

Teacher's Book Premium Pack

Gateway

2nd Edition

Your Premium Pack includes:

- Presentation Kit
- Digital Student's Book
- Online Workbook
- Test Generator
- Resource Centres
- Flipped classroom videos
- Life skills videos
- Macmillan Readers eBook
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Mike Sayer
Ursula Mallows

B2+



Gateway

Teacher's Book

2nd Edition

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Welcome

Introduction by David Spencer



Before I tell you about *Gateway 2nd Edition*, let me tell you a bit about myself.

After studying Modern Languages, I trained to be a secondary school teacher. And I'm still teaching in a secondary school now, over 25 years later. Being in the classroom every day is a great help when writing a course like *Gateway*. On the one hand, the daily

contact with teenagers gives me ideas and inspiration. On the other hand, it keeps me realistic about what actually works in the classroom.

If you don't know *Gateway* already, the course is designed to lead teenage students to success in exams, particularly school-leaving exams. It's also designed to prepare students for further study and the world of work.

In *Gateway 2nd Edition* we've kept many of the features that have made *Gateway* so popular. Each unit has a clear, logical structure. The whole approach to grammar and vocabulary and to the development of the four skills is carefully staged to be both teacher- and student-friendly. Each level offers a wide range of strategies that will help students pass their exams.

But *Gateway 2nd Edition* has several exciting new features. Firstly there are the **Flipped classroom videos**, which bring grammar points from the Student's Book to life.

Then there is a whole new focus on **Life skills**, with a special section in each unit preparing teenagers for many, varied facets of life, complete with its own tailor-made video featuring British teenagers.

Meanwhile *Gateway 2nd Edition* offers brand-new, up-to-date texts to motivate you and your students. Reading texts include **Critical thinking** questions to get students reflecting on what they've just read. And for all these features, new and old, we've refreshed the design and made it even clearer and easier to use.

With *Gateway 2nd Edition* we want to support you in the classroom and in your professional development. Via the **Gateway Facebook page**, you can keep in direct contact with me and the *Gateway* team and with other teachers from around the world. We have news, teaching tips and occasional competitions, plus access to teaching videos and webinars. You can also find out about any upcoming *Gateway* talks in your part of the world. So far I've spoken in over 20 countries and hope to continue being able to share activities and ideas with you all.

I hope you and your students enjoy teaching and learning with *Gateway 2nd Edition*!



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Key concepts of *Gateway 2nd Edition*

1 Preparation for school-leaving exams

Gateway 2nd Edition prepares secondary school students for both international and school-leaving exams. Throughout the units there are plenty of exam-style activities and preparation tasks as well as **Exam success** tips. These tips lead the students to more in-depth help in the Exam success section at the end of book. After every two units there are **Gateway to exams** pages which revise the exam techniques they have learnt and give them more practice in doing typical exam tasks. *Gateway 2nd Edition* is closely mapped to the CEFR and the course comes with both a **Test generator** and **printable tests**.

2 Content-based material and critical thinking

Gateway 2nd Edition provides material which helps to develop other areas of knowledge, as well as English-language skills. The most important criteria for choosing texts is that they should be genuinely interesting and appealing to students of the age group. Texts are then used to provide a realistic and meaningful context for the grammar and vocabulary to be studied within the unit. Students are also encouraged to think critically about what they have read, to question the content and personalise the topic of the text.

3 Life skills

We now have two pages at the heart of each unit which prepare students for life outside the classroom. We help students in areas as wide-ranging as autonomy and enterprise, social skills and citizenship, the world of work, (appreciating) art and culture, and study and learning. Each Life skills section has a motivating video with British teenagers and adults demonstrating the topic and ends with students performing a **Life, Academic or 21st century task** – an activity that has direct relevance to the students' lives outside the classroom.

4 The active role of the learners

Students are encouraged to participate actively in their own learning throughout the course. Here are just some of the ways this is done:

Exam success boxes in the Student's Book encourage students to reflect on the best way to learn before they are guided to the suggestions at the back of the book.

Students hypothesise about grammar rules before they are directed to the relevant information in the **Grammar reference** section at the end of each unit.

Students are invited to express personal reactions and/or think critically after reading or listening.

5 Grammar in context

The target grammar in each unit is given meaningful context through the reading and listening texts. The approach is one of guided discovery. Students are then directed to the **Grammar reference** section at the end of the unit to check their hypotheses.

An alternative approach to grammar presentation is now offered by the **Flipped classroom videos**.

After the grammar presentation stage, the students work through carefully graded exercises which help them to internalise the grammar, starting with exercises where students simply identify correct usage and ending with exercises where students use the grammar in active, oral communication.

The Grammar reference section appears directly at the end of the unit, providing a useful checkpoint for students when reviewing the unit. **Grammar revision** exercises facing the Grammar reference section make this part of the Student's Book interactive and ideal for self-study, for example for revision and self-testing before exams.

6 The Flipped classroom

In the traditional classroom, the teacher explains new content in the class and students do practice at home. The Flipped classroom refers to students learning new content outside the classroom, via video presentations, and then doing practice in the class. This makes it easier for the teacher to give more personalised help and attention during the practice stage. It also means students can go at their own speed during the presentation stage.

In *Gateway 2nd Edition* we have created a series of **Flipped classroom videos** to help you to find more time in lessons and to add variety to your teaching. The videos are short grammar presentations linked to one of each unit's **Grammar guides**. Students can watch the presentation at home, as many times as they want. There are interactive tasks in the *Gateway 2nd Edition* Online Workbook or printable worksheets on the Resource centre to help the

The videos are a flexible teaching tool and can also be used for revision, or when students miss a class, or with the whole class in lesson-time, for variety. The Flipped classroom videos have the added bonus that they encourage students to take responsibility for their own progress and become independent learners.

7 Developing vocabulary

The course revises, extends and practises the most important lexical sets connected to typical topics that appear in school-leaving and international exams, so that students can talk and write about these topics with ease and will have less difficulty reading or listening to texts dealing with these topics. The course also develops the students' active vocabulary unit-by-unit by looking at 'systems' of vocabulary, such as word formation, collocation, phrasal verbs, and dependent prepositions. This approach is a key factor in helping students with Use of English tasks.

8 Developing skills

The emphasis of *Gateway 2nd Edition* is very much on developing the skills, not just testing them. In terms of speaking and writing, the approach taken is step-by-step preparation for the final, exam-style task at the end of the activity. Initial exercises are more receptive, working on a model text or dialogue. Students then analyse the words and expressions used and have guided, controlled practice of these before creating their own texts or performing their own dialogues. Words and expressions that are useful to complete these tasks successfully are highlighted in the **Speaking bank** and **Writing bank**.

With reading and listening, there is attention to the strategies that help students to understand texts more easily. To develop reading and listening in a comprehensive way, there is a wide variety of text genres and task types.



The Gateway 2nd Edition Student's Book offers ten units with Grammar and Vocabulary reference and revision sections in the Language checkpoint at the end of each unit. Exam-style activities appear throughout, with consolidation and practice every two units in the Gateway to exams pages.

Unit themes and topics are designed to appeal to young adults, and are introduced clearly at the beginning of each unit.

The first exercise gives students the opportunity to test their prior knowledge by introducing topic-related vocabulary.

Typical reading tasks include exam-style comprehension questions such as multiple-choice, True/False or inserting sentences into a text.

The Critical thinking activity embedded in every Reading lesson goes beyond traditional comprehension exercises to guide students towards the use of higher-order thinking skills. It also gives students the opportunity to develop analytical skills and use them in an authentically communicative way.

7 Marketing campaign

Reading

VOCABULARY Advertising and selling

1a Read these statements about how companies advertise and sell their products. With a partner, discuss the meaning of the words and expressions in bold.

- They **launch** a marketing campaign on TV.
- They give away **freebies**.
- They make **cold calls**.
- They get a celebrity to **endorse** their product.
- They change the **brand name** or logo.
- They put posters on **billboards** in streets.
- They use **word-of-mouth publicity**.
- They use **banners** and online videos.

1b Match the words in bold in 1 with the definitions a-h.

- the name that a company chooses for its particular product or group of products
- an advertisement on a website
- things given to you that you don't have to pay for
- people talking to each other about and recommending a product
- unexpected phone calls or visits by someone trying to sell you something
- say in public or in an ad that you like a product
- large boards used for advertisements in an outside public place
- make public a series of things such as adverts or commercials that try to persuade a person to buy a product

2 **WORK** Work with a partner. Which three methods of advertising products do you think are the most effective? Which one do you think is the least effective? Give reasons and examples of advertisements you have seen.

3 Read the article and explain what the photos represent in terms of advertising.

EXAM SUCCESS

In multiple-choice reading activities, begin by taking away options that in your opinion are definitely not correct. Then read the other options and the relevant section of the text in greater detail.

▶ EXAM SUCCESS page 149

4 Read the article again and choose the best answers.

- Marketing companies have had to change their tactics because
 - people don't notice traditional adverts
 - customers weren't buying enough products
 - traditional ads don't give enough information
 - how people find out about products has changed
- People prefer influencers to celebrities because
 - they give more information about products
 - a lot of people follow them
 - they don't get paid to promote brands
 - according to the article, vloggers
- According to the article, vloggers
 - have more fans than sports, TV and music stars
 - are always employed by marketing companies
 - are better known than celebrities
 - have a lot of influence over young people
- The Pepsi Max campaign
 - used online stars to promote their product
 - gave prizes for talking about the product
 - used a competition to promote their product
 - offered a trip if people visited their website
- In the Samsung campaign
 - fans could buy the new phone before it appeared in the shops
 - fans could buy the phone more quickly if they promoted it
 - people recorded videos of queues
 - over 70,000 people joined an online queue
- The shop and pizza restaurant campaigns
 - required people to post photos online
 - asked people to tweet the company's name
 - offered to reduce prices in return for publicity
 - involved giving people freebies

5 **CRITICAL THINKING**

Think! Then compare ideas with your class.

- Successful advertising causes a failure of critical thinking. How far do you agree?

6 Guess the meaning of the underlined words from the context. Then use your dictionary to check.

7 **SPKING** What about you?
Which of these marketing campaigns seems most effective? Why?

Reading texts focus on stimulating topics using recognisable and relevant contexts.

In the reading texts students encounter new and varied vocabulary, with a focus on 21st century themes and issues.

Original, memorable and engaging images enhance students' learning experience.

Reading

WHAT'S NEXT FOR MARKETING? YOU!

“People like being informed about products by people they know, and they want to get involved.”

They say that the average person is exposed to thousands of advertisements every day. They're on billboards, banners, TV and increasingly on our mobiles, too. Not surprisingly, people have grown tired of advertising and cynical about the claims that adverts make. Marketers are having to find innovative ways to reach potential customers and they're turning to social media to do so.

People nowadays want to be informed about products, and get opinions from people they trust. According to a recent survey, nearly three quarters of consumers turn to social networks to help them to make a decision about what to buy. A recommendation from a friend or someone they know has more credibility than any advertisement or product review. So marketers have realised that they need to encourage people to talk about their products online.

One way they're doing this is through so-called online 'influencers'. An influencer can be anyone who has an influence over other people's purchasing decisions. Traditionally, these have been celebrities, who are used by marketing companies to endorse brands. But savvy consumers are becoming wise to this kind of advertising. Celebrities are known to have representatives who dictate much of their lives and decisions, and they're also paid huge sums of money for endorsement deals.

So, more recently bloggers and video bloggers have taken over as the stars with the real power.

Bloggers and vloggers are seen as more authentic and reliable than celebrities, and when they recommend a product, consumers are much more likely to trust their advice. They often have large and loyal followings. They also tend to focus on one particular area, such as fashion, fitness or technology. Theya have and size bags, also known as Zibels, are two beauty vloggers. They record videos in their homes, covering everything from make-up tutorials to best buys. With millions of followers, they have wide reach: companies who pay them to promote their brands. The gamer Felix Kjellberg, or PewDiePie, who records himself playing video games, has done little-brand promotion to date, but sales of games increased dramatically after appearing on his channel.

video bloggers hold particular sway when it comes to young people. In one study, 1,500 teenagers were asked questions to compare celebrity and online influencers. With 25 well-known personalities to choose from, half of them from the world of sports, TV and music and half online stars, the teens ranked the online stars as more popular. The online influencers also came out on top in terms of approachability, authenticity and other criteria.

Marketing companies are also experimenting on ways to create a buzz about their products online. Pepsi Max, for example, launched a campaign in which they challenged fans to perform a series of social media tasks, including tweeting why they liked the drink more than a rival brand. Prizes such as a TV or a year's supply of Pepsi were offered in return for completing the tasks quickly, and the most successful fans went on to compete for a public tip. The brand had over 7,000 entries and more than 10,000 people visited the competition website.

Samsung turned to fans to create excitement before the launch of a new Galaxy smartphone. Instead of allowing people to wait in line to buy the phone, Samsung created a virtual queue. People could sign up and create a profile and then they could

... make up the queue by talking about the product online. The more fans, tweets and comments they generated about the phone, the closer they got to the front of the queue. The results of the campaign were impressive – 12,000 people got involved and they shared 71,000 status updates about the product.

These marketing strategies have even been adopted by small companies on a local level. One little-known South African retailer created a campaign in which visitors to their shop were offered a 10% coupon if they took a selfie of themselves trying on some clothes and tweeted it using the company's name in the hashtag. They managed to get many people into the store, trying on clothes and sharing images of their outfits. A pizza company had another inspired idea when they offered to reduce the price of the main pizza of the day according to how many people tweeted a particular hashtag before midnight. The result was half-price pizzas and a lot of word-of-mouth publicity.

It seems that social media is breaking down the barriers between advertisers and potential buyers. People like being informed about products by people they know, and they want to get involved. So what does that mean for the future of marketing? Perhaps that products will be promoted more and more by the people who really use them.

Grammar in context

Flipped classroom: watch the grammar presentation video.

Passives, passive infinitives and passive gerunds

- Look at the sentences and answer the questions.
 - a People nowadays want to be informed about products
 - b Prizes were offered in return for completing the tasks quickly
 - c Perhaps products will be promoted by the people who use them
 - d These marketing strategies have been adopted by small companies
 - e They like being informed about products by people they know

GRAMMAR REFERENCE

- Complete the text with the correct passive form of these verbs. Use each verb only once.

analyse • ask • brainwash • expose
read • show • use

Neuromarketing is a new procedure where scientists use functional Magnetic Resonance Imaging to investigate how our brains react when they (a) _____ to publicity. First, you get inside a long white tube, which is in fact the scanner. Then, while images of products (b) _____ on a screen in front of you, you (c) _____ to imagine yourself using the product. When you finish, the results (d) _____ by experts in the human brain. Basically, when a certain part of the brain is active, it means that we are interested in the product. In this way, advertisers can test out their products and adverts on a number of people before 'going public'. The concept of neuromarketing appeared for the first time in 2002. Since then, the procedure (e) _____ by many companies because the answer to the question 'Do you like this product?' is not at all reliable. Meanwhile, though, the idea that our minds can (f) _____ by scientists worries some people. Nobody likes the idea of (g) _____, and maybe companies will use neuroscience to do precisely this in the future.

Passives with verbs with two objects

- Look at the sentences and answer the questions.
 - 1a They pay celebrities huge sums of money
 - 1b Huge sums of money are paid to celebrities
 - 1c Celebrities are paid huge sums of money.
 - 2a They offered visitors to the shop a \$10 coupon
 - 2b A \$10 coupon was offered to visitors to the shop
 - 2c Visitors to the shop were offered a \$10 coupon.

GRAMMAR REFERENCE

- 1 Which sentence contains a passive infinitive?
- 2 Which contains a passive gerund?
- 3 What tenses are the passive verbs in the other sentences?

- In sentence b, in the context of the article on page 85, which is more important – the action or the agent (the person who did it)?
- 5 Do you always need to state the agent in passive sentences? Why/Why not?

Causatives

- Look at the sentences and answer the question.
 - a Suzie had/got her photo taken by a friend
 - b Suzie got a friend to take her photo
 - c Suzie had a friend take her photo

GRAMMAR REFERENCE

- Did Suzie take the photo herself in any of the sentences above?

5 SPEAKING Complete the questions with the correct form of the verbs given. Then ask your partner the questions.

- When was the last time you had your eyesight _____ (test)?
- Do you usually get somebody _____ (give) your lifts? Who?
- Have you ever had somebody _____ (fix) your computer? Who?
- Have you ever got somebody _____ (do) your homework for you? When and why?
- Have you ever had clothes _____ (make) for you? What was it? Why?

The Flipped classroom grammar presentation video provides a versatile and flexible learning tool, and an alternative grammar presentation which gives students greater control over their learning. Ideal for visual learners, research shows that the Flipped classroom can create a more effective language-learning environment.

The Grammar guide box highlights sentences from the reading text. Students are asked to work out key information about the form and use of the grammar. The students are then referred to the Grammar reference section in the Language checkpoint at the end of the unit to check their ideas.

Students progress to controlled grammar practice.

The final grammar activity asks students to use the new grammar in active, oral communication.

Vocabulary is brought to life with skills activities, allowing students to personalise the language.

Developing vocabulary

Word formation

- Read the sentences with adjectives. What is the suffix in each adjective?

- Bloggers are more authentic than celebrities
- A recommendation is seen as credible
- People have grown cynical about adverts
- Social media has become more important
- Marketers are having to find innovative ways to reach potential customers
- Some vloggers are lucky and earn money
- Marketers need to make memorable ads
- Many people think ads are pointless
- The campaign was hugely successful
- Teens are not influenced by childish ads

- Add a suffix to each of these words to create an adjective. In some cases, more than one suffix is possible. Make any changes to the word that are necessary.

effect • fun • help • optimist • origin
predict • reset • sense • thought • young

- Which words in 2 can you change to an adverb by adding -ly?

- Look at these sentences and decide what difference the suffix -ish makes to a word.

- I should be home about eighth
- I wouldn't say I'm tall, but I'm tallish
- My hair is straightish

- SPEAKING Write down at least five adjectives to describe yourself. Each adjective must contain a suffix (one or two can contain -ish). Compare adjectives in pairs.

- SPEAKING Work with a partner. Look at these words and answer the questions.

autograph • collectable • creative
criticism • endorsement • famous
imagination • instantaneous • intensify
likelihood • modernise • multi-purpose
officially • originality • post-concert
powerful • pre-concert • readiness

- Underline the prefix or suffix in each word
- Decide either a) what meaning each prefix adds to the root word, or b) what type of word the suffixes create

- Work with a partner. How many new words can you make from the words below by adding prefixes and/or suffixes? Use the list of prefixes and suffixes on pages 145-146 to help you.

- | | | |
|----------|-----------|--------|
| 1 nation | 3 produce | 5 cook |
| 2 able | 4 act | |



- Read the text. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line.

Shopping in supermarkets used to be simple, but over the past twenty years it has become (a) _____ more sophisticated. In fact, it has become so complicated that a whole new profession has come into (b) _____ the retail anthropologist. Retail anthropologists study shoppers in the supermarket, for example. They use a (c) _____ of techniques to analyse how many products each shopper touches, which labels they read, how long they spend in each aisle. Their (d) _____ to detail certainly pays off. Although the way we shop may seem totally (e) _____, retail anthropologists can find important trends that help shop owners to design their supermarkets. The location is important for a start (f) _____ if your supermarket is next to a bank, it won't do very good business since it has been found that banks remind people of how much money they owe and this stops them from going in and spending more. Amongst the other (g) _____ made is the importance of mirrors. When we see a mirror, we tend to slow down, and so you can sell a product more (h) _____ if it is close to one. This leads designers to (i) _____ their designs, and one supermarket looks very similar to another. On the other hand, supermarkets are far more (j) _____ to disabled people than they used to be.

INCREASE

EXIST

VARY

ATTEND

PREDICT

FORTUNE

DISCOVER

EFFECT

STANDARD

ACCESS

EXAM SUCCESS

In word-formation cloze tests, remember that the spelling of some root words changes when we add a suffix or a prefix. Also, for some words you may need to add a prefix and a suffix. Lastly, check whether any words need to be plural.

▶ EXAM SUCCESS page 148

The second vocabulary set in a unit is often not a traditional lexical set. It may examine a 'system' of vocabulary and often bridges the gap between vocabulary and grammar.

Students are given the opportunity to practise the language they have encountered in the activity.

Gateway to life skills at B2+ offers three strands of lessons (Academic skills, Life skills, and 21st century skills) which equip students with the necessary transferable skills beyond school. Each unit has a Life skills lesson that allows students both controlled and freer language practice, using what they have learnt in previous lessons in a cumulative way.

The Life skills lesson is introduced to students with clear objectives.

Students are shown the key concepts of the Life skills lesson in a clear and concise form and have the chance to explore issues of universal interest and importance.

Engaging videos show a variety of different contexts including authentic interviews with teenagers and experts, vlogs, debates, lectures and role-plays.

Gateway to life skills: Money and finance

Understanding the GLOBAL ECONOMY

21st CENTURY SKILLS OBJECTIVES

- To consider the advantages and disadvantages of globalisation.
- To learn about implications of globalisation on jobs in the future.
- To investigate where and how things we use every day are made.

KEY CONCEPTS

Interdependent (adj): Countries no longer operate independently of each other. They are interdependent.

developing countries (n): Countries that are producing and developing countries to reduce costs.

economic growth (n): One of the main benefits of globalisation is economic growth, especially in industrialised countries.

1 SPEAK Work with a partner. Talk about the clothes you're wearing and the things you're carrying with you. Do you know where they were made?

2 ANSWER these questions.

- What do you think of when you hear the word 'globalisation'?
- What are some good things and bad things about it?
- What effect do you think it will have on jobs in the future?

3 READ Read the article about the global economy and answer these questions.

- On balance, does the article suggest there are more advantages or disadvantages to globalisation?
- What is the main implication for young people?

4 READ the article again. Make notes on the advantages and disadvantages of globalisation. Add any other ideas that are not mentioned.

	Advantages	Disadvantages
For industrialised countries		
For developing countries		

5 SPEAK Work with a partner. Discuss these questions.

- Are you surprised by the results of the survey? Why/Why not?
- How would you evaluate your awareness and knowledge of the world?
- What are some ways to gain a better understanding of global issues?

6 SPEAK 21 Three people are talking about how globalisation affects their workplace. Watch the video or listen. Make notes of the following:

- Their job
- The positive effects of globalisation
- The negative effects of globalisation
- The methods of communication they use
- The skills needed in the global workplace

21st CENTURY TASK

You're going to research a product that you use regularly and make a presentation about where and how it is made.

Follow this plan:

- Choose a product, e.g. a food product, clothing, sports shoes, a drink.
- Find out how and where it is made using books or the Internet.
- Prepare a presentation.
- Give your opinion about what your research shows about the effects of globalisation.
- Give your presentation to the class.

GLOBALISATION Are you prepared for it?

You might have made in China and your mobile comes from Japan. You can eat at McDonald's in Moscow and watch an American film in Rome. Advances in technology such as mobile phones, laptops, telephones and the Internet have made the growth of transport and communication networks possible. Amongst other things, this means that people and countries can exchange information and goods more quickly and in a less complicated way in a process called globalisation. But what are the downsides of the global market? And how will it affect jobs in the future?

Globalisation means we have access to more goods and at more affordable prices, but it comes at a cost. When a company moves production to an economically disadvantaged country because of the lower costs involved, people in industrialised regions lose their jobs. Many cities, such as Birmingham and China have low wages and their working conditions are often poor. Big fashion companies, for example, sell well known brands at a healthy profit, but the people who make the clothes earn only a fraction of the price at which they're sold.

Interdependency also means that if there is a problem in one country, it can have far-reaching effects elsewhere. Many multinational corporations obtain raw materials in one country, manufacture their products in another and sell off over the world. If these materials aren't available, then they can't do economic transactions across the globe.

What's more, globalisation causes ecological problems. The number of planes, ships and forest that are used to transport goods from one country to another is constantly on the increase, which means more carbon dioxide is released into the atmosphere. That in turn, leads to global-warming.

The good news is that consumers are becoming more aware of the issues, especially when it comes to how products are made. Increasingly, customers are being persuaded to improve ethical standards. Last year, the iconic jeans maker, Levi's, announced a plan to offer financial incentives to businesses in developing countries if they improve conditions for their employees and their environmental performance.

Raw materials are gathered from one country and sold around the world.

So while globalisation encourages economic growth, especially in developing countries, it also poses its own challenges. Which is why companies are beginning to consider the skills that young people will need to become the business leaders of the future. It seems that it may no longer be enough to get the best exam results to succeed in the global workplace. It's a new kind of knowledge and awareness of the wider world that's more important to them than academic qualifications. In particular, they will need the ability to think critically about global issues, to understand different perspectives and to interact well with people from diverse countries, and many were concerned that young people were not aware of the importance of global thinking.

Students have many opportunities to give and share their opinions.

The lesson culminates in a productive task such as giving a presentation, creating a poster or making a plan. It gives students the opportunity to use language in an authentic and collaborative context while practising a useful and transferable Life skill.



Macmillan Life Skills winner of the ELTon award for Innovation in teacher resources!
 Go to macmillanenglish.com/life-skills/resources to explore our collection of Life Skills resources.

1 SPEAKING Work with a partner. Look at the pictures and answer the questions.

- Where would you expect to see these logos?  
- Are there many products in your country which claim to be 'green'? Which types of product?
- What do you think the term 'greenwashing' might mean?

2 LISTENING Listen to an interview with a consultant for a consumer protection organisation and choose the best answers.

- An American marketing firm
 - found 1,018 environmentally friendly products.
 - found 1,017 environmentally friendly products.
 - investigated 1,018 different products.
 - were astonished that they couldn't find even just one environmentally friendly product.
- The problem with one shampoo manufacturer was that it
 - the shampoo was organic, but when it was tested, it evidently wasn't.
 - it had proof that the shampoo was organic, but the proof didn't exist.
 - it had proof that the shampoo was organic, but the proof was falsified.
 - something that was only partially true.
- The consultant says
 - all natural products are good.
 - all products are essentially natural.
 - knowing a product is natural is not good enough.
 - companies should list all the natural ingredients in a product.
- The consultant tells us
 - to buy products that claim they are CFC-free.
 - not to buy products that claim they are CFC-free.
 - any product that says it's CFC-free is lying.
 - CFC-free products are the best for protecting the ozone layer.
- The consultant tells us that one of the keys to buying products that help the environment is
 - to read all the information and then check that the information is true.
 - to disbelieve the ecological claims that companies make.
 - not to believe that all products with an Ecologo or Green Seal are good for the environment.
 - not to reject a product if the manufacturer mentions something negative about it.

3 SPEAKING What about you?

- What would you propose to stop companies making false claims about 'green' products?
- What reasons are there for people not buying green products?
- What could be done to encourage people to buy more?
- What other things can people do to be 'green' in their daily lives?

Collaborative tasks - 1

1 SPEAKING Work with a partner. Which of the advertisements (a-e) do you like and why?





Students listen to a wide variety of realistic types of recording which include dialogues, radio programmes, adverts and interviews.

The Developing speaking lesson develops students' oral skills with a highly-structured and supportive approach to speaking.

The listening tasks mirror the types students will find in listening exams, such as True/False, completing notes and matching.

There are four **Exam success** boxes in each unit. They ask students to reflect on the best way to approach a specific exam task. Students can discuss the question in pairs and they are then directed to a special section at the end of the book where useful strategies and tips are explained.

The **Speaking bank** highlights and analyses key language for students to refer to during the productive phase of the speaking task.

Students are given extensive practice of the language they have learnt in the **Practice makes perfect** activity.




2 SPEAKING Read the instructions for the speaking task and then listen to two people doing the task. Which advertisement do they choose and why? Do you agree with their decision?

Here are some advertisements that have recently appeared in magazines. First, talk to each other about what messages you think the adverts are giving about the products that they are trying to sell. Then decide which advert you think is the most effective at selling the product.

- 3 Answer these questions:**
- Did the students do both parts of the task?
 - Did they always agree?
 - Did they reach a decision at the end?
 - Did both students speak for more or less the same amount of time?

EXAM SUCCESS

In collaborative tasks, you must interact with your partner. This means asking them questions, making suggestions, expressing opinions and above all listening and responding to what your partner says.

▶ EXAM SUCCESS page 152

4 Look at the expressions in the Speaking bank. With a partner, add as many expressions of your own as possible to each category.

SPEAKING BANK

Useful expressions to negotiate and collaborate

- Asking your partner's opinion**
- What do you think about (the first ad)?
 - What about you?
 - So what shall we (choose)?
 - Don't you think so?

- Making suggestions**
- Why don't we choose (this one)?
 - Let's ...

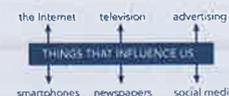
- Agreeing with your partner**
- Yes, you're right.
 - I see what you mean.
 - Absolutely.

- Partially agreeing with your partner**
- I see what you mean, but ...
 - I suppose so, but ...

5 SPEAKING Work with a partner and practise doing the task in 2. Give your own opinions.

6 PRACTICE MAKES PERFECT SPEAKING Work with a partner and do this task. Use expressions from the Speaking bank.

The things below have a strong influence on people in their daily lives. First, talk to each other about the ways these things influence us. Then decide which you think has the biggest impact on the world today.



Developing writing

A report

- 1 Work with a partner. Discuss these questions.
 - 1 Do you think that advertising generally has a positive or a negative effect on society? Why?
 - 2 Do you think young people are more at risk from advertising? Why/Why not?
 - 3 Do you think there is too much or not enough control on advertising? Why?

2 Read this task and report. Decide what title you could give to each section of the report.

You see this announcement in an international newspaper.

A large multinational company is interested in knowing how young people feel about advertising in your country. Please help us by writing a report which should:

- outline what media are most commonly used for advertising to young people
- describe the main positive and negative aspects of advertising in your country
- suggest what could be done to improve the approach to advertising in your country.

A report on the relationship between advertising and teenagers in my country

Introduction
The purpose of this report is to outline the most common media used for advertising to teenagers in my country and detail the major positive and negative aspects of advertising. It will also suggest ways of improving advertising here.

Advertising aimed at teenagers has traditionally been in the form of TV commercials. Nowadays, a considerable number of teenagers watch TV online, on mobile devices, or pre-recorded on digital video recorders, which means that they can avoid seeing commercials. Consequently, it will come as no surprise that many companies are changing their strategy and now place their products directly in TV programmes or in video games.

Social marketing is also common. Most teenagers, if not all, use social media and advertisements appear on these sites, although in reality few pay attention to them. At the same time, mobile phone advertising is increasing.

2 While many teenagers have become resistant to advertising, some adverts still grab our attention by being funny or original. Advertisements which provide information, or which show us products that we are genuinely interested in, are considered useful. However, a major criticism of adverts is that they produce unreal expectations in young people. Every advertisement shows a slim and attractive person. Moreover, each of the situations they appear in suggests that the way you look is important. This leads teenagers to become obsessed with their weight or appearance.

3 To avoid the negative impact of advertising on teenagers, I strongly recommend that advertisers include more normal everyday teenagers in their ads. This would help stop teenagers trying to achieve an unnatural perfection, something which can easily lead to depression.

Determiners and quantifiers

3 Read sentences a-h and decide if statements 1-7 are True (T) or False (F).

- a Every actor is always slim and beautiful.
 - b Each of the situations shown gives the impression that appearance is everything.
 - c A considerable number of teenagers watch two or more hours of TV a day.
 - d That will come as no surprise.
 - e Most adverts grab our attention by being funny.
 - f Not all of the ads are good.
 - g None show normal teenagers.
 - h None of the actors look like you or me.
- 1 Every and each are used with singular countable nouns. T/F
 - 2 Each of and every one of go with plural countable nouns. T/F
 - 3 A number of goes with singular countable nouns. T/F
 - 4 No can go with uncountable, singular countable or plural countable nouns. T/F
 - 5 All, all of, most, most of can go with uncountable, singular countable or plural countable nouns. T/F
 - 6 None is a pronoun and so does not go with a noun. T/F
 - 7 None of can go with uncountable or plural countable nouns. T/F

GRAMMAR REFERENCE ► PAGE 14

4 Decide if the sentences are correct. Rewrite the incorrect sentences.

- 1 I always remember each adverts I see on TV.
- 2 There are lots of models in the photo is overweight and very effective.
- 3 All adverts showing people smoking are banned.
- 4 Most of my friends watch hours and hours of television all days.
- 5 Every one of the actors have beautiful shining teeth.
- 6 I have not interest in the world of advertising.
- 7 A number of people I know has worked as models.

5 **SPRING** Read the report in 2 again and discuss these questions with a partner. When you finish, read Exam success and the Writing bank.

- 1 Who is the report written for?
- 2 Is the style more formal or informal?
- 3 Are contractions used?
- 4 Why do you think the passive or impersonal reporting structures are used on several occasions in the report?
- 5 Which linkers are to be found in the report? What do they add to the report?

develops students' writing skills with a highly structured and supportive approach to writing a wide variety of text types.

The second Grammar in context section appears within a Listening, Developing speaking or Developing writing lesson and provides language input and support for the skills. It functions in the same way as the first Grammar in context section, allowing students to discover grammar rules for themselves.

Students are given help in planning and organising the information they need to use in their writing activities. Model texts give students realistic examples of different genres of written texts.

The **Writing bank** highlights and analyses the key language of the writing task and gives help in planning and organising the information they need to include. Students refer to it during the productive stage.

The **Practice makes perfect** activity gives students further practice and refers them to the Writing bank at the end of the book for more extensive support and guidance.

EXAM SUCCESS

The style in which a report is written is of great importance. Often reports are written for organisations, companies or people in positions of responsibility. In this case, the report needs to be formal. Sometimes reports are written for a group of your own peers. Here the style will be a little less formal, but will still be informative.

► EXAM SUCCESS page 152

WRITING BANK

Useful language and expressions in more formal reports

- Use passive and impersonal structures to convey a more serious, formal style
 - Do not use contractions
 - Use linkers of addition, contrast, consequence, etc. to structure your arguments
 - Use determiners and quantifiers to say how general your findings and comments are
- Beginning the report**
- The aim/purpose of this report is to outline/describe/present the findings
 - This report is intended to ...
 - This report is based on ...
- Ending the report**
- As I've previously mentioned,
 - I've (would) suggest/recommend
 - My/four main recommendation/suggestion is ...
 - Having taken everything into consideration,
 - All things considered,
 - All in all,
 - To sum up/conclude,

VOCABULARY: Describing clothes and fashions

6a Match some of these words with the definitions 1-6. Several words may be possible for some definitions. With a partner, check that you understand the other words.

60s/70s/80s style • adventurous • baggy • casual check • chic • classic • flowery • glamorous loose • old-fashioned • plain • scruffy • smart sophisticated • striped • tight • trendy

- 1 fashionable, stylish and attractive
- 2 untidy or dirty
- 3 fitting very close to your body
- 4 very large, not fitting next to your body
- 5 simple in design, with no particular decoration
- 6 with a pattern of squares



6b Work with a partner. Describe the outfits and accessories in the photos.

6c Check that you understand the words in bold. Then answer the questions.

- 1 Do you think the clothes **match**?
- 2 Do you think they **fit** the people wearing them?
- 3 In your opinion, do they **suit** the people wearing them?
- 4 Do you think they would **suit** you? Why/Why not?
- 5 Are there any items of clothing or accessories in the photos that you wouldn't be seen dead in? Which?
- 6 Are any of the clothes in style at the moment? Do you think they could **set a trend** in the future?

PRACTICE MAKES PERFECT

Read the writing task and follow these steps.

- 1 Identify who you are writing the report for and the key information that you need to include in it.
- 2 Decide how many sections you will need in your report and give each one a heading.
- 3 Make notes with ideas for each section.
- 4 Write your report.

An international research company wants to know more about teenage fashion in your country. Help them by writing a report. This should:

- outline styles or items of clothing that are in fashion at the moment.
- explain how important (or not) you think fashion is for teenagers
- recommend any improvements to the fashion industry in terms of products, models, prices and marketing.

WRITING BANK ► PAGE 140

Grammar reference

For the passive, see page 167.

Passive infinitives and gerunds

FORM
We make passive infinitives with to be + past participle.
We make passive gerunds with being + past participle.

USE
The decision whether to use an infinitive or gerund depends on the preceding verb, preposition or structure.
I love being polite.
I am to be respected.

The passive verbs with two objects

FORM
Some verbs are followed by two objects, one usually a thing and the other a person. When this happens, we can make two different passive sentences.
I was given a surprise.
A surprise was given to me.

It is more common to make passive sentences with the person or people as the subject.
These common verbs are followed by two objects: give, send, tell, show, lend, pay, promise, refuse, offer, teach, bring, buy, owe.

Causatives

FORM
Subject + have or get + object + past participle (by + agent)
Subject + have + agent + infinitive (without to)
Subject + get + agent + to-infinitive

USE
We use these structures to talk about actions people do for us, often for payment. Get is slightly more informal.

With these structures we make different tenses by changing the tense of have or get.
He gets his friend to fix his computer.
He's having a friend fix his computer.
With the structure subject + have or get + object + past participle, we can use the preposition by to introduce the agent. If it is not important who does the action we do not put anything.
His hair was cut by a friend.

Determiners and quantifiers

FORM
a (large/small) number of (+ plural countable nouns)
all, all of (+ singular, plural and uncountable nouns)
most, most of (+ singular, plural and uncountable nouns)
each, every (+ singular countable nouns)
each of, every one of (+ plural countable nouns)
no (+ singular, plural and uncountable nouns)
none (without of, cannot go with another noun)
none of (+ plural countable and uncountable nouns)

USE
Each and every are followed by singular verbs.
Each one is different. Every day is different.

None of can be followed by a singular or plural verb if it refers to a plural countable noun.
None of my friends likes that film.
Most of and all of can be followed directly by a noun if there is no other determiner.
Some people miss children.
We must use some of and most of if we use another determiner.
Some of the people who came were angry. Most of the chocolate disappeared.
All does not have to go with of if there is another determiner.
All left the people here are friends of mine.

Vocabulary

For noun, adjective and adverb suffixes, prefixes, advertising and selling and describing clothes and fashions, see wordlist page 141.

Each unit has a **Language checkpoint** with tables and explanations for quick reference or deeper reflection. Teachers and students can test progress by using the exercises on the review page opposite the reference page.

The **Grammar reference** at the end of each unit enables students to revise for tests more easily, and consolidates understanding of what they have studied.

A list of the main vocabulary sets in the unit is followed by a reference to the wordlist at the back of the book which contains all the new words and phrases that appear in the unit.

Grammar revision at the end of each unit enables students to revise for tests more easily, and consolidates understanding of what they have studied.

The revision section includes marking points to help track where more work may be needed.

There is also a **Vocabulary revision** section. The revision sections can be used for self-study as well as in class.

Grammar revision

Passive structures // 7 points

1 Decide if the sentences are correct. Tick (✓) the correct sentences and rewrite the incorrect sentences.

- A prize was given to the director.
- Don't worry, the money has received.
- After be seen by the doctor, she left the hospital.
- The truth was told to me.
- This is the apartment that is being stayed in by us.
- The packages are been sent by airmail next week.
- I'm meeting by two friends at the airport.

2 Rewrite the sentences using the word given.

- Tanya always cuts his hair for him. **HAS**
He always _____ by Tanya.
- Her mum picked her up. **BY**
She got _____.
- Decorators are decorating their house. **GETTING**
They _____.
- They'd delivered the pizza for us. **DELIVER**
We'd had _____ the pizza.
- They thought that the burglar knew exactly what he was looking for. **THOUGHT**
The burglar _____.
- I got the shop assistant to wrap the present. **WRAPPED**
I _____ the shop assistant.
- I want them to print it out for me. **HAVE**
I'm going to _____ it out for me.

Determiners and quantifiers // 6 points

3 Complete the sentences with these words. There are three extra words. all • each • has • have • no • none • not • number • one

- Life is surprising - _____ day is different.
- Money, riches, fame _____ of them interest me.
- Who's eaten my cake? _____ of it has gone!
- There is _____ doubt he is wrong.
- I've read every _____ of the books on that shelf.
- Each of these actors _____ endorsed a product.

Vocabulary revision

WORD FORMATION // 7 points

1 Complete the sentences with the correct form of the words given.

- Let's think _____ (sense) about this.
- There has been a _____ (understand) of I didn't order this.
- It was _____ (point) queuing for a ticket when they had already sold out.
- The fashion designer was praised for the _____ (origin) of her latest collection.
- No one knows who is going to win. The result is _____ (predict).
- People are becoming _____ (increase) tired of commercials on TV.
- She expected me to respond to her email _____ (immediate).

ADVERTISING AND SELLING // 7 points

2 Read the definitions and complete the expressions.

- give away a _____ when a company gives you something you don't have to pay for
- _____ a product, say in public, you like a product
- make cold _____ unexpected telephone calls or visits by someone trying to sell something
- launch a marketing _____ make public a series of adverts to persuade people to buy a product
- _____ publicity when people talk to each other about a product or recommend it to each other
- a _____ name: the name that a company gives to its particular product or group of products
- _____ a large board used for advertisements in an outside public place

DESCRIBING CLOTHES AND FASHIONS // 6 points

3 Write a simple definition for the words and expressions.

- casual
- set a trend
- be seen dead in
- match
- loose
- stripy

Total: // 40 points

Gateway to exams: Units 7-8

TIP FOR READING EXAMS

In multiple-choice activities, remember... You may find the same words in the text and in one of the options, but this does not mean it is the correct answer.

EXAM SUCCESS page 149

1 Read the text and choose the best answer (A, B, C or D).

- 1 The writer suggests that Red Bull's success is surprising because...
A the company didn't use to be particularly big.
B the firm is not a multinational.
C they need to spend a lot of money on events.
D you wouldn't expect it, based on the product they sell.

- 3 When Baumgartner jumped from the edge of space...
A it cost Red Bull much more than they expected.
B it made him a star.
C it was widely publicised by Red Bull.
D it promoted Red Bull around the world.
4 The Red Bull events...
A are devised by the company executives.
B have often proved fatal.
C have caused some negative publicity.
D are always suggested by the athletes themselves.

EXTREME MARKETING

Brands attract customers with hair-raising experiences

Tired of the routine commercials and sponsorships deals, some brands are turning to ever-more spectacular feats in order to promote their products.

Recently, the freerunner Ryan Doyle travelled the world, jumping off...
The idea isn't new... it has long been forgotten...
While the idea isn't new... it has long been forgotten...
Three million tweets were sent about the jump, including those from people encouraged by Red Bull to send their questions to Baumgartner's post-jump press conference.



living machines that are propelled off a pier into the sea or a lake, and the famous cliff diving competitions.

While the idea isn't new... it has long been forgotten...
Three million tweets were sent about the jump, including those from people encouraged by Red Bull to send their questions to Baumgartner's post-jump press conference.

Many of the ideas for events and stunts come from the athletes themselves...
The contest included a Hungarian ice skater, pilot, triathlete, and some Red Bull executives.

crematorium against the brand for encouraging such risk-taking. One pilot crashed his jet during the Flying Bulls event, and three others, a skier, a parachutist and a base jumper, were at firm's risk during the action that killed them.

In spite of that, the brand for spectacular displays seems to be catching on with other companies. For instance, when Pepsi launched a new orange drink, it brought in international skateboarders and well-known athletes from the world of BMX and MMA for its Xtreme Tour of five Indian cities. The event, the first of its kind in the country, promoted a spirit of contest and fun when people contest their personal videos of stunts on YouTube.

As one commentator said, there is pressure to perform ever more dangerous acts, and while there is a danger to see them, these activities are likely to continue to push themselves to even greater limits.

Students are referred to the Exam success pages at the back of the book for more detailed exploration of the skills they have been learning and the best way to approach a specific exam task.

Every two units the Gateway to exams pages allow students to test their progress and at the same time develop their skills through targeted training tasks for exams.

Authentic exam-style skills tasks give students an opportunity to practise the types of activities they will encounter in their exams, while also providing all the support they might need to do so.

Use of English

TIP FOR USE OF ENGLISH

In word-formation cloze tests, remember... Read the text once quickly to know the general meaning. Then, when you look closer at each gap, read to the end of the sentence, not just to the end of the line.

EXAM SUCCESS page 148

2 Read the text below. Use the word given in capitals at the end of some of the lines to form a word that fits in the gap in the same line.

Felix Baumgartner is (a) PASSION about extreme sports, and loves pushing himself to the limits. In 2012, he became famous for making the (b) SPECTACLE jump from a helium balloon at a height of 120,000 feet, in the upper stratosphere. He was the first man to travel faster than sound without vehicular power. Even though the details of the jump were calculated and (c) THEORY nothing would go wrong, it was still taking a huge risk. When American Joe Kittinger jumped from a balloon at 76,000 feet in 1959, he lost (d) CONSCIOUS and started to spin round and round at a speed of 120 mph. It was only his automatic parachute opener that saved his life. According to him, the higher you go, the more hostile the environment is, and the (e) FAR you fall, the friendlier it is (f) SURPRISE for such an experienced adventurer, Baumgartner claimed that he was not afraid. He is certainly no stranger to (g) DANGER exploits. In the 1970s he began BASE jumping, which is basically parachuting from buildings or bridges, often (h) LEGAL as with his (i) MEMORY jump from the hand of the statue of Christ the Redeemer in Rio de Janeiro. Nevertheless, Baumgartner insists that he didn't just do the jump for the thrills. He wanted to prove that astronauts can get safely back to Earth if they are forced to jump out of their craft at these amazing (j) HIGH

Speaking

TIP FOR SPEAKING EXAMS

In collaborative tasks, remember... Make sure you know whether you must come to an agreement or decision or not.

EXAM SUCCESS page 152

3 Work with a partner. Do the task.

Talk to each other about why these experiences would be memorable. Then decide which two experiences would be most memorable.

- winning a sports trophy
getting married
participating in an extreme sports event
graduating from university
having a baby
travelling to a new country

Writing

TIP FOR WRITING EXAMS

For guidance on writing reports, see page 152. For guidance on opinion essays, see page 152.

EXAM SUCCESS page 152

4 Choose one of these two tasks.

1 A local sports club wants to know about attitudes of teenagers towards sports and outdoor activities. As a member of the club, you have been asked to write a report.

Read the memo from the sports club on which you have made some notes, and the results of a survey you carried out at school. Then write your report.

We are keen to encourage more teenagers to participate in sports. In order to offer suitable activities, we would like to know what sports and outdoor activities are popular, and what sports or activities teenagers would be interested in trying in the future. We would also like to hear your suggestions for how we could offer. We appreciate your cooperation. Leo Samson

RESULTS OF STUDENT SURVEY

- Currently member of a sports club: yes 45% no 55%
Currently popular: football, basketball, volleyball, handball, e-sports, swimming, aerobics
Possible interest: dance, martial arts, snowboarding

2 'Advertising has a profoundly negative impact on our lifestyle.' Do you agree with this statement?

Exam success pages with detailed instructions and examples for various exam tasks.

Useful exam tips cover all of the skills - Writing, Speaking, Listening, Reading and give guidance for Use of English tasks, providing invaluable reminders and hints for students to approach their exams fully prepared.

The *Gateway 2nd Edition* Digital Student's Book offers a content-rich interactive learning experience for your students, facilitating dynamic and engaging lessons.

Contains:



Interactive Student's Book activities

Students can work through interactive versions of the Student's Book exercises, developing their language skills through collaborative or individual learning.



Complete class audio

Enhanced Student's Book pages are easy to navigate, and contain embedded audio and video, as well as interactive activities.



Integrated video

Note-taking function

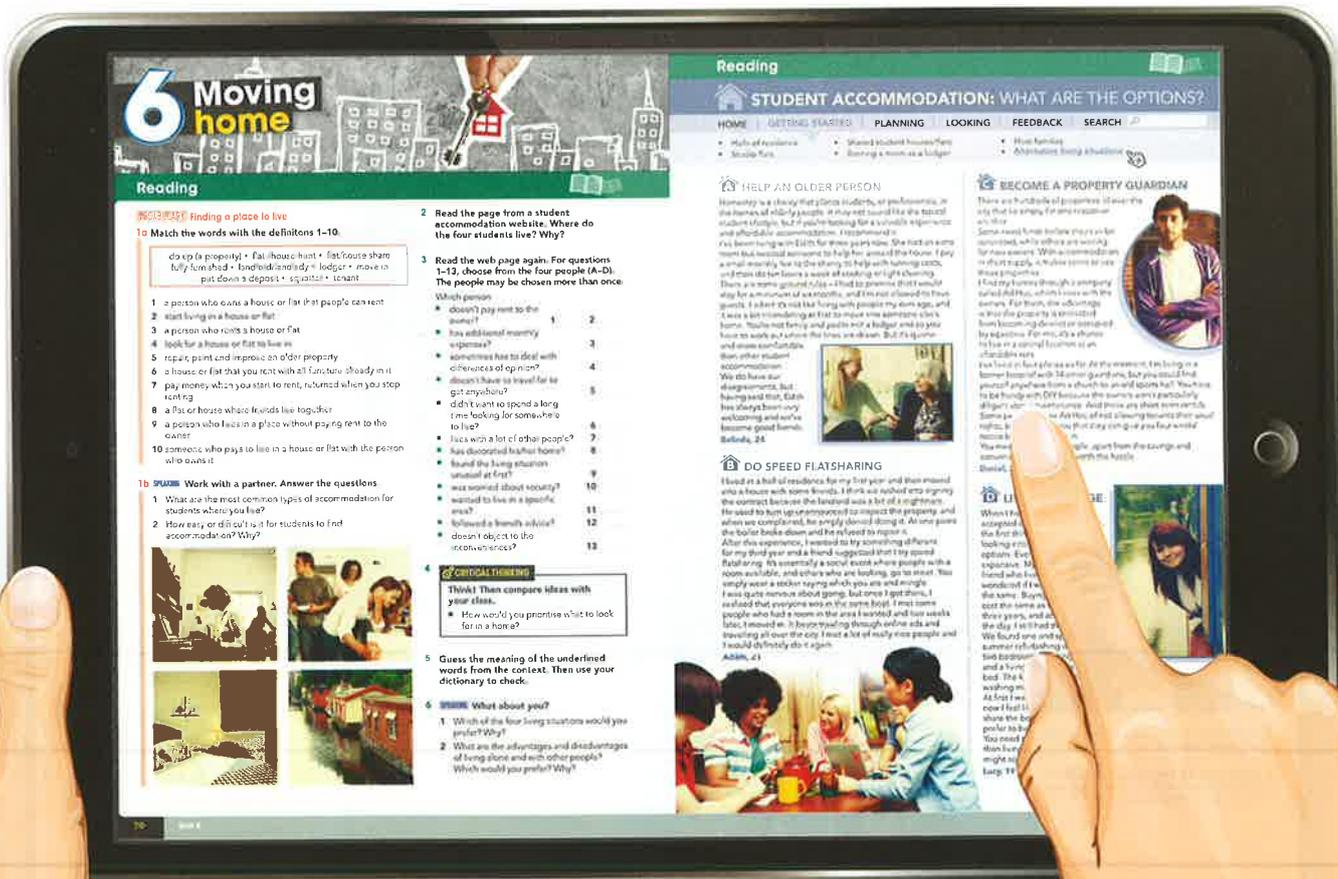
The Notes functionality enables students to put language into meaningful written practice, take presentation notes, or even add links for further research.



Automated marking

Gradebook

Completed exercises will be automatically marked and grades synced to your teacher Gradebook when online.



Bring *Gateway 2nd Edition* to life in the classroom with your complete presentation and teaching tool.

Contains:



Interactive Student's Book activities



Complete class audio



Integrated video



Answer key feature



Note pad feature

Pages contain interactive versions of many of the Student's Book exercises with automated marking offering instant feedback.

Class audio and video can be played at the click of a button.

The built-in tools allow you to annotate and customise your presentations in advance.

Gateway to life skills: Social skills

Negotiating in situations of CONFLICT

LIFE SKILLS OBJECTIVES

- To understand why conflicts arise when sharing accommodation
- To identify appropriate ways of resolving conflicts
- To practise resolving a conflict in a flatmate situation

KEY CONCEPTS

respectful [adj]: Most conflicts can be resolved with a mature and respectful conversation. lose your temper [v]: Try not to lose your temper. If you get angry, it will only make matters worse. a compromise [n]: A solution will probably involve a compromise, with each person giving something and getting something.

Approach your flatmate in private

- Make sure that this is a good time for both of you to talk. If one of you feels rushed, the conversation is less likely to be effective.
- Be direct. Say clearly what is annoying you, but refer to the behaviour rather than your flatmate's personality. That way, his or she won't get defensive.
- Be polite. Once you have stated the problem, listen to what your flatmate has to say. Remember there are two sides to every story.
- Be respectful. Presume that your flatmate has the best of a conflict and wants to resolve the conflict, too.
- Evaluate both of your needs. Discuss different ways that you can resolve the problem before deciding on a solution. Make sure that it is acceptable to both of you.
- Remember that a solution will probably involve a compromise, with each person giving something and getting something. The solution may not be your ideal scenario, but it will be an improvement on the current situation.

1 SPEAKING Work with a partner. Look at the photos. What is the possible cause of conflict between flatmates in each photo? What other problems can you think of?

2 What do you think is the best way to deal with each problem?

3 HEARING Read the information at a student accommodation website. Does it suggest the solutions you discussed in 2?

THE ESSENTIAL GUIDE TO FLAT SHARING

Living with flatmates isn't always easy. In fact, conflicts are bound to occur from time to time – sharing a living space can be stressful and sometimes situations that work when you first move in together become more difficult as time goes on. People are always growing and changing, which can impact even the healthiest of relationships.

Some of the most common issues that might cause conflict are cleaning and noise levels. Different people have different values and lifestyles and it's normal for these to collide. For example, one flatmate may feel quite comfortable having frequent visitors to the flat while the other wants the flat to be a quiet place away from social interaction. Whatever the issue, however, most differences of opinion can be resolved with a mature and respectful conversation. Conflict can often arise when one or both flatmates do not have the confidence or communication skills to confront the problem.

Recognise the signs

If you start to notice that your flatmate doesn't want to talk with you, gets annoyed with you over little things, or leaves the room when you're there, you should recognise these as signs of a potential problem.

Mediation

If you are unable to resolve the conflict, it may be helpful to have an unbiased third party to help mediate the discussion.

Things to avoid

- Talking about the problem with other people behind your flatmate's back. This will cause mistrust.
- Leaving notes or post-its. A common way of communicating between flatmates, but the message is easily misunderstood.
- Engaging with someone. However annoyed you may feel, try not to get angry. Losing your temper will allow the other person to do the same. If necessary, get for a bit of time to cool off. For example, go for a short walk.

4 According to the web page, what would you say to a friend who makes these comments about their flatmate?

- I don't understand why we have so many arguments. It isn't normal.
- I had no idea that there was a problem.
- I try to talk to her, but she's always busy or in a hurry.
- When I accused him of being untidy, he just got defensive.
- We came up with a solution to the problem, but I'm still not happy.
- Every body agrees with me that my flatmate is annoying.
- I leave lots of messages, but it doesn't make any difference.
- We had a big argument and both ended up shouting at each other.

5 LISTENING 17 A family are talking about situations that cause conflict in their house. Watch the video or listen. What problem does each person describe?

Mark:

Clare _____

Aisha _____

Ethan _____

6 LISTENING 17 Watch or listen again. How effective were the family at resolving the conflict? What did they do right or wrong, according to the information you read in 3?

LIFE TASK

Imagine that you have a problem with your flatmate. You're going to have a conversation with him/her to try to resolve the conflict.

Follow this plan:

- Work in groups of three. Choose two people to have a conversation and one person to observe.
- Select a problem from the options below.
 - Your flatmate is always taking your food without asking.
 - Your flatmate never does the washing-up after cooking and always leaves the kitchen in a mess.
 - Your flatmate always plays music very loudly and late at night. It disturbs you when you want to study or sleep.
- Have a conversation in pairs to resolve the conflict. Remember to follow the tips from the web page. As you do so, the observer will listen.
- The observer comments on how effectively you were able to resolve the conflict.
- Repeat steps 1–4 with a different observer and problem. Repeat again.

Gateway 2nd Edition offers a Flipped classroom grammar presentation video and a Life skills video in each unit. These integrate effectively into Student's Book lesson stages to enrich classes.



Flipped classroom videos

David Spencer, the author of Gateway 2nd Edition, delivers engaging grammar presentations that accompany one Grammar in context section for each unit. The presentations take a visual approach, introducing concepts and making new structures accessible through examples, timelines and diagrams.

Flipped classroom approach

By presenting the grammar outside the class, Flipped classroom allows more time for in-class practice. To find out more about the Flipped classroom approach, go to macmillangateway2.com

Flexible tool

The videos are a versatile and efficient resource for teachers which can also be used flexibly as a useful tool for mixed-ability groups or for revision.



Life skills videos

The Life skills videos form part of the Life skills lessons. They show British teens and adults demonstrating or discussing the Life skills topic in a way that has direct relevance to all students' lives. There are comprehension tasks on the Student's Book page and further exploitation exercises and activities for the video in the Resource Centre. The video formats are fun and appeal to teens, featuring:

- vlogs
- projects
- interviews

After watching the video, students complete a project or presentation in which they can apply what they have learnt during the Life skills lesson.



1 Use the prefixes and suffixes to complete the words.

able • al • ant • auto • con • ful • hood • ible • ic • ify
ion • ise • ish • ism • ity • ive • less • ly • ment • multi
ness • ous • post • pre • y

Prefixes	Suffixes
anti- graph	assist- rict
cert	skil
pone	cred
-storey	tall
-concern	collect
	neighbour
	danger
	modern

2 Use the correct form of the words given to complete the text.

The recent (a) _____ of cosmetics advertisement has reignited concerns over the (b) _____ effects that airbrushing photos of models used in advertising can have. The advert featured a well-known actress, whose (c) _____ in the photo was younger than in real life. This has become a very (d) _____ issue and psychologists insist that the (e) _____ enhanced looks of (f) _____ people is one of the main factors in the number of young people who suffer from psychological (g) _____ today. Advertising watchdogs are becoming more alert to this problem, and (h) _____ for the cosmetics company, they upheld the (i) _____. Advertisers will need to control the (j) _____ of their photographers in the future.

- WITHDRAW
- DETRIMENT
- APPEAR
- CONTROVERSY
- ARTIFICIAL
- FAME
- ORDER
- FORTUNE
- DECIDE
- CREATE

3 LISTENING 17 Listen to an interview with an advertising entrepreneur and tick (✓) the reason she admires Jason Sadler.

- He has made a lot of money
- He is an expert on using social media
- He uses very unusual advertising methods

4 18 Listen again and choose the correct answers.

- 1 Jason Sadler
 - a has just been nominated for an important advertising award.
 - b got paid for changing his surname to advertise a company.
 - c has a website to help people change their surnames.
 - d permanently changed his surname after selling it.
- 2 What happened to Headsets.com after Jason changed his name?
 - a They made a total profit of \$45,000.
 - b They spent \$6 million less on advertising.
 - c They had increased sales worth \$250,000.
 - d They started specialising in headsets.

3 SurfApp

- a only gives information about the most famous surfing spots
 - b is considering adding weather reports to the app's information.
 - c bought Jason's surname for two years.
 - d has a variety of information that is useful for surfers
- 4 When Jason Sadler set up iWearYourShirt ...
 - a he already had a lot of experience in using social media.
 - b clients weren't interested in using social media.
 - c very few companies advertised on the Internet.
 - d most companies had blogs and Facebook pages.
 - 5 In the 1st year, advertising on iWearYourShirt ...
 - a rose this year in January 1st as on December 31st.
 - b cost more at the end of the year than at the start.
 - c doubled each day starting on January 1st.
 - d cost \$365 for six months.

2 VOCABULARY EXTENSION

5 Tick (✓) the words that form verbs by adding -en or -in, and write the verb form. Some words require additional changes.

bright	long	soft
cheap	loose	strong
dark	narrow	sweet
deaf	red	thin
deep	sad	tight
flat	sharp	weak
hard	short	wide
high	smooth	worse

6 Complete the sentences with the correct form of verbs made from adjectives in 5.

- 1 The council will have to _____ the road at the bend because it is too narrow.
- 2 I've had a big lunch and I need to _____ these trousers.
- 3 Eat a lot of fruit and vegetables to _____ your body's resistance to colds and flu.
- 4 The noise from the explosion was very loud and it nearly _____ the people standing closest to it.
- 5 The sky is _____ and that's a sign that rain is on its way.

Exercises support the Student's Book and give extra practice in developing vocabulary, often through the use of images, puzzles and other engaging tasks.

Vocabulary extension boxes expand on the vocabulary taught in the Student's Book, offering students more challenge. These activities are particularly valuable in mixed-ability classes.

Listening tasks recycle the vocabulary of the unit. The task types match those in the Student's Book, giving students further opportunity to develop particular exam skills.

Developing speaking sections provide students with carefully staged practice of exam-style speaking tasks. Dialogues provide extra practice to support development of communication skills and exam technique.

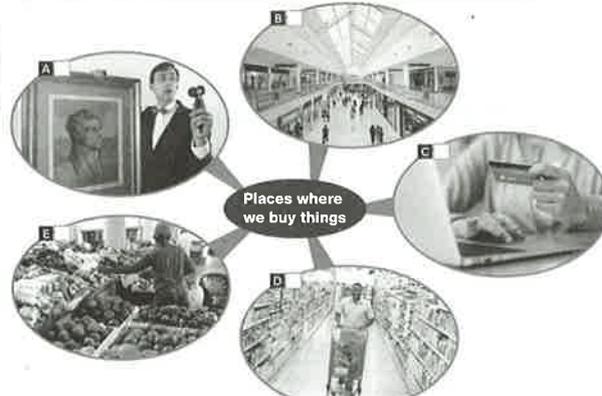
The audio model gives students examples of useful language and provides guidance on how best to tackle an exam-style task.

Useful expressions and phrases are practised in both open and closed tasks.

Developing speaking

1 LISTENING 16 Read the task and look at the photos. Listen and put the photos in the order the students talk about them. Which photo do they not talk about?

Here are some pictures showing people buying things in different places. First talk to each other about the advantages and disadvantages of buying things in these different places. Then decide which place offers the best value for money.



2 18 Listen again. Are the sentences True (T) or False (F)?

- 1 Only one student tried to talk to the other. T/F
- 2 Both students talked about the advantages and disadvantages. T/F
- 3 One student interrupted the other. T/F
- 4 One student described a picture without answering the question. T/F
- 5 They listened to each other carefully. T/F
- 6 One student's answers were usually too short and simple. T/F
- 7 They didn't discuss the final decision. T/F

3 Complete the useful expressions with these words.

don't • let's • mean • right • see • so • suppose • think

- 1 What do you _____ about (this photo)?
- 2 Why _____ we choose (this photo)?
- 3 I _____ so, but ...
- 4 I see what you _____.
- 5 _____ talk about the disadvantages now?
- 6 Don't you think _____?
- 7 I _____ what you mean, but ...
- 8 Yes, you're absolutely _____.

4 Add the expressions in 3 to the table.

	T	F
A Asking for your partner's opinion		
B Making suggestions		
C Agreeing with your partner		
D Partially agreeing with your partner		

5 Read the task in 1 again and write the discussion. Use phrases from 3 and try to avoid the mistakes made by the students in the listening.

Cumulative revision pages provide essential recycling of language from not only the preceding units but also content units in the book.

- 1 Complete the useful phrases for writing a report.
- Beginning the report
- The aim/... of this report is to analyse/...
 - The purpose of this report is to...
 - This report is on...
- Ending the report
- As I/we have mentioned...
 - My/Our main suggestion/... is...
 - Having taken everything into things considered...
 - All... all.../to sum conclude...

- 2 Read the report on a school charity event quickly and answer the questions.
- What was the event?
 - Who do you think asked for the report? Why?
 - Are all the comments positive?
 - What is the main recommendation? Why?

A report on the fashion show

The purpose of this report is to assess the success of the recent fashion show that was held at Barton Secondary School to raise money for charity and to advise whether a similar project should be organised next year.

CHOICE OF EVENT
The choice of event was excellent because it was something for all those involved in the planning and also for the people who came to watch it. The choice of trendy clothes given by models at the fashion show was well received by the audience and the staff who of the most popular outfits raised a large amount for charity.

PROMOTION
The event was well publicised with posters and handouts. However, advertising on local radio could have brought in more people. For some reason it was not put on the school website and this was a pity oversight.

ORGANISATION
The general organisation of the event was very good and all the models were well rehearsed. The evening ran smoothly with students clearly motivated to help people with parking and directing them through the school to the main hall. Refreshments had been arranged and were served by younger students from years 10 and 11. This was done quickly and nothing went wrong. The event itself was organised by the head teacher and three were his assistants in practice.

CONCLUSION
All in all, the event was a great success and appreciated by everyone who was there. It would strongly recommend organising another fashion show next year. My main suggestion to improve the organisation, apart from the previously mentioned lack of publicity, would be to make a financial model to assess. This would ensure that people from outside our immediate area would come to the event and therefore more money would be donated to charity.

- 3 Read the report and find an example of the following:
- Ten passive forms
 - The word 'there'
 - Three determiners
 - An example of formal use of vocabulary

- 4 Read the writing task. Decide how many sections you will need in the report and the key information you will include in each section.

Your local council wants to know whether to give planning permission for a new shopping centre in your town. It has asked you to write a report on current shopping facilities and to advise them on the need for a new centre. Your report should:

- outline the current facilities
- describe which are the most popular shopping places for young people
- recommend whether the new shopping centre should go ahead or not

- 5 Write the report. Use phrases from the Writing Bank in the Student's Book and the checklist below.

- Remember to check:
- you have used the correct style
 - you have given each section a title
 - you have used useful phrases and expressions



Revision: Unit 1-2-3-4-5-6-7

Grammar

1 Complete the sentences with the correct passive form of the verbs given.

A famous cosmetics company (a) ... (just report) to the Advertising Standards Authority (ASA). Apparently the photographs of a model in an advert that came out last month (b) ... (later) to make her appear more youthful and this (c) ... (not state) in the text that accompanied the advert. It seems that this (d) ... (do) more and more often these days and parents and psychologists are concerned that young people's confidence in their appearance (e) ... (undermine) by the practice. Apologies from the company involved (f) ... (receive) by the ASA yesterday and also assertions that this practice (g) ... (more tightly control) in the future. Many people want the practice (h) ... (ban).

2 Complete the sentences with the prompts. There is sometimes more than one possible answer.

- I'm going to (Dave/checked) my homework before I give it in.
- Where (you/you hair/cut)? It looks great!
- I need (my photo/take) for my new passport. Where can I (get) it?
- We (the garage/f) new tyres before we started the long journey to Scotland.
- (you/vaccinate/your dog)?

3 Find and correct the mistakes in the sentences. Some sentences are correct.

- Every of the contestants was asked the same question.
- None of students in class could answer all the questions.
- Most people I know watch television for a few hours every day.
- I wanted more cake, but there was none of left.
- There was none food in the fridge, so I had to go shopping.
- I am living in this flat for three months.
- When I went to the shop, they had sold most the new phones.
- Mail can't give Lucy your message because he hasn't seen her yet.

Vocabulary

1 Complete the sentences with these words.

barriers • billboards • brand • endorse
feedback • gallery

- Do you look at the posters on ... ?
- This company uses word-of-mouth ... to advertise their products.
- The company give away a lot of ... You don't have to pay for them.
- They've asked celebrities to endorse the perfume.
- I don't want to see adverts on websites, so ... really annoy me.
- There are some unusual ... names I wonder how companies think they turn up.

2 Complete the sentences with the correct form of the words given.

- James was very ... when I had a problem help.
- I found the crime drama boring because it was so predict.
- What is the most ... advert you've ever seen? Bananas.
- I'm not sure exactly how old Kate is, but she is ... thirty.
- Her latest book has been very ... Millions of copies have been sold ... success.
- The process wasn't slow, it was ... instant.
- He's just written an ... about his life. It's fascinating biography.
- That gadget is ... it can be used to do lots of different things ... purpose.

3 Choose the correct answers.

- With your black hair, the blue jacket ... you well.
A suits B fits C matches
- A lot of people get irritated with companies that make ... calls all the time.
A wet B hard C cold
- My mum complains that my clothes are too ... She says they're really unstylish, but I like them.
A scruffy B trendy C sophisticated
- The flat I rent out is empty. I need to look for a new ...
A lodger B tenant C landlord
- We were not at all happy about the fine. We have a formal complaint.
A prosecuted B lodged C suspended
- Ant ... is a natural chemical that is produced by plants and animal cells.
A enzyme B chromosome C species
- We went to ... of the perfume company's new marketing campaign.
A scan B launch C opening

There is further analysis and highlighting of key language for the same type of writing task as is covered in the Student's Book.

Gateway to exams pages appear every two units, offering Reading, Listening, Use of English and Writing tasks. The topics and tasks reflect what has been covered in the preceding two units, providing students with the opportunity to further develop their exam skills, while recycling key grammar and vocabulary.

Gateway to exams: Units 7-8

Reading

1 Read the article and choose the best answer.

- The man the writer saw on the zip wire while he was in Poppi's car
 - was falling into some trees
 - was screaming in fear
 - was travelling fast towards a cliff
 - was already on the ground
- The flying zip wire in Petropolirosa
 - goes from the village over a canyon to a village in the next valley
 - is one of the three most popular zip wires in Italy
 - attracts 6,000 more visitors than any other one in Europe
 - was started three years ago as a way of saving the village
- According to the writer, Pepe
 - says the scenery is extremely attractive
 - is a slim man in his 60s who is very calm
 - has a very important job calming people down
 - owns the company that operates the zip wire
- During his first ride on the zip wire, the writer
 - noticed the speed he is travelling at most of all
 - feels calm and is able to enjoy the views
 - hardly notices when the ride comes to an end
 - took only five seconds to cover the distance
- After the first ride, the writer
 - had to walk back up the mountain to do another ride
 - travelled by mule and donkey to repeat the same ride
 - didn't want to return to the noise and pollution of city life
 - had no worries about trying another similar ride

Use of English

2 Complete the text with the correct form of the words given.

You might not have heard of Bianca Guimaraes, but she is one of the (a) ... new talents in advertising. Bianca was born in Brazil and as a child she was very (b) ... and she had plenty of (c) ... She always knew she wanted to go into advertising. She has just finished working on a happy (d) ... campaign. The app works with locking systems featuring the TV show characters the Muppets. After children have had a playful look at a cat, they can take a picture of it in a phone with the app and the character on the phone comes to life. The Muppets are already (e) ... popular with children at (f) ... they love the app. Advertisers like Bianca are always going to find exciting and (g) ... ways to reach their customers. Campaigns like this which are able to catch the target audience's (h) ... become things we (i) ... see the kind of (j) ... every young advertiser dreams of creating. With Bianca's talent, the (k) ... campaign is that she will go on to produce many more successful (l) ...

Listening

3 **LISTEN** Listen to five people talking about an experience related to advertising. Look at the two listening tasks and complete both tasks at the same time.

Task 1: For questions 1-5, choose from the list (A-H) what the speaker says about advertising. There are three extra letters which you do not need to use.

1 Speaker 1 4 Speaker 4
2 Speaker 2 5 Speaker 5
3 Speaker 3

A I was persuaded by an advertising campaign to buy something I didn't really need.
B I was an advert to be the best actor in my school.
C I don't really see the point of advertising.
D My work was interrupted and I was annoyed.
E I had a job in advertising that I found really boring.
F I won an award in a competition for best advert.
G I am finding it hard to completely escape from online advertising.
H I made a big mistake during an advertising campaign.

Task 2: For questions 6-10, choose from the list (A-H) what each person felt. There are three extra letters which you do not need to use.

6 Speaker 1 9 Speaker 4
7 Speaker 2 10 Speaker 5
8 Speaker 3

A annoyed E embarrassed
B worried F relieved
C regretful G amused
D optimistic H disappointed

Writing

4 Choose one of these two writing tasks. Write between 120 and 180 words.

1 All young people should be encouraged to try new sports, including extreme sports. Do you agree with this statement?

2 An advertising company wants to know whether it should increase its online advertising or not. You have been asked to write a report. Read the results of a survey you carried out at school and then write your report.

Do you like online adverts appearing? 60% yes 40% no
Do you remember and talk about online adverts you see? 30% yes 70% no
Do you remember and talk about other adverts (not online)? 70% yes 30% no
Have other adverts (not online) introduced you to a product you had not set to buy? 50% yes 50% no
Have online adverts introduced you to a product you had not set to buy? 20% yes 80% no

COMMON MISTAKES

5 Correct the mistakes in the sentences. In some sentences, there is more than one mistake.

- My dog doesn't like telling what to do by anyone but me!
- Most of the people I invited came to my party, and every of them brought me a present.
- Disappointing to appeal to children, the advert was successful in getting parents to buy the toy.
- I'm having my hair cut tomorrow.
- Young people nowadays spend considerably fewer time outdoors than they used to.
- My friend Paul is always and it's very funny and amusing.
- We not the same seeing a film in the cinema that seeing it on TV.
- Having just start the book, I didn't know if I was going to enjoy it yet or not.
- In my opinion, the new advert is by far more interesting than the last one.

Common mistakes boxes provide error correction practice, with the focus on the language of the preceding two units. They highlight mistakes often made by students at this level, giving them the opportunity to recognise and reflect on any such errors they may be making in their own work.

Course components

Online Workbook

For students
PLUS
Gradebook
for teachers

All the printed workbook content and more in a fully-interactive format for flexible self-study.

Contains:



Interactive
Workbook activities



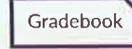
Complete
Workbook
audio



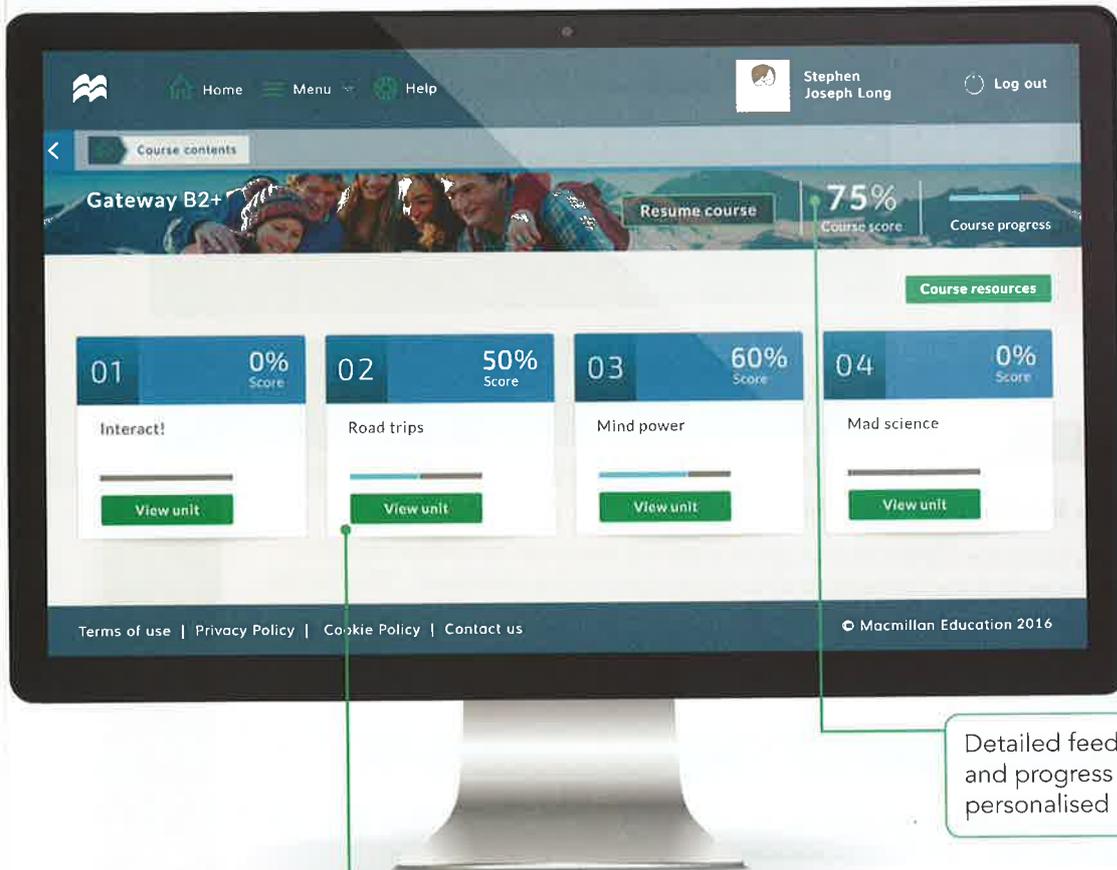
Integrated
video



Automated marking
for instant feedback



Gradebook



Multiple classes and levels can be managed in a single location, and the content-locking feature gives you control over how you set tasks for your students.

Detailed feedback on activity scores and progress all help to create a highly-personalised self-study environment.

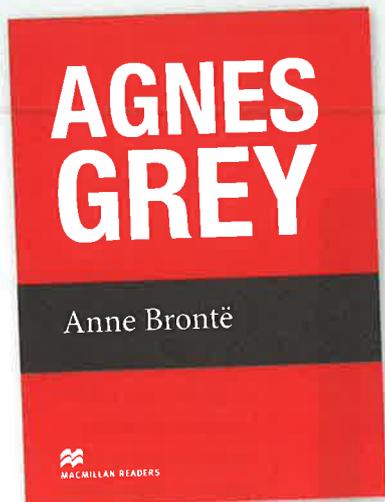
Multiple attempts keep students motivated, allowing them to consolidate what they have learned in class in an engaging way. Students can also access the Flipped classroom videos and activities on the Online Workbook, making this an excellent tool for developing independent learning.

The messaging and notification features allow you to correspond with your students, send homework reminders and notify your classes when results are available.

Results are automatically collated in the Gradebook and displayed in an easy-to-read, easy-to-compare way. Learner progress can be monitored at a glance, highlighting areas where students may require additional support or assistance.



The Online Resource Centres contain a wealth of downloadable worksheets, multimedia assets and additional resources to support your *Gateway 2nd Edition* core course content.



Student's Resource Centre

The Student's Resource Centre provides complementary materials to consolidate learning and encourage independent study including:

- Teen-focused culture worksheets to inspire a broader cultural perspective
- A graded Macmillan Reader, with extra activities and extended reading support
- Study skills materials to encourage students to take control of their learning
- Life skills video worksheets and Flipped classroom video worksheets provide additional support for students to use with the videos

Teacher's Resource Centre

The Teacher's Resource Centre is your go-to place for resources to deliver dynamic lessons, for homework assignments and to support you in the classroom. The flexible content includes:

- Audio and video files and scripts
- Complete answer keys
- Teacher tips and videos
- Extra grammar worksheets and communication activities
- Everyday English worksheets
- Optional CLIL and literature lessons
- Teacher notes and guides to accompany all material

Sounds: The Pronunciation App

This award-winning app helps students practise and play with pronunciation wherever they are. Carefully selected wordlists from the *Gateway 2nd Edition* course are now available to download within the app.



Extensive resources for assessing your students' progress and preparing them for international and school-leaving examinations.



Test Generator

The Test Generator allows you to create customised tests from an extensive database of exercises.

- Aligned closely to CEFR learning outcomes
- Includes a range of reading, writing, speaking and listening tasks typical of international and school-leaving exams
- Comes with the option to save tests in progress and to preview before printing
- Allows for maximum flexibility in choosing the test content
- Teacher-version of tests complete with answer keys

Printable tests

A comprehensive range of Printable tests are available on the Teacher's Resource Centre in both PDF and editable Word format. Tests matched to the course level can be selected and then customised to meet the specific needs of your school and classes.

- One diagnostic test per level
- Ten Unit tests, three Review tests and one End-of-year test for tracking progress
- Aligned closely to CEFR learning outcomes and international and school-leaving exams
- Complete answer keys, audio and audioscripts for all tests
- Two levels of difficulty for each



Here are some great teaching tips to help you throughout the year. These tips give you strategies for classroom management, planning and student training that you can use again and again to improve your students' results and get the best out of your teaching.

✓ TEACHING AT B2+ LEVEL

Students at higher levels tend to progress more slowly than at lower ones as concepts become more difficult and take longer to master. It is therefore important to keep students motivated when they feel they are not improving as quickly as they used to. Highlighting what they have learnt after each unit is one way of doing this. Draw students' attention to outcomes for each unit and lesson and ask students to list what they are able to understand and say in English that they couldn't previously. The use of authentic texts will also help as students will be able to see that they are now able to apply their skills to real contexts.

When teaching higher levels, your students may ask you more difficult questions. It is fine to give a short answer, and tell students that you will give a longer answer at the end of the lesson or after the break. This will give you time to check your knowledge and to prepare good examples to give the students. Alternatively, you could ask students to write down any questions that they have (and you aren't able to answer immediately) and post them in a box during the week. You can then allocate a slot of time at the end of the week to address them, having read and prepared your responses beforehand.

At B2+ level, students will spend some time consolidating previously learned structures. In such lessons, you could nominate students to 'teach' the language to the rest of the class, to a smaller group or to a partner. This will motivate students to learn autonomously, present them with a bit more challenge and encourage them to think about the form and use of structures in more detail.

📖 BOOK CLUB

Encouraging teenagers to read outside the classroom can be challenging, but any extra reading students can do in English in their spare time will broaden their vocabulary and increase their fluency of expression. Finding relevant and engaging texts is the first step: look for abridged and adapted versions of texts they may know or that will appeal to their age-group, or start with short stories and articles. Alternatively, nominate a different student each time to recommend something that they think will interest the rest of the group. Give students a fortnight to read a section or all of the text and then hold a 'book club' as part of the lesson, where students discuss their thoughts and opinions on the book or text. Alternatively, you could ask students to find their own books as an optional activity outside class and review them as part of a class blog.

✍️ 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 think of open-ended 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.
- 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 look closely at spelling, grammar, punctuation and word choice.
- Model texts are useful as they provide a good example of how texts of a particular kind can be written. Students will notice features such as layout, structure and fixed phrases that they can make use of in their own written text. Model texts can also develop useful exam techniques such as planning and self-correction. Always ensure students read the model text provided and go through the writing tasks in detail so that they are fully aware of why they are writing and who they are writing to.

💬 PERSONALISATION

Students retain language better if it is relevant and meaningful to them. The *What about you?* speaking feature encourages students to apply language to their own situation, but you can also extend other exercises to give students the chance to speak about their own experiences, and people and place they know etc. The Critical thinking questions in the Student's Book give students the chance to think independently and evaluate situations according to their own beliefs and opinions. Therefore it's important to give students time with these activities to think and prepare what they are going to say on their own before discussing in a group. This is particularly important for less-confident students who may find themselves swayed by stronger members of the group.

CRITICAL THINKING

Encouraging students to think critically, rather than just repeating key information, helps them interact with a listening or reading text. At B2+ level, students should be thinking creatively, independently and more originally. The Critical thinking tasks in the Student's book encourage students to think at higher cognitive levels and engage higher-order thinking skills (analysing, evaluating, creating). You could look for ways to engage these skills in other activities by preparing specific questions to extend the task. Questions such as *Why do you think ... ? What motive is there ... ? What evidence can you find ... ?* will further their analytical skills as students review the text or given situation in more detail; asking questions such as *What is your opinion of ... ? How would you improve ... ? What choice would you have made ... ?* promotes evaluative skills by taking students beyond the text or situation and asking them to consider more hypothetical situations; to give students the opportunity to think creatively ask questions such as *How could you invent ... ? What would you adapt ... ? What would you predict as the outcome of ... ?*

USING AUTHENTIC MATERIALS

'Authentic' materials are those texts that haven't been adapted for non-natives. There are pros and cons of using such texts, but for B2+ students the advantages of being exposed to potentially more difficult language outweigh the disadvantages that lower levels may face with non-adapted material. Authentic written materials can be anything from longer texts such as newspaper articles, reviews, contracts, scripts and transcripts to shorter pieces such as instant messages, tweets, jokes, advertising slogans, packaging and leaflets.

Authentic materials expose students to natural, and often higher-level, language used by native speakers and they're particularly useful for looking at language used in specific contexts. At B2+ level, students will have learned strategies for dealing with unknown vocabulary so you can ask them to apply these strategies rather than pre-teaching.

When choosing authentic materials, think of the purpose of the text as well as the language it contains, and whether it will be motivating and interesting to your students. If possible, you could ask students to bring their own examples in.

You can use authentic materials in the classroom in a variety of ways. If the content is particularly relevant you could use it as a warmer to a writing or speaking task, or you could exploit it in the same way you would in a skills lesson with a non-authentic text. Teaching with authentic materials also helps students to get used to the differences between formal and informal registers as well as subtle nuances in language such as sarcasm and humour. Telling your students jokes in English or allowing them to watch and analyse scenes from a comedy can provide as much valuable practice as reading a serious new story.

BEING SUCCESSFUL IN EXAMS

Being successful in exams means knowing about the format of the exam: *What type of tasks are there? How long do students have for each section? How are the different sections scored?* Encourage students to analyse different exam tasks and reflect on the sub-skills they need (i.e. skimming and scanning, listening for detailed understanding of numbers and letters, reading quickly for general understanding) and the techniques they need to learn (picking out the important words, ignoring words that aren't important for the question, etc.). If students focus on the language, exam techniques and skills they need for the different tasks in their English exam, it will impact positively on their exam marks.

For the writing exam, make sure students understand the format of each section they are going to take. By doing model or practice tests, students will become familiar with the exam format (how much time they have for each section, how much each section is worth, how many words they have to write, where they should write their text, etc.) and this will help them allocate their time effectively during the exam. Each section is worth a certain number of points. Remind students not to spend too much time on one particular section. It is better to answer all the questions than to do an excellent job on some and not have enough time to do the others. If they run out of time, encourage them to write notes. Students will have to decide if they have enough time to write a rough draft, and should try to leave some time at the end to check their work. Students should have a mental checklist when they are checking their work.

REFLECTION

After each Gateway to exams section (every other unit), give students time to think how they did and what they need to improve. Encourage students to keep records of specific areas that need work (e.g. types of error) and to refer back to it after each assessment to see whether they are improving. You could do this in the form of a 'SWOT' matrix—strengths (e.g. listening), weaknesses (e.g. collaborative tasks), opportunities (e.g. reading the news in English) and threats (e.g. not finding time to review language after the lesson). After students have had time to analyse their marks and areas for improvement you could spend a lesson or part of a lesson helping students with their specific areas of weakness. One approach could be to put students in groups based on the skill they feel needs improving most and give them 10 minutes to review the Exam success tips for this skill in the Student's Book before asking them to discuss other strategies they could apply to the specific question. Circulate while they do this and help with ideas. If students have problems with accuracy, allow them to correct their mistakes and ask them to reuse the particular word or structure in another context so they have further practice.

Finally, if you have time to do so, you could have students attempt the activity, assessment or part of the assessment again the following lesson or after a week or so and ask them to compare how they did. It's worth reminding students that at this higher level, progress may be slower than previous levels, so not to be disheartened.

✓ TEACHING LARGE CLASSES

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

- 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 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 learnt to the exam (a common goal).
- giving regular short tests and dictations.
- writing an outline on the board about what will be taught in class.
- giving fast finishers extra tasks to do (you will find suggestions and ideas throughout the Teacher's notes) or directing them to the Workbook.

🗨️ CUTTING DOWN ON TEACHER TALKING TIME

Teacher Talking Time (TTT) is the amount of time the teacher talks in the classroom. The teacher should be aware of the quality of their TTT and how it is used. A large amount of TTT can result in a monotonous pace and student under-involvement, leading to a loss of concentration, boredom and reduced learning. Strategies for reducing the amount of TTT include:

- Wait for an answer when you ask a question. Students need 'processing' time.
- Correct student responses, but don't repeat them. If necessary, gesture to the first student to repeat.
- Ask open-ended questions (e.g. *Wh-* questions) which require longer answers, e.g. *What did you do yesterday?* instead of *Did you go to school yesterday?*
- Vary feedback: students can check activities in pairs. Feedback involving the teacher can be left to more problematic questions rather than every exercise.
- Elicit explanations from students instead of explaining.
- Present students with clear examples and guided questions so that they do not need to be 'told'. Guided discovery leads to better understanding and learning.

A useful guideline is to limit TTT to 30% of class time and no more than ten minutes at a time.



There are a number of methodological and practical tips which are strategically placed within the Teacher's notes in the *Gateway 2nd Edition* Teacher's Book to be of most use to the teacher not just during planning, setting up and evaluating activities, but also helping 'on the spot' in certain language or pronunciation areas.

CLASSROOM TIPS AND PLANNING

Teaching at B2+ level	p20	Using video	p35	Using the audio and video	p73
Reflection	p21	Oral drills	p37	Listening support	p85, 131
Teaching large classes	p22	Group activities	p38	Roleplays	p87
Cutting down on teacher talking time	p22	Creating exam conditions	p55	Brainstorming	p91
Concept-checking	p29, 36	Pairwork	p60	Spelling patterns	p106
Error correction	p32, 46, 75, 93	Listening distractors	p61	Answers at advanced level	p109
		Class presentations	p63	Exam practice	p142

LANGUAGE

Form and meaning	p31	Conditionals	p69	Adverb position	p98
Word formation	p32	Other conditional structures	p70	The passive with get	p104
Useful phrases	p37	Compound words	p71	Using see	p109
Similes	p39	Mixed conditionals	p74	Compound adjectives	p114
Compound nouns	p43	Fact vs opinion	p75	Participle clauses	p115
take, make and do	p47	Contrasting ideas	p76	Comparison modifiers	p120
Passive vs active	p51	Future forms	p81	Discursive writing	p122
Verb + -ing form/infinitive	p57	Advanced future forms	p86	Articles	p127
Phrasal verbs	p58	Direct/indirect questions	p87	Relative pronouns	p133
Verb patterns	p61	Conjunctions	p88	Gerunds vs infinitives	p137
Prefixes	p64	Passive in impersonal reporting structures	p96	Types of phrasal verb	p138
Present tenses	p65			Whatever	p140

STUDENT TRAINING

Book club	p20	Oral repetition	p38	Planning essays	p75
Writing tasks	p20	Brainstorming and feedback	p40	Fluency	p87
Personalisation	p20	Cloze texts	p43	Planning writing	p88
Using authentic materials	p21	Multiple-choice listening	p49	Talking about photos	p98
Critical thinking	p21	Peer reviewing	p51, 65, 99, 111, 122, 142	Recording grammar	p104
Being successful in exams	p21	Memory techniques	p56	Speaking in exam conditions	p110
Reading methods	p29, 68	Phrasal verbs	p58	Using a dictionary	p116
Words in context	p30	Listening distractors	p61	Dictation	p118
Test before you teach	p30	Class presentations	p63	Verb-noun collocations	p128
Paraphrase	p34			Types of learner	p138

PRONUNCIATION

Schwa	p39	Modal verbs	p46	Contractions	p82
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The Common European Framework of Reference (CEFR) is a widely used standard created by the Council of Europe. *Gateway 2nd Edition* is carefully mapped to the CEFR helping teachers identify students' actual progress and helping them to set their learning priorities.

Gateway 2nd Edition offers a wide range of teaching materials in various components which give teachers the opportunity to develop all aspects of their students' language ability. The CEFR can be used to track their progress.

On pages 24–27 are the B2 and C1 descriptors (description of competences) covered in the B2+ level of *Gateway 2nd Edition*. A2, B1, B1+ and B2 descriptors are available in the previous levels of *Gateway 2nd Edition* Teacher's Books. By the end of the course students should be working towards C1 level competencies.

In the Teacher's Resource Centre you will also find a list of unit-by-unit CEFR descriptors with suggested targets which can be used for self-assessment. Students can use these at any point to get a detailed picture of their own individual progress.

WHAT IS A EUROPEAN LANGUAGE PORTFOLIO (ELP)?

The European Language Portfolio (ELP) was developed by the Language Policy Unit of the Council of Europe

- to support the development of learner autonomy, plurilingualism and intercultural awareness and competence;
- to allow users to record their language learning achievements and their experience of learning and using languages.

If you are using portfolios as a way of evaluating your students' coursework over the year, you will find a wide variety of opportunities within each *Gateway 2nd Edition* unit to provide material for the dossier.

A portfolio is a means to document a person's achievements. Artists, architects or designers collect samples of their work in portfolios and students are encouraged to do the same. Most of the time, these samples will be texts created by the students, but they could also include photos of classroom scenes, wall displays, audio recordings and videos. All these documents provide evidence of a student's performance, e.g. during a discussion, an oral presentation or a role-play.

Within each unit, there are several opportunities for students to practise speaking and record their conversations for the dossier in their portfolio. Students could record their conversations, date them and include them in their portfolio. They then assess their performance in each speaking activity and give themselves a mark according to the following self-assessment criteria:

CONTENT (1–5)

Did I say what I wanted to say? Was I interesting? Did I speak in English for a long time? Did I hesitate a lot?

VOCABULARY AND GRAMMAR (1–5)

Did I use different words? Did I use words I've learned recently? Were my sentences well constructed? Did I make a lot of errors?

COOPERATION (1–5)

Did I listen to my partner? Did we help each other if we had problems? Did we both speak for approximately the same length of time?

IN ENGLISH! (1–5)

When I didn't know how to say something, did I use English to solve my problem? Did we use English to talk about whose turn it was to speak?

The portfolio consists of three parts: the **Language Passport** with information about a student's proficiency in one or more languages, i.e. qualifications; the **Language Biography** where students reflect on their learning process and progress and say what they can do in their foreign language(s); and the **Dossier**, which is a collection of materials and data put together by students to document and illustrate their learning experiences.

Although it may be a demanding task to set up in the beginning, the overall aim is for students to be involved in planning, collecting and evaluating their own work, thereby taking responsibility for their own learning. This in turn may lead to increased participation and autonomy on the part of the learner.

		1	2	3	4	5	6	7	8	9	10
Listening		page number									
B2	I can understand in detail what is said to me in standard spoken language even in a noisy environment.		25	37	51		75				
B2	I can follow a lecture or talk within my own field, provided the subject matter is familiar and the presentation straightforward and clearly structured.			39	50		76				127
B2	I can understand most radio documentaries delivered in standard language and can identify the speaker's mood, tone, etc. by using contextual clues.	12	24 31		49	64					
B2	I can understand TV documentaries, live interviews, talk shows, plays and the majority of films in standard dialect.	13		38					90		

Listening

B2	I can understand the main ideas of complex speech on both concrete and abstract topics delivered in a standard dialect, including technical discussions in my field of specialisation.				50		76	89		117	128
B2	I can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension	11 12 15	23 24 25	37 39	49 51	63	75 77 82	89	101 102	114	127 128
C1	I can follow extended speech even when it is not clearly structured and when relationships are only implied and not signalled explicitly.	11	23				76 77	89	102	114	
C1	I can understand a wide range of idiomatic expressions and colloquialisms, appreciating shifts in style and register.	12 15		37 38			75	90	101	117	128
C1	I can understand lectures, talks and reports in my field of professional or academic interest even when they are propositionally and linguistically complex.				50						127

Reading		page number									
B2	I can rapidly grasp the content and the significance of news, articles and reports on topics connected with my interests or my job, and decide if a closer reading is worthwhile.				44 45			92 108			
B2	I can read and understand articles and reports on current problems in which the writers express specific attitudes and points of view.	6 10	18 22 23 26	36 37	48 49 52	58 62 63	70 78 79	92	96	110 115	123
B2	I can understand in detail texts within my field of interest or the area of my academic or professional speciality.		18 21	32			74 75	84 88 89	96 104 105	114 115	122 134
B2	I can understand specialised articles outside my own field if I can occasionally check with a dictionary.	6 14 30	19		45 52 56					110 111	
B2	I can read reviews dealing with the content and criticism of cultural topics (films, theatre, books, concerts) and summarise the main points.			39 40			78 79				
B2	I can read letters on topics within my areas of academic or professional speciality or interest and grasp the most important points.					66				118	
B2	I can understand in a narrative or play the motives for the characters' actions and their consequences for the development of the plot.								100 101		
C1	I can understand fairly long demanding texts and summarise them orally.	6	18	36 37	48 49		70	88 89	96	115	126 127
C1	I can read complex reports, analyses and commentaries where opinions, viewpoints and connections are discussed.				44			84 88 89			122 131 134
C1	I can extract information, ideas and opinions from highly specialised texts in my own field, for example research reports.	10	26	32	52	58		92 108		110 114	134
C1	I can read contemporary literary texts with ease.	14						88 89	100 101		

Speaking: Spoken Interaction		page number									
B2	I can initiate, maintain and end discourse naturally with effective turntaking.	12	24	39	48			83	109	96	117
B2	I can exchange considerable quantities of detailed factual information on matters within my fields of interest.	8 13	20		51			78	90 91 92	102 103	116 128

B2	I can engage in extended conversation in a clearly participatory fashion on most general topics.	10 12 14	20 22 24	34 35 41	44 52	61 63 66	73 74 76	88 90 91	96 104	116 117	128 129 130
B2	I can account for and sustain my opinions in discussion by providing relevant explanations, arguments and comments.	9	19 25	32 35 39	48 49	58 61 64 65	70 73 74 78	84 90 91 92	102 103 104	114	124 129 131 135
B2	I can help a discussion along on familiar ground confirming comprehension, inviting others in, etc.										131
B2	I can carry out a prepared interview, checking and confirming information, following up interesting replies.	8 13 14			50				100	112	
C1	I can keep up with an animated conversation between native speakers.							91			
C1	I can use the language fluently, accurately and effectively on a wide range of general, professional or academic topics.	11		35	44 48 50	64 65	70	88 90 91 92	96 102 103 104	112 117	128 129 131 135
C1	I can express my ideas and opinions clearly and precisely, and can present and respond to complex lines of reasoning convincingly.			39	57		78 79	90 91 92	102 103 104		124 131 135

Speaking: Spoken Production		page number									
B2	I can give clear, detailed descriptions on a wide range of subjects related to my fields of interest.	12	25	32			77	93	101	116 117	
B2	I can understand and summarise orally short extracts from news items, interviews or documentaries containing opinions, argument and discussion.		19 27			59 66		90		117	128
B2	I can construct a chain of reasoned argument, linking my ideas logically	7	19 27	36 40			75			110 114 117	125 129
B2	I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.		24	37	53	58 64	75 79	84	102 103	110	125 127 128
B2	I can speculate about causes, consequences, hypothetical situations.	11 12			46	59	74		103	116 117	125
C1	I can give clear, detailed descriptions of complex subjects.	6						90		116	125 129
C1	I can orally summarise long, demanding texts.					59					
C1	I can give an extended description or account of something, integrating themes, developing particular points and concluding appropriately.			36 37			75 77			110 114	127 129
C1	I can give a clearly developed presentation on a subject in my fields of personal or professional interest, departing when necessary from the prepared text and following up spontaneously points raised by members of the audience.			39	57	63					

Speaking: Strategies		page number									
B2	I can use standard phrases like "That's a difficult question to answer" to gain time and keep the turn while formulating what to say.	13		39		65	77	91	103	117	129
B2	I can generally correct slips and errors if I become aware of them or if they have led to misunderstandings.		25		46 50	64	76	86			124 125
C1	I can use fluently a variety of appropriate expressions to preface my remarks in order to get the floor, or to gain time and keep the floor while thinking.	13		39		65	73		103		

B2	I can express myself reasonably accurately in familiar, predictable situations.	7 12	20		44 55	65	74 77 79 81	86 92 95	99 102 104	113 114 117 119	125 129 133
B2	I can produce stretches of language with a fairly even tempo; although I can be hesitant as I search for expressions, there are few noticeably long pauses.		25			65		91	102	114	
B2	I can pass on detailed information reliably.	12					77	90		115	128
B2	I have sufficient vocabulary to express myself on matters connected to my field and on most general topics.	6 9 11 14	18 23 25 26	32 35 40 41	44 47 49 53	58 61 63 66	70 73 74 75	84 87 89 93	96 99 101 104	110 113 116 117	125 127 130 131
B2	I can communicate with reasonable accuracy and can correct mistakes if they have led to misunderstandings.	8	18 20 25	34 38	46 50	60 64	72 76	86 92	98 103	112 119	124 129
C1	I can express myself fluently and spontaneously, almost effortlessly. Only a conceptually difficult subject can hinder a natural, smooth flow of language.							91	102	115	125
C1	I can produce clear, smoothly-flowing, well-structured speech, showing control over ways of developing what I want to say in order to link both my ideas and my expression of them into coherent text.		18	39							
C1	I have a good command of a broad vocabulary allowing gaps to be readily overcome with circumlocutions; I rarely have to search obviously for expressions or compromise on saying exactly what I want to.	6 9	18 21 23	32 35 37 41	44 47 49 53	58 61 63 66	70 73 74 79	84 87 88 93	96 99 104	110 113 116 117	122 125 127 131
C1	I can consistently maintain a high degree of grammatical accuracy; errors are rare and difficult to spot.	8 12	20 25	34 38	46 47 50	60 64	72 76	86 92	98 103 107	112 119	124 128 129

Writing		page number									
B2	I can write clear and detailed texts (compositions, reports or texts of presentations) on various topics related to my field of interest.	15	27	41	57		79	93 109	104 105		
B2	I can write summaries of articles on topics of general interest.										122 127
B2	I can develop an argument systematically in a composition or report, emphasising decisive points and including supporting details.		26 27 31		52 53	83		93 109	104 105		131 135
B2	I can write about events and real or fictional experiences in a detailed and easily readable way.	15	31		53 57	67					
C1	I can express myself in writing on a wide range of general or professional topics in a clear and user-friendly manner.	15	27	57	53		79	93	109	119	
C1	I can present a complex topic in a clear and well-structured way, highlighting the most important points, for example in a composition or a report.		27					93	104 105		131 135
C1	I can present points of view in a comment on a topic or an event, underlining the main ideas and supporting my reasoning with detailed examples.		27	41	53		79 83		104 105	119	
C1	I can write formally correct letters, e.g. to complain or to take a stand in favour of or against something.						67 83			119 135	
C1	I can write texts which show a high degree of grammatical correctness and vary my vocabulary and style according to the addressee, the kind of text and the topic.	15		41					105		131 135
C1	I can select a style appropriate to the reader in mind.								109		

KEY LEARNING OUTCOMES

Students will be able to:

- talk about experiences, past events and past habits using a wide variety of past tenses and structures
- understand spoken and written texts about human interaction
- talk about and reflect upon effective communication skills
- give detailed information and express opinions in a personal interview
- write a story about a real or fictional event using a variety of linguistic devices

UNIT OVERVIEW

 **Vocabulary / Developing vocabulary**
 Body idioms and human interaction
 Word formation – noun suffixes
 Similes

 **Reading**
 Ways of talking
 Studies in human interaction
CRITICAL THINKING Thinking about the effectiveness and accuracy of research into human behaviour

 **Grammar in context**
 Past tenses
 Present and past habits

 **Life skills**
 Social skills and citizenship:
 Expressing yourself

 **Listening**
 Fraternities

 **Developing speaking**
 Personal interviews

 **Developing writing**
 A story

 **Exam success**
 Reading: Multiple matching activities
 Use of English: Word formation cloze activities
 Listening: True/False/Not Given activities
 Writing: Stories

DIGITAL OVERVIEW

Presentation Kit

- ▶ Flipped classroom video Unit 1: Present and past habits
- ▶ Life skills video Unit 1: Expressing yourself
- ▶ Interactive versions of Student's Book activities
- ▶ Integrated audio and answer key for all activities
- ▶ Workbook pages with answer key

Teacher's Resource Centre

- ▶ Flipped classroom video Unit 1: Present and past habits
- ▶ Life skills video Unit 1: Expressing yourself
- ▶ Grammar communication activity Unit 1: True or false?
- ▶ Worksheets for this unit, including:
 - Grammar Practice worksheet Unit 1
 - Flipped classroom video worksheet Unit 1: Present and past habits
 - Literature worksheet Units 1 and 2
 - Culture worksheet Unit 1
 - Life skills video worksheet Unit 1
 - Everyday English worksheet Unit 1

Student's App

Gateway 2nd Edition wordlist for the award-winning Sounds App (available for download)

✓ TESTING AND ASSESSMENT

Resources for exam preparation and measuring student progress

- ▶ Test Generator Unit 1
- ▶ Printable test Unit 1
- ▶ Gateway to exams Units 1 and 2 (end of Unit 2)

Reading pp6-7



Talking about body idioms and human interaction; reading a text for coherence and cohesion

>> FAST TRACK

You could ask students to complete the matching in exercise 1a at home, allowing them to use the Internet to research if necessary. Remind students that they can usually find idiomatic phrases by looking up the relevant key words in the Macmillan Online Dictionary. Check the answers at the beginning of the lesson.

WARMER

Revise the parts of the body necessary for exercises 1a and 1b by drawing a basic outline of the human body on the board with arrows pointing to the chest, back, shoulder, leg, thumb, hand and neck. In pairs, give students one minute to complete the labels. (Increase or decrease the time if you have a more/less confident class.)

VOCABULARY Body idioms and human interaction

1a Students match the idioms in the box with definitions 1–8. Before the task you could ask them to work in pairs and tell their partner which ones they know and to try to explain their meaning with examples.

Answers

- 1 give someone the cold shoulder
- 2 pull someone's leg
- 3 lend someone a hand
- 4 do something behind someone's back
- 5 stick your neck out for someone
- 6 be under someone's thumb
- 7 see eye-to-eye with someone
- 8 get something off your chest

1b SPEAKING Students complete the questions with the correct parts of the body, and then interview their partner in pairs.

Answers

- 1 hand 2 back 3 leg 4 eye, eye 5 thumb
- 6 neck 7 chest 8 shoulder

TEACHER DEVELOPMENT: CLASSROOM TIPS

Concept-checking

In feedback to matching tasks, do more than just go through the answers. Ask students some concept check questions, e.g. *If I see eye-to-eye with you, do I have a different opinion?* (No) *Do I have the same opinion?* (Yes). Demonstrate a situation or use mime to check understanding, e.g. *say, I'm not talking to you – if I see you, I'll cross the road to avoid you.* (Students shout out *Cold shoulder!*).

+ EXTRA ACTIVITY

To consolidate the new idioms, ask students to work in pairs and write a short story about two friends and their relationship using as many of the idioms as possible. Nominate pairs to read their story aloud.

✓ EXAM SUCCESS Ask students to read the text in the box. Have them read through the first text on page 7 and underline the key words. Elicit the words and make sure that students are familiar with this procedure. Ask students to make further suggestions for approaching a matching activity before turning to page 148 to check their ideas.

2 Tell the students they are going to read four articles about experiments in human interaction. Draw their attention to the photos and headlines at the top of the page. Ask them to match each article with a headline.

Answers

A 3 B 2 C 4 D 1

3 Students read the texts again and choose from texts A–D for questions 1–12. Remind students that texts can be chosen more than once.

Answers

1 D 2 A 3 B 4 C 5 B 6 A 7 D 8 C 9 B
10 C 11 A 12 D

TEACHER DEVELOPMENT: STUDENT TRAINING

Reading methods

You should expect students at this level to approach the reading of texts in systematic ways. In this first reading task, you want them to be able to read through the texts quickly to get the general idea, then pause and read a little more closely when they find the sections that specifically give the answers to exercise 3. It is a good idea to explain to students beforehand how you want them to read. Set a time limit and tell students to read around difficult, new words to encourage them to read in an appropriate way for the task.

+ EXTRA ACTIVITY

Ask students to close their books and write the following numbers on the board: 150; 2,000; 20; 30. In pairs, students discuss why these numbers are relevant to the texts. Give students 3–4 minutes, before allowing them to check in the Student's Book.

- 4 **CRITICAL THINKING** Individually, students read the two questions about the research methods used and think of their own responses before comparing their ideas in small groups or open class.

Example answers

The method for the first experiment in A was quite good, but it was only done with one group for each situation and was only done in one city, Chicago. It would be better if they did it with lots of groups and in different cities to see if the results were consistent. The result isn't surprising to me as I think all social interactions can contribute to our happiness.

The method for the experiment in text C was also quite good, but as with the experiment in A, the psychologists should have expanded the experiment. For example, they should have swapped the roles of each group because it could be that some people are naturally more collaborative than others. The results they found are quite surprising as you wouldn't think walking in step with someone would have such a big effect later on.

I think the method that Robert Provine used in text D was good as he studied people in a normal environment not a lab. He also looked at over 2,000 cases over ten years, so his research is likely to be accurate. I don't think the results are that surprising because I think I laugh a lot more with other people than when I'm on my own.

- 5 Encourage students to guess the meaning of the underlined words in the texts and to check their answers in a dictionary.

Answers

commuters = people who travel regularly to and from work

kept to themselves = stay alone and not talk to other people

amass = collect a lot of something over a period of time

like-minded = with similar tastes, interests and opinions

hunter-gatherer = people who live by killing animals and finding food

synchronise = moving or happening at the same time or speed

in step = with feet moving at exactly the same time

look out for = think or care about

bond = develop a connection or feeling of friendship

TEACHER DEVELOPMENT: STUDENT TRAINING

Words in context

To help students work out what words mean in context, ask them to identify the part of speech (e.g. *like-minded* must be an adjective because it comes before the noun *researchers*). Then ask students to look for words before and after to find the meaning (e.g. the researchers agree on the same thing, so *like-minded* probably describes people who think in a similar way).

- 6 **SPEAKING** What about you? In pairs or small groups, students discuss the questions. Give less confident students a moment to prepare things to say. Allow them to write notes, but ask students not to write full sentences in preparation for a speaking exercise. Elicit opinions from different pairs and groups.

HOMEWORK

Assign students pages 4–5 in their Workbook or the relevant sections of the Online Workbook.

Grammar in context p8



Using past tenses to ask and answer questions

>> FAST TRACK

As an alternative to testing before you teach at the beginning of the lesson, you could set exercises 1a, 1b and 2 for homework to complete before the lesson. Check answers at the beginning of the lesson and, if it looks as though students are comfortable with the forms, you could move directly to exercise 3. If students have struggled, you may need to spend more time on the form and use before proceeding.

Test before you teach

Write a small set of time markers commonly used with past tenses on the board, e.g. *a week ago, earlier today, since the weekend, at this time yesterday, before I got here, for a fortnight*. Ask students to take a moment to think of true sentences about themselves which they could make using the time markers. Tell them to try to vary the tenses they use. Then ask pairs of students to share sentences with each other. Monitor and check how well students can manipulate past forms. If they seem to be familiar with their use, then move through the Grammar guide exercises quickly in open class.

TEACHER DEVELOPMENT: STUDENT TRAINING

Test before you teach

The aim of testing students first or of previewing language is to find out how well they already know what you are about to teach. This should influence the way you then teach. If students lack knowledge, you can devote time to explaining meaning and form and to writing accurately. If they already know the language well, you can revise meaning and form briefly and spend more time on fluency and pronunciation. Ensure that both more and less confident students are comfortable with the language before moving onto fluency and pronunciation.

Past tenses

remember the names, write them on the board at random and ask students to match the names to the sentences in 1a.

Answers

- 1 past simple, past perfect continuous
- 2 past continuous
- 3 present perfect
- 4 past perfect
- 5 present perfect continuous
- 6 These forms have no name, but they are examples of future in the past: *was/were about to* + infinitive, *was/were going to* + infinitive

1b Students work in pairs to match the tenses and verb forms to the situations.

Answers

- a past simple
- b past continuous
- c *was/were about to* + infinitive, *was/were going to* + infinitive
- d present perfect
- e past perfect
- f present perfect continuous
- g past perfect continuous

TEACHER DEVELOPMENT: LANGUAGE

Form

Past forms use the auxiliary verbs *be* or *have* and the past or present participles.

I was running: auxiliary verb *be* + present participle (-ing form)

I have been running: auxiliary verb *have* + past participle form of *be* + present participle form of main verb

Meaning

Timelines are a useful way of showing meaning with these tenses as they are about

- past time and its relation to present time
- completeness or incompleteness
- duration or the lack of it.

These can all be shown visually on a timeline.

Try to be consistent with the way you represent factors such as completeness (e.g. a cross), incompleteness (smaller arrows) or an undefined time (question marks).

Draw the following timelines on the board. Then ask students to match them to the sentences in exercise 1a.

- 1 past _____ X _____ now (past simple)
- 2 past _____ → → → → _____ now (past continuous)
- 3 past _____ ? ? ? _ now (present perfect)
- 4 past _____ → → → → → now (present perfect continuous)
- 5 past _____ X _____ X _____ now (past perfect)
- 6 past _____ → → → → → X _____ now (past perfect continuous)

2 Students choose the correct alternative. Ask students to check in pairs before nominating students to give their answers. Encourage students to give their reason for choosing a particular tense.

Answers

- 1 made (finished action, specified time in the past)
- 2 've (action that began in the past and has continued up to now – it's incomplete)
- 3 chatted (finished past action)
- 4 read (past action with a present result – we use the simple form because the actions are complete)
- 5 was (finished past state)
- 6 'd forgotten (happened before another time in the past – one action, not a continuous action)
- 7 had (happened for a period of time leading up to another past action – ongoing and continuous)
- 8 were leaving (action in progress at a point in time in the past); went (single past action)
- 9 have always seen (started in the past and still true now)
- 10 arrived (single past action – the continuous form would suggest that the action was repeated over and over again)

3 Students complete the sentences. They check answers in pairs before discussing as a class.

Answers

- 1 called, had gone/was going
- 2 have had, have taken/took
- 3 looked, was, had been snowing/had snowed
- 4 have been waiting
- 5 have been studying/have studied, haven't made
- 6 had forgotten
- 7 has been barking

FAST FINISHERS

Ask students to write alternative endings to the first halves of the sentences in 1–3.

Suggested answers

- 1 My friend called me at 11 o'clock last night, while I was watching a film on TV.
- 2 I have had a terrible headache all day so I've been drinking lots of water.
- 3 When I looked out of my window this morning, I realised that I had left my bike out in the rain.

4 Ask students to read the text and decide if the verbs in bold are in the correct form. Ask students to correct the incorrect ones.

Corrected answers

- a have been interested
- b did
- g had finished

CULTURAL INFORMATION

Sir Robin Day (1923–2000) was a British political broadcaster and commentator. He was a combative and enquiring political interviewer and became known as the 'Grand Inquisitor' as he could be particularly abrasive when interviewing politicians. He campaigned vigorously to have parliament televised as he thought this would benefit both parliament and the public. He was well known for his bow ties – a fact that was referenced in the popular *Monty Python* series.

- 5 Give students three or four minutes to prepare their questions. Monitor and prompt students who are short of ideas.
- 6 **SPEAKING** Ask students to interview their partner. Set a time limit of four to five minutes. Then ask a few individuals to summarise what they found out.

TEACHER DEVELOPMENT: CLASSROOM TIPS

Error correction

While students are interviewing their partners, surreptitiously note any errors in form, meaning or pronunciation involving past tenses. At the end of the activity, write five or six sentences containing errors on the board. Don't comment on the sentences yet. Students work in pairs to correct the errors.

This is a very effective way of dealing with error. It means that you do not interrupt the students' spoken fluency, but students are aware that you are listening to them so they concentrate harder on using language appropriately. It also means that speaking tasks are followed up by a useful reflective task on the language used.

Refer students to the Grammar reference on page 16 if necessary.

HOMEWORK

Assign students page 6 in their Workbook or the relevant sections of the Online Workbook.

Developing vocabulary p9

Using noun suffixes to talk about psychological experiments

FAST TRACK

You could ask students to read through the Exam Success box on page 9 and the tips on page 148. At home they can implement the advice given by reading the text in exercise 4 quickly to get a general idea of what it's about. Then ask students to read it in more detail and make a note of what type of word they think will be needed to complete each gap (e.g. plural noun, person, etc.). Preparing these initial stages will save time in the lesson and help students become accustomed to good habits for exams. Remind students not to complete the gaps at this stage.

WARMER

Write *-ness*, *-ion*, *-ment* on the board. In pairs, give students three minutes to write as many English words as they can ending with these suffixes. Nominate pairs to read out their lists and write them up on the board. Elicit the meaning of 'suffix' and ask students if they can think of any more common noun suffixes in the English language (*-er/-or*, *-ist*, *-ity*, *-ance/-ence*, *-ship*).

Word formation – noun suffixes

- 1 Students complete the columns with the correct suffixes. Let students compare their answers in pairs before checking in open class.

Answers

Noun – abstract/concrete: *-ence*, *-ness*, *-ion*, *-ment*, *-ity*

Noun – person: *-or*, *-ant*, *-ist*, *-er*

TEACHER DEVELOPMENT: LANGUAGE

Word formation

Root words can be various parts of speech. Consider (a verb) becomes *considerable*, and *thought* (a noun) becomes *thoughtful*. The form of some root words changes before the suffix is added. For example, *description* derives from the verb *describe* not 'descript'. *Friendly* is an adjective even though it has the suffix *-ly* which commonly goes with adverbs. To make an adverb from *friendly*, it is necessary to use a phrase: *in a friendly way* or *in a friendly manner*.

Encourage students to look closely at suffixes and prefixes when they are faced with new vocabulary. Point out that in many instances this may help them guess the correct meaning. Remind them to make a note of the different prefixes and suffixes used with a word when they record new vocabulary in their notebooks.

- 2 Ask students to add suffixes to the words making changes to the words if necessary. Remind them that they can sometimes add more than one suffix. If they find this difficult, allow them to use dictionaries to check their guesses. Check answers in open class.

Answers

- 1 scientist
- 2 argument
- 3 description
- 4 intelligence
- 5 sincerity
- 6 invention/inventor
- 7 similarity
- 8 frequency
- 9 speaker
- 10 loneliness

FAST FINISHERS

Ask students to write a sentence for each of the new words in exercise 2.

- 3 Working in pairs, students match the suffixes with the word. Then they think of at least one more word containing the same suffix.

Answers

- 1 c
- 2 a
- 3 b
- 4 e
- 5 d

+ EXTRA ACTIVITY

In pairs, ask students to try to make sentences

using both an original word or words and a word with the suffix from exercise 2. The sentences don't have to make perfect sense, but they need to be grammatically correct, e.g. *The inventor invented an important invention.*

✓ **EXAM SUCCESS** Discuss the information in the box with the class and ask if they have any other suggestions to add to the tip. Then refer students to page 148 to compare their ideas.

- 4 Apply the guidance in the Exam Success box by asking students to quickly read the whole text first to get an idea of what it's about. Then ask students to complete the gaps with a correct form of the word at the end of the line. With less confident classes you could do the first gap with them.

Answers

a Researchers b conclusion c difference d activity
e protection f explanation g popularity
h psychologist i decency

- 5 Students complete the words in the questions with a suffix. Check students' answers in open class.

Answers

1 reaction 2 appearance 3 failure 4 participant
5 description 6 personality

- 6 **SPEAKING** In pairs, students discuss the questions in exercise 5. Monitor and help with any pronunciation. Invite students to share their partner's responses with the class.

+ EXTRA ACTIVITY

Students choose someone in the class and write a short description of what they think their purse or wallet is like, based on their personality. Nominate students to read out their descriptions for the rest of the class to guess who they've written about.

HOMEWORK

Assign students page 7 in their Workbook or the relevant sections of the Online Workbook.

Gateway to life skills pp10-11 **Expressing yourself**

To discuss communication skills and why they're important, to learn techniques for effective communication and to practise and improve communication skills

>> **FAST TRACK**

You could ask students to read the Key concepts before the lesson and look up any terms they don't understand in their dictionary to prepare them for the topics that are going to come up in the lesson. You could also ask students to make some notes for their answers to exercise 1, so they are ready to start with the speaking at the beginning of the lesson.

i BACKGROUND INFORMATION

Learning to communicate effectively can give students a notable advantage both in their academic and social lives. Adolescence, however, can bring on insecurities and awkwardness in speaking publicly and young people may struggle to express themselves.

Being assertive, rather than arrogant, and articulate will benefit students in their social life, at school and university when giving presentations and in job interviews later in life.

This lesson focuses on practical tips for improving communication and includes some peer observation so students can put what they have learnt into practice.

WARMER

Write the compound adjective *tongue-tied* on the board and ask students if they can guess the meaning (unable to speak because you are shy or embarrassed). Elicit suggestions from students. In pairs, ask students to discuss the last time they were 'tongue-tied' and what they would do if they were in that situation again. Encourage some pairs to share their answers with the class. Finally, ask students to read through the lesson's objectives and Key concepts and check any vocabulary they don't understand.

- 1 **SPEAKING** In pairs, students discuss the questions. Encourage students to share their answers with the class. You could ask students to think about any occasions mentioned in question 4 and how they think the person speaking could have expressed themselves better.

- 2 **READING** Students read the article and answer the questions. You could ask more confident classes to predict answers to the questions before reading and then check their suggestions after they have read the article.

Answers

- 1 Struggling to find the right words, or emotions getting in the way.
- 2
- Tip 1:** Think of answers to questions and rehearse them.
- Tip 2:** Speak your mind without being rude.
- Tip 3:** Listen and ask questions.
- Tip 4:** Be aware of body language.
- 3 Students read the article again and explain the ideas in their own words. Remind them not to just copy text from the article.

Example answers

- 1 It's a good idea to think before you speak because you might panic and say something while you're angry or upset that you don't really mean.
- 2 Pausing before giving an opinion gives you time to organise your thoughts and think of the right words.
- 3 It's good to express your opinions and be assertive and not be scared of what other people think about you.
- 4 To stop you getting angry and upset and possibly saying something that might offend other people.
- 5 Asking questions helps you understand what the other person is saying and proves that you've been listening.
- 6 You need to listen to others as you can then learn what the other people's points of view are.
- 7 More than half of communication is non-verbal, so it's important to give the right signals.
- 8 Facial expressions reflect what a person is thinking, so if you smile and relax it gives a positive message.

TEACHER DEVELOPMENT: STUDENT TRAINING

Paraphrase

Encouraging students to paraphrase rather than just copy from the text can be difficult, but it is a technique worth learning for exams, particularly the transformation tasks where knowing different ways of saying the same thing is crucial. A broad range of expressions is also useful in the speaking and writing sections of the exams where students can avoid repetition.

Work through the first answer in exercise 3 as a class. Ask students to identify the part of the text they need. (*It's often difficult to come up with the right words on the spur of the moment ...*). Divide the sentence into parts: a) It's often b) difficult c) to come up with d) the right words e) on the spur of the moment – and ask students if they know any synonyms or alternative phrases for any of the parts, (e.g. b) hard, tricky c) to think of, to find e) immediately). Students can then use this vocabulary to rewrite the sentence. Remind them that when paraphrasing they are not writing their own ideas.

EXTRA ACTIVITY

In pairs, ask students to think of one more tip to add to the article.

VOCABULARY FOCUS

The video contains some colloquial language and words and phrases that may be useful for students. You could pre-teach the following words and phrases before watching:

in stock [n, uncount]: available to buy now *Do you have any of these batteries in stock at the moment?* (**stock [n, uncount]:** the goods that are available to buy in a shop)

branches (of a shop) [n, uncount]: a shop or office representing a large company or organisation in a particular area

make your way over [phr]: to go physically towards someone or something

have a chance (to do something) [phr]: an opportunity for you to do something, especially something that you want to do

finish off (a piece of work) [phr v trans]: (the same as *finish*) to do the last part of something so it is complete

- 4  **LISTENING** 01 Tell students they are going to watch a video or listen to two students role-playing some situations. Play the video or track and ask them which student they think communicates more effectively and why. See the Teacher's Resource Centre for the videoscript/audioscript for this exercise.

Suggested answers

In pair one, Hector communicates more effectively than Robert. In pair two, both students show areas for improvement in their communication skills, although perhaps Anna communicates more effectively than Aisha overall. Robert and Hector communicate more effectively than Anna and Aisha.

- 5 **LISTENING** 01 Tell students they are going to watch or listen again and ask them to make notes about the ways in which the students communicate effectively and the areas they need to improve. Please note that students will not be able to complete the table fully without watching the video as they will not be able to see the body language.

Suggested answers

Effective communication

Robert: Listened to the other person well.

Hector: Listened to his partner and paused to think before he spoke. Stayed calm.

Anna: Speaks her mind. Asks questions.

Aisha: Pauses and thinks about what words to use. Listens to others.

Areas for improvement

Robert: Needs to keep calm and not lose his temper.

Hector: Could ask more questions.

Anna: Interrupted her partner and didn't let her speak – she needs to listen. Needs to stay calm and not get upset.

Aisha: Needs to improve her body language. Needs to think before speaking and listen to others.

TEACHER DEVELOPMENT: CLASSROOM TIPS

Using video

There are many ways you can utilise video in the classroom in addition to just playing the clip straight through. To encourage students to predict content, you could play the video with the volume down initially. Ask students to look at the body language and expression of each character on the video and predict what he or she is going to say and what role they think they are playing, before playing the clip through with the sound on so students can check their predictions.

- 6 **SPEAKING** Students work in pairs and discuss the questions. Encourage students to share their ideas in open class.

+ EXTRA ACTIVITY

Refer students back to the situation they thought of in the warmer. Ask them whether, after what they have learnt in the lesson, they would offer different advice for the situation.

21ST CENTURY TASK

Put students in groups of three and tell them they are going to observe each others' communication skills while they discuss a topic.

- **Step 1**
In their groups of three, students choose the first observer. Circulate and ensure students have chosen who will undertake each role initially.
- **Step 2**
Make sure students understand they need to choose one topic from the list. Encourage them to choose one they feel they will be able to talk about. Help with any vocabulary they may need when brainstorming. You may want to set a time limit of 3–4 minutes for this part. Alternatively, you could do this step as a class and brainstorm each topic separately asking for two or three ideas for or against for each one – students will be in a better position to choose a topic they feel they can discuss in the next step.
- **Step 3**
Remind the observer that he/she has to watch the communication skills of the other two and make notes. Walk round monitoring while students discuss their topic. Make notes of errors to correct during feedback. Again, set a time limit for this part.
- **Step 4**
Give the observer time to discuss his/her observations and make suggestions for improvement.
- **Step 5**
Ask students to change roles and choose a new topic for discussion. Repeat steps 1–4.

Listening p12



Listening for gist and specific information; talking about present and past habits

>> FAST TRACK

Before class, ask students to make notes on exercises 1 and 2, so they are ready to start the speaking exercises at the beginning of the lesson.

**Test before you teach: Flipped classroom**

Set the Flipped classroom video and tasks for homework before the lesson. This will allow you to assess the needs of the students before the class. Students can then move on to the relevant grammar practice activities.

Talk to students about this change in the classroom model. Go over the guidelines for watching the videos and discuss the procedure in class. After the students have completed several Flipped classroom lessons, encourage students to evaluate if they think the learning video has been effective and helpful.

WARMER

In pairs, ask students to think of the clubs, societies and teams that are available to them in school and then to think of one that they don't have yet but would like to have in the future. Write their suggestions on the board and then have a class vote on which club or society they would most like to have.

- 1 **SPEAKING** In pairs, students discuss the questions. Encourage them to share their answers with the class.
- 2 **SPEAKING** In pairs, students look at the photo and describe what they can see. Elicit ideas from different students as to what type of group they think the people in the photo belong to.
- 3 **LISTENING**  02 Tell students that they are going to listen to a radio interview about fraternities and sororities in the US. See page 36. Check students know the meaning of 'characteristics' and ask students to predict what sort of answers may come up. Play the track. Students listen and answer the question. See p145 for the audioscript for this exercise.

Answer

They are social groups of men and women who form a society. Their characteristics include: using Greek letters in their society name, having secret rituals for new members, advocating social change and forming an often lifelong bond with other members.

CULTURAL INFORMATION

Fraternities and sororities are social organisations at colleges and universities, mostly for undergraduate students. A fraternity (from the Latin for 'brother') is typically for male students, whereas a sorority (from the Latin for 'sister') is usually all female. They are usually named after letters from the Greek alphabet, with the first fraternity generally considered to be the Phi Beta Kappa Society, founded in 1776. Within the organisations, students may take part in activities such as fundraising for charity and athletic and social events while developing their academic and leadership skills. Though the organisations are understood to benefit students by promoting friendship and intellectual development, they are not without controversy: with the initiation ceremonies and rituals (commonly known as 'hazing') having been known to involve humiliation and illegal practices. Though fraternities and sororities are largely associated with colleges and universities in the US, similar organisations also appear in the Philippines and to some degree in European countries such as Belgium, the Netherlands, Portugal, Sweden and Finland.

✓ **EXAM SUCCESS** Ask students to read the information in the box before doing exercise 4. Ask them if they have any other suggestions for doing this type of listening activity. Elicit answers, and then refer students to Exam Success on page 148 to compare their suggestions.

- 4 **LISTENING** 02 Give students a minute to read through the statements carefully. If they think they already know the answers, they can circle them. Play the track again. Remind students not to worry if they miss an answer, but to concentrate on the next one. Students compare answers in pairs before discussing as a class.

Answers

1 F 2 T 3 T 4 NG 5 NG 6 F 7 T 8 F
9 NG 10 T

EXTRA ACTIVITY

Put students in groups of three and hand out a copy of the audioscript to each group. Ask them to underline the information that gave them the answers in exercise 4. This gives students the opportunity to understand where they may have misheard or misunderstood information or fallen for 'red herring' answers. After they have done this, have them read through the interview, each taking one part.

- 5 **SPEAKING** What about you? Students discuss the questions in pairs or small groups. Have a class feedback session and see if students would or wouldn't choose to become a member of fraternities or sororities. Encourage individual students to give their reasons for their choices. You could ask students if they think similar groups would be successful in their school.

GRAMMAR Present and past habits

- 6 Students match the sentences with the verb forms then write the letter of the verb form next to the use.

Answers

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

Present habit (neutral) a, c

Present habit (annoying) e

Past habit (neutral) b, d

Past habit (annoying) f

TEACHER DEVELOPMENT: CLASSROOM TIPS

Concept-checking

Avoid simply telling students grammar rules. Instead, ask them yes/no questions to check that they have understood a concept. Compare the concept-checking questions for the following sentences:

We always have meetings. Are we talking about a present habit? (Yes) Is the speaker annoyed by the habit? (Don't know – neutral)

We're always having meetings. Are we talking about a present habit? (Yes) Is the speaker annoyed by the habit? (Yes)

They used to have secret rituals. Do they have secret rituals now? (No) Did they have them once or often? (often) Are we talking about a past habit? (Yes) Can we say instead *They would have secret rituals?* (Yes)

Fraternities used to be literary societies. Is a fraternity a literary society now? (No) Are we talking about a past habit? (No – a state) Can we say instead *A fraternity would be a literary society now?* (No)

GRAMMAR Present and past habits

- 7 Students work individually to complete the sentences. Let students compare their answers in pairs before you check them with the class.

Answers

1 always 2 would 3 used 4 'll 5 'd 6 is
7 was 8 watches

EXTRA ACTIVITY

Read out the following sentences and ask students to say whether they are neutral or annoying. Make sure you really emphasise the underlined words.

Jenny talks a lot.

Jenny is always talking.

They'll talk in class sometimes.

They will talk in class sometimes.

We'd go for long walks.

We would go for long walks.

Ask students to listen to you read the sentences again. This time ask them to repeat after you in order to practise the strong emphasis needed when expressing annoying habits.

TEACHER DEVELOPMENT: CLASSROOM TIPS

Oral drills

When introducing or revising new language, consider incorporating a short drill to work on pronunciation, intonation and/or the consolidation of accuracy before asking students to do any speaking practice. Vary the type of drill used to maintain interest.

GRAMMAR Present and past habits

- 8 SPEAKING** First ask students to think of an interesting member of their family or friend to describe. They then write at least five true sentences individually using the different forms in exercise 7. Give them a couple of examples to get them started, e.g. *My grandfather will always fall asleep after lunch. He used to be in the navy. He is always telling the same stories.* Students then describe their family member or friend to a partner. Monitor and note errors in order to do an error feedback at the end.

EXTRA ACTIVITY

Ask students to think of five things that people do that irritate them or have irritated them in the past and write complete sentences (e.g. *My brother's always borrowing my things without asking; My mum would always make us eat all of our vegetables at dinnertime.*). Ask them to compare sentences with a partner to see if they have any similar irritations.

Refer students to the Grammar reference on page 16 if necessary.

HOMEWORK

Assign students pages 7–8 in their Workbook or the relevant sections of the Online Workbook.

Developing speaking p13

Talking about yourself in a personal interview

FAST TRACK

You could ask students to complete exercises 1 and 4 at home before the lesson to prepare them for the speaking task.

WARMER

Ask students to describe the photo in the Student's Book. Where do they think the people are and what are they doing? What is the relationship between them? How do they think the student is feeling? How have the people prepared for the speaking test? What sort of questions are asked? Students work in pairs and tell each other about their experiences of being interviewed in English during their time learning English.

Personal interviews

- 1** Ask students to work individually to complete the table. Let them compare their answers in pairs.

Answers

Language learning: 6 (Past)

Friends, family and relationships: 3 (Present), 7 (Past), 8 (Present), 10 (Past)

Holidays: 9 (Present), 12 (Past)

Free time: 2 (Present), 4 (Present), 5 (Present), 11 (Present)

- 2 LISTENING** **03** Tell students they are going to listen to three people answering the questions in exercise 1. Draw their attention to questions a–c and ask them to think what type of information they will need to fill in the table. Play the track. Students listen and answer the questions. See p145 for the audioscript for this exercise.

Answers

	Speaker 1	Speaker 2	Speaker 3
a	10	3	9
b	more than one		
c	Yes. By giving a lot of information and by using expressions like <i>let me see</i> , <i>for example</i> and <i>to my mind</i> .		

- 3** Students complete the Speaking bank using expressions from exercise 2. In feedback, ask them if they can think of any other useful expressions.

Answers

Playing for time: 2, 4

Adding examples and ideas: 5

Expressing opinions: 1, 3

TEACHER DEVELOPMENT: LANGUAGE

Useful phrases

We use *In fact* before saying something that is true usually when the contrary is commonly believed, e.g. *Many believe that the painting is priceless. In fact, you could buy it for about ten million dollars.*

We use *For example/instance* to give examples to illustrate a point, e.g. *Many of the paintings in the museum are worth millions. For example, 'The Dancing Princess' is worth about ten million dollars.*

There are many more ways of expressing opinions, e.g. *In my opinion, If you ask me, I'd say that, I believe that, In my experience.*

- 4** Ask students to think of answers for each of the questions in exercise 1. Tell them to make brief notes rather than writing full sentences. Start students off by giving some examples for the first question, e.g. *I prefer studying with others because you can share your ideas and because it is more motivating to work with friends than by yourself.* Monitor and help with ideas and suggestions.

Group activities

Be interactive! Students are often motivated by sharing ideas, so try these suggestions with your class. Divide the class into groups of three to prepare answers. They can still choose to use their own answers, but it is fun for them to try them out on other students. Alternatively, divide up the task. In a class of 16, for example, have four groups of four and ask each group to consider three questions. Once they have some notes, mix up the groups so that there is a student from each of the original four groups in each of the new groups. Students share their ideas and adapt them for their own use.

- 5 SPEAKING** Students ask and answer the questions in exercise 1 in pairs. Monitor and prompt the students to use expressions from the Speaking bank. Try to comment on their performance in a positive way and encourage them to repeat a question and answer if they didn't do it well the first time.
- 6** Students work in pairs to think of two further questions for each category in the table in exercise 1. Remind them to use a mixture of past and present tenses. In feedback, elicit some of the best ideas for the whole class to share.

Suggested answers

Language learning: What aspect of learning English do you enjoy the most and why? What has been your favourite lesson so far this year?

Studies: How do you keep notes and revise what you are learning? Which subject did you used to like when you were younger?

Friends, family and relationships: Which person in your life inspires you and why? Is it better to have lots of good friends or a few very close friends?

Holidays: Where would you most like to go on holiday? Why? What is the most amazing thing you have ever done on holiday?

Free time: Which sports are you interested in? How did you spend last Sunday afternoon?

PRACTICE MAKES PERFECT

- 7 SPEAKING** Students ask and answer the questions in exercise 6 in pairs. Remind students to give more than one piece of information with their answers. Give less confident students time first to prepare their responses.

TEACHER DEVELOPMENT: STUDENT TRAINING**Oral repetition**

Repeating speaking tasks is a good way to improve confidence and fluency as students become increasingly familiar with what they are saying. Mix up the pairs three or four times while they do these speaking activities. If classroom space allows, ask students to sit face to face while doing exercise 5, then, when it comes to doing exercise 7, it is easy for one student in each pair to stand up and move to a new partner. It is possible to repeat either exercises 5 or 7 once or twice and still keep students interested as they will be working with new partners each time.

Play a version of Hot seat with a smaller, more

confident class. Ask students to sit in a circle. You sit on a chair in the middle of the circle. Say, for example, Holidays. Students have to ask you two or three questions which they have prepared on that subject. Answer with a couple of ideas and use the new expressions. Then nominate a student to take over from you in the 'hot seat'. They call out a subject, answer two questions, then nominate another student to take over. Note any errors for an error feedback at the end.

HOMEWORK

Assign students page 9 in their Workbook or the relevant sections of the Online Workbook.

Developing writing pp14-15 

Writing a story; using similes and verbs to describe ways of talking

>> FAST TRACK

You could ask students to read the story at home before the lesson, reminding them to use the photos and title to help them. In class they can read the text again quickly before moving onto the vocabulary exercises. In addition, or alternatively, students could do the preparation for the writing task in class and you could set the writing task in exercise 10 for homework.

WARMER

Write *The girl was walking home when she met a friend.* on the board. Write in large letters with a little space between each word. Divide the class into two teams – the right half of the class and the left. The teams have to take turns to expand the sentence by adding one word at a time. So, for example, Team 1 quickly confer and add slowly: *The girl was walking slowly home when she met a friend.* (A student comes to the board and inserts the word.) Team 2 then confer and add a word, e.g. *The girl was walking slowly home when she met a school friend.* The activity continues until one team can't think of a word to add and loses.

A story

- 1 SPEAKING** Students discuss the questions in pairs. In feedback, build up a list on the board of what makes a good story.

Suggested answers

- 3** interesting to read
believable characters
an exciting plot
a surprising ending – a 'twist in the tale'

2 **BREAKING** Ask students to look at the photos and the title of the story. In pairs, students discuss what the story might be about. Ask a few students to tell the class their ideas in feedback. Don't confirm or deny anything at this stage.

3 Students read the story and check their ideas in exercise 2.

+ EXTRA ACTIVITIES

1 Write the following synonyms on the board and ask students to find words with a similar meaning in the text.

- happy (= delighted)
- nice (= pleasant)
- to shout (= to yell)

2 Ask students to write a summary of the story using a maximum of 90 words.

Suggested answer

Greg received a camera for his birthday and went to the park to take some pictures. Later that day, he realised he'd dropped it. A few weeks later, he saw one of his photos in the newspaper. Someone had found his camera and put one of his photos in the paper. He got his camera back and met the person who had found it. Greg found out she was a famous photographer. She really liked Greg's photos and promised to help him with his career.

VOCABULARY Similes

4a Ask students what a simile is (a figure of speech in which two essentially unlike things are compared, often in a phrase introduced by *like* or *as*). Then ask them to complete the phrases using similes from the story in exercise 3.

Answers

- 1 dream 2 sheet 3 flash 4 house on fire

4b Students work individually to match the expressions to make similes. They compare answers in pairs before discussing as a class. Allow students to use their dictionaries if necessary. Point out that 'as clear as mud' is used when something is not at all clear, so is often used ironically.

Answers

- 1 h 2 c 3 f 4 b 5 i 6 e 7 a 8 g 9 d 10 j

TEACHER DEVELOPMENT: LANGUAGE

Similes

like (+ noun/noun phrase) = in a similar way to
as (+ adjective) ... *as* (+ noun) = comparatively, the same
 Note that these phrases are often used with fixed expressions (*as quiet as a mouse*; *like a house on fire*) but can also be used originally and creatively. They are often thought of as a poetic, expressive way of speaking.

FAST FINISHERS

Ask students to make complete sentences using three or four of the similes in exercise 4b.

TEACHER DEVELOPMENT: PRONUNCIATION

Schwa

Note the weak /ə/ sound in *as ... as*, which is weakly stressed:

/ə/ /ə/

He's as quiet as a mouse.

Try drilling some of these expressions so that students learn how to say *as ... as* with a weak stress.

- 5 Working in pairs, students prepare their own similes. Draw students' attention to the examples.
- 6 Ask pairs of students to read out some of their similes and decide as a class which ones are best. Alternatively, put pairs together to make groups of four or six to compare similes, and then invite a student from each group to share a couple of their favourites with the class.

+ EXTRA ACTIVITIES

- 1 Students translate some similes from their first language. As a class, discuss whether they work in English.
- 2 Write the following fixed similes with *like* on the board and ask students if they can fill in the animal. Then ask students to write their own animal similes with *like*.
He fights like a ... (lion)
She runs like a ... (cheetah)
He's watching you like a ... (hawk)
She kicks like a ... (mule)

VOCABULARY Ways of talking

7a **LISTENING** 04 Play the track. Students read the sentences and listen. Tell them to pay attention to the way the speakers express each phrase because this gives a clue as to the meaning of the verb. Students work individually to match the words in bold with the definitions. They may use their dictionaries if necessary. They compare answers in pairs before discussing as a class. In feedback, point out the pronunciation of the verbs. See p145 for the audioscript for this exercise.

Answers

- a 5 sighed /saɪd/ b 6 gasped /gæspɪd/ c 2 yelled /jeld/
- d 7 whined /waɪnd/ e 1 shrieked /ʃriːkd/
- f 3 whispered /'wɪspə(r)d/ g 8 muttered /'mʌtə(r)d/
- h 4 groaned /grəʊnd/

7b Working in pairs, students replace *said* in the sentences with an appropriate verb in exercise 7a. In feedback, ask students to read out the sentences and to add expression to the way they say them.

Suggested answers

- 1 sighed 2 yelled 3 shrieked 4 muttered
- 5 whined 6 groaned/gasped

Write on the board *I haven't done my homework.*

Working in pairs, students take turns to say the sentence expressively in different ways. Their partner must identify the way of speaking and what the situation might be. For example: *You gasped, so perhaps the teacher has just asked for the homework and you have suddenly realised you have forgotten to do it. Or: You muttered, so I think you are responding to the teacher in front of the class and feel embarrassed.*

- 8 Students read the information in the Writing bank then look for examples in the story in exercise 3. They compare answers in pairs before discussing as a class.

Suggested answers

Using a variety of past tenses: *He immediately returned to the park to look for it; Greg was flicking through ...; The person who had found it ...; Greg was about to leave ...*

Using a variety of adjectives and adverbs: a new camera; a pleasant afternoon; immediately returned

Short sections of direct speech using a variety of verbs expressing different ways of speaking: 'Oh no!' he groaned; 'I'll never find my camera or see my photos again,' he sighed.

Similes: as white as a sheet; get on like a house on fire

Linkers and expressions of time and sequence: After a pleasant afternoon; One day, A few weeks later

- 9 Students discuss the questions in pairs. Encourage some students to share their partner's responses with the class.

✓ **EXAM SUCCESS** Discuss the information in the box with the class before doing exercise 10. Put students in pairs and ask them to discuss briefly why preparation is important and if they have any other good ideas for preparing for a writing task. Elicit suggestions then refer students to page 148 to compare their ideas.

- 10 Ask students to write a story ending with the sentence given. Refer students to the Writing bank on page 154 for a model text and additional tips.

TEACHER DEVELOPMENT: STUDENT TRAINING

Brainstorming and feedback

Divide the class into pairs or threes and ask them to brainstorm at least three 'surprising' types of stories that they could write. Students briefly tell each other stories they can think of. Monitor and be available to help with any vocabulary they need. When they all have a story in mind, ask them to work individually to write brief rough notes for the story. Give them four or five minutes to do this, then put them in threes to share what they have written and to make suggestions.

Before they write a first draft, remind them to follow the advice in the Writing bank and to think briefly about any similes, adjectives or adverbs that they could include in their story.

Give them five or ten minutes to write their first draft. You could play some background music while they are writing if it will help them concentrate. Monitor unobtrusively and help with vocabulary.

When they have finished the first draft, ask them to exchange stories with a partner. They read each other's draft and make comments. Ask them to comment on their partner's use of tenses, adjectives and adverbs, similes and direct speech, as well as on how good the story is.

Students are now ready to write the final draft. Set this for homework.

HOMEWORK

Assign students page 10 in their Workbook or the relevant sections of the Online Workbook.

Language checkpoint: Unit 1

Vocabulary revision p17

WORD FORMATION – NOUN SUFFIXES

>>> FAST TRACK

The extra support provided on the Grammar and Vocabulary reference sections makes the Grammar and Vocabulary revision sections ideal for setting as homework. You could get students to complete the whole revision page or just certain exercises for homework.

Grammar revision p17

Past tenses

- 1 Students choose the correct alternative.

Answers

- 1 been waiting 2 have been 3 'd 4 read 5 was
6 was 7 stepped 8 had had

Present and past habits

- 2 Students tick the correct forms and rewrite the incorrect ones.

Answers

- 1 My parents buy me presents every week.
2 When he was five, he had/used to have a bike.
3 ✓
4 ✓
5 I went to Brazil once for a holiday.
6 I love films so I usually go to the cinema once a week.

- 1 Students tick the correct forms and rewrite the incorrect ones.

Answers

- 1 importance 2 loneliness 3 ✓ 4 freedom
5 invention 6 ✓ 7 safety 8 intelligence

BODY IDIOMS AND HUMAN INTERACTION

- 2 Students read the definitions and complete the idioms with parts of the body.

Answers

- 1 back 2 thumb 3 leg 4 shoulder 5 neck
6 chest

SIMILES

- 3 Students complete the similes. Remind them there are three extra words.

Answers

- 1 fresh 2 quick 3 quiet 4 solid 5 white 6 cold

WAYS OF TALKING

- 4 Students answer the questions with the words.

Answers

- 1 whisper 2 gasp 3 yell 4 shriek 5 mutter
6 whine

HOMEWORK

Assign students page 11 in their Workbook or the relevant sections of the Online Workbook.

2 Road trips

KEY LEARNING OUTCOMES

CEF

Students will be able to:

- understand spoken and written topics related to driving and transport
- talk about obligation, permission, prohibition, criticism and advice in the present and past
- make speculations and deductions about the present, past and future
- discuss ways of making good decisions, and evaluate solutions
- compare and contrast photos and make present and past speculations
- write an opinion essay with a clear argument and supporting details

UNIT OVERVIEW


**Vocabulary/
Developing
vocabulary**

Compound nouns – cars and the road

Collocations with *take*, *make* and *do*


Reading

Ready for the road?

CRITICAL THINKING Thinking about the opinion and aim of the writer


**Grammar in
context**

Modal verbs – obligation, permission, prohibition, criticism and advice

Modal verbs – speculation, deduction, possibility and probability


Life skills

Personal well-being: Making good decisions


Listening

The world's most dangerous road


**Developing
speaking**

Discussing photos – 1


**Developing
writing**

An opinion essay


Exam success

Use of English: Multiple-choice cloze activities

Listening: Multiple-choice activities
Speaking: Discussing photos
Writing: Opinion essays

DIGITAL OVERVIEW

Presentation Kit

- ▶ **Flipped classroom video Unit 2:** Modal verbs – speculation, deduction, possibility and probability
- ▶ **Life skills video Unit 2:** Making good decisions
- ▶ **Interactive versions of Student's Book activities**
- ▶ **Integrated audio and answer key for all activities**
- ▶ **Workbook pages with answer key**

Teacher's Resource Centre

- ▶ **Flipped classroom video Unit 2:** Modal verbs – speculation, deduction, possibility and probability
- ▶ **Life skills video Unit 2:** Making good decisions
- ▶ **Grammar communication activity Unit 2:** UK quiz
- ▶ **Worksheets for this unit, including:**
 - Grammar Practice worksheet Unit 2
 - Flipped classroom video worksheet Unit 2: Modal verbs – speculation, deduction, possibility and probability
 - Literature worksheet Units 1 and 2
 - Culture worksheet Unit 2
 - Life skills video worksheet Unit 2
 - Everyday English worksheet Unit 2

Student's App

Gateway 2nd Edition wordlist for the award-winning Sounds App (available for download)

✓ TESTING AND ASSESSMENT

Resources for exam preparation and measuring student progress

- ▶ Test Generator Units 1–2
- ▶ Printable test Unit 2
- ▶ Gateway to exams Units 1 and 2 (end of Unit 2)

Reading pp18-19



Using compound nouns to talk about car and road issues; skimming and scanning an article for global and specific information

>>> FAST TRACK

You could ask students to read the article on page 19 before the lesson and to complete exercise 6.

WARMER

Ask students whether they can drive. When did they take their driving test? When are they going to start to learn to drive? When are they going to take their test? Write (or brainstorm and write) the following words on the board and check the students know them by miming the actions:

drive safely

overtake

park

reverse

crash

fasten your seat belt

Ask students to say which of these skills they have to show on their driving test. Which driving skills are the most difficult to learn?

VOCABULARY Compound nouns - cars and the road

1a Write *compound nouns* on the board and check students understand the meaning. Ask students to look round the classroom and tell you as many compound nouns as they can see (e.g. *classroom*, *whiteboard*, *pencil case*, *window pane*). Working in pairs, students match the words in each column to make compound nouns and then decide whether they should be one word or two words. Encourage students to check their answers in their dictionary, if necessary, before you confirm them in open class.

Answers

1 d motorways 2 i seat belt 3 f driving licence
4 b road signs 5 a speed limit 6 j steering wheel
7 g traffic lights / c traffic jam 8 c traffic jam / g traffic lights 9 e roundabout 10 h petrol station

1b SPEAKING Students complete the sentences with words from exercise 1 and discuss their answers in pairs. In class feedback, you could ask for a show of hands for who agrees or disagrees with each statement.

Answers

1 seat belt 2 speed limit 3 traffic jams
4 steering wheel 5 road signs 6 motorways
7 traffic lights 8 driving licence

TEACHER DEVELOPMENT: LANGUAGE

Compound nouns

With the exception of *roundabout*, these compound nouns are formed by putting two nouns together, which is the most common way of making a compound noun. There are no useful rules as to when a compound noun is one word, two words or hyphenated – they simply have to be learnt.

+ EXTRA ACTIVITY

Ask students to look at the sentences they disagreed with in exercise 1b, and rewrite them with their own opinions.

- 2 Give students a moment to look at the questions. Point out that they should read or scan the text quickly to find the answers without worrying about the gaps or any unknown words. You could set a time limit of three or four minutes.

Answers

- 1 New Zealand 16, the US 14 (in some states), UK 17
- 2 It will probably rise.

- 3 Ask students to read the text again more closely and to match sentences A–H to gaps 1–8 in the text. Students compare answers in pairs.

Answers

1 E 2 G 3 C 4 B 5 D 6 H 7 A 8 F

i CULTURAL INFORMATION

In the UK, young people need to be 17 years old to have a provisional driving licence for small vehicles and motorbikes. At 16, it is legal to have a moped. While it is legal for anyone over the age of 21 who has held a licence for three years or more to teach someone to drive, most people pay for private lessons with a qualified instructor before taking their test. Learner drivers are required to have an 'L-plate' (as pictured in the photo on page 19) on the back and front of their car when learning, so other drivers are aware that they're not qualified.

TEACHER DEVELOPMENT: STUDENT TRAINING

Cloze texts

There are four steps to doing this type of exercise.

- 1 Start by reading the sentences before and after the gap, and guessing what might be in the missing sentence.
- 2 Look through the list of sentences and find the one that is most similar to what you expected the missing sentence to be. If you aren't sure, use a process of elimination – first cross out (in your mind, or mark with pencil) the sentences that are clearly wrong.
- 3 Check for vocabulary clues. Does the sentence you think is correct have the same vocabulary as any of the words either side of the gap?
- 4 Check for reference clues. Does the sentence have words like *this*, *it*, *these* or *they* which refer back to a noun or nouns in the text before the gap?

- 4 Students underline any reasons given in the article for why young drivers have more accidents than other drivers. Ask students if they can think of any more reasons.

Answers

Reasons in the text: *a part of the brain that helps to control impulsive behaviour ... only fully develops by the age of 25; a lot of development happens between the ages of 16 and 18; there is a scientific reason why teenagers can at times be more careless and rash; Sixteen-year-old drivers are ... involved in thousands of fatal accidents each year; accidents are more likely when a teenage driver is accompanied; teenagers are more likely to take risks and break speed limits when driving with their friends; young motorists only have an average of 29.9 hours of professional lessons before taking and passing their test*

Other possible reasons: Teenagers drive cars that aren't very roadworthy and they don't look after their cars; Teenagers are more likely to be distracted by mobile phones, music on the radio, etc.; Teenagers are impatient and lose their temper; Teenagers panic and make bad decisions when driving because of their inexperience; Teenagers often drive when they are tired – coming home from a party, for example.

+ EXTRA ACTIVITY

In pairs or small groups, ask students to find information on a country with a low level of traffic accidents with young drivers. Can they find any explanations for the low level? Invite students to report their findings back to the class.

- 5 **CRITICAL THINKING** Give students time to read through the questions and consider their answers individually. Encourage students to share their ideas with the rest of the class. Ask students to identify parts of the text that led to their answers.

Example answers

It's hard to know the opinion of the writer, because a lot of the article is statistics and facts rather than his/her opinion. However, I think the writer thinks that teenage drivers aren't very safe as he/she uses words like 'careless', 'rash' and 'impetuous'.

I think the main aim of the article is to inform people as the majority of the text is facts and statistics. However, the writer seems to want to persuade people that having a licence at an older age is better because he/she says that the statistics are 'horrifying'.

- 6 Students guess the meaning of the underlined words in the text, then use their dictionary to check their ideas.

Answers

requirements = things that a rule or law says that you must do

toughen up = make stricter

gone down = been received or accepted

bothered = make the effort to do something

impulsive, rash, impetuous = acting or done too quickly, without considering the effects of your actions

show off = behave in a way that is intended to attract people's attention and make them admire you

implementing = making an idea, plan or law start to work and be used

lowering = reducing something in number, value or strength

>>> FAST FINISHERS

Ask students to label the types of words in exercise 6 (noun, adjective, etc.) and to use a dictionary to mark the stress in each word. When they are finished they can teach a partner or small group what they found.

- 7 **SPEAKING What about you?** Students discuss the questions in pairs or small groups. Elicit answers from different groups. You could follow up with a class debate on the subject of question 2.

HOMEWORK

Assign students pages 12–13 in their Workbook or the relevant sections of the Online Workbook.

Grammar in context p20



Using modal verbs of obligation, permission, prohibition, criticism and advice

>>> FAST TRACK

As an alternative to testing before you teach at the beginning of the lesson, you could ask students to complete exercises 1a and 1b at home. Check answers at the start of the lesson and if students are confident with form and usage you can spend less time explaining form and meaning. You could also do exercise 2 orally as a class before moving onto exercise 3.

Test before you teach

Write *motorcyclists* in the middle of the board. Then write *have to*, *should*, *must*, *need to* and *not allowed to* on the board, each in a circle around the central word. Ask students to take a moment to think of rules or advice for motorcyclists, e.g. they have to wear a helmet; they should wear protective clothing. Then, working in pairs, students talk about their sentences together. Monitor and check how well the students can manipulate the modal verbs. Ask them to change some of their sentences to the past tense to check their use of *had to* and *should have*. If they seem to be familiar with the use of these modal verbs, then move through the Grammar guide exercises quickly in open class.

Modal verbs – obligation, permission, prohibition, criticism and advice

- 1a** Students discuss the words and expressions in bold in pairs. Encourage students to say why the words or expressions are used and if they refer to the present or past.

Answers

- 1** *had to* (+ infinitive): an obligation or rule in the past
- 2** *shouldn't have* (+ past participle): regret about or criticism of the past
- 3** *are not allowed* (to + infinitive): prohibition in the present
- 4** *need to* (+ infinitive): obligation in the present
- 5** *should* (+ infinitive): advice in the present
- 6** *must* (+ infinitive): obligation in the present

- 1b** Students work in pairs to discuss how to change the forms from past to present or vice versa.

Answers

- 1** **have to be/must be:** *have to be* is better here because we tend to use *must* to talk about personal obligations when the speaker feels that something is necessary (*I must get up earlier at the weekends.*) whereas we use *have to* to talk about obligations when the situation makes something necessary (*You have to be 17 to drive because that's the law.*)
- 2** **shouldn't pass:** in the present this form expresses mild obligation or strong advice, whereas in the past it expresses a regret or criticism
- 3** **were not allowed**
- 4** **needed to/had to:** both forms express a past necessity
- 5** **should have had:** this form expresses regret that the advice was not taken
- 6** **had to:** the past form of *must* for obligation is *had to*

+ EXTRA ACTIVITY

Write the following on the board:

In the UK, you

*... **mustn't** stick a stamp on an envelope with the Queen's head upside down.*

*... **are not allowed** to eat a mute swan unless you are the Queen.*

*... **shouldn't** push to the front of a queue.*

*... **need** to carry a bale of hay in your vehicle at all times.*

Ask students which three represent 'laws' in the UK, and which one just reflects social etiquette (Answer: 3 is the only one that is not a 'law'). Explain that 1, 2 and 4 are still officially laws in the UK, but only as they haven't officially been cancelled – it is unlikely that someone would be arrested for these actions! Ask if students know of any such laws in their country. Refer students back to the sentences and ask them which words told them whether something was optional or not.

- 2** Students read the sentences carefully and decide if they have the same meaning or if they differ, and if so, consider how they differ. They check answers in pairs before discussing as a class.

Answers

- 1** **No:** *didn't need to* means there was no necessity to go – it does not say whether the speaker went to school or not; *needn't have gone* means the speaker went to school then discovered it was unnecessary.
- 2** **No:** *don't have to* expresses a lack of obligation or necessity – the speaker means to say that you can eat the food or not depending on whether you want to or not; *mustn't* expresses a prohibition – the speaker is prohibiting you from eating the food. (Note that some European speakers get confused between these forms because in their L1 a form that looks similar to *must not* is used to express a lack of obligation.)
- 3** **Yes:** *ought to*, like *should*, expresses advice or mild obligation; *'d (had) better* means the same but is stronger – it is used to say what is the best thing to do in a situation.
- 4** **Yes:** but *have got to* is considered less formal and is generally only used in spoken English.
- 5** **No:** *wasn't allowed to* is a prohibition; in the present; *may not* + infinitive is used to prohibit (*You may not go out looking like that!*), but it cannot be used in a past form in this way – the form *may* + *have* + past participle is only used to form the past of *may* to express possibility, so this sentence effectively means 'It is possible that I didn't stay up late when I was smaller'.
- 6** **No:** *had to* + infinitive expresses a past obligation or rule; *must* + *have* + past participle can't be used to form the past of *must* for obligation – this form expresses the past of *must* to express likelihood, so it effectively means 'I am certain that I wore ...'
- 7** **Yes:** the basic meaning is the same although *shouldn't* + infinitive is used to give strong advice or a mild obligation, and *be supposed to* is used when we talk about the normal or correct way of doing something.
- 8** **Yes:** they are not expressing obligation. They are being used to make a request for quiet. The speaker is also showing annoyance.

- 3** Students complete the sentences. Let them check their answers in pairs before discussing as a class. Remind students that there may be more than one possible answer.

Answers

- 1** *mustn't send/aren't allowed to send*
 - 2** *had to walk/needed to walk*
 - 3** *shouldn't have written*
 - 4** *needn't have got up/didn't have to get up*
 - 5** *wasn't allowed to wear*
 - 6** *should find/ought to find/had better find*
- 4** Ask students to complete the second sentence keeping the meaning similar to the first. Remind them not to change the word given and to use between three and six words including the word given.

Answers

- 1 should have told you
- 2 aren't/weren't allowed to go
- 3 have got to buy
- 4 shouldn't have driven
- 5 needn't have worried about
- 6 shouldn't have gone to the party
- 7 ought to have got

- 5 **SPEAKING** Give students a few minutes to read through the situations. In small groups have them talk about the situations using present and past modals. Draw their attention to the example sentence. Tell students to make at least four sentences for each situation. In less confident classes, you could do the first one in open class.

TEACHER DEVELOPMENT: PRONUNCIATION

Modal verbs

It is common for the 'have' in modal verbs to be contracted in informal speech (and occasionally in informal writing), i.e. *should've, could've*. This can sound like 'of' which is sometimes mistakenly used even by native English speakers.

In rapid speech, this can be contracted even further to *shoul~~d~~a, could~~d~~a*.

It could be useful to drill both alternatives with students so they are used to the sound, but remind them to only use in appropriate informal contexts.

- 6 **SPEAKING** Ask students to read through the prompts and prepare things to say. When the students are ready, divide the class into pairs and tell them to share their ideas. Ask a few individuals to summarise what they found out about their partner. Ask less confident students to prepare written sentences first, using some of the modal verbs. Ask more confident students to improvise a variety of things to say.

EXTRA ACTIVITY

You could extend this activity by asking students to work in pairs to think of dilemmas they face in their own lives. These needn't be too serious – something such as 'I find it difficult to save money' or 'I never have enough time to do schoolwork at the weekend.' Ask them to share their dilemmas with the class and to ask for advice, criticism and expressions of obligation or prohibition from the rest of the class. Encourage use of past and present tenses.

TEACHER DEVELOPMENT: CLASSROOM TIPS

Error correction

It is a good idea to collect and feedback on errors at this level. Try this interesting and alternative approach. When students are talking in groups, ask one student to listen and note errors for the group instead of taking part in the discussion. At the end, ask the student to comment on the discussion in his or her group and to point out any errors.

Refer students to the Grammar reference on page 28 if necessary.

HOMEWORK

Assign students page 14 in their Workbook or the

Developing vocabulary p21



Using collocations with *take, make and do*

FAST TRACK

You could ask students to complete exercises 1 and 2 at home before the lesson. Correct their answers at the beginning of the lesson. This will give you a good idea of how familiar students are with the collocations and whether they need further practice.

WARMER

Write *make and do* on the board. Divide the class down the middle into two teams. Team A must think of as many expressions as they can with *make*. Team B must think of expressions with *do*. Ask one player from each team to come to the front. Teams must shout out expressions and the players at the front must write them on the board. Set a time limit of two minutes. When the time is up, see which team has the most correct expressions on the board.

Collocations with *take, make and do*

- 1 Students choose the correct verbs to complete the sentences. Let them check their answers in the text on page 19 if necessary.

Answers

- 1 A 2 B 3 C
- 2 Students write the words and phrases in the columns. Tell them to work in pairs or to work individually before checking with a partner. Remind them that some words can go in more than one column.

Answers

take	make	do
a call	an apology	business
control	an attempt	a course
a course	a call	harm
cover	changes	household chores
a decision	a choice	research
effect	a comment	a test
an interest	a complaint	your best
offence	a decision	
place	a difference	
power	an improvement	
a risk	a mistake	
a test	a suggestion	
	use of something	

TEACHER DEVELOPMENT: LANGUAGE

take, make and do

Do tends to be used when there is an idea of work (*do your homework, do the ironing*, etc.) and when you are not specific about what you are doing (*do your best, do nothing*, etc.).

Make tends to be used when there is an idea of creativity or construction (*make a plan, make a cake*, etc.). It is also common in a lot of fixed expressions (*make a decision, make your mind up*, etc.).

There are many exceptions (*make the bed* is work, *do the twist* is creative) so it is best simply to learn them. The problem for most students is that in their L1 there may be one word for *make* and *do* or verbs which collocate in different ways.

Note that *take* here does not have its usual meaning of picking up something and going away with it. It can mean receive (*take a call*), show (*take an interest, take offence*), or it can be synonymous with *make* (*take a decision*) or *do* (*take a course*).

Divide the class into two teams – Crosses (X) and Noughts (O). They will take turns to make sentences using collocations of *take, make or do* and the words

in the grid. So, for example, the 'Crosses' choose *a risk* and make a sentence using *take* which shows the meaning of the collocation. If their sentence is correct, write an X in the corresponding square. Then the 'Noughts' choose a word, and so on. If a team gets a sentence wrong, the other team can win the square by producing a correct sentence. The winner is the first team to get a line of three.

HOMEWORK

Ask students to find five useful expressions with *take, make or do* and to prepare to explain them to the class with examples of how to use them. Ask them to research the expressions online or with a dictionary. Assign students page 15 in their Workbook or the relevant sections of the Online Workbook.

Gateway to life skills pp22-23 

Making good decisions

To identify what kind of decision-maker you are, to understand how brain development influences decision-making and to learn strategies for making good decisions

FAST TRACK

Students could read the article and complete exercises 3 and 4 before the lesson. Correct their answers after you have done the initial speaking tasks and then move onto exercise 5.

BACKGROUND INFORMATION

Making good decisions and making them well are important strategies for everyday life. Students will be faced with a number of options each day, from moral decisions to practical ones, and giving them the confidence to make the right choices for themselves will result in more positive outcomes.

As covered in this lesson's article, teenagers' brains are not fully developed which can impact on their decision-making. Though being impulsive and spontaneous can sometimes be a positive thing, making students aware that some decisions would be better left to later life and that they are able to shape their own brain development could help counter some of the more negative consequences.

This lesson gives students the opportunity to read about the neuroscience behind decision-making, to evaluate the way other students have made decisions, and finally to work in a group to resolve a problem together.

WARMER

Give students one minute to make a note of any decisions they have had to make in the last week. After the minute is up, ask students to discuss: whether their decisions were important or trivial, how long it took them to make the decision, whether they think it was the right one. Then ask students to read through the Key concepts and check any vocabulary they don't understand.

EXTRA ACTIVITY

Ask students to write a short dialogue in pairs using at least five of the collocations from exercise 2. Nominate pairs to perform their dialogues to the class.

3 Students correct and rewrite the incorrect sentences. They compare answers in pairs before discussing as a class.

Answers

1 make an apology 2 correct 3 take offence 4 do business 5 make a formal complaint 6 correct

EXAM SUCCESS Nominate a student to read out the information in the Exam Success box. Ask students if they have any other ideas for approaching a multiple-choice cloze text. Refer students to Exam Success on page 148 for students to compare their ideas.

4 Apply the guidance in the Exam Success box by asking students to look at the first gap. Ask them which verb collocates with *place* (*take*) and what tense is used (past simple). Ask students to read the text again and choose the correct answers. Ask them to complete the task individually before checking answers with a partner.

Answers

1 B 2 B 3 C 4 D 5 A 6 B 7 C 8 D 9 A 10 B

EXTRA ACTIVITY

Play *Collocation noughts and crosses*. Draw a noughts and crosses grid on the board (3 x 3) with words from the lesson in the squares, like the grid below.

a risk	a test	harm
cover	effect	your best
a call	power	a course

1 **SPEAKING** In pairs, students discuss the questions. Have a class feedback session to see which is the most common way of making a decision.

2 Students think about their own answer for exercise 2 and then nominate students to give their opinions. Ask students how they think adults perceive teenagers and their decision-making abilities.

3 **READING** Ask students to read the three summaries before reading the article. After reading ask students to choose the best summary.

Answer

a

4 Ask students to read the article again and decide if the sentences are True (T) or False (F).

Answers

1 F 2 F 3 T 4 T 5 F 6 T 7 T 8 F

>>> FAST FINISHERS

Ask students to correct the false sentences.

5 Students read the model about how to make good decisions and discuss whether it's a good idea to make a decision in this way. Nominate students to give their answers. You could ask students if they've ever used the 'ICED' stages or anything similar to this to make a decision in their lives.

A VOCABULARY FOCUS

The video contains some useful words and phrases which you could pre-teach before watching:

tempting (something is tempting) [adj]: used for describing something that makes you feel you would like to have it or do it

take up (a sport/a job offer) [phr v trans]: to start doing something regularly as a habit, job or interest

(be) stuck (in an office) [adj]: caught or held in a position or place so you cannot move or leave

con (disadvantage) [n, count]: the disadvantage of something

6  **LISTENING** 05 Tell students they are going to listen to a teenager called Jess making a decision. Ask them to watch the video or listen to see if she follows the model in exercise 5, and if so, how? See the Teacher's Resource Centre for the videoscript/audioscript for this exercise.

Answers

Yes – she identifies the issue (how to spend the summer) and describes the two options she has (the invitation to go away with her cousins or the offer of a summer job in her dad's architectural studio). She talks about the pros and cons of the first option and then the pros and cons of the second option, although she mentions the disadvantages first for the second option. She doesn't reach her decision on the video, although she says she would be mad to turn down the chance to gain work experience.

LIFE TASK



Tell students they are going to work in groups to find a solution to a problem.

■ Step 1

Put students in groups of three and ask them to read the situation. Help students with any vocabulary they don't understand in step 1.

■ Step 2

Ask groups to come up with possible solutions. Remind them to think of as many as possible and not to analyse them too much at this stage.

Encourage one person in each group to note down their ideas. Circulate while students discuss solutions and help if they are struggling for ideas. Give a time limit for this step before asking students to start looking at consequences.

■ Step 3

Ask students to look at the solutions they came up with in step 2 and identify the pros and cons of each one.

■ Step 4

Ask students to identify their best solution by weighing up the pros and cons.

■ Step 5

Nominate a student from each group to share their best solution with the class, giving reasons for their choice. At the end of the task, ask students which they think the best solution overall was.

Listening p24



Listening for feeling, opinion and detail

> FAST TRACK

You could ask students to write down their five questions before the lesson, so they are ready to start the speaking activity at the beginning of class.

WARMER

Write on the board *a road, a street, a path, a track*. Divide the class into pairs and ask them to tell each other the differences in meaning of the words. In feedback, elicit a few ideas. Then ask students to think of a road, street, path or track that is important to them somehow. It could be a place they travel along regularly, or somewhere special they went to once. Divide the class into small groups to talk about their experiences.

Answers

A road is the most general word and denotes a way that leads from one place to another. A road can be anything from a short road in a village to a main highway or motorway.

A street is a road in a town or city which has houses or other buildings along it.

A path is a way from one place to another that you can walk along. It's not normally used by cars.

A track is a path or a road with a rough surface.

- 1 **SPEAKING** In pairs, students describe the photos to each other. Ask them to write five questions about the road which they would like answers to. This task creates interest by encouraging students to predict what information the text might contain. You could help less confident students by giving them a few prompts, e.g. *length, height, location, number/accidents, etc.*

CULTURAL INFORMATION

The photograph shows the 'world's most dangerous road' – the so-called Death Road in Bolivia from La Paz (the administrative capital) to Coroico. The road, also known as the North Yungas Road, goes through the Yungas region in the Andes mountains. Coroico is in the heart of the Amazon region of Bolivia. The road was built by Paraguayan prisoners of war in the 1930s. It is only approximately three metres wide in places, with vertical drops and hairpin bends. Crosses along the road mark the sites of fatal accidents. It was given the name the 'world's most dangerous road' in 1995 by the Inter-American Development Bank. A new, safer, bypass road opened in 2006. Other dangerous roads around the world include: the Guoliang Tunnel Road and the Sichuan-Tibet Highway (China), Ruta 5 from Arica to Iquique (Chile), the Siberian Road to Yakutsk (Russia), the James Dalton Highway (Alaska, US) and Trollstigen (Norway).

✓ **EXAM SUCCESS** Students read the information in the box before doing exercise 2. After they have read the information, refer them to Exam Success on page 148.

- 2 **LISTENING**  06 Tell students that they are going to listen to a podcast about the road in the photos. Give them a minute or two to read through the options and think carefully about the meaning so they are not tempted to choose the incorrect answer just because they hear a particular word repeated. Point out that in question 4 *fatalities* means people who die as a result of an accident. Play the track. Remind students not to worry if they miss an answer, but to concentrate on the next question. Students compare answers in pairs before discussing as a class. See p146 for the audioscript for this exercise.

Answers

1 C 2 A 3 C 4 A 5 B 6 A 7 B

TEACHER DEVELOPMENT: STUDENT TRAINING

Multiple-choice listening

Listening exercises at this level are challenging because students often need to interpret the information or understand subtle differences in meaning between words or expressions. If the students found this task difficult, it is worth researching the answers together in the audioscript to see why they might have chosen a wrong answer. This will help them understand how to approach a listening multiple-choice task. Try the extra activity, and do it with all the questions in exercise 2.

EXTRA ACTIVITY

Ask students to look at exercise 2 question 1 and the first part of the audioscript from this page and to find reasons why A and B are wrong.

Answers

A is wrong because although the text says (three times) that it is the world's most dangerous road, it also says that it is 'not the only candidate' and it does not say that it is a lot more dangerous than others.

B is wrong because sightseers are people in general who come to look at places, but it narrows down the people who visit by saying it is popular with tourists who seek 'thrills and excitement'.

C is correct because the text says that the road 'lives up to its reputation' of being dangerous and people come 'because it is the world's most dangerous road'.

- 3 **SPEAKING** Divide the class into pairs. Ask them to look back at the questions they prepared in exercise 1 and to find out which ones they can now answer. Have a brief class feedback. Students could find answers to any remaining questions by researching the world's most dangerous road on the Internet.
- 4 **SPEAKING What about you?** Students discuss the questions in pairs or small groups before sharing their ideas in a class discussion. You could extend the activity by asking students what they think the consequences of both encouraging or banning dangerous activities would be.

HOMEWORK

Ask students to research one of the dangerous roads listed in the Cultural information above, or to research the most dangerous road in their country. Ask them to present their findings in the next lesson. Assign students page 15 in their Workbook or the relevant sections of the Online Workbook.

Developing speaking p25

Discussing photos using modal verbs of speculation, deduction, possibility and probability



Test before you teach: Flipped classroom

Set the Flipped classroom video and tasks for homework before the lesson. This will allow you to assess the needs of the students before the class. Students can then move on to the relevant grammar practice activities.

WARMER

Write the following verbs on the board: *bump, crash, fall, slip, trip*. Ask students to explain the difference between the words and say which prepositions they could use with them, e.g. *bump into, crash into, fall into, fall off, fall over, slip off, slip up, trip up, trip over*. Ask students to work in pairs to describe a minor accident they have had, using some of the verbs and prepositions.

1 Ask students to look at the three photos. Ask a few lead-
they? What has happened?

Divide the class into pairs. Ask students to decide who is Student A and who is Student B. Ask them to read the task and to take turns speaking. Monitor closely and note how well they do the task, and how accurately they use modals.

2 **LISTENING**  07 Play the track. Students listen and answer the questions. They compare answers in pairs before discussing as a class. See p146 for the audioscript for this exercise.

Answers

He describes the first and third photos.

He does perform all parts of the task.

GRAMMAR **Modal verbs – speculation, deduction, possibility and probability**

3 Students discuss the use of modals in the sentences in pairs. In feedback, check they know the difference between the modals for speculation as well as the present and past forms.

Answers

1 **must have + past participle:** in the past. It is used to express a logical deduction – the situation is very likely or certainly true given the evidence.

2 **could + infinitive:** in the present. It is used to express possibility.

3 **can't have + past participle:** in the past. It is used to express a logical deduction – the situation is impossible or highly unlikely given the evidence.

4 **might have + past participle:** in the past. It is used to express possibility.

5 **may well have + past participle:** in the past. It is used to express a strong possibility.

4 Students complete the sentences with modal verbs. They compare answers in pairs before discussing as a class. Remind students that sometimes more than one modal verb can be used.

Answers

1 can't 2 may/might/could 3 may/might

4 can't/mustn't 5 must 6 might not/may not

5 In pairs, students prepare a list of language that is useful for discussing photos. Then have them compare it with the ideas in the Speaking bank. In feedback, discuss the usefulness of any other ideas they may have thought of.

✓ EXAM SUCCESS Have students read the information in the Exam Success box and then discuss any other approaches they can think of with a partner. Refer students to Exam Success on page 149 to compare their ideas.

6 **SPEAKING** Divide the class into pairs. Lead in by asking students to decide what they must talk about in the task and how much time they should spend on each aspect of it. Give them two or three minutes to prepare to speak. Monitor and help with ideas and vocabulary if necessary. Students take turns to talk about their photos on page 162. Monitor and note errors and examples of good practice for an error feedback session at the end.

+ EXTRA ACTIVITY

Students change roles and prepare to describe their partner's pictures. Ask them to discuss what they learnt from how their partner did the task and what they would do differently. Would they mention anything their partner didn't cover? Then put students in new pairs to repeat the task with different photos and a different partner. Remind students that practice makes perfect!

Refer students to the Grammar reference on page 28 if necessary.

HOMEWORK

Assign students pages 16–17 in their Workbook or the relevant sections of the Online Workbook.

Developing writing pp26–27 

Writing an opinion essay in response to a statement

>> FAST TRACK

Students could read the essay in exercise 2 before the lesson and start thinking about the main points covered in the text and their own point of view. This will enable students to do the speaking task at the beginning of the lesson and to complete exercise 3 more quickly. In addition, or alternatively, students could do the preparation for the writing task in class and you could set the writing task in exercise 7 for homework.

WARMER

Write a list of controversial views on the board. For example:

Zoos should be banned.

We should limit people's use of cars and force them to use public transport.

15-year-olds should be allowed to vote.

Native English speakers should be forced to learn a foreign language.

Divide the class into pairs or small groups. Give them four minutes to express their views on any of these subjects. Tell them they can be as passionate or opinionated as they wish! Remind them of useful phrases for giving their opinion and politely agreeing or disagreeing with other students.

An opinion essay

1 **SPEAKING** Students discuss the statement in pairs. In

2 Ask students to read the essay and answer the questions. They compare answers in pairs.

Answers

The writer believes that it is a good idea to lower the legal age for obtaining a driving licence to 16 in the UK;

Students' own answers

3 Give students a moment to read through the plan. Ask them to say, in their own words, what points from the essay correspond to each of the sections in the plan. Students then complete the paragraph plan with the main points in each paragraph and compare answers in pairs.

Suggested answers

Paragraph 1: The Idea of lowering minimum age to 16 is a sensitive one. The writer believes it should be lowered.

Paragraph 2: A driving licence is essential. 16-year-olds are at a disadvantage if they can't drive.

Paragraph 3: 16-year-olds are capable drivers – their reactions are quicker than older people's.

Paragraph 4: Safety is a problem, but accidents usually happen in the driver's first year at any age. There should be ways to prevent accidents.

Paragraph 5: The majority of 16-year-olds are mature and sensible enough to drive and it would benefit them to do so.

EXTRA ACTIVITY

Write the following words from the article on the board: *consent, essential, rural, chauffeur, strict, procedures*. In pairs, have one student look at the first three words and the second look at the last three. Ask them to think of any synonyms or alternative phrases that would also fit. Allow them to use their dictionaries. When they have finished, have students tell their partner the meaning of the word and give alternatives.

4 Students complete the Writing bank on page 26 with expressions 1–5. They compare answers in pairs.

Answers

Expressing strong opinions: *I certainly believe that ...; To my mind, there is no question that ...; I am convinced that ...*

Expressing opposing views and giving counterarguments: *Whilst it is true that ..., ...*

Giving general opinions: *It is widely accepted that ...*

TEACHER DEVELOPMENT: LANGUAGE

Passive vs active

Note that general opinions are usually expressed in the passive form (*It is said that ...; It is accepted that ...*). This makes them impersonal and distances the speaker/writer from them. Personal opinions, however, are usually in the active form.

EXTRA ACTIVITY

Students work in pairs to write an opinion about each of the controversial statements in the warmer, using some of the phrases in the Writing bank. They exchange their written opinions with another pair who must make any corrections to the writing and say whether they agree with the opinions or not.

5 Ask students to read the article section and think of reasons for the initiative. Discuss their ideas in open class.

6 Students read the web pages and answer the questions. Put students in groups and encourage them to discuss their answers. Monitor and help as necessary.

✓ **EXAM SUCCESS** Discuss the information in the box with the class and ask them if they have any particular ways to organise their thoughts before doing a writing task. Write their suggestions on the board then refer students to Exam Success on page 149 to compare their ideas.

PRACTICE MAKES PERFECT

7 Ask students to read the statement carefully and to decide on their opinion. With less confident classes, you could put students with the same opinion in pairs to prepare their essays. Ask students to look back at the paragraph plan in exercise 3 and to write brief notes under each of the headings. Then put all students in pairs or small groups to compare and borrow ideas from each other. Have students write their essays. Refer students to the Writing bank on page 155 for a model text and additional tips.

TEACHER DEVELOPMENT: STUDENT TRAINING

Peer reviewing

If students write in class, ask them to exchange their first drafts with a partner and to comment on their partner's work, paying particular attention to the paragraph layout and expression of opinion, as well as to how persuasive their partner's argument is. Students are ready to write a final draft. Set this for homework.

HOMEWORK

Assign students page 18 in their Workbook or the relevant sections of the Online Workbook.

FAST TRACK

The extra support provided on the Grammar and Vocabulary reference sections makes the Grammar and Vocabulary revision sections ideal for setting as homework. You could get students to complete the whole revision page or just certain exercises for homework.

Grammar revision p29

Modal verbs – obligation, permission, prohibition, criticism and advice

1 Students choose the correct option.

Answers

1 ought 2 had 3 supposed 4 had to go 5 didn't need to go 6 Do we have 7 needn't 8 needn't have bothered 9 didn't have to dress 10 can't park

Modal verbs – speculation, deduction, possibility and probability

2 Students tick the correct forms and rewrite the incorrect ones.

Answers

1 can't be 2 may not have remembered 3 ✓
4 could/may/might have been 5 must have made
6 ✓ 7 must be 8 must earn 9 ✓
10 may/might not be

1 Students complete the sentences with the correct forms of *take, make or do*.

Answers

1 makes 2 made 3 took 4 do 5 make 6 take
7 made

COMPOUND NOUNS – CARS AND THE ROAD

2 Students form compound nouns from the words in the box.

Answers (in any order)

1 driving licence 2 motorway 3 petrol station
4 roundabout 5 seat belt 6 steering wheel
7 traffic lights

3 Students complete the sentences with the correct word.

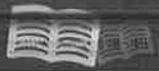
Answers

1 traffic lights 2 steering wheel 3 seat belt
4 driving licence 5 motorway 6 Roundabouts

HOMEWORK

Assign students page 19 in their Workbook or the relevant sections of the Online Workbook.

Reading p30



TIP FOR READING EXAMS

Ask students to read the tip and discuss it as a class. Go through the first sentence in exercise 1 and ask students how they think this could be phrased differently in the text. Elicit ideas and then refer them to Exam Success on page 148 for more ideas on how to approach multiple matching activities.

1 Students read the three texts and match questions 1–9 to drivers A–C.

Answers

1 B 2 C 3 A 4 A 5 B 6 B 7 C 8 C 9 A

VOCABULARY FOCUS

Before students read the text, you may wish to check students' understanding of the following words and phrases:

learn from scratch [phr]: learn right from the beginning

brand new [adj]: completely new

set on [phr v trans]: decided for certain on

pick it up (fast) [phr]: learn (quickly)

EXTRA ACTIVITY

The texts contain interesting vocabulary to do with driving tests. Ask students to work in pairs to find useful phrases and underline them (e.g. *driving instructor, take/pass/fail/book/enrol for a driving test, learn from scratch, signal, reverse, master road driving, sit behind the wheel*). Then ask them to write sentences using the words or phrases in context. Monitor to check students have understood the vocabulary correctly.

CULTURAL INFORMATION

Lewis Hamilton is a British Formula 1 racing driver who won the World Championship in 2008 and 2014. In the UK, the driving test is in two parts. In the theory test, which must be passed first, candidates have to answer multiple-choice questions (usually on a computer) and identify possible hazards by watching short video clips. In the practical test, candidates have to answer practical questions about car safety and then drive in normal road conditions for 40 minutes. An examiner sits in the car with them and marks their performance. They have to perform various manoeuvres, including stopping in an emergency, turning the car in the road, reversing round a corner and reversing into a parking space.

Use of English p31

TIP FOR USE OF ENGLISH

Ask students to read the tip and discuss it as a class. In pairs, ask students if they can remember any other ways to approach multiple-choice cloze texts. Refer them to Exam Success on page 148 to check their ideas.

2 Students read the text and choose the correct answer.

Answers

1 B 2 C 3 C 4 B 5 D 6 A 7 D 8 C 9 B

10 B

Listening p31



TIP FOR LISTENING EXAMS

Ask students to read the tip and discuss it as a class. Refer them to Exam Success on page 148. Then give students 2–3 minutes to read through the task and underline the important words.

3 LISTENING 08 Play the track for students to listen to a radio programme about international customs and choose the correct answers. See pp147–148 for the audioscript for this exercise.

Answers

1 B 2 C 3 B 4 A 5 A 6 B

Writing p31



TIP FOR WRITING EXAMS

Elicit some tips about a) how to write stories and b) how to write opinion essays. Each time discuss students' suggestions and then refer them to Exam Success on pages 148 and 149.

4 Ask students to read through both tasks and choose which one they prefer to write. Remind them to include all the necessary elements. Refer students to the Writing bank on pages 154 and 155 for model texts and additional tips.

EXTRA ACTIVITY

After marking all the exercises in the Gateway to exams section, give students time to study their marks and decide what they need to do to improve. Go through the listening audioscript and reading text as a class and ask students to identify why they chose a wrong answer and correct their mistakes where necessary. Ask them to note any errors in the Use of English. They can learn from them by rewriting the grammatical or lexical item in a sentence of their own which will be easy for them to remember.

HOMEWORK

Assign students pages 20–21 in their Workbook or the relevant sections of the Online Workbook.

3 Mind power

KEY LEARNING OUTCOMES

CEF

Students will be able to:

- understand and talk about the mind and exceptional abilities using a variety of expressions and phrasal verbs
- use verbs with the *-ing* form and the infinitive to talk about themselves in a variety of tenses
- understand written and spoken texts on improving memory and discuss these ideas
- give a structured presentation with relevant explanations
- write reviews giving detailed facts and opinions

UNIT OVERVIEW

	The human mind
Vocabulary / Developing vocabulary	Phrasal verbs – the mind Word formation – prefixes
	Is there a savant in all of us? CRITICAL THINKING Comparing the importance of exceptional talent and hard work
Reading	
	Verbs + <i>-ing</i> form and infinitive Verbs + object + <i>-ing</i> form and infinitive
Grammar in context	
	Learning to learn: Improving your memory
Life skills	
	Occupying your mind
Listening	
	Presentations – 1
Developing speaking	
	A review
Developing writing	
	Reading: Multiple-choice activities Listening: Multiple matching activities Speaking: Giving a presentation Writing: Reviews
Exam success	

DIGITAL OVERVIEW

Presentation Kit

- ▶ **Flipped classroom video Unit 3:** Verb + object + *-ing* form and infinitive
- ▶ **Life skills video Unit 3:** Improving your memory
- ▶ **Interactive versions of Student's Book activities**
- ▶ **Integrated audio and answer key for all activities**
- ▶ **Workbook pages with answer key**

Teacher's Resource Centre

- ▶ **Flipped classroom video Unit 3:** Verb + object + *-ing* form and infinitive
- ▶ **Life skills video Unit 3:** Improving your memory
- ▶ **Grammar communication activity Unit 3:** Ten-second sentences
- ▶ **Worksheets for this unit, including:**
 - Grammar Practice worksheet Unit 3
 - Flipped classroom video worksheet Unit 3: Verb + object + *-ing* form and infinitive
 - Literature worksheet Units 3 and 4
 - Culture worksheet Unit 3
 - Life skills video worksheet Unit 3

Student's App

Gateway 2nd Edition wordlist for the award-winning Sounds App (available for download)

✓ TESTING AND ASSESSMENT

Resources for exam preparation and measuring student progress

- ▶ Test Generator Units 1–3
- ▶ Printable tests Unit 3 and Review (Units 1–3)
- ▶ Gateway to exams Units 3 and 4 (end of Unit 4)

Reading pp32-33



Talking about the human mind; skimming and scanning an article for global and specific information

>> FASTTRACK

You could ask students to complete exercise 1a at home before the lesson so you can start with the speaking exercise at the beginning of class. Check answers as a class at the beginning of the lesson.

WARMER

Write **memory** on the board and draw a circle round it. Then write the words **verbs**, **adjectives** and **expressions** in smaller circles around the main circle. Ask students in pairs to think of as many related words as they can. Brainstorm words and write them on the board in the form of a mind map.

Suggested answers

Verbs: remember, recall, remind, reminisce, commemorate, memorise, forget

Adjectives: memorable, unforgettable

Expressions: keep in mind, slip your mind

VOCABULARY The human mind

1a Students use a dictionary to check the meaning of the words in bold. Ask them to think of ways of explaining the meanings to others, using definitions or examples. In pairs, students discuss the meaning of the words in bold. When they have a good understanding, ask them to decide if the sentences are true or false for themselves.

1b SPEAKING Students discuss their answers in exercise 1a in pairs.

A VOCABULARY FOCUS

With the exception of the adjectives **bewildered** and **articulate**, and the expression **have a gift for**, these are all verbs. (Note the stress is underlined.) Encourage students to record the word type and the stress when they learn new vocabulary.

My mind wanders [phr]: I start thinking about something else

memorise (numbers) [v]: to 'put' them in your mind so that you remember them

recall [v]: remember or bring back into your mind

have a gift for (something) [phr]: be naturally good at

grasp a concept [v]: understand an idea

articulate [adj]: good at expressing what you think when speaking

perceive ... as [v]: understand

2 Ask students to look at the photos of savants on page 33 and discuss what abilities they think these people may have. Nominate students to give their answers.

Answers

Students' own answers

3 Check students understand the meaning of 'exceptional'. Ask students to read the article quickly in order to answer the question.

Answers

The ability to perform complex calculations; speak multiple languages; play any piece of music or recall any song ever heard; remember historical dates over thousands of years, and use a photographic memory to recall detailed landscapes seen only once.

TEACHER DEVELOPMENT: CLASSROOM MANAGEMENT

Creating exam conditions

It is a good idea to get students used to exam conditions so they are prepared when they sit the real thing. Throughout the term you could recreate exam conditions both for exam-type activities and for the Gateway to exams pages after every two units. Ask students to separate their desks and remind them not to talk to each other throughout the allocated time. Set a time limit and, if possible, ensure there's a visible clock so students learn to manage their time.

✓ EXAM SUCCESS Students read the Exam Success box and then turn to page 149 for further ideas on multiple-choice reading activities. You could go through the first question in exercise 4 as a class and ask students to say where the relevant information is.

4 Give students time to read the questions and answer options. Then ask them to read the article again in more detail to choose the best answer. In feedback, ask students to identify the parts of the text that gave them the answer.

Answers

1 a 2 c 3 c 4 d 5 c 6 d

5 CRITICAL THINKING Give students time to read through the questions and consider their answers individually before sharing them with the class. Encourage students to give reasons for their responses.

Example answers

I think hard work is probably more important. If you have a talent, for example being musical or good at sport, but you don't train then you won't get better and someone with less natural talent could end up being better than you because they have trained every day.

In my opinion, it would be better to have good social skills as it could be lonely if you don't know how to make friends. However, you would feel really special if you had an exceptional talent and people might want to get to know you because of it.

- 6 Refer students to the underlined words in the text and ask them to guess the meaning before checking their answers in the dictionary.

Answers

lightning speed = something that happens very quickly
devised = to invent a method of doing something
groundbreaking = using new methods or achieving new results
flawlessly = perfectly
clap of thunder = the loud sound that thunder makes
assigned = to give someone/something a job or use
running into = hitting something by accident
spanning = to last for a particular period of time, especially a long period
locked up = to fasten something such as a door or container, usually with a key, so people can't open it
layer = an amount or sheet of a substance that covers a surface or that lies between two things or two other substances

- 7 **SPEAKING What about you?** Divide the class into pairs or small groups to discuss the questions. Ask students to share any interesting stories about meeting people with exceptional talents.

CULTURAL INFORMATION

Savant syndrome is a very rare condition. A savant is someone who has amazing abilities in one area but developmental problems in other areas. Many savants have a remarkable memory and artistic or musical abilities. The condition is not very well understood. About half of all savants have an autism spectrum diagnosis. Autism is a neural development disorder which involves having problems with interacting and communicating socially.

Daniel Tammet was born in London in 1979. He has published two books about his condition and his abilities, *Born on a Blue Day* and *Embracing the Wide Sky*. He was also (briefly) an English teacher in Lithuania.

George Widener was born in America in 1962 and has a photographic memory for dates and detail. Much of his art is inspired by his obsession with calendars. He is also interested in the idea of 'singularity' – the point in the future where machines will become intelligent creatures.

EXTRA ACTIVITY

Write 15 words from the lesson on the board, preferably a set of words that are connected in some way, for example by topic or part of speech. Students have one minute to try to memorise the words. Tell them they can use any memory technique they like. After one minute, remove the words and ask students to write them down from memory. Who has remembered the most words? In feedback, find out if anyone has a good way to remember a set of words.

TEACHER DEVELOPMENT: STUDENT TRAINING

Memory techniques

Using memory techniques to remember vocabulary sets is a handy skill. Memory techniques include putting a set of words in a story, imagining a picture or scene that includes the set of words, and linking the set of words with a personal memory or anecdote about someone you know. Different types of learner will find different techniques work better, so encourage students to experiment with different ways to memorise new words.

HOMEWORK

Assign students pages 22–23 in their Workbook or the relevant sections of the Online Workbook.

Grammar in context p34

Using verbs + -ing form and infinitive

FAST TRACK

As an alternative to testing before you teach at the beginning of the lesson, you could ask students to complete exercise 1 at home. At the beginning of the lesson, check answers to see whether students need any further explanation of meaning and form.

Test before you teach

Write the following sentence starters on the board:

Past	Present	Future
<i>I remember</i>	<i>I can't stand</i>	<i>I expect</i>
<i>I'll never forget</i>	<i>I tend</i>	<i>I'd like</i>

Ask students to think of things to say about themselves using the sentence starters. Put students in pairs or small groups to share their ideas. Monitor the groups and notice how well they use verbs with infinitives or -ing. If they seem to be familiar with their use, then move through the Grammar guide exercises quickly in open class.

Verb + -ing form and infinitive

- 1 Students discuss whether the -ing forms in bold can be changed to the infinitive or vice versa and if so, does the meaning of the sentence change? Discuss the answers with the class and clarify the difference in meaning with the verbs *stop* and *remember*.

Answers

a, c, e and f can be used with both forms.
There is a change in meaning with f (*remember*).

TEACHER DEVELOPMENT: LANGUAGE

Verb + -ing form/infinitive

With the verb *remember*, as well as the verb *stop*, there is a change in meaning when using the *-ing* form or the infinitive:

I remember cleaning the house = I cleaned the house and now I have a memory of it.

I remembered to clean the house = I cleaned the house because I had agreed or promised to do it.

Peter stopped waving = Peter was waving and then he stopped.

Peter stopped to wave = Peter was doing something else, then he stopped doing it and then he waved.

You could demonstrate the differences in these two meanings by using a timeline and asking students to mark the actions in the order they happened.

Note that phrasal verbs formed by a verb and a preposition such as *carry on*, *take up* and *keep on* are always followed by *-ing*.

- 2 Students put the verbs in the correct columns. Give them time to check their answers in pairs and by looking in the Grammar reference before discussing as a class.

Answers

Verb + -ing form: admit, avoid, consider, deny, feel like, finish, include, keep on, recommend, risk, suggest, take up

Verb + to-infinitive: afford, agree, decide, expect, help, manage, promise, refuse, volunteer

Verb + -ing form or to-infinitive with little or no change in meaning: begin, bother, can't stand, continue, start

- 3 Students complete the text. They check answers in pairs before discussing as a class.

Answers

a to understand **b** to drive **c** flying **d** doing
e hugging **f** knocking **g** to sit **h** to sign **i** eating
j to be

CULTURAL INFORMATION

The Big Bang Theory is an American sitcom which first aired in 2007. It focuses on the lives of a group of young physicists and some of the difficulties that they have in social situations. It is currently in its ninth series and has featured some prominent scientists in cameo roles such as Stephen Hawking and astrophysicist George Smoot.

- 4 Students discuss the sentences in pairs. In feedback, ask different pairs to explain the difference in meaning in the sentences to the class.

Answers

1a remember to = active – you have agreed to do it

1b remember putting = state – I did it and now have a memory of it

2a/b similar in meaning (though the tense is different)

3a stopped to = we saw each other then we stopped what we were doing in order to chat

3b stopped running = we were running then we did something else (sat down)

4a means = state – signifies or involves something

4b mean to = intend to

5a went on to talk = finished talking about one thing and started talking about something else

5b went on talking = talked continuously for a long time

6a/b are similar in meaning, although a slight difference might be: *like to* = it's a habit you choose to do; *like meeting* = state – it's something I enjoy

- 5 Students decide if the sentences are correct and rewrite any incorrect ones. Let students compare their answers in pairs before you check them with the class.

Answers

1 stopped to buy bread 2 correct 3 went on talking 4 correct 5 correct 6 mean to be rude 7 stopped buying newspapers 8 remember leaving 9 stopped to have 10 correct

- 6 **SPEAKING** Ask students to read through the prompts and give them a few minutes to think of their own answers. When they are ready, divide the class into pairs and ask them to share their ideas. Invite a few students to summarise what they found out about their partner. Ask less confident students to prepare written notes first. Ask more confident students to improvise a variety of things to say.

>> FAST FINISHERS

Ask students to think of some more speaking prompts using the verbs in exercise 2 that they could give to the rest of the class, e.g. *a restaurant you can recommend, something you have promised to do this week*. Set these extra sentence prompts for the class when they have finished the ones in exercise 6.

Refer students to the Grammar reference on page 42 if necessary.

HOMEWORK

Assign students page 24 in their Workbook or the relevant sections of the Online Workbook.



Phrasal verbs

Using phrasal verbs to talk about the mind

FAST TRACK

You could ask students to do exercise 1 at home using a dictionary if necessary. Check answers at the beginning of the class.

WARMER

Write **take** on the board then elicit six to eight 'particles', e.g. *at, on, up, in, over, off, back*. Divide the class into pairs or groups of three and give them four minutes to write as many sentences as they can with phrasal verbs with **take** and the different particles that go with **take**. For example: *I took the book back to the library; Sony took over a small electronics company; Sam took on more work; Jill took up a hobby*. After four minutes, find out who has thought of the most sentences. They have to be correct! Repeat the activity with **put, get** or **give**.

Phrasal verbs – the mind

- Students match phrasal verbs 1–8 with definitions a–h. Let them compare answers in pairs before discussing as a class.

Answers

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

- Read through the instructions with the class and discuss the first sentence as an example. Then ask students to look at the sentences in pairs and discuss the questions.

Answers

In sentences 1–7, all of the verbs have an object. In sentence 8 *catch on* is an intransitive verb and therefore does not take an object.

With *come up with* and *hit on*, the object or object pronoun comes after the phrasal verb.

Pick up is separable so the object can go before or after the particle. If the object is a pronoun, it must go between the verb and particle.

- and 4 Students write the phrasal verbs first from exercise 2 and then from exercise 1 in the correct columns. Elicit and check the answers in open class.

Answers

Two-part phrasal verb (inseparable): hit on

Two-part phrasal verb (separable): pick up, piece together, talk through

Three-part phrasal verb (inseparable): come up with, keep up with, leap out at

TEACHER DEVELOPMENT: LANGUAGE

Phrasal verbs

Three-part phrasal verbs are never separable. However, it is not easy to know when a two-part verb is separable or inseparable, transitive or intransitive, so students need to learn them in context. In two-part phrasal verbs in which the particle is a preposition (*reflect on, hit on, put on, etc.*), the preposition has to come before the noun or pronoun, so these phrasal verbs are inseparable. In phrasal verbs with particles that are adverbs (*catch on, come up, talk through, etc.*), the noun or pronoun can go before or after the particle, so these phrasal verbs are separable.

The meaning of a two-part verb can vary depending on context or form. So, for example, you can *pick up a cold, a handbag* or *an idea*, and *pick up* can also be used intransitively to mean 'improve': *The weather picked up.*

EXTRA ACTIVITY

Before students do exercise 5, write the definitions (from the Answers below) on the board in random order so that exercise 5 becomes a matching task (instead of students using dictionaries).

- Students read through the sentences and check the meaning of the phrasal verbs. They then add the verbs to the table in exercise 3.

Answers

look for – try to find

stand out – be easy to notice because they are different

fit in – be accepted by a group of people

get on with – have a good relationship with

take up – start a hobby or activity

look down on – think you are better than

work out – to calculate or find the answer to

write down to write on paper

Two-part phrasal verb (no object): stand out, fit in

Two-part phrasal verb (inseparable): look for

Two-part phrasal verb (separable): take up, work out, write down

Three-part phrasal verb (inseparable): get on with, look down on

- Ask students to read the sentences and decide if the word order is correct. You could encourage them to read them 'aloud' to themselves to see if they sound correct. Have them rewrite the incorrect sentences and compare answers in pairs before discussing as a class.

Answers

1 picked it up 2 look for patterns 3 leapt out at him

7 take it up 8 keep up with me

- 7 **SPEAKING** Give students time to read through the questions and consider their answers individually. When they are ready, divide the class into pairs and ask them to share their ideas. Ask a few students to summarise what they found out about their partner.

+ EXTRA ACTIVITY

Extend exercise 7 into a survey. Divide the class into small groups and tell them that they all work for recruitment agencies. Ask them to think of a job that they would like to recruit somebody for. It could be a traditional job (teacher, bank manager, etc.) or something more unusual (clown, astronaut). The groups use phrasal verbs from the lesson to write five questions to ask candidates for their job, to help them find out useful information about the candidates. When groups are ready, ask everyone to stand up and mingle, interviewing two or three people from other groups by asking their five questions. After a few minutes, students sit down and compare their findings in their groups. Each group has to decide who they are going to offer the job to.

HOMEWORK

Assign students page 25 in their Workbook or the relevant sections of the Online Workbook.

Gateway to life skills pp36–37 

Improving your memory

To become aware of how you memorise information, to learn about ways to improve memory and to discuss and use memory techniques

>>> FAST TRACK

You could ask students to read the article and answer exercises 3 and 4 at home. You can then start the lesson with the memory test in exercise 1, but adapt it so students use some of the methods mentioned in the article.

🌐 BACKGROUND INFORMATION

Being able to retain information effectively and accurately will help students, particularly in exam situations. Some people are born with a good memory, but there are ways to improve one's memory and a number of methods for improving recall.

Learning some new techniques will help students during revision periods, but also in non-academic situations such as interview preparation where students need to commit different types of information to memory.

In this lesson, students look at and review a number of methods and then choose one to apply in a practical situation.

WARMER

Without opening their books, ask students to list as many of the phrasal verbs that they can remember from the previous lesson. Give students 2–3 minutes to make their list before comparing with a partner. Finally, allow students to look at page 35 to see how many they remembered. Tell students that they are going to be looking at ways to improve their memory in this lesson, and give them some time to read through the objectives and Key concepts to check any vocabulary they don't understand before starting the lesson.

- 1 Ask students to look at the pictures for 30 seconds and memorise the objects, before closing their book and writing down or drawing as many as they can remember. You may want to give them a time limit of 1–2 minutes for this.
- 2 **SPEAKING** In pairs, have students ask and answer the questions. Encourage students to share their memory techniques with the rest of the class.
- 3 **READING** Students read the article and answer the questions.

Answers

Yes, he says anyone can have a memory like his. He says you have to exercise your mind every day, just like doing physical exercise.

+ EXTRA ACTIVITY

Test students' memory by asking them to close their books and writing the following numbers on the board:

7; 1,500; 3; Hundreds; 1.5; Three or five

Ask students to work in pairs and write what each number referred to in the article.

Answers

7: The number of packs of cards memorised each day/the example of number association (James Bond)

1,500: the number of digits he reads aloud

3: the number of times he has won the US Memory Championships

Hundreds: the number of names he can recall

1.5: the amount of time (in hours) after which nothing new can be assimilated

Three or five: chunking words or numbers into groups of three or five makes them easier to remember.

🌐 CULTURAL INFORMATION

Nelson Dellis was born in London in 1984. He is currently ranked 34th in the world as a 'memory athlete' and is ranked 15th in the world for memorising a deck of cards. He was inspired to improve his memory after his grandmother's decline due to Alzheimer's disease and has founded his own charity *Climb for Memory*, which raises money for research through sponsored mountain climbs.

4 Students read the article again and answer the questions.

Answers

- 1 It takes about eight seconds of intense concentration to take in information.
 - 2 After an hour and a half no more new information is taken in.
 - 3 He uses linking words and pictures, making up a story or linking numbers with a word or picture. He uses them for lists, words, names and numbers.
 - 4 In sets, as it expands short-term memory.
 - 5 Because we store information in related groups in our memory.
 - 6 You are 50% more likely to remember it.
- 5 **SPEAKING** In pairs, students ask and answer the questions. In open class, invite students to give their suggestions for question 2.

VOCABULARY FOCUS

The video contains some useful language connected with memorising strategies. You could pre-teach the following words and phrases before watching:

take in (information) [phr v trans]: to understand and remember something that you hear or read

chant (say something over and over again) [v]: to keep shouting or singing a word or phrase many times

tendency [n, count]: an attitude, habit or situation that is starting to develop in a particular way

string (of words) [n, count]: a sequence of spoken or written words

gesture [n, count]: a movement that communicates a feeling or instruction

go over (something) [phr v trans]: to practise and repeat something in order to learn it

special [adj]: different from and usually better than what is normal or ordinary

- 6  **LISTENING**  09 Play the video or track for students to watch or listen and have them make notes about what the students say they find easy and difficult to remember. See the Teacher's Resource Centre for the videoscript/audioscript for this exercise.

Suggested answers

Easy to remember: creative things, quotations (Sam); song lyrics (Chloe); numbers and images (Nancy)

Difficult to remember: images (Chloe); words, strings to words (Nancy)

TEACHER DEVELOPMENT: CLASSROOM TIPS

Pairwork

Before a pairwork activity, think about how to organise the students so they are not always with the same partner.

You could pair students with a partner of a similar level as they are likely to have the same needs which you can then address at the same time. Alternatively, you could put the students with a partner of a different level, as the more confident student can help the less-confident one.

- 7 **LISTENING**  09 Play the track for students to watch or listen again and have them make notes about the techniques the students mention. Once they have made their notes, encourage them to look back at the article to see which of the techniques are mentioned there.

Suggested answers

Techniques included: summaries (organise); mind maps (organise); repeating information out loud (repeat); visualising using audiobooks; rephrasing quotations in your own words (repeat); using gestures; chunking (chunking); colour-coding notes (organise); putting sticky notes around the house (practice)

- 8 **SPEAKING** In pairs, students discuss the questions. You could make a list of these techniques and display them on the classroom wall and refer to them throughout the term when students are preparing for a test or an exam.

ACADEMIC TASK



Put students in pairs and tell them they are going to do another memory test.

Step 1

Allow students time to recall the techniques they have seen in this lesson and discuss how they could use them to remember all the words in the box. Refer them back to the article for more ideas if necessary.

Step 2

Ask students to choose one of the techniques to use in their pairs.

Step 3

Tell students that they have 30 seconds to memorise the words. Set a stopwatch or timer and tell students when the allotted time starts.

Step 4

Ask students to close their books and write down as many words as they can remember. You could set a time limit for this step, too. Remind students that they need to be as accurate as possible with their spelling of the words. After the time is up, allow students to open their books again and count how many words they managed to recall.

Step 5

Have a class discussion to see who remembered the most. Review the techniques and which seemed to be the most effective. Ask students whether they would use the technique again for different types of information.

Listening p38



Listening for gist and specific information; using verb + object + -ing form and infinitive

FAST TRACK

You could ask students to complete exercises 5 and 6 before the lesson.

**Test before you teach: Flipped classroom**

Set the Flipped classroom video and tasks for homework *before the lesson*. This will allow you to assess the needs of the students before the class. Students can then move on to the relevant grammar practice activities.

WARMER

Ask students what games or puzzles are found in newspapers or magazines or as apps on their phones. Write a list on the board, e.g. crosswords, sudoku, quizzes, mazes, riddles, brain teasers, maths puzzles. Ask students if they ever do these puzzles or games. Which games do they play and why do they enjoy them?

- 1 **SPEAKING** Students discuss the photo and the questions in pairs.

Suggested answers

- 1 A game of sudoku.
- 2 People often do this while travelling to and from work or school, or during a break from work. They do sudoku to pass the time, relax or keep their brain sharp (especially older people).

CULTURAL INFORMATION

Sudoku is a type of number puzzle which was made popular in Japan in the 1980s. In the mid-2000s, it became successful everywhere and can now be found in newspapers and magazines worldwide as well as on phones and mobile devices. The aim is to fill a 9×9 grid with numbers so that each column, each row, and each of the nine 3×3 boxes in the grid contain all of the digits from 1 to 9 without repetition.

✓ **EXAM SUCCESS** Ask students to read the information in the box. Then refer them to Exam Success on page 149 for further advice before doing exercise 2.

- 2 **LISTENING** 10 Tell students that they are going to listen to five different people talking about their journey to work. Give them a minute or two to read through the two tasks carefully and underline the important information as suggested in the Exam Success section. Play the track. Remind students not to make their final decision too soon as the real answer may come later in the track. Let students compare answers in pairs, but do not confirm them at this point. See p147 for the audioscript for this exercise.

Answers

Task 1: 1 D 2 C 3 A 4 H 5 F

Task 2: 6 B 7 C 8 A 9 G 10 D

- 3 10 Play the track a second time so that students can check answers before confirming them in open class.

TEACHER DEVELOPMENT: STUDENT TRAINING**Listening distractors**

If the students found this task difficult, it is worth researching the answers together in the audioscript to see why they might have chosen a wrong answer. Ask them to note the distractor at the start of each part of the track and the piece of information that gives them the correct answer. For example, for Task 1, the first speaker starts with the distractor 'Being a writer' but the information 'working in the maths department' reveals the correct answer.

- 4 **SPEAKING** **What about you?** Students discuss the questions in pairs or small groups. Invite different students to say what they think the benefits are and ask the rest of the class if they agree.

GRAMMAR Verb + object + *-ing* form and infinitive

- 5 Ask students to look at sentences a–h carefully and to notice the verb patterns. Then ask them to put them in the correct columns. Check answers in open class.

Answers

verb + object + *-ing* form: hear, catch

verb + object + *to*-infinitive: ask, encourage, allow, teach

verb + object + infinitive without *to*: make, hear

TEACHER DEVELOPMENT: LANGUAGE**Verb patterns**

Students simply have to learn and remember these verb patterns. However, note that when the pattern verb + *-ing* form is used, the verb in the *-ing* form is a repeated activity or an activity with duration (i.e. it goes on for a period of time before, during and after the action of the first verb).

An example of this is with the verb *hear*. *I heard him arrive* suggests that the speaker heard the whole act of arriving. *I heard him arriving* suggests that the speaker heard a part of the process of arriving.

GRAMMAR Verb + object + *-ing* form and infinitive

- 6 Students put the verbs in the correct columns. They work in pairs, or work individually before checking in pairs.

Answers

verb + object + *-ing* form: feel, find, notice, overhear, see, watch

verb + object + *to*-infinitive: advise, beg, choose, force, inspire, invite, order, persuade, remind, teach, tell, warn

verb + object + infinitive without *to*: feel, let, overhear, see, watch

- 7 Students complete the sentences and compare their answers in pairs.

Answers

1 advise, to do 2 asked, to help 3 let, rest

4 overhear, say/saying 5 caught, solving 6 force, to read 7 feel, blowing 8 encourages, to learn

Ask students to produce some true, personalised sentences from these sentence starters: *I once saw ...; I remember overhearing my parents ...; [name] inspired me ...; [name] encouraged me ...*

Refer students to the Grammar reference on page 42 if necessary.

HOMEWORK

Assign students pages 25–26 in their Workbook or the relevant sections of the Online Workbook.

Developing speaking p39

Giving a structured presentation

>> FAST TRACK

Students could read the article in exercise 1 before the lesson, so they are ready to do the speaking activity at the beginning of class.

WARMER

Draw students' attention to the photo and discuss it as a class. What can they see in the photo and what do they think it reflects? Extend the discussion to a more general talk about the Internet. What do they use the Internet for? Can they imagine not having access to it? Ask them to work in pairs to make a list of the top five uses of the Internet in the world today. Elicit suggestions and write the most-suggested uses on the board.

Presentations - 1

- Students read the article quickly and find an answer to the question. They compare answers in pairs before discussing as a class.

Answer

Carr thinks that our increasing dependence on the Internet is altering the way our brains work and making us shallower and less able to think deeply about things. Sir Tom Stoppard and President Barack Obama agree with him.

VOCABULARY FOCUS

In the short text, there are a number of difficult words on a similar theme. Ask students to find:

- an adjective that means 'not concentrating' (*distracted*)
- three adjectives that mean 'not thorough' (*cursory, shallow, superficial*)
- two verbs that mean 'criticise strongly' (*deplore, reproach*)
- a verb that means 'play with or change unnecessarily' (*tinker*).

Nicholas Carr (born 1959) is an American writer who has written a number of articles and books on technology and culture. In 2011, his book *The Shallows: What the Internet is Doing to Our Brains* was a finalist for the prestigious Pulitzer Non-fiction Prize. In 2014, he published his fourth book *The Glass Cage: Automation and Us* where he looks at the impact of computer automation on the human experience.

Sir Tom Stoppard (born 1937) is a British playwright whose works include *Every Good Boy Deserves Favour, Professional Foul, The Real Thing* and *Rosencrantz and Guildenstern Are Dead*. His plays focus on themes of human rights and philosophy. He is also well known as a writer of screenplays, notably for *Brazil* and *Shakespeare in Love*.

- SPEAKING** Students discuss the ideas in pairs. In feedback, try to establish whether students broadly agree or disagree with Carr's, Stoppard's and Barack Obama's ideas.

>>> FAST FINISHERS

Ask students to work in pairs to write a one-sentence statement, like the ones in exercise 2, which expresses their view on this subject.

- LISTENING**  11 Tell students they are going to listen to a student giving a presentation about the Internet. Play the track. Students listen and answer the questions. They compare answers in pairs before discussing as a class. See pp147–148 for the audioscript for this exercise.

Answers

She thinks that the Internet has brought changes mainly for the better. Her arguments are (a) that the human brain adapts to change, (b) that the Internet has improved our minds and the way we think because we can concentrate on useful things and not just on memorising things, and (c) that we can still read books in addition to using the Internet. (She also mentions that we read things more superficially on the Internet.)

- Students work in pairs to complete the Speaking bank with the expressions.

Answers

Beginning your presentation: 1
 Ordering your arguments: 3, 6
 Presenting opposing points of view: 4, 8
 Responding to opposing points of view: 2, 5
 Concluding your presentation: 7, 9

- SPEAKING** In pairs, students decide on their point of view, then they follow the guide and make rough notes next to each guideline. Monitor and help with ideas and vocabulary. When students have finished making notes, ask them to think about the order of the different points in order to prepare their presentation. Ask them to include phrases from the Speaking bank.
- SPEAKING** Students practise giving their presentations in pairs. Encourage students to give constructive criticism to support each other. Monitor and make further suggestions on how they might improve their presentations.

EXTRA ACTIVITY

If students are still interested in this topic, you could ask two pairs with differing views to make their presentations to the class. At the end, the class votes on which presentation was most convincing.

✓ **EXAM SUCCESS** Discuss the information in the box with the class. In pairs, ask students to think of three or four other ways that make a presentation successful. Refer students to Exam Success on page 149 to compare their ideas.

PRACTICE MAKES PERFECT

- 7 **SPEAKING** Draw students' attention to the statement in the box. Give students time to consider their own response. With a less confident class, invite students to call out their ideas in favour of or against the argument and write them on the board. Students then work individually to prepare their presentation, using the ideas in the Speaking bank and the guidelines in exercise 5. Monitor and help. When they are ready, ask some students to give their presentation to the class (or all the students if time allows). Encourage the class to comment positively on what they liked about the presentations that were given.

TEACHER DEVELOPMENT: STUDENT TRAINING

Class presentations

Presentations provide you with an excellent opportunity to listen closely to a student's spoken output, and students with an opportunity to listen closely to each other. Exploit this opportunity by setting tasks for yourself and for students who are listening. For example, ask them to prepare two questions about the content that they would like the student giving the presentation to answer at the end. Make time for them to ask the questions. Listen and feedback on grammatical errors, or comment on errors of pronunciation or intonation at the end of the lesson. For less confident classes, you could divide students into smaller groups and have them present to a smaller audience initially before building up to the whole class.

HOMEWORK

Assign students page 27 in their Workbook or the relevant sections of the Online Workbook.

Developing writing pp40-41

Writing a film review using useful expressions and words with prefixes

>>> FAST TRACK

Students work in pairs to rank the elements. In feedback, build up a class list on the board. Encourage them to further break up the points listed to come up with their list of ten elements (not very important to very important), for example they may consider the star/stars of the film to be more important than the supporting actors.

WARMER

Elicit the names of three or four films that are

and write them on the board. Ask them to say what sort of films they are, which actors are in them and to mention anything special or interesting about the films. Then divide the class into pairs and ask them to choose one of the films. They have to think of five adjectives to describe it. In feedback, elicit their adjectives, write the most interesting on the board and ask students from other pairs to say whether they agree with the choice of adjectives.

A review

- 1 **SPEAKING** Students work in pairs to rank the elements. In feedback, build up a class list on the board.

VOCABULARY FOCUS

supporting actor [n]: actor with a smaller part than the leading actor (or star)

genre [n]: type of film

plot [n]: storyline of the film

soundtrack [n]: music and sounds used in the film

setting [n]: place where the action takes place (e.g. an old hotel)

location [n]: part of a country or city where the film is set (e.g. Wyoming)

- 2 **SPEAKING** Students compare their ideas as a class and comment on what they find most or least important.

+ EXTRA ACTIVITY

As an alternative to exercises 1 and 2, do a pyramid discussion. Ask students to first work in pairs to rank the elements. Then put them in groups of four so that pairs can compare lists and negotiate a different ranking. Finally, build up a final class list on the board with suggestions from each group of four.

- 3 Ask students to look at the film poster. Have a brief class discussion. What do they know about the film? What genre is it? Who stars in it? What do they know or can guess about its setting and special effects? Students quickly read the review, choose a star rating and think about the questions. In feedback, discuss whether they would like to see the film based on the review.

Answer

The reviewer is very positive and calls the film a 'masterpiece' so it is likely that he or she would give it four or five stars.

CULTURAL INFORMATION

The Theory of Everything was released in 2015. It starred Eddie Redmayne (who won an Academy Award for Best Actor for his role) and Felicity Jones. It was a biopic of the scientist Stephen Hawking, focusing on his early life and development of his career. Stephen Hawking is a British theoretical physicist, arguably most famous for his book *A Brief History of Time* (1988) in which he explains the Big Bang and black holes in terms that non-physicists can understand.

4a Ask students to look back at the text to try to guess in dictionaries. In feedback, elicit the meaning of each prefix.

4b Students match prefixes with meanings and compare answers in pairs.

Answers

- 1 f 2 g 3 h 4 j 5 d 6 a 7 e 8 i 9 l 10 b
11 k 12 c 13 m

4c Ask students to complete the sentences by adding a prefix from exercise 4b to the given word. Let them compare answers in pairs.

Answers

- 1 co-starred 2 sub-plot 3 underage
4 post-production 5 unrealistic 6 misinterpreted
7 remake 8 overcritical

VOCABULARY FOCUS

- impenetrable [adj]:** impossible to understand or solve
- inseparable [adj]:** impossible to separate
- miscast [adj]:** given a role (in a film or play) which the actor is not suitable for
- overblown [adj]:** exaggerated
- underrated [adj]:** not given the praise or recognition that the person deserves
- unpredictable [adj]:** being difficult to know what will happen next

TEACHER DEVELOPMENT: LANGUAGE

Prefixes

There are several negative prefixes although *un-* and *in-* are the most common. We use *im-* in front of adjectives beginning with *m* or *p* (*immoral*, *impersonal*) and *il-* in front of adjectives beginning with *l* (*illogical*). However, this isn't a strict rule (e.g. *unpolluted*, *unlucky*).

Prefixes can sometimes be hyphenated with adjectives (*post-modern*), but usually they are not. When a prefix is added to a verb or noun, however, it is usual to have a hyphen (*co-star*, *ex-footballer*).

See also the word formation guide on page 146.

+ EXTRA ACTIVITY

Write *cast*, *make*, *plot* and *star* on the board and ask students to work in pairs and write a dialogue between two people discussing a film using the prefixes. Ask students not to mention the name of the film in the dialogue. Have students perform their dialogues to the class for other students to guess which film they are discussing.

5 SPEAKING Students look at the Writing bank in pairs and discuss the meaning and use of the adjectives. Start by reading through the example in the speech bubble or provide an example of your own for another word. Elicit similar answers in open class.

Suggested answers

Disappointing is a negative adjective which can describe, e.g. a film, a plot, a performance, special effects, an adaptation (not as good as you had hoped for or expected).

Disjointed is a negative adjective which can describe, e.g. a film, a plot, action (the parts don't join together clearly).

Epic is a positive adjective which can describe, e.g. an epic battle scene with thousands of people in it, a film, a plot, a performance, a soundtrack (something that is on a very large scale).

Far-fetched is a negative adjective which can describe, e.g. a plot, action (unbelievable).

Fast-moving is a positive adjective which can describe, e.g. a thriller, a film, a plot, action (moves in a fast and exciting way).

Flawed is a negative adjective which can describe, e.g. a film, a plot, a performance, a character, a screenplay (having mistakes).

Gripping is a positive adjective which can describe, e.g. a thriller, a film, a plot, a performance, a portrayal, a soundtrack, special effects (exciting or thrilling).

Inspiring is a positive adjective which can describe, e.g. a film, a plot, a performance, a soundtrack (makes you feel very positive about life, yourself, the future, etc.).

Intriguing is a positive adjective which can describe, e.g. a film, a plot, a performance, a character, a soundtrack, an adaptation (very interesting in that you don't know what's happening, but you really want to find out).

Light-hearted is usually a positive adjective which can describe, e.g. a film, a plot, a performance, an adaptation (gentle, funny or not serious).

Low-budget is a neutral (or sometimes negative) adjective which can describe, e.g. a film, special effects (didn't cost very much to make).

Memorable is a positive adjective which can describe, e.g. a film, a plot, a performance, a character, a soundtrack, special effects (so good you will remember it).

Mesmerising is a positive adjective which can describe, e.g. a film, a plot, a performance, a character, a soundtrack, special effects (so interesting and/or complicated that you can't stop watching even though you are being carried along without knowing what's happening).

Mind-blowing is a positive adjective which can describe, e.g. a film, a plot, a performance, a soundtrack, special effects (really amazing).

Moving is usually a positive adjective which can describe, e.g. a film, a plot, a performance, a portrayal, a soundtrack (makes you feel very sad or sentimental).

Risqué is an adjective that can be positive or negative and can describe, e.g. a film, a plot, a performance, a soundtrack, an adaptation (a little bit controversial or daring).

Thought-provoking is a positive adjective which can describe, e.g. a film, a plot, a performance, a soundtrack (makes you think seriously about something).

Up-and-coming is a positive adjective which can describe, e.g. an actor, a director (a person who doesn't have much experience of something but who is talented and likely to get better or become more well known).

FACT FINISHERS

Students work in pairs to match the adjectives to

- 6 Students work in pairs to match words and expressions from the Writing bank to the definitions and explanations. Ask them to check that they understand the other words in the Writing bank using their dictionary if necessary.

Answers

- 1 risqué 2 a box-office flop 3 bombed
4 up-and-coming 5 sequel 6 grossed 7 hit the big screen 8 cliché 9 received rave reviews
10 twists and turns 11 far-fetched 12 gripping, mesmerising

VOCABULARY FOCUS

adaptation [n]: adapted from a book, TV series, game, etc.

box office [n]: literally, the room at the front of a cinema where you buy tickets; often used to refer to how much money a film makes when shown in the cinema

cliffhanger [n]: a moment in or at the end of the film when something exciting is about to happen and there is a pause before what happens is revealed

critic [n]: someone whose job is to write or broadcast their opinions about things such as books, films, or plays

masterpiece [n]: (one of) the best films made by a certain director

portrayal [n]: an actor's interpretation of a person

script [n]: written text of a film that actors learn

(critics) panned (the film) [v]: the film was heavily criticised

(the story) unfolds [v]: the story gradually happens on the screen

deliver a great performance [phr]: perform the role very well

(the film) received rave reviews [phr]: it had very good reviews

get a lukewarm reception [phr]: *lukewarm* means 'slightly warm but not warm enough'; so here, it means the film wasn't heavily criticised but wasn't highly praised either

a box-office smash [phr]: a film that is a big success (lots of people watch it)

- 7 Give students a few minutes to think of a film they have seen recently. Elicit ideas to start them off then ask them to make notes for each of the headings in the paragraph plan, helping with ideas and vocabulary. Remind students to use vocabulary from the lesson.
- 8 **SPEAKING** Students work in pairs, taking turns to describe their films using their notes. Encourage them to comment on each other's performance. This is a lead-in to the writing task, so encourage students to gather as many ideas or suggestions from each other as they can.

TEACHER DEVELOPMENT: LANGUAGE

Present tenses

Students should use the present simple to talk about their films. We use the narrative present in stories and jokes and when talking about the plots of books and films because it gives a sense of immediacy, i.e. the information is generally true if you see the film now.

✓ **EXAM SUCCESS** Discuss the information in the box with the class. Ask students if they can think of any other ways that make a review clear and informative for the reader. Refer students to Exam Success on page 150 to compare their ideas.

PRACTICE MAKES PERFECT

- 9 Ask students to use their notes to write a film review. Remind them to include suitable words and expressions from the Writing bank. Refer students to the Writing bank on page 156 for a model text and additional tips.

TEACHER DEVELOPMENT: STUDENT TRAINING

Peer reviewing

If students write in class, ask them to exchange their first drafts with a partner and to comment on their partner's work, commenting particularly on the paragraph layout and use of adjectives to describe the film. Students are then ready to write a final draft. Set this for homework.

HOMEWORK

Assign students page 28 in their Workbook or the relevant sections of the Online Workbook.

>>> FAST TRACK

The extra support provided on the Grammar and Vocabulary reference sections makes the Grammar and Vocabulary revision sections ideal for setting as homework. You could get students to complete the whole revision page or just certain exercises for homework.

Grammar revision p43

Verb + -ing form and infinitive

- 1 Students choose the correct alternative. Remind them that if both alternatives are correct, they mark both.

Answers

- 1 to help 2 to listen 3 dedicating 4 eating
5 both 6 doing 7 both 8 both 9 to bring
10 preparing

Verb + object + -ing form and infinitive

- 2 Students complete the text with the correct form of the verbs given.

Answers

- a reading b to give c do d to play
e to meet f to use g doing h to share
i to understand/understand j do/doing

PHRASAL VERBS – THE MIND

- 1 Students choose the correct alternative.

Answers

- 1 it together 2 through the presentation 3 pick up
4 out at me 5 up with 6 up 7 on it

THE HUMAN MIND

- 2 Students match the words/phrases in the box with the definitions. Point out that there are two extra words.

Answers

- 1 memorise 2 bewildered 3 articulate
4 have a gift for 5 perceive ... as 6 grasp

PREFIXES

- 3 Students complete the words with the correct prefix.

Answers

- 1 miscalculate 2 sub-zero 3 overrated
4 underpaid 5 supersonic 6 co-producer
7 reconsider

HOMEWORK

Assign students page 29 in their Workbook or the relevant sections of the Online Workbook.

KEY LEARNING OUTCOMES

CEF

Students will be able to:

- talk about possible, imaginary and impossible situations and their consequences using different types of conditional structures
- understand written and spoken texts on scientific research
- talk about biology and scientific research using a scientific vocabulary, adjectives and compound nouns
- read specialised articles critically
- interpret and talk about statistics, extracting ideas and incorporating personal reactions
- express opinions, contrasts and consequences in for-and-against essays

UNIT OVERVIEW

	Biology and scientific research Causes, reasons and results Compound nouns and adjectives
	Modifying mosquitoes CRITICAL THINKING Thinking about the right to and consequences of eliminating species from the planet
	Conditionals (Zero, first, second, third) <i>Unless, in case, provided that, I wish/if only</i> Mixed conditionals
	Critical thinking: Reading articles critically
	Extinct animals
	Talking about statistics
	A for-and-against essay
	Reading: Missing paragraph activities Use of English: Sentence transformation activities Speaking: Talking about statistics Writing: For-and-against essays

DIGITAL OVERVIEW

Presentation Kit

- ▶ Flipped classroom video Unit 4: Mixed conditionals
- ▶ Life skills video Unit 4: Reading articles critically
- ▶ Interactive versions of Student's Book activities
- ▶ Integrated audio and answer key for all activities
- ▶ Workbook pages with answer key

Teacher's Resource Centre

- ▶ Flipped classroom video Unit 4: Mixed conditionals
- ▶ Life skills video Unit 4: Reading articles critically
- ▶ Grammar communication activity Unit 4: Conditional chains
- ▶ Worksheets for this unit, including:
 - Grammar Practice worksheet Unit 4
 - Flipped classroom video worksheet Unit 4: Mixed conditionals
 - Literature worksheet Units 3 and 4
 - Culture worksheet Unit 4
 - Life skills video worksheet Unit 4

Student's App

Gateway 2nd Edition wordlist for the award-winning Sounds App (available for download)

✓ TESTING AND ASSESSMENT

Resources for exam preparation and measuring student progress

- ▶ Test Generator Units 1–4
- ▶ Printable test Unit 4
- ▶ Gateway to exams Units 3 and 4 (end of Unit 4)



EXAM SUCCESS Before doing exercise 4, have students read the information in the Exam Success box. Ask

Talking about biology and scientific research; reading for global understanding and for specific information

FAST TRACK

You could ask students to complete exercises 1a and 1b at home before the lesson, allowing them to use dictionaries if necessary. Correct the exercises at the beginning of the lesson and work on the pronunciation of difficult words.

WARMER

Draw students' attention to the title of the unit and ask them to discuss in pairs what they think the unit will be about. Ask students what topics and vocabulary they think they will encounter in the unit. Elicit ideas in open class.

VOCABULARY Biology and scientific research

1a Students match the words in the box with the definitions.

Answers

- 1 transmit (a disease) 2 species 3 parasite
- 4 resistant 5 prevalent 6 genetic engineering
- 7 contract (a disease) 8 chromosome 9 enzyme
- 10 genetically modified

+ EXTRA ACTIVITY

Read out the words in exercise 1a and have students mark the stress. Then conduct an oral drill to consolidate the pronunciation (see Answers in exercise 1a above for stress). Note that the stress in *contract* is on the second syllable in this instance as it is a verb.

VOCABULARY Biology and scientific research

1b Students complete the sentences with the correct form of words from exercise 1a.

Answers

- 1 chromosomes 2 genetically modified 3 transmit
- 4 resistant 5 contracted 6 genetic engineering
- 7 Enzymes 8 Parasites 9 species 10 prevalent

- 2 **SPEAKING** In pairs, students read the article headline and discuss what information they expect to read in the article.
- 3 Students read the article quickly, ignoring the gaps. Ask them to summarise the main points and elicit their ideas in open class.

Suggested answers

Malaria is still prevalent in sub-Saharan Africa with a child dying every minute.
Genetically modified mosquitoes could lead to an end to malaria by eliminating the female mosquitoes which transmit the disease.

a completion task. Refer them to Exam Success on page 150 to compare their ideas.

TEACHER DEVELOPMENT: STUDENT TRAINING

Reading methods

There are different ways of approaching this type of task. If students are used to doing jigsaw readings, elicit good suggestions. One approach is to read the introductory paragraph first and to predict what information they expect to read about in the rest of the text. Then read paragraph 1 of the text. Stop reading the text at this point, read paragraphs A-F and choose the one which best fits the first gap. Repeat with the remaining paragraphs in the text.

- 4 Ask students to read the article again and choose the correct paragraphs for each gap. Let them compare and discuss their answers in pairs before you check them.

Answers

- 1 D 2 E 3 B 4 C 5 F 6 A

+ EXTRA ACTIVITY

Divide the class in to two equal groups and tell them they are going to debate on the pros and cons of GM-food. Assign a 'side' to each group and give them time to prepare their arguments. Ask one person in the group to make notes. One person from each side has to give an opening speech outlining their argument. Following this, each side puts questions to the opposing side to which anyone can respond. Help students keep the debate going where necessary. At the end, have students vote on which side they support.

- 5 Students look back at the article to find the words and numbers in the box. Ask them to explain who or what they are and why they are significant.

Answers

I-Ppol: the enzyme used in the DNA cutting process – essential for the process
Dr Nikolai Windbichler: lead researcher from the Department of Life Sciences at Imperial College London – leading the research programme
627,000: deaths from malaria per year – high figure, large proportion of health care spent on malaria cases
GMEP: a previous programme, halted through lack of funding – research could have come earlier
\$12 billion: lost productivity due to malaria – economic implications of this
Pirbright Institute: say mosquitoes not vital to ecosystems – shows there shouldn't be any long-term negative effects

FAST FINISHERS

Have students find three new words or phrases in the text (not the underlined ones) and find definitions for them. Have them teach the rest of the class.

- 6 **CRITICAL THINKING** Give students time to read through the questions and consider their answers individually. Then invite them to share their ideas with the rest of the class.

Example answers

No, I don't think humans have the right to do it, even though it might benefit our species and may make things better for us. Also, if you eliminate a whole species such as mosquitoes, other animals who relied on mosquitoes for food may also become extinct.

- 7 Encourage students to guess the meaning of the underlined words in the text, from the context. Then allow them to use a dictionary to check their answers.

Answers

wipe out = to destroy, get rid of
 offspring = the baby or babies of an animal
 die out = to become weaker or less common and then disappear completely
 paves the way = to create a situation that makes it possible or easier for something to happen
 rebound = to return to a better level or position
 keystone = something that is very important
 setback = a problem that delays or that stops progress
 niche = a small hole or space
 tackling = to make an organised and determined attempt to deal with a problem
 self-sustaining = independently providing the conditions in which something can happen

- 8 **SPEAKING What about you?** Students discuss the questions in pairs or small groups. Have a class feedback session and see which are the most popular and effective ways of dealing with mosquitoes. You could expand question 2 by asking students which areas, if any, of research they would like to work in and why they think it would be most interesting.

HOMEWORK

Assign students pages 30–31 in their Workbook or the relevant sections of the Online Workbook.

Grammar in context p46



Using conditionals and other conditional structures to talk about possible future situations

FAST TRACK

In addition to testing before you teach as part of the lesson, you could ask students to complete exercise 1 at home. You can then correct answers at the beginning of the lesson and assess their level of understanding.

Test before you teach

Write the following situations on the board:

I've lost my house keys again!

I don't often have time to go to the gym.

I forgot to give my friend a present on her birthday.

My students are doing well. They read a lot in English.

Ask students to take a moment to think of things they could say about the situations, possibly a comment, a prediction or a suggestion. Write their ideas on the board in conditional forms. After a couple of minutes, invite students to make their comments. Make a note of how well they can manipulate conditional forms. If they seem to be familiar with their use, then move through the Grammar guide exercises quickly in open class.

Conditionals

- 1 Ask students to look at the sentences and answer the questions.

Answers

- 1 zero = *if* + present simple, present simple
 first conditional = *if* + present simple, *will* + infinitive
 second conditional = *if* + past simple, *would* + infinitive
 third conditional = *if* + past perfect, *would have* + past participle
- 2 zero for situations that are generally or always true
 first conditional to talk about possible and probable situations in the future, and their consequences
 second conditional to talk about imaginary or improbable situations and their consequences
 third conditional to talk about imaginary or impossible situations in the past and their consequences
- 3 a first conditional b second conditional
 c zero conditional d third conditional

TEACHER DEVELOPMENT: LANGUAGE

Conditionals

Zero conditional

If + present simple, present simple

We use this form to describe general truths. (*If you heat ice, it melts.*)

First conditional

If + present simple, *will* + infinitive

We use this form when the condition is possible or likely. (*If you invite Joe, he'll come to the party.*)

Second conditional

If + past simple, *would* + infinitive

We use this form when the condition is impossible or unlikely. (*If you were the president, what would you do about the national debt?*)

Third conditional

If + past perfect, *would have* + past participle

We use this form to talk about a hypothetical situation in the past. (*If you had invited me, I would have come to the party – but you didn't invite me.*)

Mixed conditionals

We use mixed conditionals usually when the condition is in the past, but the result is in the present and vice versa. (*If I hadn't passed my exam, I wouldn't have this job. If I knew where my key was, I wouldn't have called you.*)

- 2 Students complete sentences with the correct form of the verb. They check answers in pairs before discussing as a class.

Answers

- 1 would not have appeared 2 is 3 weren't
4 should/will get 5 hadn't been 6 will help
7 would be 8 hadn't been/weren't

EXTRA ACTIVITY

Students label the type of conditional that appears in the sentences in exercise 2.

- 3 Students rewrite the sentences using conditionals and compare answers in pairs.

Suggested answers

- 1 If my brother gets good marks, he will be able to study medicine next year.
- 2 If I had known you were at home last night, I would have called you for help with my homework.
- 3 If you don't water plants, they die.
- 4 If scientists had more funding, they could/would do more research.
- 5 If I hadn't read this article, I wouldn't have known/wouldn't know about this breakthrough.
- 6 You'll enjoy this film if you like sci-fi.
- 7 If people read stories in the newspapers, they usually believe them.
- 8 If I wanted to do research on animals, I'd be a scientist.

Other conditional structures

- 4 Ask students to discuss the use of the conditional structures in pairs or small groups. Alternatively, you might want to discuss these as a class. Monitor and answer any queries. Encourage students to express the sentences using different words to make sure that they understand their meaning.

TEACHER DEVELOPMENT: LANGUAGE

Other conditional structures

- a In terms of form, *Supposing* or *Suppose* is used in place of *If*. In terms of use, *supposing/suppose* introduces a hypothetical situation. We are then invited to weigh up whether this situation is desirable. With *supposing/suppose*, the situation it introduces is possible but not very likely. It is not a conditional sentence, which works by specifying that for one situation to apply a condition has to be met.
- b In terms of form, *Provided that*, *Providing that* or *As long as* are used in place of *If*. In terms of use, these phrases introduce a possible situation. This situation is more likely than if it had been introduced by *supposing/suppose*, as in structure a. The situation is a condition for the situation in the main clause to apply.
- c *Unless* means *If not*, so *Unless we try* has the same meaning as *If we don't try*.
- d *in case* means *because maybe*
- e We use *If only/I wish* + past form to say that we want a present situation to be different.
- f We use *If only/I wish* + past perfect form to express regret that a past situation was not different.

✓ EXAM SUCCESS Before they do exercise 5, ask students to read the information in the Exam Success box. Refer

do the first question as a class to show how the new sentence has to have the same meaning as the first without changing the word.

- 5 Students follow the instructions and complete the sentences. They check answers in pairs before discussing as a class.

Answers

- 1 providing/provided that you
- 2 Unless they succeed, they may lose
- 3 I wish we had seen
- 4 Suppose we can stop the situation
- 5 in case you need me
- 6 as long as you have

FAST FINISHERS

Ask students to rewrite some of the sentences in exercise 5 using other conditional structures. Alternatively, ask students to write sentences that are true for them using *if only*, *unless*, *as long as*, *in case* and *I wish*.

- 6 SPEAKING Students complete the sentences with their own ideas and then discuss their ideas in pairs.

EXTRA ACTIVITIES

- 1 Divide the class into groups of 4–6. Give students the following situation:

'It's 1st May and you are all about to set off on an expedition across an unexplored region of the Amazon rainforest. Is everybody ready? Have all the preparations been made? Discuss.' Give less confident students some examples before they start, e.g. *Provided that we have remembered to bring a compass, we won't get lost. Unless we are very unlucky, it won't be too cold.*

The groups discuss the situation using conditional structures for five minutes. Then give them this new situation:

'It's 1st June and you are all lost in the middle of the Amazon rainforest with little food reserves left. What went wrong? What can you do? Discuss.'

After groups have discussed again, elicit any explanations or solutions they came up with. Comment on any correct or incorrect uses of conditional forms.

- 2 Have a mock (or real) election for a class president. Put students in groups of four or five and ask them to choose one person to represent them. Ask them to come up with 8–10 policies of things they would do or change in the class if they were elected, reminding them to use the conditionals they have learnt in the lesson (e.g. *If I were class president, I would organise some social activities for after school, etc.*). At the end, have students vote for someone (not their own candidate), and count up who has the most votes.

Refer students to the Grammar reference on page 54 if necessary.

HOMEWORK

Assign students page 32 in their Workbook or the relevant sections of the Online Workbook.

Developing vocabulary p47

Using compound nouns and adjectives to complete a news story

>>> FAST TRACK

You could ask students to complete exercises 1 and 2 at home. At the beginning of the class, check their answers before they continue to the completion activity in exercise 3.

WARMER

Remind students what compound nouns and adjectives are by giving them some examples, e.g. *last name* (n), *last-minute* (adj). Write the word *life* on the board and ask students to work in pairs or small groups to think of as many compound words as they can beginning with *life*. Set a time limit of two minutes and find out which pair or group comes up with the most words.

Suggested answers

lifebelt, lifeboat, lifebuoy, life cycle, lifeguard,
life insurance, lifejacket, lifelike, lifeline, lifelong,
life-size, lifespan, lifetime

Compound nouns and adjectives

- Students match the compound nouns with their meanings. If they find it difficult, allow them to use dictionaries to check their guesses. As you review the answers, check their pronunciation to make sure they are stressing the first word.

Answers

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

TEACHER DEVELOPMENT: LANGUAGE

Compound words

Note that compounds can be formed by joining two very different parts of speech, e.g. *mainstream* is an adjective formed by adjective + noun, whereas *breakthrough* is a noun formed by verb + preposition. There are no useful rules to help students know when a compound word should be written as one word, one hyphenated word or two words. They simply have to be learnt.

- Read through the instructions with the class and have them work in pairs, or work individually before checking with a partner.

Answers

- e, 2 words, compound adjective
 - f, 1 word, compound noun
 - g, hyphenated, compound adjective
 - a, 1 word, compound noun
 - b, 1 word, compound adjective
 - c, 1 word, compound noun
 - h, 1 word, compound noun
 - d, 1 word, compound adjective
- Students complete the sentences with the compound nouns from exercise 1 and compare answers in pairs.

Answers

- outset 2 outcome 3 crackdown 4 outbreak
- cutback 6 outlook 7 feedback 8 drawbacks

+ EXTRA ACTIVITIES

- Test these compound nouns by writing the following words at random on the board: *break, through, life, span, worth, while, crack, down, out, look, set, break, draw, back, feed, cut*. Divide the class into small teams, A, B, C, etc. Team A choose two words to make a compound. They have to provide a sentence that shows its meaning. If correct, they score a point. The game passes to Team B, who repeat the activity, and so on. Continue until all the combinations are used up. The team with the most points at the end is the winner.
- Play *Pelmanism*. Write the words from exercise 2 on small cards. Divide the class into groups of four and hand each group a set of cards. They spread all the cards out face down on the table. The first student in each group turns over two cards. If they can make a compound with the two words *and* can make a sentence with the compound in it, they can keep the cards. If not, they have to replace the cards face down on the table. Play continues round the group, with the next student picking up two cards, and so on. The student with the most cards at the end is the winner.
- Draw students' attention to the image and title and ask them what they think the news article might be about. Students then complete the compound nouns and adjectives in the news article. Point out the initial letters in each gap.

Answers

- a breakthrough b genetically modified c offspring
d outset e drawback f lifetime g worthwhile
h high-risk i crackdown j outcome

>>> FAST FINISHERS

Ask students to choose three of the words from exercise 4 and write new sentences using them.

HOMEWORK

Assign students page 33 in their Workbook or the relevant sections of the Online Workbook.

Reading articles critically

To question how scientific facts are interpreted in news articles, to identify what to look for in science articles to decide how reliable they are and to critique an article

>>> FAST TRACK

You could ask students to read through the Key concepts before the lesson and prepare their answers for exercise 1. You can then start with the speaking activity at the beginning of the class.

BACKGROUND INFORMATION

Analysing the reliability of material is a vital academic skill. Rather than taking research at face value, students need to be able to look at the methods used to come to conclusions, as well as the conclusions themselves, and say whether they are reliable or not. Students are encouraged to find other evidence to corroborate any research and to use a critical approach when reading articles. Such an approach will be valuable to students in further education, where they are expected to be more analytical in their approach to research. Though the lesson focuses on scientific articles, much of the advice could equally apply to more arts and humanities based subjects.

WARMER

Before the lesson, find a simple example of research of two factors together where one hasn't caused the other. (Searching on the Internet for 'bad correlation and causation' will come up with some good examples.) Show students a table and write a simple sentence summarising the research (e.g. *People who smile more live longer. Therefore smiling makes you live longer.*). Ask students to explain using the terms in the Key concepts box, why your summary is not accurate.

- 1 SPEAKING** In pairs, students look at the table and discuss what it shows and what conclusions can be drawn from the information. Elicit ideas in open class.
- 2 READING** Students read the article and answer the questions.

Answers

- 1** Franz Messerli of Columbia University, as part of a study looking at the link between chocolate and intelligence. He tested the theory by comparing Nobel Prize winners and national chocolate consumption.
- 2** He found a clear correlation between intelligence and chocolate consumption, in most cases.
- 3** Sweden donates the prize and has more winners despite low chocolate consumption so he suggests a possible bias.
- 4** Other studies have found that chocolate is beneficial for the mental and physical health both of people and animals.

>>> FAST FINISHERS

Ask students to find three new words in the article and to use their dictionaries to find the meaning. They could then teach the new words to the class when everyone has finished.

- 3 SPEAKING** In small groups, students discuss the questions. Ask students to share their answers in class feedback.

VOCABULARY FOCUS

The video contains some useful words and phrases, and language connected with science reporting. You could pre-teach the following before watching:

- outlets (news) [n, count]:** a shop or place where a particular product is sold
- 'churnalism' [n]:** the process where journalists copy large parts or all of press releases rather than writing original copy
- parroting (content/information) [v]:** to copy or repeat what someone says without thinking about it or understanding it properly
- get facts straight [phr]:** to have the correct information about something, especially before criticising someone or arguing with them
- press release [n, count]:** an official statement or report that an organisation gives to journalists, for example about a new product or an important achievement
- repurpose (content) [v]:** to reuse something for a different purpose from the one that was originally intended
- causal mechanism [phr]:** the process or pathways by which an outcome is achieved
- reputable [adj]:** generally considered to be honest and reliable

- 4  LISTENING  12** Tell students they are going to watch a video or listen to a science journalist discussing the article. Ask students to note if any of their points from exercise 3 are mentioned. Play the video or track. See the Teacher's Resource Centre for the videoscript/audioscript for this exercise.

Answer

Students' own answers

- 5 LISTENING  12** Play the video or track again and ask students to make notes about what the science journalist said about the things listed.

Answers

- **the news outlet:** The quality and purpose of reporting will vary depending on the outlet.
- **the source and quotes:** Good reporting happens when reporters have time to speak to the source. Sometimes journalists will "parrot" (repeat) information from a press release instead of doing their own research.
- **the references to scientific research:** If research has been done by a reputable scientist and published in a respected journal, there is reason to believe that it is reliable. You can research these things online. Sometimes you can link from a journalist's article to the original published research, to see if the conclusions match up.

- **the context and purpose:** Good reporting is when the author talks to a range of scientists to try to get different perspectives. Sometimes scientific content is repurposed across lots of different channels. Each outlet has its own agenda.
If there is no context then people don't have enough information to understand the research.
- **correlation and causation:** Correlation is not cause. We don't know what other influencing factors are, and so we can't draw a conclusion from a correlation.

TEACHER DEVELOPMENT: CLASSROOM TIPS

Using the audio and video

Use the pause button while playing the video or track and ask students to summarise what has been said or what has happened so far. Dividing the material into more manageable chunks will prevent students from getting lost and allow them to catch up with the content. It will also allow you to monitor what students can and can't understand and to adjust the lesson accordingly.

- 6 Students look at the article again and find further examples to support the points made by the science journalist in exercise 5.

Answers

the news outlet: while information is given about the scientist and university, no information is given about the news outlet to judge the quality and purpose of the reporting.

the source and quotes: there are no direct quotes in the article

the references to scientific research: the research was done by a reputable scientist, but there are no links or references in the article to see where it was published or what source it came from

the context and purpose: the only context given for the research was that the scientist had read studies stating that cocoa was good for health, no other scientists are mentioned

correlation and causation: the article suggests a strong correlation between chocolate consumption and intelligence, and concludes that chocolate is beneficial for health. However, no other influencing factors are considered

21ST CENTURY TASK



Put students in groups of three and tell them they are going to work together to read and critique a science article.

Step 1

Refer students to the articles on pages 162 and 163 and ask them to choose one. Alternatively, bring some scientific articles of your own in or allow students to bring in their own. In all cases, ensure the level and content are suitable for your students. Help students with any vocabulary.

Step 2

Ask students to identify the points listed in exercise 5. You could check answers as a class at this stage before moving onto step 3.

Step 3

Ask groups to consider the conclusions the article makes and whether they are reliable or not, giving reasons why. Refer students back to the lesson's Key concepts and ideas they discussed in exercise 3 if necessary.

Step 4

Pair each group up with another group and ask students to present their conclusions to the other group. Circulate to ensure students are giving reasons to support their opinion.

Listening p50



Listening for opinion, gist and specific information; using mixed conditionals

FAST TRACK

Have students make note to their answers for exercise 1 before the lesson so they can start the task straight away. You could also have students read through the listening questions in exercise 2 and check they understand all the vocabulary.



Test before you teach: Flipped classroom

Set the Flipped classroom video and tasks for homework before the lesson. This will allow you to assess the needs of the students before the class. Students can then move onto the relevant Grammar practice activities.

WARMER

Write the following extinct creatures on the board: woolly mammoth (extinct between 14,000 and 11,500 years ago) large sloth lemur (1500s extinct), Neanderthal man (extinct about 40,000 years ago), cape lion (1860 extinct), dodo (1662 last sighting, extinct shortly after this in 17th century), sabre-toothed tiger (extinct about 12,000 years ago). Ask students to work in pairs and guess the connection between the creatures. If they guess correctly, ask them which they think was the first and the last to become extinct.

Answers

They are all extinct. The first to become extinct was the Neanderthal man, the most recent from this list was the cape lion.

- 1 **SPEAKING** In pairs, students discuss the questions. In feedback, encourage them to share their opinions.
- 2 **LISTENING**  13 Tell students they are going to listen to a podcast about bringing animals back from extinction. Allow them time to read through the questions and options first. Ask them what they predict they will hear from the questions. Play the track. Students listen and choose the correct options. They compare answers in pairs before discussing as a class. See p148 for the audioscript for this exercise.

Answers

1 c 2 a 3 c 4 a 5 c 6 b

+ EXTRA ACTIVITY

Hand out copies of the audioscript and have students practise reading the dialogue in pairs. Have students write two more questions and answers to add to the interview.

A VOCABULARY FOCUS

In the recording there are a number of useful words specific to the context: *fossils, global warming carbon, specimens, ecosystem*. Write them on the board and ask students to say what they refer to and how they relate to the text.

+ EXTRA ACTIVITY

Ask students what they know about the following:
test tube babies (1978)
Dolly the sheep (the first cloned mammal in 1996)
GM crops (begun in the 1990s)
Editing DNA to prevent the spread of hereditary diseases (begun in 2010s)
Ask them if they know about any other breakthroughs in genetic engineering and encourage them to predict further breakthroughs that might be made in the future.

- 3 **SPEAKING** In pairs, students discuss the questions. Refer students back to the animals mentioned in the warmer if they need some ideas. You could have a class vote on the most popular animal to bring back from extinction.

GRAMMAR Mixed conditionals

- 4 Students look at the sentences and answer the questions.

Answers

1 Mixed 2 a, b 3 c

TEACHER DEVELOPMENT: LANGUAGE

Mixed conditionals

Mixed conditionals usually combine the second and third conditional and are used to describe an imaginary present condition and its imaginary consequence in the past.

If + past simple, ... would/wouldn't have + past participle

If + past perfect, ... would/wouldn't + infinitive

GRAMMAR Mixed conditionals

- 5 Students choose the correct alternative and compare answers in pairs before discussing as a class.

Answers

1 choose 2 be 3 have gone 4 feel 5 hadn't lived
6 speak 7 be 8 hadn't lost

- 6 **SPEAKING** Give students time to read through the questions and consider their answers before they ask and answer the questions in pairs. Nominate students to report their partner's answers to the class.

+ EXTRA ACTIVITY

Ask students to look at exercise 5 again and to rewrite the second half of the sentences, making them true for them where possible.

Refer students to the Grammar reference on page 54 if necessary.

HOMEWORK

Assign students pages 33–34 in their Workbook or the relevant sections of the Online Workbook.

Developing speaking p51

Talking about statistics

>> FAST TRACK

You could ask students to complete exercise 1 at home before the lesson. To check answers at the beginning of the lesson, read out each type of chart or graph in exercise 1 and ask for a show of hands for A–D to check their understanding.

WARMER

Write the following well-known expression on the board: *There are three kinds of lies: lies, damned lies, and statistics*. Ask students what they think the expression means. In what ways do statistics lie?

Suggested answers

The expression refers to how statistics are used persuasively by people in authority to support weak arguments or policies. (It is commonly attributed to Benjamin Disraeli, a famous 19th-century British prime minister.)

Talking about statistics

- 1 Students match 1–8 with charts and graphs A–D and compare answers in pairs.

Answers

- 1 A 2 C 3 D 4 B 5 C 6 B 7 D 8 A, B, C
- 2 **SPEAKING** Students work in pairs to carefully read the phrases in the Speaking bank and to check any they are not sure of in their dictionaries. Elicit which words can be used to describe each of the charts and graphs.
- 3 Students work individually or in pairs to produce descriptions. If they work individually, ask them to compare what they have written with a partner. Remind them to think about the tense(s) they need to use. With a less confident class, you may wish to work on the first description in open class as an example. Students need to use present tenses to describe A and C. They need to use present, present perfect and past tenses to describe B, and present and past tenses for D.

Suggested answers

Image A is a bar chart. It shows a diagrammatic

The blue line in graph B shows that in 2008 13% strongly agreed that scientists made ...

In the table in D we can see that 34% of 16–24-year-olds obtained information about science from the TV news ...

- 4 SPEAKING** Students work in pairs to interpret and discuss the information in the charts and graphs. Ask students what they found surprising, shocking or predictable and to give their reasons why.

- 5 LISTENING**  **14** Tell students they are going to listen to four students talking about the same charts and graphs. Play the track. Students listen and discuss the question in pairs. In feedback, elicit the different words and phrases the speakers use to interpret the data. See pp148–149 for the audioscript for this exercise.

TEACHER DEVELOPMENT: LANGUAGE**Fact vs opinion**

Note the language used to introduce the information in the charts and graphs in the audio:

- This shows that ...
- You can see from this graph that ...
- In this chart you can see that ...
- The table shows that ...

Note the language used to introduce personal opinions:

- The interesting thing in my opinion is that ...
- Personally, I'm not too surprised that ... because ...
- I think it's positive to see that ...
- Actually, when you look closely, ...
- I suppose that this reflects the fact that ...
- I reckon* that this shows that ...
- I'm not really surprised by this difference, given that ...
- What I find interesting is that ...

* *I reckon* (British English) = *I think*. The American English equivalent = *I guess*.

✓ EXAM SUCCESS Ask students to read the information in the Exam Success box on page 51 before they do exercise 6. Encourage them to think carefully about how they can apply this to the task. Refer them to Exam Success on page 150 for more ideas.

PRACTICE MAKES PERFECT

- 6 SPEAKING** Students work in pairs. They study the charts and graphs on page 164 and briefly prepare what they are going to say. They need to use the words and phrases in the Speaking bank to talk about the data and to express their opinion. Students take turns to describe and react to the statistics.

EXTRA ACTIVITY

Have students conduct a class survey on a topic of their choice (e.g. attitudes towards science; areas of science they think should be invested in the most; ways of spending free time; time spent on homework each night) and then choose the best type of chart or graph to represent their findings. Put students in small groups to discuss what they have found.

TEACHER DEVELOPMENT: CLASSROOM TIPS**Error correction**

When students are using new language in pairs or groups, monitor closely, noting down errors and examples of good language use as you go round. Use a clipboard so that you can make notes as you monitor. Feedback on their performance at the end by writing on the board eight of the sentences that you have heard, six with errors and two that are correct, and ask students to work in pairs to correct them. Point out the error-free sentences as good examples of language use.

HOMEWORK

Assign students page 35 in their Workbook or the relevant sections of the Online Workbook.

Developing writing pp52–53 

Writing a for-and-against essay; talking about causes, reasons and results

FAST TRACK

Students could read the beginning of the article at home before the lesson, so they are ready to talk about it at the start of the class. In addition, or alternatively, students could do the preparation for the writing task in class and you could set the writing task in exercise 9 for homework.

WARMER

Write on the board *Scientists invent strawberry-flavoured grass*. Divide the class into groups of four. Half the groups have one minute to think of reasons why it's a great breakthrough. The other half have one minute to think of reasons why it may have terrible consequences. Go round the class, monitoring and providing help where necessary. Which group has come up with the most arguments for or against the new type of grass?

A for-and-against essay

- 1 SPEAKING** Students read the beginning of the science article then work in pairs to predict reactions to the news. In feedback, build up a list of reactions on the board.
- 2** Students work in pairs to read the task, discuss the question and prepare the paragraph plan.

Suggested answer

Paragraph 1: introduction saying what the argument is about

Paragraph 2: arguments to support the idea that creating viruses will help save lives in the future

Paragraph 3: counterarguments, supporting the idea there will be devastating consequences if viruses are created

Paragraph 4: students' own opinion with reasons and examples

Planning essays

Encourage students to plan their essay on a blank A4 sheet of paper with underlined headings for each paragraph and notes under each paragraph heading. You could put together a simple template and then email it to your students to add to. They need to include reasons and examples in note form in their plan. The plan provides a visual 'map' for their final essay, with clear headings and notes to work from.

- 3 Students read the essay and answer the questions. Elicit and discuss the answers in open class. Then have a show of hands to see how many students agree with the writer's opinion.

Answers

1 Yes 2 Students' own answer 3 Students' own answer

- 4a and 4b Students put the headings in the correct place in the Writing bank and compare answers in pairs. Then they add the underlined words and expressions in the essay to the Writing bank on page 53.

Answers

1 Introducing and sequencing arguments

Last but not least

2 Adding arguments

Moreover

A further criticism of

3 Making contrasts

On the other hand

Despite the fact that

4 Expressing consequences

5 Expressing your and other people's opinions

Some scientists claim

There are people who argue that

My own view is that

6 Concluding

To sum up

TEACHER DEVELOPMENT: LANGUAGE

Contrasting ideas

Many of these expressions go at the start of a sentence and are followed by a comma. Contrasting words such as *However* and *Nevertheless* introduce a sentence that contrasts with what was said before, whereas consequence words such as *Therefore* and *Consequently* introduce a sentence that expresses a consequence of what was said before.

Despite and *In spite of* are followed by a noun or *-ing*.

VOCABULARY Causes, reasons and results

- 5 Students read the sentences and choose the correct alternative. Point out that in some cases, both are possible. They compare answers in pairs. Check answers in open class and elicit the meaning of all the alternatives.

Answers

1 given rise 2 both 3 in turn 4 both 5 side

A VOCABULARY FOCUS

Causes: give rise to, bring about, lead to, spark off, prompt (something) to

Reasons: since, as, due to, owing to, stem from

Results: side effects (= unexpected, extra results); disastrous/catastrophic (= very bad) results; full repercussions (= all the negative results that will eventually appear)

- 6 Students read the text then think of the advantages and disadvantages of manipulating the weather.
- 7 **SPEAKING** Elicit ideas from the class. Build up a list in note form of positive and negative views on the board. Do students think that controlling the weather is a good thing or a bad thing?

Example answers

Positive: can avoid droughts; can stop crops dying because of heat or lack of rain; can make sure that key national events or sports events are not ruined by bad weather; can make sure we always have a white Christmas; could have a guaranteed week of sun every August

Negative: could be bad for global warming; could affect weather patterns in a bad way; by changing the weather in one place it could affect the weather in a bad way in another place; firing rockets sounds dangerous and bad for the environment; the weather should be unpredictable

- 8 Students work in pairs to write out a paragraph plan using ideas from exercises 6 and 7.

Suggested answer

Paragraph 1: introducing the argument

Paragraph 2: arguments for changing the weather

Paragraph 3: arguments against changing the weather

Paragraph 4: personal opinion with reasons and examples

- ✓ **EXAM SUCCESS** Students read the information in the Exam Success box before they do exercise 9. Have a brief class discussion about it. Then refer students to Exam Success on page 150.

PRACTICE MAKES PERFECT

- 9 Students write their essay. Encourage them to include appropriate expressions from the Writing bank. Refer students to the Writing bank on page 157 for a model text and additional tips.

HOMEWORK

Assign students page 36 in their Workbook or the relevant sections of the Online Workbook.

Language checkpoint: Unit 4

>> FAST TRACK

The extra support provided on the Grammar and Vocabulary reference sections makes the Grammar and Vocabulary revision sections ideal for setting as homework. You could get students to complete the whole revision page or just certain exercises for homework.

Grammar revision p55

Conditionals

- 1 Students complete the conditional sentences with the correct form of the verb.

Answers

- 1 would have done 2 was/were 3 don't see
4 catch 5 'll walk 6 had seen 7 wouldn't be able

Other conditional structures

- 2 Students complete the sentences with the words in the box.

Answers

- 1 long 2 case 3 Supposing 4 only 5 Providing
6 Unless

Mixed conditionals

- 3 Students write conditional sentences for the different situations using the words given.

Answers

- 1 If you had helped me, I wouldn't be annoyed today.
2 If we didn't have an exam today, we could have gone out last night.
3 If I wasn't afraid of heights, I'd have gone to the top.
4 If I knew French, I could have translated it.
5 If he had taken his medication, he wouldn't be sick (now).
6 If we were old enough, they'd have let us in.
7 If she had got the job, she'd be happy now.

Vocabulary revision p55

COMPOUND NOUNS AND ADJECTIVES

- 1 Students complete the compound nouns or adjectives.

Answers

- 1 crackdown 2 cutbacks 3 feedback 4 outset
5 worthwhile 6 breakthrough 7 drawbacks
8 lifetime

CAUSES, REASONS AND RESULTS

- 2 Students write definitions or explanations for words 1–6.

Suggested answers

- 1 to make something happen
2 because
3 to cause something to happen
4 because of
5 as a result of something that is related
6 result from

BIOLOGY AND SCIENTIFIC RESEARCH

- 3 Students complete the sentences with the correct form of the words in the box.

Answers

- 1 prevalent 2 species 3 contracted 4 transmitted
5 parasites 6 resistant

HOMEWORK

Assign students page 37 in their Workbook or the relevant sections of the Online Workbook.

Reading p56



► **TIP FOR READING EXAMS**

Ask students what they can remember about how to approach a paragraph completion activity. Nominate students to give their ideas. Then ask them to read the tip and refer them to Exam Success on page 150 for more ideas.

- 1 Draw students' attention to the title and the first picture and ask them to skim read the first paragraph to find out about the book being reviewed. Point out paragraphs A-F below and ask students to do the paragraph completion activity. Let them compare their answers in pairs before you discuss them as a class.

Answers

1 C 2 B 3 A 4 E 5 F 6 D

Speaking p57



► **TIP FOR SPEAKING EXAMS**

Ask students to read the tip then discuss it as a class. Refer them to Exam Success on page 149 for more ideas on giving presentations.

- 2 Ask students to read the extract and discuss the question in small groups. Encourage them to recall any prior knowledge they may have about Leonardo Da Vinci and his inventions. Monitor and help as needed.
- 3 Give students time to look at the topic and prepare some notes of their ideas. You could let students work in pairs at this stage. Remind them to structure their presentation clearly. Refer them back to the guide and the Speaking bank on page 39 to help them.
- 4 Ask students to give their presentation to the class. If necessary, in larger classes students could give their presentation to a group of classmates, but make sure to monitor them carefully.

Writing p57



► **TIP FOR WRITING EXAMS**

Ask students what they can remember about writing reviews. Make a list on the board then refer them to Exam Success on page 150.

- 5 Ask students to read the task and decide which book and character they want to write about. Encourage them to use a variety of different adjectives to give their review more impact. Then students write their review. Remind them to include all the necessary elements. They should write between 140 and 190 words. Refer students to the Writing bank on page 156 for a model text and additional tips.

Use of English p57

► **TIP FOR USE OF ENGLISH**

Ask students to read the tip then discuss it as a class. Elicit any further suggestions and then refer them to Exam Success on page 150.

- 6 Students complete the second sentences so they have the same meaning as the first. Remind them to use between three and six words including the word given, and not to change the word given. Let them compare their answers in pairs before checking with the class.

Answers

- 1 would force us to learn
- 2 provided (that) there are strict regulations
- 3 wish we had studied anatomy
- 4 kept on working
- 5 I did manage to finish it
- 6 Supposing time travel was/were possible
- 7 doing research into
- 8 would be able to find

✦ **EXTRA ACTIVITY**

After marking all the exercises in the Gateway to exams section, give students time to study their marks and decide what they need to do to improve. Go through the reading text as a class and ask students to identify why they chose a wrong answer and correct their mistakes where necessary. Ask them to note any errors in the Use of English. They can learn from them by rewriting the grammatical or lexical item in a sentence of their own which will be easy for them to remember.

HOMEWORK

Assign students pages 38-39 in their Workbook or the relevant sections of the Online Workbook.

5 Big brother

KEY LEARNING OUTCOMES

CEF

Students will be able to:

- understand written and spoken news stories
- use a variety of vocabulary and prepositional phrases to talk about minor offences and punishments
- talk about the future using advanced future forms including the future perfect, future continuous and future perfect continuous
- analyse and discuss online behaviour, and collaborate on a presentation on 'netiquette'
- ask for and give advice
- write a formal letter of complaint using appropriate language and style

UNIT OVERVIEW

 Vocabulary/ Developing vocabulary	Minor offences and punishment Prepositional phrases Formal register
 Reading	Minor offences CRITICAL THINKING Thinking about the criteria for judging minor offences
 Grammar in context	Future forms Advanced future forms
 Life skills	ICT: Understanding netiquette
 Listening	Teen tracking apps
 Developing speaking	Role-plays
 Developing writing	A letter of complaint
 Exam success	Reading: True/False/Not Given activities Use of English: Open cloze activities Speaking: Role-plays Writing: Formal letters of complaint

DIGITAL OVERVIEW

Presentation Kit

- ▶ **Flipped classroom video Unit 5:** Advanced future forms
- ▶ **Life skills video Unit 5:** Understanding netiquette
- ▶ **Interactive versions of Student's Book activities**
- ▶ **Integrated audio and answer key for all activities**
- ▶ **Workbook pages with answer key**

Teacher's Resource Centre

- ▶ **Flipped classroom video Unit 5:** Advanced future forms
- ▶ **Life skills video Unit 5:** Understanding netiquette
- ▶ **Grammar communication activity Unit 5:** Match it!
- ▶ **Worksheets for this unit, including:**
 - Grammar Practice worksheet Unit 5
 - Flipped classroom video worksheet Unit 5: Advanced future forms
 - Literature worksheet Units 5 and 6
 - Culture worksheet Unit 5
 - Life skills video worksheet Unit 5
 - Everyday English worksheet Unit 5

Student's App

Gateway 2nd Edition wordlist for the award-winning Sounds App (available for download)

✓ TESTING AND ASSESSMENT

Resources for exam preparation and measuring student progress

- ▶ Test Generator Units 1–5
- ▶ Printable test Unit 5
- ▶ Gateway to exams Units 5 and 6 (end of Unit 6)



Talking about minor offences and punishment; reading articles for gist and detail

>> FAST TRACK

You could ask students to complete exercise 1a at home using a dictionary if necessary. Nominate students to give their answers at the beginning of the lesson. To check comprehension of the new vocabulary, you could ask students to come up with new sentences using the words in bold.

WARMER

Write the following offences on the board: **careless driving, shoplifting, graffiti, dropping litter, having a barbecue in a public place, credit card fraud, arson**. Divide the class into pairs and ask them to rate them from 1-7 with 1 being the most serious, and 7 being the least. Ask them to then think what they would suggest as punishments for each offence.

Example answers

People should have to paint over their graffiti. People who drop litter should have to pick up litter in the city every Saturday for three months. People who commit arson should go to prison for at least six months providing that no-one was hurt.

VOCABULARY Minor offences and punishment

1a Students work individually to match the offences with what they think would be appropriate punishments. Note that there are no correct answers. Point out that there are more punishment options to choose from than offences. With less confident classes, you could go through the vocabulary in bold first to check they understand the language before moving onto the matching exercise.

1b SPEAKING In pairs, students discuss their answers to exercise 1a.

A VOCABULARY FOCUS

littering [v]: dropping rubbish such as food wrappers

designated [adj]: an area which has a sign saying the area is to be used for a specific purpose

non-designated [adj]: an area which does not have a sign specifically saying that you can do something, e.g. smoke

be issued with a small fine [phr]: asked to pay a small amount of money as a fine (financial punishment)

heavy fine [n, count]: a large financial punishment

be banned [phr]: prohibited from doing something or going somewhere

lodges a formal complaint [phr]: makes a complaint in a formal way (e.g. in writing or by going to the police and completing a form)

prosecuted [v]: taken to court and put on trial for committing an offence or crime

judged [v]: having the evidence heard in court and decided on by a judge

suspended sentence [n, count]: time that someone will have to spend in prison only if they commit another crime within a fixed period

community service [n, count]: work that someone does as a punishment, instead of going to prison

2 Students read the articles and discuss the questions in pairs. Elicit some ideas briefly as a class.

CULTURAL INFORMATION

Merseyrail is a train-operating company and a commuter rail network based in Merseyside in the north-west of England. Its route forms one of the most heavily used railway networks in the UK outside London with over 100,000 passengers a day.

King George Square is located in Brisbane, Australia and has over 3,000 square metres of public space. Many open-air events are held there such as markets, ceremonies and live music concerts.

SNCF (Société nationale des chemins de fer français) is France's national state-owned railway company. It consists of over 32,000 km of route and operates throughout France and the principality of Monaco.

✓ EXAM SUCCESS Ask students to read the Exam Success box on page 58 before they do exercise 3. Refer them to Exam Success on page 151 for more ideas on this task type. Ask students to do the first question in exercise 3 and check the answer as a class asking students to share how they came to that answer.

3 Students read the articles again and choose True (T), False (F) or Not Given (NG). They compare answers in pairs before discussing as a class. Encourage students to justify their True/False/Not Given answers by quoting from the article.

Answers

1 T 2 F 3 NG 4 F 5 NG 6 T 7 NG 8 NG

4 CRITICAL THINKING Give students time to read through the questions and consider their answers individually before sharing their ideas with the class.

Example answers

I would say that no-one had been hurt and that nothing had been destroyed or ruined as a result of the action, so it wouldn't be worth taking to court financially.

Suggested punishments would be a small fine for putting feet on seats in public transport if the person continues to do it after a warning. For skateboarding, I don't think they should be punished and should be encouraged to do exercise in designated areas. Loud music is annoying on public transport, so maybe as a punishment people should be asked to leave the train or the station if they are listening to music too loudly.

- 5 Encourage students to guess the meaning of the underlined words from the context. Allow them to use their dictionaries to check their answers.

Answers

forthcoming = happening or coming soon
 summons = an official document that orders someone to appear in court
 repercussions = a bad effect that something has charged = officially accuse someone of committing a crime
 magistrates = a judge in a court for minor offences
 slammed = criticise severely (informal)
 careering = move forwards quickly in an uncontrolled way
 nuisance = something that is annoying

+ EXTRA ACTIVITY

Ask students to choose four of the new words from exercise 5 and write a gapped sentence for each of them in a new context, e.g. *She was very excited about the _____ party. (forthcoming)* Students then swap with a partner to complete the sentences. This is a good opportunity to check that students have understood the meaning of the new language.

- 6 **SPEAKING** First ask students to work individually to read the comments and decide whether they agree or disagree with them. Then divide the class into pairs or small groups to discuss their reasons. In feedback, find out the general opinion of the class.

HOMEWORK

Assign students pages 40–41 in their Workbook or the relevant sections of the Online Workbook.

Grammar in context p60



Using different future forms to talk about plans and predictions

>> FAST TRACK

As an alternative to testing before you teach at the beginning of the lesson, you could ask students to complete exercises 1 and 2 at home. Correct answers at the beginning of the lesson, and assess whether you need to spend more time on form and meaning in class.

Test before you teach

Ask students to work in pairs and brainstorm as many structures and forms for talking about the future as they can. After they have had 2–3 minutes to think, write the following on the board and ask them which one they would use in each situation:

The time a train leaves.

Your general plans for when you finish school.

A prediction for the environment in 2025 if you already have some evidence.

A general prediction about the environment in 2025.

Your arrangements for Saturday evening at 7 pm.

If they seem to be familiar with the use of future forms, then move through the Grammar guide exercise quickly in open class.

Answers

present simple for future; be going to; be going to; will; present continuous for future

Ask students to write an example for each and monitor to check they can use the correct forms accurately.

Future forms

- 1 Students identify the ways to talk about the future then match sentences 1–6 with uses a–f.

Answers

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

- 2 Students choose the correct alternative to complete the sentences. Let them compare their answers in pairs before checking with the class.

Answers

1 leaves 2 are going to 3 am meeting 4 'll have 5 going to rain 6 is going to 7 'm going to 8 'll

TEACHER DEVELOPMENT: LANGUAGE

Future forms

Remind students that one of the key differences between *will* and *going to* is that if you make a decision at the moment you speak, you use *will* and if you know before the moment of speaking you use *going to*. This simple dialogue demonstrates the difference:

I'm going to buy sugar, milk, eggs and apples at the shop.

We don't have any bread.

Ah OK, I'll buy some bread, too.

In British English, *shall* is an alternative to *will* to make predictions, but is very uncommon these days. *Shall* and *shan't* are only used with first person pronouns *I* and *we*.

Contractions

Remind students that it's more common in everyday speech to use the contraction 'll rather than will. 'll is pronounced with the dark /l/ sound, i.e. it sounds like pull. Chorally drill the pronunciation to practise this. It's also worth reminding students that with going to + infinitive, the stress is on the second verb (the infinitive). They will often hear, particularly in casual, informal speech, the abbreviation 'gonna' for going to, so it may be useful to practise this so students get used to the sound.

- 3 Ask students to complete the sentences with the correct form of the verb. Remind them that sometimes more than one answer is possible.

Answers

- 1 'll call 2 starts 3 Are, doing 4 'm going to be
5 're going to visit 6 'll feel 7 getting
8 'm going to try/'m trying
- 4 Students read the situations and decide what they would say in each case.

Answers

- 1 Oh no! It's going to crash.
2 I'm sorry. I'm seeing the dentist.
3 Excuse me. What time does the train get in?
4 I think the crime rate will improve.
5 I'm sorry. I 'm going to go to bed.
6 What time does the library close?
7 Don't worry. I'll lend you mine.
8 I think we're going to lose.

+ EXTRA ACTIVITY

Ask students to work in pairs and write suitable questions for the responses 2, 4 and 5 in exercise 4, and to write suitable responses to 3 and 6.

- 5 Students complete the news article with an appropriate form of the verb given. Nominate different students to read out several sentences to check the answers.

Answers

- a are going to patrol b will pay c will cause
d will cross e are holding f starts/will start
g are going to hand h will, reduce
- 6 **SPEAKING** In pairs, students talk about the topics listed. To vary the activity, you could have students swap partner for each topic. Monitor carefully to make sure students are using the appropriate future forms. With a less confident class, you could elicit some examples for each topic before they start and remind students which tenses they should be using.

Refer students to the Grammar reference on page 68 if necessary.

Assign students page 42 in their Workbook or the relevant sections of the Online Workbook.

Developing vocabulary p61



Using prepositional phrases

>>> FAST TRACK

Students could read the article in exercise 4 before the lesson and look up any words they don't understand in their dictionaries. Ask them to ignore the gaps at this stage.

WARMER

Write on the board *on the verge of* and *in agreement with*. Point out that these are prepositional phrases, as they are made up of a preposition and a noun phrase. Ask students if they can come up with any more examples. If they can't think of any, ask them to work in pairs to find two useful prepositional phrases in their dictionaries and to present them to the class.

Prepositional phrases

- 1 Students complete the sentences with the words in the box. They work in pairs or work individually before checking with a partner.

Answers

- 1 addition 2 aid 3 account 4 means 5 strength
6 touch 7 behalf 8 process
- 2a Students find a prepositional phrase in exercise 1 to match each of the synonyms.

Answers

- 1 on account of 2 by means of 3 on behalf of
- 2b In pairs, students discuss the meaning of the other prepositional phrases in bold in exercise 1. Ask them to use their dictionaries to check if they are not sure.

VOCABULARY FOCUS

in addition to [phr]: as well as

in aid of [phr]: to support or help

on the strength of [phr]: as a result of (something) being very strong or persuasive

out of touch with [phr]: having no common understanding of

in the process of [phr]: going through a period of change

- 3 Students complete the sentences with a prepositional phrase from exercise 1 and compare answers in pairs before discussing as a class.

Answers

- 1 out of touch with 2 on behalf of 3 on account of
4 in the process of 5 by means of
6 on the strength of 7 in aid of 8 in addition to

- 4 Lead in by asking students what the law is on smoking indoors and outdoors in their country. Do people always obey the law? How do the students respond to people smoking in restaurants, in parks or other outside areas or at home? Do students think perceptions have changed since they were younger? Ask them to read the text quickly and to answer the question.

Answer

The argument for a ban on smoking outdoors is less clear than for a ban on smoking indoors. The article gives both sides of the argument.

✓ **EXAM SUCCESS** Read and discuss the Exam Success box with the class before students do exercise 5. Refer students to Exam Success on page 151 for more ideas. You could ask students to read through the text quickly then write what type of word is missing. Check their suggestions as a class before continuing with the task.

- 5 Following the advice in the Exam Success box, students look carefully at the words around each gap and complete the article with the missing words. They compare answers in pairs before discussing as a class.

Answers

a addition b in c has d whole e on f of
g being h out i on j well k against l of
m on n in o reason

FAST FINISHERS

If you have easy access to the Internet in the classroom, ask students if they can find out the number of countries that have implemented a smoking ban or are considering implementing a ban in public places. Have a class feedback session to see what students found out and ask if any of their research surprised them.

- 6 **SPEAKING** Students discuss in pairs whether smoking should be banned in outdoor public places. If they are still interested in this topic, you could open it up to a class discussion.

EXTRA ACTIVITIES

- 1 Write the following prepositions in random order on the board: *in, at, on, out, out of, by, of, with*. Divide the class into teams of 4–5. With books closed, teams take turns to choose two prepositions from the board and to make a meaningful sentence using the prepositions in prepositional phrases. They score a point for every correct sentence. Sentences must be original – they can't copy ones that have already been said. Continue round the class until all the teams have run out of ideas. The team with the most points is the winner.
- 2 Ask students to write a for-and-against essay with the title *Should smoking outdoors be banned?* Ask students to research and include statistics where possible to back up their arguments.

HOMEWORK

Assign students page 43 in their Workbook or the relevant sections of the Online Workbook.

Gateway to life skills pp62–63

Understanding netiquette

To understand the importance of netiquette, to learn the rules of netiquette and to evaluate your netiquette and consider ways to improve

FAST TRACK

You could ask students to make notes of their own answers for exercise 1 and to complete the table in exercise 2 before the lesson, so they are prepared to get started on the speaking tasks at the start of the lesson.

BACKGROUND INFORMATION

'Netiquette' or Internet etiquette is a way of behaving in an online arena (including emails, forums and social networking sites) in a way that is respectful, courteous and socially acceptable. Being behind a screen can often make people less aware of the impact of the words than they would be in 'real life'. Not abiding by some basic widely-accepted rules can lead to misunderstandings, arguments, breaching company policy in the workplace or possibly even breaking the law so it's important that students consider their actions when online.

This lesson looks at various aspects of netiquette, from the content and style of messages and timing of sending such messages. Students analyse their own online behaviour, watch a video on mobile phone etiquette and then put together their own video or slide presentation of rules to present to the rest of the class.

WARMER

Ask students to read through the Key concepts and in pairs discuss if they've heard of any famous examples of trolling in their country. Have a class feedback session and ask students if they ever think trolling can be positive (e.g. can it encourage interesting debate, undermine powerful people?).

CULTURAL INFORMATION

Trolling

The English noun *troll* is often used in fairy tales and children's stories. They are antisocial, argumentative and dislikeable characters, hiding under (for example) bridges to disrupt and taunt travellers. In modern English usage, *to troll* can be used to describe a fishing technique of slowly dragging a baited hook from a moving boat. Either origination could have contributed to the usage in the context of the Internet where it is applied to users who post deliberately inflammatory or controversial comments to forums or discussions in order to provoke a reaction.

- 1 **SPEAKING** In pairs, students discuss the situations. You could have a show of hands to see who sends, receives and posts the most of each type of message in the class.
- 2 **SPEAKING** Students assess their own online behaviour, choosing the option that applies best to them. Then they compare their answers with a partner.

- 3 **READING** Ask students to read the article and answer the question. You could help less confident students by pre-teaching the following vocabulary:

integral (adjective) forming an essential part of something needed to make it complete

conventions (plural noun) ways of behaving that are considered normal and correct

spoil (verb) to affect something in a way that makes it worse, less attractive or less enjoyable

Suggested answers

Easy to forget you have an audience, not being polite can disrupt online groups and spoil the atmosphere. Easy for misunderstandings to occur from the written word without any non-verbal clues. Also the written word is permanent so you should reflect before sending angry communications.

- 4 Ask students to read the article again and answer the questions. Nominate students to give their answers.

Answers

- 1 Fine to use emoticons and abbreviations in informal communications, but use more formal language and check grammar and spelling for more formal ones.
 - 2 Without non-verbal clues what you've written can be misunderstood.
 - 3 Make sure it reflects the content.
 - 4 You should never forward them without the author's permission.
 - 5 To provoke a response. The sender may be busy or unable to reply immediately.
 - 6 No, unless it's essential that they read it.
- 5 **SPEAKING** In pairs, students discuss the questions. In class feedback, make a list on the board of any extra rules for netiquette that students have come up with. Then ask students what they think are the three most important rules from this collaborative list.

EXTRA ACTIVITY

Put students in groups of three and ask them to write an online discussion on a particular subject. Give them the first line of the discussion (e.g. *Hip hop music has a negative influence on young people*) and ask two of them to decide which side of the discussion they are on. On one piece of paper, students need to write their line of the discussion before passing it to the next student to react and write their line. The third student has to act as a troll and deliberately write something provocative and inflammatory (though refraining from using offensive words, etc.). The other students must then think of a way to address the trolling while continuing the debate. At the end of the activity, have groups read out their threads.

- 6 Tell students they are going to watch a video or listen to a track with students talking about the rules of netiquette. Before they watch, ask them what they think are the three most important rules.

VOCABULARY FOCUS

The video contains some useful colloquial language.

You could pre-teach the following words and phrases before watching:

pet hate [n, count]: something that you dislike very much, or that makes you extremely angry

the receiving end [phr]: the person receiving an email or message, etc. *He was on the receiving end of a very angry email.*

sign off (an email) [phr v intrans]: to end a letter (or email)

come off (as aggressive) [phr v intrans]: to give the impression of being a certain way

overthink [v]: to think too much about something before doing it

do something lightly, e.g. **make a decision lightly**

[phr]: to do something without thinking about it too much or doing it too seriously

- 7  **LISTENING** 15 Play the video or track. Ask students if their answers to exercise 6 were mentioned or if there were rules they didn't expect. See the Teacher's Resource Centre for the videoscript/audioscript for this exercise.

Answers

Students' own answers

- 8 **LISTENING** 15 Play the video or track again and have students make notes on how the students give a presentation. Draw students' attention to the things they should consider.

Suggested answers

- 1 *Have you ever had an experience of 'bad netiquette'? What was it?*
 - Using abbreviations that are hard to understand.
 - People being too informal in emails.
- 2 *Which rules of netiquette do you follow? Which behaviour could you improve?*
 - Yuvraj is careful to use the correct form of address in his emails.
 - Chloe is careful about her tone and always tries to be polite.
 - Sam doesn't say anything online that he would not say in person.
 - Emily thinks she uses too many exclamation marks and capital letters.
- 3 *Are there any other rules of netiquette you would like people to use?*
 - Yuvraj and Bea would like to see correct spelling, grammar and punctuation.
 - Chloe likes when people respond to every point and question in her emails.
 - Ousama likes people to say online what they would say in person.

4 What do you think are the three most important rules?

Some examples:

- Know your audience. / Think about who you are writing to.
- Don't use emoticons or abbreviations where they're not appropriate.
- Be polite and only say what you would say in a face-to-face conversation.
- Be careful about your tone so that you're not misinterpreted.
- Answer every question you are asked.
- Only criticise if it's constructive.
- Remember that anything you say online is permanent, and will be there forever.

21ST CENTURY TASK

Put students in groups of three and tell them they are going to make a video or slide presentation about netiquette.

■ Step 1

Ask students to choose one aspect of netiquette or three 'golden' rules to include in their presentation. If necessary, help students with ideas.

■ Step 2

Ask students to prepare their presentation. Remind them to think of how to structure the presentation and who is going to present each part. Ask them to think of how they could illustrate their presentation and ensure they have access to the necessary equipment and material to do this.

■ Step 3

Give students time to practise their slide presentations or record their video. Circulate and ensure that all students are included. Remind students that it's fine to have notes for a presentation, but that they should try not to read from a script.

■ Step 4

Have groups take turns to present their video or their slide presentation to the class. As the other students are watching, you could ask them to evaluate the presentation based on the three criteria in exercise 8.

Listening p64



Listening for main ideas and specific information, using advanced future forms to ask and answer questions about the future

» FAST TRACK

Have students read the questions in exercise 1 at home and think of their answers. Allow them to use the Internet to research question 3 and make notes. They will then be ready to start the speaking task at the beginning of the class.



Test before you teach: Flipped classroom

Set the Flipped classroom video and tasks for

homework before the lesson. This will allow you to assess the needs of the students before the class. Students can then move on to the relevant grammar practice activities.

WARMER

Play a quick game of *Snowman* with the word 'privacy'. Ask students how important privacy is to them and whether they think young people today have more or less privacy than the previous generation.

- 1 **SPEAKING** Students work in pairs and discuss the questions. In class feedback, write two columns for advantages and disadvantages on the board and have students offer their answers. Ask students if there are any ideas that they think could go in both columns.
- 2 **LISTENING** 16 Tell students that they are going to listen to a radio programme about teen tracking apps. Give students 2–3 minutes to read through the questions before playing the track. Point out that they should use a maximum of four words for each answer. Play the track again before checking answers in open class. See p149 for the audioscript for this exercise.

Suggested answers

- 1 people
- 2 by analysing past behaviour
- 3 to make money
- 4 parents don't trust them
- 5 learn from their mistakes
- 6 give the quickest route
- 7 as a safety precaution
- 8 They accept it.
- 9 companies and their employees
- 10 check the privacy policy

TEACHER DEVELOPMENT: CLASSROOM TIPS

Listening support

Always play a track twice for a listening task, but make sure students are clear about what to do each time they listen. For this particular listening, when you play the track the first time, tell students to listen and jot down in rough form anything they feel might answer the questions. After you have played the track once and before playing it a second time, ask students to compare their notes with a partner and to remember which questions they still need answers for. Now play the track a second time. Students listen again and complete their notes. When they have finished listening a second time, they write their answers from their notes, using no more than four words in each answer. If students find a listening particularly difficult, play the track a third time, or play it in sections corresponding to each of the questions, pausing in between each one to allow students to note down their answer.

- 3 **SPEAKING** What about you? Students discuss the questions in pairs or small groups. You might want to go on to have a class discussion about some of the points. Have a class vote on whether students are in favour of or against the use of tracking apps.

GRAMMAR Advanced future forms

4 Students look at the sentences and answer the questions.

Answers

1 c 2 b 3 d 4 a

TEACHER DEVELOPMENT: LANGUAGE

Advanced future forms

The future continuous is used to talk about activities in progress at a particular time in the future. Remind students that with this tense, the actions are in progress and are unfinished. The future perfect simple is used for activities that will be finished by a certain point in the future. Make sure that students are familiar with the structures.

Form

be on the verge/point of + -ing/noun

Future continuous: will + be + -ing (present participle)

Future perfect: will + have + past participle

Future perfect continuous: will + have + been + -ing (present participle)

As with past tenses, these are easily illustrated with timelines, with a cross or a dot symbolising a completed event and a straight or wiggly line symbolising a continuous action.

([T] = a specific time in the future)

Future continuous

past _____ now _____

Future perfect

past _____ now _____ X _____ [T] _____

Future perfect continuous

past _____ now _____ [T] _____

GRAMMAR Advanced future forms

5 Students read the questions and choose the correct alternative. Let students check their answers in pairs before checking them with the class.

Answers

1 finishing 2 have been 3 be doing
4 have started work 5 of starting
6 have been 7 have got 8 be living

+ EXTRA ACTIVITY

Tell students to imagine they are going to a special and extravagant film premiere and that a limousine will come to pick them up at 8.30 pm. Ask students to make a timeline for all the preparations they will be doing to get ready for the premiere (e.g. 6.45 pm choose my clothes, 7 pm polish shoes, 7.15 pm have a shower, 7.30 pm dry my hair, 7.40 pm brush my teeth, 7.45 pm get dressed, 8.15 pm get things ready to take, 8.25 pm put coat on, etc.). Tell them not to worry about tenses just yet.

Then tell them that the limousine arrives early, at 8 pm. Ask them to tell a partner, using the future

perfect tenses what they will have done, what they will be doing and what they won't have done at that time (e.g. *I will have dried my hair; I will be getting dressed, I won't have got my things ready to take*).

GRAMMAR Advanced future forms

6 SPEAKING Students use the questions in exercise 5 to interview their partner. Nominate students to share their partner's answers with the class.

Refer students to the Grammar reference on page 68 if necessary.

HOMEWORK

Assign students pages 43–44 in their Workbook or the relevant sections of the Online Workbook.

Developing speaking p65

Performing a role-play asking, giving and responding to advice

>> FAST TRACK

You could ask students to look at exercises 1 and 2 at home and make notes about what they will say to their partner.

WARMER

Ask students if they have been to any big events recently (concerts, festivals, parades, etc.) and if they encountered any problems. Ask them to discuss any problems they had with a partner, and then nominate students to share their experiences.

Role-plays

- 1 SPEAKING Students work in pairs to describe the pictures to each other. In feedback, ask different pairs to describe each situation.
- 2 SPEAKING In pairs, students discuss the issues they might face at outdoor events. Refer students back to the ideas they came up with in the warmer.
- 3 SPEAKING Before they start, draw students' attention to the expressions in the Speaking bank. Read through them to practise pronunciation and intonation, and check the students understand them all. Then ask students to work in pairs to read the task and follow the instructions. Encourage them to write notes to speak from rather than write out the script for the complete conversation. Monitor as they work and help with suggestions if necessary.

TEACHER DEVELOPMENT: CLASSROOM TIPS

Role-plays

If students are unfamiliar with preparing for a role-play, start by eliciting a few examples of asking for and giving advice. Discuss different ways for setting out notes so that students can speak their ideas clearly.

TEACHER DEVELOPMENT: LANGUAGE

Direct/indirect questions

Note the different word order in direct and indirect questions:

Should I ...? = direct question

Do you think I should ...? = indirect question

Note the correct part of speech to use after advice phrases:

You should + infinitive without to

Have you thought about + -ing?

✓ **EXAM SUCCESS** In pairs, students think of how they should approach a role-play and what they should and shouldn't do. Then ask them to compare their ideas with the Exam Success box on page 65 and the information on page 151.

PRACTICE MAKES PERFECT

- 4 **SPEAKING** Students work in pairs to make notes to prepare their roles. Encourage them to use the language in the Speaking bank. You might want to start off by modelling part of the role-play with a confident student. Ask them to act out their role-plays. Monitor and note any errors or examples of good language use for a feedback session at the end of the lesson.

TEACHER DEVELOPMENT: STUDENT TRAINING

Fluency

Repeating speaking tasks is a good way to improve confidence and fluency as students become increasingly familiar with what they are saying. Mix up the pairs three or four times while they do this speaking activity. If classroom space allows, ask students to walk round and act out their role-plays standing up with different partners.

+ EXTRA ACTIVITY

If all the students in the class live locally, bring in some brochures, printouts from websites or free magazines and culture guides about places to go and things to do locally. Students can use this material to help them prepare for the role-play.

HOMEWORK

Assign students page 45 in their Workbook or the relevant sections of the Online Workbook.

Developing writing pp66-67



Writing a formal letter of complaint; using formal register

>>> FAST TRACK

You could ask students to read the article and complete exercise 1 before the lesson. Have students share their responses with a partner at the beginning of the lesson. In addition, or alternatively, students could do the preparation for the writing task in class and you could set the writing task in exercise 9 for homework.

WARMER

Write the word *slang* on the board and elicit its meaning. Ask students if they know any examples of slang in English. Give them some examples to start them off, e.g. *bits 'n' bobs* (different things), *rabbit on* (to talk for a long time, especially about things that aren't interesting). You could point out that some slang words are 'in fashion' for a few years and then fall into disuse, e.g. *wicked* (very good).

CULTURAL INFORMATION

Slang refers to non-standard words and phrases that are considered to be informal. Slang is usually created by a particular group of people to use in specific contexts before it spreads to wider usage. The use of English slang can add colour and interest to students' use of the language. However, students should be cautious about using slang in exam contexts and should be reminded that slang can often be derogatory or offensive so to check they understand the connotations before using.

A letter of complaint

- 1 Students read the text then discuss the questions in pairs.

Answers

- 1 to improve language skills, develop soft skills
2 The school has received strong support.
- 2 **SPEAKING** Students work in pairs and discuss whether they are in favour of or against a ban on the use of slang in schools. In feedback, elicit some of their arguments and write a list on the board.
- 3 Students read the letter and answer the questions. They check answers and express their own view in pairs.

Answer

The writer is opposed to the ban as she thinks it wouldn't work, and would be difficult to enforce. She thinks there are more important things to focus on.

- 4 **SPEAKING** Students read the letter again and look at the underlined words and phrases and discuss with a partner why and how the words and phrases are used. See Teacher development: Language tip on the next page for suggested answers.

TEACHER DEVELOPMENT: LANGUAGE

Conjunctions

Not only ... but also ... is a correlative conjunction, i.e. it joins two ideas that correlate or are complementary/parallel. The form is complex. *Not only* and *but also* normally go immediately before the words or expressions they modify (e.g. *The area was not only attractive but also safe.*). In informal English, *not only* can go before the verb: *Amy not only speaks German, but also Swedish.* (instead of *Amy speaks not only German but also Swedish.*). *Not only* can be inverted for emphasis: *Not only does Amy speak German, but she also speaks Swedish.*

Although is a conjunction which expresses contrast. It joins two clauses and can be used at the start of the sentence or in the middle after a comma. It is often used instead of *but* when we want to emphasise the contrast by bringing it to the front of the sentence (*but* can't be used at the start of a sentence in the same way): *Although she had no money, Sally went on holiday.* *Since* and *as* are conjunctions here, used to express reasons. Their meaning and use are similar to *because*. *On the one hand ... on the other hand ...* expresses a contrast. Each part of the phrase introduces an opposing argument.

In conclusion is a prepositional phrase which introduces a conclusion.

These phrases are used more in written English than spoken English. They are often found in letters of complaint.

- 7 **SPEAKING** Students work in pairs to research the letter and find examples of formal register.

Answers

The letter uses:

fixed formal expressions: Dear Sir/Madam, Yours faithfully, I am writing to ...

conjunctions usually found in written English: On the one hand, In conclusion, etc.

modal verbs to add distance and be polite: I should like to, might I suggest that you, etc.

rhetorical questions at the end of paragraphs

words in full – no contractions: I am writing to, etc.

- 8 **SPEAKING** Students read the newspaper article and discuss the questions as a class.

Answers

1 The manager asked Michelle and her friends to wait outside the cinema because she said they had caused problems in the cinema on previous occasions.

2 and 3 Students' own answers

EXTRA ACTIVITY

Ask students if they have ever written a letter or email of complaint and what happened as a result. Allow students to discuss experiences in pairs before sharing with the class. If they haven't written one, ask them if there was an occasion in the past when they wish they had.

- ✓ **EXAM SUCCESS** Ask students to read the information in the Exam Success box and add any other things they think they should consider when writing a formal letter of complaint. Then have them turn to page 151 to compare their ideas.

PRACTICE MAKES PERFECT

- 9 Students write their letter of complaint. Point out that they can use the notes on the newspaper article or any other ideas. Encourage them to use appropriate expressions from the Writing bank and the information in Exam Success. Refer students to the Writing bank on page 158 for a model text and additional tips.

VOCABULARY Formal register

- 5a Students match the words with the more formal synonyms used in the letter in exercise 3.

Answers

1 a number of 2 the vast majority of
3 merely 4 highly 5 numerous 6 providing

- 5b Students rewrite the sentences with the correct form of appropriate formal words in exercise 5a, and then compare answers in pairs.

Suggested answers

1 It is highly inappropriate ...
2 Numerous schools ...
3 ... a number of complaints
4 The vast majority of students ...
5 This is merely another way ...
6 The school provides ...

- 6 Ask students to read through the expressions in the Writing bank and then look back at the letter of complaint in exercise 3 to find and tick the expressions that are used. Elicit answers from different students.

Answers

I am writing to complain/protest about ...
To make matters worse,
I should like to draw your attention to ...
Might I suggest (that) you ...?
Yours faithfully

TEACHER DEVELOPMENT: STUDENT TRAINING

Planning writing

Ask students to write a plan to organise the letter first. They should plan four paragraphs: 1 reason for writing, 2 and 3 reasons for complaining, 4 conclusion.

Ask them to order Michelle's notes to fit their plan and to think of a suitable conclusion. When they have written a plan, ask them in pairs to compare ideas together, commenting on their partner's plan and making suggestions on how to improve it. When they have finished improving their plan, they are ready to write their final letter.

HOMEWORK

Assign students page 46 in their Workbook or the relevant sections of the Online Workbook.

Language checkpoint: Unit 5

Vocabulary revision p69

>> FAST TRACK

The extra support provided on the Grammar and Vocabulary reference sections makes the Grammar and Vocabulary revision sections ideal for setting as homework. You could get students to complete the whole revision page or just certain exercises for homework.

Grammar revision p69

Future forms

- 1 Students choose the correct alternative.

Answers

- 1 is going to 2 'm leaving 3 end 4 'll go
5 're going 6 will fall

Advanced future forms

- 2 Students follow the instructions to complete the sentences with the correct form of the verbs given.

Answers

- 1 making 2 will have been working 3 will be having
4 will have fixed 5 will have been running
6 will be lying 7 will have been married

- 3 Students tick the correct sentences and rewrite the incorrect ones.

Answers

- 1 a representative from the company will be waiting
2 I'll have been going
3 ✓
4 I'll have read
5 it's going to rain
6 ✓
7 you'll still be living

PREPOSITIONAL PHRASES

- 1 Students complete the sentences with the correct preposition.

Answers

- 1 on 2 to 3 on 4 in 5 by 6 with 7 of

MINOR OFFENCES AND PUNISHMENT

- 2 Students complete the sentences with the words. Remind them that there are two extra words that they do not need.

Answers

- 1 issued, non- 2 lodge 3 suspended
4 judge, community 5 banned

FORMAL REGISTER

- 3 Students rewrite the sentences in a less formal register.

Suggested answers

- 1 I have a lot of/lots of friends.
2 Some students are absent.
3 Most of his fans like his new look.
4 This manoeuvre can be very dangerous.
5 The hotel will give us a hot meal.
6 This is just a joke.

HOMEWORK

Assign students page 47 in their Workbook or the relevant sections of the Online Workbook.

6 Moving home

KEY LEARNING OUTCOMES

CEF

Students will be able to:

- understand spoken and written texts on different types of accommodation
- talk about living arrangements using a variety of vocabulary and idioms
- report what other people have said or asked, and their manner of speaking using different reporting verbs and structures
- talk about and reflect upon ways to resolve conflict
- discuss photos using comment adverbs and adverbials to convey certainty, attitude and opinion
- write articles giving detailed descriptions and opinions

UNIT OVERVIEW



Vocabulary/ Developing vocabulary

Finding a place to live
Idiomatic expressions with *home*
Describing cities and towns



Reading

Student accommodation
CRITICAL THINKING Thinking about priorities when looking for a new home



Grammar in context

Reporting structures
Impersonal reporting structures



Life skills

Social skills: Negotiating in situations of conflict



Listening

An amazing house



Developing speaking

Discussing photos – 2



Developing writing

An article – describing a place



Exam success

Use of English: Multiple-choice cloze activities
Listening: Completing sentences and notes
Speaking: Discussing photos
Writing: Articles

DIGITAL OVERVIEW

Presentation Kit



- ▶ **Flipped classroom video Unit 6:** Impersonal reporting structures
- ▶ **Life skills video Unit 6:** Negotiating in situations of conflict
- ▶ **Interactive versions of Student's Book activities**
- ▶ **Integrated audio and answer key for all activities**
- ▶ **Workbook pages with answer key**

Teacher's Resource Centre



- ▶ **Flipped classroom video Unit 6:** Impersonal reporting structures
- ▶ **Life skills video Unit 6:** Negotiating in situations of conflict
- ▶ **Grammar communication activity Unit 6:** Who said what?
- ▶ **Worksheets for this unit, including:**
 - Grammar Practice worksheet Unit 6
 - Flipped classroom video worksheet Unit 6: Impersonal reporting structures
 - Literature worksheet Units 5 and 6
 - Culture worksheet Unit 6
 - Life skills video worksheet Unit 6
 - Everyday English worksheet Unit 6

Student's App



Gateway 2nd Edition wordlist for the award-winning Sounds App (available for download)

✓ TESTING AND ASSESSMENT

Resources for exam preparation and measuring student progress

- ▶ Test Generator Units 1–6
- ▶ Printable tests Unit 6 and Review (Units 4–6)
- ▶ Gateway to exams Units 5 and 6 (end of Unit 6)

Reading pp70-71



Talking about finding a place to live; reading for general information and gist

>>> FASTTRACK

You could ask students to look at the questions in exercise 1b at home and think about their answers. Nominate students to give their answers at the beginning of the lesson. Help students with any necessary vocabulary before moving onto exercise 1a. Students may find this initial exercise more straightforward having looked through exercise 1b first.

WARMER

Ask students to look at the title of the unit and predict what topics and vocabulary they will be learning. Elicit ideas from the class. Ask students when they think they will next move home (this is a good opportunity for recycling future tenses from Unit 5).

VOCABULARY Finding a place to live

1a Students match the words in the box with the definitions.

Answers

- 1 landlord/landlady 2 move in 3 tenant
4 flat-/house-hunt 5 do up (a property)
6 fully-furnished 7 put down a deposit
8 flat/house share 9 squatter 10 lodger

i CULTURAL INFORMATION

In the UK, most university students are provided with university or college accommodation for their first year (commonly called 'halls') – these can be catered or self-catered. Most students move away from home for the experience of living independently, but occasionally students continue living in the family home for financial reasons and/or if their choice of university is nearby. Usually students in university accommodation have their own room, but share a kitchen and possibly a bathroom. In second and third years of study, it's common for students to rent a shared house or flat privately with a group of other students. Occasionally, students might lodge with someone (i.e. have a bedroom in someone's house, while the owner lives there, too).

>>> FAST FINISHERS

Ask students to write sentences using the words from exercise 1a.

VOCABULARY Finding a place to live

1b SPEAKING Students work in pairs to answer the questions, or you may prefer to do this as a class activity. Students may not have had experience of student accommodation in their own town, so you may want to encourage them to give speculative answers for question 2 (e.g. *It might be difficult as there aren't many cheap houses to rent.*).

2 Ask students to quickly read the page from a student accommodation website to find out where the four students live and why. Elicit answers from different students.

Answers

- A Lives with an elderly person. To help with chores and benefit from quiet and comfortable accommodation.
B Lives in a room in a flat. It's in the area he wanted – he found speed flatsharing convenient and easy.
C Lives in a former hospital to save money and live somewhere central.
D Lives on a barge as it cost about the same to buy the barge as it would to pay for three years' accommodation.

3 Give students time to read through the questions and help them with any vocabulary. Ask them to read the web page again more carefully and choose from the four people for each question.

Answers

- 1 A/D 2 D/A 3 D 4 A 5 C 6 B 7 C 8 D
9 A 10 D 11 B 12 B 13 C

+ EXTRA ACTIVITY

Set up your own version of speed flatsharing in the class. Give some students the role of tenants looking for someone new and put these students in groups of three. Give other students the role of someone looking to rent. Ask both parties to note what they are looking for in terms of flatmates and ask the tenants to imagine what their property is like. Have students mingle and ask each other questions. At the end, ask if anyone found their perfect match.

4 CRITICAL THINKING Give students time to consider their answers individually before sharing with the rest of the class. Encourage them to include as many factors as possible.

Example answer

I would prioritise having friendly people to live with and a clean house because I'm a tidy person. I would want a property that's fully-furnished, too, because it would be expensive to buy lots of new furniture when you're a student. Location wouldn't be a big priority, but I would want to live somewhere safe and with good public transport.

TEACHER DEVELOPMENT: CLASSROOM TIPS

Brainstorming

An alternative to eliciting students' ideas and you writing them on the board is to get them to do the work themselves. When pairs have thought of a few ideas, ask them to come and write their ideas on the board. They can also add to ideas already written there by other pairs. Asking students to come up and write on the board makes a good change of activity and means that, in a few minutes, they will have created a class list which you can comment on and use for the reading task that follows.

- 5 Encourage students to guess the meaning of the underlined words from context. Then allow them to use a dictionary to check their ideas

Answers

ground rules = the limits or boundaries in terms of behaviour
 a bit of a nightmare = difficult, unpleasant
 turn up unannounced = visit without telling someone in advance
 in the same boat = in the same difficult situation
 beats trawling = it's better than looking through a lot of information
 handy with DIY = able to do repairs
 it's worth the hassle = the benefits compensate for the difficulties
 mod cons = modern conveniences, e.g. fridge, microwave
 pokey = small and uncomfortable
 dodgy = not reliable or safe

- 6 **SPEAKING What about you?** Students discuss the questions in pairs or small groups. Give less confident students a moment to prepare sentences before they speak. Feedback as a class and have a show of hands to see whether more students would like to live alone or with other people.

HOMEWORK

Assign students pages 48–49 in their Workbook or the relevant sections of the Online Workbook.

Grammar in context p72



Using reporting structures to talk about different occasions

>>> FAST TRACK

As an alternative to testing before you teach at the beginning of the lesson, you could ask students to complete exercises 1a and 1b before the lesson. Check answers at the start of the class. If it looks as though students are comfortable with the structures, move onto exercise 2. If students have struggled, you may need to spend more time on the form and use before proceeding.

Test before you teach

Write the following reported dialogue on the board: *I invited Tom to come to the art gallery with me at the weekend. He promised to come, but he warned me that he'd bring his new puppy. I begged him not to bring his puppy.* Ask students to work in pairs to rewrite the reported dialogue in direct speech, adding any extra information to make it interesting if they wish. Ask a few pairs to act out their dialogues for the class. Make a note of how well they can change reported speech into direct speech. If they seem to be familiar with the use of reporting structures, then move through the Grammar guide exercises quickly in open class.

Reporting structures

less confident classes, you could write the answer to a (He said, 'I didn't do it.') on the board. Students can then apply the same method to b–d.

Answers

- a He said, 'I didn't do it.'
 b A friend said, 'Why don't you try speed flatsharing?'
 c He said, 'I won't repair it.'
 d They said, 'We were wondering if you would like to live on a boat.'

- 1b Students work in pairs to categorise the reporting verbs. Point out that students simply have to learn these complex sentence structures. Doing exercise 1b carefully is a useful support activity so take time over the feedback. Elicit some example sentences to give students practice at these structures.

Answers

- 3 wonder 4 refuse 6 deny 8 suggest
 2 Students categorise the reporting verbs according to the different structures. Check answers as a class.

Answers

- a 4 b 5 c 1 d 6
 3 Students complete the sentences with the words in the box and then rewrite them in direct speech. Draw their attention to the example sentence. They check answers in pairs before discussing as a class.

Suggested answers

- 2 criticised
 'You've left the house in a mess,' he told us.
 3 reminded
 'Don't forget to take your keys,' my landlady said.
 4 offered
 'Shall/Can I cook dinner?' I asked Edith.
 5 wanted to know
 'Do we have to pay a deposit?' we asked.
 4 Students choose the correct alternative to complete the sentences. Point out that more than one alternative may be correct. Nominate different students to read out a correct sentence.

Answers

- 1 that I try/on me trying 2 to have/that they had
 3 going/that he had gone 4 to pay
 5 all correct 6 to visit/they would visit

- 5 Students complete the second sentences using 3–6 words including the word given. Remind them not to change the word given. Let them compare answers in pairs before class feedback.

Answers

- 1 congratulated Cathy on/for painting her room
 - 2 threatened to call our parents
 - 3 asked Anita if she was doing
 - 4 accused Sandra of always making excuses
 - 5 ordered Sarah to pay her/the bill
 - 6 suggested Matt spoke to his
- 6 Ask students to use the prompts to prepare things to say. Give them two or three minutes and monitor closely to help with ideas and vocabulary.
- 7 **SPEAKING** Students discuss the different occasions from exercise 6 in pairs. Invite students to share any interesting or amusing stories with the class.

ALTERNATIVE ACTIVITY

This works well as a mingle. Ask students to walk round the room having short conversations about one or two of the occasions from exercise 6 with each student they meet. Ask them to try to have a separate conversation with six different students for each of the occasions. In feedback, find out what students discovered about other students in the class.

TEACHER DEVELOPMENT: CLASSROOM TIPS

Error correction

While students are interviewing their partners, discretely note any form, meaning or pronunciation errors involving reported speech. At the end of the activity, write five or six of the sentences containing errors on the board, but do not comment on them. Ask students to work in pairs to correct them. This is an effective way of dealing with errors because although you do not interrupt the students' flow of speech while they are speaking, they know that you are listening to them and therefore concentrate harder on using language correctly. It also means that you follow up a speaking task with a useful language-focused task.

Refer students to the Grammar reference on page 80 if necessary.

HOMEWORK

Assign students page 50 in their Workbook or the relevant sections of the Online Workbook.

Developing vocabulary p73

Using idiomatic expressions with home

FAST TRACK

Students could do exercise 2 at home. Exercise 1 could then be done in class with pairs discussing their answers. You could then confirm the correct answers before moving onto exercise 3.

WARMER

Write home on the board. Ask students to work in pairs to think of as many collocations or expressions as they can with the word home. Which pair can think of the most phrases in one minute?

(Examples: *home-made, home-grown, homework, home run, home rule, home town, home time, home cinema, home movie, home address, home computer, home life, home furnishings, home shopping, care home, dog's home, holiday home, home alone, play at home (sport), romp home to victory, press something home, eat someone out of house and home*)

Idiomatic expressions with home

- 1 **SPEAKING** Students discuss the meanings of the expressions in pairs. Elicit a few guesses, but don't say yet whether they are correct.
- 2 Students match expressions 1–8 in exercise 1 with meanings a–h. Let them compare their answers in pairs before checking them with the class.

Answers

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

VOCABULARY FOCUS

Note that *home* can be a noun (*at home, home from home*), a verb (*home in on*), an adjective (*home truths*) or an adverb (*take home*).

EXTRA ACTIVITY

Ask students to work in pairs to find another use of *home* (as a verb, noun or adjectival/adverbial expression) in their dictionaries and to explain its use to the class.

Alternatively, write the following phrases with *home* on the board and ask students to work out what they mean: *homesick, it hit home, home page, home sweet home*. You could include any of the words listed in the warmer (above) that weren't mentioned.

- 3 Students complete the dialogues with the idiomatic expressions from exercise 1 and compare answers in pairs before discussing as a class.

Answers

- 1 ... it wasn't anything to write home about.
- 2 ... like home from home.
- 3 ... homed in on them.
- 4 ... brings it home to you.
- 5 ... is (quite) at home with it.
- 6 ... home truths.
- 7 ... home and dry (yet).

EXAM SUCCESS Discuss the information in the box with students before they do exercise 4. Ask them if they have any other suggestions for multiple-choice cloze activities or can remember any advice from earlier units. Refer them to Exam Success on page 151.

- 4 Apply the guidance in the Exam Success box by asking students to look at the first gap and to eliminate the obviously wrong answers (e.g. option C, *increasing* is wrong because it is preceded by a not *an*). Students read the text and choose the best answers. They compare answers in pairs before discussing as a class.

Answers

1 B 2 C 3 A 4 D 5 B 6 B 7 D 8 D 9 C
10 A 11 D 12 A

- 5 **SPEAKING** Give students time to read through the questions and consider their answers individually before they discuss the questions in pairs. If students are very interested in the topic, you could encourage a class discussion on the different points.

+ EXTRA ACTIVITY

Here are some well-known sayings with the word *home*. Elicit possible meanings from students to say whether they agree with them.

Home is where the heart is. (Pliny the Elder)

Home is the place where, when you have to go there, they have to take you in. (Robert Frost)

Home, nowadays, is a place where part of the family waits till the rest of the family brings the car back. (Earl Wilson)

HOMEWORK

Assign students page 51 in their Workbook or the relevant sections of the Online Workbook.

Gateway to life skills pp74-75

Negotiating in situations of conflict

To understand why conflicts arise when sharing accommodation, to identify appropriate ways of resolving conflicts and to practise resolving a conflict in a flatmate situation

>> FAST TRACK

You could ask students to read the article before the lesson and look up any vocabulary they don't understand.

i BACKGROUND INFORMATION

Though some degree of conflict in life is inevitable, the ability to resolve differences quickly and with minimal lasting damage to relationships is something that can be learnt. Young people will find themselves in new situations where conflicts and differences of opinion are common, for example, negotiating boundaries with their parents, sharing accommodation with people they don't know well or working on a group project at university or in the workplace.

The focus of the lesson is on flat and house sharing as students are likely to be in this situation when starting university or college. Though they are unlikely to have direct experience of flat sharing yet, students may be able to offer opinions based on staying with other people on holiday or school trips or living with parents and siblings. Differences in lifestyle can cause tensions which then erupt into arguments, so it's important to teach students how to find appropriate ways to diffuse tensions and resolve problems.

In this lesson, students learn how to recognise signs of conflict and are given tips to deal with problems. They watch a video of a family talking about situations that cause conflict in their house before doing a practical task where they practise resolving a problem with a flatmate.

WARMER

Ask students to work in pairs and think of the qualities they would want in an ideal flatmate or housemate. Give them 1–2 minutes to discuss this. Then ask them to think what types of personality they would find difficult to live with, and why. Ask students to read through the Key concepts and check any vocabulary they don't understand.

- 1 **SPEAKING** In pairs, students look at the photos and think of the possible cause of conflict between flatmates. Encourage students to think of other possible conflicts.

Answers

In photo 1, one housemate has left all the dirty dishes in the sink. In photo 2, one boy is trying to study while the girl is playing the drums and making a lot of noise.

- 2 Ask students to think of the best way to deal with each problem. Elicit answers from different students and encourage other students to say whether they think each solution would work well.
- 3 **READING** Students read the information on a student accommodation website and say whether it mentions any of the solutions they came up with in exercise 2.
- 4 Students write responses to the comments, using advice from the web page. Ask students whether they would give the same advice as the web page.

Suggested answers

- 1 It is normal.
- 2 Pay attention when there are signs that your flatmate may be annoyed with you.
- 3 Find a time when neither of you are busy.
- 4 Talk about behaviour, not personality traits.
- 5 Have another talk and find a solution both of you are happy with.
- 6 Don't talk about the problem behind your flatmate's back.
- 7 Don't leave messages, speak to the other person.
- 8 Be respectful and listen to each other instead of losing your temper and shouting. Take time to cool off.

VOCABULARY FOCUS

The video contains some useful colloquial language.

You could pre-teach the following words and phrases before watching:

nag [v]: to frequently ask someone to do something that they do not want to do

lose it (temper) [phr]: to suddenly become very angry
clean out (the guinea pig, fish, rabbit) [phr v trans]: to make a place or container clean or tidy by removing objects that are not wanted and getting rid of any dirt or dust in it

go on about (something) [phr]: to keep talking about someone or something, especially when other people think it is boring

(be) up for what others want to do [phr]: to be willing to do a particular activity that other people want to do

do your bit (around the house) [phr]: to do what you can to help, or to do your part of what has to be done

- 5  **LISTENING**  17 Tell students that they are going to watch or listen to a family talking about situations that cause conflict in their house. Students write the problem that each person describes. See the Teacher's Resource Centre for the videoscript/ audioscript for this exercise.

Suggested answers

Mark: Feels he has to nag Asha and Ethan to look after their guinea pig.

Clare: Feels as though she is constantly tidying up after the rest of the family.

Asha: Wants to watch TV while Ethan wants to use the TV to play on his games console.

Ethan: Gets into trouble with his dad for leaving lights on and wasting energy.

- 6 **LISTENING**  17 Students watch or listen again and answer the questions. Have students discuss their answers with a partner before sharing with the rest of the class.

Suggested answers

The family are not very good at resolving conflict at the moment, because they get cross and shout, or nag each other. However they have good ideas for resolving conflict in the future. For example, Mark and Asha suggest rotas so that cleaning out the guinea pig and screentime are shared. Clare suggests being patient, consistent and willing to compromise. Ethan suggests that he should try harder to remember his chores.

EXTRA ACTIVITY

Draw students' attention to the word 'compromise' in the article and check they understand the meaning (a way of resolving an argument or conflict where both sides accept that they cannot have exactly what they want). Give students two or three more situations that are common when house sharing (e.g. someone always watching what they want on the TV; a flatmate always having lots of friends around; a flatmate always leaving their clothes in the washing machine) and ask them to think of a good way to reach a compromise in such scenarios.

LIFE TASK



Tell students they are going to work in groups of three to work through a conflict between flatmates.

- **Step 1**
Put students in groups of three and ask them to choose which one of them is going to observe.
- **Step 2**
Ask students to read through the list of problems and choose which one they are going to discuss and which role each of them will take. Help students with any necessary vocabulary.
- **Step 3**
Have pairs role-play their conversation to resolve the situation while the observer watches, listens and takes notes. Remind students to follow the tips from the web page. Circulate and note any errors for a feedback session after the task. You could set a time limit for steps 3 and 4 as students will need to have time to rotate and repeat the task.
- **Step 4**
Encourage the observer to comment on how effectively the pair were able to resolve the conflict. Ask the group to discuss how they could have improved the conversation if necessary.
- **Step 5**
Ask students to swap roles and choose a different problem in order to repeat steps 2–4. After students have each had a turn at observing, you could ask for volunteers to role-play their conversations to the rest of the class taking into consideration any suggestions the observer gave them earlier.

Listening p76



Predicting and listening for specific information; using impersonal reporting structures to talk about houses

>> FAST TRACK

Ask students to read the Exam Success box and the information on pages 151–152 before the lesson. Ask them to predict what type of words will fit the gaps in exercise 3.



Test before you teach: Flipped classroom

Set the Flipped classroom video and tasks for homework before the lesson. This will allow you to assess the needs of the students before the class. Students can then move on to the relevant grammar practice activities.

WARMER

In pairs, ask students to discuss the type of house they would design and build if money was unlimited. Ask them to think about the architecture, the interior and the special features. Invite students to share their ideas with the class.

1 SPEAKING Students describe the photo in pairs and express their opinions. In feedback, elicit the features students predict the house might have.

2 LISTENING  **18** Tell students they are going to listen to a podcast about the house in the photo. Play the track. Students listen to check their predictions in exercise 1. Ask them to note any extra features which are mentioned by the speakers. See pp149–150 for the audioscript for this exercise.

✓ EXAM SUCCESS Ask students to read the information in the Exam Success box before doing exercise 3. After they have listened to the recording, refer them to Exam Success on pages 151–152.

3 LISTENING  **18** Ask students to read the sentences carefully and to predict which words or information could go in the gaps. They discuss their predictions in pairs before listening again. Play the track again. Students listen and complete the sentences with no more than three words and/or numbers. They compare answers in pairs before discussing as a class.

Answers

- 1** one billion dollars **2** 27 **3** a mythical island
4 three helicopter pads **5** repairing and maintaining
6 oil **7** exterior/(opulent) appearance
8 (about) nine **9** local materials

CULTURAL INFORMATION

Mukesh Ambani (born 1957) is the Managing Director of Reliance Industries, India's largest private company. The company has its headquarters in Mumbai and amongst its products are oil, gas, petrochemicals, petroleum and textiles. It is the most profitable company in India.

The Taj Mahal is a beautiful Indian mausoleum in Agra. It was completed in 1643 and was built in memory of the wife of a Mughal emperor. In 1983 it was designated as a UNESCO World Heritage Site and is a popular tourist attraction, with around three million visitors a year.

4 SPEAKING **What about you?** Students discuss the questions in pairs or small groups. Circulate to ensure that students are giving reasons for their opinions. Nominate students to give their answers in class feedback.

+ EXTRA ACTIVITY

Students describe the house they would build if they were a billionaire. Ask them to think about the type of house, where they would build it, and what features it would have.

TEACHER DEVELOPMENT: LANGUAGE

Passive in impersonal reporting structures

The passive is used when you move the focus of an active sentence from the subject to the object. This could be because you don't know the subject or are not interested in the subject. Impersonal reporting structures are commonly found in reports and newspapers when we want to distance ourselves from information which is not necessarily our opinion.

GRAMMAR Impersonal reporting structures

5a Ask students to read through the sentences and answer the question. Discuss the answer with the class.

Answer

The sentences in exercise 5a are passive because the person who is saying, reporting, claiming, etc. is not known or not important, and/or because the writer does not want the reader to think that he/she is expressing his/her own opinion.

5b Students match the sentences in exercise 5a with the patterns.

Answers

Pattern A: c, e, f

Pattern B: a, b, d

5c Students answer the questions in pairs before discussing the structures in open class.

Answers

1 a, b, d, e **2** c, f **3** a, d, e **4** b, c, f

6 Draw students' attention to the example and have them work individually to rewrite the sentences. They compare answers in pairs before discussing as a class.

Answers

- 1** It is suggested that the house took years to build.
2 It is estimated that the house is worth 15 times more.
3 The house is known to have three helicopter pads.
4 It has been reported that he is living in New York now.
5 The house is believed to have been updated.

7 Students rewrite the sentences using the word given. Invite different students to write the answers on the board and check them in open class.

Answers

- 1** The house is said to have a lot of space.
2 The gardens are reported to be indoors.
3 It has been suggested that there is a yoga room.
4 Celebrities are known to have visited (the house).
5 It is said that another house is being built.

Discussing photos – 2

EXTRA ACTIVITY

Write the following news headlines on the board:

Housing crisis gets worse

Billionaire's home destroyed by fire

Politician stole millions from housing trust

House prices to fall in next two years

Students work in pairs to think of ways of reporting these headlines using impersonal reporting structures. Follow up by asking them to write their own headlines. They exchange headlines with another pair who must think of ways of reporting them

Refer students to the Grammar reference on page 80 if necessary.

HOMEWORK

Assign students pages 51–52 in their Workbook or the relevant sections of the Online Workbook.

Developing speaking p77

Discussing photos using comment adverbs and adverbials

>> FAST TRACK

You could ask students to read the phrases in the Speaking bank and complete exercise 4 before the lesson.

WARMER

Play *Just a minute*. Before the lesson, cut out a large pile of photos from magazines. They can be chosen at random or they could have something in common, e.g. they are all of buildings, or they all have people in them. Divide the class into small groups and give each group a pile of the pictures. Don't show them what they are – keep them face down. Make sure each group has a watch with a second hand. One person in each group agrees to be timekeeper. The aim is to talk for one minute about a picture. The first student in each group turns over a picture and starts describing it. If he/she talks for a whole minute, he/she wins the picture. If he/she runs out of things to say, another student can challenge him/her by saying *Hesitation!* and he/she then takes over describing the photo for however many seconds are left of the minute (e.g. if the first student speaks for 40 seconds before being challenged, the second student has to speak for the remaining 20 seconds). Who can speak for a minute without hesitating?

1 **SPEAKING** Students work in pairs to describe the photo.

Example answer

There's a teenage boy wearing a blue hoody working at his desk. He's probably doing his homework because he looks as if he's concentrating! In the background there's a window with a view of a garden and to the right of his desk there's a poster on the wall. I think the room is his bedroom because it looks like a teenager's room.

EXTRA ACTIVITY

Before students describe the photo, spend two minutes brainstorming useful words or phrases they could use, e.g. *in the foreground/background, to the left/right of the photo, he looks like/as though, he appears to be ...*

✓ **EXAM SUCCESS** Encourage students to recall any advice for approaching the task of describing and discussing photos that they saw in earlier units. If necessary, you could give them a few minutes to look back at page 25. Then ask students to read through the Exam Success box then refer them to Exam Success on page 149.

2 **LISTENING** 19 Tell students they are going to listen to a student discussing the photo in an exam. Play the track. Students listen and answer the questions. See p150 for the audioscript for this exercise.

Answers

The examiner asks: *Can you describe the picture? Do you think the boy is happy having such an untidy bedroom? What jobs do you do around the house? What's your bedroom like?* The student answers all four questions.

3 **LISTENING** 19 Ask students to read through the information in the Speaking bank and to check the meaning of any words they are not sure of. In feedback, ask them if they can think of any other useful adverbs or adverbials. Play the track again. Students listen and tick the words they hear. In feedback, note the position of the adverbs.

Answers

Presumably (at start)
Obviously (at start)
carelessly (end)
probably (middle)
Luckily (start)
To be honest (start)
personally (start)
Generally speaking (start)
definitely (middle)

TEACHER DEVELOPMENT: LANGUAGE

Adverb position

Adverbs to show attitude or opinion may go at the start, end or in the middle of a sentence:

Frankly, it's disgusting.

It is, frankly, disgusting.

It's disgusting, frankly.

The most common position is at the start. In this position there is more emphasis on the strength of the attitude.

The most common position for *possibly*, *probably* and *definitely* is in the middle of a sentence: *He's definitely going to be late.*

The most common position for adverbs modifying action verbs is after the verb: *She typed the letter very carelessly.* However, putting the adverb at the start of the sentence has the effect of emphasising it, often with poetic effect: *Carelessly, she typed the letter.*

- 4 Students rewrite the sentences replacing the underlined phrases with an adverb or adverbial from the Speaking bank. Let them compare their answers in pairs.

Suggested answers

- 1 To be honest/Honestly/(Quite) Frankly ...
- 2 Apparently ...
- 3 Personally ...
- 4 Undoubtedly/Obviously/Clearly ...
- 5 Apparently/Presumably ...
- 6 foolishly/He foolishly agreed to help. (change in word order)
- 7 definitely
- 8 Sadly/Unfortunately ...

PRACTICE MAKES PERFECT

- 5a **SPEAKING** Put students in pairs and ask each pair to decide which picture they are each going to prepare questions for. Give them two or three minutes to prepare their questions. Monitor and help with ideas.
- 5b Ask students to take turns interviewing each other, beginning with the question *Can you describe the photo?* If possible, students should sit face to face to make the activity more like a real interview. Monitor and make a note of any significant errors or examples of good language for the final feedback session.

TEACHER DEVELOPMENT: STUDENT TRAINING

Talking about photos

If the students need more preparation time and language to do this task, do it in two stages. Start by dividing the class into pairs. Ask half the pairs to look at the first picture and prepare three questions about it. Ask the other half to look at the second picture and prepare three questions about this. Ask them to think of useful phrases, and help them with vocabulary and ideas. Then mix up the pairs so that each student is now working with someone who prepared questions on the other picture. This thorough preparation will allow them to carry out the task more successfully.

+ EXTRA ACTIVITY

Ask students to feedback on each other's performance at the end of the task.

HOMEWORK

Assign students page 53 in their Workbook or the relevant sections of the Online Workbook.

Developing writing pp78-79



Writing an article describing a place; describing cities and towns

>> FAST TRACK

You could ask students to think about the questions in exercise 1 and make some notes so that they are more prepared to discuss the questions with a partner at the beginning of the lesson. In addition, or alternatively, students could do the preparation for the writing task in class and you could set the writing task in exercise 8 for homework.

WARMER

Divide the class into pairs and ask each pair to choose one of the photos on page 78. Try to make sure that a similar number of pairs choose each photo. Ask them to think of as many positive adjectives and expressions as they can to describe the city in their chosen photo (e.g. *It's lively and vibrant; It looks like a great place to go shopping*). Mix the pairs so that students are with partners who chose a different photo. Now tell them that they each have one minute to persuade their partner to come on a weekend break with them to their chosen city. They must tell each other how great the place they have chosen is.

An article - describing a place

- 1 **SPEAKING** Students discuss the questions in pairs. In feedback, build up a list of factors for the quality of life on the board.
- 2 Ask students to read the information and discuss their reactions in small groups. You could ask if any students have been to any of the top ten cities and, if so, invite them to share their reactions with the class.

+ EXTRA ACTIVITY

Put students in pairs or small groups and ask them to choose one of the top 10 cities listed in exercise 2 and find more information about one of the categories for that city (e.g. schools and education). Ask students to share what they have found with another group.

1 CULTURAL INFORMATION

Mercer is a consulting company based in New York. It is the world's largest resource consulting firm, with more than 20,500 employees.

- 3 **SPEAKING** Students read the task then work in pairs to brainstorm ideas. Ask them to make notes for each of the categories in exercise 2.
- 4 Students read the article and answer the focus question. Elicit their answers in open class.

+ EXTRA ACTIVITY

Students read the article again and take note of all the reasons given for going to Istanbul. Ask them to work in pairs and to list the reasons for their partner without looking back at the text.

CULTURAL INFORMATION

Istanbul is a Turkish city, straddling both Europe and Asia. It has a population of around 14 million people and is a popular tourist destination, due to its cultural diversity and historic architecture. Although Istanbul is the most populated city by far, the capital of Turkey is Ankara with a population of fewer than five million.

VOCABULARY Describing cities and towns

- 5a Students match the words in the box with definitions 1–8. Point out that there are two possible answers for item 5 and that there are also extra words that they do not need. Let students compare answers in pairs.

Answers

- 1 quaint 2 bustling 3 welcoming 4 sprawling
5 run-down/shabby 6 cosmopolitan 7 steeped in
8 renowned for

VOCABULARY FOCUS

- atmospheric [adj]:** a special mood or feeling of a place
cosmopolitan [adj]: showing the influence of many cultures
crowded [adj]: full of people
filthy [adj]: very dirty
hilly [adj]: with lots of hills and roads going up and down
historic [adj]: describing a place where important events happened in the past
industrial [adj]: describing a place with a lot of industry – factories, etc.
isolated [adj]: far from other places
magnificent [adj]: very attractive and grand
picturesque [adj]: attractive, especially because it is old and interesting
spotless [adj]: very clean
thriving [adj]: very successful
touristy [adj]: having lots of tourists and facilities that cater for them (*touristy* has negative connotations)
vibrant [adj]: lively and exciting
well-connected [adj]: having good transport connections to other places
well-off [adj]: rich

>>> FAST FINISHERS

Ask students to find definitions for the extra words in exercise 5a using their dictionaries. They could share these with the rest of the class, if necessary, in exercise 5b.

VOCABULARY Describing cities and towns

- 5b **SPEAKING** Students discuss the questions in pairs (see vocabulary focus in the next column). In feedback, make sure students are familiar with a wide range of words to use when they come to describe their cities.

Answers

- 1 **Negative words:** crowded, filthy, isolated, run-down, shabby, sprawling, touristy
Positive words: atmospheric, bustling, cosmopolitan, magnificent, picturesque, quaint, spotless, steeped in, thriving, vibrant, welcoming, well-connected, well-off
Neutral words: hilly, historic, industrial, renowned for
- 2 steeped in, vibrant, welcoming, historic, bustling, well-connected
- 3 Students' own ideas

✓ **EXAM SUCCESS** Ask students to read the information in the Exam Success box. In pairs, ask students to think of other ways they can make their writing appealing to the reader. Write their suggestions on the board then ask them to compare with the ideas listed in the Writing bank. Finally, refer students to Exam Success on page 152 for further suggestions.

- 6 Students read the information in the Writing bank and look back at the article to find which expressions or ideas are used.

Answers

The text has an attention-grabbing headline: *Looking for quality of life? Look no further!* including a direct question. It addresses the reader directly, using: *you and your*
If ... is (more) your scene
Imagine ...

- 7 **SPEAKING** Divide the class into pairs and ask them to choose a suitable city or town from their own country and to prepare notes about it. Remind them to think of an attention-grabbing headline, to be direct and to use a range of vocabulary.

PRACTICE MAKES PERFECT

- 8 Students write their article. Encourage them to use appropriate styles and expressions from the Writing bank as well as suitable vocabulary from exercise 5. Refer students to the Writing bank on page 159 for a model text and additional tips.

TEACHER DEVELOPMENT: STUDENT TRAINING

Peer reviewing

If students write in class, ask them to exchange their first drafts with a partner and to comment on their partner's work, commenting particularly on their use of language and on how well they involved the reader. Students are ready to write a final draft. Set this for homework.

HOMEWORK

Assign students page 54 in their Workbook or the relevant sections of the Online Workbook.

>> FAST TRACK

The extra support provided on the Grammar and Vocabulary reference sections makes the Grammar and Vocabulary revision sections ideal for setting as homework. You could get students to complete the whole revision page or just certain exercises for homework.

Grammar revision p81

Reporting structures

- 1 Students tick the correct sentences and rewrite the incorrect ones.

Answers

- 1 They accused me of stealing the laptop.
- 2 ✓
- 3 My friend denied having done anything wrong.
- 4 The police wanted to know what the group of teenagers had been doing in the street.
- 5 The authorities advised against driving in the snow./
The authorities advised us/them/people not to drive in the snow.
- 6 Ed suggested learning to play the guitar./Ed suggested that I (should) learn to play the guitar.
- 7 ✓
- 8 Ben apologised for waking everybody up.
- 9 She insisted on paying for the meal, even though she didn't have much money.
- 10 The neighbours threatened to call the police.

Impersonal reporting structures

- 2 Students rewrite the structures.

Answers

- 1 It was claimed that nobody could build such a tall building.
- 2 Johnson was known to have been at the scene of the crime.
- 3 The houses are believed to be unsafe.
- 4 At first, it was said that the telephone was a useless invention.
- 5 The burglar was thought to have known exactly what he was looking for.
- 6 The car was believed to be his.
- 7 It is said that home is where the heart is.
- 8 It has been suggested that the family owns three houses elsewhere.

- 1 Students complete the idiomatic expressions.

Answers

- 1 from 2 truths 3 dry 4 anything 5 brought
6 in 7 takes

FINDING A PLACE TO LIVE

- 2 Students complete the sentences.

Answers

- 1 deposit 2 landlord 3 move 4 furnished
5 share/mate 6 squatters 7 doing 8 tenants

DESCRIBING CITIES AND TOWNS

- 3 Students tick the pairs of words that have a similar meaning and write short explanations about the pairs of words that are different.

Answers

- 1 bustling = busy and lively; thriving = successful
- 2 well-connected = having good transport connections; well-off = rich
- 3 ✓
- 4 ✓
- 5 hilly = with hills; sprawling = spread out over a wide area
- 6 ✓
- 7 ✓

HOMEWORK

Assign students page 55 in their Workbook or the relevant sections of the Online Workbook.

Listening p82



TIP FOR LISTENING EXAMS

Ask students to look at the task type and ask them if they can remember any advice on how to approach text-completion exercises. Elicit ideas and then ask students to read the tip then refer them to Exam Success on pages 151-152.

- 1 **LISTENING** ▶ 20 Play the track. Students listen and complete the sentences. They must use a number and/or no more than three words in each space. See pp150-151 for the audioscript for this exercise.

Answers

- 1 1414 2 the Queen 3 the French
4 English ... French 5 blue 6 description
7 ID cards 8 First World War 9 1988
10 immigration control 11 fingerprints 12 holograms
13 Golden Eye 14 £15,525

CULTURAL INFORMATION

The Magna Carta is a 13th-century document which King John was forced to sign by the leading barons in England. It established certain legal rights and was effectively the world's first bill of rights.

Puerto Rico is an archipelago of islands in the Caribbean Sea which is an unincorporated territory of the US. Puerto Ricans are US citizens, but they retain a certain amount of control over their own affairs.

iris recognition = the iris is the coloured part of the eye and is unique to all individuals so it can be used to establish identity

Use of English p82

TIP FOR USE OF ENGLISH

Ask students to read the tip then discuss it as a class. Refer them to Exam Success on page 151. After students have completed the text, remind them to read it to themselves to see whether words they have written in the gaps sound correct.

- 2 Students read the text and complete the gaps with one word.

Answers

- a on b be c every d truth e estimated f in
g which h What i only j than k to l are
m or n but o may/might

EXTRA ACTIVITY

Point out that this text contains interesting and useful vocabulary connected with money and banking. Ask students to find any relevant phrases, copy them into their notebooks and add any other useful phrases they can think of.

Speaking p83



TIP FOR SPEAKING EXAMS

Ask students to read the tip and then discuss it as a class. Ask students if they can remember any other advice or language for discussing photos. Refer them to Exam Success on page 149.

- 3 **SPEAKING** Read through the instructions with the class and remind students to make sure that they cover all the required points. Students work in pairs and take turns to compare the photos.

Writing p83



TIP FOR WRITING EXAMS

Ask students to discuss with a partner ways of organising ideas before a writing task and what they should check for after completing a task. Elicit their ideas in open class and then refer them to Exam Success on pages 151-152.

- 4 Ask students to read through both tasks and choose which one they prefer to write. Remind them to include all the necessary elements. They should write between 140 and 190 words. Refer students to the Writing bank on pages 158 and 159 for model texts and additional tips. Students complete one of the two writing tasks.

EXTRA ACTIVITY

After marking all the exercises in the Gateway to exams section, give students time to study their marks and decide what they need to do to improve. Go through the listening audioscript as a class and ask students to identify why they chose a wrong answer and correct their mistakes where necessary. Ask them to note any errors in the Use of English. They can learn from them by rewriting the grammatical or lexical item in a sentence of their own which will be easy for them to remember.

HOMEWORK

Assign students pages 56-57 in their Workbook or the relevant sections of the Online Workbook.

7 Marketing campaign

KEY LEARNING OUTCOMES

CEF

Students will be able to:

- understand spoken and written texts on marketing and influencers
- use different passive structures to talk about processes and procedures and to say what people say, know or believe
- form words using prefixes and suffixes
- evaluate information and give opinions on the global economy
- negotiate, make suggestions and express agreement in a collaborative task
- write formal reports emphasising decisive points

UNIT OVERVIEW

 Vocabulary/ Developing vocabulary	Advertising and selling Word formation Describing clothes and fashions
 Reading	New marketing methods CRITICAL THINKING Thinking about how critical thinking is affected by advertising
 Grammar in context	Passives, passive infinitives and passive gerunds Passives with verbs with two objects Causatives Determiners and quantifiers
 Life skills	Money and finance: Understanding the global economy
 Listening	Eco-friendly products
 Developing speaking	Collaborative tasks – 1
 Developing writing	A report
 Exam success	Reading: Multiple-choice activities Use of English: Word-formation cloze activities Speaking: Collaborative tasks Writing: Reports

DIGITAL OVERVIEW

Presentation Kit

- ▶ **Flipped classroom video Unit 7:** Passives with verbs with two objects
- ▶ **Life skills video Unit 7:** Understanding the global economy
- ▶ **Interactive versions of Student's Book activities**
- ▶ **Integrated audio and answer key for all activities**
- ▶ **Workbook pages with answer key**

Teacher's Resource Centre

- ▶ **Flipped classroom video Unit 7:** Passives with verbs with two objects
- ▶ **Life skills video Unit 7:** Understanding the global economy
- ▶ **Grammar communication activity Unit 7:** Facts match quiz
- ▶ **Worksheets for this unit, including:**
 - Grammar Practice worksheet Unit 7
 - Flipped classroom video worksheet Unit 7: Passives with verbs with two objects
 - Literature worksheet Units 7 and 8
 - Culture worksheet Unit 7
 - Life skills video worksheet Unit 7
 - Everyday English worksheet Unit 7

Student's App

Gateway 2nd Edition wordlist for the award-winning Sounds App (available for download)

✓ TESTING AND ASSESSMENT

Resources for exam preparation and measuring student progress

- ▶ Test Generator Units 1–7
- ▶ Printable test Unit 7
- ▶ Gateway to exams Units 7 and 8 (end of Unit 8)

Reading pp84-85



talking about advertising and selling; reading for specific information

>> FASTTRACK

You could ask students to read the article on page 85 before the lesson and think how the photos are connected to the text.

WARMER

Write the following verbs on the board: *buy, sell, lend, borrow, pay, spend, waste, invest, donate, earn, win, raise, cost*. Ask students to work in pairs to say how they are connected with money and how they differ in meaning. Can they think of any nouns that are derived from the verbs?

Suggested answers

buyer, seller, lender, loan, borrower, payment, spendthrift, spendaholic, waste, investment, investor, donation, donor, earnings, winner, winnings, rise, cost

VOCABULARY Advertising and selling

1a Students work in pairs to read the statements and discuss the meaning of the words and expressions in bold. Monitor and take note of how familiar students are with the words and the topic.

1b Students match the words in bold in exercise 1 with definitions a–h. They compare answers in pairs.

Answers

a brand name b banner(s) c freebies
d word-of-mouth publicity e cold calls f endorse
g billboards h launch a marketing campaign

A VOCABULARY FOCUS

Students may get confused between *brand* and *make*.

brand [n, count]: a product or group of products made by one particular company with a recognised identity

make [n, count]: a trade name of a product that is usually used for products such as machines or cars

logo [n, count]: a symbol or emblem that represents an organisation or company

2 **SPEAKING** Students discuss the advertising methods in exercise 1a in pairs. In feedback, encourage them to justify their opinions. Build up a list of the methods in order from most effective to least effective on the board.

3 Students read the article and explain what the photos represent in terms of advertising. You could ask students to look at the photos before reading and predict how they link to the topic then check their suggestions after reading.

Suggested answers

The main picture shows a video blogger. The article says that video bloggers particularly influence young people, so are useful to advertisers. The images of the girl taking a selfie, the smartphone and the mouse represent the article's comments on social media and how it is breaking down the barriers between advertisers and buyers and how social media is likely to be the future of marketing.

✓ **EXAM SUCCESS** Ask students to read the information in the Exam Success box. Elicit further tips about multiple-choice reading activities and then refer students to Exam Success on page 149.

4 Students read the text again and choose the best answers. You could go through the first question together first, applying the Exam Success tip. Ask students to read options A–D and to say if any of them are definitely wrong. Once you have narrowed the options down in this way, ask students to find the relevant section of the text and to find the correct answer. Ask students to complete the exercise and then have them compare their answers in pairs.

Answers

1 d 2 a 3 d 4 c 5 b 6 c

5 **CRITICAL THINKING** Give students a minute to think about their own responses to the statement. Then encourage them to share their ideas with the class.

Example answer

I agree to some extent as advertising is designed to make you act impulsively and without thinking. Most of the time you can resist and people are aware of the methods advertisers use.

6 Encourage students to guess the meaning of the underlined words in the article before using their dictionary to check.

Answers

purchasing = to acquire by the payment of money
savvy = knowing a lot about something and able to make good judgments about it

relatable = something you can understand and feel connected to

followings = people who support or admire the work of another person

to hold sway = to be the main influence on people's opinions or behaviour

buzz = a sense of excitement or interest created around or about someone or something

challenged = invited by someone to compete or fight
retailer = a person or company that sells goods directly to the public for their own use

7 **SPEAKING What about you?** Students think about their answer to the question and then discuss with a partner. Feedback in class and see which campaign was most popular. You could expand the task by asking students how they would make the ones they didn't choose more effective.

EXTRA ACTIVITY

Write the following products on the board: a family car, sports shoes, a breakfast cereal, washing powder. Ask students to work in small groups to decide which celebrity they would choose to endorse each product and why, and what freebies they would give away in their marketing campaign. Extend the activity by asking students to choose one of the products and to design a billboard or banner to promote it.

HOMEWORK

Assign students pages 58–59 in their Workbook or the relevant sections of the Online Workbook.

Grammar in context p86



Using passives, passive infinitives, passive gerunds, passives with verbs with two objects, and causatives

FAST TRACK

As well as setting the Flipped classroom for homework, you could ask students to complete exercises 1 and 2 at home. Check their answers at the beginning of class. If students are not confident with the form and use of these structures, you can spend more time on these in class.



Test before you teach: Flipped classroom

Set the Flipped classroom video and tasks for homework before the lesson. This will allow you to assess the needs of the students before the class. Students can then move on to the relevant grammar practice activities.

WARMER

Revise some past participles by playing a game of catch with a soft ball or screwed up piece of paper. Have students stand in a circle. One student holds the ball/paper and shouts out a verb (in the infinitive) before throwing it to another student who must then say the past participle. If they get it wrong, they are out and have to sit down. If they get it right, they think of a new infinitive verb and throw the ball/paper to another student.

Passives, passive infinitives and passive gerunds

- 1 Students discuss the sentences in pairs and answer the questions.

Answers

- 1 a
- 2 e
- 3 b = past simple, c = future with will, d = present perfect
- 4 the action
- 5 No, because the agent is not always known, or it is not important or necessary to know who did the action.

TEACHER DEVELOPMENT: LANGUAGE

The passive with get

Passive structures are formed with the verb *be* in the correct form and a past participle form of the main verb. So we make the past simple passive with *was/were* + past participle; we make the present perfect passive with *has/have been* + past participle) and so on.

Get is sometimes used instead of *be* in the passive, e.g. *People get paid to promote certain products.* *Get* is more informal than *be*, and is often used for something that happens by accident or unexpectedly, e.g. *Our window got broken this morning.*

Get + past participle can be used as a passive structure to suggest that it is difficult to persuade or encourage people to do something for you, e.g. *I'm hoping to get invited.*

It is also used in set expressions, e.g. *get lost, get dressed, get married.*

TEACHER DEVELOPMENT: STUDENT TRAINING

Recording grammar

Students are often unclear how to write notes on new grammar. Their grammar notes need to be clear and organised, so give them this advice:

- 1 Write a clear contextualised **example of the grammar in use**.
 - 2 **Label its form** clearly with a different coloured pen.
 - 3 Write four or five **personalised sentences** which show the grammar form and how to use it. The more personalised they are, the more memorable the grammar will be.
 - 4 Don't just copy rules from the book!
- 2 Ask students to read through the text quickly, ignoring the gaps, and to answer a focus question, e.g. *Why are companies no longer asking 'Do you like this product?'* Students complete the text with the correct passive forms of the verbs in the box. Let them compare answers in pairs before feedback with the class.

Answers

- a** are exposed **b** are shown **c** are asked
d are analysed **e** has been used **f** be read
g being brainwashed

Passives with verbs with two objects

- 3 Students discuss the sentences in pairs and answer the questions.

Answers

- 1 two (1a – celebrities, huge sums of money; 2a – visitors to the shop, a \$10 coupon)
- 2 the person

- 4 Students rewrite the sentences using the passive with the person or people as the subject. Remind them that all sentences must use the passive. They compare answers in pairs before discussing as a class.

Answers

- 1 We are/get sold a load of things we don't really need.
- 2 I was bought a present by my friends.
- 3 You are going to be offered a refund.
- 4 He was taught some new marketing strategies.
- 5 I was shown a great new advert on the Net (by my sister).
- 6 You may be promised a free gift.

EXTRA ACTIVITY

Ask students to write three or four personalised passive sentences using the verbs *tell*, *teach*, *show* and/or *promise*.

Causatives

- 5 Students read the sentences and discuss the answer in open class.

Answer

No. In all three sentences, Suzie's friend took the photo of Suzie. In a, we don't know whether Suzie asked her friend to take her photo. All we know is that her photo was taken by her friend. In b and c, Suzie is active in causing the friend to take her photo. She *got a friend to take her photo* and she *had a friend take her photo* both mean that Suzie played a part in achieving the result (the photo being taken). The structure *get something done* is less formal than *have something done*.

- 6 **SPEAKING** Students complete the questions with the correct form of the verbs given and compare answers in pairs. Then have them ask and answer the questions. When they have finished, invite students to share any interesting answers with the rest of the class.

Answers

- 1 tested 2 to give 3 fix 4 to do 5 made

EXTRA ACTIVITY

Ask students to prepare some more questions to ask and answer in pairs. Use these prompts:

poem/write
ears/pierce
bedroom/redecorate
portrait/paint

Refer students to the Grammar reference on page 94 if necessary.

HOMEWORK

Assign students page 60 in their Workbook or the relevant sections of the Online Workbook.

Developing vocabulary p87



Using prefixes and suffixes to form words

FAST TRACK

You could ask students to complete exercises 1 and 2 at home before the lesson. Allow them to use a dictionary if they need to. At the beginning of the lesson, nominate students to come to the board and write their answers.

WARMER

Write a set of words on the board that can be changed by adding both prefixes and suffixes, e.g. *reason*, *modern*, *fashion*, *direct*, *social*. Ask students to work in pairs to see how many words they can make from the root words by adding prefixes and/or suffixes.

Suggested answers

(un)reasonable, (un)reasonably, reasoning, modernisation, modernise, modernism, (un)fashionable, (un)fashionably, indirect, (in)directly, direction, directive, antisocial, socialise, socialism, socialist, socialite, (un)sociable

Word formation

- 1 Students read the sentences with the adjectives and say which is the suffix in the word.

Answers

- 1 -ic 2 -ible 3 -al 4 -ant 5 -ive 6 -y 7 -able
8 -less 9 -ful 10 -ish

- 2 Students add a suffix to each word to create an adjective. Remind them that in some cases more than one suffix is possible and they should change the word where necessary.

Answers

effective, funny, helpful/helpless, optimistic, original, predictable, resistant, sensitive/senseless/sensible, thoughtful/thoughtless, youngish

- 3 Ask students which words from exercise 2 can be changed to an adverb by adding *-ly*. Let them compare their answers in pairs before class feedback.

Answers

effectively, funnily, helpfully, helplessly, optimistically, originally, predictably, sensitively, senselessly, sensibly, thoughtfully, thoughtlessly

- 4 Students look at the sentences and decide what the suffix *-ish* adds to each word.

Answer

It makes the answer less definite, it's an approximation for numbers and descriptions.

- 5 **SPEAKING** Ask students to write down at least five adjectives to describe themselves. Remind them that each adjective has to contain a suffix and that one or two can contain *-ish*. Students compare their adjectives in pairs.

6 **SPEAKING** Students work with a partner and answer the questions about the words in the box.

Answers

- 1 autograph = a) self
collectable = b) adjective
creative = b) adjective
criticism = b) noun
endorsement = b) noun
famous = b) adjective
imagination = b) noun
instantaneous = b) adjective
intensify = b) verb
likelihood = b) noun
modernise = b) verb
multi-purpose = a) many
officially = b) adverb
originality = b) noun
post-concert = a) after
powerful = b) adjective
pre-concert = a) before
readiness = b) noun
- 7 In pairs, students write as many new words as they can by adding prefixes and suffixes. Remind them they can use the list of suffixes and prefixes on pages 145–146 to help them. You could make it a competition by setting a time limit of three or four minutes and finding out which pair has the most words.

Suggested answers

nationality, (inter)national, (inter)nationalist, (inter)nationalise, (inter)nationalisation; ability, ably, unable, inability, disable, disabled, disability, disablement, disabling; product, production, (un)productive, productivity, producer, by-product; (in)action, (in)active, (in)activity, (in)activate, (in)actively, activist, actor, actress, actuary, actual, actually, actuality, enact, enactment, re-enact; cookery, cooker, cookbook, (un)cooked, cooking, cookie

✓ **EXAM SUCCESS** Before students complete the gaps in exercise 8, ask them to read the Exam Success box and think of the prefixes and suffixes they know that could be used in a word-formation cloze activity. Ask them if they can think of any other ways that would help them with this task type. Refer them to Exam Success on page 148 to compare their ideas.

- 8 Ask students to read the text quickly, ignoring the gaps, and answer a focus question, e.g. *What do retail anthropologists do?* (They study shoppers' habits and help shop owners to sell more, e.g. through the design of their shops.) Students then read the text again and complete the gaps with words formed from the root word given.

Answers

- a increasingly b existence c variety d attention
e unpredictable f Unfortunately g discoveries
h effectively i standardise j accessible

TEACHER DEVELOPMENT: CLASSROOM TIP

Spelling patterns

Helping students see patterns in language (when there are some) can help them learn and remember new words. Ask students to note what they can see in the following patterns:

ready/readiness, vary/variety (y often changes to i)
increase/increasing, fortune/fortunately (e is often dropped)
attend/attention, pretend/pretence (d changes)

HOMEWORK

Assign students page 61 in their Workbook or the relevant sections of the Online Workbook.

Gateway to life skills pp88–89

Understanding the global economy

To consider the advantages and disadvantages of globalisation, to learn about implications of globalisation on jobs in the future and to investigate where and how things we use every day are made

>> FAST TRACK

You could ask students to read the article and complete exercise 3 before the lesson. They can then compare their answers at the beginning of the lesson.

BACKGROUND INFORMATION

Globalisation is the move from a national to international economy with the world becoming more interconnected as a result of increased trade and cultural exchange. Globalisation has increased the production of goods and services and has facilitated awareness of other countries. Many companies no longer function just at a national level, but have branches in countries across the world.

There are some positives to globalisation, for example, an increased economic growth in developed countries, a wider exposure to new cultures, improvements in transportation and easier access to goods. However, there are many drawbacks, most notably the unequal distribution of wealth, the impact on the environment, and the economic repercussions if one country has problems.

An awareness of the pros and cons of globalisation will help students make well-informed choices when buying goods. It will also benefit them later on in the work arena as employers (particularly in the business sector) are looking for specific knowledge on globalisation and this can often be as important as academic qualifications. In this lesson students study the pros and cons of globalisation and consider how and where everyday items are made.

WARMER

Ask students to look at all the photos on the two pages and ask them to work with a partner and discuss how they think they connect to the lesson's theme (the global economy). Ask students to read through the Key concepts and check any vocabulary they don't understand.

- 1 SPEAKING** In pairs, students talk about the clothes they're wearing and what they're carrying with them. Ask them if they know where they're made. If possible, have students check labels to see what countries their items are made in. Ask students if they are surprised by any of the countries.
- 2** Ask students to read the questions and give them a minute to think about their answers. Elicit students' ideas in class feedback. You could write the good and bad things about globalisation on the board in two columns. Refer back to the columns throughout the lesson and see if students have changed their minds about any issues.
- 3 READING** Students read the article about the global economy and answer the questions. You could ask students to predict the answers before reading and have them check their suggestions after reading the article.

Suggested answers

- 1** Probably more disadvantages currently, however, there is hope that some of the disadvantages can be overcome as knowledge and awareness increase.
- 2** The skills they will need to become successful in business are changing. Academic qualifications may become less important than knowledge of the world and global issues.
- 3** Students read the article again and note the advantages and disadvantages of globalisation. Ask them to add any other ideas that aren't mentioned.

Answers

	Advantages	Disadvantages
For industrialised countries	Cheap goods Wide choice Economic growth	Issues if supply is disrupted Global warming Ethical considerations for workers in developing countries
For developing countries	Industrial growth Employment	Low wages and poor conditions

- 5 SPEAKING** In pairs, students discuss the questions. Invite students to share their suggestions for question 3 with the rest of the class.

EXTRA ACTIVITY

Ask students to think of two or three things they can do in their lives to counter the negative effects of globalisation. Elicit their ideas and try to build up a list of realistic ideas on the board.

VOCABULARY FOCUS

The video contains some useful language connected with global business. You could pre-teach the following words and phrases before watching:

corporates (corporate companies) [n, count]:

companies, especially large ones

supplier [n, count]: a company, organisation or country that supplies or sells a product or service

crew (e.g. film) [n, count]: a group of people with a particular skill who work together

freelance [adj]: work done by a person who is not permanently employed by a particular company but who sells their services to more than one company

brief (someone/people on a job) [v]: to give someone information about a situation, especially officially

day-to-day [adj]: happening every day as part of your normal life

platform (for communication) vs platform (for opportunity) [phr]: the type of computer system that you have and the programs you can use with it/something that allows something else to happen

get (a point) across [phr v trans]: to make people understand something

6



LISTENING 21 Tell students they are going to watch or listen to three people talking about how globalisation affects their workplace. Ask them to make notes on the given categories. Play the video or track. See the Teacher's Resource Centre for the videoscript/audioscript for this exercise.

Suggested answers

- 1** Their job
 - **Jana:** Finance and business analyst at a publishing house. Analyses market and product data to generate reports for senior management.
 - **Andy:** IT Support and Development Officer. Supports the company's IT needs, builds websites, designs software.
 - **Cey:** CEO and Producer/Director at a video production company. Produces video for creative and promotional purposes.
- 2** The positive effects of globalisation
 - Working with people from all around the world.
 - Getting information very quickly about how global economies have changed.
- 3** The negative effects of globalisation
 - **Jana:** The company has to change strategies if countries' economies start performing differently.
 - **Andy:** changes in global exchange rates can mean that buying hardware becomes more expensive.
 - **Cey:** It can be tricky to make sure that staff across the world are being paid fairly.

4 The methods of communication they use

- email; video calling/conferencing, e.g. Skype; instant messaging, phone, summarising with an email after a voice conversation.
- face-to-face meetings if possible

5 The skills needed in the global workplace

- language skills, especially English
- communication skills: written and verbal
- awareness of other cultures, open-mindedness about other cultures and people from different backgrounds

WARMER

Write the following words on the board: *organic, eco-friendly, energy-saving, natural*. Ask students what they mean. Then ask them to name some products that these words could describe.

Answers

- organic = produced with no or only a small number of artificial chemicals and methods
- eco-friendly = not harmful to the environment
- energy-saving = using less energy than other products
- natural = not artificial

21ST CENTURY TASK



Put students in pairs or have them work individually. Tell them they are going to research a product that they use regularly and make a presentation about where and how it is made.

Step 1

Ask students to think of a product that they are going to research. You could brainstorm ideas together as a class first, if students need some inspiration.

Step 2

Ensure students have access to books and the Internet in order to research their chosen product. You could do some preparation as a class and ask students what information they could include. Remind students to take notes on what they find and to think of any ways they could illustrate their presentation.

Step 3

Circulate while students are preparing their presentation and help with any language or materials needed.

Step 4

Remind students to say what their research on the product showed about the effects of globalisation.

Step 5

Ask students to give their presentation to the class. If you have a larger class and are limited on time, you could have students give their presentations to smaller groups so two or three presentations can be given simultaneously.

- 1 **SPEAKING** Ask students to look at the logos and to discuss the questions in pairs. In feedback, elicit ideas but don't give them the answers yet as these will be revealed in the listening comprehension.

Example answers

- 1 The logo on the left is possibly on items of food or household items that are ecologically friendly. The logo on the right is probably on containers and materials that are recyclable.
- 2 Students' own answers
- 3 Greenwashing probably means washing clothes or dishes in a way that is kind to the environment. Ask students to check whether this answer is correct during their first listening.

Note: The options in exercise 2 are long and use similar vocabulary to say slightly different things. Before students listen and do exercise 2, give them time to read the options, not just to predict the text, but also to make sure they are clear about what each one is saying. In feedback to this pre-listening task, ask students exactly what they will be listening for in order to catch the right answer, and ask them which options are likely to be distractors.

- 2 **LISTENING** 22 Ask students to read through the options carefully and to predict the sort of answers they might expect to hear in the recording. What words in the options tell them what the listening will be about? Tell students they are going to listen to an interview with a consultant for a consumer protection organisation. Play the track. Students listen and choose their answers and then check them in pairs. See pp151–152 for the audioscript for this exercise.

Answers

- 1 c 2 b 3 c 4 b 5 d

- 3 **SPEAKING** **What about you?** Give students a couple of minutes to think about their answers to the questions and then ask them to discuss these in pairs or small groups. Circulate to check that students are giving reasons for their responses. Feedback as a class. You could write the suggestions to question 4 on the board and ask students which of the ideas they already do in their daily lives and which ones they may consider doing in the future.

Listening p90



Listening for specific information

FAST TRACK

To prepare for the listening in exercise 2, ask students to read through the questions and check they understand all the vocabulary before the lesson. Ask them to think of words and phrases that might come up in the track that would help them find the right answers.

3 Students work in pairs to answer the questions

EXTRA ACTIVITIES

- 1 Write the following products on the board: *car, light bulb, coffee*. Students work in pairs. They choose a product and discuss how they could market it as an eco-friendly product. Students present their ideas to the class or design a poster to promote their product.
- 2 Have students write 'green pledges' making small promises about how they intend to make more eco-friendly choices. These can be specific (*I'm going to walk to town this Saturday rather than go by car.*) or general (*I'm going to buy recycled paper.*). Refer back to these pledges throughout the term and ask if students have managed to keep them up.

HOMEWORK

Assign students page 61 in their Workbook or the relevant sections of the Online Workbook.

Developing speaking pp90-91  

Using expressions to negotiate in a collaborative task

>> FAST TRACK

You could ask students to look at exercise 4 before the class and add any expressions they know to each category. Students could then compare with a partner at the beginning of the lesson.

WARMER

Write the following words on the board: *humour, aspiration, value, freedom, status*. Ask students if they can think of any current advertising campaigns or TV commercials that appeal to these values in order to persuade people to buy something. And appeal to which value is most likely to gain their attention?

Collaborative tasks - 1

- 1 **SPEAKING** Students work in pairs, looking at advertisements a–e and discussing what they are advertising. Which ones do they like and why? In feedback, find out which ad appeals most to the class.
- 2 **LISTENING**  23 Students read the instructions for the speaking task. Elicit what the people doing the task have been asked to talk about (they have to discuss the message of all the ads and decide which ad is the most effective). Play the track. Students listen and then they talk in pairs about which ad the speakers chose and why. Encourage them to say whether they agree with the speakers' choice. See p152 for the audioscript for this exercise.

Answer

They choose the car advert because the message is simple and clear, and the image is attractive.

Answers

- 1 Yes
- 2 No, not always (they disagreed about liking chocolate and about the phone ad)
- 3 Yes
- 4 Yes, more or less

✓ EXAM SUCCESS Before reading the Exam Success box, ask students to work in pairs and think of things they should and shouldn't do in collaborative tasks. Ask them to think of any language that would help complete the task successfully. Then ask students to compare their ideas with the Exam Success box and the Speaking bank. Finally, refer them to Exam Success on page 152.

- 4 Students work in pairs to read the expressions in the Speaking bank on page 91 and to add their own expressions. In feedback, elicit suggestions for expressions and ask the class to comment on which ones are appropriate.

Suggested answers

Asking your partner's opinion: So what do you reckon?/ Do you have an/any idea which/what/how ...?/What's your opinion of ...?

Making suggestions: How about ...-ing?/Shall we ...?/ We could .../Perhaps we'd better ...

Agreeing with your partner: I see your point./Sure./ You're right.

Partially agreeing with your partner: I see your point, but .../OK, but .../I can see what you're saying, but .../I know what you mean, but ...

TEACHER DEVELOPMENT: LANGUAGE

Using see

Note the use of *see* to mean 'understand'. Students rarely use *see* with this meaning, and English courses often avoid teaching it until high levels, and yet it is the most common use of *see*. Expressions like *Do you see?*, *I see your point* and *I see what you mean/what you're saying/what you're getting at* are very common in English.

TEACHER DEVELOPMENT: CLASSROOM TIPS

Answers at advanced level

If your first language isn't English, you may not always be sure that students' suggestions at this level are correct, particularly because of the dynamic nature of language which means new phrases frequently appear. You may worry about giving them bad advice about when they can or can't use an expression. Don't be afraid of opening up a Use of English query to the rest of the class, as the combined language knowledge of high-level students can often be instructive for everyone. It is, however, always important to give clear advice to students. They will get frustrated if you don't advise or correct them adequately or if you appear to be muddled. Advise them to use words and expressions you know are correct. If you're not sure about one of their suggestions, you could say, *That's a good idea, but I think this expression is better.*

- 5 **SPEAKING** Students work in pairs to practise doing the task in exercise 2 giving their own opinions. Monitor closely and make comments on their language use. This is a practice stage in preparation for the main task so use the opportunity to point out to students whether they are doing the task appropriately and using language accurately.

PRACTICE MAKES PERFECT

- 6 **SPEAKING** Students work in pairs. Make sure they know that they each have to speak for the same amount of time. Give them a short time to prepare their roles and to think of expressions to use, encouraging them to use the language in the Speaking bank. During their discussion, monitor and take note of any errors and good use of language to include in final feedback.

TEACHER DEVELOPMENT: STUDENT TRAINING

Speaking in exam conditions

Repeating speaking tasks is a good way to improve confidence and fluency as students become increasingly familiar with what they are saying. It is also a good idea to replicate exam conditions so that students have useful practice at speaking under pressure. If the class is not too big (up to 20 students), allocate lesson time to fully preparing, practising and performing a speaking task. Put students in pairs and ask them to speak for two minutes. Then tell them to stop and to repeat the exercise, using different expressions and trying to be more accurate with their use of English. Sit with each pair for one minute and take notes on their language use and errors. After the students have repeated the activity three or four times and you have heard everybody speak, feedback on performance and errors.

HOMEWORK

Assign students page 63 in their Workbook or the relevant sections of the Online Workbook.

Developing writing pp92-93

Writing a formal report; using determiners and quantifiers; describing clothes and fashions

>> FAST TRACK

You could ask students to read the task and the report in exercise 2 and choose a title for each section. Ask students to check any vocabulary that they don't know. In addition, or alternatively, students could do the preparation for the writing task in class and you could set the writing task in exercise 7 for homework.

WARMER

Look at some magazines (preferably teen magazines) and find an interesting or controversial ad. Cut it out, put it on the board and ask for the students' responses to it. Alternatively, write one or two of the following by-lines on the board and ask for comments:
The perfect way to have a great body this summer
Buy this – and be in with the in-crowd
Everybody's playing supercars this Christmas!

A report

- 1 **SPEAKING** Students discuss the questions in pairs. In feedback, ask them to report back to the class what range of opinions there are in the class.
- 2 Ask students to read the writing task carefully. As a class, briefly discuss how many paragraphs there are likely to be in the report (four) and what points the paragraphs need to cover. Then ask them to read the report and to write suitable section titles for it. They compare ideas in pairs.

Suggested answers

- 1 The most commonly used media for advertising
- 2 The positive and negative aspects of advertising
- 3 Recommendations

Test before you teach

If you have time, ask students to work in small groups and write two or three questions to ask their classmates about different pastimes, e.g. *How many times a week do you do sports?* Give students time to circulate and ask their questions to ten students. Then have them write sentences about their results using a variety of determiners and quantifiers. Write the following on the board for them to use: *none of, all of, most, a (considerable) number of, each of, every.*

If time is tight, provide some information on the board for students to write the sentences, e.g.

How many books do you read for pleasure every year?
 more than 10: 10 4–9: 8 1–3: 9 don't read: 3

How often do you do exercise?

every day: 12 3–5 times a week: 14 1–2 times a week: 4

If they seem to be familiar with the use of determiners and quantifiers, then move through the Grammar guide exercise quickly in open class.

GRAMMAR Determiners and quantifiers

- 3 Students read the sentences carefully and decide if the statements are True (T) or False (F). They compare answers in pairs. In feedback, ask them to correct any of the false rules and point out the following differences:

Compare *Each student studied hard* (the students are seen as individuals) with *Every student studied hard* (the students are seen as a whole group).

Compare *No actors look like me* (no actors in general) with *None of the actors look like me* (no members of a previously specified set of actors).

Answers

1 T 2 T 3 F (A number of goes with plural countable nouns.) 4 T 5 T 6 T 7 T

- 4 Ask students to decide if the sentences are correct and to rewrite the incorrect sentences. Let them compare answers in pairs before you check them with the class.

Answers

1 each advert 2 correct 3 correct 4 correct
 5 all day/every day 6 Every one of the actors has ...
 7 I have no interest ... 8 have worked

5 SPEAKING Ask students to re-read the report in exercise 2 and to discuss the questions in pairs.

1 for a large multinational company **2** more formal
3 no **4** because these impersonal structures are more formal and add distance **5** *also* (addition), *Consequently* (consequence), *However* (contrast), *Moreover* (addition). They are formal words and help to structure the report.

✓ **EXAM SUCCESS** Ask students to read the information in the Exam Success box on page 93 and refer them to Exam Success on page 152. Elicit ways of giving a report a formal style before students look at the Writing bank. Then ask students to read the information in the Writing bank.

✦ EXTRA ACTIVITY

Ask students to look again at the report on page 92 and to say which expressions from the Writing bank are used in it.

Answers

The purpose of this report is to ...
 I (strongly) recommend ...

VOCABULARY Describing clothes and fashions

6a Students match some of the words in the box with the definitions. Remind them that several words may be possible for some definitions. They compare answers in pairs and discuss the meanings of the other words.

Answers

1 chic/classic/glamorous/smart/sophisticated/trendy
2 scruffy **3** tight **4** baggy/loose **5** plain **6** check

A VOCABULARY FOCUS

Stylish and *chic* both mean 'fashionable and well-designed'; *glamorous* and *sophisticated* suggest wealth and class as well as style; *trendy* means 'modern and fashionable, the latest style'; *smart* means 'well-dressed' and is the opposite of *casual* or *scruffy*; *stripy* and *flowery* describe a fabric and, by extension, a piece of clothing with a pattern of stripes/lines of different colours or flowers respectively. Someone who dresses adventurously likes to wear new and exciting styles of clothing. Some people like to dress in a retro or vintage or old-fashioned style wearing clothes from the 1960s, 70s or 80s.

VOCABULARY Describing clothes and fashions

6b SPEAKING Start by brainstorming the different types of clothes students can see in the pictures. Elicit the words *braces*, *tights*, *necklace* and *hat*. Students work in pairs to describe the outfits and accessories. In feedback, ask different pairs to describe one person each.

Example answers

The woman in the photo on the left is wearing bright

same colour as her tights. Her dress is a black and white pattern and she's wearing a long blue necklace. She's very stylish and chic. The man on the right is wearing smart trousers with braces and a plain white loose shirt. He's wearing quite a smart hat. His braces and hat are old-fashioned, but he looks trendy. He also looks quite casual and relaxed.

✦ EXTRA ACTIVITY

Divide the class into groups of four. Ask them to choose one student in their group to describe. The groups prepare a description of their clothes and accessories then they present their descriptions to the class. If appropriate, ask the student being described to stand up.

VOCABULARY Describing clothes and fashions

6c SPEAKING Students discuss the meaning of the words in bold in pairs. Then they discuss and answer the questions.

A VOCABULARY FOCUS

match [v]: go together in terms of colour or style

fit [v]: are of the correct size

suit [v]: are appropriate for the person, makes the wearer look good

wouldn't be seen dead in [phr]: wouldn't wear under any circumstances

set a trend [phr]: create a new fashion

PRACTICE MAKES PERFECT

7 Students carefully read the writing task and identify what they need to include. Encourage them to use an appropriate formal style and expressions from the Writing bank as well as suitable vocabulary from exercise 6. When they are ready, they write their report either in class or for homework. Refer students to the Writing bank on page 160 for a model text and additional tips.

TEACHER DEVELOPMENT: STUDENT TRAINING

Peer reviewing

Make this a collaborative task. Ask students to work in pairs to plan sections and make notes. Then ask them to exchange their notes with another pair, who can 'steal' good ideas and suggest changes. Ask students to start writing their reports in pairs before finishing them for homework.

Refer students to the Grammar reference on page 94 if necessary.

HOMEWORK

Assign students pages 62 and 64 in their Workbook or the relevant sections of the Online Workbook.

WORD FORMATION

>> FAST TRACK

The extra support provided on the Grammar and Vocabulary reference sections makes the Grammar and Vocabulary revision sections ideal for setting as homework. You could get students to complete the whole revision page or just certain exercises for homework.

- 1 Students complete the sentences with the correct form of the words given.

Answers

- 1 sensibly 2 misunderstanding 3 pointless
4 originality 5 unpredictable 6 increasingly
7 immediately

ADVERTISING AND SELLING

- 2 Students complete the expressions according to the definitions.

Answers

- 1 freebie 2 endorse 3 calls 4 campaign
5 word-of-mouth 6 brand 7 billboard

DESCRIBING CLOTHES AND FASHIONS

- 3 Students write a simple definition for the words and expressions.

Suggested answers

- 1 not smart; everyday (clothes)
2 start a new fashion
3 would never wear that
4 go together because of the colour, pattern or style
5 not tight, not fitting closely
6 having a pattern of lines of different colours

HOMEWORK

Assign students page 65 in their Workbook or the relevant sections of the Online Workbook.

Grammar revision p95

Passive structures

- 1 Students tick the correct sentences and rewrite the incorrect sentences.

Answers

- 1 ✓
2 Don't worry, the money has been received.
3 After being seen by the doctor, she left the hospital.
4 I was told the truth. (The original is grammatically correct but an unusual use.)
5 This is the apartment that we are staying in. (The original is grammatically correct but an unusual use.)
6 The packages are being sent by airmail next week.
7 I'm being met by two friends at the airport.

Causatives

- 2 Students rewrite the sentences using the word given. Remind them that they must not change the word given.

Answers

- 1 has his hair cut
2 picked up by her mum
3 are getting their house decorated
4 them deliver
5 was thought to have known exactly what he was looking for
6 got/had the present wrapped by
7 have them print

Determiners and quantifiers

- 3 Students complete the sentences with the words. Remind them that there are three extra words.

Answers

- 1 each 2 None 3 All 4 no 5 one 6 has

KEY LEARNING OUTCOMES

CEF

Students will be able to:

- understand spoken and written texts on extreme experiences and special moments
- talk about adventures and extreme experiences using compound adjectives and participle clauses
- describe outdoor activities using modifying comparisons
- talk about appreciating literature
- express opinions and make comparisons
- write a structured opinion or a for-and-against essay using appropriate expressions and linkers

UNIT OVERVIEW

 Vocabulary/ Developing vocabulary	Compound adjectives – parts of the body Words with more than one meaning Metaphors – happiness and sadness
 Reading	Bungee jumping CRITICAL THINKING Thinking about how a near-death experience can change your outlook on life
 Grammar in context	Participle clauses Making and modifying comparisons
 Life skills	Art and culture: Appreciating literature
 Listening	Special moments
 Developing speaking	Discussions based on visual stimuli
 Developing writing	Opinion and for-and-against essays
 Exam success	Use of English: Sentence transformation activities Listening: Multiple matching Speaking: Discussions based on visual stimuli Writing: For-and-against and opinion essays

DIGITAL OVERVIEW

Presentation Kit 

- ▶ **Flipped classroom video Unit 8:** Making and modifying comparisons
- ▶ **Life skills video Unit 8:** Appreciating literature
- ▶ **Interactive versions of Student's Book activities**
- ▶ **Integrated audio and answer key for all activities**
- ▶ **Workbook pages with answer key**

Teacher's Resource Centre 

- ▶ **Flipped classroom video Unit 8:** Making and modifying comparisons
- ▶ **Life skills video Unit 8:** Appreciating literature
- ▶ **Grammar communication activity Unit 8:** Comparative quotes
- ▶ **Worksheets for this unit, including:**
 - Grammar Practice worksheet Unit 8
 - Flipped classroom video worksheet Unit 8: Making and modifying comparisons
 - Literature worksheet Units 7 and 8
 - Culture worksheet Unit 8
 - Life skills video worksheet Unit 8
 - Everyday English worksheet Unit 8

Student's App 

Gateway 2nd Edition wordlist for the award-winning Sounds App (available for download)

✓ TESTING AND ASSESSMENT

Resources for exam preparation and measuring student progress

- ▶ Test Generator Units 1–8
- ▶ Printable test Unit 8
- ▶ Gateway to exams Units 7 and 8 (end of Unit 8)

Reading pp96-97



Using compound adjectives with parts of the body;
reading for gist, cohesion and global understanding

FAST TRACK

You could ask students to complete exercises 1a and 1b at home before the lesson. Allow them to use dictionaries if necessary. Check students' answers in class before moving onto the speaking task.

WARMER

Write **heart, head and back** on the board. Put students in pairs and give them one minute to think of as many compound words as they can with these words in them. After the minute is up, ask the pair who claim to have thought of the most to come to the board and write their words. Check the words. Elicit other interesting words from the class.

Suggested answers

heart-throb, heart attack, heartache; headache, headline; backbreaking, throwback

TEACHER DEVELOPMENT: LANGUAGE

Compound adjectives

Compound adjectives can be one word (*breakneck*) or hyphenated. When the second word is an *-ing* word, it is likely to be hyphenated.

VOCABULARY Compound adjectives - parts of the body

1a Students work in pairs. They match the words to make compound adjectives then match these with the definitions. Allow students to check their answers in the dictionary.

Answers

1 f iii 2 e vi 3 c i 4 b vii 5 j viii 6 i x 7 h ii
8 g ix 9 d iv 10 a v

1b Students complete the questions with the correct parts of the body and then check answers in pairs.

Answers

1 neck 2 heart 3 ear 4 hair 5 mind 6 nail

1c **SPEAKING** Students discuss the questions in exercise 1b in pairs. In feedback, invite students with interesting stories to share them with the class.

EXTRA ACTIVITY

Read out the following situations and ask students to

- 1 It's 2-2 in the World Cup Final. Messi steps up to take the penalty.
- 2 I'm on top of the skyscraper now ... just checking the bungee rope ... and here I go!
- 3 The Formula 1 cars are on the grid ... starting their engines ... and the light's green ...
- 4 The newspaper had an article in it this morning about a couple who had been married for 60 years and were still in love.
- 5 I've failed my driving test again. That's the seventh time.
- 6 She was wearing a huge, brightly-coloured necklace.

- 2 Ask students to look at the pictures and elicit ideas about how they connect to the title of the article (e.g. *The woman is the Australian who fell into the river. The other picture just shows someone bungee jumping.*). Then ask students to read the article and match paragraphs A-F to the gaps. Before they start, elicit any advice they can recall for this type of activity. Then have students compare answers in pairs before discussing as a class.

Answers

1 B 2 D 3 E 4 A 5 F 6 C

- 3 Students re-read the article and answer the questions. Elicit answers in open class.

Answers

- 1 The cord snapped, she was still tied to the bungee cord with her ankles strapped together, so she was dragged under the water when the cord got caught. There were crocodiles in the river and the water was dirty. The paramedics got lost and then she was pulled out of the water by a man with no medical training. Her lungs had partially collapsed. She ended up in Zimbabwe without a passport.
- 2 She put her hands over her head so that her head was protected. The river was full after recent rain. She managed to dive down and free the rope. She wedged her arm between rocks to stop being swept away. She knew enough first aid to put herself in the recovery position.
- 4 **CRITICAL THINKING** Students reflect on their own answer to the question and then share their ideas with the rest of the class.

Example answer

I think after this kind of experience you would be very cautious about doing a bungee jump or something similar again. However, you might also feel extremely lucky to be a survivor and appreciate life more.

- 5 Ask students to match the underlined words in the text to the explanations and definitions.

give it a go: to try something

gorge: a deep valley with high sides where a river has cut through rock

blur: not clearly visible, usually when moving very fast

rush: a feeling of sudden, intense excitement

slapped: hit, usually with the palm of the hand

wedge: fix in a small space between two objects

clinging: holding tightly

strapped: held together with a narrow piece of material

zoomed: moved very fast and with great energy

jolt: a sudden violent movement

- 6 **SPEAKING What about you?** Give students time to look at the questions and consider their answers individually before asking and answering in pairs or small groups. Hold a class discussion and find out what dangerous sport most students would like to try.

+ EXTRA ACTIVITY

- 1 Ask students to work in pairs and research question 4 in exercise 6. Then have them report back to the class.
- 2 Students think of as many extreme sports as possible. Write them on the board. Build up a list of at least ten (e.g. bungee jumping, diving, gliding, mountain biking, mountaineering, parachuting, paragliding, roller blading, snowboarding, windsurfing). Then put students in small groups and ask them to order the sports from the most to the least dangerous. The groups present their lists and justify the order they have put the sports in.

HOMEWORK

Assign students pages 66–67 in their Workbook or the relevant sections of the Online Workbook.

Grammar in context p98



Using participle clauses

>> FAST TRACK

In addition to testing before you teach, you could ask students to complete exercises 1 and 2 at home before the lesson so you can evaluate their level. Check their answers at the beginning of class.

Test before you teach

Write the following on the board:

He was skiing in the Andes, he had a snow accident.
Her phone was covered in ice. Her phone began to ring.
 Students work in pairs to think of ways of joining the sentences in each line. Tell them they can change or add words, but their new sentence must express the same ideas. Elicit *Skiing in the Andes, he ...* and *Covered in ice, her phone ...* Take note of how well students use participle clauses to change the sentences. If they seem to be familiar with their use, then move through the Grammar guide exercise quickly in open class.

Participle clauses

- 1 Students read sentences a–f and answer questions 1–4. They compare answers in pairs before discussing as a class.

Answers

- 1 present participle: b, c, d and f (in b, having finished = present perfect form); past participle: a and e
- 2 past participle
- 3 having done
- 4 yes
- 2 Students choose the correct alternative and check answers in pairs before discussing as a class. Remind them that in one case, both alternatives are possible.

Answers

- 1 the boat 2 Being 3 both 4 climbing
- 5 this story is one of my favourites 6 Blamed

TEACHER DEVELOPMENT: LANGUAGE

Participle clauses

Compare a with b, and c with d:

- a *I was walking home. I lost my keys.*
- b *Walking home, I lost my keys.*
- c *He was exhausted. He went to bed.*
- d *Exhausted, he went to bed.*

The underlined words in **b** and **d** are participle clauses – **b** is a present participle clause (-ing), **d** is a past participle clause (-ed). Although the subject of these clauses is not stated, it is understood because it is the same as the subject in the main clause (**b** = *I*, **d** = *he*). We form the participle clause by removing the subject and *be* (in **b** = *I was*, in **d** = *He was*).

- 3 Students complete the sentences with the correct form of the verbs given. They check answers in pairs before discussing as a class.

Answers

- 1 Walking 2 learning 3 Taught/Having been taught
- 4 Having learnt 5 qualifying 6 Having been caught

✓ **EXAM SUCCESS** Ask students to read the Exam Success box before doing exercise 4 and elicit any other ideas they have for approaching sentence transformation activities. Refer them to Exam Success on page 150 to compare their ideas.

- 4 Students complete the sentences and then compare answers in pairs. Remind them to use between three and six words and not to change the word given

Answers

- 1 knowing much about animals
 - 2 making sure (that)
 - 3 Hit by the car/Having been hit by the car
 - 4 performed in 2005
 - 5 since she is totally fearless
 - 6 fearing (that) there was no solution/fearing no solution would be found
 - 7 Not being able to see where/Being unable to see where
 - 8 given the chance to play
- 5 Students complete the questions with their own ideas. They work in pairs to ask and answer their questions. Draw their attention to the example sentence. Monitor and make a note of any errors to deal with in feedback.

Example answers

- 2 what do you still find hard?
- 3 what do you do to relax your muscles?
- 4 do you prefer making notes or doing practice papers?
- 5 how do you pass the time?
- 6 what do you do together?
- 7 how do you get someone's attention?
- 8 are you still interested in politics?

>>> FAST FINISHERS

Extend exercise 5 by giving students the following sentence starters:

Living in this country, ...

Stuck at home on a wet weekend, ...

Having studied participle clauses, ...

Refer students to the Grammar reference on page 106 if necessary.

HOMEWORK

Assign students page 68 in their Workbook or the relevant sections of the Online Workbook.

Developing vocabulary p99

Using words with more than one meaning

>>> FAST TRACK

You could ask students to read through the sentences in exercise 1 at home and make notes about the differences in meaning. They will then be ready to start the speaking task at the beginning of the lesson.

WARMER

Students work in pairs. Give them one minute to think of as many words with two different meanings as they can. Ask the pair who claim to have the most to tell you their words and write them on the board. Discuss briefly, adding to the list with more suggestions from the class.

Words with more than one meaning

- 1 **SPEAKING** Students discuss the meanings of the words in

Answers

- 1a clear = obvious
- 1b clear = without clouds, rain, etc.
- 2a fair = pleasant and not raining
- 2b fair = reasonable/just
- 3a cover = put (something) over (something)
- 3b cover = travel a certain distance
- 4a pick up = gain or improve (pick up speed = accelerate)
- 4b pick up = meet and take somebody (in a vehicle)
- 5a since = from (a point in time) until now
- 5b since = because

+ EXTRA ACTIVITY

Point out that the words in exercise 1 actually have more than two meanings. Ask students to look them up in their dictionaries, find one further meaning for each and write sentences to show the meaning.

TEACHER DEVELOPMENT: STUDENT TRAINING

Using a dictionary

To do vocabulary tasks such as the ones on this page, students need to use a reliable English–English learner dictionary such as the *Macmillan English Dictionary for Advanced Learners*. This gives information about a word's part of speech, pronunciation, use, collocation and connotation, and also provides example sentences to show the word in context – all of which are essential for students not only to understand a word, but to be able to use it correctly. Make sure students are using a good monolingual dictionary and not overusing electronic devices or translation dictionaries.

- 2 Students match the uses of the word *point* with the definitions and compare answers in pairs before discussing as a class.

Answers

1 e 2 f 3 a 4 d 5 g 6 c 7 b (*point* is a verb here)

- 3 **SPEAKING** Students discuss the phrases in pairs. They then check answers in their dictionaries. Make sure they have access to a good English–English dictionary such as the *Macmillan English Dictionary for Advanced Learners* (see Teacher development tip above).

Answers

- 1 understand your argument
- 2 say what you want to say quickly and precisely
- 3 made a convincing argument
- 4 failed to understand the argument
- 5 about to
- 6 partly but not completely
- 7 have a strong argument (but I don't necessarily agree with it)
- 8 a time/place/stage when you have to continue something because you can't stop and go back or start it again

EXTRA ACTIVITY

Ask students to work in pairs and write a dialogue with a debate or argument on a particular subject. Tell students they must use at least three of the expressions in exercise 3. Have students perform their dialogues for the class.

- 4 Students complete the gaps. You could do this as a team game – which team can find the correct answer first and score the most points? Or you could make it collaborative – students work in pairs and use their dictionaries.

Answers

1 spot 2 tip 3 account 4 hard 5 clear 6 break
7 draw 8 catch

>>> FAST FINISHERS

Have students choose three of the sentences from exercise 4 and write synonyms for each usage (e.g. for 1: drop, place, pimple).

- 5 Give students time to read through the sentences in exercise 4 and make a note of the meanings of words and phrases that are new to them.
- 6 Students work in pairs. Give them a few minutes to find another word with three meanings and to prepare similar gapped sentences. Ask them to use their dictionaries. Monitor and help with ideas. When they are ready, students exchange sentences with another pair and find the word that completes all three sentences. Alternatively, pass the sentences round the class or display them on the wall. Students look at all the sets of sentences and see how many missing words they can guess.

+ EXTRA ACTIVITY

Play *Word tennis*. Write the following words on the board: *clear, cover, fair, fire, free, hold, live, main, pick up, point*. Divide the class into pairs. Student A serves by saying a sentence with the word *clear* (e.g. *He was the clear winner*). B returns, using *clear* with another meaning (e.g. *My dad asked me to clear the table*). A then returns (e.g. *The plot became clear at the end*), and so on. Play continues until one student can't think of a new sentence and the other wins the point, as in tennis, e.g. A can't think of another sentence with *clear*, so B wins the first point: 0–15. B then serves, making a sentence with the word *cover*. The 'Word tennis' match continues until all the words have been used up. Students score points as in tennis (without 'deuce'), so once one student gets past 40, he or she wins a game. Add further words if appropriate.

EXTRA ACTIVITY

Ask students to research a common word in the same thorough way that point is researched in this lesson. Ask them to organise their research under different headings for the different parts of speech (noun, verb, phrases, etc.). Students present their word to the class.

HOMEWORK

Assign students page 69 in their Workbook or the relevant sections of the Online Workbook.

Gateway to life skills pp100–101 

Appreciating literature

To evaluate books you've read, to consider the benefits of reading and to appreciate how books can inspire and influence

>> FAST TRACK

You could ask students to look at the speaking tasks in exercise 1 and the quote in exercise 2 and make notes on their answers, so they are ready to talk with their partner at the beginning of the lesson.

🌐 BACKGROUND INFORMATION

Reading books benefits young people in a number of ways, including improving literacy, learning about new cultures, learning to empathise with other characters, learning about relationships and emotions, providing a relaxing alternative to watching TV, increasing English vocabulary (should students choose to read in a second language).

Though there are many benefits to reading, some teenagers may need some encouragement to put time aside to read a book, so learning to approach literature in a more analytical way and learning to choose appropriate and interesting material may spur students on.

This lesson looks at ways to evaluate books and how reading is not just a pastime but a way of inspiring and influencing lives.

WARMER

Before the lesson, find the first lines to 4–5 famous novels that students are likely to have heard of. Write the lines on the board and see whether students can name the novels they came from. Ask students if they have read the novels and if they have read any literature in English. Ask students to read through the Key concepts and check any vocabulary they don't understand.

- 1 **SPEAKING** Students read the list of the top ten books and answer the questions in pairs. Invite students to share their book suggestions with the rest of the class.

World Book Day

World Book Day – or World Book and Copyright Day as it's officially called – was a UNESCO initiative started in 1995 and was started not just to celebrate literature but to fight against illiteracy.

It is recognised in many countries around the world. In the UK it occurs on the first Thursday of March each year. Many publishers and organisations send book vouchers and resource packs to schools to encourage children to engage with books, and schools put on various activities such as children dressing up as their favourite literary character.

- 2 Students read the quote and say what they think it means.

Suggested answer

The author used books to help him understand the world around him.

- 3 **READING** Students read the article and answer the question.

Suggested answer

Like the author of the quote in exercise 2, the article says that reading fiction is more than just a hobby, it's a way to experience life and the lives of other people and therefore understand it better.

- 4 Students read the article again and complete the sentences.

Answers

- 1 we don't know yet.
- 2 it helps us to experience the lives of other people and understand them better.
- 3 reading fiction affects your personality.
- 4 empathise with people.
- 5 understand the thoughts and feelings of other people.
- 6 areas such as politics, business and education.

FAST FINISHERS

Ask students to look at the books in exercise 1 and put them in order of how much they appeal to them as a reader, giving reasons for their choices.

- 5 **SPEAKING** In pairs, students discuss the questions.

The video contains some useful words and phrases.

You could pre-teach the following before watching:

- set aside (time to do something) [phr v trans]:** to save something, usually time or money, for a special purpose
- read up (on something) [phr v trans]:** to get information on a particular subject by reading a lot about it
- be set (in a fictional world) [v]:** to write or produce a play, book, film, etc. that happens in a particular time of place
- superficially [adv]:** in a careless or casual way
- reassess [v]:** to consider or assess again, in light of new or different factors
- draw (you) in [phr v trans]:** to involve someone in a conversation or situation, often when they do not want to be involved
- picky [adj]:** someone who is picky only likes specific things and is not easily pleased
- (the book) stuck with (me) [phr v trans]:** to continue to remember (something) clearly
- outcast [n, count]:** someone who other people will not accept as a member of society or of a particular group or community
- empathetically [adv]:** in a way that shows you understand how someone else feels

- 6  **LISTENING** 24 Tell students they are going to watch or listen to some students answering the questions from exercise 5. Ask students to note which question each student answers. Play the video or track. See the Teacher's Resource Centre for the videoscript/audioscript for this exercise.

Answers

- Question 1:** Yuvraj, Chloe and Sam
- Question 2:** Emily, Nancy, Bea and Ousama
- Question 3:** Yuvraj, Chloe and Nancy
- Question 4:** Emily, Yuvraj and Bea
- Question 5:** Chloe, Sam and Nancy

- 7 **LISTENING** 24 Ask students to watch or listen again and make notes about their answers to each question.

Answers

Students' own answers

TEACHER DEVELOPMENT: STUDENT TRAINING

Dictation

Learning to write down accurately what they have heard is a useful skill for students, and using the video or track can be a good way to practise. Rather than using the whole track, choose a section of it and ask students to listen and try to write what they hear.

LIFE TASK



Tell students they are going to make a video or do a presentation about a book they love or a fictional character they identify with.

- **Step 1**
Ask students to choose whether they will talk about a book or character.
- **Step 2**
Ask students to prepare what they are going to say. Ensure they have access to the Internet or books if they want to include factual information on their character or book. Remind students of their discussion in exercise 5 for ideas of what to include and to write notes, not complete sentences.
- **Step 3**
Give students time to practise their presentation. Remind them to refer to their notes, but not to read directly from them.
- **Step 4**
Ensure students have the necessary equipment if they are recording a video.
- **Step 5**
Give students time to show their videos or give their presentations. Follow up the presentations with a discussion on the chosen books. Have other students read the book? Did they feel the same about the book and the characters? Does it sound like a book they would like to read in the future?

- 2 **LISTENING** 25 Tell students they are going to listen to five people talking about special moments in their lives. Give students time to carefully look through the two tasks and to predict what they think they will hear on the track. Play the track. Students listen and complete the two tasks at the same time. Point out that in both tasks there are three extra options that they won't need. See p152 for the audioscript for this exercise.

- 3 **LISTENING** 25 Play the track again for students to listen and check or complete their answers. Then let them compare their answers in pairs before discussing as a class.

Answers

1 G 2 B 3 C 4 D 5 E 6 B 7 F 8 C 9 E
10 A

VOCABULARY FOCUS

hair-raising experience [phr]: an experience that is really frightening

put my mind to it [phr]: decide to do something and concentrate on doing it well

- 4 **SPEAKING What about you?** Ask students to read the questions and think of their own answers before asking and answering in pairs or small groups. Feedback as a class and invite students to come to the board and write the possible benefits of the activities.

Answers

- 1 **Speaker 1:** ran in a race, **Speaker 2:** gave a speech, **Speaker 3:** organised a sports competition, **Speaker 4:** went hiking, **Speaker 5:** went sailing
2 and 3 Students' own answers

EXTRA ACTIVITY

Ask students to write about a special moment in their lives using some of the ideas listed in exercise 2 as inspiration. Ask students to write between 80–100 words. Have students read out their paragraph to partners, and ask partners to ask two or three follow-up questions about the event.

HOMEWORK

Assign students page 69 in their Workbook or the relevant sections of the Online Workbook.

Developing speaking pp102–103

Having a discussion based on visual stimuli; making and modifying comparisons

FAST TRACK

You could ask students to read the task in exercise 2 and the Exam Success information on page 152 so they are prepared for the speaking activity.

Listening p102

Listening for gist and detail

FAST TRACK

Ask students to read A–H in exercise 2, Task 1 at home and prepare notes. They will then be ready to start the speaking activity at the start of the lesson.

WARMER

Write *The last time I felt really ...* on the board and ask the class to suggest adjectives to complete the phrase. Write them on the board. Elicit some of the following: *anxious, embarrassed, foolish, frustrated, guilty, proud, relieved, upset*. Students work in pairs to choose two or three of the adjectives and talk about the last time they felt that way.

- 1 **SPEAKING** Students discuss life experiences A–H in exercise 2, Task 1 in pairs and tell each other personal stories. In feedback, ask students with interesting stories to share them with the class.

✓ **EXAM SUCCESS** Ask students to read the information in the Exam Success box before they do exercise 2. Elicit any further advice students may remember and then refer them to Exam Success on page 149.



Test before you teach: Flipped classroom

Set the Flipped classroom video and tasks for homework before the lesson. This will allow you to assess the needs of the students before the class. Students can then move on to the relevant grammar practice activities.

WARMER

Divide the class into groups of three. Ask the students in each group to each choose one of the photos. Students look at their photo carefully for 30 seconds and think about how to describe it in detail. With books closed, students take turns to describe their photo from memory to the others in their group.

Discussions based on visual stimuli

1 SPEAKING Students work in pairs to discuss the questions.

✓ **EXAM SUCCESS** Discuss the information in the Exam Success box with the class before they do exercise 2. Refer students to Exam Success on page 152 for other ideas on approaching a photo-based task in a speaking exam.

2 Students read the task carefully and say whether the task requires them to describe the photos. In feedback, ask students to say exactly what they have to do in the task.

Answer

The task does not ask students to describe the photos. It is asking them to choose one of the three activities that they think is most suitable for the visiting British friend, and to explain why they chose that activity and why they rejected the other options.

3 LISTENING **26** Tell students they are going to listen to a student doing this discussion task. Have students read the questions first, then play the track. Students listen and answer the questions. See pp152–153 for the audioscript for this exercise.

Answers

She chooses walking because you can chat and catch up on news as you walk.

The other questions she answers are: *Is it important to get outdoors? Why do you think young people spend less time outdoors nowadays?*

4 Ask students to read through the expressions in the Speaking bank and check any words they are not sure of before answering the questions in feedback. Ask students to suggest ways to complete the title.

Answers

The expressions allow the speaker to pause and to take some time to think about what they are going to say next.

Suggested title: Useful expressions to give you more/extra thinking time

GRAMMAR Making and modifying comparisons

5 Students read sentences a–h then answer the questions. They compare answers in pairs before discussing as a class.

Answers

- 1** We use *less* with uncountable nouns and *fewer* with plural countable nouns.
- 2** Yes, we can replace *so* with *as* with no change in meaning. We can't use *so* in affirmative sentences.
- 3** *as*
- 4** They emphasise how big (or small) the difference is between things that are being compared.
- 5** With normal comparatives: *a great deal, considerably, significantly, far and more and more*
With superlatives: *by far and easily*
With (not) *as/so ... as: nearly*

TEACHER DEVELOPMENT: LANGUAGE

Comparison modifiers

These modifiers go before the word they are modifying. *Considerably* and *significantly* are more formal than *a great deal* or *far*. Other similar modifiers include: *much, a lot, lots, loads, slightly, a bit, a touch*.

6 Students choose the correct alternative and compare answers in pairs.

Answers

- 1** far more **2** as **3** as **4** better **5** fitter **6** fewer
- 7** darker **8** easily

7 SPEAKING Students work in pairs to compare the sports and outdoor activities. Give students a minute or so to prepare first before speaking. Monitor and use the opportunity to comment on language use and to note errors for error feedback at the end. Remind them to use each of the words or structures at least once.

PRACTICE MAKES PERFECT

8 SPEAKING Ask students to read the task carefully and to look at the photos on page 164. In open class, ask them to say exactly what they have to do to achieve the task. Give students two or three minutes to prepare what they are going to say. Monitor and help with ideas. Then put the students in pairs and ask them to take turns to speak.

Refer students to the Grammar reference on page 106 if necessary.

HOMEWORK

Assign students pages 70–71 in their Workbook or the relevant sections of the Online Workbook.

Developing writing pp104-105

Writing an opinion and for-and-against essay; using metaphors for happiness and sadness

FAST TRACK

You could ask students to read the text in exercise 3 and look up any vocabulary they don't know before the lesson. Check answers with the whole class before students read the text. In addition, or alternatively, students could do the preparation for the writing task in class and you could set the writing task in exercise 7 for homework.

WARMER

Give students a minute to recall a memorable experience that they enjoyed. Ask them to think about how they felt and why. Have students work in pairs and take it in turns to describe what they did and how they felt on that occasion. Encourage them to use a variety of adjectives to explain how they felt.

Opinion and for-and-against essays

VOCABULARY Metaphors - happiness and sadness

1a Students complete the metaphors with the words in the box and then discuss the question in pairs. Elicit their answers in open class.

Answers

1 up 2 lift 3 air 4 moon 5 world, cloud, seventh

VOCABULARY FOCUS

things are looking up [phr]: things are improving after a period when they were bad

lift your spirits [phr]: make you feel better/more positive at a time when you feel bad

walking/floating on air [phr]: feeling extremely happy

over the moon [phr]: very happy/pleased, especially after hearing good news

on top of the world/on cloud nine/in seventh heaven [phr]: extremely happy

VOCABULARY Metaphors - happiness and sadness

1b Students complete the expressions and then discuss them in pairs.

Answers

1 lit 2 bright 3 tunnel 4 brightened

VOCABULARY FOCUS

light up [phr v trans/intrans]: become happy, brighten (because you are happy about something)

looking bright [phr]: looking positive

light at the end of the tunnel [phr]: the end of a bad time is approaching

brighten up [phr v trans/intrans]: become happier and livelier; improve

EXTRA ACTIVITY

Ask students to say which expression from exercises

1a and 1b is most appropriate in the following situations:

I've got a terrible cold and feel awful, but my favourite football team has just won.

They've won a million euros on the lottery.

He failed his driving test five times, but has just passed it on the sixth attempt.

She's just got a new job with a large salary.

The boy she really likes has just walked in.

After four long years of study, our final exam is on Monday.

VOCABULARY Metaphors - happiness and sadness

1c Students discuss the questions in pairs.

Suggested answers

Being low or falling: 3, 4, 6, 7

Darkness or dark colours: 1, 2, 5

VOCABULARY FOCUS

The following phrases suggest the idea of feeling depressed or dispirited: *feeling blue/down/low/down in the dumps/in low spirits.*

The following describes a situation that seems or is negative or depressing: *looking gloomy, bleak.*

My heart sank is used to describe a situation when something happens or you hear some news that suddenly makes you feel sad, depressed or disappointed.

It cast a shadow means that something happened which created a negative atmosphere over something.

VOCABULARY Metaphors - happiness and sadness

1d SPEAKING Students ask and answer the questions in pairs. Invite students to share any interesting comments or stories with the rest of the class.

2 SPEAKING Students briefly discuss the question about the key to being happy. Elicit ideas and put them on the board.

3 Students read the text and answer the focus question. In feedback, find out whether the text agrees with the students' ideas about the key to happiness.

4 Ask students to read the two essay titles and note the differences and similarities. Then divide the class into pairs and ask them to compare their ideas. In feedback, elicit the different approaches required in each of the essays.

Answer

Both essays are on the same topic – the question of whether money can make us happy. Essay 1 is an opinion essay. It asks you to agree or disagree with the statement and to express your opinion. Essay 2 is a for-and-against essay. It asks you to give both sides of the argument and to express your opinion at the end.

✓ EXAM SUCCESS Ask students to think of what they need to include in both a for-and-against essay and an opinion essay. Nominate students to give their

suggestions before asking them to read the information in the Exam Success box. Finally, refer them to Exam Success on page 152.

- 5 Ask students to read quickly through the essay, ignoring the gaps, and to answer a focus question, e.g. *What does the writer say is one of the greatest sources of satisfaction?* Then have them answer questions 1–3 and compare answers in pairs.

Suggested answers

- 1 Essay 1, the opinion essay
- 2 **Paragraph 1:** to introduce the topic and give the writer's opinion
Paragraph 2: to give the main reason for the writer's opinion
Paragraph 3: to give an additional reason to support the writer's opinion
Paragraph 4: to counter an argument against the writer's opinion and give further reason to support the writer's view
Paragraph 5: a conclusion and summary of the writer's opinion
- 3 To write the other type of essay, the essay needs to be planned as follows.
Paragraph 1: an introduction that expresses the two opposing views without expressing the writer's opinion
Paragraph 2: expands on the view that money can buy happiness and provides more arguments for the notion that happiness can be bought
Paragraph 3: includes the writer's points against the notion that money can buy happiness
Paragraph 4: a conclusion and summary of the writer's opinion
- 6 Students work in pairs to try to complete the gaps in the essay. Then they read the Writing bank to check their answers. They follow up by thinking of other expressions to use (see Teacher Development: Student training tip in the next column).

Suggested answers

- a However b certainly c foremost d Moreover
e convinced f result g All

TEACHER DEVELOPMENT: LANGUAGE

Discursive writing

Introducing and sequencing arguments

First and foremost = The first point and it is the most important point

Last but not least = The last point but it is as important as the other points

Other phrases: *firstly, thirdly, finally*

Adding arguments

Furthermore, Moreover and *What is more* have similar meanings.

Other phrases: *In addition, Besides*

Making contrasts and giving counterarguments

Other phrases: *in contrast, nevertheless, whereas*

Expressing consequences

Other phrases: *consequently, in consequence, thus*

Expressing strong personal opinions

Other phrases: *I am persuaded that, I am of the strong opinion that, My personal view is that*

Expressing general or other people's opinions

Other phrases: *It is a widely held view that, It is commonly believed that, There is a widely held view that, Some people would argue that*

Concluding

Other phrase: *In conclusion*

PRACTICE MAKES PERFECT

- 7 Ask students to read the essay tasks carefully and to say which is an opinion essay and which is a for-and-against essay. Ask them to choose one of the titles. Put students together in small groups according to which essay they have chosen to write. Students prepare ideas in their groups. Give them a few minutes to think of arguments to include. Then ask them to work individually to plan their essays. Students must be sure what they are going to include in each paragraph. Have them compare plans in pairs or back in their groups. Monitor and help them with their plans if necessary. Remind them to use words and expressions from the Writing bank. Finally, refer students to the Writing bank on pages 155 and 157 for model texts and additional tips.

Answers

Title 1: opinion essay

Title 2: for-and-against essay

TEACHER DEVELOPMENT: STUDENT TRAINING

Peer reviewing

If students write in class, ask them to exchange their first drafts with a partner and to comment on their partner's work, commenting particularly on how well their partner planned their essay, how they have sequenced it, their use of linkers and on how convincingly their essay is argued. Students are ready to write a final draft. Set this for homework.

HOMEWORK

Assign students page 72 in their Workbook or the relevant sections of the Online Workbook.

Language checkpoint: Unit 8

>> FAST TRACK

The extra support provided on the Grammar and Vocabulary reference sections makes the Grammar and Vocabulary revision sections ideal for setting as homework. You could get students to complete the whole revision page or just certain exercises for homework.

Grammar revision p107

Participle clauses

- 1 Students complete the sentences with the correct forms of the verbs.

Answers

- 1 Having written 2 hurt 3 using 4 Given/Having been given 5 Having eaten 6 Practising 7 Not knowing 8 Being washed

Making comparisons

- 2 Students tick the correct sentences and rewrite the incorrect sentences.

Answers

- 1 ... as easy as skateboarding.
 2 ✓
 3 ... getting faster and faster.
 4 ... the same problems as young people in the 1950s.
 5 ... they take fewer risks ...
 6 The earlier you leave, the sooner you'll get there.

Modifying comparisons

- 3 Students put the words and expressions in the correct place. Remind them to use each one once.

Answers

- 1 This is by far the most exciting holiday I've ever had.
 2 He was slightly faster than me because he ...
 3 Russia is far bigger than Ireland.
 4 Running isn't nearly as dangerous as paragliding.
 5 The economy has grown twice as fast as predicted ...
 6 Gold is a great deal more valuable than steel.

Vocabulary revision p107

WORDS WITH MORE THAN ONE MEANING

- 1 Students write explanations for the words in bold. Then ask them to write an explanation of the same word used in a different sense.

Suggested answers

- 1 point = reason
 2 cover = travel a distance
 3 clear = obvious
 4 account = description or report
 5 spot = place
 6 break = opportunity
 7 catch = hear

Students' own answers for the further explanations

COMPOUND ADJECTIVES – PARTS OF THE BODY

- 2 Students form compound nouns with the words in the box and use them to complete the sentences.

Suggested answers

- 1 soul-destroying/heart-breaking 2 breakneck
 3 hair-raising 4 nail-biting 5 heartwarming
 6 eye-catching 7 ear-splitting

METAPHORS – HAPPINESS AND SADNESS

- 3 Students match the columns and complete the sentences with a preposition.

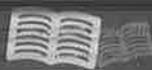
Answers

- 1 a – on air 2 e – in seventh heaven
 3 f – in the dumps 4 d – at the end of the tunnel
 5 c – over the rest of the evening 6 b – of the world

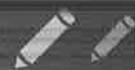
HOMEWORK

Assign students page 73 in their Workbook or the relevant sections of the Online Workbook.

Reading p108



Writing p109



► **TIP FOR READING EXAMS**

Ask students what advice they can remember for approaching multiple-choice activities. Ask them to read the tip and then discuss it as a class. Refer them to Exam Success on page 149.

1 Students read the text and choose the best answer.

Answers

1 A 2 B 3 D 4 C 5 D

CULTURAL INFORMATION

Red Bull is an energy drink that is popular worldwide, selling more than 5.6 billion cans in 2014. It was invented in 1987 by Dietrich Mateschitz, an Austrian entrepreneur. The company sponsors two Formula 1 racing teams and football teams in Salzburg and New York, and it owns a record label.

Use of English p109

► **TIP FOR USE OF ENGLISH**

Ask students to look at the task type and ask if they can remember what they should do first with this type of task. Have them read the tip to check their suggestions. Then refer them to Exam Success on page 148.

2 Students read the text and complete the gaps with the correct form of the words given.

Answers

a passionate b spectacular c theoretically
d consciousness e further f Unsurprisingly
g dangerous h illegally i memorable j heights

Speaking p109



► **TIP FOR SPEAKING EXAMS**

Ask students to read the tip then discuss it as a class. Ask them if they can remember any other ideas for what they should or shouldn't do in a collaborative task. Refer them to Exam Success on page 152.

3 Students read the task carefully and talk in pairs about each of the experiences listed. They then decide which two would be the most memorable and explain why.

► **TIP FOR WRITING EXAMS**

Elicit some tips about a) how to write reports and b) how to write opinion essays. Each time discuss students' suggestions and then refer them to Exam Success on page 152.

4 Ask students to read through both tasks and choose which one they prefer to write. Remind them to include all the necessary elements. They should write between 140 and 190 words. Refer students to the Writing bank on pages 160 (Unit 7) and 155 (Unit 8) for model texts and additional tips.

✦ **EXTRA ACTIVITY**

After marking all the exercises in the Gateway to exams section, give students time to study their marks and decide what they need to do to improve. Go through the reading text as a class and ask students to identify why they chose a wrong answer and correct their mistakes where necessary. Ask them to note any errors in the Use of English. They can learn from them by rewriting the lexical item in a sentence of their own which will be easy for them to remember.

HOMEWORK

Assign students pages 74-75 in their Workbook or the relevant sections of the Online Workbook.

KEY LEARNING OUTCOMES

CEF

Students will be able to:

- understand spoken and written texts on career paths
- talk about jobs and career developments using verb-noun collocations
- describe or give extra information about people, things or places using articles and relative clauses
- talk about ways to succeed in interviews
- present and respond to opposing views in a collaborative task
- write a covering letter using appropriate language and register

UNIT OVERVIEW

 Vocabulary/ Developing vocabulary	Life and career developments Verb-noun collocations Talking about internships
 Reading	Career paths CRITICAL THINKING Thinking about the importance of chance in finding a job
 Grammar in context	Articles – 1 and 2 Prepositions in relative clauses
 Life skills	The world of work: Succeeding in interviews
 Listening	Internships
 Developing speaking	Collaborative tasks – 2
 Developing writing	A covering letter
 Exam success	Reading: Multiple matching activities Listening: Short-answer questions Speaking: Collaborative tasks Writing: Transactional tasks

DIGITAL OVERVIEW

Presentation Kit

- ▶ Flipped classroom video Unit 9: Articles – 1
- ▶ Life skills video Unit 9: Succeeding in interviews
- ▶ Interactive versions of Student's Book activities
- ▶ Integrated audio and answer key for all activities
- ▶ Workbook pages with answer key

Teacher's Resource Centre

- ▶ Flipped classroom video Unit 9: Articles – 1
- ▶ Life skills video Unit 9: Succeeding in interviews
- ▶ Grammar communication activity Unit 9: Spot the mistakes
- ▶ Worksheets for this unit, including:
 - Grammar Practice worksheet Unit 9
 - Flipped classroom video worksheet Unit 9: Articles – 1
 - Literature worksheet Units 9 and 10
 - Culture worksheet Unit 9
 - Life skills video worksheet Unit 9
 - Everyday English worksheet Unit 9

Student's App

Gateway 2nd Edition wordlist for the award-winning Sounds App (available for download)

✓ TESTING AND ASSESSMENT

Resources for exam preparation and measuring student progress

- ▶ Test Generator Units 1–9
- ▶ Printable tests Unit 9 and Review (Units 7–9)
- ▶ Gateway to exams Units 9 and 10 (end of Unit 10)



Talking about life and career developments; reading for gist and specific meaning

FAST TRACK

You could ask students to read the text on page 111 before the lesson and do exercise 5 at home. Nominate students to give their answers in class.

WARMER

Write four very different jobs in the middle of four separate large pieces of paper, e.g. *plumber, HR manager, cook, primary school teacher*. Draw a circle round each job. Then display the pieces of paper round the room, one on each wall. Ask students to think of verbs and phrases connected to the jobs, and adjectives to do with personality they associate with them. Ask them to walk round, writing their words or phrases next to the jobs. After a few minutes, there should be lots of scribbles on the pieces of paper. Read out some of the more interesting ones.

VOCABULARY Life and career developments

1a Ask students to read the text quickly and answer a focus question, e.g. *What do you think Andy's biggest ambition is?* Students match some of the words and expressions in bold from the text with definitions 1–8 and then compare answers in pairs. Monitor and take note of how familiar students are with the topic and its vocabulary.

Answers

1 | 2 c 3 k 4 b 5 d 6 f 7 g 8 h

1b Students work in pairs to explain the other words and check them in their dictionaries. As you check answers in class feedback, pay attention to intonation and word stress, e.g. note the strong stress in *enrol*; *apprenticeship*; *insight*; *overcome*; *aspirations*; *accomplished*.

Answers

- a follow in (someone's) footsteps = have the same career/life/ambition as someone else
- e settle in = get used to (something)
- i has lots of aspirations and drive = ambitious and willing/eagerness to work hard/succeed
- j get on in life = be successful
- m never looked back = had no regrets, was happy doing what he had decided to do
- n the top of his game = the best you can be at something
- o end up (doing something) = do something after you have done lots of other things

1c Students complete the sentences with words from exercise 1a and then compare answers in pairs.

Answers

1 drive 2 feet 3 hand 4 serve 5 enrol
6 footsteps 7 setbacks 8 hold

2 Tell the students they are going to read about four apprenticeships. Elicit the meaning of *apprenticeship* and the types of job people can get apprenticeships in, e.g. plumber, electrician, cook (i.e. practical trades). Students read the article quickly and answer the focus task about what the people trained as.

Answers

A costume maker B marketing job C PR job
D software developer

CULTURAL INFORMATION

Apprenticeships

An apprenticeship is a way of learning specific skills for a particular vocation by doing the actual job while training. In the UK, apprenticeships have a long tradition, typically in areas such as mechanics or engineering. Many people still think that apprenticeships only exist in these more practical skilled areas. However, the positions can be in a variety of areas from carpentry to journalism, and there are currently around 20,000 different apprenticeships available in the UK.

Typically they last between 2–3 years and people will often work towards a formal qualification while undertaking the apprenticeship. Apprentices are paid, though as they are still training the amount they earn is often fairly low.

In recent years, apprenticeships have become increasingly popular, with many young people choosing them over a more academic route through university or college, or undertaking one after higher education. Apprenticeships have the advantage of being more 'hands-on' by providing experience in the workplace and not necessitating the high tuition and living costs that often come with studying.

EXAM SUCCESS Ask students to read the information in the Exam Success box before doing exercise 3. In pairs, ask students to think of other ways to approach this type of matching task. Refer them to Exam Success on page 148 to compare their ideas.

3 Students read the article again and match the people with the questions. Remind them that the people may be chosen more than once. They compare answers in pairs before discussing as a class.

Answers

1 C 2 D/B 3 D/B 4 A 5 D 6 A/B 7 B/A
8 C 9 D 10 A 11 B 12 D

4 **CRITICAL THINKING** Give students a minute to think of their own responses to the question, and then invite them to share their ideas with the class.

Example answer

I think chance is quite important, because you can't control what job opportunities will be there at a particular time. However, I think that hard work and perseverance are much more important.

- 5 Encourage students to guess the meaning of the underlined words from the context. Then have them use their dictionary to check their ideas.

Answers

drifted = to do something or happen in a way that is not planned

pressing = the action of making clothes smooth with an iron

fell apart = to break because of being old or badly made

stumbled upon = to find something by accident

trial = to test a product, plan or person over a period of time

ground to a halt = to move slowly until it finally stops

turned down = to not accept an offer or request

swung it = to succeed in achieving the result that you want, especially by persuading someone to let you do

something that they do not usually let people do

skip = to avoid doing or having something

- 6 **SPEAKING What about you?** Ask students to read through the questions and think of their own answers before discussing in pairs or small groups. During class feedback, ask students if they think their attitudes to jobs are different from their parents' generation, and if so, why.

+ EXTRA ACTIVITY

Ask if any of the students are interested in doing an apprenticeship. Invite these students to talk to the class about what they expect to learn on their apprenticeship. What do they hope to do after their apprenticeship?

HOMEWORK

Assign students pages 76–77 in their Workbook or the relevant sections of the Online Workbook.

Grammar in context p112



Using articles

>>> FAST TRACK

In addition to testing before you teach in the classroom, you could set exercises 1 and 2 for homework. Correct answers at the beginning of the lesson and spend more time on meaning and form if necessary.



Test before you teach: Flipped classroom

Set the Flipped classroom video and tasks for homework before the lesson. This will allow you to assess the needs of the students before the class. Students can then move on to the relevant grammar practice activities.

WARMER

Write the following sentences on the board:

- 1 Paul is a shopkeeper who runs a small shop in a main street.
- 2 Paul is the shopkeeper who runs the small shop in the main street.

Ask students to say how the meaning changes when the indefinite article *a* in the first sentence becomes the definite article *the* in the second sentence.

Ask students to work in pairs to write two similar sentences about people or things they know. Elicit examples in open class.

Articles – 1

- 1 Students work in pairs to match sentences a–i with rules 1–8. Remind them that rule 8 has two sentences.

Answers

- 1 b 2 e 3 f 4 h 5 a 6 i 7 g 8 c and d

TEACHER DEVELOPMENT: LANGUAGE

Articles

When we refer to something for the first time, we use *a/an*, but when it has been mentioned previously, we use *the*, e.g. *We walked into a wonderful market. The market sold lots of antiques.* Students often have problems in English with the use of articles if the rules for their use are different from the rules in their first language. Ask students to note which articles are used and when in their first language. Then ask them to note which articles are used and when in English. Ask them to compare any differences so that they can be clearer about the rules.

- 2 Students choose the correct alternative. Nominate different students to read out a sentence.

Answers

- 1 a 2 the 3 The 4 a 5 – 6 the 7 – 8 an
9 the 10 an

- 3 Students complete the text with the correct articles or (–) for no article and then compare answers in pairs.

Answers

- a an b a c – d the e a f a g the h –
i the j the k the l – m a n –

Articles – 2

- 4 Ask students to carefully read sentences a–d then complete the two rules. They compare answers in pairs.

Answers

- 1 don't use 2 use

- 5 Students add *the* where necessary. Check answers as a class.

Answers

- 1 – 2 the 3 – 4 the 5 –, – 6 the

- 6 Students correct the mistakes and compare answers in pairs before discussing as a class.

Answers

- 1 ... your chances of becoming a millionaire?
 - 2 Do you have (any) aspirations? ...
 - 3 What are the biggest problems ...
 - 4 Do you think unemployment is ...
 - 5 What is the university ...
 - 6 What are the challenges ...
- 7 **SPEAKING** Students ask and answer the questions in exercise 6 in pairs. Monitor as they are speaking and make a note of any errors to include in the final class feedback.

+ EXTRA ACTIVITY

Photocopy a short text or paragraph from an earlier unit, or from a magazine, or project it on the whiteboard and blank out all the articles. Students work in pairs or groups to complete the gaps, putting the articles back in.

Refer students to the Grammar reference on page 120 if necessary.

HOMEWORK

Assign students page 78 in their Workbook or the relevant sections of the Online Workbook.

Developing vocabulary p113

Using verb-noun collocations

>>> FAST TRACK

You could ask students to complete exercise 1 at home before the lesson. Go through the answers at the beginning of the lesson, and correct any errors if necessary.

WARMER

Introduce the idea of verb-noun collocations and make sure students understand what they are. Give them some examples if necessary, e.g. *catch a bus, catch a fish, catch a cold, catch a thief, catch someone's eye*. Elicit examples from students and write the best ideas on the board.

Verb-noun collocations

- 1 Students work in pairs to match the verbs and nouns. Ask them to check their ideas by looking back at the texts on pages 110–111 which contain some of the verbs.

Answers

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

TEACHER DEVELOPMENT: STUDENT TRAINING

Verb-noun collocations

The *Macmillan English Dictionary for Advanced Learners* provides information about verb and noun collocations. Ask students to check the verb-noun collocations in exercise 1 in their dictionaries and to note any other nouns they can find which collocate with the verbs. (Repeat this activity with other verb-noun collocations you come across later in the unit.)

- 2 Ask students to rewrite the underlined parts of the sentences and then compare answers in pairs. Remind them that they may need to add other words. Have different students read out the sentences and correct any pronunciation.

Suggested answers

- 2 embarked on a career/took up a position
 - 3 gain insight into/undertake a survey of
 - 4 gaining confidence
 - 5 overcome a lot of obstacles/overcome many problems
 - 6 gained insight into/an understanding of
 - 7 took up the post of/the position of
 - 8 experience a similar situation/anything like it/another situation like it
- 3 Students match verbs 1–8 with nouns a–h to make collocations. You could check comprehension by asking students to write sentences in pairs using each of the collocations in context.

Answers

- 1 c 2 d 3 g 4 h 5 f 6 e 7 b 8 a
- 4 Ask students to read the text quickly and answer a focus question, e.g. *What difficulties did Helen face when she started her job?* Students complete the text with the correct forms.

Answers

- a embarked b take up c weighed d suffered
e stand f voice g cause h paid i overcome
j speak k gained l experience
- 5 Students complete the sentences with the nouns in the box, ignoring the spaces at the beginning of the sentences for now.

Answers

- 1 confidence 2 mind 3 opinions 4 attention
5 setbacks 6 trouble 7 pressure 8 pros and cons
- 6 **SPEAKING** Students work in pairs to think of people to go at the start of the sentences in exercise 5. In feedback, ask students to explain their choices.

+ EXTRA ACTIVITY

Ask students to look in their dictionaries for further examples of collocations with the verbs *pay, stand, suffer, weigh*.

HOMEWORK

Assign students page 79 in their Workbook or the relevant sections of the Online Workbook.

Gateway to life skills pp114–115

Succeeding in interviews

To learn how to prepare for an interview, to understand successful interview techniques and to prepare and practise answering interview questions

>> FAST TRACK

You could ask students to read the article on page 115 before the lesson and have them make notes on any of the tips that they have used. They can use this information to help them prepare for the initial speaking task.

BACKGROUND INFORMATION

Interviews for jobs, placements, colleges and universities can be nerve-wracking experiences, but with ever-increasing competition in both the academic and working world, it is important that students are aware of the importance of being successful in an interview.

Nerves, lack of preparation, poor presentation and bad communication skills can all hinder an otherwise good candidate, so learning to overcome these obstacles will help students be effective interviewees.

This lesson goes through the Dos and Don'ts of interview etiquette and gives students the opportunity to reflect on their own strengths and weaknesses before role-playing an interview with a classmate.

WARMER

Write the following quote on the board: *'You never have a second chance to make a first impression'* and ask students how they think it could apply to an interview situation. Ask students to consider ways they could make a good first impression and use this opportunity to review and consolidate useful vocabulary (covering letter, CV, application, typos, candidates, panel, etc.). Review students' ideas at the end of the lesson to see if they have any other ideas for making a good impression. Ask students to read through the Key concepts and check any vocabulary they don't understand.

- 1 SPEAKING** Students discuss the questions with a partner. Invite students to share any interesting experiences with the rest of the class.

- Students read the list from a careers advice website and categorise them as Dos or Don'ts for a job interview. Students compare their answers with a partner.

Answers

3 Do **4** Don't **5** Do **6** Do **7** Do **8** Don't
9 Don't **10** Don't **11** Do **12** Don't **13** Don't
14 Do

- 3 READING** Students read some advice about how to succeed in an interview and then compare it to their ideas in exercise 2.
- Students read the tips again and then answer the questions. Discuss the answers as a class.

Suggested answers

- a panel interview, a group interview
- by studying the job description and the person specification
- You can show that you are being proactive by taking steps to overcome your weaknesses.
- because how you look and sound far outweigh what you say when your interviewer is forming their opinion of you
- to see if you are right for the company and whether the company is right for you
- They are all things that can cause a bad impression to a potential employer.

>>> FAST FINISHERS

Ask students to add one more Do and one more Don't to the list in exercise 2.

VOCABULARY FOCUS

The video contains some useful words and phrases. You could pre-teach the following before watching:

long-established [adj]: having existed or continued for a long time

prefect (at school) [n, count]: an older student who controls the activities of younger students and helps them to obey the rules

take the lead (on a project/task) [phr]: to accept responsibility for dealing with a situation

bring (skills) to the table [phr]: to provide something that will be a benefit to a situation

student council [n, count]: a group within a school or educational establishment of students only, in which they can discuss and become involved in affairs and work with teachers and management to benefit other students

enriching [adj]: making something better or more enjoyable

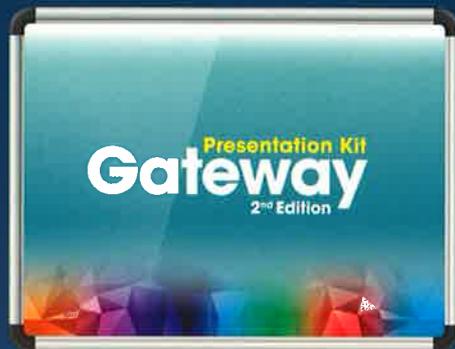
take (someone) under (your) wing [phr]: to look after someone who usually has less experience or is younger

talent [n, count/uncount]: a natural ability for being good at a particular activity

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