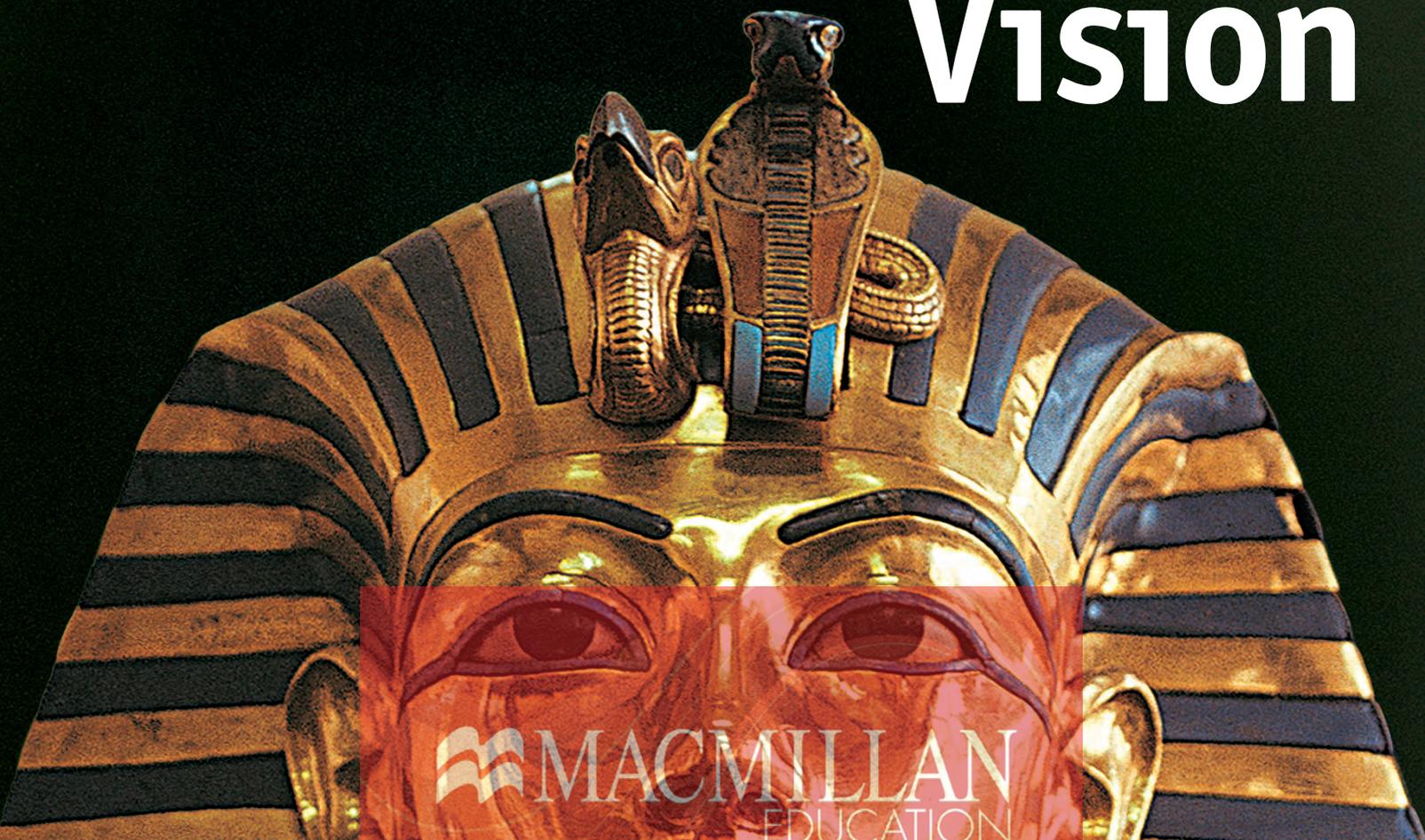


## Module 1

## Vision



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Unit	Topic	Language study	Vocabulary	Main skills
1 I know what I like pages 2–5	<ul style="list-style-type: none"> <li>Nature or nurture (three gifted young women)</li> <li>Speed-dating</li> </ul>	<ul style="list-style-type: none"> <li>Likes and dislikes, agreeing and disagreeing</li> </ul>	<ul style="list-style-type: none"> <li>Phrasal verbs: growing up</li> <li>Sports, leisure activities, types of film and styles of music</li> </ul>	<ul style="list-style-type: none"> <li><b>Reading:</b> understanding main information</li> <li><b>Speaking:</b> discussing child development; Asking for and giving personal information</li> <li><b>Listening:</b> identifying key information</li> </ul>
2 Innovation pages 6–9	<ul style="list-style-type: none"> <li>Great minds (Steve Jobs and Steve Wozniak, co-founders of Apple Computers)</li> <li>Tokyo gizmo (innovative gadgets from a Japanese toymaker)</li> </ul>	<ul style="list-style-type: none"> <li>Talking about past events (past simple and past continuous)</li> </ul>	<ul style="list-style-type: none"> <li><i>make</i> and <i>do</i></li> </ul>	<ul style="list-style-type: none"> <li><b>Listening:</b> identifying main information</li> <li><b>Pronunciation:</b> regular past tense endings (<i>-ed</i>)</li> <li><b>Reading:</b> understanding main information</li> <li><b>Speaking:</b> discussing the importance of inventions</li> </ul>
3 The sixth sense pages 10–13	<ul style="list-style-type: none"> <li>Psychic powers</li> <li>Your lying ways (sleeping positions)</li> </ul>	<ul style="list-style-type: none"> <li>Expressing necessity and advice (<i>must(n't)</i>, <i>(don't) have to</i>, <i>should(n't)</i>, <i>ought to</i>, <i>don't need to</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Character adjectives</li> </ul>	<ul style="list-style-type: none"> <li><b>Reading:</b> understanding gist</li> <li><b>Writing:</b> an email to a friend</li> <li><b>Speaking:</b> discussing psychic powers; describing people</li> <li><b>Listening:</b> identifying particular information</li> </ul>
4 What do you do? pages 14–17	<ul style="list-style-type: none"> <li>Any volunteers? (experiences of a volunteer working in China)</li> <li>Volunteers needed</li> </ul>	<ul style="list-style-type: none"> <li>Making promises, requests and predictions: <i>will</i></li> </ul>	<ul style="list-style-type: none"> <li>Work experience</li> <li>Occupations</li> </ul>	<ul style="list-style-type: none"> <li><b>Reading:</b> identifying main information</li> <li><b>Listening:</b> identifying key information</li> <li><b>Speaking:</b> talking about jobs and career choices; making promises, requests and predictions</li> </ul>

5 Review unit pages 18–21

• Extra practice pages 22–25 • Grammar reference and wordlist pages 26–28 • Listening scripts: pages 30–31 • Communication activities: pages 29, 32



# 1 I know what I like



## LEARNING AIMS

- Can express likes and dislikes
- Can agree and disagree
- Can ask for and give personal information

## Nature or nurture

### Lead-in

- 1 Work in groups and discuss these questions.
- 1 Can you think of any people who became famous when they were young?
  - 2 What are they famous for?
  - 3 Are 'gifted' people born with talent or do they learn it?

### Reading and vocabulary

- 1 01 Read the text about three gifted young people on page 3. What is each one's special talent?
- 2 Read the text again and tick (✓) the boxes that relate to each person.

	Flavia	Keira	Marla
1 She became famous before she was five.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2 She left her country of origin when she was three.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3 She knew what job she wanted to do when she was three.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4 Her parents treated her normally.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5 She continued her schoolwork while developing her talent.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6 Her talent has made her rich.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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3 Should you treat a gifted child differently from other children? Why? Discuss your ideas with a partner.

- 4 Find these phrasal verbs in the text. Match them to their definitions.

go into    grow up    hang out    look after    take after

- 1 look or behave like an older relative = \_\_\_\_\_
- 2 spend time in a particular place or with particular people = \_\_\_\_\_
- 3 start working in a particular type of job or business = \_\_\_\_\_
- 4 take care of someone or something = \_\_\_\_\_
- 5 develop into an adult = \_\_\_\_\_

- 5 Complete these sentences using the phrasal verbs in Ex 4.

- 1 I think girls \_\_\_\_\_ more quickly than boys.
- 2 On Saturdays I usually \_\_\_\_\_ with my friends.
- 3 I would like to \_\_\_\_\_ the entertainment industry.
- 4 I always have to \_\_\_\_\_ my younger brother / sister.
- 5 I \_\_\_\_\_ my mother. We both have the same hair and eyes.

- 6 Work with a partner. Discuss the sentences in Ex 5. Which do you agree with, or are true for you? Give more details.

Example:

*I agree that girls grow up more quickly than boys. My younger sister became interested in music two years before I did.*



Helpful	Unhelpful

7 What are the best conditions for a child to develop? Complete the 'Helpful' and 'Unhelpful' lists.

- changing schools frequently    eating a lot of fast food    going to bed early  
 having a lot of friends    having a lot of money    having supportive parents  
 having very strict parents    missing breakfast    mixing with other children  
 taking regular exercise    travelling to other countries    watching a lot of TV

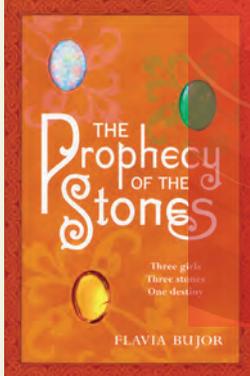
8 Rank your 'Helpful' list from the most important to the least important. Discuss your ideas with a partner and give reasons for your choices.

## Top of the class



### Flavia Bujor

She looks and sounds like any other French teenager as she sits with her fruit juice in a Parisian café, but there is a difference. After moving to Paris from Romania when she was three, Flavia **grew up** reading the stories of *Lord of the Rings* writer JRR Tolkien.



When she was 12, she sat down and wrote a fantasy novel called *The Prophecy of the Stones*. It has sold more than 50,000 copies, is now available in 21 countries and has made her a rich, young woman.

Has success changed her? No. Her parents do not treat her any differently. She still goes to school, does her homework and loves **hanging out** with her friends.

### Keira Knightley

When Keira was a young child, her parents were both actors. They had agents who managed their careers. Keira, who **takes after** her parents, wanted to be an actor, too. When she was three, she asked her parents for an agent.



Naturally, they refused, but when she was six, Keira was still asking. Finally, they agreed. But they made Keira promise that she would only do acting work in the school holidays.

At the age of 12, Keira made her Hollywood debut in *Star Wars: The Phantom Menace*. But she kept her promise; she finished her school studies before **going into** acting full-time when she was 17. Her fame hasn't changed her home life but it has made her a lot of money.

### Marla Olmstead

Just before her second birthday, Marla was at home with her father. He was **looking after** her while trying to paint a picture of his wife. He gave his daughter some paints and left her to play.

Later, he saw her picture and realised that Marla had a special talent. These days, Marla (now five) doesn't feel special; she just enjoys painting. She has already sold about 25 paintings, raising \$40,000. Her paintings attract buyers from all around the world.

With such an amazing gift, what does Marla have to say? 'I really, really like piggies.\*' 'Me too!' says her three-year-old brother Zane. 'And making paintings,' she adds. 'Me too!' agrees Zane.

### Glossary

\* piggies = pigs





**LANGUAGE STUDY**

**Likes and dislikes, agreeing and disagreeing**

1 Look at these dialogues. In which one is B agreeing? In which one is B disagreeing?

- 1 A: *I enjoy painting.* B: *Really? I don't. I prefer cooking.*
- 2 A: *I can't stand fantasy novels.* B: *Me neither.*

2 Complete the table. Write *agree* and *disagree*.

Speaker A (makes a statement)			Speaker B (responds to a statement)				
			1 _____	2 _____			
I	really	like enjoy love hate	football. watching TV.	Me too.	Really? Do you?	I don't.	I prefer tennis. listening to music.
		don't mind don't like can't stand		Me neither.	Really?	I do. I like it.	

3 Look at the table in Ex 2 and answer these questions.

- 1 After *I like / enjoy / love / hate*, what form is the verb?
  - 2 How do you agree with *I like / enjoy / love / hate football*?
  - 3 How do you agree with *I don't mind / don't like / can't stand*?
  - 4 After *I prefer*, what form is the verb?
- 4 Put these words into three lists with these headings: Positive, Negative and Neutral.

can't stand   don't like   don't mind   enjoy   hate   like   love   really don't like   really like

Sample marketing text © Macmillan Publishers LTD Grammar reference page 26

5 Complete these sentences with the correct form of the verbs.

- 1 I really enjoy (go) \_\_\_\_\_ to the coast.
- 2 I like films, but I prefer (read) \_\_\_\_\_.
- 3 I can't stand (listen) \_\_\_\_\_ to classical music.
- 4 I don't mind (watch) \_\_\_\_\_ action movies, but I prefer horror films.
- 5 I hate (study) \_\_\_\_\_ but I like (learn) \_\_\_\_\_.
- 6 I really like (play) \_\_\_\_\_ any ball games.

6 Look at the sentences in Ex 5 again. Tick (✓) the statements you agree with, and cross (✗) the statements you disagree with.

7 Work with a partner. Read out the statements in Ex 5 and agree or disagree. Say what you prefer doing, where necessary.

Example: **A:** *I really enjoy going to the coast.* **B:** *Me too.*

**Vocabulary**

1 Put these words into four lists with these headings: Sports, Leisure activities, Types of film and Styles of music. Add two more of your own to each group.

basketball   comedy   hanging out with friends   hip-hop   horror   karate  
rap   reading   reggae   science fiction   tennis   watching TV

2 Work with a partner. Say which activities in Ex 1 you like / don't like. In each case, agree or disagree.



### Speed-dating

**Listening**

- 1 Look at the picture. What is speed-dating?
- 2 02 Listen to three people at a speed-dating evening. Write their names in the table in the order you hear them. Which two people do you think could have a second date?



	Names		
	1 _____	2 _____	3 _____
Reggae music			
Hip-hop music			
Hanging out with friends			
Science-fiction films			
Comedies			
Horror films			
Reading			
Watching TV			

**MACMILLAN EDUCATION**

3 Listen again. Complete the table in Ex 2 with a tick (✓) and a cross (✗) for the things each person likes and doesn't like.

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4 Work with a partner and discuss these questions.

- 1 Would you ever go to a speed-dating evening? Why? / Why not?
- 2 How much do you think someone can find out about you in three minutes?
- 3 Do you think it's necessary to have the same interests as someone in order to be attracted to them?

**Speaking**

- 1 Complete these questions to make nine different questions that *you* would like to answer at a speed-dating evening.
  - 1 What kind of \_\_\_\_\_ do you like?
  - 2 What kind of \_\_\_\_\_ do you like?
  - 3 What kind of \_\_\_\_\_ do you like?
  - 4 Who's your favourite \_\_\_\_\_?
  - 5 How many \_\_\_\_\_ have you got?
  - 6 How often do you \_\_\_\_\_?
  - 7 Where do you \_\_\_\_\_?
  - 8 Why are you \_\_\_\_\_?
  - 9 Have you ever \_\_\_\_\_?
- 2 Work with a partner. Give your questions to your partner and take your partner's questions. Ask and answer your questions. Give details with your answers.
- 3 When you have finished, find a new partner and repeat Ex 2. Who had the most interesting question, and the most interesting answer?



CD-ROM

For more activities go to **Vision Unit 1**