

gateway

to the world

B2

Teacher's Book
with Teacher's App

Vocabulary in context p44

Using a range of adjectives and idioms connected with personality

Warmer

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

1 15

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

Mixed ability

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

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

Answers

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

2 16

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

Answers

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

3 17

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

Possible answers

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

4 18

Answers

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

Use it ... don't lose it!

5

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

Reading p45

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

Warmer

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

1 SPEAKING

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

Answers

Student's own answers.

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

Possible answer

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

3 19

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

Answers

- incorrect – ... *What's so special about that?, you're wondering.* (paragraph 1)
 - incorrect – There is nothing in the text to suggest this.
 - correct – *So, I thought I'd share some of the ideas I learned.* (paragraph 1)
- incorrect – There is nothing in the text to suggest this.
 - incorrect – ... *some of the most creative people in history ...* (paragraph 3)
 - correct – ... *we should all be trying to be the life and soul of the party. ...* (paragraph 3)
- incorrect – There is nothing in the text to suggest this.
 - correct – ... *the talents of the quieter members of the group are taken less seriously ...* (paragraph 4)
 - incorrect – There is nothing in the text to suggest this.
- correct – ... *that doesn't mean that you can't do things like stand up and give a presentation ...* (paragraph 5)
 - incorrect – There is nothing in the text to suggest this.
 - incorrect – There is nothing in the text to suggest this.

Fast finishers

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

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

Possible answers

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

5 Critical thinkers

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

Possible answers

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

Flipped classroom

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

Grammar in context 1 p46

Using comparatives, superlatives and other ways of making comparisons

Warmer

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

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

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

Answers

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

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

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

Answers

- Sentence 1:** short adjective; add *-er*
- Sentence 2:** short adjective ending in consonant-vowel-consonant; double final consonant and add *-er*
- Sentence 3:** short adjective ending in *-y*; drop final *-y* and add *-ier*
- Sentence 4:** long adjective; add *more* before adjective
- worse, farther/further**
- Short adjectives:** *the* + adjective + *-est*
 short adjective ending in consonant-vowel-consonant; double final consonant and add *-est*
 short adjective ending in *-y*; drop final *-y* and add *-iest*
- Long adjectives:** *the* + *most* + adjective
- Comparative adverbs:** Add *more* before the adverb.
- Superlative adverbs:** Add *the most* before the adverb (usually).
- hard:** harder, (the) hardest
early: earlier, (the) earliest
late: later, (the) latest
long: longer, (the) longest
soon: sooner, (the) soonest
good/well: better, (the) best
bad/badly: worse, (the) worst
far: farther/further, (the) farthest/furthest
- Big difference:** far, a lot, much, significantly, way (informal)
Small difference: a bit, a little, slightly

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

Answers

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

3 Answers

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

Fast finishers

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

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

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

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

4 SPEAKING

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

Mixed ability

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

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

5 SPEAKING

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

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

Answers

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

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

Answers

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

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

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

Answers

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

Use it ... don't lose it!

9 SPEAKING

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

Homework Workbook page 32

Developing vocabulary p47

Using a variety of noun suffixes

Warmer

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

Answers

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

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

Answers

leader, psychologist, assistant, historian

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

Mixed ability

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

Answers

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

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

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

Answers

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

Language notes

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

Use it ... don't lose it!

4 SPEAKING

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

Homework Workbook page 33

GREAT LEARNERS GREAT THINKERS p48

Thinking about regional and national personalities and stereotypes

Warmer

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

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

You are outgoing. (extroversion)

You often feel stressed and worried. (neuroticism)

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

You care about others and are tactful. (agreeableness)

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

1 SPEAKING

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

2 VIDEO

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

Answers

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

3 VIDEO

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

Answers

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

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

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

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

Do people from different countries actually have different personalities?

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

Possible answers

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

GREAT THINKERS



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

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

6 SPEAKING

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

GREAT LEARNERS SEL



• Allow students some time to think about how to answer this question and to write down reasons and examples to support their thoughts.

- Do this as an open-class discussion. You might also ask the class: *Where do we get our stereotypes from? Our parents? Our friends? The media?*

LEARNER PROFILE



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

Listening p50

Listening for specific information

Warmer

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

Possible answers

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

1 SPEAKING

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

Possible answers

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

Culture notes

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

2 20

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

Answers

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

3 20

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

Answers

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

4 Critical thinkers

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

Possible 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.



Homework

Workbook page 33

Grammar in context 2 p50

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

Warmer

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

Ask the class if *a* or *the* are missing in any of the film titles. Students then prepare their own article quiz for a partner.

Answers

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

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

- Students do the task in pairs.

Answers

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

Culture exchange

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

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

Answers

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

Fast finishers

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

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

Ask *Fast finishers* to answer the questions.

Possible answers

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

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

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

Answers

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

Language notes

Explain to students that we use *were able to/managed to/succeeded in* to refer to one specific occasion in the past, e.g. *The other team was very good but we were able to win.*

Point out that the verb after *succeeded in* is a gerund: *We succeeded in scoring a goal.*

Tell students that *could* can be used to refer to one specific occasion in the past when it is followed by a verb of the senses: *When I came into the kitchen, I could/was able to smell burning.*

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

Answers

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

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

Answers

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

Mixed ability

While students do the task, write or project the following questions on the board:

- How many people could Belzoni carry?*
- What two jobs did Belzoni have in Egypt?*
- Where can you see The Younger Memnon today?*
- What did Belzoni have to do to find the temple at Abu Simbel?*
- What can you see today inside the Pyramid of Khafre?*

Ask more confident students to try to answer the questions without looking at the text.

Less confident students can keep their books open and refer to the text.

Answers

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

Culture notes

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

Use it ... don't lose it!

7 SPEAKING

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



Homework

Workbook page 34

Developing speaking p52

Giving presentations 1

Warmer

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

1 SPEAKING

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

Culture notes

Rosa Parks (1913–2005) was a US civil rights activist. She resisted racial segregation in Montgomery, Alabama, and refused to give up her bus seat to a white passenger when ordered to do so by the bus driver. She was arrested for civil disobedience, and her acts of defiance led to her becoming an important figure in the civil rights movement.

Alexander Fleming (1881–1955) was a Scottish scientist whose best-known discoveries include penicillin and an enzyme. He discovered penicillin, the world's first generally effective antibiotic, in 1928, and won the Nobel Prize® in Physiology or Medicine in 1945.

Amelia Earhart (1897–1937) was an American pilot and author. She was the first female pilot to fly solo across the Atlantic Ocean. She wrote several books describing her experiences and helped to set up the Ninety-Nines: International Organization of Women Pilots.

William Shakespeare (died 1616) was an English poet and playwright, considered by many to be the greatest writer in the English language. He is thought to have written 39 plays in his lifetime, which have been translated into many languages.

2 SPEAKING

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

3 21

Answers

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

4 21

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

Answers

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

Language note

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

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

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

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

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

Short conclusion: Why was the person important?

Practice makes perfect

6a SPEAKING

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

6a SPEAKING

- Encourage students to give constructive feedback. In particular, they should give specific advice about how their partner could improve (e.g. look at the audience more, speak more slowly).
- **Exam tip** In this type of speaking task, students have to talk about a topic which could be a question, a title, a text or a photo. There is usually a fixed amount of time to prepare the presentation and to speak.
- Make notes on the topic. Students should try to structure their notes with, for example, an introduction, a main body and a conclusion.
- Students shouldn't look at their notes all the time while speaking. They should look at their audience.
- Students should use intonation to show that they find in 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.

Developing writing p53

Writing an article 1

Warmer

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

1 SPEAKING

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

2 Before students do the task, focus attention on the photo of Jürgen Klopp. Ask the class who 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 has lots of energy and is interesting to be with*). Students read the article quickly. Then discuss the question with the class.

Mixed ability

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

3 Answers

1 D 2 A 3 B 4 C

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

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

Possible answers

The student in 2 uses all of the techniques.

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

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

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

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

expressions to make your opinion clear: e.g. *Let me explain why.*

Language notes

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

+ Extra activity

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

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

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

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

Answers

Normal adjectives: *good, interesting, boring, bad*

Extreme adjectives: *brilliant, fantastic, awesome, fascinating, awful, terrible*

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

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

Practice makes perfect

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

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

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

Test yourself p55

Grammar test

- 1 Answers**
 1 as hard 2 than 3 the hotter it gets 4 faster 5 as 6 most
 7 earlier 8 carefully
- 2 Answers**
 1 I met a friend yesterday in the city centre.
 2 The most important thing in life is having friends.
 3 Experts say the government is having problems.
 4 I like listening to actors and the things they say about life in Hollywood.
- 3 Answers**
 1 Yesterday the firefighters managed to rescue five people from a burning house.
 2 They succeeded in climbing the mountain.
 3 I can speak English.
 4 I've got tickets so I'll be able to see the match next week.
 5 I had to go through the window because I couldn't open the door.
 6 I'd really like to be able to play a musical instrument.
 7 Yesterday I was able to buy/managed to buy/succeeded in buying/ couldn't buy tickets for the concert!

Vocabulary test

- 1 Possible answers**
 1 big-headed 2 extroverted/ sociable/outgoing 3 untrustworthy
 4 narrow-minded 5 insecure 6 quiet 7 tactless
- 2 Answers**
 1 pain 2 laugh 3 animal 4 mouth 5 spark
- 3 Answers**
 1 musician 2 improvement 3 confidence 4 education
 5 darkness 6 creator 7 electrician 8 laziness

Grammar savvy

- See Grammar savvy, Workbook page 115, for extra practice and revision of the key language from the two *Grammar in context* pages in the unit.

STEAM

- Direct students to the STEAM section, Workbook pages 104–111, where they are shown how to solve cross-curricular challenges.

Reading

1 SPEAKING

Answers

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

- 1 I, to Italy, over a year
- 2 The subject and predicate

2

Answers

- 1 not as/so cold as
- 2 such a lovely beach
- 3 are better at science than
- 4 learning
- 5 disobey

Speaking

4 SPEAKING

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

A genius from your country

1 SPEAKING

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

2 SPEAKING

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

3

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

4 SPEAKING

- Establish a final deadline for the projects. Emphasise that students need to carefully plan the different stages of doing their project so that it is ready on time.
- 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.
- Direct students to the Collaborative project evaluation guide in the Workbook, page 127, to help them evaluate their own and other groups' projects.

Virtual Classroom Exchange

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

Listening

7  ES1

Answers

- 1 B – *It's my first time playing in public like this, so I am really nervous.*
- 2 B – *... what I'm looking forward to is branching out on my own. 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  SPEAKING

- Emphasise that students should try and help their partner to improve their essay in a constructive manner. They shouldn't give negative feedback.

Listening


6  ES2

Answers

- a employers b material c conscious d ridiculous stories
e basic maths f (human) behaviour g evidence h extreme
i facts j decision

Writing

8 Before students do the task, brainstorm with the class what they should do when writing an opinion essay.

- Always give reasons for their opinions.
 - Use of expressions of opinions (*In my opinion, I believe that, etc.*) and connectors of sequence (*Firstly, In addition, etc.*).
 - Start with an introduction, end with a conclusion, and develop one argument in each of the main paragraphs.
 - Make sure that their conclusion agrees with what they have written and doesn't introduce new or surprising information.
- 9  SPEAKING
- Encourage students to give constructive feedback by pointing out anything that has been done well, including the correct use of grammar and vocabulary from these two units.