gateway to the world

B2

Teacher's Book
with Teacher's App

macmillan education

Philip Wood

www.frenglish.ru

Access your digital content

gateway to the world

1

Go to www.macmillaneducationeverywhere.com

2

Register to create your Macmillan Education Everywhere account
or
Log in if you already have an account

3

Scratch off the panel to reveal your access code

The code above gives access to the digital material for the course.

mee macmillan education everywhere

Teacher

Your subscription will be valid for 24 months from the date you activate your code.

System Requirements
Information is correct at the time of print. We recommend that you review the latest system requirements at:
https://www.macmillaneducationeverywhere.com/system-requirements/

The app works online and offline. Internet connection is required to download content, synchronize data and for initial login.

Full terms and conditions available at:
https://www.macmillaneducationeverywhere.com/terms-conditions/

Desktop
Windows: 8.1, 10; Apple Macintosh: 10.12, 10.13, 10.14; Linux: (Ubuntu) 16.04, 18.04 (64-bit and 32-bit); Debian 8 (64-bit and 32-bit). Browser: IE 11 / Edge (latest) / Firefox (latest) / Chrome (latest) / Safari (latest). CPU Speed (equivalent): Any 2GHz dual core processor.

RAM: 4GB (we recommend a minimum of 4GB RAM for optimal performance); Local storage: 4GB (please note that content size will depend on your course).

For customer service and help with system requirements, please visit **help.macmillaneducation.com**

www.frenglish.ru

gateway to the world B2

Teacher's Book
with Teacher's App

Welcome and Teacher support	
Welcome to *Gateway to the World*	p2
Course components	p4
Inclusion in the classroom	p6
Dave's top teaching tips	p8
Student's Book contents	p10
Teacher's notes	
Unit 1 Make the Grade	p12
Unit 2 A job well done	p22
Exam success units 1–2 and Collaborative project 1	p32
Unit 3 Departure time	p33
Unit 4 Our strengths	p43
Exam success units 3–4 and Collaborative project 2	p53
Unit 5 Financial advice	p54
Unit 6 Get fit, stay fit!	p64
Exam success units 5–6 and Collaborative project 3	p74
Unit 7 Rave reviews	p75
Unit 8 To the rescue!	p85
Exam success units 7–8 and Collaborative project 4	p95
Unit 9 Tech talk	p96
Unit 10 News just in!	p106
Exam success units 9–10 and Collaborative project 5	p116
Reach higher	p117
Exam success (continuation)	
Units 1–2 and 3–4	p120
Units 5–6 and 7–8	p121
Units 9–10	p122
Audio and video scripts	
Class audio script	p123
Class video script	p138

macmillan education

Philip Wood

www.frenglish.ru

App

Gateway to the World retains many of the elements that have made *Gateway* so popular with teachers and students alike. It combines a balanced approach to grammar, vocabulary and skills with thorough exam preparation. The Student's Book has a clear, logical unit structure, which is easy to use for teachers and engaging for students. And, of course, *Gateway to the World* has been developed and written by best-selling author and teacher, David Spencer, who brings his knowledge and experience from years of teaching teenagers to the course.

Gateway to the World builds on the successful formula of the original course with new content and features, which not only help to motivate students and improve their language-learning potential, but also develop the skills and knowledge that they will need outside of the classroom in an ever more interconnected world.

What makes a great learner?

Great thinkers become great learners. The ability to think in different ways and deal with problems and challenges using a range of skills helps us to learn more effectively and achieve our goals and aspirations. What kinds of skills do your students need to become great thinkers ... and great learners?

EMOTIONAL INTELLIGENCE

The ability to identify and manage your own emotions, as well as other people's.

CULTURAL AWARENESS

The ability to recognise and appreciate that there are both similarities and differences between cultures.

CRITICAL THINKING

The ability to think carefully about a subject or idea in a rational and open-minded way.

GLOBAL COMMUNICATION

The ability to interact successfully in the real world with people or through creating or understanding content such as videos or blog posts.

DIGITAL LITERACY

The ability to group together a range of computer-related competencies that enable us to find, evaluate, create and communicate information on digital platforms.

The material in *Gateway to the World* has been specially developed to give your students regular practice of these core great-thinker skills.

In the Student's Book ...

Great Learners, Great Thinkers

This unique new section in each unit of the Student's Book combines a variety of beyond-the-classroom features which will help your students develop the skills they will need for life outside of the learning environment. The Great Learners, Great Thinkers pages have been specifically developed to help students improve their thinking skills and their understanding of their own emotional wellbeing. Thematically tied to the content of the unit, each double-page section features a **Visible Thinking Routine**. The routines help students develop alternative thinking strategies through scaffolded, step-by-step activities. Special **Social and Emotional Learning** **SEL** tasks encourage students to think about their own social and emotional wellbeing by exploring themes such as empathising, listening to others, and keeping an open mind. At the end of the lesson, students consider how well they think they apply the aspect of Social and Emotional Learning to their own lives by grading themselves in the **Learner profile** at the back of the Student's Book.

Documentary videos

Each Great Learners, Great Thinkers section begins with an impactful, engaging, real-world documentary video related to the topic of the lesson, which acts as a springboard to exploring the theme of the section. Each video is graded to the level and has a subtitles option. The videos are further exploited with a range of comprehension tasks.

Real-world content

The Student's Book is full of fascinating real-world content, which will resonate with teenage learners. Topics for texts and activities have been specifically selected with the interests of today's teenagers in mind. In particular, texts on the main Reading and Listening pages are always based on real people, places and events. This real-world content ensures that students are not only learning a language, they are also learning about the world outside the classroom.

www.frenglish.ru

Projects and Virtual Classroom Exchange

The Student's Book contains five **Collaborative projects**: one project after every two units which links back thematically to one of two **Culture exchange** activities in the preceding two units. The projects practise a range of skills, such as academic and digital skills, and give students the opportunity to work collaboratively in groups to research and create a project on a cultural topic from their own country. Not only can students present their project to the rest of their class, they can also take part in a **Virtual Classroom Exchange**. This unique feature allows students to connect online with other users of the course around the world, encouraging students to use English for a real communicative purpose in an authentic cultural exchange.

Flipped classroom video

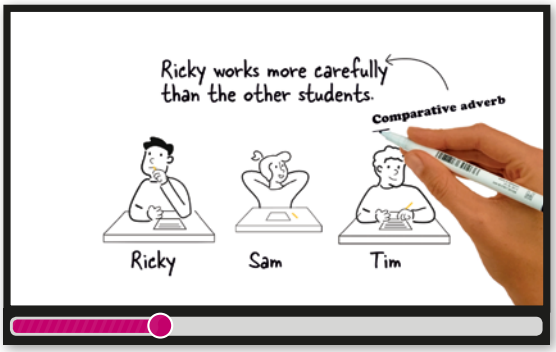
The Flipped classroom refers to students learning new content outside of the classroom and then practising in class with the teacher. This allows the teacher to give more personalised help and attention during the practice stage. It also means students can work at their own pace during the presentation stage. All-new **flipped classroom grammar presentation videos** feature in every unit of *Gateway to the World*. The videos explain grammar using a variety of approaches and contexts. Depending on your students' needs, the videos can be 'flipped' and used before, during or after class for self-study.

There are four different types of flipped classroom video across the Student's Book.

The first features *Gateway to the World* author, David Spencer. He guides us through the grammar point, giving helpful examples and bringing his own unmistakable sense of humour to his explanations.

The second is a vlog presented by teenage '**Grammar Gurus**' Oli and Meg. The Grammar Gurus *love* grammar and, by using examples from their own everyday lives, they explain why, how and when to use it. Each vlog ends with a fun quiz for the whole class.

The third type of flipped classroom video uses engaging animation to present and explore each grammar point – spot the cat in each video!



The fourth type of video uses a whiteboard animation approach, presenting each grammar point in a clear and logical way.

The variety of approaches in the flipped classroom videos help make learning grammar engaging and fun for teenage learners.

Exam success

After every two units, the Exam success pages give students further practice of the B2 First for Schools-style exam tasks they have seen in the preceding two units. As well as revising these task types, the pages also offer useful exam tips so students can maximise their potential in both school and official exams. There is also a full set of exam tips, which offer more in-depth help and exam strategies, in the Student's and Teacher's Resource Centres.

On-the-Go Practice

On-the-Go Practice provides students with gamified practice of the key grammar and vocabulary from the course for use on mobile devices.

In the Workbook ...

Exam trainer

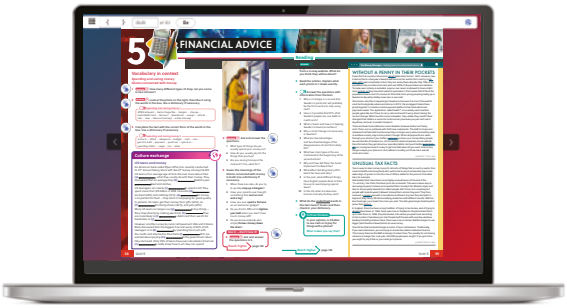
The Exam trainer offers full practice of B2 First for Schools exam papers, plus a complete breakdown of the different parts of the exam, with information on assessment for each task and handy exam tips.

For students ...

Student's Book

The B1+ *Gateway to the World* Student's Book contains ten units with grammar and vocabulary reference and revision in the **Check it** sections at the end of each unit. Exam-style activities appear throughout the Student's Book, with consolidation and practice after every two units on the **Exam success** pages.

Digital Student's Book

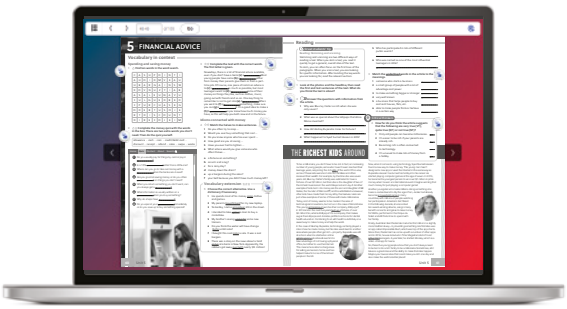


The B1+ *Gateway to the World* Digital Student's Book offers a content-rich, interactive learning experience for your students. Enhanced Student's Book pages are easy to navigate, and contain embedded audio and video, as well as interactive activities.

Workbook

The Workbook provides consolidation of the core grammar and vocabulary from the Student's Book, with extra reading, listening, speaking and writing practice. **Cumulative review** pages after every two units offer further revision, whilst **Great students' tips** give advice on study and exam techniques.

Digital Workbook



The digital version of the Workbook features fully interactive activities, with audio and automated marking.

On-the-Go Practice

On-the-Go Practice offers fun practice of the vocabulary and grammar from the Student's Book. Students complete interactive activities and collect rewards in Challenge Mode through course-aligned, bite-sized activities, all designed for use on mobile devices.

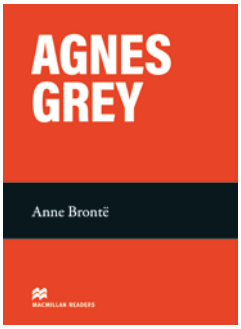
Student's App

The Student's App gives students access to a selection of digital components, such as the Digital Student's Book, Digital Workbook, Student's Resource Centre and On-the-Go Practice. The app can be downloaded or opened online in a browser.

Student's Resource Centre (SRC)

The Student's Resource Centre contains materials accessible by your students, including **Tips for exam success** and audio for the Workbook.

Reader



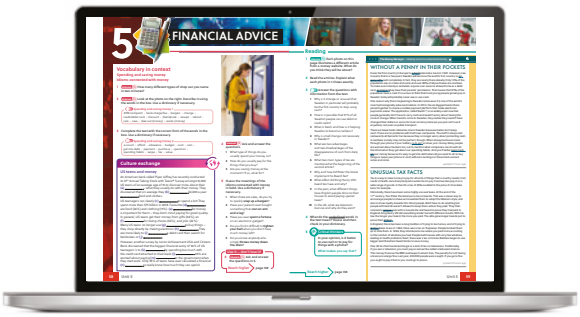
The digital version of the Graded Macmillan Reader, *Agnes Grey*, can be downloaded or viewed online by students.

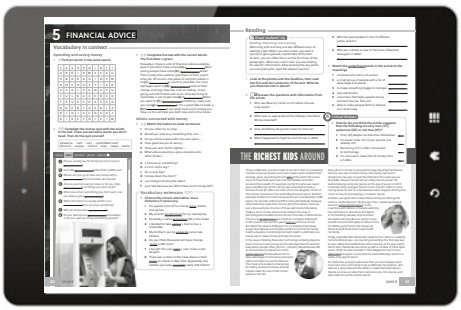
www.frenglish.ru

For teachers ...

A flexible approach to lesson delivery is more important than ever in today's world where every teaching context is different, with its own advantages and challenges. *Gateway to the World* offers simple solutions to challenging classroom conditions by catering to a range of learning environments through its array of digital components. From in-person teaching to hybrid learning, the digital offer in *Gateway to the World* is designed to make preparation and delivery of classes straightforward and stress-free.

Classroom Presentation Kit

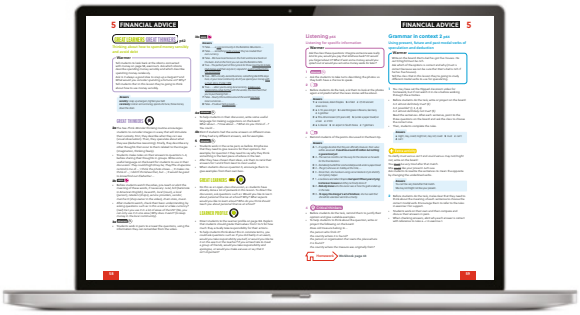




The Classroom Present Kit comprises the Digital Student's Book and Workbook with fully interactive activities. Enhanced Student's Book and Workbook pages are easy to navigate, and contain embedded audio, video and answer keys: perfect for setting up and correcting activities in all classroom contexts.

eBook

The eBook for teachers is a digital version of the Teacher's Book, accessible via the Teacher's Resource Centre.



Kahoot!*

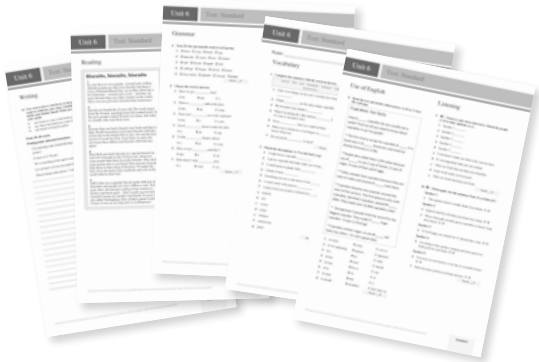
Test language and add an exciting and fast-paced competitive element to class revision with specially-designed *Kahoot!* quizzes.

Go to www.macmillanenglish.com/kahoot

Teacher's Resource Centre (TRC)

The Teacher's Resource Centre offers a wide range of easy-to-access supplementary resource materials and worksheets, including extra grammar and reading practice, end-of-unit, mid-year and end-of-year tests at two levels of challenge, and translated wordlists.

Test Generator



Use the Test Generator to create and tailor tests to the individual needs of your students. You can also download existing end-of-unit, mid-year and end-of-year tests at two levels of challenge.

Teacher's App

The dedicated Teacher's App contains all of the *Gateway to the World* digital components including the Student's Book and Workbook which can be projected onto an interactive whiteboard. Teachers can also access a **Learning Management System** where they can create classes, add students and track their progress. The Teacher's App can be downloaded or opened online in a browser.

Homework Manager

Assign homework and set helpful reminder notifications for students who are using the Digital Student's Book, Digital Workbook or On-the-Go Practice to complete tasks in time for class. The Homework Manager is also a very useful channel of communication with your class when working remotely: you can send links to sharing platforms to all the class at once.

**Kahoot!* and the *K!* logo are trademarks of Kahoot! AS

Diversity and inclusion

How the world is represented in educational materials is important. The content, wording, images and information students see on a regular basis shape their view of the world, which in turn helps to form their beliefs and opinions. This affects their interactions and behaviour towards others both in and outside of the classroom. With this in mind, the content of *Gateway to the World* has been developed with the aim of portraying a range of diverse groups in order to reflect the world we live in, from an even balance of genders in non-stereotypical scenarios, to a range of people from a variety of cultures and backgrounds.

Photos and artwork

Care has been taken to promote diversity through the visual aspect of the course, with a wide range of people from different backgrounds and cultures in photos and illustrations. Effort has also been made to portray a good balance of genders in images throughout the Student's Book and Workbook.

Content and subject material

There is a strong international feel to the content of the course with human stories featuring protagonists from a variety of backgrounds, nationalities and ethnicities.

Anti-gender stereotyping

Stereotyping and assigning specific roles and characteristics based on gender can have negative consequences for both boys and girls. This can affect educational choices and future career aspirations, as well as self-esteem. These stereotypes can be subconsciously reinforced through the subtle messages communicated in the things young people see and read. In *Gateway to the World*, students are exposed to positive role models from both sexes in non-stereotypical roles and contexts.

Mixed-language-level classes

All classes contain students who require varying degrees of support, and mixed-language-level – more commonly known as mixed ability – classes present teachers with considerable challenges when preparing and delivering their classes. Aside from the materials we might use to cater to mixed-language-level classes, successful and inclusive mixed-language-level teaching is heavily dependent on teacher attitude and classroom culture. It's important to build a supportive classroom environment in which all learners are valued and treated as individuals. Ways in which this can be achieved might include:

- Having high expectations of all students in the classroom, and consciously and unconsciously communicating to students that you believe in them.
- Involving all students in all lessons, through interactive teaching, graded questioning and tasks, and personalisation of topics.
- Fostering within students a sense of responsibility, importance and trust from the teacher.
- Avoiding labels such as 'weaker' or 'stronger' students, or thinking of ability as a 'fixed', unmovable concept.
- Rotating groups regularly to avoid creating any 'fixed-ability' or 'fixed level' sub-groups within the class.

Below are some possible strategies and techniques that you can try in your mixed-language-level classes to ensure that every student, no matter their language level, gets the most out of the class.

Group dynamics

Begin the whole class together with a lead-in activity to provide a sense of community and a foundation for the levelled tasks that will follow. Lead-in activities preview, present and practise language in a way that lends itself perfectly to whole-class, multi-level instruction. At the end of a lesson, always bring the class back together and assign a whole-class activity.

Group, pair and individual work

- Vary the way students work in the class to address different levels and needs. Organise students to work in pairs, small groups and teams. It is less stressful for students who need more support to work with other classmates because they have more time to think about tasks, and students can help and learn from each other.
- Regardless of the level of a student's English, they all get better results through working collaboratively than they do by working on their own. Pairwork is usually successful in the mixed-language-level classroom because it is easy to control and there is greater student participation. Depending on the task, decide how to organise your students into pairs: students with a similar level can work together at their own pace, or a more confident student can pair with a student who needs more support. The latter option can be useful as the more confident student can help and support the other student in the pair. Remember to rotate pairs regularly so students get a chance to work with different partners.
- Individual work allows for variations in speed and level. By giving a time limit rather than a quantity-of-work limit (e.g. 'Do as much as you can in two minutes.' instead of, 'Do exercise 7.'), students are able to work at their own pace.

www.frenglish.ru

How to increase the level of challenge

- Ask students to try to work out the meaning of new words from the context and to elicit grammar rules by looking at the language in context.
- When doing listening comprehension tasks, ask students to summarise what they heard after listening to the audio the first time (as a whole class or in pairs). Encourage students to write their own comprehension questions to ask the class.
- For reading texts, students could write their own comprehension questions to ask the class, select six new words from the reading text to write definitions for and learn, or create their own sentences using new vocabulary from the reading text.
- Indicate where something could be said in a more interesting or more complex way, and set creative and open-ended tasks that can be accessed at and taken to a higher level.

How to increase the level of support

- Give clear instructions, ideally via more than one sense (e.g. spoken and visual), and check students have understood the task before they begin with concept-checking questions.
- Grade your questions in whole-class activities to ensure that all students are able to participate, and praise small successes.
- Simplify gap-fill tasks by introducing optional answers, so students can identify the correct answer rather than having to produce it.
- Be selective in your error correction and praise students for what they have managed to do, regardless of what others have produced.
- Pause the audio regularly to check understanding during listening activities and explain if anything remains unclear. For more difficult texts, provide audio scripts after the first two listenings.

How *Gateway to the World* caters to mixed-language-level classes

The mixed-language-level materials in *Gateway to the World* have been divided into the three categories in the table below so that teachers can clearly identify which materials are intended to cater to individual students' needs, which can be used for whole-class mixed-language-level teaching, and those materials aimed at supporting the teacher with their mixed-language-level teaching.

Personalised support	Whole-class engagement	Teacher resources and development
Differentiated materials or alternative tasks for activities where students will benefit from different levels of challenge and support.	**Solutions for ensuring all students are involved and engaged in group work and whole-class teaching.**	**Simple and practical tips and tools to allow teachers to manage the class with confidence.**
Flipped classroom videos give students the chance to 'pre-study' the grammar for the following lesson, allowing them to study at their own pace. **Reach higher** activities in the Student's Book cater to more confident students who are more likely to finish activities in the core units earlier. A **star-rating system** in the Workbook enables teachers to set suitable tasks according to the language level of their individual students. **Unit, mid- and end-of-year progress tests** offer grammar, vocabulary and skills revision at two levels. **Extra grammar practice** worksheets provide grammar revision at two levels of difficulty. The **Test Generator** allows teachers to custom-build their own tests according to their students' needs.	**Collaborative projects** offer the opportunity for students to work at their own pace within mixed-language-level groups. **Great Learners, Great Thinkers** pages move away from linguistic and comprehension skills practice to focus on elements such as Social and Emotional Learning, and creativity and critical thinking. This puts an emphasis on non-linguistic knowledge and personalisation. **Documentary videos** can be watched with the whole class and have a subtitles option for extra support for students who need more support. **Peer review, pair and group work** tasks appear throughout the Student's Book so students can work together in mixed-language-level or same-level pairs and groups.	**Mixed-ability teaching tips** appear throughout the Teacher's notes in the Teacher's Book, allowing teachers to easily adapt certain activities for their mixed-language-level classes. **Professional development videos** offer teachers helpful teaching tips including suggestions and ideas for mixed-language-level classes. **Extra activities** in the Teacher's Book offer suggestions for how teachers can extend or increase or lower the level of challenge of activities in the Student's Book. **Fast finisher** activities in the Teacher's Book provide extra activities teachers can use to occupy fast-finishing students while students who need more support complete the main activity.

Global citizenship and Sustainable Development Goals

Global citizenship refers to the development of the knowledge, attitudes and skills needed to be globally competent and to have a positive impact on the world in which we live. Understanding different cultures, identities and perspectives, as well as themes of global importance such as the environment, resources, health and well-being underpins the concept of global citizenship. The Sustainable Development Goals are a set of 17 interlinked objectives established to achieve a better and more sustainable future for everyone on the planet. *Gateway to the World* promotes global citizenship and the Sustainable Development Goals. The content of the Student's Book has been mapped to the Sustainable Development Goals and the innovative Macmillan Global Citizenship Education Framework. The course promotes and encourages many of the ideals of the Sustainable Development Goals, with a particular focus on good health and wellbeing, gender equality, sustainable cities and communities, and climate change.

DAVE'S TOP TEACHING TIPS

Applying certain key strategies can help you to establish good learning practices to get the most out of the time you spend with your students so that they can maximise their potential as effective language learners. The following teaching tips can be used on a regular basis with your students to improve key areas such as classroom management, lesson planning and student training.

Dave

Engaging students

One of the potential difficulties in teaching large classes is getting students to participate. Consider:

- writing an outline on the board about what will be taught in class.
- teaching from different points in the classroom to give the students the feeling of being in the middle of the 'action' rather than an observer. Moving around the class makes the room feel smaller and encourages student involvement.
- doing regular feedback sessions and using some of the next class or handouts to clarify points students haven't understood.
- setting up routines (weekly homework assignments of 30 minutes).
- relating what students have learned to exams (a common goal).
- giving regular short tests and dictations.

Organising pairwork activities

Pairwork means more speaking time for students. If 30 students speak in turn in a 60-minute class, students speak for an average of two minutes per class. Using pairwork activities, they can speak for 30 minutes. When students are working in pairs, it's a good time to talk to or listen to one student at a time without everyone observing.

If you ask your class to get into pairs, almost inevitably the students will pair up with their friends or the person closest. This is fine sometimes, however, it's good practice to vary the make-up of pair work partners so students have variation in their practice and in working with different personalities.

Certain speaking skills are necessary when working with another person so you should explicitly teach phrases which help students interrupt politely *(Yes, I agree, but..., May I...?, So you think ...?*, etc. and question tags).

You could play some quiet music in the background when students are doing a speaking activity to help students feel more relaxed about speaking in English.

Writing tasks

Although the writing process may vary depending on the task, the basic steps it includes are the same.

Before beginning to write, students need to consider the purpose of the text and who they are writing to, which will affect the tone (formal or informal).

The first phase is when students brainstorm ideas (they can make lists, mind maps, or ask the questions *Why? What? Where? When? How? Who?)*. It is important to spend time on this stage as it makes the next steps easier. They then select and order their ideas.

If students are writing a longer text, they may now need to carry out some research into their chosen topic.

Next, students write a first draft as quickly as they can, including all the main points from the brainstorming phase.

The next stage is the revision process when students should take a global look at their text and decide if the text flows in a clear, well-organised way.

The final stage is the editing process. Students should check their work closely for mistakes with things like spelling, punctuation and grammar (see the Writing checklist on page 141 of the Student's Book). Use a model text for writing practice. A model is a text that provides a good example of how texts of a particular kind can be written. You should draw their attention to features such as layout, structure and fixed phrases that they can make use of in their own written text.

Teaching online

In your first class take some time to familiarise your students with whatever platform you are using and any relevant tools that they will be required to use during the lesson. Highlight the chat box, the microphone and the mute button and any other tools they will need. Establish rules for students' participation and explain how you expect them to interact with you and the other students. Ask students to keep their microphones on mute while they are not speaking and encourage them to use the chat box if they have any questions or queries during the lesson. At the beginning of each lesson, set objectives using the chat box or presentation slides so students know what they will be doing during the session. Try to be lively and animated in your tone of voice and use gestures. Keep the class's attention by nominating students at regular intervals or ensuring whole-class participation by asking them to respond regularly using the chat feature.

Visible Thinking Routines

Visible Thinking Routines are scaffolded techniques for approaching analysis and problem solving. They can be useful because they help to direct the way students think and can guide discussions and analysis in the classroom. Each routine highlights a different approach to thinking and they can be divided into three categories: 'Introducing and exploring ideas', 'Synthesising and exploring ideas', and 'Routines for digging deeper'. Examples of the thinking routines can be found on the Great Learners, Great Thinkers pages in the Student's Book. The routines, though, can be adapted to a range of tasks in which students are practising discussion, critical thinking or problem solving. Try to introduce them into your lessons, so they become a regular part of your class. The more students use them, the better they will become at incorporating the routines into their thinking. Make sure that the particular routine fits with the type of task students are doing, for example, 'Think, Question, Explore' on page 88 of the Student's Book works well with pre-reading, listening or watching tasks, and 'Colour, Symbol, Image' on page 49 lends itself to the comprehension of texts. Encourage students to use their imagination and think creatively when practising the routines, this will help them to generate more expansive and interesting answers and solutions. For longer, more complex routines with various stages, go through each stage, giving an example so students gain a clearer idea of what's expected of them. Have a feedback session afterwards so students can reflect on how well they did the routines and whether they were helpful in carrying out the tasks.

Revising

Students should now have a variety of strategies they can use to revise for exams. It is very useful to share and discuss strategies together in class. Further useful revision tips include:

- Practise writing against the clock using past exam papers.
- Test your knowledge at the end of a study session – you must be able to produce something without notes.
- Make good quality notes and refine them further onto small pieces of card (condense them into lists, diagrams and mind maps, and use colour-coding). Visual memory is strongest in 3D, so spend some time constructing your own mental images of concepts.
- Have a checklist of 10–15 key points for every topic and define key trigger words. Number your points (try to remember how many points there are to jog your memory).
- Prioritise subjects you find most difficult or want to do best in. Identify and improve your performance in non-preferred exam tasks.
- Take notes from your revision material three times.

Flipped classroom

The flipped classroom can be a useful tool for making students responsible for their own learning and avoiding lengthy grammar explanations in class. The flipped classroom videos in *Gateway to the World* can be used in a variety of ways. Ask students to watch the videos for homework in preparation for the next lesson. Make it clear to students *why* they are watching the video for homework and point out the benefits of the flipped classroom approach: they can watch the video in their own time and at their own pace and as many times as they like, and there will be more time in class for practice. Encourage them to make a note of any queries they have while watching the videos and to bring them to the class. At the beginning of the class, address any questions students have and elicit answers in open class. Check students have a good understanding of the grammar and continue on to practice of the language point. If students seem to be struggling with the concept of the grammar, go through the grammar explanation in the Check it section in the Student's Book before students do the practice activities. Alternatively, show the flipped classroom video again in class, stopping at intervals to check understanding or to give further examples. The video could also be used solely as a presentation tool in class. Students watch the video and do the task as a whole class before asking any questions. Students can also be given the video as homework after the class for revision.

Video in class

Video can be a great way to change the focus of a class, but try to make it an integral part of a lesson, rather than a one-off treat, as it works best when it forms part of a sequence of activities. Short video clips of between three to five minutes are advisable: longer excerpts can take up too much class time and students' attention may start to wander. Set pre-watching tasks so students have a reason to watch. Pause the video at regular intervals to ask questions or elicit clarifications. Give students activities to do whilst watching, such as note taking or comprehension questions. They should be questions that can be quickly and easily answered so students can write answers without missing what's on screen. You can also pause the video at intervals and ask students to predict what will happen or what someone will say next. Alternatively, play the clip without the sound and ask students to imagine what is happening or being said. Give students post watching tasks, such as questions, or elicit a discussion based on the content of the video.

Contents

		Vocabulary	Grammar	Reading	Listening
1	**Make the grade** p6	School life Higher education *do* and *make* **Culture exchange:** Getting started: Studying in the UK	1 Present simple, present continuous and present habits Present perfect simple and present perfect continuous 2 Gerunds and infinitives 1	**Student life: Extra-curricular activities** An online forum	**Experiences of studying abroad** An interview
2	**A job well done** p18	Work conditions and responsibilities Working life, hours and pay Phrasal verbs connected with work	1 Past simple and past continuous Past habits and states: *used to, would* 2 Past perfect simple and continuous **Culture exchange:** Dangerous work in South Africa	**Climbing, not cooking** Two magazine articles	**Human computers** A podcast
3	**Departure time** p32	Words connected with transport and travel Prefixes	1 Future forms 2 Future continuous, future perfect simple and future perfect continuous	**Driving – the future** An article	**Transport of the future** A podcast
4	**Our strengths** p44	Personality adjectives Idioms connected with personality Noun suffixes	1 Comparatives and superlatives Other ways of making comparisons 2 Articles, Ability in the past, present and future **Culture exchange:** An English genius	***The Quiet Revolution* – Susan Cain** An article	**Leonardo da Vinci** A podcast
5	**Financial advice** p58	Spending and saving money Idioms connected with money Phrasal verbs connected with money and shopping **Culture exchange:** US teens and money	1 Modal verbs of obligation, prohibition and advice – present and past 2 Modal verbs of speculation and deduction – present, future and past	**Without a penny in their pockets** An online finance article	**Good luck stories** A radio programme
6	**Get fit, stay fit!** p70	Parts of the body Health and medical care Idioms connected with health and illness	1 Zero, first and second conditionals *unless, as long as, provided/providing (that), in case* 2 Third conditional *I wish/If only* **Culture exchange:** Sport in the US 2	**Health and medicine in a dystopian future** An article	**A sport I practise** Five monologues **Culture exchange:** Sport in the US 1
7	**Rave reviews** p84	Words connected with film, fiction and music Adjectives to use in reviews Compound nouns **Culture exchange:** The arts in Ireland today 1 and 2	1 Reported speech – statements and questions 2 Other reporting verbs and structures	**Free short story vending machines receive rave reviews** An online newspaper article	**Story-sharing websites** A podcast
8	**To the rescue!** p96	Natural disasters and extreme weather Words connected with natural disasters Prepositional verbs	1 The passive The passive – verbs with two objects 2 The passive with *say, know, believe*, etc. **Culture exchange:** Natural disasters in California	**Technology to the rescue!** An article	**The Galveston Tragedy: The Great Storm of 1900** A programme
9	**Tech talk** p110	Technology and IT Words connected with technology Adjectives to describe technology Phrasal verbs connected with technology and computers	1 Relative clauses 2 Gerunds and infinitives 2 **Culture exchange:** The screen habits of UK teens	**Tech World** An online tech article	**Relying too much on technology** A podcast – listener opinions
10	**News just in!** p122	News sections Words frequently used in news headlines Collocations connected with the news	1 Future in the past Mixed conditionals 2 Question tags Indirect questions	**Un-news-ual news from the natural world!** News stories	**Analysing the news** A programme

Reach higher p136 **Writing checklist** p141 **Learner profile** p142 **Exam success** p144

www.frenglish.ru

Speaking	Writing	GREAT LEARNERS GREAT THINKERS	Exam success Collaborative projects
Giving personal information – preferences Talking about preferences related to work and study	**Replying to a request for information** An informal email 1	**Study choices** **Video:** Differences of opinion ***SEL:** Making balanced decisions *Social and Emotional Learning	**Exam success 1–2** **Reading:** 4-option multiple choice p30 **Speaking:** Questions p30 **Listening:** 3-option multiple choice p144 **Writing:** Guided essay p144
Negotiating and collaborating 1 A discussion	**Writing from a given first sentence** A story 1	**Transferable skills** **Video:** Working at sea **SEL:** Recognising strengths and weaknesses	**Collaborative project 1** Education in your country p31 Virtual Classroom Exchange
Talking about photos 1 Describing photos and talking about similarities and differences	**Reducing transport and travel pollution** An opinion essay 1 **Culture exchange:** The UK school run	**New traffic solutions** **Video:** Bionic boots **SEL:** Listening to others	**Exam success 3–4** **Reading:** Sentence transformation p56 **Speaking:** Comparing photographs p56 **Listening:** Note-taking p145 **Writing:** Guided essay p145
An inspirational and influential figure in history Presentations 1	**Which famous person would you invite to your school?** An article 1	**Personality and stereotypes** **Video:** British personality types **SEL:** Keeping an open mind	**Collaborative project 2** A genius from your country p57 Virtual Classroom Exchange
Talking about photos 2 Comparing and contrasting photos and speculating	**Replying to a request for information/Writing from a given first sentence** An informal email/ A story 2	**Cash and debt** **Video:** Keeping it local **SEL:** Self-management	**Exam success 5–6** **Reading:** 4-option multiple choice p82 **Speaking:** Extended turn p146 **Listening:** Matching p146 **Writing:** An email p146
Negotiating and collaborating 2 Important everyday activities	**Avoiding stress** A for-and-against essay	**Healthy eating** **Video:** Is a detox diet actually good for you? **SEL:** Managing emotional eating	**Collaborative project 3** Sports in your country p83 Virtual Classroom Exchange
Discussions 1 Superhero films, the cinema and adaptations	**A book that ALL teenagers should read!** A review	**Human creativity** **Video:** A musical with a difference (AKA Can a computer write a musical?) **SEL:** Being curious and creative	**Exam success 7–8** **Reading:** Open cloze p108 **Speaking:** Discusson p147 **Writing:** A review p147
Talking about statistics Natural disasters and extreme weather	**The world today vs. a hundred years ago** An opinion essay 2	**Weather control** **Video:** From supercell storm to tornado **SEL:** Empathising	**Collaborative project 4** The arts in your country p109 Virtual Classroom Exchange
Discussions 2 Video games and violence	**Technology and study** A report	**Social media** **Video:** The social media challenge **SEL:** Establishing boundaries and limits	**Exam success 9–10** **Reading:** Word transformation p134 **Reading:** Matching p134 **Listening:** 3-option multiple choice p148 **Writing:** A story p148
Presentations 2 Posting and responding on social media **Culture exchange:** The British press	**The latest crazes** An article 2	**Happy and sad news** **Video:** *The Happy Newspaper* **SEL:** Positive thinking	**Collaborative project 5** The press and news in your country p135 Virtual Classroom Exchange

Communication activities p149 **Irregular verbs** p151

www.frenglish.ru

Vocabulary in context p6

Using a range of lexis to talk about education

Warmer

On the board, begin a mind map with *school* in the middle with two central hub leading to the words *subjects* and *classmates*.

Put the class in pairs. Ask them to copy the mind map and write as many words associated with school as they can think of. After a minute or two, get feedback.

Possible answers
timetable, cafeteria, homework, holidays, sports hall, assembly, school show

1 SPEAKING

- Explain that students should read the complete question and answer for each gap before trying to guess the word. There are clues both in the question and the answer.
- Elicit the answer to question word in a (*how many*). Point out that this refers to a plural answer and that sometimes students will need to change the form of the words in the box.
- Do not check the answers until after exercise 2.

2 01

- There is an audio recording of every vocabulary set in the Student's Book. If you wish, play it before or after the related exercises, and ask the students to listen and repeat each word/phrase.
- After listening to the vocabulary, elicit how many of the words students used in exercise 1.

Answers
a terms **b** subjects **c** higher education **d** grades/marks
e timetable **f** continuous assessment **g** coursework
h assignments **i** notes **j** abroad

Culture notes

Education in the UK is compulsory up to the age of 16. When they are 16, students take exams in many different subjects. In England, Wales and Northern Ireland, these exams are called GCSEs. After this, young people need to decide what they want to do. Most students decide to continue studying for another two years in sixth form colleges. They then take exams called A-levels, usually in three or four subjects. If you want to go to university, you do need to get good grades in your A-levels.

3 SPEAKING

- Before students do the task, make clear that the student asking the questions needs to read out the complete questions from exercise 1.
- After students do the task, they can compare Emma's answers to their own and their partner's.

Culture exchange

4 Ask students to read the text paragraph by paragraph and discuss the meaning of the key words once they have finished each paragraph.

- Draw attention to *freshers' fair* in the third paragraph. Elicit or explain that a *fresher*, or *freshman*, is the name for a student who is going to university in the UK for the first time. Before classes begin in September, there is a special week of activities for these students called freshers' week.
- After students do the task, follow up by asking: *What do you think of the idea of an induction week? In your country, when students study away from home, do they usually get a loan from a bank to pay for their studies? If not, how do they pay for their studies? Would you like to study at a university in Britain? Why?*

Language notes

Point out that the ending *-ture* is pronounced /tʃə/ or /tʃər/. So, lecture is pronounced /lektʃə(r)/.

Extra activity

Write the following words on the board and ask students how to pronounce them: *culture, sculpture, mixture, future, literature.*

Answers
/ˈkʌltʃə(r)/ /ˈskʌlptʃə(r)/ /ˈmɪkstʃə(r)/ /ˈfjuːtʃə(r)/ /ˈlɪtrətʃə(r)/

Use it ... don't lose it!

5 SPEAKING

- Before students do the task, make clear that the student asking the questions needs to read out the complete questions.

Mixed ability

- Allow less confident students to write their answers before asking and answering them with a partner.
- Ask more confident students to write one more question using one of the words in exercise 4.

Answers
1 facilities **2** resources **3** tutor

Extra activity

Ask students to look at the new vocabulary on the page and to divide it into two categories: 1) things that they find exciting or interesting (e.g. extra-curricular activities) and things which might be more challenging or difficult (e.g. loans).

Homework Workbook page 4

www.frenglish.ru

Reading p7

Reading for specific information; inferring the meaning of words from context

Warmer

Write on the board:
Are you a member of any clubs? If yes, tell me about them!
Would you like to join a new club? If yes, which one and why?
Tell students to ask and answer the question in pairs.

1 SPEAKING

- In pairs, students discuss what they think is happening in the photos. Then elicit ideas from the whole class.
- Tell students that they will find out more when they read the text.

2 Before students do the task, tell students they only need to identify the relevant words and will read again for more detail in the next exercise.

Answers
a Octopushing **b** Robot Football Society **c** Sheila and her Dog Society **d** Model United Nations (MUN) club **e** Jailbreak Society

Culture notes

Octopushing was invented in 1954 at a scuba diving club in the south of England. Its inventor wanted to give divers an activity for the winter. Players cannot use breathing devices such as scuba equipment. They must hold their breath while they try to move the *puck* across the bottom of a swimming pool into the opposing team's goal.

- Exam tip Students should first read all the texts or parts of the text quickly to get a general understanding.
- Next, read the first short question/statement. Students should focus on the key information.
- Students should read the text(s) again until they find this information. In the text, the same information will probably be expressed using different words.
- Students should repeat this process for the other questions/statements.
- When they finish, students should check that they have an answer for each question. They should try not to leave answers blank in an exam.

3 02

- Read the first question with the class. Ask students to identify the key information (*name of, club, reflects what people, do*).
- Then ask them to identify the correct person a–e and to tell you why it is correct (d: *The name says it all*).
- Tell the class to follow the same procedure for the other questions.

Answers
1 d – *The name says it all.*
2 a – *The team I'm in plays matches but we don't take them too seriously.*
3 c – *makes us feel kinder and more relaxed towards each other*
4 e – *have just 36 hours*
5 b – *I learn as much from this club as from my science lectures!*

Fast finishers

Fast finishers can write two more sentences about the text. After correcting the answers in exercise 3, invite them to ask their questions to the rest of the class.

4 SPEAKING

- Encourage them to react to what the other students are saying by writing these expressions on the board: *Really? Why do you say that? I'm not sure I agree with that. That'd be really boring for me!*

5 Put students in pairs for this activity if you think some of them will need support. Remind them to use the context of the whole sentence to work out the meaning.

Answers
take (your) mind off (something) – make you stop thinking or worrying about something else
have a bite to eat – eat a small amount of food, e.g. a snack or small meal
staff – the people who work for a particular company, organisation or institution
reckon – have a particular opinion about someone or something
role-play – pretend to be someone else, especially in order to learn new skills or attitudes
current affairs – political, social and economic events that are happening now and are discussed in news programmes and newspapers
speech – the words that someone speaks to an audience
jailbreak – an escape from prison

6 Critical thinkers

- Remind students that the objective is to talk about all the extra-curricular activities mentioned in the text and to justify their opinion with suitable examples.

Possible answer
Octopushing would be positive as it would be lots of fun, and I would get fit. The Robot Football Club wouldn't be very beneficial as I'm not very good at coding and football isn't my favourite sport. Sheila and her Dog Society would not be very helpful now as I am still in school. MUN would be perfect for me as I want to work in international relations in the future – it would help me understand others and I could become a better teammate. I couldn't join the Jailbreak Society now, but in the future, I think it would be highly beneficial. The adventure would be great; I think I would be very resourceful after it.

Flipped classroom

You may want to ask students to watch the Flipped classroom video for Unit 1 as homework, in preparation for the grammar lesson.

Homework Workbook page 5

www.frenglish.ru

1 MAKE THE GRADE

Grammar in context 1 p8

Using the present simple, present continuous and *will* to talk about the present; using the present perfect simple and present perfect continuous

Warmer

Dictate these three sentences:

1 *During the week Tom gets up at about 7.30 am.*
2 *It's 7.30 am and Tom's getting up.*
3 *Usually Tom will get up quite late on Sunday.*

Have students come to the board to write each sentence. Elicit any corrections.

Underline the verbs (except *It's* in 2). Ask the class what tense is used in each sentence and why.

If students have difficulty explaining why *will* is used in the third sentence, ask them to look at the first two sentences and identify which of the two sentences is similar to it.

Answers

1 present simple, to describe a routine **2** present continuous, to describe an action that is happening at the time of speaking
3 *will*, to describe routines (with an expression of frequency)

1a If you didn't set the Flipped classroom video for homework, watch the video in class before working through the activities.

- Do the task quickly as a whole class activity.

Answers

1 present simple **2** present continuous **3** present simple
4 present continuous **5** *will* **6** present simple

1b Read the first explanation a and ask the class which sentence it describes in exercise 1a. Then students match the rest of the explanations to the sentences, working on their own.

- If students find the exercise hard, ask them to first find the present simple sentences in exercise 1a before matching them with a–c in exercise 1b. They can then do the same with the present continuous and, finally, with *will*.

Answers

a 1 **b** 3 **c** 6 **d** 2 **e** 4 **f** 5

Language notes

Elicit that *will* + expressions of frequency describes present habits and routines. Remind students that this structure is similar to the use of *would* + expressions of frequency to describe past habits and routines.

2 Draw attention to the photo. Ask if any students know the word for the specific type of costume the woman is wearing and where the word is from. Tell them to scan the text quickly to find out (a *kigu* or animal onesie, the word is from Japan).

- Before students do the task, elicit what type of verbs are not usually used in the present continuous (i.e. stative verbs, such as *have* (for possession), *sound*, *know*, *think*, *believe*, *like*, *etc.*).

Answers

a have **b** get/will get **c** 's/is always wearing **d** 's/is starting
e sounds **f** Do, know **g** describes **h** believe **i** think
j 's/is meeting **k** hope **l** isn't/is not wearing

3a Write *annoying habits* on the board and brainstorm some with the class. You may need to provide a couple to get students thinking (e.g. *interrupting all the time*, *playing music loudly*).

3b SPEAKING

- To make this a genuinely communicative exercise, tell students not to look at each other's sentences. One student should read out one sentence and then say: *What about you?*
- Write some useful communicative language on the board, such as: *What about you? Me, too! I don't do that. Really? You're joking!*

Mixed ability

Students needing more support could do this in groups and write two sentences each. They could then tell their partner what they remember about them.

4a Before students do the task, tell them to first read just the four sentences. Ask: *What tense are all the verbs?* (present perfect simple) *Which sentence or sentences describe an action that hasn't finished since it began?* (sentence 1).

Answers

1 a **2** b **3** d **4** c

4b To help students answer how each tense is formed, write on the board:

Present perfect continuous
have/has + ____ + _____
Present perfect simple
have/has + _____

Answers

Sentence 1 is present perfect simple and sentence 2 is present perfect continuous.
1 continuous: *have/has* + *been* + *-ing* form of the verb
2 simple: *have/has* + past participle

4c Write or project these four sentences on the board:
I've been doing homework all evening, but I've still got more to do.
I've won two certificates, which I'm really proud of.
I've been participating in conferences for years.
I've joined three clubs.

- Tell students to use the sentences on the board to help them decide how each tense is used.

Answers

1 present perfect simple **2** present perfect continuous
3 present perfect simple **4** present perfect continuous

www.frenglish.ru

5 SPEAKING

- After students have discussed with their partners, write the following sentences. Give students time to check their answers in their pairs before checking as class.
  I've been living in London ***for*** *three years.*
  I've had this phone ***since*** *my last birthday.*
  Have you ***ever*** *been to the US?*
  I've ***never*** *met anyone from Thailand.*
  I've ***just*** *sent you a message. Check your phone.*
  Don't worry, I've ***already*** *finished my part of the project.*
  Have you done the shopping ***yet****?*

Possible answers

All go with both tenses except, *ever*, *never*, *just*, *already* and *yet* which can only be used with the present perfect.

1 *For* goes with periods of time, like *three hours, ten minutes* or *a long time*. It goes just before the time period.
2 *Since* goes with a specific point in time in the past, like *last night, this morning, last week, 2010* or *I was born*. It goes just before the point in the past.
3 We use *ever* in questions with the present perfect simple. It means *at any time in your life*. It goes just before the past participle
4 We use *never* in affirmative sentences in the present perfect simple. It means *'at no time in your life'*. It goes just before the past participle
5 We use *just* with the present perfect to emphasise that something happened very recently. It goes right before the past participle
6 We use *already* with the present perfect simple to talk about something that has happened earlier than we expected or to confirm that something has been done. It usually goes just before the past participle
7 We use *yet* to ask if something that we expected to happen has happened, or to say that it hasn't. It is used in questions or negative sentences. *Yet* usually goes at the end of a sentence or clause.

6 Before students do the task, make clear that sometimes the mistake is with the adverb or preposition (*yet, already, since*, etc.), sometimes it is with the tense of the verb and sometimes with the word order.

Answers

1 I have never tried Octopushing.
2 Have you switched the light off?
3 My sister has read six novels this month.
4 I've been waiting here for my friend to arrive for half an hour.
5 We've (already) won five matches./We've won five matches already.
6 I've passed six exams.
7 I've been at this school for two years.
8 We've been walking for ages.
9 They've been doing this exam for two hours, but they haven't finished yet.
10 I've/have known him since the summer.
11 Oh no! My phone! I've/have lost it.
12 I haven't finished my essay yet.

7 Discuss some possible questions for 1, so students understand that they have to think of the verbs, e.g. *How long have you been learning English? How long have you had your smartphone?*

- For less confident classes, write some prompts on the board: 2 *live*, 3 *be*, 4 *swim*, 5 *do*, 6 *brush*, *teeth*, 7 *be*, *concert*.

Developing vocabulary p9

Using *do* and *make*

Warmer

Play 'Last person standing'. Ask the students to stand up.

Explain that you're going to say a word. If we use *do* with it, students put their hand up; if we use *make*, they do nothing. If they are wrong, they are eliminated and sit down. Give an example; say *homework* – the answer is *do*, anyone who doesn't put their hand up should sit down.

All students stand up. Say: *the washing up* (= *do*), *a noise* (= *make*), *a cake* (= *make*), *the cleaning* (= *do*), *a painting* (= *do*), *a joke* (= *make*), *a mess* (= *make*), *exercise* (= *do*), *friends* (= *make*), *a fuss* (= *make*).

Any student left standing is the winner.

1

Answers

do: a course, a degree, a favour, an (extra-curricular) activity, an assignment, an essay, an exam, business, chores, homework, sport, the shopping, the washing, well, your best, your hair

make: a cake, a choice, a decision, a mistake, a noise, a phone call, a plan, a promise, a suggestion, an appointment, an effort, an excuse, an offer, friends, money, progress, the dinner

2 Before students do the task, make clear that they need to use the information from exercise 1. Do sentence 1 together. Ask students to find two or three words in exercise 1 related to school or university (e.g. *a course, a degree, an (extra-curricular) activity*). Ask: *Which verb is used with all these words? (do)*

Answers

1 do **2** do **3** make **4** do

3

Answers

a do **b** make **c** do **d** do **e** do **f** make **g** make **h** do
i do **j** do **k** make **l** do **m** make **n** make

4 Tell students to avoid using the same tense for all three questions.

Use it ... don't lose it!

5 SPEAKING

- While doing the task, ask students to make a note of the most interesting answers and the most difficult questions they were asked.

Possible answer

Yes, I've decided to go to university. I usually do the ironing.
Not a lot – I make about three every day.

Homework Workbook page 6

Homework Workbook page 7

www.frenglish.ru

GREAT LEARNERS GREAT THINKERS p10

Thinking about how to make good decisions and study choices

Warmer

Write the following words and phrases on the board: *higher education*, *academic support*, *degree*, *lecture*, *facilities*, *undergraduate*.
In pairs, students discuss what each one means.

Possible answers

higher education – education at a college or university
academic support – help with your studies outside normal classes
degree – a qualification given for successfully completing a course at university
lecture – a talk given to a group of people to teach them about a subject, often at university
facilities – buildings, equipment or services that are provided for a particular purpose
undergraduate – a student who is studying for a degree

1 SPEAKING

- Students discuss the first question in pairs. Then discuss 2 and 3 with the whole class.
- To stimulate discussion about question 2, you could ask: *Can you think of any TV series or books where forensic science is important?*

Culture notes

Forensic science is the specialised discipline of using science to investigate crimes. Forensic scientists collect, preserve and analyse evidence. While some forensic scientists travel to the scene of the crime, others work in laboratories. A famous fictional example of a forensic scientist is Sherlock Holmes.

2 VIDEO

- Elicit which things Angela does (*She has breakfast*; *She attends lectures* (*learning about laws and crimes*); *She has lunch*; *She does some work in the laboratory on her evidence project* (*analysing a pair of trousers*); *She walked home*).

3 VIDEO

- Before students watch the video again, make clear that they will need to write exactly the words they hear.

Answers

1 ways, your investigation **2** the library **3** evidence project, analyse **4** murder scene

GREAT THINKERS

4 SPEAKING

- The *Compass points* thinking routine allows students to consider various parts of an idea (N *need to know*, S *steps*, E *exciting* and W *worries*) before expressing an opinion or making a decision.
- If necessary, give students a real or invented example of a decision you made to help them do the task.
  Say: *After getting my degree, I was offered two teaching jobs in different schools. The salary was the same in both centres of education. I needed to know what the schools and timetables were like and what the other people working there were like. I made a list of all the people I could contact, and I started preparing a list of pros and cons for each school. The positives were that I was going to get a job and I was going to be teaching. It was going to be very exciting time. My only worry was about choosing the wrong school.*
- Tell pairs to take notes on their answers to each of the questions.
- Invite each pair to report back to the class at the end, telling their classmates the key ideas they discussed.

5 It might be a good idea to relate the advice in the text to a specific situation. Tell the students to imagine that they only have enough money for one of the following things: a school trip to Paris, a new laptop or a new video console.

- Students work in pairs. Ask them to discuss how useful each of the five points would be in helping them to reach a decision.

6 SPEAKING

- Tell students to begin by explaining to their partner what their next study decision is (*e.g. subject choices or further education*) and what their current thinking on it is.
- After students have discussed the questions in pairs, ask the whole class for their ideas on each question.

GREAT LEARNERS SEL

- To help students think about why making good decisions as you get older is so important, ask: *What are the big decisions you have to make when you're an adult?*

LEARNER PROFILE

- Direct students to the Learner profile on page 142. Explain that students should grade themselves from 1 to 5 for how good they are at making decisions. To help them to do this, say: *Think about the times in your life when you have had to make an important decision. Did you use a good process to make these decisions?*
- When students have given themselves a grade, ask: *How could you improve your decision-making in the future? Could you use any of the ideas you have seen in this section? Discuss with a partner.*

www.frenglish.ru

Listening p12

Listening for specific information

Warmer

Read the statements below to the class. Explain that all of the sentences are about the same thing, then ask what the person was talking about.

In the winter, I went skiing at the weekend! I'd never been skiing before!

I made lots of new friends.

I missed my family a lot at the beginning, but after a few weeks, everything was fine.

The family I stayed with were really nice. I'm sure we'll stay in contact.

At first, it wasn't easy because I didn't understand everything in class.

Answer

Studying abroad (at school)

1 SPEAKING

- After students have discussed with a partner for about one minute, write these prompts on the board to provide some ideas: *family and friends at home, new experiences, culture shock, more independent, foreign language, schoolwork*.
- When students finish speaking in pairs, ask them to tell the rest of the class some of the points they talked about.

2 03

- Before students listen, make clear that Poppy and Harry may use different words from the students' own answers to talk about the same topic. It's the ideas that are important, not the exact words.

3 03

- Put students in pairs and ask them to try to remember who said what. Then they listen again and check.

Answers

1 Both **2** Harry **3** Poppy **4** Both **5** Poppy **6** Poppy **7** Poppy **8** Poppy **9** Harry

4 Critical thinkers

- Tell students to make notes first. Write three headings on the board to help them structure their notes: *Advantages*, *Disadvantages*, *My conclusion*.

Possible answer

I think that the answer to this question depends a lot on the person and their attitude to studying and living abroad for a year. For example, for some people trying new food or having to make new friends is an exciting experience. For others, however, it can be a big challenge. Some people will feel lonely and homesick, whereas others will be so busy enjoying their new environment that they won't have time to feel lonely! In the end, though, if you have a positive, open and flexible attitude, I am sure there are many more advantages than disadvantages to spending a year studying in another country.

Grammar in context 2 p12

Using gerunds and infinitives

Warmer

Write these two stem sentences on the board:

Tonight I'd like ...

I can't stand ...

Elicit two or three ideas to complete each sentence and write them on the board.

Then ask students what verb form is used after *'d like* (infinitive) and *can't stand* (gerund).

1 Do item **a** with the whole class. Then put the students in pairs to do the task so that weaker students are supported.

- Explain that we can't usually tell if verbs should be followed by the gerund or infinitive; we just have to learn the combinations for each one.

Answers

2 g **3** d **4** f **5** c **6** b **7** h **8** e **9** i

2 When checking answers, ask students to say which rule a–i from exercise 1 applies in each case.

Answers

1 Correct (Rule i)
2 My friend seems to find German easy. (Rule i)
3 I usually avoid doing the housework. (Rule e)
4 Correct (Rule i)
5 I was the first British student to study in the school. (Rule h)
6 The exams seem easy here, so I expect to pass them all. (Rule i)
7 My American friend suggested going to school in the US. (Rule e)
8 You risk feeling lonely if you can't speak the language. (Rule e)
9 Have you ever considered living in another country? (Rule e)
10 My friend promised to help me to learn the language. (Rule i)

Extra activity

Write or project these sentences on the board and ask students to complete them with the correct form of the verbs.

1 I promised _____ (speak) Spanish every day.
2 _____ (read) books helped me learn more German.
3 He considered _____ (move) to Iceland, but he doesn't like cold weather.
4 Melanie is always the last _____ (finish) eating.
5 I am interested in _____ (take up) photography.

Answers

1 to speak
2 Reading
3 moving
4 to finish
5 taking up

Homework Workbook page 7

www.frenglish.ru

3a Before students do the task, ask: *What helps you to communicate better in a foreign language – learning vocabulary or grammar?* Encourage students to give reasons for their opinions with specific examples, if possible.

Answers

a Learning **b** to communicate **c** to learn **d** to remember
e using **f** to learn **g** to look **h** looking **i** making **j** to find
k to give **l** to remember **m** writing **n** memorising **o** revising
p to revise **q** sitting **r** running

Extra activity

Explain to students that mnemonics is another tool that they can use to remember something, including vocabulary. Mnemonics is the use of phrases, poems or special words to learn something, e.g. vocabulary.

An example for *assignment* would be, **As** part of this course, you must **sign** all tasks and lecturers will then grade your achieve**ment**.

Tell students that they can also draw pictures to help them remember tricky vocabulary or concepts.

Ask students to write a mnemonic poem to help them remember how to spell one word and a picture to help them remember the meaning or spelling of another word.

3b SPEAKING

- To help students with question 2, write the following ideas on the board *mind maps, talking to native speakers, reading books or magazines, listening to podcasts.*
- After students do the task, elicit the ideas they have for learning vocabulary and add these to the ones already on the board.
- Ask: *Which of the strategies on the board do you think are the most useful and why?* After the class has discussed this, ask: *Do you think you'll try using any of the strategies in the future?*

Culture notes

Experts say that if you know the 800 most common *word families* in English, you'll be able to understand 75% of the normal spoken language. A *word family* is a root word and all its inflections (e.g. *play, playing, played*).

Extra activity

Ask students to choose five root words and write their word families. After a couple of minutes, elicit some ideas from the class and write the word families on the board. Accept ideas from the rest of the class about the word families on the board. Then, check everyone agrees.

4a Before students do the task, write on the board: *Starting a new school/university*. Brainstorm with the class problems you can have when you start a new school or university.

- Tell the class they're going to read a text with some advice about what to do when starting a new school. Remind students that they can refer back to the rules in exercise 1a if necessary.

Answers

1 making, to remember **2** getting, to think **3** to pay, making
4 joining, To meet, doing, Making **5** speaking, to talk, sharing

Fast finishers

Fast finishers can write some questions they would ask past students or questions they would ask someone about joining a school club.

4b SPEAKING

- Write some useful expressions on the board to help students with the discussion:
  Opinions: *In my opinion, As I see it, It's important to, You shouldn't ...*
  Reacting: *Yes, I agree. I'm not sure about that. I don't think that's very important.*

5 Before students do the task, elicit whether a gerund or infinitive is needed in each sentence.

Answers

1 + infinitive **2** + gerund **3** + infinitive **4** + gerund
5 + infinitive **6** + gerund **7** + gerund **8** + gerund
9 + infinitive **10** + infinitive

Use it ... don't lose it!

6 SPEAKING

- Write some useful expressions on the board to help students interact, such as: *What have you got for number 1? OK, so mine's quite similar. I've got .... I've got something completely different!*
- When students finish speaking, suggest that they make a note of these in their notebooks and read over them frequently so that the patterns will become visually and orally familiar to them as this will help them to identify whether to use a gerund or an infinitive in the future.

Homework Workbook page 8

www.frenglish.ru

Developing speaking p14

Giving personal information – preferences

Warmer

Write on the board:
Do you prefer ...
eating meat/eating vegetables?
listening to classical/modern music?
playing video games/doing sport?
swimming in the sea/walking in the country?
Ask a student the first question (*Do you prefer eating meat to eating vegetables?*). Ask students how they would say that they wouldn't like one of the options, e.g. *I'd prefer not to listen to classical music*. Then put students into groups so that they can ask and answer the questions.

1

Answers
1 b **2** c **3** c/d **4** b **5** a/b

2 04

- Pause the audio for a few seconds after each person speaking to give students time to decide which of the five options is correct.

Answers
Student A: 3 **Student B:** 2 **Student C:** 4 **Student D:** 5 **Student E:** 1

3 04

- Before students listen again, make clear that they don't need to write down the reasons/personal details/examples the speakers give. They just need to decide if each speaker provides them.

Answers
Student A: yes **Student B:** yes **Student C:** no **Student D:** yes **Student E:** yes
It's a good idea to give a reason, or personal details or examples, because this will help to develop the conversation.

4 SPEAKING

Mixed ability

With less confident classes, give students time to make notes on their answers before they do the task.
With more confident classes, as a follow-up activity ask one of the pairs to present their answers to the class. The rest of the class can ask them questions about ideas.

5 As this exercise requires students to use a variety of grammatical terms, you may want to do *prefer* with the whole class – clarifying, if necessary, what *subject* and *object* mean. Students can then do *would prefer* and *would rather* in pairs.

Language notes

would/'d prefer are used to speak about one specific occasion or decision.
E.g. *I'd prefer to meet tomorrow. I'm busy today.*
Would rather and *would prefer* mean the same thing, but *would rather* is not followed by *to*.
E.g. *I would rather go/'d prefer to go to the park today than to the shopping centre.*
The past simple is used after *would rather* to talk about another person, even when speaking about the present or future.
E.g. *I'd rather you didn't do that.*

Answers
2 subject + *prefer* + object + infinitive with *to*
3 subject + *prefer* + gerund phrase
4 subject + *prefer* + gerund phrase + *to* + gerund phrase
5 subject + *'d/would prefer* + infinitive with *to*
6 subject + *'d/would prefer* + infinitive with *to* + *than* + infinitive with *to*
7 subject + *'d/would prefer* + object + infinitive with *to*
8 subject + *'d/would rather* + infinitive without *to*
9 subject + *'d/would rather* + infinitive without *to* + *than* + infinitive without *to*
10 subject + *'d/would rather* + subject + past simple

6 For less confident classes, you may wish to allow students to do this task in pairs.

Answers
1 not to go **2** speaking/to speak **3** have, do **4** to learn, to study **5** not to leave **6** doing, doing **7** went

Practice makes perfect

7a SPEAKING

- Consider giving students time to prepare their answers if you feel they will need this extra support.
- When students have given each answer, encourage them to involve their partner by asking, *What about you?*

7b SPEAKING

- When students change partners, ensure that those who asked questions as Student A in exercise 7a now ask as Student B, and vice versa.

Extra activity

Ask students to prepare a 'Would you rather ...?' quiz. Students prepare five questions with difficult choice to ask another student, e.g. Would you rather live on a desert island surrounded by sharks or live on a remote snowy mountain? Encourage students to give reasons for their answers.

Homework Workbook page 9

www.frenglish.ru

Developing writing p15

Writing an informal email 1

Warmer

Books open. In pairs, look at the photos. Tell students to imagine they have to do a project on one of the photos. In pairs, students choose a photo and a person to ask for help. Ask: What would you ask them and how would they answer?

After they answer, point out that the statue is related to history. The bird is related to biology.

Possible answers

Could you help me? I've got a …; Do you know where I could find …?; Are you free to help me?; What should I do? What would you recommend …?

Culture notes

The bird in the photo on the left is called the roseate spoonbill. It lives in South and Central America, Mexico and along the Gulf coast of the United States and has a wingspan of around 130 cm.

The photo on the right shows a statue of a human-headed winged bull. The statue is about 3,000 years old and is from the ancient city of Nimrud, in what is now northern Iraq.

1 Students work in pairs. Tell them that both partners should write down the two lists because they will need them later (in exercise 5).

- Elicit ideas from the class and write them on the board. Discuss which of the two subjects students think is more 'useful', and why.

2

Possible answer

She needs help choosing what to study next year because she can't decide between history and biology.

Extra activity

Point out that Freya structures her email in three paragraphs. Ask the class what the purpose of each paragraph is. Then ask why, in general, we should use paragraphs when we write a long email.

Possible answers

Paragraph 1: To giving a brief, friendly introduction.
Paragraph 2: To explain her reason for writing.
Paragraph 3: To end in a friendly way.
We should use paragraphs because it makes it easier for the other person to read, and it helps us to order our thoughts.

3 Before students do the task, make clear that they need to look at the *style* of the email, i.e. they need to look at how Freya communicates her message and not what her message is.

- If you wish, students can do this task in mixed-ability pairs so that weaker students are supported.

Possible answers

Informal language: *Hi, What about you?,* etc.
Contractions: *I haven't written, I've finished …,* etc.
Exclamation marks: *Advice, please! I hope I've passed!*
Direct questions: *Which do you recommend choosing and why?*
Use of an emoji: 🙂

4 With less confident classes, you might want to write headings on the board and tell students to match these to 1–5: *Ending the email*, *Asking for news*, *Greetings*, *Change topic/subject*, *Introduction*.

Possible answers

1 Greetings **2** Introduction **3** Asking for news
4 Change topic/subject **5** Ending the email

5a SPEAKING

- Students work in pairs and use their lists from exercise 1 for help. Remind them that they need to decide what advice to give Freya and the reason(s) for it.

Possible answers

Biology: It's easier to get a job in science. You understand life and nature. It teaches you about the body. You like the subject.
History: It's interesting. You understand why things are the way they are. You are good at the subject.

5b Tell students that they need to include two more main paragraphs. Ask them to look at Freya's email and consider how they would reply to each one.

- Elicit all ideas after students do the task. Ask students to give reasons for their answers.

Possible answers

Paragraph 2: Give your advice and the reasons for it.
Paragraph 3: Wish Freya luck with her decision and ask her to write back when she has decided.

Practice makes perfect

6a Remind students to use appropriate informal language (expressions, contractions, exclamation marks, etc.)

6b After students check their work, elicit some examples of things that students will do differently next time and which things they will do the same.

- Exam tip Explain this type of writing task, where students are asked to write an informal email/letter in response to one shown.
- Students will lose marks if they do not include all the information asked for in the email.
- Sometimes the information to be included is indicated in the form of notes written on the letter/email. In this case, students should remember to expand on the notes and give extra information. They will not get any marks if they just repeat word for word the information in the notes.
- When writing emails and letters, it is essential to write in the correct style. When writing to a friend, students should use contractions and informal expressions. When writing a formal email or letter, they should not use contractions or informal language. Students will lose marks if the style is inappropriate even if it is grammatically correct.

Homework Workbook page 10

www.frenglish.ru

Test yourself p17

Grammar test

1

Answers

1 don't **2** are **3** start/begin **4** are **5** always/constantly/continually/forever **6** asking

2

Answers

1 switched **2** for **3** been standing **4** seen **5** been staying **6** been reading **7** finished

3

Answers

1 risk failing **2** go riding (on his bike)/go cycling **3** can't stand getting up **4** having a valid passport **5** consider joining **6** the first to finish **7** 'd/would love to see

Vocabulary test

1

Answers

1 abroad **2** subject **3** terms **4** higher education **5** timetable **6** continuous assessment

2

Possible answers

1 a large room at university where students are given talks about subjects they are studying
2 something that you can use to help you to achieve something, especially in your work or study
3 money that a bank or an institution lends to a student so that they can pay to do their course
4 someone who gives a lecture
5 an area of land containing all the main buildings of a university
6 a student who is studying for a first degree at a college or university
7 a lesson in which a small group of students discuss a subject with a tutor

3

Answers

do: an assignment, a favour, the shopping
make: a decision, a plan, progress, the lunch

Vocabulary in context p18

Using a range of lexis to talk about work

Warmer

Play the game Twenty questions. Think of a job and students have to guess what it is by asking you questions. They can ask a maximum of 20 questions and you can only answer *yes* or *no*. For example:
'Do you work outside?' 'No.'
'Do you work with your hands?' 'Yes.'

1a SPEAKING

- A fun way to do this activity is to split the class into two teams. Book closed. Each team takes turns to answer for a letter (Team 1 answers for A, Team 2 for B, etc.). Each team has five seconds to answer, and they must spell the job correctly. If they run out of time or spell the job incorrectly, the other team can try. The team with the most points at the end is the winner.

Possible answers
chemist, dentist, electrician, farmer, goalie, hairdresser, illustrator, janitor, king, lawyer, manager, nurse, optician, police officer, queen, radiologist, scientist, TV host, university professor, violinist, waiter, xylophonist, YouTuber, zoologist

1b After reading the question, discuss what students understand by new technologies. Elicit some examples, like cloud engineer, security engineer, architect, software developer.

2 05

- Elicit or pre-teach the meaning of the words in the box. Words and expressions which students might not know are: *deal with the public* (*have contact with the public*), *qualifications* (*exams you have passed*) and *internship* (*a situation where you work for a company, sometimes without pay, to get work experience*).
- Tell students that they are going to read an article about someone whose job is a *flavourist*. Ask if they can guess what a *flavourist* (*creates new flavours for food products*) does.

Answers
a qualifications **b** responsible for **c** skilled **d** training
e experience **f** career **g** colleagues **h** promotion **i** in charge of
j earn, salary **k** employee **l** indoors **m** in good conditions
n deal with the public **o** internship

Language notes

Some noun roots in English can take the suffixes *-er* or *-ee*. A word with the suffix *-er* indicates that the person is doing the action e.g. *employer*. A word with the suffix *-ee* indicates that the person is the object of the action, e.g. *employee*.
Other examples include: *trainer/trainee*, *interviewer/interviewee*, *payer/payee*.
These words are stressed differently: *employer/employee*, *trainer/trainee*, *interviewer/interviewee*, *payer/payee*.

3 06

- Pre-teach any expressions students may have problems with, for example, *be made redundant* (*lose your job, usually because of general economic conditions*), *on flexitime* (*a work timetable which is flexible*), *be sacked/fired* (*lose your job, usually because you have worked badly*), *do shift work* (*work at different times of the day, e.g. sometimes in the morning, sometimes at night*) and *go job hunting* (*look for a job*).

Answers
Getting a job – be offered a job, go job hunting, look for a job, sign a contract
Leaving or not having a job – be made redundant, be sacked/fired, become unemployed, out of work, resign, retire
Working hours – do shift work, on flexitime, work from nine to five, work full-time, work long hours, work overtime, work nights, work part-time
Pay – be well/badly paid, on the minimum wage

4 SPEAKING

- When students have finished, ask pairs to share their answers with the class. Then check if everyone else in the class agrees with their explanations.

Possible answers
1 When you resign, you decide to leave your job. When you retire, you stop working, often because you have reached a certain age.
2 You are made redundant when your employer no longer needs you. You are sacked if you have done something wrong.
3 No difference
4 You apply for a job by replying to a job advert, for example. You sign a contract when you have been accepted for the job.
5 Working part-time means you do not work a full week, i.e. Monday to Friday all day. Being on flexitime means you can choose your own working hours, usually within a time limit set by the company.
6 Doing shift work means that you work different hours on different days. Working nights means that you work during the night.

+ Extra activity

Discuss with the class which of these situations they would prefer to be in and why?
- to be an employee or self-employed
- to work indoors/outdoors
- to resign/be sacked
- to work full-time/part-time

5 Students do the task individually

Possible answers
1 secretary, receptionist, bank cashier
2 plumber, carpenter, electrician
3 shop assistant, receptionist, nurse
4 shop assistant, waiter, taxi driver
5 translator, security engineer, flavourist
6 being late for work, stealing, not working
7 badly paid, unhappy, new job
8 science teacher, chemist, microbiologist

Use it ... don't lose it!

6 SPEAKING

- With less confident classes, let students write out a question and an answer to each of the points about their dream job before they exchange their information.

www.frenglish.ru

Reading p19

Reading for gist, specific information; inferring the meaning of words from context

Warmer

Write these names on the board: *Greta Thunberg*, *Michelle Obama*, *J.K. Rowling*, *Serena Williams*, *Scarlett Johansson*.

Put students in pairs or small groups to discuss why these women are famous. Share feedback as a whole class.

Possible answers

Greta Thunberg – environmental activist who started the school climate strike movement
Michelle Obama – lawyer and author, first African-American First lady of the US
J.K. Rowling – author of the Harry Potter series of novels
Serena Williams – one of the greatest women tennis players of all time.
Scarlett Johansson – actor who has starred in films such as *Avengers: Endgame*

1 SPEAKING

- Write *could/might (be)* and *could/might have (been)* on the board and encourage students to use present and past modals of speculation while talking about the photos.

2 Before students do the task, make clear that they do not need to understand every word. They only need to read for gist and will read again for more detail in the next exercise.

3 07

- Tell students to focus on the question words used in each question: *Why*, *How*, etc. Emphasise that it is crucial they answer the correct question.
- Remind students of the need to write the answers in their own words. Explain that one of the ways to write an answer in your own words is to use synonyms for words in the text. Ask students if they can think of synonyms for these words in the first question: *start*, *climb* and *peaks* (possible answers: *begin*, *go up* and *mountains*).
- Support less confident students by directing them to the sections where they can find the answers to each question (1 First text – start reading from *One day* ... 2 From *They learned to* ... 3 Second text – start from *She then decided* ... 4 Read the whole paragraph beginning *The games industry* ... 5 Start reading from *She aims to* ...).

Possible answers

1 She saw how excited the climbers were as they prepared to climb to the top, and she was curious to know how it felt to reach the summit.
2 They watched other climbers and had conversations with mountain guides. They also took safety lessons to improve their skills.
3 She met a person who made her realise that video games could be used for education.
4 Women's viewpoints and knowledge are not included in video games. Women aren't taking up jobs in the gaming industry.
5 The aim is to make girls enthusiastic about being employed in the video games industry.
6 Both women realised that there was something they were missing. They learnt about the area and ended up liking the new activity.

Fast finishers

Write the following expressions from the first two paragraphs of the first text on the board: *a radical move, all over the world, look after, prepared to climb, exactly*.

Tell students to write down the same ideas in different words.

Possible answers

a big change, from many different countries, take care of, got ready to climb, precisely

4 Before students do the task, remind them that they should try to work out the meaning from the context, thinking about the whole sentence or phrase that each word appears in.

Possible answers

dull – boring
indigenous – the people who originally lived in a place before other people came to live there
peak – the top of a mountain; also a synonym for *mountain*
summit – the highest point of a mountain
intrepid – not afraid to do dangerous things
pool – to share something such as money, ideas, equipment, etc. with a group of people
gear – the special clothes and equipment that you use for a particular activity
open (someone's) eyes to – to make (someone) realise the truth about a situation
insight – the ability to notice and understand a lot about people or situations
leave (something) out – to not include (something)
miss out on – to lose an opportunity to do or have something

5 Critical thinkers

- Before students do the task, ask them what 'Girls Makes Games' does and why. (It organises workshops where teams of girl compete against each other to make the best video game. In this way, the girls are encouraged to look for jobs in the video gaming industry.)
- If necessary, remind students of their answers to question 5 in exercise 3 to allow them to reflect on the aims of 'Girls Make Games'.
- Emphasise that, when students discuss the question, they must give reasons for their opinions.

Flipped classroom

You may want to ask students to watch the Flipped classroom video for Unit 2 as homework, in preparation for the grammar lesson.

Homework Workbook page 13

www.frenglish.ru

Grammar in context 1 p20

Using the past simple, past continuous; using *used to* and *would*

Warmer

Say the sentence beginnings below. After each one, invite students to complete it.

While I was having dinner last night, ...

After I got up this morning, ...

I was going to school when ...

It was raining when ...

Ask the class what two tenses they've been using in the activity (past simple and past continuous).

1a If you didn't set the Flipped Classroom video for homework, watch the video in class before working through the activities.

- To show how the exercise is done, do sentence 1 with the whole class (answer: d, past simple). Students then do the rest individually.
- While checking answers, discuss the different tenses used in sentence 4. Elicit that while the verb that describes the activity in progress is in the past continuous (*was preparing*), the verbs that describe the interruption are in the past simple (*stopped*, *noticed*).

Answers

1 d, PS **2** b, PC **3** a, PS **4** e, PC **5** c, B

1b After students answer the question, ask them why we usually use the past continuous and not the past simple after *as* or *while* (because *as* or *while* introduce an action that happens over a period of time).

- Ask if there is any difference in meaning between *as* and *while* (no). Draw attention to the comma after the *as* clause in sentence 4 and compare this with the *while* clause in sentence 5. (See Language note below.)

Answer

past continuous

Language notes

A comma is used after the clause with *while/as* when it comes first:

While/As I was walking along the street, I saw an accident.

A comma is not used before the clause when it comes second:

I saw an accident while/as I was walking along the street.

2 When checking answers, ask students to explain why they have chosen a particular answer, using rules a–e in exercise 1. For some answers, more than one rule may be possible.

Answers

1 got (Rule d) **2** were playing (Rule e) **3** decided (Rule c/d)
4 started (Rule a) **5** heard (Rule c/d) **6** created (Rule d)
7 was chatting (Rule b) **8** called (Rule d)

Extra activity

Start a 'chain story' by saying, *I was walking along the road when ....* Ask a student to complete the sentence. The next student continues the story with the first part of the next sentence, and so on. All students must use either the past simple or continuous.

Culture exchange

3 Before students do the task, ask them to look at the photo at the bottom of the page and the title of the text (*Dangerous work in South Africa*). Ask them what they think the text might be about.

- Pre-teach *poach* (*to catch or kill an animal illegally*).

Answers

a was sitting **b** wasn't/was not working **c** heard **d** were talking
e were killing **f** found **g** were trying **h** applied **i** got **j** did
k were patrolling **l** came **m** turned **n** left

Culture notes

The Black Mambas group was founded in 2013. The group now consists of 23 rangers. They don't just want to stop the poaching of rhinos in the Balule Nature Reserve and parts of the Greater Kruger area, South Africa. They also want to show their community that life will be better for everyone if the animals are protected.

4 As the contrast between *used to* and *would* is a new and tricky point, you could do this exercise together with the whole class.

- First of all, look at sentences 1 to 4 and ask students to say when we use the past simple. Elicit which of the sentences uses the past simple (d) and which rule it follows (d–finished actions in the past). Then go through questions a–d one by one with the whole class, eliciting the answers and giving feedback after each question.

Answers

a *They would cook* in sentence 3.
b *they reached the highest peak in the Andes* in sentence 4.
c *Used to* can be used for repeated past actions, so we can say *They used to cook for rich mountaineers,* but *would* cannot be used for past states, so we cannot say *They would be cooks.*
d No, not usually.
e No

Homework Workbook page 14

www.frenglish.ru

5 Do the first sentence with the whole class. Ask: *Does would play describe a past habit or state?* (It describes a past habit.) Then ask: *So, is would used correctly here?* (Yes.)

- Tell the class to refer to *Check it* on page 28 for help, if they need it, while they do the rest of the exercise.

Answers
1 Correct – *would* for past habit
2 didn't use to – We can't use *would* because it describes a past state.
3 Correct – *would* for past habit
4 lived – We can't use *used to* when a duration is mentioned.
5 Correct – past state, no duration mentioned

6 Tell students that they're going to read about two jobs that were common in England in the nineteenth century. Then write the jobs on the board: *chimney sweep* and *rat catcher*. Ask the class if they can guess what these jobs were.

- If you wish, students can do this task in pairs. First they answer a–e individually before comparing answers in pairs. They then do the same with the second text.

Answers
a didn't/did not use to be **b** would employ **c** would climb
d would light **e** made **f** didn't use to be **g** would pay
h would use **i** used to be **j** became **k** would catch

Culture notes

Victorian England refers to the time when Queen Victoria was on the throne (1837–1901). She was the longest-reigning monarch of the United Kingdom until Queen Elizabeth II surpassed her in 2015.

7 This exercise must be done individually so that students can use what they have written in the pairwork exercise that follows.

Use it ... don't lose it!

8 SPEAKING

- Tell students not to look at what their partner has written. They need to listen to their partner speaking and then say whether each sentence is true or false. Students take turns reading out their sentences and guessing their answers.

Developing vocabulary p21

Using phrasal verbs connected with work

Warmer

Prepare slips of paper with the following phrasal verbs from Gateway B1+ and other phrasal verbs your students know: break down (a vehicle), check in (at an airport), get back (from a journey), get into (a car), get into (a sport), get on (a train), set off (on a journey), take off (aeroplanes), take up (a sport), work out (exercise).
Put the slips into a bag and ask a student to take one out. They have one minute to describe the phrasal verb without using the verb or its particle. Students guess what the verb is.

1

Answers
a work on **b** set up **c** kept at **d** get ahead **e** keep up with
f filled in **g** turned (him) down **h** take over **i** put (him) off
j put (things) off

Mixed ability

Help less confident students by writing three options for each word on the board:
set up: b, d or g; filled in: c, f or j; turned (him) down: a, g or h; kept at: a, c or e; put (him) off: d, i or j; take over: b, d or h; work on: a, c or j; keep up with: c, d or e; get ahead: c, d or i; put (things) off: b, h or j
Tell more confident students to write three or four sentences summarising the text when they finish.

2 Tell students to use the information before and after each gap to work out the meaning of the verb they need.

Answers
1 keep at **2** get ahead **3** put off **4** turned, down **5** set up
6 keep up with **7** filled in **8** put, off

Language notes

The following transitive phrasal verbs can be followed by the object either **before** or **after** the particle:
set up (a company)/set (a company) up
fill in (a form) in/fill (a form) in
put off (a plan)/put (a plan) off
take over (a company)/take (a company) over
turn down (an offer)/turn (an offer) down
The following transitive phrasal verbs must be followed by the object after the particle:
keep at (your work), keep up with (the news), work on (a plan).
Some phrasal verbs do not take an object:
get ahead

Use it ... don't lose it!

3 SPEAKING

- Invite a student to ask you the first question (*When something is difficult, do you quickly stop trying or do you keep at it?*). When you reply, give a full answer and ask the student what he/she does, for example: *It depends. If it's important, I'll definitely keep at it, but if it isn't important, I might stop trying. What about you?*
- Indicate that students should do the same when they answer each other.

Homework Workbook page 15

www.frenglish.ru

GREAT LEARNERS GREAT THINKERS p22

Assessing your own transferable skills

Warmer

Write the following jobs on the board: *astronaut, electrician, farmer, fashion designer, flavourist, journalist, nurse, police officer, vet.*

In groups of four, ask students to list them from most dangerous to least dangerous, explaining their choices. Each group must agree on the order. Have a class vote to see which one is the most dangerous. Then elicit alternative ideas for the most dangerous job.

1 SPEAKING

- Indicate that one person in each pair should write brief notes on their answers.
- After students do the task, ask for some answers to the questions. Students can refer to their notes to help them answer.

2 VIDEO

- Tell students to look at the photo of the fishing boat. Ask: *What do you think it's like to work on that boat?* Brainstorm ideas and encourage students to give reasons for their opinions.
- Ask students to make notes on the two questions while they are watching the video with the sound off. Discuss possible answers after students have watched.

Possible answers

1 the ocean, machinery and rope, lobsters
2 working outdoors (fresh air, exercise), great views of the ocean and sky, working in nature with only a few people, seems peaceful

3 VIDEO

- Pre-teach the following expressions before students watch the video: *to go back to school* (*start studying again after you have left full-time education*), *It's not a woman's place* (*a woman shouldn't*), *I can't see myself ...* (*it's impossible for me to imagine myself ...*), *to leave all your problems* (*you don't think about all the problems you have*).

Answers

1 To go back to school, get a different job or do something that is safer because she is female.
2 They don't want her there; It's not normal for a woman to be on a lobster boat.
3 She feels shocked that people don't see it as normal. The pressure makes her want to do it more.
4 sunrises, sunsets, colours of the ocean and sky, moon and stars
5 She feels that she can leave all her problems behind and just get on with her job.

4 Write on the board: *Work skills*: being very good at technical drawing; planning your work. Ask: *Which of these skills is useful for lots of different jobs? Which is only useful for some kinds of jobs?*

- Tell the class that they are now going to read a text about transferable skills. Explain that these are skills which are useful in many different types of job. Encourage students to ask you if they don't understand any of the words in bold.
- Brainstorm the importance of each of the transferable skills for the young fisher.

GREAT THINKERS

5 SPEAKING

- This thinking routine encourages students to rank or prioritise things using a diamond shape to represent their preferences.
- Students do questions 1 and 2 on their own. Question 3 is done in pairs.
- For question 2, ensure students understand the general principle of the diamond diagram: the most important skills for the job come at the top, in order, and the least important ones at the bottom.
- Students copy the diamond diagram and write the transferrable skills from exercise 4 in the appropriate place. Tell them not to spend too long deciding exactly which box to put each skill in.
- For question 3, make clear that students need to explain why they have put the transferrable skills in a particular row of the diamond. If students disagree, they should do so politely.
- Finally, ask the class: In your opinion, is using diamond ranking to show what you think is most and least important useful? Why?

6 To help students organise their work, you might want to write or project this table on the board:

Skill	My mark 1–5	Give an example if 3–5	How can I improve? if 1–2
well-organised	2		*Always get things ready for school the night before!*
patient	4	I don't get irritated when I have to queue up for a long time at the shops. My brother hates it!	

GREAT LEARNERS SEL

- Students discuss the two questions in pairs. Emphasise that they should give reasons for their answers.
- When students finish, ask the class: Do you think we should accept our weaknesses as part of our personality or try to become better in those areas? Encourage students to give specific answers.
- If appropriate for your class, you can also ask students to share the results of their self-assessment from exercise 6 with a partner. However, bear in mind that the main aim of this activity is student self-assessment – not sharing information.

LEARNER PROFILE

Direct students to the Learner profile on page 142. Explain that students should grade themselves from 1 to 5 for how well they are able to reflect on their strengths and weaknesses.

www.frenglish.ru

Listening p24

Listening for gist and specific information

Warmer

Write the following on the board: abacus, Ada Lovelace, calculator, human computer, Excel®.

Ask students: what do they have in common? (they all did/do maths)

Ask students to explain what or who each one is.

(An abacus is the first tool used to work out maths. A calculator is a digital tool to solve mathematical calculations. Ada Lovelace created the first algorithm. Excel is an application to do mathematical calculations/create spreadsheets.)

1 SPEAKING

- Introduce the task by saying that the woman in the photo is Katharine Johnson, and she used to work for NASA as a *human computer.*
- Accept all answers at this stage as students will check their answers in exercise 3.

2 SPEAKING

- Brainstorm the first gap together. Ask: *What kind of word goes here? A verb, noun or adjective? How do you know?* (A noun, because *the* comes immediately before it.) The text says she's an expert in something? So, what kind of noun is it? (specialist knowledge or ability).
- In pairs, students discuss what might go in the remaining gaps.
- Accept all answers at this stage as students will check their answers in exercise 3.
- Exam tip In this type of exam task, students listen to a text and complete the notes with the correct information.
- Always read the incomplete notes before listening. Students should look carefully at the words that come just before or after each gap and think about what type of word is missing (noun, verb, adjective, adverb, a number, etc.).
- When students listen, they should pay attention to the sections that correspond to the information in the notes. They may not hear the exact words that appear in the incomplete notes.
- Between one and three words are usually required in each gap. Students should write the words they actually hear, being careful with spelling and handwriting.
- Students shouldn't worry if they don't understand everything the first time they listen. They can use the second listening to find the answers they didn't hear the first time and to check the answers they already have.

3 08

- Ask students to think about: when the human computers worked for NASA and who they were.

Answers

Exercise 1 **1** They collected and analysed data, they did equations and made complex calculations. **2** a degree in maths
Exercise 2 **a** History of Science **b** Research Centre/Center **c** pool **d** (away) fighting **e** (high school) teachers **f** space race **g** programme **h** would check **i** land **j** (simple) on-board computer **k** textbook **l** letters

Critical thinkers

- Before students do the task, remind them that the objective is to justify their opinion and give suitable examples.

Workbook page 15

Grammar in context 2 p24

Using the past perfect simple and past perfect continuous

Warmer

Write on the board: *The room was cold because Aidan left the window open.*

Tell students to work in pairs to decide if there is a mistake in the sentence and, if there is, to correct it and explain why it is a mistake.

Answer

The room was cold because Aidan had left the window open.
We use the past perfect (simple) because this action happened first.

1a

Answers

1 Checking the calculations happened first.
2 Doing the work happened first.
3 Human computers doing the work happened first.
4 The group of women working there happened first.

1b To answer exercises 1b and 1c, tell students to compare sentences 2 and 3 in exercise 1a.

Answers

1 before **2** continuous **3** simple

1c Before students do the task, write or project on the board:

Past perfect simple: *had* + _____
Past perfect continuous: *had* + ____ + _____*-ing*

Elicit what goes in the gaps.

Answers

simple: *had* + past participle
continuous: *had* + *been* + verb-*ing*

2

Answers

1 'd/had seen **2** hadn't/had not slept **3** 'd/had written **4** drank **5** had begun **6** hadn't/had not heard **7** saw

3 Do the first sentence together. Say: *Why did the person get full marks in the exam? Use the word revision in your answer.* (Because they had done a lot of revision.)

Mixed ability

For less confident classes/students, write on the board the verb to use in each question:

1 do 2 forget 3 arrive 4 do 5 be 6 have 7 learn 8 get

www.frenglish.ru

Possible answers

1 ... I'd/had done lots of revision.
2 ... because she'd/had forgotten her key.
3 ... that we'd/had arrived late to class.
4 ... he'd/had done really well in the interview.
5 ... he'd/had been in a serious accident.
6 ... we'd/had had/eaten lunch an hour earlier.
7 ... he'd/had learnt the song.
8 ... she'd/had got a promotion at work.

4 Before students do the task, write or project on the board:

Is the focus on the action being **completed**? *Use the past perfect* **simple**.

Is the focus on doing an action **for a period of time**? *Use the past perfect* **continuous**.

Answers

1 directed 2 lost 3 been playing 4 been singing
5 been waiting 6 had 7 answered 8 been working

Language notes

The past perfect continuous is mainly used when a duration is specifically mentioned, but it can also be used when the focus is on doing an action continuously, even though a period of time is not mentioned. For example:

Jack was tired because he ***'d been training*** *hard.*
Emma ***had been studying*** *before we had lunch.*

5 To help students, write or project on the board:

Was this an action that the person did continuously or for a specific duration?
YES: Use the past perfect continuous.
NO: Use the past perfect simple.

Mixed ability

In more capable classes, ask students to write complete sentences, e.g.
Laura was upset because she had lost her job.
In less confident classes, put students in pairs and ask them to decide what tense is needed before working through the exercise.

Answers

2 He hadn't/had not been concentrating on his work.
3 They'd/had been working overtime all week.
4 She'd/had passed all her exams.
5 They'd/had seen it three times already.
6 His friend had taken it.
7 She'd/had been working out in the gym all afternoon.
8 They hadn't eaten since 6 am.

6 Before students do the task, make clear that this exercise practises grammar and the vocabulary in the unit.

Answers

a used **b** was **c** been **d** had **e** puts **f** had/got **g** up **h** be
i were **j** had **k** on **l** for **m** in

Fast finishers

While the students are doing the task, write or project these questions on the board for fast finishers:

1 How long has Karina been living in Wales?
2 Why did Karina set up her own company?
3 Why didn't shops want the apples?
4 What was the first product the company made?
5 In what two ways does Karina's company take care of the environment?

Possible answers

1 since she was 14
2 Because she discovered that British farmers had been throwing away 4.4 million apples every day.
3 They say their appearance puts customers off, and they can't sell them.
4 apple juice
5 They use millions of pieces of fruit that would be thrown away otherwise. Karina's company doesn't use plastic packaging; it uses recyclable glass bottles or cardboard boxes

7 Before students do the task, emphasise that they only need to write brief notes, not complete sentences. Their notes will form the basis of a paired discussion in the next exercise.

Use it ... don't lose it!

8 SPEAKING

- Remind students to use both past perfect simple and past perfect continuous forms in their discussion.
- After students do the task, invite pairs to share some of the most interesting things they learned about their partner. Encourage them to use the correct past perfect forms in their descriptions.

Homework Workbook page 16

www.frenglish.ru

Developing speaking p26

Negotiating and collaborating 1

Warmer

Books closed. Students work in pairs. Ask them to write as many adjectives they can think of to describe jobs. After a minute or so, get feedback and write all their suggestions on the board.

Possible answers

boring, interesting, fun, stressful, high-pressure, well-paid, badly paid, varied, depressing, motivating, secure, part-time, full-time, temporary, weekend, summer, demanding, easy, hard, difficult

1 SPEAKING

- Before the task, elicit the difference between a part-time job and a weekend job.
- After students do the task, ask them to share their ideas on question 2.

2 09

Possible answers

1 The examiner asks them to talk about how important the reasons are for teenagers to do a weekend job.
2 Which of the reasons is the most important?
3 They choose 'Learn new skills'.

3 09

- In more confident classes, ask students to read the questions and answer any they can in pairs before listening again.

Answers

1 Yes 2 Yes 3 Yes 4 Yes 5 Yes

- Exam tip In a negotiating task, students usually work with another person. The examiner explains a situation and both students need to come to a decision about it.
- In this type of task, there isn't usually a right or wrong answer. However, students should make sure that they come to some type of conclusion or decision in the end. Agreeing straight away will bring the conversation to an end too quickly, but disagreeing completely could seem aggressive. Students should remember that, above all, the examiner wants to hear them speaking English.
- It is important that neither student dominates the conversation. Students should remember to take turns and try to help their partner to speak.
- Students should listen and react to what their partner or the examiner is saying. In a conversation, we speak and listen actively.
- Students shouldn't be afraid to say something that they think is obvious. The examiner is not evaluating how good their arguments are!
- Students should give full explanations for their opinions and ideas.
- If students can't think of something to say, they should ask their partner a question like *What do you think?* This gives them time to think of what to say next. They can also use fillers such as *Well*, *Hmm* or *Let me think*.
- If students don't understand what the examiner or their partner is saying, they should ask them to repeat or to speak more slowly. Use expressions such as *Sorry, can you say that again?* or *Sorry, could you speak more slowly?*

4 Elicit what two parts of speech can come after the questions *What do you think about ...?* and *What about ...?* (a noun or a gerund).

- Point out, or elicit, that all the expressions for disagreeing are very polite. There are no expressions like *I completely disagree!*

Answers

1 Asking for an opinion 2 Agreeing 3 Disagreeing

Extra activity

Practise the different intonation in *Yes/No* and *Wh-* questions.
Yes/No questions – rising intonation at the end: *Do you agree? Don't you think so?*
Wh-questions – falling intonation at the end: *What do you think? What do you think about money? What about you? What about making new friends?*

5 SPEAKING

- After students have done the task, elicit if they have done each of the following: discussed all al of the options, formed a final decision, both students spoke equally, disagreed politely and used expressions from the Speaking bank.
- Ask students to consider how many phrases from exercise 4 they used. Encourage students to read the phrases again and choose some other ones they could have included.
- If they didn't do any of the points, ask them to think about how they could have improved their conversation.

Practice makes perfect

6 SPEAKING

- Ask students to work in new pairs so they have a different partner to the one in exercise 5.
- Remind students that they mustn't come to a conclusion too quickly. They need to speak for at least three minutes.

Homework Workbook page 17

www.frenglish.ru

Developing writing p27

Writing a story 1

Warmer

Book closed. Put students in pairs and say: *Think of a TV series, film or book that you liked. Why were you interested in the story? Give reasons.*
To help students talk about this, write the following prompts on the board: *the characters, what happened (the plot), the dialogue, the place.*

1 Do this as a brainstorming activity with the whole class. Encourage students to use modals of speculation (*might/may/could*) when they give their opinions.

2 SPEAKING

- Make clear that the story in 3 is based on the writing task in this exercise. Point out that the photo may provide a clue as to what job Sam had got. Students discuss their ideas in pairs.

3 Read out the story. Tell the class to read and follow. Then students, in pairs, discuss the similarities and differences with their ideas in exercise 2.

- Find out whether any pairs had predicted a similar story. Compare these with the most different story ideas.

4a Before students do the task, make clear that the words used in the events are not exactly the same as those in the story. Students need to focus on the meaning of the events and look for similar ideas in the story.

Answers
1 h **2** d **3** g **4** e **5** b **6** f **7** a **8** c

4b

Possible answers
Beginning (first paragraph): Sam was offered a job as a doctor after years of studying.
Middle (second and third paragraphs): Sam went out to celebrate with his friends and saw his favourite band in concert. The singer had an accident and Sam was able to help.
End (final paragraph): In the end, Sam watched his favourite band from the stage.

5 First, read through the complete Writing bank with the class. Then, tell students to find examples for just the first point in the Writing bank (*Use a variety of past tenses*). Ask some students to give you some examples.

- Repeat the process for the rest of the points.

Possible answers
Variety of past tenses: had always wanted, had been studying, used to imagine, applied, were playing
Participle clauses: After finishing his degree, Having seen the accident,
Time expressions: That weekend, At 8.30 pm
Sequence linkers: After just five minutes, Ten minutes later,
Adjectives: amazed, excited, awful, dangerous, safe, favourite
Adverbs: incredibly, quickly, really, Unbelievably

Language notes

A participle clause is only used when the subject of both clauses is the same.
CORRECT: *After coming home, Theo had a sandwich.*
INCORRECT: *After coming come, there was no one in the living room.*

Extra activity

Explain that it's very common to use participle clauses with the gerund after prepositions such as *before, after, while, by, instead of*. Write a couple of examples on the board:
While doing my homework, I listened to music.
Instead of going out last night, I stayed in.
Tell students to write three true sentences about yesterday, using a participle clause with the gerund and three different prepositions. They then read their sentences to a partner.

Practice makes perfect

6a To help students to structure their story, write on the board:
Paragraph 1 – the beginning/the background: Sam got the job that he had always wanted ...
Paragraphs 2 and 3 – the middle/the main events: Include a trip and an accident.
Paragraph 4 – the ending: Include a trip and an accident if not included already.

- Give students time to brainstorm ideas for each of the paragraphs.

6b Tell students to write a first draft of their story without looking at the Writing bank. Students then check which parts of the Writing bank they haven't included.

- Students then write a second draft, adding any elements in the Writing bank that hadn't already included.

Homework Workbook page 18

www.frenglish.ru

Test yourself p29

Grammar test

1

Answers

a got **b** looked **c** was raining **d** was looking/looked
e heard **f** was calling

2

Answers

1 used to – We can't use *would* to describe a past state.
2 studied – We can't use *used to* when a duration is mentioned.
3 used to – *Usually* is used to talk about the present, not the past.
4 had – past simple for single event
5 use – *use to* in the negative is *didn't use to* with no *d.*
6 Both correct
7 didn't use to – We don't usually use the negative of *would* to describe past habits.

3

Answers

1 had been waiting – past perfect continuous because this action happened before the other event in the past (the film started)
2 had been studying – past perfect continuous to talk about duration
3 had written – past perfect simple for a completed action
4 Correct
5 had eaten – past perfect because they ate before they washed the dishes
6 had fallen – past perfect simple for a single action in the past
7 had finished – past perfect simple for a single action in the past

Vocabulary test

1

Possible answers

1 working for yourself instead of an employer
2 work that involves the use of your hands or physical work
3 a move up to a higher level in a company
4 a fixed amount of money that you earn each month for your job
5 the process of teaching or learning a particular skill
6 something you get when you successfully finish a course of study (e.g. a degree)

2

Answers

1 sacked/fired **2** flexitime **3** resigned **4** wage
5 unemployed **6** part-time **7** contract

3

Answers

1 set up, b **2** get ahead, c **3** turn down, a **4** work on, e
5 fill in, d **6** take over, f **7** put something off, g

Reading

1

Possible answers

The text may be written for new students at university.
The main point of the text is to describe the different roles that people play in a team and for the reader to reflect on what role he/she plays.

2 When checking the answers, ask students to explain their answers.

Answers

1 **C** – The only other word which makes sense is *rehearsal,* but *good* would need to be preceded by the indefinite article, *a.*
2 **B** – *to be made up of = to consist of*
3 **D** – *it's worth* + gerund = *it's a good idea to ....* B and C are nouns and are not followed by a gerund and use up does not make sense in this context.
4 **A** – *to come up with = to think of*
5 **A** – The text says that *the collaborator ... prefers working things out with someone else*, so, the verb that fits best here *is building,* i.e. *building ideas together*.
6 **B** – The other verbs are not followed by the infinitive.
7 **D** – The set expression in English is *final result.* The other words don't collocate with *result.*
8 **C** – The expression is *to play a part (to play a role).* The other nouns don't collocate with *play.*

3 SPEAKING

- Elicit the four types of team players. Ask students to think about some recent teamwork they have participated in and to consider what their role was. Then, students discuss the questions in pairs.

Speaking

4–5 SPEAKING

- Explain that the person who asks the questions is playing the role of the examiner.
- Before doing 4 ask students to read the bullet points in 5. Point out that these are things the examiner will listen out for. Tell the students who are going to role-play the examiner to make a table with these points so that they know what to listen for during the exam.
- Tell the examiners to write down a mark of 1–4 for each aspect.
- In weaker classes, students can do this task in groups of three. Both of the examiners can confer about their marks at the end of the task.

6 SPEAKING

- If you wish, go to page 144 to continue working through the Exam success section for these two units.
- See the Exam Trainer, Workbook pages 94 and 102, for more information and practice of these First for Schools tasks.

Studying in your country

1 SPEAKING

- If students are having problems remembering much about the Culture exchange text, write the following prompts on the board: *induction week*, *personal tutor*, *lectures*, *tutorials*, *student loans*.
- Get feedback from the groups after they have discussed.

2 SPEAKING

- Organise the class into groups of three or four. You could let students choose their own groups or organise them yourself, putting together students with different levels of English.
- After students read the *Research areas*, ask: *Which research area(s) do you want to focus on? What would be a good format to present this information? Thinking about the format, what skills do the people in your group have (drawing, video editing, etc.)?* Students discuss in their groups.

3 Ask a student to read aloud the Digital skills section. Then ask the class: For your project, do you think you should just take whole texts online in your language and translate them into English word for word? Why? (Online apps do not understand context, or register. They give the most common translation for each word. They do not always translate collocations. Particles are often translated incorrectly. Gender is sometimes not translated properly.)

- Ask individuals to read aloud the remaining tips and discuss them with the class.
- If there is time in class, students discuss in their groups what aspects each team member would like to be responsible for in the project, and the organisational points mentioned in the *Academic skills* section (the scheduling of the different stages and the deadlines for each person in the group). If not, tell the groups that they will need to discuss this outside class.
- Make clear that the *Intercultural awareness* section is a final checking stage that the groups can do together before they present their projects.

4 SPEAKING

- Remind students to use the language from the *Collaboration* section in their discussions.
- When students present their projects, allow groups who have chosen to do a presentation more time to speak and to show any visuals they have prepared.

5 Explain that *Presentation* here means the way in which a project has been created and shared, e.g. the quality of the layout and design of a poster or leaflet, or the clarity and coherence of a spoken presentation or video.

- Connect with teachers and students in other countries and encourage students to present their projects to each other.

www.frenglish.ru

Vocabulary in context p32

Using a range of lexis connected to transport and travel

Warmer

Ask the class to write down all the forms of transport they've used in the last week. Find out who has used the most by asking, e.g. *Who has used four? Who has used five?*
Then ask students to think about how many types of transport their family has.

1 SPEAKING

- To help students generate ideas, write on the board: *by land, by sea, by air.*

2 10

- Do the task as a whole-class activity, eliciting or explaining the meaning of each word as you deal with it.
- Words that students may not know include: *commute* (*travel from your home to work*), *crew* (*people who work on a ship or boat*), *gate* (*the place in the airport where you wait just before getting on the plane*), *give somebody a lift* (*take someone to their destination in your car*), *overtake* (*pass a car by going faster than it*), *steering wheel* (*the wheel used to control the direction of a car*) and *tyre* (*the piece of rubber that goes round the wheel of a car, bike, etc.*).

Language notes

The verb *miss* has several meanings which could be explored:
miss a train = arrive too late to catch the train
miss someone = feel sad because you haven't seen the person for a long time
miss school = not go to school
miss a/the target/goal = not aim accurately
miss a chance to do something = not use a chance to do something

3 11

- Elicit if anyone has ever taken a tram. Encourage them to say where and when.
- Pre-teach any words students may have problems with, for example, *board* (*get on*), *contactless* (*not touching, e.g. paying by waving your credit card above a card reader*), *fare* (*the amount of money you pay for a journey*), *fine* (*the money you pay if you are caught without a ticket on public transport*) and *off-peak* (*the time of the day when there aren't many people travelling, so prices are lower*).
- In less confident classes, divide students into groups of three. Student 1 completes a–e, Student 2 f–j and Student 3 k–p. Once they have completed their part, they discuss their answers and any difficulties they had.

Answers
a arrivals **b** travel updates **c** delays **d** cancellations **e** passenger **f** zones **g** fare **h** off-peak **i** Network **j** routes **k** contactless **l** board **m** destination **n** ticket inspector **o** fine **p** Lost property

Fast finishers

Ask fast finishers to write a similar text to Travel by tram about a form of transport in their city.

Culture notes

At the beginning of the twentieth century, most cities and important towns in the UK had trams. Today, only one survives: it is found in Blackpool, in the north-west of England and only a few other cities have a tram service, including Manchester, Sheffield, and Croydon in the south of Greater London.

4 SPEAKING

- Encourage students to give reasons or examples in their answers. Also, encourage them to interact with their partner by asking questions such as Why *do/don't you like travelling by bus/train? How far is that from here? What's the best way to get there?*
- After students do the task, ask the class: *Did you find out anything interesting about your partner?*

Use it ... don't lose it!

5 Write on the board the words *excursion, journey, travel, trip and voyage*. Ask the class if they know what each of the words means and the differences between them.

- When checking answers, ask students why they have chosen a particular option for each question.

Answers
1 trips – *Journey* focuses on travelling to a particular destination.
2 voyage – We can't use *trip* for a long journey into space.
3 travel – We can't use *journey* to talk about travelling in general.
4 excursion – *Journey* isn't used to focus on the reason for going (an enjoyable or interesting activity).
5 voyage – We can't use *excursion* to focus on travelling to a particular destination
6 Travel – We can't use *journey* to talk about travelling in general.
7 journey – We can't use *travel* to talk about one specific instance.
8 trip – We can't use *excursion* for regular repeated journeys

Extra activity

In small groups, ask students to write a transport survey using the vocabulary on this page. Students can then ask other people their questions and write up the results.

Homework Workbook page 22

www.frenglish.ru

Reading p33

Reading for general and specific information

Warmer

Say the first word of these travel-related collocations. Ask the class for the second word: *waiting (room)*, *traffic (jam)*, *carbon (emission)*, *seat (belt)*, *steering (wheel)*, *road (sign)*.

1 SPEAKING

- Ask students to say what they can see in the photos.

2 Before students do the task, make clear that they do not need to understand every word. They just need to identify the four main predictions. Tell them not to worry about the gaps in the text for now.

- After students do the task, check the meanings of the expressions *driverless/autonomous car* and *flying car*.

Answers

The four main predictions are:

1 Fully electric cars will become the norm.
2 It will be a long time before cars will be completely driverless/autonomous.
3 Car sharing will become more popular.
4 Cars will be able to take to the sky.

- Exam tip In this type of exam task, students have to complete a text with sentences that have been taken out. There are usually more sentences than gaps.
- Students should first read the text to get a general idea of the overall meaning.
- Next, read the missing sentences and identify the key information. If students remember anything connected with the topic of each sentence in the text, they should find that part of the text.
- Students should look for words and phrases in the sentence which connect with the information that comes in the text, either just before or after each gap.
- When students have decided where a sentence goes, they should read that part of the text with the new sentence included. Does the text make sense? If there are pronouns (*this*, *it*, etc.) or *linking words* (*but*, *although*, etc.), do they make sense, too?
- If there are gaps which students cannot complete, they should continue with other gaps first and then go back later to the difficult ones.
- When students finish, they should read the completed text again to check that it makes sense. They should check also that they have an answer for each question and they should avoid leaving any answers blank.

3 12

- Do the first gap with the whole class. Ask: *What does the sentence before the gap talk about?* (stopping the sale of petrol or diesel cars). Then ask students to read sentences 1 to 8 and decide which one fits in the gap (sentence 8). Ask what *this* in 8 refers to (stopping the sale of petrol or diesel cars).

Answers

a **8** – *In the UK's case* refers to the previous sentence: *Many countries have decided ....*
b **4** – Contrasts with the idea of *this will still cause some pollution* in the previous sentence.
c **1** – *This problem* refers to *cars braking, releasing microplastics from tyres and the road surface into the air* in the previous sentence.
d **7** – *The technology* refers to the idea of sitting *inside a vehicle with no steering wheel* described in the previous sentence.
e **5** – Refers to *most commuters drive to work alone* in the previous sentence.
f **2** – Refers to people taking driverless taxis to work, an idea developed in the previous two sentences.
g **3** – Links with the idea of single-passenger drones, which is developed in the second part of the paragraph.

Fast finishers

Ask fast finishers to write two true and one false sentence based on the text. Their partner must decide which sentence is false.

4 Students can work together in pairs to work out the meaning from the context.

Possible answers

the norm – something that is usual or expected
source – the cause or place where something began
brake (v) – to stop or slow down a vehicle by using the brakes
handle (v) – be responsible for
take (your) eyes off – stop looking at someone or something
misleading – likely to make someone believe something that is incorrect or false
take to the sky – to begin to fly
cruising – travelling at a constant speed in a car or plane

Extra activity

Write or project these questions on the board:

1 *What will happen by 2040?*
2 *Why will electric cars have to make noise?*
3 *What changes are needed to allow self-driving cars more autonomy?*

Possible answers

1 There will be about one billion electric vehicles.
2 So people can hear them coming.
3 Better roads and road signs.

5 Critical thinkers

- Before the discussion, brainstorm with the class the advantages of a, b, c and d (e.g. fully electric cars: less pollution; driverless cars: you don't have to concentrate on the road all the time; car sharing: saves energy and not as much space needed for car parks; flying cars: avoid traffic jams).

Flipped classroom

You may want to ask students to watch the Flipped classroom video for Unit 3 as homework, in preparation for the grammar lesson.

Homework Workbook page 23

www.frenglish.ru

Grammar in context 1 p34

Using a variety of future forms

Warmer

Ask students to write sentences containing a prediction, a plan for this weekend and plan for next year. Don't correct them at this stage – ask students to correct them after finishing in exercise 1b.
After doing the task in 1b, if students did the Warmer, ask them to match the rules to the sentences they wrote.

1a If you didn't set the Flipped classroom video for homework, watch the video in class before working through the activities.

Answers
1 *be going to* **2** *will* **3** present simple **4** *be going to*
5 present continuous

1b When checking answers, ask students to say which sentence in exercise 1a shows each rule.

- These questions can be used to check understanding: *When do we use* be going to *to make predictions and when do we use* will? (*Be going to* when we have firm evidence, *will* when we're expressing an opinion.) *What tense do we use to speak about a future arrangement at a particular time?* (the present continuous) *What tenses can we use after expressions of time when we're speaking about the future?* (just the present simple)

Answers
a *Be going to* (sentence 4) **b** *Be going to* (sentence 1)
c *Will* (sentence 2) **d** Present continuous (sentence 5)
e Present simple (sentence 3)

1c

Answers
a *will* **b** *will* **c** present simple

2 SPEAKING

Answers
1 present simple, used after expressions of time like *before*
2 *will*, used for future facts
3 present continuous, used for confirmed plans and arrangements
4 *be going to*, used for plans and intentions
5 *be going to*, used for predictions based on evidence
6 *will*, used for decisions made at the moment of speaking
7 *will*, used for predictions based on thoughts, opinions and expectations
8 present simple, used for events that are part of a timetable or routine

3 Before students do the task, draw attention to the photo and ask if they have heard of Greta Thunberg. Invite students to share what they know about her.

Mixed ability

In mixed-ability classes, ask less confident students to work together to identify if the underlined verbs are correct or incorrect.
More confident students can rewrite the incorrect sections and explain why they aren't correct.

Answers
a Correct – present continuous for confirmed plans and arrangement
b Correct – present continuous for confirmed plans and arrangements
c is going to sail – *be going to* for a plan/intention
d Correct – *will* for future fact
e will be – *will* for future facts /
is going to – *be going to* for prediction based on evidence
f are going to be – *be going to* for prediction based on evidence
g arrives – present simple after expression of time (*When*)
h 's going to attend – *be going to* for a plan/intention will attend – *will* for future fact
i Correct – present simple for event that is part of a timetable
j Correct – present continuous for confirmed arrangement
k will listen – *will* to express a hope
l Correct – *will* for future fact
m arrive – present simple after expression of time (*as soon as*)
n Correct – *be going to* for prediction based on evidence

Fast finishers

Fast finishers can write a paragraph saying whether or not they think Greta's journey was carbon zero.

4 After checking answers, ask students to close their books. Then say one or two of the sentences incorrectly and ask students to say the correct versions to see if they remember. For example: *The weather forecast says it's snowing next week* and *What do you do next weekend?*

Answers
1 going to snow – prediction based on evidence (not a fixed arrangement)
2 are going – confirmed plan/arrangement (not a prediction)
3 are you doing – confirmed arrangement/plan (not a timetable or present habit)
4 arrive – present simple after expression of time (*until*)
5 'll – decision made at the moment of speaking (not a plan/intention)
6 going to work – plan/intention (not an arrangement)
7 will have – future fact (not an arrangement)
8 isn't going to – prediction based on evidence (and not on opinion)

www.frenglish.ru

5 Before students do the task, make clear that the question to consider in each sentence is: *What idea is the future form expressing in this sentence?* (intention, a future fact, etc.)

Answers

1 'll/will have – prediction based on opinion, am – present simple after expression of time
2 'll/will help – decision made at the moment of speaking
3 finish – present simple after expression of time, am going to go/ am going/'ll/will go – an intention/a (confirmed) plan (a prediction)
4 'm/am seeing – confirmed arrangement
5 leaves – timetable
6 's/is going to rain – prediction based on evidence
7 'll/will be – future fact; or is - statement of fact
8 's/is going to have – prediction based on evidence

6a Before students do the task, ask them what form we should use in each one and why (1 present simple – expression of time, 2 infinitive form of verb – preceded by 'Are you going to', 3 present continuous or *be going to* – plan/arrangement, 4 *going to* + verb – prediction based on evidence or *will* + verb (predictions based on thoughts), 5 *will* – prediction expressing an opinion, 6 *be going to* – if an intention, *will* – if a prediction expressing an opinion, 7 *will* – prediction expressing an opinion).

Use it ... don't lose it!

7 SPEAKING

- After students do the task, find out which students predicted most of their partner's answers correctly.

Workbook page 24

Developing vocabulary p35

Using a variety of prefixes

Warmer

Books closed. Write on the board: *possible, interesting, correct*.
Ask the class to form the negative of these three adjectives (*impossible*, *uninteresting*, *incorrect*). Explain that in this lesson they're going to look at a variety of negative prefixes. Elicit any that they can remember (*il-* and *ir-*).

1 Ask students to draw a table in their notebooks with six rows and three columns: *Prefix*, *Example* and *Meaning* (*dis*, *in*, *im*, *ir* and *un* – not, *il* – badly). Then, students do the task in pairs so they can compare their ideas.

- After checking answers, write on the board: *disagree*, *discomfort*, *incomplete*, *incorrect*, *unemployed*, *illegal*, *unlikely*, *immature*, *disobey*, *impatient without the underlining*. Ask students to copy the words and, in pairs, to underline the stress in each word.

Answers

disadvantage, disagree, unbelievable, incapable, discomfort, incomplete, incorrect, unemployed, unexpected, inexperienced, uninspiring, illegal, unlikely, illogical, immature, unnecessary, disobey, impatient, impossible, impractical, unpredictable, improbable, irregular, irrelevant, unreliable, irresponsible, insecure, unsuccessful, unusual

2 SPEAKING

- Ask pupils to create another table with the same headings for the prefixes in this exercise.

Answers

co – together, inter – between/among, mis – incorrectly, over – too much, post – after, pre – before, re – again, semi – half, sub – below, super – above/more than, under – not enough/too little

For students who may need support with explaining meaning, provide the meanings in a random order so that it becomes a matching activity. For students who finish the task quickly, encourage them to add as many words as they can to each column until the whole class have finished.

3 Explain that they need to look at the context to identify the meaning and know which prefix to use. Do *a* with the whole class. Ask: *Did Franky produce the flyboard on his own?* (No – he developed it with the French army.) *So, what prefix do we need to use?* (*co-*).

4 Before students write their sentences, elicit what prefix is needed in each sentence (see Answers). Elicit what verb form is needed after *incapable of* in sentence 2 (the gerund).

Answers

1 dis **2** in **3** under/over **4** super **5** mis **6** ir

Use it ... don't lose it!

5 SPEAKING

- Emphasise that students should try to have a short conversation about each sentence. To demonstrate how to do this, ask a student to read their first sentence and start a conversation with them by saying, for example: *That's interesting. Why do you disagree with it?* You can also prompt the student to ask you what you have 'written'.

Workbook page 25

www.frenglish.ru

GREAT LEARNERS GREAT THINKERS p36

Thinking about better ways of moving around the city

Warmer

Write on the board: *the underground, bicycles, planes, electric trams, steam trains, cars.*
Ask the class if they can put them in the order that they were invented.
When someone gives you the correct answer, write it on the board. Then ask students if they can guess in which decade each form of transport was invented.

Answers
steam trains (1802), bicycles (1817), electric trams (1860), the underground (1863), cars (1886), planes (1903)

1 SPEAKING

- If necessary for the class, write these prompts on the board: *speed, safety, environmental impact, comfort, health benefits.*
- When students finish talking, you might want to mention the different names for *the underground* in English: in British English, the underground is often referred to as *the tube*, and in American English, the underground is called the *subway*. *Subway* in British English means a tunnel under a busy road for pedestrians. The underground is known as the *Metro* in some European countries.

2a VIDEO

- Ask students to look at the photo at the top of page 37 Student's Book. Ask: *What do you think this person is wearing on their feet?*
- Before students watch the video, pre-teach or elicit the words: *ostrich, reduce, (cycle) lane, to race (against someone else), a spring (in a machine).*

Answers
1 the underground **2** the bionic boots

3 VIDEO

Answers
1 superpowers **2** San Francisco **3** secret lab **4** kangaroo, ostrich **5** reduce the weight, fast **6** carry (around) **7** advantage **8** hard/difficult

4 To help students to structure their notes, write or project the following on the board:

1 Reasons for using the boots
2 Reasons for not using the boots
3 Conclusion: agree or disagree with question

GREAT THINKERS

5 SPEAKING

- The *Share-Wait-Think-Discuss* thinking routine encourages students to share ideas, listen carefully to a range of opinions without interrupting, reflect on them and, finally, discuss as a group when everyone has had a chance to share their ideas.
- Tell students to read the instructions carefully. Ask: *When should you start discussing? (Only when you have heard everyone's opinion.)*
- For the group discussion, provide some useful language as prompts, e.g. *So, what are the advantages/disadvantages of these bionic boots?* Encourage students to use phrases from the Speaking bank in Unit 2, page 26, for agreeing and disagreeing.
- Follow up by asking: *What do you think of the idea of waiting to hear everyone's opinion before you start discussing? Did it make your discussion more productive? Or did you feel frustrated because you couldn't react immediately to what other people were saying?*

6 As exercises 5 and 7 are group tasks, students can do this exercise as a class.

- Elicit students' opinions once they have read the text. Encourage them to explain why they think a particular argument is important.

7 SPEAKING

- After reading through the instructions, elicit the points students need to discuss and, write on the board: 1 *Electric scooters move freely?* 2 *Ban electric scooters completely?* 3 *Set some controls on the use of electric scooters?*
- Tell students to discuss each option in turn. Remind them not to interrupt other people when they are speaking and that they can discuss their ideas as group once everyone has spoken.
- When the groups finish, tell them to nominate a spokesperson. Then, ask for a show of hands about each option.

GREAT LEARNERS SEL

- Ask the class: *Why was or wasn't it easy to find a solution to the problem in exercise 7? How do you think you could have improved the discussion as a group?*
- You can also discuss with the class: *Is there ever a 100% right answer when you have to deal with a complex problem like this?*

LEARNER PROFILE

- Direct students to the Learner profile on page 142. Explain that students should grade themselves from 1 to 5 for how good they are at problem-solving.
- Encourage students to share their grade with a partner and to explain why they graded themselves as they did, giving specific examples.

Listening p38

Listening for specific information

Warmer

Ask: *What's the fastest you have ever travelled? Do you now how fast you went?* Students discuss in pairs.

1 SPEAKING

- Before students do the task, direct their attention to the photo and ask: *What do you think this is?* (satellite) *What is the name written on the object?* (SpaceX®) *What do you know about this company?* (Created by Elon Musk in 2002. They make satellites, rockets and spacecraft. They take people and goods to the ISS.)
- Students discuss the questions in pairs. Encourage them to justify their ideas.

2 13

- Tell students they need to focus on the meaning of the question and the audio, and not on individual words to get the right answers.
- Above all, they shouldn't choose an answer just because they hear the same words as in the question.

Answers

1 a incorrect – In the film, Musk said he'll be making an electric jet; he didn't get the idea from the film.
b incorrect – *Musk's projects, including this jet, focus above all on protecting the environment.*
c **correct** – *... somebody needs to invent lighter batteries before Musk can produce the type of eco-friendly plane he wants*
2 a **correct** – *Above all, though, SpaceX has created easily reusable rockets ...*
b incorrect – *That's been a really significant contribution* (but not the *biggest contribution*).
c incorrect – Mentioned but not the *biggest contribution.*
3 a incorrect – Musk is *very interested* in space tourism but it's not his *number one obsession.*
b **correct** – *... his number one obsession, starting a colony on Mars.*
c incorrect – The speaker thinks this is Musk's most interesting idea but, for Musk, it's not his *number one obsession.*
4 a incorrect – *... the greatest strength of any top engineer or entrepreneur isn't their incredible inventiveness.*
b incorrect – He thinks their ambition helps their determination, but it isn't what most impresses Tyler: *Their ambition probably has a little to do with that [their determination], too.*
c **correct** – *... it's the fact that they never stop until their ideas become reality that stands out for me.*
5 a incorrect – The project isn't completed: *There's a lot to do yet.*
b **correct** – *... there'll be less pollution, there won't be traffic jams, it'll be safer than flying and there'll be no delays because of bad weather.*
c incorrect – The project is designed for transport in tubes under or above the ground: *Imagine sending vehicles with 40 passengers through tubes under or above the ground ....*

3 SPEAKING 13

- Tell students to write notes for each answer while they are listening.
- After listening, tell them to compare their notes in pairs and to write complete sentences.

Answers

1 Planes are thought to be responsible for about 2 to 3% of all carbon dioxide emissions.
2 Musk plans to invent an electric plane with vertical take-off and landing.
3 It has taken lots of cargo to the International Space Station.
4 Musk is working on a spacecraft that will be able to take 100 passengers to Mars.
5 Musk had the idea for the Hyperloop in 2013.
6 This is the speed of the Hyperloop after less than ten years' development.

Homework Workbook page 25

Grammar in context 2 p38

Using the future continuous, future perfect simple and future perfect continuous

Warmer

Write on the board: *Tonight at nine o'clock, I'll be having dinner.* Ask students what tense this is (future continuous) and what the sentence means. Then students guess what the person next to them will be doing at ten o'clock tonight and write it down. Students then read their guesses to their partner.

1a If necessary, write the following on the board to help the class answer how the tenses are formed:

Future continuous: will + _____ + verb-ing
Future perfect simple: will + _____ + _____
Future perfect continuous: will + _____ + ____ + verb-ing

Answers

1 and 2: future continuous, *will* + *be* + verb-*ing*
3 and 4: future perfect simple, *will* + *have* + past participle
5: future perfect continuous, *will* + *have been* + verb-*ing*

1b

Answers

a future perfect simple **b** future continuous **c** future perfect continuous **d** future perfect simple, future perfect continuous

Language notes

The future perfect simple is often used with the expression *by the time (that)* + present simple.
By the time (that) I finish school, I'll have done a lot of exams.

2a

Answers

1 be **2** have **3** been **4** will **5** having/taking **6** travelling/flying **7** have **8** become

2b Tell students to think about each question individually and write *Yes or No for each one.*

- Students then compare answers in pairs. Tell them to give reasons for their opinion and to ask questions.

www.frenglish.ru

3a After students read the text, check their understanding by asking questions such as: *How long does Matt's commute take?* (just over two hours) *How many different forms of transport does Matt use?* (four – bike, train, underground and on foot) *How does he usually feel when he gets to work?* (completely exhausted).

- Students then discuss in pairs whether they would like to have Matt's routine every morning and why/why not.

Culture notes

Over two million people commute to central London every working day. Most people who commute use the train and/or the underground. The average commute time into central London is 74 minutes. According to a recent poll, two-thirds of Londoners said using public transport was the most stressful part of living in the city.

3b Tell students to refer to the rules they completed in exercise 1b if they are having problems with any of the sentences.

- After students do the task, tell them to compare answers with a partner. Then, ask for volunteers to read out the answers. Ask the class if they agree/disagree.

Answers

1 'll/will have got up **2** 'll/will be cycling **3** 'll/will have been cycling **4** 'll/will be getting on **5** 'll/will have had **6** 'll/will be travelling **7** won't/will not have arrived **8** 'll/will be walking **9** 'll/will have been travelling

3c Before students do the task, nominate individuals to give you an example of a question in each tense and write these on the board as a model.

3d SPEAKING

- Point out that students need to answer in the same tense that the question is asked in.
- When students finish, ask some pairs to give one of the answers to their questions. The rest of the class has to say what the question is.

4 When checking answers with the class, ask students which of the rules in exercise 1b apply for each of the answers.

Answers

a will, be doing (Rule b) **b** will, be working (Rule b) **c** 'll/will have finished (Rule a) **d** 'll/will have left (Rule a) **e** won't/will not be living (Rule b) **f** 'll/will have got (Rules a and d) **g** 'll/will have bought (Rules a and d) **h** 'll/will be saving (Rule b)

Fast finishers

Students find three examples in the text where the present simple is used to talk about the future. When they find the examples, they have to explain why it is used.

Answers

when I'm 30, when I go to university, by the time I'm 30
The present simple is used because the verb comes after an expression of time.

5 Point out that more than one tense is possible for some of the sentences. It depends what students want to say. For example, for number 1 we could have:

I'll be living abroad.
I'll have been living abroad for a few years.
I'll have lived abroad, but I'll have come back to my own country.

Mixed ability

In less confident classes, allow students to choose five ideas to write about in this task.

In more confident classes, ask students to write two sentences for each idea.

Use it ... don't lose it!

6 SPEAKING

- Before students do the task, remind them that all members of the group should ask questions, as well as having a chance to answer about themselves.
- When students have finished, ask the groups: *Did you have any answers that were particularly common?* If the same one or two answers are repeated frequently, ask: *Why do you think most of you are saying this?*
- Encourage students to choose the most interesting or funniest examples.

Homework Workbook page 26

www.frenglish.ru

Developing speaking p40

Talking about photos 1

Warmer

Books closed. Students work in pairs. Ask them to write as many nouns and adjectives they can think of to describe someone's physical appearance. Then elicit their ideas.

1a SPEAKING

- For extra support, draw a mind map on the board with *Photo descriptions* in the central circle and the following branches: *people (age, appearance, gender, number), place (description), background and weather, actions.*
- Before students do the task, make clear that when they don't know the exact word in English for something in the photo, they need to describe it using their own words.

Possible answers

Similarities: They're both in/on a vehicle, they're both holding something, there's blue sky in the background, they are both wearing protective clothing.
Differences: She's in a plane, he's on a bike with one wheel; she's wearing headphones, he's wearing a helmet; he's wearing gloves, she isn't; she's wearing a seat belt; he isn't, the plane has got controls but the unicycle doesn't.

1b Do this as a whole-class activity. Encourage students to use *I think* and *because* in their answers.

Possible answers

I think they look secure because they are both wearing protective clothing.

Culture notes

In January 2019, Ellie Carter became the youngest person in Britain to fly a plane solo. She did this only three days after her sixteenth birthday.

2a 14

Possible answers

2 No, she doesn't describe each photo in great detail.
3 Yes, she does both parts of the task.

2b SPEAKING

- After students do the task, ask them: *What type of person would do these activities? (adventurous, risk taker, nature-lover, brave, fun-loving) Do you like adventures? Why/Why not? By the time you are 30, will you have been on any adventures? Explain your answers.*

3 14

- After checking answers, elicit the meaning of *whereas*.

Answers

1 Both **2** both **3** similarity **4** difference **5** difference
6 On **7** On

Extra activity

Say the words below. The students repeat them with the correct stress.

photograph, similarity, difference, between, whereas, on the one hand, on the other hand

4 SPEAKING

Language notes

When we repeat a verb in the negative in a contrast, we can just use the auxiliary if the verb is not followed by an object:
*The boy is wearing a hat whereas the girl **isn't**.*
*The boy in the first photo looks sad, but the girl in the second photo **doesn't**.*

Practice makes perfect

5a To help students think of similarities and differences, remind them of the five questions you wrote on the board for exercise 1.

- Ask students to try and find two or three similarities and two or three differences.

5b and 5c SPEAKING

- Make it clear that only one student should speak in each task. The other student is the 'examiner' and should not interact with the student speaking.

Possible answers

5b Both photos show a group of tourists. Another similarity is that in both photos the tourists are outside. The first photo shows tourists on an open-top bus whereas the second photo shows tourists on a kind of scooter – I think it's called a Segway®. Another important difference is that in the first photo we can see the people's faces but in the second we can't. In the second photo, the people are wearing helmets but in the first one they aren't.
I think the people are travelling on a bus in the first photo because they're in a place with wide roads and they probably have to travel a long way. In the second photo, they're on a type of scooter because the roads are narrow and they aren't going very far.
5c In both photos, we can see people doing dangerous activities involving transport. In the first photo, some people are on a boat in bad weather while in the second photo we can see two cars in a rally. One big difference between the photos is that we can see the face of one of the sailors in the first one, but we can't see any of the faces of the rally car drivers. Another contrast is the weather. In the first picture, it's wet, obviously, whereas in the second photo, we can see a lot of dust, so conditions are dry.
I think both of these activities can be extremely challenging. You need to have excellent control of your vehicle (boat or car) and to have really quick reactions to deal with very difficult conditions.

Homework Workbook page 27

www.frenglish.ru

Developing writing p41

Writing an opinion essay 1

Warmer

Book closed. Write these questions on the board: *How do you get to school every day? How long does it take? Does the journey take longer in the morning or in the afternoon? Do you do anything while you're going to school? (e.g. listen to music, go on social media, etc.)*
Students ask and answer in pairs.

Culture exchange

1 SPEAKING

- Write *school run* on the board and explain that it is a collocation. Ask students to try to remember any other travel collocations from the vocabulary in this unit (*carbon emissions*, *departure lounge*, *road sign*, *seat belt*, *steering wheel*, *traffic jam*, *waiting room*, *lost property*, *ticket inspector*, *travel update*).

2 SPEAKING

- Tell pairs that they first need to decide on their opinion, e.g. yes, no, or yes and no. Then they need to come up with a minimum of three reasons to justify their opinion.

3 Make clear that students only need to get a general understanding of the writer's opinion at this stage.

- After students answer the question, ask: *Did you list any of the same arguments in exercise 2 either for or against the idea? Do you disagree with any of the arguments here?*

4 SPEAKING

Possible answers

1 There are five paragraphs.
2 **Paragraph 1:** Function – introduce the topic and give your opinion
Paragraph 2: Function: Introduce first supporting argument; Topic – traffic jams and pollution
Paragraph 3: Function: Introduce second supporting argument; Topic – danger versus becoming independent
Paragraph 4: Function: Introduce second supporting argument; Topic – having a healthier lifestyle
Paragraph 5: Function – a short conclusion
3 The writer's idea is that cycling or walking to school helps students to be healthy. It is a completely new idea.

5 Before students do the task, explain that the multi-word phrases in the box are set expressions that serve a function and have no literal meaning.

Mixed ability

For less confident classes/students, write on the board two options for each gap.
a As far as I'm concerned/Furthermore
b On the other hand/To begin with
c I agree up to a point/Furthermore
d However/As far as I'm concerned
e I agree up to a point/On the other hand
f To sum up/On the other hand
g Lastly/However
h To sum up/Lastly
More confident students could do this as an open cloze first before looking at the words in box.

Answers

a As far as I'm concerned **b** To begin with **c** Furthermore
d However **e** I agree up to a point **f** On the other hand
g Lastly **h** To sum up

6

Answers

Expressing opinions: As far as I'm concerned, I agree up to a point
Adding opinions and putting them in order: To begin with, Furthermore, Lastly
Contrasting opinions: However, On the other hand
Concluding: To sum up

- Exam tip Elicit the following points that students should bear in mind when writing an opinion essay:
- In opinion essays, students don't need to present both sides of an argument. They can just give their own side of the argument.
- Students should introduce the topic and give their general opinion in the first paragraph; in the middle paragraphs, provide the arguments to support their opinion; include one argument in each paragraph; in the final paragraph, state their conclusion.
- A formal style should be used. Students should not use contractions.
- Students should use appropriate linkers and expressions (e.g. *To begin with, Furthermore, However, In my opinion, To sum up*).
- There are no right or wrong answers. The examiner wants to see that students can write and express themselves clearly and effectively.

Practice makes perfect

7a If necessary, elicit how many paragraphs the essay should have and what function or topic each paragraph should have.

- Remind students not to use contractions and to use some of the linkers and expressions in the Writing bank.
- In more capable classes, ask students to swap essays and to correct them. Encourage students to give each other feedback based on the Writing checklist and useful expressions used.

Homework Workbook page 28

www.frenglish.ru

3 DEPARTURE TIME

Test yourself p43

Grammar test

1

Answers

1 comes **2** 'll/will help **3** 'm/am going to do **4** are getting
5 will take **6** leaves

2

Answers

a 4 **b** 5 **c** 6 **d** 3 **e** 2 **f** 1

3

Answers

1 I can't go out at seven o'clock because I'll be doing/won't have done my homework then.
2 Correct
3 Correct
4 I can write a summary of the book tomorrow because I'll have read it by then.
5 At five o'clock next Saturday, I'll be playing basketball.
6 I can't give you my assignment tomorrow because I won't have finished it.
7 Correct
8 Correct

Vocabulary test

1

Possible answers

1 an area next to a railway track where passengers get onto and off trains
2 the people who work in a ship or aircraft
3 a machine that you travel in or on, e.g. a car
4 a situation in which something happens later or more slowly than expected
5 the place at an airport where people get on a plane
6 an occasion when someone takes you somewhere in their car, i.e. *give someone a lift*
7 time of the day when not many people want to travel so prices are lower
8 to send a vehicle or object (e.g. satellite) into space

2

Answers

1 *excursion*
2 *travel*
3 *voyage*
4 *journey*
5 *trip*

3

Answers

1 misunderstand **2** remake **3** incapable **4** overbooked
5 unnecessary **6** disobey **7** postgraduate

www.frenglish.ru

Vocabulary in context p44

Using a range of adjectives and idioms connected with personality

Warmer

Book closed. Play 'Last person standing'. The class stands up. Students in turn have five seconds to say an adjective to describe personality. If they can't think of one that hasn't been said, they sit down. The last person standing wins.

1 15

- Pre-teach or elicit the meaning of the adjectives in the box. Use the words in sentences to show the meanings, for example:
  broad-minded: Dan's parents are very broad-minded. He's dyed his hair green, but that isn't a problem for them.
  down-to-earth: Beth is very down-to-earth. She says what she thinks, and she doesn't think she's cool or very important.
  impetuous: Jack is very impetuous. He doesn't think before he acts.
  reserved: Abby is quite shy and reserved. She doesn't usually say or show how she feels or what she thinks.
  resourceful: Tom is very resourceful. When there's a difficult situation, he'll always find a solution.
- Before students do the task, make clear that they should only complete sections O, C and E at this stage.

Mixed ability

To help less confident students, write on the board the words needed for each text. Tell them one word won't be used in each set.
O *resourceful, broad-minded, down-to-earth;*
C *reserved, impetuous, laid back, outgoing;*
E *reserved, outgoing, resourceful*

Answers
a broad-minded **b** down-to-earth **c** resourceful **d** impetuous
e laid-back **f** outgoing **g** reserved

2 16

- Pre-teach or elicit the meaning of the adjectives in the box. As in exercise 1, use the words in sentences to show the meanings, for example:
  considerate: George is always very kind, and he thinks of other people. He's very considerate.
  resilient: When something bad happens to Ella, she always gets up again and stays positive. She's very resilient.
  tactful: Conor always says the right thing, and he never offends people. He's very tactful.
  untrustworthy: I would never lend Laura money or tell her a secret. She's really untrustworthy.
- Students complete A and N.

Answers
h tactful **i** considerate **j** selfish **k** untrustworthy
l self-confident **m** moody **n** insecure **o** resilient

3 SPEAKING 17

- Write the following headings on the board: *adjective, synonym, antonym.* Ask students to copy and complete the table in their notebook.
- Make clear that there may not be an exact opposite or similar adjective in exercises 1 and 2 for every word in the box. (There is no clear opposite or similar adjective for *energetic*.)

Possible answers
big-headed – behaving in a way that shows that you think you are very important or intelligent; the opposite of *modest*
cheerful – behaving in a happy, friendly way; the opposite of *moody* and *serious*
easy-going – calm and not easily upset; similar to *relaxed* and *laid-back*
energetic – very active and with a lot of energy; the opposite of relaxed
humble – not proud and not thinking that you are better than other people; similar to *modest* (the opposite of *big-headed* in this exercise)
introverted – tending to concentrate on your own thoughts and feelings; similar to *reserved* (and *shy* in this exercise) and the opposite of *extroverted* and *outgoing*
loud – used for describing a person who talks in a loud and confident way that annoys other people; the opposite of *quiet*
loyal – willing to support, work for or be a friend to someone, even in difficult times; the opposite of *untrustworthy*
narrow-minded – disliking or not interested in ideas or cultures different from your own; the opposite of *broad-minded*
sensitive – showing that you care about someone or something and do not want to cause offence; similar to *tactful* and *diplomatic* (NB *sensitive* can also mean *likely to become angry or upset easily*)
shy – nervous and embarrassed in the company of other people, especially people who you do not know; similar to *quiet* and *reserved* and the opposite of *talkative* and *outgoing*
sociable – a sociable person is friendly and enjoys being with other people; similar because sociable people are often *talkative* and *outgoing*; sometimes the opposite of *quiet*
tactless – someone who is tactless is not careful about the way that they speak or behave towards other people and so often upset them; the opposite of *tactful*

4 18

Answers
1 a party animal **2** a pain in the neck **3** a great laugh
4 a wallflower **5** a big mouth **6** a bright spark **7** a live wire
8 a social butterfly

Use it ... don't lose it!

5 SPEAKING

- Before they start speaking, give students time to write down three or four adjectives or idiomatic expressions for each profession. Encourage them to write as wide a range of adjectives and expressions as possible.
- Emphasise that students need to explain why the adjectives and expressions they have chosen go with each profession.

Homework Workbook page 30

www.frenglish.ru

Reading p45

Reading for gist, specific information; inferring the meaning of words from context

Warmer

Write the words *introverts* and *extroverts* on the board. Ask the class what the difference between introverted and extroverted people is. Elicit the adjectives *quiet*, *shy* and *reserved* to describe introverted people and *outgoing*, *sociable* and *energetic* to describe extroverts. Tell the class that they're now going to do a short questionnaire to see how introverted or extroverted they are.

1 SPEAKING

- After students do the task, as an open class discussion, ask several students for their thoughts on the personality test and the reasons for their opinion.

Answers

Student's own answers.

2 Before students do the task, ask them where they are more likely to find the answers (in the first and last paragraphs).

Possible answer

Susan Cain's book *Quiet Power* and the importance of knowing that it is ok to be introverted and that introverted people add value to a team.

3 19

- Ask the class to carefully read the first question only. They should then read the text quickly until they come to the section that deals with the information in this question. Once they have answered question 1, they should use the same procedure with question 2, and so on.
- Remind students to concentrate on the ideas in the question and the text. They shouldn't just try to match individual words in the question and the text.

Answers

1 a incorrect – ... *What's so special about that?, you're wondering.* (paragraph 1)
b incorrect – There is nothing in the text to suggest this.
c **correct** – *So, I thought I'd share some of the ideas I learned.* (paragraph 1)

2 a incorrect – There is nothing in the text to suggest this.
b incorrect – ... *some of the most creative people in history* ... (paragraph 3)
c **correct** – ... *we should all be trying to be the life and soul of the party.* ... (paragraph 3)

3 a incorrect – There is nothing in the text to suggest this.
b **correct** – ... *the talents of the quieter members of the group are taken less seriously* ... (paragraph 4)
c incorrect – There is nothing in the text to suggest this.

4 a **correct** – ... *that doesn't mean that you can't do things like stand up and give a presentation* ... (paragraph 5)
b incorrect – There is nothing in the text to suggest this.
c incorrect – There is nothing in the text to suggest this.

Fast finishers

Tell students to look again at the personality quiz on page 149. Ask them to write three more sentences beginning that show if someone is an introvert or extrovert. They can then read some of their sentences to the class once the answers for exercise 3 have been checked.

4 Students can do this task in pairs to help each other to work out the meaning from the context.

Possible answers

relate to – able to understand a situation or the way that someone feels and thinks
countless – very many, especially more than you think is reasonable
the life and soul of – very lively and entertaining on social occasions
bring to the table – raise for discussion
see the bigger picture – see a whole or complete situation, including all the things that it affects, not just one part of it
rise to the occasion – deal successfully with a problem or situation that is especially difficult
take centre stage – be in a position in which someone or something is attracting a lot of interest or attention
in the spotlight – a situation in which you get a lot of public attention

5 Critical thinkers

- Before students do the task, ask them to think about some rich, famous or powerful people. Do they seem more like introverts or extroverts?
- Remind students that the objective is to justify their opinion and give suitable examples.

Possible answers

I think that a lot of what the blog post discusses is true and fair. For example, it's true that society pays more attention to extroverts but that it's OK to be introverted. However, the blog post makes lots of generalizations about the skills and qualities that introverts and extroverts have or don't have that aren't necessarily true for everyone. I also don't think it's fair to categorise people as either introverts or extroverts as most people are often a mix of of the two depending on the situation.

Flipped classroom

You may want to ask students to watch the Flipped classroom video for Unit 4 as homework, in preparation for the grammar lesson.

Homework Workbook page 31

www.frenglish.ru

Grammar in context 1 p46

Using comparatives, superlatives and other ways of making comparisons

Warmer

Tell the class you're going to describe a country, and they have to guess which one it is:

It is smaller than the US but bigger than India. It's got one of the largest deserts in the world and one of the longest coasts. It's probably got some of the best beaches, too. And it's got some of the most dangerous animals! Only two countries reach further south than it – Chile and Argentina. It's the biggest island in the world. Perhaps its most famous animal is the kangaroo.

Tell the class to listen again and to write down all the comparative and superlative forms they hear.

Answers

Australia

smaller, bigger, largest, longest, best, most dangerous, further, biggest, most famous

1 If you didn't set the Flipped classroom video for homework, watch the video in class before working through the activities.

- Before students do the task, ask them to read the sentences in pairs to identify which sentences contain comparative adjectives and which ones contain superlative adjectives.

Answers

a **Sentence 1:** short adjective; add *-er*
Sentence 2: short adjective ending in consonant-vowel-consonant; double final consonant and add *-er*
Sentence 3: short adjective ending in *-y*; drop final *-y* and add *-ier*
Sentence 4: long adjective; add *more* before adjective

b worse, farther/further

c **Short adjectives:** *the* + adjective + *-est*
short adjective ending in consonant-vowel-consonant; double final consonant and add *-est*
short adjective ending in *-y*; drop final *-y* and add *-iest*
Long adjectives: *the* + *most* + adjective

d **Comparative adverbs:** Add *more* before the adverb.
Superlative adverbs: Add *the most* before the adverb (usually).

e **hard:** harder, (the) hardest
early: earlier, (the) earliest
late: later, (the) latest
long: longer, (the) longest
soon: sooner, (the) soonest
good/well: better, (the) best
bad/badly: worse, (the) worst
far: farther/further, (the) farthest/furthest

f **Big difference:** far, a lot, much, significantly, way (informal)
Small difference: a bit, a little, slightly

2 Students can work in pairs, helping each other find and correct the mistakes.

Answers

1 I'm going to try harder to listen to others in group discussions.
2 Einstein was one of the most famous introverts in the world of science.
3 Mexico is slightly bigger than Indonesia.
4 She's the friendliest person in this class.
5 I think Jack is more laid-back than Sam.
6 She's the moodiest person I know.
7 Try to do the exercise more quickly.
8 You need to get here much sooner.
9 She did far better than me in the test.
10 Poland is further from England than Germany.

3

Answers

a the most unusual **b** funnier **c** better **d** more quickly
e longer **f** more closely **g** happier **h** the most/more cheerful
i harder **j** further **k** the happiest **l** more dynamically
m faster **n** more colourful **o** firmer **p** more positive **q** easier

Fast finishers

While the students are doing the task, write or project these questions on the board:

1 *Who's the happiest or most cheerful person you know?*
2 *How do they show they're happy?*
3 *What behaviour of theirs could you copy to make yourself feel happier?*

After checking answers with the class, ask some fast finishers for their answers to the questions on the board.

In more capable classes, have a class discussion on the topic of: Do you think you can make yourself feel happier by imitating the behaviour of happy people?

4 SPEAKING

- Tell students that they can only choose one person for each description and both of the students in each pair must agree.

Mixed ability

To simplify the activity, ask less confident students to answer the first four questions first.

To make the activity more challenging, tell the more confident students to write a reason to explain their choice for each question.

5 SPEAKING

- Ask the pairs from exercise 4 to join with another pair for this task. Each group decides on a name for each category.
- After students guess the name for the first description, ask the named student if they agree with this answer and why. Repeat this step with each of the descriptions.

www.frenglish.ru

6 Books closed. Explain that students have just looked at how to use comparatives and superlatives to make comparisons. Ask: *Can you think of other constructions with adjectives and adverbs that we can use to compare things?* Write on the board: *as* and *less* as prompts.

Answers
a We use *as … as* to say two things are the same.
b We use *not as … as, not so … as* or *less … than* to say that the second person or thing is more … than the first one.

7 With less confident classes, do the first question with the whole class to help students understand how to do the activity.

Answers
1 further/farther you run, the healthier **2** older you are/get, the easier **3** further/farther and further/farther away **4** so well as **5** are not/aren't as/so good as

8 Do this as a whole-class activity. The person who answers should also explain what the expression means or when it can be used.

- After checking answers, suggest that students learn these common expressions by heart.

Answers
1 never – This expression can be used when someone arrives late or does something later than they should have done; it's often used sarcastically.
2 done – It's easier to say you should do something difficult (e.g. to stop worrying) than to do it.
3 better – Used when we think something should be done as quickly or as early as possible.
4 safe – It's better to take precautions than to have problems later because you didn't take them.
5 merrier – The more people involved, the better an event will be.
6 worse – This situation was already bad and now it's getting even worse.

Use it … don't lose it!

9 SPEAKING

- Students write their mini-dialogues in pairs. Then, ask for volunteers to perform their dialogues for the class. Encourage the use of suitable intonation in the performances.

Homework Workbook page 32

Developing vocabulary p47

Using a variety of noun suffixes

Warmer

Write on the board: *teacher*, *musician*, *biologist*. Ask in each case what the root word is and what the suffix is. Then elicit other examples from students.
Elicit if students know any other noun suffixes.

Answers
Root words: *teach*, *music*, *biology*; **Suffixes:** *-er*, *-ian*, *-ist*; **Other examples:** driver, librarian chemist; **Other noun suffixes:** *-ment*, *-ion*, *-ence*, *-ness*, *-ship*, *-dom*

1 When you have checked the answers, ask the students to underline the word stress in each noun. You then say one and students check (*inventor*, *leader*, *psychologist*, *assistant*, *historian*).

Answers
leader, psychologist, assistant, historian

2 Before doing the task, discuss with the class what *an abstract noun* means (*a noun describing a feeling or an idea, e.g. hunger*) and contrast it with *a concrete noun* (*a noun describing something that physically exists, e.g. food*).

Mixed ability

For less confident classes, before students do the exercise, teach or elicit some common suffixes for abstract nouns, with examples (e.g. conversation, kindness, contentment, creativity). More confident students can add any other nouns they know to the list.

Answers
shyness, freedom, preference, appearance, involvement, connection/connector, relative/relation/relationship

3 Ask less confident students to look at exercises 1 and 2 to make a list of suffixes. Remind them that they can see a list of the prefixes from Unit 3 on Student's Book page 42.

- Exam tip Explain that this is a word formation task.
- Students should read the text once quickly to get the general meaning.
- Students should look at the words just before and after each gap. These can help them to decide what type of word is required. Usually, to change the grammatical category (function) of the word, we will need a suffix, for example, *-ion* to make a noun, *-ly* to make an adverb, etc. To change the meaning of the word, we will need a prefix, for example, *im-* or *un-* to make the word negative, etc.
- Remind students that they may need to change the spelling of the word. For example, to change the word *strong* to its noun form, *strength*. Also, they should look carefully to decide if the word needs to be in the plural form.
- Finally, students should read the completed sentence and check that their answer makes sense.

Answers
a boredom **b** distractions **c** disappearance **d** relaxation **e** researchers **f** concentration **g** writer **h** inactive **i** creativity **j** scientists **k** musicians **l** freedom **m** laziness **n** depression

Language notes

Many suffixes are pronounced with a schwa sound /ə/: *inventor*, *leader*, *assistant*, *historian*, *shyness*, *freedom*, *preference*, *appearance*, *involvement*, *connection*

Use it … don't lose it!

4 SPEAKING

- To help focus the discussion, write these questions on the board: *Do you think being bored is good for us? Does it help us to relax or be more creative? Or do you think being bored makes us lazy or even depressed?*

Homework Workbook page 33

www.frenglish.ru

GREAT LEARNERS GREAT THINKERS p48

Thinking about regional and national personalities and stereotypes

Warmer

Ask students if they can remember what *The big five personality categories* are. If not, tell them to look at the text on page 44 of the Student's Book. Write the answers on the board (*Openness to experience, Conscientiousness, Extroversion, Agreeableness, Neuroticism*).

Books closed. Give students the five descriptions below. Tell them to match each description to a personality category on the board.

You are outgoing. (*extroversion*)

You often feel stressed and worried. (*neuroticism*)

You like to try new things. (*openness to experience*)

You care about others and are tactful. (*agreeableness*)

You control your impulses and are good at dealing with difficult situations. (*conscientiousness*)

1 SPEAKING

- Students discuss and write down their opinions about people from each country.
- When the pairs tell the class their ideas, encourage them to give reasons for their opinions. Ask if the rest of the class agree or disagree, and, again, elicit reasons for their opinions.

2 VIDEO

- Make it clear that students will have to write down the answers while they are watching the video.

Answers

Scotland: a bit introverted, very agreeable, friendly; **Wales:** a bit more neurotic, way more open; **England (in cities like Cambridge):** open to new ideas, not very friendly

3 VIDEO

- Before students watch again, pre-teach or elicit the meaning of *over the ages* (*during a very long period*) and *accurate* (*precise/correct*), both of which are heard in the video.

Answers

1 old **2** on the Internet **3** Both are correct **4** other factors **5** prove **6** agrees **7** don't immediately trust **8** prove regional differences

4 Ask students to name five countries. Then ask the class to say what the people are like in those countries. After brainstorming as a class, ask students to categorise if they think each idea is a fact or if it is a stereotype.

- In order to focus students' answers, you can write or project these three questions on the board while they are reading the text:

  Do we have stereotypes about people from a lot of different countries?

  Do people from different countries actually have different personalities?

  Does the real personality of people from different countries correspond to the stereotypes we have about them?

Possible answers

It says that national stereotypes are common. Also, research shows that people from different countries do indeed have different personalities. However, the stereotypes we have about people from different countries are often incorrect.

GREAT THINKERS

5 The *Colour-Symbol-Image* thinking routine helps students to represent ideas in a range of non-verbal forms. This can improve students' comprehension and ability to reflect on ideas, particularly if they think visually.

- Students work through the first three stages individually. Emphasise that there are no right or wrong answers here; the choice of colours, symbols and images will be personal for each student. Point out that they need to write some brief notes explaining what each one means for them.
- When students discuss their answers in stage 4, emphasise that they should not criticise each other's choices or artistic ability. Instead, they should show interest in the visual representations of the rest of the group and behave in a supportive and non-judgemental way.
- At the end of the group discussion, invite groups to show and explain some of their images to the rest of the class.
- Finally, ask the class: *How useful do you think the Colour-Symbol-Image thinking routine is? Do you think you might use all or part of it in the future? How?*

6 SPEAKING

- When students discuss the three questions, encourage them to use the language in the 'Expressing opinions' section in the Writing bank in Unit 3, on page 41 of the Student's Book.
- After the group discussion, elicit opinions about the questions from various groups. Encourage them to give reasons for their answers.

GREAT LEARNERS SEL

- Allow students some time to think about how to answer this question and to write down reasons and examples to support their thoughts.
- Do this as an open-class discussion. You might also ask the class: *Where do we get our stereotypes from? Our parents? Our friends? The media?*

LEARNER PROFILE

- Direct students to the Learner profile on page 142. Explain that students should grade themselves from 1 to 5 for how open-minded they think they are towards other people.
- As a possible follow-up activity, students work in small groups and talk about an open-minded person that they know.

Listening p50

Listening for specific information

Warmer

Tell students to look at the list of personality adjectives on page 54. Ask them to decide individually which five of the adjectives are most important for someone who wants to be a painter/artist. Students then discuss and explain their choices in pairs.

Possible answers

creative – allows them to invent or paint; curious – they can find inspiration anywhere; imaginative – this allows an artist to create/paint things that don't exist and be creative; resilient – allows an artist to recover quickly from criticism; sensitive – this permits them to understand feelings

1 SPEAKING

- To encourage discussion, draw a mind map on the board with *Leonardo* written in the centre and four lines pointing to the words: *Who? When? Where?* and *Famous works?*

Possible answer

You can see a book showing the bones in a hand and arm. There are notes in between the illustrations. It could be one of Leonardo da Vinci's books.

Culture notes

Leonardo da Vinci (1452–1519) was born in Italy. He was an artist, engineer, inventor and architect. His most famous paintings are *The Mona Lisa* and *The Last Supper.* He studied human anatomy, e.g. his drawing *Vitruvian Man*, and designed inventions, such as the flying machine.

2 20

- Pre-teach or elicit the meaning of *masterpiece.*

Answers

1 False – They mention the *Mona Lisa* but don't discuss it in detail.
2 False – not mentioned
3 True – *Leonardo was able to write backwards, from right to left. It's called mirror script because you need a mirror to be able to read the words the right way.*
4 False – not mentioned
5 False – not mentioned
6 True – *He covered more than seven thousand pages.*

3 20

- Tell students to make notes on the answers as they listen.
- After students listen, they work in pairs to compare their notes and write full sentences.

Answers

1 They were the things that he wanted to do, investigate or learn.
2 One of the following: calculate the size of Milan and its suburbs, describe the jaw of a crocodile, construct glasses to see the Moon larger, discover how a fish in the water can be faster than a bird in the sky
3 He was able to write from right to left (*mirror script*).
4 Because paper was expensive.
5 Scientists at Stanford are using his drawings of birds' wings to answer some of Leonardo's questions about flight.
6 He didn't see them as being separate.

4 Critical thinkers

- Write on the board a list of areas students can consider: *paintings*, pictures of human anatomy, pictures of flying machines, ideas for robots, ideas for helicopters.

Possible answer

For me, the most impressive thing that da Vinci did was to write using mirror script because I think that would be really difficult to do, especially when you see how clear the handwriting is in his notebook.

Homework Workbook page 33

Grammar in context 2 p50

Using articles; expressing ability in the past, present and future

Warmer

Write these film titles on the board: *Star Wars: New Hope*, *Lion King*, *Captain Marvel.*
Ask the class if *a* or *the* are missing in any of the film titles. Students then prepare their own article quiz for a partner.

Answer

Star Wars: *A New Hope*, *The Lion King*, *Captain Marvel* (no article)

1 Read sentences 1–6 out loud. After each sentence, ask a question about how articles are used in it. For example, after sentence 1, ask: *Why do we use the and not a?* (*We always use* the *before superlative adjectives.*)

- Students do the task in pairs.

Answers

a a/an, 3 **b** the, 4 **c** no article, 6 **d** no article, 2 **e** the, 5 **f** the, 1

Culture exchange

2 Before doing the task, ask students if they know who Isaac Newton was and what *alchemy* is. (*Alchemy is the practice of trying to change metals into gold. It isn't possible.*)

- When checking answers, elicit why each answer is the correct one by matching them with rules in exercise 1.

Answers

a a (Rule a) **b** the (Rule f) **c** a (Rule a) **d** the (Rule e) **e** – (Rule c) **f** the (Rule e) **g** an (Rule a) **h** a (Rule a) **i** – (Rule d) **j** a (Rule a) **k** an (Rule a) **l** a (Rule a) **m** a (Rule a) **n** – (Rule d) **o** a (Rule a) **p** a (Rule a) **q** the (Rule e)

Fast finishers

While students are doing the exercise, write or project these questions on the board:

1 *What subjects did Newton do research in?*
2 *What did Newton's* Principia *do?*
3 *According to one story, how did Newton discover the idea of gravity?*
4 *What is now at the National Library in London?*

Ask Fast finishers to answer the questions.

www.frenglish.ru

Possible answers

1 mathematics, astronomy and physics
2 It provided a new mathematical description of the universe.
3 After he saw an apple fall from a tree.
4 a statue of Newton

3 Ask students which modal verbs can be used to talk about ability in the present and past (*can/can't* and *could/couldn't*). Ask if students know any other structures to talk about ability.

- Then, ask student to read sentences 1–8 out loud to see if their ideas were included before doing the task.

Answers

a can; sentence 6 **b** will be able to; sentence 2 **c** to be able to, being able to; sentences 7 and 1 **d** could; sentence 4
e was/were able to, managed to, succeeded in; sentence 5
f couldn't; sentence 3 **g** could; sentence 8

Language notes

Explain to students that we use *were able to/managed to/succeeded in* to refer to one specific occasion in the past, e.g. *The other team was very good, but we were able to win*.
Point out that the verb after *succeeded in* is a gerund: We succeeded in scoring a goal.
Tell students that *could* can be used to refer to one specific occasion in the past when it is followed by a verb of the senses: *When I came into the kitchen, I could/was able to smell burning.*

4 When checking answers, elicit why each answer is correct and which rule from exercise 3 applies.

Answers

1 was able to – one specific occasion in the past, (Rule e)
2 managed – one specific occasion in the past and *succeeded* isn't followed by *to* + infinitive, (Rule e)
3 be able to – infinitive, (Rule c)
4 was able to – one specific occasion in the past, (Rule e)
5 couldn't – negative form for one special occasion in the past, (Rule f)
6 will be able to – ability in the future, (Rule b)
7 managed to – one specific occasion in the past, (Rule e)
8 could swim – general ability in the past, (Rule d)
9 couldn't read – general ability in the past, (Rule f)

5 Before students do the task, make clear that they should use only one word in each gap. If appropriate for the class, students can work in pairs.

Answers

a could **b** able **c** to **d** can **e** in **f** couldn't **g** was
h be **i** will

Mixed ability

While students do the task, write or project the following questions on the board:
1 How many people could Belzoni carry?
2 What two jobs did Belzoni have in Egypt?
3 Where can you see The Younger Memnon *today?*
4 What did Belzoni have to do to find the temple at Abu Simbel?
5 What can you see today inside the Pyramid of Khafre?

Ask more confident students to try to answer the questions without looking at the text.
Less confident students can keep their books open and refer to the text.

Answers

1 12 **2** archaeologist and explorer **3** in the British Museum
4 clear away a mountain of sand **5** Belzoni's graffiti in Italian celebrating his discovery

Culture notes

In 1803, Belzoni went to England, where he hoped to find work as a hydraulic engineer. To support himself in the meantime, he worked as a strongman. In 1815, Belzoni made a proposal to the ruler of Egypt for a hydraulic engine. His proposal was not accepted. However, Belzoni was later given permission to transport a 2.7-metre statue. *The Younger Memnon* is an Ancient Egyptian statue depicting Pharaoh Ramesses II. Using Belzoni's hydraulics and engineering skills, hundreds of workmen pulled the statue on rollers by ropes to the bank of the Nile. Napoleon's soldiers had tried to remove the statue almost 20 years earlier, but they didn't have the skills to do so.

Use it ... don't lose it!

7 SPEAKING

- When students finish sharing their sentences, say: *Continue working in pairs, with your books closed. Tell your partner what you can remember about what they said.*

Homework Workbook page 34

www.frenglish.ru

Developing speaking p52

Giving presentations 1

Warmer

In groups of three, ask students to list some reasons why people become famous (play sports, social media stars, acting). Ask them if they think that all of the reasons they have given are good reasons for being famous.
Then, say: *Discuss who the three most famous people in your country's history are, and why.*
Get feedback from the different groups, encouraging them to justify their choices.

1 SPEAKING

- Tell students to brainstorm answers for the question as well as guessing where the people were from and when they lived.
- For possible answers, see the Culture notes.

Culture notes

Rosa Parks (1913–2005) was a US civil rights activist. She resisted racial segregation in Montgomery, Alabama, and refused to give up her bus seat to a white passenger when ordered to do so by the bus driver. She was arrested for civil disobedience, and her acts of defiance led to her becoming an important figure in the civil rights movement.
Alexander Fleming (1881–1955) was a Scottish scientist whose best-known discoveries include penicillin and an enzyme. He discovered penicillin, the world's first generally effective antibiotic, in 1928, and won the Nobel Prize® in Physiology or Medicine in 1945.
Amelia Earhart (1897–1937) was an American pilot and author. She was the first female pilot to fly solo across the Atlantic Ocean. She wrote several books describing her experiences and helped to set up the Ninety-Nines: International Organization of Women Pilots.
William Shakespeare (died 1616) was an English poet and playwright, considered by many to be the greatest writer in the English language. He is thought to have written 39 plays in his lifetime, which have been translated into many languages.

2 SPEAKING

- Give students a few moments to think about this on their own before asking them to compare ideas with a partner. Tell students that they can use some of the ideas they discussed in the Warmer.

3 21

Answer

1 He chose Rosa Parks because she brought about a positive change in society by standing up for the rights of black people.

4 21

- After checking answers, ask why it's important to use sequencing expressions to structure an argument or events in a presentation, for example, *first of all, furthermore*, etc. (*If students don't use expressions like this, their presentations may be difficult to follow.*)

Answers

I'd like to begin by saying ..., I'm going to talk about ..., First of all, Furthermore, It's important to remember that ..., Finally, The point I'm trying to make is ..., In short,

Language note

Explain that it's important to use lively intonation in a presentation to show that you're interested in the topic and to keep your audience interested. Model some of the expressions in the Speaking bank with lively intonation. Then say the same expressions in a dull, boring tone so students can hear the difference.

- Students practise in pairs saying some of the Speaking bank expressions with lively intonation.

5b To help students structure their presentation, write or project the following on the board:
Short introduction: Who are you going to speak about and why?
Long middle section: What did the person do and how did they achieve this?
Short conclusion: Why was the person important?

Practice makes perfect

6a SPEAKING

- If there is time, have each student give their presentation in front of the class as this will make giving a presentation to an examiner seem easier. Alternatively, arrange the students into groups of three of four.
- Encourage students to ask question after each presentation.

6a SPEAKING

- Encourage students to give constructive feedback. In particular, they should give specific advice about how their partner could improve (e.g. look at the audience more, speak more slowly).
- Exam tip In this type of speaking task, students have to talk about a topic which could be a question, a title, a text or a photo. There is usually a fixed amount of time to prepare the presentation and to speak.
- Make notes on the topic. Students should try to structure their notes with, for example, an introduction, a main body and a conclusion.
- Students shouldn't look at their notes all the time while speaking. They should look at their audience.
- Students should use intonation to show that they find the topic interesting and to make the audience interested in what they are saying.
- It's important not to speak too fast. If they speak too quickly, people will not be able to follow them.
- When students don't know a word, they should explain it or use a simpler word.
- Students shouldn't worry if they make a mistake. If it's easy to correct the mistake, do so. If not, just continue.
- Students should try to speak for exactly the right amount of time. The more they practise, the easier this will become.

Homework Workbook page 35

www.frenglish.ru

Developing writing p53

Writing an article 1

Warmer

Ask the class if they have ever seen or met a sportsperson, TV personality, singer or someone who is known for helping others. Elicit who they saw/met, what happened and how they felt afterwards. Ask: *did you get a selfie?* Then, allow the rest of the class to ask questions about the event before the next student tells their story.

1 SPEAKING

- Before students do the task, emphasise that they need to discuss who to invite and justify their reasons.
- Encourage them to use the phrases for expressing opinions in the Writing bank in Unit 3, on page 41 of the Student's Book.

2 Before students do the task, focus attention on the photo of Jürgen Klopp. Ask the class who *Jürgen Klopp* is (*a professional football team manager from Germany*) and what they know about him.

- Check the meaning of *he's a live wire* (*he's has lots of energy and is interesting to be with*). Students read the article quickly. Then discuss the question with the class.

Mixed ability

Put students into mixed-ability pairs and ask them to find all the reasons for inviting Jürgen Klopp to the student's school (He's famous for being great fun, as well as being fantastic at motivating and inspiring other and great at building people's self-confidence, he's a great example of fair play and respect and he gives away 1% of his salary) and to rank them from the best reason to the worst reason.

3

Answers
1 D **2** A **3** B **4** C

4 With books closed, brainstorm with the class how we can involve the reader when writing an article. Write any useful ideas on the board.

- Read together the list of techniques in the Writing bank for involving the reader before students do the task.

Possible answers
The student in 2 uses all of the techniques.
you, your, we, our: e.g. *Whether you like football or not …*
direct questions: e.g. *Have you ever heard of the football manager Jürgen Klopp?*
expressions that make a connection with the reader: e.g. *Just imagine how somebody like that could inspire all of us …*
colourful, descriptive language: e.g. *Klopp is a very cheerful, friendly, outgoing person …; He's very knowledgeable …; he's absolutely brilliant …*
expressions to make your opinion clear: e.g. *Let me explain why.*

Language notes

Remind students that strong adjectives do not usually take *very* and that they need special intensifiers, e.g. absolutely (brilliant).

Extra activity

Write the adjectives below on the board. Ask students if they are *normal* or *extreme adjectives.*
good, brilliant, fantastic, awesome, interesting, boring, fascinating, bad, awful, terrible
Now write the adverbs below on the board. Ask the class which adverbs modify normal adjectives and which modify extreme adjectives.
totally, very, absolutely, rather, completely, extremely, really

Answers
Normal adjectives: *good, interesting, boring, bad*
Extreme adjectives: *brilliant, fantastic, awesome, fascinating, awful, terrible*
Adverbs to modify normal adjectives: *very, rather, extremely, really*
Adverbs to modify extreme adjectives: *totally, absolutely, completely, really*

Practice makes perfect

5a Before students do the task, tell them to plan their essay by writing the topic of each paragraph and the ideas they want to include in their essay beside each one.

5c Students work in small groups to do the task.

- Ask each group who their favourite guest is and write the names on the board. Then have the class vote on who the best guest would be.

Homework Workbook page 36

www.frenglish.ru

4 OUR STRENGTHS

Test yourself p55

Grammar test

1

Answers

1 as hard 2 than 3 the hotter it gets 4 faster 5 as 6 most 7 earlier 8 carefully

2

Answers

1 I met a friend yesterday in the city centre.
2 The most important thing in life is having friends.
3 Experts say the government is having problems.
4 I like listening to actors and the things they say about life in Hollywood.

3

Answers

1 Yesterday the firefighters managed to rescue five people from a burning house.
2 They succeeded in climbing the mountain.
3 I can speak English.
4 I've got tickets, so I'll be able to see the match next week.
5 I had to go through the window because I couldn't open the door.
6 I'd really like to be able to play a musical instrument.
7 Yesterday I was able to buy/managed to buy/succeeded in buying/ couldn't buy tickets for the concert!

Vocabulary test

1

Possible answers

1 big-headed 2 extroverted/sociable/outgoing 3 untrustworthy 4 narrow-minded 5 insecure 6 quiet 7 tactless

2

Answers

1 pain 2 laugh 3 animal 4 mouth 5 spark

3

Answers

1 musician 2 improvement 3 confidence 4 education 5 darkness 6 creator 7 electrician 8 laziness

www.frenglish.ru

Reading

1 SPEAKING

Answers

I haven't flown to Italy for/in over a year.

1 I, to Italy, over a year

2 The subject and predicate

2

Answers

1 not as/so cold as

2 such a lovely beach

3 are better at science than

4 learning

5 disobey

Speaking

4 SPEAKING

- Before students do the task, remind them that they have learnt the grammar for comparing in Unit 4 and that they learnt to compare two photos in Unit 3. Elicit language for comparing two photos. Write any helpful suggestions on the board and add your own if necessary. Possible ideas:
  comparative adjectives + than
  (not) as ... as
  less ... than
  Photo A shows ... whereas/while photo B shows ...
  ... on the one hand, ... on the other hand
- Then, elicit possible expressions for giving and justifying opinions and justifying. For example:
  Giving opinions: *I think/In my opinion,/It seems to me that*
  Justifying opinions: *This is because ..., The reason I say this is ...*
- If you wish, go to page 145 to continue working through the Exam success section for these two units.
- See the Exam Trainer, Workbook pages 95, 102 and 103 for more information and practice of these First for Schools tasks.

A genius from your country

1 SPEAKING

- If students are having problems remembering much about the Culture exchange text, write the following prompts on the board: *astronomer*, *mathematician*, *the Principia*, *story about the apple*, *mercury.*
- Get feedback after students have discussed in groups.

2 SPEAKING

- While students read the Project task, write on the board: *Who are you doing your project for? What is the aim of the project? Who are you going to do your project about?*
- Organise the class into groups of three or four. Try to ensure students work in different groups from the previous Collaborative project.
- After students read the Research areas, ask them to discuss, in their groups, some possible geniuses they could choose. When they have a shortlist of candidates, they can vote on which person to investigate.
- Elicit that to make this decision groups should consider the content of their project, who the project is for and the skills the people in their group have.

3 Ask individuals to read aloud the tips and discuss them with the class.

- After reading the Digital skills section, ask the class to discuss in their groups: What kind of websites do you think you will need to use in your project?
- After reading the Collaboration section, ask groups to discuss: What is the difference between constructive and negative criticism? How are you going to ensure that people give feedback on other people's work in a constructive way? Then ask the groups to share their ideas.
- After reading the Intercultural awareness section, ask the class: *Is it a problem if the person you choose is not very well known in other countries?*

4 SPEAKING

- Establish a final deadline for the projects. Emphasise that students need to carefully plan the different stages of doing their project so that it is ready on time.
- When students present their projects, allow those groups who have chosen to do a presentation more time to speak and to show any visuals they have prepared.

- Connect with teachers and students in other countries and encourage students to present their projects to each other.

Vocabulary in context p58

Using vocabulary and idioms connected with spending and saving money

Warmer

Books closed. Tell the students that in this unit they'll be looking at the world of money. Write these countries on the board: *Ireland*, *US*, *Scotland*, *Finland*, *Japan*, *Switzerland*, *Mexico*, *the Vatican City*.

Students work in pairs to decide which currency is used in each country. As soon as a pair has all the answers, they should put up their hands.

Answers

Ireland – euro, US – dollar, Scotland – pound, Finland – euro, Japan – yen, Switzerland – (Swiss) franc, Mexico – peso, the Vatican City – euro

1 SPEAKING

- Ask pairs to write down all the shops they can think of. After two minutes, ask: *Who's got more than ten shops? Who's got more than fifteen?*, etc. The pair with the most shops reads out their list. The other pairs tick off any shop that they have on their lists. Elicit if other pairs had any shops that weren't on the winning pair's list.

2 SPEAKING 22

- Before students do the task, go through the words in the box together. Elicit what each item means or explain when necessary.
- Drill pronunciation of *receipt* /rɪˈsiːt/, drawing attention to the silent *p*.

Language notes

ATM stands for *Automated Teller Machine*. (*Teller is an American English word for someone in a bank who deals directly with customers.*)

The word *cashpoint* or *cash machine* is more commonly used in the UK. The term *ATM* is more common in the US.

The word *bill* in American English means a (bank)note, for example, *a dollar bill.*

In American English, the bill in a restaurant is often called *the check*. So, you can say, *I'll pay the check.*

Culture exchange 23

3 Before students do the task, go through the words in the box together. Elicit what each item means or explain when necessary.

- It might be worth pointing out that in American English, the word for *the money that parents give their children on a regular basis* is *allowance*. In British English, *pocket money* is usually used.

Mixed ability

In less confident classes, tell students which words are needed for a–f and g–n in jumbled order.

In more confident classes, ask students to cover the words and do the task as an open cloze test before uncovering and checking their answers.

Answers

a spending habits **b** spend, on **c** afford **d** purchases **e** Value **f** allowance **g** cash **h** payments **i** swipe **j** coins **k** get into debt **l** account **m** tax **n** budget

Fast finishers

While students do the task, write on the board: *2,600*, *19*, *32*, *34*, *33*.

Ask fast finishers to find what these numbers refer to in the text.

Answers

Teenagers in the US spend on average $2,600 a year on food and clothes.
Nineteen percent of the money spent by US teenagers is on clothes.
Thirty-two percent of US teenagers get an allowance for doing chores.
The biggest financial worry of 34% of US teenagers is to get into debt.
Only 33% of US teens have ever calculated a financial budget.

4 SPEAKING

- After students do the task, extend the discussion by asking for a show of hands to find out how they get their money (gifts, an allowance/pocket money or a job/other) and discuss which one is the easiest/most difficult/most reliable.

5 In more confident classes, ask students to say why they think these expressions are used.

Possible answers

1 find something which is good value for money and buy it before anyone else (buy something really quickly, like the quick bite of a crocodile)
2 be very expensive (losing your arm and leg would be a very high price to pay for something)
3 spent a lot of money (*fortune* – a large amount of money)
4 spend money economically when you do not have much (if you don't have money to buy food, you lose weight and you need a belt to keep your trousers up – it is better not to spend before that happens)
5 wastes money (your money is gone somewhere and you don't have anything from it)

Use it ... don't lose it!

6 SPEAKING

- Remind students to give examples or explanations when they answer instead of just replying *Yes* or *No*.
- After students do the task, allow individuals to ask you the questions.

Homework Workbook page 40

www.frenglish.ru

Reading p59

Predicting content, reading for specific information; inferring the meaning of words from context

Warmer

Books closed. Revise the idioms about money from the vocabulary section. Say the idioms without the verb. Students tell you what the missing verb is and the meaning of the expression.

Expressions: *(snap) up a bargain, (cost) an arm and a leg, (spend) a fortune, (tighten) your belt, (throw) money down the drain*

2

Possible answers

Photo 1: It shows a cashless shop in Sweden, where they plan to stop using cash completely in a few years.
Photo 2: It shows a man in the 17th century. They are cutting his beard off because he refuses to pay a tax on it.

3 24

- Before students do the task, emphasise that they should pay particular attention to the question word or words in each question (e.g. *Why* in question 1, *How* in question 2).

Answers

1 Because it was the first country in Europe to adopt banknotes
2 Anyone over seven is allowed to have a debit card.
3 It is a mobile payment platform/application created by the six biggest banks in Sweden to make electronic payments easier.
4 Because you usually can pay electronically using Swish® (*The application, called Swish, is so widely used now that people generally don't have to carry cash and needn't worry about having the correct change.*)
5 **Advantages:** there are fewer bank robberies, no thefts near cashpoints; staff in shops and restaurants feel safer not having to protect cash.
Disadvantages: if your phone battery runs out, you might not be able to pay for things; hackers can steal your money; companies find out about your spending habits; it's easier to spend more when you don't count physical money.
6 Tax on money you earn and tax on things you buy.
7 He implemented it so people would adopt a Western style and to force people to show loyalty to him. He introduced a copper coin that proved someone had paid the tax to have a beard.
8 It encouraged rich people to grow their beard longer to show their status because you had to pay more for longer beards.
9 Bricking up fireplaces to hide them, building houses with fewer windows, using bigger bricks for building
10 In the UK, a television licence is a tax you pay when you have a TV. It is used to finance the BBC® and keep it free of adverts.

Extra activity

In pairs, ask students to list three facts from the text that surprised them the most.

Culture notes

Not everyone is happy with the cashless society in Sweden. The Swedish National Pensioners' Organisation, which represents 350,000 pensioners, thinks that the move is happening too quickly and is worried that some pensioners won't be able to adapt. This is especially the case for those who don't use the Internet. Moreover, in a survey, seven out of ten Swedes said they want to be able to pay in cash in the future.

In the UK, the tax led to people blocking their windows. Homes lost fresh air and sunlight, causing some health problems. It is said that the tax became known as *daylight robbery* (*when the price of something is too high*).

4 Students can work in pairs to help each other to work out the meanings from the context.

Possible answers

adopt – to start to use
do away with – to stop using
as long as – on the condition that
run out – to use all of something and have none left
keep track of – to have all the information that you need about something
copper – red-brown metal, used especially for making wire, pipes or coins
stature – status/position in society
dodge – to avoid something

5 **Critical thinkers**

- Write on the board: *Reasons to use cash*, *Reasons to pay with a phone*.
- Tell students to copy the headings and write their ideas under each one. Emphasise that, when discussing the question, students should give reasons or examples to explain their opinion.

Possible answers

In my opinion, it's better to pay for things with a phone. It's quicker and much more convenient because you don't end up with a lot of coins in your pocket. It's true that your bank and perhaps other companies can see what you're buying, but that isn't a big problem for me.

Homework Workbook page 41

www.frenglish.ru

Grammar in context 1 p60

Using modal verbs of obligation, prohibition and advice in the present and past

Warmer

Write or project these four sentences on the board. Ask the class to explain the difference in meaning.
I should get up early today.
I have to get up early today.
I don't have to get up early today.
I mustn't get up early today.
Ask students to write four more sentences using the same verbs about their own day or week.

Possible answers
I should: it's a good idea (e.g. because I have a lot to do).
I have to: it's necessary (e.g. because I have to catch an early train).
I don't have to: it isn't necessary (e.g. because I don't have school today).
I mustn't: it's prohibited (e.g. I'm ill and I need to rest).

1a Mixed ability

With less confident classes, do the exercise as a whole class. Read each sentence one by one and elicit the correct meaning after each one.
With more confident classes, students can do this exercise on their own or in pairs.

Answers
a have/has to, must, need to
b don't/doesn't have to, needn't, don't/doesn't need to
c mustn't, aren't/isn't allowed to, can't
d ought to, should, 'd better

1b The task can be done with the whole class and elicit the answers after each question.

Answers
a *to* + infinitive: ought to, don't/doesn't have to, have/has to, am not/aren't/isn't allowed to, need to, don't/doesn't need to
infinitive without *to*: should, must, mustn't, 'd better, needn't, can't
b Does everybody who works have to pay tax?/What does everyone who works here have to pay? Who has to pay tax?
c You shouldn't be careful with contactless payment./You'd better not keep track of your money.
d You need to worry about having change./You should worry about having change.
e had

Language notes

As well as giving advice, the term *had better* can also be used when there is a suggestion that something bad will happen if an action isn't done, i.e. a threat.
You'd better do the washing-up. (If you don't, I won't be very happy.)
I'd better pass the exam. (If I don't, my parents will stop my allowance.)

2 In less confident classes, ask students to first find the modal verbs in the sentences. Tell them to compare the structures with those in exercise 1.

Answers
1 You'd/had better pay online because it isn't safe to carry all that cash.
2 We ought to ask if we can pay in cash.
3 Correct.
4 Do you have to be British to open an account in the UK?
5 You needn't carry cash if you have a card.
6 You mustn't/can't/aren't allowed to/shouldn't use somebody else's ID to open a bank account.

3 Before students do the task, ask: *Who has a bank account? How often do you use it?*
- Students do the task in pairs. Make it clear that only one word is required for each gap.
- With less confident groups, you could write two options for each of the gaps (e.g. **a** *don't/should*, etc.) on the board.

Answers
a don't **b** must **c** had **d** can't/mustn't **e** have/need **f** ought **g** have/need **h** can't/mustn't **i** needn't/shouldn't **j** should/ought to

4 SPEAKING
- Write these prompts on the board to give students some guidance: *pay in US dollars*, *change some money*, *use a debit card*, *pay in cash*, *leave a big tip*.
- When students finish speaking, ask the class for some of their ideas.

Possible answer
You must use euros in my country, you can't pay in dollars.
You can use a debit card in most shops. People don't leave big tips in restaurants.

5a As with exercise 1a, more confident students can do this exercise on their own or in pairs. In less confident classes, go through each sentence with the whole class.
- When checking answers, to clarify concepts write on the board: *I didn't need to come early./I needn't have come early.* Ask the class what the difference in meaning is. (In the first sentence, it wasn't necessary to come early; we don't know if the person actually came early or not. In the second sentence, it wasn't necessary to come early but the person did come early.)

Answers
a had to, needed to **b** needn't have **c** didn't have to, didn't need to **d** weren't/wasn't allowed to, couldn't **e** should/ought to have, shouldn't have

www.frenglish.ru

5b **Answers**
have, past participle

6 Before the task, ask students to create a spider gram with three branches: past modal + *to* (had to, didn't have to, weren't allowed to, needed to, didn't need to); modal + past participle (needn't, should, ought to, shouldn't) or modal + verb without to (couldn't). Then, tell them to complete the branches with the correct structures.

Answers
1 We ought to have gone to a cheaper restaurant.
2 I wasn't allowed to open an account in that bank so I went to another.
3 They thought I was too young so I had to show my ID.
4 You needn't/shouldn't have paid for my sandwich because I had enough to pay for it, but thanks!
5 We didn't have to go to the bank to open the account yesterday because we could do it online.
6 We didn't need to buy bread because we already had some.
7 Anne shouldn't have had such a big lunch because she wasn't really very hungry.

7 Look at sentence 1 with the class. Ask students: *Which situation in exercise 5a, a–e, does this correspond to?* (*It corresponds to e.*) Then ask: *So, what structure do we need to use?* (*should/ought to have*). Tell students to follow the same process for the other questions.

Answers
1 should/ought to have opened a bank account.
2 needn't have bought me a present.
3 had to show my student ID.
4 weren't allowed to speak to the director.
5 didn't need to pay a fee.
6 didn't have/need to pay the waiter a tip last night.

Developing vocabulary p61

Using phrasal verbs connected with money and shopping

Warmer

Write these sentences on the board:
I'm saving __ to buy a bike.
Hotels often put __ their prices in July and August.
Prices have gone __ a lot in this shop: everything is more expensive.
Ask the class what word fits in all three sentences (*up*).
Explain that in this lesson students are going to learn some phrasal verbs connected with money.

1 SPEAKING

- Before students do the task, remind them that they should try to work out the meaning of the phrasal verbs from the context.
- Ask more confident classes to write another sentence for each of the phrasal verbs.

Possible answers
1 *set aside (money)* – to save
2 *cut down on* – reduce spending on
3 *pay back* – to return to someone the same amount of money that you borrowed from them
4 *splash out* – to spend a lot of money on something you don't usually buy
5 *get by* – to survive
6 *comes to (money)* – to reach a particular total when everything is added together;
chip in – to contribute (money)
7 *shop around* – to go to different shops (online or otherwise) to compare prices
8 *sell out* – to no longer be in a shop because they have all been bought
9 *run out of* – to no longer have (something) because you've used it all
10 *rip off* – to cheat someone by making them pay too much

Fast finishers

Students identify which of the phrasal verbs are followed by a direct object (*set aside, cut down on, pay back, run out of, rip off*).
(*Comes to* is not followed by a direct object but by a complement. For example, *The bill comes to £20* is the same as *The bill is £20*.)

2 Before students do the task, tell them to pay attention to the tense the phrasal verbs need to be in.

Answers
1 My brother hasn't got much money but he's **getting by**./ My brother is getting by on very little money.
2 I'm **setting aside** some of my allowance for the holidays./ I'm setting some of my allowance aside for the holidays.
3 That video game is **selling out** really fast.
4 I'll **pay** (you) **back** the money you lent me as soon as I can.
5 £30 for that! They **ripped you off**!
6 I can't go out because **I've run out of money**.
7 She needs to **cut down** (her spending) **on** clothes./She needs to cut down on buying clothes.

3 **Answers**
1 aside 2 back 3 out 4 off 5 in

Use it ... don't lose it!

4 SPEAKING

- After both partners have asked and answered, instruct them to swap partners and tell a different classmate about their partner's answers.

www.frenglish.ru

GREAT LEARNERS GREAT THINKERS p62

Thinking about how to spend money sensibly and avoid debt

Warmer

Tell students to look back at the idioms connected with money on page 58, exercise 5. Ask which idioms describe spending money sensibly and which describe spending money carelessly.
Ask: *Is it always a good idea to snap up a bargain?* and *What would you consider spending a fortune on? Why?*
Tell students that in this lesson they're going to think about how to use money sensibly.

Answers
sensibly: snap up a bargain, tighten your belt
carelessly: cost an arm and a leg, spend a fortune, throw money down the drain

GREAT THINKERS

2a The *See-Think-Wonder* thinking routine encourages students to consider images in a way that will stimulate their curiosity. First, they describe what they can see (visual observation). Then, they speculate about what they see (deductive reasoning). Finally, they describe any other thoughts that occur to them related to the images (imagination, thinking freely).

- Students make notes on their answers to questions 1–4, before sharing their thoughts in groups. Write some useful language on the board for students to use in their discussion: *They could/might/may be; They/The shape/size remind/s me of ...; I think the photo shows ...; It makes me think of ...; I didn't think/see that, but ...; It would be good to know/find out if/whether ...*

2b VIDEO

- Before students watch the video, pre-teach or elicit the meaning of these words, if necessary: *rural*, *bill* (*banknote* in American English), *be worth*, *local* (noun), *a local* (*person*), *retailers* (*shops*), *service providers*, *vendor*, *merchant* (*shop owner* in the video), *chain store*, *invest*.
- After students watch, check their basic understanding by asking questions such as: *Is this a real or a fake currency?* (*real*) *Can you use it in a lot of areas of the US?* (*No, you can only use it in one area.*) *Why does it exist?* (*to keep money in the local community*).

3a SPEAKING

- Students work in pairs to answer the questions, using the information they can remember from the video.

3b VIDEO

Answers
1 False – *... a rural community in the Berkshire Mountains ...*
2 False – *... something quite unusual: they've created their own currency.*
3 False – *We have local heroes on the front and local artwork on the back. And on the front you can see the Berkshire hills.*
4 True – *The perfect part of this cycle is for those merchants to take that money and then recycle it, respend it, push it out back into the community.*
5 True – *With a locally-owned business, something like 60% stays here, in your local community. And if you spend your money with a chain store, it's like 18%.*
6 True – *... when you're using local currency, it takes your relationship a step further with the vendor, the merchant that you're purchasing from ...*
7 False – *Nearly 30 countries around the world now have local currencies ...*
8 False – *It's about hiring locally ...*

4a SPEAKING

- To help students in their discussion, write some useful language for making suggestions on the board: *What about ...? How about ...? What do you think of ...? You could ...*

4b Elicit if students had the same answers or different ones. If they had any different answers, ask for examples.

5 SPEAKING

- Students work in the same pairs as before. Emphasise that they need to give reasons for their opinions. For example, for question 1 they need to say why they think something is the best piece of advice in the text.
- After they have chosen their ideas, ask them to rank their answers for 1 and 2 from least to most useful.
- When students discuss question 3, encourage them to give examples from their own lives.

GREAT LEARNERS SEL

- Do this as an open-class discussion, as students have already done a lot of pairwork in this lesson. To direct the discussion, ask questions such as: *Would you like to learn about personal finance at school? Why? What aspects would you like to learn about? Who do you think should teach you about personal finance at school?*

LEARNER PROFILE

- Direct students to the Learner profile on page 142. Explain that students should grade themselves from 1 to 5 for how much they actually take responsibility for their actions.
- To help students think about this in concrete terms, you could ask questions such as: *If you did badly in an exam, would you take responsibility yourself, or would you blame it on the exam or the teacher? If you arrived late to meet a group of friends, would you take responsibility and apologise, or would you make excuses or say that it isn't important?*

www.frenglish.ru

Listening p64

Listening for specific information

Warmer

Ask the class these questions: *Imagine someone was really kind to you, would you pay that kindness back? Or would you forget about it? What if won some money, would you splash out or would you set some money aside for later?*

1 SPEAKING

- Ask the students to take turns describing the photos so they both have a chance to speak.

2 25

- Before students do the task, ask them to look at the photos again and predict what the news stories will be about.

Answers

1: a Lisa Grace, Adam Staples **b** A field **c** 2,528 ancient silver coins
2: a A 16-year-old girl **b** Lake Königssee in Bavaria, Germany **c** A gold bar
3: a Ella Johannessen (23 years old) **b** (under a paper towel) on a train **c** £100
4: a A cleaner **b** An airport in South Korea **c** 7 gold bars

3 25

- Remind students of the points discussed in the Exam tip.

Answers

A 1 – *If a judge decides that they are officially treasure, their value will be assessed.* ***It could be around £5 million but nothing is guaranteed yet.***
B 4 – *The next six months can't be easy for the cleaner as he waits for the final decision.*
C 3 – *Somebody had left her one hundred pounds under a paper towel.*
D 2 – *The girl, who was on holiday at the time, …*
E 3 – *Since then, she has been using social media to try to identify her mystery helper.*
F 1 – *Lisa Grace and Adam Staples* ***had spent fifteen years trying to discover treasure*** *and they've finally done it!*
G 2 – ***Nobody knows*** *who the owner was or how the gold ended up in the lake.*
H 3 – ***To repay the stranger's act of kindness****, she has said that she will do volunteer work for a charity.*

4 Critical thinkers

- Before students do the task, remind them to justify their opinion and give suitable examples.
- To help students to think about the question, write or project the following on the board:
  Does old treasure belong to …
  the person who finds it?
  the country where it is found?
  the person or organisation that owns the place where it is found?
  the country where the treasure was originally from?

Homework Workbook page 43

Grammar in context 2 p64

Using present, future and past modal verbs of speculation and deduction

Warmer

Write on the board: *Dan's dad has got five houses. He can't/might/must be rich.*
Ask which of the options is correct and why (*must* is correct because we can be sure that Dan's dad is rich if he has five houses).
Tell the class that in this lesson they're going to study different modal verbs to use for speculating.

1 You may have set the Flipped classroom video for homework, but if not watch it in class before working through the activities.

- Before students do the task, write or project on the board:
  Is it almost definitely true? (2)
  Is it possible? (1, 3, 4, 6)
  Is it almost definitely not true? (5)
  Read the sentences. After each sentence, point to the three questions on the board and ask the class to choose the correct one.
- Then, students complete the rules.

Answers

a might, may, could; might not, may not; could **b** must **c** can't
d can't

Extra activity

To clarify *must* versus *can't* and *could* versus *may not/might not*, write on the board:
You must be very tired after that match.
Mia could like your present. Let's see.
Ask students to rewrite the sentences to mean the opposite by changing the underlined verbs.

Answers

You can't be very tired after that match.
Mia may not/might not like your present.

2 Before students do the task, make clear that they need to think about the meaning of each sentence to choose the correct modal verb. Encourage them to refer to the rules in exercise 1 for support.

- Students work on their own and then compare and discuss their answers in pairs.
- When checking answers, elicit why each answer is correct with reference to rules a–c in exercise 1.

Answers
1 must (Rule b) 2 can't (Rule c) 3 must (Rule b) 4 can't (Rule c)
5 must (Rule b) 6 may not (Rule a) 7 might, may not (Rule a)

3a After pairs discuss the pictures, elicit some sentences from different pairs.

- If a lot of the pairs answer using *must*, encourage them to use the other modal verbs by writing these gapped sentences on the board:
  Her bag ____ be very small. (must/can't)
  She likes basketball but she ____ like other sports, too. (may/might)
  Her surname is Schmidt, but she ____ be German. (may not/might not)

3b Before students do the task, make clear that the sentences refer to the picture in exercise 3a.

- After correcting the sentences, ask students how many ideas were the same as in 3b.

Answers
1 must 2 can't 3 can't 4 may/might, may/might
5 must 6 can't 7 must/may/might, may/might

4 Before students do the task, write on the board:
My great-grandmother had five houses.
Really? She must be/have been rich.
Ask students what the correct option is and why (*have been* because we're talking about deduction in the past – the great-grandmother *had* five houses).

Answers
a may have, might have, could have; couldn't have b must have
c can't have

Language notes

Point out that speculations and deductions about the past are formed with: the appropriate modal verb + *have* + past participle.
Emphasise that we always use *have*, never *has*.

5 Before students do the task, elicit some types of mistakes that they can look out for, e.g. wrong modal, incorrect participle, missing the verb *have*.

Answers
1 You must have seen Liam. He was here just a second ago.
2 Let's not buy her that book. I'm not sure but I think she might have read it already.
3 You can't have finished watching that film already. It lasts two hours and you only started half an hour ago!
4 You look full of energy. You must have had a good rest last night.
5 Somebody's taken my physics textbook by mistake. It can't have been Kim because she doesn't study science.
6 I think Joel might have seen that film last week.
7 Sam hasn't replied to my message. She mightn't have received it.
8 The exam can't have been very hard because everybody got ten out of ten.

6 Before students do the task, ask them: *What do you know about bitcoins? Have you ever heard of Satoshi Nakamoto? Who was he?*

- Point out that past modal verbs need to be used in all the gaps. Elicit that they need to decide what modal verb to use by looking at the meaning of each sentence.
- If appropriate for the class, students can work in mixed-ability pairs.

Answers
a might/may/could have been – *It sounds like* introduces a speculative guess.
b may/might/could have used – They think this but they don't know for sure.
c may/might/could have invented – The journalists weren't sure.
d couldn't have done – An explanation about something that wasn't possible.
e must have wanted – *What is clear* ... means that it is almost certain.
f may/might/could have been – Speculation: *Who knows?*
g must have created – *Some people are sure*
h may/might/could have been – *perhaps* ...
i must have made – *One thing seems sure*

7 SPEAKING

- Before students work in pairs, model an example for the first sentence: *Sandra can't have been riding her bike carefully yesterday because she had an accident.*

Use it ... don't lose it!

8 SPEAKING

- Students compare their answers in groups of four (one pair with another pair) and choose the best sentence for each situation. Then, compare all answers as a class.

Possible answers
1 Sandra can't have been riding her bike carefully yesterday because she had an accident.
2 Something serious must have happened to make Joe furious.
3 My uncle might have won the lottery.
4 My sister must have studied really hard.
5 Paula could be trying to eat more healthy food.
6 My cousin might have had private English lessons.

Extra activity

Tell the students you're going to describe a situation and they have to guess/deduce what might/must have happened. The situation:
A man was pushing something and when he got to a hotel he realised that he had lost all of his money. What had happened?
Encourage students to speculate what has happened using past modals. Tell them if their speculations are correct or incorrect. At this stage they will probably all be incorrect.
After a while, tell the students that the money he has lost was not real money. Ask for more guesses.
Solution: The man was playing Monopoly® and he didn't have enough money to pay for the hotel.

Homework Workbook page 44

www.frenglish.ru

Developing speaking p66

Talking about photos 2

Warmer

Tell students that they have 30 seconds to look at the photo on the left. They should try to remember as much as possible about it.
Tell students to close their books. Divide the class into two teams. Say about eight sentences about the photo, some true and some false. The teams have to decide if each sentence is true or false. Example sentences: *There are men and women in the picture.* (true) *It's a very hot day.* (false)

1 Remind students that they learnt expressions for comparing and contrasting photos in Unit 3. Ask which of the two example expressions given here describes a similarity and which a difference. (The first expression describes a similarity and the second describes a difference.)

- Ask students to try to write three more expressions to describe similarities and three more to describe differences.

Possible answers
Similarities: One similarity is that …; In both photos, …; In the first photo, they're … and in the second photo, they're also …
Differences: One big difference between the photos is that …; In the first photo, … but in the second photo, …; On the one hand, …; On the other hand, …

3 26

Answers
2 No. (The student is comparing the two photos, not providing a detailed description of each one.)
3 Why have the people chosen to go shopping in these places? In which of the two places do you prefer to go shopping?

Culture notes

The photo on the left shows the famous Camden Market, located in the north of London. It is one of the most popular visitor attractions in the city with about a quarter of a million people visiting every week.
The photo on the right shows the Bullring Shopping Centre in Birmingham.

4 SPEAKING

- Before students do the task, elicit or provide expressions to help them. For example: *I'd prefer to (go there), I'd rather (go there), I wouldn't mind (going there), I don't like (markets) very much, actually.*
- Exam tip In this type of speaking task, students have to talk about two photos and answer a question related to them.
- Students should listen very carefully to the examiner's instructions and ask them to repeat if they aren't sure they have understood.
- Students don't need to describe each photo in detail. The important thing is to compare and contrast the two photos.
- Students should try to speak for exactly the right amount of time.
- If the examiner asks for their opinion, students should remember to give reasons to justify their views. There is not usually a right or wrong answer. The examiner wants to hear them speak English.
- When students don't know the exact word for something in the photos, they should explain it or use a simpler word.
- Students can use fillers such as *Well, Hmm* or *Let me think* to give them time to think of what to say next.

5

Possible answers
1 **1** Describing position **2** Describing similarities **3** Describing differences **4** Speculating **5** Using fillers **6** Expressing opinions
2 **1** In the foreground; On the right/left **2** Another similarity is …; In both photos we can see … **3** This photo is …, *not as … as* the other photo is … **4** Perhaps/Maybe … **5** OK, so … **6** In my view …; It seems to me that …

6 SPEAKING

- Before students do the task, make it clear that a more detailed contrast of the two photos is needed than in exercise 2. Expressions to describe similarities, differences, and position, language to speculate and give opinions are also needed.

Practice makes perfect

7a–b SPEAKING

- Remind students of the points discussed in the Exam tip.

Possible answers
Both photos show people in the high street. Another similarity between the two photos is that people are asking for money in both of them. In photo A, it's a person playing the violin, whereas in photo B, it's a person collecting money for a charity. I think the violinist is feeling grateful and the girl looks quite happy, but we can't guess the feelings of the person collecting money in the second photo because we can't see his or her face. Another difference is that the people in the second photo look more serious.
I think the girl is giving money because she likes the music that the violinist is playing. No one is giving any money in the second photo. However, they might give some money in a minute because it looks like they're thinking about it.

Homework Workbook page 45

www.frenglish.ru

Developing writing p67

Writing an informal email*/a story 2

*Workbook Writing section covers formal emails

Warmer

Say the expressions and the advice below. Ask students if they would usually use them when writing a story or an informal email.

It was great to hear from you. (informal email)
In the end (story)
How are things? (informal email)
Use a variety of past tenses. (story)
At first (story)
Use contractions (informal email)

1 SPEAKING

- Before students discuss their preferences, give them time to read both tasks and to think about which one they'd rather do, and why.
- When students finish, ask them to raise their hand to show which task they would prefer to do. Then ask each group (those who prefer to write the informal email and those who would rather write the story) why they have chosen that particular task.

Extra activity

Ask students to discuss with their partner if they have ever raised money for anything. If they have, they should say for what and what they did.

They then swap partners and tell each other about something surprising that happened to them.

2a SPEAKING

- Tell students to write down the language they think of. Point out that the expressions you gave them in the Warmer at the beginning of the lesson can be used.
- In less confident classes, divide the class in half. In pairs, one half answers 1 while the other half answer 2. Then, join one pair from each half together to share answers.

3 Mixed ability

Less confident students can just consider whether the email and the story are answering the question, i.e. whether the thematic content is relevant to the task they have to do.

More confident students can also consider whether the two texts are using appropriate language. They should give some examples to support their opinion.

4 Students do the task in pairs. Then invite pairs to share their answers and examples with the class.

- After checking answers, ask students to suggest alternatives to *good* in the email for each of the four times that it is repeated. They should try to use a different adjective each time. (Possible answers: *I'm feeling quite happy, You asked about effective ways, I think an excellent way to do this, you'll have a great time.*)

Possible answers

wide range of vocabulary: email – no, e.g. *good* is used five times; story – no, writer repeats, *morning look out* and *sea*. However, the writer does use *looked out* and *make out* for *sea*.

adjectives and adverbs to give colour to descriptions: email – not relevant; story – yes, e.g. *beautiful morning, full of energy, sparkling sea, (more) carefully, just make out*

linkers: email – no; story – not relevant

words and expressions of time and sequence: email – *after that*; story – yes, e.g. *just at that moment, at first, then*

comment adverbs and adverbials to express opinions: email – *personally*; story – no

varied and complex grammar: email – yes, e.g. *a good way to do this is by organising a car wash. If I were you, I would advertise the car wash on the school website, informing parents; Not only will you make a lot of money, you'll also …;* story – yes, e.g. Jo was taking; *she heard somebody calling for help, she thought she must have made a mistake*

Practice makes perfect

5a Before students do the task, write or project on the board:

1 Brainstorm and write down ideas.
2 Write an outline/a paragraph plan.
3 Check the outline. Does it include everything the question asks you to do?
4 Write a first draft. Have you included at least three of the points in the Writing bank? If not, add them in.

Homework Workbook page 46

www.frenglish.ru

Test yourself p69

Grammar test

1

Answers

1 needn't **2** Both are correct **3** don't have to
4 Both are correct **5** Should **6** mustn't

2

Answers

1 had to talk **2** needn't have worried **3** mustn't write
4 ought to have read **5** shouldn't have lied **6** didn't need to get
7 don't have to write

3

Answers

1 must have run **2** can't be **3** must be **4** may/might/could have done **5** can't have been **6** may/might/could have
7 may not/might not/mightn't have received

Vocabulary test

1

Answers

1 money which a shop returns to you if you are not happy with what you have bought
2 a piece of paper you are given when you pay for something
3 coins rather than notes/the money you get back when you give more money than it costs to buy something
4 something you buy that costs much less than normal
5 an event when a shop reduces the price of some of its goods
6 something that is good quality or there is a lot of it when compared with the amount of money it costs
7 to have enough money to be able to pay for something
8 to owe more money than you have

2

Answers

1 arm, leg **2** snap **3** down, drain **4** belt **5** fortune

3

Possible answers

1 Last week I spent a lot of money on a new bag.
2 They manage to live on £500 a month.
3 People are spending less on holidays now.
4 The bill costs/is £24.
5 There weren't any hats left. Their customers had bought them all.
6 Let's all pay some money and buy a present.
7 They charge tourists too much in that shop.

www.frenglish.ru

Vocabulary in context p70

Using a range of vocabulary related to parts of the body, health and medical care

Warmer

Check your students' prior knowledge of health issues by creating a mind map on the board. Start with *Health* in the centre circle and place *Health issues* and *Health cures* in the surrounding circles. Ask students to call out words to add to the mind map.

1 SPEAKING 27

- Organise students into groups of four and do this activity together as a game. Invite one student from each group in turn to draw one of the parts of the body on the board. The rest of the class try to identify the part. Whoever guesses correctly, using the correct term, gains a point for their group and is next person up to the board to draw a picture.

2 28

- Before students do the task, direct their attention to the photo of the dislocated shoulder and elicit/teach *dislocated shoulder*. Ask if anyone has had a dislocated shoulder. Ask how they got it, what it felt like and what they did. As you ask the students questions, try to elicit/teach the words in the vocabulary box and the word *sling* (e.g. *Did you go to A and E for a doctor to see it? Was it very painful?*). (If no one in the class has ever had a dislocated shoulder, describe your own – fictional if necessary – experience of such an injury, to elicit the vocabulary.)
- The task can be done in pairs so that less confident students are supported.

Answers

a injury **b** painful **c** A and E/accident and emergency **d** X-ray **e** broken **f** fracture **g** operation **h** painkillers **i** physiotherapy

Extra activity

In pairs, ask students to tell each other about an injury they or someone they know has had using the words in the box. Encourage students to ask each other questions about what happened.

3 29

- Before students do the task, direct their attention to the photo of the person with flu and pre-teach/elicit *flu*. Then ask questions to activate some of the words in the vocabulary box and the words in bold in the text. For example: *What are the symptoms of flu? Do you need to see a GP if you have flu? How should you treat flu?*
- Once again, the task can be done in mixed-ability pairs.

Answers

a symptoms **b** fever **c** aches **d** exhaustion **e** sore **f** sick **g** get better **h** treat **i** prescription **j** lower **k** infectious **l** sneeze **m** injection

Extra activity

Write *hip* and *heel* on the board. Ask students how each one is pronounced (/hɪp/ with a short *i* and /hiːl/ with a long *i*). Now write these words on the board:
fever, liver, ribs, sick, sneeze, lips, treat, knee, kidney, disease.
Students work in pairs. They decide if each word has a long i (/iː/) or a short i (/ɪ/).

Answers

long /iː/: *fever, sneeze, treat, knee, kidney* (short followed by long), *disease* (short followed by long)
short /ɪ/: *liver, ribs, sick, lips, kidney* (short followed by long), *disease* (short followed by long)

Culture notes

In Sweden, people go to see the doctor about three times a year on average. In the UK the figure is five times a year and in Spain, it's seven. In South Korea, people see the doctor almost 17 times a year!

Use it ... don't lose it!

4 SPEAKING

- This task could be done as a survey. Students can ask four other students their questions and write a report on the results for a class presentation.

Fast finishers

Ask students: When should you go to A and E and when should you see your GP? Accept any reasonable answer (e.g. you should go to A and E with a dislocated shoulder; to a GP if you don't feel better after a week of having flu.)
Ask students to brainstorm other situations in which they would go to either A and E or the GP, using as much of the new vocabulary as possible.

Homework Workbook page 48

www.frenglish.ru

Reading p71

Predicting content, reading for specific information; inferring the meaning of words from context

Warmer

Book closed. Write the word *dystopia on the board.* Ask if students know what this word means. (*It means a very pessimistic vision of the world in the future in which people suffer a lot. Often, but not always, a great disaster has happened, e.g. nuclear war.*)
Ask the class if they have seen any films or read any books about a dystopian world. Ask if they like these types of films/books and why.

1 SPEAKING

- If students have problems thinking of ideas, suggest they consider the plots of any films, books or TV series discussed in the Warmer, which may have featured these issues.

2 Before students do the task, make clear that they don't need to understand every word. They just need to check if any of their ideas are mentioned and will read again for more detail in the next exercise.

Answers

Clean water: boiling water; leaving water in a clear plastic bottle in bright sunshine for two days
Basic medicine: biting the bark of a willow tree to relieve pain and reduce temperatures; lavender essential oil as an antiseptic; menthol can relieve pain

3 30

- Before students do the task, remind them that they should read all the True or False statements before reading the text again so that they know what information to look for in the text.

Answers

1 True, line 15 – *... even a small cut could lead to an infection and blood-poisoning.*
2 False, lines 26–28 – *Since the 1970s, the widely adopted treatment is to drink a litre of clean water with a tablespoon of salt and three tablespoons of sugar.*
3 True, lines 33–34 – *Simply fill a plastic bottle with suspect water and leave it in bright sunshine for a day or two.*
4 True, lines 39–41 – *Almost 2,500 years ago, Hippocrates recommended biting the bark of the willow tree to relieve pain and control fever, as they did in Ancient China, too.*
5 False, lines 40–45 – *Hippocrates recommended biting the bark of the willow tree; lavender ... when used as an external cream; menthol ... can have a cooling effect on the skin*
6 False, lines 50–54 – *When they do contain natural plant extracts, these have been modified; ... willow bark has been transformed into the most widely used drug in history – aspirin ...*

Mixed ability

For less confident students, write on the board the paragraphs where each answer can be found:
1 *paragraph 2*, 2 *paragraph 3*, 3 *paragraph 3*, 4 *paragraph 4*, 5 *paragraph 4*, 6 *paragraph 5*
Tell more confident students to write two other true or false statements about the text when they finish the exercise.

4

Possible answers

cope – to deal successfully with a difficult situation or job
from scratch – start from a point where nothing has been done, the very beginning
lethal – very dangerous and able to kill you
pick up – to get an illness
suspect – cannot be trusted/possibly dangerous
relieve pain – to reduce the amount of pain someone feels
side effects – additional unexpected or unwanted results
willow bark – the hard surface that covers the outside of the *willow* (*a type of tree*)
properties – qualities or features of something

5 Critical thinkers

- To focus students' answers, tell them to look again at paragraphs 2–4 and to find and write down four pieces of practical information given (any four of the following: 1 washing your hands regularly to protect yourself from diseases; 2 to treat food poisoning, drink a litre of clean water with a tablespoon of salt and three tablespoons of sugar; 3 purify water by boiling it or by filling a plastic bottle with water and leaving it in bright sunshine for a day or two; 4 biting the bark of the willow tree to relieve pain and control fever; 5 using lavender oil as an antiseptic; 6 using menthol to relieve pain).
- Tell students that they can discuss these points as part of their answer. Emphasise that they need to justify why they think a piece of advice is useful or not useful, both today and in a possible dystopian future.

Homework Workbook page 49

www.frenglish.ru

Grammar in context 1 p72

Using zero, first and second conditionals; using *unless, as long as, provided/providing (that), in case*

Warmer

Write on the board: *If I found a lot of money on the street ...*
Ask a student to complete the sentence (e.g. *I would pick it up.*). Make sure that the right verb tense is used.
Then ask another student to continue the scenario, prompting with: *If I picked up the money ...*
Go round the class and ask four or five more students to continue building on what the previous student has said.
After this, ask what conditional they have been using is and why. (*They have been using the second conditional because it describes an imaginary event.*)

1a Do exercises 1a and 1b together as a whole class.

- Ask students to write alternative endings or beginnings to the sentences in 1a.

Answers
1 zero conditional **2** second conditional **3** first conditional

1b

Answers
a second conditional **b** first conditional **c** zero conditional

1c Before students do the task, write on the board:
zero conditional: *if* + _____, _____
first conditional: *if* + _____, _____
second conditional: *if* + _____, _____

- Elicit which verb forms go in each space.

Answers
zero: *if* + present simple, present simple
first: *if* + present simple, *will* + infinitive
second: *if* + past simple, *would* + infinitive

Language notes

Conditional sentences can be written in two ways without a change in meaning:
If you boil water, you make it safe to drink.
You make water safe to drink if you boil it.
A comma is used after the *if* clause when it comes first. A comma isn't used when the *if* clause comes second.
In the second conditional, *were* is sometimes used instead of *was* to talk about unreal situations:
If I were you, I would buy a new jacket.

2 Before students do the task, ask them to focus on the tense of the verb in each sentence starter. Ask what tense the missing verb needs to be (**1** present simple or *will*, **2** *would*, **3** present simple, **4** present simple, **5** *would*, **6** past simple, **7** present simple, **8** *will*).

- Students complete the sentences on their own. Then they compare their ideas in pairs.

3 Before students do the task, tell them they need to decide if each sentence is a zero conditional (generally true), first conditional (possible situation in present/future) or second conditional (improbable/imaginary situation in present or future).

- If appropriate for the class, students can do the task in pairs so they can discuss what conditional each sentence is.

Answers
1 What would you do if you injured your knee?
2 Correct
3 If you heat water to 100ºC, it boils. / If you heated water to 100ºC, it would boil.
4 If I was/were you, I would stay in bed today.
5 She'd buy the coat if it was a bit cheaper.
6 I wouldn't move my arm if I was you.
7 Correct
8 What video game would you buy if you had enough money?

4 Before students do the task, write on the board: *What will you do if it starts to rain?* Ask: *In questions, which verb do we put in the interrogative? The verb after if or the other verb?* (the other verb).

- Tell students that, for each of the questions, they first need to decide what conditional is being used – zero, first or second.
- Before checking the answers, put students into mixed-ability pairs to compare and discuss their answers.

Answers
1 would, live, were **2** have/had, will/would, watch **3** had, would, like **4** go, will, go **5** were, had, would, meet **6** were, would, choose **7** have/had, will/would, do

Extra activity

Ask students to write one extra question for each of the conditional tenses.

5 SPEAKING

- If students did the Extra activity, they can ask their partner their questions, too.

6 Before students do the task, read each of the sentences. Point out that the phrases in bold replace *if*. Then, elicit which sentences have a comma (3 and 4) and why (because the *if* clauses come first).

Answers
a unless **b** provided/providing (that), as long as **c** in case

7 Before doing the task tell students to write if each of the options is *a, b or c* to help them decide on the correct option.

- When correcting, ask students to match each answer to its meaning.

Answers
1 as long as (means if, *only if*) **2** unless (means *if ... not*)
3 as long as (means if, *only if*) **4** unless (means *if ... not*)
5 in case (because maybe) **6** providing (means if, *only if*)
7 in case (because maybe) **8** as long as (means if, *only if*)

- **Exam tip** In this type of task, students complete a second sentence so that it means the same as the original sentence. Usually, they must use a given word, without changing the form of this word. Generally, between two and five words can be used, including the word given.

www.frenglish.ru

- Students should read the original sentence carefully, thinking about its meaning, the structure(s) used, the tense(s) used, etc.
- If a word is given, students should think about its meaning and how it is used. Does it usually go with another word or tense?
- Write their sentence. When they finish, students should check that they have not changed the meaning of the original sentence or the form of the word given. Also, check that they have not written more than the maximum number of words permitted. Contractions count as two words, apart from *can't*.

8 Before students do the task, point out that all the sentences are practising the conditional.

- Students do the task in pairs so they can work out the answers together.

Answers
1 if you don't take
2 as long as you listen
3 unless you enjoy
4 provided (that) you speak
5 if my marks were good
6 in case this one runs
7 to class as long as
8 would complain if I was/were

9 Students need to do this task individually as they will be sharing what they have written in the next exercise.

Use it ... don't lose it!

10 SPEAKING

- After students do the task, follow up by asking: *Do you plan what you are going to do every day/at the weekend/ in the holidays/when you finish secondary school? Is it a good thing to make plans? Why/Why not?*

Workbook page 50

Developing vocabulary p73

Using idioms connected with health and illness

Warmer

Write these words and the word pairs below on the board: *synonyms, symptoms, treatment, bone damage, medical care.*

1 ___ prescription / remedy
2 ___ headache / sneeze
3 ___ chemist / GP
4 ___ sore / painful
5 ___ broken / fracture

Ask students to write a category beside each word pair.

Answers
1 treatment 2 symptoms 3 medical care 4 synonyms
5 bone damage

1 With less confident classes, write on the board two options for each gap: ***a*** *shape/picture,* ***b*** *about/out,* ***c*** *back/pull,* ***d*** *about/out,* ***e*** *back/out,* ***f*** *picture/shape,* ***g*** *world/shape.*

- After students do the task, elicit what the idioms mean (*be the picture of health – look very healthy, be up and about – be active after you've been ill, pull through – survive a serious illness, black out – lose consciousness, get back on your feet – get better after an illness, keep in shape – keep fit, feel on top of the world – feel great*).

Answers
a picture **b** about **c** pull/have pulled **d** out **e** back
f shape **g** world

2 SPEAKING

- When checking answers, elicit the meaning of the idioms (*come down with – become sick with, be full of beans – to be full of energy, be on your last legs – to be very tired or be extremely ill and not likely to live much longer, be out of shape – to be unfit, be under the weather – to be ill*).

Answers
Good health: full of beans
Bad health: come down with, on your last legs, out of shape, under the weather

Extra activity

Write the expressions below on the board including the linking symbols.

up‿and‿about blacked‿out back‿on‿his feet keep‿in shape full‿of‿beans out‿of shape

Explain that in English, and many other languages, many words are not usually pronounced as separate items when speaking. They are 'connected'. This is one of the reasons why it can sometimes be hard to understand native English speakers when they're talking.

Demonstrate how to pronounce the words on the board in 'connected speech'. Encourage students to identify a pattern where connected speech occurs, e.g. when words that end with a consonant precede words that begin with a vowel. Note that in regular speech the 'h' in back‿on‿his‿feet is often elided, and 'of' nearly always takes a weak form /əv/ or /ə/.

3

Answers
1 What do you do to keep in shape?
2 Have you ever blacked out?
3 What do you do when you start coming down with a cold?
4 Are you feeling full of beans today?
5 Do you know anybody who's feeling under the weather at the moment?

Use it ... don't lose it!

4 SPEAKING

- After students ask and answer in pairs, open up the activity to the whole class. Ask questions such as: *Do you think you have a healthy lifestyle? Do you think it's important to keep in shape? Why/Why not?*

Workbook page 51

www.frenglish.ru

GREAT LEARNERS GREAT THINKERS p74

Thinking about nutrition and healthy diets

Warmer

Ask the class: *What are some typical dishes in your country or region? What ingredients do they contain? Do you think they're healthy? Why/Why not?*

Then ask students if anyone has an allergy or if there is something they can't eat. Elicit the symptoms they have if they eat a food they are allergic to. If no one in the class has an allergy, talk about allergies in general terms.

1 SPEAKING

- After reading the text, elicit what prefix is used in *detox* and what they think it means (*de – remove*). Check that they understand that *detox* means to remove toxins.
- Students discuss the text in pairs. Then elicit feedback from the class. Ask: *What do you know about the following diets: Mediterranean diet, Japanese diet or juice diet?*

2a SPEAKING

- Students discuss in groups of three or four. Suggest that they discuss first what they understand by a *traditional balanced diet.*

2b VIDEO

- Pre-teach or elicit the meaning of *wholemeal* (*made from flour that contains whole grains*), *raw* (*uncooked*), *steamed* (*cooked over, but not in, boiling water*) and *liver* (*organ that cleans your blood*).

Answer

The traditional balanced diet was best because it showed better results in almost every area: liver, heart, weight and general well-being.

3 VIDEO

- Tell students to read the questions before they watch again.

Answers

1 B **2** D **3** D **4** D **5** B **6** B **7** B **8** D

GREAT THINKERS

4 The 4Cs thinking routine helps students to process information related to personal development and lifestyle in a critical way and to decide which aspects (if any) they want to apply to their own lives.

- Read through points 1–4 with the class. You may want to play the video again so that students can make notes. Students then share their ideas in small groups.

5 SPEAKING

- After students read the text, elicit the meaning of *skip breakfast* (*to not eat breakfast*), *portions* (*the amount of something you usually eat at one time*), *fizzy drinks* (*drinks with gas in them*), *be aware of* (*know about*), *'wonder' diet* (*a diet that promises amazing results*), *trendy* (*fashionable*) and *short-term* (*only lasting for a short time*).
- Ask students how we can get enough calcium and vitamin D. (*Calcium: milk, cheese and other dairy food; green, leafy vegetables; some bread; oranges; nuts. Vitamin D: oily fish; beef liver; egg yolks; sunshine.*)
- Students then discuss in pairs their opinion of each of the points.

6 SPEAKING

- First, students write a list of everything they have eaten in the last 24 hours. Then they compare what they have eaten with a partner and comment on anything they think they did well and anything they think they should change. Emphasise that, when discussing each other's diets, students should remain sensitive and offer constructive criticism if they think something needs to be changed.
- The following can be written or projected on the board to help the discussion:

  So, what have you eaten today?
  What did you have for (breakfast)?
  I have eaten a lot of ...
  I should have eaten more ...
  Wow! That was healthy.
  Perhaps you could eat more/less/fewer ...
  Have you considered eating fewer/less ...?
- Explain that *less* is used with uncountable nouns (e.g. *less sugar*) and *fewer* with countable nouns (e.g. *fewer sweets*).

GREAT LEARNERS SEL

- Focus first on the statement. Encourage the students to think about the links between physical health and being a great learner.
- Tell the students to think about what they eat and drink, how much exercise they get, how much they sleep, etc. and how this influences their ability to study. Write some of the more interesting ideas on the board.

LEARNER PROFILE

- Direct students to the Learner profile on page 143. Explain that students should grade themselves from 1 to 5 for how well they look after their own health. Tell them they should think about what they eat and how much exercise they do.
- If appropriate for the class, suggest students share their grades with a partner and that they explain why they have given themselves that particular grade.

www.frenglish.ru

Listening p76

Listening for gist and specific information

Warmer

Write on the board *play, go* and *do*. Ask students to give you examples of sports that go with each word.
Then ask them to discuss, in pairs, what their favourite sport is.

Possible answers
play: football, tennis, basketball; **go:** swimming, jogging, cycling; **do:** karate, weightlifting, judo

Culture exchange

1 Ensure students complete the first part of the rubric before discussing the last two questions.

- When discussing the answers as a whole class, do not provide the answer or say if they are correct. The students will discover the answer in 2.

2 31

- Before students do the task, make clear that they only need to identify the sports to complete the centre column and will listen again for more detail in the next exercise.
- Pre-teach *scuba diving* (the answer to number 5) if appropriate for the class.

Answers
1 Pilates **2** swimming **3** basketball **4** surfing and windsurfing **5** scuba diving

3 31

- Before students listen again, tell them to read options A–F carefully and to identify the key ideas in each one.

Answers
1 E – *You don't seem to be making much effort, but you are, believe me!*
2 D – *... I wish I'd learnt to swim properly when I was a kid because it's difficult to change bad habits when you're older. If I'd started to swim when I was younger, I'd be a much better swimmer now.*
3 F – *... I wish I had just played for enjoyment when I was younger.*
4 C – *It takes me two hours to get to the sea from where I live. That's why I only started surfing and windsurfing when I was 16.*
5 A – *You can't just go and dive in the sea straight away. You have to study some theory first. ... after five pool dives, we finally went into the sea ...*

4 Critical thinkers

- To help students to think analytically about the pros and cons of each sport, write on the board the words: *benefits*, *e.g.* strength, flexibility and stamina, and *risks*, e.g. injuries.
- Explain or elicit the meaning of *stamina* (*the ability to do physical exercise for a long time*).
- Ask them to consider price, equipment, place to do the exercise in the locality.
- Students evaluate each sport on their own according to these criteria and choose the most appropriate one for students. They then discuss with a partner, justifying their opinions.

Grammar in context 2 p76

Using the third conditional; using *I wish/If* only

Warmer

Write these three sentences on the board:
If you play well, you usually win. (*zero*)
If you played well, you'd win more often. (*second*)
If you play well, you'll win tomorrow. (*first*)
Ask what type of conditional each sentence is.
Tell the class that in this lesson they're going to look at the third conditional and when to use each of the four conditionals.

1 You may have set the Flipped classroom video for homework, but if not, watch the video in class before working through the activities.

- Before doing the task, read through sentences 1 and 2. Focus on the structure of the sentences and ask what is similar and different to other conditional sentences (similar: *if*, two clauses, comma; differences: different tenses).

Answers
a past perfect **b** *would + have* + past participle **c** the past

Language notes

The contraction *'d* is used to replace both *had* and *would have begun*:
If I'd lived closer to the sea, I'd have begun sailing much earlier.

2 To help students, write on the board:
Verb after if: past perfect (had + past participle)
Other verb: would have + past participle

Answers
1 would have reached the final if they'd/they had won last week.
2 she'd/she would have gone for a run yesterday if she hadn't/had not injured her knee.
3 we'd/we had eaten less last night, we wouldn't/would not have felt so full.
4 wouldn't/would not have caught a cold if I'd/I had worn warmer clothes last night.
5 he'd/he had driven more slowly, he wouldn't/would not have had that accident in 2017.
6 she hadn't/had not come down with the flu on Monday, she'd/she would have come to school.
7 I'd/I had needed painkillers yesterday, I'd/I would have taken them.

Homework Workbook page 51

www.frenglish.ru

3 Before students do the task, tell them to begin all the sentences with *If*.

Answers
2 If we'd/we had had time, we'd/we would have watched the match.
3 If I hadn't/had not felt better, I'd/I would have gone to the hospital.
4 If she'd/she had trained hard for the race, she wouldn't/would not have been on her last legs.
5 If the waves had been big enough/bigger, he'd/he would have gone surfing.
6 If she hadn't/had not felt under the weather, she wouldn't/would not have missed the exam.
7 If he hadn't/had not been afraid of heights, he'd/he would have gone up the tower.

Culture exchange

4 Before students do the task, write the following on the board and elicit the missing tenses/verb forms:

Conditionals
0: if + present simple, present simple
1: if + ____, ____
2: if + ____, ____
3: if + ___, ____
(*1* if + *present simple*, will + *verb*; *2* if + *past simple*, would + *verb*; *3* if + *past perfect*, would have + *past participle*)

- Tell the students that they can work out the tense of the missing verb in each conditional by looking at the tense of the verb that is given. To illustrate, elicit the answer to **a**: The sentence says *would be*, so what tense is the verb after *if*? (past simple, so *didn't exist*).

Answers
a didn't/did not exist **b** 'll/will see **c** hadn't/had not been
d had had **e** don't/won't get **f** wouldn't/would not have made
g had **h** would have forgotten

Fast finishers

While students do the task, write or project these questions on the board:
1 What did James Naismith do?
2 Why did he do it?
3 Why was it difficult to get the ball back?

Possible answers
1 He was a PE teacher and he invented basketball.
2 The director at his school told him to create a new indoor sport (that was non-aggressive).
3 Because the original baskets were fruit baskets which didn't have a hole.

Culture notes

It has been estimated that basketball is one of the top sports in the world, with about 2.2 billion fans. Two sports more popular than it are football (3.5 billion) and cricket (2.5 billion).

5 Read through sentences a–c with the class and elicit what *wish* is (*to want something to happen although it is unlikely*).

- Students then answer questions 1– 6 in pairs. Once they have finished, elicit the answers from the class.

Answers
1 past perfect **2** past situation **3** past simple
4 present situation **5** would(n't) **6** habitual behaviour we want to criticise and change

Extra activity

Write on the board:
I wish I was better at maths.
I wish you wouldn't always interrupt me!
Ask: *Which sentence refers to the present?* (both of them)
Ask: *Which sentence describes a positive wish?* (the first one)
Ask: *What does the other sentences describe?* (something that annoys us which we would like to stop)

6 Before students do the task, refer them back to exercise 5 and the information in the Language note.

- Explain that, in each sentence, students need to decide which of the three uses of *I wish/If only* is applicable.

Answers
1 had (positive wish about the present) **2** wouldn't shout (something that annoys us) **3** hadn't/had not bought (past situation) **4** 'd/had gone (past situation) **5** was/were (positive wish about the present) **6** 'd/would clean (something that annoys us)

7 Before students do the task, make clear that this exercise practises all the grammar from this unit, and previous units and that it also practises some of the vocabulary. If appropriate for the class, students can do the task in pairs so they can help each other.

Answers
a only **b** wish **c** hadn't **d** 'd/had **e** 'd/would **f** long
g unless **h** in **i** that **j** in **k** wouldn't **l** up **m** 'll/will **n** as

8 Before students do the task, elicit what verb form they will need to use in each sentence (*past simple, past perfect and* would(n't) + *verb, respectively*).

- When students have written their three sentences, suggest that they learn them by heart to help them remember how to use *I wish*.

Use it ... don't lose it!

9 SPEAKING

- Remind students that every member of their group should ask follow-up questions, as well as sharing and comparing their own sentences.
- Write possible follow-up questions on the board, for example: *Why do you say that? Why do you regret that? Why does it annoy you? Have you spoken to them about it?*

Homework Workbook page 52

www.frenglish.ru

Developing speaking p78

Negotiating and collaborating 2

Warmer

Tell students to imagine that they're in a situation where they need to negotiate. For example, they want to buy a new phone, but they haven't got enough money and so need to ask their parents to help them out.

In pairs, students discuss what they should and shouldn't do or say, using *If I were you, I would/wouldn't.* After the discussion, elicit a list of Dos and Don'ts from the class.

1 SPEAKING

- Before students do the task, ask them what two things they are asked to do. (*1 Discuss how the ideas shown could encourage students to live healthier lives. 2 Decide which two of the ideas are the best.*)
- They, then, brainstorm what they need to do to answer this type of task.
- When checking answers, refer back to the Exam tip notes on page 29 to elicit any points that haven't been covered.

Possible answers

Don't agree or disagree completely straight away because the conversation will end too quickly. It's best to agree with your partner but to suggest alternative ideas, too.
Don't dominate the conversation. Take turns speaking and help your partner to speak if you think you are speaking too much.
Listen and react to what your partner is saying.
Don't be afraid to say something that you think is obvious.
Give full explanations for your opinions and ideas.
If you can't think of something to say, ask your partner a question like 'What do you think?' This gives you time to think of what you can say next. Students can also gain thinking time by using fillers, like *Let me think.*
If you don't understand what the examiner or your partner is saying, ask them to repeat or to speak more slowly.

2 SPEAKING

- Let students speak in pairs for three minutes. If any pairs finish before the three minutes is up, explain that they have come to an agreement too quickly, or not talked about the different options in enough detail. Ask them to think about what they could have done differently.

3 32

- To help students answer the first question, the following questions can be written or projected on the board before they listen.
  Do they discuss all five options?
  Do they give reasons to support their point of view?
  Do they take turns and speak for equal lengths of time?
  Do they listen to each other?
  When they disagree, do they do it politely?
  Do they come to a decision at the end?

Possible answers

The two people did the task very well. They discussed all five options fully and came to a decision. They gave reasons to support their point of view, took turns and listened to each other. Also, when they disagreed, they did so politely.

4a

Answers

a choice **b** choose **c** best **d** better **e** Let's **f** Shall **g** going

Extra activity

Tell students that, when we speak, we stress only the most important words in the sentence. Then write on the board:
My choice would be a talk.
I think we should choose a weekend in the country.
Ask students to discuss in pairs which of the words in each sentence are stressed. Then say the sentences with normal stress, i.e.:
My choice would be a talk.
I think we should choose a weekend in the country.
Once you have done this, underline the appropriate words. Students practise saying the expressions in pairs. You could extend this practice to other expressions in the Speaking bank.

4b SPEAKING

Mixed ability

Ask less confident students to write two expressions for each section before they look at the Speaking bank on page 26 of the Student's Book.
More capable students can write five expressions for each section.

Possible answers

1 What do you think?; What do you think about (noun/*-ing* form of verb)?; What about you? What about (noun/*-ing* form of verb)?; Do you agree?; Don't you think so?
2 Yes, I agree.; Yes, you're right.; I think you're right.; That's true.; I agree with you.; I see what you mean.; That's a good idea.; Sure.
3 I see what you mean, but …; I suppose so, but …; I'm not sure.; Maybe, but …; I agree up to a point, but …; Yes, but I think it depends on …

5 SPEAKING

- Ask students to work with a different partner from the one they worked with for exercise 2. Remind them of the advice for doing this type of speaking task that they discussed in exercise 1.
- After students have spoken for two to three minutes, tell them to talk about the second part if they haven't started on it yet.

Practice makes perfect

SPEAKING

- When students finish, tell them to discuss in their pairs how well they think they did and if there is anything they need to improve (taking turns, responding to their partner, etc.).

Homework Workbook page 53

www.frenglish.ru

Developing writing p79

Writing a for-and-against essay

Warmer

Divide the class into small groups. Say: *Imagine that you could decide how much every person earns in their job. Which three jobs do you think should be the best-paid, and why? Is there any job where the employee shouldn't be paid much?*

Allow the class to work in their groups before asking volunteers for their ideas.

1 Do this as a whole-class activity. Encourage arguments both for and against why the people deserve to earn a lot of money.

Culture notes

The left-hand photo shows Neymar da Silva Santos Junior, a Brazilian professional footballer known as Neymar.

The centre photo shows Naomi Osaka, a Japanese professional tennis player.

The right-hand photo shows Lewis Hamilton, a British Formula 1® racing driving and multi-world champion.

2 SPEAKING

- Read the task with the students. Then write on the board: *Doctors should be paid more than top sports stars.* Underneath this draw a line denoting two columns with the heading *Reasons for* in the left-hand column and *Reasons against* in the right-hand column.
- Students copy the table. Tell them to first think of reasons why doctors should be paid more than top sports stars and to make notes in the table, then reasons why doctors shouldn't be paid more than top sports stars. Emphasise that students should make notes in both columns, whatever their personal opinion is.

3 Ask students to read the essay quickly and find any ideas which are the same as theirs. Then highlight some arguments in the essay and ask students whether they agree or disagree. For example: *Top sports stars help society by acting as inspirational role models. / ... society needs to recognise the essential work that doctors do and make sure they are paid at least as well as people like popular sports stars ...*

4 Answer the questions together as a whole class.

Answers

1 Paragraph 1: introduces topic; Paragraph 2: gives arguments against the statement; Paragraph 3: gives arguments for the statement; Paragraph 4: summarises and gives writer's opinion

2 They should give both sides of an argument, only giving writer's own opinion in the conclusion.

5a Students do this task individually.

Answers

1 Firstly, Lastly 2 What is more, Furthermore, In addition
3 However, On the other hand, Nevertheless 4 Therefore
5 to my mind, I believe 6 All in all

5b + Extra activity

Book closed. Tell students to write:
- three linkers of contrast
- three expressions of opinion
- three ways to start a conclusion
- three linkers to add arguments

Students then check their answers against the Writing bank.

Fast finishers

The following sentences can be written on the board:

Despite their wealth, rich people aren't always happy.

In spite of his hard work, he doesn't have much money.

Ask fast finishers to rewrite the sentences using a gerund or *the fact that*.

Answers

Despite the fact that they are wealthy, rich people aren't always happy.
Despite being wealthy, rich people aren't always happy.
In spite of working hard, he doesn't have much money.
In spite of the fact that he works hard, he doesn't have much money.

6 SPEAKING

- After reading the essay task with the students, write on the board: *We should always try to avoid any type of stress in our lives.* Draw a table with two columns underneath, with the left-hand column headed *Reasons for* and the right-hand column headed *Reasons against.*
- When students have written notes in both columns, tell them to decide in which paragraphs the notes should go.
- Exam tip In for-and-against essays, students must present both sides of the argument.
- A typical paragraph plan in for-and-against essays is: paragraph 1 – introduction, paragraph 2 – reasons in favour of the idea, paragraph 3 – reasons against the idea, paragraph 4 – conclusion.
- Students' personal opinions should only be given in the conclusion.
- The style in for-and-against and opinion essays should be formal. So, contractions or colloquial language should not be used.
- A good range of linkers should be included in the essay – for example, linkers of contrast, linkers to sequence arguments, etc.
- Essay must be between 140 and 190 words.

Practice makes perfect

7a Before students start writing, write the following guidelines on the board. You can then expand on them orally (see the Exam tip above).

Don't forget!
Paragraph plan (4 paragraphs)
Linkers
Formal language – no contractions

Homework Workbook page 54

www.frenglish.ru

Test yourself p81

Grammar test

1

Answers

1 wouldn't/would not eat (second) 2 'd/had known (third)
3 'd/would have called (third) 4 is (zero) 5 Will, give (first)
6 'd/had gone (third) 7 will, tell (first) 8 'd/would get (second)

2

Answers

1 won't finish in time unless you hurry
2 your mobile phone in case you need to call me
3 will win the match provided (that) they do their best
4 wouldn't need Danny in the team unless someone was ill
5 'll be able to make sandwiches as long as Kate remembers to bring the bread
6 'll let you in providing that you have your ID card

3

Possible answers

1 I was/were fit
2 wouldn't take so long in the bathroom
3 I'd/had bought tickets for the concert yesterday
4 would let me have parties at home
5 I hadn't eaten such a big lunch/so much
6 I wasn't allergic to cats

Vocabulary test

1

Answers

1 hip 2 lungs 3 thigh 4 kidney 5 waist 6 forehead
7 nail 8 muscle

2

Possible answers

1 I didn't sleep well because I felt a stiffness in my neck – it was difficult to move it.
2 You should only go to A and E when it's a real medical emergency.
3 A good GP will fully explain your symptoms and will ask you questions about them.
4 I almost never ask the chemist for advice because I am hardly ever ill.
5 You need a prescription from your doctor to buy medicine, like antibiotics.
6 The doctor carried out an operation and removed one of my kidneys.
7 When I have a fever, I feel very hot and have to wear light clothes even when it is cold outside.
8 After eating so many sweets, I had a stomach ache.
9 Some kinds of medicine give you pain relief so you feel less pain, but they don't cure your illness.

3

Answers

1 Sam is feeling on top of the world.
2 Joe has come down with the flu.
3 Ella was on her last legs at the end of the race.
4 I go swimming to keep in shape.
5 I blacked out for a second.
6 It looks like he'll pull through after the accident.
7 You look the picture of health!

Reading

2

Answers

1 **B correct** – *Ashura looked with horror out of the small window as the river rose higher and higher. The rains had been going on for days and seemed even worse today. Everyone was asleep, but he shouted for them to get up.*
2 **B correct** – *they ... started to pack some small bags with their most important possessions ... 'If we leave now we can walk down to the bridge and get to the town'*
3 **A correct** – *Some of their neighbours shouted to them as they went by in boats, but nobody had any room to take them.*
4 **B correct** – *Ashura looked around the swilling waters and saw that all sorts of debris was floating past – people's abandoned possessions and parts of the huts they lived in.*
5 **D correct** – *'Hold me,' he said and he leaned out off the roof and grabbed a wooden door as it went past.*
6 **A correct** – *he was worried the raft might not be strong enough for all of them. He didn't tell his dad what he was thinking though*

- If you wish, go to page 146 to continue working through the Exam success section for these two units.
- See the Exam trainer, Workbook page 96, for more information and practice of this First for Schools task.

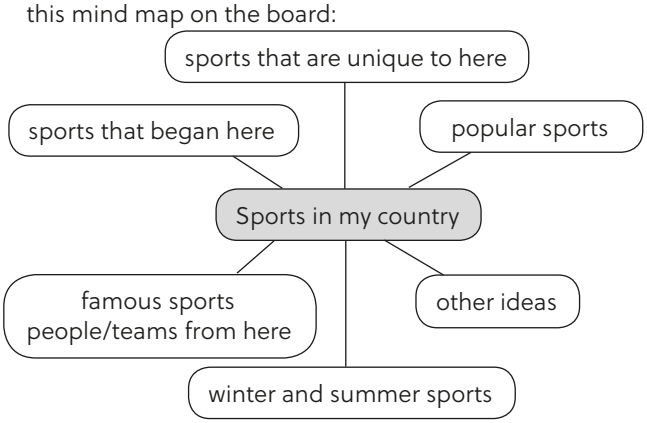
Sports in your country

1 SPEAKING

- Organise the class into groups, trying to ensure students work in different groups than for the previous Collaborative project. Include a range of abilities in each group.

2 SPEAKING

- While students, in their groups, read the Project task, draw this mind map on the board:



- Direct attention to the mind map. Tell students to discuss in their project groups what area(s) they want to focus on, on the subject of sports in their country.
- After students have discussed the research areas, ask: *What format would communicate your topic the best? What skills do the people in your group have (drawing, video editing, etc.)?*
- Tell the groups to discuss the format that would be best for their project idea.

3 Ask individuals to read aloud the tips and discuss them with the class.

- After reading the *Academic skills* section, ask the class to discuss in their groups: *How can you be sure that the information you find online is reliable?* Then ask the groups to share their ideas.
- Make clear that groups should consider the questions in the *Intercultural awareness* section when planning their projects. Ask: *Do you think you will need to explain in your project why the sport(s) you have chosen are popular in your country?*

4 SPEAKING

- Establish a schedule for the project, Including any interim deadlines.
- Remind students to make sure that everyone takes part in deciding what to include in the project and putting the project together. Encourage groups to use the language in the *Collaboration* section to help them to do this.
- When students present their projects, allow groups who have chosen to do a presentation more time to speak and to show any visuals they have prepared.

Virtual Classroom Exchange

- Connect with teachers and students in other countries and encourage students to present their projects to each other.

www.frenglish.ru

Vocabulary in context p84

Using words connected with films, fiction, music and reviews; using adjectives in reviews

Warmer

Books closed. Tell students they have invited some friends to their home to watch films and listen to some music. Elicit what influences their decision to choose a particular movie or piece of music (e.g. friends' recommendations, TV or radio reviews, social media comments, YouTubers or ratings websites). Ask them which ones are the most reliable and why.

1 SPEAKING 33

- Most of the words in the box should already be known to students. You may need to explain or elicit the meaning of *indie* (*independent*), *R&B* (*rhythm and blues*) and *rom-com* (*romantic comedy*).

Answers

Film: action, animation, crime, historical, horror, indie, rom-com, sci-fi, thriller
Fiction: action, crime, historical, horror, sci-fi, thriller
Music: dance, electronic, folk, indie, metal, punk, R&B, rap, soul

Extra activity

Write on the board: *action film*, *animation*, *dance music*, *horror film*, *metal group*, *rapper*, *rom-com*, *sci-fi film*, *thriller (book)*, *crime novel*.
Students work in pairs. Tell them to write down one example for each category.

Culture exchange 34

2 Before students do the task, ask them if they can name any Irish bands or singers (*Hozier, The Coronas, Imelda May*). Encourage contributions from various students and ask them what they think of the artists. Tell them they are now going to read a text about an interesting Irish band.

- Students can work in pairs. Pre-teach or elicit the meaning of *lyrics* (*words of a song*), *make it* (*be successful*) and *track* (*song on an album*).
- After checking answers, ask students to explain the meaning of *released* (*made public*), *vinyl* (*round, black plastic disc, used for listening to music before CDs*) and *gigs* (*live performances*).

Answers

a make it **b** songwriters **c** lyrics **d** recorded **e** album
f download **g** tracks **h** chart(s) **i** tour **j** performance(s)
k stage **l** live

Culture exchange 35

3 Before students do the task, tell them that they're going to read an article about Cillian Murphy. Ask if they know who he is and what they can tell you about him.

- Pre-teach or elicit the meaning of *at the box office* (*refers to the number of tickets sold or to show how successful a film is*), *plot* (*story*), *screenplay* (*the text of a film*), *sequel* (*a second film in a series*), *soundtrack* (*the music in a film*), and *villain* (*the main bad character*).
- As before, students work in pairs. Tell them to work with a different partner than in the previous exercise. Make clear that they will need to change the form of some of the words.
- After checking answers, teach or elicit the meaning *critics* (*journalists who comment on films*).
- You may want to explain how the singular form of *character* has a second meaning (*someone's personality*). Give examples: *She's very considerate and it's not in her character to be unkind. Missing school is very out of character for Tom, so he must be ill.*

Answers

a starring **b** main **c** sequel **d** box office **e** Audiences
f soundtrack **g** plot **h** ending **i** villain **j** screenplay

Culture notes

Cillian Murphy (1976) is an Irish theatre, film and TV series actor. Since 2013 he has portrayed the character of Thomas Shelby in the BBC series *Peaky Blinders* about a criminal gang operating in Birmingham after the First World War. He is also a keen rock musician. Murphy is a patron of a child and family research centre which carries out research and is involved in education and training with regards to families and young people.

4 SPEAKING 36

- When checking answers, elicit the meaning of each of the words.
- Ask the class to choose five adjectives that would make them want to watch a new film. Tell them to explain their answers to their partner.

Answers

Positive: amusing, convincing, fast-moving, gripping, hilarious, inspiring, intriguing, moving, realistic, stunning, well-produced
Negative: clichéd, predictable

Use it ... don't lose it!

5 SPEAKING

- Before students do the task, give example answers for yourself (invented or true) for both questions. For example:
  1 *Now, I listen to a lot of music online. It's so easy and convenient! I never buy CDs or vinyl, but I have a collection of vinyl that belonged to my parents.*
  2 *I haven't seen a film recently, but I've just finished watching the last episode of the series* Homeland. *It's about spies. The acting is stunning and the plot is very fast-moving and unpredictable. It's fiction, but it's so convincing that sometimes you think it's real!*
- Tell students to give similar full answers.

Homework Workbook page 58

www.frenglish.ru

Reading p85

Reading for gist, specific information; inferring the meaning of words from context

Warmer

Tell students that you are going to talk about reading. Elicit if students like to read and whether they read digital or paper formats. Ask students to give examples of things they read in each format. Finally, ask students how long do they spend reading for pleasure each day.

1 SPEAKING

- After students do the task in their pairs, discuss the questions as a class. Elicit ideas but don't confirm at this stage whether they are correct or not.

2 Before students do the task, make clear that they don't need to understand every word. They only need to read for gist and will read again for more detail in the next exercise.

3 37

- Before students do the task, emphasise that they need to answer in their own words. They should not copy pieces of the text word for word. It is a good idea for students to do this task in pairs so that they can discuss how to phrase the answers.
- As a class, discuss some ways that students can write answers in their own words (*using synonyms, antonyms or paraphrasing*).
- When checking answers, do not accept answers as correct when they substantially repeat the words in the text. Encourage students to find a different way of giving the same answer.

Possible answers

1 You can choose stories that take one, three or five minutes to read and you can choose different types of stories.
2 They did studies that found people didn't have time to finish books. They also found that people preferred reading books to being online.
3 Paresh is always looking for something different to read. He doesn't have time to read long novels now, and prefers magazines or newspapers.
4 Babita Bismal thinks it's bad for her children to spend a lot of time on their smartphones. Sam Rankin thinks it's good to read something on paper rather than reading on her smartphone.
5 He wanted to see if he could write a good, very short mystery story.
6 He was interested in the idea of people spending a small part of their day reading.
7 The writer says that fiction can help us to feel less stressed.
8 It makes it easier for people to read when they don't have much time.

Fast finishers

Ask fast finishers to read paragraphs 2 and 3 again. Ask: *Do you agree with any of the interviewees?* Give reasons for your answers. Tell students to write their answer in their notebook

4

Possible answers

all set – ready and prepared
give up on – stop hoping that something will improve and stop doing something
on the lookout for – searching for someone or something
tangible – something you can touch
whodunnit – a book or film in which you don't know who committed the crime until the end
notion – an idea, especially one that seems unusual
chunk – a large piece of something

Extra activity

In pairs, ask students to write gapped sentences for the words in exercise 4. Then, they swap sentences with another pair. Students can correct the sentences in their groups. At the end of the activity, ask for an example sentence for each word from the class.

5 Critical thinkers

- Students discuss the question in pairs. Emphasise that they should give reasons or examples to explain their opinion.

Possible answers

In my opinion, a lot of us probably use our smartphones too much. We're on them all the time. But I often read e-books on my phone. Having a smartphone is like having lots of books to choose from at any time. And if I want to buy a new e-book, I can get it on my phone straight away instead of having to go to a bookshop. There are lots of things we can do if we're not on our smartphones; for example, we can play sport or spend time with our family and friends. Reading is just one of the options. But for me, using a smartphone means I read more, not less. Personally, I think we should definitely read more, but that doesn't mean less time on our smartphones.

Flipped classroom

You may want to ask students to watch the Flipped classroom video for Unit 7 as homework, in preparation for the grammar lesson.

Homework Workbook page 59

www.frenglish.ru

Grammar in context 1 p86

Using reported speech with statements and questions

Warmer

Write on the board:
'The vending machines with stories are great!'
He said that the vending machines with stories _____ great.
Ask: *What verb goes in the gap and why?*

Answer
were – because it's reported speech, not direct speech, and the verb 'said' is in the past tense

1 If you didn't set the Flipped classroom video for homework, watch the video in class before working through the activities.

- Ask some students to read sentences 1a to 3b aloud. Make clear that the b sentences report the a sentences.
- Tell students to pay attention to how the verbs tenses change.
- Then go through questions a–f together, eliciting the answer after each one. When checking the answer to b, give examples below to illustrate how *should and the past perfect forms stay the same when moved into reported speech if needed:*
  *She said: 'I **should** do my essay before we go shopping'.*
  *→ She said (that) she **should** do her essay before they went shopping.*
  *'I **had just finished** my homework when you called,' he told me. → He told me that he **had just finished** his homework when I called.*

Answers
a The tense usually goes one tense 'back' into the past.
b The form does not change.
c No, they usually stay the same.
d *I* changes to *she*, *this* changes to *that* and *my* changes to *her*.
e With *tell*, you use a personal object to say who the subject is talking to. With *say*, you do not use a personal object.
f No, it is optional.

2

Answers
a (week/month/year) ago → a (week/month/year) before
here → there
last (week/month/year) → the previous (week/month/year)/ the (week/month/year) before
next (week/month/year) → the following (week/month/year)
now → then
these → those
this → that
today → that day
tomorrow → the next/following day
tonight → that night
yesterday → the day before/the previous day

3 In less confident classes, write on the board: *Use* told *when you know who receives the message.*

Answers
1 told **2** said **3** said **4** said **5** told **6** told

4 Do the first sentence as an example with the whole class, eliciting the version in direct speech. Students then do the rest of the exercise in pairs.

Answers
1 I might buy tickets for the gig this weekend.
2 We've been waiting here for ages./We'd been waiting there for ages.
3 I didn't see the film yesterday.
4 The lyrics of our songs aren't very important.
5 We'll go to the concert with you tonight.
6 The music festival is next month.

Extra activity

Say the following words and ask students to write down how they are said in reported speech:
1 go 2 will 3 am going to read 4 can 5 saw 6 must 7 might 8 had forgotten 9 yesterday 10 now 11 here 12 last year

Answers
1 went **2** would **3** was going to read **4** could
5 had seen **6** had to **7** might **8** had forgotten
9 the day before/the previous day **10** then/at that moment
11 there **12** the previous year/the year before

5 Elicit what changes students need to make in reported speech (*verb tense, pronouns, words relating to position and time*).

- If appropriate for the class, students can do the task in pairs.

Answers
1 Oliver (that) those papers were his.
2 (that) he was going to start writing a short story the following week.
3 (that) the crowd had gone mad when he ('d/had) played that song the previous night/the night before.
4 Ella (that) he might see her the next/following day, but (that) he'd/would tell her that night.
5 (that) he loves listening to hip-hop records.
6 Luke (that) they had to finish that before they could leave.

6a Students work in pairs or small groups. If they have access to the Internet, tell them to look online if they have problems thinking of things that famous people have said. You could also expand the question to include things that famous people in history have said.

6b SPEAKING

Each pair or small group share two of the reported speech sentences they have written down. The class tries to use transform these sentences to the original direct speech.

7 Books closed. Write on the board:
'Where are you going?' I asked Kyle.
I asked Kyle ...
A where was he going.
B where he was going.
C where are you going?

- Ask students which option reports the question correctly (*B*). Discuss why the other options are not correct.
- Do this task with the whole class. First, ask students to read sentences 1a to 4b. If necessary, point out that the b sentences report the a questions.
- Then go through questions a–e with the whole class, eliciting the answer after each one. Encourage students to give an example from sentences 1a to 4b to support their answer.

Answers
a Yes **b** No **c** Yes **d** No **e** We use *if* or *whether*.

www.frenglish.ru

8 Before students do the task, direct their attention to the photo. Ask students if they know who the person is and what they know about her.

- Make clear that there is often a choice of what reporting verb students can use. To illustrate, elicit the answer to the first line in the conversation. Possible answers are: *Olivia asked Tom if/whether he had ever seen a famous actor in person* **or** *Olivia wanted to know if/whether Tom had ever seen a famous actor in person.*
- Remind students to think about other changes that may be needed, e.g. expressions of time, expressions of place, possessive adjectives.

Possible answers

Olivia asked Tom if/whether he had ever seen a famous actor in person.
Tom told Olivia that he had. He said (that) he had seen Zendaya the previous year/the year before.
Olivia wanted to know/asked where he had seen her.
Tom told her that he had been in France. He said (that) there had been a film festival near where they had been staying.
Olivia asked (Tom) if/whether he/they always went to France in the summer.
Tom told her that they usually went (there) because his grandparents were French.
Olivia told him that they were probably going to Hollywood the following summer. She said (that) her dad has/had a friend who lives/lived in California.
Tom told her that she was very lucky. He said (that) he'd love to visit the Walk of Fame one day. He asked if he could go with her.
Olivia said (that) she would ask her dad if it was OK.

Culture notes

Zendaya Coleman is an American actress and singer. She was born in California in 1996. She started acting as a child and has starred in the films *Spider-Man: Far from Home* (2019) and *Dune* (2020). As a singer, her best-known songs are *Replay* (2013), *The Greatest Show* (2017) and *Rewrite the Stars* (2018).

Use it ... don't lose it!

9 SPEAKING

- Before students do the task, write some prompts on the board, such as: *Have you ever ...? How often do you ...? What/Who's your favourite ...? When did you last ...?*
- After students write their questions, tell them that they should ask and note the answers of at least five other students.

Homework Workbook page 60

Developing vocabulary p87

Using compound nouns

Warmer

Write these words on the board: *firefighter, rainfall, cowboy, earring, greenhouse, haircut.*
Ask what all the words have in common. (They are all compound nouns, i.e. they are nouns composed of a noun plus another word, e.g. *fire + fighter, rain + fall*, etc.)
Ask students if they can add any other words to the list.

1 Do this as task a whole class. To help students decide, ask them if each item makes sense when you put *a(n)* before it.

Answers
nouns: download, screenplay
adjectives: best-selling, eco-friendly

2 38

Answers
In compound nouns, the stress is on the first word. In compound adjectives, the stress is usually on the second word.

3 Pre-teach or elicit the meaning of any compound nouns students may have problems with. For example: *blockbuster (a book, film, etc. that is very popular and successful), breakthrough (an important, positive event which is often a surprise), cliffhanger (a moment in a film where you don't know what will happen next), drawback (disadvantage), outcome (result), sell-out (an event that's very popular and which you can't get tickets for)* and *turnout (attendance, number of spectators).*

- Make clear that in some cases students will need to use the plural form of the compound noun.
- As a follow-up activity, say: *Imagine you're a film director or a singer. Would you want to get feedback from some members of the public before you release your film/song? Or do you think that you should only make films or songs that people want you to make?*

Mixed ability

For less confident students/classes, write two options on the board for each gap while students are working on the text.
a *blockbusters/masterpieces*
b *turnout/box office*
c *feedback/breakthrough*
d *drawback/soundtrack*
e *cliffhanger/breakthrough*
f *drawback/outcome*
g *cliff-hanger/masterpiece*
h *feedback/outcome*
i *box office/turnout*
j *sell-outs/breakthroughs*
k *breakthroughs/masterpieces*
Challenge more confident students/classes to think of an idea for a new blockbuster when they finish the exercise. They then tell a partner or the rest of the class about it.

Answers
a blockbusters **b** box office **c** feedback **d** soundtrack
e cliffhanger **f** drawback **g** masterpiece **h** outcome
i turnout **j** sell-outs **k** breakthroughs

Use it ... don't lose it!

4 SPEAKING

- Encourage students to ask follow-up questions for more information.

Answers
1 block **2** draw **3** turn **4** piece **5** track

Homework Workbook page 61

www.frenglish.ru

GREAT LEARNERS GREAT THINKERS p88

Thinking about the importance of creative thinking

Warmer

Books closed. Ask students: *What things can be box office hits? (films, plays, musicals)* Explain that a *flop* is the opposite of a *hit*. Elicit the names of any films that were *flops*.

Ask students what factors make a movie a flop (*actors, series of films, special effects, released at the correct/ incorrect time, advertising, plot*).

Check if students know what musicals are (a play or a film in which there are a lot of songs) and elicit if they like them.

Write on the board: *The Lion King, The Greatest Showman, Wicked, The Phantom of the Opera, La La land*.

Ask students if they know what these titles have in common. (*They are all musicals.*)

Possible answers

The Lion King tells the story of Simba, a lion, from birth to adulthood. The was an animated film before it became a successful musical. The musical was staged on Broadway in October 1997 and is still being performed around the world today. A new version of the film was released in 2019.

The Greatest Showman was released in 2017. It tells the story of P. T. Barnum and how he creates his spectacular show. The film stars Hugh Jackman, Michelle Williams, Zac Efron and Zendaya.

Wicked is based on a book of the same name which was inspired by the classic film *The Wizard of Oz* (1939). The musical is told from the perspective of the witches of the Land of Oz.

The Phantom of the Opera revolves around a singer, Christine, who becomes the obsession of a mysterious, disfigured musical genius who lives in tunnels underneath the Paris Opera House.

La La Land is a musical film, in which a jazz pianist, Ryan Gosling, and an aspiring actress, as Emma Stone, fall in and out of love while trying to make their dreams come true in Los Angeles.

1 SPEAKING

- Write some prompts on the board for question **2**, such as: *story? music? lyrics? acting? singing? stage and costume design?*
- After students do the task, nominate pairs to feed back to the class.

GREAT THINKERS

2 SPEAKING VIDEO

- This thinking routine encourages students to actively engage with a subject before they are presented with information about it. They then critically evaluate the information they are given to see if it tells them what they wanted to know.
- Before students do the task, brainstorm jobs that computers or computer-operated machines can now do or will soon be able to do. If students don't have many ideas, give them prompts such as: *cars, drones, supermarket checkouts, telemarketing, house cleaners*, etc.
- Students read and discuss the first two questions in pairs, and then watch the video and check to what extent it answers their questions.
- After students watch the video, ask them what unanswered questions they still have. Ask if any of the students in the class knows the answers to these questions or where they could find the answers.

3a Students work in pairs to try and complete the sentences.

3b VIDEO

- While students do the task, you might want to pause the video at the appropriate points to give them time to write their answers.

Answers

1 musical theatre shows are performed.
2 have created and worked on musicals for years, with great success.
3 audiences like (in a story).
4 the story is set.
5 thinks/says are fabulous.
6 has created a program that can write music.
7 can't go wrong.
8 can make anything possible.

4 Students read the text. Elicit or explain the stories of Icarus, Cinderella and Oedipus. (Icarus died because he flew too close to the sun. After a difficult time with her step-mother and step-sisters, Cinderella meets a prince and lives happily ever after. Oedipus fulfilled a prophecy by killing his father and marrying his mother, who were unknown to him.)

- Students discuss in pairs or small groups three famous stories or films, including which of the six basic storylines they reflect and why.

5 SPEAKING

- Students work in small groups to create their story outline. Tell them to make notes on what they decide, as they will need to present their ideas to the rest of the class.
- After each group has presented their plot, take a class vote on the most popular idea.

GREAT LEARNERS SEL

- Write on the board: *Creativity is not copying*. Tell students to discuss what they think this means, if they agree with it and what creativity means to them. Then they discuss the question in the Student's Book.

LEARNER PROFILE

- Direct students to the Learner profile on page 143. Explain that they should grade themselves 1 to 5 for how creatively they think.
- To help students approach this question in concrete terms, ask them to think about specific situations when they needed to come up with a solution. Possible examples could be: working on a Collaborative project with classmates, planning a party, deciding on holiday what to do on a rainy day, etc.

www.frenglish.ru

Listening p90

Listening for specific information

Warmer

Brainstorm different book genres (e.g. novels, short stories, comics, graphic novels, non-fiction, etc.).
Direct students' attention to the photo and ask: *What concept does this image portray? Do you think it's an interesting idea? Have you got an e-reader at home? Are any genres not suitable for an e-reader?*

1 SPEAKING

- In pairs, students discuss the questions and give reasons for their opinions.

2a 39

- Tell students to read each question carefully.
- Before students listen, tell them to focus on the ideas in the questions and the podcast. Elicit that some of the words might not be used in the podcast or the questions.

Answers
1 False **2** False **3** True **4** True **5** True **6** False
7 False **8** True

2b 39

- If students need to listen again, pause the audio at the relevant point for each false answer.

Answers
1 False – They say that romance is the most popular genre.
2 False – They say that the websites are not necessarily for new authors.
6 False – They say that you can easily avoid bad stories.
7 False – They say that a big publisher offered to print her book and it became a bestseller. The movie adaptation of the story for Netflix came later.

3 Critical thinkers

- Before students do the task, remind them that the objective is to justify their opinion and give suitable examples.

Workbook page 61

Grammar in context 2 p90

Using a range of reporting verbs and reporting structures

Warmer

Books closed. Write on the board:
Jack said that he liked reading thrillers.
Jack told me that he liked reading thrillers.
Ask the class why we use *said* in the first sentence and *told* in the second.

Answer
We use *said* in the first sentence because we don't know who Jack was talking to. We use *told* in the second sentence because we know who Jack was talking to and we include the name or pronoun in the reported sentence.

1a Elicit or pre-teach the meaning of *claimed* (*when someone says something, but they haven't actually proved that it's true*).

Answers
With an object pronoun: warn, remind
Without an object pronoun: explain, add, claim

1b To help students understand how each of the verbs is used (with or without an object pronoun), dictate the following sentences:
James admitted that he was wrong.
Sonya agreed that it was a good idea to go swimming.
Clara announced that she had won a prize.
Max complained that the exam was too hard.
Jack promised that he wouldn't be late.
Maria promised me that she wouldn't forget my birthday.

- Students do the task.

Answers
Without an object pronoun: admit, agree, announce, complain
With or without an object pronoun: promise

1c Tell students to look at the sentences they wrote in exercise 1b to help them here.

Possible answers
admit: to agree that something is true, especially when you are unhappy, sorry, or surprised about it
agree: to have the same opinion as someone else
announce: to make a public or official statement, especially about a plan, decision, or something that has happened
complain: to say that you are not satisfied with something
promise: to tell someone that you will definitely do something

2a

Answers
a announced **b** claimed **c** agreed **d** admitted **e** added
f – **g** complained **h** warned **i** promised

2b Tell students to look out for other structures they need to change in the text.

Answers
b 'I'm surprised but delighted by the news.'
c 'My story will make a great TV series.'
d 'The director has asked/asked me to make some changes to the plot.'
e 'I have no problem with this.'
f 'I want/wanted to act in the series, too.'
g 'I can't appear in the series as my favourite character, Tracey.'
h 'The series won't be exactly the same as the novel.'
i 'It will be just as good.'

www.frenglish.ru

3

Possible answers

1 Jenny promised (that) she would remember to finish the book that day.
2 The Prime Minister announced/claimed/promised (that) they were going to put wi-fi in every school.
3 Ben claimed (that) he hadn't known it was illegal to download those songs.
4 Tom complained/warned (that) the special effects in the film had been terrible.
5 Ella admitted (that) she should read more often.
6 Mike warned Joe (that) it wasn't very good for his eyes to read in the dark.
7 Becky reminded her dad (that) her train arrived at 3 pm.

4a Books closed. Before students do the task, write on the board:

Oliver promised to do his part of the project at the weekend.
Chloe regretted going to bed very late the night before.

- Ask students what constructions follow the two reporting verbs (*promised* is followed by the infinitive; *regretted* is followed by the gerund). Tell the class that in this lesson they'll be looking at what structures follow different reporting verbs.
- Books open. Read through example sentences 1 to 5 with the class.
- Then, in pairs, students match the verbs in the sentences to the constructions which follow them a–e.

Answers

a claim **b** ask **c** suggest **d** apologise for
e criticise somebody for

4b Elicit the translation of the different reporting verbs in lists a–e from the students.

Language notes

Some of the reporting verbs in a–e can be followed by more than one construction.
Advise: can be followed by an object + infinitive or by a gerund.
Warn: can be followed by an object + infinitive or by an object + *against* + a gerund.
Suggest: can be followed by that + clause.

Extra activity

Tell students to write the sentences in 4a in direct speech.

Answers

1 Why don't we take a look at those websites?
2 I'm sorry I don't have more time.
3 Can you explain story-sharing websites?
4 We have 70 million users.
5 Some authors make mistakes with spelling and grammar.

5 Do the first sentence with the whole class. Say: *What construction is* accused *followed by? Have a look at list a–e if you're not sure.* (*accuse somebody of + gerund*)

- Tell students to follow the rules in exercise 4 to rewrite these sentences.
- Students do the remaining sentences individually before checking their answers in pairs.

Answers

1 Oliver of hiding all her textbooks
2 to tell her dad the truth
3 eating all the popcorn
4 Will not to write his essay in pencil
5 for taking Liam's laptop without asking/to Liam for taking his laptop without asking
6 him not to go/him against going near the edge because he could fall
7 to talk about the assignment after school
8 to appear in a selfie with all of them

6 This task can be done in pairs. Explain that sometimes they will need to decide what reporting verb to use and other times they will need to decide what construction follows the reporting verb.

Answers

a explained **b** to publish **c** for **d** against **e** added
f claimed **g** liking **h** getting **i** not to write **j** making
k announced **l** on **m** to print **n** warned **o** reminded
p on **q** for

Culture notes

Although the author did not live to see its success, *Moby Dick* is now American classic and its famous opening line, 'Call me Ismael.', is loved by many.
The characters in *The Sun Also Rises* travel to Pamplona from Paris for the Festival of San Fermín to go to the bullfights and see the running of the bulls. This book helped to make the festival famous outside Spain.
Animal Farm tells the story of animals who take control of their farm from the owner, but then create a society as unfair as before. Many publishers refused to print it for being too political.
The Spy Who Came in from the Cold tells the story of a British spy who goes to East Germany during the Cold War and pretends to be a defector.
The Great Gatsby is about a group of young people in the summer of 1922 on Long Island, next to Manhattan, New York. The book has been adapted for film four times, the most recent one in 2013.
The Harry Potter books have been printed in over 80 languages. The final book in the series sold over 11 million copies in the first day, becoming the fastest-selling book in history.

7 Allow students plenty of time to complete the sentences with their own ideas.

Answers

1 + *(not) to* + infinitive **2** + gerund **3** + gerund
4 + infinitive **5** + gerund **6** + gerund **7** + *to* + infinitive
8 + *(not) to* + infinitive

Use it ... don't lose it!

8 SPEAKING

- After students compare their sentences in pairs, ask for volunteers to share their most interesting ideas or experiences.

Homework Workbook page 62

www.frenglish.ru

Developing speaking p92

Participating in a discussion 1

Warmer

Ask students to describe a film they have seen using 'Words connected with film, fiction and music' and 'Adjectives to use in review' from page 84.

1 SPEAKING

- Before students do the task, direct their attention to the photo. Ask questions to prompt their discussion: *Where do you think they are? Who do you think they are? What are they wearing? What are they holding?*
- After the task, ask them to read the title and speculate what the article might be about.

Culture notes

The photo shows the director and producers (Barry Jenkins, Adele Romanski and Jeremy Kleiner) of the film *Moonlight* at the Academy Awards in Hollywood in 2017. *Moonlight* was nominated for eight Academy awards and won three, including Best Picture. It is a coming-of-age drama about a young, black man growing up in a poor neighbourhood in Miami.

2 After students read the article, invite reactions to it. Encourage students to be specific and to give reasons for their answers.

3 40

- With less confident classes, you might want to have students listen to the conversation twice. The first time they just decide whether the boy and the girl have similar opinions. The second time they identify the examples used to support the arguments.

Possible answers

1 Yes, they do.
2 **Argument:** Film award ceremonies don't give enough importance to women.
Examples: There are lots of women film directors but not many of them win prizes./A lot of male directors are always in the news, but you don't see many women filmmakers in the news.
Argument: The situation is changing.
Example: At the Sundance Film Festival recently, women filmmakers took the top prizes.
Argument: The movie business needs more diverse judges for these awards.
Examples: The person in charge of the voting at the Sundance Festival was a famous female director. That's why women took the top prizes./Of the voters in the Academy Awards, most are white and male.

4 40

Answers

Don't forget that ..., There's no doubt in my mind that ..., I really do think that ..., I'm totally convinced that ..., You can't deny that ..., It's time that (subject + past tense), For instance, ..., Look at ..., You only have to think of ..., ... such as ..., Just to give you an idea ...

Language notes

To emphasise the verb, add *do:*
I really do think that ...
Explain that we always accentuate *do* when it's used like this.
These sentences can be written on the board for students to practice:
I really do want to see this film.
I really do have to go now.
I do hope the film won't be very slow.

5 SPEAKING

- To facilitate students' discussion, write or project some prompts on the board, such as:
  Should judges make a positive decision to give awards to women and non-white people?
  Should there be an equal number of men and women, and white and non-white people among judges?
  Should a lot of the judges be young people?
  Are film awards important anyway? Does it really matter who wins? Why?
- Encourage students to use expressions for adding emphasis and giving examples in the Speaking bank.
- Exam tip In discussion tasks, students sometimes have to talk to one or more other students about a topic.
- Students should make sure they understand the topic that they are going to discuss. If unsure, they should ask for clarification before beginning.
- In some discussions, students must come to an agreement but in others, this is not necessary. They should make sure they are clear about what is required before beginning.
- In a discussion, students need to have an opinion, to explain it clearly, to justify it and to give examples to support it.
- Students should make sure they listen carefully to what other people say. In a discussion, we speak, but we also listen and react to what others say. Students can agree, disagree, make suggestions or ask questions.
- Students shouldn't talk for too long without giving others a chance to speak.

6 To help students structure their notes, write on the board: *Do I agree or disagree with this statement? Why? What examples can I give to support my opinion?*

Practice makes perfect

7a–b SPEAKING

- Remind students that they should not monopolise the conversation and that they need to respond to what the other people in the group say.

Homework Workbook page 63

www.frenglish.ru

Developing writing p93

Writing a review

Warmer

Book closed. Ask the class: *Have you ever read a product review online before buying something – for example, for a smartphone, speakers, trainers? What information do you look for in a review?*
Have you ever written a review online of something you've bought or a place you've been to? What adjectives did you use in your review?

1 SPEAKING

- After students discuss in pairs, elicit ideas from different pairs, encouraging them to explain why they recommend a particular book.

2 SPEAKING

- While students read the review, write or project these questions on the board for them to think about:
  When was the book written? (over 50 years ago) *Is that a problem?*
  What kind of book is it? (novel)
  Who tells the story? (Ponyboy, a 14-year-old boy)
  Who are the 'greasers' and the 'socs'? (gangs)
  What event changes Ponyboy's life for ever? (the greasers are attacked and they fight back)
- When students finish reading, they do the task.

Mixed ability

Ask less confident students to find at least eight adjectives in paragraphs 1, 4 and 5 that describe the author's opinion of the book or the main character.
Ask more confident students to re-read paragraphs 1, 4 and 5 and identify if the adjectives describe the story or one of the characters.
Ask: *Why is it a good idea to use a variety of adjectives in a review?* (To give the reader a full picture of your opinion of the book.)

Answers
brilliant, fast-moving, deep, moving, clever, sensitive, likeable, convincing, violent, sensitive, perceptive, unforgettable

3 After students re-read the review, they discuss their ideas in pairs. Elicit ideas for each paragraph and write appropriate ones on the board.

Possible answers
Paragraph 1: introduce the book
Paragraph 2: give the background to the story/introduce the main characters
Paragraph 3: summarise the main events of the story
Paragraph 4: describe what you like about the book
Paragraph 5: recommend the book

Culture notes

Susan Eloise Hinton (born 1948) is an American author who is a writer of teenage fiction. Her second novel after *The Outsiders* in 1967 was *Rumble Fish* in 1975. Film director Francis Ford Coppola made film adaptions of both novels in 1983.

4 SPEAKING

- Students first discuss questions 1 and 2 in pairs. Then elicit feedback.

Answers
1 They are used for emphasis.
2 We use the interrogative form of the verb.

5

Answers
1 Not only was the book successful in the US, but it was also translated into many other languages.
2 Not only does Ponyboy get good marks at school, but he also writes really well.
3 Not only have I read the book, but I've also seen the film.
4 Not only would I recommend this novel, but I'd also recommend all her other novels.
5 Not only can you understand how he feels, but you can also understand his actions.

6 Exam tip The most important thing when writing a review is for students to give a detailed description of what they are reviewing (e.g. book, film, TV programme) and to make their own opinion clear.

- The review must be divided in paragraphs. Each paragraph should deal with a different aspect of the review.
- Students should use a variety of adjectives to describe their reaction to what they are reviewing – *brilliant, exciting, boring, etc.*
- Students should introduce opinions with expressions such as *In my opinion, I think ...*, etc.
- They should justify opinions with phrases like *This is because, For this reason*, etc.
- Students should introduce examples to support their opinions with phrases like *For instance, such as ...*, etc.
- Students should use expressions of emphasis to give colour to the review: *do* for emphasis, *not only ... also*, etc.

Practice makes perfect

7a–c After students write their own reviews, make sure they read four or five reviews by their classmates so they have a good selection of books to choose from.

- Then discuss what details in students' preferred reviews made them want to read that particular book.

Homework Workbook page 64

www.frenglish.ru

7 RAVE REVIEWS

Test yourself p95

Grammar test

1

Answers

1 he wasn't able to **2** them to **3** was on television that night
4 (that) he hadn't passed **5** was sure those were their/our
6 maybe they had made

2

Answers

1 Holly where she had just been
2 her if/whether she wanted to go to the cinema that night
3 the boy if/whether he could speak English
4 if/whether it would rain the following week when they were on holiday
5 how the magician had done that trick
6 Jack if/whether he was going to go out that weekend
7 us/them what we/they had been doing all that morning

3

Answers

a promised to do **b** accused one man of making
c refused to answer **d** admitted doing/admitted that he had done
e confessed to copying **f** apologised for causing
g told him not to do

Vocabulary test

1

Possible answers

1 the people who watch a play, film or TV show
2 a live performance, often in a small place
3 the words of a song
4 the place where you buy tickets to a film or a play/the number of tickets a film, play, or performer has sold in order to show how successful they are
5 a story someone writes for a film
6 a journalist who writes reviews of films, concerts, etc.
7 the music that is played in a film

2

Answers

1 hilarious (+) **2** fast-moving (+) **3** realistic (+)
4 stunning (+) **5** predictable (–) **6** clichéd (–)

3

Answers

1 c **2** f **3** a **4** g **5** b **6** e **7** d
Best-selling is not a noun, it's an adjective.

www.frenglish.ru

Vocabulary in context p96

Using vocabulary related to natural disasters and extreme weather

Warmer

Book closed. Ask students: *What nouns can you think of that describe weather related to water?*
Possible answers: *rain, shower, snow, ice, cloud, storm*
Elicit whether they prefer rain or snow and why. Write these words on the board: *sand, snow, rain, thunder.*
Ask: *Which of these nouns go with storm?* (*all of them: sandstorm, snowstorm, rainstorm, thunderstorm*)
Tell the class that in this lesson they're going to look at words to describe extreme weather and natural disasters.

1 SPEAKING 41

- If students do not have access to dictionaries, elicit or explain the meaning of the words in the box.
- Elicit from different pairs which words can be used to describe the photos.

Possible answers
exercise 2: earthquake **exercise 3:** volcanic eruption

Culture notes

The photo in exercise 3 shows the eruption of Mount Mayon, near Legazpi City in the Philippines, in January 2018. Mount Mayon is an active volcano in the Philippines and in the last 500 years it has erupted around 50 times.

2 42

- Pre-teach any words students may have problems with, for example, *aftershock* (*a smaller earthquake that follows a larger one*) and *casualty* (*someone who is injured or killed in an accident/natural disaster*).

Language notes

Debris is an uncountable noun and is usually used on its own without a quantifier (*some, a lot of,* etc.).
After the earthquake, there was ***debris*** *everywhere in the town centre.*
A 'piece/heap/pile of debris' can be used when we want to be specific:
A piece of debris *from the volcano landed on a car.*

- Emphasise, as the rubric indicates, that students will need to change the form of many of the words in the box when they use them in the text.

Mixed ability

Before doing the task, ask less confident students to match words from the box to the photo (collapse, debris, devastating). Then, ask students for reasons, e.g. *I think the building has collapsed because there is a lot of debris. It is a devastating situation.*
Ask more confident students to speculate with reasons about the photo, remind them to use the correct modal verbs, e.g. *The building must have collapsed because there is debris everywhere. An earthquake may have caused the damage. It must be devastating for the people who live there.*

Answers
a casualties **b** devastating **c** tremor **d** victims **e** survivors
f debris **g** collapsed **h** put out **i** aftershocks

3 43

- After students have read the words, put them in groups of four. Ask them if there was an eruption, which order would the events happen in and why.
- Ask students to check their answers after completing the exercise.
- After checking answers, write on the board: *rocks and landslides sweeping down the mountain.* Ask students if they know what grammatical construction this is. (It's a reduced relative clause. The full relative clause would be: *rocks and landslides which/that are sweeping down the mountain.*)

Answers
a evacuate **b** ash **c** molten lava **d** spreading **e** destruction
f sweeping down **g** evacuees **h** supplies **i** aid **j** relief workers

4 SPEAKING

- Follow up by asking: *What type of skills do you think a relief worker needs? Do you know which parts of the world have the most earthquakes and why this is?*
(The majority of earthquakes occur in the area called the Pacific Rim or the Ring of Fire, which includes countries such as New Zealand, Indonesia, the Philippines, Japan, Canada, the United States, Peru and Chile. There are a lot of earthquakes here because of the movement of the tectonic plates.)

Use it ... don't lose it!

5 SPEAKING

- If students can't think of a natural disaster easily, tell them to look at the list of words in exercise 1 for ideas.
- After students do the task, invite pairs to tell the class about the natural disaster they discussed. Ask the rest of the class to listen and see how many words from exercises 1, 2 and 3 the speakers use.

Homework Workbook page 66

www.frenglish.ru

Reading p97

Predicting content, reading for specific information; inferring the meaning of words from context

Warmer

Books closed. Write on the board the following examples of extreme weather and natural disasters from the vocabulary lesson.

down____ dust ___ earth____ heat____ land____ torrential ____ volcanic ____

Ask students to complete the compound words and phrases. Then ask them to find some more to ask a partner.

Answers

downpour, dust storm, earthquake, heatwave, landslide, torrential rain, volcanic eruption

1 SPEAKING

- Students discuss the photos of the different devices in pairs. Encourage them to use modals of speculation: *This could/may/ might be ...; This must be ...*

2 Check how many students got three, two or one prediction/s correct.

Answers

1 Drones – assess damaged areas, help to restore power and in search and rescues, and it can increase the reach of a wi-fi signal.
2 Rescue Robots – they could help rescue casualties or survivors.
3 Emergency lighting – can light up disaster areas.

3 44

Answers

1 **a** incorrect – Experts are continuing to debate the causes of the increase in natural disasters.
b incorrect – Experts are also continuing to debate if the disasters will become more destructive in the future.
c **correct** – *... the one certainty is that the need for technologies to provide prediction, safety and relief in these disasters will only increase.*
2 **a** partially correct – The drone restores communication, which *means that the first relief workers who arrive at the scene of a natural disaster can coordinate easily*
b partially correct – The strong wi-fi signal *will also allow a large communication network amongst the people caught in the disaster area ... simply by using their smartphones.*
c **correct** – Both **a** and **b** are correct.
3 **a** incorrect – The text says that robots are being used in simulations to find victims. It doesn't say that they're already being used to find victims.
b **correct** – *The ultimate aim* is for robots in the future to operate *with a higher degree of autonomy and less remote-control than at present.*
c incorrect – At the moment robots are using sensors in *simulated* disaster areas. The text doesn't mention if the sensors are ready to be used in real disasters.
4 **a** incorrect – they heard about the earthquake in Haiti in 2010.
b incorrect – The text doesn't mention this.
c **correct** – They *created a solar-powered inflatable LED that's waterproof and floats. This makes it ideal for floods and storms ...*

- **Exam tip** In this type of reading task, students answer questions about a text by choosing the best answer from three or four different options. The questions usually follow the order of the information in the text.
- Students should first read the text quickly to get a general understanding.
- Then, read all the answers carefully. Sometimes the difference between two options is just one word.
- Students should find the section of the text where they think each answer is found and read this section again slowly, in more detail.
- The same words might occur in the text and in one of the options, but this does not mean it is the correct answer. The correct option will probably express the information in the text using different words.
- If they are unsure which answer is best, students should eliminate any answers that they know are not correct.
- When they finish, students should check that they have an answer for each question.

Fast finishers

Write or project these questions on the board and tell students to find the answers in the text:

1 *What does 3,100 refer to?*
2 *What is the main reason for using drones in disaster relief?*
3 *What is the Rescue Robot League?*
4 *Who benefits from LuminAID?*

Answers

1 the number of natural disasters and extreme events in 2018
2 They can help to save lives.
3 An event (in Germany) where international teams use robots to try to find the victims in a simulated disaster area.
4 victims of natural disasters who have no electric light

4

Possible answers

quadruple (v) – become four times bigger
reach (n) – the distance that something can travel
perform – to do an activity or action
ultimate – final, best or most important
inflatable – needs to be filled with air before you can use it
fold (v) – bend a piece of paper or cloth and press one part of it over another part

5 Critical thinkers

- Individually, students write reasons for both sides of the argument and form their own decision. They then compare their ideas in pairs, giving reasons to support their opinions.

Flipped classroom

You may want to ask students to watch the Flipped classroom video for Unit 8 as homework, in preparation for the grammar lesson.

Homework Workbook page 67

www.frenglish.ru

Grammar in context 1 p98

Using the passive

Warmer

Tell students to re-read the paragraph *Emergency lighting* in the reading text on page 97 of the Student's Book. Ask them to find and count all the examples of the passive they can find.
After checking answers, tell students that in this lesson they will be practising how to form and use the passive.

Answers
There are seven examples of the passive in the paragraph: *... has been created; they were inspired; food and other supplies were being given out; nothing was being done; ... easy to be distributed; the lights have been distributed; ... is given*

1a If you didn't set the Flipped classroom video for homework, watch the video in class before working through the activities.

- Ask students to read each sentence carefully. When they have done this, elicit the answers to each of the questions, **a** to **d.**

Answers
a Yes
b **1** past continuous **2** modal verb: *can* **3** future with *will* **4** present perfect **5** past simple
c subject + *be* + past participle, subject + (modal/*will*) + *be* + past participle
d the agent (the person or thing that does the action)

1b Before students do the task, write these sentences on the board:
The film Avengers: Endgame *was released in 2019.*
I've been robbed!
There has been an earthquake. Many houses have been destroyed.

- Tell students to think about these sentences as they answer the questions.

Answers
1 True **2** True **3** True

2 The focus of this task is for students to decide which tense they need to use in each sentence. To do this, they will need to look carefully at any time expressions in the sentences.

- To demonstrate, write on the board: *It's possible that more countries _____ (affect) by heatwaves in the next decade.* Elicit the correct passive form of the verb (*will be affected*). Point out that the time expression *in the next decade* is the key to deciding what tense to use.
- In less confident classes, read each sentence and elicit the time expressions as a class before students do the task.

Answers
1 were cancelled **2** is measured **3** be built **4** was hit
5 will be controlled **6** be seen **7** have been destroyed

Extra activity

Ask students to write questions for each of the sentences.

Possible answers
1 Why were some matches cancelled in the Rugby World Cup® in Japan in 2019?
2 How is the strength of hurricane winds measured?
3 How should houses and flats be built in that area?
4 Which country was hit by a terrible earthquake in 2017?
5 What will be controlled by humans one day?
6 What could be seen from space in 2019?
7 What have volcanoes destroyed in the history of humanity?

Culture exchange

3 Books closed. Write *Natural disasters in California* on the board. Ask students if they know what kind of natural disasters pose a real risk in California.

- Books open. Tell students to quickly read the text to confirm their ideas (*wildfires, droughts, landslides and earthquakes*).

Mixed ability

Less confident students can correct the mistakes in just the first paragraph. (See answers 1–4.)
When checking answers, ask more confident students to put the active sentences into the passive and vice versa.

Answers
1 Terrible wildfires ~~were~~ hit large parts of the state.
2 The fires were made worse by strong winds.
3 Experts believe that more fires have been/are being caused in California ...
4 Today twelve times as much is spent/being spent by the US Forest Service ...
5 ... landslides have sometimes been caused in California by flash flooding.
6 ... California has often been hit by earthquakes ...
7 The second one near Ridgecrest lasted twelve seconds and was felt by 30 million people.
8 Luckily, nobody ~~was~~ died.
9 ... the buildings are usually constructed to resist tremors.
10 ... an earthquake eleven times stronger than Ridgecrest will ~~be~~ happen one day

4a
Answers
It is more common to use the person as the subject.

4b After students read the list of verbs, write on the board: *Ms Jones teaches us maths. Theo has lent me £10.* Elicit how to say these two sentences in the passive with the person as the subject of the new sentence: *We are taught maths by Ms Jones. I've been lent £10 by Theo.*

- Ask students to write the sentences with the direct object as the subject. (*Maths is taught to us by Ms Jones. £10 has been lent to me by Theo.*)

5 Books closed. Write on the board: *They've sent me the wrong headphones!* Elicit how to say this in the passive. (*I've been sent the wrong headphones!/The wrong headphones were sent to me.*) Ask: *Why don't we include* by *them?* (*We only include* by *+ the agent when it introduces useful information.*)

www.frenglish.ru

- Read the instruction with the class. Point out that the subject of the passive sentences should be the person who is affected by the action.
- If appropriate for the class, students can do this task in pairs so they can help each other.

Answers

1 First responders are given immediate support by many NGOs.
2 Millions of people have been taught lifesaving skills.
3 Disaster victims have often been offered shelter by NGOs.
4 Survivors will be brought food.
5 Young people are told general safety information.
6 People in need are never refused medical help.
7 Evacuees are promised as much help as possible.
8 Volunteers are always being given training.

Culture notes

One of the biggest NGOs, the International Red Cross and Red Crescent Movement, was set up in Switzerland in 1863. This international humanitarian movement protects the victims of natural disasters and armed conflicts. It has won the Nobel Peace Prize three times and has over 95 million volunteers worldwide.

Use it ... don't lose it!

6 SPEAKING

- Before students do the task, make clear how to form short answers to a question in the passive. Write on the board: *Have you ever been given a lot of money?* Ask: *What are the two short answers you can give to this question?* (*Yes, I have./No, I haven't.*)
- Tell students to ask follow-up questions to discover more interesting information.

Homework Workbook page 68

Developing vocabulary p99

Using prepositional verbs

Warmer

Books closed. Write on the board:
I'm looking __ my mobile phone. I can't find it anywhere!
Ask the class what the missing word is (*for*). Elicit that it is a preposition. Tell students that in this lesson they're going to practise using verbs that are followed by different prepositions.

1 Before students do the task, draw attention to the photo. Ask students what they think is happening here. Do they think the image shows a true event?

- Next, ask students to read the title. What do they think the text might be about?
- Students work in pairs and discuss what preposition to use in each gap.

Mixed ability

For less confident students/classes, write on the board the list of prepositions needed for the task on the board:
about (x2), *against*, *for* (x2), *in* (x2), *of*, *on* (x3), *to*, *with*
Before reading the text, more confident students can write the verbs in bold in their copy and guess the preposition/s that goes with the verb and what each one means. Before correcting answers as a class, they review their original ideas after doing exercise 1.

Answers

a on **b** from/against **c** to **d** for **e** for **f** about **g** with **h** to **i** in **j** about **k** on **l** on **m** of **n** in

Language notes

1 *dream of* versus *dream about*

Dream about is used to describe something from a dream had while sleeping: *I dreamt about you last night.*
Dream of is used when not talking about an actual dream:
I dream of becoming a doctor one day. (= I really want to ...)
I wouldn't dream of going to that party. (= I have no intention of going ...)

2 *arrive in* versus *arrive at*

Arrive in is used with towns, cities and countries: *We've just arrived **in** Paris!*
Arrive at is used with buildings and parts of buildings:
*I arrived **at** school at ten o'clock.*

2 Before students do the task, write on the board: *Dan complained about the food. Mia complained about having to get up so early.* Explain that verbs + a preposition can be followed by a noun or a gerund.

- Students complete the sentences working on their own.

Use it ... don't lose it!

3 SPEAKING

- After students discuss in groups of three or four, invite a member of each group to feed back to the class any sentences they had in common. Encourage discussion by allowing students to ask follow-up questions where appropriate.

Homework Workbook page 69

www.frenglish.ru

GREAT LEARNERS GREAT THINKERS p100

Thinking about our relationship with the weather

Warmer

Tell students to look at the photo at the top of page 101. Ask: *What can you see? (A supercell storm) Have you ever seen a storm like this? Where? When? What do you think you should do if you get caught in a storm like this? Elicit stories about what their worst weather experience is.*

1a SPEAKING

- Students discuss the question and make a list in pairs.
- Don't invite pairs to share their lists yet, as they will check them against the video in the next exercise.

1b VIDEO

- After students watch the video, discuss the lists from exercise 1 as a class. Find out if any pairs listed all the weather conditions seen in the video. Ask: *Did you include any weather conditions not seen in the video?*

Answers

The weather conditions seen in the video are: dark clouds, rain, hail, thunderstorm, lightning, tornado.

2 VIDEO

- Before students watch again, ask them to read the sentences in pairs and to try to remember, or guess, the words that go in the gaps.
- When checking answers, nominate students to read out the completed sentences.

Answers

1 warm, wet, cold, dry **2** in and up **3** heavy **4** baseballs **5** 20–30 minutes **6** the updraft **7** direction **8** 25

3

Possible answer

In 2008 in China, rockets were fired into the sky to stop it raining during the opening ceremony of the Olympic Games®. In 2018 in Mexico, sonic cannons were used to stop hail from falling. Both methods worked, but the second example caused a drought in Mexico.

GREAT THINKERS

4 SPEAKING

- The *Sentence-Phrase-Word* thinking routine encourages students to engage meaningfully with a text, focusing on the elements that capture their attention. This then provides a structure for a group discussion about the text.
- Before students do the task, make clear that their sentence, phrase and word can be chosen from different parts of the text. So, the word they choose does not have to be part of the phrase or sentence they choose.
- Students work individually in stages 1–3 and then share their ideas as a small group in stage 4. In the group discussion, students should all first share the sentences they have chosen and discuss these one at a time, then do the same with the phrases and, finally, with the words.
- If you wish, finish by asking each group to report back to the class. Encourage students to summarise the key ideas and themes they talked about.

5a Students work in pairs. Tell them first of all to make a list of people or groups who might want to control the weather and their reasons why. (For example, organisers of an outdoor festival or event might wish to prevent rainfall, sailors might want to control the direction of the wind, travel agents might hope to guarantee sunny weather, and so on.) When students have done this, make clear that these are the arguments for manipulating the weather.

- Students now think of the possible unintended consequences in each of the situations on their list (for example, problems for animals, farmers and growers). These are the arguments against manipulating the weather.

5b SPEAKING

- Students work in small groups (two pairs in each group). Remind them that in a discussion they should: take turns to speak; listen to what the other person says without interrupting and then respond to it; not dominate the conversation.
- Afterwards, encourage a whole discussion on possible risks for the planet that could arise if the weather could be changed as humans desired. If they need help, they can think about the water cycle, water sources, the climate in an area and the problems that could have on a geographic region. More confident classes could think about these in terms of long-term and short-term effects.
- Finally, encourage students to think past the weather itself and think about who would have the power to control the weather, what areas they would control and the consequences for neighbouring countries or towns. Ask them to consider if it would be a good idea to give so much power to a person, company or country.

GREAT LEARNERS SEL

- You could do the first question as an individual, self-reflection task, or students could discuss in their groups whether the other group members gave reasons for their opinions.
- Discuss the second question together as a class.

LEARNER PROFILE

- Direct students to the Learner profile on page 143. Explain that students should grade themselves from 1 to 5 for how good they are at justifying their opinions. To help them to do this, say: *Think about any discussions with friends or family you've had recently (about clothes, sports, music, politics, etc.). Did you justify your opinions with explanations or examples? Or did you just give your opinion without explaining why you think that?*

www.frenglish.ru

Listening p102

Listening for specific information

Warmer

Ask the class to list all of the natural disasters they can think of. Then, ask: *What famous natural disasters can you think of?* When students give answers, encourage them to give more details by asking: *Where did it happen? When did it happen? What damage did it do?*

1 SPEAKING

- Students discuss the first question in pairs. Encourage them to give reasons for their ideas by talking about, for example, the children's clothes, the material the house is made of, etc.
- Write three headings on the board: *Where? When? What happened?* Invite pairs to share their ideas about the first question and write these under the first two headings.
- Then discuss the second question as a whole class and make notes under the third heading.

2 45

- After listening, ask students if any information surprised them.

Possible answers

1 The photo was taken in Galveston, Texas, USA, in 1900.
2 There was a hurricane which killed thousands of people. It was so important because the Weather Bureau learnt the importance of good communication and of separating politics from weather.

- Exam tip In this type of listening task, students have incomplete notes. They listen to a text and complete the notes with the correct information.
- Students should always read the incomplete notes before listening. This helps them to know what to listen for. They should look carefully at the words that come just before or after each gap and think about what type of word is missing (noun, verb, adjective, adverb, etc.).
- Students should pay special attention when listening to the sections that correspond to the information in the notes. They should remember that they may not hear exactly the same words as in the notes.
- Between one and three words is usually required for each gap. Students should write the words they actually hear, taking care with spelling and handwriting.
- They shouldn't worry if they don't understand everything the first time they listen, as usually they listen twice.

3 45

Answers

a Great Storm **b** Service **c** 1891 **d** seawall
e 4th of September **f** nearly 220 **g** politics
h (mass) evacuation **i** 2005

4 Critical thinkers

- Before students do the task, ask: *Which places are more likely to experience natural disasters? Do we have a responsibility to help victims?* Students write notes on their opinion first. They then share their ideas in pairs or small groups.
- Follow up by asking: *Are events that happen a long way from our country less important than events in our own country? Why/Why not?*

Homework Workbook page 69

Grammar in context 2 p102

Using the passive with *say, know, believe*, etc. 1 and 2

Warmer

Book closed. Write on the board: *People think that natural disasters are becoming more frequent.*
Ask students to rephrase *People think that ...* using the passive and starting with *It*. (*It is thought that ...*)
Tell the class that in this lesson they're going to look at two different constructions using the passive.

1 Read through sentences 1–4 with the class before eliciting answers to questions a–c.

- After checking answers, write on the board some other verbs that can be used in impersonal passive constructions: *believe/know/think/say/expect/claim/report.*
- Then write the following sentence on the board and ask students how to say it in the passive with *It*: *They expected that the hurricane would lose strength gradually.* (*It was expected that the hurricane would lose strength gradually.*)
- Point out that this passive construction with *it* is formal English. So, for example, we wouldn't usually use it in a conversation with friends.

Answers

a The impersonal pronoun *it*.
b We use the passive here to talk about general thoughts and beliefs.
c We change the tense to show whether we are talking about past, present or general thoughts and beliefs.

2 Read through the example with the class before students work in pairs to rewrite the sentences.

Answers

2 It is thought that it is/it's a myth.
3 It is known that the Ancient Greeks already knew the Earth was spherical.
4 It has been claimed that the world's/is the same shape as a frisbee.
5 It was reported that a telescope had been used to check the atmosphere on Uranus./It was reported that researchers had used a telescope to check the atmosphere on Uranus.
6 It is expected that they'll/will send up a new rocket one of these days./It is expected that a new rocket will be sent up one of these days.
7 It is claimed that there are members of the Flat Earth Society all around the world.

3 Read through the sentences with the class. Then discuss whether statements a–e are true or false.

- After checking answers, write the following on the board to check understanding of the main concepts:
subject + *be* + *believed/known*, etc. + *to* + infinitive

www.frenglish.ru

The number of extreme weather events is expected to increase.

Ask students to describe when this construction is used (*to talk about present beliefs and thoughts*).

- Repeat by writing the following on the board:
  subject + *be* + *believed/known*, etc. + *to* + *have* + past participle
  Alexander the Great is known to have died in Babylon.
  Again, ask students to describe when this construction is used (*to talk about past events or situations*). Students can copy down the constructions and examples, with explanations of when they are used.

Answers
a True **b** True **c** True **d** True **e** True

4 Do the first sentence with the whole class, eliciting the answer. Point out that we need to use the perfect infinitive (*to have left*) because we are talking about a past event.

- Students then rewrite the other sentences in pairs. To help them, write on the board:
  Remember!
  Things in the present/something that's true in general → present infinitive (e.g. to go)
  Event in the past → perfect infinitive (e.g. to have gone)

Answers
1 were reported to have left the city before the eruption
2 is believed to have been the worst volcanic eruption ever
3 wasn't known to go around the Sun
4 are said to enjoy visiting the sites of natural disasters
5 are believed to be becoming more frequent
6 are known to be able to hear things humans can't hear
7 are believed to have flown away before the tsunami
8 is claimed to be responsible for many natural disasters

5 Tell students to look at the photo and the title of the text. Ask them what they think it will be about. Elicit some ideas but don't accept or reject any at this stage.

- Students do the task individually. They then compare answers in pairs.
- Ask if their predictions about the text were correct (*a dog who finds humans after natural disasters*).

Answers
a have become **b** It is **c** Frida **d** It
e that photos of Frida have **f** is **g** are reported
h have become **i** reported **j** Rescue dogs are known **k** say

6 **Mixed ability**

To help less confident students, elicit from the students the next word in each sentence (*1 to, 2 that, 3 that, 4 that, 5 that, 6 to*).

Ask more confident students to write active versions of their completed sentences. After checking answers to exercise 6, invite more confident students to read out their active sentences.

Use it ... don't lose it!

7 SPEAKING

- Before students speak in pairs, you may want to practise the pronunciation of the past participles in the sentences as they present various challenges: silent letters, word stress, etc.
- Remind students to use polite language if they disagree with their partner, for example: *I see what you mean but ...; I think it depends ...; I'm not sure.*
- After students do the task, ask if they wrote about similar ideas and if they agreed with each other.
- Check whether anyone disagreed with their partner's sentences. Encourage them to give reasons.

Homework Workbook page 70

www.frenglish.ru

Developing speaking p104

Talking about statistics

Warmer

Books closed. Say and write on the board: *In a typical year, which kinds of natural disaster or extreme weather do you think causes the most damage?* Students discuss in pairs or small groups. To get ideas, tell them to look at the vocabulary for natural disasters and extreme weather on page 106 of the Student's Book.

1 Students do the task working on their own. They then check their answers with a classmate.

Answers
1 True **2** False **3** False **4** True **5** False **6** True

Fast finishers

Ask fast finishers to write some more true/false sentences about the chart.

After checking answers, ask students who completed the Fast finishers activity to present their true/false sentences to the class.

Follow up by asking: *What kind of economic damage is caused by each of the natural disasters? Which of the natural disasters in the pie chart are a problem in your country? Do you think any of the statistics are surprising?*

2a Before students do the task, make clear that they should write their answers in figures, not words.

- Students will check the answers in 2b.

2b 46

- After checking answers, play the audio again, pausing after each item to practise pronunciation.

Answers
2 $\frac{1}{5}$ **3** $\frac{1}{10}$ **4** $\frac{2}{3}$ **5** 50% **6** $\frac{4}{5}$

3 To make sure that all students understand the words and expressions in bold, read the text out loud bit by bit. After each sentence, elicit a translation from the class. If necessary, explain the meaning of *fluctuate* (*to change frequently*).

4 Students do the task in pairs.

- After checking answers, focus on the following pronunciation points: *half* /hɑːf/ versus *halve* /hɑːv/; *increase/decrease* (noun – stress on the first syllable) versus *increase/decrease* (verb – stress on the second syllable).

Answers
1 rise/increase **2** double **3** fall/decrease **4** a third
5 gradually/steadily **6** significant **7** sharply/dramatically
8 the majority **9** half **10** triple

Language notes

When fractions and *the majority* go before a noun, we need to use *of:*
Three-quarters of *the disasters occurred in the summer.*
The majority of *the avalanches were small.*
When expressions like *one in ten* are used, we don't use *of.*
About ***seven in ten tornadoes*** *happen in the US.*
With *half*, we can use either option:
Half of the city *was destroyed in the earthquake.*
Half the city *was destroyed in the earthquake.*

Practice makes perfect

5a–b SPEAKING

- Tell students to look at their different visuals for a minute or so to absorb the information before they start speaking.
- Make it clear that the student who is not speaking is the 'audience' and should not interrupt their partner during the presentation.
- Encourage students to listen and take notes so that they can ask questions at the end of the presentation.

Homework Workbook page 71

www.frenglish.ru

Developing writing p105

Writing an opinion essay 2

Warmer

Direct students' attention to the photo. Encourage them to describe what it shows by asking questions such as: *Where are they? What season do you think it is? What are they doing? How do you think they feel? Why are they all wearing the same colour T-shirt? Have you ever done anything like this? If not, would you like to in the future?*

1 SPEAKING

- After students read the writing task, make clear that there are two elements for them to think of: another way they can help to save the planet (point 3) and two practical examples for each of points 1–3.
- Students discuss ideas in pairs and make notes.

2 After students read the essay, they discuss in their pairs which of their points from exercise 1 are included. Ask whether any pairs had thought of a different idea for point 3.

- Ask students if they agree or disagree with the writer's opinion. Elicit some reasons for their answers.

3 Students re-read the essay and then discuss with a partner the purpose of each paragraph. Check answers together as a class.

Possible answers

Paragraph 1: introduce the topic
Paragraph 2: give first reason and supporting arguments
Paragraph 3: give second reason and supporting arguments
Paragraph 4: give third reason and supporting arguments
Paragraph 5: give your opinion and conclusion

4 After checking answers with the class, elicit the meaning of *to bear in mind* (*to consider and remember*).

Answers

Expressing opinions: In my opinion, I believe that
Adding ideas: What is more, Furthermore
Putting ideas in order: The first point to make is that, The next thing to bear in mind is that
Contrasting ideas: However, even though, Although
Concluding: In conclusion

5

Language notes

Although and *even though* have exactly the same meaning. When they come at the beginning of a sentence, the first clause ends in a comma. Compare:

Although/Even though my dad has a bike, he almost always uses his car. (comma)

My dad almost always uses his car although/even though he has a bike. (no comma)

Extra activity

Write on the board:

The planet is getting hotter. Some people deny that this is happening.

In pairs, students write different sentences using *although* or *however* to combine these two ideas.

Answers

Although the planet is getting hotter, some people deny that this is happening.
The planet is getting hotter although some people deny that this is happening.
The planet is getting hotter. However, some people deny that this is happening.

6 As some of these linkers have multiple meanings, make clear that, here, *since* means *because and while* is used to contrast two ideas.

- Students then work in pairs to decide how each of the linkers is used.
- After checking answers with the class, write on the board: *Contrasting ideas*, *Concluding*, *Describing results*, *Putting ideas in order*, *Adding ideas*.
- Ask students which of the linkers correspond to each category. Point out that not all of the expressions are used.
- (Contrast: *despite* [*the fact that* ...], *even though*, *nevertheless*, *on the one/other hand*, *whereas*, *while*; Concluding *all things considered*, *in conclusion*, *to sum up*; Describing results: *and so*, *as a result*, *consequently*; Putting ideas in order: *firstly/secondly/lastly*; Adding ideas: *furthermore*, *in addition*, *moreover*, *what's more*)

Answers

J: and so, despite (the fact that ...), even though, since, so that, whereas, while
I: all things considered, as a result, as far as I'm concerned, consequently, firstly/secondly/lastly, furthermore, in addition, in conclusion, meanwhile, moreover, nevertheless, on the one/other hand, therefore, to sum up, what's more

Practice makes perfect

7a SPEAKING

- In pairs, students decide on a third point to include and ideas for supporting arguments for points 1–3.

7b Before students write their opinion essay, write on the board:

Paragraph plan (five paragraphs)
Use different kind of linkers.
Make sure your conclusion follows logically from what you have written before.

Homework Workbook page 72

www.frenglish.ru

8 TO THE RESCUE!

Test yourself p107

Grammar test

1

Answers

1 The boy and girl were rescued by a boat.
2 The damaged towers are going to be rebuilt by a Japanese company.
3 A famous architect had designed the airport.
4 The port won't have been destroyed by the waves.
5 The awards are being presented tonight by a survivor of the tragedy./The awards are being presented by a survivor of the tragedy tonight.
6 A report should have been written about the catastrophe./ A report about the catastrophe should have been written.
7 A local politician might open the school.

2

Answers

2 I was given a camera for my birthday. They gave me a camera for my birthday.
3 They are being shown a film about natural disasters. They are showing them a film about natural disasters.
4 Young children are often told stories by their parents. Parents often tell young children stories./Young children's parents often tell them stories.
5 I was lent some money by my sister. My sister lent me some money.
6 We were taught mathematics by a new teacher. A new teacher taught us mathematics.
7 He has been offered a job by the government. The government has offered him a job.

3

Answers

1 It is often claimed that Paris is one of the most beautiful cities in the world./Paris is often claimed to be one of the most beautiful cities in the world.
2 Galileo Galilei is said to have invented the telescope.
3 Yesterday a young boy was reported to have started the fire.
4 Avalanches are said to be caused by loud noises./It is said that avalanches are caused by loud noises.
5 A long time ago the Moon was believed to be/have been made of cheese.
6 The eruption of Krakatoa is thought to have turned the skies orange in 1883.

Vocabulary test

1

Answers

1 flood **2** fire **3** storm **4** slide **5** rain **6** eruption **7** wind

2

Answers

1 casualty **2** put out **3** spread through/across **4** relief worker **5** evacuate **6** debris

3

Answers

1 e **2** b **3** d/g **4** a **5** f **6** c **7** d/g

www.frenglish.ru

Reading

1

Possible answers

The text is written for someone who wants to find a job as a book reviewer. The purpose of the text is to explain what you have to do to attract employers' attention.

2

Answers

a how **b** thing **c** other **d** by **e** to **f** because/since/as **g** you/some **h** be

4

Answer

b

5

Answers

1 E **2** G **3** A **4** C **5** B **6** F

- If you wish, go to page 147 to continue working through the Exam success section for these two units.
- See the Exam trainer, Workbook pages 94 and 97. for more information and practice of these First for Schools tasks.

The arts in your country

1 SPEAKING

- After students discuss, agree that the name of the Irish group is Fontaines D.C. and the actor is Cillian Murphy.

2 SPEAKING

- Organise the class into groups, trying to ensure students work in different groups than for the previous Collaborative project. You could allocate students to each group in order to include a range of abilities.
- While students in their groups read the Project task, including the *Research areas*, write these questions on the board: *Which bands, singers, musician or actors in your country do you want to write about? Which of the research areas do you want to explore? What format do you want to use and why?*

3 Ask individuals to read aloud the tips and discuss them with the class.

- After reading the *Digital skills* section, ask the class: *Why should you always have more than one source for information? (To ensure that the information is true and accurate.)*
- After reading the *Academic skills* section, ask: *Which of the research areas focus on facts and which focus on opinions? (Facts: basic information, how they began; Opinion: best works, critical appreciation, why they are popular)*
- After reading the *Intercultural awareness* section, ask students to discuss in their groups: *Is it a problem if the people you want to write about are not well-known in the English-speaking world? Why/Why not? What about if they are very popular in the English-speaking world? Is that a problem?* Make clear that groups should explore sources written in English when they are researching and planning their projects.

4 SPEAKING

- Establish a schedule for the project, including any interim deadlines. Emphasise that groups need to carefully plan the different stages so that their project is ready on time.
- Remind students to use the language in the Collaboration box to help them to disagree politely and in a constructive way.
- When students present their projects, allow groups who have chosen to do a presentation more time to speak and to show any visuals they have prepared.

- Use the Virtual Classroom Exchange to connect with teachers and students in other countries, and encourage students to present their projects to each other.

Vocabulary in context p110

Using words connected with technology and IT

Warmer

Books closed. Write on the board: *hardware*, *software*, *malware*.

Ask the class what these three words mean: *hardware* (*the physical parts of a computer system*), *software* (*computer programs in general*), *malware* (*programs that are designed to disrupt, damage or obtain unauthorised access to a computer system*).

Tell the class that in this lesson they are going to learn a variety of words connected with technology.

1 SPEAKING 47

- After students do the task, find out how many were able to correctly guess the word their partner was describing.

Mixed ability

In pairs, less confident students can ask and answer questions to find out which technology their partner uses regularly.

More confident pairs can ask and answer questions to find out which items they both have and use regularly and rank them in order, from most useful to least useful.

2 SPEAKING 48

- Before students do the task, elicit or pre-teach the meaning of each of the adjectives: *bendy/flexible* (*able to move easily*), *brittle* (*fragile, breaking easily into pieces*), *chunky* (*big, thick and square-shaped*), *cutting edge* (*very modern*), *durable* (*lasting a long time*), *eco-friendly* (*good for the environment*), *heavy-duty* (*stronger than usual and difficult to damage*), *high-resolution* (*showing an image very clearly*), *lightweight* (*weighing less than similar objects*), *metallic* (*looking like metal*), *rustproof* (*the metal is protected against damage*), *tough* (*strong and not easily broken*), *unbreakable* (*impossible to break*) and *waterproof* (*not allowing water to enter*).
- After students do the task, invite pairs to say one of their objects. The rest of the class try to guess the corresponding adjective.

3 49

- Make the activity more challenging by asking more confident students to cover the vocabulary box and try to complete the gaps using the definitions provided in the text.
- After checking answers, nominate students to explain the terms in their own words. For example: *cloud* (*storing data via the Internet*), *earbuds* (*very small headphones worn inside the ears*), *firewall* (*software that stops outside programs from accessing a computer without permission*), *freeze* (*when nothing moves on a computer screen*), *storage* (*saving and keeping information on a computer or online*), *stream* (*listen to or watch something directly from the Internet*), *virus* (*a program that can stop a computer from working properly*).

Answers

a stream **b** net **c** cloud **d** storage **e** earbud **f** tweet **g** frozen **h** firewall **i** virus

Culture notes

When we talk about a *bug* in software, we mean there is *an error or flaw in the system or program*. It was first used by Thomas Edison when he had problems with his phones.

The term became popular, after Grace Hopper and her team used it when they discovered a moth in the computer's hardware. This moth had caused the computer system to produce errors.

4 SPEAKING

- When checking answers, elicit the meaning of each compound noun. You may need to explain the following words: *bookmark (v)* (*to save the address of a website on a web browser so it can be found again easily*), *drop-down menu* (*a list of choices that appears by clicking on the menu's title*), *landline* (*a phone that is connected to the system by wires, so not mobile*) and *clickbait* (*headlines, photographs, etc. on the Internet that encourage people to click on links to particular websites*).
- Point out that *bookmark*, *download*, *upload* and *update* can be used as both verbs and nouns.

Answers

battery charger, bookmark, clickbait, download/upload, drop-down menu, landline, operating system, touch screen, update, USB port

Use it ... don't lose it!

5 SPEAKING

- After students speak in pairs, discuss the questions with the whole class. Encourage further discussion by asking questions such as: *Why is it a good idea to bookmark websites? When and where do you listen to music? Do you think it's necessary to have a landline nowadays? Do you think clickbait is a problem? Why?*

Homework Workbook page 76

www.frenglish.ru

Reading p111

Reading for gist and detail; inferring the meaning of words from context

Warmer

Write on the board: *paintbrushes, colouring pencils, pencils, pens, markers, paper, computer, keyboard.*
Ask the class to discuss the advantages and disadvantages of either writing a story or drawing a picture with the items above. Elicit what students do with their completed pictures or texts. Encourage the class to use vocabulary from exercises 2, 3 and 4 on p110.

1 SPEAKING

- Students discuss the photos in pairs and then share their ideas with the rest of the class. The three photos on this page show an artistic representation of a mobile phone made with graphene (left), a scientist working with a flexible graphene sheet (centre) and graphene atomic structure (right).

2 Before students do the task, make clear that they do not need to understand every word. They only need to read for gist and will read again for more detail in the next exercise.

- When checking the answer, ask students to explain their reasoning (**1** is incorrect because the discovery of graphene is only discussed in the first paragraph; **3** is incorrect because the text doesn't talk about *other miracle materials*).

Answer
2

3 50

- Before students do the task, elicit that for this type of exercise they need to look carefully at the sentences that come before and after each gap.
- Remind the class that they should also look at any pronouns in each option that refer to something within the main text (e.g. *it* in option a and *they* in option b).
- When checking answers, encourage students to justify their choices.

Answers
1 d – *It* refers back to *graphene* in the previous sentence. The solution to the problem of how to extract graphene from graphite is presented in the next sentence.
2 c – *They* refers back to the two researchers in the previous sentence; *this* refers to the idea of isolating graphene from graphite.
3 a – *It's brittle* refers back to the material used to make screens in the previous sentence. The next sentence describes how, in contrast, screens covered with graphene would be unbreakable.
4 b – *They* refers back to *graphene batteries* in the previous sentence, and *so that we can recharge our devices* links back to the batteries.
5 g – This links to the *different 2D materials* mentioned later the next sentence.
6 f – This follows a list of many possible applications.

Culture notes

The two professors who isolated graphene did so in one of their 'Friday night experiments' at the University of Manchester. On these evenings, they would carry out fun experiments that were not always connected to their research. The university still continues the tradition by holding weekly Friday meetings for all its graphene researchers.

4

Possible answers
isolate (v) – to separate a substance from others using a scientific process
flake – a small, flat piece of something
vast – extremely large
stem from – come from/are the result of
thermally (adv) – relating to or caused by heat
circuit – a closed system around which electricity can flow
lifespan – the length of time for which a person, animal or thing lives
bulletproof – something that is made from a material that prevents bullets from going through it
layer – an amount or sheet of a substance that covers a surface or that lies between two things

Extra activity

Write these adjectives on the board: *bendy, brittle, chunky, cutting-edge, eco-friendly, flexible, heavy-duty, high-resolution, lightweight, metallic, rustproof, tough.*
Ask the class: *According to the information in the text, which of these adjectives describe graphene?*

Answers
bendy, cutting-edge, lightweight, heavy-duty, flexible, tough

5 Critical thinkers

- Tell students to re-read the text and make notes on all the applications of graphene mentioned. Each student then decides which application they think is the most and least useful or interesting, and why.
- Students then discuss their ideas in pairs or small groups. Make clear that, as in all discussions, students should give reasons for their opinions, give other people a chance to speak and listen and respond to what they say.

Possible answers
I think it would be great if computers became faster because of graphene chips. My laptop sometimes works very slowly because I have so many programs open and it can be very frustrating! Speaking personally, using graphene as protection against mosquitoes wouldn't be very useful for me as they aren't a problem where I live. However, there are many parts of the world where malaria is a big problem, so using it could save millions of lives. Overall, I think this would be the most useful application.

Homework Workbook page 77

www.frenglish.ru

Grammar in context 1 p112

Using relative clauses

Warmer

Books closed. Write on the board:
He said that he was tired.
Is this the video you were telling me about?
I don't understand what you're saying.
Ask: *Which of these sentences contains a relative clause?* (*only the second one*) Explain that in this lesson students are going to practise using relative clauses.

1 Do this task with the whole class. First, tell the class to read sentences 1–6. Point out that the sentences are based on sentences from the reading on page 111. Then, go through questions a–f, eliciting the answer after each one.

Answers
a 1, 2, 5; They do not have commas.
b 3, 4, 6; They have commas.
c We use *which* for things and *who* for people.
d *whose* – possessions, *when* – times, *where* – places, *why* – reasons
e Yes, in sentences 1, 2, and 5, because the relative clause is defining and the subject of the relative clause is a person or thing. We do use *that* in non-defining relative clauses.
f Yes, in sentence 2. In defining relative clauses, we can omit *who*, *which* or *that* when they are followed immediately by a noun or pronoun. We never omit *who*, *which* or *that* in non-defining relative clauses.

Language notes

When a preposition refers to a relative pronoun, we can put it at the end of the clause:
That's the boy who I was telling you ***about****!*
The man, who everyone was looking ***at****, suddenly ran away.*
The preposition can come before the pronoun in more formal language. In this case, who changes to *whom*.
Julie is the manager **about whom** the article was written.
These are earbuds **about which** I'm writing a review.

2 Before students do the task, make clear that they should check both the relative pronouns used and the punctuation.

Answers
1 That's the park where I used to go ~~to~~./That's the park (that/which) I used to go to.
2 The book~~,~~ which/that is about computer science. (no comma)
3 My new phone, which is really lightweight, is quite durable.
4 There's the IT teacher that I spoke to ~~her~~ yesterday.
5 Correct
6 Correct
7 She's the person whose computer I borrowed yesterday.
8 I've got a new phone that ~~it~~ takes great pictures.
9 They're the two people whose invention became really popular.
10 Correct

3a Before students do the task, elicit/revise when we can use *that* in relative clauses:
1 It must be a defining relative clause.
2 The relative pronoun must refer to a person or a thing (but not a place).

Answers
a that **b** that **c** that **d** – **e** – **f** – **g** – **h** that
i – **j** that **k** that **l** that

3b Before student do the task, elicit/revise when we can omit the relative pronoun:
1 It must be a defining relative clause.
2 The relative pronoun must be *who*, *which* or *that*.
3 The relative pronoun must be followed by a noun or pronoun.

Answers
The following pronouns can be omitted: c, g, h, j, l

Use it ... don't lose it!

4 Do the first sentence as an example with the whole class. Students then do the rest of the task in pairs.

Possible answers
1 Ben Hsu, who's from Taiwan, swallowed an earbud.
2 Ben, whose earbuds were white, was listening to music one night.
3 Ben fell asleep in his bed, where he was resting.
4 The earbud, which was made by Apple®, still worked in his stomach.
5 Ben used Apple's tracking feature, which forces the earbud to make a sound, to help him find it.
6 He heard a noise, which was a beeping sound, coming from inside him.
7 Ben, who was very surprised by the experience, is going to be more careful with his earbuds in the future.

+ Extra activity

Write these sentence pairs on the board.
1 *My sister who has fair hair is studying engineering at university.*
My sister, who has fair hair, is studying engineering at university.
2 *My flatmate, who makes a lot of noise, is really annoying.*
My flatmate who makes a lot of noise is really annoying.
Ask the class what the difference in meaning is in each pair.

Answers
1 In the first sentence, the writer has more than one sister. In the second sentence, he only has one sister.
2 In the first sentence, the writer only has one flatmate. In the second sentence, the writer has more than one flatmate.

www.frenglish.ru

Culture exchange

5 Tell students to read the text without worrying about the gaps for the moment. Then ask: *Does the text say that spending time in front of a screen is a good thing, a bad thing or that it depends?* (*The text says that it depends on how much time is spent in front of a screen.*)

- Point out that this is similar to an exam task and it tests more than relative pronouns. Ask students to identify which questions do not test relative pronouns (3, 5, 7, 9 and 10).
- Students work in pairs and decide which option best fits each gap. Before they do the task, explain that it also practises grammar and vocabulary from previous units.

Answers
1 B **2** B **3** D **4** C **5** A **6** B **7** A **8** A **9** A **10** C

- Exam tip In this type of cloze task, different options are provided and students must choose the best one for each gap.
- First, students should read the text to get a general idea of its meaning. They shouldn't worry about the gaps.
- Next, students should read the text more carefully and try to predict which word could go in each gap, looking especially at the words which come just before and after the gap.
- Look at the options. Is one of them the same as the word they thought of?
- If students aren't sure which answer is correct, they should first eliminate any answers that are definitely wrong.
- After finishing, students should check that every question has been answered. They should try not to leave answers blank in an exam.

Extra activity

Ask students, in pairs, to guess which app or website is used by most students in the class. Ask students for suggestions and write the names of the apps/websites on the board. Finally, ask for a show of hands for each app/website to find out which one is the most popular.

Homework Workbook page 78

Developing vocabulary p113

Using phrasal verbs connected with technology and computers

Warmer

Book closed. Write or project on the board:
Why do some laptops take so long to start up?
What should you do before you shut down your computer?
Ask the class to find two phrasal verbs in the questions and what they mean: *start up* (*start*), *shut down* (*turn off*).
Tell students that in this lesson they're going to learn different phrasal verbs connected with technology and computers.

1 Before students do the task, emphasise that they need to use the correct form of the verbs in each gap.

- For less confident classes, write on the board two possible verbs to use in each gap (e.g. **1** *pick/run*).
- When checking answers, elicit the meaning of each of the phrasal verbs: *run out of* (*have no more of*), *pick up* (*detect*), *pop up* (*appear*), *back up* (*make a copy of files*), *run on* (*use/get power from*), *log on* (*access and use*).

Answers
1 ran **2** pick **3** pop **4** back **5** runs **6** log

Language notes

Run out of is a transitive verb and must be followed by a direct object: *We've run out of time!*
Run out is the intransitive form: *Oh no! My battery is running out!*

2

Possible answers
1 to start making a noise/to ring
2 to start/create something
3 to make something appear larger so you can look at it in more detail
4 to move up, down or across on a computer screen (to see more information)
5 to type information into a computer or other device using a keyboard

Fast finishers

Ask fast finishers to write sentences that are true for them using the verbs in bold.

Use it ... don't lose it!

3 SPEAKING

- Check answers to the missing words before students ask and answer the questions.
- Before students discuss in pairs, emphasise that they need to give full answers, i.e. not just *Yes* or *No*. Write the following questions on the board as examples to encourage the 'interviewers' to elicit more information, e.g. *Have you ever lost any work because you didn't back it up? What happened after it ran out of battery? Have you ever bought something after seeing a pop-up? Have you ever needed to use your phone in an urgent situation, but there was nowhere to charge it?*

Answers
1 up **2** out **3** up **4** of

Homework Workbook page 79

www.frenglish.ru

GREAT LEARNERS GREAT THINKERS p114

Reflecting on the use of media for study and pleasure

Warmer

Books closed. Write the names of some social media sites on the board, for example: *Twitter®*, *Instagram®*, *TikTok®*, *YouTube®*, *WhatsApp®*.
Ask volunteers to say whether they use any of the sites and, if so, why they like them.
Finally, ask the class: *If you could use only one social media site, which one would it be and why?*

1 SPEAKING

- Students discuss the questions in pairs. Then get feedback from the whole class. With reference to question 3, ask: *How do you know if you're using social media too much?*

2 VIDEO

- Before students watch the video, pre-teach or elicit the meaning of *recipe* (*instructions to make a particular dish*), *embroidery* (*the hobby of sewing small patterns or pictures onto things*) and *integrated in our lives* (*has become part of our lives*).

Answers

1 She isn't going to use social media (for a week).
2 Because the link to the recipe took her to YouTube (which is a social media site).
3 Yes, she does (she uses her imagination).
4 ... in a way it's good, in a way it's bad

3 VIDEO

- Ask students to make notes on the answers to 1–7 while they are watching again.
- Students then compare their notes in pairs and write the complete answers.
- Elicit the answers from the class.
- After checking answers, ask students to think about how Mon mainly uses social media (to find recipes, to keep in touch with family and friends, for ideas for her embroidery and to show pictures of her embroidery).
- Then, have a discussion on whether or not Mon uses social media sensibly.

Possible answers

1 Mon is from Portugal.
2 She moved to Norway five years ago.
3 She didn't feel the need for social media./It relaxes her./It makes her feel tired.
4 She has a lot of household chores to do.
5 Her mother lives in Portugal and her sister in France, and she uses social media to stay in contact with them.
6 She usually shares photos of her embroidery on Instagram, but she hasn't been able to do that.
7 We don't realise how integrated social media is into our daily lives.

GREAT THINKERS

4 SPEAKING

- The Generate-Sort-Connect-Elaborate thinking routine helps students to think about and organise their understanding of a particular topic. First, students generate prior knowledge and classify their ideas, then they establish connections between them and explore what new directions their ideas might lead in.
- Organise students in groups of three or four for this activity.
- When students have completed stage 1, draw a couple of incomplete mind maps (similar to the one in exercise 5 on page 115) on the board.
- In their groups, students read their ideas to identify the themes.
- Each student in the group should draw their own mind map, for use in the next exercise.
- For stages 3 and 4, encourage students to look for links between ideas from the different categories and to draw lines between these ideas. They should then discuss what other ideas occur to them and incorporate these into their diagrams.

5 SPEAKING

- Put students into pairs for this task and explain to the class that there are no right or wrong answers for this task.
- Remind students to use their mind map to answer the questions.

GREAT LEARNERS SEL

- Draw attention to the SEL point and Ask: *What do you understand by the expression 'reasoned use of new technologies'?* (Possible answer: *Thinking critically about why you are using new technologies and so using them in a productive way. The opposite of a reasoned use is to use without thinking.*)
- Discuss the question in the Student's Book with the whole class. Follow up by asking: *Can you think of examples of using new technology badly for studying?*

LEARNER PROFILE

- Direct students to the Learner profile on page 143. Explain that they should grade themselves from 1 to 5 for how well they use new technologies to help them study. To help the students to think about this, ask them to think about their answer to questions 1 and 2 in exercise 5.
- If appropriate for the class, students could share their grades with a partner and discuss strategies for improving their effective use of technologies.

www.frenglish.ru

Listening p116

Listening for general and specific information

Warmer

Students look at the picture. Ask: *Do you think this looks like a traditional or modern classroom? Why?*

1 SPEAKING

- Before doing the task, give students two minutes to think about the statement. Ask them to make some notes on what they think and then discuss their ideas in pairs.

2 51

- Before doing the task, tell students they don't need to understand everything at this stage.

Answers

Speaker 1: A, P **Speaker 2:** A, NP, **Speaker 3:** A, P **Speaker 4:** D

3 51

- Before students listen again, ask them to read sentences A–J carefully.
- Remind the class that they need to focus on the ideas in the sentences and the recording – not just individual words that may be repeated.

Mixed ability

Ask weaker students to read the sentences and underline the key words. In pairs, they can think of synonyms for them, e.g. in A Technology = Internet/computers, minds = brains.

Ask stronger students to list any words in the text that gave them the answer.

Answers

A Speaker 4 – ... *technology ... helps us to use our brains differently.*
B Speaker 3 – ... *'preppers'. They prepare themselves for the moment when ... technology stops working. It's sensible not to rely on it so much.*
C Speaker 4 – *We used to rely on libraries and encyclopaedias for information ... Now, wherever and whoever you are, you can have immediate access to all of the knowledge you need ...*
D Speaker 1 – [The brain]'s *like a muscle. If you don't use it, you lose it! That's the real problem with using technology so much ...*
E Speaker 2 – ... *why do I need to keep all that information ... in my head if I can just go online and find it?*
F Speaker 2 – ... *it makes it easier for me to remember all the really important things I need to do each day.*
G Speaker 3 – ... *technology became the solution to all our problems, but now it* is *the problem because we need it to survive ...*
H Speaker 1 – *We believe technology is infallible ...*
I Speaker 1 – ... *you still have to use your eyes, ears and common sense. A man who drove into a lake said it was the GPS's fault ... That's no excuse! You're still the driver ...*
J Speaker 3 – ... *I'm not the only one to feel that way.*

4 Critical thinkers

- Before students do the task, remind them that the objective is to justify their opinion and give suitable examples.
- Ask students to individually look at arguments A–J and decide which two or three are the best and why. Students then discuss in pairs or small groups.

Homework Workbook page 79

Grammar in context 2 p116

Using gerunds and infinitives 2

Warmer

Write on the board: *enjoy, learn, agree, avoid, suggest, want, decide, can't stand, manage, don't mind.*

Ask the class which verbs are followed by a gerund and which by the infinitive. (*gerund*: *enjoy, avoid, suggest, can't stand, don't mind*; *infinitive*: *learn, agree, want, decide, manage*)

Say that in this lesson students are going to look at verbs that can be followed either by the gerund or the infinitive, but with some of these verbs the meaning changes.

1a You may have set the Flipped classroom video for homework, but if not, watch it in class before working through the activities.

- Put students in pairs. After they read each pair sentences (1a and 1b, 2a and 2b, etc.), they discuss whether the two sentences have the same meaning.
- Check answers with the class. If there is confusion over whether 5a and 5b have the same meaning, point out that: 5a means that the person thinks it's a good idea to drive without a satnav while 5b means that the person enjoys driving without a satnav.

Answers

2a and 2b have the same meaning.

1b

Answers

1 a **2** b **3** b **4** a **5** a **6** b **7** b **8** a

2 Tell students to think carefully about the meaning of the verb before the options.

- While checking answers, elicit a reason for each correct answer.

Answers

1 to charge – The person thinks it's a good idea to charge their phone at night.
2 watching – The person was watching the video and then they stopped.
3 to text – The person didn't send a text, but they intended to do this.
4 playing – The person remembers something they did in the past.
5 to bring – The person didn't bring their trainers and they intended to do.
6 to switch – The person needs to remember to switch it off later.
7 sitting – The person should not continue to do the same activity.
8 reading – The person's dad enjoys reading sci-fi books.

3 Before students do the task, explain that they need to focus on the meaning of the first sentence (and not on the grammatical structures used). By doing this, they will be able to decide on whether the verb in the second sentence needs to be followed by a gerund or infinitive.

Answers

1 (really) like playing **2** writing to make **3** 'll/will always remember breaking **4** remember to help me **5** forgot to work on my **6** likes to wear smart clothes **7** picking up a signal **8** remembered to back up **9** stopped talking/speaking/chatting **10** never forget dropping my phone

Fast finishers

Ask students to read the first sentence in questions 3, 4, 5, 8 and 10 and to rewrite them using gerunds or infinitives and with either forget or remember from the original sentence. (***3*** *I'll never forget breaking my first table.* ***4*** *Please don't forget to help me with my homework!* ***5*** *I didn't remember to work on my assignment last night.* ***8*** *Yesterday, I didn't forget to make a copy of all the data.* ***10*** *I'll always remember dropping my phone in the water.*)

4 Books closed. Write or project on the board:

Gerund or infinitive?
after certain prepositions
as the subject of a sentence
to explain why you do something
after certain adjectives
with 'go' to talk about physical activities

Students discuss in pairs whether we use the gerund or infinitive in each case. If they are not sure, tell them to think of a specific sentence. Then elicit the answers (*gerund, gerund, infinitive, infinitive, gerund*).

- Books open. If appropriate for the class, students can work in pairs so that less confident students are supported.
- Before students do the task, pre-teach or elicit the meaning of *skull* (*the bones of the head*).

Answers

1 stopped to spend → stopped spending (not continue with an activity)
2 look at → looking at (gerund as subject of clause)
3 responsible for produce → responsible for producing (gerund after preposition)
4 normal finding → normal to find (infinitive after adjective)
5 has decided investigating → has decided to investigate (infinitive after *decide*)
6 interested in see → interested in seeing (gerund after preposition)
7 big enough being → big enough to be (gerund after *enough*)
8 think about spend → think about spending (gerund after preposition)
9 like to play → like playing (meaning is 'enjoy playing')
10 remember doing → remember to do (remember you need to do things in the present/future)

Extra activity

Write these comprehension questions on the board and ask fast finishers to write the answers:

1 *Why does using a smartphone change the shape of our skull?*
2 *Which part of our head is affected?*
3 *What does an Australian scientist think?*
4 *What is the author's advice?*

Possible answers

1 Because, when we use a smartphone, we put extra pressure on the place where our neck muscles meet our skull.
2 the back
3 He believes that the changes in the shape of our skulls will definitely become bigger, but they won't be big enough to be dangerous.
4 We should think about spending less time on our smartphones and remember to do other things, too.

5 In items 1–5 and 7, tell students to focus on the form of the verb used, gerund or infinitive. This is the same form they should use in their sentences. In item 6, students need to work out for themselves what form to use after *stopped*, as it is not given.

Use it ... don't lose it!

6 SPEAKING

- When students finish, ask the class: *Did your partner tell you anything that surprised you? Tell us about it!*

Homework Workbook page 80

www.frenglish.ru

Developing speaking p118

Participating in a discussion 2

Warmer

Book closed. Say to the class: *Think about a time recently when you had a discussion with friends or your family – for example, about music, sport, school, a film or a TV series. Was it an interesting and useful discussion? Why? Talk to a partner about it.*

After students speak in pairs, tell them that in this lesson they're going to learn some useful language and techniques for taking part in discussions.

1a SPEAKING

- Students look at the photo and discuss the question in pairs. Encourage them to give reasons for their opinions and to say whether they agree with what their partner says, and why/why not.
- If students have no knowledge of e-sports, students can describe what they see in the photo and speculate using modal expressions such as: *It might be ..., They must be ...*, etc.
- You can then discuss the question with the whole class.

1b After students read the article, elicit anything new that students learnt.

1c SPEAKING

- After groups discuss the question, take a vote to find out whether more students think e-sports should or shouldn't be part of the Olympic Games.
- Follow up by asking: *Have any of you ever watched an e-sport tournament live or online? Have you ever taken part in one? What was it like?* Invite students to share any personal experiences of e-sports tournaments with the class.

Mixed ability

In less confident classes, ask students to make a list of bullet point notes to support their opinion before they start the discussion.

In more confident classes, encourage students to state their opinions. They must give supporting evidence in their answers and use *as, because* and *since* in their answers.

2 52

Answers

The girl thinks that e-sports should be part of the Olympic Games.
The man thinks that they shouldn't be.

3a 52

- Before checking answers, elicit the meaning of the following expressions: *Do you **get** what I'm saying? (Do you **understand** what I'm saying?), Are you following me?/Are you with me? (Do you understand what I'm saying?), Could you **go over** that again? (Could you **explain** that again?), Sorry, I'm not with you. (Sorry, I don't understand.), I don't understand what you're **getting at**. (I don't understand what you're trying to say.)*

Answers

Do you see what I mean?
Do you get what I'm saying?
What I mean is ...
That's not quite what I meant.
Are you saying that ...?
In other words ...
I'm not sure what you mean by ...

3b After students do the task, ask the class: *In a discussion, why is it a good idea to check that someone has understood you and to ask for clarification?*

When several students have answered, ask: *When you're having a discussion with friends in your own language, do you usually check they have understood you and do you sometimes ask for clarification? If you do, what expressions do you use to do this?*

Answers

1 b **2** a

Extra activity

Practise the rising pronunciation at the end of these *Yes/No* questions:

Do you see what I mean?
Do you get what I'm saying?
Are you following me?
Are you with me?
Could you go over that again?

4 Students work on their own to prepare their notes. To help them structure their notes, write on the board: *Is my answer to this question 'yes' or 'no'? Why?*

Practice makes perfect

5 SPEAKING

- Emphasise that, after students have given their opinion, they should check that the other group members have understood, using expressions from the Speaking bank.
- Similarly, after students have expressed an opinion, group members should ask for clarification and other members can give their opinions.
- After students do the task, invite each group to share their opinions on one of the three questions. Allow the rest of the class to ask questions.

Homework Workbook page 81

www.frenglish.ru

Developing writing p119

Writing a report

Warmer

Write the following incomplete examples of vocabulary from the unit on the board:

___load ___phones ___wall ____proof ____mark ____bait ____top ___nav ___cam ___-drive ___bud ___less

Students complete the compound nouns and adjectives.

Answers

download/upload, headphones/earphones, firewall, rustproof/waterproof, bookmark, clickbait, desktop, satnav, webcam, pen-drive, earbud, wireless

1 SPEAKING

- Students discuss the ideas in pairs. Encourage them to try to use the language for checking that people have understood and asking for clarification from the Speaking bank on page 118 of the Student's Book.
- When students finish, ask if they have come up with any ideas which aren't on the list and, if so, to share them with the class.

2 After students read the writing task, discuss the answer to the question together with the class.

Answer

formal

3 Pre-teach or elicit the meaning of *to outline* (*to describe only the most important ideas*), *current* (*present*) and *appealing* (*attractive*).

Answers

The report is written in a formal style. It mentions the following points from 1: a student vlog and a list of special events at the school.

- Exam tip Explain that students have to write a report in this task.
- Students should make sure to give the report a title. They should separate the report into sections and give each section a suitable heading.
- Students should make sure to include all the information that is asked for.
- Students should make recommendations or suggestions if they are asked to do this.
- The style of the report should be formal. This means that students should not use contractions and they should use the passive, and impersonal structures.
- Students should use determiners and quantifiers (*all, each, every, none, a large number of ...*) to indicate how general their comments are.

4

Answers

No contractions: which is not, as we have previously mentioned
Passive and impersonal structures: could be improved, is designed, It has been mentioned, should be updated, is posted
Linkers of addition, contrast and consequence: in order to, Furthermore, so that
Determiners and quantifiers: nearly all, Another, not all, a large number of, many, A few, most of
Beginning the report: The aim of this report is to outline ...
Ending the report: To sum up, All things considered, our main recommendation is ...

Mixed ability

As a follow-up activity, ask more confident students to write two more linkers of addition, three more linkers of contrast and two more linkers of consequence.
Less confident students can just write one of each.

Possible answers

Addition: In addition, What is more, Moreover
Contrast: However, Nevertheless, On the one hand ..., On the other hand ...
Consequence: As a result, because of

Practice makes perfect

5a While students are reading the task, write on the board: *Who is the report for? Specifically, what four things do they want to know? (The report is for an international company. They want to know: 1 Which types of technology you use to study in and outside the classroom; 2 How you use these technologies; 3 What the attitude of students towards the use of technology for studying is; 4 What the ideal use of technology for studying would be.)*

- Tell students that their report will have six paragraphs. Elicit what will go in each paragraph. (Paragraph 1: the introduction; paragraphs 2–3: the four areas that the company wants information about; paragraph 6: the conclusion.)
- Point out that in the Great Learners Great Thinkers section in this unit, students discussed many ideas about the use of social media and technology for studying. It may be useful to include these ideas in their report.
- Remind students that the report should have a title and each paragraph should have a heading. Elicit that they should use formal language and not use contractions.

Homework Workbook page 82

www.frenglish.ru

Test yourself p121

Grammar test

1

Answers
1 who 2 when 3 where 4 which 5 that/– 6 whose

3

Answers
1 to switch 2 painting 3 writing 4 to go 5 seeing
6 to do 7 playing

Vocabulary test

1

Answers
1 headphones 2 hard drive 3 wireless network 4 desktop
5 webcam 6 smart speaker

2

Answers
1 brittle 2 landline 3 freeze 4 bendy 5 bookmark
6 cutting edge 7 update 8 firewall

3

Answers
1 up 2 pick 3 out 4 popped 5 on 6 in

www.frenglish.ru

Vocabulary in context p122

Using words for news sections; using words frequently used in news headlines

Warmer

Book closed. Write on the board:
Earthquake hits town centre!
Liverpool score winning goal in last minute!
Billie Eilish announces new album.
Ask the class what these three sentences are examples of. (*They are all news headlines.*)
Ask students which of the three articles would they most likely read.
Tell the class that in this lesson they're going to study news sections and words frequently used in news headlines.

1 SPEAKING 53

- Elicit the meaning of each of the sections. Students might have trouble with *columnists* (*people who write articles of opinion rather than news*), *features* (*longer articles that explore a story in more depth*), *gossip* (*news about the personal lives of famous people*), *have your say* (*a section where readers can give their own opinion*), *obituaries* (*articles about famous people who have died recently*) and *showbiz* (*show business*).
- Students in pairs discuss what kind of information you can find in each section. Then different pairs share their ideas with the rest of the class.

Possible answers

arts – reviews; **entertainment** – famous people, movies; **environmental issues** – protests, laws, problems; **features** – something in the news, e.g. budget; **gossip** – news about celebrities; **health** – illnesses, exercise; **life and style** – food and fashion; **money and finance** – banking and expenses; **science and tech** – articles about new products; **showbiz** – movies, life in Hollywood; **sport** – articles about sporting events that happened or will happen; **weather forecast** – predictions about the weather; **world news** – important events from around the world.

Culture notes

Recent research indicates that people no longer read complete articles; they scan them and read the parts that they are interested in more carefully. Readers tend to choose articles that are connected to their lives or their communities in some way. Entertaining or funny stories are popular, as are stories that would be worth sharing on social media or with friends.

2 SPEAKING

- Students discuss their preferences in pairs.
- Follow up by asking: *Do you think it's important to read world news? Where do you read news – on traditional news sites or via social media? Do you have any favourite columnists or news sites?*

3 54

- Elicit why it is important for headlines to catch people's attention (*articles will be read, advertising will be seen and readers may look for other articles by the same journalist*).

4 55

- After students do the task, draw attention to the phrase *tense situation* and elicit a different meaning of *tense* (e.g. past/present tense). Ask students to find one or two more words in the exercise which have different meanings from those used here (e.g. *key – a door key*; *fire – to sack someone from their job*).

Answers

1 drama **2** wed **3** boss/head **4** aid **5** key **6** PM **7** ban **8** quit **9** boost **10** blaze

Fast finishers

Ask fast finishers to choose three words from the box and, to write three sentences using each word once.

5 As you read through the examples with the class, ask questions such as: *What is the missing auxiliary verb in headline **a**?* (*is*) and *What does headline **d** mean?* (*fear that the world economy will fail*).

Extra activity

Write or project the following news headlines on the board:
PM pledges extra aid to unemployed
'I quit', says star following clash with film boss
Car factory axes jobs, 120 sacked
Police probe city centre blast
Students, in pairs, discuss what they think each headline means. Then elicit ideas from the class.

Possible answers

The Prime Minister promises to give extra help to unemployed people.
A famous actor says that they will stop acting in a film after an argument with the boss of a film studio.
The number of jobs at a car factory is reduced and 120 people lose their job.
The police are investigating an explosion in the city centre.

Use it ... don't lose it!

6a SPEAKING

- Students work in pairs to invent their headlines and write their explanations.

6b SPEAKING

- After students do the task, ask them if anyone has written any headlines which are particularly funny or original.
- Invite groups to share their best headlines with the class and have a show of hands to vote for, for example, the funniest headline or the most original idea.

Homework Workbook page 84

www.frenglish.ru

Reading p123

Predicting content; reading for gist and specific information; inferring the meaning of words from context

Warmer

Ask students to look at the vocabulary on page 122. Elicit which words would grab their attention in a headline.
Ask students if they have read any weird news stories recently, or seen any interesting or strange news-related videos. Encourage them to give details of the stories/videos and say what they found interesting or strange.

1 SPEAKING

- Students discuss in pairs. Then share feedback together as a class.
- Ask students if they understand the meaning of *Un-news-usual news* in the main headline. Elicit or explain that it's an invented word (to suit the light-hearted tone of the topic). Instead of *unusual*, the journalist has created the word *un-news-ual*, which sounds the same when you say it quickly.

2 When checking the answers, ask students to say what they see in the photos.

Possible answers
Story 1 is about a mission, which wasn't a complete success, to take water bears to the Moon.
Story 2 is about how a university library closed because people confused the smell of a durian for a gas leak.

3 56

- Before students do the task, remind them that they shouldn't look for exactly the same words in the text as in the statements. They need to focus on the ideas.

Answers
1 False, lines 5–11 **2** True, lines 13–14 **3** False, lines 26–27
4 False, lines 37–38 **5** True, lines 47–50 **6** True, lines 55–57

- Exam tip In this type of reading task, students must decide if statements are true or false depending on the information in the text. Sometimes there are three possibilities: *True/False/Not Mentioned*. *Not Mentioned* should be chosen if students can't find any information in the text to prove or disprove the statements. Explain:
- First, students should read the text quickly to get a general understanding.
- Next, students should read the sentences that they need to prove true or false.
- Students should find the parts of the text where they think the relevant information appears and read these parts again in more detail.
- When they finish, students should check that they have an answer for each question. They should try not to leave any answers blank in an exam.

Fast finishers

Write or project the questions below on the board while students are doing exercise 3. Tell fast finishers to write answers using their own words as far as possible.

1 *What happened to the tardigrades when the spaceship crashed onto the Moon?*
2 *What do tardigrades need to be woken up?*
3 *In your own words, say what 'the library was back in use, provided the students could face the smell' means.*
4 *Why were some passengers on the plane very unhappy?*

Possible answers
1 The scientists don't know. They aren't sure if the tardigrades survived the crash.
2 food, air and water
3 It was possible for students to return to the library as long as they could put up with the smell.
4 Because they thought the durian fruit might make the plane crash.

4

Possible answers
samples – an example or small amount of something that shows you what all of it is like
cargo – things that are sent by ship, plane, train or truck
endure – to experience something difficult or unpleasant for a long time
vacuum – a space that has had all the air and any other gases removed from it
chain – a group of businesses such as shops, hotels or restaurants that all belong to the same person or company
breadcrumbs – very small pieces of bread that can be used in cooking
divisive – likely to provoke different opinions

5 Critical thinkers

- Before students do the task, remind them that the objective is to justify their opinion and give suitable examples.

Possible answers
I think that we can learn some useful things, but we have to be careful with these unusual news stories as they are more for entertainment than serious science and tech. What's more, very often the headlines do not match the news they are reporting.

Homework Workbook page 85

www.frenglish.ru

Grammar in context 1 p124

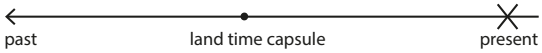
Using the future in the past; using mixed conditionals

Warmer

Book closed. Write on the board.
It was eight o'clock in the morning. Ella was going to have breakfast.
Ask the class: *Is this situation in the present, past or future?* (*the past*)
Next ask: *Does 'Ella was going to have breakfast' refer to the present, past or future?* (*It refers to the future, but seen from a point of view in the past.*)
Explain that in this lesson students are going to learn different ways to express the future seen from a point in the past.

1 Write this sentence on the board: *A spaceship launched from Florida on 22nd February ...* Then ask: Did this event happen? (*Yes*) When? (*in the past/22nd February*).

- Then, read the first sentence with the class: *The spacecraft was going to land a time capsule on the Moon.* Point out that this was the plan and ask: *Did it happen?* (*No*) and *When was it planned for?* (*sometime after 22nd February*).
- Draw a timeline on the board:



- Compare the '22nd February' with 'land time capsule' and elicit that they are not in the present. Ask students to imagine that today is the 22nd February. Elicit if 'land time capsule' has happened yet (*It hasn't*).
- Point out that it is a future event in the past.
- Elicit the different structures used to describe future activities in the remaining sentences

Answers
1 was/were going to **2** was/were about to **3** was/were to
4 would be **5** was/were starting (past continuous)
6 was/were in for

2 Ask the students to look at the photo and the title of the article. In pairs, they discuss what the article might be about. Students then quickly read the text to check their predictions. Tell them not to worry about the gaps at this stage.

- Students then work in pairs to complete the gaps with the words in the box.

Answers
a about **b** finishing **c** were **d** was going **e** would
f in for **g** be **h** to **i** would

3 Students do the task on their own, and then compare their answers with a partner. Finally, elicit the answers from the class.

Answers
1 Correct
2 They revised a lot because they knew they were in for a very tough exam.
3 Correct
4 The young player looked like he was about to get angry.
5 Correct
6 He felt certain he was going to win/would win the award the following year.

4 Before students complete the sentences, ask: *What kind of tense do you need to use in all of the sentences: a present tense, past tense or future tense?* (*a past tense*).

Use it ... don't lose it!

5 SPEAKING

- Before students work in groups, say the first two sentence beginnings with lively intonation. Encourage the class to use similar intonation when they explain their situations – it will make them sound more interesting.

6 Read through sentences 1–4 with the class and ask them what is strange about these conditional sentences. (*They aren't first, second or third conditionals.*)

- Do questions a–c together as a whole class, eliciting the answer to each one.
- After checking answers, write on the board:
  An imaginary present situation and its past consequence:
  If + past simple, ... would/wouldn't have + past participle
  An imaginary past situation and its present consequence:
  If + _____, ... _____
- Ask the class what the missing grammar structures are (past perfect, *would/wouldn't* + infinitive).

Mixed ability

Write or project these sentence stems on the board:
If I had won the match yesterday, ...
If I didn't like chocolate, ...
I wouldn't be angry with you now if ...
I wouldn't have seen this film three times if ...
Ask the class: *What structure do you need to use in each sentence to complete it as a mixed conditional?* (*would/wouldn't* + infinitive; *would/wouldn't have* + past participle; past perfect; past simple)
Less confident students work in pairs and complete the first two sentences as mixed conditionals.
More confident students work on their own and complete all four sentences as mixed conditionals.

Answers
a second and third **b** sentences 2 and 4 **c** sentences 1 and 3

7

Answers
1 a and c – In a, the speaker would interview a famous person now; in c, they would have already interviewed the person at some time in the past.
2 b and c – In b, the speaker doesn't like hip-hop now; in c, the speaker didn't like hip-hop at the time of the concert (in the past).

www.frenglish.ru

3 b and c – In b, the speaker is talking about what would normally happen in a situation where somebody breaks their leg; in c, the speaker is talking about how your leg would feel after a specific event in the past.
4 a and b – In a, the speaker is talking about how they would feel after a specific match in the past which they didn't actually lose; in b, the speaker is talking about how they would feel after losing a match which they are going to play.
5 b and c – In b, the speaker is saying they would play at concerts now; in c, the speaker is saying they would have played at concerts in the past.

8

Answers
1 they would have arrived
2 spoke/could speak English they'd/would have interviewed the singer
3 'd/had known you liked tea, I'd/would have some here
4 didn't/did not love playing the guitar, he wouldn't/would not have bought an expensive one
5 hadn't/had not spent lots of time studying medicine, she wouldn't/would not be a doctor now
6 hadn't/had not spent years writing his new book, it wouldn't/would not be great
7 wouldn't/would not have a new tablet if he hadn't/had not broken his old one
8 'd/had remembered to revise yesterday, I wouldn't/would not have to do it now

Developing vocabulary p125

Using collocations connected with the news

Warmer

Books closed. Write on the board: *a, and, book, football, lightning, play, read, room, thunder, untidy*
Ask students to match them to make four small groups of words (*play football, untidy room, thunder and lightning, read a book*).
Ask students what these groups of words are called (*collocations*) and to define 'collocations' (*words that often go together*).

- While checking answers, elicit or teach what each of the collocations means: *front-page news* (*the most important news, which is on the front page*), *make the headlines* (*be chosen as one of the most important stories*), *item of news* (*piece of news*), *chief editor* (*the person who decides what stories to include*), *daily newspaper* (*a newspaper which is published every day*), *take out a subscription* (*agree to pay an amount of money so that you receive a product on a regular basis – newspaper, TV streaming service, etc.*), *issue* (*magazine or newspaper that is published at a particular time*), *hot off the press* (*just after it's printed*).

Answers
a front **b** make **c** item **d** chief **e** daily **f** subscription
g issue **h** hot

1 To help less confident students, write on the board two options for each gap:
a *front/chief* b *issue/make* c *subscription/item* d *chief/daily* e *subscription/daily* f *subscription/front* g *item/issue* h *hot/daily*
For more confident students, write these questions on the board. When they finish, they try to answer them with their books closed.
1 *How is* The Happy Newspaper *different from most newspapers?*
2 *Who is Emily Coxhead?*
3 *What have 2,000 people done?*

Answers
1 It only publishes positive and upbeat news.
2 The chief editor of *The Happy Newspaper.*
3 They have taken out a subscription to *The Happy Newspaper.*

2 As in exercise 1, you may want to write two options on the board for each of the gaps to simplify the task.

- While checking answers, elicit or teach the meaning of the collocations, for example: *to broadcast news* (*to show news, e.g. on TV*), *bulletin* (*a short news programme*), *newsflash* (*a short news report about one thing that has just happened*), *turn of events* (*the way in which a situation develops*) and *breaking news* (*news about an event or situation which has just happened or is happening at the moment*).

Answers
a broadcast **b** informed **c** sensationalist **d** bulletin
e newsflash **f** press conference **g** turn **h** breaking
i newsreader

Language notes

News is an uncountable noun, so we cannot say 'a news'. For this reason, we say *an item of news or a piece of news*. Other uncountable nouns include: *advice* (a piece of advice), *information* (a piece of information), *furniture* (a piece of furniture) and *homework* (a piece of homework).
News bulletin and *newsflash* are countable nouns: *a news bulletin, a newsflash. Breaking news* is uncountable: *We've got some breaking news.*

3

Answers
1 keep **2** newsflash **3** page **4** headlines **5** breaking

Use it ... don't lose it!

4 SPEAKING

- Before students do the task, tell them to answer the questions for themselves making sure to include vocabulary from all both sets in the lesson.
- After students do the task, ask some students to tell the class about different news channels. The other students listen and see which words from exercises 1 and 2 they use.

www.frenglish.ru

GREAT LEARNERS GREAT THINKERS p126

Considering the importance of (optimistic) journalism

Warmer

Write the following collocations from the previous vocabulary lesson on the board: *front-page news*, *chief editor*, *take out a subscription*, *breaking news*, *sensationalist story*.
Students discuss in pairs what each of the expressions means.
Elicit from students to tell each other which news stories they like to read and which types of story they share with others.

1 SPEAKING

- After students discuss in pairs, elicit feedback from the class.

2 VIDEO After checking the answers, ask students if they would be interested in reading *The Happy Newspaper*?

Answers

2 She says that *The Happy Newspaper's* intention isn't to cover up the bad news, but it's important to hear good news, too.

3 VIDEO

- Pre-teach or elicit the meaning of *mindset* (*attitude*), *knit* (*make clothes using wool and two long needles*), *oil spill* (*an accident in which oil comes out of a ship/oil rig and pollutes the sea*), *the whole point* (*the aim*) and *rainbow* (*a half-circle of colours that sometimes appears in the sky when the sun shines through rain*).

Answers

1 tea, biscuits 2 32 3 app, website 4 terrible things
5 oil spill 6 dull, grey 7 drawing, social media
8 attacks, teacher 9 rainbows, glitter

GREAT THINKERS

4 SPEAKING

- The *Think-Question-Explore* thinking routine encourages students to engage actively with ideas in texts – before, while and after reading them. Students have already used this thinking routine in the Great Learners, Great Thinkers section in Unit 7 (Student's Book, page 88) when watching a video.
- Students discuss questions 1 and 2 in pairs. Make clear that they need to write down their ideas and questions before reading the text.
- Before exploring other sources of information, discuss with the class how or where students could find answers to any of their questions that haven't been answered.

5 Ask students to read the text again and then to write down what they think the most important points are. Students then compare ideas with a partner.

- Elicit ideas from the class concerning the main points in the text.

Possible answers

A lot of journalists were in prison in 2019 because they reported information or views which the authorities didn't like. Journalists around the world are facing more threats of violence. They need to be able to work in safety.

6 SPEAKING

- To help students discuss the first question, you could ask the following questions as prompts: *What would society be like if there weren't any journalists? Where would we get our information from? Are all kinds of journalists equally important? Why?* Remind students to give reasons for their opinions and to be respectful of the opinions of other people in their group.

GREAT LEARNERS SEL

- Students work in the same groups as before to discuss their opinions. To help them to think analytically about the question, ask: *What do you understand by the word 'news' – politics, environmental issues, health issues, sport, the economy? Are some kinds of news more important than others? Is it more important to know about what is happening in your own country than in other countries?*

LEARNER PROFILE

- Direct students to the Learner profile on page 143. Explain that students should grade themselves from 1 to 5 for how well-informed they are about what is happening in their own country and in the world.
- When they finish, students can work with a partner to discuss how they could keep themselves better informed.

www.frenglish.ru

Listening p128

Listening for specific information

Warmer

Ask the whole class: *Have you ever read a news story or seen a photo and then found out that it was fake?* Encourage students to talk about the news story, how they found out it was fake and how they felt afterwards.

1 SPEAKING

- After students do the task, ask different pairs to share their ideas.

Possible answers

Find out where it was first published, identify the author, does the author belong to any organisations? Identify bias, identify the purpose of the article, use technology to tell if a photo or video is fake.

2 57

- Tell students to tick any of their ideas in exercise 1 that they hear.

3 57

- Before students do the task, ask them to read questions 1–5 carefully and to identify the key ideas in each one. Remind them that they should listen for these ideas, rather than exactly the same words as in the options.

Answers

1 a incorrect – This is true, but it's not the reason why they are talking about the news.
b incorrect – ... *some people say that we are living in a golden age for news because we have free access to online stories* ...
c **correct** – People disagree: ... *some people say that we are living in a golden age for news* ... *For others, it's the worst time ever* ....

2 a incorrect – She doesn't say that citizen journalism is the only type of journalism that spreads quickly.
b **correct** – She says that citizen journalism *helps news items to appear and spread much more quickly than before. And with the news, everybody always wants to be the first to break a story.*
c incorrect – She thinks there are some serious problems with citizen journalism.

3 a incorrect – not mentioned
b **correct** – ... *people writing online don't have anybody checking their facts, and sometimes they may even deny responsibility for what they write.*
c incorrect – not mentioned

4 a **correct** – *We all have a bias, an attitude that makes you see the facts from a particular point of view* ...
b incorrect – She uses this as one example of how an article could have a bias.
c incorrect – She says the opposite of this: *A serious journalist will try to put aside their own personal bias* ...

5 a incorrect – ... *online you have to be careful because it's easy to manipulate images.*
b incorrect – ... *see if you can find the same* ... *image on well-known websites, like national news services that have a good reputation. That can give you a solid point of reference.*
c **correct** – *Experts reckon that we'll need to use technology to check if a photo or video has been manipulated or not.*

- **Exam tip** In multiple-choice tasks, the questions are usually in the order that they are heard in the recording.
- Students should read the different options before listening. They can give ideas about the topic of the text and the vocabulary students are going to hear in it.
- When listening, students should remember that the correct answer is often expressed in different words to those in the correct option. They may also hear some words that appear in one of the answers, but this does not mean it is the correct answer.
- Students usually hear the recording twice. If they don't hear the answer to one question, they should start listening immediately for the answer to the next question.
- Students should use the second listening to find the answers they didn't hear the first time and to check the answers they already have.
- When they finish, students should check that they have an answer for each question.

4 Critical thinkers

- Before students do the task, remind them that the objective is to justify their opinion and give suitable examples.

Homework Workbook page 87

Grammar in context 2 p128

Using question tags and indirect questions

Warmer

Book closed. Write on the board: *You aren't listening to me, are you?*
Ask students: *Can you ask this question in another way?* (*Are you listening to me?*) Then ask what grammar structure this is an example of (*a question tag*).

1 You may have set the Flipped classroom video for homework, but if not, watch the video in class before working through the activities.

- Read through sentences 1–7 with the class. Students then discuss statements a–f in pairs and decide whether they are true or false.
- Note that although main verbs are not used in question tags, *be* as a main verb is an exception.

Answers

a True **b** True **c** True **d** True **e** False (It is *aren't I?*) **f** True

Language notes

When we expect the answer *Yes*, we use an affirmative main clause and a negative question tag: *You like chocolate, don't you?*

When we expect the answer *No*, we use a negative main clause and an affirmative question tag: *You don't like chocolate, do you?*

2

Answers

1 do you? **2** can't they? **3** shouldn't we? **4** haven't I? **5** didn't you? **6** did they? **7** aren't we?

3a 58

Answers

1 The intonation goes up; the speaker doesn't seem very certain.
2 The intonation goes down; the speaker seems very certain.

5a Books closed. Write on the board:

Is fake news a big problem?

Do you think fake news is a big problem?

Ask the class: *Which question is a direct question and which is an indirect question?* (*The first one is the direct question.*) Ask: *How does the verb in the question change in an indirect question?* (It goes into the affirmative – *Do you think fake news is a big problem?*)

- Books open. Students do the task individually and then check their answers in pairs.

Answers

1 What do you think about the news today?
2 Could you give us any final words of advice?
3 What is the purpose of the article?
4 How do they create these fake videos?
5 How do they do it?
6 Do you have any advice for dealing with fake news?

5b Brainstorm the answers with the whole class.

Answers

a The subject comes before the verb because they are not direct questions.
b In sentences 1–3, the first part of the sentence is not a question, so we do not use a question mark. In sentences 4–6, the first part of the sentence is a question, so we need to use a question mark.
c They are usually more formal and polite.

Language notes

For *Yes/No* questions, we use *if* or *whether* in indirect questions:

Do you usually get up early? → I'd like to know ***if/whether*** *you usually get up early.*

For *wh-* questions, we use the same question word as in the direct question:

What time *does the next train leave? → Could you tell me* ***what time*** *the next train leaves?*

6b Students complete the sentences in pairs. Remind them that, as these are indirect questions, students need to use the affirmative form of the verb. They should also check whether they need to use a question mark (see exercise 5b, item b).

Answers

1 where you got the animal from?
2 know if/whether it was a friendly animal.
3 how much it was eating a day.
4 you did when you realised it was a bear.
5 if/whether it is still living in your house?
6 if/whether this has ever happened to anyone else?
7 what your friends and family thought.
8 how big it will grow?

7a SPEAKING

- Students look at the headline and photo. Elicit the meaning of *chases* (*runs after*) and *shoplifter* (*someone who steal things from a shop*).
- Students work on their own to write six indirect questions to ask 'Bananaman'.
- For less confident classes, write question beginnings on the board to help students: *I'd like to ask you ...; I wonder if you ...; Have you got any idea ...?; Do you know ...?; Can I ask you ...?*

7b SPEAKING

- Students role-play the conversation in pairs, taking turns to be the reporter and 'Bananaman'.
- Ask a couple of pairs to perform their role-play in front of the class. Encourage them to use lively intonation to indicate surprise and excitement.

Culture notes

When Su Yun became concerned about her pet, she decided to contact a wildlife rescue centre. The animal frightened the staff so much that they sedated it first. Su Yun's pet dog was, in fact, an endangered Asiatic Black Bear.

In December 2011, Luke Summerhayes, who was training to be a police officer, was working as a cashier in a supermarket in south-west England. He was wearing a banana costume because it was a fancy-dress day at the store. When the security alarm went off, he realised that a man was leaving the shop without paying. Luke chased him in his banana costume and caught him in the supermarket car park.

8

Answers

1 if/whether you have ever appeared in the news.
2 how often you watch the news on TV?
3 if/whether you are interested in going to concerts or plays.
4 what you think of celebrity gossip?
5 what series you are going to watch next?
6 how many people in the class pay attention to film reviews?
7 if/whether you have got a news app on your phone.

Use it ... don't lose it!

9 SPEAKING

- Encourage students to give full answers.

Extra activity

Students write five indirect questions for a famous person they like (singer, actor, sportsperson, etc.). Give them an example to start: Can you tell me how old you were when you started playing for Liverpool?

Students then share their questions with a partner. Their partner has to guess who the famous person is.

Homework Workbook page 88

www.frenglish.ru

Developing speaking p130

Giving presentations 2

Warmer

Books closed. Elicit ways of responding to opposite points of view (*however* ...) and presenting opposite points of view (*It is true that* ...). Tell students that you are going to say something they probably disagree with and ask them to respond with logical arguments using these expressions. Say the following sentences and ask students to reply to them.

It is true that the world is flat.

I accept that the humanity did not land on the moon.

Culture exchange

1 SPEAKING

- Discuss with the class any newspapers or magazines from other countries that they have heard of.

Culture notes

Newspapers considered to be quality press in the UK include *The Daily Telegraph*, *The Financial Times*, *The Guardian*, *The Independent*, *The Observer*, *The Sunday Telegraph*, *The Sunday Times* and *The Times*.

Newspapers generally considered to be tabloids include *Daily Express*, *Daily Mirror*, *Daily Record*, *Daily Star*, *Sunday Mail*, *The Sun* and *The Daily Mail*.

2 SPEAKING

- Give students a minute or two to think about the statement on their own and to make some brief notes.
- Make clear that they should think of arguments both for and against the idea. Indicate that students might find the text they have just read and the text about journalists in prison on page 127 useful sources of ideas.
- Ask students to think about fake news and if it has an impact on the press.
- After students discuss in pairs, find out whether students generally agree or disagree with the statement. Nominate individuals to share their reasons, ensuring a range of opinions is expressed.

3 59

- Before students do the task, make clear that they do not need to understand every word. They only need to listen for gist and will listen again for more detail in the next exercise.

4 59

- After checking answers, ask the class: *Why is it sometimes a good idea to include opposing points of view in a presentation?* (*It makes the presentation more balanced.*)

Answers

There's no denying that ..., You can't argue with the fact that ..., Let's not forget that ..., Having said that,

Extra activity

Write or project on the board the main ideas from the presentation the students have listened to, with some gaps:

1 *Freedom of speech in the press is very important but* _____
2 *In addition,* ____
3 *Some people use the press to become famous. However,* ___
4 *Furthermore,* ____

Students listen again. Then brainstorm the missing arguments with the class.

Possible answers

1 that doesn't mean journalists can write things that could cause hate or violence.
2 sometimes in the interest of national or personal security, it is better if there is some sort of control over what information the press makes public.
3 that doesn't mean that these people have no right to keep some personal details private.
4 some newspapers and magazines print stories which they know are false, just to sell more copies.

5 Before students do the task, ask them some questions to help focus their thinking; for example: *Why do people post their news on social media? Why do people spend time online looking at the news of friends and celebrities? Do you learn anything interesting or useful by looking at other people's news?*

- Make clear that students should think of and write down arguments for and against the statement before they decide what their opinion is.

6 Elicit the possible benefits of writing brief notes for a presentation rather than full sentences. (You can see ideas at a glance, you don't spend time trying to find your idea, you have more time to look at the audience and the presentation will flow much better.)

Practice makes perfect

8 Before students give their presentations, remind them of some of the features of a good presentation, which they explored on page 50 in Unit 4 and write these on the board:

Look at your audience while you're speaking – not at your notes!

Use intonation to show that you are interested in the topic.

Don't speak too fast.

Don't worry if you make one or two mistakes.

Homework Workbook page 89

www.frenglish.ru

Developing writing p131

Writing an article 2

Warmer

Write or project some headlines on the board with words missing. Students can work in pairs to complete them.

Man finds ____ in fridge
Coastguard called to help ____
Skateboarding dog _____
Burglar caught with five ____ pleads not guilty

Invite pairs to share their most original or funniest headlines.

1a SPEAKING

- Read the task with the class and elicit if there are any other areas they would like to add to the list.

1b Students can make notes of the different things that are trending for use later in the writing task.

2 Pre-teach *crazes* (*things which are very popular at the moment*) and *yesterday's news* (*things that aren't trendy any more*).

- Put students into pairs to read the text and to underline the key words.

Possible answers

We want to know who or what the latest crazes are. Write an article telling us who or what YOU think is just the best right now and why. Then tell us what you think is yesterday's news – something that's just not as good as it used to be.

3 Draw a thermometer on the board. Write hot at 30° and not at 0°. Elicit the meaning of these words – hot (*popular/trendy*) and not (*not popular/out of fashion*)

- Ask students for some examples of things that are *hot* and some things that aren't.
- Before students do the task, tell them not to worry about the underlined words and phrases in the text for the moment. They just need to determine if the article has all the necessary information.
- Students check their answers in pairs. Then elicit answers from the class.

Possible answers

Yes. It talks about: the latest crazes in series and films. The things the writer thinks are best right now (hopepunk), and the things she/he thinks are old news (remakes of superhero films).

Fast finishers

Ask fast finishers to write a short paragraph to say whether or not they would be interested in the writer's suggestions.

4 When checking answers with the class, elicit why the incorrect option cannot be used.

Answers

a Despite the fact that (Despite comes before a noun, not a clause) **b** and so (linker of consequence – whereas is a linker of contrast) **c** being (present continuous for something that is happening now) **d** However (Although connects two parts of a sentence) **e** As far as I'm concerned (expression of opinion – Furthermore is a linker of addition) **f** so (linker of consequence – as is a linker of cause/reason) **g** All in all (expression describing a conclusion – Moreover is a linker of addition) **h** However (linker of contrast – Therefore is a linker of deduction/consequence)

Extra activity

Write these linkers on the board: *nevertheless, and so, to sum up, despite, therefore, however, moreover, as, whereas, on the one hand.*

Ask if each one is used at the beginning of a sentence or to join two parts of a sentence.

Answers

At the beginning of a sentence: nevertheless, to sum up, therefore, however, moreover, on the one hand
To join two parts of a sentence: and so, despite, as, whereas

5

Answers

1 d **2** g **3** a **4** b **5** e **6** c **7** f

6 SPEAKING

- Students order the stages in pairs.

Answers

2 b **3** a **4** d **5** c **6** f

Practice makes perfect

7a If students have problems thinking of ideas for the latest crazes, they can refer to ideas from exercise 1.

Homework Workbook page 90

www.frenglish.ru

Test yourself p133

Grammar test

1

Answers
1 would 2 was 3 to 4 was 5 to

2

Answers
1 'd/would be 2 'd/had passed 3 'd/would have called
4 'd/had won 5 'd/would have finished

3

Answers
1 Can you tell me what you want?
2 I would like to know how you are.
3 Do you know what time it is?
4 Have you any idea whether he drinks coffee?
5 I want to know how you did that.

4

Answers
1 do they 2 do 3 hasn't 4 am 5 there

Vocabulary test

1

Answers
1 obituaries 2 gossip 3 weather forecast 4 entertainment
5 have your say 6 feature

2

Answers
1 e 2 f 3 a 4 c 5 b 6 h 7 g 8 d

3

Answers
1 press conference 2 events 3 item 4 press 5 informed
6 front-page

www.frenglish.ru

Reading

1

Answers

a actually **b** unexpected **c** careful **d** descriptions
e shortened **f** various **g** attractions **h** closely

2

Answers

1 A – … I tend to access the site all day in between work or during my lunch break.
2 C – I tend to look at it last thing at night …
3 B – It does have a lot of ads and I wish they didn't interfere with your reading so much.
4 D – It's good because I can easily check the news on my phone wherever I am …
5 C – they gather together all the news from other sites, so what you read on there must be true.
6 D – … it's instant, so you see something is happening before more traditional news sites.
7 A – I don't like the traditional news sites because they're quite boring in the way they present the news.
8 B – I like the site – it's very easy to find the news you're interested in. … *The Guardian* has really converted me because of the way it looks.
9 A – I used to follow the news sites of the traditional newspapers, but when *Buzzfeed* broke a story about a sports hero of mine I realised how good they were.
10 C – … they gather together all the news from other sites …

- If you wish, go to page 148 to continue working through the Exam success section for these two units.
- See the Exam trainer, Workbook pages 95 and 98, for more information and practice of these First for Schools tasks.

The press and news in your country

1 SPEAKING

- Ask a follow-up question, *If you don't know enough at the moment to write a similar text, what kind of information do you think you need to find?*

2 SPEAKING

- After students read the project task, check: who the project is for (*a school in the UK*), what two things the project is about (*the press in your country and how teenagers in your country follow the news*).
- Organise the class into groups. You could allocate students to each group in order to include a range of abilities. Groups discuss which of the research areas they want to work on.
- Tell students that they will need to prepare or gather some visual items, e.g. front pages of newspapers or home pages of news websites, logos of TV channels, or pie or bar charts, depending on the type of project they do.

3 Ask individuals to read aloud the tips and discuss them with the class.

- Establish a schedule for the project, including any interim deadlines. Suggest when students will have time to work on the project in the classroom and when they will need to work on it at home. Remind them this will affect how they plan tasks and assign roles.

4 SPEAKING

- When groups discuss dividing up the work, remind them to use the language from the Collaboration section.
- When students present their projects, allow those groups who have chosen to do a presentation more time to speak and to show any visuals they have prepared.

5 Explain that Presentation here means the way a project has been created and done, e.g. the quality of the layout and design of a poster or leaflet, or the clarity and coherence of a spoken presentation or video.

Virtual Classroom Exchange

- Use the Virtual Classroom Exchange to connect with teachers and students in other countries, and encourage students to present their projects to each other.

www.frenglish.ru

UNIT 1 p136

Answers

Vocabulary in context (page 6)

Possible answers

D – design and technology, E – English, F – French, G – geography, H – history, I – information technology, J – journalism, K – Korean, L – law, M – mathematics, N – natural sciences, O – ophthalmology, P – physics, Q – quantity surveying, R – robotics, S – social studies, T – tourism, U – urban planning, V – veterinary science, Z – zoology

Reading (page 7)

Answers

1 Jen S Kwa goes Octopushing, which is like underwater hockey.

2 RoboCup is the World Cup of Robot Football. The Robot Football Society wants to go there this year.

3 Members of the 'Sheila and Dog Society' eat chocolate in order to go back to their childhood.

4 Model United Nations club members role-play being delegates in simulated UN conferences.

5 Some Jailbreak Society teams have travelled as far as the Canary Islands.

6 People in the Jailbreak Society raised almost £30,000 for charity last year.

Grammar in context 2 (page 13)

Answers

1 to finish **2** Starting **3** taking **4** creating **5** leaving, to check **6** to complete

UNIT 2 p136

Answers

Vocabulary in context (page 18)

Possible answers

1 deal with the public, employee, indoors, temporary, on the minimum wage

2 earn a salary, employee, indoors, manual, be made redundant

3 in charge of, high-pressure, promotion, responsible for, be well paid

4 career, in dangerous conditions, high-pressure, outdoors, do shift work

Reading (page 19)

Answers

1 LS **2** LH **3** N **4** N **5** LH **6** N

Grammar in context 1 (page 21)

Answers

1 used to **2** lived **3** both **4** met **5** both **6** used to

Developing vocabulary (page 21)

Answers

1 Keep **2** get **3** fill **4** turned **5** set **6** keep

Grammar in context 2 (page 24)

Answers

1 Somebody had stolen her sweets.

2 She had been working all morning in the garden.

3 She had been studying for hours.

4 He had read it twice before.

5 They had been doing exercise all afternoon.

UNIT 3 p137

Answers

Vocabulary in context (page 32)

Possible answers

1 the group of people that works on a ship or a plane

2 a thick, round piece of rubber filled with air around a wheel

3 a period when you have to wait longer than expected for something to happen

4 a time when prices are lower because there are few people travelling

5 a long journey, especially by ship or in space

6 travel from your home to your place of work

Reading (page 33)

Possible answers

1 Because they produce carbon dioxide, the gas most responsible for global warming.

2 Because they still need electricity and this causes pollution, and most of the pollution caused by cars comes from microplastics which come off tyres when cars brake.

3 Partially autonomous cars, which handle some aspects of driving.

4 Owning a car is expensive and cars spend most of their time not moving. People might take a taxi (driverless, electric) to work.

5 Because there will be passenger-carrying drones that can take us where we want to go.

Grammar in context 1 (page 35)

Answers

1 'm/am going to drive **2** will become **3** 're/are **4** are going to need **5** is opening/is going to open

Developing vocabulary (page 35)

Answers

1 post, postgraduate **2** pre, preflight **3** mis, miscalculate **4** sub, subway **5** over, overpopulated **6** re, reinvent

UNIT 4 p137

Answers

Vocabulary in context (page 44)

Possible answers

1 modest (S), big-headed (O) **2** narrow-minded (O) **3** reliable (O), loyal, (O) **4** reserved (S), shy (S), outgoing (O) **5** tactful (S), tactless (O) **6** calm (S), easygoing (S), laid-back (S), energetic (O)

Reading (page 45)

Answers

1 She doesn't like them – but she thinks that's okay.

2 *Shyness* is being quiet because you are afraid of what others will think of you while *introversion* is being quiet because you enjoy quietness and find those situations inspiring.

3 Introverts also have a lot of ideas that they can give; they are more reflective and think things through; they are good at seeing how one thing can affect another.

4 Introverts listen to everyone else and they are capable of seeing how a task will impact on other areas.

Developing vocabulary (page 47)

Answers

action/actor/actress, appearance, confidence, creativity/creation/creator, difference, education/educator, electricity/electrician, employment/employer/employee, happiness, improvement, invention/inventor, investigation/investigator, madness, musician/musical, relevance, scientist

www.frenglish.ru

UNIT 5 p138

Answers

Vocabulary in context (page 58)
Possible answers
1 In order to get a refund from a shop, you have to give them back the original receipt.
2 When there's a sale in a shop, you can get some great discounts because prices are reduced.
3 Cash consists of coins and banknotes.
4 If you throw money down the drain, you are spending it on unnecessary things and you might have to tighten your belt and spend very little later.
5 You should follow a budget if you want to avoid getting into debt.
6 Last year's holiday was a bargain, but this year's trip cost an arm and a leg.

Reading (page 59)
Possible answers
1 1661 was the year when Sweden became the first country in Europe to adopt banknotes.
2 Over 80% of purchases in Sweden are cashless.
3 The six biggest banks in Sweden joined together to create a mobile payment platform in 2012.
4 In the UK, there is a tax of 20% on chocolate.
5 In 1696 in England, they introduced a tax on the amount of windows a building had.
6 Last year, 240,000 people in the UK were caught not paying their TV licence.

Grammar in context 1 (page 61)
Answers
1 She had to arrive on time every morning.
2 Did you have to go to the meeting?
3 We weren't allowed to/couldn't wear jeans and T-shirts.
4 I didn't need to get/needn't have got up early (but I did).
5 She didn't need to wear a uniform (so she didn't).
6 We ought to/should have worked as a team.

Developing vocabulary (page 61)
Answers
1 pay back **2** set aside **3** cut down (on) **4** splash out
5 get by **6** chip in

Grammar in context 2 (page 65)
Answers
1 Sentence should contain *must*.
2 Sentence should contain *could/may/might have*.
3 Sentence should contain *can't have*.
4 Sentence should contain *may/might not.*
5 Sentence should contain *must have*.
6 Sentence should contain *may/might not have*.

UNIT 6 p138

Answers

Vocabulary in context (page 70)
Possible answers
1 a piece of paper a doctor gives with the name of medicine you need to buy
2 a crack in a bone
3 the curved bones in your chest
4 the skin over your eye which can cover your eye when it is closed
5 if a disease is infectious it can be passed on to other people
6 a General Practitioner/doctor in general medicine

Reading (page 71)
Possible answers
1 Because it would help to protect you from potentially life-threatening diseases and parasites.
2 Before the 1850s, experts didn't realise the importance of washing your hands and making sure your drinking water wasn't contaminated.
3 Fill a plastic bottle with water and leave it in bright sunshine for a day or two.
4 The ultraviolet rays from the sun kill anything harmful in the water.
5 You might not have access to them. You need to be careful in case you take too much of any active ingredients. For most serious diseases, simple herbal remedies are not effective.
6 We are living at a time when incredible medical advances have been made. We should look after the world so we don't lose all this knowledge and have to start again from zero.

Grammar in context 1 (page 73)
Answers
1 Clause should contain present simple verb/*will* + verb.
2 Clause should contain *will* + verb.
3 Clause should contain *would* + verb.
4 Clause should contain present simple verb/*will* + verb.
5 Clause should contain past simple verb.
6 Clause should contain past simple verb.

Developing vocabulary (page 73)
Answers
1 to be full of beans **2** to be back on your feet **3** to be on your last legs **4** to be the picture of health **5** to be under the weather
6 to be on top of the world

Grammar in context 2 (page 77)
Answers
1 I wish I was/were on a beach right now.
2 I wish you wouldn't interrupt me when I'm talking.
3 If only I had studied more last night.
4 Correct
5 If only I could pass my exams without studying.
6 I wish you'd told me the truth yesterday.

UNIT 7 p139

Answers

Vocabulary in context (page 84)
Possible answers
1 rom-com – All the others are types of music.
2 track – All the others describe people.
3 clichéd – All the others are positive adjectives.
4 gig – All the others are connected to films.
5 box office – All the others are connected to music.

Grammar in context 1 (page 87)
Possible answers
1 Olivia asked Tom if he had ever been to a music festival.
2 Tom told her/said (that) he had.
3 He told her/said (that) he had been to one the previous year.
4 Olivia asked Tom/wanted to know who the best band had been.
5 Tom told her/said (that) he had really enjoyed Billie Eilish.
6 He told her/said (that) he might see her again if it wasn't too expensive.

Developing vocabulary (page 87)
Possible answers
1 A – a film which is a great success
2 E – disadvantage
3 F – a success after a period of not being successful
4 C – an exciting part of a film that makes you want to watch the next part
5 B – the number of people who come to see an event
6 A – what happens as a result of something

Grammar in context 2 (page 91)
Answers
1 c **2** a **3** b **4** c **5** a **6** b

www.frenglish.ru

UNIT 8 p139

Answers

Vocabulary in context (page 96)

Possible answers

1 A tremor is a small earthquake whereas an aftershock is a small earthquake which happens after a large first one.

2 During a volcanic eruption, molten lava can flow from the volcano.

3 Evacuees often evacuate their homes when there's a hurricane.

4 We couldn't see anything because there was a blizzard and then we heard an avalanche coming down the mountain.

5 A flood is a build-up of water but a flash flood happens very quickly.

6 There 50 survivors and 0 casualties after the storm.

Grammar in context 1 (page 99)

Answers

1 The victims have been sent food and medicine (by the government).

2 The survivors are being offered financial aid.

3 I have been given information about earthquakes (by my teacher).

4 Perhaps the casualties will/might be offered medical help.

5 She was told the news when she arrived.

6 The scientists have been promised money (by the government).

Developing vocabulary (page 99)

Answers

1 with **2** in **3** on **4** for **5** of **6** to

Grammar in context 2 (page 103)

Answers

1 are said to sense earthquakes.

2 are known to be very important for the environment.

3 was believed to be unsinkable.

4 wasn't known that Everest was the highest mountain until 1852.

5 is said to be one of the most popular attractions in Italy.

6 is believed to have caused the extinction of dinosaurs.

UNIT 9 p140

Answers

Vocabulary in context (page 110)

Possible answers

1 high-resolution – showing an image very clearly

2 lightweight – weighing less than other similar items

3 clickbait – headlines, photographs, etc. online that encourage people to click on links to particular websites

4 touch screen – a device that you operate by touching the screen and not a keyboard

5 drop-down menu – a list of choices that appears by clicking a button on a menu

6 update – to add the most recent information to a program/your online profile

Reading (page 111)

Possible answers

1 He is one of the two scientists who isolated graphene, the world's first 2D material.

2 Graphene is said to be 300 times stronger than steel.

3 Scientists at the University of Manchester have been able to use graphene to produce a tiny transistor.

4 Researchers at this university have used graphene to create batteries that last a week without recharging.

5 Graphene could be used to make lighter plane wings, as well as making planes lighter, stronger, safer and better for the environment.

6 Spider-Man is mentioned in a description of an experiment involving spiders. The spiders were fed graphene and then they produced extremely strong webs.

Grammar in context 1 (page 113)

Possible answers

1 The inventor of the remote control, whose name was Robert Adler, didn't like TV.

2 Remote controls, which first appeared in 1956, were originally called 'space commands'.

3 Robert Adler went to university in Vienna, where has was born./Robert Adler, who was born in Vienna, also went to university there.

4 Adler, who invented more than 180 different things, was a brilliant physicist.

5 In 2007, when he was ninety-three, Robert Adler died.

6 Adler wasn't very interested in his own invention, which changed the way we live./Adler's invention, which changed the way we live, didn't interest him very much.

Grammar in context 2 (page 117)

Answers

1 I have to go back home because I forgot to switch the lights off.

2 Can you remember to bring me my book tomorrow because I need it?

3 Correct

4 Stop playing that song because it's awful.

6 I'll always remember meeting you last summer.

7 Correct

UNIT 10 p140

Answers

Vocabulary in context (page 122)

Possible answers

1 The president promises help for the victims of a flood.

2 A plan for new exams is supported by universities.

3 A new virus has made people worry that hospitals won't have enough beds to cope with everyone affected.

4 Investigators are looking into allegations of corruption.

Reading (page 123)

Possible answers

1 Its aims were to land on the Moon and place a time capsule there.

2 They are the most indestructible creatures on Earth and can survive for long periods without food or water and in extreme weather conditions.

3 They evacuated the university library because someone reported a strong smell of gas.

4 Students were using the library to revise for exams, but it was only closed for a day. Therefore, it didn't cause much disruption provided that students didn't mind the smell.

Grammar in context 1 (page 124)

Answers

a playing **b** about **c** would **d** in **e** going

Developing vocabulary (page 125)

Possible answers

1 very recent news

2 an event in which a person makes an announcement to journalists or answers their questions

3 a very short report about an unexpected event which causes programmes to be interrupted

4 the person who reads the news

5 important news (which appears on the first page of newspapers)

6 pay money to receive or access something over a certain period

Grammar in context 2 (page 129)

Answers

1 know whether Mike was talking

2 wonder what other people think

3 know if it/this is

4 (you) why you gave

www.frenglish.ru

Exam success Units 1–2 p144

Listening

7 ES1

Answers

1 B – *It's my first time playing in public like this, so I am really nervous.*
2 B – ... *what I'm looking forward to is branching out on my own. ... it's great to have that option.*
3 A – ... *it needs to move to retain its profits.*
4 B – ... *it gave me the chance to achieve something with a group of really interesting people and that was what I personally wanted to get out of it.*
5 A – ... *you're not concentrating in class and you spend a lot of time chatting.*
6 C – ... *we could have had more excursions though as we had to stay in the camp the whole time.*
7 C – ... *if you do want to see these places you need to go before they are destroyed forever by our changing climate.*
8 B – ... *the training takes years, so you'd never get sent out on a job if they didn't think you could do it.*

Writing

8 Before students do the task, write or project on the board:

a *How many words do you need to write?*

b *What is the topic of the essay?*

c *What three points must you include?*

- Elicit the answers from the class (**a** 140–190 words, **b** *Some people think it's not important for everyone to go to university. Do you agree?* **c** getting a good education; learning as you work; your own idea).
- Ask students to outline a good paragraph plan for this essay. Elicit the following:
- Paragraph 1: introduce the topic and possibly state your opinion
- Paragraph 2: getting a good education
- Paragraph 3: learning as you work
- Paragraph 4: another idea
- Paragraph 5: conclusion

9 SPEAKING

- Emphasise that students should try and help their partner to improve their essay in a constructive manner. They shouldn't give negative feedback.

Exam success Units 3–4 p145

Listening

6 ES2

Answers

a employers **b** material **c** conscious **d** ridiculous stories **e** basic maths **f** (human) behaviour **g** evidence **h** extreme **I** facts **j** decision

Writing

8 Before students do the task, brainstorm with the class what they should do when writing an opinion essay.

- Always give reasons for their opinions.
- Use of expressions of opinions (*In my opinion*, *I believe that*, etc.) and connectors of sequence (*Firstly*, *In addition*, etc.).
- Start with an introduction, end with a conclusion, and develop one argument in each of the main paragraphs.
- Make sure that their conclusion agrees with what they have written and doesn't introduce new or surprising information.

9 SPEAKING

- Encourage students to give constructive feedback by pointing out anything that has been done well, including the correct use of grammar and vocabulary from these two units.

www.frenglish.ru

Speaking

3 SPEAKING

- Before students do the task, make clear that they have to speak about all the different ideas for two minutes. They don't need to make a decision about which idea to choose at this stage. Emphasise that both students should give an opinion about each idea. Otherwise, they probably won't speak for long enough.
- If you feel students need support, write the following expressions on the board for them to use: *What do you think about ...? What about ...? That's a good idea. Yes, I agree. I'm not sure. I see what you mean, but ...*

4 SPEAKING

- Again, if you feel students need support, write expressions on the board such as: *Let's choose! I think we should choose/go for ...*

Listening

6 ES3

Answers

1 E – *I don't think I'd do it again though – it was too much.*
2 A – *I couldn't believe the difference it made. I'm much more confident on the ice now.*
3 G – *... I feel more enthusiastic about swimming now.*
4 C – *... I really I enjoyed it because it's a brain activity as well, so you really need to think.*
5 H – *We went right back to the basics, but I think that was good thing.*

Writing

9 While students are reading the writing task, write or project on the board:

a *What kind of text do you need to write?*
b *Who are you writing to?*
c *What kind of language should you use?*
d *What three questions do you need to answer?*
e *How can you start the main part of your email before you answer the questions?*
f *How can you end your email?*
g *How many words do you need to write?*

- Students discuss the answers in pairs.
- Elicit the answers from the class (**a** an email, **b** an English-speaking pen friend called Cory, **c** informal language, **d** *What do you do to keep fit? Why do you like doing it? Do you think it's important for us to keep fit?* **e** Thank your friend for his email./Say you're sorry that trying to get fit has been so boring for him. **f** Say that you hope your answers have been helpful./ Wish your friend luck with getting fit. **g** 140–190 words).

10 SPEAKING

- Tell students to use questions a–g as a guide when correcting their partner's work.

Speaking

6 This is a preparation task for the speaking activity in exercise 7, so students should work individually. Encourage them to think of explanations or examples to support their answers to each question.

7 SPEAKING

- Before students do the task, elicit what they should and shouldn't do in discussion activities.

Possible answers

Understand exactly what they have to do – the topic to speak about, whether they need to come to a decision at the end of the activity, etc. Give reasons for opinions. Listen to what other people say and respond to them. Don't dominate the conversation.

8 SPEAKING

- After students discuss these questions in pairs, ask for their ideas about each point and write them on the board

Writing

10 While students are reading the writing task, write or project on the board:

a *What kind of text do you need to write?*
b *Who are you writing it for?*
c *What information do you need to include in your text?*
d *What do you also need to do?*

- Students discuss the answers in pairs. Then elicit answers from the class (**a** a review of a film, **b** an international film magazine website, **c** information about the plot, the acting, special effects and any other important features, **d** say if you would recommend this film to other teenagers).
- Elicit a possible paragraph plan for the text. For example:
  Paragraph 1: introduction
  Paragraph 2–4: main points about the main characters and plot, special effects and any other important features and your opinion of the film
  Paragraph 3: conclusion/recommendation (or not)
- Before students write their review, tell them to write brief notes for each of the three main paragraphs. Remind them of the importance of writing the recommended number of words.

www.frenglish.ru

Listening

4 ES4

Answers

1 B – ... *we're showing the relevance, or impact, of various news stories on teenagers.*
2 C – ... *it's become popular by word of mouth because then the kids who are watching go into school and discuss it the next day ...*
3 B – ... *it shows them that they have the opportunity to do something like presenting or creating content.*
4 A – ... *they are automatically natural in front of the camera because we've all grown up using social media and so on. They talk very directly to the audience ....*
5 C - ... *to promote courses, like the car manufacturers who wanted us to report on a new driving course they'd set up for teens.*
6 C – *We won an award for making our stories very fair and making sure we presented all the different points of view.*
7 A – ... *they don't interfere with us at all.*

Writing

7 Before students write their story, ask: *What tenses should you use in your story? (As many as possible so that you show how much English you know. At the very least, examples of the past simple, past continuous and past perfect simple.) What kind of linkers are useful in stories? (Linkers of sequence, such as at first, next, etc.) How can you make your story more descriptive and interesting? (By using adjectives and adverbs.)*

www.frenglish.ru

CLASS AUDIO SCRIPT

UNIT 1

Listening, p12

2 and **3** 03

Presenter: Today in the Student Chat Room, we have two students who've just come back after studying abroad for a year, and they're going to tell us something about some of the pros and cons of doing just that. Poppy, you went to France to study in a secondary school for a year, didn't you?

Poppy: That's right.

Presenter: Why did you choose France?

Poppy: I've always been interested in learning languages, and I love French, so it was the obvious choice. And it's not too far to come and go from England. That was important for my parents.

Presenter: What do you think is the best part of studying abroad?

Poppy: Everything! Personally, I love trying new food, listening to new music, learning about different cultures and stuff, so it was like a big holiday, although it has to be said that I did work hard as well.

Presenter: Harry, you spent a year in a secondary school in Switzerland, didn't you?

Harry: I did, yeah ...

Presenter: How was it?

Harry: Well, Switzerland is an amazing country and the people were lovely. But my problem was that I can speak French but I was in the German-speaking part of Switzerland, and I didn't speak a word of German, which made it really hard to make new friends. I felt quite lonely and homesick for the first few months. But then I went to special classes to learn German, which changed everything.

Presenter: Did you find school very different in France and Switzerland?

Poppy: The timetable was the big difference for me because they don't have classes on Wednesday, but they go to school on Saturday mornings.

Presenter: Oh!

Poppy: Yes, but it was fine. I usually went swimming or did exercise on Wednesday morning, which is impossible here in England. Mind you, we also had a load of homework and assignments to do on Wednesdays, too.

Presenter: What about you, Harry?

Harry: There was a world of difference. I went to a Vocational Education and Training School. They're quite common in Switzerland, but they don't really exist in the UK. My school specialised in restaurant and hotel work. That's one thing that I really enjoyed about my year abroad, and it helped me to decide what I want to do at university next year. The really tough part for me was coming back here and doing so many exams and essays again! Plus, the fact that there were lots of things that I needed to study that I hadn't studied in my school in Switzerland.

Presenter: So, what do you think you can learn from the experience of living abroad?

Poppy: You learn to be more independent. For instance, I started to do some of my own washing and cooking and shopping.

Harry: Me too. It helped me to realise how much my parents do for me every day. Now that I'm back home, I help a lot more with the chores. My parents are really happy about that, obviously!

Presenter: And was it expensive to study abroad?

Poppy/Harry: Yes!

Harry: Yeah, that's something you need to think about if you want to study abroad. I mean, perhaps you don't need to pay for classes and stuff, but you need to think about flying there and back, all your living costs ... Everything was more expensive in Switzerland, too.

Presenter: So if any people listening are considering going abroad to study, what's your message to them?

Harry: Go to classes to learn some of the language before you go. It can help you to make friends and enjoy the experience more.

Poppy: Yes, I agree. Knowing the language before definitely helps. And I suggest reading a bit about the country beforehand, too. It can help you to know what to expect.

Developing speaking, p14

2 and **3** 04

Student A: That's a good question. In fact, this is my last year at school, so I need to decide soon. I'd prefer to study at a university in the US than to stay here, but my parents would rather I didn't study abroad. I definitely want to continue in higher education though, probably studying biology because it's always been my favourite subject.

Student B: Yes, I do, unfortunately. I try to do as much as I can during the week because I'd prefer not to spend all weekend working. But we always have some extra work to do, like an assignment. I enjoy going out with my friends on Saturday, so I usually prefer doing my homework on Sunday to doing it on Saturday.

Student C: I love football ... It's great ... I really like it!

Student D: I prefer spending time with my friends now, but it's true that before I spent more time with my family. I think my parents would prefer me to spend more time with them sometimes, but we like doing different things now. They want to see different films at the cinema or go to different concerts, but my friends and I like the same things. That's why I prefer going out with them.

Student E: Ermm. Not really. There's a shopping centre where my friends and I hang out at the weekend. We don't go shopping or anything. We just walk around and chat, maybe have a bite to eat. If the weather's good, there's a park where we meet and maybe play football or something. But there aren't any cinemas or bowling alleys or places like that. That's why I'd rather not live in a small town; I'd rather live in a big city.

UNIT 2

Listening, p24

3 08

Presenter: Today in this history club podcast we're going to talk about some people from the past whose important work is only now receiving the attention that it deserves. Our podcast is all about computers ... No, not the machines. Before those existed, the word 'computer' referred to a human profession. Here to tell us all about this is our History of Science expert, Gillian Conway. Gill, computers were originally people, not machines. That's right, isn't it?

Gillian: Exactly. Before digital computers existed, human computers would spend their day doing similar things. They would collect and analyse data, do equations, make complex calculations ...

Presenter: They were important in the design of aircraft, weren't they?

Gillian: That's right. In Virginia, in the US, there was a special air base called Langley Research Center, which employed a lot of human computers.

Presenter: An interesting fact is that most of the computers were women, weren't they?

Gillian: Yes. Even before the Second World War started, a group of five women had already been working for about five years in what they called the 'computer pool'. And then, during the war, many American men were away fighting, so a lot more women started to work as computers.

Presenter: What qualifications did they need?

Gillian: To work at Langley, you generally needed to have a degree in maths. Before becoming computers, many of the women had been working as high school teachers. By 1945, over 3,000 people, mainly women, had found work as computers at Langley.

Presenter: Now, before 1950, most of these people had been working on planes, hadn't they? But in the 1950s, the space race had begun and most of the human computers started working for NASA.

Gillian: Yes. For years and years, nobody talked much about the immense contribution that many of these women, including a very important group of African-American women, made to space travel. It's true that after the war, digital computers began to do a lot of the work that human computers had been doing for years. But the human computers were still essential for two reasons. Firstly, they helped to programme the digital computers. You have to remember that nobody had really used digital computers before, so these people were pioneers in computer science. And secondly, the human computers would check that the digital computers were getting the correct answers. Today, we don't trust our own answers and use digital computers to check them, but when people first used digital computers, it was just the opposite!

Presenter: I heard that in 1962, when astronaut John Glenn was about to take off and orbit the Earth, he didn't trust the digital computer. He refused to take off until Katherine Johnson, an expert mathematician and computer scientist, had checked the calculations that would predict exactly where he was going to land.

Gillian: That's right! Katherine Johnson also worked on Apollo 11 and the first Moon landing, helping to decide where on the Moon to land, considering orbits, gravity etc. She prepared all the manual calculations for the astronauts so they could get back safely to Earth if the simple on-board computer failed. She even helped to write the first textbook on space travel. The amazing thing is that relatively few people had heard about Katherine and her colleagues until somebody wrote a book about them. They made a film of the book in 2016, called *Hidden Figures*. The year before, President Barack Obama had given her the Presidential Medal of Freedom at the age of 97. She received many medals and awards but was very proud of letters she received from schoolchildren asking about her work and telling her how she had inspired them to work in science.

Presenter: That's why we wanted to remind our listeners of the important work that these women did. Gillian, thank you.

Developing speaking, p26

2 and **3** 09

Examiner: Here are some different reasons why it can be good for teenagers to do a weekend job. I'd like you to talk to each other about how important you think these reasons are.

Teenage girl: Okay. What do you think about earning money?

Teenage boy: Well, I think it's quite important because money can give you some freedom and independence. You can use it to buy the things that you want, without relying on your parents.

Teenage girl: Maybe, but I don't think it's essential to earn money when you're a teenager and still at school. I mean, it's nice to have some extra money, but usually, your parents can help you to buy what you need.

Teenage boy: That's true. What about becoming more responsible?

Teenage girl: I think that's a good reason for us to work. I imagine that when you work there are no excuses if you're late or if you don't do your job well. So, when you do a weekend job, you have no alternative, you have to become more responsible and disciplined.

Teenage boy: Yes, I agree. What about helping to choose your future profession?

Teenage girl: I think it depends on what you do. But most weekend jobs are things like working in a supermarket or in a restaurant, things like that. That's not the kind of job I want to do when I finish studying, so I don't think that'll help me much. Do you agree?

Teenage boy: Yes, I think you're right. I don't think there's usually much connection between weekend jobs for teenagers and life after school or university.

Teenage girl: And what about making new friends?

Teenage boy: I think making friends is really important. But I don't think a weekend job helps you to make new friends really because you're probably so busy that you don't have time to chat with the people you work with, or with customers if you deal with the public.

Teenage girl: Yes, but you could meet after work. You know, hang out with

www.frenglish.ru

your colleagues and share stories and experiences. I think it's good to have friends outside of school.

Teenage boy: I see what you mean. And learning new skills? Do you think that's an important reason for doing a weekend job?

Teenage girl: Yes, I think that's a really good reason. I imagine the skills you need at work are often quite different from the skills you learn at school, so it's really interesting to learn to do different kinds of things.

Teenage boy: Yeah, things like teamwork, problem-solving, they're really useful.

Examiner: Thank you. Now you have about a minute to decide which of those reasons you think is the most important.

Teenage girl: I think becoming responsible is the most important. Starting work means you're the only one who's responsible for your actions. Your parents or teachers can't help you or do anything for you. It's just your responsibility.

Teenage boy: I agree up to a point, but learning new skills involves lots of other things too, not just responsibility. You can get training in lots of useful, practical things, even if you're just working in a café or a shop or something.

Teenage girl: That's true. And if you learn new skills you can talk about them when you apply to go to university or for a job afterwards.

Teenage boy: Yes, because not everybody has those skills, so you have an advantage over other people.

Teenage girl: Okay, so why don't we say learning new skills then?

Teenage boy: Sure, let's do that.

Examiner: Thank you.

UNIT 3

Listening, p38

2 and 3 13

Presenter: Today's podcast is looking at the transport of the future, and also at somebody who's doing a lot of work on it, engineer and entrepreneur, Elon Musk. Here's Tyler Hansen to tell us about some of his companies' projects.

Tyler: Well, his company Tesla® does a lot of work on electric cars. But it seems that soon he'll be working on an electric jet, too.

Presenter: Didn't he actually say that in an *Iron Man* film?

Tyler: He did! And Tony Stark tells him he'll make it happen ... I think lots of companies will be making electric planes happen in the next few years.

Presenter: Why?

Tyler: Flying is probably the worst form of transport for the environment. Some experts reckon that planes are responsible for about 2 to 3% of all carbon dioxide emissions. Electric planes will reduce that. And Musk's projects, including this jet, focus above all on protecting the environment.

Presenter: So why hasn't he already produced one?

Tyler: There are some electric planes already flying, of course. But somebody needs to invent lighter batteries before Musk can produce the type of eco-friendly plane he wants. That plane will be supersonic and have vertical take-off and landing.

Presenter: Maybe he can use some of the rocket technology from his SpaceX® company. Talking of which, what would you say has been their biggest contribution to space travel so far?

Tyler: Well, their Falcon Heavy rocket is the world's most powerful rocket and can carry heavy equipment into space. And the Dragon spacecraft has already taken lots of cargo to the International Space Station. That's been a really significant contribution. Above all, though, SpaceX has created easily reusable rockets, making space travel cheaper.... It's interesting that many of Elon Musk's projects are just steps towards his number one obsession, starting a colony on Mars. He expects that a rocket carrying astronauts will have landed on Mars by 2030 or even before. SpaceX is already working on a spacecraft that will be able to take 100 passengers there. And that could lead to space tourism, which Musk and others are very interested in developing, taking passengers to the Moon or beyond. But Musk had what I personally think is an even more interesting idea. If you can take people all the way to Mars in a rocket, why not use the same rocket to take passengers anywhere on Earth? You can go anywhere in under an hour. Just imagine: people will be flying from New York to London in about thirty minutes!

Presenter: Isn't that just science fiction?

Tyler: Not at all! When they began making electric cars some years ago, nobody took them seriously. But soon we'll all be driving them. Personally, I think the greatest strength of any top engineer or entrepreneur isn't their incredible inventiveness. Yes, they have great ideas. But it's the fact that they never stop until their ideas become reality that stands out for me. Their ambition probably has a little to do with that, too.

Presenter: Another one of Musk's ambitions is to see his Hyperloop work, isn't it?

Tyler: Yes. Imagine sending vehicles with 40 passengers through tubes under or above the ground at a speed of 1,200 kilometres per hour. They had the idea in 2013 and people said 'it'll never happen'. Less than ten years later, a prototype system has already got to a speed of nearly 470 kilometres per hour! There's a lot to do yet, but it's all happening fast. Soon, with the Hyperloop, there'll be less pollution, there won't be traffic jams, it'll be safer than flying and there'll be no delays because of bad weather. And just think of the time saved. By 2030, they'll have been working on the Hyperloop for over 15 years and the time of the journey from Washington DC to New York will have gone from three hours by train to just half an hour!

Presenter: Wow! Maybe science fiction will soon become science-FACT!

Developing speaking, p40

2a and 3 14

Student: Both photographs show people with a type of transport. In the first photograph, the girl is flying a plane, whereas in the second photograph, the man is on a type of bicycle with just one wheel. Um, I think it's probably called a unicycle. In both photos, the people seem quite young, and another similarity is that they're both alone. Of course, one big difference between the photos is that in the first photo, the girl is in the air – you can see the ground below – but in the second one, the man is on land. I think he's in the mountains. Another important difference is that the man is more in contact with nature because he's outdoors, while the girl is inside the plane looking out at nature.

I think both people are feeling happy because it's fun doing what they're doing. They can both see amazing places while they're travelling. It's true that both activities are quite difficult. On the one hand, you probably need to do lots of lessons and tests to be able to fly a plane. On the other hand, it can't be easy learning to cycle with just one wheel, you probably need to practice a lot, and you probably fall a lot, too. But I think both people are feeling happy because they learned to do these things well, even though they were difficult.

www.frenglish.ru

UNIT 4

Listening, p50

2 and 3 20

Presenter: ... and the last genius we want to talk about in today's podcast is the man that many people consider to be the greatest genius of all, Leonardo da Vinci, and about his greatest masterpiece. Silvia, what is Leonardo's greatest masterpiece – the *Mona Lisa* ...?

Silvia: Yes, that is possibly his most famous masterpiece. But many people consider his real masterpiece to be his notebooks.

Presenter: What do these notebooks contain?

Silvia: Everything! On the same page, you have pictures of human anatomy, of flying machines, a diagram explaining the movement of water ... And then lots of 'to do' lists, things Leonardo wrote down that he wanted to do, to investigate, or to learn when he had more free time.

Presenter: Like what?

Silvia: Calculate the size of Milan and its suburbs, describe the jaw of a crocodile, construct glasses to see the Moon larger, discover how a fish in the water can be faster than a bird in the sky ... Hundreds of things. His curiosity was never-ending.

Presenter: It's not easy to read the notebooks at first, is it?

Silvia: No, you might know that Leonardo was able to write backwards, from right to left. It's called mirror script because you need a mirror to be able to read the words the right way. Actually, Leonardo could write with his right hand *and* with his left, and some people even claim he could write with both at the same time or write with one and draw with the other!

Presenter: Brilliant!

Silvia: He wrote a lot, too. He covered more than seven thousand pages. And because paper was expensive, he filled nearly every centimetre with his words and pictures. He wrote about geography, geology, architecture, maps, engineering ... There are his famous pictures of a statue of a horse that he was going to build in Milan. It was going to be over seven metres high. He was able to design and build a model, but he never managed to build the final bronze statue himself. Five hundred years later, a sculptor called Nina Akamu succeeded in making a full-size version of the statue from Leonardo's notebooks.

Presenter: Leonardo was often unable to finish his projects, wasn't he?

Silvia: Yes, he only left us about 15 completed paintings. That's partly because he was a perfectionist. He was also just quite slow. Maybe he couldn't always finish things because he continually jumped around from one new idea to the next. Personally, I think he was more interested in the process than in the result, in the journey, not the destination ...

Presenter: His scientific drawings were so far ahead of their time, weren't they?

Silvia: Yes, he had ideas for robots and helicopters that people were only able to make hundreds of years later. There are some things he thought up that maybe we'll never be able to create. Scientists, doctors and engineers are still examining his notes today. For example, at Stanford University they're looking at Leonardo's drawings of bird wings and trying to answer some of his questions about flight. And from that they're trying to design a mechanical bird that one day will be able to copy a bird's flight perfectly.

Presenter: So we can still learn from Leonardo's notebooks today?

Silvia: Absolutely. Just looking at the pages of his notebooks you can see how open-minded Leonardo was. He was curious and passionate about the world. He didn't separate art from science or engineering. And I think that it's by being able to make connections across the worlds of art, science and technology that we can still innovate and create new things. Sometimes his ideas were mad, but by mixing fantasy and reality, we can come up with new inventions, new technology, new art. That's what we can learn today from Leonardo's notebooks.

Developing speaking, p52

3 and 4 21

Student: In this presentation, I'm going to talk about Rosa Parks. I'd like to begin by saying that Rosa was an incredibly influential person in history who, thanks to her actions, changed the situation for black people in the US. I'm going to explain how.

First of all, it's important to know that in 1955, in Montgomery, Alabama, black people couldn't go to the same shops or schools as white people. They could travel on the same buses, but they couldn't sit in the same places. White people sat at the front and black people at the back. Furthermore, when the bus was full, black people sitting at the back of the bus had to give up their seat for white people.

One day, the bus driver told Rosa to stand up because there weren't enough seats in the front section for all the white passengers. It's important to remember that Rosa was quite quiet and reserved, but she was tired of the unfairness of the situation and refused to stand up. The police came and arrested her and she spent the night in prison.

Rosa's friends heard about what she had done. They asked every single black person to stop using any of the buses in the city until they changed the law. Finally, the protest worked and Rosa's friends and supporters managed to change the law.

The point I'm trying to make is that Rosa's simple but brave actions were highly inspirational for the whole black community. She stood up for her rights in a peaceful way and encouraged others to do the same. In short, she brought about a positive change in society and completely deserved the three medals she received before her death in 2005.

UNIT 5

Listening, p64

2 and 3 25

Female presenter: Now the section of our programme that we all love, Good Luck Stories, where we tell you some of this week's good news. Today all our stories are about people who've been lucky with money!

Speaker 1: Story number one!

Male presenter: Lisa Grace and Adam Staples have spent fifteen years trying to discover treasure and they've finally done it! The couple were in a field, training some friends to find treasure under the ground in an area they thought was promising and were delighted when one of their group found an amazing 1,000-year-old silver coin. Then they found three more coins, then thirty. After five hours of digging, they had found 2,528 ancient coins! They think the owner must have been a rich man trying to avoid paying tax. He must have hidden the money and then may have forgotten where, or might have died before he could get the coins back. Lisa and Adam took the coins to a museum. If a judge decides that they are officially treasure, their value will be assessed. It could be around £5 million but nothing is guaranteed yet. Adam and Lisa will have to share the money with the other members of their group and with the owners of the land where they found the coins.

Speaker 1: Story number two!

Male presenter: Lake Königssee in Bavaria is famous for being one of the most beautiful lakes in Germany. A 16-year-old girl was swimming at a depth of about two metres when she came across a gold bar sitting on the bottom of the lake. The bar weighed 500 grams and was worth nearly $18,000 dollars. So the girl informed the police. The authorities then tried to identify the owner but, after a six-month investigation, were unsuccessful. The girl was able to keep her find! Some say the gold may have been lost in the Second World War, but the police found a stamp on it, which showed it was made after 1980, so it can't have been connected. Nobody knows who the owner was or how the gold ended up in the lake. Police divers were unable to find any more gold there. The girl, who was on holiday at the time, must have just been very lucky!

Speaker 1: Story number three!

Female presenter: 23-year-old Ella Johannessen was travelling by train to Leeds after the holidays. She called her mother and told her how upset she was about her financial situation. She'd got into debt in her final year at university after giving up her part-time job to concentrate on her studies. After the phone call, Ella was tired and fell asleep. When she woke up, she made an amazing discovery. Somebody had left her one hundred pounds under a paper towel. The amount was just enough to solve her financial problems. Since then, she has been using social media to try to identify her mystery helper. They may not necessarily be well-off, but they must clearly have a very big heart. Ella saw the action as proof that there are good people in the world. To repay the stranger's act of kindness, she has said that she will do volunteer work for a charity.

Speaker 1: Story number four!

Male presenter: A cleaner in a South Korean airport might become very rich thanks to his find. The man discovered seven gold bars while he was cleaning a bin. The bars, weighing 1 kilo each, are worth around $325,000. The cleaner must have got quite a shock when he found the heavy bars wrapped in newspaper ... strange luggage for a vacation! The owner of the gold must have had something to hide because he was clearly afraid of trying to pass the gold through customs. South Korean law says that a person who finds something of value can keep it, if nobody claims it in the next six months. Unfortunately, however, there's a chance that this particular good luck story may not finish so well. The airport has said that the law does not apply in this case because the cleaner was working, and finding lost objects was simply part of his job. The next six months can't be easy for the cleaner as he waits for the final decision.

Female presenter: Some great stories this week! Now, back to the ...

Developing speaking, p66

3 26

Let me think ... Both photographs show people shopping, but in the first photograph, it looks like the people are in some type of market, whereas in the second photograph, they're shopping in a big modern shopping centre. One big difference between the photos is that in the first picture, we know that some of the people are outdoors because we can see they're wearing coats. But in the second photo, they must be indoors because you can see that there's some type of glass ceiling above them, keeping out the rain or cold. And the market in the first photo must have been there for a long time because I think it says 'Since 1854' to the left of the statue of the horse, which is more or less in the middle of the photo. But it looks like the shopping centre must be much more modern because there are different floors and lots of bright lights.

I think that the people have chosen to go to these two types of places for different reasons. I mean, in the first photo, people might have chosen to go to a market like this because, above all, they want to have a nice walk, have a chat, get some fresh air or see interesting things. But they might not really be visiting the market to go and buy something. Uh, on the other hand, I think that people go to modern shopping centres because they really want to buy something specific, like clothes or toys or a present for somebody. Umm, it's true that one big advantage of buying in a market like in the first photo is that you can come across old things that are unique and special, whereas in a modern shopping centre, all the shops and products are basically the same. Personally, I like buying in both these different places and spending time with my friends there. But if I was going to buy clothes or something that I knew I wanted, I would choose the modern shopping centre, definitely.

www.frenglish.ru

UNIT 6

Listening, p76

2 and 3 31

Speaker 1: My favourite sport is called Pilates. I saw a TV programme about it once and thought it looked interesting. Maybe people don't take it seriously because you use big rubber balls and bands and do a lot of exercises on mats on the floor. The idea is that it improves strength and flexibility by controlling your breathing. You don't sweat much, but you use muscles you didn't know you had! I wish people wouldn't make fun of Pilates. People ask me why I do it. Obviously, the main reason is I enjoy it. If I didn't like it, I would have stopped a long time ago. And you aren't just sitting around doing nothing. You don't seem to be making much effort, but you are, believe me!

Speaker 2: I only started swimming seriously last year. The thing is, I used to run five times a week, but my knee started giving me problems. My doctor told me I shouldn't run so much because the impact was bad for me. He recommended swimming. I wasn't mad about the idea at first, but I found that I really enjoyed it. The only thing is, I wish I'd learnt to swim properly when I was a kid because it's difficult to change bad habits when you're older. If I'd started to swim when I was younger, I'd be a much better swimmer now. But at least when I swim I know that I'm exercising my whole body: arms, legs, chest, stomach. It's really complete and very tiring.

Speaker 3: When I was eight, I started playing basketball at school, in a team. I found that I was quite good. I got better and better and became the captain of the team. I played most days of the week and only ever thought about basketball. The only problem is that I wasn't very tall. In fact, I'm still not very tall. I wish I was taller. It makes a big difference in basketball. When I got older, I was still good with the ball, but I couldn't get past the defence because they were all taller than me. But that's when I realised that I didn't care anymore about being the best or about winning matches. I just wanted to play to keep fit and be with my friends. Now I wish I had just played for enjoyment when I was younger. I still play in a team now, but just for fun.

Speaker 4: I love water sports, even though I'm not actually a very good swimmer. I love doing sport on the water rather than in it. Surfing and windsurfing are my favourite sports. Just that feeling of being free and in touch with nature; it's magic. It takes me two hours to get to the sea from where I live. That's why I only started surfing and windsurfing when I was 16. If I'd lived closer to the sea, I would have begun much earlier, I'm sure. But I soon learnt and people say I'm really good at it. It's quite an expensive sport because you need to buy all the equipment and to pay for accommodation and actually get to the coast.

Speaker 5: Two years ago, my parents gave me a special present. They paid for me to do a scuba diving course because I'd passed all my exams and got really good marks. If I hadn't passed, they wouldn't have let me do it, I'm sure. In fact, I was the only teenager on the course, the rest were all between 25 and 50. You can't just go and dive in the sea straight away. You have to study some theory first, to know how to calculate how much oxygen you have and how much time you can stay underwater. Then we went to a swimming pool where we were only one metre under the water, but some people got really nervous – I was just the opposite. Anyway, after five pool dives, we finally went into the sea and did four dives there. On the last dive we went 20 metres down. I loved every minute of it and was really proud to get my certificate.

Developing speaking, p78

3 32

Examiner: I'd like you to imagine that your school wants to encourage students to live healthier lives. Here are some ideas that they are thinking about and a question for you to discuss. Talk to each other about how these ideas could encourage students to live healthier lives.

Girl: OK. What do you think about cookery classes?

Boy: Well, I think they could be really useful because they could help us to prepare healthy meals.

Girl: I agree. We'd have a better idea about which food and ingredients are good or bad for us. And if we cooked our own meals, we wouldn't eat so much junk food.

Boy: Yes. What about the idea of having a school sports day?

Girl: It depends what that means exactly. I suppose if everybody took part, it would help them to get some exercise.

Boy: That's true. And maybe some people would realise that they aren't as fit as they should be, and that might encourage them to do more sport, which is really important for a healthy life.

Girl: Yes ... I think that a talk by a doctor could be useful too because a doctor can explain how your body works and what happens when you don't eat a balanced diet or take exercise.

Boy: Yes, I think you're right. Maybe they could explain about the risks of heart disease and things like that. And what about a weekend in the country?

Girl: I'm not sure. I suppose it could be useful because it's quite relaxing and it's good to get fresh air.

Boy: Yes, as long as the idea is to spend the time outdoors, walking or doing sport. And what about the last one, a week's free membership of a gym or sports club?

Girl: That could be really useful because you could try out different sports or exercises and see what activities you like.

Boy: Yes, and if you enjoy doing that, you can carry on afterwards. I think that would definitely encourage you to have a healthy lifestyle.

Examiner: Now you have a minute to decide which two ideas you think are the best.

Girl: I think we should choose a talk by a doctor. I think that would be really useful because doctors are experts in anything connected with your health.

Boy: I see what you mean, but some students might not find it interesting enough. It might be too technical or scientific. In my opinion, cookery classes might be a better choice because they're really practical and it would be different from our usual classes.

Girl: Yes, you're right. I think another good choice is the week's free membership to a gym or sports club. That would give everybody a chance to try out a sport. What do you think?

Boy: Yes, that's a great idea. That way we'd have one choice that helps with diet and another that helps with exercise and sport.

Girl: Yes, because a lot of people already go to the country for the weekend. And a week's free membership of a sports club is better than just one day of sport at school.

Boy: OK, let's choose the cookery classes and membership of a gym.

Girl: Sure.

Examiner: Thank you.

www.frenglish.ru

UNIT 7

Listening, p90

2a and 2b 39

Tom: Today on Teen Arts we're looking at how story-sharing websites are changing the way teens read fiction. Here with us is an expert on these reading apps, Rachel Jensen. Rachel, how popular are these websites today?

Rachel: Incredibly popular! Wattpad is one of the most successful story-sharing websites. In 2019, they claimed they had 70 million users and more than 500 million stories in over 50 languages!

Tom: Wow! Rachel, can you just explain what story-sharing websites are, for people who are new to them?

Rachel: They're platforms where anybody is free to write a story and share it with others.

Tom: What genres?

Rachel: Horror, suspense, historical fiction ... I'd say romance is the most popular genre, to be honest. And fan fiction is very close, too, you know, people taking famous characters or series and writing their own stories featuring those characters.

Tom: These writers have usually never written before, right? It's their first step in writing fiction?

Rachel: Not necessarily, but yes, there are thousands of books written by teenagers, for example. And some are actually using smartphones to write their stories.

Tom: Do people always use smartphones or tablets to read the stories?

Rachel: They've calculated that between 80 and 90% of people are using mobile devices. Wattpad even began an app called 'Tap' where the stories come in the form of text messages, like you're reading a private conversation on someone's phone.

Tom: I've heard these websites help young people to learn how to become writers. How do they do that?

Rachel: Mainly thanks to the dynamic relationship between reader and writer. I mean, websites and online shops usually encourage book reviews. But on a website, like Wattpad, they want as much information from readers as possible, so people can leave comments at the end of a chapter, a paragraph or even a sentence! So writers can clearly see if they've written a section well or not. For example, if all the readers can guess what's going to happen next after an important cliffhanger, authors know they have to work harder to surprise them!

Tom: Aren't the readers' comments usually very negative?

Rachel: The opposite! Most comments offer useful, constructive feedback. I'm not saying all the stories on these platforms are well written. Some have got terrible spelling, grammatical mistakes and totally unoriginal stories. But you can easily avoid those stories.

Tom: Can readers contact the authors directly?

Rachel: Yes! They can even become friends with their favourite writers! And writers generally enjoy and appreciate that contact.

Tom: Some of these young writers have become rich and famous, haven't they?

Rachel: Yes, the best example is possibly Beth Reekles. By 2012, her first book had got over 19 million reads on Wattpad. A big publisher offered to print her book and it became a bestseller. The later movie adaptation of the story for Netflix was an instant hit, too.

Tom: Wattpad actually uses a computer program to analyse all the data they get directly or indirectly from readers, doesn't it?

Rachel: Yes. They can analyse everything, from deciding which genres are most popular to the best construction of sentences or use of words.

Tom: Meanwhile, the connection between these story-sharing sites and the world of TV and films is becoming closer and closer, isn't it?

Rachel: Definitely. Hollywood basically looks at these reading apps to quickly find out what's popular with particular sections of the public and examine the readers' comments. So, for example, they can find stories that teens are raving about and turn them into series or movies. Wattpad announced that nearly 1,000 of its stories had already become physical books, TV shows or films.

Tom: So it's really changing the world of arts and entertainment in general.

Rachel: Yes! I think that's great because often teenagers feel that big film or TV companies aren't interested in what they like. But now teenage reading habits are directly influencing TV and films.

Tom: Thanks, Rachel. Sorry, we haven't got more time to talk about this fascinating topic. But remember, listeners, if you haven't yet tried any story-sharing apps, why don't you take a look soon? There's always something for everyone on most of these websites, so you've got no excuses for not reading fiction now!

Developing speaking, p92

3 and 4 40

Teenage boy: So what do you think about this article, then?

Teenage girl: Personally, I'm totally convinced that film award ceremonies don't give enough importance to women. For instance, right now in the cinema there are lots of women film directors but not many of them win prizes.

Teenage boy: I agree. You only have to think of all the male directors such as Quentin Tarantino, James Cameron or George Lucas who are always in the news, but you don't see many female filmmakers. You can't deny that the situation is changing though. At the Sundance Film Festival recently, women filmmakers took the top prizes.

Teenage girl: Yes, that's true. But don't forget that the person in charge of the voting was a famous female director. Maybe that's what the movie business needs, more diversity in the judging panels for these awards.

Teenage boy: There's no doubt in my mind that that's the problem. Look at the voters in the Academy Awards. Just to give you an idea, I heard that 91% are white, and 76% male.

Teenage girl: Exactly! I really do think it's time that the situation changed. I think film judges should represent the whole range of people in our society, including young people like us.

Teenage boy: I agree. That's the only way that these prizes will ever be fair.

www.frenglish.ru

UNIT 8

Listening, p102

2 and 3 45

Presenter: Today we look back on what is said to have been the worst natural disaster in the history of the US, the Galveston Tragedy, often known as the Great Storm of 1900. Here to tell us about it is weather expert, Max Davis. Max, what happened exactly at Galveston?

Max: On 8th September 1900 a category four hurricane hit the island city of Galveston in Texas. It's been claimed that between 6,000 and 12,000 people died in the tragedy.

Presenter: Many of those people could have been saved, couldn't they?

Max: Some, definitely. What we need to remember is that the US Weather Bureau was still a very new organisation, just ten years old.

Presenter: That's today's US National Weather Service, right?

Max: Yes ... The US Weather Bureau really didn't have much knowledge of hurricane science at that time. The Cubans were much better at following the progress of storms in the Caribbean.

Presenter: Was there a US Weather Bureau office in Galveston at that time?

Max: Yes, a man named Isaac Cline became the head of the Galveston branch in 1899. Cline, unfortunately, played quite a big part in the tragic events of 1900. In 1891, Cline is known to have written a newspaper article laughing at the idea of a hurricane causing any serious harm to Galveston Island. Until then a large number of residents had wanted to build a seawall on the island to protect shops, banks and homes from hurricanes. But thanks in part to the recommendations of Isaac Cline they decided not to go ahead and build it.

Presenter: Did anybody know exactly where the hurricane was headed at that moment?

Max: Cuba did. This is another part of the tragedy. The Weather Bureau in Washington said the hurricane would pass over Florida and then New England. And that was completely wrong. Cuba knew it was heading to Galveston. It's believed that for political reasons the director of the Bureau decided not to listen to their predictions.

Presenter: So, what happened?

Max: On 4th September the Central Weather Bureau changed their minds and warned Galveston of possible danger. Then on 8th September, the hurricane hit the island at midday, destroying 3,600 buildings. The winds are thought to have reached 135 miles per hour – that's nearly 220 kilometres per hour!

Presenter: That's incredible! How did the Bureau respond?

Max: At that time, only the central US Weather Bureau could issue a hurricane warning. That was quite a slow and difficult process a hundred years ago, as you can imagine. But, given the immediacy of the emergency, it's known that on that day Isaac Cline broke the rules and issued a warning without authorisation from the head bureau. He claimed afterwards that his action saved thousands of lives. But he also claimed that on the morning of the hurricane he actually visited the beach and low areas of the island personally, telling people to get to higher ground. That's what he wrote in his autobiography, but there were never any witnesses of this.

Presenter: Were any lessons learnt from the Galveston Tragedy?

Max: Yes, the first lesson was that the Weather Bureau needed better communication in order to protect the public. Even more importantly, they also realised they needed to keep politics out of weather predictions. Blocking the reports that came from Cuba was an incredibly irresponsible thing to do.

Presenter: So would the Galveston tragedy have happened if the predictions had been better?

Max: That's a good question. One thing is predicting the disaster and another is the ability to evacuate so many people in so little time. Emergency plans for mass evacuation are believed to be just as important as hurricane forecasting. And, in fact, it's generally accepted that this is still a problem today. Hurricanes Katrina and Harvey caused tragedy in New Orleans and Houston not so long ago. The first in 2005 and Hurricane Harvey in 2017.

Presenter: I suppose the good news is that we keep learning from our mistakes and improving our response to natural disasters.

Max: Exactly!

Developing speaking, p104

2b 46

1 25%
2 one-fifth
3 one-tenth
4 two-thirds
5 50%
6 four-fifths

UNIT 9

Listening, p116

2 and 3 51

Presenter: Today technology is all around us. Does that mean we rely on it too much? Is it changing how we think and behave? We asked *you* those questions. This is what you said.

Speaker 1: I think the best example of how we depend on technology too much is the way we use satnavs. When people start driving with satnavs they stop thinking. We believe technology is infallible, but you still have to use your eyes, ears and common sense. A man who drove into a lake said it was the GPS's fault because it had said it was a road, not a lake. That's no excuse! You're still the driver! It's true that satnavs can reduce some of the stress of driving. But I heard about some research into the human brain. If you don't use the part of the brain that helps you to navigate, it gets smaller. It's like a muscle. If you don't use it, you lose it! That's the real problem with using technology so much, I reckon. So I like to get around as much as possible without online maps. I learn the route and that keeps my mind working. And I pay more attention to the real world around me.

Speaker 2: I remember hearing about an experiment. They asked people a question: 'Are there any countries that have a flag with just one colour?' The answer was in one of five different folders on a computer. They asked the people to try to remember the question and answer *and* to remember the folder where they could find it. They discovered that most people just remembered the folder, they didn't bother to try to remember the information itself. Some say that shows we rely too much on computers and online reference material to give us all the answers. They say we don't exercise our memory anymore because we know that online we can find out anything. But, seriously, why do I need to keep all that information about flags, capital cities or important historical dates in my head if I can just go online and find it? If I don't have to remember all of that information, it makes it easier for me to remember all the really important things I need to do each day.

Speaker 3: I think technology is a great thing and makes our lives much easier. But do you remember that virus in 2017 called WannaCry? It collapsed universities, hospitals and some big companies. Hundreds of thousands of computers froze all over the world. It was chaos! The fact is, we depend on computers and technology for everything, whether it's buying and selling, controlling transport, medical operations, security ... It's crazy to think that technology became the solution to all our problems, but now it *is* the problem because we need it to survive, not like in our grandparents' time. Cybercrime and cyberwars really scare me. And I'm not the only one to feel that way. I've heard that there are people in the US who are called 'preppers'. They prepare themselves for the moment when there's a catastrophe and technology stops working. It's sensible not to rely on it so much.

Speaker 4: If you stop to think about it for a second, we definitely do rely a lot on technology. We use the Internet for information about what's happening in the world, about whatever we're studying at school or university, the weather and to help us get around. But isn't that great? We used to rely on libraries and encyclopaedias for information, but not everybody had easy access to them. Now, wherever and whoever you are, you can have immediate access to all of the knowledge you need, and it's constantly updated ... and most of it's free. Some people say that having such easy access to all of that makes you become lazy or use your brain less. But technology saves us lots of time, and having more time helps us to use our brains differently. I mean, look at how young people today are better at multitasking than our parents. The way I see it, the world has always changed. We need to change with it.

Developing speaking, p118

2 and 3a 52

Teenage girl: Well, it sounds quite normal to me, that e-sports should become an Olympic sport. E-sports are probably one of the most popular hobbies of millions of young people around the world today. They're probably more popular than any other sport right now, apart from football. So why shouldn't they play e-sports in the Olympics?

Man: I'm not sure. Yes, they may be extremely popular. But not all hobbies are sports. I mean chess has always been a very popular hobby, but not everybody would call chess a sport, or an Olympic sport. You're not actually moving your body when you play.

Teenage girl: Physical fitness isn't the only element in a sport.

Man: I'm not sure what you mean by that.

Teenage girl: What I mean is that there are other sports where you hardly need to physically move. Take snooker or billiards, for example. They're sports because you need skill and strategy and training to play them, just like in e-sports. Do you get what I'm saying?

Man: Mmm, yes. But I don't think you can compare the skills or training of an e-sports champion and, for example, the training and effort of an Olympic gold medal swimmer or athlete. They need to train their minds *and* their bodies.

Teenage girl: Well, I think e-sports champions also have to make a big effort to win tournaments.

Man: Are you saying that it's a big effort to spend hours and hours a day playing a video game? Is it a sacrifice when you're paid to spend your life doing your favourite hobby?

Teenage girl: That's not quite what I meant. It's a sacrifice to be the best in your country, in the world. I'm sure it isn't all fun. There's a lot of stress and hard work involved if you want to win an e-sports competition.

Man: Okay. But the problem is that real sportsmen and women set a great example for young people because they're healthy and active. Having e-sports in the Olympics, on the other hand, could give young people the idea

www.frenglish.ru

that sitting around playing video games all day is a good thing. Do you see what I mean?

Teenage girl: Yes. But, in other words, you don't think that e-sports players have any talents, that what they do is a waste of time. Well then, how do you explain the fact that they're so popular all around the world? The atmosphere at an e-sports event is great. Teams and individuals from all over the world come together to compete, but they respect each other. Isn't that what the Olympics is all about?

Man: Well, yes, that's true. But I just don't see that they're actually real sports. That's all.

UNIT 10

Listening, p128

2 and 3 57

Presenter: On today's programme we're looking at the news. Why? Well, some people say that we are living in a golden age for news because we have free access to online stories from hundreds of different sources. For others, it's the worst time ever because so much news nowadays is fake; it's becoming almost impossible to tell facts from lies. With us today is Jessica Powell, a professor in journalism. Jessica, I'd like to ask you what *you* think about the news today.

Jessica: Well, citizen journalism has certainly changed the news a lot.

Presenter: Today anybody can report the news, can't they? You don't have to be a professional journalist to write an article or report.

Jessica: That's right. And that helps news items to appear and spread much more quickly than before. And with the news, everybody always wants to be the first to break a story.

Presenter: But there's a problem, isn't there? A story can spread very quickly. But perhaps nobody has actually checked it. Maybe the story contains genuine mistakes, or worse, information that the writer knew was not true. Maybe the writer is deliberately trying to create confusion. Would you agree that this is becoming an issue?

Jessica: Yes. That's one of the problems today with citizen journalism. In theory at least, professional journalists can't just print anything. They have to get the facts right. They have editors to check what they say. And they have a professional responsibility for telling the truth. But other people writing online don't have anybody checking their facts, and sometimes they may even deny responsibility for what they write.

Presenter: Can I ask you if you have any advice for dealing with fake news?

Jessica: The first thing to do when you read a news story online is find out where it appeared originally. Is it from a well-known newspaper? Or is it just somebody's blog? Try to identify who the author is. Is it somebody well known? Do they belong to a particular organisation or have a personal connection with the people or the events in the story? Do they have some sort of bias?

Presenter: You mention bias. I wonder if you could give an example of that.

Jessica: Imagine there's an article about education, saying that public examinations are getting easier. The article will probably be very different if it's written by a teacher, a student, a politician or a parent. We all have a bias; an attitude that makes you see the facts from a particular point of view that's different from other people. If it's sports journalism, a reporter may have a bias for a particular team because they support that team. A serious journalist will try to put aside their own personal bias, though.

Presenter: Right. So, what else should we look out for?

Jessica: Try to decide what the purpose of the article that you're reading is. Is it to give facts? Is it to give the writer's opinion on a particular question? Is it to make you laugh or persuade you of something? Are they trying to criticise somebody? To complain about a situation? Or just to shock people?

Presenter: What about the photos that go with the article? We can usually trust them, can't we? After all, they say that a picture speaks louder than words, don't they?

Jessica: They do, but nowadays it depends. Usually, photos or videos in serious professional newspapers or websites are reliable. But online you have to be careful because it's easy to manipulate images. That's happened with photos for a long time now. But video is different. The next trend will be using technology to alter that, for example, by taking a video of somebody doing something bad or illegal and then replacing the person's face or head with that of a famous person.

Presenter: So we won't be able to believe our own eyes, will we?

Jessica: Experts reckon that we'll need to use technology to check if a photo or video has been manipulated or not. It may become the only way we can trust what we see.

Presenter: I wonder if you could give us any final words of advice, Jessica?

Jessica: I would say that when you come across an unusual image or piece of news, see if you can find the same story or image on well-known websites, like national news services that have a good reputation. That can give you a solid point of reference.

Developing speaking, p130

3 and 4 59

Teenage girl: I'd like to begin by saying that, on the whole, I disagree with the statement. Let me explain why.

Firstly, it's true that freedom of speech is an extremely important right. Journalists should be free to express their own opinions and to explain those opinions without worrying that they will be punished in some way for doing this. Having said that, I believe that there should be some sort of control to make sure that they always do this with respect, and without saying things that could cause hate or violence towards other people. I also believe that there are moments when in the interest of national or personal security, it is better if there is some sort of control over what information the press makes public. By giving away secret information, they may sometimes do more harm than good.

Meanwhile, there's no denying that some celebrities use the press to become famous. But that doesn't mean that these people have no right to keep some personal details private. You can't argue with the fact that we all deserve respect and privacy; and so paparazzi who follow famous people, or even worse, their children, should not be allowed to make up stories about these people just because they are popular public figures. Let's not forget that some newspapers and magazines print stories which they know are false, just to sell more copies.

To sum up, I accept that freedom of the press is important and that journalists should be able to express their own honest opinions. But that is not the same as allowing newspapers to write absolutely anything. If newspapers and magazines cannot take responsible decisions about what to print, I believe some sort of official organisation needs to control them.

www.frenglish.ru

Exam Success Units 1–2, p144

7 ES1

1

Marie: Hi David. Are you ready for the concert tonight? I'm really looking forward to hearing you play!

David: Hi Marie. Hm, yeah. I'm not sure. Of course, a part of me is excited, but then I keep thinking what if nobody comes? It's my first time playing in public like this, so I'm really nervous.

Marie: Oh, you'll be fine. You've practised so much and I love the songs you've chosen.

David: Yes, I've spent the weekend going through it again and again, so I'm sure I don't forget anything.

Marie: Well, don't worry. Most of our class said they were coming.

David: Hm, we'll see ...

2

Interviewer: So, Marcus what would you say is the best part of your chosen career?

Marcus: Well, it's always great to do something that you really enjoy – though there's a lot of variety in design work and I have to say I don't love everything that I do! At the moment, I'm working for a big studio, but what I'm looking forward to is branching out on my own. And it's easy to do that as a designer once you've built up the contacts. I suspect I won't be earning a lot when I start, but the work soon builds up if you're good enough, so it's great to have that option.

3

News reporter: And in other news, the travel company beloved by students for their cheap holidays, Backpacker Travel Limited, is moving from its central location in London to a business park on the outskirts of Birmingham. Its fans will be disappointed as the company's offices had become a popular meeting venue for young people looking for adventure in faraway places. However, the business has struggled in the last few years as more and more travellers book directly online, so it needs to move to retain its profits. In fact, looking into the future, there's a question mark over how long it will survive and it may need to change direction completely.

4

Volunteer: Hi. Thanks for coming to the stand to find out about volunteer work in the environment. Now, you can see from all the pictures here that you can go to many different parts of the world to join a project, so it's great if you want to travel and help the planet. I went to Costa Rica, which was fantastic because it gave me the chance to achieve something with a group of really interesting people and that was what I personally wanted to get out of it. And you'll find the work is very different from what you're used to, so inevitably you get experience and increase your skill set. So how can I help ...

5

Father: Simon, we need to have a chat.

Son: What about? I'm going to see my friends.

Father: Well, maybe that's part of the problem. Your teacher called me today and asked me to speak to you.

Son: Oh. Was it about my homework?

Father: She mentioned that, but I think she's more concerned that you're not concentrating in class and you spend a lot of time chatting. You can chat all evening to your friends – you don't need to do that in school.

Son: Yeah, but sometimes I forget.

Father: Well, you need to remember otherwise it's going to start affecting how well you do in class and in tests.

Son: OK.

6

Friend 1: Hey Louisa, how did you get on this summer?

Friend 2: Hi. I went to a sports camp for most of August. I'm exhausted now!

Friend 1: Oh, how did it go?

Friend 2: Well, I learnt lots of new sports – even some I didn't really want to, but they weren't so bad in the end. And it was lovely with a lake and a forest and everything, which was nice as you could get away from people if you wanted to. I just think we could have had more excursions though as we had to stay in the camp the whole time.

Friend 1: So will you go again next year?

Friend 3: Hm, maybe.

7

Radio presenter: OK, so welcome to our programme today on extreme nature where we look at places that are rarely visited by most of us – partly because they are remote and have climates which are very hot or very cold. On top of that, to visit these places you have to be prepared to organise your own accommodation and your own local travel. The polar regions and the middle of the desert are not kind to humans, but they offer amazing sights that we cannot see anywhere else. And if you *do* want to see these places you need to go before they are destroyed forever by our changing climate.

8

Lucy: Hi Chris. Did you go to the Careers Office today?

Chris: Oh hi, Lucy. Yeah. I asked about accountancy.

Lucy: Me too! It was interesting, wasn't it? There's going to be a lot to learn at college because it's not something we cover in school, but I'm sure we can do it.

Chris: Yeah, and the training takes years, so you'd never get sent out on a job if they didn't think you could do it.

Lucy: Oh, for sure. But the next step is actually getting on the course! We'll have to do well in our exams!

Chris: Yeah, don't worry. We'll be OK.

Exam Success Units 3–4, p145

6 ES2

Hi. OK, so my project was to find out about a man called Phineas Gage who lived in the US in the 1800s. It's a fascinating story. Essentially, in 1848 Gage was a 25-year-old railway employee and his employers considered him to be a very capable and hardworking man. One day, he was working on laying the track on the railway lines being built through Vermont in the north-eastern States. Suddenly, there was an explosion which threw a lot of the material around. A long iron rod shot into the sky and went through Gage's cheek and then through his skull. Incredibly, he survived this and despite this dramatic injury he appeared OK: he was conscious and didn't seem to be in pain. What everyone was amazed by, was that he was able to talk and walk to the cart that took him to the hospital. He was treated for the injury, but remember this was in the days before modern medicine, so it's extraordinary that he recovered at all. Physically he appeared to be well, but as he was recovering those who knew him noticed that his personality started to change. After the accident, Gage became very rude and recounted improbably ridiculous stories all the time and did not function very well socially. The accident had affected the front part of his brain, so he could no longer make sensible decisions. And he appeared to have lost some intellectual ability because he had problems estimating the size of things and doing basic maths.

What happened was that he was so different and so difficult to work with that the railway company refused to employ him again. He eventually found other work and then moved to San Francisco, where he died when he was only 36. But he lived on, as he became such a famous patient because of what his doctor, John Harlow, recorded about his personality change. It was amazing that he survived at all, but his case became very famous because it was when scientists began to understand personality and human behaviour. Before this time people had not connected the brain and behaviour at all.

Having said that, over time people have questioned quite how dramatic this change was. A lot of the reports about his behaviour were hearsay and not based on proper evidence, plus the doctors then did not have modern personality studies. Also, there was no real evidence of what his personality was like beforehand so, in the end, it was a very incomplete study. Nevertheless, it had a profound effect on the emerging field of brain studies. While it certainly appears that some aspects of his behaviour changed, scientists now have reservations about whether it was as extreme as previously thought. Today, his skull and the iron which struck him can be seen at Harvard University School of Medicine. The case illustrates how easily a small stock of facts becomes transformed into popular and scientific myth. However, despite the exaggerated stories and fabrications, what happened to Gage and the part of his brain that was injured taught us that complex functions such as decision-making and social cognition are largely dependent upon the frontal lobes.

Right, so ...

Exam Success Units 5–6, p146

6 62

Speaker 1: I play volleyball, but I hadn't done any training for ages – not formal training I mean – and I noticed that I was struggling more and more. My fitness levels just weren't good enough. So I did this rather fierce training with a guy who used to train people in the army. It was really tough, but at the end of it, I was much faster in my reactions and my speed. I don't think I'd do it again though – it was too much. I think we all felt the same way. You don't need to go to those extremes when you're just playing for fun.

Speaker 2: My big love is ice hockey. And we have to do training every night because it's a very tiring game. You have to be strong and fit. But one of my teammates mentioned to me that he thought his game had got better since he'd done a course in ice dancing. I know it sounds a bit strange, but I decided to try it and he was right. It made me more flexible and I could see opportunities to jump round things. I couldn't believe the difference it made. I'm much more confident on the ice now.

Speaker 3: I've been doing competitive swimming for years since I was a small child. The training is exhausting. I have to get up so early and do hours and hours before I even go to school. I got really fed up with it and wanted to quit; swimming is such a lonely sport. I wanted to do something in a team, but my parents were really pushing me to continue. I agreed, if they let me join a local football team as well. They were worried I wouldn't have enough time, but I went to the training and it was such fun and I feel more enthusiastic about swimming now.

Speaker 4: I used to be so lazy; I really didn't do any sport at all and my parents thought I was spending too much time on the computer. So I said I'd try a sport if it was indoors and didn't involve too much running around! There's a good Taekwondo club near me, so I went along to one of their introductory days and really liked it. You use every part of your body, but I really enjoyed it because it's a brain activity as well, so you really need to think. There were some interesting people there too, so I decided to take it up and work my way through the belts.

Speaker 5: We live near the beach, so I spend a lot of time surfing. I'd learnt as a child from my dad. I was OK, but I wasn't very confident with the big waves and there were some things that

www.frenglish.ru

I couldn't do properly. So I asked one of the local surfers to help me. In fact, several of us felt the same, so in the end, he ran a short course for us. We went right back to the basics, but I think that was a good thing. It really helped my technique and I've been tackling bigger and bigger waves. I might try a competition next!

Exam Success Units 9–10, p148

4 ES4

Speaker 1: OK, hello everyone and welcome to today's podcast. Today I'm talking to Harry, a high school student, about his work for Teen News. So, first of all, Harry tell us what is Teen News? Why do teens need their own news programme?

Speaker 2: Well, a bit like the title says – it's a news programme for teenagers from about 13 years old to 18. And the thing is *that* we try and slant our reporting so that, as well as delivering the facts, we're showing the relevance, or impact, of various news stories on teenagers.

Speaker 1: It's very popular. Do you know why?

Speaker 2: We cover all the major news stories that you would see on an adult programme, but we alter how much time we devote to each one depending on how much interest that story has for teens. And we've found it's become popular by word of mouth because then the kids who are watching go into school and discuss it the next day, so they all want to be part of it.

Speaker 1: And I guess part of the appeal is you have teen presenters, don't you?

Speaker 2: Yes, it's teens writing and delivering it as well as watching. And it means not only that our audience can relate better but, more importantly, it shows them that they have the opportunity to do something like presenting or creating content.

Speaker 1: And all your reporters are very good, aren't they?

Speaker 2: Yes, they're very, very committed to it and I think they are automatically natural in front of the camera because we've all grown up using social media and so on. They talk very directly to the audience – we don't usually report from a studio. Plus, some of them are just very talented reporters.

Speaker 1: So, let's look at more detail. What range of topics do you cover?

Speaker 2: We cover everything from major world headlines to entertainment. For example, we might do a light piece on a new ride opening at a theme park as well as the more serious news. We cover openings of films and interview the winners of teen science competitions. Also, a lot of companies contact us to promote courses, like the car manufacturers who wanted us to report on a new driving course they'd set up for teens. The idea was to make teenagers more responsible drivers and they had a very good response.

Speaker 1: And the programme is so good it's won several awards, hasn't it?

Speaker 2: Yes, we were really pleased about that. I mean it's tricky for us because we can't do the big investigative reports that traditional news outlets do, but maybe teens aren't so interested in those. We won an award for making our stories very fair and making sure we presented all the different points of view.

Speaker 1: And finally, how do you answer the argument that you have too many sponsors?

Speaker 2: Yeah, I know people are concerned that the companies were pushing products to teenagers, but like a lot of news programmes we need the sponsorship to keep going. And they don't interfere with us at all. In fact, it's better to have more because then you don't have one advertiser dominating what you're doing, so we're quite comfortable with it.

Speaker 1: Harry, thanks very much!

CLASS VIDEO SCRIPT

UNIT 1

Great Learners, Great Thinkers, p10

2 and **3** VIDEO

Angela: Hi, nice to meet you. I'm Angela and I'm a vlogger and student from England. I make videos about forensic science, university and being a student. Today, I thought I would show you a day in the life of a forensic science student, like me.

My university course teaches me about crime and how to investigate the places they happened, to find out who committed them. I also learn a lot about murderers. But I need some breakfast before I start thinking of convicting people for murder. This set me up for a long day of lectures.

My first lesson of the day was about the laws we use for criminals who steal things. For example, burglars may be sentenced to spend some time in jail. Finding out about the different ways people commit the crime is really interesting and really important for me as a forensic scientist. The difference between a pickpocket and a mugger, for example, defines the way you do your investigation.

After that, I head in for some lunch in the library.

Then I went to the laboratory to work on my evidence project. I had to analyse a pair of trousers that may have been involved in a murder. The trousers didn't commit the crime, but the person wearing them might have. So if I find carpet fibres on the trousers that coincide with what was found at the murder scene, things will start looking bad for the owner.

After a tiring day at university, I walked home, ready to do it all again tomorrow.

I hope you enjoyed joining me for a day at university, learning about crime and science. Thank you for watching.

UNIT 2

Great Learners, Great Thinkers, p22

2 and **3** VIDEO

Colleen Franke: There has been a lot of pressure in my life to go back to school, get a different job, do something that is safer for me as a female.

There are some men that just, they don't want to see you there. It's not a woman's place to be on a lobster boat. And it's always a shock to see that people don't see it as normal. I'm just a girl that works in a male industry.

That pressure only makes me want to do what I'm doing more. I can't see myself not on a boat at this point.

The one thing about being out there is that it never ever looks the same. And there's moments where you see these incredible sunrises and sunsets... There's times when the ocean will turn white and the sky is white and it all kind of blurs together. And you see the moon rises, you know, you see the stars.

You can leave all your problems at the dock and you know that all you have to go do is this job.

www.frenglish.ru

UNIT 3

Great Learners, Great Thinkers, p36

2 and **3** VIDEO

Justin: I am Justin Bratton. I'm going where I've never gone before ... the future.

Narrator: Today, scientists can do more than ever before. Now we can be smarter, faster, and even have superpowers.

Justin has gone to San Francisco to meet Keahi. Keahi has made special boots that could make people into superheroes. But how do the boots work? Justin's gone to find out.

Keahi: Welcome to my workshop, where it all happens.

Justin: Thank you very much for inviting me to your secret lab of mad science.

Narrator: When Keahi was young, he wanted to run like a kangaroo or an ostrich, and he found a way to do it. Keahi has done lots of work to make special shoes that make him run like an animal, but he's always trying to improve them. For example, he needs them to weigh less.

Keahi: So any way I can reduce the weight of the boots themselves, would increase their efficiency and speed.

Justin: So the lighter the boot, the faster you can go?

Keahi: Correct.

Narrator: Keahi thinks the Bionic Boots will be the future of how we travel. He thinks his Bionic Boots are better than bicycles because they are faster and easier to carry around.

Justin: Why is this going to be better than riding your bicycle?

Keahi: The advantage with this over a bicycle is the fact that I can get through lanes a little bit more nimbly than a bike.

Narrator: Justin and Keahi want to know which is faster, the Bionic Boots or a bicycle, so they're going to race through San Francisco.

Keahi: What's going on mate? You made it?

Justin: Hey! Yeah, I did, I did.

Keahi: Take a breather. Have a drink.

Narrator: Keahi's boots were a lot faster than the bicycle! Now, Justin wants to try for himself.

Justin: Let's give it a go.

Keahi: You ready? Just stand up and sit down ... All right, I'm going to make you sit down again.

Justin: The springs, it's so springy!

Keahi: And let me show you how it's done.

Narrator: It's a lot harder than it looks, but Bionic Boots might just be the future of how we move.

UNIT 4

Great Learners, Great Thinkers, p48

2 and **3** VIDEO

Presenter: There are many different types of landscapes in Britain, and, over the ages, stereotypes about regional differences in personality have built up. Now, the largest survey of its kind has investigated whether these are true.

Nearly 400,000 people answered an online survey run by the BBC and the University of Cambridge. It examined five different characteristics. They used the answers to create maps where different colours indicate how certain personality traits are stronger in England, Scotland or Wales. You can see how your personality matches the area you live in.

Man: Well, I wouldn't move house on the basis of this research. Uh ... there are a variety of different important factors that should determine where we end up living. Uh ... but what the research does show is that the stereotypes that we have about people in different parts of the country are generally pretty accurate.

Reporter: So let's first look at Scotland, where in wide-open areas like this, the survey finds that people tend to be a bit introverted but also very agreeable.

Scottish woman: Everywhere you go in Scotland, they are friendly. Um ... you know, they'll always speak to strangers.

Reporter: Here in Wales, the results show pretty clearly that in some areas, people tend to be a bit more neurotic than the national average but also much more open.

Welsh woman: Yes, if somebody asks you the way, you think, you're thinking twice of telling them.

Reporter: Even a strange BBC reporter?

Welsh woman: Yes, that's why I'm standing an arm's length away from you!

Reporter: Now, across England there's a real patchwork of results, but in the cities, like Cambridge here, the survey finds people tend to be very open to new ideas but not very friendly.

English woman: People seem really open-minded and really nice.

Reporter: OK, that's a good experience you've got then.

English woman: Yeah. Very good.

Reporter: All right. Thank you very much.

English woman: OK.

Reporter: OK, take care.

Presenter: So the research confirms how varied Britain is, how different the people of each region can be, and this may well be a factor in where you choose to make your home.

www.frenglish.ru

CLASS VIDEO SCRIPT

UNIT 5

Great Learners, Great Thinkers, p62

2b and **3b** VIDEO

Narrator: The citizens of a rural community in the Berkshire Mountains in Massachusetts, USA, have done something quite unusual: they've created their own currency. BerkShares are printed bills that are worth exactly the same as US dollars. The notes carry images of local celebrities, such as Herman Melville, the author of *Moby Dick*. The bills also include artwork showing the area's impressive natural surroundings.

Alice Maggio: We have local heroes on the front and local artwork on the back. And on the front, you can see the Berkshire hills. So this is a representation of where we live and what the landscape is like.

Narrator: Over 350 retailers, restaurants and service providers in the local community accept BerkShares. Local currencies, like these, help to solve a problem common to all small communities: money comes in, and money goes out, but money doesn't often stay.

Phyliss Webb: The perfect part of this cycle is for those merchants to take that money and then recycle it, respend it, push it out back into the community. Don't bring it back to the bank.

Narrator: Statistics show that using a local currency helps to keep more money in that area, compared to using a national currency, like dollars, which usually get spent in another part of the country.

Alice Maggio: With a locally-owned business, something like 60% stays here, in your local community. And if you spend your money with a chain store, it's like 18%. So all the rest of it goes somewhere else.

Phyliss Webb: Also, when you're using local currency, it takes your relationship a step further with the vendor, the merchant that you're purchasing from because they know that you're supporting local.

It's supporting our community by hiring locally, using local vendors.

Alice Maggio: Technology has made it easier for all of us to create our own currencies. I think a large number of communities are going to start local currencies because they're going to be easier to start, thanks to technology.

Narrator: Nearly 30 countries around the world now have local currencies, but for the Berkshire locals, this is about more than money. It's about hiring locally, investing locally, and giving back to the community they love.

UNIT 6

Great Learners, Great Thinkers, p74

2b and **3** VIDEO

Presenter: These six students feel that their diets could be healthier and so they've volunteered for an interesting experiment. The students are split into two groups, each following a different diet for one week.

So, these three students will follow a traditional balanced diet, which includes meat, fish, pasta, rice, fruit, veg, eggs, dairy, wholemeal bread and even a little coffee.

The other three students will be following a detox diet. They'll mainly be eating raw and steamed veg, just one daily ration of wholegrain rice or quinoa, and steamed fish once every two days.

Twice a day, they'll drink a detox tea or coconut water. These are said to be good for our liver, which helps detox our body. And they'll have a daily drink of hot water, lemon, maple syrup and cayenne pepper, which is supposed to help clean our digestive system.

So, what do the students think?

Participant 1: It's so different from what I usually eat. I mean there's nothing in common except for the fish.

Presenter: So now the students are ready to start the experiment and have everything they need for the week. During the week, they'll do a series of tests that will look at their heart, liver, weight, skin and general well-being, to evaluate the two diets.

Participant: This is it.

Presenter: The detox group aren't finding their diet easy!

Participant 2: My roommate is laughing. It's horrible. It's absolutely horrible.

Participant 1: I started feeling really tired and I had these mood swings.

Presenter: But it's a different story for the students following the simple healthy diet.

Participant 3: I have more energy in the morning, when I wake up especially.

Participant 4: In the future, I'm definitely going to continue with the healthy eating.

Presenter: After a week, the volunteers are back to discuss the results. Which diet was the best?

Well, the regular healthy diet got better results in nearly all areas: liver, heart, weight and general well-being. In fact, the detox diet only seemed to make a positive difference to skin health. The results surprised and disappointed some of the volunteers, especially because they didn't feel so well during the week.

Participant 2: It's not nice to hear that you sacrificed a week and that you haven't come out healthier than the guys, you know, eating some normal food.

Presenter: The conclusion? The best diet is a simple, balanced diet! Wouldn't you agree?

www.frenglish.ru

UNIT 7

Great Learners, Great Thinkers, p88

2 and **3b** VIDEO

Narrator: London's West End is world-famous for its musical theatre shows. Each show is made by talented teams who work together to create enjoyable songs, exciting music and an unforgettable story.

Benjamin, Nathan, Neil and Luke have created and worked on musicals for years, with great success. They're starting an experiment in order to find out: can a machine do it, too?

Luke: It is the first piece of musical theatre generated by computers.

Cast: Cool! Yeah!

Narrator: First, the story. Benjamin and Nathan go to a university in order to find out what computers think makes a good story.

Pablo: This is the data we've collected.

Narrator: The data tells them that audiences like stories with challenges, a little bit of love and – importantly – a happy ending.

Benjamin and Nathan, therefore, decide that their story will be about a soldier and a child, and set in a place called 'Greenham'. They share the idea with the team.

Nathan: Every decision we make needs to come back to the sets of data that got us there in the first place.

Narrator: Now they have the story, they need the words to tell it.

Alex and James come to show Benjamin and Nathan how their computer software creates lyrics on demand.

Benjamin: That screen actually makes me feel sick.

Narrator: Although it starts by showing them single letters, the software quickly creates writing they like.

Benjamin: Searching the forest of blood. That's fabulous!

Now, they just need the music.

Narrator: Benjamin visits Nick, who has created a programme that can write it.

Nick: Every time I run it, we get back a totally different tune.

Narrator: However, Benjamin's not happy with the results.

Nick: And so on.

Benjamin: The sort of thing I was writing when I was about eight.

Narrator: With only a few weeks to go, Benjamin and Nick must continue searching through the computer's music to find some that is good enough to use, or they won't be ready in time.

Before they know it, it's opening night for the world's first musical made by computer. And with computers guiding them the whole way, it can't go wrong, can it?

The audience clearly love it. But how do Benjamin and Nathan feel about their experiment, now that it's over?

Nathan: I really thought there was a chance we'd fail ... And I don't think we have.

Narrator: It's a great night for everybody involved. Computers might not be about to write every West End show, but this experiment proves that with a little imagination – and a lot of hard work – anything is possible.

UNIT 8

Great Learners, Great Thinkers, p100

1b and **2** VIDEO

Narrator: What is produced when warm, wet air is trapped under a large area of cold, dry air? ... A supercell storm! When huge amounts of energy build up and warm air rises quickly into the clouds above. This pulls air in and up through the storm. And this is called an updraft.

Updrafts can be responsible for heavy downpours and hail. Updrafts keep pushing the hailstones up into the clouds. The hailstones get bigger and bigger until they become so heavy that the storm can no longer hold them. When they finally fall, the hailstones can be the size of baseballs!

This is not the best time to be caught outside. With hailstones this big, you're not even safe in a car!

After intense rain and hail, normal storms soon come to an end, lasting just 20 to 30 minutes. But a supercell storm rotates. And because of this, the updraft continues going up and around the storm. The cooler air also spins around but is separate from the updraft.

Now, we have a long-lasting storm that could potentially become a tornado. What helps to decide if it becomes a tornado or not? The direction of the winds at its top and bottom.

This storm almost became a tornado ..., but it didn't.

Why one storm produces a tornado and another similar one doesn't is a mystery. It's one of the main reasons why it's so difficult to predict tornadoes. In fact, 75% of supercell storms don't become tornadoes.

What is it exactly that changes the beginnings of a normal storm to one that suddenly becomes a tornado with winds of around 160 kilometres per hour like this? Experts have many theories, but more research has to be done before they can successfully predict what transforms a supercell storm into a real tornado.

www.frenglish.ru

CLASS AUDIO SCRIPT

UNIT 9

Great Learners, Great Thinkers, p114

2 and **3** VIDEO

Mon: Hello everyone, my name is Mon. I am from Portugal, I am Portuguese, but I moved to Norway five years ago. So I have been living in Oslo, in Norway, for five years. This week I am going to challenge myself and I'm not going to use social media. I cannot touch, see, do anything related to social media. Social media is forbidden.

Hei hei! We came to Norefjell. We are going downhill. It's really good weather.

I didn't feel the need yesterday for social media and when I arrived home I was so tired ... We just ate and went to bed, like straight to bed. Today I'm still feeling really relaxed, I don't feel the need for it, for now!

I have a lot of chores to do, like, house chores to do ... I went to Google and searched some recipes and I found one that I actually liked. I clicked the link and I was like 'Noooo! YouTube! It's a social media!' So I was like 'Close the window! Close the window! No social media!' It's kind of, like, funny, how everything is connected and it's true, like, I use YouTube a lot to cook meals and watch, like, videos on how to bake something. So I guess today I just have, like, to use my imagination ...

Hei, hei! In general, I think that what I miss about social media is the fact that I can talk with my friends and family anytime I want, even though they are far away. Because my family they ... my mum lives in Portugal and my sister lives in France. I use social media to know what my family and friends are doing and also to show what I'm doing. That's how I'm feeling today. A little bit far away from the world.

Today, I am going to work on my embroidery.

I sometimes use Instagram to ... and Pinterest also, to get, like, inspiration, but I already had the idea, so that's a thing I can do without social media! Oh yeah! Oh, but ... but I have, actually, an Instagram page with my embroideries. Like, I post images and I haven't been able to do that. It's nice to share what you produce, you know?

It's the end of the week, a week without social media. So it's kind of funny how social media is so, like, integrated into our lives that we don't realise how integrated it is. You don't realise how much time you spend just looking on your phone a bit lost. But I have to be honest, I can't wait to go to my Instagram and check everyone's pages. So, in a way it's good, in a way it's bad.

I hope you guys enjoyed this video and I hope you have a wonderful week, with or without social media! Bye!

UNIT 10

Great Learners, Great Thinkers, p126

2 and **3** VIDEO

Emily: Hi! I'm Emily, tea drinker, biscuit lover, illustrator and creator of *The Happy Newspaper*.

Narrator: *The Happy Newspaper* is a newspaper with a difference, where all the news has to be upbeat and positive.

Emily: Thirty-two pages of colourful, illustrated news stories. A lot of people think it's like an app or a website or something, but it's a real newspaper that you can hold.

Narrator: Emily started writing *The Happy Newspaper* when she noticed the impact social media and the news were having on her.

Emily: You sort of get into that mindset that there is only terrible things happening and, you know, we should be scared. It was a focus in a not so great time and gave me something positive to focus on, which has then helped and made a lot of other people smile.

The oldest man in Australia knitted little jumpers for penguins and it was for penguins that had been affected by an oil spill. And I just thought that was the best story ever.

I think typically newspapers are quite dull and grey, so this is sort of a bit of an antidote to that.

Narrator: Emily wants her paper to spread happiness. Emily started *The Happy Newspaper* in 2015. She began by drawing a simple sketch of a front page one day and posted it on her social media. The paper has done well, but Emily hasn't always found it easy to publish her stories.

Emily: The first issue that was coming out was actually one of the Paris attacks. I was up at whatever time it was in the night, editing the newspaper and I was like, I can't put a newspaper out, but there was a teacher in France who had messaged me to say what an impact *The Happy Newspaper* was sort of having and that she wanted to have it in her school and stuff and I thought that kind of is, that's the whole point.

Yes, there are terrible things happening and I'm never trying to sort of cover over that with rainbows and glitter. I'm fully aware of that, but I do think that we should hear about the good things happening as well.

Narrator: Luckily, thanks to Emily, there's not much chance of us forgetting about all those good things happening around the world.

www.frenglish.ru

Macmillan Education Limited
4 Crinan Street
London N1 9XW

Companies and representatives throughout the world

Gateway to the World B2 Teacher's Book ISBN 978-1-380-04313-9
Gateway to the World B2 Teacher's Book with Teacher's App ISBN 978-1-380-04310-8

Text, design and illustration © Macmillan Education Limited 2021
Written by Philip Wood

The author has asserted their right to be identified as the author of this work in accordance with the Copyright, Designs and Patents Act 1988.

This edition published 2021
First edition entitled "Gateway" published 2011 by Macmillan Education Limited

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of the publishers.

Original design by EMC Design Ltd
Page make-up by SPi Global
Cover design by Designers Educational
Picture research by EMC Design Ltd

The author and publishers would like to thank the following for permission to reproduce their photographs:
Alamy/Dimitar Gorgev p3 (classroom); **Getty Images**/aapssky p10 (3), Getty Images/d3sign p3, (br), p4 (tr), Getty Images/Dhwee p2 (cr), Getty Images/JOHANNES EISELE p2 (br), Getty Images/hudiemm p5, (tablet), Getty Images/ivanastar p10 (4), Getty Images/kali9 p6 (tl), Getty Images/Matthias Makarinus p10 (6), Getty Images/mediaphoto p10 (8), Getty Images/mgkaya p4, p5 (laptop), Getty Images/olaser p10 (1), Getty Images/Niccoló Pontigia/EyeEm p10 (7), Getty Images/Wavebreakmedia p3 (classroom screen inset), Getty Images/Yozayo p10 (5); **Macmillan Education Limited**/p4 (B2 Gateway to the World Student's Book cover), Macmillan Education Limited/p4 (B2 Gateway to the World Workbook cover), Macmillan Education Limited/p4 (Agnes Grey Reader cover); **Shutterstock**/architect9 p10(10), Shutterstock/Halfpoint p10 (2), Shutterstock/Ekaphon maneechot p10 (9), SWNS.com p 6 (bl)

Commissioned photograph by Pepe Sánchez Moreno, p8
Video footage and stills supplied by Red Hill Media Ltd. p3 (cl); Digeo Productions Ltd. (vloggers video still) p3 (bl); Fortemus Films Ltd. p3 (tr), (cr)

The author and publishers are grateful for permission to reprint the following copyright material:
p76, Alison Flood, 'Short story vending machines to transport London commuters' (2nd April, 2019)
The Guardian © Guardian News & Media Limited, https://www.theguardian.com
p76, Esther Addley, 'Free short story vending machines delight commuters' (6th April, 2019), *The Guardian*
© Guardian News & Media Limited, https://www.theguardian.com

Additional sources:
p18: Beth Sagar-Fenton & Lizzy McNeill, 'How many words do you need to speak a language?' (24th June, 2018), https://www.bbc.com/news/world-44569277
p39: 'Statistics on commuting patterns at regional level', 13th September, 2018, https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Statistics_on_commuting_patterns_at_regional_level&oldid=403318#National_commuting_patterns
p39: 'Transport and Commuting to London for Work', https://www.instantoffices.com/blog/featured/commuting-for-work-london/, accessed 08/01/2021
p39: Siam Gorwich, 'Travelling on the underground is the most stressful part of living in London' (5th November, 2014), https://metro.co.uk/2014/11/05/travelling-on-the-underground-is-the-most-stressful-part-of-living-in-london-4935534/
p54: Piper Jaffray & Co., 37th Semi-Annual Taking Stock With Teens® Survey (Spring, 2019)
© 2019 Piper Sandler Companies
p54: '2019 JA Teens & Personal Finance Survey', Junior Achievement USA and Citizens Bank/Citizens One, accessed 19/10/2020
p55: Maddy Savage, 'The Swedes rebelling against a cashless society' (6 April 2018), https://www.bbc.com/news/business-43645676
p64: 'How often do you see a doctor?', 19th December, 2019, https://ec.europa.eu/eurostat/web/products-eurostat-news/-/DDN-20191219-1
p64: 'Window tax', https://www.nationalarchives.gov.uk/education/resources/georgian-britain-age-modernity/window-tax/, accessed: 08/01/2021
p64: 'Daylight robbery (origin)', https://www.grammar-monster.com/sayings_proverbs/daylight_robbery.htm, accessed: 08/01/2021
p70: 'Top 10 Most Popular Sports in the World', 3rd October, 2020, https://sportsshow.net/top-10-most-popular-sports-in-the-world/
p106: Kim Christian Schrøder, 'What Do News Readers Really Want to Read About? How Relevance Works for News Audiences', 14th February, 2019, https://www.digitalnewsreport.org/publications/2019/news-readers-really-want-read-relevance-works-news-audiences/#6-conclusion
p118: Susan Fourtané, 'Sweden: How to Live in the World's First Cashless Society' (24th December, 2020), https://interestingengineering.com/sweden-how-to-live-in-the-worlds-first-cashless-society
p118: 'Towards a Cashless Society: Advantages and Disadvantages' (27th April, 2018), https://easycredit.com.sg/towards-a-cashless-society-the-advantages-and-disadvantages/
p118: '10 weirdest taxes in history', https://www.historyrevealed.com/eras/general-history/10-weirdest-taxes-in-history/, accessed: 08/01/2021
p118: "The Week Junior" Issue 17 - July 24, 2020
data on p118: Nick Durrant, 'Do I need a TV licence?' (15th July, 2020), https://www.moneysavingexpert.com/utilities/tv-licence/
data on p129: What Matters - Katherine Johnson: NASA Pioneer and "Computer", 25th February, 2011, https://www.youtube.com/watch?v=r8gJqKyIGhE
p130: Richard Hammond, 'To fly or not to fly?', 1st April, 2007, https://www.wanderlust.co.uk/content/to-fly-or-not-to-fly/
p131: 'Train passenger wakes to find £100 gift from stranger', 29th January, 2018, https://www.bbc.com/news/uk-england-leeds-42862106

Apple is a trademark of Apple is a trademark of Apple Inc. which does not sponsor, authorise or endorse this publication.

www.frenglish.ru

BBC (word marks, logos & devices) are trademarks of the British Broadcasting Corporation which does not sponsor, authorise or endorse this publication.
Excel is a trademark of Microsoft which does not sponsor, authorise or endorse this publication.
Formula 1 is a trademark of Formula One World Championship Limited which does not sponsor, authorise or endorse this publication.
Instagram is a trademark of Facebook Inc. which does not sponsor, authorise or endorse this publication.
Kahoot! and the K! logo are trademarks of Kahoot! AS.
Monopoly is a trademark of Hasbro which does not sponsor, authorise or endorse this publication.
Nobel Prize is a trademark of the Nobel Foundation which does not sponsor, authorise or endorse this publication.
Segway is a trademark of Segway UK which does not sponsor, authorise or endorse this publication.
SpaceX is a trademark of SpaceX which does not sponsor, authorise or endorse this publication.
Swish is a trademark of Getswish AB which does not sponsor, authorise or endorse this publication.
Tesla is a trademark of Tesla Inc. which does not sponsor, authorise or endorse this publication.
The Olympic Games are a trademark of The International Olympic Committee which does not sponsor, authorise or endorse this publication.
The Rugby World Cup is a trademark of Rugby World Cup Limited which does not sponsor, authorise or endorse this publication.
TikTok is a trademark of TikTok which does not sponsor, authorise or endorse this publication.
Twitter is a trademark of Twitter Inc. which does not sponsor, authorise or endorse this publication.
Whatsapp is a trademark of Facebook Inc. which does not sponsor, authorise or endorse this publication.
YouTube is a trademark of Google which does not sponsor, authorise or endorse this publication.

Full acknowledgements for illustrations and photographs in the facsimile pages can be found in the Student's Book
ISBN 978-1-380-04311-5 and in the Workbook
ISBN 978-1-380-04312-2

These materials may contain links for third party websites. We have no control over, and are not responsible for, the contents of such third party websites. Please use care when accessing them.

The inclusion of any specific companies, commercial products, trade names or otherwise does not constitute or imply its endorsement or recommendation by Macmillan Education Limited.

Printed and bound in Spain

2025 2024 2023 2022 2021
10 9 8 7 6 5 4 3 2 1

www.frenglish.ru

www.frenglish.ru

gateway to the world

Your trusted guide to success

Ensures success with a tried and tested methodology and brand new content

First-hand classroom experience from author David Spencer has shaped the successful 'Gateway formula', one that has prepared millions of students around the globe to succeed in school-leaving and international exams, further study and the world of work.

Provides teenagers with language tools for life beyond the classroom

The *Great Learners, Great Thinkers* section, with its focus on Social and Emotional Learning, allows students to develop the emotional intelligence and critical thinking skills they will need for life.

Motivates students with exposure to real-world English

Throughout the course, from the Reading and Listening texts to the *Virtual Classroom Exchange*, students are immersed in real-world content, making every exercise meaningful and engaging for teenagers.

FOR THE STUDENT:

- **Student's Book**
- **Digital Student's Book**
- **Student's App**
  - On-the-Go Practice
  - Student's Resource Centre
  - Macmillan Reader
- **Workbook**
- **Digital Workbook**

FOR THE TEACHER:

- **Teacher's Book**
- **Teacher's eBook**
- **Teacher's App**
  - Classroom Presentation Kit
  - Teacher's Resource Centre
  - Progress Tracker
  - Test Generator
- Kahoot!

Student

The Student's App with gamified activities motivates learners to spend more time practising English to maximise opportunities for better learning outcomes.

Teacher

The Teacher's App with Classroom Presentation Kit and integrated audio, video and interactive activities helps to deliver stimulating lessons. All useful files and documents are available at the click of a button.

macmillanenglish.com/gateway-to-the-world

COMMON EUROPEAN FRAMEWORK

A1	A2	B1	B2	C1	C2

ISBN 978-1-38-004310-8

Please see inside the front cover for the minimum system requirements and other terms and conditions for the digital components of the course.

Kahoot! and the K! logo are trademarks of Kahoot! AS

www.frenglish.ru