

**Sample  
material:  
intro +  
unit 8**

**JANET WELLER**

# **GREAT THINKERS**



Powered by Gateway

# **B1+**

 **macmillan  
education**

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

JANET WELLER

# GREAT THINKERS



Powered by Gateway

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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

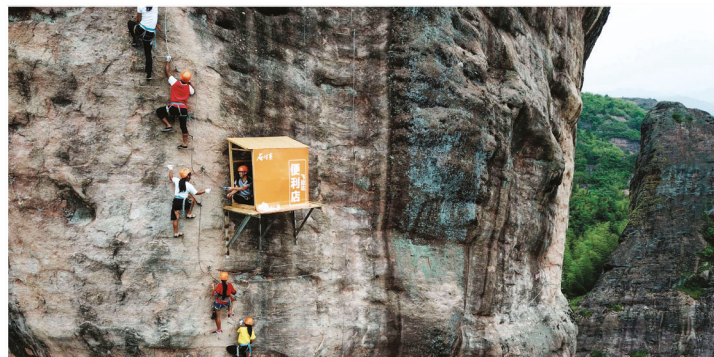
Each Great Learners, Great Thinkers section begins with an impactful, engaging, real-world documentary video related to the topic of the lesson, which acts as a springboard to exploring the theme of the section. Each video is graded to the level and has a subtitles option.

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.

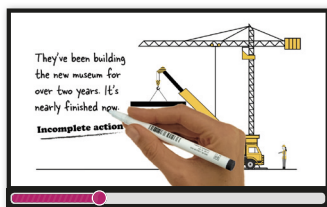
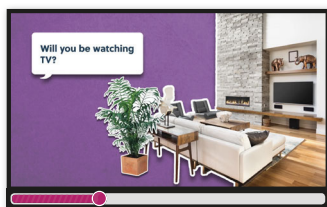
The first features *Great Thinkers* author, David Spencer. He guides us through the grammar point, giving helpful examples and bringing his own unmistakable sense of humour to his explanations.

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

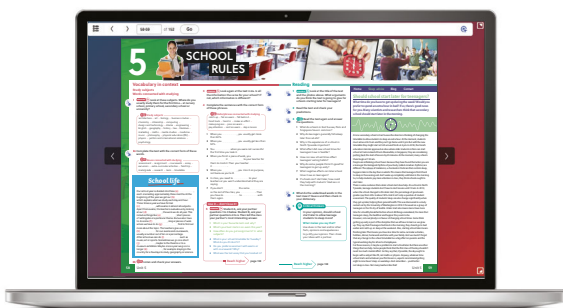
## For students ...

### 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.

### Digital Student's Book



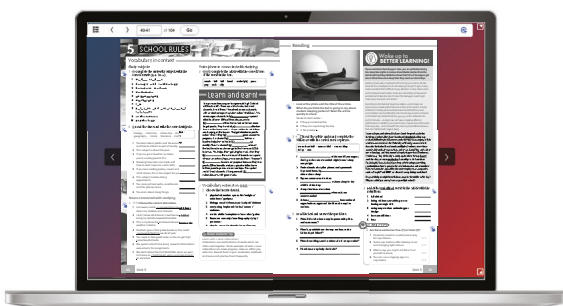
The B1+ *Great Thinkers* Digital Student's Book offers a content-rich, interactive learning experience for your students. Enhanced Student's Book pages are easy to navigate, and contain embedded audio and video, as well as interactive activities.

### 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.

### Digital Workbook



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

### 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.



### 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.

### Reader

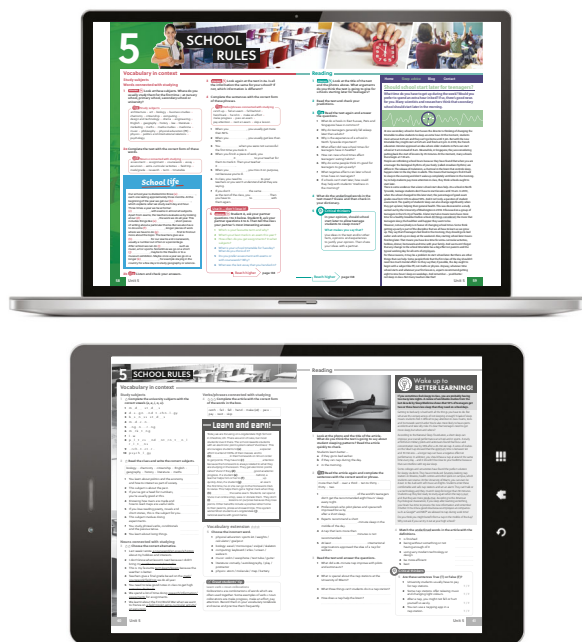


The digital version of the Graded Macmillan Reader, *Sense and Sensibility*, can be downloaded or viewed online by students.

## 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.

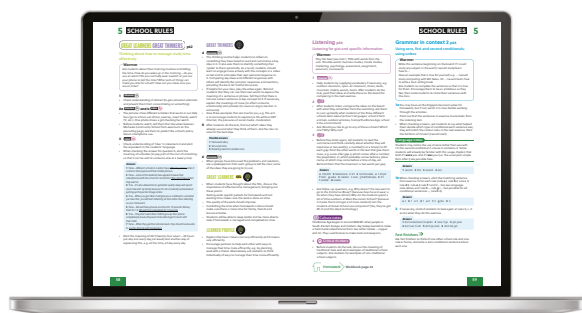
### Classroom Presentation Kit



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.

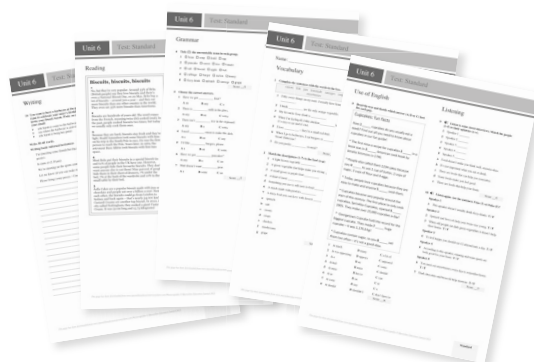
Go to [www.macmillanenglish.com/kahoot](http://www.macmillanenglish.com/kahoot)

### 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*



## Cutting down on teacher talking time

Teacher Talking Time (TTT) is the amount of time the teacher talks in the classroom. The teacher should be aware of the quality of their TTT and how it is used. A large amount of TTT can slow the pace and reduce student involvement leading to a loss of concentration and boredom. Strategies for reducing the amount of TTT include:

- Waiting for an answer when you ask a question. Students need 'processing' time.
- Correcting student responses, but not repeating them. If necessary, gesture to the first student to repeat.
- Asking open-ended questions (e.g. *Wh-* questions) which require longer answers, e.g. *What did you do yesterday?* instead of *Did you go to school yesterday?*
- Varying feedback: students can check activities in pairs. Feedback involving the teacher can be used for more problematic questions rather than every exercise.
- Eliciting explanations from students instead of explaining.
- Presenting students with clear examples and guided questions so that they do not need to be 'told'. Guided discovery leads to better understanding and learning.

A useful guideline is to limit TTT to 30% of class time and no more than ten minutes at a time.

## Organising pairwork activities

Pairwork means more speaking time for students. If 30 students speak in turn in a 60-minute class, students speak for an average of two minutes per class. Using pairwork activities, they can speak for 30 minutes. When students are working in pairs, it's a good time to talk to or listen to one student at a time without everyone observing.

If you ask your class to get into pairs, almost inevitably the students will pair up with their friends or the person closest. This is fine sometimes, however, it's good practice to vary the make-up of pair work partners so students have variation in their practice and in working with different personalities.

Certain speaking skills are necessary when working with another person so you should explicitly teach phrases which help students interrupt politely (*Yes, I agree, but..., May I...?, So you think ...?,* etc. and question tags).

You could play some quiet music in the background when students are doing a speaking activity to help students feel more relaxed about speaking in English.

## Writing tasks

Although the writing process may vary depending on the task, the basic steps it includes are the same.

Before beginning to write, students need to consider the purpose of the text and who they are writing to, which will affect the tone (formal or informal).

The first phase is when students brainstorm ideas (they can make lists, mind maps, or ask the questions *Why? What? Where? When? How? Who?*). It is important to spend time on this stage as it makes the next steps easier. They then select and order their ideas.

If students are writing a longer text, they may now need to carry out some research into their chosen topic.

Next, students write a first draft as quickly as they can, including all the main points from the brainstorming phase.

The next stage is the revision process when students should take a global look at their text and decide if the text flows in a clear, well-organised way.

The final stage is the editing process. Students should check their work closely for mistakes with the following:

- |   |              |
|---|--------------|
| • Punctuation   | • Style      |
| • Tenses  | • Word order |
| • Capital letters   | • Spelling   |
| • Agreement between the subject and verb,<br>e.g. <i>He works ...</i> not <i>He work.</i> | • Content    |

It can also be useful to use a model text for writing practice. A model is a text that provides a good example of how texts of a particular kind can be written. You should draw their attention to features such as layout, structure and fixed phrases that they can make use of in their own written text. Model texts can also develop useful exam techniques such as planning and self-correction. Always read the model text with your students and go through the writing tasks in detail so that students are fully aware of why they are writing and who they are writing to.



## 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, Puzzle, Explore' on page 126 of the Student's Book works well with pre-reading or listening tasks, and 'Headlines' on page 101 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.



## Accuracy versus fluency

Accuracy is the ability to produce correct sentences using correct grammar and vocabulary. Fluency is the ability to read, speak or write easily, smoothly and expressively. The accuracy/fluency question depends on the purpose of the activity students are doing in the class. Controlled and semi-controlled speaking practice such as drills and information exchanges are working on accuracy. Freer speaking production should focus on fluency. In general, teachers should avoid correcting too much in a speaking class. This interrupts the student's train of thought and can frustrate the student. The emphasis is on getting students to talk and then keeping them talking, intervening mainly to encourage quiet students to add their point of view. Monitor the students and note down errors and take a few minutes at the end of class for a quick feedback session.



## 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.

## Vocabulary in context p96

### Using vocabulary to describe artists, the visual arts and performing arts

#### Warmer

Write the word *Art* in a central bubble on the board and add two branch bubbles: *Visual Arts* and *Performing Arts*. Elicit/explain the meanings if necessary, and then ask students to help you build up a spidergram of related words and ideas. Ask them for the types of visual art and performing arts, such as music, cinema and theatre; words associated with each type and words for people who create or perform.

#### 1 SPEAKING 56

- When students are confident that they understand the words in the box, ask them to decide whether each is associated with a visual or a performing art (some of these may already be on the board from the warmer). (Suggested answers: visual arts: *artist, fashion designer, painter, photographer, sculptor*; performing arts: *actor, choreographer, composer, conductor, dancer, film/theatre director, drummer, guitarist, musician, performer, pianist, singer, singer-songwriter*)

#### Culture exchange

#### 3 57

- If necessary, remind students to read the whole text before they choose words for the gaps. There are clues in the descriptions which should help them to locate the correct places for the different types of art.
- Elicit other well-known examples of each type of work of art in the text, where possible, e.g. a landscape, a still life, a portrait/self-portrait, an abstract painting and a sculpture, and ask students to say the artist who painted/made them.
- Find out which of these types of art students have created themselves.

#### Culture notes

'The Hay Wain' was painted in 1821 and shows a riverside scene, a cottage, trees and fields. A farm wagon (*the hay wain*) pulled by two horses is in the middle of the picture. Van Gogh painted five pictures of sunflowers between 1888 and 1889. They are Van Gogh's most famous works and are some of the most valuable pictures in the world.

#### 4 58

- When checking answers, elicit the words in the text that provide clues (**a** Gallery, **b** permanent, **c** best works, **d** pencil drawing, unfinished, preparation for a ... painting, **e** painting ... countryside, **f** flowers in a ... vase, **g** picture ... of himself, **h** 3D works, **i** temporary, **j** lines and stripes).

#### Answers

**a** art galleries **b** collection **c** masterpieces **d** sketch  
**e** landscapes **f** still life **g** self-portrait **h** sculptures  
**i** exhibitions **j** abstract paintings

#### 5 SPEAKING 59

- Nominate a student to say a possible category for each word, and ask if the rest of the class agree.
- Check understanding of *musical* (noun) (*a play or film with a lot of songs*), and elicit examples of famous musicals, e.g. *The Lion King, Mamma Mia, Cats*, etc.
- Ask which other performing art we could use many of these words for (*cinema/film*).

#### Answers

**theatre**: cast, main character, play, plot, scene

**music**: composition, concert

**both**: audience, lighting, lyrics, musical, orchestra, performance, stage, tune

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

#### 6 SPEAKING

- Before students do the task, elicit the names of famous art galleries in their country.
- Nominate students to tell the class something about their partner.

#### + Extra activity

Ask students to write a few sentences about their favourite painting or sculpture, their favourite song/piece of music or their favourite play, film or musical. Tell them to also include the artist/singer/musician/author and any performers if they wish.



## Reading p97

### Reading for specific information

#### Warmer

Books closed. Play *First to Five*. Give students a category (see below) and ask them to write down as many suitable items as possible. The first student to have five correct items wins a point.

Categories: people who create visual art, people who perform, types of painting, words connected to musical performances, words connected to the theatre.

#### 1 SPEAKING

- Help students with vocabulary if necessary, e.g. *cornflakes*, *frames*, *pins*, *labels*, etc. Teach the expression *work of art*.
- When checking answers, ask students which words from the visual arts box on page 96 of the Student's Book they would use to describe this work.
- Check understanding of the two meanings of *appetite*, in the title here (**1** a natural feeling of wanting to eat, **2** a great interest in something). If necessary, help students to notice the pun in the title.

- 2** After students read the text and check their predictions, ask them to say what is the same and what is different about the works of art. (*The same: they are all based on food; different: one shows/displays food (cornflakes), one uses food as a surface to draw on or to sculpt with (bananas) and one is a photograph of food (potatoes).*).

#### 3 60

- If necessary, revise the strategies students have practised for matching multiple-choice answers to texts. Remind them to choose the *best* answer each time; more than one answer may contain some truth, but one answer will be better than the others.
- Before students do the task, check understanding of two meanings of *unique* in the multiple-choice answers for questions 2 and 5 (**2** very special and unusual, **5** not the same as anything else).
- When checking answers, elicit the sections of the text that support the correct answers and exclude the wrong ones.
- Ask students to think of another time expression that means the same as *Once in Once something is put in a display cabinet ...*, second paragraph (*As soon as*).

#### Answers

- 1** a incorrect – *Most of us just add milk ... Not Anne*  
**b correct** – *she had wanted to question how we see the typical things that are always around us*  
 c incorrect – This is not stated in text.
- 2** a incorrect – This is not stated in text.  
**b correct** – *Once something is put in a display cabinet ... then people become interested*  
 c incorrect – This is not stated in text.
- 3** a incorrect – This is not stated in text.  
**b incorrect** – *He started by just drawing a little happy face on a banana*  
**c correct** – *he liked the 3D effect ... the bright colour ... the feel and texture of bananas, too*

- 4** a **correct** – *bananas won't last forever ... The important thing for him is the photo of the banana art*  
 b incorrect – *when you make a mistake you can't just erase it*  
 c incorrect – *the works will go bad ... that didn't bother him*
- 5** a incorrect – *There are two other versions of the photo*  
**b correct** – *the photo was very special for him*  
 c incorrect – *he wouldn't take less than a million euros*



#### Mixed ability

Give students a list of numbers from the text (see below).

Ask less confident students to find the matching facts in the text. Ask more confident students to close their books, try to remember and summarise briefly the fact each figure refers to, then read and check.

**1** £900 **2** 117,000 **3** 84 **4** 1,000,000

#### Answers

**1** the price of Anne Griffiths' cornflake display **2** the number of Instagram® followers Stephan Brusche has **3** the number of cornflakes in the display **4** the price of Kevin Abosch's potato photo

#### 4

#### Answers

*frame* – the border for a picture or work of art  
*display* – put something in a particular place so people can see it easily  
*brands* – products that have their own name and are made by a particular company  
*pinned* – fastened using pins  
*texture* – the way something feels when you touch it  
*erase* – to remove writing or drawing marks by rubbing them off  
*bother* – worry or upset

- After students do the task, ask them what they think *bananas* means at the beginning of the third paragraph (*silly or crazy*).

#### 5 Critical thinkers

- Provide vocabulary to help students with this task if necessary, e.g. *Art should/shouldn't be serious/fun/important/silly. It should make you think/laugh/feel something.*

#### Possible answer

I don't think the works of art in the text are serious, but I'm not sure this really matters. In my opinion, it's more important for works of art to be beautiful or fun or interesting. A good work of art usually makes you think or feel something. At first, the cornflake display looks silly, but the artist is right because you do look at cornflakes in a different way and you notice the differences. After a while, they start to look amazing.



## Grammar in context 1 p98

## Using reported speech – statements

## Warmer

Divide the class into groups of five or six. Ask one student in each group to think of a sentence expressing an opinion about the reading text, e.g. *I think the cornflakes display is original*, and write it down, keeping it hidden.

The student whispers the sentence to their neighbour, who whispers it to the next person. The last person in each group writes down what the first said. Ask the last person in each group: *What did he/she say?* Encourage them to use reported speech if possible.

- 1a When checking answers, elicit or explain the meaning of the press (journalists who work for newspapers and news organisations) in sentence 1.

## Answers

1 c 2 e 3 b 4 d 5 a

- 1b When checking answers, ask students to find examples of the relevant forms in the sentences in 1a for each completed rule (1 *I* → *she*, *I* → *he*, 2 *will* → *would*, *is* → *was*, *don't eat* → *didn't eat*, *can walk* → *could walk*, *wanted* → *had wanted*, 3 *to question*, *be inspired*, 4 *She said she*, *They said that*, *He said they*, 5 *She told the press*, *He told them*, 6 *She told the press she*, *She said she*, *He said they*).

## Answers

1 Pronouns 2 change 3 don't change 4 don't need 5 need  
6 don't always need

- Elicit which other words like pronouns also change in reported speech (possessive adjectives, e.g. *my*, *your*).
  - Ask students if they can find something else that has changed in sentence 3 (*this* → *that*, see also exercise 3), and ask them which *that* could be omitted here (the first one, rule 6).
- 2 When students have completed the table, write a sentence on the board (e.g. *We are driving to the supermarket.*), and ask volunteers to change it into reported speech (*They said they were driving to the supermarket.*).

## Answers

2 past continuous 3 past perfect 4 past perfect 5 would  
6 could 7 might 8 should 9 had to 10 had to

- 3 Challenge more able students to complete as much as they can of the table without looking at the words in the box.

## Answers

1 that 2 here 3 today 4 the day before 5 tomorrow  
6 that night 7 the following (week/month/year) 8 the previous (week/month/year) 9 a (week/month/year) ago

## + Extra activity

Ask students to work in pairs. Student A says one word from either column of the tables in exercises 2 or 3, and Student B has to give the direct or reported equivalent.

- 4 Remind students to look for the person/people being spoken to in sentences where the choice is between *say* or *tell*.
- Use the information in the Language notes below to explain why the verb *is* has not changed in the reported speech in sentence 3.

## Answers

1 told 2 – 3 the reporter 4 said 5 – 6 said 7 – 8 told

## Language notes

Tell students that when we are reporting something that is a fact/that is still true, we can use the same verb tense in the reported speech as in the direct speech:

*'I really like ice cream.'* → *She said she really likes ice cream*  
OR ... *she really liked ice cream.*

*'The weather is always good.'* → *They told me the weather is always good* OR ... *was always good.*

Point out that *would*, *should*, *could* and *might* in direct speech stay the same in reported speech:

*'You should eat more fruit.'* → *He told me I should eat more fruit.*

- 5 Remind students that they do not need to include who each person was speaking to in these sentences, just the words they spoke. Tell them to think about who is speaking and to be careful about pronouns and possessive adjectives.
- When checking answers, ask a student to give the direct speech version, and then ask another to report it (they don't have to include the person who is spoken to here).

## Answers

2 'Cornflakes are amazing shapes.'  
3 'Every single cornflake is unique.'  
4 'I like the colour of bananas.'  
5 'It doesn't bother me that the bananas go bad.'  
6 'The important thing is the photo of the banana art when it is finished.'  
7 'The photo of the potato is special for me.'  
8 'He has photographed many potatoes.'



## 6a Answers

**Similarities:** Both describe food used as art; both are playful and humorous.

**Differences:** The pineapple art was meant as a joke and was created by students, not professional artists.

- After checking answers, ask follow-up questions, e.g. *Do you think the pineapple display is art like the other food art on page 97? Why/Why not?*

## 6b Remind students to think about pronouns and time expressions that may have to change here.

## Answers

- Ruairi Gray said (that) they had a friend who hated pineapples so they had given him a pineapple.
- He said (that) they had seen an empty table and had decided to put it there.
- He said (that) they had thought it would just be taken down, but then a glass display had been put over it.
- He said (that) he had never thought it would happen like it did.
- Natalie Kerr said (that) when they had come in the previous Monday morning, someone had put it under glass and had made it part of the display.
- She said (that) they had been moving the exhibition and had come back after 10 minutes, and it had been in that glass case.
- Ruairi said (that) it was the funniest thing that had happened all year.

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

## 7 SPEAKING

- Encourage students to use different tenses and modals in their sentences, e.g. *My friend told me she was going on holiday. My cousin said she was going to buy me a painting for my birthday.*

## Developing vocabulary p99

## Using adjectives ending -ing and -ed

## Warmer

Divide the class into teams. Give each team in turn an adjective ending (write the ending on the board) and ask them to give you an adjective that ends that way. Award one point for every adjective and one extra if they can spell it correctly as well.

Adjective endings: -y, -ed, -ing, -ous, -ive, -able, -ic, -ful  
Possible answers: *happy, interested, amazing, dangerous, active, comfortable, artistic, careful.*

- Check understanding of any new adjectives in the box, e.g. *frustrated* (*annoyed and impatient because you can't do something*), *moved* (*made to feel strong emotion*) or *gripped* (*to be very interested in something*, e.g. a TV programme).

## Possible answers

**Positive:** amazed, amused, entertained, excited, fascinated, gripped, inspired, interested, moved, relaxed

**Negative:** annoyed, bored, confused, depressed, disappointed, disgusted, embarrassed, exhausted, frightened, frustrated, shocked, tired, uninspired, worried

**Both:** surprised

- Elicit some more examples of -ing adjectives from the class. Explain that most of those in the box in exercise 1 follow the same regular pattern, but elicit/teach the correct spelling of *worrying*.

## Answers

-ed describes how somebody feels; -ing explains why somebody feels this way, or the effect something has on somebody's ideas and feelings

- Ask students to look at the title and the photo and say what they think the text is about. Elicit the two meanings of *rock* here (*music and hard substance*) and what is normally meant by the term *rock star* (*a famous rock musician*).
- After students do the task, ask them to guess the meaning of *crack* (*a narrow gap*) and *weird* (*very odd or strange*).

## Answers

a surprising b gripping c bored d relaxed e confusing  
f exhausted g inspired h amazing i fascinating



## Culture notes

Other amazing things Abraham Poincheval has done include spending a fortnight inside a stuffed bear, sitting on hen's eggs and hatching out the chicks and navigating the Rhone river inside a giant plastic bottle.

- Share some of the other things Abraham Poincheval has done with the class (see Culture notes). Ask follow-up questions, e.g. *Do you think Abraham Poincheval's experience was a work of art? Why/Why not?*

## Fast finishers

Ask fast finishers to imagine they are interviewing Abraham Poincheval after his rock experience. Ask them to use the -ed and -ing forms of adjectives in exercise 1 to write three questions to ask him, e.g. *Did you feel frustrated when you were inside the rock? What was inspiring about your experience? Were your family surprised that you decided to do this?*

- Give students one or two examples that are true for you, e.g. *I think Greta Thunberg is really inspiring. One of the most exciting things I've ever done was swimming with dolphins.*

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

## 5 SPEAKING

- Provide example question beginnings on the board if necessary, e.g. *Have you changed anything in your life because of ...? How old were you when ...? Why did you think it was ...?*





## GREAT LEARNERS GREAT THINKERS p100

### Thinking about the importance of being inspired to try new things

#### Warmer

Ask students if any of them have started a new hobby or free-time activity recently and encourage volunteers to tell the class about it.

Ask: *What inspired you to have a go at the new hobby? (e.g. a friend who does it, something you saw in real life or in a video or read online/social media, etc.) Is it something you have wanted to do for a long time but were nervous about starting?*

#### 1 SPEAKING

- Elicit types of activity that could come into the category of other types of art, e.g. *sculpture, pottery, etc.*
- For question 2, revise the words for people who do artistic jobs from page 96 of the Student's Book.

#### 2 VIDEO

- Before students watch the video, ask what they already know about Venice.

#### Answer

It transports him to a different place. He also likes the mystery and excitement.

- Ask students to say what they think *transports him to a different place* means in their own words (*his mind is in another world, art makes him feel he is no longer part of ordinary everyday life, etc.*).
- Ask follow-up questions, e.g. *Do you have similar feelings to Kieron when you do an artistic hobby? What do you think of his pictures? Do you know any other very talented young artists?*

#### 3 VIDEO

- Remind students to read the questions before they watch again.

#### Answers

- 16
- three million pounds
- Because the city has inspired some of his favourite artists and some of their most famous masterpieces.
- at the very early stage/When he was just three years old.
- two
- When he goes to bed and when he wakes up.
- He's generally pleased with the work that the city has inspired him to create.

#### 5 SPEAKING

- Elicit a few opinions, agreeing or disagreeing with the text, and students discuss in pairs, e.g. *If I do a hobby, I really go for it and try to be the best at it. I don't like doing things badly – if I can't do something well, I don't want to do it at all. You need to practise a lot before you become good at something – if you've just started something new, you aren't going to be good at it straightaway.*

#### Answer

It's not important – you do hobbies because you enjoy them, they inspire you and they make you feel good.

## GREAT THINKERS



#### 6 SPEAKING

- This thinking routine helps students to think about the most important aspect or essence of a topic they have recently covered. It is especially good for getting them to try to sum up a class discussion in which they have explored a topic and gathered a fair amount of information and opinions about it.
- Hold a class vote for the best headline.

#### 7b SPEAKING

- Ask if any pairs found a hobby that they would both like to try.

## GREAT LEARNERS SEL



- After students think about the SEL, ask them to suggest reasons for not taking a risk and trying out something new, e.g. fear of not being good at something and looking silly, fear of being judged or criticised by other people, etc.
- Ask: *What can you learn from taking risks? (become more courageous, test yourself, find something you really enjoy or are good at, etc.) What can you learn from failure? (e.g. how to do better next time, understand your strengths and weaknesses, realise what you need to work on to improve).*
- Elicit suggestions for how to become better at taking risks, e.g. do something new with a friend, ask someone else for advice before you try, do a short taster session with other beginners.
- Remind students that no one is good at everything and that failing at some things is a normal part of life. Ask if any students are now definitely going to try a new activity that they discussed in exercise 7b.

## LEARNER PROFILE



- Ask students to read the statement and the question in the Learner Profile, then grade themselves from 1 to 5. Explain that here 1 means *not very good at taking risks* and 5 means *very good at taking risks*.
- 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 partners to help each other with more suggestions to increase their willingness to take risks. Alternatively, ask students to think individually of ways to increase their own willingness to take risks.

# 8 BUT IS IT ART?!

## Listening p102

### Listening for gist and specific information

#### Warmer

Play *Odd One Out*. Give students sets of four words (see examples below), and ask them to decide which is the odd one out in each group and to say why.

Possible groups (odd one out in **bold**): *abstract, portrait, sculpture, landscape*; *singer-songwriter, composer, conductor, **fashion designer***; *stage, cast, character, **tune***; ***photographer**, pianist, drummer, musician*; *lyrics, tune, **lighting**, music*; *musical, film, play, **plot***.

#### 1 SPEAKING

- Elicit the verb *to balance* (students read the noun form in the text about yoga in the previous unit), and supply other useful vocabulary, e.g. *stone, stack, pile* (v. and n.).

#### 2

- Pre-teach *to ruin* /'ru:ɪn/ (*to destroy or badly damage something*).
- Do not check the answers until students have completed the next task.

#### Answers

- a** incorrect – *There are lots of possible names*  
**b** correct – *There are lots of possible names ... I call it rock sculpture*  
**c** incorrect – *I call it rock sculpture, but it makes no difference*
- a** correct – *For the main prize ... the one with the most rocks that wins*  
**b** incorrect – *it could be the highest, but it doesn't have to be*  
**c** incorrect – *it's the one with the most rocks that wins*
- a** incorrect – *Oh, but the money is to fly to the World Championship*  
**b** correct – *the money is to fly to the World Championship*  
**c** incorrect – *there are medals and cups for ... second and third*
- a** incorrect – *that's what I prefer doing, making artistic sculptures*  
**b** incorrect – *I love seeing other people's sculptures, too. They inspire you to try out new ideas*  
**c** correct – *I prefer ... making artistic sculptures ... It's great when ... see they love what you're doing*
- a** incorrect – *affects the birds or animals that eat the insects*  
**b** incorrect – *people have often used rock towers as navigation ... they can get lost*  
**c** correct – *This is not stated in the listening.*

#### 3

- If suitable for your class, ask students to write brief notes in their own words to explain each item, and play the recording again only if they need to listen once more.
- When checking the answers to exercise 2, elicit phrases and facts to support them.

#### Answers

- The rock sculpture World Championships are held there.
- He is the European Champion.
- Last year Pedro's tower had 33 rocks.
- The girl puts photos of her sculptures on social media.
- Some people say that natural landscapes are ruined by rock sculptures.
- The girl thinks litter is much worse than rock sculpture.

## Grammar in context 2 p102

### Using reported speech – questions, commands and suggestions

#### Warmer

Books closed. Write the names of all the artists in this unit on the board as prompts (*Anne Griffiths, Stephan Brusche, Kevin Abosch, Abraham Poincheval, Lloyd and Ruairi, Kieron Williamson, Miranda Kennedy*). Ask individual students to report something that one artist said about their work/experience (using just their first names). Tell them to use their own words. For example: *Anne said she wanted to question how we see typical/everyday things. Miranda said she liked making beautiful sculptures.*

- You may have set the Flipped classroom video for homework, but if not watch it in class before working through the activities.
- If necessary, point out that the b sentences in each pair report the a sentences. When checking answers, highlight examples from sentences 1a–3b to match the rules where possible, and elicit the other verb that can be used as well as *ask* for rule 6 (*want to know*). For questions 2 and 6, see also the Language notes.

#### Answers

- 1 True 2 True 3 True 4 False 5 True 6 False

#### Language notes

When checking the answer to question 2, explain that the auxiliary verb *do* is not used in a reported question in the same way as in a normal question, but that the negative forms *don't* and *didn't* are used to report negative questions: *'Why don't you like pizza?' → He asked me why I don't/didn't like pizza.*

*ask*

Tell students that *ask* can have a direct object or no object in questions:

*He asked (me) if/whether I liked pizza. We asked (them) where Green Street was.*

See the use of direct object after *ask* in reported commands on TN91.

- When checking answers, elicit the reasons for each choice (1, 3 and 6 subject before verb, not verb before subject – rule 3, 2 *if* used for Yes/No questions/questions with no question word – rule 5, 4 incorrect affirmative past simple, 5 change of tense: present perfect to past perfect – rule 1).

#### Answers

- 1 where he was from 2 if 3 he had 4 it took 5 had  
6 he would go



Homework Workbook page 69

- 3 Tell students to look at the tables on page 98 of the Student's Book if they need help with the words that need changing, such as time expressions. Remind them about pronouns and possessive adjectives as well.

#### Answers

- 1 why he had decided to come that day
- 2 if/whether he often visited art galleries
- 3 if/whether he had enjoyed that exhibition
- 4 which his favourite painting was
- 5 if/whether he would recommend the exhibition to his friends
- 6 if/whether he had bought anything from their gift shop
- 7 if/whether he was going to see any other exhibitions the following week

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

#### 4 SPEAKING

- Encourage students to write a variety of Yes/No questions and some with question words here.
- Ask volunteers to tell the class a question they were asked and their response.

- 5 If it is more helpful for your students, do this exercise with the whole class. Ask students what verb forms are used in the direct commands in 1a and 2a (imperatives). Explain that these can also be described as requests, especially when used with *please*.

- Focus on the phrases used for making suggestions in 3a and 4a (*Let's* and *Why don't we*), and elicit other phrases students know for making suggestions, e.g. *Shall we ...*, *What about ... + -ing*, *How about ... + -ing*.
- Elicit matching words and phrases from the examples to support each answer (1 phrases with *ask* and *tell*: *She told them*, *He asked them*, 2 infinitives in reported commands: *to make*, *to send*, 3 *not* in reported commands: *not to make*, 4 *He suggested ...*, 5 gerunds in reported suggestions: *suggested getting out and trying*, *suggested starting*, 6 words that change: *your* → *their*, *me* → *him*, *this* → *that*).

#### Answers

- 1 *tell* and *ask*; *ask* is less strong/direct
- 2 the infinitive
- 3 before the infinitive with *to*
- 4 the verb *suggest*
- 5 the gerund
- 6 yes

### Language notes

Point out that, although a direct object is not necessary after *ask* in reported questions (see TN90), we must include a direct object after *ask* in reported commands with a *to*- infinitive:

*He asked them to send him their photos. I asked him to lend me some money.*

- 6 Tell students to use the same verb, *ask* or *tell*, that is used in the direct command and to omit the word *please*. If helpful for your class, do the first answer with them as an example.
- Point out that other (finite) verbs that come after the imperative verbs in the direct commands may need to change in the same way as reported verbs. (See 1 *I'm speaking* → *she/he was speaking* and 3 *is* → *was*.)

#### Answers

- 1 asked the class to pay attention when he/she was speaking
- 2 told them to give him their tickets
- 3 told him not to speak while his mouth was full
- 4 asked the visitors not to take photos inside that part of the museum
- 5 told him not to come home late that evening
- 6 asked the students to write a description of the painting for homework

#### 7 Answers

- 1 Sam suggested going to the modern art exhibition the next/ following day.
- 2 The art teacher suggested making a sculpture with the things they had there.
- 3 Amy suggested doing that term's assignment on Picasso.
- 4 Becky's mum suggested trying to finish the painting they had started the day before.
- 5 Jamie suggested buying a poster of that painting in the gift shop.

#### 8 SPEAKING

- Students play the game as a whole class.

### + Extra activity

Ask students to write reported versions of two commands/ requests they said to a family member recently and two suggestions they made to a friend recently and memorise them.

For example: *I asked my dad to help me with my homework. I told my brother not to hide my phone. I suggested playing tennis after school. I suggested doing the history project together.*



# 8 BUT IS IT ART?!

## Developing speaking p104

### Describing a past event

#### Warmer

Ask students what kinds of school trips they can do at their school. Invite volunteers to tell the class briefly about their best/worst school trip: where they went, how they travelled there, what they saw/did, what they enjoyed/didn't enjoy, etc.

#### 1 SPEAKING

- Nominate individuals to tell the class a good point about one type of trip, and ask the rest of the class if they agree or disagree.

#### 2a and 2b SPEAKING

- Make sure students just think of suitable phrases for giving opinions, agreeing/disagreeing here; they will do the negotiating task in exercise 3.

#### 3 SPEAKING

- Remind students that they can discuss other types of school trip that aren't in the photos, e.g. trips that were mentioned during the warmer.
- After students do the task, nominate individuals to tell the class what they decided and why. Hold a class vote for the preferred school trip.

- Before students do the task, ask them to read the diagram and guess the meaning of *memorable* (*worth remembering or easy to remember*).

#### 5 62

- Ask students to copy the headings from the diagram into their books again before they listen to the recording. Remind them to make brief notes only under each heading.
- When checking answers, ask students if they would like to do the trip in the recording and why/why not.

#### Possible answers

**Where we went, when and why:** radio and TV studio, last term, to show us what a studio is like and to see what happens behind the scenes

**What happened:** recorded own news story, first time – made a few mistakes, second time better; went to radio room and had a debate, were quiet at first then talking a lot

**How I felt and why:** at first really nervous, found studio frightening at first, then relaxed, felt really good

**Something special about the trip:** studio director said she was as good as a professional news reader

#### 6 62

#### Answers

Students should tick:

At first

To start with

First

Then

After that

After a while

A few seconds/minutes/hours/days later

After ten minutes/half an hour/a while

Finally

In the end

#### + Extra activity

Play the audio again and pause after each expression from the Speaking bank. Ask students if any other word(s) or phrase(s) could fit in the same place.

- Exam tip** Ask students to think about the question in the Exam tip box and elicit their ideas.  
Before the exam task, students should make sure they know:
  - as many regular and irregular past forms as possible.
  - when and how to use the past simple, past continuous and past perfect.
  - words and expressions to explain the order of events like those in the Speaking bank.
- Elicit the other strategies students learned for speaking exam tasks in Unit 4 (see TN50), and revise these if necessary.

#### Practice makes perfect

#### 7a and 7b SPEAKING

- Remind students to listen carefully, and ask questions with question words about each other's school trips to elicit more information.

## Developing writing p105

### Writing a film review

#### Warmer

Write, or project, these sentences on the board and ask students to spot and correct any mistakes:

1 *I thought the film was moved but it made my friend feel depressed.*

2 *She felt inspiring by the film director's entertaining speech.*

3 *His book was fascinating – I was absolutely gripping.*

4 *The news was rather worried – they began to feel frightened.*

5 *We were frustrated because our exam results were disappointed.*

#### Answers

1 ~~moved~~ moving 2 ~~inspiring~~ inspired 3 ~~gripping~~ gripped  
4 ~~worried~~ worrying 5 ~~disappointed~~ disappointing

#### 1 SPEAKING


- To get this started, elicit some examples of recent animated films and superhero films, along with the names of famous superheroes.
- If you want students to practise scanning a text to find key information, set a time limit, and ask them to read the questions and find the relevant information as quickly as they can. Remind them of helpful strategies here, e.g. using their prior knowledge of how reviews are normally structured to help them guess what each paragraph is likely to be about, to read the first line of each paragraph to check their guesses, etc.
- When checking answers, elicit the paragraphs where students found the information. Ask students to guess the meaning of *screenplay* (the written story and dialogue of a film) and *soundtrack* (the music played during a film).
- Ask students if they have seen the film and, if so, their opinions of it.

#### Answers

The writer liked the art and the animation (paragraph 3) and would recommend the film to teenagers and anyone interested in superhero stories, comics or comic art (paragraph 4).

#### 3 Answers

1 c 2 b 3 d 4 a

-  **Exam tip** Ask students to read and think about the question in the Exam tip box. Elicit the answer that students may lose marks if they do not follow the instructions fully and fail to include everything that is required. Elicit the key points students must be sure about before they begin the task:
  - Know who they are writing to or for.
  - Know the word limit, as they may get no marks if they write too many words or not enough.
  - Be clear about the information they should include.
  - Check how many paragraphs they should write (if this is specified).
  - Know whether they should start or finish their text in a specific way.

- When checking the answer to question 4, elicit the reasons and examples the writer gives for his/her opinions (... *this film was extremely original because they mixed lots of different styles, using ... drawings done by hand; The screenplay was funny too; the soundtrack ... the hip-hop songs helped to show Miles's character; perfect for teenagers*).

#### Answers

- mostly the present simple
- No, but the present perfect is used once (*has built*).
- No, it explains the writer's opinion and why he/she would recommend the film.
- yes

- After students do the task, nominate individuals to share their ideas for headings, and ask the rest of the class to choose the best ones.

#### Possible answers

- types/genres of film
- positive adjectives
- negative adjectives
- film words/features

- Check understanding of any new vocabulary here, e.g. *sentimental* (making people experience feelings of sadness or sympathy in an obvious way). Elicit examples for each type of film in section 1, as well as examples of good special effects or famous villains. Encourage students to use the adjectives to describe the examples they give where possible.

### Fast finishers»»

Ask students to look at the box on page 99 of the Student's Book, and make a note of all the most suitable *-ing* and *-ed* adjectives for: 1 *describing a film* 2 *describing their reaction to/opinion of a film*. They share these with the rest of the class.

#### Possible answers

- amazing, amusing, boring, confusing, disappointing, entertaining, exciting, frightening, gripping, inspiring, interesting, moving, shocking, surprising, uninspiring
- amazed, amused, bored, confused, disappointed, entertained, excited, frightened, gripped, inspired, interested, moved, shocked, surprised, uninspired

### Practice makes perfect

#### 6a, 6b and 6c

- Remind students to think about their responses to the question in the Exam tip box when they have read the task instructions, to make sure they can answer them.
- Ask students how long their reviews need to be (100–150 words). Tell them that the example review in exercise 2 is nearly 300 words long so their own reviews need to be a lot shorter.



# 8 BUT IS IT ART?!

## Test yourself p107

### Grammar test

1

#### Answers

- a (that) she was happy to be there that day
- b him/her/the reporter (that) she was writing a play
- c (that) she had never written a play before
- d (that) she'd choose the actors herself when she finished
- e him/her/the reporter (that) she had been inspired by a trip to California the previous year
- f (that) she might go to the US again the following year
- g (that) she had to go then because her manager was waiting for her

2

#### Answers

- 1 What are you doing here?
- 2 When did you arrive?
- 3 Do you know what the answer is?
- 4 Have you ever written a poem?
- 5 What will you do with the money?
- 6 How many pages does the book have?
- 7 Is this bag yours?

3

#### Answers

- 1 Get out of the car!
- 2 Don't panic!
- 3 Why don't we leave the exercise for tomorrow? or Let's ...
- 4 (Please) don't sing that song.
- 5 Why don't we go by public transport? or Let's ...
- 6 Don't interrupt me!

### Vocabulary test

1

#### Answers

- 1 conductor 2 drummer 3 singer-songwriter 4 composer
- 5 sculptor

2

#### Possible answers

- 1 A landscape is a painting of an area of land.
- 2 A masterpiece is a work by an artist which shows incredible skill.
- 3 The lyrics are the part of the song which the singer sings.
- 4 The cast are the people who act in a play, film or television programme.
- 5 A sketch is a picture which is done quickly.
- 6 The audience are the people who watch a performance.
- 7 A self-portrait is a picture of yourself.
- 8 The stage is the place where actors or musicians perform.

3

#### Answers

- 1 exhausted 2 embarrassing 3 confused 4 disappointing
- 5 frustrated 6 disgusting 7 fascinating

### Grammar savvy



- See Grammar savvy, Workbook page 119, for extra practice and revision of the key language from the two *Grammar in context* pages in the unit.

### STEAM

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



## Reading: Use of English

### 1 SPEAKING

#### Possible answers

- 1 students at a school
- 2 to publicise a fun run and encourage students to join in

### 2

#### Answers

a to b if c will d that/who e so f which

### 3 SPEAKING

#### Possible answers

Last month, I did a fun run in aid of a wildlife charity with my best friends, Joe and Maria. I had never done a fun run before, so I was a bit nervous in case I found it too difficult and it ended up being the opposite of fun. But on the day, I found that I was quite good at running and I really enjoyed it. And I made a lot of new friends, too.

## Speaking

### 4 SPEAKING

- Before doing the task, read through the Speaking exam tip carefully with students. Explain that in this speaking activity, students will be speaking with a partner. Students have to take turns and listen to their partner carefully, and will need to make suggestions and ask for their partner's opinion.
- Students should read through the instructions for the task carefully before speaking. They should then look at each of the activities in the pictures and discuss each one.
- Before they start, you could also ask students to look ahead to the checklist in exercise 5, and remind them that they should be doing each of these things during the speaking task.
- The important part of this task is that both students participate fully and use a good range of language to discuss the options. They should discuss all of the pictures and not make a decision too quickly.

## School sport in your country

### 1 SPEAKING

- Students work in groups of three to four.
- After students work in groups, ask them to share their ideas with the class and collate these on the board in note form.

### 2 SPEAKING

- Point out that the text on page 92 of the Student's Book is the basis for a debate so it includes opinions about any negative influences of sport in school. For this task, students just need to provide general information for an overview of sport in their country.
- Tell groups that they will need to prepare or gather some visual items, e.g. photos, videos, realia, digital slides, depending on the type of project they do.

### 3 Whole class: ask individuals to read aloud the tips and discuss them with the class.

- Collaboration: elicit students' ideas of what is meant by *constructive criticism*, e.g. saying something positive about a piece of work before they make suggestions for improvement, being respectful of other students' ideas, etc. Encourage students to make compromises, or take votes, if necessary, so that every student in a group is able to contribute work.
- Intercultural awareness: elicit examples of sports or aspects of sport in your country that students might need to explain to a foreigner.

### 4 SPEAKING

- Direct students to Collaborative project plan 4 in the Workbook, page 125, to record their notes and help them prepare for the project.
  - Discuss a final deadline for presenting the project, as well as any interim dates. Suggest when students will have time to work on the project in the classroom and when they will need to work on it at home.
  - When groups discuss, remind them to use the language from the Collaboration tip.
  - Internet use: provide a list of relevant and reliable websites for students to choose from for their research, if necessary.
  - When they present their projects, allow students who have chosen to do a presentation more time to speak and show any visuals they have prepared here. Give students who have prepared a poster or leaflet just a minute or two to explain their projects, then display these in the classroom for other students to look at and evaluate.
- 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.

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### COMMON EUROPEAN FRAMEWORK

A1	A2	B1	B2	C1	C2

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