

# Gateway B2 Teacher's Book

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# Gateway B2 Teacher's Book

## ► Introduction by David Spencer

*Gateway* is a multi-level course designed to lead teenage students to success in school-leaving/university entrance examinations, and prepare them for university and the world of work. The course aims to stimulate the interest of students by providing them with content that is genuinely interesting, meaningful and thought-provoking, including cross-curricular topics, up-to-date information about popular culture, contemporary and classic literature, and curious information about English-speaking countries.

The course also aims to revise and extend the students' active knowledge of grammar and vocabulary through a great wealth of varied activities, offering ample opportunities for recycling, revision, evaluation and self-evaluation. At the same time, it aims to develop and practise the skills of reading, writing, speaking

and listening, not only to help students to pass their exams, but also in order for them to be able to deal with situations and texts that they will encounter outside the classroom. There is particular emphasis on developing necessary sub-skills through the systematic and progressive presentation and practice of appropriate strategies, and there is special attention to techniques that can aid students to improve their performance in exams.

Through its texts and approach, the course hopes to keep teachers themselves stimulated. The clarity of approach and design aims to make the use by teachers as transparent and straightforward as possible, and the wealth of material provided should help teachers to save valuable preparation time.

## Key concepts

### 1 Preparation for school-leaving exams

The course aims to prepare secondary school students for their school leaving exams. Throughout the units there are plenty of exam-style activities and preparation tasks as well as *Exam success* tips. These remind students why they should work in a particular way on an exam task and which strategies or sub-skills they should use. They direct students to a special *Exam success* section at the end of the book where typical strategies and tips are explained. Having all the information together in one section allows teachers and students to access all the information they want when they want, or, to simply follow the order in which the *Exam success* points appear in the course.

After every two units, there are *Gateway to exams* pages which revise the exam techniques students have learnt and give them more practice in doing typical exam tasks.

### 2 Content-based material

*Gateway* provides material which grabs the students' attention and helps them to develop other areas of knowledge, as well as English language skills. In particular, there are two pages at the heart of each unit which examine the theme of the unit in either a cross-curricular, literary or cultural light. These pages are headed *CLICK onto ...*, *CLICK* being an acronym of **C**ross-curricular topics, **L**iterature, **I**nternational **C**ultural **K**nowledge. At B2 level there is increased attention to literature since at this level students can appreciate stylistically richer texts. There is special bias towards more contemporary literature, although the 'classics' are also represented.

The *CLICK* pages are not the only pages to include such texts. There is great variety in the type of texts found in the course, the most important criteria being that the texts should be genuinely interesting and appealing to students of the age group. Once the students' attention has been captured, the texts are later used to provide a realistic and meaningful context for the grammar and vocabulary to be studied within the unit.

### 3 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:

- *Study skills* and *Exam success* boxes encourage students to reflect on the best way to learn before they are guided to further 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, critical reactions to texts after reading or listening to them.

### 4 Grammar

The target grammar in each unit is given meaningful context through the skills work (reading and listening, but also writing and speaking). The approach is one of guided discovery, with questions for students to work out the use and form of the grammar in question. Students are then directed to the *Grammar reference* section at the end of the unit to check their hypotheses. Subsequently 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 each unit, providing a useful checkpoint for students when revising. *Grammar revision* exercises directly opposite the *Grammar reference* section make this section interactive and ideal for self-study, for example, as revision and self-testing before exams, or as homework. After doing each exercise on this page, students are directed to more practice in the Workbook.

### 5 Vocabulary

The course revises, extends and practises the most important lexical sets connected to typical topics that appear in school-leaving 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, idioms and dependent prepositions. This approach is a key factor in helping students with Use of English tasks.

Another significant aspect to vocabulary teaching in this course is the inclusion within the Workbook of a *Gateway* dictionary, linked

to the Macmillan English Dictionaries. There are also unit-by-unit wordlists at the back of the Student's Book.

## 6 Skills work

The emphasis of *Gateway* 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 page. 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. Boxes highlight words and expressions that are useful to complete these tasks successfully.

There is a *Writing bank* at the end of the book which includes model texts and keys to serve as a guide to students.

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 types of text (magazine articles, emails, text messages, adverts, leaflets, poems, etc.) and types of task (multiple choice, true/false, matching, correcting false information etc.). At B2 level, the emphasis is, more than ever, on authentic, up-to-date texts.

## 7 Assessment

In addition to revision tasks after every unit in the Student's Book and Workbook, *Gateway* includes a Test CD with A and B versions of unit-linked tests. These allow teachers to assess students' progress throughout the course.

There are also five cumulative progress tests throughout the Workbook which help to build students' confidence and keep track of their progress. All the tests can be scored and totalled.

## 8 The Common European Framework of Reference (CEFR)

The emphasis on learner training and autonomy are key factors in the course. 'Can Do' statements are used for self-evaluation after every two units, and can be found at the back of the Student's Book. Writing tasks and projects can contribute to a student's portfolio.

Students completing *Gateway Upper Intermediate* can expect to be at CEFR Level B2.

For a more detailed look at how *Gateway* relates to the CEFR, see pages 6–9.

## Course components

### Student's Book and Class CDs

The Student's Book provides 90–120 hours of teaching material within 10 units.

Each unit has 10 pages, followed by two pages of *Language reference and revision*. After every two units there is a two-page *Gateway to exams* section. This revises and practises the exam techniques presented in the preceding two units. For a more detailed description of a unit, see pages 10–15.

At the back of the Student's Book, there are the *Study skills* and *Exam success* pages, a list of irregular verbs, and unit-by-unit wordlists, as well as a *Pronunciation guide*. The *Speaking* and

*Writing banks* are a particularly useful reference for students doing speaking or writing tasks.

## Workbook

The Workbook offers exercises which can be done in class or as self-study. It mirrors the Student's Book in its organisation, providing a wealth of extra grammar and vocabulary exercises and many more opportunities to practise reading, speaking and writing.

The Workbook also provides higher-level material in the form of *Grammar extension* and *Vocabulary extension* exercises. The *Grammar extension* practises the same structures presented at the normal level, but they are slightly more demanding. The *Vocabulary extension* works on new topic-related words presented in the unit. These activities are particularly valuable in mixed-ability classes.

A focal point of the Workbook is the *CLICK onto...* page in each unit, which examines a topic related to the one in the Student's Book unit, in a cross-curricular, literary or cultural light.

After every two units there are two-page *Revision* sections which recycle grammar and vocabulary and practise reading and writing. These *Revision* sections can help students to check their own progress and, in combination with the 'can do' *Progress checks* after every two units in the Student's Book, help them to plan future work and prepare for upcoming tests more efficiently.

The Workbook also includes *Progress Tests* for grammar and vocabulary. These tests are cumulative. The first one tests Units 1 and 2, the second Units 1 to 4, the third Units 1 to 6 and so on. This provides essential recycling of **all** language previously taught, so that students at the end of the school year remember language taught at the beginning of the year, not just the most recently taught language.

The back of the Workbook contains a *Gateway Dictionary* with entries from the Macmillan English Dictionary for Advanced Learners. The words have been selected from the Student's book and Workbook. Other words that often appear in school-leaving examinations have also been included. The 'red words' indicate the most frequent and useful words in English. All 'red words' have a star rating. Words with three red stars are the most common. Students can also access the Macmillan Dictionary at [www.macmillandictionary.com](http://www.macmillandictionary.com)

## Teacher's Book

The Teacher's Book provides valuable support for teachers using *Gateway*. In addition to the answer keys, suggested answers and audioscripts, there are explanatory language notes, cultural background information, suggestions for warmers and extra activities, as well as *Fast finishers* and *Extra practice* activities. Extra help for teachers is also provided in the *Teacher Development* boxes, (see pages 4–5) which give advice for teachers on a wide range of topics related to planning, classroom management, and student training, as well as support in specific language and pronunciation areas.

Suggestions for work outside the classroom are also included, with links to useful websites, related DVD/film viewing, and links to appropriate level Macmillan readers on related topics.

## Teacher's resource materials

There are thirty photocopiable worksheets at the back of the Teacher's Book. They are designed to support and complement the Student's Book material by providing the teacher with short activities to do in class with pairs or groups of students.

There are three photocopiable activities per unit, focusing on grammar, communication and vocabulary linked to the unit material but also incorporating an exams focus element to give students extra familiarity with exam tasks.

The teacher's notes which go with each worksheet explain how the activity works, what language/skills item the activity focuses on and give some suggestions for follow-up work and/or a Key.

### Gateway Online

There is more support for both teachers and students on the Gateway website ([www.gateway-online.net](http://www.gateway-online.net)).

Gateway Student's Book can be purchased with or without an access code to Gateway Online. You can find the access information on the inside back cover of this Teacher's Book.

The student's area includes games as well as test activities, video activities, extra language practice, a Macmillan reader, writing models and vocabulary work, including an interactive word list builder.

The teacher's area includes teacher training and development videos as well as regular topic lessons, newsletters and culture worksheets linked to the Student's Book. There are also video worksheets to accompany the video clips on *Gateway Interactive Classroom*.

### Gateway Interactive Classroom

The Gateway Student's Book is supplied in digital format for use on an interactive whiteboard or digital projector, and includes interactive activities to support and supplement the book-based activities. This digital version includes all the audio and additional authentic video material. It also includes a teacher's area which allows you to create your own material.

## ► Gateway and Teacher development

The Gateway Teacher's Book is an important tool for teachers to use when preparing lessons and to act as a support in the classroom. There are a number of methodological and practical tips which are strategically placed within the teacher's notes, 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

Groupwork	p25	Personalised presentations	p39	Project management	p66
Test before you teach	p25	Backchaining	p44	Promoting debate	p68
Homework	p27	Pyramid discussion	p44	Find someone who ...	p116
How to teach a project	p29	Just a minute	p46	Speaking assessment	p148
Listening tasks	p30	'Can Do' Progress Check	p49		
How to use model texts in class	p34	Drilling	p51		

## Language

State and action verbs	p26	<i>less/the least</i>	p63	Compound adjectives	p105
<i>do</i> and <i>make</i>	p27	Noun suffixes	p64	Hyphenating compound adjectives	p105
Expressing preferences	p32	<i>a/an</i>	p68	The passive	p116
<i>Did you use to ...?</i>	p39	Possessive 's in shop names	p75	<i>by + agent</i>	p116
Phrasal verbs	p40	Modal verbs	p78	Preposition + gerund	p117
Talking about language and linguistics	p42	Modal verbs of speculation and deduction	p82, 83	The passive with <i>say, know, believe</i> etc.	p120
Future forms	p52	Conditionals	p89	Giving instructions	p128
Future activities in the past	p53	<i>Play, do, go</i>	p92	References	p128
Prefixes and spelling	p53, 54	Third conditional	p93	Relative clauses	p129
Future tenses	p57	<i>I wish/If only</i>	p94	Inversion	p141
Comparatives and superlatives	p63	Reporting verbs	p104, 108	Question tags	p146
Adjectives and adverbs	p63	Other words in reported speech	p104	Linkers	p148

## Student training

How to use a dictionary	p24	Vocabulary records	p61	Listening for the first and second time	p108
Pairwork	p24	Word formation	p65		
Matching activities for reading texts	p25	Presentations	p70, 148	Discussing and negotiating	p110
Communicative activities	p28	Checking your writing	p71	Writing reviews	p111
Tips for revising	p31	Skimming and scanning	p77	Multiple-choice reading activities	p115
Giving personal information	p31	Learning phrasal verbs	p79	Listening: True/False/Not given	p119
Accuracy vs. fluency	p33	Completing notes	p81	When you don't know a word	p122
CEFR portfolio: speaking	p33	Talking about photos	p84	Brainstorming	p123
Penpals	p34	Practising for an oral exam	p84	Editing	p123
Transactional tasks	p35	Writing a plan	p85	Multiple-choice cloze activities	p134
Recording vocabulary	p38	Prediction	p88	Writing a report	p136
Predicting content in reading	p38	Sentence transformation	p90	True/False reading activities	p140
Before you listen	p43, 56	Two-way discussion tasks	p95	Collocations	p142
Paragraph organisation	p46	Active listening	p95	Multiple-choice listening activities	p145
Missing sentence activities	p51	Thinking of what to say	p95	Improving writing	p149
Analysing mistakes	p53	A for-and-against essay	p97		
Writing a narrative	p59	Deducing the meaning of new words	p103		

## Pronunciation

Intonation in questions	p26	<i>than/as</i>	p64	Word stress with the passive voice	p116
<i>had/d</i>	p39	<i>the/a</i>	p68	Word stress in nouns and verbs	p128
<i>used to</i> and <i>would</i>	p40	Silent letters	p76	Sentence stress and intonation	p135
Word stress	p44, 51	Modals	p78	Intonation	p146
<i>will</i>	p52	<i>have</i>	p83		
Future tenses	p57	Compounds	p105		

## ► Gateway and the CEFR

The Common European Framework of Reference (CEFR) is a widely used standard created by the Council of Europe. In the classroom, familiarity with the CEFR can be of great help to any teacher in identifying students' actual progress and helping them to set their learning priorities.

*Gateway* 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 follow their progress.

On pages 6–9 are the B1 and B2 descriptors (description of competences) covered in *Gateway B2*. A2, B1 and B1+ descriptors are available in the previous levels of *Gateway Teacher's Books* and also on *Gateway Online*. By the end of the course students should be able to accomplish most B2 level competencies.

On the teacher's area of *Gateway Online* you will also find a list of unit-by-unit 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 CEFR portfolio?

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* 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 DVDs. All these documents provide evidence of a student's performance, e.g. during a discussion, an oral presentation or a role-play.

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.

### Speaking

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?*

## Gateway B2

		Unit										
		1	2	3	4	5	6	7	8	9	10	Extra
		Page number										
Listening												
B1	I can generally follow the main points of extended discussion around me, provided speech is clearly articulated in standard dialect.		23									
B1	I can understand the main points of radio news bulletins and simpler recorded material on topics of personal interest delivered relatively slowly and clearly.	10, 12	18, 31	38, 40	44	63						
B2	I can understand in detail what is said to me in standard spoken language even in a noisy environment.	14	23, 31		44, 50	66	75, 76	90				
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.				49	64			102		130, 135	
B2	I can understand most radio documentaries delivered in standard language and can identify the speaker's mood, tone etc. by using contextual clues.	10		37			82		96	114	135	
B2	I can understand TV documentaries, live interviews, talk shows, plays and the majority of films in standard dialect.	6		37					101		126, 128	

		1	2	3	4	5	6	7	8	9	10	Extra
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.	12	26	38		58, 66	70, 76, 78	90, 92	96, 101, 109	110, 116, 118	122, 126	
B2	I can use a variety of strategies to achieve comprehension, including listening for main points; checking comprehension	10	24		50		78	90, 92	109	116		
<b>Reading</b>												
B1	I can guess the meaning of single unknown words from the context thus deducing the meaning of expressions if the topic is familiar.	6										
B1	I can skim short texts (for example news summaries) and find relevant facts and information (for example who has done what and where).		18, 24									
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.	7, 11	19, 24	33	48							
B2	I can read and understand articles and reports on current problems in which the writers express specific attitudes and points of view.	7	19		53		71, 74, 79	85, 88	97, 100, 105, 108	118, 119	123, 126, 127	
B2	I can understand in detail texts within my field of interest or the area of my academic or professional speciality.	11	30	33	48, 53		74, 79		100, 108	111		
B2	I can understand specialised articles outside my own field if I can occasionally check with a dictionary.		18		45	58, 59, 64	70, 71, 75	85, 93	96, 97	111, 115	134	
B2	I can read reviews dealing with the content and criticism of cultural topics (films, theatre, books, concerts) and summarise the main points.		22	36				88, 93			131	
B2	I can read letters on topics within my areas of academic or professional speciality or interest and grasp the most important points.	15										
B2	I can quickly look through a manual (for example for a computer program) and find and understand the relevant explanations and help for a specific problem.					59						
B2	I can understand in a narrative or play the motives for the characters' actions and their consequences for the development of the plot.			37, 41		62				115		
<b>Spoken Interaction</b>												
B1	I can start, maintain and close simple face-to-face conversation on topics that are familiar or of personal interest.	6										
B1	I can give or seek personal views and opinions in an informal discussion with friends.	12, 13	24, 31		44, 53, 56	65						
B1	I can agree and disagree politely.	13										
B2	I can initiate, maintain and end discourse naturally with effective turn-taking.	6			52		78			117, 118	130	
B2	I can exchange considerable quantities of detailed factual information on matters within my fields of interest.	14	26, 166		49, 52	66	74			116	127, 131	
B2	I can convey degrees of emotion and highlight the personal significance of events and experiences.	12							109			
B2	I can engage in extended conversation in a clearly participatory fashion on most general topics.	10, 12			49, 53, 56	59, 63	75, 76, 77, 78	85	102	113, 114	122, 124, 130, 131	
B2	I can account for and sustain my opinions in discussion by providing relevant explanations, arguments and comments.	10	26, 31	40	44, 50		79		108, 109	116	122, 125, 127	
B2	I can help a discussion along on familiar ground confirming comprehension, inviting others in, etc.			39, 40	44		74, 76			118		
B2	I can carry out a prepared interview, checking and confirming information, following up interesting replies.	6, 7, 9	19	32, 39		58, 61		84	99	117	129	

		1	2	3	4	5	6	7	8	9	10	Extra
<b>Spoken Production</b>												
B2	I can give clear, detailed descriptions on a wide range of subjects related to my fields of interest.	14	18, 19		52, 56, 57		71, 78, 82		104	114	122	156, 157
B2	I can understand and summarise orally short extracts from news items, interviews or documentaries containing opinions, argument and discussion.			38			71	85, 88	97		126, 129	
B2	I can understand and summarise orally the plot and sequence of events in an extract from a film or play.									115		
B2	I can construct a chain of reasoned argument, linking my ideas logically.	10	23	37, 41	45, 52, 56, 57	59, 63, 66	82	89	97		130	156, 157
B2	I can explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.	7, 10, 14	19, 23		52	63, 64	71	85		115	127, 130	156, 157
B2	I can speculate about causes, consequences, hypothetical situations.	7, 10	23	33, 38, 39			75	89			123	156, 157
<b>Strategies</b>												
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.				52, 56	66	78	92	109	118	130	156, 157
B2	I can generally correct slips and errors if I become aware of them or if they have led to misunderstandings.	12, 13	20		51	65	80, 81, 83	86, 87, 90, 91	98	112, 113, 117		156, 157
<b>Language Quality</b>												
B1	I can convey simple information of immediate relevance, getting across which point I feel is most important.	8, 9			56							
B1	I have a sufficient vocabulary to express myself with some circumlocutions on most topics pertinent to my everyday life such as family, hobbies and interests, work, travel, and current events.	6	25									
B1	I can express myself reasonably accurately in familiar, predictable situations.	6	24		56	64						156, 157
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.				52, 56	66	78	92	103	110, 115, 116, 118	123	156, 157
B2	I can pass on detailed information reliably.		26		49, 54, 55, 56, 57	59	78	91, 92	105	118		156, 157
B2	I have sufficient vocabulary to express myself on matters connected to my field and on most general topics.	9, 11, 16, 17	18, 20, 28, 29	32, 35, 36, 37, 42, 43	44, 47, 48, 49, 54, 55, 56, 57	58, 61, 63, 68, 69	70, 73, 74, 80, 81	84, 87, 88, 94, 95	96, 99, 101, 105, 106, 107, 109	110, 113, 115, 120, 121	122, 125, 126, 127, 132, 133	
B2	I can communicate with reasonable accuracy and can correct mistakes if they have led to misunderstandings.	8, 9, 12	20, 24	34, 38, 39, 42, 43	46, 47, 50, 51, 53, 54, 55	60, 61, 64, 67, 68, 69	72, 73, 76, 80, 81, 83	86, 87, 90, 91, 94, 95	98, 99, 102, 103, 106, 107	112, 113, 116, 120, 121	124, 125, 128, 129, 132, 133, 135	



		1	2	3	4	5	6	7	8	9	10	Extra
<b>Writing</b>												
B1	I can write simple connected texts on a range of topics within my field of interest and can express personal views and opinions.				49							
B1	I can write personal letters to friends or acquaintances asking for or giving them news and narrating events.	15	31									
B1	In a letter I can express feelings such as grief, happiness, interest, regret and sympathy.		31									
B2	I can write clear and detailed texts (compositions, reports or texts of presentations) on various topics related to my field of interest.		27		53		79	92	105	119	130, 135	159, 164
B2	I can write summaries of articles on topics of general interest.				50		83					160
B2	I can summarise information from different sources and media.							89				
B2	I can discuss a topic in a composition or 'letter to the editor', giving reasons for or against a specific point of view.					67			105		131	161, 162
B2	I can develop an argument systematically in a composition or report, emphasising decisive points and including supporting details.		27		57		79, 83	92	109	119	131, 135	160, 165
B2	I can write about events and real or fictional experiences in a detailed and easily readable way.			41	57	67		89	109			163, 165
B2	I can write a short review of a film or a book.							92, 93				163
B2	I can express in a personal letter different feelings and attitudes and can report the news of the day making clear what – in my opinion – are the important aspects of an event.	15										158

# ► Gateway Student's Book overview

## Vocabulary and Reading

A unit overview summarises the main teaching points.

Colour-coded sections identify the area of study.

Topic-related vocabulary is presented and practised through a variety of language tasks. Students typically start with a matching activity to activate prior knowledge. Students are also encouraged to explore further using a dictionary.

The first activity either asks students to predict information or encourages students to read the text quickly for gist.

Typical reading tasks include exam-style exercises such as true/false statements, multiple-choice, comprehension questions, matching, inserting sentences into a text, etc.

Short texts show the new vocabulary in context. This recycles the vocabulary and prepares students for the final exercise which focuses on using the words in oral communication.

Typical reading tasks include exam-style exercises such as true/false statements, multiple-choice, comprehension questions, matching, inserting sentences into a text, etc.

Further vocabulary development is achieved through examining new words in the text. The relevant words in the text are underlined to help the students to locate them.

What about you? sections allow students to express personal reactions to the text they have just read. Some may develop into class discussions.

There is further controlled written practice of the new vocabulary at the end of the unit in the *Language reference and revision* section, and also in the *Gateway Workbook*.

# Grammar in context and Developing vocabulary

The *Grammar guide* box highlights sentences from the reading text featuring the target structure in context. Students are asked to work out key information about the form and/or use of the grammar. The students are then referred to the *Grammar reference* section at the end of the unit where they can check their ideas.

The *Developing vocabulary* lesson does not always feature a traditional lexical set. It usually examines a 'system' of vocabulary and often bridges the gap between vocabulary and grammar. Typical groups studied include phrasal verbs, suffixes, prefixes, collocations, dependent prepositions, etc.

Students identify and match the new vocabulary. Some or all of this vocabulary has already appeared in context in the *Reading* lesson.

The image shows a page from a textbook with two main sections: 'Grammar in context' and 'Developing vocabulary'. The 'Grammar in context' section contains a 'GRAMMAR GUIDE' box with a list of sentences for analysis, a 'GRAMMAR CLUE' box with matching exercises, and a 'GRAMMAR REFERENCE' box. The 'Developing vocabulary' section includes a 'do and make' exercise with a list of words and a matching exercise.

Students recognise and identify the new grammatical structure. They then progress to completing sentences or putting given words into the correct form, before they move on to writing whole sentences.

There is further controlled written practice of the new grammar at the end of the unit (in the *Language reference and revision* section) and in the *Workbook*.

The final grammar activity asks students to use the new grammar in active, oral communication. This activity usually involves personalisation. Students work in pairs or small groups and find out new things about their partner. They then communicate this information to the rest of the class.

There is further controlled written practice of the new vocabulary at the end of the unit (in the *Language reference and revision* section), and in the *Workbook*.

# Developing speaking and Developing writing

These two pages develop the skills of speaking and writing. Students need more help to develop productive skills than receptive skills. The aim of these pages is to build students' confidence and knowledge so that they can perform the final

(usually exam-style) task in the *Practice makes perfect* sections. This is done by helping students to move step by step from receptive work to their own creation of a dialogue or written text, via analysis of useful words, phrases and techniques.

The Developing speaking page often begins with students talking about the pictures on the page and/or the topic.

The first exercise serves to introduce the main topic and writing focus of the page. Speaking practice helps to add variety to the class and integrate the skills. It also helps students to engage in the class on a personal level.

Key language needed to perform the final writing task is analysed and highlighted in the *Writing Bank*. Students do an active task and then refer to it during the production task. Students can also use the Bank after writing to check their work.

**Developing speaking talking about photos**

1 **SPEAKING** Work with a partner. Look at the photos. Write down similarities and differences between the two photos.

**Similarities**      **Differences**

2 **LISTENING** 1.23 Read the task below. Listen to a student doing this task and answer the questions.

Compare the photographs and say how you feel when you go shopping in these places.

1. Does the student mention any of your ideas?  
2. Does he describe each photo in detail?  
3. Does he do both parts of the task?

**EXAM SUCCESS**

When you have to talk about two photos, you shouldn't describe each photo in great detail. Compare and contrast the two photos. Listen very carefully to the examiner's questions. Your marks will depend on comparing the whole task, so if you only compare the first part of the task, comparing the photos, you will lose marks.

**EXAM SUCCESS** ▶ page 111

3 **COMPLETE** Complete what the student said using phrases from the *Speaking Bank*. Listen again if necessary.

1a I prefer shopping in supermarkets because I can buy more things in a supermarket. I think it's more convenient to buy things there because you can get everything you want in just one trip. In a traditional market, shopping is a tedious matter. It's much slower and you can't pick things up yourself; you have to ask for something from the person who's selling.

1b I like shopping in supermarkets because I can buy more things in a supermarket. I think it's more convenient to buy things there because you can get everything you want in just one trip. In a traditional market, shopping is a tedious matter. It's much slower and you can't pick things up yourself; you have to ask for something from the person who's selling.

2a I like shopping in supermarkets because I can buy more things in a supermarket. I think it's more convenient to buy things there because you can get everything you want in just one trip. In a traditional market, shopping is a tedious matter. It's much slower and you can't pick things up yourself; you have to ask for something from the person who's selling.

2b I like shopping in supermarkets because I can buy more things in a supermarket. I think it's more convenient to buy things there because you can get everything you want in just one trip. In a traditional market, shopping is a tedious matter. It's much slower and you can't pick things up yourself; you have to ask for something from the person who's selling.

**Speaking Bank**

Useful expressions to compare and contrast photos

- Both photographs show...
- In both photos,...
- In the background photograph,...
- One big difference between the photos is that...
- Another important difference is...
- Compared with...
- Whereas/while/although, the first photograph shows a supermarket, whereas/while the second shows a market.
- Especially important/noticeable is.../.../...

4 **SPEAKING** Work with a partner. Take it in turns to do the task in 2.

**Practice makes perfect**

2a **SPEAKING** Work with a partner. Look at the photos and think about similarities and differences between them.

2b **Take it in turns to do this task.**

Compare the photographs and say what you think are important factors when deciding to buy.

**Developing writing A formal letter**

1 Look at these instructions about how to use a cashpoint to withdraw money. Number the steps in the correct order.

- Select a language.
- Select cash and insert it into the machine.
- When you appear at the cashpoint, check that there is nobody suspicious around.
- Choose whether you want a receipt and insert it in.
- Don't wait more than 30 seconds to take your cash out of the machine or it will swallow the card so that nobody can steal it.
- Insert your card into the machine.
- Enter your PIN (Personal Identification Number) and press enter.
- Wait while the machine processes your transaction. When the machine beeps, take your cash and money and receipt if you asked for one.

2 **SPEAKING** Work with a partner. Can you remember the different steps without reading them? Use *should*, *ought to*, etc. to explain what to do.

3 **Read this letter and answer the questions.**

- Why is the person writing?
- What solution does he want?
- What will he do if there is no solution?

**Writing Bank**

Characteristics of formal letters

- If we don't know the name of the person we are writing to, we begin Dear Sir or Madam. We finish Yours faithfully.
- If we know the name of the person we are writing to, we begin Dear Mr/Ms/Ms/Ms and the surname. We finish Yours sincerely.
- We always use contractions.
- We use long, more formal words and expressions.
- We don't use too many phrases and words.
- We do not use any abbreviations.
- We use formulae expressions to begin and end the letter.

**STUDY SKILLS**

When you write, always make a plan. It helps you to plan exactly what you are going to say and what order you are going to do it in before you begin. This makes your text much more coherent.

**STUDY SKILLS** ▶ page 147

4 **Work with a partner. Look at this task. Write notes. You can add your own details.**

Last week you were on a train station. In the station there was a smiling machine selling books. One second a book is sent on the train, so you just money in that it didn't give you the book or any change. Write a letter of complaint to the company that is responsible for the machine not how and demand a solution.

**Plan**

Paragraph 1: Why are you writing?  
Paragraph 2 and 3: What happened? What are the facts?  
Paragraph 4: What solution do you demand? What will you do if there is no solution?

**Practice makes perfect**

7 **Write your letter individually. Use your notes and the information in the Writing Bank.**

Students listen and complete simple comprehension tasks. The examples are often used as a model and frame for their own speaking later in the lesson. At this stage, students simply repeat or slightly adapt the model to focus on developing confidence and fluency.

Key language in the model is analysed and highlighted in the *Speaking Bank*. Students do an active task and later refer to this during the production task.

*Practice makes perfect* activities give students the opportunity to practice tasks based on the one in the lesson. Tasks are often exam-style, such as role-plays, giving personal information, negotiating, describing photos, giving presentations, etc. Often the students do the final task twice, either by changing partners or by 'performing' their task for the rest of the class. Repeating the task helps students to build confidence and gain fluency. Students should hopefully see for themselves that practice does 'make perfect'. For less confident students, a photocopyable model can be found in the Teacher's Book.

*Practice makes perfect* activities give students the opportunity to write their own final text(s) based on the one in the lesson. The final task is usually exam-style, such as informal letters/emails, more formal letters, stories, magazine articles, opinion/for and against essays, etc. The work can be kept in the students' portfolios (see page 6). For less confident students, a photocopyable model text can be found in the Teacher's Book.

One of the most difficult things about writing is knowing *what* to write. In this exercise, students are given help planning and organising the information they are going to use in their final piece of writing. They are asked to reflect on this learning technique in the *Study skills* box that follows.

# Language reference and revision

These reference pages bring together all the grammar and vocabulary taught in the unit, making it much easier for students to revise and prepare for periodic language tests and exams. The design of these two pages makes it easy for students to see the connection between the reference material and the relevant

practice material on the next page. Students can either read the reference material and then try the practice activities, or try the practice activities first and then study the reference material to check their ideas. The pages can be used in the classroom or can be used for self-study, for example, just before an exam.

By positioning the *Grammar reference and revision* section at the end of each unit, rather than at the end of the book, *Gateway* aims to make this material much more accessible to students. This is supported by the link from the *Grammar guide* within the unit to this page, when students check their theories about new grammar. The *Grammar reference* provides tables and clear explanations of the form and use of the new language. The *Grammar revision* section provides practice activities for each grammar point.

Students can clearly see how many points are available in each exercise. This can be motivating and the result will show which areas need extra work. There is also a clear link to the exact place in the Workbook where they can find more practice activities.

The image shows two pages from a textbook. The left page is titled 'Language reference and revision' and is page 28. It contains four main sections: 'Grammar reference' (with sub-sections for 'Past perfect simple and continuous', 'Past and present habits', and 'Gerunds and infinitives 2'), and 'Vocabulary' (with sub-sections for 'Work conditions, responsibilities and hours', 'Stages of a job', 'Phrasal verbs connected with work', and 'Other words and phrases'). The right page is titled 'Grammar revision' and is page 29. It contains three main sections: 'Past perfect simple and past perfect continuous', 'Gerunds and infinitives 2', and 'Vocabulary revision'. Each section includes practice exercises with point values. A 'Total' score of 40 points is shown at the bottom right of the revision page.

The *Vocabulary* section provides a quick checklist for the main target vocabulary from the unit. There are, of course, many other words taught in each unit and students are directed to the unit-by-unit word lists at the back of the book. In the *Vocabulary revision* section, students can complete practice activities which focus exclusively on the target vocabulary from the unit.

Remember, too, that the Workbook contains a *Gateway* dictionary based on the Macmillan Dictionaries.

# Gateway Workbook overview

Exercises encourage students to analyse their answers and think about the grammar.

Exercises support the Student's Book and give extra practice in developing vocabulary.

**Grammar in context**

**Past perfect simple and past perfect continuous**

- Read the rules and write them in the correct column. One of the sentences should be written in both columns.
- The queen gave her husband the Duke of Edinburgh the Order of Merit. (The queen gave her husband the Order of Merit in 1953.)
- The queen gave her husband the Duke of Edinburgh the Order of Merit. (The queen gave her husband the Order of Merit in 1953.)
- The queen gave her husband the Duke of Edinburgh the Order of Merit. (The queen gave her husband the Order of Merit in 1953.)

**Past perfect simple      Past perfect continuous**

**At the bus stop**

**Past habits**

**Grammar extension**

**Developing vocabulary**

**Phrasal verbs connected with work**

**Vocabulary extension: the world of work**

The Grammar extension practises the same structures presented in the Student's Book, but they are slightly more demanding.

The Vocabulary extension works on new topic-related words presented in the unit. These activities are particularly valuable in mixed-ability classes.

**Developing speaking**

**Discussions 2**

**That's the car band, your thing updated, my pocket money invested in a secret off-shore tax haven.**

**Developing writing**

**4 report**

Dialogues provide extra practice to support the students' development of communication skills and exam technique.

Analysis and highlighting of key language to prepare for a particular type of writing task. Students build up and organise information for their final piece of writing.

# Gateway Dictionary

**Ww**

**Vv**

**Uu**

**Ww**

**Yy**

**MACMILLAN DICTIONARY** www.macmillandictionary.com

clear and simple definitions  
example sentences show words in context  
thousands of related words  
audio pronunciations help you pronounce words correctly

Entries include words and definitions from Gateway Student's Book and Workbook and other words often included in school-leaving examinations. Star ratings indicate frequency of use.

# Workbook Progress Tests

**Progress Test: Units 1-2**

**Grammar**

**Reading**

**Listening**

**Writing**

**Speaking**

**Progress Test: Units 1-4**

**Grammar**

**Reading**

**Listening**

**Writing**

**Speaking**

Cumulative progress tests provide essential recycling of all language in the Student's Book units.

# ► Gateway Teacher's Book overview

The Teacher's notes mirror the structure of the Student's Book, including all main headings, activity headings and audio references. Teachers can find instructions, tips and advice for every exercise on the Students' Book page in their Teacher's Book, as well as further information, ideas and suggestions. Homework suggestions, cultural information, DVD viewing ideas and extra reading advice are also included. In the *Developing writing* and *Developing speaking* lessons, photocopyable model dialogues and texts are provided which teachers can use to support less confident students in the production tasks.

Each unit opens with a succinct and easy-to-navigate overview of the unit contents. The unit is broken down into key skills areas so teachers can see at a glance which skills and content areas the unit covers. A *Materials* section clearly indicates what additional resources may be required.

There are suggestions for Warmers throughout the teacher's notes. Warmers are activities which introduce students to the topic of the lesson and activate prior knowledge and interest in the subject area. These activities usually take the form of fun games or free discussions which literally 'warm' students up for the class.

The answers to every exercise in the Student's Book, as well as any extra activities, can all be found in the *Keys*. Where answers are not clear-cut, *Suggested or Example answers* are provided as a guide.

The full audioscripts for all listening activities appear within the teacher's notes for the corresponding exercise, meaning teachers do not have to locate a separate audioscript for listening activities.

## 5 Money talks

<b>Unit overview/Developing vocabulary</b> p16-17	• Buying and selling • Money and banking • Phrasal verbs connected with money and shopping	<b>Developing writing</b> p17	• A formal letter
<b>Reading</b> p18	• Reading for global and specific information • Opening a bank account	<b>Language reference and revision</b> p18-19	• Grammar: modal verbs of ability, permission and advice - present and past modal verbs of speculation and deduction - present, future and past • Vocabulary: buying and selling, money and banking, phrasal verbs connected with money and shopping
<b>Grammar in context</b> p19-21, 54-55	• 10 use verbs of obligation, prohibition and advice - present and past • Modal verbs of speculation and deduction - present, future and past	<b>Study skills</b> p17	• Reading - Skimming and scanning • Writing - Planning
<b>CLICK onto</b> p22	• Cross-curricular - Literature • 2 & A by Vera Swann International cultural knowledge • Money gap	<b>Exam success</b> p23	• Listening - Completing notes • Speaking - Talking about photos
<b>Listening</b> p24	• Listening for general and specific information • Different forms of money	<b>MATERIALS</b>	• DVD (optional): <i>Shrek 2</i> (p17) • Resource materials p18-19 • Test 5A and B - Gateway tests CD
<b>Pronunciation</b> p25	• Silent letters		
<b>Developing speaking</b> p26	• Talking about photos		

### ► Vocabulary p58

#### Buying and selling

##### Warmer

In pairs, students discuss the meaning of the unit title *Money talks* and what they think the unit is going to be about. Elicit other words and expressions students know that are related to the theme, e.g. *right down to make/earn/win money*, *money makes the world go round*, *time is money*, *the best things in life are free*, etc. Drill the pronunciation of the word *money* /'mʌni/.

**1a** In pairs, students write down as many different names for shops as they can in two minutes.

**1b** Students work with another pair. Each pair says things that they can buy in a shop on their list and the other pair tries to name the shop. Draw attention to the example dialogue. In a few confident classes, model this activity in open class before students continue in groups of four.

#### TEACHER DEVELOPMENT LANGUAGE

**POSSESSIVE 'S** in shop names  
The possessive 's is often used when talking about shops, restaurants, churches and colleges, following the name or job title of the owner or patron, e.g. the grocer's, the jeweller's, Sally Power's, etc.

**2** Students complete the text with the words. Provide dictionaries if necessary.

- EXERCISE**
- shop (a)
  - shop (a)
  - shop (a)
  - shop (a)
  - shop (a)
  - shop (a)
  - shop (a)
  - shop (a)
  - shop (a)
  - shop (a)

**Fast finishers**  
Students mark the stressed syllables and practice the pronunciation of the words (see Key above).

**3** In pairs, students take turns to ask and answer the questions. Elicit answers from different students around the class.

- EXERCISE**
1. Yes, I had a few coins and a couple of notes.
  2. They usually pay by credit card.
  3. We often go to the sales to buy coats and shoes.
  4. I always keep the receipt in case I need to exchange my goods or get a refund.
  5. My dad asked for a refund for a kite that didn't work.
  6. Students get special discounts on public transport and at many leisure centres.
  7. I received my money on a meal last night. It was horrible and really expensive.
  8. I bought a great pair of boots in the January sale. They were a bargain because they were reduced from £120 to £45.

*Fast finishers* and *Extra practice* boxes are very useful tools for those who are teaching mixed ability classes. Fast finishers can be given extra tasks to keep them occupied while the rest of the class catch up. If you feel that some or all of your students need extra practice of a key language point, you can assign the *Extra practice* activity before moving on.

*Extra activities* can be found throughout the teacher's notes and provide additional ideas for extension. These can be used whenever there is spare time in a lesson, as homework or as mini-projects.

Teachers are provided with additional support via the *Teacher Development* boxes. Providing advice and support on all aspects of the teaching experience, including planning, classroom tips, student training, language and pronunciation, these boxes are a valuable tool for teachers of all experience levels.

# Teacher's resource materials

There are 30 photocopiable worksheets at the back of the teacher's book. They are designed to support and complement the Student's Book material by providing the teacher with short activities to do in class with pairs or groups of students.

There are three photocopiable activities per unit, focusing on grammar, vocabulary and communication.

**3 Grammar**

### In the future

Read each statement and write a few words for your answer. Then read an answer aloud for your partner to guess which statement it relates to.

The name of a town/city you'll have visited by the end of this year  
 The job you hope you'll be doing in ten years' time  
 Something you'll have bought by the end of today  
 The person you'll have spoken to tomorrow by the end of today  
 The thing you'll be doing at five o'clock  
 Something you read that you'll have finished by the end of the year  
 The number of children you think you'll have had by the time you're 40  
 The distance you'll have left to walk with in the year's time  
 The thing you'll be doing at 11am on Saturday morning  
 The number of years you'll have been doing at home when you move out  
 Something you hope you'll have done by the time you're 25  
 The name of the place where you'll be living in ten years' time  
 Something expensive you hope you'll have bought by the time you're 25  
 A reason why you'll have looked before you're 10

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**1 Communication**

### University challenge

Look at the words and write clues. Then listen to your partner's clues and complete the crossword.

Write the **DOWN** clues

1 \_\_\_\_\_  
 3 \_\_\_\_\_  
 4 \_\_\_\_\_  
 6 \_\_\_\_\_  
 10 \_\_\_\_\_  
 11 \_\_\_\_\_  
 12 \_\_\_\_\_

Look at the words and write clues. Then listen to your partner's clues and complete the crossword.

Write the **ACROSS** clues

2 \_\_\_\_\_  
 5 \_\_\_\_\_  
 7 \_\_\_\_\_  
 8 \_\_\_\_\_  
 9 \_\_\_\_\_  
 13 \_\_\_\_\_  
 14 \_\_\_\_\_

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Individual, pair or groupwork to revise language from the unit and encourage communication within the class  
 Class focus for repetition and real practice

Consolidation and extension of vocabulary from the Student's Book

**4 Vocabulary**

### Key word conundrums

Work in teams. Complete the second sentence so it has a similar meaning to the first sentence using the noun form of the word in **bold**, plus the word in **bold**. Use between two and five words for each sentence, and no more than 20 words for all six sentences.

1 My brother is able to say the alphabet while drinking a glass of water.  
**the**  
 My brother \_\_\_\_\_ say the alphabet while drinking a glass of water.

2 When he suddenly appeared in front of me, I almost fainted.  
**sudden**  
 He \_\_\_\_\_ in front of me, almost making me faint.

3 Apples and pineapples are very different from each other.  
**big**  
 There's a \_\_\_\_\_ apples and pineapples.

4 The people who played the music at the concert were excellent.  
**performance**  
 The \_\_\_\_\_ of the concert were excellent.

5 The people who employ me are really easy-going.  
**are**  
 My \_\_\_\_\_ easy-going.

6 We had to call someone to fix an electrical problem in the school.  
**an**  
 We had to \_\_\_\_\_ a problem in the school.

Work in teams. Complete the second sentence so it has a similar meaning to the first sentence using the noun form of the word in **bold**, plus the word in **bold**. Use between two and five words for each sentence, and no more than 20 words for all six sentences.

1 My work hasn't improved at all this term.  
**shown**  
 My work hasn't \_\_\_\_\_ at all this term.

2 It was so dark we couldn't see a thing.  
**the**  
 Because of \_\_\_\_\_ we couldn't see a thing.

3 Life has become more comfortable since air conditioning was invented.  
**at**  
 Life has become more \_\_\_\_\_ air conditioning.

4 I'm not a very confident person and find it difficult to meet people.  
**lack**  
 I \_\_\_\_\_ and find it difficult to meet people.

5 Colin Irish is a better singer than almost anyone else I have ever seen.  
**best**  
 Colin Irish is one \_\_\_\_\_ have ever seen.

6 She plays the piano wonderfully and is world famous.  
**a**  
 She's \_\_\_\_\_ and is world famous.

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**6 Communication**

### Really?

If you had £500 (leave the street), what would you do?	If you had someone standing in an exam, what would you do?	If you dropped your new laptop, what would you do? Let it fall to the floor and say it was damaged when you bought it?
If you found your favourite diary, what would you do?	Tell us about something you wish you could change about yourself.	If you had been born in a different time, when would you like to have lived?
Tell us about something you wish your dog could do when you were younger.	What happens to you if you haven't had enough sleep?	If you were attracted to your friend's boyfriend/girlfriend, what would you tell your friend?
If you had been born in a different country, where would you like to have been born?	If you had no money that you needed, what would you spend it on?	Tell us about something you wish your best friend wouldn't do.
If you could have a superpower (e.g. fly or be invisible etc), what would you choose?	How do you feel if you're not at your best all day and do to everyone?	If you could speak any three foreign languages, which ones would you choose and why?
Tell us about someone you wish you could meet.	If you could be any animal for one day, what would you be?	If you had been someone famous, who would you like to have been?
Where do you think you were right now?	If you were president of your country, how would you improve it?	How would your parents react if you did badly in your exams?

**TELL THE TRUTH**      **DON'T TELL THE TRUTH**

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# ► Gateway Online

## For Students

www.gateway-online.net

Accessible using the access token available in the Student's Book.  
A dynamic learning space offering additional language practice.

Students can practise key vocabulary and grammar while playing arcade-style games – and have fun while improving their language.

Marks are stored for reviewing progress. Results can be printed or emailed to the teacher.



Interactive activities help students practise and revise the language covered in each unit. They can monitor progress and prepare for tests with the *Test Yourself* activities. They can also email written work to the teacher.

Students can read and listen to a best-selling Macmillan Reader, with extra activities and guidance on how to write a review and keep a reading journal.

Students can build their own wordlists from the Student's Book, hear them pronounced and create their own recordings to help improve pronunciation. They can also generate vocabulary quizzes to test themselves.

Opportunities to watch and listen to authentic material linked to the CLICK lessons. Interactive activities in cross-cultural and cross-curricular contexts.

Macmillan Practice Online gives students a real focus on exam preparation tasks, providing extended practice of grammar, vocabulary and pronunciation as well as school-leaving examination question types. These extra practice exercises are linked to the language in each unit of *Gateway*.

# ► Gateway Online

## For Teachers

www.macmillanenglish.com/gateway

The free online resource site for teachers of *Gateway*.

Further information about the course as a whole can be found in this area, including interview video footage.

Offers additional materials such as culture worksheets, video, notes for teachers, CEFR checklists and Onestopenglish pathway documents.

Teachers can subscribe to *Gateway* to receive news and updates from the site sent via email.

The screenshot shows the Gateway Online website interface. At the top, there's a navigation bar with 'Gatewayonline' in large letters, a 'Select level' dropdown set to 'Level A2', and a user profile 'welcome teacher@email.address.co.uk'. Below this are links for 'Messages | Help', 'Edit Profile | Log out', and a main menu: 'Resources | About the course | Teacher development | Community'. The main content area is titled '► For teachers' and includes a welcome message: 'Welcome to the Gateway Teacher's Resource site!'. Below this is a paragraph describing the site's resources. There are four large buttons: 'Resources' (with a stack of papers icon), 'About the course' (with an open book icon), 'Teacher development' (with a person sitting at a desk icon), and 'Community' (with a group of people icon). To the right, there's a 'MACMILLAN DICTIONARY' search box, a 'Gateway Newsletter' subscription form, a 'Gateway Shop' section with a 'Buy Gateway' button, and a 'Macmillan English' section with a Facebook icon. At the bottom, there's a 'Have you seen?' section with a carousel of Gateway course materials. The footer contains the Macmillan logo, contact information, and links to 'Macmillan Links', 'About Macmillan Education', and 'Other Macmillan Sites'.

Focuses on areas of interest for teachers and features video footage of *Gateway* in use.

Interact with other *Gateway* teachers. Access teaching tips, FAQs and videos of Dave Spencer and participate in teacher training discussions online.

# ► Gateway Interactive Classroom

A digital version of *Gateway Student's Book*, with a variety of multimedia assets and tools which allow you to interact with the material on screen.

You can display a particular page, move through the book, or view the contents of the book according to Unit, Skill or Media type. You can have instant access to Macmillan's free online dictionary, display an interactive phonemic chart or go to the Teacher's Area.

Activity types include drag and drop, multiple choice, reordering sentences, labelling, matching, and memorising. There are also activities specially developed to focus on specific linguistic features and information within a reading or writing text, for example showing evidence for answers or key features and highlighting.

Use these tools to focus students' attention on particular areas of the page, for example, zoom into activities or write or highlight text using the pen tool.

The screenshot displays a lesson page titled '3 Space and time' with a 'Vocabulary' section. The page includes a photo of a space shuttle launch, a 'Space quiz' with multiple-choice questions, and a 'Travel, trip, journey, voyage' section with a matching exercise. A sidebar on the left contains a 'Digital Book' menu, a 'Macmillan Dictionary' search bar, and a 'Teacher's Area' button. A toolbar on the right contains various interactive tools: Select, Pen, Highlighter, Eraser, Zoom 1, Zoom 2, Zoom Out, Scroll, Stopwatch, Reveal, Note, Undo, and Delete. A central audio player is visible at the bottom of the page.

Create your own material either before or during a lesson – create content, write annotations, insert images and links to other pages or websites.

Click on the audio tab and the audio player will appear for that exercise. You can also click on the script button for students to read the audioscript while listening.

You can reveal answers one by one, hide answers or reveal them all at once.

To access a video clip simply click on the video tab and the clip will appear.

# 1 Study plans

<b>Vocabulary/ Developing vocabulary</b> p6, 9	▶ Studying at university ▶ Life at university ▶ <i>do</i> and <i>make</i>
<b>Reading</b> p7	▶ Reading for global and specific information ▶ Studying in your home town or another city
<b>Grammar in context</b> p8–9, 12–13	▶ Present and past simple and continuous ▶ Present perfect simple and continuous ▶ Gerunds and infinitives 1
<b>CLICK onto ... Gap years</b> p10–11	International cultural knowledge ▶ Gap years
<b>Listening</b> p12	▶ Listening for general and specific information ▶ Revision strategies
<b>Developing speaking</b> p14	▶ Giving personal information – preferences
<b>Developing writing</b> p15	▶ An informal email replying to a request for information
<b>Language reference and revision</b> p16–17	▶ Grammar: present tenses, past tenses, present perfect simple and continuous, gerunds and infinitives ▶ Vocabulary: studying at university, life at university, <i>do</i> and <i>make</i>
<b>Study skills</b> p145	▶ Vocabulary: Using a dictionary ▶ Speaking: Accuracy and fluency
<b>Exam success</b> p149	▶ Reading: Matching activities ▶ Writing: Transactional tasks
<b>MATERIALS</b>	▶ DVD (optional): <i>Into the Wild</i> ▶ Resource materials teacher's notes: p168 ▶ Resource materials: p178–180 ▶ Test 1A and B – Gateway Tests CD

## ▶ Vocabulary p6 Studying at university

### Warmer

In pairs, students discuss the meaning of the unit title *Study plans* and what they think the unit is going to be about. Elicit ideas from around the class and discuss how planning ahead can help students prepare for their exams.

#### Suggested answer

A study plan defines a path that leads to a qualification or exam. If students spread out study times and break up the information they need to revise into weekly or monthly blocks, they will develop a regular study routine, and absorb and retain the necessary material more effectively.

- 1 In pairs, students make a list of all the school or university subjects they can think of. Encourage students to race against each other by setting a two-minute time limit. Find out which pair has the longest list and ask one of the students to write their answers on the board.

#### Suggested answers

history, geography, science (chemistry, physics, biology), languages (English, German, Spanish, French, etc.), maths, information and communication technology (ICT), physical education (PE), art, music, drama, religious studies, business studies, medicine, architecture, etc.

- 2 Students match the words with the definitions 1–8.

#### Key

- |                           |                          |
|---------------------------|--------------------------|
| 1 assignment /ə'saɪnmənt/ | 5 research /rɪ'sɜː(r)tʃ/ |
| 2 tutorial /tjuː'tɔːriəl/ | 6 tutor /'tjuːtə(r)/     |
| 3 lecture /'lektʃə(r)/    | 7 course /kɔːs/          |
| 4 term /tɜːm/             | 8 notes /nəʊts/          |

### Extra activity

Ask students to underline the stressed syllables in the words in exercise 2 (see *Key* above) and mark in the schwa /ə/ sounds – the most frequent sound in the English language. Drill the pronunciation of the words.

- 3 Students read the text and note if the words in bold are nouns or verbs. They also try to deduce their meaning.
- 4 Students use their dictionaries to check their ideas in 3.

#### Key

**undergraduate** (noun) /ˌʌndə(r)'grædʒʊət/ – a student who is studying for a first degree at a college or university. A student who already has a first degree is a graduate.  
**degree** (noun) /di'ɡriː/ – a course of study at a university, or the qualification that you get after completing the course  
**continuous assessment** (noun) /kən'tɪnjuəs ə'sesmənt/ – a way of judging a student by looking at the work that they do during the year instead of or in addition to looking at their examination results  
**grade** (noun) /ɡreɪd/ – a letter or number that shows the quality of a student's work  
**mark** (noun) /mɑː(r)k/ – a school score  
**revise** (verb) /rɪ'vaɪz/ – to read and learn information that you have studied in order to prepare for an examination  
**fail** (verb) /feɪl/ – to be unsuccessful in achieving a satisfactory level or standard  
**resit** (verb) /,rɪ:'sɪt/ – to take an examination again after failing it previously  
**cheat** (verb) /tʃiːt/ – to behave dishonestly, or to not obey rules, for example in order to win a game or do well in an examination  
**pass** (verb) /pɑːs/ – to be successful in an examination or test by achieving a satisfactory standard  
**graduate** (verb) /'grædʒueɪt/ – to complete your studies at a university or college, usually by getting a degree

### Study skills

Students read about looking up words in a dictionary and discuss how their dictionary gives information about types of word and how it shows the pronunciation of the word. Tell students to turn to page 145 (*Vocabulary: Using a dictionary*) and compare their answers.

## TEACHER DEVELOPMENT: STUDENT TRAINING


### How to use a dictionary

Use this opportunity to review how to use a dictionary as a key way to develop learner autonomy. You could ask your students these questions in an open-class discussion: *How is your dictionary organised? Do you understand all the symbols, abbreviations and note markers? Do you use the phonological information? What other information does your dictionary provide? How do you keep a record of the information you look up in a dictionary?* (e.g. write example sentences in your notebook, etc.) *Do you use a dictionary when you do homework?*

Words defined in the dictionary are called 'entry words'; they are listed alphabetically from *a* to *z*. Two 'guide words' are printed at the top of each page to help you find the word you want. The guide word on the left is the first word on that page and the one on the right is the last word on that page. 'Root words' are the basic forms of words with no endings added. For example, *play* is a root word but *playing* and *played* are not. Many words have more than one definition. Some dictionaries – like the *Macmillan Essential Dictionary* – highlight common words in red and give them a star rating based on their importance and frequency.

Dictionary entries contain a number of grammar codes and abbreviations to refer to parts of speech. Some of the most common abbreviations are: *v* – verb; *n* – noun; *abbr* – abbreviation; *adj* – adjective; *adv* – adverb; *suf* – suffix; *coll* – colloquialism.

Symbols also provide important information about pronunciation. The entire word is spelled out phonetically and a stress mark (') shows which syllable is emphasised. Long words have a primary stress and a secondary stress because two of the syllables have more stress than the other syllables. Primary stress marks mean that this syllable is stressed the most – the sound is longer, higher or louder.

- 5 **LISTENING**  1.01 Play the CD for students to listen to the vocabulary quiz and answer questions 1–8.

### Audioscript

- 1 What is the opposite of *pass*?
- 2 Where are there more students, in a lecture or in a tutorial?
- 3 Which word is similar to *grade*: *note* or *mark*?
- 4 Is an *undergraduate* a student who has a degree or a student who doesn't have a degree?
- 5 Is a *tutor* a person or a thing?
- 6 What is another name for a piece of work you do as part of your course?
- 7 How many terms are there each year at your school?
- 8 What can you usually do if you fail an exam at university?

### Key

- 1 *fail*
- 2 in a lecture
- 3 *mark*
- 4 a student who doesn't have a degree
- 5 a person
- 6 assignment
- 7 Students' own answers.
- 8 resit the exam

## Life at university

- 6 Students complete the sentences with words a–g.

### Key

- |     |     |     |     |
|-----|-----|-----|-----|
| 1 a | 3 e | 5 d | 7 g |
| 2 f | 4 c | 6 b |     |

- 7a **SPEAKING** Students complete the questions with words a–g from exercise 6.

### Key

- |             |              |               |
|-------------|--------------|---------------|
| 1 abroad    | 4 friends    | 6 facilities  |
| 2 residence | 5 activities | 7 independent |
| 3 loan      |              |               |

- 7b In pairs, students take it in turns to ask and answer the questions from 7a.

## TEACHER DEVELOPMENT: STUDENT TRAINING

### Pairwork

Insist students use English when working in pairs or in groups, even when they are setting up a task. Students could make posters with key expressions for pair and group work and hang them on the classroom walls, e.g. *I'm A and you're B, OK? Are you ready? I think ... How about you?* etc.

In the first few lessons, change students around for pairwork. Students of a similar level can be paired and grouped together or you can pair students of different proficiency levels, so that higher-level students can help the lower-level students.

While the students are doing pairwork activities, walk round the classroom and listen to their conversations. Monitoring gives you the opportunity to make notes about pronunciation, vocabulary and grammar points that are causing difficulty. Always carry a notepad and a pen and write down errors and examples of good language to review at the end of the activity. Offer encouragement and praise where possible. A useful tip is to look at one pair, but listen to a different pair nearby. Correct the pair you are listening to. This will mean students are more on their toes, as they won't know when you're listening to them!

### Extra activity

Students write vocabulary quiz questions, similar to those in exercise 5, for other new words from the lesson. Ask them to test each other in the next class.

- **Resource materials:** See Unit 1 Communication worksheet on page 180.

### Homework

- Refer students to the **Workbook**, page 2.

## ▶ Reading p7

### Warmer

Play *Hot Seat* to start the class. Divide the class into two teams. A volunteer from Team A sits with their back to the board. Choose words from the previous lesson and write them on the board one by one. Team A defines as many words as they can in one minute for the volunteer student to guess. Repeat with Team B. The team that defines and guesses the most words wins.

**1a** Students discuss the questions in pairs.

**1b** Students compare their ideas in small groups or in an open-class discussion. Elicit answers from different students around the class.

### TEACHER DEVELOPMENT: CLASSROOM TIPS

#### Groupwork

Getting students into groups should be done as quickly and as effectively as possible so as not to waste time. In classrooms where furniture is not easy to move around, ask every other pair to turn around and work with the pair behind them.

**2** Students read the comments from an Internet forum on the right of the page and match the names with the three comments. Set a time limit of three minutes to encourage students to skim read.

 **Recording:** Unit 1 p7 Reading on [www.gateway-online.net](http://www.gateway-online.net)

#### Key

Top Cat **2** Storm **2** Lotus **3** Sa-Ra **1**

### Cultural information

An 'online/Internet forum' is a discussion group where individuals discuss various topics. People add their comments by posting a block of text with their views and opinions. Others can then comment and respond. Forums differ from chatrooms and instant messaging because they usually deal with one topic. Students should be aware that if they participate in forums, their comments are usually archived in a thread (along with similar discussions) and can be referred to at a later date. Forums are usually very helpful for solving practical problems or dilemmas. Discussions similar to the one in this reading can be found at: <http://www.thestudentroom.co.uk>

### Exam success

Students discuss how to approach matching activities for reading texts. Tell them to turn to page 149 (*Reading: Matching activities*) and check their ideas.

### TEACHER DEVELOPMENT: STUDENT TRAINING

#### Matching activities for reading texts

In exercise 3, students are asked to match the questions to the people. The first step is to read the forum comments again. Students then read the questions and identify key words that help them connect the questions to the people. If students are unsure, tell them to note down the people they think might match (e.g. A, D?) and then move on to the next question. When they have matched the others, they can go back to these and make a final decision. Remind students to guess when there is no penalty for doing so.

**3** Students read the forum comments again and match questions 1–10 with the four people, A–D. Remind students that the people may be chosen more than once.

#### Key

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

**4** Students find words in the text with similar meanings to the words in the exercise.

#### Key

1 uni	4 issues	6 occasions
2 like	5 ages	7 chores
3 relationship		

**5** **SPEAKING** What about you?

In pairs or small groups, students discuss the questions. In a less confident class, ask students to write down their ideas first before doing this as a speaking activity.

### Homework

▶ Refer students to the *Workbook*, page 3.

## ▶ Grammar in context p8–9

### Present simple, past simple, present continuous and past continuous

#### Test before you teach

Do this exercise to find out how much students remember about the present/past simple and present/past continuous. If students seem to be very familiar with the use and form of these tenses, move quickly through the exercises in the *Grammar guide*, eliciting answers from students in open class.

Tell students to write three true sentences and one false sentence about themselves or other people using the four tenses. In pairs, students read their sentences out to each other for their partner to guess which is the false sentence.

### TEACHER DEVELOPMENT: CLASSROOM TIPS

#### Test before you teach

Diagnostic testing determines what students can and cannot do – this helps teachers to identify a starting point and adapt the lesson to best suit students' needs. By assessing existing knowledge, teachers can find out more about each student's strengths and weaknesses and tailor instruction to meet individual needs.

**1a** Students look at the verbs in the sentences and name the tenses.

#### Key

1 present continuous	4 present continuous
2 past simple	5 present simple
3 past continuous	6 present simple

**1b** Students match the tenses to questions a–i.

#### Key

a present simple	f present simple
b present continuous	g past continuous
c present continuous	h present simple
d present continuous	i present continuous
e past simple	

▶ Refer students to the *Grammar reference* on page 16.

### Fast finishers

Students match the sentences in 1a with the uses described in 1b.

#### Key

1 c 2 e 3 g 4 i 5 f 6 h

2 Students choose the correct alternative in each sentence.

#### Key

- |                   |                           |
|-------------------|---------------------------|
| 1 understand      | 6 usually walks, is going |
| 2 goes            | 7 is always taking        |
| 3 is coming       | 8 Do you wear             |
| 4 are getting     | 9 don't agree             |
| 5 love, always go | 10 sounds                 |

### TEACHER DEVELOPMENT: LANGUAGE

#### State and action verbs

State verbs generally fall into four groups:

Verbs of feeling – *love, like, hate, want, prefer, need*

Verbs of thinking – *know, understand, believe, remember, mean*

Verbs of the senses – *sounds, looks, hear, see, taste, smell, feel, seem*

Verbs of possession – *have, own, belong*

When a verb describes a state and not an action, we do not use the continuous tense. Remind students that some words can be both state verbs and action verbs, and in each case the meaning of these verbs is different. For example:

*I have a car.* (state verb showing possession)

*I'm having a bath.* (action verb which, in this case, means *taking*)

*I think you are cool.* (state verb meaning *in my opinion*)

*I'm thinking about buying a motorbike.* (action verb meaning *considering*)

3 Students read the pairs of sentences and explain the difference in meaning. Ask them to discuss in pairs before you review the answers with the whole class.

#### Key

- 1a The students stood up immediately after the tutor came in the classroom.  
 1b The students were already standing up when the tutor came into the classroom.  
 2a At quarter past ten, the tutorial finished completely.  
 2b At quarter past ten, the tutorial was in the process of finishing.  
 3a When we arrived, they were in the process of having lunch.  
 3b They waited until we arrived and then they had lunch.  
 4a She was making a film, but we do not know if she completed this activity.  
 4b She finished making the film.
- 4 Students complete the questions with the correct form of the verbs.

#### Key

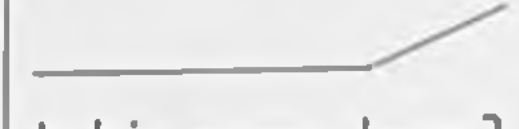

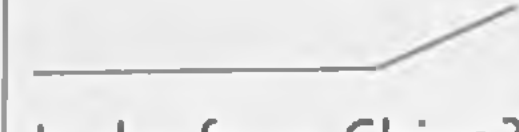
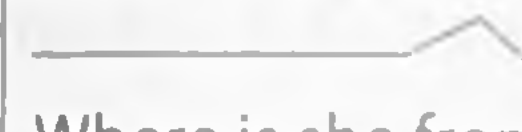


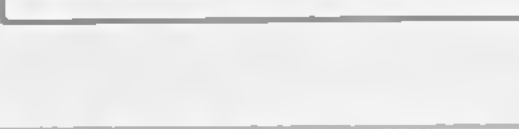
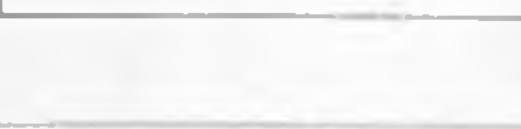
- |                  |                  |
|------------------|------------------|
| 1 did ... do     | 5 are ... doing  |
| 2 were ... doing | 6 do ... come    |
| 3 do ... do      | 7 were ... doing |
| 4 Do ... like    | 8 did ... go     |

5 **SPEAKING** In pairs, students take turns to ask and answer the questions in 4. You could do this activity in open pairs first before students continue in closed pairs.

### TEACHER DEVELOPMENT: PRONUNCIATION

#### Intonation in questions

Remind students that the intonation goes down at the end of a *Wh-* question (a question that begins with *who, where, when, what, why* or *how*) and up at the end of a *yes/no* question (a question that can be answered with either *yes* or *no*).

INTONATION	
YES/NO QUESTIONS	WH- QUESTIONS
 Is his name Juan?	 What is his name?
 Is she from China?	 Where is she from?
 Is he the teacher?	 Who is the teacher?
 Is class at nine?	 Where does class start?

### Fast finishers

Students can write another question like those in 4 and continue interviewing their partner. At the end of the activity, ask students to read out their questions and interview other students in open class.

## Present perfect simple and present perfect continuous

6a Students match sentences 1–4 with the explanations of their uses in a–d.

#### Key

1 b 2 a 3 d 4 c

6b Students decide which sentences use the present perfect simple and which use the present perfect continuous. Elicit how we form these tenses.

#### Key

- 1 present perfect continuous  
 2 present perfect simple  
 3 present perfect continuous  
 4 present perfect simple  
 Present perfect simple: subject + *has/have* + past participle  
 Present perfect continuous: subject + *has/have been* + verb + *-ing*

6c Students match the tenses to questions 1–4.

#### Key

- |                              |                              |
|------------------------------|------------------------------|
| 1 present perfect simple     | 3 present perfect simple     |
| 2 present perfect continuous | 4 present perfect continuous |

► Refer students to the *Grammar reference* on page 16.

7 In pairs, students say how and why we use the words in the box. Draw attention to the example. Elicit answers from around the class and ask students to write example sentences on the board.

#### Key

*For* goes with periods of time, like *three hours, ten minutes, a long time*. It goes just before the time period.

Since goes with points in time, like *1990, Christmas, last week*. It goes just before the time period.

Ever means 'sometime before now'. It is used in questions, e.g. *Have you ever/Haven't you ever ...?*, and in negative statements, e.g. *Nobody has ever travelled there before*. It goes between *have* and the past participle.

Never means 'at no time before' and it is used in negative statements, e.g. *I've never been to New York before*. It goes between *have* and the past participle.

Just means 'not so long ago'. It comes between *have* and the past participle, e.g. *They have just gone out*.

Already shows an action has been completed. It comes between *have* and the past participle: *I have already heard that song*.

Yet means 'up to a specified time' and is used only in the negative and question forms of the present perfect tense. It is normally placed at the end of a sentence, e.g. *I haven't been to the supermarket yet*.

- 8 Students rewrite the sentences using the correct tenses and the words in 7, if necessary.

#### Key

- 1 That artist **has painted** more than a hundred paintings.
  - 2 I've lived here **since** 2005.
  - 3 We **went** to that city in 2008.
  - 4 I've **been doing** this assignment for two weeks but I haven't finished yet.
  - 5 My friend has **had** an accident.
  - 6 I've **been waiting** here for a bus for twenty minutes.
  - 7 She's **failed** six exams.
  - 8 They've been revising for that exam **for** five hours.
  - 9 Oh no! My keys and wallet! **I've** lost them.
  - 10 I haven't **done** this exercise yet.
- 9 Students complete the questions with the present perfect simple or present perfect continuous.

#### Example answers

- 1 How long have you lived here?
  - 2 How long have you been watching TV?
  - 3 Have you ever done a bungee jump?
  - 4 How many times have you eaten sushi?
  - 5 What have you been doing all day?
- 10 **SPEAKING** In pairs, students interview their partner with the completed questions in 9. Round up the activity by asking students to tell the class one interesting thing they found out about their partner.

#### Extra activity

Students think of things that they have done more of or have been doing for longer than their partner (i.e. things where the number in their answer is bigger than their partner's). Individually, they note down questions using the present perfect simple or present perfect continuous tense. In pairs, students take turns asking and answering questions, e.g. *How long have you been wearing the shoes you have on now?* *How many countries have you visited?* *How long have you been studying in this class?*

#### Homework

- ▶ Refer students to the **Workbook, page 4**.

#### TEACHER DEVELOPMENT: CLASSROOM TIPS

##### Homework

Vary the length of homework assignments between those that last 30 minutes to an hour and quick ten-minute activities. Set homework in every class and make sure you write it on the board before the end of the class. (Students might miss the homework because they are rushing out of class.) Take some time to go over the exercise to make sure the students know what is expected.

Go over homework in the next class and correct it together. Students can check their own work or that of another student. Keep a note of who does their homework and who doesn't and note grades as part of your ongoing assessment of students' progress.

## ▶ Developing vocabulary p9

### do and make

- 1 Students match the words with the verb they usually go with (*do* or *make*).

#### Key

*do* – an assignment, well, an exam, the shopping, the washing, chores, a course, homework  
*make* – a decision, the dinner, a noise, friends, a cake

#### TEACHER DEVELOPMENT: LANGUAGE

##### do and make

Collocations with the verbs *do* and *make* are very often confused by students. These verb + noun combinations just sound 'right' to native English speakers, who use them all the time. In the next exercise, students learn some general usage guidelines. However, there are many exceptions and students must regularly revise and memorise words which collocate with *make* and *do* to avoid making mistakes.

- 2 Students complete the rules with *do* or *make*.

#### Key

1 do                      3 make                      5 make  
2 do                      4 do                          6 do

- 3 Students complete the text with the correct form of *do* or *make*.

#### Key

a	made	f	do	k	make
b	made	g	do	l	make
c	do	h	are making	m	do
d	is doing	i	do	n	do
e	is making	j	do		

- 4a Students choose three expressions with *do* and three with *make* and write questions to ask other people in the class. Draw attention to the example questions.
- 4b Students use their questions to interview as many people as possible.
- 4c Students tell the class something they found out about the other students.



## TEACHER DEVELOPMENT: STUDENT TRAINING

### Communicative activities

In monolingual classrooms, it can be difficult to get students to talk in English during pair and groupwork. Point out to your class that in a one-hour lesson with 25 learners, each learner will speak for just 60 seconds if the teacher speaks for half the lesson. However, they can increase that percentage substantially if they try to use English in group activities.

You could put some quiet music on while students 'mingle' (move around) asking each other their *do* and *make* questions. If you have enough space, you could organise an 'onion ring'. Half the class form a small circle in the middle, with their backs to the centre, and the other half stand facing one person in the circle, so forming a larger outer ring. The students ask and answer with their partner for a couple of minutes. The students in the outer circle, then move one person to the left to change partners.

► **Resource materials:** See Unit 1 Vocabulary worksheet on page 179.

### Homework


► Refer students to the **Workbook**, page 5.

## ► Click onto ... Gap years p10-11

### Warmer

Draw a rucksack (or backpack) on the board and introduce the idea of *backpacking* (going travelling around the world). Ask students to write a list of five things they would take with them. In pairs, students then compare and merge their lists to agree on a final list of five items to take with them. They should explain why they chose their items and what they would be useful for.

## International cultural knowledge: Gap years

- 1 In pairs, students describe the photos showing students doing voluntary work and people walking with backpacks. They tell each other if they would like to do either of these activities and say why or why not.
- 2 **LISTENING**  1.02 Play the CD for students to listen to a radio programme about gap years and answer the questions.

### Audioscript

**PRESENTER:** Today on *Student Hour*, our guest is Monica Miller. Monica is here to talk to us about gap years. Monica, most of our listeners will know what a gap year is but, just in case, could you explain?

**MONICA:** Yes, of course. In the past, almost everybody went straight from school to university. But now thousands of students make the decision to spend a year doing other things before they start their university course. That's basically what we call a gap year.

**PRESENTER:** What reasons do people have for taking a gap year?

**MONICA:** Different people have different reasons. But I suppose that a typical reason is that they have been studying really hard for a long time, and they feel that they need a rest from books and exams and assessment. They want fun, excitement, and they want to do things they've never done before.

**PRESENTER:** I see.

**MONICA:** But sometimes people just take a gap year because they need money to study so they spend a year working and saving money. And there are other people who can't decide what course they want to study at university. They decide to spend a year doing other things to help them to decide what course they want to do.

**PRESENTER:** What type of things can you do in your gap year? What are some popular options?

**MONICA:** Well, travelling is always a popular choice. There are quite a lot of people who travel around the world in their gap year, or they go and visit places that are far away, like Australia or New Zealand. Of course, to do this people usually work at home first to save up enough money. A cheaper option is to travel around Europe, for example, by train.

**PRESENTER:** What about working?

**MONICA:** Hmm. A lot of people do humanitarian work or volunteer work. They do jobs helping other people, maybe in a poor country, or in a place where there's been a natural disaster. They don't usually get any money for it but they get a place to sleep and they get food.

**PRESENTER:** And languages?

**MONICA:** Yes, a lot of people use their gap year as a way to learn or improve a language. They either have lessons or just learn by working and living in the country. And some people do a course to learn how to teach English and make some money by doing that.


**PRESENTER:** OK. You've talked about the students. What do universities think about gap years?

**MONICA:** In general, they see them as a positive thing. They know that working and travelling usually help students to become more independent and mature. But it depends because if you take a gap year and don't do anything – you just sit at home watching TV – that's obviously completely different.

**PRESENTER:** One last question, Monica. Is a gap year always between school and university?

**MONICA:** No, now all kinds of people take gap years. Some people have a year's break between university and their first job, or sometimes people work for a few years and then they decide to stop and spend a year doing something completely different before they go back and work again.

### Key

- 1 A gap year is a year when people decide to spend their time doing other things before they start their university course.
- 2 They are usually students who are between school and university, but people who work can also take a gap year.
- 3 People usually take a gap year between finishing school and starting university or college.
- 3  1.02 Play the CD again for students to decide if the statements are true (T) or false (F). Give students time to read the questions before you play the listening.

### Key

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

### 4 **SPEAKING** What about you?

In pairs or small groups, students discuss the questions about gap years.

### Example answers

I think a gap year sounds good because you can have a break from studying before you go to university.

I think a gap year is a bad thing because many people don't do anything useful or interesting.

I would like to have a gap year when I finish school because I want to volunteer in Africa.

5 In pairs, students look at the titles for the texts about how five different people spent their gap years and predict what the people did. Elicit ideas from students around the class.

6 Students read the newspaper article on page 11 and match the titles in 5 with texts A–E.

 **Recording:** Unit 1 p11 Click onto ... on [www.gateway-online.net](http://www.gateway-online.net)

### Key

1 E      2 B      3 C      4 A      5 D

### Word booster

Students match the words and definitions.

### Key

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

7 Students read the texts again and match the students A–E with the statements.

### Key

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

8 **SPEAKING** What about you?

In pairs or small groups, students discuss their opinions of the different students' gap years and describe their ideal gap year.

### Example answers

I think the most interesting experience is Yvonne's. She did some really interesting work in an amazing place and learnt how to dive and teach English.

I'd like to travel around South America and learn how to speak Spanish.

### Inside information

Students read about Prince William and Prince Harry's gap years.

### Cultural information

After leaving Eton, Prince Harry took a gap year to experience a range of different professions and to travel. He visited Australia for two months and then worked for a time with charities and organisations in Lesotho in Southern Africa. After that, he returned to Africa and prepared for the difficult entry test for the Royal Military Academy, Sandhurst. He also trained to become a rugby coach for young people and worked on a farm to learn about land management.

Prince William chose to have a gap year before beginning his university course in order to travel and gain a variety of new experiences. He prepared for survival exercises with the Welsh Guards in Belize, worked as a volunteer with Raleigh International in Chile where he taught English in local schools, and worked on a dairy farm in the UK, as well as visiting countries in Africa.

### Project

9a Students use the Internet to plan a perfect gap year in groups.

9b Students prepare a poster to advertise their gap year – tell them to include all the details of the gap year (cost, accommodation, activities, benefits) and photos or illustrations. The class then votes on the best poster.

### TEACHER DEVELOPMENT: CLASSROOM TIPS

#### How to teach a project

Projects help promote autonomous learning and provide a motivating break from routine in the classroom. Here is a suggested plan for this gap year project.

• **Planning** (20 minutes at the end of class, plus homework)

Ask students to plan what they want to include in their project and the resources they will need. Walk round and discuss the proposals with each group. It can be helpful if you have examples of past projects to show students, as they will have a clear idea of the expected outcome. Encourage students to research their chosen topic and find images for homework, either at home or on the school computers.

• **Preparation** (20 minutes in the next class)

Provide the students with materials they need to produce a poster: card, scissors, glue, paper, etc. They should also take some time to plan and practise their presentation (what they want to say, who will say it, etc.).

• **Presentation** (30 minutes to listen to and evaluate students' presentations)

Students come to the front of the class, display their poster and describe their perfect gap year. Use a simple project evaluation sheet to comment on the different aspects of each project:

Content	1	2	3	4	5
Design	1	2	3	4	5
Language work	1	2	3	4	5
Oral presentation skills	1	2	3	4	5

### DVD (optional)

*Into the Wild* (director: Sean Penn; 2007)

**Themes:** Self-discovery; Adventure; Wilderness; Backpacking; Charity

**Plot:** After graduating from Emory University, top student and athlete Christopher McCandless abandons his possessions, gives his entire \$24,000 savings account to charity and hitchhikes to Alaska to live in the wilderness. Along the way, Christopher encounters a series of characters that shape his life.

### Homework

▶ Refer students to the **Workbook**, page 6.

## ▶ Listening p12

### Warmer

Write the words 'CONTINUOUS ASSESSMENT' on the board. In small teams, students use these letters to make as many words as they can in three minutes. The team with the most correctly spelled words wins.

### Example answers

continue, assess, count, time, mess, aim, ten, tease, mouse, mountain, nose, steam, minute, section, team, meat, nine, tent, see, seen, contain, neat, seat, etc.

## TEACHER DEVELOPMENT: CLASSROOM TIPS

### Listening tasks

At the end of a listening task, try to develop a class discussion on how students can listen more effectively. Remind students that they must always read the instructions and questions before the first listening. This will help them know what they are listening for and predict content (from key words in the questions or visual clues, etc.). Students need to learn how to take good notes during the listening to help them choose the right answer.

Ask students to evaluate how well they did and if they thought it was a difficult task and why. For the CEFR dossier, students could record the listening activities they have done in class on a self-evaluation sheet. They can write the subject and date and evaluate their progress.

I understood the first time I listened. 1 2 3 4 5


I understood when we had finished listening. 1 2 3 4 5

I understood after listening with the audioscript. 1 2 3 4 5

- 1 **SPEAKING** In pairs, students read the statements made by students about revising for exams and decide which ones are good ideas. Draw attention to the model dialogue. Elicit opinions from different students around the class.

### Suggested answers

Useful ideas are 1, 2 (as long as all the students are focused on revising), 3, 4, 6, 8 (breaks should be short and involve drinking water and taking some exercise), 9

- 2 **LISTENING**  1.03 Play the CD for students to listen to two teenagers talking about revision and decide which three ideas in 1 the boy mentions. Ask students if the boy has prepared well for the exam.

### Audioscript

**GIRL:** Hi, Scott. Are you OK? You don't look very well.

**BOY:** I'm not brilliant, no. I was up late last night studying for the history exam we've got this afternoon. I probably drank five cups of coffee and didn't go to sleep until half three.

**GIRL:** I can't do that. It just makes me too tired to think on the day of the exam.

**BOY:** The problem is that I only started studying for the exam yesterday.

**GIRL:** Why? We've known about it for a month!

**BOY:** I know but I hate revising. I prefer to leave revision to the last minute.

**GIRL:** Really? I remember more if I study for short periods every day.

**BOY:** The problem is that I never have time to study. I've got basketball practice three times a week so I don't have time to study at all on Mondays, Wednesdays and Fridays. And I always have a match on Saturday. And then I need to go out at the weekend too, you know, to relax.

**GIRL:** Well, last night did you have time to revise all of the seven different topics that come up in the exam?

**BOY:** Seven? I thought there were only five! Anyway, I only studied three of the topics, because I haven't got any notes for some of them. I don't know if I've lost them or if I just didn't write anything down in the first place. Anyway, there are only three questions in today's exam, aren't there?

**GIRL:** Yes but what if the questions are about the topics you haven't studied?

**BOY:** I looked at last year's exam and chose the topics that didn't come up last year. Anyway, if I do two questions really well, I can pass.

**GIRL:** Didn't you hear what the teacher said? He said that in this exam you have to answer everything.

**BOY:** Did he? I don't remember that! Oh dear, I'm going to fail, aren't I?


**GIRL:** Look, the exam's after lunch. You can study some of the other topics during the lunch break.

**BOY:** Yes, in theory, I could. But Mum brought me to school in her car this morning because I was so tired and I left my books and papers in the car. She goes home for lunch but it'd take too long to go home and come back again.

**GIRL:** Listen, Scott, the only good thing is that this is the first exam of the term. There are lots of exams this year so you can try to get a higher mark next time.

### Key

The boy mentions ideas 7, 5 and 10. He hasn't prepared well for the exam.

- 3  Ask students to read the statements and options. Then play the CD again and ask them to choose the best answer: A, B or C.

### Key

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

- 4 **SPEAKING** **What about you?**

In pairs or small groups, students take it in turns to ask and answer the questions about preparing for exams.

### Extra activity

Students develop a list of top five revision tips. Elicit ideas from students around the class and agree on a list that students can copy into their notebooks and add new ideas to during the unit.

## ► Grammar in context p12–13

### Gerunds and infinitives 1

#### Test before you teach

Ask students to think of an example sentence for each rule in exercise 1. If they seem familiar with the use of gerunds and infinitives, go through the *Grammar guide* exercises quickly with the whole class.

- 1 Students match statements 1–10 from Listening 1 with the rules. Remind students that they can use one rule twice.

**Key**

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

▶ Refer students to the *Grammar reference* on page 16.

**2a** Students read the text and choose the correct alternative.

**Key**

a to think	i revising
b to revise	j discussing
c revising	k to check
d sitting	l to ask
e to take	m to keep
f reading and reading	n to sleep and take
g doing	o cycling
h To see	

**2b** Students discuss what they think about the ideas in the text. Draw attention to the example sentences. In a less confident class, give students time to note down their ideas before they discuss them in pairs or small groups.

**3a** Students complete the sentences with the gerund or the infinitive form of the verbs given.

**Key**

1 to finish	4 creating	7 answering
2 Starting	5 leaving, to check	8 to complete
3 taking	6 writing	9 to answer

**3b** In pairs, students think of more good advice for taking exams.

**TEACHER DEVELOPMENT: STUDENT TRAINING****Tips for revising**

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

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

**4** Students find eight mistakes with gerunds and infinitives in the text.

**Key**

line 3: admitted to cheating  
 line 4: to pass  
 line 5: by studying  
 line 6/7: suggested studying  
 line 7: agreed to meet  
 line 10: appeared to find

line 11: managed to pass

line 13: not to cheat

**5** Students complete the sentences with a true statement about themselves, using a verb in the gerund or infinitive form. You could elicit an example for each sentence in an open class before students do this individually.

**Key**

Students' own answers, using the following forms:

1 gerund	4 infinitive	7 gerund
2 gerund	5 gerund	8 infinitive
3 gerund	6 gerund	

**6** **SPEAKING** In groups, students compare their sentences in 5 to see if any of their sentences are the same. Ask some students to share their sentences with the class.

**7a** **SPEAKING** In pairs, students complete the questions with a verb in the gerund or the infinitive form.

**Example answers**

1 listening to music	5 leaving home
2 falling	6 to do an extreme sport
3 moving to another country	7 to live in space
4 to revise for exams	8 dancing

**7b** Students use their questions to interview other students and make notes of any interesting or funny answers.

**7c** Students tell the class some of the things they have discovered.

**Extra activity**

Students write answers to their own questions from 7a.

▶ **Resource materials:** See Unit 1 Grammar worksheet on page 178.

**Homework**

▶ Refer students to the *Workbook*, page 7.

**▶ Developing speaking p14****Giving personal information – preferences****Warmer**

Students think of typical questions connected with personal information that are usually in the first part of an oral exam, e.g. *What's your first name? What's your surname? How do you spell that? How old are you? Where are you from? What's your favourite school subject? etc.*

**TEACHER DEVELOPMENT: STUDENT TRAINING****Giving personal information**

Giving personal information is often the first part of an oral exam. This part of the test gives candidates the opportunity to show their ability to give basic personal information about themselves, e.g. their name, age, family life, school life, daily routines, free-time activities, etc. If the student is in a pair in a speaking exam, the interlocutor usually asks each student different questions about these topics and students should be prepared to give personal information on a variety of topics.

- 1 Students read questions 1–6 and match them with one of the categories A–D.

**Key**

- |       |     |     |
|-------|-----|-----|
| 1 A   | 3 C | 5 B |
| 2 C/D | 4 B | 6 C |

- 2 **LISTENING** 1.04 Play the CD for students to listen to six students answering the questions in 1. Tell them to match each student to one of the questions.

**Audioscript**

**STUDENT A:** I need to think about this question at the moment because this is my last year at school. I really like studying languages. I study English and French at school and I also study German outside school. I think I'd like to study languages at university. My parents would rather I studied music because I play the piano really well. But I'd prefer to be a translator or an interpreter than a musician.

**STUDENT B:** I enjoy going out with my friends at the weekend. We don't have much time to go out during the week but on Saturday or Sunday we try to meet up in the city centre. We go to the cinema if there's a good film on. If not, we eat out, you know, just have a hamburger or a pizza or something and talk.

**STUDENT C:** Yes, I do. Parties are good. I like them ... Yes, I like parties.

**STUDENT D:** It depends. I like doing projects and things like that with other people. But when I have exams, I prefer revising alone because I find it easier to concentrate when I'm on my own. You have a good time when you work with other people but sometimes you don't do much work.

**STUDENT E:** I prefer doing mental work. That's because I'm not very strong, and I don't really like sport. My parents would prefer me to do more exercise because they say I'm always reading or playing computer games. The thing is I don't mind spending hours reading at the weekend. But when my mum makes me do chores I get bored really quickly.

**STUDENT F:** Hmm. It's quite a small place and so I like being able to walk everywhere. For example, I can walk to school; I don't need to catch a bus or anything. But it can be a bit boring too because there aren't many places to go. At least I live quite close to a big city so I can go there quite easily, at the weekend for example. But personally I think I'd rather not live in a small town, I'd rather live in a city.

**Key**

- |                        |                        |
|------------------------|------------------------|
| Student A – question 2 | Student D – question 3 |
| Student B – question 4 | Student E – question 6 |
| Student C – question 5 | Student F – question 1 |

- 3 Students listen again and make a note of the answers, reasons and personal details each person gives. Elicit from students if they think the people answer the questions well and ask them to say why or why not.

**Suggested answers**

All the students answer the questions well except Student C who does not give reasons or personal details to support his answer.

- 4 **SPEAKING** In pairs, students take it in turns to ask and answer the questions in 1. Remind students to give reasons and personal details. In a less confident class, give students time to make notes before they do this as a speaking exercise.
- 5 Students look at the different ways of expressing preferences in the *Speaking Bank* and then do exercise 6.

**TEACHER DEVELOPMENT: LANGUAGE**

**Expressing preferences**

We often use words like *prefer*, *would prefer*, *would rather* to talk or ask about preferences. We tend to use *prefer* to talk generally about likes, dislikes and what we want. The expressions *would prefer* and *would rather* are used when we want to be a little more specific, e.g. *I would prefer to be a translator (not a musician)*.

Draw students' attention to the differences in form:

*I prefer living in a city.* (followed by the gerund)

*I would prefer not to study music.* (followed by the infinitive with to)

*Would you rather stay at a hotel?* (followed by the base form of the verb without to)

*Would rather* is very common in spoken English and is usually abbreviated to *'d rather*. *Would rather* is also followed by a past tense when we want to involve other people in the action, even though it has a present or future meaning, e.g. *They'd rather I studied music*.

- 6 Students complete the sentences with the correct form of the verbs given.

**Key**

- |                  |              |           |
|------------------|--------------|-----------|
| 1 playing, doing | 4 didn't use | 6 writing |
| 2 go, walk       | 5 to do      | 7 sent    |
| 3 not to stay    |              |           |

**Practice makes perfect**

- 7a **SPEAKING** In pairs, students ask and answer the questions. Remind them to give reasons and personal details and to use examples from the *Speaking Bank*.

For students who are less confident, photocopy the model dialogue below, and either read it aloud yourself, or alternate the roles with you and a strong student. Then instruct students to read aloud in pairs, alternating between roles A and B. Then ask them to read it again, changing the underlined information so that it is true for themselves.

## Model dialogue

- A:** Which subjects do you prefer studying?
- B:** I prefer studying literature and languages. I spend hours reading books and I love finding out about different cultures and speaking other languages.
- A:** Would you rather study at home or in a library?
- B:** I would rather study at home because I have a desk in my bedroom and it is quiet and I can concentrate better when I am on my own. When I go to the library, I usually meet my friends and we don't do as much work.
- A:** Would you like to have a gap year between school and university/work, or would you prefer to start straight away?
- B:** I'd prefer to have a gap year because I think it's a good idea to see the world and get some work experience before starting university.
- B:** Would you prefer to study in your country or abroad?
- A:** I'd prefer to study abroad because I can learn another language better and enjoy living in another culture.
- B:** Do you prefer studying with books or using a computer?
- A:** I prefer using a computer because it's more fun and you can store and change the information you find.
- B:** Would you rather have a school uniform or wear what you like?
- A:** I'd rather wear what I like. I prefer wearing my own clothes and being individual to wearing the same clothes as other people.

**7b** Students change partners and repeat the exercise.

### Study skills

Students read the information about the balance between accuracy and fluency. Discuss the importance of both for speaking and tell students to turn to page 145 (*Speaking: Accuracy and fluency*) to compare their ideas.

## TEACHER DEVELOPMENT: STUDENT TRAINING

### Accuracy vs. fluency

Often too much emphasis is placed upon accuracy with no progression towards fluency. Many learners can score high marks in exams, yet are unable to communicate well. At the beginning of a new school year or when you are dealing with a group that doesn't know each other well, the emphasis should be on creating a safe atmosphere so that you can slowly start focusing on fluency.

## TEACHER DEVELOPMENT: STUDENT TRAINING

### CEFR portfolio: speaking

The CEFR portfolio consists of three parts:

- 1 The Language Passport with information about a student's proficiency in one or more languages, i.e. qualifications.
- 2 The Language Biography where students reflect on their learning progress and say what they can do in their foreign language(s).
- 3 The Dossier, a collection of materials and data put together by students to document and illustrate their learning experiences.

Within each unit there are several opportunities for students to practise speaking and record their conversations for the dossier in their CEFR portfolio. They could record their conversations, date them and include them in their portfolio.

Ask students to assess their performance in each speaking activity and give themselves a mark from 1 to 5 according to the following self-assessment criteria:

**Content:** *Did I say what I wanted to say? Was I interesting? Did I speak in English for a long turn? Did I hesitate a lot?*

**Vocabulary and grammar:** *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:** *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!** *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?, etc.*

### Homework

- ▶ Refer students to the **Workbook**, page 8.

## ▶ Developing writing p15

### An informal email replying to a request for information

#### Warmer

Write these three statements on the board and ask students to discuss if they are true or false:

- 1 *We start an informal email with the words 'Dear Sir or Madam.'* (false)
- 2 *We end an informal email with words like 'I look forward to hearing from you soon.'* (false)
- 3 *When we finish an informal email, we usually only write our first name.* (true)

- 1 Students read the email from an English boy called Paul to a friend who lives in another country. They underline the four main pieces of information Paul wants from his friend.

#### Key

- What have you been doing recently?
- When is the best time of the year to visit your country?
- What do you think is a good way for me to learn your language?
- Tell me what type of things you would like to do in England.

- 2 Students make notes about the things in the letter that are typical of informal emails.

**Key**

exclamation marks	informal words
'Hi!' as a greeting	simple sentences
contractions ( <i>I've, it'd, etc.</i> )	'Best wishes' at the end

- 3 Students look at the expressions in the *Writing Bank* and decide what we use each group of expressions for. Elicit more expressions to add to each group.

**Suggested answers**

- Greetings (*Hello ... , Hey ...*)
  - Opening remarks (*Great to hear from you. Thanks for telling me all your news. I just wanted to get in touch about ...*)
  - Asking about a person's health and current activities (*What have you been up to? What have you been doing recently/lately? How have you been?*)
  - Changing topic (*On another note, ... , That reminds me - ...*)
  - Signing off (*I'll be in touch soon. See you!*)
- 4 In pairs, students imagine they have received Paul's email and make notes about the information he wants.
- 5 Students make a paragraph plan and decide what information they are going to include in each paragraph.

**Suggested answers**

Paragraph 1: Thank Paul for his letter. Tell him what I've been doing.

Paragraph 2: Describe the best time to visit my country/the best way to learn my language

Paragraph 3: Describe things I'd like to do in England

Paragraph 4: Say goodbye

**TEACHER DEVELOPMENT: STUDENT TRAINING**

**Penpals**

Students may want to find an English-speaking friend to write to (perhaps someone with similar interests or who is interested in their culture). They may prefer to use email (this kind of penpal is called an e-pal).

Recommend these websites to students:

<http://www.pen-friends.net/england.html>

<http://www.ipfeurope.com>

[http://www.europa-pages.com/penpal\\_form.html](http://www.europa-pages.com/penpal_form.html)

Remind students that they should not give out their personal address or phone number to someone until they are sure they can trust the person. If they decide to meet their e-pal, make sure that the first meeting is in a public place, and, if possible, take a friend.

**Practice makes perfect**

- 6 Students write their reply to Paul, using their notes and paragraph plan to help them. Remind them to write between 120 and 150 words. For students who are less confident, photocopy the model text below for extra support during the writing task.

**Model text**

Hi Paul!

Thanks for your email. Sorry I haven't written for a long time but we've had lots of exams recently at school. I hope I've passed everything! How are you? What have you been doing recently?

The best time of the year to visit my country is in spring. It's warm but it's not too hot in April and May and all the flowers and trees are in bloom. It's really pretty and the mosquitoes haven't started to bite yet! If you want to start learning Spanish while you're here, the best idea is to do a language course in the morning. I can find a good school that is close to my home if you want. In the afternoon, we can speak in Spanish and I can take you to see some exciting places in Madrid.

I'd really like to come back with you and visit your family in England. I've always wanted to visit London, so we could spend a day there. I know you like science so maybe we could visit the Science Museum. I would also like to do some shopping because I love British fashion and music!

Anyway, I've got to go and revise for my last exam!

Bye for now,

Sonia

**TEACHER DEVELOPMENT: CLASSROOM TIPS**

**How to use model texts in class**

A model is a text that provides a good example of how texts of a particular kind can be written. As students become familiar with the structures of different text types, they will feel more comfortable in approaching written exam tasks. The overall aim is to provide the students with a solid framework from which they can notice features (such as layout, structure and fixed phrases) that they can make use of in their own written text. Always read the model text provided and go through the writing tasks in detail so that students are fully aware of why they are writing and who they are writing to.

**Exam success**

Students discuss the importance of using the correct style and including the correct information in their written texts. Tell students to turn to page 149 (*Writing: Transactional tasks*) to compare their ideas.

## TEACHER DEVELOPMENT: STUDENT TRAINING

### Transactional tasks

A 'transactional' letter is one that is written for the purpose of getting something done in the real world, as opposed to a 'non-transactional' letter, which might be just to share feelings, opinions or experiences with someone else.

In order to successfully complete transactional writing tasks in exams, students must analyse the instructions carefully and identify the key information they must include:

- Who is writing – students may be asked to assume a role, e.g. Paul's friend
- Who you are writing to, e.g. Paul, a penpal
- The purpose for writing the text, e.g. to reply to Paul's request for information, and the reader's purpose for reading it, e.g. to find out information
- The format (informal email) and number of words required (120–150 words)

This information guides the students' choice of style, content and tone. Remind students that marks are awarded for appropriate response to the task and if all the necessary information is included.

### Homework

- ▶ Refer students to the **Workbook, page 9.**

## ▶ Grammar revision p17

Students read the *Grammar reference* and *Vocabulary* sections on page 16 before completing the revision exercises on the following page.

### Present simple, past simple, present continuous and past continuous

- 1 Students complete the sentences with the correct form of the verbs given.

#### Key

- |               |                |            |
|---------------|----------------|------------|
| a don't study | d was studying | f gave     |
| b 'm going    | e came         | g 'm doing |
| c want        |                |            |

### Present perfect simple and present perfect continuous

- 2 Students choose the correct alternative.

#### Key

- |                 |                |
|-----------------|----------------|
| 1 switched      | 4 been staying |
| 2 been standing | 5 been crying  |
| 3 seen          | 6 finished     |

### Gerunds and infinitives

- 3 Students complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Remind students that they mustn't change the word given and they must use between two and five words.

#### Key

- |                           |                       |
|---------------------------|-----------------------|
| 1 risk failing            | 5 consider joining    |
| 2 go cycling              | 6 the first to finish |
| 3 can't stand getting up  | 7 'd love to see      |
| 4 having a valid passport |                       |

## ▶ Vocabulary revision p17

### Studying at university

- 1 Students complete the sentences with the words. Remind students that there are two extra words.

#### Key

- |         |          |                 |
|---------|----------|-----------------|
| 1 fail  | 4 tutor  | 6 undergraduate |
| 2 marks | 5 degree | 7 lecture       |
| 3 notes |          |                 |

### Life at university

- 2 Students write words to complete the sentences.

#### Key

- |          |               |                    |
|----------|---------------|--------------------|
| 1 abroad | 3 facilities  | 5 hall             |
| 2 loan   | 4 independent | 6 Extra-curricular |

### do and make

- 3 Students put the words in the correct columns.

#### Key

*do*: a favour, the shopping  
*make*: a decision, the lunch, progress, a plan, a suggestion

 You can find the Unit 1 tests on the Gateway Tests CD.

### Gateway online

For useful and motivating additional practice across a range of skills and task types, students can access *Gateway Online*: [www.gateway-online.net](http://www.gateway-online.net)

- Video activities
- Listening activities
- Writing activities
- Test yourself activities
- Language games



# 2 Work experience

<b>Vocabulary/ Developing vocabulary</b> p18, 21	<ul style="list-style-type: none"> <li>▶ Work conditions and responsibilities</li> <li>▶ Working hours</li> <li>▶ Stages of a job</li> <li>▶ Phrasal verbs connected with work</li> </ul>
<b>Reading</b> p19	<ul style="list-style-type: none"> <li>▶ Reading for global and specific information</li> <li>▶ The best job in the world</li> </ul>
<b>Grammar in context</b> p20–21, 24–25	<ul style="list-style-type: none"> <li>▶ Past perfect simple and continuous</li> <li>▶ Past habits</li> <li>▶ Gerund and infinitives 2</li> <li>▶ Present habits</li> </ul>
<b>CLICK onto ... The language of work</b> p22–23	<ul style="list-style-type: none"> <li>Cross-curricular – Economics</li> <li>▶ Learning English for work</li> <li>Cross-curricular – Language</li> <li>▶ Learning workplace jargon</li> </ul>
<b>Listening</b> p24	<ul style="list-style-type: none"> <li>▶ Listening for general and specific information</li> <li>▶ Helicopter parents</li> </ul>
<b>Developing speaking</b> p26	<ul style="list-style-type: none"> <li>▶ Stimulus-based discussions 1</li> </ul>

<b>Developing writing</b> p27	<ul style="list-style-type: none"> <li>▶ An opinion essay 1</li> </ul>
<b>Language reference and revision</b> p28–29	<ul style="list-style-type: none"> <li>▶ Grammar: past perfect simple and continuous, past habits, gerunds and infinitives, present habits</li> <li>▶ Vocabulary: work conditions, responsibilities and hours, stages of a job, phrasal verbs connected with work</li> </ul>
<b>Study skills</b> p145	<ul style="list-style-type: none"> <li>▶ Vocabulary: Learning phrasal verbs</li> <li>▶ Writing: Paragraphs</li> </ul>
<b>Exam success</b> p149	<ul style="list-style-type: none"> <li>▶ Listening: Matching speakers and statements</li> <li>▶ Speaking: Stimulus-based discussions</li> </ul>
<b>MATERIALS</b>	<ul style="list-style-type: none"> <li>▶ DVD (optional): <i>Encounters in the UK</i></li> <li>▶ Resource materials teacher's notes: p169</li> <li>▶ Resource materials: p181–183</li> <li>▶ Test 2A and B – Gateway Tests CD</li> </ul>

## ▶ Vocabulary p18

### Work conditions and responsibilities

#### Warmer

In pairs, students discuss the meaning of the unit title *Work experience* and what they think the unit is going to be about. Elicit ideas from around the class and ask students to think of situations where they may have to discuss their work experience.

#### Suggested answer

Work experience refers to the experience and skills that you gain in doing a particular job. However, with young people, it can refer to a short period of time that a student spends at a workplace to get experience of a particular type of job (this is often unpaid). Students can expect to discuss their work experience in job interviews, at the careers centre, on making university applications, etc.

- 1 In pairs, students try to think of one job for each letter of the alphabet.

#### Suggested answers

A – architect, B – builder, C – construction worker, D – doctor, E – engineer, F – farmer, G – grocer, H – historian, I – investigator, J – judge, K – karate instructor, L – lawyer, M – mechanic, N – novelist, O – ophthalmologist, P – photographer, Q – quantum physicist, R – receptionist, S – shop assistant, T – teacher, U – umpire, V – violinist, W – waitress, X – X-ray technician, Y – yachtsman, Z – zookeeper

- 2 Students read the job descriptions and name the jobs.

#### Key

- a taxi driver      b police officer

- 3 Students look at the expressions in bold in the texts in 2 and check that they understand what they mean. Provide dictionaries if necessary. Elicit definitions from students around the class.

#### Key

**qualifications** /ˌkwɒlɪfɪˈkeɪʃ(ə)nz/ – something such as a degree or a diploma that you get when you successfully finish a course of study

**deal with** /di:l wɪð/ – to take action to do something, especially to solve a problem

**responsible for** /rɪˈspɒnsəb(ə)l fə(r)/ – someone who is responsible for someone or something is in charge of them and must make sure that what they do or what happens to them is right or satisfactory

**stressful** /ˈstresf(ə)l/ – involving or causing a lot of pressure or worry

**outdoors** /ˌaʊtˈdɔ:(r)z/ – not in a building

**good conditions** /gʊd kənˈdɪʃ(ə)n/ – favourable work situation or environment

**self-employed** /ˌself ɪmˈplɔɪd/ – working for yourself instead of for an employer and paid directly by the people who you provide a product or service to

**employee** /ɪmˈplɔɪi:/ – someone who is paid regularly to work for a person or an organisation

**earn** /ɜ:(r)n/ – to receive money for work that you do

**salary** /ˈsæləri/ – a fixed amount of money that you earn each month or year

**dangerous conditions** /ˈdeɪndʒərəs kənˈdɪʃ(ə)nz/ – situation or environment that is likely to harm or kill someone, or to damage or destroy something

**indoors** /ɪnˈdɔ:(r)z/ – in a building

**do paperwork** /du: ˈpeɪpə(r), wɜ:(r)k/ – do the part of a job that involves producing reports, keeping records and writing letters

**manual work** /ˈmænjuəl wɜ:(r)k/ – a job which involves physical work using your hands

*well-paid* /,wel 'peɪd/ – a well-paid person receives a good amount of money for work

*skilled* /skɪld/ – having the ability and experience to do something well

*training* /'treɪnɪŋ/ – the process of training people or of being trained for a profession or activity

*experience* /ɪk'spɪəriəns/ – knowledge and skill that is gained through time spent doing a job or activity

### Extra activity

Ask students to underline the stressed syllables (see Key above) and mark in the schwa /ə/ sounds – the most frequent sound in the English language. Drill the pronunciation of the words.

- 4 **LISTENING** 1.05 Play the CD for students to listen to four people describing their jobs and match each person to one of the jobs. Elicit the key words that helped students decide on their answer.

### Audioscript

**SPEAKER 1:** I work indoors. My job is not very stressful. I deal with students but also with all the people who work here. It's mostly manual work. I'm responsible for fixing things that are broken. Sometimes I do photocopies. I also check who comes into the school building. Really I do a variety of things.

**SPEAKER 2:** My job can be quite stressful. You need special qualifications and training to do it. I'm responsible for the health of a lot of patients because I work in a big hospital. My salary isn't the same as a doctor's but it's OK, I suppose.

**SPEAKER 3:** Well, my boss says I'm a really important employee. Without me, she says she couldn't survive. I'm responsible for arranging meetings, taking calls, writing letters. I deal with all my boss's paperwork and with the people who want to speak to her.

**SPEAKER 4:** I work in really bad, dangerous conditions. I do manual work. I work a long way under the ground. We use a lot of machines and I'm responsible for looking after the machines. It's cold and dark where I work. The job is dangerous and the terrible thing is that it's badly paid too. Every time I come back up and see the light again after work, I'm happy just to be back.

### Key

- 1 school caretaker (key words: not stressful, indoors, manual work, fixing things, school building)
- 2 nurse (key words: stressful, special qualifications and training, health, patients, hospital, doctor)
- 3 personal assistant (key words: employee, arranging meetings, taking calls, writing letters, deal with paperwork)
- 4 miner (key words: dangerous conditions, manual work, under the ground, machines, cold, dark)

- 5 **SPEAKING** In pairs, students take turns to describe a job using the expressions in **bold** in 2 for their partner to guess. With a less confident class, ask students to note down some key words to use in their description before doing the speaking activity.

## Working hours

- 6 Students match the expressions with definitions 1–5. Point out that there are two extra expressions and check that students understand what these extra expressions mean.

### Key

- |                    |                   |
|--------------------|-------------------|
| 1 be on flexi-time | 4 work long hours |
| 2 do shift work    | 5 work part-time  |
| 3 work overtime    |                   |

*work full-time* – work the number of hours that people normally work in a complete week

*work from nine to five* – work 'normal' working hours (from 9am to 5pm)

- 7 In pairs, students discuss in which jobs or situations they think it is common to do each thing.

### Suggested answers

- 1 in a stressful job when there is a lot of work to do, when you can earn extra money, when there is a chance of promotion
- 2 when the job needs to be covered over 24 hours, i.e. nurse, doctor, taxi driver, firefighter, police officer, etc.
- 3 people with a lot of responsibility and who are well paid often work long hours, e.g. managers, directors, etc.
- 4 in a normal office job

## Stages of a job

- 8a Students put the different stages of a job in a logical order.

- 8b **LISTENING** 1.06 Play the CD for students to listen and check their answers.

### Audioscript and Key

- 1 look for a job
- 2 apply for a job
- 3 be offered a job
- 4 get promotion
- 5 be fired
- 6 become unemployed

- 9 Students match the expressions 1–4 with their meanings a–d. Provide dictionaries if necessary.

### Key

- 1 d    2 c    3 b    4 a

- 10 **SPEAKING** In pairs, students talk about their work plans. Draw attention to the model dialogue. In a less confident class, give students time to prepare their ideas in written form before doing this as a speaking activity. Elicit comments and ideas from different students around the class.

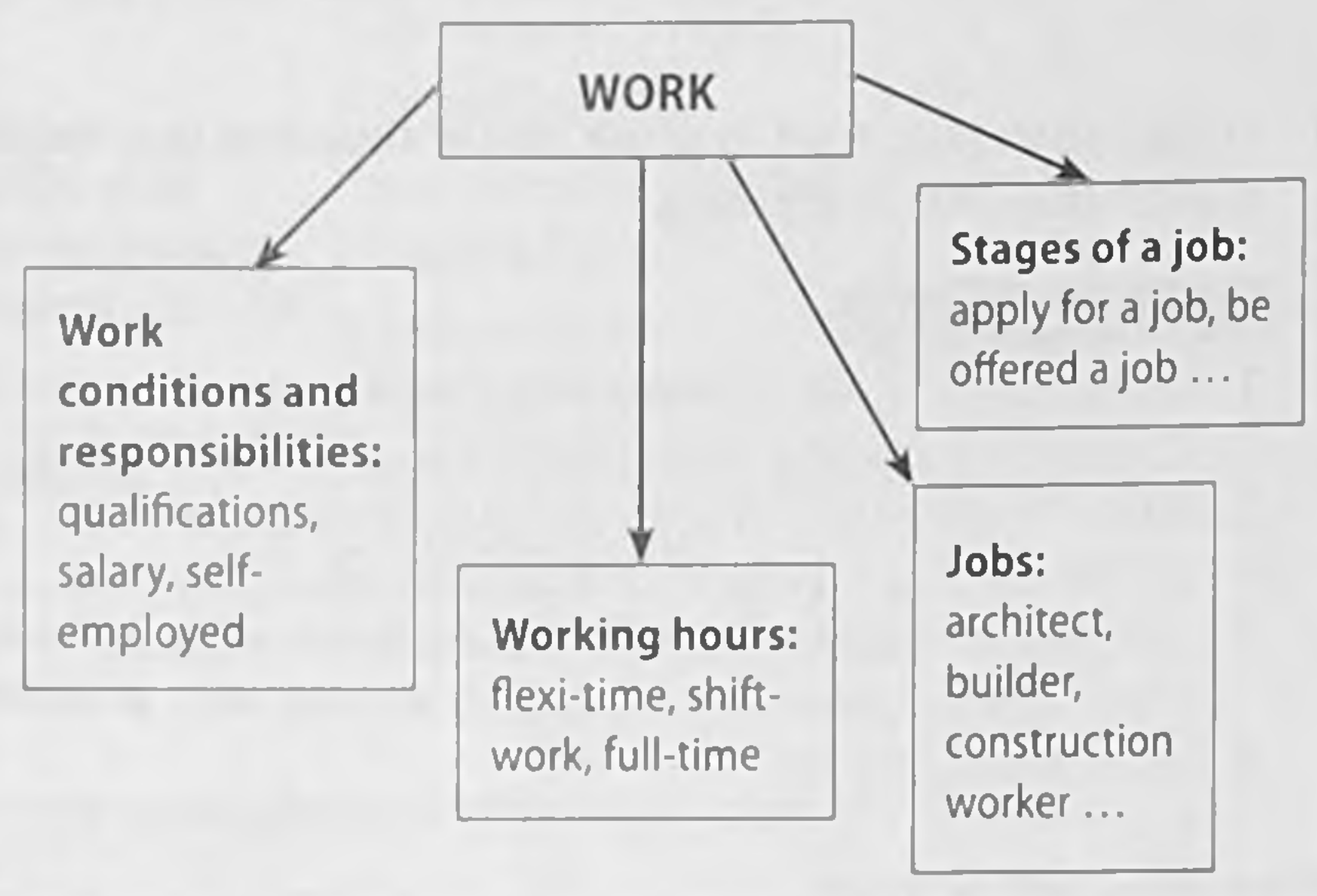
### Extra activity

Students order the jobs in exercise 4 from most to least well paid. They then compare their list in pairs to see if they have got the same order and discuss any differences.

## TEACHER DEVELOPMENT: STUDENT TRAINING

### Recording vocabulary

A mind map is a useful way to record vocabulary and can provide a very effective revision tool at exam time. They appeal to visual learners and help to show how words connect and relate to each other. For the topic of work, students write 'WORK' in the centre of a blank page in their notebooks and record the words related to this theme as they move through the unit. Students draw branches from the centre and choose appropriate sub-headings for each group of vocabulary. Remind students to use different colours and illustrations to make their mind maps more memorable.



### Homework

► Refer students to the **Workbook**, page 10.

## ► Reading p19

### Warmer

Play *Noughts and Crosses* with words from the previous lesson. Draw a 3 x 3 grid on the board. Choose a word and draw a short line on the board to represent each letter. Write small numbers 1 to 9 in each square on the grid so it is easy for students to name the square. Divide the class into two teams and toss a coin to see who goes first. Assign noughts (O) to one group and crosses (X) to the other. The first group chooses a square from the grid and says a letter. If the letter is in the word, write it on the corresponding short line. That group can then continue guessing letters. If they say a letter which is not in the word, play passes to the other team. If they guess the word correctly, their symbol (O or X) goes in the space they nominated. The other team can then choose a square and try to guess a new word. The first team to get three noughts or crosses in a row (horizontal, vertical or diagonal) is the winner.

- 1 **SPEAKING** In pairs, students read the title of the article and look at the photo. Elicit ideas about the man's job from students around the class.

## TEACHER DEVELOPMENT: STUDENT TRAINING

### Predicting content in reading

Poor readers often start reading a text word by word, without first predicting what the text will be about. Good readers use a variety of strategies to assist comprehension even before they start reading. Predictions encourage active reading and keep students interested, whether or not the predictions are correct. Students can look at the pictures, photos, table of contents, text titles, chapter headings, maps, diagrams and features to make predictions about a text and tap into prior knowledge they may have about the subject. On first reading, students are then checking and revising their predictions.

- 2 Students read the article and match paragraphs A–E with the summaries.

🔊 **Recording:** Unit 2 p19 Reading on [www.gateway-online.n](http://www.gateway-online.n)

### Key

1 D    2 C    3 A    4 B    5 E

- 3 Students read the article again and decide if the information is true (T), false (F) or not given (NG). Remind students to write the number of the line where they found their answer when the answer is true or false.

### Key

1 F (lines 4–8)                      5 F (lines 26–27)  
2 T (line 11)                        6 F (lines 30–33)  
3 NG                                    7 NG  
4 T (lines 17–18)                    8 T (line 48)

- 4 Students match the underlined words in the text with the definitions.

### Key

1 promote                              5 model                              8 luxury  
2 raise                                    6 jellyfish                            9 buggy  
3 share                                    7 trekking                            10 on the basis of

- 5a In pairs, students think of five questions for an imaginary interview with Ben Southall.

### Example answers

What were your job responsibilities and conditions?  
What did you do before you became the island's caretaker?  
Can you describe a typical day on the island?  
Did anything dangerous or unpleasant happen to you on the island?  
What did you do when the job finished?

- 5b **SPEAKING** Students change partners and take it in turns to ask questions and answer their questions from 5a.

### 6 What about you?

In pairs or small groups, students discuss the questions.

### Example answers

1 I think it is the best job because it is in a beautiful place, it is well paid and the conditions are great.  
2 I think the conditions are more important than the salary. In a well-paid job, you will probably get very stressed and work too many hours.



### Cultural information

Ben Southall studied Automotive Systems Engineering at Kingston University, Surrey, England. When he left university in 1997, he spent the summer working with the events team for Mumm Champagne, promoting the brand at the UK's top sporting events, and then in South Africa at the Round-the-World Yacht Race. After a series of badly-paid jobs – packing boxes, labouring on building sites ... even filling garden gnome moulds with cement – he went to Africa to work for a company who ran 4x4 tours for travellers. There, he planned Afritrex, his African adventure (five marathons, five mountains, one year, 65,000km in a Land Rover), to raise money for charity and to fulfill a lifetime's goal. He then saw the advert for the 'Best Job in the World' and campaigned successfully to win the job.

Ben Southall's 60-second application can be viewed here: <http://islandreefjob.com.au/about-ben/bens-bio/>

### Extra activity

Write these questions on the board for students to discuss in pairs: *What are some common occupations in your country? What do people in your family do? What is your dream job?* Ask them to write about their dream job for homework.

### Homework

▶ Refer students to the **Workbook**, page 11.

## ▶ Grammar in context p20–21

### Past perfect simple and past perfect continuous

#### Test before you teach

Tell students a short personalised story using both the past perfect simple and past perfect continuous tenses (see example below). Tell the story twice – the first time students just listen and the second time they note down key points. Ask them to retell the story in pairs. Elicit the story from students around the class and check how familiar they are with these tenses.

#### Example story

I went to the theatre last night. I had bought tickets months ago because I had read some very good reviews. I had arranged to meet my friend in the café in front of the theatre before the show but she didn't arrive. By the time I left the café, I had already drunk five coffees and had been waiting for over an hour. When I walked out the café, I saw my friend standing on the other side of the street. She had already picked up the tickets and was angry because she had been waiting for a long time. She hadn't got my message about meeting in the café.

### TEACHER DEVELOPMENT: CLASSROOM TIPS

#### Personalised presentations

Personalised presentations by the teacher provide a model of good, natural language for the students and can be highly memorable. Listening to the teacher talking about real events and issues can be more motivating than listening or reading about people, places or events in which they have no personal interest. Remember that it need not be a monologue – you can tell students to interrupt and ask questions as you go.

- 1a** Students read the sentence and decide which action happened first.

#### Key

2 Ben visited 90 different locations.

- 1b** Students choose the correct alternative.

#### Key

before

- 1c** Students read the two sentences and decide which sentence gives more importance to the duration of the action and which gives more importance to the completion of the action.

#### Key

1 duration                                  2 completion

- 1d** Elicit from students which sentence in 1c uses the past perfect continuous and how it is formed.

#### Key

Sentence 1 uses the past perfect continuous.  
Form: subject + *had been* + verb + *-ing*

### TEACHER DEVELOPMENT: PRONUNCIATION

#### had/'d

Point out to students the contracted form of *had* ('*d*) and practise the pronunciation by drilling the two sentences from 1c using the contracted form of *had*. It is difficult for students to hear short forms and students must listen carefully for 'd/*hadn't* and pay attention to the context to be sure of the tense being used.

▶ Refer students to the *Grammar reference* on page 28.

- 2** Students complete the sentences using the past simple or past perfect simple of the verbs given.

#### Key

- |               |                 |             |
|---------------|-----------------|-------------|
| 1 had started | 4 hadn't spoken | 6 had seen  |
| 2 had written | 5 blew          | 7 had eaten |
| 3 stepped     |                 |             |

- 3** Students choose the best alternative in each sentence.

#### Key

- |                |           |                |
|----------------|-----------|----------------|
| 1 been waiting | 4 written | 6 been crying  |
| 2 had          | 5 lost    | 7 been talking |
| 3 eaten        |           |                |

- 4a** Individually, students invent endings for the sentences using verbs in the past perfect simple or past perfect continuous. Draw attention to the example sentence.

#### Example answers

- 1 ... somebody had stolen his sweets.
- 2 ... he had failed all his exams.
- 3 ... it had been raining.
- 4 ... she hadn't slept the night before.
- 5 ... we had been studying all week.
- 6 ... I'd been cleaning the car.
- 7 ... they had all done their homework.
- 8 ... I'd been carrying heavy shopping.

- 4b** In pairs, students compare their sentences with a partner to find out if any are the same. Elicit sentences from students around the class and ask students to write their sentences on the board.

▶ **Resource materials:** See Unit 2 Grammar worksheet on page 181.

### Past habits

- 5a** Students read sentences a–d and answer the questions.

#### Key

- 1 a, b, c                                  2 d

### TEACHER DEVELOPMENT: LANGUAGE

#### Did you use to ...?

Remind students that when writing questions with *used to*, we remove the 'd', e.g. *Did you use to live in this house?*

- 5b** Students complete rules 1 and 2 with *used to*, *would* or the *past simple*. Then ask them to read rules 3–5.

#### Key

- 1 used to, would                      2 the past simple

### TEACHER DEVELOPMENT: PRONUNCIATION

#### Used to and would

The past of the verb *to use* is *used*. This is spelled the same as *used to* but the pronunciation is very different. *Used* is pronounced with a /z/ sound, whereas *used to* is pronounced with an /s/ sound:

He used a computer. /ju:zd/

He used to work here. /ju:st/

Remind students that the contracted form of *would* is 'd and that *would* is also used in the conditional tense.

▶ Refer students to the *Grammar reference* on page 28.

6a Students complete the sentences about life 200 years ago with *used to* or *didn't use to* and the verbs in the box.

#### Key

- |                      |                       |
|----------------------|-----------------------|
| 1 used to travel     | 5 used to be          |
| 2 didn't use to have | 6 used to play        |
| 3 used to walk       | 7 didn't use to throw |
| 4 used to eat        | 8 used to learn       |

6b Students decide in which sentences in 6a they can replace *used to* with *would*.

#### Key

1, 3, 4, 6, 8

7 Students complete the text with *used to* and *would* and the verbs given, or the past simple form of the verbs given. Remind students that sometimes there is more than one possible answer and that when *used to* and *would* are both possible, they should use *would*.

#### Key

- a used to work/worked
- b used to like/liked
- c would get up
- d didn't use to have/didn't have
- e would write/wrote
- f used to hate/hated
- g jumped
- h bit
- i needed
- j didn't use to complain/didn't complain

8a Individually, students complete the sentences so they are true for them. Tell students to copy their finished sentences onto a piece of paper.

8b **SPEAKING** Read out the students' sentences for the class to guess who wrote them.

#### Extra activity

Students write a short text about their grandmother or grandfather's work and personal habits when they were younger. Ask different students to read the text to the class. Note down any errors and go through them at the end of the class.

#### Homework

▶ Refer students to the *Workbook*, page 12.

### ▶ Developing vocabulary p21

#### Phrasal verbs connected with work

1 Students match the phrasal verbs in **bold** in sentences 1–7 with their meanings a–g.

#### Key

- |     |     |     |     |
|-----|-----|-----|-----|
| 1 d | 3 g | 5 c | 7 e |
| 2 f | 4 b | 6 a |     |

#### Study skills

Students read the information about phrasal verbs and then turn to page 145 (*Vocabulary: Learning phrasal verbs*) for more information.

### TEACHER DEVELOPMENT: LANGUAGE

#### Phrasal verbs

Phrasal verbs are often found in informal texts and spoken language. Remind students that it is not usually appropriate to use phrasal verbs in formal situations (like a letter of complaint).

There are five types of phrasal verb:

- Intransitive (with no object), e.g. *You're driving too fast – can you slow down?*
- Transitive verbs whose object is either after the verb or after the particle, e.g. *I think I'll put my jacket on./I think I'll put on my jacket.* If the object is a pronoun, the object must come between the verb and the particle, e.g. *I think I'll put it on.* (NOT *I think I'll put on it.*)
- Transitive verbs whose object must always come **between** the verb and the particle, e.g. *Its high-quality designs sets the company apart from its rivals.*
- Transitive verbs whose object must come **after** the particle, e.g. *The baby takes after his mother. Why do you put up with the way he treats you?*
- Verbs with two objects – one after the verb, the other after the particle, e.g. *They put their success down to good planning.*

2 Students complete the sentences with the correct form of the phrasal verbs in 1.

#### Key

- |             |                   |                 |
|-------------|-------------------|-----------------|
| 1 Keep at   | 4 turned ... down | 6 work on       |
| 2 get ahead | 5 set up          | 7 took ... over |
| 3 fill in   |                   |                 |

3 Students complete the questions with the correct particle.

#### Key

- |      |      |      |
|------|------|------|
| 1 on | 3 in | 5 up |
| 2 at | 4 on |      |

▶ **Resource materials:** See Unit 2 Vocabulary worksheet on page 182.

#### Homework

▶ Refer students to the *Workbook*, page 13.

### ▶ Click onto ... The language of work p22–23

#### Cross-curricular – Economics: Learning English for work

#### Warmer

Use the information on Carlos Tevez in the *Cultural information* box below to play *20 Questions*. Students ask you up to 20 questions that require a *yes* or *no* answer to discover the person you are thinking of, e.g. *Are you an actor?* (*no*) *Are you from Argentina?* (*yes*)

1 Students look at the football players in the photos and answer the questions.

#### Key

- 1 Carlos Tevez from Argentina and Elano from Brazil
- 2 Students' own answers.
- 3 Students' own answers.

#### i Cultural information

**Carlos Alberto Tevez** (born 5 February 1984) is an Argentine professional footballer who plays as a forward for the English club Manchester City and is currently the team's captain. He is known for his energy and goal-scoring rate.

**Elano Ralph Blumer** (born 14 June 1981) is a Brazilian footballer, who plays for the Brazilian side Santos and the Brazilian national team. Elano is noted for his penalty-taking skills where he hardly ever misses.

2 Students read the article and then look at the title. Ask them to decide if they think it is a good title for the article and to say why or why not.

▶ **Recording:** Unit 2 p22 Click onto ... on [www.gateway-online.net](http://www.gateway-online.net)

#### Suggested answer

It is a good title because the article is about a new English test that is compulsory for non-EU football stars and others who want to work in Britain.

#### Inside information

Students read the facts about English football in *Inside information* and comment on them in class. Ask them how the situation in England compares to that in their own country.

3 Students read the article again and complete the sentences. Remind them to use no more than two words from the article for each answer.

#### Key

- |                   |                  |
|-------------------|------------------|
| 1 basic knowledge | 6 global talent  |
| 2 well-off enough | 7 job offer      |
| 3 short visas     | 8 European Union |
| 4 skilled         | 9 recognised     |
| 5 advertising     |                  |

#### Word booster

Students match the words and definitions.

#### Key

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

4 **SPEAKING** **What about you?**

Students discuss in pairs or small groups what they think of the idea of doing a language test to live and work in a new country. Tell students to explain their opinion. In a less confident class, you could ask students to make notes on their ideas before doing this as a speaking activity.

#### Example answers

I think it's important to have a basic knowledge of the language of the country you are going to live and work in – you can improve when you are there.

I think people should be allowed to live and work where they like in a global economy.

### Cross-curricular – Language: Learning workplace jargon

5 In pairs, students look at the examples of 'workplace jargon' and guess the meaning of the words and expressions.

6 **LISTENING** ▶ 1.07 Play the CD for students to listen to a professor of linguistics explaining what the words in 5 mean. Ask them to make notes about what he says.

#### Audioscript

**PRESENTER:** Here in the studio today is Bill Maxwell. Bill is a professor of linguistics and his special interest is in workplace jargon. Bill, can you begin by telling us what workplace jargon is and what it is that you find so interesting about it?

**BILL:** Yes, of course. In any profession, people use jargon, you know, special words and phrases that only people who do the same work understand. That's natural. What is interesting is that in offices there's often so much jargon nowadays that it's almost like a new language. You could be English, go into an English office and find it very difficult to follow some conversations.

**PRESENTER:** Can you give us some examples?

**BILL:** Yes, there's lots of jargon just to describe your daily routine of working in an office. For example, there are a lot of people who start work really early because they have so much to do. So they have 'deskfast'.

**PRESENTER:** Deskfast?

**BILL:** Yes, that's a combination of the words *desk* and *breakfast* because they have breakfast sitting at their desk, in front of the computer.

**PRESENTER:** Oh, I see.

**BILL:** And if they're very, very busy, they sometimes have lunch there, too. That's called having lunch 'al desko' instead of 'al fresco', you know, the Italian phrase used to talk about eating outside in the open air. And then there are some people who leave work so late that they have dinner 'à la car' instead of 'à la carte'. So instead of choosing what to eat from a menu, *à la carte*, they literally have their dinner while they're driving back home in their car.

**PRESENTER:** So there's all this jargon just to talk about daily life in an office.

**BILL:** That's right. The problem is that some people use jargon all the time, for every possible situation. For example, continuing with food, some people talk about 'eating reality sandwiches'.

**PRESENTER:** What?! What does 'eating reality sandwiches' mean?

**BILL:** It just means accepting the real situation, accepting the situation as it is, being realistic.

**PRESENTER:** So why don't they just say that?

**BILL:** Good point. A big criticism of workplace jargon is that it just makes communication difficult because the meaning isn't always very clear. Take this example. What do you think 'knife-and-fork it' means?

**PRESENTER:** I don't know, eat it?

**BILL:** No, it means to deal with a problem step by step, little by little. Especially when you have a big problem, there isn't one simple solution. So you have to 'knife-and-fork it'. Oh, of course, another way to solve a problem is by 'thinking outside the box'.

**PRESENTER:** What does that mean?

**BILL:** It just means being able to have new, original ideas, for example to create a new product. When you think outside the box, you don't let anything limit your ideas, even if your ideas seem really unusual.

**PRESENTER:** Ah, I have heard of 'blue sky thinking'. Is it the same idea?

**BILL:** Yes, it's similar. Blue sky thinking is also thinking without any limits. But now it can have a negative meaning, too, because it can mean that your ideas are probably very original, but they aren't very practical and they probably won't make any money because they're very idealistic. On the other hand, one of the best things you can do when you have a problem and you're thinking of a way to solve it is to come up with a 'win-win solution'.

**PRESENTER:** That's a solution which is good for everyone.

**BILL:** Yes, that's it. For example, in supermarkets when they have a special offer of 'buy one, get one free'. The customers are happy and the company is too because it sells more.

**PRESENTER:** Well, we're really happy to have learnt some workplace jargon with you today. Bill, thanks for coming along.

**BILL:** Thank you.

#### Key

- 1 *deskfast* – a breakfast eaten while sitting at your desk
  - 2 *al desko* – a lunch eaten while sitting at your desk
  - 3 *à la car* – a dinner eaten in the car
  - 4 *eat reality sandwiches* – accept the real situation
  - 5 *knife-and-fork it* – deal with a problem step-by-step
  - 6 *think outside the box* – be able to have new, original ideas
  - 7 *blue sky thinking* – thinking without any limits
  - 8 *win-win solution* – a solution which is good for everyone
- 7 **🎧** Play the CD again for students to complete the sentences. Tell them to use no more than four words in each space.

#### Key

- 1 Italian, outside
- 2 a menu
- 3 communication difficult
- 4 negative
- 5 buy, get one free

## TEACHER DEVELOPMENT: LANGUAGE

### Talking about language and linguistics

Students may be interested in learning about terms which are useful to talk about language and linguistics:

- A **portmanteau word** is one word that combines the sound and meaning of two words, e.g. *deskfast*.
- A **compound verb, noun or adjective** is a combination of more than two words, e.g. *knife-and-fork*.
- A **neologism** is a new word or expression, or an existing word used with a new meaning, e.g. *al desko*, *deskfast*, *knife-and-fork*.
- A **loanword** is a word or expression from one language that is used in another language without being changed, e.g. *à la carte*.

Students can find out which new words are entering the English language by looking at the *Buzzword* section on the Macmillan Dictionary website: [www.macmillandictionary.com](http://www.macmillandictionary.com)

### 8 **SPEAKING** What about you?

In pairs or small groups, students discuss the questions about jargon.

## DVD (optional)

### Encounters in the UK (British Council)

**Themes:** Language-learning; Homestay; Student life in the UK

**Plot:** *The Learning English Video Project* is a seven-part series exploring aspects of English learning around the world by visiting schools and language institutions, asking learners about their experiences and talking to teachers about their methods. *Encounters in the UK* is about the role that homestay has to play in learning English.

You can view the video online at: <http://www.englishclub.com/esl-videos/encounters-in-the-uk>

## Homework

▶ Refer students to the **Workbook**, page 14.

## ▶ Listening p24

### Warmer

In small teams, students make as many words as they can from the words **HELICOPTER PARENTS** in three minutes. The team with the most words wins. Elicit what students think 'helicopter parents' are and tell them to read the extract in 1 to check their answer.

#### Example answers

*help, rent, sent, tent, lent, rope, hope, rap, the, there, their, tree, trip, treat, street, neat, heat, real, realise, train, hear, pair, pain, rain, near, lip, rip, tip, etc.*

- 1 **SPEAKING** In pairs, students read the extract from a newspaper article and decide if they think 'helicopter parents' are a good or bad thing and say why. Elicit opinions from different students around the class.

### Example opinions

'Helicopter parents' are good because their children always receive help and support from their parents.

I think they are a bad thing because children don't learn to become independent and take care of themselves.

### Exam success


Students read the information about preparing for a listening task and turn to page 149 (*Listening: Matching speakers and statements*) for more ideas.

## TEACHER DEVELOPMENT: STUDENT TRAINING

### Before you listen

There are two simultaneous and complementary ways of processing information in a listening text. In 'top-down processing', learners use their prior knowledge to make predictions about the text. In 'bottom-up processing', learners use their knowledge to pick out linguistic elements (vowels, consonants, words, sentences) to construct meaning. Students need to be trained in techniques to improve their top-down approach to predict content before they move to the bottom-up approach to check their understanding.

Students understand more of a text if they predict what the listening is about and underline important information in the questions before they listen. This helps reduce anxiety and improves students' performance.

- 2 **LISTENING**  1.08 Play the CD for students to listen to five people talking about their helicopter parents. Students decide which opinion (A–F) each speaker expresses. Remind students that they must only use each letter once and that there is one extra letter.

### Audioscript

**SPEAKER 1:** I'm 26. I've got a job in a clothes shop and I live alone in a small flat. The thing is that my mum is constantly calling me. In some ways, it's great because I know she loves me and I find out what she's doing and if she's OK. But she will tell me what to do all the time. She's forever offering to help me at work. She says that if one day I can't go to work because I'm ill, she can call my boss for me. She doesn't understand that I stopped being a child when I left school. I'm an adult now. It's true, it isn't always easy being an adult, but I need to try doing things my own way, even when it's the wrong way.

**SPEAKER 2:** I'm a history tutor at the university here. I've worked here for 30 years and I can't remember seeing so many parents as this year. They'll come to talk about their son's exams or their daughter's assignments. They'll ask why I gave this mark and why it wasn't a higher mark. One student forgot to come for an exam and his mother came and asked why her son couldn't do the exam another day. Well, I explained that her son needed to start taking responsibility for himself and for his own mistakes. Parents have started doing everything for their children and now children aren't doing anything for themselves. It didn't use to be like that.

**SPEAKER 3:** I don't think it's fair to call me and my wife helicopter parents. We have two children, one at university and one who's just started work. When I was in their situation, parents behaved differently. I often wanted my parents to help me at school, university or even work, but they didn't use to have time. We're lucky. We've got time to help our children, to find good courses and jobs for them, to do work for them if necessary. I like to make life easy for my kids. That's only natural, isn't it?

**SPEAKER 4:** I couldn't believe it. I was doing something important, but I stopped to prepare myself for an interview with a 23-year-old science graduate. There was a knock on my door and there was the graduate ... with his mother! She wanted to be with her son at the interview. She said she had some questions to ask me. I explained it to her very clearly. To do this job, you need to be independent, responsible and want to get ahead. Having your mum with you at a job interview doesn't really show that you have those qualities. And that was it, I said goodbye to them and closed the door!

**SPEAKER 5:** I've never really tried influencing our daughter's decisions. When she left school, she said she didn't want to go to university. I wasn't happy, but I didn't stop her. She tried doing three or four different jobs, but she really didn't like them. Then she decided that she wanted to go to university after all. She applied for a course in business management. They offered her a place and she's there now and she loves it. I think everyone needs to live their own life and make their own mistakes. When you try to make somebody do what you want, not what they want, it can be a big mistake.

#### Key

Speaker 1: C  
Speaker 2: F  
Speaker 3: B  
Speaker 4: A  
Speaker 5: D

3a Students look at the sentences and decide which alternative the speakers used in the interviews.

3b **🎧** Play the CD for students to listen again and check their answers.

#### Key

1 being  
2 seeing  
3 to come  
4 to make  
5 to prepare

4 **SPEAKING** What about you?

In pairs or small groups, students take it in turns to discuss if they think their parents are 'helicopter parents' and explain why or why not.

## ▶ Grammar in context p24–25

### Gerunds and infinitives 2

#### Test before you teach

In order to find out how much students know about gerunds and infinitives, ask students to explain how the meaning changes in sentence 5 from 3a if we change the infinitive to a gerund.

#### Key

*I stopped to prepare* = I stopped what I was doing in order to start preparing.  
*I stopped preparing* = I stopped preparing to start doing something else.

- 1a Students read the pairs of sentences and decide in which pair the two sentences have different meanings and what the difference is.

**Key**

Pair 2 have different meanings:

- 2a You are working, then you stop.  
2b You stop doing something else in order to work.

- 1b Students match the verbs + gerund/infinitive with the correct meaning.

**Key**

- 1 a      3 b      5 a      7 b  
2 b      4 a      6 b      8 a

▶ Refer students to the *Grammar reference* on page 28.

- 2 Students choose the correct alternative.

**Key**

- 1 playing                      4 to eat                      7 smoking  
2 to do                        5 to bring                    8 to get  
3 to go                        6 to give

- 3 Students complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Remind students that they must not change the word given and they should use between two and five words.

**Key**

- 1 I forgot to send that letter yesterday.  
2 He likes to wear a tie for interviews.  
3 Please stop calling me when I'm at work!  
4 Yesterday I remembered to send that email.  
5 I like watching football.  
6 My mum stopped work to have a coffee.  
7 I'll always remember seeing that group in concert.  
8 Please remember to make the dinner tonight.

- 4 Students write complete sentences about the things 1–6. Monitor students and help them with any language difficulties.

- 5 **SPEAKING** In pairs, students compare their sentences from 4 and ask their partner follow-up questions. Draw attention to the model dialogue. In a less confident class, students could swap their sentences first and note down some follow-up questions before doing this as a speaking activity.

- 6a **LISTENING** 1.09 Students listen to the sentences and mark the word which the speaker emphasises most.

**Key**

- 1 constantly                      3 will                        5 will  
2 always                        4 forever

**TEACHER DEVELOPMENT: PRONUNCIATION**

**Word stress**

Some words carry more 'volume' (stress) than others. In any given sentence in English, there will be words that carry stress and others that don't. This is not a random pattern. Stressed words carry the meaning or the sense behind the sentence.

- 6b Students practise saying the sentences and stress the correct word in each sentence.

**TEACHER DEVELOPMENT: CLASSROOM TIPS**

**Backchaining**

'Backchaining' is a technique to help students with sentence stress. First say the full sentence as a model. Then get the students to say the final words in the sentence first, working backwards until they say the whole sentence. This makes natural stress easier. For example:

*The quick brown fox jumps over the lazy dog.*

*the lazy dog.* [repeat]

*jumps over the lazy dog.* [repeat]

*The quick brown fox jumps over the lazy dog.* [repeat]

**Present habits**

- 7a Students read the sentences and decide which three different tenses we use to talk about present habits.

**Key**

present simple, present continuous and future: will

- 7b Students read the explanations of the way we use these tenses and match them with the sentences in 7a.

**Key**

- a 1      b 2      c 5      d 3, 4

▶ Refer students to the *Grammar reference* on page 28.

- 8a Students complete the mini-dialogues using the correct form of the verbs. They should use either *will* + verb or the present continuous with *always*, *constantly*, *forever* or *continually*. Point out that more than one answer is possible. Check answers with the class.

**Example answers**

- 1 will play                      3 are forever leaving  
2 is always borrowing      4 is continually saying

- 8b **SPEAKING** In pairs, students choose one set of dialogues and practise saying them with the correct stress.

**Extra activity**

In pairs, students invent a dialogue similar to the ones in 8a using *will* + verb or the present continuous with *always*, *constantly*, *forever* or *continually*. They then read out their dialogues for the rest of the class.

- 9 **SPEAKING** In small groups, students discuss things that people do that annoy them. Direct attention to the example sentence.

**TEACHER DEVELOPMENT: CLASSROOM TIPS**

**Pyramid discussion**

You could organise a pyramid discussion for this speaking activity. Students start in small groups and agree on the top three things their families do to annoy them. They then join up with another group, share their ideas and discuss until the whole group can agree on another top three things. They then join up with another group, and so on, until you have finally a full class discussion to agree on the top three annoying things their families do.

▶ **Resource materials:** See Unit 2 Communication worksheet on page 183.

**Homework**

▶ Refer students to the *Workbook*, page 15.

**▶ Developing speaking p26**  
**Stimulus-based discussions 1**

**Warmer**

Write these questions on the board for students to discuss in pairs or small groups. Elicit answers from students around the class: *Is unemployment a problem where you live? Do you know people who have lost their jobs recently? What is the government doing to improve the unemployment situation? How should the government help people who have lost their jobs? Describe an employee who is unlikely to ever lose his/her job.*

- 1 Students find the elements in the list on the page and write the letters next to their descriptions.

**Key**

- 1 C      2 B      3 D      4 A

- 2 Students label the pictures with the words.

**Key**

- 1 a bar graph      2 a pie chart      3 a line graph

- 3 **SPEAKING** In pairs, students discuss what topic connects all the different elements (A–D).

**Key**

unemployment and young people

- 4 **LISTENING** 1.10 Play the CD for students to decide in what order the speaker mentions each of the four elements (A–D).

**Audioscript**

All of the material is to do with young people and work. The newspaper headline states that the economic recession has affected young people and that there are a lot of young people with no job. In fact, the graph shows that unemployment has been rising since 2004 and is much worse for young people than for other workers. There is an interesting quote from a sociologist. He says that the qualifications that you get at school or university make a big difference to your future. The quote suggests that you need to study and pass exams to get a good job that's well paid. But the statistics show that it isn't only education that makes a difference to your pay. They tell us that men and women don't get equal pay. There are a lot more badly paid women than badly paid men. To sum up, the different material shows that it can be difficult for young people to find a job, especially one with a good salary. It also suggests that the work you do at school and university can help you to get a job, and I agree with that.

**Key**

- First: C                              Third: B  
Second: A                        Fourth: D

- 5 **LISTENING** 1.10 Play the CD again for students to listen and tick the expressions they hear in the *Speaking Bank*.

**Key**

All of the material is to do with ...  
The newspaper headline states that ...  
The graph shows that ...  
There's an interesting quote from ...  
The quote suggests that ...  
The statistics show that ...  
To sum up ...

- 6 **SPEAKING** In pairs, students take turns to talk about the different elements on the page, using expressions from the *Speaking Bank*.

**Practice makes perfect**

- 7a **SPEAKING** Students look at the material on page 166 and decide what the general topic is and what each different stimulus is about.

- 7b In pairs, students take it in turns to talk about the topic. For students who are less confident, photocopy the model text below, and either read it aloud yourself or ask a strong student to do so.

**Model text**

The bar graph shows that work-related injuries are really high for young people, especially 18–19 year olds. They are statistics taken from the National Institute for Occupational Safety and Health in the USA and they are quite negative for young people there. There's a quote about America which suggests that anyone can do well, provided they work hard. The table shows that a quarter of American teenagers work when they are 14–15 years old and that rises to 75% when they are 17–18 years old. To sum up, the different material shows that a lot of teenagers work hard, sometimes in jobs which do not have good working conditions.

**Exam success**

Students read the information about making and using notes in speaking exams. Discuss the importance of not reading from your notes and tell students to turn to page 149 (*Speaking: Stimulus-based discussions*) for more ideas.

**TEACHER DEVELOPMENT: STUDENT TRAINING**

**Using your notes as a framework**

In many exams, such as Part 2 in the IELTS test, students have one or two minutes to make notes before they carry out a speaking activity. One good method to make notes is the PREP method:

- P – make one sentence about your main **point**.  
R – give two or three sentences to provide a **reason**.  
E – give an **example** and describe it using two or three sentences.  
P – repeat your main **point**, using different words.

Students should remember to only use their notes as prompts and underline key or trigger words to remind themselves of the point they want to make.

### TEACHER DEVELOPMENT: CLASSROOM TIPS

#### Just a minute

Students need a lot of practice speaking about a topic using notes. You could make it more fun by playing *Just a minute*. In pairs, students take turns to talk about a topic for one minute without any repetition, deviation or hesitation. If a student repeats a word, goes off the topic or hesitates, they are challenged by their partner. It is, of course, very difficult to do this, but adding a fun, challenging element to this speaking activity can be motivating for students.

### Homework

▶ Refer students to the **Workbook, page 16.**

## ▶ Developing writing p27

### An opinion essay 1

#### Warmer

Write two true sentences and one false one about part-time jobs you had when you were a teenager on the board, e.g. *I picked cherries when I was a teenager. I used to deliver newspapers on Saturday mornings. I worked in a sweet shop at the weekends.* Ask students to guess which one is the false sentence by asking you questions about the jobs.

- 1 In pairs, students read the writing task and decide if they agree or disagree with the statements and explain why. Tell students to write notes about their ideas.
- 2 In pairs, students complete the plan with their ideas.

#### Study skills

Students read the information about the importance of organising their ideas into logical paragraphs before starting to write. Students then turn to page 145 (*Writing: Paragraphs*) to find out more.

### TEACHER DEVELOPMENT: STUDENT TRAINING

#### Paragraph organisation

Writing well-constructed paragraphs is the key to getting good marks in writing exams. Students need help to develop strategies for combining various ideas into well-formed sentences which then combine to make concise paragraphs. A well-constructed paragraph has a topic sentence, supporting details and a concluding sentence and includes only relevant information.

- 3 Students read the essay, ignoring the gaps, and decide if it follows the paragraph plan in 2. Elicit from students if the writer's opinion is similar to theirs.

#### Key

Yes, it follows the paragraph plan in 2.

- 4 Students complete the essay with the phrases given.

#### Key

- |                           |                     |
|---------------------------|---------------------|
| a As far as I'm concerned | d On the other hand |
| b To begin with           | e I agree with this |
| c Furthermore             | f To sum up         |

- 5 Students write the words and expressions from 4 in the correct place in the *Writing Bank*.

#### Key

##### Expressing opinions

As far as I'm concerned

I agree with this

##### Adding opinions and putting them in order

To begin with

Furthermore

##### Contrasting opinions

On the other hand

##### Concluding

To sum up

- 6 In pairs, students look at the task and write notes about their ideas. They then complete the plan in 2 for the topic.

### Practice makes perfect

- 7 Students use their plan from 6 and words and expressions from the *Writing Bank* to write their essay. For students who are less confident, photocopy the model text below for extra support during the writing task.

#### Model text

The world of work is constantly changing due to new technology and the global economy. Personally, I think school prepares you as much as possible for the future job market, although there could be some improvements.

Firstly, school teaches you how to read and write, and about science and maths. These are essential skills that everyone needs for the future. Secondly, school teaches you English and ICT, invaluable skills that can help you get a well-paid job. Furthermore, school also teaches you to be able to communicate, work in a team and solve problems. All these skills are important in the world of work.

On the other hand, I think there should be a stronger connection between school subjects and the job market. Teachers should make it clear how the things we learn in class relate to the world of work. What is more, we need to learn to have initiative and be adaptable. School is sometimes too structured.

In conclusion, I believe school prepares us for the world of work if we take advantage of all the opportunities that are offered. Nevertheless, I think we should make the connection between school and work much stronger and study more about how to find and keep a job.

#### Homework

▶ Refer students to the **Workbook, page 17.**

## ▶ Grammar revision p29

Students read the *Grammar reference* and *Vocabulary* sections on page 28 before completing the revision exercises on the following page.

### Past perfect simple and past perfect continuous

- 1 Students decide if the underlined part of the sentence is correct and if not, rewrite it.

#### Key

- |                     |              |
|---------------------|--------------|
| 1 had been waiting  | 4 ✓          |
| 2 had been painting | 5 had eaten  |
| 3 had written       | 6 had fallen |

### Gerunds and infinitives 2

- 2 Students complete the sentences with the correct form of the verbs given.

#### Key

- |             |          |           |
|-------------|----------|-----------|
| 1 to switch | 4 to go  | 6 to do   |
| 2 dancing   | 5 seeing | 7 playing |
| 3 writing   |          |           |

### Present and past habits

- 3 Students choose the correct alternative.

#### Key

- |              |       |                 |
|--------------|-------|-----------------|
| 1 used to    | 4 had | 6 will make     |
| 2 will       | 5 use | 7 didn't use to |
| 3 is forever |       |                 |

## ▶ Vocabulary revision p29

### Work conditions, responsibilities and hours

- 1 Students complete the sentences with the words. Remind students that there are three extra words.

#### Key

- |            |           |                  |
|------------|-----------|------------------|
| 1 for      | 4 earn    | 7 overtime       |
| 2 dealing  | 5 skilled | 8 qualifications |
| 3 employee | 6 shift   |                  |

### Stages of a job

- 2 Students complete the text with the correct words.

#### Key

- |             |                          |
|-------------|--------------------------|
| a look      | d unemployed             |
| b applied   | e fired/sacked/dismissed |
| c redundant | f offered                |

### Phrasal verbs connected with work

- 3 Students draw lines to match the parts of the phrasal verbs and their meanings.

#### Key

- 1 c – start a new business, office, etc.
- 2 a – progress faster than other people
- 3 f – not accept an offer, request or application
- 4 b – spend time working or improving something
- 5 d – add information to a document
- 6 e – take control of something

▶ Refer students to the **Workbook, pages 18–19.**

▶ You can find the **Unit 2 tests on the Gateway Tests CD and a progress test in the Workbook, pages 92–93.**

### Gatewayonline

For useful and motivating additional practice across a range of skills and task types, students can access *Gateway Online*: [www.gateway-online.net](http://www.gateway-online.net)

- Video activities
- Listening activities
- Writing activities
- Test yourself activities
- Language games



## ► Reading p30

### Tip for Reading Exams

Ask students to read the tip for doing multiple matching activities in reading exams and to discuss if there any special words that help them to find the part of the text which contains the information. Tell them to look at *Exam success* on page 149 to compare their ideas.

- 1 Students read the first paragraph of the text and discuss what an Erasmus programme is and the advantages of doing an Erasmus exchange.

#### Key

On an Erasmus exchange, students spend at least three months studying in a university in one of the 30 countries involved in the programme.

Some of the advantages of this exchange include: it looks good on your CV, you learn life skills, you make an international network of friends and have fun, you discover a different culture, you learn another language.

- 2 Students read the text and answer the questions.

**Recording:** Units 1 and 2 Gateway to exams on [www.gateway-online.net](http://www.gateway-online.net)

#### Key

- 1 Students' own answers.
- 2 Matthew Little – Engineering, Nelly Samuels – Modern History, John Vaughan – Business, Sally Collins – Natural Science, Keith Johnson – Politics
- 3 Students decide which person (A–E) says each thing (1–12). Remind students that the people may be chosen more than once.

#### Key

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

## ► Writing p31

### Tip for Writing Exams

Students read the tip for writing a transactional letter and turn to *Exam success* on page 149 for more ideas.

- 4 Students read the email from a friend and underline the information that they should include in their reply to the email.

#### Key

Students should answer these questions in their reply:

*How are you?*

*Do you remember that she's been away on a school exchange in Germany?*

*What do you think (about the welcome home party)?*

*Could you come and give me a hand getting things ready on Thursday afternoon?*

*Apart from the food, is there anything that you can think of that would make the party really special?*

- 5 Students make a plan of their reply to the email. Tell them to decide how many paragraphs to use and what to include in each one.

#### Suggested answer

Paragraph 1: greeting, say how I am, mention pizza place

Paragraph 2: yes, I remember Rachel has been away; the party good idea; yes, I can help

Paragraph 3: ideas for party

Paragraph 4: suggest a time to meet on Thursday; say goodbye

- 6 Tell students to write their reply and include all the necessary information. They should write between 120 and 150 words. For students who are less confident, photocopy the model text below for extra support during the writing task.

### Model text

Hi JT!

I'm fine. How are you? I enjoyed the pizza place, too. We should definitely go again soon.

Yes, I remember that Rachel has been away on a German exchange. That's great that she's coming back on Wednesday. A special welcome home party for her would be great and I'd love to come over and give you a hand.

I think it would be really special for Rachel if we invited Jamie and Gillian. They are really good friends of Rachel and it'd be a big surprise for her. Do you want me to contact them? I've got their email addresses. We could also make her a cake. Does she like chocolate cake?

I can come over at 3pm on Thursday to help you with the food and the decorations. Does that sound OK?

See you soon.

Celia

## ► Listening p31

### Tip for Listening Exams

Ask students to read the tips about matching activities in listening exams and tell them to look at *Exam success* on page 149 for more ideas.

- 7 In pairs, students talk about what they can see in the picture and why people sometimes carry these objects.

#### Key

The pictures show a horseshoe, a rabbit's foot and a four-leaf clover. People carry these things for good luck.

- 8 **LISTENING** **1.11** Play the CD for students to listen to five people talking about whether they have a lucky charm which they take into exams. Students match opinions A–F to speakers 1–5. Remind students that they can only use each letter once and there is one extra letter.

## Audioscript

**SPEAKER 1:** I'd never had an exam lucky charm. I always thought they were stupid, you know, childish. Then, the funny thing is, one year we had to do a special maths exam. I got 95 percent and that was the highest mark in class. I hadn't really revised either. So, the thing is I won a special prize for this exam and then I thought 'what have I done differently today in this exam?', and then I realised that I'd had a medal in my pocket, a medal I'd won that weekend in a swimming competition, and so I thought, maybe it's the medal that helped me. So I've started to put it in my pocket every time I have an exam. The trouble is, I must admit, my exam results haven't really improved. And my dad just says, 'Forget the medal, son, just study harder! Or eat better food! Eat fish, it improves your memory!'

**SPEAKER 2:** I'm a very superstitious person, although I'm not really convinced about lucky charms. With me, it's more a question of a routine that I follow that I hope brings me luck. So when I have an exam, I always do the same things. So, the night before the exam, I always go to bed at exactly the same time – ten o'clock precisely. The morning before an exam, I always have two cups of tea and one piece of toast with jam. It has to be strawberry jam (actually that's really strange for me because every other day I have cereal). Then I put my clothes on in a particular order. Anyway, I follow the same procedure. I think it helps.

**SPEAKER 3:** An exam lucky charm? Erm, no. At least I don't consider it a lucky charm, although other people might. I always take two special pens with me to do exams. They aren't the usual pens that I take to school or do my homework with. But it's not because I think they're lucky or anything. It's because I think they make my handwriting look better and teachers always seem to be happier when you write clearer. And I don't take them to school every day because I don't want to use them up. So, what some people might think is a superstition, for me it's just a question of logic. I'm sure my marks have improved since I started using these pens.

**SPEAKER 4:** Yeah, there is something that I always take into exams. I don't like telling people about it because I think they'll laugh at me, but, well, it's a key ring. But it's actually a mini teddy bear. I know some people think it's childish, but I like taking it into exams 'cause I keep it in my pocket and when I'm tense or stressed out I can squeeze it and it's really soft and, I don't know, it just makes me feel more relaxed. It takes away my nerves. Anyway, it was a present from my parents and I've had it for years, so it feels like I'm getting positive energy from my parents. Does that sound weird?

**SPEAKER 5:** You don't pass exams with lucky charms, even if you take in 20 of them. You're either ready for the exam or you aren't. And although we don't like to admit it, there's only one way to get ready and that's hard work and special exam preparation. Yeah ... studying is the only way you can be sure of passing. Having said that, if I remember, I usually carry a photo with me into exams. It's of me and my family on holiday. I don't think it brings me luck exactly, but it does make me feel good and positive and that can help you when you're feeling nervous, especially in the minutes just before you start. The only thing is that once I took it out and a teacher thought it was a note to cheat in the exam so he took it off me. But he gave it back as soon as he saw what it was.

### Key

1 C    2 A    3 F    4 E    5 B

9 In pairs, students tell each other if they have an exam lucky charm or if there's anything special they do to bring them

luck. Elicit answers from different students around the class and develop this into a class discussion.

## ▶ Speaking p31

### Tip for Speaking Exams

Ask students to read the tips about what to do in stimulus-based discussions in speaking exams and look at *Exam success* on page 149 for more ideas.

- 10 Students look at the material on page 166 and decide what the general topic is and what each different stimulus is about. Tell them to make notes on their ideas.
- 11 In pairs, students take it in turns to talk about the topic. For students who are less confident, photocopy the model text below, and either read it aloud yourself or get a strong student to do so.

### Model text

The material is to do with school-leaving exam results and going to university. The statistic explains that about 40% more British students apply for a place at university than there are places available. Consequently, nearly 180,000 students will not gain a university place.

The two photos show nervous students looking at a notice board to find their exam results, and some students celebrating their results. In the first photo the students all look very anxious and stressed, whereas in the second they look relieved and happy that they have achieved good results. This illustrates that young people are under a lot of pressure to succeed in exams.

To sum up, the material shows the importance of good school-leaving exam results for the future of young people: without good results they are unlikely to gain a place at university. On the other hand, some young people leave school and train to do a practical job. They can become an electrician or a plumber, for example, and earn a good salary without going to university and getting into debt. In my opinion this is a good choice for some people.

### 'Can Do' Progress check

- 12 Students turn to page 154 to check their progress. Ask students to mark from 1 to 4 how well they can do these things in English. Ask students to look at their marks and decide what they think they need to do to improve. Elicit suggestions on how to improve their work.

### TEACHER DEVELOPMENT: CLASSROOM TIPS

#### 'Can Do' Progress check

Each unit objective has a corresponding descriptor. These descriptors describe what the student can do in English. The descriptors are useful in helping students decide if they have or have not achieved the unit's objectives and in helping teachers to plan instruction.

 You can find the Unit 1 and 2 tests on the Gateway Tests CD and a progress test in the Workbook, pages 92–93.

# 3 Space and time

<b>Vocabulary/ Developing vocabulary</b> p32, 35	<ul style="list-style-type: none"> <li>▶ Space and space travel</li> <li>▶ <i>Travel, trip, journey, voyage</i></li> <li>▶ Prefixes</li> </ul>
<b>Reading</b> p33	<ul style="list-style-type: none"> <li>▶ Reading for global and specific information</li> <li>▶ Space junk</li> </ul>
<b>Grammar in context</b> p34–35, 38–39	<ul style="list-style-type: none"> <li>▶ Future forms</li> <li>▶ Future activities in the past</li> <li>▶ Future continuous, future perfect simple and future perfect continuous</li> </ul>
<b>CLICK onto ... Sci-fi</b> p36–37	<p>Literature/Media Studies</p> <ul style="list-style-type: none"> <li>▶ <i>The War of the Worlds</i> by H.G. Wells</li> </ul> <p>Cross-curricular – Literature</p> <ul style="list-style-type: none"> <li>▶ <i>The War of the Worlds</i> by H.G. Wells</li> </ul>
<b>Listening</b> p38	<ul style="list-style-type: none"> <li>▶ Listening for general and specific information</li> <li>▶ Future Me</li> </ul>
<b>Pronunciation</b> p32	<ul style="list-style-type: none"> <li>▶ Word stress</li> </ul>

<b>Developing speaking</b> p40	▶ Stimulus-based discussions 2
<b>Developing writing</b> p41	▶ A story
<b>Language reference and revision</b> p42–43	<ul style="list-style-type: none"> <li>▶ Grammar: <i>be going to, will</i>, present continuous and present simple for future, future activities in the past, future continuous, future perfect simple, future perfect continuous</li> <li>▶ Vocabulary: space and space travel, <i>travel, trip, journey, voyage</i>, prefixes</li> </ul>
<b>Study skills</b> p146	<ul style="list-style-type: none"> <li>▶ Grammar – Learning from your mistakes</li> <li>▶ Listening – Before and while listening</li> </ul>
<b>Exam success</b> p150	<ul style="list-style-type: none"> <li>▶ Reading – Missing sentence activities</li> <li>▶ Writing – Stories</li> </ul>
<b>MATERIALS</b>	<ul style="list-style-type: none"> <li>▶ DVD (optional): <i>War of the Worlds</i></li> <li>▶ Resource materials teacher's notes: p170</li> <li>▶ Resource materials: p184–186</li> <li>▶ Test 3A and B – Gateway Tests CD</li> </ul>

## ▶ Vocabulary p32

### Space and space travel


#### Warmer

In pairs, students discuss the meaning of the unit title *Space and time* and what they think the unit is going to be about. Elicit ideas from around the class and ask students to think of any recent articles they have seen in the media related to space travel. Then write the names of the planets on the board and ask students to put them in order according to their distance from the sun (*Sun – Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, Pluto*). Elicit any information students may know about each planet.

- 1 In pairs, students look at the photo and decide which of the words they can use to talk about it. Provide dictionaries if necessary.

#### Key

astronaut  
crew  
mission  
orbit  
space station

- 2 Students do the quiz in groups. Elicit answers from around the class.
- 3 **LISTENING**  1.12 Play the CD for students to listen and check their answers. Elicit how many questions students had answered correctly.

#### Audioscript

**MAN:** The first man-made satellite ever to leave the earth's atmosphere was Sputnik 1. It was launched in 1957 and weighed 84 kilos.

**WOMAN:** Yuri Gagarin went on just one mission into space, but what a mission! In 1961 he became the first man to travel into space. He orbited the earth once in the spacecraft *Vostok 1*. The orbit took 108 minutes.

**MAN:** Apollo 11 was the mission that went down in history for carrying out the first moon landing. The first two men on the moon were Neil Armstrong and Buzz Aldrin. The third member of the crew was Michael Collins.

**WOMAN:** The Apollo projects were very successful but very expensive. Next came the idea to have a spacecraft that could be launched, but then land and be used again. This first space shuttle was *Columbia*, which flew 27 times. On its 28<sup>th</sup> mission, *Columbia* had a fatal accident on re-entry. Re-entry into the earth's atmosphere is always the most dangerous moment of a space flight because of the dramatic rise in temperature. The space shuttle took off and landed at the Kennedy Space Centre in Florida.

**MAN:** The moon's craters come from the impact of asteroids crashing onto the moon's surface. There is not really much difference between an asteroid and a meteorite, but technically a meteorite is an object originating in outer space which survives impact with the earth's surface.

**WOMAN:** Today astronomers can track the course of asteroids using powerful telescopes, like the Hubble, which is a telescope in space. The Hubble telescope is named after the American astronomer Edwin Hubble. Hubble changed our ideas of the universe by showing that other galaxies existed apart from the Milky Way.

#### Key

- |     |     |     |     |      |
|-----|-----|-----|-----|------|
| 1 c | 3 a | 5 a | 7 c | 9 b  |
| 2 a | 4 c | 6 c | 8 a | 10 b |

- 4 **PRONUNCIATION** Students underline the stress in the words in 1. Draw attention to the examples.

**Key**

<u>a</u> steroid	land	re- <u>e</u> ntry
astron <u>a</u> ut	l <u>a</u> unch	<u>s</u> pace shuttle
astron <u>o</u> mer	<u>m</u> an-made <u>s</u> atellite	<u>s</u> pace station
<u>a</u> tmosphere	<u>m</u> eteorite	<u>s</u> pacecraft
<u>c</u> osmos	<u>m</u> ission	<u>t</u> elescope
<u>c</u> rew	<u>n</u> atural <u>s</u> atellite	<u>u</u> niverse
<u>g</u> rav <u>i</u> ty	<u>o</u> rb <u>i</u> t	
<u>l</u> and <u>i</u> ng	re- <u>e</u> n <u>t</u> er	

**Extra activity**

Students use the vocabulary from the lesson to create odd-one-out exercises to test each other. Write an example on the board for students to use as a model, e.g. *journey, launch, travel re-enter*. (The odd one out is *journey* because the others are all verbs.)

**Homework**

▶ Refer students to the **Workbook, page 20**.

▶ **Reading p33**

**Warmer**

Students write two true and two false sentences about themselves using these words from the previous lesson: *trip, travel, voyage, journey*, e.g. *I travel to Paris monthly. I have recently been on a trip to London. I have never been on a voyage around the world. The journey to my grandparents' house takes more than five hours*. In pairs, students take it in turns to read their sentences to each other. Their partner must guess which sentences are true and which are false.

- 1 In pairs, students look at the picture and decide what it shows.

**Key**

It is a NASA photo showing all the space junk around the earth.

- 2 Students read the article quickly and think of a title. Elicit ideas from students around the class and vote on the best title.

**Recording:** Unit 3 p33 Reading on [www.gateway-online.net](http://www.gateway-online.net)

**Example answer**

Space junk – a problem for Planet Earth

- 3 Students read the text again and decide which sentence (A–G) fits in each gap. Remind them that there is one extra sentence they do not need to use.

**Key**

1 C      2 A      3 G      4 F      5 B      6 D

**Exam success**

Students read about how to carry out reading tasks where sentences are missing from the text. Tell them to turn to page 150 (*Reading – Missing sentence activities*) for more ideas.

**TEACHER DEVELOPMENT: STUDENT TRAINING**

**Missing sentence activities**

This type of task, where students insert missing sentences into a reading text, tests students' understanding of the whole text. Students first read for general understanding and identify the key ideas in each paragraph. Encourage them to look for matching vocabulary for clues and compare the rhetoric structure of the missing sentence and the paragraphs to see if the second sentence is a direct explanation of the first. Once students have put the missing sentences in the text, encourage them to re-read it to see if it makes logical sense.

- 4 Students find the words or expressions in the text that match the definitions.

**TEACHER DEVELOPMENT: PRONUNCIATION**

**Word stress**

All words of more than one syllable have what is called 'word stress'. This means that at least one of the syllables is longer and louder than the other syllables. Use this opportunity to review how to use a dictionary to learn pronunciation. Ask students if they know how to use the phonological information in a dictionary. Remind them that each word is spelled phonetically and an accent mark (') shows which syllable is spoken louder than the rest of the word. Long words have a primary accent and a secondary accent because two of the syllables receive more stress than the other syllables. Primary accent marks mean that this syllable is stressed the most.

- 5 **1.13** Play the CD for students to listen and check their answers in 4. Practise saying the words with the correct stress.

**TEACHER DEVELOPMENT: CLASSROOM TIPS**

**Drilling**

Drilling plays an important role in the classroom and is mainly used for modelling target language. In choral drills, where a whole class repeats a word or sentence in unison, the goal is accuracy. The teacher says a word or sentence out loud and students try to repeat it verbatim with the correct pronunciation, stress and intonation. You could write the word/sentence on the board using phonetic script and mark stressed syllables and rising or falling intonation. You could also tap out the rhythm of the stressed syllables as you say them.

**Travel, trip, journey, voyage**

- 6 Students choose the correct alternative, using the dictionary entries to help them.

**Key**

1 trip	4 journey	7 travel
2 voyage	5 trips	8 trip
3 Travel	6 voyages	

- 7 **SPEAKING** In pairs, students take it in turns to ask and answer the questions. In a less confident class, students make notes on their answers before doing this as a speaking activity. Elicit answers from students around the class.

**Key**

- |             |                  |               |
|-------------|------------------|---------------|
| 1 trivial   | 4 collided       | 7 in no hurry |
| 2 debris    | 5 manned         | 8 fatal       |
| 3 fragments | 6 chain reaction |               |

- 5 In pairs, students read the text again and make a list of the ways in which space junk can be dangerous.

**Suggested answers**

Debris can damage or disable operational spacecraft.  
 Space debris could hit a manned spacecraft.  
 Satellites can catastrophically collide.  
 Space junk will form a cloud of metal debris that will endanger earth-tracking and communications satellites – leaving us without mobile phones, GPS and weather forecasts.  
 Space junk can cause fatal accidents when it falls to earth.

**6 SPEAKING What about you?**

In pairs or small groups, students discuss the questions.

**Example answers**

- I think space junk is a serious problem because I can't imagine a world without mobile phones.
- I think the most important problems for our planet will be a shortage of food and water, global warming and terrorism.

**Extra activity**

Develop question 2 into a class discussion to decide on the top two problems the world is facing. Before you start the discussion, elicit some suggested problems for our planet and write them on the board. Get the class to vote on which is the most important problem, in their opinion, before you start the discussion. At the end of the discussion, take a vote again to see if the arguments have made some people change their minds.

**Homework**

- Refer students to the **Workbook, page 21**.

**► Grammar in context p34–35****Future forms****Test before you teach**

Write these sentences on the board and ask students to choose the correct alternatives:

- That's the phone. **I'll / I'm going to** get it!*
- Look at those clouds. It **will / is going to** rain.*
- What are you plans? What **are you doing / will you do** this Friday?*
- I think that the world **will be / is going to be** more dangerous in the future.*

Monitor carefully to see if students are familiar with these future forms. If so, move through the *Grammar guide* exercises quickly with the whole class.

- 1a Students decide what tense the verb in bold is in each sentence.

**Key**

- |                             |                         |
|-----------------------------|-------------------------|
| a <i>be going to</i>        | d <i>will</i>           |
| b <i>present continuous</i> | e <i>present simple</i> |
| c <i>be going to</i>        |                         |

- 1b Students complete the rules with *will, be going to, the present simple or the present continuous*.

**Key**

- |                      |                                 |
|----------------------|---------------------------------|
| 1 <i>be going to</i> | 4 <i>the present continuous</i> |
| 2 <i>be going to</i> | 5 <i>the present simple</i>     |
| 3 <i>will</i>        |                                 |

- 1c Students look at sentences a–c and complete the rules with *will or the present simple*.

**Key**

- |               |               |                             |
|---------------|---------------|-----------------------------|
| 1 <i>will</i> | 2 <i>will</i> | 3 <i>the present simple</i> |
|---------------|---------------|-----------------------------|

**TEACHER DEVELOPMENT: LANGUAGE****Future forms**

**The present simple** is used to talk about a future event that is part of a timetable or routine, e.g. *My class starts in five minutes*. This is because a timetable is true in the future, but it is also true in the present. These sentences usually contain future words or the future is understood from the context. There are only a few verbs that are used in this way, e.g. *be, open, close, begin, start, end, finish, arrive, come, leave, return*.

**The present continuous** is used to talk about future arrangements or plans that have been confirmed, e.g. *I'm meeting Sarah at 10pm*. Since these constructions can imply present as well as future meaning, a time adverbial is usually employed to help specify the meaning. English teachers often call the present continuous future form the 'diary form' because you can use it for anything written in your diary or agenda. Fixed arrangements can also use *be going to*, but the present continuous is more common.

**Be going to** is generally found in informal spoken English, e.g. *We're going to eat lunch now*. These constructions indicate the future as a fulfillment of the present. The implication is that the factor leading to the future event is already present. *Be going to* constructions often imply an intention and thus an expectation that the intention will be carried out.

**Will** is generally used for predictions about the future, e.g. *It will be dark when we get there*. A less common alternative to *will* is *shall* (negative form: *shan't*). *Will* can be used with subjects of all three persons, whereas *shall* is only used with first person pronouns.

**TEACHER DEVELOPMENT: PRONUNCIATION****Will**

Remind students that we usually use the contracted form 'll in spoken English. 'll is pronounced with the dark /l/ sound, i.e. it sounds like the *ull* in *full* rather than the *l* in *light*. Drill the contracted form of *will* with this sentence: *I'll close the window now*.

- Refer students to the *Grammar reference* on page 42.
- 2 Students decide if the underlined part of the sentence is correct. If it is not correct, they rewrite it.

**Key**

- |                    |                     |
|--------------------|---------------------|
| 1 starts           | 6 are going         |
| 2 'll              | 7 are ... doing     |
| 3 's going to rain | 8 'm going to eat   |
| 4 ✓                | 9 ✓                 |
| 5 ✓                | 10 's going to drop |

## Study skills

Students read about how they can analyse their grammar mistakes and work on the areas they need to improve. Tell students to turn to page 146 (*Grammar – Learning from your mistakes*) for more ideas.

### TEACHER DEVELOPMENT: STUDENT TRAINING

#### Analysing mistakes

Encourage students to analyse their own mistakes and identify areas for improvement. This should be a learning experience, where students are invited to identify the merits and shortcomings of their performance, understand the reasons for these shortcomings and discuss possible improvements.

- 3 Students complete the sentences with an appropriate future form of the verb in brackets.

#### Key

- |                       |                    |
|-----------------------|--------------------|
| 1 's                  | 6 get, 'll switch  |
| 2 are meeting         | 7 'm seeing        |
| 3 are ... going to do | 8 will land, am    |
| 4 will snow           | 9 's going to rain |
| 5 's going to have    |                    |

- 4a Students complete the *Yes/No* questions about the future with their own ideas. Draw attention to the example.

#### Example questions

- Are you going to do your homework before you leave school today?
  - Are you going to the cinema tonight?
  - Are you playing tennis next weekend?
  - Are you going to go on holiday when the summer comes?
  - Will you get a job when you finish school?
  - Will you be living abroad in 2030?
  - Will you still play tennis when you're seventy years old?
- 4b Individually, students try to predict their partner's answers to each of their questions, and write down their predictions.
- 4c **SPEAKING** In pairs, students take it in turns to ask and answer their questions. Ask them to tell you how many predictions they got right.

## Future activities in the past

- 5 Students circle the structures used to talk about future activities in the past.

#### Key

- |                |                |
|----------------|----------------|
| 1 was about to | 4 would        |
| 2 was going to | 5 was speaking |
| 3 was to       |                |

### TEACHER DEVELOPMENT: LANGUAGE

#### Future activities in the past

We use the structures in exercise 5 when we want to talk about something that was in the future at that time or something which had not yet happened (and perhaps never did happen).

- ▶ Refer students to the *Grammar reference* on page 42.

- 6 Students complete the text with the words and expressions.

#### Key

- |            |         |            |
|------------|---------|------------|
| a about    | c was   | e would    |
| b going to | d doing | f would be |

- 7a Students use their imagination to complete the sentences.

#### Example answers

- I knew it was going to be a great day because all my friends and family were there.
  - I was going to do my homework when my cat spilled water all over it.
  - I never thought it would happen, but one day I won the lottery.
  - I was meeting my friends the next day but I got ill and couldn't go.
  - I was going to call you when the postman knocked at the door.
  - The car was about to hit the dog when it swerved at the last minute.
  - It was to be a moment they would remember for the rest of their lives because he asked her to marry him.
- 7b **SPEAKING** Students compare their sentences in groups and choose the best sentence for each situation. Ask each group to read out their agreed list of sentences to the class.

#### Extra activity

In pairs, students exchange their sentences and develop each situation by writing another sentence, e.g. *I knew it was going to be a great day because all my friends and family were there. We were going to the beach for a picnic.*

#### Homework

- ▶ Refer students to the *Workbook*, page 22.

## ▶ Developing vocabulary p35

### Prefixes

- 1 In pairs, students underline the prefix and think about what meaning the prefix gives to each word. Note that they will match the prefixes to the correct meanings in exercise 2.

#### Key

cooperate  
disable  
ex-cosmonaut  
international  
miscalculate  
overpopulated  
postgraduate  
prehistoric  
reconsider  
underestimate  
unstoppable

### TEACHER DEVELOPMENT: LANGUAGE

#### Prefixes and spelling

The prefixes *co-*, *non-* and *ex-* are sometimes separated from the following noun, adjective or verb by a hyphen, e.g. *Co-operation between the woman and her ex-husband was a non-starter.*

- 2 Students find the prefixes to match the definitions.

**Key**

- |         |           |       |
|---------|-----------|-------|
| 1 mis   | 5 over    | 9 co  |
| 2 pre   | 6 inter   | 10 ex |
| 3 post  | 7 un, dis |       |
| 4 under | 8 re      |       |

**TEACHER DEVELOPMENT: LANGUAGE**

**Prefixes**

Prefixes and suffixes are generally known as affixes. Affixes create new words, usually by modifying or changing the meaning of a root word. A good knowledge of affixes will help students develop vocabulary without the need to always check in their dictionary. By memorising the meaning of prefixes, suffixes and root words, students can unlock the meaning of difficult vocabulary when reading texts.

- 3 Students complete the sentences by adding the correct prefix to the words. They should use these prefixes: *co-*, *dis-*, *ex-*, *mis-*, *over-*, *post-*, *re-* or *under-*.

**Key**

- |                 |                |
|-----------------|----------------|
| 1 disappeared   | 5 rewrite      |
| 2 underpaid     | 6 co-pilot     |
| 3 misunderstood | 7 overbooked   |
| 4 post-1990     | 8 ex-president |

- 4 Students make the negative form of the words using the prefixes *dis-*, *il-*, *im-*, *in-* or *un-*. Provide dictionaries if necessary.

**Key**

disadvantage, disagree, unbelievable, incapable, incomplete, unexpected, unusual, unlikely, illogical, unnecessary, disobey, impatient, impossible, improbable, irregular, irresponsible, unsuccessful, invisible

**Fast finishers**

Ask students to find patterns in exercise 4 that can be used as rules of thumb. For example, *im-* is used before some words beginning with *p* or *m*, *il-* is used before some words beginning with *l*, etc. It is a good idea to emphasise that there are exceptions.

- 5a Students write three sentences using a negative word from 4 in each sentence. Draw attention to the examples.
- 5b **SPEAKING** Students read out their sentences without saying the negative word for their partner to guess the missing word. At the end of the activity, ask different students to read out their sentences for others to guess.

**Extra activity**

Students write more sentences with the three negative prefixes they did not use in 5a.

- ▶ **Resource materials:** See Unit 3 Vocabulary and Communication worksheets on pages 185 and 186.

**Homework**

- ▶ Refer students to the **Workbook**, page 23.

▶ Click onto ... Sci-fi p36–37

**Warmer**

Write the names of these science-fiction books in a column on the left-hand side of the board: *The Time Machine*, *2001 – A Space Odyssey*, *Fahrenheit 451*, *1984*, *Brave New World*, *Journey to the Centre of the Earth*.

Then write these authors in a column on the right-hand side of the board: *Arthur C. Clarke*, *Jules Verne*, *Aldous Huxley*, *Ray Bradbury*, *H. G. Wells*, *George Orwell*.

Ask students to match the books to their authors.

**Key**

*The Time Machine*, H. G. Wells  
*2001 – A Space Odyssey*, Arthur C. Clarke  
*Fahrenheit 451*, Ray Bradbury  
*1984*, George Orwell  
*Brave New World*, Aldous Huxley  
*Journey to the Centre of the Earth*, Jules Verne

**Literature/Media Studies: *The War of the Worlds* by H.G. Wells**

- 1 **SPEAKING** In pairs, students discuss the questions. Elicit answers from students around the class.
- 2 **LISTENING** 1.14 Ask students to listen to the documentary about *The War of the Worlds* and answer the questions.

**Recording:** Unit 3 p36 Click onto ... on [www.gateway-online.net](http://www.gateway-online.net)

**Key**

- It was performed on the radio as a series of news reports.
- When people heard the radio adaptation, they panicked because they thought the news reports were real.
- Afterwards, people felt angry and shocked that the radio programme had fooled them.

**i Cultural information**

Herbert George Wells (21 September 1866 – 13 August 1946) was born in Kent, England. Together with Jules Verne, Wells has been referred to as 'the father of science-fiction'. He also wrote *The Time Machine*, first published in 1895, considered by many to be one of the greatest science-fiction novels of all time.

- 3 Play the CD again for students to listen again and complete the notes.

**Audioscript**

The novel *The War of the Worlds* was written by the British writer H. G. Wells in 1898 and was an instant success, with its powerful storyline recounting the Martian invasion of Earth. With such an exciting and memorable story it's not surprising that there have been various film versions of the novel over the years, including a Spielberg movie starring Tom Cruise. A little more surprising, perhaps, is the success of a 1978 musical version of the story, which continues to draw massive audiences whenever it goes on tour.

However, of all the different versions of *The War of the Worlds*, the one that made the biggest impact was a radio adaptation of the novel. This version was directed and narrated by the famous

actor Orson Welles and performed as a Halloween special on 30<sup>th</sup> October 1938.

Orson Welles changed the time and location of the story from the original Victorian London to the present in the USA, where the programme was made. He had the highly original idea of turning the novel into a series of imaginary news reports which were incredibly realistic, naming specific towns and villages in New Jersey and the rest of the USA.

The result of these changes to the story and its treatment was that thousands of people who were listening to the programme actually believed a Martian invasion was taking place. There are several reasons why so many people panicked as they listened to the programme. Radio was at the time a very common way for people to hear the news and was almost the voice of authority, but Welles gave almost no indication throughout the programme that this was just a story. Most people who started to listen after the introduction had no idea that it was fiction, and the actors were so convincing in their roles that people believed they really were listening to news readers, politicians, generals, and normal members of the public, not actors. On top of this, most radio programmes were regularly interrupted by adverts, but not this one. This factor added to the realism of what people were hearing.

Nowadays, some people claim that the public reaction was not so massive. But there are many stories of people living near the places mentioned in the story who started packing their bags and getting in their cars to escape the invasion. Others went to see these places to try to see the alien invasion. The police went too, to make sure everything was OK, but of course the sight of police cars made it look as if something terrible was indeed happening.

Of course, nobody had ever done anything like this before, so it was not surprising that some members of the public were prepared to believe it all. In the days following the programme, many members of the public felt angry and shocked that the radio had tricked them. For the first time, perhaps, the public realised that they shouldn't believe everything they hear on the radio or TV.

#### Key

- |                    |                       |
|--------------------|-----------------------|
| a 1898             | g listen to the radio |
| b Martian invasion | h a story             |
| c musical version  | i adverts             |
| d 30th October     | j escape the invasion |
| e the USA          | k police cars         |
| f news reports     | l believing           |

#### 4 **SPEAKING** What about you?

In pairs or small groups, students discuss the questions.

#### Example answer

I don't think people were stupid to believe the events. It sounded very realistic and the reaction shows how powerful the radio was at that time.

## Cross-curricular – Literature: *The War of the Worlds* by H.G. Wells

- 5 Students read the text from Chapter 4 of *The War of the Worlds* and answer the questions.

#### Key

It describes the arrival of Martians on earth. The mood of the people is one of horror and terror.

- 6 Students read the text again and answer the questions.

#### Key

- 1 He is standing on the cylinder in the hole in the ground.
- 2 Something like a man, but different.
- 3 About the size of a bear.
- 4 Because it is not used to the gravitational force of the earth.
- 5 It is very alive and intense, but inhuman. It has oily skin and clumsy movements.
- 6 He can't stop looking at the Martians, so he isn't looking where he is going.
- 7 He probably gets killed by the Martians.

### Word Booster

Students match the words and definitions.

#### Key

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

- 7 Students read the words and their definitions and decide if the verbs refer to humans (H) or the Martian (M).

#### Key

- |     |     |     |     |
|-----|-----|-----|-----|
| 1 H | 3 M | 5 M | 7 M |
| 2 H | 4 M | 6 M | 8 H |

#### 8 **SPEAKING** What about you?

In pairs or small groups, students discuss the questions.

#### Example answers

I think it is possible that one day we could make contact with people from outside our solar system. I think they would probably be aggressive because they would want our resources.

### DVD (optional)

*War of the Worlds* (director: Steven Spielberg; 2005)

**Themes:** Science-fiction; Aliens; Disaster; Survival; Invasion

**Plot:** Based on H.G. Wells' famous novel of the same name, this film shows Ray Ferrier (Tom Cruise) trying to be a normal father to his two kids, but unbeknownst to him and the rest of the world, they are about to be attacked by beings from another world. Nowhere is safe anymore, as Ferrier and his family must travel across the country to reach Boston, encountering much danger along the way.

### Homework

- ▶ Refer students to the **Workbook**, page 24.

## ▶ Listening p38

### Warmer

Elicit all the prefixes students can remember from *Developing vocabulary* and write them on the board. Students then play *Word tennis* in pairs. Student A says a prefix and Student B must immediately say a word using that prefix. Then Student B says a prefix, and so on. Students win a point for each correct word they say. The student with the most points wins the game.



- 1 **SPEAKING** In pairs, students look at the book cover, think about the name of the website, Future Me, and make predictions about what they think they can do there. Elicit ideas from different students around the class.

## Study skills

Students read the information about predicting the content of listening texts and turn to page 146 (*Listening – Before and while listening*) for more ideas.

### TEACHER DEVELOPMENT: STUDENT TRAINING

#### Before you listen

Students who predict the content of the text before they listen can improve their performance and reduce their anxiety. By reading the questions first, they can detect important words, predict the answer and clarify exactly what information they are listening for. Key vocabulary may be illustrated in the pictures and photos and give clues to the content of a listening.

- 2 **LISTENING**  1.15 Play the CD for students to listen and choose the correct alternative.

#### Audioscript

**PRESENTER:** Our next story is about a really interesting website which has become incredibly popular. The name of the website is Future Me and the idea of the website is very simple. All that happens is you write a letter that you yourself will receive one day in the future. Here to tell us more about Future Me is one of the creators of Future Me, Matt Sly. Matt, when exactly will you receive this letter?

**MATT:** Well, you can choose. The minimum amount of time is 30 days after you write and send the letter and the maximum is 50 years.

**PRESENTER:** Let's see if I've got this clear. You can write a letter to yourself today and receive it 50 years later.

**MATT:** That's right. In fact, 44 per cent of the people who write letters choose to receive their letter in 12 months, and five per cent choose five years.

**PRESENTER:** How many people have written letters on the website?

**MATT:** More than a million people already, in just six years.

**PRESENTER:** That's a lot of people! What do people usually write about?

**MATT:** Well, there are a lot of letters on similar topics. People hope that by the time they receive their letter in the future, they will have found a job or that they'll have passed an exam or a course. Sometimes they write when they're sad because they've just split up with their partner and they hope that by the time they receive their letter, they'll have found a new boyfriend or girlfriend and that they'll be living happily. There are people who just hope they won't have lost all their hair or that they won't have put on weight. In fact, the most frequent words that appear in the letters are, first LOVE, second JOB, third FAMILY, fourth MONEY, and then things like HEALTH and PARENTS. That gives you an idea of what people are thinking about when they write.

**PRESENTER:** So, are all the letters public?

**MATT:** No, you can choose to keep your letter private or make it public, so people can read your letter. You can also choose to send a letter for somebody else to receive in the future, as long as you are a verified user.

**PRESENTER:** Have you got a favourite letter?

**MATT:** Well, there is one in particular that I like. It says something like this: 'When you receive this letter, you'll probably be thinking about the past and thinking that life was great then. Remember that it wasn't. It was good, yes, but not perfect. And right now I sometimes think that maybe when I'm 40, I'll be directing my own company and I'll be rich and successful. Well, I probably won't, but that doesn't matter. Enjoy the present, that's the important thing.'

**PRESENTER:** Yes, true. Last question, Matt. Why do you think so many people write letters to themselves in the future?

**MATT:** Well, the future is so important to us, isn't it? We want the future to be a happy time for us. A lot of what we do every day is preparing ourselves for the future. That's why we go to school and university, to prepare for our future life. That's why we save money too. The future is very much part of today.

**PRESENTER:** Well, it certainly is for one person. Apparently since December 2005, this person has written themselves over 1,000 letters on Future Me! That's more than one a day!

**MATT:** Yes, maybe they need to think more about the present.

**PRESENTER:** Matt, thanks for telling us about Future Me!

**MATT:** Thank you!

#### Key

- |  |            |           |
|--|------------|-----------|
| 1 to   | 3 can      | 5 working |
| 2 can't  | 4 one year | 6 can     |
| 7 we spend a lot of time thinking about tomorrow |            |           |

- 3  Play the CD again for students to listen and answer the questions.

#### Key

- love, job, family, money, health, parents
- The message of Matt's favourite letter is to enjoy the present.
- Students' own answers.

- 4 **SPEAKING** **What about you?**

In pairs or small groups, students discuss the questions.

#### Extra activity

Students visit the Future Me website ([www.futureme.org](http://www.futureme.org)) and write a Future Me letter (remind them they can choose to publish their letter publicly or keep it private). Alternatively, students write Future Me letters to be opened at the end of the school year.

## ► Grammar in context p 38–39

### Future continuous, future perfect simple and future perfect continuous

#### Test before you teach

Write these words on the board and ask students to reorder them to make sentences:

- 1 They cancer a the cure year will by found for have 2050
- 2 year 2050 transport the will new of we using be types In
- 3 June we have this for will book By have months studying been nine

Then ask students to rephrase each sentence in the negative and interrogative forms. Walk around the class and monitor closely. Elicit when we use the future continuous, future perfect simple and future perfect continuous. If students seem familiar with the form and use of these tenses, move quickly through the *Grammar guide* with the whole class.

**Key**

- 1 They will have found a cure for cancer by the year 2050.  
Will they have found a cure for cancer by the year 2050?  
They won't have found a cure for cancer by the year 2050.
- 2 In the year 2050 we will be using new types of transport.  
Will we be using new types of transport in the year 2050?  
We won't be using new types of transport in the year 2050.
- 3 By June, we will have been using this book for nine months.  
Will we have been using this book for nine months by June?  
We won't have been using this book for nine months by June.

**1a** Students look at the sentences and decide what tense the verbs in bold are. Elicit how we form the tenses.

**Key**

- 1 future continuous
- 2 future continuous
- 3 future perfect simple
- 4 future perfect simple
- 5 future perfect continuous

Future continuous: *will/won't + be + verb + -ing*

Future perfect simple: *will/won't + have + past participle*

Future perfect continuous: *will/won't + have + been + verb + -ing*

**1b** Students complete the rules with *future continuous, future perfect simple or future perfect continuous*

**Key**

- 1 future perfect simple
- 2 future continuous
- 3 future perfect continuous
- 4 future continuous and the future perfect simple

**TEACHER DEVELOPMENT: LANGUAGE**

**Future tenses**

Point out to students that *will* and *going to* can be used interchangeably in these future tenses, e.g. *Maybe by the time I'm 40 I'm going to be directing my own company. By that time, she's going to have found a new boyfriend. Next January, we're going to have been living here for ten years.*

**TEACHER DEVELOPMENT: PRONUNCIATION**

**Future tenses**

It is often difficult for students to get the word order and pronunciation right in these tenses because they feature long strings of words. Point out to students that the conjugation is simple because only the subject changes, and drill the pronunciation of the sentences in 1a using backchaining. Pay special attention to the contracted forms of *will* and *have*, as well as the stressed words in each sentence:

*for ten years.* [repeat]

*we'll 've been living here* [repeat]

*we'll 've been living here for ten years.* [repeat]

*Next January* [repeat]

*Next January, we'll 've been living here for ten years.* [repeat]

▶ Refer students to the *Grammar reference* on page 42.

**2** Students explain the difference between the sentences in each pair.

**Key**

- 1a At two o'clock, the activity is in progress.
- 1b At two o'clock, the activity has finished.
- 2a By nine o'clock, she has completed the activity.
- 2b By nine o'clock, the activity has been in progress for three hours and has not yet finished.
- 3a In 2070, this action has already happened.
- 3b In 2070, this action will happen.
- 4a I have a plan to have lunch at 1p.m. tomorrow.
- 4b At 1p.m., lunch will be in progress.

**3** Students complete the text with the future continuous or future perfect form of the verbs in brackets.

**Key**

- |                       |                    |
|-----------------------|--------------------|
| a will ... be doing   | e won't be living  |
| b will ... be working | f will have learnt |
| c will have finished  | g will have bought |
| d will have left      | h will be saving   |

**4a** Students read Sarah's schedule for tomorrow and complete the sentences with the future continuous, future perfect simple or future perfect continuous form of the verb in brackets. You could point out to students that the photo on page 38 is of the Rocket Garden at the Kennedy Space Centre.

**Key**

- |                        |                           |
|------------------------|---------------------------|
| 1 will be having       | 5 will be having          |
| 2 will have eaten      | 6 will have seen          |
| 3 will have arrived    | 7 will be watching        |
| 4 will have been going | 8 will have been watching |

**4b** Students write four questions about the schedule, two using the future continuous and two using the future perfect. Draw attention to the example.

**4c** **SPEAKING** Students take it in turns to ask and answer each other's questions.

**5a** Individually, students write predictions about themselves in the year 2040. Remind them to use the future continuous, future perfect simple or future perfect continuous. Draw attention to the example sentences.

**5b** **SPEAKING** In small groups, students compare their sentences from 5a and ask questions to find out what their partners have written. Students discuss if there are any particularly common answers. In a less confident class, elicit the question form for each phrase in 5a before starting this activity, e.g. *live with my parents* → *Will you be living with your parents?*

**5c** Encourage students to share any common answers with the class.

**Extra activity**

Students write a short text predicting their lives in 2040 based on their answers from the speaking activity.

▶ **Resource materials:** See Unit 3 Grammar worksheet on page 184.

**Homework**

▶ Refer students to the **Workbook**, page 25.

## ► Developing speaking p40

### Stimulus-based discussions 2

#### Warmer

Play *Hot seat* to revise vocabulary from this unit. Divide the class into two teams: A and B. A volunteer from Team A sits with their back to the board. Choose words from the previous lesson and write them on the board one by one. Team A has one minute to define as many words as possible for the volunteer student to guess. Repeat for Team B. The team that defines and guesses the most words is the winner.

- 1 **SPEAKING** In pairs, students look at the different elements on the page and discuss what the general topic is and what each element tells us about this topic.

#### Suggested answers

The general topic is the cost of space travel.


The photo shows a moon colony, a lunar outpost.

The bar graph shows how much money the US government spends on NASA, education and defence each year.

The quote by Dwight Eisenhower tells us he doesn't think it is right to spend so much money on space programs when there is poverty on earth.

The headline says that the government is going to spend less money on space programs.

The newspaper clipping remarks that shoppers in the US spent half of NASA's yearly budget in one day before Christmas.


- 2 **LISTENING**  1.16 Play the CD for students to listen to somebody talking about the topic and decide what the person's opinion is.

#### Audioscript

I think that all these different elements are to do with space travel, and especially the question of how much it costs. You can see that NASA had nearly 20 billion dollars to spend in 2010. But you have to admit that it isn't that expensive when you compare it with the amount of money that the Department of Defense had. The graph shows that they had \$515 billion to spend. It seems to me that the quote from Eisenhower is the typical argument against space travel because the idea is this: 'Why spend money going to the moon when people are hungry on the earth?' The truth is that we spend lots of money on totally unnecessary things. That is what the statistic about Christmas shopping in the USA tells us. And personally I'm convinced that space travel is useful or at least will be useful in the future. Maybe one day there will be a problem on our planet and we'll need to go to live on other planets or on the moon, like we can see in the picture. That's why I think that the headline is a pity because, the way I see it, if we don't spend money on space travel now, we'll ruin our chances of survival in the future.

#### Key

This person thinks that we do not spend very much on space travel in comparison to other things (e.g. defence) and that space travel may be essential for our survival in the future.

- 3 Students complete the expressions in the *Speaking Bank* with the words in the box.
- 4  Play the CD again for students to listen and check their answers.

#### Key

a admit  
b seems

c truth  
d convinced

e why  
f way

- 5 **SPEAKING** In pairs, students take turns to give their opinions on the topic in 1. Encourage them to use expressions from the *Speaking Bank*.

### Practice makes perfect

- 6a Students look at the quotes and decide what their opinion is about each one.
- 6b In pairs, students take it in turns to talk about the quotes, using expressions from the *Speaking Bank*. For students who are less confident, photocopy the model opinions below, and either read them aloud yourself or ask a strong student to do so.

#### Model opinions

- 1 In my opinion, I think this will never happen. Space travel is too expensive and we will only send a few scientists and investigators into space.  
I think this is possible. We are spending a lot of money and time on making this a possibility for the future.
- 2 I disagree with this quote. We need to spend money on space programs to make sure we survive in the future.  
As far as I'm concerned, if we don't start thinking about protecting our world, space travel won't happen because we won't survive.
- 3 It goes without saying that man is a destructive animal and we always end up destroying our environment.  
The way I see it is we will have learned our lesson about ruining earth and we will be more careful if we get another chance.
- 4 I agree with this quote. One day we will have used up all the world's resources and we will have to go and live on other planets to survive.  
I disagree. I think scientists are working on new ways to use and recycle the earth's natural resources and space travel won't be necessary.

#### Homework

- Refer students to the *Workbook*, page 26.

## ► Developing writing p41

### A story

#### Warmer

In pairs, students take it in turns to describe the picture on page 41.

#### Example answer

The picture shows a teenage boy and girl holding a futuristic games console. They both look a bit shocked. It looks as if it is set in the future in a space-age house.

- 1 SPEAKING** In pairs, students read the writing task and note down some ideas for a story. In a less confident class, elicit ideas from different students around the class and write key vocabulary on the board.
- Students read the story and decide if there are any similarities with their ideas. Students then think of one sentence to finish the story.

#### Example answer

'We have to go together into the future and change what is going to happen before it's too late.'

- Students number the events in the story in the correct order.

#### Key

1 c, 2 e, 3 a, 4 f, 5 b, 6 d, 7 g

- Students look at the advice in the *Writing Bank* and find examples in the story in 2 for each piece of advice. Draw attention to the example.

#### Key

**Variety of past tenses** – past perfect continuous: *He had been building computers since he was five.*

**Participle clauses** – *Knowing Ethan, she believed him.*

**Linkers of time and sequence:** *Suddenly, Now*

**Short sections of direct speech:** *'Where did you go, Ethan?'*

**Adjectives and adverbs to describe scenes and**

**actions:** *In fact, it wasn't big like a car or small room like she'd once seen in a film.*

### Exam success

Students read the information about how to successfully write a narrative. They then turn to page 150 (*Writing – Stories*) to find out more ideas.

#### TEACHER DEVELOPMENT: STUDENT TRAINING

##### Writing a narrative

In narrative writing, it is important to develop plot, character and setting using specific detail and to order events clearly using chronological order. Students need a rich language base to effectively write a narrative writing task in order to 'fill up' the narrative structure with engaging language.

In a less confident class, brainstorm possible events and characters for students' stories and place the words or phrases they suggest under the following headings on the board: *Characters, Setting, Situation, Feelings, Vocabulary.*

Monitor as students work on their plans and help individual students if necessary. Students could swap and comment on each other's plans before they write the story for homework or in class.

- In pairs, students read the task and plan their story. Remind students to think about the main events, the background and any important scenes.

### Practice makes perfect

- Students write their story for the task in 5. Remind students to follow the advice in the *Writing Bank* and the *Exam success* box. For students who are less confident, photocopy the model text below for extra support during the writing task.

### Model text

When Karen woke up that morning, she had no idea that the events of the day would change her life forever. It was seven o'clock on a chilly morning when she heard the phone ringing downstairs. This was the phone call that would change everything. It was her dad, telling her and her mum to come and live with him in America.

Knowing this was a difficult decision for her mum, Karen left her alone and walked along the dirt track to school. It would mean leaving her home and friends to go to a faraway place with her dad, who she hadn't seen for six years. But when she got home that afternoon, her mum told her she had decided to go. 'It will be difficult at first,' she said, 'but I'm sure this is the best decision for your future and once we're there, you will never look back.'

Arriving in America was exciting but scary. Karen thought America was a wonderful place, but at first people laughed at her South African accent and she had to make new friends. She felt quite lonely but she said to herself, 'I am strong and clever and I will soon feel at home'. After a few years, she decided she wanted to go to university and was granted a scholarship. Now she is studying to be a doctor and plans to return to South Africa one day to work in a hospital there. She often thinks of the day they received that phone call and how it changed her life forever.

### Homework

- Refer students to the **Workbook**, page 27.

## ► Grammar revision p43

Students read the *Grammar reference* and *Vocabulary* sections on page 42 before completing the revision exercises on the following page.

### Future forms

- Students complete the sentences with the correct future form of the verbs in brackets: *will, be going to*, the present simple or the present continuous.

#### Key

- |                  |                         |
|------------------|-------------------------|
| 1 leaves         | 5 are getting           |
| 2 comes          | 6 will take             |
| 3 'll            | 7 isn't going to finish |
| 4 'm going to do |                         |

### Future activities in the past

- Students complete the sentences with one of the words. They can only use each word once.

#### Key

- |         |       |         |
|---------|-------|---------|
| 1 would | 3 to  | 5 to    |
| 2 going | 4 was | 6 would |

### Future continuous, future perfect, future perfect continuous

- Students decide if the sentences are correct. They rewrite the incorrect sentences and tick the correct sentences.

**Key**

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

## ► Vocabulary revision p43

### Space and space travel

- 1 Students match the pictures to words from *Space and space travel* on page 42.

**Key**

- |                      |              |
|----------------------|--------------|
| 1 man-made satellite | 5 gravity    |
| 2 spacecraft         | 6 astronauts |
| 3 space shuttle      | 7 astronomer |
| 4 orbit              | 8 meteorite  |

### Travel, trip, journey, voyage

- 2 Students complete the sentences with *travel, trip, journey* or *voyage*.

**Key**


- |          |           |        |
|----------|-----------|--------|
| 1 trip   | 3 voyage  | 5 trip |
| 2 travel | 4 journey |        |

### Prefixes

- 3 Students complete the sentences with the correct form of the words in capitals.

**Key**

- |                 |                |
|-----------------|----------------|
| 1 misunderstand | 5 unnecessary  |
| 2 remake        | 6 ex-wife      |
| 3 incapable     | 7 postgraduate |
| 4 overbooked    |                |

-  You can find the Unit 3 tests and a progress test on the Gateway Tests CD.

### Gateway<sup>online</sup>

For useful and motivating additional practice across a range of skills and task types, students can access *Gateway Online*: [www.gateway-online.net](http://www.gateway-online.net)

- Video activities
- Listening activities
- Writing activities
- Test yourself activities
- Language games

# 4 Extraordinary behaviour

<b>Vocabulary/ Developing vocabulary</b> p44, 47	▶ Personality ▶ Noun suffixes
<b>Reading</b> p45	▶ Reading for global and specific information ▶ What makes a genius?
<b>Grammar in context</b> p46–47, 50–51	▶ Comparative and superlative adjectives and adverbs ▶ Other ways of making comparisons ▶ Articles ▶ <i>So, such, too, enough</i>
<b>CLICK onto ... Human intelligence</b> p48–49	Cross-curricular – Science ▶ Albert Einstein Cross-curricular – Philosophy ▶ What is intelligence?
<b>Listening</b> p50	▶ Listening for general and specific information ▶ Animal intelligence

<b>Developing speaking</b> p52	▶ Presentations 1
<b>Developing writing</b> p52–53	▶ A description
<b>Language reference and revision</b> p54–55	▶ Grammar: making comparisons, articles, <i>so, such, too, enough</i> ▶ Vocabulary: personality, noun suffixes
<b>Study skills</b> p146	▶ Vocabulary – Vocabulary records ▶ Writing – Checking for mistakes
<b>Exam success</b> p150	▶ Use of English – Word-formation cloze activities ▶ Speaking – Giving presentations
<b>MATERIALS</b>	▶ DVD (optional): <i>A Beautiful Mind</i> ▶ Resource materials teacher's notes: p171 ▶ Resource materials: p187–189 ▶ Test 4A and B – Gateway Tests CD

## ▶ Vocabulary p44

### Personality

#### Warmer

In pairs, students discuss the meaning of the unit title *Extraordinary behaviour* and what they think the unit is going to be about. Elicit ideas from around the class and ask students to define good and bad behaviour and make a list of associated words, e.g. *polite, thoughtful, kind, caring, welcoming/aggressive, antisocial, threatening, unacceptable, undesirable, violent*).

Point out to students that *behaviour* is usually an uncountable noun, so it is rarely used in the plural:

- ✗ *The media often encourage violence and aggressive behaviours.*
- ✓ *The media often encourage violence and aggressive behaviour.*

- 1 In pairs, students note down the opposites of the words.

#### Key

clever – dumb/stupid	polite – impolite/rude
friendly – unfriendly	quiet – noisy
hard-working – lazy	serious – fun-loving
patient – impatient	tidy – untidy/messy

- 2 Students read the description of Luke's personality and decide if they would like him or not. Elicit answers and reasons why or why not from different students around the class.

- 3 Students match the words in bold in the text with their opposites.

#### Key

big-headed – modest	outgoing – reserved
easy-going – nervous	self-confident – insecure
generous – tight-fisted	slow – gifted
immature – mature	tactless – tactful
narrow-minded – broad-minded	

- 4 Individually, students choose the adjective that describes them best from each pair of adjectives in 3. Remind them that they can qualify their answers with *very, quite* or *a little bit*.
- 5 **SPEAKING** In pairs, students take turns to tell each other the adjectives they chose to see if their partner agrees with them.
- 6 Students decide which adjective in each pair has a positive (+) meaning and which has a negative (-) meaning. Provide dictionaries if necessary.

#### Key

- |                               |                           |
|-------------------------------|---------------------------|
| 1 ambitious +/pushy -         | 4 frank +/brusque -       |
| 2 self-confident +/arrogant - | 5 stubborn -/determined + |
| 3 bossy -/assertive +         |                           |

#### Study skills


Students read about ways to record vocabulary. Elicit other ideas students may have and ask them to turn to page 146 (*Vocabulary – Vocabulary records*) for more ideas.

#### TEACHER DEVELOPMENT: STUDENT TRAINING

##### Vocabulary records

Encourage your students to keep good personal vocabulary records. A good range of vocabulary allows students to communicate clearly and enriches both their spoken and written language. Vocabulary is also important in exam situations.

When you write a new word on the board, always consider what extra useful information you could include, e.g. a short example to show meaning and usage, other related words (derivatives, words with similar meaning, opposites, collocations or an idiom based on the word), phonemic script, etc. This approach helps students record and learn new words and expand their awareness of language systems. Recycle vocabulary on a continuous basis and ask students to use new words in their own writing.

- 7 **LISTENING**  1.17 Play the CD for students to listen to descriptions of three people. Tell students to write down two adjectives from the lesson to describe each person.

### Audioscript

**SPEAKER 1:** I like working with Joe, but not everybody does. The thing is, he likes being in control. He tells everybody what they need to do. Some people get angry, but I think he's efficient because everybody knows where they are. He's definitely the boss, but I think that's OK because when you work in a group, somebody needs to be the boss. The other good thing about Joe is that he believes in himself. He knows he can do the job, and he knows that he can do it well. You know, you don't want the leader of the group to be insecure and worried all the time, do you?

**SPEAKER 2:** You know, I was really angry with Lily last week. When she saw me, do you know what the first thing was that she said to me? She said, 'Oh, you look terrible. Where did you get those jeans? They don't look good on you.' I couldn't believe it! I mean, I know that SHE thinks she's just perfect and that her clothes are the best and she's the only person whose opinions are important, but she needs to be a bit more modest because one day she's going to end up with no friends. Who wants to spend time with somebody who thinks they're perfect?

**SPEAKER 3:** You know, sometimes Matthew really gets on my nerves. Once he makes a decision it's impossible to get him to change his mind. Last week he had an argument with Oliver and now he won't speak to him. He says NOTHING can make him change his mind. The thing is that they argued about a maths exercise. You know that Oliver is a really gifted mathematician. He explained the exercise FIVE times to Matthew and Matthew just couldn't understand. The thing is the exercise wasn't difficult, but, well, you know, Matthew is bottom of the class in maths. He finds it really difficult.

### Key

- 1 bossy/self-confident                      3 stubborn/slow  
2 tactless/big-headed

- 8a **SPEAKING** In pairs, students decide what type of personality is necessary in order to do the jobs and give reasons for their answers.

### Suggested answers

- The director of an international bank needs to be clever, because you need to understand complex numerical operations. You need to be self-confident, serious and assertive because you are the leader.
- A professional musician needs to be gifted and play at least one instrument extremely well. To be a professional musician, you have to be very ambitious as it is very difficult to succeed as a musician.
- To be the president, you need to be very self-confident and determined because you receive a lot of criticism. You need to be hard-working and serious because there are many difficult situations that you have to face.
- A nurse has to be patient, hard-working and tidy. You also need to be tactful because you sometimes deal with emotionally difficult circumstances. Nurses work in teams so it helps to be outgoing and friendly.
- A TV presenter needs to be outgoing and friendly. It usually involves many hours in the studio so you need to be hard-working and ambitious to succeed in this job. Because you are in the public eye, you need to be self-confident.

- 8b Students discuss their ideas with the rest of the class to see if they have similar ideas.

### Extra activity

Students think of a job and write a brief description of the kind of personality you need in order to do it, without mentioning the job. In pairs, students take turns to read out their texts for their partner to guess which job is being described.

### Homework

- ▶ Refer students to the **Workbook, page 28.**

## ▶ Reading p45

### Warmer

Write the names of these people on the board: *Matt Groening, Judit Polgar, Pau Gasol, Lionel Messi, Pablo Picasso*. Ask students if they know what any of them are famous for. Ask students to work in pairs to match the people with these occupations: *NBA basketball player, chess grandmaster, creator of The Simpsons, artist, football player.*

### Key


Matt Groening – creator of *The Simpsons*  
Judit Polgar – chess grandmaster  
Pau Gasol – NBA basketball player  
Lionel Messi – football player  
Pablo Picasso – artist

- 1a Students write a definition of the word *genius* and make a list of people they think are geniuses.  
1b **SPEAKING** In pairs, students compare their definitions and lists to see if they are similar.

### Key

A genius is someone with exceptional intellectual or creative ability.

- 2 Students read the article quickly and decide on the main message of the text. Set a time limit of three minutes to encourage students to scan the text. Elicit ideas from students around the class.

 **Recording:** Unit 4 p45 Reading on [www.gateway-online.net](http://www.gateway-online.net)

### Key

Geniuses are created with a bit of talent, a lot of hard work and some luck.

- 3 Students read the text again and choose the best answer.

### Key

1 b      2 c      3 a      4 c      5 a

- 4 Students guess the meaning of the underlined words from their context and use a dictionary to check their ideas.

### Key

*potential* – the possibility to develop or do something special in the future  
*roughly* – approximately, more or less  
*elite* – the best or most skilful people in a group  
*effortlessly* – without trying or working hard  
*expertise* – special skill or knowledge you get from experience, training or study

*prodigies* – young people with a natural ability to do something extremely well

*outstanding* – extremely good or impressive

*drops out* – leaves something before finishing (usually school or university)

### 5 SPEAKING What about you?

In pairs or small groups, students discuss if they agree that you need to work hard and have opportunities to be a genius, and the importance of natural talent.

#### Extra activity

In pairs, students tell each other about a skill they could become really good at if they practised 10,000 hours. Ask them to calculate how many hours they have spent practising this skill up to now and work out at what age they could be a genius at this skill.

#### Homework

Refer students to the *Workbook*, page 29.

## ► Grammar in context p46–47

### Comparative and superlative adjectives and adverbs

#### Test before you teach

Ask the class to name eight countries and write them on the board. Divide the class into four to six teams and give them five minutes to write comparative and superlative sentences about the countries, e.g. *Canada is colder than Japan. Russia is the biggest country.* At the end of the five minutes, the teams win a point for each correct sentence. The team with the most points is the winner. If students seem familiar with comparative and superlative forms, move quickly through the *Grammar guide* in open class.

1a Students look at the sentences and decide which contain comparative and which contain superlative forms.

#### Key

comparative: 1, 3, 4, 8

superlative: 2, 5, 6, 7

#### TEACHER DEVELOPMENT: LANGUAGE

##### Comparatives and superlatives

We use the comparative and superlative form to compare and contrast different things. We use the comparative form to show the difference between two things and the superlative form when speaking about three or more things to show which object is 'the most' of something. A few two-syllable adjectives can take either *-er/-est* or *more/most*.

The usual comparative and superlative forms of the adjective *old* are *older* and *oldest*. However, the alternative forms *elder* and *eldest* are sometimes used. *Elder* and *eldest* are generally restricted to talking about the age of people.

1b Students look at the sentences again and decide which contain adjectives and which contain adverbs.

#### Key

adverbs: 1, 3, 6, 7

adjectives: 2, 4, 5, 8

#### TEACHER DEVELOPMENT: LANGUAGE

##### Adjectives and adverbs

Adjectives are used to modify nouns, e.g. *The dog is friendly. What is the dog like? Friendly.*

Adverbs are used to modify verbs, adjectives or other adverbs, e.g. *The dog barks loudly. How does the dog bark? Loudly.*

Refer students to the *Grammar reference* on page 54.

2 In pairs, students complete the table and explain the different rules for the groups of adjectives.

#### Key

Adjective	Comparative	Superlative
long	longer	the longest
slow	slower	the slowest
big	bigger	the biggest
thin	thinner	the thinnest
friendly	friendlier	the friendliest
tidy	tidier	the tidiest
ambitious	more ambitious	the most ambitious
hard-working	more hard-working	the most hard-working
good	better	the best
bad	worse	the worst
far	farther/further	the farthest/furthest
little (determiner)	less	the least

#### Rules:

For one-syllable adjectives, add *-er* to make the comparative and *-est* to make the superlative. (If an adjective ends in *-e*, this is removed before adding *-er/-est*, e.g. *wide, wider, widest*.)

If a one-syllable adjective ends in a single vowel letter followed by a single consonant letter, the consonant letter is doubled before adding *-er/-est*, e.g. *big, bigger, biggest*.

If an adjective ends in a consonant followed by *-y*, *-y* is replaced by *-i* when adding *-er/-est*, e.g. *friendly, friendlier, friendliest*.

For three-syllable adjectives, form the comparative with *more* and the superlative with *most*.

#### TEACHER DEVELOPMENT: LANGUAGE

##### *less/the least*

Comparative and superlative forms with *-er/-est* and *more/the most* are always used to talk about a quality which is greater in amount relative to others. If we want to talk about a quality which is smaller in amount relative to others, we use the forms *less* (the opposite of comparative *more*), and *the least* (the opposite of superlative *the most*). *Less* is used to indicate that something or someone does not have as much of a particular quality as someone or something else, e.g. *This sofa is less comfortable than that one.* *The least* is used to indicate that something or someone has less of a quality than any other person or thing of its kind, e.g. *It's the least expensive way to travel.*



- 3 Students match the rules for comparative and superlative adverbs 1–3 to the examples a–c.

**Key**

1 b    2 c    3 a

- 4 Students rewrite the sentences using the correct comparative and superlative forms.

**Key**

- 1 In my opinion, Caleb is the **friendliest** person in this class.
  - 2 I think Emma is slightly taller **than** Claire.
  - 3 That is definitely the **silliest** thing I've heard today!
  - 4 You can write much **quicker** on a computer than by hand.
  - 5 Sorry I couldn't come **sooner**.
  - 6 Is it much **further** to your house?
  - 7 You need to try **harder** if you want to be a professional musician.
  - 8 Michael Jackson was one of the **most** famous performers in the world.
  - 9 That film was terrible! It's the **least** interesting film I've ever seen.
  - 10 She did **better** than me in the test.
- 5a **SPEAKING** In pairs, students match the descriptions to their classmates.
- 5b As a class, students take turns to say one of the names they chose in 5a for their classmates to guess the description.

## Other ways of making comparisons

- 6 Students look at the sentences and answer questions a–c.

**Key**

- a We use *as ... as* to say two things are the same.
- b We use *not as ... as* or *not so ... as* or *less ... than* to say that the second person or thing is more ... than the first one.
- c We use the structure *The + comparative, the + comparative* to say that if you increase the first thing, the second will also increase.

▶ Refer students to the *Grammar reference* on page 54.

- 7 Students complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Remind students that they cannot change the word given and they can use between two and five words.

**Key**

- 1 For Paul, surfing the net **is as enjoyable as playing** computer games.
- 2 Eating fast food **is less healthy than** eating fruit and vegetables.
- 3 The **faster you walk**, the more tired you get.
- 4 For Mick, karate **is not as good as** judo.
- 5 Cathy writes **as quickly as** Olivia.
- 6 The **further you run**, the **healthier** you become.
- 7 English is **much less difficult to write** than Chinese.
- 8 The **taller you are**, the **easier** basketball becomes.

### TEACHER DEVELOPMENT: PRONUNCIATION

#### than/as

Remind students that *than* (/ðən/) and *as* (/əz/) are usually unstressed when we speak. Practise these sounds by choral drilling of the sentences in 7.

- 8 Students match the halves of the common expressions and say when we use them.

**Key**

- 1 f (You use this when you want something to happen as soon as possible.)
- 2 c (You use this to say it's better to do something late than not to do it at all.)
- 3 a (You use this to say that something will be difficult to achieve in practice.)
- 4 g (You use this to say that you should behave cautiously, even if it seems difficult or unnecessary, to avoid problems later.)
- 5 e (You use this to say you will be happy if more people come or take part in what you are doing.)
- 6 b (You use this to say a bad situation is deteriorating/getting worse.)
- 7 d (You use this to say that more powerful people/organisations have more to lose.)

### Fast finishers

In pairs, students invent dialogues using the expressions in 8. For example:

A: *I'm having a party on Saturday.*

B: *Who have you invited?*

A: *Oh, loads of people!*

B: *Aren't you worried there will be too many?*

A: *No, the more the merrier.*

Ask different pairs to act out their dialogues for the class.

### Homework

▶ Refer students to the *Workbook*, page 30.

## ▶ Developing vocabulary p47

### Noun suffixes

- 1 Students look at the words with noun suffixes and decide which of the nouns are people.

**Key**

musician	professor
performer	violinist

- 2 Students change the words into nouns or a different type of noun, using the suffixes in 1. Remind them that they may need to change the spelling and that sometimes they can make more than one noun from each word.

**Key**

actor, action	employment, employer
confidence	happiness
creator, creation	invention, inventor
education, educator	relevance
electricity, electrician	scientist

### TEACHER DEVELOPMENT: LANGUAGE

#### Noun suffixes

Suffixes come at the end of the word. Just as prefixes (e.g. *im-*, *re-*) change the meaning of a word, suffixes change the type of word. They show whether a word is a verb, noun, adjective or adverb. If students learn these suffixes, they will be able to recognise different parts of speech more easily.

## Exam success

Students read the tips for completing word-formation exercises and then turn to page 150 (*Use of English – Word-formation cloze activities*) for more ideas.

### TEACHER DEVELOPMENT: STUDENT TRAINING

#### Word formation

Word formation is one of the keys to success for students at this level. English exams such as the TOEFL, Cambridge ESOL First Certificate, CAE and Proficiency use word formation as a key testing element. Encourage students to record vocabulary in word groups, i.e. with the concept noun, the personal noun, adjective, verb form, etc.

- 3 Students complete the text with the correct form of the words in capitals.

#### Key

- |   |             |   |               |   |            |
|---|-------------|---|---------------|---|------------|
| a | scientists  | e | inventor      | h | darkness   |
| b | importance  | f | improvements  | i | ability    |
| c | electricity | g | disappearance | j | difference |
| d | creation    |   |               |   |            |

#### Fast finishers

Students write a word-formation exercise to test their partner using one of the words from 1, e.g. *There was lots of \_\_\_\_\_ in the film so it was very exciting.* ACT

- **Resource materials:** See Unit 4 Vocabulary worksheet on page 188.

#### Homework

- Refer students to the **Workbook**, page 31.

## ► Click onto ... Human intelligence p48–49

### Cross-curricular – Science: Albert Einstein

#### Warmer

Write the following questions on the board for students to discuss in pairs: *What is intelligence? Who is the most intelligent person you know? Why? What can you do to increase your intelligence? Will scientists create artificial intelligence that is greater than human intelligence?* Ask different students to share their ideas with the class.

- 1 **SPEAKING** In pairs, students make a list of the things they know about Albert Einstein. Elicit answers from students around the class.
- 2 Students read the text to see if it mentions any of the things in their list. Ask students if any of the information surprised them.

**Recording:** Unit 4 p48 Click onto ... on [www.gateway-online.net](http://www.gateway-online.net)

- 3 Students read the text again and answer the questions.

#### Key

- 1 He didn't speak until after he was two and he was rebellious towards authority at school.
- 2 They studied at the same school and Einstein wrote most of his important papers while he was married to her. He also refers to his wife's collaboration in letters.
- 3 There is a strong connection between time and space.
- 4 Einstein won the Nobel Prize for his work on the photoelectric effect.
- 5 The part of his brain responsible for spatial awareness and mathematical thought was 15% wider than average. The line from the front to the back of the brain was not complete which may have allowed the two halves of his brain to talk to each other more fluently.

#### Word booster

Students match the words and definitions.

#### Key

- 1 c    2 b    3 d    4 a

#### Inside information

Students read the information about Albert Einstein.

#### i Cultural information

Einstein married Mileva Maric in 1903 and they had a daughter and two sons. Their marriage was dissolved in 1919 and in the same year he married his cousin, Elsa Löwenthal, who died in 1936.

Einstein's equation ( $E=mc^2$ ) made him so famous that people would stop him in the street and ask him to explain it to them. He got so tired of this that he used to deny he was Einstein. The famous photo of Einstein sticking his tongue out was taken on his birthday when he got tired of people taking his photograph. Now it is one of his most famous photos.

- 4 Individually, students choose their three favourite Einstein quotes and make notes about why they like them.

#### Word booster

Students match the words to the definitions.

#### Key

- 1 c    2 b    3 d    4 a

- 5 **SPEAKING** In small groups, students compare their answers in 4 with other students to see if their answers are similar.

#### Project

- 6a Put students into groups of four. Ask them to choose a genius from their country – they can be living or dead and famous for any reason.
- 6b Ask each person in the group to research one aspect of this person's life, e.g. childhood, career, famous works, quotes, etc. Remind students to look for photos and illustrations.
- 6c In their group, students decide how to present their information to the rest of the class.

## TEACHER DEVELOPMENT: CLASSROOM TIPS


### Project management

Spend some time with each group to help them clarify their objectives, division of tasks and schedule. Discuss how they are going to present their information to the class and make sure students have access to the resources they need. Students who have IT access could present their projects using slideshows, recordings or glogs. Students can display their slideshows and documents on [www.slideshare.net](http://www.slideshare.net) or make e-posters (i.e. glogs) at <http://edu.glogster.com/>. For more information on how to use this tool you can visit: <http://karenogen.blogspot.com> then go to October 2010, Glogster as a Teaching Tool.

### Extra activity

Form new groups with one student from each of the different project groups. Ask each person to imagine they are the genius they chose for their project. Explain to the groups that all the geniuses are in a hot-air balloon, floating in the sky, when it gets into trouble and starts to sink. If it continues to sink, they will all die so someone must be thrown out of the balloon. Each genius has two minutes to say why they should not be thrown out of the balloon (i.e. explain why what they do is important to the world). When everyone has spoken, the group votes for the person they think should be thrown out.

## Cross-curricular – Philosophy: What is intelligence?

- 7a** Individually, students look at the statements about intelligence and choose the best alternative.
- 7b** In pairs, students compare to see if they have similar answers.
- 8** **LISTENING**  **1.18** Play the CD for students to listen to an expert talking about intelligence. Students note down which alternatives in 7a the expert agrees with and the arguments she gives to justify her answers.

### Audioscript

Now, when we talk about intelligence, a lot of people think that intelligence is what we need to answer general knowledge questions. You know, 'What's the capital of Venezuela?' or 'how many legs does a spider have?' And when somebody knows all those answers we say they're really clever or that they know a lot. They think that you're clever if you know a lot of facts and data. I don't think that's true. That is only one part or type of intelligence. What about creativity, for example? What about being able to find answers to questions that you've never seen before? Those are other ways that we can think of intelligence.

That brings us to an American psychologist called Howard Gardner who says that there isn't just one type of intelligence. There are what he called 'multiple intelligences'. He talks about seven different types of intelligence.


The first is linguistic – that includes reading, writing, talking, listening. Literature and poetry come in this category too. The second intelligence is logical and mathematical. That is all about ability with numbers, or scientific thinking. Third is spatial intelligence. That includes driving, or navigating a boat or plane. It also includes architecture. Then there is musical intelligence. Obviously, that includes playing an instrument, singing, or composing music. The fifth category is interesting because it's a more physical type of intelligence. It's called kinaesthetic.

Kinaesthetic just means that it's connected with movement, movement of the body, so that includes sports, drama, dance or making things. The sixth type of intelligence is interpersonal and that really means understanding other people, communicating with them, helping and teaching them. And lastly is intrapersonal, and that's all about understanding yourself, being in control of yourself, and reflecting on you and your actions.

You can see that Gardner's multiple intelligences cover all sorts of things we do in our lives. And I think that's a much better way of thinking about intelligence. Some people aren't very good linguistically, for example, but they're very strong in logic or mathematics. That doesn't mean one person is more intelligent than another. They're both intelligent, but in different ways. And that's why it's not very easy to measure intelligence. It all depends what type of intelligence we're talking about. In a test of one type of intelligence somebody can get a very high mark, but in another the same person could get a very low mark.

The good news is that most of Gardner's intelligences can be developed. With practice you can learn to see things in a more scientific or logical way, or you can learn to appreciate literature or music. Young children can become great musicians if they start early, and there are many bilingual or multilingual children in the world. The interesting thing here is that your life opportunities can make a big difference to your intelligence. If a child lives in an environment where they speak two languages, they'll learn to understand and speak them. If somebody has access to a musical instrument and has lessons, we naturally expect them to learn more than somebody who doesn't. So intelligence is not just a question of being born intelligent. The environment you live in can make a big difference.

### Key

- 1** *doesn't mean*  
Knowing a lot of facts about general knowledge is only one type of intelligence.
  - 2** *isn't*  
There are many different ways to be intelligent, called 'multiple intelligences'.
  - 3** *can't*  
It is not easy to measure intelligence because people are clever in different ways.
  - 4** *doesn't stay*  
People can change their level of intelligence through learning and regular practice.
  - 5** *depends*  
Your intelligence depends on the opportunities you are offered in life and your access to resources.
- 9**  Play the CD again for students to listen and complete the notes. Remind them to write no more than two words in each space.

### Key

- 1** Linguistic, literature
- 2** mathematical
- 3** driving, architecture
- 4** Musical, an instrument
- 5** sports, dance
- 6** understanding, communicating
- 7** yourself, yourself

## **i** Cultural information

The theory of multiple intelligences was developed in 1983 by Dr Howard Gardner, professor of education at Harvard University, to account for a broader range of human potential in children and adults. It suggests that the traditional notion of intelligence, based on IQ testing, is far too limited.

### **10 SPEAKING** What about you?

In pairs or small groups, students discuss the questions.

### Inside information

Students read about how they can find many multiple intelligence tests on the Internet. Encourage them to do a couple and discover more about their own intelligence.

### Extra activity

Ask students to think about what their weakest intelligences are and make an 'action plan' to improve these areas. Elicit ideas from students around the class.

### DVD (optional)

**A Beautiful Mind** (director: Ron Howard; 2001)

**Themes:** Mathematics; Nobel Prize; Genius; Mental illness

**Plot:** Biopic of the famed mathematician John Nash and his lifelong struggles with his mental health.


### Homework

▶ Refer students to the **Workbook**, page 32.

## ▶ Listening p50

### Warmer

Students brainstorm the names of the world's most famous zoos, e.g. London Zoo, San Diego Zoo, Taronga Zoo in Sydney etc. Write questions on the board for students to interview each other in pairs: *What are your earliest memories of going to a zoo? What are the good and bad things about zoos? Do you like zoos? What was the last news story you heard about a zoo?*

- 1 SPEAKING** In pairs, students look at the photos and discuss how intelligent they think the animals are and say why. Elicit answers from around the class and ask students to give reasons.
- 2 LISTENING**  **1.19** Play the CD for students to listen to two teenagers talking about the animals and decide if the statements are true (T), false (F) or the information is not given (NG).

### Audioscript

- A:** Did you hear the story about that chimpanzee yesterday?  
**B:** No. What chimpanzee?  
**A:** Well, there was a chimpanzee in a zoo in Sweden. The thing is that the chimpanzee used to get so tired of visitors to the zoo that he'd throw stones at them.  
**B:** What's so interesting about that?

**A:** The unusual thing was that he collected the stones when the zoo was closed and there were no tourists around. Early in the morning, he looked for stones that he could throw. There were none on the little island where he lived, so he'd put his hand in the water round the island and get them from there. Then he made them into simple discs so that he could throw them better. When he couldn't find rocks or stones in the water, he made new ones by hitting the floor hard and making the concrete break. And then he'd hide them in special places on the side of the island where the tourists came, so it wasn't too difficult to find them when he needed them. The thing is that when he did all this, he was really calm and relaxed and yet when the tourists came back, he got nervous and angry and he went straight to get his stones and start throwing them.

**B:** So what does that prove?

**A:** Well, we usually think animals aren't clever enough to make plans for the future. We think they just live in the present and follow whatever needs they have at that particular moment. When you look at this chimp's behaviour, though, it shows that humans aren't the only creatures that can make plans for the future.

**B:** Yeah, well, it does seem to be such a clear example that you have to agree.

**A:** Yeah. The chimp knew exactly what he was doing. When the zoo closed in the winter, he stopped collecting his stones.

**B:** You know, the sad thing is that this story shows how intelligent animals are, but it also shows how much they hate humans!

**A:** You're right. It makes you think about zoos, doesn't it? I loved going to the zoo, but now all the animals seem so down and depressed that it's just no fun. I can't see why people go.

**B:** That reminds me about an article I read in the newspaper yesterday. It said that there are scientists who think that dolphins are so intelligent that it's humiliating to do shows with them in zoos and aquariums. It said that after humans they're probably the most intelligent animals in the world, more intelligent than chimps even. There was an interesting story in the newspaper about a wild dolphin. It spent three weeks in a dolphinarium in Australia. One of the trainers helped it to learn to do a trick there, walking in the water using its tail. When the dolphin went back into the wild, they found that it had started teaching other dolphins how to do it!

**A:** Cool!

### Key

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

- 3**  Students correct the false statements. Play the CD again if necessary.

### Key

- The teenagers talk about a story one of them heard yesterday, but the events happened over a long period of time before that.
- The chimp couldn't find rocks on the island so he would look in the water or make them by breaking up the concrete.
- The chimp felt calm and relaxed when he took the rocks.
- This story proves that some animals are clever enough to plan for the future.
- The girl tells a story about a dolphin that returned to the wild and taught other dolphins a trick that it had learned in the zoo.

- 4 In pairs, students write a summary of the stories about the chimpanzee and the dolphin and what they tell us about animal intelligence.

#### Example answer

There was a chimpanzee in a zoo in Sweden. The chimpanzee was tired of visitors and he threw stones at them. He collected stones when the zoo was closed and hid them in a special place on his island. When he did this, he was relaxed, but when the tourists arrived, he got angry and he started throwing stones. This chimp's behaviour shows that some animals do not just live in the present; they can make plans for the future.

The other story is about a wild dolphin that spent three weeks in a dolphinarium in Australia. One of the trainers helped it to learn a trick there, walking in the water using its tail. When the dolphin went back into the wild, it started teaching other dolphins how to do it.

#### Extra activity

Write this motion on the board: *All zoos should be closed down.* Divide the class into two teams (*for* and *against*) and ask each team to work in small groups to prepare their arguments. If possible, tell students to research their arguments online. They may find this website useful: <http://www.idebate.org/> – the 'Debatatabase' holds details of over 500 topics.

When students are ready, hold a class debate and ask each group to put forward their main arguments.

#### TEACHER DEVELOPMENT: CLASSROOM TIPS

##### Promoting debate

In less confident classes, you need to carefully stage a debate in order for it to be successful. In pairs, students flip a coin to see who can choose their 'side' in the argument. The other student has to take the opposite view. After students have rehearsed their arguments in pairs, open it up to a whole class debate. Conduct a class survey at the beginning and the end of this speaking activity to see if any students have changed their minds during the debate.

Elicit key phrases for agreeing and disagreeing and write them on the board for students to refer to during the speaking activity.

**Agreeing:** *I think you're right. I agree with you.*

**Agreeing in part:** *I agree with you up to a point, but ...*

**Disagreeing:** *I'm not sure I agree with you. (I'm afraid) I don't agree. (I'm afraid) I disagree. I strongly disagree.*

## ► Grammar in context p50–51

### Articles

#### Test before you teach

Write these sentences on the board for students to complete with articles (where necessary):

\_\_\_ Chinese is a difficult language to learn.

\_\_\_ teenagers talked about what happened yesterday.

I like to play \_\_\_ music.

\_\_\_ dress she is wearing is blue.

The chimp is \_\_\_ really intelligent animal.

Elicit when we use the definite and indefinite article, and when articles can be omitted. If students seem familiar with the use of articles, move quickly through the *Grammar guide* in open class.

- Students read the sentences.
- Students match the sentence halves to make rules. Students decide which sentence in 1 is an example of each rule.

#### Key

- |                  |                  |
|------------------|------------------|
| 1 a – sentence 1 | 4 e – sentence 4 |
| 2 b – sentence 2 | 5 c – sentence 3 |
| 3 d – sentence 2 |                  |

► Refer students to the *Grammar reference* on page 54.

#### TEACHER DEVELOPMENT: LANGUAGE

##### a/an

Remind students that we use *an* before a vowel sound, not a vowel. For example, *university* starts with the same sound as *yacht* (/j/), and so takes the same article *a*.

#### TEACHER DEVELOPMENT: PRONUNCIATION

##### the/a

*The* is pronounced with the schwa sound /ə/ before words beginning with consonants: ðə. *The* has the vowel sound /i/ before words beginning with vowels and with proper nouns in the stressed form: ði:

When the article *a* is stressed, students should say the letter of the alphabet – a long vowel sound /eɪ/. Point out that the mouth is wide and open and the jaw and the back of the tongue are down when we make this sound. However, when the article *a* is unstressed it is pronounced /ə/.

- Students choose the correct alternative.

#### Key

- |           |            |              |
|-----------|------------|--------------|
| 1 -, -, - | 4 the, -   | 7 a, -, -    |
| 2 -, the  | 5 -        | 8 an, the, - |
| 3 a, a, a | 6 The, the |              |

- Students complete the text with *a*, *an*, *the* or *-* (no article).

#### Key

- |      |       |       |
|------|-------|-------|
| a a  | e the | h the |
| b -  | f -   | i the |
| c an | g the | j a   |
| d a  |       |       |

- Students read the text and correct eight mistakes in the use of articles.

#### Key

In 2004 ~~the~~ scientists found a small skeleton on ~~the~~ **an** island in Indonesia. It was the skeleton of **a** woman. They called the woman 'the hobbit' because she was so small. She was about thirty years old when she died, but only one metre tall. That's the same height as ~~the~~ **a** three-year-old child. She had a brain that was much smaller than humans today. The scientists who discovered her announced the discovery in *Nature* magazine. As well as being small, ~~a~~ **the** skeleton is quite different from ours. The legs are much shorter but ~~the~~ **the** arms are relatively long. The scientists found the skeleton in a cave where they also found the bones of prehistoric animals such as ~~the~~ giant rats. It appears that the hobbit lived just 18,000 years ago. Experts are calling it ~~a~~ **the** most spectacular discovery in the last fifty years.

## So, such, too, enough

- 6 Students look at the sentences and complete the rules with *so, such, too* or *enough*.

### Key

- |          |        |               |
|----------|--------|---------------|
| 1 too    | 3 such | 5 too, enough |
| 2 enough | 4 so   | 6 so, such    |

- ▶ Refer students to the *Grammar reference* on page 54.

- 7 Students complete the sentences with the words from the box. If no word is necessary, students put –.

### Key

- |          |      |          |
|----------|------|----------|
| 1 so     | 5 to | 8 enough |
| 2 too    | 6 –  | 9 such   |
| 3 a      | 7 so | 10 so    |
| 4 enough |      |          |

- 8 Students complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Remind students that they must not change the word given and they should use between two and five words.

### Key

- 1 That artist's pictures **are so good that everyone** copies her.
  - 2 The water was **too cold to** swim.
  - 3 It was **such an interesting book that** everybody wanted to read it.
  - 4 Her paintings **are good enough to** sell.
  - 5 It was **such a cold day that** they stayed at home.
  - 6 It **was too dark to see** anything.
  - 7 He **isn't self-confident enough to** be a good leader.
  - 8 Kate doesn't **sing well enough** to become a professional musician.
- 9a Students use their imagination to complete the sentences.

### Example answers

- 1 ... they could go all day without seeing each other!
  - 2 ... she built herself a golden palace.
  - 3 ... he ended up without any friends.
  - 4 ... it's really hard to have a conversation with him.
  - 5 ... get up in the morning and spent every day in bed.
  - 6 ... climb that mountain.
  - 7 ... I'll pass all my exams first time.
  - 8 ... he can answer maths questions.
- 9b **SPEAKING** In small groups, students compare their sentences and choose the funniest ones. Students then read out the funniest sentences to the class.

- ▶ **Resource materials:** See Unit 4 Grammar worksheet on page 187.

## Homework

- ▶ Refer students to the **Workbook**, page 33.

## ▶ Developing speaking p52


### Presentations 1

#### Warmer

Write these words on the board: HUMAN INTELLIGENCE. In pairs, students race to make as many words as they can from these letters in three minutes. The students with the most correctly spelled words are the winners (and have the highest 'linguistic intelligence!').

#### Example answers

*man, main, tell, huge, night, light, tight, let, melt, nice, team, meat, tan, the, time, game, neat, hate, gate, mate, gene, lime, tin, name, nail, etc.*

- 1 **SPEAKING** In pairs, students look at the presentation topic and decide if they agree or disagree with the statement. Give them some time to make notes to explain their answers, then elicit ideas from students around the class.
- 2 **LISTENING**  1.20 Play the CD for students to listen to a student giving a presentation on the topic in 1. Students note what his opinion is and if he mentions any of their ideas.

#### Audioscript

I'd like to begin by saying that I disagree with the statement that exams are the only way to check that students are learning and I'm going to give you some reasons why I disagree.


First of all, I'd like to say that exams are just *one* way of checking that students are learning, but there are others too. In my opinion, the work that you do from day to day at school is just as important as the exams you do at the end of the term or year. Projects, homework and assignments are all good ways of checking what students have learnt and understood.

Furthermore, I think exams aren't always a fair way of checking learning. I know some students who are very lazy, but they have got good memories and so they do very well in their exams. On the other hand, there are some students who are very serious, clever and hard-working, but they do badly in their exams because they get very nervous on the day of the exam, or because something goes wrong that day and they make mistakes that they don't usually make.

To sum up, I think that different people learn in different ways and exams are not good for all learners. Exams can help you to learn because they make you study and revise your notes, but teachers should also remember the work you do all term. In short, I believe that exams are not the best way, and certainly not the only way, of checking learning.

#### Key

He disagrees with the statement. He thinks the work you do during the course is just as important as exams, although exams do help you study and revise. He also thinks exams are unfair because a lazy student with a good memory can easily pass them. A good student, however, may get nervous and make mistakes. He also states that people have different learning styles and exams are not good for all learners.

- 3  Play the CD again for students to listen and tick the expressions that they hear in the *Speaking Bank*.

**Key**

I'd like to begin by saying ...      To sum up, ...  
 First of all, ...                              In short, ...  
 Furthermore, ...

- 4 **SPEAKING** In pairs, students organise their notes from 1 in a logical order, with an introduction and a conclusion.
- 5 **SPEAKING** Students read the advice in *Exam success* and then take it in turns to give a presentation about their opinion. Remind students to use expressions from the *Speaking Bank*. When they finish, students discuss how well they did their presentations.

**Exam success**

Students read some tips on how to give an interesting presentation. Elicit other 'dos and don'ts' from students (do take your time, do be enthusiastic, do remember to breathe, don't fidget, don't put your hands in your pockets, etc.). Then ask students to turn to page 150 (*Speaking – Giving presentations*) for more ideas.

**Practice makes perfect**

- 6a **SPEAKING** Students prepare a presentation on the topic.
- 6b Students give their presentation to the class. For students who are less confident, photocopy the model presentation below, and either read it aloud yourself, or ask a strong student to do so. Tell students to use this as a basis for their own presentation.

**Model presentation**

The first thing I'd like to say is that I believe boys and girls learn better when they are in separate classes. I go to a mixed school so I can speak from experience. I'm now going to give you some reasons why I agree with this statement.

First of all, I think boys and girls concentrate better in separate classes. Boys and girls learn in different ways. Secondly, it is very distracting to be in a classroom with the opposite sex. These are very important school years and if you want to go on to study at university, you must do very well in school. Another thing is, I think students sometimes feel intimidated and don't participate as much as they would do in a single-sex school. Boys and girls often worry about their image in front of each other and this has a negative effect on the quality of their work.

On the other hand, it's true that in same-sex classes, boys and girls can become aggressive towards each other. However, it's important to remember that with a good teacher who knows how to control the class, students work better without the other sex around. To sum up, I think students would be less shy and afraid to express their opinion in a same-sex class. The results would be much better for both boys and girls in single-sex classes.

**TEACHER DEVELOPMENT: STUDENT TRAINING**

**Presentations**

Students may have to deliver oral presentations in English for an exam or at university. Planning and structuring an oral presentation is similar to the process of writing, except it should sound like natural speech. The main steps in oral presentations are planning, structuring, preparing and presenting.

- 1 **Planning:** Students brainstorm ideas.
- 2 **Structuring:** Students organise their thoughts in a logical order: introduction, body and conclusion. Students include as many phrases as possible from the *Speaking Bank*. These are 'signposts' to guide their listeners.
- 3 **Preparing:** Students rehearse their presentations, paying attention to time limits, using notes without reading them, body language and use of voice.
- 4 **Presenting:** Students give their oral presentation and welcome questions at the end.

Ask students to evaluate each other using the simple form below. This will encourage students to listen to each other's presentations and provide positive feedback at the end.

Content	1	2	3	4	5
Organisation	1	2	3	4	5
Delivery	1	2	3	4	5

**Extra activity**

Develop the ideas from the presentations into a class debate to close the activity.

**Homework**

- ▶ Refer students to the **Workbook, page 34**.

**▶ Developing writing p52–53**

**A description**

**Warmer**

In pairs, students study each other for one minute before turning to sit back-to-back. Students describe their partner, remembering as many details as they can about their appearance today.

- 1 **SPEAKING** In pairs, students talk about the people in the photos on page 52 and say who they are, describe their appearance and say why they are famous.

**Suggested answers**

**Kristen Stewart** is the famous actress from the *Twilight* films. She has got long, dark hair, pale skin and blue eyes. She is tall and very thin and has got a long face. She is naturally beautiful. She usually wears dark colours.

**Nelson Mandela** was the President of South Africa from 1994 to 1999 and is one of the world's most famous political prisoners. He is an old man now and his hair is almost completely white.

**Marie Curie** was famous for her work on radioactivity. She looks like a strong and determined person. She has got dark hair and is wearing a striped dress.

**Usain Bolt** is a Jamaican sprinter and a three-time World and Olympic gold medallist in the 100 metres, the 200 metres and the 4 x 100 metres relay. He is very muscular and extremely tall.

- 2 **SPEAKING** Students look at the definition of a hero and make a list of some of their heroes. Student then compare lists with their partner and explain why they chose each person.
- 3 Students look at the photo and decide who the person is and what type of person they think he is judging from the photo.
- 4 Students read a description of the person in the photo (Patrick Rothfuss) to see if the description matches their ideas in 3.
- 5 Students match paragraphs a–d from the text to the topics.

### Key

Why this person is a hero of mine – d  
 The person's name/basic information about them/why they are special – a  
 The person's appearance – b  
 The person's personality – c

- 6 Students choose one of the heroes on their list and use each expression in the *Writing Bank* to write about their personality or appearance.

## Practice makes perfect

- 7 Students look at the task and write their description, following the paragraph plan in 5 and using expressions from the *Writing Bank*. For students who are less confident, photocopy the model text below for extra support during the writing task.

### Model text

Aung San Suu Kyi is the leader of the Burmese campaign for democracy. She was born in 1945 in Rangoon, Burma. Her father, a national hero who helped Burma to gain its independence from Britain, was assassinated when Aung San Suu Kyi was only two years old. She left Burma, studied at Oxford University and worked for the United Nations in Japan and Bhutan. When she returned to Burma in 1988, Aung San Suu Kyi became involved in political protests against the government. A few months later, without charge and without trial, Aung San Suu Kyi was placed under house arrest. She has spent more than half of the last twenty years under house arrest. In 1991 she won the Nobel Prize for Peace.

She is older now, but she is still extremely beautiful. She is quite small and thin, but she has got a very determined look. She has a kind face and bright brown eyes. She often wears flowers in her hair.

Aung San Suu Kyi is very intelligent and extremely brave. She seems to be a very modest person. She is a Buddhist and she looks like a really calm person. She says that she survived years of house arrest by meditating. She has a sad side to her. She could not leave the country when her husband was dying of cancer and she couldn't see her grandchildren.

It is difficult to choose a hero or heroine, but I think Aung San Suu Kyi is mine. What I like most about her is her strength. She fights for democracy without using violence and her courage is a lesson to us all.

## Study skills

Students read about checking their written work. Brainstorm other things students should check when they have finished a text and tell them to turn to page 146 (*Writing – Checking for mistakes*) for more ideas.

### TEACHER DEVELOPMENT: STUDENT TRAINING

#### Checking your writing

Encourage students to use this checklist to check their work before they hand it in to you:

*Have I answered the question?*

*Does the text answer the task?*

*Is the writing style appropriate for the task?*

*Is the text logically ordered with good paragraph organisation?*

*Is it the right length?*

*Is the grammar, punctuation and spelling acceptable?*

*Is there a wide variety of vocabulary and structures?*

*Is it neat and legibly written?*

- **Resource materials:** See Unit 4 Communication worksheet on page 189.

### Homework

- Refer students to the **Workbook**, page 35.

## ► Grammar revision p55

Students read the *Grammar reference* and *Vocabulary* sections on page 54 before completing the revision exercises on the following page.

### Making comparisons

- 1 Students choose the correct alternative. Point out that, in one sentence, both alternatives are correct.

#### Key

- |                      |              |
|----------------------|--------------|
| 1 hard               | 5 as         |
| 2 than               | 6 most/least |
| 3 the hotter it gets | 7 earlier    |
| 4 more quietly       | 8 carefully  |

### Articles

- 2 Students add seven articles in the correct places in the sentences.

#### Key

- 1 I met **a** friend yesterday in **the** city centre.
- 2 **The** most important thing in life is good friends.
- 3 Experts say **the** government is having problems.
- 4 When I'm bored, I pick up **a** book and read.
- 5 I like listening to actors and **the** things they say about life in Hollywood.
- 6 **The** programmes I watch on TV are all on late at night.



## So/such/too/enough

- 3 Students match the sentence halves and complete the sentences with *so*, *such*, *too*, *enough*.

### Key

- |              |              |
|--------------|--------------|
| 1 h (too)    | 5 b (such)   |
| 2 f (so)     | 6 d (enough) |
| 3 e (enough) | 7 g (so)     |
| 4 a (too)    | 8 c (such)   |

## ► Vocabulary revision p55

### Personality

- 1 Students complete the sentences with adjectives of personality.

### Key:

- |                |              |
|----------------|--------------|
| 1 tactful      | 6 stubborn   |
| 2 tight-fisted | 7 immature   |
| 3 broad-minded | 8 gifted     |
| 4 insecure     | 9 easy-going |
| 5 pushy        |              |

## Noun suffixes

- 2 Students complete the sentences with the correct noun form of the words given.

### Key

- |               |               |
|---------------|---------------|
| 1 musician    | 5 darkness    |
| 2 improvement | 6 creator     |
| 3 confidence  | 7 electrician |
| 4 education   | 8 appearance  |

► Refer students to the **Workbook**, pages 36–37.

• You can find the Unit 4 tests on the Gateway Tests CD and a progress test in the Workbook, pages 93–94.

## Gateway<sup>online</sup>

For useful and motivating additional practice across a range of skills and task types, students can access *Gateway Online*: [www.gateway-online.net](http://www.gateway-online.net)

- Video activities
- Listening activities
- Writing activities
- Test yourself activities
- Language games


## ► Reading p56

- 1 In pairs, students look at the photo and discuss what they think it takes to become a table tennis champion.

### Example answers

You have to have quick reactions and be very sporty.  
You have to practise table tennis a lot.  
You have to be determined and competitive to be successful.

- 2 Students read the text and decide what the writer's answer is to the question 'What makes a champion?' Tell students not to worry about the missing sentences at this stage.

 **Recording:** Units 3 and 4 Gateway to exams on [www.gateway-online.net](http://www.gateway-online.net)

### Key

The writer says that the most important thing is circumstances – having access to a full size, tournament-specification table at home and practising the sport continuously, a top coach and access to an exclusive table tennis club 24 hours a day.

- 3 Students complete the article with the missing sentences A–K. Remind students there is one extra sentence that they do not need to use. In a less confident class, you may want to pre-teach this vocabulary. Write the words and definitions on the board in a jumbled order for students to match: *heck* – a word used for emphasizing what you are saying; *mark someone out* – to distinguish someone from others; *attributes* – particular quality or feature; *abundance* – a very large quantity of something; *duelling* – to compete closely in sports; *paddles* – US word used for the bats in table tennis; *beneficiary* – someone who gets an advantage from a situation.

### Key

1 I      3 C      5 K      7 F      9 J  
2 H      4 D      6 A      8 B      10 E

## Tip for Reading Exams

Discuss tips for reading activities where students must complete a text with missing sentences. Tell students to turn to *Exam success* on page 150 for more ideas.

## ► Speaking p57

- 4 Individually, students prepare a presentation on the topic by making notes. Tell students not to write complete sentences.
- 5 In pairs, students brainstorm any expressions they know for the different stages of a presentation. Tell them to refer to the *Speaking Bank* on page 52 to check their answers.
- 6 In groups, students take it in turns to give their presentations, using the expressions they thought of in 5. For students who are less confident, photocopy the model presentation below, and either read it aloud yourself or ask a strong student to do so. Then instruct students to build their own presentation using this structure as a guide.

## Model text

I'd like to talk about Rafael Nadal. He is one of the greatest tennis players of all time. First of all, I'd like to say that he is a very special person. Secondly, he has extraordinary attributes: speed, mental resilience, strategic intelligence, physical strength, agility and fantastic reflexes.

Furthermore, he owes his success to many hours of playing tennis every day. When he was 17, he decided to commit himself to tennis. He has had to be very strong as he has had some serious injuries. He also owes his good fortune to having had his uncle, Toni Nadal, as a coach since he was three years old.

To sum up, I admire Rafael Nadal because he is an incredible sportsman who also cares about people – he has set up a foundation to help poor people in India. In short, Nadal's success is due as much to hard work and strength as it is to talent.

## Tip for Speaking Exams

Students read about how to deliver a successful presentation. Discuss other 'dos and don'ts' and tell them to look at *Exam success* on page 150 for more ideas.

## ► Use of English p57

- 7 In pairs, students look at the photo of a time capsule and decide what they think might be inside the box.

## Tip for Use of English Exams

Students read the tips on how to do word-formation cloze tests. Discuss other tips for completing this type of exercise and tell students to turn to *Exam success* on page 150 to compare their ideas.

- 8 Students complete the text with the correct form of the words given.

### Key

a unexpected	f differences
b appearance	g importance
c accidentally	h underestimate
d improvements	i latest
e unusual	j unbelievably

## ► Writing p57

- 9 In pairs, students read the task and plan their story. Remind them to think about the main events, the background and any important scenes.
- 10 Individually, students write their story, following the paragraph plan given. For students who are less confident, photocopy the model text below for extra support during the writing task.

## Model text

I had been cleaning out the attic at home all morning when I suddenly found an ancient box that looked like it was about to fall into pieces. When I opened the box and looked inside, I just couldn't believe my eyes. I had been staying at grandma's house all summer, lonely and bored. Everything was about to change.

I carefully took the ancient objects out of the box and lay them on the table. They were different coloured stones. One had mysterious symbols on it and was a bit dirty. I got a cloth and started to polish it. Suddenly, smoke came out of the stone and for a second I couldn't see anything. When I opened my eyes, there was a boy of my age in front of me, dressed in furs and leather.

After a few moments of looking at each other, I spoke to the boy. He didn't understand me, but he pointed to his mouth and his stomach. I realised he was hungry and thirsty, so I ran down from the attic to the kitchen, in search of some food and drink. He took the bread and water and ate it hungrily.

A few moments later, he started playing with the stones. He put them in a special order and I could see a picture of a cave and a group of people, all dressed like him. He pointed at the picture and looked at me in a sad way. I took the mysterious stone and rubbed it. In a puff of smoke, he disappeared. I tried rubbing the stone again, but he never came back.

When I told my grandma about the boy in the attic, she was amazed. We took the stones to the local museum and they told us that they were very, very old and were made by cavemen. A team of archaeologists came to the house and spent the whole summer digging up the garden – they discovered an ancient burial site from pre-historic times. Newspapers and television cameras came to see the bones they found. The rest of that summer was so exciting and never boring – thanks to my friend in the attic!

## Tip for Writing Exams

Students read the tips for writing stories and brainstorm other ideas for how to make a story come alive. Tell students to turn to *Exam success* on page 150 for more ideas.

## 'Can Do' Progress check

**11** Students turn to page 154 to check their progress. Ask students to mark from 1 to 4 how well they can do these things in English. Ask students to look at their marks and decide what they think they need to do to improve. Elicit suggestions on how to improve their work.

 You can find the Unit 3 and 4 tests on the Gateway Tests CD and a progress test in the Workbook, pages 93–94.

# 5 Money talks

<b>Vocabulary/ Developing vocabulary</b> p58, 61	<ul style="list-style-type: none"> <li>▶ Buying and selling</li> <li>▶ Money and banking</li> <li>▶ Phrasal verbs connected with money and shopping</li> </ul>
<b>Reading</b> p59	<ul style="list-style-type: none"> <li>▶ Reading for global and specific information</li> <li>▶ Opening a bank account</li> </ul>
<b>Grammar in context</b> p60–61, 64–65	<ul style="list-style-type: none"> <li>▶ Modal verbs of obligation, prohibition and advice – present and past</li> <li>▶ Modal verbs of speculation and deduction – present, future and past</li> </ul>
<b>CLICK onto ... Winning money</b> p62–63	<ul style="list-style-type: none"> <li>Cross-curricular – Literature</li> <li>▶ <i>Q &amp; A</i> by Vikas Swarup</li> <li>International cultural knowledge</li> <li>▶ Money quiz</li> </ul>
<b>Listening</b> p64	<ul style="list-style-type: none"> <li>▶ Listening for general and specific information</li> <li>▶ Different forms of money</li> </ul>
<b>Pronunciation</b> p58	<ul style="list-style-type: none"> <li>▶ Silent letters</li> </ul>
<b>Developing speaking</b> p66	<ul style="list-style-type: none"> <li>▶ Talking about photos</li> </ul>

<b>Developing writing</b> p67	<ul style="list-style-type: none"> <li>▶ A formal letter</li> </ul>
<b>Language reference and revision</b> p68–69	<ul style="list-style-type: none"> <li>▶ Grammar: modal verbs of obligation, prohibition and advice – present and past, modal verbs of speculation and deduction – present, future and past</li> <li>▶ Vocabulary: buying and selling, money and banking, phrasal verbs connected with money and shopping</li> </ul>
<b>Study skills</b> p147	<ul style="list-style-type: none"> <li>▶ Reading – Skimming and scanning</li> <li>▶ Writing – Planning</li> </ul>
<b>Exam success</b> p151	<ul style="list-style-type: none"> <li>▶ Listening – Completing notes</li> <li>▶ Speaking – Talking about photos</li> </ul>
<b>MATERIALS</b>	<ul style="list-style-type: none"> <li>▶ DVD (optional): <i>Slumdog Millionaire</i></li> <li>▶ Resource materials teacher's notes: p172</li> <li>▶ Resource materials: p190–192</li> <li>▶ Test 5A and B – Gateway Tests CD</li> </ul>

## ▶ Vocabulary p58

### Buying and selling

#### Warmer

In pairs, students discuss the meaning of the unit title *Money talks* and what they think the unit is going to be about. Elicit other words and expressions students know that are related to the theme, e.g. *tight-fisted*, *to make/earn/win money*, *'money makes the world go round'*, *'time is money'* *'the best things in life are free'*, etc. Drill the pronunciation of the word *money*: /'mʌni/.

#### Key

*Money talks* is an informal expression used for saying that money gives you power.

- 1a** In pairs, students write down as many different names for shops as they can in two minutes.

#### Example answers

music shop, sports shop, jeweller's, bank, stationery shop, baker's, butcher's, clothes shop, department store, electrical goods store, greengrocer's, newsagent's, post office, shoe shop, supermarket

- 1b** Students work with another pair. Each pair says things that they can buy in a shop on their list and the other pair tries to name the shop. Draw attention to the example dialogue. In a less confident class, model this activity in open class before students continue in groups of four.

### TEACHER DEVELOPMENT: LANGUAGE

#### Possessive 's in shop names

The possessive 's is often used when talking about shops, restaurants, churches and colleges, following the name or job title of the owner or patron, e.g. *the grocer's*, *the jeweller's*, *Saint Peter's*, etc.

- 2** Students complete the text with the words. Provide dictionaries if necessary.

#### Key

- a afford /ə'fɔ:(r)d/
- b sale /seɪl/
- c discount /'dɪs,kaʊnt/
- d bargain /'bɑ:(r)gɪn/
- e value for money /'vælju: fə(r) 'mʌni/
- f cash /kæʃ/
- g change /tʃeɪndʒ/
- h receipt /rɪ'si:t/
- i waste /weɪst/
- j refund /'ri:fʌnd/

#### Fast finishers

Students mark the stressed syllables and practise the pronunciation of the words (see Key above).

- 3 SPEAKING** In pairs, students take turns to ask and answer the questions. Elicit answers from different students around the class.

#### Example answers

- 1 Yes, I have a few coins and a couple of notes.
- 2 They usually pay by credit card.
- 3 We often go to the sales to buy coats and shoes.
- 4 I always keep the receipt in case I need to exchange my purchase or get a refund.
- 5 My dad asked for a refund for a fridge that didn't work.
- 6 Students get special discounts on public transport and at many leisure centres.
- 7 I wasted my money on a meal last night. It was horrible and really expensive.
- 8 I bought a great pair of boots in the January sales. They were a bargain because they were reduced from €150 to €45.

## Money and banking

- 4 Students match the words with the definitions. Provide dictionaries if necessary.

### Key

- 1 overdraft
- 2 savings account
- 3 lend money/give somebody a loan
- 4 bank charges/fees
- 5 current account
- 6 withdraw money
- 7 interest
- 8 bill
- 9 cashpoint
- 10 credit/debit
- 11 get into debt

- 5 **LISTENING** 1.21 Play the CD for students to listen and answer the questions. Point out that they will hear each question twice.

### Audioscript

- 1 If a jacket originally costs £50 and there is a ten per cent discount, how much does it cost now?
- 2 You want to buy a CD that costs £13 and you pay with a £20 note. How much change do they give you?
- 3 You have seen a pair of jeans that cost £55, but now they cost £60. Is that a bargain?
- 4 You usually buy one-litre bottles of orange juice that cost £1.20. Now there is a special two-litre bottle that costs £2. Is that good value for money?
- 5 You want to buy two books that cost £12. You have £30 with you. Can you afford the books?
- 6 You have £200 in a savings account. The bank gives you two per cent interest each year. How much interest do you have after one year?
- 7 You have £250 in your current account. You have to pay three bills, one for £70, one for £120 and another for £80. Are you going to get into debt?
- 8 You have £10,000 in your bank account and you want to buy a car that costs £8,000. Do you need an overdraft?

### Key

- |       |       |       |       |
|-------|-------|-------|-------|
| 1 £45 | 3 no  | 5 yes | 7 yes |
| 2 £7  | 4 yes | 6 £4  | 8 no  |

- 6 In pairs, students practise saying the words in the box and decide what they all have in common.

### Key

All the words have a silent letter:

- card /kɑ:(r)d/  
 climb /klaɪm/  
 cupboard /'kʌbə(r)d/  
 debt /det/  
 doubt /daʊt/  
 eight /eɪt/  
 honest /'ɒnɪst/  
 knowledge /'nɒlɪdʒ/  
 listen /'lɪs(ə)n/  
 litre /'li:tə(r)/  
 psychological /,saɪkə'lɒdʒɪk(ə)l/  
 receipt /rɪ'si:t/

- through /θru:/  
 withdraw /wɪð'drɔ:/  
 written /'rɪt(ə)n/

- 7 **LISTENING** 1.22 Play the CD for students to listen to the words and correct their pronunciation if necessary.

### Extra activity

Students write down the words in their notebooks and put a line through the silent letters.

### TEACHER DEVELOPMENT: PRONUNCIATION

#### Silent letters

One of the noted difficulties of English spelling is a high number of silent letters. Silent letters are letters that you can't hear when you say the word, but that are there when you write the word. There are no rules; you just have to learn them. The reason is often historic and shows how the word was pronounced in the past, although sometimes it is phonological and helps us to understand how to pronounce a vowel sound.

### Homework

- ▶ Refer students to the **Workbook, page 38**.

## ▶ Reading p59

### Warmer

Elicit the names of different shops and write them on the board. In pairs, students choose a shop and take turns to name things you can buy there, e.g. butcher's: *sausages, steaks, hamburgers, pork, beef*, etc. If a student hesitates or says an incorrect word, the other student wins a point. Allow them to play the game for a few minutes. The student with the most points at the end of the game is the winner.

- 1 **SPEAKING** In pairs, students imagine that they are going to open a bank account and make a list of questions they would like to ask before they open the account.

### Example questions

- Do they give you a credit card?  
 Are there any fees for using the account?  
 Do I get an overdraft?  
 What information do I need to give to open an account?  
 How much money do I need to deposit in the account?  
 How much money can I withdraw each day?

- 2 Students skim read the two texts and decide on the purpose and where they might find each one. Set a time limit of five minutes and give students regular updates, e.g. *one minute to go*. Elicit answers from students around the class.

**Recording:** Unit 5 p59 Reading on [www.gateway-online.net](http://www.gateway-online.net)

### Key

The first text is an informative text for students going to university. They might receive this as part of an information pack from a university. The purpose is to inform them about things they should consider before opening a current account. The second text is written by a student who has opened a bank account. He/She is giving advice to another student. The text may come from a discussion forum or an informal letter/e-mail.

- 3 Students answer the questions with information from the texts and say where they found the answers (text and line number). Draw attention to the example.

### Key

- 1 With credit cards it's easy to spend too much, and then you have to pay more money back to the bank. Text 1, lines 21–24.
- 2 If you are from Egypt, you will need a visa because it is not in the European Union. Text 2, lines 7–8.
- 3 You can accept a free gift for opening a bank account, but you should remember that the banking conditions are the most important thing. Text 1, lines 10–14.
- 4 A close location is important because it can save you time, but the bank's terms and conditions are the most important thing. Text 1 lines 30–33, Text 2, lines 11–14.
- 5 'Free banking' means you don't have to pay any bank charges for basic services, provided that you have money in your account. Text 1, lines 25–27.
- 6 Internet banking helps you know exactly where you are with your finances. Text 1, lines 33–35.
- 7 Students can ask Student Advisors for help. Text 1, lines 37–38.
- 8 The advantages of opening a current account are that it makes it easier for people to send you money and you can pay bills and shop without cash. Text 1, lines 3–5.
- 9 A letter of introduction is an official letter from your university with your personal details, which says which course you are studying. Text 2, lines 12–15.
- 10 Different banks ask for different documents to open an account. Text 2, lines 18–20.

### Study skills

Students read about two different ways of reading a text: skimming and scanning. Elicit situations when we are likely to use these two skills. Then tell students to turn to page 147 (*Reading – Skimming and scanning*) for more ideas.

### TEACHER DEVELOPMENT: STUDENT TRAINING

#### Skimming and scanning

Skimming is a reading technique that you can use when you want to read quickly to get an overall understanding, perhaps to decide if the text is interesting and if you should read it in more detail. We use this technique to extract the main ideas from a text. Explain that students should not read every word when they skim a text. They should read the first and last line of each paragraph and train their eyes to skim over the surface of the text to look out for key words. They should also use any clues available, e.g. pictures, photos, vocabulary from the question, title, etc. to give them background information.

Scanning is also a technique we can use to read quickly, but this time to look for specific information in a text. We might use scanning to find a particular number in a telephone directory, or to read small advertisements in a newspaper, a TV schedule, timetables, lists, catalogues or web pages.

- 4 Students find the underlined words in the text which match the definitions.

### Key

- |              |                 |                        |
|--------------|-----------------|------------------------|
| 1 branch     | 3 proof         | 5 terms and conditions |
| 2 unpleasant | 4 provided that | 6 incentives           |

- 5 **SPEAKING** What about you?

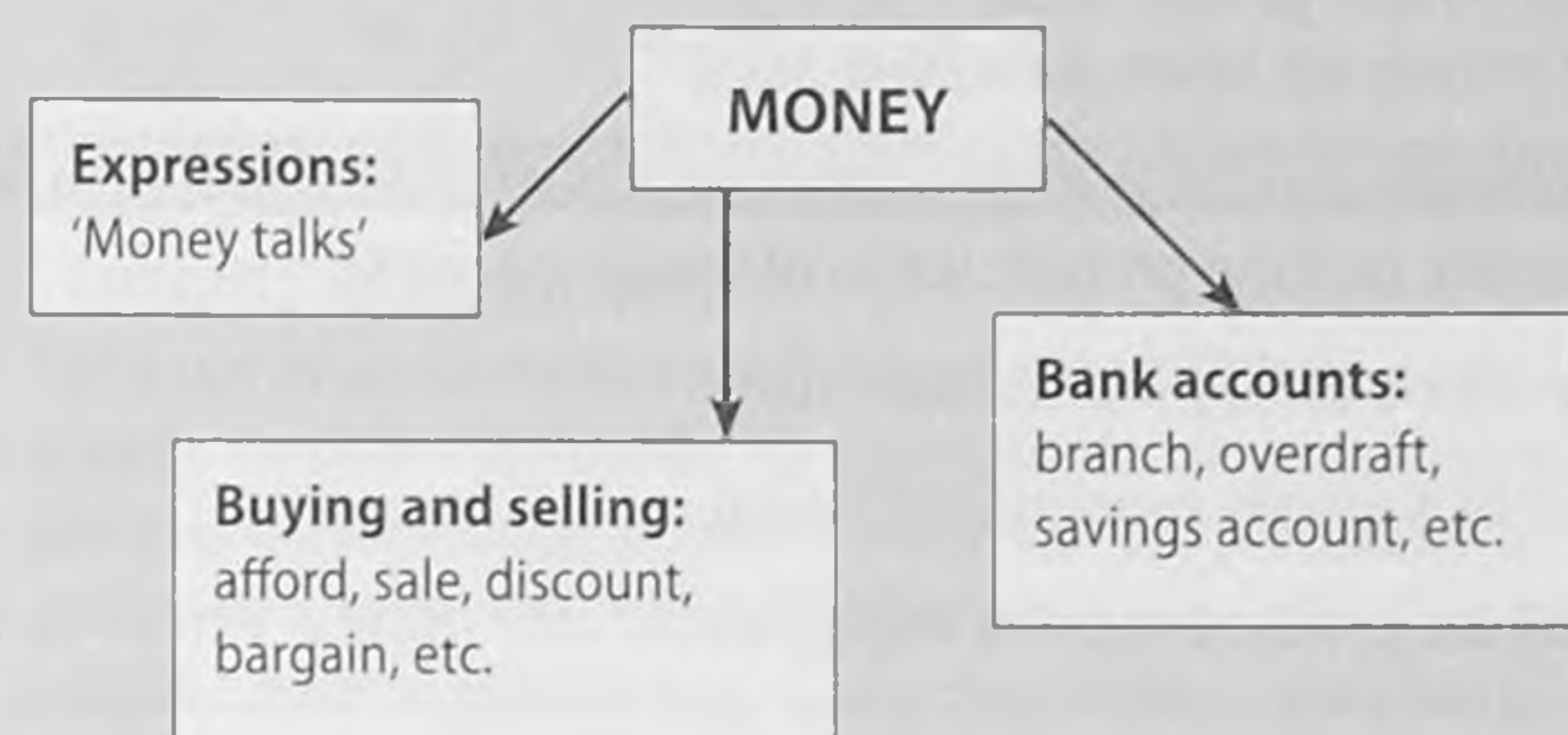
In pairs or small groups, students discuss the question. Ask different students to share their ideas with the class.

### Extra activity

Students choose a bank and research the terms and conditions for opening a bank account. They present their findings in the next class and decide which bank offers the best conditions.

### Extra activity

Students make a mind map of the words they have learnt so far in this unit related to the theme of *money*.



### Homework

- ▶ Refer students to the **Workbook**, page 39.

## ▶ Grammar in context p60–61

### Modal verbs of obligation, prohibition and advice – present

#### Test before you teach

In pairs, students think of a board game that other students will know well, e.g. *Monopoly*. Write these sentence stems on the board and ask students to complete them with the rules of the game: *You ought to ...*, *You should ...*, *You have to ...*, *You don't have to ...*, *You must ...*, *You mustn't ...*, *You'd better ...*, *You aren't allowed to ...*, *You need to ...*, *You don't need to ...*, *You can't ...*

If students seem to be very familiar with these modals move quickly through the *Grammar guide* in open class.

- 1a Students match sentences a–l to functions 1–4, as in the example.

### Key

- 1 d, e, i    2 c, j, k    3 f, h, l    4 a, b, g

- 1b Students answer the questions.

### Key

- 1 **to + infinitive:** *ought, have/don't have, allowed, need/don't need*  
**the infinitive without to:** *should, must/mustn't, 'd better, needn't, can't*
- 2 **Do you have to be** eighteen to open an account without your parents?
- 3 You **shouldn't** consider opening a current account. You'd **better not** make sure that there is a branch near you.
- 4 You **need to** take a driving licence.
- 5 had

## TEACHER DEVELOPMENT: PRONUNCIATION

### Modals

When pronounced in the contracted form, *would* and *had* sound the same ('d), so the listener must rely on the context of the sentence to determine which word the speaker is using. Write these sentences on the board and elicit if the contraction 'd is for *would* or *had*. Then drill the pronunciation.

*I'd say it was more expensive than the other one.* (would)

*It'd be better if we left now.* (would)

*You'd better go now.* (had)

*I'd already left when she arrived.* (had)

Draw attention to the silent letter *l* in *should* and the silent *t* in *mustn't*. Drill the pronunciation of these two forms.

*Have to* is usually pronounced 'hafta'.

*Has to* is usually pronounced 'hasta'.

Drill the pronunciation of *ought*: /ɔ:t/.

## TEACHER DEVELOPMENT: LANGUAGE

### Modal verbs

Modal verbs generally express speakers' attitudes. For example, they can express that a speaker feels something is necessary, advisable, permissible, possible, or probable; and, in addition, they can convey the strength of those attitudes.

#### **have/has to for obligation**

Remind students that we can also say *I have got to ...* and that this means the same. *Have to* and *must* also mean the same when we are talking about rules and obligations, i.e. external obligation. Point out that *have to* is more common than *must* for questions.

#### **don't/doesn't have to**

Students often confuse this with *mustn't* which is a prohibition. *Don't have to* means it is not necessary to do something, but you can do it if you want.

#### **can't**

We use *can't* to refuse permission. The past form *couldn't* is used to talk about things that were prohibited or not possible.

#### **must/mustn't**

*Must* is not very common in question forms. *Must* and *mustn't* are strong and often only used for things like strong rules or prohibitions. The past form of *must* is *had to*. The past form of *mustn't* is *couldn't*.

#### **need/needn't/don't need to**

*Need to* is used to express necessity. *Don't need to/needn't* express a lack of necessity. In the past form, we use *didn't need to* to talk about things that were not obligatory or necessary, so we didn't do them. The past form *needn't have + past participle* is used to talk about things that were not obligatory or necessary, but we did them anyway.

### **should/shouldn't/ought/oughtn't/'d better**

*Should/shouldn't* is used when we want to give a strong opinion or advice, telling someone the best thing to do. We can make a question using *do/does*, e.g. *Do you think I should ...?*, or using the modal verb *Should I ...?*

*Ought/oughtn't* can be used in the same way as *should*, but *should* is more common, especially in negatives and questions.

*Had better* is a two-word modal verb and, like *ought to* does not have different tenses. We can contract *had* (*you'd, I'd, he'd, she'd*, etc.). *Had better* has the same meaning as *should* and *ought to*, but it also implies more strongly that there will be a problem if you don't follow this advice.

▶ Refer students to the *Grammar reference* on page 68.

- 2 Students decide if the sentences are correct and rewrite the incorrect sentences.

#### Key

- ✓
  - You **mustn't** use someone else's passport to open a bank account.
  - Do you **have to** sign your name on your credit card?
  - Aren't foreigners allowed **to** have a student account?
  - When you live at home, most students **needn't/don't need to** open a current account.
  - She **had'd better** get a credit card because it isn't safe to take lots of cash everywhere.
  - ✓
  - ✓
- 3 Students complete the text with the words. Remind students that there are three extra words.

#### Key

- |         |           |           |
|---------|-----------|-----------|
| 1 had   | 4 aren't  | 6 mustn't |
| 2 has   | 5 needn't | 7 allowed |
| 3 ought |           |           |

- 4a **SPEAKING** In pairs, students use the words and expressions to prepare eight sentences with useful information for a British student who is coming to study at their school for one month. Draw attention to the example sentence. In a less confident class, brainstorm some ideas first in open class.

#### Example answers

You must learn some basic expressions in our language because most of our lessons aren't in English.  
You are allowed to use the computers at lunchtime.  
You can't use your mobile phone at school.  
You don't have to wear a school uniform.  
You had better not talk in Mrs McCready's class – she's very strict.  
You mustn't chew gum in the class.  
You needn't buy textbooks – the school will lend them to you.  
You ought to buy a big rucksack to carry your books.

- 4b Students compare answers and decide on the five most useful pieces of information.

## Modal verbs of obligation, prohibition and advice – past

5 Students match sentences a–i to functions 1–5.

### Key

- 1 a, e      3 b, h      5 f, g  
2 c      4 d, i

▶ Refer students to the *Grammar reference* on page 68.

6 Students write the sentences in the past.

### Key

- 1 You should have asked them for advice.
  - 2 She had to arrive on time every morning.
  - 3 Did you have to go to the meeting?
  - 4 We couldn't wear jeans and T-shirts.
  - 5 I needn't have got up early (but I did).
  - 6 She didn't need to wear a uniform (so she didn't).
  - 7 We ought to/should have worked as a team.
  - 8 They needed to ask the university for a letter of introduction.
- 7 Students read the situations and complete the sentences. Remind them that they can use each of the expressions once.

### Key

- 1 I had to do the exercises last night.
  - 2 We needn't have taken food to the party, but we did.
  - 3 She ought to have revised for the exam.
  - 4 They weren't allowed to go into the office.
  - 5 The plane needed to land.
  - 6 I didn't have to show my receipt to the shop assistant.
  - 7 I shouldn't have got angry with you yesterday.
  - 8 She couldn't speak to the bank manager.
- 8a Students think about when they were at primary school and write sentences about things that were obligatory, not obligatory, prohibited and that they should or shouldn't have done. Remind students to use the structures from 7. Draw attention to the example sentence.

### Example answers

I didn't have to wear a tie, but I had to wear short trousers.  
I couldn't run in the corridors.  
I had to arrive on time.  
I needed to go to the school doctor a couple of times.  
I needn't have worried about secondary school, but I did.  
I ought to have studied more.  
I shouldn't have talked so much in class.  
I wasn't allowed to leave before three o'clock.

8b **SPEAKING** Students compare their sentences in small groups and find out if their experiences were similar.

▶ **Resource materials:** See Unit 5 Grammar worksheet on page 190.

## Homework

▶ Refer students to the **Workbook**, page 40.

## ▶ Developing vocabulary p61

### Phrasal verbs connected with money and shopping

1 Students match the phrasal verbs used in the sentences with definitions a–h.

### Key

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

### TEACHER DEVELOPMENT: STUDENT TRAINING

#### Learning phrasal verbs

Point out to students that most dictionaries tell them when phrasal verbs are separable. For example, if a dictionary says *give (something) away*, students know that the phrasal verb *give away* is separable. Remind them that it is a good idea to include *something/somebody* when they write a new phrasal verb in their notebooks to tell them if the verb needs a direct object (and where to put it).

2 Students rewrite the sentences using the correct form of one of the phrasal verbs in 1.

### Key

- 1 Can you **pick up** some milk on the way home?
  - 2 That coat is expensive, but I'm going to **splash out** on it.
  - 3 We need to **cut back** on luxury items.
  - 4 That shop **gives away** a free video game with each console.
  - 5 I can't go to the concert because I need to **save up** for the summer holidays.
  - 6 You should buy the DVD now because it's **selling out** fast.
  - 7 I'll **pay back** the money you lent me tomorrow.
  - 8 The book was £10 and the magazine was £2.50 so the total **came to** £12.50.
- 3 Students choose the correct alternatives.

### Key

- 1 up      3 out      5 away  
2 back      4 out      6 up
- 4 **SPEAKING** Students take it in turns to ask and answer the questions in 3. Remind students that if their partner answers yes, they should ask questions to find out more information. In a less confident class, give students time to make some notes on their answers before they do this as a speaking activity.

#### Extra activity

Students write a short text using all the phrasal verbs in 1. They then write out the text with the phrasal verbs missing and give it to another student for him/her to complete.

▶ **Resource materials:** See Unit 5 Vocabulary worksheet on page 191.

## Homework

▶ Refer students to the **Workbook**, page 41.




## ► Click onto ... Winning money p62–63

### Warmer

Divide the class into two teams: A and B. Choose a word from the unit and say it to Team A for them to spell out, letter by letter. If they spell the whole word correctly, they score one point. However, if at any point they say an incorrect letter, the 'part-word' is handed over to Team B to complete (and back again if they make an error). This continues until one team finishes off the word and wins a point. The team with the most points wins the game.

## Cross-curricular – Literature: Q & A by Vikas Swarup

- 1 In pairs, students discuss the questions about quiz programmes. Elicit answers from different students around the class.
- 2 Students read the text and note down the final question that Ram Mohammad Thomas has to answer to win one billion rupees and why they think the producers chose this question. Elicit answers from different students around the class.

 **Recording:** Unit 5 p62 Click onto ... on [www.gateway-online.net](http://www.gateway-online.net)

### Key

The question is 'Beethoven's piano sonata no. 29, opus 106, also known as the "Hammerklavier Sonata", is in which key?'  
The producers chose this question because they believed that Thomas could not possibly know the answer.

### Inside information

Students read *Inside information* on page 62 and find out about the film based on the book.

- 3 Students read the text again and answer the questions.

### Key

- 1 When the cameras are filming, Prem Kumar is friendly and encouraging to Thomas because he is in public. However, he turns hostile to Ram during the commercial breaks.
- 2 Prem Kumar is sure Thomas won't know the answer because he doesn't have expert knowledge of Medieval History.
- 3 Thomas knows the answer because he worked as a guide for two years at the Taj Mahal.
- 4 Prem Kumar explains that the last question was a commercial for one of the show's sponsors.
- 5 Students' own answers.

### Word booster

Students match the words and definitions.


### Key

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

- 4 **SPEAKING** What about you?

In pairs or small groups, students take turns to ask and answer the questions about the film *Slumdog Millionaire*. Ask students to share their opinions with the class.

## International cultural knowledge: Money quiz

- 5 In pairs, students answer the quiz questions.
- 6 **LISTENING**  1.23 Play the CD for students to listen and check their answers. They should also note down how many answers the contestant got right. Elicit how many answers students got right.

### Audioscript

**PRESENTER:** And welcome back to your favourite quiz programme, *Jackpot*. Our contestant Jessica Dawn certainly wants to win today's jackpot. So far she's got all the questions right. Now she has to answer five questions on the subject of money. If she gets them all right, she wins the jackpot. If not, she gets nothing. Jessica, are you ready?

**CONTESTANT:** Yes, I am.

**PRESENTER:** OK. First question, what notes and coins are used in Australia? Is it A euros and cents, B dollars and cents, C crowns and shillings or D pounds and pennies?

**CONTESTANT:** I think it's B, dollars and cents.

**PRESENTER:** That's correct! They used to have pounds and shillings, but they changed to Australian dollars in 1966. Next question. What is the highest-value bank note in the USA? Is it A \$50, B \$100, C \$200 or D \$500?

**CONTESTANT:** Hmm. I think they used to have big notes, like 200 and 500, and maybe even higher. But I think it must be 100 now because when I went to the States, that was the biggest I saw. I'm going to say 100.

**PRESENTER:** And you're correct! Once they had a bank note that was worth \$10,000! But now the biggest is \$100. Next question. Which of these words do we use for the study and collection of coins? A numismatics, B speleology, C monetarism, D philately?

**CONTESTANT:** Well, it's not speleology because that's all about exploring underground caves! And philately is the study of stamps. It's either A or C. I'm going to say A.

**PRESENTER:** A is correct! Only two more questions and you win the jackpot! Now, not counting Swiss banks, which is the building that contains the largest amount of gold in the world? Is it A The Federal Reserve Bank of New York, USA; B Fort Knox, USA; C Caesars Palace Las Vegas, USA; or D The Bank of England, UK?

**CONTESTANT:** I think I know this one because I saw a film, with Bruce Willis, *Die Hard* it was, *Die Hard 3* I think, and in the film somebody tries to steal gold from the Federal Reserve Bank of New York. It's in Wall Street.

**PRESENTER:** So because of a Bruce Willis film, you're going to say the answer is A?

**CONTESTANT:** Yes, yes, I am.

**PRESENTER:** Well, in that case, I have to tell you that ... you're ... right! And it *is* in Wall Street. In fact all the gold is 24 metres underground. There are more than 7,250 tonnes of gold there. OK, the last question, get this one right and you win the big prize. Where is the headquarters of the European Central Bank? Is it A Frankfurt, Germany; B London, UK; C Brussels, Belgium; or D Geneva, Switzerland?

**CONTESTANT:** Well, Frankfurt doesn't sound big enough for a Central Bank. I don't think it's in London. It could be Switzerland I suppose. But wait, in Switzerland they don't use euros. They have Swiss francs. Hmm. I think it's Brussels. C, Brussels.

**PRESENTER:** You're sure?

**CONTESTANT:** No, but I'm going to say Brussels anyway.

**PRESENTER:** In that case, all that's left is for me to say is ... sorry, that's not correct.


**AUDIENCE:** Aaaaah!

**PRESENTER:** The answer is A Frankfurt. Unfortunately you go home empty-handed. Have you had a good time though?

**Key**

1 B    2 B    3 A    4 A    5 A

The contestant gets four questions correct.

- 7  Play the CD again if necessary for students to listen and answer the questions.

**Key**

- 1 Australia used pounds and shillings.
- 2 The highest-value US dollar bank note ever was worth \$10,000.
- 3 Speleology is the science of exploring underground spaces.
- 4 The exact location of the gold is 24 metres underground at The Federal Reserve Bank on Wall Street.
- 5 The contestant knows that it isn't Geneva because they don't use euros in Switzerland – they have Swiss francs.

8 **SPEAKING** What about you?

In pairs or small groups, students discuss the questions about quiz shows. Ask individual students to tell the class about their partner.

**Extra activity**

Play *Who wants to be a millionaire?* with the class. Each student (or pair) writes a question on a subject area of their choice on a piece of paper. Remind them to include four answer options (A, B, C and D). Divide the class into two teams and collect the questions in from each team. Write the sequence for 'cash prizes' on the board from bottom to top: £100, £200, £300, £500, £1,000, £2,000, £4,000, £8,000, £16,000, £32,000, £64,000, £125,000, £250,000, £500,000, £1,000,000. Ask each team a question written by someone on the other team. If they get the answer right, they move up the board to the next 'cash prize'. If they get the answer wrong, they move down to the previous amount. The team in the highest position when all the questions have been asked, or the first team to reach £1,000,000, is the winner.

**DVD (optional)** 

*Slumdog Millionaire* (director: Danny Boyle, Loveleen Tandan; 2009)

**Themes:** Poverty; Money; Love; Slum life; Quiz shows

**Plot:** A Mumbai teen who grew up in the slums, becomes a contestant on the Indian version of *Who wants to be a millionaire?* He is arrested under suspicion of cheating and, while being interrogated, events from his life history are shown which explain why he knows the answers.

**Homework**

▶ Refer students to the **Workbook, page 42.**

## ▶ Listening p64

### Warmer

Write the names of these countries and currencies on the board:

**Countries:** Saudi Arabia, Russia, Denmark, Switzerland, Vietnam, Poland, South Africa, India, Japan, France, China

**Currencies:** Zloty, Swiss francs, Krone, Rupee, Yuan/Renminbi, Rand, Ruble, Riyal, Euro, Dong, Yen

In pairs, students race to match the countries with the correct currencies.

**Key**

**Countries**

China

Denmark

France

India

Japan

Poland

Russia

Saudi Arabia

South Africa

Switzerland

Vietnam

**Currency**

Yuan/Renminbi (Renminbi refers to the whole Chinese monetary system)

Krone

Euro

Rupee

Yen

Zloty

Ruble

Riyal

Rand

Swiss francs

Dong

- 1 **SPEAKING** In pairs, students look at the photos and discuss what they think they show.

- 2 Students read the text and check their answers in 1.

**Key**

Photo 1: stone disks from the Yap Islands in Micronesia

Photo 2: German paper money

Photo 3: Roman or Lydian coins

- 3 Students look at the gaps in the text and predict what words or types of word could fill each one.


### Exam success

Students read the tip on how to complete gapped texts in listening exams. Tell students to turn to page 151 (*Listening – Completing notes*) for more ideas.

### TEACHER DEVELOPMENT: STUDENT TRAINING

#### Completing notes

Students should always read the incomplete notes in a listening activity to understand the context and predict which words could fill the gaps. This type of listening exercise is often found in examination papers. One key technique is to look at the words before and the words after the gap and assess their grammatical connotation. For example, after an article, you will probably have a noun. After a verb, you could well have an adverb. This will limit the choice of answers and therefore increase the chance of guessing the right one. Students should then try and guess the word itself from the context. Tell students to make guesses and never leave a space on an exam paper.

- 4 **LISTENING**  1.24 Play the CD for students to listen to an interview with an expert on the history of money. Students complete gaps a–j in 2. Remind students that they must not write more than two words and/or a number for each answer.

## ► Developing speaking p66

### Talking about photos

#### Warmer

Write these questions on the board for students to discuss in pairs: *Do you go shopping for food? Do you go shopping in a supermarket or a local market? Which supermarket do you like best? Why? Which supermarket do you like least? Why?* Elicit answers to find out the most popular supermarket.

- 1 **SPEAKING** In pairs, students look at the two photos and write down similarities and differences between them. Elicit ideas from students around the class.

#### Suggested answers


**Similarities:** Both photos show people shopping. Both photos show food items.

**Differences:** In the first photo, there is a mum and two small children. In the second there is a mum with only one child.

In the first photo, the mum looks stressed and the children are fighting. In the second photo, the mum looks happy and is chatting to the owner of the stall.

In the first photo, they are busy shopping. In the second photo, the woman has finished shopping and is paying.

In the first photo, we can see convenience food. In the second photo, we can see fresh fruit.

- 2 **LISTENING**  1.25 Students read the task. Play the CD for students to listen to a student doing this task and answer the questions.

#### Audioscript

Both photographs show people shopping. In the first photograph there is a family and they're shopping in a big, modern supermarket, whereas in the second photograph there is a mother and daughter and they're shopping in a small market. In both pictures the people are buying things, but one big difference between the photos is that the people in the supermarket don't seem very happy or relaxed. I think they might be arguing or something. But the two people in the market must be having a good time because I can see them smiling. Another important difference is that the food in the supermarket can't be very good or natural, while the food in the market looks much healthier. As for me, I prefer shopping in supermarkets because you can buy more things in a supermarket. I think it's more convenient to buy things there because you can get everything you want in just one shop. Compared with a supermarket, shopping in a traditional market is much slower and you can't pick things up yourself, you have to ask for everything from the person who's selling.

#### Key

- 1 Students' own answers.
- 2 No, she describes each photo briefly and then moves on to compare and contrast them.
- 3 Yes, she does both parts of the task.

#### Exam success

Students read about the importance of following instructions in a speaking exam and how to carry out a 'compare and contrast' task. Tell students to turn to page 151 (*Speaking – Talking about photos*) for more ideas.


#### TEACHER DEVELOPMENT: STUDENT TRAINING

##### Talking about photos

In many exams there is an oral examination, where students are often asked to compare and contrast photos. Students can easily panic and they need to have a lot of practice to reduce their anxiety. These simple tips can help them:

- 1 **Brief description of each photo:** You do not have to describe them in detail. If you are not sure what the picture is, use your imagination and say what you think it is. It doesn't matter if you are wrong.
- 2 **Compare and contrast:** Talk about the first photo in one sentence. Talk about the other photo in one sentence. Compare and contrast them.
- 3 **Give personal feelings:** Use phrases such as, *I think, In my opinion, If you ask me, It looks like, etc.*

Students also need to know the vocabulary for referring to the different parts of a photo or a picture: *at the top, at the bottom, in the left-hand corner, in the background, at the front, behind, next to, on the right, on the left, in the middle, etc.*

- 3  Play the CD again if necessary for students to complete what the student said using phrases from the Speaking Bank.

#### Key

- a Both photographs show
- b In the first photograph
- c whereas
- d In both pictures
- e one big difference between the photos is that
- f Another important difference
- g while
- h Compared with

- 4 **SPEAKING** In pairs, students take it in turns to do the task in 2.

#### TEACHER DEVELOPMENT: STUDENT TRAINING

##### Practising for an oral exam

Remind students that the best way to practise for an oral examination is with another student. If they already know the student who will be taking the speaking test with them, they should try to practise with him/her as often as possible.

### Practice makes perfect

- 5a **SPEAKING** In pairs, students look at the photos and think about the similarities and differences between them.
- 5b Students take it in turns to do the task. For students who are less confident, photocopy the model text below, and either read it aloud yourself, or ask a strong student to do so. Tell students to use this as a basis for the speaking activity.

## Model text

Both photographs show people looking at a property, maybe to buy or to rent. In the first photograph there is a young couple in a modern, unfurnished flat, whereas in the second photograph there is a man with his pregnant partner and a child outside a large house. In both pictures we can see an estate agent explaining something, but one big difference between the photos is that the people in the second photo look like they have bought the property and are receiving the keys. In the first photo, the couple look like they are visiting the property for the first time. Another important difference is that the couple in the first picture look very serious. They are listening carefully to what the estate agent is saying, while the family in the other photo are smiling and relaxed. I think the most important factor when you are buying a house is to find a reliable, trustworthy estate agent and to do your homework on the house's price, location and condition.

### Extra activity

Give students practice at saying things in another way, so they get used to describing things if they can't remember the exact word. Words and expressions such as *It's a kind of*, *It's a thing that you use when*, *It's something that you do when* help students explain a word they can't remember.

In pairs, students look at the wordlist for the unit in the Student's Book. Students choose a word and rephrase it for their partner to guess. Each acceptable rephrasing is worth one point. The student with the most points wins.

### Homework

- ▶ Refer students to the **Workbook**, page 44.

## ▶ Developing writing p67

### A formal letter

#### Warmer

Students take turns to describe the photo on page 67. Elicit what they think the formal letter is going to be about.

- 1 Students look at the instructions about how to use a cashpoint to withdraw money and number the steps in the correct order.

#### Key

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

- 2 **SPEAKING** In pairs, students close their books and take it in turns to try to remember the steps in 1. Remind students to use *should*, *ought to*, etc. to explain what to do.

- 3 Students read the letter and answer the questions.

#### Key

- 1 He is writing to complain to the bank about bad customer service after the cash machine took his card.
  - 2 He wants an apology and a new card urgently, without paying bank fees for the issue of this card.
  - 3 If there is no solution, he will consider moving his current account to another bank.
- 4 Students find the formal equivalents of the words and expressions in the letter.

#### Key

- 1 an incident took place
  - 2 caused me a great deal of inconvenience
  - 3 withdraw
  - 4 selected
  - 5 wished
  - 6 retained
  - 7 contacted
  - 8 sufficient
  - 9 informed
  - 10 I demand an apology
  - 11 I shall be forced to
- 5 Students read the information in the *Writing Bank* and find examples of the characteristics in the letter in 3.

#### Key

- Dear Sir or Madam; Yours faithfully, Jonathan Squire
- I am writing; The incident has left; I would also like
- has caused me a great deal of inconvenience; I demand an apology; I shall be forced to; through no fault of my own ...
- withdraw (take out); contact (call up); insert (put in)
- The incident has left me without my debit card and has caused me a great deal of inconvenience.
- Anderson Street; Sunday 21<sup>st</sup> December
- I am writing to complain about; I look forward to hearing from you very soon.

### Study skills

Students read about how a writing plan can make a text more logical and coherent. Brainstorm the stages of a writing plan and tell students to turn to page 147 (*Writing – Planning*) for more ideas.

#### TEACHER DEVELOPMENT: STUDENT TRAINING

##### Writing a plan

Writing a letter of complaint is a popular task in many exams. It is formal and this affects students' choice of grammar and vocabulary. Learning formulaic expressions by heart will help students score higher marks in an exam.

Students should divide their writing plan into three or four paragraphs with three or four sentences per paragraph. The most common format includes an introduction (reason for writing); paragraph 2 (describing the incident); paragraph 3 (consequence of this incident); and a concluding paragraph (summary of key points and an action plan).

- 6 In pairs, students look at the task and write notes, adding their own details.

## Practice makes perfect

- 7 Students write their letter individually, using their notes and the information from the *Writing Bank*. For students who are less confident, photocopy the model text below for extra support during the writing task.

### Model text

Dear Sir or Madam,

I am writing to complain about an incident that took place last week at Reading Station. The incident has caused a great deal of inconvenience and no solution has been provided.

On the evening of Friday 21<sup>st</sup> September I inserted the correct amount of money into your vending machine selling books – £12.50. I wanted a book to read on the train because it was a very long journey. I selected the book I wished to read – Ken Follett's *Fall of Giants* – but the machine didn't give me the book or any change. I tried to cancel the operation, but the machine had already swallowed my money.

I contacted your company the next day and they informed me that they could not give me my money back because I had no proof of purchase. I asked for a complaint form to be sent by post, but they told me there was no form available.

I am very disappointed with the treatment I have received from your company. I now have no book and I have paid you £12.50, through no fault of my own. I demand an apology and I expect you to send me the book urgently or a full refund of my money. I would also like assurance that you will not charge me for postage for sending me the book. If I do not hear from you in the next fourteen days, I shall be forced to consider contacting the Consumer Advice Bureau.

I look forward to hearing from you very soon.

Yours faithfully,

Hattie Jacks

### Homework

- ▶ Refer students to the *Workbook*, page 45.

## ▶ Grammar revision p69

Students read the *Grammar reference* and *Vocabulary* sections on page 68 before completing the revision exercises on the following page.

### Modal verbs of obligation, prohibition and advice – present

- 1 Students choose the correct alternative. Point out that in two sentences, both alternatives are correct.

#### Key

- |                             |                           |
|-----------------------------|---------------------------|
| 1 needn't                   | 4 'd better not/shouldn't |
| 2 mustn't/aren't allowed to | 5 Should                  |
| 3 don't have to             | 6 mustn't                 |

### Modal verbs of obligation, prohibition and advice – past and present

- 2 Students write sentences with the correct form of the modal verbs and verbs given.

#### Key

- |                        |                       |
|------------------------|-----------------------|
| 1 had to talk          | 5 shouldn't have lied |
| 2 needn't have worried | 6 didn't need to get  |
| 3 mustn't write        | 7 don't have to write |
| 4 ought to have read   |                       |

### Modal verbs of speculation and deduction

- 3 Students match the pairs of sentences.

#### Key

- |     |     |     |     |
|-----|-----|-----|-----|
| 1 b | 3 a | 5 e | 7 f |
| 2 c | 4 g | 6 d |     |

## ▶ Vocabulary revision p69

### Buying and selling

- 1 Students match the words to the definitions. Remind them that there are three extra words.

#### Key

- |           |           |                   |
|-----------|-----------|-------------------|
| 1 refund  | 4 bargain | 6 value for money |
| 2 receipt | 5 sale    | 7 afford          |
| 3 change  |           |                   |

### Money and banking

- 2 Students match the words or parts of a word.

#### Key

- |     |     |     |     |
|-----|-----|-----|-----|
| 1 g | 3 e | 5 b | 7 c |
| 2 f | 4 a | 6 d |     |

### Phrasal verbs connected with money and shopping

- 2 Students rewrite the sentences without the phrasal verb, using a verb or phrase with a similar meaning.

#### Suggested answers

- Last week we spent a lot of money on a meal in a famous restaurant.
- That newspaper is providing free DVDs this week.
- People are spending less money on holidays abroad this year.
- The bill reaches a total of £24.
- I couldn't get you that new football shirt because there weren't any left.
- I need to buy something for dinner tonight.

- ▶ You can find the Unit 5 tests on the Gateway Tests CD.

### Gateway online

For useful and motivating additional practice across a range of skills and task types, students can access *Gateway Online*: [www.gateway-online.net](http://www.gateway-online.net)

- Video activities
- Listening activities
- Writing activities
- Test yourself activities
- Language games

# 6 Healthy habits

<b>Vocabulary/ Developing vocabulary</b> p70, 73	<ul style="list-style-type: none"> <li>▶ Parts of the body</li> <li>▶ Words connected with health</li> <li>▶ Idioms connected with health and illness</li> </ul>
<b>Reading</b> p71	<ul style="list-style-type: none"> <li>▶ Reading for global and specific information</li> <li>▶ Healthy or unhealthy activities?</li> </ul>
<b>Grammar in context</b> p72–73, 76–77	<ul style="list-style-type: none"> <li>▶ Zero, first and second conditionals</li> <li>▶ <i>Unless, as long as, provided/providing (that), in case</i></li> <li>▶ Third and mixed conditionals</li> <li>▶ <i>I wish/If only</i></li> </ul>
<b>CLICK onto ... Healthy eating</b> p74–75	<ul style="list-style-type: none"> <li>Cross-curricular – Science/Nutrition/PE</li> <li>▶ Nutrition for teenagers</li> <li>Cross-curricular – Science/Popular culture</li> <li>▶ A healthy recipe from a teen chef</li> </ul>
<b>Listening</b> p76	<ul style="list-style-type: none"> <li>▶ Listening for general and specific information</li> <li>▶ My favourite sport</li> </ul>
<b>Developing speaking</b> p78	<ul style="list-style-type: none"> <li>▶ Negotiating and collaborating</li> </ul>

<b>Developing writing</b> p79	<ul style="list-style-type: none"> <li>▶ A for-and-against essay</li> </ul>
<b>Language reference and revision</b> p80–81	<ul style="list-style-type: none"> <li>▶ Grammar: conditionals, <i>unless, as long as, provided/providing (that), in case, I wish/If only</i></li> <li>▶ Vocabulary: parts of the body, words connected with health, idioms connected with health and illness</li> </ul>
<b>Study skills</b> p147	<ul style="list-style-type: none"> <li>▶ Reading – Prediction</li> <li>▶ Speaking – Thinking of what to say</li> </ul>
<b>Exam success</b> p151	<ul style="list-style-type: none"> <li>▶ Use of English – Sentence transformation activities</li> <li>▶ Writing – For-and-against essays and opinion essays</li> </ul>
<b>MATERIALS</b>	<ul style="list-style-type: none"> <li>▶ DVD (optional): <i>Fast Food Nation</i></li> <li>▶ Resource materials teacher's notes: p173</li> <li>▶ Resource materials: p193–195</li> <li>▶ Test 6A and B – Gateway Tests CD</li> </ul>

## ▶ Vocabulary p70

### Warmer

In pairs, students discuss the meaning of the unit title *Healthy habits* and what they think the unit is going to be about. Elicit some suggestions for healthy and unhealthy habits. Drill the pronunciation of the title: /'helθi 'hæbɪtɪz/.

#### Key

'Healthy habits' means things you do often or regularly to keep you strong and well. Healthy habits include eating a lot of fruit and vegetables, drinking water, etc. Unhealthy habits include eating too much fat, smoking, doing no exercise, drinking fizzy drinks and eating fast food, etc.

## Parts of the body

- 1 SPEAKING** As a class, students take it in turns to say a part of the body. If they repeat a word, say an incorrect word or can't think of a word, they are out.
- In pairs, students look at the words in the box and check that they know where and what they are. Provide dictionaries if necessary.

#### Key

*ankle* /'æŋk(ə)l/ – the part at the bottom of your leg where your foot joins your leg  
*bone* /bəʊn/ – one of the hard parts that form a frame inside the body of a human or animal  
*chest* /tʃest/ – the upper front part of your body between your neck and your stomach  
*chin* /tʃɪn/ – the centre of the bottom part of your face, below your mouth and above your neck  
*heart* /hɑ:(r)t/ – organ in the body  
*heel* /hi:l/ – the back part of your foot, below your ankle  
*hip* /hɪp/ – one of the two parts at either side of your body between your waist and the top of your legs

*kidney* /'kɪdni/ – one of the two organs in your body that clean your blood and remove waste

*liver* /'lɪvə(r)/ – the organ in your body that cleans your blood and produces bile (= a liquid that helps your body process fat)

*lungs* /lʌŋz/ – one of the two organs in your chest that fill with air when you breathe

*skin* /skɪn/ – the outer layer of a person's or animal's body

*thigh* /θaɪ/ – the top part of your leg, above your knee

*throat* /θrəʊt/ – the area at the back of your mouth and inside your neck

*tongue* /tʌŋ/ – organ in mouth

*veins and arteries* /'veɪnz n 'ɑ:(r)tərɪz/ – A tube that returns blood to your heart is called a vein. A tube that carries blood away from your heart is called an artery.

*wrist* /rɪst/ – the part of your body between your hand and your arm

## Words connected with health

- 3 SPEAKING** In pairs, students take it in turns to give brief descriptions of the people in the pictures. Elicit descriptions from different students around the class.

#### Example answers

- An old woman with a bandaged leg and arm.
  - A young sporty-looking girl having a healthy salad and a glass of water.
  - An overweight man having an unhealthy burger, fizzy drink and a doughnut.
  - A person who looks like he is ill and is taking medicine.
- 4** Students read the texts and match each one to the correct picture.


#### Key

1 D    2 A    3 B    4 C

- 5 Students complete the texts in 4 with the words in the box. Provide dictionaries if necessary.

**Key**

- |              |                |              |
|--------------|----------------|--------------|
| a balanced   | d addicted     | g dislocated |
| b allergic   | e infection    | h painful    |
| c putting on | f prescription |              |

- 6 **LISTENING**  2.01 Play the CD for students to listen and check their answers in 5 (see Key above). Students then look at the words in bold in the texts and check they understand what they mean. Tell students to use a dictionary if necessary.

**Key**

*work out* – to do physical exercise as a way of keeping fit  
*check-up* – a medical examination, especially one taken at regular intervals to verify a normal state of health or discover a disease in its early stages

*blood pressure* – the pressure at which blood flows from your heart around your body. Blood pressure that is either very high or very low can be dangerous to your health.

*injection* – a drug or another substance that is injected into your body

*relieves* – makes pain or another bad physical feeling less unpleasant

*symptoms* – the unpleasant effects of an illness

*fatty food* – food that contains fat

*processed food* – food that has had chemicals or other substances added to it to keep it fresh for a long time

*high in* – have a large amount of

*in danger of* – at risk of

*obese* – too fat, in a way that is dangerous for your health

*increasing the risk of heart disease* – multiplying the possibilities of developing a serious medical condition in your heart

*a temperature* – the feeling of being hot because you are ill

*dizzy* – feeling as if you or the things around you are spinning, especially when you think you are going to fall

*shivering* – shaking slightly, for example, because you are cold or frightened

*treated* – cured

*got over* – recovered from

*injured myself* – did damage to myself/hurt myself

*twisted* – injured a part of your body by bending it in the wrong direction

*sprained* – injured a joint such as your wrist by suddenly stretching or turning it too much

*fracture* – to crack a bone (but not completely break it)

*break* – to separate a bone into pieces

*operation* – surgical intervention

- 7 **SPEAKING** In pairs, students take it in turns to ask and answer the questions and give reasons.

**Example answers**

- I go to a local gym three times a week. It makes me feel good and I enjoy seeing the changes in my body.
- I have a fairly balanced diet – I eat a lot of fish, fruit and vegetables and not much meat or dairy products. I think it's important to be healthy.
- I am allergic to peaches. I have to have an injection at the hospital if I eat one accidentally.
- I fainted once and the doctor took my blood pressure after that – it was really low.
- I injured myself when I was playing hockey. I broke my arm.
- I dislocated my knee while I was trekking in Thailand.
- I'm not afraid of injections, but I don't like them very much!

- 8 I don't feel dizzy when I see blood, but I know a lot of people who do.

**Extra activity**

In pairs, students roleplay a visit to a doctor. Each student thinks of a complaint and explains it to their doctor (their partner). The doctor then gives advice on how to relieve the symptoms. In a less confident class, students could prepare a written dialogue before doing this as a speaking activity.

**Homework**

- ▶ Refer students to the **Workbook, page 46**.

▶ **Reading p71**

**Warmer**

Play *Bingo*. Students draw a 3x3 grid in their notebooks, choose nine body parts from the previous lesson and write them in the nine squares on their grid. Call the body parts out in a random order and tell students to cross them off as they hear them. Make a note of the ones you say. When a student has crossed out all nine words on their grid, he/she shouts *Bingo!* Check their grid to make sure it is correct.

- 1 **SPEAKING** In pairs, students discuss if they think the habits are good or bad for their health and say why.

**Example answers**

I think eating breakfast is good because it's important to give your body some nutrients at the start of the day.

Walking in a park is healthy, especially if you walk quickly. Playing computer games is usually unhealthy because you are sitting still and not using your body.

**Study skills**


Students read about thinking about the subject of the text before they start reading. Tell them to turn to page 147 (*Reading – Prediction*) for more ideas.

**TEACHER DEVELOPMENT: STUDENT TRAINING**

**Prediction**

Prior knowledge is one of the most important components in the reading process and activation of this knowledge must be included in the comprehension process. Strategies to activate prior knowledge include asking questions, brainstorming, making word maps and using visual clues. Students should ask themselves 'What do I know?' and 'What do I want to learn?' before they approach a text.

- 2 Students read the texts quickly to decide if they say the activities in 1 are healthy or not.

 **Recording:** Unit 6 p71 Reading on [www.gateway-online.net](http://www.gateway-online.net)

**Key**

- Video games are good for your eyesight.
- Spending time in parks makes you healthier.
- Eating breakfast is good for your health.
- Computer games can be bad for your psychological and physical health.
- Eating breakfast can be bad for your health if you eat foods that contain too much fat, salt or sugar.

6 Spending time in parks is not a good option for hay fever sufferers.

3 Students read the article again and decide if the statements are true (T), false (F) or the information is not given (NG). Tell students to write the number of the text and the line(s) where they found their answer.

**Key**

- |   |                          |
|---|--------------------------|
| 1 T (text 1, lines 10–12)                   | 5 NG                     |
| 2 T (text 2, lines 10–14)                   | 6 NG                     |
| 3 NG (text 3, lines 7–10)                   | 7 T (text 6, line 6)     |
| 4 T (text 3, lines 7–10; text 5, lines 1–3) | 8 F (text 6, lines 8–11) |

4 Students work out the meaning of the underlined words in the texts by looking at the context, and using a dictionary to check their answers.

**Key**

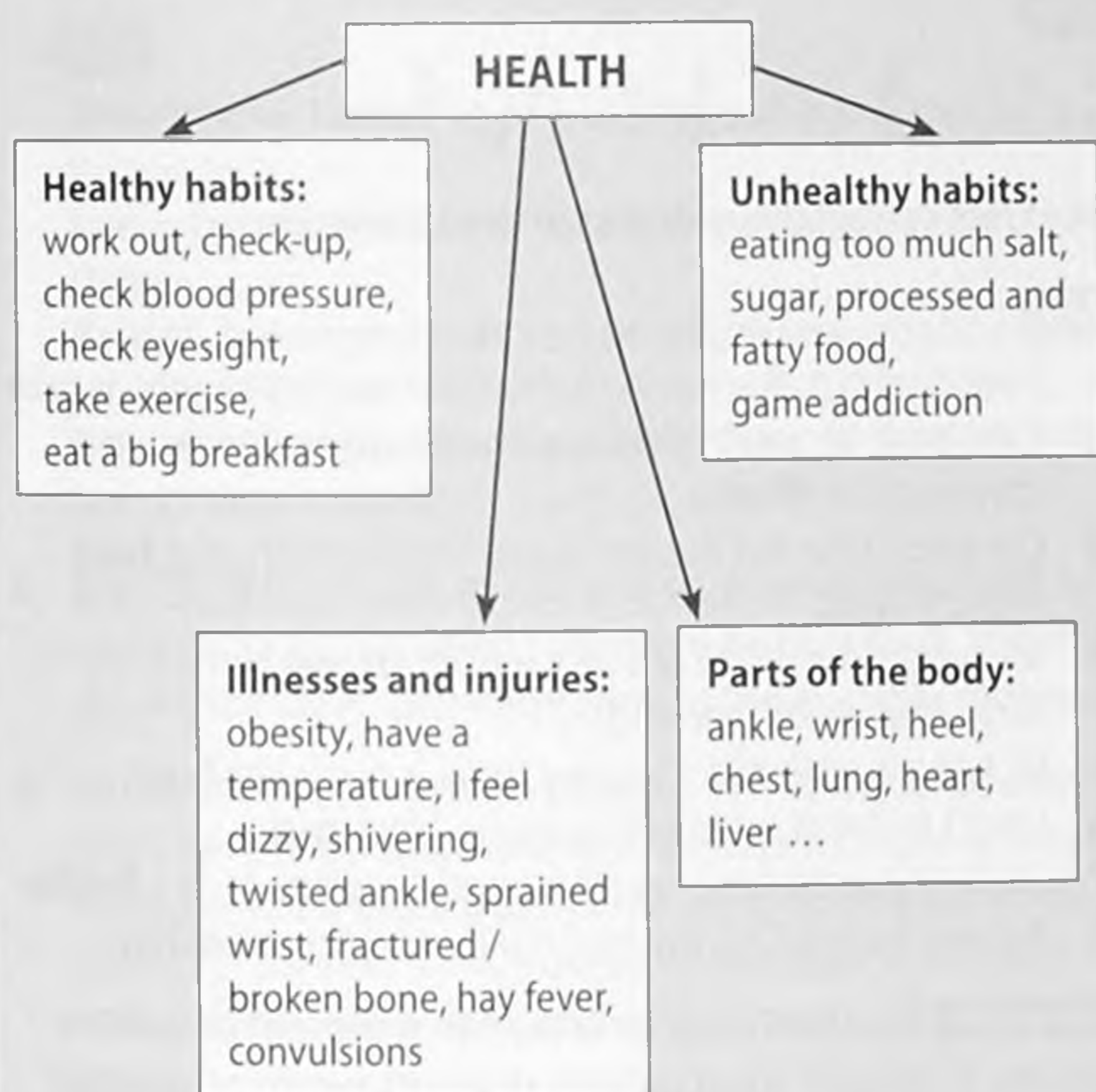
- eye chart* – a card or paper with letters or symbols; opticians use this to check your eyesight
- spot* – see, notice
- encourages* – provides conditions that help something to happen
- neighbourhoods* – areas of a city or a town
- deadliest* – most dangerous
- convulsions* – violent movements of the body that you can't control
- deprivation* – a situation in which you do not have something that you need or want
- lack* – a situation where you don't have any or enough of something you want or need

**5 SPEAKING What about you?**

In pairs or small groups, students discuss which information from the texts could make the biggest difference to them and their habits and say why. Elicit answers from different students around the class.

**Extra activity**

Students make a mind map of the words they have learnt related to the unit theme: healthy habits.



**Homework**

▶ Refer students to the **Workbook, page 47**.

▶ **Grammar in context p72–73**

**Zero, first and second conditionals**

**Test before you teach**

Write these prompts on the board and ask students to make full sentences: *If you don't eat, \_\_\_\_\_*. *If I study hard for the exams, \_\_\_\_\_*. *If I won the lottery, \_\_\_\_\_*.

Monitor closely and ask students to read out their sentences to the class. If students seem to be familiar with these conditionals, move quickly through the exercises in the *Grammar guide*, eliciting answers from students in open class.

**1a** Students decide which type of conditional each sentence uses.

**Key**

- |                      |                     |
|----------------------|---------------------|
| a zero conditional   | c first conditional |
| b second conditional |                     |

**1b** Students decide whether each rule relates to the zero, first or second conditional tenses.

**Key**

- |                         |                          |
|-------------------------|--------------------------|
| zero conditional: 3, 5  | second conditional: 1, 6 |
| first conditional: 2, 4 |                          |

**TEACHER DEVELOPMENT: LANGUAGE**

**Conditionals**

Remind students that when the *if* clause comes first, a comma is usually used and that clauses are interchangeable with no difference in meaning, e.g. *If she wanted to see you, she would have come to the party./She would have come to the party if she wanted to see you.*

Students should also note that they can use *was/were* with *If* *I/he/she*, e.g. *If I were you, I would call your dad now.*

▶ Refer students to the *Grammar reference* on page 80.

**2** Students complete each sentence to make a general statement using the zero conditional.

**Example answers**

- 1 If you drink too much coffee, your heart beats really fast.
- 2 If you never do any exercise, you are unfit.
- 3 If you only sleep three or four hours a night, you get sick.
- 4 If you eat a lot of junk food, you get fat.
- 5 If you sit in front of a computer all day, you get bad eyesight.
- 6 If you sit in the sun all day without skin protection, your skin burns.
- 7 If you have a temperature, you feel very hot.
- 8 If you eat food that's high in salt, your blood pressure rises.

**3** Students decide if the sentences are correct and rewrite the incorrect sentences.

**Key**

- 1 If **were/was** the prime minister, I would ban junk food.
- 2 We'll go to the concert if the tickets **aren't** too expensive.
- 3 ✓
- 4 What **will** you do if it rains all day tomorrow?
- 5 If I had a million pounds, I'd **travel** around the world.



6 If you mix blue and yellow, you **get** green.

7 ✓

8 What will you do if you **lose** the match?

- 4 Students complete the questions with the correct form of the verbs given.

**Key**

1 would ... live  
2 will ... celebrate  
3 had

4 go  
5 would ... meet  
6 would ... eat

- 5a **SPEAKING** In pairs, students take it in turns to ask and answer the questions in 4.

- 5b Students tell the class something interesting they discovered about their partner.

## Unless, as long as, provided/providing (that), in case

- 6 Students look at the sentences and match the words in bold with the words and expressions in 1–3.

**Key**

1 unless (b)  
2 as long as (a), provided/providing (that) (c)  
3 in case (d)

- ▶ Refer students to the *Grammar reference* on page 80.

- 7 Students choose the correct alternative.

**Key**

1 unless	4 unless	7 in case
2 in case	5 as long as	8 as long as
3 as long as	6 providing	

### Exam success

Students read the tip for doing sentence transformation exercises. Elicit other strategies and techniques students may have for doing these exercises and tell them to turn to page 151 (*Use of English – Sentence transformation activities*) for more ideas.

### TEACHER DEVELOPMENT: STUDENT TRAINING

#### Sentence transformation

Many students consider this to be the hardest section of any exam and need a lot of practice in this area. A good technique is to underline the parts that are repeated in both sentences (even if they are somewhat paraphrased). In this way, students can concentrate better on the section they have to transform using a key word. Students should then try to locate the position of the key word in the missing part. Remind students to 'fight for each point' – in some examinations two marks are awarded for each correct answer, so partially correct constructions may obtain points.

Structures that are usually tested in this way are: modal and semi-modal verbs, phrasal/multi-word verbs, the active to the passive voice, gerunds and infinitives, the third conditional, direct to reported speech and – as in this exercise – linking words, as well as idiomatic expressions.

- 8 Students complete the second sentence so it has as a similar meaning to the first sentence, using the word given. Remind students that they must not change the word given and they should use between two and five words.

**Key**

1 Don't go on a diet **unless you want to lose** weight.  
2 You can come to the party **provided (that) you bring** something to eat.  
3 I would play basketball professionally **if I were/was tall** enough.  
4 It's obvious that **if you don't switch it** on, it won't work.  
5 I'll come **as long as you promise** to help me.  
6 I wouldn't say it **unless I meant** it.  
7 I **would go if I were/was** you.  
8 Take an umbrella **in case it** rains.

- 9 Students complete the sentences in a logical way.

**Example answers**

1 ... your computer breaks down.  
2 ... she is ill.  
3 ... she finishes all her homework.  
4 ... I can cook what I want.  
5 ... he hears you.  
6 ... you are over 18.  
7 ... I am sensible.  
8 ... the TV is switched off.

### Fast finishers

In pairs, students compare their sentences from 9.

- ▶ **Resource materials:** See Unit 6 Grammar worksheet on page 193.

### Homework

- ▶ Refer students to the *Workbook*, page 48.

## ▶ Developing vocabulary p73

### Idioms connected with health and illness

- 1 Students match the idioms in bold with explanations a–h.

**Key**

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

- 2 Students correct the mistakes in the sentences.

**Key**

1 I was tired but after having a shower I now feel as right as **rain**.  
2 Everybody is catching colds at the moment. People are dropping like **flies**.  
3 Once you take this medicine, you'll be back on your **feet** straight away.  
4 My neighbour is fifty but he keeps in **shape** by running 10 kilometres every morning.  
5 Our dog is really old. The poor thing is on its last **legs**.  
6 I don't feel well. I think I'm going to black **out**.  
7 She's recovered from her illness and now is as fit as a **fiddle**.  
8 Are you feeling OK? You look a bit under the **weather**.

- 3 **SPEAKING** Students draw a cartoon to represent one of the idioms. In pairs or small groups, students swap cartoons for the others to guess the idiom.

- ▶ **Resource materials:** See Unit 6 Vocabulary worksheet on page 194.

### Homework

- ▶ Refer students to the *Workbook*, page 48.

## ► Click onto ... Healthy eating p74–75

### Warmer

In pairs or small groups, students race to think of the names of food and drink items for each letter of the alphabet. Tell them they don't need to find words for letters *U*, *X* or *Z*. Set a time limit of five minutes. The winner is the pair with the longest list of correct words.

#### Suggested answers

apple, bread, crisps, doughnut, egg, fish, grapes, hamburger, ice cream, juice, kiwi, lemon, mango, nuts, orange, pizza, quiche, raisin, sausage, tomato, vegetables, wine, yoghurt

## Cross-curricular – Science/Nutrition/PE: Nutrition for teenagers

- 1 **SPEAKING** In pairs, students discuss the questions. Elicit answers from different students around the class.

#### Example answers

- 1 a crisps, processed foods, bacon  
b sweets, drinks, cakes, breakfast cereal  
c junk food, sausages, some meat  
d fruit and vegetables  
e milk and cheese  
f green vegetables, meat  
g fresh fruit, orange juice
- 2 a sugar added to food to make it sweet (not natural sugars)  
b unhealthy fat from food such as meat or cheese  
c fish that has a lot of oil, e.g. salmon, mackerel, sardine  
d milk that has had some or all of the fat removed
- 2 Students read the text about British teenagers and nutrition and complete the table with information they find in the text.

**Recording:** Unit 6 p74 Click onto ... on [www.gateway-online.net](http://www.gateway-online.net)

#### Key

**Short-term benefits of healthy eating:** appearance (skin, hair), energy

**Long-term benefits of healthy eating:** prevent chronic disease

**British teenagers eat too much/many:** added sugars, saturated fats, salt

**British teenagers eat too little/few:** dietary fibre, calcium, iron, vitamin A, riboflavin, magnesium

- 3 **SPEAKING** In groups, students discuss what they think schools could do to help students eat more healthy food, and make a list of their ideas. Draw attention to the example sentence.
- 4 Students read the text on page 75 to find out what official steps have been taken in British schools to improve what could be eaten there and tick the ideas in their list which appear in the text. Elicit from students around the class how many of their ideas appeared in the text.

**Recording:** Unit 6 p75 Click onto ... on [www.gateway-online.net](http://www.gateway-online.net)

### Word booster

Students match the words and definitions.

#### Key

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

### i Cultural information

Many of the official changes in school food mentioned in these texts came after a TV series made by a famous TV chef called Jamie Oliver. In the TV series, called *Jamie's School Dinners*, the chef tried to improve the quality of school dinners by taking away processed foods and introducing fresh vegetables – changes that were not always popular with students!

### 5 What about you?

Students discuss the question in pairs or small groups. Ask students to share their ideas with the class and try to develop this into a whole-class discussion.

## Cross-curricular – Science/Popular culture: A healthy recipe from a teen chef

### Inside information

Students read *Inside information* to find about Sam Stern, a famous British teenage chef.

- 6 **LISTENING** **2.02** Play the CD for students to listen to the recipe and write down the quantities they need of each ingredient to make egg fried rice.

#### Audioscript

OK, now here's a recipe for egg fried rice from Sam Stern's first book and I really like it because it's very simple, but like Sam says, it's great for when you're doing exams at school. Why? Because it contains eggs and eggs contain a protein which is good for our brains – it helps us to concentrate. It's also a rice dish and rice is full of vitamin B which builds up brain cells. Of course, apart from the science, this dish tastes really good, which is the real reason why I like it.

Right, so what you need is the following. Now remember this is just for one person, so change the quantities depending on how many people you're eating with. So, you need 50 grams of long-grain rice, OK? 200 millilitres of water, 25 grams of peas, they can be either fresh or frozen, it doesn't make any difference. Then two eggs, quarter of a teaspoon of salt and four and a half teaspoons of oil. If you want to make it extra special, you can add prawns or some cooked chicken.

So, what do you do first? Well, first cook your rice in the usual way in a pan of boiling water, and cook the peas too. Then take the two eggs and beat them with a pinch of salt. Then heat the oil in a wok. If you haven't got a wok, you can use a normal frying pan. When the oil is hot, add the egg and begin to move it around softly. Add the rice before the egg goes hard. Then increase the heat and stir it all around slowly with a fork just to break up the mix. Then add the peas and cook for another minute. And that's it, as simple as that. And remember, it doesn't just taste good, it's doing your brain good too!

**Key**

- 50 grams long-grain rice
- 200 millilitres water
- 25 grams peas
- 2 eggs
- ¼ teaspoon salt
- 4½ teaspoons oil

7 Students label the pictures with the words.

**Key**

- a fry
- b boil
- c beat
- d stir
- e heat

8 Play the CD again for students to take notes on how to prepare the dish. When students have finished, they compare notes with their partner. Elicit from different students around the class how they think they make the dish.

**Suggested answer**

First you boil the rice and peas. Then you take the two eggs and beat them with a pinch of salt. Then you heat the oil in a wok or a frying pan. When the oil is hot, add the egg and begin to move it around softly. You add the rice before the egg goes hard. Then increase the heat and stir it all around slowly with a fork just to break up the mix. Then add the peas and cook for another minute.

9 **SPEAKING** What about you?

Students discuss the questions in pairs or small groups.

10 In groups, students plan two meals (main course and dessert): one to help give them brain power during the exam period and one to give them physical strength to do a competitive sports event like a race. Give students time to research their meal plan either in class or for homework. Remind them to think carefully about how they are going to present their information to the class. Ask each group to do their presentation in the next class. Prepare a form for students to fill in as they listen to the student presentations (see below). At the end, students vote for the healthiest and tastiest meal.

Names: _____ Score: 1 2 3 4 5 6 7 8 9 10	<b>Brain power</b> Good points:  Points to improve on:
	<b>Physical strength</b> Good points:  Points to improve on:

**DVD (optional)**

*Fast Food Nation* (director: Richard Linklater; 2006)

**Themes:** Health; Nutrition; Fast Food; Meat; Animal rights

**Plot:** This film examines the health risks involved in the fast food industry and its environmental and social consequences.

**Homework**

Refer students to the **Workbook**, page 50.

▶ **Listening p76**

**Warmer**

Give students three minutes to think of as many sports as they can. Elicit the names of these sports from students and write them on the board. Then tell students to write the correct verb – *play, go or do* – next to each sport, e.g. *play basketball, go swimming, do gymnastics*.

**TEACHER DEVELOPMENT: LANGUAGE**

*play, do, go*

*Play* is used with ball sports or competitive games where we play against another person, e.g. *play football*.

*Do* is used for a recreational activity or a non-team sport that does not use a ball, e.g. *do yoga*.

*Go* is used with activities that end *-ing*. We go somewhere to do something, e.g. *go dancing*.

- 1 **SPEAKING** In pairs, students look at pictures a–c and discuss if they have ever tried scuba-diving, windsurfing or pilates or if they would like to. Remind them to say why or why not.
- 2 **LISTENING** 2.03 Play the CD for students to listen to five different people talking about a sport they practise and say which sport each person does.

**Audioscript**

**SPEAKER 1:** I only started swimming seriously last year. The thing is, I used to run five times a week but my knee started giving me problems. My doctor told me I shouldn't run so much because the impact was bad for me. He recommended swimming. I wasn't mad about the idea at first but I found that I really enjoyed it. The only thing is, I wish I'd learnt to swim properly when I was a kid because it's difficult to change bad habits when you're older. If I'd started to swim when I was younger, I'd be a much better swimmer now. But at least when I swim I know that I'm exercising my whole body – arms, legs, chest, stomach. It's really complete and very tiring.

**SPEAKER 2:** When I was eight, I started playing basketball at school, in a team. I found that I was quite good. I got better and better and became the captain of the team. I played most days of the week and only ever thought about basketball. The only problem is that I wasn't very tall. In fact, I'm still not very tall. I wish I was taller. It makes a big difference in basketball. When I got older, I was still good with the ball but I couldn't get past the defence because they were all taller than me. But that's when I realised that I didn't care anymore about being the best or about winning matches. I just wanted to play to keep fit and be with my friends. Now I wish I had just played for enjoyment when I was younger. I still play in a team now, but just for fun.


**SPEAKER 3:** I love water sports, even though I'm not actually a very good swimmer. I love doing sport on the water rather than in it. Surfing and windsurfing are my favourite sports. Just that feeling of being free and in touch with nature, it's magic. It takes me two hours to get to the sea from where I live. That's why I only started surfing and windsurfing when I was 16. If I'd lived closer to the sea, I would have begun much earlier, I'm sure. But I soon learnt and people say I'm really good at it. It's quite an expensive sport because you need to buy all the equipment and to pay for accommodation and actually getting to the coast.

**SPEAKER 4:** My favourite sport is called pilates. I saw a TV programme about it once and thought it looked interesting. It's a bit like a mixture of gymnastics and yoga. The idea is that it improves strength and flexibility by controlling your breathing. Maybe people don't take it seriously because you use big rubber balls and bands and do a lot of exercises on mats on the floor. You don't sweat much but you use muscles you didn't know you had! I wish people wouldn't make fun of pilates. People ask me why I do it. Obviously, the main reason is I enjoy it. If I didn't like it, I would have stopped a long time ago. And you aren't just sitting around doing nothing. You don't seem to be making much effort but you are, believe me!

**SPEAKER 5:** One year my parents gave me a special present. They paid for me to do a diving course because I'd passed all my exams and got really good marks. If I hadn't passed, they wouldn't have let me do it, I'm sure. In fact, I was the only teenager on the course, the rest were all between 25 and 50. You can't just go and dive in the sea straightaway. You have to study some theory first, to know how to calculate how much oxygen you have and how much time you can stay underwater. Then we went to a swimming pool where we were only one metre under the water but some people got really nervous. I was just the opposite. Anyway, after five pool dives, we finally went into the sea and did four dives there. On the last dive we went 20 metres down. I loved every minute of it and was really proud to get my certificate.

#### Key

Speaker 1: swimming  
Speaker 2: basketball  
Speaker 3: surfing and windsurfing  
Speaker 4: pilates  
Speaker 5: diving

- 3  Play the CD again for students to choose from the list what each speaker says. Remind students that they should only use each letter once and that there is one extra letter which they do not need to use.

#### Key

Speaker 1: D                      Speaker 3: C                      Speaker 5: A  
Speaker 2: F                      Speaker 4: E

#### Extra activity

Students tell each other about their favourite sport: when they started it, how often they practise it, what equipment they need to do it, if they have won any competitions, etc.

## ► Grammar in context p76–77

### Third conditional

#### Test before you teach

Write these situations and prompts on the board.

1 *I can't go to university because my grades aren't good enough. (work harder/get better grades)*

2 *I didn't have time to see him and now it's too late. (have time/ see him)*

3 *We arrived late. (catch an earlier train/arrive on time)*

Ask students to use the prompts to write sentences in the third conditional. If students seem familiar with the use and form of

the third conditional, move quickly through the *Grammar guide* exercises in open class.

#### Key

- 1 If I had worked harder at school, I would have got better grades.
  - 2 If I had had time, I would have seen him.
  - 3 If we had caught an earlier train, we would have arrived on time.
- 1 Students look at sentences a–b and answer questions 1–2.

#### Key

- 1 *If + past perfect, would have + past participle*
- 2 We use the third conditional for imaginary situations in the past.

### TEACHER DEVELOPMENT: LANGUAGE

#### Third conditional

The past is past and cannot be changed. We use the third conditional to speculate about the past and what could have happened if things had been different. The third conditional gives the imaginary result or consequence of an unreal past.

The third conditional is formed by an *if* clause and a main clause, namely the condition and the consequence. The order of these two elements can be inverted. In this case, we do not usually separate the clauses with a comma, e.g. *I would have got to work on time if my alarm clock had gone off*. The main clause in a third conditional sentence can contain any of the modal verbs *would*, *could* or *might* according to the meaning we wish to convey.

It is common to use contractions with the third conditional, e.g. *If I'd studied harder, I'd have passed the exam*.

- Refer students to the *Grammar reference* on page 80.

- 2 Students complete the sentences about the past situations using the third conditional.

#### Key

- 1 If I had known how to play tennis properly, I wouldn't have injured myself last week.
- 2 She wouldn't have caught a cold if she hadn't gone running in the rain.
- 3 The stadium would have been full if the match had been important.
- 4 She would have won the race if she hadn't twisted her ankle.
- 5 If we had drunk water before the race, we wouldn't have been so thirsty.
- 6 If the sun had shone, we would have swum in the sea.
- 7 If he had needed extra vitamins, he would have taken them.
- 8 My dad wouldn't have kept fit if he hadn't enjoyed doing sport.

### Mixed conditional

- 3 Students look at sentences a–b and answer questions 1–3.

#### Key

- 1 second and third conditionals
- 2 a
- 3 b

- Refer students to the *Grammar reference* on page 80.

- 4 Students decide which sentence endings are possible. Remind students that there may be more than one possible answer. Elicit how the meaning of each sentence is different.

**Key**

- 1 b (imaginary past situation based on present feeling)  
c (an imaginary situation in the past)
  - 2 b (imaginary, hypothetical situation in the present or future)  
c (imaginary past situation with present consequence)
  - 3 b (imaginary past situation with present consequence)  
c (imaginary situation in the past)
  - 4 b (imaginary, hypothetical situation in the present or future)  
c (imaginary present situation with past consequence)
  - 5 b (imaginary, hypothetical situation in the present or future)  
c (imaginary past situation with present consequence)
- 5 Students look at the situations and complete the sentences using mixed conditionals.

**Key**

- 1 If Becky didn't love gymnastics, she wouldn't have joined a club.
- 2 If Alice hadn't spent lots of time studying, she wouldn't be a doctor now.
- 3 If they hadn't spent years making it, their new film wouldn't be great.
- 4 If they knew where the key was, they would have opened the door.
- 5 If they could speak English, they would have spoken to the famous actor.
- 6 If I had known you were coming, I would have got something for you to eat.
- 7 Liam wouldn't have got a new mobile phone if he hadn't lost his old one.
- 8 If I had remembered to do my homework yesterday, I wouldn't be doing it now.

## I wish/If only

- 6 Students look at sentences a–c and answer questions 1–6.

**Key**

- 1 the past perfect
- 2 We use *I wish/If only* + the past perfect to talk about a **past** situation we would like to be different.
- 3 the past simple
- 4 We use *I wish/If only* + the past simple to talk about an imaginary wish for a **present** situation.
- 5 *would* + infinitive
- 6 We use *I wish/If only* with *would* to talk about habitual behaviour that we want to criticise and change.

### TEACHER DEVELOPMENT: LANGUAGE

#### *I wish/If only*

There are three distinct types of *I wish/If only* sentences:

- 1 regret with the past perfect
- 2 wanting change for the present or future with the simple past
- 3 complaints with *would* + infinitive

Remind students that when we use the verb *to be*, we often use *were* in the first and third person, e.g. *I wish I were a millionaire! He wishes he were richer.*

*If only* is used as a means of stressing the importance of the wish or hypothetical situation. This form is often used with an exclamation point.

- ▶ Refer students to the *Grammar reference* on page 80.

- 7 Students decide if the sentences are correct and rewrite the incorrect sentences.

**Key**

- 1 I wish I **was/were** on a beach right now.
  - 2 I wish you **wouldn't** interrupt me when I'm talking.
  - 3 If only I **had** studied more last night.
  - 4 I wish you would **arrive** on time. You're always late.
  - 5 ✓
  - 6 ✓
  - 7 If only I **could** pass my exams without studying.
  - 8 ✓
- 8 Students write three sentences with *I wish* – one about a present situation that they would like to be different, one about a past situation and one about somebody who does something you would like to change. Elicit answers from different students around the class.

**Example answers**

- a I wish I wasn't at school right now.
  - b I wish I had played better in the table tennis tournament.
  - c I wish my friend would stop biting her nails.
- 9 **SPEAKING** In small groups, students compare their sentences. Students then ask follow-up questions to find out more information, e.g. *Where would you like to be? What could you have done to play better? How can you help her to stop biting her nails?*

#### Extra activity

Students think about five things they wish were different about their lives and make a *Wish list* poster. They should write complete sentences using *I wish/If only* and illustrate their wishes. Remind them that their wishes don't have to all be materialistic!

- ▶ **Resource materials:** See Unit 6 Communication worksheet on page 195.

#### Homework

- ▶ Refer students to the *Workbook*, page 51.

## ▶ Developing speaking p78

### Negotiating and collaborating

#### Warmer

Play *Hot Seat* to start the class. Divide the class into two teams: Team A and Team B. A volunteer from Team A sits with their back to the board. Select vocabulary from the unit and write the words on the board one by one. Team A define as many words as they can in one minute for the volunteer student to guess. Repeat with Team B. The student who correctly guesses the most words in one minute wins the round for their team.

- 1 **SPEAKING** In pairs, students look at the pictures and say what they show. Elicit answers from students around the class.

**Key**

running, swimming, t'ai chi (a Chinese activity that involves doing very slow physical exercises), basketball, boxing, gymnastics

- 2 **LISTENING** 2.04 Students read the instructions for the speaking task. Play the CD for students to listen to two people doing the task. Students note down which sports they choose in the end and why, and if they agree with their decision.

### Audioscript

**EXAMINER:** Now, I'd like you to talk about something together for about three minutes. I'd like you to imagine that one of your friends wants to find a sport that can help him or her keep in shape. First, say what you think about the different sports. Then decide which two sports you think would be best for your friend to try. All right?

**GIRL:** OK. What do you think about running?

**BOY:** Well, I think it keeps you really fit and it's good for your heart. But I think it may be a bit boring.

**GIRL:** Yes, I agree. I think swimming is similar because it's really good for you but it isn't very exciting.

**BOY:** Yes, you're right. I don't mind swimming but only for a short while, but I don't really enjoy swimming for a long time. I don't know the name for the next sport but I know it's Chinese. I think it looks really relaxing but I've never tried it. It doesn't really look like a sport because you don't move much.

**GIRL:** That's true. Not like basketball where you have to run fast and jump all the time. I think it's fun and it's good for you. What about you? What do you think of basketball?

**BOY:** I agree with you. And it's a team sport so it's a good way to make friends too.

**GIRL:** Not like boxing! I don't think it's a very good sport because it's too violent.

**BOY:** I see what you mean but I think you can get really fit and strong by boxing. You get strong arms and strong legs. It can be a good sport.

**GIRL:** Really? I'm not sure. And what about gymnastics? Gymnastics is good because it helps you to become flexible and it's good for coordination.

**BOY:** I suppose so but personally I'm not mad about gymnastics!

**GIRL:** OK, so what sports shall we recommend for our friend?

**BOY:** I think it depends if they prefer team sports or individual sports. Perhaps we should choose one team sport and one individual sport.

**GIRL:** That's a good idea. Why don't we choose basketball? It gets you fit, and it's quite fast and exciting and you can meet people too.

**BOY:** OK. And then maybe swimming because it's not very exciting but it's good for your body and you can't really injure yourself.

**GIRL:** Yes, so basketball and swimming then?

**BOY:** Yes.

**EXAMINER:** Thank you.

### Key

They choose basketball and swimming, a team and an individual sport. They choose basketball because you can meet people, it's fast and exciting, and keeps you fit. They choose swimming because it's good for the body and you can't injure yourself.

### TEACHER DEVELOPMENT: STUDENT TRAINING

#### Two-way discussion tasks

Two-way discussion tasks are typical in oral examinations and test students' ability to discuss, interpret, agree/disagree, negotiate, collaborate, rank or classify. Ask students to notice that there are two instructions. The first asks them to discuss what they think about the different sports, and the second asks them to decide which two sports they think would be best for their friend to try. Remind students that this means that they must not only talk about each visual prompt, but also show their ability to negotiate and collaborate with their partner. Remind them that they don't have to reach an agreement in the examination, but they should work towards this.

- 3 Play the CD again for students to answer the questions.

### Key

- 1 Yes      2 Yes      3 Yes      4 Yes  
5 No, they don't. They disagree about gymnastics and boxing.  
6 Yes, they agree that they will recommend swimming and basketball.  
7 Yes

### TEACHER DEVELOPMENT: STUDENT TRAINING

#### Active listening

Active listening is a skill that develops positive and effective communication in life, improves conversation and gives a good impression in the discussion section of an oral exam.

Students should use appropriate body language by facing each other and maintaining eye contact. They should show each other they are listening by nodding and making short comments, e.g. *Really? Uh huh. I see. That's interesting*, etc. They should also encourage their partner to continue talking by using more direct prompts/questions, e.g. *What do you think about this photo then?*

- 4 Students look at the expressions in the *Speaking Bank* and write titles for the three different categories.

### Key

- 1 Asking for opinions      3 Disagreeing  
2 Agreeing

- 5 **SPEAKING** In pairs, students practise doing the task in 2 giving their own opinions.

#### Study skills

Students read about how they can keep talking in this type of activity when their mind goes blank. Tell students to turn to page 147 (*Speaking – Thinking of what to say*) for more ideas.

### TEACHER DEVELOPMENT: STUDENT TRAINING

#### Thinking of what to say

Students sometimes need thinking time before they answer a question, especially if they don't understand it. Some techniques that can help them 'buy time' are:

Pretending they haven't heard, e.g. *Pardon? Sorry?*

Repeating the question, e.g. *You mean ...?*

Using delaying noises/expressions, e.g. *Umm, Err, Well, The thing is, You know*

## Practice makes perfect

- 6 **SPEAKING** In pairs, students do the task. Remind them to use expressions from the *Speaking Bank*. For students who are less confident, photocopy the model dialogue below, and either read it aloud yourself, or alternate the roles with you and a strong student. Then instruct students to read aloud in pairs, alternating between roles A and B. Then ask them to read it again, changing the underlined information so that it is true for themselves.

### Model dialogue

- A: OK. So what shall we start talking about first?
- B: Well, we could talk about the first picture. I think it's someone doing yoga, they might be meditating. It's a really good way to help you relax and calm your mind, but I think it may be a bit boring.
- A: I see what you mean, but I don't think meditation is boring if you do it well. I think the next picture is a cup of herbal tea. It's really good for you because it helps calm your nerves. I have a cup of herbal tea every night.
- B: Yes, you're right. I think the next picture is a boy listening to music. It can help people who suffer from stress, but some kinds of music are better than others.
- A: That's true. Classical music and chill-out music are best for stress. I think. The next picture is reading, there's someone reading in a comfortable chair. It's relaxing and it's good for your brain. What about you? What do you think about reading?
- B: I agree with you. I think it's a good way to beat stress and find out about interesting things. Sometimes you get so involved in a book, you forget about everything else!
- A: What about meeting friends? I think that's one of the best ways to beat stress.
- B: I suppose so, but it can depend on your friends. Sometimes my friends want to do so many things, like going to a disco and dancing for hours. It's tiring and I don't find it so relaxing.
- A: Well, going walking with friends is a good solution for stress and a good way to be with friends. You can get really fit which helps stress and you can breathe fresh air.
- B: Yes, walking in the country is a good idea. Dancing is also really good exercise.
- A: Yes, you're right. It can be tiring but it's a lot of fun!
- B: OK, so which two are the best ways to beat stress?
- A: Why don't we choose listening to music and yoga? I think they are the best ways to beat stress.
- B: OK, I agree with listening to music, but what about walking in the country instead of yoga.
- A: Alright. Listening to music and walking in the country then?
- B: Yes.

### Extra activity

Do the *Just a minute* activity with the class. Have a list of subjects to talk about. e.g. football, cooking, etc. Tell students they have one minute and choose one person to start talking about the subject. If the person repeats a word, hesitates or makes a grammatical error, another person in the class can take over by saying *repetition*, *hesitation* or *error*. Pause the clock and decide if the interruption is valid. If so, tell the person who interrupted to continue talking about the same subject and start the clock again. The winner is the person talking at the end of the minute.

### Homework

- Refer students to the **Workbook**, page 52.

## ► Developing writing p79

### A for-and-against essay

#### Warmer

Play *Hangman* to start the class with the phrase *unhealthy lifestyle*. Draw short lines for each letter of the phrase. Students take turns to say a letter. If that letter is in the word, then write the letter on the correct lines. If the letter isn't in the word, draw part of the hangman. The students continue guessing letters until they can either say the phrase (they win) or you have completed the hangman drawing (they lose). Elicit examples of the activities which might form part of an unhealthy lifestyle.

- 1 In pairs, students describe the photos and discuss what they say about modern life.

#### Suggested answers

Picture 1 shows stressed out workers: they look tense and anxious. I think they work in a financial organisation.  
Picture 2 shows a man eating a hamburger in a stressful office environment with lots of work. He looks very tired.  
Picture 3 shows a girl lying exhausted in front of her computer. All the pictures say that modern life is too stressful, fast and unhealthy and that our quality of life is poor.

- 2 In pairs, students look at the essay task and make notes with ideas for and against the statement 'Life today is healthier than in the past'.
- 3 Students read the essay and tick any of their ideas from 2 that appeared in the essay. Students decide if they agree with the writer and his/her conclusion, and say why or why not. Elicit answers from different students around the class.
- 4 Students look at the essay again and answer the questions.

#### Key

- 1 **Paragraph 1:** Introduce the topic  
**Paragraph 2:** Arguments for  
**Paragraph 3:** Arguments against  
**Paragraph 4:** Conclusion
- 2 In for-and-against essays, the arguments are objective and equally balanced. An opinion essay is subjective, you only give your side of the argument.

- 5 Students put the underlined words in the essay in the correct place in the *Writing Bank*.

### Key

#### Introducing and sequencing arguments

Firstly,

#### Adding arguments

Furthermore,

What is more,

In addition,

#### Making contrasts

On the other hand,

However,

Despite ...

#### Expressing consequences

As a result,

#### Expressing opinions

I think that

#### Concluding

All in all,

- 6 In pairs, students read the essay task and make a plan with notes for each paragraph.

### Exam success

Students read about writing for-and-against essays in exams. Then tell them to turn to page 151 (*Writing – For-and-against essays and opinion essays*) for more ideas.

### TEACHER DEVELOPMENT: STUDENT TRAINING

#### A for-and-against essay

A for-and-against essay is a formal piece of writing in which a topic is considered from opposing points of view. Students should not use an informal style (e.g. short forms, colloquial language, etc.) or strong language to express their opinion. Point out to students that this type of essay presents both sides in a fair way by discussing them objectively and in equal detail.

This kind of essay is structured into paragraphs to distinguish the arguments for a reader. Information is grouped logically and students should use adverbs and conjunctions to establish cohesion within paragraphs.

### Practice makes perfect

- 7 Individually, students write their essays. Remind them to use their notes and the expressions in the *Writing Bank*. For students who are less confident, photocopy the model text below for extra support during the writing task.

### Model text

Many people nowadays believe that eating meat is wrong and bad for our health. Producing meat takes up 70% of the world's farming land and generates a fifth of all greenhouse gas emissions. The world population is growing and we're on course to double meat production by 2050. However, not everybody agrees that we have to give up meat to be healthier and save the planet.

Firstly, meat provides proteins, iron and amino acids which are good for us. Furthermore, if we stopped eating meat, millions of workers involved in meat production would lose their jobs. In addition, if everyone became vegetarian, our forests would be cut down for crops to provide enough tofu, wheat, corn, rice, beans, etc.

However, science shows that eating too much meat can cause diseases like heart disease, cancer, diabetes and osteoporosis. If eating meat was so natural, it wouldn't destroy our health. Not only is the meat we eat full of hormones and chemicals, but animals are also made to suffer and die in factory farms and slaughterhouses, just so we can enjoy meat.

In conclusion, I think that, in spite of all the arguments against it, most people will continue to eat meat. In my opinion, we should be realistic and move towards a world where people eat less meat. Eating meat is wrong if animals are mistreated and we don't look after the environment. If we use sustainable agriculture where animals are treated humanely and people adopt a low-meat diet, the food we eat would be healthier for people and healthier for the planet.

### Extra activity

Students review their texts from 7 (or their partner's text) giving a grade from 1–5 according to these criteria:

- My ideas are structured clearly, with sentences organised into appropriate paragraphs.
- I think carefully about the way I develop ideas in the texts I write (e.g. closings refer back to openings; I develop ideas in different ways).
- Within paragraphs/sections, I use linking words to support cohesion (e.g. pronouns, connectors, etc).
- I make clear links between paragraphs and make sure that these support the overall direction of the text.

### Homework

- Refer students to the **Workbook, page 53**.



## ► Grammar revision p81

Students read the *Grammar reference* and *Vocabulary* sections on page 80 before completing the revision exercises on the following page.

### Conditionals

- 1 Students complete the sentences with the correct form of the verb given.

#### Key

- |                     |                     |
|---------------------|---------------------|
| 1 wouldn't eat      | 5 would be          |
| 2 had known         | 6 had gone          |
| 3 would have called | 7 wouldn't ... tell |
| 4 is                | 8 would buy         |

### *Unless, as long as, provided/providing (that), in case*

- 2 Students rewrite the sentences using the words given.

#### Key

- You won't finish in time unless you hurry.
- Take your mobile phone in case you need to call me.
- They will win the match provided (that) they do their best.
- We won't need Danny in the team unless someone is ill.
- We'll be able to make sandwiches as long as Kate remembers to bring the bread.
- They'll let you in providing that you have your ID card.

### *I wish/If only*

- 3 Students complete the sentences for the situations.

#### Key

- I wish I was/were fit.
- I wish my sister would take less time in the bathroom in the mornings.
- If only I'd bought the concert tickets yesterday.
- If only my parents would let me have parties at home.
- I wish I hadn't eaten two hamburgers.
- I wish I wasn't/weren't allergic to cats.

## ► Vocabulary revision p81

### Parts of the body

- 1 Students write the letters in the correct order to make parts of the body.

#### Key

- |         |          |        |
|---------|----------|--------|
| 1 hip   | 4 kidney | 6 bone |
| 2 lungs | 5 wrist  | 7 heel |
| 3 thigh |          |        |

### Words connected with health

- 2 Students complete the sentences with the words. Remind them there are five extra words.

#### Key

- |                |             |           |
|----------------|-------------|-----------|
| 1 dizzy        | 4 pressure  | 6 over    |
| 2 allergic to  | 5 fractured | 7 relieve |
| 3 prescription |             |           |

### Idioms connected with health and illness

- 3 Students complete the idioms with the correct word.

#### Key

- |           |         |         |
|-----------|---------|---------|
| 1 fiddle  | 3 shape | 5 flies |
| 2 weather | 4 rain  | 6 feet  |

► Refer students to the **Workbook**, pages 54–55.

🎧 You can find the Unit 6 tests and a progress test on the **Gateway Tests CD**. There is also a progress test in the **Workbook**, pages 95–96.

### Gateway<sup>online</sup>

For useful and motivating additional practice across a range of skills and task types, students can access *Gateway Online*: [www.gateway-online.net](http://www.gateway-online.net)

- Video activities
- Listening activities
- Writing activities
- Test yourself activities
- Language games

## ► Speaking p82

- 1 Students decide which expressions they would use to talk about similarities and which they would use to talk about differences between two photos.

### Key

**Similarities:** as ... as, both photographs show ..., in both photographs ...

**Differences:** whereas, less ... than, while

- 2 Student A looks at photos 1a and 1b and Student B looks at photos 2a and 2b. They make notes about similarities and differences between their two photos.
- 3 Students read the task and take it in turns to talk about their two photos. For students who are less confident, photocopy the model texts below, and either read them aloud yourself or ask a strong student to do so.

### Model text (1a/1b)

Both photographs show people doing sports outdoors. In the first photograph, there is a small group of people on a trek and they're in the middle of crossing a fast-flowing river on a very narrow bridge. They are walking in the mountains, whereas in the second photograph there is a girl on a bike in a town or city. In both pictures the people look like they are enjoying doing outdoor activities, but one big difference between the photos is that the people in the first photo are probably doing some kind of walking holiday, while the girl on the bike is probably only riding from one place to another as part of her day. Another important difference is that the first photo shows people helping each other. The second photo shows the woman on her own. As for me, I like the second photo less than the first. I prefer going away for the weekend for long walks or climbs more than trying to do sport in a polluted city or town.

### Model text (2a/2b)

Both photographs show people doing activities which help them relax and in both photos the people are outdoors. In the first photograph, I can see a group of children learning how to windsurf. In the second photo, however, there is a man on his own. He is painting a picture. In the first photograph, the children are on a beach, whereas in the second photograph the man is in a forest. In both pictures the people look like they are enjoying the activities, but one big difference between the photos is that the people in first photo are doing an activity in a group and it is probably quite noisy, while the man looks very calm and quiet. The first photo makes me feel like I want it to be summer again. I love the beach and I'd love to learn how to windsurf. The second photo makes me feel calm and peaceful.

## Tip for Speaking Exams


Discuss tips for speaking exams where students must compare and contrast photos. Tell them to look at *Exam success* on page 151 for more ideas.

## ► Listening p82

- 4 In pairs, students discuss the questions.
- 5 Students read the text and predict what word or type of word could fill each gap.

## Tip for Listening Exams

Students read the tips about how to successfully carry out listening activities where they have to complete notes. Students discuss techniques and ideas and look at *Exam success* on page 151 for more ideas.

- 6 **LISTENING**  2.05 Play the CD for students to listen to a radio programme about energy drinks and complete the text in 5. Remind students to write no more than three words and/or a number for each space.

### Audioscript

**PRESENTER:** On *Healthy Living* today we're looking at energy drinks, and here to tell us more about them is our expert, Norman Robins. Norman, energy drinks have become very popular in the last ten or so years, but there's a bit of mystery surrounding them, what they contain, and whether they're any good for us. Can you help to clarify some of the mystery for us?

**NORMAN:** Well, I'll try, but one of the problems is actually deciding what an energy drink is. Personally I would make a clear distinction between energy drinks and sports drinks. Sports drinks are drinks which help with hydration. They help to keep your liquid level up and they replace carbohydrates and minerals that you use up when you do sport and physical activity. We know that these drinks do help you to keep up your strength when you're physically active and they're safe. Top professional sports people use them, for example.

**PRESENTER:** And energy drinks?

**NORMAN:** Right, well, there are lots of different energy drinks and their contents are not always exactly the same. But what they do all generally have in common is caffeine, some have a bit more, some a bit less, but generally they all have a lot of caffeine.

**PRESENTER:** And is that good or bad?

**NORMAN:** First of all, that depends on your age. Until you're 16 there might be a danger, but certainly if you're under ten then a lot of caffeine is clearly harmful. Each energy drink is more or less the equivalent of a strong cup of coffee or two cola drinks. For young children, that's going to cause sleep problems and probably make them irritable and anxious. But for older people it can be a problem too. And one major effect of caffeine we haven't talked about is that it dehydrates you. In that sense, energy drinks and sports drinks are almost opposites because energy drinks contain caffeine, but sports drinks don't.

**PRESENTER:** In fact, drinking energy drinks when you do exercise can be really dangerous, can't it?

**NORMAN:** Not *everybody* agrees, but I think they are dangerous, yes. An 18-year-old boy died when he drank four cans of an energy drink and then played basketball. Maybe it was a coincidence, but I think it's safer not to mix energy drinks and sport.

**PRESENTER:** And of course, drinking four cans was probably excessive.

**NORMAN:** Yes, like everything, moderation is important. I think one can is probably not going to be too harmful, but because there's so much caffeine in them, drinking two or three cans in one day is, in my opinion, not a good idea.

**PRESENTER:** Of course, some young people drink energy drinks, not to do sport, but to keep awake and alert to study more. Do you think that works?

**NORMAN:** Well, caffeine in general can have that effect. I read a report which suggested that an energy drink could help drivers to maintain concentration on the road. But, of course, the effect is only short term. And remember, as I said before, caffeine can also make you irritable and anxious. The other thing to bear in mind is that most energy drinks don't just contain caffeine, they also contain a lot of sugar. Some have the equivalent of five teaspoons of sugar in one 250 millilitre can.

**PRESENTER:** What else do they contain?

**NORMAN:** Well, it depends on the drink, but most contain a substance called Taurine.

**PRESENTER:** Taurine?

**NORMAN:** Yes, spelt T-A-U-R-I-N-E. It's an amino acid which occurs naturally in the body. Amino acids help to build protein. We think that they also help to take away harmful substances from the body, to eliminate waste. When you're tired or stressed, your body often has less Taurine so some people drink energy drinks to replace it.

**PRESENTER:** And does it work?

**NORMAN:** Hmm. People are investigating this at the moment. To be honest, at the moment we just don't know enough to be certain. One thing that worries me, personally, is that substances like Taurine exist in the body, but energy drinks contain much higher doses. Too much of something can be as bad as too little. And really if you have a healthy, balanced diet, you shouldn't need to take anything else.

**PRESENTER:** Norman, thank you.

### Key

- a minerals
- b a lot of
- c under ten
- d dehydrate you
- e played basketball
- f to maintain concentration
- g five teaspoons
- h Taurine
- i eliminate waste
- j healthy, balanced diet

## ▶ Writing p83

- 7 In pairs, students look at the essay task and make notes for and against the statement.

### Tip for Writing Exams

Students read the tip for writing for-and-against essays and turn to *Exam success* on page 151 for more ideas.

- 8 Individually, students write their essay. Remind them to follow the paragraph plan and use linkers to introduce and sequence arguments and make contrasts. For students who are less confident, photocopy the model text below for extra support during the writing task.

### Model text

A tax on cigarettes and alcohol pays for the extra health care people who smoke or drink need. It would therefore seem logical that there was a tax on fast food. Fast food causes obesity and is bad for you. People usually eat fast food because it is cheap, so if it were more expensive, people would choose healthier foods. However, if it is not implemented properly, it could end up as another way of raising money for the state and not a method of making people's eating habits more healthy.

Firstly, a new tax on foods like hamburgers, chips and fizzy drinks and other fast foods with high sugar and fat levels would help to cut rising obesity rates. In some countries, more than a third of the population is obese and many of these cases are children. People need to be re-educated on how to eat and a food tax would make people think twice before they buy fast food.

However, not only do people need to be re-educated about food, they also need to be able to buy healthy foods at good prices. Putting up the costs of fast-food while not cutting the costs of healthy food would make the situation worse. In addition, many fast food restaurants offer low-carbohydrate, low-fat options nowadays. People should have the right to choose and we should be careful about introducing legislation which restricts our freedom.

To sum up, people need to be educated about healthy eating, but implementing a fast-food tax is only one step towards solving the problem. In order to be effective, a comprehensive nutritional health education scheme should be implemented. In my opinion, although a fast-food tax would help people see what a big problem fast food is, it is better to focus on education first.

## ► Use of English p83

- 9 Students complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Remind students that they should not change the word given and they must use between two and five words.


### Key

- 1 I wouldn't have an energy drink **unless I really needed** it.
- 2 I **wish I'd drunk** some water during the race.
- 3 I'll get you an ice cream **provided (that) you eat** all your salad.
- 4 You shouldn't have another coffee **in case it stops you** from sleeping.
- 5 **I'd better not go** to bed late tonight.
- 6 I didn't know kids **were allowed to drink** that.
- 7 That drink **can't have given him** much energy because he looks really tired now.
- 8 She **picked up some orange juice** on her way to school.
- 9 What's the matter? You **look under the weather**.
- 10 I'll go to the gym **as long as you come** with me.

### Tip for Use of English Exams

Students read the tips on how to do sentence transformation exercises. Discuss other tips for completing this type of exercise and tell students to turn to Exam success on page 151 to compare their ideas.

### 'Can Do' Progress check

- 10 Students turn to page 155 to check their progress. Ask students to mark from 1 to 4 how well they can do these things in English. Ask students to look at their marks and decide what they think they need to do to improve. Elicit suggestions on how to improve their work.
-  You can find the Unit 5 and 6 tests and a progress test on the Gateway Tests CD. There is also a progress test in the Workbook, pages 95–96.

# 7 What's hot, what's not

<b>Vocabulary/ Developing vocabulary</b> p84, 87	<ul style="list-style-type: none"> <li>▶ Music and film</li> <li>▶ Media habits</li> <li>▶ Compound nouns and adjectives</li> </ul>
<b>Reading</b> p85	<ul style="list-style-type: none"> <li>▶ Reading for global and specific information</li> <li>▶ How teenagers consume media</li> </ul>
<b>Grammar in context</b> p86–87, 90–91	<ul style="list-style-type: none"> <li>▶ Reported speech – statements and questions</li> <li>▶ Other reporting verbs and structures</li> </ul>
<b>CLICK onto ... World-famous music festivals</b> p88–89	<ul style="list-style-type: none"> <li>▶ International cultural knowledge</li> <li>▶ Glastonbury Festival</li> <li>▶ Popular culture</li> <li>▶ Woodstock</li> </ul>
<b>Listening</b> p90	<ul style="list-style-type: none"> <li>▶ Listening for general and specific information</li> <li>▶ Advantages and disadvantages of seeing films in the cinema</li> </ul>
<b>Pronunciation</b> p87	<ul style="list-style-type: none"> <li>▶ Word stress in compound nouns and adjectives</li> </ul>
<b>Developing speaking</b> p92	<ul style="list-style-type: none"> <li>▶ Discussions 1</li> </ul>

<b>Developing writing</b> p92–93	<ul style="list-style-type: none"> <li>▶ A review</li> </ul>
<b>Language reference and revision</b> p94–95	<ul style="list-style-type: none"> <li>▶ Grammar: reported speech – statements, questions, other reporting verbs, other reporting structures</li> <li>▶ Vocabulary: music and film, media habits, compound nouns and adjectives</li> </ul>
<b>Study skills</b> p147	<ul style="list-style-type: none"> <li>▶ Reading – Deducing the meaning of new words</li> <li>▶ Listening – Listening for gist and specific information</li> </ul>
<b>Exam success</b> p152	<ul style="list-style-type: none"> <li>▶ Speaking – Discussions and negotiating</li> <li>▶ Writing – Reviews</li> </ul>
<b>MATERIALS</b>	<ul style="list-style-type: none"> <li>▶ DVD (optional): <i>Taking Woodstock</i></li> <li>▶ Resource materials teacher's notes: p174</li> <li>▶ Resource materials: p196–198</li> <li>▶ Test 7A and B – Gateway Tests CD</li> </ul>

## ▶ Vocabulary p84

### Music and film

#### Warmer

In pairs, students discuss the meaning of the unit title *What's hot, what's not* and what they think the unit is going to be about. Ask students to think of another way to express the meaning of the title, e.g. *What's in fashion/stylish/popular/cool and what's not*. Ask students to turn to page 84 and elicit who the people are in the photos (Robert Pattinson and Vampire Weekend). Ask students to say if they are hot or not and why/why not.

- 1a SPEAKING** Individually, students brainstorm different types of music. In pairs, students compare their answers and score one point for any word their partner does not have. Students total their points to see who has the most. Elicit types of music from different students around the class.

#### Suggested answers

alternative, blues, classical, country, dance, folk, funk, heavy metal, hip hop, house, indie, jazz, pop, punk, rap, rock, ska, soul, techno, world

- 1b** Students repeat the same procedure with different types of film.


#### Suggested answers

action, adventure, animated, biographical, comedy, crime, documentary, drama, fantasy, historical, horror, martial arts, musical, mystery, romance, science fiction, sports, spy, thriller, war, western

- 2** Students complete the texts with the words. Tell them to use a dictionary if necessary.

#### Key

a	starred	f	scene	k	recorded
b	role	g	soundtrack	l	tracks
c	performance	h	gig	m	live
d	acting	i	stage	n	lighting
e	plot	j	crowd	o	lyrics

- 3 LISTENING**  **2.06** Play the CD for students to listen to the definitions of eight words and match the words from 2 to the definitions.

#### Audioscript

- It's a modern, informal word for a concert.
- These are the words to a song.
- This word means that you hear the group at the actual moment that they're playing.
- This is a large number of people in the same place, for example watching an event.
- This is another word for the different songs on a CD, for example.
- This is a moment in a film where the events all happen in the same place.
- This is what a singer or a group does with new songs in a studio to make a CD.
- This is a word for the music in a film or a CD of that music.

#### Key

1	gig	4	crowd	7	record
2	lyrics	5	tracks	8	soundtrack
3	live	6	scene		

#### Extra activity

Students write a definition for another word from the box in 2 to test their partner.

- 4 In pairs, students take it in turns to use the words in 2 to tell their partner about the last film or gig they went to see.

## Media habits

- 5 Students think about their media habits and answer the questions. Elicit answers from students around the class.
- 6 Students find words or expressions in bold in the questionnaire to match the definitions.

### Key

- |              |                           |
|--------------|---------------------------|
| 1 tune in to | 6 ringtones               |
| 2 pirate     | 7 file-sharing sites      |
| 3 transfer   | 8 make purchases          |
| 4 switch     | 9 social-networking sites |
| 5 download   | 10 video messages         |
- 7 **SPEAKING** In pairs, students take it in turns to ask and answer the questions in the questionnaire.

### Extra activity

Students write a short text about their partner's media habits.

## Homework

- ▶ Refer students to the **Workbook, page 56**.

## ▶ Reading p85

### Warmer

Write these sentences on the board: *I won't read newspapers when I'm older. I will never own a landline phone. Email is for older people, I only use IM. I check my Facebook account every day. I only play online games.*

In pairs, students discuss whether the statements are true for them and say why. Elicit opinions from students around the class.

- 1 **SPEAKING** In pairs, students discuss how popular the activities are amongst teenagers in their country and say why.
- 2 Students read the text to find out how popular each activity is amongst British teenagers. Elicit answers from students around the class.

**Recording:** Unit 7 p85 Reading on [www.gateway-online.net](http://www.gateway-online.net)

### Key

*buying CDs:* most have never bought a CD  
*buying pirated DVDs:* teens often choose this instead of going to the cinema  
*downloading music:* a large majority do this illegally from file-sharing sites  
*going to the cinema:* teenagers go a lot until they are 15 and have to pay the adult price  
*listening to the radio:* not very popular. British teenagers prefer online sites streaming music for free with no adverts.  
*watching TV:* most teenagers watch TV but it is seasonal (i.e. to watch a series). Boys watch football-related TV and some teenagers regularly watch soap operas. Teenagers switch channels during adverts.  
*making purchases on the Internet:* only a small percentage of teens do this as a credit card is required  
*visiting social-networking websites:* very popular

- 3 Students match Matthew Robson's comments 1–7 with the things he is talking about a–g.

### Key

- |     |     |     |     |
|-----|-----|-----|-----|
| 1 c | 3 b | 5 d | 7 e |
| 2 a | 4 f | 6 g |     |

### Fast finishers

Write these things on the board for students to discuss what Matthew says about them in his report: football on TV; soap operas; adverts; Facebook.

### Key

football on TV: When it is football season, teenage boys watch about five hours of football-related shows a week.

soap operas: Some teens watch a soap opera for half an hour, five days a week, but less people are doing this as it is hard to find the time.

adverts: Teens don't like adverts on the radio or TV and look for ways to avoid listening to/watching them.

Facebook: Nearly everyone with Internet access goes on Facebook at least four times a week.

- 4 Give students a few minutes to try to work out the meaning of the underlined words in the text. Tell them to use the ideas in *Study skills* to help them (see below). Ask students to share their ideas with the class and try to get the class to agree on a definition before confirming or rejecting it.

### Key

*thought-provoking* – interesting in a way that makes you think of new ideas or that changes your attitude to something

*seasons* – a period of time when a series of films or television programmes are shown

*shrinking* – becoming smaller in size

*on a wide scale* – on an extensive basis

*reluctant* – used for describing someone who is doing something but does not really want to

*on the go* – very busy or active

*regardless of* – without being affected or influenced by anything else that happens or exists

*malicious* – designed to cause damage

## Study skills

Students discuss what they can do if there are new words in the text that they don't understand and they don't have a dictionary. Elicit ideas and ask students to turn to page 147 (*Reading – Deducing the meaning of new words*) to compare their answers.

### TEACHER DEVELOPMENT: STUDENT TRAINING

#### Deducing the meaning of new words

Students who guess the meaning of words by looking at the context read better and quicker. This strategy involves four steps: 1 determining the part of speech of the word; 2 looking at the immediate grammar; 3 studying the wider context (usually the conjunction relationships); 4 guessing the word and checking the guess.

- 5 **SPEAKING** **What about you?**

In pairs or small groups, students discuss the questions. Elicit answers from different students around the class.

### Extra activity

Students keep track of their actual use of all media and technology by keeping a diary for several days or even a week. After the time period is up, invite students to add up the number of hours they spent using different types of media and technology and compare their findings in class. This could lead to a discussion on whether they feel they should limit or change their use of media technology.

### Homework

▶ Refer students to the **Workbook**, page 57.

## ▶ Grammar in context p86–87

### Reported speech – statements

#### Test before you teach

Write these direct statements on the board:

Jill: *I love chocolate.*

Kate: *I went to the beach.*

Ask students to rewrite the statement using reported speech, i.e. *Jill/Kate said ...*. Monitor carefully. If students seem very familiar with reported speech, move quickly through the exercises in the *Grammar guide* in open class.

#### Key

Jill said (that) she loved chocolate.

Kate said (that) she had gone to the beach.

1 Students look at the sentences and answer questions 1–5.

#### Key

- 1 The tense of the verbs usually goes one tense 'back' in reported speech. Some tenses cannot go any further back and stay the same.
- 2 If the reporting verb is in the present simple or present perfect (i.e. *He says/He has said*), the tense does not change.
- 3 *We* changes to *they* in the reported speech.
- 4 When we use *say*, we do not need a personal object to say who you are saying something to. With *tell*, we must use a personal object to say who we are saying something to.
- 5 No, we do not always need to use *that* after *say* and *tell*.

### TEACHER DEVELOPMENT: LANGUAGE

#### Reporting verbs

The most common verbs used to report statements are *say*, *tell* and *ask*. When *tell* is used in reported speech, it is always followed by a noun or a pronoun indicating the person spoken to, e.g. *Jane told us (that) we were going to the cinema on Saturday.*

### Extra activity

Say some simple sentences and ask students to report them back to you, e.g. *I like English.* → *She said she liked English. He's going to the bank.* → *He said he was going to the bank.*

▶ Refer students to the *Grammar reference* on page 94.

2 Students complete the table showing how the tenses change when we use reported speech. Elicit if all tenses change.

#### Key

Most tenses move one tense back, but some tenses (i.e. *past perfect/would*) can't go any further back and stay the same.

- |                           |           |
|---------------------------|-----------|
| 1 past continuous         | 6 would   |
| 2 past perfect            | 7 would   |
| 3 past perfect continuous | 8 could   |
| 4 past perfect            | 9 might   |
| 5 past perfect            | 10 had to |

3 Students complete the table to show how other words change when we put statements into reported speech.

#### Key

- 1 there
- 2 that day
- 3 the day before
- 4 the next/following day
- 5 that night
- 6 the following (week/month/year)
- 7 the previous (week/month/year)
- 8 a (week/month/year) before

### TEACHER DEVELOPMENT: LANGUAGE

#### Other words in reported speech

When we use reported speech, we have to take into account how circumstances have changed since the speaker originally spoke the words. For instance, we may now be reporting what was said from a different time or place and a different point of view, or the person reporting the speech may be different to the original speaker. This will affect our choice of pronouns or adverbials of time and place.

4 Students complete the sentences with *said* or *told*.

#### Key

- |        |        |        |        |
|--------|--------|--------|--------|
| 1 said | 3 told | 5 said | 7 told |
| 2 said | 4 told | 6 told | 8 said |

5 Students write the sentences in 4 in direct speech.

#### Key

- 1 She said: 'I didn't download any songs yesterday.'
- 2 They said: 'Our computer is slower than yours.'
- 3 We told Jeff: 'We'll meet you at the cinema tonight.'
- 4 He told her: 'The concert is tomorrow.'
- 5 He said: 'I am sorry for what I've done.'
- 6 I told you: 'I can't speak Russian.'
- 7 She told me: 'I may buy you a CD this weekend.'
- 8 They said: 'We have been waiting here for ages.'

6 Students complete the second sentence using reported speech so that it has a similar meaning to the first sentence.

#### Key

- 1 Steve says he never buys DVDs.
- 2 Sam told us we had to leave if we wanted to get to the cinema on time.
- 3 Emma said those CDs were hers.
- 4 Alicia said she was going to record a new album.
- 5 Juliet said the crowd had been screaming throughout the concert.
- 6 Dave told Simon he would see him the next day.

## Reported speech – questions

7 Students look at the sentences and answer questions 1–5.

### Key

- 1 Yes, they do.
- 2 No, we don't.
- 3 Yes, the subject goes before the verb in reported questions (i.e. normal word order).
- 4 No, reported questions are not real questions and therefore do not need question marks.
- 5 Questions that do not begin with a question word are reported by using *ask + if/whether*.

▶ Refer students to the *Grammar reference* on page 94.

8 Students report the conversation using *said, told, asked* and *wanted to know*.

### Suggested answer

Olivia wanted to know if Tom had ever been to a rock festival. Tom said he had and that he had been to one the previous year. Olivia asked which had been the best band. Tom told her that he had really enjoyed the Kings of Leon and that he was going to see them again the next summer. Olivia said she might go if it wasn't too expensive. She asked him when they were playing. Tom said he thought the concert would be in July and asked her if she was going to be there in July. Olivia said she thought so. She told him that she had been saving up money to go the States but she still hadn't got enough. Tom wanted to know when Olivia thought she would be able to go. Olivia said she was probably going to go the following year and that she would love to go to a festival there.

9a Students write five questions to ask people in the class about how they use the Internet.

9b Students ask as many people as possible their questions and make notes about the answers.

9c Students write a report about some of the questions they asked and the answers people gave. Draw attention to the example report.

### Fast finishers

In small groups, students compare their reports and choose the most interesting information. Ask students to report this information to the rest of the class using reported speech.

### Homework

▶ Refer students to the *Workbook*, page 58.

## ▶ Developing vocabulary p87

### Compound nouns and adjectives

1 Students look at the compounds and decide which are compound nouns and which are compound adjectives.

### Key


**compound nouns:** download, MP3 player, soap opera, soundtrack

**compound adjectives:** brand-new, old-fashioned, online, thought-provoking

### TEACHER DEVELOPMENT: LANGUAGE

#### Compound adjectives

A compound adjective is formed with two words or sometimes three. The second part is often a present participle, e.g. *-provoking*, or a past participle, e.g. *-fashioned*. Many compound adjectives describe a person's character, appearance or situation.

2 **PRONUNCIATION**  2.07 Play the CD for students to listen to the words and mark the stress. Students decide where the stress is in the compound nouns and adjectives – on the first word, the second word or both.

### Key

In compound nouns, the stress usually falls on the first word. For compound adjectives, we usually pronounce both parts with equal stress.

brand-new

online

download

soap opera

MP3 player

soundtrack

old-fashioned

thought-provoking

### TEACHER DEVELOPMENT: PRONUNCIATION

#### Compounds

Compound nouns tend to have more stress on the first word. In the phrase *blue ball*, both words are equally stressed. However, in the compound noun *golf ball*, the first word is stressed more. Stress is important in compound nouns because it helps us to interpret meaning, e.g. *a black board* is a board that has been painted black, whereas *a blackboard* is the object the teacher writes on in the classroom.

3 Students look at the compound adjectives in 1 again and decide if most of them have a hyphen (-).

### Key

Most compound adjectives are hyphenated when they modify nouns. This is to clarify meaning, e.g. *The short legged man ran for the door.* (You are saying that the man is short and had legs!) *The short-legged man ran for the door.* (Now you are saying that the man's legs are short.)

### TEACHER DEVELOPMENT: LANGUAGE

#### Hyphenating compound adjectives

In the following circumstances, compound adjectives are *always* hyphenated (i.e. permanently hyphenated) when they are not written as one word:

- An adjective preceding a noun to which *-d* or *-ed* has been added as a past-participle construction, used before a noun, e.g. *old-fashioned*.
- A noun, adjective or adverb preceding a present participle, e.g. *thought-provoking*.
- Numbers spelled out or as numerics, e.g. *a 20-year-old man*.
- Colours in compounds, e.g. *a dark-blue sweater, a reddish-orange dress*.

4 Students match the compound nouns with the definitions.

### Key

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



- 5 Students complete the sentences with the compound nouns in 4.

**Key**

- |                  |              |
|------------------|--------------|
| 1 blockbuster    | 5 feedback   |
| 2 outcome        | 6 box office |
| 3 generation gap | 7 takeover   |
| 4 drawback       | 8 turnout    |

**Fast finishers**

Write these words on the board for students to match and make compound adjectives:

- |        |          |
|--------|----------|
| world  | humoured |
| good   | famous   |
| middle | skinned  |
| thick  | handed   |
| left   | aged     |

Ask them to write a sentence using each compound adjective, e.g. *Madonna is a world-famous pop star.*

**Key**

- world-famous
- good-humoured
- middle-aged
- thick-skinned
- left-handed

▶ **Resource materials:** See Unit 7 Vocabulary worksheet on page 197.

**Homework**

▶ Refer students to the **Workbook**, page 59.

▶ Click onto ... World-famous music festivals p88–89

**International cultural knowledge – Glastonbury Festival**

**Warmer**

In pairs or small groups, students race to think of as many music festivals as they can. Set a time limit of two minutes and find out which pair/group has the longest list.

- SPEAKING** In pairs, students discuss the questions. Elicit answers from different students around the class.
- Students read the article and match the headings with the correct sections A–E. Remind students that there are two extra headings.

**Recording:** Unit 7 p88 Click onto ... on [www.gateway-online.net](http://www.gateway-online.net)

**Key**

- A 4    B 2    C 7    D 1    E 6

**Extra activity**

Elicit from students if the text included any of the advice they thought of in 1. Ask what other advice it gives and if any of this advice is surprising.

- 3 Students decide if the statements are true (T) or false (F) and write the letter of the section where they found the answer.

**Key**

- |                 |                 |
|-----------------|-----------------|
| 1 F (section A) | 4 T (section C) |
| 2 T (section B) | 5 F (section D) |
| 3 F (section B) | 6 F (section E) |

**Word booster**

Students match the words and definitions.

**Key**

- 1 a    2 c    3 d    4 b    5 e

- 4 **SPEAKING** **What about you?**

In pairs or small groups, students discuss the questions.

**Inside information**

Students read more about the Glastonbury Festival.

**i Cultural information**

Glastonbury is a small town in Somerset, England, situated 30 miles (48 km) south of Bristol. The Glastonbury Festival takes its name from the town, but is actually held in the nearby village of Pilton. The town of Glastonbury has been linked for centuries to the myths and legends of King Arthur. Some people say he is buried there.

**Popular culture – Woodstock**

- 5 Students say if they have heard of the Woodstock Festival and if they know when or where it was and why it was so famous. Tell students to check their answers in *Inside information*.

**Inside information**

Students read to find out more about the Woodstock Festival.

**i Cultural information**

Woodstock is widely regarded as one of the greatest moments in popular music history and was listed among *Rolling Stone's 50 Moments that Changed the History of Rock and Roll*. Icons such as Jimi Hendrix, Janis Joplin, Joe Cocker, Santana and The Who were on the bill.

The event was recorded for the 1970 documentary movie *Woodstock*, and the accompanying soundtrack album has Joni Mitchell's song *Woodstock*, which commemorated the event and became a major hit for Crosby, Stills, Nash & Young.

**Word booster**

Students match the words and definitions.

**Key**

- 1 d    2 c    3 a    4 b    5 e

- 6 **LISTENING** **2.08** Play the CD for students to listen to the song, read the words and answer the questions.

**Key**

- The singer found out about the festival from a child of God.
- The festival is on Yasgur's Farm.
- The singer wants to escape the city (the smog) and be part of this important event (be a cog in something turning).
- Half a million people go to the festival.

- 5 The singer dreams that the bombers in the sky turned into butterflies (a symbol of the end of the Vietnam War).
- 7 Students say what elements in the song they think are typical of the hippy movement and 'flower power'.

#### Example answer

It is typical of the hippy movement and 'flower power' that the song is not just entertainment, it is also a message. The song is a war protest in opposition to the Vietnam War. There is lots of symbolism to express peace, love and harmony: butterflies, stardust, in the garden, dreamed.

- 8 Students find examples in the text of direct speech and write two of the sentences in reported speech, as in the example.

#### Suggested answers

I asked him where he was going.  
 He told me he was going on down to Yasgur's Farm.  
 He told me he was going to join a rock 'n' roll band.  
 He told me he was going to camp out on the land.  
 He told me he was going to try and get his soul free.  
 He said we were stardust.  
 He said we were golden.  
 He said we had to get ourselves back to the garden.  
 I asked if I could walk beside him.  
 I said I had come there to lose the smog.  
 I said I felt to be in a cog in something turning.  
 I said maybe it was just the time of year or maybe it was the time of man.  
 I said I didn't know who I was, but life was for learning.

#### 9 SPEAKING What about you?

Students discuss the questions in pairs or small groups.

### Project

- 10 In groups, students research a famous music/theatre/film festival and prepare an information brochure. Suggest that they divide the tasks up and each student researches a different area, e.g. a brief history; things to see and do; the basics; tips; what makes it special, etc.

They should then discuss how they are going to organise the task and present their information to the class. Set a time limit for the presentation and give students time to practise before they do their presentations for the class. Afterwards, students vote for the festival they would most like to go to.

#### DVD (optional)

**Taking Woodstock** (director: Ang Lee; 2009)

**Themes:** Music; Festival; Concert; Youth culture; Hippies; Peace movement; 1960s; Vietnam War

**Plot:** A comedy inspired by the true story of Elliot Tiber and his family, who inadvertently played a pivotal role in making the famed Woodstock Music and Arts Festival into a generation-defining concert in the summer of 1969.


### Homework

- ▶ Refer students to the **Workbook, page 60**.

## ▶ Listening p90

### Warmer

In pairs, students describe the photo on page 90 (people watching a 3D film in a cinema). Elicit ideas from different students around the class.

- 1 **SPEAKING** In pairs, students make a list of the advantages and disadvantages of seeing films in a cinema instead of at home.
- 2 **LISTENING**  2.09 Play the CD for students to listen and tick any of their advantages or disadvantages from 1 that are mentioned in the listening text.

### Audioscript

**PRESENTER:** Today we're discussing the future of the cinema. Is it worth going to the cinema or are there better ways of seeing new movies in the 21<sup>st</sup> century? With us we have two special guests, TV presenter Stephen Lucas and journalist Helena Lee. Stephen, let's begin with you. How do you see the future of the cinema?

**STEPHEN:** Not good. I'll be honest, I personally just don't go anymore. The thing is, what's the point? In the old days, you used to have to wait for ages between the date when a film appeared for the first time in the cinema and when you could see it again, either on DVD or on television. But now as soon as the film appears in the cinema you can download it from the Internet, and the DVD is on sale almost straightaway. It's not surprising that turnout at the box office is going down rapidly.

**PRESENTER:** Helena, what would you say to that?

**HELENA:** Well, in my opinion, you just can't compare the experience of watching a film on a big cinema screen with watching a terrible copy on a computer screen, or on TV. They're two completely different things. It's like comparing the *Mona Lisa* with a black and white photocopy of the *Mona Lisa*. Movies have to be seen on a big screen. It's as simple as that.

**STEPHEN:** Well, I don't know about you, but in my house we've got a really big TV with a great-quality screen and great, professional-quality sound. Today's TVs are much better than the old ones we had in the past, and that's one of the main reasons people go to the cinema less.

**HELENA:** OK, I take your point. But what about 3D? Don't forget that most new blockbusters are in 3D, so if you don't go to the cinema, you don't get the full experience.

**STEPHEN:** Well, you know, all the big electronics companies are already making 3D televisions. Soon they'll be everywhere. Listen, the point is that it's much more comfortable watching movies at home. At home nobody disturbs you, you don't have to listen to people talking on their mobile phones or eating crisps and popcorn. Nowadays, most cinemas are dirty and noisy.

**HELENA:** Well I don't know which cinemas you go to, but where I go, if you pay a little bit extra you can sit in a really big, comfortable armchair. You've got a waiter who comes and serves you whatever food and drink you ask for, when you want. You spend a really relaxing, enjoyable couple of hours.

**STEPHEN:** A little bit extra? That's precisely one of the biggest drawbacks of the cinema. I'm married with two children. To buy four tickets, popcorn, drinks ... for that amount of money, I could buy the DVD and eat out in a good restaurant.

**PRESENTER:** OK, so ... conclusions? Stephen?

**STEPHEN:** I think it's hard to believe cinemas will disappear, but they have to adapt by offering new services. They really need to think of ways of attracting people back. If you can watch a brand-new film at home, it's more comfortable and much cheaper than going out. So cinemas need to offer something new, something different, to make you want to go there.

**PRESENTER:** Helena?

**HELENA:** For me, the cinema is all about sharing the experience, the pleasure of seeing a film with a whole group of people. It can be an almost magical experience sometimes, hundreds of people laughing together, being scared together, crying together.

**PRESENTER:** OK, Stephen, Helena, thank you. And remember, call us or text us with your views on this topic. The number as always is seven three two, oh oh ...


### Study skills

Students read about how it is more effective to listen for the general idea in the first listening and then in more detail in the second. Tell students to turn to page 147 (*Listening – Listening for gist and specific information*) for more ideas.

#### TEACHER DEVELOPMENT: STUDENT TRAINING

##### Listening for the first and second time

Remind students to look at the task, questions and make predictions about what type of information they are going to listen for, before the first listening. In the first listening, students should not expect to understand everything. They are listening for main ideas and a general understanding of the text (listening for gist). Remind them to listen to the stressed words and make an image in their mind of what the listening is about. In the second listening, students move from global to more detailed listening and focus on listening for the information they need to answer the questions.

- 3  Play the CD again for students to decide if the statements are true (T), false (F) or the information is not given (NG).

**Key**

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

- 4 **SPEAKING** What about you?

Students discuss who they agree with more – Stephen or Helena, and say why.

##### Extra activity

In pairs, students discuss the following questions: What is your favourite film? How often do you go to cinema? Which film star would you most like to meet? Who is your favorite actor or actress? Who's your favourite director?

## ► Grammar in context p90–91

### Other reporting verbs

#### Test before you teach

Write these sentences on the board:

- 1 She \_\_\_\_\_ me that we needed to buy milk.
- 2 My mum \_\_\_\_\_ me not to talk to strangers.
- 3 The teacher \_\_\_\_\_ that the tense usually changes in reported speech.
- 4 My brother \_\_\_\_\_ that he would come and watch me play football.

Ask students to complete the sentences with one of these verbs: *promise, warn, remind, explain*. Monitor and check if students seem familiar with these other reporting verbs. If so, move through the *Grammar guide* quickly in open class.

- 1a Students look at the sentences and decide which reporting verbs need a person (like *told*) and which don't (like *said*).

**Key**

**reporting verbs that need a person:** warn, remind

**reporting verbs that don't need a person:** explain, add, claim

- 1b Elicit the meaning of the reporting verbs in the sentences in 1a.

**Key**

*explain* – to tell someone something in a way that helps them understand it better

*add* – to say something more that is related to what has been said already

*warn* – to make someone conscious of a possible problem or danger so that they will not be hurt

*remind* – to help someone to remember something that they have forgotten or not considered

*claim* – to say that something is true, even though there is no definite proof

#### TEACHER DEVELOPMENT: LANGUAGE

##### Reporting verbs

When we report another person's words, we can consider replacing the more common *say, tell, or ask* with a more accurate reporting verb. Accurate selection of the correct reporting verb is often expected in examinations at B2 level.

- Refer students to the *Grammar reference* on page 94.

- 2a Students complete the sentences with the correct form of the verbs. Remind them to use each verb once only.

**Key**

1 admitted	4 agreed	6 added
2 promised	5 warned	7 claimed
3 announced		

- 2b Students rewrite the sentences in 2a in direct speech.

**Key**

- 1 'I once downloaded a film illegally.'
- 2 'I will remember to do my homework.'
- 3 'There will be general elections next year.'
- 4 'We need to do something to get more people watching films.'

- 5 'This film is violent in places.'
- 6 'The film has great special effects and it is all in 3D.'
- 7 'It was my best film ever.'

3 Students rewrite the sentences using the verbs.

#### Key

- 1 Tom complained that the film was too short.
- 2 Andy admitted that he wasn't very good at remembering film titles.
- 3 Danny promised that he would remember to give me my DVD back.
- 4 U2 announced that they were going to record a new album in their studio in Dublin.
- 5 Jack claimed that he hadn't known it was illegal to sell pirate DVDs.
- 6 Kate warned Josh that it was dangerous to sit too close to the screen.
- 7 Jamie reminded Dave that the match started at 7 pm.

## Other reporting structures

4a Students check that they understand the reporting verbs in a–e and write each one in the correct list.

#### Key

- |           |                          |
|-----------|--------------------------|
| 1 refuse  | 4 apologise for          |
| 2 ask     | 5 criticise somebody for |
| 3 suggest |                          |

4b Check that students understand the other reporting verbs in lists 1–5. Tell students to use their dictionaries if necessary.

▶ Refer students to the *Grammar reference* on page 94.

5 Students choose the correct alternative.

#### Key

- |                |               |           |
|----------------|---------------|-----------|
| 1 seeing       | 4 to go       | 7 to buy  |
| 2 arriving     | 5 not to tell | 8 knowing |
| 3 for watching | 6 liking      |           |

6 Students rewrite the sentences using reported speech.

#### Key

- 1 Connor apologised to Emma for not waiting for her.
- 2 She warned Ashley not to come that way because it was dangerous.
- 3 She accused Ella of taking the book from the library.
- 4 Elizabeth promised to tell her mum exactly what had happened.
- 5 Taylor denied stealing the CD.
- 6 William's dad forbade him to go out with his friends that weekend.
- 7 Cathy and Lucas agreed to help Lara with her homework the next day.
- 8 Donna refused to let Justine use the computer.

7 Students complete the sentences with information about themselves. Remind students that they must use a verb.

#### Example answers

- 1 Once, somebody accused me of taking something in a shop.
- 2 I once refused to go to school.
- 3 When I was small, my parents insisted on visiting my relatives every week.
- 4 Once, I promised to cook the dinner for my mum.
- 5 To learn English, I suggest going to live for a while in Britain or an English-speaking country.

- 6 Once, somebody congratulated me on scoring a goal in a football match.
- 7 My parents have always warned me not to walk home alone at night.
- 8 At school, they always tell you to work harder.

8 **SPEAKING** In pairs, students compare their sentences to find out if any are the same. Elicit sentences from different students around the class.

### Extra activity

Students look at the photo on page 91. In pairs, they write as many sentences as they can about the photo using the reported speech structures they have seen in this lesson, e.g. *She accused her of using the computer all the time. She warned her not to touch the computer, etc.*

▶ **Resource materials:** See Unit 7 Grammar and Communication worksheets on pages 196 and 198.

### Homework


▶ Refer students to the *Workbook*, page 61.

## ▶ Developing speaking p92

### Discussions 1

#### Warmer

Give students some strips of paper with famous lines from films or songs, e.g. *I'll be back* (*Terminator*). Each student reads out their sentence in reported speech, e.g. *He said he would be back*. The others try to guess who said it/which film it is from and transform the sentence back into direct speech. More ideas for sentences include: *I see dead people* (*Sixth Sense*). *Luke, I'm your father* (Darth Vader in *Star Wars*). *Girls just wanna have fun* (Cyndi Lauper). *I'm a material girl* (Madonna).

- 1 Students decide what their opinion is of the first topic on the list and make notes.
- 2 **LISTENING**  2.10 Play the CD for students to listen to a boy and a girl discussing the first topic and answer the questions.

#### Audioscript

**BOY:** Anna, what do you think about this question?

**GIRL:** I'm totally convinced that it's true. You know, you have to remember that music doesn't just appear out of nowhere. Musicians have to live and dedicate time to creating good songs. Then they need to spend money for a studio to record their songs.


**BOY:** OK, Anna. But don't forget that most rock stars are all really rich. Take U2, for example, or Bruce Springsteen. They're millionaires. What difference does it make to them if you download some of their songs on the Internet?

**GIRL:** Yes, but the question is new bands. When you're trying to start a new band and nobody buys your CDs, how do you carry on? You can't deny that most record companies won't give you more money to make another CD if nobody is buying the first one. What about the case of that local group, Moon Rock? Everybody loved them but they decided to stop after one CD because they needed to find jobs to live.

**Boy:** I see what you mean. But some new groups have become famous on the Internet first and then they've started to sell millions of records. You only have to think of the Arctic Monkeys. Everybody started to listen to downloads of their songs before they'd released their first CD. Then when the CD came out it went straight to number one. And they're still selling loads now.

**Girl:** Well, there's no doubt in my mind that by taking music free off the net, you're taking money away from the artists. If you just take a song for free, then it's like stealing a shirt from a shop, for instance.

### Key

- 1 The girl totally agrees with the statement. The boy disagrees.
- 2 She argues that free music on the Internet will mean the death of music because musicians need to make money out of their profession and downloading music free is like stealing. The boy disagrees because he thinks that famous musicians are too rich to worry and free music on the Internet is a way for many new bands to become famous before releasing a CD.
- 3  Play the CD for students to listen to the discussion again and tick the expressions they hear in the *Speaking Bank*.

### Key

#### Giving emphasis

You have to remember that ...

Don't forget that ...

There's no doubt in my mind that ...

I'm totally convinced that ...

You can't deny that ...

#### Giving examples

Take ..., for example ...

What about the case of ...?

You only have to think of ...

- 4 **SPEAKING** Students work in groups of three. They discuss the first topic in 1 and give examples.
- 5 Individually, students decide what their opinion is on the other topics in the list in 1, and make notes.

## Practice makes perfect

- 6 **SPEAKING** Students work in threes and discuss the rest of the topics in 1. Remind them to use expressions from the *Speaking Bank*. For students who are less confident, photocopy the model dialogue below, and either read it aloud yourself, or alternate the roles with you and two strong students. Then instruct students to read aloud in threes, alternating between roles A, B and C. Then ask them to conduct their own discussion using the model dialogue as a guide.

## Model dialogue (topic 3)

- A:** Anna, what do you think about the question 'Violent films and computer games create violent teenagers'?
- B:** I'm totally convinced that it's true. You only have to think of the Columbine School massacre. That was related to the computer game, *Doom*.
- C:** Yes, but you have to remember that millions of people play those computer games and watch violent films and only a small number are violent in real life. Maybe they would be violent people anyway – with or without the video games and films.
- A:** There's no doubt in my mind that violent films and computer games have a negative effect on teenagers, but there is no evidence to say they make people do violent things.

## Exam success

Students read about actively listening to their partner in discussions and how this can affect their mark. Tell students to turn to page 152 (*Speaking – Discussions and negotiating*) for more ideas.

## TEACHER DEVELOPMENT: STUDENT TRAINING

### Discussing and negotiating

In some examinations, the final part of the oral test is a discussion on a topic where candidates are expected to express and justify their opinion and agree and disagree with their partner(s). In order to have an effective discussion, students must listen carefully to their partners, react to what they have said and ask follow-up questions to keep the discussion going. Successful candidates initiate conversation and encourage others to contribute their ideas, as well as dealing tactfully with more controversial ideas and attitudes.

- 7 Students write a brief report about their discussion. Remind them to use the reporting verbs and structures they have seen in this unit.

### Extra activity

Students swap their reports with other groups for them to read and correct. You could then open up the discussion into a class debate. Choose one of the topics and divide the class in half. Throw a coin and ask a volunteer from each side to choose 'heads or tails'. The winner chooses which view they'd like the team to take and the other side has to take the opposite view.

## Homework

- ▶ Refer students to the **Workbook**, page 62.

## ► Developing writing p92–93

### A review

#### Warmer

In pairs, students decide if the following things are 'hot' or 'not' at the moment: *3D films, animated films, house music, rap music, country music, books about vampires, books about desert islands, books about magicians*. Tell them to justify their answers.

- 1 In pairs, students talk about what bands, CDs, actors, films, books and video games are hot at the moment in their country. Students say if they like them and explain why or why not.
- 2 Students look at the advert and make notes about what they could include in their review. Students then write a plan.
- 3 Students read the review of a book and decide what the purpose of each paragraph is.

#### Key

Paragraph 1: introduction; facts about the book and overview

Paragraph 2: plot

Paragraph 3: opinion

Paragraph 4: summary and recommendation

- 4 Students read the review again and say what they think of the use of adjectives.

#### Key

The use of adjectives is limited and repetitive – *bad* and *good* are repeated many times.

- 5a In pairs, students look at the adjectives in the *Writing Bank* and say which ones they know and whether they are positive or negative.

#### Key

Most are positive. The negative adjectives are: *awful, clichéd, deafening, loud, predictable, scary* (could be positive), *stupid, terrible, unconvincing, uninspiring*.

- 5b Students look up the meaning of any adjectives they don't know in their dictionaries.
- 6 Students use adjectives from the *Writing Bank* to replace the adjectives *good* and *bad* in the review in 3.

#### Example answer

*Across the Nightingale Floor* is a really **amazing** book by Lian Hearn [...] The plot of the story is very **gripping** [...] One night there is a **terrible** attack [...] There is a **fascinating** scene where we find that Takeo has **incredible** skills like invisibility [...] The plot takes another **thrilling** turn when Takeo falls in love with an **intriguing** girl called Kaede [...] In my opinion, the book is really **thought-provoking** [...] Lian Hearn is very **clever** when she describes her characters [...] One of the things I liked most were the **realistic** descriptions [...] if you're a fan of stories that combine action, **convincing** characters and **vivid** descriptions [...]

#### Exam success

Students read about how to make reviews interesting. Tell students to turn to page 152 (*Writing – Reviews*) for more ideas.

### TEACHER DEVELOPMENT: STUDENT TRAINING

#### Writing reviews

In the first paragraph, students identify the book by author, title, the type of book, e.g. fiction, nonfiction, biography, autobiography, and the book's theme. Students can skim the first few pages to find the date the book was published.

In the second paragraph, students should briefly describe the content or the storyline: what happens, the main events and who is in the book. Students could also describe their favourite part of the book: a particular piece of action, description or character's speech that they enjoyed.

In the third paragraph, students provide their reactions to the book: was it interesting, memorable, entertaining? Why? They can also talk about any weak parts in the book: unrealistic characters or chapters which were slow-moving, etc.

In the last paragraph, students summarise their ideas and close with a direct comment on the book. Students briefly restate their main points and offer advice for potential readers.

- 7 Students choose a CD, film, book or video game that is popular at the moment, write a paragraph plan and make notes for a review.

### Practice makes perfect

- 8a Students write their review. For students who are less confident, photocopy the model text below for extra support during the writing task.

#### Model text

*The Name of the Wind* is a brilliant fantasy novel by novelist Patrick Rothfuss. It was written in 2007 and is 900 pages long. It's hot at the moment because everyone is waiting for the second book to come out (it's a trilogy).

The plot of the story is incredible, rich and realistic. It is the chronicle of a young boy called Kvothe, from his happy beginnings with his family as a troupe of travelling entertainers to his life on the streets, and then to his time at university where he starts on the road to becoming a powerful wizard. There is a thrilling scene when Ben, an old man who has magic powers, tells Kvothe of the magic and great things he can learn at the university.

In my opinion, this book is gripping. The story starts rather typically and you feel you are reading a familiar and comfortable story, until Rothfuss changes gears in the most intriguing way. One of the things that I liked most about the novel is the power of story. From the stories Kvothe remembers his father telling, to the stories and plays his family performed, the book has many stories within stories. There are, however, some predictable parts, like when Kvothe says goodbye to Denna.

All things considered, if you are a fan of fantasy fiction that combines thought-provoking characters, fascinating landscapes and a fast-moving story, this is the book for you! Read it now before the other two books in the trilogy come out!

- 8b Students exchange reviews with other students and decide if they make them want to try the new product.

### Extra activity

In pairs, students read each other's texts and comment on the use of adjectives.

### Homework

- ▶ Refer students to the **Workbook**, page 63.

## ▶ Grammar revision p95

Students read the *Grammar reference* and *Vocabulary* sections on page 94 before completing the revision exercises on the following page.

### Reported speech – statements

- 1 Students complete each sentence so that it has a similar meaning to the first sentence. Remind students to use between two and five words, including the word given.

#### Key

- Ethan said **he wasn't able to** do the exercise.
- The teacher told **them they had to** bring their passports.
- Ava explained it **was on television that night** on Channel 4.
- Daniel admitted **that he had not passed** the exam.
- Chloe claimed she **was sure those were their** seats.
- Ben warned them that **they might have made** a mistake.

### Reported speech – questions

- 2 Students complete the sentences using reported speech.

#### Key

- Charlie asked Holly where she had just been.
- Harry asked her if she wanted to go to the cinema that night.
- Lucy asked the boy if he could speak English.
- Dave wondered if it would rain the following week when they were on holiday.
- Sophie wanted to know how the magician had done that trick.
- Grace asked Jack if he was going to go out that weekend.
- Mum asked us what we had been doing that morning.

### Reported speech – other reporting structures

- 3 Students complete the text with the correct form of the verbs given, adding prepositions if necessary.

#### Key

- |                             |                          |
|-----------------------------|--------------------------|
| a promised to do            | e confessed to copying   |
| b accused one man of making | f apologised for causing |
| c refused to answer         | g told him not to do     |
| d admitted doing            |                          |

## ▶ Vocabulary revision p95

### Music and film

- 1 Students complete the sentences with words from *Music and film* on page 94.

#### Key

- |          |           |              |
|----------|-----------|--------------|
| 1 live   | 4 starred | 6 role       |
| 2 scene  | 5 stage   | 7 soundtrack |
| 3 lyrics |           |              |

### Media habits

- 2 Students put the letters in bold in the correct order to make words.

#### Key

- |                           |                      |
|---------------------------|----------------------|
| 1 tuned                   | 5 ringtone           |
| 2 switch channels         | 6 purchase           |
| 3 pirate                  | 7 file-sharing sites |
| 4 social-networking sites |                      |

### Compound nouns and adjectives

- 3 Students match the words in the two columns.

#### Key

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

▶ You can find the Unit 7 tests on the **Gateway Tests CD**.

### Gateway online

For useful and motivating additional practice across a range of skills and task types, students can access *Gateway Online*: [www.gateway-online.net](http://www.gateway-online.net)

- Video activities
- Listening activities
- Writing activities
- Test yourself activities
- Language games

# 8 Disaster areas

<b>Vocabulary/ Developing vocabulary</b> p96, 99	▶ Natural disasters ▶ Words connected with natural disasters ▶ Prepositional phrases with verbs
<b>Reading</b> p97	▶ Reading for global and specific information ▶ The Eyjafjallajökull eruption
<b>Grammar in context</b> p98–99, 102–103	▶ The passive ▶ The passive: verbs with two objects ▶ The passive with <i>say, know, believe, etc.</i> ▶ Passive infinitives and gerunds
<b>CLICK onto ... Imagining the end of the world</b> p100–101	Cross-curricular – Science ▶ Possible planetary threats Popular culture ▶ Disaster movies
<b>Listening</b> p102	▶ Listening for general and specific information ▶ Can animals predict natural disasters?
<b>Developing speaking</b> p104	▶ Talking about statistics

<b>Developing writing</b> p105	▶ An opinion essay 2
<b>Language reference and revision</b> p106–107	▶ Grammar: the passive, the passive: verbs with two objects, the passive with <i>say, know, believe, etc.</i> , passive infinitives and gerunds ▶ Vocabulary: natural disasters, words connected with natural disasters, prepositional phrases with verbs
<b>Study skills</b> p148	▶ Speaking – When you don't know a word ▶ Writing – Editing your text
<b>Exam success</b> p152	▶ Reading – Multiple-choice activities ▶ Listening – True/False activities
<b>MATERIALS</b>	▶ DVD (optional): <i>Independence Day</i> ▶ Resource materials teacher's notes: p175 ▶ Resource materials: p199–201 ▶ Test 8A and B – Gateway Tests CD

## ▶ Vocabulary p96

### Natural disasters

#### Warmer

In pairs, students discuss the meaning of the unit title *Disaster areas* and what they think the unit is going to be about. Ask students: *What is a disaster?* (Something very bad that happens and causes a lot of damage or kills a lot of people.) *What is the difference between a natural disaster and a man-made disaster?* (A natural disaster is something that is created by a natural event, e.g. an earthquake, volcanic eruption, flood, etc.)

**1a SPEAKING** In pairs, students list as many different types of weather as they can in two minutes. Find out who has the longest list.

#### Suggested answers

sunny, hot, warm, mild, dry, cool, freezing, frosty, icy, cold, wet, damp, breezy, windy, stormy, foggy, snowy

**2** Students match the photos with the words. Remind students there are five extra words.

#### Key

- |              |             |                     |
|--------------|-------------|---------------------|
| 1 drought    | 3 landslide | 5 volcanic eruption |
| 2 earthquake | 4 flood     |                     |

#### Fast finishers

Elicit definitions of the five words used to label the pictures in 2. Ask students to underline the stressed syllables and drill the pronunciation of these words.

#### Key

- drought* /draʊt/ – a long period of time when there is little or no rain and crops die  
*flood* /flʌd/ – if water floods a place, it covers it  
*earthquake* /'ɜ:(r)θ,kweɪk/ – a sudden shaking movement of the ground  
*landslide* /'lænd,slaɪd/ – a heavy fall of earth and rocks down the side of a mountain or steep slope  
*volcanic eruption* /vɒl'kænɪk ɪ'rʌptʃ(ə)n/ – if a volcano erupts, it explodes inside and flames, rocks, and lava come out of the top

**3** Students match the extra words in 2 to the definitions.

#### Key

- |                           |                                  |
|---------------------------|----------------------------------|
| 1 epidemic /,epɪ'demɪk/   | 4 forest fire /'fɒrɪst 'faɪə(r)/ |
| 2 tsunami /tsu:'nɑ:mi/    | 5 hurricane /'hʌrɪkən/           |
| 3 avalanche /'ævə,lɑ:ntʃ/ |                                  |

#### Fast finishers

Ask students to underline the stressed syllables in the words in 3 and practise the pronunciation of these words (see Key).

**4 SPEAKING** In pairs, students discuss which parts of the world they associate with the natural disasters in 2 and which ones could happen in their country.



**Suggested answers**

- tsunamis, volcanoes, earthquakes:** 80–90% of these happen in the Pacific Ocean's 'Ring of Fire'
- hurricanes:** the Atlantic Ocean (these same tropical storms are known as *cyclones* in the northern Indian Ocean and Bay of Bengal, and as *typhoons* in the western Pacific Ocean)
- forest fires:** common in the western USA and Australia, sometimes in Mediterranean countries
- droughts:** usually happen between 15 and 20 degrees latitude because those are the permanently arid and continental regions (very dry)
- avalanches:** snowy mountainous regions, e.g. the Alps
- floods:** most common in countries with monsoons (periods of very heavy rainfall) such as India, Bangladesh and Sri Lanka
- landslides:** can occur anywhere in the world but they are most likely to happen in places at the bases of steep slopes, at the bases of drainage channels and on developed hillsides
- epidemics:** can occur anywhere, but most likely to occur in developing countries with poor health and hygiene standards

## Words connected with natural disasters

- 5 **SPEAKING** Students work in groups of three. Each student reads one of the texts A–C and checks the words in bold in a dictionary if necessary. Students then explain the words to the others in their group.

**Key**

- casualties* – people who are injured or killed in an accident or military action
- victims* – people who have been affected by a bad situation, such as an accident or an illness
- survivors* – people who are still alive after an event that could have killed or destroyed them
- injuries* – physical damage done to a person or a part of their body
- collapsing* – suddenly falling down
- damage* – physical harm caused to something so that it is broken, spoiled or injured
- put out* – to make something stop burning
- tremors* – movements in the earth caused by an earthquake
- ash* – the grey powder that remains after something has burned
- molten lava* – rock in the form of hot liquid
- heading towards* – moving in the direction of
- panic* – a sudden strong feeling of fear or worry that makes you unable to think clearly or calmly
- spreading* – affecting more people as it is passed from one person or place to another
- refugees* – people who leave their country or their homes, especially during a war or other threatening event
- torrential rain* – rain that falls fast and in large amounts
- swept across* – moved or spread quickly through an area
- burst their banks* – if a river bursts its banks, water rises above its sides and spreads over the surrounding area
- evacuated* – made to leave a building because it is not safe
- mud* – very soft wet earth
- destruction* – damage that is so severe that something stops existing or can never return to its normal state

- 6 Students complete the sentences with the correct form of words in 5.

**Key**

- |            |             |           |
|------------|-------------|-----------|
| 1 evacuate | 4 heading   | 6 ash     |
| 2 panic    | 5 spreading | 7 victims |
| 3 sweeping |             |           |

- 7 **LISTENING** 2.11 Play the CD for students to listen to three short reports on natural disasters and complete the notes.

**Audioscript**

**NEWS READER 1:** Torrential rain has caused a new landslide in the north-east of Peru. At least 28 people have died but 25 more are missing. 50 people have received injuries. The landslide has also damaged 120 houses.

**NEWS READER 2:** The high temperatures and strong winds have made conditions particularly favourable for forest fires in Spain at the moment. Right now there are 25 separate fires all burning in different points of the country. In one of the fires, four firefighters have died, but so far there have been no civilian victims. However, thousands of people have been evacuated and there has been serious damage to many houses.

**NEWS READER 1:** A massive earthquake off the South Pacific island nation of Samoa has caused a terrible tsunami, forcing the population to evacuate the coast and head for higher ground. Waves have been as high as three metres. Luckily there have been no victims thanks to the early warning, and no material damage. The inhabitants of Samoa are used to training for disasters of this type since the island is very low and in an area where earthquakes are common.

**Key**

	1	2	3
<b>Type of disaster</b>	landslide	forest fires	tsunami caused by earthquake
<b>Where</b>	north-east Peru	Spain	Samoa
<b>Casualties</b>	28 people dead 25 people missing 50 people injured	4 firefighters dead	none
<b>Damage</b>	120 houses	serious damage to many houses	no material damage

- 8 **SPEAKING** In pairs, students talk about a natural disaster that has happened recently, or that is very famous. Students use question words (*where, when, what, etc.*) to help them to think of what to say.

**Extra activity**

Students discuss what they would do if they knew there would soon be a serious natural disaster and this could be their last day on earth.

**Homework**

- ▶ Refer students to the **Workbook, page 64.**

## ► Reading p97

### Warmer

In pairs, students decide if these statements are true or false:

- 1 *Volcanoes can exist under ice caps.*
- 2 *Iceland is situated at the meeting point of two of the earth's tectonic plates.*
- 3 *Volcanoes can start because of the movement of the earth's plates.*
- 4 *It is possible for a volcano to erupt without people noticing.*

Tell students to open their books on page 97 and read the text to check their answers (they are all true).

- 1 Students read the text and choose the best answers. Elicit answers from students around the class.

**Recording:** Unit 8 p97 Reading on [www.gateway-online.net](http://www.gateway-online.net)

### Key

1 c    2 b    3 c    4 a    5 d

### Exam success

Students read about how to carry out multiple-choice reading activities. Tell students to turn to page 152 (*Reading – Multiple-choice activities*) for more ideas.

### TEACHER DEVELOPMENT: STUDENT TRAINING

#### Multiple-choice reading activities

Remind students that only one of the four options is correct and distracters may deceive students deliberately by using words taken from the text. In order to improve students' skill at doing this type of activity, they could try the following techniques:

- Treat each option as a true/false question and choose the 'truest' one.
- Eliminate options you know to be incorrect. There should be at least two options that students can eliminate immediately.
- Ask yourself if the answer is only partly true or true only under certain conditions. If students have to make assumptions in order for the option to be true, it is probably wrong. The correct option is the one that is obvious enough for most students to choose it.
- Words like *only, never, always, usually*, etc. are very important and students need to pay special attention to them as the inclusion of one of these words may make an otherwise true sentence false.

- 2 Give students a few minutes to try to guess the meaning of the underlined words in the text from the context. Students then check their ideas in their dictionaries.

### Key

*blasts* – explosions

*dormant* – sleeping, not active at the moment

*rocketing* – going up very quickly

*seismic* – adjective relating to earthquakes

*smog* – a mixture of smoke and fog

*crop* – a plant grown for food, usually on a farm

*famine* – a situation where there is not enough food for a long time and people become ill or die

*tumbling* – falling

### 3 SPEAKING What about you?

In pairs or small groups, students discuss the questions. Elicit answers from different students around the class.

### i Cultural information

The 2010 eruptions of Eyjafjallajökull are a timeline of volcanic events at Eyjafjöll in Iceland which, although relatively small for volcanic eruptions, caused enormous disruption to air travel across western and northern Europe over an initial period of six days in April 2010. Additional localised disruption continued into May 2010. The eruption was declared officially over in October 2010, when snow on the glacier did not melt. More than 100,000 flights were cancelled, creating the highest level of air travel disruption since the Second World War.

### Extra activity

Students investigate one type of natural disaster from the *Vocabulary* lesson in depth and present their findings to the other students in the next class.

### Homework

► Refer students to the *Workbook*, page 65.

## ► Grammar in context p98–99

### The passive

#### Test before you teach

Ask students to complete the sentences with the correct form of the verbs given:

1 *Many coastal towns in Japan \_\_\_\_\_ by the tsunami in 2011.* (destroy)

2 *Sugar \_\_\_\_\_ to make caramel.* (heat)

3 *If you lie there too long, you \_\_\_\_\_ by the sun.* (burn)

If the students are familiar with the form and use of the passive, move quickly through the exercises in the *Grammar guide* in open class.

### Key

- 1 were destroyed                      3 will be burned
- 2 is heated

- 1a Students look at sentences a–d and answer questions 1–4.

### Key

- 1 Yes, they are all passive.
- 2 a present simple passive (*am/is/are* + past participle)  
b present simple modal passive (modal + *be* + past participle)  
c past simple passive (*was/were* + past participle)  
d future passive (*will* + *be* + past participle)
- 3 subject + (modal/*will*) + *be* + past participle (+ *by* + agent)
- 4 *By* introduces the 'agent' of an action, i.e. the person or the thing that does the action.

### TEACHER DEVELOPMENT: LANGUAGE

#### The passive

Remind students that to make the passive we use the appropriate form of the verb *be* + the past participle of the verb, e.g. *I was born in 1995*. We change the verb *be* to agree with the subject and put it in the appropriate tense, e.g. *He will be born in May*.

- 1b Students decide if the statements are true (T) or false (F).

#### Key

1 T    2 T    3 T

### TEACHER DEVELOPMENT: PRONUNCIATION

#### Word stress with the passive voice

Tell students to look at the sentences in 1a and decide which words are stressed in each sentence. Elicit the words and ask students to explain why they are stressed (the content words are stressed, i.e. the words that carry the meaning of the sentence). Elicit what happens to the verb *be* and why (it is not stressed because it is an auxiliary verb).

### TEACHER DEVELOPMENT: LANGUAGE

#### by + agent

In many cases, there is no need to include *by* + agent after the verb. Encourage students to omit the agent wherever possible as it often sounds wrong and adds no extra information to the sentence, e.g. *This invention has been used since 1908* (~~by people~~).

- ▶ Refer students to the *Grammar reference* on page 106.

- 2 Students complete the sentences with the correct passive form of the verbs given.

#### Key

- |                       |                   |
|-----------------------|-------------------|
| 1 have been destroyed | 5 be seen         |
| 2 are being made      | 6 is measured     |
| 3 will be controlled  | 7 be built        |
| 4 were killed         | 8 were not warned |

- 3 Students find the mistakes in the sentences and rewrite them correctly.

#### Key

- Some areas of Africa have **been** affected by a terrible drought.
- Twenty people were **saved** in the mountains by a specialist rescue team yesterday.
- A huge landslide **hit** a small town in Peru last week.
- Some people think that one day the earth will be destroyed **by** a big meteorite.
- Our house **has been/was** damaged by torrential rain.
- More hurricanes have **been** predicted for this summer.
- Have **any people been** injured in the fire?
- In rescue situations I think children must **be** helped first.

## The passive: verbs with two objects

- 4a Students look at the sentences and read the explanation.

- 4b Students decide if it is more common to use the thing (2a) or the person (2b) as the subject.

#### Key

It is more common to use the person (the indirect object) as the subject of passive sentences – 2b.

- 4c Students look at the common verbs that can be followed by two objects and check their meanings in a dictionary if necessary. Elicit definitions of the verbs.

- ▶ Refer students to the *Grammar reference* on page 106.

- 5 Students decide which sentence in each pair is more natural. When checking answers, point out that in 4, the urgent message is the preferred subject, not the person, because it is more natural to stress this by putting it at the start of the sentence.

#### Key

1 a    2 b    3 a    4 b    5 b

- 6 Students rewrite the sentences using the passive. Remind students to use the person or people as the subject. Focus students' attention on the example sentence.

#### Key

- The people of Haiti have been given food and medicine by many countries.
  - The actor was paid a million dollars for his work on the film.
  - The prime minister is being brought a glass of water.
  - I was bought a new mobile phone by my parents for my birthday.
  - Lady Gaga may be offered a part in the new James Bond film.
  - I was told the news when I arrived.
  - The refugees are not going to be refused entrance into the country.
  - The scientists have been promised money for research by the government.
- 7 **SPEAKING** Students find someone in the class for each of the squares and write their name. Remind students that they cannot use the same person twice and they can ignore the *Details* section at this point.
- 8 Students ask questions to find out more details about each activity. Draw attention to the example questions.

### TEACHER DEVELOPMENT: CLASSROOM TIPS

#### Find someone who ...

This is a classic communication activity. Students mingle, forming questions, giving short answers and writing the names of people who say 'yes'. This activity gives students an opportunity for meaningful speaking and listening practice, and they are often motivated by finding out more about their classmates. It is a good idea to put some background music on to help students lose their inhibitions.

#### Extra activity

Students write sentences about each activity from the *Find someone who ...* activity, giving the name of the person and details, e.g. *Lucia has been given a prize for scoring the most goals in her football team*. Students then choose the most interesting information and compare it with others in small groups.

- ▶ **Resource materials:** See Unit 8 Grammar worksheet on page 199.

#### Homework

- ▶ Refer students to the **Workbook**, page 66.

## ► Developing vocabulary p99

### Prepositional phrases with verbs

- 1 Students look at the verbs in the sentences and decide which prepositions they need.

#### Key

1 for            2 of

- 2 Students complete the sentences with the prepositions.

#### Key

1 to                      5 for                      8 of  
2 with                    6 on                        9 on  
3 in                      7 about                    10 to  
4 on

### TEACHER DEVELOPMENT: LANGUAGE

#### Preposition + gerund

Remind students that if a verb comes after a preposition, we use the gerund. A gerund is the form of the verb that ends in *-ing* and functions as the object of the preposition, e.g. *She apologised for forgetting my birthday.*

- 3 Students complete the sentences so that they are true for them. Remind them to use a preposition.

#### Example answers

- I occasionally spend money on designer clothes.
  - I hate waiting for the bus.
  - One day I dream of travelling around Peru.
  - I know I can rely on my family and friends.
  - I never listen to heavy metal.
  - Once I had to apologise for being late for school.
  - I nearly always agree with what that TV presenter says.
  - I don't usually complain about having a headache.
  - I believe in being honest with your friends.
- 4 **SPEAKING** In small groups, students compare their sentences in 3. Students then tell the class any sentences they have in common.

#### Extra activity

Play *Preposition tennis*. In pairs, one student says a verb from 2 for the other player to say the correct preposition, e.g. A: *rely*; B: *on*. If correct, Student B scores a point (use the traditional scoring for tennis: 15, 30, 40, Deuce, etc.). Play then continues by Student B saying a verb, and so on.

- **Resource materials:** See Unit 8 Vocabulary and Communication worksheets on pages 200 and 201.

#### Homework

- Refer students to the **Workbook**, page 67.

## ► Click onto ... Imagining the end of the world p100–101

### Warmer

Ask students to brainstorm disasters – they could be natural, man-made or fictional disasters from films, e.g. *tsunami*, *plane crash*, *alien invasion*, etc. Ask them to tell you which disaster they fear most and why.

### Cross-curricular – Science: Possible planetary threats

- 1 **SPEAKING** In pairs, students discuss the questions. Elicit answers from different students around the class.

#### Key

- Students' own answers.
  - Typical threats in disaster films include: alien invasion, environmental disaster such as major climate change or an asteroid or comet strike, nuclear war or pandemic.
- 2 Students join the sentence halves.

#### Key

- 1 f            2 a            3 b            4 c            5 e            6 d
- 3 Students read about six possible planetary threats that have been investigated by scientists and answer the questions.

**Recording:** Unit 8 p100 Click onto ... on [www.gateway-online.net](http://www.gateway-online.net)

#### Key

- 1 D                                      2 A, B                                      3 C, E, F
- 4 Students read the texts again and identify the threat or threats described in the statements.

#### Key

- Nuclear destruction
- Nanotechnology disaster
- Particle accelerator mishap
- Gamma-ray burst
- Particle accelerator mishap
- Nuclear destruction
- Magnetic field reversal
- Asteroid impact

### Word booster

Students match words and definitions.

#### Key

- 1 b            2 c            3 a            4 d            5 e
- 5 **SPEAKING** **What about you?**  
In pairs or small groups, students discuss the questions. Ask them to share some of their ideas with the class and try to develop into a whole-class discussion.

## Popular culture: Disaster movies

6 In pairs, students discuss the questions.

### Suggested answers


- 1 Students' own answers.
- 2 Students' own answers.
- 3 Disaster movies are popular because we love the suspense and we are fascinated with how people survive in worst-case scenarios.
- 4 The plot is usually about how survivors get along with each other after a disaster and how they find a solution before time runs out.

### Inside information

Students read about famous disaster movies.

### i Cultural information

Disaster movies are often about impending or actual disaster on an epic scale. Examples of different kinds of disaster movies include: Alien invasion: *The War of the Worlds* (1953), *War of the Worlds* (2005), *Invasion of the Body Snatchers* (1956), *Independence Day* (1996); Environmental disaster: *Earthquake* (1974), *The Core* (2003), *Waterworld* (1995), *Deep Impact* (1998), *Armageddon* (1998), *2012* (2009), *The Day After Tomorrow* (2004); Nuclear war: *Planet of the Apes* (1968), *Mad Max* (1979), *The Road* (2009); Pandemic: *Twelve Monkeys* (1995), *Outbreak* (1995), *I Am Legend* (2007).

7 **LISTENING**  2.12 Play the CD for students to listen to a film programme about disaster movies. Ask them to read the list of reasons the film critic Robin Jones gives for the popularity of disaster movies and choose the ones he mentions.

### Audioscript

**PRESENTER:** This week on *Mad about films* we're having a special look at a type of film that is enjoying great popularity at the moment. We're looking at disaster movies, and with us is an expert in the genre, film critic Robin Jones. Robin, why do you think disaster movies are so popular?

**ROBIN JONES:** Well, this might sound illogical, but I think on one hand disaster movies are often a lot of fun! The stories are often a bit ridiculous because everything is exaggerated. Tsunami waves can be really big in real life, but in films like *2012* you have a tsunami that goes right over the Himalayas! You know, the water actually goes higher than Mount Everest! Or, you know, in films like *The Day After Tomorrow*, in the first hour they have tornadoes in Los Angeles, snow in India, a flood in New York. It's not just one city or country that has problems. It's the whole world! And then they start inventing natural disasters like a hurricane on land, which is impossible.

**PRESENTER:** Disaster movies don't usually have a strong scientific basis, do they?

**ROBIN JONES:** No, they don't! Maybe it's because we're scared of global warming but the public start believing that all these things may happen one day. So, on the other hand, disaster movies are like horror films. Often people go to the cinema because they want to be frightened. I think that's another important reason why disaster movies are so popular.

**PRESENTER:** Special effects are important too, aren't they?

**ROBIN JONES:** Oh yeah, they can definitely add to the popularity of a film. You know, if you want to really frighten spectators they have to believe that a wave really could go over the Himalayas. If they don't, they'll probably start laughing. The worst thing that can happen for the director of a disaster movie is that the audience start laughing at the destruction of complete cities and countries!

**PRESENTER:** What about the actors in disaster movies?

**ROBIN JONES:** Well, disaster movies aren't famous for good acting. The essential thing is to have one or two really famous actors, to make the film look more serious, and then the other actors are often unknown. That can be a problem. Sometimes the acting can be so bad that you actually want the world to end. The sooner, the better!

**PRESENTER:** And would you say all disaster movies have a similar plot?

**ROBIN JONES:** Yes, of course! Look, at the start, everything's perfect and normal. But there's always a clever scientist who knows something terrible is about to happen. He goes to tell somebody important like the president of the USA, but nobody takes him seriously. Then suddenly the disaster begins and the president has to change his mind and call the scientist back for help. The scientist gets a team of people together to help him. By now, one or two cities have probably already been destroyed, and just when it looks like the world is about to end, the scientist's plan works and his team manage to do something amazing to save the planet.

**PRESENTER:** It sounds like you don't take disaster movies very seriously, Robin.

**ROBIN JONES:** No, I don't, but I do love them. They're great 'popcorn' movies, you know, movies that you can just sit back and watch for the action and the special effects, and occasionally laugh at too when they start to get *too* silly!

### Key

1, 4, 5

8  Play the CD for students to listen again and answer the questions.

### Key

- 1 He criticises them because the events they portray are often impossible and scientifically inaccurate.
  - 2 Special effects are important because they make the events more frightening and believable.
  - 3 Apart from one or two famous actors, the others are usually unknown and sometimes bad at acting.
  - 4 At first the scientist's warnings are ignored, until disaster strikes and he or she is called back in to find a way to save the planet.
- 9 In groups, students invent a plot for a disaster movie, using the questions to help them.
- 10 Students decide how to present their disaster movie to the class. Give them time to prepare and practise their presentations before they do them in front of the class. Give the other students the following checklist to note down their comments and opinions while listening to the presentations.

Names:

Film title:

Type of disaster:

Place:

Main characters:

Plot:

Ending:

Comments on presentation:

## DVD (optional)

**Independence Day** (director: Roland Emmerich; 1996)

**Themes:** Alien invasion; Survival; End of the world; Space; Disaster

**Plot:** The aliens are coming and their goal is to invade and destroy. Fighting superior technology, man's best weapon is the will to survive.

## Homework

▶ Refer students to the **Workbook, page 68.**


## ▶ Listening p102

### Warmer

In pairs, students try to name an animal for each letter of the alphabet (except U and X) in three minutes. The pair with the most correct words is the winner.

### Example answers

alligator, bat, camel, dog, elephant, flamingo, goat, horse, iguana, jaguar, kangaroo, leopard, monkey, newt, orangutan, penguin, quail, rabbit, seal, tiger, vulture, water buffalo, yak, zebra

- 1 SPEAKING** In pairs, students look at the title from a science magazine and discuss their opinions about it. Elicit opinions from different students around the class.
- 2 LISTENING**  **2.13** Play the CD for students to listen to someone talking about the question and decide if the statements are true (T), false (F) or not given (NG).

### Audioscript

On December 26<sup>th</sup> 2004 an earthquake in the Indian Ocean caused a tsunami that killed thousands of people in Asia and east Africa. One curious fact came out of this tragedy. It was reported that very few animals actually died in the tsunami. In the exact area that was flooded by the massive waves, there is a national park, called Yala National Park, with hundreds of wild animals, including elephants, leopards and monkeys. But it was said that the only animals that died that day were two or three water buffalos. What happened to all the other animals? Flamingos are reported to have flown to higher ground. Bats were seen flying away too. Three wild elephants were seen running away from a beach before any humans knew anything about the coming tsunami. Unfortunately, the animals' warning had no effect on the people watching.

So, the question is, how did all these animals know what was going to happen? It's thought that animals have a sixth sense. Some animals are known to be able to hear things that humans cannot hear, and this may be one way that several different types of animal may spot danger before we can. Some animals in the 2004 tsunami may have heard a difference in the length or size of the waves and this was enough to make them move further inland, towards higher ground where the waves could not reach them.

Apart from hearing, there are two other ways in which animals may be able to detect earthquakes or tsunamis before humans. Firstly, it is believed that animals are much more sensitive to vibrations of the earth than humans. It's thought that elephants, for example, can detect small movements of the earth. They are known to become nervous seconds or even minutes before humans when an earthquake is on its way. This would explain how

the wild elephants all escaped the killer waves, but so many men, women and children didn't.

The other theory is that animals can feel changes in the air and air pressure much more easily than we can. And perhaps they can detect any new, unusual gases released into the atmosphere with a more developed sense of smell.

It has been claimed by some people that humans used to possess the same highly developed senses that animals have, but that over time we have lost our 'sixth sense'. But in that case could animals be used to give us early warnings of natural disasters?

Some people aren't convinced. They say that animals react to many things – hunger, predators, other animals invading their territory. Every time an animal gets nervous it does not mean a tsunami is on the way. Apart from this, other people have observed that their pets have been able to predict some dangers, but then miss others completely. Chinese and Japanese scientists are taking the possibility of using animals very seriously. Unfortunately it seems that it's going to be a long time before we can count on them as an early warning system for natural disasters.

### Key

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

### Exam success

Students read about how to do exercises where there are three possibilities: *True/False/Not given*. Tell them to turn to page 152 (*Listening – True/False activities*) for more ideas.

### TEACHER DEVELOPMENT: STUDENT TRAINING

#### Listening – *True/False/Not given*

Students should read all the statements first before they listen. It can be helpful to point out to students that the answers usually appear in the listening text in the same order as the questions. At this stage they should identify key words in the statements and listen out for similar vocabulary. If, at the end of the activity, they are still not sure, remind students to choose an answer (there is a 33% chance they will be correct!).

### 3 SPEAKING What about you?

Students discuss if their opinion about the question in 1 changed after listening to the speaker.

### Extra activity

In pairs, students correct the false statements in 2 (1 and 3). They also say what information was actually given for questions 4 and 6.

### Key

- The 2004 tsunami flooded the Yala National Park.
- Most animals could detect the tsunami before it arrived, but some animals, for example, three water buffalos, didn't hear it and died.
- Elephants can detect small movements of earth.
- The speaker says that humans may once have had a 'sixth sense'.

## ► Grammar in context p102–103

### The passive with *say, know, believe, etc.* 1

#### Test before you teach

Write these sentences on the board:

- 1 People believed that the earth was flat.
- 2 Some people claim that the police use violence.
- 3 They said that 10,000 people were killed.

Ask students to rewrite these sentences using the passive voice. Tell them their sentences should start with the subject *it*. If students seem familiar with the use of the passive with *say, know, believe, etc.*, move quickly through the *Grammar guide* exercises in open class.

#### Key

- 1 It was believed that the earth was flat.
- 2 It is claimed that the police use violence.
- 3 It is said that 10,000 people were killed.

1a Students look at sentences a–e and answer questions 1–3.

#### Key

- 1 *It* is the subject in the first part of these sentences.
- 2 We use the passive in the first part of the sentence because we want to make a general statement about people's views, beliefs or opinions.
- 3 The different tense shows if we are talking about a present or past belief, thought, claim, expectation or knowledge.

#### TEACHER DEVELOPMENT: LANGUAGE

##### The passive with *say, know, believe, etc.*

We use this structure to talk about what people in general say, think or believe about something. These structures are particularly common in the impersonal style of news reports.

1b Students check they know the meanings of the verbs and look them up in their dictionaries if necessary.

#### Key

- believe* – to think that a fact is true  
*claim* – to say that something is true, even though there is no definite proof  
*expect* – to think that something will happen  
*know* – to have learned or found out about something  
*report* – to provide information about something that exists or has happened  
*say* – to think something, or to have a particular opinion  
*think* – to believe something based on facts or ideas

► Refer students to the *Grammar reference* on page 106.

2 Students write complete sentences using the structures in 1. Draw attention to the example sentence.

#### Key

- 1 It was believed that the sun goes round the earth.
- 2 It was thought that the earth is flat.
- 3 It is claimed that dolphins are the most intelligent mammals, after humans.

- 4 It has been said that an asteroid will destroy the world one day.
- 5 It is expected that another big volcano is going to erupt in Iceland soon.
- 6 It is known that volcanic ash can have a terrible effect on planes.
- 7 It was reported that a ten-year-old girl saved more than 100 people in the 2004 tsunami.
- 8 It is said that goldfish haven't got very good memories.

### The passive with *say, know, believe, etc.* 2

3 Students look at sentences a–d and decide if statements 1–5 are true (T) or false (F).

#### Key

- 1 T    2 T    3 T    4 T    5 T

► Refer students to the *Grammar reference* on page 106.

4 Students complete the second sentence so that it has a similar meaning to the first sentence.

#### Key

- 1 No monkeys are said to have died in the tsunami.
  - 2 Bees are known to be very important for the environment.
  - 3 Global warming is claimed to be responsible for many natural disasters.
  - 4 Many people were reported to have gone missing after the eruption.
  - 5 The *Titanic* was believed to have been unsinkable.
  - 6 Everest wasn't known to be the highest mountain until 1852.
  - 7 Pompeii is said to be the one of the most popular tourist attractions in Italy.
  - 8 A meteorite is believed to have caused the extinction of dinosaurs.
- 5 Students complete the sentences in a logical way.

#### Example answers

- 1 People from my country are said to have a good sense of humour.
  - 2 English people are believed to be big tea drinkers.
  - 3 It's well known that lung cancer is caused by smoking.
  - 4 In the past, it was believed that smoking was not dangerous for your health.
  - 5 Last week in the news it was reported that the number of robberies had gone up.
  - 6 Students are expected to do their homework.
  - 7 Sometimes I'm known to be a bit silly.
- 6 **SPEAKING** Students compare their sentences with a partner and see if they agree with their partner's sentences.

## Passive infinitives and gerunds

7 Students look at sentences a–d and answer questions 1–3.

#### Key

- 1 We make passive infinitives with *to be* + past participle. We make passive gerunds with *being* + past participle.
- 2 We use the passive infinitive in sentences a and d because of the verbs *need* and *want*.
- 3 We use the passive gerund in sentences b and c because of the verb *like* and the preposition *of*.

► Refer students to the *Grammar reference* on page 106.

8 Students choose the correct alternative.

**Key**

- |         |         |         |
|---------|---------|---------|
| 1 to be | 4 be    | 7 be    |
| 2 being | 5 being | 8 to be |
| 3 being | 6 being |         |

9 In pairs, students complete the sentences with passive infinitives and gerunds.

**Example answers**

- One day we'd like to be taken to America.
- We enjoy being told stories in class.
- We're used to being given lots of homework.
- We're afraid of being stuck in a lift.
- We used to be driven to school by our parents.
- We hate being made to do exams.

**Fast finishers**

Students compare their sentences with another pair and choose the most interesting ones. Elicit example sentences from students around the class.

**Homework**

▶ Refer students to the **Workbook, page 69.**

▶ **Developing speaking p104**

**Talking about statistics**

**Warmer**


Think of a famous natural disaster that students are familiar with, e.g. Pompeii, the 2011 Japan earthquake/tsunami, etc., and play *20 Questions*. Students can ask up to 20 *yes/no* questions to find out which disaster you are thinking of. You can only answer *yes* or *no*. When they have guessed the answer, students play again in small groups.

1 Students look at the pie chart and decide if the statements are true (T) or (F).

**Key**

- |     |     |     |     |
|-----|-----|-----|-----|
| 1 T | 3 T | 5 F | 7 T |
| 2 T | 4 T | 6 T |     |

2a Students express the fractions as percentages and vice versa.

2b **LISTENING**  2.14 Play the CD for students to listen and check. Students then practise saying the fractions and percentages.

**Audioscript**

- one-quarter equals 25 per cent
- 20 per cent equals one-fifth
- ten per cent equals one-tenth
- 66.6 per cent equals two-thirds
- one-half equals 50 per cent
- 80 per cent equals four-fifths

**Key**

- |                 |                  |                 |
|-----------------|------------------|-----------------|
| 1 25%           | 3 $\frac{1}{10}$ | 5 50%           |
| 2 $\frac{1}{5}$ | 4 $\frac{2}{3}$  | 6 $\frac{4}{5}$ |

3 Students look at the graph and read the text. Students check that they understand the words in bold, looking them up in their dictionaries if necessary.

**Key**

- rose gradually* – went up slowly
- fell sharply* – went down quickly and by a large amount
- a sharp increase* – a very quick rise
- fluctuated* – changed frequently
- stayed the same* – did not change
- a dramatic rise* – a large increase
- tripled* – multiplied by three
- a significant decrease* – an important fall
- a slight increase* – a small rise

**Extra activity**

Write these phrases on the board:

- go up
- go from 20,000 to 40,000, for example
- go from 40,000 to 20,000, for example
- one in three
- slowly and in small amounts
- important
- in a sudden and surprising way
- most of the people or things in a group

Ask students to find a word or phrase to match to each one in the *Speaking Bank*.

**Key**

- |           |                        |
|-----------|------------------------|
| 1 rise    | 5 gradually/slightly   |
| 2 double  | 6 significant          |
| 3 half    | 7 sharply/dramatically |
| 4 a third | 8 the majority         |

4a **SPEAKING** In pairs, students describe the chart and graph using words and expressions in the *Speaking Bank*.

**Example answer**

In the least developed countries, the majority of victims – nearly two-thirds – were killed by wind storms. Over a quarter of the people were killed by epidemics and almost one in ten were killed by floods. Earthquakes or tsunamis were responsible for almost one in 20 of the victims – 4%. Fewer people were killed by mud slides and drought or related disasters – less than 2% of the total.

The number of people killed by natural disasters fluctuated quite a lot between 1991 and 2005. From 1991 to 1992 the number of people killed fell dramatically. There was then a gradual increase in deaths from 1992 until 1999. From 1992 to 2002, the numbers fluctuated before there was a sharp increase from 2002 until 2004. In 2005, the number of deaths decreased significantly.

4b Students comment on the information in the chart and graph and compare the information with the other statistics on the page.



### Example answer

The number of people affected by epidemics in the least developed countries is dramatically different from developing countries – 28% compared to 8%.

Storms are responsible for nearly two-thirds of the victims in the least developed countries compared to only one in ten in developing countries.

Earthquakes and tsunamis, on the other hand, are responsible for two-thirds of victims in developing countries, but less than a twentieth of victims in least developed countries.

The graph shows that the total number of people affected by natural disasters fluctuates greatly from year to year. The sharp increase in 2004 was probably caused by the tsunami.

## Practice makes perfect

- 5 **SPEAKING** In pairs, students look at page 166 and take turns to talk about the topic using the stimuli. Remind them to use expressions from the *Speaking Bank*. For students who are less confident, photocopy the model text below, and either read it aloud yourself, or ask a strong student to do so. Students can then use this as a guide for their discussion.

### Model text

The material all relates to natural disasters and shows the different types of disasters around the world and the cost of the damage they cause.

The pie chart shows that most disasters are caused by extreme weather and climate conditions. Wind storms, floods, and droughts make up 63%, or nearly two thirds, of the total. On the other hand, earthquakes and volcanoes were responsible for only 10% of the disasters. In my opinion this is a significant and surprising difference.

The second piece of information is a table showing the economic damage caused by natural disasters between 1991 and 2005 (expressed in billions of US dollars), and this confirms the findings of the pie chart. Hydrometeorological disasters, in other words those related to climate and weather, accounted for much more damage than any other type, in all parts of the world. Only in Asia was a significant amount of damage caused by geological phenomena such as volcanoes or earthquakes: about 60% of the damage in Asia was hydrometeorological, and about 40% was geological. Europe and Oceania reported much less economic damage than Asia and the Americas, where disasters between 1991 and 2005 cost hundreds of billions of dollars, but Africa reported very little damage (less than 3% the amount of damage reported in the Americas).

Finally, the newspaper headline claims that the number of natural disasters is rising. This is a worrying claim, as the other evidence shows that these disasters cause a lot of damage and cost a lot of money. Furthermore, as many of the disasters are related to weather, climate change is likely to cause a significant increase in the number of these disasters, which could have a dramatic financial impact.

### Extra activity

Students write a brief report about the statistics they discussed in 5.

### Study skills

Students read how to keep talking in oral exams, even when they don't know a word. Tell students to turn to page 148 (*Speaking – When you don't know a word*) for more ideas.

### TEACHER DEVELOPMENT: STUDENT TRAINING

#### When you don't know a word

Paraphrasing – using other, simpler words to describe an unknown word – is a skill that can help students get out of a difficult situation in an oral examination. Techniques for paraphrasing include (examples are to paraphrase the word *dramatic*):

- saying synonyms or related words, e.g. *sharp, significant*
- saying the opposite word, e.g. *not gradual or slow*
- describing the situation, using enough details to make the word clear, e.g. *there was a big and important event that surprised everyone*
- giving a specific example, including when, where or with whom the word is used, e.g. *for example, when the tsunami happened, people were very shocked and surprised, and they didn't know what to do*

### Extra activity

In pairs, students write five to ten words from the unit on slips of paper and give them to another pair. Each pair divides the slips of paper between them and takes it in turn to describe their words for their partner to guess, e.g. A: *when the ground moves a lot*; B: *earthquake*.

### Homework

- ▶ Refer students to the **Workbook, page 70**.

## ▶ Developing writing p105

### An opinion essay 2

#### Warmer

Write this question on the board: *Is it worth giving money to charity? Why/Why not?* Ask students to discuss the question in small groups and share their ideas with the class.

#### Example answers

I think it's worth giving money to charity as people in developed countries should share their money with poor people who need help.

I don't give money to charity because it all gets spent on administration costs and people's salaries. The people who really need help don't see very much of the money.

- 1 **SPEAKING** In pairs, students describe what they can see in the photos and what they think about them.

**Key**

The photos show charity workers handing out food to hungry people and doctors treating a sick child.

- 2 Students read the question and think about their opinion. Tell them to make notes.
- 3 **SPEAKING** Students discuss the question in 2 with the rest of the class. You could have a class vote to see who is in favour of giving money and who is not.
- 4 Students read the essay and decide if the writer's opinion is similar to theirs.
- 5 Students read the essay again and put the underlined words and expressions in the correct list.

**Key**

**Expressing opinions:** *In my opinion, I believe that*

**Adding ideas:** *What is more, Another thing to bear in mind is that, Furthermore*

**Putting ideas in order:** *The first point to make is that*

**Contrasting ideas:** *However, Although, even though*

**Concluding:** *In conclusion*

- 6 Students look at how *even though, although* and *however* are used in the text. Elicit which words join two halves of a sentence and which words introduce a new sentence. Students then check their answers by reading the information in the *Writing Bank* and check that they understand the meaning of all the linkers.
- 7 **SPEAKING** In pairs, students look at the statement and brainstorm ideas. Students then organise their ideas and make a paragraph plan (refer students to 2 on page 27).

**TEACHER DEVELOPMENT: STUDENT TRAINING**

**Brainstorming**

It is important to spend time on this brainstorming stage as it makes the next steps easier. Students can then select and order their ideas to write a first draft of their text. Their goal at this point is to include the main points from the brainstorming phase in one text. Students should not rewrite, revise or edit at this stage. In the first draft, spelling, grammar, punctuation or word choice are not important.

**Practice makes perfect**

- 8 Individually, students write their essay. Remind them to include linkers and refer to the information in the *Writing Bank*. For students who are less confident, photocopy the model text below for extra support during the writing task.

**Model text**

If global warming is real, it is strange that hardly anybody is doing anything to slow, stop and repair the damage. In my opinion, people are not motivated to do anything about it because scientists seem to be unsure about what exactly is happening to the planet, or if it is actually as harmful as some people would believe.

The first point to make is that people need to be educated about global warming and its impact on our planet. However, many people don't trust scientists and politicians and don't believe that making sacrifices now will make a difference in the future. What's more, some people think that global warming is a good thing because of the warmer weather.

Another thing to bear in mind is that most people think the effects of global warming will not happen in their lifetime so it is not their problem. Furthermore, people have other problems in their lives, which seem more urgent and important, so they don't have time to worry about global warming.

In conclusion, I believe that very few people are prepared to change their lifestyle to help the situation even though there could be disastrous consequences. Unless we educate people about global warming, the situation will not change.

**Study skills**

Students read about editing their text once they have finished. Tell students to turn to page 148 (*Writing – Editing your text*) for more ideas.

**TEACHER DEVELOPMENT: STUDENT TRAINING**

**Editing**

Once they have written a first draft, students should proofread their text for spelling, grammar and punctuation mistakes and make sure they have used a variety of structures. Editing is the revision process when students take a global look at their text and decide if the text flows in a clear, well-organised way. Students should concern themselves with clarity, coherence and unity. Tell students to reread the essay, out loud if possible, to make sure that it flows well and that it makes sense as a whole. Repetitive sentences are irritating and distract the reader's attention from content – students should ask themselves if everything in their essay is there for a reason.

**Extra activity**

In pairs, students read out their texts to each other for their partner to comment on their ideas and correct any errors they hear.

**Homework**

- Refer students to the *Workbook*, page 71.

## ► Grammar revision p107

Students read the *Grammar reference* and *Vocabulary* sections on page 106 before completing the revision exercises on the following page.

### The passive

- 1 Students rewrite the sentences to change the form from active to passive or passive to active.

#### Key

- 1 The boy and girl were rescued by a boat.
- 2 The damaged towers are going to be rebuilt by a Japanese company.
- 3 A famous architect had designed the airport.
- 4 The port won't have been destroyed by the waves.
- 5 The awards are being presented by Angelina Jolie tonight.
- 6 A report should have been written about the catastrophe.

### The passive: verbs with two objects

- 2 Students put the words in the correct order and then make the sentences active. Draw attention to the example sentence.

#### Key

- 1 You will be sent an important email. We will send you an important email.
- 2 I was given a camera for my birthday. They gave me a camera for my birthday.
- 3 They are being shown a film about natural disasters. They are showing them a film about natural disasters.
- 4 Young children are often told stories by their parents. Parents often tell their young children stories.
- 5 The actor has been paid a million dollars. They have paid the actor a million dollars.
- 6 I was lent some money by my sister. My sister lent me some money.

### The passive with *say, know, believe, etc.*

- 3 Students find the mistakes in the sentences and rewrite them correctly.

#### Key

- 1 It is often claimed **that Paris is** one of the most beautiful cities. **Paris is often claimed** to be one of the most beautiful cities.
- 2 Galileo Galilei is said to **have invented** the telescope.
- 3 **An accident** was reported to have started the fire.
- 4 Avalanches are said **to be** caused by loud noises.
- 5 A long time ago the moon **was** believed to be made of cheese.

### Passive infinitives and gerunds

- 4 Students complete the sentences with the correct form of the verbs given.

#### Key

- |                     |               |
|---------------------|---------------|
| 1 being interviewed | 3 being woken |
| 2 to be given       | 4 to be found |

## ► Vocabulary revision p107

### Natural disasters

- 1 Students write simple definitions or explanations for the words.

#### Key

- 1 If water floods a place, it covers it.
- 2 a situation in which a disease spreads very quickly and infects many people
- 3 a heavy fall of earth and rocks down the side of a mountain or steep slope
- 4 a long period of time when there is little or no rain and crops die
- 5 when a large area of land and trees is burnt

### Words connected with natural disasters

- 2 Students match the definitions to the words on page 106.

#### Key

- |            |                |         |
|------------|----------------|---------|
| 1 tremor   | 4 spread       | 7 burst |
| 2 casualty | 5 head towards | 8 ash   |
| 3 damage   | 6 evacuate     |         |


### Prepositional phrases with verbs

- 3 Students match the verbs and prepositions.

#### Key

- |     |       |     |       |
|-----|-------|-----|-------|
| 1 e | 3 d/g | 5 f | 7 d/g |
| 2 b | 4 a   | 6 c |       |

► Refer students to the **Workbook**, pages 72–73.

 You can find the Unit 8 tests on the Gateway Tests CD and a progress test in the **Workbook**, pages 96–97.

### Gateway online

For useful and motivating additional practice across a range of skills and task types, students can access *Gateway Online*: [www.gateway-online.net](http://www.gateway-online.net)

- Video activities
- Listening activities
- Writing activities
- Test yourself activities
- Language games

# Gateway to exams Units 7–8

## ▶ Reading p108

- 1 In pairs, students discuss if they would go on holiday to an area where a natural disaster is happening and say why or why not.
- 2 Students read the text and choose the best answers.

**Recording:** Units 7 and 8 Gateway to exams on [www.gateway-online.net](http://www.gateway-online.net)

### Key

1 c    2 a    3 a    4 b    5 b    6 b

### Tip for Reading Exams

Students read the tip for doing multiple-choice activities in reading exams. Tell students to look at *Exam success* on page 152 for more ideas.

## ▶ Listening p109

- 3 **LISTENING** **2.15** Play the CD for students to listen to two people talking about new rescue services in the USA and decide if the statements are true (T), false (F) or the information is not given (NG):

### Audioscript

**Boy:** Hey, look at this website.

**Girl:** Let's see. What is it?

**Boy:** Well, I'm doing this project for school about natural disasters and I've got to do something about hurricanes. But I've just found this website for a company that helps you to escape them – hurricanes, that is.

**Girl:** How? By helicopter or what?

**Boy:** Yes, you'd expect it to be a helicopter, wouldn't you? But it says there that they 'evacuate you in style'. It's basically a private jet company.

**Girl:** That must be expensive.

**Boy:** It doesn't say, but, yeah, it must be really expensive. The only good thing is that it says you can take small pets on the jet for free. It says that not only can you hire a plane to get out of the hurricane zone, they can also reserve five-star hotels for you, including transfer to the hotel by limousine!

**Girl:** Are you sure? It sounds more like the holiday of a lifetime than a rescue mission.

**Boy:** Hmm. That's exactly what their slogan is: 'Turn a disaster into a vacation'.

**Girl:** So, let's see if I understand. You live in a place like Florida where they often have hurricanes. You know a hurricane is on its way. Couldn't you just book a normal flight to get away? That'd be much cheaper.

**Boy:** Yes, but that's what happened to the man who started this company. The storm was on its way and he started to look for standard commercial flights out of the area for him and his family and they were all fully booked. So they got into their car and started driving, but the roads were blocked with so many people trying to get away that they just gave up and headed back. That's when he got the idea.

**GIRL:** But it's not really fair, is it? It's OK if you're rich, but otherwise ...

**BOY:** I suppose if those people have got enough money to take a private luxury flight it'll probably leave more free spaces on normal flights. Hmm. It doesn't actually give prices, but it does say you have to pay a membership fee each year and then you have to pay for the flight separately. But the director of the company says he's sure that lots of people are going to pay to join.

**GIRL:** Yeah, I'm sure that some people have got enough money for that. I read recently that when there were those forest fires in California, while most houses were completely destroyed one or two were still in perfect condition. The owners had enough money to pay a company to cover their houses in a special spray that slowed down the effects of the fire, and then the company sent special mobile units to put the fire out round the house.

**BOY:** Look. Now I've found another hurricane company. They promise to supply you with generator-produced electricity and fuel after a storm hits. So that if you have a business, you can keep it running despite the storm. Or another one that helps you to prepare an evacuation by boarding up all the windows of your house, emptying the fridge and doing anything else you need.

**GIRL:** So, is it offering a brilliant service or is it just making money from death and destruction?

**BOY:** I don't know, but it does prove one thing.

**GIRL:** What?

**BOY:** You can find anything on the Internet these days if you look hard enough.

### Key

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

- 4 In pairs, students say what they think of the services they talk about in the listening. Students discuss if they are fair and say why or why not.

### Tip for Listening Exams

Students read the tip about how to do *True/False/Not given* activities and look at *Exam success* on page 152 for more ideas.

## ▶ Writing p109

- 5 In pairs, students discuss the questions.
- 6 Individually, students write a review. Remind them to follow the paragraph plan and use linkers to introduce and sequence arguments and make contrasts. For students who are less confident, photocopy the model text below for extra support during the writing task.

## Model text

I regularly visit many different websites, like Google and Wikipedia. However, my favourite website is Facebook. It's a social-networking website which allows you to interact with your friends in a way that you could never ever do before.

I found Facebook because a friend suggested it to me and I've been using it ever since. I add all my friends, classmates and family and sometimes people I want to get to know. This is the main objective of this website, but it has a lot more applications. For example, you can write about your interests, post photos, share videos. Everything you write is published on your 'wall' so that your friends can see it.

I like Facebook because you are aware of everything your friends are doing – their comments, thoughts, activities, likes/dislikes, etc. You feel much more connected to all your friends, even people you don't see very often.

Facebook is, in my opinion, a great invention and I'm very happy to have found this website. I would recommend it to everyone because there is nobody who isn't interested in other people. It's also a great way to stay in touch with old friends or make arrangements with current friends. Communicating is so easy with Facebook.

### Tip for Writing Exams

Students read the tip for writing reviews and turn to *Exam success* on page 152 for more ideas.

## ▶ Speaking p109

- 7 Students look at the expressions and decide which we use for giving emphasis and which we use to give examples.

### Key

**Giving emphasis:** You have to remember that ...; I really do think that ...; You can't deny that ...


**Giving examples:** Take ..., for instance; You only have to think of ...; Just to give you an idea ...

- 8 Students look at the statement, decide what their opinion is and make notes.
- 9 In groups of three, students discuss their opinions. Remind them to use expressions to give emphasis and examples.

### Tip for Speaking Exams

Students read the tip on discussion activities in speaking exams and turn to *Exam success* on page 152 for more ideas.

### 'Can Do' Progress check

- 10 Students turn to page 155 to check their progress. Ask students to mark from 1 to 4 how well they can do these things in English. Ask students to look at their marks and decide what they think they need to do to improve. Elicit suggestions on how to improve their work.
-  You can find the Unit 7 and 8 tests on the Gateway Tests CD and a progress test in the Workbook, pages 96–97.

# 9 High-tech heaven

<b>Vocabulary/ Developing vocabulary</b> p110, 113	<ul style="list-style-type: none"> <li>▶ Everyday technology</li> <li>▶ Verbs connected with technology</li> <li>▶ Phrasal verbs connected with technology and computers</li> </ul>
<b>Reading</b> p111	<ul style="list-style-type: none"> <li>▶ Reading for global and specific information</li> <li>▶ Inventions</li> </ul>
<b>Grammar in context</b> p112–113, 116–117	<ul style="list-style-type: none"> <li>▶ Relative clauses</li> <li>▶ Nominal clauses with <i>that, what</i> and <i>all</i></li> </ul>
<b>CLICK onto ... Computer safety</b> p114–115	<ul style="list-style-type: none"> <li>Cross-curricular – Computer science</li> <li>▶ The world of hackers</li> <li>Literature</li> <li>▶ <i>Hybrids</i> by David Thorpe</li> </ul>
<b>Listening</b> p116	<ul style="list-style-type: none"> <li>▶ Listening for general and specific information</li> <li>▶ Problems with technology</li> </ul>
<b>Developing speaking</b> p118	<ul style="list-style-type: none"> <li>▶ Discussions 2</li> </ul>

<b>Developing writing</b> p119	<ul style="list-style-type: none"> <li>▶ A report</li> </ul>
<b>Language reference and revision</b> p120–121	<ul style="list-style-type: none"> <li>▶ Grammar: defining relative clauses, non-defining relative clauses, nominal clauses with <i>that, what</i> and <i>all</i></li> <li>▶ Vocabulary: everyday technology, verbs connected with technology, phrasal verbs connected with technology and computers</li> </ul>
<b>Study skills</b> p148	<ul style="list-style-type: none"> <li>▶ Reading – Understanding references in a text</li> <li>▶ Speaking – Sentence stress</li> </ul>
<b>Exam success</b> p153	<ul style="list-style-type: none"> <li>▶ Use of English – Cloze activities</li> <li>▶ Writing – Reports</li> </ul>
<b>MATERIALS</b>	<ul style="list-style-type: none"> <li>▶ DVD (optional): <i>Hackers</i></li> <li>▶ Resource materials teacher's notes: p176</li> <li>▶ Resource materials: p202–204</li> <li>▶ Test 9A and B – Gateway Tests CD</li> </ul>

## ▶ Vocabulary p110

### Everyday technology

#### Warmer

In pairs, students discuss the meaning of the unit title *High-tech heaven* and what they think the unit is going to be about. Elicit examples of high-tech equipment.

#### Key

*High-tech* refers to the most advanced technology available, e.g. MP3 player, smart phone, broadband Internet, etc. *Heaven* means it is perfect for those who like technology.

- 1 **SPEAKING** In pairs, students match the words in the columns to make everyday inventions and decide what we use each invention for.

#### Key

*dishwasher* – a machine that washes dishes  
*washing machine* – a machine for washing clothes  
*remote control* – a piece of equipment that you use for controlling a machine, such as a television or stereo system, from a short distance away  
*microwave* – an oven that cooks food very quickly by passing electricity through it, instead of using heat  
*laptop* – a small computer that you can carry with you  
*mobile phone* – a small phone that you can carry around with you  
*laser printer* – a type of printer that you use with a computer, using light from a laser to make very clear letters and pictures  
*camcorder* – a small camera used for recording pictures and sound onto videotape  
*vacuum cleaner* – a piece of electrical equipment that cleans floors by sucking up dirt  
*hairdryer* – a piece of electrical equipment used for making your hair dry after you have washed it  
*digital camera* – a camera that takes and stores pictures in the form of electronic signals  
*satnav* – satellite navigation: a system for finding the best way to a place using information from satellites. It is often found in cars.

- 2 Students match the words with the definitions 1–10.

#### Key

- |                |               |
|----------------|---------------|
| 1 device       | 6 flash drive |
| 2 network      | 7 broadband   |
| 3 touch screen | 8 wireless    |
| 4 charger      | 9 coverage    |
| 5 keyboard     | 10 plug       |

- 3 In pairs, students discuss the questions. Ask different pairs to share their answers with the class.

#### Fast finishers

Students think of more words connected to the unit theme, e.g. *scanner, e-book, software, network, emails*, etc. and write a short definition for each one. When the class has finished the previous activity, they read out their definitions for the others to guess the word.

### Verbs connected with technology

- 4 In each sentence, students choose the correct alternative and then say what the other word means. Remind students that in two cases, both alternatives are correct.


#### Key

- pressing/pushing
- stream (*download* – to move information to your computer from another computer system or the Internet)
- gone dead (*recharge* – to put more power into a battery)
- insert (*plug in* – connect a piece of equipment to an electricity supply)
- dial (*type* – to write something using a keyboard)
- crashing/freezing
- upgrade (*install* – to put a new program or piece of software into a computer so that you can use it)
- set (*delete* – to remove information stored in a computer)
- select (*adjust* – to change something slightly in order to make it better, more accurate or more effective)

## TEACHER DEVELOPMENT: PRONUNCIATION

### Word stress in nouns and verbs

Point out to students that there are many two-syllable words in English whose meaning and class change with a change in stress. In two-syllable verbs, the stress is usually on the second syllable. In two-syllable nouns, the stress is usually on the first syllable, e.g. *I want to download this song. The download didn't work.*

- 5 **LISTENING**  2.16 Play the CD for students to listen to somebody giving instructions and decide what exactly the instructions are for.

### Audioscript

OK, first make sure the computer is plugged in and then switch it on. On my computer you have to press a button on the right. You don't need to keep pressing, just press once. Wait for the computer to start up. Mine usually takes a couple of minutes. Then click on the bottom right corner of the screen, where you can see the time and date. Just click once. Click the right button, not the left. Then you can see a calendar and a clock. It shows you where to change the day and time and you click there. It's really easy. Once you've got the day, date and time you want, just press 'accept'. Or you can click in the right corner again and the window on the screen closes. And that's all you have to do!

### Key

The instructions are for setting the day, date and time on a computer.

- 6 Individually, students write instructions to describe the steps they need to take to call a friend if their mobile phone is switched off and the battery is dead. Draw attention to the example sentence.

### Example answer

Plug in the charger and connect the phone. Turn the mobile on. Type in your pin code. Wait for the phone to get a signal. Select your friend's name from your contacts list and press the 'call' button. Put the phone to your ear and wait for your friend to answer.

- 7 **SPEAKING** In pairs, students read their instructions to their partner and compare them to see if they are the same.

### Extra activity

Students write instructions for how to play a DVD or how to heat food in a microwave.

## TEACHER DEVELOPMENT: LANGUAGE

### Giving instructions

Instructions are usually written with the imperative form of the verb, e.g. *Switch on the computer.* Sequence is also important so we often use words such as *first, then, next*, etc.

### Homework

- Refer students to the **Workbook, page 74.**

## ► Reading p111

### Warmer

In pairs or small groups, students discuss which everyday invention from page 110 they use most and which they never use, and say why.

### Example answers

The invention I use most is a mobile phone because I use it several times a day to call or text my friends and family. I never use a satnav because I can't drive.

- 1 **SPEAKING** In pairs, students look at the photos and discuss what the inventions do. Elicit ideas from students around the class.
- 2 Students read the texts and match each text with a photo. Remind them that one of the texts does not have a matching photo.

 **Recording:** Unit 9 p111 Reading on [www.gateway-online.net](http://www.gateway-online.net)

### Key

1 a      2 c      3 b  
Text 4 does not have a matching photo.

- 3 Students read the texts again and put the sentences into the gaps 1–12.

### Key

1 i      3 e      5 h      7 k      9 a      11 f  
2 g      4 c      6 b      8 d      10 j      12 l

### Study skills

Students read about reference words in a text and how they help get a better understanding of the text. Tell students to turn to page 148 (*Reading – Understanding references in a text*) for more information.

## TEACHER DEVELOPMENT: LANGUAGE

### References

Reference words such as *this, that, there, it, they* refer us backwards or forwards in a text to clarify meaning. By asking learners to identify what or who the pronouns in a text refer to, we can raise awareness of text cohesion.

- 4 Students look at the highlighted words in the text and say what they refer to. Draw attention to the example.

### Key

**Text 1:**  
it = the object  
that's = a panic button

**Text 2:**  
it = light  
it = the object

**Text 3:**  
it = a dog  
it's = the invention  
it = the noise the dog makes  
them = the microphone and the receiver  
it = the device

**Text 4:**  
them = smells of various fruits

- 5 Students work out the meaning of the underlined words in the text by looking at the context. They then look up the words in their dictionaries to check their answers.

**Key**

*tags* – small labels that are fixed to something  
*beeping* – a short high sound or several short high sounds  
*sources* – the places or people where something began  
*bends* – becomes curved or folded and not straight  
*barks* – makes the short loud sound a dog makes  
*therapeutic* – an activity that is therapeutic makes you feel better or calmer  
*assign* – to decide that something has a particular name, use, or value

6 **SPEAKING** What about you?

In pairs or small groups, students give each invention described in the reading texts a mark from 1 to 10 depending on how useful they think it is.

**Extra activity**

Students join with another pair or group to compare the marks they gave in 6 and justify their decisions to each other. Each group should aim to agree on a mark for each invention.

**Homework**

▶ Refer students to the **Workbook**, page 75.

▶ **Grammar in context**  
 p112–113

**Relative clauses**

**Test before you teach**

Divide the class into two teams. Team A is noughts (0) and Team B is crosses (X). Draw a 3x3 grid on the board and write relative pronouns (*which, who, that, whose, when, why*) in the spaces (some will appear more than once). Add a question mark (?), plus sign (+) or minus sign (-) next to each pronoun depending on whether you want students to form an interrogative (?), affirmative (+) or negative (-) sentence. Teams take it in turns to choose a square and say a correct sentence using the relevant relative pronoun, e.g. *which (?)*: *Did you go to the cinema which has 10 screens?* If their sentence is correct, write a 0 or a X in that square. The first team to win three squares in a row (horizontally, vertically or diagonally) wins the game.

If the students are familiar with relative clauses, move quickly through the exercises in the *Grammar guide*, eliciting answers from students in open class.

- 1 Students look at sentences a–f and answer questions 1–9.

**Key**

- 1 a, c, d. They do not have commas.
- 2 b, e, f. They have commas.
- 3 We use *which* with things. We use *who* with people.
- 4 We use *whose* for possessions, *where* for places, *when* for times and *why* for reasons.
- 5 Yes, we can replace *which* with *that* in defining clauses.
- 6 No, we can't replace *which* with *that* in non-defining clauses.
- 7 No, we can't leave out the relative pronoun in non-defining clauses.

- 8 No, we can't omit the relative pronoun in sentences a or d because *which* and *who* are followed by verbs.
- 9 Yes, we can omit the relative pronoun in sentence c because it is followed by a pronoun.

▶ Refer students to the *Grammar reference* on page 120.

**TEACHER DEVELOPMENT: LANGUAGE**

**Relative clauses**

**Defining relative clauses** give essential information to define or identify the person or thing we are talking about. Some key points about this kind of relative clause are:

- Commas are not used in defining relative clauses, e.g. *The house which is on the hill is very big.*
- *Who, whom* and *which* can be replaced by *that*. This is very common in spoken English, e.g. *The house that is on the hill is very big.*
- *Whom* is very formal and is only used in written English, e.g. *The candidate whom I recommended for the job was Mexican.*
- The relative pronouns *who, which* and *that* can be omitted when followed by a noun or a pronoun. This is especially common in spoken English, e.g. *The boy we spoke to last night was very good-looking.*
- Relative clauses with *who, which, that* as subject pronouns can be replaced with a participle. This makes the sentence shorter and easier to understand, e.g. *I told you about the boy who lives next door.* → *I told you about the boy living next door.*

**Non-defining relative clauses** give extra, non-essential information. It can help students to think that this information might be followed by the words 'by the way', i.e. it is additional information and could be presented as two separate statements. Some key points about this kind of relative clause are:

- Non-defining relative clauses are always separated from the rest of the sentence by commas. The commas have a similar function to parentheses, showing the information is not vital to the sentence, e.g. *The house on the hill, which is 150 years old, is very big.*
- We can't use *that* instead of *who, whom* or *which* and we can't leave out the relative pronoun, even when it is the object of the verb in the relative clause, e.g. *He gave me the present, which was wrapped in pink paper. He gave me the present, which I opened immediately.*
- Non-defining clauses can be introduced by expressions like *all of, many of* + relative pronoun, e.g. *I've got a lot of friends in my class, many of whom I have known for years.*

- 2 Students delete the pronouns where possible. Elicit why it is possible and not possible in each case.

**Key**


- a not possible – non-defining relative clause
- b not possible – relative pronoun followed by a verb
- c not possible – we can only replace the relative pronouns *who, which* and *that* when followed by a noun or pronoun
- d not possible – relative pronoun followed by a verb
- e possible – relative pronoun *which* followed by a pronoun
- f possible – relative pronoun *that* followed by a pronoun
- g not possible – relative pronoun followed by a verb
- h not possible – relative pronoun followed by a verb
- i not possible – non-defining relative clause
- j not possible – non-defining relative clause



## TEACHER DEVELOPMENT: PRONUNCIATION

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that's = a panic button

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- We can't use *that* instead of *who, whom* or *which* and we can't leave out the relative pronoun, even when it is the object of the verb in the relative clause, e.g. *He gave me the present, which was wrapped in pink paper. He gave me the present, which I opened immediately.*
- Non-defining clauses can be introduced by expressions like *all of, many of* + relative pronoun, e.g. *I've got a lot of friends in my class, many of whom I have known for years.*

- 2 Students delete the pronouns where possible. Elicit why it is possible and not possible in each case.

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- a not possible – non-defining relative clause
- b not possible – relative pronoun followed by a verb
- c not possible – we can only replace the relative pronouns *who, which* and *that* when followed by a noun or pronoun
- d not possible – relative pronoun followed by a verb
- e possible – relative pronoun *which* followed by a pronoun
- f possible – relative pronoun *that* followed by a pronoun
- g not possible – relative pronoun followed by a verb
- h not possible – relative pronoun followed by a verb
- i not possible – non-defining relative clause
- j not possible – non-defining relative clause

- 3 Students complete the sentences with the correct relative pronoun(s). Tell students to write '-' if they think no pronoun is necessary.

**Key**

- |                |                |        |
|----------------|----------------|--------|
| 1 which/that   | 5 where        | 9 why  |
| 2 when         | 6 which        | 10 who |
| 3 which/that/- | 7 which/that/- |        |
| 4 who          | 8 whose        |        |

- 4 Students decide if the sentences are correct and rewrite the incorrect sentences.

**Key**

- B: The book which is about computer science. (no comma)
- Mark's printer, that **which** is wireless, is really expensive.
- I'm not sure, but I think that's the email that I sent it.
- ✓
- I could see there was a problem the moment **which** **that/-** he walked through the door.
- ✓
- Do you know the reason **which** **why** this computer isn't working?
- They're the two people **who's** **whose** invention became really popular.
- ✓
- ✓

- 5 Students rewrite the sentences as one sentence using a non-defining relative clause.

**Key**

- The inventor of the remote control, whose name was Robert Adler, didn't like watching TV.
- Remote controls, which first appeared in 1956, were originally called 'space commands'.
- Robert Adler, who was born in Vienna, went to university there.
- Adler, who invented more than 180 different things, was a brilliant physicist.
- Adler, whose most successful invention was the remote control, was especially proud of his work on the technology used in computer touch screens.
- His remote control, which was replaced by infrared systems in the 1980s, used ultrasonic frequencies.
- In 2007, when he was ninety-three, Robert Adler died.
- Adler wasn't very interested in his own invention, which changed the way we live.

- 6a Students look at the sentence halves and decide what the word *which* refers to in each case.

**Key**

- changing mobile phone every six months
- using helicopters instead of cars
- using electricity not petrol
- the fast growth of the Internet
- technology controlling humans
- mobile phones being able to do everything computers can

- 6b Students complete the sentences in 6a with their own ideas.

**Example answers**

- ... which is OK if you don't have to pay.
- ... which sounds impossible considering how expensive it is to go by helicopter.
- ... which will be much better for the environment.
- ... which could be a problem in the next few years.

- ... which is a scary idea for many people.
- ... which will mean fewer people buy computers.

- 7 **SPEAKING** Students compare their answers in groups to see if they have similar ideas.

**Extra activity**

Hold a *Sentence auction*. Divide the class into three teams: Teams A, B and C. Each team writes three correct and three incorrect sentences with relative clauses and then hands their sentences to you. Tell each team they have €1000 to spend at the *Sentence auction* and the aim is to buy correct sentences.

Read out one of Team A's sentences for Teams B and C to decide if the sentence is correct. If they think it is correct, they must bid for the sentence. To buy the sentence, a team must offer more money than the other teams. Every time they win a bid, they must write down the amount they paid. Read out each team's sentences for the other two teams. At the end of the auction, students subtract the amount they spent from their €1000 total to get their new total. Ask a member of each team to read out the sentences they bought for the class to decide if they are correct or incorrect. If it is correct, students add the amount they paid for that sentence to their new total. If it is incorrect, they subtract the amount they paid. The team with the most money is the winner.

- **Resource materials:** See Unit 9 Grammar worksheet on page 202.

**Homework**

- Refer students to the **Workbook**, page 76.

► **Developing vocabulary p113**

**Phrasal verbs connected with technology and computers**

- 1 Students look at the sentences and match the phrasal verbs with their meanings a-j.

**Key**

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

- 2 **SPEAKING** Students look at the pictures and answer the questions using a phrasal verb.

**Key**

- |                                 |                              |
|---------------------------------|------------------------------|
| 1 to scroll across              | 4 The battery's running out. |
| 2 to print something out        | 5 The alarm is going off.    |
| 3 It isn't picking up a signal. |                              |

**Fast finishers**

Students draw a picture to illustrate another phrasal verb from 1 and get another student to guess the word.

- **Resource materials:** See Unit 9 Vocabulary and Communication worksheets on pages 203 and 204.

**Homework**


- Refer students to the **Workbook**, page 77.

## ► Click onto ... Computer safety p114–115

### Warmer

Play *Hot seat* to start the class. Divide the class into two teams: Team A and Team B. Ask a volunteer from Team A to sit with his/her back to the board. Choose an everyday invention from page 110 and write the word on the board. Team A must define this word for the volunteer to guess. When the student guesses correctly, write another word on the board and continue this process for one minute. Then do the same with Team B. The team who correctly defines and guesses the most words in one minute is the winner.

## Cross-curricular – Computer science: The world of hackers

- 1 In pairs, students discuss why people hack into computers and make a list of reasons.
- 2 Students look at the words related to the world of hackers in the notebook. Elicit from students if they know anything about the words or what significance they may have.
- 3 **LISTENING**  2.17 Play the CD for students to listen to a radio programme about hackers. Students check their ideas in 2 and make notes about the words and their significance.

### Audioscript

**MARIE:** Now, our next story comes from DEF CON. DEF CON is the world's largest annual meeting of hackers from all over the world. Each year thousands of people meet in Las Vegas. There are talks, competitions, games. It sounds like it's all just a lot of fun, but there's a serious side too, so serious that the FBI and the US Department of Defense go along too to check out what's happening. Someone else who went this year was our reporter, Nick Dawson. Today Nick's here to tell us about it. Nick, what was the conference like?

**NICK:** Like you say, Marie, it was fun, but it was quite scary too in some ways. I spent a lot of time with Misterio, which is the nickname of a white hat whose ...

**MARIE:** *[interrupting]* Sorry, did you say white hat?

**NICK:** Yes, that's right. I should explain that all hackers are either white hats, black hats or grey hats. The white hats are people who are not doing anything illegal. Black hats are people who are hacking for criminal reasons, usually to steal money. And grey hats are people who sometimes do bad things but for good reasons. Now, Misterio, for example, when he was young, he spent a lot of time hacking and found he was really good at it. But he knew he didn't want to get into anything illegal. So people hire him to protect themselves against illegal hackers. He knows all the tricks, so he can catch other people who are trying to use them to hack into the computers of the people he works for. Somebody like Misterio can be paid tens of thousands of dollars a week.

**MARIE:** That's a lot of money.

**NICK:** Yes, but he could be saving you millions by keeping all your customers' information safe. That's why the US Department of Defense goes along to these conferences too. They want the hackers to work with or for them, but not against them.

**MARIE:** So, what are the basic things that a hacker does?

**NICK:** To get into your computer and start controlling it, one of the first things hackers do, of course, is to discover your password. But you probably know that most of us make it easy for the hackers because the most popular passwords are the numbers one, two, three, four or the word *password*! Lots of people use their name or their children's names as their password too, or the name of a famous person. A hacker will tell you that it's always much more effective to have a password with at least eight characters. Those characters should include at least one capital letter and a symbol or a number. That makes it more difficult for the hackers, even when they use special software to discover the password.

**MARIE:** Do hackers write their own programmes and software?

**NICK:** The experts do. But there are also people called script kiddies. All *they* do is use the programmes and software that other hackers have invented.

**MARIE:** OK. What else do hackers do?

**NICK:** Key logging is another typical trick. The hacker connects to somebody else's computer and monitors every key that is pressed. That way the hacker can discover passwords and other security information.


**MARIE:** And IP spoofing? I've heard the term, but have no idea what it is.

**NICK:** Hmm, IP spoofing is what hackers do to hide their real identity online. You see, all the information you send via the Internet contains information about the computer it's come from. With IP spoofing, you can make it look like the information you are sending is coming from somewhere else. That's how hackers can get through security systems or attack a network by flooding it with data.

**MARIE:** So hackers are continually thinking up new ways of getting access to other computers.

**NICK:** Yes. That's why it's important to have white hats, who can be as good as or better than the black hats. And that's why meetings like DEF CON are so useful too.

**MARIE:** Thanks, Nick. I think I'll go next year!

- 4  Play the CD again for students to take more notes. In pairs, students complete the sentences. Elicit answers from different students around the class.

### Key

- 1 DEF CON is an occasion when hackers from all over the world meet.
- 2 Las Vegas is the place where they meet every year.
- 3 White hats are hackers who are not doing anything illegal.
- 4 Black hats are hackers who are hacking for criminal reasons, usually to steal money.
- 5 1234 is a password which is very popular.
- 6 Script kiddies are people who use the programmes and software that other hackers have invented.
- 7 Key logging is when the hacker connects to somebody else's computer and monitors every key that is pressed.
- 8 IP spoofing is when hackers hide their real identity online.

- 5 **SPEAKING** What about you?

In pairs or small groups, students discuss the questions.

### Inside information

Students read the 'dos and don'ts' about passwords.



### Cultural information

A 'hacker' is a person who breaks into computers and computer networks, either for profit or motivated by the challenge. The term can be traced back to the 1960s at MIT (Massachusetts Institute Technology) – the first institution to offer a course in computer programming and computer science – where a group of MIT students took programs and made them perform actions not intended for that program. These students called themselves 'hackers'.

## Literature: *Hybrids* by David Thorpe

- 6 Students read the information from the back of a novel and answer the questions.

#### Key

- 1 a sci-fi thriller
- 2 The novel is about a virus which causes its sufferers to merge with items of technology.
- 3 Johnny Online and Kestrella
- 4 They are afraid of being sent to the Centre for Genetic Rehabilitation.

- 7 Students read the text and answer the questions.

**Recording:** Unit 9 p115 Click onto ... on [www.gateway-online.net](http://www.gateway-online.net)

#### Key

- 1 He became interested in the Internet because he was lonely at boarding school and his parents didn't pay him any attention.
- 2 Johnny is not becoming a machine because his body still works like any other human being's – he is turning into a new kind of living organism.
- 3 Johnny is trying to connect to the Internet to find a way out of the Centre for Genetic Rehabilitation and to make contact with the outside world.
- 4 When Johnny connects to the Internet, something attacks him.
- 5 It is both a computer virus and a physical virus because its effects – memory blocks and system shutdown – are like a computer virus, but the other symptoms – he feels faint, sweats and shakes – are like a physical virus.
- 6 Johnny beats the virus by running a security and virus check on himself.

### Inside information

Students read the information about the novel, *Hybrids*.

### Word booster

Students match the words and definitions.

#### Key

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

- 8 Students look at the two sentences and check any words they don't know in a dictionary. Elicit which sentence emphasises the physical side of Johnny and which emphasises the technological. Ask students to say how and why the writer does this.

#### Key

Sentence 1 emphasises the physical side of Johnny and sentence 2 the technological side. The writer does this by using strong

visceral language (*pumping, rasp, gurgling, pounding*) in sentence 1 to describe vital organs and functions of the human body. In sentence 2 he uses words that we typically associate with computer technology (*bypass, Trojan, firewalls, system, install*). He does this because he wants to clearly show Johnny's two merging sides – the physical and the technological – as separate entities within the same living organism.

### 9 **SPEAKING** What about you?

In pairs or small groups, students discuss the questions.

### Project

- 10 In small groups, students design a computer safety poster with tips for the classroom. Give them time to discuss their ideas and do some research before they start work on their poster. Provide the materials students will need to make their posters and encourage them to include illustrations and think carefully about the design and layout before they begin. Display the posters on the wall and ask a volunteer from each group to describe/explain their poster to the class. Ask students to vote for the best poster.

### DVD (optional)

*Hackers* (director: Iain Softley; 1995)

**Themes:** Technology; Computer science; Hackers; Computer virus; Internet

**Plot:** A young boy is arrested by the US Secret Service for writing a computer virus and is banned from using a computer until his 18<sup>th</sup> birthday. Years later, he and his friends discover a plot to unleash a dangerous computer virus, but they must use their computer skills to find the evidence while being pursued by the Secret Service and the evil computer genius behind the virus.

### Homework

- ▶ Refer students to the **Workbook**, page 78.

## ▶ Listening p116


### Warmer

In pairs, students try to think of a word connected to technology for each letter of the alphabet (except Q, X and Y). Set a time limit of three minutes. The pair with the most correct words is the winner.

#### Example answers

antenna, browser, chat room, disk drive, email, firewall, gateway, hard disk, Internet, jpeg, keyboard, laptop, modem, network, online, PDF, ROM, scanner, television, URL, virus, website, zip

- 1 **SPEAKING** In pairs, students look at pictures a–d and discuss what the problem could be in each situation. Elicit opinions from different students around the class and what they could or should do in each case.

- 2 **LISTENING**  2.18 Play the CD for students to listen and number the situations in the order that they hear them. Elicit if the situations match their ideas in 1.

### Audioscript

**SPEAKER 1:** This sounds really stupid, but once I fell in a river. I was wearing all my clothes and had a backpack and everything. Anyway, when I got out of the water, suddenly I thought I was having a heart attack. Then I realised it was my mobile phone. It was going crazy and vibrating because of the water! Anyway, the reason I mention this is that last week I read that 885,000 British people drop their mobile phones down the toilet each year! It's amazing that it can happen so often, but the good news is that there is a way you can save your phone when it gets wet. What you should do is take out the battery first. The problem is that there could be a short-circuit if the battery stays in the mobile. Don't press any keys because that will just help the water to get right inside the phone. Then put the mobile phone in a bowl of rice. Yes, that's right, rice, but straight from the packet, not cooked or anything. What happens is that the rice draws all of the water out of the gadget. You should leave the phone for between 24 and 48 hours. A simple trick and cheap. Much cheaper than buying a new phone!


**SPEAKER 2:** OK. My idea might sound a bit strange, but believe me, it works. If you've got wi-fi in your house, but the signal from the router isn't very strong, there's something you can do to make the signal much stronger. All you do is cover a piece of cardboard with silver foil, you know, the aluminium foil that you use to cover sandwiches and stuff. Then make it into the shape of a dish. Put the dish next to your router and point it in the direction that you want the signal to go in, and that's it! Our router at home isn't very good, but the fact is that this dish makes a big difference.

**SPEAKER 3:** One weekend I was staying at a friend's house. I didn't have a charger for my mobile with me, and my friend has a different type of charger. The battery was running out and I really wanted to be able to use my mobile on the journey back home, so that I could call my parents. I didn't know what I could do. But that's when my friend gave me this great tip for when you haven't got a charger, but you really need a few more hours of life from your mobile. First of all, what you need to do is take the mobile out of your pocket. Body heat makes the chemical reactions in the battery go faster, so it uses up the battery life faster. What you do then is take the battery out of the phone and put it in the fridge. It sounds unusual but it's logical. The colder the battery is, the slower it'll use up all its energy.

**SPEAKER 4:** One of the most common accidents with laptops is getting liquid all over the keyboard. You know, you're having a cola or a juice or something while you're surfing the net or writing an email and suddenly your cat knocks over your glass and it goes all over the keys. What should you do in that situation? Well, the very first thing to do is to stop all the electrical power as fast as you can. Unplug the laptop and take the battery out. At the very least, switch the laptop off. Then you should turn the laptop upside down, with the screen down, and leave it in that position. Don't forget to put a towel under it. And watch out. Don't leave it in a position where it can fall easily or where it's easy to knock it over, onto the floor. Anyway, leave the laptop like that for 48 hours or more. The fact that the laptop is upside down is essential. It helps to get as much liquid out as possible. After a day or two, it should be dry. Then the best thing is to take it somewhere where a professional can check how bad the damage is. But by switching everything off quickly and putting the laptop upside-down you may have saved your laptop's life!

### Key

a 4    b 1    c 2    d 3

- 3  Play the CD again for students to match the statements to situations a–d.

### Key

1 b    3 a    5 d    7 b    9 a  
2 d    4 c    6 c,d    8 a    10 d

- 4 **SPEAKING** In groups, students make notes about one of the situations. They then explain it to the rest of the class. Ask if everybody agrees that the information is correct. Students can listen again to check if necessary.

### 5 What about you?

In pairs or small groups, students discuss the questions.

## ► Grammar in context p116–117

### Nominal clauses with *that*

#### Test before you teach

Write these sentence halves on the board:

1 *The fact that*

2 *The problem is that*

3 *It's surprising that*

*a she can't drive, so she can't get to the hospital.*

*b she doesn't like chocolate because she has a sweet tooth.*

*c you don't listen to me is very annoying.*

Ask students to match the sentence halves to make logical sentences. Monitor closely. If students seem familiar with nominal clauses with *that*, then move quickly through the *Grammar guide* exercise in open class.

### Key

1 c    2 a    3 b

- 1 Students look at the sentences featuring nominal clauses with *that*. Point out that in each case the nominal clause functions as a noun.

► Refer students to the *Grammar reference* on page 120.

- 2 Students complete the second sentence so that it has a similar meaning to the first sentence. Draw attention to the example sentence.

### Key

- The problem is that people don't talk face-to-face anymore.
- It's surprising that people don't look after their mobiles.
- The fact that more and more people are using the Internet could be problematic.
- It seems crazy to me that some people take their mobile to the beach.
- The fact is that some people are addicted to the Internet.
- The truth is that I'm not really interested in new gadgets and devices.
- It was unusual that he spent all day surfing the net.
- The good thing is that I can use my mobile to take photos.

- 3 Students complete the sentences so that they are true for them.

**Example answers**

- 1 It seems incredible to me that people spend so much time texting each other.
  - 2 That fact that so many people use social-networking sites shows how people's social habits are changing.
  - 3 I think it's terrible that so many people are dying of hunger in the world.
  - 4 The good thing about new technology is that it makes communication much easier.
  - 5 One of the problems with computers is that they can easily go wrong.
  - 6 The best thing about the weekend is that you don't have to get up early.
  - 7 The fact is that I find it very difficult to get up early.
  - 8 Doesn't it seem amazing that secondary schools start so early in the morning, when teenagers need to sleep more?
- 4 **SPEAKING** In pairs, students compare sentences and ask follow-up questions to find out more information. Draw attention to the model dialogue.

**Nominal clauses with *what* and *all***

- 5 Students look at the sentences and read the grammar explanation.

▶ Refer students to the *Grammar reference* on page 120.

- 6 Students rewrite the sentences with *what* or *all*.

**Key**

- 1 What I want to do next year is rest.
  - 2 All I want when I finish school is to start work.
  - 3 I don't listen to what they say in adverts.
  - 4 What happens to me at the weekend is I get up really late.
  - 5 What I don't understand is why people prefer virtual sports to real sports.
  - 6 All I do to help at home is make my bed.
  - 7 All I need to be happy is my health.
  - 8 What makes me really angry is when I have to wait for other people.
- 7 **SPEAKING** In pairs, students discuss which sentences in 6 are true for them.
- 8 Students read the text and decide what the general topic of the text is and what suggestions it makes.

**Key**

The topic of the text is how to save energy on computers. It makes the following suggestions:

- Switch your computer off when you are not using it.
- Unplug your computer and printer when you are not using them.
- Don't use screensavers; they are not necessary nowadays with LCD monitors.
- Close down any applications that you are not using at any particular moment.

- 9 Students read the text again and choose which answer (A, B, C or D) best fits each gap.

**Key**

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

**Exam success**

Students read about how to complete cloze activities. Tell students to turn to page 153 (*Use of English – Cloze activities*) for more ideas.

**TEACHER DEVELOPMENT: STUDENT TRAINING**

**Multiple-choice cloze activities**

Students should read the text and all the multiple choice options carefully before they make any choices. If students are not sure, they should read the sentence through with each possibility and try to eliminate the options one by one. Remind students to always answer each question as they have a 25% chance of being correct!

**Homework**

▶ Refer students to the *Workbook*, page 79.

▶ **Developing speaking p118**

**Discussions 2**

**Warmer**

Write these questions on the board: *Do you have a mobile phone? What kind of features does your mobile phone have? Who is the youngest person you know who has a mobile phone? How long have you had a mobile phone? Could you live without your mobile phone? How much do you spend a month on your mobile phone? Have you ever lost your phone? Has your phone ever been stolen? Has your mobile phone ever broken?*

In pairs, students take turns to ask and answer the questions. Ask different students to share any interesting information they found out about their partner with the class.

- 1 Students read the newspaper article and underline any arguments in favour of students taking mobile phones into class and circle any arguments against.
- 2 **SPEAKING** In pairs, students compare their answers in 1 and see if they are in agreement.


**Key**

**For:**

- ... schools should be making the most of modern technology.
- ... it is more important for pupils to use the latest technology than learn dates in history.
- ... we should use in class the good things that mobile phones can offer – audio and video technology and access to the Internet.
- ... the students see the smart phones as something useful for class and homework and so they look after them.

**Against:**

- Schools are afraid that mobile phones could be lost or stolen and that pupils will interrupt the lessons.
- Schools worry about the misuse of technology ...
- Modern mobile phones are so small that children can use them under their desks to text each other instead of concentrating on the lesson.

- 3 **LISTENING**  2.19 Play the CD for students to listen to two people discussing whether students should be allowed to take mobile phones into class and note each person's opinion. Elicit what the two people say to justify their opinions.

## Audioscript

**MAN:** This article's really interesting. It sounds quite sensible to me that students should be allowed to take mobile phones into class. They're a part of daily life now, after all. We take them everywhere. Why shouldn't kids take them into class?

**WOMAN:** I'm not sure. I mean, yes, they're a part of daily life, but so are computer games and I don't see why students should be playing computer games in class time. They can do that at the weekend.

**MAN:** But you can learn a lot about how things work.

**WOMAN:** I'm not sure I understand what you mean by 'how things work'. Do you mean study how *mobile phones* work?

**MAN:** No. What I mean is that you can learn how to find out information by yourself. For example, you could connect to the Internet and use your phone as a dictionary in English lessons. Or you could connect to an atlas if you're studying geography. Do you see what I mean?

**WOMAN:** Mmm, yes. But take the example of the student using his phone to take a photo of the blackboard instead of copying the information down. I think that's just being lazy. In the end students will forget how to write.

**MAN:** Well, that's OK, if that's what they would do outside the classroom ...

**WOMAN:** Are you saying that students don't need to learn to write?

**MAN:** No, that's not what I meant. I just think that a mobile phone today is like a pen. It's an instrument that you can use for learning.

**WOMAN:** Yes, but the problem is that some students will do things with their phone that they shouldn't, like take photos or record videos of teachers, or of other students. Or they may use them to cheat in exams.

**MAN:** In other words, you wouldn't trust the students to use their mobiles well.

**WOMAN:** I'd trust most of them, but, you know what it's like. There's always somebody who does something they shouldn't.

### Key

The man is for the idea of students taking mobile phones into class and the woman is against it.

- 4 Students decide if the expressions in the *Speaking Bank* are used by 1: the person who is explaining or checking that their partner has understood them or 2: the person who wants clarification.

### Key

The first set of expressions are used by the person who is explaining or checking that their partner has understood them (1).

The second set of expressions are useful for the person who wants clarification (2).

- 5a Students look at the first sentence from the *Speaking Bank* and discuss what they think the boxes represent.

### Key

The boxes mark where the stress falls in the sentence.

- 5b Students mark where they think the boxes should go in the other sentences in the *Speaking Bank*.

- 5c **LISTENING**  2.20 Play the CD for students to listen and check.

## Audioscript and Key

Do you get what I'm saying?

Are you following me?

Are you with me?

What I mean is ...

Yes, that's exactly what I mean.

No, that's not quite what I mean.

Are you saying that ...?

If I understand you correctly, ...

In other words ...


What do you mean when you say ...?

I'm not sure what you mean by ...

Could you go over that again?

Sorry, I'm not with you.

I don't understand what you're getting at.

- 5d  Students listen again and repeat, paying attention to the stress and intonation.

## Study skills

Students read about sentence stress and its importance in making meaning clear. Tell students to turn to page 148 (*Speaking – Sentence stress*) for more ideas.

## TEACHER DEVELOPMENT: PRONUNCIATION

### Sentence stress and intonation

'Sentence stress' is when we emphasise certain words within a sentence and it is this that gives English its rhythm. 'Intonation' can be described as the movements or variations in pitch, i.e. high/low, and tones, i.e. falling/rising. Another important component is prominence, sometimes called main stress or the tonic accent.

It is a common truth that the way we say something can be just as important in conveying a message as the words we use to say it. Intonation choices made by speakers carry linguistic information and perform a variety of functions.

- 6 Individually, students prepare notes about the topic in 1. Tell them they can use arguments from the article and the listening exercise as well as their own ideas.



## Practice makes perfect

- 7 **SPEAKING** In groups, students discuss the question: *Should students be able to use mobile phones in the classroom?* Remind them to use expressions from the *Speaking Bank*. For students who are less confident, photocopy the model dialogue below, and either read it aloud yourself, or alternate the roles with you and two strong students. Then instruct students to read aloud in groups of three, alternating between roles A, B and C. Students then use the dialogue as a guide for their own discussion.

### Model dialogue

- A:** I don't think students should be allowed to have mobile phones in class. They are expensive and not everyone can afford them. That may cause jealousy. Are you with me?
- B:** I agree with you. Another thing is that mobile phones produce radiation and that's a health risk.
- C:** Are you two saying that you wouldn't like to have a mobile phone in class? Think of the advantages: you can take a photo of the whiteboard, look up words in the dictionary, use the Internet, consult an atlas, anything. Do you see what I mean?
- B:** If I understand you correctly, students will stop using dictionaries in class and writing notes.
- C:** No, that's not quite what I meant. What I meant is that students can improve their technological skills in a really motivating way.
- A:** I don't understand what you're getting at. Students are already good at technology. They don't need to spend any more time on mobile phones. Are you following me?
- B:** In other words, mobile phones should be for outside the class. Some students will take advantage of having a mobile phone in the class and start taking photos of the teacher and other students.
- C:** What do you mean when you say students will 'take advantage of having a mobile phone'? In the article, the teachers said that there was very little misuse and students see mobile phones as something useful for class and homework and they look after them.
- A:** Well, it would be interesting to try it for a term and see.
- B:** I'm still not sure.

### Extra activity

Students write a short text about the advantages and disadvantages of having mobile phones in class.

### Homework

- ▶ Refer students to the **Workbook**, page 80.

## ▶ Developing writing p119

### A report

#### Warmer

In this lesson, students will work on using determiners and quantifiers. Revise students' knowledge of *countable and uncountable nouns* with this puzzle. Tell students you are planning an end-of-term party and that they can come if they bring the right thing. Start by saying: *I'm going to a party and I'm bringing some rice*. Then ask a student to continue by repeating what you said and adding another word, e.g. *I'm going to a party and I'm bringing some rice and some chocolate*. If they say an uncountable noun, tell them that they are welcome to come. If they say a countable noun, tell them they can't come. Continue this way until the students have solved the puzzle (i.e. that they can only bring uncountable foods to the party).

- 1 **SPEAKING** In pairs, students compare and contrast the photos and discuss the advantages and disadvantages of using new technology at school.
- 2 Students read the writing task and discuss if they should use a formal or informal style for the task.

#### Key

The style is formal because it is a report for a published magazine. However, the report is for a teenage audience so should not be *too* formal.

- 3 Students read the student's report and decide what style it is written in. In pairs or small groups, they discuss if the student's situation and opinion is similar to theirs and discuss why or why not.

#### Key

The report is in a formal style.

### Exam success

Students read about writing a report. Tell students to turn to page 153 (*Writing – Reports*) for more ideas.

### TEACHER DEVELOPMENT: STUDENT TRAINING

#### Writing a report

A report has to be formal. In their reports, students should include a title and subtitles to structure the text. Useful phrases include:

**Title:** *Report on ...*

**Introduction:** *The aim of this report is to ...*

**The current situation/findings:** *At the moment ...; Currently ...; My findings show that ...; The current situation is that ...*

**Our opinion/recommendation(s):** *I would like to recommend you ...; It would be ideal if ...; I would suggest ...; My suggestion would be ...*

**Conclusion:** *To conclude ...; In conclusion ...; To summarise ...*

- 4 Students decide if the words in bold are used correctly and rewrite the incorrect sentences. Remind them to use the information in the *Writing Bank* to help them.

### Key

- 1 Each **student** thinks that it's a good idea.
- 2 ✓
- 3 None **of the** students wanted to use mobile phones in class.
- 4 ✓
- 5 Computers use up **a lot of/lots of** electricity.
- 6 ✓
- 7 ✓
- 8 Most of the people in our class **have** a computer at home.

## Practice makes perfect

- 5 Individually, students choose one of the tasks and write their report. Remind them to use words and expressions from the *Writing Bank*. For students who are less confident, photocopy the model text below for extra support during the writing task.

### Model text

#### Report on how teenagers use new technology in their free time

##### Introduction

The aim of this report is to explain how teenagers in my country use new technology in their free time. This report will detail what gadgets are most popular amongst teenagers in my country and what they typically use them for. I will also outline my opinion of what problems or drawbacks teenagers find with this new technology and suggest some solutions.

##### The current situation

At the moment, one of the most popular gadgets for teenagers in my country is the iPod. The iPod is a user-friendly gadget capable of downloading, saving and playing hundreds of songs. Teenagers typically share or exchange videos or listen to songs. Some have high memory capacity and teenagers can download films from the Internet.

Another popular gadget for teenagers is the mobile phone. Mobile phones are now multi-purpose gadgets and teenagers typically use them to take photos, play music, call and text friends, share videos and pictures, and to access the Internet. Other gadgets that are popular with teenagers are games consoles like the *Nintendo Wii*, *PlayStation 3* or the *X-Box*.

##### Our opinion

Nearly all teenagers have a mobile phone in my country. The problems and drawbacks are that teenagers spend a lot of money on these gadgets because it becomes a trend among them. Sometimes teenagers become too obsessed with these gadgets and forget about their friends and their other hobbies.

##### Conclusion

In conclusion, most teenagers spend a lot of time and money on new technology. I think new technology is a good thing because it is interesting and fun. At the same time, it's important to remember your friends and family and have a wide variety of hobbies.

### Extra activity

In pairs, students read out their texts to each other for their partner to comment on their ideas and correct any errors they hear.

### Homework

- ▶ Refer students to the **Workbook**, page 81.

## ▶ Grammar revision p121

Students read the *Grammar reference* and *Vocabulary* sections on page 120 before completing the revision exercises on the following page.

### Relative clauses 1

- 1 Students choose the correct alternative. Remind them that if they think both are possible, they should choose both.

#### Key

- |         |          |         |
|---------|----------|---------|
| 1 who   | 4 which  | 6 when  |
| 2 which | 5 that/- | 7 whose |
| 3 which |          |         |

### Relative clauses 2

- 2 Students complete the definitions with defining relative clauses for the people, places, times or things.

#### Example answers

- 1 Iceland is a country where you can find lots of volcanoes.
- 2 1492 was the year (that) Columbus discovered America.
- 3 Pizza is a type of food which comes from Italy.
- 4 Football is a sport that is played around the world.
- 5 Marie Curie was a scientist who created the theory of radioactivity.
- 6 Coffee is a drink which contains caffeine.
- 7 Apple is a company that produces a lot of new technology.

### Nominal clauses with *that*, *what* and *all*

- 3 Students find the mistakes in the sentences and rewrite them correctly. Students tick the correct sentences.

#### Key

- 1 **What** you need is a rest.
- 2 ✓
- 3 It seems really surprising **that** nobody wants to do this job.
- 4 All ~~what~~ you need to connect to the Internet is a computer and a modem.
- 5 ✓
- 6 ✓

## ► Vocabulary revision p121

### Everyday technology

1 Students write the names of the objects.

#### Key

- |                |               |            |
|----------------|---------------|------------|
| 1 plug         | 3 charger     | 5 network  |
| 2 touch screen | 4 flash drive | 6 keyboard |

### Verbs connected with technology

2 Students match the words with the definitions. Remind them there are five extra words.

#### Key


- |           |           |          |
|-----------|-----------|----------|
| 1 upgrade | 4 insert  | 6 adjust |
| 2 go dead | 5 install | 7 delete |
| 3 stream  |           |          |

### Phrasal verbs connected with technology and computers

3 Students choose the correct alternative.

#### Key

- |        |       |        |       |
|--------|-------|--------|-------|
| 1 up   | 3 out | 5 on   | 7 off |
| 2 pick | 4 log | 6 into |       |

 You can find the Unit 9 tests and a progress test on the Gateway Tests CD.

### Gateway<sup>online</sup>

For useful and motivating additional practice across a range of skills and task types, students can access *Gateway Online*: [www.gateway-online.net](http://www.gateway-online.net)

- Video activities
- Listening activities
- Writing activities
- Test yourself activities
- Language games

# 10 Breaking news

## Vocabulary/ Developing vocabulary p122, 125

- ▶ Newspaper sections
- ▶ Newspaper headlines
- ▶ Collocations connected with the news

## Reading p123

- ▶ Reading for global and specific information
- ▶ Newspaper stories

## Grammar in context p124– 125, 128–129

- ▶ Inversion
- ▶ Participle clauses
- ▶ Indirect questions
- ▶ Question tags

## CLICK onto ... British newspapers p126–127

- ▶ International cultural knowledge
- ▶ Tabloids and quality papers
- ▶ Cross-curricular – Media studies
- ▶ Comparing newspaper stories

## Listening p128

- ▶ Listening for general and specific information
- ▶ Batman arrests comic book thief

## Pronunciation p129

- ▶ Intonation in question tags

## Developing speaking p130

- ▶ Presentations 2

## Developing writing p131

- ▶ A magazine article

## Language reference and revision p132–133

- ▶ Grammar: inversion, participle clauses, indirect questions, question tags
- ▶ Vocabulary: newspaper sections, newspaper headlines, collocations connected with the news

## Study skills p148

- ▶ Vocabulary – Collocations
- ▶ Writing – Rules of writing

## Exam success p153

- ▶ Reading – True/False activities
- ▶ Listening – Multiple-choice activities

## MATERIALS

- ▶ DVD (optional): *The Paper*
- ▶ Resource materials teacher's notes: p177
- ▶ Resource materials: p205–207
- ▶ Test 10A and B – Gateway Tests CD

## ▶ Vocabulary p122

### Newspaper sections

#### Warmer

In pairs, students discuss the meaning of the unit title *Breaking news* and what they think the unit is going to be about (newspapers and magazines). Elicit from students if they remember listening to a breaking news story that made an impact on them.

#### Key

'Breaking news' is a current event that broadcasters feel is important enough to interrupt scheduled programming in order to report its details.

- 1 **SPEAKING** In pairs, students look at the different sections in a newspaper and discuss what they think each one is.
- 2 Students match the words in 1 with the definitions.

#### Key

- 1 feature
- 2 obituary
- 3 classified ad
- 4 life and style
- 5 foreign news
- 6 gossip column

#### Fast finishers

Students write brief definitions for the other words in 1. When the rest of the class have finished, they read out their definitions for the other students to guess the word.

#### Key

*business and finance* – news and articles about national and international events in business, finance and IT  
*entertainment and the arts* – news and articles about theatre, cinema, music, visual arts, literary events and the world of entertainment in general  
*home news* – news about the country you live in  
*letters to the editor* – a section where readers write letters to the newspaper editor  
*opinion* – in this section there are usually two or three articles on current events which reflect the viewpoint of the paper's publishers and editors  
*sports news* – news and articles about national and international events in the sporting world  
*weather forecast* – predictions for the weather for today and tomorrow

- 3 **SPEAKING** In pairs, students discuss the questions. Elicit answers from different students around the class.

### Newspaper headlines


- 4 Students read about how the grammar and vocabulary in newspaper headlines helps catch people's attention.
- 5 Students match headlines 1–4 with topics a–d.

#### Key

- 1 a      2 c      3 d      4 b

- 6 In pairs, students read the headlines and explain what they think the newspaper stories are about.

**Key**

- 1 A government plan has been supported by universities.
  - 2 A football star has resigned after a disagreement with his boss.
  - 3 People are worried about a new virus.
  - 4 Police are holding an investigation into corruption.
  - 5 There is a connection between a spy mystery and an explosion in the city centre.
  - 6 The government is taking a step towards making smoking illegal.
  - 7 An important politician has been involved in a tense situation in a plane.
- 7 **LISTENING**  2.21 Play the CD for students to listen to three stories and match each story to a headline in 6.

**Audioscript**

**SPEAKER A:** Tomorrow is Friday the 13<sup>th</sup> and computer experts are warning people to be extra careful about protecting their PCs as from midnight. A particularly dangerous worm has already infected millions of computers worldwide, but experts think that the hackers will try to create more damage on Friday the 13<sup>th</sup>. The worm, called Conficker G, gets into your computer when you are online or via a USB connection. The aim of the worm is a mystery, but it is thought that it may be asked to take information about credit cards.

**SPEAKER B:** John Kitson is in the news again today, but this time his fans won't be so happy. At the weekend Kitson got two goals and helped his team to win the semi-final of the Carlton Cup. But today the controversial striker says that that is going to be his last match for current team Melchester United. The reason for this sudden decision seems to be a dramatic argument which the player had in training with Melchester manager Roy Hutchinson. Hutchinson refused to make any comment about the incident, or about Kitson's threat.

**SPEAKER C:** A 52-year-old man was arrested yesterday following police investigations into the construction industry. The man arrested is thought to have offered money to officials in exchange for permission to build a shopping centre on park land near the city centre. In the last few months, the police have received information about various illegal operations in the building sector where officials have given permission to build houses and flats in protected areas after receiving large quantities of money from anonymous sources.

**Key**

- A 3      B 2      C 4
- 8 **SPEAKING** In pairs, students discuss which of the stories in 6 they would be most interested in reading about and say why.

**Extra activity**

Put students in groups of seven. Allocate a headline from 6 to each student in the group and tell them to write a brief newspaper story to match the headline. Collect in the stories from each group and give them to a different group for students to match the stories to the headlines.

**Homework**

- ▶ Refer students to the **Workbook, page 82**.

▶ **Reading p123**

**Warmer**

Find some headlines from British newspapers or news websites and cut them out. Give headlines to students in small groups and ask them discuss what they think each story is about. Ask students to share their ideas with the class and tell them if they were correct or not.

- 1 **SPEAKING** In pairs, students look at the photo in the newspaper article and the headlines and invent a short newspaper story that could match each headline.
  - 2 Students read the real newspaper stories and say if they are similar to their invented stories.
- Recording:** Unit 10 p123 Reading on [www.gateway-online.net](http://www.gateway-online.net)
- 3 Students read the articles again and decide if the statements are true (T), false (F) or the information is not given (NG). Remind students that when the answer is true or false, they should write the number of the line(s) where they found the answer.

**Key**

- |                   |                          |
|-------------------|--------------------------|
| 1 NG              | 6 NG                     |
| 2 F (lines 21–24) | 7 T (line 6 and line 13) |
| 3 T (lines 43–46) | 8 F (lines 33–36)        |
| 4 NG              | 9 T (lines 43–44)        |
| 5 T (lines 49–50) | 10 F (lines 47–50)       |

**Exam success**

Students read about how to approach True/False reading activities in exams. Tell students to turn to page 153 (*Reading – True/False activities*) for more information.

**TEACHER DEVELOPMENT: STUDENT TRAINING**

**True/False reading activities**

Remind students that every part of a true sentence must be true. If any one part of the sentence is false, the whole sentence is false. Students should only choose 'not given' if they can find no reference to the statement in the text.

- 4 Students work out the meaning of the underlined words in the texts by looking at the context. They then use their dictionaries to check their answers.

**Key**

- settled in* – became familiar and comfortable
- baffled* – very confused
- spotted* – saw, noticed
- stuck with* – made an impression which lasted a long time
- donations* – money given to help somebody or some organisation
- dropping off* – taking somebody to a place by car without getting out of the car yourself
- track them down* – find someone after a long search
- saying* – well-known statement about what often happens in life

- 5 **SPEAKING** **What about you?**  
In pairs or small groups, students discuss if there are enough 'good news' stories in newspapers.

### Extra activity

Write these questions on the board for students to discuss in pairs or small groups: *Are there any animal protection organisations, like the RSPCA, in your country? What do you think of these organisations? What would you have done if you had been in the taxi driver's position? Do you think people should have sent the taxi driver money? Why/Why not?*

### Homework

▶ Refer students to the **Workbook**, page 83.

## ▶ Grammar in context p124–125

### Inversion

#### Test before you teach

Write common expressions which are followed by inversion on the board: *Rarely, No sooner, At no time*. Then write this sentence below: *I go to the cinema*. Ask students to rewrite the sentence in a logical and correct form and tense, starting with each of the expressions. Monitor carefully. If the students are familiar with inversion, move quickly through the exercises in the *Grammar guide*, eliciting answers from students in open class.

#### Key

Rarely do I go to the cinema.  
No sooner had I gone to the cinema than (I started to feel ill).  
At no time do/did I go to the cinema.

- 1a Students look at the sentences and decide if they are statements or questions.

#### Key

They are statements.

### TEACHER DEVELOPMENT: LANGUAGE

#### Inversion

We use inversion to give emphasis in statements which start with a negative expression. Compare the following sentences:

- a *At no time may you eat or drink at this computer.*  
b *You may not eat or drink at this computer at any time.*

Statement a is more emphatic than statement b. We can use this approach with a wide variety of adverbial negative expressions. Point out to students that inversions make statements sound more formal and they are more common in writing than in speech.

We can use inversion in certain types of conditional sentences when the *if* clause begins with *had, was, were* or *should* e.g. *Should Harry be available on Thursday, I will contact him to arrange a meeting./Had I been to Thailand, I would know the places you are talking about.* Again, sentences with inversion sometimes sound more formal than those with the more conventional *if* construction.

- 1b Students decide if the statements are true or false.

#### Key

1 T    2 T    3 T    4 T

- 1c Students look at the other common expressions which are followed by inversion when they go at the start of a sentence. Check their meanings and ask students to look them up in a dictionary if necessary.

### TEACHER DEVELOPMENT: LANGUAGE

#### Common expressions followed by inversion

Point out that after *Hardly*, we also use *when*, and that *Little* usually goes with verbs of thinking, e.g. *Little did I know, Little did I suspect*, etc.

▶ Refer students to the *Grammar reference* on page 132.

- 2 Students choose the correct alternative.

#### Key

1 than                      3 when                      5 than  
2 when                      4 when                      6 when

- 3 Students find the mistakes in the sentences and rewrite them correctly.

#### Key

- 1 Seldom **have I** read such an inspiring story.
- 2 Rarely **do** I read the newspaper.
- 3 Only after the event **did we** realise how important it was.
- 4 Not only **do** I buy the newspaper every morning but I also watch the news on TV.
- 5 Little **does he know** that I've bought him a present.
- 6 Not only **did she send** a message but she also sent a present.
- 7 Only when **she arrived** did we start to eat.
- 8 **The match had hardly** started.

- 4 Students complete the sentences with the correct form of the subjects and verbs given.

#### Key

1 can students                      5 had I finished  
2 are you                              6 does my cousin smoke  
3 did we see                              7 have I considered  
4 does she want                      8 do my parents surf

- 5 Students rewrite the sentences using inversion. Draw attention to the example sentence.

#### Key

- 1 Had I known, I would have told you.
- 2 Were animals able to talk, I would be fascinated to hear them.
- 3 Had we been there at the time, we would have been terrified.
- 4 Should you see Lucy, could you give her this message?
- 5 Had I gone to the shops, I would have bought you a newspaper.
- 6 Were I famous, I would hate being followed by paparazzi.
- 7 Had I wanted to write for a newspaper, I would have studied journalism at university.

- 6 **SPEAKING** Students complete the sentences so that they are true for them. They then compare their answers with a partner to see if they have similar ideas.

### Example answers

- 1 Had I wanted to last year, I could have changed school.
- 2 Not only do I love skiing, but I also love snowboarding.
- 3 Never do I take anything from my parents without asking first.
- 4 Rarely do my parents go out on Saturday night.
- 5 At no time have I found a large amount of money in the street.
- 6 Little do people realise that I can play classical piano.

## Participle clauses

- 7 Students look at sentences a–d and answer questions 1–4.

### Key

- 1 Yes      2 a, c      3 b, d      4 *having done*

▶ Refer students to the *Grammar reference* on page 132.

- 8 Students choose the correct ending for each sentence.

### Key

- 1 b      2 a      3 b      4 b      5 b

- 9 Students complete the sentences with the correct present participle form (*doing/having done*) of the verbs given.

### Key

- |                  |               |
|------------------|---------------|
| 1 Having watched | 5 Having done |
| 2 Walking        | 6 Being       |
| 3 Playing        | 7 Driving     |
| 4 Having read    | 8 Having seen |

▶ **Resource materials:** See Unit 10 Grammar worksheet on page 205.

### Homework

▶ Refer students to the *Workbook*, page 84.

## ▶ Developing vocabulary p125

### Collocations connected with the news

- 1 In pairs, students look at the expressions in **bold** in the sentences and discuss what they think they mean.
- 2 Students now match the expressions in **bold** in 1 with meanings a–i.

### Key

- |     |     |     |        |
|-----|-----|-----|--------|
| 1 e | 3 d | 5 i | 7 b, a |
| 2 f | 4 c | 6 h | 8 g    |

### Study skills

Students read about collocations. Tell them to turn to page 148 (*Vocabulary – Collocations*) for more information on collocations.

### TEACHER DEVELOPMENT: STUDENT TRAINING

#### Collocations

Students may already be aware of the importance of collocations for learning English. Students need to familiarise themselves with combinations of words and the many different types of collocations, e.g. adjective + noun (*hot news*), verb + noun (*make headlines*), etc. There is no grammatical reason for collocations so there are no rules for students to learn. Students should make sure they write down collocations and learn them whenever they can.

- 3 **SPEAKING** In pairs, students discuss the questions.

### Example answers

- 1 I read the newspaper on the Internet and watch the news on television.
- 2 I think it would make me obsessed with the news and that is not very healthy.
- 3 A newsflash is usually important news that will affect a lot of people in some way, e.g. war or a terrorist attack.
- 4–7 Students' own answers.

### Extra activity

Bring in some English-language newspapers for students to look at. Tell them to discuss questions 4–7 in 3 again using the newspapers to refer to.

▶ **Resource materials:** See Unit 10 Vocabulary worksheet on page 206.

### Homework

▶ Refer students to the *Workbook*, page 85.

## ▶ Click onto ... British newspapers p126–127

### Warmer


Write these questions on the board for students to discuss in pairs: *What is the biggest news item so far this year? Who owns the newspapers and TV stations in your country? Do you think this has an effect on the news that you receive? Do you think journalists should report everything? What do you think about news censorship? Do you think the media is objective? Why/Why not?*

## International cultural knowledge: Tabloids and quality papers

- 1 Students read the *Inside information* box and discuss if tabloids exist in their country, if they are popular and what sort of stories they print.

### i Cultural information

The UK's national Sunday newspapers usually have a different layout and style to the weekly papers, and are produced by separate journalistic and editorial staff. All the major UK newspapers currently have websites, some of which provide free access.

- 2 **LISTENING**  2.22 Play the CD for students to listen to two people talking about the press in Britain. Students complete the sentences using a maximum of four words in each space.

### Audioscript

- GIRL:** Did you see that documentary about the press last night?  
**BOY:** No, was it any good?  
**GIRL:** Yeah, it was really interesting. It was showing how British tabloids run stories without checking if they're true or not.  
**BOY:** Really? What type of stories?  
**GIRL:** Oh, you know, the typical ones about celebrities, singers, actors ...  
**BOY:** Why do they do it?

**GIRL:** Well, they're desperate to find *any* story about *anybody* who's even just a little bit famous. In most tabloids – you must have seen them – they have those adverts where they offer money for stories about famous people. They give you a phone number to ring, you call them and if they like the story, they pay you for it. Sometimes they pay a lot!

**BOY:** I suppose the idea is that if you're out, I don't know, in a restaurant and you see a famous person there, then you call the newspaper if you see them doing something unusual. Personally, I don't know why anybody reads stories like that, but people must like them because they sell newspapers.

**GIRL:** I know. Anyway, what they did in the documentary was, they invented stories and sold them to newspapers. Not all of the newspapers bought the stories, but some did. And then they published the story, even though it was all invented. Nobody from the paper actually checked the facts, they just printed it as a true story. And the frightening thing is that some of the stories then got published in other newspapers.

**BOY:** So, just any piece of gossip starts to be treated as if it were true.

**GIRL:** Exactly. One of the made-up stories in the documentary first appeared in one British newspaper, then in another. Then it appeared on lots of celebrity news websites all over the world, including the website of a famous New York newspaper, and then finally it was printed in *The Times of India* – that's the newspaper in English that has the biggest circulation in the whole world!

**BOY:** Apart from anything, it's amazing how quickly stories can get around the world these days, whether they're true or not.

**GIRL:** I know. That's the Internet, isn't it? You know, some people think that little by little newspapers are just going to disappear because of the net. Most newspapers have their own website and that's usually free. And it's got the advantage that it's constantly updated, whereas the newspaper's only once a day.

**BOY:** Well, from what you're saying, it sounds like some newspapers *should* disappear.

**GIRL:** Yeah, but the problem is the quality newspapers. If people don't buy newspapers, there's no money for serious, professional, independent journalists. And just imagine if there were no journalists to investigate stories and keep the public informed of what's *really* happening at home or around the world. In the end, there wouldn't be any real news on websites either, because there'd be no reporters finding out the truth. Without reporters, where is the news going to come from?

**BOY:** Come on then.

**GIRL:** Uh? Where?

**BOY:** Let's go and buy a newspaper.

### Key

- 1 offer money
- 2 invented
- 3 checking the facts
- 4 celebrity news
- 5 *Times of India*
- 6 the Internet
- 7 serious, professional, independent journalists

- 3 SPEAKING** In pairs, students discuss the documentary the two people talked about in 2 and say what exactly the TV documentary was about, what it proved, and what they think of this.

### Example answer

The documentary was about how British tabloids run stories without checking if they are true or not. The documentary makers invented stories and sold them to newspapers. Many newspapers printed them and then other newspapers printed the same story. It proved how, with the Internet, stories now spread around the world very quickly, whether they are true or not.

### 4 SPEAKING What about you?

In pairs or small groups, students discuss the questions.

## Cross-curricular – Media studies: Comparing newspaper stories

- 5** In pairs, students compare and contrast the photos.

### Example answer

In both photos, we can see children's toys. The photo on the left shows a boy holding a Buzz Lightyear toy. In the photo on the right, however, we can see a girl playing with dolls and a dolls' house. There is lots of blue in the photo on the left and it is more masculine. The photo on the right has lots of pink and is more feminine.

- 6** Students read the story from a newspaper and put the missing paragraphs A–C in the correct place in the story.

**Recording:** Unit 10 p126 Click onto ... on [www.gateway-online.net](http://www.gateway-online.net)

### Key

- 1 B      2 A      3 C

### Word booster

Students match the words and definitions.

### Key

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

- 7** Students now read the story from another newspaper and decide on the main thing it has in common with Story A.

**Recording:** Unit 10 p127 Click onto ... on [www.gateway-online.net](http://www.gateway-online.net)

### Key

Both articles talk about male and female stereotypes and colour preferences.

### Word booster

Students match the words and definitions.

### Key

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

- 8** Students work in pairs. Student A answers the questions for Story A and Student B answers the questions for Story B.

### Key

#### Story A

- 1 It is possible that evolutionary history may have fixed women's preference for pink because prehistoric women were attracted to red-coloured fruit.
- 2 Two British neuroscientists conducted the research.



- 3 Although they had expected to find differences, they were surprised at how strong the gender differences were.
- 4 Men preferred a wide variety of tones across both ranges, but women preferred the red end of the red-green axis.
- 5 The researchers tested Chinese participants to make sure that the preference for pink was not just a question of European/western culture.

#### Story B

- 1 The politician thinks that pink clothes and toys encourage girls to choose traditional female roles.
- 2 The Early Learning Centre justifies the fact that it sells pink toys by saying that they also provide a range of other colours.
- 3 Richard Dodd thinks it's OK for shops to sell pink products because it is a response to customer demand.
- 4 Richard Dodd points out that two-thirds of people who work in shops are women as an example of how high-street stores support career women.
- 5 Emma Moore believes that pink signifies 'passive and pretty' and blue signifies 'bold and challenging', which reinforce gender stereotypes

- 9 **SPEAKING** In pairs, students take it in turns to explain their text in detail to their partner. When they have finished, they then discuss the questions.

#### Example answers

- 1 The stories could come from the 'Features' section because they are interesting and factual, but they are not news stories.
- 2 Story A is from a quality newspaper because it is more detailed and scientific. Story B is from a tabloid because the language is more informal.
- 3 Story A: Girls really do prefer pink  
Story B: Campaign against sexist toys

- 10 **SPEAKING** **What about you?**

In pairs or small groups, students discuss the questions.

#### DVD (optional)

**The Paper** (director: Ron Howard; 1994)

**Themes:** Journalism; Media; Newspapers; Publishing; Careers; Work/life balance

**Plot:** Henry Hackett is the editor of a New York City tabloid. He is a workaholic who loves his job, but the long hours and low pay are leading to discontent. He is therefore considering an offer to edit a paper like the *New York Times*, which would mean more money, shorter hours, more respectability ... but a hot story soon confronts Henry with tough decisions.

#### Homework

- Refer students to the **Workbook**, page 86.


## ► Listening p128

#### Warmer

In pairs or small groups, students try to think of the name of internationally-recognised media for each letter of the alphabet (except J, K, P, Q, X and Z), e.g. names of magazines, newspapers, TV stations, websites, etc. Set a time limit of three minutes. The pair/group with the longest list of correct words is the winner.

#### Example answers

Amazon, BBC, CNN, Daily Telegraph, The Economist, Facebook, Google, Hotmail, The Times of India, Living TV, MTV, Ning, The Observer, Reuters, Skype™, Twitter, UKTV, Virgin Media, Wikipedia, YouTube

- 1 **SPEAKING** In pairs, students read the headline and discuss what questions they would ask 'Batman' to find out the full story of what happened. Tell them to write a list.
- 2 **LISTENING**  2.23 Play the CD for students to listen to some journalists interviewing the shop owner and tick any of the questions in 1 which the journalists ask. Elicit which questions students predicted correctly from different students around the class.

#### Audioscript

**REPORTER 1:** Hi. I'm from the *Enquirer*. I'd like to ask why you were dressed up as Batman at the time. That isn't something that you do regularly, is it?

**SHOP OWNER:** No, no, it isn't. You see last Saturday was International Free Comic Day. We've been celebrating it at our comic store for a few years now. We have one or two free comics for everybody who buys something at the store. And just to make it more of a special event, the guys who work at the store, we dress up. Some of us are superheroes, some are villains. And some of the people who regularly come and buy in our shop were dressed up too. There was a group of friends all dressed up as vampires and stuff.

**REPORTER 2:** Have you any idea how many people were in the shop at the time?

**SHOP OWNER:** Phew. Impossible to say because it was so busy. It's usually one of our busiest days. There were at least a hundred people, which is a lot for us because it's just a small shop.

**REPORTER 3:** You saw the thief on a camera, didn't you?

**SHOP OWNER:** That's right. I'd been watching him for a while. It was just the way he moved, and he had a bag with him that he was holding in a strange position. From time to time he was looking round. And he was in a section of the shop where we have some of our most expensive comics.

**REPORTER 3:** Was he young?

**SHOP OWNER:** No, he wasn't, he wasn't a teenager or anything, he was middle-aged, 30-something I would say. That wasn't unusual though, we get people of all ages and types, it's not just young people who are into comics.

**REPORTER 4:** You'd never seen this guy before, had you?

**SHOP OWNER:** No, no I hadn't. We often get a lot of new people coming in on a day like that.

**REPORTER 1:** I wonder if you could tell us what exactly he was trying to steal.

**SHOP OWNER:** Sure. I suppose it's quite ironic because he was actually trying to take three or four Batman comics. They were collector's items, each one was worth between \$150 and \$200. So, you know, I wasn't just going to let him go. I went down to get a closer look at him, and I actually saw him put them into his bag.

**REPORTER 2:** Do you know if he was on his own?

**SHOP OWNER:** Yeah. I'd been watching for a while and I hadn't seen anyone else with him.

**REPORTER 1:** So, could you tell us how you stopped the man?


**SHOP OWNER:** Well, you know, now that I think back it was kind of funny, but not really at the time. I had my Batman costume on for the day. He's my favourite character. So I had the mask and cape and everything, and I just came behind him and said 'Can I see what's inside your bag, please?' When the guy turned round his eyes nearly popped out! He couldn't believe what he was seeing. But after that he became a bit aggressive. I thought there was going to be a fight. I mean, I know I was meant to be Batman, but I hate violence! Anyway, in the end he tried to push me away and get out of the store. I shouted out to people who were near the door not to let him pass. The thing is I was really worried because at first they didn't take me seriously because they thought we were acting, you know, that it was something we'd prepared as part of the celebrations. But I shouted again and told somebody to call the police. Then they started to believe me and stepped in his way. It was quite funny because there was a Spiderman there, a Wonder Woman, a whole bunch of superheroes who just stood there.

**REPORTER 1:** And what did the shoplifter do then?

**SHOP OWNER:** I think he thought there were just too many superheroes to take on at the same time! He tried to say he was innocent, that it had been a mistake, but by that time the police were on their way.

**REPORTER 3:** I wonder what their reaction was when they came and saw what was going on.

**SHOP OWNER:** Oh, it took a while to convince them that it was serious and that it wasn't just some kind of publicity stunt. Afterwards they were cool and they all wanted a photo with me. They thought it was hysterical to catch a thief and take him back to the police station thanks to the work of Batman. Oh, and we gave them a free comic each too.

- 3  Play the CD again for students to listen and choose the correct answers.

**Key**

- 1 b      3 a      5 a      7 a  
2 c      4 b      6 b

### Exam success

Students read about doing multiple-choice listening activities. For more ideas, tell students to turn to page 153 (*Listening – Multiple-choice activities*).

### TEACHER DEVELOPMENT: STUDENT TRAINING

#### Multiple-choice listening activities

Students should read the options carefully before they listen. When students listen for the first time, encourage them to relax and listen without taking notes. If they write notes as they listen, they may lose the sequence of answers and start to panic. Remind students that the speaker sometimes says one thing and then changes it or adds new information.

After they listen, students should try to choose the best answer. Students should note which answers they are not sure about so they can listen out for these when they hear the recording a second time.

## ► Grammar in context p128–129

### Indirect questions

#### Test before you teach

Write these indirect and direct questions on the board:

- 1 I wonder if you could pass me the cheese.
- 2 Do you know the answer to this question?
- 3 Could you tell me what you think about this?
- 4 Do you know if he was awake at the time?
- 5 Could you come over here for a minute?

Ask students to note down if the sentence is D (direct) or I (indirect). If students seem familiar with indirect questions, move quickly through the *Grammar guide* in open class.

**Key**

- 1 I      2 D      3 I      4 I      5 D

- 1a Students look at the indirect questions and write the direct questions.

**Key**

- a Why were you dressed up as Batman at the time?
- b What exactly was he trying to steal?
- c What was their reaction when they came and saw what was going on?
- d How many people were in the shop at the time?
- e Was he on his own?
- f How did you stop the man?

- 1b Students answer the questions.

**Key**

- 1 The subject comes before the verb (like a statement).
- 2 We use question marks when the first part of the sentence is a question.
- 3 Indirect questions are usually more formal and polite.

- Refer students to the *Grammar reference* on page 132.

- 2 Students complete the second sentence so that it has a similar meaning to the first sentence, using the word given. Remind students to use between two and five words.

**Key**

- 1 Can you tell me how **long the police took** to arrive?
- 2 I'd like to **know whether anybody was** hurt in the incident.
- 3 Have you **any idea why he wanted** to steal those comics?
- 4 I **wonder what the police think** of incidents like this.
- 5 Do you know **if this is the** first time this has happened?
- 6 Can I ask **why you decided to** dress up as Batman?
- 7 I'd like to ask how many comics **the shop sells on Saturdays**.

- 3 Students write indirect questions using the words given.

**Key**

- 1 I'd like to know how long you have lived in this area.
- 2 Can you tell me what you think of superhero films?
- 3 Have you any idea what you are going to do when you leave school?
- 4 Can I ask how often you buy the newspaper?
- 5 I wonder if you could tell me if you are interested in foreign news.
- 6 Do you know how many people read comics in this class?
- 7 I'd like to ask if you have ever worn fancy dress.

- 4 **SPEAKING** In pairs, students take it in turns to ask and answer the indirect questions in 3.
- 5a **SPEAKING** In pairs, students look at the strange news headline and, as reporters, write six indirect questions to ask the teenager.

#### Example questions

- I wonder why you tried to get inside the washing machine?
  - Could you tell us if the washing machine was switched on at the time?
  - Do you know what kind of washing machine it is?
  - I'd like to ask what your mother did when she found you?
  - I'd like to know what the paramedics said to you when they arrived.
- 5b One student in each pair is the reporter and the other is the teenager from the story. Students roleplay their conversation for the class.

### Question tags

- 6 Students look at sentences a–g and the question tags they contain. Students decide if the statements are true (T) or false (F).

#### Key

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

#### TEACHER DEVELOPMENT: LANGUAGE

##### Question tags

We use question tags to change a statement into a question. We use pronouns, not names or nouns. If there is not an auxiliary or modal verb in the first part of the sentence we use *do*. Remind students that we reply to question tags using the auxiliary or modal verb, not the main verb, e.g. *You like classical music, don't you? Yes, I do./No, I don't.*

- ▶ Refer students to the *Grammar reference* on page 144.
- 7 Students match sentences 1–10 to the correct question tags a–j.
- Key**
- |     |     |     |     |      |
|-----|-----|-----|-----|------|
| 1 j | 3 i | 5 a | 7 e | 9 f  |
| 2 b | 4 h | 6 g | 8 c | 10 d |
- 8 Students complete the sentences with question tags.
- 9 **LISTENING** 2.24 Play the CD for students to listen and check their answers.

#### Audioscript and Key

- Everybody likes the summer, don't they?
- I'm right, aren't I?
- We should use question tags, shouldn't we?
- The news will be on soon, won't it?
- We're going to be on TV one day, aren't we?
- You read the news yesterday, didn't you?
- She never comes late, does she?
- We've got homework tonight, haven't we?

- 10a **PRONUNCIATION** 2.25 Play the CD for students to listen to a sentence twice and identify the difference in

pronunciation. Elicit in which case the speaker seems very certain that he knows the answer to the question.

#### Audioscript

- Everybody likes football, don't they?
- Everybody likes football, don't they?

#### Key

- falling intonation on question tag
  - rising intonation on question tag  
The speaker sounds more certain in sentence 1 (falling intonation).
- 10b Students listen to the sentences in 8 again and decide if the intonation goes up or down .
- Key**
- Everybody likes the summer, don't they?
  - I'm right, aren't I?
  - We should use question tags, shouldn't we?
  - The news will be on soon, won't it?
  - We're going to be on TV one day, aren't we?
  - You read the news yesterday, didn't you?
  - She never comes late, does she?
  - We've got homework tonight, haven't we?
- 10c Play the CD again for students to listen and repeat, paying special emphasis to the intonation.

#### TEACHER DEVELOPMENT: PRONUNCIATION

##### Intonation

Intonation is about how we say things, rather than what we say. Speech is divided into phrases, also known as 'tone units', and in each tone unit the pitch moves up and down, within a 'pitch range'. English has a particularly wide pitch range. The pitch movement (a rise or fall in tone, or a combination of the two) takes place on the most important syllable known as the 'tonic syllable'. The tonic syllable is usually a high-content word, near the end of the unit. It is helpful to teach predictable intonation patterns which are associated with some key grammar areas, e.g. falling intonation in *Wh-* questions, rising intonation in *Yes/No* questions, etc.

- 11 Students write three sentences about their partner that they know or think they know and three things that they aren't sure about. Draw attention to the example sentence.
- 12 Students add a question tag to each sentence. Refer students to the example sentence.
- 13 **SPEAKING** In pairs, students take it in turns to ask each other their questions, remembering to use falling intonation when they are quite certain of their partner's answer and rising intonation when they aren't so sure. Draw attention to the model dialogue.

### Extra activity

Elicit 15 personal questions and write them on the board, e.g. *When is your birthday? What time did you go to bed last night? Where did you go last weekend?* etc. Try to get a variety of tenses. Students then ask each other the questions in pairs, without taking notes. When they have asked all the questions, they check they have remembered their partner's answers by using question tags, e.g. *Your birthday is in February, isn't it?* Remind them to use rising intonation if they're not sure and falling intonation if they are sure.

### Homework


▶ Refer students to the **Workbook**, page 87.

## ▶ Developing speaking p130

### Presentations 2

#### Warmer

Say to students: *I wonder if you would like to be famous.* Ask them to discuss the question in pairs or small groups. Elicit ideas from different students around the class and ask students to identify the advantages and disadvantages of being famous.

- 1 **SPEAKING** In pairs, students discuss the questions.
- 2 **SPEAKING** In pairs, students look at the statement and think of arguments for and against it.
- 3 **LISTENING**  2.26 Play the CD for students to listen to somebody giving a presentation on this topic and decide if they agree with what the person says. Elicit why or why not.


#### Audioscript

I'd like to begin by saying that I agree with the statement. Let me explain why.

Firstly, when actors and singers start out, they desperately want to be famous so that people love them and go to see their films or buy their records. They often do shocking things so that the whole world talks about them. However, when they become rich and famous, when they have their mansions and their sports cars, suddenly they don't want attention from the press.

There's no denying that it must be very annoying to have paparazzi following you all day long. But let's not forget that at the start of many celebrities' careers, it's the celebrity who is begging the press to come and take photos of them. You can't argue with the fact that a famous person's life isn't always fun because of the pressure from newspapers and magazines looking for stories. Having said that, celebrities are luckier than most people because they make lots of money and can live like kings.

To sum up, in my opinion, being followed by photographers when you go out is a small price to pay for all the fame and money that most celebrities receive.

- 4  Play the CD for students to listen again and complete the expressions in the *Speaking Bank*.

#### Key

There's no **denying** that ...  
You can't **argue** with the fact that ...  
Let's not **forget** that ...  
Having **said** that,

- 5 Students choose one of the statements and think of arguments for and against it. Students then decide what their opinion is.
- 6 Students make notes for a presentation following the guide.
- 7 Students think of expressions that are useful at each stage of their presentation and make notes. In a less confident class, you could brainstorm expressions together as a class and write them on the board.

#### Key

**Introducing and sequencing arguments:** *I'd like to begin by saying; Firstly; Secondly; Finally*

**Stating your opinion:** *I think (that); I don't think (that); Personally, I think ...; As far as I'm concerned; In my opinion; From my point of view*

**Adding arguments:** *Furthermore; What's more; In addition*

**Making contrasts:** *On the one hand; On the other hand; In contrast; However*

**Concluding:** *In conclusion; To sum up*

### Practice makes perfect

- 8 **SPEAKING** Students give their presentation to the class. Remind them to use expressions from the *Speaking Bank* and 7. For students who are less confident, photocopy the model text below, and either read it aloud yourself, or ask a strong student to do so. Students can then use this as a guide for their presentations.

#### Model text

I'd like to begin by saying that not all famous people should suffer the same lack of privacy. As far as I'm concerned, writers have more right to privacy than famous actors, singers or politicians for the reasons I am now going to explain.

In the first place, famous actors or singers are part of the entertainment world. There's no denying that when people become famous stars, people like to know everything about their appearance and personality. It is true that this can be annoying and intrusive. However, you can't argue with the fact that famous actors and singers invite publicity, especially at the beginning of their careers and they get paid a lot of money in exchange for losing their privacy. What's more, politicians trade privacy for power. In a democratic system, accountability justifies some loss of privacy.

However, famous writers should have more right to privacy. We should only be interested in their written work and respect their personal privacy as much as possible. Having said that, I would also like to say that everyone has the basic right to privacy and even famous actors, singers and politicians have these rights. That doesn't alter my opinion that they give up some of these rights in exchange for fame. To sum up, a complete lack of privacy is unacceptable, whoever you are.

## TEACHER DEVELOPMENT: STUDENT TRAINING

### Giving a presentation

Learning to speak in front of others is a skill that will be of lifelong benefit to students and one that will help them become active and autonomous learners.

Experience builds confidence, which is the key to an effective oral presentation, so it is a good idea for students to practise in pairs before they present their topic to the class. Students may feel more comfortable if they know the assessment criteria beforehand so, if possible, hand out the grading criteria to the students before they do the activity. Ask the class to grade each other's presentations using the assessment criteria and give feedback in at the end of each presentation.

Example assessment criteria:

- Is the organisation logical with a clear introduction and conclusion?
- Is the content interesting and engaging?
- Does the speaker seem confident, use eye contact and speak clearly and slowly?
- Does the speaker talk fluently and without hesitation?

## TEACHER DEVELOPMENT: CLASSROOM TIPS

### Speaking assessment

Student presentations are an excellent way to document their learning experiences. They can be recorded and collected as part of the *Language Dossier*. You could use this pro-forma (or one of your choice) to encourage students to reflect on what they have learned and how they can improve their performance the next time they do a presentation:

Name: \_\_\_\_\_

Presentation date: \_\_\_\_\_

Topic: \_\_\_\_\_

Resources: \_\_\_\_\_

What did you like best about your presentation?  
\_\_\_\_\_

What are some ways to improve your presentation?  
\_\_\_\_\_

Did you learn anything new? What could you do differently in the future?  
\_\_\_\_\_

### Extra activity

Students write a short text to summarise their presentation.

► **Resource materials:** See Unit 10 Communication worksheet on page 207.

### Homework

► Refer students to the *Workbook*, page 88.

## ► Developing writing p131

### A magazine article

#### Warmer

In pairs, students play *20 Questions*. Student A thinks of a famous person and Student B asks 20 *yes/no* questions to try to discover who it is. Student A can only answer *yes* or *no*. If Student B guesses the famous person correctly, they win a point. If they don't, Student A wins a point. Then they swap roles. The student with the most points at the end of the game is the winner.

**1a** **SPEAKING** In groups, students brainstorm any stories that are in the news this week and choose the stories that they think are the most important, interesting or funny.

**1b** Students compare their answers with the rest of the class to see if they have chosen similar stories.

**2** Students look at the writing task and underline the key information that they need to include in their article.

#### Key

Give a clear explanation of what the story is and tell us why you have chosen it.

**3** Students read the article and decide if it includes all the necessary information. Elicit what they think of the story the article talks about.

#### Key

Yes, it includes the necessary information.

**4** Students look again at the composition and choose the correct alternatives. Discuss the meaning of the words and how they function in a sentence.

#### Key

- |   |                       |   |             |
|---|-----------------------|---|-------------|
| a | Despite the fact that | e | Firstly     |
| b | As a result           | f | since       |
| c | as                    | g | Furthermore |
| d | Although              |   |             |

## TEACHER DEVELOPMENT: LANGUAGE

### Linkers

- We often say the phrase *despite the fact that* instead of *despite* /di'spaɪt/ because you can put a whole sentence (instead of just a phrase) after it. *Despite* is used for saying that something happens even though something else might have prevented it. *Despite* and *in spite of* mean exactly the same, but *despite* is much more frequent.
- *As a result* is more formal than *and so*, although both are linkers of consequence.
- *As* /æz/ is used for giving the reason for something.
- *Therefore* /'ðeə(r)fɔ:(r)/ introduces the result of the reason that has just been mentioned.
- *Although* /ɔ:l'dəʊ/ is used for introducing a statement that makes your main statement seem surprising. *Though* is used with the same meaning as *although*, and is more common in spoken English.
- *However* /haʊ'evə(r)/ is used when you are saying something that seems surprising after your previous statement, or that makes your previous statement seem less true.

- *At first* is used when you first think about or see something.
- *Firstly* /'fɜ:(r)s(t)li/ is used for beginning a list of reasons, arguments, etc.
- *Whereas* /weə'ræz/ is used when you are changing the subject and for comparing two things, people, situations, etc. and showing that there is an important difference between them.
- *Since* /sɪns/ is used when explaining why someone does something or why a situation exists.
- *Furthermore* /'fɜ:(r)də(r),mɔ:(r)/ is used before a statement that is connected to what you have just said and adds something to it.
- *Nevertheless* /nevə(r)də'les/ means despite a fact or idea that you have just mentioned and is used as a way of showing how a sentence, phrase, or word is related to what has already been said.

5 Students put the titles in the right places in the *Writing Bank*.

**Key**

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

6 In pairs, students put the stages of writing a text in order.

**Key**

5, 2, 1, 4, 3, 6

### Study skills

Students read the golden rules of writing. Tell them to turn to page 148 (*Writing – Rules of writing*) for more ideas.

### TEACHER DEVELOPMENT: STUDENT TRAINING

#### Improving writing

Students could use this writing checklist before they hand in their written work:

- Does the text answer the task and is it relevant?
- Is the style appropriate: correct format and register, suitable for the audience?
- Is the text logically arranged, with good use of linkers and time expressions to help the reader follow the text?
- Does the text have good paragraph organisation?
- Is it the right length for its purpose?
- Is the grammar, punctuation and spelling acceptable?
- Is the text interesting with a wide variety of vocabulary and structures?
- Is it neat and legibly written?

### Practice makes perfect

7 Individually, students write an article for the task. Remind them to use words and expressions from the *Writing Bank* and follow the correct procedure in 6. For students who are less confident, photocopy the model text below for extra support during the writing task.

### Model text

Imagine a world with no TV, no radio, no newspapers and no Internet! Young people would find it especially difficult at first. However, I think that most people would benefit from the experience and appreciate different things in life.

Firstly, I think it would be very difficult because I would feel lost without the Internet and TV. Although I don't listen to the radio much or buy newspapers, I spend many hours watching TV and surfing the net every week. Nevertheless, it could be a chance to experience what my parents call a 'normal' or traditional childhood. I could do more exercise and, what's more, I could read some of the books in my bedroom and write a letter to my family in Chile.

Furthermore, I could phone my friends instead of contacting them by Internet. My parents always say that it was better socially before the Internet, whereas today we are lazier and don't go out as much. Consequently, it would be a chance to find out if this is true! Personally, I think the Internet makes study a lot easier and sharing information great, but a week without TV, radio, newspapers and Internet would not be so difficult!

### Extra activity

Students check each other's text using the writing checklist and give each other feedback on their writing.

### Homework

▶ Refer students to the *Workbook*, page 89.

## ▶ Grammar revision p133

Students read the *Grammar reference* and *Vocabulary* sections on pages 132 and 144 before completing the revision exercises on page 133.

### Inversion

1 Students complete the sentences with the words.

**Key**

- |                |               |
|----------------|---------------|
| 1 sooner, than | 4 no, can     |
| 2 Had, would   | 5 Never, felt |
| 3 Hardly, when |               |

### Participle clauses

2 Students find the mistakes in the incorrect sentences and rewrite them correctly. They tick the correct sentences.

**Key**

- 1 **Having parked** the car, the driver got out.
- 2 **Having got** on the bus, she found a seat and sat down.
- 3 ✓
- 4 **After we had** spoken to the waiter, he brought our dessert.
- 5 **Eating** fruit and vegetables, you stay healthy.

### Indirect questions

- 3 Students put the words in the correct order and add a question mark at the end of the sentence if necessary.

**Key**

- 1 Can you tell me what you want?
- 2 I would like to know how you are.
- 3 Do you know what time it is?
- 4 Have you any idea whether he drinks coffee?
- 5 I want to know how you did that.

### Question tags

- 4 Students choose the correct alternative.

**Key**

- |           |             |         |
|-----------|-------------|---------|
| 1 do they | 3 hasn't he | 5 there |
| 2 do you  | 4 am I      |         |

## ► Vocabulary revision p133

### Newspaper sections

- 1 Students match the stories and the section of the newspaper you would expect to find them in.

**Key**

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

### Newspaper headlines

- 2 Students match the words.

**Key**

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

### Collocations connected with the news

- 3 Students choose the correct alternative.

**Key**

- |          |           |              |
|----------|-----------|--------------|
| 1 story  | 3 item    | 5 informed   |
| 2 events | 4 updates | 6 front-page |

- Refer students to the **Workbook**, pages 90–91.

- You can find the Unit 10 tests and an end-of-year test on the Gateway Tests CD. There is also a progress test in the Workbook, pages 97–98.

### Gateway<sup>online</sup>

For useful and motivating additional practice across a range of skills and task types, students can access *Gateway Online*: [www.gateway-online.net](http://www.gateway-online.net)

- Video activities
- Listening activities
- Writing activities
- Test yourself activities
- Language games

# Gateway to exams Units 9–10

## ▶ Reading p134

- 1 Individually, students read the newspaper article and write a headline for it. When they finish, they compare headlines with a partner and explain why they chose their headline.

### Example answer

Are our computers really safe?

- 2 Students read the article again and decide if the statements are true (T), false (F) or the information is not given (NG).


### Key

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

## Tip for Reading Exams

Students read the tip for doing True/False/Not given tasks in reading exams. Tell them to look at *Exam success* on page 153 for more ideas.

## ▶ Listening p135

- 3 **LISTENING**  2.27 Play the CD for students to listen to a podcast about the Antikythera mechanism and choose the correct answers.

### Audioscript

**PRESENTER:** Next week is the opening of the Olympic Games in Beijing, but we're heading back 2,000 years to revisit a device that was used, amongst other things, to record the dates of the ancient Olympiads. Long-time listeners to the podcasts may recall our feature in 2006 on an ancient Greek astronomical device rediscovered at the turn of the 19th century. The first studies of the Antikythera mechanism revealed it to be a stunningly complex mechanical computer. This week in *Nature* a team has delved deeper into the mechanics of the device which was pulled out of the ocean alongside some rich booty.

**TONY FREETH:** The first diver to come to the surface said he found a heap of dead, naked people underwater. The second diver came up with a larger than life bronze arm. And what they'd in fact discovered was the wreck of a Roman merchant vessel stuffed full of Greek treasure and all this treasure was taken to the National Archaeological Museum in Athens, including a small lump just over 30 centimetres high, completely disregarded at the time. It lay in the museum for some months according to accounts and then it split apart.

**PRESENTER:** That's Tony Freeth, lead author on the *Nature* paper.

**TONY FREETH:** And when it split apart the curator noticed the remnants of some small precision gearwheels.

**PRESENTER:** In the middle of the 20th century, a British physicist called Derek de Solla Price had the idea of using X-rays to look closely at the mechanisms.

**TONY FREETH:** From these X-rays, Price developed a model of how the mechanism worked. It incorporated one feature, an ancient cycle of the sun and moon called a Metonic cycle which was absolutely critical to later understandings, one of the basic keys for understanding how the mechanism works. He also identified in the mechanism some epicyclic gearing, that is to say gears that move with their axes moving on other gears – a completely astonishing revelation for ancient Greece.

**PRESENTER:** And Tony Freeth and his team continued the X-ray investigation. But this time using 21<sup>st</sup>-century technology.

**TONY FREETH:** We wanted 3D X-ray information at high resolution and one world-leading company called X-Tek Systems came with a team led by Roger Hadland. They brought an eight-ton X-ray machine to Athens. They produced brilliant data. We have absolutely extraordinary high-resolution data of all 82 fragments of the mechanism and this has been really the basis of many of our revelations.

**PRESENTER:** Understanding the mechanics of the Antikythera mechanism is only part of the process of unlocking its function. Alexander Jones is a historian of ancient astronomy at the Institute for the Study of the Ancient World in New York. He looked at the inscriptions that were being revealed by the X-ray work.

**ALEXANDER JONES:** I heard of the research work when I was invited to the conference in Athens where I think the results were being presented publicly and they were quite dazzling really. Not only was there clear consensus of how the gear-working mechanism worked for the first time, but also there was the new evidence of a lot of new text inscribed on the surfaces, inside fragments, on the outside surface of fragments. We knew there was text, but much more was being read. It was clear there was going to be much more work to be done there. This was very exciting. The process by which we read the month names on the Metonic dial was very much a back and forth between Tony Freeth and myself. He would send me by email images that were made by zymography software and these would be like very, very thin slices made through a fragment of the mechanism.

**TONY FREETH:** And we had a really exciting exchange of emails where I was giving him new information about bits of texts I'd read and he was doing the reverse and I, being completely ignorant of ancient Greek astronomy, couldn't interpret this, but Alex was the ideal person to actually interpret and understand what we were reading.

**PRESENTER:** Enabled by the new 3D X-rays the analysis of the inscriptions reveals information about the origin of the Antikythera mechanism. Many of the inscriptions form the months of a calendar that was associated with ancient western Greece including the once great city of Syracuse which was the home of Archimedes. Although it's tempting to think he might have made the device, the timing just doesn't add up.

**TONY FREETH:** Archimedes was killed at the siege of Syracuse in 212 BC. We think the earliest this mechanism was built could be 140 BC so we don't think Archimedes made the mechanism.

**ALEXANDER JONES:** But there is a possibility, if it came from Syracuse, that it was made as part of a workshop tradition that goes back to the great old man.



**PRESENTER:** So what does it actually do? The new data has revealed at least two previously unknown calendar functions, as Tony Freeth explains.

**TONY FREETH:** Another thing we discovered was that the machine is an eclipse prediction machine. It has a dial which follows this ancient eclipse prediction cycle which is called the Saros cycle. You have an eclipse in one month and if you look 223 months later, you will get a very similar eclipse, whether it's of the sun or the moon and this repeat goes on for 12 or 15 centuries. It's a remarkable cycle.

**PRESENTER:** And then there's the Olympic revelation provided by another small dial.

**ALEXANDER JONES:** The Olympiad dial was a very exciting part of our work. A four-year cycle is a bit of a surprise on the mechanism because it doesn't really have an astronomical function. It has a cultural function. It was the timing for the games that the Greek cities organised in major cultural centres at four-year or two-year intervals, like the Olympic Games, which are not events of any scientific significance, but their events were of enormous social significance in the Greek world.

**Key**

1 c    2 a    3 b    4 a    5 c    6 b

### Tip for Listening Exams

Students read the tip about how to do multiple-choice activities in listening exams and then look at *Exam success* on page 153 for more ideas.

## ► Use of English p135

- 4 Students read the text and decide which answer best fits the gap (A, B, C or D).

**Key**

1 C    3 D    5 B    7 C  
2 B    4 C    6 D    8 C

### Tip for Use of English Exams

Students read the tip for doing cloze activities in Use of English exams. Tell students to look at *Exam success* on page 153 for more ideas.

## ► Writing p135

- 5 Students read the task and write their report. For students who are less confident, photocopy the model text below for extra support during the writing task.

## Model text

### Report with suggestions for the school newspaper

#### Introduction

The aim of this report is to suggest what type of stories, articles and features should appear in the school newspaper. This report will also detail who should write the articles and how often the newspaper should appear. I will also suggest that it is an e-newspaper because I think this will be more popular with students.

#### Findings

Having spoken to a number of students about the school newspaper, the general opinion is that it should provide a place for students to publish their projects, stories and artwork. If it was an e-newspaper, it could also include chats, forums and other interactive features. Students feel that the newspaper should appear on a monthly basis.

#### Our opinion

In our opinion, both students and staff should write in the newspaper. We think staff should publish useful information in the newspaper about future events. We think it would be interesting if there was a feature on a different teacher each month. We could ask for volunteers to form an editorial committee. This committee could meet with the headteacher to review articles before they were published.

#### Conclusion

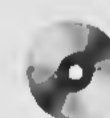
In conclusion, we have many different ideas about what could appear in the newspaper and how we could write a school newspaper. We propose a meeting between interested students and teachers to discuss our ideas and set dates for starting the project.

### Tip for Writing Exams

Students read the tip for writing reports and turn to *Exam success* on page 153 for more ideas.

### 'Can Do' Progress check

- 6 Students turn to page 155 to check their progress. Ask students to mark from 1 to 4 how well they can do these things in English. Ask students to look at their marks and decide what they think they need to do to improve. Elicit suggestions on how to improve their work.

 You can find the Unit 9 and 10 tests and an end-of-year test on the Gateway Tests CD. There is also a progress test in the Workbook, pages 97–98.

# Workbook answer key

# Workbook answer key

## Unit 1

### Vocabulary p2

- 1 Studying: course, assignment, lecture, notes, research, term, tutorial  
Living: student facilities, student loan, hall of residence, become independent, extra-curricular activity  
People: student, undergraduate, tutor  
Exams: pass, continuous assessment, fail, cheat, resit
- 2 1 independent 2 continuous 3 assignments 4 tutorial 5 activities
- 3 1b 2c 3c 4b 5c 6a
- 4 1 hall of residence 2 student loan 3 extra-curricular activities 4 tutors 5 research 6 pass

### Reading p3

- 1 *Students' own answers*
- 2 1F 2A 3D 4B 5C 6E
- 3 1T  
2 F (she recommends homestay)  
3 F (it was too far to jog)  
4 F (the teaching style was a nice contrast to the USA)  
5 T 6T 7T
- 4 1 very useful  
2 sample  
3 exciting  
4 when everyone takes part  
5 behaving without planning  
6 great time  
7 time of getting used to something
- 5 *Students' own answers*

### Grammar in context p4

- 1 1 present continuous  
2 present continuous  
3 present simple  
4 present continuous  
5 past continuous  
6 present continuous  
7 present simple  
8 past simple  
9 present simple  
Example sentences: *students' own answers*.
- 2 1 was standing; arrived  
2 went; arrived  
3 were looking for; began  
4 were playing; found  
5 played; took
- 3 1 The library contains 50,000 books.  
2 The library opens all day and night in term time and at 9 am in vacations.  
3 The library doesn't close in term times and it closes at 5.25 pm in vacations.  
4 They/Builders are building an extension of the basement storage area.  
5 They/Builders are constructing a new exhibition area.  
6 Dr Maria Gurther and Frederick Johnson run the library.
- 4 1 has (just) started  
2 has been studying

- 3 has decided  
4 have told  
5 has been following  
6 has been going  
7 has been thinking

### 5 *Students' own answers*

### Developing vocabulary p5

- 1 do: an assignment, an exam, a course, the housework, the shopping, sport, well  
make: breakfast, a decision, an excuse, friends, a noise, a mistake, a promise, a suggestion
- 2 1 Sally made a noise.  
2 Elena made a mistake.  
3 Juliet did the housework.  
4 Harriet did a course.  
5 Kate did (very) well.  
6 Lara made an excuse.  
7 Francesca did her/an/the assignment.

### 3 *Students' own answers*

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

### Click onto ... p6

- 1 1 self-catering  
2 ensuite  
3 She doesn't mind/care about it.  
4 value
- 2 Park Hall is best because it has study bedrooms and is self-catering: Logie House is not self-catering and rooms are on corridors. The Taylor Building is not for undergraduates.  
Requirements not met: piano, we don't know how far Park Hall and Logie House are from town.

- 3 1a 2c 3c

### Grammar in context p7

- 1 1 Sorting out 2 to set up 3 Checking  
4 to make 5 to help 6 walking 7 to cook  
8 sharing 9 to take, forgetting 10 to do
- 2 1 7, 9 (want to)  
2 2, 4  
3 5  
4 8, 9 (avoid)  
5 1, 3, 6
- 3 1c 2e 3d 4b 5a
- 4 1 for keep fit: to  
2 encourage me going: to go  
3 suggested buy this new thriller: buying (or: suggested I buy)  
4 easy to remembered: remember  
5 Klaus promised text his parents: to text  
6 can standing eating: stand  
7 the first person at finishing her work: to finish  
8 considered to become: becoming
- 5 *Example answers*  
1 I don't like cycling when it's raining.  
2 Playing chess is one thing my dad cannot do very well.  
3 Researching your family tree is very popular today.  
4 My teacher told me I would need to revise hard for the exam.

- 5 You need to work hard if you want to pass your exam.  
6 It's difficult to study when it's so sunny and warm.  
7 I'm taking an extra sweater because I don't want to be cold.  
8 Writing in English can be more difficult than speaking it.

### Developing speaking p8

- 1 1 What would you like to do after you've finished school?  
2 Which university would you like to go to?  
3 What subject(s) would you like to study?  
4 Would you prefer to go to university at home or go away to university?  
5 Would you like to study abroad?  
6 Where would you like to live when you are at university?
- 2 *Students' own answers*
- 3 A Standard room  
B Standard Plus Room  
C Ensuite Room
- 4 1 A has no washing facilities, B has a washbasin and C has a shower and a sink; A and C have kitchens shared between 5 residents, B has to share between 8 or more.  
2 *Students' own answers*.
- 5 *Possible answers*  
1 She'd rather have her own room than share a room.  
2 She'd prefer to cook for herself than eat in university restaurants.  
3 She'd rather live in a flat than in a room on a corridor.  
4 She'd prefer to go away for vacations than stay in the hall.  
5 She'd rather live outside the city centre (than in the city centre).

### Developing writing p9

- 1 1 informal 2 formal 3 informal 4 informal  
5 formal 6 informal 7 formal 8 formal  
9 informal
- 2 I hope everything's OK. It seems a long time since I heard from you. What have you and your family been doing recently?  
I'm trying to decide which universities to apply for. My main decision is about whether to study abroad or not. I have looked at some universities in Australia, and I would love to go there to study. There are some excellent courses and I could spend my free time doing water sports, which I love, as you know! I am also considering coming to study in your country. What do you think are the advantages for me of doing that? On the other hand, I can see that staying in England is easier. Maybe you could come and study here, or we could both go and study in Australia together! What are your preferences?  
This week I've been doing work experience. My school organised for me to work in a fashion designer's studio! It was fantastic. He was really nice and I learnt tons about fashion and making clothes. What kind of preparation for leaving

school do you get? Write and tell me about it, I'd really like to know.

The email should answer the four underlined points.

## Unit 2

### Vocabulary p10

	Farmers	Nurses	PAs	Firefighters
usually work long hours	✓			✓
usually do shift work		✓		✓
usually work from 9–5			✓	
are usually very well-paid				✓
are skilled	✓	✓	✓	✓
usually work indoors		✓	✓	
often work outdoors	✓			✓
are often self-employed	✓			
are usually employees		✓	✓	✓
work in dangerous conditions				✓
mainly do paperwork			✓	
mainly do manual work	✓			✓
deal with lots of different people		✓		✓

- 2 1 happy 2 unhappy 3 happy 4 unhappy  
5 happy

- 3 1 responsible 2 deal with 3 stressful  
4 get promotion 5 experience 6 training  
Job: restaurant manager / head chef.

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

### Reading p11

- 1 Students' own answers

- 2 1 reality 2 sum/total/composition  
3 Employers 4 oil driller 5 Alaska

- 3 1 oil drillers and gold miners  
2 loggers, fishermen  
3 ice-road truckers and bullfighters

- 4 1 hazards, risks  
2 hazardous  
3 career, occupation  
4 construction  
5 supervised  
6 crew  
7 get, get paid, take home, make

- 5 Students' own answers

### Grammar in context p12

- 1 Past perfect simple: 3, 5  
Past perfect continuous: 1, 2, 4

- 2 1 Joe 2 Kate 3 Kate 4 Helen

- 3 1 (had) graduated  
2 decided  
3 saw/had seen  
4 (had) had  
5 got  
6 had been hosting/had hosted

- 4 1 Ahmet's a teacher now, but he used to be a construction worker.  
2 After Rosa had eaten the chocolate, she put the wrapper in the bin.  
3 When she was a young child, Sophie would eat ketchup with every meal.  
4 After Mr Martin had been talking for half an hour, Henri started to get bored.  
5 Francine and Julian didn't use to have a car.

- 5 **Bernard:** When he joined the show, Bernard had been working as a mechanic man for one year. Before that, he had been a construction worker and a machine operator. He became a

monster truck driver after he had taken part in the show.

**Rick:** When he joined the show, Rick had been a computer programmer for five years. Before that, he had been a boxer. He became the owner of a computer software company after he had taken part in the show.

**Eleanor:** When she joined the show, Eleanor had been working as an administrative assistant for 3 years. Before that, she had been a classroom assistant. She became a national parks officer after she'd taken part in the show.

**Lily:** Before she joined the show, Lily had been working as a personal trainer for four years. Before that, she had been a waitress and a shop assistant. She became a gym owner after she had taken part in the show.

### Developing vocabulary p13

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

- 2 Possible answers

1 The company's range of kitchen tools is out of date now so their designers are working on new designs.

2 Although it's nearly dark outside, James needs to finish painting the house. He says he'll keep at it until he's finished.

3 I had an interview at a fantastic place today. If they offer me the job, I won't turn it down.

4 Mike Stefano, the head teacher at Yedster School, has retired and Laura Tyler has taken/ is going to take over his job.

5 My dad owns a business which he set up himself.

- 3 Students' own answers

- 4 Students' own answers

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

- 6 1 set up 2 Draw up 3 Send out 4 Stick to  
5 drag on 6 Write down 7 follow up 8 carry out

### Click onto ... p14

- 1 Possible answers

1 chatting, hanging out etc.

2 teenagers' language

3 Students' own answers.

- 2 1 b 2 c 3 a 4 d

- 3 1 b 2 c 3 a

- 4 Students' own answers

### Grammar in context p15

- 1 1 didn't go to the dentist's when he should have  
2 saw Paul and can now remember it  
3 didn't remember to put her helmet on  
4 he wanted to clean his glasses  
5 it's a good idea

- 2 1 remembers washing  
2 stop buying  
3 remembered to buy  
4 stop to tie up  
5 likes windsurfing  
6 forget to ring  
7 likes to feed  
8 forget meeting

- 3 1 present simple 2 present continuous 3 will

- 4 1 is forever borrowing

2 will meet up with

3 's/is always singing

4 will text

- 5 1 Davina is constantly texting me about silly things.  
2 Some birds always build their nests in the same place each year.  
3 correct  
4 Jane and Kelly are constantly taking photos of each other.  
5 Our drama teacher is forever telling us that we can be stars if we want to be.

### Developing speaking p16

- 1 1 D 2 C 3 E 4 A 5 B

- 2 1 The quotation is pointing out that what we call 'luck' is in fact not luck at all but the product of our own hard work. Thomas Jefferson (1743–1826) was the third president of the USA and credited with being the main author of the Declaration of Independence.  
2 The headline says that thousands of bankers earn at least a million pounds.  
3 The statistics show the top salaries paid to sports stars. Tiger Woods earned the most.  
4 The bar chart shows us a comparison of salaries for different jobs.  
5 The photo shows us a rubbish/garbage/refuse collector/bin man

- 3 Jobs and their salaries/what people earn.

- 4 Students' own answers

### Developing writing p17

Students' own answers

## Revision: Units 1–2

### Grammar p18

- 1 1 always live  
2 are getting on  
3 Were you walking  
4 always  
5 didn't start  
6 were singing
- 2 1 've/have walked  
2 's/has been waiting  
3 Have (you) finished  
4 've/have been looking
- 3 1 had been to  
2 used to be  
3 had/d been studying  
4 would have tea  
5 hadn't been feeling well  
6 didn't use to do  
7 hadn't revised
- 4 1 sailing 2 to feed 3 talking 4 meeting  
5 going 6 to study 7 writing

### Vocabulary p18

- 1 1 residence 2 tutor 3 undergraduate  
4 facilities 5 assignment 6 loan 7 term  
8 tutorial
- 2 1 outdoors 2 9 to 5 3 employer 4 full-time  
5 skilled
- 3 1 look 2 apply 3 offered
- 4 1 make 2 do 3 make 4 make 5 do

- 5 1 fill in 2 turn down 3 set up 4 get ahead  
5 take over

### Reading p19

- 1 1 part-time vacancies  
2 interests  
3 good communication skills  
4 staff discounts  
5 14 (years old)

### Writing p19

- 2 *Students' own answers.*

## Unit 3

### Vocabulary p20

- 1 1 telescope  
2 space shuttle  
3 astronaut  
4 launch  
5 meteorite  
6 man-made satellite  
7 astronomer  
8 gravity  
9 atmosphere  
10 asteroid  
11 orbit  
12 universe  
13 space station
- 2 1 Yuri Gagarin's spacecraft/capsule  
2 the first man-made satellite to leave the earth's atmosphere/the first Earth-orbiting artificial satellite  
3 Hubble  
4 launches/landings of space shuttles  
5 when it re-enters Earth's atmosphere  
6 the first space shuttle  
7 they were first men who flew and landed on the moon in Apollo 11  
8 go on a space mission
- 3 1 journey 2 voyage 3 trip 4 travel

### Reading p21

- 1 *Possible answers*  
1 The International Space Station  
2 It is taken (in pieces – built over time, bit by bit) by space shuttles.  
3 Some possibilities: It may be taken apart and brought back to earth or it will be blasted into deep space, or will be left to rot.
- 2 1 f 2 d 3 a 4 e 5 b
- 3 1 the station  
2 NASA planners; how to bring down the space station and drop it into remote ocean waters  
3 this document  
4 He is excited  
5 what parts have a lot more life and usefulness left
- 4 1 space travellers who are not astronauts but are travelling for enjoyment  
2 parts of something that can be removed and replaced and/or combined with something else  
3 come out of orbit  
4 a place of death/ending in water  
5 space that is beyond the moon's orbit  
6 point of progress
- 5 *Students' own answers*

### Grammar in context p22

- 1 1 e 2 a/c 3 a/c 4 d 5 b
- 2 1 P 2 P 3 I 4 I 5 I
- 3 *Possible answers*  
1 I think the goalie will throw the ball back to the players.  
2 I think he'll lose the game.  
3 I think a car will come over the horizon.
- 4 1 goes 2 is playing 3 starts 4 'm meeting
- 5 1 4 2- 3 4 4 4 5-
- 6 1 were 2 would 3 going 4 about 5 was  
6 would
- 7 *Students' own answers*

### Developing vocabulary p23

- 1 co- cosmonaut, operate, pilot, write  
dis- able, appeared  
ex- cosmonaut, president  
im- impossible  
inter- national  
ir- irregular  
mis- calculate, understood  
over- booked, calculate, estimate, populated, paid  
post- graduate, 1990  
pre- booked, historic, paid, 1990  
re- appeared, booked, calculate, consider, estimate, paid, populated, write  
un- able, paid, populated, stoppable  
under- booked, estimate, graduate, paid, populated
- 2 1 dis-; im-; ir-; un- 2 post- 3 under- 4 co-  
5 re- 6 ex- 7 mis- 8 inter- 9 over- 10 pre-
- 3 *Students' own answers*
- 4 1 That's unlikely!  
2 That was irresponsible!  
3 That's unbelievable!  
4 That's illogical!  
5 That's impossible!  
6 That's unusual!
- 5 1 unnecessary  
2 impatient  
3 incapable  
4 unsuccessful  
5 impossible  
6 disagree  
7 invisible

### Click onto ... p24

- 1 Picture 1 space settlement  
Picture 2 space telescope  
Picture 3 spacesuit
- 2 Picture 1 (space settlement): B  
Picture 2 (telescope): D  
Picture 3 (spacesuit): A
- 3 1 e 2 a 3 h 4 f 5 d 6 i 7 b 8 c 9 g
- 4 1 A, B 2 C, D 3 B 4 B 5 D 6 A, D 7 C  
8 A
- 5 *Students' own answers*

### Grammar in context p25

1

Verb form	Tense	We use it to talk about ...
will have done	future continuous	how long an activity has been in progress at a particular future point
will be doing	future perfect continuous	activities in progress at a particular point in the future
will have been doing	future perfect	activities/states that will be finished before a particular point in the future

- 2 1 already at home  
2 during March 23<sup>rd</sup>  
3 complete 5 years as team coach
- 3 1 Picture 3  
a will have started b will be studying  
2 Picture 5  
a will still be working  
b will have become the shop manager  
3 Picture 1  
a will have been managing  
b will have qualified  
4 Picture 4  
a will have won b will be (in) training  
5 Picture 2  
a will have retired b will have been travelling
- 4 *Students' own answers*

### Developing speaking p26

- 1 What people might do on the planet Mars (in the future)
- 2 *Possible answers*  
1 I think this is an artist's impression of an astronaut standing and looking at a landscape on Mars.  
2 This is a headline about NASA's plans for a mission to Mars. It seems to be saying that they are planning to send some space travellers to live there and never return to Earth.  
3 This is a quotation by American president Barack Obama. He is talking about when a Mars landing is likely to happen.  
4 Robert Zubrin is saying that Mars is the New World for us and the next generations.  
5 I assume that this is an artist's impression of a space colony on Mars.
- 3 1 He might be feeling excited or frightened. (The photo is a very famous photo of Neil Armstrong, the first man to step on the moon in 1969.)  
2 *Students' own answers*  
3 It gives people a good feeling about their country. It makes people think that their country is leading the world. It distracts people from other political problems.  
4 It's the unknown. It is a new start.  
5 *Students' own answers*
- 4 *Students' own answers*

### Developing writing p27

*Students' own answers.*

## Unit 4

### Vocabulary p28

#### 1 Possible answers

	must be..	must NOT be..
a surgeon	patient	nervous
a teacher	determined patient	insecure tactless
a pilot	polite serious	bossy slow
a tour guide	assertive patient polite	bossy quiet reserved
a diplomat	patient tactful	insecure narrow-minded tactless
a taxi driver	patient polite	nervous tactless
an ice-road trucker	determined patient	nervous
a zoo keeper	assertive patient quiet	nervous insecure

- 2 1 broad-minded (b) 2 tight-fisted (d)  
3 easy-going (c) 4 big-headed (a)  
5 self-confident (f) 6 hard-working (e)

#### 3 Possible answers

tight-lipped: secretive  
big-hearted: generous  
hard-headed: realistic, unsentimental;  
hard-hearted: unkind, intolerant  
well-mannered

#### 4 Students' own answers

### Reading p29

#### 1, 2 Students' own answers

#### 3

Name	Area of genius	Present situation
Jeremy Roberts	IT/computers	Legal studies student in Florida
Adam Dent	chemistry	IT consultant
Ganesh Sittampalam	maths	works in a bank (credit Suisse), married with a son
Terence Judd	music (piano)	died at 22
Ruth Lawrence	maths	works at Jerusalem university, married, 2 children

#### 4 Possible answers

- He got fed up because everyone else was slower than he was.
- He's pleased about how his life has developed/changed/ended up.
- There are two sides to being a genius: some advantages, some disadvantages.
- He was pleased with himself regardless of his age.
- grow older without being forced in any direction

#### 5 Students' own answers

### Grammar in context p30

- 1 1 adjective + -er + than  
2 the + adjective + -est  
3 more + adjective + than  
4 the most + adjective  
5 more + adverb + than  
6 the most + adverb

- 7 fast, hard, early, late, long, soon, near  
8 well, bad, little

- 2 1 more quickly than  
2 the best  
3 (the) most dramatically  
4 more often  
5 more carelessly than  
6 earlier than  
7 more widely than  
9 more energetically than  
10 calmer, better
- 3 1 Other children don't learn as quickly as child geniuses.  
4 Jane doesn't go jogging as often in the summer as in the winter.  
5 Jared didn't ride his bike as carefully as usual and he crashed it.  
6 Peter didn't finish as late as he'd expected to so he'll be here soon.  
9 Jarvis doesn't play the piano as energetically as Nina does.
- 4 1 The sooner the better!  
2 Better late than never!  
3 Better safe than sorry!  
4 This is going from bad to worse!
- 5 1 Yu solved the cube more slowly than Erik.  
2 Yu was the slowest contestant.  
3 Feliks solved the cube more quickly than Erik.  
4 Feliks was the fastest contestant.  
5 Yu restored the cube (the) most slowly.  
6 Erik was a slower contestant than Feliks.

### Developing vocabulary p31

#### 1

Adjectives		
creative	creation	creator
electrical	electrics/electricity	electrician
political	politics	politician
scientific	science	scientist

#### Verbs

direct	direction	director
employ	employment	employer
invent	invention	inventor
compete	competition	competitor
educate	education	educator
profess	profession	professor
operate	operation	operator
investigate	investigation	investigator
perform	performance	performer

#### 2 Students' own answers

- 3 1 -ness 2 -ist 3 -ment 4 -ence

#### 4 Students' own answers

- 5 1 researchers 2 development 3 scientists  
4 performance 5 intelligence 6 difference  
7 suggestion 8 encouragement 9 confusion  
10 simplification
- 6 2 relationship: a connection between two things or people  
3 friendship: the connection between friends  
4 motherhood: the state of being a mother  
5 neighbourhood: a local community  
6 partnership: the connection between partners  
7 membership: the state of belonging to a group or club

### Click onto ... p32

- 1 1 Stronger  
2 Flower: not a work of art  
3 12 (Four years ago Jane was 8 and Sam was 4, half her age. In four years' time Jane will be 16 and Sam will be 12, three-quarters of her age.)  
4 11 5 (There are two sequences here together: 1 3 5 7 9 (ascending odd numbers) and 10 9 8 7 6 (numbers descending from 10) so the next numbers in each sequence are 11 and 5)
- 2 1 Paragraph B 2 Paragraph D 3 Paragraph C  
4 Paragraph A
- 3 1 approved 2 percentile 3 creed  
4 stimulating 5 staggering 6 irrelevant  
7 on welfare 8 attained
- 4 1 1946  
2 Roland Berrill, Dr Lance Ware  
3-5 identify and advance human intelligence; provide social opportunities for its members; encourage research on intelligence  
6 casual social activity, marriage, sense of family, exercise their minds  
7 all ages, most 20-60  
8 all (100 countries)  
9 all, eg professors, artists, police
- 5 Students' own answers

### Grammar in context p33

- 1 1 a/an 2 a/an 3 the 4 - 5 the 6 the  
2 1 a 2 the 3 a 4 the 5 - 6 the 7 the  
8 - 9 - 10 - 11 the 12 a 13 the  
3 1 e 2 d 3 f 4 b 5 c 6 a  
4 1 so 2 enough 3 so 4 watch 5 that 6 such  
5 Students' own answers

### Developing speaking p34

#### 1 Possible answers

Do you agree with any part of the statement?

- As the text in the SB says, practice makes perfect
- If children aren't given opportunities by parents and teachers, they can't find/show their talents
- Children need to be guided and given discipline to succeed
- Most geniuses are helped by their parents e.g. Picasso was taught by his father at an early age

Do you disagree with any part of the statement?

- Geniuses are born, not made
- If everyone were a genius, no-one would be, because the definition of a genius has to be someone who has more talent than most other people
- Looking at examples from history, some geniuses find their talents themselves, without guidance from parents

### Developing writing p35

- 1 1 picture 1: painting; picture 2: playing the piano; picture 3: playing chess  
2 (possibly) proud, happy, confident  
3 children  
4 they are child prodigies/they are practising a skill that is unusual in someone so young
- 3 Students' own answers

## Revision: Units 3–4

### Grammar p36

- 1 1a 2b 3c 4b 5a 6c 7a  
 2 1 would be  
 2 was going to  
 3 wasn't going to  
 4 was about to  
 3 1 worst  
 2 (the) most clearly  
 3 as fast  
 4 most successful  
 5 more accurately  
 6 more intelligent  
 7 further/farther  
 4 1 such 2 too 3 enough 4 so  
 5 1– 2a 3 the

### Vocabulary p36

- 1 1f 2j 3c 4i 5e 6a 7h 8d  
 2 1 disadvantage 2 unlikely 3 irresponsible  
 4 unsuccessful 5 incomplete  
 3 1 tight-fisted 2 outgoing 3 broad-minded  
 4 modest 5 immature 6 tactful 7 gifted  
 4 1 performer 2 confidence 3 scientist  
 4 education 5 happiness

### Reading p37

- 1 how monkeys communicate  
 2 1a 2c 3c 4b 5b

### Writing p37

- 3 *Students' own answers*

## Unit 5

### Vocabulary p38

- 1 Across: 4 charges 5 change 6 sale 9 interest  
 11 debit 12 debt  
 Down: 1 bargain 2 receipt 3 account  
 7 credit 8 refund 10 fee  
 2 *Correct order:*  
 1 You open a current account.  
 2 You arrange an overdraft with the bank.  
 3 You credit the account with £200.  
 4 You receive a bill for £210.  
 5 You withdraw £210.  
 6 You pay the bill.  
 7 You go overdrawn.  
 8 You pay the money back with interest.  
 3 *Possible answers*  
 I took the (name of item) that I had chosen to  
 the cashier to pay.  
 I paid with cash.  
 The assistant gave me my change.  
 I asked for a receipt.  
 4 1 wallet/purse/pocket  
 2 no (a discount means money off the cost, so  
 20% is better)  
 3 cashpoint  
 4 safer; it earns interest in the bank (though not  
 always in a current account which is designed  
 for everyday use, not saving)  
 5 bank  
 6 price, date, shop details, items bought  
 7 sell off old stock, promote new store etc.  
 8 £3.50

### Reading p39

- 1 *Possible answers*  
 a stall selling fruit and vegetables; money, stock  
 2 1c 2d 3f 4a 5b 6g 7e  
 3 1 makers of furniture, pots and pans  
 2 selling food or repairing cars  
 3 loans, savings accounts, insurance  
 4 basic healthcare, education  
 5 making bamboo products, making containers  
 for storing crops and other products, selling  
 cow's milk  
 4 1 they have no access to financial services  
 2 They have started to provide a wider range of  
 services.  
 3 They have started to provide social services in  
 addition to financial services.  
 4 because she wants to wait until the prices rise/  
 get better/improve/increase  
 5 *Students' own answers*

### Grammar in context p40

- 1 1 have to  
 2 should  
 3 has to  
 4 isn't allowed  
 5 has to  
 6 mustn't  
 7 shouldn't  
 8 don't have to  
 2

modal verb	past form	function of the past form
have to need to	had to needed to	express obligation and necessity in the past
needn't not have to	needn't have didn't have to	say that something happened but was not necessary
not have to not need to	didn't have to didn't need to	say something didn't happen because it was not necessary
should should not ought to ought not to	should have should not have ought to have ought not to have	criticise a past action or say that it was a mistake
can't be allowed to	couldn't wasn't/weren't allowed to	say something was prohibited or not possible

- 3 1 should have taken  
 2 shouldn't have eaten  
 3 couldn't go to the island for three days because  
 it was  
 4 wasn't allowed to go in the swimming pool  
 5 ought to have shut the gate.  
 6 needn't have handed in his  
 4 *Possible answers*  
 Sharon ought to have set her alarm clock.  
 She shouldn't/ought not to have gone out of the  
 kitchen/cooked an egg.  
 (She should have eaten more for breakfast).  
 She should/ought to have dried her coat/put it  
 on a radiator etc.  
 She should have /ought to have bought a new  
 battery for her watch.  
 She shouldn't have turned on the TV/watched TV.  
 She shouldn't have worn high heels.

### Developing vocabulary p41

- 1 1f 2h 3c 4b 5a 6d Unused: e, g  
 2 1a 2b 3a 4b 5b 6b  
 3 1 Janice should save up to buy a printer.  
 2 Sandi had better cut back on the money she  
 spends.  
 3 Simon needs to know how much the three  
 things come to.  
 4 Antonio needs to pick some new socks up.  
 5 George needn't have rushed to the camera sale  
 because they had already sold out.  
 6 Paul borrowed some money from his dad but  
 he needn't pay it back.  
 4 1 save  
 2 cut  
 3 splash  
 4 giving  
 5 sold  
 6 picked  
 5 1g 2c 3a 4d 5e 6b 7f

### Click onto ... p42

- 1 1 five-, six-, seven-, eight-nine-, ten-sided shapes  
 2 seven athletics events, ten athletics events  
 3, 4 *Students' own answers*  
 2 go (went) without (paragraph A); put away  
 (paragraph F)  
 3 1G 2F 3E 4A 5B 6C 7D  
 4 1 tags  
 2 sponsorship  
 3 keep my options open  
 4 treating myself  
 5 owed  
 5 1b 2b 3c  
 6, 7 *Students' own answers*

### Grammar in context p43

- 1 0%: can't  
 50%: could, might, may  
 90–100%: must  
 2 1 can't  
 2 could/might/may, could/might/may  
 3 can't  
 4 must  
 5 could/might/may  
 6 must  
 3 1 might not  
 2 can't  
 3 can't  
 4 might not  
 5 can't  
 6 can't

present modal	past modal	
must	must have	1
mustn't	–*	–
could	could have	2
couldn't/can't	couldn't have can't have	4
may	may have	2
may not	may not have	3
might	might have	2
might not	might not have	3

\* The past form of *mustn't* is *wasn't allowed to*.  
*Can't have* is used for deduction, when you are  
 sure someone did not do something.

- 5, 6 *Students' own answers*

## Developing speaking p44

- 1 First part: compare the photographs – state similarities and differences  
Second part: say what you think: express opinions

2

Similarities	Differences
Both photos show people at a bank. Both banks are busy. In both pictures, the customers are waiting in a queue.	The people in Picture 1 are inside the bank. In Picture 2 they're outside. In Picture 1 they are talking to staff members. In Picture 2 they are using cashpoints. In Picture 1 there are tables for writing, but not in Picture 2.

3 1 d 2 c 3 a 4 g 5 h 6 e Unused: b, f

4 *Students' own answers*

## Developing writing p45

- 1 The customer bought an item of clothing that is damaged, and lives too far away to take it back to the shop.

- 2 Paragraph 1: d  
Paragraph 2: b  
Paragraph 3: c  
Paragraph 4: a

3 *Students' own answers*

- 4 1 Sir or Madam  
2 phrasal verbs; contractions; abbreviations  
3 formal; longer  
4 faithfully

5 *Students' own answers*

## Unit 6

### Vocabulary p46

- 1 1 chin 2 throat 3 chest 4 heart 5 elbow  
6 lungs 7 hip 8 wrist 9 thigh 10 knee  
11 bone 12 ankle 13 heel

2

forms of treatment	injuries to arms and legs	other health problems	symptoms
check up injection medicine operation prescription take someone's blood pressure take someone's temperature	break dislocate fracture sprain twist	addiction allergy heart disease infection obesity	feel dizzy have a temperature shiver

3 *Correct order*

- 1 One morning, I woke up feeling awful.  
2 I made an appointment with my doctor.  
3 The doctor took my temperature and my blood pressure and asked me some questions.  
4 The doctor gave me a prescription.  
5 I went to the chemist's to get my medicine.  
6 I took the medicine every day for a week.  
7 I soon got over my illness.

- 4 1 take blood pressure, ask questions  
2 an injection, medicine  
3 temperature, sore throat, feeling unwell/dizzy  
4 break, sprain, twist, dislocate  
5 2–3 days  
6 in hospital

- 5 1 avoid doing dangerous sports  
2 healthy diet, do exercise, avoid stress  
3 stay away from grass

- 4 don't eat too much fat/carbohydrate/starch  
5 keep healthy, eat lots of fruit and vegetables, keep away from other people with colds and flu, wash your hands  
6 avoid stress, have a healthy lifestyle, don't get overweight

## Reading p47

1 *Students' own answers.*

- 2 teenagers: bad temper, being irritable  
four-year-olds: tantrums, whining  
mothers: exhaustion  
fathers: not enjoying family life, increased appetite  
grandfathers: lack of exercise

- 3 1 hormones 2 tantrums 3 irritable  
4 adolescents 5 sleeplessness 6 whine

- 4 1 daughter 2 grandfather. 3 father  
4 daughter 5 son 6 father 7 mother  
8 grandfather 9 father

5 *Students' own answers*

## Grammar in context p48

1

Conditional	Used for describing ...	Part of sentence with <i>If</i> +	Other part of sentence
Zero	F	B	B
First	D	B	G
Second	A	E	C

Examples: *Students' own answers*

- 2 1 get, walk F  
2 eat, make T  
3 doesn't burn, rub F  
4 put, stops T  
5 avoid, eat T  
6 swallow, takes F  
7 damage, sit F (not permanently)  
8 sleep, snore T

- 3 1 was, would play  
2 have, will/'ll sleep  
3 goes, will/'ll be  
4 would sleep, had  
5 sleep, have  
6 would get, didn't have

- 4 1 as long as/provided (that)  
2 as long as/provided (that)/providing (that)  
3 unless  
4 unless  
5 in case  
6 in case

- 5 1 unless we have to practise on Fridays.  
2 unless I'm alone.  
3 as long as it isn't a Friday.  
4 as long as there isn't a film on TV that I want to watch.

6 *Students' own answers*

## Developing vocabulary p49

- 1 1 under the weather (N)  
2 keep in shape (P)  
3 blacked out (N)  
4 back on your feet (P)  
5 fit as a fiddle (P)  
6 as right as rain (P)  
7 dropping like flies (N)  
8 on her last legs. (N)

- 2 1 Sarah is back on her feet again and will soon be going back to school.

- 2 Lizzie was on her last legs yesterday so she left school early and went straight to bed.  
3 I hate the sight of blood – if I see it I feel really dizzy and sometimes even black out!  
4 Pedro goes horse riding to keep in shape.  
5 I had flu and felt awful last week but now I'm as fit as a fiddle.  
6 My aunt had a long illness but now, a year later, she's as right as rain.  
7 The band members are all dropping like flies so they may not be able to give the concert.  
8 Harrison thinks he's getting a cold because he's feeling under the weather.

- 3 very ill: in a bad way  
not well: run down  
getting better: on the mend, on the road to recovery, up and about again  
very well: a clean bill of health

4 1 b 2 b 3 a 4 a 5 b

## Click onto ... p50

- 1 Basil is a herb; chilli powder and paprika are spices.  
2 1 sauté  
2 simmer  
3 minced  
4 crush  
5 chopped  
6 dice

3 1 T 2 T 3 F 4 NG 5 F 6 T

- 4 1 a calories, fat, sodium, carbohydrates  
b calcium, iron, fibre, protein

5, 6 *Students' own answers*

## Grammar in context p51

- 1 1 *If* + past perfect; *would(n't)* + *have* + past participle  
2 imaginary; past

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

3 *Students' own answers*

4

imaginary past (third)	present consequences (second)	imaginary present (second)	past consequences (third)
If Jim had listened to the dentist when he was a child	he would have better teeth now.		
		If Sue liked maths more	she would have paid more attention when she was at school.
If Kenny had learned to ski before he came	he would have had a better time on this holiday		
If she had known how hard the work was,	Nina wouldn't have taken the job		
If Ben hadn't eaten that second ice cream,	he wouldn't feel so sick.		
		if we cared more about other people	George thinks we wouldn't have had so many wars throughout history



- 5 1 If only I hadn't bought that blue jacket.  
2 I wish I wasn't/weren't wearing a thick jumper.  
3 If only I hadn't lent (Tom) my maths book (to Tom).  
4 If only I weren't/wasn't (so) tired.  
5 I wish I had practised my guitar.  
6 I wish my friend wouldn't/didn't phone me at dinner time.

### Developing speaking p52

- 1 1b 2b 3a 4c 5c 6a 7b 8b
- 2 1 chicken and noodles  
2 pizza  
3 apple tart and cream/ice cream  
4 salad (eggs, tomatoes, lettuce)  
5 spaghetti Bolognese  
6 steak with chips, peas and tomatoes  
7 fish, potatoes, broccoli, carrots, white sauce

3-6 *Students' own answers.*

### Developing writing p53

All exercises *students' own answers.*

## Revision: Units 5-6

### Grammar p54

- 1 1b 2c 3a 4b 5c 6c
- 2 1 must 2 can't 3 might 4 must 5 can't 6 may
- 3 1 will have to  
2 would look  
3 had  
4 (will) have  
5 would be/would have been  
6 had been  
7 don't come  
8 would have kept
- 4 1 wishes he was/were  
2 provided (that) it is  
3 won't/will not go skiing unless  
4 in case we have to  
5 as long as she gets

### Vocabulary p54

- 1 1 current account 2 bank fees 3 overdraft  
4 interest 5 pay 6 cashpoint 7 withdraw
- 2 1 sales; discounts 2 change 3 cut back  
4 afford
- 3 1d 2e 3a 4c 5b
- 4 1d 2b 3b 4a 5c 6c 7d 8d

### Reading p55

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

### Writing p55

2.3 *Students' own answers*

## Unit 7

### Vocabulary p56

- 1 1 stage 2 lyrics 3 gig 4 crowd 5 track  
extra word: lighting
- 2 1b 2d 3f 4a 5c 6e
- 3 *Students' own answers*
- 4 1 visit my social networking site  
2 switch TV channels  
3 buy a ringtone  
4 download music

- 5 send video messages
- 6 tune into the radio
- 7 transfer some music to my portable MP3 player

### Reading p57

- 1 1 First picture: whole family listening to the radio, listening while having a meal  
Second picture: person listening on Internet with headphones so that no one else can hear  
2 Possible answers: Internet radio has many more stations, doesn't rely on good signal, can be listened to anywhere in the world with an Internet connection
- 2 received on a computer  
greater variety of stations  
receive it anywhere you have a computer, can receive from any country in the world not affected by environmental factors
- 3 1 donations 2 streaming 3 broadcast  
4 podcasting 5 genres 6 terrestrial
- 4 1 web radio/net radio/streaming radio/e-radio  
2 1990s  
3 streaming  
4 wide choice  
5 mobile phone/video game console  
6 video game console/mobile phone  
7 Internet  
8 terrestrial  
9 poor weather  
10 going through a tunnel  
11 musical voyage  
12 looping track  
13 scientific

5 *Students' own answers*

### Grammar in context p58

- 1 1 one tense; don't change/stay the same  
2 simple; perfect  
3 could; would; should; might  
4 true
- 2 1 Ollie said he thought the film might be interesting.  
2 Mike said he thought the film would be fantastic.  
3 Liam said he thought the film could be amazing.  
4 Simon said he thought the film was great.  
5 Paul said he thought the film was rubbish.
- 3 1 Jimmy asked Bella what music she was listening to. She said she was listening to Green Day.  
2 Jimmy wanted to know if Bella had seen Green Day in concert. Bella told him that she had seen them two years previously and she was going to see them the following month.  
3 Jimmy wanted to know who the drummer in Green Day was. Bella told him that it was Tre Cool who'd been playing in the band since 1990 but it had been someone else before that. She'd forgotten his name.  
4 Jimmy asked if Green Day was Bella's favourite band. Bella told him that she liked lots of different bands.
- 4 1 Groucho Marx said that he found TV to be very educating – every time somebody turned on the TV, he went into the other room and read a book.

- 2 Jason Love said that he could have been a doctor but there had been too many good shows on TV.
- 3 Leo Anthony Gallagher said that he wished that there had been/was a knob on the TV so you could turn up the intelligence.
- 4 Ann Landers said that TV had proved that people would look at anything rather than each other.
- 5 Paddy Chayevsky said that it was the menace that everyone loved to hate but couldn't seem to do without.
- 6 An unknown author said that theatre was life, cinema was art and television was furniture.

5,6 *Students' own answers*

### Developing vocabulary p59

- 1 1 soundtrack 2 drawback 3 blockbuster  
4 feedback 5 soap opera 6 generation gap  
7 outcome 8 box office 9 turnout  
10 takeover
- 2 *Students' own answers.*
- 3 1 takeover 2 blockbuster 3 box office  
4 Outcome 5 turnout 6 feedback  
7 Generation gap
- 4 1 stand-up comedian 2 tourist trap  
3 headphones 4 festival goer  
5 street performer 6 folk festival  
unused: hot spot

### Click onto ... p60

- 1 *Students' own answers.*
- 2 1C 2B 3D 4A
- 3 1f 2a 3b 4e 5c  
Not mentioned: d

### Grammar in context p61

- 1 1- 2 me 3 me/- 4- 5 me 6-
- 2

verb + infinitive	agree, claim, offer, promise, refuse, regret
verb + gerund	admit, deny, regret, suggest
verb + object + infinitive	advise, ask, forbid, instruct, invite, order, promise, recommend, remind, tell, warn
verb + preposition + gerund	apologise for, confess to, insist on, object to
verb + object + preposition + gerund	accuse ... of, congratulate ... on, criticise ... for, warn ... against

- 3 1 recommended me to go  
2 congratulated Freddie on performing  
3 confessed to being the one  
4 refused to take  
5 suggested putting
- 4 *Students' own answers.*
- 5 1 It asks you to write a gig review for the Good Gig Guide.  
2 It instructs you use the 'new review' button to add your favourite band.  
3 It suggests writing a concert review to help other gig goers.  
4 The site claims to give independent, free information.  
5 It reminds you to include whether you enjoyed the atmosphere, the venue, cost of merchandise and how well organised it was

as well as whether the band themselves lived up to your expectations.

### Developing speaking p62

For: A, C, F

Against: B, D, E, G, H

### Developing writing p63

- 1 *Students' own answers*
- 2 Correct order: B, D, A, C
- 3 Paragraph 1: introduction  
Paragraph 2: basic plot  
Paragraph 3: your opinion about the film  
Paragraph 4: your recommendations

## Unit 8

### Vocabulary p64

- 1 1 volcanic eruption 2 flood 3 avalanche  
4 landslide 5 earthquake 6 forest fire  
7 drought 8 tsunami
- 2 1g 2c 3e 4f 5b 6d 7h  
Missing effects: forest fire. Trees burn uncontrollably and destroy everything in their path.
- 3 1 damage 2 erupt 3 destroyed 4 refugees  
5 ash 6 destruction 7 evacuated 8 survivors  
9 hurricanes 10 torrential 11 sweep across  
12 eruption

### Reading p65

- 1 Title a
- 2 1 treacherous 2 ledge 3 sacred  
4 volcanologist 5 daredevil 6 descended  
7 abseiled 8 crater 9 mind-blowing
- 3 1b 2d 3c 4b 5d 6a

### Grammar in context p66

- 1 1 action/result 2 know 3 obvious/clear/  
known 4 past participle 5 are 6 have been  
7 is being 8 was 9 will be 10 can be
- 2 1 is used  
2 ranges  
3 flows  
4 are formed  
5 were shown  
6. be warned  
7 were vaccinated  
8 have been set up
- 3 1 can be seen  
2 were covered  
3 have been built  
4 was slightly damaged  
5 was carried out  
6 were completed  
extra passives: were built (paragraph 2), were constructed, was finished (paragraph 3)
- 4 1 The wedding guests were given flowers.  
2 I am still owed some sponsorship money.  
3 All students at the school were sent a letter.  
4 Customers who return the item will be offered refunds.  
5 The scientists have been promised more funding.
- 5 *Possible answers*  
People and cars have been evacuated from the area.

The hotel in the picture above has been damaged.  
The house/hotel in the picture below has been destroyed.  
The swimming pool has been covered with debris.  
The beach has been changed.  
Some of the trees have been blown away.

### Developing vocabulary p67

1	Verb	Preposition
	agree	with
	apologise	for
	believe	in
	belong	to
	complain	about
	depend	on
	die	from/of
	dream	of/about
	listen	to
	rely	on
	spend	on
	wait	for

- 2 1 apologised for; complained about  
2 listened to; agreed with  
3 dream of; spend on  
4 belong to; waiting for  
5 believe in; depend on
- 3 *Students' own answers*
- 4 1e 2c 3a 4d 5b 6g 7f 8h
- 5 1 learn about  
2 heard about  
3 named after  
4 protect (us) from  
5 feel like  
6 covered with

### Click onto ... p68

- 1 *Possible answer*  
An asteroid in space, possibly heading for a planet.
- 2 Scientists at NASA.

verb	noun	definition of noun
claim	claim	a statement that something is true
encounter	encounter	a meeting
impact	impact	an effect
risk	risk	a danger
peak	peak	the highest point
threaten	threat	a danger

*threaten/threat* have different forms. The rest have the same form for noun and verb.

- 4 1 Question 4 2 Question 5 3 Question 3  
4 Question 1 5 Question 2 6 Question 6  
7 Question 5
- 5 Question 2, probably because it is most concerned with claims made by unidentified people.
- 6 *Students' own answers*

### Grammar in context p69

- 1 1 It has believed that the moon was flat. *was*  
2 It was said that the moon was made of cheese. *said*  
3 It has be claimed that flood defences didn't work. *been*

- 4 He was thought that elephants never forget. *It*  
5 It is known like train travel is safer than travel by road. *that*
- 2 1 It was thought that the Earth was flat. Now it is known that the Earth is round.  
2 It was thought that everything was made of fire, earth, air and water. Now it is known that there are over a hundred elements.  
3 It was thought that the moon was a smooth ball. Now it is known that it has valleys and mountains.  
4 It was said that feelings came from your liver. Now it is said they come from your heart.  
5 It was thought that having a bath once a month was enough. Now it is believed that we need a bath or shower every day.  
6 It used to be believed that kings were gods. Now it is known that they were only human.  
7 It used to be thought that our bodies constantly made new blood. Now it is known that the body circulates blood.
- 3 1 It was reported that no-one was killed in the tsunami.  
The tsunami was reported to have killed no-one.  
2 It is said that this town is boring but I don't think so.  
This town is said to be boring but I don't think so.  
3 It is known that dinosaurs lived on Earth millions of years ago.  
Dinosaurs are known to have lived on Earth millions of years ago.  
4 It is believed that the team needs a new manager.  
The team is believed to need a new manager.  
5 It has been claimed that the landslide was the worst this century.  
The landslide was claimed to have been the worst this century.  
6 It was expected that children would learn Latin at school.  
Children were expected to learn Latin at school.
- 4 1 to be 2 to be 3 being 4 being 5 to be

### Developing speaking p70

- 1 1 two thirds 2 a/one quarter 3 three quarters  
4 one tenth 5 sixty-six per cent  
6 one in three
- 2 1 percentage of people killed by natural disasters  
2 geological disasters  
3 health-related disasters  
4 weather-related disasters  
5 geological disasters
- 3 1 1996-99  
2 1999-2002  
3 1900-63  
4 2002-2005  
5 from about 1975
- 4, 5 *Students' own answers*

### Developing writing p71

All exercises *students' own answers*.

## Revision: Units 7–8

### Grammar p72

- 1 me I could/can leave early  
2 (me) if Jack was here  
3 he would see Sam the next/following day  
4 he hadn't seen the film the night before  
5 when I normally finish/finished work  
6 if/whether I had/have ever been to the space museum  
7 she might go for a midnight swim
- 2 1b 2a 3c 4b 5c 6a
- 3 1 be 2 was 3 being 4 been 5 Are 6 were 7 have
- 4 1 is claimed (that)  
2 was believed to protect  
3 being carried  
4 to be mended  
5 were given

### Vocabulary p72

- 1 1-word compounds  
feedback; soundtrack; thought-provoking  
2-word compounds  
box office; soap opera  
not used: over, line
- 2 1 on 2 dreaming 3 on 4 put 5 from/of
- 3 1g 2e 3a 4i 5f 6b 7d
- 4 1 live 2 recorded 3 performance  
4 download 5 transfer 6 tracks  
7 social networking site 8 tune in

### Reading p73

- 1 1 work together  
2 airtime  
3 sales department  
4 telephone interviews  
5 current trends

### Writing p73

- 2, 3 *Students' own answers.*

## Unit 9

### Vocabulary p74

1

Computer/ phone hardware	Internet/ phone connection	Electrical household equipment
charger device flash drive keyboard laptop laser printer touch screen	broadband coverage network plug wireless	dishwasher hair dryer vacuum cleaner washing machine

- 2 1 plug 2 touch screen 3 flash drive  
4 network coverage 5 devices 6 wireless
- 3 1 B: plug 2 C: charger 3 E: keyboard  
4 F: flash drive 5 A: touch screen 6 E: keyboard  
7 A: touch screen 8 D: camcorder
- 4 *Possible answers*  
1 The flash drive on your computer should go in easily – you don't need to push it too hard.  
2 Think carefully before you press the delete key!  
3 For large files, you need to be patient because they take a while to download.  
4 If you want to see a film, you can stream it live over the Internet.

- 5 Don't forget to recharge your phone!
- 6 If you don't have broadband you can use a dial up connection.
- 7 Your computer might freeze if you have too many applications open at once.
- 8 Instead of changing your whole PC, you can upgrade your operating system.
- 9 If the ring tone on your phone is too loud, you can adjust the volume.
- 10 To be secure, you should install a virus checker.

### Reading p75

- 1 Statement 1
- 2 Adjectives: rechargeable, miniscule, coin-like, slimy, genetic, toxic  
Nouns: components, microscope, cell  
Verb: shrink
- 3 1 b, c 2 a, b 3 a, c, d, e 4 a 5 a, d 6 a 7 b 8 a 9 a, c
- 4 1 T 2 T 3 NG 4 T 5 F 6 T 7 NG 8 T
- 5 *Students' own answers*

### Grammar in context p76

1

	Defining relative clauses	Non-defining relative clauses
for things	which, that	which
for people	who, that	who
for places	where	where
for times	when	when
for reasons	why	why
for possessions	whose	whose
use commas?	no	yes
can omit relative pronoun?	yes	no

- 2 1 who 2 which 3 why 4 which 5 which 6 which 7 where 8 whose
- 3 2, 4 and 6 can be replaced with *that*.  
In 3, *why* can be omitted.
- 4 1 That's the shop where I bought my jacket.  
2 There is a button on the side of the phone which you need to press.  
3 That was the moment when I knew I wanted to be a doctor.  
4 The people in my class whose exam results were good had revised very hard.  
5 It would be good if someone invented something that would cure/cured the common cold.
- 5 *Possible answers (information invented)*  
1 who lives next to Jim  
2 where there is a big lake  
3 which were delicious  
4 whose mum works with my mum  
5 which we love  
6 who lives in China  
7 that I wear every day
- 6 *Possible answers (information invented)*  
1 do the washing up  
2 give a party at the end of term  
3 write her assignment  
4 cycling  
5 found the jeans in a smaller size  
6 has a zoom lens
- 7 1 hotel that: where  
2 the person who brother: whose  
3 a device, which: a device which  
4 to find out when: why

- 5 Harry, that I met: who
- 6 to Rome where he's been twice before on Saturday: to Rome, where he's been twice before, on Saturday (add commas)
- 7 sport, that I don't think: which
- 8 the year where: when

### Developing vocabulary p77

- 1 1 run on 2 print off 3 back up 4 scroll down  
5 hack into 6 pick up 7 go off  
8 log off/out 9 run out 10 use up
- 2 1 c 2 f 3 a 4 b 5 d 6 e
- 3 1 run out: lose the charge, run out of a building  
2 back up: keep a copy of something, move backwards uphill  
3 go off: ring, go bad
- 4 1 set up 2 key in 3 pop up 4 go down  
5 free up
- 5 *Students' own answers*

### Click onto ... p78

- 1 *Students' own answers.*
- 2 Possible answer  
The students found that doing without social media forced them to find other ways of communicating and also that they had more time to do other things.
- 3 1 figured out 2 handed over  
3 tear themselves away 4 temptation  
5 awkward 6 confiscated
- 4 1 E 2 A 3 C 4 D 5 B
- 5 1 Cole Sweeten  
2 Trent Mitchell  
3 El Zein  
4 Ed Wytovicz
- 6 *Students' own answers*

### Grammar in context p79

- 1 1 c 2 f 3 a 4 e 5 d 6 b
- 2 1 all it wants to do: he  
2 was many question: one  
3 All Georgia know: knows  
4 What David needs has: is  
5 I can't decide all I want: what  
6 All the children need to do are: is
- 3 1 what 2 that 3 All 4 that 5 What 6 All
- 4 1 What can make you happy is making other people happy.  
2 What often makes other people happy is smiling while you talk to them.  
3 What will make you feel better is learning to laugh at least once a day.  
4 What brings you success in life is loving what you're doing.  
5 What can increase happiness is sharing other people's happiness.  
6 What prevents happiness is chasing it.
- 5 1 It is irritating that people drop litter in the street.  
2 The fact that we've had no rain for three weeks is surprising.  
3 What I don't understand is why people go crazy about football!  
4 I can't remember what Jane's new address is (now that she's moved).

- 5 All you do to become a member of the gym is fill in one short form.  
6 One really good thing about my new house is that it's got two bathrooms.

6 *Students' own answers*

### Developing speaking p80

- 1 1 Yes: b, c, d, g  
No: a, e, f

2 *Students' own answers.*

2 *Possible answers*

- 1 I'm not sure what you mean by 'lousy'.  
2 Do you see what I mean?  
3 If I understand you correctly, you prefer watching films to reading?  
4 Could you go over that again?  
5 No, that's not quite what I meant.

3,4 *Students' own answers*

### Developing writing p81

- 1 Introduction  
Current situation  
Your opinion  
Conclusion

2,3,4 *Students' own answers*

## Unit 10

### Vocabulary p82

- 1 1B 2E 3C 4F 5A 6D  
2 1e 2i 3g 4j 5a 6h 7c 8f 9b 10d 11k  
3 1 cut 2 key 3 plea 4 pledge 5 link 6 PM 7 probe 8 riddle 9 spark 10 wed 11 aid 12 back  
(used because they are shorter, punchier)

4 *Possible answers*

- 1 PM's wife pledges to attend Fashion Week  
2 Library services to be cut sooner than thought  
3 Soap opera star to wed producer next year  
4 Forest blaze brought under control  
5 Athlete's gold medal boosts national team  
5 Wildlife officials seek explanation to dead blackbirds riddle

### Reading p83

- 1 1e 2c 3a 4b 5d  
2 1 Headline B 2 Headline A 3 Headline E 4 Headline D 5 Headline C  
3 1b 2b 3a 4b 5a  
4 1 human language  
2 birds  
3 tremors and ripples  
4 careers advice centre  
5 a tablet PC

5 *Students' own answers*

### Grammar in context p84

- 1 1 subject; auxiliary verb; Had he  
2 than; than  
3 when; when  
4 little; Little  
2 1 have 2 do 3 will/can/could/shall 4 Were 5 did 6 was

- 3 1 At no time did Lily think about anyone else's feelings.  
2 No sooner had he arrived home than he realised he'd left his bag at school.  
3 Scarcely had the earthquake struck when the tower collapsed.  
4 Rarely does Pedro enjoy visiting his Aunt Christina.  
5 Never have I seen such a thought-provoking film.  
6 Under no circumstances will Kathy take part in the play.  
4 1b 2f 3d 4e 5a 6c  
5 1 Having bought three ice-creams for his sisters, Jim couldn't afford one for himself.  
2 Walking home from basketball practice, Sam decided to visit his uncle.  
3 Having eaten his lunch, Nick went back to work.  
4 Running to catch the bus, Mike dropped his phone and broke it.  
5 Having explained the rules of the game, Miranda asked if everyone had understood them.  
6 Seeing no one on the playing field / Not seeing anyone on the playing field, Suzy assumed the hockey match was cancelled and went home.

6 *Students' own answers*

### Developing vocabulary p85

- 1 1 Breaking news  
2 Running a story  
3 A turn of events  
4 Front-page news  
5 A newsflash  
6 A news update  
2 1b 2c 3a 4d 5c 6b 7c 8d 9a  
3 1 daily 2 fortnightly 3 national 4 local 5 monthly

Who	When	Where
journalist	daily	national
columnist	fortnightly	regional
contributor	monthly	local
correspondent	weekly	
editor		
reporter		
subeditor		

- 5 1 subeditor 2 editor 3 correspondent 4 journalist/contributor 5 columnist 6 reporter  
They could all be a journalist (as this is a more general term describing the work rather than the job).

### Click onto ... p86

- 1 1 daily: B weekly: A  
2 Both are regional  
3 A: to provide night shelters for homeless people  
B: to encourage companies to take on apprentices  
2 1 give (Text B: given him an insight)  
2 take (Text B: take their first steps)  
3 boost (Text B: boost the local economy)  
4 raise (Text A: raised £18,000)  
5 play (Text B: play a key role)

- 6 hold (Text B: role-swap day was held)  
7 make (Text A: made a massive difference)

- 3 2 (100) apprenticeships  
3 front page  
3 long hours  
4 editor

4 *Students' own answers*

### Grammar in context p87

- 1 for formal situations or when the speaker wishes to be polite  
2 1 Could you tell us where the thief was when you found him?  
2 I wonder what he wanted to steal?  
3 Do you know how old he is?  
4 I wonder if you could tell me if the police handcuffed him?  
5 Have you got any idea where the police took him when they'd arrested him?  
3 Story D  
1 In a supermarket.  
2 electrical equipment and food  
3 18  
4 yes  
5 to the police station

4 *Possible answers*

- 1 I wonder if you can tell me where the fox was found?  
2 Do you know what they nicknamed the fox?  
3 Have you got any idea how the fox got to the top of the building?  
4 Can you tell me how the fox survived?  
5 Do you know who found the fox?  
6 I wonder how you caught the fox?  
7 Can you tell me what's happened to the fox now?  
5 1 won't he? 2 isn't it/he? 3 wasn't it? 4 have you? 5 do we? 6 can you? 7 wasn't it? 8 hadn't he?  
6 Lady Gaga's real name is Stefani Germanotta, isn't it?  
2 She was born in New York wasn't she?  
3 She isn't touring at the moment, is she?  
4 She's made three albums so far, hasn't she?  
5 She plays the piano very well, doesn't she?  
6 She doesn't play the guitar, does she?  
7 *Students' own answers*

### Developing speaking p88

- 1 *Correct order:*  
1 I think it would be awful to be a celebrity because you'd have paparazzi watching you all the time.  
2 That's true, but I would still say that celebrities have a good life.  
3 You can't deny that there are advantages to being a celebrity, though, because they earn lots of money and have a fantastic social life – think of all those parties!  
4 Yes, but that doesn't mean it would be OK to have no privacy – we all need that.  
2 *Possible answers*  
Online newspapers can be updated throughout the day.  
Online news is free. (at the moment)  
Print newspapers are dirty and take up space.  
Print newspapers are expensive.

You have to go to a shop to buy print newspapers or have them delivered.  
Online news gives you the chance to read many different reports.

3, 4 *Students' own answers*

### Developing writing p89

- consequently: therefore  
however: on the other hand  
finally: lastly  
in addition: furthermore  
in my opinion: as far as I'm concerned  
since: because
- A negative impression: reports describe teenagers stealing cars, fighting in public, being accused of shooting someone, vandalising a school, leading an unhealthy lifestyle and abusing drink and drugs.

3, 4 *Students' own answers*

## Revision: Units 9–10

### Grammar p90

- 1 when 2 why 3 whose 4 which 5 where  
6 who 7 which
- 1 that 2 all 3 that 4 what
- 1 h 2 g 3 d 4 f 5 c 6 a
- 1 haven't you? 2 will he? 3 didn't they?  
4 had she?
- 1 Could you tell me how old you are (please)?  
2 I wonder if you could/can tell me which way it is to the beach?  
3 I'd like to know how you became an actor.  
4 Have you any idea how much that laptop costs?

### Vocabulary p90

- 1 weather forecast  
2 classified ads  
3 sports news  
4 arts and entertainment  
5 business and finance
- 1 a microwave  
2 a laptop  
3 a vacuum cleaner  
4 a camcorder/video camera  
5 a keyboard  
6 a flash drive/data or USB stick
- 1 c 2 d 3 a 4 b 5 g 6 f
- 1 streaming 2 upgrade 3 frozen 4 pressing
- 1 up 2 print 3 off 4 hack

### Reading p91

1 c 2 a 3 c 4 b 5 c

## Progress Test: Units 1–2

### Grammar p92

- 1 What time does Tina normally finish her guitar lesson?  
2 When I arrived at school, most of my friends were waiting outside.  
3 ✓  
4 ✓  
5 I first knew Jan's family when I lived in Poland.  
6 ✓

7 I've arrived at my hotel and I am/'m having a great time here.

- 1 had 2 been playing 3 seen  
4 been running
- 1 to improve 2 losing 3 doing 4 skating  
5 to eat 6 to have 7 to leave
- 1 used to go  
2 would phone  
3 had never been abroad/hadn't been abroad/  
had not been abroad  
4 had been living  
5 didn't/did not use to/never used to  
6 had already sold  
7 had been playing

### Vocabulary p92

- 1 for 2 fill 3 made 4 get 5 up 6 down
- 1 outdoors 2 manual 3 qualifications  
4 unskilled 5 training 6 salary
- 1 hall of residence  
2 an undergraduate  
3 extra-curricular activities  
4 a (student) loan  
5 a term/semester  
6 fail (an exam)  
7 continuous assessment (project work, presentations)
- 1 doing 2 making 3 done 4 make 5 made  
6 does

## Progress Test: Units 1–4

### Grammar p93

- 1 will  
2 are going to wear  
3 is coming  
4 is going to break.  
5 will have finished  
6 was going to
- 1 b 2 b 3 b 4 a 5 c 6 a
- 1 too 2 the 3 enough 4 so 5 – 6 such 7 a
- 1 She runs faster than anyone else in the school.  
2 You can see that Peter painted his plate the most carefully.  
3 ✓  
4 ✓  
5 I enjoyed eating the crab even though I had never had one before.  
6 Had you ever heard of that actor before he starred in *The Lord of the Rings*?

### Vocabulary p94

- 1 appearance 2 difference 3 employment  
4 invisible 5 unexpected 6 prehistoric  
7 unsuccessful 8 rewrite
- 1 b 2 d 3 b 4 a 5 c 6 c 7 d 8 c
- 1 c 2 e 3 j 4 k 5 h 6 g 7 i 8 a 9 b

## Progress Test: Units 1–6

### Grammar p95

- 1 might 2 ought 3 can't 4 wasn't 5 'll have  
6 have 7 shouldn't 8 had
- 1 ✓  
2 I'll come into town on the train unless I get a lift from my mum.

3 If he had worn a helmet, he wouldn't have hurt his head.

- 4 ✓
- 5 Mary would be a great climber if she had more confidence.
- 6 We'll take our sleeping bags in case the snow gets worse and we have to stay at Grandma's overnight.

3 1 c 2 b 3 b 4 d 5 d 6 b 7 d 8 b 9 d  
10 c 11 d

### Vocabulary p95

- 1 residence 2 misunderstood 3 receipt  
4 employer 5 overtime 6 improvement  
7 landing 8 ambitious
- 1 back 2 up 3 right 4 out 5 shuttle  
6 gravity 7 make 8 abroad 9 headed
- 1 d 2 d 3 d 4 b 5 a 6 d 7 b 8 b

## Progress Test: Units 1–8

### Grammar p96

- 1 cycles 2 has met 3 faster than 4 mustn't  
5 wasn't allowed to 6 will be working  
7 should 8 'd had
- 1 had been blown away  
2 are being shown  
3 is thought that dolphins are  
4 being given  
5 if I could find it  
6 we would have more fun  
7 for running across the road without looking  
8 Leo looked unwell
- 1 an 2 was 3 had 4 in 5 so 6 will 7 do/  
have 8 does 9 long

### Vocabulary p97

- 1 e 2 j 3 g 4 b 5 i 6 f 7 c 8 a
- 1 a 2 b 3 d 4 d 5 c 6 c 7 c 8 b
- 1 curricular 2 unskilled 3 violinist 4 (post) graduate  
5 impossible 6 ringtone  
7 investigation 8 inventions 9 irresponsible

## Progress Test Units: 1–10

### Grammar p97

- 1 where 2 who 3 which 4 Scarcely 5 What  
6 than 7 whether 8 why
- 1 were 2 had 3 was 4 must 5 which 6 is  
7 been 8 that 9 more
- 1 had I finished reading than  
2 do I see  
3 you (got) any idea why  
4 more slowly than  
5 plays the best  
6 such a good tutor  
7 are too full to eat  
8 you fill in

### Vocabulary p98

- 1 g 2 d 3 j 4 b 5 i 6 h 7 f 8 e
- 1 b 2 d 3 d 4 a 5 c 6 d 7 a 8 c
- 1 savings 2 loan 3 survivor 4 promotion  
5 performance 6 overbooked 7 unusual  
8 disobeys 9 processed

# Research Sources

# Resource materials

Worksheet	Activity and focus	What the students are doing
<b>Unit 1</b> p178–180		
Grammar <i>True or false?</i>	Gap-fill activity and guessing game in pairs Gerunds and infinitives	Completing sentences with gerunds or infinitives and playing a guessing game.
Vocabulary <i>The whole sentence</i>	Board game with sentence matching and completion in pairs Collocations with <i>do</i> and <i>make</i>	Matching sentence halves and completing them with <i>do</i> or <i>make</i> .
Communication <i>University challenge</i>	Crossword in pairs Vocabulary related to university and studying	Writing clues for a crossword puzzle featuring words related to studying.
<b>Unit 2</b> p181–183		
Grammar <i>A week in the life</i>	Whole-class survey Past perfect simple and past perfect continuous	Asking and answering questions to find out how many people had done various activities during the previous week.
Vocabulary <i>The correct set, the correct answer</i>	Multiple-choice cloze card game in groups of four Vocabulary related to work, including phrasal verbs	Completing sentences using vocabulary and phrasal verbs related to work.
Communication <i>A busy week</i>	Story-writing activity individually and in groups Past perfect simple and continuous, <i>used to</i> and <i>would</i> , gerunds and infinitives ( <i>forget/remember</i> )	Writing the different stages of a story using the target grammar from the unit.
<b>Unit 3</b> p184–186		
Grammar <i>In the future</i>	Guessing game in pairs Future continuous, future perfect simple and future perfect continuous	Predicting their own future and asking and answering questions with a partner about their futures.
Vocabulary <i>Two of a kind</i>	Sentence completion and matching game in groups of four Prefixes	Creating words using prefixes and using those words to complete sentences.
Communication <i>Prefix dominoes</i>	Dominoes game in pairs/groups Prefixes	Matching words and prefixes to make new words in a dominoes game.
<b>Unit 4</b> p187–189		
Grammar <i>Animal articles</i>	Gap-fill and story ordering in groups of three Articles	Sorting story extracts to make two different stories and completing them with articles.
Vocabulary <i>Key word conundrums</i>	Whole-class key word sentence transformation game Noun suffixes	Rephrasing sentences using noun suffixes.
Communication <i>Personality traits</i>	Whole-class writing and speaking activity Adjectives to describe personality	Writing sentences to define personality adjectives and guessing the adjectives being described.
<b>Unit 5</b> p190–192		
Grammar <i>On the money</i>	Running dictation and sentence transformation in pairs Modal verbs of obligation, prohibition and advice – present and past	Playing a running dictation game and rephrasing sentences using modal verbs.
Vocabulary <i>Dialogue dominoes</i>	Domino-style sentence completion and matching game in pairs Money vocabulary, including phrasal verbs	Matching dialogue parts in a dominoes game and completing sentences with money-related vocabulary.
Communication <i>Pair up</i>	Pelmanism game in pairs Money vocabulary, modals of obligation/speculation	Matching sentence halves in a memory game.

Worksheet	Activity and focus	What the students are doing
<b>Unit 6</b> p193–195		
Grammar <i>On one condition</i>	Sentence completion board game in small groups Zero, first and second conditionals	Playing a board game and forming conditional sentences.
Vocabulary <i>Healthy bingo</i>	Bingo-style sentence completion game in pairs Vocabulary related to health	Playing a bingo game and completing sentences with vocabulary related to health.
Communication <i>Really?</i>	Speaking game in pairs Conditionals and <i>wish</i>	Answering conditional questions by telling the truth or lying, and guessing if the answers are true or not.
<b>Unit 7</b> p196–198		
Grammar <i>Party plans</i>	Mingling activity in groups of ten and memory game in pairs Reporting verbs and other reporting structures	Memorising direct speech related to organising a party and recalling what was said in reported speech.
Vocabulary <i>Confounding compounds</i>	Word-formation game with crossword Compound nouns and adjectives	Matching words to make compounds and using them to complete a crossword puzzle.
Communication <i>You can bet on that!</i>	Sentence auction game in pairs Reported speech, compound nouns and adjectives	Deciding whether sentences are correct or incorrect and making bets on their decisions.
<b>Unit 8</b> p199–201		
Grammar <i>Passive pairs</i>	Pelmanism and sentence transformation game in groups of three The passive	Matching active and passive sentences in a memory game.
Vocabulary <i>The right words</i>	Sentence completion, with a 'reveal the information' element in pairs Prepositional phrases with verbs	Completing sentences with prepositional phrases and completing a grid to reveal hidden words.
Communication <i>Class questions</i>	Whole-class mingling activity Prepositional phrases with verbs	Completing sentences with prepositions and doing a <i>Find someone who ...</i> speaking activity.
<b>Unit 9</b> p202–204		
Grammar <i>Invention or no invention?</i>	Gap-fill and quiz in pairs Relative clauses	Completing sentences with relative pronouns and guessing if inventions are real or fake.
Vocabulary <i>Technology challenge</i>	Card game in groups of four Technology vocabulary, including phrasal verbs	Playing a card game to practise technology vocabulary.
Communication <i>Talking technology</i>	Comparing and contrasting pictures in pairs (Part 2 of the FCE Speaking test) Technology vocabulary	Describing and discussing pictures related to the theme of technology.
<b>Unit 10</b> p205–207		
Grammar <i>Inverted crossword</i>	Sentence transformation and crossword in pairs Inversion	Rephrasing sentences using inversion and completing a crossword puzzle.
Vocabulary <i>Give me a word</i>	Word-collecting and sentence completion game in groups of three News expressions and collocations	Completing sentences using news-related vocabulary.
Communication <i>What do you think?</i>	Negotiation game in pairs (Part 3 of the FCE Speaking test) News expressions and collocations, agreeing, disagreeing, asking for and giving opinions, speculating	Discussing and debating ideas for improving sales of a newspaper.



## Grammar p178 True or false?

**Activity:** Gap-fill activity and guessing game in pairs

**Language:** Gerunds and infinitives

**To use:** After Student's Book, page 13

**Preparation:** Make one copy of the worksheet for each pair and cut it in half.

### Procedure

- Divide your class into two groups: A and B. Give Part A of the worksheet to everyone in Group A and Part B to everyone in Group B.
- Ask the students to work with a partner from the same group and complete the sentences with the appropriate form of the verbs in brackets.
- Review the answers with each group by saying just the correct form of the verb, not the whole sentence.
- Ask each student to find a partner from the other group. They should not look at each other's worksheets.
- Without speaking to each other, the students read their statements again, decide whether each one is true or false for their partner and circle *True* or *False*.
- The students now check their answers by asking their partner a question, e.g. *Do you find it easier to study in the morning than the evening?* and comparing their guess to their partner's answer. They tick or cross each statement accordingly.
- The winning student in each pair is the one with the most correct guesses.

### Key

**A:** 1 to study 2 travelling 3 going  
4 graduating 5 to go 6 revising 7 doing  
8 to understand 9 to do 10 to move  
**B:** 1 starting 2 doing 3 to finish 4 to have  
5 making 6 to do 7 to be 8 to complete  
9 going out 10 to arrive

## Vocabulary p179 The whole sentence

**Activity:** Board game with sentence matching and completion in pairs

**Language:** Collocations with *do* and *make*

**To use:** After Student's Book, page 9

**Preparation:** Make one copy of the worksheet for each pair. Each pair will also need two counters/coins and a blank sheet of paper.

### Procedure

- Divide the class into pairs. Give each pair a copy of the worksheet and two counters/coins.
- Explain that the board contains 24 sentences and that each sentence has been divided into two parts (the first part indicated by a number, the second part by a letter). A form of the word *make* or *do* has also been removed from each sentence. The aim of the activity is to collect as many complete sentences as possible in a set time.
- The students begin by each placing their counter on a different shaded (numbered) space. On a separate sheet of paper, they write the number of that space.
- Student A looks for the second part of his/her chosen sentence and moves his/her counter one space closer to that second part. They can move horizontally or vertically, but not diagonally. Student B then does the same. Students take it in turns to move their counters towards their sentence part, one space at a time, until one of them arrives at their destination.
- Once they have arrived at the second part, they write the correct letter next to their number on the sheet of paper. They should then decide if the missing word is *make* or *do*, and write this in its correct form after the letter, e.g. 17Q (*made*).
- The student then chooses a new shaded (numbered) space and starts the process again.
- Let them do the activity for about 15 minutes, then tell them to stop. Review their answers. Students score one point for each correctly matched and completed sentence. The winner is the student in each pair with the most points.

### Option

As this is a vocabulary activity rather than a grammar activity, you could relax the rules on getting the correct word form, and award a point if they choose the correct word (*make* or *do*) and then a bonus point if the form is also correct.

To encourage more discussion and negotiation, students could do this activity in groups of four, divided into pairs. If so, you might like to enlarge the board game to A3 size.

### Key

1 P (do)	13 D (do)
2 J (make)	14 E (do)
3 B (make)	15 V (do)
4 T (made)	16 O (made)
5 H (doing)	17 Q (made)
6 X (making)	18 C (made)
7 G (make)	19 N (doing)
8 A (do)	20 I (do)
9 U (Do)	21 S (does)
10 M (doing)	22 R (made)
11 F (do)	23 K (make)
12 W (making)	24 L (making)

## Communication p180 University challenge

**Activity:** Writing clues for a crossword puzzle in pairs

**Language:** Vocabulary related to university and studying

**To use:** After Student's Book, page 6

**Preparation:** Make one copy of the worksheet for each pair and cut it in half.

### Procedure

- Write on the board: *It's a lesson where a small group of students discuss something with a teacher. Ask students to guess the word (tutorial). Tell students they are going to write some similar sentences as clues for a crossword. Ask students to suggest other phrases that we use for describing things and write prompts on the board, e.g. It's like/similar to + noun. It looks/feels/sounds (like) + adjective/noun. It's a person who/thing that/place where/time when ...*, etc.
- Divide your class into two groups: A and B. Give Part A of the worksheet to everyone in Group A and Part B to everyone in Group B. Explain that the Down words are already written on the crossword on Part A and the Across words already written in on Part B.
- Tell students to work with someone from the same group and write clues for the words written on their crosswords. Make sure that students' clues are for the use of the word in the unit (i.e. related to university/studying), as some words can have another meaning, e.g. *pass* can also mean go past something.
- When they have finished writing their clues, students find a partner from the other group. They must not show each other their crossword. Ask them to sit facing each other and take it in turns to ask their partner for clues for the missing words on their crossword. At the end they can compare worksheets to check their answers.

### Option

Instead of pairwork, this activity could be done in open class with the two teams facing each other.

Grammar p181  
A week in the life

**Activity:** Whole-class survey

**Language:** Past perfect simple and past perfect continuous

**To use:** After Student's Book, page 20

**Preparation:** Make one copy of the worksheet for each group of 12. Cut out the 12 cards.

**Procedure**

- If there are more than 12 students in your class, divide them into groups of up to 12. Give a set of cards to each group, so each student has at least one card.
- Tell the students that they're going to find out the kind of week the class had last week. They must read their card and decide how to form the direct question they need to ask, e.g. *Did you fall asleep one evening last week because you'd been exercising hard? Did you laugh last week because you'd seen something really funny? Did you get a headache last week because you'd been surfing the Internet for too long?*
- Ask the students to mingle within their group, asking and answering the questions. Every time someone answers yes, students should make a mark on their card. Encourage them to ask follow-up questions and to make a note of anything they learn, e.g. *What exercise did you do? What made you laugh? What were you doing on the Internet for so long?*
- When they have finished, ask the students to sit down and count up how many students answered yes to their question. Students take it in turns to tell the class/group the answer to their question, as well as one or two extra pieces of information that they found out.

**Option**

When students give the additional information they found out, tell them not to say the person's name, e.g. *Someone had read half a book by the time they went to bed.* The other students in the class then guess who that person was.

Vocabulary p182  
The correct set, the correct answer

**Activity:** Multiple-choice cloze card game in groups of four

**Language:** Vocabulary related to work, including phrasal verbs

**To use:** After Student's Book, page 21

**Preparation:** Make one copy of the worksheet for each group of four. Cut out the two sets of cards.

**Procedure**

- Divide your class into groups of four and ask each group to divide into two teams: A and B. Give each group their two sets of cards and tell them to place these face down in two separate piles.
- Explain that on each large card, there is a sentence with a missing word. On each small card, there are four words and *one* word on each of these cards can be used to complete *one* of the sentences.
- Team A begins by taking a large card and reading the gapped sentence so that everyone in the group can hear it.
- Team A then takes a small card and looks at the words on it. They decide if one of the words on it can be used to complete their sentence. If so, they underline the word and keep the card. If not, they pass it to Team B, who also check if any of the words can be used. If so, they underline the word and keep the small card. If not, they put the small card to the bottom of the pile and Team A choose another small card. The steps above are repeated until an appropriate word has been found.
- Team B then take a large card and repeat the process to find a word that can be used to complete the sentence.
- Let the groups play the game for about 20 minutes, then tell them to stop. Check the teams' cards have been matched correctly. Each team scores one point for each word they chose correctly. The winner is the team in each group with the most points.

**Option**

For a shorter version of the activity make a copy of the worksheet for each pair. Students work in groups of four and divide into two teams: A and B. Team A chooses a numbered sentence for Team B, who then have one minute to find and underline the missing word in the lettered boxes. They should also write the number of the matching sentence next to the word. Team B then chooses a sentence for Team A and the process is repeated. Let them play for about 10–15 minutes, then award a point for each word they chose correctly. The winner is the team in each group with the most points.

**Key**

- |                  |                  |
|------------------|------------------|
| 1 H (down)       | 9 F (with)       |
| 2 N (unemployed) | 10 C (applied)   |
| 3 L (manual)     | 11 E (over)      |
| 4 O (resign)     | 12 J (to)        |
| 5 A (fill)       | 13 D (redundant) |
| 6 K (experience) | 14 M (kept)      |
| 7 I (up)         | 15 G (promotion) |
| 8 B (salary)     |                  |

Communication p183  
A busy week

**Activity:** Story-writing activity individually and in groups

**Language:** Past perfect simple and continuous, *used to* and *would*, gerunds and infinitives (*forget/remember*)

**To use:** After Student's Book, page 25

**Preparation:** Make one copy of the worksheet for each student.

**Procedure**

- Give a copy of the worksheet to each student in the class and explain that they are going to write a story about a very busy week in someone's life.
- Give the students a few moments to read the different stages of the story. Then ask them to complete the first sentence. Encourage the students to be imaginative and amusing. You may wish to set a time limit so students write quickly.
- Ask the students to fold over the first section of the worksheet so that what they have written is hidden and the next incomplete section is visible. Then ask them to pass their worksheet to the student on their left.
- Students now complete the next section on the worksheet they have just been given. They then fold that section over and pass the worksheet to the student on their left, as before. Repeat the same procedure until all the sentences have been completed. Students then pass the worksheet on one final time.
- Tell students to get into groups of six and read the full story on their worksheet out loud to their group. Ask each group to share their favourite story with the class.

## Grammar p184

### In the future

**Activity:** Guessing game in pairs

**Language:** Future continuous, future perfect simple and future perfect continuous

**To use:** After Student's Book, page 39

**Preparation:** Make one copy of the worksheet for each student.

#### Procedure

- Give each student a copy of the worksheet. Individually, they read each statement and write a few words in response to each one. They should not write complete sentences or show their worksheet to any other student.
- Divide the class into pairs. One student reads out an answer randomly, e.g. *sleeping*, and his/her partner must try to guess which statement that answer relates to without looking at the worksheet, e.g. *Is it an activity you'll be doing at 9pm tonight?* If he/she guesses correctly and uses the correct future form, he/she scores two points. If the future form is not correct, he/she gets just one point for guessing the right statement.
- Students take it in turns to read out their answers randomly and guess which statement each one relates to. The student with the most points at the end of the activity is the winner.

#### Extension

Put the students into teams of four or five and read out one of your personal answers at random. The first team to raise their hands, asks a question to guess which statement your answer relates to. Award two points to each team which guesses correctly and uses the correct future form. Give one point for correct guesses with incorrect grammar. The team with the most points at the end of the activity wins.

## Vocabulary p185

### Two of a kind

**Activity:** Sentence completion and matching game in groups of four

**Language:** Prefixes

**To use:** After Student's Book, page 35

**Preparation:** Make one copy of the worksheet for each group of four and cut each one in half.

#### Procedure

- Divide the class into groups of four and ask each group to divide into two teams: A and B. Give Part A of the worksheet to Team A and Part B to Team B. They should not show their worksheet to the other team.
- Explain that each sentence on their worksheet has a missing word. This word will be a combination of a prefix in the top-left box and a word in the top-right box. Some of the prefixes can be used more than once.
- Each team then completes as many of their sentences as possible in 10 minutes. When the 10 minutes is up, tell them to stop.
- Explain that each word Team A used to complete their sentences has a 'partner' on Team B's worksheet. This 'partner' uses the same prefix *and* has the same function, i.e. it's a verb, an adjective or a noun.
- Working together, but without looking at each other's worksheets, the two teams should try to find as many matching partners as possible. To do this, they read out their completed sentences, discuss which ones match and write the matching numbers and letters on a separate sheet of paper, e.g. Team A's sentence 1 (*miscalculate*) matches Team B's sentence H (*misunderstand*), as both are verbs which use the prefix *mis-*.
- Give the groups 10 minutes to do this, then review their answers. The group in the class who made the most correct matches is the winner.

#### Key

- 1 (miscalculate) H (misunderstand)
- 2 (rewrite) D (reconsider)
- 3 (disappearance) G (disadvantage)
- 4 (unusual) E (unlikely)
- 5 (impossible) I (impatient)
- 6 (underpay) K (underestimate)
- 7 (overgrown) N (overpopulated)
- 8 (incomplete) L (incapable)
- 9 (co-star) C (co-pilot)
- 10 (international) M (intercontinental)
- 11 (ex-president) J (ex-singer)
- 12 (disagree) B (disobey)
- 13 (irregular) A (irresponsible)
- 14 (unpack) F (undo)

## Communication p186

### Prefix dominoes

**Activity:** Dominoes game in pairs/groups

**Language:** Prefixes

**To use:** After Student's Book, page 35

**Preparation:** Make one copy of the worksheet for each group of three. Cut out the 24 dominoes and shuffle each set.

#### Procedure

Divide the class into groups of three and give each group a set of dominoes. Ask them to take four dominoes each and place the rest face down in a pile.

Before they start, explain the rules.

#### Rules

- 1 Student A puts down any one of their dominoes face up.
- 2 Student B then puts down one of their dominoes on either side of Student A's domino, to make a new word (prefix + word). If none of Student B's dominoes will fit, they take a domino from the top of the pile and put it down if they can. If they can't, they keep that domino and play passes to Student C. Students continue placing the dominoes end to end to make words.
- 3 The winner is the first player to get rid of all their dominoes.

#### Extension

Each group chooses five words with prefixes from their completed game and writes a sentence using each word. When they have finished, someone from the group writes their sentences on the board with a gap for the word containing a prefix. The rest of the class guesses the missing word.

## Grammar p187 Animal articles

**Activity:** Gap-fill and story ordering in groups of three

**Language:** Articles

**To use:** After Student's Book, page 51

**Preparation:** Make one copy of the worksheet for each group of three.

### Procedure

- Divide the class into groups of three and give each group a copy of the worksheet.
- Tell the students that there are two different stories about intelligent animals on the worksheet, but the stories are mixed up. Ask them to decide which story each section comes from (Story A or B) and then number the sections in the correct order to make a logical story, i.e. A1, A2, A3, B1, B2, B3, etc.
- Next ask the students to complete the stories by inserting the appropriate article, *a/an/the/-*, where necessary.
- Check the answers with the class. Award five points for each story which was ordered correctly and an extra point for each correct article. The group with the most points is the winner.

### Option

If you have time, cut the worksheet into sections so that students can physically re-order them.

### Extension

Ask students to research other animal stories on the Internet and report back in the next lesson.

### Key

B3	1 the	2 the			
A5	3 the	4 a			
A1	5 a	6 -	7 the	8 a	9 -
A6	10 the	11 the	12 the		
B6	13 the	14 the			
A3	15 the	16 the	17 a	18 The	19 the
B8	20 The	21 the	22 the	23 the	
B2	24 A	25 a			
A2	26 a	27 a			
B1	28 -	29 the	30 the	31 a	32 a
A7	33 the	34 the	35 the		
B7	36 an	37 -	38 the		
A4	39 The	40 the	41 the		
B5	42 The	43 the	44 the	45 a	46 the
A8	47 The	48 -	49 a	50 an	
B4	51 a	52 the	53 the		

## Vocabulary p188 Key word conundrums

**Activity:** Whole-class key word sentence transformation game

**Language:** Noun suffixes

**To use:** After Student's Book, page 47

**Preparation:** Make one copy of the worksheet for each pair and cut each one in half.

### Procedure

- Divide the class into two teams: Team A and Team B. Give Part A of the worksheet to each student in Team A and Part B to each student in Team B.
- Explain that they need to complete the second sentence in each pair so it has a similar meaning to the first sentence. To do this, they need to change the word in *italics* in sentence 1 into a noun and also use the word in bold. In most cases, some other words will also be needed.
- Each sentence must be completed with between two and five words and they should use a maximum of 20 words for all six sentences.
- Each team has 10 minutes to work together to complete their sentences. With larger classes, divide each team into groups of four and allow some time at the end of the activity for the groups within each team to compare and agree on their answers.
- Ask a spokesperson from each team to read out their answers. Award one point for each correct word (including the noun, regardless of whether or not the form is correct). For each noun that is formed correctly, award an extra point (giving a possible total of 26 points per team).
- The team with the most points is the winner.

### Key

- A**
- 1 has the ability to
  - 2 sudden appearance
  - 3 big difference between
  - 4 musicians who performed
  - 5 employers are really
  - 6 call an electrician to fix
- B**
- 1 shown any improvement
  - 2 the darkness
  - 3 comfortable since the invention of
  - 4 lack confidence
  - 5 of the best actors I
  - 6 a wonderful pianist

## Communication p189 Personality traits

**Activity:** Whole-class writing and speaking activity

**Language:** Adjectives to describe personality

**To use:** After Student's Book, page 53

**Preparation:** Make one copy of the worksheet for each student, plus an extra copy for each group of 15. Cut out enough cards from the extra worksheets so there is one for each student.

### Procedure

- If there are more than 15 students in your class, divide the class into groups of up to 15. Give each student a copy of the worksheet, plus one card with a personality adjective. Ask them not to show anyone their card.
- Explain that they are going to pretend that the adjective on their card describes their personality and write a first-person sentence to define the adjective, without using the adjective itself. Demonstrate by writing this sentence on the board: *I think I am able to do a lot of things well and I feel that people respect me.* Elicit the adjective (*self-confident*).
- Give students a few moments to write a first-person sentence which defines their adjective at the top of their worksheet.
- Then ask students to stand up, with their worksheet, and move around the classroom reading their sentence aloud to the other students in their group or in the class. Each time students hear a sentence, they should guess the adjective being defined and write that person's name alongside the corresponding adjective on the worksheet, e.g. If they hear Susan say the sentence: *I don't like spending money and I'm not generous*, students write *Susan* next to *is tight-fisted* on their worksheet.
- When they have finished, they should sit down in their groups or as a whole class and compare their answers. Ask each student to reveal which adjective was on their card so students can check if they guessed correctly.

## Grammar p190

### On the money

**Activity:** Running dictation and sentence transformation in pairs

**Language:** Modal verbs of obligation, prohibition and advice – present and past

**To use:** After Student's Book, page 61

**Preparation:** Make one copy of the worksheet for each pair. Remove the bottom section (*Word options*) from each worksheet.

#### Procedure

- Divide the class into pairs and give each pair a copy of the top section of the worksheet (*Sentences*). Give them a couple of minutes to read the sentences.
- Place a copy of the bottom section of the worksheet (*Word options*) on each wall of the classroom (or for smaller classes, just place one in the corridor outside the classroom).
- Explain that they should complete the second sentence so it has a similar meaning to the first sentence using the word options you have placed on the classroom walls.
- Tell students they should race against the other pairs to complete their sentences as quickly as possible. When you say *Start*, one student in each pair runs to a copy of word options and memorises all five words on line A. They then return to their partner and say the words. The other student writes the words down in the places where he/she thinks they should go in the sentences. Point out that each word could go in any gap in any sentence and that contractions should only fill one gap, not two.
- Students then swap places and the second student runs to the wall and memorises the options on line B for their partner to write in the correct gaps on the worksheet.
- The pairs continue to take it in turns to memorise the words and write them on the worksheet until all the sentences are complete. The first pair to complete the sentences correctly wins the game.

#### Option

If your classroom is not appropriate for a running dictation, read out one line of words at a time and give the students a minute or two to write them in the correct gaps. Alternatively, make a copy of the *Word options* for each group of four and cut each one in half (A–D and E–H). Ask students to work with another pair and give one half of the word options to each pair. The pairs take it in turns to dictate the words in each line to each other and write the words in the correct gaps.

#### Key

- 1 You'd better speak
- 2 shouldn't have spent
- 3 I'm not allowed to have
- 4 need to travel to
- 5 don't have to pay
- 6 had to send, couldn't get
- 7 ought to have saved
- 8 needn't have taken, didn't have to pay
- 9 You mustn't buy
- 10 didn't need to give

## Vocabulary p191

### Dialogue dominoes

**Activity:** Domino-style sentence completion and matching game in pairs

**Language:** Money vocabulary, including phrasal verbs

**To use:** After Student's Book, page 61

**Preparation:** Make one copy of the worksheet for each pair. Cut out the cards (1 *Word options* card and 14 dominoes).

#### Procedure

- Divide the class into pairs and give each pair a set of cards (1 *Word options* card and 14 dominoes).
- Explain that the dominoes contain 13 short dialogues, divided into two parts, and that the parts have been muddled up. The right-hand (shaded) sections show what the first person says, and the left-hand (white) sections show what the second person says in response. Point out that there is a word or expression missing from each section and these can be found on the *Word options* card.
- Each pair lays the dominoes out face up on the table and works together to match up the dialogue halves to make a chain of dominoes. Point out that the section saying *Start* should be at the beginning and the section saying *Finish* should be at the end.
- They then fill in the gaps in the dialogues using the words from the *Word options* card. Point out that in some cases, they will need to change the word form.
- The first pair in the class to match up and complete the dialogues correctly is the winner.

#### Option

If you don't have time to cut the activity into cards, give each pair the whole activity sheet. They can write the letter of the matching domino on each shaded half.

#### Key

A (cash) – L (cashpoint, saving up) – E (loan, withdraw) – M (splash out, afford) – H (sale, pick up) – I (lend, refund) – D (receipt, overdraft) – K (fee, get into debt) – B (pay it back, current account) – J (interest, bill) – C (cut back, came to) – G (value for money, change) – F (discount, bargains) – N (sold out)

## Communication p192

### Pair up

**Activity:** Pelmanism game in pairs

**Language:** Money vocabulary, modals of obligation/speculation

**To use:** After Student's Book, page 65

**Preparation:** Make one copy of the worksheet for each pair. Cut out the 20 cards and shuffle them.

#### Procedure

- Divide the class into pairs and give each pair a set of 20 cards.
- Explain to the students that there are ten sentences on the cards, divided into two halves. Ask students to match the sentence halves as quickly as they can. Check the answers with the whole class (see original worksheet for correct pairings).
- Now ask the students to turn the cards face down and mix them up. Students take it in turns to turn over two cards, one at a time, and read out what is on the cards. If the two make a sentence, the student keeps the cards and gets another turn. If the cards do not make a sentence, he/she turns the cards face down again and play passes to the other student. Point out that they should try to remember where each sentence half is as they may want to find it again later in the game.
- The game continues until all the cards have been won. The student with the most cards is the winner.

#### Option

If you have 20 students or less in the class, cut up one worksheet and give each student a sentence half. Ask students to stand up and move around the class saying their half until they find the person with the other half of their sentence. The two students should sit down together as a new pair for the *Extension* activity.

#### Extension

In pairs, students choose five sentences from the worksheet (you may wish to write the 10 complete sentences on the board). Ask students to write a dialogue which incorporates these five sentences, exactly as they appear on the worksheet. When they have finished, ask each pair to read out their dialogues. The class votes for the best dialogue.

## Grammar p193

### On one condition

**Activity:** Sentence completion board game in small groups

**Language:** Zero, first and second conditionals

**To use:** After Student's Book, page 73

**Preparation:** Make one copy of the worksheet for each group of three/four. Each group will also need a die and three/four counters.

#### Procedure

Divide the class into groups of three or four. Give each group a copy of the worksheet, a die and counters. Then explain the rules of the game.

#### Rules

- 1 Place your counters on the square marked *Start* and throw the die.
- 2 The first player to throw a six starts the game.
- 3 The first player throws the die and moves their counter along the board according to the number on the die.
- 4 The player has to complete the sentence they land on, making it a true and grammatically correct conditional sentence. They have 60 seconds to do this.
- 5 If the player is unable to form a grammatically correct sentence, they must return to their previous position on the board. If there are any disagreements, then the teacher's word is final.
- 6 Players take turns to move around the board, forming true and correct conditional sentences.
- 7 The first player to reach the *Finish* square is the winner.

#### Example answers

- 1 go jogging.
- 2 'll go to the park.
- 3 'll visit my cousin
- 4 he/she is bored.
- 6 'd go shopping in the city.
- 7 you damage your eyes.
- 8 I can go out with my friends.
- 9 I passed my English exam.
- 10 'll buy some new trainers
- 11 'd watch a romantic comedy.
- 12 tidy my room ... shout at me.
- 13 let me watch my favourite TV programme.
- 15 they ate less junk food.
- 16 I'm not tired.
- 17 'd get a dog.
- 18 go to a strange place at night ... I got lost.
- 19 wakes me up too early
- 20 'd be a doctor.
- 21 'll go to the cinema.
- 22 do some exercise every day
- 23 I eat regularly.
- 25 fell over in the street
- 26 'd travel across Europe on holiday.
- 27 we have a test tomorrow.

## Vocabulary p194

### Healthy bingo

**Activity:** Bingo-style sentence completion game in pairs

**Language:** Vocabulary related to health

**To use:** After Student's Book, page 73

**Preparation:** Make one copy of the worksheet for each pair.

#### Procedure

- Divide the class into pairs and give each pair a copy of the worksheet.
- Ask them to choose nine sentences from the list, and tick the box for each sentence they choose. They should not fill in the gaps at this stage, but they should think about the kinds of words or expressions that could go there, i.e. are they nouns, adjectives, verbs or phrasal verbs, or part of an idiom?
- Read out the following words and phrasal verbs at random, pausing for a few seconds between each one, and cross out each word as you say it: *allergic, balanced, black out, break, check-up, dizzy, feet, get over, infection, injection, legs, obese, operation, painful, prescription, processed, put on, rain, relieve, shape, shivering, skin, sprain, symptoms, temperature, treat, weather, work out.*
- Students listen to the words and phrases and, if they think these fit in their sentences, they write them in the gaps. Point out that phrasal verbs (which are two words) only complete one gap, not two.
- When a pair has completed all of their chosen sentences, they shout *Bingo!* Check their answers against the words you crossed off above. If the sentences are completed correctly, they are the winners. If they have made a mistake, point out where they have gone wrong (but do not tell them the correct answer), then continue the game.

#### Key

- 1 temperature, shivering
- 2 relieve, symptoms
- 3 allergic, injection
- 4 put on, obese
- 5 infection, prescription
- 6 get over, feet
- 7 dizzy, black out
- 8 legs, rain
- 9 work out, shape
- 10 balanced, processed
- 11 operation, painful
- 12 break, sprain
- 13 weather, check-up
- 14 treat, skin

## Communication p195

### Really?

**Activity:** Speaking game in pairs

**Language:** Conditionals and *wish*

**To use:** After Student's Book, page 77

**Preparation:** Make one copy of the worksheet for each group of four. Cut out the cards.

#### Procedure

Divide the class into groups of four. Give each group a set of cards (21 small and two large). Make sure at least one student has a watch to check the time.

#### Rules

- 1 Place all the cards face down on the table in two piles (small cards and large cards).
- 2 Student A picks up one small card, containing a question or instruction, and one large card. They should not show the large card to the other students.
- 3 The student reads out the text on the small card and then takes a few moments to prepare what he/she is going to say (either the truth or a lie depending on the instruction on the large card).
- 4 When Student A is ready, he/she must speak for no less than one minute about the subject on the small card. One of the other students times this on their watch.
- 5 If the student is still talking when the minute is up, he/she is awarded two points and the other players each say whether they think Student A was telling the truth or not. Student A then shows them the large card. Each student who guessed correctly wins one point.
- 6 If Student A managed to fool all the other players, he/she is awarded a further two points.
- 7 If a student can't speak for a full minute, play passes to the next player with no points awarded. If there are any disagreements, then the teacher's word is final.
- 8 The game continues until the cards have been used or the teacher tells you to stop. The student with the most points at the end of the game is the winner.

Grammar p196

Party plans

**Activity:** Mingling activity in groups of ten and memory game in pairs

**Language:** Reporting verbs and other reporting structures

**To use:** After Student's Book, page 91

**Preparation:** Make one copy of the worksheet for each pair. Keep the top half of each worksheet. Cut out enough of the cards on the bottom half so there is one for each student.

**Procedure**

- Divide the class into groups of ten or less, and give one set of cards to each group. If there are less than ten students per group, remove a few cards from each set so there is exactly one per student.
- Ask each student to take a card and memorise the sentence on their card. Then collect the cards from the students.
- Explain that each group is organising a class party and each student should say the sentence that was on their card. They should listen carefully to what the other students say and try to remember everything. They are not allowed to take notes.
- After eight to ten minutes, ask the students to work with a partner from their group and give each pair a copy of the worksheet.
- Together the pairs complete the sentences from memory, by writing the appropriate student's name in the first gap and completing the sentence with the appropriate information and grammatical structure.
- Elicit the correct answers from each group. Each pair should give themselves one point for the correct name and one point for a grammatically and factually correct sentence.
- The pair in each group with the most points wins the game.

**Key**

- 1 (Student name) congratulated everyone/me/us on organising a great party.
- 2 (Student name) refused to dance at the party.
- 3 (Student name) apologised for missing the party.
- 4 (Student name) warned everyone/me/us not to be late.
- 5 (Student name) agreed to be the DJ.
- 6 (Student name) suggested having a theme for the party.
- 7 (Student name) promised to make the room look nice.
- 8 (Student name) asked everyone/us to pay €5 each for the food.
- 9 (Student name) reminded everyone/me/us to bring our/my own drinks.
- 10 (Student name) admitted forgetting to ask the headteacher for permission.

Vocabulary p197

Confounding compounds

**Activity:** Word-formation game with crossword

**Language:** Compound nouns and adjectives

**To use:** After Student's Book, page 87

**Preparation:** Make one copy of the worksheet for each group of four. Cut each one in half.

**Procedure**

- Divide the class into groups of four and ask each group to divide into two teams: Team A and Team B. Give each group a copy of Part A of the worksheet.
- Explain that the 36 words in the grid can be matched to form two-word compound nouns and adjectives.
- Team A has 45 seconds to look at the grid and find one compound. When they have found one, they cross out the two words in the grid and write the compound on a separate sheet of paper. Team B then do the same.
- Give students 10 minutes to take it in turns to find compounds on the grid. Then collect the grids from each group. They can now only refer to the words they wrote down.
- Now give each group a copy of Part B of the worksheet (the crossword) and ask each team to take a different-coloured pen (e.g. Team A: blue, Team B: red). The teams now have five minutes to take it in turns to complete the crossword with their compounds. Point out that there should be no gaps or hyphens between the compound parts.
- After five minutes, tell them to stop and review their answers. Each team wins one point for each compound they have written correctly on the crossword.
- Finally, in order to increase their points total further, students have another five minutes to write sentences using the compounds they wrote into the crossword grid. Award one point if the compound is written correctly, i.e. as one word, two words or hyphenated, and a bonus point for each grammatically correct sentence.
- The winning team is the team with the most points at the end of the activity.

**Key**

- Down:** 1 ringtone 2 generation gap 3 file-sharing 4 brand-new 5 turnout 8 blockbuster 10 soundtrack 11 box office 12 download 13 drawback
- Across:** 6 online 7 takeover 9 old-fashioned 14 thought-provoking 15 soap opera 16 outcome 17 feedback 18 MP3 player

Communication p198

You can bet on that!

**Activity:** Sentence auction game in pairs

**Language:** Reported speech, compound nouns and adjectives

**To use:** After Student's Book, page 91

**Preparation:** Make one copy of the worksheet for each pair.

**Procedure**

- Divide the class into pairs and give a copy of the worksheet to each pair.
- Tell the students to look at the sentences on the worksheet, decide if they are grammatically correct, and mark a tick (✓) or a cross (✗) in the first column.
- Depending on how confident they feel, they should then bet anything from 10 to 100 points on their decision. In the second column, they should write the number of points they are willing to bet.
- When the students have made a bet on all the sentences, tell them whether each sentence was grammatically correct or not. If their decision was correct, students enter the number of points they bet in the *Points won* column. If they were incorrect, they should enter the number of points they bet in the *Points lost* column.
- Finally, students add up the *Points lost* and *Points won* columns and subtract their total points lost from their total points won. The pair with the most points is the winner.

**Option**

You could award bonus points to pairs who can rewrite the incorrect sentences correctly.

**Key**

- The correct sentences are 1, 4, 5, 7, 11, 12, 14, 16, 18 and 20.
- 2 ✗ (... if Jon **had** arrived yet.)
  - 3 ✗ (... **thought-provoking**)
  - 6 ✗ (**old-fashioned**)
  - 8 ✗ (... what I **was** doing this weekend ...)
  - 9 ✗ (She **said** 'Don't ...')
  - 10 ✗ (... if he really **had to** do his homework.)
  - 13 ✗ (He **told me** that ...)
  - 15 ✗ (... how **we thought** we had done ...)
  - 17 ✗ (Mike **asked** Ella ...)
  - 19 ✗ (... you said you **would** be waiting ...)

Grammar p199

Passive pairs

**Activity:** Pelmanism and sentence transformation game in groups of three

**Language:** The passive

**To use:** After Student's Book, page 99

**Preparation:** Make one copy of the worksheet for each group of three. Cut out the cards and keep the 12 shaded/numbered cards and the 12 white/lettered cards in two separate piles.

**Procedure**

- Divide the class into groups of three and give each group a set of 12 shaded/numbered cards and 12 white/lettered cards. Students spread the cards out on the table in front of them in two groups (shaded/numbered cards and white/lettered cards), face down.
- Tell the students that there are 12 pairs of sentences on the cards that they must match.
- One student starts by turning over one card from each group. If they match, he/she keeps the pair of cards and completes the passive sentence on the white card so that both sentences have the same meaning. Contractions (e.g. *wasn't*) count as one word. If the cards don't match, he/she replaces them in exactly the same place on the table.
- The next player then does the same and play continues until all the cards have been matched.
- Check the answers with the class and ask students to count the number of correct pairs they collected. The students can only count a pair where the sentence has been completed accurately.
- The student with the most correct pairs in each group wins.

**Key**

- 1 E, being shown
- 2 F, is said
- 3 D, is sometimes caused
- 4 C, wasn't known
- 5 I, to be told
- 6 A, are thought to be
- 7 K, can't be predicted
- 8 B, has been hit
- 9 L, was given a prize
- 10 H, was believed by
- 11 G, might have been discovered
- 12 J, will be developed

Vocabulary p200

The right words

**Activity:** Sentence completion, with a 'reveal the information' element in pairs

**Language:** Prepositional phrases with verbs

**To use:** After Student's Book, page 99

**Preparation:** Make one copy of the worksheet for each pair.

**Procedure**

- Divide your class into pairs and give each pair a copy of the worksheet.
- Tell them to complete each sentence using a prepositional phrase with a verb and then write this phrase on the grid. Point out that the numbers after each sentence indicate the lines where the words should be written on the grid, they do **not** indicate the number of letters in the words.
- When they have written their answers in the grid, *three* words will be revealed in the shaded boxes. These words can be used to complete the first *two* gaps in the sentence to the right of the grid.
- This sentence describes a famous natural disaster. Students should use their knowledge (or the Internet) to complete the final gap in the sentence.
- The first pair in the class to complete the grid and the gapped sentence is the winner.

**Key**

- 1 on
- 2 believe
- 3 with
- 4 to
- 5 for
- 6 apologised
- 7 towards
- 8 on
- 9 listened
- 10 heading
- 11 about
- 12 agree
- 13 for
- 14 in
- 15 complaining
- 16 waiting
- 17 depend
- 18 rely

The city of New Orleans was badly damaged by a hurricane called Katrina.

Communication p201

Class questions

**Activity:** Whole-class mingling activity

**Language:** Prepositional phrases with verbs

**To use:** After Student's Book, page 99

**Preparation:** Make one copy of the worksheet for each student.

**Procedure**

- Give a copy of the worksheet to each student. Ask them to work in pairs and complete the sentences using the correct prepositions.
- Check their answers in open class.
- Now tell them they are going to ask each other questions to find someone who each statement describes. Elicit the direct questions students will need to ask for statements 1 and 2 (1 *Have you ever apologised for something you didn't do?* 2 *Do you believe in aliens?*). Point out that the present perfect sentences in 1 and 5 should use *ever* in the direct question form.
- In a less confident class, give students a few minutes to prepare the remaining questions they need to ask.
- Ask students to stand up and move around the class asking and answering each other's questions. If someone answers *yes* to a question, they should write that person's name in the right-hand column.
- Monitor carefully and stop the activity when the first student has finished.
- Conduct a feedback session in open class and ask students to share any information they learnt about each other, e.g. *I found out that Anna believes in aliens*. Encourage them to ask each other follow-up questions, e.g. *Anna, why do you believe in aliens? Do you think they will invade our planet one day?*

**Key**

- 1 for
- 2 in
- 3 to
- 4 on
- 5 about
- 6 with
- 7 to
- 8 for
- 9 on
- 10 of



## Grammar p202 Invention or no invention?

**Activity:** Gap-fill and quiz in pairs

**Language:** Relative clauses

**To use:** After Student's Book, page 113

**Preparation:** Make one copy of the worksheet for each pair.

### Procedure

- Divide the class into pairs and give each pair a worksheet.
- Ask them to complete the sentences with appropriate relative pronouns.
- When they have finished, ask them to read about each gadget and decide whether they think each invention is real (R) or fake (F). Tell them that eight are real and four are fake.
- Check the answers with the whole class. Each pair should award themselves one point for each correct pronoun and one point for correctly guessing if the invention is real or fake.
- The pair with the most points wins.

### Extension

Ask the students to work in groups of four and think of as many silly inventions as possible in five minutes. Each group should then present one of their ideas to the class, which then votes for the best silly invention.

### Key

- 1 when, which, when (R)
- 2 which/that, whose (R – it's the television! It was called *Seeing by wireless* before it was named *television*.)
- 3 who/that, which, when (R)
- 4 who/that, which/that, where (F)
- 5 where, which (R)
- 6 why, which, when (F)
- 7 which, which/that (R)
- 8 where, which/that, when (R)
- 9 which, when, where (F)
- 10 where, which (R)
- 11 when, why, whose (F)
- 12 which/that, which (R)

## Vocabulary p203 Technology challenge

**Activity:** Card game in groups of four

**Language:** Technology vocabulary, including phrasal verbs

**To use:** After Student's Book, page 113

**Preparation:** Make one copy of the worksheet for each group of four. Cut out the cards.

### Procedure

- Divide your class into groups of four and ask each group to divide into two teams: Team A and Team B. Give each group a set of cards, which they should place face down in a pile.
- Team A begins by taking a card from the top of the pile and reading out the question. They then have 45 seconds (timed by the other team) to answer the question and write their answer on a separate piece of paper.
- If they can answer the question (or think they can), they keep the card. If they are unable to answer it, they return the card to the bottom of the pile.
- If Team B thinks the answer Team A has written is incorrect, they can challenge it. To do this they say *Challenge*. Team A must then pass Team B the card and Team B writes their answer on their piece of paper and keeps the card.
- The teams continue taking it in turns to take a card from the top of the pile and repeat the steps above.
- Let them continue playing for 15 minutes, then review the answers. If any of their answers are wrong, the card with the question must be returned to the centre pile. If any of the answers that were produced as a result of a challenge are wrong, the card with the question is passed back to the other team, who also checks if their answer was correct. If their answer is also wrong, the card is returned to the centre pile.
- The winning team is the team with the most cards.

### Option

If you don't have time to cut out the cards, give each group a copy of the whole worksheet. Each team then takes it in turns to choose any question for the other team. Once they have answered a question, they write their initials next to it. They can still challenge each other as above, deleting the original team's initials and replacing them with their own.

### Key

- |                      |                                |
|----------------------|--------------------------------|
| 1 unplugged          | 11 recharging                  |
| 2 pick               | 12 on                          |
| 3 upgrade            | 13 back                        |
| 4 keyboard           | 14 <del>machine</del> cleaner  |
| 5 <del>cam</del> sat | 15 dishwasher                  |
| 6 camcorder          | 16 dialled                     |
| 7 network            | 17 wireless                    |
| 8 in                 | 18 coverage                    |
| 9 hacking            | 19 charger                     |
| 10 broadband         | 20 <del>watching</del> washing |

## Communication p204 Talking technology

**Activity:** Comparing and contrasting pictures in pairs (Part 2 of the FCE Speaking test)

**Language:** Technology vocabulary

**To use:** After Student's Book, page 113

**Preparation:** Make one copy of the worksheet for each pair and cut it in half.

### Procedure

- Divide the class into pairs and tell each student whether they are Student A or Student B. Give Part A of the worksheet to each Student A and Part B to each Student B.
- Students take a few minutes to look at the pictures on their part of the worksheet, read the instructions and think about what they are going to say.
- Before beginning the speaking activity, tell students to read the instructions pertaining to them on their partner's section of the worksheet.
- Student A then has one minute (timed by Student B) to talk about his/her pictures without interruption. While Student A is talking, Student B should be thinking about questions he/she can ask and how he/she is going to respond. When the minute is up, Student B has 20 seconds to give his/her response.
- Students can refer to the Student's Book, pages 66 and 82, for useful expressions to compare and contrast pictures.
- When the students have finished talking about Student A's pictures, they swap roles and Student B talks for one minute about his/her pictures.

### Key

Students could include the following:

- A:** 1 An elderly lady is writing letters. She has envelopes and stamps and is using a pen.  
2 A girl is coming out of school, texting on a mobile phone. Young people communicate a lot by texting, or using messaging or social networking sites; they don't write much. Older people still prefer to write letters or telephone friends.
- B:** 1 A man and his son are in an electronics shop; the boy is buying something.  
2 A man is buying something online, using a credit card. Young people often like spending time shopping; they don't usually have a credit card to buy things online. Older people prefer to use the Internet; it is quicker and more convenient.

Grammar p205  
Inverted crossword

**Activity:** Sentence transformation and crossword in pairs

**Language:** Inversion

**To use:** After Student's Book, page 124

**Preparation:** Make one copy of the worksheet for each pair.

**Procedure**

- Divide the class into pairs and give one worksheet to each pair.
- Students read the first sentence in each clue and complete the second sentence so it has a similar meaning, using the word in capitals.
- They then write the words, without spaces, in the crossword grid.
- When the students have completed the crossword, they should take the letters in the shaded squares and unjumble them to form a phrase which describes something found in a newspaper.
- The first pair to finish the crossword and work out the hidden phrase wins.

**Key**

**Down:**

- 1 Not only were they
- 2 Little do they
- 3 Had she understood
- 6 Seldom do young

**Across:**

- 4 I more interested
- 5 Never was
- 7 On no account must files
- 8 No sooner had they
- 9 no circumstance can you
- 10 no time did the man

The hidden phrase is *weather forecast*.

Vocabulary p206  
Give me a word

**Activity:** Word-collecting and sentence completion game in groups of three

**Language:** News expressions and collocations

**To use:** After Student's Book, page 125

**Preparation:** Make one copy of the worksheet for each group of three. Cut each one into three sections.

**Procedure**

- Divide the class into groups of three and tell each student if they are Student A, B or C. Give Part A of the worksheet to each Student A, Part B to each Student B and Part C to each Student C. Tell them not to show their worksheet to the other students.
- Explain that they each have five sentences and there are two words missing from each sentence. In the box below their sentences are the words for the other two students' sentences.
- Give them a few minutes to look at their sentences and try to guess what words/kinds of words they will need to complete each one.
- Student A begins by saying to either Student B or Student C: *Give me a word*. That student says one word from the box on their worksheet.
- Student A decides if that word can be used to fill in any of the gaps in their sentences. If they think the word fits in one of the sentences, they say: *I accept*. They write the word in the appropriate sentence and the student who gave them the word then crosses it out in their box so that the word cannot be given again. (Note that each student has the word *news* twice. Only one should be crossed out each time).
- If Student A doesn't think the word fits in any of their sentences, they say: *I decline* and the word is still available for future use.
- Students B and then C repeat the steps above and students continue to take it in turns to ask for words until one of them completes all their sentences or until a stalemate situation is reached (this can happen, for example, if a student has accepted an incorrect word).
- The winning student is the first student to complete all their sentences, or the student with the most complete sentences.

**Key**

**Part A:**

- 1 making headlines 2 breaking news
- 3 classified ads 4 front-page news
- 5 gossip column

**Part B:**

- 1 foreign news 2 weather forecast
- 3 running ... story 4 news updates
- 5 life ... style

**Part C:**

- 1 keep ... informed 2 sports news 3 turn ... events
- 4 Home news 5 letters ... editor

Communication p207  
What do you think?

**Activity:** Negotiation game in pairs (Part 3 of the FCE Speaking test)

**Language:** News expressions and collocations, agreeing, disagreeing, asking for and giving opinions, speculating

**To use:** After Student's Book, page 130

**Preparation:** Make one copy of the worksheet for each pair.

**Procedure**

- Divide the class into pairs and give each pair a copy of the worksheet.
- Tell them to imagine they are newspaper editors and that their newspaper, *The London Times*, is not selling very well. On the worksheet are five pictures showing some ideas their editorial team have come up with to improve sales.
- Students discuss the five ideas with their partner for three minutes and attempt to agree on which two ideas are the best.
- Explain that they should take turns asking for and offering opinions – and then justifying them, agreeing/disagreeing, speculating, negotiating and finally reaching a decision.
- The students can refer to the Student's Book, page 78 for useful expressions to negotiate and collaborate.
- While the students are talking, move around the class making a note of any errors. Review these errors with the whole class in a subsequent feedback session.
- When the three minutes are up, ask each pair to tell the class which two ideas they chose and justify their decision. Try to develop this into a whole-class debate and see if the class can agree on the two best ideas.

## True or false?

**A** Complete the sentences with the correct form of the verbs. Guess your partner's answers, then ask questions and tick or cross your guesses.

- 1 My partner finds it easier \_\_\_\_\_ in the morning than the evening. (study) TRUE / FALSE

---

- 2 My partner's study plan involves \_\_\_\_\_ after graduation. (travel) TRUE / FALSE

---

- 3 My partner would suggest \_\_\_\_\_ bowling if there was a class trip. (go) TRUE / FALSE

---

- 4 My partner's future career is not dependent on \_\_\_\_\_ from university. (graduate) TRUE / FALSE

---

- 5 My partner will be the first person in his/her family \_\_\_\_\_ to university. (go) TRUE / FALSE

---

- 6 My partner avoids \_\_\_\_\_ until the last moment. (revise) TRUE / FALSE

---

- 7 My partner can't stand \_\_\_\_\_ chores at home. (do) TRUE / FALSE

---

- 8 My partner finds complex maths difficult \_\_\_\_\_. (understand) TRUE / FALSE

---

- 9 My partner helped someone \_\_\_\_\_ something at school yesterday. (do) TRUE / FALSE

---

- 10 My partner expects \_\_\_\_\_ away from home before he/she is 20. (move) TRUE / FALSE



**B** Complete the sentences with the correct form of the verbs. Guess your partner's answers, then ask questions and tick or cross your guesses.

- 1 My partner is likely to be successful in \_\_\_\_\_ his/her own business. (start) TRUE / FALSE

---

- 2 My partner spends quite a lot of time \_\_\_\_\_ extra-curricular activities at school. (do) TRUE / FALSE

---

- 3 My partner often gets up early \_\_\_\_\_ his/her homework. (finish) TRUE / FALSE

---

- 6 My partner would love \_\_\_\_\_ a gap year after finishing school. (have) TRUE / FALSE

---

- 8 My partner isn't very good at \_\_\_\_\_ decisions quickly. (make) TRUE / FALSE

---

- 6 My partner thinks it'd be great \_\_\_\_\_ an arts course in the future. (do) TRUE / FALSE

---

- 7 My partner's family has always encouraged him/her \_\_\_\_\_ independent. (be) TRUE / FALSE

---

- 6 My partner has recently managed \_\_\_\_\_ an assignment. (complete) TRUE / FALSE

---

- 9 My partner is looking forward to \_\_\_\_\_ at the weekend. (go out) TRUE / FALSE

---

- 10 My partner is sometimes the last person in our class \_\_\_\_\_. (arrive) TRUE / FALSE

# The whole sentence

Work with a partner. Place your counter on a shaded (numbered) square and move to the matching white (lettered) square to make a sentence. Collect sentences by matching the numbers and letters, and writing the correct form of *make* or *do*.

<b>15</b> Don't forget to iron your shirt, brush your teeth and _____ your hair	<b>2</b> If you want to see the doctor, ...	<b>Q</b> but they were all ignored.	<b>10</b> Nobody ever helps me with the housework ...	<b>16</b> I _____ a promise to help Alice with her work, ...	<b>4</b> I checked my work carefully ...
<b>T</b> to be sure that I hadn't _____ any mistakes.	<b>19</b> I'm afraid the school library is closed today ...	<b>G</b> but can we _____ a decision, please?	<b>21</b> My family usually share household chores, ...	<b>P</b> in our English exam next week.	<b>V</b> before the interview.
<b>22</b> I _____ the cake myself, ...	<b>12</b> I can't concentrate ...	<b>K</b> if you don't _____ more effort.	<b>6</b> Stop _____ excuses ...	<b>24</b> We're _____ plans for the weekend ...	<b>U</b> then check your answers at the back of the book.
<b>1</b> I really hope that I _____ well ...	<b>E</b> as part of our photography course.	<b>B</b> when you start at a new school.	<b>D</b> and help me carry these things into the house?	<b>C</b> but I don't seem to have _____ much progress.	<b>N</b> as some students are _____ an exam in there.
<b>I</b> and I'm becoming really unfit as a result.	<b>11</b> I'm afraid I can't come out tonight ...	<b>O</b> and I have no intention of breaking it.	<b>L</b> and were wondering what you'd like to do.	<b>H</b> especially when the supermarket is really busy.	<b>7</b> I don't mind if we go to the cinema or go for a meal, ...
<b>23</b> I'm afraid you'll never improve your grades ...	<b>8</b> I know that the assignment you've been given is difficult, ...	<b>J</b> you'll need to _____ an appointment with the receptionist.	<b>R</b> so I really hope you like it.	<b>M</b> and I always end up _____ everything myself.	<b>S</b> but it's always my mother who _____ the washing.
<b>13</b> Could you _____ me a favour ...	<b>18</b> I've been working really hard, ...	<b>17</b> We _____ several suggestions for improving the timetable, ...	<b>9</b> _____ the exercise on page 9, ...	<b>14</b> We have to _____ three assignments each term ...	<b>3</b> It can be hard to _____ new friends ...
<b>W</b> while you're _____ so much noise.	<b>5</b> I don't like _____ the shopping, ...	<b>X</b> for being late all the time.	<b>20</b> I can never find the time to _____ sports or get any exercise, ...	<b>F</b> because I've got a lot of homework to _____ .	<b>A</b> but try to _____ your best.

## University challenge

**A** Look at the words and write clues. Then listen to your partner's clues and complete the crossword.

Write the **DOWN** clues.

1 \_\_\_\_\_

3 \_\_\_\_\_

4 \_\_\_\_\_

6 \_\_\_\_\_

10 \_\_\_\_\_

11 \_\_\_\_\_

12 \_\_\_\_\_



**B** Look at the words and write clues. Then listen to your partner's clues and complete the crossword.

Write the **ACROSS** clues.

2 \_\_\_\_\_

5 \_\_\_\_\_

7 \_\_\_\_\_

8 \_\_\_\_\_

9 \_\_\_\_\_

13 \_\_\_\_\_

14 \_\_\_\_\_

## A week in the life

How many people in the class fell asleep one evening last week because they'd been exercising hard?

**Answer:** \_\_\_\_\_

How many people in the class laughed last week because they'd seen something really funny?

**Answer:** \_\_\_\_\_

How many people in the class got a headache last week because they'd been surfing the Internet for too long?

**Answer:** \_\_\_\_\_

How many people in the class got money last week that they'd earned from a job?

**Answer:** \_\_\_\_\_

How many people in the class went to bed early last week because they'd been studying all evening?

**Answer:** \_\_\_\_\_

How many people in the class were broke last week because they'd spent all their money at the shops?

**Answer:** \_\_\_\_\_

How many people in the class felt happy last week because they'd got some good news?

**Answer:** \_\_\_\_\_

How many people in the class were told off last week because they'd been playing computer games for too long?

**Answer:** \_\_\_\_\_

How many people in the class felt frustrated last week because they'd been trying to do something but couldn't?

**Answer:** \_\_\_\_\_

How many people in the class felt stressed last week because they'd been arguing with someone?

**Answer:** \_\_\_\_\_

How many people in the class felt annoyed last week because they'd lost something?

**Answer:** \_\_\_\_\_

How many people in the class were told off last week because they hadn't tidied their rooms?

**Answer:** \_\_\_\_\_

# The correct set, the correct answer

<p><b>1</b> I was offered an excellent job abroad, but I had to turn it _____ because I didn't want to leave my family.</p>	<p><b>2</b> At the moment, a lot of people in my town are _____ because so many companies have closed down.</p>	<p><b>3</b> I'd rather do _____ work than work which involved sitting in front of a computer all day.</p>
<p><b>4</b> I didn't enjoy my job and was always arguing with my boss, so I decided to _____ and look for another job.</p>	<p><b>5</b> When you _____ in the form, please use black ink and make sure you write clearly.</p>	<p><b>6</b> In my opinion, the best sales managers are those who have had lots of _____ selling directly to customers.</p>
<p><b>7</b> He set _____ his first Internet trading company when he was only 18, and was a millionaire before he was 21.</p>	<p><b>8</b> I don't earn a good _____, but I love my job.</p>	<p><b>9</b> As part of my job, I often have to deal _____ customers who are unhappy with the service they have received.</p>
<p><b>10</b> I recently _____ for a job at a summer holiday camp for children, and am now waiting to hear back from them.</p>	<p><b>11</b> The factory employed 200 people, but a lot of them lost their jobs when the factory was taken _____ by a large company.</p>	<p><b>12</b> I take the morning train to town, where I work from nine _____ five for a small printing firm.</p>
<p><b>13</b> The company couldn't afford to keep all of its workers, so a lot of us were made _____.</p>	<p><b>14</b> I hated my job at first, but I _____ at it and now I really enjoy it.</p>	<p><b>15</b> If you want to get _____ at work, you must be prepared to work hard and for long hours.</p>

<p><b>A</b> fill turn set deal</p>	<p><b>B</b> money wages payment salary</p>	<p><b>C</b> applied dealt looked worked</p>	<p><b>D</b> retired resigned promoted redundant</p>	<p><b>E</b> at in over ahead</p>
<p><b>F</b> ahead on with in</p>	<p><b>G</b> promotion retirement unemployment resignation</p>	<p><b>H</b> down ahead on in</p>	<p><b>I</b> up on in at</p>	<p><b>J</b> at by before to</p>
<p><b>K</b> qualifications training experience skills</p>	<p><b>L</b> skilled shift overtime manual</p>	<p><b>M</b> got kept set turned</p>	<p><b>N</b> sacked unemployed fired dismissed</p>	<p><b>O</b> retire resign fire dismiss</p>

### A busy week

Complete the first section of the story. Then fold over that section so your words are hidden and pass the worksheet to the student on your left. Repeat until the story is complete.

What a crazy week! On Monday I was on my way to \_\_\_\_\_ when someone

**(What happened?)**

fold

On Tuesday I was on my way home from work when I realised I'd forgotten \_\_\_\_\_

**(What had you forgotten?)**

fold

On Thursday I had an interview. I'd applied for a part-time job as a \_\_\_\_\_

**(What job had you applied for?)**

fold

I wanted to impress the interviewer, so I'd put on \_\_\_\_\_

**(What were you wearing?)**

fold

As soon as I arrived, I recognised the other interviewee. She and I used to \_\_\_\_\_

**(How did you know her?)**

fold

She asked me about my life since we had last seen each other. I told her I'd been \_\_\_\_\_

**(Where had you been living and what had you been doing?)**

fold

As she talked, I remembered how funny she was. She would always \_\_\_\_\_

**(Describe one of her amusing habits)**

fold

Even though they turned me down for the job, the week ended really well. On Friday I \_\_\_\_\_

**(What did you do?)**

fold

It was a lovely way to end a busy week!



## In the future

Read each statement and write a few words for your answer. Then read an answer aloud for your partner to guess which statement it relates to.

The name of a town/city you'll have visited by the end of this year.	_____
The job you hope you'll be doing in ten years' time.	_____
Something you'll have bought by the end of today.	_____
The person you'll have chatted to the most by the end of today.	_____
The thing you'll be doing at 9pm tonight.	_____
Something you own that you'll have replaced by the end of the year.	_____
The number of children you think you'll have had by the time you're 30.	_____
The classmate you'll have kept in touch with in ten years' time.	_____
The thing you'll be doing at 11am on Saturday morning.	_____
The number of years you'll have been living at home when you move out.	_____
Something you hope you'll have done by the time you're 25.	_____
The name of the place where you think you'll be living in ten years' time.	_____
Something expensive you hope you'll have bought by the time you're 25.	_____
A dream you hope you'll have fulfilled before you're 30.	_____



## Two of a kind

**A** Use the prefixes and words to make new words and complete the sentences. Then listen to Team B's sentences and find words with the same prefix and function.

**Prefixes**

co- dis- ex- im- in- inter- ir-  
mis- over- re- un- under-

**Words**

agree appearance calculate complete grown  
national pack pay possible president  
regular star usual write

- 1 If we \_\_\_\_\_ the distance, we might run out of fuel long before we get to our destination.
- 2 I think I'll have to \_\_\_\_\_ this essay, as it's full of mistakes.
- 3 He was last seen in 2008 and his sudden \_\_\_\_\_ has never been solved.
- 4 There was something \_\_\_\_\_ about the man, but I couldn't say what it was.
- 5 I'm sorry, but it would be completely \_\_\_\_\_ for me to finish the work by tomorrow.
- 6 Employers who \_\_\_\_\_ their employees don't keep them for very long.
- 7 Nobody had looked after the garden for many years and it was very \_\_\_\_\_.
- 8 I'm afraid your essay is \_\_\_\_\_ as you haven't written a conclusion.
- 9 I thought the film's lead actor was OK, but his \_\_\_\_\_ was much better.
- 10 When I finish university, I'd like to work for one of the big \_\_\_\_\_ organisations like UNICEF.
- 11 Harry Byrne, \_\_\_\_\_ of TekniCore Industries, has admitted selling company secrets to a rival.
- 12 Some people say that we should spend more money on space exploration, but I \_\_\_\_\_.
- 13 I have terrible problems remembering the past forms of \_\_\_\_\_ verbs.
- 14 The first thing we did when we arrived at the hotel was \_\_\_\_\_ our suitcases and head for the beach.



**B** Use the prefixes and words to make new words and complete the sentences. Then listen to Team A's sentences and find words with the same prefix and function.

**Prefixes**

co- dis- ex- im- in- inter- ir-  
mis- over- re- un- under-

**Words**

advantage capable consider continental  
do estimate likely obey patient pilot  
populated responsible singer understand

- A It would be \_\_\_\_\_ to ignore the advice she gave us.
- B We were warned that if we continued to \_\_\_\_\_ the rules, we would be punished.
- C When the captain suddenly became ill, the \_\_\_\_\_ had to land the plane.
- D Would you like to \_\_\_\_\_ your decision not to come next week, or is your answer still 'no'?
- E There's a small chance it might rain later, but I think it's \_\_\_\_\_.
- F Can you help me \_\_\_\_\_ my seatbelt? It seems to be stuck.
- G The long bus journey during rush hour is the biggest \_\_\_\_\_ of my job.
- H I didn't \_\_\_\_\_ your instructions; I just decided to do it my own way.
- I My brother gets really \_\_\_\_\_ with people who keep him waiting.
- J Billy Ratner, \_\_\_\_\_ with the band Nuclear Banana, has just recorded his first solo album.
- K Our football team's biggest mistake was to \_\_\_\_\_ the other team's ability.
- L The city's road system is terrible and \_\_\_\_\_ of handling the large amount of traffic.
- M My first \_\_\_\_\_ trip was when I flew from London to Singapore.
- N The city is dirty, polluted and, with three million residents, very \_\_\_\_\_.

Prefix dominoes



operate	dis	appear	un	believable	ir
regular	im	patient	under	estimate	in
capable	post	graduate	mis	understand	inter
national	re	consider	un	successful	dis
advantage	il	logical	ex	president	un
expected	dis	agree	im	possible	un
visible	mis	calculate	ir	responsible	over
populated	pre	historic	un	usual	co

## Animal articles

Work in groups of three. Decide which story each section belongs to (Story A or Story B). Then number the sections in the correct order (A1, A2, A3, etc.). Then complete the stories with the correct article *a*, *an*, *the* or – (no article).

	He gave <sup>1</sup> _____ snake herbal medicine until it was able to survive in <sup>2</sup> _____ wild again.
	But she didn't. In fact, she warned off one of <sup>3</sup> _____ other gorillas who tried to approach with <sup>4</sup> _____ loud growl.
<b>A1</b>	Binta Jua was <sup>5</sup> _____ gorilla that lived in <sup>6</sup> _____ Brookfield Zoo near Chicago. She was <sup>7</sup> _____ niece of <sup>8</sup> _____ very famous gorilla called Koko who had learnt to use sign language to communicate with <sup>9</sup> _____ humans.
	She picked up <sup>10</sup> _____ boy with <sup>11</sup> _____ same arm she used to pick up her own child and patted him on <sup>12</sup> _____ back.
	One night, he woke up when he felt Long Long on his face. He realised something was wrong when <sup>13</sup> _____ snake's teeth pulled at his clothes and its tail banged heavily against <sup>14</sup> _____ bed.
	One day at <sup>15</sup> _____ zoo in Chicago, Binta Jua saved <sup>16</sup> _____ life of <sup>17</sup> _____ young boy. <sup>18</sup> _____ three-year-old boy fell into the gorilla enclosure while visiting <sup>19</sup> _____ zoo and was knocked unconscious.
	<sup>20</sup> _____ man believed that <sup>21</sup> _____ animal had repaid his kindness by raising <sup>22</sup> _____ alarm and saving <sup>23</sup> _____ lives of the whole family.
	<sup>24</sup> _____ Chinese man found <sup>25</sup> _____ dying snake outside his home and decided to nurse it better.
	She grew up in <sup>26</sup> _____ zoo in California, but was moved to Chicago so she could be trained to be <sup>27</sup> _____ good mother.
<b>B1</b>	<sup>28</sup> _____ Snakes are not famous for being <sup>29</sup> _____ most intelligent animal in <sup>30</sup> _____ world, but here's <sup>31</sup> _____ story about <sup>32</sup> _____ snake that shows just how bright some animals may be.
	Then she carefully carried him over to <sup>33</sup> _____ entrance to <sup>34</sup> _____ enclosure, where one of <sup>35</sup> _____ zookeepers collected him.
	He discovered that <sup>36</sup> _____ electric blanket in <sup>37</sup> _____ another room in the house was on fire and was able to put <sup>38</sup> _____ fire out quickly.
	<sup>39</sup> _____ people who saw <sup>40</sup> _____ incident screamed with worry as Binta Jua walked over to <sup>41</sup> _____ boy. They expected her to hurt him.
	<sup>42</sup> _____ man tried to free <sup>43</sup> _____ snake twice more, but it returned both times. He decided to adopt <sup>44</sup> _____ snake as <sup>45</sup> _____ pet and gave it <sup>46</sup> _____ name Long Long.
	<sup>47</sup> _____ boy spent four days in <sup>48</sup> _____ hospital and recovered fully. Binta Jua's actions were <sup>49</sup> _____ great example of <sup>50</sup> _____ animal caring about others.
	When it was better, the man took it to <sup>51</sup> _____ nearby mountain and let it go, but <sup>52</sup> _____ next day, the snake was outside <sup>53</sup> _____ house again.

## Key word conundrums

**A** Work in teams. Complete the second sentence so it has a similar meaning to the first sentence using the noun form of the word in *italics*, plus the word in bold. Use between two and five words for each sentence, and no more than 20 words for all six sentences.

**1** My brother is *able* to say the alphabet while drinking a glass of water!  
**the**  
My brother \_\_\_\_\_ say the alphabet while drinking a glass of water!

**2** When he suddenly *appeared* in front of me, I almost fainted.  
**sudden**  
His \_\_\_\_\_ in front of me almost made me faint.

**2** Apples and pineapples are very *different* from each other.  
**big**  
There's a \_\_\_\_\_ apples and pineapples.

**4** The people who played the *music* at the concert were excellent.  
**performed**  
The \_\_\_\_\_ at the concert were excellent.

**5** The people who *employ* me are really easy-going.  
**are**  
My \_\_\_\_\_ easy-going.

**6** We had to call someone to fix an *electrical* problem in the school.  
**an**  
We had to \_\_\_\_\_ a problem in the school.

**B** Work in teams. Complete the second sentence so it has a similar meaning to the first sentence using the noun form of the word in *italics*, plus the word in bold. Use between two and five words for each sentence, and no more than 20 words for all six sentences.

**1** My work hasn't *improved* at all this term.  
**shown**  
My work hasn't \_\_\_\_\_ at all this term.

**2** It was so *dark* we couldn't see a thing.  
**the**  
Because of \_\_\_\_\_, we couldn't see a thing.

**3** Life has become more comfortable since air conditioning was *invented*.  
**of**  
Life has become more \_\_\_\_\_ air conditioning.

**4** I'm not a very *confident* person and find it difficult to meet people.  
**lack**  
I \_\_\_\_\_ and find it difficult to meet people.

**5** Colin Firth *acts* better than almost anyone else I have ever seen.  
**best**  
Colin Firth is one \_\_\_\_\_ have ever seen.

**6** She plays the *piano* wonderfully and is world famous.  
**a**  
She's \_\_\_\_\_ and is world famous.

## Personality traits

Write a sentence in the first person to define the adjective on your card. Then listen to the other students' sentences, guess the adjective for each one and write the student's name in the correct place below.

My sentence: \_\_\_\_\_

<b>I think ...</b>	<b>Name</b>	
		is ambitious.
		is assertive.
		is broad-minded.
		is narrow-minded.
		is determined.
		is stubborn.
		is easy-going.
		is generous.
		is tight-fisted.
		is gifted.
		is immature.
		is modest.
		is big-headed.
	is outgoing.	
	is reserved.	

✂

ambitious	assertive	broad-minded	narrow-minded	determined
stubborn	easy-going	generous	tight-fisted	gifted
immature	modest	big-headed	outgoing	reserved

## On the money

Work with a partner. Play a *Running dictation* game. Student A memorises one line of word options and tells Student B. Student B writes the words in the gaps. Then swap roles. Continue until all your sentences are complete.

### SENTENCES

- 1 It would be a good idea if you spoke to the bank manager.  
\_\_\_\_\_ to the bank manager.
- 2 He spent all of his money at the shops yesterday and now thinks it was a bad idea.  
He \_\_\_\_\_ all his money at the shops yesterday.
- 3 Because of my age, it's not possible for me to have a credit card.  
Because of my age, \_\_\_\_\_ a credit card.
- 4 My bank doesn't have a branch here so it's necessary for me to travel to the next town to get money.  
I \_\_\_\_\_ the next town to get money because my bank doesn't have a branch here.
- 5 I have a free overdraft so it's not necessary for me to pay any fees.  
I have a free overdraft so I \_\_\_\_\_ any fees.
- 6 Because it broke, it was necessary to send my phone back, but it wasn't possible to get a refund.  
Because it broke, I \_\_\_\_\_ my phone back, but I \_\_\_\_\_ a refund.
- 7 I didn't save any money, which was silly because now I can't afford to go on holiday this year.  
I \_\_\_\_\_ some money so I could afford to go on holiday this year.
- 8 We took lots of money, but it wasn't obligatory to pay for anything.  
We \_\_\_\_\_ lots of money because we \_\_\_\_\_ for anything.
- 9 You don't have permission to buy any more computer games.  
\_\_\_\_\_ any more computer games.
- 10 It wasn't necessary for me to give my brother a loan because he had enough money.  
I \_\_\_\_\_ my brother a loan because he had enough money.


### WORD OPTIONS

<b>A</b>	couldn't	saved	to	pay	not	
<b>B</b>	I'm	have	better	to	need	
<b>C</b>	don't	travel	have	need	to	
<b>D</b>	have	didn't	send	to	shouldn't	
<b>E</b>	mustn't	have	You'd	allowed	had	to
<b>F</b>	have	ought	You	taken	to	pay
<b>G</b>	didn't	spent	to	give	get	
<b>H</b>	speak	to	have	buy	needn't	

# Dialogue dominoes

## WORD OPTIONS

afford bargain bill cash cashpoint change come to current account cut back discount fee  
 get into debt interest lend loan overdraft pay it back pick up receipt refund sale save up  
 sell out splash out value for money withdraw

**A**  I need some \_\_\_\_\_, but I'll never get to the bank before it closes.

**B** Me too, especially when you can't \_\_\_\_\_. The advantage of having a \_\_\_\_\_ is that you get instant access to your money.

**C** Wow, that's a lot! You really ought to \_\_\_\_\_ on the number of calls you make. That meal was so cheap. Two pizzas, two salads and a couple of soft drinks \_\_\_\_\_ just under £10.

**D** Certainly. Have you got the \_\_\_\_\_? Do you have an \_\_\_\_\_ facility at your bank?

**E** That could take some time. Ask your bank for a \_\_\_\_\_ instead. How much money do you think I should \_\_\_\_\_ to spend this weekend?

**F** No, that's right. You get a 10% \_\_\_\_\_ because you spent more than £50. You can get some incredible \_\_\_\_\_ at the new supermarket on the High Street.

**G** That's incredible \_\_\_\_\_. What did you say the restaurant was called? Excuse me, but I think you've given me too much \_\_\_\_\_.

**H** You might be able to. There's a \_\_\_\_\_ on at the electrical superstore. When you go into town later, could you \_\_\_\_\_ something for dinner?


**I** Sure, but could you \_\_\_\_\_ me a bit of money? I'm a bit short. I bought this yesterday, but it's broken. Can I get a \_\_\_\_\_?

**J** That's true, but you earn more \_\_\_\_\_ with a savings account. Look at the phone \_\_\_\_\_ I got this morning. Why is it so much?!

**K** Yes, but they charge you a \_\_\_\_\_ if you use it. I hate it when I \_\_\_\_\_ with the bank. I don't like owing people money.

**L** Don't worry. You can always use the \_\_\_\_\_ at the station. I'm \_\_\_\_\_ to buy a new car.

**M** I don't know. Are you planning to \_\_\_\_\_ on something expensive? I need a new computer, but I don't think I can \_\_\_\_\_ one.

**N** I know, but by the time you get there, they've already \_\_\_\_\_ of the things you want. 



### Pair up

op

We have to be careful not to get into

debt this year.

Our bank

charges have gone up.

You look tired. You can't

have got much sleep last night.

I only use my credit

card in emergencies.

We needn't

have studied for the test – they cancelled it.

That designer is having a sale – I picked up a

couple of bargains yesterday.

You shouldn't have

said anything to Sara.

That comes to

£126.50 altogether.

They didn't have

to go to school yesterday.

When are you going to pay

back all the money that you borrowed?

## On one condition

Work in small groups. Place your counters on *START* and throw the die. Move the number of spaces shown on the die and make a true and grammatically correct sentence. If you can't make a correct sentence, move back to your previous square.

<b>START</b>	<b>1</b> If I want to do some exercise, I ...	<b>2</b> Unless it rains tomorrow, I ...	<b>3</b> Tomorrow I ..., as long as I have time.	<b>4</b> My friend often calls me if ...
				<b>5</b> <b>MOVE FORWARD ONE SPACE</b>
<b>10</b> Provided I have enough money, I ... next week.	<b>9</b> I'd feel fantastic if ...	<b>8</b> Next weekend will be fun, provided that ...	<b>7</b> You shouldn't play computer games for too long in case ...	<b>6</b> If I could go anywhere now, I ...
<b>11</b> If I could watch a film right now, I ...				
<b>12</b> I won't ... next week unless my parents ...	<b>13</b> I'll be happy this evening if my family ...	<b>14</b> <b>MOVE BACK TWO SPACES</b>	<b>15</b> People could be healthier, provided ...	<b>16</b> I can concentrate at school as long as ...
				<b>17</b> If I could have a new pet, I ...
<b>22</b> Provided people ..., they can stay fit and healthy.	<b>21</b> I ... tonight unless I feel tired.	<b>20</b> If I could have any job in the world, I ...	<b>19</b> If someone ..., I get very annoyed.	<b>18</b> I'd never ... in case ...
<b>23</b> I sometimes feel unwell unless ...				
<b>24</b> <b>MOVE FORWARD ONE SPACE</b>	<b>25</b> If I ..., I'd be really embarrassed!	<b>26</b> If it didn't cost so much, I ...	<b>27</b> I ought to study tonight in case ...	<b>FINISH</b>

## Healthy bingo

Work with a partner. Choose and tick (✓) nine sentences. Then listen to your teacher and complete the sentences. When you complete all your sentences, shout *Bingo!*

• BINGO! • BINGO! • BINGO! • BINGO! • BINGO! • BINGO! • BINGO! • BINGO! • BINGO! • BINGO! • BINGO! • BINGO! • BINGO! • BINGO! • BINGO!

• BINGO! • BINGO! • BINGO! • BINGO! • BINGO! • BINGO! • BINGO! • BINGO! • BINGO! • BINGO! • BINGO! • BINGO! • BINGO! • BINGO! • BINGO!	1	I've got a really high _____ and I can't stop _____.	<input type="checkbox"/>
• BINGO! • BINGO! • BINGO! • BINGO! • BINGO! • BINGO! • BINGO! • BINGO! • BINGO! • BINGO! • BINGO! • BINGO! • BINGO! • BINGO! • BINGO!	2	This medicine won't cure you, but it will _____ the _____.	<input type="checkbox"/>
• BINGO! • BINGO! • BINGO! • BINGO! • BINGO! • BINGO! • BINGO! • BINGO! • BINGO! • BINGO! • BINGO! • BINGO! • BINGO! • BINGO! • BINGO!	3	I'm _____ to peanuts and need an _____ if I accidentally eat them.	<input type="checkbox"/>
• BINGO! • BINGO! • BINGO! • BINGO! • BINGO! • BINGO! • BINGO! • BINGO! • BINGO! • BINGO! • BINGO! • BINGO! • BINGO! • BINGO! • BINGO!	4	If you _____ too much weight, there's a danger you'll become _____.	<input type="checkbox"/>
• BINGO! • BINGO! • BINGO! • BINGO! • BINGO! • BINGO! • BINGO! • BINGO! • BINGO! • BINGO! • BINGO! • BINGO! • BINGO! • BINGO! • BINGO!	5	When I had a chest _____ last year, my doctor gave me a _____ for antibiotics.	<input type="checkbox"/>
• BINGO! • BINGO! • BINGO! • BINGO! • BINGO! • BINGO! • BINGO! • BINGO! • BINGO! • BINGO! • BINGO! • BINGO! • BINGO! • BINGO! • BINGO!	6	I managed to _____ the cold I had, and now I'm back on my _____.	<input type="checkbox"/>
• BINGO! • BINGO! • BINGO! • BINGO! • BINGO! • BINGO! • BINGO! • BINGO! • BINGO! • BINGO! • BINGO! • BINGO! • BINGO! • BINGO! • BINGO!	7	If you suddenly start to feel _____, sit down in case you _____.	<input type="checkbox"/>
• BINGO! • BINGO! • BINGO! • BINGO! • BINGO! • BINGO! • BINGO! • BINGO! • BINGO! • BINGO! • BINGO! • BINGO! • BINGO! • BINGO! • BINGO!	8	Last week I was on my last _____, but this week I feel as right as _____.	<input type="checkbox"/>
• BINGO! • BINGO! • BINGO! • BINGO! • BINGO! • BINGO! • BINGO! • BINGO! • BINGO! • BINGO! • BINGO! • BINGO! • BINGO! • BINGO! • BINGO!	9	I _____ regularly, which helps me to keep in _____.	<input type="checkbox"/>
• BINGO! • BINGO! • BINGO! • BINGO! • BINGO! • BINGO! • BINGO! • BINGO! • BINGO! • BINGO! • BINGO! • BINGO! • BINGO! • BINGO! • BINGO!	10	It's important to eat a _____ diet and avoid salty, fatty or _____ foods.	<input type="checkbox"/>
• BINGO! • BINGO! • BINGO! • BINGO! • BINGO! • BINGO! • BINGO! • BINGO! • BINGO! • BINGO! • BINGO! • BINGO! • BINGO! • BINGO! • BINGO!	11	After the _____, my throat felt really _____.	<input type="checkbox"/>
• BINGO! • BINGO! • BINGO! • BINGO! • BINGO! • BINGO! • BINGO! • BINGO! • BINGO! • BINGO! • BINGO! • BINGO! • BINGO! • BINGO! • BINGO!	12	When I fell off my bike, I didn't _____ any bones, but I managed to _____ my wrist.	<input type="checkbox"/>
• BINGO! • BINGO! • BINGO! • BINGO! • BINGO! • BINGO! • BINGO! • BINGO! • BINGO! • BINGO! • BINGO! • BINGO! • BINGO! • BINGO! • BINGO!	13	I felt a little under the _____ last week, so I went to the doctor for a _____.	<input type="checkbox"/>
• BINGO! • BINGO! • BINGO! • BINGO! • BINGO! • BINGO! • BINGO! • BINGO! • BINGO! • BINGO! • BINGO! • BINGO! • BINGO! • BINGO! • BINGO!	14	The best way to _____ itchy red _____ is to rub olive oil into it.	<input type="checkbox"/>

# Really?

<p>If you found £300 cash on the street, would you keep it?</p>	<p>If you saw someone cheating in an exam, what would you do?</p>	<p>If you dropped your new laptop, would you take it back to the shop and say it was damaged when you bought it?</p>
<p>If you found your friend's diary, would you read it?</p>	<p>Tell us about something you wish you could change about yourself.</p>	<p>If you had been born in a different time, when would you like to have lived?</p>
<p>Tell us about something you wish you'd done when you were younger.</p>	<p>What happens to you if you haven't had enough sleep?</p>	<p>If you were attracted to your friend's boyfriend/girlfriend, would you tell your friend?</p>
<p>If you had been born in a different country, where would you like to have been born?</p>	<p>If you had more money than you needed, what would you spend it on?</p>	<p>Tell us about something you wish your best friend wouldn't do.</p>
<p>If you could have a 'superpower', e.g. to fly or be invisible, etc., what would you choose?</p>	<p>How do you feel if you sit at your desk all day and do no exercise?</p>	<p>If you could speak any three foreign languages, which ones would you choose and why?</p>
<p>Tell us about someone you wish you could meet.</p>	<p>If you could be any animal for one day, what would you be?</p>	<p>If you had been someone famous, who would you like to have been?</p>
<p>Where do you wish you were right now?</p>	<p>If you were president of your country, how would you improve it?</p>	<p>How would your parents react if you did badly in your exams?</p>
<p><b>TELL THE TRUTH</b></p>		<p><b>DON'T TELL THE TRUTH</b></p>

## Party plans

Work in groups of ten. Memorise the phrase on your card and say it to the other people in your group. Try to remember what the other students say. Then complete the sentences.

### WHO SAID WHAT?

- 1 \_\_\_\_\_ congratulated \_\_\_\_\_
- 2 \_\_\_\_\_ refused \_\_\_\_\_
- 3 \_\_\_\_\_ apologised \_\_\_\_\_
- 4 \_\_\_\_\_ warned \_\_\_\_\_
- 5 \_\_\_\_\_ agreed \_\_\_\_\_
- 6 \_\_\_\_\_ suggested \_\_\_\_\_
- 7 \_\_\_\_\_ promised \_\_\_\_\_
- 8 \_\_\_\_\_ asked \_\_\_\_\_
- 9 \_\_\_\_\_ reminded \_\_\_\_\_
- 10 \_\_\_\_\_ admitted \_\_\_\_\_



1 'Well done, everyone, for organising a great party!'

2 'I won't dance at the party.'

3 'I'm sorry, but I'm going to miss the party.'

4 'Don't be late!'

5 'You asked me to be the DJ. OK, I'll do it.'

6 'How about having a theme for the party?'

7 'I'll make the room look nice. I promise!'

8 'Please can you give €5 each for the food?'

9 'Don't forget to bring your own drinks.'

10 'I forgot to ask the headteacher for permission.'

## Confounding compounds

**A** Work in groups of four, divided into two teams. The teams take turns to match the words to make compounds. Write the compound words on a separate piece of paper.

line	new	generation	sound	load	office
MP3	back	file	buster	come	old
box	take	ring	on	back	soap
opera	down	out	player	over	sharing
tone	thought	block	provoking	brand	turn
draw	fashioned	out	gap	track	feed

**B** Use the compound words you wrote down in Part A to complete the crossword. Then use the words you wrote in the crossword to make sentences.

The crossword puzzle grid contains the following starting points for words:

- 1: R
- 2: G
- 3: F
- 4: B
- 5: T
- 6: O
- 7: T
- 8: B
- 9: O
- 10: S
- 11: B
- 12: D
- 13: D
- 14: T
- 15: S
- 16: O
- 17: B
- 18: M

## You can bet on that!

Work with a partner. Read the sentences and decide if they are correct (✓) or incorrect (✗). Bet between 10 and 100 points on your decision. Then add up your *Points lost* and *Points won* to get your final total.

		✓/✗	POINTS BET	POINTS LOST	POINTS WON
1	My mother asked me if I thought there was a generation gap between us – I had to say 'no', didn't I?				
2	Maria called this morning to ask if Jon has arrived yet.				
3	We saw an excellent film last night. It was both convincing and provoking-thought.				
4	Tom told me that Shia LaBeouf's latest film had gone to number one in the box office.				
5	Kimi said she might buy that red jacket this weekend.				
6	His father was an old-fashion man with a small moustache.				
7	Alicia is such a liar – she claimed she didn't watch soap operas.				
8	Rory asked me what I am doing this weekend and I told him I wasn't doing anything.				
8	She said us, 'Don't come back later than 11 o'clock.'				
10	Aaron asked if he really must do his homework.				
11	When the teacher asked him for his homework, Robert explained that his dog had eaten it.				
12	I don't usually like blockbuster movies, but I thought it was great.				
13	He told to me that he had been at university with my sister.				
14	My father warned me that I had to put more effort into my schoolwork.				
15	They asked us how did we think we had done in the exam.				
16	The film was quite good, but the soundtrack was fantastic.				
17	Mike asked to Ella if she wanted to go to the Jay-Z concert.				
18	Ben said that Lily had been crying throughout the film.				
19	Yesterday you said you will be waiting outside the cinema at 3.15 today – and you weren't!				
20	Jack said that he couldn't come today so only three of us are going.				
				<b>TOTAL POINTS</b>	
					<b>FINAL TOTAL</b> (subtract <i>Total points lost</i> from <i>Total points won</i> )

## Passive pairs

1

She was shown the effects of the earthquake. She'll never forget that.

2

Local people say that a monster lives in a lake in Scotland.

A

We \_\_\_\_\_  
\_\_\_\_\_ suffering from the effects of global warming.

B

A small island in the Pacific \_\_\_\_\_  
\_\_\_\_\_ by an earthquake.

3

Landslides in the area sometimes cause damage to houses.

4

Nobody knew the truth about the disaster at first.

C

The truth about the disaster \_\_\_\_\_  
\_\_\_\_\_ at first.

D

Damage to houses \_\_\_\_\_  
\_\_\_\_\_ by landslides in the area.

5

People were told a hurricane was coming. They were surprised.

6

It is thought that we are suffering from the effects of global warming.

E

She'll never forget \_\_\_\_\_  
\_\_\_\_\_ the effects of the earthquake.

F

It \_\_\_\_\_ that a monster lives in a lake in Scotland.

7

Technology can't predict avalanches.

8

An earthquake has hit a small island in the Pacific.

G

A new underwater volcano \_\_\_\_\_  
\_\_\_\_\_ by scientists.

H

It \_\_\_\_\_ the Mayans that 2012 would be the end of the world.

9

The university gave a prize to Dr Kas for his research on hurricanes.

10

The Mayans believed that 2012 would be the end of the world.

I

People were surprised \_\_\_\_\_  
\_\_\_\_\_ that a hurricane was coming.

J

A new early warning flood system \_\_\_\_\_  
\_\_\_\_\_ by experts.

11

Scientists might have discovered a new underwater volcano.

12

Experts will develop a new early warning flood system.

K

Avalanches \_\_\_\_\_  
\_\_\_\_\_ by technology.

L

Dr Kas \_\_\_\_\_  
\_\_\_\_\_ by the university for his research on hurricanes.



### The right words

1 Work with a partner. Complete the sentences using prepositional phrases with verbs. Then use these phrases to complete the grid (the numbers tell you where to write the words on the grid).

You say that most disasters can be avoided, but I'm afraid I don't \_\_\_\_\_ you. (12 + 3)

We \_\_\_\_\_ his instructions carefully, then made sure we followed them. (9 + 4)

I don't \_\_\_\_\_ things like ghosts and vampires. They just don't exist! (2 + 14)

What we do this weekend will very much \_\_\_\_\_ the weather. (17 + 8)

John \_\_\_\_\_ breaking my favourite cup and promised to buy me a new one. (6 + 13)

When I go somewhere in my car, I \_\_\_\_\_ my satellite navigation system to make sure I don't get lost. (18 + 1)

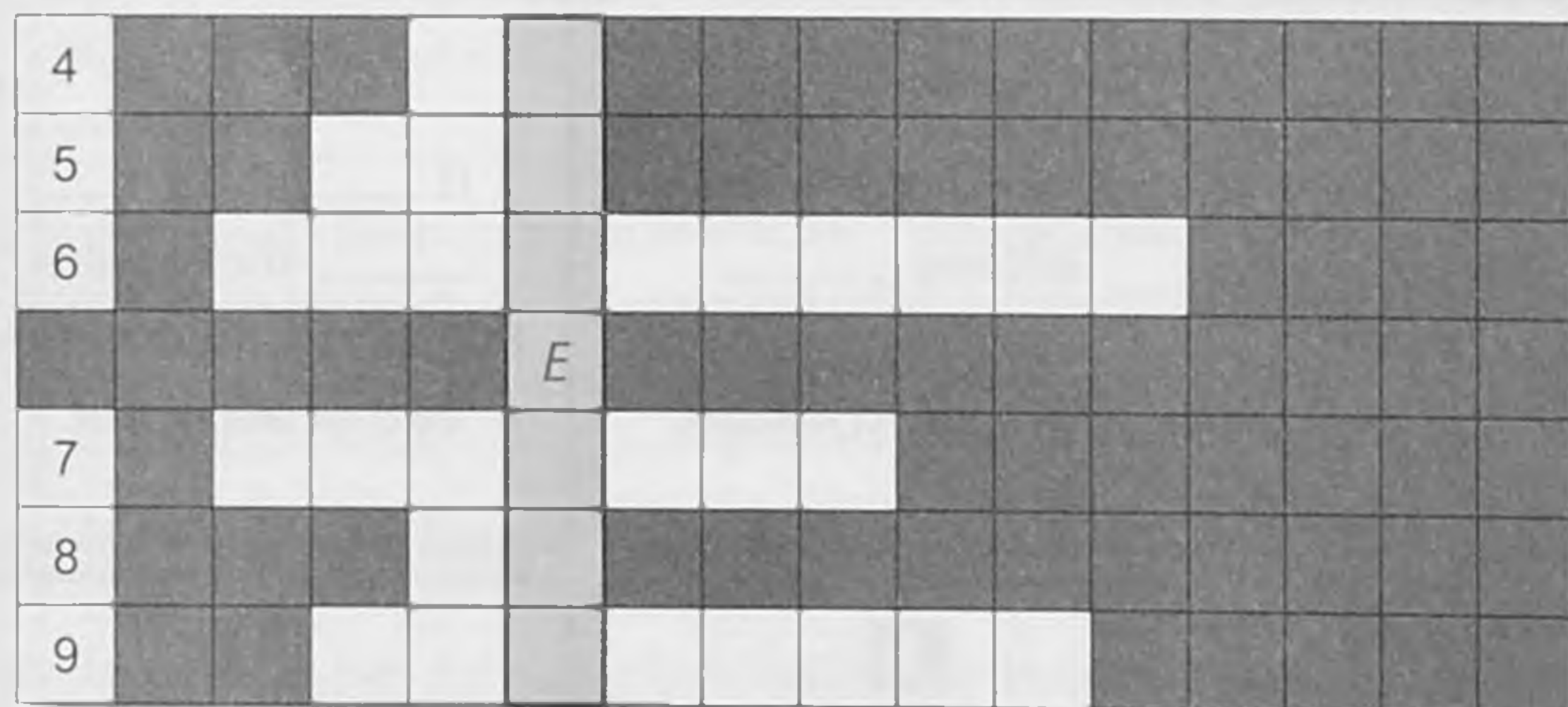
You're always \_\_\_\_\_ something: the weather, the food, the people. Try to be more positive! (15 + 11)

Where have you been? We've been \_\_\_\_\_ you for ages! (16 + 5)

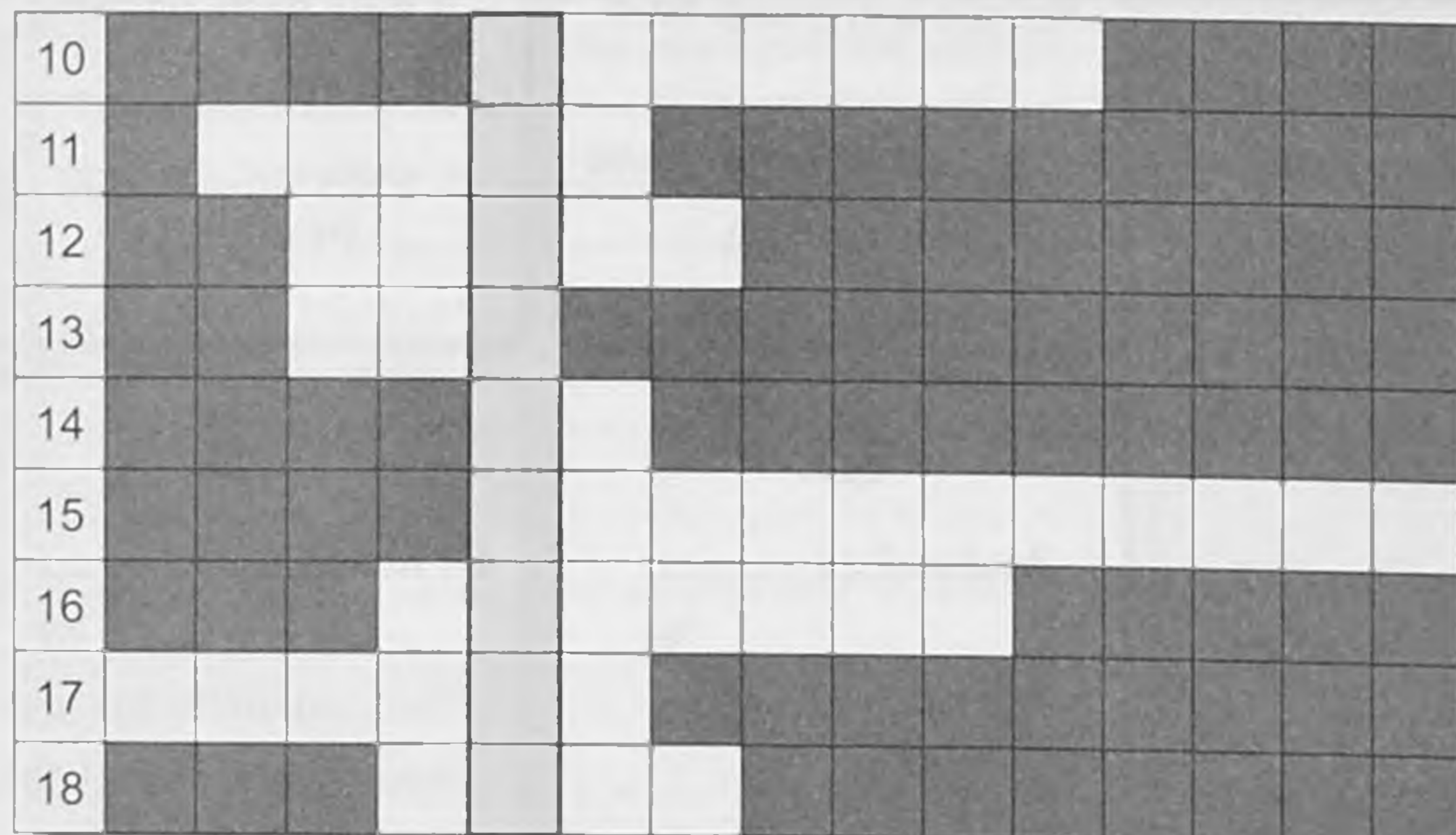
We watched in horror as the molten lava started \_\_\_\_\_ the town. (10 + 7)



2 Use the words in the shaded boxes on the grid to fill in the first two gaps in this sentence. Use your own knowledge (or the Internet) to fill in the third gap.



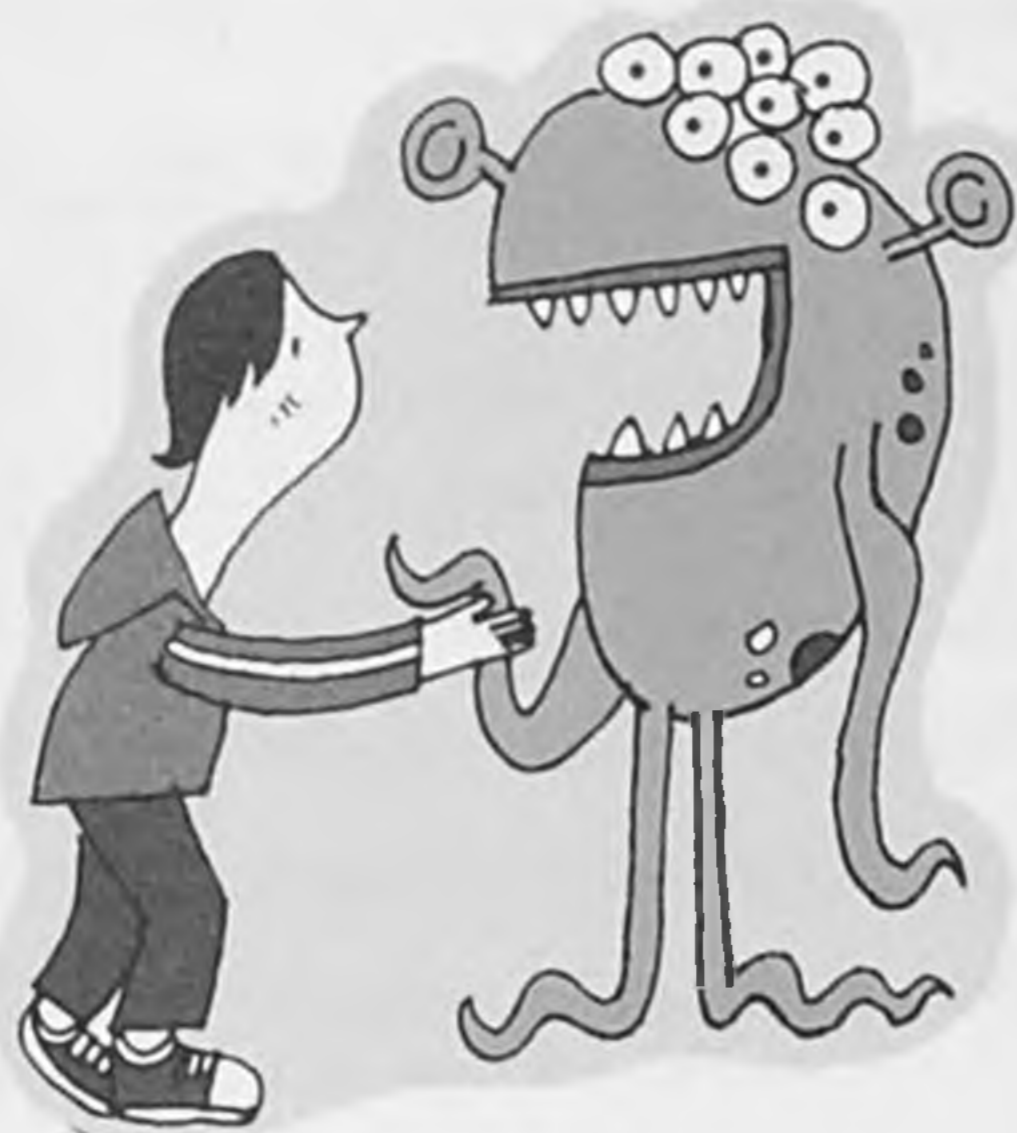
The city of \_\_\_\_\_  
was badly damaged by a  
\_\_\_\_\_ called  
\_\_\_\_\_.



### Class questions

Complete the sentences with prepositions. Ask and answer to find someone who each statement describes.

Find someone who ...	Name
 has apologised _____ something they didn't do.	_____ _____
 believes _____ aliens.	_____ _____
 belongs _____ a club or society.	_____ _____
 thinks the future of the planet depends _____ us.	_____ _____
 has complained _____ a bad meal or bad service.	_____ _____
 agrees _____ a smoking ban in all public places.	_____ _____
 listens _____ the radio every day.	_____ _____
 is waiting _____ a letter or email from someone special.	_____ _____
 spends more than €100 a month _____ clothes.	_____ _____
 dreams _____ working their way around the world one day.	_____ _____



## Invention or no invention?

Work with a partner. Complete the texts with relative pronouns. Then decide if each invention is real (R) or fake (F).

1 Have you ever fallen asleep \_\_\_\_\_ you shouldn't? Try the *Nap alarm*. It measures the angle and speed of your head movement, \_\_\_\_\_ then allows it to sound an alarm \_\_\_\_\_ you fall asleep. Don't get caught out again!

2 Here's an idea \_\_\_\_\_ sounds like it might be quite popular so make sure you don't miss out! *Seeing by wireless*, \_\_\_\_\_ inventor is John Logie Baird, allows people to watch moving images sent wirelessly.

3 Anyone \_\_\_\_\_ loves a barbecue will enjoy this USB device. \_\_\_\_\_ lets you have a barbecue for one \_\_\_\_\_ you're near your computer. Just don't expect to eat too much!

4 If you're the kind of person \_\_\_\_\_ isn't good at cooking, then why not try *the Foodie fridge*? It has a built-in camera \_\_\_\_\_ recognises the food in the fridge and a screen \_\_\_\_\_ useful recipes, using that food, are displayed.

5 If you're fed up with living in a place \_\_\_\_\_ pollution is a problem, the *Uno* might be the vehicle for you. This motorbike, \_\_\_\_\_ runs off electricity, has just one wheel and is friendly to the environment.

6 We have no idea \_\_\_\_\_ getting a picture to hang straight on a wall is so difficult, but the new *Picture it straight* solves this problem. This device has a small camera and sensor built in, \_\_\_\_\_ measures the distance from the walls and sounds an alarm \_\_\_\_\_ the picture is perfectly straight.

7 Combining music and sport, \_\_\_\_\_ everyone surely wants to do, is possible with these sports shoes. One shoe in each pair has a speaker and built-in disk drive \_\_\_\_\_ you can put a CD in.

8 Have you ever wanted to have your watch in a place \_\_\_\_\_ you could see it all the time? Try *Nail watch*. A concept by a well-known manufacturer, it is a thin piece of material \_\_\_\_\_ sits on your nail and lights up to show you the time \_\_\_\_\_ you press it. It's practical and fashionable!

9 Afraid of dropping and breaking your mobile phone? Then look no further than the *Emergency airbag*, \_\_\_\_\_ sits inside the mobile and opens \_\_\_\_\_ the phone drops. No matter \_\_\_\_\_ you drop it, it'll be safe.

10 If you want to keep your laptop hidden \_\_\_\_\_ other people can't see it, then why not try this laptop bag, \_\_\_\_\_ looks just like an old book? No-one will ever know what's really inside!

11 Batteries - you can never find one \_\_\_\_\_ you want one! This is just one of the reasons \_\_\_\_\_ the new solar-powered *Green torch* has been such a success with people \_\_\_\_\_ lives are busy. Not only that, but it helps save the planet too. A real necessity for any house or car.

12 What better way to relax than a hot bath \_\_\_\_\_ we can lie in for hours? Now, with the *Head bath cap*, we can give the top of our heads the same chance to relax too. The cap, \_\_\_\_\_ apparently helps our hair to grow, lets water in, but doesn't let it out.

## Technology challenge

<p><b>1</b> Complete this sentence with the correct form of the word in bold.</p> <p>Your computer isn't working because someone has _____ it from the wall. <b>plug</b></p>	<p><b>2</b> Choose the correct alternative.</p> <p>The only way I can <b>get / look / pick / turn up</b> a signal on my mobile phone at home is to go upstairs and stand on the bed!</p>
<p><b>3</b> Choose the correct alternative.</p> <p>Many mobile phone companies offer to <b>adjust / install / upgrade / select</b> their customer's phones to a more recent model after a certain time period.</p>	<p><b>4</b> Complete this sentence with one word.</p> <p>Every time I press the letter W on my computer _____ it sticks.</p>
<p><b>5</b> Correct one word in this sentence.</p> <p>People often end up in strange places when they rely too much on their <b>cam nav</b> for directions.</p>	<p><b>6</b> Correct the spelling of one word in this sentence.</p> <p>My father never goes anywhere without his <b>comcorder</b>. He films anything interesting or unusual he sees.</p>
<p><b>7</b> Unjumble the letters in bold to make a word.</p> <p>I use Talkfone for my mobile phone provider, since their <b>wontkre</b> is the biggest and best in the area.</p>	<p><b>8</b> Choose the correct alternative.</p> <p>In order to access your email account, you first need to <b>log off / in / onto / out</b> with your password and username.</p>
<p><b>9</b> Choose the correct alternative.</p> <p>He was accused of <b>backing / hacking / sacking / tacking</b> into personal bank accounts and stealing the money there.</p>	<p><b>10</b> Complete this sentence with one word.</p> <p>Thanks to _____, using the Internet these days is much quicker than it used to be.</p>
<p><b>11</b> Unjumble the letters in bold to make a word.</p> <p>The battery in my mobile needs <b>necrargghi</b> every day, even if I don't use the phone.</p>	<p><b>12</b> Choose the correct alternative.</p> <p>The computer runs <b>by / from / on / through</b> batteries, but they don't last long.</p>
<p><b>13</b> Choose the correct alternative.</p> <p>I always <b>back / keep / make / set up</b> my important documents on a flash drive.</p>	<p><b>14</b> Correct one word in this sentence.</p> <p>The <b>Electrovac</b> vacuum machine can remove dust from the tightest corners of the room.</p>
<p><b>15</b> Unjumble the letters in bold to make a word.</p> <p>I hate washing up after dinner and really wish I had a <b>shdeisarwh</b>.</p>	<p><b>16</b> Choose the correct alternative.</p> <p>I <b>dialled / pushed / touched / typed</b> his number on my mobile phone and pressed the call key, but nothing happened.</p>
<p><b>17</b> Correct the spelling of one word in this sentence.</p> <p>Wi-fi, which uses electronic signals to communicate, is a short form of the phrase 'wirless fidelity'.</p>	<p><b>18</b> Complete this sentence with the correct form of the word in bold.</p> <p>I live in a remote part of the country and Internet _____ is really poor there. <b>cover</b></p>
<p><b>19</b> Complete this sentence with one word.</p> <p>Has anyone seen the _____ for my mobile phone? My battery's really low.</p>	<p><b>20</b> Correct the spelling of one word in this sentence.</p> <p>The <b>watching</b> machine doesn't work very well if you put too many clothes in it.</p>

## Talking technology

**A Student A:** These two pictures show different ways of communicating. Compare the pictures and say how people of different generations communicate with their friends.

**Student B:** When Student A has finished, say how you communicate with your friends.



fold

**B Student B:** These two pictures show different ways of shopping. Compare the pictures and say what the advantages and disadvantages are of shopping in these two ways.

**Student A:** When Student B has finished, say which way you prefer to shop.



## Inverted crossword

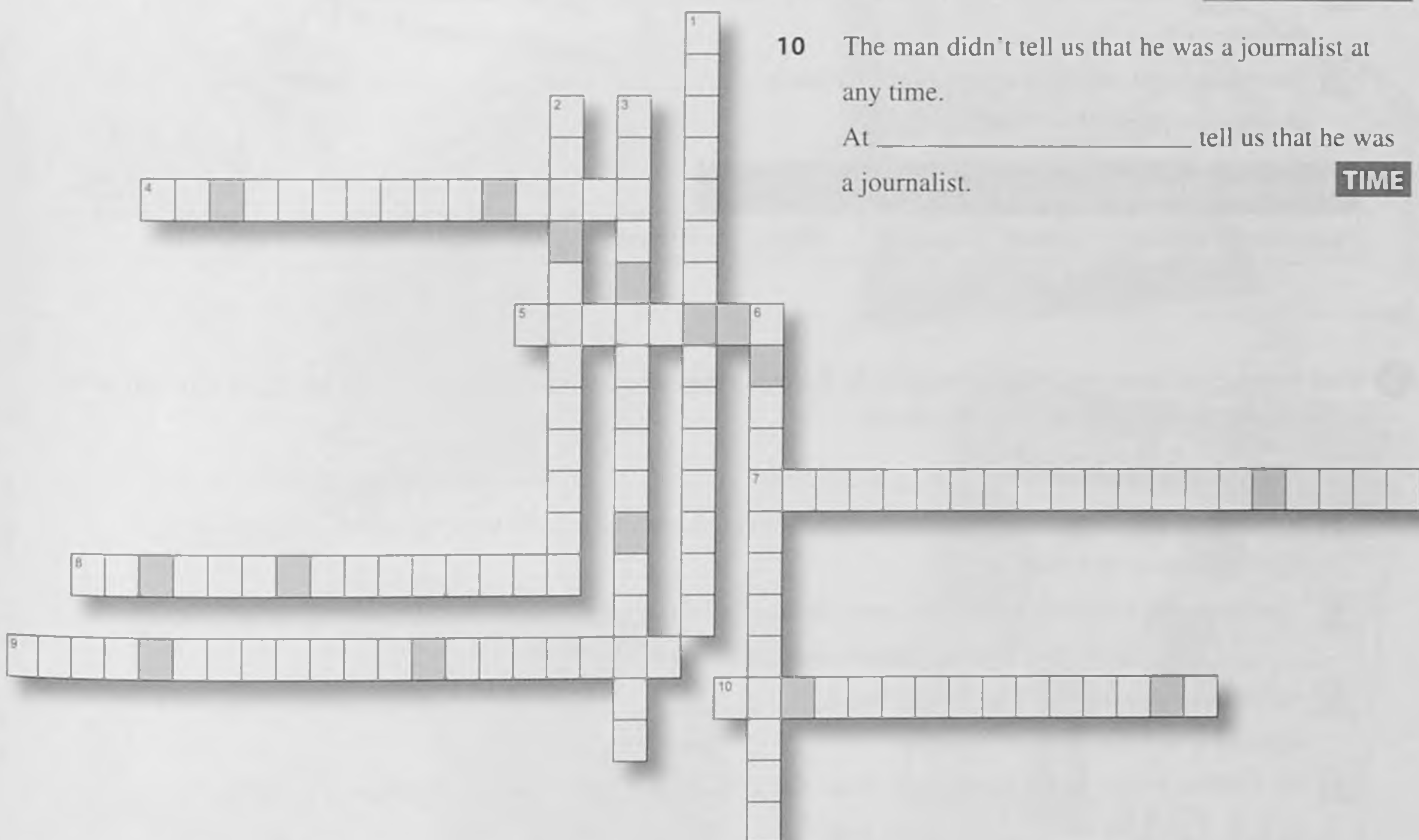
Work with a partner. Complete the second sentence in each clue so that it has a similar meaning to the first sentence, using the word given. Then write the words you used to complete the second sentence in the crossword (without spaces). Unjumble the shaded letters to reveal a hidden phrase.

### DOWN

- 1 They were late and unprepared too.  
 \_\_\_\_\_ late, but they were unprepared too. **ONLY**
- 2 They don't realise how big the news story is going to be.  
 \_\_\_\_\_ realise how big the news story is going to be. **LITTLE**
- 3 She didn't understand the lesson and so couldn't do her homework.  
 \_\_\_\_\_ the lesson, she'd have been able to do her homework. **HAD**
- 6 Young people rarely buy newspapers.  
 \_\_\_\_\_ people buy newspapers. **SELDOM**

### ACROSS

- 4 I don't pay close attention because I'm not interested in the topic.  
 Were \_\_\_\_\_ in the topic, I'd pay closer attention. **MORE**
- 5 She was happier on that day than any other.  
 \_\_\_\_\_ she happier than on that day. **NEVER**
- 7 Files must not be taken out of the school office.  
 \_\_\_\_\_ be taken out of the school office. **ACCOUNT**
- 8 They arrived and then left again immediately.  
 \_\_\_\_\_ arrived than they left again. **SOONER**
- 9 You cannot talk in the exam for any reason.  
 Under \_\_\_\_\_ talk in the exam. **CIRCUMSTANCE**
- 10 The man didn't tell us that he was a journalist at any time.  
 At \_\_\_\_\_ tell us that he was a journalist. **TIME**



The hidden phrase is: \_\_\_\_\_

### Give me a word

**A** Work in groups of three. Ask another student for a word. If the word fits in one of your sentences, say *I accept* and write it in the correct place. If it doesn't fit, say *I decline*.

- 1 The story about the earthquake has been \_\_\_\_\_ all week.
- 2 And we've just received some \_\_\_\_\_. The Prime Minister has just announced he plans to hand power over to his deputy.
- 3 There's a car for sale in the \_\_\_\_\_ that I think I might take a look at.
- 4 The story was quite small at first, but today it's become \_\_\_\_\_.
- 5 I love reading Donna Hathaway's \_\_\_\_\_. She seems to know everything that celebrities are up to.

#### Words for Students B and C

life editor forecast foreign home keep news news running updates



**B** Work in groups of three. Ask another student for a word. If the word fits in one of your sentences, say *I accept* and write it in the correct place. If it doesn't fit, say *I decline*.

- 1 And now it's over to Samira for today's \_\_\_\_\_. Samira, tell us what's been going on in other parts of the world today.
- 2 I've just heard the \_\_\_\_\_ on the radio and it doesn't look like we'll be going out this weekend.
- 3 The papers have been \_\_\_\_\_ the \_\_\_\_\_ about the corruption scandal all week.
- 4 I watch the news on television every evening, but for quick \_\_\_\_\_ I look on the Internet.
- 5 Every weekend, my favourite newspaper has a \_\_\_\_\_ and \_\_\_\_\_ section full of great articles about modern living.

#### Words for Students A and C

classified events gossip headlines letters informed news news sports turn



**C** Work in groups of three. Ask another student for a word. If the word fits in one of your sentences, say *I accept* and write it in the correct place. If it doesn't fit, say *I decline*.

- 1 I only like newspapers that \_\_\_\_\_ you \_\_\_\_\_ about what's going on in the world.
- 2 In today's \_\_\_\_\_, Liverpool are still top of the league despite drawing against Manchester City.
- 3 The newspapers didn't report the story at first, but then there was an interesting \_\_\_\_\_ of \_\_\_\_\_ and they became much more interested.
- 4 Hello, and welcome to The World Today. \_\_\_\_\_ first, and the Queen has opened a new hospital in London.
- 5 My mother wrote to the newspaper yesterday and today it was there for everyone to read on the \_\_\_\_\_ to the \_\_\_\_\_ page!

#### Words for Students A and B

ads breaking column front-page story making news news style weather

## What do you think?

Work with a partner. Imagine you are the editors of *The London Times* and you want to do something to improve sales. The pictures below show some of the editorial team's ideas. Discuss the ideas with your partner and decide which two ideas are the best.



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