3 Vocabulary	can use adjective suffixes *–less* and *–ful*	Table 1; Table 2; Sections 4.4.1.1; 4.4.3.1; 5.2.1.1
4 Listening	can understand a short lecture	Table 1; Table 2; Section 4.4.2.1
5 Grammar	can understand and use tag questions	Table 1; Table 2; Sections 4.4.1.1; 4.4.3.1; 5.2.1.2
6 Pronunciation	can produce the correct sentence rhythm for tag questions	Section 5.2.1.4
7 Speaking	can speculate about areas of uncertainty	Table 1; Table 2; Sections 4.4.3.1; 5.2.1.1; 5.2.1.2; 5.2.3.1
8 Vocabulary	can talk about improving mental capabilities	Table 1; Table 2; Sections 4.4.3.1; 4.4.1.1; 5.2.1.1
9 Writing	can write a text containing arguments for and against something	Table 1; Table 2; Sections 4.4.1.2 4.4.3.4; 5.2.1.1; 5.2.1.2; 5.2.1.6