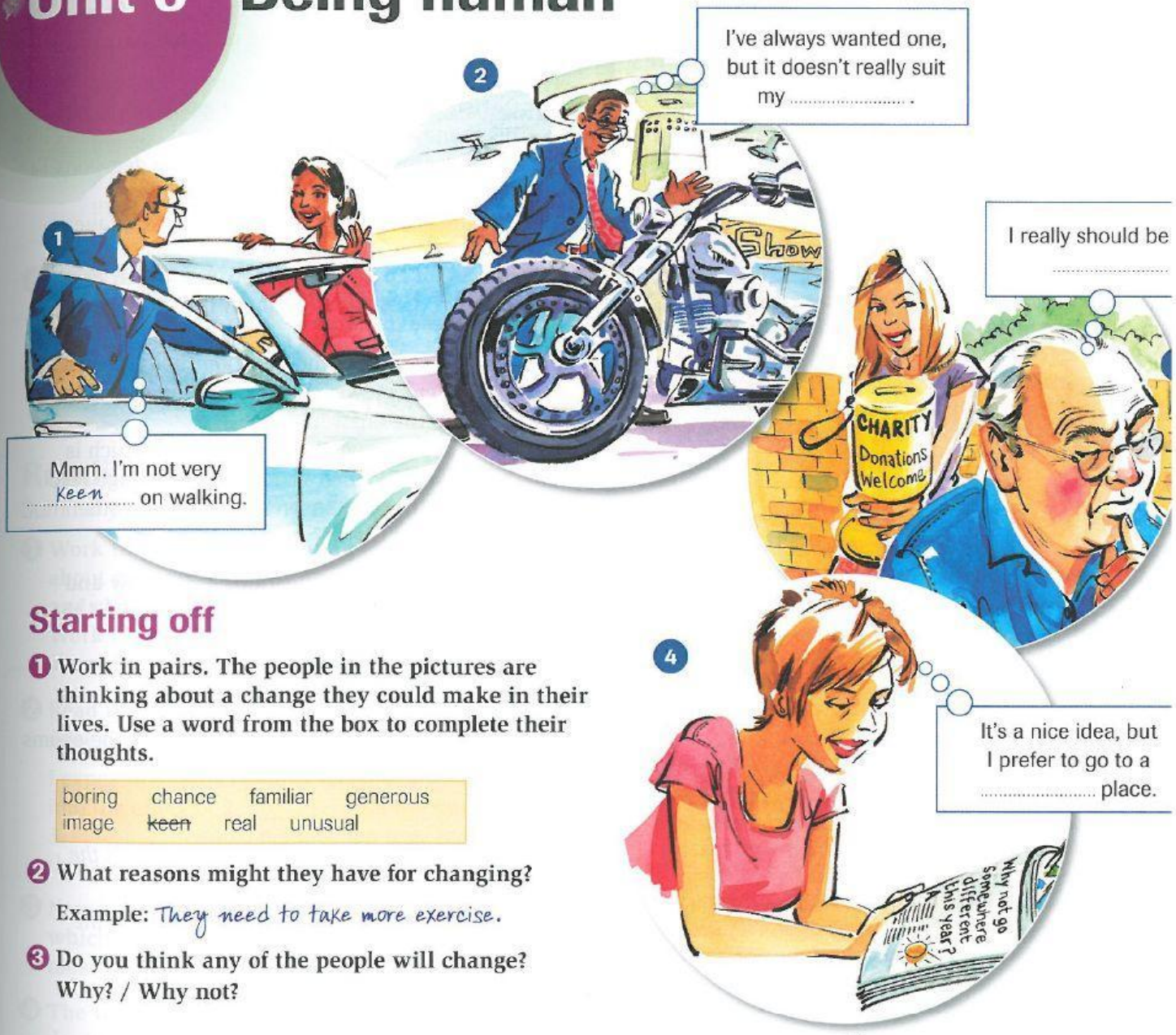
Unit 6 Being human



Starting off

1 **Work in pairs. The people in the pictures are thinking about a change they could make in their lives. Use a word from the box to complete their thoughts.**

boring	chance	familiar	generous
image	~~keen~~	real	unusual

2 **What reasons might they have for changing?**

Example: *They need to take more exercise.*

3 **Do you think any of the people will change? Why? / Why not?**

Reading 1

Yes / No / Not Given

1 **Work in pairs. You are going to read a passage about people and change. Read the title and subheading on page 58 first. What do you think the writer is going to say about change?**

2 **Read the whole passage quickly. Then choose the option (A, B, C or D) which states the writer's main idea.**

A People of all ages dislike change.
B People can change if they want to.
C Change gets harder as people grow older.
D Change is easier for people at work than at home.

3 **Work in pairs. Find these words (1–6) in the passage, then match them with their correct definition from the *CLD* (a–f).**

1	donate	a	having no confidence in yours and what you can do
2	consistency	b	the quality of being new or un
3	insecurity	c	willing to consider a discussio suggestion, experience, etc.
4	conventional	d	to give money or goods to a pe or organisation that needs help
5	novelty	e	traditional and not willing to t new ideas
6	openness (to)	f	when someone always behaves performs in a similar way

LIVEWORKSHEETS

Making a change

How easy is it for us to change our lives – and why?

In 1990, a young American named Christopher McCandless gave up his career plans, left behind everyone he knew, including his family, and went off on an adventure. He was 22 at the time. In an act of kindness, he donated all his savings to the famous charity, Oxfam International, and hitchhiked his way through America to Alaska. His decisions were so unusual for his age that Jon Krakauer wrote a book about them called *Into the Wild*, and Sean Penn directed a film that had the same title.

Of course, this is an unusual story. Most college graduates would not do quite the same thing. However, studies do show that in teenage years, people are more likely to try out new experiences. Instead of following the family career path, for example, and working his way up the same organisation like his grandfather did, a 15-year-old may dream about becoming a traveller – only to find in his early 20s that this fascination with new places is declining and change is less attractive. This age-related trend can be observed in all cultures.

The reason why people all over the world become less keen to change as they get older may be because people's lives generally follow similar patterns and involve similar demands. Most people, wherever they are, aim to find a job and a partner. As they get older, they may have young children to look after and possibly elderly family members. These responsibilities cannot be achieved without some degree of consistency, which means that new experiences and ideas may not have a place in the person's life. New experiences may bring excitement but also insecurity, and so most people prefer to stay with the familiar.

However, not every individual is the same. One toddler may want to play a different game every day and get fed up if nothing changes at the nursery. Another may seek out and play with the same children and toys on every visit. Young children who avoid new experiences will grow up to be more conventional than others. Psychologists argue that those who have more open personalities as children are more open than others might be when they are older. They also suggest that young men have a greater interest in novelty than women, although, as they age, this desire for new experiences fades more quickly than it does in women.

The truth is that, as we get older, we prefer the things we know. We tend to order the same meals in restaurants, sit on the same side of the train when we commute to work, go on holiday to the same places and construct our day in the same way. If you are older than 20, remember that your openness to new experiences is slowly declining. So you are better off making a new start today than postponing it until later.



4 **Underline the words in sentences a–c that you think will help you find the right place in the passage. Then underline the relevant part of the passage.**

a Christopher McCandless was generous to give his money to Oxfam International.
b Many young people make the same decisions as Christopher McCandless.
c *Into the Wild* is a good title for Jon Krakauer's book.

5 **Look again at questions a–c in Exercise 4 and answer these questions.**

1 Write 'Yes' beside the question that agrees with the writer's views. Which words in the passage give you the answer?
2 Which of the questions is 'No', and which is 'Not Given'? Which words in the passage help you find the 'No' answer? Why is the other answer 'Not Given'?

6 **Work in pairs. Read Questions 1–6 below and underline the words that will help you find the right place in the passage.**

Questions 1–6

Do the following statements agree with the claims of the writer in the reading passage?

Write

YES	*if the statement agrees with the claims of the writer*
NO	*if the statement contradicts the claims of the writer*
NOT GIVEN	*if it is impossible to say what the writer thinks about this*

1 Teenagers are more ready to have new experiences than young adults.
2 Grandparents usually encourage their grandchildren to get a well-paid job.
3 Life demands are different depending on which country you live in.
4 Some toddlers find repetitive activities boring.
5 Children who dislike new experiences become more adventurous than others as adults.
6 If you want to change something in your life, you should avoid delay.

7 **Work alone. Answer Questions 1–6.**

LIVEWORKSHEETS

Exam advice *Yes / No / Not Given*

- Underline words in the statements to help you find the right places in the passage.
- Look for words in the passage that have the same meaning as or the opposite meaning to the ideas in the statements.
- If there is nothing in the passage about the idea, the answer is 'NOT GIVEN'.

8 Work in small groups. Take turns to describe a change that you made in your life.

1 Why did you make it?
2 Did anyone help you?
3 Was it successful? Why? / Why not?

Reading 2

Summary completion with a box

1 Work in pairs. You are going to read a passage about memory. Look at page 4 of this book and choose a passage you have already read. Work together to remember as much as possible about it.

2 Read the title and subheading of the passage on page 60. Then read and complete this sentence.

I expect this passage to describe a **1** ..... into the effect of **2** ..... on the number of **3** ..... people make when they remember things.

3 Now quickly read the whole passage and find out which group of people Fenn thinks could benefit most from her work.

4 The words in bold in the passage are used to describe academic research. Match each of them to one of these definitions, then check your spelling.

1 discoveries from a study findings
2 organised (e.g. a test)
3 a detailed study of a subject
4 tests done to find something out
5 people who take part in an activity
6 people who work together

5 Read the title of the summary in Questions 1–5.

1 Find the paragraph which describes it in the passage.
2 Work in pairs. Read the summary and decide wh information you need for each gap.

Questions 1–5

Complete the summary using the list of words and phrases, A–J, below.

Fenn's Memory Experiments

The groups in the study saw or heard lists of words at **1** G times of the day. After **2** ..... hours, the groups tried to identify these words correctly in a test. Before the test, one group had **3** ..... sleep and chose the words in the evening. The other group had their test in the morning.

In three experiments, the results were **4** ..... : the groups that had slept during the experiment remembered **5** ..... words correctly than the other groups.

A more	**F** ten
B complex	**G** different
C 12	**H** no
D six	**I** fewer
E less	**J** the same

6 Now answer Questions 2–5 on your own. Check your answers with a partner.

Exam advice *Summary completion with a box*

- Use the title to find the right part of the passage.
- Read the summary and decide what information you need for each gap.
- Read the sentence(s) in the passage carefully and underline words that provide the missing information. Choose the option in the box that means the same.

7 Work in groups.

1 Have you ever taken part in a study? When? Wh
2 Have you ever conducted any tests or experimer What were they, and what did the results show?

LIVEWORKSHEETS

Reducing errors in memory

Sleep may reduce mistakes in memory, according to a first-of-its-kind study led by a scientist at Michigan State University.

The **findings**, which appear in the September issue of the journal *Learning & Memory*, have practical implications for many people, from students doing multiple-choice tests to elderly people confusing their medicine, says Kimberly Fenn, principal investigator and assistant professor of psychology.

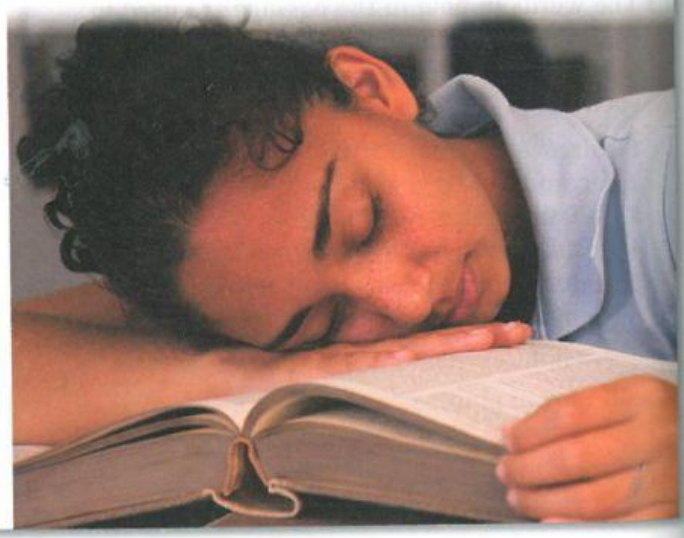
'It's easy to muddle things in your mind,' Fenn says. 'This **research** suggests that after sleep, you're better able to pick out the incorrect parts of that memory.' Fenn and **colleagues** from the University of Chicago and Washington University in St Louis studied the presence of incorrect or false memory in groups of college students. While previous research has shown that sleep improves memory, this study is the first one that looks at errors in memory, she said.

Study **participants** were 'trained' by being shown or listening to lists of words. Then, twelve hours later, they were shown individual words and asked to identify which words they had seen or heard in the earlier session. One group of students was trained at 10 a.m. and tested at 10 p.m. after the course of a normal sleepless day. Another group was trained at night and tested twelve hours later in the morning, after about six hours of sleep. Three **experiments** were **conducted**. In each experiment, the results showed that students who had slept did not have as many problems with false memory and chose fewer incorrect words.

How does sleep help? The answer isn't known, Fenn said, but she suspects it may be due to sleep strengthening the source of the memory. The source, or context in which the information is acquired, is a vital element of the memory process. In other words, it may be easier to remember something if you can also remember where you first heard or saw it. Or perhaps the people who didn't sleep as much during the study received so much other information during the day that this affected their memory ability, Fenn said.

Further research is needed, she said, adding that she plans to study different population groups, particularly the elderly. 'We know older individuals generally have worse memory performance than younger individuals. We also know from other research that elderly individuals tend to be more prone to false memories,' Fenn said. 'Given the work we've done, it's possible that sleep may actually help them to reject this false information. And potentially this could help to improve their quality of life.'

adapted from *Michigan State University News*
http://news.msu.edu/story/6804



LIVEWORKSHEETS

Speaking
Part 3

1 **Look at this Part 3 question and Kim's answer. What do you think about the answer? Tick three of the boxes below.**

We've been talking about memory … What methods do people use to help themselves remember things?





That's easy. I use a notepad.

1 It is not on the topic. ☐
2 It is personal, not general. ☐
3 It is too short. ☐
4 It only gives one method. ☐
5 It is grammatically inaccurate. ☐

2 **Work in pairs. Look at the answer below to the question in Exercise 1. Complete it using the ideas in these pictures.**









Well, some people use a **1** ..... and others use a **2** ..... But I think if you're really busy, you'll make a **3** ....., maybe on your iPhone if you have one. Or sometimes you see a note on the back of someone's **4** .....!

3 01 **Listen and compare the speaker's answers with your own.**

4 ***Some people*** **refers to people in general. Underline other words in the answer in Exercise 2 that refer to people in general.**

5 **Work in small groups. Discuss these Part 3 questions.**

1 What sort of things do people forget?
2 What can people do if they forget something important like meeting a relative for lunch?

6 02 **Listen to Anna Maria, an IELTS candidate, speaking.**

1 Which question in Exercise 5 is she answering?
2 Complete the answer below by writing the things people forget in the gaps.
3 Underline the words she uses to talk about people in general.

I think **1** ..... are very easy to forget. You have to write the dates in a diary if you want to remember them! Um – and some older people can't remember where they put their **2** ..... or their **3** ...... Oh, and, er, if something unexpected happens, you might forget a **4** ..... or a **5** ..... – there are lots of things …

page 62 Pronunciation: *Intonation 1*

7 **Work in pairs. Take turns to ask and answer these questions.**

Sleep
1 In what places can people fall asleep?
2 What things can make people fall asleep?
3 Why do some people not get enough sleep?

Memory
4 What sort of things do people need to remember every day?
5 Why do people sometimes forget important things?
6 What activities can help improve people's memory?

Exam advice *Speaking Part 3*

- Listen carefully to the question so that you know what to include in your answer.
- Talk about people in general.

LIVEWORKSHEETS

Pronunciation

Intonation 1

We use a rising intonation to tell our listener that we haven't finished what we are saying, and a falling intonation to show we're finishing.

1 03 **Listen to these two extracts from Anna Maria's answer. Does the speaker's voice rise or fall on each underlined word?**

You have to write the dates in a diary if you want to remember them.

… you might forget a lunch date or a meeting …

2 04 **Work in pairs. Look at these sentences. Underline the words where the speaker's voice might rise to show that they haven't finished speaking. Then listen and check your answers.**

1 Sometimes people forget their dentist or doctor's appointment and things like that.
2 If a friend waits a long time for you, you should say you're sorry and pay next time you go out.
3 People don't usually fall asleep at work unless they're very tired.
4 A boring meeting or a long car journey can make people go to sleep!

3 **Take turns to read sentences 1–4 in Exercise 2 aloud.**

Listening

Matching, Pick from a list

1 **Work in pairs. You are going to hear a conversation about successful people. Before you listen, look at the photos below and discuss these questions.**

1 What do you think has made each person successful?
2 Complete this sentence:
The key to success is …

2 **Read Questions 1–4 and options A–F. How many extra options are there? What words/ideas do you expect to hear for each option?**

Questions 1–4

What helped each person to become successful?

*Choose **FOUR** answers from the box and write the correct letter, **A–F**, next to Questions **1–4**.*

People

1 the film maker
2 the ballet dancer
3 the scientist
4 the chef

Reasons for success

A a personal style
B a lot of money
C a relative's influence
D an invention
E a wise decision
F a change of job

3 05 **Now listen and answer Questions 1–4.**

4 05 **Listen to the recording again and when you hear the speakers' questions below, note down a few words that give you the answer. Use these to check your answers to Questions 1–4.**

1 So what made him successful?
uncle / film student
2 Was she very talented?
3 So why did she do better?
4 Did he make a famous dish?

Exam advice *Matching*

- Read the questions and options and think about what they mean.
- You hear the answers in the same order as the questions.






LIVEWORKSHEETS

5 **Look at Questions 5–10 below and underline the key ideas in each question. Quickly read through the options.**

Questions 5–10

*Choose **TWO** letters, A–E.*

Questions 5–6

*Which **TWO** criteria will the students use to choose a successful person?*

A age
B gender
C individual talent
D fame
E global importance

Questions 7–8

*Which **TWO** things do the students agree to do before they meet again?*

A write a biography
B conduct more research
C find photographs
D write a talk
E plan a seminar

Questions 9–10

*Which **TWO** things do the students agree are linked to success?*

A wealth
B experience
C talent
D effort
E location

6 06 **Now listen and answer Questions 5–10.**

Exam advice *Pick from a list*

- Underline the key idea in each question.
- Quickly read through the options before you listen.
- Remember to choose *two* answers for each question.

7 **Work in pairs. Look again at the options in Questions 5–6 and 9–10. Which three of these do you think are most important for success?**

Vocabulary

Word building

1 **IELTS candidates often make mistakes in their writing when they change the form of words. Complete this table of words related to the topic of success.**

noun (phrase)	adjective	verb	adverb
1 success	successful	2	successfully
3	hard-working	work hard	
talent	4		
practice	practical	5	practically
	regular		6 .....
nature	natural		7 .....
8	skilful/skillful		skilfully
achievement		9	
fame	10		famously

2 **Check your answers by looking at the sample answer in Writing Exercise 3 (page 64).**

page 127 *Word formation and spelling*

3 **Choose the correct word in these sentences.**

1 Teachers praise *hard work* / *hard-working* and ignore laziness.
2 Some people have a *natural* / *naturally* ability to play music.
3 We had a party to celebrate my uncle's unexpected *fame* / *famous*.
4 Not all *talent* / *talented* actors become famous.
5 Winning a sporting competition is a great *achieve* / *achievement*.
6 If you are determined to *success* / *succeed*, you will.
7 I *regular* / *regularly* attend a choir practice.
8 Only people who are *skill* / *skilful* can do two things at the same time.



LIVEWORKSHEETS

Writing
Task 2

Write about the following topic.

Some people say that success is '10 percent talent and 90 percent hard work'.

Is hard work the key to success, or is talent also important?

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

1 Work in pairs. Read the Writing task above.

1 Complete this rephrasing of the quote in the task:
a little *talent and* ..... *hard work*
2 Complete this rephrasing of the question in the task:
Can ..... *alone bring success, or do you need* ..... *as well?*

2 Work in small groups. Discuss these questions using the Vocabulary exercises on page 63 to help you.

1 Who is the most successful person in your family? Is he/she successful because of hard work or talent? What other things helped him/her to become successful?
2 Can you name someone who is successful in your culture? How have they achieved success?
3 Are talented people always successful? Why? / Why not?
4 Do people usually have to work hard to become successful? Why? / Why not?
5 Are there any other reasons why people become successful?







3 Work in pairs. Read this sample answer, then answer the questions below.

Many people want to be successful, but it is not easy. However, a few people get to the top. Most of them succeed because of their hard work, but in my view, they also need to be talented and have a natural ability to do something well.

If you want to be good at something, you must practise hard and regularly. For example, international footballers have to train for many hours every day. If a professional footballer does not train, his manager will drop him from the team.

However, talent is important, too. Although some people try hard, they do not achieve much because they are not naturally talented. I like singing, but I will not make money unless I have a good singing voice. Similarly, if someone wants to work in finance, they need to have good number skills.

Talent and hard work are not the only important things. As we can often improve our skills by taking courses, money is useful, too. Luck can also help you achieve success. For example, you can be more successful in business if you meet the right people. So there can be many factors that contribute to success.

In conclusion, I do not think you can do something consistently well if you do not practise and you are not talented. However, some people become famous for other reasons. Everyone is different, so you cannot always say why one person succeeds and another person does not.

1 Underline the main ideas in paragraphs 2 and 3.
2 Does paragraph 4 just focus on the factors for success mentioned in the Writing task?
3 What is the main idea of paragraph 4, and where is it?
4 Note down the writer's opinion in your own words. Where is it? Does the writer stick to his opinion throughout the essay?
5 What examples of people does the writer use to support his views?

4 Work in small groups. Read the Writing task on page 65 and discuss the questions below it. Make notes of some useful ideas and vocabulary.

LIVEWORKSHEETS

Write about the following topic.

Televised talent shows have become popular in many societies today.

Are these shows a good method of finding talented people, or are they just entertainment?

Give reasons for your answer and include any relevant examples from your own knowledge or experience.

1 What talent shows are there where you live? What happens during the shows?
2 Why do people enter talent shows, and why do people watch them?
3 What happens to the people who win/lose? Why?
4 Who profits financially from talent shows?
5 What other methods are there of finding talented people?
6 Which methods are most reliable? Why?

Key grammar: *Zero and first conditionals* (if/unless)

5 Work in pairs.

1 Write a plan for the Writing task in Exercise 4. Decide how many paragraphs to write and which ideas will go in each paragraph. Also plan your introduction and conclusion.
2 Write your answer in at least 250 words.

Exam advice *Writing Task 2*

- Analyse the task and plan your answer.
- Include a range of relevant vocabulary.
- Give reasons for your opinions and ideas.
- Check your answer when you have finished.

Spelling

Suffixes

page 127 *Spelling words with suffixes*

IELTS candidates often make mistakes when they change the form of words. Find and correct the mistake in each of these words.

1	attendence	7	successfull
2	begining	8	developping
3	developement	9	hapenned
4	unecessary	10	realy
5	lazyness	11	carful
6	achivement	12	arguement

Key grammar

Zero and first conditionals (*if/unless*)

1 Work in pairs. Look at these extracts from the sample answer on page 64. Underline the conditional clauses in each one.

1 If you want to be good at something, you must practise hard and regularly.
2 If a professional footballer does not train, his manager will drop him from the team.
3 I will not make money unless I have a good singing voice.
4 For example, you can be more successful in business if you meet the right people.

2 Work in pairs.

1 Which sentences in Exercise 1 are about something the writer thinks is generally true?
2 Which sentences are about something that is likely to be true?
3 What verb forms are used in each sentence?

page 128 *Zero and first conditionals*

3 IELTS students often make mistakes using zero and first conditionals. Correct the punctuation and underlined errors in these sentences.

1 If we lost it we'll never find it again.
If we lose it, we'll never find it again.
2 If children get a good education, they could deal better with problems.
3 If parents didn't help children to learn how to be on their own, they will never feel comfortable taking a role as a leader.
4 People can solve all kinds of problems if they will begin to understand that everyone's view is important.
5 I would say that if you are always depressed you would not be able to do things well.
6 A child cannot communicate well if he wouldn't be given enough attention.

4 Complete these sentences using your own ideas.

1 I won't go shopping unless …
2 If I do well in my IELTS test, …
3 If children are good at something, …
4 Unless you know how to swim, …
5 I'll give some money to charity if …

LIVEWORKSHEETS