

# 1 Wake up your senses!

## USE OF ENGLISH 2

1 1.6 Listen to three people talking about dancing. Which speaker thinks they can dance well?

2 Read vocabulary box 1. Add the correct suffix to make nouns or adjectives.

- |                              |                              |
|------------------------------|------------------------------|
| 1 achieve (v)<br>..... (n)   | 4 lazy (adj)<br>..... (n)    |
| 2 athlete (n)<br>..... (adj) | 5 comfort (n)<br>..... (adj) |
| 3 pain (n)<br>..... (adj)    | 6 excite (v)<br>..... (n)    |

### explore vocabulary 1

#### word formation – suffixes

Adding a suffix at the end of a word changes the meaning.

Noun suffixes: *-ence, -ment, -ness, -ity, -y*

Adjective suffixes: *-able, -ful, -ible, -ic, -ish, -ive, -less*

verb → noun      differ → difference

adjective → noun      tired → tiredness

verb → adjective      access → accessible

noun → adjective      fool → foolish

Note: Sometimes the spelling changes  
happy → happiness, energy → energetic

3 1.7 Listen again. Tick the words the speakers use.

childish   comfortable   competitive   confidence   confident  
difference   dreadful   fitness   hopeless   movement   painful  
painless   visible

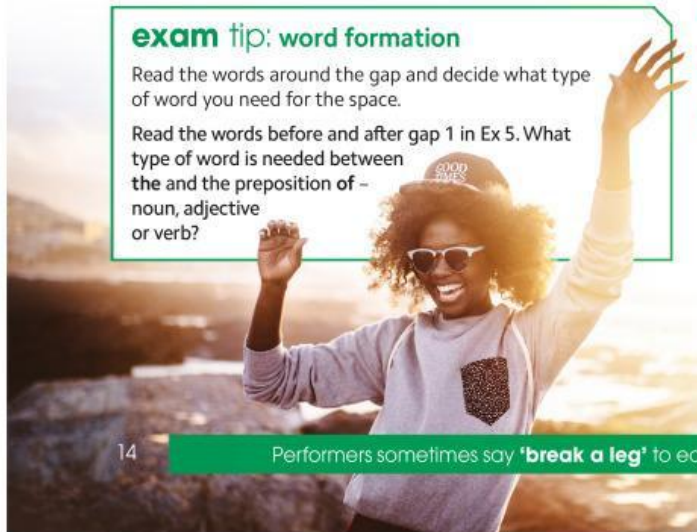
4 Read the article. Who do you think is a good dancer? How would you rate your dancing?

5 Read the exam tip, then complete the article with the correct form of the words in capitals.

#### exam tip: word formation

Read the words around the gap and decide what type of word you need for the space.

Read the words before and after gap 1 in Ex 5. What type of word is needed between **the** and the preposition **of** – noun, adjective or verb?



## Scientists discover why you can't dance

Have you ever found yourself leaping around to music with the <sup>1</sup>..... of a young puppy and suddenly realised that you've emptied the dance floor? Maybe your skills are <sup>2</sup>..... to you but others are wondering why you have absolutely no sense of rhythm. Now scientists may have the answer.

Apparently there is a condition called beat <sup>3</sup>....., which means you can't coordinate your movements with the rhythm in the music. Although you have the <sup>4</sup>..... to produce repeated beats by tapping your feet or clapping, once music is added you can get into <sup>5</sup>..... So, at least now you can offer a <sup>6</sup>..... reason for some of your awkward moves. In the meantime, why not forget about appearing <sup>7</sup>..... and enjoy the exercise? Who knows, your unique style of dancing might soon become a <sup>8</sup>..... alternative on the dance floor.

ENTHUSIASTIC

IMPRESS

DEAF

ABLE

DIFFICULT  
SCIENCE

FOOL

FASHION

6 Read vocabulary box 2. Which of these 'senses' is most important to you and why?

### explore vocabulary 2

#### introduction to collocations

It's useful to remember words that go together.

#### a sense of ...

achievement   adventure   direction   fun  
freedom   humour   rhythm

## Speak up

7 Work in pairs and discuss the questions.

- 1 What type of activities are suitable for a person with a sense of adventure?
- 2 Who do you know with a good sense of humour?
- 3 When do you feel a sense of achievement?
- 4 How would you describe your sense of direction?



## SPEAKING

### Power up

- 1 What do you and your friends do when you want to have a good time or celebrate? Where do you go?
- 2 Look at photos A and B. What are the friends enjoying about being together?
- 3 Read the exam tip and complete the task.

#### exam tip: long turn

Look at the Exam File. In part two of the exam you are given two photos. Avoid talking about each photo separately. Instead compare the two photos **before** you answer the question.

How many similarities and differences can you find between photos A and B?

Similar	Different

- 4 1.8 Read the useful language and listen to a student talking about the photos. Which phrases are used?

#### useful language: comparing photos

In both photos, ...  
 Both photos show ...  
 The photos are similar because ...  
 One/Another similarity is that ...  
 One of the main differences is that ...  
 In the first photo ..., whereas in the second one ...  
 One photo is brighter/darker/more atmospheric, etc. than the other one.

- 5 1.9 Listen again. Where does the student think the two photos were taken? Do you agree? Why / Why not?



### Speak up

- 6 Work in pairs.



Student A: Compare these two photos. What are the friends enjoying about spending time outdoors?

Student B: How many of the phrases in the useful language box did your partner use?

Now look at the Speaking Tasks, then answer the questions.

### Speaking extra

- 7 Work in pairs or small groups. Choose one of the photos and imagine a conversation that is taking place. Act out your conversation to the rest of the class.