gateways to the world

B2

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by Philip Wood

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Vocabulary in context p44
Using a range of adjectives and idioms connected with personality

Warmer

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

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

Mixed ability

To help less confident students, write on the board the words needed for each text. Tell them one word won’t be used in each set.

O resourceful, broad-minded, down-to-earth C reserved, impetuous, laid back, outgoing E reserved, outgoing, resourceful

Answers

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

2 • Pre-teach or elicit the meaning of the adjectives in the box. As in exercise 1, use the words in sentences to show the meanings, for example:
   - considerate: George is always very kind, and he thinks of other people. He’s very considerate.
   - resilient: When something bad happens to Ella, she always gets up again and stays positive. She’s very resilient.
   - tactful: Conor always says the right thing, and he never offends people. He’s very tactful.
   - untrustworthy: I would never lend Laura money or tell her a secret. She’s really untrustworthy.
   - Before they start speaking, give students time to write down three or four adjectives or idiomatic expressions for each profession. Encourage them to write as wide a range of adjectives and expressions as possible.

Answers

b tactful  c considerate  d selfish  e untrustworthy  f self-confident  g moody  h insecure  i resilient

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

Possible answers

big-headed – behaving in a way that shows that you think you are very important or intelligent; the opposite of modest
charitable – giving or spending money for other people’s needs; similar to giving
easy-going – calm and not easily upset; similar to relaxed and laid-back
energetic – very active and with a lot of energy; the opposite of relaxed
humble – not proud and not thinking that you are better than other people; similar to modest (the opposite of big-headed in this exercise)
introverted – tending to concentrate on your own thoughts and feelings; similar to reserved (and shy in this exercise) and the opposite of extroverted and outgoing
loquacious – used for describing a person who talks a lot
modest – not proud and not thinking that you are better than other people; similar to humble
forthright – honest and not pretending to be modest (the opposite of big-headed in this exercise)
outgoing – sociable; friendly, energetic and with a lot of energy
self-confident – very proud of yourself and what you do; the opposite of modest
untrustworthy – someone who is untrustworthy is not to be trusted; similar to untruthful

Use it … don’t lose it!

4 • Before they start speaking, give students time to write down three or four adjectives or idiomatic expressions for each profession. Encourage them to write as wide a range of adjectives and expressions as possible.
   - Make clear that may not be an exact opposite or similar adjective in exercises 1 and 2 for every word in the box. (There is no clear opposite or similar adjective for energetic.)

Answers

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

5 • Make clear that may not be an exact opposite or similar adjective in exercises 1 and 2 for every word in the box. (There is no clear opposite or similar adjective for energetic.)

Answers

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

Use it … don’t lose it!
**4 OUR STRENGTHS**

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

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

**Possible answers**

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

**Possible answers**

- I think that a lot of what the blog post discusses is true and fair.
- The blog post has made me question some of my beliefs.
- I agree with the blog post because it provides evidence for its claims.
- The blog post has made me think more critically about the topic.

**Answers**

- a correct – ...: “What's so special about that,” you're wondering.
- b correct – There is nothing in the text to suggest this.
- c incorrect – ...: “What's so special about that,” you're wondering.
- d incorrect – ...: “What's so special about that,” you're wondering.
- e possible answers – The blog post has made me question some of my beliefs.
- f possible answers – I think that a lot of what the blog post discusses is true and fair.

**Critical thinkers**

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

**Possible answers**

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

**Answers**

- a Sentence 1: short adjective; add -er
- Sentence 2: short adjective ending in consonant-vowel-consonant; double final consonant and add -er
- Sentence 3: short adjective ending in -y; drop final -y and add -er
- Long adjective; add more before adjective
- b correct – There is nothing in the text to suggest this.
- c incorrect – ...: “What's so special about that,” you're wondering.
- d incorrect – ...: “What's so special about that,” you're wondering.
- e correct – The blog post has made me question some of my beliefs.
- f correct – The blog post has made me question some of my beliefs.

**Flipped classroom**

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

**Answers**

- a 1 incorrect – ...: “What's so special about that,” you're wondering.
- b incorrect – There is nothing in the text to suggest this.
- c correct – So, I thought I'd share some of the ideas I learned.
- d correct – ...: “What's so special about that,” you're wondering.
- e incorrect – ...: “What's so special about that,” you're wondering.
- f correct – The blog post has made me question some of my beliefs.
- g incorrect – ...: “What's so special about that,” you're wondering.
- h correct – The blog post has made me question some of my beliefs.

**Answers**

- a Sentence 1: short adjective; add -er
- Sentence 2: short adjective ending in consonant-vowel-consonant; double final consonant and add -er
- Sentence 3: short adjective ending in -y; drop final -y and add -er
- Long adjective; add more before adjective
- b incorrect – ...: “What's so special about that,” you're wondering.
- c incorrect – ...: “What's so special about that,” you're wondering.
- d correct – The blog post has made me question some of my beliefs.
- e correct – The blog post has made me question some of my beliefs.
- f incorrect – ...: “What's so special about that,” you're wondering.
- g correct – The blog post has made me question some of my beliefs.
- h correct – The blog post has made me question some of my beliefs.

**Answers**

- a correct – ...: “What's so special about that,” you're wondering.
- b incorrect – ...: “What's so special about that,” you're wondering.
- c correct – So, I thought I'd share some of the ideas I learned.
- d incorrect – ...: “What's so special about that,” you're wondering.
- e correct – The blog post has made me question some of my beliefs.
- f incorrect – ...: “What's so special about that,” you're wondering.
- g correct – The blog post has made me question some of my beliefs.
- h correct – The blog post has made me question some of my beliefs.

**Answers**

- a correct – The blog post has made me question some of my beliefs.
- d correct – The blog post has made me question some of my beliefs.
- g incorrect – ...: “What's so special about that,” you're wondering.
- h correct – The blog post has made me question some of my beliefs.
- a incorrect – ...: “What's so special about that,” you're wondering.
- b incorrect – ...: “What's so special about that,” you're wondering.
- c correct – So, I thought I'd share some of the ideas I learned.
- f correct – The blog post has made me question some of my beliefs.
- g incorrect – ...: “What's so special about that,” you're wondering.
- h correct – The blog post has made me question some of my beliefs.

**Grammar in context 1 p46 Using comparatives, superlatives and other ways of making comparisons**

**Answers**

- a Sentence 1: short adjective; add -er
- Sentence 2: short adjective ending in consonant-vowel-consonant; double final consonant and add -er
- Sentence 3: short adjective ending in -y; drop final -y and add -er
- Long adjective; add more before adjective
- b correct – There is nothing in the text to suggest this.
- c incorrect – ...: “What's so special about that,” you're wondering.
- d correct – The blog post has made me question some of my beliefs.
- e correct – The blog post has made me question some of my beliefs.
- f incorrect – ...: “What's so special about that,” you're wondering.
- g correct – The blog post has made me question some of my beliefs.
- h correct – The blog post has made me question some of my beliefs.

**Answers**

- a correct – The blog post has made me question some of my beliefs.
- d correct – The blog post has made me question some of my beliefs.
- g incorrect – ...: “What's so special about that,” you're wondering.
- h correct – The blog post has made me question some of my beliefs.
- a incorrect – ...: “What's so special about that,” you're wondering.
- b incorrect – ...: “What's so special about that,” you're wondering.
- c correct – So, I thought I'd share some of the ideas I learned.
- f correct – The blog post has made me question some of my beliefs.
- g incorrect – ...: “What's so special about that,” you're wondering.
- h correct – The blog post has made me question some of my beliefs.
Books closed. Explain that students have just looked at how to use comparative and superlative to make comparisons. Ask: Can you think of other constructions with adjectives and adverbs that we can use to compare things? Write on the board: as and as less as.

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

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

Answers
- Further farther you run, the healthier 2lider you wrestle, the easier 3 further farther and the farther away 4 as well as 5 are nounal at/so as good as

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

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

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

Use it… don’t lose it!

Answers
- Students write their mini-dialogues in pairs. Then, ask for volunteers to perform their dialogues for the class. Encourage the whole class to help students understand how to do the activity.
- 1 The pairs tell the class their ideas, encourage them to give reasons for their opinions. Ask if the rest of the class agree or disagree and, again, elicit reasons for their opinions.

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

Answers
- Scotland – a bit introverted, very agreeable, friendly; Wales – a bit more natuAdminControllerтворный, more open; England (in cities like Cambridge) – open to new ideas, not very friendly

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

Answers
- Old 1 2 on the Internet 3 Both are correct 4 other factors
- 5 prove 6 agree 7 don’t immediately trust 8 prove regional differences

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

Answers
- 1 to 5 the video
- 6 to 8 to represent ideas in a range of non-verbal forms. This can encourage the use of suitable intonation in the performances.

Answers
- 1 The Symbol-Image thinking routine is? Do you think you might use all or part of it in the future? How?
- 2 When students discuss the three questions, encourage them to use the language in the ‘Expressing opinions’ section in the Writing bank in Unit 3, on page 41 of the Student’s Book.
- 3 After the group discussion, elicit opinions about the questions from various groups. Encourage them to give reasons for their answers.

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

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

Listening p50
Listening for specific information

Warmer

Tell students to look at the list of personality adjectives on page 54. Ask them to decide individually which five of the adjectives are most important for someone who

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

Grammar in context 2 p50
Using articles; expressing ability in the past, present and future

Warmer

Write these film titles on the board: Star Wars: New Hope, Lion King, Captain Marvel.

Answers
Star Wars: A New Hope, Lion King, Captain Marvel.

Possible answers
4 a/an, 3 the, 4 an article, 6 no article, 2 e the, 5 f the, 1

Mixed ability

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

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

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

3 Ask students which modal verbs can be used to talk about ability in the present and past (can/can’t and could/couldn’t).

Answers
a can, sentence 6  b will be able to, sentence 2  c to be able to, sentence 3  d could, sentence 4  e were able to, managed to, succeeded in, sentence 5  f couldn’t, sentence 3  g could, sentence 6

Use it . . . don’t use it!

Culture notes

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

Possible answers
1 1/2 2 archaeologist and explorer 3 in the British Museum 4 clear a mountain of sand 5 Belzoni’s graffiti in Italy celebrating his discovery

Critical thinkers

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

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

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

Possible answers
1 mathematics, astronomy, and physics
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a can, sentence 6  b will be able to, sentence 2  c to be able to, sentence 3  d could, sentence 4  e were able to, managed to, succeeded in, sentence 5  f couldn’t, sentence 3  g could, sentence 6

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

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

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

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

Culture notes

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

Culture notes

Tell students to make notes on the answers as they listen.

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

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

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Developing speaking p52
Giving presentations 1

Warmer

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

Get feedback from the different groups, encouraging them to justify their choices.

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

5b To help students structure their presentation, write or project the following on the board:

Short introduction: Who are you going to speak about and why?

Long middle section: What did the person do and why did they achieve this?

Short conclusion: Why was the person important?

Practice makes perfect

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

• Encourage students to ask question after each presentation.

6a Encourage students to give constructive feedback. In particular, they should give specific advice about how their partner could improve (e.g. look at the audience more, speak more slowly).

6b In this type of speaking task, students have to talk about a topic which could be a question, a title, a text or a photo. There is usually a fixed amount of time to prepare the presentation and to speak.

Make notes on the topic. Students should try to structure their notes with, for example, an introduction, a main body and a conclusion.

• Students shouldn’t look at their notes all the time while speaking. They should look at their audience.

• Students should use intonation to show that they find the topic interesting and to make the audience interested in what they are saying.

• It’s important not to speak too fast. If they speak too quickly, people will not be able to follow them.

• When students don’t know a word, they should explain it or use a simpler word.

• Students shouldn’t worry if they make a mistake. If it’s easy to correct the mistake, do so. If not, just continue.

• Students should try to speak for exactly the right amount of time. The more they practise, the easier this will become.

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

3 3

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

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

Developing writing p53
Writing an article 1

Warmer

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

1 • Before students do the task, emphasise that they need to discuss who to invite and justify their reasons.

• Encourage them to use the phrases for expressing opinions in the Writing bank in Unit 3, on page 41 of the Student’s Book.

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

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

Mixed ability

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

3 Answers
1 2 3 4

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

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

Possible answers
The student in 2 uses all of the techniques.

you, your, we, our e.g. Whether you like football or not ...

direct questions e.g. Have you ever heard of the football manager Jürgen Klopp?

expressions that make a connection with the reader: e.g. Just imagine how somebody like that could inspire all of us ...

colourful, descriptive language: e.g. Klopp is a very cheerful, friendly, outgoing person ... He’s very knowledgeable ... he’s absolutely brilliant ...

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

Answers
I’m trying to make is ... In short,

Extra activity

Write the adjectives below on the board. Ask students if they are normal or extreme adjectives.

good, brilliant, fantastic, awesome, interesting, boring, fascinating, bad, awful, terrible

Now write the adverbs below on the board. Ask the class which adverbs modify normal adjectives and which modify extreme adjectives.

totally, very, absolutely, rather, completely, extremely, really

Answers
Normal adjectives: good, interesting, boring, bad
Extreme adjectives: brilliant, fantastic, awesome, fascinating, awful, terrible

Adverbs to modify normal adjectives: very, rather, extremely, really

Adverbs to modify extreme adjectives: totally, absolutely, completely, really

Practice makes perfect

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

50 Students work in small groups to do the task.

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

Answers
51

6

Homework Workbook page 35

Homework Workbook page 36
Grammar test

1. As hand than 3 the hotter it gets 4 faster 5 as 6 most 7 earlier 8 carefully

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

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

Vocabulary test

1. Possible answers:
   1. big-headed 2 everlasting sociable/outgoing 3 untrustworthy 4 narrow-minded 5 insecure 6 quiet 7 tactless

2. Answers:
   1. pain 2 laugh 3 animal 4 mouth 5 speak

3. Answers:
   1. musician 2 improvement 3 confidence 4 education 5 darkness 6 creator 7 electrician 8 laiseness

Exam success Units 3–4

1. Answers:
   1. I haven’t flown to Italy for/in over a year.
   2. The subject and predicate

2. Answers:
   1. not as cold as
   2. such a lovely beach
   3. are better at science than
   4. learning
   5. disobey

Reading

Speaking

1. Before students do the task, remind them that they have learnt the grammar for comparing in Unit 4 and that they learnt to compare two photos in Unit 3. Elicit language for comparing two photos. Write any helpful suggestions on the board and add any own if necessary. Possible ideas: comparative adjectives + than (not) as ... as less ... than

2. Photo A shows ... whereas/while photo B shows ... on the one hand, ... on the other hand

3. ... the hotter it gets than as hard as/The subject and predicate

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

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

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

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

8. • Establish a final deadline for the projects. Emphasise that students need to carefully plan the different stages of doing their project so that it is ready on time.
• Direct students to Collaborative project plan 2 in the Workbook, page 123, to record their notes and help them prepare for the project.
• When students present their projects, allow those groups who have chosen to do a presentation more time to speak and to show any visuals they have prepared.

9. • Connect with teachers and students in other countries and encourage students to present their projects to each other.
Listening

7

Answers
1 B – It’s my first time playing in public like this, so I am really nervous.
2 B – … what I’m looking forward to is branching out on my own. And it’s easy to do that as a designer once you’ve built up the contacts.
3 A – … it needs to move to retain its profits.
4 B – … it gave me the chance to achieve something with a group of really interesting people and that was what I personally wanted to get out of it.
5 A – … you’re not concentrating in class and you spend a lot of time chatting.
6 C – … we could have had more excursions though as we had to stay in the camp the whole time.
7 C – … if you do want to see these places you need to go before they are destroyed forever by our changing climate.
8 B – … the training takes years, so you’d never get sent out on a job if they didn’t think you could do it.

Writing

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

a How many words do you need to write?
b What is the topic of the essay?
c What three points must you include?

- Elicit the answers from the class (a 140–190 words, b Some people think it’s not important for everyone to go to university. Do you agree? c getting a good education; learning as you work; your own idea).
- Ask students to outline a good paragraph plan for this essay. Elicit the following:
  - Paragraph 1: introduce the topic and possibly state your opinion
  - Paragraph 2: getting a good education
  - Paragraph 3: learning as you work
  - Paragraph 4: another idea
  - Paragraph 5: conclusion

9 • Encourage students to give constructive feedback by pointing out anything that has been done well, including the correct use of grammar and vocabulary from these two units.