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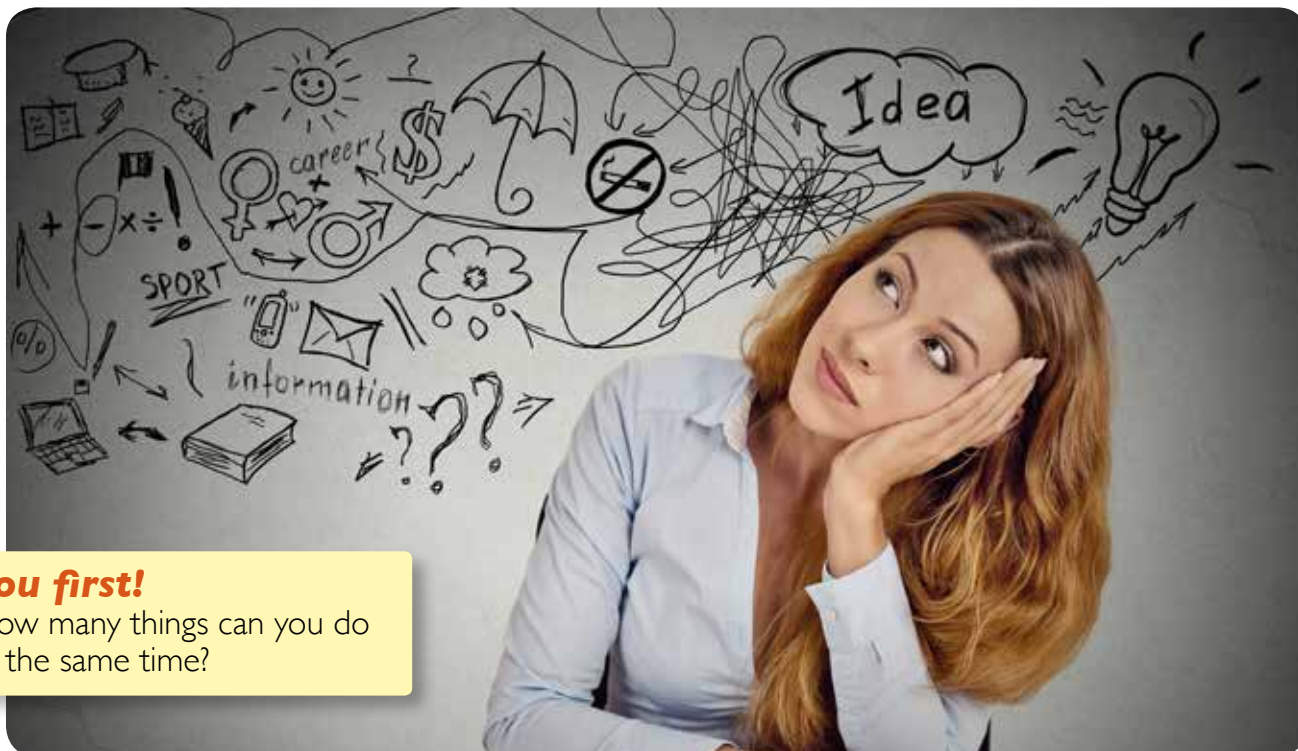
Ways of learning

CEFR
A1/A2

**UNIT
FOCUS**

GRAMMAR: present continuous; present simple; adverbs of frequency; expressions + *-ing* form; reflexive pronouns
VOCABULARY: *make / do*; multiple intelligences
FUNCTIONS: expressing opinions; agreeing and disagreeing

Lesson 1 Are you a multi-tasker?



You first!

How many things can you do at the same time?

SPEAKING

- Look at the picture and answer the questions.
 - How many different things is the woman thinking about at the same time? What are they?
 - Why do you think she has to be good at multi-tasking?

GRAMMAR 1

- Complete the rule.

PRESENT CONTINUOUS

We use the **present continuous** to describe a picture or talk about what _____ (happen) now or at the present moment.

© PAGE 135

- 1.8 The woman in the picture is doing six things in her head at the same time. Complete sentences 1–6 with these verbs. Then listen and check. Which activity is missing from the sentences?

do have eat answer pay send work on

- She's _____ a math problem.
- She _____ her cell phone.
- She _____ a big idea.
- She _____ a bill.
- She _____ ice cream.
- She _____ an e-mail.

VOCABULARY *make / do*

- 1.9 Complete the table with these phrases. Then listen and check.

coffee a decision homework a mistake a noise
a phone call sports Sudoku a test
yoga dinner

make	do
coffee	homework

GRAMMAR 2

5. Complete the rule. Then answer the questions.

PRESENT SIMPLE

We use the **present simple** to talk about what _____ (happen) generally.

We use **adverbs of frequency** to say how often we do things
(*all the time, every day, always, often, usually, sometimes, hardly ever, never*).

⊗ PAGE 134–135

- Which of the things in Exercise 4 do you ...
 - do every day?
 - sometimes do?
 - never do?
- Are you doing any of the things right now?

6. Write the correct form of the missing verbs in the correct place.

do go have listen to (x2) check read send use watch

- I always the radio in the morning. I never TV.
- Ruth often breakfast out. She to a different place every day.
- Jack hardly ever the newspaper at breakfast.
He usually Sudoku.
- I never my cell in the car but I sometimes music.
- They usually text messages and their e-mails on their way to work.

7. Rewrite the sentences in Exercise 6 so they are true for you. Compare with a partner.

READING

8. Read the extract from an article. Do you agree with Dave Crenshaw?

Is multi-tasking a myth?

Many employers say they like **employees** who are good at multi-tasking. But in his recent time management **bestseller**, *The Myth of Multi-tasking: How "Doing it All" Gets Nothing Done*, Dave Crenshaw says that people can't do two things at once. It's impossible. A person only has one brain. If you're doing one thing, you can't do something else at the same time. Multi-tasking doesn't exist. What we're doing is "switch-tasking". We move very quickly between two or more **tasks**, and pay little attention to each of them in turn. Crenshaw says that if we do this for a long time—as many people do—it's very bad for us. It can make us stressed and unhappy and **inefficient** at our job.

9. Match the words in bold in the extract with the correct meaning in Exercise 8.

- activities
- a story that isn't true
- not working well
- a book that lots of people buy
- people who work for someone

10. Read the extract again and choose the best answers.

- Many employers
 - are good at multi-tasking.
 - think multi-tasking is a good thing.
 - agree with Dave Crenshaw's ideas.
- Dave Crenshaw says
 - we can only do two things at once.
 - some people are better at multi-tasking than others.
 - multi-tasking isn't possible.
- "Switch-tasking" means
 - moving quickly from one activity to the next.
 - spending a long time on each activity.
 - doing several things at the same time.
- In the long-term, switch-tasking
 - is very good for us.
 - can lead to stress.
 - can make us happy.

11. Circle the items in the grammar box that are true for you. Compare with a partner.

12. In groups of four, you have four minutes to make a list of four things that you all really like doing and four that you all hate doing.

13. Compare your list with other groups. What are the most / least popular activities?

GRAMMAR 3

EXPRESSIONS + -ING FORM

✓	X	XX
good at multi-tasking	not good at sitting still	bad at reading maps
like / love taking photos	don't like drawing	hate doing Sudoku
enjoy solving problems	doesn't like singing	hopeless at making things

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Lesson 2 How do you learn best?

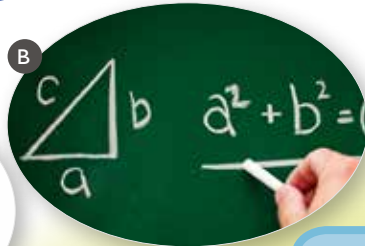
MULTIPLE INTELLIGENCES QUIZ



A

1. Linguistic intelligence = good at languages

- Do you like playing with words (e.g., playing Scrabble)?
- Do you like reading?
- Do you communicate well in your own language?
- Do you like talking to other people—and to yourself?



B

2. Personal intelligence = good on your own

- Do you enjoy being on your own?
- Do you write down your thoughts in a diary?
- Are you very independent?
- Do you enjoy learning things about yourself?



C



D

3. Musical intelligence = good at music

- Can you play a musical instrument?
- Are you a good singer?
- Do you really enjoy listening to music?
- Do you often sing (or whistle or hum)?



4. Visual intelligence = good with pictures

- Do you like drawing, painting and architecture?
- Do you enjoy taking photos, making videos, etc?
- Are you good at reading maps?
- Was art one of your favorite subjects in school?

5. Social intelligence = good with people

- Do you enjoy being in a group or team?
- Do you like team games and sports?
- Do you get along with lots of different people?
- Do you like parties and meeting up with people?

6. Physical intelligence = good with your body

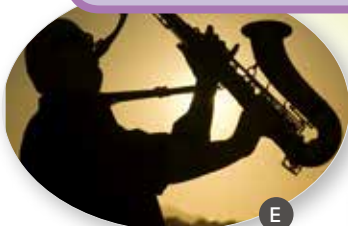
- Do you enjoy physical activities like sports, dancing, etc?
- Do you walk around to help yourself think?
- Do you like making things with your hands?
- Do you hate sitting still for a long time?

7. Mathematical intelligence = good at logic

- Are you good at numbers and calculations?
- Do you play number games like Sudoku?
- Do you like analyzing things and solving problems?
- Was math one of your favorite school subjects?

8. Naturalist intelligence = good with nature

- Can you name lots of different plants and animals?
- Do you care a lot about conservation and the environment?
- Are you interested in astronomy and how life began?
- Was biology one of your favorite school subjects?



E



F



G



H

VOCABULARY Multiple intelligences

1. **GUESS** Before you take the quiz, describe the pictures. What do you think the quiz is about?

2. **1.10** Match the words with photos A–H on page 12. Then listen and check.

musical social linguistic personal mathematical visual naturalist physical

3. **S** Which words in Exercise 2 are similar to words in your language?

4. Work in pairs and do the quiz on page 12.

- Ask each other the questions and answer each question: *yes*, *no*, or *so-so*.
- Work out your profile. Give yourself 2 points for every 'yes', 1 point for every 'so-so' and 0 for 'no'. Count the number of points for each section. Which are your strongest / weakest intelligences?

5. Before you read the extract, decide if these statements are true (T) or false (F).

1. Some people are intelligent, but others aren't.
2. Different people are intelligent in different ways.

6. Read Howard Gardner's views. Does he agree with you?

7. **THINK** Think about the questions, then compare your answers with other people.

1. How old is the idea of "multiple intelligences"?
2. What different kinds of intelligence does the writer mention in the text?
3. What do you think of Gardner's theory?
4. How does it apply to you?

8. **1.11** Say these words. Which words have the /ɔː/ sound? Listen and check.

all board call drawing false forty four law
more sports talk thought walk work

WRITING

9. Write your profile, based on your results from the quiz.

10. Take the quiz at home with a family member or a friend. Find one question where you have the same answer and one where it's different.

11. Write a short profile of that person to present to your group.

My brother, George

His strongest intelligences are ...

He likes ... He enjoys ... He's good at ...

His weakest intelligences are ...

He doesn't like ... He never ...

One way we're the same / different is that ...

ShelfLife REVIEW OF BOOKS



HOWARD GARDNER believes that a person who is good at math is not *more* intelligent than someone who is good at sports. He believes they are intelligent *in a different way*.

Howard Gardner is a psychologist, and a while ago (in 1983) he wrote a book about his theory. In his view, there is not just one kind of intelligence—there are multiple intelligences. It's possible to be good (or not so good) at one or more of them. You can have trouble with words, for example, but be quite good at drawing and at athletics. Or you can find numbers a little difficult, but be very good with animals or be a fantastic singer. Or you can find it hard to understand yourself, but be really good at connecting with other people!

The idea of "multiple intelligences" is very interesting. It's also really useful. People with a strong musical intelligence, for example, can use songs to help them learn. You can also develop your weaker intelligences to give yourself more choices and to make your life more interesting.

EXPLORE ONLINE For more details, search for "multiple intelligence quiz." Compare the quizzes you find. Can you find one like you?

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Lesson 3 Count on your memory



You first!

How good is your memory?



LISTENING 1

1. Describe the pictures. What do you think connects them?
2. 1.12 Listen and complete the text with the missing numbers.

An amazing memory for numbers!

Dominic O'Brien has a really amazing memory, and he's won the World Memory Championships ¹_____ times. There are ²_____ cards in a deck of playing cards (without the jokers), and Dominic can memorize ³_____ decks in one hour. That's almost ⁴_____ thousand playing cards! He looks at each card just once, puts it away, and then says all the cards in order. There are ⁵_____ cards in total – if he uses the jokers.

3. 1.13 How does Dominic O'Brien do it? Listen and complete the sentences. Check with a partner.

Dominic O'Brien's three-step strategy for remembering information:

1. He changes information into _____.
2. He connects the _____ to _____.
3. He puts each item of information _____.

Something very important that he does regularly:

He _____.

O'Brien's biggest secret: He believes _____.

LISTENING 2

4. 1.14 Listen to a list of 20 words. Don't write anything. At the end of the list, follow the instructions you hear.
5. Check with a partner. Circle the words you both remembered. Why do you think you remembered those words more than others?
6. 1.15 Guess if these sentences are true (T) or false (F). Then listen and check.
 1. We remember words at the beginning better than at the end.
 2. We remember words better if we hear them just once.
 3. We remember unusual words better than ordinary ones.
 4. We remember words that connect with us personally.
 5. We remember words we learned most recently.



EXPLORE ONLINE

Find out more about Dominic O'Brien or Peak Performance.

GRAMMAR

REFLEXIVE PRONOUNS

I – myself	we – ourselves
you – yourself	you – yourselves
he – himself	they – themselves
she – herself	
it – itself	

To help you remember a word, say it to **yourself** several times.

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7. Look at the grammar box, then complete the sentences with the correct pronoun.

- Do you talk to _____?
– Yes, I sing to _____, too!
- He fell off his bike and hurt _____ pretty badly.
- Is she looking at _____ in the mirror again?
- We went to a very interesting talk and really enjoyed _____.

SPEAKING

8. How can you improve your memory? Read the text quickly and underline the answer.



You probably don't want to remember 54 packs of playing cards, but most of us would like to have a better memory. So here's another number: 100,000,000,000. There are one hundred billion cells in your brain. That's a lot of cells! Potentially you have a fantastic memory. But you need to use your brain cells or you lose them. Your brain is like a muscle: you need to exercise it regularly so it works really well. Otherwise, it slows down. And do you know one really good way of exercising your brain? Learning English!

- Before you read the text in Exercise 8 again, tell your partner in one or two sentences what it says.
- THINK** Work in groups. Make a list of things you can do to improve your memory.
- Match 1–8 with a–h to make memory tips. Did you have any of them on your list?

Eight tips to improve your memory. It helps if you ...

- | | |
|---|---|
| <ol style="list-style-type: none"> Stop telling yourself: Start saying to yourself: Test Play Relax: Drink plenty of water Eat plenty of fish like salmon, | <ol style="list-style-type: none"> and also eat food with vitamins A, C, and E. because it helps the connections in your brain. the more you study, the more you remember. "I have a great memory." yourself often. your brain doesn't work well if you're stressed. memory games often. "I can't remember things." |
|---|---|

and last but not least,

- Recycle material frequently:

- Match these suggestions with the tips above.
 - After reading a chapter of a book, tell yourself what it was about.
 - Look at a picture for 30 seconds, cover it, and describe it.
 - Don't criticize your memory.
 - Tell yourself you're doing well.
 - At the end of the day, go through everything you've learned that day.
- EVERYBODY UP!** Find someone who does 4, 5, 6, or 7 in the memory tips.
- Memory games are a great way to exercise your brain. How well can you remember things you hear? Your teacher will give you instructions.

SUBJECTS

1. Put the letters in the correct order to make school or university subjects. Then match them with the pictures.

1. smuci _____
 2. mhat _____
 3. thysori _____
 4. strops _____
 5. chooglyyps _____



6. graphogey _____
 7. slighen _____
 8. wal _____
 9. rat _____
 10. eeennniiggr _____

2. 1.16 Listen, check, and repeat. Can you add two more subjects to the list?
 3. What were your favorite / least favorite subjects in school?
 4. 1.17 Underline the /dʒ/ sound in the conversation. Then listen, check, and repeat.

- A Which subjects are you going to study, George? Geography, engineering, or languages?
 B Oh, languages, Julia. German and Japanese!

UNCOUNTABLE NOUNS

5. Circle the one countable noun the word box.

advice equipment furniture homework housework idea information
 knowledge music news stuff traffic

6. 1.18 Complete the sentences with *a lot of*, *some*, *any*, or *much*. Then match 1–4 with a–d.
 Listen and check.

1. Oh no! There's _____ traffic!
 2. Have you had _____ news?
 3. There's too _____ stuff in this room.
 4. Did you do _____ homework?
 a) I agree. Let's sell _____ furniture.
 b) A little. But I did _____ housework!
 c) No, we haven't had _____ information at all.
 d) Do you want _____ advice? Let's walk!

WORDBUILDER Verbs and nouns

Write the missing vowels in these verbs. What is the noun for each verb?

1. _ n s w _ r 3. n _ _ d 5. w _ r k 7. d _ n c _ 9. d r _ n k 11. q _ _ s t _ _ n
 2. h _ l p 4. r _ p l y 6. s _ _ n d 8. _ x _ r c _ s _ 10. c _ l l 12. t _ s t

FOCUS ON: up and down

- a Complete the questions with *up* or *down*, then ask a partner.

1. Have you ever been _____ in a hot-air balloon?
 2. Do you write _____ new words to help you remember them?
 3. How often do you go online to look things _____?
 4. Do you always slow _____ at traffic lights?

- b Check the meaning of these verbs. Can you suggest two things for each verb?

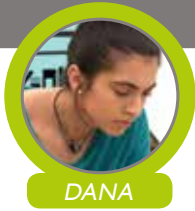
cool down cut up give up
 heat up pick up put down put up
 turn down turn up



Language in Action

1

EXPRESSING OPINIONS • AGREEING AND DISAGREEING



DANA



LOGAN

1. **GUESS** You are going to see or hear Logan and Dana giving their opinion about the things in these photos. Guess the adjectives they use to describe them.

amazing cool dramatic silly
stylish ugly uncomfortable weird

2. **1.19** Watch or listen to the video. What do Logan and Dana think about the four things in the photos? Which ones do they agree on?

	Logan		Dana	
sculpture				
hairstyle				
hat				
boots				



3. **1.19** What adjectives do they use to describe the things in the photos in Exercise 1? Watch or listen again and check your answers.
4. **1.19** Do we use these expressions to agree (✓) or disagree (X)? Which one do you NOT hear in the conversation with Logan and Dana? Watch or listen again and check.

I agree. I disagree. I don't think so.
Me too. Me neither. Actually, I think ... Really? Absolutely! No, you're wrong.

5. Number these modifiers from weakest (1) to strongest (5)

really pretty incredibly absolutely a little very

6. Write P (positive) or N (negative) next to each adjective.

awful _____ beautiful _____ disgusting _____ fantastic _____ gorgeous _____
horrible _____ nasty _____ terrible _____ terrific _____ wonderful _____

7. What do you think of the things in the photos on this page? Agree and disagree with your partner. Use the adjectives from Exercise 6.

8. Find two things you like and two things you don't like. Bring them (or photos of them) to class. Present them and see if people agree or disagree with you.

De-stress!

The smell of lavender is very relaxing. Put a few drops of oil on your pillow when you go to bed.



we don't say ...	Wait a second. I send a text.	Do you watch always that show?	I bought me a new dress.	I enjoy very much playing cards.
we say ...	Wait a second. I'm sending a text.	Do you always watch that show?	I bought myself a new dress.	I enjoy playing cards very much.