

Sample  
material:  
intro +  
unit 5

TIM FOSTER

GREAT



THINKERS

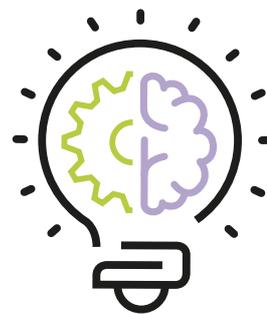
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B1

 macmillan  
education

TEACHER'S BOOK  
with Teacher's App

TIM FOSTER



# GREAT THINKERS

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# B1

**TEACHER'S BOOK**  
with Teacher's App

# WELCOME TO GREAT THINKERS

*Great Thinkers* (powered by *Gateway*) retains many of the elements that have made *Gateway* so popular with teachers and students alike. It combines a balanced approach to grammar, vocabulary and skills with thorough exam preparation. The Student's Book has a clear, logical unit structure, which is easy to use for teachers and engaging for students. And, of course, *Great Thinkers* has been developed and written by best-selling author and teacher, David Spencer, who brings his knowledge and experience from years of teaching teenagers to the course.

*Great Thinkers* builds on the successful formula of the original course with new content and features, which not only help to motivate students and improve their language-learning potential, but also develop the skills and knowledge that they will need outside of the classroom in an ever more interconnected world.

## What makes a great thinker?

Great thinkers become great learners. The ability to think in different ways and deal with problems and challenges using a range of skills helps us to learn more effectively and achieve our goals and aspirations. What kinds of skills do your students need to become great thinkers ... and great learners?



### EMOTIONAL INTELLIGENCE

The ability to identify and manage your own emotions, as well as other people's.



### CULTURAL AWARENESS

The ability to recognise and appreciate that there are both similarities and differences between cultures.



### CRITICAL THINKING

The ability to think carefully about a subject or idea in a rational and open-minded way.



### GLOBAL COMMUNICATION

The ability to interact successfully in the real world with people or through creating or understanding content such as videos or blog posts.



### PASSION-LED LEARNING

The ability to make the most of your natural talents and the skills that come from your personal interests in order to benefit your learning.



### DIGITAL LITERACY

The ability to group together a range of computer-related competencies that enable us to find, evaluate, create and communicate information on digital platforms.

The material in *Great Thinkers* has been specially developed to give your students regular practice of these core great-thinker skills. Find out more by scanning the QR code.



## In the Student's Book ...

### Great Learners, Great Thinkers

This unique new section in each unit of the Student's Book combines a variety of beyond-the-classroom features which will help your students develop the skills they will need for life outside of the learning environment. The Great Learners, Great Thinkers pages have been specifically developed to help students improve their thinking skills and their understanding of their own emotional wellbeing. Thematically tied to the content of the unit, each double-page section features a **Visible Thinking Routine**. The routines help students develop alternative thinking strategies through scaffolded, step-by-step activities. Special **Social and Emotional Learning SEL** tasks encourage students to think about their own social and emotional wellbeing by exploring themes such as empathising, listening to others, and keeping an open mind.

At the end of the lesson, students consider how well they think they apply the aspect of Social and Emotional Learning to their own lives by grading themselves in the **Learner profile** at the back of the Student's Book.



### Documentary videos

Each Great Learners, Great Thinkers section begins with an impactful, engaging, real-world documentary video related to the topic of the lesson, which acts as a springboard to exploring the theme of the section. Each video is graded to the level and has a subtitles option. The videos are further exploited with a range of comprehension tasks.



### Real-world content

The Student's Book is full of fascinating real-world content, which will resonate with teenage learners. Topics for texts and activities have been specifically selected with the interests of today's teenagers in mind. In particular, texts on the main Reading and Listening pages are always based on real people, places and events. This real-world content ensures that students are not only learning a language, they are also learning about the world outside the classroom.



## Projects and Virtual Classroom Exchange

The Student's Book contains five **Collaborative projects**: one project after every two units which links back thematically to one of two **Culture exchange** activities in the preceding two units. The projects practise a range of skills, such as academic and digital skills, and give students the opportunity to work collaboratively in groups to research and create a project on a cultural topic from their own country. Not only can students present their project to the rest of their class, they can also take part in a **Virtual Classroom Exchange**.

This unique feature allows students to connect online with other users of the course around the world, encouraging students to use English for a real communicative purpose in an authentic cultural exchange.



## Flipped classroom video

The Flipped classroom refers to students learning new content outside of the classroom and then practising in class with the teacher. This allows the teacher to give more personalised help and attention during the practice stage. It also means students can work at their own pace during the presentation stage. All-new **flipped classroom grammar presentation videos** feature in every unit of *Great Thinkers*. The videos explain grammar using a variety of approaches and contexts. Depending on your students' needs, the videos can be 'flipped' and used before, during or after class for self-study.

There are four different types of flipped classroom video across the Student's Book.

The first features *Great Thinkers* author, David Spencer. He guides us through the grammar point, giving helpful examples and bringing his own unmistakable sense of humour to his explanations.

The second is a vlog presented by teenage '**Grammar Gurus**' Oli and Meg. The Grammar Gurus love grammar and, by using examples from their own everyday lives, they explain why, how and when to use it. Each vlog ends with a fun quiz for the whole class.

The third type of flipped classroom video uses engaging animation to present and explore each grammar point – spot the cat in each video!

The fourth type of video uses a whiteboard animation approach, presenting each grammar point in a clear and logical way.

The variety of approaches in the flipped classroom videos help make learning grammar engaging and fun for teenage learners.



## Exam success

After every two units, the Exam success pages give students further practice of the B1 Preliminary for Schools-style exam tasks they have seen in the preceding two units. As well as revising these task types, the pages also offer useful exam tips so students can maximise their potential in both school and official exams. There is also a full set of exam tips, which offer more in-depth help and exam strategies, in the Student's and Teacher's Resource Centres.

## Literature analysis

Take full advantage of the new, easy-access **Graded Macmillan Reader** via the eight-page Literature analysis section at the back of the Student's Book. This provides background information and excerpts from the Reader, with accompanying exercises, strategies for literature analysis, as well as practice of the new CEFR literature descriptors. All of this provides a more enjoyable and satisfying reading experience of these classic works of fiction.

## In the Workbook ...

### Exam trainer

The Exam trainer offers full practice of B1 Preliminary for Schools exam papers, plus a complete breakdown of the different parts of the exam, with information on assessment for each task and handy exam tips.

### STEAM

A new eight-page cross-curricular section combines aspects of Science, Technology, Engineering, the Arts and Maths (STEAM). Students attempt three STEAM challenges using different aspects of computational thinking. The STEAM pages encourage students to use English in a practical way whilst promoting interest in STEAM career paths. The section includes a **Women in science** feature focussing on inspirational female figures in science.

### Grammar savvy

These pages offer mixed-language-level grammar practice at two different levels of difficulty: Reinforcement (for lower-level students) and Challenge (for higher-level students). The Challenge column ends with a higher-order thinking skills **Critical thinkers** task.

### Collaborative project plan pages

The Collaborative project plan pages provide students with space to record their thoughts and plans for each Collaborative project from the Student's Book. These visual journals add further scaffolding and encourage students to think about their projects independently to help them collaborate better as a group. The **Project evaluation page** offers some guidelines for students on how to evaluate other students' projects as well as their own group's project.

### On-the-Go Practice

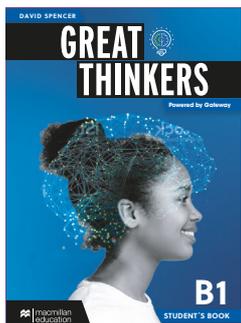
On-the-Go Practice provides students with gamified practice of the key grammar and vocabulary from the course for use on mobile devices.



# COURSE COMPONENTS

## For students ...

### Student's Book



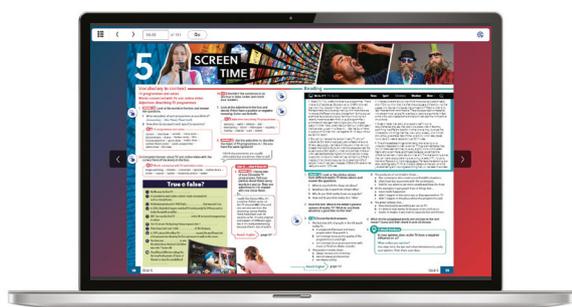
The B1 *Great Thinkers* Student's Book contains ten units with grammar and vocabulary reference and revision in the **Check it** sections at the end of each unit. Exam-style activities appear throughout the Student's Book, with consolidation and practice after every two units on the **Exam success** pages.

### On-the-Go Practice

On-the-Go Practice offers fun practice of the vocabulary and grammar from the Student's Book. Students complete interactive activities and collect rewards in Challenge Mode through course-aligned, bite-sized activities, all designed for use on mobile devices.



### Digital Student's Book



The B1 *Great Thinkers* Digital Student's Book offers a content-rich, interactive learning experience for your students. Enhanced Student's Book pages are easy to navigate, and contain embedded audio and video, as well as interactive activities.

### Student's App

The Student's App gives students access to a selection of digital components, such as the Digital Student's Book, Digital Workbook, Student's Resource Centre and On-the-Go Practice. The app can be downloaded or opened online in a browser.

### Student's Resource Centre (SRC)



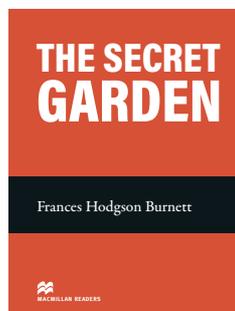
The Student's Resource Centre contains materials accessible by your students, including **Tips for exam success** and audio for the Workbook.

### Workbook



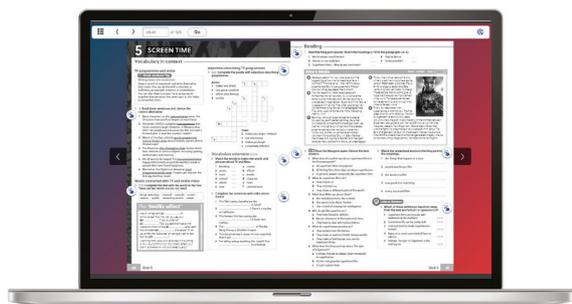
The Workbook provides consolidation of the core grammar and vocabulary from the Student's Book, with extra reading, listening, speaking and writing practice. **Cumulative review** pages after every two units offer further revision, whilst **Great students' tips** give advice on study and exam techniques.

### Reader



The digital version of the Graded Macmillan Reader, *The Secret Garden*, can be downloaded or viewed online by students.

### Digital Workbook



The digital version of the Workbook features fully interactive activities, with audio and automated marking.

## For teachers ...

A flexible approach to lesson delivery is more important than ever in today's world where every teaching context is different, with its own advantages and challenges. *Great Thinkers* offers simple solutions to challenging classroom conditions by catering to a range of learning environments through its array of digital components. From in-person teaching to hybrid learning, the digital offer in *Great Thinkers* is designed to make preparation and delivery of classes straightforward and stress-free.

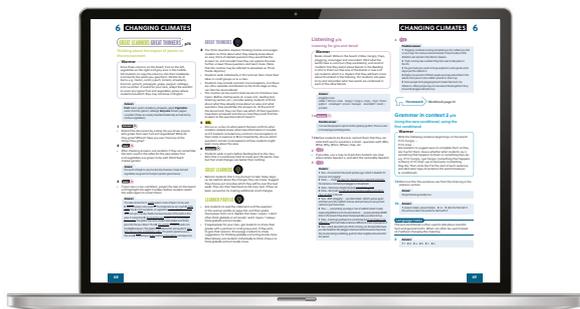
### Classroom Presentation Kit



The Classroom Present Kit comprises the Digital Student's Book and Workbook with fully interactive activities. Enhanced Student's Book and Workbook pages are easy to navigate, and contain embedded audio, video and answer keys: perfect for setting up and correcting activities in all classroom contexts.

### eBook

The eBook for teachers is a digital version of the Teacher's Book, accessible via the Teacher's Resource Centre.



## Kahoot!\*

Test language and add an exciting and fast-paced competitive element to class revision with specially-designed *Kahoot!* quizzes.

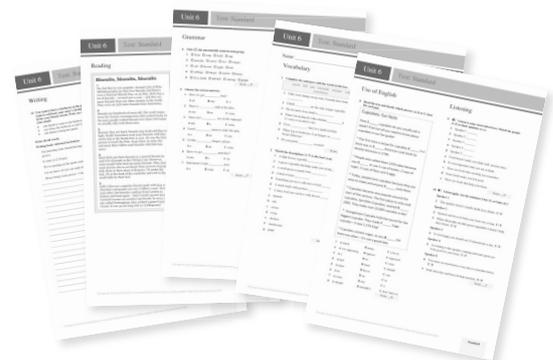
Go to [www.macmillanenglish.com/kahoot](http://www.macmillanenglish.com/kahoot)

### Teacher's Resource Centre (TRC)



The Teacher's Resource Centre offers a wide range of easy-to-access supplementary resource materials and worksheets, including extra grammar and reading practice, end-of-unit, mid-year and end-of-year tests at two levels of challenge, and translated wordlists.

### Test Generator



Use the Test Generator to create and tailor tests to the individual needs of your students. You can also download existing end-of-unit, mid-year and end-of-year tests at two levels of challenge.

### Teacher's App

The dedicated Teacher's App contains all of the *Great Thinkers* digital components including the Student's Book and Workbook which can be projected onto an interactive whiteboard. Teachers can also access a **Learning Management System** where they can create classes, add students and track their progress. The Teacher's App can be downloaded or opened online in a browser.

### Homework Manager

Assign homework and set helpful reminder notifications for students who are using the Digital Student's Book, Digital Workbook or On-the-Go Practice to complete tasks in time for class. The Homework Manager is also a very useful channel of communication with your class when working remotely: you can send links to sharing platforms to all the class at once.

\*Kahoot! and the K! logo are trademarks of Kahoot! AS

## Diversity and inclusion

How the world is represented in educational materials is important. The content, wording, images and information students see on a regular basis shape their view of the world, which in turn helps to form their beliefs and opinions. This affects their interactions and behaviour towards others both in and outside of the classroom. With this in mind, the content of *Great Thinkers* has been developed with the aim of portraying a range of diverse groups in order to reflect the world we live in, from an even balance of genders in non-stereotypical scenarios, to a range of people from a variety of cultures and backgrounds.

### Photos and artwork

Care has been taken to promote diversity through the visual aspect of the course, with a wide range of people from different backgrounds and cultures in photos and illustrations. Effort has also been made to portray a good balance of genders in images throughout the Student's Book and Workbook.



### Content and subject material

There is a strong international feel to the content of the course with human stories featuring protagonists from a variety of backgrounds, nationalities and ethnicities.

### Anti-gender stereotyping

Stereotyping and assigning specific roles and characteristics based on gender can have negative consequences for both boys and girls. This can affect educational choices and future career aspirations, as well as self-esteem. These stereotypes can be subconsciously reinforced through the subtle messages communicated in the things young people see and read. In *Great Thinkers*, students are exposed to positive role models from both sexes in non-stereotypical roles and contexts.



**Women in literature** and **Women in science** features, in the Teacher's Book and Workbook respectively, highlight positive female role models, giving background information about women from the world of literature and science, as well as contextual and historical information on women and women's roles in society through the ages.

## Mixed-language-level classes

All classes contain students who require varying degrees of support, and mixed-language-level – more commonly known as mixed ability – classes present teachers with considerable challenges when preparing and delivering their classes. Aside from the materials we might use to cater to mixed-language-level classes, successful and inclusive mixed-language-level teaching is heavily dependent on teacher attitude and classroom culture. It's important to build a supportive classroom environment in which all learners are valued and treated as individuals. Ways in which this can be achieved might include:

- Having high expectations of all students in the classroom, and consciously and unconsciously communicating to students that you believe in them.
- Involving all students in all lessons, through interactive teaching, graded questioning and tasks, and personalisation of topics.
- Fostering within students a sense of responsibility, importance and trust from the teacher.
- Avoiding labels such as 'weaker' or 'stronger' students, or thinking of ability as a 'fixed', unmovable concept.
- Rotating groups regularly to avoid creating any 'fixed-ability' or 'fixed level' sub-groups within the class.

Below are some possible strategies and techniques that you can try in your mixed-language-level classes to ensure that every student, no matter their language level, gets the most out of the class.

### Group dynamics

Begin the whole class together with a lead-in activity to provide a sense of community and a foundation for the levelled tasks that will follow. Lead-in activities preview, present and practise language in a way that lends itself perfectly to whole-class, multi-level instruction. At the end of a lesson, always bring the class back together and assign a whole-class activity.

### Group, pair and individual work

- Vary the way students work in the class to address different levels and needs. Organise students to work in pairs, small groups and teams. It is less stressful for students who need more support to work with other classmates because they have more time to think about tasks, and students can help and learn from each other.
- Regardless of the level of a student's English, they all get better results through working collaboratively than they do by working on their own. Pairwork is usually successful in the mixed-language-level classroom because it is easy to control and there is greater student participation. Depending on the task, decide how to organise your students into pairs: students with a similar level can work together at their own pace, or a more confident student can pair with a student who needs more support. The latter option can be useful as the more confident student can help and support the other student in the pair. Remember to rotate pairs regularly so students get a chance to work with different partners.
- Individual work allows for variations in speed and level. By giving a time limit rather than a quantity-of-work limit (e.g. 'Do as much as you can in two minutes.' instead of, 'Do exercise 7!'), students are able to work at their own pace.

## How to increase the level of challenge

- Ask students to try to work out the meaning of new words from the context and to elicit grammar rules by looking at the language in context.
- When doing listening comprehension tasks, ask students to summarise what they heard after listening to the audio the first time (as a whole class or in pairs). Encourage students to write their own comprehension questions to ask the class.
- For reading texts, students could write their own comprehension questions to ask the class, select six new words from the reading text to write definitions for and learn, or create their own sentences using new vocabulary from the reading text.
- Indicate where something could be said in a more interesting or more complex way, and set creative and open-ended tasks that can be accessed at and taken to a higher level.

## How to increase the level of support

- Give clear instructions, ideally via more than one sense (e.g. spoken and visual), and check students have understood the task before they begin with concept-checking questions.
- Grade your questions in whole-class activities to ensure that all students are able to participate, and praise small successes.
- Simplify gap-fill tasks by introducing optional answers, so students can identify the correct answer rather than having to produce it.
- Be selective in your error correction and praise students for what they have managed to do, regardless of what others have produced.
- Pause the audio regularly to check understanding during listening activities and explain if anything remains unclear. For more difficult texts, provide audio scripts after the first two listenings.

## How *Great Thinkers* caters to mixed-language-level classes

The mixed-language-level materials in *Great Thinkers* have been divided into the three categories in the table below so that teachers can clearly identify which materials are intended to cater to individual students' needs, which can be used for whole-class mixed-language-level teaching, and those materials aimed at supporting the teacher with their mixed-language-level teaching.

Personalised support	Whole-class engagement	Teacher resources and development
<b>Differentiated materials or alternative tasks for activities where students will benefit from different levels of challenge and support.</b>	<b>Solutions for ensuring all students are involved and engaged in group work and whole-class teaching.</b>	<b>Simple and practical tips and tools to allow teachers to manage the class with confidence.</b>
<p><b>Flipped classroom videos</b> give students the chance to 'pre-study' the grammar for the following lesson, allowing them to study at their own pace.</p> <p><b>Reach higher</b> activities in the Student's Book cater to more confident students who are more likely to finish activities in the core units earlier.</p> <p>A <b>star-rating system</b> in the Workbook enables teachers to set suitable tasks according to the language level of their individual students.</p> <p><b>Grammar savvy</b> pages in the Workbook offer grammar practice activities at two different levels of difficulty.</p> <p><b>Unit, mid- and end-of-year progress tests</b> offer grammar, vocabulary and skills revision at two levels.</p> <p><b>Extra grammar practice</b> worksheets provide grammar revision at two levels of difficulty. The <b>Test Generator</b> allows teachers to custom-build their own tests according to their students' needs.</p>	<p><b>Collaborative projects</b> offer the opportunity for students to work at their own pace within mixed-language-level groups.</p> <p><b>Great Learners, Great Thinkers</b> pages move away from linguistic and comprehension skills practice to focus on elements such as Social and Emotional Learning, and creativity and critical thinking. This puts an emphasis on non-linguistic knowledge and personalisation.</p> <p><b>Documentary videos</b> can be watched with the whole class and have a subtitles option for extra support for students who need more support.</p> <p><b>Peer review, pair and group work</b> tasks appear throughout the Student's Book so students can work together in mixed-language-level or same-level pairs and groups.</p>	<p><b>Mixed-ability teaching tips</b> appear throughout the Teacher's notes in the Teacher's Book, allowing teachers to easily adapt certain activities for their mixed-language-level classes.</p> <p><b>Professional development videos</b> offer teachers helpful teaching tips including suggestions and ideas for mixed-language-level classes.</p> <p><b>Extra activities</b> in the Teacher's Book offer suggestions for how teachers can extend or increase or lower the level of challenge of activities in the Student's Book.</p> <p><b>Fast finisher</b> activities in the Teacher's Book provide extra activities teachers can use to occupy fast-finishing students while students who need more support complete the main activity.</p>

## Global citizenship and Sustainable Development Goals

Global citizenship refers to the development of the knowledge, attitudes and skills needed to be globally competent and to have a positive impact on the world in which we live. Understanding different cultures, identities and perspectives, as well as themes of global importance such as the environment, resources, health and well-being underpins the concept of global citizenship. The Sustainable Development Goals are a set of 17 interlinked objectives established to achieve a better and more sustainable future for everyone on the planet. *Great Thinkers* promotes global citizenship and the Sustainable Development Goals. The content of the Student's Book has been mapped to the Sustainable Development Goals and the innovative Macmillan Global Citizenship Education Framework. The course promotes and encourages many of the ideals of the Sustainable Development Goals, with a particular focus on good health and wellbeing, gender equality, sustainable cities and communities, and climate change.

Applying certain key strategies can help you to establish good learning practices to get the most out of the time you spend with your students so that they can maximise their potential as effective language learners. The following teaching tips can be used on a regular basis with your students to improve key areas such as classroom management, lesson planning and student training.

Dave



## Using English in class

At the beginning of the school year, students may not feel very confident about using English in class. Be a good model for your students by regularly making simple and natural comments in English, e.g. *Really? That's a good idea, Luke. What do you think, Nora?* Use a small range of comments and use them consistently. At first, you can use gestures alongside the comments (e.g. thumbs up when you are saying something positive) to reinforce the idea of what you are saying. In time, students will start to imitate you and you can establish an English-only environment.

It is also useful to teach expressions that students can use for pair and group work. Put these expressions on posters in the classroom, or save them somewhere so you can use them at relevant times and refer to them to remind students to always use English in the class.

Finally, teach a few expressions that students can use to ask for meaning, pronunciation, spelling, repetition or clarification: *Could you say that again, please? Can you speak more slowly, please? How do you say ... in English? How do you pronounce/say this word? What does ... mean? How do you spell ...?*

## Checking answers

Using different ways to check answers makes the feedback stage more fun and changes the pace of the lesson. Some ideas include:

- Give the students an answer key or put the answer key on the wall or the board. Students can work in pairs: one student runs to the wall to check the answer and goes back to tell their partner.
- Put students in pairs and give half of the answers to one student and half of the answers to the other student. They share their information like an information gap activity.
- One student has the answer key and plays the teacher.
- Get students to write their answers on the board.
- Get one student to read out his/her answers – the rest of the class see if they have the same.
- Students nominate each other to say the answer.
- Do it as a competition and award points for correct answers.

## Projects and presentations

Doing projects in class can be fun and provide a welcome break from classroom routine. Collaborative projects mean students of different levels work together and this can improve teamwork. The Student's Book contains five Collaborative projects which you can use to set up a project culminating in a poster, presentation, video message or information leaflet.

You could organise the projects into four stages with your students:

- 1 Students discuss how they will present their project and the resources they will need.
- 2 Students brainstorm ideas and pool their knowledge.
- 3 Students choose from their ideas and say who will write about what. Each student then researches information and images for their contribution.
- 4 They then organise their different texts and images, and check and correct their writing.

See also the Collaborative project plan pages in the Workbook for more ideas. If students present their projects in class, set a time limit for each presentation of around five minutes. Ask other students in the class to give feedback at the end of each presentation (see also the Collaborative project evaluation page in the Workbook).

## Teaching online

In your first class take some time to familiarise your students with whatever platform you are using and any relevant tools that they will be required to use during the lesson. Highlight the chat box, the microphone and the mute button and any other tools they will need. Establish rules for students' participation and explain how you expect them to interact with you and the other students. Ask students to keep their microphones on mute while they are not speaking and encourage them to use the chat box if they have any questions or queries during the lesson. At the beginning of each lesson, set objectives using the chat box or presentation slides so students know what they will be doing during the session. Try to be lively and animated in your tone of voice and use gestures. Keep the class's attention by nominating students at regular intervals or ensuring whole-class participation by asking them to respond regularly using the chat feature.

## Visible Thinking Routines

Visible Thinking Routines are scaffolded techniques for approaching analysis and problem solving. They can be useful because they help to direct the way students think and can guide discussions and analysis in the classroom. Each routine highlights a different approach to thinking and they can be divided into three categories: 'Introducing and exploring ideas', 'Synthesising and exploring ideas', and 'Routines for digging deeper'. Examples of the thinking routines can be found on the Great Learners, Great Thinkers pages in the Student's Book. The routines, though, can be adapted to a range of tasks in which students are practising discussion, critical thinking or problem solving. Try to introduce them into your lessons, so they become a regular part of your class. The more students use them, the better they will become at incorporating the routines into their thinking. Make sure that the particular routine fits with the type of task students are doing, for example, 'Think, Question, Explore' on page 74 of the Student's Book works well with pre-reading or listening tasks, and 'Headlines' on page 37 lends itself to the comprehension of texts. Encourage students to use their imagination and think creatively when practising the routines, this will help them to generate more expansive and interesting answers and solutions. For longer, more complex routines with various stages, go through each stage, giving an example so students gain a clearer idea of what's expected of them. Have a feedback session afterwards so students can reflect on how well they did the routines and whether they were helpful in carrying out the tasks.

## Error correction

Before pointing out errors, encourage students to recognise and correct their own mistakes. You can do this by asking a student to repeat what they have said, or by echoing what the student said and placing emphasis on the error. You can also reformulate the sentence and repeat it correctly. Students could create an 'Errors' list in their notebooks to remind themselves of the errors they should try to avoid. Unlike accuracy activities, fluency-based activities require less error correction. Correcting individual errors on the spot may discourage students and make them feel inhibited, so it is preferable for correction to take place at the end of the activity. Be on hand during the activity to help with any language difficulties and note down both good use of language and problem areas. Go through the errors at the end of the activity, without mentioning who made each one. Praise students who made good use of language.

## Video in class

Video can be a great way to change the focus of a class, but try to make it an integral part of a lesson, rather than a one-off treat, as it works best when it forms part of a sequence of activities. Short video clips of between three to five minutes are advisable: longer excerpts can take up too much class time and students' attention may start to wander. Set pre-watching tasks so students have a reason to watch. Pause the video at regular intervals to ask questions or elicit clarifications. Give students activities to do whilst watching, such as note taking or comprehension questions. They should be questions that can be quickly and easily answered so students can write answers without missing what's on screen. You can also pause the video at intervals and ask students to predict what will happen or what someone will say next. Alternatively, play the clip without the sound and ask students to imagine what is happening or being said. Give students post watching tasks, such as questions, or elicit a discussion based on the content of the video.

## Flipped classroom

The flipped classroom can be a useful tool for making students responsible for their own learning and avoiding lengthy grammar explanations in class. The flipped classroom videos in *Great Thinkers* can be used in a variety of ways. Ask students to watch the videos for homework in preparation for the next lesson. Make it clear to students *why* they are watching the video for homework and point out the benefits of the flipped classroom approach: they can watch the video in their own time and at their own pace and as many times as they like, and there will be more time in class for practice. Encourage them to make a note of any queries they have while watching the videos and to bring them to the class. At the beginning of the class, address any questions students have and elicit answers in open class. Check students have a good understanding of the grammar and continue on to practice of the language point. If students seem to be struggling with the concept of the grammar, go through the grammar explanation in the Check it section in the Student's Book before students do the practice activities. Alternatively, show the flipped classroom video again in class, stopping at intervals to check understanding or to give further examples. The video could also be used solely as a presentation tool in class. Students watch the video and do the task as a whole class before asking any questions. Students can also be given the video as homework after the class for revision.

## Fast finishers

If you have students who always finish before everyone else, look at their answers and tell them how many they have got wrong, but not which ones. This is a good way to keep a fast finisher busy for a little while longer while the others catch up. It's also a good way to get students to look at their answers again, which is a useful exam strategy. You can also make use of the Reach higher tasks in the Student's Book to keep fast finishers occupied while the rest of the class finishes the main class activity.

## Vocabulary in context p58

### Using a range of lexis to talk about TV and online video

#### Warmer

Books closed. Write or project this text on the board:  
*When I was a teenager, all my friends had one of these in their bedroom. Doctors said it could cause health problems. Some of my friends wanted to appear on it. Our parents thought it was a bad influence on us!*

Ask students to read and guess what the object is (TV). Ask which, if any, students have a TV in their bedroom. Ask how much TV students watch and how they access content. Discuss briefly how the world of TV and video is different for teenagers today compared to your experience.

#### 1 SPEAKING 34

- Accept students using their own language in this exercise as they give examples. The objective is for students to process the vocabulary for TV programmes and series.
- During class feedback, give the English titles of international series where appropriate, e.g. *The Voice*, *Big Brother*, *Survivor*, *Game of Thrones*.
- Follow up by asking: *How and where do you usually watch programmes and series? Do you watch things at the same time as your friends? How do you find out about new things to watch?*

#### Language notes

*The news* looks like a plural, but it is not used with a plural verb and cannot be used with *a*. To refer to a single part of the whole, we use *a news story* or *a piece of news*.

#### 2a 35

- Point out that students need to change the form of some items. For less confident classes, clarify that this means they need to use plurals.
- When checking answers, check the spelling of the plurals.

##### Answers

1 streaming service 2 mobile devices 3 screen  
 4 binge-watching 5 channel 6 seasons 7 episodes  
 8 viewers 9 contestant 10 spoilers

#### 2b 36

- When checking answers, ask students to correct the false sentences.

##### Answers

1 False – *Hulu*® was the first TV streaming service. [It was launched in 2008.] 2 True 3 True 4 True 5 True 6 False – *The US sitcom The Big Bang Theory* stopped after 12 seasons. [It ran from 2007 to 2019. A total of 281 episodes.] 7 False – *There haven't been over 1,000 episodes of The Simpsons*. [It has run since 1990. Over 30 series and hundreds of episodes, but still some way off the 1,000 mark.]

8 False – In 1969, about 600 million TV viewers around the world watched a live programme showing the first astronauts to walk on the moon. [The moon landing was one of the first events to be televised around the world and remains one of the most impressive broadcasting achievements of the 20<sup>th</sup> century.] 9 True 10 True

#### 3 37

- After checking answers, ask students for other adjectives they know which can be used to describe TV programmes. Write suggestions on the board, check meaning, spelling and pronunciation, and elicit if they are positive, negative or both.

##### Possible answers

**Positive:** brilliant, entertaining, funny, informative, inspiring, moving, original

**Negative:** annoying, awful, dull, violent

**Both:** scary

#### Mixed ability

Tell more confident students to complete the exercise individually as the instructions state. Assign less confident students four words each – i.e. one row of the box – and tell them to use their dictionaries to check the meaning.

During class feedback, nominate students to say whether words are positive or negative or both. Include less confident students in the feedback stage by asking them to explain words you know they checked.

#### 4 SPEAKING

- After students do the task, ask pairs to share opinions they have in common with the class, e.g. *We both think cartoons are dull, they are for younger kids. We like fantasy series, but not if they are really scary!*

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

#### 5 SPEAKING

- Before students do the task, tell them about one of your favourite TV programmes as a model, making sure you include vocabulary from all three sets in the lesson.
- After students do the task, ask some students who have spoken about different programmes and series to tell the class. The other students listen and see which words from exercises 1, 2a and 3 they use.

#### Culture notes

The first episode of *Doctor Who*® was broadcast by the BBC in 1963. The original series ran, with seven different actors playing The Doctor, until 1989. The series was revived in 2006 and has been immensely popular since. There have now been 13 'Doctors', and – for the first time – the current Doctor is a woman. She travels through time in a machine called a TARDIS® (*made to look like a British police telephone box*). It has also inspired various spin-off series, including *Torchwood*.

## Reading p59

### Reading for gist and specific information

#### Warmer

Books closed. Ask students to write down as many adjectives to describe TV programmes as they can in one minute.

Put them in pairs to compare their lists, then elicit the words and write them on the board, checking spelling and pronunciation.

#### 1 SPEAKING

- After students do the task in pairs, discuss the questions as a class. Elicit ideas for what the shows pictured may be about and why students think that, e.g. *I think the first picture could be from a survival show – I don't want to know what the man is eating.* Elicit that 'reality' TV, despite its name, doesn't always feature very real people or situations.

#### Culture notes

The left-hand picture shows *I'm a Celebrity ... Get Me Out of Here!*. It has run on British TV since 2002 and has been licensed to many other countries. Contestants have to survive in the Australian jungle and complete challenges to earn food. The right-hand picture shows *Whisker Wars*. It featured teams from different countries preparing for the World Championship, by growing the best beards and moustaches.

- 2 Before students do the task, make clear that they do not need to understand every word. They only need to read for gist.
- After students do the task, elicit which words/expressions helped them understand the writer's general feeling, e.g. *some producers create drama and tension, false idea, One of the saddest things, unrealistic.*
- Elicit possible titles for the text and make sure students understand there is no 'right' answer.

#### Answer

The writer generally has a negative opinion of reality TV.

#### 3 38

- Before students do the task, make clear they now have time to read the text more carefully and understand it more fully. Point out that the question numbers match the paragraph numbers.
- Pre-teach any words students may have problems with, not including the underlined words, e.g. *attract (make someone interested in something so that they see or do it), on purpose (deliberately) and rediscover (remember you like something when you do it again after a long time).*

#### Answers

1 **a correct** – The initial quote in the text implies that people don't watch reality TV, but the survey data from OnePoll contradicts this, so option a is the correct answer. **b incorrect** – The paragraph doesn't talk about the quality of the programmes. **c incorrect** – The paragraph mentions *popular examples ... singing ... or cooking*, but these are not the reason why people watch reality TV.

2 **a incorrect** – The sentence *Others use ... members of the public – they're much cheaper than actors* shows that option a is not correct as members of the public are 'cheaper'. **b correct** – The paragraph says some shows *use ordinary members of the public*. **c incorrect** – *Only some shows ... use professional actors.*

3 **a correct** – The sentence *The producers need contestants who attract viewers ... by starting arguments* shows that **option a** is correct. **b incorrect** – The producers don't argue with the contestants. **c incorrect** – The paragraph mentions *talent shows, one of the most popular types*, but this is not saying that talent attracts viewers.

4 **a incorrect** – There are examples of something that never really happened (*they say they are in one place when ... they are filming in a different location and they 'surprise' the contestants with things they knew about already*) but not all the examples are of this. **b correct** – This applies to all the examples. **c incorrect** – While *they say they are in one place when ... they are filming in a different location*, this is the only example of this in the paragraph.

5 **a incorrect** – This might be inferred from the general negative opinion of the writer, but it is not stated directly. **b incorrect** – The paragraph suggests stopping watching reality TV, but it's not suggesting a ban on reality TV itself. **c correct** – It paraphrases *we can't tell the difference between what's real and what isn't.*

#### Fast finishers

Ask students to look at the incorrect options for each question. Tell them to refer back to the text and think about why these could seem to be correct answers. When checking answers, ask students to explain why certain options are incorrect, rather than explaining it yourself.

#### 4 Answers

*beard* – hair on a man's chin and cheeks  
*actually* – in fact, emphasising what is really true  
*ordinary* – normal, not famous  
*edit* – make changes to a piece of film or video  
*In spite of* – referring to a fact that makes something else surprising  
*survey* – set of questions you ask a large number of people  
*producers* – people who organise the work and money for a TV programme  
*judges* – people who decide who the winner is  
*manipulation* – behaviour that controls something in a dishonest way

#### 5 Critical thinkers

- Before students do the task, remind them to justify their opinion and give suitable examples.
- If you feel your students need more support, write these prompts on the board:  
*I'm certain/not sure (that) ... because ...*  
*I (really) believe/feel/think (that) ... because ...*  
*In my opinion, ...*  
*Speaking personally, ...*  
*I would say ...*

# 5 SCREEN TIME

## Grammar in context 1 p60

Using comparatives and superlatives;  
*less ... than, (not) as ... as*

### Warmer

Ask students to work in small groups and race to think of an adjective for every letter of the alphabet (except x and z). Set a time limit of four minutes. The group with the most correct adjectives wins the game. Ask students if they know the comparative/superlative forms of any of the adjectives.

#### Possible answers

awful, brilliant, clever, dull, entertaining, funny, green, happy, informative, jealous, kind, loud, moving, nice, original, popular, quiet, real, scary, tall, unusual, violent, wet, young

### 1a Answers

1 cheaper 2 the saddest 3 the scariest 4 more unusual  
5 the best

### 1b Answers

b 2 c 3 d 1 e 5

### 1c Answers

1 funnier, the funniest 2 more informative, the most informative  
3 duller, the dullest 4 worse, the worst 5 thinner, the thinnest  
*bad* is irregular.

### 1d Answers

1 than 2 in

### + Extra activity

Ask students to choose three comparatives and three superlatives from exercises 1a and 1c and write six sentences.

### Language notes

In spoken English, people don't always apply the rules for comparatives strictly, and *more* + adjective is often used with some two-syllable adjectives, e.g. *more clever* instead of *cleverer*, *more friendly* instead of *friendlier*.

**2a** Before students do the task, make clear that they should complete the sentences so they are true for them. To avoid using *less ... than* at this point, this may mean changing the order of the two things, e.g. for question 1, *I think talent shows are more interesting than food programmes.*

### 2b SPEAKING

- Before students do the task in pairs, drill pronunciation of the weak form *than* (/ðən/). Point out that the main stresses are on the two things being compared and the adjective, e.g. *I think TALENT SHOWS are MORE INTERESTING than FOOD PROGRAMMES.*

#### Possible answers

2 I think playing sport is better than watching sports programmes on TV. 3 I think watching series on a mobile device is worse than watching series on a TV. 4 I think game shows are more entertaining than chat shows. 5 I think comedies with real actors are funnier than cartoons. 6 I think streaming services are more popular than traditional TV channels.

**3a** Point out that sometimes more than one of the adjectives in box A can be used with the phrases in box B. If possible, students should try to use the adjectives in box A once only. However, the most important thing is that all six sentences make sense.

#### Possible answers

The best actor in my country is ... The happiest day I can remember is ... The most exciting film I've ever seen is ... The most important moment in my life was ... The most popular streaming service is ...

### 3b SPEAKING

- Before students do the task, drill pronunciation of the weak form *the* (/ðə/).
- 4** Point out that the sentences are based on sentences from the reading on page 59.

#### Answers

a *much* – big difference; *slightly* – small difference  
b *much* = a lot, far; *slightly* = a bit

**5** Ask some students to tell the class the sentences they wrote. Point out that the modifiers are also stressed in these sentences, e.g. *I think TALENT SHOWS are FAR MORE INTERESTING than FOOD PROGRAMMES.*

#### Possible answers

2 I think playing sport is far better than watching sports programmes on TV. 3 I think watching series on a mobile device is a lot worse than watching series on a TV. 4 I think game shows are a bit more entertaining than chat shows. 5 I think comedies with real actors are slightly funnier than cartoons. 6 I think streaming services are much more popular than traditional TV channels.

### 6a SPEAKING

- Elicit an example for the first item from the class, but don't confirm if it is correct or not. Encourage discussion about the two actors before students work in pairs to change the other words in bold.

### 6b 39

- Follow up by asking: *Did any of the facts surprise you?* Encourage students to answer in full sentences.

#### Answers

1 True 2 True 3 False – *Superman* [created in 1938] is a lot older than *Spider-Man* [created in 1962]. 4 True 5 True

7 **Answers**

- a less ... than, not as ... as    b less ... than, not as ... as
- c as ... as

- After checking answers, refer back to the sentences students wrote in exercise 2a and show how these can be rewritten with these new structures without a change in meaning, e.g.

*I think **talent shows** are more interesting than **food programmes**. =*

*I think **food programmes** are less interesting than **talent shows**. =*

*I don't think **food programmes** are as interesting as **talent shows**.*

**Language notes**

For adjectives which form the comparative with *more*, both *less ... than* and *not as ... as* can be used. However, for one-syllable adjectives which form the comparative with *-er*, we only use *not as ... as*. For example, *Maria is not as tall as Kate*.

- 8 Before students do the task, ask them what they know about the series *Stranger Things*. Revise vocabulary by asking: *What type of programme is it?* (fantasy/ science-fiction series); *Where can you watch it?* (It's a Netflix Original series available on the streaming service.); *If you've watched it, how would you describe it?* (brilliant, entertaining, original, scary, violent).

- Highlight the fact that in exercise 7 students saw different ways to say the same thing and point out that sometimes more than one answer is therefore possible.

**Answers**

- 2 Season 1 isn't as long as season 2.    3 Season 1 is as exciting as season 2.    4 Season 1 is less violent than season 2./Season 1 isn't as violent as season 2.    5 Season 1 was less expensive to make than Season 2./Season 1 wasn't as expensive to make as season 2.    6 Season 1 is less scary than season 2./Season 1 isn't as scary as season 2.

**Culture notes**

*Stranger Things* has run since 2016 and is one of Netflix's most popular series. Set in a fictional small town in the US, it deals with supernatural events centred around a mysterious girl called Eleven and the group of teenage boys she makes friends with. Set in the 1980s, it has a retro feel which evokes films and TV series that were popular in that period.

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

9 **SPEAKING** 

- Before students do the task, drill pronunciation of the weak form as (/əz/).
- After students do the task in pairs, extend to a class discussion by asking some students to share their opinions with the class. Make sure students listen to each other and agree or disagree using suitable phrases.

**Developing vocabulary p61**

**Using adjectives ending in -ing and -ed**

**Warmer**

In pairs, students take turns to compare objects on their desks with those of their partner, using a different comparative adjective each time and, where possible, a modifier from the previous lesson, e.g. *My folder is slightly messier than yours. My rucksack is a bit smaller than yours.* etc.

1 **Answers**

moving, moved, -ed

- After students do the task, give them more examples and ask them to compare the two sentences in each pair.
  - My friend is bored.* (= My friend feels bored.)
  - My friend is boring.* (= My friend is a boring person.)
  - I am confused.* (= I don't understand something.)
  - I am confusing.* (= I will cause you to be confused.)

- 2a Before students do the task, make clear that some of the adjectives are correct and do not need to be changed.

**Answers**

- a bored    b correct    c depressing    d disappointing    e tired
- f gripping    g correct    h correct    i embarrassing

**+ Extra activity**

Write the adjectives on the board in three groups and drill them:

*annoyed, bored, surprised, tired*  
*depressed, embarrassed, gripped, relaxed*  
*disappointed*

Elicit that in the first group, the *-ed* ending is pronounced /d/ and in the second group it's pronounced /t/. Only in the third group is an extra syllable (/ɪd/) added.

Point out that the pronunciation rules are the same for *-ed* adjectives as for regular past simple forms.

- 2b Students answer the question in pairs or as a class.

- 3 Give an example for the first item which is true for you.

- Remind students to think carefully about whether the words in brackets should end in *-ing* or *-ed*.

**Answers**

- 1 inspired    2 fascinating    3 moving    4 confusing
- 5 frightening    6 annoying

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

4 **SPEAKING** 

- Before students do the task, check the spelling of the six adjectives, particularly items 2–4 which drop the final *-e* before adding *-ing*, and item 6 where the final *-y* may cause confusion.

# 5 SCREEN TIME

## GREAT LEARNERS GREAT THINKERS p62

### Thinking about how TV and online videos can influence us

#### Warmer

Books closed. Tell students you are going to answer two questions. Explain that they should listen to you and work out what the questions are. Answer the two questions in exercise 1 so they are true for you. Depending on the level of your students, adjust your answers to reflect more/less closely the wording in the questions, e.g. to make it easier, keep your answers short and start *Well, I spend more time watching TV, definitely. I ...*, and *When I watch online videos, I usually watch ...*

When you have finished, put students into pairs to discuss what they think the questions were. They then compare with the questions in exercise 1.

#### 1 SPEAKING

- Before students do the task, check they remember the word *channel*, from Vocabulary in context on page 58.

#### 2 VIDEO

- If your class is less confident, look at the gaps together first and elicit whether each is a word or a number, and any answers they think might be logical for the gaps, e.g. *1 their homes/houses, 2 the world/the US*, etc.

#### Answers

1 their bedrooms 2 the UK 3 45 4 dialogue 5 playground  
6 musicians 7 want

#### 3 Students work individually in this step as preparation for the Great thinkers exercise.

- Tell students that, as well as deciding if they agree or disagree with each opinion, it is essential that they make notes of their arguments in each case.

## GREAT THINKERS

#### 4 SPEAKING

- The *Share-Wait-Think-Discuss* thinking routine allows students to systematically *share* in groups their views on questions/topics they have thought about individually. It emphasises how valuable it is to *wait* and *think* about what others say before they start to *discuss* it. It's also a routine that asks students to consider different perspectives and encourages them to give reasons for their views. (Note that this routine may be referred to elsewhere as *Think-Pair-Share*, starting with the *Think* step, currently in exercise 3.)
- Students work in groups of three or four.
- Before students do the task, tell them that you will ask them at the end to explain the views of someone else in their group. Remind students that this means they need to listen actively and make notes. They should not rely on memory to explain someone else's arguments.

- When doing the task, students should all first share two of their ideas and explain why they agree or disagree with the people in exercise 3. They should allow time between each person to think about what he/she has said before moving on to the next, and there should be no discussion until all the students in the group have shared their ideas.

**5a** If it's possible, allow students to select a short clip to share in exercise 5b. Make sure students understand the clip is secondary and that the focus here is on preparing to talk about the three areas.

#### 5b SPEAKING

- Students work in groups of three or four.
- Although this is not further practice of the Great thinkers routine, remind students how valuable it is to always let someone finish *sharing*, then *wait* and *think* before they start to *discuss* what the person has said.

## GREAT LEARNERS SEL

- Elicit from students that there are often positive and negative sides to situations. Learning to see both of these will help students to understand situations better and make more informed decisions.

## LEARNER PROFILE

- Ask students to read the statement and the question in the Learner profile on page 142, and then grade themselves from 1 to 5. Explain that here 1 means 'I don't often question my own attitudes and behaviour', and 5 means 'I frequently question my own attitudes and behaviour'.
- If appropriate for your class, get students to share their grades with a partner or small group and, if they wish, to give their reasons. Encourage students to share suggestions for questioning their own attitudes and behaviour more. Alternatively, ask students individually to think of ways to question their own attitudes and behaviour more.

## Listening p64

### Listening for gist and specific information

#### Warmer

Books closed. Write *binge-watching* on the board. Ask students to tell you types (not titles) of TV programmes and series (e.g. crime series, dramas, fantasy series, reality shows, science-fiction series) which people typically binge-watch.

#### 2 40

- Before students do the task, make clear that they do not need to understand every word. They will be able to listen again for more detail in the next exercise.
- If your class is less confident, pause after each speaker, give students time to think and then answer the question together before moving on.

#### Answers

1 No 2 Yes 3 Yes 4 No

#### 3 40

-  **Exam tip** To answer the question in the Exam tip box, the speakers will probably express the same ideas using different words and expressions, not the exact words that are in the questions. Thinking of synonyms for the words in the statements helps students identify the answers.
- Students shouldn't worry if they don't understand everything the first time they listen. In most exams, students listen twice. They should use the second listening to find the answers they missed the first time and to check the answers they already have.
- Pre-teach any words students may have problems with, e.g. *rest* (spend time relaxing after doing something tiring), *reckon* (believe something is true), *live* (/laɪv/) (something you can watch or listen to at the same time as it happens), *ending* (the way a story or film ends) and *switch off* (stop something such as a light or a machine working).

#### Answers

**A Lee** says: *Some mornings I didn't have enough energy to study much! It was awful.* **B Holly** says: *I'm a teacher. Sometimes my students are so tired in the morning and often it's because they watch TV until late at night.* **C Jenna** says: *I think there's more binge-watching because of streaming services.* **D Noah** says: *sometimes I binge-watch because I don't want to have problems with spoilers.* **E Lee** says: *I give myself a time limit before I start watching. ... Or I decide how many episodes I can watch that evening.* **F Holly** says: *Parents need to be careful with the number of hours kids watch TV.* **G Noah** says: *What happens to me is that a friend tells me about a great series that I've never heard about, ...* **H Jenna** says: *I'm old enough to remember when we just had three or four channels ...*

#### Mixed ability

Tell less confident students, or the whole class, to answer only questions A–D and to use each name only once. Repeat the process with questions E–H.

#### 4 Critical thinkers

- When students share their ideas, make sure they listen to each other and agree or disagree using suitable phrases.

 **Homework** Workbook page 43

## Grammar in context 2 p64

### Using *so, such, too* and *(not) enough*

#### Warmer

Draw three weights on the board – one of 500g and two large weights, both 1 kg. Label them A, B and C. Then write: *B and C are ... A.; B is ... C. and A is ... B and C.* Say the word *heavy* and point at the first sentence outline. Use this to elicit: *B and C are heavier than A.* Then elicit: *B is as heavy as C* and both: *A is not as heavy as B and C. and A is less heavy than B and C.* Draw a fourth weight of 100 kg on the board. Then write: *D is ...* and use this to elicit: *D is the heaviest.*

- 1 You may have set the Flipped classroom video for homework, but if not watch the video in class before working through the activities.
- Point out that the sentences are from the listening in the previous section.

#### Answers

a such b so c such

#### Culture exchange

- 2 Before students do the task, ask them to scan the text and find all the names of programmes and actors. Ask them which programmes they have seen and what they know about the actors.

#### Answers

a so b such c so d such e such f so g so

#### Culture notes

*Blue Planet II* is a sequel to the original *Blue Planet* series. It is presented by David Attenborough.

*Sherlock* is a 21<sup>st</sup> century version of the Sherlock Holmes stories. *Victoria* is a drama about Queen Victoria, and her relationship with Prince Albert and key figures from the period.

*Dancing with the Stars* is the American title for the show originally known as *Strictly Come Dancing* in the UK. It has been licensed to over 40 countries and is known by numerous names, including *Mira quien baila* in Mexico and *Bailando con las Estrellas* in Spain.

Millie Bobby Brown (2004–) shot to international fame with her role as Eleven in *Stranger Things*.

Freddie Highmore (1992–) is well known for starring as *The Good Doctor* in the series of the same name.

*Coronation Street* has run since 1960. Set in a fictional street in Manchester, UK, it follows the lives of various people living in the area.

*Countryfile* has run since 1988. At its highest point it had nearly ten million viewers.

# 5 SCREEN TIME

**3a** Point out that the sentences are from the listening on page 64.

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

**3c** **Answers**  
1 before 2 after 3 before

- 4** Before students do the task, make clear that this exercise revises all the grammar covered in the unit so far.
- If your class is less confident, have them complete exercise 5 first, which focuses only on *too* and *not ... enough*.

**Answers**  
a most b enough c as d too e not f enough g less  
h unusual i in j easy

## Culture notes

*Got Talent* was first broadcast in the US, in 2006, where it has run ever since. In 2014, it was awarded the Guinness World Record when it reached 59 versions in 58 countries (Belgium has versions in both French and Belgian-Dutch). In 2019, a new format was created, *Got Talent: The Champions*, which brings together past winners from around the world to compete for the ultimate title of world champion.

## + Extra activity

Divide the class into two groups, one to work on the text in exercise 2 and one to work on the text in exercise 4. Tell students to form pairs with another student from the same group and write comprehension questions about their text to ask other students, e.g. text 2 *How many different types of programme are mentioned in the text?*; text 4 *What reasons are there in the text for the success of Got Talent around the world?*

Regroup students in pairs or groups of four. Students take turns to ask and answer the comprehension questions.

- 5** If your class is less confident, follow up each question by asking: 1 *How old does Brad need to be to watch the series?* (18); 2 *Would the person prefer the game to be easier?* (yes); 3 *Does the person feel hot or cold?* (hot); 4 *Does the person think a story should be easy or difficult to understand?* (easy); 5 *What other, less polite, adjective could we use to describe the contestant?* (stupid).

**Answers**  
2 is too difficult 3 is/s too warm 4 is/s too confusing  
5 wasn't clever enough

- 6** Pre-teach any words you think students may have problems with, e.g. *stunt performer* (a person who does dangerous actions in a film or TV programme); the adjectives *calm* (not affected by strong emotions such as excitement, anger, shock or fear), *brave* (able to deal with danger, without seeming to be frightened) and *fit* (healthy, strong and able to exercise without getting very tired); and the expression *have what it takes* (have the specific skills and qualities to do a specific job or task).

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

### 7 SPEAKING

- After students do the task, identify the students who think they are brave enough to be a stunt performer. Ask the other students to challenge them with *Would you ... ?* questions and find out where their limits are, e.g. *Would you jump off a bridge into a deep river in freezing cold weather?*

## Developing speaking p66

### Negotiating

#### Warmer

Books closed. Write *free time* on the board. Ask students to write down as many free-time activities as they can in one minute. Put them in pairs to compare their lists, then elicit the words to the board. Make sure that all of the following, which appear in the listening in 2, are included: *cooking, doing sport, playing a musical instrument, playing video games, reading, running and watching TV.*

#### 1a SPEAKING

##### Possible answer

I think she feels tired and maybe a bit stressed. She's too busy and hasn't got enough time to do everything.

**1b** Before students do the task, quickly check the words for the free-time activities in the photos.

#### 1c SPEAKING

- After students do the task, elicit suggestions to the board, check meaning, spelling and pronunciation, and elicit if the adjectives are positive or negative related to the different activities, or if they can be both.

#### 2

- Before students do the task, explain that the recording is a section from a speaking exam and is a common exam format.
- After students do the task, remind them how important it is to listen carefully to what the teacher/examiner tells them to do in a speaking exam (question 1) and to question and clarify if necessary. Tell them it is also important to try and complete the task set (question 2), but to make sure they always discuss all the options carefully before reaching a conclusion.

##### Answers

- 1 The teacher asks the students to talk about the different activities and to choose which one would be the most relaxing.
- 2 Watching TV.

#### 3a

- When checking answers, check the spelling of the six adjectives.

##### Answers

- 1 great, tiring
- 2 tiring, boring
- 3 brilliant, difficult

### Fast finishers

Ask students who complete the task in exercise 3a after listening only one time to listen carefully when you repeat the recording. The second time they should write down in what order they hear the other three activities in the photo discussed and what the students say about them.

##### Answers

- 1 watching TV (discussed after 'reading': much more relaxing; you don't have to think much)
- 2 playing video games (discussed after 'running': better; really gripping; bad for your eyes)
- 3 cooking (discussed after 'playing video games' above: interesting; not very easy)

#### 3b SPEAKING

- When checking answers, ask students to share their ideas for other adjectives to describe the activities and check pronunciation.

#### 4

##### Answers

All of the expressions are used.

### Language notes

*What do you think about ... ?* is usually followed by an *-ing* form, e.g. *What do you think about reading?* It can also be followed by a noun, e.g. *What do you think about my idea?* *Let's ...* is followed by an infinitive without *to*, e.g. *Let's decide which one is the best.* It could also be used earlier in this exam task, e.g. at the beginning *OK. Let's start.*, or to change topic *OK. Let's talk about running.*

*Why don't we ... ?* is also followed by an infinitive without *to* and is a synonym of *Let's ...*, e.g. *Why don't we choose TV then?* (= *Let's choose TV then.*)

#### 5 SPEAKING

- **Exam tip** In this type of exam task, there isn't usually a right or wrong answer. The examiner wants to hear the candidates speaking together (which is why, to answer the Exam tip question, it's very important for students to listen to their partner) and see how well they interact.
- Tell students that if they can't think of anything to say, then they can still show how fluent they are by asking their partner a question (e.g. *What do you think?*), using fillers (e.g. *Well ..., Hmm ..., Let me think ...*) and giving a fuller explanation for an opinion or idea.
- Tell students it is essential in this exam task to use the phrases for responding to opinions and suggestions to show that they are listening actively to their partner. If they don't understand, using questions like *Sorry, can you say that again?* or *Sorry, could you speak more slowly?* prove that students know how to interact and are fluent even in challenging circumstances.
- Before students do the task, remind them how important it is to use any preparation time they are given in exams to think about what they could say (or what they might hear in a listening exam).
- If your class is less confident, collate ideas from this preparation stage on the board.

### Practice makes perfect

#### 7 SPEAKING

- Before students do the task, check they have understood the task by asking: *What is the first thing you have to do?* (talk about the photos); *Which of the photos should you talk about?* (all of them); *What do you need to do at the end?* (make a decision together).

## Developing writing p67

### Writing an article 2

#### Warmer

Books closed. Write  
4 D 3 C 5 T 2 1 N  
4 N T 4 R T 5 2 N M 4 N T on the board. In pairs, students try to 'break the code'. Tell them to put their hands up when they have worked it out, not call out the solution. Follow up by asking: *Can you think of anything that is both education and entertainment?*

#### Answers

1 O 2 I 3 U 4 E 5 A (EDUCATION ... ENTERTAINMENT)

#### Culture exchange



- Before students read the article, make sure they understand the advert and the things they need to read for. Ask: *How many things do you need to find out?* (four – two names of shows, games or apps; reasons why the writer likes them; and things the writer thinks you can learn from them)
- Pre-teach any words students may have problems with, e.g. *puzzle* (a game with questions or problems that you have to answer by thinking carefully), *solve* (find the answers to a question or problem in a game), *portal* (a science-fiction 'door' to another place, time or dimension), *gravity* (the force that makes objects fall to the ground) and *friction* (the force that makes it difficult for one surface to move over another).

#### Answers

*The Witness* and *Portal 2*.  
*The Witness* is visually amazing. The characters in *Portal 2* are funny. *The Witness* teaches you to solve puzzles on your own – you learn to listen and look at everything carefully. *Portal 2* makes you think about gravity and friction, like in physics.

#### Culture notes

*The Witness* was released in 2016. In the game, players have to solve numerous puzzles on a mysterious island where they wake up alone with amnesia. The more players explore and the more puzzles they solve, the more they can use what they learn to solve puzzles they had to leave unsolved earlier in the game. The ultimate objective is for the player to find his/her way home.

*Portal 2* was released in 2011. It is a sequel to the original cult *Portal* game, released in 2007. There are two separate stories within the game, one for single-users the other as part of a two-player co-operative game. Both are set in the fictional Aperture Science Labs and feature a range of characters, including a murderous computer called GLaDOS who guides players through the game.

Both games regularly appear in lists of the greatest video games of recent years.

#### + Extra activity

Check comprehension of the *Playing is learning* text by asking the following questions:

- According to the writer, which game ...
- ... looks great? (*The Witness*)
  - ... makes players work individually? (*The Witness*)
  - ... makes players interact with other people? (*Portal 2*)
  - ... do you learn most from? (*The Witness*)
  - ... has puzzles related to science problems? (*Portal 2*)
  - ... makes you really look at the details of things? (*The Witness*)

#### 3 Answers

far as, In my, don't believe, Why don't

#### Language notes

*Personally*, *As far as I'm concerned* and *In my opinion* are all usually followed by a comma in written English. They are followed by a complete clause with its own subject and verb. *Personally* is always followed by a clause with 'I', but *As far as I'm concerned* and *In my opinion* can both be followed by a different subject, e.g. *As far as I'm concerned, the best and most educational game is ...*; *In my opinion, it's ...* *Why don't you ... ?* is followed by an infinitive without *to*. It is similar to *Why don't we ... ?* (seen in the Speaking bank on page 66), but it is a suggestion for the listener only, and does not include the speaker.

- Before students make notes to answer the questions, elicit some examples of educational shows and educational apps and make sure students understand that they do not have to write about games.

#### 4b SPEAKING

- When students discuss their answers, encourage them to make notes of anything their partner/group says that they think would be good to use in their own article.

#### Practice makes perfect

- Before students do the task, draw attention to the paragraph structure of the *Playing is learning* article. Tell students to follow the same format, i.e. paragraph 1: show/game/app 1; paragraph 2: show/game/app 2; Paragraph 3: final comment and conclusion.

## Test yourself p69

### Grammar test

- 1** **Answers**
- 1 My school is a bit ~~more~~ bigger than this school.
  - 2 You look slightly thinner than the last time I saw you.
  - 3 Football is a lot more popular than in badminton.
  - 4 The Volga is the longest river in Europe.
  - 5 Ethan is ~~a~~ much worsed at German than Jake.
  - 6 Do you think this exercise is the mostd difficult in the book?

- 2** **Answers**
- 1 Spain isn't as big as the US.
  - 2 A kilo of sugar is as heavy as a kilo of iron.
  - 3 To be a doctor, philosophy is less important than/isn't as important as anatomy.
  - 4 Jamie isn't as old as Brad.
  - 5 Playing tennis is less dangerous than/isn't as dangerous as parachuting.

- 3** **Answers**
- 1 such a 2 so 3 such 4 so

- 4** **Answers**
- 1 is/'s too high 2 aren't strong enough 3 is/'s too young
  - 4 isn't warm enough 5 is/'s too slow

### Vocabulary test

- 1** **Answers**
- 1 contestant 2 cartoon 3 viewer 4 spoiler 5 the news
- Note**  
**Answers** in 1 have double points – one for remembering the word and one for correct spelling.

- 2** **Answers**
- 1 awful (-) 2 dull (-) 3 original (+) 4 moving (+)

- 3** **Answers**
- 1 tired 2 annoying 3 surprising 4 embarrassing
  - 5 frightened 6 relaxed

### Grammar savvy



- See Grammar savvy in the Workbook, page 116, for extra practice and revision of the key language from the two *Grammar in context* pages in the unit.

### STEAM

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

## Listening

2 

### Answers

- 1 **A correct** – The girl says *There was something about the cave. I couldn't stop looking at it.*  
**B incorrect** – The boy says he *liked the one of the really high cliffs by the coast*, but the girl isn't particularly interested in it.  
**C incorrect** – The boy says *the photo of the small island was cool*, but the girl isn't particularly interested in it.
- 2 **A incorrect** – The girl says *I'm bored of binge-watching TV* and the boy says *I'd like to take a break for a while*, so this is happening at the time of speaking.  
**B incorrect** – The girl says *Let me just finish my sandwich*, so they have already made lunch.  
**C correct** – The boy says *How about we go skateboarding?* and the girl agrees (*Why not?*).
- 3 **A incorrect** – The boy asks *Did you go with your family to that new restaurant in town?*, but the girl replies *No*.  
**B correct** – The girl says *I went hiking with my parents and I'll show you a photo I took of a waterfall. This is where we hiked ...*  
**C incorrect** – The girl says *We were going to see an art exhibition in the city, but the weather was too nice to be inside a museum all day.*

3 

### Answers

- 1 **A incorrect** – The boy says he doesn't *usually watch shows like that. They're usually too slow and serious*, but this one is *entertaining*.  
**B incorrect** – The boy says *the stories in the series aren't the same as the historical facts*.  
**C correct** – The boy says *the actors who play the main characters – Queen Victoria and her husband – play their roles so well*.
- 2 **A correct** – The girl says *you can actually learn something from them and I also discover stuff that can help me in my everyday life*.  
**B incorrect** – not stated on the recording  
**C incorrect** – not stated on the recording
- 3 **A incorrect** – The boy says *I'll do almost anything to avoid watching TV*.  
**B correct** – The boy says *I'd rather see my friends than waste my time watching stuff that doesn't mean anything to me*.  
**C incorrect** – The boy says *I'll even practise the piano for hours, that always makes my mum happy*, but it is not his preferred activity.

## TV and online video in your country

1 **SPEAKING** 

- Students work in groups of 3–4. If possible, make sure these groups are different to the ones students worked in on the previous Collaborative projects.
- Nominate one student in each group to refer to the Culture exchange text, while the others work with their books closed. Groups start their discussion by trying to remember what was in the text before contrasting it with their country.

2 **SPEAKING** 

- Students continue to work in their groups from exercise 1.
- Encourage students to try a different project type (A–D) for this Collaborative project.
- Point out that for the last research area, groups could prepare a small survey themselves, e.g. to ask ten teenagers and ten parents, in order to include some original research findings in their project.

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

- After reading the *Digital skills* section, remind students that when they do their research online, they should keep a list of the sites they use. When they plan to use a specific piece of information, this means they should note both sources.
- In the *Collaboration* section, remind students that they can also use the phrases from the previous Collaborative projects.

4 **SPEAKING** 

- Direct students to Collaborative project plan 3, Workbook page 124, to record their notes and help them prepare for the project.
- Remember to establish a clear plan for the project (interim dates/deadline; stages to be done at home/in class). Remind students that as much discussion as possible should be in English, both in and out of class.

5 Direct students to the Collaborative project evaluation guide in the Workbook, page 127, to help them evaluate their own and other groups' projects.



### Virtual Classroom Exchange

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

## Speaking

- 4 If your class is less confident, before they do the task, elicit the different activities they can see in the pictures (clockwise round the main picture of the school: picking up litter, recycling, planting new plants and trees, hanging bird feeders, painting a recycling mural, growing fruit and vegetables).
- Pre-teach *grounds* (the area around a building or group of buildings, in this case a school).
  - If you wish, go to page 146 to continue working through the Exam success section for these two units.
  - See the Exam trainer, Workbook pages 100 and 103, for more information and practice on these Preliminary for Schools tasks.

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  - On-the-Go Practice

### FOR THE TEACHER

- Teacher's Book
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  - Teacher's Resource Centre
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### COMMON EUROPEAN FRAMEWORK

A1	A2	<b>B1</b>	B2	C1	C2
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