

KEY LEARNING OUTCOMES

CEF

Students will be able to:

- make comparisons using a variety of structures, including comparative and superlative adverbs
- form nouns by using suffixes
- understand and talk about different kinds of intelligences and special talents
- give structured presentations on different topics
- write articles giving detailed personal descriptions

UNIT OVERVIEW

	Personality adjectives
Vocabulary	
	The incredible rise of Dynamo CRITICAL THINKING Discussing the reasons behind a person's success
Reading	
	Comparative and superlative adjectives and adverbs Other ways of making comparisons
Grammar in context	
	Noun suffixes
Developing vocabulary	
	Learning to learn: Learning about intelligence
Life skills	
	Hidden talent
Listening	
	Articles <i>so, such, too, enough</i>
Grammar in context	
	Presentations – 1
Developing speaking	
	An article – 1
Developing writing	
	Use of English: Word formation cloze activities Speaking: Giving presentations
Exam success	

DIGITAL OVERVIEW

Presentation Kit 

- ▶ Flipped classroom video Unit 4: Other ways of making comparisons
- ▶ Life skills video Unit 4: Learning about intelligence
- ▶ Interactive versions of Student's Book activities
- ▶ Integrated audio and answer key for all activities
- ▶ Workbook pages with answer key

Teacher's Resource Centre 

- ▶ Flipped classroom video Unit 4: Other ways of making comparisons
- ▶ Life skills video Unit 4: Learning about intelligence
- ▶ Grammar communication activity Unit 4: Animal articles
- ▶ Worksheets for this unit, including:
 - Grammar Practice worksheet Unit 4
 - Flipped classroom video worksheet Unit 4: Other ways of making comparisons
 - Literature worksheet Units 3 and 4
 - Culture worksheet Unit 4
 - Life skills video worksheet Unit 4
 - Everyday English worksheet Unit 4

Student's App 

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

✓ TESTING AND ASSESSMENT

Resources for exam preparation and measuring student progress

- ▶ Test Generator Units 1–4
- ▶ Printable tests (Unit 4)
- ▶ Gateway to exams Units 3 and 4 (end of Unit 4)

Vocabulary p44



Talking about someone's personality

>>> FAST TRACK

You could ask students to do exercises 1, 2 and 3 at home in preparation for the speaking activity. They can look up any words they are not sure about in their dictionaries or the Macmillan Online Dictionary.

WARMER

Discuss the meaning of the unit title *Extraordinary talents* (people with very unusual or surprising abilities). Elicit from students any people they know who have extraordinary talent. Ask students what they think the unit is going to be about (talented people and what makes people talented).

Personality adjectives

- 1 **SPEAKING** In pairs, students think of the possible opposites and synonyms of the words in the box. Elicit answers from students around the class. Draw students' attention to the example.

Suggested answers

friendly – unfriendly, kind/outgoing
 hard-working – lazy, diligent
 patient – impatient, considerate
 polite – impolite/rude, courteous
 quiet – noisy, reserved
 reliable – unreliable, dependable
 serious – fun-loving, solemn
 tidy – untidy/messy, neat

- 2 Ask students to read the description of a teenager called Luke and say if they think they would like him. Elicit reasons why or why not from different students around the class.
- 3 Ask students to match the words in red in the text with their opposites in the box. Ask students which two words in the text do not have an opposite in the box and elicit what they mean.

Answers

big-headed – modest, down-to-earth
 good-natured/easygoing – bad-tempered
 immature – mature
 narrow-minded – broad-minded
 outgoing – shy, reserved
 self-confident – insecure
 tactless – sensitive, tactful
 gifted = with an impressive natural ability
 talented = someone who is talented is very good at something

- 4 From each pair of adjectives in exercise 3, students choose the adjective that describes them best. Remind them that they can qualify their answers with *very*, *quite* or *a little bit*.

- 5 **SPEAKING** In pairs, students discuss the adjectives they chose in exercise 4 and say why they chose them.
- 6 Ask students to decide which adjective in each pair has a positive (+) meaning and which has a negative (–) meaning. Provide dictionaries if necessary.

Answers

- 1 ambitious +/pushy –
 2 self-confident +/arrogant –
 3 bossy –/assertive +
 4 frank +/brusque –
 5 stubborn –/determined +

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. 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** 18 Play the track for students to listen to descriptions of three people. Ask students to write down two adjectives from the page to describe each one. Elicit answers from students around the class. See p174 for the audioscript for this exercise.

Answers

- 1 bossy/self-confident 2 tactless/big-headed
 3 stubborn/slow

- 8a **SPEAKING** In pairs, students decide what type of personality is necessary in order to do the jobs and give reasons for their answers.

Example answers

- 1 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.
- 2 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, reliable and assertive because you are the leader.
- 3 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.

- 4 A Formula 1 driver has to be hard-working and talented. You also need to be self-confident as drivers deal with the media a lot. They work in teams so it helps to be outgoing and friendly.
- 5 A TV presenter needs to be outgoing and friendly. It usually involves many hours in the studio so you need to be hard-working, patient and ambitious to succeed in this job. Because you are in the public eye, you need to be self-confident

8b Invite students to discuss their ideas in open class.

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

Assign students page 30 in their Workbook or the relevant sections of the Online Workbook.

Reading p45



Scanning and reading for general and specific information

FAST TRACK

You could ask students to read the text in exercise 2 at home in preparation for in-class activities.

WARMER

Write the names of these people on the board: **Matt Groening, Judit Polgár, 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**. Ask students if they know the names of any famous illusionists.

Answers

Matt Groening – creator of *The Simpsons*
 Judit Polgár – chess grandmaster
 Pau Gasol – NBA basketball player
 Lionel Messi – football player
 Pablo Picasso – artist

- 1 **SPEAKING** In pairs, students describe what they can see in the photos.

Suggested answer

In one photo, I can see Dynamo walking on water. In the other photo, he is holding a pack of cards.

- 2 Ask students to read the article quickly to find out if Dynamo had an easy childhood and note down why or why not. Set a time limit of three minutes to encourage students not to focus on difficult vocabulary at this stage.

Answer

No, he didn't have an easy childhood. He had a serious stomach illness and was bullied for being weak and shy.

- 3 Ask students to read the text again and choose the best answers. Elicit from students the key sentences which helped them decide on their answers.

Answers

- 1 b (... we all want to feel young again ... tricks and illusions can give us that feeling.)
 2 a (... he wasn't as strong as his classmates. Weak and shy ...)
 3 c (... nobody wanted to be near him. So he spent his time in his bedroom practising ...)
 4 c (He started doing tricks in the street.)
 5 c (... if I started explaining it all ... you'd be begging me to stop after a minute.)

CULTURAL INFORMATION

Unlike traditional illusionists, Steven 'Dynamo' Frayne (born 17 December 1982), performs without stage props or glamorous assistants. By delivering close-up tricks to young people on the street, he brought a new style to the world of illusionists. He is best known for his documentary show, *Dynamo: Magician Impossible* in which he amazed his audience by swallowing jewellery, then pulling it out of his stomach, transforming snow into diamonds, walking on water across the Thames and bench-pressing 155 kg in the gym.

- 4 **CRITICAL THINKING** Individually, students think about the reasons for Dynamo's success. Then ask students to say what they think and justify their opinion. For less confident classes, you could write some ideas on the board to start students off, e.g. *talent, hard work, getting/taking opportunities, resilience or creativity*.

Example answer

I think Dynamo is successful because he works hard. He spent thousands of hours practising tricks when he was younger.

- 5 Encourage students to guess what the underlined words in the text mean and then check in their dictionaries. If students have access to computers, they can look up the words in the Macmillan Online Dictionary.

Answers

pack of cards = a box containing cards for playing games
 talked his way = to persuade someone to let you do something
 surface = the top layer or outside part of something
 begging = asking for something in a way that shows you want it very much
 distraction = something that gets your attention and prevents you from concentrating on anything else

- 6 **SPEAKING What about you?** In pairs or small groups, students discuss the questions. Elicit some answers from different pairs/groups.

EXTRA ACTIVITY

In pairs, students tell each other about a skill they could become really good at if they practised for 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 really talented at this skill.

HOMEWORK

Assign students page 31 in their Workbook or the relevant sections of the Online Workbook.

Grammar in context pp46–47

Making comparisons using a variety of structures, including comparative and superlative adjectives and adverbs

FAST TRACK

You could ask students to do exercise 1 at home. Then they start the next class with the speaking activity in exercise 2.

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 through the Grammar guide exercises quickly in open class.

Comparative and superlative adjectives and adverbs

1a Ask students to look at the sentences and decide which contain comparative forms and which contain superlative forms.

Answers

Comparative: 1, 3, 4, 7
Superlative: 2, 5, 6

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 Ask students to look at the sentences again and decide which contain adjectives and which contain adverbs.

Answers

Adjectives: 2, 4, 7
Adverbs: 1, 3, 5, 6

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.*

2 SPEAKING In pairs, students complete the table and then explain the rules for the different groups of adjectives. Draw students' attention to the examples. Elicit and check their answers in open class.

Answers

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 many two-syllable and all three-syllable adjectives, form the comparative with *more* and the superlative with *most*. (For some two syllable adjectives, both *-er* and *more* forms are possible.)

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.*

- 3a** Ask students to match the rules for comparative and superlative adverbs 1–3 with the examples a–c.

Answers

1 b **2** c **3** a

- 3b** Ask students to make the comparative form of the adverbs in exercise 3a (a–c).

Answers

- a** better, worse, less
b more carefully, more quietly, more easily, more beautifully, more often
c faster, harder, earlier, later, longer, sooner, nearer

- 4** Ask students to rewrite the sentences using the correct comparative and superlative forms.

Answers

- 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 more quickly 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 illusionist.
8 Houdini was one of the most famous illusionists 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 discuss and decide who in the class matches the descriptions.
- 5b** As a class, students take turns to say one of the names they chose in exercise 5a for their classmates to guess the description.

Other ways of making comparisons



Test before you teach: Flipped classroom

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

- 6** Ask students to look at the sentences and answer questions a–c.

Answers

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

- 7** Ask students to 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 must use between two and five words including the word given.

Answers

- 1** is as enjoyable as playing **2** is less healthy than
3 faster you walk, the **4** is not as good as **5** as quickly as **6** much less difficult to write **7** taller you are, the easier **8** better and better

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 the sentences in exercise 7.

- 8** **SPEAKING** In pairs, students match the halves of the common expressions. Check that they understand what they mean and ask them to think of a situation when they might use them. Draw students' attention to the example.

Answers

- 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, in order 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 exercise 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.

Refer students to the Grammar reference on page 54 if necessary.

HOMEWORK

Assign students page 32 in their Workbook or the relevant sections of the Online Workbook.

Developing vocabulary p47

Forming nouns by using suffixes

FAST TRACK

Students could do exercises 1 and 2 at home using a dictionary to help them check the spelling. Check the answers in open class and practise the pronunciation.

Noun suffixes

- 1 Ask students to look at the words with noun suffixes and decide which of the nouns are for a person.

Answer

actor, artist, politician, writer

- 2 Ask students to change the words into nouns or a different type of noun using the suffixes in exercise 1. Remind them that they may need to change the spelling and that sometimes they can make more than one noun from each word. Let them compare their answers in pairs before you check them in open class. Drill the pronunciation of any difficult words.

Answers

actor, action
appearance
confidence
creator, creation
difference
education, educator
electricity, electrician
employment, employer
happiness
improvement, improver
invention, inventor
investigation, investigator
madness
musician, musicality
relevance
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 Ask students to read the tip for completing word-formation exercises and then turn to page 145 (Use of English: Word formation cloze activities) for more ideas.

- 3 Ask students to complete the text with the correct form of the words given. Students compare in pairs before you check their answers.

Answers

a scientists b importance c electricity d creation
e inventor f improvements g disappearance
h ability i difference

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, e.g. with the concept noun, the personal noun, adjective, verb form.

FAST FINISHERS

Students write a word formation exercise to test their partner using one of the words from exercise 2, e.g. *There was lots of _____ in the film so it was very exciting.* ACT

HOMEWORK

Assign students page 33 in their Workbook or the relevant sections of the Online Workbook.

Gateway to life skills pp48–49

Learning about intelligence

To find out about Gardner's Theory of Multiple Intelligences, to learn some study tips and think about the type of learner they can help and to find out which type of learner you are

FAST TRACK

Students could do the *Multiple Intelligence Test* on page 159 at home in preparation for the Academic task at the end of the lesson.

1 BACKGROUND INFORMATION

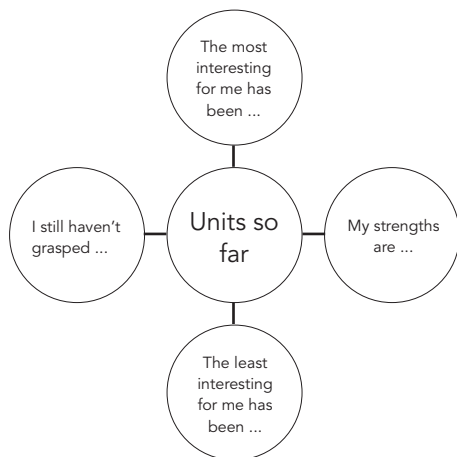
Howard Gardner's Theory of Multiple Intelligences

With today's increasing diversity among students, it has become even more important to find strategies that meet a wide range of needs. Howard Gardner's Theory of Multiple Intelligences (MI) has introduced a better appreciation of the various ways in which we can express our different talents, abilities and preferences and has made us question the way we perceive intelligence. Not only can MI increase students' confidence and enthusiasm for learning, it can also improve their academic achievement and change our perceptions of students' learning abilities.

In this lesson, students learn that there are multiple ways to learn and that they possess multiple types of intellectual strengths and life skills. At the end of the lesson, students complete a questionnaire and identify their areas of strength in the context of MI and reflect on which intelligences would enhance their performance. Self-assessment is a way to assist the development of intrapersonal intelligence. This can be valuable to understanding one's own weakness and strengths, and develop awareness that others think and learn differently. Intrapersonal intelligence is valuable in many practical endeavours, including career planning.

WARMER

Encourage students to reflect on the lessons they have had so far and look back over the first units of their Student's Book. Individually, ask students to copy this diagram into their books and make notes on the four areas. Tell students to refer to Key concepts if they are unsure of the meaning of *grasp* or *strength*. In pairs, students then compare their notes and discuss any similarities or differences.



- 1 **SPEAKING** In pairs, ask students to discuss what we mean when we call somebody 'intelligent'. Encourage them to think of people they think are, or were, intelligent. Elicit examples from different students around the class.

Suggested answers

Garry Kasparov, Marie Curie, William Shakespeare, Galileo Galilei, Nicolaus Copernicus, Leonardo da Vinci, Albert Einstein

- 2a Ask students to choose the best alternative in each sentence and think about why.

- 2b **SPEAKING** Ask students to compare with a partner to see if they have similar answers. Elicit answers from students around the class and ask them to explain their choices. Do not confirm any answers at this point.

- 3 **READING** Ask students to read a text about one theory of human intelligence and say which of the alternatives in exercise 2a the writer agrees with. Elicit the arguments the writer gives to justify the answers.

Answers

- 1 doesn't mean 2 isn't 3 can't 4 doesn't stay
5 affect

- 4 Ask students to read the text again and answer the questions. Check their answers.

Answers

- 1 That some people believe this is what shows you are clever, but this is only one type of intelligence.
2 Because people are good at different things.
3 It is difficult to measure intelligence because it depends on what type of intelligence you are talking about.
4 Children who have access to musical instruments can become great musicians if they start early; bilingual or multilingual children.
5 Ask students to look at the list of Gardner's Multiple Intelligences and say where they think the activities and concepts should go. Give students a minute to compare in pairs before you check their answers in open class.

Answers

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

A VOCABULARY FOCUS

The video contains some useful words about different learning styles that students may not be familiar with. You might want to pre-teach these words and phrases with students before watching:

spatial [adj]: related to space, size or position of things


kinaesthetic [adj]: the use

interpersonal [adj]: about relationships between people

clarify [v]: make clear and comprehensible

intrapersonal [adj]: happening or existing within the mind

- 6 **SPEAKING** In pairs, ask students to discuss what they think of Gardner's Theory of Multiple Intelligences and if they agree with it. Ask them to give reasons why or why not.

- 7  **LISTENING** 19 Tell students they are going to watch or listen to someone named Deana talking about study tips. Play the video or audio track for students to make notes about her study tips for each of the seven intelligences. Check their answers. See the Teacher's Resource Centre for the audioscript/ videoscript for this exercise.

Answers

Intelligence 1: use flashcards for difficult concepts, extensive notes

Intelligence 2: organise notes in alphabetical/numerical order


Intelligence 3: use graphs or mind maps

Intelligence 4: use music to remember concepts and words

Intelligence 5: use real-life examples to relate to concepts

Intelligence 6: set up a study group, talk to a classmate

Intelligence 7: keep a journal, study in a quiet area

- 8 SPEAKING**  19 Play the video or audio track again. In pairs, students talk about each tip and say which of these things they already do and which they would like to try. Ask them to give reasons for their choices. Encourage students to share their ideas in open class.

+ EXTRA ACTIVITY

Ask students to dub the video. Prepare copies of a section or all of the audioscript and divide the class into pairs. Students take it in turns to read sections of the video and try to synchronise their speaking with the video. Play the video with the sound down.

TEACHER DEVELOPMENT: CLASSROOM TIPS AND PLANNING

Dubbing a video

Dubbing a video means that the students try to synchronise their words as much as possible to the face on the screen. Dubbing a video makes students focus on the rhythm and the pace of the person's voice and how important word stress is in English. Students can record themselves using an audio-recording editor which they can download for free from the Internet.

ACADEMIC TASK



Tell students they are going to work on a task to find out what type of learner they are. Ask them to follow the plan:

- **Step 1**
Individually, students do the Multiple Intelligence Test on page 159.
- **Step 2**
In pairs, students discuss their results in the test and decide if they agree with the results. Ask students to discuss how the results might help them in their studies.
- **Step 3**
Ask students to do some research to find a study tip or activity that can help learners with their natural strengths. When they are ready, divide the class into groups and ask students to share their tips and activities.

Listening p50

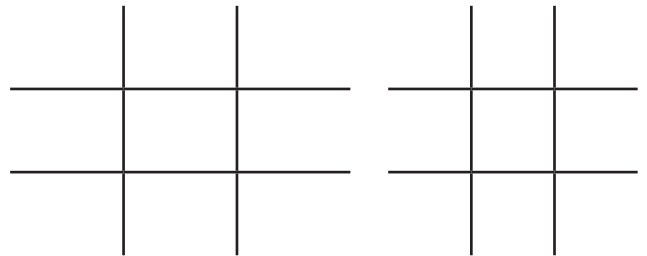


Listening for gist and specific information

WARMER

Play *Noughts and crosses* to recycle vocabulary from the unit so far.

- Split the class into two teams: Xs and Os.
- Draw two tic-tac-toe grids on the board, side by side. One grid for reference and one for actually drawing Xs and Os.



- Write these responses to questions in each square: *He's shy; Immature and big-headed; There are eight types; Scientific thinking; Howard Gardner; To beat bullies; Bradford, England; Albert Einstein; The theory of relativity.*
- Each team must think of a grammatically correct question for the response to win a square, e.g. *What's he like? How would you describe him? How many types of Multiple Intelligences are there? Can you name one type of MI? Who invented MI? Why did Dynamo learn to do tricks? Where was he born? Can you name a very intelligent person? What did Einstein invent?*


- 1 SPEAKING** In pairs, ask students to look at the photo and answer the questions. Elicit ideas from students around the class.

Example answers

- 1 I would like to try rock climbing, but I think it looks very risky.
- 2 People who like doing extreme sports.
- 3 I think you have to train a lot to do this and be very fit.

i CULTURAL INFORMATION

Rock climbing is a physically and mentally demanding sport. It tests climbers' strength, endurance, agility and balance and requires great concentration and courage. It can also be a dangerous activity and climbers have to be familiar with different techniques and have specialised equipment to do this sport safely.

- 2 LISTENING**  20 Tell students they are going to listen to two people talking about a new TV series. Play the track for students to decide if the statements are True (T), False (F) or the information is Not Mentioned (NM). See p174 for the audioscript for this exercise.

Answers

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

- 3 20 Play the track again for students to listen and answer the questions.

Answers

- 1 900
 - 2 nine
 - 3 She's a grandmother and very busy.
 - 4 60 metres
 - 5 it is surrounded by water; bad weather
 - 6 one in 400
 - 7 how to watch body language and to notice typical things we say when we're nervous
 - 8 It's a pity to spend our lives not realising we have a special talent.
- 4 **SPEAKING** **What about you?** In pairs or small groups, students discuss the questions and justify their opinions.

Example answers

- 1 I think I would like to watch this TV series because it is different from ordinary talent shows. I love watching other people be good at things.
- 2 I would love to do tests to see if I have a hidden talent because it could change my life.

+ EXTRA ACTIVITY

Have a **Balloon debate**. Divide the class into groups of about four or five. Ask each person to imagine they have a hidden talent that is very special. Explain to the groups that they are all 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. Ask students to decide on their hidden talent. Each person has one minute to say why they should not be thrown out of the balloon (i.e. explain why what they do is interesting or important). When everyone has spoken, the group votes for the person they think should be thrown out.

HOMEWORK

Assign students page 33 in their Workbook or the relevant sections of the Online Workbook.

Grammar in context pp50-51



Using articles and *so, such, too* and *enough*

>>> FAST TRACK

Students could do exercises 1, 2 and 3 at home. Check their answers and start the class on exercise 4.

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, then move through the Grammar guide exercises quickly in open class.

Articles

- 1 Ask students to read the sentences, focusing on the articles in blue.
- 2 Ask students to match the sentence halves to make rules. Then ask them to look back at exercise 1 and find an example of each rule.

Answers

- 1 a, a programme
- 2 b, the programme, the series
- 3 d, the world
- 4 e, the best diver, the first
- 5 c, nurses, patients, emergencies

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/.

- 3 Ask students to choose the correct alternative. Elicit answers from different students.

Answers

- 1 -, -
 - 2 a, a, a
 - 3 the, -
 - 4 -
 - 5 The, the
 - 6 a, -, -
 - 7 an, the, a
 - 8 -, the
- 4 Ask students to complete the text with *a, an, the* or *-* (no article).

Answers

- a a b an c an d - e a f the g the h a
 i the j the

- 5 Ask students to read the text and correct seven mistakes in the use of articles. Give them time to compare answers in pairs before checking them.

Answers

One of the most interesting episodes of *Hidden Talent* was about a boy called James Whinnery. He was only 19. They discovered that the boy had a special talent for (1) the languages. He learnt (2) the Arabic in just 19 weeks. He did a test working in (3) a Turkish restaurant for a day, talking to the waiters in Arabic. Then, for his training, they say he learnt (4) the new words – one hundred words each day! At the end of the episode, he travelled to Jordan and they interviewed him in Arabic on a special programme. Of course, nobody can really learn (5) a new language in just 19 weeks. But James learnt a lot of things in that time. It seems that sometimes (6) the TV programmes can have (7) a positive effect on people and their lives.

so, such, too, enough

- 6 Ask students to look at the sentences a–f and complete the rules 1–6 with *so*, *such*, *too* or *enough*.

Answers

1 too 2 enough 3 such 4 so 5 too, enough
6 so, such

- 7 Ask students to complete the sentences with the words in the box. Remind students that they can use a word more than once if necessary. If no word is necessary, tell students to put –.

Answers

1 too 2 a 3 enough 4 to 5 – 6 so 7 enough
8 such 9 so

- 8 Ask students to 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 including the word given.

Answers

1 are so good that everyone 2 too cold to 3 are good enough to 4 such a cold day that 5 isn't self-confident enough to 6 sing well enough

- 9a Encourage students to 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 get up in the morning and spent every day in bed.
- 5 climb that mountain.
- 6 I'll pass all my exams first time.
- 7 he can do university-level maths.

- 9b **SPEAKING** In small groups, students compare their sentences in exercise 9a and choose the best ones. Students then read out the best sentences to the class.

Refer students to the Grammar reference on page 54 if necessary.

HOMEWORK

Assign students page 34 in their Workbook or the relevant sections of the Online Workbook.

Developing speaking p52

Giving structured presentations on different topics

FAST TRACK

You could ask students to note down ideas for exercise 8 at home in preparation for the speaking activity.

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 spelt words are the winners (and have the highest 'linguistic intelligence!').

Suggested 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 talk about the people in the photos and say who they are and why they are famous. Elicit ideas from students around the class.

Answers

- A** Martin Luther King – US civil rights campaigner
B Marie Curie – scientist famous for work on radioactivity
C Cristiano Ronaldo – international football player
D Emma Watson – actor (in Harry Potter films); UN Ambassador

- 2 **SPEAKING** Ask students to say how they would define a 'hero'. Elicit from students if they would call any of the people in exercise 1 heroes and ask them to give reasons why or why not.
- 3 **SPEAKING** In pairs, ask students to look at the presentation topic '*There are no heroes in today's world, just celebrities.*' and discuss if they agree or disagree with the statement. Give them a few minutes to make notes of their ideas and think of arguments to justify and explain their opinions. Point out that both students should make notes as these notes will be used later to prepare a presentation. Elicit ideas from students around the class.
- 4 **LISTENING** 21 Play the track for students to listen to a student giving a presentation on the topic in exercise 3. Ask students to say what the speaker's opinion is and if the speaker mentions any of their ideas in exercise 3. See pp174–175 for the audioscript for this exercise.

Answer

The student disagrees with the statement and believes there are celebrities who can be called heroes.

- 5 21 Draw students' attention to the expressions in the Speaking bank. Then play the track again for students to listen and tick the expressions that they hear.

Answers

I'd like to begin by saying, First of all, Furthermore, What's more, It's also true that, To sum up, In short

- 6 Ask students to work individually to organise their notes from exercise 3 in a logical order, with an introduction and a conclusion.
- 7 **SPEAKING** Ask students to read the advice in Exam success. In pairs, students then take it in turns to give a presentation with their opinion. Remind them to use expressions from the Speaking bank. When they finish, ask students to discuss how well they did their presentations.

✓ EXAM SUCCESS Students read some tips on how to give an interesting presentation. Elicit other 'do 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 145 (Speaking: Giving presentations) for more ideas.

PRACTICE MAKES PERFECT

8a **SPEAKING** Ask students to prepare a presentation about somebody that they admire. Point out that it can be a famous person or someone in their life, for example a friend or relative, and remind them to give reasons why they admire them.

8b Students give their presentation to the class, or to a group of classmates if time is short. 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

I'm going to talk about someone I admire very much, my cousin Laurence. He's six years older than me and he lives in Canada. He's extremely fit because he's a dancer. Firstly, I'd like to talk about when he was at school. Secondly, I want to talk about how he is now. At school, he was often bullied because he liked classical ballet while his classmates preferred hip hop and street dance. He was insecure and he didn't have many friends. Nowadays, he's very friendly and confident. This is because he had a fantastic teacher who changed his life and believed in him.

It's important to remember that dancing is a very difficult profession because it's so competitive. He doesn't have a lot of free time, but he teaches dance to young children who have difficult times at home. What's more, his groups have won prizes in different competitions.

In conclusion, I think Laurence is a very hard-working and gifted person and I admire him very much.

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

Assign students page 35 in their Workbook or the relevant sections of the Online Workbook.

Developing writing p53

Writing an article giving detailed personal descriptions

>>> FAST TRACK

You could ask students to make the list in exercise 2 at home in preparation for the writing activity.

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 read the announcement and talk about people they could write about and talents they have.

- 2 Ask students to read an article written about the singer Ed Sheeran. Ask students to make a list of the talents the writer of the article says that Ed Sheeran has.

Answers

He writes great songs and performs concerts on his own. He's modest, funny and friendly. He plays and sings in lots of different styles. He can write lyrics. He makes brilliant videos. He's a talented dancer.

- 3 Ask students to match the paragraphs A–D to the topics.

Answers

D, A, C, B

- 4 Ask students to read the Writing bank and underline any examples of this language in the article in exercise 2.

Suggested answers

doesn't look very special, he tends to wear ..., incredibly special, what I love about him ..., most important talents, great talents, he shows that, great singer, most exciting thing

- 5 **SPEAKING** Ask students to use the expressions in the Writing bank to talk about the people they chose in exercise 1. Draw students' attention to the example.

PRACTICE MAKES PERFECT

- 6a Ask students to choose one person and write an article. Remind them to follow the paragraph plan in exercise 3 and use expressions from the Writing bank. They can also follow the advice in the Writing bank on p153. 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 a Burmese politician. She was born in 1945 in Rangoon, Burma (Myanmar). 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 spent more than ten years under house arrest.

She is older now, and she is still beautiful. She is quite small and thin, but she has got a strong and determined look. She has a kind face and bright brown eyes. She often wears flowers in her hair. She is extremely patient and kind, but she is a very intelligent and brave person. She also seems to be a very modest person.

Aung San Suu Kyi is a very talented politician. She has had many difficult moments but she is an expert negotiator and peacemaker. In 1991 she won the Nobel Prize for Peace. She is a Buddhist and I think this helps her be such a calm person.

In conclusion, I think Aung San Suu Kyi is one of the most talented people in the world. 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.

- 6b When students finish writing their articles, remind them to check them carefully. Ask them to check that they have included all the relevant information and that it is easy to understand the ideas and information. Students should also check for grammar or spelling mistakes.

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?

HOMEWORK

Assign students page 36 in their Workbook or the relevant sections of the Online Workbook.

Language checkpoint: Unit 4

FAST TRACK

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

Grammar revision p55

Making comparisons

1 Students choose the correct alternative.

Answers

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

Articles

2 Students add seven articles in the correct places in the sentences.

Answers

- 1 I met **a** friend yesterday in **the** city centre.
2 **The** most important thing in life are 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 are all on late at night.

so, such, too, enough

3 Students match the sentence halves and complete the sentences with *so*, *such*, *too* or *enough*.

Answers

- 1 h (too) 2 f (so) 3 e (enough) 4 a (too) 5 b (such)
6 d (enough) 7 g (so) 8 c (such)

Vocabulary revision p55

PERSONALITY

1 Students complete the sentences with adjectives of personality.

Answers

- 1 tactless 2 down-to-earth 3 broad-minded
4 insecure 5 pushy 6 stubborn 7 immature
8 gifted 9 frank/honest

NOUN SUFFIXES

2 Students complete the sentences with the correct noun form of the words given.

Answers

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

HOMEWORK

Assign students page 37 in their Workbook or the relevant sections of the Online Workbook.

Reading p56



► **TIP FOR READING EXAMS**

Ask students to read the tip about missing sentence activities and look at Exam success on page 144 for more ideas.

- 1 Tell students they are going to read a text called 'What makes a genius?' Discuss the questions in open class before they read the article.
- 2 **READING** Ask students to read the text and ask them to formulate one sentence that summarises the text's main message. Encourage students to compare in pairs before you elicit sentences from students around the class.

Suggested answer

To become a genius you have to work hard and have opportunities.

- 3 Ask students to read the text again and complete the gaps with sentences A–H. Elicit the key sentences that helped students decide on their answers.

Answers

- 1 G (... same age – around five. In those first few years ... Six hours a week by age nine ...)
- 2 D (... totalled 10,000 hours of practice ... And the third group just 4,000 hours.)
- 3 F (It's 10,000 hours. ... this number comes up again and again.)
- 4 C (People generally agree that Mozart didn't write his first masterwork ...)
- 5 A (... an enormous amount of time ... You need parents who are encouraging and supportive. You can't be poor ...)
- 6 E (One year the school spent \$3,000 on a computer terminal.)
- 7 H (... 1,575 hours of computer time ... So, he had spent a lot more than 10,000 hours on computers.)
- 8 B (Who was in the best position to take advantage of it? You don't want to be too young.)
- 4 **SPEAKING What about you?** In pairs, students discuss if they agree with what the text suggests – that to be a genius you need to work hard and have opportunities. Ask them to debate how important natural talent is.

Use of English p57

► **TIP FOR USE OF ENGLISH**

Students read the tip on how to do word formation cloze activities. Discuss other tips for completing this type of exercise and tell students to turn to Exam success on page 145 to compare their ideas.

- 5 In pairs, students make a list of things that they think they know about Albert Einstein. Then ask them to read the short text and see if it mentions any of the things on their list.
- 6 Ask students to read the text again and complete the gaps with the correct form of the words at the end of the lines.

Answers

- a** importance **b** scientific **c** unusually **d** scientist
e underestimate **f** ability **g** physicist
h mathematician **i** connection **j** unsuccessfully

Speaking p57



► **TIP FOR SPEAKING EXAMS**

Ask students to read the tip about what not to do in presentations. Elicit other tips students can remember and ask them to turn to Exam success on page 145 to check their ideas.

- 7 Individually, students prepare a presentation on the topic by making notes. Remind students not to write complete sentences.
- 8 **SPEAKING** 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.
- 9 **SPEAKING** In groups, students take it in turns to give their presentations, using the expressions they thought of in exercise 8.

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 presentation

I'm going to talk about three famous people I'd like to go on an excursion with. First of all, I'd like to go with Rafael Nadal. He is one of the greatest tennis players of all time. What's more, he is a very special person. Secondly, I'd like to go on an excursion with Usain Bolt, the Jamaican sprinter and a World and Olympic gold medallist in the 100 metres, the 200 metres and the 4x100 metres relay. He is very funny and I think we would laugh a lot. Furthermore, he's the coolest sportsman in the world. The third person I'd like to go on an excursion with is Lionel Messi, who plays for Spanish football club FC Barcelona and the Argentina national team. He is one of the best footballers in the world. In conclusion, you can see that my excursion is going to be very interesting. I think we will probably do a lot of sport and it will be a very active excursion!

Model text

Jack didn't usually enjoy travelling, but today was different. He had won a competition that he had entered on the Internet called Cricket Australia. The prize was a ticket to Australia's one-day international match against India at the Sydney Cricket Ground (SCG). It was a long flight, something he didn't like, but he was going to Sydney! Jack found out he had won the competition around two weeks before the game. He had to say in fewer than 25 words who was his favourite player and why. He didn't believe it when he got the email saying he'd won. He had been watching cricket on TV since he was little, and he was keen to meet all the famous cricket stars, but he wasn't sure if that would be possible. Luckily, after the match, the competition winners were taken to the press conference room. There were some of the most famous cricket stars answering questions. When the press conference finished, he had the chance to meet Shane Watson and Mitchell Johnson, the famous Australian cricket all-rounder and bowler. Jack asked them to sign his T-shirt and they took a selfie together. They also went to the indoor cricket centre at the SCG and bumped into more Australian players. Meeting these stars was the highlight of the experience for him.

Writing p57

TIP FOR WRITING EXAMS

Ask students to read the tip about writing stories. Elicit other things students should remember to do and ask them to turn to Exam success page 145 to remind them of important tips and strategies.

- 10** In pairs, students read the task and plan their story. Remind them to think about the main events, the background and any important scenes.
- 11** Individually, students write their story, following advice in the Writing bank on page 152. For students who are less confident, photocopy the model text below for extra support during the writing task.

HOMEWORK

Assign students pages 38-39 in their Workbook or the relevant sections of the Online Workbook.

'CAN DO' PROGRESS CHECK p148

- 1** Ask students to mark from 1-4 how well they feel they can do each thing in English.
- 2** Ask students to look at their marks and decide what they need to do to improve. Elicit ideas from students around the class.