

# 1 MAKE THE GRADE

## Vocabulary in context p6

### Using a range of lexis to talk about education

#### Warmer

On the board, begin a mind map with *school* in the middle with two central hub leading to the words *subjects* and *classmates*.



Put the class in pairs. Ask them to copy the mind map and write as many words associated with school as they can think of. After a minute or two, get feedback.

#### Possible answers

timetable, cafeteria, homework, holidays, sports hall, assembly, school show

#### 1 SPEAKING

- Explain that students should read the complete question and answer for each gap before trying to guess the word. There are clues both in the question and the answer.
- Elicit the answer to question word in a (*how many*). Point out that this refers to a plural answer and that sometimes students will need to change the form of the words in the box.
- Do not check the answers until after exercise 2.

#### 2

- There is an audio recording of every vocabulary set in the Student's Book. If you wish, play it before or after the related exercises, and ask the students to listen and repeat each word/phrase.
- After listening to the vocabulary, elicit how many of the words students used in exercise 1.

#### Answers

a terms b subjects c higher education d grades/marks  
e timetable f continuous assessment g coursework  
h assignments i notes j abroad

#### Culture notes

Education in the UK is compulsory up to the age of 16. When they are 16, students take exams in many different subjects. In England, Wales and Northern Ireland, these exams are called GCSEs. After this, young people need to decide what they want to do. Most students decide to continue studying for another two years in sixth form colleges. They then take exams called A-levels, usually in three or four subjects. If you want to go to university, you do need to get good grades in your A-levels.

#### 3 SPEAKING

- Before students do the task, make clear that the student asking the questions needs to read out the complete questions from exercise 1.
- After students do the task, they can compare Emma's answers to their own and their partner's.

#### Culture exchange

- 4 Ask students to read the text paragraph by paragraph and discuss the meaning of the key words once they have finished each paragraph.
- Draw attention to *freshers' fair* in the third paragraph. Elicit or explain that a *freshener*, or *freshman*, is the name for a student who is going to university in the UK for the first time. Before classes begin in September, there is a special week of activities for these students called freshers' week.
- After students do the task, follow up by asking: *What do you think of the idea of an induction week? In your country, when students study away from home, do they usually get a loan from a bank to pay for their studies? If not, how do they pay for their studies? Would you like to study at a university in Britain? Why?*

#### Language notes

Point out that the ending *-ture* is pronounced /tʃə/ or /tʃər/. So, *lecture* is pronounced /lɛktʃə(r)/.

#### + Extra activity

Write the following words on the board and ask students how to pronounce them: *culture*, *sculpture*, *mixture*, *future*, *literature*.

#### Answers

/kʌltʃə(r)/ /skʌlptʃə(r)/ /mɪkstʃə(r)/ /'fju:tʃə(r)/  
/'lɪtrətʃə(r)/

#### Use it ... don't lose it!

#### 5 SPEAKING

- Before students do the task, make clear that the student asking the questions needs to read out the complete questions.

#### Mixed ability

- Allow less confident students to write their answers before asking and answering them with a partner.
- Ask more confident students to write one more question using one of the words in exercise 4.

#### Answers

1 facilities 2 resources 3 tutor

#### + Extra activity

Ask students to look at the new vocabulary on the page and to divide it into two categories: 1) things that they find exciting or interesting (e.g. extra-curricular activities) and things which might be more challenging or difficult (e.g. loans).

## Reading p7

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

#### Warmer

Write on the board:

Are you a member of any clubs? If yes, tell me about them!

Would you like to join a new club? If yes, which one and why?

Tell students to ask and answer the question in pairs.

#### 1 SPEAKING

- In pairs, students discuss what they think is happening in the photos. Then elicit ideas from the whole class.
  - Tell students that they will find out more when they read the text.
- 2 Before students do the task, tell students they only need to identify the relevant words and will read again for more detail in the next exercise.

#### Answers

a Octopushing b Robot Football Society c Sheila and her Dog Society d Model United Nations (MUN) club e Jailbreak Society

#### Culture notes

*Octopushing* was invented in 1954 at a scuba diving club in the south of England. Its inventor wanted to give divers an activity for the winter. Players cannot use breathing devices such as scuba equipment. They must hold their breath while they try to move the *puck* across the bottom of a swimming pool into the opposing team's goal.

- Exam tip** Students should first read all the texts or parts of the text quickly to get a general understanding.
- Next, read the first short question/statement. Students should focus on the key information.
- Students should read the text(s) again until they find this information. In the text, the same information will probably be expressed using different words.
- Students should repeat this process for the other questions/statements.
- When they finish, students should check that they have an answer for each question. They should try not to leave answers blank in an exam.

#### 3

- Read the first question with the class. Ask students to identify the key information (*name of, club, reflects what people, do*).
- Then ask them to identify the correct person a–e and to tell you why it is correct (d: *The name says it all*).
- Tell the class to follow the same procedure for the other questions.

#### Answers

- d – *The name says it all.*
- a – *The team I'm in plays matches but we don't take them too seriously.*
- c – *makes us feel kinder and more relaxed towards each other*
- e – *have just 36 hours*
- b – *I learn as much from this club as from my science lectures!*

#### Fast finishers

Fast finishers can write two more sentences about the text. After correcting the answers in exercise 3, invite them to ask their questions to the rest of the class.

#### 4 SPEAKING

- Encourage them to react to what the other students are saying by writing these expressions on the board: *Really? Why do you say that? I'm not sure I agree with that. That'd be really boring for me!*
- 5 Put students in pairs for this activity if you think some of them will need support. Remind them to use the context of the whole sentence to work out the meaning.

#### Answers

*take (your) mind off (something)* – make you stop thinking or worrying about something else  
*have a bite to eat* – eat a small amount of food, e.g. a snack or small meal  
*staff* – the people who work for a particular company, organisation or institution  
*reckon* – have a particular opinion about someone or something  
*role-play* – pretend to be someone else, especially in order to learn new skills or attitudes  
*current affairs* – political, social and economic events that are happening now and are discussed in news programmes and newspapers  
*speech* – the words that someone speaks to an audience  
*jailbreak* – an escape from prison

#### 6 Critical thinkers

- Remind students that the objective is to talk about all the extra-curricular activities mentioned in the text and to justify their opinion with suitable examples.

#### Possible answer

Octopushing would be positive as it would be lots of fun, and I would get fit. The Robot Football Club wouldn't be very beneficial as I'm not very good at coding and football isn't my favourite sport. Sheila and her Dog Society would not be very helpful now as I am still in school. MUN would be perfect for me as I want to work in international relations in the future – it would help me understand others and I could become a better teammate. I couldn't join the Jailbreak Society now, but in the future, I think it would be highly beneficial. The adventure would be great; I think I would be very resourceful after it.

#### Flipped classroom

You may want to ask students to watch the Flipped classroom video for Unit 1 as homework, in preparation for the grammar lesson.

# 1 MAKE THE GRADE

## Grammar in context 1 p8

Using the present simple, present continuous and *will* to talk about the present; using the present perfect simple and present perfect continuous

### Warmer

Dictate these three sentences:

- 1 *During the week Tom gets up at about 7.30 am.*
- 2 *It's 7.30 am and Tom's getting up.*
- 3 *Usually Tom will get up quite late on Sunday.*

Have students come to the board to write each sentence. Elicit any corrections.

Underline the verbs (except *It's* in 2). Ask the class what tense is used in each sentence and why.

If students have difficulty explaining why *will* is used in the third sentence, ask them to look at the first two sentences and identify which of the two sentences is similar to it.

### Answers

- 1 present simple, to describe a routine
- 2 present continuous, to describe an action that is happening at the time of speaking
- 3 *will*, to describe routines (with an expression of frequency)

**1a** If you didn't set the Flipped classroom video for homework, watch the video in class before working through the activities.

- Do the task quickly as a whole class activity.

### Answers

- 1 present simple
- 2 present continuous
- 3 present simple
- 4 present continuous
- 5 *will*
- 6 present simple

**1b** Read the first explanation a and ask the class which sentence it describes in exercise 1a. Then students match the rest of the explanations to the sentences, working on their own.

- If students find the exercise hard, ask them to first find the present simple sentences in exercise 1a before matching them with a–c in exercise 1b. They can then do the same with the present continuous and, finally, with *will*.

### Answers

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

### Language notes

Elicit that *will* + expressions of frequency describes present habits and routines. Remind students that this structure is similar to the use of *would* + expressions of frequency to describe past habits and routines.

- 2 Draw attention to the photo. Ask if any students know the word for the specific type of costume the woman is wearing and where the word is from. Tell them to scan the text quickly to find out (a *kigu* or animal onesie, the word is from Japan).

- Before students do the task, elicit what type of verbs are not usually used in the present continuous (i.e. stative verbs, such as *have* (for possession), *sound*, *know*, *think*, *believe*, *like*, etc.).

### Answers

- a have b get/will get c 's/is always wearing d 's/is starting  
e sounds f Do, know g describes h believe i think  
j 's/is meeting k hope l isn't/is not wearing

**3a** Write *annoying habits* on the board and brainstorm some with the class. You may need to provide a couple to get students thinking (e.g. *interrupting all the time*, *playing music loudly*).

### 3b SPEAKING

- To make this a genuinely communicative exercise, tell students not to look at each other's sentences. One student should read out one sentence and then say: *What about you?*
- Write some useful communicative language on the board, such as: *What about you? Me, too! I don't do that. Really? You're joking!*



### Mixed ability

Students needing more support could do this in groups and write two sentences each. They could then tell their partner what they remember about them.

**4a** Before students do the task, tell them to first read just the four sentences. Ask: *What tense are all the verbs?* (present perfect simple) *Which sentence or sentences describe an action that hasn't finished since it began?* (sentence 1).

### Answers

- 1 a 2 b 3 d 4 c

**4b** To help students answer how each tense is formed, write on the board:

Present perfect continuous

have/has + \_\_\_\_\_ + \_\_\_\_\_

Present perfect simple

have/has + \_\_\_\_\_

### Answers

Sentence 1 is present perfect simple and sentence 2 is present perfect continuous.

- 1 **continuous:** *have/has + been + -ing form of the verb*
- 2 **simple:** *have/has + past participle*

**4c** Write or project these four sentences on the board:

*I've been doing homework all evening, but I've still got more to do.*

*I've won two certificates, which I'm really proud of.*

*I've been participating in conferences for years.*

*I've joined three clubs.*

- Tell students to use the sentences on the board to help them decide how each tense is used.

### Answers

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

## 5 SPEAKING

- After students have discussed with their partners, write the following sentences. Give students time to check their answers in their pairs before checking as class.

*I've been living in London **for** three years.*

*I've had this phone **since** my last birthday.*

*Have you **ever** been to the US?*

*I've **never** met anyone from Thailand.*

*I've **just** sent you a message. Check your phone.*

*Don't worry, I've **already** finished my part of the project.*

*Have you done the shopping **yet**?*

### Possible answers

All go with both tenses except, *ever, never, just, already* and *yet* which can only be used with the present perfect.

- For* goes with periods of time, like *three hours, ten minutes* or *a long time*. It goes just before the time period.
- Since* goes with a specific point in time in the past, like *last night, this morning, last week, 2010* or *I was born*. It goes just before the point in the past.
- We use *ever* in questions with the present perfect simple. It means *at any time in your life*. It goes just before the past participle
- We use *never* in affirmative sentences in the present perfect simple. It means *'at no time in your life'*. It goes just before the past participle
- We use *just* with the present perfect to emphasise that something happened very recently. It goes right before the past participle
- We use *already* with the present perfect simple to talk about something that has happened earlier than we expected or to confirm that something has been done. It usually goes just before the past participle
- We use *yet* to ask if something that we expected to happen has happened, or to say that it hasn't. It is used in questions or negative sentences. *Yet* usually goes at the end of a sentence or clause.

- Before students do the task, make clear that sometimes the mistake is with the adverb or preposition (*yet, already, since, etc.*), sometimes it is with the tense of the verb and sometimes with the word order.

### Answers

- I have never tried Octopushing.
- Have you switched the light off?
- My sister has read six novels this month.
- I've been waiting here for my friend to arrive for half an hour.
- We've (already) won five matches./We've won five matches already.
- I've passed six exams.
- I've been at this school for two years.
- We've been walking for ages.
- They've been doing this exam for two hours, but they haven't finished yet.
- I've/have known him since the summer.
- Oh no! My phone! I've/have lost it.
- I haven't finished my essay yet.

- Discuss some possible questions for 1, so students understand that they have to think of the verbs, e.g. *How long have you been learning English? How long have you had your smartphone?*

- For less confident classes, write some prompts on the board: *2 live, 3 be, 4 swim, 5 do, 6 brush, teeth, 7 be, concert.*

## Developing vocabulary p9

### Using do and make

#### Warmer

Play 'Last person standing'. Ask the students to stand up.

Explain that you're going to say a word. If we use *do* with it, students put their hand up; if we use *make*, they do nothing. If they are wrong, they are eliminated and sit down. Give an example; say *homework* – the answer is *do*, anyone who doesn't put their hand up should sit down.

All students stand up. Say: *the washing up* (= *do*), *a noise* (= *make*), *a cake* (= *make*), *the cleaning* (= *do*), *a painting* (= *do*), *a joke* (= *make*), *a mess* (= *make*), *exercise* (= *do*), *friends* (= *make*), *a fuss* (= *make*).

Any student left standing is the winner.

#### 1 Answers

**do:** a course, a degree, a favour, an (extra-curricular) activity, an assignment, an essay, an exam, business, chores, homework, sport, the shopping, the washing, well, your best, your hair

**make:** a cake, a choice, a decision, a mistake, a noise, a phone call, a plan, a promise, a suggestion, an appointment, an effort, an excuse, an offer, friends, money, progress, the dinner

- Before students do the task, make clear that they need to use the information from exercise 1. Do sentence 1 together. Ask students to find two or three words in exercise 1 related to school or university (e.g. *a course, a degree, an (extra-curricular) activity*). Ask: *Which verb is used with all these words? (do)*

#### Answers

1 do 2 do 3 make 4 do

#### 3 Answers

a do b make c do d do e do f make g make h do  
i do j do k make l do m make n make

- Tell students to avoid using the same tense for all three questions.

### Use it ... don't lose it!

#### 5 SPEAKING

- While doing the task, ask students to make a note of the most interesting answers and the most difficult questions they were asked.

#### Possible answer

Yes, I've decided to go to university. I usually do the ironing.  
Not a lot – I make about three every day.

# 1 MAKE THE GRADE

## GREAT LEARNERS GREAT THINKERS p10

### Thinking about how to make good decisions and study choices

#### Warmer

Write the following words and phrases on the board: *higher education, academic support, degree, lecture, facilities, undergraduate.*

In pairs, students discuss what each one means.

#### Possible answers

*higher education* – education at a college or university  
*academic support* – help with your studies outside normal classes  
*degree* – a qualification given for successfully completing a course at university  
*lecture* – a talk given to a group of people to teach them about a subject, often at university  
*facilities* – buildings, equipment or services that are provided for a particular purpose  
*undergraduate* – a student who is studying for a degree

#### 1 SPEAKING

- Students discuss the first question in pairs. Then discuss 2 and 3 with the whole class.
- To stimulate discussion about question 2, you could ask: *Can you think of any TV series or books where forensic science is important?*

#### Culture notes

Forensic science is the specialised discipline of using science to investigate crimes. Forensic scientists collect, preserve and analyse evidence. While some forensic scientists travel to the scene of the crime, others work in laboratories. A famous fictional example of a forensic scientist is Sherlock Holmes.

#### 2 VIDEO

- Elicit which things Angela does (*She has breakfast; She attends lectures (learning about laws and crimes); She has lunch; She does some work in the laboratory on her evidence project (analysing a pair of trousers); She walked home.*)

#### 3 VIDEO

- Before students watch the video again, make clear that they will need to write exactly the words they hear.

#### Answers

1 ways, your investigation 2 the library 3 evidence project, analyse 4 murder scene

## GREAT THINKERS



#### 4 SPEAKING

- The *Compass points* thinking routine allows students to consider various parts of an idea (N *need to know*, S *steps*, E *exciting* and W *worries*) before expressing an opinion or making a decision.
- If necessary, give students a real or invented example of a decision you made to help them do the task.  
*Say: After getting my degree, I was offered two teaching jobs in different schools. The salary was the same in both centres of education. I needed to know what the schools and timetables were like and what the other people working there were like. I made a list of all the people I could contact, and I started preparing a list of pros and cons for each school. The positives were that I was going to get a job and I was going to be teaching. It was going to be very exciting time. My only worry was about choosing the wrong school.*
- Tell pairs to take notes on their answers to each of the questions.
- Invite each pair to report back to the class at the end, telling their classmates the key ideas they discussed.

- It might be a good idea to relate the advice in the text to a specific situation. Tell the students to imagine that they only have enough money for one of the following things: a school trip to Paris, a new laptop or a new video console.
- Students work in pairs. Ask them to discuss how useful each of the five points would be in helping them to reach a decision.

#### 6 SPEAKING

- Tell students to begin by explaining to their partner what their next study decision is (*e.g. subject choices or further education*) and what their current thinking on it is.
- After students have discussed the questions in pairs, ask the whole class for their ideas on each question.

## GREAT LEARNERS SEL



- To help students think about why making good decisions as you get older is so important, ask: *What are the big decisions you have to make when you're an adult?*

## LEARNER PROFILE



- Direct students to the Learner profile on page 142. Explain that students should grade themselves from 1 to 5 for how good they are at making decisions. To help them to do this, say: *Think about the times in your life when you have had to make an important decision. Did you use a good process to make these decisions?*
- When students have given themselves a grade, ask: *How could you improve your decision-making in the future? Could you use any of the ideas you have seen in this section? Discuss with a partner.*

## Listening p12

### Listening for specific information

#### Warmer

Read the statements below to the class. Explain that all of the sentences are about the same thing, then ask what the person was talking about.

*In the winter, I went skiing at the weekend! I'd never been skiing before!*

*I made lots of new friends.*

*I missed my family a lot at the beginning, but after a few weeks, everything was fine.*

*The family I stayed with were really nice. I'm sure we'll stay in contact.*

*At first, it wasn't easy because I didn't understand everything in class.*

#### Answer

Studying abroad (at school)

#### 1 SPEAKING

- After students have discussed with a partner for about one minute, write these prompts on the board to provide some ideas: *family and friends at home, new experiences, culture shock, more independent, foreign language, schoolwork.*
- When students finish speaking in pairs, ask them to tell the rest of the class some of the points they talked about.

#### 2

- Before students listen, make clear that Poppy and Harry may use different words from the students' own answers to talk about the same topic. It's the ideas that are important, not the exact words.

#### 3

- Put students in pairs and ask them to try to remember who said what. Then they listen again and check.

#### Answers

1 Both 2 Harry 3 Poppy 4 Both 5 Poppy 6 Poppy  
7 Poppy 8 Poppy 9 Harry

#### 4 Critical thinkers

- Tell students to make notes first. Write three headings on the board to help them structure their notes: *Advantages, Disadvantages, My conclusion.*

#### Possible answer

I think that the answer to this question depends a lot on the person and their attitude to studying and living abroad for a year. For example, for some people trying new food or having to make new friends is an exciting experience. For others, however, it can be a big challenge. Some people will feel lonely and homesick, whereas others will be so busy enjoying their new environment that they won't have time to feel lonely! In the end, though, if you have a positive, open and flexible attitude, I am sure there are many more advantages than disadvantages to spending a year studying in another country.

## Grammar in context 2 p12

### Using gerunds and infinitives

#### Warmer

Write these two stem sentences on the board:

*Tonight I'd like ...*

*I can't stand ...*

Elicit two or three ideas to complete each sentence and write them on the board.

Then ask students what verb form is used after 'd like (infinitive) and can't stand (gerund).

- 1 Do item **a** with the whole class. Then put the students in pairs to do the task so that weaker students are supported.
- Explain that we can't usually tell if verbs should be followed by the gerund or infinitive; we just have to learn the combinations for each one.

#### Answers

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

- 2 When checking answers, ask students to say which rule a-i from exercise 1 applies in each case.

#### Answers

- 1 Correct (Rule i)
- 2 My friend seems to find German easy. (Rule i)
- 3 I usually avoid doing the housework. (Rule e)
- 4 Correct (Rule i)
- 5 I was the first British student to study in the school. (Rule h)
- 6 The exams seem easy here, so I expect to pass them all. (Rule i)
- 7 My American friend suggested going to school in the US. (Rule e)
- 8 You risk feeling lonely if you can't speak the language. (Rule e)
- 9 Have you ever considered living in another country? (Rule e)
- 10 My friend promised to help me to learn the language. (Rule i)

#### + Extra activity

Write or project these sentences on the board and ask students to complete them with the correct form of the verbs.

- 1 I promised \_\_\_\_\_ (speak) Spanish every day.
- 2 \_\_\_\_\_ (read) books helped me learn more German.
- 3 He considered \_\_\_\_\_ (move) to Iceland, but he doesn't like cold weather.
- 4 Melanie is always the last \_\_\_\_\_ (finish) eating.
- 5 I am interested in \_\_\_\_\_ (take up) photography.

#### Answers

- 1 to speak
- 2 Reading
- 3 moving
- 4 to finish
- 5 taking up

# 1 MAKE THE GRADE

**3a** Before students do the task, ask: *What helps you to communicate better in a foreign language – learning vocabulary or grammar?* Encourage students to give reasons for their opinions with specific examples, if possible.

## Answers

**a** Learning **b** to communicate **c** to learn **d** to remember  
**e** using **f** to learn **g** to look **h** looking **i** making **j** to find  
**k** to give **l** to remember **m** writing **n** memorising **o** revising  
**p** to revise **q** sitting **r** running

## + Extra activity

Explain to students that mnemonics is another tool that they can use to remember something, including vocabulary. Mnemonics is the use of phrases, poems or special words to learn something, e.g. vocabulary.

An example for *assignment* would be, **As** part of this course, you must **sign** all tasks and lecturers will then grade your achievement.

Tell students that they can also draw pictures to help them remember tricky vocabulary or concepts.

Ask students to write a mnemonic poem to help them remember how to spell one word and a picture to help them remember the meaning or spelling of another word.

## 3b SPEAKING

- To help students with question 2, write the following ideas on the board *mind maps, talking to native speakers, reading books or magazines, listening to podcasts.*
- After students do the task, elicit the ideas they have for learning vocabulary and add these to the ones already on the board.
- Ask: *Which of the strategies on the board do you think are the most useful and why?* After the class has discussed this, ask: *Do you think you'll try using any of the strategies in the future?*

## Culture notes

Experts say that if you know the 800 most common *word families* in English, you'll be able to understand 75% of the normal spoken language. A *word family* is a root word and all its inflections (e.g. *play, playing, played*).

## + Extra activity

Ask students to choose five root words and write their word families. After a couple of minutes, elicit some ideas from the class and write the word families on the board. Accept ideas from the rest of the class about the word families on the board. Then, check everyone agrees.

**4a** Before students do the task, write on the board: *Starting a new school/university.* Brainstorm with the class problems you can have when you start a new school or university.

- Tell the class they're going to read a text with some advice about what to do when starting a new school. Remind students that they can refer back to the rules in exercise 1a if necessary.

## Answers

**1** making, to remember **2** getting, to think **3** to pay, making  
**4** joining, To meet, doing, Making **5** speaking, to talk, sharing

## Fast finishers

Fast finishers can write some questions they would ask past students or questions they would ask someone about joining a school club.

## 4b SPEAKING

- Write some useful expressions on the board to help students with the discussion:

**Opinions:** *In my opinion, As I see it, It's important to, You shouldn't ...*

**Reacting:** *Yes, I agree. I'm not sure about that. I don't think that's very important.*

- 5** Before students do the task, elicit whether a gerund or infinitive is needed in each sentence.

## Answers

**1** + infinitive **2** + gerund **3** + infinitive **4** + gerund  
**5** + infinitive **6** + gerund **7** + gerund **8** + gerund  
**9** + infinitive **10** + infinitive

## Use it ... don't lose it!

## 6 SPEAKING

- Write some useful expressions on the board to help students interact, such as: *What have you got for number 1? OK, so mine's quite similar. I've got .... I've got something completely different!*
- When students finish speaking, suggest that they make a note of these in their notebooks and read over them frequently so that the patterns will become visually and orally familiar to them as this will help them to identify whether to use a gerund or an infinitive in the future.

## Developing speaking p14

### Giving personal information – preferences

#### Warmer

Write on the board:

*Do you prefer ...*

*eating meat/eating vegetables?*

*listening to classical/modern music?*

*playing video games/doing sport?*

*swimming in the sea/walking in the country?*

Ask a student the first question (*Do you prefer eating meat to eating vegetables?*). Ask students how they would say that they wouldn't like one of the options, e.g. *I'd prefer not to listen to classical music*. Then put students into groups so that they can ask and answer the questions.

#### 1 Answers

1 b 2 c 3 c/d 4 b 5 a/b

#### 2 04

- Pause the audio for a few seconds after each person speaking to give students time to decide which of the five options is correct.

#### Answers

Student A: 3 Student B: 2 Student C: 4 Student D: 5  
Student E: 1

#### 3 04

- Before students listen again, make clear that they don't need to write down the reasons/personal details/examples the speakers give. They just need to decide if each speaker provides them.

#### Answers

Student A: yes Student B: yes Student C: no Student D: yes  
Student E: yes  
It's a good idea to give a reason, or personal details or examples, because this will help to develop the conversation.

#### 4 SPEAKING

#### Mixed ability

With less confident classes, give students time to make notes on their answers before they do the task.

With more confident classes, as a follow-up activity ask one of the pairs to present their answers to the class. The rest of the class can ask them questions about ideas.

- As this exercise requires students to use a variety of grammatical terms, you may want to do *prefer* with the whole class – clarifying, if necessary, what *subject* and *object* mean. Students can then do *would prefer* and *would rather* in pairs.

#### Language notes

*would/d prefer* are used to speak about one specific occasion or decision.

E.g. *I'd prefer to meet tomorrow. I'm busy today.*

*Would rather* and *would prefer* mean the same thing, but *would rather* is not followed by *to*.

E.g. *I would rather go/d prefer to go to the park today than to the shopping centre.*

The past simple is used after *would rather* to talk about another person, even when speaking about the present or future.

E.g. *I'd rather you didn't do that.*

#### Answers

2 subject + *prefer* + object + infinitive with *to*

3 subject + *prefer* + gerund phrase

4 subject + *prefer* + gerund phrase + *to* + gerund phrase

5 subject + *d/would prefer* + infinitive with *to*

6 subject + *d/would prefer* + infinitive with *to* + *than* + infinitive with *to*

7 subject + *d/would prefer* + object + infinitive with *to*

8 subject + *d/would rather* + infinitive without *to*

9 subject + *d/would rather* + infinitive without *to* + *than* + infinitive without *to*

10 subject + *d/would rather* + subject + past simple

- For less confident classes, you may wish to allow students to do this task in pairs.

#### Answers

1 not to go 2 speaking/to speak 3 have, do 4 to learn, to study 5 not to leave 6 doing, doing 7 went

#### Practice makes perfect

#### 7a SPEAKING

- Consider giving students time to prepare their answers if you feel they will need this extra support.
- When students have given each answer, encourage them to involve their partner by asking, *What about you?*

#### 7b SPEAKING

- When students change partners, ensure that those who asked questions as Student A in exercise 7a now ask as Student B, and vice versa.

#### + Extra activity

Ask students to prepare a 'Would you rather ...?' quiz. Students prepare five questions with difficult choice to ask another student, e.g. *Would you rather live on a desert island surrounded by sharks or live on a remote snowy mountain?* Encourage students to give reasons for their answers.



# 1 MAKE THE GRADE

## Developing writing p15

### Writing an informal email 1

#### Warmer

Books open. In pairs, look at the photos. Tell students to imagine they have to do a project on one of the photos. In pairs, students choose a photo and a person to ask for help. Ask: What would you ask them and how would they answer?

After they answer, point out that the statue is related to history. The bird is related to biology.

#### Possible answers

*Could you help me? I've got a ...; Do you know where I could find ...?; Are you free to help me?; What should I do? What would you recommend ...?*

#### Culture notes

The bird in the photo on the left is called the roseate spoonbill. It lives in South and Central America, Mexico and along the Gulf coast of the United States and has a wingspan of around 130 cm.

The photo on the right shows a statue of a human-headed winged bull. The statue is about 3,000 years old and is from the ancient city of Nimrud, in what is now northern Iraq.

- 1 Students work in pairs. Tell them that both partners should write down the two lists because they will need them later (in exercise 5).

  - Elicit ideas from the class and write them on the board. Discuss which of the two subjects students think is more 'useful', and why.

#### 2 Possible answer

She needs help choosing what to study next year because she can't decide between history and biology.

#### + Extra activity

Point out that Freya structures her email in three paragraphs. Ask the class what the purpose of each paragraph is. Then ask why, in general, we should use paragraphs when we write a long email.

#### Possible answers

**Paragraph 1:** To giving a brief, friendly introduction.

**Paragraph 2:** To explain her reason for writing.

**Paragraph 3:** To end in a friendly way.

We should use paragraphs because it makes it easier for the other person to read, and it helps us to order our thoughts.

- 3 Before students do the task, make clear that they need to look at the *style* of the email, i.e. they need to look at how Freya communicates her message and not what her message is.

  - If you wish, students can do this task in mixed-ability pairs so that weaker students are supported.

#### Possible answers

**Informal language:** *Hi, What about you?, etc.*

**Contractions:** *I haven't written, I've finished ..., etc.*

**Exclamation marks:** *Advice, please! I hope I've passed!*

**Direct questions:** *Which do you recommend choosing and why?*

**Use of an emoji:** 😊

- 4 With less confident classes, you might want to write headings on the board and tell students to match these to 1–5: *Ending the email, Asking for news, Greetings, Change topic/subject, Introduction.*

#### Possible answers

- 1 Greetings
- 2 Introduction
- 3 Asking for news
- 4 Change topic/subject
- 5 Ending the email

#### 5a SPEAKING

- Students work in pairs and use their lists from exercise 1 for help. Remind them that they need to decide what advice to give Freya and the reason(s) for it.

#### Possible answers

**Biology:** It's easier to get a job in science. You understand life and nature. It teaches you about the body. You like the subject.

**History:** It's interesting. You understand why things are the way they are. You are good at the subject.

- 5b Tell students that they need to include two more main paragraphs. Ask them to look at Freya's email and consider how they would reply to each one.


  - Elicit all ideas after students do the task. Ask students to give reasons for their answers.

#### Possible answers

**Paragraph 2:** Give your advice and the reasons for it.

**Paragraph 3:** Wish Freya luck with her decision and ask her to write back when she has decided.

### Practice makes perfect

- 6a Remind students to use appropriate informal language (expressions, contractions, exclamation marks, etc.)
- 6b After students check their work, elicit some examples of things that students will do differently next time and which things they will do the same.
  -  **Exam tip** Explain this type of writing task, where students are asked to write an informal email/letter in response to one shown.
  - Students will lose marks if they do not include all the information asked for in the email.
  - Sometimes the information to be included is indicated in the form of notes written on the letter/email. In this case, students should remember to expand on the notes and give extra information. They will not get any marks if they just repeat word for word the information in the notes.
  - When writing emails and letters, it is essential to write in the correct style. When writing to a friend, students should use contractions and informal expressions. When writing a formal email or letter, they should not use contractions or informal language. Students will lose marks if the style is inappropriate even if it is grammatically correct.

## Test yourself p17

### Grammar test

- 1** **Answers**  
 1 don't 2 are 3 start/begin 4 are 5 always/constantly/  
 continually/forever 6 asking
- 2** **Answers**  
 1 switched 2 for 3 been standing 4 seen 5 been staying  
 6 been reading 7 finished
- 3** **Answers**  
 1 risk failing 2 go riding (on his bike)/go cycling 3 can't stand  
 getting up 4 having a valid passport 5 consider joining  
 6 the first to finish 7 'd/would love to see

### Vocabulary test

- 1** **Answers**  
 1 abroad 2 subject 3 terms 4 higher education 5 timetable  
 6 continuous assessment
- 2** **Possible answers**  
 1 a large room at university where students are given talks about  
 subjects they are studying  
 2 something that you can use to help you to achieve something,  
 especially in your work or study  
 3 money that a bank or an institution lends to a student so that they  
 can pay to do their course  
 4 someone who gives a lecture  
 5 an area of land containing all the main buildings of a university  
 6 a student who is studying for a first degree at a college or university  
 7 a lesson in which a small group of students discuss a subject with  
 a tutor
- 3** **Answers**  
**do:** an assignment, a favour, the shopping  
**make:** a decision, a plan, progress, the lunch

## Vocabulary in context p18

### Using a range of lexis to talk about work

#### Warmer

Play the game Twenty questions. Think of a job and students have to guess what it is by asking you questions. They can ask a maximum of 20 questions and you can only answer yes or no. For example:

'Do you work outside?' 'No.'

'Do you work with your hands?' 'Yes.'

#### 1a SPEAKING

- A fun way to do this activity is to split the class into two teams. Book closed. Each team takes turns to answer for a letter (Team 1 answers for A, Team 2 for B, etc.). Each team has five seconds to answer, and they must spell the job correctly. If they run out of time or spell the job incorrectly, the other team can try. The team with the most points at the end is the winner.

##### Possible answers

chemist, dentist, electrician, farmer, goalie, hairdresser, illustrator, janitor, king, lawyer, manager, nurse, optician, police officer, queen, radiologist, scientist, TV host, university professor, violinist, waiter, xylophonist, YouTuber, zoologist

- 1b** After reading the question, discuss what students understand by new technologies. Elicit some examples, like cloud engineer, security engineer, architect, software developer.

#### 2 05

- Elicit or pre-teach the meaning of the words in the box. Words and expressions which students might not know are: *deal with the public* (have contact with the public), *qualifications* (exams you have passed) and *internship* (a situation where you work for a company, sometimes without pay, to get work experience).
- Tell students that they are going to read an article about someone whose job is a *flavourist*. Ask if they can guess what a *flavourist* (creates new flavours for food products) does.

##### Answers

a qualifications b responsible for c skilled d training  
e experience f career g colleagues h promotion i in charge of  
j earn, salary k employee l indoors m in good conditions  
n deal with the public o internship

#### Language notes

Some noun roots in English can take the suffixes *-er* or *-ee*. A word with the suffix *-er* indicates that the person is doing the action e.g. *employer*. A word with the suffix *-ee* indicates that the person is the object of the action, e.g. *employee*. Other examples include: *trainer/trainee*, *interviewer/interviewee*, *payer/payee*. These words are stressed differently: *employer/employee*, *trainer/trainee*, *interviewer/interviewee*, *payer/payee*.

#### 3 06

- Pre-teach any expressions students may have problems with, for example, *be made redundant* (lose your job, usually because of general economic conditions), *on*

*flexitime* (a work timetable which is flexible), *be sacked/fired* (lose your job, usually because you have worked badly), *do shift work* (work at different times of the day, e.g. sometimes in the morning, sometimes at night) and *go job hunting* (look for a job).

##### Answers

*Getting a job* – be offered a job, go job hunting, look for a job, sign a contract

*Leaving or not having a job* – be made redundant, be sacked/fired, become unemployed, out of work, resign, retire

*Working hours* – do shift work, on flexitime, work from nine to five, work full-time, work long hours, work overtime, work nights, work part-time

*Pay* – be well/badly paid, on the minimum wage

#### 4 SPEAKING

- When students have finished, ask pairs to share their answers with the class. Then check if everyone else in the class agrees with their explanations.

##### Possible answers

- When you resign, you decide to leave your job. When you retire, you stop working, often because you have reached a certain age.
- You are made redundant when your employer no longer needs you. You are sacked if you have done something wrong.
- No difference
- You apply for a job by replying to a job advert, for example. You sign a contract when you have been accepted for the job.
- Working part-time means you do not work a full week, i.e. Monday to Friday all day. Being on flexitime means you can choose your own working hours, usually within a time limit set by the company.
- Doing shift work means that you work different hours on different days. Working nights means that you work during the night.

#### + Extra activity

Discuss with the class which of these situations they would prefer to be in and why?

- to be an employee or self-employed
- to work indoors/outdoors
- to resign/be sacked
- to work full-time/part-time

- 5** Students do the task individually

##### Possible answers

- secretary, receptionist, bank cashier
- plumber, carpenter, electrician
- shop assistant, receptionist, nurse
- shop assistant, waiter, taxi driver
- translator, security engineer, flavourist
- being late for work, stealing, not working
- badly paid, unhappy, new job
- science teacher, chemist, microbiologist

#### Use it ... don't lose it!

#### 6 SPEAKING

- With less confident classes, let students write out a question and an answer to each of the points about their dream job before they exchange their information.

## Reading p19

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

#### Warmer

Write these names on the board: *Greta Thunberg, Michelle Obama, J.K. Rowling, Serena Williams, Scarlett Johansson.*

Put students in pairs or small groups to discuss why these women are famous. Share feedback as a whole class.

#### Possible answers

**Greta Thunberg** – environmental activist who started the school climate strike movement

**Michelle Obama** – lawyer and author, first African-American First lady of the US

**J.K. Rowling** – author of the Harry Potter series of novels

**Serena Williams** – one of the greatest women tennis players of all time.

**Scarlett Johansson** – actor who has starred in films such as *Avengers: Endgame*

#### 1 SPEAKING

- Write *could/might (be)* and *could/might have (been)* on the board and encourage students to use present and past modals of speculation while talking about the photos.

- Before students do the task, make clear that they do not need to understand every word. They only need to read for gist and will read again for more detail in the next exercise.

#### 3 07

- Tell students to focus on the question words used in each question: *Why, How*, etc. Emphasise that it is crucial they answer the correct question.
- Remind students of the need to write the answers in their own words. Explain that one of the ways to write an answer in your own words is to use synonyms for words in the text. Ask students if they can think of synonyms for these words in the first question: *start, climb* and *peaks* (possible answers: *begin, go up* and *mountains*).
- Support less confident students by directing them to the sections where they can find the answers to each question (1 First text – start reading from *One day ...* 2 From *They learned to ...* 3 Second text – start from *She then decided ...* 4 Read the whole paragraph beginning *The games industry ...* 5 Start reading from *She aims to ...*).

#### Possible answers

- She saw how excited the climbers were as they prepared to climb to the top, and she was curious to know how it felt to reach the summit.
- They watched other climbers and had conversations with mountain guides. They also took safety lessons to improve their skills.
- She met a person who made her realise that video games could be used for education.
- Women's viewpoints and knowledge are not included in video games. Women aren't taking up jobs in the gaming industry.
- The aim is to make girls enthusiastic about being employed in the video games industry.
- Both women realised that there was something they were missing. They learnt about the area and ended up liking the new activity.

#### Fast finishers >>

Write the following expressions from the first two paragraphs of the first text on the board: *a radical move, all over the world, look after, prepared to climb, exactly.*

Tell students to write down the same ideas in different words.

#### Possible answers

*a big change, from many different countries, take care of, got ready to climb, precisely*

- Before students do the task, remind them that they should try to work out the meaning from the context, thinking about the whole sentence or phrase that each word appears in.

#### Possible answers

*dull* – boring

*indigenous* – the people who originally lived in a place before other people came to live there

*peak* – the top of a mountain; also a synonym for *mountain*

*summit* – the highest point of a mountain

*intrepid* – not afraid to do dangerous things

*pool* – to share something such as money, ideas, equipment, etc. with a group of people

*gear* – the special clothes and equipment that you use for a particular activity

*open (someone's) eyes to* – to make (someone) realise the truth about a situation

*insight* – the ability to notice and understand a lot about people or situations

*leave (something) out* – to not include (something)

*miss out on* – to lose an opportunity to do or have something

#### 5 Critical thinkers

- Before students do the task, ask them what 'Girls Makes Games' does and why. (It organises workshops where teams of girls compete against each other to make the best video game. In this way, the girls are encouraged to look for jobs in the video gaming industry.)
- If necessary, remind students of their answers to question 5 in exercise 3 to allow them to reflect on the aims of 'Girls Make Games'.
- Emphasise that, when students discuss the question, they must give reasons for their opinions.



#### Flipped classroom

You may want to ask students to watch the Flipped classroom video for Unit 2 as homework, in preparation for the grammar lesson.



## 2 A JOB WELL DONE

### Grammar in context 1 p20

#### Using the past simple, past continuous; using *used to* and *would*

##### Warmer

Say the sentence beginnings below. After each one, invite students to complete it.

*While I was having dinner last night, ...*

*After I got up this morning, ...*

*I was going to school when ...*

*It was raining when ...*

Ask the class what two tenses they've been using in the activity (past simple and past continuous).

- 1a** If you didn't set the Flipped Classroom video for homework, watch the video in class before working through the activities.
- To show how the exercise is done, do sentence 1 with the whole class (answer: d, past simple). Students then do the rest individually.
  - While checking answers, discuss the different tenses used in sentence 4. Elicit that while the verb that describes the activity in progress is in the past continuous (*was preparing*), the verbs that describe the interruption are in the past simple (*stopped, noticed*).

##### Answers

1 d, PS 2 b, PC 3 a, PS 4 e, PC 5 c, B

- 1b** After students answer the question, ask them why we usually use the past continuous and not the past simple after *as* or *while* (because *as* or *while* introduce an action that happens over a period of time).
- Ask if there is any difference in meaning between *as* and *while* (no). Draw attention to the comma after the *as* clause in sentence 4 and compare this with the *while* clause in sentence 5. (See Language note below.)

##### Answer

past continuous

##### Language notes

A comma is used after the clause with *while/as* when it comes first:

*While/As I was walking along the street, I saw an accident.*

A comma is not used before the clause when it comes second:

*I saw an accident while/as I was walking along the street.*

- 2** When checking answers, ask students to explain why they have chosen a particular answer, using rules a–e in exercise 1. For some answers, more than one rule may be possible.

##### Answers

1 got (Rule d) 2 were playing (Rule e) 3 decided (Rule c/d)  
4 started (Rule a) 5 heard (Rule c/d) 6 created (Rule d)  
7 was chatting (Rule b) 8 called (Rule d)

##### + Extra activity

Start a 'chain story' by saying, *I was walking along the road when ...*. Ask a student to complete the sentence. The next student continues the story with the first part of the next sentence, and so on. All students must use either the past simple or continuous.

##### Culture exchange

- 3** Before students do the task, ask them to look at the photo at the bottom of the page and the title of the text (*Dangerous work in South Africa*). Ask them what they think the text might be about.

- Pre-teach *poach* (to catch or kill an animal illegally).

##### Answers

a was sitting b wasn't/was not working c heard d were talking  
e were killing f found g were trying h applied i got j did  
k were patrolling l came m turned n left

##### Culture notes

The Black Mambas group was founded in 2013. The group now consists of 23 rangers. They don't just want to stop the poaching of rhinos in the Balule Nature Reserve and parts of the Greater Kruger area, South Africa. They also want to show their community that life will be better for everyone if the animals are protected.

- 4** As the contrast between *used to* and *would* is a new and tricky point, you could do this exercise together with the whole class.
- First of all, look at sentences 1 to 4 and ask students to say when we use the past simple. Elicit which of the sentences uses the past simple (d) and which rule it follows (d–finished actions in the past). Then go through questions a–d one by one with the whole class, eliciting the answers and giving feedback after each question.

##### Answers

a *They would cook* in sentence 3.  
b *they reached the highest peak in the Andes* in sentence 4.  
c *Used to* can be used for repeated past actions, so we can say *They used to cook for rich mountaineers*, but *would* cannot be used for past states, so we cannot say *They would be cooks*.  
d No, not usually.  
e No

- 5 Do the first sentence with the whole class. Ask: *Does would play describe a past habit or state?* (It describes a past habit.) Then ask: *So, is would used correctly here?* (Yes.)
- Tell the class to refer to *Check it* on page 28 for help, if they need it, while they do the rest of the exercise.

### Answers

- Correct – *would* for past habit
- didn't use to – We can't use *would* because it describes a past state.
- Correct – *would* for past habit
- lived – We can't use *used to* when a duration is mentioned.
- Correct – past state, no duration mentioned

- 6 Tell students that they're going to read about two jobs that were common in England in the nineteenth century. Then write the jobs on the board: *chimney sweep* and *rat catcher*. Ask the class if they can guess what these jobs were.
- If you wish, students can do this task in pairs. First they answer a–e individually before comparing answers in pairs. They then do the same with the second text.

### Answers

- a didn't/did not use to be   b would employ   c would climb  
d would light   e made   f didn't use to be   g would pay  
h would use   i used to be   j became   k would catch

## Culture notes

Victorian England refers to the time when Queen Victoria was on the throne (1837–1901). She was the longest-reigning monarch of the United Kingdom until Queen Elizabeth II surpassed her in 2015.

- 7 This exercise must be done individually so that students can use what they have written in the pairwork exercise that follows.

## Use it ... don't lose it!

### 3 SPEAKING

- Tell students not to look at what their partner has written. They need to listen to their partner speaking and then say whether each sentence is true or false. Students take turns reading out their sentences and guessing their answers.

## Developing vocabulary p21

### Using phrasal verbs connected with work

#### Warmer

Prepare slips of paper with the following phrasal verbs from Gateway B1+ and other phrasal verbs your students know: *break down* (a vehicle), *check in* (at an airport), *get back* (from a journey), *get into* (a car), *get into* (a sport), *get on* (a train), *set off* (on a journey), *take off* (aeroplane), *take up* (a sport), *work out* (exercise).

Put the slips into a bag and ask a student to take one out. They have one minute to describe the phrasal verb without using the verb or its particle. Students guess what the verb is.

### 1 Answers

- a work on   b set up   c kept at   d get ahead   e keep up with  
f filled in   g turned (him) down   h take over   i put (him) off  
j put (things) off

### Mixed ability

Help less confident students by writing three options for each word on the board:

*set up*: b, d or g; *filled in*: c, f or j; *turned (him) down*: a, g or h; *kept at*: a, c or e; *put (him) off*: d, i or j; *take over*: b, d or h; *work on*: a, c or j; *keep up with*: c, d or e; *get ahead*: c, d or i; *put (things) off*: b, h or j

Tell more confident students to write three or four sentences summarising the text when they finish.

- 2 Tell students to use the information before and after each gap to work out the meaning of the verb they need.

### Answers

- 1 keep at   2 get ahead   3 put off   4 turned, down   5 set up  
6 keep up with   7 filled in   8 put, off

## Language notes

The following transitive phrasal verbs can be followed by the object either **before** or **after** the particle:

*set up* (a company)/*set* (a company) up

*fill in* (a form) *in*/fill (a form) *in*

*put off* (a plan)/*put* (a plan) off

*take over* (a company)/*take* (a company) over

*turn down* (an offer)/*turn* (an offer) down

The following transitive phrasal verbs must be followed by the object after the particle:

*keep at* (your work), *keep up with* (the news), *work on* (a plan).

Some phrasal verbs do not take an object:

*get ahead*

## Use it ... don't lose it!

### 3 SPEAKING

- Invite a student to ask you the first question (*When something is difficult, do you quickly stop trying or do you keep at it?*). When you reply, give a full answer and ask the student what he/she does, for example: *It depends. If it's important, I'll definitely keep at it, but if it isn't important, I might stop trying. What about you?*
- Indicate that students should do the same when they answer each other.

# 2 A JOB WELL DONE

## GREAT LEARNERS GREAT THINKERS p22

### Assessing your own transferable skills

#### Warmer

Write the following jobs on the board: *astronaut, electrician, farmer, fashion designer, flavourist, journalist, nurse, police officer, vet.*

In groups of four, ask students to list them from most dangerous to least dangerous, explaining their choices. Each group must agree on the order. Have a class vote to see which one is the most dangerous. Then elicit alternative ideas for the most dangerous job.

#### 1 SPEAKING

- Indicate that one person in each pair should write brief notes on their answers.
- After students do the task, ask for some answers to the questions. Students can refer to their notes to help them answer.

#### 2 VIDEO

- Tell students to look at the photo of the fishing boat. Ask: *What do you think it's like to work on that boat?* Brainstorm ideas and encourage students to give reasons for their opinions.
- Ask students to make notes on the two questions while they are watching the video with the sound off. Discuss possible answers after students have watched.

#### Possible answers

- the ocean, machinery and rope, lobsters
- working outdoors (fresh air, exercise), great views of the ocean and sky, working in nature with only a few people, seems peaceful

#### 3 VIDEO

- Pre-teach the following expressions before students watch the video: *to go back to school (start studying again after you have left full-time education), It's not a woman's place (a woman shouldn't), I can't see myself... (it's impossible for me to imagine myself...), to leave all your problems (you don't think about all the problems you have).*

#### Answers

- To go back to school, get a different job or do something that is safer because she is female.
- They don't want her there; it's not normal for a woman to be on a lobster boat.
- She feels shocked that people don't see it as normal. The pressure makes her want to do it more.
- sunrises, sunsets, colours of the ocean and sky, moon and stars
- She feels that she can leave all her problems behind and just get on with her job.

- Write on the board: *Work skills: being very good at technical drawing; planning your work.* Ask: *Which of these skills is useful for lots of different jobs? Which is only useful for some kinds of jobs?*
  - Tell the class that they are now going to read a text about transferable skills. Explain that these are skills which are useful in many different types of job. Encourage students to ask you if they don't understand any of the words in bold.
  - Brainstorm the importance of each of the transferable skills for the young fisher.

## GREAT THINKERS



#### 5 SPEAKING

- This thinking routine encourages students to rank or prioritise things using a diamond shape to represent their preferences.
- Students do questions 1 and 2 on their own. Question 3 is done in pairs.
- For question 2, ensure students understand the general principle of the diamond diagram: the most important skills for the job come at the top, in order, and the least important ones at the bottom.
- Students copy the diamond diagram and write the transferrable skills from exercise 4 in the appropriate place. Tell them not to spend too long deciding exactly which box to put each skill in.
- For question 3, make clear that students need to explain why they have put the transferrable skills in a particular row of the diamond. If students disagree, they should do so politely.
- Finally, ask the class: *In your opinion, is using diamond ranking to show what you think is most and least important useful? Why?*

- To help students organise their work, you might want to write or project this table on the board:

Skill	My mark 1–5	Give an example if 3–5	How can I improve? if 1–2
well-organised	2		<i>Always get things ready for school the night before!</i>
patient	4	I don't get irritated when I have to queue up for a long time at the shops. My brother hates it!	

## GREAT LEARNERS SEL



- Students discuss the two questions in pairs. Emphasise that they should give reasons for their answers.
- When students finish, ask the class: *Do you think we should accept our weaknesses as part of our personality or try to become better in those areas?* Encourage students to give specific answers.
- If appropriate for your class, you can also ask students to share the results of their self-assessment from exercise 6 with a partner. However, bear in mind that the main aim of this activity is student self-assessment – not sharing information.

## LEARNER PROFILE



Direct students to the Learner profile on page 142. Explain that students should grade themselves from 1 to 5 for how well they are able to reflect on their strengths and weaknesses.

## Listening p24

### Listening for gist and specific information

#### Warmer

Write the following on the board: abacus, Ada Lovelace, calculator, human computer, Excel®.

Ask students: what do they have in common? (they all did/do maths)

Ask students to explain what or who each one is.

(An abacus is the first tool used to work out maths.

A calculator is a digital tool to solve mathematical

calculations. Ada Lovelace created the first algorithm.

Excel is an application to do mathematical calculations/create spreadsheets.)

#### 1 SPEAKING

- Introduce the task by saying that the woman in the photo is Katharine Johnson, and she used to work for NASA as a *human computer*.
- Accept all answers at this stage as students will check their answers in exercise 3.

#### 2 SPEAKING

- Brainstorm the first gap together. Ask: *What kind of word goes here? A verb, noun or adjective? How do you know? (A noun, because the comes immediately before it.) The text says she's an expert in something? So, what kind of noun is it? (specialist knowledge or ability).*
- In pairs, students discuss what might go in the remaining gaps.
- Accept all answers at this stage as students will check their answers in exercise 3.
- **Exam tip** In this type of exam task, students listen to a text and complete the notes with the correct information.
- Always read the incomplete notes before listening. Students should look carefully at the words that come just before or after each gap and think about what type of word is missing (noun, verb, adjective, adverb, a number, etc.).
- When students listen, they should pay attention to the sections that correspond to the information in the notes. They may not hear the exact words that appear in the incomplete notes.
- Between one and three words are usually required in each gap. Students should write the words they actually hear, being careful with spelling and handwriting.
- Students shouldn't worry if they don't understand everything the first time they listen. They can use the second listening to find the answers they didn't hear the first time and to check the answers they already have.

#### 3

- Ask students to think about: when the human computers worked for NASA and who they were.

#### Answers

**Exercise 1** 1 They collected and analysed data, they did equations and made complex calculations. 2 a degree in maths

**Exercise 2** a History of Science b Research Centre/Center  
c pool d (away) fighting e (high school) teachers f space race  
g programme h would check i land j (simple) on-board computer  
k textbook l letters

#### Critical thinkers

- Before students do the task, remind them that the objective is to justify their opinion and give suitable examples.

#### Homework

Workbook page 15

## Grammar in context 2 p24

### Using the past perfect simple and past perfect continuous

#### Warmer

Write on the board: *The room was cold because Aidan left the window open.*

Tell students to work in pairs to decide if there is a mistake in the sentence and, if there is, to correct it and explain why it is a mistake.

#### Answer

*The room was cold because Aidan had left the window open.*  
We use the past perfect (simple) because this action happened first.

#### 1a Answers

- 1 Checking the calculations happened first.
- 2 Doing the work happened first.
- 3 Human computers doing the work happened first.
- 4 The group of women working there happened first.

- 1b** To answer exercises 1b and 1c, tell students to compare sentences 2 and 3 in exercise 1a.

#### Answers

- 1 before 2 continuous 3 simple

- 1c** Before students do the task, write or project on the board:

*Past perfect simple: had + \_\_\_\_\_*

*Past perfect continuous: had + \_\_\_\_\_ + \_\_\_\_\_-ing*

Elicit what goes in the gaps.

#### Answers

**simple:** had + past participle  
**continuous:** had + been + verb-ing

#### 2

- 1 'd/had seen 2 hadn't/had not slept 3 'd/had written 4 drank  
5 had begun 6 hadn't/had not heard 7 saw

- 3** Do the first sentence together. Say: *Why did the person get full marks in the exam? Use the word revision in your answer.* (Because they had done a lot of revision.)

#### Mixed ability

For less confident classes/students, write on the board the verb to use in each question:

- 1 do 2 forget 3 arrive 4 do 5 be 6 have 7 learn 8 get



## 2 A JOB WELL DONE

### Possible answers

- 1 ... I'd/had done lots of revision.
- 2 ... because she'd/had forgotten her key.
- 3 ... that we'd/had arrived late to class.
- 4 ... he'd/had done really well in the interview.
- 5 ... he'd/had been in a serious accident.
- 6 ... we'd/had had/eaten lunch an hour earlier.
- 7 ... he'd/had learnt the song.
- 8 ... she'd/had got a promotion at work.

- 4 Before students do the task, write or project on the board:  
*Is the focus on the action being **completed**? Use the past perfect **simple**.*

*Is the focus on doing an action **for a period of time**? Use the past perfect **continuous**.*

### Answers

- 1 directed 2 lost 3 been playing 4 been singing  
5 been waiting 6 had 7 answered 8 been working

### Language notes

The past perfect continuous is mainly used when a duration is specifically mentioned, but it can also be used when the focus is on doing an action continuously, even though a period of time is not mentioned. For example:

*Jack was tired because he'd **been training** hard.  
Emma **had been studying** before we had lunch.*

- 5 To help students, write or project on the board:  
*Was this an action that the person did continuously or for a specific duration?*  
*YES: Use the past perfect continuous.*  
*NO: Use the past perfect simple.*

### Mixed ability

In more capable classes, ask students to write complete sentences, e.g.

Laura was upset because she had lost her job.

In less confident classes, put students in pairs and ask them to decide what tense is needed before working through the exercise.

### Answers

- 2 He hadn't/had not been concentrating on his work.
- 3 They'd/had been working overtime all week.
- 4 She'd/had passed all her exams.
- 5 They'd/had seen it three times already.
- 6 His friend had taken it.
- 7 She'd/had been working out in the gym all afternoon.
- 8 They hadn't eaten since 6 am.

- 6 Before students do the task, make clear that this exercise practises grammar and the vocabulary in the unit.

### Answers

- a used b was c been d had e puts f had/got g up h be  
i were j had k on l for m in

### Fast finishers

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

- 1 *How long has Karina been living in Wales?*
- 2 *Why did Karina set up her own company?*
- 3 *Why didn't shops want the apples?*
- 4 *What was the first product the company made?*
- 5 *In what two ways does Karina's company take care of the environment?*

### Possible answers

- 1 since she was 14
- 2 Because she discovered that British farmers had been throwing away 4.4 million apples every day.
- 3 They say their appearance puts customers off, and they can't sell them.
- 4 apple juice
- 5 They use millions of pieces of fruit that would be thrown away otherwise. Karina's company doesn't use plastic packaging; it uses recyclable glass bottles or cardboard boxes

- 7 Before students do the task, emphasise that they only need to write brief notes, not complete sentences. Their notes will form the basis of a paired discussion in the next exercise.

### Use it ... don't lose it!

#### 8 SPEAKING

- Remind students to use both past perfect simple and past perfect continuous forms in their discussion.
- After students do the task, invite pairs to share some of the most interesting things they learned about their partner. Encourage them to use the correct past perfect forms in their descriptions.

## Developing speaking p26

### Negotiating and collaborating 1

#### Warmer

Books closed. Students work in pairs. Ask them to write as many adjectives they can think of to describe jobs. After a minute or so, get feedback and write all their suggestions on the board.

#### Possible answers

boring, interesting, fun, stressful, high-pressure, well-paid, badly paid, varied, depressing, motivating, secure, part-time, full-time, temporary, weekend, summer, demanding, easy, hard, difficult

#### 1 SPEAKING

- Before the task, elicit the difference between a part-time job and a weekend job.
- After students do the task, ask them to share their ideas on question 2.

#### 2

#### Possible answers


- 1 The examiner asks them to talk about how important the reasons are for teenagers to do a weekend job.
- 2 Which of the reasons is the most important?
- 3 They choose 'Learn new skills'.

#### 3

- In more confident classes, ask students to read the questions and answer any they can in pairs before listening again.

#### Answers

1 Yes 2 Yes 3 Yes 4 Yes 5 Yes

-  **Exam tip** In a negotiating task, students usually work with another person. The examiner explains a situation and both students need to come to a decision about it.
- In this type of task, there isn't usually a right or wrong answer. However, students should make sure that they come to some type of conclusion or decision in the end. Agreeing straight away will bring the conversation to an end too quickly, but disagreeing completely could seem aggressive. Students should remember that, above all, the examiner wants to hear them speaking English.
- It is important that neither student dominates the conversation. Students should remember to take turns and try to help their partner to speak.
- Students should listen and react to what their partner or the examiner is saying. In a conversation, we speak and listen actively.
- Students shouldn't be afraid to say something that they think is obvious. The examiner is not evaluating how good their arguments are!
- Students should give full explanations for their opinions and ideas.
- If students can't think of something to say, they should ask their partner a question like *What do you think?* This gives them time to think of what to say next. They can also use fillers such as *Well, Hmm or Let me think.*

- If students don't understand what the examiner or their partner is saying, they should ask them to repeat or to speak more slowly. Use expressions such as *Sorry, can you say that again?* or *Sorry, could you speak more slowly?*
- 4 Elicit what two parts of speech can come after the questions *What do you think about ...?* and *What about ...?* (a noun or a gerund).
- Point out, or elicit, that all the expressions for disagreeing are very polite. There are no expressions like *I completely disagree!*

#### Answers

1 Asking for an opinion 2 Agreeing 3 Disagreeing

#### + Extra activity

Practise the different intonation in Yes/No and Wh- questions. Yes/No questions – rising intonation at the end: *Do you agree? Don't you think so?* Wh-questions – falling intonation at the end: *What do you think? What do you think about money? What about you? What about making new friends?*

#### 5 SPEAKING

- After students have done the task, elicit if they have done each of the following: discussed all of the options, formed a final decision, both students spoke equally, disagreed politely and used expressions from the Speaking bank.
- Ask students to consider how many phrases from exercise 4 they used. Encourage students to read the phrases again and choose some other ones they could have included.
- If they didn't do any of the points, ask them to think about how they could have improved their conversation.

#### Practice makes perfect

#### 6 SPEAKING

- Ask students to work in new pairs so they have a different partner to the one in exercise 5.
- Remind students that they mustn't come to a conclusion too quickly. They need to speak for at least three minutes.

## 2 A JOB WELL DONE


### Developing writing p27

#### Writing a story 1

##### Warmer

Book closed. Put students in pairs and say: *Think of a TV series, film or book that you liked. Why were you interested in the story? Give reasons.*

To help students talk about this, write the following prompts on the board: *the characters, what happened (the plot), the dialogue, the place.*

- 1 Do this as a brainstorming activity with the whole class. Encourage students to use modals of speculation (*might/may/could*) when they give their opinions.
- 2 **SPEAKING** 
  - Make clear that the story in 3 is based on the writing task in this exercise. Point out that the photo may provide a clue as to what job Sam had got. Students discuss their ideas in pairs.
- 3 Read out the story. Tell the class to read and follow. Then students, in pairs, discuss the similarities and differences with their ideas in exercise 2.
- Find out whether any pairs had predicted a similar story. Compare these with the most different story ideas.
- 4a Before students do the task, make clear that the words used in the events are not exactly the same as those in the story. Students need to focus on the meaning of the events and look for similar ideas in the story.

##### Answers

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

##### 4b Possible answers

**Beginning (first paragraph):** Sam was offered a job as a doctor after years of studying.

**Middle (second and third paragraphs):** Sam went out to celebrate with his friends and saw his favourite band in concert. The singer had an accident and Sam was able to help.

**End (final paragraph):** In the end, Sam watched his favourite band from the stage.

- 5 First, read through the complete Writing bank with the class. Then, tell students to find examples for just the first point in the Writing bank (*Use a variety of past tenses*). Ask some students to give you some examples.
- Repeat the process for the rest of the points.

##### Possible answers

**Variety of past tenses:** had always wanted, had been studying, used to imagine, applied, were playing

**Participle clauses:** After finishing his degree, Having seen the accident,

**Time expressions:** That weekend, At 8.30 pm

**Sequence linkers:** After just five minutes, Ten minutes later,

**Adjectives:** amazed, excited, awful, dangerous, safe, favourite

**Adverbs:** incredibly, quickly, really, Unbelievably

##### Language notes

A participle clause is only used when the subject of both clauses is the same.

CORRECT: *After coming home, Theo had a sandwich.*

INCORRECT: *After coming come, there was no one in the living room.*

##### + Extra activity

Explain that it's very common to use participle clauses with the gerund after prepositions such as *before, after, while, by, instead of*. Write a couple of examples on the board:

*While doing my homework, I listened to music.*

*Instead of going out last night, I stayed in.*

Tell students to write three true sentences about yesterday, using a participle clause with the gerund and three different prepositions. They then read their sentences to a partner.

##### Practice makes perfect

- 6a To help students to structure their story, write on the board:

Paragraph 1 – the beginning/the background: Sam got the job that he had always wanted ...

Paragraphs 2 and 3 – the middle/the main events: Include a trip and an accident.

Paragraph 4 – the ending: Include a trip and an accident if not included already.

- Give students time to brainstorm ideas for each of the paragraphs.
- 6b Tell students to write a first draft of their story without looking at the Writing bank. Students then check which parts of the Writing bank they haven't included.
- Students then write a second draft, adding any elements in the Writing bank that hadn't already included.

## Test yourself p29

### Grammar test

#### 1 Answers

a got b looked c was raining d was looking/looked  
e heard f was calling

#### 2 Answers

- 1 used to – We can't use *would* to describe a past state.
- 2 studied – We can't use *used to* when a duration is mentioned.
- 3 used to – *Usually* is used to talk about the present, not the past.
- 4 had – past simple for single event
- 5 use – *use to* in the negative is *didn't use to* with no *d*.
- 6 Both correct
- 7 didn't use to – We don't usually use the negative of *would* to describe past habits.

#### 3 Answers

- 1 had been waiting – past perfect continuous because this action happened before the other event in the past (the film started)
- 2 had been studying – past perfect continuous to talk about duration
- 3 had written – past perfect simple for a completed action
- 4 Correct
- 5 had eaten – past perfect because they ate before they washed the dishes
- 6 had fallen – past perfect simple for a single action in the past
- 7 had finished – past perfect simple for a single action in the past

### Vocabulary test

#### 1 Possible answers

- 1 working for yourself instead of an employer
- 2 work that involves the use of your hands or physical work
- 3 a move up to a higher level in a company
- 4 a fixed amount of money that you earn each month for your job
- 5 the process of teaching or learning a particular skill
- 6 something you get when you successfully finish a course of study (e.g. a degree)

#### 2 Answers

- 1 sacked/fired 2 flexitime 3 resigned 4 wage
- 5 unemployed 6 part-time 7 contract

#### 3 Answers

- 1 set up, b 2 get ahead, c 3 turn down, a 4 work on, e
- 5 fill in, d 6 take over, f 7 put something off, g

## Reading

### 1 Possible answers

The text may be written for new students at university. The main point of the text is to describe the different roles that people play in a team and for the reader to reflect on what role he/she plays.

- 2 When checking the answers, ask students to explain their answers.

### Answers

- 1 **C** – The only other word which makes sense is *rehearsal*, but *good* would need to be preceded by the indefinite article, *a*.
- 2 **B** – *to be made up of* = *to consist of*
- 3 **D** – *it's worth* + gerund = *it's a good idea to ...*. B and C are nouns and are not followed by a gerund and use up does not make sense in this context.
- 4 **A** – *to come up with* = *to think of*
- 5 **A** – The text says that *the collaborator ... prefers working things out with someone else*, so, the verb that fits best here is *building*, i.e. *building ideas together*.
- 6 **B** – The other verbs are not followed by the infinitive.
- 7 **D** – The set expression in English is *final result*. The other words don't collocate with *result*.
- 8 **C** – The expression is *to play a part (to play a role)*. The other nouns don't collocate with *play*.

### 3 SPEAKING

- Elicit the four types of team players. Ask students to think about some recent teamwork they have participated in and to consider what their role was. Then, students discuss the questions in pairs.

## Speaking

### 4–5 SPEAKING

- Explain that the person who asks the questions is playing the role of the examiner.
- Before doing 4 ask students to read the bullet points in 5. Point out that these are things the examiner will listen out for. Tell the students who are going to role-play the examiner to make a table with these points so that they know what to listen for during the exam.
- Tell the examiners to write down a mark of 1–4 for each aspect.
- In weaker classes, students can do this task in groups of three. Both of the examiners can confer about their marks at the end of the task.

### 6 SPEAKING

- If you wish, go to page 144 to continue working through the Exam success section for these two units.
- See the Exam Trainer, Workbook pages 94 and 102, for more information and practice of these First for Schools tasks.

## Studying in your country

### 1 SPEAKING

- If students are having problems remembering much about the Culture exchange text, write the following prompts on the board: *induction week, personal tutor, lectures, tutorials, student loans*.
- Get feedback from the groups after they have discussed.

### 2 SPEAKING

- Organise the class into groups of three or four. You could let students choose their own groups or organise them yourself, putting together students with different levels of English.
- After students read the *Research areas*, ask: *Which research area(s) do you want to focus on? What would be a good format to present this information? Thinking about the format, what skills do the people in your group have (drawing, video editing, etc.)?* Students discuss in their groups.

- 3 Ask a student to read aloud the Digital skills section. Then ask the class: For your project, do you think you should just take whole texts online in your language and translate them into English word for word? Why? (Online apps do not understand context, or register. They give the most common translation for each word. They do not always translate collocations. Particles are often translated incorrectly. Gender is sometimes not translated properly.)
- Ask individuals to read aloud the remaining tips and discuss them with the class.
  - If there is time in class, students discuss in their groups what aspects each team member would like to be responsible for in the project, and the organisational points mentioned in the *Academic skills* section (the scheduling of the different stages and the deadlines for each person in the group). If not, tell the groups that they will need to discuss this outside class.
  - Make clear that the *Intercultural awareness* section is a final checking stage that the groups can do together before they present their projects.

### 4 SPEAKING

- Remind students to use the language from the *Collaboration* section in their discussions.
- When students present their projects, allow groups who have chosen to do a presentation more time to speak and to show any visuals they have prepared.

- 5 Explain that *Presentation* here means the way in which a project has been created and shared, e.g. the quality of the layout and design of a poster or leaflet, or the clarity and coherence of a spoken presentation or video.



## Virtual Classroom Exchange

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